



# Examining Connections between Policy, Practice, and Research to Strengthen Early Care and Education

Chrishana M. Lloyd

April 22, 2024

# Agenda



- Introduction
- Framing of the work
  - Definitions/methods
  - Historical overview
- Policy, Practice, and Research Strategy and Innovation in Early Care and Education
- Discussion

# A LITTLE ABOUT ME

## Educationally

COMMUNICATIONS

BS



SOCIAL WORK

MSW



INDIVIDUAL &  
FAMILY STUDIES

PHD



# A Little About Me Personally



- Born in Washington, DC--raised primarily in Virginia (DMV'er)
- Descendent of enslaved people in the U.S. and part of a Black American Family
  - Black mother, Black biological father, White stepfather
  - Significant involvement of maternal and paternal grandparents and extended family
  - Married to a Black man and mother of three Black male children—2 typically developing, 1 who has disabilities
- Currently live in a predominantly White community in the northern part of the country
- Recent acknowledgements:
  - James Madison University Alumni Social Justice Award
  - University of Delaware College of Education and Human Development Alumni Award in Leadership and Community Service



WHY ENGAGE IN  
THIS WORK?  
(PERSONAL PERSPECTIVE)

# Goals for Today

## To discuss:

- themes in historical and contemporary early care and education (ECE) policy, practice, and research connections with a particular focus on groups that have been minoritized and marginalized in the United States
- Policies, practices, and/or research that have the potential to strengthen and support early care and education
- Innovations in the early care and education field

---

# Mary Pauper: A Historical Exploration of Early Care and Education Compensation, Policy, and Solutions

Chrishana M. Lloyd, Julianna  
Carlson, Hannah Barnet, Sara  
Shaw, and Deja Logan



---

# Process/method

- Types of literature reviewed
- Theoretical approach
- Focus on Native American and Black American people





# Who are Minoritized and Marginalized People?

- **Minority group-traditional**
  - people whose culture, race, religion, ethnicity, or other characteristics are fewer in numbers than the majority groups of those classifications.
- **Four dominant minority groups**
  - Native American/Indigenous; African American/Black; Hispanic, Asian—and their sub-populations.
- **Minoritized group--current**
  - a culturally, ethnically, or racially distinct group that coexists with but is considered by the more powerful, to be subordinate.
  - Status as a minority does not necessarily correlate to population but does indicate less power.
- **Marginalized groups**
  - Individuals excluded from mainstream social, economic, educational, and/or cultural life.
  - Examples include but are not limited to groups excluded due to race, gender identity, sexual orientation, age, physical ability, language, housing, mental health, and/or immigration status.



