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

Bridget Kelly

Study Director

Board on Children, Youth, and Families

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

#birthto8

About the Board on Children, Youth, and Families

The National Academies of
SCIENCES · ENGINEERING · MEDICINE

Independent, nonprofit, nongovernmental organization

Honorific membership organization and programmatic organization

Chartered under President Abraham Lincoln in 1863 to give advice to the government and the nation

About the Board on Children, Youth, and Families

What we do…

- Grapple with complex questions of science and policy
- Bring analysis and interpretation from multiple disciplines and perspectives across multiple sources of information
- Illuminate topics that warrant greater attention
- Set out a blueprint of approaches

How we do it…

- Consensus studies to produce conclusions and recommendations for decision makers and stakeholders

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

About the Board on Children, Youth, and Families

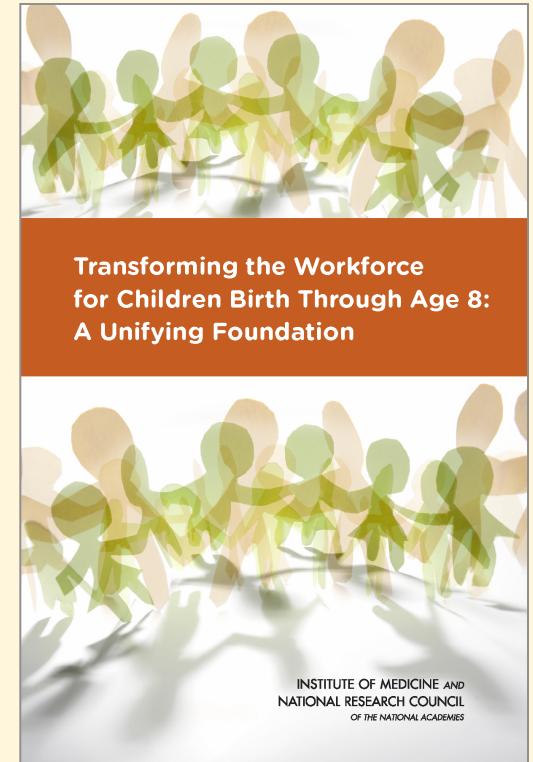Board on Children, Youth, and Families works jointly in two divisions within the Academies:

Institute of Medicine (lead division on this study)

Division on Behavioral and Social Sciences and Education (part of the National Research Council)

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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?

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

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Study Process and Approach

Study Defined → Committee Selection and Approval → Committee Meetings, Information Gathering, Deliberations, and Drafting Report → Report Review and Approval → Report Released

Communication Strategy

Communication

Information Gathering Sources
Document review
Public sessions
Site visits and interviews
Practitioner advisors

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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

W.K. Kellogg Foundation

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Committee Members

LARUE ALLEN *(Chair)*, New York University
W. THOMAS BOYCE, University of California, San Francisco
JOSHUA L. BROWN, Fordham University
DOUGLAS H. CLEMENTS, University of Denver
FABIENNE DOUCET, New York University
JOHN C. DUBY, Northeast Ohio Medical University and Akron Children's Hospital
DAVID N. FIGLIO, Northwestern University
JANA FLEMING, Erikson Institute (through January 2015), Salama bint Hamdan Al Nahyan Foundation (from February 2015)
LISA GUERNSEY, New America
RON HASKINS, The Brookings Institution
JACQUELINE JONES, Foundation for Child Development
MARJORIE KOSTELNIK, University of Nebraska, Lincoln
NONIE K. LESAUX, Harvard University
ELLEN M. MARKMAN, Stanford University
ROLLANDA E. O'CONNOR, University of California, Riverside
CHERYL POLK, HighScope Educational Research Foundation
P. FRED STORTI, Retired, Minnesota Elementary School Principals' Association
ROSS A. THOMPSON, University of California, Davis
ALBERT WAT, National Governors Association

Practitioner Advisors

ANNA ARLOTTA-GUERRERO, University of Pittsburgh
FAITH ARNOLD, Sun Children's, Inc.
CELIA C. AYALA, Los Angeles Universal Preschool
REBECCA LYNNE DOW, Appletree Education
SAUNDRA HARRINGTON, Infant & Toddler Connection of Norfolk, Virginia
ELIZABETH HEIDEMANN, Cushing Community School
MICHELLE N. HUTSON, Gulf Coast Community Action Agency Head Start
BETTE M. HYDE, Washington State Department of Early Learning
MELINDA LANDAU, San Jose Unified School District
DINA LIESER, Docs For Tots
CARRIE A. NEPSTAD, Harold Washington College
VALERIE A. PRESTON, New York City Department of Education
MALIK J. STEWART, Red Clay Consolidated School District
HEIDI SULLIVAN, Life Point Solutions-Every Child Succeeds
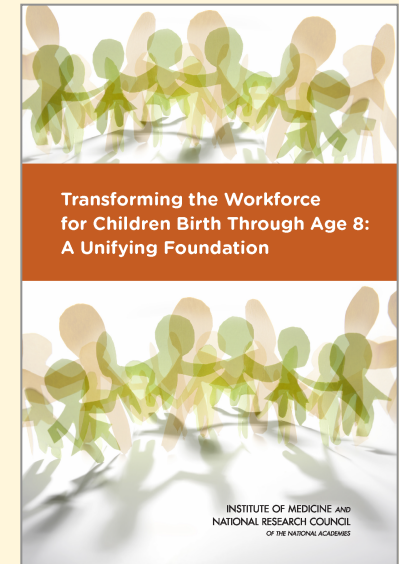**MAURICE TOME,** District of Columbia Public Schools

