

Universal Pre Kindergarten Guidelines

"A brilliant young scholar's history of 175 years of teaching in America shows that teachers have always borne the brunt of shifting, often impossible expectations. In other nations, public schools are one thread in a quilt that includes free universal child care, health care, and job training. Here, schools are the whole cloth. Today we look around the world at countries like Finland and South Korea, whose students consistently outscore Americans on standardized tests, and wonder what we are doing wrong. Dana Goldstein first asks the often-forgotten question: "How did we get here?" She argues that we must take the historical perspective, understanding the political and cultural baggage that is tied to teaching, if we have any hope of positive change. In her lively, character-driven history of public teaching, Goldstein guides us through American education's many passages, including the feminization of teaching in the 1800s and the fateful growth of unions, and shows that the battles fought over nearly two centuries echo the very dilemmas we cope with today. Goldstein shows that recent innovations like Teach for America, merit pay, and teacher evaluation via student testing are actually as old as public schools themselves. Goldstein argues that long-festering ambivalence about teachers--are they civil servants or academic professionals?--and unrealistic expectations that the schools alone should compensate for poverty's ills have driven the most ambitious people from becoming teachers and sticking with it. In America's past, and in local innovations that promote the professionalization of the teaching corps, Goldstein finds answers to an age-old problem"--

In her attempts to juggle work and family life, Brigid Schulte has baked cakes until 2 a.m., frantically (but surreptitiously) sent important emails during school trips and then worked long into the night after her children were in bed. Realising she had become someone who constantly burst in late, trailing shoes and schoolbooks and biscuit crumbs, she began to question, like so many of us, whether it is possible to be anything you want to be, have a family and still have time to breathe. So when Schulte met an eminent sociologist who studies time and he told her she enjoyed thirty hours of leisure each week, she thought her head was going to pop off. What followed was a trip down the rabbit hole of busy-ness, a journey to discover why so many of us find it near-impossible to press the 'pause' button on life and what got us here in the first place. Overwhelmed maps the individual, historical, biological and societal stresses that have ripped working mothers' and fathers' leisure to shreds, and asks how it might be possible for us to put the pieces back together. Seeking insights, answers and inspiration, Schulte explores everything from the wiring of the brain and why workplaces are becoming increasingly demanding, to worldwide differences in family policy, how cultural norms shape our experiences at work, our unequal division of labour at home and why it's so hard for everyone – but women especially – to feel they deserve an elusive moment of peace.

It is well known that the number of non-English speakers is on the rise in the United States. What is less well known is that the largest proportion of this population is children under the age of 5. These young English language learners (ELLs) often demonstrate achievement gaps in basic math and reading skills when they start school. How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners. The chapters in this important book provide up-to-date syntheses of the research base for young ELLs on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher-preparation practices. Contributors: Linda M. Espinosa, Margaret Freedson, Claudia Galindo, Fred Genesee, Donald J. Hernandez, José E. Nájuez Sr., and Flora V. Rodríguez-Brown "This is a must-have for those who are working directly or indirectly with young English language learners." —Olivia Saracho, University of Maryland, College Park, Maryland

This review of early childhood education and care (ECEC) in twenty OECD countries describes the social, economic, conceptual and research factors that influence early childhood policy.

