

2015 CCPRC Annual Meeting

File Naming Convention: Session ID – Title of Session Date

Example: Plenary 1 - CCDF Reauthorization and HS Notice of Proposed Rule Making 12.2.15

1. Descriptive Information

<p>Workshop B-2 (<i>Independence B & C</i>)</p> <p><i>Early Childhood Care and Education (ECCE) working conditions and provider well being: Implications for Professional Development and Quality Across Diverse ECCE Providers</i></p> <p>Description</p> <p>This workshop will discuss findings from current studies of well-being, working conditions, and adult learning among ECCE providers across multiple ECCE contexts (e.g., HS, pre-K, and CCDF programs and family child care [FCC] homes) as well as approaches to align improvement efforts for HS, pre-K, and child care workers in center-and home-based contexts.</p>	<p>Facilitator</p> <ul style="list-style-type: none">• Amanda Clincy, OPRE <p>Presenters</p> <ul style="list-style-type: none">• Jacqueline Jones, Foundation for Child Development• Colleen Vesely, George Mason University• Elizabeth Levine Brown, George Mason University• Rebecca Swartz, University of Illinois• Holli Tonyan, California State University• Susan Savage, Child Care Resource Center, Los Angeles <p>Scribe</p> <ul style="list-style-type: none">• Ashley Hirilall, Child Trends
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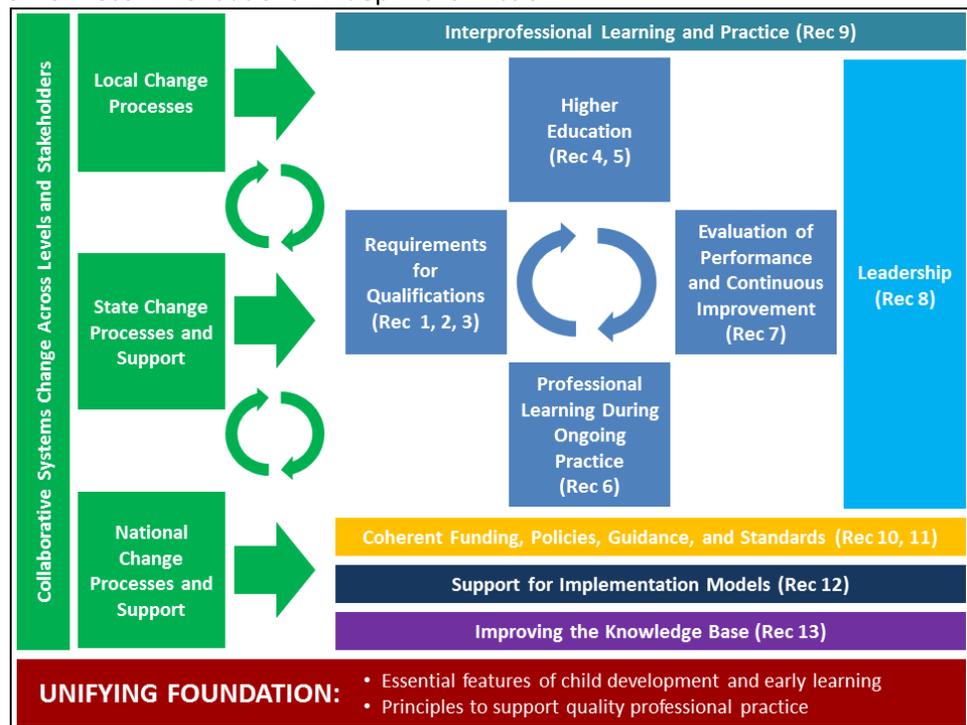
2. Documents in Session Folder:

- a. CCPRC Jacqueline Jones 12-02-15
 - i. [Transforming the Workforce for Children Birth Through Age 8](#)
- b. CCPRC_ELWB_2015_12.1.15-no notes
- c. Final CCPRC RSwartz 2015 12-2-2015
- d. TonyanProviderWellBeingCCPRC2015