Staff and Consultants

Staff

BRIDGET B. KELLY, Study Director
SHEILA MOATS, Program Officer
WENDY KEENAN, Program Associate
SARAH TRACEY, Research Associate
ALLISON BERGER, Senior Program Assistant
PAMELLA ATAYI, Administrative Assistant
FAYE HILLMAN, Financial Associate
KIMBER BOGARD, Director, Board on
      Children, Youth, and Families

Consultants

SRIK GOPAL, FSG, Inc.
DAVID PHILLIPS, FSG, Inc.
HALLIE PRESKILL, FSG, Inc.
LAUREN SMITH, FSG, Inc.
LAUREN TOBIAS, Maven Messaging
      & Communications

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

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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.
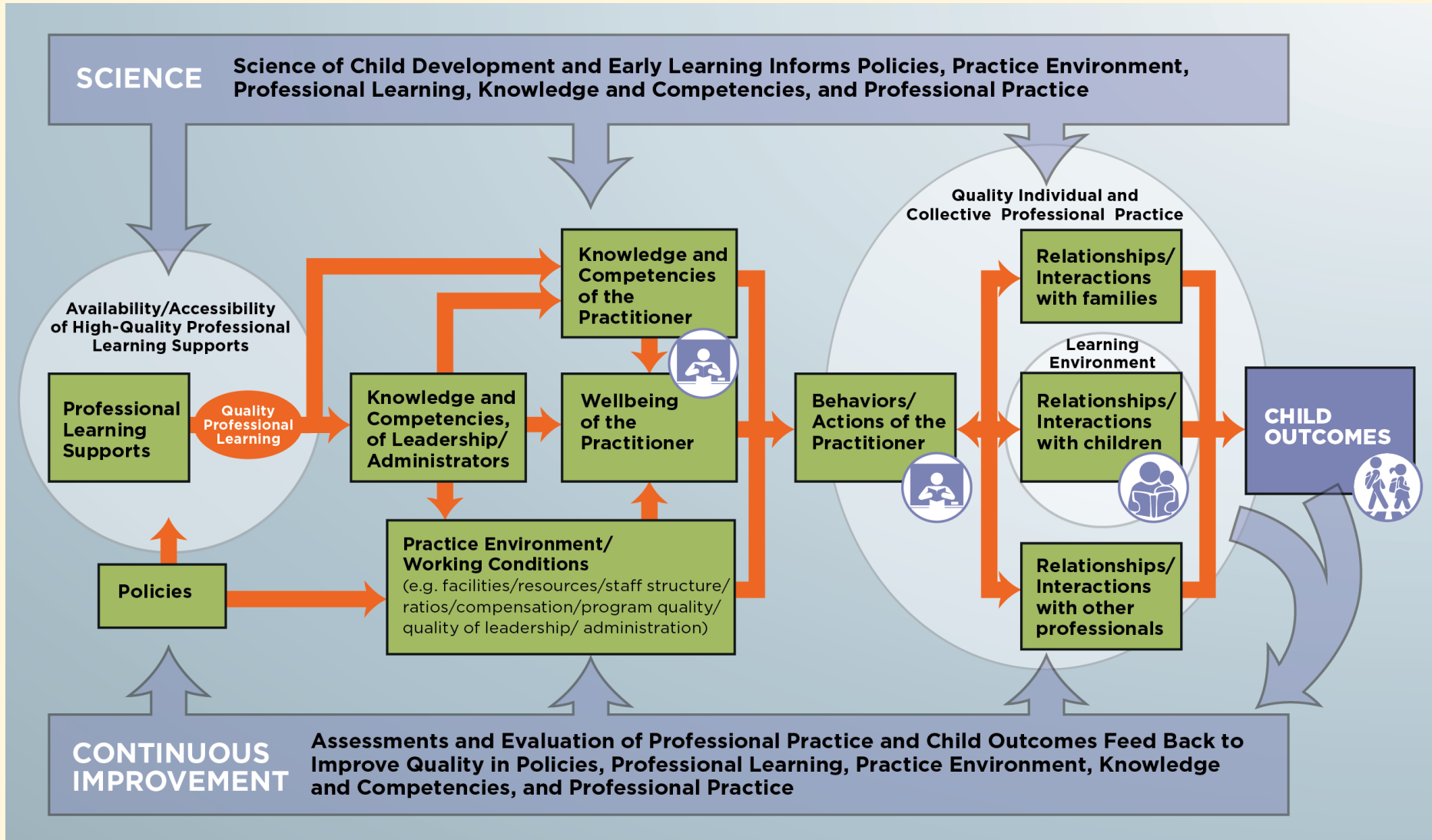
Key Messages

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.

