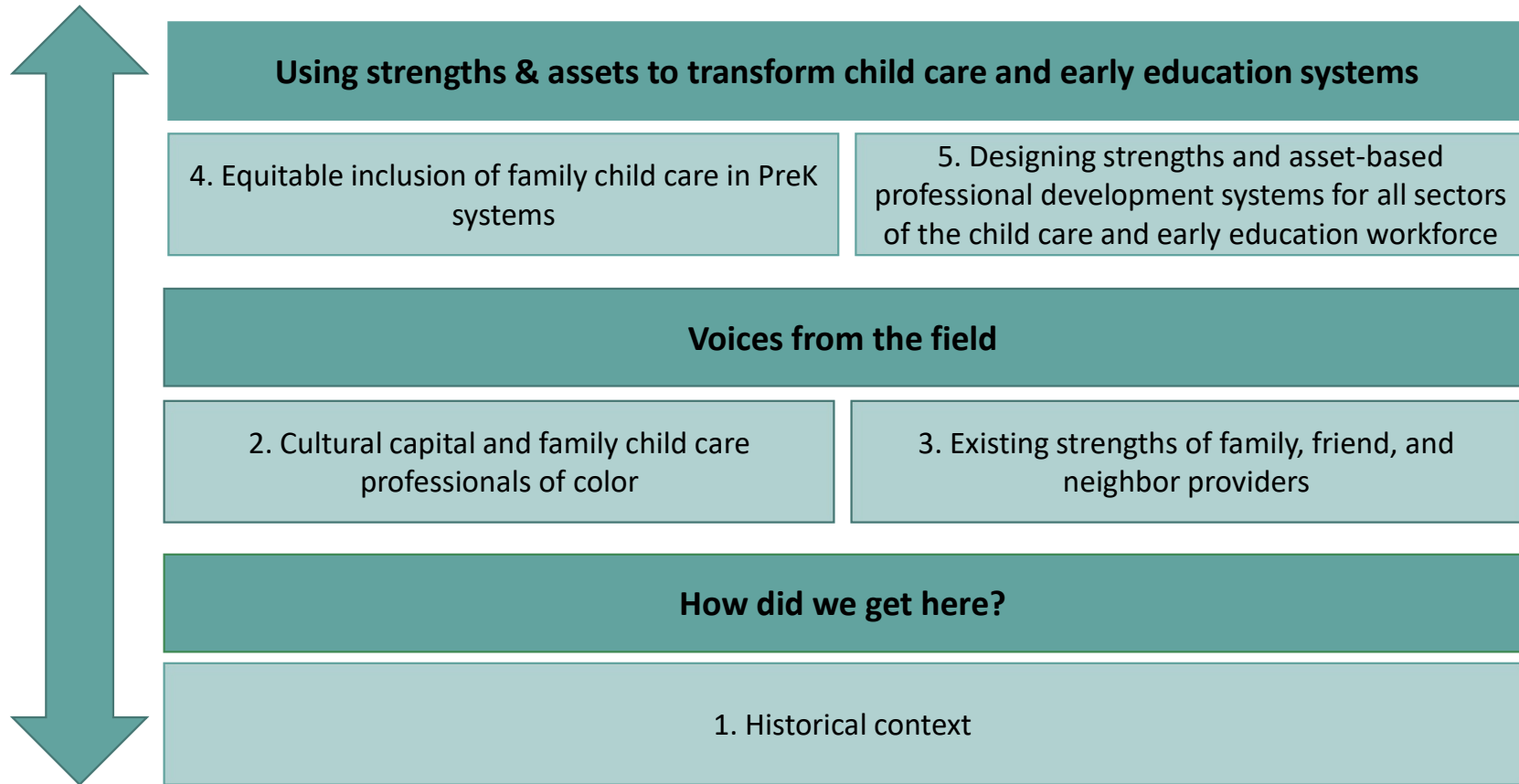# The Early Care and Education Workforce: Research that Elevates Early Educator Strengths and Assets
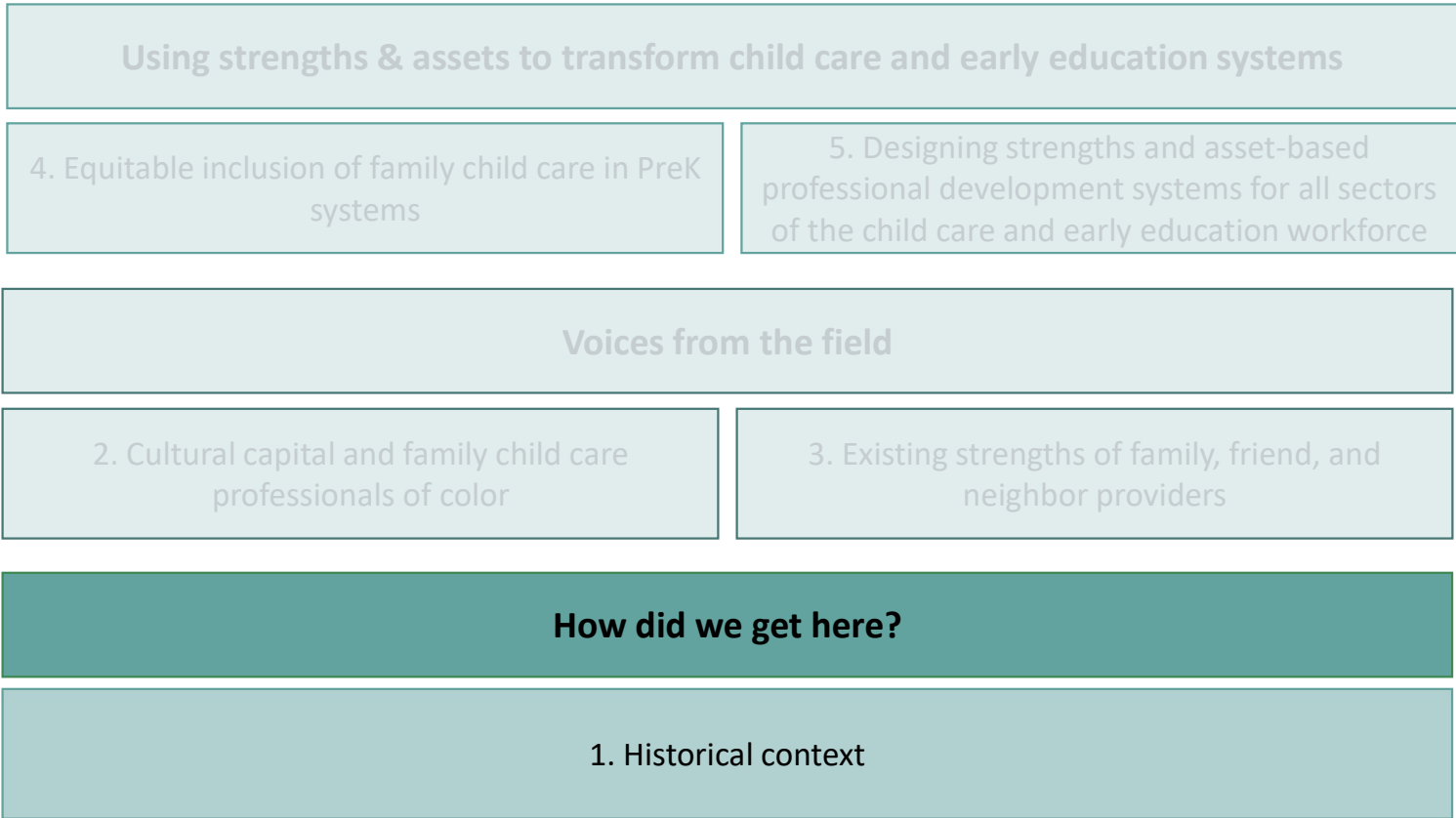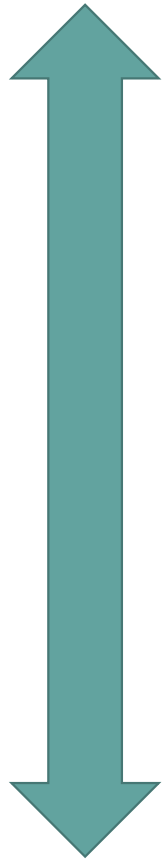
- Juliet Bromer, Erikson Institute

- Chrishana M. Lloyd, Child Trends

- Crystasany Turner, University of Wisconsin-Milwaukee

- Susan Savage, Child Care Resource Center

- Rena Hallam, University of Delaware

- Anne Douglass, University of Massachusetts-Boston

CCEEPRC 2023 Plenary

The Early Care and Education Workforce:
Research that Elevates Early Educator Strengths and Assets

Using strengths & assets to transform child care and early education systems

4. Equitable inclusion of family child care in PreK systems

5. Designing strengths and asset-based professional development systems for all sectors of the child care and early education workforce

Voices from the field

2. Cultural capital and family child care professionals of color

3. Existing strengths of family, friend, and neighbor providers

How did we get here?

