

The Infant/Toddler Workforce: Who are they and how are they prepared?

Diane Horm

Presentation delivered at: *Developing and Assessing Competencies
for Teachers and Caregivers Serving Infants and Toddlers*

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Agenda

- What do we know about the size and characteristics of the Infant/Toddler (IT) Workforce?
- What do we know about the nature of their professional development (PD)?
- Overview of IT professional development in higher education
- What is the status of the existing research on the preparation of the Infant/Toddler workforce?
- Next steps and future directions



Description of the IT Workforce

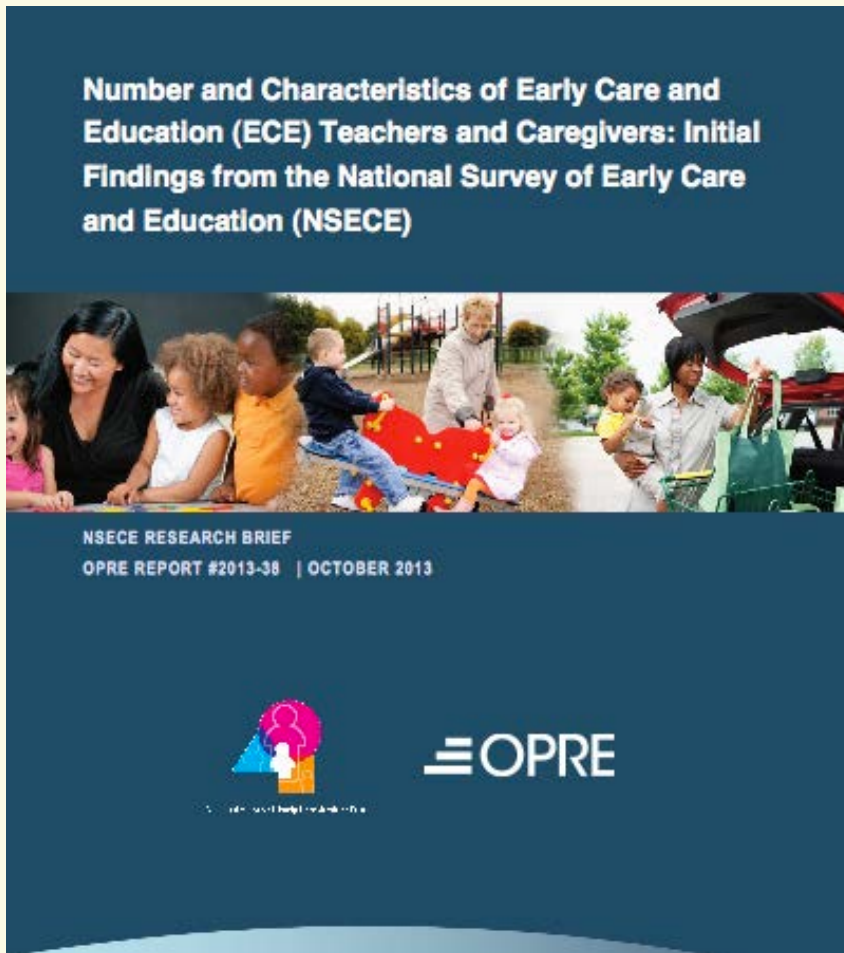


1. Size of the IT workforce
2. Work settings
3. Salaries
4. How does IT workforce compare to other ECE staff and other professions?