Many Factors Contribute to Quality Practice

SCIENCE — Science of Child Development and Early Learning Informs Policies, Practice Environment, Professional Learning, Knowledge and Competencies, and Professional Practice

Quality Individual and Collective Professional Practice

Availability/Accessibility of High-Quality Professional Learning Supports

Professional Learning Supports

Quality Professional Learning

Knowledge and Competencies, of Leadership/ Administrators

Knowledge and Competencies of the Practitioner

Wellbeing of the Practitioner

Behaviors/ Actions of the Practitioner

Learning Environment

Relationships/ Interactions with families

Relationships/ Interactions with children

CHILD OUTCOMES

Policies

Practice Environment/ Working Conditions (e.g. facilities/resources/staff structure/ ratios/compensation/program quality/ quality of leadership/ administration)

Relationships/ Interactions with other professionals

CONTINUOUS IMPROVEMENT — Assessments and Evaluation of Professional Practice and Child Outcomes Feed Back to Improve Quality in Policies, Professional Learning, Practice Environment, Knowledge and Competencies, and Professional Practice

INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL OF THE NATIONAL ACADEMIES
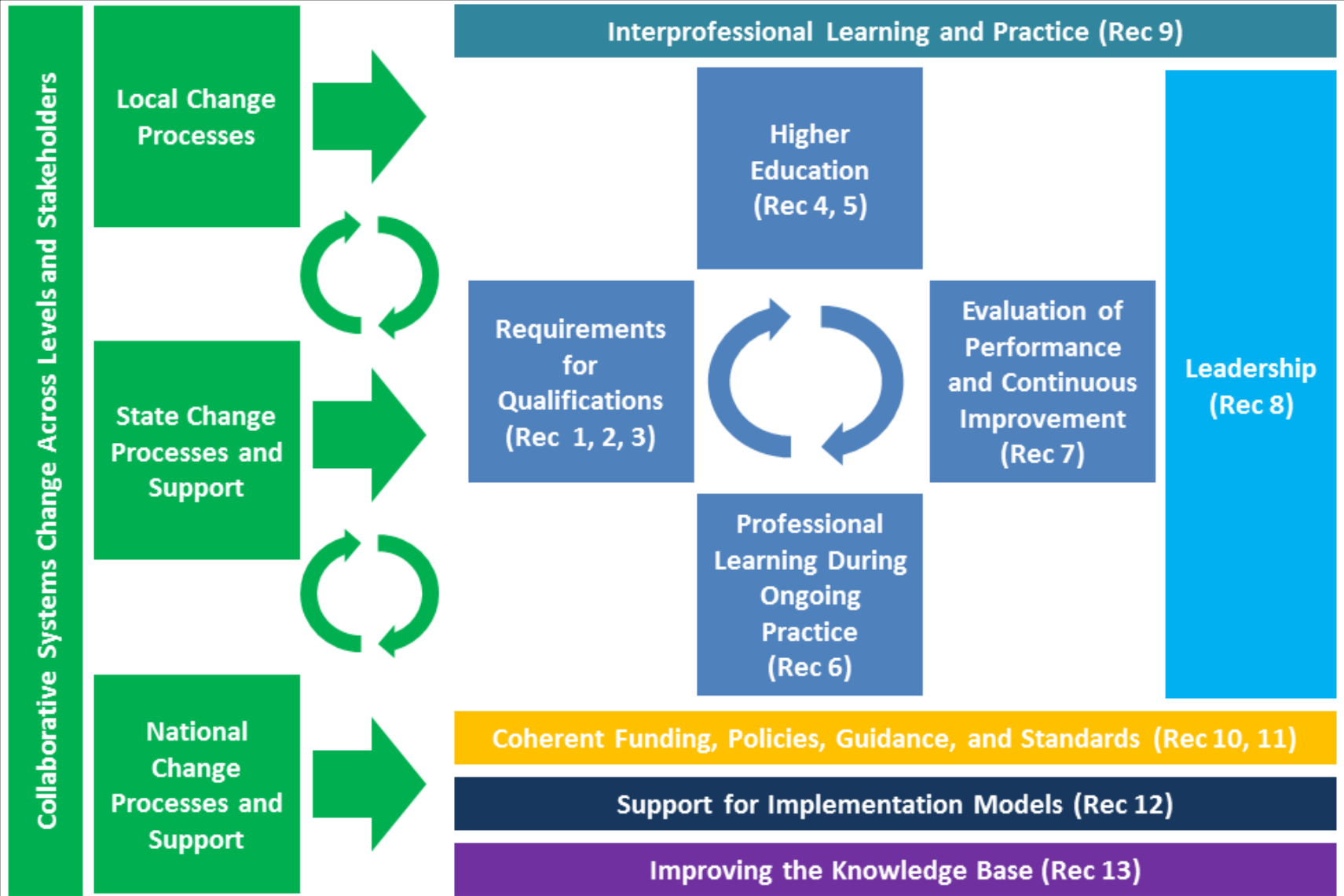
13

Vision:

A care and education workforce for children birth through age 8 that is unified by a foundation of the science of child development and early learning, shared knowledge and competencies, and principles to support quality professional practice at the individual, setting, systems, and policy levels.

