

*Six Principles In Early
Childhood Education*

A New Public Policy Debate

*Proposed by the
National Child Care Association*

May 2007





A New Public Policy Debate

The National Child Care Association (NCCA) calls for a new public policy debate to create core public policy principles that will enhance the availability of early childhood education programming for all children, Birth-Kindergarten.

Public Policy Goal

It is the public policy goal of NCCA that all children have access to age appropriate, full-year, full-day early childhood education opportunities that nurture their developmental needs and prepare them for school. In order to accomplish these goals, NCCA endorses the following principles concerning the early childhood education of children Birth-Kindergarten.

Principle 1 - Opportunities for Every Child

Every child should have the opportunity to access full-year, full-day early childhood education in age appropriate settings.

Principle 2 - Long-Term Sustainability

The long-term sustainability of high quality early childhood education requires investments from both the public and private sectors in the existing program infrastructure and delivery of services.

Principle 3 - Coordination

To ensure that children in their earliest years of learning and development are prepared for elementary and secondary school, the numerous early childhood education resources, programs, and funding should be coordinated at both the federal and state levels.

Principle 4 - Licensed Age Appropriate Environments

All early childhood education programs should be licensed and employ methodologies that address the developmental needs of children Birth-Kindergarten.

Principle 5 - Choice

Parents should have meaningful choices among a variety of early childhood education programs.

Principle 6 - Professional Workforce

High quality early childhood education requires a highly skilled and specialized workforce that is supported by ongoing professional development.

A New Public Policy Debate

The National Child Care Association (NCCA) calls for a new public policy debate to create core public policy principles that will enhance the availability of early childhood education programming for all children, Birth-Kindergarten.

Current brain research has dramatically influenced the understanding of how and when young children develop and learn, especially in the first three years of life.¹ As a result of this new information, early childhood education providers, and those who train and accredit them, have had to adjust their models of service delivery and evaluation to reflect these new perspectives.

As recently as 2004, it was consensus thinking that “pre-school” was the domain of five year olds. Over time that view changed to include four year olds, and ultimately three to five year olds. However, the preponderance of current research demonstrates that learning formally begins with birth and spirals exponentially from there. Mindful of this research and society’s responsibilities to families and children, NCCA calls for a new public policy debate to meet the needs of children from Birth-Kindergarten. NCCA recommends six core public policy principles that will create the vision and commitment to enhance the availability of early childhood education for all children.

The recent study by the National Center on Education and the Economy, as reported in the New Commission on the American Workforce report *Tough Choices or Tough Times*, articulates a vastly changing world and challenges everyone in education – especially early education – to rethink the U.S. delivery system. This report identifies the need to build “a high-quality, full service early childhood education system that will provide the foundation for a strong and effective workforce.”² Competing in tomorrow’s world is also a focus of the recent *Time* article, “How to Bring Our Schools Out of the 20th Century.” This article serves as a further call to refocus on how our children are educated, beginning with their earliest experiences.³ The report *Quality Counts 2007: From Cradle to Career* also calls for a retooling of the existing education system to include newborns as service receivers.⁴

To understand where research has taken educators over recent years, it helps to look at the early theories of brain development verses what is now known. This information has been succinctly captured in the School Readiness Briefing Paper, “Rethinking the Brain.”⁵ Old thinking linked brain development to genes. New research says that brain development hinges on interplay between genes and experiences. Old thinking reflected that experiences before age three had a limited impact on development in later life. New research notes that the nature and extent of adult capacities are decisively impacted by the earliest experiences. Old thinking linked positive experiences with primary caregivers as an aid to early development and learning. New research emphasizes that early interactions directly affect brain development. Old thinking believed that brain development was “linear.” In essence, “the brain’s capacity to learn and change grows steadily as an infant progresses toward adulthood.”⁶ New research states that brain development is not linear. “There are prime times for acquiring different kinds of knowledge and skills.”⁷ And, lastly, old thinking noted that the brain became more active as children advanced toward adulthood. New research states that “by the time children reach age three their brains are twice as active as those of adults.”⁸

