

## Plenary Session 3: The Early Care and Education Workforce: Research That Elevates Early Educator Strengths and Assets

Thursday, June 29, 2023

3:15 p.m. – 4:15 p.m. | *L'Enfant Ballroom ABCD (Livestreamed)*

### 1. Descriptive Information

<p><b>Plenary Session 3: The Early Care and Education Workforce: Research That Elevates Early Educator Strengths and Assets</b></p> <p>One of the most urgent needs in our field right now is to design and implement strategies and policies to build and sustain the early care and education (ECE) workforce. This session focuses on research that elevates the strengths and assets of the ECE workforce. Bringing an assets lens to the ECE workforce has the potential to shift the way current workforce systems and policies are designed and yield better and more transformative outcomes. Starting with historical research that explains the tendency to see the ECE workforce through a deficit lens, we then quickly move to current research that highlights early educator strengths in both center-based and family child care contexts. We will create a forum for speakers and the audience to consider why this kind of research might matter for the design of ECE research, policy, and practice.</p>	<p><b>Presenters</b></p> <p><b>Juliet Bromer</b>, Erikson Institute <b>Anne Douglass</b>, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston <b>Susan Savage</b>, Child Care Resource Center – California <b>Crystasany Turner</b>, Erikson Institute <b>Chrishana Lloyd</b>, Child Trends <b>Rena Hallam</b>, University of Delaware</p> <p><b>Scribe</b> <b>Anna O'Connell</b></p> <p><b>Number of Attendees: 85</b></p>
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### 2. Documents/Presentations Shared (Please list any electronic documents, PowerPoint presentations, or web links used during the session.) **Collect presenter PowerPoints or other documents on the flash drive provided.**

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### 3. Brief Summary of Presentations

- **Session overview and key themes (Juliet Bromer)**
- **Summary of Presentation #1: Historical Context (Chrishana Lloyd)**
  - Capitalism, Racism, and Sexism as the foundation of the early care and education system in the US
    - Based on the Mary Pauper Papers
    - Mentions the idea of “invisibleness” among home care providers and or providers of color
    - Mentions the idea of home care as a haven from institutional racism / sexism etc.
- **Summary of Presentation #2: Cultural Capital and Family Child Care(FCC) Professionals of Color (Crystasany Turner)**
  - Building Cultural Capital through Family Child Care
    - What are the components of cultural capital that FCC professionals of Color bring to their work with children and families
    - How do FCC professionals of Color use cultural capital to counter inequity
  - Yosso’s Community Cultural Wealth Model
    - Has 6 forms of capital that counter the western ideas of capital: familial, aspirational, navigational, resistance, social, and linguistic capital
      - Aspirational capital
        - How do FCC providers view their own work?
          - Future oriented narratives of hopes for families and communities

- Familial capital
      - Value of home space and familial connections cultivated between providers and their students and families
        - Home based child care as a place for healing and respite
    - Navigational Capital
      - How providers navigate inequitable policies and systems
        - Buffer children against inequities and injustices
    - Resistance Capital
      - What direct actions providers take (such as opting out of systems that don't serve them)
        - Counter negative views as essential workers
  - Centering the Strengths of FCC's of Color
    - Lower expulsion rates for Children of Color in childcare
    - Enhance child and family well-being
- **Summary of Presentation #3: Existing Strengths of Family Friend Neighbor Providers (Susan Savage)**
  - 12 million+ children experience home based childcare nationally
  - Landscape study of Home-Based Child-Care Providers in LA County
    - 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 relatives, increasing the likelihood for linguistic/cultural/racial match
    - 60% offer flexible/non traditional hours
    - Current sources of information for providers:
      - Families, employment, classes/playgroups
    - Offer concrete supports beyond child care
      - Emergencies (ex: quarantine location for children during COVID-19)
      - Logistical Supports (cooking, errands, etc.)
      - Financial (Food)
        - Greatest expense for FFNs
    - FFN providers struggles to answer questions about their assets and needs, but when asked about the needs and assets of families and children the information was easier to express
      - Key asset is being a part of the family
  - Policy and Program Implications
    - Build on the foundations of their strengths but not at the expense of their financial and emotional well being
    - Pay a living wage to those who receive voucher payments
    - Whole child – whole family system of support rather than the traditional workforce support models
- **Summary of Presentation #4: Equitable Inclusion of family childcare in Pre-K Systems (Rena Hallam)**
  - Goals of the Pre-K in FCC Project
    - Better understand state and city strategies, successes, and challenges delivering Pre-K in FCC settings
    - Elevate the experiences of FCC professionals who offer publicly funding Pre-K
    - Counter the perception that FCC programs do not have the potential to offer high quality Pre-K education to children and families
  - Products
    - Conceptual Framework for the Benefits of Pre-K in FCC
      - Equitable funding and compensation
      - Accessible qualifications and professional development
        - Cost, content (in an FCC context, not just a center context)
      - FCC Specific Pre-K Program Quality Centers
        - Example: curriculum
      - Comprehensive Services for Children and Families
        - Early intervention, health services, etc.

- Streamlined Data and monitoring requirements
  - **Summary of Presentation #5: Designing Strengths and asset based professional development systems for all sectors of the childcare and early education workforce (Anne Douglass)**
    - Culture of Continuous Learning Project
      - Shifting the assumptions underlying systems
        - From compliance to continuous learning
        - From external expertise to internal, inclusive expertise
        - From power at the top to shared power
        - From an individual focus to a system focus
    - Breakthrough Series Collaboration
      - Evidenced based methodology that has been used in ECE for the past decade
      - Professional development model which promotes equity by engaging leadership across roles and valuing the voice of those closest to the day to day work with children and families
      - Findings
        - Administrators:
          - Put structures and supports into place that enable and support distributed leadership
          - Supported teaching staff autonomy to test changes and new practices in their classrooms
- 4. Summary of Key issues raised** (facilitators are encouraged to spend the last 3-5 minutes of sessions summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)
- Adapting ECE practices for FFNs and acknowledging the importance of the work they do