THE DAWN OF LEARNING: WHAT'S WORKING IN EARLY CHILDHOOD EDUCATION

HEARING

BEFORE THE

SUBCOMMITTEE ON EDUCATION REFORM

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

FIRST SESSION

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THE DAWN OF LEARNING: WHAT'S WORKING IN EARLY CHILDHOOD EDUCATION

TUESDAY, JULY 31, 2001

HOUSE OF REPRESENTATIVES,

SUBCOMMITTEE ON EDUCATION REFORM,

COMMITTEE ON EDUCATION AND THE WORKFORCE,

WASHINGTON, D.C.

The subcommittee met, pursuant to call, at 10:03 a.m., in Room 2175, Rayburn House Office Building, Hon. Michael N. Castle [chairman of the subcommittee] presiding.

Present: Representatives Castle, Schaffer, Roukema, Fletcher, DeMint, Biggert, Platts, Keller, Osborne, Culberson, Kildee, Woolsey, McCarthy, Solis, Davis, Owens, Payne, Kind and Kucinich.

Staff Present: Cindy Herrle, Senior Budget Analyst; Charles Hokanson, Professional Staff Member; Patrick Lyden, Professional Staff Member; Michael Reynard, Deputy Press Secretary; Deborah L. Samantar, Committee Clerk/Intern Coordinator; Jo-Marie St. Martin, General Counsel; Holli Traud, Legislative Assistant; John Lawrence, Staff Director; Charles Barone, Deputy Staff Director; Mark Zuckerman, General Counsel; Ruth Friedman, Fellow; Maggie McDow, Legislative Associate/Education; Alex Nock, Legislative Associate/Education; and Joe Novotny, Staff Assistant/Education.

OPENING STATEMENT OF CHAIRMAN MIKE N. CASTLE, SUBCOMMITTEE ON EDUCATION REFORM, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman Castle. The subcommittee will come to order. A quorum being present, we will proceed.

We are meeting today to hear testimony on what is working in early childhood education. Under Committee Rule 12(b) opening statements are limited to the chairman and the ranking minority member of the subcommittee. Therefore, if other members

have statements, they may be included in the hearing record.

With that, I ask unanimous consent for the hearing record to remain open 14 days to allow members' statements and other extraneous material referenced during the hearing to be submitted in the official hearing record.

Without objection, so ordered.

We will proceed with my opening and then the opening statement of Mr. Kildee, and then we will have introductions of the various witnesses.

Welcome everybody to the first in a series of hearings this subcommittee will hold on the issue of early childhood education?

As many of you know, research by the National Institutes of Health has demonstrated that few children can pick up reading on their own and that the ability to associate sounds with letters are best learned between the ages of four and six. In fact, Dr. Reid Lyon, head of the National Institute of Child Health and Human Development, has stated that children who receive stimulating literacy experiences from birth onward have an edge when it comes to vocabulary development, an understanding of the goals of reading, and an awareness of print and literacy concepts.

As a matter of fact, many recent studies conclude what most of us have intuitively known for some time; that the successful acquisition of school readiness and learning skills in the first five years of a child's cognitive development predict a lifetime of future academic success.

For these reasons early childhood education programs enjoy strong bipartisan support in the Congress. Still, I believe that it is appropriate to examine these programs to determine if they truly give their young participants a "head start" or if additional structural improvements are needed.

I also believe that these programs must do a better job of reducing what one researcher called the "pre-achievement gap" between disadvantaged preschool children and their more advantaged peers, something, I might add, that only widens as the child is promoted to more advanced materials without regard for his or her mastery of basic skills.

These programs, and the other important health and nutrition services they provide, can make an enormous difference in the lives of our disadvantaged children. With our renewed emphasis on high standards and accountability in K through 12 education, I believe we must refocus our attention on the quality of early childhood programs and their impact on the earliest and most important years of our children's lives.

Today, I am pleased to welcome members of the administration: Under Secretary Eugene Hickok from the Department of Education and Assistant Secretary Wade Horn from the Department of Health and Human Services. Both will play a major role in

developing President Bush's early childhood education agenda.

I am also pleased to welcome representatives from the Head Start and the early childhood academic communities. Tremendous strides have been made in the study of early childhood. I have no doubt that all of our panelists will be able to offer us insight into this research and offer recommendations on how to parlay it into a brighter future for our nation's preschoolers.

With that, I would like to recognize Ranking Member Kildee for his opening statement.

OPENING STATEMENT OF CHAIRMAN MIKE N. CASTLE, SUBCOMMITTEE ON EDUCATION REFORM, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX A

OPENING STATEMENT OF RANKING MINORITY MEMBER, DALE E. KILDEE, SUBCOMMITTEE ON EDUCATION REFORM, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Kildee. I am pleased to join Governor Castle at today's hearing on early childhood education and Head Start.

I join him in welcoming two old pros, not old pros, long-time pros testifying before this subcommittee, Under Secretary Hickok and newly confirmed Assistant Secretary Wade Horn.

Our second panel is also going to be extremely useful to our deliberations with the testimony from renowned expert Dr. Deborah Phillips and a tireless advocate for children, Mr. Ron Herndon.

There is no more important aspect of a child's life than his or her earliest years. With our knowledge of early physical development of the brain itself, we are finally grasping the many facets of what children need to develop and learn. This new area of knowledge is a crucial tool that we must continue to expand if we are going to ensure that all our children start school ready to learn.

I have been pleased with some of the initial administration proposals in this area, such as Reading First and Early Reading First. Both of these programs, once our committee finishes its work on reauthorization of ESEA, will provide much-needed resources towards ensuring that our children, especially young children, have the base of skills necessary to become effective readers and learners. These types of initiatives are vital if we are to prevent disadvantaged children from starting school behind their more advantaged peers.

Being behind your classmates before your primary schooling years have even started can have a serious consequence on a child's ability to achieve. Our earliest efforts are key to lowering dropout rates and other troubling statistics.

However, two initiatives by the administration concern me greatly. First is President Bush's desire to move Head Start from the Department of Health and Human Services to the Department of Education. Such a move would be extremely harmful to Head Start's mission to provide comprehensive services to our nation's disadvantaged children, and I stand ready to strongly oppose any such efforts. If literacy, early educational outcomes, and additional accountability are the goal of this move, let us examine the changes required by the 1998 reauthorization and build upon those successes.

I stand ready to work with the administration on these topics within the context of Head Start remaining within the Department of Health and Human Services.

Second, I am deeply troubled by the lack of resources that the administration has proposed for Head Start in fiscal year 2002. The President's increase of $125 million will not begin to provide the necessary resources to cover inflationary costs in programs or to allow for increased resources devoted for quality. The proposal pales in comparison to the increases provided in the last two years for Head Start, $933 million for the last fiscal year and $607 million for fiscal year 2000.

In addition, I am particularly concerned that such a small increase will prevent the statutorily required increase for Early Head Start to 10 percent from going into effect. This will lead to less of our most vulnerable children receiving services at the time when we must expand our efforts.

In closing, I want to thank Governor Castle for holding this hearing. Our work this Congress has been dominated so far by the reauthorization of the Elementary and Secondary Education Act. Our subcommittee has many important issues, and I am pleased we have a chance here to focus on a topic we have not addressed yet in this Congress.

Thank you, Mr. Chairman.

Chairman Castle. Thank you, Mr. Kildee. We appreciate your opening statement and your participation, as always.

We turn now to our witnesses. We are going to do something a little bit out of order here. So everybody understands, there are two panels. Obviously, the first panel is the administration officials with two representatives here, and the second panel consists of four individuals. We will go through the normal questioning of the first two witnesses and then convene the second panel.

There is another hearing in this room right after one o'clock today, so we are going to have to be pretty tight on the 5-minute rule. This applies to the witnesses as well

as the members here. So if I start rattling things up here, you get the idea.

You have a little green-yellow-red signal there. The red is obviously not the beginning of the end, but hopefully the end, and we will go from there. And if you can't get everything you thought you wanted to get in, don't worry about it because there will be questioning, and I guarantee you will have a chance to say everything you wanted to say.

We also in the second panel have one gentleman who is going to be introduced by Mr. Wu, and even though the gentleman will not speak until the second panel, Mr. Wu has other responsibilities today. So let's turn to Mr. Wu for that introduction of Mr. Herndon, and then we will go back to the beginning.

Mr. Wu. Thank you, Mr. Chairman.

Mr. Chairman, I am pleased to introduce Mr. Ron Herndon, a fellow Oregonian. Ron has served as President of the National Head Start Association since July of 1993, and since 1975 he has been director of the Albina Head Start program in Portland, Oregon.

This program is a recipient of numerous federal grants in support of local Head Start projects. These grants have been used for major building projects and the development of programming for Head Start parents and staff in Portland and in surrounding communities. The program provides comprehensive full-day service to more than 400 Head Start children in Portland.

Under Ron's leadership, the National Head Start Association has progressed to implementation goals established in long-range plans. Accomplishments include major legislative gains, improvements in technology for Head Start parents, establishment of important business partnerships and maintenance of a sound financial base.

On a more personal note, at a point in my life when I was leaving a large law firm in Portland and looking forward do doing something different and before I had an opportunity to build our own law firm, I consulted with Ron as one of several people. We sat down. We talked. Ron convinced me of the importance of making a difference in a place like Oregon and the possibility of doing so. Partially as a result of that conversation, we decided to stay in Oregon and tough it out, and I am absolutely delighted that we did so. And to the perhaps pleasure of some and the consternation of others, I am now pleased to join Ron in full-time public service.

Welcome, Ron.

Chairman Castle. Thank you, Mr. Wu; and, Mr. Herndon, we look forward to hearing from you shortly.

We will turn now to the first panel. The first witness will be Dr. Eugene Hickok, who is Under Secretary of the United States Department of Education, the third-ranking official to the department, and a principal advisor to the U.S. Secretary of Education, Ron Paige.

Previously, Dr. Hickok was Pennsylvania's founding member and chairman of the Education Leaders Council and holds a Ph.D. from the University of Virginia.

Our other witness is Dr. Wade Horn, who is the recently confirmed Assistant Secretary for Children and Families at the United States Department of Health and human Services. Previously, Dr. Horn served as Commissioner for Children, Youth, and Families and the Chief of the Children's Bureau within the U.S. Department of Health and Human Services.

In addition, he has authored numerous articles pertaining to children and family issues, including a weekly column entitled Fatherly Advice, and he is a co-author of several books including the Better Homes and Gardens' Father Book. Dr. Horn received his Ph.D. in clinical child psychology from Southern Illinois University.

We thank both of you for being here.

Chairman Castle. Dr. Hickok, we turn to you, sir.

STATEMENT OF THE HONORABLE EUGENE W. HICKOK, UNDER SECRETARY, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.

Mr. Hickok. Thank you, Mr. Chairman, for those very kind comments; and thank you all for this opportunity to meet today to discuss this important topic.

I will submit my testimony for the record mindful of the clock and just sort of pick up on a few issues that came from your introductory comments.

If you will look at the first page of the testimony, there is a quote from Eager to Learn, which is a study on preschoolers. Let me paraphrase some of that.

I think that care and education should not be thought of as separate entities in dealing with young children. Adequate care involves providing quality cognitive stimulation, rich language development and a facilitation of social, emotional and motor development. Thinking and feeling work in tandem.

I think that is pretty much the key to what we are talking about here as we look at pre-school, Head Start and daycare programs. This is how can we make sure that every child gets the kind of cognitive development work as well as other aspects of development so that the whole child is nurtured.

Studies are pretty obvious to us. They show that children who attend high-quality child care programs (I am going to say more about quality in a second) have better language and math skills when entering elementary school than children who come from low-quality child care programs. Higher quality child care for very young children, birth

to age three, is consistently related to high levels of cognitive and language development.

In other words, we know it may sound like common sense. Sometimes common sense is elusive in this business. The fact is, we know that when children are given the kind of support, instruction and cognitive skills they need, they can indeed learn at early ages and be happy learners and well prepared to enter school.

We know what works in early childhood education. I outline I think eight or seven principles that are in my testimony. Let me elaborate on those real briefly, and then I will stop and answer questions.

We know that children's pace of development is not uniform. I made the argument all the time in my previous life in Pennsylvania that every child is special and unique and especially in the early years. Learning curves differ for every child. That should not be an argument, however, to say that children couldn't learn. Our sense is that indeed learning helps to push child development. The goal here is to make sure that we provide a holistic approach of emotional, social, motor skills and cognitive development that focuses on the individual child and the individual child's needs.

Teacher expertise is critical, but far too much in the past we have looked at expertise as a simplistic notion of more degrees, higher education and higher pay. What matters as much as the number of degrees and the educational attainment of the provider is really whether that individual knows what is needed to teach cognitive skills and is able to do it. Teacher expertise then is all about the talents and understanding the teacher brings to the student and the impact upon learning for that student.

Intensity of participation matters and by that I think the principle needs to be understood that children need to be engaged in a variety of levels with a variety of individuals all the time. It cannot be merely the teacher in the classroom or the provider in the daycare center. It needs to be related to what parents are doing at home, community, et cetera. The experts talk about it needs to be intentional behind the interaction, which means the focus has to be intense so that the child is getting the kind of hands-on cognitive work, recognizing the alphabet, phonetic development, building of vocabulary, one on one.

Links with families are essential. Again, this sounds like common sense and it is, but links with families, if we really want to work to help to improve early childhood, have to get beyond if we read a bedtime story every night. That is very important, but we need to spread the word that a literacy-rich environment where parents are seen reading themselves, parents read to children, family providers are spent talking and listening one on one, is much more than merely saying that books matter.

One of the things I have seen over the years is all the emphasis on early reading is very important, but it comes across sometimes as though it is work. What we need to do is help children realize that reading is fun, and learning can be fun, and you can do that at a very early age with the way you approach this whole issue.

Early childhood education can benefit all children. We do believe in this administration that no child shall be left behind, and some of our most disabled and challenged students, some students who are not up to where their peers are, have perhaps the greatest potential to benefit from a comprehensive, well-thought-out, cognitive early childhood program.

Continuity sustains positive effects. This goes back to my earlier point. It is important that a child grow up in a context that supports and promotes early reading, early education and that it is part of a child's understanding of the world in which he or she is beginning to live and understand. It can be a way that it nurtures the full development of the child as well.

Finally, the obvious, quality counts. What we need to do is recognize, and I think the Members of the Congress in the past several weeks have discussed the issue of the Reauthorization of Elementary and Secondary Education Act. By the very way you have done that, you have helped America understand better. When we talk about quality counts in education, we need to be talking about results. We need to be talking about whether or not, for the money that the taxpayers spend, the efforts that families make, the efforts that instructors and providers make, whether or not we are seeing a result in terms of education for the child.

The children that we are talking about are the most important ones to focus our efforts on. Because if we can give them, as the President has said so many times, the kind of educational foundation they need so that when they enter school they are not at a disadvantage, then we can do a great deal to improve the quality of education for everyone.

I will make the observation that Russ Whitehurst, our new Assistant Secretary for Education, Research and Improvement, made at the First Lady's reading summit, Early Child Cognitive Development Summit last week. He made the observation that the typical student entering Head Start, the research tells us, knows perhaps one letter of the alphabet. The typical child leaving Head Start knows one letter of the alphabet. Now, that to me says volumes about how much we can accomplish if we do a better job of equipping the folks who are engaged daily in helping these children with the knowledge they need and the skills they need to make sure that children leaving early childhood programs and entering K/first grade are ready to learn and to enjoy it.

Thank you.

STATEMENT OF THE HONORABLE EUGENE W. HICKOK, UNDER SECRETARY, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C. – SEE APPENDIX B

Chairman Castle. Thank you, Secretary Hickok.
Secretary Horn.

STATEMENT OF THE HONORABLE WADE F. HORN, ASSISTANT SECRETARY FOR CHILDREN AND FAMILIES, U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, WASHINGTON, D.C.

Mr. Horn. Thank you, Mr. Chairman and members of the subcommittee. I am pleased to appear before you today to share information on the Head Start program. As the very recently confirmed Assistant Secretary for Children and Families, this is my second day on the job; I would like to convey my strong interest in working with the subcommittee in addressing early childhood development issues.

Head Start is the Nation's largest early childhood education program. Its mission is to help low-income children start school ready to learn by providing a range of comprehensive educational, child development, health and social services. Since 1965, local Head Start programs have served more than 19 million children nationwide.

We all would agree I think that Head Start has a long history of success, but if the program is to continue to have a positive impact, we must integrate some of the new research findings about early literacy into the program. This new emphasis on the development of early literacy skills can and should be accomplished without sacrificing the comprehensive nature of the program.

President Bush has made it clear that he expects much more emphasis on the development of early literacy skills in the Head Start program. As part of this initiative, the president has proposed moving Head Start from the Department of Health and Human Services to the Department of Education where it can be more closely aligned with the education programs when Head Start students begin formal schooling.

This issue will be addressed appropriately with the Congress during the next reauthorization of the Head Start program. In the meantime, both departments will coordinate an interagency task force to translate research on learning readiness into action through Head Start and other programs for preschoolers. The formation of this task force, announced by Secretary Thompson and Secretary Paige at the White House Summit on Early Childhood Cognitive Development, was hosted by the First Lady last week. We are committed to working together to make the President's vision a reality and to ensure that a focus on both child and family literacy becomes an integral part of every Head Start program.

As requested by the subcommittee, my testimony today will focus on recent and planned efforts to integrate emerging research findings into the program in order to improve outcomes for children enrolled in Head Start.

Head Start is implementing three core strategies to strengthen teaching, learning, and child outcomes in the more than 46,000 Head Start classrooms nationwide. These three core strategies are; one, setting high standards for early childhood education services and child outcomes; two, enhancing training for teachers and managers; and,

three, establishing partnerships with State and national early literacy initiatives.

Every local Head Start program is required to adhere to national program performance standards. To ensure that local programs meet these standards we conduct rigorous on-site monitoring reviews of every Head Start agency at least once every three years.

Augmenting this process is a new Head Start child outcomes framework. Head Start needs to focus more on such indicators of early literacy as children's knowledge of letters. While it is not appropriate to simply take a curriculum designed for first graders and apply it to 4-year-olds, we must challenge ourselves to ensure that when children leave Head Start they know more than only one or two letters, particularly given what we know about the predictive power of early letter and number recognition and other early literacy skills for later school success.

Therefore, under this initiative, each local Head Start agency is required to gather and analyze outcome data on children's progress and accomplishments in eight domains of early learning and child development which incorporate 13 congressionally-mandated indicators of early literacy, language development, and numerical skills.

In addition to Head Start, the Family Literacy Project is providing training and technical assistance to local programs to enhance children's literacy learning in the classroom as well as adult education efforts designed to increase the number of parents who not only read to their children at home on a daily basis but, as Deputy Secretary Hickok said, learn how to read to children so their parents understand the point is not simply to get to the end of the story but to engage the child in conversation about the printed words in that book.

Head Start also is working to improve the credentials of teachers in order to meet the national requirement in the 1998 Reauthorization of the Head Start Act that at least 50 percent of all teachers have a degree in early childhood education or its equivalent by year 2003. I am very pleased to report that the percentage of teachers with at least an associate's degree has increased in Head Start from 32 percent in 1997 to 41 percent in 2000, and I have just learned of at least preliminary data that would suggest that percentage might have grown as high as 46 percent this year.

I would like to turn now to a brief discussion of what we know about the current status of early childhood education and child outcomes in Head Start.

Head Start serves as a national laboratory for early childhood education. The Head Start Family and Child Experiences Survey, known as FACES, is an ongoing longitudinal study of the Head Start program drawing upon a nationally stratified random sampling of 3,200 children.

Findings from FACES shall show that Head Start children start far behind the average child but demonstrate progress in at least some early literacy skills. However, the average performance of Head Start children does remain below national norms for school readiness, and the same FACES study shows that Head Start children do not make

any gains in letter recognition or letter writing during their Head Start experience. Therefore, we must and can do more to ensure that Head Start children enter kindergarten with stronger early literacy skills.

I appreciate the opportunity to address you today here on my second day as assistant secretary, and I am very willing, interested, and pleased to address any questions may you have.

STATEMENT OF THE HONORABLE WADE F. HORN, ASSISTANT SECRETARY FOR CHILDREN AND FAMILIES, U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, WASHINGTON, D.C. – SEE APPENDIX C

Chairman Castle. The time has come for our opportunity to ask you questions and hopefully have you answer them, and I will yield five minutes to myself.

Let me just say at the beginning of this, my concern on this subcommittee is to try to address all the issues of early childhood preparation, if you will, in an educational way. We also are concerned about nutrition, medical and things of that nature. But this is an Education Committee, so we are concerned about the education aspect of it.

As my Vice Chairman, Mr. Schaffer, can say far better than I, to the extent that this can be done on the private side, I think that is, in many ways, the ultimate way we can do it. But in many instances we cannot, and I am concerned about the programs we have, whether they are working well or not.

So my first question really to the two of you is around last week's announcement by Secretaries Paige and Thompson of a joint task force between the departments. That is, Education and HHS, that will be charged on making recommendations on how to improve readiness in Head Start and other preschool programs.

I basically have two questions. The first is, please elaborate on what has been decided about the makeup of this task force and the steps that will be taken by the Task Force as it works to improve the cognitive development aspects in Head Start centers, child care centers and preschool programs.

Then my second question, which is somewhat related, is, just looking at a memorandum which I have and looking at all the variety of programs, Head Start of course is one, but there is the Child Care and Development Block Grant, the Child and Adult Care Food Program, title XX of the Social Security Act authorizing Social Service Block Grants, Even Start, Individuals with Disabilities. The Education Act has an early childhood component, 21st Learning Centers that does as well, and a variety of other programs not too numerous to mention but not something I can mention in five minutes. There are a series of programs that address this, and I am worried about the coordination of that.

So my question is, basically, who is going to be on this task force that has been put together and exactly what is the scope of what it is going to look at in the broad

preparation of young people? Secretary Hickok.

Mr. Hickok. I will try to respond briefly, if I may.

I think the task force that you mentioned was announced last Friday. And without trying to sound glib, the fact is a lot of those details have not been decided yet.

I will say this: I think that Susan Newman, Assistant Secretary for Elementary and Secondary Education and a national expert on this issue, will be a member of that task force, as will Russ Whitehurst, whom I know you know from Educational Research and Improvement, our new assistant secretary. In addition, individuals such as Wade from the Department of Health and Human Services will be serving on that task force.

The actual scope of its work will be driven primarily by its mandate, which is to find out what is the status in all these programs of early childhood cognitive development and what.

Chairman Castle. You are reaffirming then that it is all the programs of early childhood?

Mr. Hickok. I think one of our goals is to really redefine what works so that no matter what the program is we have an end result that focuses on learning.

Mr. Horn. I would second those comments. I know of no reason to believe that a child in a child care setting versus a child in a state-run preschool setting versus a child in a Head Start setting requires different things, and so this Task Force will be focused on helping to integrate the emerging knowledge about how to help children arrive at school healthy and ready to learn across a broad range of programs, and I look forward to serving on that Task Force.

Chairman Castle. Again, that is to me a very important Task Force. I hope it takes its job very seriously, very apolitically and gives us something from which we can work with.

I can ask this question of both of you, but you both have indicated that Head Start is basically a worthwhile program but in many instances the cognitive development, at least the educational component, is not necessarily there. What steps should be taken to increase that average performance, assuming that is correct, and I do assume it is correct, to increase the performance of Head Start children to national norms and school readiness?

And, Secretary Horn, you have already spoken about more teachers and licensing and things of that nature, but in general what else, not general, specifically what else can be done to try to take kids that are at a very tender young age but to develop them further so they are close to the starting line or at the starting line when they get to kindergarten?

Mr. Horn. I think first there are a couple of precautions. What we don't want to do is take a first or second grade curriculum and simply apply it to 3- and 4-year-olds. What

we want to do is we want to take the emerging research that indicates that children in the preschool years can in fact learn early literacy skills and integrate those into the Head Start programs. We do not intend that there be a single curriculum that would be applied across all the Head Start programs.

What we would like to do, however, is to ensure that Head Start programs, every Head Start program, be held accountable for results so that they can show progress for all of the children in the Head Start programs towards accomplishing certain developmental appropriate outcomes across their experience in Head Start and continue to allow flexibility at the Head Start level in terms of precisely how they go about accomplishing those outcomes.

On the other hand, we are not just simply going to throw up our hands and say figure it out. What we want to do is use the existing technical and training assistance network and provide them with promising models for accomplishing that.

We have also given a 5-year $15 million grant to the National Center on Family Literacy that will be an integral part of this effort. So we see this as really a partnership between the federal government, the TNTA network existing in Head Start, the Department of Education and the local programs.

Mr. Hickok. If I could follow.

Chairman Castle. Can you be brief, please?

Mr. Hickok. Real brief. I think also there is a greater awareness of how much can be done in this field. A lot of people think if we pressure students too much at a young age, there is going to be problem.

I have here a copy of the schedule from an early childhood program, which was given to me last week. The day starts at 7:30; the day ends around 6:00. If you look at the schedule, there are 15 minutes set aside the entire day for what they call circle time and stories. The rest is other activities. It seems to me that we can do better than that, and that is part of the challenge we have.

HANDOUT FROM THE HONORABLE EUGENE W. HICKOK, UNDERSECRETARY, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C. – SEE APPENDIX D

Chairman Castle. I thought when you gave that to me this was a congressional schedule.

Mr. Kildee.

Mr. Kildee. Thank you very much.

I would transfer, trade schedules right here, with what we have had the last few weeks.

One of the first votes I cast when I came down here in 1977 was to create the Department of Education when Jimmy Carter was President. In 1980, President Reagan came in to abolish the Department of Education. Just the other day Tom DeLay, the Republican Whip, said we should abolish the Department of Education. The Department of Education has been around and I think is going to stay around, but I always worry about transferring programs into departments that is at risk of being abolished.

Health and Human Services I think has done a good job in administering the Head Start program. I really think so. I have been to many Head Start programs, and I am not sure how typical this schedule is because this is not what I have seen in Flint, Michigan, or in Genesee County or Oakland County, Michigan, not typical at all. I am sure there are probably some education programs out there that aren't doing that well also.

I really am concerned about Head Start. That is my number one concern. If I were to give, for example and this is dangerous to say this, an eight on a scale of one to 10, eight to Title I or say six to Title I, I would probably give an eight to Head Start. You could probably argue that, but I really have seen the profound effect of Head Start in the northwest quadrant of Flint. All the schools are Title I schools, and they really aren't functioning well. However, when I go across the street to a Head Start, I really see it functioning well.

So I really think that Head Start has a tradition that parents can identify with more. They don't know what Title I is in a school. Usually, the whole school is Title I, right? But the parents really see something significant in Head Start.

As a matter of fact, my biggest complaint back home is from people from Grand Blanc who ask, why don't you have a Head Start program for the children from Grand Blanc? They are a little more affluent there. Because they really find that Head Start does have some meaningful programs for their children and really prepare them for when they do enter school itself.

So I guess probably both of you gentlemen could, like high school debaters, I don't mean that, could take either side and debate where it should be, but I think it is kind of a futile debate when we know that it works well right now within Health and Human Services. Now, that is my statement.

My question is, in your press release you say, "In addition, the Task Force will solicit additional research and review the budgetary and governance structures of Head Start to analyze their efficiency in meeting their academic goals".

First of all, what do you mean by budgetary structures? And then governance structure does that mean transferring Head Start from HHS to the Department of Education?

Mr. Horn. Well, as the under secretary indicated, some of the details of that task force have not yet been completely worked out, and I am still trying to find a key to the washroom over at HHS, so I am not privy to all of those details. But I will assure you of

this; that I share with you a strong commitment to the Head Start program.

As you know, I helped to administer the Head Start program for four years back in the late 1980s and early 1990s. And this president is very committed to the Head Start. But we have learned a lot since eight or 12 years ago when I was first over at HHS. The President has indicated his desire to strengthen the early literacy education component within the Head Start program; and, as part of that, he has proposed to transfer the program from HHS to the Department of Education in order to better integrate the Head Start program into other educational programs. And, as I indicated, this is an issue that we intend to work with the Congress in the context of Head Start reauthorization.

But in the meantime, so long as the Head Start program is under my jurisdiction at HHS, I can assure this subcommittee that I will do everything I can to support, encourage, strengthen the Head Start program not only within the context of being a member of the Task Force but also as the primary federal official charged with overseeing the Head Start program at HHS.

Mr. Kildee. Just a follow-up question about the Department of Education. The president and the department has told us that the 21st Century Community Learning Program, which is approaching about a billion dollars a year, is too big for the Department of Education to administer down to the local level. Now we have Head Start that is more than six times that large. Will this make it more difficult to deal with the local level, or are they going to try to do it on the state level with state grants?

Mr. Hickok. I think it is probably too early to even begin to answer that question just because the whole idea of the Task Force is to help, as we approach reauthorization, to be able to answer these kinds of questions. I look upon the Task Force similarly to the kinds of conversations that went on as you approached the reauthorization of the Elementary and Secondary Education Act.

You mentioned Title I. Certainly you have been engaged in a transformation discussion of the impact of Title I. As you approach reauthorization of Head Start, I think here is another opportunity for Congress to work with the administration on a transformation discussion of Head Start. What that leads to, I don't know; and what the Task Force wants to do is sort of lay some groundwork in terms of research and understanding so that a year or two from now we have a better sense of the answers to those kinds of questions.

Mr. Kildee. That is what I worry about, that you would take the Head Start dollars and distribute them to states, whereas now you get down to the local level.

Mr. Hickok. And I think that is a valid concern because I think the Head Start legacy is a community-based legacy.

One of our issues would have to be, if it is going to be in the Department of Education, if this is during reauthorization we want to make sure that, one, Head Start is working as well as it can and how best to structure would be driven by that single

principle.

Mr. Kildee. Thank you very much.

Chairman Castle. Mr. Schaffer.

Mr. Schaffer. Thank you very much, Mr. Chairman.

Secretary Hickok, on page six, excuse me, on page eight of your testimony, there is a statistic. It says, "However, only about 20 percent of child care centers are rated as good or excellent." And then, "A four-state study of quality in child care centers found that only one in seven, or 14 percent, was rated as good quality."

What is the difference? What do we know about the difference between a good center and or excellent one and one that is in the 80 percent that is not? I am assuming there is a criteria, and I am hoping that that criteria is used in the allocation of grant money.

Mr. Hickok. It is used in our criteria.

But, quite frankly, one reason I refer to those things in quotes quite often is because I think we need to rethink how we define good quality and great, as I said earlier. We tend to focus too much on process. We tend to focus too much on environment. Not that they don't matter. They do. But we also need to look at whether or not children are leaving these programs equipped with the skills they need to be successful early learners. That should determine whether or not the program has quality and is good.

So I would hesitate to go back to these parameters and say they are the ones that should be the template for our future. Our future should be based on what works.

Mr. Schaffer. So the focus on outcomes is more.

Mr. Hickok. And it's in the development of the whole child, too. I need to emphasize that. This is not a desire to, as Secretary Horn said, take a third grade curriculum and now force it upon early learners. It is a desire to make sure that early childhood learning takes place.

Mr. Schaffer. When it comes to the 75 percent of kids I think that are under the age of five that are under some kind of care other than their own parents during the course of a day, the competency of that provider obviously has to be the most important factor. What do we do about things like pay? This is about the lowest pay you can earn in any form of education that I am aware of, and elevating the status of child care providers and Head Start teachers to legitimate professional status is something that we ought to be driving for them.

I am not persuaded that just extending the K-12 model to a pre-K-12 model of public education is what will confine these providers to the same almost nonprofessional status as public school teachers today. They all get paid the same regardless of whether

they do a good job or bad. So what do we do about helping this emerging profession become a legitimate one and along with pay that keeps people on the job and provides some continuity and allows for the best and the brightest to be alongside these kids at the most critical time?

Mr. Hickok. I guess I have a couple of responses.

One is to recognize that the early childhood program comes in a variety of packages. They are not all Head Start. They are not all public. Some are private. Some are church related. We need to recognize that it is a very diverse enterprise.

Second, we need to recognize if we are we are going to treat these professionals as professionals then we need to give them the tools to do the job that they are there to do. That is what this is all about, the cognitive development skills.

Third, we need to look at the results of their work so that indeed parents, taxpayers have a better sense of programs that are effective and can therefore recognize the providers of those programs with better compensation. The last thing we want to do is to assume there is a one-size-fits-all approach. That has been a biggest challenge in public education. It is a challenge that I know we are trying to address working with you, and it is certainly a challenge in early childhood.

Mr. Schaffer. This raises an interesting economic dilemma. Because in order to raise the pay for those that we hope are able to help those who are most in need in terms of a population or demographic, we need to get the cash from people who are least able to pay for the service. How do we do that other than just continuing to spend more and spend more? Is there any other relevant option that the department has been able to identify or to propose?

Mr. Hickok. Well, certainly one of our fundamental concerns in all of education but certainly in early childhood most importantly is it is one thing to argue we need to continue to spend, to spend, to spend, and I think this administration stands behind no one in its commitment to fund adequately education, but the real question should be what are we doing with the money and what are the results. I think spending should be tied to results everywhere we can in education and certainly in early childhood, and that will make it easier to spend more money wisely as opposed to argue simply more money into any program is what is the be all and end all of education improvement.

Mr. Horn. If I could add something here, congressman. Within the Head Start program over the last decade, as you may be aware, there is a concerted effort to increase the salaries of all the staff, particularly the teachers in the Head Start program. And over the last decade the average teacher's salary increased from less than $14,000 a year to now over $22,000 a year, and that represents a 36 percent increase, after adjusting for inflation, in terms of the salaries of the teachers. That goes along with an increase, rather substantial increase, in the number of credentialed teachers within the Head Start. So, you know, is the system and are we, at the perfect level yet?

I don't think so. But it does seem to me that the Head Start has made substantial progress over the last 10 years in both increasing the pay for teachers and getting more credentialed teachers into the program, and that has translated into a very much lower level of staff turnover. My understanding is that the staff teacher turnover now is about eight to 10 percent, which is substantially below, for example, the average staff turnover in a childcare facility.

Mr. Schaffer. Thank you.

Chairman Castle. Thank you, Mr. Schaffer. Mr. Roemer.

Mr. Roemer. Thank you, Mr. Chairman, for the hearing; and I welcome both of you to our subcommittee.

I will be brief and try to get in three questions in five minutes, one on moving the Head Start program from HHS to the Department of Education, one question on funding, and one question on quality. So here it goes.

For the first part, moving this program, moving the address from one part of town in Washington to the other part does not move the program toward quality and better cognitive abilities for the children. We hope to work with the Bush administration in a bipartisan way, and we know the quality in these programs can and should be improved. There are some great programs out there doing wonderful things for children and there are some programs that need improvement, just like our Title I program needs to be improved. But campaigning and sloganeering and saying let's move the address and we are going to move it toward a better quality is not the answer.

So, Mr. Horn, I will give you a pass on this since you are days into the job, but Mr. Hickok, yes or no, are we going to move this?

