POWER TO THE PROFESSION

Rhian Allvin
Chief Executive Officer
NAEYC
June 15, 2017
NAEYC Vision

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.
NAEYC Mission

NAEYC promotes high quality early learning for all children, birth through age 8, by connecting practice, policy and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate and work on behalf of young children.
Strategic Priority: High Quality Early Learning

Children birth through age 8 have equitable access to developmentally high quality early learning.
Strategic Priority:
The Profession

The early childhood education profession *exemplifies excellence* and is recognized as performing *critical role* in society.
EARLY LEARNING AS A MARKET PLACE
Young Children in the United States

23.9 million children in U.S. ages 0-5 in 2015

45% live in low-income families (under age 6)

12.5 million (61.3%) were in some type of regular child care arrangement (under age 5)

31% of eligible children ages 3-5 had access to Head Start in 2016; 6% of eligible children under age 3 had access to Early Head Start

As of 2016, state-funded preschool program enrollment reached an all-time high, serving nearly 1.5 million children, including 32% of 4-year olds and 5% of 3-year olds

At the same time, CCDBG participation, as of 2015, has reached a historic low, serving fewer than 1.4 million children - a loss of approximately 373,100 fewer children from 2006 to 2015.

Sources: childstats.gov, census.gov, nccp.org, nhsa.org, nieer.org, clasp.org
Types of Early Learning Settings

- School Sponsored Child Care
- Public Pre-K
- Center Based Child Care
- Head Start
- Family Child Care Homes (licensed and certified)
- Family, Friend and Neighbor Care
- Military Child Care
### Attendance in Public and Private Programs

#### Children 0-5 in Public and Private Programs, 2010

- **Children in Public School Pre-K**: 14%
- **Children in Head Start**: 14%
- **Children in Private Sector Programs**: 72%

Source: Alliance for Early Childhood Financing, US Census Bureau 2013
The Marketplace

- Primarily Private Sector Business
- Most are Small Business
- Multi-site organizations are about 10% of the industry
- Publicly operated sites are fewer than 5% of industry
- Industry totals approximately 300,000 sites
  - 100,000 centers/schools
  - 200,000 family child care homes

Source: Alliance for Early Childhood Finance
Industry Revenue and the Cost of Care

**Percent of Total Receipts**
- Consumer Fees (Families)
- Private (non-public, non-family)
- Government Funding

**Infant Care:**
- Center based: $4,863 to $16,430
- Family child care: $3,930 to $11,046

**4-year old Care:**
- Center-Based: $4,312 to $12,355
- Family child care: $3,704 to $10,259

Source: Alliance for Early Childhood Finance
Federal Investment Comparison

Estimated Federal Expenditure and Tax Subsidies for ages 0-5: $22.8 Billion (includes early intervention, food program and home visiting)

Top Five Federally Subsidized Corporations:
• Boeing: $14.4 Billion
• Intel: $6 Billion
• General Motors: $5.8 Billion
• Alcoa: $5.8 Billion
• Ford Motor: $4 Billion

Source: NIEER (August 2016) and subsidytracker.goodjobsfirst.org/top-100-parents
THE EARLY CHILDHOOD WORKFORCE
Professionals in Early Education

“Every day, in homes and centers across the country, approximately two million adults are paid to care for and educate more than 12 million children between birth and age five.”—Early Childhood Workforce Index 2016 Center for the Study of Child Care Employment, University of California, Berkeley

1 million in center based programs (including school districts and Head Start)

1 million home based “listed” or “unlisted” providers (all are paid to provide care)

Source: National Survey of Early Care and Education
ECE Workforce in Comparison

- Mining, quarrying, and oil and gas extraction: 792,000
- Computers and electronics products manufacturing: 1,215,000
- Textiles, apparel and leather manufacturing: 643,000
- Radio and television broadcasting: 558,000
- Banking and related activities: 2,102,000
- Real Estate: 2,764,000
- Legal: 1,610,000
- Accounting, tax preparation, bookkeeping and payroll: 1,110,000
- Hospitals: 6,990,000

