Maximizing Every Child's Potential in the First 1,000 Days of Life: A Landscape Analysis

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MAXIMIZING EVERY CHILD’S POTENTIAL IN THE FIRST 1,000 DAYS OF LIFE:
A Landscape Analysis

Bank Street College of Education
During the first 1,000 days of a child’s life, we have the greatest opportunity to level the playing field for future outcomes. With a grant from the Carnegie Corporation of New York, Bank Street engaged stakeholders in a series of interviews designed to help us uncover the greatest opportunities to capitalize on this time in a child’s life. This report is a reflection of the voices of over 65 thought leaders who impact policy that affects infants, toddlers, and families, as well as 75 providers and members of our Bank Street community. A complete list of stakeholders interviewed is included in the appendix. As trends emerged from these interviews, we also conducted a review of related literature and intertwined those data with the voices of our stakeholders to create a landscape analysis of the major challenges and opportunities facing the field.

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Imagine what would happen if every child, regardless of race, income, or opportunity, experienced consistent, high-quality developmental interactions and experiences from birth?

Our ability as a nation to cultivate human potential during the earliest years of life has an impact on the direction of the United States and determines both the capacity of our future citizens to participate fully in our democracy as well as our ability to remain competitive in the global economy. Improving the landscape of early experiences will require that the best minds in the country work together to create a coherent system of support for families with young children, including access to paid parental leave, universal home visiting, and high-quality child care.

We know from breakthroughs in neuroscience that children's brains are growing explosively during the first three years of life—developing more than 100 trillion synaptic connections. This is also the moment in our lives when we are most vulnerable to trauma. Early experiences that are very stressful or unpredictable inhibit an infant's ability to learn and form trusting relationships. By 24 months, many toddlers living in poverty already show both behavioral and cognitive delays. Equally powerful, though, is the impact of an attuned parent or caregiver who understands how to build strong relationships and nurture healthy brain development.

Twenty-five years ago, the Carnegie Corporation released a seminal report called "Starting Points" that described the lack of adequate child care for infants and toddlers as a "quiet crisis" and painted "a bleak picture of disintegrating families, persistent poverty, inadequate health care, and child care of such poor quality that it threatens youngster's intellectual and emotional development." The report contributed to the creation of significant policies under the Clinton administration, including the formation of the Children's Health Insurance Program (CHIP) and Early Head Start. Unfortunately, 25 years later, not enough has changed. The United States is still one of only eight countries in the United Nations without national paid family leave laws, and more than one in five American children under the age of 3 lives in poverty. Compensation for early childhood educators has increased by 1 percent in the past 25 years, and the average turnover rate in child care settings is more than four times higher than that of elementary school teachers. In 25 years, the percentage of working mothers in the United States has increased from roughly 50 to 70 percent. While one million more children under the age of 3 are in non-parental care, in no state does the cost of center-based infant or toddler child care meet the federal definition of affordable.

By 24 months, many toddlers living in poverty already show both behavioral and cognitive delays.
Today, the lack of access to quality, affordable child care remains a crisis facing most American families with young children.

Child care is now a recognized need for all constituents regardless of political leaning, which has generating unprecedented bipartisan support for early childhood care and education. Polling data shows that 89 percent of American voters think making early education and child care more affordable for working families should be a priority.13

Access to child care is not only necessary so that parents can return to work but also to realize a child’s full potential. Therefore, any efforts to increase access must be coupled with equal attention to the quality of programs offered. To guarantee that all children experience consistent high-quality developmental interactions and experiences from birth, we need to leverage the emerging public consensus into a set of policies that ensure quality care, including paid family leave and home visits for new parents and a system of pre-service training and professional development for all early childhood educators that is linked to increases in compensation.

With this in mind, Bank Street College of Education has been commissioned by the Carnegie Corporation of New York to facilitate a national discussion about the needs of our youngest children and their families and to author a call to action that will include national goals, along with a set of strategies needed to realize those goals. This report serves as a landscape analysis of current work underway, which we have summarized as a series of findings, supporting evidence, and bright spots. We plan to issue a subsequent report in fall 2019 that describes new and integrated solutions to address the crisis still plaguing American families 25 years later.
More than ever before, American families need but don’t have access to quality care and early education.

- Two out of three children under 5 now live in homes where both parents work, compared with fewer than one in 10 in 1940.14
- Infants and toddlers living below the poverty line spend at least 35 hours per week, on average, in full-time care and are more likely to be in home-based care than center care.15
- Only 10 percent of early childhood providers across the U.S. are considered high quality.16
- Families in rural areas face the greatest challenges in finding licensed child care, with three in five rural communities lacking adequate child care supply (i.e., are “child care deserts”).17

As a nation, we do not value the care and education of infants and toddlers (birth–age 3).

- According to the Organization of Economic Development and Cooperation (OEDC), the United States ranks 25th in public spending on early learning, spending less than 0.5 percent of GDP on early childhood education and care.18
- On a per capita basis, the United States spends roughly six times less on early childhood care and education as we do on K-12 ($2,183 compared to $13,119).19-21

The cost of care is too much for American families to afford, yet compensation levels for early childhood educators are so low that many providers cannot make ends meet.

- Four in 10 parents (39 percent) say that the cost of paid child care in their area is not affordable for them.22
- Families pay more for child care than for mortgages in 35 states.23
- In no state does the cost of center-based infant or toddler child care meet the federal definition of affordable (no more than 7 percent of annual household income).24
- Nearly one-half of Early Child Educators depend on public assistance.25
- Only 15 percent of early childhood educators receive employer-sponsored health insurance.26
WHAT IS HIGH-QUALITY CARE?

The relationships and interactions that children have with adults who care for them on a regular basis form the bedrock for all development and learning. Developmentally meaningful interactions take place with peers and with attuned adults who watch for accurate readings of a young child’s often subtle cues through observation and following their lead while providing an environment that has simple, but rich materials for exploration and discovery. One of the most important prerequisites is being fully present. The following descriptors aim to more fully describe what this looks like in practice and are rooted in the theoretical framework core to Bank Street’s philosophy, the developmental-interaction approach (DIA). A quality program is never the result of one teacher, but a matrix of ongoing and changing relationships between all teachers, their families, and the community. While cultural variation of community and culture determine the variety of paths to a common goal, there are some universals that we have culled.

- Uphold the unique value and dignity of each child and family and recognize each child and family’s unique strengths, including language spoken and cultural practices.
- Embrace the primary role of families in children’s development and learning. Partner with them and understand how to build strong communicative relationships that nurture healthy development through interactions that provide young children with a secure attachment, trust, and the confidence necessary for them to explore the world.
- Maintain consistently high expectations for family involvement. Be open to multiple and varied forms of engagement and provide intentional and responsive support.
- Comment on a child’s exploration, signifying that what s/he does is important, and model language that is connected to the child’s interests.
- Offer choice and facilitate opportunities to explore a rich range of materials. Consider the developmental, cultural, and linguistic appropriateness of the learning environment and teaching practices for each child.
- Be aware of each child’s threshold for stimulation.
- Engage the child in consistent routines while remaining flexible when confronted with the constant change that comes with caring for infants and toddlers.
- Use routines like feeding, dressing, or changing as times to connect with each child, their home, and their community.
- Be consistently present, available, and engaged interactional partners.
- Collaborate with other educators and community partners and advocate for services, such as early intervention and infant mental health specialists.
EXAMPLES IN PRACTICE

To ground our vision of high-quality care, we offer two examples of a typical moment in a care situation. The first depicts a setting that does not adequately support the infant’s development or family bonds. The second offers an alternative situation in which the infant and family are well-supported and fostering healthy attachment.

Rebecca & Laura

Rebecca enters her daughter’s child care setting with her nine-month-old daughter Laura in her arms.

The busy caregiver tells Rebecca to put the baby in a crib. Neither Rebecca nor Laura recognize this new caregiver. Rebecca looks for a toy to put in the crib with her baby. All of the toys are broken or meant for older children. She decides not to put anything in with the baby.

A small screen just outside the crib plays a children’s video and Laura is momentarily distracted, but then turns her gaze back to her mother. A two-year-old wanders over and grabs at Laura through the bars of the crib. Laura begins to wail.

Rebecca wants to wait until a familiar caregiver appears, but she can’t be late for work and leaves, on the verge of tears herself.

Luis & Alma

Luis enters his daughter’s child care setting with his nine-month-old daughter Alma in his arms.

A familiar caregiver greets them by name as she takes Alma into a soft-body baby carrier that is already strapped around her, waiting for Alma’s arrival.

Alma whimpers with the transfer and then the caregiver invites dad and Alma to sit with her and three other children on the floor, looking directly into Alma’s eyes and using a sing-song voice. Luis says he has to go or he will be late for work. A two-year-old hands Alma a bottle containing colorful beads and says “Daddy come back.” The caregiver again looks into Alma’s eyes and then to her father and back and repeats the child’s statement, “Yes, your daddy will come back to pick you up later.” Alma smiles.

The caregiver then asks Luis if tomorrow he might come a few minutes earlier to have time to read a picture book so the baby can get used to the routine at separation time. Luis smiles and says, “I will really try,”
WHAT WE HAVE FOUND

ISSUE 1: DEEPENING EXPERTISE
How do we promote practices that most effectively foster child development?
Unlike other professions, the infant/toddler workforce is not supported by a system of accessible, high-quality models of professional learning. This is true for educators/teachers and the leaders who support them. Furthermore, because of the diversity of infant/toddler and family support settings, finding ways to also promote practices that facilitate developmentally meaningful interactions among parents, other caregivers, and adults in related professions (home visitors, social workers, e.g.) is critical to ensuring positive outcomes for all young children.

