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Nota di contenuto	Cover; Title Page; Copyright; Preface; Contents; Figures; Tables; Summary; Acknowledgments; Abbreviations; CHAPTER ONE: Introduction; Study Approach; ECE Workforce Professional Development Systems; Frameworks for ECE Workforce Professional Development Systems; Differences in Workforce Preparation in ECE Versus K-12 Education; Key ECE Stakeholders and Institutions in California; Numbers and Characteristics of the ECE Workforce; ECE Workforce Size and Demographics; Education Background of the ECE Workforce; Earnings of ECE Workers; Organization of This Monograph CHAPTER TWO: What We Know from Research About Approaches to ECE Workforce Professional DevelopmentProfessional Development Through Education; Professional Development Through Training; Strengthening Practices of Institutions and Organizations Providing Professional Development; CHAPTER THREE: What We Know from ECE Workforce Professional Development Systems in Other States; Alignment of ECE System Components (Competencies, Career Pathways, Credentials, and Curricula); Access and Outreach; Data Systems and Quality Assurance; Financial Incentives and Financing California in Relation to Other StatesCHAPTER FOUR: California ECE Workforce Requirements: Competencies and Credentials; Desired Competencies for California's ECE Workforce; ECE Workforce Requirements; California Requirements; A Comparison with Other

States; Evidence Regarding ECE Workforce Quality; CHAPTER FIVE: Public and Private Postsecondary Institutions That Provide ECE Workforce Professional Development in California; California Community Colleges; Enrollments in the ECE Field; Degrees in the ECE Field; California State University System and Other Four-Year Institutions

Enrollments and Degrees in Four-Year Institutions; Enrollments and Degrees in Postgraduate Programs; ECE Higher Education Program Quality, Access, and Outcomes; Program Quality, Alignment, and Articulation; Promoting Access for Diverse Populations; Implications of ECE Higher Education for Workforce Dynamics; CHAPTER SIX: Federal, State, and Local Funding Streams That Support ECE Workforce Professional Development in California; Public Investments in the ECE Workforce; Direct and Indirect Programs; Funding Streams and Total Funding; Program Targeting, Coverage, and Participation

Evidence of Effectiveness of Quality Investments; Process-Oriented Evaluation; Outcome-Oriented Evaluation; Other Informal Training Opportunities; CHAPTER SEVEN: Recommendations for California's ECE Workforce Professional Development System; What Do We Know About California's ECE Workforce PDS?; Recommendations for California's ECE Workforce PDS; Make Better Use of Existing Resources; Improve the Ability of the PDS to Prepare and Support the ECE Workforce; Further Considerations; APPENDIX: A. California Child Development Permit Matrix

B. Structure of California CSU Bachelor's Degree Programs Focusing on Young Children

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#### Sommario/riassunto

This study focuses on the education, training, and ongoing professional development of early care and education (ECE) caregivers, teachers, and administrators who work with infants, toddlers, and preschool-age children from birth to kindergarten entry in California. It aims to provide a comprehensive assessment of the state's ECE workforce professional development system and a set of recommendations for improving the system's effectiveness.

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