



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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LITERACY TRAINING INITIATIVES

The following is a sample of Federal, State, and local initiatives and national resources with information about training child care providers to encourage and support literacy.

Federal Agencies

■ **Early Childhood Educator Professional Development Program
Office of Elementary and Secondary Education (OESE)
U.S. Department of Education**

World Wide Web: <http://www.ed.gov/programs/eceducator/index.html>

The Early Childhood Educator Professional Development Program is designed to enhance the school readiness of young children, particularly disadvantaged young children. The program seeks to improve the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty. In particular, projects must utilize evidence-based practice focused on early reading and cognitive development for both the professional development activities and early childhood curricula. This program is for partnerships of entities that provide professional development to early childhood educators who work with children in high-need communities.

■ **Head Start Bureau
Administration for Children and Families
U.S. Department of Health and Human Services**

330 C Street SW
Washington, DC 20447
202-205-8572

World Wide Web: <http://www.acf.hhs.gov/programs/hsb/>

Head Start is a nationwide early childhood program for low-income preschool children, designed to provide comprehensive services in preparation for public school. It has served low-income children and their families since 1965. The Head Start Bureau has implemented an ambitious series of training and support activities to implement the Head Start Act and *Program Performance Standards* requirements for teacher training, for language development and literacy, and for assessing child outcomes. Literacy training initiatives include:

- Project STEP (Strategic Teacher Education Program) was created to ensure that 50,000 Head Start teachers nationwide engage in research-based strategies to support children's early literacy and social and emotional development. Project STEP offers professional development and mentor-coaching opportunities for Head Start educational staff. In local

programs, Mentor Coaches work with classroom teachers and in turn, are supported by technical assistance coordinated by the Head Start Bureau and ACF Regional offices. Head Start teachers, mentor coaches, and technical assistance specialists can use the early literacy and related resources on the STEP-NET Web site (<http://www.step-net.org>).

- *Head Start Literacy Toolkit*, prepared by the Head Start Information and Publication Center, provides Head Start teachers nationwide with information on the Head Start Family Literacy Project. It details relevant legislation and regulations, provides access to information memorandums and program instructions on literacy topics, lists literacy-related Head Start publications, provides suggested book and reading lists for ongoing professional development on literacy, outlines additional Web site resources, and includes a list of recommended books and software for preschoolers. This resource is available on the Web at http://www.headstartinfo.org/infocenter/literacy_tk.htm.

State Initiatives

■ Arkansas

Pre-K ELLA (Early Learning Literacy in Arkansas)

World Wide Web: http://www.uark.edu/depts/awecc/Brochures/Pre-K_ELLA.html

Pre-K ELLA was developed in Arkansas to assist early childhood educators in their efforts in providing a literacy foundation for young children. The goal of *Pre-K ELLA* training is to provide child care professionals with the knowledge and skills to implement developmentally appropriate experiences that promote emergent literacy skills for children (ages 3 to 5) prior to their entry into kindergarten. This 30-hour training is for child care professionals in registered homes, licensed homes, and child care centers. The training is coordinated by the University of Arkansas Child Care and Early Childhood Education Projects in cooperation with the Division of Child Care & Early Childhood Education; Arkansas Department of Human Services; the Arkansas Department of Education; and the Arkansas Head Start Collaboration.

■ California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL)

Foundation for California Early Literacy Learning

104 East State Street, Suite M

Redlands, CA 92373

909-335-3089

World Wide Web: <http://www.cell-exll.com/cell.htm>

The primary goal of the program is professional development to support increased student achievement in literacy and content areas. CELL addresses prekindergarten through 3rd grade, and ExLL addresses 3rd grade through 6th grade. The elements of the CELL framework are provided during inservice training, and are reviewed and discussed by both experienced and new teachers from a participating elementary school. Schoolwide staff development is provided by a specially trained Literacy Coordinator skilled in both the theory and practice of effective literacy learning. Literacy Coordinators also provide peer coaching to assist teachers in taking on the new learning and instructional methodologies of the CELL framework. Results of research about the effectiveness of CELL are available on the Web at <http://www.cell-exll.com/research.htm>.

Additional information is available on the Web at <http://www.nwrel.org/scpd/catalog/index.shtml>.