ISSUE 2: COMPENSATION
How do we adequately compensate and create supports for early childhood educators/caregivers?
The low compensation, meager benefits, and poor working conditions for early childhood educators working with infants and toddlers—which often qualifies workers for public assistance and hovers at the poverty level—creates enormous stress for both individuals, families, and the system as a whole.

ISSUE 3: STRENGTHENING SYSTEMS
How do we build or reform systems to sustainably address these issues?
Stakeholders explained that the lack of a single or coherent system organizing support for infants, toddlers, families, and caregivers can significantly impede reform efforts in any area from having a broad or lasting effect and leads to significant differences in how states think about infant/toddler educators.

ISSUE 4: GENERATING PUBLIC WILL
How do we generate the public will required to make this happen?
Regardless of the focus, stakeholders stressed the need to tackle the fact that in our nation, we do not value the care and education of infants and toddlers.

Several essential issues for our research emerged as critical to the field. We present these as an interconnected framework, all of these issues need to be addressed in tandem to achieve the outcomes we seek. They all serve to advance what emerged as our primary goal: to offer solutions to attract, train, support, and retain highly qualified educators so that all children have access to the types of experiences and interactions that most effectively stimulate development.
ISSUE 1: DEEPENING EXPERTISE

How do we promote practices that most effectively foster child development?

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Early childhood education preparation and credentials have not kept pace with what the science of child development and early learning indicate children need. Child development is important core knowledge for care and education professionals, yet in many programs, courses focused on the science of child development are either not offered or offered only at the introductory level. As one stakeholder said, “There is little guidance about how to craft higher education programs to prepare the infant/toddler workforce. The discipline home for infant/toddler courses or programs was historically child study. It’s changing to family and human development or education where infant/toddler content and expertise can be limited.”

In order for infant/toddler educators to acquire the content and skills required to deliver qualify infant/toddler care, they must have appropriate coursework coupled with the opportunity to apply the information while being supported by a trusted coach. Sometimes educators have not experienced the kinds of powerful learning that they are called on to produce for children. One stakeholder said, “Applied experiences with infants/toddlers are a gap (in most degree programs for early childhood).” Another noted, “Many states have no well-defined, comprehensive system to ensure ongoing professional learning, nor do they have agreed-upon standards or approval systems to ensure the quality of those who provide professional learning activities.”

**FINDING:** In many ways, early childhood educators are not viewed or supported as professionals. For example, they lack a system of accessible, high-quality models of preparation and ongoing support that reflect a deep understanding of child and adult development.

**Bright Spots**

**To Elevate the Early Childhood Workforce**

**National Academy of Sciences**

The National Academy of Sciences published two seminal papers regarding the state of the early childhood workforce and recommendations for how it can be better supported, trained, and compensated to lead to stronger outcomes for children. *Transforming the Workforce for Children Birth Through Age 8* and *Transforming the Financing of Early Care and Education* outline plans to improve the quality of the early childhood care and education landscape over a 4-year period with an annual increase in spending of $140 billion.⁴⁰ ⁴¹

**Power to the Profession Initiative**

Power to the Profession, a national effort convened by the National Association for the Education of Young Children (NAEYC), is “a national collaboration to establish a unifying framework of knowledge and competencies, qualifications, standards of practice, and compensation for all early childhood educators who work with children birth through age 8 across early learning settings.”⁴²

**Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID)**

CUPID is a multidisciplinary group of more than 50 scholars across 28 U.S. colleges and universities who have joined together in an effort to understand how to better support the professional needs of the infant/toddler workforce. One of its goals is to make visible key issues faced by institutions of higher education in addressing the training of the infant/toddler workforce.⁴³
**FINDING:** Strengthening the professional development workforce (e.g., coaches, mentors, program leaders) is critical to quality improvement efforts. Currently, there is little guidance around what skills are needed and how they can be developed.

For meaningful improvement to occur, educators need intensive and sustained opportunities for professional learning. Active, job-embedded professional development, such as coaching, has been found to be one of the most effective forms of professional support for educators. However, there is a need to define the skills, content, and competencies the early childhood educator professional development workforce must know and be able to do.

Professional development efforts in infant/toddler settings must navigate two challenges: low levels of quality in some settings and a lack of rigorous research about how to improve quality in those settings. Recent studies indicate a continued need for quality improvement. Since the 1990s, professional development initiatives have aimed at increasing the quality of care for infants and toddlers, such as the National Infant and Toddler Child Care Initiative and state-sponsored child care quality initiatives. However, the field lacks a substantial body of rigorous research on the effectiveness of approaches to professional development for infant/toddler caregivers.

Literature on professional development for infant/toddler educators points to gaps in three primary areas: what is known about the efficacy of professional development strategies; what is known about the availability of professional development, recipients of professional development, and the settings in which they work; and shortcomings in the research and its rigor.

**BRIGHT SPOTS**

**Competencies for the Early Childhood Educator Professional Development Workforce**

**Maine’s Technical Assistance Competencies for Early Childhood Workforce**

In 2017, Maine published its Technical Assistance (TA) competencies to define the relevant knowledge, skills, and dispositions required by TA professionals who support early childhood practitioners (serving prenatal through age 8). TA professionals represent a wide range of disciplines and support a diverse early childhood workforce. These professionals adhere to varying regulations and standards and work within multiple settings. The framework for Maine’s TA competencies defines the components of quality TA service provision across disciplines and also aligns with state priorities and national efforts.
**FINDING:** Opportunities for all kinds of professional learning (both preparation and ongoing support) must also be made accessible. Creating unfunded requirements for traditional pathways places an unfair burden on poorly paid educators.

For a family child care educator, long days, the responsibilities of owning and operating a business, and the need to arrange for a substitute, for example, are all challenges to pursuing higher education [or continuing education].

According to the National Center for Education Statistics (NCES), the average in-state bachelor’s degree program in Early Childhood Education and Teaching is $16,757 (including room and board, tuition, and fees) with a four-year estimate of $67,028. The average annual salary of early childhood educators is $25,799–$28,700, indicating a low return on their educational investment.

Educators in better-funded, school-sponsored public pre-kindergarten and Head Start programs are more likely to participate in learning opportunities that occur during their paid working hours than their counterparts in privately operated and funded non-profit or for-profit centers and programs. Unfortunately, most early childhood educators are more often expected to complete professional learning activities during unpaid evening or weekend hours.

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**BRIGHT SPOTS**

**Stronger Pathways for Earning Credentials**

**EarlyEdU Alliance**

The EarlyEdU Alliance, led by the University of Washington, was created to help preschool teachers get the education and course credits they need by offering colleges and universities a complete suite of courses in Early Childhood Education. EarlyEdU has also developed a video-sharing and coaching feedback app, the Coaching Companion, which is used to view, comment on, and learn from real classroom experiences.

**NYC 3-K Initiative**

The New York City Department of Education (NYCDOE) has partnered with Bank Street and All Our Kin to provide professional learning supports to strengthen early learning experiences for infants and toddlers while the NYCDOE implements their new 3-K Initiative. Contracts for subsidized family child care have transferred from the Administration for Children’s Services to the NYCDOE. Participation in Bank Street’s professional learning can help providers earn a CDA and count towards licensing requirements.

**T.E.A.C.H.**

Teacher Education and Compensation Helps (T.E.A.C.H.) offers a scholarship to early childhood teachers and assistant teachers for continued education. More than 80 percent of those who participate in the program do so to ease the financial burden of education costs. At least 19 states, including Alabama, Texas, North Carolina, Missouri, and Vermont and the District of Columbia currently participate in the T.E.A.C.H. scholarship program.
**FINDING:** If done right, requiring specific credentials for early childhood educators might support the cause for increased compensation and contribute to stabilizing the workforce. However, mandates requiring specific credentials that are unfunded and fail to define high-quality pre-service training will not yield the desired effects on program quality.

The most rigorous research that demonstrated the largest and longest lasting effects of early childhood programs—Perry Preschool and Abecedarian projects—both employed well-educated teachers who held a minimum of a bachelor’s degree. At least four states (New Jersey, Rhode Island, Vermont, and Connecticut) have passed legislation that requires every early childhood classroom (infant/toddler, as well as preschool) that receives public funding to have a qualified staff member who holds a BA in Early Childhood Education or a related field.54

However, statewide credential mandates often prioritize compliance by specifying only degree credentials and the number of hours spent in training courses as the ultimate goal, rather than looking at the quality of pre-service training and the kinds of learning experiences educators should have within those hours.55 A stakeholder framed this tension, saying, “When push comes to shove, should state certification be based on competencies or education requirements? And what about family, friend, and neighbor (FFN) and home-based care providers? Are they subject to the same requirements?” Long hours, lack of paid time off, and low compensation make credential mandates particularly challenging for home-based child care and FFN providers and sometimes serve to incentivize providers to go unlicensed.56 Specific approaches tailored to make credential requirements financially and logistically feasible for all sectors of the workforce are critical. Additionally, once degrees are required, pay parity with K–12 teachers or other financial incentives are also critical or credential policies will further exacerbate the challenges associated with attracting and retaining an early childhood educator workforce.

