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ROLL NUMBER

DESCRIPTION

3046

2005 HOUSE EDUCATION

HCR 3046

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **HCR 3046**

House Education Committee

☐ Conference Committee

Hearing Date **23 February 2005**

Tape Number	Side A	Side B	Meter #
1	X		0 - 1800
		X	970 - 1270
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

Vice Chairman Johnson opened the hearing on **HCR 3046**.

Rep. Ralph Metcalf, Greater District 24, introduced the resolution. (A copy of his testimony is attached, along with supporting information.)

Rep. Meier: Are you aware of how many other states are funding early childhood education?

Rep. Metcalf: No, I cannot give you a definitive statement. In the National Conference of State Legislatures Brief I distributed they talk about several states that are currently considering this. As we go into further study we will find that the National Conference of State Legislatures sure has this information all compiled already. It is being conceived and used in other states and that's where the studies come from that shows this to be a good priority.

Rep. Hunsakor: Throw some light on this. There are many families, parents that feel that children are sent to school too early and should be in the home longer. Then you have the other side, working people and kids are put into day care. Have you put any research in? Do you

have any thoughts on at what point? Talk about that a little bit. Should this start at 4 years, 5 years, when?

Rep. Metcalf: I don't even care to make a statement to that effect. I would like this study to be wide open and for the study to say at what point kids should start. One of the handouts addresses the need of families to educate their children. Family education is the number one priority provided of course that they do educate their children. The big problem we have especially in ND where our parents have to have two and three jobs in order to support their living the kids spend most of their time in child care. It's a matter of if we can put them in child care that will have an educational benefit. This is what I am really looking at.

Rep. Sitte: Have you considered that as we develop more and more of these government programs and people have to pay the taxes for them that we're actually causing some women to have to leave the home and go to work that otherwise might stay home?

Rep. Metcalf: Yes and No. Someone right now is paying for this childcare. There is no reason why that childcare can't be continued. I realize that if we throw additional requirements on teachers there will be an additional expense. Maybe some of this expense can come from the parents. This is what the study is all about. I don't see a big transfer of state funds to develop a program like this. I think Head Start, of course that is a federal government program, has proven that this is beneficial. If you go a little bit further on your line, the financial benefits will far outweigh the costs once it gets rolling. That's what studies in other places have concluded. You are going to have fewer people trying out meth and alcohol and these other drugs. So you are going to have less people in correctional facilities. You might think this is a stretch, but it is

not. They basically have proven that this is true. Parents can do the same thing if the parents are there with their children.

Rep. Herbel: Do you get a response like I do occasionally that they say is all it is a glorified baby sitting program? If so, how would you respond to that?

Rep. Metcalf: I guess I have not been approached with that. If I were that would be the interpretation of the person that is standing from the outside and not really looking at what the program can do for as a society. It's easy to condemn something especially if it's not been studied, considered or tried. It has been tried many places and it has been proven to be very effective and even the areas that I'm talking about there is improvement in that there are less people violating our laws or using drugs who have this early childhood development. They are looking at educating children who were three and four years of age. Anytime we can stop or slow down the use of drugs in this country and promote more children attending high school and college what is that going to do for the finance of this country. We all know that that is going to be better for us in the long run. We have to have the short run to begin with. We are at a crossroads because we have to do something to change what is happening in the last few years as far as drug use is concerned. Drug use is creating quite a financial burden upon this state and every state. If we are going to have something like this there will probably be an additional requirement for funds but eventually, and this is what this study hopefully will provide and maybe it won't maybe I'm entirely wrong on it. I think it will provide the fact that we can save money in the long run. Maybe it won't. Maybe it will show that I'm entirely wrong on it. I think it will provide the fact that we can save money in the long run by the earlier we get our children educated.

Rep. Sitte: I remember reading years ago the number one factor in a huge study of national merit scholars and what determined who are those brightest kids that graduate from America's high school. They studied everything from family income to everything under the sun and there was only one thing they found in common with all those kids. It was that they had dinner with their families every night. The family dinner hour was a priority. I go back to the fact that nothing is as important in a child's life, drug use, anything else, as is their relationship with their parents. Kids who have a good family relationship are the ones that flourish.

Rep. Metcalf: That's exactly what I'm saying. Families are the most important. Without any doubt. But where families are letting down and not completing their requirements or their responsibilities are we just going to let the rest of the kids who are just as bright as anyone else, we're not going to give them the benefit? If the family doesn't do it, who's going to do it? Maybe we don't want to do it. Maybe we just want them go where they want to go and do what they want to do and we'll pay in the long run. I don't that's true. What is a life worth? What is one life saved from meth--what is it worth? Yes, families are the first responsibility and I wish I could hammer that into a lot of people that have children nowadays but that isn't the reason a lot of people have children. They don't say they are going to have a family so I can raise these kids up to be bright doctors and whatever else. Families are secondary in a lot of them. Our divorce rates and non marriage rates and everything else like that basically proves that families have taken second seat. It's too bad. I wish that would have never happened.

Barb Arnold-Tengesdal, Voices for ND's Children, spoke in favor of the bill. (**Testimony attached.**) She also submitted an article from the web site of the NGA Center for Best Practices which is also attached.) I believe what Rep. Metcalf says in that we have to begin to be

proactive and see how does our state embrace this or not. We can't begin to answer those questions if we don't first study it.

Rep. Herbel: From your information do you know if any states mandate a certain age or is it open as to when kids start. Do you know if there is a particular mandated age or they leave that open for the families to decide for themselves?

Arnold-Tengesdal: Each state decides what they want to do. Some states will fund three-year-old programs and some only start at four years old or kindergarten. There is not a specific age that they identify as the best time to look at these kinds of programs. You asked before how many states are doing this and have some type of early education program. One could say ND has early education program it's just all in a lot of different places and looks different. Sometimes it's child care, sometimes it's Head Start, sometimes it's offered in church part time programs, pre school programs but I do believe there are only nine states that don't have any type of funded early childhood program in some capacity. We recently had a consultant in to ND last week from New Mexico from their Dept. of Children and Family Services. NM is very similar to our state they have rural areas, they have urban areas and he gave us some really interesting ideas on how we begin to look at getting out of the silo effect of funding child care and early childhood and beginning to say how we work together and create high quality programs no matter where kids are at and even supporting parents in realizing you gotta read to your kids early. That makes a difference too. Education is not just in a classroom.

Vice Chairman Johnson closed the hearing on HCR 3046.

Later in the morning Vice Chairman Johnson opened discussion of HCR 3046.

Rep. Haas: Will these all go on the consent agenda.

Rep. Hawken: Only if there are no dissenting votes.

