

1. Descriptive Information

<p>B2: Early Childhood Workforce Research and the Intersections of Quality, Competence, and Compensation: Implications for Policy</p> <p>Description: This session will provide a richly contextualized portrait of the early childhood workforce, taking into consideration the web of workforce-related policies in which the workforce is embedded. The six brief presentations in this session will address cross-agency questions about whether the workforce is moving in the directions that policy actions have intended, the contributions of the workforce to the early learning environments experienced by children whose care is funded with subsidies, how ECE centers can support their workforce, and whether state policies are aligned with research-based recommendations. Audience members will participate in a follow-up discussion, addressing topics such as (1) what research questions have yet to be answered? (2) what data are needed to answer these questions? and (3) what quantitative methods could be used to answer remaining questions in this area?</p>	<p>Facilitator Lori Connors-Tadros, Rutgers University</p> <p>Presenters *Caitlin McLean, UC Berkeley Deborah Phillips, Georgetown University Anna Johnson, Georgetown University Allison Friedman-Kraus, Rutgers University</p> <p>Discussant Jocelyn Bowne, MA Department of Early Education and Care</p> <p>Scribe Tori Perkins, Child Trends</p>
--	--

2. Brief Summary of Presentations

Summary of Presentation #1: Caitlin McLean

- Assessing Workforce-Related Policies: the Early Childhood Workforce Index 2016
- There is increased attention to the early child care workforce. The index maps earnings across states, also indexes states' ECE workforce policies
- Five essential elements: minimum qualifications, work environments, strategies to improve compensation, financial resources, and quality comprehensive workforce data
- No state is making headway (highest tier) across all five essential elements.
 - State policies are not in line with research recommendations
 - Minimum qualifications are varied and uneven – can vary even within states depending on program setting and funding streams.
 - States are making progress on qualification requirements but 23 states have no requirements for home care settings with 2 or more staff.

Summary of Presentation #2: Deborah Phillips

- The Early Childhood Workforce: Trends from 1990 and 2012 National Surveys
- Research questions related to workforce:
 - How have characteristics of the center-based teacher workforce changed between 1990 and 2012?
 - Are there different patterns of change between publicly-funded and non-publicly-funded centers?
 - Are there different patterns of change for centers serving the full 0-5 age spectrum and centers serving 3-5 year olds exclusively?
 - **Sample:** Center-based teachers in programs serving preschool-age children and serving < 50% children with special needs
 - Teachers restricted to lead teachers/instructors and teachers/instructors of 3-5 year olds
 - 1990: 1,082 publicly-funded centers, with restrictions, represented 37,927 centers (approx. 53% of total)
 - 2012: 5,652 publicly-funded centers, with restrictions, represented 88,966 centers (approx. 74% of total)
 - **Definitions**

- Publicly-funded: A center that received any public \$ through a local/state/federal agency, was sponsored by a local/state/federal agency, or enrolled at least one child supported by public funds (e.g., Head Start, child care subsidy).
 - Caveat: Cannot connect individual teachers to specific funding sources
- BA degree data: substantial increase in teacher education between 1990-2012.
- By 2012, over half of teachers in centers defined by receipt of public funds and ages served have BA degree or higher
 - Sole exception was teachers in centers serving 0-5 year olds (2012) that enrolled at least one subsidized child
- Substantial increases in teacher experience
 - True of both publicly- and non-publicly funded centers
- Reflected in aging workforce
- Apparent reductions in teacher turnover
 - All centers: 31% to 13%
 - True of both publicly- and non-publicly funded centers
 - Question: how is turn over defined? Answer: either switching roles or leaving the field completely
- The bad news:
- Wages are stagnant or declining. Though, we are seeing much higher receipts of health insurance.
- Race/ethnic composition of teacher workforce in centers has shifted over time
 - Relatively smaller share of African-American teachers
 - Relatively larger share of Hispanic teachers
- Implications:
- Early childhood education remains a “passion” profession
- Hints that Head Start and pre-K dollars may be driving the increase in teacher education in publicly funded centers.
- Loss of African American teaching workforce is a concern
- Question: are teachers being drawn into the pre-K public school system? A: we have no idea. We do know that it’s not the case that its newer teachers driving this trend. Maybe these trends manifested post-recession.