"Given the diverse auspices and leadership in early education in the U.S., United States, Universal Preschool will only happen through collaboration. The issue of Universal Preschool is not new. Others have conducted research, shared success stories, and ideas for moving forward. This book plans a different approach to the Universal Preschool dilemma by using dynamic and specific lenses to sift through the layers of power and policy that are the foundation of any effort" Currently enrolling approximately 900,000 poor children each year, Head Start has served 25 million children and their families since it was established 44 years ago. Presidents and policymakers have embraced and scorned it. At times scientists have misguided it and the media has misunderstood it. Despite its longevity and renown, much of Head Start's story has never been disclosed to the general public. The Hidden History of Head Start is a detailed account of this remarkable program. Surveying projects that were forerunners of Head Start, its birth during the Johnson administration, its fate during the presidency of George W. Bush, and the many years between--as well as what the future may hold in store for Head Start--Edward Zigler and Sally Styfco offer an inside view of the program's decades of service, detailing the ever-changing waves of politics, ideology, science, media interest, and public mood that oftentimes threatened the program's very existence. Providing a balanced assessment of Head Start's effectiveness, which has been a matter of debate since its inception, the authors also strive to answer questions that continue to pervade discussions about the program and its future. For example, why is Head Start, a leader of early childhood services, still struggling to prove itself? Why does it serve such a narrow segment of the population? And how can Head Start continue its mission as universal preschool becomes a reality? The Hidden History of Head Start will be of great importance to those who shape Head Start's future, and to those who wish to develop, research, and implement new early childhood programs. Students, historians, and scholars in the fields of early intervention and developmental science, as well as policymakers, will find here an invaluable resource as well as a fascinating chronicle of one of the foremost social programs in US history. Early care and education for many children in the United States is in crisis. The period between birth and kindergarten is

a critical time for child development, and socioeconomic disparities that begin early in children's lives contribute to starkly different long-term outcomes for adults. Yet, compared to other advanced economies, high-quality child care and preschool in the United States are scarce and prohibitively expensive for many middle-class and most disadvantaged families. To what extent can early-life interventions provide these children with the opportunities that their affluent peers enjoy and contribute to reduced social inequality in the long term? *Cradle to Kindergarten* offers a comprehensive, evidence-based strategy that diagnoses the obstacles to accessible early education and charts a path to opportunity for all children. The U.S. government invests less in children under the age of five than do most other developed nations. Most working families must seek private childcare, which means that children from low-income households, who would benefit most from high-quality early education, are the least likely to attend them. Existing policies, such as pre-kindergarten in some states are only partial solutions. To address these deficiencies, the authors propose to overhaul the early care system, beginning with a federal paid parental leave policy that provides both mothers and fathers with time and financial support after the birth of a child. They also advocate increased public benefits, including an expansion of the child care tax credit, and a new child care assurance program that subsidizes the cost of early care for low- and moderate-income families. They also propose that universal, high-quality early education in the states should start by age three, and a reform of the Head Start program that would include more intensive services for families living in areas of concentrated poverty and experiencing multiple adversities from the earliest point in these most disadvantaged children's lives. They conclude with an implementation plan and contend that these reforms are attainable within a ten-year timeline. Reducing educational and economic inequalities requires that all children have robust opportunities to learn, fully develop their capacities, and have a fair shot at success. *Cradle to Kindergarten* presents a blueprint for fulfilling this promise by expanding access to educational and financial resources at a critical stage of child development. This book offers current international initiatives, developed for working with children from "Birth to Eight" by a diverse group of noted professional authors. Their readings present an overview of early education as it evolved from the Froebelian kindergarten to today's practices in various Early Education settings around the globe. The international voices of the authors represent a balanced perspective of happenings in various nations and lend a conversational approach to each chapter. The chapters analyze the Universal Preschool Education movement promoted by various countries, states, and agencies; examine model curriculum programs in a variety of teaching/learning settings; and identify directions the community can take in promoting effective early education programs. Particular attention is given to key issues and concerns faced by practitioners and families world-wide. Studies reveal successful approaches to bilingual education in a Chilean kindergarten, research findings on gender differences in primary school girls for learning science in Wales, literacy development strategies for teaching in UK multicultural classrooms and childhood centres, the process of integration special education with early childhood practices in China, and exemplars of community outreach to improve the well being of children through advocacy for governmental changes in early education policies and professional development. This book is for everyone interested in the well being of young children moving forward in a global age to meet the challenges of early citizenship in their world.