Vice Chairman Johnson: We have before us HCR 3046 that Rep. Metcalf brought forward.

Rep. Hawken: I move a **Do Pass**.

Rep. Norland: I **Second**.

Rep. Sitte: I just think history shows us the difference between Sparta and Athens. In Sparta when the children are taken away at an early age they had a very destructive society. In Athens where there was liberal education and the arts flourished and family life flourished. I hate to see judging our families as being inadequate to raise their own children. I think it's a false call.

Rep. Hawken: These are study resolutions and that's all they are. They are an opportunity to look at something and see if it has value or not. We have found over the years that in looking at some of these they didn't have value and that in itself was valuable because we didn't put forth a bill that came out in the Century Code for us to sit on for the next 150 years. It's something to look at and I would say with all of these that we did they deserve to be looked at because someone thought it was a worthy idea. It doesn't mean it's right. It doesn't mean it's wrong. It means it's something that needs to be looked at.

The question was called.

A roll call vote was taken.

Yes: 11 No: 1 Absent: 2 (Kelsch and Mueller)

Rep. Meier will carry the bill.

Date: 23 Feb 05
Roll Call Vote #: 1

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 3046

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass

Motion Made By Hawken Seconded By Norland

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	<u>0</u>		Rep. Hanson	<u>✓</u>	
Vice Chairman Johnson	<u>✓</u>		Rep. Hunsakor	<u>✓</u>	
Rep. Haas	<u>✓</u>		Rep. Mueller	<u>0</u>	
Rep. Hawken	<u>✓</u>		Rep. Solberg	<u>✓</u>	
Rep. Herbel	<u>✓</u>				
Rep. Horter	<u>✓</u>				
Rep. Meier	<u>✓</u>				
Rep. Norland	<u>✓</u>				
Rep. Sitte		<u>✓</u>			
Rep. Wall	<u>✓</u>				

Total (Yes) 11 No 1

Absent 2 (Kelsch + Mueller)

Floor Assignment Meier

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
February 24, 2005 2:25 p.m.

Module No: HR-34-3621
Carrier: L. Meler
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HCR 3046: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS and BE PLACED ON THE CONSENT CALENDAR (11 YEAS, 1 NAY, 2 ABSENT AND NOT VOTING). HCR 3046 was placed on the Tenth order on the calendar.

2005 SENATE EDUCATION

HCR 3046

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HCR 3046

Senate Education Committee

☐ Conference Committee

Hearing Date 03/16/05

Tape Number	Side A	Side B	Meter #
1	x		5380-end
1		x	1-860
2	x		4215-5490
Committee Clerk Signature <i>Patty Wilkens</i>			

Chairman Freborg called the hearing to order to discuss HCR 3046, which directs the Legislative Council to study the feasibility and desirability of implementing early childhood education programs. All Senators were present.

Barb Arnold-Tengesdal, representing the Voices for North Dakota's Children appeared before the committee in support of the resolution. See written testimony.

Senator Erbele- Do you think this is anti-family? I noticed there was one part of your testimony that referred to it as the childcare industry.

Barb- We believe that parents are always the first teachers. Early childhood education also encompasses parent education.

Senator Taylor- Are low income families missing out when it comes to early childhood education?

Barb- I believe all parents want good access to early childhood education. It all comes down to their own decision. If you look at the www.ndkidcount.org website that I mentioned earlier, we

are licensed to care for 30,000 kids in our state under the age of six. There are approximately 65,000 children in that age category in our state.

Representative Metcalf appeared before the committee- There are concerns out there and unanswered questions when it comes to early childhood education.. There are many benefits to society as a result of early childhood education: a drop in the number of students using drugs (20%), and a higher percentage graduating from high school and college.

Nancy Sand, representing the ND Education Association appeared in support of the resolution- It is important for our children to get a solid education as early as possible.

Mary Wahl, representing the ND Council of Educational Leaders supports the resolution.

There was no opposition to the resolution.

The hearing on HCR 3046 was declared closing by Chairman Freborg.

Chairman Freborg opened the meeting to discuss HCR 3046. All Senators were present with the exception of Senator Lee.

Action taken:

Senator Erbele made a motion for a Do Not Pass recommendation for HCR 3046.

Seconded by Senator Freborg.

Discussion:

Senator Seymour- Early childhood education is one of the most important areas of our future. It reduces problems in the areas of health, social structure, and education.

Senator Taylor- I think that good parenting and early childhood education can co-exist. This resolution does not mandate that all children participate in early childhood education.

Senator Flakoll- Are there any other resolutions similar to this one out there?

Senator Seymour- Not to my knowledge.

Chairman Freborg- I have a problem with us taking charge of other people's children at the age of three, with these programs. Maybe we need to educate the parents instead.

Senator Seymour- There are many situations out there where people can't continue their careers because they stay at home raising their children.

Chairman Freborg- We don't want to discourage quality time with parents and small children.

The vote for a Do Not Pass recommendation for HCR 3046 was 3-2-1. Senator Erbele is the carrier of the bill.

Roll Call Vote #:

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 3046

Senate SENATE EDUCATION

Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken

Do Not Pass

Motion Made By

Erbele

Seconded By

Free body

[illegible]

Total (Yes) 3 No 2

Absent /

Floor Assignment

Erkele

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
March 17, 2005 11:22 a.m.

Module No: SR-49-5250
Carrier: Erbele
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HCR 3046: Education Committee (Sen. Freborg, Chairman) recommends **DO NOT PASS**
(3 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING). HCR 3046 was placed on the
Fourteenth order on the calendar.

2005 TESTIMONY

HCR 3046

TESTIMONY CONCERNING HCR 3046
HOUSE EDUCATION COMMITTEE
February 23, 2005

Good afternoon Chairperson Kelsch and members of the House Education Committee. I am Rep Ralph Metcalf from the Greater District 24 representing North Dakotans living in 22 townships in western Barnes County and 10 townships in northwestern Ransom County.

House Concurrent Resolution 3046 requests a study of the pros and cons of early childhood education programs together with projected costs and benefits. The resolution is fairly self explanatory as to the purpose of the study. I am sure that these could be expanded as deemed appropriate to insure an all encompassing study that will be the basis for development of procedures and anticipated outcomes that could be very beneficial to our state and its citizens.

It is my hope that this committee will take a long hard look at this resolution and amend it as you deem necessary to provide the best study possible for the benefit of our children, the future of this state. There is nothing sacred in this resolution including the beginning age which was put in just for a starting point. With so many of our children placed in child care facilities while parents work, it is foreseeable that early childhood education could begin at a very early age provided trained, capable and caring teachers are available.