As a result:

All children experience high-quality and continuity in support for their development and early learning.

Overview of Recommendations: A Blueprint for Action

A Unifying Foundation: Essential Features of Child Development

- Early foundations continuously inform future development and learning.

- A dynamic interaction among experiences, gene expression, and brain development underlies development and learning.

- The domains of young children's development and early learning have specific developmental paths and also overlap and mutually influence each other.

- Stress and adversity experienced by children can undermine learning and impair socioemotional and physical well-being.

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

A Unifying Foundation: Essential Features of Child Development

- Secure and responsive relationships with adults, coupled with high-quality, positive learning interactions and environments, are foundational for the healthy development of young children.

Conversely, adults who are underinformed, underprepared, or subject to chronic stress themselves may contribute to children's experiences of adversity and stress and undermine their development and learning.
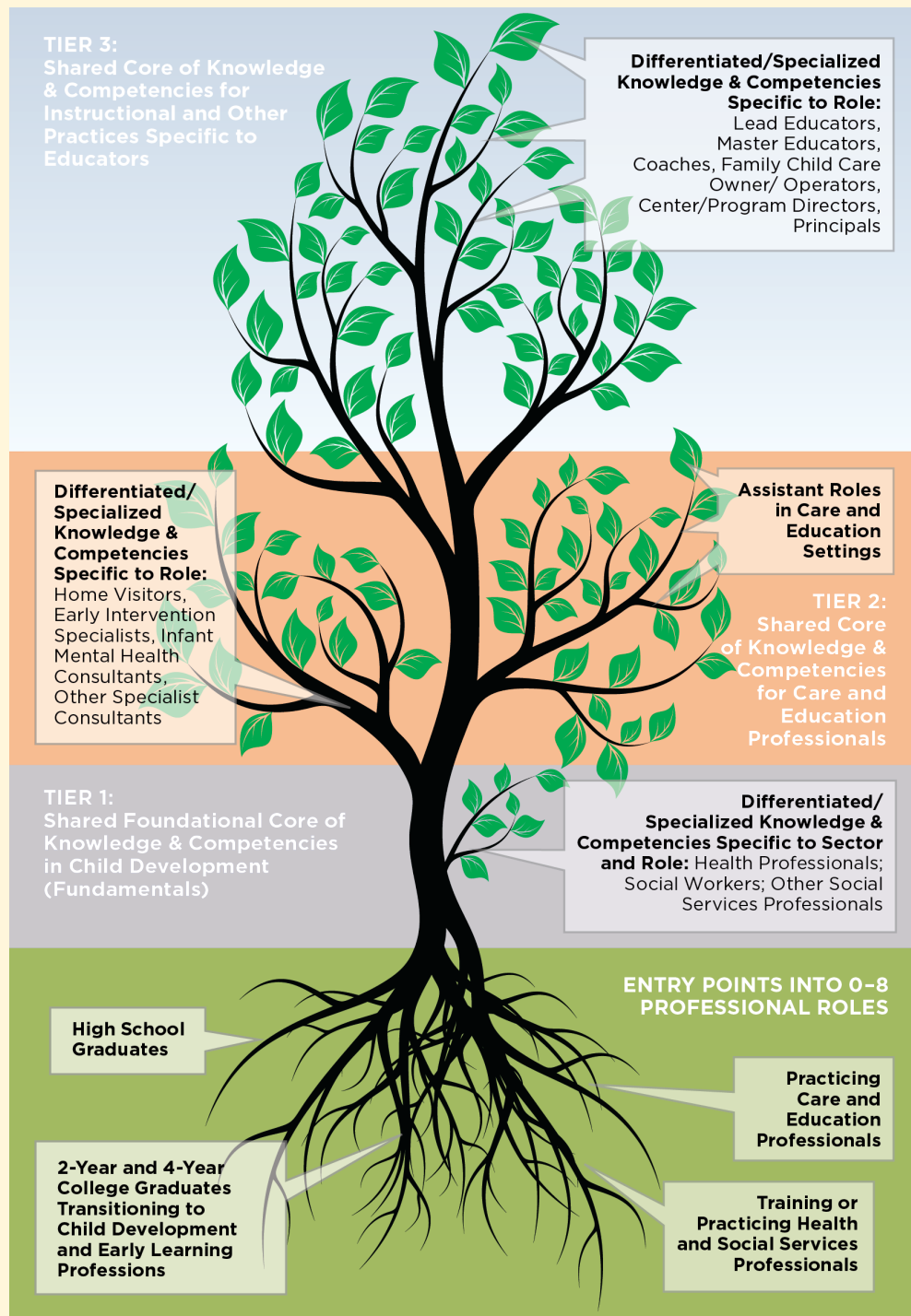
A Unifying Foundation: Principles to Support Quality Practice

- Professionals need foundational and specific competencies.

