

# The First 1,000 Days: Vulnerability and Opportunity in Early Child Education

## *ISPPR: Early Education for At-Risk*

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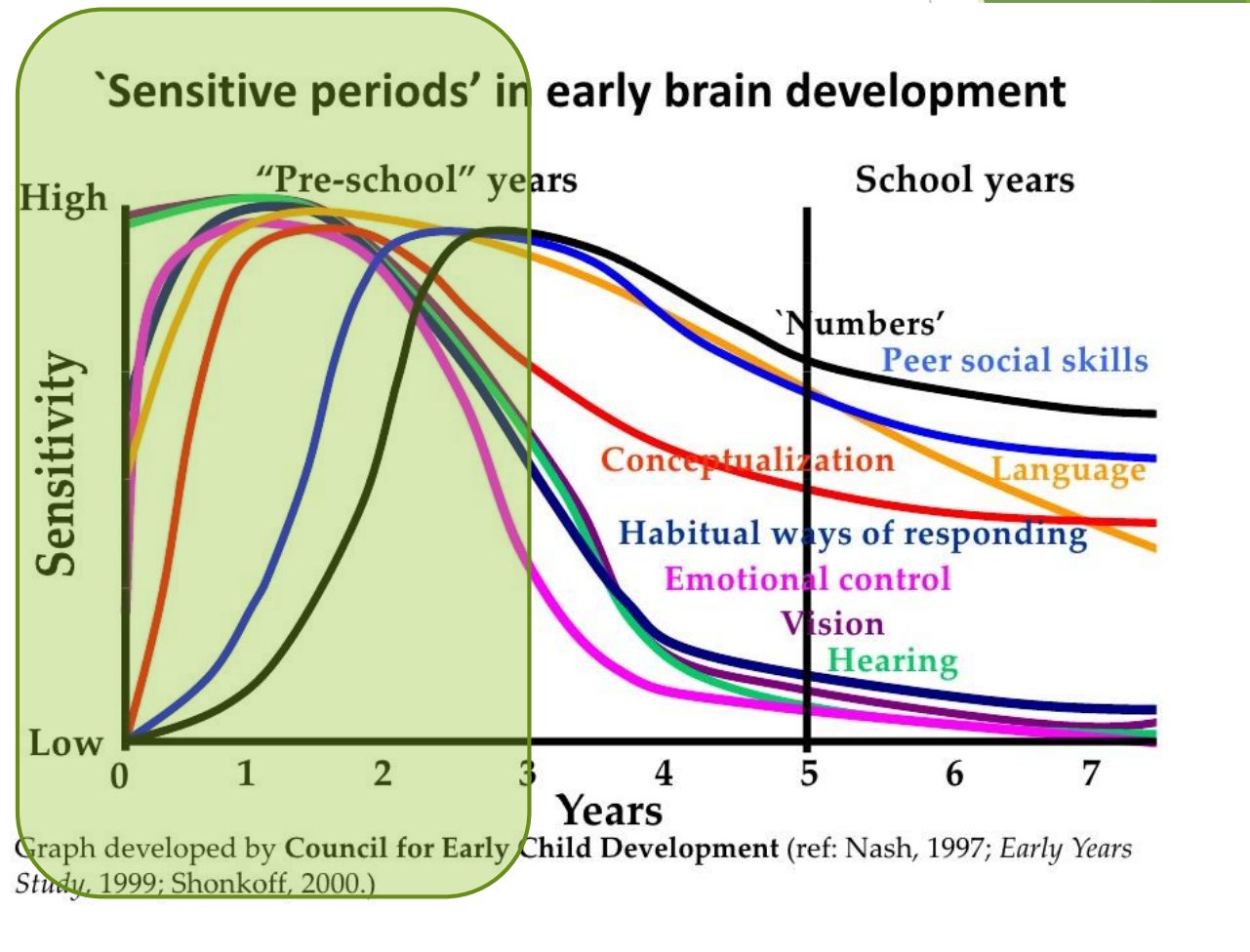
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# The First 1,000 Days