Research has proven that children who have received quality early childhood education are more likely to be successful in their adult life. More children will graduate from high school and college. As they grow older, these children are less likely to be involved with drugs, anti-social behavior and dependence on welfare assistance. There are volumes of information available from NCSL and CSG and there are numerous experts available to support the above claims and to provide for a quality study.

As this study proceeds, hard decisions will have to be made. Will early childhood education have enough benefit to our state to warrant investing taxpayer dollars? I believe it will but only after a study is completed can a deliberate approach be made.

Madam Chair, this completes my testimony in support of HCR 3046 and I will be pleased to answer questions you or your committee may have.

"While our efforts to address this threat have been significant and positive, methamphetamine labs continue to cost Ohioans millions of dollars in clean-up and social service expenses," said Ohio Gov. Bob Taft. "We welcome the *Action Plan* as a coordinated national effort to curb the damage caused by these drugs."

The plan reviews drug abuse and trafficking trends; discusses prevention, treatment, regulatory and law enforcement efforts; and makes recommendations in each of these areas. It also establishes a Synthetic Drugs Interagency Working Group to implement the recommendations.

"With the unprecedented national and international cooperation generated by the implementation of this plan, the federal government will be a more effective partner in the effort to reduce the threat posed by synthetic drugs," said Walters. The plan is available online at www.whitehousedrugpolicy.gov/publications/national_synth_drugs.

"This Action Plan addresses one of our nation's most serious emerging drug threats: synthetic drug abuse. The illegal trade in methamphetamine, Ecstasy, and prescription drugs exacts a brutal toll on our children, the environment, and the fabric of our society."

—John P. Walters,

director of national drug control policy

Preschool Study Finds Long-Term Benefits

In 1962, researchers at the High/Scope Educational Research Foundation identified 123 young black children living in poverty in Ypsilanti, Michigan, deemed at high risk of school failure. The researchers randomly assigned 58 kids to a high-quality preschool program, while the remaining children did not attend preschool.

The researchers then followed the children throughout their lives, conducting studies every year from age three to 11, and again at ages 14, 15, 19, 27 and 40.

At age 40, the researchers found, those who participated in the early child care program had higher incomes, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school. Overall, they concluded, every tax dollar invested in early childhood care and education produced a return to society of more than \$17.

"These findings can be expected of any Head Start, state preschool, or child care program similar to the program High/Scope coordinated and then studied," said Larry Schweinhart, president of the High/Scope Educational Research Foundation. "Our teachers were well-qualified, they served no more than eight children from low-income families at a time, they visited these families as part of the program to discuss their child's development, and the classes operated daily for children three and four years old."

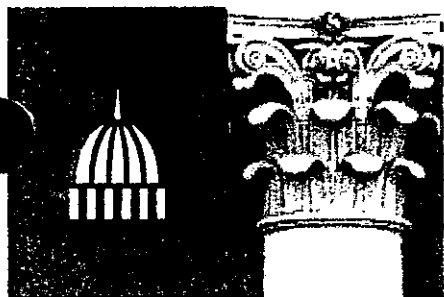
"This report substantially bolsters the case for early interventions in disadvantaged populations," said Nobel-Prize-winning University of Chicago economist James J. Heckman, one of the study's reviewers. "More than 35 years after they received an enriched preschool program, the Perry Preschool participants achieve much greater success in social and economic life than their counterparts who are denied treatment."

"The preschool program's long-term effects were due to its shorter-term effects on educational commitment and success," said Jeanne Montie, one of the report's authors.

The High/Scope Perry Preschool Study Through Age 40 is available at www.highscope.org/Research/PerryProject/perrymain.htm.



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National Conference of State Legislatures

LEGISBRIEF

BRIEFING PAPERS ON THE IMPORTANT ISSUES OF THE DAY

FEBRUARY 2005

VOL. 13, NO. 8

Governing Early Education Programs

By Steffanie Clothier and Amber Minogue

Legislators often determine who will govern early education programs.

Over the last two decades, state policymakers have intensified their efforts to promote young children's success in school by developing early education programs. Lawmakers consider many issues when designing programs for children and their families, including how to govern the programs. Recent trends show that legislators, while considering governance, also aim to coordinate early childhood and child care programs in order to reduce duplication and ensure effective and efficient services.

State Action

Three states passed legislation in 2004 to change the administration of early education programs. Georgia and Massachusetts created new and separate departments to administer and operate prekindergarten and other early education programs. Florida lawmakers passed a bill to provide prekindergarten for all 4-year-olds. The legislation reworked the governance of early childhood programs to grant authority to both the Agency for Workforce Innovation and the Department of Education.

Three states recently changed administration of early education programs.

Georgia was the first state to create a prekindergarten program for all 4-year-olds.

Georgia. Georgia was the first state to create a prekindergarten program for all 4-year-olds. In 2004, Georgia created Bright from the Start: Georgia Department of Early Care and Learning, consolidating three offices—the Child Care Licensing Office, the Georgia Child Care Council and the Office of School Readiness. Responsibilities formerly held by the departments of Human Resources and Education were also transferred to the new office. The new department will administer Georgia's prekindergarten program, oversee Even Start and federal food and nutrition programs, regulate both child care and prekindergarten, and include the Head Start state collaboration office. Before 2004, Georgia's prekindergarten program ran through the Office of School Readiness, which operated independently and reported to the governor.

Massachusetts. Massachusetts was the second state last year to create a new governance structure as part of its plan to expand prekindergarten to all 4-year-olds. The legislature passed a bill to create an independent Department of Early Education and Care. It will develop and supervise all early education programs. Massachusetts' prekindergarten program was previously managed by the Department of Education, which funded and monitored local community partnerships. The creation of the new department is just one step in a multi-year initiative.

Florida. Florida lawmakers, under pressure to implement a ballot initiative passed in 2002, enacted legislation on prekindergarten in a special session in December 2004. The act established a governance structure at the state and local levels. At the state level, two agencies will play a role in oversight of the prekindergarten program. The Agency for Workforce Innovation will

administer the operational requirements of the program and coordinate the school readiness coalitions, previously administered by the Florida Partnership for School Readiness. The Department of Education will administer the accountability requirements of the program including performance standards, screening, and establishment and enforcement of school readiness rates. At the local level, the prekindergarten program will be administered by early learning coalitions and school districts replacing and consolidating the previous school readiness coalitions.

During the 2004 regular legislative session, lawmakers debated and passed a bill that was vetoed by the governor. In that bill, the prekindergarten program would have been administered primarily by the Department of Education, splitting early childhood programs between the Department of Education and the Agency for Workforce Innovation.

