

National Collaborating Centre
for **Healthy Public Policy**

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DEVELOPMENTAL HEALTH AND PUBLIC POLICY

ANNOTATED BIBLIOGRAPHY | MAY 2013



Centre de collaboration nationale
sur les politiques publiques et la santé

National Collaborating Centre
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Information contained in the document may be cited provided that the source is mentioned.

ABOUT THE NATIONAL COLLABORATING CENTRE FOR HEALTHY PUBLIC POLICY

The National Collaborating Centre for Healthy Public Policy (NCCHPP) seeks to increase the expertise of public health actors across Canada in healthy public policy through the development, sharing and use of knowledge. The NCCHPP is one of six Centres financed by the Public Health Agency of Canada. The six Centres form a network across Canada, each hosted by a different institution and each focusing on a specific topic linked to public health. In addition to the Centres' individual contributions, the network of Collaborating Centres provides focal points for the exchange and common production of knowledge relating to these topics.

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INTRODUCTION

It is commonly acknowledged that the circumstances surrounding birth and the early years of life have an impact on the learning, behaviour and health of individuals throughout their lives. To help readers to learn more about interventions that support the healthy development of children from birth to five years old, we have compiled this bibliography.

This document aims to open pathways of study to public health actors interested in developmental health and the well-being of children. It is intended as a guide to research, but makes no claim to be exhaustive. The documents (books, journals, etc.) and websites listed (English and French) were selected based on criteria of accessibility, relevance and scientific rigour. Although there are many quality resources for parents or the general public, the resources listed here are more specifically intended for public health professionals and decision makers.

Those interested in developmental health will find references that:

- Facilitate access to existing resources;
- Inform readers about the main theoretical trends in child development;
- Inform readers about the contents of articles or books on child development.

This annotated bibliography, based on a preliminary working document produced by the Saskatchewan Population Health Evaluation Research Unit (SPHERU), was supplemented by research carried out by the NCCHPP in 2011-2012.

It should also be noted that this bibliography is designed to complement the briefing note entitled *Developmental Health Knowledge as a Catalyst for Healthy Family Policies in Canada* and the *Canadian Family Policy Assessment Tool*, both developed by SPHERU. These documents are both available online:

- *Developmental Health Knowledge as a Catalyst for Healthy Family Policies in Canada*. Available at: http://www.ncchpp.ca/141/publications.ccnpps?id_article=742
- *Canadian Family Policy Assessment Tool*. Available at: <http://www.kidskan.ca/node/637/>

1 THEORY AND FOUNDATIONAL RESEARCH

- Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six Theories of Child Development: Revised formulations and current issues* (pp. 187–249). London, United Kingdom: Jessica Kingsley Publishing.

This article discusses and updates the author's ecological systems theory of human development. The author discusses the issue of context without development, presents an ecological paradigm for development in context, examines research models in the study of development in context, discusses the properties of the person from an ecological perspective, considers the parameters of context from a developmental perspective, and points to the form and substance of future research.

- Keating, D. P. & Hertzman, C. (1999). *Developmental Health and the Wealth of Nations: Social, biological, and educational dynamics*. New York, NY: Guilford Press.

This book examines the health and well-being of infants and children in an era of rapid economic and technological change. It presents cogent findings on human development as both an individual and as a population-level phenomenon, looking at factors such as links between socioeconomic status, achievement, and health; the impact of early experience upon brain and behavioural development; and how schools and communities can develop new kinds of learning environments to enhance adaptation and foster intellectual growth.

- Center on the Developing Child at Harvard University. (2010-2011). *Reports and working papers*. Cambridge, Massachusetts: Harvard University. Retrieved from: http://developingchild.harvard.edu/resources/reports_and_working_papers/

This series of reports and working papers by the National Scientific Council on the Developing Child and the National Forum on Early Childhood Program Evaluation (now the National Forum on Early Childhood Policy and Programs), are available on the Center on the Developing Child's website. Both long and short documents provide information promoting a science-based framework for policy making.

Different themes touching the core concepts of early childhood development are covered: interaction between biology and experience, relationship environments, stress factors, built environment and toxic exposures, maternal depression, children's mental problems, etc.

Each paper explains or summarizes recent advances in research and offers tools for a well-informed strategy to improve policies and practices tied to early childhood intervention.

- Shonkoff, J. & Phillips, D. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: Board on Children, Youth, and Families, National Research Council, Institute of Medicine, National Academies Press.

This book provides a foundation for understanding advances and challenges in early childhood science. Recommendations made by the authors, from the Committee on Integrating the Science of Early Childhood Development, are grounded in knowledge from the Board on Children, Youth, and Families of the National Research Council and the Institute of Medicine.

These recommendations are based on four principles:

- 1) All children are born wired for feelings and ready to learn,
- 2) Early environments matter and nurturing relationships are essential,
- 3) Society is changing and the needs of young children are not being addressed, and
- 4) Interactions among early childhood science, policy, and practice are problematic and demand dramatic rethinking.

Research and evaluation can enhance human development and prevent a range of conditions that can begin prenatally, at birth or during the early years of life. The authors show the importance of integrating child development research, neuroscience and molecular genetics, integrating the basic science of human development and the applied science of early childhood intervention and also improving evaluations of early childhood interventions.

- White, L. A. (2011). The Internationalization of Early Childhood Education and Care Issues: Framing Gender Justice and Child Well-Being. *Governance*, 24(2), 285-309.

This article investigates how Early Childhood Education and Care (ECEC) issues have become the focus of attention for a number of international organizations. It argues that the growing attention of international organizations on ECEC affects the policy debate.

The author examines the policy frames manifest in the organizations' documents and concludes that these frames do not allow one to address both gender justice and children's well-being. The article calls for a combination of alternative frames that could generate better policy outcomes for both women and children as well as for the broader society. From this perspective, the rationale for investment in ECEC programs must extend beyond economic arguments and also focus on social returns.

- Ziegler, E., Gilliam, W. S., & Jones, S. M. (2006). *A Vision for Universal Preschool Education*. Cambridge, United Kingdom: Cambridge University Press.

This book advocates for an expanded access to preschool services. Based on research and evaluation of preschool programs' benefits, the book presents a model for universal preschool programs and provides policy makers with recommendations for promoting public policies that improve the health of children and families.

