

**National Task Force on Early Childhood Education for Hispanics**  
*Para Nuestros Niños*  
Annotated Bibliography

**Theme: *Pre-kindergarten programs and child care***

Barnett, S. W., & Hustedt, J. T. (2005). Head Start's Lasting Benefits, *Infants and Young Children* (Vol. 18, pp. 16-24.).

This article provides an overview and critical evaluation of Head Start research and discusses implications of this research with an eye toward informing Congress's decision for reauthorization. This review finds mixed, but generally positive, evidence regarding Head Starts' long-term benefits.

Barnett, S.W. (1992). Benefits of compensatory preschool education. *Journal of Human Resources*, 27, 279-312.

Review of 22 studies and cost-benefit analysis of the Perry Preschool Project (Ypsilanti, MI) determined that compensatory preschool education can produce long-term gains in school success through contributions to cognitive abilities. This success is accompanied by improvements in employment, teen pregnancy, and welfare assistance.

Barnett, W. S., Robin, K., Hustedt, J., & Schulman, K. (2003). *The state of preschool: 2003 state preschool yearbook*. New Jersey: National Institute for Early Education Research.

This report suggests that state preschool programs fail the nation's children. Few set high standards and fewer still provide adequate funding. Even the disadvantaged children targeted by most state preschool initiatives are not assured of access to high-quality programs. This report is the first of what will be annual checkups on programs funded by state governments to educate America's children at ages 3 and 4. The *Yearbook* clearly points out state policies that impact the level of access children have to preschool, the quality of programs offered, and the commitment of the state to resources for these programs.

Barnett, W. S., Robin, K., Hustedt, J., & Schulman, K. (2004). *The state of preschool: 2004 state preschool yearbook*. New Jersey: National Institute for Early Education.

This report is the second of what will be annual checkups on programs funded by state governments to educate America's children at ages 3 and 4. The *Yearbook* clearly points out state policies that impact the level of access children have to preschool, the quality of programs offered, and the commitment of the state to resources for these programs.

Beatty, B. (2001). The politics of preschool advocacy: Lessons from three pioneering organizations. In C. J. De Vita and R. Mosher-Williams (Eds.), *Who's speaking for America's children?: The role of child advocates in public policy*. Washington, D.C.: Urban Institute Press.

This chapter compares the history and experiences of three influential early childhood care and education organizations: the National Federation of Day Nurseries (NFDN), the

National Kindergarten Association (NKA), and the National Association for Nursery Education (NANE). These three groups were “maternalist” voluntary organizations that modeled the provision of social services to young children on women’s traditional role in the family.

Boethel, M. (2004). *Readiness: School, family, and community connections*. National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.

This report describes 48 research studies on the contextual factors associated with children's readiness. In particular, this synthesis explores children's abilities as they make the transition to kindergarten, factors associated with these abilities, and implications of these factors on children's later success. It also discusses the effectiveness of a variety of early childhood or preschool interventions that include a family or community focus.

Bowman, B. & Burns, S. Eager to learn: *Educating our preschoolers*. National Academy Press. The book illustrates issues of pedagogy for early education with an extensive list of references. It contains information on education of children ages 2 to 5. It focuses on programs provided outside the home, such as preschool, Head Start, and child care centers. The book discusses the three trends that have focused public attention on children's education and care in the preschool years:

- The unprecedented labor force participation of women with young children.
- Emergent consensus that young children should be provide with educational experiences.
- The accumulation of convincing evidence from research that young children are more capable learners than current practice reflect, and that good educational experiences in the preschool years can have a positive impact on school learning.

Bridges, M., Fuller, B., Rumberger, R., & Tran, L. (2004). *Preschool for California’s children: Promising benefits, unequal access*. Policy Brief, PACE and UC LMRI publication. Examining a representative sample of 2,314 California children, this brief focuses on the following questions:

- Which families gain access to center-based preschool programs?
- What are the participation rates of California’s children in different types of child care?
- At what ages do children enter center-based programs, on average, and how many hours per week do they attend?
- What levels of the developmental process – in cognitive, social-emotional, and school readiness skills – do California children display as they enter kindergarten?
- How do these developmental levels vary across social class and ethnic groups?
- Does exposure to center-based programs help to explain developmental gains in school-readiness skills displayed by children, after accounting for the attributes of their parents and home practices?