“[D]ue to research programs such as those at the University of Washington and the efforts of non-profit organizations such as the Talaris Research Institute and the National Institute for Early Education Research, we have come to learn that the developing brain has enormous potential and power. We have also learned that when this new research is appropriately applied in quality early education and early care programs, the result is a foundation for success in the school years and beyond. Those children who enter and stay in quality early education and care programs arrive at the school door ready to learn, understand how to interact appropriately with adults and peers, and have better academic skills.”⁹

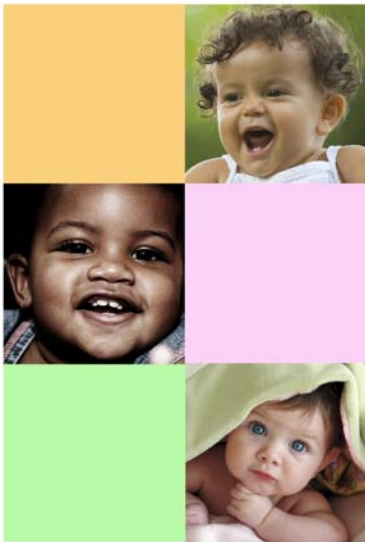
Public Policy Goal

It is the public policy goal of NCCA that all children have access to age appropriate, full-year, full-day early childhood education opportunities that nurture their developmental needs and prepare them for school. In order to accomplish these goals, NCCA endorses the following principles concerning the early childhood education of children Birth-Kindergarten.

New knowledge about the growth and development of the brain and the timing of how young children learn challenges early childhood education professionals and public policy makers to look at children’s developmental needs as a continuum that begins at birth. NCCA is suggesting a new system to be on a par in terms of investment, significance, and importance to existing elementary, secondary, and higher education systems. Learning begins at birth – children from their earliest days need stimulation and activity that support brain development.

“Waiting to support children until they reach age three or four is simply too late to support the optimal development of the most vulnerable babies and toddlers.”¹⁰





Principle 1 - Opportunities for Every Child

Every child should have the opportunity to access full-year, full-day early childhood education in age appropriate settings.

It has been shown over the years, beginning with the Perry Preschool Project, that when children come to school ready to learn, they have a better opportunity to succeed in school and ultimately in life.¹¹ School readiness does not mean accomplishment of rote learning. School readiness includes such characteristics as children showing curiosity and enthusiasm, having social maturity appropriate to their age, being healthy and well nourished, and being able to verbally communicate needs, wants, and thoughts. A “ready child” has social, emotional, physical, and cognitive abilities that will facilitate his or her transition from early childhood education to the next stages of learning and development.

It is the whole child that is to be nurtured and developed. There are optimal times in the development of the young child for brain wiring to occur. These correspond to the times many children are receiving early childhood education services.¹²

Discussion of the importance of the early years of a child’s life must be followed by actionable support at both the federal and state levels and in the private sectors. Basic government programs that pay for early childhood education services must have increased funding and mandates requiring that providers be paid at rates that sustain the provision of high quality services. Current federal policy allows states to pay for custodial care and, in so doing, limits the number of high quality providers available to families. Government, despite its investment in early childhood programs and its many calls for high quality, often is the conduit sustaining low quality.

“Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children’s cognitive and social development.”¹³

Principle 2 - Long-Term Sustainability

The long-term sustainability of high quality early childhood education requires investments from both the public and private sectors in the existing program infrastructure and delivery of services.

The recent discoveries about the growth and development of the brain in the early years and on the timing of how young children learn challenge early childhood education professionals and public policy makers to look at children’s developmental needs as a continuum that begins at birth. NCCA is suggesting a new system, one on a par in terms of investment, significance, and importance to the existing systems of elementary and secondary and higher education.

To maximize the use of state and federal resources, public policies should capitalize on the current infrastructure of public and private providers. Doing so enhances the public’s investment in Birth-Kindergarten early childhood education, providing greater access, and enabling school readiness for more children.

The National Economic Impacts Study of the Child Care Sector has noted: “The health of the national economy is dependent on the ongoing provision of necessary ‘infrastructure,’ including transportation, housing, and most importantly, a qualified labor force. Likewise, the availability of a high quality labor force is perhaps the single biggest factor in the nation’s future prosperity. Parents, mothers in particular, make up the largest and fastest growing source of skilled labor. As a result, access to child care is a critical component in the availability of qualified workers.”¹⁴

Significant investments that would be impossible to replicate in today’s dollars have been made by private non-profit and private tax-paying entities to meet societal needs of early childhood education. These investments should be acknowledged and leveraged so that children receive high quality services. Failing to use existing resources only exacerbates stretching the use of limited community resources.