Mr. Hickok. I have only been on the job for two weeks.

Mr. Roemer. So you are asking for a pass, too?

Mr. Hickok. No, I will try to step up. I think, first of all, you are right. If it is merely cosmetics to move a program, then it doesn't make any sense to move it. The argument we are going to be making, I think, is that we think, as an educational enterprise, early childhood Head Start needs to be where education is the focus. Now, that is more than cosmetics.

As I said earlier, if we are going to talk about improving the quality and the results on the educational side of Head Start, there is an argument to be made for moving it into the Department of Education, but certainly moving programs without changing the nature of programs is an exercise in cosmetics, and we are not interested in cosmetics.

Mr. Roemer. Well, you have only been on the job for two weeks, but you sure gave me an answer I don't understand already. You said you don't know yet; is that right?

Mr. Hickok. I think our goal is to move it but only if it is going to make sense because it is going to improve the quality of the programs.

Mr. Roemer. So your goal is to move it from one department to the other, but you are is not sure if that is going to improve the quality.

Let's get to the question on funding. The president has proposed a $125 million increase in the Head Start program. That probably doesn't keep up with inflation. That probably doesn't keep up with enrolling new children into the program. That does not keep up with trying to improve the quality of the program. That does not keep up with the average pay, and Mr. Horn just said the average pay is $22,000. We had a hearing in my district a year and a half ago where the average pay for a Head Start teacher is $13,500. Now, we pay zookeepers and people who park cars more than we pay our Head Start people. We put more value on cars and animals than we do on children and education.

So I don't know how you get to improving the quality that you have just stated is your ultimate goal and moving it to the Department of Education that does not have a very good track record with these larger programs with the federal to local concern that Mr. Kildee briefly referenced with the 21st Century Program and get there with this kind of budget. What is your recommendation to the president on a realistic budget that is going to help these children?

And let me make the linkage. We have the reauthorization of IDEA next year. Many people are saying we are classifying too many children in IDEA. Head Start will help these children get off to a good start and probably save us some money in IDEA, and ESEA success and Title I success is directly linked to Head Start success. So you have got Head Start quality and teacher quality in Head Start programs directly linked to two of the most important and expensive programs we have in the federal government, Title I and IDEA, and we have a $125 million increase for Head Start. How do you make the argument that that is going to improve the quality?

Mr. Hickok. Well, I think the argument I will make is what I made a few moments ago, and that is it is one thing to argue for increased funding, and IDEA is one example and Title I is another example. It is also important to make sure that you know what that money is resulting in.

Frankly, I think one of the problems in this country is that early childhood has been an afterthought in terms of most people's understanding of education. That is one reason I think the salaries are where they are. One of our challenges is to change the culture out there so they recognize that if we are doing the right things in Head Start and Early Childhood it can have a huge impact on the areas you just mentioned. And as we are able to see what works and look at results, I think it will be easier to value better the quality of services being produced.

I would argue that we need to do that before we have major increases in any line for education because we have been doing that for a long time and we haven't been able

to find out what works.

Mr. Roemer. So you support the administration probably in moving this program and you support the administration's $125 million lack of keeping up with inflation?

Mr. Hickok. I support the administration's appropriation recommendation.

Mr. Horn. Let me add one thing. You point out quite appropriately that there is a great variability in teachers' salaries in Head Start. In your district you are saying the average salary is about $13,000 a year. Well, given that the average salary nationwide is a little over $22,000, it suggests a broad variability.

One of the things we have to examine is the degree to which there is adequate flexibility to make adjustments so that those teachers who are at $13,000 have higher increases in terms of their salary ranges versus those who are making substantially more than $22,000.

Now, I understand that there are differences in geographies and so forth, so that a teacher in New York City may need to make more than a teacher in Oklahoma. Nothing against Oklahoma. On the other hand, it seems to me that one of the things that we need to do is, particularly after several years of rather large increases for Head Start, just a billion dollar increase in last year alone, is to pause for a moment to make sure that the money that is being spent is being spent wisely and not spending in such a way that ultimately compromises the quality of the Head Start program.

So although, and I don't mean to be too glib in saying that I have only been on the job for two days, but I will say that I, too, support the administration's request for this year because it does give us an opportunity to take a pause, to determine whether the enormous increases that have been provided for the Head Start program over the last several years are being absorbed into the program in such a way that it doesn't compromise quality.

Mr. Roemer. Well, I just say, and I am done, Mr. Chairman, but I will just say that missile defense can take a huge increase in its appropriation and the space station can take a huge increase in its appropriation, but Head Start can't; and I would disagree with that.

Chairman Castle. Thank you, Mr. Roemer. Mr. Keller? Ms. Biggert.

Mrs. Biggert. Thank you, Mr. Chairman; and welcome to both of you.

I am not an educator, and I am not in the field of health and human services. I am a lawyer. But for some reason I ended up one summer between law clerking and going into private practice volunteering at a Head Start program out of Hull House in Chicago. And it happened, I hate to date myself, to be the first year of Head Start. So there was nothing before it, and we didn't know what was going to happen in the future, and it was also at a time when Head Start was in a department that covered both education and, of

course, health and human services.

So we really did work on both components, and I think that both were very important with the reading but also the nutrition. Because this was an area in Chicago that was all immigrants, and they were new to the country, the parents were new to the country, and I was trying to involve the parents as well as the children in the education and just the introduction to our way of life. I can remember bringing in food for the lunches that was foreign to them.

And so the food would be dumped out because they weren't used to eating that. They wanted, you know, the food that they were used to. So finally we switched back and kind of started with the food that they were used to eating, and then slowly introduced other foods so that it wasn't wasted, and they enjoyed it, and I have to say that I spoke no Spanish, and the children spoke no English. So this was a real challenge.

I think I learned most of my Spanish from watching Sesame Street so that I could, you know, have the rudimentary of their language. The interchange there was great, and I think by the end of the summer that they had the knowledge of English and I had some knowledge of Spanish so we both learned in that respect.

I don't know much about it since then, but I am glad to see that it is still going, but I do have such an interest in essentially childhood learning, and I know that one of the school districts in my district in Naperville has a program where they actually give books to pediatricians in the area so that when babies are brought in for their six week checkup, they are given like three books, like Good Night Moon, the hard cover, little instructions to the parents, and then a book on one of their books should be read to their children.

Plus they fill out a form so that they know that these children have been to the pediatrician and they come back and get another book so that when they actually get into school, they will have the results to see if this program is making any difference in what it is doing. I would hope that something like that could be incorporated into the Head Start program, when you have got these children at an early age, and I think this is probably too late, but at least to work with starting that program in the areas where these children will be coming into Head Start and going on.

I don't think I really have any preconceived notions of where it should be or not. I think that we need both of those components, and I hope that you will really take in some of these programs. Maybe you would like to comment on that and some of the early programs that you will be looking at that will be incorporated.

Mr. Horn. Well, as I mentioned in my opening statement, that Head Start has historically been very active in the whole idea of family literacy, not just child literacy and the notion that one of the things we need to do is help parents interact with their children around the written word. One of the things we have done is given a thorough cooperative agreement, given $15 million to the National Center for Family Literacy is one way of enhancing and furthering the goals of Head Start to encourage parents to read to their children, to interact with their children around the printed word. And it is

important to emphasize that it is not just again about reading the book to the child. It is about using that as an opportunity to engage the child in a conversation, stemming from the printed word.

And as you may know or may not know, for the last seven years, I have been involved in working with fathers and one of the things that we know about when fathers read to their children is that they think the goal is to finish the story. We have to tell fathers to stop, slow down when you are reading to your child and that this is about a conversation. You don't have to get to the end of the book.

So your experiences back in 1965, I think are reflections you have are an integral part of the Head Start program. It is one of the reasons I am such a strong supporter of the Head Start program.

Mr. Hickok. Just real briefly, Russ Weipertz made the observation last week, the system secretary for Educational Research and Improvements, that really is quite stunning if you put it in his context, and that is that reading and writing are not natural. It is not something that people just do automatically. They really have to learn how to read and write. Communication, speaking is natural, but in the history of the world, the development of reading and writing is relatively new. That is somewhat stunning when you think about it, but the fact is it does require certain skills to learn how to read and to write, and so picking up a book is a great first step. A reading-rich environment we know is very important, but we also know that if we don't get it right in terms of how kids learn these things, they will be having a tough time for the rest of their lives.

Thank you. Thank you, Mr. Chairman.

Chairman Castle. Thank you, Mrs. Biggert. Mrs. Davis?

Mrs. Davis. Thank you, Mr. Chairman, and thank you for being here. You mentioned that children enter Head Start and leave Head Start with the knowledge of one letter, perhaps, that they don't really have a gain in recognizing or talking about letters. What do you think kids should know when they leave Head Start? Do you have in your own mind?

Mr. Horn. One of the things we need to keep in mind about early childhood development, there is great variability in the way children develop and the speed at which they develop, and so it would be a mistake in my judgment to say that any child ought to know X without having a sense about the developmental level the child is, the speed at which they are traversing through development, and there are some children who have learning disabilities, for example, who may need special teaching techniques and special experiences to help them achieve the same kinds of goals.

So I don't think it is as simple as saying so they should know all 26 letters or they should know how to read three or four different words. I think that what we have to do, however, is set some goals for all children and try to move as many children towards those goals as possible. And recognizing the children do develop at different rates and

that they may require different kinds of teaching depending on where they are developmentally.

Mrs. Davis. It sounds as if there may be a greater premium put on that now than the interaction skills, and I am just trying to get a sense of that, because we certainly have put a high premium on the ability of kids to socialize, and to move into school with those skills. And I am just wondering if you are finding that those are less helpful to kids or continuing to be helpful but maybe not give us the kind of longitudinal data that demonstrates that Head Start experience, per se, is what helps them to be successful as they go through school?

Mr. Horn. Well, I don't think it is a question of either/or. I would be the first one to object to any attempt to, within the Head Start program, reduce the emphasis on children developing the necessary social skills to be able to manage things with other children and with teachers, because those are the skills that are also going to be necessary for them later in life, not only to be successful in kindergarten, first grade and so forth.

So it is not a matter of either/or. It is not a matter of saying if we are now going to emphasize more, the development of early literacy skills, we are going to forget about teaching them how to socialize well with other kids or how to sit and listen to an interactive approach with an adult teacher. I think we can do both.

Again, we don't want to just take curriculums for older children and apply them to younger kids, and we certainly don't want to transform Head Start into a system where three or four hours a day they are sitting in a row and teachers are flashing letters at them. I think that would be very developmentally inappropriate. So we have to look at the whole child, what does the whole child need?

And so the president is not saying that the other stuff is unimportant. He is saying what we now know about early literacy and the development of early literacy, we can do a better job in that area in addition to the gains we know that Head Start can produce in the social arena.

Mrs. Davis. Can you just as briefly, and I know our time is running out, but tell me get how are we going to get there? Are you looking at best practices, those programs around the country that really have demonstrated that you can do both? I am also concerned about should non-English-speaking children, as they enter Head Start programs, and one other thing I would like to throw out, Mr. Chairman, if I may, is the visiting nurse programs and the impact that they might have, where there are good programs, and I know there is a variety of them, but when we have people visiting young parents soon after a child's birth and whether we are taking a look at how the practices in those programs might impact and certainly help as children enter Head Start and other early childhood education programs.

Mr. Horn. Certainly the task force is one vehicle for synthesizing what we know about this arena and then disseminating that to not just Head Start, but other appropriate school programs. Head Start has also funded a series of quality research centers, and one of the

tasks they are going to be looking at is what are the best curriculums for use in terms of helping the development of early literacy skills.

We have, as I mentioned, the cooperative agreement with the National Center for Family Literacy that could also be providing training and technical assistance. I think there is a variety of ways we can do this. I want to assure you that we are going to do this thoughtfully. We are not just going to come in next September and say, everybody has got to do it this way, we are going to do it thoughtfully. We are going to evaluate the curriculums and approaches that are being used. We are going to disseminate effective models. This is something that we want to do in partnership with the local Head Start programs and not something that we simply will dictate from Washington, D.C. as a one-size-fits-all model.

Mrs. Davis. Can we anticipate that there would be an appropriate recommendation for a change in the level of funding as a result of that work?

Mr. Horn. I am not sure whether there is a requirement to have to do that. As I said, you know, we have got much of this in place now, but, you know, certainly if we are going to transform Head Start in some ways, at least in this area, there is going to have to be adequate resources available to do that.

Mrs. Davis. Okay. Thank you.

Chairman Castle. Thank you, Mrs. Davis. Mr. Osborne?

Mr. Osborne. Thank you, Mr. Chairman, and I would like to thank the panels for coming here this morning. I just want to ask you this question. So many children are really disadvantaged in terms of the intellectual environment they grow up in. They may have fetal alcohol syndrome, just a lot of disabilities, and some children are more advantaged, and so even at the age of three and four and five, do you treat these different groups of children differently, or do you feel that you can pretty much, at that early age, address all of their needs in one general program?

Mr. Hickok. I think you have to recognize that every child, certainly in essentially a childhood setting, but I would argue every child throughout one's education is special and different. Certainly the child here, the goal is to recognize the individual challenges for every individual child, and take a holistic approach, getting back to your point as well. I think it is wrong to argue that one size fits all in any part of education. It is perhaps tragically potentially wrong in early childhood. Having said that, that doesn't mean that even our most challenged kids cannot benefit from some early cognitive skills development. The goal here is to match the needs with the skills.

Mr. Horn. If I could add to that, you bring up an extraordinarily important point, that not only do we need to look at the child and where the child is developmentally, but also we have to understand the context within which the child is also being reared, and one of those contexts is the family. Another one is the community. But one is especially the family. And one of the things about Head Start that I think is so important is the

comprehensive nature of it, but also provides for the opportunity to help families who do have unique challenges to access services to overcome those challenges.

It is within one of the reasons, for example, during my first tenure at HHS when I administered directly the Head Start program, I started the Head Start Family Service Centers, which were designed to help family members, who had alcohol or drug problems, access substance abuse treatment. Those who lack literacy skills access adult literacy training, and those who had a lack of employment skills, access employment programs. So part of what we need to do, one of the strengths of Head Start is not only working with the child, where the child is, although I completely agree with the under secretary that every child, no matter what the family context, can learn.

We also need to recognize the importance of working with the entire family and helping them to be able to provide the kinds of experiences in the home for the child, which we know can be so beneficial to the child.

Mr. Osborne. I am not terribly conversant with Head Start. But there is a chronological age, and then there is an intellectual and emotional age, and what is an optimal statement at which someone with a child would start Head Start? Do you do it chronologically, or do you try to assess where they are in terms of their psychosocial development before you start them?

Mr. Horn. Historically, Head Start was a one-year preschool program prior to the entry into kindergarten, and initially it was focused on delivering services to four-year olds. Since then, it has expanded to working with three- and four-year-olds, and some five-year-olds, if they are not ready to enter kindergarten yet. But in addition to that over the recent history, there has been an expansion downward with the early Head Start program, with the idea that some children may need experiences that start really at birth and throughout the preschool period of time. The early Head Start program is currently being evaluated for effectiveness in achieving and helping children achieve positive outcomes. And I would be very happy to share that information with you.

Mr. Osborne. Thank you, and thank you, Mr. Chairman.

Chairman Castle. Thank you, Mr. Osborne. Ms. Woolsey?

Ms. Woolsey. Thank you, Mr. Chairman and thank you, gentlemen, for being here today. I have a huge concern, and it goes along with change of administrations and needing to make your mark, and my concern is by making your mark, we are going to virtually start over. We don't have time to start over. We have got studies. We have got research. We know where we are now. We need to build on that. We cannot start over. We can't waste money moving from one department to another. We have to build on what we know now or what is going right and build on that and undo the things we don't appreciate.

For one thing, we know the studies are there. We know how to get a child ready to learn. We know without a doubt that investing in prenatal care, taking care of the mother, the mother's health, with the right nutrition, making sure that mother is substance clean makes all the difference in the world to that child when the child is born. We know that once the child is born, that parental bonding is absolutely necessary, that we have to make time for parents to be home with their children at the very earliest ages.

We don't make any of that possible. We have family on medical leave that most parents can't afford. We know that early childhood education and development is key, but we have got those two steps before that. We know that nutrition all the way through school, young, once they are in school, makes all the difference in the world on whether they can learn or not.

We know that health care is essential. We know that security, while they are in school and security when they come home from school, makes the difference in whether they can learn, because whether they feel secure makes all the difference in the world of whether they can focus. We have to build on that.

Don't go spending money on studies that are going to tell us the exact same thing. How are you going to build on what we already know, Dr. Hickok?

Mr. Hickok. I think it is one thing to say we know quite a bit, which we do, and I would echo everything you just said. There is also something else to argue, what is it that we don't know in terms of early childhood education, which is a focus of this hearing. But really probably the most important question is why aren't we doing a better job of making sure that people who are delivering these services, parents who are raising these children, schools who are educating these children, why don't we do a better job of making sure they know what works and are doing it?

That is one of the great frustrations I have seen in my time in education, and that is lots of research. Some of it is pretty spotty. But even where we have good knowledge of what works, we have far too many people who don't seem to want to recognize or to employ it. So there is a reason for us to get very much involved in this conversation now and going forward.

Ms. Woolsey. Well, and Dr. Horn, this is for you, too. We will find out that teachers aren't paid enough to get the quality teacher you need. We will find out there are more children that need Head Start than we are covering now, and that we will find out that to bridge where the challenged family is coming from, it is going to take way more than we have been willing to invest up till now. You can't do this and then say, but we are not going to even consider anything beyond the president's budget.

See, you have got to be open-minded. You are going to find out if you are really serious about in that we haven't even begun to do what we need for these children, so that they are ready to learn when they enter the classroom. So I would ask you, please, when you put together your task force, have the two most important things that the child be ready to learn when they enter the classroom and that they love to learn when they enter the classroom. Whether they know A, the whole alphabet or part of the alphabet is

second when they are entering kindergarten to the fact that they are hungry to learn. So that isn't going to happen by just another study.

Mr. Horn. Congresswoman, you make a very important point. Well, you made very important points, but the one I want to point out is this: That a child who knows all his letters but doesn't love learning is a child who is not going to be successful at school. This is why we have to be cautious that what we don't do is inappropriately apply curriculums meant for older children to younger children. This is why it is so important that we preserve the comprehensive nature of the program in Head Start. It is why it is so important that we continue to work with the family and we work with the community in ensuring that these children develop not just the knowledge of letters and the printed word, but also a love of learning.

That is extremely important as a child psychologist. I can tell you, I have seen far too many kids, older children, who seem to have a lot of knowledge, but have no motivation to really learn, and so whatever we do in this program, we need to make sure that we preserve that peace. And it is that peace that I think that helps Head Start be so successful, has been so successful in the past, and we don't want to do anything to take away from that peace.

Ms. Woolsey. Well, I thank you very much and your words are very good, but the minute you dig in your heals about the fact that we are already funding this enough, you are making a big mistake.

Mr. Hickok. Can I make just one quick comment about the desire to learn " Texas love of Learning?" I think that is why many ways what we are talking about today is a much broader conversation, is a cultural conversation. I saw an ad last night on television for an office supply place with Christmas music in the background. It is the most wonderful time of the year, and the father is excited because the kids are going back to school and the two kids are very glum because they are gong back to school. We call it homework.

The whole culture sort of inculcates that learning is tough. Reading is tough. That is why you must read to your child. If we could do a better job of recognizing not just the value of learning but that it can be exciting that it is fun, that is a much broader conversation, but one that is critical to success if we are really going to accomplish what we want to accomplish, not just in essentially childhood, but in everywhere.

Ms. Woolsey. Thank you.

Chairman Castle. Thank you. Ms. Woolsey. Mr. Keller.

Mr. Keller. Thank you, Mr. Chairman. Secretary Hickok, let me start with you here. How will the president's Reading First and Early Reading First Initiatives work to reduce the number of kids we have in elementary school who have difficulty with reading and thus achieving throughout their career?

Mr. Hickok. Both of those programs are really aimed at trying to accomplish much of what we have been talking about here, making sure that through grants delivered to state

and local level, we have programs in place for the earliest learners and then going into pre-K and kindergarten that emphasize what we know works in terms of cognitive skills development, recognizing the alphabet, developing a vocabulary, that kind of learning-rich environment that we have been talking about. It really is an attempt to focus both resources, and more importantly visible attention to what we know works.

Mr. Keller. All right. You mentioned the alphabet, so let me follow up on some questions from Congresswoman Davis about what you expect kids to know in the Head Start program ideally, and the gist of what I heard from you is that each child is a little different, and there is not a one-size-fits-all. Let us take the ABCs. Do you expect the kids to know the ABCs when they leave the Head Start program?

Mr. Hickok. I am not the Head Start expert, but I do think that it is not too much to expect the vast majority of students leaving Head Start do have the ability to recognize their ABCs and to be able to listen and to be able to engage in a conversation that both demonstrates they are ready to learn, in the sense of receptive to instruction, receptive to that, and also because they are ready to learn, they can more quickly engage in the kind of activities that make learning possible.

Mr. Keller. Mr. Horn, what do you think about the ABC question?

Mr. Horn. If I could add to that. What we ought to expect is that every child make progress, and that is the area that is most concerning to me, that when you look at letter recognition and letter writing, not only do the studies seem to suggest they aren't learning all of their ABCs, that they are not making any progress, and in some ways may even be falling behind on national norms from the time they enter Head Start to the time they exit.

And that is what we have to change. We have to start with every child where they are at, but what we have to insist on is that every child make progress, and so the goal of assessments periodically throughout the Head Start, both beginning, middle and at the end of the year, is not to demonstrate that everybody has achieved the same thing, but that every child has made progress, and that is the piece that I think we need to challenge Head Start more about.

Mr. Keller. Well, the folks who are big supporters of Head Start say that it is a wonderful program and should be expanded, including much more money, and then some of the critics say that historically there has been no measurable difference when you look at elementary school performance between kids who were in Head Start and kids who weren't. Do you think the type of reforms that you are looking at are going to be able to tell us, or give us, some sort of measurement that we are spending our money wisely?

Mr. Horn. That certainly is the goal, and there are systems in place to determine whether we reached that goal. We have, as I mentioned, a new set of outcome measures that every Head Start agency and program is to assess their kids on, every single child. We also have this family and child experience survey, known as FACES, which tracks children over time, a sample of children over time, and we are about to embark on the largest evaluation study ever of the impact of Head Start on outcomes for children, known as the National Impact Study. And so I think the systems are in place to be able to

assess that.

But let me add one thing about prior studies. I have a very strong opinion about this, and sometimes I get myself in trouble expressing my strong opinions, but I will do this my way. What the studies show is not that Head Start does not help children make gains on average. What the studies show is that they tend to do that, but the gains are lost over time. The question is whose fault is that? Is that the fault of the Head Start program, or is that the fault of the schools that they transition into? And it seems to me that one of the things we need to do is not just challenge Head Start to do a better job, which we ought to do, but we also ought to challenge the broader educational system they transition into to do a better job so the Head Start graduates, those gains that they make in Head Start, are not lost in inappropriate or inadequate teaching in the school systems that the Head Start graduates go into.

Mr. Keller. Thank you, Mr. Horn.

I will yield back, Mr. Chairman.

Chairman Castle. Thank you, Mr. Keller. Mr. Kind.

Mr. Kind. Thank you, Mr. Chairman. I want to thank our invited guests for their testimony here today. I want to thank you, Mr. Chairman, for having this hearing. I think this is one of the most exciting yet evolving fields of educational development that we have here today, and I hope this committee is going to work effectively together with the administration coming up with good programs to assist states and local school districts in bringing to scale the pre-K learning opportunities that are out there right now.

I am sure you two gentlemen are familiar with the recent study that was published in JAMA back in May, the Journal of the American Medical Association, done on the work that some researchers at the University of Wisconsin did, a most comprehensive long-term study, a 15-year tracking study, of the preschool program down in the Chicago school districts and the beneficial effects that that has And what they found was kind of self-evident, that with a good quality program that they had instituted down in Chicago, the results paid dividends for children in the formal education years, less likely to drop out, higher test results, a drop in juvenile arrests, more likely to graduate, more likely to go on to post-secondary school opportunities.

But the study also pointed out that it is not just literacy skills that were important. It was the amalgamation of a lot of the other important factors, having a proper nutritional program, making sure the parents are in the classroom and actively involved in the kids pre-K learning opportunities, making sure they had access to appropriate medical care, things of this nature as well.

So you just couldn't look at the learning environment in isolation from all these other type of programs. And I am hoping that as we have this discussion and debate about whether to move Head Start from HHS, the Department of Education, that all of these factors are taken consideration. What the study also found that was helpful for the

pre-K programs to be linked to the elementary school buildings, because they had the same type of environment, the same access to resource and made that transition, Mr. Horn, that you were just talking about a lot easier for these type of students. I guess my question for both of you really is what can we be doing here at the federal level in order to increase or encourage or create incentive at the local level to start implementing these type of pre-K learning opportunities?

In my home state of Wisconsin, they just passed their biennium budget where they just cut funding for universal pre-K learning program in the state of Wisconsin, which traditionally is pretty progressive when it comes to education issues, but because of the funding and the revenue crunch in Wisconsin, which is not unlike other states around the country, I am afraid that when state legislatures are looking for areas to cut back on funding, they are going to be going back to the earlier or the newer programs, such as these preschool learning programs.

And that is one of the reasons that motivated me to introduce legislation, the pre-K federal matching grant program for the local school districts to create these type of incentives for them to invest some local money into these type of programs along with accountability provisions, along with requirement for there to be research-based programming being done at the level.

But what are your thoughts in regards to that type of program at the federal level, matching grant type of program for local school districts to encourage them to be doing more of what we know pays dividends?

Mr. Horn. Well, one of the areas that I think the task force will be looking at, because it has a broader mandate than just a single program, such as Head Start, is to take up questions such as the one that you posed. Sometimes when we talk about Head Start, we assume there is no other activity going on in this area, and as you point out, there is a lot of state dollars going into state-run preschool programs as well. And so I think that we can do a better job at the federal level of at least coordinating with state preschool programs.

Now, Head Start does have a history of doing that, of coordinating with state-run preschools. Some Head Start programs get their funds specifically to expand services. Others use state childcare dollars to provide wraparound child care services for the kids who are enrolled in part-day programs. And in other instances, the Head Start program simply coordinates with coexisting state-run and preschool programs. Some states have universal preschool programs. Georgia and the District of Columbia, for example, have universal preschool programs for four-year-olds. I think, though, we need to challenge ourselves at the federal level to better coordinate these so that we are not wasting resources, but overlapping services in areas where we have run out of kids to serve.

Now that may sound a little odd to say that, but there actually are places where there are no more four-year-olds for example, to serve, and we have to do a better job of coordinating, I think, between the various funding streams than we currently are.

Mr. Kind. Thank you. Mr. Chairman, I just recommend this article for colleagues on the committee who haven't had a chance to review the JAMA article, to just take a moment to take a look at the findings that were in it. And I would ask unanimous concept to have this inserted into the record at this time.

Chairman Castle. Without objection, it will be inserted into the record.

JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION ARTICLE SUBMITTED FOR THE RECORD BY REPRESENTATIVE RON KIND – SEE APPENDIX E

Mr. Hickok. If I could respond briefly, too. I am not familiar with the details of that study, but as I understand it, it does tell us the obvious, and that is where good things are happening. It has a lasting effect upon children's ability to succeed early in school. And that is pretty much our point. We need to do a better job of making sure people understand what goes into making sure good things are happening.

And as far as the state legislatures and at the statute level, the discussion of funding programs, and I think what we are seeing in many states, in Congress these past couple of months, and that is there has always been a consideration about funding all of education. Now that conversation is being merged with the discussion of results. And as we see what results are available in early childhood, it will be easier to make the case at the state level and the local level that this should be a priority.

Remember, up until recently when America talked about education, they talked about formal schooling, K through 12. Education and schooling is not necessarily the same thing. Education begins the day some argue before a child is born and if we are smart, it never stops. But for most of us, schooling is what we think about in terms of public policy and public budgets. That kind of culture shift is what this conversation is all about.

Mr. Kind. Thank you.

Chairman Castle. Thank you, Mr. Kind. Gentlemen, if I could just make an observation. We are going to run into a time problem. If you could try to keep your answers, as well as the questions, within the yellow light, that would be very helpful. Mrs. McCarthy?

Mrs. McCarthy. Thank you, Mr. Chairman, and I appreciate the conversation that has been going on. I would like to go back to the task force just for a moment. With the organization in this task force, are you going to be bringing in outside people or the teachers or those that are actually doing the programs out on the street, as I would say? That is my first point.

The second point, and I am going to talk as a grandmother here. I spent a lot of time with my daughter-in-law looking for a day care center when my grandson was born, and I have to tell you, since I am in Congress, I have the opportunity to spend an awful

lot of time in Head Start programs, and certainly some pre-Head Start programs. There is no difference on what we are trying to do today and working with those students that are in minority areas. My grandson goes to an absolutely fantastic day care center. He is starting to read and knows his letters. All things that we are trying to do in Head Start.

Now, his particular school that he goes to, it is all set up, five to six kids in a class, two to three teachers, aides with that. I go to a Head Start program; I have got one large open room with 20 to 25 kids in it. Here is the disparity again. So those that we are supposed to be reaching out to, the students that need it or the children and the babies that need it the most, we are not giving them the same opportunities as my grandson has.

Now, my grandson is certainly only coming from a middle-income family, but here is where the disparity starts. So even though we know Head Start is certainly giving the children a better chance, we are not giving those children that need it the most the same chance, in my opinion, and I am not an expert on this, but I can see what I see with my own eyes, of my grandson or my grandchildren now. And that is the difference.

And if we don't give at least the physical plant to these children, because I have to tell you, I think it is a disgrace on some of the programs that I have gone in to see, where certainly the teachers are dedicated, the aides are dedicated, but the physical plant that these children are in, as far as I am concerned, is a disgrace. And just because they are poor, why should they be starting their life off, and just because my children are middle income, they have a better chance?

This is what we are fighting. When you say they go on to a public school, again, into the same area, those buildings are falling apart. They are not paying the teachers enough. The disparity is from birth all the way through school. That is something we are going to have to address here.

I have said earlier, we spend billions of dollars on defense, which I support, but until the American people wake up, how are we going to invest in all of our children, every single child? We have to get our priorities straight, and we should.

Now, with that, I happen to believe that every single child can learn. If they are given the right opportunity, then they can. But we have do address this. And everybody here I think is kidding themselves. If we don't put in the monies, and I am not saying that they shouldn't be spent well, and they should be. Every single penny should be spent well. But the disparity is there, and we are kidding ourselves, because we are not putting the resources that are needed for those children. And I don't know why business groups aren't getting involved in this, because every child that we can reach out, that is someone that is going to be in the workforce, hopefully the take care of me when I retire some day.

But we have to stop kidding ourselves. We are not putting the resources that are needed there. We are not reaching out to these families and children in those areas, and yet we can have the opportunity. If we do it right, every single child that we can reach and educate is going to make this country an only better place.

But with that, I would like to go back on the task force. Who exactly is going to be making up this task force?

Mr. Hickok. We don't know exactly the details yet. We just announced it on Friday. I do think they are going to have experts from both the Department of Education and the Department of Health and Human Services. When I say "experts," individuals whose career has been all about this issue. They are not experts merely because they hold office. They hold office because they are experts. In terms of their mandate, our sense is their primary mandate will be determined of all these different programs what out there does work, what doesn't work, how best to create this kind of culture shift within the early childhood community that looks at the importance of early cognitive development, as well as the other programs that everyone else has talked about. How they will go about doing that in terms of actual strategy they will use, I am not really able to answer yet.

Mrs. McCarthy. I would strongly recommend bringing in those that are in the classrooms on a daily basis. They are seeing what's going on. Because I look at the schedule, and I have to tell you, as a grandmother, come on, you can't schedule potty time. Give me a break.

Mr. Hickok. That came from the field, yeah. That is another point I should make. These individuals, at least the ones I have been speaking to in the Department of Education, have made their career dealing with the field. They have been out there as professionals learning how this works and doesn't work. They have not been isolated to academics, and that is an important thing to recognize. Those two schedules came from actual programs that they observed. And I am sure that they are the exception and not the rule as you pointed out, Congressman Kildee, but they do illustrate certainly an aspect of the issue that we need to address.

Chairman Castle. Thank you, Mrs. McCarthy. Mr. Owens.

Mr. Owens. Mr. Chairman, I have heard all my questions asked. I have not heard answers to all of them, but I have heard the questions asked, and I will pass in the interest of allowing more time for the next panel.

Chairman Castle. Thank you, Mr. Owens. Mr. Payne?

Mr. Payne. Thank you very much, Mr. Chairman. I guess I can suppose that I can then use Mr. Owens' time also.

Chairman Castle. That isn't quite how the rules works, but go ahead, sir.

Mr. Payne. Thanks, Mr. Owens. No. I am not going to take too much time. First of all, I certainly would like to welcome the two gentlemen, Hickok and Horn. I think education is certainly very, very important, and in listening to what you are saying, there appears to be tremendous interest. And I hope that we will get results, as you talked about, results are extremely important. However, you know, I think priority kind of proceeds what results and outcomes will be, and if you have a priority, then you make the

results happen. What I mean by that is we have heard members talk about our priorities in this nation, defense. And we all are for, you know, a strong America and our allies. However, if we use results to determine how strong our defense is today and if we took the budgets that were allocated to have a result, we would be in real trouble if we didn't make defense a real priority. They say you are rambling. What I mean by it is because the priority is that we are going to eventually have some screen around the country and some missile can knock a missile out in the air and some hocus-pocus stuff, we will spend as much money as is necessary to finally get that missile defense to work.

In other words, the money has nothing to do with it. It is the priority that you want the consequences of, the results to be. And if we had that same kind of determination and interest, and I know it is not you all because you are just new in this field, I think that we could come up with results, because the priority wouldn't be high enough to want to see kids learn as well as we want to see this missile thing hit that incoming missile.

And so until we can make education, children, a real priority, for example, in our state, we have had more education budgets rejected, and we have never, ever even come close to having a bond issue for a jail rejected. I mean, they went 80, 90 percent, never even questioned. We tried to get a little school replaced, and they said it was just too much with a little two-story thing. We wanted to replace some old cinder block school. But hundreds of millions of dollars comes around just like that when it is put up to the people, because of the priority. People feel that we should have more jails and load them up, and therefore they vote to build the jails and not the schools.

And so that is even a local issue, statewide issue. So I guess all I am saying is that until we really get involved with our environment, the housing, the job opportunities, all of those things that go around into the development of children, I believe that we are still going to have the failures that we sometimes see.

And so I just am certainly here to be supportive, and I just hope that the priorities and the president said he wants to leave no child behind. I hope that is true, because I am sure we could work together with some ideas of how we can sort of bring everyone up to par.