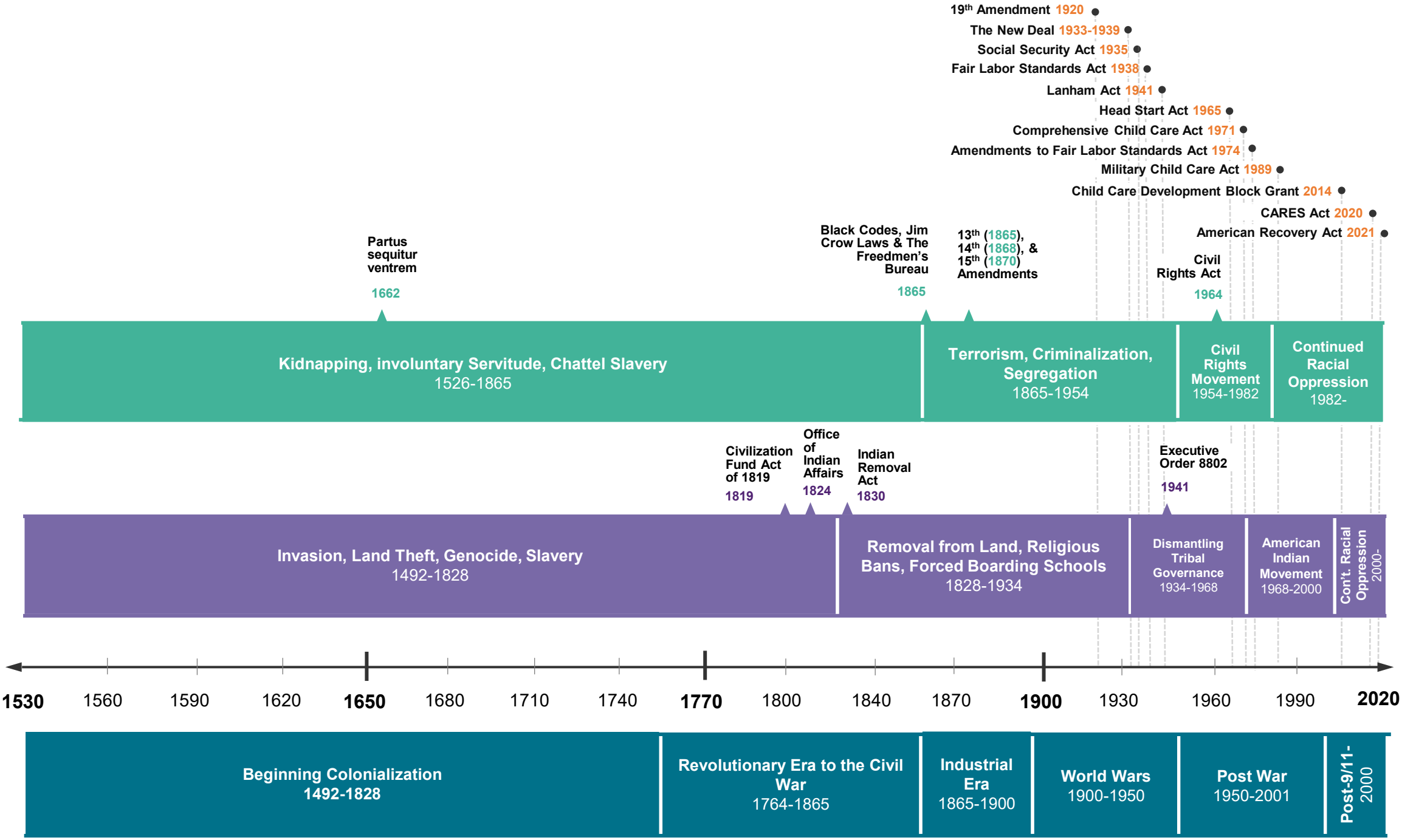
# What Do We Know About Historical and Contemporary Policy, Practice, and Research in Early Care and Education?