## Greatest Opportunity

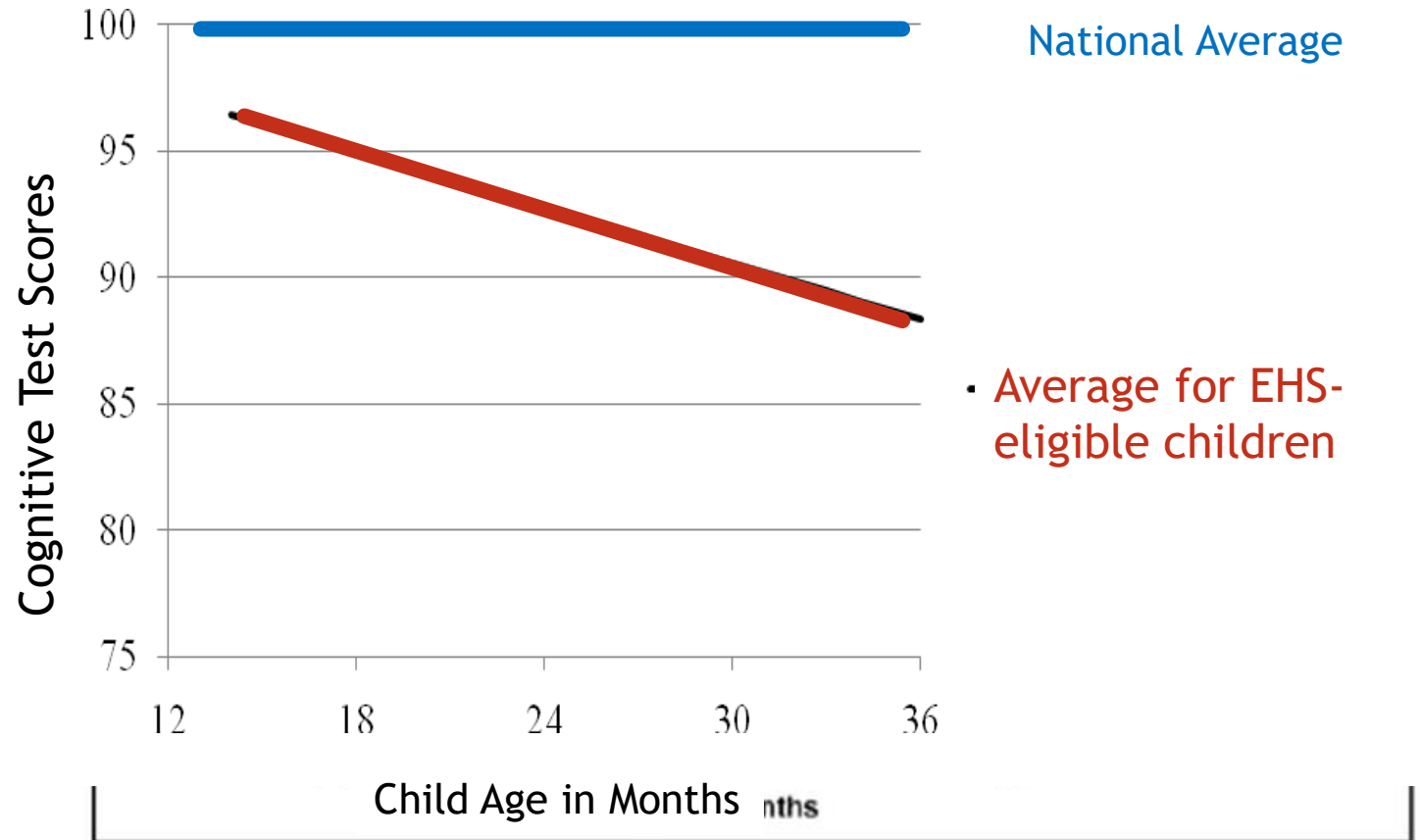
- ▶ Fastest brain development
- ▶ Peak sensitivity for learning:
  - ▶ Sensory skills
  - ▶ Emotion control
  - ▶ Habits
  - ▶ Conceptualization
  - ▶ Language
  - ▶ Peer skills
  - ▶ Numbers
- ▶ Foundational skills > school readiness > long-term outcomes



# The First 1,000 Days

## Greatest Vulnerability

- ▶ Trauma and toxic stress
  - ▶ 27% maltreatment victims < 3 years
- ▶ Disparate learning environments
  - ▶ Language environment
  - ▶ Home learning environment
  - ▶ Family conflict
  - ▶ Quality of early care & education
- ▶ Economic disparities in:
  - ▶ Language skills
  - ▶ Social-emotional skills
  - ▶ Cognitive skills