Thank you Mr. Chairman. I yield back the balance of my time.

Chairman Castle. Thank you very much, Mr. Payne. My understanding is that the distinguished ranking member of the full committee, Mr. Miller, is here. We would recognize him, but he has no questions at this time. And I believe Mr. Platts wanted to speak to Secretary Hickok for a moment.

Mr. Platts. Thank you, Mr. Chairman. My apologies for being late, but I will closely review your testimony. Secretary Hickok, having many years of working with you at the state level, it is quite an honor to have you here with us, and look forward to continuing to work with you and the whole department here at the federal level now. And I will be catching up on your testimony through the printed testimony. So thank you.

Mr. Hickok. It is good to see my Congressman. Thank you.

Chairman Castle. Well, I believe everybody has had the opportunity to ask questions. We will not have another round because of the need to move on to the next panel, but let me just thank both of you. You have given generously of your time today, maybe you are relatively new on the job, and you can do that. Six months from now, you would give us 10 minutes maybe, but we do appreciate it. And we appreciate your observations. These obviously are important matters to all of us, and this subcommittee will be very active in trying to work with you and work with the new task force and others to try to develop whatever improvements we can find in the area of helping our young people be well educated. So we thank you very much, and at this time we aren't going to take a break. We are just going to ask if everybody can move up to the chairs. We will get some names changed, and we will start up in a minute or two.

Okay. We will start up again. Mr. Wu introduced Mr. Herndon some time ago. Back when he was in Head Start, he was introduced. It seems so long ago at this point. So we will go on to the other introductions.

Ms. Margaret Lopez, the teacher at the Margaret H. Cone Head Start Center in Dallas, Texas, where she teaches bilingual education to a classroom of approximately 18 children. Ms. Lopez is also a student at Eastfield Community College in Dallas, where she will soon complete an associate's degree in early childhood education. We thank you, by the way, for traveling such a long way to be with us.

We will go to Dr. Bredekamp first. Dr. Sue Bredekamp is the director of research at the council for professional recognition as a special consultant to the Head Start bureau. She is the primary content developer and on-air faculty for heads up reading, a satellite distance-learning course on early literacy. Prior to assuming her current position, Dr. Bredekamp served as the director of professional development of the National Association for the Education of Young Children. Dr. Bredekamp holds a PhD in early childhood education from the University of Maryland.

Dr. Deborah Phillips is the professor and chair of the department of psychology at Georgetown University. Prior to joining Georgetown, she directed the board on Children, Youth and Families at the National Academy of Sciences and health staff positions in the United States Congress. She has served on several task forces and advisory groups such as the Carnegie Corporation's Task Force in Meeting the Needs of Young Children and the Department of Health and Human Services advisory committee on Head Start quality and expansion. Dr. Phillips received her PhD from Yale University.

You all saw the first panel, so you pretty much understand the rules. You will each be given five minutes to summarize you testimony to us, at which point we will go to the various members of Congress for questions. Looks like we are going to have a vote problem, which is probably a 15-minute vote. So why don't we start with you, Mr. Herndon, work in as much testimony as we can.

Make sure your microphones are on, and get them as close to you as you can so the whole room can hear.

Mr. Herndon. How is that?

Chairman Castle. That is much better.

STATEMENT OF RON HERNDON, CHAIR, NATIONAL HEAD START ASSOCIATION BOARD, ALBINA HEAD STAR, PORTLAND, OREGON

Mr. Herndon. Okay.

I have submitted my testimony for your review.

Chairman Castle. By the way, all of your testimony is received and made part of the record.

Mr. Herndon. Thank you. A couple of major points I would like to discuss. There has been a great deal of attention recently paid to literacy, our lack of efforts regarding literacy in Head Start. Something that, to me is important is to look at the history of efforts regarding literacy and Head Start. I have been a Head Start director since 1975. From 1975 until the reauthorization in 1998, the majority of the efforts around literacy in Head Start went like this: You shall not teach children to read in Head Start.

This came from the highest levels of every administration, whether it was Republican or whether it was Democrat. It went so far as frequently there were those who were consultants who would come into Head Start programs and say that you shouldn't even have the alphabet up on the wall. And when argued about that, they would say, okay, if you are going to have it, don't put the letters in order.

So when people say that there are only two letters that many Head Start children recognize upon leaving Head Start, please remember, these were the lessons that were taught to Head Start teachers by these so-called experts from 1975 through 1998, through regional offices, through TNTA providers, through national conferences. That was the message, and I am saying this as a person who came into Head Start from an independent school that we started in the black community in Portland, Oregon. I was used to seeing young children learning how to read. We try to do that. And coming into Head Start, it was a little surprising to me that the message was we shouldn't do that because it is going to harm them.

So I applaud the sea change that took place in 1998 when they said that kids should learn at least eight letters. I think that is underselling children, and obviously if Head Start teachers are provided with the kind of instruction to help them to learn how to teach children how to read, they will do that.

A problem that we have now, in 1998 reauthorization, it was said that 50 percent of all Head Start teachers have to have an AA within four years, by 2003. We are spending millions of dollars to send Head Start teachers to community colleges and universities in which they say it is not their responsibility to teach teachers how to teach children how to read. In my state of Oregon, there is not one school of education that insists that a graduate knows how to teach a kid to read. I have just gone through sending our teachers to community college to get this dog-gone AA, and have to argue with the early childhood education department, because they say that they don't believe you should teach a child to read in preschool.

So as we look at this system, I think we need to go all the way back upstream and seek what are we doing at universities and colleges and make some changes there so that we know that anyone who graduates from a school of education does know how to teach a child to read, and don't turn around and put Head Start; it is like putting people in a barrel of misery and saying that they are miserable.

Put Head Start in an academic environment in which you say, do not teach kids to read, and then by the way, I check up on you in 1997, oh, guess what, kids who come out of Head Start only know two letters. If we are doing to change it, all of us take responsibility for what occurred and all of us take responsibility for the changes.

Quickly moving through this, I am pleased with efforts that are being made by the Head Start bureau now to try to correct that, but I am sorry that my friend, Mr. Horn, left, because he certainly was there during the previous administration when they were saying you don't teach kids to read in Head Start. And I would like to tease him about that.

Lastly, the Department of Education, I see absolutely no reason to move Head Start into Department of Education. Number one, the Department of Education does not do well with the money it has now to help low-income kids. Any evaluation of Title I show that it has been an abysmal failure and the money increases have been going up.

Number 2, ESL, here is a personal experience in my little hometown of Portland, Oregon. Our school system has been found in violation of civil rights requirements of ESL, Department of Education six years in a row. Six years in a row. Only school system in the country. Nothing has been done except write another report. So when I look at the Department of Education and someone says that they are going to help Head Start, as we used to say at home, help the bear.

Lastly, Head Start is more than an academic program, far more than an academic program. The Department of Education is not set up. It doesn't have the infrastructure to handle a program like Head Start. So I think it would be the death knell of Head Start. And my more suspicious side says that, yes, there are people who know that, and I think we would end up being block granted to states, and that is absolutely not what Head Start is all about. So that concludes my comments.

Thank you very much.

STATEMENT OF RON HERNDON, CHAIR, NATIONAL HEAD START ASSOCIATION BOARD, ALBINA HEAD STAR, PORTLAND, OREGON – SEE APPENDIX F

Chairman Castle. Thank you very much, Mr. Herndon. We appreciate your comments and we still have time. We will go to Ms. Lopez for her comments at this time.

STATEMENT OF MARGARET LOPEZ, TEACHER, MARGARET H. CONE HEAD START CENTER, DALLAS, TEXAS

Ms. Lopez. Good morning. Members of Congress and ladies and gentlemen, I am very pleased to be here this morning and appreciate the opportunity to testify before the subcommittee.

As you already know, my name is Margaret Lopez and I am a teacher at the Head Start of greater Dallas, now serving children and families there at Margaret Cone in Dallas, Texas. I have been a teacher at Head Start now serving the families for 14 years, and during this time, I feel I have experienced and witnessed a great deal in the area of early child development. The Margaret H. Cone Center is located in one of the poorest neighborhoods in Dallas. Most children arrive there at the center five, six and maybe years behind their normal developmental aim level.

Oftentimes, these children come to us with very low self-esteem and are in poor medical health condition and in need of dental work. They have severely delayed receptive and expressive language skills, possessing also fine, weak motor skills and have not been exposed to books or literacy. Their parents often come depressed. They have low self-esteem and have a history of substance abuse also, or have never, ever experienced any type of real successes.

When children leave the Cone Center, they are self-confident and have that self-esteem. They exhibit improved language skills and have improved emotional and social skills as well, and they have displayed improved health, including being linked to a health care network that will last them throughout their academic life. These children are also ready to enter and prepared to learn.

Due to the many social programs available to parents at Head Start of greater Dallas, when children leave the Cone Center, their parents also have higher self-esteem. They also exhibit improved parenting skills. They possess job-training skills, and they have improved economic status, which allows them the opportunity to move from the housing projects into the single-family dwellings. Your question to me of what works in early childhood education is one that I can answer without hesitation.

What works in a classroom is that it consists of print and language and a rich environment also. This environment must be child-centered and located in the area where children will be exposed to science and include a manipulative area and an area where children can work alone and with other children as well. This environment must

also be one that assures the children that they have the opportunity to learn, to be nurtured, be able to explore and be able to interact with children and other children in a positive and appropriate manner.

Finally, activities for children must be designed to challenge their skills, and it must be ones that they have success in and enjoy in achieving. At the Margaret H. Cone Head Start Center in Dallas, we use the language enrichment program activity, otherwise known as LEAP. It is a multi-sensory language program that focuses on preacademic skills and oral and written languages that prepare 4-year-olds for success in kindergarten and beyond. Although LEAP has been very successful, early childhood education programs must make sure that classrooms consists of other areas that challenge children's cognitive, gross motor, social interaction and skills that may be deficient.

As a teacher in early childhood education for 14 years, I firmly believe an early childhood education program is being geared towards the whole child. Children must be given the opportunity to explore the environment and be able to master many simple as well as complex problems, for they do not come to us with one challenge.

Children often enter early childhood education programs with a multiplicity of needs. An early childhood education program that ensures that the whole child's needs are met must include nutrition, health, mental health services, as well as programs that are designed to help parents achieve their own goals.

Children spend 8 to 10 hours a day at early childhood education centers, and then we send them home. If there are not programs or adequate programs in place to designed to meet the needs of these children's parents, such as parenting classes and referrals for further education opportunities, we have applied a bondage approach.

Before an early childhood education practitioner can begin to work with a child, he or she must first work with the child to address their health and emotional needs.

An early childhood education program that is geared toward the whole child, as well as their family, should be the foundation of any early childhood education program. Children come to early childhood education programs with many influences on their lives, both positive and negative. It is the responsibility of early childhood education programs to ensure that they include parents as their number one partner and that they work with parents so that parents may become the best teachers of their children.

STATEMENT OF MARGARET LOPEZ, TEACHER, MARGARET H. CONE HEAD START CENTER, DALLAS, TEXAS – SEE APPENDIX G

Chairman Castle. Thank you, Ms. Lopez. I want to congratulate you, too. You finished right at five minutes.

Chairman Castle. We have five minutes left of this vote, and then there is a second vote which is a brief vote, but we can vote immediately when that vote begins and then come right back. So we will take a break now, and it will be no longer than 15 minute, and then we will come back and we will start with Dr. Bredekamp unless something happens

on the floor.

[Recess.]

Chairman Castle. We are going to resume, if we could, please, and obviously people are going to come and go, particularly if we have votes, but we will go to Dr. Bredekamp. We appreciate your being here and look forward to your testimony.

STATEMENT OF DR. SUE BREDEKAMP, DIRECTOR OF RESEARCH, COUNCIL FOR PROFESSIONAL RECOGNITION, WASHINGTON, D.C.

Ms. Bredekamp. Thank you, Mr. Chairman. I appreciate your coming back. We have been hearing a lot about the program here today, and I wanted to talk about an innovative solution. I wanted to thank the subcommittee for the opportunity to testify about Heads Up! Reading, a state-of-the-art researched-based distance learning course on early literacy for teachers of young children. I am the content developer and on-air faculty for Heads Up! Reading, and I am here today representing the three collaborating partners in the project: the National Head Start Association, the Council for Professional Recognition, and RISE Learning Solutions.

This is a significant hearing, coming at a time when so much new research on early learning is available to guide our practice. Among the most urgent needs clearly identified here is to improve teacher training with specific focus on promoting literacy. In response to this urgent need, as well as the 1998 reauthorization of Head Start requiring that programs improve literacy outcomes for children, the three collaborating partners developed Heads Up! Reading. The primary purpose of the course is to enhance literacy outcomes of young children, especially children from low-income families, by improving teaching practices in early childhood programs.

What is Heads Up! Reading? One of the most innovative professional development strategies ever undertaken in the field of early childhood education, Heads Up! Reading is a 44-clock-hour, college-level course delivered live using satellite television on the National Head Start Association's Heads Up! Network. The instructional model includes an interactive Web site and trained onsite facilitators. The combination of television, Internet and onsite facilitators makes Heads Up! Reading a unique high-tech, high-touch learning experience. The course is designed for all adults who work with young children from birth through age 8, regardless of the setting, and most of the course is relevant and valuable for parents as well.

Heads Up! Reading meets the unique needs of the early childhood work force, many of whom can't get away to attend a traditional college course; so Heads Up! Reading comes to them. Satellite dishes are located where the teachers are, in Head Start and child care programs, public schools, special education centers, family child care

homes, libraries, resource and referral centers, community colleges, and other convenient sites.

Because the early childhood work force is also diverse in terms of education and qualifications, the course draws on proven adult learning strategies as well as the strengths of the television, medium. Each two-hour class is educational but also lively and entertaining, using videotapes of effective practices, unscripted discussion with expert guest faculty, onsite activities, and live “call-in's.”

Among the guest faculty are nationally known early literacy experts such as Dorothy Strickland, David Dickinson, Patton Tabors, Hallie Yopp, Bill Teal, Kathy Roskos, Agusta Mann, and James Christie. Participants, especially those in rural areas or those who don't have funds to travel, report that hearing directly from these experts is one of the greatest benefits. The real strength of Heads Up! Reading is that practitioners all over the country hear a clear, concise, consistent message about what works in early childhood education.

The course also helps Head Start personnel meet the 1998 reauthorization requirement that 50 percent of teachers have at least an associate degree by 2003. More than 70 colleges are already offering credit for the course. The content of Heads Up! Reading is drawn directly from current research about the knowledge, skills, and attitudes that are the forerunners of conventional reading. Those key predictors are oral language, concepts of print and book knowledge, phonological awareness, alphabet knowledge, and general knowledge about the world.

The content of Heads Up! Reading is organized, using a framework or mental model to help teachers ensure that children acquire these important learning outcomes. The course is structured around two foundational topics, curriculum and assessment; and five gateways to literacy: talking, playing, reading, writing, and learning the code.

To represent the mental model, we use the human hand as a memory device, where the palm represents the circular relationship between curriculum and assessment and each of the fingers represents one of the five gateways. We sometimes say to teachers that the solution to improving early literacy is in the palm of your hand.

The mental model reminds teachers that every day they need to provide learning opportunities in each of these five areas: talking to enhance vocabulary; literacy-rich play; writing throughout the day; reading, especially interactive dialogic reading; and learning the code, specific intentional instruction and alphabet knowledge and phonological awareness.

The course also includes working with English language learners, children with special needs, and families, and the need for intentional teaching and maintaining children's motivation to learn, which we have heard so much about.

What has been the impact of this course? Just launched in October, 2000, approximately 7,500 students have taken this first year, with more than 6,000 coming from one of four states that have made the course part of their larger strategy to improve

literacy: California, Nebraska, Ohio, and Pennsylvania. Other states are joining with us again next year.

An initial evaluation of the effects of Heads Up! Reading conducted by Dr. Susan Newman, who is now with the Department of Education but was then with Sierra, included 130 teachers from 10 sites in Ohio and Pennsylvania and Michigan. Across all sites, the study found significant knowledge and performance gains on pre- and post-test measures of teachers' knowledge of early literacy and in the classroom environments.

Let me just conclude by saying that the real potential of distance learning lies in taking it to scale. We have heard the literacy problem described enough. We now have considerable knowledge about how to prepare young children to become successful readers. Early childhood programs can and should do more. Heads Up! Reading is an effective way to use the latest technology and research-based knowledge to transform practice in early childhood classrooms and to take it to scale. Thank you.

STATEMENT OF DR. SUE BREDEKAMP, DIRECTOR OF RESEARCH, COUNCIL FOR PROFESSIONAL RECOGNITION, WASHINGTON, D.C. – SEE APPENDIX H

Chairman Castle. Thank you. We appreciate that and finally, Dr. Phillips. Dr. Phillips, you have been waiting a long time. We are happy to have you here.

STATEMENT OF DEBORAH A. PHILLIPS, PROFESSOR AND CHAIR, DEPARTMENT OF PSYCHOLOGY, GEORGETOWN UNIVERSITY, WASHINGTON, D.C.

Ms. Phillips. I am very happy to be here with you this morning to share with you the latest scientific knowledge that bears on questions of early learning and early development. I am a developmental psychologist who studied the effects of early environments, particularly child-care environments, on young children's development for the last 25 years. Immediately before joining the faculty at Georgetown, I spent four years working with 17 of the nation's most esteemed scientists to produce "From Neurons to Neighborhoods." You have the executive summaries.

I am happy to give any of you this doorstopper if you would like to put it by your bedside for nighttime reading. It really is the most recent, most exhaustive compilation of research on birth-to-5 development that can provide a broader context for the issues that you are discussing today.

I am going to cut to the chase and talk about three points that are in my lengthy written testimony: one, about the trajectories of achievement; secondly, about the nature of learning, and thirdly, about what this tells us about early education.

Striking disparities in what children know and can do are evident well before they enter kindergarten and are predictive of later school success and life achievements.

These disparities are strongly associated with family income. In fact, low family income during the preschool years appears to be more detrimental to children's ultimate academic attainment than does family income later in childhood, and yet preschoolers remain the poorest age group in our society.

One of the most significant insights about educational attainment in recent years is that educational outcomes in adolescence and young adulthood can be traced back to capabilities seen during the preschool years and the experiences in and out of the home that fosters their development.

For example, reading scores in tenth grade can be predicted with surprising accuracy from knowledge of the alphabet at kindergarten entry. By the preschool years, however, the familiar gap in what children from low-income families and neighborhoods and those not in low-income neighborhoods know has already emerged. Low-income 5- and 6-year-olds show the same knowledge of numbers, as do middle-income 3- and 4-year olds, for example. Low- and higher-income children are already moving along different trajectories well before school entry, not because they have different capabilities but because their early environment at home and in child care do not constitute anything that resembles a level playing field.

Children living in poverty hear on average 300 fewer words per hour than do children in professional families. These and other early differences in what children are exposed to predict their third grade vocabulary and reading comprehension scores.

If we are serious about addressing the income gap in school readiness, then it is both smart and efficient to focus resources where this gap first emerges and begins to predict subsequent achievement; that is, during the preschool years.

As a nation, we have actually seriously underestimated the capabilities and the desire of young children to learn about people, things, and themselves. Many developmental scientists are now engaged in designing and assessing programs focused on low-income children, many of them developed in Head Start, that demonstrate just how universal early capacities to learn truly are, given exposure to environments that foster learning and excitement in learning.

For example, a program called Big Math for Little Kids engages low-income preschoolers even as young as three in learning not only about specific shapes such as triangles and squares, but about symmetries; not just about counting to 10 but about counting in hundreds. Preschoolers love big numbers. They also love scientific experiments and are easily engaged in trying to understand why one toy boat floats and another sinks, for example, and this knowledge has been translated into a preschool curriculum again developed in a Head Start program called Science Start, where children learn about properties of matter, about measurement and mapping, and simple machinery, for example. There is no reason why, given adequate resources, these programs can't be used in every Head Start program in the nation.

The question of whether we can intervene successfully to foster early learning has been answered in the affirmative and should be put to rest. This is a national goal worthy of pursuit. However, interventions that work depend on well-designed curricula based on what we know about how children learn and develop, and on a qualified, stable, adequately compensated work force of early childhood teachers who can implement the curricula and assess their progress with individual children and will know what to do with those results.

H.R. 1 acknowledges these needs for elementary and secondary education. They apply equally to early education.

With regard to curriculum, the programs that are showing promising evidence of success with low-income preschoolers blend age-appropriate content, tied to what children are ready to learn, with forms of instruction that transmit this content in ways that excite and motivate young children. This is not an easy task. In fact, we have plenty of research showing us that poorly educated teachers have a very hard time doing this. This is precisely why we require elementary school teachers to have bachelor's degrees, specialized training, and a teaching credential. Yet the vast majority of preschool children are in programs and settings with adults who have little more than a high school education.

Why do we tolerate for 3- and 4-year-olds what we wouldn't ever tolerate for 5-year-olds? Qualified and stable staff is the fuel that drives successful early childhood programs. When you appreciate all that goes into teaching young children to read, to learn about numbers, to learn about the world around them, to learn how to get along with each other and to want to learn, it is clear that early education is a daunting responsibility. But when we look at who is caring for and educating our Nation's young children, there is a gaping mismatch between what research tells us and what is happening.

The vast majority of states allow individuals with a high school diploma, and without a criminal record, to serve as the teachers in child care programs where most low-income children spend their days prior to school enrollment. Head Start is working towards the day when half of its staff will have AA degrees.

Public prekindergarten programs vary widely in their teacher requirements, but they do tend to employ more qualified and better-trained staff than do Head Start and child care programs, and they compensate them much, much more than do other programs.

Finally, we have to acknowledge that the parents of low-income children, many of whom are now mandated to work in the first few months of their baby's life by welfare reform, are sometimes not in a position to participate in or even enroll their children in high-quality early education programs. Data from the 1990s reveal that children of low-income single working mothers were underrepresented in Head Start, and I would be interested in knowing if this is still true today.

According to the Bureau of Labor statistics, 60 percent of low-income children under age 5 with a working mother have a mother who works nontraditional, changing

hours. Many of them hold down multiple jobs. Their needs for child-care do not fit neatly into the hours of most Head Start and prekindergarten programs. And I would hope that as part of any effort to support early education and learning, we will take steps to ensure that parents' need or mandate to work is not a barrier to their children's and their participation in these efforts.

Some income-based differences in children's early learning that foretell their school trajectories are evident 2 and 3 years before school entry. Researchers working with practitioners are developing a growing repertoire of successful approaches to providing low-income preschoolers with the skills, knowledge, and motivation to learn that all children are capable of acquiring. Successful implementation of these programs requires a skilled, stable, and thus adequately compensated work force of teachers who are trained to provide the kinds of instruction that are appropriate and promote learning in preschool-age children.

Finally, the major challenges apply in preparing and retaining this work force and ensuring that all low-income preschoolers can participate fully, those now in programs that we think of as providing early education like Head Start and State pre-K, and those in child care programs that typically employ much less well-trained staff who leave the field at astonishing rates.

Thank you again for this opportunity to testify. I would be happy to answer questions.

STATEMENT OF DEBORAH A. PHILLIPS, PROFESSOR AND CHAIR, DEPARTMENT OF PSYCHOLOGY, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. – SEE APPENDIX I

Chairman Castle. Thank you, Dr. Phillips. And we will start this round of questioning with Mr. Kildee.

Mr. Kildee. Thank you very much, Mr. Chairman. I have been involved in reauthorizations probably of five or six Head Starts since I have been in the, either as a member of the committee or as chairman of the subcommittee or ranking minority member, as I am right now. And I visited Head Start centers both in Flint, Michigan, in those impoverished areas of Flint, and I have visited them in Lapeer, Michigan, which is a city in a rural county, and none of them really bear much resemblance to this schedule I saw here.

And I think the affective part of Head Start is very important, too. We shouldn't denigrate that as we try to see how we can enhance the cognitive part. The affective part is very important also. My wife and I are helping to raise my grandchild, 3-year-old Gabriel, and it is amazing at the level of affective and cognitive growth. When I was raising my own children, I used to tell my wife, make sure David has a good feeling about himself. And one time I was in the state capital, calling home, and I was maybe emphasizing that too much. I said, how is David doing and she said he has a very good

feeling about himself today.

But I think the cognitive and affective, all these things are very important. But assuming that we keep Head Start in HHS where I would like to keep it, what can we do to enhance and expand the cognitive part of Head Start?

Mr. Herndon. Congressman, as a person who was a VISTA volunteer in Newbury, Michigan in the summer of 1965, that is where I saw my first Head Start center. I can appreciate to some degree what has occurred in Michigan. I think that, one, that we learn from our best practitioners, that if we are serious about literacy and really doing a better job in helping Head Start teachers to help children to read, find programs in Head Start, and there are. In the past they were almost underground. They had to be. There are programs that have worked that teach children to read. Find them and use them to teach others. And whatever part of Head Start you want to improve, find a successful practitioner. That is always here I put my money. The person who is doing it, who is doing it every day, get them together, let them say what works, and try to replicate as quickly as possible.

Ms. Lopez. I myself, like he was saying, am an experienced teacher, and I am now going to be a facilitator, and I feel I am given that opportunity with Head Start to share my experiences in the cognitive field. I work with the "Leaps and Bounds," which is a language enrichment program, and it is more hands on, and that is what the children need is hands-on experience.

So like I say, we are in that direction of Head Start of greater Dallas for me to share the experience I have done, and of course we do have statistics of achievements, and not only there at the Head Start center, but ongoing achievements through kindergarten, and now some of our children that they follow through aren't even in high school.

So we at Head Start, on that role as far as me helping facilitate the other teachers, what has worked in my classroom, and I feel that teachers would feel more comfortable coming from a teacher, myself, instead of taking something new and trying it on over. This opportunity for me working with Leaps and Bounds has given me an opportunity to evaluate the years I have been in the classroom, and it is like we were already doing it from the very beginning.

At times, like he was saying, yeah, we were told, you know, not to put the alphabets up and, you know, we were kind of, you know, in a mystery. Well, what is it that they want?

So now we are given that opportunity, and through this program we feel that assurance that it is okay, go on and introduce those things to them. And it isn't drilling them; it is letting them hear it and feel it and understand where words come from, which is communication. So we are on a roll there in Dallas, Texas, about how we need to help each other as teachers and feel our way, building the children's climates of development.

Ms. Bredekamp. Well, I think the child's outcomes framework that has been disseminated from the Head Start Bureau is really a wonderful start, because for the first time the program has a clear set of goals that are comprehensive, that encompass the cognitive areas. They address language, literacy, math, and science, but they also address social and emotional development, approaches to learning, the creative arts and physical health and well being.

So there are a set of outcomes that articulate goals that all programs can work toward, and it is clear from the Head Start Bureau that these things matter, things like alphabet knowledge and phonemic awareness, and part of mandated outcomes legislation are very clearly included there.

I think the bureau is working hard to try to really disseminate ideas about what kind of curricula work, and I think we need more work in early childhood around curriculum development. That has been an area that has been weak in the field, partly because curriculum looks different with little kids than it looks like with older kids. It is not a textbook. It is a set of experiences and teacher/child interactions that work toward a goal, that are much more concrete and hands on, as Margaret has described.

And I think we do have new research. What Deborah has described here, Big Math for Little Kids, the science programs, these are all new programs that with greater dissemination we can really make a difference.

Mr. Kildee. Dr. Phillips, anything you would like to add?

Ms. Phillips. I totally agree with what has been said. I think we know how to do it. In many ways we are really on the cusp of having the examples and model programs that are effective. The challenge is translating that information into the curricula materials that can be widely disseminated, getting it into the hands of the people who are touching the lives of the children. And then the question of do we have the work force out there that can? That it is not that easy to do. I don't think I could walk into a Head Start program. I don't have that kind of training. And we need the people in these classrooms who can implement the models that are being rapidly developed.

So I think that is the biggest challenge, in creating the curricula that are accessible to teachers and then getting teachers out there who can do this.

Ms. Bredekamp. Can I just add one word to that? I think that is part of what our work on Heads Up! Reading has been. It is a strategy for getting the message out there to a lot of people. Getting a clear, consistent message to a lot of the people at the same time, and showing people what it looks like.

I think part of the problem that occurred for all the years that Ron was talking about had to do with a lot of misinterpretations about what was appropriate practice for young children. And now I think what we really need is to see those teachers in action, to have a strategy so that people can look at what it looks like and begin to translate it, because the written word doesn't do it and the speeches of the experts don't do it. People need to see it in practice and be able to understand that they can do it, too. We need more

programs like that. We need Heads Up! Math, we need Heads Up! Science. We need other areas that we could disseminate this with.

Chairman Castle. Thank you, Mr. Kildee. I promised Mr. Osborne to be next. But Ms. Woolsey has to go, and she can ask one question if she can do it quickly, please.

Ms. Woolsey. Thank you very much. You are lucky we are time constrained. I would like to tell you Teddy stories. That is my 18-month-old grandson. I want to be reborn and I want his parents to be my parents. Parents that have the opportunity know so much more now.

But one of the opportunities they had was that Teddy's mother was able, 18 months ago, after he was born, to stay home for three months with him. And I notice that, Dr. Phillips, in your words, that "Neurons to Neighbors" recommends that we expand the Family and Medical Leave Act to all working parents, and I would hope that we pay for new parents to be home with their children from the beginning.

Would you expand on that and the importance of it?

Ms. Phillips. We demand an incredible amount of parents today, parents at all income levels really, but particularly low-income parents. I think it is now 14 states, it may be even more by now, requiring through welfare reform mothers of children under the age of 1 to enter the work force. Most of those states actually set that demarcation at three months of age. And yet we know that it is critical for parents and young children to develop that relationship that we all talk about with stars in our eyes, and there is barely time for them to do that with the stresses and strains that they are operating under.

Most other industrialized countries recognize this. We are way behind the eight ball on our family leave policy. Right now what is, I think, of greatest concern are the inequities that characterize utilization of family leave; that parents like me who can, you know, in many ways figure it out anyway, have access to the family leave law because I can afford to take that time off. Most parents who want to take that leave but cannot are low-income single working parents who say they can't do it because they cannot do without three months' of earnings. So it is all part of the picture if you are thinking developmentally. So I appreciate your raising that.

Ms. Woolsey. Right. I won't go any further, Mr. Chairman. Thank you.

Chairman Castle. Thank you, Ms. Woolsey. Mr. Osborne.

Mr. Osborne. Thank you, Mr. Chairman. I would like to thank the panel for being here today. I was interested in a couple of things Dr. Phillips mentioned, primarily that of the correlation between the socioeconomic level and school achievement. I used to be in a university setting and, strangely enough, we found that the best predictor of college success wasn't ACT and SAT scores; it was, rather, family income. So it seems to persist all the way through.

Having said that and being aware of that, what do we do about it? I realize you talk a little bit about the family leave situation, but it is very difficult to reconstruct family finances. So do you or other members of the panel have any suggestions? This is such a critical issue, but what do we do about it?

Ms. Phillips. We have been focusing today on programs that have been tested out in child-care, Head Start, and non-family settings; but there are examples of programs that work directly with parents. The most successful programs actually work jointly with parents and child care providers and teachers and get all of the adults of young children on the same page with regard to giving children what they need. I think especially during the birth-to-3-years, it is very crucial not to sort of focus exclusively on what we can do in the context of center-based early education programs, and take what we know about family literacy interventions and parent literacy interventions to change those early home environments of young children.

No matter what study you look at, whether it is a study of child care or an evaluation of Head Start, you do find that the strongest, most powerful influence on any child's development is that home environment, and the effects of income are mediated through that home environment and the parents' interactions with the children. So we can't ignore that critical piece of the puzzle.

Mr. Herndon. If I may, I have been very interested in Dr. Lyons' research in which he has said that if you have a good teacher, the children who are below grade level in reading, you can get 70 percent of them up to grade level within 1 year. The problem is, and there is a tremendous amount of research that backs this up, children go into schools that don't function well. Low-income children go into schools that have the least effective teachers.

There is research out in the state of Tennessee in which they did a long-term study. In my home state, as I mentioned earlier, there is no requirement that a graduate of the school of education has to have been taught how to teach a child to read. Those graduates go into low-income schools. I talked to a teacher just last year. He said: They put me in a classroom with second graders. I was not taught how to teach them to read. Now I am expected to teach them to read.

So, yes, income is a predictor of failure. Through income, you go into poor performing schools. I can guarantee you what your test scores are going to be 10 years later. But I think even when we find schools that work well with low-income children, we never say replicate them.

One last comment on public school. One school, in my hometown of Portland, about six years ago, really intensified effort at math. They had children, primarily black kids, and single-parent families, scoring higher than the average middle-class white child in the city. Now, do you think anyone said replicate what those successes are for all the other little poor kids in the city? No. New principal comes in, program is abandoned; now everybody can say the same thing they were saying: You can't expect those kids to do as well as the middle-income kids because they started off poor.

So I think that, yes, there are certain things that are predictable if poor kids end up having ineffective teachers.

Mr. Osborne. So what I hear you saying, then, is it really isn't finances; it is more that children in certain financial levels tend to get poorer teachers.

Mr. Herndon. They are tracked. They get tracked into schools that are poor-performing schools.

Mr. Osborne. Okay. Thank you. Mr. Chairman, I yield back the balance of my time.

Chairman Castle. Thank you. Mr. Roemer.

Mr. Roemer. Thank you, Mr. Chairman. Mr. Herndon, as you are aware, the administration has made a proposal to move the Head Start program from the HHS to the Department of Education. I want to be clear on what your feeling is about that. How do you feel about that change? I am not sure you were passionate enough.

Mr. Herndon. I was a little understated earlier.

Mr. Roemer. Can you restate it for me so I completely understand it?

Mr. Herndon. I will try it again. I think it is a mistake for several reasons. One, Head Start is more than just an education program. And all the other elements of Head Start that work, those aren't areas that the Department of Education has had success with. That is number one.

Number two, the programs the Department of Education is currently responsible for to help low-income children have not done well. And probably the largest is Title I, and the research is there. Title I has not gotten low-income children up to grade level in math and reading, but yet billions and billions of dollars are put into it.

And I mentioned ESL, and again I hate to pick on Portland, but that is what I am most familiar with; 97 percent of all tenth graders in ESL below grade level in reading as of two years ago; 97 percent. And there is no do-over for these children. Now probably most of them, if not all, are dropouts.

Now, someone will probably say, you could have predicted that by family income. If somebody had made sure that these children were able to read, do math well, I think the figure would be reversed. And, again, our program, ESL program in Portland, six years running, out of compliance with civil rights regulations, the Department of Education has not done anything. The school system in Portland said, write us another report. So my opinion is based upon their performance. It is not philosophical. They have not performed well with the programs that are supposed to help low-income children.

Mr. Roemer. All right. Thank you very much for that clarification from your earlier testimony.

Mr. Herndon. My privilege.

Mr. Roemer. Dr. Phillips, I don't have the doorstopper version. I have got the cliff notes from your book. And let me read from page nine and page 10. And I quote: Young children are the poorest members of society and are more likely to be poor today than they were even 25 years ago.

