An Annotated Bibliography on Policy Levers to Promote Social Inclusion and Respect for Diversity in Early Childhood

Mariajose Romero

July 2010
The National Center for Children in Poverty (NCCP) is the nation’s leading public policy center dedicated to promoting the economic security, health, and well-being of America’s low-income families and children. Using research to inform policy and practice, NCCP seeks to advance family-oriented solutions and the strategic use of public resources at the state and national levels to ensure positive outcomes for the next generation. Founded in 1989 as a division of the Mailman School of Public Health at Columbia University, NCCP is a nonpartisan, public interest research organization.

AN ANNOTATED BIBLIOGRAPHY ON POLICY LEVERS TO PROMOTE SOCIAL INCLUSION AND RESPECT FOR DIVERSITY IN EARLY CHILDHOOD

Mariajosé Romero

AUTHOR

Dr. Mariajosé Romero is associate research scientist at NCCP, where her research examines the intersections of class, race, ethnicity, gender, immigration status and ability in structuring disparities in early education and early school processes – specifically, early chronic school absenteeism, student mobility, teacher absenteeism and mobility – and child outcomes, as well as ways to redress those disparities through a social inclusion and respect for diversity framework.

ACKNOWLEDGEMENTS

This resource is part of a project funded by Bernard van Leer Foundation.
This annotated bibliography includes research and policy books, articles, reports, and other resources reporting findings and lessons learned on the viability and effectiveness of various policy strategies to infuse a social inclusion and respect for diversity (SI & RD) perspective in early childhood education in the U.S.

There has been in the past two decades a proliferation of efforts to: 1) establish policies that promote teachers’ development of skills and knowledge to work with diverse children and families; attract a highly qualified, diversified early childhood workforce; 2) improve their working conditions and compensation; 3) equalize access to high quality ECE experiences; and 4) bridge the gap in child outcomes among racial, ethnic, and income groups. Equally important have been efforts to promote the formation of diversified leadership in the ECE field. These efforts are aimed in varying degrees at infusing a SI & RD perspective in ECE. Questions remain, however, regarding the quality of the research foundation in which those efforts rest; the extent to which their implementation is consistent with their underlying principles; their impact and cost-effectiveness at various levels (that is, child, peer group, family, teacher, classroom, organization, and community); their applicability and viability in different contexts; or how various policy levers are interrelated and could be used in a coordinated way to support SI & RD goals.

The bibliography presents each citation followed by a brief description, organized according to the following broad topical categories:

♦ **Policies that Impact on the Early Childhood Education Workforce**: Training and certification; Training program accreditation; Professional standards of ethics; Recruitment and retention; Professional development

♦ **Policies that Impact on the Early Childhood Education Setting**: Provider program licensing; Provider program accreditation; Quality Ratings and Improvement Systems

♦ **Policies that Impact on Early Childhood Education Outcomes**: Early learning standards and guidelines; State assessments

♦ **Leadership in early Childhood Education**

Because of the complexities of the issues involved, this resource does not include the literature on policy levers related to language of instruction and home language, nor those related to access to and financing of early childhood education in the U.S.
Policies that Impact on the Early Childhood Education Workforce

**Training and Certification**

♦ Dennehy, Julie. 2006. *Setting the Stage for a Youth Development Associate Credential*. Houston, TX: Cornerstones For Kids.
A review of efforts to create a professional credential for workers in out-of-school time child care programs.

A study of the number and characteristics, including faculty and requirements, of programs in Florida offering early childhood teaching degrees, based on a survey of institutions of higher education.

A summary of a study examining effective practices for helping early childhood educators develop cultural competency and improve their classroom learning environments.

A survey of how multicultural education is addressed in 142 public university elementary and secondary teacher preparation programs across the United States and of program coordinators’ views of the challenges to including diversity topics.

A discussion of the background and results of the New York Early Childhood Teacher Preparation Study in terms of recruiting early childhood education students to work with infants and toddlers, preparation for these students, and specific coursework required by programs to help these students develop specific skills.

A study of the association between the amount of diversity coursework/practica in early childhood teacher preparation programs and the diversity of the area in which the program is located, the governance and type of program, the presence of non-white faculty, and the accreditation status of the program, based on existing data about 449 Bachelor’s level teacher preparation programs.

