

RIGHTS, RAISES, RESPECT

News and Issues for the Child Care Workforce

A monthly electronic newsletter

from the Center for the Child Care Workforce (CCW)

A project of the AFT Educational Foundation

April 2003

Please feel free to send this to anyone you think would be interested in supporting our efforts. If you do not wish to receive this newsletter, contact us at ccw@aft.org and ask to be removed from the list. Visit our web site at www.ccw.org for the latest information on the child care workforce, CCW/AFTEF activities and our online order form for CCW publications. E-Newsletters you receive from CCW will be sent by ccw@v2.listbox.com. "Rights, Raises, Respect" is made possible with generous support from the David and Lucile Packard Foundation.

THIS MONTH:

- New Data Available on Child Care Staff Retention Efforts in California
- Detroit Study Shows Gains from Three-Year Preschool Teacher Training Effort
- North Carolina "Smart Start" Study Shows Gains in Child Care Quality
- Report Highlights National Teacher Retention Crisis
- Report Links Preschool Teacher Qualifications and Student Achievement
- AFL-CIO Executive Council Passes Resolution in Support of Head Start
- Leadership Training for Child Care Directors
- Help Us Update the CCW Website!

New Data Available on Child Care Staff Retention Efforts in California

Year One Progress Reports on recent California efforts to train and retain early care and education staff are now available online from PACE at the University of California at Berkeley. Since 1999, a growing number of California counties have implemented stipend programs (known as the CARES model) to reward teachers and providers for staying on the job and pursuing professional development. Preliminary data from PACE show encouraging results in terms of training and retention. The reports are: "Matching Funds for Retention Incentives for Early Care and Education Staff: Evaluation," http://pace.berkeley.edu/Pol.Br.03-1_Press.pdf, and "Training and Retaining Early Care and Education Staff, Bay Area Child Care Retention Initiative Programs: Evaluation," http://pace.berkeley.edu/Pol.Br.03-2_Press.pdf. Another recent PACE report is also of interest: "Incentives For Attracting and Retaining K-12 Teachers: Lessons For Early Education," http://pace.berkeley.edu/Policy_Brief_02-3_Teach.Inc.pdf.

Detroit Study Shows Gains from Three-Year Preschool Teacher Training Effort

An evaluation by the High/Scope Educational Research Foundation of its three-year preschool teacher training effort in the Detroit area has found that the program has significantly boosted quality in preschools serving nearly 9,000 children. The training project was designed to advance the professional skills of practitioners, certify agency-based trainers to provide ongoing mentoring and support, and certify teachers at Centers of Excellence to serve as models for other early childhood agencies in the community. For more information on the program and evaluation, contact: jbowman@highscope.org.

North Carolina “Smart Start” Study Shows Gains in Child Care Quality

A two-year evaluation of North Carolina’s Smart Start initiative has found that the program has made significant gains in boosting child care quality. The study, which included 512 preschool children at 110 child care programs statewide, measured the quality of classroom practices and assessed children on their language, early literacy, math and social-emotional skills. Researchers from UNC at Chapel Hill found that centers participating in Smart Start-funded activities provided higher-quality care and education, and children in such programs scored higher on school readiness skills. For a copy of the study and contact information, visit www.ncsmartstart.org/study.htm.

Report Highlights National Teacher Retention Crisis

A new report by the National Commission on Teaching and America’s Future (NCTAF) argues that the nation’s “teacher shortage” is actually a severe crisis in teacher retention, with over 250,000 teachers in grades K-12 leaving the classroom every year. According to the report, *No Dream Denied: A Pledge to America’s Children*, the problem isn’t retirement: nearly one-third of all new teachers stop teaching after three years, and nearly 50 percent leave after five years. Teachers leaving for reasons other than retirement now outnumber retirees by almost three to one, an exodus that NCTAF says is undermining teaching quality nationwide.

The report “calls on states, school systems, institutions of higher education, unions, school boards, business leaders, and the federal government to join us in setting an ambitious goal – to improve teacher retention by at least 50 percent by 2006, creating incentives for those moving toward this goal, and rewarding schools that achieve it.” The full report, as well as a summary report, can be downloaded at www.nctaf.org.

Report Links Preschool Teacher Qualifications and Student Achievement

According to “Better Teachers, Better Preschools,” a March 2003 policy briefing from the National Institute for Early Education Research at Rutgers University, “New research finds that young children’s learning and development clearly depends on the educational qualifications of their teachers. The most effective preschool teachers have at least a four-year college degree and specialized training in early childhood.” Among its recommendations, the report calls for publicly-funded programs to require four-year degrees and specialized training for preschool teachers; the design of programs to help current teachers get a four-year degree; and comparable pay and benefits for preschool teachers to those of similarly qualified teachers in grades K-12. For a copy of the full report, go to: <http://nieer.org/docs/index.php?DocID=62>.

AFL-CIO Executive Council Passes Resolution in Support of Head Start

In a welcome sign of the labor movement’s growing interest and involvement in early care and education issues, the AFL-CIO Executive Council passed a resolution February 25 in support of full funding for the Head Start program in reauthorization this year. Expressing particular concern that the Bush administration’s current Head Start proposal fails to provide resources for improved staffing, the resolution calls for renewed efforts to increase teacher quality through resources and support for professional development, and a living wage for Head Start and Early Head Start staff. For the full text, go to: <http://aflcio.org/aboutaflcio/ecouncil>.

Leadership Training for Child Care Directors

A South Carolina-based group, Brighter Tomorrows, has developed a consultation and training model for child care center directors focused on systemic change, quality improvement, leadership and mentoring. The Systemic Change Model for Leadership, Inclusion and Mentoring (SLIM) is based on extensive experience with center directors in Pittsburgh and Baltimore. For information on consultation and training, contact Dr. Maria Love at maria_a_love@yahoo.com or Dr. Judith Fleming at juflem@bellsouth.net.

Help Us Update the CCW Website!

As part of CCW’s merger with the AFT Educational Foundation, we are now updating our website – and we need your help to insure the accuracy of our information about public policy, research and organizing efforts related to the child care workforce in your state. Click on your state at <http://www.ccw.org/initiatives/yourstate.html> to check our current listing. Then, if you have any updated information to share, please contact CCW/AFTEF intern Kasha Mustin at (202) 662-4835, or e-mail: kmustin@aft.org. Thank you!

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The Center for the Child Care Workforce (CCW) was founded in 1978 as the Child Care Employee Project. CCW is a nonprofit research, education and advocacy organization committed to improving child care quality by improving child care jobs: upgrading the compensation, working conditions and training of child care teachers and family child care providers. CCW has worked tenaciously for over two decades to put child care workforce issues "on the radar screen" of public and private debate at the national level. In 2002, CCW merged with the American Federation of Teachers Educational Foundation.

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