**BRIGHT SPOTS**

**Making the Attainment of Credentials Accessible**

**Abbott Districts**

In Abbott Districts, NJ, institutions of higher education created specialized pre-K–3 certification programs in response to a mandate to address the achievement gap among students in the state’s poorest school districts. These programs encompass both alternate route and traditional approaches to teacher preparation.57

**Registered Apprenticeships**

Registered Apprenticeships offer students paid, on-the-job training and coursework aligned with the knowledge and competencies required to be fully proficient in their craft. Wage increases are often provided as participants meet benchmarks for skill attainment. One example is Philadelphia’s ECE Apprenticeship Program that offers early childhood educators the opportunity to earn an associate’s degree in early education which can directly transfer into a bachelor’s degree program. Participants work in early childhood care and education settings under the guidance of experienced mentors while attending courses at local community colleges and universities.58
WHAT IS HIGH-QUALITY ADULT PROFESSIONAL LEARNING?

The best professional learning opportunities are intensive, sustained, and rooted in an understanding of adult development. It is essential that adult learners have opportunities for practice and reflection that allow them to make meaning of their experiences and deepen self-awareness, build the courage and confidence to think independently and creatively, and develop the skills to work respectfully and collaboratively with others in a world in which conditions are in constant flux. The following descriptors aim to more fully describe what we define as high-quality adult learning and are rooted in Bank Street’s developmental-interaction approach.

*Development* emphasizes shifts and change over time (psychologically, physiologically, etc.) and *interaction* refers to the learner’s engagement with her environment: materials, ideas, peers, adults, family, the community, and the larger world. Doing this well requires meeting learners of all ages “where they are.” Facilitators of the learning process must possess deep knowledge of the natural variability of human development and be adept at observing learners very closely.

- Experiential learning that provides opportunities for *practice and reflection* is essential. Learners learn best when they have multiple opportunities to bring *first-hand experiences* into the learning process to make sense of how new ideas translate into practice.
- Asking adults to work with children in new ways requires *observation, assessment* of where they are with their current practice, ongoing *dialogue*, and an agreed-upon direction for change of practice.
- Professional development programs should foster adult learners’ capacity to communicate and *create relationships* while focusing on developing a foundation of knowledge in all areas of human development and supporting them as current and future advocates in their work within and across diverse communities.
- Adult learners learn best when they have choices in their learning programs.

SOME EXAMPLES IN PRACTICE

- Active, job-embedded, or practice-based professional development, such as coaching
- Communities of practice that support peer networks and peer-to-peer learning
- Formal degree programs that build in opportunities for advisement and fieldwork with infant toddler expert faculty
- Competency-based and other nontraditional approaches to earning credentials
FINDING: A universally adopted set of competencies is one approach to ensuring that professional learning (both pre-service and in-service) offers quality adult learning experiences that strengthen the knowledge, skills, and dispositions of educators. But ensuring that they are well understood and account for local and cultural context can be challenging.

Several organizations have published guidance on the essential knowledge and skills early childhood educators working with infants and toddlers should know and be able to do. Perhaps most notably, ZERO TO THREE has developed the Critical Competencies for Infant-Toddler Educators, which they use as the foundation for professional learning initiatives with infant / toddler educators, coaches, and professional learning trainers.

The Critical Competencies also informed Power to the Profession’s development of standards and competencies for the early childhood field that define what all early childhood educators working with children birth through age 8 must know and be able to do—the Professional Standards and Competencies for Early Childhood Educators. Importantly, Power to the Profession has identified that ZERO TO THREE’s competencies go deeper than its own general standards and can serve as the foundation for professional learning initiatives with infant / toddler educators, coaches, and professional learning trainers. ZERO TO THREE has assessed alignment of their Critical Competencies for Infant-Toddler Educators against the following other frameworks in terms of language and child outcomes:

- Council for Professional Recognition Child Development Associate (CDA) Credential competency standards
- Michigan Association for Infant Mental Health (MI-AIMH) Competency Guidelines for Infant Family Associates
- Division for Early Childhood’s (DEC) Recommended Practices in Early Intervention/Early Childhood Special Education
- WestEd’s Program for Infant/Toddler Care topics and objectives
- Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID) Draft Competencies for the Infant/Toddler Workforce
- Center for the Study of Social Policy Strengthening Families Protective Factors

ZERO TO THREE’s Critical Competencies are also aligned to several observational tools, including the Quality of Caregiver-Child Interaction for Infants and Toddlers (Q-CCIIT), and were developed using the Irving Harris Foundation Diversity Tenets as principles, which have been applied throughout all of their professional development workshops and tools in terms of considerations and specific curricula focus.¹³

BRIGHT SPOTS

Establishing Universal Competencies

Infant and Toddler Teacher and Caregiver Competencies Project

The Office of Planning, Research, & Evaluation at the Administration for Children and Families established the Infant and Toddler Teacher and Caregiver Competencies (ITTCC) project to examine existing efforts—across states, institutes of higher education, professional organizations, and programs — related to competencies for teachers and caregivers serving infants and toddlers. The ITTCC project will explore approaches to the implementation and assessment of competencies and build a conceptual foundation for measurement, research, and evaluation. This effort will draw on knowledge and expertise in competency modeling from industrial-organizational psychology, as well as from relevant caregiving professions that have developed, implemented, and assessed competencies.¹⁴
Before age 3, more children are in FFN care than in center-based care. As one stakeholder stated, “Considering that approximately 22 percent of low-income children under the age of 5 are spending a significant portion of their time in FFN care, finding ways to build the knowledge and capacity of infant and toddler development for FFN caregivers is critical.” These providers, which include grandparents, other family members, neighbors, or babysitters, are often unregulated and difficult to involve in quality-improvement efforts. According to data from the National Survey on Early Care and Education, published in 2016, almost a million (919,000) unlisted paid providers regularly care for over 2.3 million children ages birth through age 5. A little more than one-third of unlisted paid home-based providers care for at least one child with whom they do not have a prior relationship.

Approximately half of unlisted home-based providers (1.7 million) have no more than a high school education. Because many of these providers operate outside of the licensing and regulatory system, identifying and reaching this population is very challenging (less than one in five FFN providers consider this work a career). These providers also work long hours with no access to paid leave and represent an incredibly diverse workforce in terms of age, educational attainment, level of experience, and languages spoken. Regulatory agencies and other organizations have struggled to determine the most effective ways to support this sector of the workforce due to the intense level of differentiation required. However, given the number of children in FFN care, even a small average improvement in the quality of FFN care would better prepare many young children for kindergarten.

FINDING: A significant percentage of low-income children spend the majority of their time in Family, Friend, and Neighbor (FFN) care settings for which there is little oversight or formal opportunity for adult learning.

**Bright Spots**

**Innovative Ways to Reach FFN Providers**

**Family Child Care Networks**

**Family Child Care Networks** are organizations that offer home-based child care providers (including FFN providers) a menu of quality improvement services and supports, including technical assistance, training, and/or peer support delivered by a paid staff member. Such networks have been found to improve the quality of care. One example is *All Our Kin* which offers its network of providers access to a range of supports, including coaching from master educators and business consultants, monthly meetings and workshops, annual conferences, scholarships for college courses and accreditation, and a zero interest loan program.

**Hong Kong’s Grandparent Scheme**

The **Grandparent Scheme** was launched by Hong Kong’s Social Welfare Department in 2016. It provides child care courses to help grandparents become well-trained caregivers in the home setting. This innovative idea offers a culturally attuned solution by addressing the need for cost-effective, high-quality child care that is in line with traditional Chinese cultural beliefs about the importance of family.
FINDING: Parents play a critical role in promoting the healthy development of their child. At least six months of paid parental leave, as well as access to supports like home visiting, can nurture familial bonds, support early attachment, lead to improved health outcomes for mothers and their babies, and help establish a foundation for literacy development.

Paid Leave
New mothers experience improved mental and physical health as a result of taking leave. Twelve weeks of leave is associated with increased energy and lack of fatigue; 15 weeks of leave is associated with positive maternal mental health, including reduced depression and anxiety; 20 weeks of leave is associated with positive effects on overall maternal function.

Parental leave results in better post-natal care, increasing the likelihood that children would be immunized and breastfed for longer periods of time. But new parents, especially those experiencing stress or trauma, need support to develop strong familial bonds and promote healthy growth and development for their infants.

Programs, such as home visiting, can provide this support along with programs that educate parents about how to provide developmentally meaningful experiences for infants and toddlers.

Varying levels of program intensity and delivery models serve to provide families with a mix of approaches that meet their needs.

Home Visiting
Rigorous evaluation of high-quality home visiting programs, like the nurse family partnership, has shown positive impact on:

- **Improvement in birth outcomes** (decreased preterm births and low birth weight babies)
- **School performance** among children up to age 7 (e.g., language development, attendance, gross motor delays, and social and emotional competence)
- **Family economic self-sufficiency** (increased parental employment, reduced receipt of public assistance, and increased family stability)
- **Increased high school graduation rates** for mothers
- **Significant reductions in involvement with the criminal justice system** for children and mothers
- **Improved maternal mental health** and effects on the timing of subsequent pregnancies
- **Reduced the prevalence of child maltreatment** (parents’ reports of minor physical aggression and substantiated reports of child abuse and neglect)

BRIGHT SPOTS

**Additional Methods for Supporting Parents**

**Drop-In Playgroups**
Free, drop-in playgroups offered at family resource centers, public libraries, or other settings can provide a powerful way to connect families and caregivers with resources and learning opportunities around practices that promote child development. These forums also provide opportunities for parents and caregivers to develop support networks and reduce feelings of isolation.