An examination of the experiences and perceptions of those involved in the creation of a new system of teacher preparation and professional development in New Jersey, based on focus group interviews with preschool teachers, professional development providers or administrators, teacher educators, and state policymakers.

NAEYC’s standards for the preparation of early childhood professionals, intended for higher
education programs that prepare practitioners at the initial licensure or certification level (usually a baccalaureate or master’s degree).

A study of whether early childhood teacher bachelor's degree requirements meet the developmental and educational needs of children with special needs, racial and ethnic minority children, children from low-income families, immigrant children, and second language learners.

A discussion of the role of early childhood credentials in qualifying the early childhood workforce, the relevance of higher education programs to quality caregiving, and the ability of higher education programs to adapt and meet the needs of the early childhood workforce.

♦ Whitebook, Marcy; Sakai, Laura; Kipnis, Fran; Almaraz, Mirella; Suarez, Esther; Bellm, Dan. 2008. Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education: Year 1 Report. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.
Findings from the first year of a five-year longitudinal study of six cohorts of students participating in California early childhood education B.A. completion programs, in which small groups of students pursue a bachelor's degree together and receive support services.

A survey of institutions of higher education that train adults to teach children under the age of five in California.

Training Program Accreditation
A study of the diversity-related content and language in state boards’ of higher education and professional accreditation organizations’ early childhood teacher standards.

Professional Standards of Ethics
A child care provider's personal reflections on the pursuit for professionalism (that is, child care provider training, qualifications, and ethics) in the child care field.

A description of the development of professional ethics in the child and youth care field in North America.

A description of a code of ethics developed by North American Child and Youth Care to address the psychological, social, cultural, spiritual and biological needs of children and their families.

*Early Childhood Educator Competencies: A Literature Review of Current Best Practices, and a Public Input Process on Next Steps for California.* Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment. A review of states’ practices for developing a set of competencies for early childhood educators and feedback from California’s early care and education field on developing a set of educator competencies for California.

**Professional Development**


**Recruitment and Retention**


♦ Enochty, Marie; Farris, Marcia; Sockabasin, Lisa; St. Victor, Nicole. 2005. *Essential to Quality: Supporting Cultural Competence in the Department of Early Education and Care Regulated Workforce.* Cambridge, MA: The Schott Fellowship in Early Care and Education. A discussion of the implications of increasing cultural and ethnic/racial diversity in Massachusetts for the cultural competence, training and professional development requirements of the child care and early education workforce.


A framework for determining the infrastructure cost of universal early care and education for young children and adequate compensation for caregivers.


Policies that Impact on the Early Childhood Education Setting

Provider Program Licensing and Regulations

♦ Afterschool Investments Project. 2006. Promoting Quality In Afterschool Programs Through State Child Care Regulations. Washington, DC: Finance Project. A description of the challenges facing after school child care programs’ attempts to comply with state child care licensing regulations, as well as ways in which licensing regulations can be used to promote program quality.


A study of the impact of minimum standards, in the areas of staff child ratios and staff education, on the supply and quality of child care in geographical markets within the United States between 1987 and 1997.

An analysis of states’ licensing standards for infant/toddler child care centers, examining if regulations mandate an educational program.

A review of recent research and policy on child care and early education program regulation, including information on current state regulatory strategies and processes in areas such as staff child ratios, staff training, safety, and physical environments.

Provider Program Accreditation

An examination of the differences between nationally accredited and non-accredited child care centers, and the state’s role in accreditation.

An overview of the National Association for the Education of Young Children (NAEYC) early childhood education program accreditation process and the ways in which the accreditation process can support improvements in child care and early education quality.

A literature review of resources discussing the varied approaches to the licensing and training of family child care providers in Canada.

A study assessing the value of military Child Development Center accreditation over the benefits associated with Department of Defense certification.

Quality Ratings and Improvement Systems

A review of research on regulatable variables of child care program quality, and effects of regulatory activities, in the areas of staff qualifications, staff child ratios, group size, facilities, curricula, parental involvement, safety, health and nutrition.