NCCA envisions an early childhood education system serving children from Birth-Kindergarten that enjoys the same sustainable commitments and investments as support the public and private sectors systems of elementary, secondary, and higher education. Borne of the current research of early childhood development and supported by the current infrastructure and delivery of services, a Birth-Kindergarten education system would not mirror, but would be sustained as are grade one through post graduate educational opportunities.

Principle 3 - Coordination

To ensure that children in their earliest years of learning and development are prepared for elementary and secondary school, the numerous early childhood education resources, programs, and funding should be coordinated at both the federal and state levels.

Public initiatives that assist children in their earliest years come from a variety of sources at both the federal and state levels. The current lack of coordination of these initiatives results in duplication of services, duplication of administrative costs, and gaps in service delivery. A system that provides national and statewide coordination of resources and services would eliminate these duplications and gaps and strengthen the overall effort of early childhood education.

This same observation has been made by the National Center for Children in Poverty in their *Spending Smarter* policy document: “The development of state and community infrastructure for fiscal and service strategies to promote social, emotional, and behavioral health in young children as part of a school readiness agenda requires detailed knowledge of how individual programs and funding streams work. It also requires thoughtful planning to build a common vision, identify priorities, take action to address barriers, and, to the extent possible, promote research-informed practices.”¹⁵

No two states fund and administer early care and education the same. However, many states use the same or similar federal, state or local funding sources. Coordinating state and community resources and encouraging short and long range planning with all stakeholders strengthens the early childhood education infrastructure and programming available for early learners.

A Birth-Kindergarten system informed by overarching goals and principles will maximize the total investments in early childhood education, ensure long-term sustainability, and secure a Birth-Kindergarten education system that supports the later years of learning.

Principle 4 - Licensed Age Appropriate Environments

All early childhood education programs should be licensed and employ methodologies that address the developmental needs of children Birth-Kindergarten.

Licensing ensures basic health and safety standards that benefit all children. Exempting facilities because of a particular status does not address the need that all children deserve safe and healthy environments. Licensing is warranted in all early childhood education settings that are accessed by the general public.¹⁶

“Children learn best in environments where they feel safe and have developed attachments to adults and other children.”¹⁷

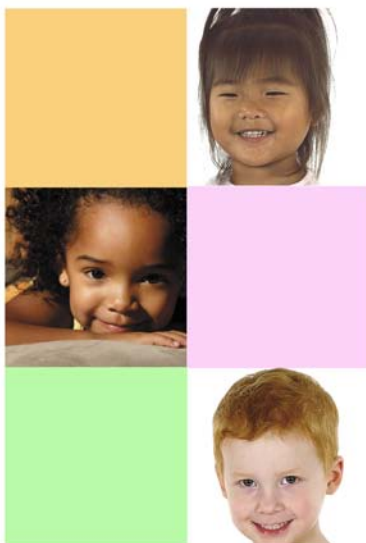
Age appropriate environments integrate the base of knowledge concerning the ages and stages¹⁸ of development of children Birth-Kindergarten.

“For many young learners, unfortunately, these non-cognitive skills are not readily accessible. Although they may have been exposed to them, these skills were not reinforced sufficiently to ensure they were engrained. This is why building a strong foundation of inter and intra personal skills at an early age is so important. It is from this nucleus of self-help abilities that the emerging learner will pull the resolve to adequately address new challenges and maintain high levels of success. The pattern of success that results from using these skills as a learner matures builds a bank of options that provide a foundation for success in later life.”¹⁹

The environment plays a significant role in the structure of the brain:²⁰

- Experiences wire the brain.
- Repetition strengthens that wiring.
- Early relationships play a crucial role in a child’s ability to grow and develop to full potential.





Principle 5 - Choice

Parents should have meaningful choices among a variety of early childhood education programs.

