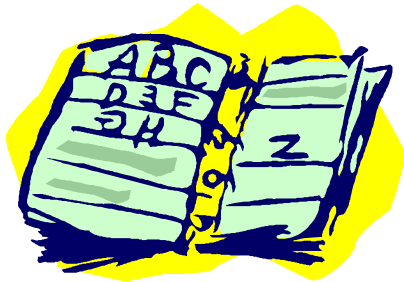


## Part 8: Early Childhood Resources



### What's on the Internet for Iowa?

[www.legis.state.ia.us](http://www.legis.state.ia.us)

#### Legislature

- Text of bills and amendments
- Bill history
- Information about legislators – picture, address, phone
- Committee membership – Session, Interim
- Calendars – Daily, Interim
- Educational information
- Listen to debate

#### Iowa Law

- Iowa Constitution
- Code of Iowa
- Iowa Acts

#### Administrative Rules

- Iowa Administrative Code
- Iowa Administrative Bulletin – published every 2 weeks
- Administrative Rules Review Committee

#### NOBAs

- NOBA is an acronym for Notes on Bills and Amendments. The Legislative Fiscal Bureau prepares a NOBA for bills which contain appropriations or have a major impact upon appropriations. The document typically contains an executive summary of the bill, a side by side analysis of the bill, and a spreadsheet tracking the appropriations.

### Web Site Resources On Advocating For Change

#### Communication and Public Awareness

<http://www.networkforgood.org/npo/>

Network for Good helps organizations use the web to solicit donations online, find volunteers for your programs, create petitions, distribute electronic newsletters, send action alerts, and more.

[http://www.agoodmanonline.com/bad\\_ads\\_good\\_causes/index.html](http://www.agoodmanonline.com/bad_ads_good_causes/index.html)

Communications expert Andy Goodman explains the basics of creating public interest print ads in "Why Bad Ads Happen to Good Causes," which is available for downloading.

<http://www.publicagenda.org/aboutpa/aboutpa.htm>

Public Agenda Online is a public opinion research and citizen education organization. Information on over 20 issues is available, including pending proposals.

<http://www.aphsa.org>

The American Public Human Services Association is a nonprofit, bipartisan organization of individuals and agencies concerned with human services. APHSA educates members of Congress, the media and broader public on what is happening in the states around welfare, child welfare, health care reform and other issues involving families.

[www.stand.org](http://www.stand.org)

Stand for Children is America's only nationwide grassroots voice for children. Our members take action at the national, state, community, and neighborhood levels. From early childhood education and the schools to after-school programs and health services, we take on the issues affecting our kids.

### **Building Public Policy**

<http://www.loka.org/crn/index.htm>

The Community Research Network strives to create a system through which grassroots workers, public-interest organizations and local governments can find solutions to problems and participate more effectively in public policy by establishing the agenda and controlling the results of research.

<http://www.pano.org/publicpolicy-links.htm>

Pennsylvania Association of Nonprofit Organizations provides public policy and U.S. government links as well as state links.

<http://www.urban.org>

The Urban Institute is a nonprofit nonpartisan policy research and educational organization established to examine the social, economic, and governance problems facing the nation. It provides information and analysis to public and private decision makers to help them address these challenges and strives to raise citizen understanding of these issues and tradeoffs in policy making.

<http://www.aecf.org>

The Annie E. Casey Foundation (AECF) works to build better futures for disadvantaged children and their families in the United States. The primary mission of the Foundation is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. This site contains an on-line newsletter, "AdvoCasey."

<http://www.aspeninstitute.org>

The Aspen Institute is a global forum for leveraging the power of leaders to improve the human condition. Through its seminar and policy programs, the Institute fosters enlightened, morally responsible leadership and convenes leaders and policy makers to address the foremost challenges of the new century.

<http://www.nga.org>

Governors have worked through the National Governors Association to deal with issues of public policy and governance relating to the states. The association's ongoing mission is to support the work of the governors by providing a bipartisan forum to help shape and implement national policy and to solve state problems.

### **General Advocacy**

<http://www.afj.org/>

The Alliance for Justice provides information about environmental, civil rights, mental health, women's, children's and consumer advocacy organizations, plus many links.