2 INDICATORS AND PUBLIC REPORTING

2.1 NATIONAL

- Anderson, L. & Findlay, T. (2007). *Making the Connections: Using Public Reporting to Track the Progress on Child Care Services in Canada – Executive summary*. Ottawa, Ontario: Child Care Advocacy Association of Canada. Retrieved from: http://www.ccaac.ca/mtc/en/pdf/mtc_execsumm_en.pdf

This project's findings show that few governments have clear and timely annual public reporting that allows the public to easily track progress on child care services. The project makes a series of recommendations to governments that would help them to fulfill the public reporting commitments established under federal-provincial-territorial agreements.

- Beach, J., Friendly, M., Ferns, C., Prabhu, N. & Forer, B. (2009). *Early Childhood Education and Care in Canada 2008 (8th ed.)*. Toronto, Ontario: Child Care Resource and Research Unit. Retrieved from: <http://childcarecanada.org/publications/eccec-canada/09/11/early-childhood-education-and-care-canada-2008>

This comprehensive report, the eighth edition since 1992, provides key data on child care and kindergarten across Canada. It tracks child care spaces, financing, quality issues and public policy developments at the provincial/territorial and federal levels. It includes demographic information such as mothers' labour force participation, and identifies trends over time.

- Canadian Institute of Child Health. (2000). *The Health of Canada's Children: A CICH profile – 3rd Edition*. Ottawa, Ontario. Retrieved from: http://www.cich.ca/Publications_monitoring.html#Profile3

This profile is a source of concise information on the health of children and youth prenatally to age 20, compiled through consultation with experts in many fields. It accessibly covers a range of community health indicators, with graphs, chapters and commentaries focusing on: pregnancy, birth and infancy, preschool children, school-aged children, youth, income inequality, mental health and well-being, children and youth with disabilities, Aboriginal children and youth, and children's environmental health. Also available online are short fact sheets on various topics, and on each province.

- Canadian Paediatric Society. (2012). *Are We Doing Enough? A status report on Canadian public policy and child and youth health*. Ottawa, Ontario. Retrieved from: <http://www.cps.ca/en/advocacy-defense/status-report>

In this report, the Canadian Paediatric Society addresses public policy involvement in Canadian child health by assessing key indicators of child and youth health both at the provincial/territorial and federal levels. They examine public policy in four major areas:

- 1) Disease prevention,
- 2) Health promotion,
- 3) Injury prevention, and

4) The best interests of children and youth.

This report aims to identify actions for improving the legislative and public policy environments in Canada and encouraging decision makers to review legislation with an eye to keeping child and youth citizens, as well as the economy, healthy.

- Cleveland, G., Forer, B., Hyatt, D., Japel, C., & Krashinsky, M. (2008). New Evidence About Child Care in Canada: Use Patterns, Affordability and Quality. *Choices*, 14(12). Retrieved from: <http://irpp.org/choices/archive/vol14no12.pdf>

This report examines the rapid growth of non-parental child care in Canada over the last 25 years. It also outlines the challenges of collecting accurate and current data on child care. The authors attempt to fill the gap by examining evidence from sources such as the National Longitudinal Survey of Children and Youth (NLSCY), the Canadian National Child Care Survey (CNCCS) and the Survey of Household Spending (SHS), as well as surveys on the quality of child care services conducted in Québec and Canada.

- Cohen, N. J., Kiefer, H. & Pape, B. (2004). *Handle with Care: Strategies for Promoting the Mental Health of Young Children in Community-Based Child Care*. Toronto, Ontario: Canadian Mental Health Association. Retrieved from: <http://hincksdellcrest.org/getmedia/432b3f98-133b-4059-a05f-377914037529/FinalReportMental-Health-Report-11.aspx>

Handle with Care is a program that examines how policies and activities relating to child care promote the mental health of young children.

This document is based on a literature review of child care research focused on the areas of development most relevant to mental health. Statistics and standards for Canada are presented.

The authors refer to what are considered to be the cornerstones of mental health promotion for children, and then draw direct implications for policies and practices in early child care and education. In conclusion, nine recommendations are suggested for supporting the mental health of children through child care.

- Government of Canada. (2011). *The Well-Being of Canada's Young Children*. Government of Canada Report. Ottawa, Ontario: Human Resources and Skills Development Canada, Public Health Agency of Canada and Indian and Northern Affairs Canada. Retrieved from: http://www.dpe-agje-ecd-elcc.ca/eng/ecd/well-being/sp_1027_04_12_eng.pdf

This federal government report follows up on the Government of Canada's September 2000 agreement with provincial and territorial governments to improve and expand the services and programs for children under 6 years of age and their families.

This is the fourth report on young children's well-being released by the Government of Canada, and expands on the federal/provincial/territorial common set of indicators to provide a more comprehensive portrait of children from birth to 5 years of age (inclusive) in Canada.

- Kershaw, P., Warburton, B. Anderson, L., Hertzman, C., Irwin, L. G. & Forer, B. (2010). The Economic Costs of Early Vulnerability in Canada. *Canadian Journal of Public Health* 101 (1) (Suppl. 3), S8-S12. Retrieved from: <http://journal.cpha.ca/index.php/cjph/article/view/2132/2313>

This study estimates the economic costs of early vulnerability in light of the population-level data showing that between 25% and 30% of Canadian children do not arrive at kindergarten meeting all of the developmental benchmarks they need to thrive both now and into the future.

It examines Early Development Instrument (EDI) data from across Canada as of 2008-2009, and across time within British Columbia since 2001. It also links EDI data with school achievement results on standardized tests in grades four and seven, along with graduation records and criminal justice information in British Columbia.

- Kershaw, P., Anderson, L., Warburton, B. & Hertzman, C. (2009). *15 by 15: A Comprehensive Policy Framework for Early Human Capital Investment in BC*. Vancouver, British Columbia: Human Early Learning Partnership, University of British Columbia. Retrieved from: <http://earlylearning.ubc.ca/documents/27/>

This report, produced within the context of the Human Early Learning Partnership (HELP) research project, quantifies the costs and benefits of addressing early vulnerability in British Columbia. The authors propose a policy framework most likely to fulfill the provincial government's commitment to reducing the rate of early vulnerability to 15% by fiscal year 2015.

