

## Session E4: Understanding and Supporting ECE Workforce Well-Being

Rebecca Madill

# Supporting the Psychological Well-Being of the Early Care and Education Workforce

Findings from the National Survey of Early Care and Education

OPRE Report 2018-49

Rebecca Madill, Tamara Halle, Tracy Gebhart, and Elizabeth Shuey

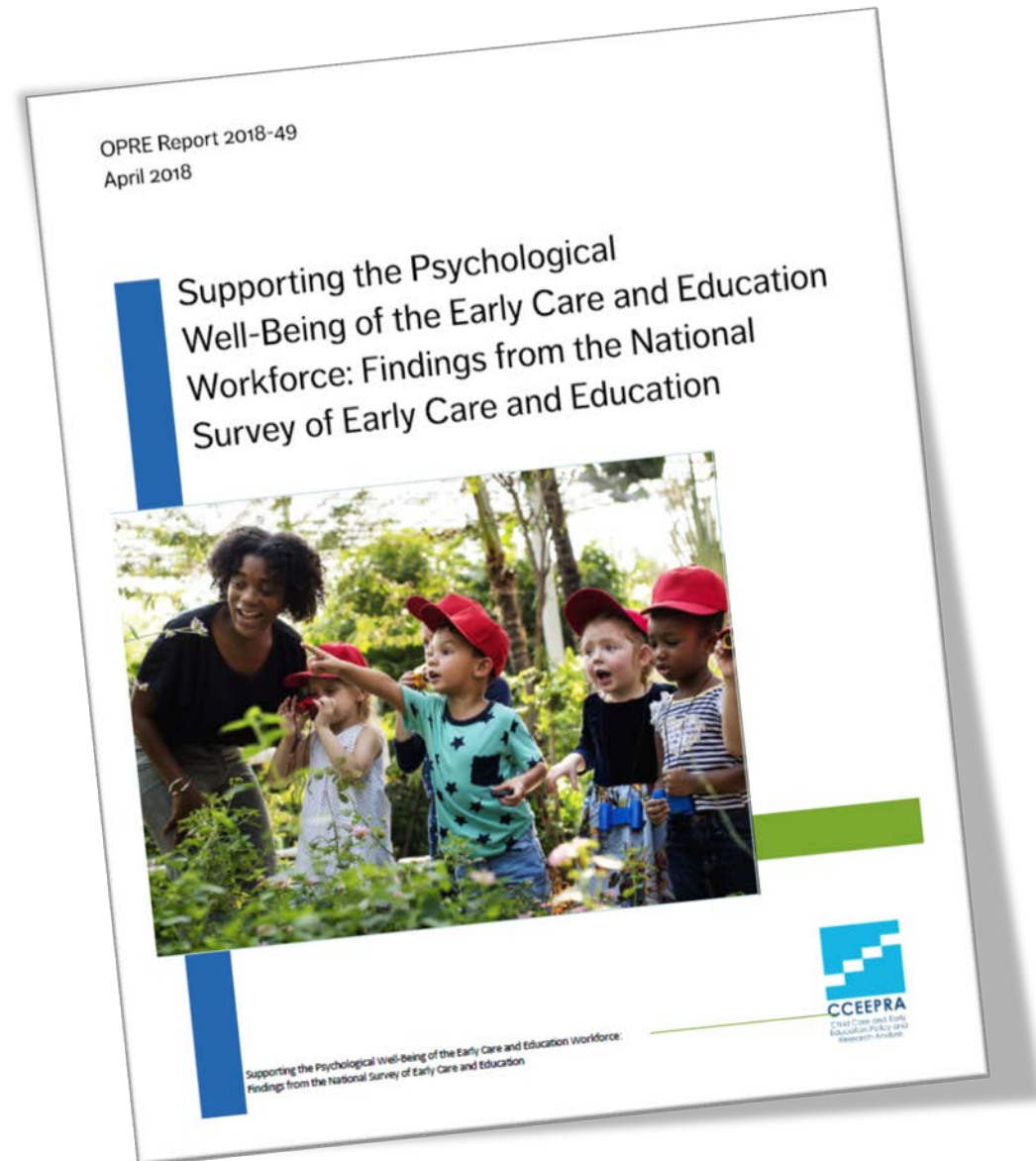


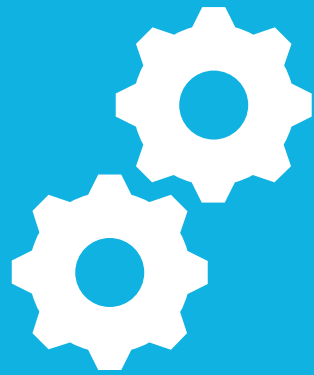
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What  
workplace  
conditions  
support the  
well-being of  
the ECE  
workforce?

