
Many states have initiated prekindergarten programs to better prepare young children to enter school. A "blueprint for quality" was used as the basis for evaluating state prekindergarten initiatives; the blueprint focused on four components: (1) ensuring the availability of prekindergarten; (2) ensuring high-quality prekindergarten; (3) ensuring accessibility of prekindergarten programs; and (4) integrating prekindergarten initiatives with other early childhood programs. The findings indicated that although 42 states now invest in state prekindergarten initiatives, funding in most states is not adequate to meet the need for high-quality programs. The majority of states allow participation by a broad range of providers. However, eight states restrict programs to public schools. Most states limit eligibility to children who are low-income or to 4 year olds. Most states have adopted quality standards addressing some essential quality components. Nevertheless, many state standards do not address the full range of childhood and family needs. States also vary in the degree to which they promote quality through various means. State prekindergarten initiatives are generally structured to provide part-day/part-year programs. A few states either fund and require full-day/full-year services for some families or coordinate resources to provide such programs. Additional barriers remain in a number of states, including transportation and language barriers. In many states, collaborative efforts enable state initiatives to be coordinated with the federal Head Start and child care programs and others. Based on the findings, it was concluded that although states have made significant progress toward the goal of enabling all children to enter school ready to learn, there is still much work to be done. (Evaluation findings and individual state summary pages are appended. Contains 104 references.) (KB)
This annual report of the National Association for the Education of Young Children (NAEYC) is organized around the organization's three goals: (1) improving professional practice by promoting standards of excellence among and providing information and resources to early childhood professionals; (2) improving understanding and support for high quality early childhood programs among parents and the general public, as well as policy makers and the media; and (3) building and maintaining a strong, inclusive organization. In addressing the first goal, the report describes the following contributions to the development of young children: (1) the first videoconference entitled, "The Leading Edge"; (2) new position statement entitled "Learning to Read and Write"; (3) enhancements to NAEYC's accreditation system; (4) improvement in information exchange and idea testing; and (5) taking and promoting positions. In addressing the second goal, the report describes the following contributions: (1) new public policy activities; and (2) new public awareness activities. In addressing the third goal, the report describes the Summit II conference, held to explore structural changes necessary to meet the needs of the membership. The report concludes with a brief financial summary for the year. (SD)

Descriptors: *Change Agents; *Change Strategies; Child Advocacy; Early Childhood Education; Educational Change; Organizational Change; Organizational Development; *Organizational Effectiveness; *Organizational Objectives; *Organizations (Groups); Planning; *Self Evaluation (Groups)

Identifiers: *National Association Educ of Young Children

ED418775 PS026270

Title: The State of Early Childhood Programs in America: Challenges for the New Millennium.

Author(s): Day, Barbara; Yarbrough, Tracie

Pages: 18

Publication Date: February 1998


Available from: EDRS Price MF01/PC01 Plus Postage.

Document Type: Reports—Descriptive (141)

When compared to other industrialized countries, America ranks first in many areas, including military technology and Gross Domestic Product. However, in areas related to child welfare, America does not rate so high. American youngsters are frequently placed in physical danger and many begin school ill-prepared to learn. In March 1997, the Children's Defense Fund released 20 key facts about American children which illustrate the severe problems facing the youth of America. These facts are addressed in this report in terms of how to combat the problems. The first section of the report addresses the need for early childhood education. This section argues that large investments in education must be made at the early childhood level, noting that this investment has the potential not only to properly prepare children educationally, but to address social problems such as violence and delinquency; promote good health; develop children's social, physical, emotional, and psychological development; strengthen families; and provide a safe and caring environment. The report's second section addresses barriers to high-quality experiences, including poverty, participation rates, and quality of care. The third section addresses challenges for the future, including: providing a caring environment for children; addressing standards of quality; providing developmentally appropriate practice and learning environments; safe environments; engaging children; and an integrated curriculum. Contains 22 references. (SD)

Descriptors: *Child Advocacy; *Child Development; Child Health; *Child Welfare; *Childhood Needs; *Early Childhood Education; *Educational Development; Educational Improvement; *Educational Quality; Government Role; Poverty; Well Being; Youth Problems

Identifiers: Childrens Defense Fund; Developmentally Appropriate Programs; *United States

ED430716 PS027668

Title: Caring for Our Children: Our Most Precious Investment.