- McCain, M. N. & Mustard, J. F. (1999). *Early Years Study: Reversing the Real Brain Drain*. Toronto, Ontario: Canadian Institute for Advanced Research. Retrieved from: http://www.pcfk.on.ca/PDFs/Research_Ken/ReversingBrainDrain.pdf

This study, prepared for the Ontario government, examines evidence from neurosciences, developmental psychology, social sciences, anthropology, epidemiology and other disciplines focused on how early brain and child development affects learning, behaviour and health throughout all stages of life, in order to establish a framework for understanding the early years of child development and their effects on learning, behaviour and health.

- Pascal, C. E. (2012). *With Our Best Future in Mind: Implementing Early Learning in Ontario*. Toronto, Ontario: Government of Ontario. Retrieved from: http://www.ontario.ca/en/initiatives/early_learning/ONT06_018865

This report to the Premier of Ontario by the Special Advisor on Early Learning, Charles E. Pascal, provides the foundation for the province's plan to implement full-day learning for 4- and 5-year olds in Ontario.

- Vanier Institute of the Family. (2012). *Families Count: Profiling Canada's Families IV*. Ottawa, Ontario. Retrieved from: http://www.vanierinstitute.ca/families_count_-_profiling_canadas_families_iv

This comprehensive report examines the many ways in which the structural, functional and affective dimensions of family life have changed. Dimensions such as family size, age of marriage, common-law unions, separation, divorce, and gender roles are examined.

2.2 INTERNATIONAL

- Belfield, C. R. (2006). *Financing early childhood care and education: an international review. Background paper prepared for the Education for All Global Monitoring Report 2007, Strong foundations: early childhood care and education*. Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO). Retrieved from: <http://unesdoc.unesco.org/images/0014/001474/147443e.pdf>

This report presents an international review of financing systems for early childhood care and education (ECCE) across different countries. The author describes funding sources, mechanisms, and amounts for more than 15 countries. This exploration reveals the wide diversity of financial systems and levels of funding that exist internationally.

The last part of the paper examines the equity of ECCE funding in relation to gender, socioeconomic status, demography and ethnicity. The author concludes by presenting principles and policy implications tied to ECCE financing systems.

- Bennett, J. (2008). *Benchmarks for Early Childhood Services in OECD Countries. Innocenti Working Paper 2008-02*. Florence, Italy: UNICEF Innocenti Research Centre. Retrieved from: <http://www.unicef-irc.org/publications/515>

The Innocenti Report Card 8 presents ten benchmarks for early childhood services. They are a first step towards the ultimate goal of improving the lives of young children by enabling international comparisons to be made, and action to be taken, in the early childhood field.

This paper provides some critical reflections on the challenges involved in establishing the principle of standard-setting in the early childhood field. It also suggests factors that should command attention as the principle becomes established and the process of standard-setting matures.

- Organisation for Economic Co-operation and Development (OECD). (2001). *Starting Strong: Early Childhood Education and Care*. London, United Kingdom: OECD Publishing. Retrieved from: <http://www.oecdbookshop.org/oecd/display.asp?K=5LMQCR2K9TTJ&DS=Starting-Strong> (No online access, but available for sale.)

This book takes a broad and holistic approach to early childhood education and care. It provides a comparative analysis of major policy developments and issues in twelve OECD countries, highlights innovative approaches, and proposes policy options that can be adapted to varied national contexts. It also proposes key elements of successful policies

for decision makers aiming to promote equitable access to quality early childhood education and care (ECEC).

- Organisation for Economic Co-operation and Development (OECD). (2006). *Starting Strong II: Early Childhood Education and Care*. London, United Kingdom: OECD Publishing. Retrieved from: <http://www.oecdbookshop.org/oecd/display.asp?lang=EN&sf1=identifiers&st1=912006031p1> (No online access, but available for sale.)

This review of early childhood education and care (ECEC) in twenty OECD countries describes the social, economic, conceptual and research factors that influence early childhood policy. *Starting Strong II* outlines the progress made by the participating countries in responding to the key aspects of successful ECEC policy outlined in the previous volume, *Starting Strong*. It also provides examples of new policy initiatives in the ECEC field.

- Organisation for Economic Co-operation and Development. (OECD). (2008). *Growing Unequal? Income Distribution and Poverty in OECD Countries*. London, United Kingdom: OECD Publishing. Retrieved from: http://www.oecd.org/document/53/0,3746,en_2649_33933_41460917_1_1_1_1,00.html (No online access, but available for sale.)

Summary available at: <http://www.oecd.org/els/soc/41527936.pdf>

This report brings together a range of analyses on the distribution of economic resources in OECD countries, covering, for the first time, all 30 OECD countries in the mid-2000s, while providing information on trends extending back to the mid-1980s for around two-thirds of the countries.

The report also describes inequalities in a range of domains (such as household wealth, consumption patterns, in-kind public services) that are typically excluded from conventional discussion about the distribution of economic resources among individuals and households.

It includes country notes on a number of the countries, including Canada. The note on Canada states that “[a]fter 20 years of continuous decline, both inequality and poverty rates have increased rapidly in the past 10 years, now reaching levels above the OECD average.”

- Adamson, P. (2008). *The Child Care Transition: A league table of early childhood education and care in economically advanced countries*. Florence, Italy: UNICEF Innocenti Research Centre. Retrieved from: <http://www.unicef-irc.org/publications/507>

The UNICEF Innocenti Report Card series monitors the performance of industrialized countries towards achieving a level of security for children that upholds and reflects their human rights. It demonstrates what is practically achievable in the world’s most economically advanced countries, and provides comparative experiences and evidence-based insights to further debate on children’s rights issues.

This Report Card discusses the opportunities and risks involved in the child care transition, and proposes internationally applicable benchmarks for early childhood care and education – a set of minimum standards for protecting the rights of children in their most vulnerable and formative years.

- United Nations Committee on the Rights of the Child. (2006). *Convention on the Rights of the Child: General Comment No. 7*. Geneva, Switzerland: United Nations. Retrieved from: <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/GeneralComment7Rev1.pdf>

This general comment from the United Nations Committee on the Rights of the Child is a response to a lack of information from member states about early childhood development that extends beyond the usual reporting of child mortality, birth registration, and health care. The Committee cites the need for a discussion on the broader implications of the Convention on the Rights of the Child for young children.