Characteristics of the Early Childhood Workforce in the US, 2012

Age

- Home-based providers (unlisted)
  - Age 29 & below: 22%
  - Age 30-49: 38%
  - Age 50 & Above: 40%

- Home-based providers (listed)
  - Age 29 & below: 4%
  - Age 30-49: 55%
  - Age 50 & Above: 41%

- Center Based teaching staff
  - Age 29 & below: 28%
  - Age 30-49: 46%
  - Age 50 & Above: 26%

Source: Early Childhood Workforce Index 2016. Center for the Study of Child Care Employment, University of California, Berkeley
Characteristics of the Early Childhood Workforce in the US, 2012

**Educational Background**

- Center-based teaching staff
- Home-based providers (listed)
- Home-based provider (unlisted)

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Center-based teaching staff</th>
<th>Home-based providers (listed)</th>
<th>Home-based provider (unlisted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree or higher</td>
<td>35%</td>
<td>17%</td>
<td>28%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>15%</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>Some college</td>
<td>15%</td>
<td>9%</td>
<td>28%</td>
</tr>
<tr>
<td>High school degree or equivalent</td>
<td>18%</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Did not complete high school</td>
<td>25%</td>
<td>1%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: Early Childhood Workforce Index 2016. Center for the Study of Child Care Employment, University of California, Berkeley
Characteristics of the Early Childhood Workforce in the US, 2012

Race/Ethnicity

- Home-based providers (unlisted)
  - African American: 21%
  - Hispanic: 23%
  - White: 51%
  - Other: 5%

- Home-based providers (listed)
  - African American: 16%
  - Hispanic: 16%
  - White: 63%
  - Other: 6%

- Center-based teaching staff
  - African American: 17%
  - Hispanic: 14%
  - White: 63%
  - Other: 5%

Source: Early Childhood Workforce Index 2016. Center for the Study of Child Care Employment, University of California, Berkeley
Characteristics of the Early Childhood Workforce in the US, 2012

Source: Early Childhood Workforce Index 2016. Center for the Study of Child Care Employment, University of California, Berkeley
Characteristics of the Early Childhood Workforce in the US, 2012

39% have household income $35,000 per year or less

67% have household income $35,000 per year or less

Source: Early Childhood Workforce Index 2016. Center for the Study of Child Care Employment, University of California, Berkeley
Elementary Educators (2016)

- 1.5 million elementary educators (including Kindergarten)
- Average Median pay $55,490

- 151,290 Kindergarten teachers
- Average median pay $52,620

Source: Bureau of Labor Statistics
The Image of the Profession
Voters view teaching young children as important work.

I’m going to read you a list of a variety of different kinds of workers that may be present in your community. Please tell me how you would rate the importance of each type of worker for your local community: extremely important, very important, somewhat important, or not important.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Firefighter</td>
<td>96%</td>
<td>96%</td>
<td>88%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Nurse</td>
<td>96%</td>
<td>96%</td>
<td>55%</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>Early childhood educator</td>
<td>88%</td>
<td>44%</td>
<td>44%</td>
<td>10%</td>
<td>41%</td>
</tr>
<tr>
<td>Engineer</td>
<td>77%</td>
<td>48%</td>
<td>29%</td>
<td>19%</td>
<td>41%</td>
</tr>
<tr>
<td>Construction worker</td>
<td>76%</td>
<td>49%</td>
<td>27%</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>Retail salesperson</td>
<td>41%</td>
<td>46%</td>
<td>11%</td>
<td>12%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Q2.
Voters recognize the connection between early childhood educators and quality – including compensation and degrees.