Author Affiliation: Little Hoover Commission, Sacramento, CA. (BBB33649)

Pages: 116

Publication Date: September 1998

Available from: EDRS Price MF01/PC05 Plus Postage.

Availability: Little Hoover Commission, 925 L Street, Suite 805, Sacramento, CA 95814; Tel: 916-445-2125; Fax: 916-322-7709; Web site: www.lhc.ca.gov; e-mail: little.hoover@lhc.ca.gov ($5).

Document Type: Reports—Descriptive (142)

Child care has become a central issue to most Californians and is increasingly important to policymakers. The Little Hoover Commission examined child care in California, focusing on the long-standing competition between the quantity of services available and the quality of services provided. Information was obtained from an advisory committee of over 100 child care experts, from witnesses at two public hearings, numerous studies on child care issues, material gathered from think tanks, and interviews of child care experts. Four major conclusions and recommendations were drawn from the data. First, California lacks and needs an effective strategy to supply the high-quality child care that working families need. The state should adopt a child care master plan to guide its efforts to help families and communities meet child care needs. Second, shortages of licensed child care extend statewide and are especially severe in low-income, rural, and minority communities. The state should set a goal of expanding child care capacity so all Californians have access to services. Third, the subsidized child care system serves a fraction of eligible families and services are not well matched to community needs. There should be sufficient funding for subsidized child care and the system should be fundamentally reformed. Fourth, state policies and other factors subvert the goal of assuring all children high-quality care and early education opportunities. The state should undertake a broad-based effort to improve the quality of child care and expand early education opportunities. (Two appendices list advisory committee members and public hearing witnesses, Contains approximately 50 references.) (KB)

Descriptors: *Child Welfare; *Children; *Day Care; Early Childhood Education; Government Role; Legislation; *Public Policy; State Action; State Government; State Programs

Identifiers: Affordability; Availability (Programs and Services); California; Child Care Costs; *Child Care Legislation; *Child Care Needs; Day Care Quality; Day Care Regulations

ED423956 PS026589

Title: Investing in Child Care: Challenges Facing Working Parents and the Private Sector Response.

Author Affiliation: Department of the Treasury, Washington, DC. (BBB04222)

Pages: 63

Publication Date: 1998

Available from: EDRS Price MF01/PC03 Plus Postage.

Document Type: Reports—Descriptive (141)

This report of a group of business and labor leaders convened at the White House Conference on Child Care in October 1997 identifies and provides examples of a variety of ways that businesses can promote access to child care for their employees. The report begins with a letter from Treasury Secretary Robert Rubin. Following an introduction describing the challenges facing working parents, Section 1 discusses the concerns of working parents, including the financial burdens presented by child care and those related to the quality of child care. Section 2 deals with the economic impact of child care, including its impact on employee productivity, labor force participation trends, and child care costs. Section 3 presents the results of a survey of businesses and examples of best practices, including resource and referral programs, public-private partnerships, corporate and labor management partnerships, on- and off-site child care, sick child care, and out-of-school care. Findings of the survey indicate that child care resource and referral is a very popular benefit, and that flexible work schedules are provided by a substantial number of employers. Section 4 presents recommendations for businesses in enhancing their employee's access to child care. The report concludes that investments in child care can pay off in real dividends for employers and employees. Appendices include contact information for child care support organizations and a financial summary for the year.
Building Blocks: A Legislators Guide to Child Care Policy.

State Developments in Child Care and Early Education, 1997.

Strategies To Improve Quality in Subsidized Child Care.

State Developments in Child Care and Early Education, 1997.

Not by Chance: Creating an Early Care and Education System for America's Children. Abridged Report.