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Professional Roles in Care and Education: Shared and Specialized Competencies

TIER 3: Shared Core of Knowledge & Competencies for Instructional and Other Practices Specific to Educators

Differentiated/Specialized Knowledge & Competencies Specific to Role: Lead Educators, Master Educators, Coaches, Family Child Care Owner/ Operators, Center/Program Directors, Principals

Differentiated/Specialized Knowledge & Competencies Specific to Role: Home Visitors, Early Intervention Specialists, Infant Mental Health Consultants, Other Specialist Consultants

Assistant Roles in Care and Education Settings

TIER 2: Shared Core of Knowledge & Competencies for Care and Education Professionals

TIER 1: Shared Foundational Core of Knowledge & Competencies in Child Development (Fundamentals)

Differentiated/Specialized Knowledge & Competencies Specific to Sector and Role: Health Professionals; Social Workers; Other Social Services Professionals

ENTRY POINTS INTO 0–8 PROFESSIONAL ROLES

High School Graduates

Practicing Care and Education Professionals

2-Year and 4-Year College Graduates Transitioning to Child Development and Early Learning Professions

Training or Practicing Health and Social Services Professionals

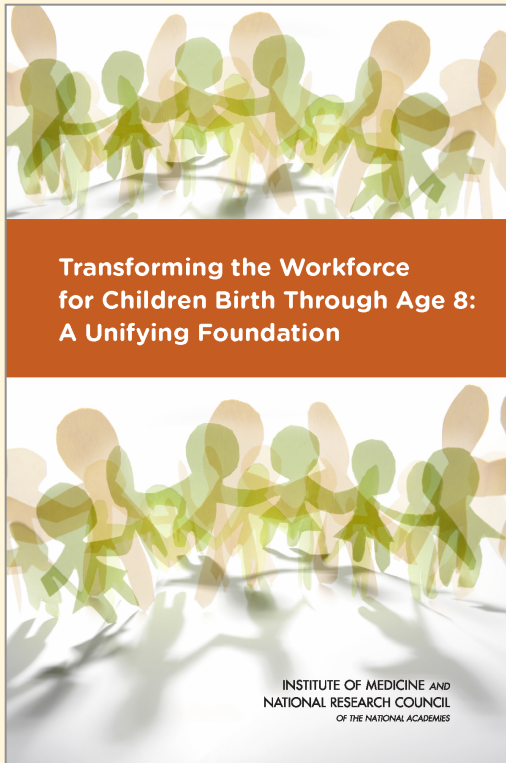# A Unifying Foundation: Principles to Support Quality Practice

Areas of shared knowledge and competencies for care and education professionals:

- Core knowledge base
- Practices to help children learn
- Working with diverse populations of children
- Developing and using partnerships
- Continuously improving quality of practice

A Unifying Foundation: Principles to Support Quality Practice

- Professionals need foundational and specific competencies.

- Professionals and systems need to be able to support diverse populations.

- Professional learning systems need to develop and sustain professional competencies.

- Practice environments need to enable high-quality practice.

- Systems and policies need to align with the aims of high-quality practice.

- Professional practice, systems, and polices need to be adaptive.

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Select Recommendations

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

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

- Qualification requirements
- Higher education
- Ongoing professional learning

Recommendation 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.

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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

Degree Requirement for Lead Educators

Context and rationale

- Current disconnect between the science of early development and the workforce competencies

- Lower educational expectations imply less expertise needed, reinforcing the disconnect