(% Rating Components of ECE Programs as Extremely/Very Important for Ensuring Quality)

- Has patient and compassionate teachers: 49% Ext. Impt., 93% Very Impt.
- Emphasizes language and literacy: 45% Ext. Impt., 90% Very Impt.
- Promotes positive social and emotional development: 45% Ext. Impt., 88% Very Impt.
- Emphasizes math skills and problem solving: 42% Ext. Impt., 88% Very Impt.
- Has teachers who meet state and local standards: 41% Ext. Impt., 85% Very Impt.
- Has teachers who are well-compensated: 36% Ext. Impt., 85% Very Impt.
- Has teachers and staff with degrees in child development and/or early childhood education: 38% Ext. Impt., 84% Very Impt.
- Keeps a low student-to-teacher ratio: 38% Ext. Impt., 84% Very Impt.
Voters recognize many positive attributes of early childhood educators and the role they play.

(% of Voters Saying Various Phrases are Accurate Descriptions of Early Childhood Educators)

- Play a critical role in helping children grow and develop: 92%
- Genuinely care for the children they teach: 89%
- Are compassionate: 89%
- Need specialized training to be effective: 87%
- Are an essential part of our education system: 86%
- Are creative: 85%
- Are smart: 84%
- Put children’s interests before their own: 82%
Voters overwhelmingly *reject* the idea that early childhood educators have “easy jobs.”

(% of Voters Saying Various Phrases are Accurate Descriptions of Early Childhood Educators)

<table>
<thead>
<tr>
<th>Description</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can make a long-term career of their work in early education</td>
<td>78%</td>
</tr>
<tr>
<td>Are highly-skilled</td>
<td>76%</td>
</tr>
<tr>
<td>Are appropriately trained for their jobs</td>
<td>74%</td>
</tr>
<tr>
<td>Are valued by the community</td>
<td>69%</td>
</tr>
<tr>
<td>Work part-time</td>
<td>57%</td>
</tr>
<tr>
<td>Are likely to quickly move on to other careers</td>
<td>55%</td>
</tr>
<tr>
<td>Are paid, on average, about the same as fast food workers</td>
<td>47%</td>
</tr>
<tr>
<td>Are easily replaceable</td>
<td>37%</td>
</tr>
<tr>
<td>Are equivalent to a local babysitter</td>
<td>32%</td>
</tr>
<tr>
<td>Have fairly easy jobs</td>
<td>23%</td>
</tr>
</tbody>
</table>

Q11. I’m going to read you a list of phrases that may or may not describe people who work as early childhood educators. Please tell me whether you feel each phrase is generally an accurate or an inaccurate description of early childhood educators.
Defining and Growing the Profession
I have always loved working with children
I wanted to help young people develop their skills and be ready to succeed in school
Someone encouraged me to pursue a position in early childhood education
I became interested in the subject while pursuing a college degree
I had a child/children and wanted to learn more about caring for them
It is a job I could get without needing a Bachelor’s Degree

Educators say the opportunity to work with children and help them succeed was what attracted them to the field.

For each of the following reasons, please choose how important they were for you in choosing to become an early childhood educator?

- Ext. Impt.
- Very Impt.

Q10.
The vast majority of educators say they want to make early childhood education their long-term career.

Do you plan to keep working for the long term as an early childhood educator serving children five or younger? Please rate the likelihood of early childhood education being your long-term career on a 0-100 scale, where 0 means you definitely will not continue in the field in the long term, 100 means you definitely will and 50 means you are unsure.

Mean Score: 83.8

Q15.
Educators with the lowest household incomes are somewhat more likely to expect to pursue other careers.

**Interest in Continuing as an Educator, by Household Income**

- **<$30,000**
  - 0-50 (Definitely Will Not Continue): 19%
  - 51-80: 19%
  - 81-99: 24%
  - 100 (Definitely Will Continue): 39%

- **$30,000-$60,000**
  - 0-50: 13%
  - 51-80: 18%
  - 81-99: 26%
  - 100: 43%

- **$60,000+**
  - 0-50: 13%
  - 51-80: 15%
  - 81-99: 29%
  - 100: 42%
Educators say the lack of sufficient pay and benefits were the major obstacles to becoming an early childhood educator.

