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Committee/Sub-Committee:
Dependent Care

List the Learning(s) that this recommendation is addressing:
Training

Write the Committee Recommendation:
Ask UGA and Athens Tech to find faculty and graduate students willing to volunteer free professional development for child care settings serving low income children. This could be assistance with the development of family literacy programs or in professional development of the staff.

Identify any research or other kinds of information that was used to craft this recommendation:

Aram, D., & Biron, S. (2004). Joint storybook reading and joint writing interventions among low SES preschoolers: Differential contributions to early literacy. *Early Childhood Research Quarterly*, 19, 588-610.
Bus, A. G., van Ijzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65, 1-21.
Byrne, B., & Fielding-Barnsley, R. F. (1991). Evaluation of a program to teach phonemic awareness to young children: A one-year follow-up. *Journal of Educational Psychology*, 85, 104-111.
Dickinson, D.K., & Tabors, P.O. (2002). Fostering Language and Literacy in Classrooms and Homes. *Supporting Language Learning. Young Children*, 57, 10-18.
Dunn, L., Beach, S.A., & Kontos, S. (1994). Quality of the literacy environment in day care and children's development. *Journal of Research in Childhood Education*, 9, 24-34.
Girolametto, L., Weitzman, E., & Greenberg, J. (2003). Training day care staff to facilitate children's language. *American Journal of Speech-Language Pathology*, 12, 299-311.

etc. etc.

Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.

Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.

Paula Schwanenflugel
Stacey Neuharth-Pritchett
Hilary Ruston

Forces that support:

Forces that oppose:
Child care settings might not want professional development because it may take teachers out of their classrooms for some short period of time.