Florida has a history of consolidating early childhood programs. In 1999, Florida consolidated several programs that had been administered by the Department of Education, the Department of Children and Family Services, and Head Start. The legislation created the Florida Partnership for School Readiness and local school readiness coalitions. Initially in the governor's office, the Partnership was later moved to the Agency for Workforce Innovation but maintained independence with its own board. The Agency for Workforce Innovation also governs the state's child care subsidy program, migrant prekindergarten, Florida First Start, and Even Start Family Literacy.

Florida has a history of consolidating early childhood programs.

Major Approaches. These recent actions reflect the latest changes in governing early education programs. Generally, states have used four main structures to govern these programs:

- State education agencies
- Human services or other departments
- Joint governance between two or more departments
- Independent department or office

Massachusetts and Georgia established separate departments to consolidate early education programs. Most states, however, operate their programs through the state education agency. Only Hawaii, New Mexico and Washington administer their programs through another agency. A governance model where authority is shared among more than one department is the approach taken in Florida as well as Arkansas, Connecticut, Missouri and North Carolina. Arkansas and North Carolina administer their programs through human services and education departments. Arkansas delineates the functions of the two departments in statute, and requires consultation and joint decision making in some areas. North Carolina has a statewide task force chaired by the directors of the two departments with staff based in the governor's office. Local planning committees also are a key part of the structure.

Most states operate their programs through the state education agency.

Rethinking governance of early education is important for state policymakers when designing programs. These examples illustrate new developments in governance and how existing structures can evolve in ways that encourage collaboration and coordination of state agencies.

Selected References

Florida Legislation: <http://www.flsenate.gov/data/session/2004A/House/bills/billtext/pdf/h0001Aer.pdf>

Georgia Legislation: <http://www.mass.gov/legis/laws/seslaw04/sl040205.htm>

Massachusetts Legislation: http://www.legis.state.ga.us/legis/2003_04/fulltext/sb456.htm

Contact for More Information

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Early Learning

► Overview

*From Education
Commission of the States*

Printer Friendly Version

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ISSUE: EARLY LEARNING

Overview
Quick Facts
What States Are Doing
Selected Research & Readings
Other Web Sites

► SUB-ISSUES:

Collaboration and Partnerships
Ensuring Quality
Family Involvement
Finance
Governance
Integrated Services
K-12 Alignment
Special Education

When the National Education Goals were adopted in 1990, they represented a vision of all children entering school ready to learn and all children leaving school ready to succeed. In the intervening years, the nation has devoted considerably more attention and resources to the latter than to the former. Despite this increased investment, a 1998 national survey of kindergarten teachers found that barely half their students make the transition to formal schooling without significant difficulties. Clearly, there is a long way to go before the first of the National Education Goals – that all children will start school ready to learn – is achieved.

As science adds to the understanding of how children's brains develop in the first few years of life, the importance of this goal is increasingly apparent. Research also is adding to knowledge about the kind of nurturing and stimulating environment required to make the most of these years of rapid brain development, and the long-term costs to children and society if it is not consistently provided.

There is also abundant research evidence that participation in a high-quality preschool program, starting right after birth or even as late as age 3 or 4, results in significant and lasting benefits, especially for those children whose family circumstances put them at greatest risk.

Stay-at-home parents, too, need help to understand and apply the lessons of brain development research to their daily interactions with their children. Yet as so often happens, actions have failed to keep pace with knowledge, and countless children continue to lack the right conditions for sound physical, cognitive, social and emotional development.

While parents are still by far the most important influences in their children's lives, they no longer do the job on their own. With 65% of women with children under the age of 6 in the workforce, nearly two-thirds of preschool-age children – and about one-half of infants and toddlers -- spend at least some of their week in care outside the home. Welfare reform has dramatically increased the labor force participation of low-income women, adding to the demand for early care and learning programs that meet their needs. And school reform measures that impose higher standards and accountability for performance are heightening the pressure on elementary schools to ensure that all children succeed, even those who arrive at their doors ill-prepared. Thus, the availability, cost and quality of child care and preschool programs have taken on added significance in shaping early childhood outcomes and school readiness.

Unfortunately, the current state of early learning programs is deeply flawed:

- Despite significant increases in federal funding, the aggregate capacity of Head Start, child care subsidies and related programs still falls far short of serving all those eligible.
- Part-day, part-year programs such as the traditional Head Start model no longer meet the needs of parents working full-time.
- Studies of child care quality report that most programs are of mediocre quality at best, and an alarming proportion are of such poor quality as to threaten the well-being of children.
- While many employers are involved in early care and learning

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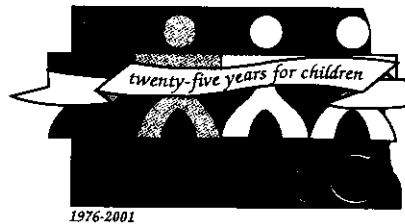
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Full-Day Kindergarten: An Exploratory Study of Access and Finance in the United States
School Readiness Indicators Initiative, led by Rhode Island KIDS COUNT

VOICES FOR NORTH DAKOTA'S CHILDREN

HCR 3046
23 Feb



CENTER FOR EARLY CHILDHOOD LEADERSHIP & ADVOCACY

February 23, 2005

To: RaeAnn Kelsch, Chairperson, House Education Committee

From: Barb Arnold-Tengesdal
Voices for North Dakota's Children

Re: Testimony supporting HCR 3046

Voices for North Dakota's Children is a collaborative advocacy effort of early childhood education professional organizations. It is made up of the North Dakota Head Start Association, North Dakota Association for the Education of Young Children, Child Care Resource & Referral Network and Children's Caucus.

We urge your support of HCR 3046.

At a time when the emphasis is on school accountability and increased student achievement, we are challenged to find ways to deliver educational programs that will help children learn in a developmentally appropriate and culturally sensitive way (*Young Children*, Nov. 2003, pg. 54). We believe early childhood development is vital to children and communities. Research abounds that identifies the role early childhood education plays in the economic growth of communities and the importance of seeing the long-term investments that are seen as identified in the report by Art Rolnick and Rob Grunewald with the Federal Reserve Bank of Minneapolis <http://minneapolisfed.org/research/studies/earlychild/>. Early childhood development is economic development with a high public return. In the *Economic Impact of Child Care in North Dakota* study done by the NDSU data center (October 2004) the child care industry directly affects the economic growth of a community. www.ndkidscount.org

The research on the benefits of early childhood education is overwhelmingly positive. The most significant gains are seen in children of low-income families. The High/Scope Perry Preschool Project recently reported findings showing participants have higher income earnings, more likely to hold a job, commit fewer crimes, and graduate from high school (*High/Scope Educational Research Foundation*, Nov. 2004).