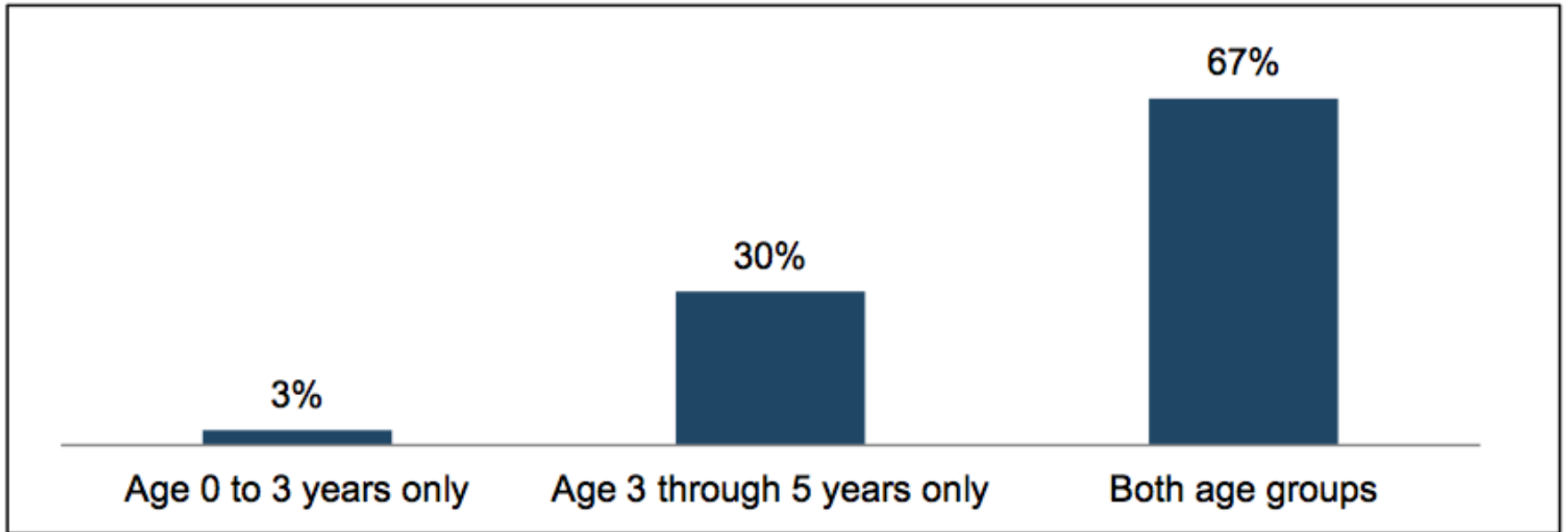
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National Survey of Early Care and Education (NSECE)



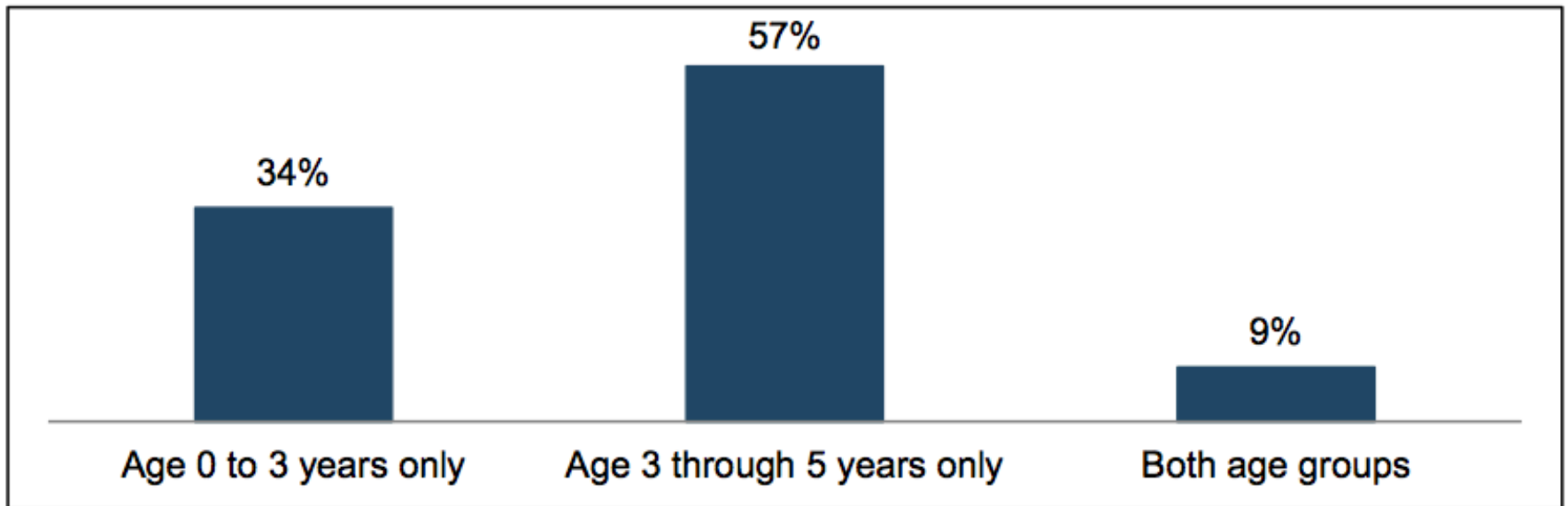
- First nationally representative and large sample
- Current; 2012
- Staff working directly with birth to 5 (prior to K) in:
 - Center-based (estimated to be about 1 million people)
 - Home-based
 - Paid / Regulated (~ 1 million)
 - Unpaid (~ 2.7 million)
- First conclusion: Large workforce