1. Historical context

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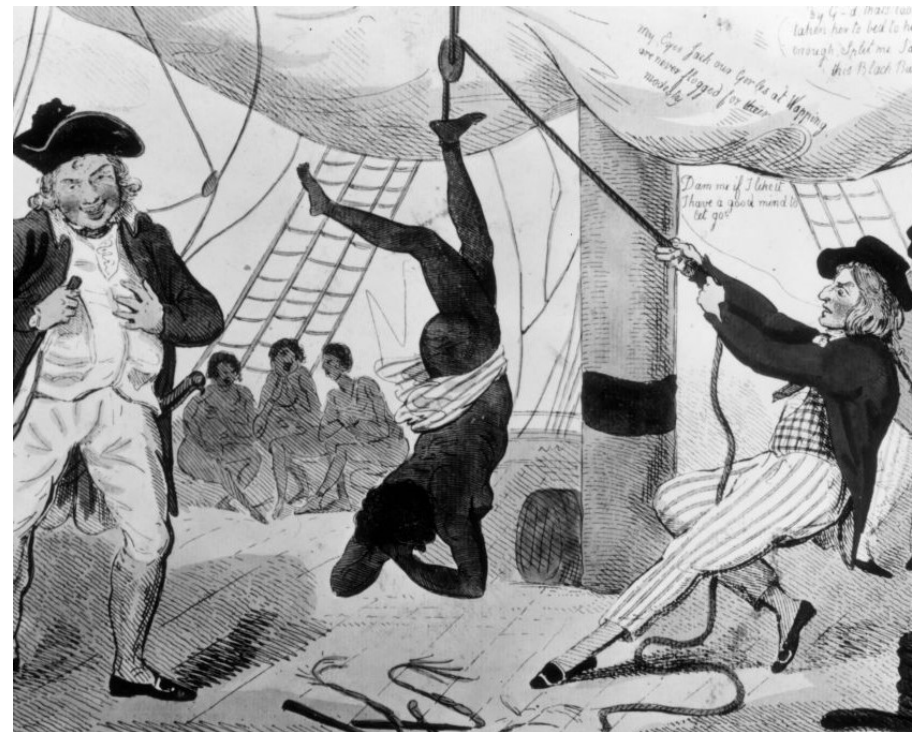
How did we get here?

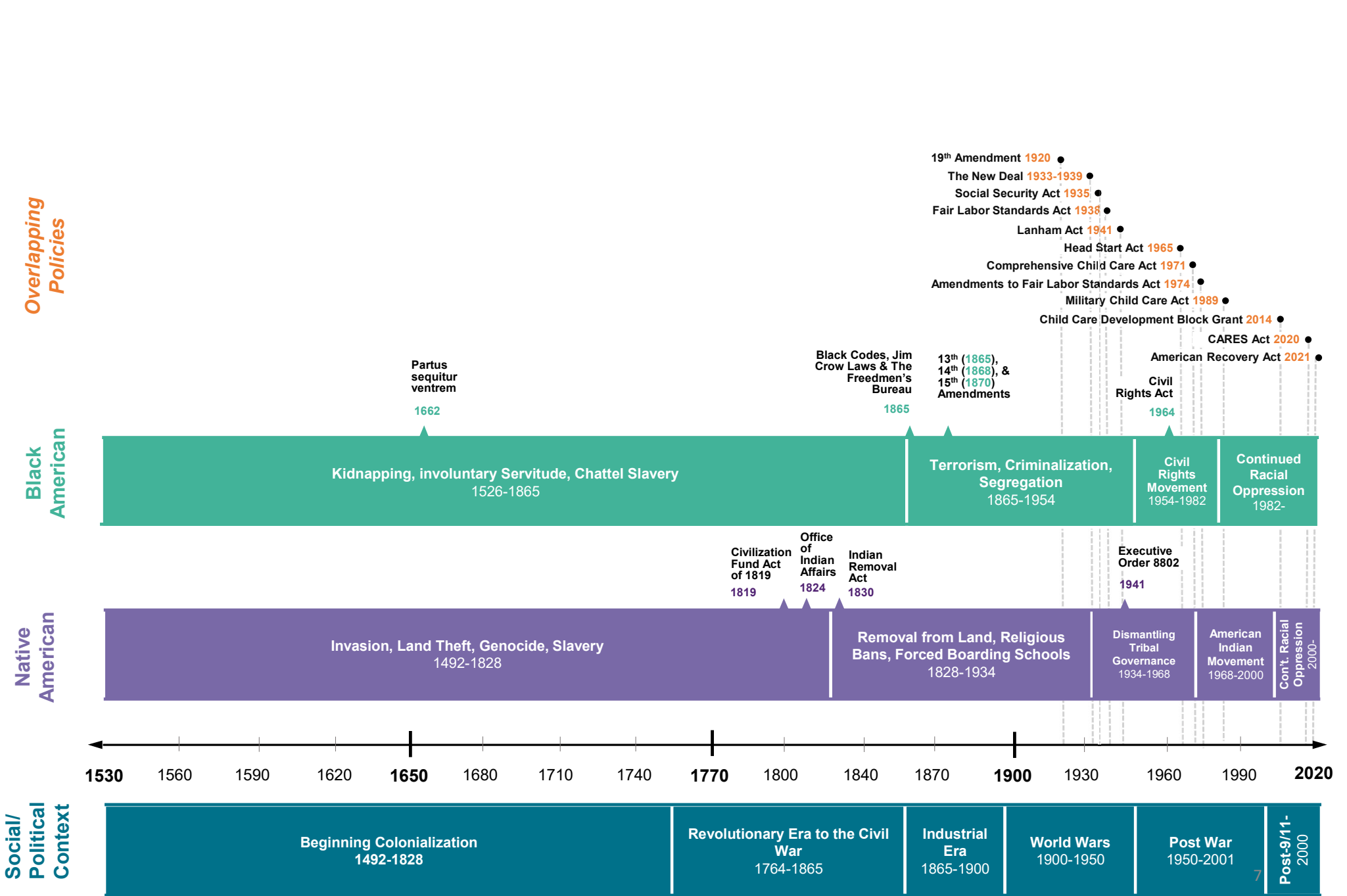1. Historical context

Discussion Overview

- Identification and framing of the ways in which capitalism, racism, and sexism have shaped the U.S. early care and education field

- Implications of this history on the early care and education workforce

FRAMING

- The institution of chattel slavery is the foundation of our country and inextricably tied to the way we think about money, people of color, women, and child care in the United States

- 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 the U.S. 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, though more research and data are needed to better understand the experiences of Native, Hispanic, and Asian American women and the impact of this history on their experiences

- These issues are longstanding and persistent but not intractable

Overlapping Policies

19th Amendment **1920**
The New Deal **1933-1939**
Social Security Act **1935**
Fair Labor Standards Act **1938**
Lanham Act **1941**
Head Start Act **1965**
Comprehensive Child Care Act **1971**
Amendments to Fair Labor Standards Act **1974**
Military Child Care Act **1989**
Child Care Development Block Grant **2014**
CARES Act **2020**
American Recovery Act **2021**

Black American

Partus sequitur ventrem
1662

Black Codes, Jim Crow Laws & The Freedmen's Bureau
1865

13th (1865), 14th (1868), & 15th (1870) Amendments

Civil Rights Act
1964

Kidnapping, involuntary Servitude, Chattel Slavery
1526-1865

Terrorism, Criminalization, Segregation
1865-1954

Civil Rights Movement
1954-1982

Continued Racial Oppression
1982-

Native American

Civilization Fund Act of 1819
1819

Office of Indian Affairs
1824

Indian Removal Act
1830

Executive Order 8802
1941

Invasion, Land Theft, Genocide, Slavery
1492-1828

Removal from Land, Religious Bans, Forced Boarding Schools
1828-1934

Dismantling Tribal Governance
1934-1968

American Indian Movement
1968-2000

Con't. Racial Oppression 2000-

1530 1560 1590 1620 1650 1680 1710 1740 1770 1800 1840 1870 1900 1930 1960 1990 2020

Social/ Political Context

Beginning Colonialization
1492-1828

Revolutionary Era to the Civil War
1764-1865

Industrial Era
1865-1900

World Wars
1900-1950

Post War
1950-2001

Post-9/11- 2000-

7

U.S. ECE History in Pics

U.S. ECE History in Pics

Inequities in Action

Digging Deep

- The early care and education (ECE) workforce is 95.6 percent female, totaling approx. 1.5 million child care workers

  - Women of color make up about 40% of the ECE labor force, but only represent about 20% of the American population

- Nearly 15% of the child care workforce lives below the official poverty line

- 85% of the child care workforce does not have health insurance

Inequities in Action

Digging Deeper

- The ECE workforce makes approximately $14.38 per hour nationally.