Early childhood education is in place not only to meet the needs of working parents, but also to assist parents in providing their children a variety of social, emotional, physical, and cognitive experiences outside of the home environment. To address these needs, early childhood education should offer a seamless experience – of nurturance and stimulation, based on choice and accessibility – to all parents of children Birth-Kindergarten.

Early learning means expressing curiosity, handling one's feelings, developing empathy, following directions, playing and working well with others, and developing physical dexterity, as well as having language and number skills.²¹ Learning is a continuum of interactions and experiences between humans and environments, and that continuum varies by child. Parents need to be able to choose from a variety of early childhood education settings that meet children's individual needs and promote growth and confidence through consistency and sustained interactions with age appropriate environments.

Enriched environments for children will have the following common threads:²²

- Include a steady source of positive emotional support
- Provide a nutritious diet with enough protein vitamins, minerals, and calories
- Stimulate all the senses (not necessarily all at once)
- Have an atmosphere free of undue pressure and stresses but suffused with a degree of pleasurable intensity
- Present a series of novel challenges that are neither too easy nor too difficult for the child at his or her own stage of development
- Allow for social interaction for a significant percentage of activities
- Promote the development of a broad range of skills and interest that are mental, physical, aesthetic, social, and emotional
- Give the child the opportunity to choose his or her own activities
- Give the child a chance to assess the results of his or her own efforts and to modify them
- Create an enjoyable atmosphere of exploration and fun learning

Above all, enriched environments allow the child to be an active participant rather than a passive observer.

Principle 6- Professional Workforce

High quality early childhood education requires a highly skilled and specialized workforce that is supported by ongoing professional development.

To ensure that the early childhood education workforce, Birth-Kindergarten, is supported in its trusted role, public support and investment in continuous professional development and training are needed. Experts continuously emphasize that preparing children who are "school ready" requires early learning that goes beyond just developing the cognitive part of the brain. The learning continuum is nurtured and fostered through a professional workforce skilled and trained in early care and education.²³

Mindful of the nation's need to compete in world markets, NCCA sees this investment in teacher training as a means of assisting each child to reach his or her full potential through the professional interactions of the caregiver and child.

Affordable, convenient, and accessible training, provided within the context of teachers' actual work experience in early childhood education settings, is the most effective driver for professional development. It is also the most reliable predictor of outcomes. The early childhood education workforce requires diverse and specialized skills which in turn require career-long support. This in turn requires public and private sector commitments and investments in professional development. The outcomes for many children will be a direct result of the teachers' abilities to make a difference.

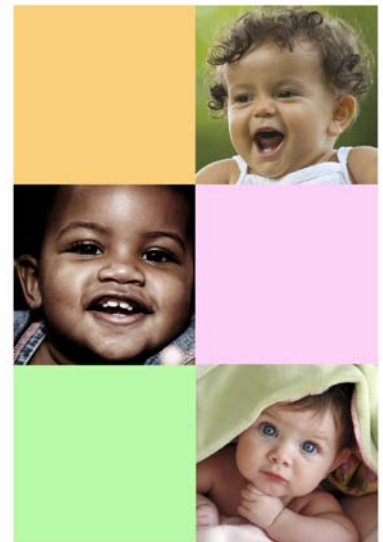
Developmentally appropriate practices result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge:²⁴

1. *What is known about child development and learning*—knowledge of age-related human characteristics that permits general predictions within an age range about what activities, materials, interactions, or experiences will be safe, healthy, interesting, achievable, and also challenging to children;
2. *What is known about the strengths, interests, and needs of each individual child* in the group to be able to adapt for and be responsive to inevitable individual variation; and
3. *Knowledge of the social and cultural contexts in which children live* to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families.

Furthermore, each of these dimensions of knowledge—human development and learning, individual characteristics and experiences, and social and cultural contexts—is dynamic and changing, requiring that early childhood teachers remain learners throughout their careers.