An eye-opening look inside pre-K in America and what it will take to give all children the best start in school possible. At the heart of this groundbreaking book are two urgent questions: What do our young children need in the earliest years of school, and how do we ensure that they all get it? Cutting-edge research has proven that early childhood education is crucial for all children to gain the academic and emotional skills they need to succeed later in life. Children who attend quality pre-K programs have a host of positive outcomes including better language, literacy, problem-solving and math skills down the line, and they have a leg up on what appears to be the most essential skill to develop at age four: strong self-control. But even with this overwhelming evidence, early childhood education is at a crossroads in America. We know that children can and do benefit, but we also know that too many of our littlest learners don't get that chance—millions of parents can't find spots for their children, or their preschoolers end up in poor quality programs. With engrossing storytelling, journalist Suzanne Bouffard takes us inside some of the country's best pre-K classrooms to reveal the sometimes surprising ingredients that make them work—and to understand why some programs are doing the opposite of what is best for children. It also chronicles the stories of families and teachers from many backgrounds as they struggle to give their children a good start in school. This book is a call to arms when we are at a crucial moment, and perhaps on the verge of a missed opportunity: We now have the means and the will to have universal pre-kindergarten, but we are also in grave danger of not getting it right.

The economics of education is a burgeoning area of study, employing increasingly sophisticated analytical tools to answer questions with high societal impact. Thus, the aim of this handbook is to provide readers with an up-to-date overview of the current state of the field of the economics of education and its main areas of research. This comprehensive handbook provides an authoritative overview of key theoretical and policy areas, covering topics like econometric methods for education economics, returns to education, competition in education provision, education and economic growth, and education and inequality. It reviews the current state of research from early childhood through postgraduate education as well as adult education and life-long learning. Offering a truly international perspective, the handbook benefits from a global group of contributors and attention to both developed and developing country contexts. The Routledge Handbook of the Economics of Education will be a valuable resource for advanced students, researchers, and policymakers across economics, education, and public policy.

Few people have been more involved in shaping postwar U.S. education reforms--or dissented from some of them more effectively--than Chester Finn. Assistant secretary of education under Ronald Reagan, and an aide to politicians as different as Richard Nixon and Daniel Moynihan, Finn has also been a high school teacher, an education professor, a prolific and best-selling writer, a think-tank analyst, a nonprofit foundation president, and both a Democrat and

Republican. This remarkably varied career has given him an extraordinary insider's view of every significant school-reform movement of the past four decades, from racial integration to No Child Left Behind. In *Troublemaker*, Finn has written a vivid history of postwar education reform that is also the personal story of one of the foremost players--and mavericks--in American education. Finn tells how his experiences have shaped his changing views of the three major strands of postwar school reform: standards-driven, choice-driven, and profession-driven. Of the three, Finn now believes that a combination of choice and standards has the greatest potential, but he favors this approach more on pragmatic than ideological grounds, arguing that parents should be given more options at the same time that schools are allowed more flexibility and held to higher performance norms. He also explains why education reforms of all kinds are so difficult to implement, and he draws valuable lessons from their frequent failure. Clear-eyed yet optimistic, Finn ultimately gives grounds for hope that the best of today's bold initiatives--from charter schools to technology to makeovers of school-system governance--are finally beginning to make a difference.

This book is focused on the key policy issues that today face early childhood education in the United States.

In 1990, the National Education Goals were established by the President and the 50 state governors. Great attention has been given to Goal 1, dubbed the "readiness" goal: By the year 2000, all children in America will start school ready to learn. The Goal 1 Resource Technical Planning Groups were asked to suggest ways in which Goal 1 could be measured. The purpose of this document is to further amplify the dimensions of early learning and development used by the National Educational Goals Panel to measure progress toward Goal 1. The following five dimensions are discussed: (1) "Physical Well-Being and Motor Development"; (2) "Social and Emotional Development," serving as the foundation for relationships which give meaning to school experience; (3) "Approaches toward Learning," referring to the inclinations, dispositions, or styles that reflect ways children become involved with learning; (4) "Language Development"; and (5) "Cognition and General Knowledge." For each of the dimensions, a rationale; general definition; the relationship to individual, cultural, and contextual variation; and a summary are given. The report concludes with a discussion of underlying issues, implications, and action steps. (Contains 83 references.) (BGC)