**Parent Training Programs**
Child development centers and other organizations offer parent training programs or classes on a variety of topics. Some of these programs address the logistical challenges associated with attending classes by offering free child care, transportation assistance, and meals during training sessions. Peer-to-peer or parent network programs promote the development of support networks and deepen understanding of child development and parenting practices. One example is the peer-to-peer parent training program facilitated by the Yale Child Study Center under the leadership of Dr. James Comer.

**Innovative Technologies**
There are several examples of innovative technologies, including Sparkler and Vroom, recently developed to support families and caregivers and promote their child’s development through games and activities. Websites, apps, and social media groups produce materials that families and caregivers can easily access to get ideas and advice about their child’s stages of development.

**Hubs**
Hubs identify local institutions families trust, like a local school that is conveniently located and well known, to act as the center around which a network of child and family centered services are organized. An example of a hub-based model was proposed in “Schools of the 21st Century.” The goal was to begin to address “school readiness” by connecting families to schools from the time they knew they expected a child. Services included parent education and family support, often delivered through home visits.
Continuity across care and education settings and among diverse services and agencies (especially health and social services) is important not only to provide more consistent and better-coordinated services for individual children and their families, but also to create shared understanding of the interconnected quality of developmental processes that each practitioner who focuses on a specialized scope of practice may see only in part. 

Stakeholders stated that “certain preparation programs graduate professionals who frequently work with infants and toddlers (e.g., social workers), but do not typically include sufficient child development coursework.” If all adults who support infants, toddlers, and families operated from a set of common beliefs grounded in child development, the services young children and families receive would be not only better aligned, but also more effective.

**FINDING:** There is a lack of alignment among the various providers working with families (e.g., pediatricians, early intervention specialists, home visitors, social workers). Deepening expertise in child development across sectors could provide better coordination and more coherent support.

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**BRIGHT SPOTS**

**Ways to Reach All Adults Working With Infants and Toddlers**

**ZERO TO THREE**

ZERO TO THREE’s Best Start LA Workforce Development Project identifies the core competencies to support providers (for prenatal through age 3) across five service sectors and links them to preparation and ongoing learning.

**Smart Start**

Smart Start is a public/private partnership that delivers outcomes by giving communities local control to determine the best approach to achieving them. Independent, private organizations work in all 100 North Carolina counties through the North Carolina Partnership for Children, Inc., and 75 local partnerships. Smart Start’s mission is to advance a high-quality, comprehensive, accountable system of care and education for each child beginning with a healthy birth.

**Infant/Early Childhood Mental Health Consultation**

Mental health consultation in early childhood settings is a problem-solving and capacity-building intervention implemented within a collaborative relationship between a professional consultant with mental health expertise and one or more caregivers, typically an early care and education provider and/or family member. The Georgetown University Center for Child and Human Development created a Center for Early Childhood Mental Health Consultation through a grant from the Office of Head Start. The center has gathered a wide range of materials for practical guidance on effective ways to promote young children’s social and emotional development and reduce challenging behaviors.
PRELIMINARY RECOMMENDATIONS & OPPORTUNITIES FOR FUTURE WORK

To ensure that all infants and toddlers experience the kind of developmentally meaningful interactions we know make a difference, we need to reach the many different adults that support them in a range of settings. This includes:

- Acknowledging the tremendous potential the early childhood educator workforce can contribute to society and thereby recognizing and supporting them as professionals. To do so we need accessible, high-quality models of preparation and ongoing support (a combination of theory and practice and regular opportunities for feedback, coaching, and mentoring), connected to a universally adopted set of competencies that reflect a deep understanding of child development.

- Designing innovative models of training, coaching, and mentoring to reach FFN providers who care for the majority of infants/toddlers from low-income families.

- Improving child outcomes and creating coherent experiences for families by deepening the understanding of child development for all adults working with infants & toddlers (e.g., pediatricians, early intervention specialists, home visitors, social workers) through additional training, coaching, mentoring, and coordination across sectors.

- Recognizing that parents play a critical role in promoting the healthy development of their child, guarantee a minimum of at least six months of paid parental leave in addition access to supports, like home visiting that can nurture familial bonds, support early attachment, lead to improved health outcomes for mothers and their babies, and help establish a foundation for literacy development.
FINDINGS, SUPPORTING EVIDENCE, AND BRIGHT SPOTS

ISSUE 2: COMPENSATION

How do we adequately compensate and create supports for early childhood educators/caregivers?

The low compensation, meager benefits, and poor working conditions for early childhood educators working with infants and toddlers—which often qualifies workers for public assistance and hovers at the poverty level—creates enormous stress for both individuals and the system as a whole.
**FINDING:** The low compensation early childhood educators receive often qualifies them for public assistance, hovers at the poverty level, and creates enormous stress for both individuals and the system as a whole.

Compensation is a key driver of quality, yet salaries for early childhood educators remain significantly below much of the labor force. As one stakeholder noted, “[State-level Quality Rating and Improvement Systems (QRIS)] felt like progress, but the lack of compensation—and, as a result, people leaving the field—is limiting progress. It feels like we are starting to go backward.”

Professionals working with children from birth through age 5 earn on average approximately 50 percent of what women in the civilian labor force earn and nearly 32 percent of what men in the civilian labor force earn. A 2018 study found that 86 percent of infant and toddler teachers make less than $15 an hour. A stakeholder noted, “Educators pay a penalty for working with infants and toddlers and, given that the infant/toddler educator field consists of a higher concentration of women of color than many others, this compensation issue disproportionately impacts women of color.”

Meager salaries create enormous stress for educators and, in turn, children. As one stakeholder said, “When people are worried about food, you can't ask them to be able to truly attend to the needs of infants and toddlers.” It makes attracting and retaining a qualified workforce close to impossible. Not surprisingly, the turnover rate in child care settings is more than four times higher than in elementary schools. In short, as one stakeholder stated, “We want educators to ameliorate poverty while living in it themselves.”

**Median Hourly Wages by Occupation**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-employed Home-based Providers</td>
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</tr>
<tr>
<td>Child Care Worker Employees, All Settings</td>
<td>$10.72</td>
</tr>
<tr>
<td>Pre-K, Other Settings</td>
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<td>$26.88</td>
</tr>
<tr>
<td>Elementary School Teacher</td>
<td>$32.98</td>
</tr>
</tbody>
</table>

**BRIGHT SPOTS**

**Improving Compensation, Benefits, and Working Conditions**

**Salary Supplements**

Salary Supplements offer financial support to low-paid child care educators and directors who work with children from birth through age 5 in Florida, Kansas, and North Carolina. The WAGE$ program provides salary supplements with the aim of lowering turnover rates in child care programs, as well as creating opportunities for educational growth. Benefits of the WAGE$ program include financial stability, increased staff morale in the workplace, and decreased turnover rates. Additional supports that can help alleviate financial stress among early care and education professionals include paid time for training, breaks, and planning.

**Collective Bargaining**

Results of unions’ efforts, such as the Center for the Child Care Workforce/American Federation of Teachers, Education Foundation (CCW/AFTEF), have benefited to the fast-growing child care sector where an overwhelmingly female workforce is excluded from many basic labor protections. Early childhood educators have joined AFT at their preschool sites, non-profit and church-based centers, home and family provider sites, Head Start centers, and other places in our nation’s diverse community of child care and early education.
Early childhood educators experience higher rates of stress than those in many other fields, and this is a primary reason why many people leave the field. Sources of stress in their daily routine can restrict the educator’s ability to create positive, high-quality learning environments for the children they work with—and also lead to emotional exhaustion, physical illness, and burnout. As one stakeholder noted, “[Early childhood care and education environments allow for] no paid sick leave, no adult chairs, or even a place to put your purse. When combined with economic insecurity and the patience and disposition required to do the work, it’s no wonder we are struggling in terms of program quality.”

For example, home-based providers in Massachusetts indicated closing their homes for holidays or vacation for a maximum of five days per year. The majority of providers took no sick leave, and 11 percent had no type of health insurance.

Reported estimates of the percentage of early childhood educators who experience stress, including depression and more general psychological distress, are varied in terms of measurement and results. Summarizing these findings, three studies using versions of a common assessment, report rates of teacher depression that range from 16 to 24 percent. Two studies assessing general stress and work related stress show rates that range from 25 to 61 percent.

As one stakeholder mentioned, “There is no union or organization positioned to fight for early care workers and, therefore, low compensation and poor working conditions persist throughout the field.”

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**FINDING:** Working conditions, lack of comprehensive benefits, and inaccessibility to paid leave also contribute to significant issues attracting and retaining a highly qualified workforce.

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**BRIGHT SPOTS**

### Addressing the Well-being of the Workforce

#### Buffett Early Childhood Institute

The Buffett Early Childhood Institute at the University of Nebraska has an Early Childhood Workforce Development Program focused on ensuring a skilled, informed, and diverse workforce is available to all young children. Their *Early Childhood Workforce Survey* to determine the current status, educational, and demographic characteristics, working conditions, and attitudes of the early childhood workforce will help establish a baseline for measuring the Buffett Institute’s impact and effectiveness over time. They have also convened the Nebraska Early Childhood Workforce Commission of public- and private-sector leaders to develop a comprehensive plan for expanding and strengthening the state’s early childhood workforce. One of the commission’s goals is to address the low wages and working conditions that contribute to the turnover and instability in early childhood programs, which directly impacts the quality of care children receive.

