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SCIENCES • ENGINEERING • MEDICINE

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

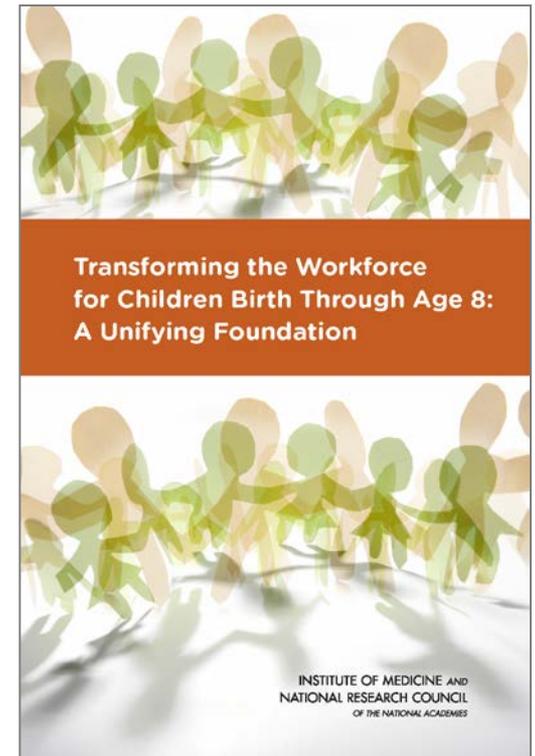
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**Developing and Assessing Competencies for Teachers and Caregivers Serving
Infants and Toddlers**

Network of Infant/Toddler Researchers (NITR)
Washington, D.C. Wednesday, January 4, 2017

Abbreviated Statement of Task

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



Why Was This Study Needed?

No *nationally agreed upon* set of standards that define what early care and education practitioners should know and be able to do.

- Should all Head Start teachers be required to have a BA?
- What is the role of the BA in program quality and child outcomes?
- How can Higher Ed better meet the needs of the ECE Workforce?

Study Sponsors

Bill & Melinda Gates Foundation

David and Lucile Packard Foundation

Department of Education

Department of Health and Human Services,
Administration for Children and Families

Department of Health and Human Services, Health
Resources and Services Administration

Robert R. McCormick Foundation

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Key Messages

Children are already learning at birth.

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

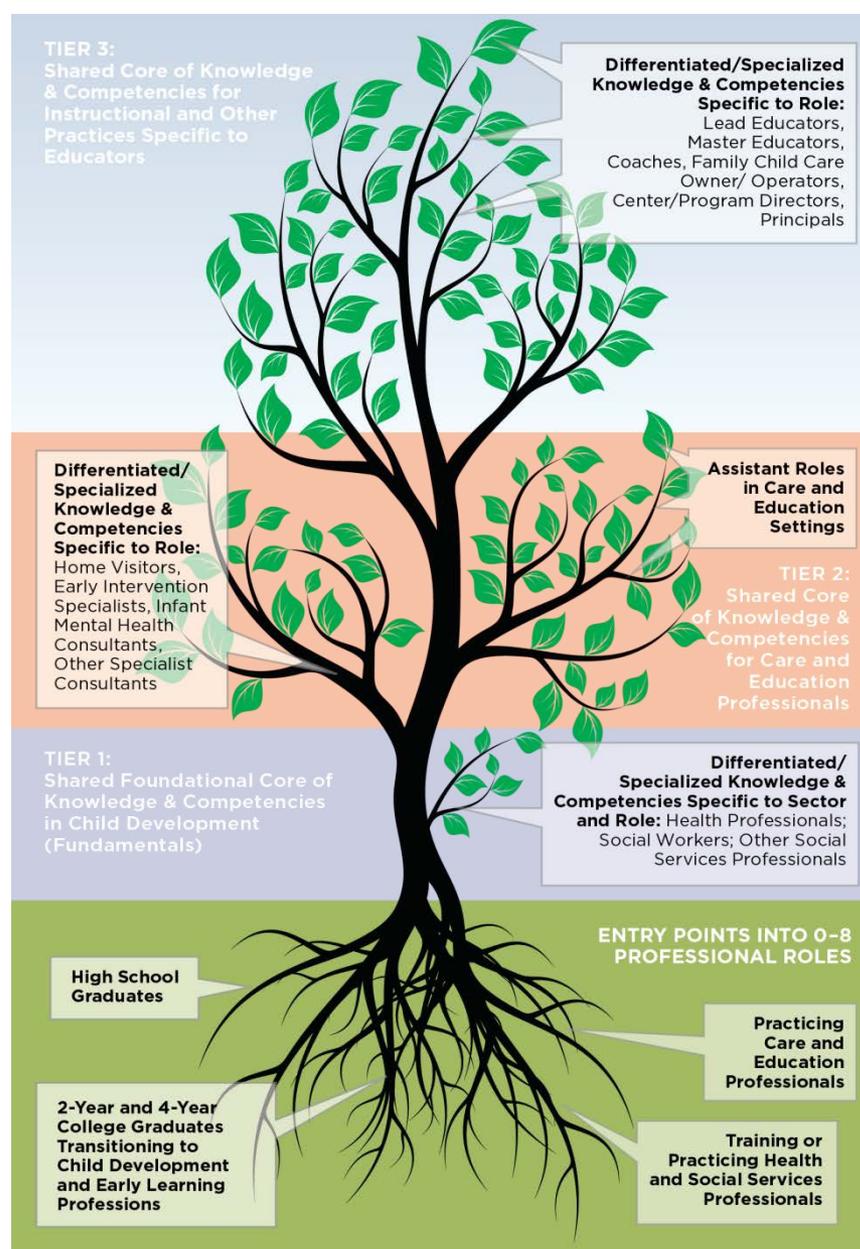
Adults who provide for the care and education of children birth through age 8 bear a great responsibility for their health, development, and learning.

