



Key Resources for Educating & Engaging your Community & State Leaders

Public Education

First 2000 Days

Early Investment A Lifetime of Results
<http://www.first2000days.org/>

Alliance for Justice

Resources for Nonprofit and Foundations, Bolder Advocacy
<http://bolderadvocacy.org/>

Ounce of Prevention

Early Childhood Advocacy Toolkit
<http://www.ounceofprevention.org/advocacy/pdfs/EarlyChildhoodAdvocacyToolkit.pdf>

National Women's Law Center

Child Care & Early Learning
<http://www.nwlc.org/our-issues/child-care-%2526-early-learning>

Workforce Education

Better Teachers, Better Preschools: Student Achievements Linked to Teacher Qualifications

National Institute for Early Education Research
<http://nieer.org/resources/policybriefs/2.pdf>

Leadership Matters

Leadership Matters. McCormick Center
<http://cecl.nl.edu/about/leadershipmatters.pdf>

Child Development

Education at a Glance: OECD Indicators

Organisation for Economic Co-operation and Development
http://www.oecd.org/edu/EAG%202012_e-book_EN_200912.pdf

Perry Preschool at Age 40

High/Scope Educational Foundation
www.highscope.org/Research/PerryProject/PerryAge40SumWeb.pdf

Overall, the study recently documented a return to society of more than \$17 for every dollar invested in the early care and education program, primarily because of the large continuing effect on the reduction of male crime. These new figures are a dramatic increase in long-term returns. Highlights from the study's major findings include:

- **Economic/Workforce:** More of the group who received high-quality early education than the non-program group were employed at age 40 (76 percent vs. 62 percent).
- **Education:** More of the group who received high-quality early education, particularly females, graduated from high school than the non-program group.
- **Crime Prevention:** The group who received high-quality early education had significantly fewer arrests than the non-program group (36 percent vs. 55 percent were arrested five times or more).



“The essence of quality in early childhood services is embodied in the expertise and skills of the staff and in their capacity to build positive relationships with young children. The striking shortage of well- trained personnel in the field today indicates that substantial investments in training, recruiting, compensating, and retaining a high quality workforce must be a top priority.”

—The Science of Early Childhood Development:
Closing the Gap Between What We Know and What We Do. Center on the Developing Child, Harvard University

The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do

Center for the Developing Child, Harvard University

http://developingchild.harvard.edu/resources/reports_and_working_papers/science_of_early_childhood_development/

Economic Impact & Return on Investment

Starting Smart & Finishing Strong

Institute for a Competitive Workforce, US Chamber of Commerce

http://icw.uschamber.com/sites/default/files/Starting_Smart_Finishing_Strong_Brief.pdf

Investing in Our Children for Great Returns

<http://www.youtube.com/watch?v=tOt-dkB98UY&feature=related>

Economic Return on Early Childhood Investment

James Heckman, Nobel Prize winner and noted scholar YouTube

<http://www.youtube.com/watch?v=sO2oFtY7tZA>

Child Care Matters: Building Economic Security for Low-Income Women, Women's Economic Security Campaign (2010)

Women's Funding Network

<http://www.womensfundingnetwork.org/sites/wfnet.org/files/WESC/Improving-Access-to-Child-Care.pdf>

Research Papers on T.E.A.C.H. Early Childhood®

The Effect of Education on Child Care Teachers' Beliefs and Classroom Quality: Year One Evaluation of the T.E.A.C.H. Early Childhood® Associate Degree Scholarship Program. Cassidy, D., Buell, M., Pugh-Hoese, S., Russell, S., The Effect of Education on Child Care Teachers' Beliefs and Classroom Quality: Year One Evaluation of the T.E.A.C.H. Early Childhood® Associate Degree Scholarship Program, *Early Childhood Research Quarterly*, 10, 171-183

This study examined the effect of community college coursework on the beliefs and on the classroom practices of teachers in child care centers. Thirty-four teachers participated; 19 were teachers who had received scholarships to attend community college programs in child development and in early childhood education, and 15 were comparison teachers. At the time of pretesting, all participants had high school diplomas and some in-service training. At posttest, the scholarship teachers had completed at least 12–20 credit hours of community college coursework. Results revealed that the classrooms of the program participants had made significant gains on the Early Childhood Environment Rating Scales (ECERS) or the Infant-Toddler Environment Rating Scales (ITERS) and the Teacher Belief Scale between the pre- and post-test and were also more developmentally appropriate, as measured by the ECERS or the ITERS, than the comparison teachers at the time of posttest. The findings are discussed in relation to professional development in the early childhood field.

T.E.A.C.H. Early Childhood® WISCONSIN Evaluation Report (August 1999 – June 2003).

<http://www.soh.wisc.edu/outreach/wccrp/pdfs/teach.pdf>

The T.E.A.C.H. Early Childhood® WISCONSIN program was in its fourth year of operation at the time of this evaluation. The findings in this report indicate that the program shows great promise in meeting its goals of improving the educational qualifications, wages and retention of child care workers. With about 250,000 children in Wisconsin child care settings, and with a body of research indicating that the educational qualifications of the child care workforce may be the key ingredient for the quality of those settings, the focus of this program has strong implications for Wisconsin's child care programs and for public policy decisions. Findings include: (1) T.E.A.C.H. recipients completed a substantial number of college credits in early childhood education and child development. The majority of T.E.A.C.H. recipients had taken no credit courses in the year prior to their receipt of a T.E.A.C.H. scholarship. Based on these data, this evaluation concludes that a significant portion of the 12,928 graded credits taken by T.E.A.C.H. recipients would not have been earned without the T.E.A.C.H. program. (2) The wages of T.E.A.C.H. recipients have risen substantially. The evaluation determined that T.E.A.C.H. recipients working in centers received wage increases averaging 7.1% per year. (3) Staff turnover in T.E.A.C.H. is one-third the rate in the profession. The evaluation determined that T.E.A.C.H. recipients had an average annual turnover rate of 12%, less than one-third the 40% annual turnover rate for Wisconsin child care teachers in general. Over the entire four-year period 1999-2002, only 18 percent of T.E.A.C.H. recipients left their jobs, and the majority of those (57%) stayed in the child care field.

Looking Beyond Government: The Transfer of the T.E.A.C.H. Early Childhood® Model across States

The Urban Institute

<http://www.urban.org/publications/310926.html>

Researchers at the Urban Institute published a paper citing the T.E.A.C.H. Early Childhood® Project as a model of successful public policy diffusion in the areas of diffusing a policy idea to a state; replicating the policy model; achieving broad funding; and taking the program statewide.