How will we fund such a shift in policy of supporting early childhood education and not seeing it as opposing parental rights to home education their youngest children? We currently have programs scattered through state government that handle many aspects of early childhood education;

- Department of Human services- child care subsidies, quality and regulations, Head Start collaboration
- Department Public Instruction- early childhood special education, program approval, food programs,
- Department of Health- early childhood systems grant
- Department of Commerce – job services and small business support, community action agencies that often are fiscal agents for Head Start programs

At a time when the federal government is asking us to maximize each dollar and look at school readiness and accountability, it will require us to look at how early childhood education is being handled throughout the state of North Dakota. This resolution, along with SCR 4033 brings us closer to examining the role early education plays in prevention rather than later intervention services used by school districts, and the supports that parents and communities need to raise children who will be the future of our state.

There are supports for states policymakers to use if they only ask. The National Council of State Legislators has many tools and consultants on hand who are available to states. <http://www.ncsl.org/programs/cyf/macbrief.htm> The National Governor's Association recently published the document *Building Foundations for Bright Futures* (1/25/2005) by Anna Lovejoy.

http://www.nga.org/center/divisions/1.1188.C_ISSUE_BRIEF^D_7819.00.html
It is the right time to look at this issue and I urge your support of this study resolution.



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01/24/2005

Building the Foundation for Bright Futures

Contact: [Anna Lovejoy](#)
Education Division

The NGA Center for Best Practices offers *Building the Foundation for Bright Futures: Final Report of the NGA Task Force on School Readiness* and companion piece, *Building the Foundation for Bright Futures: A Governor's Guide to School Readiness*.

Under the 2002-03 chairmanship of former Governor Paul E. Patton of Kentucky, NGA established a gubernatorial Task Force on School Readiness to identify actions that governors and states can take to support families, schools, and communities in their efforts to ensure that all children are ready for school. The task force continued under the leadership of the 2003-04 NGA chair, Governor Dirk Kempthorne of Idaho. Participating governors included Governor Mike Huckabee of Arkansas, Governor Jennifer Granholm of Michigan, former Governor Bob Holden of Missouri, Governor Bob Taft of Ohio, Governor Edward G. Rendell of Pennsylvania, and Governor Mark Sanford of South Carolina.

Final Report of the Task Force on School Readiness

[Entire Document](#) - pdf (9 MB)

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to Children's Cabinets
Governors' Children's
Cabinets are
collaborative
governance structures
that seek to promote
coordination across
state agencies...

► Stronger Fiscal
Incentives Can
Improve Secondary
and Postsecondary
Outcomes
Governors and state
legislators can support
finance policies that
increase principal
autonomy, educational
options, and...

All Documents

The NGA Task Force on School Readiness offers these recommendations and policy options for what governors can do to promote ready states, ready schools, ready communities, ready families, and ready children. Many of the recommendations presented here are already in place to varying degrees in different states so there is much to build upon. And not every recommendation offered comes with a high price tag. Even in a lean fiscal environment, states have an opportunity to set priorities, align policies, build collaborative relationships and leverage existing resources to maximize impact and achieve goals over the long term.

A Governor's Guide to School Readiness

Entire Document - pdf (35 MB)

Table of Contents:

- Preface and Acknowledgements
- Executive Summary
- Building Ready States
- Supporting Ready Schools
- Supporting Ready Communities
- Supporting Ready Families
- Supporting Ready Children
- Conclusion and Notes

This governor's guide ties the state policy recommendations of the task force to concrete examples of state initiatives to promote school readiness. It includes key considerations for state policymakers and resources to help inform their decisions. The guide follows the same readiness framework as the task force report, presenting what states are doing to build Ready States and to support Ready Schools, Ready Communities, Ready Families, and Ready Children.

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► [Family Literacy: A Strategy for Educational Improvement](#)
Incorporating family literacy into educational programs for children and adults results in a flexible and...

► [Where There's a Will: Promising Ways to Promote Early Childhood Development](#)
Highlights from our national meeting to spotlight different strategies for moving the early childhood policy...

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Carnegie Corporation of New York is funding the National Governors Association (NGA) Center for Best...

► [The Power of Outcomes: Strategic Thinking to Improve Results for Our Children, Families, and Communities](#)

This is one of two papers that draw on state and community experiences to share...

Early Childhood

The first years in a child's life are critical to healthy brain development and future academic success. They provide a short window of opportunity with enormous implications for the rest of a child's life. Research shows that early childhood education significantly improves the scholastic success and educational achievements of poor children even into early adulthood. Moreover, high-quality, targeted interventions, such as preschool and home visiting programs, save money by preventing future expenses for remedial education, incarceration, and cash assistance. Public and private investment in early childhood is increasing, with particular focus on early learning and literacy, public awareness, and quality of care. The NGA Center for Best Practices supports the work of Governors and their policy advisors in developing and implementing strategies to increase opportunities for early child literacy, learning, and development.



NGA GOVERNORS' FORUM ON QUALITY PRESCHOOL December 15-16, 2003

Click [here](#) for Video Clips, Meeting Synopsis, Agenda Highlights, Presentations and Speaker Biographies.

Highlight



► [First Three Years: A Governor's Guide to Early Childhood](#)

Resources and information on early childhood research, initiatives, and policy.

Contact(s)

Anna Lovejoy
Education Division

Elisabeth Wright
Education Division

Related Material

[Brochure: Open Young Minds: Read to Children](#)

[Coming Together for Children and Families](#)

Focus of Center Activities

The NGA Center is currently engaged in the following projects and initiatives:

[Governors Forum on Quality Preschool](#)—On December 15 and 16, 2003, the NGA Center for Best Practices held the *Governors Forum on Quality Preschool*, hosted by Governor Jeb Bush of Florida will host in Orlando. The Forum presented an unprecedented occasion for governors to discuss the opportunities and challenges they face in promoting high quality learning experiences for young children. Governors were invited to bring with them a team of up to four top state decision makers who help shape their state's preschool agenda. The *Governors Forum on Quality Preschool* was funded by generous support from members of the foundation community, including The

► Implementing Results-Based Decisionmaking: Advice from the Field
This is one of two papers that draw on state and community experiences to share...

Pew Charitable Trusts, the David and Lucile Packard Foundation, The Foundation for Child Development, the Joyce Foundation, the Milken Family Foundation, and the George Gund Foundation.

NGA Task Force on School Readiness-NGA Chairman Governor Paul E. Patton has established a Task Force on School Readiness Assessment, which he will lead in partnership with Governor Dirk Kempthorne of Idaho. The Task Force will seek to increase understanding among policymakers of the key issues in school readiness, provide guidance in defining school readiness, and present an array of options for developing and implementing effective assessment policies.

