

**Bridging the Birth to 3rd Grade
Workforce:
Early Care and Education at the
Crossroads of Transformation**

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**Jacqueline Jones, PhD
President & CEO**

FOUNDATIONFORCHILDDEVELOPMENT

Agenda

- Early Care and Education At-a-Glance
- Challenges to the field
- Unifying the field
- Asking different questions

Early Care and Education: At-a-Glance

Birth Through 8 Continuum



PreK-3rd

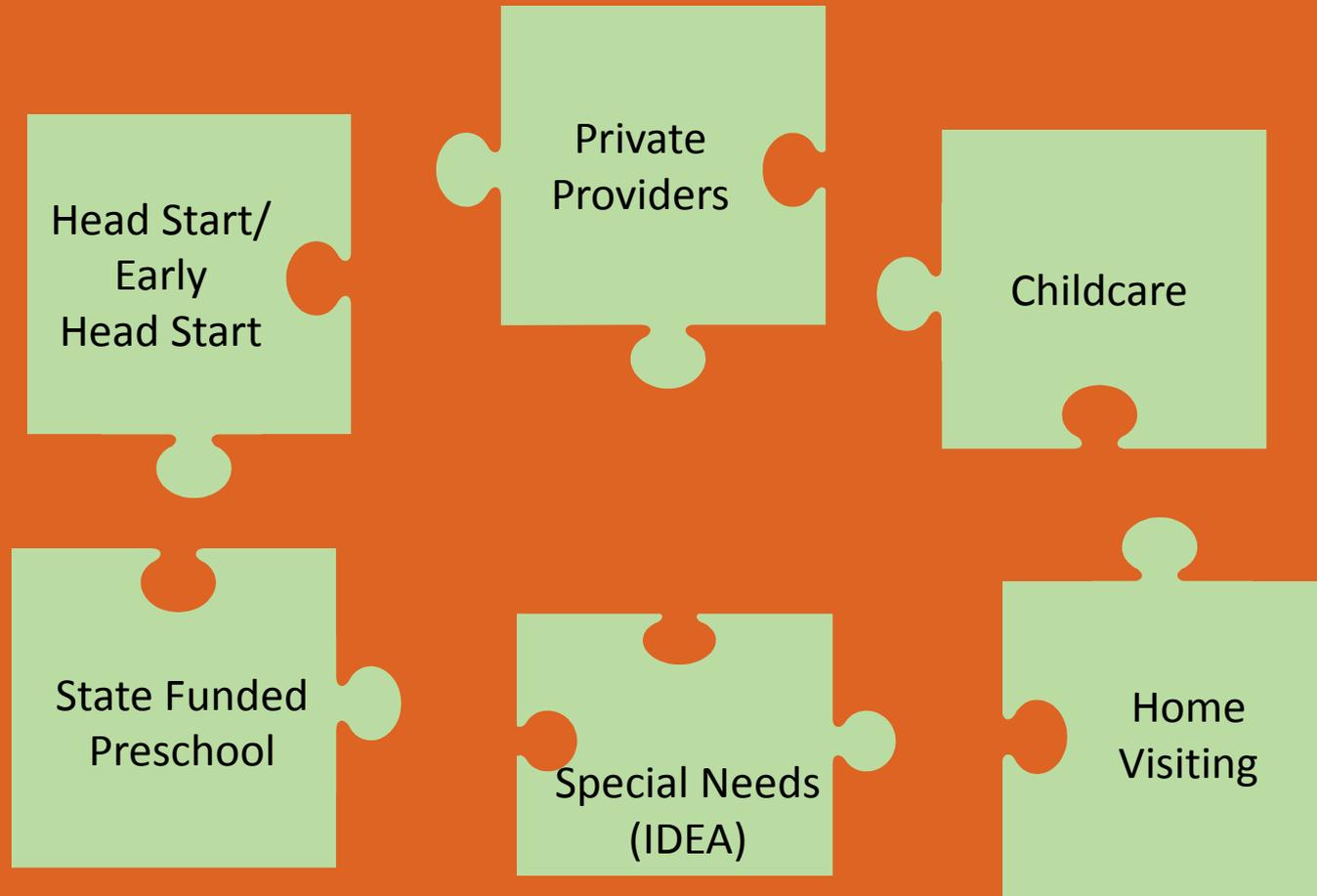
Early Elementary

Preschool

Infants & Toddlers

Birth	1	2	3	4	5	6	7	8
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Early Care and Education