#### Center for the Study of Child Care Employment

The Center for the Study of Child Care Employment (CSCCE) at UC Berkeley developed a tool called *Supportive Environmental Quality Underlying Adult Learning (SEQUAL)*, which was used to capture teacher perspectives across five domains of their work environment: Teaching Supports, Learning Community, Job Crafting, Adult Well-being, and Program Leadership. CSCCE published a series of studies based on the results captured by SEQUAL, which reveals that common workplace challenges pose barriers to early child care educator well-being and classroom effectiveness. Findings also demonstrate the value of program policies that ensure dependable workplace supports and policies, such as provisions for paid planning and reporting time.
Until the compensation of early childhood educators is addressed, investments in professional learning will not be sufficient to stabilize the workforce and lead to overall improvements in the quality of care. In some early care and education settings, pay is somewhat higher for those who have higher levels of education; however, the educational premium is small when compared to other occupations across the labor force. Raising the wage floor is a critical strategy for improving wages and represents one component of a comprehensive compensation strategy necessary for a skilled and stable early care and education workforce.

As one stakeholder recounted, “A teacher’s salary level reflects how the work is valued by society. I have met many educators in states like New Jersey and North Carolina who were provided the incentives and supports to get a college degree in early learning. The improvements they made in their instructional methods, classroom management, and more told the story. As a nation, we must do better to honor early childhood educators as professionals.”

Numerous stakeholders emphasized the importance of addressing compensation alongside the allocation of additional resources dedicated to professional learning. As one stakeholder said, “Good professional development models exist. We have the content right. But at some point you can’t do this professional learning work without financing and addressing the resourcing question. Because once trained, people leave the infant/toddler space. If you get early childhood educators degrees, they will leave, given the low compensation.”

**FINDING:** Systemic improvements of program quality (such as access to models of preparation and ongoing support) must be implemented in tandem with addressing low compensation and working conditions. Pay parity with the public K–12 system is essential to attracting talent and stabilizing the workforce.

**BRIGHT SPOTS**

**Increasing Compensation**

**Pay Parity with K–12 Teachers**

Several states (New Jersey, Oklahoma, and Louisiana) are implementing policies that call for reducing pay discrepancies between professionals working with children in pre-kindergarten classrooms and public school teachers. Opportunities for pay parity can reduce the financial stress experienced by professionals in the field and attract qualified and effective educators.

**Tiered Reimbursement Rates**

Tiered reimbursement rates link increases in pay to the achievement of quality measures or credentials. Pennsylvania, North Carolina, and Delaware have had success in improving child care provider quality by tying together a QRIS and a tiered reimbursement system. Importantly, stakeholders have advocated for “raising the floor” for all infant and toddler caregivers to a base standard before moving to “carrot and stick” measures.

**Abbott Districts, NJ**

New Jersey requires a bachelor’s degree for its preschool workforce, and Abbott Districts teachers now receive a salary on par with K–12 teachers (and middle-class income levels), $55,000 – $57,000 per year on average. These steps have reduced staff turnover, which has had a profound impact on program quality.
PRELIMINARY RECOMMENDATIONS & OPPORTUNITIES FOR FUTURE WORK

The low compensation, poor working conditions, and lack of comprehensive benefits or access to paid leave for early childhood educators create enormous stress for both individuals and the system as a whole. Systemic improvements to workforce development must be implemented in tandem with addressing these issues. We recommend:

- Introducing pay parity with elementary school teachers in the public K-12 system for educators working with infants and toddlers. Starting with universal increases across the sector and then creating incentives for additional training and credentials that lead to improvements in quality.

- Requiring employers to offer comprehensive benefits, such as medical, dental, and vision insurance, as well as retirement and health savings accounts.

- Creating better working conditions to address the fact that early care and education professionals experience significantly higher rates of stress, emotional exhaustion, physical illness, and burnout than those in many other fields. The effects of the stressors they experience can restrict the ability of educators to create positive, high-quality learning environments for children. Improved working conditions include paid sick leave, paid time off, limiting the number of working hours, and required breaks throughout the day. Paid time to engage in professional learning and coaching is also essential.
FINDINGS, SUPPORTING EVIDENCE, AND BRIGHT SPOTS

ISSUE 3: STRENGTHENING SYSTEMS

How do we build or reform systems to sustainably address these issues?

Stakeholders explained that the lack of a single or coherent system organizing supports for infants, toddlers, families, and caregivers can significantly impede reform efforts in any area from having a broad or lasting effect and leads to significant differences in how states think about infant / toddler educators.
FINDING: Currently, there is not a coherent system that unifies the services that impact families with very young children. The lack of existing organizational structure creates challenges and also the opportunity to build from the ground up.

Unlike the K–12 educational system, there is no single governing body responsible or accountable for creating a coherent, high-quality system that reaches infants, toddlers, and families. [Head Start is a unique example of an early childhood program with federal oversight.] As one stakeholder said, “Governance IS the issue. Nobody is taking it on. What IS the system? K–12 exists as a system. Zero to 3 does not.”

Services that impact families with young children are currently split across multiple federal and state offices. Fragmentation in the system often leads to disjointed experiences for young children, which can have an adverse effect on development. As one stakeholder suggested, “The infant/toddler care infrastructure is weak: We need a public system of support to increase the number and quality of slots and to distribute them.”

Some states have offices of early childhood education that oversee the numerous services that impact families with young children, and some governors have taken on these issues to make progress (e.g., North Carolina). However, absent a broader mandate, this state-level progress can be easily undermined by shifting political priorities.

As stated in Transforming the Financing, “The disjointed structure [of the current ECE landscape] also places a heavy administrative burden on providers and is inadequate to reward and professionally support the nearly 2 million ECE professionals entrusted with the care and education of young children. The lack of a cohesive system of high-quality, affordable early care and education therefore represents significant missed opportunities: for children’s positive development and school readiness, for families’ workforce readiness, for creating viable employment for more than 2 million people in the ECE workforce, and for developing the nation’s future workforce.”

BRIGHT SPOTS

Intergovernmental Collaboration

Massachusetts Community Partnerships for Children

Cross-agency collaboration could be encouraged through the creation of a council responsible for developing an overall national plan for child and family policy, coordinate work by agencies carrying out the plan, and evaluate progress toward the plan’s goals. Local examples of interagency collaboration include the Massachusetts Community Partnerships for Children program, which provides ECE grants requiring collaboration among school districts, Head Start, private providers, and community organizations.

The Two-Generational Continuum and Shared Accountability

Whole-family approaches such as the one developed by Colorado’s Department of Human Services focus equally and intentionally on services and opportunities for the child and the adults in their lives. They articulate and track outcomes for both children and adults simultaneously.

Improving Quality Through State and Local Leadership

The BUILD Initiative supports systems building at the state and local level. By establishing learning communities and working groups and offering technical assistance, the BUILD Initiative supports all states. They also work intensively with eight state partners and the District of Columbia: Illinois, Michigan, Minnesota, Ohio, Oregon, South Carolina, Texas, and Washington. The BUILD Initiative has been instrumental in offering technical assistance to states implementing Quality Rating and Improvement Systems (QRIS).
FINDING: There is a need to establish a fabric of policies and financing mechanisms at the national, state, and local level to bring about an affordable, high quality system of care for all children birth to three. Increased compensation for educators is a primary driver of quality and will require broad, systemic support.

In a field with a largely non-unionized workforce and a substantial for-profit sector, it is unlikely that the labor market for early childhood educators will adjust upward with just a few targeted mechanisms that supplement compensation in specific programs—not without some standards or guidelines related to the distribution of funds to the workforce. A stakeholder stated, “Accountability systems have been built—state-level QRIS (Quality Rating and Improvement Systems), state licensing standards—but have not uniformly translated into adequate support for programs and caregivers to make meaningful improvements in quality.” Another noted, “States did increase funding and attention for early childhood when Race to the Top funds were available, but when funding streams changed, so did this investment.” What is needed is implementation of policies that ensure adequate compensation while ensuring that costs do not fall on already overburdened families.

Adequate compensation of the early childhood educator workforce is generally not accounted for in the cost of service delivery. Instead, there are various programs and financing mechanisms to supplement their wages (e.g., tax credits and wage supplement programs). While these programs provide some financial relief to a small number of early childhood educator professionals, the overall pay is still low, and the temporary nature of the supplements does not create the predictable and steady salaries necessary for recruiting and retaining a highly qualified workforce. A stakeholder explained the connection between compensation and quality of care: “Low standards across systems and funding streams is limiting progress. Even the best examples are not good enough. Because of poor compensation and varied educational background in the workforce, this has been slow to change.”

BRIGHT SPOTS

New Revenue Streams

Local Financing Solutions

Some local communities are building in new revenue streams with taxes to support local efforts. Private investors can also play a role in developing new financing solutions to help home-based care providers pay for support, earn credentials, or attain a mortgage.
HISTORY: THE COMPREHENSIVE CHILD DEVELOPMENT ACT OF 1971

The Comprehensive Child Development Act of 1971 (CCDA) offers an example of the challenges associated with trying to establish a single organizing system for early childhood initiatives. In 1971, the CCDA proposed placing all major federal child care and development efforts under a single National Center for Child Development with uniform standards. This center was to provide “comprehensive care addressing all of the child’s developmental needs” for all families regardless of income or employment status, utilizing a sliding fee scale for upper income families. The estimated cost of the CCDA was $2.1 billion annually, considerably more than total federal spending for all social services at the time. Although passed by Congress, the CCDA was vetoed by President Nixon. The defeat of the CCDA can be attributed to many factors, most of which continue to be important considerations in the development of Early Childhood Education policy.