ENDNOTES

- 1 See, Craig Ramey and Sharon Ramey, *Right from Birth: Building Your Child's Foundation for Life* (New York: Goddard Press, 1999), pp. 2-26.
- 2 See, National Center on Education and the Economy, *Tough Choices or Tough Times* (Washington, D.C.: Jossey-Bass, 2007).
- 3 See, Claudia Wallis and Sonja Steptoe, "How to Bring Our Schools Out of the 20th Century," *Time* (18 December 2006), pp. 50-58.
- 4 See, Education Week's *Quality Counts 2007: From Cradle to Career; Connecting American Education from Birth to Adulthood* (2007). The complete report may be found at www.edweek.org.
- 5 See, Charles Bruner, *Seven Things Policy Makers Need to Know about School Readiness* (Des Moines, IA: State Early Childhood Policy Technical Assistance Network, January 2005), p. 2.
- 6 Ibid.
- 7 Ibid.
- 8 Ibid.
- 9 Osborne Abbey, Jr., "Early Childhood Education's Role in Providing a Foundation for Success in the Work Force" (Presented at the International Conference on Education: Redesigning Pedagogy – Research, Policy, & Practice, Singapore, 2005).
- 10 See, Anne Goldstein, Joan Lombardi, and Rachel Schumacher, "Birth to 5 and Beyond: A Growing Movement in Early Education" (*Zero to Three Journal*, June 2006).
- 11 See, L. J. Schweinhart et al., *Lifetime Effects: The HighScope Perry Preschool Study Through Age 40* (Ypsilanti, Michigan: High/Scope Press, 2005).
- 12 See, Pam Schiller, "Setting Priorities One Step at a Time" (Power Point presentation: chart number 3, "Windows of Opportunity").
- 13 See, National Association for the Education of Young Children, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, (Washington, D.C.: NAEYC, 1997), page 3, citing, W.S. Barnett, Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children* 5 (3): 25–50.
- 14 National Child Care Association, *National Economic Impacts Study* (Conyers, GA: National Child Care Association, 2001), p. 9.
- 15 See, Kay Johnson and Jane Knitzer, *Spending Smarter: A Funding Guide for Policymakers and Advocates to Promote Social and Emotional Health and School Readiness*, (National Center for Children in Poverty, November 2005), p. 7.
- 16 See, Joint Statement of the National Child Care Association and National Association of Regulatory Agencies at www.nccanet.org, National Center for Children in Poverty, November 2005), p. 7.
- 17 See, Pamela Phelps, Ph.D., "Supporting Children's School Success: Addressing All Seven Domains of Development" (The Creative Center for Childhood Research and Training, Inc.) at <http://www.wfsu.org/kids/events/literacy2006/All%20%20Domains%20Pam%20Phelps.ppt>.
- 18 See, National Association for the Education of Young Children, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, (Washington, D.C.: NAEYC, 1997).
- 19 See, Osborne Abbey, Jr., "Early Childhood Education's Role in Providing a Foundation for Success in the Work Force" (Presented at the International Conference on Education: Redesigning Pedagogy – Research, Policy, & Practice, Singapore, 2005).
- 20 See, Pam Schiller, "Setting Priorities One Step at a Time" (Power Point presentation: chart number 5, "What We Know").
- 21 See, Madelyn Swift and Victoria Mathies, *Teach Your Children Well: A Parent's Guide to Encouraging Character and Integrity* (Childright 2004), pp. 24-26, and Pam Schiller, "Setting Priorities One Step at a Time" (Power Point presentation: chart number 4, "Seven Key Ingredients for School Success").
- 22 See, Marion Diamond and Janet Hopsen, *Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth through Adolescence* (Penguin Group: 1999).
- 23 Discussion continues as to the training and qualifications needed to be an effective early childhood professional. Some organizations and associations promote that all professionals need a minimum of a bachelors (B.A.) degree. Along with others, NCCA believes that a degree – associates, bachelors, or masters – does not guarantee that an individual will be an effective early childhood educator and at the same time, the absence of a degree is not determinative to the effectiveness of an early childhood educator.
- 24 See, National Association for the Education of Young Children, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, (Washington, D.C.: NAEYC, 1997), pages 4, 5.





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DEFINITION OF TERMINOLOGY

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Public Policy Goal

It is the public policy goal of NCCA that all children have access to age appropriate, full-year, full-day early childhood education opportunities that nurture their developmental needs and prepare them for school. In order to accomplish these goals, NCCA endorses the following principles concerning the early childhood education of children Birth-Kindergarten.