Figure 3. Percent of Center-Based Programs by Age of Children Enrolled



From: NSECE, October 2013

Figure 4. Percent of Center-Based Teachers and Caregivers by Age of Children Served



From: NSECE, October 2013

Table 3. Percentage of Home-Based Teachers and Caregivers by Age of Children Served

	Age 0 to 3 years only		Age 3 through 5 years only		Both age groups	
	Count	Percentage	Count	Percentage	Count	Percentage
Listed	13,200	11	5,300	5	94,100	80
Unlisted	1,350,000	37	1,260,000	35	1,030,000	28

From: NSECE, October 2013

The Formal Infant/Toddler Workforce

Research Brief OPRE 2016-16
March 2016

Describing the Preparation and Ongoing Professional Development of the Infant/Toddler Workforce: An Analysis of the National Survey for Early Care and Education Data



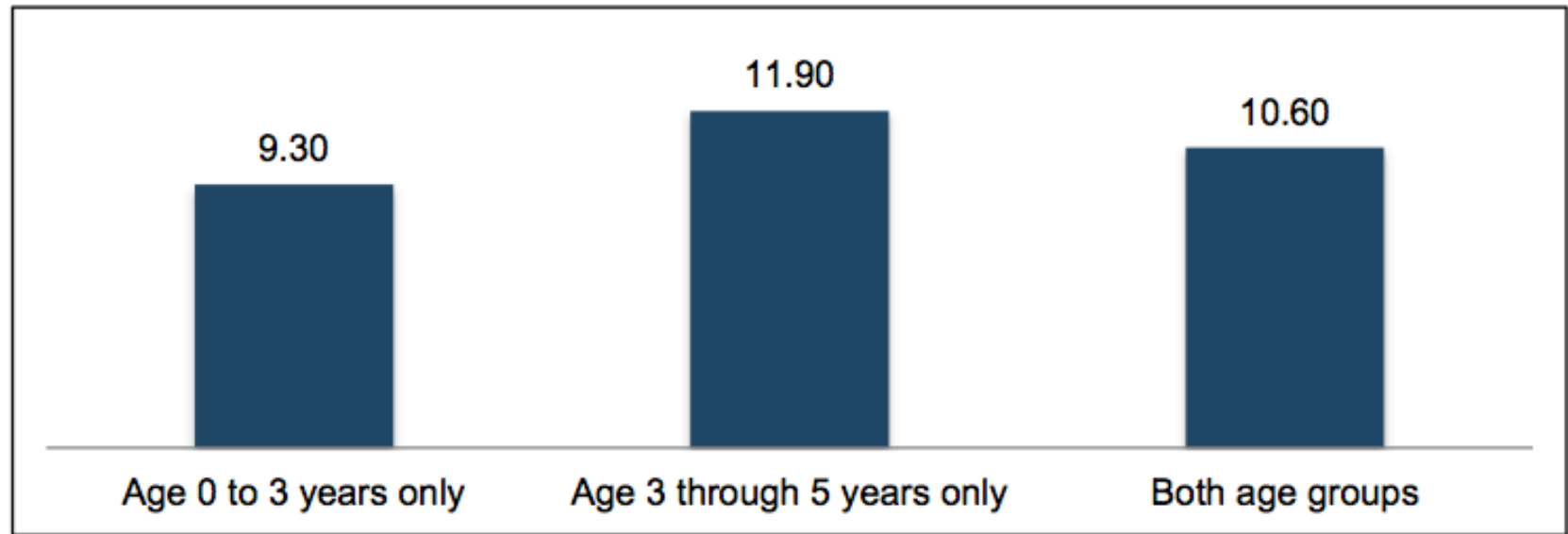
In 2012 estimated:

- 343,000 center-based
- 101,000 paid home-based

This IT workforce differs from broader ECE workforce.