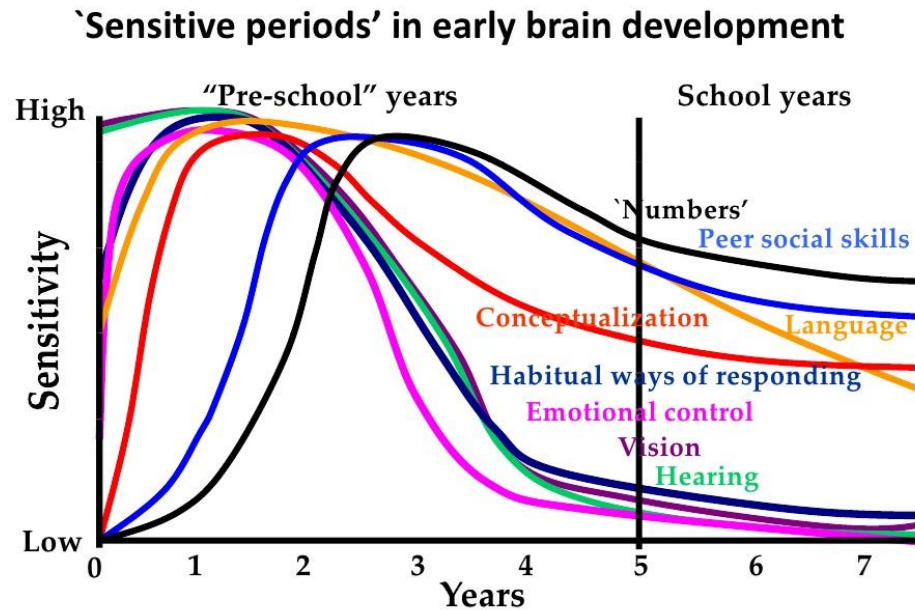


Hart & Risley (1995) via: <http://www.babyspeech.com/30-million-word-gap.html>

Ayoub et al (2009). Cognitive Skill Performance among Young Children Living in Poverty: Risk, Change, and the Promotive Effects of Early Head Start