  - Black women make $12.98/hr

  - Hispanic women make $10.61/hr

- Black and Hispanic early educators are more likely to be in the lowest-paying jobs nationwide, such as assistant teachers and home-based child care

- Black early educators experience poverty at as much as double the rates of their White peers
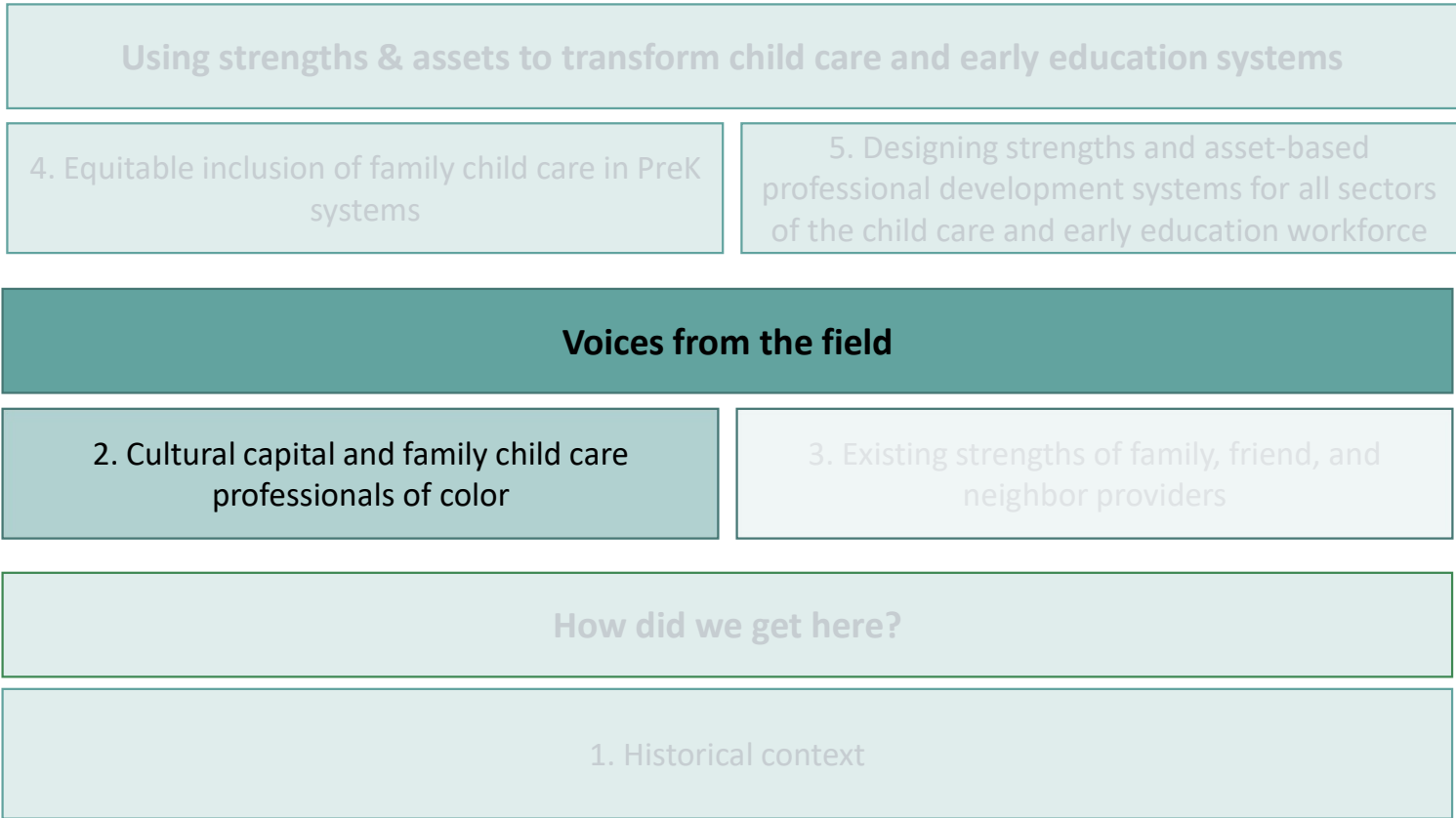
Next Steps
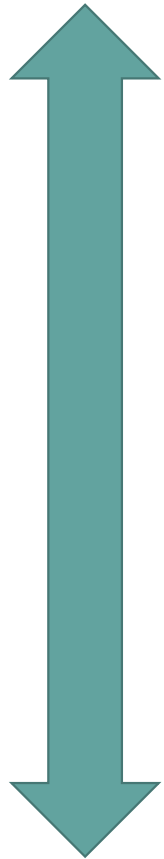# Current and Anticipated Work from Child Trends

- Child Trends Research Agenda on Black Children and Families
  - African American Child and Family Research Center, Morehouse School of Medicine
  - National Black Child Development Institute
  - South Ward Promise Neighborhood
  - University of North Carolina Chapel Hill, Equity Research Action Coalition at Frank Porter Graham Child Development Institute

- National Research Center on Hispanic Children and Families

- The National Early Care and Education Workforce Center

Contact Chrishana M. Lloyd at clloyd@childtrends.org
for additional information

Acknowledgements

- Individuals instrumental in guiding the conceptualization, design, development, and production of the Mary Pauper Papers:
  - Kristine Andrews, Deana Around Him, Porsche Boddicker-Young, Yolanda Deane, Brent Franklin, Tamara Halle, Iheoma Iruka, Elizabeth Jordan, Doré LaForett, Olga Morales, Catherine Nichols, Julie Porcelli, Mavis Sanders, Heather Sauyag Jean Gordon, Catherine Schaefer, Mindy Scott, and Mark Waits.
- Special thanks to the Early Educator Investment Collaborative, and project officer Ola Friday.

EARLY EDUCATOR INVESTMENT COLLABORATIVE
Professional Educators. Professional Compensation. Prepared Children.

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"We are that Resilience":
Building Cultural Capital through Family Child Care

Erikson Institute

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Assistant Professor
University of Wisconsin- Milwaukee

Juliet Bromer, PhD
Research Professor
Erikson Institute

CCEEPRC 2023

Acknowledgements

- Contributing authors:
  - Samantha Melvin, Ph.D., Erikson Institute
  - Aisha Ray, Ph.D., BUILD Initiative
- Funding support:
  - The Foundation for Child Development for the Multi-State Study of Family Child Care Supply & Decline

Erikson Institute

Research questions

What are the components of cultural capital that FCC Professionals of Color bring to their work with children & families?

How do FCC Professionals of Color use cultural capital to counter inequitable ECE systems & policies?

Link to the paper:

Study Demographics

19 focus groups
- California (41%)
- Florida (38%)
- Wisconsin (11%)
- Massachusetts (10%)