3. Brief Summary of Presentations

- **Summary of Presentation #1: Transforming the Birth to Age 8 Workforce: A National Academies of Sciences Consensus Study by Jacqueline Jones**
 - Jones started by framing the study, saying the main reason behind the study was to get a sense of what we should be asking of teachers.
 - Study process and approach: two year period- committee selection, committee meetings, report review, report released, and communication
 - Statement of task: How can the science of children health, learning, and development inform how the workforce supports children from birth through age eight? Jones stated that we needed to look at the workforce in that context. Also, she noted that there is no nationally agreed upon set of standards that define what early childhood professionals should know and be able to do.
 - Theory of Action: Supporting the ECE workforce leads to:
 - Higher quality of early learning experiences for children and their families
 - Improved opportunities for children to reach their full potential
 - Key Messages:
 - children are already learning at birth,

- development & learning in early years is rapid, cumulative, and foundational for lifelong progress,
 - the adults who care and educate bear a great responsibility for their health, development, and learning,
 - systems & services for children- and systems that supports the adults who work with them are fragmented- not nationally agreed upon policies in place
 - practices and policies do not always reflect the knowledge and competencies indicated by the science
 - high-quality practice requires more than individual mastery of competencies
- Vision: A care and education workforce for children birth through age 8 that is unified by
 - Foundation of science of child development and early learning
 - Shared knowledge and competencies
 - Principles to support quality professional practice at the individual, setting, systems, and policy levels
 - Result: All children experience high-quality and continuity in support for their development and early learning.
 - Professional roles in care and education: shared and specialized competencies (tree info-graphic- Tiers to what you need to know and how it develops)
 - Tier 1: Shared Foundational Core of knowledge & competencies in child development for **ALL ADULTS** with professional responsibilities for young children
 - Tier 2: Shared Core of knowledge an competencies for Care and Education Practitioners
 - Tier 3: Shared Core of knowledge an competencies for Instructional and other practice-specific educators
 - Overview of Recommendations: Blueprint for Action



- Essentials features of child development- should be known by all professionals working with children:
 - Early foundations continuously inform future development and learning.
 - A dynamic interaction among experiences, gene expression, and brain development underlies development and learning.
 - Stress and adversity experienced by children can undermine learning and impair social, emotional, and physical well-being.

- Secure and responsive relationships with adults, AND high-quality, positive learning interactions and environments, are foundational for the healthy development of young children.
- Conversely, adults who are under-informed, underprepared, or subject to chronic stress themselves may **contribute to children's experiences of adversity and stress and undermine their development and learning.**
- Principles to Support Quality Practice
 - Professionals need foundational and specific competencies.
 - Professionals need to be able to support diverse populations.
 - Professional learning systems need to develop and sustain professional competencies.
 - Practice environments need to enable high-quality practice.
 - Systems and policies need to align with the aims of high-quality practice.
 - Professional practice, systems, and policies need to be adaptive.
- Recommendation: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a *minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.*
 - Current disconnect between the science of early development and the workforce competencies
 - Different degree requirement policies create a bifurcated market
 - Lower educational expectations imply less expertise
 - Greater consistency can align the early care and education sector with others
- Jones discussed the rationale for the BA & competencies in detail:
 - Existing research does not:
 - provide conclusive guidance
 - discount the potential that a high-quality college education can better provide positive outcomes for adults and children
 - Lower educational expectations for ECE educators:
 - perpetuates the perception that less expertise is required to teach children birth - 5 than to teach children 5 – 8.
 - Unequal degree requirement policies create a bifurcated job market (e.g. elementary schools and early care & education; Head Start & publicly funded prekindergarten programs)
 - The high level of complex knowledge and competencies necessary for educators working with young children birth – 8 requires equal footing among those who share similar lead educator roles and responsibilities for children.
- She then mentioned implementation considerations:
 - Carefully over time
 - Multi-year, phased, multi-component, and coordinated strategy
 - Tailored to local circumstances
 - Coordinated at individual, institutional, and policy levels
 - Larger context of interrelated factors
- **Summary of Presentation #2: Early Childhood Care and Education (ECCE) Teachers' Comprehensive Well-being by Colleen Vesely and Elizabeth Levine Brown**
 - Study conducted to consider the capacities of ECCE professionals
 - Background:
 - Research on ECCE teacher health and well-being is fragmented.
 - Focus of the study was on multiple aspects of ECCE teachers' well-being and how these operate in a comprehensive and systemic way.
 - Demographics: 27 ECE who work with low income families in metropolitan area of the US
 - Methods: 3 waves of coding: open coding, axial coding, and selective coding (triple coded each wave)
 - Psychological Well-being Findings:
 - **Colleagues & Administration: Varies**