A *public policy debate* envisions a meaningful and deliberate attempt to discern what is best for children from birth to the years of formal educational settings of elementary and secondary education. It should transcend the political trends of any given day, speak not on behalf of the stakeholders of public policy advocacy or the incumbents of education policy and services, and be made an imperative at all levels of society and government. NCCA's proposed *principles* are intended to provide anchors from which specific public policy decisions will be made.

The *principles* should guide all levels of public policy decisions:

1. The federal government's investment of tax dollars through a number of programs, many of which are implemented through policy at the state level;
2. The states' development of early childhood policies for the application of state, federal and local tax dollars; and
3. The local governments' important role in the oversight and policy implementation of early childhood education.

While not excluding others complementary to their vision, these principles are the cornerstones to which public policy for early childhood education should be anchored.

The term *Birth-Kindergarten* is sensitive to the various state policies regarding formal education offerings, starting at either Kindergarten or first grade.

Principle 1 - Opportunities for Every Child

Every child should have the opportunity to access full-year, full-day early childhood education in age appropriate settings.

Age appropriate is informed by research about how children Birth-Kindergarten grow and develop cognitively, socially, emotionally, and physically. *Age appropriate* acknowledges play, experience, and learning in that children have a natural curiosity that drives their learning. *Age appropriate settings* will enhance children's natural curiosity and desire to learn.

Full-year describes a 12-month calendar year.

Full-day describes a range of hours, acknowledging the capacity of children to learn and play, the needs of children to take nourishment and rest, as well as the realities that many children's parent or parents will work a full 8-hour day or longer.

Principle 2 - Long-Term Sustainability

The long-term sustainability of high quality early childhood education requires investments from both the public and private sectors in the existing program infrastructure and delivery of services.

Long-term sustainability refers to the imperative that programs and initiatives are maintained with investments, funding, and policy initiatives that are not subject to political or annual fiscal limitations.

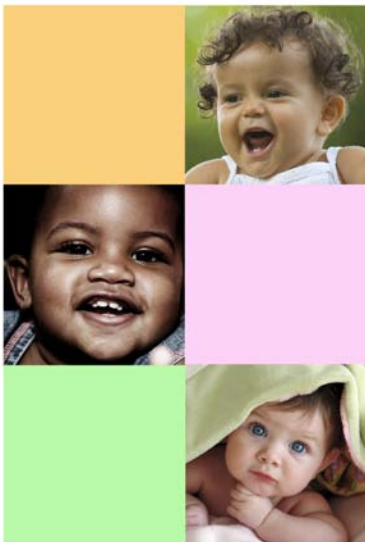
Early childhood education represents the intentional programs, techniques, and experience provided to children from birth to the formal years of education in elementary and secondary school.

Investments from both the public and private sectors represents the combined, strategic alliance and coordination of investments, capacity, and other tangible and intangible assets available to early childhood education.

Program infrastructure refers to the total asset base of tangible investments from the public and private sectors, including facilities, transportation, nutrition, professional development, and capacity.

Delivery of services refers to the means by which early childhood education is made available to families and children from Birth-Kindergarten.





DEFINITION OF TERMINOLOGY (continued)

Principle 3 - Coordination

To ensure that children in their earliest years of learning and development are prepared for elementary and secondary school, the numerous early childhood education resources, programs, and funding should be coordinated at both the federal and state levels.

Coordination refers to creating consistent public policy strategies and initiatives that enhance the public and private investments in early childhood education. Federal programs, many of which are administered by states, include the Child Care and Development Block Grant, Head Start, Early Head Start, and Early Reading First, as well as professional development for the early childhood education workforce. State programs include the plans and strategies developed to administer variety of funding sources, including federal, state, and local. With states implementing initiatives for 3 and 4 year olds, this coordination is increasingly imperative.

Principle 4 - Licensed Age Appropriate Environments

All early childhood education programs should be licensed and employ methodologies that address the developmental needs of children Birth-Kindergarten.

Licensure refers to the statewide policies that are intended to certify that early childhood education programs meet health and safety imperatives appropriate in settings attended by children from Birth-Kindergarten. For example, state licensure requirements may include background checks for all personnel who work directly with children. These requirements, where in place, should apply to all early childhood education programs.