How much of an obstacle were each of the following challenges you faced in the process of becoming an early childhood educator? Would you say they were a major obstacle, minor obstacle, not an obstacle at all or you think it does not apply to you?

- Finding an available job with sufficient salary and benefits: 53% major obstacle, 47% minor obstacle, 79% total.
- Affording the cost of a college degree: 42% major obstacle, 58% minor obstacle, 69% total.
- Finding an available job that matched your skills: 16% major obstacle, 84% minor obstacle, 48% total.
- Navigating the process of getting a college degree: 16% major obstacle, 84% minor obstacle, 46% total.
- Understanding the various requirements for becoming a teacher: 9% major obstacle, 91% minor obstacle, 39% total.
Low pay is seen as by far the biggest challenge facing current early childhood educators.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>One of the Biggest</th>
<th>A Big Challenge</th>
<th>% of Educators Labeling Factors a Challenge to Continuing in Their Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low pay</td>
<td>62%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Lack of respect for the importance and difficulty of the work you do</td>
<td>44%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Lack of employment benefits, such as health care</td>
<td>38%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Paperwork and bureaucracy</td>
<td>24%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Lack of defined opportunities for professional advancement</td>
<td>20%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Lack of mentoring and career guidance</td>
<td>13%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Difficulty balancing the needs of your own family and working as an early childhood educator</td>
<td>13%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Lack of opportunities for education and training to help prepare you to be a teacher</td>
<td>11%</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Difficult work schedule</td>
<td>9%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

Q23. Below you will find a list of things that some people consider to be challenges facing early childhood educators that have led some to switch to other professions. Please rate them in terms of how challenging they have been for you personally. The choices are: one of the biggest challenges, a big challenge, a small challenge, not a challenge at all.
Educators of color express more concern than do whites about mentoring and training.

(Q23. Below you will find a list of things that some people consider to be challenges facing early childhood educators that have led some to switch to other professions. Please rate them in terms of how challenging they have been for you personally. The choices are: one of the biggest challenges, a big challenge, a small challenge, not a challenge at all.)

<table>
<thead>
<tr>
<th>Program Characteristics</th>
<th>All Educators</th>
<th>Latinos</th>
<th>African-Americans</th>
<th>Asians/Pacific Islanders</th>
<th>Whites</th>
<th>Educators of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low pay</td>
<td>84%</td>
<td>85%</td>
<td>84%</td>
<td>86%</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>Lack of respect for the importance and difficulty of the work you do</td>
<td>72%</td>
<td>65%</td>
<td>68%</td>
<td>75%</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>Lack of employment benefits, such as health care</td>
<td>62%</td>
<td>65%</td>
<td>61%</td>
<td>60%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Paperwork and bureaucracy</td>
<td>53%</td>
<td>58%</td>
<td>52%</td>
<td>57%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>Lack of defined opportunities for professional advancement</td>
<td>53%</td>
<td>59%</td>
<td>57%</td>
<td>64%</td>
<td>51%</td>
<td>59%</td>
</tr>
<tr>
<td>Lack of mentoring and career guidance</td>
<td>40%</td>
<td>50%</td>
<td>44%</td>
<td>56%</td>
<td>37%</td>
<td>48%</td>
</tr>
<tr>
<td>Difficulty balancing the needs of your own family and working as an early childhood educator</td>
<td>38%</td>
<td>40%</td>
<td>36%</td>
<td>46%</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>Lack of opportunities for education and training to help prepare you to be a teacher</td>
<td>32%</td>
<td>47%</td>
<td>41%</td>
<td>37%</td>
<td>27%</td>
<td>43%</td>
</tr>
<tr>
<td>Difficult work schedule</td>
<td>29%</td>
<td>31%</td>
<td>28%</td>
<td>42%</td>
<td>27%</td>
<td>31%</td>
</tr>
</tbody>
</table>
The government may increase funding for early childhood education, including increasing pay for educators. Do you think it is fair to require current and future early childhood educators to meet a baseline set of qualifications in order to receive this higher salary and benefits?