Find the report online:

<https://www.acf.hhs.gov/opre/resource/supporting-psychological-well-being-early-care-education-workforce-findings-national-survey-early-care-education>





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# METHODOLOGY

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We used data from the 2012 NSECE to understand teachers' psychological distress.

Variables	Unweighted sample size	Weighted percent of teachers
<b>Age</b>		
18–44	1,982	61%
45–64	1,211	37%
65+	116	3%
<b>Education level/major</b>		
HS or less	474	17%
Some college	801	24%
AA in field unrelated to ECD or education	104	4%
BA/BS/AB in field unrelated to ECD or education	218	7%
AA in ECD, education, or related field	523	14%
BA/BS/AB in ECD, education, or related field	818	23%
Advanced degree in any field	439	11%
<b>Program funding source</b>		
School-sponsored centers	195	5%
Head Start but not public school	524	12%
Public Pre-K but not public school or Head Start	706	20%
Other center	1,974	62%



## National Survey of Early Care & Education



A regression tested the association between predictors of quality and distress

During the past 30 days, how often did you feel...

...so sad that nothing could cheer you up?

...nervous?

...restless or fidgety?

...hopeless?

...that everything was an effort?

...worthless?

**(0) None of the time - (4) all of the time**

Potential values for distress scores: 0 - 24



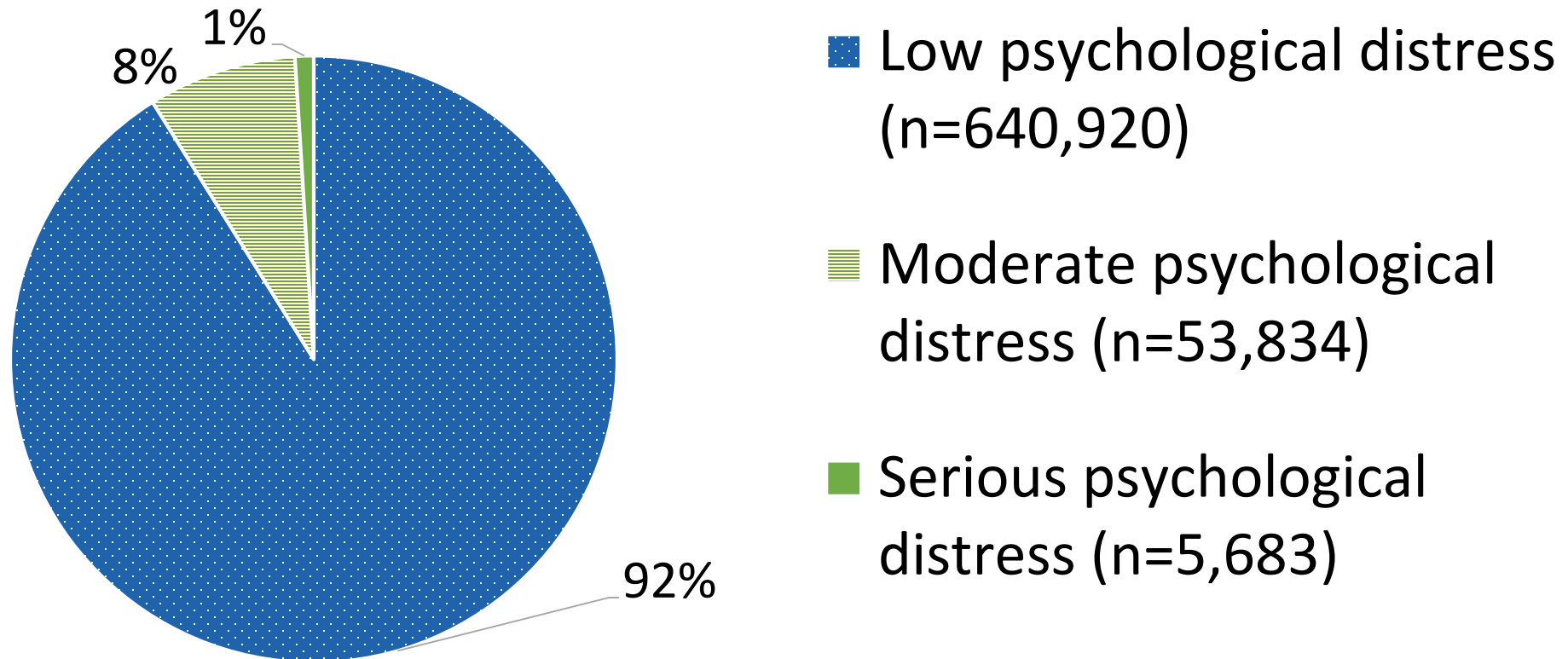
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# FINDINGS