Proven methodologies will include techniques, curricula, programming, and other components of early childhood education that are known to nurture the developmental needs of children and that have demonstrated outcomes for preparing children for grade school.

Developmental needs reference the complex but understood way that children grow socially, emotionally, physically, and cognitively.

Principle 5 - Choice

Parents should have meaningful choices among a variety of early childhood education programs.

Choice references the ability of a parent or parents to choose the most appropriate early childhood education program for their child or children.

Choice is made meaningful when:

- programs are available within the community of the family;
- the family has the personal economic means or public assistance to access those programs that meet determined quality standards; and
- the delivery system is responsive to family needs, which include location, hours of operation, transportation, programming philosophy, and curricula relating to the age and stage of development of each child.

Variety of early childhood education programs refers to a community market place that sustains through public and private investments more than a single programming model, curriculum, or teaching technique.

Principle 6 - Professional Workforce

High quality early childhood education requires a highly skilled and specialized workforce that is supported by ongoing professional development.

Highly skilled and specialized early childhood educators are not determined by the simple benchmarks of degree requirements for teachers, but are driven by the totality of each individual teacher's knowledge, based on education, training, and personal commitment to working with children.

Workforce refers to the total personnel assets available in an early childhood education program. The early childhood education workforce consists of the individuals engaging children from Birth-Kindergarten with the necessary knowledge base and resources to support the developmental needs of the children they serve. The workforce also includes the directors, administrators, and other personnel necessary and capable of ensuring the efficiency and effectiveness of every program.

ABOUT THE NATIONAL CHILD CARE ASSOCIATION

The National Child Care Association (NCCA) was established in 1987 by the state associations of licensed center-based early childhood education programs. The nation-wide membership of NCCA, are the licensed, center-based providers of quality early childhood education, operating under the tax status of both non-profit and for-profit programs. NCCA is the oldest and largest provider-only membership organization and the voice for parental access to quality early childhood education.

The licensed, center-based providers of early childhood education pioneered the care and education for children from Birth-Kindergarten, as well as before-and-after school and extended day programs for grade school children. For decades, private providers have responded to the needs of working families and have succeeded as community-based programs by providing quality early childhood education.

Members include companies with national and regional offerings, as well as independent non-profits or family-owned proprietary, many in their second generation of service to a second and third generation of children.

Licensed programs of the NCCA membership serve communities in the following states:

Alabama	Georgia	Massachusetts	New Mexico	South Dakota
Alaska	Idaho	Michigan	New York	Tennessee
Arizona	Illinois	Minnesota	North Carolina	Texas
Arkansas	Indiana	Mississippi	Ohio	Utah
California	Kansas	Missouri	Oklahoma	Virginia
Colorado	Kentucky	Nebraska	Oregon	Vermont
Connecticut	Louisiana	Nevada	Pennsylvania	Washington
District of Columbia	Maine	New Hampshire	Rhode Island	Wisconsin
Florida	Maryland	New Jersey	South Carolina	Wyoming

The membership consists of the following state association:

PACE of California	New Mexico Child Care Association
Colorado Child Care Association	New York Child Care Association
Georgia Child Care Association	North Carolina Licensed Child Care Assn
PSO-Illinois's Child Care Association	Ohio Association of Child Care
Indiana Child Care Association	Oklahoma Child Care Association
Maryland State Child Care Association	Pennsylvania Early Childhood Education Assn
Massachusetts Independent Child Care Assn	South Carolina Child Care Association
Minnesota Child Care Association	Texas Licensed Child Care Association
Child Care Association of Nevada	Utah Private Child Care Association
New Jersey Child Care Association	Virginia Child Care Association

The membership consists of the following companies with national and regional presence:

Child Care Network	Learning Care Group
Children's Friend	Minnieland Private Day School
Goddard Schools	Rainbow Child Development Centers
Knowledge Learning Corp	The Sunshine House

NOTE

This document was developed by the volunteer efforts of a task force of members of the National Child Care Association.

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The Board of Directors of the National Child Care Association approved these six principles at its Annual Leadership Conference on March 22, 2007. Several of its members also made significant contributions to this document.

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