3 RESEARCH AND PUBLIC POLICY

- Center on the Developing Child at Harvard University. (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. Cambridge, Massachusetts: Harvard University. Retrieved from: http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/policy_framework/

This document aims to assist policy makers in choosing wisely among strategies for addressing the needs of young children and their families. The authors refer to evidence-based research in early childhood science, early brain development and program evaluation as the keys to providing a strong foundation for the design of a standard, effective and politically viable agenda.

Based on a systematic analysis led by the National Scientific Council on the Developing Child and the National Forum on Early Childhood Policy and Programs (formerly known as the National Forum on Early Childhood Program Evaluation) the paper brings accurate knowledge to bear on public decision making. “Effectiveness factors” are identified so as to build a framework for informed policy choice.

The paper concludes with four key challenges on which policy makers and practitioners should focus:

- 1) Matching supports and services to the needs and strengths of the children and families to be served,
- 2) Paying careful attention to the quality of implementation when effective model programs are taken to scale
- 3) Developing new intervention strategies for children and families for whom conventional approaches appear to have minimal impact, and
- 4) Providing an environment that supports ongoing, constructive evaluation and continuous program improvement.

- Britto, P. R., Cerezo, A. & Ogbunugafor, C. B. (2008). How Evidence Can Be Used to Inform Policy: A Case Study of Early Childhood Evidence-based Policy Development. *International Journal of Early Childhood*, 20(2), 101-118. Retrieved from: <http://biosophist.wikispaces.com/file/view/britto.et.al.Lao.policy.pdf>

This paper describes a case study from the Lao People’s Democratic Republic (Lao PDR), where a systematic analytical approach was applied to early childhood development (ECD) policy formulation. A policy analysis and a review protocol, generated from the early childhood and social policy literatures, led to recommendations based on analysis of unmet areas, areas of overlap and areas of strength.

The purpose of this approach was to further understanding of how best to infuse policy development with ECD evidence. This study also identifies several gaps in the area of ECD policy. For example, in this case, there was a lack of scientific evidence from Lao PDR, and consequently that country’s own perception of ECD and well-being was

missing. The authors conclude by noting the importance of creating evidence-based implementation strategies along with policy development.

- Doherty, G. (2007). Ensuring the Best Start in Life: Targeting versus Universality in Early Childhood Development. *IRPP Choices*, 13(8), 1-50. Retrieved from: <http://www.irpp.org/choices/archive/vol13no8.pdf>

In this article, the authors identify the most promising strategies for enhancing the development of vulnerable children, and then discuss the cost effectiveness of targeted programs and whether they provide the expected social returns that would justify these investments.

The first part of the article describes Canadian early intervention programs for vulnerable children and their impact on children's development. Then, it explores four specific policy issues:

- 1) The efficiency of targeted versus universal approaches,
- 2) Conditions required for high quality ECEC,
- 3) Cost/benefit ratios of different interventions, and
- 4) Requirements for healthy childhood development.

In conclusion, the author suggests rethinking targeted approaches designed to help vulnerable children.

- Friese, B. & Bogenschneider, K. (2009). The Voice of Experience: How Social Scientists Communicate Family Research to Policymakers. *Family Relations*, 58(2), 229-243.

This article presents several findings on how to build better strategies for communicating and collaborating between researchers and policy makers and on how to promote greater use of research in family policy decision making. The proposed strategies are based on a qualitative study conducted with social scientists experienced in bridging the gap between research and family policy.

These researchers describe their efforts to engage policy makers, identifying barriers they encountered and rewards they experienced. Three rewards are said to motivate the researchers' efforts: making the world a better place, seeing their research applied in the real world and feeling respected for their expertise. Experience shows that it is possible to overcome the barriers that were encountered initially. The authors summarize the interviewees' advice in the form of ten recommendations.

In conclusion, one clear message of this study is that building relationships between policy makers and researchers is a learning process that gradually becomes easier and more rewarding.

- Garner, A. S., Shonkoff, J. P., Siegel, B. S., Dobbins, M. I., Earls, M. F., McGuinn, L., Pascoe, J., & Wood, D. L. (2012). Early Childhood Adversity, Toxic Stress, and the Role of the Pediatrician: Translating Developmental Science Into Lifelong Health, Committee on Psychosocial Aspects of Child and Family Health, *Pediatrics*, 129(1), e224-e231. Retrieved from: <http://aappolicy.aappublications.org/cgi/content/abstract/pediatrics;129/1/e224>

This policy statement argues for the important role of pediatricians in public health. This paper insists that it is necessary to develop new and creative strategies to address early developmental issues. Pediatrics must move beyond medical care to expand into a larger ecological model including the entire community (organizations, social networks, schools and preschools, etc.).

The authors show that a broad-based and multisectoral commitment can provide more effective interventions and contribute to reducing toxic stress in young children. They present examples of preventive interventions for vulnerable young children and their families. Based on the ecobiodevelopmental (EBD) framework, the authors advance five recommendations.

- Guerra, N. G., Graham, S. & Tolan, P. H. (2011). Raising Healthy Children: Translating Child Development Research Into Practice. *Child Development*, 82(1), 7-16. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01537.x/pdf>

The goal of this special issue is to highlight how developmental research has improved children and youth's physical, mental and socioemotional health, and to show the importance of an emerging "translational research agenda" in developmental science.

Articles are diverse, including studies of typical development, risk processes, interventions designed to reduce problems or to promote healthy development. The common theme is raising healthy children. Other crosscutting focal areas include the need to build multidisciplinary teams of scientists, the usefulness of mixed-method research, and emphasis on the end-use of research above all, no matter whether it is basic or applied research.

- Henry, G. T., Gordon, C. S., & Rickman, D. K. (2006). Early Education Policy Alternatives: Comparing Quality and Outcomes of Head Start and State Prekindergarten. *Educational Evaluation and Policy Analysis*, 28(1), 77–97. Retrieved from: http://www.sagepub.com/mertensstudy/articles/Ch_11-2.pdf

This article presents a study comparing the quality and outcomes of Georgia's Head Start and state prekindergarten programs. Researchers compare program quality and the developmental outcomes for children who participated in Head Start in Georgia and a sample of children from economically disadvantaged families who participated in Georgia's universal prekindergarten program.

The authors describe each program in terms of eligibility for services, size, funding, administration and operation, goals and objectives and teacher credential requirements.