Wins

- 1965 Federal Head Start Program
- 1990 Child Care Development Block Grant
- 2001 PEW Charitable Trust: (PreK NOW, NIEER)

Wins

- 2002 Neurons to Neighborhoods
- 2009 – Present (Federal attention – ED & HHS)
 - Race to the Top, Promise Neighborhoods, i3
 - Head Start/Early Head Start, Child Care, Home Visiting

Wins

- 2013 POTUS calls for high-quality preschool in SOTU
- 2014 White House Summit on Early Learning (Public/private investments)
- 2015 National Academy of Sciences:
Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation



POLLING QUESTION

What is the most important component of a high quality system?

What is the most important component of a high quality system?

1. Early Learning & Program Standards
2. Assessment Systems
3. Health Promotion
4. Family and Community Engagement
5. Competent and Compensated Workforce

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Existing Challenges

Professionalism of the Field of Early Care and Education

Deepening Our Understanding of What Really Works

Professionalism of the Field of Early Care and Education

Key Adults in Children's Lives: Who Are They?



Every child has at least one key adult in their lives



The Early Childhood Workforce(s)

No single nationally agreed upon set of standards that define what early childhood professionals should know and be able to do

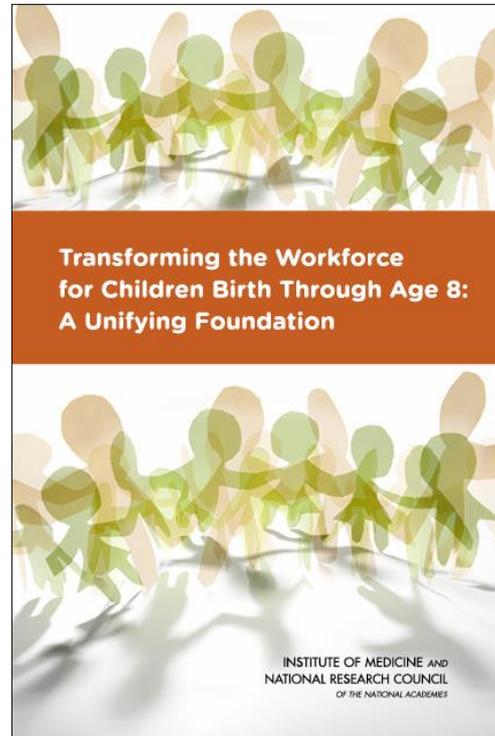
POLLING QUESTION

Should there be one nationally accepted set of standards defining what early childhood professionals should know and be able to do?

Poll

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

www.iom.edu/Birthtoeight



Suggested citation: IOM (Institute of Medicine) and NRC (National Research Council). 2015. *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: The National Academies Press.

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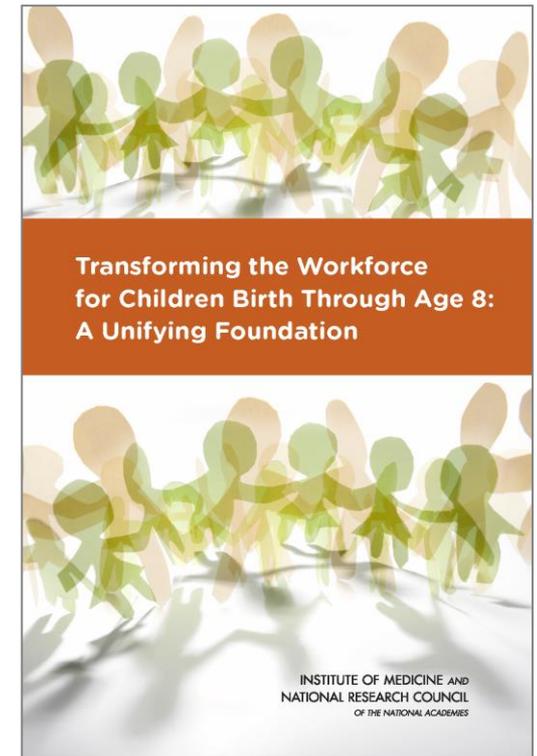
- US Department of Education
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Abbreviated Statement of Task

How can the science of children's health, learning, and development inform how the workforce supports children from birth through age 8?