Burns, M., Midgette, K., Leong, D., & Bodrova, E. (). *Prekindergarten benchmarks for language and literacy: Progress made and challenges to be met*. Unpublished article.

Article directed toward policy makers, administrators, and teachers highlighting research that suggests age appropriate and well-written clear benchmarks that have a crucial role in bringing effective literacy practices to preschool programs. Discusses whether benchmarks serve as an effective framework for literacy curriculum and whether these serve to build the preschool assessment of language and literacy.

Calderon, 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.

Chambers, B., Slavin, R., & Cheung, A. (2003). *Effective preschool programs for children at risk of school failure: A best-evidence synthesis*. Unpublished manuscript.

The focus of this paper is to review the evidence for the effectiveness of various preschool programs for young children who are at risk of school failure due to poverty, both to assist educators and policy makers in deciding the types of programs to implement and to inform researchers about the current evidence on preschool programs and to guide further research.

Chyu, L., Pebley, A. R., & Lara-Cinisomo, S. (2005). *Patterns of Child Care Use for Preschoolers in Los Angeles County*: RAND Corporation.

This report examined patterns of childcare use in 2000-2001 for children ages 0-5 that were not yet enrolled in kindergarten or first grade. Researchers investigated the relationships between some childcare measures and neighborhood, family, and child characteristics in Los Angeles County.

Clifford, R., Barbarin, O., Chang, F., Early, D., Bryant, D., Howes, C., Burchinal, M., & Pianta, R. (2003). *What is prekindergarten?: Trends in the development of a public system of prekindergarten services*. Working paper draft. National Center for Early Development and Learning, University of North Carolina at Chapel Hill.

This study looked at Pre-K and kindergarten teachers (N = 982) and children (N = 939) to determine what Pre-K looks like across a number of states; what happens in these programs; what children learn in the Pre-K and if this helps them in their kindergarten year; and what the relationship is between teaching practices and child outcomes. Participating states were California, Illinois, Kentucky, Ohio, Georgia, and New York. Children's language and ethnicity factors were examined.

Clifford, R., Early, D., Ritchie, S., & Bryant, D. (2003). NCEDE's Multi-state study of prekindergarten: A comprehensive look at teachers, classrooms and children. A slide

presentation given by the National Center for Early Development and Learning (NCEDL), University of North Carolina at Chapel Hill.

A slide presentation of a study looked at Pre-K and kindergarten teachers (N = 982) and children (N = 939) to determine what Pre-K looks like across a number of states; what happens in these programs; what children learn in the Pre-K and if this helps them in their kindergarten year; and what the relationship is between teaching practices and child outcomes. Participating states were California, Illinois, Kentucky, Ohio, Georgia, and New York.

Collins, R., & Ribeiro, R. (2004). Toward an early care and education agenda for Hispanic children. *Early Childhood Research & Practice*, 6(2).

Following a discussion of the demographic trends involving Latino children and families, this paper discusses the child care and early education needs of Latinos, including workforce issues, immigration, educational challenges, and English-language learners. The paper then discusses how Latinos are served by early care and education programs, including Head Start, prekindergarten, and child care, concluding that Latinos are underserved. The last section addresses possible actions that might be taken to improve early care and education services for Latinos.

Committee for Economic Development. (2002). *Preschool for all: Investing in a productive and just society - A statement by the Research and Policy Committee of the Committee for Economic Development*. New York, NY: Committee for Economic Development.

The statement by the Committee for Economic Development maintains that in order to ensure that all children enter school ready to learn, the nation needs to reform its current approach by linking programs and providers into coherent state-based systems with the goal of universal access to free, high-quality prekindergarten classes, offered by a variety of providers, for all children whose parents want them to participate.

Committee on Early Childhood, Adoption and Dependent Care. (2005). Quality early education and child care from birth to kindergarten, *Pediatrics* (Vol. 115, pp. 187-191).

This article explains that high-quality early education and childcare for young children improves their health and promotes the development and learning. It highlights that early education includes all of a child's experiences at home, in childcare, and in other preschool settings. The authors recommend extending K-12 down to universal preschool programs.