Asian/ Pacific Islander 9.0%
Black/Latine 3.0%
Black 38.0%
Latine 50.0%
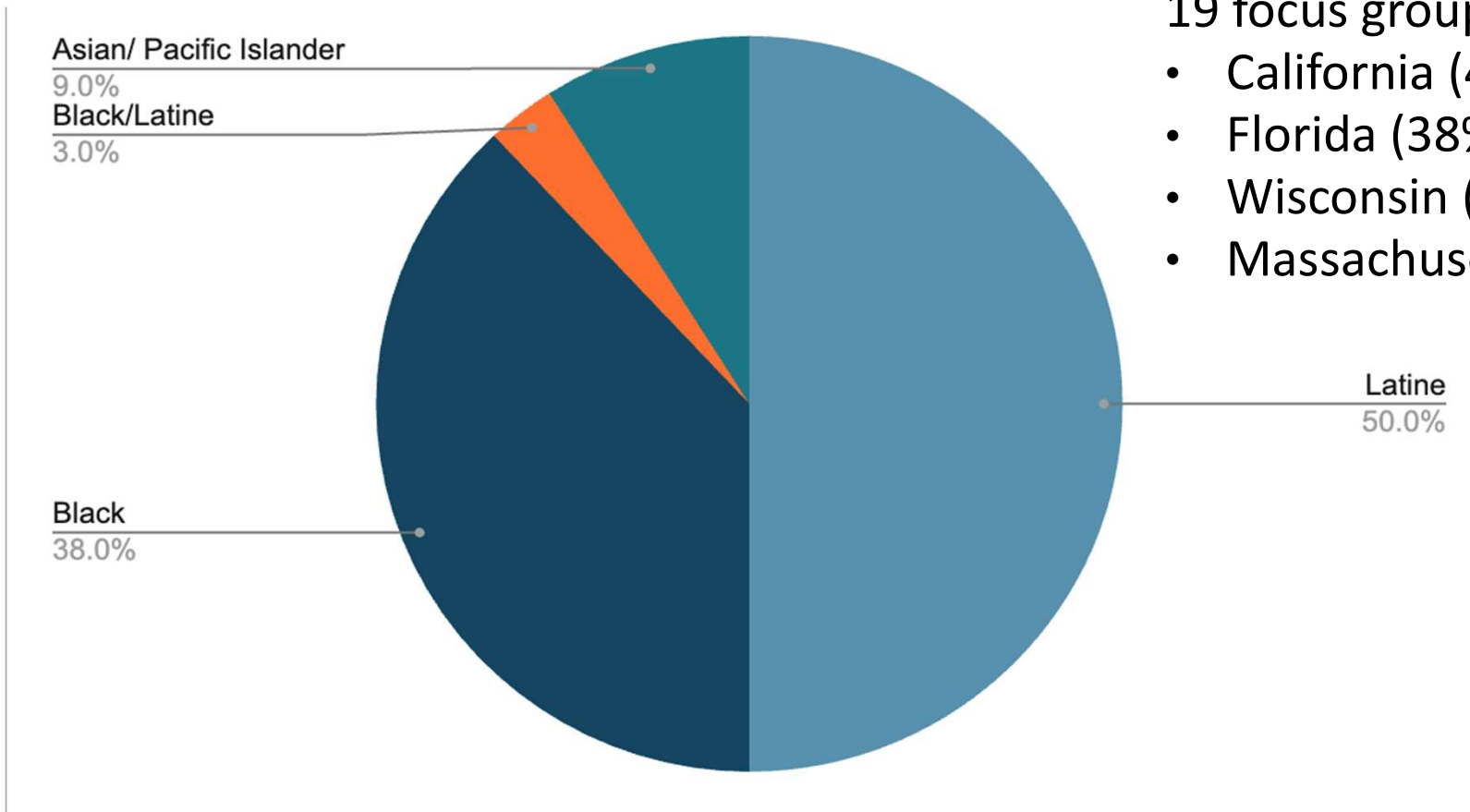
Yosso's Community Cultural Wealth Model (CCWM)

- Aspirational Capital
- Familial Capital
- Navigational Capital
- Resistance Capital
- Social Capital
- Linguistic Capital

Aspirational Capital

- FCC as education & a service to the community
- Future-oriented narratives of hopes for families & communities
  - *"I've witnessed firsthand them slipping through the cracks of the system and so, I said, **I need to reach every child that I can reach.**"*

Familial Capital

- Kinwork & intergenerational connections
- Home-based child care as a place for healing & respite
  - *"By being in a home environment, they still getting this love ... you know, during this time a lot of stuff is going on. So, the fact that when they're here it's like **a smooth place**, I guess I want to call it. **Somewhere where they can be themselves and love**."*

Navigational Capital

- Navigate inequitable policies & systems
- Buffer children against inequities & injustices
  - *"I'm telling you... **we do magic** with the little that we get."*

Resistance Capital

- Direct action
- Opting out of systems that don't serve them
- Counter negative views as essential workers
    - *"Yes, **we are very important**, more than they ever thought of us, because without us, nobody can go to work."*
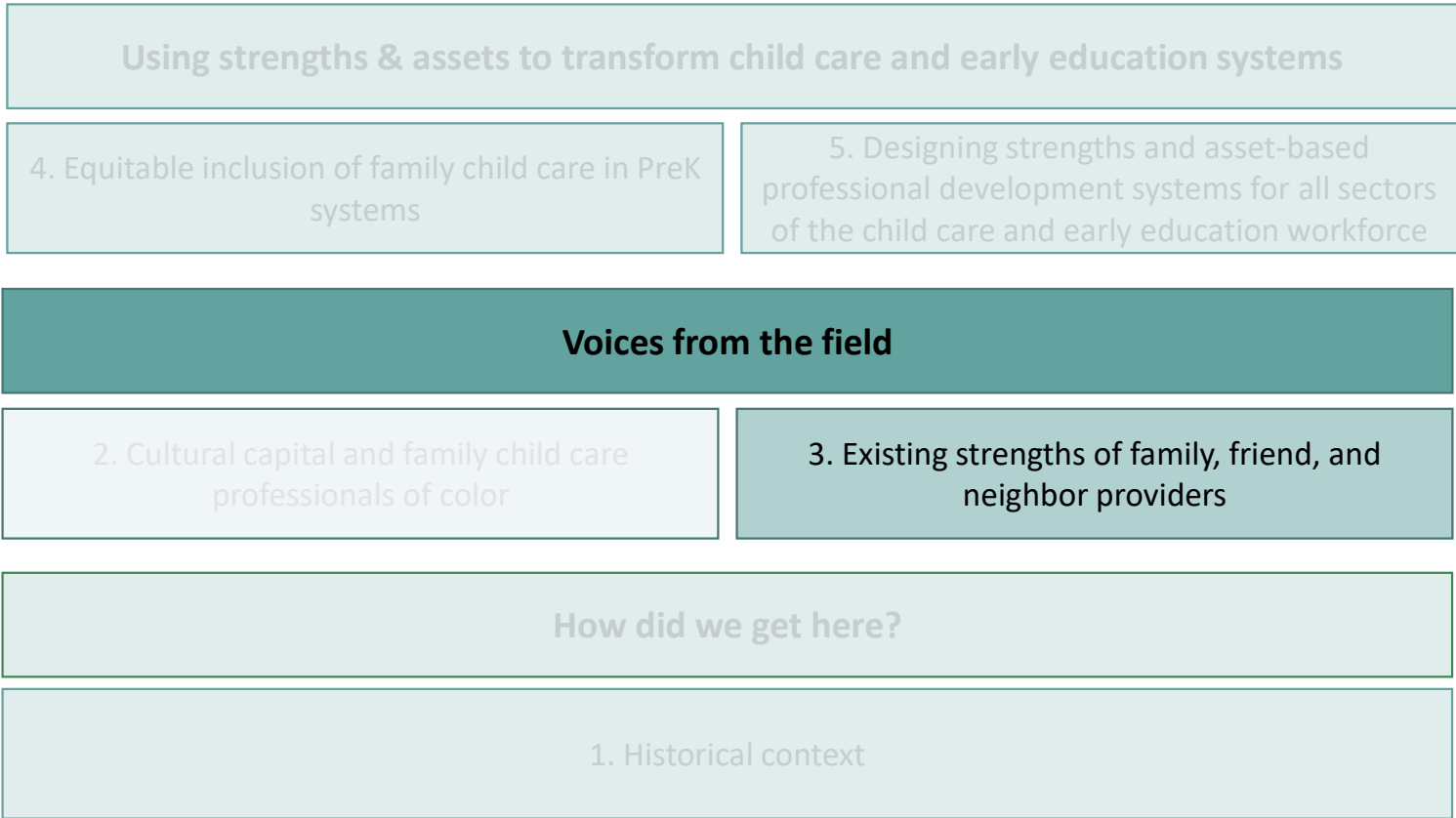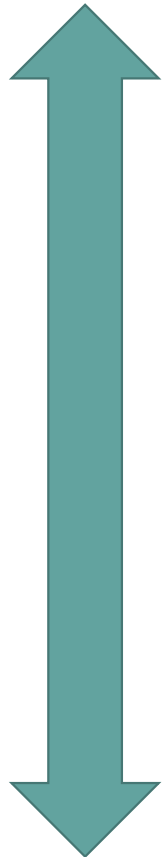
Centering the strengths of FCCs of Color can:

- Enhance child & family well-being
- Buffer Children of Color against inequities & injustices
- Provide a place for healing & respite
- Lower expulsion rates for Children of Color in childcare
- Build sustainability & survival for the family childcare sector

Thank You!

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Perspectives From the Field: Strengths and Assets of Home-based Child Care

Child Care and Early Education Policy Research Consortium
June 2023

Susan Savage, PhD
Director of Research, Child Care Resource Center

Funded by first 5 la
Giving kids the best start

CCRC cultivates child, family and community well-being.

LA County Home-based Care Landscape

12 million+ children experience home-based child care nationally (OPRE Report #2021-85)

What is your mental model of family, friend and neighbor (FFN) providers?