Available from: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
This report of the Quality 2000 Initiative documents the quality crisis in early care and education in the United States, discussing the reasons for this crisis and suggesting a plan for improvement. Part 1 of the report: describes the mediocre quality of care cited in the Cost, Quality, and Child Outcomes Study, the erosion of quality since 1980, and problems in training and educational levels; details the roots of the quality crisis; and maintains that the knowledge and political will to develop an effective early care and education system are in place. Part 2 discusses eight recommendations for developing this system: (1) use a wide range of approaches to achieve quality; (2) focus on goals and results for children; (3) place parents and families at the core of early care and education programs; (4) require staff to be licensed; (5) expand the content of training and education; (6) eliminate exemptions and streamline and enforce facility licensing; (7) raise new funds and set aside ten percent for quality and infrastructure; and (8) create local and state early care and education boards. Part 3 of the report, "Realizing the Vision," examines a range of existing initiatives or programs that can be built upon. This part also identifies three key strategies—conceptual exploration, comprehensive demonstration, and broad-based mobilization—and concludes with a call to action, suggesting who should do what to carry out the vision. The report's four appendices list task force and related meeting participants, consultant-partners, and commissioned working papers. Each part contains references. (Author/KB)

Descriptors: *Change Agents; *Change Strategies; Child Caregivers; *Day Care; *Day Care Effects; Early Childhood Education; Infant Care; Infants; Parent Participation; Public Policy; Young Children
Identifiers: Caregiver Qualifications; Caregiver Training; Day Care Licensing; *Day Care Quality; Day Care Registration; Day Care Regulations; Quality 2000 Initiative
Everybody's Children: Child Care as a Public Problem.

Author(s): Gormley, William T., Jr.

Publisher: Brookings Institution, Washington, DC.

Publication Date: 1995

ISBN: 0-8157-3223-6


Document Type: Guides—Non-classroom (055)

Noting the increasing need for public officials, practitioners, business leaders, concerned citizens, and parents to work together to improve the quality of life for young children and families, this book for community organizations provides information needed to begin or enhance local or statewide community mobilization efforts. Included are descriptions of initiatives based on information gathered through interviews with staff conducted over a 3-year period. The book begins with a definition of community mobilization, its principles, and the origins and stages of community mobilization efforts. The remaining sections detail the three stages of community mobilization, using a question-answer format, and including information from specific initiatives to illustrate particular points. Chapter 1, "Creating a Vision: Promising Practices," contains chapters on getting started, assessing needs, mobilizing the voice of parents, and involving businesses. Section 2, "Implementing the Vision: Creating Quality Services for Young Children and Their Families," includes chapters on reorganizing communities to serve families of young children through coordinating services, systemic planning and reform, and institutionalizing integrated services. Also included in this section are chapters on improving and assuring the quality of services through promoting professional development of the early education and care practitioner, involving parents, improving state regulations, promoting accreditation of early childhood practitioners, and improving the compensation of the child care workforce. Section 3, "Sustaining the Vision: Assuring Lasting Change," addresses maintaining momentum, developing financing mechanisms, engaging the public, and assessing results. Each chapter contains references. Two appendices detail state initiatives and describe national organizations. (Author/KB) Descriptors: Change Agents; *Community Action; Community Attitudes; *Community Cooperation; Community Coordination; Community Involvement; Community Leaders; *Community Programs; Community Support; Compensation (Remuneration); Credentials; Day Care; Early Childhood Education; Financial Support; *Integrated Services; Needs Assessment; Parent Participation; Professional Development; Public Agencies; School Community Relationship; Social Services; State Regulation; *Young Children

Identifiers: Business Community Relationship; Parent Community Relationship; Public Awareness

ED397538 EA027934

Title: Everybody's Children: Child Care as a Public Problem. (Volume I: Final Technical Report.)

Author(s): Schultz, Tom; And Others

Author Affiliation: National Association of State Boards of Education, Alexandria, VA. (BBB21902); Harvard Family Research Project, Cambridge, MA. (BBB26569)

Pages: 126

Publication Date: October 1996

Notes: For Volumes I-III of this particular study, see EA 027 934-936. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC. (EDE00036)

Contract No: RR91172007

Report No: ORAD-96-1320

ISBN: 0-16-048871-0

Available from: EDRS Price MF01/PC06 Plus Postage.