- Different degree requirement policies create a bifurcated market

- Greater consistency can align the early care and education sector with others

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

A Degree Requirement Alone Is Not Sufficient

Implement in the context of efforts to address other interrelated factors:
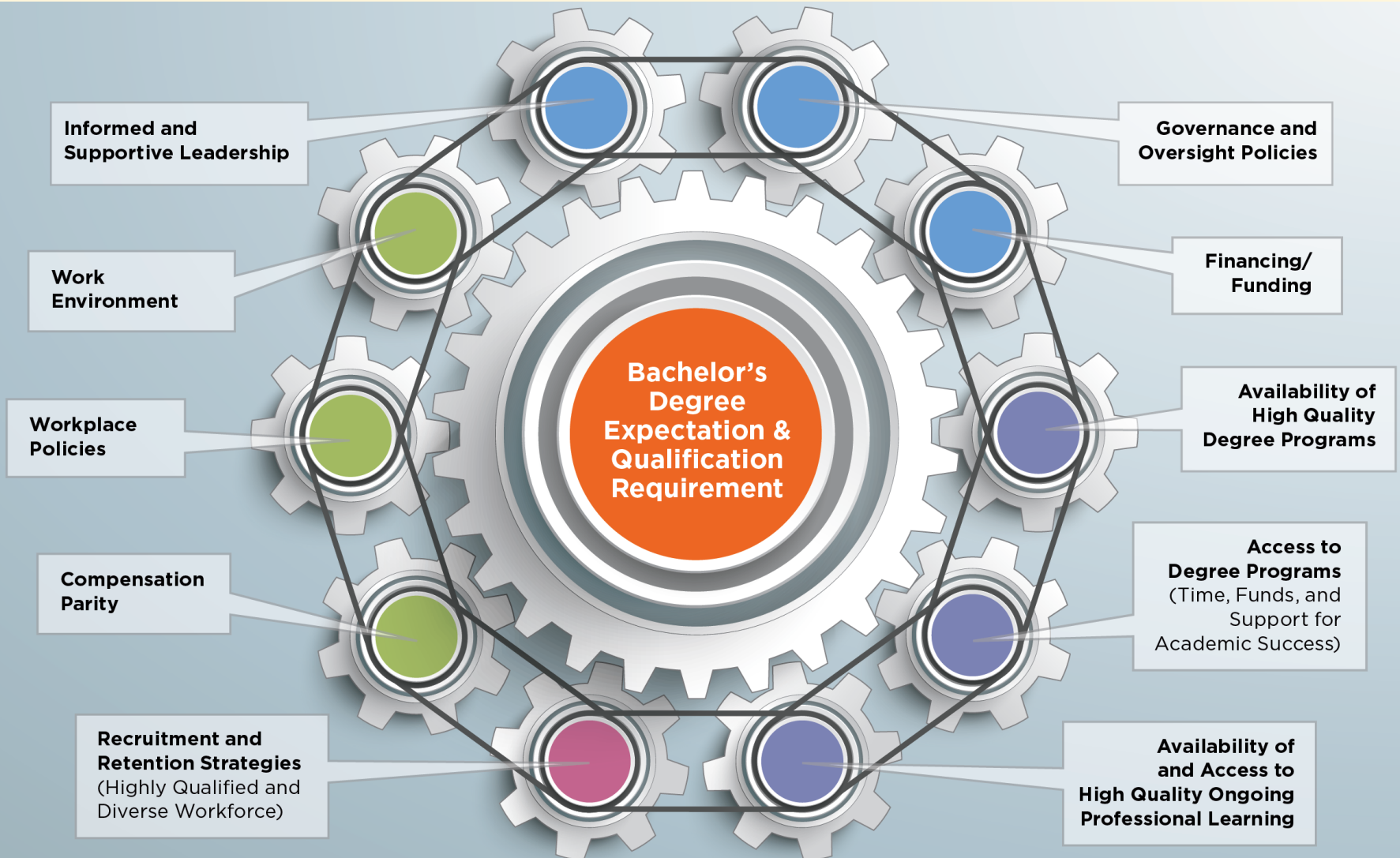
Degree Requirement for Lead Educators

Implementation Considerations

- Multiyear, phased, multicomponent strategy

- Tailored to local circumstances

- Differentiated pathways for current professionals and the future pipeline

- Coordination at individual, institutional, and policy levels

- Assessments of resource needs, followed by resource mobilization plans and innovative financing strategies

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Degree Requirements for Lead Educators

Local Actions

State and local collaborative strategy across:

- State leadership

- Licensure and accreditation agencies

- State and local early childhood stakeholders

- Institutions of higher education

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Degree Requirements for Lead Educators

National Actions

Federal government agencies and nongovernmental organizations:

- Alignment of program policies, transition pathways, and timelines

- Incentives for the transition

- Fund the transition; Support innovation in local financing strategies

Higher Education

Context

- Professional silos in care and education – different histories, philosophies, literatures, heroes/heroines, expectations, research traditions, paths to matriculation

- Variability in higher education programs within and across institutions

- Lack of pre-service interface among different care and education professions and among education, health, and social service professions

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Recommendation 4:

Build an interdisciplinary foundation in higher education for child development.

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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

Higher Education: Interdisciplinary Foundation

Actions

- **Create a shared interdisciplinary foundation** for professionals in care and education, social services, and health/allied health professions.

  - Core requirements for coursework, other learning activities, and field-based learning experiences

- **Provide funding that incentivizes interdisciplinary** approaches

- **Revise accreditation criteria** for institutions to reinforce an interdisciplinary approach.

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Recommendation 5:

Develop and enhance programs in higher education for care and education professionals working with children from birth through age 8.

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

Higher Education for Care and Education Professionals

Actions

- **Enhance the content of higher education programs**
  - integrate concurrent learning through
    - coursework in child development/early learning,
    - coursework in core subject matter content,
    - coursework and applied learning of instructional and other practices,
    - field experiences
  - improved methods to document mastery of practice
  - programs that differ by age range, subject matter, or specialized roles should ensure adequate knowledge of birth through age 8

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Higher Education for Care and Education Professionals

- **Work with local practice communities**
  - contribute a practice-based perspective to the design of programs for training and research
  - identify and develop appropriate and diverse field placements

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Higher Education for Care and Education Professionals

- **Build relationships within and across institutions**
  - Professional learning communities across disciplines and departments
  - Teaching teams from different disciplines to provide core content
  - Knowledge-sharing among faculty and students of varying disciplines/ professional pathways
  - Agreements among 2- and 4-year colleges to collaborate on programs, develop transitions between institutions, share courses and faculty, and coordinate on field placements

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Recommendation 6:

Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children from birth through age 8.