Cooper, C. & Neuman, M. () By design: French preschools inform curriculum. In *Ready to learn: The French system of early education and care offers lessons for the United States*. A report of the French-American Foundation coordinated by Susanne Kastler.

Cost, Quality and Outcomes Study, 1999. *Cost, Quality, and Child Care Outcomes Study Team*. Denver, CO: University of Colorado at Denver, Economics Department.

A brief article that reviews some of the curriculum, policy, and practice of the French preschool program, *Ecole Maternelle*. Some comparisons with U.S. preschool programs are made.

Cryer, D., & Burchinal, M. (1997). Parents as child care consumers. *Early Child Research Quarterly*, 12, 35-58.

Examines the child care related values and quality assessments of parents as child care consumers. Parents of infants, toddlers, and preschoolers ( $N = 3,134$ ) provided both importance and quality ratings. Parent ratings were analyzed, and compared to observer ratings.

Currie, J. (2001). Early childhood education programs. *Journal of Economic Perspectives*, 15(2), 213-238.

Data were gathered from an evaluation of the Head Start preschool program, which commenced in 1965. Findings reveal that such programs have significant short- and medium-term benefits and that their benefits tend to be greater for disadvantaged children. Findings imply that some of these programs have achieved significant success in improving educational attainment and earnings and in reducing welfare dependency and crime.

De Vita, C., & Montilla, M. (2003). Improving child care quality: A comparison of military and civilian approaches. *Charting Civil Society*, 13.

Looks at five components of the U.S. Military Child Care System (MCCS) that are relevant to improving child care systems for civilians, which is critical considering recent neurological and social system research concerning early childhood development. Discusses issues related to financing, staff training, licensing, and procedural issues in order to improve civilian child care systems.

Fuller, B. & Strath, A. (2000). The Child-Care and Preschool Workforce: Demographics, Earnings, and Unequal Distribution. *Educational Evaluation and Policy Analysis*, 23, 33-57.

This paper uses 1990 census data aggregated to the zip code level to report on features of the early education workforce nationwide. Teacher's and other staff in preschools and center-based programs reported low wages, averaging about \$7,300 per year with most working less than full-time.

Gallagher, J., Clayton, J., & Heinemeier, S. (2001). *Education for four-year-olds: State initiatives*. National Center for Early Development and Learning, University of North Carolina at Chapel Hill.

This study looks at the status on prekindergarten in five U.S. states. Specifically, authors looked at how these states managed to incorporate prek into educational policy; what the major facilitators and barriers were in this process; and the strategies that appeared to be useful in achieving this result.

- Gerber, E. (2003). *Predictors of teacher sensitive caregiving in center-based child care*. Berkeley, CA: University of California, Berkeley.  
This dissertation analyses how the interplay among child care teachers' background, psychological and social characteristics, beliefs and features of their center and classroom environments predicted their attuned and harsh behaviors with young children.
- Gordon, R., & Chase-Lansdale, L. (2001). Availability of child care in the United States: A description and analysis of data sources. *Demography*, 38(2), 299-316.  
This paper describes and evaluates several indicators of child care availability that have been released by the U.S. Census Bureau over the last 15 years. Analyses indicate that center child care is least available in nonmetropolitan, poor communities, and that family day care is most available to nonmetropolitan, mixed income families.
- Gormley, W., Gayer, T., Phillips, D., & Dawson, B. (2004). *The effects of universal pre-k on cognitive development*. Washington DC: Public Policy Institute, Georgetown University.  
This article uses a "regression discontinuity" design to analyze the impact of pre-K schooling on cognitive scores. It concludes that Oklahoma's universal pre-K program has succeeded in enhancing the school readiness of a diverse group of children, including Hispanics.
- Gormley, W. & Phillips, D. (2003). *The effects of universal pre-k in Oklahoma: Research highlights and policy implications*. Working Paper Series, Foundation for Child Development.  
This article highlights the effects of Oklahoma's universal pre-k program by looking at outcome scores and ethnicity/race and SES factors. Results are discussed in terms of their implication for policy changes.
- Heckman, J., & Masterov, D. (2004). *The productivity argument for investing in young children*. Chicago, IL: Committee for Economic Development.  
Nobel Economist James Heckman and colleague Dimitriy Masterov present a thorough quantitative analysis that advocates for investing in early childhood education programs in the U.S. Authors suggest that the economic future of this country is related to the amount of financial investment into early education programs—they share data that suggest that funding such programs promotes later life successes for the benefactors and is cheaper than paying for the effects of poor early education later in school.
- Henry, G., Henderson, L., Ponder, B., Gordon, C., Mashburn, A., & Rickman, D. (2003). *Report of the Early Childhood Study: 2001-2002*. Andrew Young School of Policy Studies, Georgia State University.  
In 2001, the Early Childhood Study began to examine the development of four-year-olds in early childhood programs, preschools and child care centers in Georgia. Purposes for this study included, following the development of young children attending publicly funded and private preschools; ascertaining the quality of their experiences; and estimating the effects of Georgia's Pre-K Program.