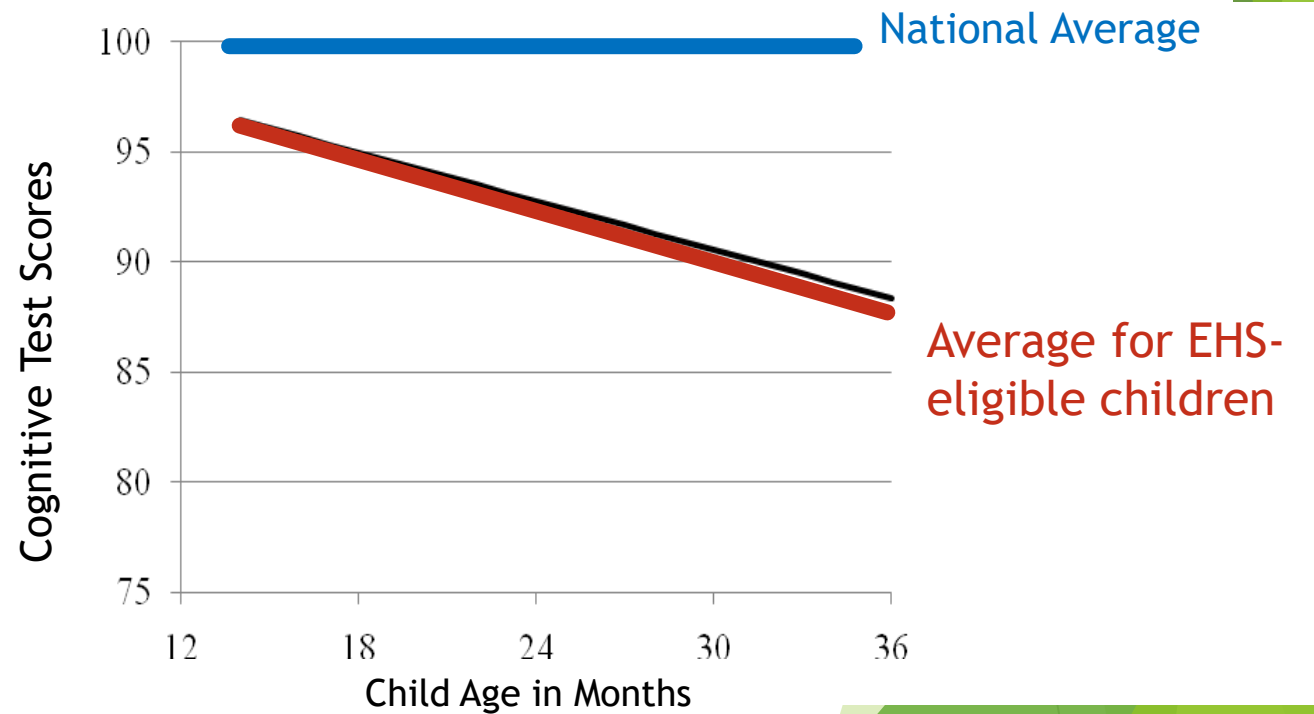
# The First 1,000 Days

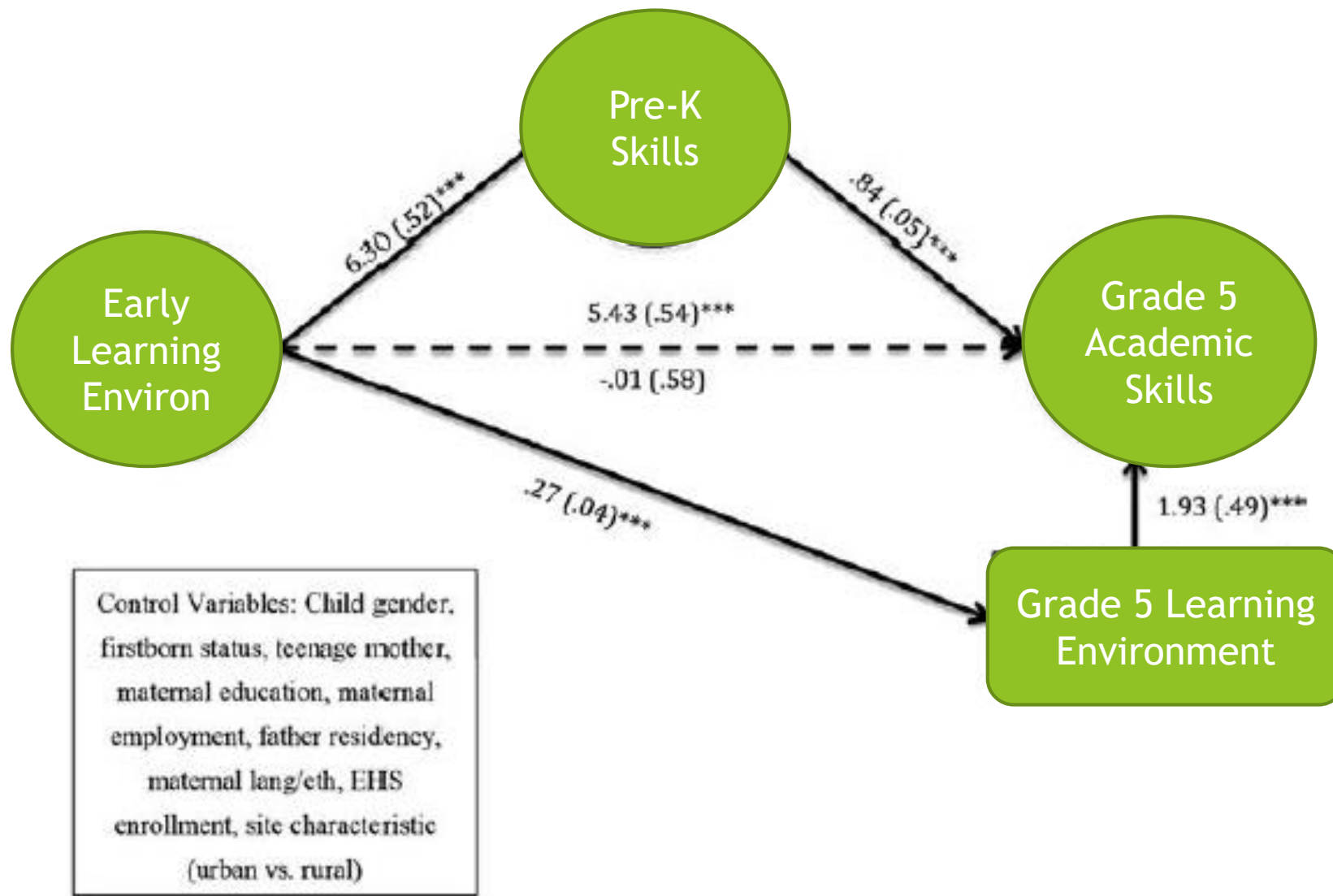
Greatest Opportunity



Graph developed by Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000.)

