



**The Child Care Planning Council compiled these resources from a variety of electronic newsletters. We have now compiled them by subject. We hope it is helpful!**

### **ECE Professional, Workforce Development & Education Reports and Resources**

- **Wellesley College Releases Study on Early Education Workforce:** In November 2005, The Wellesley Center for Research on Women released "Preparing the Early Education and Care Workforce: The Capacity of Massachusetts' Institutions of Higher Education" which demonstrates that there is insufficient capacity at Massachusetts Institutions of Higher Education to prepare early educators with degrees in early education and care as part of a comprehensive professional development system. The study notes that given today's capacity, it would take a center-based early educator a minimum of seven years for an Associates Degree, and nineteen for a Bachelor's Degree. View the report here: [http://www.strategiesforchildren.org/eea/EEA4\\_updateOther.htm](http://www.strategiesforchildren.org/eea/EEA4_updateOther.htm).
- **Losing Ground in Early Childhood Education: Declining Workforce Qualifications in an Expanding Industry, 1979-2004:** This report explores how qualifications for those employed by center-based early care programs have declined significantly in the past 20 years. In fact, the report notes that 30 percent of teachers and administrators in early childhood education now have completed only a high school education or less. The report is here: [http://www.epinet.org/studies/ece/losing\\_ground-full\\_text.pdf](http://www.epinet.org/studies/ece/losing_ground-full_text.pdf)
- **Losing Ground in Early Childhood Education:** The Education Policy Institute and the Keystone Research Center released this study on the early childhood education workforce in center-based child care and family child care homes. The new report fills the data vacuum using the 1979-2004 Current Population Survey (CPS). The study focuses on teachers and administrators (i.e., directors) in center-based ECE programs. The report finds that the education levels of ECE teachers reached a cyclical peak in the early 1980s recession. Since 1983, there has been a fall in educational attainment that only stopped in 2001, when slow job growth made more educated workers available to early childhood programs. In addition to the full-length study that examines trends on the national level, seven companion Issue Briefs explore the early childhood education workforce in seven specific states and a supplementary set of downloadable tables makes general comparisons across 39 states. Here in California: Only 25% of center-based early childhood teachers and administrators possess 4-year degrees. This falls below the national average of 30%. Early childhood teachers and center administrators – almost exclusively women – earn on average half the salary of women with college degrees. The median wage earned by early childhood educators is \$11.33 per hour – far below statewide median hourly wage of \$15.36 and even further below the average wage for kindergarten teachers. You can get local data for Los

[www.acgov.org/childcare](http://www.acgov.org/childcare)



Angeles, San Francisco, Sacramento and other cities when you read the news release, the national report and the California-specific report by clicking on the following link: <http://www.epi.org/content.cfm/ece>.