Overlapping Policies

Black American

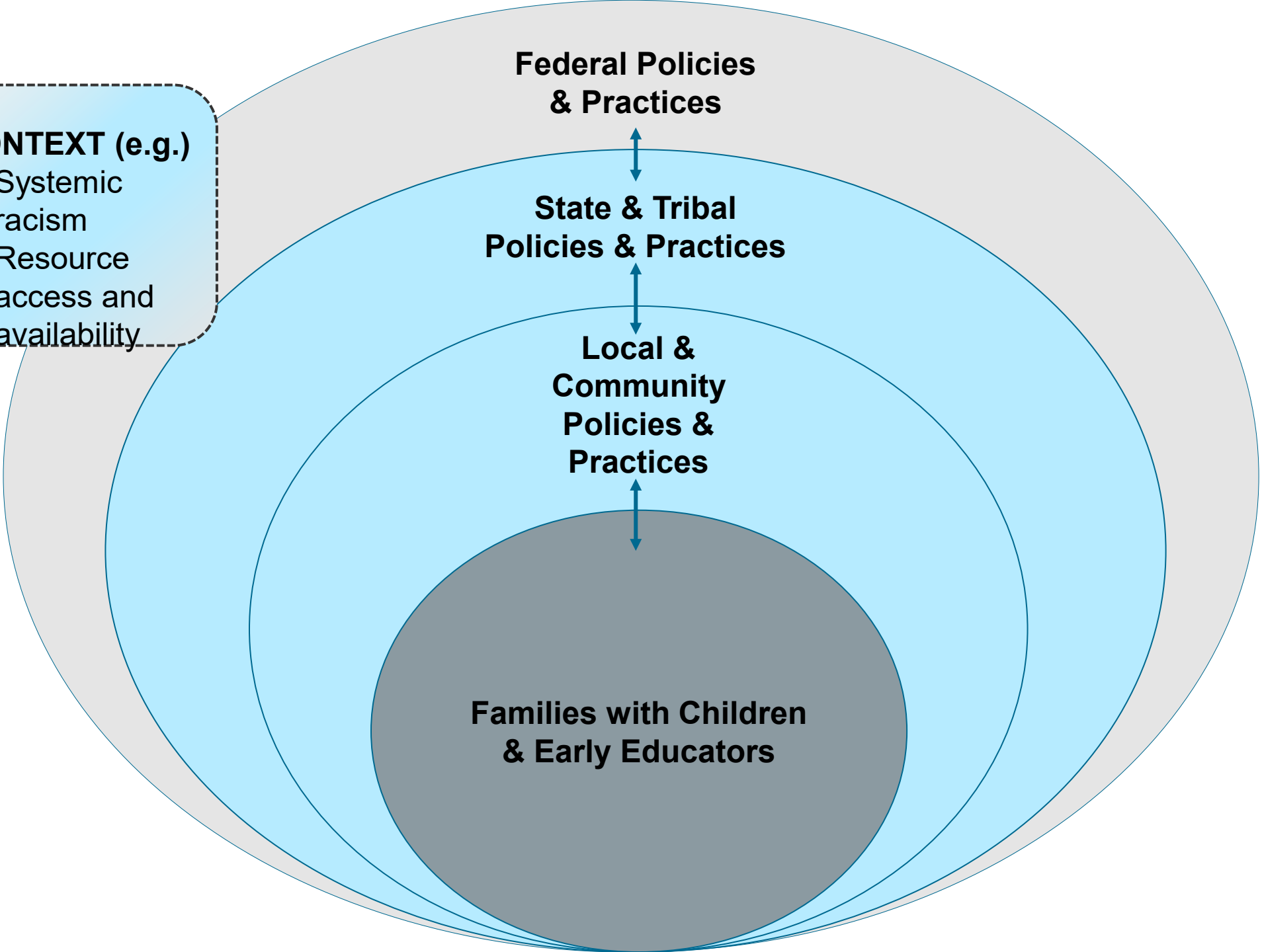
Native American

Social/ Political Context



**CONTEXT (e.g.)**

- Systemic racism
- Resource access and availability



**Federal Policies  
& Practices**



**State & Tribal  
Policies & Practices**



**Local &  
Community  
Policies &  
Practices**



**Families with Children  
& Early Educators**

---



# FRAMING

- Early care and education policy is bound in the history of our country, particularly the institution of chattel slavery.
  - As a result of this history, child care (as well as domestic and care work) is associated with Black women.
    - In general, Black women in America are viewed negatively and disrespected.
    - These opinions and perspectives affect the child care field which is rife with racialized and gendered discrimination and exploitation.
  - These issues affect *all* women in the field.
- 





What Next?



# The National Early Care and Education Workforce Center

# National ECE Workforce Center Funders


“This work is funded by the Administration for Children and Families (ACF) through a financial assistance award (Award Number 90TA000004-01- 00) totaling \$30 million over five years (2022-2027) with 100 percent funded by ACF. Resources and products developed by the National ECE Workforce Center do not necessarily represent the official views of, nor an endorsement, by ACF, the U.S. Department of Health and Human Services (HHS), or the U.S. Government. For more information, please visit the ACF website, Administrative and National Policy Requirements.”



# What is the work?

## Our goals...

- Strengthen **system-wide coordination** and **goal setting** in **five policy areas** among key stakeholders in the field that is responsive to the **voices of educators** to ensure **equitable experiences** for the workforce across settings and programs
- Identify **innovative solutions** that can be tailored, scaled, and sustained to **create equitable career advancement and compensation systems**
- **Advance the well-being of the workforce** through improved opportunities and reduced barriers for career advancement and equitable compensation that align with their personal and cultural values and aspirations
- **Improve equitable access to highly qualified educators** for young children and their families

A large orange circle on the left side of the slide, partially cut off by the edge.

# Essential policy areas to support the ECE workforce

1. Qualifications & Educational Supports
2. Compensation & Financial Relief
3. Work Environment Supports
4. Workforce Data & Data Systems
5. Financial Resources

## Guiding Principles for the National ECE Workforce Center

**Principle 1.** We **highlight workforce strengths and assets** using historical and intersectional perspectives that are culturally grounded and forward focused.