■ **Maryland Model for School Readiness (MMSR) for Child Care**

World Wide Web: <http://www.mdk12.org/instruction/ensure/mmsr/index.html>

The MMSR training project provides a two-year staff development program and concurrent classroom implementation with prekindergarten, kindergarten, and preschool special education teachers in selected Maryland counties. The county supervisors for early learning programs are coordinating the project in their local school systems. MMSR includes a proven, high-quality training program that works with early educators and child care providers (family child care providers and center staff) in working on real classroom skills of observation, documentation, assessment, and utilization of community resources. Participants also receive training in the *Work Sampling System (WSS)*® as part of the assessment portion of the training. The pilot program of the Maryland Model for School Readiness, funded by the Baltimore Gas and Electric Foundation, was found to significantly improve the quality of participating Family Child Care programs and Child Care Center programs. For additional information, contact the Maryland Committee for Children at 410-752-7588 ext. 240.

■ **Minnesota**

Center for Early Education Development (CEED)

College of Education and Human Development

University of Minnesota

215 Pattee Hall

150 Pillsbury Drive SE

Minneapolis, MN 55455

612-625-2898

World Wide Web: <http://education.umn.edu/ceed/projects/literacy/default.html>

CEED is collaborating with a broad-based coalition of local and Statewide early education advocates to launch a two-year Early Literacy Training Project. The goal of the Minnesota Early Literacy Training Project is to create and implement a research-based early literacy training and coaching curriculum that can be disseminated Statewide. The project focuses on preschool teachers serving 3- to 5-year-old children in Minneapolis and the White Earth Indian Reservation. Additional training will also be delivered throughout all of Minnesota. Early educators will acquire the necessary knowledge and skills to increase early literacy and language development in their classrooms. As a result of the training, children from poor neighborhoods, children with limited proficiency in English, and children with disabilities will have access to early childhood environments that promote language and literacy growth and provide them with a solid foundation for later reading.

■ **Mississippi Department of Education**

Barksdale Reading Institute (BRI)

Jackson Office, Box 771

Jackson, MS 39205-0771

601-359-1397

World Wide Web: <http://msreads.org>

In school year 2003-2004, BRI and its partners implemented the Mississippi Reading Reform Model (MRRM) in 72 public schools and in Mississippi's eight public universities. Over 22,000 prekindergarten-3rd grade children were involved in this implementation, plus several thousand

children attending day care and Head Start programs that feed into the BRI schools. Over 1,100 public school teachers were involved in the implementation along with hundreds of day care providers and Head Start workers. The MRRM focuses on reading reform through the professional development of teachers, support staff, and administrators. BRI is utilizing a model of peer coaching to train school staff in effective research-based classroom instruction, which includes diagnosing, prescribing, and implementing reading instructional prevention/intervention strategies for all children experiencing language deficits or reading difficulties. Community child care providers and Head Start centers participate in peer coaching study teams for early literacy training and intervention. In collaboration with the Early Childhood Institute at Mississippi State University, The Day Foundation, and the W.H. Kellogg Foundation, BRI is conducting an early childhood pilot project in West Point, Greenville, and Jackson, Mississippi, designed to enhance language skills of children from birth to age 4. The pilot project will last 18–24 months and will focus on licensed child care centers and Head Start centers that send children to BRI schools.

Additional information about the Mississippi Reading Reform Model (MRRM) is available on the Web at <http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/page2.html>.

■ **Oklahoma**

Early Steps to Literacy Project

Center for Early Childhood Professional Development

College of Continuing Education - University of Oklahoma

1901 North Moore Avenue

Moore, OK 73160-3667

405-799-6383 or 888-446-7608

World Wide Web: <http://www.ou.edu/earlysteps/>

The Early Steps to Literacy Project is a collaboration of the Center for Early Childhood Professional Development in the College of Continuing Education and the Department of Instructional Leadership and Academic Curriculum in the College of Education. The project has three components:

1. Professional development for early childhood educators. Teachers and directors will receive college level instruction on emergent literacy, while administrators will be prepared for supporting teachers in new literacy practices, including coaching teachers and working with parents.
2. A support network and peer coaching for educators with a focus on promoting children's language and literacy development.
3. Training and support for an early literacy infrastructure, which will build and support connections among the child care, Head Start, and public school communities.

The project provides 60 clock hours of college level training for early childhood teachers on emergent literacy and 60 hours of training for directors on literacy and leadership.

