

Appendix G

Resources

For Further Reading: The Research Base of the ABC Project

Child Development

Early child development and learning. Ten key lessons.

http://www.ed.gov/pubs/How_Children/IEarlychildhood.html

Summary of information from a 1999 White House conference.

***Early childhood development: What matters MOST?* L. Davey. (November 2003)**

Maine KIDS COUNT. Child Development and Public Policy Issue Brief. Vol. 1, No 1.

http://www.mainechildrensalliance.org/am/publish/article_154.shtml

Particularly relevant is the author's response to the question "How Does Development Happen?" on page 2 and her "Conclusions: Meeting the Needs of Children" on page 7.

From Neurons to Neighborhoods. The Science of Early Childhood Development.

J.P. Shonkoff & D.A. Phillips (Eds). (2000). Board on Children, Youth, and Families.

National Research Council and Institute of Medicine Washington, DC: National Academy Press.

A comprehensive overview of the current state of our scientific knowledge about early childhood development. This book (588 pages) was written by a multidisciplinary committee of 17 researchers and practitioners. It focuses on the nature and tasks of early development and the environments in which it occurs.

***The Irreducible Needs of Children. What Every Child Must Have to Grow, Learn, and Flourish.* T. B. Brazelton and S.I. Greenspan (2000).**

In this 228 page book, these two well-respected doctors (a pediatrician and a psychiatrist) discuss seven essential things every child must have to succeed.

***Science, policy and the young developing child. Closing the gap between what we know and what we do.* J. Shonkoff (2004). Ounce of Prevention Fund.**

<http://www.ounceofprevention.org/downloads/publications/shonkoffweb.pdf>

This paper by one of the editors of *From Neurons to Neighborhoods* (see above) overviews the state of our scientific knowledge about early childhood and explores ways to close the gap between what we know and what we do as a society.

***Young children develop in an environment of relationships* (2004).**

http://www.developingchild.net/papers/paper_1.pdf

The first working paper of the new National Scientific Council on the Developing Child, developed to translate research so it can be used effectively to design public policy.

Investing in Early Childhood

Invest in the very young. J.J. Heckman. (2000). Ounce of Prevention Fund.

<http://www.ounceofprevention.org/downloads/publications/Heckman.pdf>

In this summary paper, economist J.J. Heckman (the winner of the 2000 Nobel prize in economics) draws from a large body of recent research to explore the assumptions and foundations of current policies toward skill formation from birth through early adulthood. He points out that “early learning begets later learning and early success breeds later success” and that “soft” or non-cognitive skills like motivation are critical to “hard skill” formation and to later achievement. Dr. Heckman concludes that "On a purely economic basis, it makes a lot of sense to invest in the young." (7 pp.)

A stitch in time: Calculating the cost of school unreadiness. Bruner, C. (September 2002) The Finance Project. <http://www.financeproject.org/StitchInTime.pdf>

This 56 page paper focuses “on the investment potential of early childhood services to school readiness.” As the preface points out, “To a large extent, the greatest challenge is not in knowing what constitutes high-quality supports and services for young children and their families. Rather, it is in gaining and maintaining concerted attention and resources to planning, financing, implementing, and sustaining high quality, coherent systems that connect all the disparate state and local programs and resources.”

School Readiness

School readiness: Helping communities get children ready for school and schools ready for children (Child Trends, October 2001)

<http://www.childtrends.org/files/SchoolReadiness.pdf>

This eight page report is intended to help communities invest wisely in school readiness initiatives. It proposes an ecological framework for school readiness that includes factors related to the child, the child’s family and the community.

Seven things legislators (and other policy makers) need to know about school readiness. Prepared by the State Early Childhood Policy Technical Assistance Network, (SECPTAN) March 2003. <http://www.finebynine.org/pdf/AnnotatedPres.pdf>

This resource packet includes descriptions of seven key points about young children and the importance of their learning and a PowerPoint presentation on the same points. .

Where we stand on school readiness and ***Position statement on school readiness***

(Revised 1995). <http://www.naeyc.org/about/positions/pdf/readiness.pdf>

<http://www.naeyc.org/about/positions/pdf/readiness.pdf>

The National Association for the Education of Young Children (NAEYC) addresses the responsibilities of families and communities in ensuring that children are ready for successful school experiences and calls for “ready schools” as well.