- **More Latino and Bilingual Teachers Needed in Head Start:** A new paper released by the National Council of La Raza (NCLR), an advocacy organization that focuses on Latino issues, found that a major challenge to improve meeting the needs of Latino children in Head Start is the recruitment of Latino and bilingual Head Start teachers. The paper, Head Start Reauthorization: Enhancing School Readiness for Hispanic Children, reports that about a one-third of Head Start-eligible children are Latino, yet little is done to meet their needs, including the recruitment of Latino staff and/or encouraging bilingual teachers to gain credentials appropriate for this growing population. NCLR points out several challenges in recruiting such teachers including the . The need for more time to complete degrees and the need for a bilingual teacher career ladder that will help prevent Latino teachers from being demoted to teacher aides if they cannot meet the increasing demands to raise teacher requirements are some of the challenges cited in the report. Download a copy of the paper at <http://www.nclr.org/content/publications/detail/31454/>.
- **COMPARING EDUCATION TO SIX OTHER PROFESSIONS:** (although this is about K-12 education, I think there are many parallels to early care and education that would be interesting for the field): "Preparing and Training Professionals: Comparing Education to Six Other Fields," published by The Finance Project and funded by The Ford Foundation, addresses the critical issue of how K-12 educators are prepared and trained. The comparison illuminates similarities and differences in the approaches taken to preparation and in-service training and also highlights important areas for further study and possible policy development. The report compares professional development -- both pre-service preparation and in-service training -- in education to six other professions: law, accounting, architecture, nursing, firefighting, and law enforcement. The analysis highlights several ways in which preparation and training of educators differs from the other fields, including: (1) While most of the six fields require practitioners to achieve a passing score on a national exam before practicing, the education field has long resisted a national teacher assessment and continues to rely on varied state standards for licensure; (2) Education is alone among the comparison fields in its lack of universally accepted standards for required in-service training and identification of a single entity to enforce those standards; (3) Education stands alone in allowing professionals to practice independently before they are licensed and to circumvent traditional preparation and licensure through "alternative certification" programs; (4) Education stands alone among these fields in requiring its managers -- principals and superintendents -- to obtain separate licensure before assuming a management role; and (5) Despite disproportionate assignments to low-performing schools in low-income areas, new teachers do not have consistent access to formal and focused induction programs in contrast to novice firefighters, police, and nurses who complete formal orientation or induction programs to prepare them for the demanding situations they will face. <http://www.financeprojectinfo.org/publications/preparingprofessionals.pdf>



- **IT'S AS SIMPLE AS ABC: PRESCHOOL TEACHERS SHOULD HAVE A BACHELOR'S DEGREE** Preschool teachers should have at least a bachelor's degree – and get salaries that match those of public elementary, middle and high school teachers, asserts a new report from the American Association of Colleges for Teacher Education (AACTE). They call for what amounts to a complete makeover of the nation's early childhood education system, urging both private and public systems to raise standards and salaries with the aid of taxpayers, colleges and private enterprise. Greg Toppo reports that since only 35% of public elementary schools last year offered pre-kindergarten classes, experts say local, state and federal governments must raise qualifications while helping to keep private preschool affordable for middle-class and poor families.  
[http://www.usatoday.com/news/education/2004-07-28-preschool-revamp\\_x.htm](http://www.usatoday.com/news/education/2004-07-28-preschool-revamp_x.htm)
- **Raising Teacher Education and Training Standards for Universal Preschool in California: Assessing the Size of the Task:** ([http://iir.berkeley.edu/cscce/pdf/teacher\\_training.pdf](http://iir.berkeley.edu/cscce/pdf/teacher_training.pdf)). The report was co-authored by the Center for the Study of Child Care Employment, at the University of California at Berkeley ( [www.iir.berkeley.edu/cscce](http://www.iir.berkeley.edu/cscce) ); the California Child Care Resource and Referral Network ( [www.rrnetwork.org](http://www.rrnetwork.org) ); and the Center for the Child Care Workforce ( [www.ccw.org](http://www.ccw.org) ). It is an outgrowth of our agencies eight-county California Child Care Workforce Study, which began in 2001 with support from the David and Lucile Packard Foundation. Since universal preschool for California is still in its early planning phase, most of the details remain to be decided. But the state Master Plan for Education, as well as many proponents of universal preschool, appear to agree thus far that 'raising the bar' on the required level of education and training for preschool teachers will be an essential building block of the program. While not all universal preschool teachers will be drawn from the existing early care and education workforce, many are likely to be. And especially since preschool services will probably be delivered across different sectors of the early care and education system, an important starting point is to look at the existing workforce to assess its current level of education and training. (from an IIR email)
- **By a Thread: How Child Care Centers Hold On to Teachers, How Teachers Build Lasting Careers:** This is a new book that presents the results of an in-depth survey of 75 child care centers and how low pay, low status, and high turnover at those centers impacts the quality of child care provided. This book, by Marcy Whitebook and Laura Sakai, is published by the W.E. Upjohn Institute for Employment Research. To read more about the book see <http://www.upjohninstitute.org/publications/titles/bat.html>. To read the introductory chapter of the book see <http://www.upjohninstitute.org/publications/ch1/bat.pdf>. Questions about the authors' research may be directed to Marcy Whitebook at [mwhbk@uclink.berkeley.edu](mailto:mwhbk@uclink.berkeley.edu). (from an Upjohn Institute email)
- **Making the Case: Improving Head Start Teacher Qualifications Requires Increased Investment:** Center for Law and Social Policy: What Does the Research Say about Teacher Education? Teachers with higher levels of education in early childhood