■ **Oregon Center for Career Development in Childhood Care and Education**

Portland State University

541-536-1165

World Wide Web: <http://www.centerline.pdx.edu>

The mission of the Oregon Center for Career Development in Childhood Care and Education is to promote the quality of childhood care and education for Oregon's children and families by providing a career development system for practitioners. The system includes instruction, service, and research. *Early Words: Language & Literacy* describes six training sessions on language and literacy for childhood care and education providers sponsored by the Center in collaboration with PBS Ready to Learn. Additional information is available on the Web at http://www.centerline.pdx.edu/early_words/index.html.

■ **Nebraska's Early Language and Literacy Learning Connection (NELLLC)**

Early Childhood Training Center
6949 South 110th Street
Omaha, NE 68128
402-597-4822

World Wide Web: <http://www.nde.state.ne.us/ECH/nelllc/project.html>

NELLLC engages partners from higher education, early childhood programs/services, community members, and families to improve children's early language and literacy experiences. The model incorporates three existing research-based early language and literacy initiatives in targeted communities with high poverty and second language needs. These initiatives include *HeadsUp! Reading*, Read for Joy, and First Connections. The professional development model has a foundation that utilizes reflective, relationship-based inservice training (including workshops and college coursework through HeadsUp! Reading) and supervision through mentoring and coaching. Additional information is available on the Web at http://www.nde.state.ne.us/ECH/nelllc/prof_development.html.

Local Initiatives

The following are a sample of local communities that have created early literacy professional development initiatives.

■ **Beginning with Books**

5920 Kirkwood Street
Pittsburgh, PA 15206
412-361-8560

World Wide Web: <http://www.beginningwithbooks.org>

Beginning with Books distributes book packs through organizations that serve low-income families [for example, the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), Head Start, and family support centers] through its Gift Book Program. It also provides parent counseling on reading and talking about books to their children. In 2002, they distributed 11,915 Gift Book packets (nearly 48,000 books) and worked with 20 different organizations. In addition, 3,500 books were given through the REAdy for Life program, and approximately 20,000 families received books and information on literacy from their medical provider. Beginning With Books has also created a training component to share their expertise in early literacy development. In addition to offering individualized workshops on a variety of topics, Beginning with Books provides an intensive six-month early literacy training and mentoring opportunity for staff of child care homes and early education centers. Information about training is available on the Web at <http://www.beginningwithbooks.org/prof.html>.

■ **Institute for Early Learning and Emerging Literacy**

Fairfax County Office for Children
12011 Government Center Parkway, Suite 920
Fairfax, VA 22035
703-324-8232.

World Wide Web: <http://www.co.fairfax.va.us/service/ofc/Institute.htm>

The Institute Bonus program was available to child care providers who were employed in non-governmental, regulated child care centers or providing care in state licensed or county permitted family child care homes located in Fairfax County, Virginia. Those who earned 24-36 hours of Institute training within the training year September 2002 through May 2004 were eligible to earn a \$500-\$750 bonus. The Institute courses and workshops are paid in part by a grant from the Child Care Bureau, U S. Department of Health and Human Services.

■ *Super Saturdays* is a free early literacy training program, which consists of ten hours of training in five sessions, for mentors and child care providers, including family child care providers and family, friend, and neighbor caregivers. The program is the result of a collaboration with many different agencies in Cuyahoga County, Ohio, and is funded by a Kellogg grant. The agencies also provide follow up supervision. The project has begun to gather data for research. For additional information, contact Dr. Sandra Redmond at 216-987-2513 or email sandra.redmond@tri-c.edu.

National Organizations with Information on Literacy Training

■ **Education Commission of the States (ECS)**

700 Broadway, #1200
Denver, CO 80203-3460
303-299-3600

World Wide Web: <http://www.ecs.org>

ECS is a national, nonprofit organization that helps governors, legislators, State education officials, and others identify, develop, and implement policies to improve student learning at all levels. ECS' issue Web site on Early Childhood is available on the Web at <http://www.ecs.org/ecsmain.asp?page=/html/issues.asp?am=1>. This site is designed to help policy-makers and educators make informed choices about issues relating to young children, from how to ensure quality to how to pay for programs.

“State Literacy Programs Teacher Component” (May 2002) is available on the Web at http://www.ecs.org/dbsearches/Search_Info/Literacy_50S_Reports.asp?type=Teacher. It describes programs related to pre-K teachers in the following States:

California. Additional information is available on the Web at http://www.ecs.org/dbsearches/Search_Info/Literacy_ProgramProfile.asp?ProgID=41.