- The high cost of providing free and subsidized high-quality child care plus comprehensive social services to the entire population
- The bypassing of state governments in administering the program
- Objections to a single set of federal standards for all programs
- The amount of parental control and input (too much for some, too little for others)
- The perception that studies had found the results of Head Start to be disappointing
- Disagreements over the nature of services and the degree to which they should be professionalized
- Fears about the depth and breadth of federal intrusion into familial decisions about child-rearing and about the extent to which comprehensive services would undermine the “traditional” family
FINDING: There is a demand for stronger leadership—and individuals who understand child development and the needs of infants and toddlers—at all levels of the system, particularly at the policy level.

Policy-level leaders serve as a point of linkage among different stakeholders, professionals, and settings. As one stakeholder said, “Currently many policy positions are often filled by staff without deep infant/toddler knowledge or practical experience.” Several stakeholders shared that they get “calls all of the time” asking them for help staffing critical leadership roles.

The ability for policy-level leaders to make decisions rooted in an understanding of child development and the needs of infants and toddlers is directly connected to the quality of early learning experiences for children. There is a need for strong, supportive, and strategic leadership throughout systems that support care and education—leaders who understand and value early childhood, are reflective and intentional and understand and value the importance of building relationships.

As we develop effective and innovative ways to support the early childhood educator workforce, it is critical to consider the training and support of system-level leadership. As Dr. Sharon Lynn Kagan writes, “The demands facing today’s early childhood educators require the cultivation not only of more leaders, but more kinds of leadership.”

BRIGHT SPOTS

Strengthening Leadership

**CEELO Leadership Academy**

The Center for Enhancing Early Learning Outcomes (CEELO) at the National Institute for Early Education Research (NIEER) at Rutgers Graduate School of Education has a Leadership Academy designed to strengthen leadership and management competencies of individuals with responsibilities for the state level management of early childhood education. The 8 month program includes a series of in-person sessions, interim online learning opportunities, and intensive coaching for each fellow. Tuition is covered by CEELO (via Heising Simons Foundation and the U.S. Department of Education).

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FINDING: We must make a systematic commitment to equitable access to high-quality pathways for workforce development, which include preparation and ongoing support for all early childhood educators across the diverse array of settings.

It is important that early childhood educator workforce development efforts are designed to produce highly qualified educators who reflect the racial, cultural, ethnic, and linguistic diversity of the children they educate. When educators and families share common languages and cultural understandings, they provide higher quality and more responsive care that promotes language, social–emotional, and identity development. While the current early childhood educator workforce is, on average, more racially and ethnically diverse than the K-12 workforce, that diversity is concentrated in roles with fewer educational requirements and lower pay (e.g., assistants and family care providers vs. better compensated lead educators in center-based settings). It is therefore critical to consider how the pipeline and pathways for new and existing infant/toddler educators can be designed to confront these disparities.

BRIGHT SPOTS

Local Initiatives Focused on Workforce Development

NH ChILD

With Bank Street’s support, New Haven, C.T. has launched a cross-sector community collaborative aimed at providing quality early care and education experiences for all children ages 0–8. As part of this initiative, the NH ChILD Advisory Board partnered with Bank Street to develop a locally adapted version of The Principles of Ideal Learning, a vision for high-quality learning experiences that will serve as an anchor to NH ChILD’s work to improve program quality.102

Grow Your Own

One critical approach to ensuring a workforce that is well-connected is to recruit and retain teachers from within the community educators are being prepared to serve. The “Grow Your Own” (GYO) theory of educator preparation has emerged in response to the shortage of qualified diverse candidates for K–12 teacher positions and has some examples of success in the early childhood field. GYO approaches seek to recruit educators directly from local communities in hopes of simultaneously ameliorating teacher shortages and increasing diversity.103
FINDING: There is a need to develop strategies and incentives that go beyond licensing requirements to effectively reach and support the more than one million Family, Friend and Neighbor Providers (FFN) who often don’t view themselves as professionals but care for the majority of infants and toddlers from low-income families.

FFN care is the predominant type of care used by families working non-standard hours such as evenings, overnight, and weekends. The scheduling of formal trainings for FFN providers who work non-standard hours is difficult, and visiting or monitoring homes during child care hours is also challenging. Because FFN providers generally have a relationship to the family they are assisting, their needs are different than those of formal caregivers. One study noted that “FFN providers generally know and want to help the parent of the children in their care, and thus often have very different motives for providing care than formal child care providers who often balance interest in children’s development with professional careers or business interests.”

FFN providers also represent an incredibly diverse sector of the workforce. As a study on FFN providers in Illinois describes, “Given the wide variation in FFN providers’ ages, their relationship to the child, and the characteristics of the care they offer, it is important that the programs charged with improving their quality offer training for staff on how to engage a diverse set of providers and allow staff enough discretion and flexibility to meet the needs of individual FFN providers.”

Traditional training and monitoring models typically do not appeal to FFN providers. In fact, the study of FFN providers in Illinois provides evidence that new training requirements for FFN providers receiving public child care subsidies may be acting as a deterrent to participation in the subsidy program. Between January 2017 (when the state first notified providers of new training requirements) and June 2018, the number of FFN providers in the state subsidy program dropped by 26 percent. The number of children in FFN care also dropped by 24 percent, and data suggest these children are not switching to formal care but, rather, their families are leaving the state subsidy program altogether. Families are losing a valuable financial resource, which creates greater financial stress and affects the ability of the parent and provider to support the child whom the requirements were intended to benefit. For these families, the training and monitoring program fails at both of its goals, supporting neither parent work nor healthy child development.

BRIGHT SPOTS

Supporting FFN Providers

**FFN Project**

Georgetown University through the FFN Project is partnering with the Robert Wood Johnson Foundation to understand the needs of FFN providers, the families that they serve, and the programs that serve this population. Through an ongoing study they seek to understand the state and county-level policy landscapes that include outreach and support for FFN providers. Further, the study aims to assess whether Infant and Early Childhood Mental Health Consultation is a helpful approach for FFN settings in supporting young children’s social-emotional development.

**David and Lucile Packard Foundation**

The David and Lucile Packard Foundation’s main objective is to research FFN communities and networks to better understand their demographics, the motivations of individual providers, and the resources and community institutions they may already be accessing. Packard expects this experimentation phase to last from 2 to 3 years, with a higher percentage of smaller grants. The ultimate goal of this research is to gain a better understanding of the needs of these communities and to test ways to provide them with resources and support that can be scaled over time.
Paid leave can give parents time to search for quality child care that meets the unique needs of their families, thereby facilitating greater productivity when they return to their jobs after leave. Paid leave also gives parents more time and attention to focus on their child’s early medical needs, increasing the likelihood infants will be immunized and breastfed for longer periods of time, reducing infant mortality rates and the occurrence and length of childhood illnesses, which in turn lowers private and public health expenditures. Additionally, cost-benefit analyses show that high-quality home visiting programs offer returns on investment ranging from $1.75 to $5.70 for every dollar spent due to reduced costs of child protection, K–12 special education and grade retention, and criminal justice expenses.

Stakeholders suggested that leave could be financed through “pre-tax savings accounts (e.g., HSAs) to enable families to save for leave when they need it.” Several others noted that “some presidential candidates support the expansion of paid income tax credits to extend to individuals caring for young children, which might enable more parents to stay home.” Others recommended that “federal and state governments should set uniform family payment standards and eliminate eligibility standards that require parental employment.”

**FINDING:** Paid parental leave policies combined with universal access to home visiting and early intervention services would alleviate the stress on the child care system as well as benefit employers, taxpayers, and the economy both in the short and long term.

**BRIGHT SPOTS**

### Paid Parental Leave Possibilities

**First Statewide Paid Leave**

California’s paid family leave statute (CA-PFL) was passed in 2002 and took effect July 1, 2004. It is financed through a payroll tax levied on employees and was added to the preexisting Temporary Disability Insurance (TDI) program that typically provides mothers with six weeks of paid leave during or just after pregnancy. Under CA-PFL, new mothers and fathers can take up to six weeks of paid leave to bond with their child (For mothers, this is in addition to the six weeks they can take under TDI.) CA-PFL leave can also be used by employees with a sick child, spouse (or domestic partner), or parent. Over the past decade, other states have implemented similar programs, including New Jersey, Rhode Island, Washington, and New York.

### International Examples

**England** offers 39 weeks of statutory pay and 13 weeks of statutory employment leave that guarantees one’s job. Unemployed families receive equivalent funding through a “family benefit” program.

**Canada** offers 35 weeks of paid parental leave during which time new parents are paid up to 55 percent of their salary.

### Families and Work Institute

**Families and Work Institute (FWI)** is a non-profit center for research that provides data to inform decision-making on the changing workplace, family, and community. Founded in 1989, FWI conducts non-partisan research into emerging work-life issues, produces solutions-oriented studies addressing topics relevant to all sectors of society, and fosters connections among workplaces, families, and communities.
PRELIMINARY RECOMMENDATIONS & OPPORTUNITIES FOR FUTURE WORK

Currently, there is not a coherent system that unifies the services that impact families with young children. The lack of existing organizational structure creates challenges and also the opportunity to build from the ground up. A coherent system should include:

- An integrated fabric of policies and financing mechanisms at the national, state, and local level to bring about an accessible, affordable, and high-quality system of care for all children birth to three and their families. Increased compensation for educators is one of the primary drivers of quality and should be included as one priority for change.

- A pipeline of policy leaders who understand quality care and the needs of infants, toddlers, and their families.

- Funding to support the creation of and equitable access to high-quality pathways for workforce development, which includes a system of preparation and ongoing support for all early childhood educators.