Page 10, Conclusion, and I quote: The overarching question of whether we can intervene successfully in young children's lives has been answered in the affirmative and should be put to rest. However, interventions that work are rarely simple, inexpensive, or easy to implement. Unquote.

Now, we know a lot of this, and we know it comes down to teacher quality and curriculum. You used some great examples about science experiments and big numbers that kids love. They get this stuff and they learn it. I have four children under the age of 8, and they would just as soon get up in the morning and turn the computer on and start learning things, as every child would in this country if they had that opportunity. Every single child is no different from that. Yet most of them, because of that first sentence I read, are born into poverty and don't have those opportunities.

So what do we do with limited, you know, time here today, obviously? Is the administration right that it is not about resources here; that it is not about money?

Ms. Phillips. It is hard to imagine any other major topic that Congress deals with where people would say it is not about money, whether that is defense or natural resources, or elementary and secondary education where you are looking at billions of dollars of additional resources being put into that program. So little kids are no different. It is about resources. It is not exclusively about resources, but in order to do what we are doing, it does take resources.

You can look at what it takes to implement these programs. Well, you can take a look at what it takes to educate a teacher to get them prepared to implement them well. So yes, it is about resources, and I think resources are about priorities and about willpower and about what we care about in this country. I think even now a lot of this evidence is still relatively new to people, the evidence about what children are capable of, and the sense that we do know what to do to foster early learning, and so we as a Nation are on a learning curve.

I would like to believe that once we really own up to that knowledge base and own up to what its implications are, that we will have the same kind of discussions about early education as we do about elementary education, where we worry about teacher quality and teacher compensation and teacher retention; about providing scholarships so people can get the degrees and education they need; about class size.

We need that same discussion at the preschool level.

Mr. Roemer. Well, I thank you, and I am done, Mr. Chairman. I would just say, in agreement with Dr. Phillips, that this committee sometimes is very, very unique; not so in a good way sometimes with the kind of witnesses we have heard from today before this panel.

When Secretary Powell goes up to the International Relations Committee and asks for a huge increase in funds to better protect our diplomats overseas, yes, it is about a little bit about money.

When Secretary Rumsfeld comes up before the Armed Services Committee and says we need to protect the American people, it is going to take some resources and, yes, some better quality use of technology too.

But sometimes when the administration comes up here, it is not about resources and money, it is just about better management. We would get better quality if we would just manage these programs better. So I think we need to continue to send the message out there that it is not solely about resources, but it certainly is about adequate resources and increases in funding for the poorest people in our United States that, as you said in your report, are poorer today than they were 25 years ago; and there are more of them, and they need the help.

Chairman Castle. Thank you, Mr. Roemer, and I will yield myself five minutes at this time.

Let me just continue along those lines. I think we need to have a little bit of clarification here. In the last half dozen years, Head Start funding has doubled in this country. IDEA funding has doubled roughly in this country. Education funding has gone up an average of, I think, depending on what you count, but in excess of 15 percent a year. Other than the research at NIH for disease research, I don't know of any area of the budget that has had increases anywhere near as high as we have in these areas. I am not blaming or taking credit when I say that. I am just stating as a fact that the resources have been there, and I am not one who disagrees with that. I think there is a certain necessity to make sure that we have proper day care, Head Start, dealing with IDEA and the various other problems.

Mr. Roemer. Would the gentleman yield?

Chairman Castle. Sure, I will be glad to.

Mr. Roemer. I just want to say my references to the $125 million request for an increase in Head Start for this year from this administration, not from the previous eight years between the bipartisan Congress and the Clinton administration.

Chairman Castle. Mostly from the Republican Congress, if you want to get into politics. But that is all right. Republicans have done more in education financially than anybody with a Democratic president, and I am not arguing with him, and I have no

problems with those statements. But I do have a concern that while we can pressure all we want for more money or whatever it may be, we need to make sure these programs are working as well as they can. And I, too, as everybody else here, have been in a lot of Head Start programs. In fact, this year I have been in Head Start programs in the city of Wilmington, Delaware, and I am from Delaware City, where the woman who runs it said that they are doing everything in their power to hire even a greater percentage of teachers than are prescribed by the federal law.

I was in a meeting with the head of New Castle County, which is about two-thirds of the state of Delaware, which is the size of a congressional district, by the way, and he said roughly the same thing. So essentially the people I am touching base with in Delaware are saying that. I am very interested in research of all of this.

For example, Dr. Bredekamp and the Heads Up! Reading program, I don't know how much research is going into it, whether that is really helping in terms of developing people. These are the things that interest me. I think that OERI should have the authority to look at programs involving children, period; to make sure they are working.

I am also vitally concerned, I have just seen this is anecdotal, but it is my personal observation that young kids who are born in lesser income circumstances and then perhaps with the overlay of a English as a second language circumstance, or whatever it may be, are not going to get up to the starting line equal when they get to kindergarten and first grade, and that is a huge problem.

Maybe for 1 or 2 percent of you out there, academics are not a problem. For those of us who struggle every now and then, you know what it is like to hit that brick wall. And if you hit that brick wall in kindergarten when everybody else can start to deal with numbers and letters and you can't, that is a tremendous problem.

So I don't think it is a good idea to start pointing fingers at each other, but try to figure out what is the solution, how do we make the programs work better, how do we fund them, or whatever it may be. So put yourselves in our positions for a minute, if you will. And I will start with Mr. Herndon on this.

I am interested in any other specific recommendations you might have in terms of what we are doing. And I am not expecting you to cite titles of codes or whatever it may be, but in terms of not even the Head Start program, and you have commented on these things as we have gone along, and I understand we are not getting into the department argument here. Don't get me on that at this point. But what else should we be looking at, in terms of what we as the federal government can do, that might be helpful with respect to what you all have seen or are doing at the delivery services level?

Mr. Herndon. I think to make sure, and this sounds very simplistic; I know it must. To make sure that as we examine programs or we look at retooling programs, that we get, again, our best practitioners, people who have made it work, and let ourselves be guided by their experiences. That is not the way we normally do it. Very rarely does anyone make the effort to get when people are taught, to ask them when was the last time you taught a school kid to read? If you have done that and done it well, those are the folks I

want to get in a room and say how do you do it better?

If you are talking about program management, bring together your best program managers as evidenced by their audits, by their reviews; say, how can we do it better? But that is not normally the way we do it. We do it top down. If I happen to be in a certain position and know somebody, I get called together someplace and we issue a paper and say this is the way we do it. So my suggestion is at every point, especially dealing with low-income children, that we are guided by the best practitioners that we can find and pay heed.

Chairman Castle. This could be done through education research, for example? I mean, they could determine the best practices, the best practitioners, replicate it, a word used before, and get it out to the field?

Mr. Herndon. Sir, I really think so. If you go into any school, all the other teachers can tell you whom the best teacher is. The parents certainly can. So I think that that can be done, but that is not normally the way we go about making changes.

Chairman Castle. Exactly. Dr. Phillips, do you agree with that, or anything else you want to suggest?

Ms. Phillips. Exactly. Translating from the good models and scaling up is critical. We do need research on that. We do need to understand much better how to take these programs that work in one hothouse site with the intense involvement of the researchers who have designed it and get them working in a much broader-based kind of spectrum of programs. So that is a research priority. But are you just talking about research priorities?

Chairman Castle. No. Anything. But you need to repeat, because I have to go to the others.

Ms. Phillips. Head Start has a 25 percent set-aside for quality improvement initiatives. The child-care and development block grant has a 4 percent set-aside for quality improvement. We really have to begin closing the sort of nonsensical gap between what we call child care in this country and what we call early education or Head Start or whatever, and really, really sort of target in the same extent the kinds of quality improvement initiatives that we have, focused on specific, identifiable programs into the child care world where most of these low-income children are spending their days.

Compensation has to be a priority. I was in a meeting last week at the Foundation for Child Development where we had representatives from higher education training programs focused on early education. The vast majority of their graduates who are coming in and getting BA's, AA's, BA's in early education, you know, skip the early education job opportunities, go right into kindergarten and first grade, because they are earning twice as much, they are getting health insurance.

Chairman Castle. So, inequality between regular education salaries and day care.

Ms. Phillips. Exactly. These are people who would rather be teaching 3- and 4-year-olds. They can't do it. So they are going right into our education system. We are losing talent, in that we are actually training in all the kinds of things we have been talking about today. So the compensation issue has to be dealt with head on.

Chairman Castle. Dr. Bredekamp, do you have any thoughts on this?

Ms. Bredekamp. You asked about evaluation for Heads Up! Reading, and I did want to say we had a formative evaluation this first year. I said that Dr. Susan Newman had conducted that, and we did find knowledge and performance gains, significant ones for the first year, because the first year was premature to really look at child outcomes yet; but we will be looking at child outcomes next year.

We have a large-scale evaluation study that is being conducted by UCLA at many sites around the country. So we will be able to look at child outcomes data next year. I am very confident that we will see differences in child outcomes as a result of the program.

Chairman Castle. You will send us a copy of that.

Ms. Bredekamp. Yes. In response to your other questions, though, I think, you know, where we focus on Heads Up! Reading, is birth through 5. And it is very clear from "Neurons to Neighborhoods," from I just think everything we all know now, that starting at preschool is too late, that the language gap the first three years is so critical for language development; and that what we really have in our country that is called an achievement gap is in some ways a verbal language gap because the very powerful research that Hart and Risley documented in a study called "Meaningful Differences in the Everyday Experiences of Young American Children" found this incredible gap between the language of children from welfare families, working class families, and professional class families, to the point where by the time children entered school, the working class families' children had heard 10 million words and the professional families' children had heard 40 million words. That type of significant gap can't be made up in one year.

Chairman Castle. What should we do?

Ms. Bredekamp. We need to put more resources into the birth through 3 years. So the early Head Start program, which is serving 40,000, has been increased, but I think it has increased to 55,000. It is nowhere near beginning to touch on what it could be doing for those very children that we are going to need to serve later. A lot of those children are also in family child-care and child-care settings rather than in Head Start because Head Start isn't serving them. So we need to do the things that Deborah was talking about.

Chairman Castle. Thank you, Dr. Bredekamp. Ms. Lopez, more than anybody, you are in the field, where the rubber hits the road. Is there anything that you see?

Ms. Lopez. I think we need to go with what works, the experience and qualities in teachers. You know, it is not easy going into a classroom, seeing all these little ones with

these different personalities, but you have to understand where each child is coming from. Especially the children I work with. They are coming from a lot of negativeness and they are in poverty. And I think that if you see what works go with what works and give the teachers an incentive. We are there.

And a lot of times, like everybody was saying, they want them to read and everything else, but what have we done to get them there? They come in disturbed. They need to find themselves as well as helping the parents find themselves, too.

So I think if we go with what works and really look into it, and we do have those statistics and seeing what works with the children, take it from there, and give us teachers an incentive also, because it takes a lot of work.

Chairman Castle. Thank you, Ms. Lopez. I am sure it does take a lot of work. Let me thank all of you very much for being here today. Some of you came from far away to be here, and we appreciate that a great deal.

As I indicated, your full testimony as well as what you said here today will be made part of the record as well. The staff may want to ask follow-up questions. We would love to hear from you as this process goes on. We intend to deal with this for the next year and a half. So if you have other ideas, please feel free to get in touch with us. But again we thank you very much. Unless anybody has anything further, with that we stand adjourned. Thank you.

[Whereupon, at 1:15 p.m., the subcommittee was adjourned.]

APPENDIX A -- OPENING STATEMENT OF CHAIRMAN MIKE N. CASTLE, SUBCOMMITTEE ON EDUCATION REFORM, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman Michael N. Castle
Subcommittee on Education Reform Hearing

Opening Statement
July 31, 2001

Good Morning. Welcome to the first in a series of hearings this Subcommittee will hold on the issue of early childhood education.

As many of your know, research by the National Institutes of Health has demonstrated that few children can pick up reading on their own and that the ability to associate sounds with letters are best learned between the ages of four and six.

In fact, Dr. Reid Lyon, head of the National Institute of Child Health and Human Development, has stated that children who receive stimulating literacy experiences from birth onward have an edge when it comes to vocabulary development, an understanding of the goals of reading, and an awareness of print and literacy concepts.

As a matter of fact, many recent studies conclude what most of us have intuitively known for some time -- that the successful acquisition of school readiness and learning skills in the first five years of a child's cognitive development predict a ***lifetime*** of future academic success.

For these reasons, early childhood education programs enjoy strong bipartisan support in the Congress. Still, I believe that it is appropriate to examine these programs to determine if they truly give their young participants a "head start" or if additional structural improvements are needed.

I also believe that these programs must do a better job of reducing what one researcher called the "pre-achievement gap" between disadvantaged preschool children and their more advantaged peers -- something, I might add -- that only widens as the child is promoted to more advanced materials without regard for his or her mastery of basic skills.

These programs, and the other important health and nutrition services they provide, can make an enormous difference in the lives of our disadvantaged

children. With our renewed emphasis on high standards and accountability in K-12 education, I believe we must refocus our attention on the quality of early childhood programs and their impact on the earliest -- ***and most important*** -- years of our children's lives.

Today, I am pleased to welcome members of the Administration - Under Secretary Eugene Hickok from the Department of Education and Assistant Secretary Wade Horn from the Department of Health and Human Services. Both will play a major role in developing President Bush's early childhood education agenda.

I am also pleased to welcome representatives from the Head Start and the early childhood academic communities. Tremendous strides have been made in the study of early childhood. I have no doubt that all our panelists will be able to offer us insight into this research and offer recommendations on how to parlay it into a brighter future for our Nation's preschoolers.

With that I would like to recognize Ranking Member Kildee for his opening statement.

APPENDIX B -- STATEMENT OF THE HONORABLE EUGENE W. HICKOK, UNDER SECRETARY, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.

Dr. Eugene W. Hickok
Under Secretary of Education

Testimony Before the

House Committee on Education and the Workforce
Subcommittee on Education Reform

Hearing on

The Dawn of Learning: What's Working in Early Childhood Education
July 31, 2001

Good morning, Mr. Chairman and members of the Subcommittee. It is a pleasure and honor to be with you this morning to testify on the benefits of education for children in their earliest years.

The National Research Council of the National Academy of Sciences in their publication, *Eager to Learn: Educating our Preschoolers*, expresses my thinking best:

> "Historically, there have been two separate and at times conflicting traditions in the United States that can be encapsulated in the terms 'child care' and 'preschool.' A central premise of this report, one that grows directly from the research literature, is that care and education cannot be thought of as separate entities in dealing with young children. Adequate care involves providing quality cognitive stimulation, rich language development, and the facilitation of social, emotional, and motor development...thinking and feeling work in tandem."

This Administration firmly believes in the ability of children -- all children--- even our youngest, to learn. We base this belief on research and practical experience. And that is why First Lady Laura Bush hosted a two-day summit on early childhood cognition last week entitled, *Ready to Read, Ready to Learn.* Joining the President, Mrs. Bush wants America to understand the new

research literature that clearly shows that young children have the ability to access early literacy skills.

This new body of research studies focuses attention on children's exposure to learning opportunities. It calls into question simple notions of child development that do not recognize how our youngest children learn. The research shows us that it is not an easy task to teach a child to read. However, we are coming to understand all the pieces of the puzzle, including the role of parents -- a role that no government program can legislate. For example, a bedtime story to your child tonight is an important part of the prevention against the need for remediation tomorrow.

This new research is so important that Secretary Paige, with Secretary Thompson, announced at the First Lady's early learning summit the formation of a joint HHS-Education taskforce to work on improving the cognitive development aspects in Head Start centers, child care centers, and preschool programs. He emphasized the President's belief that it is critical that we use our existing resources to reach youngsters and show adults how to teach important cognitive learning skills.

Through the presentation of a continuum of research-based effectiveness strategies from birth through age five, the President and First Lady add to the President's K-12 blueprint, "No Child

Left Behind," to present a systemic approach to learning that focuses on preventing academic failure. Unlike past education fads, the leadership and vision of the President and First Lady are steering us on a steady course of research-based approaches to improve children's lives and promote academic success.

The bottom line is that quality preschool programs recognize that cognitive development is as important as social, emotional, and motor development. And, by concentrating on learning in a child's early years, sensitive to that child's developmental stage, early childhood programs are building a foundation that will reap future benefits.

Here also is a little noted yet tremendous benefit to early childhood cognitive development. High-quality preschool programs will help America's teachers tomorrow by preventing the need for remediation in the elementary and high school grades today. Significantly, young children who are at the greatest risk of school failure are more likely to succeed in school if they attend a well-planned, high-quality early childhood program. (National Research Council, Eager to Learn, Educating our Preschoolers, 2000).

Unfortunately, studies have found that while most preschool children in the United States spend at least a portion of their days in care outside the home, they are not in settings of sufficient quality to produce improved learning later on. Again, the National

Research Council warns that our growing understanding of the importance of early education "stands in stark contrast to the disparate system of care and education" available to the nation's preschool children. The report suggests that many children from low-income families are in child care "of such low quality that learning and development...may even be jeopardized."

Because of concern about the quality and availability of early childhood education, the President and the U.S. Department of Education ("Department") are committed to emphasizing the importance of early childhood education, the characteristics of high-quality programs, and the availability of Federal resources to support preschool services. To express our commitment, President Bush has increased funding for preschool programs by $180 million.

As part of this task, the Department is providing information to educators and policymakers about why early education is important and what it takes to ensure that preschoolers' education experiences are of sufficient quality to make a difference in learning, no matter what their developmental stage. One major thrust of that effort is a focus on early literacy or pre-literacy skills and early reading, especially through the President's Early Reading First proposal.

This morning I will review with you the size and the scope of the preschool population we're talking about. Then I'll review more of the literature on the importance of cognitive and language development in early childhood education, as well as the characteristics of excellent preschool programs and where they are happening.

Finally, I want to review with you this Administration's proposal to build a prepared school-aged population by making sure our youngest children are ready to learn ***and are learning***. We believe mastering reading is the key. This is the way we will leave no child behind.

Who's in Child Care

There are several sources of data on the extent of child care in this country and the type of care children receive. In 1995, according to the U.S. Bureau of the Census (Who's Minding the Kids? Child Care Arrangements, October 2000):

- 14.4 million (75 percent) of the 19.3 million children under age 5 were in some form of regular child care arrangement during a typical week.

- Preschoolers spent an average of 28 hours per week in child care; however, more time was spent in child care if the parent worked or went to school (35 hours per week).

Data from the National Center for Education Statistics' Early Childhood Longitudinal Study (America's Kindergartners, 2000) found:

- Four out of five kindergartners in 1997-98 received care from someone other than their parents prior to the year they entered school.

- Among children who received care from someone other than their parents, the majority (69 percent) received care from a center-based program; 24 percent received care from a relative in a private home; and 15 percent received care from a non-relative.

- Once children enter kindergarten, about 50 percent receive care before or after school from someone other than their parents. Care is most often provided in a private home by a relative; center-based care is the second most frequent type of care.

Nationwide, a large percentage (76 percent) of preschool children with employed mothers are regularly cared for by someone other than their parents. For more than half of preschool children with employed mothers, the primary child care provider is not related to the child. Thirty-two percent of children are in center-based child care arrangements (Urban Institute, Child Care Arrangements for Children Under Five, 2000).

According to the National Center for Education Statistics, similar percentages of African-American and white 3- and 4-year-olds were enrolled in center-based programs, while their Hispanic peers were less likely to be enrolled. Three- and 4-year-olds from families with incomes of more than $50,000 were more likely to attend preschool programs than comparable children whose parents earned less than $50,000. Finally, as parents' educational attainment increased, so did the preschool enrollment rates of their children (NCES, Digest of Education Statistics 1999, Indicator 44, Page 122).

Research shows that children who attend high quality child care programs have better language and math skills when entering elementary school than children in low quality child care (Peisner-Feinberg et al., 1999). For example, higher quality child care for very young children (birth to 3) is consistently related to high levels of cognitive and language development. (Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care, National Institute for Child Health and Development Early Child Care Research Network, 1997).

However, only about 20 percent of child care centers are rated as "good" or "excellent." In some States, quality programming may be even harder to find. A four-State study of quality in child care centers found that only one in seven (14%) was rated as good quality. (Cost, Quality and Child Outcomes in Child Care Centers, (Executive Summary) University of Colorado at Denver, 1995)

So, while most preschool children in the United States spend at least a portion of their days in care outside the home, they often are not in settings of sufficient quality to improve later learning results.

What Works in Early Childhood Education?

Now, to get to the heart of the matter, this hearing is tackling the question of what works in early childhood education. While the Department acknowledges that attention in the preschool years to all developmental domains is vital, I would like to discuss our emphasis on early childhood cognitive development and early reading skills here today.

Research now clearly provides direction in these domains, which in the past have been neglected in many preschool settings. The new research sheds light on the kinds of early childhood programs that develop learning results in children. Seven concepts can guide the planning of effective early childhood programs (Dwyer, Chait, and McKee, Building Strong Foundations for Early Learning, November 2000):

1. **Children's pace of development is not uniform.**
2. **Teacher expertise is critical.**
3. **Intensity of participation matters.**

4. **Links with families are essential.**
5. **Early childhood education can benefit all children.**
6. **Continuity sustains positive effects.**
7. **Quality counts.**

Why an Emphasis on Reading?

The Administration is committed to ensuring that every child can read by the third grade. To help meet this goal, the President has proposed the Reading First initiative. We are very pleased by the bipartisan support that this program has received in both the House and the Senate during the reauthorization of the Elementary and Secondary Education Act.

The Reading First initiative gives States both the funding and the tools they need to eliminate children's reading deficiencies. The findings of years of scientific research on reading are now available, and application of this research to the classroom is now possible for all schools in America, including preschool environments. The National Reading Panel issued a report in April 2000 after reviewing

100,000 studies on how students learn to read. The panel concluded:

> ...effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they have learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.

The Reading First initiative builds upon these sound research-based findings.

Where Are Best Practices Being Implemented?

The nation has many examples of programs that work. Texas is one leader in the preschool literacy movement. Recognizing that too many of the State's children enter school not ready for reading and learning and to ensure preschool children have the right kind of experiences that prepare them for school, the Texas legislature appropriated $17 million for pre-reading and language activities in Head Start and early childhood programs in 1999.

One Houston project that is working on ensuring that preschool children have the right kind of experiences is CIRCLE, The Center for Improving the Readiness of Children for Learning and Education. Under the direction of Dr. Susan Landry, Professor of Pediatrics at the University of Texas Medical School at Houston, CIRCLE is using the knowledge gained from 20 years of research with children and their families to help improve preschool education and literacy in Texas. In cooperation with the Texas Education Agency, CIRCLE is:

- conducting workshops and side-by-side training with teachers in Head Start and other early childhood programs to help prepare children for kindergarten;
- identifying age-appropriate tools to evaluate the progress of preschool children in acquiring pre-literacy and language skills; and
- providing training in using the tools for assessment teams in the Texas Even Start programs.

CIRCLE is providing information that can help Head Start and other early childhood programs improve children's language and pre-literacy skills. Helping the children increase such skills as awareness of print, understanding the sounds of letters and increasing their vocabulary will aid in getting the children ready for kindergarten.

The Georgia Pre-kindergarten Program was established in 1993 to provide Georgia's four-year-old children with high-quality preschool experiences. This unique program is expected to serve about 62,500 children this school year. With this statewide pre-kindergarten program, Georgia reaches a higher proportion of four-year-old children than any other state in the nation.

The Pre-kindergarten Program provides children with a foundation of appropriate learning skills and activities that will enable them to be successful in their school experiences. In effect, children are afforded the opportunity to "begin school" and are provided with an appropriate learning environment to increase their cognitive skills while having fun.

The school readiness goals of the Georgia Pre-kindergarten Program are to provide a developmentally appropriate preschool program emphasizing growth in language and literacy, math concepts, science, arts, physical development, and personal and social competence. For example, literacy goals for participants include: understanding and telling stories; recognizing pictures, words, and stories; recognizing ABC s; and understanding that writing is communication.

Georgia State University conducted a longitudinal study comparing 315 at-risk children who participated in the Pre-kindergarten Program to a matched sample of children who did

not. By the end of kindergarten, the participating children surpassed nonparticipating children in five areas of development, promotion to first grade, and attendance. By the completion of first grade, the pre-kindergarten children scored higher on 10 separate measures of academic development and achievement and topped the national average on the Iowa Test of Basic Skills.

What U.S. Department of Education Programs Are Designed to Improve Early Childhood Education?

No Federal program can ever take the place of parents engaged in every aspect of their child's life, including their child's learning. And States have a clear role in providing resources to parents and schools to help their children learn. It is with this philosophy that the Department is promoting a complementary package of programs that focuses on early literacy in the Administration's reauthorization proposal for the Elementary and Secondary Education Act.

Early Reading First. First and foremost in the Department's arsenal is Early Reading First. Early Reading First would complement Reading First State Grants by supporting model programs to develop the academic readiness of preschool-aged children in pre-school programs and Head Start programs that feed

into participating elementary schools. The purpose of this program will be to illustrate on a larger scale recent research findings that children taught pre-reading skills in pre-school can begin learning to read.

Even Start. The Even Start Family Literacy Program supports projects that provide literacy services to both children and parents in low-income families. States and local districts will have access to funds from the new Reading First program for Even Start programs that provide comprehensive, science-based reading programs for parents and their children from birth through age 7.

Title I. With the understanding that for over thirty years the largest elementary and secondary education program administered by the department has not fulfilled its original expectation to close the achievement gap between at-risk students and their more advantaged peers, Title I is being dramatically restructured to hold schools accountable for serving children. Title I now serves 12.5 million children pre k-12. Twelve percent of this population is of kindergarten or preschool age. Title I's new emphasis on early intervention and accountability for reading will help ensure that our largest K-12 investment is well spent.

As the Administration builds on scientific research to begin new programs and remodel old ones, the department is committed to refocus them with an eye toward what we know works. These programs include:

Preschool grants. This program in the Office of Special Education Programs provides formula grants to help States make a free appropriate public education available to all children with disabilities ages 3 through 5. The Preschool Grants program supplements funds provided to States under the Grants to States program and helps to ensure that young children with disabilities are ready to learn when they enter school.

Grants for Infants Toddlers and Their Families. This program makes formula grants to help States implement statewide systems of early intervention services for all eligible children with disabilities from birth through age 2 and their families. These systems help States and local agencies identify and serve children with disabilities early in life when interventions can be most effective in improving educational results.

State Improvement. State improvement grants in the Office of Special Education provide competitive grants to help State

educational agencies reform and improve their systems for providing educational, early intervention, and transitional services to improve results for children with disabilities. This includes their systems for professional development, technical assistance, and dissemination.

Loan Forgiveness for Child Care Providers. In 2001, the Congress appropriated $1 million to the Department for a previously authorized student financial assistance loan forgiveness

Location of the Head Start Program

The President has made clear that he expects much more emphasis on the development of literacy skills in the Head Start program. He has proposed to move Head Start from the Department of Health and Human Services to the Department of Education, where it can be more closely aligned with compensatory education programs such as the Title I programs when Head Start students begin formal schooling. We will deal with this issue appropriately during the next Head Start reauthorization. In the meantime, The Department of Education and the Department of Health and Human Services will coordinate an interagency task force to translate

research on learning readiness into action through Head Start and other programs for preschoolers. Composed of policy and research experts in early childhood development, the task force will identify ways that federally funded preschool programs can be aligned with research on the development of early reading and math skills among preschool-age children.

Conclusion

This concludes my statement. Thank you for the opportunity to speak on this topic. I would be happy to answer any questions.

APPENDIX C -- STATEMENT OF THE HONORABLE WADE F. HORN, ASSISTANT SECRETARY FOR CHILDREN AND FAMILIES, U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, WASHINGTON, D.C.

DEPARTMENT OF HEALTH & HUMAN SERVICES

Statement by

Dr. Wade F. Horn

Assistant Secretary for Children and Families

Department of Health and Human Services

Before the

House Committee on Education and the Workforce,

Education Reform Subcommittee

U.S. House of Representatives

July 31, 2001

Mr. Chairman and members of the subcommittee, I am pleased to appear before you today to share information on the Head Start Program. As the very recently confirmed Assistant Secretary for Children and Families, I would like to convey my strong interest in working with this subcommittee in addressing early childhood development issues.

Head Start is the Nation's largest early childhood education program. Its mission is to help low-income children start school ready to learn by providing a range of comprehensive educational, child development, health, and social services. Since 1965, local Head Start programs across the country have served more than 19 million children. This year's appropriation alone will allow us to serve approximately 916,000 children -- 861,000 in the Head Start program and 55,000 in the Early Head Start program.

In addition to expanding Head Start services to many more children, recent major Head Start initiatives, guided by bipartisan legislation, focused a steady investment of funding on strengthening program quality and increasing staff compensation. The result is classrooms where teachers are better trained and proficient in engaging children individually

and in helping them develop vocabulary, pre-literacy, and social skills.

Complementing the focus on learning is the provision of comprehensive services, such as medical, dental, mental health, and nutrition services, so that children are ready and able to learn. Other key elements of this program include parental involvement and grounding in the community. Over 1,500 public and private nonprofit community agencies, including religious-based organizations, manage Head Start programs, guided by a common framework of national standards and policies.

I believe that we all would agree that Head Start has a long history of success. But if the program is to continue to have a positive impact, we must integrate some of the new research findings about childhood learning into the program. This shift in the focus on learning can -- and should -- be accomplished without sacrificing the comprehensive nature of the program.

President Bush has made clear that he expects much more emphasis on the development of literacy skills in the Head Start program. As part of this initiative, the President has proposed moving Head Start from the Department of Health and Human Services to the Department of Education, where it can be more closely

aligned with compensatory education programs, such as the Title I programs, when Head Start students begin formal schooling. This issue will be addressed appropriately with the Congress during the next reauthorization of the Head Start program.

In the meantime, both the Department of Health and Human Services and the Department of Education will coordinate an interagency task force to translate research on learning readiness into action through Head Start and other programs for preschoolers. The formation of this task force was announced by Secretary Thompson and Secretary Paige at the White House Summit on Early Childhood Cognitive Development that was hosted by the First Lady last week. We are committed to working together to make the President's vision a reality--to ensure that the focus on both child and family literacy becomes an integral part of every Head Start program.

As requested by the subcommittee, my testimony today will focus on recent and planned efforts to integrate emerging research findings into the program in order to improve outcomes for children enrolled in Head Start.

Improving Head Start's Early Education Services

Head Start is implementing the following three core strategies to strengthen teaching, learning and child outcomes in more than 46,000 classrooms nationwide: setting high standards for early childhood education services and child outcomes; training teachers and managers; and establishing partnerships with State and national early literacy initiatives.

Setting high standards for early childhood education services and child outcomes

Every local Head Start program is required to adhere to national Program Performance Standards, which include specific requirements in health and disabilities services, family and community partnerships, and early childhood education. Performance standards in education include requirements that programs select a curriculum that addresses such goals as cognitive development, literacy, numeracy and language development; administer individualized screening and ongoing assessment of each child's learning and development; provide family literacy services to enhance parents' ability to read and contribute to their children's literacy; and work with local elementary schools to help children and families make a successful transition from Head Start into kindergarten.

Additional standards cover class size, adult-child ratios, and teacher training requirements.

To ensure that local programs meet these standards, we conduct rigorous on-site monitoring reviews of every Head Start agency at least once every three years. If program-quality problems are discovered, the local agency is required to correct them or else its funding is terminated and a new community agency is selected to run the Head Start program. Roughly 90 percent of all programs are successful in meeting the Head Start standards. However, we have replaced more than 160 grantees in the last 10 years.

Augmenting the Program Performance Standards and Federal program monitoring is a new Head Start Child Outcomes Framework. Head Start needs to focus more on such indicators of early literacy as children's knowledge of letters. While it is not appropriate to take curricula designed for first grade and use it for four-year-olds, we must challenge ourselves to ensure that when children leave Head Start they know more than only one or two letters, particularly given what we know about the predictive power of letter and number recognition for later school success.

Therefore, under this new initiative, each local Head Start agency is required to gather and analyze assessment data on children's progress and accomplishments in eight domains of early learning and child development and thirteen specific congressionally-mandated indicators of early literacy, language development, and numeracy skills. Programs will use this information to plan improvements in their curricula and teaching - and federal program monitoring teams will begin this year to review program implementation of these new requirements.

Training teachers and managers

Head Start is working to improve the credentials and compensation of teachers, in order to meet the national requirement established in the 1998 reauthorization of the Head Start Act that at least 50 percent of all teachers have a degree in early childhood education by 2003. The percentage of teachers with at least an Associate's degree has increased from 32 percent in 1997 to 41 percent in 2000, supported by an investment of nearly $80 million to pay for training costs and salary increases. In order to attract and retain more highly trained teachers, programs are allocating funds to increase staff compensation and fringe benefits. Over the past decade, teacher salaries have increased from less than $14,000 to an

estimated average of $22,500, and staff turnover is reported at a relatively low and stable rate of less than 10 percent annually.

We also are working with institutions of higher education to align college courses and degree programs with emerging challenges for Head Start teachers, such as the large number of children who enter Head Start from non-English speaking families.

Another major Head Start priority is to strengthen the knowledge and skills of education coordinators and program directors who supervise teachers and make decisions about local program curricula, assessment systems, and ongoing professional development. A National Head Start Child Development Institute convened last year provided training to 3,500 local program managers and supervisors in research-based teaching strategies to foster children's progress in literacy, language development, mathematics, science, and social-emotional development.

In addition, the Head Start Family Literacy Project is providing training and technical assistance to local programs to enhance children's literacy learning in classrooms, adult education for parents, and parent-child interactions in Head Start centers and

at home. We must work to increase the number of parents who read to their children at home on a daily basis -- a key support for the work of preschool and kindergarten teachers. In fact, a critical component of the Family Literacy Project is the focus on collaboration with the Department of Education's newly-expanding Even Start program, public libraries, adult education programs and other related community programs.

Establishing partnerships with state and national early literacy initiatives

Head Start programs are participating in a wide range of efforts to improve children's early literacy learning and school readiness. For example:

- The State of Texas's Head Start Educational Component Grant Program is providing $15 million over two years to improve curricula and teaching in 20 local Head Start programs. Five hundred teachers are receiving training through the University of Texas Health Science Center in research-based strategies to enhance children's language enrichment, print and book awareness, motivation to read, phonological awareness,

letter and early word recognition, and written expression.

- As part of Ohio's Literacy Campaign, local Head Start programs have designated a literacy specialist in each program, and are conducting summer training institutes for nearly 500 teachers, parents, and program directors.

- Several hundred Head Start programs nationwide are participating in HeadsUp! Reading sponsored by the National Head Start Association and RISE Learning Solutions. This 44-hour early-literacy training course is delivered to teachers via satellite television.

