

Para Nuestros Niños

National Task Force on Early Childhood Education for Hispanics

NEW REPORTS OF INTEREST

Barbarin, O., McCandies, T., Early, D., Bryant, D. & Clifford, R. (in press). *Parental Conceptions of school readiness: Are families of children in public pre-k falling behind?* University of North Carolina: National Center for Early Development and Learning.

This study explores whether parental views of readiness reflect an emerging emphasis on language and inferential thinking and whether readiness views vary by race and poverty. Parents of 316 children from public pre-k classrooms in 5 states responded to open ended questions about readiness.

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

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.

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.

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

Crosnoe, R. (2005). Double disadvantage or sings of resilience? The elementary school contexts of children of Mexican immigrant families, *American Educational Research Journal* 42, 269-303.

Children from Mexican immigrant families represent one of the fastest growing populations in the American educational system, but their ability to use this system may be hindered by problems associated with their schools. Children from Mexican American families are overrepresented in schools with a wide variety of problematic characteristics. Mathematic achievement, mental health, and interpersonal functioning of these children are often at lower levels in such schools.

Herzenberg, S., Price, M., & Bradley, D. (2005). *Declining Qualifications of early childhood educators threatens nation's future: U.S. Must Raise Teacher Standards to Help Children Succeed in School and In Life ---DRAFT.*

Unpublished manuscript.

This report describes the educational qualifications of early childhood educators and how these qualifications have changed over time. Attention is paid primarily to two groups of staff. The first group consists of "early childhood educators" which includes occupations such as teachers, assistant teachers, and teacher's aids. The second group of staff includes only administrators and lead teachers. The data revealed that the share of center based early childhood educators with a college degree has plunged over time. Moreover, for teachers and administrators, the drop in college-degree attainment has been more extreme.

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?

Santibáñez, L., Vernez, G., Razquin, P. (2005). *Education in Mexico: Challenges and Opportunities:* RAND Corporation.

This report is a comprehensive description of the education system in Mexico from pre-k to higher education. The main purpose of this document is to provide background information on the education system in Mexico in order to identify the main issues as well as the challenges associated with them, and to recommend the roles that the William and Flora Hewlett Foundation might most effectively play in the Mexican educational policy arena.

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.

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 in 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.

Vialpando, J., Linse, C., & Yedlin, J. (2005). *Educating English Language Learners: Understanding and Using Assessment*. Washington: DC: National Council of La Raza.

This article provides information and resources relevant to operators, teachers, and teacher trainers on the development of an effective assessment program for schools serving English language learners. NCLB assessment administration requirements, bilingual educational resources, web resources, and scenarios for professional development are offered.