From: Madill, Blasberg, Halle, Zaslow, & Epstein, 2016

Figure 6. Median Hourly Wages of Center-Based Teachers and Caregivers by Age of Children Served



From: NSECE, October 2013

Table 1. Median Hourly Wages of Center-Based Teachers and Caregivers by Age of Children Served and Sponsorship and Funding of Center-Based Program of Employment

	BA Degree or Higher	BA Degree or Higher	AA degree	AA degree
	Staff serving 0 to 3 only	Staff serving 3 through 5 only	Staff serving 0 to 3 only	Staff serving 3 through 5 only
School-sponsored	‡	20.60	‡	13.00!
Head Start-funded	10.00!	15.90	11.40!	12.20
Public pre-K-funded	11.90	16.20	9.00	9.80
All other ECE	11.40	13.90	9.90	11.00
Total teachers and caregivers, all center types	11.30	15.50	10.00	11.30

Source: Appendix Tables 14-28

Note: 'Head-Start funded' category excludes school-sponsored programs; 'Public pre-k funded' category excludes school-sponsored and Head Start-funded programs.

‡ Value suppressed due to small n.

! Interpret data with caution due to small n.

Preparation of the IT Workforce



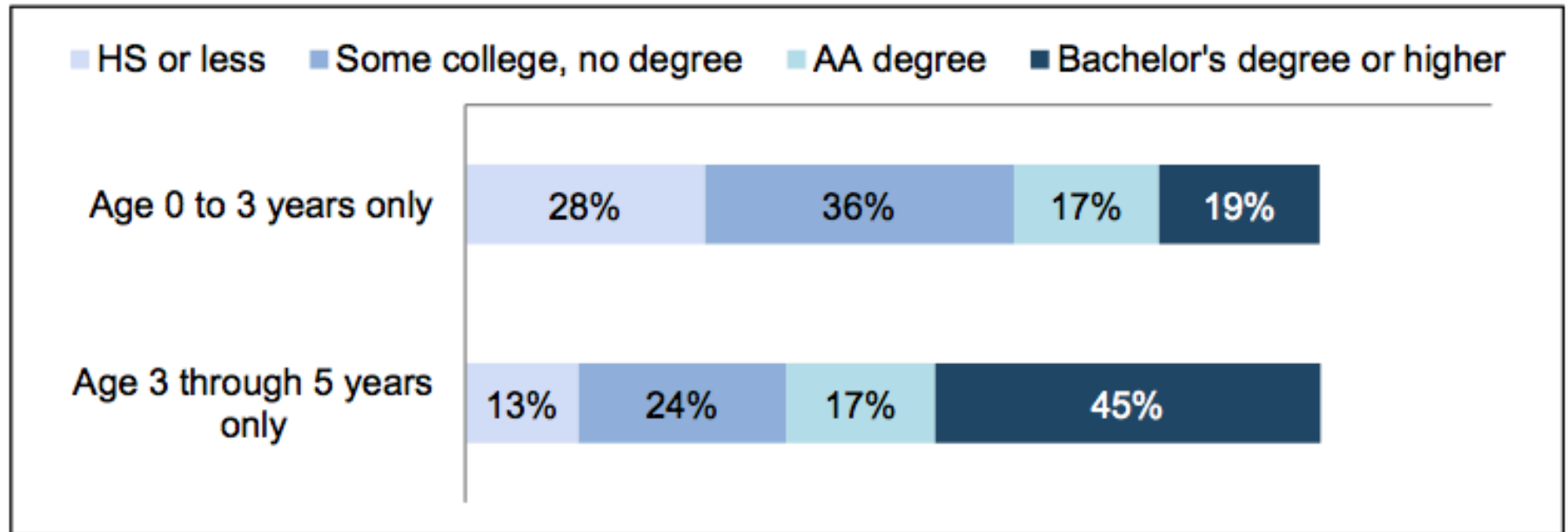
1. Levels of Education
2. Prevalence of specialized IT preparation