They then compare the programs and discuss the results. These results show children in state prekindergarten are at least as well-prepared as those who attend the Head Start program. The researchers stress the need for additional randomized experiments in which the coverage, outcomes, quality and costs of Head Start are compared with state prekindergarten programs.

- Huston, A. C. (2008). From Research to Policy and Back. *Child Development*, 79(1), 1-12. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2007.01107.x/abstract>

This article takes the example of the rapid expansion of early childhood intervention programs in many western countries to show how scientific knowledge can play a crucial role in social policy decisions. The practical application of progress made in developmental science demonstrates how policy consensus can be based on strong and cumulative evidence.

Through this example, policy makers and social scientists are invited to bridge the methodological or technical gaps that divide them and identify their overlapping influences. Thus, developmental scientists can inform social policy and policy makers can guide and generate scientific inquiry. Working together to strengthen scientific evidence and to reinforce communication of evidence-based knowledge can contribute to improving both science policy and social policy.

- Jenson, J. (2008). *Children, new social risks and policy change. A LEGO™ future?* Working Paper # 13. Retrieved from: <http://www.cccg.umontreal.ca/pdf/wp13.pdf>

This working paper examines the recent paradigm shift in the early childhood education and care field that has led to an intensified “politicisation of childhood.” The paper focuses on the economic discourse of human capital and child-centred policy perspectives that have accompanied this shift.

The author examines how the growing public policy focus on children can be viewed as a response to “new social risks.” She proposes that modifying levels of benefits, policy instruments and overarching goals in response to these “new social risks” has helped to create and solidify a policy paradigm that significantly politicizes childhood.

The paper concludes by pointing to the need to evaluate the real consequences of this paradigm shift on social inequalities.

- Lefebvre, P. & Merrigan, P. (2003). Assessing Family Policy in Canada: A New Deal for Families and Children. *IRPP Choices*, 9(5), 1-100. Retrieved from: <http://www.irpp.org/choices/archive/vol9no5.pdf>

In this article, the authors present a study describing, analyzing and evaluating family policy across Canada, addressing many questions regarding the evolution of family policy in Canada since 1996. The authors examine both federal and provincial initiatives and find that most of them do not efficiently address child poverty. Consequently, they propose an alternative strategy for both provincial and federal governments. This strategy stresses the importance of matching children’s needs to their abilities. It also attempts to take into

consideration each child's circumstances and stage of development — infant, toddler, preschooler or schoolchild, and to offer parents more opportunities to balance workplace and family responsibilities at all income levels. Ultimately, the core of this strategy is to address the issue of poverty.

- Shonkoff, J. P. & Bales, S. N. (2011). Science Does Not Speak for Itself: Translating Child Development Research for the Public and Its Policymakers, *Child Development*, 82(1), 17–32. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01538.x/pdf>

This article demonstrates that scientific knowledge can be communicated credibly and the public can be informed of complex concepts even if shortened or simplified.

The authors base their arguments on findings from a series of systematic investigations involving collaborative work between neuroscientists, developmental psychologists, paediatricians, economists and communications researchers engaged in translating key concepts of early childhood development science into accessible language. The article examines the group of researchers' thinking processes.

First, the authors identify obstacles to public understanding. Next, they show how the research team developed and verified the impact of each simplifying model. The article points out that the real challenge for knowledge translation is in assessing the influence of the core story of early child development on public discourse and policy decisions.

Finally, two key conclusions are drawn:

- 1) Researchers can influence the thinking and actions of a policy-making audience if they focus more on teaching about science and less on preaching that specific policies or programs should be supported and,
 - 2) Researchers should use their communication skills to explain the science of early childhood development directly to people who have the power to make things happen.
- Weiland, C. & Yoshikawa, H. (2011). The Effects of Large-Scale Economic Change and Policies on Children's Developmental Contexts and Developmental Outcomes, *Child Development Perspectives*, 5(5). Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1750-8606.2011.00222.x/full>

This article presents an overview of existing evidence on the effects of large-scale economic change on the developmental context experienced by children and on children's development. The authors explore three types of change in local, regional and national labour markets and in the policies and regulations governing them. These economic changes are:

- 3) Economic growth and downturns,
- 4) Changes in demand for worker skills, and
- 5) Employment policies and regulations.

The article also highlights how the effects of these changes on children can be conveyed through community-level and family-level mechanisms. For example, economic growth may lead to an increase in family resources or community resources and better child

outcomes, whereas economic downturn may limit the ability of families or communities to provide children with quality educational material, food and safe housing.

The authors call for more research to be done on how economic changes affect children and especially on what strategies and interventions can minimize their negative effects on children. They point out that it is also necessary to address the question of the negative effects of technological change on child outcomes.

- Yoshikawa, H. & Hsueh, J. (2001). Child Development and Public Policy: Toward a Dynamic Systems Perspective. *Child Development*, 72(6), 1887-1903. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/1467-8624.00384/abstract;jsessionid=3B7B833915218E1B3C547FEC394B166D.d04t02>

This article argues that the theoretical and conceptual gap between policy analysis and developmental science has reduced the scope of research in both. The authors use dynamic systems theory to illuminate processes linking policy with developmental variations. They claim that a dynamic systems theory enables researchers to generate hypotheses that can close gaps at the intersection of public policy analysis and developmental science.

Specifically, the dynamic systems framework can be useful in exploring three issues:

- 1) The nature of change processes in the systems intervening between the macro and individual levels and how such processes mediate the effects of policy on development,
- 2) Which settings are important to consider when examining the policy conceptualization (state or local) and their potential effects on children, and
- 3) How family responses to policy can vary.

To illustrate the particular benefits of the dynamic systems perspective, the authors present five guiding principles that highlight change over time in policy environments, in child behaviour and in the systems intervening between the two. Each of the five principles involves methodological challenges for research that are examined in the concluding remarks, along with the implications for policies, programs and their integration.

4 PROGRAM EVALUATION

- Böttcher, W. & Ziegler, H. (2008). Support Systems in Early Childhood and How to Evaluate Their Impact, *Child Development Perspective*, 2(2), 93-98. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1750-8606.2008.00047.x/abstract>

This short article explores the concept of *Kindeswohlgefährdung* (“endangering a child’s well-being”) and examines different types of early intervention programs designed to support the well-being of children in Germany. The authors discuss how the traditional non-interventionist approach to childhood and family life has shifted toward a growing consensus that institutional interventions targeting the period from birth to six years produce significant results and improve the overall well-being of children.