Prior research suggests that high quality universal pre-kindergarten (UPK) programs can generate lifetime benefits, but the mechanisms generating these effects are not well-understood. In 2014, New York City made all 4-year-old children eligible for high-quality UPK programs that emphasized developmental screening. We examine the effect of this program on the health and healthcare utilization of children enrolled in Medicaid using a difference-in-regression discontinuity design that exploits both the introduction of UPK and the fixed age cut-off for enrollment. The introduction of UPK increased the probability that a child was diagnosed with asthma or with vision problems, received treatment for hearing or vision problems, or received a screening during the prekindergarten year. UPK accelerated the timing of diagnoses of vision problems. We do not find any increases in injuries, infectious diseases, or overall utilization. These effects are not offset by lower screening rates in the kindergarten year, suggesting that one mechanism through which UPK might generate benefits is that it accelerates the rate at which children are identified with conditions that could potentially delay learning and cause behavioral problems. We do not find significant effects of having a child who was eligible for UPK on mothers' health, fertility, or healthcare utilization.

Adapted from the best-selling *St. Martin's Guide to Writing*, Axelrod and Cooper's *Concise Guide to Writing* provides streamlined versions of the chapters covering six of the most commonly assigned genres in the first-year writing course — remembering events, writing profiles, explaining concepts, arguing a position, proposing a solution, and justifying an evaluation. The careful integration of well-chosen readings with guided writing instruction in these chapters is complemented by coverage of strategies for reading, writing, and research in brief-but-complete chapters at the end of the book. Read the preface.

Traces the history of decisions on early education made by American presidents, law makers, and other key figures, and explores whether preschool should be provided to all children, whether it should be public or privately run, and what are the most effective ways to ensure a quality education.

As the only text of its kind, this book provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/kindergarten, and primary grades and on supporting those accomplishments, and elaborations of Vygotsky's ideas from neo-Vygotskians from Russia. FEATURES: Written for the beginning student, the book provides a clear discussion of Vygotskian principles including...a historical overview and a complete chapter on the "Zone of Proximal Development," (ZPD). Each section of the book builds on the other...framework, strategies, and applications of the Vygotskian approach. The work of Vygotsky is compared in a fair and balanced way with the work of Piaget. Examples and activities have been class-tested in a variety of classroom environments including a Head Start program, private preschool, and in the Denver Public Schools.

Decades of research point to the need for a universal preschool education program in the U.S. to help give our nation's children a sound cognitive and social foundation on which to build future educational and life successes. In addition to enhanced school readiness and improved academic performance, participation in high quality preschool programs has been linked with reductions in grade retentions and school drop out rates, and cost savings associated with a diminished need for remedial educational services and justice services. This 2006 book brings together nationally renowned experts from the fields of psychology, education, economics and political science to present a compelling case for expanded access to preschool services. They describe the social, educational, and economic benefits for the nation as a whole that may result from the implementation of a universal preschool program in America, and provide guiding principles upon which such a system can best be founded.