Hicks, S., Lekies, K., & Cochran, M. (1999). *Promising practices: New York State universal pre-kindergarten, expanded edition*. Ithaca, NY: The Cornell Early Childhood Program, Department of Human Development, Cornell University.

This expanded edition incorporates additional findings from 32 New York City districts, which were not included in the first edition, totaling 95 districts that created plans in response to the New York State Education Law addressing universal prekindergarten (UPK). This report identifies a number of promising practices proposed in district plans and it provides recommendations to both district planners and state officials regarding ways to further enhance community planning and program delivery.

Hill-Scott, K. et al. (2004). *Master plan for universal preschool in Los Angeles County*. Los Angeles, CA: Karen Hill Scott & Company.

A report full of lists, charts, and facts in a concise format that tell a “simple story” of how voluntary universal pre-K implementation in LA County will occur. With the commitment of the First 5 Board of Commissioners, over 100,000 children will be enrolled in home- and center-based pre-K programs; over 32,000 new preschool spaces will be developed; and over 10,000 new teacher and teacher assistant positions will be created. This report is the culmination of the collaborative planning process for this program.

Hill-Scott, K. (2001, July 24). *Development for leadership in early childhood education (ECE)*.

A slide presentation at an education conference in Los Angeles, CA.

Mentions projections, trends that will drive change, challenges, new roles and training models, future leadership, and incorporating interdisciplinary fields in early childhood education in the U.S.

Holloway, S., Fuller, B., Rambund, M., & Eggers-Piérola, C. (1997). *Through my eyes: Single mothers and the culture of poverty*. Cambridge, MA, US: Harvard University Press.

This book offers a first-hand look at how single mothers with the slimmest of resources manage from day to day. We witness their struggles to balance work and motherhood and watch as they negotiate a bewildering maze of child-care and social agencies. For 3 years the authors followed the lives of 14 women from poor Boston neighborhoods, all of whom had young children and had been receiving welfare intermittently. We learn how these women keep their families on firm footing and try--frequently in vain--to gain ground. We hear how they find child-care and what they expect from it, as well as what the child-care providers have to say about serving low-income families. The authors view these lives in the context of family policy issues touching on the disintegration of inner cities, welfare reform, early childhood and "pro-choice" poverty programs.

Jacobson, L. (2004, March 24). *Preschoolers study foreign tongues*. *Education Week*.

This newspaper clipping discusses the growing interest and prevalence of foreign-language instruction in prek settings. The author discusses issues related to the

increasing demands of prek foreign language instruction while drawing on examples and quotations from a prek program that offers French instruction to four-year-old children.

Johnson, C., Borchers, DA., English, K., et al., (2005). Quality early education and child care from birth to kindergarten. *Pediatrics* 115, (1) 187-191.

This article explains that high-quality early education and child care for young children improves their health and promotes their development and learning. It also highlights that early education includes all of a child's experiences at home, in child care, and in other preschool settings. The authors recommend extending K-12 down to universal preschool programs.

Karoly, L. B., J. (2005). *The economics of investing in universal preschool in California*: RAND Corporation.

There is an increased interest in California and other states in providing universal access to publicly funded preschool education for one or two years prior to kindergarten entry. The study focused on the following two questions: What are the expected direct costs and benefits for the public sector and society as a whole of implementing a high-quality universal preschool program in California? What are the other potential indirect economic and non-economic benefits for California that may be associated with such program?

