



Early Childhood Policy and Practice in the Time of COVID-19

Dr. Mark Nagasawa

Director, Straus Center for Young Children and Families

Emily Sharrock

Associate Vice President, Bank Street Education Center

Welcome and Introductions

- ◎ Name, Organization, Role
- ◎ Why are you interested in this session?
- ◎ Please describe your university's early childhood education program.



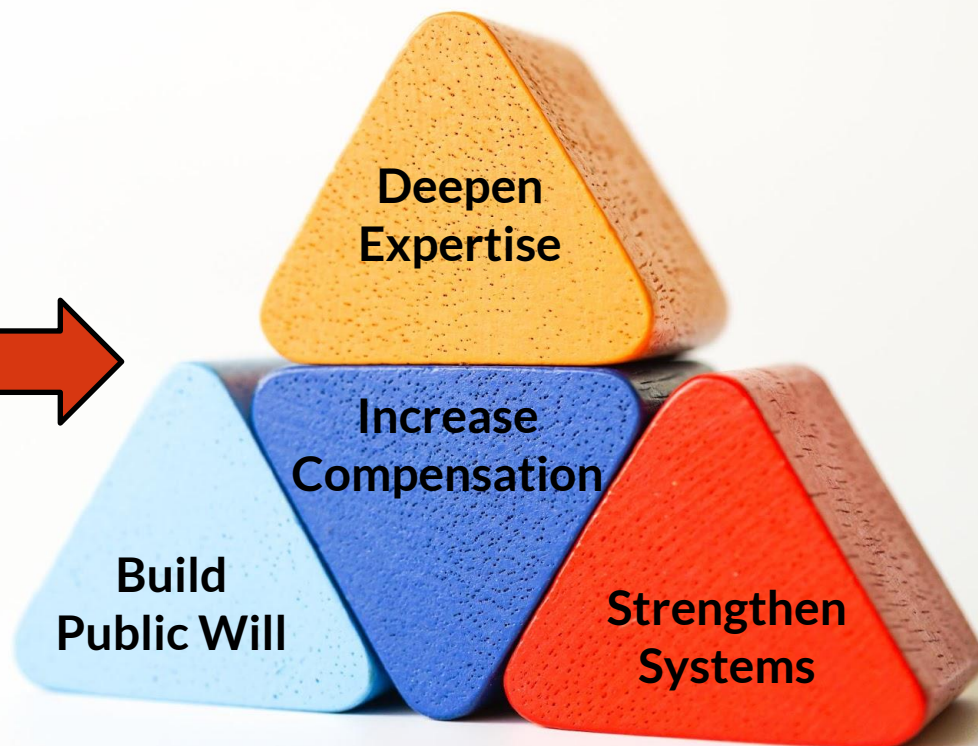
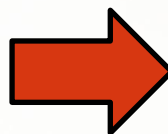
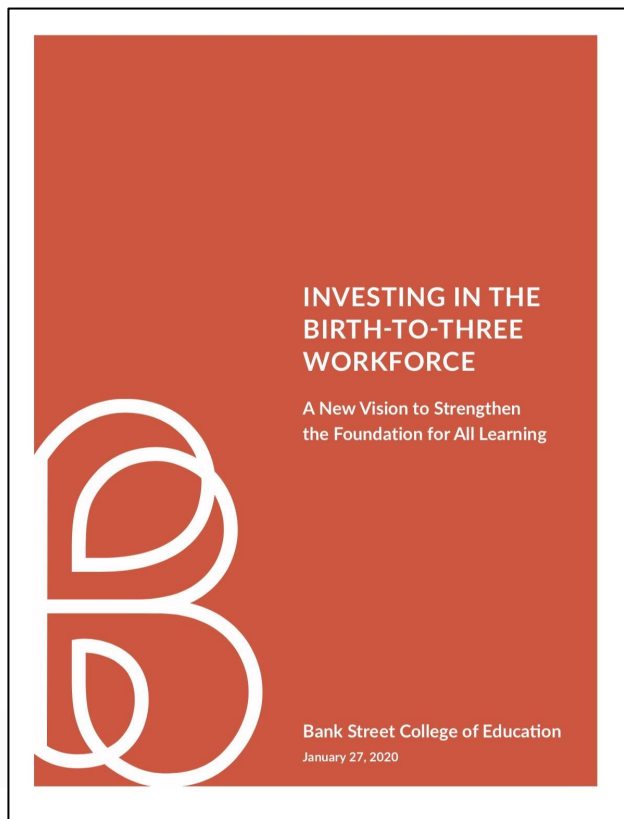