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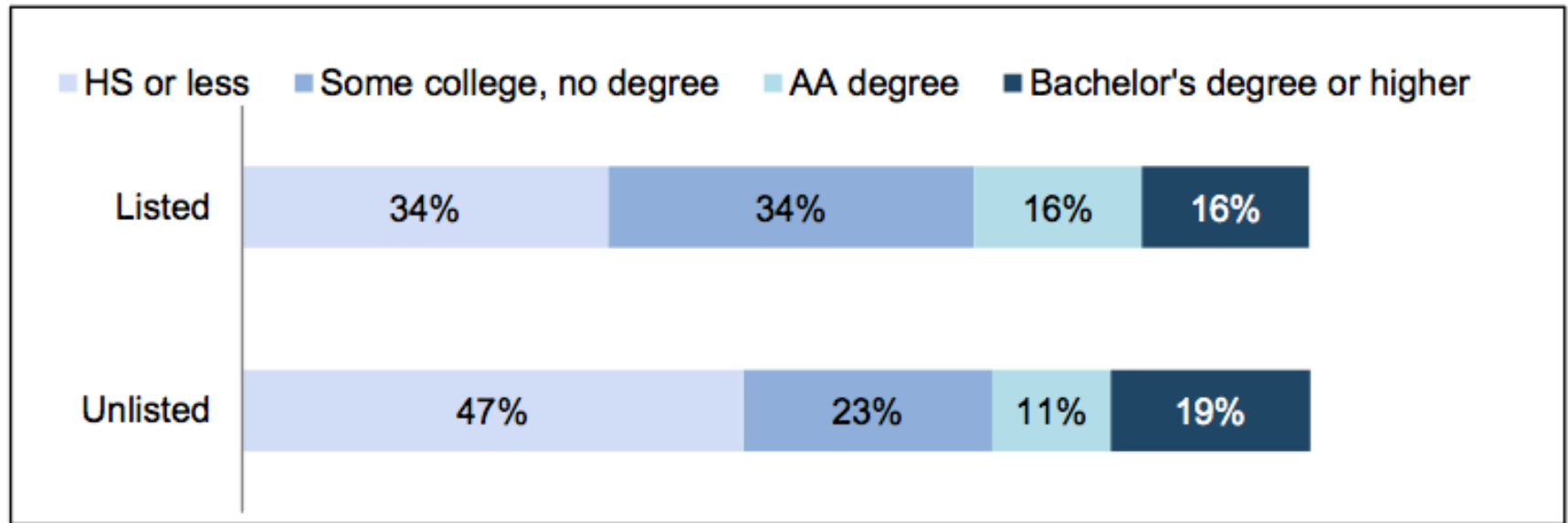
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Figure 5. Educational Attainment of Center-Based Teachers and Caregivers by Age of Children Served



From: NSECE, October 2013

Figure 9. Educational Attainment of Home-Based Teachers and Caregivers



From: NSECE, October 2013

**Education Attainment of the District of Columbia's Infant and Toddler Professional Workforce, 2011
(Highest Level of Education Achieved)**

	High School Diploma/ GED	CDA Credential*	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree	Among degree-holders, degree is in early childhood education
Directors	—	8%	33%	35%	23%	2%	33%
Lead Teachers	—	52%	17%	21%	10%	—	11%
Assistant Teachers	42%	47%	3%	7%	1%	—	3%

Source: *Great Start DC Infant/Toddler Baseline and Workforce Development Studies* (Howard University Center for Urban Progress, 2011).

* The present survey did not determine how many of these earned CDA credentials included an infant/toddler "endorsement."

What is the good and bad news?

Good:

- Education levels higher than previously reported in the literature.
- While few IT staff had college degrees, most had some exposure to college coursework.
- But.....

Bad:

- IT staff have lower levels of formal preparation than other ECE staff.
- IT staff make less.
- Little specialized preparation.