- Yes: 83%
- No: 12%
- Prefer not to answer: 5%

Educators are very open to the concept of increased requirements…
Educators respond strongly to messages emphasizing their ability to make a difference in the lives of young children.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Convincing (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(REWARDING) Early childhood education is a very rewarding career. Educators have the ability to nurture, educate, and lay a foundation that will last a lifetime. Early childhood educators do not simply teach – they transform lives.</td>
<td>72%</td>
</tr>
<tr>
<td>(ROLE MODELS) Early childhood educators are role models in the lives of the children they serve. Educators support children’s natural curiosity, help them solve problems, provide them with comfort, help them make new friends, follow rules, set boundaries, be an example in their lives and have fun.</td>
<td>71%</td>
</tr>
<tr>
<td>(SCHOOL SUCCESS) Becoming an early childhood educator is an opportunity to lay the foundation for children’s school success. Studies routinely show that children who attend early childhood education programs with well-trained teachers enter kindergarten ready to learn, do better in school and have more productive lives.</td>
<td>69%</td>
</tr>
<tr>
<td>(MAGIC MOMENTS) Early childhood educators get to experience many magical moments every day when they see the pride on the face of a young child who has learned a new skill and they know they have made a difference in that child’s life.</td>
<td>67%</td>
</tr>
</tbody>
</table>

Q29. Below are a series of statements encouraging people to consider a career as an early childhood educator. Please choose whether you find it very convincing, somewhat convincing, or not convincing as a reason to pursue a lifelong career in early childhood education. If you do not believe the statement, you can choose that also.
Investing in the Profession
Most voters believe that early childhood educators are paid too little.

Thinking of the early childhood educators who serve children in your community in the years before they enter kindergarten, do you think they are paid too little, too much or about right?

- Too little: 61%
- Too much: 3%
- About right: 18%
- Don’t know/NA: 18%
Voters are split on requiring degrees first or increasing pay first.

Which of the following statements about this idea comes closest to your opinion?

SOME/OTHER PEOPLE say we should increase wages for early childhood educators **before** we require higher educational standards. Talented people will never seek the education or training to be educators unless they know they can make a reasonable living at it.

OR

SOME/OTHER PEOPLE say we should require higher educational standards for early childhood educators **before** we increase their wages. We should be sure we have enough skilled and trained workers before we start to pay them more.

Both/Neither/Don't know/NA
Voters continue to support an investment in ECE with the understanding that it would increase wages.

I’d like to return to the idea I mentioned a few moments ago, of increasing federal/state to support early childhood education services, and make high-quality, affordable early education more available to parents. Suppose you knew that this additional funding would be primarily dedicated to increasing wages for early childhood educators, with the goal of reducing turnover in the field and recruiting and retaining more highly-qualified teachers.

**Initial Support**
- **Strongly Support**: 63%
- **Somewhat Support**: 17%
- **Somewhat Oppose**: 6%
- **Strongly Oppose**: 9%
- **Undecided**: 4%

**Total Support**: 80%

**If Dedicated to Wages**
- **Strongly Support**: 64%
- **Somewhat Support**: 18%
- **Somewhat Oppose**: 4%
- **Strongly Oppose**: 9%
- **Undecided**: 4%

**Total Support**: 82%

Q7 Total/Q12 Total. Would you support or oppose this proposal to increase funding for early childhood education?
Voters see several compelling reasons to support wage increases for early childhood educators.

(% Very Convincing)

(BRAIN DEVELOPMENT) Research shows that a child’s brain develops most dramatically during the first five years of life. This critical period is a window of opportunity to lay the foundation for all of the years that follow. It takes appropriate salaries and benefits to recruit and retain the best educators to work with our children during this critical period of their development.