High quality pre-K that really improves children's outcomes; that's the goal early childhood professional will work toward with this groundbreaking text, the first volume in the NEW National Center for Research on Early Childhood Education (NCRECE) series. Combining the most current knowledge of top researchers, policy makers, and federal and state officials, this book examines where pre-K is today and inspires decision-makers with concrete examples of successful programs. This in-depth examination of the latest research and practice readers will be better prepared to: make a compelling argument for supporting high-quality pre-K; address the complex challenges of expanding pre-K; understand the pros and cons of different types of pre-K programs; and make informed decisions about the most important issues in program development. To find out what's already working in pre-K program development, readers will get an inside look at five successful state-level programs in New York, Maryland, Louisiana, Georgia, and North Carolina. Through detailed analyses of each program's characteristics, these extended case examples give decision-makers a template for effective, child-centered early education. An essential resource for policy makers, researchers, and teacher educators, this important volume will help early childhood professionals make progress toward their ultimate goal: pre-K that responds to children's changing needs, helps close the achievement gap, and ensures school readiness. *Clio at the Table* provides important historical perspectives on contemporary education policy issues. Based on a conference held in honor of Carl Kaestle, one of the most eminent education historians in the United States, the book includes chapters that address some of the major concerns of U.S. education today, all of which are particular foci of Kaestle's work: urban education, equity, the role of the federal government, and national standards. On each topic, the book presents summaries of new research and explores the uses of history to help further the connections between historical analysis and policy analysis. It will be particularly useful in courses on education history and policy. This comprehensive text presents up-to-date research and how-tos for those enrolled in an early childhood student teaching practicum course. It clearly explains a student teacher's professional duties and responsibilities, the mechanics of hands-on teaching under the guidance of a cooperating teacher, and students' interactions with their college course supervisor(s). Chapters are designed to encourage contemplative and reflective thought as students develop an understanding of professionally accepted practice, ethics, classroom management, and individualized and group program planning and instruction. Communication skills that typify effective team teaching and reduce common classroom problems during student teaching are described and detailed. Current practices related to special-needs children and infant-toddler classroom placement are addressed, as is the development of school-home partnerships that enhance children's life-long learning and educational success. Throughout, case studies and examples illustrate real-life situations and children that other student teachers have encountered. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

In this seminal volume, leading authorities strategize about how to create early childhood systems that transcend politics and economics to serve the needs of all young children. The authors offer different interpretations of the nature of early childhood systems, discuss the elements necessary to support their development, and examine how effectiveness can be assessed. With a combination of cutting-edge scholarship and practical examples of systems-building efforts taking place in the field, this book provides the foundation educators and policymakers need to take important steps toward developing more conceptually integrated approaches to early childhood care, education, and comprehensive services. **Book Features:** Provides the only up-to-date, comprehensive examination of early childhood systems. Considers new efforts to expand services, improve quality, maximize resources, and reduce inequities in early childhood. Offers a forum for the field to come together to frame a set of cogent recommendations for the future. **Contributors:** Kimberly Boller, Andrew Brodsky, Charles Bruner, Dean Clifford, Julia Coffman, Jeanine Coleman, Harriet Dichter, Sangree Froelicher, Eugene García, Stacie Goffin, Jodi Hardin, Karen Hill Scott, Janice Gruendel, Marilou Hyson, Amy Kershaw, Lisa G. Klein, Denise Mauzy, Geoffrey Nagle, Karen Ponder, Ann Reale, Sue Russell, Diana Schaack, Helene M. Stebbins, Jennifer M. Stedron, Kate Tarrant, Kathy R. Thornburg, Kathryn Tout, Fasaha Traylor, Jessica Vick Whittaker Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy and Co-Director of the National Center for Children and Families at Teachers College, Columbia University. Kristie Kauerz is the program director for PreK-3rd Education at Harvard Graduate School of Education (HGSE). "A veritable encyclopedia of ideas on early childhood system building." —Barbara T. Bowman, Irving B. Harris Professor of Child Development, Erikson Institute "The key to successful change is continued development of the frames of reference. Both editors have respected the past, listened to the implementers, and provided a context for moving forward. Like efforts to build systems of child development, which we must now link to growth in specific children we know by name, the book ends with robust examples of the work in progress. Sharon Lynn Kagan and Kristie Kauerz don't just talk about the work, they participate in the creation of change." —Sherri Killins, Ed.D, Commissioner, Department of Early Education and Care, Massachusetts This book draws on a half century of efforts (1960s to the present) to forge a consensus that early education is a public responsibility in the United States. While that consensus has not yet been achieved, recent progress provides a platform for identifying new strategies, based on lessons learned. Transforming the American primary school, starting with threes and fours and ending at age ten (PreK-5) is the focus of *First Things First*. This book calls attention to the relative neglect of primary or elementary education in the recurring waves of education reform that have targeted middle and high schools. *First Things First* also points to the chaos generated when PreK is added onto the K-12 grades without attention to its ramifications for the later grades, especially Kindergarten. The book will also briefly address what should happen before PreK (Birth to Three) and after Grade 5, including middle and high school reform, to position the new primary school in an educational enterprise that is committed to life-long learning.