At the Federal level, the Head Start program collaborates closely with the Department of Education, emphasizing two areas of common concern: reading readiness and research. For example, the Head Start Bureau has joined with the Department of Education and the Corporation for National Service to disseminate materials on reading readiness.

These initiatives and many others complement and expand the impact of our early education improvement efforts.

I would like to turn now to a brief discussion of what we know about the current status of early childhood education and child outcomes in Head Start.

Research on Head Start Program Quality and Child Outcomes

Head Start serves as a national laboratory for early childhood education, with a research agenda to identify state-of-the-art approaches to assess and accelerate progress on all dimensions of school readiness. Through a strong research agenda, Head Start continues to make progress toward developing an outcome-oriented program.

The Head Start Family and Child Experiences Survey (FACES) is an ongoing longitudinal study of the Head Start program, drawing upon a nationally stratified random sample of 3,200 children. FACES provides, for the first time, the ability for Head Start to examine important aspects of outcomes and quality. Further, we have linked the FACES study with the large Department of Education early childhood longitudinal studies to provide more comprehensive information on Head Start outcomes.

Findings from FACES show that Head Start children start far behind the average child but demonstrated progress in some early literacy skills. In addition, based on both teacher and parent ratings, children in Head Start improve in social skills that are important to success in school, including better interactions with peers and lower rates of problems such as hyperactivity.

However, the average performance of Head Start children remains below national norms of school readiness. The same FACES study showed that Head Start children do not make any gains in letter recognition during their Head Start experience. Therefore, we must do more so that Head Start children enter kindergarten with stronger literacy skills.

Ongoing research will guide further efforts to strengthen Head Start programs, teaching, and partnerships with parents. Research and evaluation efforts will be expanded through a new set of Quality Research Centers that are evaluating the effectiveness of a variety of early literacy curricula and teacher training models in local Head Start programs. These Quality Research Centers will promote the school readiness of

preschool children in Head Start through partnerships between academic researchers and Head Start programs.

Conclusion

While children and families clearly benefit from Head Start's education and comprehensive services, many challenges remain. In order to better prepare Head Start children for their entry into school, we must place a much stronger emphasis on both child and family literacy. We must continue to provide national leadership to Head Start staff, managers, families, and community partners as they work to find better ways to educate each child and support every Head Start family.

As part of this national leadership role, we will continue to draw upon results from ongoing and expanded research. In addition, we will listen to and learn from knowledgeable researchers and educators throughout the country. The White House Summit on Early Childhood Cognitive Development provided an important first step in translating research findings into improvements in early childhood education. As I mentioned earlier, during the proceedings Secretary Thompson joined Secretary Paige in launching a task force to improve early reading and math skills in pre-school programs, including Head

Start, to ensure that research-based strategies are considered as we endeavor to better prepare children for academic success.

I appreciate the opportunity to speak with you and look forward to working closely with the Congress as we continue to improve Head Start in the years ahead.

APPENDIX D -- HANDOUT FROM THE HONORABLE EUGENE W. HICKOK, UNDERSECRETARY, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.

Schedule

Toddler II

Daily Schedule

7:30 A.M. Arrival Time

8:00-9:30 Breakfast

9:45 Bathroom

10:00 Circle Time-Stories

10:15 Art + Crafts

10:45 Outdoor-Indoor Play

11:15 Lunch Preparation

12:00 PM Lunch

12:45 Bathroom

1:00 Naptime

3:00 [redacted] Bathroom

3:15-3:30 Snack

4:00 Recreational Time/TV [redacted]

4:00 - 6:00 P.M.

Children departing for the day.

Schedule

= General Program Day =

7:am - 7:15 am - Health Check Inspection and Greetings for each child entering the center.

7:15 am - 8:am - Free Supervised Play; Toileting

8:am - 9:am - Breakfast

9:30 am - 10:am Circle Time; Salute to the Flag, Songs, Finger Plays, Exercise, Storytime, Conversation time; Nursery Rhymes. (Assembling of Classes for Sp Events)

10 am - 10:15 - Toileting

10:15 - 10:45 - Morning Indoor or Out-Door Activities, Class-room Assignments Walks, Playground, Cutting Exercises; Review of Kindergarten Skills.

11:30 am - Toddlers have their Lunch

11:45 am - 12:00 - Toileting & and Finishing up of Morning Paper work. Cots are being put down for Nap-time.

12:30 - Toddlers are ready for Nap-Time

12:30 - Pre-schoolers are ready for their Lunch.

1:15 pm - Toileting

1:30 pm - 2:30 pm - Wake-up, Toileting

3:00 pm - Snack-Time (Afternoon)

3:30 pm - 5:30 pm - InDoor - OUT Door Free Play. (Blocks, Puzzles, Coloring Games, Story Time, Arts & Crafts

APPENDIX E -- JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION ARTICLE SUBMITTED FOR THE RECORD BY REPRESENTATIVE RON KIND

ORIGINAL CONTRIBUTION

Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest

A 15-Year Follow-up of Low-Income Children in Public Schools

Arthur J. Reynolds, PhD
Judy A. Temple, PhD
Dylan L. Robertson
Emily A. Mann, MSSW

Context Most studies of the long-term effects of early childhood educational interventions are of demonstration programs rather than large-scale public programs. Previous studies of one of the oldest federally funded preschool programs have reported positive effects on school performance, but effects on educational attainment and crime are unknown.

Objective To determine the long-term effectiveness of a federal center-based preschool and school–based intervention program for urban low-income children.

Design, Setting, and Participants Fifteen-year follow-up of a nonrandomized, matched-group cohort of 1539 low-income, mostly black children born in 1980 and enrolled in alternative early childhood programs in 25 sites in Chicago, Ill.

Interventions The Chicago Child-Parent Center (CPC) Program (n=989 children) provides comprehensive education, family, and health services and includes half-day preschool at ages 3 to 4 years, half- or full-day kindergarten, and school-age services in linked elementary schools at ages 6 to 9 years. The comparison group (n=550) consisted of children who participated in alternative early childhood programs (full-day kindergarten): 374 in the preschool comparison group from 5 randomly selected schools plus 2 others that provided full-day kindergarten and additional instructional resources and 176 who attended full-day kindergartens in 6 CPCs without preschool participation.

Main Outcome Measures Rates of high school completion and school dropout by age 20 years, juvenile arrests for violent and nonviolent offenses, and grade retention and special education placement by age 18 years.

Results Relative to the preschool comparison group and adjusted for several covariates, children who participated in the preschool intervention for 1 or 2 years had a higher rate of high school completion (49.7 % vs 38.5%; P=.01); more years of completed education (10.6 vs 10.2; P=.03); and lower rates of juvenile arrest (16.9% vs 25.1%; P=.003), violent arrests (9.0% vs 15.3%; P=.002), and school dropout (46.7% vs 55.0%; P=.047). Both preschool and school-age participation were significantly associated with lower rates of grade retention and special education services. The effects of preschool participation on educational attainment were greater for boys than girls, especially in reducing school dropout rates (P=.03). Relative to less extensive participation, children with extended program participation from preschool through second or third grade also experienced lower rates of grade retention (21.9% vs 32.3%; P=.001) and special education (13.5% vs 20.7%; P=.004).

Conclusions Participation in an established early childhood intervention for low-income children was associated with better educational and social outcomes up to age 20 years. These findings are among the strongest evidence that established programs administered through public schools can promote children's long-term success.

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EARLY EDUCATIONAL INTERVENTIONS during the preschool years are widely touted as an effective way to prevent learning difficulties and to promote healthy development. Preschool programs are central to many human service reforms. State and local expenditures for preschool exceed $15 billion annually, and they are expected to continue to increase.[1] Advances in the neuroscience of brain development have further accelerated interest and investments in the early years of life.[2,3]

The main attraction of early childhood programs is their potential for prevention and cost-effectiveness.[4,5] In the past 2 decades, many studies have demonstrated the positive effects of participation in early intervention for school readiness, health status, academic achievement, reduced need for grade retention, and special education services.[6-8] Evidence is emerging for delinquency prevention and higher educational attainment.[9-11] Yet several limitations remain that reduce confidence in the implications of findings for policy making.

First, most evidence for the link between preschool participation and its

For editorial comment see p 2378.

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long-term effects on child health and development comes from model demonstration programs rather than established programs implemented by school districts and human service agencies.[12] Although research on model programs provides crucial information concerning what effects are possible under the most controlled conditions, evidence from larger-scale, institutionalized programs can better assess the effectiveness of the existing state and federal investments.

A second limitation of the existing research is that few studies of program impact have been conducted in inner cities with high concentrations of neighborhood and family poverty. Beginning with Head Start, preschool programs were designed to benefit children at highest risk of school failure. Given increasing concentrations of social disadvantage in many urban settings,[13] corresponding evidence about the compensatory effects of early childhood programs is warranted.

Finally, the impact of the length of participation has not been systematically investigated. Previous studies do not have sufficient sample sizes and variation in length of participation to investigate this issue. Knowledge about the added value of programs that continue into the primary grades may reveal, for example, the extent to which the fading effects of intervention on some outcomes can be moderated or reversed.[7,14]

In this report, we present evidence from the Chicago Longitudinal Study on the long-term effects of a preventive intervention called the Chicago Child-Parent Center (CPC) program.[12,15] Located in 24 centers in high-poverty neighborhoods, this ESEA (Elementary and Secondary Education Act) Title I program began in 1967 and is the country's second oldest (after Head Start) federal preschool program and the oldest extended early intervention. We investigated the link between program participation and educational attainment by age 20 years, official juvenile arrests by age 18 years, and need for school remedial services. Earlier studies have found that program participation beginning in preschool is significantly associated with greater cognitive skills at school entry, higher school achievement in elementary school, and reduced rates of grade retention and special education by early adolescence.[12,16,17] The duration of program participation also is positively associated with school performance.[16] We expected this pattern of results would lead to higher rates of school completion and decreased likelihood of juvenile crime and remedial services.

METHODS

Sample and Design

Data are from the Chicago Longitudinal Study, a prospective investigation that tracks the well-being of a same-age cohort of 1539 low-income minority children (93% black and 7% Hispanic) born in 1980 who attended early childhood programs in 25 sites in 1985-1986.[15] Since 1985, data have been collected yearly on educational and family experiences from school records and participant surveys. The original sample included the entire cohort of 989 children who completed preschool and kindergarten in all 20 CPCs with combined programs. School-age services are provided in first to third grades in schools affiliated with the centers. The comparison group of 550 children in this nonrandomized cohort design participated in alternative early childhood programs (full-day kindergarten). The preschool comparison group included 374 children comprising the entire kindergarten class in 5 randomly selected schools plus 2 others that provided full-day kindergarten and additional instructional resources (23% enrolled in Head Start). An additional 176 children attended full-day kindergartens in 6 CPCs without preschool participation. They were eligible to receive some program services (ie, parent resources) but were located in separate classrooms. Because these 2 groups had similar demographic profiles, they were combined for analysis.

The intervention group was matched on age of kindergarten entry, eligibility for and participation in government-funded programs, and neighborhood and family poverty.[12,15] *Neighborhood poverty* is defined as residence in a Title I school attendance area. *Family poverty* is defined as eligibility for the subsidized lunch program (130% of the federal poverty level). All intervention and comparison group children were eligible and participated in the study under informed consent. The legal and ethical requirements to serve children most in need prevented random assignment in this established program. The study was approved by the institutional review board at the University of Wisconsin-Madison.

The design of the study assessed the impact of 3 measures of CPC participation. For preschool participation, children entering the program at ages 3 or 4 years (original cohort, n=989) were compared with all other children in the study who did not participate in CPC preschool but had the alternative full-day kindergarten (preschool comparison group, n=550; TABLE 1). The effects of school-age intervention, which was available to any child attending a program school, were estimated by comparing children participating for at least 1 year from first to third grade regardless of whether they participated in preschool (n=850) with those with no participation in the school-age program (school-age comparison group, n=689). The effects of each program component were estimated while controlling for the influence of the other. The effects of participation in extended intervention were estimated by comparing children who entered the CPCs in preschool and continued their participation through second or third grade (for 4-6 years, n=553) with all other children with less participation in either preschool or first to third grades (nonextended intervention group, 1-4 years, n=602). The pattern of participation and postprogram data collection are shown in Table 1.

The validity of the estimated intervention effects is strengthened by the following study features. First, most children in the preschool and school-age comparison groups did not enroll in the program because they did not live in the attendance area of the CPCs. Thus, home

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residency rather than parent interest determined their participation. Second, by comparing groups that received different intervention services, findings in this report estimate the value added by the CPC program above and beyond participation in more typical programs. Third, to assess the impact of extended vs nonextended participation, results of word analysis skill tests at the end of kindergarten were used as a control variable. Finally, previous studies of this project[16,18] support the equivalence of the program groups and show no evidence of selection bias that would alter findings. Accordingly, confidence is high that the group differences reflect true program effects.[19]

Table 1. Patterns of Participation of Original Intervention and Comparison Groups in the Chicago Longitudinal Study

Study Category	Preschool Intervention Group†	Comparison Group†
Program Participants' Characteristics at Study Start*		
No. of cases with preschool participation	989	0
Years in preschool (0-2)	1.55	0.0
No. of cases with kindergarten participation	989	550
Years in full/half-day kindergarten	1.0	1.0
Full-day kindergarten, %	59.9	100.0
No. of cases with school-age participation	684	166
Years of school-age program (0-3)	1.43	0.68
School-age participation, %	69.2	30.2
No. of cases with extended program participation (4-6 y)	553	0
Extended participation, %	55.9	0.0
Total years of program (0-6)	3.95	0.68
No. of Lost Cases in Postprogram Years		
Moved‡		
From ages 6-9 y	67	51
From ages 10-14 y	146	101
Child death	4	6
Follow-up Study Characteristics of Participants at Age 15-20 Years, No. of Cases With Data		
School records of remedial services	837	444
Juvenile court records	911	493
Educational attainment		
School dropout	837	444
High school completion	807	426
Highest grade completed through high school	805	421

*Cases for program participation are at the beginning of the study.
†Values for the preschool comparison group include participation in an alternative full-day kindergarten. One hundred seventy-six comparison-group cases were eligible to receive limited services in the Child-Parent Center kindergarten but enrolled in different classrooms. Some comparison-group cases participated in a school-age program because it was open to any child who enrolled in the program schools in first to third grades. Fifteen children in the preschool groups enrolled in the alternative full-day kindergarten.
‡Some of those children moving away by age 14 years were included in the follow-up study.

Follow-up Study and Comparability of Intervention Groups

At age 20 years, 83.2% of the original sample (n=1281) had data on educational attainment (84.6% and 80.7%, respectively, for the preschool and comparison groups) with no evidence of selective attrition in this study or previously.[12,17] Rates of sample recovery were even higher for juvenile court records. As shown in TABLE 2, both the age 20 follow-up samples and original sample were similar on many child and family characteristics. The characteristics were measured from school records and family surveys up to age 12 years. The means of the risk index, a sum of 6 dichotomous factors associated with lower child health and with cumulative effects of child risk factors on later outcomes in many previous studies[20,21] (ie, low parent education [parents did not complete high school], neighborhood poverty [≥60% of children in attendance area reside in low-income families], low family income [eligibility for the subsidized lunch program], single-parent family status, not employed full- or part-time [parent report of less than full-time employment], and large family size [≥4 children in the family as reported by parents]) were equal between groups. Extended and school-age intervention groups showed similar patterns. Consistent with developmental research, the risk index provides a summary measure of the cumulative effects of child risk factors on later outcomes.[20,21] It was significantly associated with all but 1 child outcome. Rates of reported child abuse and neglect and births to teenage mothers also were similar between groups. Among the age 20 follow-up samples, the CPC preschool group had a higher proportion of girls and parents who had completed high school and fewer siblings. Alternatively, the preschool group was more likely than the comparison group to reside in higher-poverty neighborhoods and had higher unemployment rates. The latter differences are the result of the centers being located in the most disadvantaged neighborhoods, leading to conservative estimates of effects.

Intervention

The CPC is described fully in previous reports.[12,16] It provides educational and family-support services to children ages 3 to 9 years (preschool to second or third grade). The centers serve 100 to 150 three- to five-year-olds in separate facilities or in wings of neighborhood schools. The centers are located in the poorest neighborhoods in Chicago. The mean rate of family poverty in 1989 for the community areas serving the CPCs was 41% compared with 17% for other areas of the city.[12] Each center is directed by a head teacher and 2 coordinators. The parent-resource teacher coordinates the family-support component. The school-community representative provides outreach to families. The eligibility criteria for the program are (1) residence in a high-poverty (Title I)

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Table 2. Equivalence of Intervention and Comparison Groups on Selected Attributes for the Age 20 Follow-up Study and Original Sample

Child/Family Attribute	Age 20 Follow-up Sample (n = 1281)* Preschool Intervention Group (n = 837)	Comparison Group (n = 444)	P Value	Original Sample (n = 1539) P Value
Female child, %	52.9	46.8	.04	.11
Black, %	94.1	92.8	.34	.95
High school poverty (>59%), %†	77.9	72.3	.03	.04
School stability (>5 y in Chicago schools), %	92.2	91.0	.44	.08
Risk index (0-6), mean (SD)	3.6 (1.3)	3.6 (1.4)	.55	.09
Child eligible for subsidized meals), %‡	92.7	92.9	.93	.79
Parent(s) completed high school, %†	66.1	59.8	.048	.02
Single-parent status, %†	70.4	66.1	.17	.27
Parent(s) not employed full- or part-time, %†	52.5	48.9	.30	.61
Missing parent education or meals, %†	24.9	29.6	.28	.04
No. of siblings, mean†	2.6	2.8	.007	.04
Parent(s) <age 20 y at child's birth, %	23.4	19.2	.14	.25
Child abuse or neglect by age 4 y (indicated report), %	1.0	1.4	.52	.95
Census-track poverty, age 4 y, mean (SD)§	46.1 (13.9)	39.9 (11.8)	0	0
Census-track of parent unemployment, age 4 y, mean (SD)§	24.4 (6.0)	22.8 (5.0)	0	0

*Data for age 20 follow-up sample collected from preschool to age 12 years. *P* values show the significance of mean (or percentage) group differences for age 20 and original sample. The preschool comparison group participated in an alternative full-day kindergarten but no Child-Parent Center preschool participation. School-age and extended intervention groups had similar profiles as the preschool intervention group.
†Variable included in risk index. Sample sizes vary by factor. Each variable in the risk index was coded as a negative indicator. Number of siblings was converted to 4 or more children for the risk index.
‡Low family income is eligibility for the subsidized lunch program (<130% of federal poverty level).
§Census information is the mean of 1980 and 1990 data. High school poverty is defined as residence in a school area in which 60% or more children live in families with low income.

school area, (2) demonstration of educational need due to poverty and associated factors as assessed by a screening interview and community outreach by center staff, and (3) parent(s) agree to participate. Rates of participation exceeded 80%, as the program was located in areas not being served by other preschool programs.

The intervention emphasizes the acquisition of basic skills in language arts and math through relatively structured but diverse learning experiences (eg, whole class, small groups). After full-day or part-day kindergarten, continuing services are provided in the affiliated schools under the direction of the curriculum parent-resource teacher.[12] Participation in the school-age intervention is open to any child in the school, either in first and second grade in 14 sites or first through third grade in 6 sites.

The following features are central to the program: (1) a structured set of learning activities as described in the instructional guide[22]; (2) low child to teacher ratios in preschool (17 to 2) and kindergarten (25 to 2); (3) a multifaceted parent program that includes participating in activities in the parent resource room with other parents (eg, educational workshops, reading groups, and craft projects), volunteering in the classroom, attending school events and field trips, and completing high school; (4) outreach activities including resource mobilization, home visitation, and enrollment of children; (5) ongoing staff development; (6) health and nutrition services, including health screening, speech therapy, and nursing and meal services; and (7) comprehensive school-age services to support the school transition through reduced class sizes (25 from ≥35 children), the addition of teacher aides, parent-program activities, extra instructional supplies, and coordinated instructional activities. The mean per-child expenditures in 1996 for 1 year of preschool and 1 year of school-age participation are $4350 and $15.00.[12]

Outcome Variables

Indicators of Educational Attainment. Three measures of educational attainment of youth by age 20 years (mean 19.7 years, January 2000) were included. These measures were extracted from administrative records in all schools youth attended and were supplemented by interviews with family members. High school completion measured whether youth completed their secondary education with an official diploma or were awarded a General Education Diploma (GED). All others, including those who remained in high school, were coded as "noncompleters." Highest grade completed was an ordinal indicator of educational attainment: the minimum value was 6 and the maximum value was 12 (graduation or GED). School dropout measured whether youth left formal education in an elementary school or in a diploma-granting high school prior to graduation for any reason other than school transfer. Youth who enrolled in a GED or equivalent program were coded as "dropouts." Graduates and active high school students were coded as "nondropouts."

Official Juvenile Arrests. Several indicators of juvenile arrests reported to the Cook County Juvenile Court and 2 other locations were analyzed. These arrests occurred between ages 10 and 18 years (from 1990 to 1998). They consist of formal petitions for youth who are arrested on criminal charges and go before a judge. Some petitions result in warnings or referrals to social service agencies. The indicators were the incidence of juvenile arrest (≥1 arrest), the

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incidence of multiple arrests (≥2 arrests), and the number of arrests. Arrests were further divided into those involving violent offenses (eg, assault, robbery) and nonviolent offenses (eg, property theft, drug possession). Data were collected through record searches at the juvenile court in spring and summer of 1999 without knowledge of youths' program participation. Searches were repeated twice for 5% random samples and verified against computer records. To be included in the analysis, youth had to reside in Chicago at age 10 years or older. The number of arrests ranged from 0 to 15 and included up to 38 individual charges. Property offenses were the most common, followed by violent and drug offenses.

School Remedial Services. Two cumulative measures of school-related competency indexed the receipt of remedial services. Data came from school administrative records. *Incidence of grade retention* was defined as whether children repeated a grade from kindergarten through the eighth grade (age 15 years) because of failure to meet minimum levels of performance.[23] Once in high school, students are no longer formally retained in grade. Special education services were measured in 2 ways: number of years children received special education services from ages 6 to 18 years (grades 1-12) and incidence (any and ≥2) of special education services. Most children receiving special education services participated in the regular school program. The most frequent categories of placement (based in part on federal definitions) were specific learning disability, behavioral disorder, and speech and language impairments.[24]

Statistical Analysis

Following previous analyses in this project,[17,25] intervention effects were estimated by probit and negative binomial regression within an alternative-program design. First, the impact of CPC preschool participation (1 or 2 years vs 0) and school-age participation (1-3 years vs 0) were assessed by including 2 dummy variables in the model. Second, the effects of participation in the extended intervention were assessed by estimating regressions with a dummy variable indicating children's participation for 4 to 6 years (preschool starting at age 3 or 4 years to second or third grade) vs nonextended participation for 1 to 4 years (all other children with any preschool or school-age participation). Analyses that included children with 0 years of participation or with only preschool participation yielded similar estimates of extended participation. Adjusted coefficients and group differences denote effects above and beyond the influence of the covariates. The covariates were sex of child, race/ethnicity, risk index, earlier/later program participation, and 20 dummy variables representing the sites of the program. All have demonstrated significant associations with child outcomes in previous studies. The program site indicators measure the local influences associated with attendance in a particular center. Results were unaffected by alternative covariate specifications, such as the individual risk indicators entered separately, and the addition of other indicators of family and neighborhood disadvantage (Table 1). To assess the effects of extended program participation, word analysis score results at the end of kindergarten on the Iowa Tests of Basic Skills were included.[26]

Probit regression analysis was used to estimate coefficients for the dichotomous outcomes of educational attainment (high school completion and school dropout) and the incidence of juvenile arrests, grade retention, and special education placement. Negative binomial regression analysis was used for the outcomes based on count data, including the number of years receiving special education services, the number of arrests (total, violent, and nonviolent), and the highest grade completed (with upper truncation). To enhance interpretability, the coefficients from these analyses were transformed to marginal effects using LIMDEP.[27] Consistent with previous studies,[12,17] corrections for nonrandom attrition and clustering (random-effects model) proved unnecessary and did not affect estimates. Similarly, no significant across-equation correlations were detected in models estimating the presence of selection bias into or out of the program. Following previous analyses, interaction terms were tested for program by sex of child, neighborhood poverty, and the risk index.

RESULTS

Educational Attainment

Preschool Participation. Relative to the preschool comparison group and adjusting for the covariates, including school-age participation, preschool participants had a significantly higher rate of high school completion at age 20 years (49.7% vs 38.5%, $P=.01$) and a lower rate of school dropout (46.7% vs 55.0%, $P=.047$; TABLE 3). Preschool participants also completed more years of education than the comparison group (10.6 vs 10.2 years, $P=.03$).

Boys benefitted from preschool participation more than girls, but only for school dropout was the program by sex of child interaction significant ($P=.03$). Adjusted rates of school dropout between groups were substantially lower for boys (51.0% vs 67.7%, $P=.004$) but not for girls (42.4% vs 41.7%, $P=.90$). This finding is notable given that black males are at highest risk of school failure. Differences in rates of high school completion between groups also favored boys (42.6% vs 29.0%, $P=.02$) over girls (56.5% vs 48.0%, $P=.17$).

School-Age Participation. Relative to the school-age comparison group and controlling for other model variables, including preschool participation, school-age participation was not associated with any measure of educational attainment (Table 3).

Extended Program Participation. Although children with extended intervention for 4 to 6 years had the highest levels of educational attainment, these higher levels were, on average, not significantly different from children with nonextended program participation ($P=.19$; TABLE 4). School dropout rates for program participants were significantly lower than the nonextended group in the highest poverty neighborhoods ($P=.048$).

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Official Juvenile Arrests

Preschool Participation. Preschool participation was associated with a significantly lower rate and number of juvenile arrests. The adjusted rate of arrest was 16.9% for the preschool group and 25.1% for the preschool comparison group ($P = .003$; Table 3). Preschool participants also had a lower rate of multiple arrests (9.5% vs 12.8%, $P = .01$) and violent arrests (9.0% vs 15.3%, $P = .002$). No differences in effects were detected by sex of child, risk index, and neighborhood poverty.

School-Age Participation. Unlike preschool participation, school-age participation was not associated with lower arrest rates or with fewer arrests for any measure (Table 3).

Extended Program Participation. Relative to nonextended participation, extended participation was marginally associated with only a lower rate of violent arrests ($P = .09$; Table 4). Rates of multiple violent arrests for participants were significantly lower than those of the nonextended group at higher levels of the risk index ($P = .03$).

School Remedial Services

Preschool Participation. Relative to the preschool comparison group, preschool participation was associated with significantly lower rates of grade retention (23.0% vs 38.4%; $P < .001$; Table 3) and special education placement (14.4% vs 24.6%, $P < .001$). Moreover, the program group spent, on average, 0.7 years in special education compared with 1.4 years for comparison counterparts.

School-Age Participation. As shown in Table 3, participation in the school-age program for at least 1 year was associated with significantly lower rates of special education (15.4% vs 21.3%, $P = .02$), multiple years of special education (13.9% vs 18.4%, $P = .01$), and grade retention (23.8% vs 34.3%, $P = .001$).

Extended Program Participation. As shown in Table 4, participation in the extended program was associated with lower rates of grade retention (21.9% vs 32.3%, $P = .001$) and 2 of the 3 measures of special education placement, including any placement (13.5% vs 20.7%, $P = .004$), above and beyond less extensive participation. Children with 5 or 6 years of participation had the lowest rates of remediation.

COMMENT

This study makes 3 contributions to the literature on child health and development. First, as one of the most comprehensive longitudinal studies of a large-scale early intervention on education and crime, the finding that preschool participation was associated with a significantly higher rate of school completion demonstrates that established public programs can have a positive impact through early adulthood. To date, almost all evidence for the effects of early intervention on educational attainment comes from model programs rather than large-scale programs.[6,8,10] The largest increases in educational attainment (especially dropout rates) occurred for boys

Table 3. Adjusted Means and Differences for Child-Parent Center (CPC) Preschool and School-Age Intervention Groups*

	Preschool†				School-Age‡			
Outcome Measures	Intervention (n = 837)	Comparison (n = 444)	Difference	P Value	Intervention (n = 729)	Comparison (n = 552)	Difference	P Value
Educational attainment by age 20 y								
High school completion, %	49.7	38.5	11.2	.01	46.0	45.6	0.4	.91
School dropout, %	46.7	55.0	−8.3	.047	49.8	49.6	0.2	.96
Highest grade completed (7-12)	10.56	10.21	0.35	.03	10.44	10.43	0.01	.96
Juvenile arrests by age 18 y§								
Any arrest, %	16.9	25.1	−8.2	.003	19.8	19.8	0.0	.99
≥2 arrests, %	9.5	12.8	−3.3	.01	10.4	11.0	−0.6	.62
No. of arrests	0.45	0.78	−0.33	.02	0.56	0.58	−0.02	.84
Any violent arrest, %	9.0	15.3	−6.3	.002	10.8	11.8	1.0	.58
≥2 violent arrests, %	4.7	7.6	−2.9	.008	5.9	5.4	0.5	.60
No. of violent arrests, %	0.22	0.35	−0.13	.02	0.28	0.25	0.03	.64
Any nonviolent arrest, %	14.4	19.2	−4.8	.02	16.3	15.9	0.4	.81
≥2 nonviolent arrests, %	9.6	12.6	−3.0	.02	11.0	10.3	0.7	.52
No. of nonviolent arrests	0.49	0.83	−0.34	.03	0.59	0.63	−0.04	.74
School remedial services								
Grade retention by age 15 y, %	23.0	38.4	−15.4	<.001	23.8	34.3	−10.5	.001
Special education by age 18 y, %	14.4	24.6	−10.2	<.001	15.4	21.3	−5.9	.02
≥2 years in special education, %	12.9	21.3	−8.4	<.001	13.9	18.4	−4.5	.01
Years in special education from ages 6-18 y, No.	0.73	1.43	−0.70	.06	0.76	1.24	−0.48	.08

*Coefficients are from probit and negative binomial regression analysis transformed to marginal effects, and they are adjusted for earlier/later (preschool or school-age) program participation, sex of child, risk index, program sites, and race/ethnicity. Means for dichotomous variables are percentages. The P value is the probability level of the adjusted mean (percentage) difference. Sample sizes are for the outcomes of educational attainment and school remedial services.
†The preschool comparison group included all children who did not enroll in CPC preschool regardless of their school-age participation.
‡The school-age comparison group included all children who did not enroll in the school-age intervention (at any time) regardless of their preschool participation.
§The sample size for juvenile arrests was 1404 (911 and 493 for preschool and comparison groups, and 811 and 593 for school-age and comparison groups).

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in the program. This may be explained by the finding that boys experienced a greater cognitive advantage at age 5 from preschool participation,[12,18] culminating in larger educational benefits.

The second major contribution was the finding that participation in CPC preschool was associated with significantly lower rates of juvenile arrest. This is the only study of a contemporary preschool intervention reporting crime prevention effects. Preschool participants had lower rates of arrest and multiple arrest for all types of offenses. Given the high costs of treatment and incarceration,[28,29] the results of this study reinforce those of model programs[10,30,31] and demonstrate the value of public programs in reducing delinquency.

Third, participation in the extended childhood intervention program was associated with lower rates of special education and grade retention by late adolescence. Consistent with previous studies of the project,[12,17] programs that extend into the primary grades can enhance school performance above and beyond less extensive intervention. That extended intervention was not significantly associated with educational attainment and official arrests suggests some limits to its long-term benefits. This may be due to the less intensive services of the school-age intervention as well to the conservative bias of the comparisons made. The nonextended group had some intervention exposure and was enrolled in school full-time. Nevertheless, participants in extended intervention consistently outperformed their comparison counterparts and had the highest levels of performance across outcomes.

As preventive interventions, the Chicago CPCs and others like it have advantages over other programs. They generally provide greater levels of intensity, longer durations, and comprehensive services. These attributes make it more likely that child outcomes will be improved.[32] The demonstrated impact on education attainment is especially significant given its link to health status and lower disease risk.[33,34] Given that the annual cost to society of school dropout and crime is estimated at $350 billion,[4,28] study findings suggest that the benefits to society of program participation can exceed costs.[35]

Table 4. Adjusted Means and Differences for Extended Intervention and Nonextended Intervention Groups*

Outcome Measure	Extended Intervention Group (n = 491)†	Nonextended Intervention Group (n = 480)†	Difference	P Value
Educational attainment by age 20 y				
High school completion, %	48.7	44.0	4.7	.19
School dropout, %	46.9	51.5	−4.6	.19
Highest grade completed (7-12)	10.63	10.44	0.19	.16
Juvenile arrests by age 18 y‡				
Any arrest, %	19.2	20.1	−0.9	.73
≥2 arrests, %	10.0	11.0	−1.0	.43
No. of arrests	0.48	0.62	−0.14	.32
Any violent arrest, %	9.3	12.4	−3.1	.09
≥2 violent arrests, %	4.9	6.2	−1.3	.19
No. of violent arrests	0.21	0.30	−0.09	.40
Any nonviolent arrest, %	15.2	16.6	−1.4	.43
≥2 nonviolent arrests, %	10.2	11.0	−0.8	.49
No. of nonviolent arrests	0.48	0.69	−0.21	.29
School remedial services				
Grade retention by age 15 y, %	21.9	32.3	−10.4	.001
Special education by age 18 y, %	13.5	20.7	−7.2	.004
≥2 years of special education by age 18 y, %	12.7	17.8	−5.1	.008
Years in special education from ages 6-18 y	0.56	1.23	−0.67	.08

*Coefficients are from probit and negative binomial regression analysis transformed to marginal effects, and they are adjusted for sex of child, race/ethnicity, the risk index, program sites, and word analysis achievement scores at the end of kindergarten. Means for dichotomous variables are percentages. The *P* value is the probability level of the adjusted mean (percentage) difference. Sample sizes reported are for the educational attainment and school remedial services sample. They were larger for juvenile arrests.

†The extended intervention group participated in Child-Parent Center (CPC) preschool for 1 or 2 years, kindergarten, and 2 or 3 years of the school-age intervention (4-6 years of participation). The nonextended intervention group includes all other children who participated in the CPC program from 1 to 4 years. Comparison groups that included children with 0 years of intervention or children with only CPC preschool yielded the same pattern of findings.

‡The sample size for juvenile arrests was 1067 (n = 540 for extended program group and n = 527 for the nonextended group).

While the results demonstrate the long-term benefits of early intervention, they also show the limits of intervention in meeting children's educational needs. Like earlier studies, rates of school dropout and delinquency for program participants are substantially higher than for children nationally. Although early intervention can provide a stronger foundation for learning than would otherwise be expected, it alone cannot ameliorate the effects of continuing disadvantages children may face.