Key Messages

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

Practices and policies have often not kept pace with what we know about the sophisticated knowledge and competencies required to provide high-quality care and education for children birth through age 8.

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





Qualification Requirements

- 1. Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.**

The recommendations in this presentation are abbreviated; please see Chapter 12 for complete recommendations and implementation considerations.

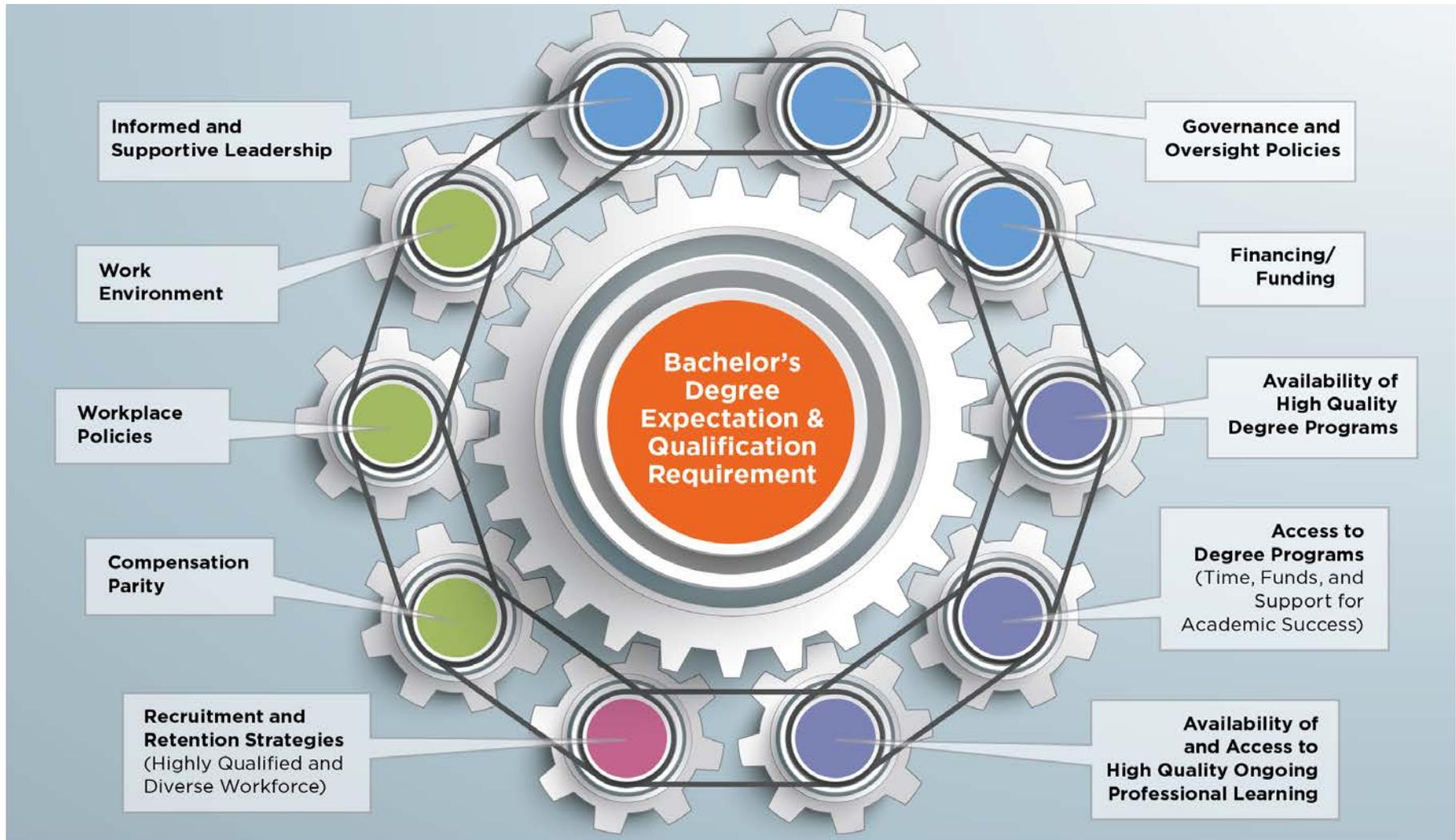


Qualification Requirements

- 2. Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.**

The recommendations in this presentation are abbreviated; please see Chapter 12 for complete recommendations and implementation considerations.