Greatest Vulnerability

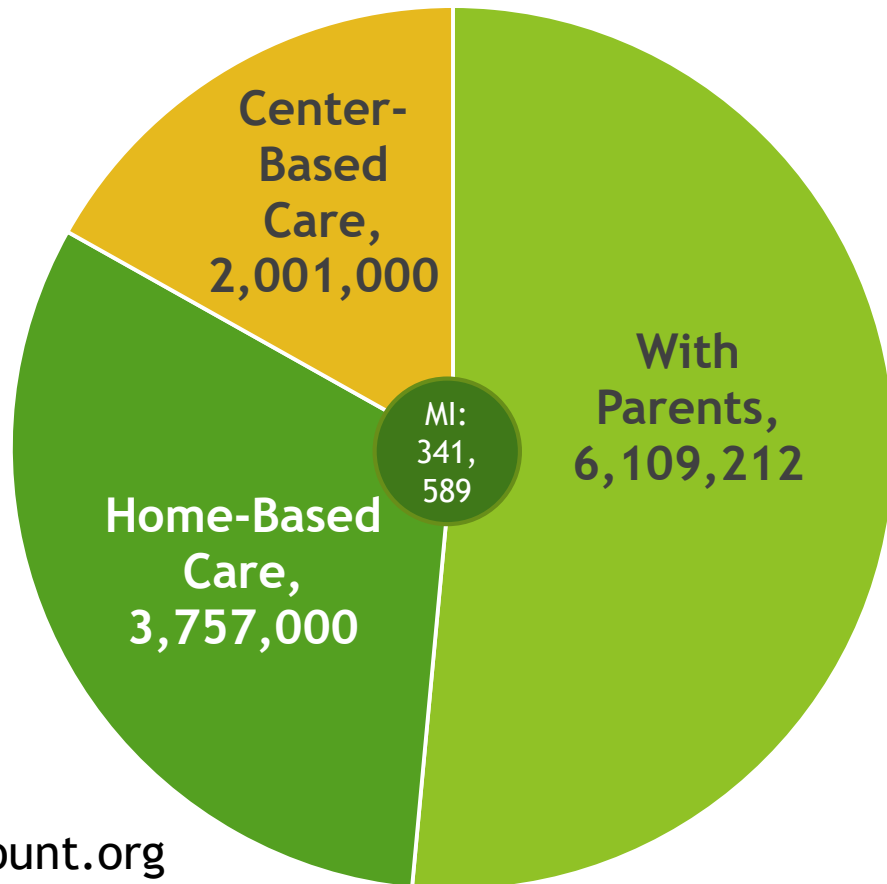




**Figure 2.** Simplified structural equation model: PreK skills and 5th grade learning environment fully mediated the longitudinal association between early learning environment and 5th grade academic skills. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ . + $p < .10$ .

# Greatest Opportunity to Intervene: Early Care & Education Birth to Age 3

US Babies in Child Care & Education 2013



- ▶ 49% of US babies in ECE
- ▶ Estimated 167,379 Michigan babies currently in ECE
- ▶ Each educator works with 4-12 babies/ year
  - ▶ Ideally reaching families, too

KidsCount.org

NSECE Project Team (2014a, 2014b, 2015)



# The Birth to 3 Workforce

Educators support children best when they are...

- ▶ Knowledgeable
- ▶ Skilled
- ▶ Patient
- ▶ Intentional
- ▶ Responsive
- ▶ Joyful

Working with infants & toddlers is....

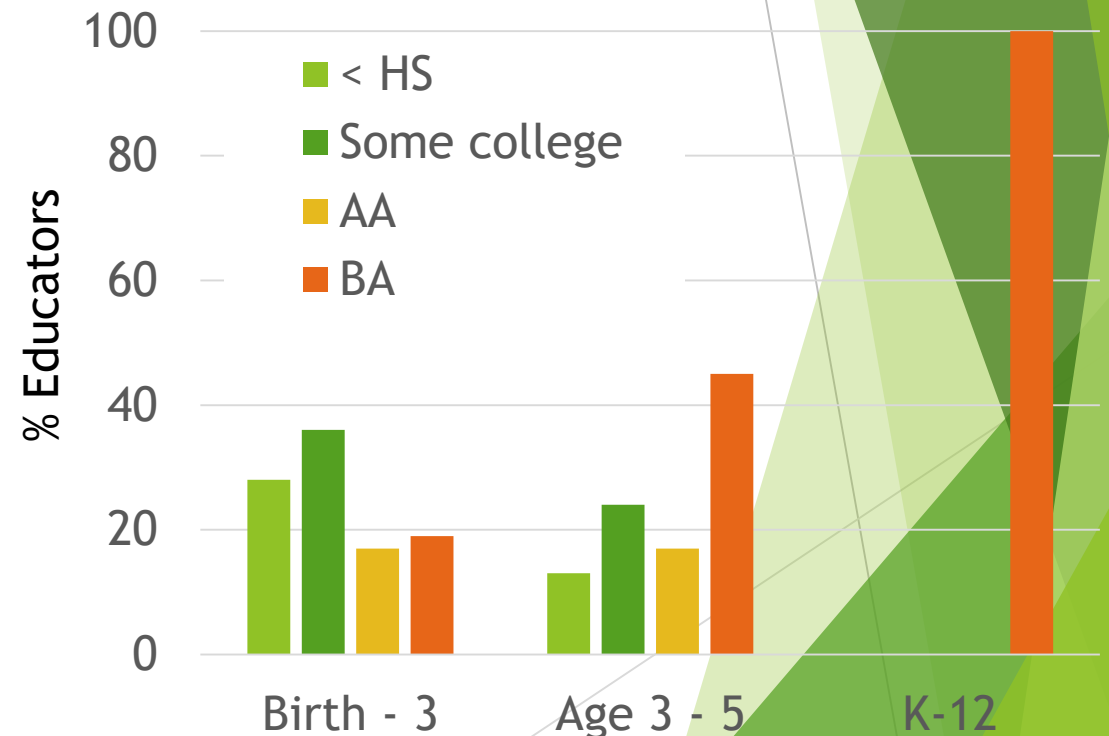
- ▶ Joyful
- ▶ Rewarding
- ▶ Cognitively Complex
- ▶ Emotionally Demanding
- ▶ Physically Exhausting
- ▶ Stressful
- ▶ Undervalued



The infant/ toddler workforce performs some of the most challenging and important - and *undervalued* - work in our society.