Summary of Presentation #3: Anna Johnson (as presented by Deborah Phillips)

- Comparing ECE Workforce Characteristics in 2 National Surveys
- Purpose: document variation in ECE workforce across publicly funded center-based settings serving low-income children.
- Looked at set of workforce characteristics: qualifications, professional and economic supports, attitudes, and practices
- Publicly funded center-based settings: Head Start, school-based public pre-k, and community-based centers (CBCs) serving children with child care subsidies
 - Compared to unsubsidized (not publicly funded) CBCs
- Research questions:
- How do ECE workforce characteristics differ across public center-based settings attended by low-income children, both relative to each other as well as relative to unsubsidized (not publicly funded) community-based centers?
- Do these patterns look similar or different in 2005-2006 versus in 2012?
- Findings:
 - Subsidized CBCs are the least educated and Head Start teachers are the most likely to have CDA
 - Unsubsidized CBC teachers are the least likely to endorse things we think are important for Kindergarten readiness
 - Head Start and pre-K teachers wanted to be called teacher over caregiver.
 - Teachers in unsubsidized centers also have lower wages

- We should be worried about these centers getting child care subs.
- Implications:
 - In general, ECE workforce in subsidized CBCs more disadvantaged than Head Start and pre-k (and in the NSECE data, teachers in subsidized CBCs are more disadvantaged relative to those in unsubsidized CBCs as well)
 - Implications for directing quality improvement funds under reauthorized CCDBG toward professional development and supporting a network of early educators in localities to include community-based providers alongside more regulated Head Start and pre-k teachers

Summary of Presentation #4: Allison Friedman-Kraus

- Variation in Head Start Teacher Qualifications, Compensation, and Turnover
- State by State look at Head Start, 2014-2015
- Widespread variations in practices by state, despite federal funding and guidance.
- Percent of Head Start teachers with a bachelor's degree:
 - 2007 reauthorization requires 50% of teachers to have a BA or higher.
- There is a lot of variation – about 99% in DC, whereas New Mexico is at 36%
 - We don't really know why this variation exists
 - Early Head Start also sees a lot of variation – Ranges from 64% in DC to 12% in New Mexico
- Head Start lead teacher salary
 - Average salary is about \$31,000 which raises to about \$33,000 with a BA degree
 - \$73,265 in DC
 - \$42,398 in Maryland
 - \$20,226 in Mississippi
- Gap between public elementary teachers and Head Start lead teachers:
 - There is essentially no salary parity between Head Start teachers and elementary teachers
 - Where smaller gaps exist may be explained by public elementary teachers who are also not paid very well
 - Early Head Start tells much the same story – low paid, huge gap between Early Head Start lead teachers and public school teachers
- Teacher turnover:
 - 17% of Head Start lead teachers left during the year
 - Not much evidence that salary is related to turnover
 - States with higher percentage of BA degrees show lower rates of turnover
 - 16% of Early Head Start teachers left during program year
- Conclusions:
 - A lot of progress in some areas, but more progress is needed in many states. Some evidence suggests that teacher qualifications are related to classroom practices.

3. Brief Summary of Discussion

Implications for policy:

Relationships among 5 essential elements are not as clear as expected (between qualifications and salaries especially)

Fascinating to see that teachers have been staying in the field despite low pay

Where are the teachers coming from when these teachers retire?

How can we work with higher education to supply the next generation of teachers?

Degree requirements associated with public funding seem to have driven up qualifications but not necessary salaries

Yet high levels of turnover do not seem to be a direct result

Older, more qualified workforce despite stagnant wages

Some suggestion that dynamics vary by teacher race and ethnicity

Most advantageous programs for teachers are those with most stable funding (Head Start and Public School – funded by classroom not child)

Still great variation in salaries, qualifications and turnover within Head Start programs

Teacher pipeline needs attention – currently relying on an aging workforce

Policy conundrum – what levers will move all these pieces together?

Improved compensation associated with qualifications?

Better alignment across and within program types?

What are the levers we have around compensation? Should we put requirements in place or let the market handle it?

Example: Teachers in Boston are being paid commensurate to public school teachers and receiving the same professional development. There's a growing awareness of teachers as professionals.

Question: Competing policy levers (market vs regulations), are there examples? A: There are states that regulate salaries, but then it puts cost on the agencies to monitor those regulations.

Question: Do we know how much increased regulations have driven providers underground? A: No, but that is a real challenge.

Question: What efforts have there been to lower the financial barrier to receiving higher education? A: An example is New York City; they are doing a lot of incentivizing teachers to get those higher levels and to stay in the field.

Comment: states and localities pushing minimum wage laws is a good thing for childcare wages

Comment: this comes down to financing mechanisms.

4. 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?*
- Early Education teachers are staying in the field despite low pay.
 - Why is that? And what are the challenges that lie down the road when these teachers start to retire?
- *Methodological issues including innovative methodologies that may help maximize resources available for research and evaluation?*
 - Coding child care providers based on subsidy receipt and funding source can be difficult because of the way data are collected. Future studies should be designed with these challenges in mind.
- *Follow-up activities suggested to address questions and gaps (e.g., secondary analyses of data, consensus meetings of experts, research synthesis or brief, webinar, etc.)?*
 - No follow-up activities, but there was interest in understanding whether individuals who obtain credentials leave the ECE workforce to work in elementary schools for higher pay.
- *Recommendations about future ACF child care research directions and priorities?*