Lekies, K., Heitzman, E., & Cochran, M. (2001a). *Collaborating for kinds: New York State universal prekindergarten 1999-2000*. Ithaca, NY: The Cornell Early Childhood Program.

This report presents findings in a number of key areas and provides recommendations to both district planners and state officials regarding ways to further enhance community planning and program delivery. This research was part of a larger, comprehensive study underway that included surveys to universal pre-k coordinators over a three-year period, extensive interviews in four case study districts, and surveys and interviews with child care resource and referral agencies across the state of New York.

Lekies, K., Heitzman, E., & Cochran, M. (2001b). *Early care for infants and toddlers: Examining the broader impacts of universal kindergarten*. Ithaca, NY: The Cornell Early Childhood Program.

This manuscript presents the findings from a study of the impacts of universal pre-k on community-based services to infants, toddlers, and preschoolers. Of interest in this study were the unanticipated consequences of universal pre-k, especially those that could be detrimental to the overall system of early care for infants and toddlers.

Loeb, S., Fuller, B., Kagan., S., & Carrol, B. (2004). Child care in poor communities: Early learning effects of type, quality, and stability. *Child Development*, 75(1), 47-65.



Using a sample of children who were born between 12 and 42 months when their mothers entered welfare-to-work programs, this paper found positive cognitive effects for children in center care. Children displayed stronger cognitive growth when caregivers were more sensitive and responsive and stronger social development when providers had an education beyond high school. Children in family child care homes showed more behavioral problems but no cognitive differences.

López, E. S., & De Cos, E.L. (2004). *Preschool and Childcare enrollment in California*: California Research Bureau.

This report documents the enrollment of children in public and private preschools (kids ages 3-5 not in kindergarten). It describes California's ethnic makeup and the enrollment of children in early childhood centers U.S wide.

Magnuson, K. A., Meyers, M. K., Ruhm, C. J., & Waldfogel, J. (2004). Inequality in Preschool Education and School Readiness. *American Educational Research Journal*, 41, 115-157. The study analyses the effects of participation in child care and early education on children's school readiness as measured by early reading and math skills in kindergarten and first grade. Children who attended a center or school-based preschool program in the year before school entry perform better on assessments of reading and math skill upon beginning kindergarten.

Magnuson, K., & Waldfogel, J. (2005). Early care and education: Effects on ethnic and racial gaps in school readiness. *Future of Children*, 15(1), 169-196.

In this article, authors examine black, white, and Hispanic children's differing experiences in early childhood care and education and explore links between these experiences and racial and ethnic gaps in school readiness.

Marshall, N., Creps, C., Burstein, N., Glantz, F., Robeson, W., & Barnett, S.. (2001). *The cost and quality of full-day, year-round early care and education in Massachusetts – preschool classrooms: An executive summary*. Wellesley Centers for Women and Abt Associates Inc.

This is the first report of an ongoing study. This addresses early care and education for preschool-aged children in full-day, year-round centers. More specifically, it aimed at addressing the quality, costs, the relationship between quality and costs, and the relationship between family income and quality of early care and education services in Massachusetts.

Miller Wiltz, S. (2005). Bridging the preK-elementary divide. *Harvard Education Letter*, 21(4), 4-7.

This brief article reviews the achievement differences in early education and how bridging the divide between early childhood and elementary education programs can decrease differences.

Mulligan, G. (2004). *Participation in, out-of-pocket expenses, and receipt of financial assistance for nonparental care and education among prekindergarten children in the United States*. Paper presented at American Educational Research Association annual meeting, April 12-16, 2004, San Diego, CA.

This paper contributes to the research on early child care and education by examining these issues using data from the 2001 Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECCP-NHES:2001). It uses multivariate statistical techniques to estimate the relationships between participation rates, time spent in care, and families' weekly out-of-pocket expenses for child care and examines whether child, family, and community characteristics are related to families' receipt of financial assistance for child care from various sources, including relatives and social service agents

National Center for Early Development and Learning. (2003). *Multi-state study of pre-kindergarten*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, NCEDL.