# Greatest Vulnerability: Under-Supported Birth-Age 3 Workforce

- ▶ Low Education
- ▶ No professional standards
- ▶ Few professional development opportunities
- ▶ No system for career development
- ▶ High turnover (> 28%)



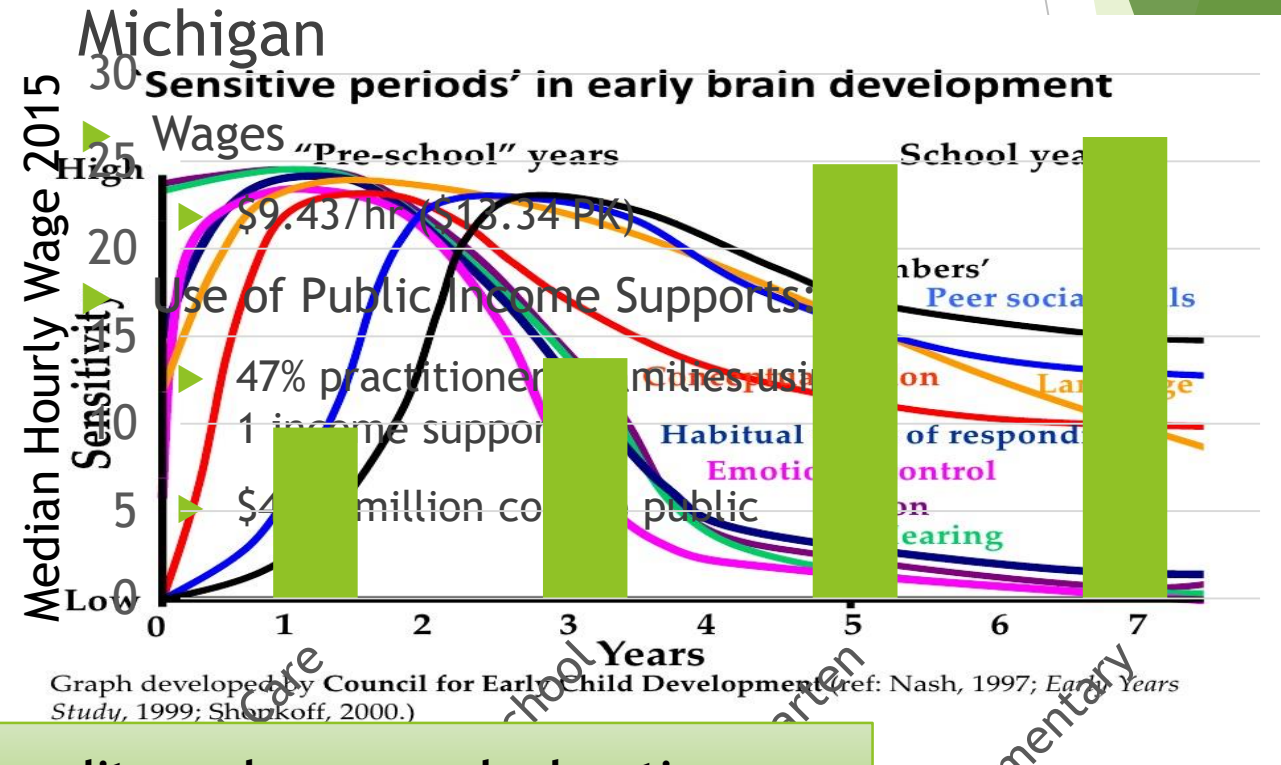
NSECE Project Team (2013)



# Greatest Vulnerability: Under-Supported Birth-Age 3 Workforce

## United States

- ▶ Wages
  - ▶ \$9.77/hr (\$13.74 PK)
- ▶ Use of Public Income Supports:
  - ▶ 46% practitioners' families using  $\geq$  1 income supports
  - ▶ \$1.5 billion cost to public

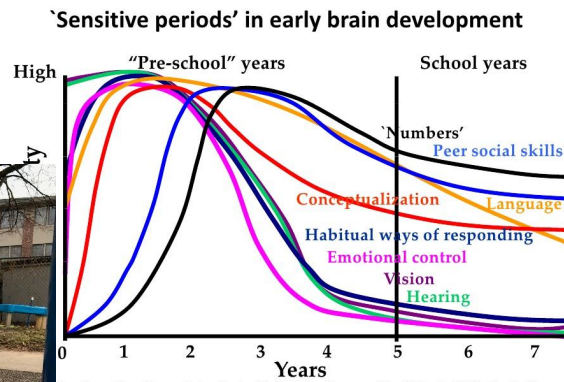


**We are paying the price for low-quality early care and education, rather than paying the cost of high-quality care and education.**