<http://www.muridae.com/nporegulation/lobbying.html>

Online Compendium of Federal and State Regulations for U.S. Nonprofit Organizations explains Lobbying and Political Activity by Tax-Exempt Organizations

<http://www.kac.org/subpages/Advocacy/advocacytools.htm>

Kansas Action for Children provides an excellent Advocacy Toolkit to support people attempting to change or create policy that supports children. Contents include how a bill becomes law, where to get legislative information, questions to ask candidates, working with the media, finding and understanding data, etc.

<http://www.democracyctr.org/resources/advocacy.html>

The Democracy Center in San Francisco offers advocacy training and resources to strengthen nonprofit and community groups, with materials also in Spanish.

Iowa Community Empowerment  
[www.empowerment.state.ia.us](http://www.empowerment.state.ia.us).

The Iowa Community Empowerment Initiative was established by legislation during the 1998 Iowa legislative session in an effort to create a partnership between communities and state government with an initial emphasis to improve the well-being of families with young children.

Iowa Child Care and Early Education NetWork  
[www.iowachildnetwork.org](http://www.iowachildnetwork.org)

This site is for early childhood professionals, child care providers, parents, advocates, policy makers, and others interested in early childhood education.

North Carolina Partnership for Children:  
[www.ncsmartstart.org](http://www.ncsmartstart.org)

Smart Start is North Carolina's nationally recognized and award-winning early childhood initiative designed to ensure that young children enter school healthy and ready to succeed. Smart Start is a public-private initiative that provides early education funding to all of the state's 100 counties.

Connect For Kids  
[www.connectforkids.org](http://www.connectforkids.org)

Connect for Kids, an award-winning multimedia project of the Benton Foundation, helps adults make their communities better places for families and children. The Web site offers a place on the Internet for adults—parents, grandparents, educators, policymakers and others—who want to become more active citizens, from volunteering to voting with kids in mind.

Healthy Families America (HFA)  
[www.healthyfamiliesamerica.org](http://www.healthyfamiliesamerica.org)

Healthy Families America is a national program of Prevent Child Abuse America, with three goals: to promote positive parenting; to encourage child health and development; and to prevent child abuse and neglect.

### Iowa Human Needs Advocates

[www.iowahumanneedsadvocates.org](http://www.iowahumanneedsadvocates.org)

The Iowa Human Needs Advocates include staff members and volunteers from more than 30 public and private organizations, associations, and service agencies. Despite our diversity, we share a common interest in the well being of thousands of Iowans ranging from infants to the aged, who cannot survive without appropriate help. Iowa Human Needs Advocates meet weekly at the State Capitol during the legislative sessions and twice a month during interims to share information, coordinate activities, and define common public policy goals. We believe that every man, woman and child in Iowa should be guaranteed food, clothing, safe affordable housing, health care, and each family safe affordable child care.

### Child Care Resource and Referral of Central Iowa

[www.centraliowachildcare.org](http://www.centraliowachildcare.org)

The mission of ChildNet/Child Care Resource and Referral of Central Iowa is to actively respond to community needs for affordable and accessible quality child care by providing resources, education and advocacy for children, parents, child care givers and employers.

### Iowa Head Start Association

[www.iowaheadstart.org](http://www.iowaheadstart.org)

The Mission of the Iowa Head Start Association is to enhance the capacity of its members to promote and advocate for a wide range of quality services for all of Iowa's children and families.

### National Head Start Association

[www.nhsa.org](http://www.nhsa.org)

The National Head Start Association (NHSA) is a private not-for-profit membership organization representing more than 952,000 children, upwards of 180,000 staff and more than 2,400 Head Start programs in America. It is governed by a 49-member Board of Directors composed of a director, staff, parent and friend representative from each of the 12 federal regions and the immediate past Chairman of the Board.

NHSA provides a national forum for the continued enhancement of Head Start services for poor children ages 0 through 5, and their families. It is the only national organization dedicated exclusively to the concerns of the Head Start community.

Grassroots Advocacy Training Exchange (GATE)  
<http://www.grassroots-advocacy.com/indexb.html>

Grassroots Advocacy Training Exchange (GATE), is an interactive resource designed to help you and your organization define or change the state and federal policies that affect your life and livelihood.