development can improve outcomes for preschool children. Excerpt from the brief: Head Start reauthorization presents an important opportunity for Congress to make the goal of raising early childhood teacher education qualifications real and not another unfunded mandate that places burdens on states, programs, and teachers. An unfunded mandate will likely result in turnover and instability for the many children that rely on Head Start. This 16 page report can be downloaded here at:  
[http://www.clasp.org/publications/hs\\_policy\\_paper\\_1.pdf](http://www.clasp.org/publications/hs_policy_paper_1.pdf).

- **ACHIEVING A HIGH-QUALITY PRESCHOOL TEACHER CORPS:** A new report on preschool in California from the National Council of La Raza (NCLR) finds that the state must do more to ensure that its preschool teachers can effectively meet the needs of Latino children. The issue brief addresses the challenges posed by a growing Hispanic preschool population and a school system that is not adequately prepared to help these children thrive academically. California is one of the few states that publicly finances preschool but does not require teachers to hold a college degree or adhere to a core set of skills and competencies. According to Janet Murguia, NCLR President and CEO, nowhere is this issue more important than in California, which is home to one million children eligible for preschool, nearly half of whom are Latino. Specifically, the report recommends that the state build on the skills of its current teachers, develop an aggressive recruitment strategy within diverse communities, and create an educational infrastructure that helps people from these communities meet higher teacher degree requirements. Preschool education has emerged as a prominent issue throughout the nation, particularly in California where voters can expect to see a preschool measure on the ballot within the next two years, as well as legislation to implement a voluntary program offering preschool to all children. NCLR and its California affiliates are part of a broad network working to expand preschool education opportunities in the state. <http://www.nclr.org/content/publications/detail/29957>
- From Marcy Whitebook: Announcing the release of the **California Child Care Workforce Study reports** (this announcement is a bit outdated, but I thought you might want the link to the information).
- The Institute of Industrial Relations (IIR), the California Child Care Resource & Referral Network (Network) and the Center for the Child Care Workforce (CCW) are pleased to announce the release of the California Child Care Workforce Study reports, **Child Care Center Staff in 2001**. The reports on **Family Child Care Providers and Assistants in 2001** have been available since the spring of 2002.

The **Family Child Care Providers and Assistants in 2001** and **Child Care Center Staff in 2001** reports represent the first round of publications for the Child Care Workforce Study. Each county report presents key information for local policy makers and advocates as they plan and implement programs that focus on working conditions and professional development in the child care field. The family child care reports include comprehensive data on the demographics, qualifications, tenure, wages and benefits of family child care providers and assistants in the eight California counties of Alameda, Kern, Monterey, San



Benito, San Francisco, San Mateo, Santa Clara and Santa Cruz. The child care center reports outline data on qualifications, turnover and benefits for child care center staff in the counties of Alameda, Kern, Monterey, San Francisco, San Mateo, Santa Clara and Santa Cruz. Data collected from the eight counties provide a window into the more than 32,200 family child care homes and 9,400 centers in operation in the state during 2001. Study findings show that in the target counties alone, more than 6,400 family child care providers and an estimated 22,000 licensed child care center staff provide care for approximately 340,000 children. It is hoped that the reports will offer an important step towards more effectively addressing the complexities of building a skilled and stable child care workforce both as a vital service for California's families, and as a viable employment setting for the state's workers. The data will also aid local communities investing in child care quality improvement and school readiness work, and at the state level, efforts to prepare for a universal preschool system.