# The First 1,000 Days

## Greatest Opportunity

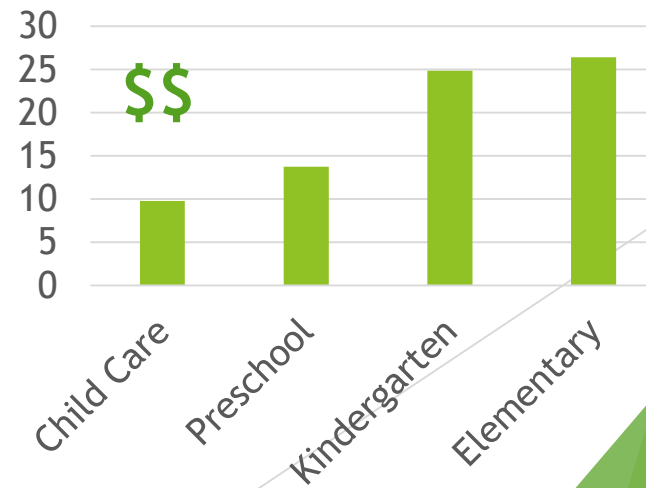
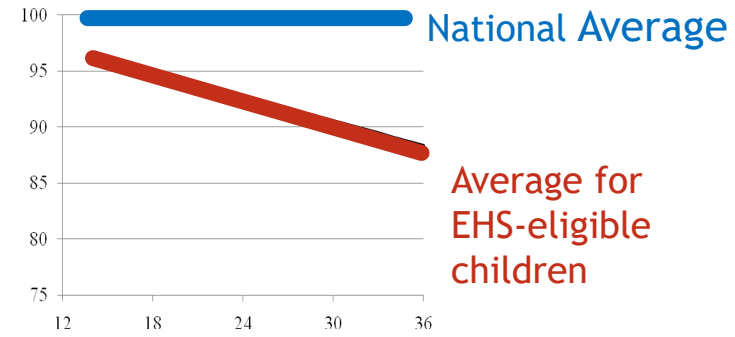
- ▶ Birth - 3 Workforce



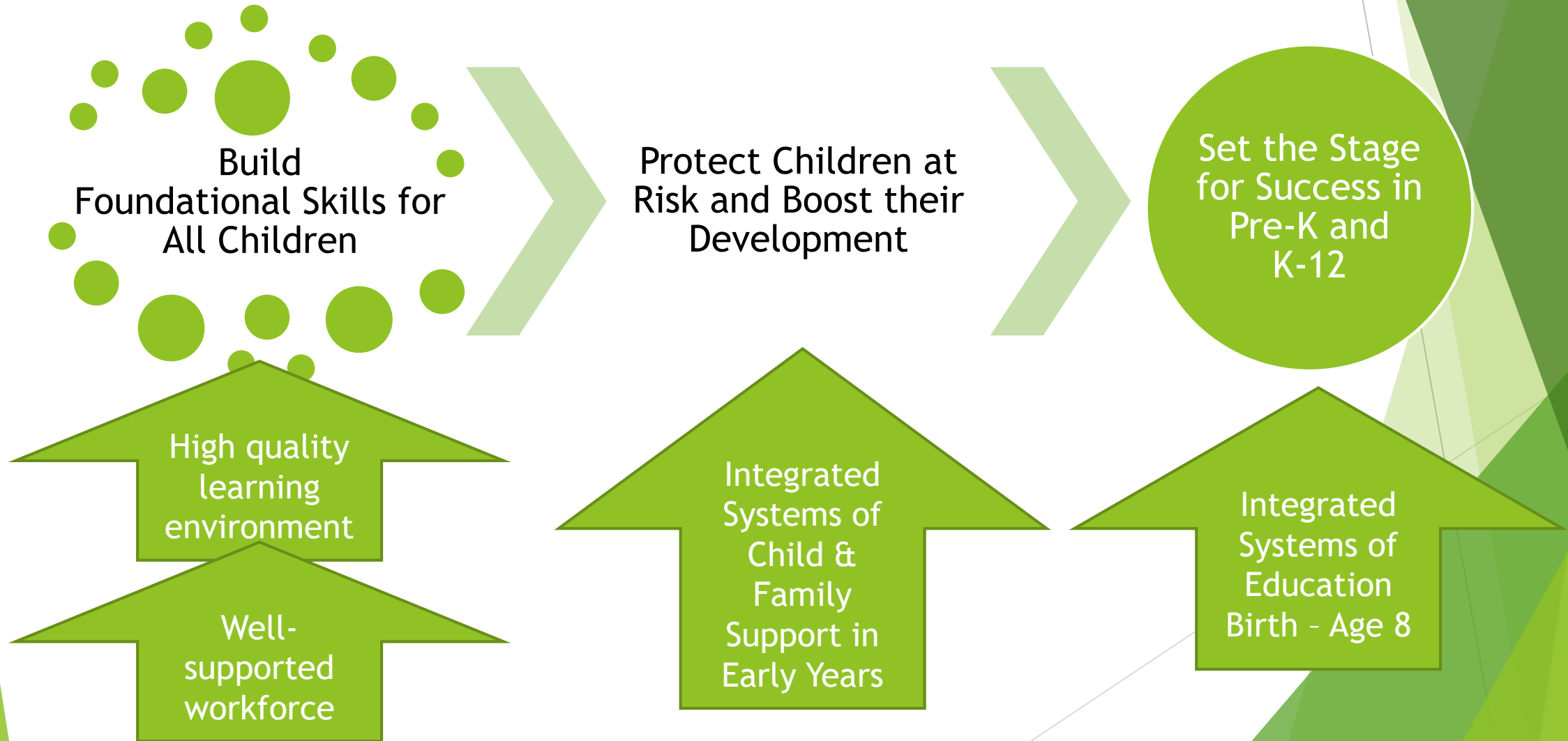
developed by Council for Early Child Development (ref: Nash, 1997; *Early Years* 1999; Shonkoff, 2000.)