State Early Childhood Policy Leadership Forum - NGA is partnering with the ZERO TO THREE Center for Infants, Toddlers and Families to support a preeminent network of policy and program leaders working to strengthen cross-system early childhood policies and programs.

Building Public and Political Will for Early Childhood Care and Education - Under a grant from the David and Lucile Packard Foundation, the National Governors Association (NGA) Center for Best Practices has worked with several states, including include Georgia, Illinois, Maryland, New Hampshire, Ohio, Washington, and Wisconsin, in their efforts to build public and political will for improving access to affordable, quality, early care and education. NGA provided technical assistance and support for these states to build consensus among diverse stakeholders; identify strategies, key messengers and target audiences, and generate the will needed to implement their strategies.

2001 National Meeting Highlights: "Where There's A Will, Promising Ways to Promote Early Childhood Development"

Evaluating Statewide Early Childhood Initiative - The Carnegie Corporation of New York is funding the NGA Center for Best Practices to help states build more comprehensive systems of early care and education by helping them evaluate and monitor the progress of statewide early childhood initiatives. NGA has convened a peer-learning network of program evaluators and state policymakers and is developing a guidebook that captures the work of this network for other states to learn from its conclusions. Chapin Hall, Child Trends, and The Frank Porter Graham Child Development Center at the University of North

Carolina-Chapel Hill are partners on this project.

Related Documents

Reports, issue briefs, meeting summaries, and other online documents.

- [A Governors Guide to Children's Cabinets](#)
- [Governors' Forum on Quality Preschool](#)
- [Family Literacy: A Strategy for Educational Improvement](#)
- [Where There's a Will: Promising Ways to Promote Early Childhood Development](#)
- [Evaluating Statewide Early Childhood Initiatives](#)
- [The Power of Outcomes: Strategic Thinking to Improve Results for Our Children, Families, and Communities](#)
- [Implementing Results-Based Decisionmaking: Advice from the Field](#)
- [Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest](#)
- [The NICHD Study of Early Child Care](#)
- [State Early Childhood websites](#)
- [Developing and Supporting Literacy-Rich Environments for Children](#)
- [Improving Children's Reading Ability Through Volunteer Reading Tutoring Programs](#)
- [Improving Early Literacy Skills to Reduce Special Education Referrals](#)
- [Improving Reading by Preparing Teachers](#)
- [Evaluating Statewide, Community-based Initiatives for Young Children](#)
- [Child and Adult Care Food Program](#)
- [Child Care and Development Fund](#)
- [Cost, Quality, and Child Outcomes in Child Care](#)
- [Early and Periodic Screening, Diagnosis, and Treatment Program \(EPSDT\)](#)
- [Even Start](#)
- [First Three Years: Accountability Systems](#)
- [First Three Years: Early Care and Education](#)
- [First Three Years: Finance Strategies](#)
- [First Three Years: Health](#)
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- [First Three Years: State Early Childhood Initiatives](#)
- [From Neurons to Neighborhoods: The Science of Early Childhood Development](#)
- [Individuals with Disabilities Education Act \(IDEA\)](#)
- [North Carolina Smart Start](#)
- [Proposition 10, The California Children and Families Act of 1998](#)
- [Research Findings on Early Childhood Intervention Programs](#)
- [Special Supplemental Nutrition Program for Women, Infants, and Children \(WIC\)](#)
- [The Child and Adult Food Care Program](#)
- [Title V Maternal and Child Health Services Block Grant](#)

- [Serving Children and Youth Through the Temporary Assistance for Needy Families Block Grant](#)
- [Early Childhood Activities in the States, 1996-98](#)
- [Missouri Caring Communities Initiative](#)
- [South Carolina First Steps](#)
- [Improving Services for Children in Working Families](#)
- [Ten Tips for Raising Happier, Healthier Children](#)
- [Child Care and the Labor Force Participation of Parents](#)
- [Child Care at the Crossroads](#)
- [Community Mobilization: Strategies to Support Young Children and Their Families](#)
- [Components of Successful Parent Education Programs](#)
- [Costs and Benefits of Prevention](#)
- [Federal Indicator Initiatives](#)
- [Financing Services for Young Children and Their Families](#)
- [First Three Years: Facts and Figures about Early Childhood](#)
- [Florida: Governor's Children's Summit](#)
- [Florida: One Voice for Children](#)
- [Healthy Child Care America](#)
- [Help Them Thrive, Birth to Five](#)
- [Indiana I Am Your Child Coalition](#)
- [Investing in Our Children](#)
- [Iowa Community Empowerment](#)
- [Key Facts About Child Care and Early Education](#)
- [Key National Organizations in Child Care and Family Support](#)
- [Maximizing Florida's Brain Power](#)
- [Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care](#)
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- [Social Indicators and Public Policy in the Age of Devolution](#)
- [Social Indicators of Child and Family Well-Being](#)
- [South Carolina: Caring for Tomorrow's Children, Neural Tube Defect campaign](#)
- [State Children's Health Insurance Program \(SCHIP\)](#)
- [The Quiet Crisis](#)
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- [Highlights of National and State Initiatives for Young Children](#)
- [Implementing a Vision for America's Children](#)
- [By the Bucket: Achieving Results for Children](#)

Related Links

- [The Child Care Partnership Project](#) A joint project of NGA, the Finance Project, and Families and Work Institute, this website provides information on public-private partnerships for child care across the nation.
- [The State Early Childhood Policy Leadership Forum](#) A joint initiative of NGA and ZERO TO THREE that will support a preeminent network of policy and program leaders working to strengthen cross-system early childhood policies and programs. Information and application materials.

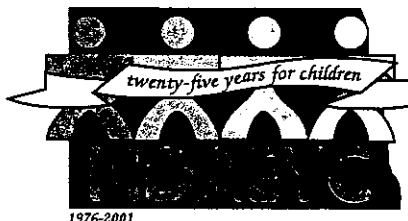
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VOICES FOR NORTH DAKOTA'S CHILDREN



CENTER FOR EARLY CHILDHOOD LEADERSHIP & ADVOCACY

March 16, 2005

To: Layton Freeborg, Chairperson, Senate Education Committee

From: Barb Arnold-Tengesdal
Voices for North Dakota's Children

Re: Testimony supporting HCR 3046

Voices for North Dakota's Children is a collaborative advocacy effort of early childhood education professional organizations. It is made up of the North Dakota Head Start Association, North Dakota Association for the Education of Young Children, Child Care Resource & Referral Network and Children's Caucus.

We urge your support of HCR 3046.