- Those with positive interactions with colleagues noted, “feeling “stress free”, “joyful”, especially when they were teaching with someone whose philosophies of working with children and families aligned.
- Feeling disrespected vis-à-vis gossiping, lying, and even bullying, by colleagues. Zainab, 35, a lead teacher, detailed the challenges she and a co-teacher experienced, when the co-teacher did not address tasks necessary for planning and preparation, and just generally disrespecting Zainab as a colleague. When Zainab confronted her co-teacher, she responded with, *“I’ve been here. Hey girl, what you are saying to me, I’ve been here longer than you. You don’t have to explain to me.”*
- **Children & Families**
 - Describing the “love” and “joy” of being around children (n=22). Norah, 48, an Assistant teacher noted, *“... but just the little things that they weren’t able to do yesterday. You build on the things that they are able to do. And...that’s what makes you come to work.”*
 - Feeling good about the partnerships they established with families---however, families were a source of frustration and emotional exhaustion in some cases. Some ECCE educators described that the familial interactions were the most challenging and stressful components of their job. Specifically they identified more blatant disrespect from parents especially in working across cultures and languages. As Zainab explained her experience as a non-native English speaker, *“When I say something, [the parent] asked me again like...she did not understand what I’m saying or like I felt insulted a little bit because all the time she was either correcting my words if I say something...”*
- **Broader Society**
 - Beyond these micro-level interactions with others in their programs, ECCE teachers described how macro-level perceptions of ECCE informed their psychological perceptions. Feelings of disrespect from society.
 - One (teacher 113) mentioned by watching children grow and helping them build basic skills, she could detach from her personal issues and feel committed to working every day. Dee, 61, Assistant Teacher, noted how President Obama spoke that trash collectors earned more money than early childhood educators—*“those who collect trash in our society earn more money than those who care for our youngest and most vulnerable.”* Abony, Lead Teacher, 41 described how she was treated outside of school during interactions with others in her community, especially when they asked her about employment.
 - *“But the way people look at you, the way people talk to you ...my children’s friends’ parents, they are lawyers... when you talk with them they look at you here (gesturing with her hand above the top of her head), right. You say you are teacher, you see the feeling... going right here (gesturing with her hand being lower than her head) and then when you say pre-school teacher it’s here (gesturing her hand very low).”*
- Physical Well-being Findings: physical well-being were linked to existing physical conditions as well as home and work environments
 - Work environment seemed to directly shape educators physical well-being. One participant noted how the demand to successfully complete multiple tasks at work led to painful headaches
 - The majority of the teachers in our study described their physical well-being in relation to a range of minor and critical physical conditions. Some of their physical conditions were either related to an existing physical condition and/or to their microsystem (e.g., family and work environment). When asked to discuss their strategies for managing physical health, teachers mentioned a range of strategies that focused on staying physically active, modifying eating habits, and seeking advice from medical professionals.
 - Proactive strategies were implemented to prevent certain physical conditions from occurring. To keep up with their health, some teachers engaged in physical activities, took vitamins, and went to the doctor.