Three limitations of this study are notable. The first is that while selection bias into the program appeared to be controlled, a randomized design would have further strengthened inferences as would have additional preschool baseline measures. Several study features and results, however, increase confidence in the validity of findings. Groups were reasonably well matched at the beginning of the study. Some of the differences that did exist (eg, neighborhood poverty) worked against the program group; others were included in the analysis. In addition, unlike many previous studies, comparison groups participated in an alternative early childhood program, generating more conservative estimates. Finally, extensive analyses of selection bias with alternative covariates and comparison groups have been conducted and findings continue to be robust.[12,17,18]

Another limitation concerns measurement of 2 outcomes. Official juvenile arrests is only 1 indicator of crime. Convictions and sentencing were not measured. Alternative measures, such as self-reports and school reports, have led to

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different estimates.[36] Nevertheless, juvenile arrests are important predictors of adult crime. Second, educational attainment is likely to change as young adults reenter educational institutions. This process will continue to be monitored.

The third limitation is that while the findings of the study are more generalizable to contemporary federal and state programs than previous studies, they should be applied cautiously outside large urban cities with high proportions of black children. While the CPC program has a history of successful implementation in public schools, very few programs other than Head Start have this implementation experience.

One major question outstanding is the mechanisms that explain the link between program participation and later outcomes. Three seem likely given the program goals.[12] One is that participation leads to cognitive advantages at school entry that increased educational and social success. A second is that program participation enhances family support behaviors on behalf of children that promote well-being. The third is that program graduates attain higher levels of success because of the school support they experience in the years after the program, either by attending higher-quality schools or having fewer school moves.[36,37] Previous studies support the credibility of these hypotheses,[10,38] and they deserve further investigation.

This study indicates that public investments in early educational programs in the first decade of life can contribute positively to children's later success. Replication and extension of findings to other locations and samples will further strengthen confidence in the benefits of large-scale preventive interventions for young children.

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Acquisition of data: Reynolds, Robertson, Mann.
Analysis and interpretation of data: Reynolds, Temple, Robertson, Mann.
Drafting of the manuscript: Reynolds, Temple.
Critical revision of the manuscript for important intellectual content: Reynolds, Temple, Robertson, Mann.
Statistical expertise: Reynolds, Temple.
Obtained funding: Reynolds, Temple.
Administrative, technical, or material support: Reynolds, Temple, Robertson, Mann.
Study supervision: Reynolds, Temple.
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APPENDIX F -- STATEMENT OF RON HERNDON, CHAIR, NATIONAL HEAD START ASSOCIATION BOARD, ALBINA HEAD STAR, PORTLAND, OREGON

Before the
COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON EDUCATION REFORM
UNITED STATES HOUSE OF REPRESENTATIVES

July 31, 2001
10:00 AM

Testimony of
Ron Herndon
Chair of the Board,
National Head Start Association
1651 Prince Street
Alexandria, VA 22314

Good morning Mr. Chairman, distinguished members of the committee, fellow witnesses, and honored guests. My name is Ron Herndon. I am the Chair of the National Head Start Association Board of Directors.

The National Head Start Association (NHSA) is a private, non-profit membership organization that is exclusively dedicated to meeting the needs of Head Start children and their families. The Association provides support for the Head Start family by advocating for policies which will provide high quality services to children and their families, by providing extensive training and professional development services to all Head Start staff, and by developing and disseminating research, information, and resources that impact child and family-oriented legislation and Head Start program delivery. Like the Head Start program, NHSA has a long and respected history of speaking for the interests of low-income children and families.

It is indeed an honor and a pleasure for me to come before you today to testify on a topic as vital to the success of so many children and families as early childhood education. I have been asked to focus on what is working in early childhood education and what improvements should be made to federal early childhood programs like Head Start.

I commend you, Mr. Chairman and members of the committee for demonstrating the commitment on this important topic by holding this hearing, continuing the momentum of The White House Summit on Early Childhood Cognitive Development held last week.

What Works

For the past 36 years, several factors have led to Head Start's success of getting children and families ready for school and ready to succeed.

First is local flexibility -- **Flexibility** that allows programs to best meet the needs of children and families through standards of performance and outcome, including educational outcomes, but to meet the standards in a method as determined by local community assessments and resources. Across the country, standards and outcomes are not met by one method, one system, or one curriculum predetermined at a federal level. Despite more than 250 performance standards which set parameters for the program, Head Start's success is not the result of a "cookie-cutter" approach. Programs have the flexibility to use local resources and approaches to meet those standards of performance.

Another factor is parent involvement. Parent involvement goes beyond meeting with a parent to discuss his or her child. It extends to program governance, to volunteer opportunities in the program and classroom, and to training opportunities for parents to broaden not only their parenting skills but also their life, education, and job skills. With parent involvement, Head Start takes a whole-

Funding is critical to the future growth in Head Start quality and expansion. While I understand that funding is an Appropriations Committee issue, I urge Members to make clear that a $125 million increase (as proposed by the President) is not sufficient to either keep pace with inflation, improve quality as promised, or enroll more children. In fact, the budget will mean an end to the growing set-aside for infants and toddlers (Early Head Start).

Help make Head Start a quality seamless program for low-income children and families from birth through compulsory school age. Preschool grantees should be allowed to serve infants and toddlers where the need and capacity exists (without competing separately for an Early Head Start and preschool Head Start grant).

With the rise of welfare reform and working mothers and fathers, there needs to be greater flexibility in income eligibility for Head Start enrollment. Working families just over the poverty level need access.

Conclusion

From my 30+ years in Head Start, I know firsthand, as you do, that learning whether in preschool or in elementary and secondary school, means more than rote recitation. Education, particularly when it comes to young children from disadvantaged backgrounds, involves a wide array of complementary inputs that must create a rich environment in which a child acquires basic skills and a parent can become their child's first and best teacher.

In the days, weeks, and months ahead, as you continue your exploration of what it takes to achieve the best results for our children, our families, and our nation in the area of early childhood education, I urge you to not be distracted by controversial proposals for structural change. Symbolic reorganizations are no substitute for substantive progress in improving federal programs and services.

I'm certain the committee members are well aware of the National Head Start Association's opposition to proposals to move Head Start from its current administrative home to the Department of Education. I will gladly share with the committee our detailed reasons for this position at another time. For now, I urge you to not let perceived government administrative obstacles impede our collective work in moving Head Start and low-income children and families forward toward success in school and success in life.

Again, I thank the Committee for the opportunity to testify today on behalf of Early Head Start and I make myself available to the Committee now and at any time in the future to answer questions on this or any other matter.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name:		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998: Ø		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing: National Head Start Association (NHSA)		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: Chair, NHSA Board of Directors		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1998, including the source and amount of each grant or contract: Ø		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

Signature: Ann Herndon / [illegible] Date: 10/1/01

Please attach this sheet to your written testimony.

APPENDIX G -- STATEMENT OF MARGARET LOPEZ, TEACHER, MARGARET H. CONE, HEAD START CENTER, DALLAS, TEXAS

Margaret F. Lopez Testimony

Good morning members of Congress and ladies and gentlemen. I am very pleased to be here this morning and appreciate the opportunity to testify before this Committee.

My name is Margaret Lopez and I am a teacher II at the HEAD START of Greater Dallas, Inc. Margaret H. Cone Head Start Center in Dallas, Texas. I have been a teacher at Head Start for 14 years, and during that time I have witnesses a great deal in the area of early childhood development.

The Margaret H. Cone Head Start Center is located in one of the poorest neighborhoods in Dallas. Most children arrive at the Cone Center five, six, or more months developmentally behind children of the same age. Often times these children have low self-esteem, are in poor medical health, in need of dental work, have severely delayed receptive and expressive language skills, possess weak fine motor skills, and have not been exposed to books or literacy. Their parents are often times depressed, have low self-esteem, have a history of substance abuse problems or have never experienced any type of real success.

When children leave the Margaret H. Cone Head Start Center, they are self-confident, have high self-esteem, exhibit improved language skills, have improved emotional and social skills, and display improved health, including being linked to a healthcare network that will last them throughout their academic life. These children are also ready to enter kindergarten prepared to learn.

--more--

Margaret Lopez Testimony,
Page 2

Due to the many social service programs available to parents at HEAD START of Greater Dallas, Inc., when children leave the Cone Center their parents also have higher self-esteem, exhibit improved parenting skills, possess job training skills, and have an improved economic status that allows them the opportunity to move from the Frazier Courts Housing Projects to single family dwellings.

Your question of what works in early childhood education is one that I can answer without hesitation. What works is a classroom that consists of a print and language enriched environment. This environment must be child-centered and located in an area where children will be exposed to science, and include a manipulative area and an area where children can work alone and with other children. This environment must also be one that ensures that children have the opportunity to learn, be nurtured, be able to explore, and be able to interact with adults and other children in a positive and appropriate manner. Finally, activities for children must be designed to challenge their skills, and must be ones that they can have success and joy in achieving.

At the Margaret H. Cone Head Start Center, we use the Language Enrichment Activities Program, otherwise known as LEAP, a multisensory language program that focuses on pre-academic skills in oral and written language that prepares four-year-olds for success in kindergarten and beyond.

--more--

Margaret Lopez Testimony,
Page 3

Although LEAP has been very successful, early childhood education programs must make sure that classrooms consist of the other areas that challenge children's cognitive, gross motor, social interaction and other skills that may be deficient.

As a teacher in early childhood education for 14 years, I firmly believe that an early childhood education program must be geared towards working with the whole child. Children must be given the opportunity to explore their environment and be able to master many simple as well as complex problems, for they do not come to us with one challenge. Children often enter early childhood education programs with a multiplicity of needs.

An early childhood education program that ensures that the whole child's needs are met must include nutrition, health, mental health services, as well as programs that are designed to help parents achieve their goals. Children spend eight to ten hours a day at early childhood education centers, and then we send them home. If there are not programs, or adequate programs, in place designed to meet the needs of these children's parents, such as parenting classes and referrals for further educational opportunities, we have applied a bandage approach.

Before an early childhood education practitioner can begin to work with a child, he or she must first work with the child to address their health and emotional needs. An early childhood education program that is geared towards the whole child, as well as their family, should be the foundation of any early childhood education program.

--more--

Margaret Lopez Testimony,
Page 4

Children come to early childhood education programs with many influences on their lives, both positive and negative. It is the responsibility of early childhood education programs to ensure that they include parents as their number one partner, and that they work with parents so that parents can become the best teachers of their children.

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Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Margaret F. Lopez

1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes	(No)

2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998:

N/A

3. Will you be representing an entity other than a government entity?	(Yes)	No

4. Other than yourself, please list what entity or entities you will be representing:

Head Start of Greater Dallas, Inc.

5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4:

Teacher II at the Head Start of Greater Dallas, Inc.
Margaret H. Cone Head Start Center

6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1998, including the source and amount of each grant or contract: U.S. Department of Health and Human Services Head Start Grant:
1999-2000- $23,579,6333
2000-2001- $22,063,278
2001-2002- $22,906,521

7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	(No)

Signature: Margaret Lopez Date: 7-31-01

Please attach this sheet to your written testimony.

PERSONAL INFORMATION: Please provide the committee with a copy of your resume (or a curriculum vitae). If none is available, please answer the following questions:

a. Please list any employment, occupation, or work related experiences, and education or training which relate to your qualifications to testify on or knowledge of the subject matter of the hearing:

1987- Present: Teacher II at the Head Start of Greater Dallas, Inc. Margaret H. Cone Center.

Six week training course in the Language Enrichment and Activities Program.

Enrolled at Eastfield Community College where she is two courses away from receiving an AA in early childhood development

Ongoing educational Seminars and training classes through Head Start.

b. Please provide any other information you wish to convey to the Committee which might aid the members of the Committee to understand better the context of your testimony:

N/A

Please attach to your written testimony.

APPENDIX H -- STATEMENT OF DR. SUE BREDEKAMP, DIRECTOR OF RESEARCH, COUNCIL FOR PROFESSIONAL RECOGNITION, WASHINGTON, D.C.

HeadsUp! Reading:
A Distance Learning Professional Development Initiative
for Early Childhood Educators

Testimony

Before the

Subcommittee on Select Education
Committee on Education and the Workforce

U.S. House of Representatives

July 31, 2001

Hearing Agenda: The Dawn of Learning: What's Working in Early Childhood Education

Submitted by

Sue Bredekamp, Ph.D.
Director of Research
Council for Professional Recognition

Mr. Chairman, thank you for conducting this hearing to examine what's working in early childhood education. And thank you for the opportunity to testify before this committee about *HeadsUp! Reading*, a state-of-the-art, research-based, distance learning course on early literacy for teachers of young children. My name is Sue Bredekamp. I am content developer and on-air faculty for *HeadsUp! Reading* and I am here today representing the three collaborating partners in the project: the National Head Start Association, the Council for Professional Recognition, and RISE Learning Solutions™.

This is a significant hearing coming as it does at a time in our nation's history when so much new research on early learning is available to guide the directions of our practice. Learning to read and write is the key to success in school and later in life. Among the most urgent problems facing our nation today is the challenge of ensuring that every child becomes a skilled, independent reader by the end of third grade. This goal, established by the President and U.S. Department of Education, is shared by parents, teachers, community leaders and policymakers at virtually every level of government. And yet, too many children, perhaps as many as 40%, still do not learn to read fluently enough to fully comprehend what they are reading (Campbell et al. 1996). Research indicates that these children do not catch up later on, are ill-equipped to use reading to learn across the curriculum as is demanded from 4th grade on (Juel, 1988), and moreover, are ill-prepared for the literacy demands of the jobs of the future.

The National Research Council's prestigious panel of experts recently reviewed existing research and recommended a course of action to prevent such reading difficulties among young children. Their report, *Preventing Reading Difficulties in Young Children*, lays out a blueprint for success – what needs to be done by Head Start and preschool teachers, primary-grade teachers,

parents and other adults in children's homes and communities. Among the most urgent needs identified by the Panel was improving professional preparation and development programs for teachers with specific focus on promoting literacy.

In response to this urgent need as well as the 1998 reauthorization of Head Start requiring that programs improve literacy outcomes for children, the National Head Start Association (NHSA), in collaboration with the Council for Professional Recognition and RISE Learning Solutions, developed *HeadsUp! Reading* a research-based teacher training curriculum on early literacy. The primary purpose of the course is to enhance literacy outcomes of young children, especially children from low-income families and those placed at risk for later school failure, by improving teaching practices in early childhood programs.

What is *HeadsUp! Reading*?

One of the most innovative professional development strategies ever undertaken by the field of early childhood education, *HeadsUp! Reading* is a 44-clock hour college-level course delivered live using satellite television, on the National Head Start Association's HeadsUp! Network. The instructional model includes an interactive website (www.huronline.org) and trained on-site facilitators. The website includes streaming video for reviewing guided by a learning activity, a follow-up action plan, a discussion board for questions among students and faculty, facilitator materials, and additional resources. The on-site facilitator is an essential element of the instructional design. That individual, who should have a background in early childhood education and be trained by us, helps individualize the learning and guides participants to apply what they learn in their classrooms or family child care homes. Facilitators are responsible for creating a community of learners among the participants at a site. In some sites,

facilitators are education coordinators or supervisors; in others they may be community college faculty. The combination of television, Internet, and onsite facilitators makes *HeadsUp! Reading* a unique high tech/high touch learning experience.

The course is designed for all adults who work with young children from birth through age 5 whether in Head Start programs, child care centers, family child care homes, public school prekindergartens or kindergartens. And most of the course content is relevant and valuable for parents as well. In addition, the training is useful for education coordinators, school superintendents, principals, and other supervisors of teachers to acquaint them with current knowledge regarding best practice in early literacy.

HeadsUp! Reading is especially designed to meet the unique needs of the early childhood workforce, many of whom can't get away to attend a traditional college course. So *HeadsUp! Reading* comes to them. The satellite dishes are located where the teachers are, in Head Start and child care programs, public schools, special education resource centers, family child care homes, libraries, resource and referral centers, community colleges, and other convenient sites. Participants can download the broadcast and videotape it for later use whether to review content, show to parents, or for those who were absent.

Because the early childhood workforce is also diverse in terms of education and prior professional preparation, the course draws on proven adult learning strategies as well as the strengths of the television medium. Each 2-hour class is educational, but also lively and entertaining, using videotapes of effective practices (real programs showing teachers and children at work), unscripted discussion and analysis with expert guest faculty, vocabulary words, mythbusters, on-site activities for participants, and live call-in segments.

Among the diverse group of guest faculty are Dorothy Strickland, David Dickinson, Patton Tabors, Hallie Yopp, Bill Teale, Kathy Roskos, James Christie, and other nationally known early literacy experts (see attached list of faculty). Participants, especially those in rural areas or those who would never have resources to travel to a national conference, report that hearing directly from these experts is one of the greatest benefits of the course. A very real benefit of *HeadsUp! Reading* is that practitioners all over the country are hearing a clear, concise, consistent message about what works in early childhood education.

The course helps Head Start personnel meet the 1998 reauthorization requirement that 50% of preschool teachers have at least an associate degree by 2003. More than 70 colleges throughout the country are offering credit for the course (a list appears as an attachment). In addition, many participants are taking the course for Continuing Education Units or for initial training toward a Child Development Associate (CDA) Credential or renewal of one.

What is the content of *HeadsUp! Reading*?

The content of *HeadsUp! Reading* is drawn directly from current research about the knowledge, skills, and attitudes that best prepare preschool children for success in kindergarten and beyond (see attached course syllabus and matrix). We now know that success in reading in first grade is largely influenced by how much children know about reading when they get there. We also know that when children do not possess certain knowledge and skills, they are more likely to experience reading difficulties. Those key predictors of later reading success are: oral language (especially vocabulary), concepts of print and book knowledge, phonological awareness, alphabet knowledge, and general knowledge about the world (which contributes to vocabulary and comprehension).

The content of *HeadsUp! Reading* is organized using a framework, or mental model, for helping teachers ensure that children acquire these important learning outcomes. The course is structured around 2 foundational topics: curriculum and assessment, and 5 gateways to literacy: talking, playing, reading, writing, and learning the code. To represent the mental model, we use the human HAND as a memory device where the palm represents the circular relationship between curriculum and assessment and each finger represents one of the 5 gateways. We sometimes say to our teachers that the solution to improving early literacy lies in the palm of your hand (see attachment for mental model). In the area of curriculum, the course covers a language- and literacy-rich environment, teaching strategies, and curriculum content. *HeadsUp! Reading* does not promote any one curriculum, but rather presents principles of good curricula that support children's literacy learning. Regarding assessment, teachers learn about how to use the developmental continua of reading, writing, and language to assess children's progress and adapt teaching strategies; how to use multiple sources of assessment information such as observation and documentation; and how to engage in systematic assessment.

The mental model reminds teachers that everyday they need to engage children in learning opportunities in each of the 5 gateways: talking (speaking and listening); literacy-enriched play; reading, especially interactive, dialogic reading; writing throughout the day; and learning the code–phonological awareness and alphabet knowledge–through meaningful, engaging experiences.

Several cross-cutting themes are integrated throughout the program content. These are: the realities of working with linguistically and culturally diverse children and families; the need for responsiveness to children with disabilities and special needs; the importance of partnerships

with families; the need for teachers to be intentional in everything they do; and the need to develop and maintain children's motivation to become readers and writers.

What is the impact of *HeadsUp! Reading*?

Just launched in October 2000, approximately 7500 students took the course during its first year. More than 6000 of those students were from one of four states that committed to incorporating the distance learning course in the state's larger strategy and infrastructure to improve early literacy (see attachment for descriptions of state models). These states are: California, Nebraska, Ohio, and Pennsylvania. Two other states, Illinois and Missouri, will join the effort with large scale initiatives this fall. Other states are in the planning stages. We estimate that more than 50,000 students could participate during the first three years, if numbers double each year. Given distance learning technology, the potential number of participants is vast. *HeadsUp! Reading* is already the largest early childhood education class in the world!

Having just completed the first or pilot year of delivering this new kind of training, a full-scale evaluation of its impact on children's learning outcomes was considered premature by our evaluators. However, an initial evaluation conducted by Dr. Susan Neuman at the Center for the Improvement of Early Reading Achievement (CIERA) included 130 teachers from 10 sites in Ohio and Pennsylvania, and a small group in Michigan that included a control group. The study examined the impact of the model on teachers' knowledge, skills, and practices. After just 8 weeks of the course, the Michigan study group had significantly higher literacy knowledge scores than the control group. Across all sites, the study found significant knowledge and performance gains on pre- and post-test measures of teachers' knowledge of early literacy and in the classroom literacy environments.

In addition to this empirical study, a large amount of anecdotal data collected from sites throughout the country verifies the positive impact of *HeadsUp! Reading* on teacher's knowledge, attitudes, and behaviors. Each week teachers reported something that they had changed in their classrooms, such as adding books and writing materials to play areas, incorporating questioning in story reading, reading to children in smaller groups to increase conversation about the story, or engaging children in writing. Family child care providers in California reported a real change in their sense of professionalism and in what they do with children in their homes. One California facilitator stated, "In only (the first) 7 weeks this course transformed what teachers do and what they see children as capable of doing."

How Can We Take *HeadsUp! Reading* to Scale?

The real potential of distance learning as it is used in *HeadsUp! Reading* lies in taking it to scale. The field of early childhood education is huge when one includes child care centers and homes as well as Head Start and public prekindergartens. Most personnel in the field are not well trained and if they are, they have probably not been educated about the latest research on early literacy. Staff turnover plagues the field with the need to constantly retrain. For just the cost of a satellite dish (about $300) and a network subscription of $75 per month, *HeadsUp! Reading* and other network programming is accessible everywhere to all staff and families in a program. This is less than the cost of sending one staff member to one national conference.

The development and delivery of *HeadsUp! Reading* was funded by Carnegie Corporation of New York, Heinz Endowments, Knowledgeworks Foundation, AT&T Corporation, and the participating states. New course development costs approximately $2 million. The budget to develop and pilot the course for 3 years in a limited number of states is

about $7 million.

To take the full facilitated model to scale, as it has been used successfully in the pilot states would cost approximately $3 million per year. This funding would allow broadcasting taped as well as a live course, and for developing a new course each year. New topics in need of development include *HeadsUp! Math*, *HeadsUp! Science*, and *HeadsUp! Behavior Guidance.*

To close, we have heard the literacy problem described enough. We now have considerable knowledge about how to prevent reading problems and intervene when they occur. Early childhood programs can and should do more to accelerate children's language development and to help children acquire the knowledge, skills, and attitudes that are the forerunners of conventional reading and writing. *HeadsUp! Reading* is an effective way to use the latest technology and research-based knowledge to transform practice in early childhood classrooms, and to take it to scale!

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name:		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998: 1) Jan 1, 1999 – Dec. 31, 1999 – Procurement order ALF990015 for Special Childhood Development Consultant to the Head Start Bureau – $25,000 2) Jan 1, 2000 to present – Subcontractor to Educational Services Inc Contract to Head Start Bureau		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing: National Head Start Association Council for Professional Recognition RISE Learning Solutions		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: None		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1998, including the source and amount of each grant or contract: Council received: From DHHS, Head Start Bureau: Head Start Fellowships 1995-current Child Development Associate National Credentialing Program 1985-now From Dept. of Defense, U.S. Army: Child Development Associate Credentialing Program 1996-present		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

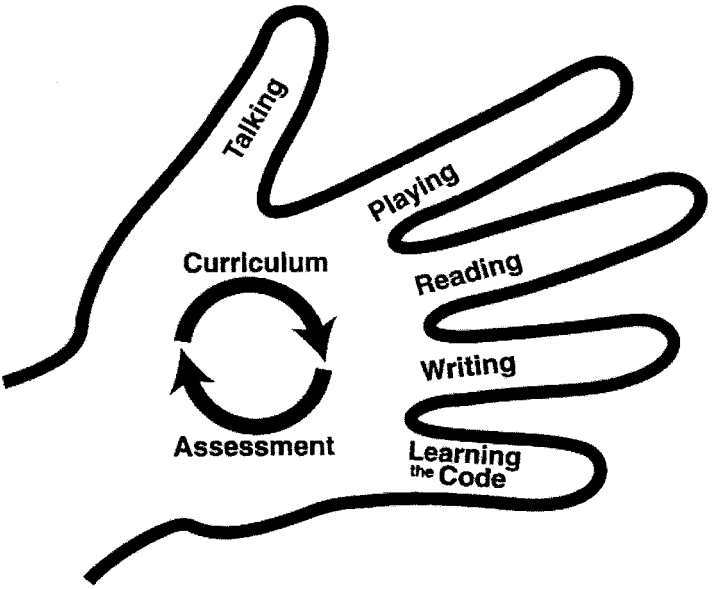
Signature: Sue Bredekamp Date: July 27, 2001

Please attach this sheet to your written testimony.

Facilitator Training
Handout/Mental Model

HeadsUp!
Reading

HeadsUp! Reading Mental Model
of early literacy instruction



Produced for *HeadsUp! Reading*℠ by
RISE Learning Solutions™ - 7/01

Lead Faculty:
Sue Bredekamp, Ph.D.
Jerlean Daniel, Ph.D.

Guest faculty will participate throughout the course.

Weekly Schedule
All classes are on Thursdays
6:45 - 7:00 p.m. ET Convene, share feedback
7:00 - 8:55 p.m. ET Live broadcast
8:55 - 9:15 p.m. ET Discussion and wrap-up
Between classes: Visit www.huronline.org for activities, resources and more.

HeadsUp! Reading

2001-2002 Class Schedule

Topic	Fall 2001: Quarter A	Winter 2002: Quarter B	Spring 2002: Quarter C
Orientation Participants must attend this class before beginning the course.	**October 4, 2001** (For students beginning the course Quarter A) Overview of *HeadsUp! Reading.* Accessing the technologies: broadcast, Internet. Importance of facilitator role.	**January 10, 2002** (For students beginning the course Quarter B) Overview of *HeadsUp! Reading.* Accessing the technologies: broadcast, Internet. Importance of facilitator role.	**March 21, 2002** (For students beginning the course Quarter C) Overview of *HeadsUp! Reading.* Accessing the technologies: broadcast, Internet. Importance of facilitator role.
Curriculum	**October 11, 2001** **A1** - Using classroom environments to support literacy.	**January 17, 2002** **B1** - Using teaching strategies to support literacy development.	**March 28, 2002** **C1** - Using project work with children to support early literacy.
Assessment	**October 18, 2001** **A2** - Understanding the developmental continua of literacy and their role in assessment.	**January 24, 2002** **B2** - Setting challenging but achievable literacy goals.	**April 4, 2002** **C2** - Understanding and implementing systematic assessment.
Talking	**October 25, 2001** **A3** - Using the talking and listening continua to support the development of oral language.	**January 31, 2002** **B3** - Understanding how meaningful curriculum supports language development.	**April 11, 2002** **C3** - Understanding expressive and receptive language. Supporting language development of children learning a second language.
Playing	**November 1, 2001** **A4** - Understanding the role of symbolic representation in literacy development.	**February 7, 2002** **B4** - Connecting play and curriculum.	**April 18, 2002** **C4** - Using narrative in play to build story comprehension.
Reading	**November 8, 2001** **A5** - Understanding the reading continuum and techniques for reading aloud to children.	**February 14, 2002** **B5** - Using a variety of formats for reading to children: individual, small group, whole group.	**April 25, 2002** **C5** - Using the library as a resource for children, teachers and parents; criteria for selecting books.
Writing	**November 15, 2001** **A6** - Understanding the developmental continuum of writing and the relationship between writing and reading.	**February 21, 2002** **B6** - Providing varied writing opportunities in many areas of the classroom throughout the day.	**May 2, 2002** **C6** - Modeling conventional writing, using computers to support writing development and choosing appropriate software.
Learning the Code	**November 29, 2001** **A7** - Understanding code and phonological awareness and ways to help children develop both.	**February 28, 2002** **B7** - Defining alphabet knowledge and strategies for teaching the alphabet.	**May 9, 2002** **C7** – Integrating the seven parts of *the HeadsUp! Reading* mental model to enhance early literacy outcomes for children.

HeadsUp! Reading is a project of the National Head Start Association in collaboration with RISE Learning Solutions and the Council for Professional Recognition
For information contact www.heads-up.org, www.huronline.org or 800-GET-HUTV

HeadsUp! Reading
A new distance-learning college course for the early childhood community

Course Syllabus

Course Title: ***HeadsUp! Reading***

Description of The Course The research-based principles and practices for providing children birth through age 5 a strong foundation in early reading and writing within a developmentally appropriate approach.

Level of The course:
* Upper level associate-degree (200-level)
* Part of initial Child Development Associate training
* Provides 3 credits or 4.5 continuing education units to renew the CDA credential

Delivery of the Course: Course consists of 44 clock hours of classroom instruction, delivered live, via the HeadsUp! Network, an interactive satellite network. Classes can be downlinked via the satellite dish and viewed live or taped for reviewing or viewing at later times.
Class instruction is supplemented by Internet assignments, readings, and interaction with on-site facilitators, faculty and peers.
Institutions of higher education may choose to use all or part of the course as a component of their early childhood curriculum.
Courses will air on Thursdays starting October 4 at the following times:

7:00-9:00 p.m. Eastern Time
6:00-8:00 p.m. Central Time
5:00-7:00 p.m. Mountain Time
4:00-6:00 p.m. Pacific Time

Goal of The Course: To prepare current or future early childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teachers' knowledge of early literacy development, and their skills in teaching early literacy to young children from birth through age 5.

Course Faculty:

Host Faculty

Sue Bredekamp, Ph.D.	Council for Professional Recognition
Jerlean Daniel, Ph.D.	University of Pittsburgh, School of Social Work

Guest faculty will appear regularly to address specific course topics. These faculty include, but are not limited to:

Dr. David Dickinson	Education Development Center, Boston
Dr. Bonnie Lash Freeman	National Center for Family Literacy
Dr. Deborah Leong	Metropolitan State College of Denver
Dr. Kathy Roskos	John Carroll University
Dr. Dorothy Strickland	Rutgers, the State University of New Jersey
Dr. Patton Tabors	Harvard Graduate School of Education
Dr. William Teale	University of Illinois at Chicago, College of Education
Dr. Carol Vukelich	University of Delaware
Dr. Hallie Yopp	University of California, Fullerton
Dr.Toni Walters	Oakland University, School of Education & Human Services

In addition, specialists in English language learning and early childhood special education will be featured.

Course Texts and Readings

Texts will be supplemented by suggested reading assignments which will be provided on the Internet, for each 2-hour class. They will include frameworks from participating states.

It is assumed that institutions of higher education will choose their own readings or supplement these suggested readings.

S. Neuman, C. Copple, & S. Bredekamp. (2000). Learning to Reading and Write: Developmentally Appropriate Practices for Young Children. Washington, DC: NAEYC.
J. Schickedanz. (1998). Much more than the ABCs. Washington, DC: NAEYC.
S. Burns, P. Griffin, & C. Snow. (1999). Starting Out Right: A guide to Promoting Children's Reading Success. Washington, DC: National Academy Press.
National Head Start Association. (1999). Reading and Writing Now! Promoting Language and Literacy in Head Start.

Learning Outcomes:

The student will define literacy and emergent/early literacy; describe the developmental continuum of reading and writing and ways of assessing children's language development and literacy learning; and describe the teacher's role in promoting language and literacy.
The student will create literacy environments for children; plan engaging curriculum to support language and literacy; and describe ways of involving families in supporting language and literacy in young children.
The student will analyze and select appropriate literature and other learning materials for diverse learners, and respond to individual, cultural and linguistic variation among children.

Course Structure:

The course is delivered in three parts each consisting of seven 2-hour sessions plus a 2-hour orientation class that must be viewed at the beginning.
Participants can begin the course in fall, winter, or spring as long as they participate in the orientation class at their entry-point.
Each 7-part section of the course addresses the following seven content strands:

Curriculum, teaching, and learning environments
Developmental continuum of reading and writing, and assessment
Five gateways to literacy learning:

- talking (oral language)
- playing
- reading
- writing
- learning the code

The course provides six clock hours of classroom instruction on each of these major topics as well as continually reinforcing the interconnections among them through the use of mental models.
The following topics are integrated throughout the classes: the realities of cultural and linguistic diversity, serving children with disabilities and special needs, partnerships with families, the essential role of intentional teaching, and the need to develop and maintain children's motivation to learn.

Course Objectives to Develop Competency:

1. **Define early literacy (see other competency areas below for more detail)**
   Describe how experiences during the early years lay the foundation needed for later success in conventional reading and writing.
   Describe ways of developing and maintaining children's motivation to become readers and appreciation for books.
   Discuss the importance of working with families in the development of early literacy.
   Analyze cultural influences on language and literacy development. Discuss the interrelatedness of speaking, listening, reading, and writing.
   Describe the teacher's role in promoting language and early literacy development.

2. **Use appropriate assessment of children's development and learning**
   Define *Developmental Continuum*

   Describe the continua of language, reading, and writing development across the age group bi rth through 5 and into the primary grades.
   Describe how to use a developmental continuum of reading and writing to assess children's progress and adapt teaching and learning experiences to children's individual needs and strengths Discuss ways to engage families as vital sources of information for child assessment
   Describe developmentally appropriate, challenging but achievable, learning goals for children
   Discuss individualizing goals and adapting literacy materials for children with disabilities and special learning needs Discuss how to be intentional about setting both group goals and individual goals in relation to the developmental continuum and planning experiences to support progress
   Discuss learning outcomes, especially those in the Head Start legislation and in states' prekindergarten curriculum frameworks (outcomes common to participating states will be specifically emphasized)
   Define *systematic assessment* of young children's literacy learning
   Describe ways to assess children's literacy learning using observation, informal, and more formal strategies
   Discuss the realities of cultural and linguistic diversity in accurately assessing young children's learning
   Describe how to involve families and other professionals in assessing children's learning and development

Describe the teacher's role in promoting early literacy: creating learning environments, planning curriculum, and using a variety of teaching strategies

Describe a literacy-rich environment.

Design environments for different age groups (infants/toddlers and preschoolers) that are print-rich and engage children in meaningful literacy learning experiences.

Describe how to integrate technology in the literacy-rich environment.

Describe the teacher's role in intentionally using the environment to promote early literacy.

Define *scaffolded instruction*

Describe what scaffolded instruction looks like and how to do it.

Describe a range of effective teaching strategies to support children's literacy learning, from acknowledging to modeling to scaffolding to direct instruction

Analyze models of good explicit instruction

Describe effective teaching strategies that foster and maintain children's motivation to read and love of books

Define *curriculum*

Describe how to provide meaningful, intellectually engaging curriculum that builds children's background knowledge and comprehension

Explain the importance of background knowledge in the reading process

Describe ways to infuse literacy across the curriculum, giving it sufficient focus without it becoming the whole curriculum

Describe how reading supports learning across the curriculum

Analyze strategies to adapt for individual and cultural differences, including second language learners

4.

Promote children's oral language development

Define expressive and receptive language. Describe the continuum of language development from infancy through age 5. Describe adult-child and child-child interactions that support children's oral language development and build quantity and complexity of vocabulary.

Discuss the interrelatedness of language and literacy development. Describe the development of second language learning.