Early Learning and Development offers new models of 'conceptual play' practice and theory.

More than 40 leading thinkers tackle the most-debated issues in pre-K education, in a rigorous point-counterpoint format. Includes compelling debates on teacher preparation, quality and accountability, targeted vs. universal preK, and more.

While it is true that children from military families live unique and interesting lives, it is also true that they face many challenges and special circumstances that civilian children and families don't experience. These can include gaps in school attendance and learning due to frequent moves, being separated from a parent who has been deployed, and a sense of isolation in the midst of a civilian community. This unique guide provides parents with the information they need to choose a welcoming school or daycare program and suggests steps they can take to advocate for their children. It also highlights the types of questions parents should ask about how their children are faring socially, emotionally, and academically, such as: What can I do to help my child make a smooth transition to a new school? How can I support my child academically? What resources or staff does my school have to meet the needs of military children?

The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics and public policy. *Sociology of Education: An A-to-Z Guide* introduces students to the social constructions of our educational systems and their many players, including students and their peers, teachers, parents, the broader community, politicians and policy makers. The roles of schools, the social processes governing schooling, and impacts on society are all critically explored. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. **Features & Benefits:** 335 signed entries fill 2 volumes in print and electronic formats, providing the most comprehensive reference resource available on this topic. Cross-References and Suggestions for Further Reading guide readers to additional resources. A thematic "Reader's Guide" groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which also includes a comprehensive index of search terms, facilitating ease of use by both on-campus students and distance learners. A Chronology provides students with historical perspective on the sociology of education.

This timely book will help policymakers and practitioners convert their visions of high-quality early education into on-the-ground reality by providing a much-needed, richly detailed look at how states can design, fund, and manage exemplary programs. The authors describe and analyze how four states—Michigan, West Virginia, Washington, and North Carolina—have built early education systems that positively affect student outcomes. Sharing a commitment to advancing key elements of a quality preschool education, each of the states developed programs with different enrollment requirements, services, and oversight. All of them, however, rely on common overarching strategies, such as: establishing standards and supporting improvement, investing in knowledgeable educators, coordinating and aligning early education programs with elementary school, seeking sufficient funding sources and mechanisms, and building broad-based support. This book offers powerful lessons for anyone who is committed to delivering engaging, age-appropriate preschool programs for all. “This book is so valuable—it’s a ‘how-to’ for the current generation of political leaders, Republicans and Democrats alike, who want to develop early education policies and practices that work.” —James B. Hunt, Jr., former Governor of North Carolina “This book provides critical insights for addressing the key challenge to preschool policy: fulfilling preschool’s promise at scale.” —W. Steven Barnett, National Institute for Early Education Research (NIEER) “A great resource for everybody engaged in state-level processes on behalf of young children, providing valuable lessons from leading states to help other states chart their own path.” —Elliot Regenstein, Foresight Law + Policy “A detailed and fascinating account of how distributive leadership, collaboration, and professional learning can greatly and positively influence teachers’ effective use of data.” —Randi Weingarten, president, American Federation of Teachers

“I’ve totally washed away the dream of having one more child.” “I had never intended to be a stay-at-home-parent, but the cost of child care turned me into one.” “We had to pull our toddler out of his program because we couldn’t afford to have two kids in high-quality care.” These are not the voices of those down on their luck, but the voices of America’s middle class. The lack of affordable, available, high-quality childcare is a boulder on the backs of all but the most affluent. Millions of hard-working families are left gasping for air while the next generation misses out on a strong start. To date, we’ve been fighting this five-alarm fire with the policy equivalent of beach toy water buckets. It’s time for a bold investment in America’s families and America’s future. There’s only one viable solution: Childcare should be free.

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