Michigan. Additional information is available on the Web at http://www.ecs.org/dbsearches/Search_Info/Literacy_ProgramProfile.asp?ProgID=6.

Mississippi. Additional information is available on the Web at http://www.ecs.org/dbsearches/Search_Info/Literacy_ProgramProfile.asp?ProgID=14.

Nevada. Additional information is available on the Web at http://www.ecs.org/dbsearches/Search_Info/Literacy_ProgramProfile.asp?ProgID=11.

New Hampshire. Additional information is available on the Web at http://www.ecs.org/dbsearches/Search_Info/Literacy_ProgramProfile.asp?ProgID=17.

- **HeadsUp! Reading
National Head Start Association (NHSA)**
1651 Prince Street
Alexandria, VA 22314
703-299-7505
World Wide Web: <http://www.huronline.org>

HeadsUp! Reading is a satellite training college course on literacy for educators and parents of young children, focused on strengthening crucial early childhood literacy skills. This training delivers high-quality, research-based training directly to early childhood programs across the United States. The course offers a variety of professional development credits, including CEUs and credit at more than 140 colleges nationwide. The following States have participated in HeadUp! Reading: California, Florida, Illinois, Missouri, Nebraska, Ohio, Pennsylvania, Rhode Island, and Tennessee.

- **National Center for Family Literacy (NCFL)**
325 West Main Street, Suite 300
Louisville, KY 40202-4251
502-584-1133
World Wide Web: <http://www.famlit.org>

NCFL is a nonprofit organization supporting family literacy services for families across the United States through programming, training, research, advocacy, and dissemination. NCFL and the Goodling Institute for Research in Family Literacy at Penn State are collaborating on the creation of the Certificate in Family Literacy. Program courses are designed for family literacy staff, adult and early childhood educators, family service workers, and staff from similar agencies who wish to develop this specialization, expand their existing knowledge and skills, and increase their earning potential.

■ **Northwest Regional Educational Laboratory (NWREL)**

101 SW Main, Suite 500

Portland, OR 97204

503-275-9500

World Wide Web: <http://www.nwrel.org>

NWREL is one of ten regional offices that works with support from the U.S. Department of Education, Office of Educational Research and Improvement (OERI), as a vital partner with State and local educators, community members, and policy-makers in using research to tackle the difficult issues of education reform and improvement. NWREL's primary service area is the Northwest States of Alaska, Idaho, Montana, Oregon, and Washington.

Linking Education & America Reads through National Service (LEARNS) is a partnership of the Northwest Regional Educational Laboratory (NWREL) and the Bank Street College of Education (BSC). LEARNS is a tutoring program that provides training and technical assistance to Corporation for National Service (CNS) projects focused on literacy and education. Programs are individualized to meet the needs of specific communities, and volunteers are recruited and trained as tutors. Target populations range from prekindergarteners to adults, and family literacy is a component of the program. Additional information about LEARNS is available on the Web at <http://www.nwrel.org/learns/>.

■ **Parents as Teachers (PAT)**

Parents as Teachers National Center, Inc. (PATNC)

2228 Ball Drive

St. Louis, MO 63146

866-PAT-4-YOU (866-728-4968)

World Wide Web: <http://www.patnc.org>

PAT focuses on families and children from pregnancy to kindergarten entry, with the goal of preparing children to learn, grow and develop to their fullest potential. The program presently includes four components: personal home visits by certified parent educators; parent group meetings about early childhood development; developmental and health screenings for participating children; and referrals to community resources. PATNC develops curricula, trains early childhood professionals, and certifies parent educators to work with parents to provide them with parenting support and information on their developing child. The PAT curriculum includes two sections (*Emerging Reading* and *Emerging Writing*) that provide home visitors with guidance on how to help parents promote early literacy skills. There are more than 3,300 Parents as Teachers programs located worldwide and in all of the States.