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# 92% of teachers had low distress.



Across ECE teachers, the average distress score was 2.6





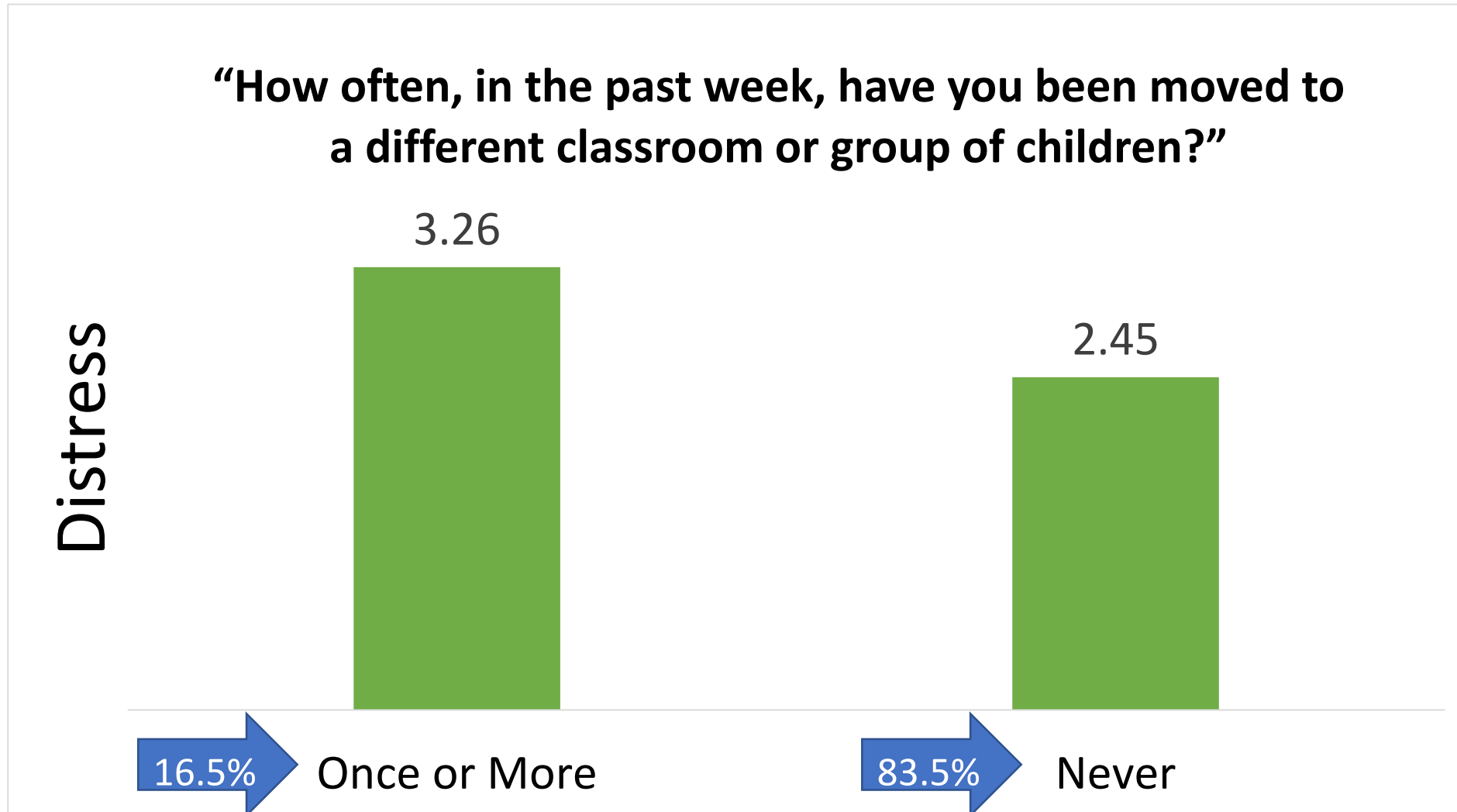
Several workplace supports were linked to teachers' distress, but many were not.