61%

ROLE MODELS) Early childhood educators are role models in the lives of the children they serve. Educators support children’s natural curiosity, help them solve problems, provide them with comfort, help them make new friends, follow rules, set boundaries, be an example in their lives and have fun.

58%

(SCHOOL READINESS) Paying our early childhood educators fairly will improve the quality of preschools, which will strengthen K-12 education. Studies show that kids who go to pre-school are better prepared to learn, more likely to read by the fourth grade and more likely to graduate and go on to college.

58%

Q15. Here are a series of statements from people who support providing increased public funding to increase wages for early childhood educators. Please tell me whether you find it very convincing, somewhat convincing, or not convincing.
Voters are more likely to call early childhood educators “extremely important” after messaging.

How important would you say early childhood educators are to your local community?

<table>
<thead>
<tr>
<th></th>
<th>Initial Perception</th>
<th>After Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Important</td>
<td>44%</td>
<td>58%</td>
</tr>
<tr>
<td>Very Important</td>
<td>44%</td>
<td>27%</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Not Important</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Don’t know/NA</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Q2a/Q17.
THE APPROACH
The Current Landscape

- System Elements Exist butDisconnected
- Variation by State
- Variation by Setting
- Market Supply and Demand
- Role of Child Care/Early Learning
- Wages and Compensation
The Opportunity

Science

Policy

Practice
Theory of Change

The Image of the Profession

Defining and Growing the Profession

Investing in the Profession
# Core Components of a Profession

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinct Role in Society</td>
</tr>
<tr>
<td>Distinct Responsibilities</td>
</tr>
<tr>
<td>Code of Ethics</td>
</tr>
<tr>
<td>Expectations and Standards for Practice</td>
</tr>
<tr>
<td>Competencies</td>
</tr>
<tr>
<td>Educational Requirements for professional entry</td>
</tr>
<tr>
<td>Examination or assessment requirements for professional entry</td>
</tr>
<tr>
<td>Experience, practicum, or clinical requirements for professional entry</td>
</tr>
<tr>
<td>Accreditation of professional preparation programs in IHE or other approved sources</td>
</tr>
<tr>
<td>Government agency that issues license to practice (initial and renewal)</td>
</tr>
<tr>
<td>Government agency that penalizes licensed professionals who violate professional norms or threaten public safety</td>
</tr>
</tbody>
</table>
Creating a Professional Field of Practice

Establish a shared framework of career pathways, knowledge and competencies, qualifications, standards and compensation that unifies the entire early childhood education profession, ages birth through 8, across all settings.

Develop a comprehensive policy and financing strategy for the systemic adoption and implementation of the shared framework.
## How Do We Get There?

### 8 Decision Cycles

- **Professional Identity and Boundary**
- **General Competencies (know, understand and demonstrate)**
- **Specialized Competencies (know, understand and demonstrate)**
- **Competency Attainment Source (IHE/Non-IHE)**
- **Qualifications and Pathways (Levels of Mastery)**
- **Compensation Recommendation (per Mastery)**
- **Required Accountability and Quality Assurance (certification/approved competency source)**
- **Required Support and Infrastructure**
How Do We Get There? Structure

National Taskforce
Practitioners and Researchers
Stakeholders
Timeline

2016
- Conceptualization
- Research
- Planning

2017-2018
- National Taskforce Deliberations
- Iterative Feedback from the Field
- Partnerships with Allied Organizations

2019
- Finalized Framework
- Model Legislation
Important Considerations

• Science drives the agenda (IOM/NAS Report)
• Professional Field of Practice
• Take advantage of existing systems
• Marketplace is unique
• Essential role of higher education
• Alignment between access and quality
• Simultaneous effort on knowledge, skills and competencies and wages and compensation
Additional Resources

- National Academies—Transforming the Workforce
- NAEYC (www.naeyc.org/profession)
- P2P@naeyc.org (sign up for our mailings)
- Center for the Study of Child Care Employment