- Strategies and incentives that go beyond licensing requirements to effectively reach and support the millions of family, friend, and neighbor caregivers who often don’t view themselves as professionals but care for the majority of children from low-income families. This might include the creation of intermediaries, networks, or hubs, and removing disincentives to becoming licensed.

- Requirements for all professionals (e.g., pediatricians, social workers) who work with infants, toddlers, and their families to understand child development.

- Develop public/private funding solutions for paid universal parental leave and universal access to home visiting support.
FINDINGS, SUPPORTING EVIDENCE, AND BRIGHT SPOTS

ISSUE 4: GENERATING PUBLIC WILL

How do we generate the public will required to make this happen?

Regardless of the focus, stakeholders stressed the need to tackle the fact that in our nation, we do not value the care and education of infants and toddlers.
**FINDING:** At this polarized moment in American politics, expanding access to paid parental leave and high-quality child care is among the few issues where there is strong bipartisan momentum.

Child care is now a recognized need for all constituents regardless of political leaning and is generating unprecedented bipartisan support for early childhood care and education.

- Eighty-nine percent of voters rate making early education and child care more affordable for working families as important. 113
- President Trump mentioned universal access to paid family leave in his 2019 State of the Union address. 114
- Democratic presidential candidate Elizabeth Warren recently issued a call for universal access to child care. 115
- The White House included an additional $1 billion to stimulate employer investments in child care for working families in its 2020 budget proposal. 116
- Both Mike DeWine, newly elected Republican Governor of Ohio, and Gavin Newsome, newly elected Democratic governor of California, campaigned extensively on expanding access to early care and education. 117 118

In the United States, public funding for early care and education has increased by 17 percent since 2016, and 2018 witnessed the largest increase in federal child care subsidies. Several new funding streams have allowed for or required set-asides for infant and toddler care. 119

### BRIGHT SPOTS

**Expansion of Federal Funding**

**Preschool Development Block Grant**

The federal government recently awarded a total of $250 million to 43 states, the District of Columbia, and the U.S. Virgin Islands through the Preschool Development Grant Birth Through Five (PDG B–5). The grants will allow states and territories to engage in thorough needs assessments, robust strategic planning processes, and other activities intended to rally stakeholders around a common vision and goals for young children. 120

**Child Care Development Block Grant**

Child Care Development Block Grant (CCDBG) "transfer dollars" can improve the development, education, compensation, and retention of the infant-toddler workforce and the system that supports it. This process involves enacting new policies and/or new and increasing investments using dollars from Subsidy, the Quality Set Aside, and Infant-Toddler Set Aside. Funding is focused on the infant-toddler direct care workforce, along with strategic one-time infrastructure improvements and short-term and/or ongoing systemic programs. 121
**FINDING:** Organizations and private philanthropies are stepping in to generate the public will required to adequately invest in the birth to three education and support space.

Both private and public funders are paying attention to the need for additional investment in early care and education. According to a recent survey of key grantmakers in education, only 4 percent of total education grant funding went to early childhood in the most recent fiscal year. However, nearly 60 percent of key grantmakers in education said they expect to increase their grants in early childhood in the next two years—surpassing projected growth for all other priorities identified.  

There is reason for optimism about the future, with signs of increased public and private investment as well as numerous organizations filling in gaps to inform policy makers, mobilize parents, and develop state and local leadership on issues that impact children in their first 1,000 days of life.

**PUBLIC/PRIVATE PARTNERSHIPS**

The Educare Learning Network was created by the Ounce of Prevention Fund and the Buffett Early Childhood Fund in 2003. The network has since grown to include Educare schools, Head Start providers, school districts, philanthropists, researchers, policymakers, and other like-minded early childhood champions. The network builds strong public-private partnerships across the country to create strong schools and longtime champions who will amplify their call for change. Together, they aim to ensure our most vulnerable children enter kindergarten ready to learn.

Nebraska’s Sixpence Early Learning Fund is a public-private partnership that is used primarily for grants to school districts to provide programs and services for infants and toddlers who are most at risk. The purpose of the Sixpence programs is to help promote children’s opportunities to experience positive environments that provide for their healthy growth and development during their earliest years. The Sixpence programs promote community level partnerships that focus on meeting the developmental needs of very young children and support parents as their child’s first and most important teachers, helping to ensure their child’s success in school and later in life. Programs were funded through a combination of sources, including Sixpence, federal, state, and local funds.

**INFLUENCING POLICYMAKERS**

Think tanks across the political spectrum research and produce material regarding early childhood care and education in America. These public policy research and advocacy organizations collect polling data, analyze policies, and produce original research to help frame the issues American families with young children face. The materials these organizations produce attract attention from politicians, the press, and the public.

The National Center for Children in Poverty (NCCP) conducts and translates research to help advocates and policymakers advance policies that can improve the lives of low-income children. NCCP’s work to strengthen supports for infants and toddlers includes 50-state surveys that assess Medicaid and Early Intervention policies that promote infant-toddler mental health; an on-line, searchable collection of exemplary state infant-early childhood mental health policies; technical assistance to states to enhance infant-toddler and family support policies; and on-line resources with information about state infant-toddler and family policies, and state-level data about family circumstances of infants and toddlers.

**MOBILIZING PARENTS**

Parent Voices is a partnership of parents throughout California working to raise awareness about child care issues. Their mission is to ensure that local, state, and federal lawmakers keep child care a top priority. Parent Voices is a chapter-based, grassroots organizing effort that empowers parents to advocate effectively for their child care needs. Parent Voices provides parents with the skills, knowledge, and confidence to make positive changes and become the foremost advocates for their children.
PRIVATE PHILANTHROPIES

The Pritzker Children’s Initiative (PCI) supports organizations that champion policies that promote access, affordability, and quality in early learning systems and unlock public capital for quality early learning programs, particularly those supporting children from birth to age 3. PCI is unique in how it funds programmatic and advocacy initiatives in a coordinated way. For example:

- **The National Conference of State Legislatures (NCSL)** is a bipartisan organization providing states support, ideas, and resources on a variety of critical issues. The NCSL’s early childhood work benefits from PCI’s support as they continue to monitor birth to age 3 state policies and convene legislators and staff to gain a deeper understanding of early childhood investments during these earliest years.

- **The Alliance for Early Success** is a catalyst for putting vulnerable young children on a path to success. As an alliance of state, national, and funding partners, they work to improve health, learning, and economic outcomes for young children. PCI has partnered with the Alliance on an initiative to support state leaders in their efforts to educate policymakers and others about the need to dramatically increase the number of children who are on track for school readiness by age 3.

- **The Ounce of Prevention Fund** works to ensure that all children have quality early childhood experiences in the crucial first five years of life. Multi-year support from PCI allows the Ounce of Prevention Fund to launch the national expansion of the “Lead Learn Excel” professional development model for early childhood educators; the development and testing of the “Five Essentials Measurement System for Early Education;” the creation of the “Parenting Trajectory” to measure the development of parenting skills; and the convening of the National Summit on Quality In-home Visiting.

- **The National Collaborative for Infants and Toddlers (NCIT)** is committed to advancing the most promising policies and programs that ensure families have the supports they may need. NCIT’s policy goals include: 1) Increasing the number of families with children prenatal-to-age 3 who are connected to essential health, development, and social-emotional support services, and 2) increasing the number of low-income infants and toddlers receiving affordable, high-quality child care.

**The First Five Years Fund (FFYF)** works to create a smarter, stronger, healthier, and more productive America through early childhood education for disadvantaged children. FFYF works to sustain and expand the support for early learning that exists at the federal level while identifying and advancing new and innovative ways to increase access to high-quality early childhood education for children from low-income families. FFYF helps align best practices with the best possible policies and works, with advocacy groups and policymakers on both sides of the aisle to identify federal solutions that work for children, families, and taxpayers, as well as states and communities. FFYF believes that early childhood development is a practical, non-partisan issue—so they collaborate with a diverse and wide range of federal and state advocates, business and thought leaders, and policymakers to help build consensus and craft early childhood policies that provide lasting economic and social returns.

**Pew’s Pre-K Initiative**

In 2001, Pew developed a seven- to 10-year plan to seek approval of policies for universal, high-quality early education in four to six states, as well as increased federal funding to support it. Pew’s strategy was to develop and disseminate compelling research and to advocate for changes at the national level and within states. It committed more than $104 million over a 10-year period. A recent evaluation of these efforts found that Pew’s investment was decisive in expanding pre-kindergarten education across the country, increasing enrollment, and improving program quality.
PRELIMINARY RECOMMENDATIONS & OPPORTUNITIES FOR FUTURE WORK

At this polarized moment in American politics, expanding access to paid parental leave and high-quality child care are among the few issues where there is strong bipartisan momentum. We can leverage this emerging public consensus about the child care crisis by:

- Replicating the work of private philanthropies are doing, like the Pritzker Children’s Initiative, which funds both programmatic and advocacy initiatives at the state and local level in a coordinated way or the First Five Years Fund, which seeks to align best practices with the best possible policies and work with advocacy groups and policymakers on both sides of the aisle to identify federal solutions.

- Influencing the work of think tanks across the political spectrum (e.g., New America, Center for American Progress, Bipartisan Policy Center, and American Enterprise Institute), that produce material, such as polling data, research, and policy analysis regarding the state of early childhood care and education in America.

- Educating parents and voters across the political spectrum through public awareness campaigns like the ones driven by ZERO TO THREE.

- Engaging in efforts like Power to the Profession led by the NAEYC, which aims to “establish a shared framework of knowledge and competencies, qualifications, standards of practice, and compensation for all early childhood educators who work with children 0–8 across a variety of early learning settings.”