*The David and Lucile Packard Foundation provided funding to develop and conduct the study in eight California counties as a pilot project. Researchers are currently refining the study methodology and seeking funds to implement it statewide within the next few years. Our hope is that the California Child Care Workforce Study will build an infrastructure of data collection on workforce issues to serve the state's child care system for years to come.*

You may access all Workforce Study reports from the CCW website at: [www.ccw.org](http://www.ccw.org). If center reports are not yet available when you access the CCW website, pdf versions are available by email. Please contact Irene Voisin, Research Associate, at the Network office, (415) 882-0234, or by e-mail at [Irene@rrnetwork.org](mailto:Irene@rrnetwork.org) for further information. If you have any other questions about the Workforce Study, please contact Irene Voisin.

- **Training and Retaining Early Care and Education Staff: Three New PACE Reports**

Policy Analysis for California Education (PACE), a research center based at Berkeley's Graduate School of Education, has worked over the past three years to help find remedies to a chronic problem in California-the shortage of quality child-care, particularly in certain regions. The shortage is only made worse by the turnover rate among early care and education (ECE) staff, which is estimated at 20-42% annually. Staff turnover is of particular concern because it is associated with low quality care and negative outcomes for children. PACE is evaluating the efforts of First 5 California to solve this problem. New progress reports, described below, highlight Year One findings from the evaluations of three programs: the Bay Area Child-Care Retention Incentive (CRI) Programs; the Matching Funds for Retention Incentives for Early Care and Education Staff Programs; and the Training and Retaining Early Care and Education Staff: Training Projects. The CRI and Matching Funds programs offered graduated stipends to ECE staff with at least nine months experience in the field. The amount of stipend was linked to participants' education level and ECE training. The Training Projects offered a variety of services and supports to ECE staff seeking training.



- **Preliminary Findings**

... The CRI programs in Alameda and San Francisco included a diverse group of center-based ECE staff who completed significantly more ECE college courses and workshops than staff in the comparison group.

... The Matching Funds Program also showed positive initial results: 77 % of participants took an ECE course or workshop and only about 4% reported leaving the ECE field in the seven months following receipt of the stipend.

... As of June, 2002, the Training Projects had recruited 3,197 participants. Many of these trainees are taking college courses, engaging in training, and moving towards applying for a Child Development Permit or a family child-care license.

- **Ordering the New Reports**

If you want to order these reports by U.S. mail, please send \$10.00, by check, for each report to PACE/School of Education, 3653 Tolman Hall, University of California, Berkeley, CA 94720-1670, along with a copy of the order form, [http://pace.berkeley.edu/order\\_form.doc](http://pace.berkeley.edu/order_form.doc). Please do not send cash or money orders. Make checks out to the UC Regents. For more information, call 510-642-7223. These reports are also available online; the links follow the titles.

Margaret Bridges and Jennifer Carlat. Training and Retaining Early Care and Education Staff. Bay Area Child-Care Retention Incentive Programs: Evaluation. Policy Brief 03-2, February 2003. [http://pace.berkeley.edu/Pol.Br.03-2\\_Press.pdf](http://pace.berkeley.edu/Pol.Br.03-2_Press.pdf)

Elizabeth Burr and Bridget O'Brien. Training and Retaining Early Care and Education Staff. Training Projects: Evaluation. Policy Brief 03-3, February 2003. [http://pace.berkeley.edu/Pol.Br.03-3\\_Press.pdf](http://pace.berkeley.edu/Pol.Br.03-3_Press.pdf)

Bridget Hamre, Rebecca Grove and Justin Louie. Matching Funds for Retention Incentives for Early Care and Education Staff: Evaluation. Policy Brief 03-1, February 2003. [http://pace.berkeley.edu/Pol.Br.03-1\\_Press.pdf](http://pace.berkeley.edu/Pol.Br.03-1_Press.pdf)

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- **NIEER Fact Sheet on Head Start Teachers – July 2003**

Serious efforts to improve the educational effectiveness of Head Start would need to begin with teachers. This [fact sheet](#) from NIEER presents information on Head Start teacher qualifications and compensation and on the estimated cost of placing a highly qualified teacher in every Head Start classroom.



