

# Transatlantic Forum on Inclusive Early Years



**POLICY & SYSTEM REFORM**

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**New York Early Childhood  
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*Developing Adults Working with Developing Children*



The City University  
of New York

[earlychildhoodnyc.org](http://earlychildhoodnyc.org)

# Demographics: New York City



## General Information

- 19.6 million people in New York City
- 4.3 million people identify as “foreign-born”
- 5.8 million people speak another language at home

Source: <http://quickfacts.census.gov/qfd/states/36000.html>

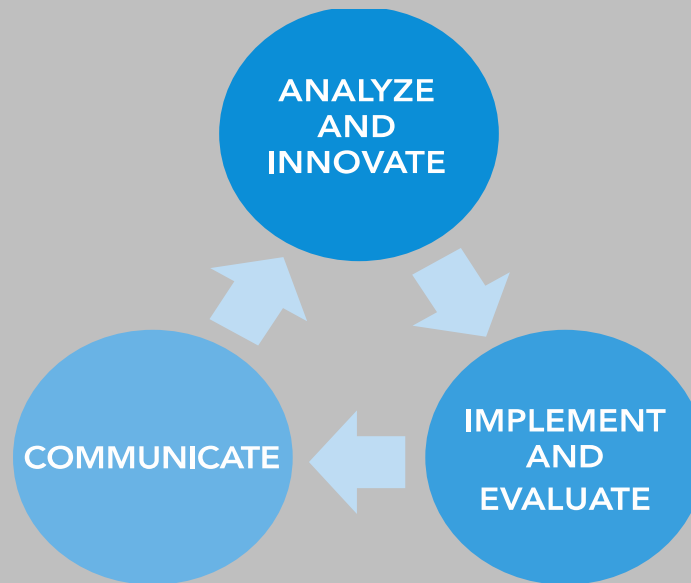
## Early Childhood

- 2500 licensed early childhood centers
- 8, 272 family childcare homes
- 22,000 unregulated family child care homes

# What Does PDI Do?



We analyze the current early childhood education landscape to identify opportunities and barriers to the delivery of excellent early childhood programs. By determining the policy, direct service or systems-building work that needs to be done, we develop a road map for our work.



# Systems Building



## Early Childhood System



## Professional Development System



*An integrated professional development system helps to develop and retain a knowledgeable and skilled workforce of effective, diverse, and adequately compensated professionals.*

*--Birth to Five Policy Alliance*



**New York Works For Children**

# Essential Competencies



## Knowledge

- Solid knowledge of child development
- Social systems theory
- Adult development
- Strategies to support English Language Learners
- Models and strategies to support inclusion.

## Skills and Dispositions

- Desire to establish mutual respect
- Ability to listen, observe, and reflect
- Openness to new perspectives
- Flexibility
- Awareness of own values and goals, personal history, cultural influences, and stage of adult development
- Awareness of their own beliefs about childhood and their role as a caregiver or teacher.

# Our Current Reality



Huge disparities exist in the quality and effectiveness of the professionals who work with children from low-income homes and those who work with their middle and upper-income peers.

# The Challenges to a Coordinated System



- Lack of systemization across Institutions of Higher Education
- Lack of systemization across community-based training providers (organizations and trainers)
- Low, inconsistent, or non-existent professional development requirements
- Lack of access to professional development
- Insufficient leadership development for ECE directors
- Inadequate coursework and experiences that reflect workforce needs, including the growing diversity (including a range of developmental needs) of children and families
- Inconsistent databases for tracking both education and training opportunities and teachers' professional development
- Low compensation and benefits

(Kagan, Kauerz, & Tarrant, 2008)



# System Reform-Related Initiatives



- Workforce Registry
- Career Ladder
- Early Learning Guidelines
- Higher Education Inventory
- Quality Rating and Improvement System
- Higher Education Collaborative
- Core Body of Knowledge

# Knowledge Framework



## New York State Prekindergarten Foundation for the Common Core



The New York State Education Department  
Albany, New York 12234  
[www.nysed.gov](http://www.nysed.gov)



## Core Body of Knowledge

New York State's Core Competencies for Early Childhood Educators



The third edition of the Core Body of Knowledge was sponsored by the New York State Office of Children and Family Services, funded by the federal Child Care and Development Fund and administered by the NYC Early Childhood Professional Development Institute.

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building knowledge • building careers

## New York State EARLY LEARNING GUIDELINES



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building knowledge • building careers • building futures

Head Start Framework • NYS Crosswalk

# References



Kagan, S. L., Kauerz, K. & Tarrant, K. (2008). *The early care and education teaching workforce at the fulcrum: An agenda for reform*. New York: Teachers College Press.