PCA America  
<http://www.preventchildabuse.org>

Prevent Child Abuse America has led the way in building awareness, providing education and inspiring hope to everyone involved in the effort to prevent the abuse and neglect of our nation's children. Working with chapters in 39 states and the District of Columbia, they provide leadership to promote and implement prevention efforts at both the national and local levels. With the help of our state chapters – and concerned individuals like you – we're strengthening families and engaging communities nationwide.

National Governors Association Center for Best Practice  
[www.nga.org/center](http://www.nga.org/center)

The mission of the NGA Center for Best Practices is to help Governors and their key policy staff develop and implement innovative solutions to governance and policy challenges facing them in their states.

National Association for the Education of Young Children:  
[www.naeyc.org](http://www.naeyc.org)

NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. Primary attention is devoted to assuring the provision of high quality early childhood programs for young children.

Children's Defense Fund  
[www.childrensdefense.org](http://www.childrensdefense.org)

The mission of the Children's Defense Fund is to **Leave No Child Behind**<sup>®</sup> and to ensure every child a [Healthy Start](#), a [Head Start](#), a [Fair Start](#), a [Safe Start](#), and a [Moral Start](#) in life and successful passage to adulthood with the help of caring families and communities. CDF provides a strong, effective voice for *all* the children of America who cannot vote, lobby, or speak for themselves. We pay particular attention to the needs of poor and minority children and those with disabilities.

National Association for Child Care Resource and Referral  
[www.naccrra.org](http://www.naccrra.org)

NACCRRRA provides technical consultation and resources to member child care resource and referral agencies. The following is a synopsis of such NACCRRRA events, publications, and educational materials offered to support to CCR&R community initiatives.

Fight Crime Invest in Kids  
[www.fightcrime.org/](http://www.fightcrime.org/)

Fight Crime: Invest in Kids is a bipartisan, nonprofit anti-crime organization led by police chiefs, sheriffs, prosecutors, victims of violence and leaders of police officer associations.

Child Welfare League of America  
[www.cwla.org](http://www.cwla.org)

The Child Welfare League of America is the nation's oldest and largest membership-based child welfare organization. We are committed to engaging people everywhere in promoting the well-being of children, youth, and their families, and protecting every child from harm.

United Way of America  
[www.capwiz.com/unitedway/home](http://www.capwiz.com/unitedway/home)

United Way of America is the national organization dedicated to leading the United Way movement in making a measurable impact in every community in America.

United Way of Central Iowa  
[www.unitedwaydm.org](http://www.unitedwaydm.org)

Zero to Three  
[www.zerotothree.org](http://www.zerotothree.org)

ZERO TO THREE is a national, nonprofit organization located in Washington, D.C., dedicated solely to advancing the healthy development of babies and young children. ZERO TO THREE disseminates key developmental information, trains providers, promotes model approaches and standards of practice and works to increase public awareness about the significance of the first three years of life.

## **Lobbying**

Citizen Works

[www.citizenworks.org](http://www.citizenworks.org)

Citizen Works, a social justice site, has links and tools for organizing and lobbying, including information on campaign finance.

## **Research/Data Information**

The Global Development Network

<http://www.gdnet.org>

The Global Development Network provides information on how to influence policy with research. Excellent tips illustrated by examples around the world.

Frank Porter Graham Child Development Center

[www.fpg.unc.edu](http://www.fpg.unc.edu)

The Frank Porter Graham Child Development Institute (FPG) is dedicated to improving the lives of young children and their families through research, teaching, and public service. Research at FPG adds knowledge about significant and relevant issues for children and families. Teaching and technical assistance activities prepare professionals to serve children and families effectively. Public service activities translate and spread knowledge to families, practitioners, and policy makers.

Child and Family Policy Center

[www.cfpciowa.org](http://www.cfpciowa.org)

To better link research and policy on issues vital to children and families. This website includes many publications that can be downloaded as well as ordered. Some publications have abstracts and documents posted for the readers convenience. Many of the publications focus on national issues and can be found under National Projects. Some focus on specifically on Iowa and can be found in Iowa projects. Both are organized by subject area.

National Center for Education Statistics

<http://nces.ed.gov/>

NCES is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations.