Landscape of home-based child care (HBCC) providers in Los Angeles County

- Motivations, how to ensure success and quality, access to resources and supports
- Co-design strategies and policies that build on their voices, inherent assets, and quality
- Surveys, interviews, and community convenings
  - 459 Family, Friend and Neighbor (FFN)
  - 775 Family Child Care (FCC)
  - 710 parents

FFN – Family Model of Quality

75% cited "helping the child/family" as their motivation for child care work

67% will continue as long as needed, fostering continuity/stability

92% were close relatives, increasing likelihood for linguistic/cultural/racial match
- Home language development (e.g., Head Start model)
- Prior research – greater use of diverse learning materials

60% offer flexible/non-standard hours

"My plans would be to take care of them until they are young adults." – Spanish-speaking FFN provider

"My child considered the child care provider like another mother." – Mandarin-speaking parent

Interest in child development, behavioral guidance, activities and special needs, but constrained by time, transportation, language

Sources for information and resources in their child care work
- Family (69%)
- Employment (promotora, school district)
- Classes/ playgroups

"I have friends that have grandkids and may have autism or whatever that tell me about stuff – things that they take and then things that I might be interested in. We're all grandmothers. If there's a problem we kind of talk it out with each other to see 'what do you think about this?'" – English-speaking FFN provider

Concrete supports beyond child care
- Emergencies (COVID quarantine location for child; fires)
- Logistical supports (cooking, errands)
- Financial (food): Greatest expense for FFN providers – nutritious food but no access to CACFP

"I cook dishes for the parents." – Mandarin-speaking FFN

Methods – Assets and Needs

FFN providers struggled to answer questions about their assets and needs during interviews and open-ended survey questions

When asked about the children and families, the information flowed

A key element of their strength/asset is being part of the family

Policy and Program Implications

Build on the foundation of their strengths, but not at the expense of their financial and emotional well-being

"The first time you get your check, the first thing you do is go get snacks, toys, things for the kids to do. The money doesn't go to your bills. It goes to the children. You go out of your paycheck to provide more to your grandchildren." – English-speaking FFN

Involve providers in design, implementation, and evaluation of program and policy

Pay a living wage to those who receive voucher payments

Whole Child – Whole Family system of support rather than the traditional workforce support model (training/ coaching)

Meet the team!

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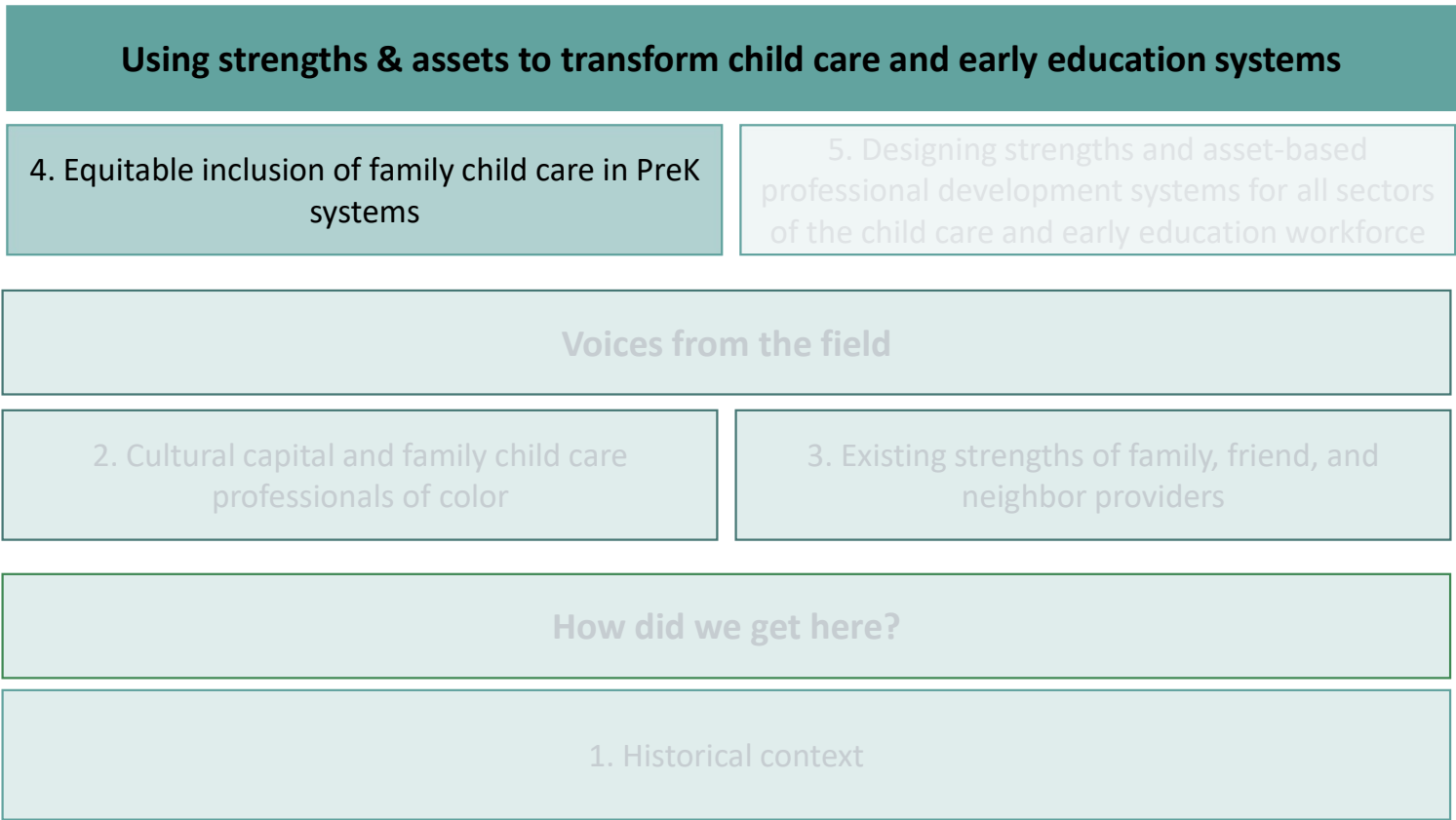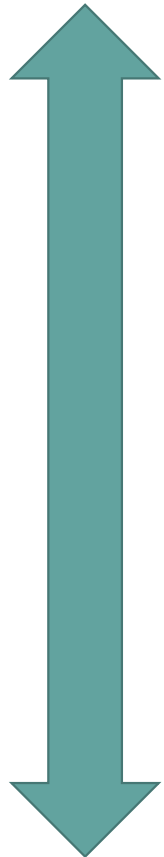Child Care Resource Center
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Erikson Institute
Home-Based Child Care Research

UNIVERSITY OF DELAWARE
DELAWARE INSTITUTE FOR EXCELLENCE IN EARLY CHILDHOOD

EQUITY RESEARCH ACTION COALITION
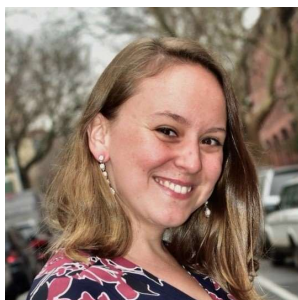UNC Frank Porter Graham Child Development Institute

PreK in **Family Child Care** Project

Juliet Bromer   Samantha Melvin   Rena Hallam   Jason Hustedt   Iheoma Iruka   Jenille Morgan

Thank you to our Collaborators!

- Funders: **Home Grown** and **Foundation for Child Development**
- **NIEER** thought partners
- **FCC Educator and Family Advisory Board**
  - Kissha Ballard, Florida VPK teacher (7 years)
  - Adrienne Briggs, PHLpreK teacher (8 years)
  - Anny Gonzalez, Maryland PreK teacher (1 year)
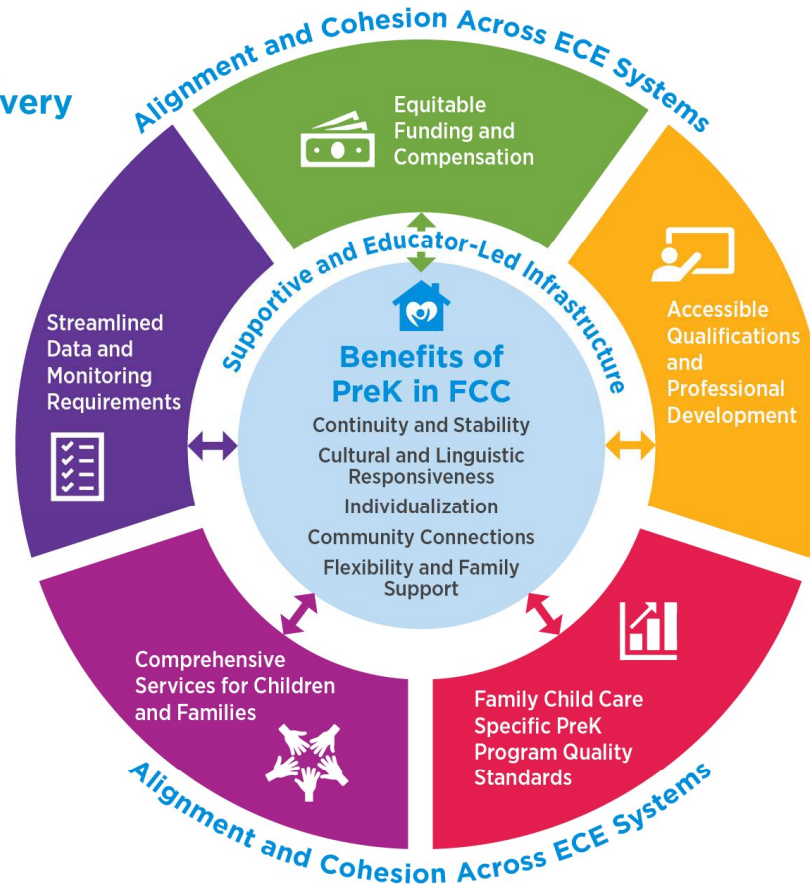 - Aja Anderson, Florida parent who uses PreK in FCC