## Greatest Vulnerability

- ▶ Poor supports



# We Need Birth-3 Education to be a Strong Foundation in an Integrated System



# What Can We Do? A lot!

- ▶ Michigan leads in initiatives to support babies in family context
  - ▶ Infant Mental Health
  - ▶ Birth Mandate
  - ▶ Trauma-informed care
- ▶ Current efforts for Birth-3 Workforce:
  - ▶ Infant/toddler Career Pathways Workgroup
  - ▶ T.E.A.C.H. fellowships for early child educators in higher education
- ▶ Lots more to do!

Early Childhood Workforce Policies		
Qualifications	BA for all pre-K teachers?	Yes
	At least CDA or vocational training for licensed providers?	No
QRIS and work environment	Paid time in professional development?	No
	Paid planning and/or preparation time?	No
	Salary schedule/benefits?	Yes
	Same for home providers?	Yes
Compensation strategies	Salary parity for pre-K teachers?	No
	Wage supplement?	No
Financial resources	State reported extra CCDBG spending?	No
	State applied for federal grant?	Yes
	Ratio of pre-K to K-12 spending over 50%?	No
Workforce data	Formal data collection mechanism?	No
	Includes compensation?	No
	Reports data publicly?	No
	Comprehensive?	No

# What Can We Do?

## Families are part of the equation

Michigan  
Status

- ▶ Educator-family partnerships are necessary in Birth -3
- ▶ Family-support policies make ECE more affordable

Family & Income Support Policies		
Income supports and child care assistance	Refundable Earned Income Tax Credit?	Yes
	Higher than federal minimum wage, indexed for inflation?	Yes
	Child care assistance income eligibility set at 85% of state median income or above?	No
	Refundable child care tax credit?	No
Supports for health and well-being	Paid sick days law?	No
	Paid family leave law?	No
	Expanded Medicaid eligibility?	Yes

Early Childhood Workforce Index 2016 - MICHIGAN,  
Center for the Study of Child-Care Employment

# Infant-Toddler Workforce Policy Resources

- ▶ The Heckman Equation: <https://heckmanequation.org/>
- ▶ The Early Childhood Workforce Index: <http://cscce.berkeley.edu/early-childhood-workforce-index/>
- ▶ The Early Childhood Workforce Index - 2016 - Michigan: <http://cscce.berkeley.edu/files/2016/Index-2016-Michigan.pdf>
- ▶ Infants and Toddlers in the Policy Picture: Self-Assessment Tool-Kit for States: <https://www.zerotothree.org/resources/359-infants-and-toddlers-in-the-policy-picture-a-self-assessment-toolkit-for-states>
- ▶ Building a Strong Infant-Toddler Workforce: <file:///C:/Users/vallotto/Downloads/How%20to%20Build%20a%20Strong%20Infant-Toddler%20Workforce.pdf>
- ▶ Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (2015): [https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a?gclid=EAlaIQobChMIldmX-sud1gIVBAhpCh1jrQGHEAAYASAAEgKll\\_D\\_BwE](https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a?gclid=EAlaIQobChMIldmX-sud1gIVBAhpCh1jrQGHEAAYASAAEgKll_D_BwE)



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