Formal supports	
Group size/ratio	
Coaching or consultation available	
Financial support for PD	
Substantive supervision	
Stability of classroom assignments	✓

Informal supports	
Teamwork is encouraged	✓
Teacher feels respected	✓
Teacher has help dealing with difficult children and parents	

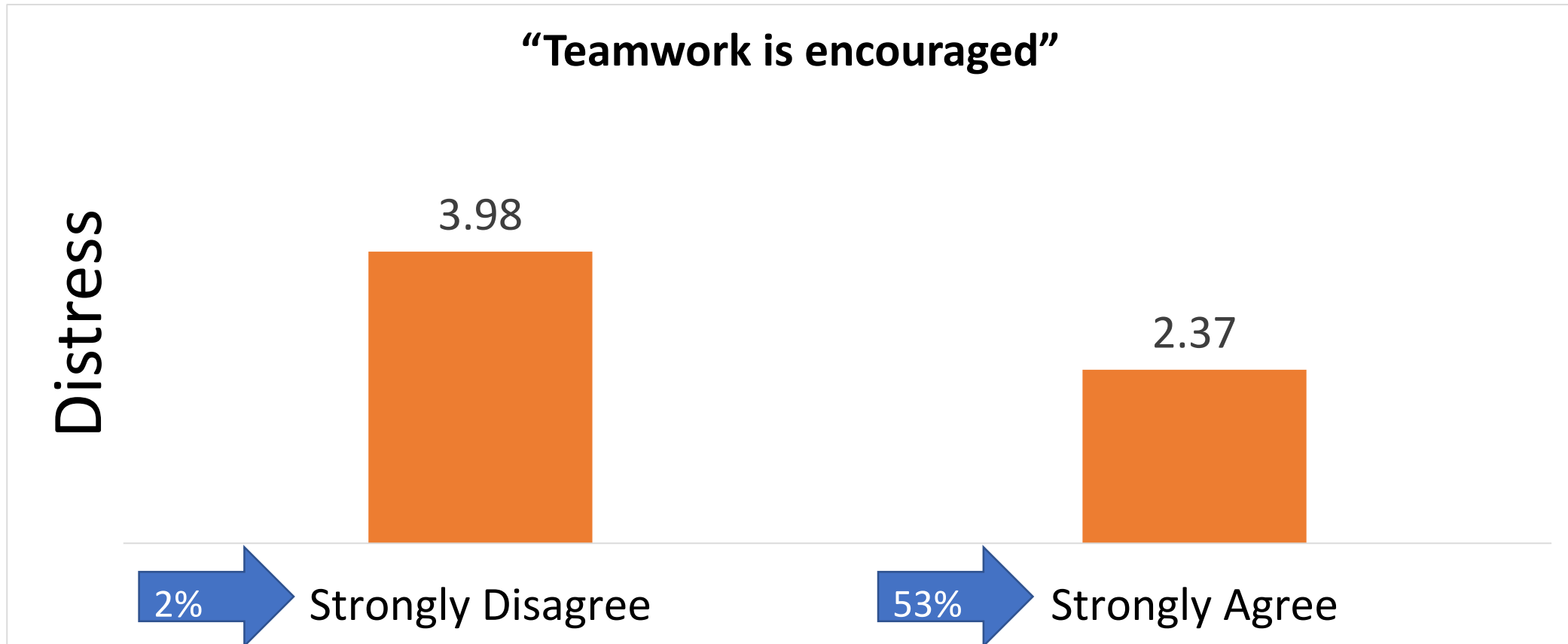


