



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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SELECTED RESOURCES on the IMPACT of STAFF EDUCATION and TRAINING on PROGRAM QUALITY

The following provides a sample of resources on the impact of staff education and training on program quality. Research has confirmed the importance of the early childhood workforce and the education of the workforce and its impact on children and high-quality child care. The selected resources include an overview of the research, including some that address the type of teacher education that is more likely to relate to higher-quality in programs. The following highlights a sample of national and State research, including both current materials and key historical documents on this issue.

➤ **Research and Reports**

Early Education Quality: Higher Teacher Qualifications for Better Learning Environments – A Review of the Literature (2003), by Marcy Whitebook, published by Institute of Industrial Relations, Center for the Study of Child Care Employment, University of California, Berkeley. Available on the Web at <http://www.iir.berkeley.edu/cscce/pdf/teacher.pdf>. A summary is available on the Web at http://www.iir.berkeley.edu/cscce/pdf/teacher_summary.pdf.

Bachelor's Degrees Are Best: Higher Qualifications for Pre-Kindergarten Teachers Lead to Better Learning Environments for Children (September 2003), by Marcy Whitebook, Center for the Study of Child Care Employment, University of California at Berkeley, commissioned by the Trust for Early Education (TEE). Available on the Web at <http://www.trustforearlyed.org/docs/WhitebookFinal.pdf>.

Bachelor's Degrees Are the Best: Higher Qualifications for Pre-Kindergarten Teachers Lead to Better Learning Environments for Children, A Review of the Research (September 2003), by Marcy Whitebook, Center for the Study of Child Care Employment University of California at Berkeley. PowerPoint presentation available on the Web at <http://www.trustforearlyed.org/docs/BachelorsDegrees.ppt>.

“Investing in Head Start Teachers” (August 2003), *Preschool Policy Matters* Issue 4, by the National Institute for Early Education Research (NIEER). Available on the Web at <http://nieer.org/resources/policybriefs/4.pdf>.

Raising Preschool Teacher Qualifications: With a Case Study on How New Jersey's Early Childhood Teachers are Getting Four-Year Degrees and Certification Under a Four-Year Deadline (July 2003), by Julia Coffman and M. Elena Lopez, funded by the Schuman Fund of New Jersey and the Trust for Early Education (TEE). Available on the Web at <http://www.trustforearlyed.org/docs/NJAbbottBrief.pdf>.

Teacher Education: One Strong Step to Ensuring High Quality (July 2003), by the Trust for Early Education (TEE). Available on the Web at <http://www.trustforearlyed.org/docs/report2.pdf>.

North Carolina Rated License: A Three-Year Summary of Assessed Facilities, An Executive Summary 1999-2002 (May 2003), North Carolina Rated License Assessment Project, written by Deborah Cassidy, Linda Hestenes, Sharon Mims, and Stephen Hestenes. Available on the Web at http://web.uncg.edu/ncrlap/pdf/ExecutiveSummary_Final_5_15_03.pdf.

“Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications” (March 2003), *Preschool Policy Matters* Issue 2, by W. Steven Barnett, National Institute for Early Education Research (NIEER). Available on the Web at <http://nieer.org/resources/policybriefs/2.pdf>.

Teacher Education and High Quality Education, a Policy Brief, by the Midwest Child Care Research Consortium. Available on the Web at http://www.missouri.edu/~cfprwww/qualityforweb11_25.pdf.

“Teacher Preparation and Teacher-Child Interaction in Preschools” (October 2002), an *ERIC Digest*, by Susan Kontos and Amanda Wilcox-Herzog. Available on the Web at <http://ecap.crc.uiuc.edu/eearchive/digests/2002/kontos02.pdf>.

“Child-Care Structure → Process → Outcome: Direct and Indirect Effects of Child-Care Quality on Young Children’s Development” (May 2002), in *Psychological Science* Vol. 13, No. 3, National Institute on Child Health and Human Development (NICHD) Early Child Care Research Network. Contact the American Psychological Society at 202-783-2077 or on the Web at <http://www.psychologicalscience.org>.

13 Indicators of Quality Child Care: Research Update (2002), presented by Richard Fiene, Pennsylvania State University, and the National Resource Center for Health and Safety in Child Care, University of Colorado, for the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, and Health Resources and Services Administration/Maternal and Child Health Bureau. Available on the Web at <http://aspe.hhs.gov/hsp/ccquality-ind02/index.htm>.

Eager to Learn: Educating Our Preschoolers (2001), eds. Barbara T. Bowman, M. Suzanne Donovan, and M. Susan Burns, Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education, National Research Council. An Executive Summary (2000) is available on the Web at <http://books.nap.edu/books/0309068363/html/1.html>. Contact National Academy Press at 800-624-6242 or on the Web at <http://www.nap.edu>.

Then & Now: Changes in Child Care Staffing, 1994-2000, Technical Report (2001), by Marcy Whitebook, Laura Sakai, Emily Gerber, and Carollee Howes, a joint project of the Center for the Child Care Workforce (CCW) [a project of the American Federation of Teachers Educational

Foundation] and the Institute of Industrial Relations. Available on the Web at <http://www.ccw.org/pubs/Then&Nowfull.pdf>.

Child Care Quality: Does It Matter and Does It Need to be Improved? (2000), by Deborah Lowe Vandell and Barbara Wolfe, Institute for Research on Poverty, University of Wisconsin-Madison, for the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services. Available on the Web at <http://aspe.hhs.gov/hsp/ccquality00/ccqual.htm>.