Understanding Research-Top Ten Tips for Policy Makers  
and Advocates-October Fact Sheet from the National  
Association of Child Advocates--

<http://www.childadvocacy.org/understandingresearch.pdf>

Youth Policy Action Center

[www.youthpolicyactioncenter.org](http://www.youthpolicyactioncenter.org)

The Youth Policy Action Center is a collaborative effort by leading national advocacy and youth organizations to offer everyone - youth, parents, grandparents, youth workers, teachers, and concerned citizens - an opportunity to make their voice heard. Become a part of the solution to our nation's problems!

## Reports, Research, Papers

1. Education Report Exposes Problems in After School Funding: As early as 2008, California will significantly increase funding for after school programs under the guidelines of Proposition 49, the 2002 after school initiative. In anticipation of this milestone, Children Now has released a report that offers ways to strengthen California's publicly-funded after school programs before Prop. 49 is implemented. It also highlights results from our survey of after school programs about the barriers they encountered while trying to secure funding. Download a copy of this report at:

[http://www.childrennow.org/assets/pdf/issues\\_education\\_afterschool\\_report\\_2005.pdf](http://www.childrennow.org/assets/pdf/issues_education_afterschool_report_2005.pdf)

2. Building culturally & linguistically competent services to support young children, their families and school readiness: Toolkit is the accurate word that author Kathy Hepburn uses to describe this 2004 publication. It was developed to provide guidance, tools and resources to assist communities in building culturally and linguistically competent services, supports, programs and practices related to young children and their families. Each section includes an overview of a key content area (e.g., Learning about Family and Community: Family Culture and Information Gathering); critical questions for communities; key strategies for families, providers and administrators; guides, tip sheets and checklists; promising practices and annotated resources. It's an extensive collection of current and useful information and tools. For example, don't miss "Tips for Bringing Family Strengths into the Early Care and Classroom Setting in Support of Multicultural Learning" on page 68. Download at:

<http://www.aecf.org/publications/data/cctoolkit.pdf>

3. Going to Scale with High-Quality Early Education: Choices and Consequences in Universal Pre-Kindergarten Efforts: Rachel Christina, JoVictoria Nicholson-Goodman. The movement toward universal pre-kindergarten (pre-K) presents policymakers and implementers with many new challenges. Drawing on a review of the literature and interviews with pre-K personnel in a representative sample of eight U.S. states, this report describes the challenges confronting states that are seeking to create statewide public systems of high-quality pre-K services, as well as some of the progress they have made in doing so. Two main challenges were identified: (1) providing universal services and (2) providing comprehensive services. A summary of this report is available at:

<<http://www.rand.org/publications/RB/RB9101/>>. The full report is available at <http://www.rand.org/publications/TR/TR237/>.

4. Two new reports from the National Women's Law Center: This week, the National Women's Law Center released two new reports: *Child Care Assistance Policies 2005: States Fail to Make Up Lost Ground, Families Continue to Lack Critical Supports* and *In Their Own Voices: Parents and Providers Struggling with Child Care Cuts*. They reveal both the shortfalls in state child care policies for low-income families and the detrimental effect of these policies on the lives of parents, children and providers. These reports show that from 2001 to 2005 it became more difficult for low-income families to get needed child care assistance, and that when cuts are made, they have a palpable effect on parents, children, and child care providers. You can download a copy of the reports at:

[http://www.nwlc.org/display.cfm?section=childcare#\(State%20Child%20Care%20Policy\)](http://www.nwlc.org/display.cfm?section=childcare#(State%20Child%20Care%20Policy))

5. *Improving Maternal and Infant Mental Health: Focus on Maternal Depression*: This paper discusses the impact of maternal depression on the social and emotional health of young children and recommends specific steps that early childhood programs and public health administrators can take to address the unmet mental health needs of mothers. It is featured on the ZERO TO THREE Policy Center website.

<http://www.zerotothree.org/policy/>

6. *TAKING LESSONS FROM A BABY*: The new issue of "Greater Good" profiles a Canadian program called *Roots of Empathy* that teaches compassion and parenting skills to children. The program's key innovation is in designing its curriculum around the development of a newborn baby. Through the program, hundreds of newborn babies are paired up with local public school classrooms; the same baby visits the same classroom over the course of the school year. By watching "their" child develop physically and emotionally, the children gain a greater understanding of how to understand their own emotions and the emotions of others. *Roots of Empathy* has been rigorously evaluated by researchers, and they've found that the program not only improves participating students' social skills but improves their academic achievement as well.