■ **Public Library Association (PLA)**

American Library Association (ALA)

50 East Huron Street

Chicago, IL 60611

800-545-2433

World Wide Web: <http://www.ala.org>

PLA is a division of ALA, which assists and promotes libraries in helping children and adults to develop literacy skills. The PLA and the Association for Library Service to Children (ALSC) joined together in the Every Child Ready to Read Initiative. This initiative incorporates the latest

research into a series of parent and caregiver workshops with accompanying resources to provide public libraries with vital tools to help prepare parents for their critical role as their child's first teacher. These tools were developed by Dr. Grover C. Whitehurst and Dr. Christopher Lonigan, well-known researchers in emergent literacy, and have been tested and refined by library demonstrations sites around the country. Additional information about the Every Child Ready to Read Initiative available on the Web at

<http://www.ala.org/ala/pla/plaissues/earlylit/earlyliteracy.htm>.

■ **Program for Infant Toddler Caregivers (PITC)**

WestEd, Center for Child and Family Studies

California Department of Education

CDE Press, Sales Office

P.O. Box 271

Sacramento, CA 95812-0271

415-289-2300

World Wide Web: <http://www.pitc.org/>

The PITC curriculum was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education, Child Development Division. It is a comprehensive training system developed to assist caregivers of children under the age of 3 to provide babies and toddlers with healthy, emotionally secure, and intellectually rich experiences in care. The training covers four modules: I Social-Emotional Growth and Socialization; II Group Care; III Learning and Development; and IV Culture, Family, and Providers. Module III Learning and Development includes a major emphasis on language and early literacy.

■ **Public Broadcasting Service (PBS) Ready to Learn**

World Wide Web: <http://pbskids.org/readytolearn>

The Ready to Learn program promotes literacy and school readiness by teaching parents and caregivers how to use public television as an educational tool. The Ready To Learn coordinator at each station is responsible for conducting 20 outreach workshops per year, distributing 300 children's books per month to low-income families, distributing a biannual magazine, and engaging in professional development training. PBS Ready To Learn is supported by a cooperative agreement from the National Institute on Early Childhood Development and Education in the U.S. Department of Education. Links for caregivers and parents to educational philosophies, educator guides, and at-home activities related to these programs are available on the Web at <http://pbskids.org/grownups>. An evaluation of the program is available on the Web at <http://pbskids.org/readytolearn/finalsitevisitreport.pdf>.

■ **Reading is Fundamental (RIF)**

1825 Connecticut Avenue NW, Suite 400

Washington, DC 20009

202-673-1522

World Wide Web: <http://www.rif.org>

RIF is a national nonprofit children's literacy organization. RIF develops and delivers children's and family literacy programs that help prepare young children for reading and motivate school-age children to read regularly. Through a national network of teachers, parents, and community volunteers, RIF programs provide books and other essential literacy resources to children, at no

cost to them or their families. RIF focuses its highest priority on the nation's neediest children, from birth to age 11.

Care to Read is RIF's early literacy program that supports children's emergent literacy skills through training and resources for child care staff in center- and home-based child care programs. Six workshops cover important topics in early literacy development and use children's literature to actively engage child care staff and illustrate literacy development concepts. Care to Read training is typically done through a train-the-trainer model that prepares participants to return to their programs and deliver the six workshops to their colleagues. Additional information is available on the Web at <http://www.rif.org/what/professional/caretoread.mspix>.

RIF Exchange is a production of RIFNet, a distance learning service of Reading Is Fundamental, Inc. RIFNet is funded by a Stars Schools grant from the U.S. Department of Education. RIF Exchange is a series of 30-minute episodes designed to keep educators, parents, and local RIF coordinators informed on the latest literary topics. Each show offers practical tips on making reading fun for kids, highlights great books to share, profiles successful RIF programs and volunteers across the country, and provides resources and information on the latest literacy topics. The show is in its fifth season. Each broadcast is one-hour total airtime. Additional information is available on the Web at <http://www.rif.org/what/rifexchange/default.mspix>.

Additional Resources

■ *Promoting Early Childhood Literacy: Highlights of State Efforts* (September 2002), by Amy Finch and Sheri L. Azer, National Association for the Education of Young Children (NAEYC), examines current State early childhood literacy efforts, including professional development, resource availability, educational standards and assessment, and public investment. Almost 75 percent of the States were found to have literacy development training and professional preparation programs for teachers. Twenty-one States had early literacy programs and six States provided training regarding State early childhood literacy standards and/or guidelines. One-third of the States provided resources to early childhood classrooms and teachers, including book distributions, reading kit and resource center development, computer and software provisions, and technical assistance. Over half of the States had program standards, benchmarks/indicators, or guidelines for early literacy development and several States had assessment systems that measured children's progress and school readiness related to reading. States' public investment efforts to increase literacy activities included using Federal grants to link early childhood programs with State literacy grant programs and relating child care reimbursement levels to literacy curriculum development. This resource is available on the Web at http://www.naeyc.org/childrens_champions/literac1.pdf.