Provides some results of the pre-kindergarten year with the aim of understanding variations among pre-k programs and how these variations relate to child outcomes at the end of pre-k and in kindergarten. Study was conducted in six states: Georgia, Illinois, Kentucky, Ohio, parts of California, and parts of New York.

National Governor's Association (). *Governors' forum on quality preschool – NGA Center for Best Practices*.

Provides 12 reports on the situation of preschool in the nation. Reports discuss issues relating to diversity, quality, leadership, funding, institutional collaborations, public relations, goals, staffing, and the possible infant/toddler inclusion in preschool programs.

Neuman, M., & Peer, S. (2002). *Equal from the start: Promoting educational opportunity for all preschool children—learning from the French experience*. New York, NY: The French-American Foundation.

This report focuses attention on how France, building a strong foundation of a universal pre-elementary school system, is providing earlier access and more resources to low-income and immigrant children who are at risk for educational underachievement by investing additional resources in *écoles maternelles* located in education priority zones.

Ounce of Prevention Fund (). *Ready for school: The case for including babies and toddlers as we expand preschool opportunities*. Ounce Prevention Fund. <http://www.ounceofprevention.org>

Discusses trends in preschool programs and research in this area in the United States. Makes the argument that if policymakers fail to include the needs of babies and toddlers as plans are made for universal preschool, in five years our conversations about "school readiness" will instead be about "preschool readiness".

Peer, S., & Burbank, J. (2004). *Focus on early learning: Lessons from French écoles maternelles*. Seattle, WA: Economic Opportunity Institute.

In November 2003, the French-American Foundation and the Economic Opportunity Institute sponsored a conference “Focus on Early Learning: Lessons from French *Ecoles Maternelles*” for an invited audience of legislators, policy makers, government officials, university and college professors in the field of early childhood education and development, foundations, business, staff and directors of early learning centers, and parents. This report and its recommendations are a result of this conference.

Policy Analysis for California Education-PACE- (2003). *Targeting Investments for Universal Preschool: Which Families to Serve First? Who will respond?* Policy Analysis for California, Fuller, B. & Huang, D. S.

The article describes California’s attempt to create a plan for moving toward universal preschool (UPS), focusing first on low-income families. California steadily contributed more and more financial help to childcare and preschool programs rising from 800 million in 1996 to 3.1 billion in 2003-2004 fiscal year. The paper analyses how public funding can be effectively targeted to yield strong enrollment demand by parents and discernible effects on your children’s early development and school readiness.

Ramey, C. and Ramey, S. (1998). Early Intervention and Early Experience, *American Psychologist*, 53(2), 109-120.

In this journal article, the history of efforts over the past four decades to implement sound early education programs is briefly summarized and a conceptual framework presented to understand the design, research, and policy relevance of these early interventions. This framework, biosocial developmental contextualism, derives from social ecology, developmental systems theory, developmental epidemiology, and developmental neurobiology. This integrative perspective predicts that fragmented, weak efforts in early intervention are not likely to succeed, whereas intensive, high-quality, ecologically pervasive interventions can and do. Relevant evidence is summarized in 6 principles about efficacy of early intervention.

Saluja, G., Early, D. M., & Clifford, R.M. (2002). Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States, *Early Childhood Research and Practice* (Vol. 4).

This paper summarizes demographic information in early childhood programs and teachers of 3- and 4-year-olds. Questionnaires were sent to a random sample of early childhood programs across the United States. The vast majority of these teachers are women, and 78% are White. Approximately 50% of these teachers have earned a college degree, although educational attainment varies among program types. Policy makers need to understand the distinctions that exist between different types of early childhood settings as they adopt regulations and make funding decisions that affect parental choice of programs.

Schumaker, R., Irish, K., & Lombardi, J. (2003). *Meeting great expectations: Integrating early education program standards in child care*. Washington, D.C.: Center for Law and Social Policy.

This study examines three strategies in seven states that integrated program standards into child care by directly tying standards into funding: the delivery of state pre-kindergarten (Georgia, New Jersey, and New York) and Head Start (Ohio, Oklahoma, and Oregon) in child care settings and the use of contracts including required standards with child care providers (California).

