

Call for Abstracts: Social Work & Society Special Issue

Early Education and Child Care: Policy, Practice, and Scholarship

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For consideration for this special issue, please upload an extended abstract of up to 500 words, along with your name and contact information, to <https://ldhouser.filepiper.com/specialissue/proposals> by August 1, 2017. Authors will be notified by August 15, 2017, and papers will be due December 20, 2017.

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High quality early child care and education (ECE) programs are well positioned to exert widespread, positive effects in the lives of children and families. Due to the large percentage of working parents in the labor force, a growing percentage of children under age five are in a non-parental care arrangement, including day care centers, preschools, or home-based care. In addition to short- and long-term benefits of high quality ECE on cognitive and emotional development, access to quality care supports families' healthy functioning and economic well-being. ECE policies impact gender equality as they relate to both women's workforce participation and fathers' parental roles. In some countries, they are a component of reversing declining birthrates. As with many other service sector jobs and care work, in some countries ECE is low-wage work and pay is incommensurate with the responsibility and skills of the workforce. ECE providers are one of the newest categories of unionized workers in the US. While the importance of ECE cuts across socioeconomic strata, ECE settings may be particularly influential for low-income and otherwise disadvantaged parents and children, who lag behind in school readiness at kindergarten entry relative to their higher-income counterparts. ECE programs offer opportunities to implement and evaluate dual generation interventions designed to mitigate the effects of poverty and toxic stress on child development and family functioning. ECE programs can connect families with key supports such as early intervention, health and mental health services, or housing. We invite abstracts that address these or any related themes, including:

- Social workers' roles and/or interdisciplinary efforts in ECE practice and policy
- The separation between "quality-focused" versus "access-focused" advocacy, research, and conversation, for example, as giving rise to unintended consequences
- The intersection of child care with other public policies (e.g., supplemental income programs; housing; and transportation), and the impact of this intersection on children, families, and providers
- The early child care and education workforce and the impact of policy changes including background checks and subsidies, conditions of employment, unionization, and the composition of the workforce
- How the interaction of competing and complementary interests of social movement actors such as labor unions, women's groups, child care advocacy groups, and disability rights groups shape the public conversation and advocacy efforts
- Policy and practice innovations (e.g., pre-k programs, quality ratings information systems, and changing regulation and oversight) and their impact on services, service providers, and families