- Investing in research and publications that deeply explore these issues, such as the seminal papers on workforce development published by the National Academy of Sciences, *Transforming the Workforce for Children Birth through Age 8* and *Transforming the Financing of Early Care and Education.*
To guarantee that all infants and toddlers experience nurturing and meaningful developmental interactions from birth will require bold, innovative, and integrated solutions.

The findings, supporting evidence, and bright spots that emerged through our landscape analysis reveal numerous opportunities for investment and innovation to better capitalize on the critical window that exists during a child’s first 1,000 days of life. While mounting public will and bipartisan momentum give us hope that the significant investment required to ensure that every child experiences the nurturing relationships and interactions that most effectively foster brain development is on the horizon, we recognize that no single organization, stakeholder group, funder, or individual acting alone has the capacity to generate the degree of change needed.

As a nation, we are slowly waking up to the fact that our priorities have been wrong for some time.

The future of our nation depends on our ability to cultivate human potential during the earliest years of life. We believe that every child deserves access to high-quality child care experiences grounded in strong, nurturing relationships and carefully constructed environments. To achieve this goal, we must develop: 1) a fabric of national, state, and local policies that ensure quality care, including paid family leave and home visits for new parents; 2) a coherent system of innovative approaches to pre-service training and professional development that reaches the diverse field of infant/toddler educators; and 3) a system that is linked to significant increases in compensation. The most rapid period of brain development occurs within a child’s first 1,000 days of life, and the quality of early childhood relationships during this critical period creates the foundation for all future learning and social development. It is time to seize this opportunity for the future of our nation, its standing in the world, and the preservation of its democracy.
APPENDIX A

Below is a list of stakeholders interviewed for this project. Their perspectives served as the foundation of our research and analysis.

Ajay Chaudry, Research Scholar, New York University, Robert F. Wagner School of Public Service
Alison Baulos (designee for James Heckman), Executive Director, University of Chicago
Allison Friedman-Krauss, Assistant Research Professor, NIEER
Allyson Dean, Director, Resource Management, Development and Dissemination, ZERO to THREE
Ashley Beckner & Enyinnya Okebugwu, Venture Partner, Investments, Omidyar Network
Brandi King, Deputy Chief of Programs, Child Care Aware of America
Carey McCann, Assistant Director, State Services, BUILD
Chrisanne Gayl, Senior Director, Policy and Programs, Trust for Learning
Cindy Watkins & Donna White, President & Vice President, Smart Start, NC
Claire Dunham & Ann Kirwan, Senior Vice President & Vice President, Ounce of Prevention Fund
Cristina Novoa, Senior Policy Analyst, Center for American Progress
Dionne Dobbins, Senior Director of Research, Child Care Aware of America
Dianne Lake, State Systems and Federal/State TTA expert, ZERO TO THREE
Ellen Gallinsky, Chief Science Officer, Bezos Family Foundation
Ellen Roche, Executive Director, Trust for Learning
Gerry Cobb, Executive Director, Pritzker Children’s Initiative
Harriet Dichter, Consulting Director, ICF Early Education Services
Helen Stebbins, Policy Director, Alliance for Early Success
Jack P. Shonkoff, Director, Center on the Developing Child at Harvard University
Jacqueline Jones & Sara Vecchiotti, CEO & Vice President, Foundation for Child Development, Early Learning Consortium
Jeanette Gong, Lidiya Lednyak, Director & Director of Policy, NYC Department of Health, Director of Early Intervention, QI/Act. Assistant Commissioner
Jennifer Longley and Jennifer Gilken, Assistant Professors, Teacher Education Dept., BMCC
Jessica Perez and Kate Emerson, Higher Education Manager, Early Learning (Early Ed U), University of Washington
Jessica Sager and Janna Wagner, CEO & Chief Learning Officer, All Our Kin
Joan Lombardi, Director, Early Opportunities; Senior Advisor, Bernard van Leer Foundation, Buffett Early Childhood Fund, Pritzker Family Foundation
Joe Waters, Co-founder and CEO, Capita
Jon Korfmanher, Associate Professor, Erikson Institute
Katherine Kempe, Senior Director, NAEYC, Power to the Profession
Katherine Stevens, Resident Scholar and Early Childhood Program Lead, American Enterprise Institute,
Kathy Stohr, Project Manager, Pritzker Children’s Initiative
Kim Cephas, CDA Training and Curriculum Specialist, Council for Professional Recognition
Kim Perrelli, Grace Reid, Mary Beth Salomene Testa, Donna Minster, New Jersey CCR, CCA, ECE Consultants
Laura Bornfreund, Director, Early and Elementary Education, New America
Lauren Hogan, Senior Director, Public Policy and Advocacy, NAEYC

Libby Doggett, Early Learning Expert/Consultant, former Assistant Secretary of Policy and Early Learning, U.S. Department of Education

Linda Smith, Director, Bipartisan Policy Center; Former Deputy Assistant Secretary for EC Development, Administration for Children and Families, U.S. Department of Health and Human Services

Dr. Lynette M. Fraga, Executive Director, Brandi King & Dionne Dobbins, Child Care Aware of America

Marcy Whitebook, Co-Director, Center for the Study of Child Care & Employment, University of California, Berkeley

Marjorie Brickley, Program Director, Infant & Family Development, Coordinator, Infancy Institute, Bank Street Graduate School of Education

Matthew Melmed, Executive Director, ZERO TO THREE

Meryl Yoches Barofsky, Senior Social Science Research Analyst, Office of Planning, Research, & Evaluation (Administration for Children and Families)

Michael Levine, Senior Vice President & Chief Knowledge Officer, Sesame Workshop

Myra Jones-Taylor, Chief Policy Officer, ZERO TO THREE

Nina Dastur, Independent Consultant, Policy, Legislative & Campaign Strategist

Peter Mangioni, Co-Director, WestEd, Center for Child and Family Studies

Phil Fisher, Professor and Program Director, Brain Science, University of Oregon

Rachel Cohen, Associate Professor, University of Massachusetts

Samuel J. Meisels, Founding Executive Director, Buffett Early Childhood Institute at the University of Nebraska

Sarah Lytle, Director, Outreach Education, Institute for Learning & Brain Sciences (I-LABS), University of Washington

Seth Borgos, Director, Research and Program Development, Center for Community Change

Sharon Kagan, Professor, Teachers College, Columbia University, Early Childhood and Family Policy Center

Sharon Ryan, Director, Straus Center for Young Children, Bank Street College of Education

Sherry Cleary, Executive Director, CUNY, Professional Development Institute

Simon Workman & Katie Hamm, Director & Vice President, Early Childhood Policy & Assistant VP of Early Education Policy, Center for American Progress

Sophia Pappas, Managing Director, Birth Through Eight Strategy Tulsa, George Kaiser Family Foundation

Sue Russell, Executive Director, T.E.A.C.H. Early Childhood National Center

Susan Hibbard, Executive Director, BUILD

Talia Milgrom Alcott & Yasmin Sabrina Fodil, Executive Director & Director, Community Team, 100Kin10

Tamara Halle, Senior Scholar, Early Childhood Research; Co-director, Child Trends

Tammy Mann, Executive Director and Former Board Chair, National Association for the Education of Young Children

Toni Porter, Principal Consultant, Early Care and Education Consulting

Tonja Rucker, Program Director, National League of Cities

Tre Maxie, Director of External Engagement, CDA Council for Professional Recognition

Valora Washington, CEO, CDA Council for Professional Recognition

W. Steven Barnett, Senior Co-Director, National Institute for Early Education Research (NIEER), Rutgers University
Bank Street College of Education is a leader in early childhood education, a pioneer in improving the quality of classroom practice, and a national advocate for children and their families. Since its inception in 1916, Bank Street has been at the forefront of understanding how children learn and grow. From early childhood centers and schools to hospitals and museums, Bank Street has built a national reputation on the simple fact that our graduates know how to do the work that is right for children.

At Bank Street, our creative approach to teaching and learning recognizes that children learn best when they are actively engaged with materials, ideas, and people. Learning becomes an active, lifelong endeavor in which children and adults alike engage as careful observers, experimenters, and creative thinkers. The approach recognizes that children do not all learn at the same rate or in the same way—effective teaching and learning demands a range of strategies to meet multiple needs.

Through our Graduate School of Education, Children’s Programs, and Bank Street Education Center, we help transform the way teachers and children engage in learning. At the Graduate School, we train educators in a model that combines the study of human development, learning theory, and sustained clinical practice to ensure significant development as a teacher or leader prior to graduation. Our School for Children, Family Center, Head Start, and Liberty LEADS programs foster children’s development in the broadest sense by providing diverse opportunities for social, emotional, cognitive, and physical growth. In addition, the Bank Street Education Center further supports and influences positive outcomes for children, educators, and families through professional development programs, research projects, and other key initiatives at the district, state, and federal levels.

At Bank Street, our longstanding focus has been on children—how they learn, what teachers need to help children learn, and how to support the development of schools and communities that help learners reach their full potential. In the words of Bank Street’s founder Lucy Sprague Mitchell, “we see in education the opportunity to build a better society.” As we enter our second century of teaching and learning, Bank Street is poised to play a pivotal role in improving the education of children and their teachers and in championing education as a means to create a more just and democratic world.
REFERENCES


25. NAEYC. Ibid.


34. NAEYC Advancing Equity Position Statement. Ibid.


42. NAEYC. *Ibid.*