Goals of the PreK in FCC project

- To better **understand state and city strategies**, successes, and challenges delivering PreK in FCC settings
- To **elevate the experiences** of FCC professionals who offer publicly-funded PreK
- To **counter the perception** that FCC programs do not have the potential to offer high-quality PreK education to children and families
- To **facilitate national learning and conversation** about best practices for mixed delivery systems

Conceptual Framework for Including FCC in Mixed-Delivery PreK Systems

Implementation Areas

Alignment and Cohesion Across ECE Systems

Supportive and Educator-Led Infrastructure

Equitable Funding and Compensation

Accessible Qualifications and Professional Development

Benefits of PreK in FCC

Continuity and Stability

Cultural and Linguistic Responsiveness

Individualization

Community Connections

Flexibility and Family Support

Streamlined Data and Monitoring Requirements

Comprehensive Services for Children and Families

Family Child Care Specific PreK Program Quality Standards
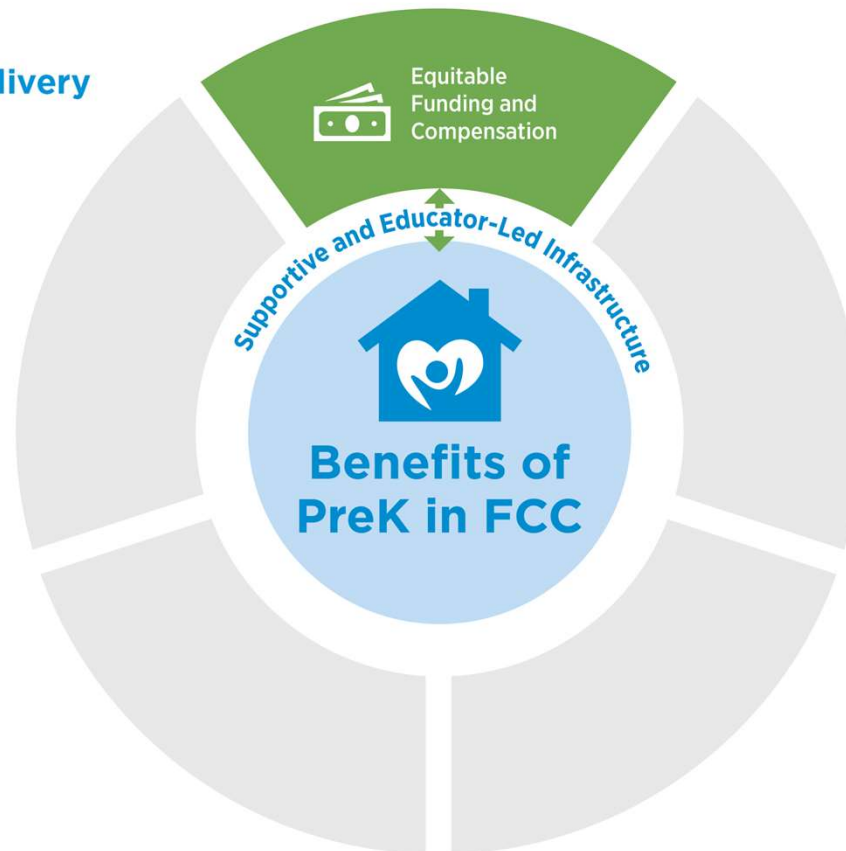
Alignment and Cohesion Across ECE Systems

Birth-to-five ECE systems context: Historically not designed for FCC programs

Sociocultural context: Legacy of structural racism, classism, and sexism

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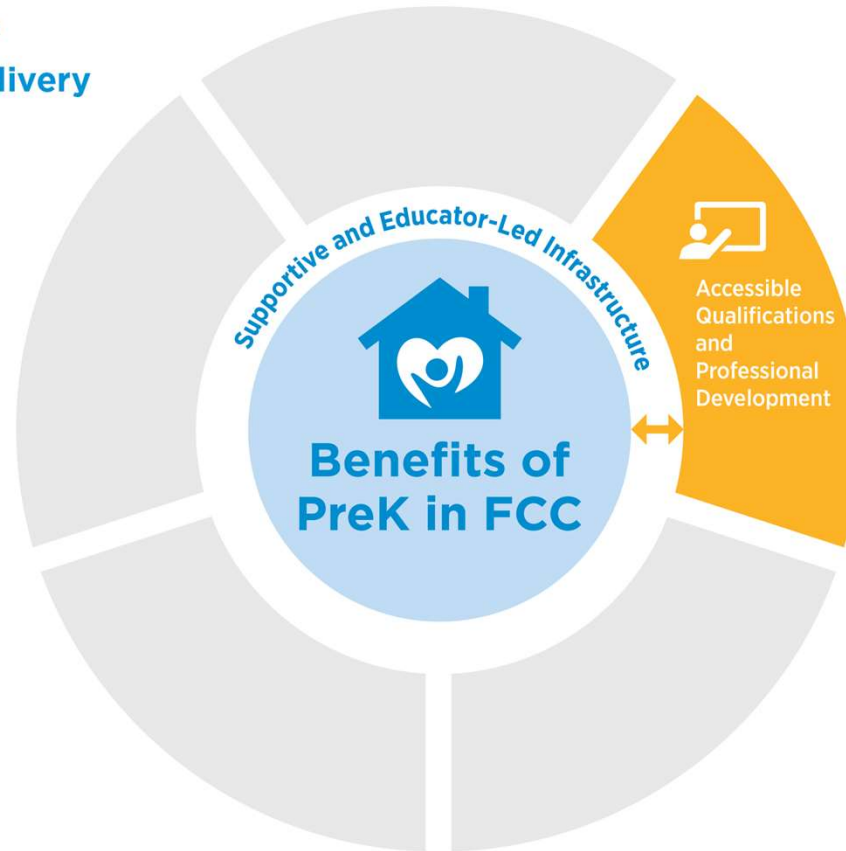
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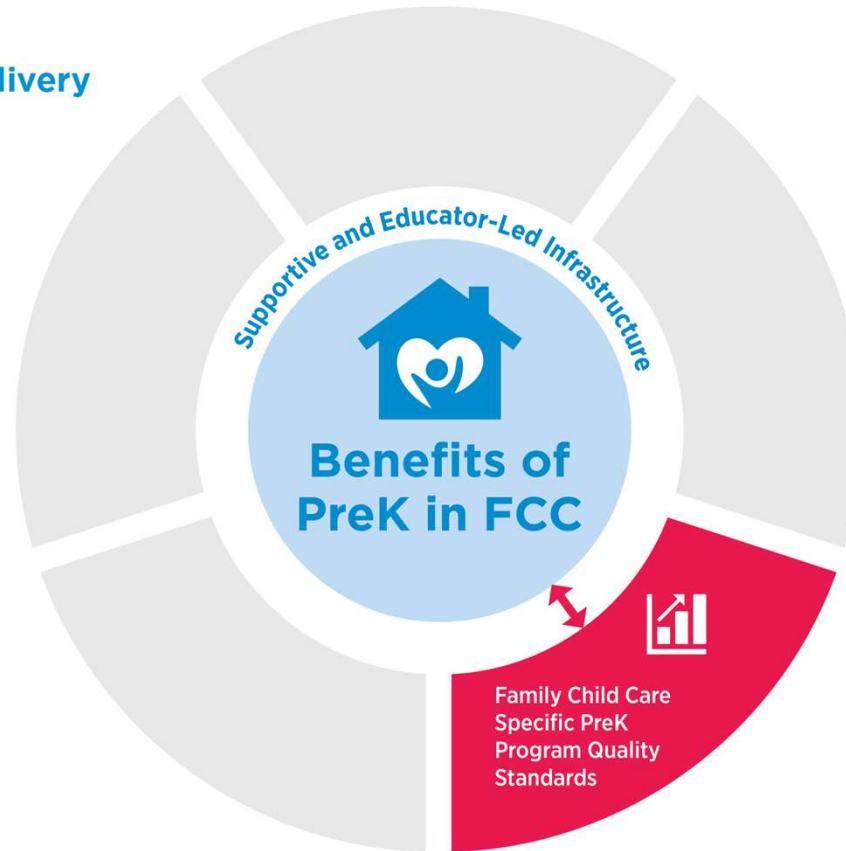Accessible Qualifications and Professional Development