This new perspective has given rise to many programs and raises the question of how they can be scientifically evaluated. The methodological challenges of assessing the impacts of early warning systems (EWS) are numerous and include the difficulty of applying a scientific framework to social or educational work.

The paper claims that it is crucial to identify the effects of specific programs to better document which actions and arrangements work, for whom and under what circumstances, as well as to explain the mechanisms that might produce such effects.

- Brooks-Gunn, J. (2003). Do You Believe in Magic? What We Can Expect From Early Childhood Intervention Programs. *Social Policy Report*. 17(1). Ann Arbor, Michigan: Society for Research on Child Development. Retrieved from: <http://www.childcarecanada.org/printpdf/documents/research-policy-practice/03/04/do-you-believe-magic-what-can-we-expect-early-childhood-int>

In this article, the author addresses the question of early childhood intervention programs from three perspectives:

- 1) The developmental outcomes of children identified as vulnerable due to environmental circumstances,
- 2) The processes underlying the links between environmental circumstances and child competencies, and
- 3) The efficacy of early childhood intervention programs for altering vulnerable children’s success in school and beyond.

Comparing many different programs, the author demonstrates that early childhood interventions have larger effects than any other interventions targeting children or teenagers. The positive effects of early programs persist through the first years of school and beyond.

But despite these results, the author reminds us that policy makers have to be careful to avoid magical thinking: implementing intervention programs in the early years does not mean that no further help will be needed in elementary school and beyond. Three research briefings, from Janet Currie (UCLA), Robert Emde (University of Colorado) and Edward Zigler (Yale University), are included in this paper.

- Child Care Human Resources Sector Council. (2009). *Literature Review of ECEC Labour Market: Understanding and Addressing Workforce Shortages in Early Childhood Education and Care (ECEC) Project*. Ottawa, Ontario. Retrieved from: http://www.ccsc-cssqe.ca/sites/default/files/uploads/Projects-Pubs-Docs/2.10-WFS_LitLabourMain_Eng.pdf

Many complex factors affect the demand for and supply of early childhood education and care (ECEC) workers, and these have contributed to the workforce shortages in this sector. This Literature Review of the Early Childhood Education and Care Labour Market analyzes these factors and is the first in a series of four reports produced as part of the Child Care Human Resources Sector Council's Understanding and Addressing Workforce Shortages in ECEC Project.

- Gates, R., Nickel, D., Muhajarine, N., & the *KidsFirst* Evaluation Research Team. (2010). *The Effectiveness of Home Visitation Interventions Similar to KidsFirst, Saskatchewan: A Focused Literature Review*. Saskatoon, Saskatchewan: Saskatchewan Population Health and Evaluation Research Unit. Retrieved from: <http://kidskan.ca/node/197>

This literature review of home visiting interventions was conducted to inform the evaluation of the KidsFirst early intervention program for vulnerable families in Saskatchewan. There is also a supplement to this review. The Saskatchewan Population Health and Evaluation Research Unit (SPHERU) and the Saskatchewan government partnered from 2007-2010 to conduct this mixed methods, multi-component evaluation.

All of the evaluation reports and short fact sheets about findings are available at www.kidskan.ca/kidsfirst.

- Goelman, H., Anderson, L., Kershaw, P. & Mort, J. (2008). *Expanding Early Childhood Education and Care Programming: Highlights of a Literature Review, and Public Policy Implications for British Columbia*. Vancouver, British Columbia: Human Early Learning Partnership. Retrieved from: <http://earlylearning.ubc.ca/media/publications/lit-review-references-nov-08.pdf>

This report looks at ECEC policies and programs in BC and other jurisdictions. It also examines five key issues:

- 1) "School readiness" and child development outcomes in ECEC programs,
- 2) Parental preferences regarding ECEC programs,
- 3) The inclusion of children from diverse cultural groups and with differing abilities,
- 4) Program expansion and integration of education and care, and
- 5) Issues related to the development of a comprehensive ECEC strategy.

The report also discusses the major public policy implications of the literature review.

- Gomby, D. S. (2005). *Home Visitation in 2005: Outcomes for Children and Parents. Invest in Kids Working Paper No. 7*. Sunnyvale, California: Deanna Gomby Consulting. Retrieved from: <http://legis.wisconsin.gov/lc/committees/study/2008/SFAM08/files/GombyHVoutcomes2005.pdf>

This paper explores the research on whether home visitation produces benefits for parents and children. It examines home visiting programs, including some of the largest national models in the United States, and summarizes the literature on the effectiveness of home visiting.

- Layzer, J., Goodson, B., Bernstein, L., & Price, C. (2001). *National Evaluation of Family Support Programs*. Cambridge, Massachusetts: Abt Associates, Inc. Retrieved from: <http://www.abtassociates.com/reports/NEFSP-VoIA.pdf>

The goal of the National Evaluation of Family Support Programs is to investigate the effectiveness of family support services in improving outcomes for parents and, ultimately, for children. The evaluation addresses questions concerning the effects of family programs and services: What are the effects of family support programs and services on families and children? How effective are different types of family support programs and services? How effective are family support programs and services for children and families with different characteristics, needs and circumstances?

The results of the meta-analysis point to positive findings as well as warnings. The main conclusions are:

- 1) Family support services produce small but significant effects across a range of outcomes for parents and children,
- 2) There is no single effective program model,
- 3) The effects of family support are not evenly distributed across different program models and service strategies,
- 4) Family support services are effective in promoting children's cognitive development and school readiness only if they provide services directly to children, and
- 5) Family support services are effective with some important and vulnerable populations.

- Lowell, D. I., Carter, A. S., Godoy, L., Paulicin, B., & Briggs-Gowan, M. J. (2011). A Randomized Controlled Trial of Child FIRST: A Comprehensive Home-Based Intervention Translating Research Into Early Childhood Practice, *Child Development*, 82(1), 193-208. Retrieved from: <http://www.rwjf.org/vulnerablepopulations/product.jsp?id=71938>

Based on a randomized, controlled trial (RCT) of the effectiveness of the Child FIRST (Child and Family Interagency, Resource, Support and Training) program, this paper presents a preliminary evaluation of this integrated model of comprehensive home-based intervention for children and families at risk.