# Teachers have less distress when they **have stability** at work.



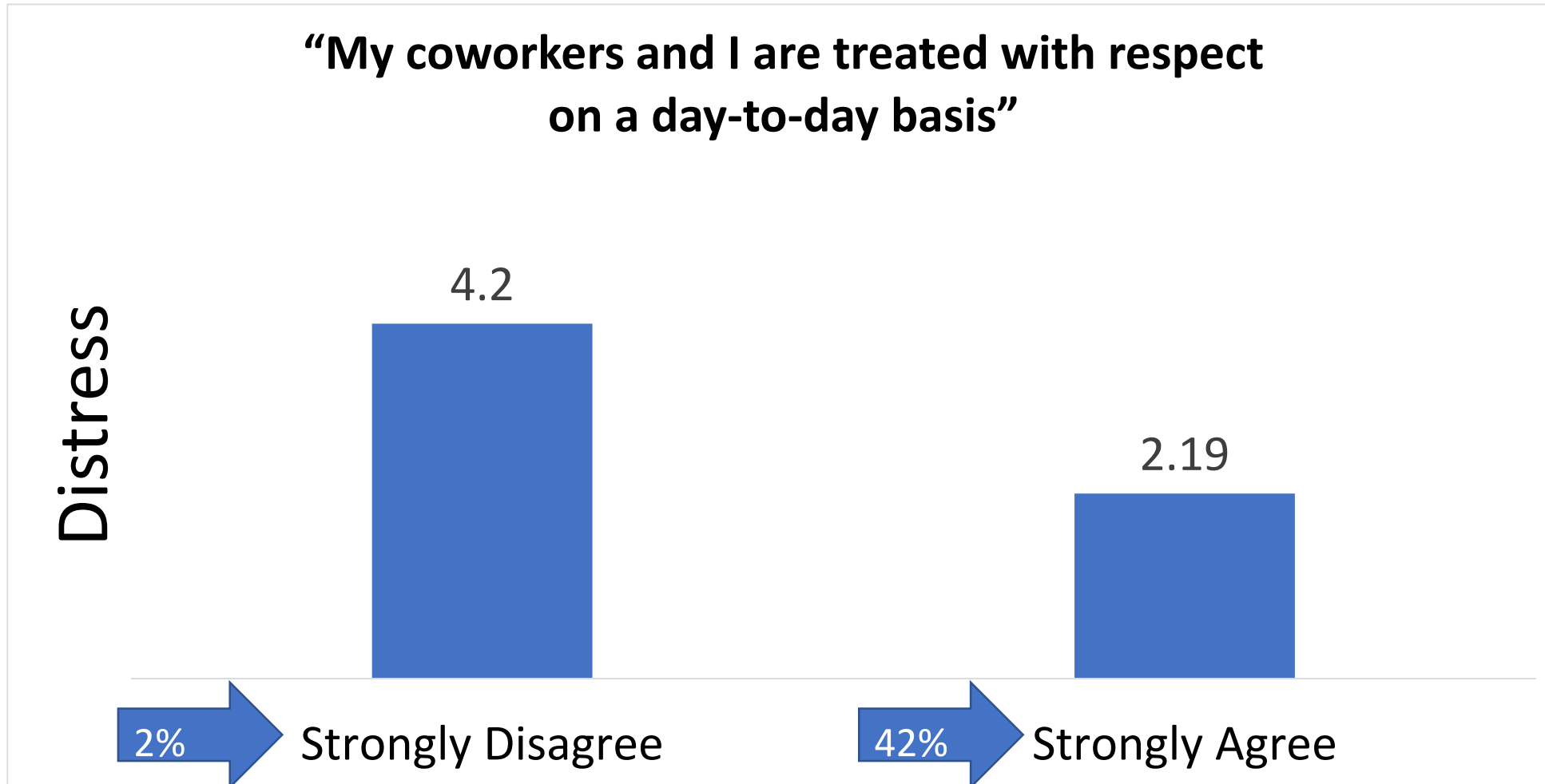


Teachers have less distress when they **experience teamwork** at work.





# Teachers have less distress when they feel **respected** at work.





How do our findings fit into the broader literature on well-being?