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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

Ongoing Professional Learning

Context

- Those who provide care and education for infants and toddlers and who practice in settings outside of centers and schools need greater access to infrastructure for professional learning.

- For early elementary educators, the competencies needed to work with the youngest students can be overshadowed in broader K-12 professional learning systems.

- For all educators, there is variable quality, availability, and accessibility of ongoing professional learning opportunities.

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Ongoing Professional Learning

Local Actions:

Develop local clearinghouse and quality assurance systems

- develop collaboratively with governmental and nongovernmental stakeholders

- promote awareness of locally available services and providers

- promote access to consistent quality and content

- promote joint participation in professional learning activities across settings and professional roles

- align local funding and technical assistance to support consistent quality, availability, and accessibility

Ongoing Professional Learning

Implementation Considerations:

•define local gaps and needs

•draw on existing related efforts and resources

•provide guidance on how to set professional learning objectives; select, prioritize, and sequence professional learning activities, and access financial and other supports;

•coordinate with state accreditation or regulatory mechanisms for professional learning providers

•coordinate with quality improvement systems that apply to programs to ensure that standards and opportunities for professional learning are aligned

•promote joint professional learning opportunities among care and education professionals across roles, age groups, and settings

Ongoing Professional Learning

National Actions:

Federal agencies and nongovernmental organizations that fund professional learning or provide technical assistance

- incentivize greater consistency and parity in ongoing professional learning opportunities across settings and roles

- support state/local clearinghouses and quality assurance systems

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES
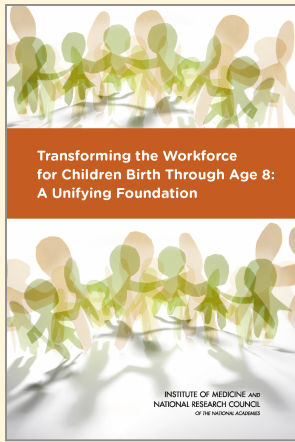
Call to Action

Commit to pathways that will lead us to the systems and policies that we *need* (rather than making do within what 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.

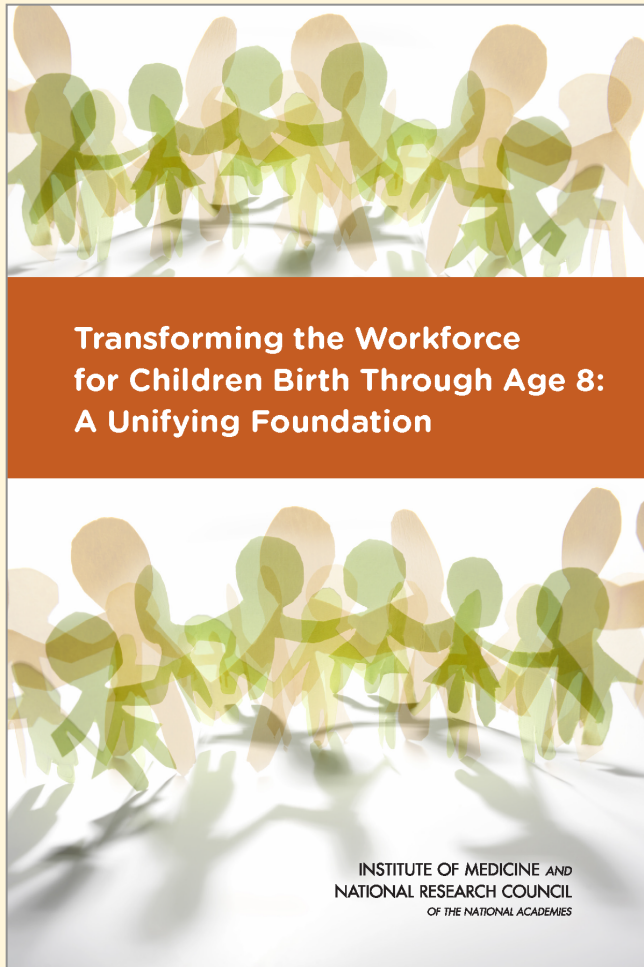But the status quo will perpetuate today's fragmented approach, resulting in less than adequate support for children's development and learning.

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

The potential to transform the workforce:

- Elevate the perception of the professionals who work with children from birth through age 8:
  - Recognize their complex and important role
  - Recognize the intellectually, physically, and emotionally challenging nature of their work.
  - Recognize the deep, extensive, and ongoing professional learning and other supports that are required for them to be successful.