From Neurons to Neighborhoods: The Science of Early Childhood Development (2000), eds. Jack P. Shonkoff and Deborah A. Phillips, by the Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education, National Research Council and Institute of Medicine. Available on the Web at <http://stills.nap.edu/books/0309069882/html>. Contact National Academy Press at 800-624-6242 or on the Web at <http://www.nap.edu>.

Building Strong Foundations for Early Learning: The U.S. Department of Education's Guide to High-Quality Early Childhood Education Programs (November 2000), prepared by the U.S. Department of Education. Available on the Web at http://www.ed.gov/offices/OUS/PES/early_learning.

“Teacher Education, Wages Key to Outcomes,” (January 2000), *NCEDL Spotlight* No. 18, by the National Center for Early Development & Learning (NCEDL). Available on the Web at <http://www.fpg.unc.edu/%7Encedl/PDFs/spot18.pdf>.

“Within and Beyond the Classroom Door: Assessing Quality in Child Care Centers,” (2000) in *Early Childhood Research Quarterly* Vol. 15, No. 4, by Deborah Phillips, Debra Mekos, Sandra Scarr, Kathleen McCartney, and Martha Abbott-Shim. Information about *Early Childhood Research Quarterly* is available on the Web at <http://www.elsevier.com/inca/publications/store/6/2/0/1/8/4>.

The Children of the Cost, Quality, and Outcomes Study Go To School: Executive Summary (June 1999), by Ellen S. Peisner-Feinberg, Margaret R. Burchinal, Richard M. Clifford, Noreen Yazejian, Mary L. Culkin, Janice Zelazo, Carollee Howes, Patricia Byler, Sharon Lynn Kagan, and Jean Rustici, published by the Frank Porter Graham Child Development Center, University of North Carolina Chapel Hill (now the Frank Porter Graham Child Development Institute). Executive Summary available on the Web at <http://www.fpg.unc.edu/~NCEDL/PDFs/CQO-es.pdf>. Technical Report (October 1999) available on the Web at <http://www.fpg.unc.edu/~NCEDL/PDFs/CQO-tr.pdf>.

The Florida Child Care Quality Improvement Study: 1996 Report (1998), by Carollee Howes, Ellen Galinsky, Marybeth Shimm, Annette Sibley, Martha Abbott-Shim, and Jan McCarthy, published by the Families and Work Institute. Contact the Families and Work Institute at 212-465-2044 or on the Web at <http://www.familiesandwork.org>.

Accreditation Criteria & Procedures of the National Association for the Education of Young

Children (1998 Edition), by the National Association for the Education of Young Children (NAEYC). Contact NAEYC at 800-424-2460 or on the Web at <http://www.naeyc.org/accreditation>.

Are They in Any Real Danger? What Research Does—and Doesn't—Tell Us About Child Care Quality and Children's Well Being (May 1996), by John M. Love, Peter Z. Schochet, Alicia L. Meckstroth, published by Mathematica Policy Research, Inc. Contact Mathematica at 609-799-3535 or on the Web at <http://www.mathematica-mpr.com>.

The *Cost, Quality and Child Outcomes in Child Care Centers* (1995) study, by Suzanne Helburn, Mary L. Culkin, John Morris, Naci Mocan, Carollee Howes, Leslie Phillipsen, Donna Bryant, Richard Clifford, Debby Cryer, Ellen Peisner-Feinberg, Margaret Burchinal, Sharon Lynn Kagan, and Jean Rustici. Contact the University of Colorado at Denver, Economics Department, at 303-556-4413.

The Family Child Care Training Study (1995), by Ellen Galinsky, Carollee Howes, and Susan Kontos, published by the Families and Work Institute. Contact the Families and Work Institute at 212-465-2044 or on the Web at <http://www.familiesandwork.org>.

The Study of Children in Family Child Care and Relative Care: Highlights of Findings (1994), by Ellen Galinsky, Carollee Howes, Susan Kontos, and Marybeth Shinn, published by the Families and Work Institute. Contact the Families and Work Institute at 212-465-2044 or on the Web at <http://www.familiesandwork.org>.

Starting Points: Meeting the Needs of Our Youngest Children (April 1994), The Report of the Carnegie Task Force on Meeting the Needs of Young Children. Abridged version of this report available on the Web at http://www.carnegie.org/starting_points.

Quality in Child Care: What Does the Research Tell Us (1993, 3rd printing), ed. Deborah Phillips, published by the National Association for the Education of Young Children (NAEYC). Contact NAEYC at 800-424-2460 or on the Web at <http://www.naeyc.org>.

Who Cares? Child Care Teachers and the Quality of Care in America, Executive Summary, National Child Care Staffing Study (1990), by Marcy Whitebook, Carollee Howes, and Deborah Phillips, published by the Child Care Employee Project [now the Center for the Child Care Workforce (CCW), a project of the American Federation of Teachers Educational Foundation]. Contact CCW at 202-662-8005 or on the Web at <http://www.ccw.org>.

➤ **Related Resources**

HEAD START: Increased Percentage of Teachers Nationwide Have Required Degrees, but Better Information on Classroom Teachers' Qualifications Needed (October 2003), by the U.S. General Accounting Office (GAO) The report GAO-04-5 is available on the Web at <http://www.gao.gov/new.items/d045.pdf>.

Child Care: States Have Undertaken a Variety of Quality Improvement Initiatives, but More Evaluations of Effectiveness Are Needed (September 2002), by the U.S. General Accounting Office (GAO). The report GAO-02-897 is available on the Web at <http://www.gao.gov/new.items/d02897.pdf>.

The National Child Care Information Center does not endorse any organization, publication or resource.

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