

Key Readings on Policy Levers to Promote Social Inclusion and Respect for Diversity in Early Childhood

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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.

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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.

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Overview

This resource includes a sample of 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.

Since the 1960s we have seen growing efforts to articulate early childhood education with the realities of a diverse, multicultural society, as well as to make early education responsive to the learning and development needs of disadvantaged groups in the U.S. Some of these initiatives have aimed at expanding the provision of learning-oriented early childhood experiences (for instance, Head Start and Early Head Start programs): whereas others have attempted to transform the preparation, recruitment, retention, and compensation of teachers; the nature and quality of the early childhood curriculum; and the function of early education towards preparing young children for formal schooling. Embedded to varying degrees in these efforts have been concerns to ensure that the content of the early education experience represents and validates diverse cultures of U.S. society and an increasingly globalized world; is meaningful to the culture and language of children and their families and strengthens their cultural capital and skills; and

lays the foundation for children to be respectful of diversity and inclusive of difference. Also present in these efforts have been concerns for the prevalence and impact of disparities at a more structural level: specifically, the differential representation of racial, ethnic, income and gender groups in different sectors of the early childhood education market and industry, which vary in terms of teachers' educational credentials, working conditions and compensation as well as of the quality of the educational experience and the level of child outcomes.*

This resource constitutes an effort to provide a broad overview of the policy context surrounding early childhood education in relation to issues related to social inclusion and respect for diversity. The resource is intended for researchers new to the field of SI & RD, as well as for professionals and stakeholders in early childhood education. The list 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;

* It is unclear how children understand and interpret those structural disparities or how their views of those disparities affect their learning. Research suggests, however, that from a very young age children are not oblivious to the character of and messages from their structural contexts.

- ◆ *Policies that impact on the early childhood education setting:* provider program licensing; provider program accreditation; quality ratings and improvement systems;
- ◆ *Policies that impact on the early childhood education outcomes:* early learning standards and guidelines; state assessments; and
- ◆ *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.

For a more exhaustive list of publications see Romero, Mariajosé. 2010. *An Annotated Bibliography on Policy Levers to Promote Social Inclusion and Respect for Diversity in Early Childhood*. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

For a summary of key research findings on how children develop concepts related to SI & RD see Romero, Mariajosé. 2010. *Promoting Social Inclusion and Respect for Diversity in Early Childhood: What are the Research Findings? Report of a Meeting, Nov. 6, 2008*. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

For a short list of resources on recent research on how children develop concepts related to SI & RD see Romero, Mariajosé. 2010. *Key Readings on Children's Development of Social Inclusion and Respect for Diversity*. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

Policies that Impact on the Early Childhood Education Workforce

Training and Certification

- ◆ Lim, Chih-Ing. 2009. Cultural and Linguistic Diversity in Early Childhood Teacher Preparation: the Impact of Contextual Characteristics on Coursework and Practica. *Early Childhood Research Quarterly* 24(1): 64-76.
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.
- ◆ 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.

Training Program Accreditation

- ◆ Ray, Aisha. 2006. *Preparing Early Childhood Teachers to Successfully Educate All Children: the Contribution of State Boards of Higher Education and National Professional Accreditation Organizations*. New York: Foundation for Child Development. 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

- ◆ University of California, Berkeley. Center for the Study of Child Care Employment. 2008. *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.
- ◆ National Association for the Education of Young Children. 2005. *Code of Ethical Conduct and Statement of Commitment*. Washington, DC: National Association for the Education of Young Children.
- ◆ Lochhead, Andrew. 2001. Reflecting on Professionalization in Child and Youth Care. *Child & Youth Care Forum* 30(2): 73-82. A child care provider's personal reflections on the pursuit for professionalism (child care provider training, qualifications, and ethics) in the child care field.
- ◆ Mattingly, Martha A. 1995. Ethics of Child and Youth Care Professionals: a Code Developed by the Draft Committee for the International Leadership Coalition for Professional Child and Youth Care. *Child & Youth Care Forum* 24(6): 371-377. 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.
- ◆ Mattingly, Martha A. 1995. Developing Professional Ethics for Child and Youth Care Work: Assuming Responsibility for Quality of Care. *Child & Youth Care Forum* 24(6): 379-391. A description of the development of professional ethics in the child and youth care field in North America.

Recruitment and Retention

- ◆ Whitebook, Marcy. 2003. Turnover Begets Turnover: An Examination of Job and Occupational Instability among Child Care Center Staff. *Early Childhood Research Quarterly* 18(3): 273-293. A longitudinal study in California looks at the high turnover rate of child care center staff and professional characteristics that may add to this problem.
- ◆ Marcy Whitebook; Fran Kipnis; Dan Bellm. 2008. *Diversity and Stratification in California's Early Care and Education Workforce. Research Brief*. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment. A policy brief discussing the stratification by educational level and job role of the ethnic and linguistic diversity of California's ECE workforce, based on data from the Workforce Study.
- ◆ Matthews, Hannah. 2008. *Supporting a Diverse and Culturally Competent Workforce: Charting Progress for Babies in Child Care Research-Based Rationale. Recommendation No. 5*. Washington, DC: Center for Law and Social Policy. An overview of research on the importance of a diverse and culturally competent child care and early education workforce for healthy child development, with policy recommendations for recruiting, maintaining, and supporting a diverse and culturally competent child care and early education workforce.

Professional Development

- ◆ Lowenstein, Amy E.; Kagan, Sharon Lynn; Ochshorn, Susan; Fuller, Bruce. 2004. *Child Care and Early Education: the Effects of Professional Development Efforts and Compensation on Quality of Early Care and Education Services*. Washington, DC: National Conference of State Legislatures. An examination of the professional development compensation of early childhood teachers with examples of state efforts and policy approaches for state decision makers to consider.
- ◆ Hains, Ann H. 2000. *Moving Towards Cross-Cultural Competence in Lifelong Personnel Development: A Review of the Literature. CLASP Technical Report No. 3*. Champaign: University of Illinois at Urbana-Champaign.