Using Research to Inform Policy Partners

*Sharing child care providers' experiences during the height of
COVID-19*

Our Vision for Change

Bank Street published “Investing in the Birth-to-Three Workforce: A New Vision for the Foundation of All Learning,” in January 2020.



Current Status of Early Educator Workforce and Pipeline

- ◎ COVID has decimated the child care industry and further accentuates need for a robust pipeline of educators
 - Since the start of the pandemic, **250,000 providers** have left the child care industry¹
- ◎ **Few or no required credentials and poverty wages** for birth to three educators has led to little demand for higher education programs focused on this age group^{2 3}





*“Even if we fix financing, get compensation right, and ensure a diverse workforce, if the **content and approach of teacher preparation** hasn’t been altered, we still run the risk of too few children realizing their full potential. For me, this outcome is unacceptable.”⁴*

Tammy Mann, PhD, President & CEO of The Campagna Center
From: [Moving Beyond False Choices for Early Childhood Educators](#)

What are the biggest gaps?

Gaps are created by a persistent societal belief that caring for the youngest children does not require specialized knowledge or skills.



- © Lack of focus on the development and care of children ages birth-to-three in state credential requirements and higher education programs⁵
- © Lack of research about effective preparation for early childhood educators⁶
- © Many ECE programs are divided by narrow age bands, resulting in barriers to creating a coherent ECE workforce⁷

Recommendations to Strengthen IHE's Contributions?

What opportunities exist to reimagine ECE teacher preparation, not only in terms of the pandemic, but also in response to movements for racial justice and equity?



- ◎ What changes are needed to generate more investment from IHE in supporting infant toddler educators? How do we get there?
 - What policy changes can serve as the catalyst?
 - How has COVID shifted the landscape?
 - What support do IHEs need (and are willing to accept) to expand/strengthen infant/toddler coursework?
 - What else?

Citations

1. US Bureau of Labor Statistics. (14 Oct. 2020). Retrieved from <https://beta.bls.gov/dataViewer/view/timeseries/CES6562440010>.
2. Power to the Profession. (July 2019). Decision cycles 3,4,5+6: Pathways, preparation, and compensation. Retrieved from <https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456>.
3. Institute of Medicine and National Research Council. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. Washington, D.C.: The National Academies Press. <https://doi.org/10.17226/19401>.
4. Mann, T. (2 Oct. 2018). Preparing Competent Early Childhood Educators: Is Higher Education Up to the Task? New America. Retrieved from <https://www.newamerica.org/education-policy/edcentral/preparing-competent-early-childhood-educators-higher-education-task/>
5. National Center on Child Care Professional Development Systems and Workforce Initiatives. (2014). Strengthening the early childhood and school-age workforce: A tool to improve workplace conditions, compensation, and access to professional development. Washington, DC: ZERO TO THREE.
6. Kelley, P. Camilli, G. (2007). The impact of teacher education on outcomes in center-based early childhood education programs: A meta-analysis. National Institute for Early Education Research (NIEER) Working Paper.
7. Kostelnik, M. (2020). What Does Higher Education Need to Do to Regain Its Stature as a Gateway to the ECE Profession? New America. Retrieved from <https://www.newamerica.org/education-policy/reports/moving-beyond-false-choices-for-early-childhood-educators-a-compendium/what-does-higher-education-need-to-do-to-regain-its-stature-as-a-gateway-to-the-ece-profession/>