■ "Linking Child Care and Early Literacy: Building the Foundation for Success" (Fall 2002), *Child Care Bulletin* Issue 27, prepared by the National Child Care Information Center (NCCIC), for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, has the following information about State initiatives:

According to the latest round of Child Care and Development Fund (CCDF) State plans, the following States have CCDF-funded literacy initiatives:

- In Massachusetts, child care is a part of the *Massachusetts Family Literacy Consortium*, which works to create collaborations for family literacy programs. Massachusetts also is reimbursing programs at a higher rate that incorporate literacy principles.
- In Missouri, child care providers are trained using *HeadsUp! Reading* with technical assistance and support from the Missouri Child Care Resource and Referral Network.
- In Connecticut, the child care lead agency works with the State Department of Education and the Commission on National Service to support adult and child literacy programs at child care centers.
- In California, the *Public Broadcasting Service's Preschool Education Project* is providing training for approximately 2,500 family child care providers and parents within the viewing areas of seven public television stations. Each public television station has established a network of trainers in order to offer continued support and to conduct refresher training.
- In Wyoming, in partnership with the Wyoming State Library, the Department of Family Services will fund training for every child care provider on the Mother Goose Asks “*Why*” literacy program. Individuals will be trained to deliver this curriculum in every county of the State. (page 3)

This resource is available in English on the Web at <http://nccic.org/ccb/issue27.pdf> and in Spanish on the Web at <http://nccic.org/ccb/issue27sp.pdf>.

■ *Developing and Supporting Literacy-Rich Environments for Children* (February 2001), by the Center for Best Practices, National Governors Association (NGA), suggests actions for policy-makers to take to develop and support literacy-rich environments and describes strategies that have been used in Connecticut, Delaware, Maine, Michigan, Missouri, North Carolina, Ohio, South Carolina, and Wisconsin. This resource is available on the Web at <http://www.nga.org/cda/files/IB022401LITERACY.pdf>.

■ *What Teachers Need to Know about Language* (2000), by Lily Wong Fillmore and Catherine E. Snow, National Center for Education Statistics, distinguishes five functions for which the prospective educator receives insufficient training: communicator, educator, evaluator, educated human being, and agent of socialization. Topics related to oral and written language are identified. A listing is offered of possible courses or course components that together cover fundamental issues in the education of English language learners and all students for whom literacy and language learning in school contexts might be problematic. These authors assert that basic coursework in educational linguistics is essential for preparing teachers for today's diverse schools. It covers age 3 to 3rd grade. Additional information is available on the Web at <http://www.cal.org/resources/LIE/teachers.html>.

■ *A Commentary On What Teachers Need to Know About Language* (2000), by Sue Bredekamp, Council for Early Childhood Professional Recognition, comments on *What Teachers Need to Know about Language* by Lily Wong Fillmore and Catherine E. Snow. The context of early childhood education is described, and the key language issues that teachers of young children are confronted with are identified. The five teacher functions that Fillmore and Snow identify include: communicator, educator, evaluator, educated human being, and agent of socialization. Although oral language development is a primary goal in early childhood programs, the learning experiences and teaching strategies provided do not always support this goal. Preschool programs must work to promote language development in all children. The issue of teacher qualifications in early childhood education must be addressed. Teachers of young children must obtain more education, better compensation, and greater respect. Their role in supporting children's language acquisition alone is the bare minimum of what they have to contribute to children's well-being and future potential. This resource is available on the Web at <http://www.cal.org/resources/digest/0007bredekamp.html>.

■ *School Involvement in Early Childhood* (July 2000), published by the National Institute on Early Childhood Development and Education, U.S. Department of Education, provides schools, families, and communities with information and ideas about public school prekindergarten and other preschool care and education initiatives that are linked with public schools. The publication provides examples of how States and communities are designing programs to expand and improve preschool care and education. A section on "Shared Professional Development Facilitates Coordination" describes programs in Mississippi, Maryland, and Missouri that share professional development activities. This resource is available on the Web at <http://www.ed.gov/pubs/schoolinvolvement/facilitate.html#development>.

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

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