Ellicker, James. 2007. *Paths to QUALITY: A Child Care Quality Rating System for Indiana: What is its Scientific Basis?*. West Lafayette, IN: Purdue University, Center for Families.
An analysis of the potential for quality standards in Paths to QUALITY, a proposed child care quality rating system for Indiana, to increase child care quality and improve child development outcomes, based on results from pilot sites and a review of research literature related to quality indicators in the standards.
A guide for implementing a community-wide or statewide Quality Rating System (QRS), including guidance for the early planning stage, the development and assessment of standards, the use of incentives to encourage quality improvement, the financing of the system, and the outreach to promote parental awareness of the system.

An overview of the features of child care and early education quality rating and improvement systems, with a discussion of issues to consider in their development.

A guide for incorporating culturally competent practices into state child care quality rating and improvement systems.

A discussion of child care and early education quality, with a focus on quality in inclusive programs, and incorporating dimensions of program quality into professional development efforts.

A draft synopsis of the proceedings of a roundtable discussion, convened by the Child Care Bureau in December, 2006, in Washington, DC, about emerging issues in the area of state child care quality measures.

An evaluation of the Colorado Qualistar Early Learning quality rating and improvement system (QRIS), including: an assessment of system components and the relationships between them; a comparison of Qualistar measures to other established quality measures; and an examination of the association between quality improvements as measured by Qualistar components and children's socioemotional and cognitive outcomes.

A study of the quality rating and improvement systems (QRIS) in five early QRIS-adopting states, including descriptions of: the theory of action underlying QRISs; each state's system, including the aspects of quality included in the system; the development of each state's system; and challenges facing system designers and lessons learned from these states, all based on in-depth interviews with 4 key stakeholders in each state.
Early Learning Standards and Guidelines

An overview and discussion of Washington State’s and Alaska’s experiences addressing cultural and language issues in the development of early learning standards.

A survey-based investigation of West Virginian prekindergarten directors’ perceptions of the importance of the National Association for the Education of Young Children’s developmentally appropriate assessment guidelines and their practices in terms of guideline implementation.

A discussion of how the question of “What should students know and be able to do?” shaped the era of standards and accountability and impacted on the education of young children.

A discussion of the need for the shift in early childhood services from care to education to be accompanied by a subsequent change in accountability measures and the revision of educational policies.

A discussion of recent federal efforts calling states to develop early learning standards for preschool children in language, literacy and mathematics, the standards formulated by 43 states, and the need to ground those efforts in research as well as to reflect age-appropriate outcomes.

A series of recommendations for state policymakers creating infant and toddler learning guidelines.

A content analysis of early learning standards documents developed by state-level organizations.

An exploration of the development and implementation of early learning guidelines, outlining the expectations for what preschool children should know and be able to do prior to entering kindergarten, based on data from a national survey.

An analysis of the organization and content of state early learning guidelines (ELGs) for infants and toddlers, based on coding ELG documents.
A discussion of how lessons learned from the UNICEF-funded Going Global Project can contribute to the advancement of the standards movement in early care and education in the U.S.

A description of states’ recognition of cultural and language components of early education as reflected in early learning standards in nine states.

### State Assessments

♦ Hardy, Phyllis. 2007. *Initiating Statewide Assessment in Early Education and Care: Opportunities and Challenges*. Cambridge, MA: Schott Fellowship in Early Care and Education.
A summary of a study of participants’ experiences in a Massachusetts pilot program for preschools to develop or create child assessment systems.

A descriptive study of each state’s kindergarten, first grade, and second grade content standards and mandatory assessments.

A discussion of developmental outcomes for children from birth to age five and a review of instruments used in developmental assessment.

The report of a symposium gathering professionals working with state assessment systems to discuss common challenges and share ideas.

### Leadership in Early Childhood Education

A discussion of definitions of leadership in early childhood education, in light of organizational leadership theories and considerations of diversity and equity.

An edited collection of articles on definitions, constraints, possibilities, and the actual challenges of creating leadership capacity in early childhood education.

A description of the Educational Leadership Project (ELP), a professional development program supporting the educators implementing Te Whariki, New Zealand’s early childhood curriculum, and an account of the cultural inspiration for ELP’s development.