Policies that Impact on the Early Childhood Education Setting

Provider Program Licensing

- ◆ Hotz, V. Joseph; Xiao, Mo. 2009. *The Impact of Regulations on the Supply and Quality in Child Care Markets*. Unpublished manuscript, Department of Economics, Duke University, Durham, North Carolina
An analysis of the impact of state child care regulations on the supply and quality of child care services in high and low income markets, addressing questions of accreditation, labor intensiveness, supply of and access to formal and informal child care, and benefits to center workers and owners, based on data from the United States Census of Services Industries for 1987, 1992, and 1997, state regulation data, and child care center accreditation data for 1987 through 1997 from the National Association for the Education for Young Children (NAEYC).
- ◆ LeMoine, Sarah. 2004. *Do States Require Child Care Programs to Educate Children?: Infant/Toddler Rules to Assure Early Education and Strong Relationships. Report No. 3*. Champaign, IL: Clearinghouse on Early Education and Parenting. An analysis of states' licensing standards for infant/toddler child care centers, examining if regulations mandate an educational program.
- ◆ 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.
- ◆ Fiene, Richard. n.d. *The Relationship of Accreditation and Licensing Standards, Training, and Child Development Outcomes*. Harrisburg: Pennsylvania State University, Capital Area Early Childhood Training Institute.
An analysis of the relationship of child development outcomes to child care center accreditation systems, staff training, and licensing standards.

Provider Program Accreditation

- ◆ McDonald, Davida. 2007. *Elevating the Field: Using NAEYC Early Childhood Program Accreditation to Support and Reach Higher Quality in Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children.
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.
- ◆ Zellman, Gail L. 1994. *Examining the Effects of Accreditation on Military Child Development Center Operations and Outcomes*. Santa Monica, CA: Rand Corporation.
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

- ◆ National Association for the Education of Young Children. 2009. *NAEYC Quality Rating and Improvement Systems (QRIS) Toolkit*. Washington, DC: National Association for the Education of Young Children.
- ◆ National Association for the Education of Young Children. 2009. *Quality Benchmark for Cultural Competence Project*. Washington, DC: National Association for the Education of Young Children
A guide for incorporating culturally competent practices into state child care quality rating and improvement systems.
- ◆ Zellman, Gail L. 2008. *Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System As a Tool for Improving Child-Care Quality. MG-650-QEL*. Santa Monica, CA: Rand Corporation.
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.

- ◆ Zellman, Gail L. 2008. *Child-Care Quality Rating and Improvement Systems in Five Pioneer States: Implementation Issues and Lessons Learned*. MG-795-AECF/SPF/UWA. Santa Monica, CA: Rand Corporation.
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.

- ◆ Elicker, 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.

Policies that Impact on the Early Childhood Education Outcomes

Early Learning Standards and Guidelines

- ◆ Kagan, Sharon L.; Scott-Little, Catherine. 2004. Early Learning Standards: Changing the Parlance and Practice of Early Childhood Education. *Phi Delta Kappan*.
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.
- ◆ Neuman, Susan. B.; Roskos, K. 2005. The State of State Pre-Kindergarten Standards. *Early Childhood Research Quarterly* 20(2): 125-145.
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.
- ◆ Kagan, Sharon L.; Britto, Pia R.; Engle, Patrice. 2005. Early Learning Standards: What Can America Learn? What Can America Teach? *Phi Delta Kappan* 87(3): 205-209.

- ◆ Scott-Little, Catherine; Lesko, J.; Martella, Jana; Milburn, P. 2007. Early Learning Standards: Results from a National Survey to Document Trends in State-Level Policies and Practices. *Early Childhood Research and Practice* 9(1): 1-22.
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.

State Assessments

- ◆ Hardy, Phyllis; Kozma, Barbara; Welch, Adrienne; Werley, Susan. n.d. *Initiating Statewide Assessment in Early Education and Care: Opportunities and Challenges*. Cambridge: the 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.

- ◆ Kauerz, Kristie. 2006. *K-2 Standards and Assessments: a 50-State Review*. Philadelphia: National Early Childhood Accountability Task Force.
A descriptive study of each state's kindergarten, first grade, and second grade content standards and mandatory assessments.
- ◆ Scott-Little, Catherine; Kagan, Sharon L.; Clifford, Richard M. 2003. *Assessing the State of State Assessments*. Greenboro, NC: the Regional Educational Laboratory at SERVE.
The report of a symposium gathering professionals working with state assessment systems to discuss common challenges and share ideas.

Leadership in Early Childhood Education

- ◆ Lee, Wendy. 2008. ELP: Empowering the Leadership in Professional Development Communities. *European Early Childhood Education Research Journal* 16(1): 95-106.
A description of a professional development program, the Educational Leadership Project (ELP): for teachers implementing Te Whariki, New Zealand's early childhood curriculum.
- ◆ Kagan, Sharon L., Ed.; Bowman, Barbara T., Ed. 1997. *Leadership in Early Care and Education*. Washington, DC: National Association for the Education of Young Children.
An edited collection of articles on definitions, constraints, possibilities, and the actual challenges of creating leadership capacity in early childhood education.
- ◆ Kagan, Sharon L., & Hallmark, L. G. 2001. *Cultivating leadership in early care and education*. *Child Care Information Exchange* 140: 7-12.
A discussion of definitions of leadership in early childhood education, in light of organizational leadership theories and considerations of diversity and equity.