A Closer Look at PD with IT Providers

Research Brief OPRE 2016-16
March 2016

Describing the Preparation and Ongoing Professional Development of the Infant/Toddler Workforce: An Analysis of the National Survey for Early Care and Education Data



Findings:

- CDA was uncommon
- Specialized state certificates were not common
- Interesting results with PD; differences associated with education level and setting

From: Madill, Blasberg, Halle, Zaslow, & Epstein, 2016

Professional Development

Overall:

- Participation in PD most common in staff with higher levels of education.

Center-based:

- 25% of IT staff with BA in ECE reported individualized coaching, mentoring, or consultation within the past 12 months; only 18% with high school and 16% with some college received these more effective types of PD in the last year.
- Topics focused on health & safety; and promoting children's social-emotional development.

Home-based:

- Tended to be one-shot workshops (67% of staff)
- Topics focused on health & safety; and curriculum
- Only those at highest-level of education met regularly with colleagues caring for young children.

Supports for Professional Development

Overall, varied by education level for both center- and home-based IT caregivers.

Center-based:

- 80% had annual performance review with feedback
- 39% had assistance with direct cost of PD
- 32% got release time to participate in PD

Home-based:

- Only 15% reported having financial support for PD in the past 12 months.
- Those with BA degrees benefitted the most of any level of education with 26% receiving funding for PD.

Infant/Toddler in Higher Education



1. Research findings
2. IT coverage
3. Trends
4. Gaps



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What does the research suggest?

- Relative to in-service PD: Zaslow, Tout, Halle, Whittaker and Lavelle (2010) conclude “There is limited research focusing specifically on professional development for those working with infants and toddlers” (p. 87).
- Relative to pre-service: Epstein et al., 2016 state there are few empirical studies examining the association between IT PD and quality of care or child outcomes.
 - The few studies have produced mixed findings.
 - Although effects have been reported for “more formal education,” mixed findings relative to teacher degree (BA vs. no BA and ECE vs. no ECE major).

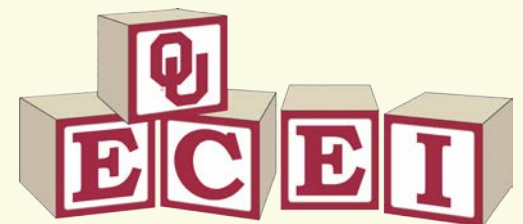
Infant/Toddler focus in IHE ECTE Pre-Service Prep

- Early & Winton (2001) reported that
 - Only 29% of IHEs offered an ECTE program including specialized content on children 4 and younger
 - Only 40% offered at least one course dedicated to IT
- Maxwell, Lim, & Early (2006) found that
 - 46% of programs offered a stand-alone course on IT
 - 2-year, 4-year, and master's ECTE programs less likely to require IT practicum as compared to preschool/K/primary practicum
 - ECTE faculty who teach IT courses often lack specialized academic preparation and direct or recent experience working with this age group

Are infants and toddlers addressed in.....

Teacher Prep Programs?

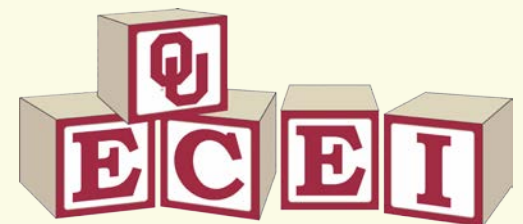
- Yes....
- But.....



Are infants and toddlers addressed in....

NAEYC's Professional Prep Standards?

- Yes....
 1. Promoting child development and learning
 2. Building family and community relationships
 3. Observing, documenting, and assessing to support young children and families
 4. Using developmentally effective approaches to connect with children and families
 5. Using content knowledge to build meaningful curriculum
 6. Becoming a professional
- But.....



Putting the Pieces Together



- Demand for IT care is high and growing
- IT workforce is characterized by limited education levels, limited specialized IT preparation, low pay/status
- Limited IT professional prep available in higher education
- Lack of research



Looking Ahead



- Growing policy interest in IT programming
- Growing effort to identify components of high-quality IT care and education
- Growing efforts to discuss and identify competencies for IT providers, caregivers
- Growing efforts to professionalize the ECE field, including IT

We Can Do It!