[http://peacecenter.berkeley.edu/SpringSummer05\\_Naiman.pdf](http://peacecenter.berkeley.edu/SpringSummer05_Naiman.pdf).

7. *Preschool Education: A Concept Whose Time Has Come*: W. Steven Barnett published this article in the *National Association of Elementary School Principals* September 2005 issue. Here is an excerpt: "It is encouraging to see the steady growth in state-funded preschool programs over the past decade. Oklahoma and Georgia lead the country in providing voluntary universal preschool programs for four-year-olds. States like Florida, New York, North Carolina, and Massachusetts also are moving

toward universally available programs despite significant budget challenges." View the entire article here:

<http://www.naesp.org/ContentLoad.do?contentId=1665>

8. What Early Childhood Directors Should Know About Working With Mental Health Professionals: This publication by the Research and Training Center on Family Support and Children's Mental Health at Portland State University describes the characteristics of effective consultants and effective consultation services in Head Start programs. The report is available at:

<http://www.rtc.pdx.edu/PDF/fpS0403.pdf>.

9. Early Care and Education Toolkit: UCLA recently posted the Early Care and Education Toolkit on their website. Please click on the link below to access the items listed below for the Early Care and Education Toolkit.

Early Care and Education - Brief

Early Care and Education - Power Point Presentation

Early Care and Education - Compendium of Resources

Early Care & Education Practitioner Brief

Preschool for ALL: Step by Step - A Planning Guide and Toolkit

Early Care and Education - Compendium of Resources

<http://www.healthychild.ucla.edu/First5CAReadiness/EarlyCareEducation.asp>

10. Stair Steps to Quality: The United Way of America Success By 6 program recently released a new guidebook entitled /Stair Steps to Quality: A Guide for States and Communities Developing Quality Rating Systems for Early Care and Education. The resource is available at:

[http://national.unitedway.org/files/pdf/sb6/StairStepstoQualityGuidebook\\_FINALforWEB.pdf](http://national.unitedway.org/files/pdf/sb6/StairStepstoQualityGuidebook_FINALforWEB.pdf).

11. UK Research Report Says Schools Give Children Too Little Play Time: A government-funded study just released in the United Kingdom says children are being denied the chance to develop at school through imaginative play because they spend so much time learning to read and write. Conducted by the University of Plymouth and made public by the British Economic and Social Research Council, the study received immediate backing from parent's groups concerned that children are being pushed into formal education at too young an age. Observers for the study made 71 visits to groups of 4- and 5-year-olds.

12. New York State Issues New Core Curricula: New grade-by-grade curricula for math and English Language Arts spell out what students in New York State should know and be able to do as a result of skilled instruction in those two subject areas in every grade, from pre-K to 12. The state's 90-page revised core curriculum adds a literacy strand for pre-K through grade 8. The math and ELA curricula can be downloaded by going to:

[www.nysut.org/standards](http://www.nysut.org/standards)

Here are the English standards:

<http://www.emsc.nysed.gov/ciai/ela/elacore.pdf>

13. Leading the Way to Quality Early Care and Education: This recently released technical assistance CD-ROM includes video clips, PowerPoint presentations, handouts and electronic links and is particularly useful for training staff, learning what states are doing to support early learning, and finding print and online resources. A complimentary copy of the CD-ROM can be ordered from the Child Care Bureau website.

[http://www.acf.hhs.gov/programs/ccb/ta/ltw\\_cd.htm](http://www.acf.hhs.gov/programs/ccb/ta/ltw_cd.htm)

14. In Our Own Backyards: Local and State Strategies to Improve the Quality of Family Child Care: The report profiles fourteen innovative local and state programs working to improve the quality of family child care. Two NACCRRA members are among the programs highlighted- the California Child Care Initiative Project and the Child Care Association in Wichita, Kansas. In Our Own Backyards identifies several problems facing family child care providers-isolation, low earnings, and lack of training opportunities- as barriers to quality in family child care settings. The report recommends several policy changes and programmatic strategies to overcome these barriers. Strengthening the capacity of resource and referral agencies is first among the recommendations. Other policy proposals include expanding quality improvement funds and extending efforts to regulate unlicensed providers. In Our Own Backyards also identifies a number of best practices for FCC initiatives, such as community needs assessment.

