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Subject: News & Tools from the Institute for Child Success

Monthly digest of tools for SC's Early Childhood Leaders

September/October 2013

South Carolina News

2013 South Carolina Early Childhood Research Symposium Web Page

Institute for Child Success

The new symposium web page highlights the latest early childhood research from around the state, including links to many of the presentations given at this month's event.

Tackling the Tough Issues

Help Me Grow Blog

October 14, 2013

Dr. Paul Dworkin, the Plenary Speaker at ICS' first South Carolina Early Childhood Symposium, provides reflections on the Symposium's focus on the challenges of measuring impact and making research accessible. The Help Me Grow National Center is also focused on the importance of measuring impact.

FSD1 to Get More than Half Million for School Readiness

The Morning News - Florence

September 21, 2013

Florence School District 1 will soon be getting a \$590,000 grant from the state to implement its school readiness program. The money will be provided to the district quarterly, over the course of four years, to offset the costs of expanding its early childhood education offerings to more students and adding programs.

Ann Robinson: "Pay for Success" Promising

Greenville News Op-Ed

September 27, 2013

On September 27, Ann Robinson authored "Pay for Success Promising," in The Greenville News. The piece discussed ICS and our recent PFS work as a potential mechanism for scaling and sustaining evidence-based interventions.

UPCOMING EVENT

Webinar:

Exploring Alternative
Finance Strategies:
Louisiana's School
Readiness Tax Credits

Featuring
Geoffrey Nagle, Ph.D.

Assoc. Professor of
Psychiatry and
Behavioral Health
and
Director

Tulane University
Institute of Infant and
Early Childhood
Mental Health

November 20th
3:00 - 4:00 pm

[Click here for more
information](#)

News & Tools from Around the Country

Language Gap Between Rich and Poor Children Begins in Infancy,
Stanford Psychologists Find
Stanford Report
September 25, 2013

Fifty years of research by Stanford psychologists reveals that 2-year-old children of lower-income families may already be six months behind in language development by the time they enter school. By 18 months of age, toddlers from disadvantaged families are already several months behind more advantaged children in language proficiency.

A Governor's Guide to Early Literacy: Getting All Students Ready
by Third Grade
National Governors Association
October 1, 2013

Improving early literacy is essential to increasing high school graduation rates allowing students to be successful in postsecondary education and ensuring the prosperity of all Americans, according to a report released by the National Governors Association.

Investing in Our Future: The Evidence Base on Preschool
Education
Society for Research in Child Development and Foundation for Child
Development
October 2013

In a report from researchers at the Society for Research in Child Development and Foundations for Child Development argue that large-scale public preschool programs can have substantial impacts on children's early learning. They also contend that quality preschool education is a profitable investment and that the most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula.

Amid Financial Collapse Detroit Builds a Promising Early Learning
Model
New American Foundation
October 7, 2013

Detroit may be bankrupt, but it is also home to an early learning model that was promising enough to win a Social Innovation Fund grant in 2011 to figure out just how effective it is.

Parents Need to Know More About Early Childhood
ABC News
October 12, 2013

Parents, professionals and policy makers are ignoring research on the most effective ways to raise healthy infants, and their inaction could lead to a more troubled society, two recent studies say. Despite explosive growth in the field, policy makers are not using new knowledge to inform government programs created to aid parents

and infants.

Funding Quality Public Preschool Is an Investment in the Future,
Report Says
US News and World Report
October 17, 2013

Researchers have found that preschool has a noticeable effect on children's academic success. Despite the fact that many programs vary in quality, public preschool programs have been shown to benefit students from all economic, racial and ethnic backgrounds, according to a research brief funded by the Foundation for Child Development.

Language-Gap Study Bolsters a Push for Pre-K
The New York Times
October 21, 2013

An article in The New York Times reports that oral language and vocabulary are connected to reading comprehension. A recent study out of Stanford University finds that by the time children are 18 months old, children from affluent families could identify pictures of words they knew much faster than children from low-income families. Wealthier children, by the age of 2, had learned 30 percent more words in the intervening months than children from less-affluent homes. Therefore, the most disadvantaged children face increased challenges once they enter school and start learning to read.

Changing the Course for Infants and Toddlers: A Survey of State
Child Welfare Policies and Initiatives
ZERO TO THREE and Child Trends

ZERO TO THREE and Child Trends released a 2013 survey of state child welfare agencies that looks at the policies and practices that address the needs of infants and toddlers who have been maltreated. It sets the stage for understanding how states are currently supporting young children and where opportunities exist to expand supports.

Children's Engagement in Preschool and the Development of Self-
Regulation
University of Virginia Curry School of Education

In an issue brief completed by the University of Virginia Curry School of Education, researchers contend that children engagement with teachers, peers, and tasks in the preschool classroom is related to their gains in self-regulation skills. Their engagement in the preschool classroom impacts compliance and cognitive control, emotion management, and self-regulation.

The information contained in the this News and Tools digest includes links or pointers to information created and maintained by other public and/or private organizations. We provide these links and pointers solely for our readers' information and convenience. They do not imply ICS' affiliation with or endorsement of the views contained therein.

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