At a time when the emphasis is on school accountability and increased student achievement, we are challenged to find ways to deliver educational programs that will help children learn in a developmentally appropriate and culturally sensitive way (*Young Children*, Nov. 2003, pg. 54). We believe early childhood development is vital to children and communities. Research abounds that identifies the role early childhood education plays in the economic growth of communities and the importance of seeing the long-term investments that are seen as identified in the report by Art Rolnick and Rob Grunewald with the Federal Reserve Bank of Minneapolis <http://minneapolisfed.org/research/studies/earlychild/>. Early childhood development is economic development with a high public return. In the *Economic Impact of Child Care in North Dakota* study done by the NDSU data center (October 2004) the child care industry directly affects the economic growth of a community. www.ndkidscount.org

The research on the benefits of early childhood education is overwhelmingly positive. The most significant gains are seen in children of low-income families. The High/Scope Perry Preschool Project recently reported findings showing participants have higher income earnings, more likely to hold a job, commit fewer crimes, and graduate from high school (*High/Scope Educational Research Foundation*, Nov. 2004) www.highscope.org. Last month a report by the Brookings institute identified how the achievement gaps are narrowed with investments in early childhood education supporting school readiness. www.futureofchildren.org

How will we fund such a shift in policy of supporting early childhood education and not seeing it as opposing parental rights to home education their youngest children? We currently have programs scattered through state government that handle many aspects of early childhood education;

- Department of Human services- child care subsidies, quality and regulations, Head Start collaboration
- Department Public Instruction- early childhood special education, program approval, food programs,
- Department of Health- early childhood systems grant
- Department of Commerce – job services and small business support, community action agencies that often are fiscal agents for Head Start programs

At a time when the federal government is asking us to maximize each dollar and look at school readiness and accountability, it will require us to look at how early childhood education is being handled throughout the state of North Dakota. This resolution, along with SCR 4033 brings us closer to examining the role early education plays in prevention rather than later intervention services used by school districts, and the supports that parents and communities need to raise children who will be the future of our state. There are supports for states policymakers to use if they only ask. The National Council of State Legislators has many tools and consultants on hand who are available to states. <http://www.ncsl.org/programs/cyf/macbrief.html>

The National Governor's Association recently published the document *Building Foundations for Bright Futures* (1/25/2005) by Anna Lovejoy.

http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_7819,00.html

It is the right time to look at this issue and I urge your support of this study resolution.

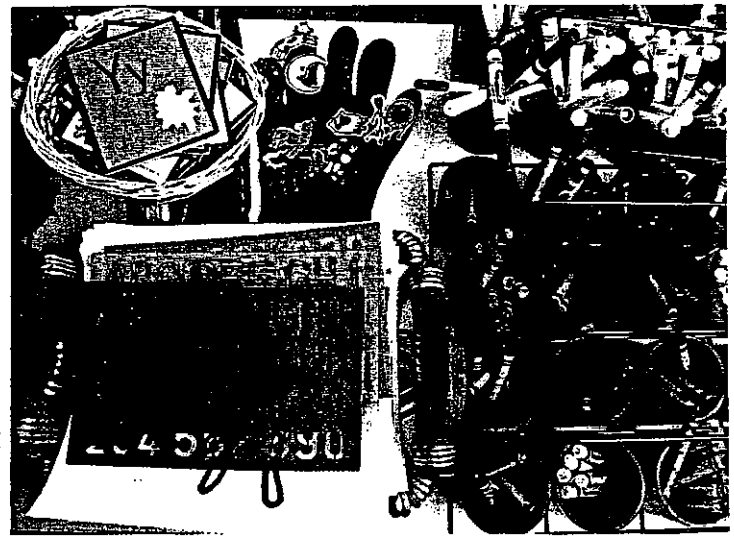
Why We Care about the **K** in K-12

The kindergarten year is an important time of transition for young children. It represents the first year of formal schooling for 98 percent of the children in the United States, and it marks the bridge between early childhood education and the primary grades of school.

Although the public perceives kindergarten as a fully integrated part of the K-12 education system, this often is not the reality. Kindergarten shares components of the K-12 education system in terms of infrastructure—for example, teacher licensing, including teacher certification requirements and compensation. Yet kindergarten also shares policies and practices with child care and other early learning programs—for example, kindergarten policies and practice vary widely by state in whether kindergarten is compulsory or voluntary for all children, in the mechanisms by which kindergarten is funded, and in the varying lengths of the program day.

Despite the opportunities and advantages in better aligning the K-12 and early care and education systems, these systems have sometimes been reluctant to work as partners to realize shared purposes that would benefit young children. Child development experts worry about the risks of extending testing and highly structured upper level academic learning into programs for younger children. Similarly, K-12 educators—particularly kindergarten teachers—are concerned that too many children, especially those from families with low incomes, enter first grade unfairly disadvantaged because their language, cognitive, emotional, and social skills are not yet adequately developed to ensure school success.

Because of the shared objective of success for the children served in their systems, 0-5 and K-12 communities would mutually benefit from increased communication about their expectations, knowledge, expertise, and data. Fortunately,



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nately, a growing body of research shows that investments made in early childhood education, including a highly qualified and appropriately compensated workforce, will help children enter formal schooling more eager to learn and ready to succeed (Peisner-Feinberg et al. 1999; Bowman, Donovan, & Burns 2001; Schweinhart et al. in press). In part because of the increased value being placed on high-quality early education, kindergarten is now in a unique position to serve as a bridge linking the needs and interests of the early care and education community with those of the K-12 education community.

In capitalizing on this opportunity to support their mutual interests in ensuring that young children are ready for school and schools are ready for children, early childhood specialists from K-12 organizations and their collaborating partners at NAEYC will take new steps to promote early childhood education. Because kindergarten is a point of transition and straddles both

A growing body of research shows that investments made in early childhood education, including a highly qualified and appropriately compensated workforce, will help children enter formal schooling more eager to learn and ready to succeed.

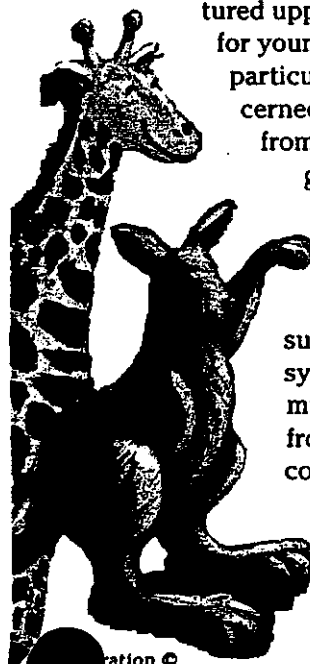


Illustration © Greenseid

Collaborating Organizations:

AFT and
CCW/AFTEF,
O, ECS,
NESP, NEA,
and NAEYC

early care and education and the K-12 education system, our collaborating group begins its work by affirming the following set of research-based principles for identifying the components of excellent kindergarten programs.