Document Type: Reports—Research (143)

An era of substantial growth in investment of resources, program development, and research has led to tangible gains in the scope and quality of early childhood education programs. However, the system of early childhood education programs is plagued by unequal access and inconsistent, inadequate levels of quality. Additionally, the focus of federal policy debate has shifted from improving specific programs to more global and ideological concerns of federalism and fiscal policy. This study was designed to provide information about the effects of current government policy and funding efforts on the shape and quality of local early childhood agencies. The study analyzed and documented significant local examples of innovative and successful reforms in early childhood services. The report, the first of three in a series, contains an analysis of past research and recent policy trends and presents seven case studies of local early childhood initiatives (including Head Start grantees, local school districts, and child-care agencies). All projects serve children from birth to 5 years of age from families of low to moderate incomes. The programs involve sponsorship by one or more state or federal programs and include a significant component of outreach, involvement, and service to parents and other family members. The report highlights strategies to promote child development, strategies to serve and involve families, management strategies, and policy effects in local agencies. Nine policy recommendations are offered, some of which include: (1) coordinate expansion of federal and state public investment to equalize access to quality early childhood programs; (2) support funding rates that are consistent with program and workforce quality; (3) encourage local and private-sector investment in early childhood services; (4) set program standards that are also flexible for meeting local needs; (5) support local agencies; (6) build a supportive infrastructure and management-development system to support program quality and innovation; (7) create leadership/management development system; (8) ease administrative burdens in administering multiple public early childhood programs; and (9) build community planning and responsibility for each childhood service. To improve practice, the report recommends that program administrators refine and promote teaching excellence within the paradigm of developmentally appropriate practice; continue to foster staff development; promote continuity with elementary schools and successful transitions; encourage adult family members' participation; help staff members negotiate the boundaries between their work and family issues; and define and implement high-quality front-line practices. Three tables are included. (Contains 153 references.) (LMI)

Descriptors: *Early Childhood Education; *Early Intervention; *Educational Cooperation; Educational Finance; Family School Relationship; Federal Programs; Program Administration; Program Effectiveness; *Public Policy; Social Services; Young Children

Identifiers: *Studies of Education Reform (OERI)

ED394659 PS024023

Title: Everybody's Children: Child Care as a Public Problem.

Author(s): Gormley, William T., Jr.

Publisher: Brookings Institution, Washington, DC.

Publication Date: 1995

ISBN: 0-8157-3224-4


Document Type: Book (010); Reports—Evaluate (142)

In the face of social changes that are increasing the demand for available, affordable, quality child care, it is difficult to continue to think of child care as a purely private issue. This book presents an analysis of the state of American child care. It evaluates child care policies and the national attention given to young children and their families. There are seven chapters in this book. Chapter 1, "Private Headaches, Public Dilemmas," sets forth the position that child care has not yet secured a firm niche on the public agenda, and emphasizes the reasons why the government has special responsibilities to care for poor children who need high-quality child care. This chapter also discusses the research methodology used for the research reported in the book. Chapter 2, "Child Care as a Social Problem," describes recent changes in the child care market from work, family, parental, and societal perspectives. Chapter 3, "Child Care as an Institutional Problem," considers both the formal and informal institutions that together comprise the child care infrastructure. This chapter also introduces several procedural criteria that may be used to evaluate the current system. Chapter 4, "Markets and Black Markets," focuses on the quality of care in two settings: for-profit group day care
centers and unregulated family day care homes. Chapter 5, "Do's, Don'ts, and Dollars," subjects government to the same scrutiny that the child care industry received in Chapter 4. This chapter focuses on regulatory reform, categorical grants, and block grants. Chapter 6, "Do-Goooders, Go-Getters, and Go-Betweens," develops that intermediary institutions—schools, churches, businesses, and resource and referral agencies—should be encouraged to provide, subsidize, further develop, and improve child care. Chapter 7, "Reinventing Child Care," discusses four kinds of child care reform models and concludes that with the right incentives, coordination, and discretion, a better world for children can be achieved. Contains an index and a list of references for each chapter. (MOK)

Descriptors: Business Responsibility; Change Strategies; Child Rearing; Church Role; *Day Care; Day Care Centers; Early Childhood Education; Evaluation Criteria; *Evaluative Thinking; Family Day Care; *Government Role; Parent Role; School Role; Social Change; "Social Problems; *Standards

Identifiers: Analytic Approach; *Child Care Needs; *Day Care Quality; Family Resource and Support Programs; Infrastructure

ED413978 PS024779
Title: Meeting Family and Community Needs: The Three C's of Early Childhood Education.
Author(s): Kagan, Sharon L.
Pages: 17
Publication Date: December 1995
Available from: EDRS Price MF01/PC01 Plus Postage.

