

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

February 10, 2016

Jacqueline Jones, PhD
President & CEO

FOUNDATIONFORCHILDDEVELOPMENT

Agenda

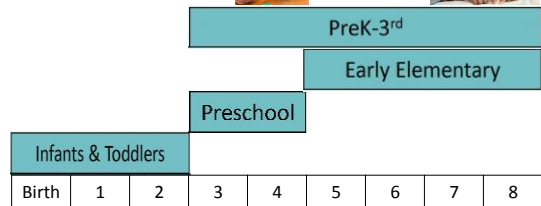
- Early Care and Education At-a-Glance
- Challenges to the field
- Unifying the field
- Asking different questions

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Early Care and Education: At-a-Glance

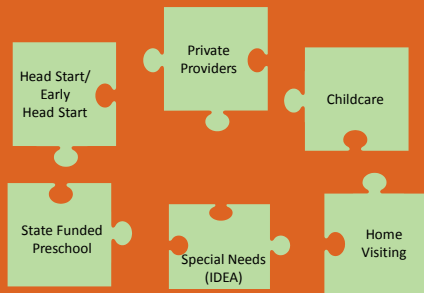
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Birth Through 8 Continuum



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Early Care and Education



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Wins

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

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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

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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*

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POLLING QUESTION

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

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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

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Professionalism of the Field of Early Care and Education

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



Early Childhood Professionals



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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

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POLLING QUESTION

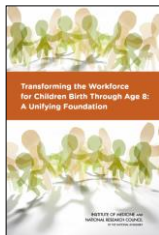
Should there be one nationally accepted set of standards defining what early childhood professionals should know and be able to do?

Poll

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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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NATIONAL RESEARCH COUNCIL
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Study Sponsors

- US Department of Education
- US Department of Health and Human Services:
 - Administration for Children and Families
 - Health Resources and Services Administration

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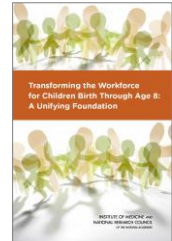
Study Sponsors

- Robert R. McCormick Foundation
- W.K. Kellogg Foundation
- Bill & Melinda Gates Foundation
- David and Lucile Packard Foundation

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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?



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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

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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.

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

Key Messages

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.

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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...

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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.

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The Science: Four Broad Categories of Insight

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

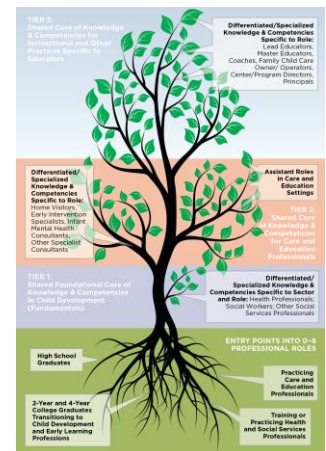
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Shared Knowledge & Competencies

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

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Professional Roles in Care and Education: Shared and Specialized Competencies



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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

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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.

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Continuously Improving the Quality of Practice

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

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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.

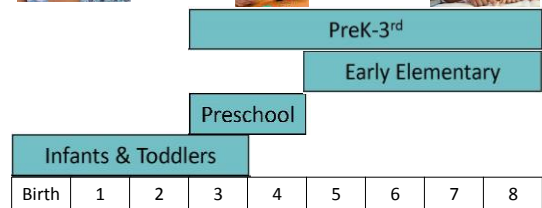
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What We Need

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

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Birth Through 8 Continuum



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Deepening Our Understanding of What Really Works

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Asking Different Questions

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Do we really know?

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

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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?

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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?

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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?

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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

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THANK YOU!
QUESTIONS?
jacqueline@fcd-us.org

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