- **Lessons from CARES and Other Early Care and Education Workforce Initiatives in California, 1999-2004:** Marcy Whitebook and Dan Bellm of the Center for the Study of Child Care Employment, Institute of Industrial Relations, UC Berkeley, have asked us to share their newly released report, "Lessons from CARES and Other Early Care and Education Workforce Initiatives in California, 1999-2004 A Review of Evaluations Completed by Fall 2004". (from Working for Quality Child Care).  
<http://www.iir.berkeley.edu/cscce/pdf/cares.pdf>
- **What Do Parents Value in Education? An Empirical Investigation of Parents' Revealed Preferences for Teachers:** This paper from the National Bureau of Economic Research examines what parents ask for when they request specific elementary school teachers. Parents preferred teachers who principals said increased student satisfaction rather than test scores. The result was the opposite in high poverty schools. (http://papers.nber.org/papers/W11494).
- **Public/Private Ventures Releases a New Policy Brief on Investing in Child Care:** Investing in family child care providers in Rhode Island reaped big rewards for providers and the kids they serve, according to a new policy brief, Investing in Child Care Brings Gains for Providers and Children, from Public/Private Ventures. The brief, based on the report, Investing in Low-Wage Workers, found that increases in reimbursement rates boosted the availability of subsidized child care, raised average incomes in the field and lifted many workers out of poverty. The report focuses on the Day Care Justice Co-op, a group of largely Latina and African American women in Rhode Island who organized a cooperative and worked to improve conditions for family child care providers.  
[http://www.ppv.org/ppv/publications/assets/207\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/207_publication.pdf)
- **Clearing a Career Path: Lessons From Two Communities in Promoting Higher Education Access for the Early Care and Education Workforce:** This report documents recent groundbreaking efforts in Alameda and Santa Clara Counties, CA, including challenges faced and lessons learned, as a guide for other counties and institutions seeking to improve professional development in the early care and education field. Produced with support from the David and Lucile Packard Foundation, Clearing a Career Path is available at: [http://www.iir.berkeley.edu/cscce/pdf/clearing\\_careerpath06.pdf](http://www.iir.berkeley.edu/cscce/pdf/clearing_careerpath06.pdf). Areas covered include: Student counseling, advising and communication, Programs for English language learners, BA degree options, and Leadership development.
- **Roots of Decline: How Government Policy Has De-Educated Teachers of Young Children,** by Dan Bellm and Marcy Whitebook, analyzes labor trends for the early care and education workforce over the past 25 years - notably, an overall decrease in educational qualifications, and persistent wage stagnation - in the light of federal and state policy, and makes a series of recommendations for reversing these downward trends. This report, produced with support from the Foundation for Child Development, is available at: [http://www.iir.berkeley.edu/cscce/pdf/roots\\_decline06.pdf](http://www.iir.berkeley.edu/cscce/pdf/roots_decline06.pdf).
- **Low Salaries for Staff, High Costs to Children: State-by-State Wage Data for the**  
[www.acgov.org/childcare](http://www.acgov.org/childcare)



**Early Childhood Education Workforce: Increase in Minimum Wage May Benefit Early Childhood Educators:** At a Capitol Hill rally on Nov. 16, Democratic senators made a vow that one of the first issues they will address in the new Congress will be raising the minimum wage. Early childhood educators continue to be one of the lowest paid professions in the United States. According to a Center for the Child Care Workforce/AFTEF report, only 22 out of the 820 job descriptions in a Bureau of Labor Statistics survey pay less than child care workers and 124 job titles pay less than preschool teachers. The report finds that while preschool teacher wages have shown an increase over the past five years, child care workers actually have seen a slight dip in salaries. As a result of this unequal increase in wages, the quality of care our youngest children receive could suffer, and additional pressure will be put on a field that already is experiencing high turnover rates and difficulty attracting high-quality applicants. To view the CCW/AFTEF report, Low Salaries for Staff, High Costs to Children: State-by-State Wage Data for the Early Childhood Education Workforce, visit <http://ccw.cleverspin.com/pubs/2005Compendium.pdf>.