Research-based principles

At their best, kindergarten programs

- partner with community early childhood programs to create smooth and effective transitions for kindergarten children and their families
- prepare to support the learning of all children, whatever their earlier experiences, environments, cultures, languages, abilities, or disabilities
- are staffed by degreed, certified educators who have high-quality professional preparation and relevant training or experience in the developmental and educational needs of young children
- are guided by early learning standards that emphasize the concepts and skills appropriate to and important for the kindergarten year
- maintain class sizes sufficient to facilitate high-quality teaching
- implement a coherent, research-based curriculum delivered through evidence-based teaching practices that incorporate adult-guided and child-initiated experiences, play, physical activity, and social interaction
- foster the nurturing relationships and interactions between children and teachers that build the foundations for children's later learning
- systematically assess children's strengths, needs, and progress with multiple tools that are developmentally, culturally, and linguistically appropriate; analyze results, and use those data to inform teaching
- create respectful relationships with families to support children's learning as well as work with families to help identify comprehensive services needed to promote kindergartners' positive development and learning
- promote children's enthusiasm, initiative, persistence, and engagement in learning
- respond to the unique interests, learning styles, and developmental characteristics of children in their kindergarten year

Collaborators at the national level

Leaders in K-12 organizations, along with NAEYC, are engaged in a broad range of activities that influence policy makers, promote best practices, and improve the teaching profession.

The American Federation of Teachers (AFT) represents 1.3 million pre-K through 12th grade teachers, paraprofessionals, school-related personnel, higher education faculty, nurses, other health care workers, and state and local government employees.

The AFT and its affiliate organization the **Center for the Child Care Workforce/American Federation of Teachers Educational Foundation (CCW/AFTEF)** support universal, voluntary access to full-day kindergarten for all children. Kindergarten is a critical juncture in children's development. Preparing children with a solid educational foundation even before kindergarten can help improve their chances of success later in school. To provide a jump start, especially to poor children, many of whom may not have had the benefit of an enriching early childhood education program, the AFT has proposed Kindergarten Plus. This initiative encourages states to provide children with the opportunity for increased instructional time during the summer before kindergarten formally begins and during the summer between the end of kindergarten and first grade.

AFT believes that providing children additional learning time immediately before and after kindergarten may help ensure their increased academic achievement. A pilot program under way in New Mexico is implementing Kindergarten Plus in 11 schools. In 2004 Senator Christopher Dodd (D-CT) introduced a federal bill to advance states' participation. For more information, contact Dori Mornan at dmornan@aft.org and Darion Griffin at dgriffin@aft.org or Marci Young, ccw@aft.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head the state departments of elementary and secondary education.

CCSSO's projects in early childhood and family education are founded on the council's long-standing policy statement marking the age range for early childhood as 0-8 and including the kindergarten year. Each state-based project focuses on building capacity in K-12 systems to support proven transition practices for children as they move to kindergarten from early childhood settings and on assuring alignment of early learning standards, curriculum, and instructional practice between prekindergarten, kindergarten, and grades 1-3. For more information, contact Jana Martella after visiting the Web site www.ccsso.org/earlychildhood.

Education Commission of the States (ECS) is a national nonpartisan organization that brings together key leaders—governors, legislators, chief state school officers, higher education officials, business leaders, and others—to work side by side to improve education from the early childhood years through postsecondary education.

ECS maintains a Web site devoted to kindergarten issues (www.ecs.org/kindergarten). The site houses research and readings on kindergarten as well as an up-to-date database of kindergarten policies across the United States. Users can review and compare issues such as access, quality, and funding of kindergarten in the states.

In addition to the Web site, ECS works with state and local policy makers through its Early Learning Initiative to expand and enrich the national dialogue on the importance of early care and education and to develop, track, and disseminate the best information available on early care and education policy and programs. The initiative also helps to provide technical assistance to states in defining and acting on an early childhood agenda; to define how federal K-12 policy initiatives, such as No Child Left Behind, impact early learning policy; and to explore the implications and possibilities of a "preschool-3 education," linking early childhood education with early elementary education. For further information, contact Kristie Kauerz at kkauerz@ecs.org.

National Association of Elementary School Principals (NAESP) represents more than 29,000 elementary and middle school principals.

In April 2005 NAESP will release its new publication *Standards for Leaders in Early Childhood Education*. A committee of distinguished principals is developing the work, which will conduct a rigorous examination of current research, the diverse environments in which principals operate, and the successful practices of principals across the country. The guide will include examples of practices and policies that work in schools with comprehensive preschool and kindergarten programs. For more information, contact Cheryl Riggins at criggins@naesp.org.

National Education Association (NEA) is a national association representing 2.7 million members who work at every level of education from preschool to university graduate programs. The NEA is committed to creating great public schools for every child.

The NEA believes that every child should attend kindergarten and encourages states to make kindergarten attendance mandatory for all five-year-olds. Full-day kindergarten programs with licensed, certified teachers, small class sizes, and a rich curriculum can provide optimal learning experiences in NEA's view. The NEA works with national partners to advance policies that support positive and productive kindergarten programs. In January the organization began a two-year study funded by the Foundation for Child Development to identify provisions in teacher contracts that are linked to positive outcomes for preK-3 children. For more information, contact Shyrelle Eubanks online: www.nea.org/earlychildhood.



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National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for children from birth through age eight.

NAEYC is the world's largest organization working on behalf of young children, with more than 100,000 members and a national network of more than 350 local, state, and regional Affiliates. Its national system for early childhood program accreditation is developing revised criteria, including a strand specific to kindergarten programs. NAEYC sponsors networking opportunities through Kindergarten and Primary Grades Interest Forums and includes a Kindergarten/Primary track of sessions at its Annual Conference.

The NAEYC professional journal *Young Children* (this issue) features a cluster of articles on kindergarten and the primary grades. In 2005 NAEYC will publish a new book focusing on the kindergarten year, a collection from multiple authors edited by Dominic F. Gullo. For further information, contact Marilou Hyson at mhyson@naeyc.org and Adele Robinson at arobinson@naeyc.org.

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- Schweinhart, L.J., J. Montie, Z. Xiang, W.S. Barnett, C.R. Belfield, & M. Nores. In press. *Lifetime effects: The High/Scope Perry Preschool Study through age 40*. Monographs of the High/Scope Educational Research Foundation, no. 14. Ypsilanti, MI: High/Scope Press.

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