Document Type: Opinion papers (120); Speeches/meeting papers (150)

The efforts of those interested in the advancement of early childhood education have been focused mainly on pedagogical issues. Today, given the increasing complexities of life, it is an intellectual and functional imperative to take a contextual/developmental approach to early childhood education. This approach addresses two parameters of children's lives: their families and the communities. Part of this approach is to identify the following critical issues: (1) acknowledging the critical social trends that affect children and their families; (2) meeting the needs of diverse populations and communities; (3) discerning what families want and what communities provide; (4) establishing priorities between services to children and services to families; (5) understanding and addressing the lack of continuity and coherence; (6) deciding to focus on direct services or on the infrastructure; and (7) redressing the limited understanding of and constituency for early childhood education.

The other part of the contextual approach is to address change, continuity, and collaboration. Through analytic investigation, educators need to examine not only demographic changes, but also technological, data, and political changes that influence children, their families, and communities. Strategic planning for change will produce the contextual changes that are needed for the support of children and their families. In order to have more durable and systematic changes, the creation of opportunities for continuity among communities—based on the knowledge acquired in the fields in the past—is necessary.

Finally, it is important to have collaboration not only within the field but also outside the field. Such an outside collaboration may involve families, communities, and social, economic, and political leaders. (Contains 41 references.) (AS)

Descriptors: *Change Strategies; *Community; Community Influence; Community Services; Context Effect; Cooperation; *Early Childhood Education; Family Needs; Family (Sociological Unit); *Social Change

Identifiers: Continuity; Socioeconomic Diversity

ED412023 PS025900
Title: Promoting High-Quality Family Child Care: A Policy Perspective for Quality 2000.
Author(s): Modigliani, Kathy
Author Affiliation: Wheelock Coll., Boston, MA. (MG096568)
Pages: 52
Publication Date: January 1994
Notes: This publication was originally published as a Working Paper by Quality 2000, Advancing Early Care and Education Directed by Sharon Lynn Kagan at Yale University.

Available from: EDRS Price MF01/PC03 Plus Postage.
Availability: Family Child Care Project, Wheelock College, 200 The Riverway, Boston, MA 02215 ($7).

Document Type: Information Analysis (070); Reports—General (140)

Although family child care has the potential to offer young children individual attention and customized, educational programs to help them thrive, the quality of these programs is dependent upon a workforce that is at the bottom of the occupational status and pay hierarchy. This report examines ways to promote high quality in family child care programs. Part 1, "Family Child Care Today," considers the demographics of family child care, its strengths and liabilities, and the role of education. Part 2, "Strategies for Supporting Quality in Family Child Care," examines characteristics of appropriate training and incentives for training family child care providers; ways to ensure small group size and low adult-child ratio; family child care regulations; methods of ensuring continuing professional development among providers; and infrastructure support such as provider associations, resource and referral agencies, and food programs. Part 3, "Barriers That Inhibit Quality in Family Child Care," addresses low compensation, low social status and cultural devaluation, low job retention of providers, family child care costs, inadequate financing, and the absence of a national alliance for early care and education. Part 4, "A Vision of Support for the Quality of Family Child Care," examines the coordination of effort at the national and community level necessary to secure comprehensive support for the quality of family child care, including a major shift in public opinion, federal legislation, foundation and corporation funding, community provider support, parent support, and improvement of compensation for providers. (Contains 92 references.) (Author/KB)

Descriptors: *Children; Compensation (Remuneration); Early Childhood Education; *Family Day Care; Government Role; Lunch Programs; Organizations (Groups); Policy Analysis; Professional Development; Program Implementation

Identifiers: Child Care Costs; Child Care Legislation; Child Care Needs; Child Care Resource Centers; *Day Care Quality; Day Care Regulations; Resource and Referral Service

Journal Articles

EJ586497 PS029254
Title: From Our President. Painting a New "Think": An Early Care and Education System?
Author(s): Kagan, Sharon L.
Source: Young Children, v54 n3 p2 May 1999
ISSN: 0044-0728

Document Type: Journal articles (080); Opinion papers (120)