<http://www.iwpr.org/pdf/G717.pdf>

15. Child Care and Early Education Research Connections: is an effective tool for researchers and policymakers. It is a partnership among the National Center for Children in Poverty at the Mailman School of Public Health, Columbia University; the Inter-university Consortium for Political and Social Research at the Institute for Social Research, the University of Michigan; and the Child Care Bureau, Administration for Children and Families of the U.S. Department of Health and Human Services. Research Connections facilitates access to current research and findings, datasets, statistics, instruments, and other analytic tools related to child care and early childhood education. It is a web-based, interactive database of research documents and public use data sets for conducting secondary analyses on topics related to early care and education. Research Connections highlights current research; develops and disseminates materials designed to improve child care policy research; provides technical assistance to researchers and policy makers; synthesizes findings into policy research briefs; and facilitates collaboration in the field.

<http://www.childcaresearch.org/>

16. Losing Ground in Early Childhood Education: The Education Policy Institute and the Keystone Research Center released this study on the early childhood education workforce in center-based child care and family child care homes. The new report fills the data vacuum using the 1979-2004 Current Population Survey (CPS). The study focuses on teachers and administrators (i.e., directors) in center-based ECE programs. The report finds that the education levels of ECE teachers reached a cyclical peak in the early 1980s recession. Since 1983, there has been a fall in educational attainment that only stopped in 2001, when slow job growth made more educated workers available to early childhood programs. In addition to the full-length study that examines trends on the national level, seven companion Issue Briefs explore the early childhood education workforce in seven specific states and a supplementary set of downloadable tables makes general comparisons across 39 states. Here in California: Only 25% of center-based early childhood teachers and administrators possess 4-year degrees. This falls below the national average of 30%. Early childhood teachers and center administrators – almost exclusively women – earn on average half the salary of women with college degrees. The median wage earned by early childhood educators is \$11.33 per hour – far below statewide median hourly wage of \$15.36 and even further below the average wage for kindergarten teachers.

You can get local data for Los Angeles, San Francisco, Sacramento and other cities when you read the news release, the national report and the California-specific report:

<http://www.epi.org/content.cfm/ece>.

#### 17. FAMILY PERSPECTIVES ON PARENT-CHILD

**CONNECTEDNESS: Parent-Child Connectedness: Voices of African-American and Latino Parents and Teens**, produced by ETR Associates with support from the Annie E. Casey Foundation, summarizes findings from a focus group study with African-American and Latino parents and adolescents living in low-income neighborhoods in four states, including California. The report discusses participants' views on Parent-Child Connectedness (PCC) and presents important themes that emerged in response to questions about relationship-building, adolescents, parents, and families. The report also provides responses about how programs or interventions should be designed to help families who are struggling with PCC, and which community stakeholders and organizations would be most effective at implementing these interventions. It is available at:

<http://www.etr.org/recapp/research/PCCFocusGroupReport.pdf>

18. **From One Class to Another: How Transitions May Affect Infants and Toddlers**: This Snapshot from the Frank Porter Graham Child Development Institute summarizes findings from a study of the impact of transitioning from one child care classroom to another. The researchers wanted to determine whether lack of caregiver continuity relates to problem behaviors. The study found that while, on average, children did not exhibit high levels of distress either pre- or post-transition, younger children (infants) experienced more distress than older children (toddlers) after changing classrooms. This lead researchers to conclude that the age of the child should be considered when deciding whether to have a child change classrooms. The Snapshot is available at:

<http://www.fpg.unc.edu/~images/pdfs/snapshots/snap25.pdf>

19. **What Do Parents Value in Education? An Empirical Investigation of Parents' Revealed Preferences for Teachers**: This paper from the National Bureau of Economic Research examines what parents ask for when they request specific elementary school teachers. Parents preferred teachers who principals said increased student satisfaction rather than test scores. The result was the opposite in high poverty schools.

<http://papers.nber.org/papers/W11494>