Describe how to support vocabulary and language development through enriching curriculum studies in the content areas (science, social studies)

Use various approaches to supporting language learning (such as information books, experiments, project work)

Analyze effective approaches for supporting English language development and early literacy for second language learners.

Use specific strategies to promote children's language learning, both expressive and receptive.

5. Engage children in literacy-enhanced play

Design environments and provide materials that incorporate literacy learning in all areas of the classroom and involve children in literacy-enhanced play

Describe three roles for teachers in facilitating children's participation in literacy-enriched play (observer, stage manager, and co-player) and when to enter/exit for optimum child involvement.

Describe how various kinds of play support language and early literacy development especially with infants and toddlers

Describe the connections between play, literacy-learning, and curriculum studies to build background knowledge

Use props, themes, and teacher intervention to enhance literacy-learning through play

Describe how play supports the acquisition of literacy skills using talking, reading, writing, and learning the code

Describe how play supports learning elements of narrative (using dramatic play and dramatizing stories)

Use a variety of teaching strategies to support literacy learning through play (puppets, dramatization, flannel boards, projects)

6. Select and share appropriate literature with children, engage children in reading

Describe the continuum of reading development from birth through 5, including conventional and proficient reading (where the continuum is leading)

Describe developmentally appropriate (achievable but challenging) expectations and goals for children's literacy learning at various age levels.

Use a variety of effective strategies for reading-aloud to children to promote vocabulary development, phonemic and print awareness, comprehension, and background knowledge

Explain how to integrate children's interests and cultures.

Discuss strategies for adapting for children with special needs.

Define *print awareness*

Use various strategies to promote print awareness and book handling skills

Use various strategies for engaging children with books including reading aloud, shared reading, and independent reading

Analyze the appropriate uses and benefits of large group, small group and individual book reading, and repeated readings

Analyze criteria for selecting high quality, developmentally and culturally appropriate books and materials, including computer software. Analyze books and literacy materials for bias

Use a variety of kinds of texts, including information books, storybooks, poetry, and other forms of print

Describe ways of engaging families in talking, storytelling, and reading with children

7. Engage children in writing

Describe the continuum of writing development (from scribbling to conventional writing)
Describe developmentally appropriate expectations for children's writing development.
Explain how the processes of writing and reading are interrelated
Provide opportunities for children to engage in writing to support oral language, reading, and code learning (alphabet knowledge, phonemic awareness)
Discuss how children's "writing" supports print awareness, alphabet knowledge, and phonemic awareness
Describe ways to infuse writing every day throughout the classroom and across the curriculum
Use a variety of strategies to engage children is different forms of writing (narratives, lists, letters) and with various functions of writing (creative expression, communication)
Explain how to help children learn to write their names
Describe ways to engage children in writing so as to sustain children's motivation to write
Discuss teaching upper and lower case letters
Discuss developmentally appropriate computer software to promote writing, and for children with special needs
Use a variety of writing strategies to support children's learning phonemic awareness, alphabetic knowledge, concept of word

8. Engage children in learning the code

Describe the basic elements of written language code
Discuss the importance of teaching the code underlying the English language system of reading and writing
Describe how children learn the code of the language(s) of their home and cultural group
Discuss ways to respond to differences between the home and school language and culture (introducing the concept of code-switching)
Define *phonological awareness* and describe why it is important, its relationship to phonemic awareness and phonics. Describe the developmental continuum of phonemic awareness.
Use a variety of appropriate learning experiences and teaching strategies to promote children's phonological awareness (fingerplays, poetry, rhymes, riddles, songs, etc.)
Discuss strategies adapt for individual and cultural differences, including second language learners.
Define the *alphabetic principle*
Discuss what is means to "know the alphabet" and why it is important
Use a variety of techniques to teach the alphabet in meaningful and motivating ways (using talking, playing, reading, writing)
Describe how to incorporate code learning throughout the day and across the curriculum

HeadsUp! Reading

05/03/2001

Colleges Offering *HeadsUp!* Reading for College Credit

COLLEGE	STATE	CONTACT	CONTACT INFO.
Mesa Community College	AZ	Dr. Gene Parrish/ James Rodriguez	480-461-6289
Northland Pioneer College	AZ	Claude Endsfield	520-524-7335
Allan Hancock College	CA	Susan Walsh	Swalsh@cacsb.com
American River College	CA	Aladrian Mack	916-753-4274
Cabrillo College	CA	Kim Sakamoto Steidl	831-479-6354
Chabot College	CA	Adrienne Hodsdon	510-723-7222
Child Development Center-East LA College	CA	Michael Simone	323-265-8789
Citrus Community College	CA	Shelley Hahn	626-914-8876
City College of San Francisco	CA	Susan Ruane	415-239-3172
College of Marin	CA	Peggy Dodge	415-459-2181
College of the Canyons	CA	Linda Crosby	661-259-7800
College of the Desert	CA	Dr. Mary E Nolan	760-776-0101
College of the Sequoias	CA	Mary Wright	559-737-4876
Columbia College	CA	Kathy Sullivan	209-588-5377
Fresno City College	CA	Diana Decker	559-442-8210
Gavilan College	CA	Marlene Bumgarner	408-848-4805
Glendale Community College	CA	Linda Manzano-Larsen	818-240-1000
Hartnell College	CA	Jeanne Hori-Garcia	831-759-6065
Kern Community College Dist/ Cerro Coso Com College	CA	Marcy O'Neal	760-384-6275
LA City College	CA	Kathleen Bimber	323-953-4253
Lassen Community College	CA	Elizabeth Elam	530-257-6181
Los Angeles County Office of Education/UCLA Extension	CA	Maida Hastings/Shirley Lee	310-825-1579/ 562-940-1761
Mendocino College	CA	Denise Lovdal-Johnson	707-467-5168
Merced College	CA	Sue Chappell	209-384-6334
Merced College, Los Banos Campus	CA	Barbara Penney	209-826-3431
Modesto Junior College	CA	Sandy Bucknell	209-575-6344
Monterey Peninsula	CA	Caroline Carney	831-646-4168
Mt. San Antonio College	CA	Doug Hughey	909-594-5611
Ohlone College	CA	Janice Jones	510-659-6000
Oxnard College	CA	Jeri Lupton	805-986-5800
Sacremento City College	CA	Laurie Perry	916-650-2953
San BernardinoValley College	CA	Susan Shimoff	909-888-6511
San Joaquin Delta College	CA	Linda Stoner	209-954-5516
Santa Monica College	CA	Gwen Dophna	310-434-4706
Solano Community College	CA	Doyleen McMurtry	707-864-7183
Southwestern College	CA	Glady C Barrett	619-421-6700
Taft College	CA	Leslie Dragoo	661-763-7850
West LA College	CA	Elizabeth Evans	310-287-4446

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Yuba College	CA	Caroline Roady	530-458-0300
Yuba College	CA	Annette Goodly	530-634-4717
Yuba Community College	CA	Terri Hutton	530-634-4320
Trindad State Junior College	CO	Sadie Burns	719-589-1513
NOVA Southeastern University	FL	Wilma Melendez	800-986-3223x 8644
Western Illinois University	IL	Kathy Barclay	309-298-1961
Hazard Community College	KY	Donna R Britt, Ed.D.	606-436-5721 x 249
Nicholls State University	LA	Dr. Pam Kirkley	504-448-4690
Central Community College (Grand Island)	NE	Jeanne Webb	308-398-7476
Central Community College (Hastings)	NE	Karleen Beckman	402-461-2465
Central Community College (Platte)	NE	Penny Vollbracht	402-562-1298
Chadron State College	NE	Steve Taylor	308-432-6376
Concordia University	NE	Dr. Roberta Nelson	402-643-7474
Doane College	NE	Wilma Daddario	402-466-4774
Northeast Community College	NE	Wayne Erickson/Sharyn Thomas	402-371-2020
Southeast Community College-Lincoln	NE	Alicia Baille	402-437-2404
University of NE at Lincoln	NE	Carolyn Edwards	402-472-1673
Wayne State College	NE	Jean Bloomenkamp/Carolyn Lynster	402-375-7511
Western Nebraska Community College (Sidney)	NE	Marcia Miller	308-254-5450
Western Nebraska Community College (Scottsbluff)	NE	David Cauble	308-635-6124
Western New Mexico University	NM	Berna Matteson	505-388-0455
Corning Community	NY	Gini Albertalli	607-962-9112
Central Ohio Technical College	OH	Regina Williams	740-366-9359
Cincinnati State Tech & Community College	OH	Crystal Bossard Chair, EC Prog.	513-569-4756
Clark State Comm. College	OH	Pam Healy	937-328-6113 or 6051
Edison Community College	OH	Cheryl Buecker	937-778-8600
Lima Technical College	OH	Susan Driggers-Hord	419-995-8823
Miami University	OH	Betsy Kirk	513-7273289
Muskingum Area Tech College	OH	Colleen Romito	740-454-2501 x 1292
Shawnee State University	OH	Barbara Trube	740-355-2290
University of Akron	OH	Terri Jo Swim	330-972-6150
University of Cincinnati	OH	Lisa Holstrom	800-ECLC-NOW
Western Oklahoma State College	OK	Janice Shera	580-477-7821
Carlow College	PA	Roberta Schomburg	412-578-6312
Keystone College	PA	Dr. Francis Langan	570-945-5141 x 3904
Lehigh Carbon Community College	PA	Melanie Wursta	610-799-1523
Central Carolina Technical College	SC	Pamela Dinkins	803-778-1961

HeadsUp! Reading for College Credit

Colleges Offering Credit, Pending paperwork

COLLEGE	STATE	CONTACT	CONTACT #
North Carolina Community College	NC	Helen Thomas	828-327-7000
North Central State College	OH	Pam Hartz	419-755-4879
University of Rio Grande	OH	Valerie Valentine	740-446-6674
Mercyhurst College	PA	Mary Dahlkemper	814-824-2294 or medahlk@mercyhurst.edu

05/07/2001

HeadsUp! Reading℠

A new distance learning college course for the early childhood community

Faculty

INSTRUCTORS

& **Sue Bredekamp, Ph.D.**
Director of Research
Council for Professional Recognition

Dr. Sue Bredekamp is currently the Director of Research at the Council for Professional Recognition and is a Special Consultant to the Head Start Bureau. From 1984-1998, she served as Director of Professional Development of the National Association for the Education of Young Children. Her major contributions at NAEYC included developing and directing a national, voluntary accreditation system for which she wrote three editions of *Accreditation Criteria and Procedures* and *Guide to Accreditation*. She is the primary author of NAEYC's highly-influential and best-selling publication, *Developmentally Appropriate Practice in Early Childhood Programs*, the 1987 and 1997 editions, and she co-authored "*Learning to Read and Write: Developmentally Appropriate Practices for Young Children*", the joint position statement of the International Reading Association and NAEYC, and a landmark work in the field of early literacy. Dr. Bredekamp also researched and wrote NAEYC position statements on standardized testing, and curriculum and assessment, and edited the two-volume, *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children*. Dr. Bredekamp is author of numerous articles related to standards for professional practice and development, and has coordinated development of training videotapes as well as videoconferencing.
Dr. Bredekamp holds a Ph.D. in Early Childhood Education from the University of Maryland. Her professional experience includes teaching and directing child care and preschool programs for children ages 2 through 6, training child care personnel at a community college, and serving on the faculty of the Human Development/Childhood Education program at Mount Vernon College in Washington, DC.
In 1998, she was a visiting Lecturer at Macquarie University in Sydney, Australia and in 1999 at Monash University near Melbourne.

& **Jerlean Evelyn Daniel, Ph.D.**
Assistant Professor, Program in Child Development and Child Care
University of Pittsburgh - School of Social Work

Dr. Daniel will also serve as a guest faculty member.

Dr. Daniel is a past president of the National Association for the Education of Young Children and has lectured at Cornell University on Building Early Childhood Partnerships. She has keynoted and moderated events across the nation and in Europe, on issue related to literacy children's welfare.
Dr. Daniel has consulted for Head Start, school districts, colleges, foundations, publications, departments of education and the Public Broadcasting Service. She is a charter member of the Black Child Development Institute, Pittsburgh Affiliate. Dr. Daniel has published widely and reviewed books for *Children's Literature in Education*. She has received numerous awards, including Distinguished Alumni Award from the University of Pittsburgh School of Education, the Lifetime achievement award from the Pennsylvania Association of Child Care Agencies and the Outstanding Friend of Children award from the Children's Museum in Pittsburgh.

HeadsUp! Reading™ Faculty

Page 2

HOSTS

& **Maria S. Boykin, M.A.**
Director of Training
RISE Learning Solutions

As Director of Training at RISE Learning Solutions, Ms. Boykin is responsible for creating and delivering instruction for *HeadsUp! Reading* facilitators.

As an Ohio Professional Development Specialist at the Region Vb Head Start Quality Network at Ohio State University, Boykin worked with Head Start programs to create, develop and implement professional development plans for all employees. She is a Franklin/Covey Time Management and Life Leadership Workshop Facilitator and has served in the office of Senator Charles Horn on the Mentoring Coalition of Greater Dayton, where she identified mentors for at-risk youth.

Her work with Big Brothers/Big Sisters had its roots in earlier work as a mentor with the organization, working with at-risk pre-teenagers, their families and school officials. She has also served as program coordinator for the Student Literacy Corps at Wright State University where she created, implemented and marketed a multifaceted program, which included community support and supervision of student tutors.

Boykin has also worked in a grant-funded position at Patterson Consultant Services where she instructed and advised over 10,000 recipients and their physicians of Ohio's new health care benefits for government assisted families.

Mike Rutherford
Senior Consultant
Mayerson Academy for Human Resource Development

Mike Rutherford provides high-impact training and development experience for thousands of educators and business professionals through his work as a teacher, keynote speaker, and consultant.

Recognized as an authority on both child and adult learning and, specifically, training programs that result in workplace application, Mike designs, develops and delivers professional development experiences and interactive satellite distance learning experiences for clients across the nation.

Rutherford's work focuses on high-performance adult learning, effective teaching practices for public, private and home educators, leadership development, creating and leading team-based organizations, and results-based organizational learning. Mike received his BA in Education from Indiana State University, his MA in Educational Leadership from the University of North Carolina, and is currently a Ph.D. candidate in Leadership and Human Development at the University of Wyoming Mike serves as a member of the design team on all RISE Learning Solutions™ programs, including *HeadsUp! Reading*™, Winning Teams, and Youth Starts With You.

NATIONAL FACULTY

& **Alma Flor Ada, Ph.D.**
Professor of Multicultural Education
University of San Francisco

An internationally recognized scholar in the areas of 1bilingualism, multicultural education and anti-bias education, Dr. Ada has written extensively for children. Her books have been published in Mexico, Argentina, Peru, Colombia, Spain and the United States. Since 1976 she is a professor at the University of San Francisco, where she has received a Distinguished Research Award from the School of Education and a University Distinguished Teaching Award. In addition to her extensive writings for children, Ada has authored numerous text books and educational programs, including the DLM Early Child Programs, and the reading series Signatures and Collections for Harcourt Brace, and Puertas al Sol/Gateways to the Sun, For Santillana. She was the founder and first editor in chief of the Journal of the National Association for Bilingual Education and her articles have appeared in journals nationally and internationally. She speaks frequently at national and international conferences in many parts of the world. Dr. Ada has received numerous awards: the Christopher Medal (for *The Gold Coin*), Parent's Honors Award for *Dear Peter Rabbit*), the Parenting Magazine's Gold Medal (for *Gathering the Sun*), the American Library Association 2000 Pura Belpre Award (for *Under the Royal Palm*) and the Latino Writer's Award for her overall literary contributions. Many of her books are listed as Notable Books in the Areas of Social Studies and Language Arts and selected as best of they year by Bank Street College and the American Library Association.
Ada considers herself above all, an advocate for inclusion and equality for all children, and a promoter of stronger home-school interaction on behalf of a more just society.

Mary Beth Bruder, Ph.D.
Director, Division of Child and Family Studies,
Professor of Pediatrics,
University of Connecticut School of Medicine

Mary Beth Bruder currently directs a number of federally funded preservice, inservice, demonstration, and research projects. Dr. Bruder has been in early intervention for the past 24 years. She began her career as a pre-school special educator in Vermont. Since then she has been involved in the design, provision and evaluation of early intervention services in a number of states and across a variety of agencies including Head Start, Child Care and Special Education. She received her Ph.D. from the University of Oregon.

& **Jim Christie**
Professor of Curriculum and Instruction
Arizona State University

At Arizona State University, Christie teaches courses in language, literacy, and early childhood education. His research interests include children's play and early literacy development. He is currently the vice president of The Association for the Study of Play. His publications include the co-authored books "Play and Literacy in Early Education: Research from Multiple Perspectives' (Lawrence Erlbaum, 2000),"Play and Early Childhood Development," 2nd edition (Longman, 1999), "Teaching Language and Literacy" (Longman, 1997), "Linking Literacy and Play" (International Reading Association, 1995), and "Play and Early Literacy Development" (State University of New York Press, 1991). He has also published more than 60 journal articles and book chapters.

David K. Dickinson
Senior Research Scientist
Education Development Center (EDC)

David Dickinson is a recognized researcher in the area o emergent literacy and early childhood education. He ha combined long-term basic research with a desire t develop effective approaches to improve education in th early childhood period. After teaching in elementar schools, he attended Harvard's Graduate School o Education, and then served as Director of Teache Education at the Child Study Department at Tuft University and the Education Department at Clar University, where he received tenure.
Beginning in 1988 he and Catherine Snow (Harvar Graduate School of Education), began a path-breakin longitudinal study of the language and literac development of children from low-income families. Th emerging results from this study provided the basis fc multiple research projects he has directed since comin to EDC. He currently directs the New England Researc Center on Head Start Quality (NEQRC), one of fou Quality Research Centers funded by Head Start. Th NEQRC is examining the impact of Head Start o children's language and literacy development and i impact on families, with special attention to th development of children whose first language is Spanish.

Continue

NATIONAL FACULTY, **continued**

David K. Dickinson, continued

Also, beginning in 1994 he and colleagues at EDC began to develop an approach to helping preschool teachers adopt more effective practices to support children's language and literacy. This effort resulted in the Literacy Environment Enrichment Project (LEEP), an intervention designed for teachers and their supervisors that now is being delivered to Head Start and child care programs through New England by staff from the Region I Head Start Quality Improvement Center based in CC&F. Initial research indicates that this intervention has significant effects on teachers' classroom practices. Currently he and others at EDC are developing and researching a version of this program that can be delivered using the Internet in combination with interactive television.

Linda M. Espinosa
Associate Professor
College of Education,
University of Missouri-Columbia

Dr. Espinosa has had experience as a preschool teacher child care center director, elementary school principal, central office administrator, State program director, and corporate Vice President of Education. Her practical experience and research interests focus on the design and evaluation of optimal learning environments for young children who are at risk for school failure. She is currently researching the professional development and teacher preparation systems and their relationship to effective early childhood teaching practices.
Dr. Espinosa has worked extensively with low income Hispanic children and families throughout the state of California. She developed and directed the Family Focus for School Success program in Redwood City, California which has received state and national recognition. She has published several articles on how to establish effective support services for low, income, minority families. Currently, Dr. Espinosa is co-directing Project REACH, a rural, early childhood training and educational program covering all of rural Missouri. She is the past Treasurer of the NAEYC Governing Board and participated on the National Academy of Sciences Research Roundtable on Head Start.
Dr. Espinosa has recently completed a three year study of the effectiveness of technology in supporting primary school reform and is currently a member of the National Academy of Sciences, National Research Board Committee on Early Childhood Pedagogy project. She completed her B.A. at the University of Washington, her Ed.M. at Harvard University and her Ph.D. in Educational Psychology at the University of Chicago.

Bonnie Lash Freeman
Director, Special Projects
National Center for Family Literacy

Bonnie Lash Freeman is the Director of Special Projects/Training and Co-Director of the Head Start Family Literacy Project at the National Center for Family Literacy. Her work, experiences and writing in the field of family literacy span the last eleven years. Her most recent publications include chapters in NCFL's Answer Book – Infant and Toddlers (coauthored with Bev Bing) and Component Integration. Over the eleven years that Bonnie has worked at NCFL, she has been a Core Team member of the National Head Start Parent Involvement Training project; Project Manager for the Family Literacy Corps, an AmeriCorps project; Project Manager and principle trainer on NCFL's Head Start family literacy work in South Carolina; and most recently lead trainer for the Family Independence project funded by the Knight Foundation. This project and the recent South Carolina work focused on developing family to work adaptations of family literacy programming. Bonnie's educational accomplishments include an undergraduate degree from the University of North Carolina in Child Development and Family Relations and graduate work in Early Childhood Education, Adult Education and Business Administration. Her most important contributions have been her two daughters, Lisa Christine, 31 and Colsaria Monique, 20.

Lilian G. Katz
Professor Emerita of Early Childhood Education
University of Illinois (Urbana-Champaign)
And Director of the ERIC Clearinghouse on Elementary & Early Childhood Education

Dr. Kats is a Past President of the National Association for the Education of Young Children, and is Editor of the first on-line peer reviewed early childhood journal, Early Childhood Research & Practice.
Professor Katz is author of more than one hundred publications about early childhood education, teacher education for the early years, child development, and parenting of young children. For thirteen years she wrote a monthly column for parents of three- and four-year-olds for Parents Magazine.

continued

NATIONAL FACULTY, continued

Lilian Katz, continued

Dr. Katz was founding editor of the Early Childhood Research Quarterly, and served as Editor-in-Chief during its first six years. She is currently Chair of the Editorial board of the International Journal of the Early Years published in the UK.
Dr. Katz has also been a consultant to the Children's Television Workshop (Sesame Street) for the past three years. Her most recent book, co-authored with J. H. Helm is Young Investigators: The Project Approach in the Early Years. Her book titled Talks with Teachers of Young Children (1995), is a collection of her best known early essays and several recent ones. In 2000 she co-authored the second edition of Engaging Children's Minds: The Project Approach with S. C. Chard.
Dr. Katz has lectured in all 50 US states and in more than 50 countries. She has held visiting posts at universities in Australia, Canada, England, Germany, India, Israel, the West Indies (Barbados campus) and many parts of the US.
Dr. Katz is the recipient of many honors, including two Fulbright Awards (India & New Zealand), and an Honorary Doctor of Letters degree (DLitt.) from Whittier College, Whittier, California and an honorary Doctor of Philosophy from the University of Goteborg, Sweden. In 1997 she served as Nehru Professor at the University of Baroda in India.
Professor Katz received her B.A. degree from San Francisco State University (1964) and her Ph.D. in Child Development from Stanford University in 1968.

Deborah Jane Leong, Ph.D.
Professor, Department of Psychology
Metropolitan State College of Denver

Dr. Leong has worked and written extensively about early childhood assessment and also about the Vygotskian approach to childhood development. She received her M. Ed. from Harvard and her Ph.D. from Stanford University. She received the Danforth Associate Award for Excellence in Undergraduate Teaching and was awarded a Fulbright Fellowship to Argentina.
Dr. Leong has co-authored two textbooks: Tools of the Mind: The Vygotskian Approach to Early Childhood Education (with Elena Bodrova) and Assessing and Guiding Young Children's Development and Learning (with Oralie McAfee). She has co-written several book chapters on Play and its influence on development. She has published articles in journals, including Educational Leadership, Journal of Early Childhood Teacher Education, and Language Literacy, and Learning. She has co-written and appeared in three educational videos on the Vygotskian approach and one video on literacy development used in over 200 colleges and universities.
The early childhood classroom program she developed with Elena Bodrova was named by the International Bureau of Education (UNESCO) as an exemplary early childhood program in January 2000. Among her recent presentations are those in 1999 for NAEYC, the National Association for the Early Childhood Teacher Educators and the National Council for the Teachers of English.
Freeman has also presented for the Society for Research in Child Development, the American Educational Research Association, the American Psychological Association, and at the 100th anniversary conference held at the Piaget Archives in Geneva, Switzerland.

Janet Gonzalez-Mena
Trainer of Trainers, WestEd Infant Toddler Caregiver Program

Janet Gonzalez-Mena has been a preschool teacher, child care director, a trainer and a community college teacher. She worked in Head Start and another program like Head Start in the 60's as a teacher, in the 70's as a CDA trainer, and in the early 80's as a regional trainer. She is now a trainer of trainers in WestEd's Program for Infant Toddler Caregivers. Janet also writes books and articles about early childhood education. One of her books, Multicultural Issues in Child Care is about cultural differences; but beyond that, it's about equity and social justice in early childhood programs. Her book Foundations: Early Childhood Education in a Diverse Society is an introductory college text. Infants, Toddlers, and Caregivers (co-authored by Dianne Eyer), now in its 5th edition, is a text for caregiving training. Mother of five, Janet decided to "tell all" by writing a book called Dragon Mom about the professional as parent. Her "book of confessions" helps other early childhood professionals see that they can quit blaming themselves for not being perfect parents. Janet lives with her husband Frank and their 21-year-old son Tim in the countryside near the Napa Valley in Northern California.

NATIONAL FACULTY, continued

Kathleen A. Roskos, Ph.D.
Professor
Department of Education/Allied Studies
John Carroll University

At John Carroll University, Kathleen Roskos teaches courses in reading instruction and reading diagnosis. Formerly an elementary classroom teacher, Dr. Roskos has served in a variety of educational administration roles, including director of federal programs (e.g. Adult Basic Education & Title I) in the public schools and department chair in higher education. She also has developed, written, and coordinated a wide array of grants, totaling over five million dollars, that have benefited public schools, agencies and teacher education programs. She coordinated one of the first public preschools in Ohio (Bridges and Links) and currently is instrumental in strengthening literacy preparation at the associate degree level through a collaboration grant between 2- and 4-year institutions.

Dr. Roskos studies early literacy development, teacher cognition and the design of professional education for teachers. She has published research articles on these topics in leading journals, including Reading Research Quarterly, Early Childhood Research Quarterly, American Educational Research Journal, The Elementary School Journal, Journal of Teacher Education, and The Teacher Educator. Her most recent article on the importance of play in the early literacy experience is web-based and interactive, published at www.readingonline.org. She has co-authored or co-edited four books; spearheaded development of a video on linking literacy and play for the International Reading Association; and has contributed 10 chapters to books on early literacy.

Additionally, Dr. Roskos served as one of the co-editors of The Reading Teacher for eight years. She is currently a member of the IRA Publications Committee, a leader in the LDYC SIG of IRA, member-at-large in the early childhood SIG of AERA, and is a member of several local and regional professional boards. Dr. Roskos presents regularly at professional conferences on teacher education on a wide range of literacy topics (e.g., the print-rich environment, content area reading strategies, emergent literacy curriculum, and reading diagnosis). She presents and consults extensively in local schools in areas of literacy curriculum development, reading assessment, and teacher development. Currently Dr. Roskos is coordinating a state-wide project that seeks to enhance the professional teaching of reading through school-based professional development and learning.

Dorothy Strickland, Ph.D.
Professor
Rutgers, The State University of New Jersey

Dr. Strickland earned her Doctorate from New Yor University with a concentration in reading and languag arts. She also holds an honorary Doctorate of Human Letters from Bank Street College of Education, an recently received the Outstanding Educator in th Language Arts award from the National Council c Teachers of English. She is past president of th International Reading Association and of its Reading Ha of Fame.

Strickland has consistently served in editorial, committe and reviewer roles for professional associations publications and organizations, including Scholastic, Inc. Webster's New World Dictionary and the Internationa Reading Association. She has served on numerou national panels and committees including Presider Carter's subcommittee for the Commission on Menta Health, the US Study Team on Teaching Reading i China, and the recent panel that produced the influentia report, Preventing Reading Difficulties in Young Children. Strickland has written 16 books and authored 30 chapter in edited books on education.

Dr. Strickland has contributed significantly to the teachin and learning of reading and writing among the youn through her work on video and audio tapes on phonics teaching reading, concept development, th reading/writing connection, storytelling, and a host c other topics. She writes widely for both refereed and nor refereed distinguished journals.

Strickland has consulted for more than thirty scho districts and state departments of education, an numerous projects have been supported by grant fundin Strickland is requested for numerous presentations eac year at local, state, national and international educatio events, including events in several countries outside th United States.

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NATIONAL FACULTY **continued**

& **Patton O. Tabors, Ph.D.**
Research Associate
Harvard Graduate School of Education

Dr. Tabors brings particular strengths in bilingual issues and the area of reading difficulties. She has consulted and presented on the issues of second-language education and low-income families for Harvard University, the Second Language Research Forum, the Boston University Conference on Language Development and the American Education Research Association. She has made presentations on literacy for the Society for the Scientific Study of Reading, The National Reading Conference, NAYEC and the Society for Research in Child Development.
Tabors has been a consultant to WGBH Educational Foundation and she researched and wrote a plan for a new trilingual preschool/primary school at the University of Massachusetts College of Education. Dr. Tabors has been published widely, including contributions to the proceedings of the VIIIth International Congress for the Study of Child Language, San Sebastian, Basque Country, Spain, a work currently in review.

William H. Teale, Ed.D.
Professor, Director, UIC Reading Clinic
College of Education
The University of Illinois at Chicago

Dr. Teale has worked on sponsored research and program development with a number of leading organizations, including Children's Television Workshop, the International Reading Association, the National Council of Teachers of English, AT&T and a number of universities. Projects have spanned motivating reading and writing among low-average middle school students, storybook reading, parent-child interaction and children's independent functioning, remedial reading and literature for at-risk Hispanic children. He has written chapters for more than 20 books, including textbooks; written refereed articles for *Research in the Teaching of English, The Reading Teacher, Young Children, Journal of Research in Reading, Australian Journal of Reading* and others; and has entries in several reference books, including *The Vocabulary of Reading and Writing* and *Encyclopedia of English Studies and Language Arts.* He is a grant proposal reviewer for the U.S. Department of Education, the National Endowment for the Humanities and the Social Sciences and Humanities Research Council of Canada.

Among his professional affiliations, he serves on committees for the International Reading Association, the American Library Association and the National Conference on Research in English and others. Teale is a journal reviewer for *Reading Research Quarterly, The Reading Teacher* and others, and is a consultant on manuscripts for fourteen publishers, including Scholastic, Inc., Harcourt Brace Jovanovich, Macmillan/McGraw-Hill Publishing Company, Little, Brown and Company and Allyn & Bacon.

& **Toni S. Walters, Ph.D.**
Professor in Reading & Language Arts
School of Education & Human Services
Oakland University

Dr. Walters has been a teacher of children and adults for many years. She has written across the media, including manuscripts, books, audio, newsletters and peer-reviewed journals, inclusive of The Reading Teacher, Reading Horizons and Michigan Reading Journal. Notable among her numerous committee posts include serving as a reviewer for the International Reading Association Research Fellowships and serving on the National Reading Association Yearbook Editorial Review Boards, to name a few. Walters has been a consultant on various literacy, assessment, and diversity initiatives for the Michigan Department of Education. She has served on various Oakland University Committees such as the Blue Ribbon Task Force for Graduate Education, the Master Planning Task Force, the International Task Force, and the Teaching Excellence Award Subcommittee. Walters has also held numerous responsibilities within the Department of Reading. Since 1998 Walters has coordinated the Ph.D. Program in Reading. She has made numerous presentations both in the United States and more recently in Jamaica, West Indies. In addition to being a frequent speaker at the National Black Child Development Institute Conferences and the Michigan Reading Association Conferences, she has been a presenter at 1993 National Literacy Institute of the Michigan Department of Education, The 1998 Symposium 17th World Congress on Reading, International Reading Association, the 1999 Spring Conference for the National Council of Teachers of English.

Continued

NATIONAL FACULTY **continued**

Toni S. Walters, Ph.D., continued

Dr. Walters has received the Teaching Excellence Award from Oakland University, the Celebrate Literacy Award from the Michigan Reading Association and the distinguished Faculty Award from the Michigan Association of Governing Boards of Colleges.

Hallie Kay Yopp, Ph.D.
Professor
College of Education
California State University, Fullerton

Dr. Hallie Kay Yopp provides professional training and technical support to the early literacy community through her work as researcher, writer, teacher, and volunteer. Recently inducted into the Reading Hall of Fame by the California Reading Association, Dr. Yopp presents her research on early literacy and teacher methods to parents, school leaders, teachers, and community leaders throughout the nation. Currently an active faculty member at California State University, Fullerton, she spearheaded and is now Co-Director of the Teacher Diversity Project, she advises students as a Graduate Coordinator and faculty members as a Faculty Mentor, and serves on numerous university communities. She was awarded the Outstanding Professor award at CSUF in 2000 for her dedication to the university.

Beyond teaching, Dr. Yopp has published numerous pieces on phonemic awareness and early literacy and is active on the editorial advisory boards of Content Area Reading Journal and Reading Research Quarterly. She is also a member of the "Building Bridges to Student and Teacher Learning: Early Literacy Assessment and Intervention" Advisory Board, a project funded by the National Science Foundation.

She is the primary author of Literature-based Reading Activities (2001) and co-author of numerous reading textbooks such as Harcourt Language and Signatures. Her articles regularly appear in such publications as The Reading Teacher, Teacher Education Quarterly, and the Journal of Reading Education. Dr. Yopp also facilitates professional development programming at conferences across the nation. In her current research, she is also focusing on programming to increase teacher diversity.

Dr. Yopp holds a Ph.D. in Education from the University of California, Riverside. She is currently in her twenty-second year of teaching as a Professor in the Department of Elementary, Bilingual, & Reading Education at CSUF. She volunteers regularly at the Rolling Hills Elementary School.

Additional faculty are added as needed based on class topics.

6-26-0

***HeadsUp! Reading*™ is a project of the National Head Start Association in collaboration with the Council for Professional Recognition and RISE Learning Solutions**

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National
Head Start
Association

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HeadsUp! Reading℠
Participating State Models
2001-2002

California

The California Children and Families Commission authorized a three year grant of $15 million and the California legislature committed $8 million of general revenue to create a comprehensive program of professional development in early literacy. California allocated $15 million over a three year period from the California Children and Families Commission for the state's early literacy initiative, *Early Steps To Reading Success*, of which *HeadsUp! Reading*℠ is a key element. In addition, the California Legislature has authorized an additional $4 million of general revenue to add 2,000 pre-Kindergarten teachers to the Governor's Reading Professional Development Institutes in 2001 and 2002. In order to reach a projected 10,000 early educators, California is installing 500 satellite dishes and using the state's community college satellite system (CCCSAT) to deliver the course across the state. Currently, 39 colleges/universities in California offer credit for the course. The project funds some training stipends for teachers, and books and materials to enrich classrooms. Teachers who receive training stipends also conduct early literacy sessions for parents. The University of California Office of the President, in collaboration with the California Association for the Education of Young Children (CAEYC) is coordinating the *HeadsUp! Reading* project in California. More information can be obtained from their website at www.caeyc.org.