The Child FIRST program, which was developed to prevent or diminish emotional disturbance, developmental and learning disabilities, as well as abuse and neglect, has two core components. They are:

- 1) A system-of-care approach, and
- 2) A relationship-based approach.

The RCT demonstrates the broad-based positive effects of the Child FIRST intervention in the urban community where it was implemented. Child FIRST was especially successful in connecting families with services. The intervention also produced positive effects regarding children's language and social-emotional/behavioural problems. Moreover, outcomes for parents in the Child FIRST group compare favourably to those of parents in the usual care group. The authors argue for better evaluations of this kind of comprehensive, home-based intervention and discuss the implications for policy and practice in health and social services designed for children and families.

- Lynch, R. (2004). *Exceptional Returns: Economic, Fiscal and Social Benefits of Investment in Early Childhood Development*. Washington, DC: Economic Policy Institute. Retrieved from: http://www.epi.org/publication/books_exceptional_returns/

Based on the strong consensus that high-quality early childhood development (ECD) programs yield substantial payoffs, this book argues for investment in high-quality ECD programs in the United States to improve the quality of life of millions of children, reduce crime, make the workforce of the future more productive and strengthen the whole economy.

The author sketches a brief overview of the benefits of high-quality ECD programs. The potential effects of large-scale ECD programs on government budgets, on the economy and on crime are calculated. The author also illustrates the potential contribution to the solvency of the U.S. social security system. Finally, case studies of four ECD programs are presented along with their benefits.

- Moran, P., Ghate, D. et Van der Merwe, A. (2004). *What Works in Parental Support? A Review of the International Evidence*. London, United Kingdom: Policy Research Bureau, Department for Education and Skills. Retrieved from: <http://www.parentnetworkscotland.org.uk/site/uploads/documents/what%20works%20in%20parenting%20support%5B1%5D.pdf>

This research report presents a review of the international evidence regarding the effectiveness of parenting support programs. It provides a wide overview of these programs by exploring the scientific research on their effectiveness in an effort to inform practice and policy. Programs are divided into categories:

- 1) What works?
- 2) What is promising?
- 3) What does not work?
- 4) What is not yet known?

Key findings are highlighted, along with their implications for practice, research and national policy. Although it provides only a partial picture, this review constitutes a good start that can lead to broader evaluations of the effectiveness of parental support programs and the promotion of good practices. The review confirms the importance of

such family support programs and the need to combine them with consistent local and national policies.

- National Forum on Early Childhood Policy and Programs. (2007). *Early Childhood Program Evaluations: A Decision-Maker's Guide*. Cambridge, Massachusetts: Harvard University. Retrieved from: http://developingchild.harvard.edu/resources/reports_and_working_papers/decision_makers_guide/

This guide is designed to help decision makers to be better consumers of evaluative literature. Based on five key questions that address the utility of evaluation research, this practical tool aims to enhance the ability of decision makers to make use of intervention evaluations during the policy-making process. The five questions posed in this guide are relevant to evaluation research on programs for individuals of any age, but here the focus is specifically on early childhood programs. Each question includes a high level of detail and is accompanied by a checklist.

- Takanishi, R. & Bogard, K. L. (2007). Effective Education Programs for Young Children: What We Need to Know, *Child Development Perspective*, 1(1), 40-45. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1750-8606.2007.00008.x/pdf>

This paper briefly presents the demonstrable benefits of high-quality early education programs in order to highlight the potential of these kinds of programs. The authors stress the importance of the quality of the programs developed. They identify three points of critical focus:

- 1) Conceptualizing research questions within historical and policy contexts,
- 2) Using what we have learned from decades of research, and
- 3) Ensuring that the children studied represent the diversity of the child population.

In addition, five gaps in knowledge about early childhood education programs are identified. The authors argue that there is an urgent need to provide policy makers with:

- 1) A better understanding of the growing population of immigrant children,
- 2) A better understanding of the nature of teacher-child interactions in early education and how these interactions relate to outcomes,
- 3) Studies of a broader range of outcomes for children,
- 4) A broader representation of the behavioural and social sciences in research, and
- 5) More mutual, bi-directional relationships between research and practice.

Beyond the assessment of the impact of programs, the authors argue for the investigation of organizational variables within the education process as a way to promote a coherent system that best serves children and families.

- Muhajarine, N., Nickel, D., Shan, H., & the *KidsFirst* Evaluation Research Team. (2010). *Saskatchewan KidsFirst Program Evaluation: Summary of Findings and Recommendations*. Saskatoon, Saskatchewan: Saskatchewan Population Health and Evaluation Research Unit. Retrieved from: <http://kidskan.ca/node/281>

This is the summary of findings and recommendations from the evaluation of the KidsFirst early intervention program for vulnerable families in Saskatchewan. The Saskatchewan Population Health and Evaluation Research Unit (SPHERU) and the Saskatchewan government partnered from 2007-2010 to conduct this mixed methods, multi-component evaluation.

All of the evaluation reports and short fact sheets about findings are available at: www.kidskan.ca/kidsfirst.

- Muhajarine, N., Ng, J., Green, K., Bowen, A., Johnson, S., Cushon, J., & Macqueen Smith, F. (2009). *Understanding the Impact of the Canada Prenatal Nutrition Program: A Quantitative Evaluation*. Saskatoon, Saskatchewan: Saskatchewan Population Health and Evaluation Research Unit. Retrieved from: <http://kidskan.ca/node/452>

This evaluation of the Canada Prenatal Nutrition Program (CPNP) looks at whether it has been effective at improving selected maternal and child health outcomes. The study involved presenting options for analysis of routinely collected quantitative data from program participants and analysis of the data reporting.

5 WEB RESOURCES

- Campaign 2000
<http://www.campaign2000.ca/>

Campaign 2000 is a network of national, regional and local organizations that work on child and family issues. It was originally created to support the 1989 all-party House of Commons resolution to end child poverty in Canada by the year 2000.

Research on the indicators of child poverty and developing public education resources are published on their website. They present an annual national Report Card on Child Poverty in Canada and also produce a number of Discussion Papers with proposals for public policies and social investments based on the life cycle approach to addressing child poverty.

- Canadian Council on Learning / Conseil canadien sur l'apprentissage
<http://www.ccl-cca.ca/>

The Canadian Council on Learning published a variety of reports on learning. Though the organisation is now closed, their website offers several resources, such as systematic reviews and state-of-the-field reviews specifically addressing early childhood issues that can be useful for both researchers and practitioners.