A degree requirement that doesn't stand alone



The recommendations in this presentation are abbreviated; please see Chapter 12 for complete recommendations and implementation considerations.



Qualification Requirements

Simply instituting policies requiring a minimum bachelor's degree is not sufficient:

- Implement carefully over time
 - multiyear, phased, multicomponent, and coordinated strategy,
 - tailored to local circumstances
 - coordinated for changes at the individual, institutional, and policy levels
- Implement in the context of efforts to address other interrelated factors
 - Thus, this recommendation is closely interconnected with those that follow.

The recommendations in this presentation are abbreviated; please see Chapter 12 for complete recommendations and implementation considerations.

Leadership

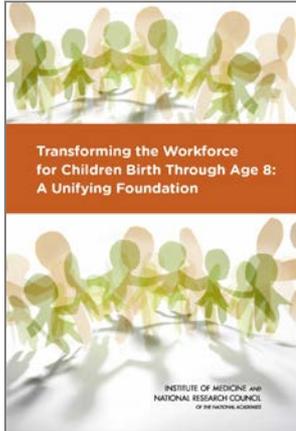
- 8. Ensure that policies and standards for care and education leaders encompass the foundational knowledge and competencies needed to support high-quality practices for child development and early learning.**

For **early care and education leaders**, strengthen instructional leadership as a core competency.

For **principals**, better integrate early learning principles and best practices throughout the principal development pipeline.

The recommendations in this presentation are abbreviated; please see Chapter 12 for complete recommendations and implementation considerations.

Call to Action



This report calls for a commitment to the pathways that will lead us to the systems and policies that we *need* (rather than making do within the systems and policies that we *have*).

This is not fast, easy, or cheap. It will require a strategic, progressive trajectory to transform the professional landscape, accompanied by significant commitment, mobilization of resources, and innovations in financing.

But the status quo will perpetuate today's fragmented approach, resulting in less than adequate support for children's development and learning.

Implementation Activities

NAEYC

- Power to the Profession initiative

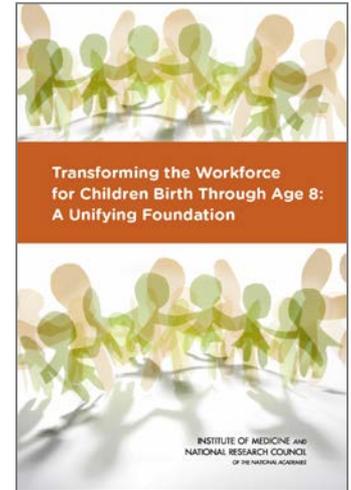
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- State Teams

Final Thoughts

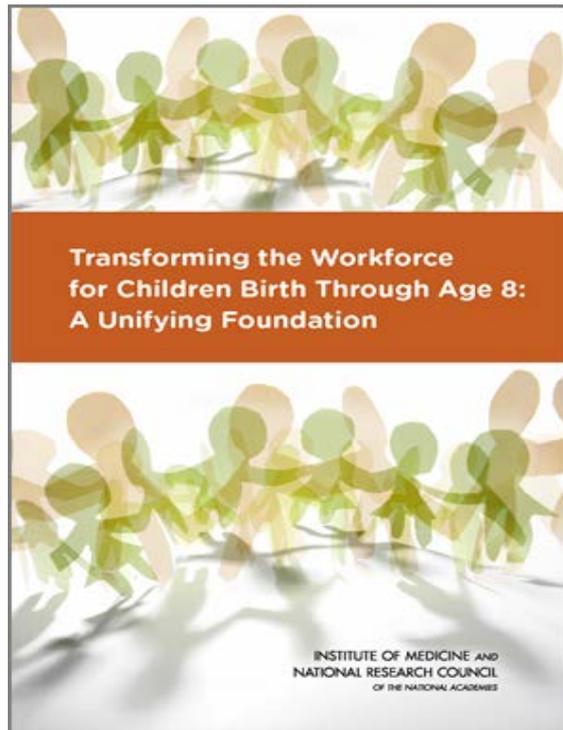
The committee anticipates these actions will transform the workforce:

- Elevate the perception of the professionals who work with children from birth through age 8:
 - Recognize their complex and important role and the intellectually, physically, and emotionally challenging nature of their work.
 - Recognize the deep, extensive, and ongoing professional learning and other support that is required for them to be successful.
- Improve the quality of professional practice, the quality of the practice environment, and the status and well-being of the workforce.
- Retain highly effective practitioners and bolster the recruitment of a robust and viable pipeline of new professionals.
- **As a result:** Get things right from the very beginning for all children, laying the foundation for their lifelong progress.



Report available for download at:

<http://www.nationalacademies.org/hmd/Activities/Children/BirthToEight.aspx>



New National Academies Consensus Study!

**Committee on Financing Early Care and
Education with a Highly Qualified
Workforce**