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Illinois

In Illinois, *HeadsUp! Reading*℠ is a collaboration of First Lady Lura Lynn Ryan's Future for Kids initiative, the Department of Human Services, the Illinois Head Start State Collaboration Office and the Illinois State Board of Education. Recognizing the importance of early literacy, Illinois will establish training sites professional development. The Illinois Network of Child Care Resource and Referral Agencies will administer the *HeadsUp! Reading* program. College credit is already available to students in the state.

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Missouri

HeadsUp! Reading in Missouri is funded by the Department of Elementary and Secondary Education, the Department of Health, Bureau of Child Care, and the Missouri Head Start State Collaboration Office. In addition, a great deal of planning and support has come from the Department of Social Services, the State Library, LIFT - Missouri (MO's literacy resource center), Parents As Teachers National Center, Inc., the Missouri Association for the Education of Young Children, and the United Way of Greater St. Louis - Success By 6. There will be more than 50 *HeadsUp! Reading* sites in Head Start, public libraries, public schools, Educare, community colleges, and child care facilities. Child Care Resource and Referral agencies will help coordinate recruitment, enrollment, attendance, college credit, supplies and facilitator stipends for each site. The Missouri Head Start Association/Collaboration Office website (www.moheadstart.org) will offer enrollment, college credit, financial assistance, and general information. A growing number of colleges and universities in Missouri will offer credit for *HeadsUp! Reading*. Approximately 1,000 participants are expected to participate during Missouri's first year in the course.

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APPENDIX I -- STATEMENT OF DEBORAH A. PHILLIPS, PROFESSOR AND CHAIR, DEPARTMENT OF PSYCHOLOGY, GEORGETOWN UNIVERSITY, WASHINGTON, D.C.

WRITTEN TESTIMONY

COMMITTEE ON EDUCATION AND THE WORKFORCE

U.S. HOUSE OF REPRESENTATIVES

July 31, 2001

Deborah A. Phillips, Ph.D.

Professor and Chair, Department of Psychology, Georgetown University

Mr. Chairman and Members of the Committee, I am delighted to be here this morning to talk with you about "What's Working in Early Childhood Education". I had the pleasure of participating in the White House Summit on Early Childhood Cognitive Development last week where the same issues of "What do we know?" and "What works?" in early learning and development were discussed at length. I am especially encouraged that you and the White House are taking scientific knowledge as your departure point for considering the next policy steps.

Before joining the faculty at Georgetown University last September, I spent three years at the National Academy of Sciences as the study director for the report, *From Neurons to Neighborhoods: The Science of Early Childhood Development* (National Research Council/Institute of Medicine, 2000). The executive summary of this report is enclosed with my written testimony. Seventeen of our nation's most esteemed scientists and informed practitioners including neuroscientists, pediatricians, educators, developmental psychologists, economists, and statisticians worked for 2 ½ years to address the charge to the committee, which was to evaluate and integrate the current science of early childhood development, to disentangle such knowledge from erroneous popular beliefs or misunderstandings or fads, and to discuss the implications of this knowledge base for early childhood policy, practice, professional development, and research.

To address this charge, the committee reviewed over 1,500 peer-reviewed scientific articles (*Neurons to Neighborhoods* is one of the most heavily cited reports ever produced by the National Academies), consulted with dozens of the nation's experts on topics ranging from early brain development to early intervention, had on-going discussions with early childhood practitioners to ensure that the report would be useful as well as interesting, and held three workshops on precursors of anti-social behavior, home visiting, and early childhood interventions. Some of the research reviewed by the committee consisted of experimental evaluations of intervention projects, others were naturalistic studies of children in a range of typical settings. We need both types of evidence to get a complete picture of early development and the influences that shape its course.

It is essential to note that reports that emanate from the National Academy of Sciences are prepared under extremely tight rules regarding the nature of the evidence that can be reviewed and the accuracy with which the evidence must be portrayed. Before release, Academy reports go through a final review process, which is particularly rigorous with regard to the scrutiny given to the committee's interpretations of the scientific literature and its translation into recommendations for action. In the cast of Neurons to Neighborhoods, this review involved an additional 13 scientists -- several of whom were not familiar with the developmental literature. In effect, we are kept on a very tight leash; all such interpretations and recommendations must flow directly from the scientific knowledge base. As a result, reports from the National Academies are a far cry from advocacy statements; they are scientific documents from start to finish.

My remarks today will draw heavily upon this report, as well as upon evidence that has surfaced in just the last 18 months since the report was completed, with a focus on what we have learned about relations between experiences in early education settings and child competencies. I will emphasize what science tells us, where the boundaries of this knowledge base lie, and what this suggests about the decisions that face you today as you embark on a "new dawn" of decision-making about investments in the early childhood years.

It is a propitious moment for this hearing. There has been a virtual explosion of knowledge in neurobiology and the behavioral and social sciences. What we now know about the factors that start children along promising or worrisome pathways is leaps and bounds ahead of where we were even a decade ago. Yet, all too often, this knowledge is dismissed or ignored by those whose decisions fundamentally affect children's earliest experiences. At the White House Summit, Representative Northup recounted her dismay after sitting in a hearing focused on the National Institute of Child Health and Human Development and then in a hearing focused on Head Start and realizing that the knowledge being generated by NICHD-funded research had barely reached the Head Start community. In her words, "...there was no correlation between the two".

It is also noteworthy that this hearing is occurring in the midst of your consideration of HR1, in which you propose adding $26 billion to the Elementary and Secondary Education Act (ESEA). You are rightly emphasizing the need to improve teacher quality and retention, to ensure that the children are learning, and to better target the funds to low-income children in poor performing schools. This stands in stark contrast to the $125 million increase that is proposed for the Head Start program, which serves many of the same children in the years immediately prior to entering elementary school.

Why the difference? I would submit that it is linked to the prevailing belief that investments in preschool programs are not really in the same league as are investments in "real" education programs. But today we know better. Indeed, we know that wise investments in early education can actually reduce the problems that teachers are seeing when children enter elementary school. Three interrelated facts about the early years of life provide the rationale for these investments: (1) During these early years, children's

capabilities are growing exponentially, (2) By the age of 2 years, striking differences in what children know and can do begin to distinguish low-income children from their better off peers, and (3) We know a great deal about how to ensure that low-income children arrive at school just as prepared and eager to learn as other children. The decisions facing you today are really no different from those you are debating with regard to HR1: Who do you want to be teaching young children? How will you ensure that they get adequate training and support so that they do a good job and remain in the field? How will you ensure that young children are learning and that the gap between those with meager versus adequate incomes is closed?

I will address these questions in my remarks today, emphasizing five conclusions from *Neurons to Neighborhoods* that are particularly pertinent to debates about early education. I will conclude with three major challenges that need to be addressed before substantial progress can be made.

- **New technologies have revealed that the wiring diagram and neurochemistry of our brains develop at an astonishing pace during the earliest years of life—a pace that far exceeds any other stage of development. The fuel for brain growth is the child's early experiences.**

  Early experiences and their impacts on brain development affect what we learn and don't learn, as well as how we typically react to the events around us. Baby brains that hear English are different than baby brains that hear Japanese. Baby brains that have received neglectful parenting are different than baby brains that have received supportive parenting. Brains are designed to absorb early experiences and this cuts two ways. If those experiences are positive, normal development proceeds. If they are neglectful and deprive children of stimulation, development is compromised. In this sense, every early environment is an early intervention, whether we call it home or Head Start or child care.

  At the same time, the recent focus on the years from zero to three begins too late and ends too soon. Insults to the brain during prenatal development can have extremely damaging and lasting effects. And, the development of the neural systems supporting cognitive, social, and emotional competencies remains open to experience at least through adolescence. Indeed, it is the lifelong capacity for change and reorganization that renders human beings capable of dramatic recovery from early harm and incapable of being inoculated against later adversity. This lifelong plasticity renders us both adaptive and vulnerable.

  Four lessons follow: (1) Prenatal development must be protected, (2) Children who are born premature and/or with auditory, visual, or motor impairments that interfere with the environmental inputs that their brains expect (and need) to receive are highly vulnerable and require early detection and intervention, (3) Early interventions, such as Early Head Start or home visiting following the baby's birth, cannot stand alone because later experiences will either support or

undermine early progress, and (4) Intervention later in the preschool years and beyond can be highly effective. It remains the case, however, that getting off to a good start in life is a sound strategy for increasing the odds of greater adult competence.

- **The rapid pace of early brain development is a direct reflection of the rapid pace of early learning. As nation, we have seriously underestimated the capacities and the desire of young children to learn about people, things, and themselves.**

  This is not just a matter of school readiness. It is also a matter of providing young children with rich and rewarding early lives in the same sense that we care about the quality of life for the aged population. The childhood years have value not only as a preparation time for the later accomplishments in school and beyond that have galvanized public attention; they also have value in their own right as a time of extraordinary growth and change.

  Until quite recently, we believed that early learning was primarily maturational and that young children were not ready to learn abstract or sophisticated content, including mathematical and scientific concepts, until they got to school. Many parents still believe that it is in their child's best interest to hold off on encouraging them to read or to understand (not just count) numbers until they get to kindergarten or first grade. New scientific evidence on what children can do and want to learn before they enter school flies in the face of this conventional wisdom.

  Consider what young children learn and can do before they enter school. Children as young as 6-8 months can represent numbers by matching the number of objects on a display with the number of drumbeats emanating from a loudspeaker, and they already understand that objects cannot pass through one another and that they will fall if not supported. When 18-month olds are shown an unfamiliar object and told that it is a "dax" just one time, weeks or even months later they will correctly identify the dax. It is at this age that children embark on what has been called a word-learning explosion, acquiring on average 9 new words a day, every day, throughout the preschool years. Children this young will also spontaneously sort objects like toy horses and pencils into two piles, thus illustrating how rapidly conceptual knowledge develops. Two and one-half year olds known for their egocentrism can accurately tell you what someone else is seeing or experiencing when it differs from themselves.

  By age 4 or 5, children all over the world have mastered the fundamental grammatical system of their native language, including verb declensions, gender agreement, embedded clauses, and the like. Preschoolers also love BIG numbers and can learn sophisticated number concepts. This knowledge has been translated into a program called Big Math for Little Kids in which low-income preschoolers

(including three-year olds) are taught not only about specific shapes such as triangles and squares but about symmetries, and not about counting to ten but about counting in hundreds. Preschoolers also love scientific experiments and are easily engaged in trying to understand why one toy boat floats and another sinks or why ice takes up more room than the water that was used to make the ice, for example. This knowledge has been translated into a preschool curriculum developed initially in a Head Start program called ScienceStart where children learn about properties of matter, measurement, and simply machinery, for example. These programs and others are described in another report from the National Academies titled, *Eager to Learn: Educating Our Preschoolers* (2001).

Many developmental scientists are now engaged in designing and assessing programs focused on low-income children that demonstrate how universal these capacities to learn truly are given exposure to environments that foster learning, and excitement in learning. A recent, highly readable book about children's early learning is called *The Scientist in the Crib* (Gopnik, Meltzoff, & Kuhl, 1999). I highly recommend it. It is an apt title. They need to write a sequel called Scientist in the Preschool. Young children are constantly generating and testing hypotheses about the people and world around them and testing them. Early environments that are not designed with this in mind do children a disservice

- **The development of concepts, language, and reading is inextricably linked to the development of feelings, behavior, and social skills. To address one without the other is short-sighted and will diminish the progress that can be made.**

National attention is now riveted on early literacy skills. These skills are vitally important in their own right and warrant the attention they are receiving. But, we should not lose sight of children's social and emotional development in the process. In addition to their remarkable linguistic and cognitive gains, young children exhibit dramatic progress in their emotional, social, regulatory, and moral capacities. Consider just a few: prior to school entry children learn to persist when presented with new challenges…or not; they learn how to follow directions and work independently on a task….or not; they learn how to enter a group of other children and play successfully….or not; and they learn to resolve conflicts with peers constructively…or not.

All of these competencies are intertwined and each requires focused attention. For example, preschoolers who speak clearly and communicate their ideas more effectively are better able to engage in sustained play episodes with other children. Children from impoverished verbal environments are less capable of understanding others' mental states, which, in turn affects their ability to make and sustain friendships. Even before children enter school, weak academic skills are associated with behavioral and attention problems. Indeed, the largest cost savings from early intervention programs lie in the realm of social behavior –

reduced teen pregnancy, reduced crime – not in the realm of educational attainments.

Research is now quite clear that later anti-social behavior can have its roots in the preschool years, just as learning problems can be traced back to these earliest years of life. When kindergarten teachers are asked about their greatest concerns, they talk about children who are out of control, do now know how to follow directions, and who seem unengaged in classroom activities. Yet, we know less about how to foster early social competence than we do about how to foster early learning. This is an arena that desperately needs dedicated resources for research, including efforts to implement and evaluate promising programmatic strategies with young children. I would hope that the new Task Force To Improve Preschool Programs to be convened by Secretary Paige and Secretary Thompson would consider early reading and math skills in the context of children's abilities to manage their behavior, to get along with others, and to not only learn, but to enjoy learning.

- **Striking disparities in what children know and can do are evident well before they enter kindergarten and are predictive of later school success and life achievements. These disparities are associated with family resources. In fact, low family income during the preschool years appears to be more detrimental to children's ultimate academic attainments than does family income later in childhood. Yet, preschoolers remain the poorest age group in our society today.**

  One of the most significant insights about educational attainment in recent years is that educational outcomes in adolescence and young adulthood can be traced back to academic skills at school entry. Academic skills at school entry can, in turn, be traced to capabilities seen during the preschool years and the experiences in and out of the home that foster their development. Preschool cognitive abilities predict high school completion. Reading scores in 10th grade can be predicted with surprising accuracy from knowledge of the alphabet in kindergarten.

  By the preschool years, however, the income gap in what children know and can do has already emerged. Social class differences in scores on standardized developmental measures that favor children in better educated, higher-income families emerge between 18-24 months of age. Low-income 5-6 year olds show the same knowledge of numbers as do middle-income 3-4 year olds. Children whose mothers have less than a high school degree test, on average, at the 38th percentile in kindergarten-level letter recognition, while those with college-educated mothers test at the 69th percentile and those whose mothers have a B.A. degree test at the 86th percentile.

  Children who start school lagging behind their peers in language and cognitive abilities are not doomed to be school failures. To the contrary, early interventions

can make substantial contributions to the academic skills of young children. Moreover, the associations between early and later achievement, and between socioeconomic status and academic achievement, are far from deterministic. There is plenty of room for children to defy the odds, and many do.

Lower and higher income children are moving along different trajectories well before school entry in large measure because their early environments at home and in child care do not constitute a level playing field. Children living in poverty hear, on average, 300 fewer words per hour than do children in professional families. These early differences in what children are exposed to predict their 3rd grade vocabulary and reading comprehension scores. They also affect children's conceptual development—what they know about the world around them—which plays a central role in school achievement. Research on child care tells the same story. Children whose teachers provide rich language environment through labeling and explaining, ask open-ended questions, and explore the children's ideas with them have higher scores on tests of both verbal and general ability. Unfortunately, low-income children who cannot available themselves of early intervention programs such as Head Start, are in some of the nation's poorest quality child care settings in which ample and rich language is rare to non-existent.

Fortunately, the development of vocabulary, reading skills, and conceptual knowledge remains widely open to influence throughout the childhood years. In these domains, children can, in principle, catch up given appropriate and sufficient exposure. However, the amount of additional exposure a child needs to catch up increases over time. With each passing year, the gap between children from lower- income and higher-income families widens and thus closing it requires more intensive work.

Unfortunately, we know that wide individual differences at school entry in vocabulary and other early literacy skills are seldom reduced as children move through school, and they can be exacerbated. School entry is appropriately viewed as a critical social transition when social class-linked individual differences can become solidified and amplified or initial gaps can be narrowed. In this sense, what children know and can do at school entry matter, not because development becomes less amenable to environmental influence once the preschool years have passed, but because school entry is, in effect, a manufactured critical moment at which point individual differences become solidified and lead to longer-term patterns of learning and achievement. We don't know why this happens, but speculation has centered on the role of teacher expectations and differential treatment of children with differing initial abilities, the contribution of behavior problems that often accompany low academic skills, and children's own self-defeating views of themselves that can lead them to avoid challenging tasks and succumb to failure.

On a much more positive note, we know a great deal about how to better ensure that all children enter school prepared to master the elementary curriculum. As we learn more about what happens upon school entry, the urgency around implementing this knowledge in our nation's early childhood programs mounts. This is the First Lady's concern and her leadership on this issue could not be more timely.

- **Early interventions that work share a set of common features. The three most critical ingredients are: (1) accessibility and fit with parents' needs and values, (2) curricula directed at specific goals and based on the latest knowledge about how children learn and develop, and (3) qualified and stable staff. Poorly designed and weakly implemented interventions waste national resources and can harm children by failing to prepare them for the next stage of development and the social institutions in which they must perform.**

The overarching question of whether we can intervene successfully in young children's lives has been answered in the affirmative and should be put to rest. However, interventions that work pay a tremendous amount of attention to the needs and interests of families, to the changing developmental needs and capabilities of young children, to the evolving knowledge base about the kinds of specific experiences that foster positive development, and to the skills and resources that are essential to provide these experiences. All too often, successful interventions characterized by these features during their model or demonstration phase are phased up with half the resources, staffed with much less well-trained individuals, and unprepared to meet the demands of serving a wider spectrum of families with differing profiles of risk.

Generally speaking, programs that offer both a parent and a child component appear to be the most successful in promoting long-term developmental gains for children from low-income families. Programs that work directly with young children and explicitly involve parents in the process through parent involvement strategies or complementary programs directed at the parents seem to have greater odds of success than do programs that seek to improve child outcomes indirectly by focusing exclusively on changing parenting behavior, particularly when multi-risk families are involved. Why might this be so?

Accessibility and Fit With Parents' Needs

Many early interventions fail to reach the families for whom they are intended and/or they experience rapid attrition of families from the program. For example, a thorough assessment of home visiting programs -- based primarily on experimental evidence -- supported by the David and Lucile Packard Foundation (Gomby et al., 1999) revealed that 10% to 25% of the families who are invited to enroll choose not to participate and that between 20% and 67% of those enrolled

left the programs before they were scheduled to end. Moreover, enrolled families typically received about half of the intended visits. Only 56% of the families enrolled in the Comprehensive Child Development Programs were actively engaged after three years of participation. This is a formula for failure, just as it would be if children were given ½ of the dosage of an antibiotic.

Why are these programs characterized by such low participation rates? We are only beginning to explore this problem, but significant mental health problems among low-income families, including maternal depression (at rates of 13% to 28% in recent welfare samples), appear to be an important part of the answer. Presenting a bag of toys, a book, and some parenting tips to a chronically depressed mother not only by-passes her needs for mental health services, but my actually undermine the intended benefits of the parenting intervention. The New Chance Demonstration aimed at poorly educated teen-age mothers, for example, had negative effects on the children of depressed participants as compared to non-participants. Program demands appear to have overwhelmed these mothers' capacity to cope and inadvertently undermined their confidence in themselves.

Curricula That Incorporate What We Know About Early Development

Successful interventions also take into account what is known about how young children learn and develop, regularly assess their own progress in meeting their goals, and make appropriate modifications. In short, they take advantage of what is known and they learn as they go. Applications of new research on what it takes to foster early literacy, presented at the White House Summit, are instructive and I would encourage each of you to read the compilation of the five research papers presented at the Summit. In brief, successful literacy interventions provide different types of guidance at different developmental stages (e.g., promoting emotional bonding and pleasure in book interactions during infancy and print knowledge and letter-sound correspondence in preschool), are grounded in supporting interactive styles that enhance children's ability to learn and enjoyment of learning, and focus on the specific kinds of experiences that are known to foster early literacy, namely teaching print and book awareness, phonological awareness, letter knowledge and early word recognition, reading aloud and other forms of verbal communication, and writing their names and understanding how print works. When all of these components are present, children can show substantial gains in language skills, as I will note below.

Now, let me ask how many of you think you could walk into a Head Start classroom and teach children these skills? You also have to maintain civil social behavior, deal with the handful of over-active children that appear in every classroom, help children who have been absent due to illness or a family crisis catch up, adjust what you do for children who do not speak English as their first language, regularly assess each child's performance, and know how to tailor what you are doing to address each child's individual skill level. And, you need to do all of this without dampening the children's love of learning by ignoring their

individual interests, restricting opportunities for individual choice, and becoming overly negative, didactic, or highly rigid. Successful early childhood programs do not look like boot camps, or like 3rd grade classrooms. Research now tells us that highly didactic, rigid programs with an emphasis on right and wrong answers (vs. praise for progress and an understanding of how to improve), while effective for some elementary-age children, do not promote learning among preschool-age children. In fact, these programs undermine the children's motivation to learn.

This is precisely why we require elementary school teachers to have Bachelor's degrees, specialized training, and a teaching credential. Yet, the vast majority of preschool children are in programs and settings with adults who have little more than a high school education. Why do we tolerate for 3- and 4-year olds what we would never tolerate for 5 year olds? National concern has galvanized around teacher shortages, large class sizes, and poor teaching quality at the elementary level. Comparable concern needs to be directed at the preschool level.

Qualified and Stable Staff

If the child is the engine, then qualified and stable staff is the fuel that drives successful early childhood development programs. We know this from successful early interventions that employ highly-educated and trained staff (e.g., the more successful home visiting programs typically employ nurses, the well-known programs such as the High/Scope Perry Preschool and Abecedarian programs employed very well-educated and trained teachers and experienced virtually no teacher turnover). We know this from the literature on more typical child care settings, which consistently reports that children perform better on tests of learning and literacy when their child care providers have college-level education and training in a child-related field.

When you appreciate all that goes into teaching young children to read, to learn about numbers, to learn about the world around them, to learn how to get along with each other, and to *want* to learn, is it clear that early education is a daunting responsibility. But, when we look at *who* is caring for and educating our nation's young children there is a gaping mismatch between what research tells us and what is happening. The vast majority of states allow individuals with a high school diploma and without a criminal record to serve as the so-called teachers in child care programs, where most low-income children spend their days prior to school enrollment. Head Start is working towards the day when half of its staff will have AA degrees. Public pre-kindergarten programs vary widely in their teacher requirements, although several large-scale surveys have found that these programs tend to employ more qualified staff than do Head Start and child care programs.

It is not surprising that as Professor Landry has expanded her exemplary early reading program in Texas to 20 Head Start programs across the state (40% of the teachers had a B.A. degree or higher, but another 45% had only a CDA or a high

school diploma), only half are showing positive gains in the children's language and literacy skills at the mid-point of the program. This is after a full year in which the teachers participated in a four-day small group workshop on teaching early literacy skills, received weekly 1-hour in-class coaching, and attended monthly full-day training meetings with classroom mentors and program coordinators. Success is, however, well within reach. When the program was piloted, the participating children showed gains in language skills of 12-15 months in an 8-month period compared to 7-11 months for the control children.

Three Challenges

The Workforce. The first challenge derives from the previous comments. The genuine teaching crisis that the nation faces for K-12 education pales when compared to the teaching crisis in preschool education. Our college- and university-based schools of early education are at full enrollment and the student-faculty ratio is already substantially higher than in other parts of the curriculum that focus on older children. Moreover, most graduates by-pass jobs in early education to teach at the primary level where they can double their wages, receive health insurance and pensions, and work 9-months a year.

Both Head Start and the military child care program have understood that increased training absent improved compensation constitutes a wasted investment. Consider the child care workforce where turnover rates stand at 30% per year nationally and the only study that has followed child care teachers over time revealed that two-thirds had left their jobs in just four years. This is a very shaky foundation on which to build a solid early education program. It will be essential that major consideration be given to the infrastructure in higher education, to scholarship opportunities, and to narrowing the gap between the wages of well-trained teachers who work with preschool-age versus elementary-age children if we are to mount a successful effort to support the early learning of our nation's young children.

Low-Income Work. The second challenge derives from the nature of work among low-income parents, whose involvement and participation in early education programs is needed. National Labor Statistics data tell us that 40 percent of children under age 5 with an employed mother had mothers whose principal job involved a "nonday" work shift (defined as the majority of work hours being outside the 8 am to 4 pm shift). For children living in poverty this figure is about 60 percent. The National Study of Low-Income Child Care is finding that 78% of the parents in the study work nontraditional hours. Many hold down more than one job.

While some of these families are able to juggle their jobs and child care so as not to rely on nonparental care, many need help during the nontraditional hours of their employment. Center-based programs and early education programs almost universally operate during the traditional 8am-6pm work hours and many 4-year old pre-kindergarten programs operate during typical school hours (e.g., 9am to 12pm or 3pm). While parents of young children tend to get very little sleep, it is hard to imagine how a parent who works from midnight to 7am one week and 4 pm to midnight the next week can

participate consistently in early intervention programs, let alone rely on early education and care that operates from 9 to 3. As a case in point, not long ago it was the case that children of low-income, single working mothers were underrepresented in Head Start; I would not be surprised to learn that this remains the case today. We ask a great deal of parents in our society; the pressures on low-income parents are especially great. I would hope that as part of any effort to support the early education and learning of our nation's children, we will take steps to ensure that parents' need or mandate to work is not a barrier to their children's and their own participation in these initiatives.

Child Care. The majority of low-income children are not in Head Start or Early Head Start or state prekindergarten programs. They are in other programs which we refer to as "child care" and which are designed to support parents' employment, not children's development. As a case in point, 25% of new Head Start monies are set-aside for quality improvement; 4% of the Child Care Development Fund monies are set-aside for quality improvement. The low-income children who attend Head Start share the same needs as do the low-income children who attend CCDF-funded child care programs, and they deserve the same attention to their early learning. But, providing good early learning opportunities for them will be a challenge because they are scattered all over the map, from license-exempt arrangements with a neighbor to community-based, licensed child care programs. I don't have a simple answer here, but we know who these subsidized children are and we know where they are. A notable share of them are with adults who themselves are poorly educated and barely literate. We can't leave them behind in our national effort to improve early learning.

In closing, I want to commend you for your interest in early learning and development and thank you for this opportunity to testify. I would be happy to answer any questions you may have today and to continue to work with you during the important months ahead.

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Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Deborah Phillips		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998: Who Stays? Who Leaves? A Study of the Alameda Child Care Workforce. Child Care Bureau (Administration for Children, Youth, and Families). Sept 30, 2000 – Sept 30, 2001 # 90YE0116 $ 300,000		
3. Will you be representing an entity other than a government entity?	Yes	No X
4. Other than yourself, please list what entity or entities you will be representing:		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: None		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1998, including the source and amount of each grant or contract: None		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

Signature: Deborah Phillips Date: 7/27/01

Please attach this sheet to your written testimony.

APPENDIX J -- STATEMENT SUBMITTED FOR THE RECORD FROM THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION

STATEMENT FOR THE RECORD
COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON EDUCATION REFORM
HEARING ON
THE DAWN OF LEARNING: WHAT'S WORKING IN EARLY CHILDHOOD EDUCATION
July 31, 2001

Contact:
Leslie Jackson
301-652-6611 x 2023

The American Occupational Therapy Association (AOTA) submits this statement for the record of the hearing on July 31, 2001 early childhood education. We appreciate the opportunity to provide this information on literacy development to the Subcommittee on Education Reform in its effort to better understand best practices in what's working in early childhood education and the role of occupational therapy in promoting optimum participation in education.

The relationship between children's overall education performance and learning to read is receiving a great deal of attention lately from policy makers across the country, including the federal level. This hearing and the recent White House Summit on Early Childhood Cognitive Development illustrate the importance of this topic. President Bush's education proposal places special emphasis on the ability to read by the third grade, and there is growing recognition of the importance of the first three years of life in helping young children to learn and in laying the foundation for becoming effective readers later on.

The importance of being an effective reader in today's society can not be overstated. Yet, other experiences and skills are also critical to children's learning and development, including their sense of mastery and competence about what they can do. Reading not only involves the ability to understand and make sense of letters and sounds stung together into words and sentences, but also the ability to visually recognize and manually reproduce shapes, to be able to "see" various shapes in a cluttered picture (e.g., hidden pictures), and to be able to "feel" the slight differences in movements while holding a crayon. Unfortunately, much of the recent emphasis has been limited to learning to read (i.e., the act of reading and how to teach it), while the underlying pre-reading visual perception skills and writing has gotten very little attention. Our statement addresses the role of occupational therapy in the development of these reading and writing readiness skills.

Occupational therapists and occupational therapy assistants provide critical services to and for children in a variety of educational and community settings who have a variety of educational needs and disabling conditions. This includes children who have difficulties with reading and writing due to a disabling condition, such as cerebral palsy or specific learning disability, or apart from any other problems. Most of these children are seen by occupational therapy under the auspices of the Individuals with Disabilities Education Act (IDEA), who may be in both special and general education classrooms. Some of the children are general education students that do not receive IDEA services. Poor or messy handwriting is a major reason for referral to

occupational therapy in school settings. These referrals come from general and special education teachers for children with and without disabilities in preschool, elementary, middle and high schools and seem to be related to decreased formal instruction in learning to write. Children with visual-perception difficulties are also frequently seen by occupational therapists in educational settings. The AOTA believes that occupational therapy is an important service that can help meet the needs of children with reading and writing difficulties.

Visual and Motor Components of Reading and Writing

Reading and handwriting are not simple learning tasks. Both require the coordination of complex cognitive, memory, visual and motor processes. In addition to the areas of reading development already articulated by Reid Lyon and others, reading also includes a visual perception component that is essential for one's ability to decode and comprehend words. Visual perception includes the ability to see and use the eyes in a coordinated fashion to focus on and scan letters and words, as well as visual attention, memory, discrimination, recognition and form and spatial perception. These same skills are also important as children learn to write and form letters and words, figure out appropriate spacing between letters and words, and where/how to orient the paper and letters in space.

Writing includes not just the ability to use a pencil and form letters/words, but also how to hold the pencil, how to move the hand/arm through space (also known as motor planning), eye-hand coordination, knowing how much pressure and speed to use when writing, and sitting posture. Difficulties in one or more of these cognitive, memory, visual and motor areas can also impact a child's view of the entire learning environment (such as learning to spell, using scissors or moving through the hallways without bumping into another child), not just their ability to read and write.

Children's visual and writing skills are also dependent on having a stable base of postural or physical support that will allow their eyes and hands to do the work of reading and writing. It is difficult, for example, for a child to participate in a class activity at the chalkboard when they tire easily and can not keep their head/trunk up for long periods of time. Or, learning to cut with scissors can be a challenge if the child can not coordinate sitting upright at the desk while using one hand to open/close the scissors and the other hand to hold/turn the paper. Both of these situations, and many others, occur quite frequently in general education classrooms everyday.

The effects of visual perceptual difficulties can be subtle in nature and a child may have no "obvious" disabilities. But when asked to perform a visual perceptual task, he or she may be slow to perform or unable to do so. Children with handwriting difficulties often find a way to not perform or complete written assignments. Even after mastering the physical aspects of writing, students' do not become 'writers' unless they also have the requisite language and cognitive abilities to organize ideas and express them appropriately using the rules of grammar

and syntax. It is for this reason that teachers, occupational therapists, parents and others to work together to plan and coordinate opportunities for the child to learn and practice all of the pieces/components in concert with one another.

How Occupational Therapy Helps Children with Reading and Writing Difficulties

Occupational therapy intervention for children and youth with reading and writing difficulties emphasizes readiness skills and behaviors such as helping the child develop adequate hand strength and coordination to appropriately hold and use a pencil or to help him/her better organize their work space. Intervention includes consultation with parents and families, teachers, and other professionals, and is directed toward achieving desired outcomes that were developed in collaboration with the family and other professionals.

In education-settings, occupational therapists identify and treat the underlying sensorimotor, cognitive, and psychosocial components that impede the child's performance in academic and other school-related activities. Intervention strategies and service models are designed to support desired educational outcomes, and may be provided individually or in small groups. The therapist also works with classroom teachers and the child's family to determine how to modify the home or classroom settings, routines and schedules to provide structured learning opportunities and experiences to support the child's emerging skills. The therapist will also investigate the need for any modifications or accommodations for the child's skill level, such as technology; use of a carrel to limit a child's peripheral vision distractibility, pencil grips, or use of writing paper with raised lines.

For some, occupational therapy intervention is provided in conjunction with other classroom instructional practices, such as handwriting instruction and organizing the classroom to limit distractions. For other children and youth, occupational therapy may be the sole service provided or in conjunction with other services. Some States and districts have adopted handwriting curricula that have been developed by occupational therapists (i.e., *Handwriting without Tears, Loops and Groups*). In all instances, the need for occupational therapy intervention is determined by the presence of difficulties that impede the child's ability to engage and participate in their appropriate daily life activities, or *occupations*.

What is occupational therapy?

Occupational therapy (OT) is a vital health care service, designed to help individuals participate in desired daily life activities. Occupational therapy services address the combination of sensorimotor, neuromuscular, cognitive and psychosocial components of disability or limitation to assist in the correction and prevention of conditions that limit an individual from fully functioning and participating in life. For children with disabling conditions and other educational needs, occupational therapy can help them to perform the fine

motor or cognitive skills involved in important childhood learning experiences and to perform necessary daily activities such as feeding or dressing themselves and getting along with their peers at school. Occupational therapy services can help identify strategies for teachers and families to use to facilitate appropriate reading and writing development.

Occupational therapy practitioners have the unique training to assist individuals to engage in daily life activities throughout the lifespan and across home, school, work and play environments. Services may be provided during only one period of the child's life or at several different points when the child is having difficulties engaging in his or her daily school occupations, such as when they are faced with more complex demands in the classroom resulting from increased emphasis and reliance on written output. Occupational therapy services may be provided in the family's home; at school; and in the community, such as day care and preschool programs, private clinics, and vocational programs.

Occupational therapy evaluation determines whether an individual would benefit from intervention. The evaluation looks at the individual's strengths and needs with respect to daily life function in school, home and community life, focusing on how sensorimotor, cognitive, psychosocial, and psychological performance components interact with the demands and expectations of the environment. The findings of the occupational therapy evaluation inform the need for intervention. Occupational therapy practitioners use purposeful activities to help individuals bridge the gap between capacity to learn and full and successful engagement in work, play, and leisure activities.

For example, occupational therapy for infants and young children may include remediation of problem areas, development of compensatory strategies, enhancement of strengths, and creation of environments that provide opportunities for developmentally appropriate play and learning experiences. Services for the school-aged child are intended to help them be successful in school. Intervention strategies may focus on improving the child's information-processing ability, academic skill development such as handwriting, and ability to function in the school environment. For adolescents, occupational therapy intervention focus is on preparation for occupational choice, improvement of social and work skills, and learning how to create or alter the environment to maximize their productivity.

Occupational therapy is a health and rehabilitation service covered by private health insurance, Medicare, Medicaid, workers' compensation, vocational programs, behavioral health programs, early intervention programs and education programs. AOTA represents nearly 50,000 occupational therapists, occupational therapy assistants and students. We thank you, once again, for the opportunity to submit our comments for the record.

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