- Canadian Best Practices Portal – Healthy Child Development / Le portail canadien des pratiques exemplaires – Développement sain durant l'enfance
EN: <http://66.240.150.14/topic/determinants/15/page/1>
FR: <http://66.240.150.14/sujet/determinants/15/page/1>

The Canadian Best Practices Portal contains several examples of interventions and resources for promoting healthy child development, offering practitioners and decision makers a look at existing programs and the challenges they face. This website can greatly assist stakeholders in determining the relevance of choosing one program over another and in monitoring the progress and creativity of child education and care practices.

- Canadian Institute of Child Health / Institut canadien de la santé infantile
EN: http://www.cich.ca/index_eng.html
FR: <http://www.cich.ca/French/projects-f.htm>

The Canadian Institute of Child Health (CICH) is devoted to promoting and protecting the health of children in Canada through monitoring, education and advocacy. Their work is mainly focused on five pillars of child health:

- 1) Acting as a voice for Canada's children,
- 2) Supporting healthy pregnancy and child birth,
- 3) Fostering healthy child development,
- 4) Ensuring our environment is safe for children, and
- 5) Monitoring the state of children's health.

Of particular interest to practitioners and policy makers are the fact sheets published by the Institute, which are based on *The Health of Canada's Children: A CICH Profile*. Each fact sheet focuses on one topic or on one province.

- Centre de liaison sur l'intervention et la prévention psychosociales (CLIPP) (French only) <http://www.clipp.ca/>

CLIPP's mission is to foster the use of psychosocial research outcomes in practice and community interventions to contribute to the development, dissemination and promotion of the best practices in psychosocial interventions. Several documents are available: annual reports, presentations, articles, etc. The Centre also produces tools and kits on specific topics (e.g., an evaluation grid of child development from 0 to 5 years).

- Center on the Developing Child, Harvard University
<http://www.developingchild.net>

The Center on the Developing Child generates, translates, and applies knowledge in the service of improving life outcomes for children in the United States and throughout the world. The website contains articles and books, reports, briefs and working papers as well as multimedia resources and interactive features about the science of early childhood development. This variety of lengths, styles and formats is designed for both scientific and non-scientific audiences.

- The Edward Zigler Center in Child Development and Social Policy
<http://medicine.yale.edu/childstudy/zigler/index.aspx>

The Edward Zigler Center at the Yale School of Medicine is dedicated to improving the well-being of children and families by bringing objective child development research into the policy and public arenas. Many publications are available on the website: reports and policy briefs, including information from the National Prekindergarten Study, and publications from The School of the 21st Century program, past reports, as well as current annual report and books written by the School.

- Encyclopedia on Early Childhood Development / Encyclopédie sur le développement des jeunes enfants
EN: <http://www.child-encyclopedia.com/en-ca/home.html>
FR: <http://www.enfant-encyclopedie.com/fr-ca/accueil.html>

This website, produced by the Centre of Excellence for Early Childhood Development and the Strategic Cluster on Early Childhood Development, provides a variety of information on more than 40 topics related to the development of children from conception to age five. Key points are highlighted in the presentation of each topic and three perspectives are explored (development, services and policies).

- Institute for Early Childhood Education and Research
<http://earlychildhood.educ.ubc.ca/>

The Institute's mission is to actively engage communities, professionals, students, and researchers in dialogue about early childhood issues, promote quality in young children's learning, early childhood teacher education, early childhood research, early childhood policy and leadership, build bridges between early childhood research and practice, and provide courses, programs, and professional development for teachers of young children (up to age 8). Documents that may be of interest to practitioners and policy makers include short papers on how to put "research into practice," online articles, and working papers.

- National Center for Children in Poverty (NCCP)
<http://www.nccp.org/>

The National Center for Children in Poverty specializes in public policy research is dedicated to promoting the economic security, health, and well-being of America's low-income families and children. The website features information about the education and care of young children (especially focused on the topics of health inequalities and child poverty) and provides many useful data tools and fact sheets. The site describes many ongoing projects from across the U.S. The site's *IN THE NEWS* section also contains a glossary of the terms that are often used in child and family studies.

- National Institute for Early Education Research (NIEER)
<http://nieer.org/>

The website of the National Institute for Early Education Research presents research supporting high quality, effective, early childhood education for all young children. The Institute produces many publications in a number of formats and styles, all designed to be useful to policy makers and understandable to the general public. These include policy briefs, policy fact sheets, online reports, working papers, journal articles, videos, etc. They also publish Facts and Figures, Hot Topics, and Fast Facts sections in their newsletter, as well as presentations and many other resources.

- Nuffield Foundation
<http://www.nuffieldfoundation.org/child-development-and-family-welfare>

This charitable trust established by William Morris (Lord Nuffield) publishes a newsletter, annual reports and accounts, reports, and consultation responses, all focused on research and innovation in education and social policy. The foundation also contributes to the development of teaching and learning material related to these subjects.

- Growing Healthy Kids in Canada / Grandir en santé au Canada
EN: <http://www.growinghealthykids.com/english/home/index.html>
FR: <http://www.growinghealthykids.com/francais/home/index.html>

This website, designed as a guide, provides a rich source of information on how best to promote the well-being and positive development of young children. The guide focuses on six features:

- 1) All children,
- 2) Successful developmental transitions,
- 3) Positive outcomes,
- 4) Important influences,
- 5) Multiple contributors, and
- 6) Effective strategies.

The guide is divided into two sections: one devoted to life transitions and the other to contributors.

- Society for Research in Child Development
<http://www.srcd.org/>

The Society for Research in Childhood Development publishes two scientific journals (*Child Development* and *Child Development Perspectives*), along with monographs and social policy reports. Although their primary public is researchers, they have developed a useful section designed for policy makers that presents social policy report briefs, a policy watch section and many other policy-related resources.

- Zero to three
<http://www.zerotothree.org/>

Zero to three is an American organization whose mission is to inform, train, and support professionals, policy makers, and parents in their efforts to improve the lives of infants and toddlers. Under the Public Policy tab, one can find general information on infant-toddler policy issues, practical tools and resources for advocacy and a policy toolkit for improving public policies that affect the lives of young children and their families.