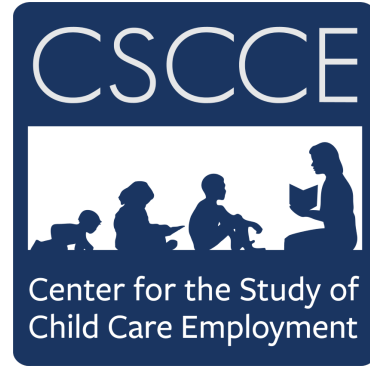
**Principle 2.** We **commit to equity** as a process and an outcome for the Center. We examine barriers and call out the harmful impacts of racism and sexism on the ECE workforce. We strive to dismantle inequitable systems working with the ECE professionals in our field.

**Principle 3.** We **center and prioritize educators' voices and leadership.** We are partners from conceptualization through dissemination across research and TA and engage educators in developing transformational solutions.

**Principle 4.** We **promote a culture of innovation** by using feedback loops to continuously strengthen our processes and identify opportunities to improve our work.

**Principle 5.** We **draw on multidisciplinary and interdisciplinary perspectives** to inform the Center's work. We rely on collaboration and unique perspectives from across the field to generate new and better solutions for the ECE workforce.

# Core Partners



# Collaborating Partners

All Our Kin

National Association for  
Family Child Care

Child Care Services  
Association

National Workforce  
Registry Alliance

Donahue Institute

Prenatal to Five Fiscal  
Strategies

Early Care & Education  
Pathways to Success

Start Early

EDvance



# Year 1 Work

- Introductory campaign
- Foundational technical assistance series
- Environmental Scan
- Landscape Scan
- Change Framework

'ECE best practices are things the Navajo culture has been doing for thousands of years.'

**Dawn A. Yazzie, M.A., N.C.C.**  
Faculty, Georgetown University  
Former early childhood mental health consultant on the Navajo Nation



# Year 2 Work



Topical campaigns



Launching Signature Services for Technical Assistance



Debuting Policy & Research Fellowship Program and Early Educator Leadership Board



Connecting with local innovators



Disseminating environmental scan



Research on early career pathways, compensation, and building research capacity

# Grow Your Own

Drawing from within communities to support a diverse, qualified, and well-compensated ECE workforce.

Grow Your Own is an umbrella term that describes the many and dynamic, equity-centered, **community-driven**, and holistic approaches designed to help communities support, strengthen, and sustain a strong, well-qualified, experienced, and diverse early educator workforce by nurturing the talents that already exist from within it, and by removing barriers to entering and staying in the field.





First Look:  
Grow Your Own  
Campaign

#GrowYourOwnECE

North Seattle College language  
immersion program for those  
interested in entering the early  
care and education field





Join our **Grow  
Your Own  
Campaign  
Webinar Series**

**Wednesday, April 10, 2024 (12-1:30 ET)**  
Grow Your Own ECE: Catalyst for Recruitment

**Wednesday, April 17, 2024 (12-1:30 ET)**  
Grow Your Own ECE: Partnerships and Pathways

**Wednesday, April 24, 2024 (12-1:30 ET)**  
Grow Your Own ECE: Nurturing and Supporting Talent





National  
Early Care & Education  
**WORKFORCE CENTER**

<https://www.nationaleceworkforcecenter.org>

# Doing Policy, Practice, and Research in Early Care and Education

## Requires:

- Building an understanding of the diversity of the field
- Contextualizing experiences within systems and institutions
- Producing evidence to inform policies and practices that promote the well-being of the early care and education workforce and families
- Thinking outside the box

## Recommended approach:

- A racial equity approach that is intersectional, asset-based, culturally responsive, and inclusive of systems



# Evolving Research, Policy, Practice Strategies

## Seven Key Tenets

1. Be clear about “the who”
2. Study systems
3. Acknowledge and note historical context
4. Draw on strengths and assets
5. Include educator and community voice
6. Use a framework
7. Understand research and data limitations

# Let's Discuss!

Crishana M. Lloyd  
[clloyd@childtrends.org](mailto:clloyd@childtrends.org)

Child Trends<sup>®</sup>