	NSECE	Population Studies	Other ECE studies		
	Center-Based (CB) Teachers	U.S. Women	Head Start in Chicago	Head Start in PA	HB & CB Teachers in U.S.
<b>CES-D:</b> Clinical depression prevalence	--	--	--	24%	9%
<b>Kessler:</b> Serious distress prevalence	1%	4%	0%	--	--
<b>Kessler:</b> Average distress score	2.4	2.5	2.8	--	--

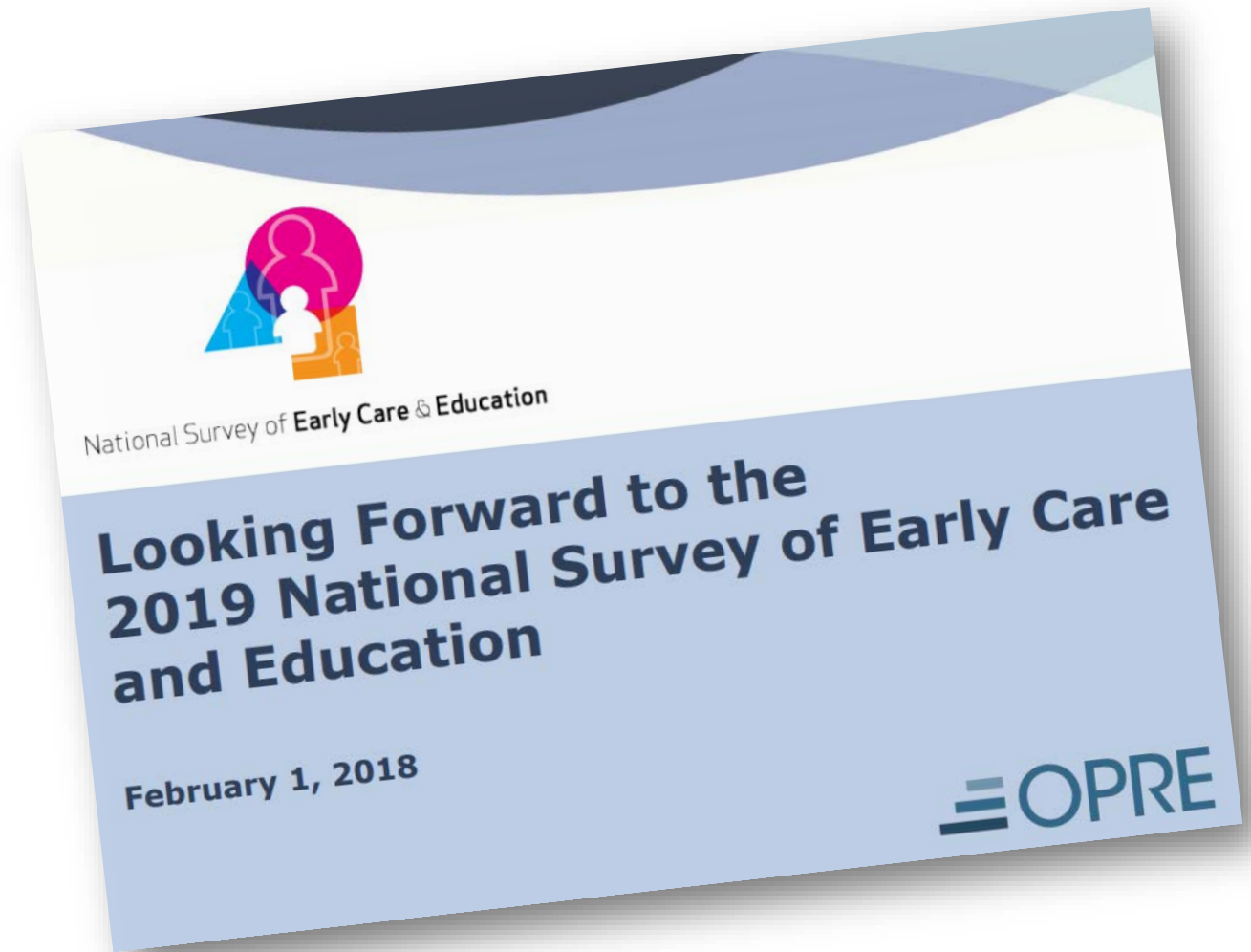


Why weren't more formal supports associated with lower distress?

1. Teachers may not actually **participate** in available professional development (PD).
2. PD activities may be a source of **stress** for teachers.
3. PD activities may not be **individualized** to teachers' needs.
4. Our outcome measure sets a **high bar for distress**



We're continuing to gather national data and improve our understanding of well-being in the ECE workforce



# THANK YOU!

The planning for this presentation was funded through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (AF) and managed through a contract with Child Trends.

**Contact: Rebecca Madill [rmadill@childtrends.org](mailto:rmadill@childtrends.org)**



*The views expressed in this presentation do not necessarily represent the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families or the U.S. Department of Health and Human Services.*