- Reactive strategies were implemented in reaction to certain physical conditions. Teachers mentioned that they started exercising in reaction to weight gain and diagnoses of an illness and some also went to the doctor in reaction to pain or for treatment of an illness. In an extreme case, a teacher who was battling with cancer noted her treatment regime, and how she works this into the school day
 - Financial Security Findings:
 - The majority of teachers in our study described experiences of financial insecurity characterized by living paycheck to paycheck, barely being able to make ends meet, and often unable to save for their futures. Teachers' financial well-being was shaped by familial factors including family structure, the needs of teachers' children and families, and proximity to work.
 - While having access to health insurance was very beneficial to teachers, some also discussed the challenges they faced financially when insurance rates and in turn, their monthly premiums increased. In addition, teachers in this study noted the difficulty of having limited or no sick leave (for some their sick leave was folded into the vacation days), as well as lack of any paid parental/ maternity leave. Due to these stringent policies coupled with their families' needs, participants sometimes took leave without pay, which was very difficult financially for many who were already in economically compromised situations.
 - Low and stagnant wages were particularly challenging for teachers who were the sole earners in their households due to divorce and limited child support, single by choice, and an unemployed partner. It was participants who were sole earners who noted especially dire financial situations as their earnings could barely cover their families' expenses. While teachers from dual earner families noted that their salaries helped them save for their families' future (e.g. college education) as well as pay for additional expenses (e.g. new cars).
 - Strategies to address financial stress: budgeting, managing, cognitively remembering why they are teaching, and second jobs
 - How does this layer of these three stressors, psychological well-being, physical well-being, and financial well-being, weigh on their comprehensive well-being?
 - How can we consider provider well-being in policy? More information needed
- **Summary of Presentation #3: Blending Family and Professional Roles: Psychosocial Influences Upon the Experiences of Family Child Care Providers by Rebecca Swartz**
 - Goal: Increase understanding of the experiences of FCC providers to support efforts to engage these members of the ECE workforce in quality improvement
 - Family Child Care Interview Project (FCCIP): Integrated Theoretical Framework
 - Sample: 24 providers, education varied, small urban/rural, 6 counties in IL, women, varied formal education
 - Method: in depth, semi structured interviews, conducted in the participants home
 - **Findings:** role identity- providers speaking about identity as family members and ECE professional roles
 - Spoke positively about coaching but worried about QRIS
 - FCC providers see themselves as Family and ECE professional- these two attitudes were not mutually exclusive, fluid identities/dynamic over time, each provider's unique identity
 - To test blended roles, created continuum of role blending (family roles on one end, and ECE professional roles on the other)
 - Think of caregivers as being "whole caregiver"- powerful way to think about our workforce
- **Summary of Presentation #4: Sustainability of Daily Routines: Well-Being and Implications for Quality Improvement among Family Child Care Providers by Holli Tonyan and Susan Savage**
 - Purpose: how can we engage FCC with quality improvement initiatives? Answered first by answering "when and how do family child care providers engage with quality improvement initiatives like the RTT-ELC?"
 - Methods:
 - Three naturally occurring groups:
 - "In" a coach led system
 - With public ratings
 - Without public ratings

- “Not in”
 - Across two regions and over time
 - Select areas in southern CA and 3 counties in northern CA
 - Surveys and case studies
- Findings:
 - Sustainability of Daily Routines in FCC: few providers were unsustainable, but many has isolated or temporary threats
 - Economic Situation (key part of sustainability): providers varied in their total household income- some really struggled while others were doing fairly well
 - A large percentage of the more urban Sample 1 was struggling financially
 - Engagement in QI was lower when providers faced many threats to sustainability.
 - Participation in QI initiatives varied by sustainability of daily routines
- Conclusions:
 - Attention to what we call Sustainability and what Whitebook and colleagues call the adult learning environment is needed.
 - Specifically, attention to FCC providers’ economic situation is needed.
 - Many providers – even providers who are choosing not to be in QI initiatives – are actively seeking out information and reflectively using that to guide their work with children.
 - Engagement in QI – broadly defined and initiatives like QRIS – varied by Sustainability

4. Brief Summary of Discussion

- What supports are necessary for FCC providers?
 - Jones spoke about the importance of differentiating between types of providers and needing to break that down in order to find stressors. She explained that we should focus our supports to where we find pockets of stress.
 - Swartz cited Pianta research on higher levels of depression in single adult FCC
 - Dynamics of caregiving overtime, at one time a provider can be ok then another time it can be in chaos
 - Sustainability has many different dimensions- satisfaction in one area and dissatisfaction in another
 - Someone mentioned the need to match terminology and definitions used (listed, unlisted, registered, licensed, etc), stating that their inconsistencies make it unnecessarily more difficult to address issues.
- What can policy makers use to differentiate FCC from other programs? Something for researchers to think about.
- Question to Jones: Getting educated doesn’t make you a good teacher. Have you looked beyond credentials? Can we move from credential to competency measure?
 - Academies are signaling the field. How can higher education reflect the licensing of the state? We need to begin to map on to the competencies needed from teachers
 - Think about where the field needs to go. Child development is the competency that people need.

5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we’re looking for)

- *Emerging findings that may be of particular interest to policy-makers and ACF?*
 - Review the National Academies of Science Consensus Study
- *Recommendations about future ACF child care research directions and priorities?*
 - Merge and define common terminology related to types of care