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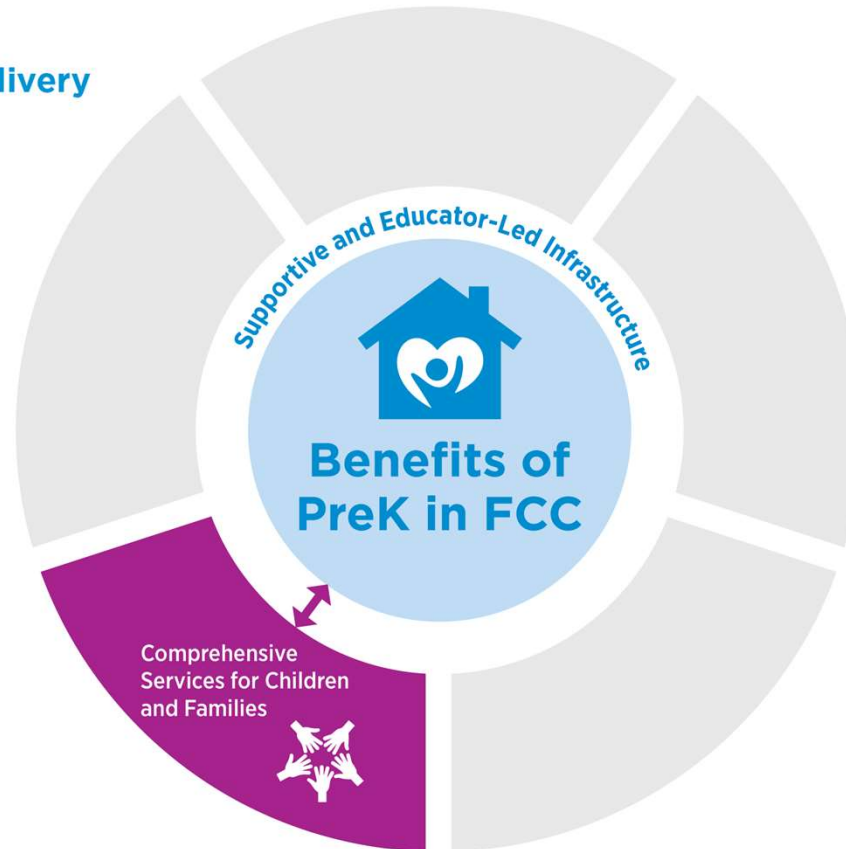Family Child Care Specific PreK Program Quality Standards

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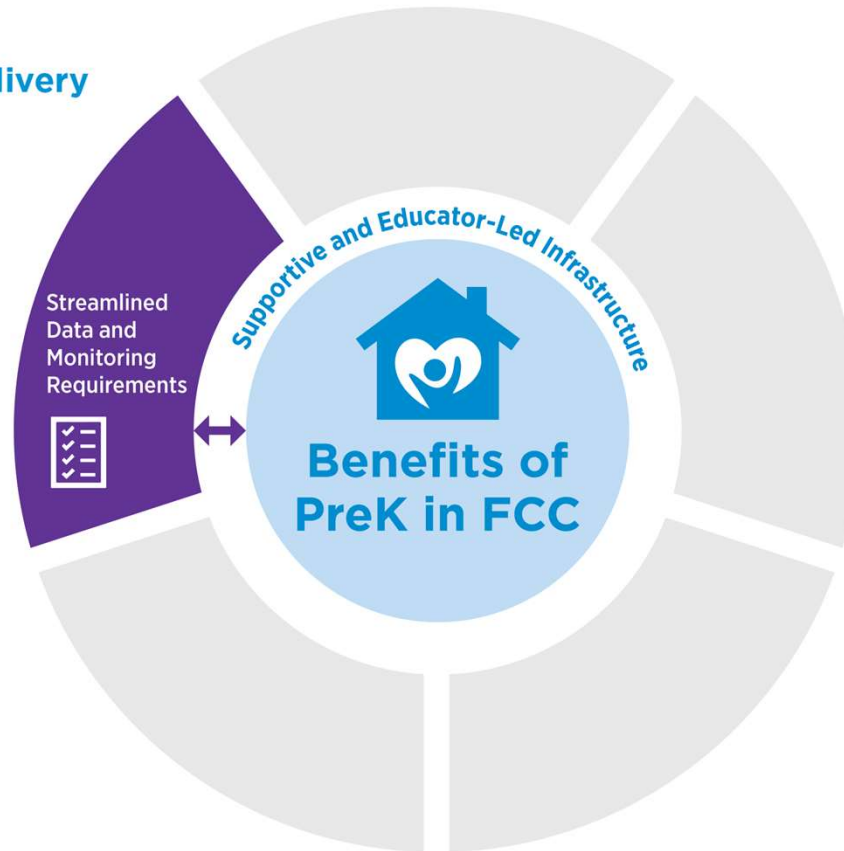
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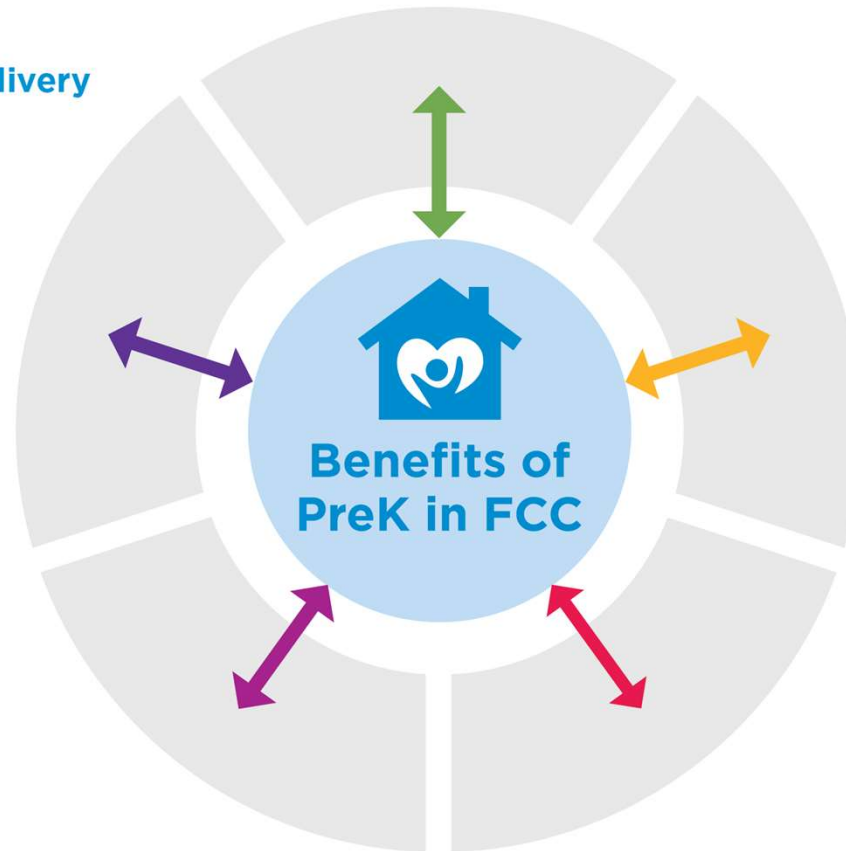
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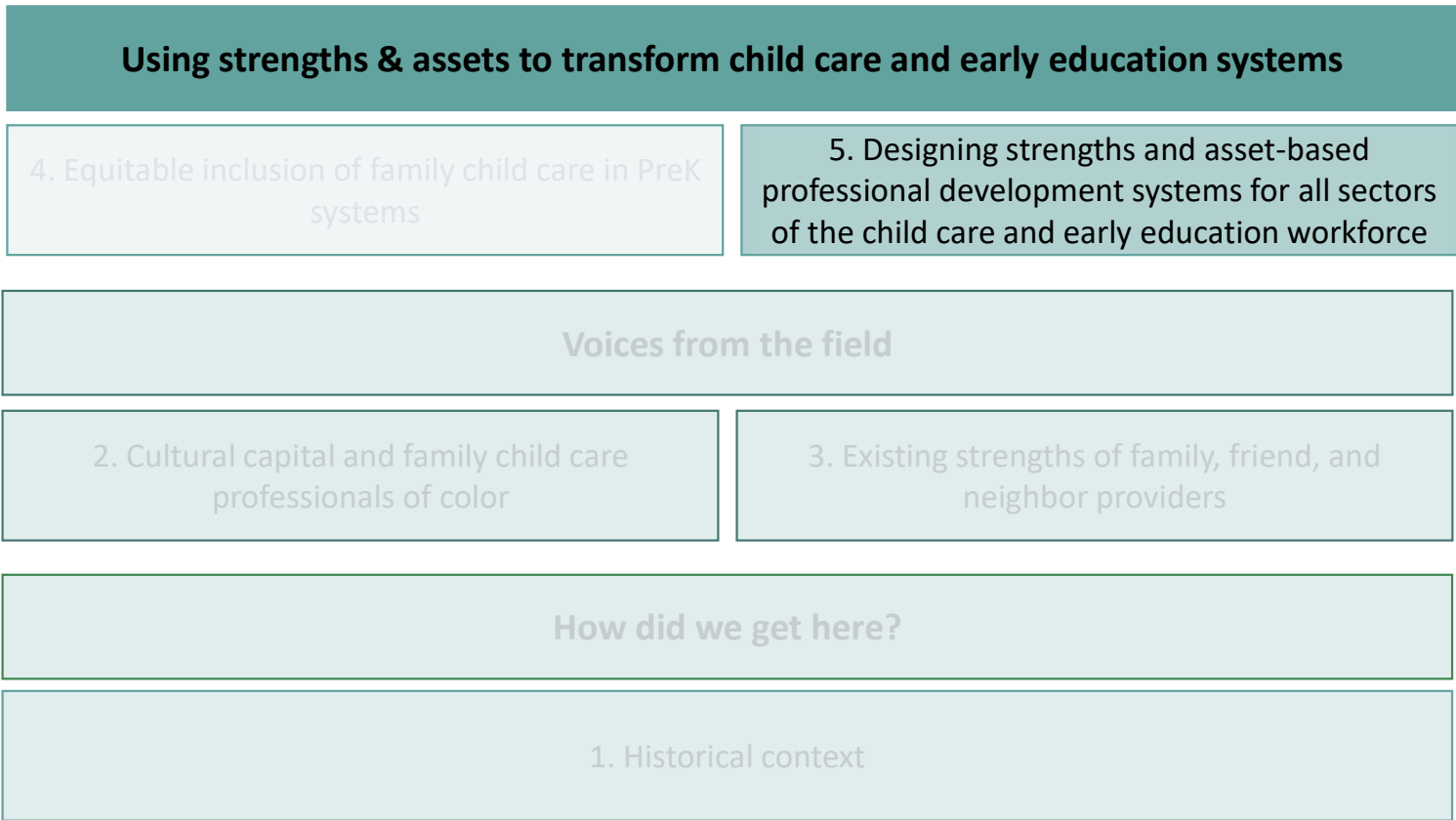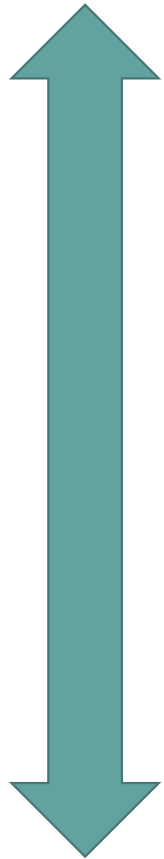
Contact Information