- **Chutes or Ladders? Creating Support Services to Help Early Childhood Students Succeed in Higher Education:** This report explores efforts in California to support "nontraditional" students, particularly in the field of early care and education, and makes recommendations for further initiatives and research.

[http://www.iir.berkeley.edu/cscce/pdf/chutes\\_ladders07.pdf](http://www.iir.berkeley.edu/cscce/pdf/chutes_ladders07.pdf)

- **Disparities in California's Child Care Subsidy System: A Look at Teacher Education, Stability and Diversity:** Using data from the California Early Care and Education Workforce Study, commissioned by First 5 California and released in 2006, this policy brief focuses on disparities in staff professional preparation, stability, and diversity between licensed child care centers that receive public funding solely through vouchers, and those that receive it through a contract with Head Start or the California Department of Education. [http://www.iir.berkeley.edu/cscce/pdf/subsidy\\_system07.pdf](http://www.iir.berkeley.edu/cscce/pdf/subsidy_system07.pdf)

- **Corporate America Is Fertile Ground for Pre-K Support, Says New Survey:** Concerns about the supply of skilled workers and the United States' global competitiveness are driving support for pre-k among American business executives, according to a survey conducted for the Committee for Economic Development and released with The Pew Charitable Trusts and PNC Financial Services Group in January. The survey shows that pre-k programs command wide support from management personnel at U.S. companies, with 81% saying that public funding of voluntary pre-kindergarten for all children would improve America's workforce. The survey results suggest that many executives, particularly those involved in recruitment and hiring, are aware of the benefits of high-quality pre-k and believe that those benefits will favorably affect their businesses. [http://www.ced.org/docs/poll\\_earlyed2006zogby.pdf](http://www.ced.org/docs/poll_earlyed2006zogby.pdf).

- **2006 Media Analysis on Coverage of Low Wage Work:** In its efforts to raise public awareness about the barriers facing low wage workers in the U.S., Douglas Gould and

Company followed up the 2001 analysis, *Between a Rock and a Hard Place* with an assessment of the current climate on media coverage. Titled, *Working Press*, this latest media analysis

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looks at the coverage of key issues and policies associated with low wage work, including the Earned Income Tax Credit, health insurance, minimum and living wage, job training, child care, family leave and Wal-Mart, whose practices have been challenged by several advocacy organizations and broadcast news personalities over the past few years. To view the Executive Summary, please click here.

[http://www.douglasgould.com/resources/FEW\\_media\\_analysis2006\\_ExecSummary.htm](http://www.douglasgould.com/resources/FEW_media_analysis2006_ExecSummary.htm)

For the full report, please click here.

<http://www.douglasgould.com/resources/WorkingPressFEWMediaAnalysis.pdf>.