Schweinhart, L. J. (2004). *The High/Scope Perry Preschool Study Through Age 40 Summary, Conclusions, and Frequently Asked Questions*: High/Scope Educational Research Foundation.

The design and findings of the High/Scope Perry Preschool study and its conclusions are presented in this paper. Findings about educational outcomes, economic performance, and crime prevention are also summarized, along with answers to frequently asked questions.

Scrivner, S. & Wolfe, B. (). *Universal preschool: Much to gain but who will pay?* Unpublished manuscript.

Focuses on finding a feasible way to finance universal preschool, targeting the financing of preschool for children of age four. The article discusses the relationship between preschool, preschool quality, and developmental outcomes; provides background of preschool situation in the U.S. with detailed considerations for state-funded programs; describes preschool programs in other industrialized countries; focuses on financial approaches to universal preschool funding; and presents a proposal for funding universal preschool for four-year-olds in the U.S.

Smith, T., Kleiner, A., Parsad, B., Farris, E., & Greene, B. (2003). *Prekindergarten in the United States: 2000-2001*. National Center for Educational Statistics.

A statistical report of national trends in preschools from the “Survey of Classes that Serve Children Prior to Kindergarten in Public Schools: 2000-2001”, which was conducted by the National Center for Educational Statistics and the Fast Response Survey System. Age, student race, student ethnicity, special education, teacher salary, class sizes, teacher qualifications, and services available to prek children were analyzed.

Takanishi, R. (2001). *Draft for comments: Eight misconceptions about universal prekindergarten (UPK)*. Unpublished manuscript, Foundation for Child Development.

A working draft that highlights and briefly elaborates on eight misconceptions associated with universal prekindergarten in the United States.

Takanishi, R. (2004). Reconsidering when education begins: What happens before kindergarten matters. In *Notebook: A collection of essays and news from Grantmakers for Education*. Portland, OR: Grantmakers for Education.

A brief article that discusses the influence of childhood education from birth to age five, and a solid body of evidence that points to critical factors affecting children’s educational performance well before formal education begins.

Turner, R., & Ritter, G. (2004). *Does the impact of preschool childcare on cognition and behavior persist throughout the elementary years?* Paper presented at American Educational Research Association annual meeting, April 15, 2004, San Diego, CA. The objective of this paper is to use the kindergarten and first grade data from the ECLS-K database to further test the finding that children who spend additional time in certain types of non-maternal care are likely to be more cognitively prepared and less well behaved than their peers.

U.S. Department of Health and Human Services. (2003). *State-funded pre-kindergarten: What the evidence shows*. Washington, D.C.: U.S. Department of Health and Human Services. Review evidence in order to determine the likelihood that states can meet the challenge of providing high quality, comprehensive early childhood education and whether states would be dedicated to this effort. In this report, states' role in early childhood education is examined by reviewing a) the states' level of support for pre-k programs; b) the quality and effectiveness of state-funded pre-k; and c) state efforts to build integrated, comprehensive early childhood systems for children from birth through age five that have a focus on school readiness.

U.S. Department of Health and Human Services, Administration for Children and Families. (2005). *Head Start Impact Study: First Year Findings*. Washington: DC. In the 1998 reauthorization of Head Start, Congress mandated that the U.S. Department of Health and Human Services (DHHS) determine, on a national level the impact of Head Start on the children it serves. This study employed random assignment methodology with a nationally representative sample of newly entering 3 and 4-year-old Head Start participants. The results are organized within four domains: cognitive development, social-emotional development, health status and access to health care, and parenting practices.

Xiaoyan, L. Fuller, B., & Singer, J. D. (2000) Ethnic Differences in Child Care Selection: The Influence of Family Structure, Parental Practices, and Home Language. *Early Childhood Research Quarterly*, 15(3) 357-384.

The article shows that after controlling for household-economic factors, the household's social structure and the mother's language, child-rearing beliefs, and practices further help to predict the probability of selecting a center-based program. Children are more likely to be enrolled in a center when the mother defines child rearing as an explicit process that should impart school-related skills like reading to her youngster, frequenting the library, teaching cooperative skills, and speaking English. The lower center selection rate that Latinos appears to be lodged primarily in those families which speak Spanish in the home.