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

INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL OF THE NATIONAL ACADEMIES

- 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.
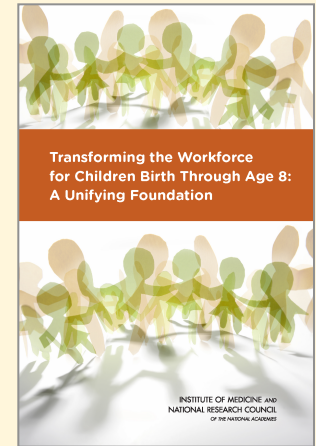
Get things right for the workforce so that we can get things right from the start for children.

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Report, report brief, and other report materials available for free download: www.nap.edu

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Report Resources (How to Tackle 700+ Pages)

- Report brief (4 pages) and Summary (15 pages) for overview
- Blueprint for Action (Chapter 12) for overview of key messages and complete recommendations with implementation considerations
- Report by chapter for in-depth background:
  - Chapter 2: Overview of the complex care and education landscape
  - Chapters 3 and 4: Science of child development and early learning
  - Chapter 5: Importance of continuity within and across sectors
  - Chapter 6: Educational practices
  - Chapter 7: Knowledge and competencies
  - Chapters 8-11: Workforce development
    - 8: Overview
    - 9: Higher education and ongoing professional learning
    - 10: Qualification requirements, systems for evaluation and quality assurance
    - 11: Status and wellbeing
- Appendices F and G for illustrative examples
- Guide to considerations for professional learning (16 pages)
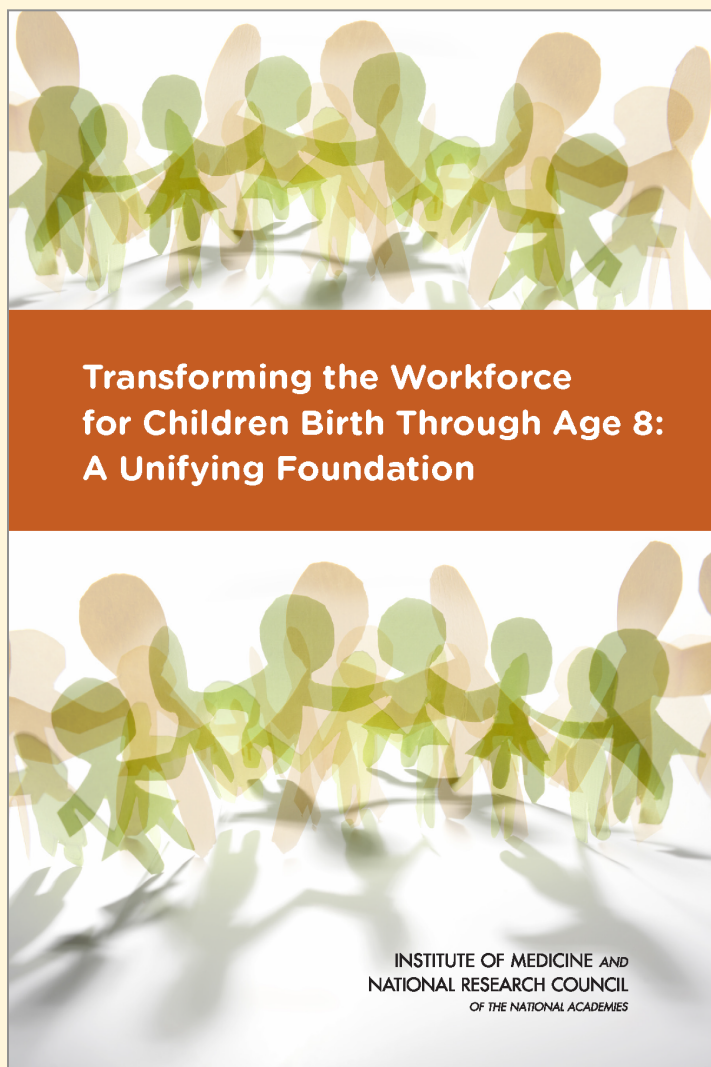- Report graphics

INSTITUTE OF MEDICINE *AND*
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

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

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES
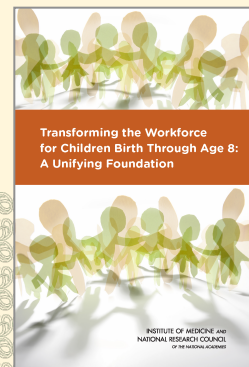
Using the Report

- **Professional learning communities** (review sessions by chapter; by recommendation)

- **Stakeholder checklist** – where current systems and efforts are strong; where to strengthening is most needed (identify feasible immediate actions and develop long-term goals and pathways to reach them)

- **Coalition building** – mapping who is "at the table", who else needs to be there, what needs to be collaboration vs. coordination vs. information-sharing

- **Report graphics as a summary frame** for structuring coordination and collaboration (comprehensive factors flow diagram; gears metaphor figures)

- **Garnering support** and buy-in for existing and new efforts

- **Catalyst for knowledge exchange** (within and among communities)

- **Implementation network**

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

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Report, report brief, and other report materials available for free download: www.nap.edu

**Looking Ahead:
Related Ongoing IOM/NRC Studies**

Committee on Supporting the Parents of Young Children

Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research

**For more information:
iom.nationalacademies.org**