Committee Members

LARUE ALLEN (*Chair*), New York University

W. THOMAS BOYCE, University of California, San Francisco

JOSHUA L. BROWN, Fordham University

DOUGLAS H. CLEMENTS, University of Denver

FABIENNE DOUCET, New York University

JOHN C. DUBY, Northeast Ohio Medical University and Akron Children's Hospital

DAVID N. FIGLIO, Northwestern University

JANA FLEMING, Erikson Institute (through January 2015), Salama bint Hamdan Al Nahyan Foundation (from February 2015)

LISA GUERNSEY, New America

RON HASKINS, The Brookings Institution

JACQUELINE JONES, Foundation for Child Development

MARJORIE KOSTELNIK, University of Nebraska, Lincoln

NONIE K. LESAUX, Harvard University

ELLEN M. MARKMAN, Stanford University

ROLLANDA E. O'CONNOR, University of California, Riverside

CHERYL POLK, HighScope Educational Research Foundation

P. FRED STORTI, Retired, Minnesota Elementary School Principals' Association

ROSS A. THOMPSON, University of California, Davis

ALBERT WAT, National Governors Association

Key Messages

Children are already learning at birth.

Development & learning in the early years is rapid and cumulative – and is the foundation for lifelong progress.

Adults who care and educate children, from birth through age 8, bear a great responsibility for their health, development, and learning.

Key Messages

Just when consistent, continuous support is so important, systems & services for children – and systems that support the adults who work with them – are fragmented.

Practices and policies do not always reflect the knowledge and competencies indicated by the science.

High-quality practice requires more than individual mastery of competencies.

POLLING QUESTION

Can an underprepared adult be harmful to young children?

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... adults who are under-informed, underprepared, or subject to chronic stress themselves may contribute to children's experience of adversity and stress and undermine their development and learning...

Vision

A care and education workforce for children birth through age 8 that is unified by:

- A foundation of the science of child development and early learning,
- Shared knowledge and competencies, and
- Principles to support quality professional practice at the individual, setting, systems, and policy levels.

The Science:

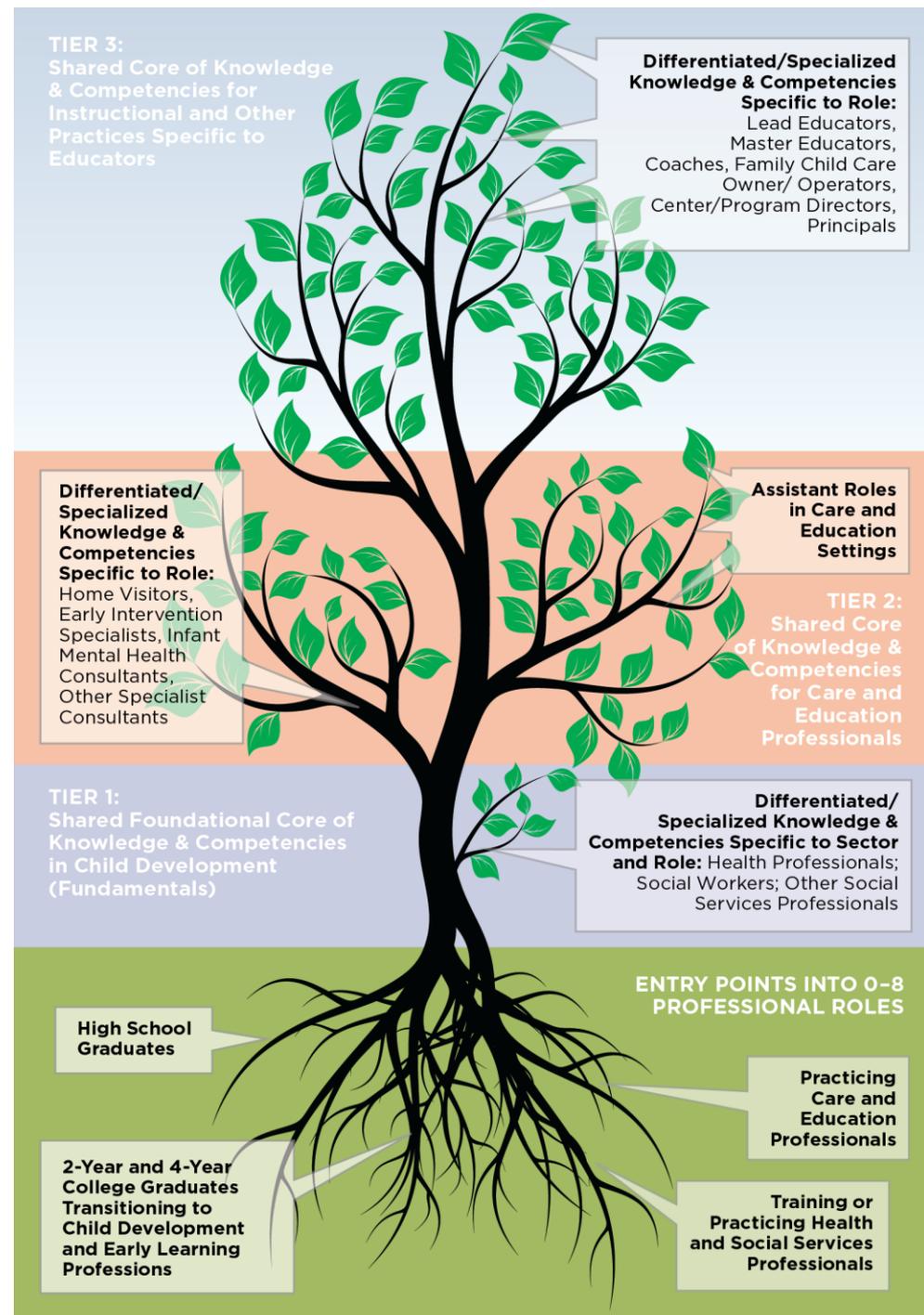
Four Broad Categories of Insight

- Interplay between biology and environment
- Developmental time
- Importance of early psychosocial adversities
- Individual differences

Shared Knowledge & Competencies

- Foundational **Core** in **Child Development**
- Core for Care and Education **Professionals**
- Core for Instructional and Other **Practice Specific Educators**

Professional Roles in Care and Education: Shared and Specialized Competencies



Continuously Improving the Quality of Practice

- Accessing and engaging in available professional learning resources.
- Recognizing need for more comprehensive assessment, diagnosis, and support.
- Knowledge of other professional roles and available services

Continuously Improving the Quality of Practice

Developing and Using Partnerships

- Communicating and connecting with **families**
 - setting goals
 - preparing families to engage in behaviors and activities that enhance development and early learning.

Continuously Improving the Quality of Practice

- Managing ones own physical and mental health, including the effects of their own exposure to adversity and stress.

POLLING QUESTION

Who should decide the competencies for early care and education professionals?

1. Government (local, state, federal?)
2. A coalition of the early care and education professional organizations?

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A Leap Forward

Use the IOM report's synthesis of current science and its proposed recommendations to:

- Define itself,
- Demand appropriate preparation & compensation, and
- Outline the critical elements for professional monitoring and accountability systems.

What We Need

An unprecedented level of cooperation across the birth through 3rd grade continuum

Birth Through 8 Continuum



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Deepening Our Understanding of What Really Works

Asking Different Questions

Do we really know?

- What works?
- For whom?
- Under what conditions?

UNINTERESTING QUESTIONS...

- Do poor children achieve test scores that are higher or lower than children with more resources?
- Do black and brown children achieve test scores that are higher or lower than their white peers?

Bringing High Quality to Scale

To achieve maximum positive impacts for specific subgroups of children:

- What is the optimal combination of program elements?
- What is the optimal dosage?

Implementation Questions

- What are the possible factors and agents responsible for successful implementation of an early care and education intervention?
- What is the implementation?
- What is the context in which implementation occurs?

More Implementation Research Can...

- Reveal the critical program and policy components for specific subgroups of children
- Determine who benefits and who does not
- Improve program quality
- Ensure that *all* children reach their full potential

THANK YOU!

QUESTIONS?

jacqueline@fcd-us.org