- **Early Childhood Teacher Preparation Programs in the US:** A new document from researchers at the FPG Child Development Institute provides a detailed picture of the nation's early childhood teacher preparation programs and has 45 accompanying state reports. The reports provide basic descriptive information about program, faculty, and student characteristics of early childhood teacher preparation programs. It updates the groundbreaking study of the 1999 National Center for Early Development & Learning that provided the first nationally representative data on the goals, capacity, supports and challenges of early childhood teacher preparation programs. The national report is available at [http://www.fpg.unc.edu/~npc/pdfs/national\\_report.pdf](http://www.fpg.unc.edu/~npc/pdfs/national_report.pdf) and the state reports are available at [http://www.fpg.unc.edu/~npc/pages/state\\_reports.cfm](http://www.fpg.unc.edu/~npc/pages/state_reports.cfm).
- **Improving the Quality of Family Child Care:** Programmatic and policy changes are needed to combat the isolation, low earnings, and lack of training opportunities faced by family child care providers, according to a study by the Institute for Women's Policy Research. Their report, *In Our Backyards: Local and State Strategies to Improve the Quality of Family Child Care*, aims to aid policymakers, program administrators, and advocates in delivering policies and programs that promote quality care for children in family child care settings, and to encourage the replication of successful programs and practices across the country. Download an overview of the study at [http://www.iwpr.org/pdf/FamilyChildCareMediaRelease\\_8\\_3\\_22005.pdf](http://www.iwpr.org/pdf/FamilyChildCareMediaRelease_8_3_22005.pdf). Download the complete study at <http://www.iwpr.org/pdf/G717.pdf>.
- **New Future of Children Journal: "Excellence in the Classroom":** This report focuses on improving the quality of teachers as a critical move towards closing the achievement gap. The volume concludes that good teachers make a difference. According to the fifteen leading scholars who contributed to the journal, the most promising way to improve teacher quality is to broaden entry requirements, identify and promote effective teachers, provide additional pay to successful teachers who work in challenging schools, and promote meaningful professional development. Strengthening the teacher workforce is not a one-time policy initiative. The editors argue that ongoing flexibility will be needed for schools to implement these reforms. Education policy in individual districts, and in the nation as a whole, would be well served if reform initiatives were designed from the outset with credible evaluation elements. Full Report: [http://www.futureofchildren.org/usr\\_doc/Classroom\\_07\\_01.pdf](http://www.futureofchildren.org/usr_doc/Classroom_07_01.pdf) Executive Summary: [http://www.futureofchildren.org/usr\\_doc/Classroom\\_07\\_01.pdf](http://www.futureofchildren.org/usr_doc/Classroom_07_01.pdf). Policy Brief: [http://www.futureofchildren.org/usr\\_doc/FOC\\_Brief\\_Spring2007.pdf](http://www.futureofchildren.org/usr_doc/FOC_Brief_Spring2007.pdf)



- **Investing in Quality: Policies, Practitioners, Programs and Parents: A Four-Point Plan to Deliver High Quality Early Learning and Care Services in Ontario:** This report is the government's framework to ensure exemplary practices in early learning and care settings. This report is the work of an expert panel on quality and human resources in early learning settings. The panel focused on four points: The panel writes: "... it will not be enough to establish a College of Early Childhood Educators and a recruitment campaign, if the system does not address the fundamental issue of wages and working conditions. It will not be enough to set quality standards, if the system is not funded at a level to support quality. It will not be enough to increase education requirements for practitioners without providing appropriate education programs and accessible, meaningful opportunities for professional development. It will not be enough to upgrade practitioner qualifications if practitioners do not have the resources, learning environments and supports they need to deliver high quality, inclusive, evidence-based programs."

[www.children.gov.on.ca/NR/CS/Publications/QHRReport\\_en.pdf](http://www.children.gov.on.ca/NR/CS/Publications/QHRReport_en.pdf)

- **AFTERSCHOOL CAN SUPPORT TEACHER RECRUITMENT, RETENTION:** While student enrollment is rising, schools across the country are facing a critical shortage of teachers. A new MetLife-Afterschool Alliance issue brief, "Afterschool: A Powerful Path to Teacher Recruitment and Retention," explores this vital issue and the role that afterschool programs can play in bringing new teachers to the field and keeping those already in the classroom. The new brief demonstrates how afterschool programs serve as a pipeline for teacher recruitment, giving individuals an informal way to begin working in education and with youth. At the same time, afterschool programs can serve as "teaching laboratories" where individuals new to the field can gain skills and confidence. They also help introduce new teachers to the challenges they will face in regular classroom settings and give them the skills to successfully address these challenges. The experience and confidence earned is invaluable in retention. This new issue brief provides examples of cities and states that have utilized afterschool to improve their rates of recruitment and retention.

[http://www.afterschoolalliance.org/issue\\_briefs/issue\\_teach\\_recruit\\_28.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_teach_recruit_28.pdf)