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For More Information:

https://www.erikson.edu/research/prek-in-family-child-care-project-pkfcc/

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INSTITUTE FOR EARLY EDUCATION LEADERSHIP AND INNOVATION

UMASS BOSTON

Designing strengths-based and asset-based professional development systems for all sectors of the ECE workforce

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Amy Madigan, Team Leader for Head Start Research, OPRE

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Culture of Continuous Learning Project

Child TRENDS

UMASS BOSTON — INSTITUTE FOR EARLY EDUCATION LEADERSHIP AND INNOVATION

Mathematica — Progress Together

JRA Consulting, Ltd.
995 Forest Street, North Andover, MA 01845

Key Takeaways

❑ Early educators have expertise, knowledge, and essential insights for leading change and improvement.

❑ Many ECE systems are designed from the assumption that early educators are the object of change, rather than the agents of change.

❑ Design workforce systems that see early educators as experts and drivers of change. The Breakthrough Series Collaborative methodology for CQI offers one example.

# Shifting the assumptions underlying systems

FROM

- Compliance
- External expertise
- Power at the top
- Individual focus
- Objects of change

TO

- Continuous learning
- Internal, inclusive expertise
- Shared power
- System focus
- Agents of change

UMASS BOSTON
INSTITUTE FOR EARLY EDUCATION LEADERSHIP AND INNOVATION

Designing Systems for a Strong, Talented, Capable Workforce
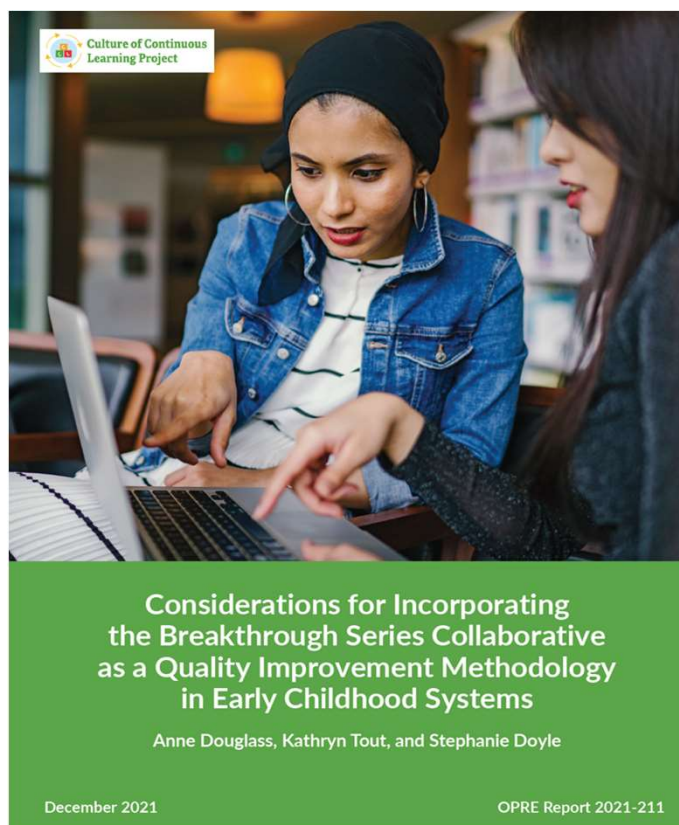
1. What is the BSC and how does it work?
2. How does it elevate and center educator voice?
3. What are key insights from the CCL Project?

What is the Breakthrough Series Collaborative?

❑ Teaches teams how to make and lead change

❑ Equips people across roles to work collaboratively to achieve results

❑ Promotes equity by engaging leadership across roles and valuing the voice of those closest to the day-to-day work with children and families

❑ Strengthens the leadership of teaching staff as well as center administrators

Culture of Continuous Learning Project

Key Findings: Strengthening administrator leadership

Administrators
- Supported teaching staff autonomy to test changes and new practices in their classrooms
- Put structures and supports into place that enable and support distributed leadership

"What I have done … is just organize and make sure [the teachers] have that time and space to do the work …"

– Center administrator

Culture of Continuous Learning Project

Key Findings: What administrator leaders did

"I think if we had to say what was **the driving force** it would be **how the [center director] …engaged**. ... If the [center director] was able to remove those barriers, they had the will to remove the barriers, they knew they should remove the barriers, then it happened….

Removing barriers is very tangible, like, 'Okay, we're gonna move your break time to this time so you can participate in this meeting,' down to … everyone should be testing changes, you have that sort of permission to do that, down to literally getting the materials someone needs to do something."

- BSC Implementation Staff

Culture of Continuous Learning Project

Findings: What teacher leaders did

"**I was taking what we were learning in the infant/toddler classroom, and I was bringing it here [to the pre-K classroom] and try[ing] to implement with pre-K**.

We had one child in pre-K here … he was not very vocal or responsive at first. **I worked with teachers, and we implemented strategies we had learned from the BSC;** now he's one of the most talkative kids in the class, he's come out of his shell in such a big way. He's now very eager to say hello, good morning, how are you, to share his work, to interact with you on a higher level.

It was very **good to see a literal success story** to come out of the work we were doing."

– Infant-Toddler Teacher

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How the BSC supported these changes in leadership

- ❑ **Teacher affinity groups and coaching**: Fostered development of leadership identity, skills, confidence
- ❑ **Administrator affinity groups and coaching**: Built their capacity for facilitative and distributed leadership
- ❑ **BSC structures and routines**: Cross role teams, and cross program learning community strengthened communication, respect, shared goals and learning

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Looking Forward

Greater impact on equity/quality

The talent and leadership within the field

The desire and moral urgency for more equitable QI approaches, systems, and leadership

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