Visualizes future of early childhood education and care in terms of quality. Advocates quality in things that scaffold programs: quality training, education, and credentialing for staff; efficient, quality regulations that truly protect children and families; quality financing; effective accountability; and functional governance. Contends quality in programs can not be achieved without this scaffolding or infrastructure. (AMC)

Descriptors: Child Advocacy; Early Childhood Education; Educational Finance; *Educational Improvement; *Educational Policy; *Educational Quality; Teacher Education Programs

Identifiers: Day Care Quality; *Infrastructure; *Quality Indicators; Quality of Care

EJ578094 PS028750
Title: Policy Options for Early Childhood: A Model for Decision Making.
Author(s): Gallagher, James; Rooney, Robin
Notes a need for policies to provide comprehensive health, social work, and early-education services for young children and their families. Presents a decision-making matrix, which displays major policy options for early childhood and a range of criteria by which to judge the relative efficacy of those options. (Author/LPP)

Descriptors: *Childhood Needs; Day Care; Decision Making; Federal Aid; Government Role; *Public Policy; Young Children

Identifiers: Day Care Quality; Government Subsidies

Title: Lighting the Path: Developing Leadership in Early Education.
Author(s): Taba, Sharon; And Others
Source: Early Childhood Education Journal, v26 n3 p173-77 Spr 1999
Publication Date: 1999
ISSN: 1082-3301

Discusses the urgent need to develop leadership in early childhood education in order to improve the quality of programming for infants, toddlers, young children, and their families. Describes five areas of leadership skills: advocacy, administrative, community, conceptual, and career development. (KB)

Descriptors: *Child Advocacy; Early Childhood Education; Educational Quality; Empowerment; Infants; *Leadership; *Leadership Qualities; *Preschool Teachers; Professional Development; School Community Relationship

Identifiers: *Educational Leadership

Title: Going Beyond "Z". From Our President.
Author(s): Kagan, Sharon L.
Source: Young Children, v54 n2 p2 Mar 1999
Publication Date: 1999
ISSN: 0044-0728

Explores an anecdote about a parent withdrawing her child from a child care program as a metaphor for the current status of early childhood to illustrate the pedagogical, practice, and policy dilemmas challenging the field. Maintains that pedagogy, practice, and policy are inseparable and that early childhood professionals must be cognizant of their multiple roles. (Author/KB)

Descriptors: Caregiver Role; *Child Caregivers; Early Childhood Education; Educational Policy; Educational Quality; *Preschool Teachers; Professional Development; *Teacher Role; Young Children

Identifiers: *Educational Leadership

Title: Another Growth Year for Employer Child Care.
Author(s): Neugebauer, Roger
Source: Child Care Information Exchange, n117 p13-16 Sep-Oct 1997
Publication Date: 1997
ISSN: 0164-8527

This eighth annual status report analyzes work-site child care trends. Trends indicate demand for employer child care continues to increase, is spreading to a broader array of companies, and companies are exploring more options. The report also details recent legislation—the Child Care Infrastructure Act—and corporate child care gains. (SD)

Descriptors: Child Caregivers; Child Rearing; Corporate Support; *Corporations; *Day Care Centers; Early Childhood Education; *Employer Supported Day Care

Identifiers: *Child Care Legislation; *Child Care Needs

Author(s): Kagan, Sharon L.; Neuman, Michelle J.
Source: Young Children, v52 n6 p54-62 Sep 1997
Publication Date: 1997
ISSN: 0044-0728

Describes the Quality 2000 Advancing Early Care and Education Initiative whose purpose is to address the quality crisis in early childhood education. Details eight areas of improvement and recommendations: (1) quality; (2) results; (3) family engagement; (4) staff credentialing; (5) staff training; (6) licensing; (7) funding; and (8) governance structures. (SD)

Descriptors: Change Strategies; *Early Childhood Education; Educational Change; *Educational Improvement; Educational Needs; Educational Objectives; *Educational Quality; *Excellence in Education; Financial Support; Instructional Effectiveness; Outcomes of Education; Parent Participation; Program Effectiveness; Quality Control; School Restructuring; Standards; Teacher Education; Teacher Effectiveness; Teacher Qualifications; Teaching Skills

Identifiers: Day Care Quality; *Quality 2000; *Quality Indicators