

Stress, Depression, and the Role of Racial and Ethnic Concordance in the Early Care and Education Workforce

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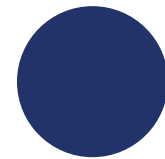
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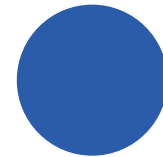
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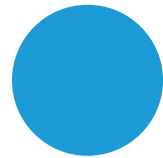
PRESENTATION OVERVIEW



Background and rationale for study



Research questions and methodology



Findings and next steps

BACKGROUND



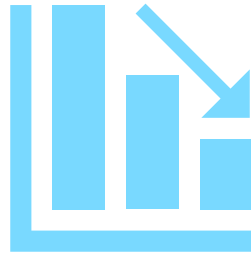
ECE workforce is experiencing concerning levels of stress and depression

(Elharake et al., 2022;
Lessard et al., 2020)



ECE workforce stress and depression affects worker well-being and turnover

(McMullen et al., 2020)

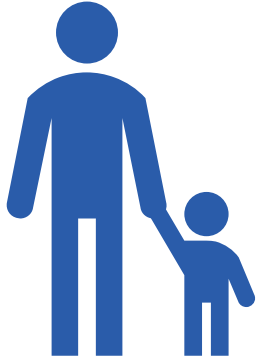


We know some predictors of stress and depression: wages, supervisory support, professional development

(for reviews, see Cumming, 2017;
Hall-Kenyon et al., 2014)

Additional research is needed to understand the predictors of teacher stress and depression in early childhood settings.

BACKGROUND



Racial and ethnic concordance, or matching, between teachers and children has been found to predict positive child outcomes

(For review, see Redding, 2019)



Racial and ethnic concordance has rarely been examined as a source of teacher stress and depression

(e.g., McCarthy et al., 2020)

Our study is the first to examine the effects of teacher–children racial and ethnic concordance on stress and depression in the ECE workforce.

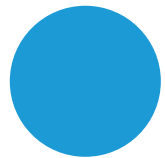
RESEARCH QUESTION

MAIN

What factors predict stress and depression among frontline staff in ECE programs in the U.S., and do those factors have a different effect depending on staff race and ethnicity or concordance with the classroom?



Staff characteristics: staff pay, staff household income, full-time vs part-time, role, receipt of supervision, participation in professional development, gender, race and ethnicity



Classroom characteristics: racial and ethnic concordance,* classroom diversity,* class size, children's ages



Center characteristics: center size, funding source, proportion of children with IEPs, turnover rate



Community characteristics: community poverty, population density (rural, suburban, urban)

* calculated variables

DATA



- **2019 National Survey of Early Care and Education (NSECE)**
- Unrestricted center-based provider dataset (center-level data)
- Unrestricted center-based provider workforce dataset (staff-level data)

OUTCOME VARIABLES



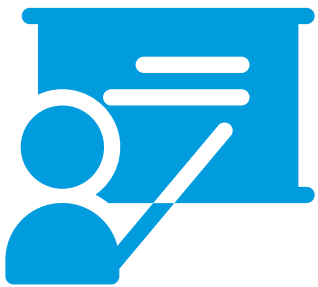
- Job Demands Stress: 4 items adapted from the Curbow Job Stress Inventory (2000)
- Depression: 7-item Center for Epidemiologic Studies Depression Scale (CESD-7; Levine, 2013)

RACIAL AND ETHNIC CONCORDANCE

C=0

Black
Teacher

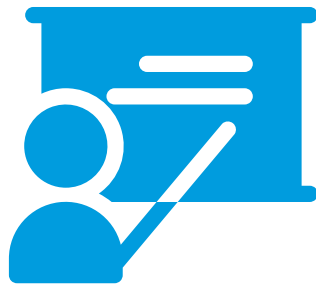
All White
Students



C=0.5

Black
Teacher

Half Black Students
Half White Students



C=1

Black
Teacher

All Black
Students



SUMMARY STATISTICS: TEACHERS



Gender

96%

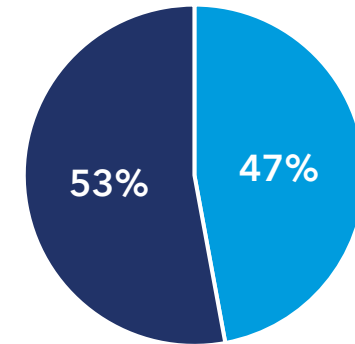
Identified as female



Mean wage

\$13.92

(SD = 7.18)

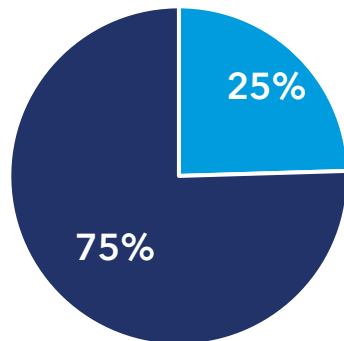


Household Income

■ < \$30,000

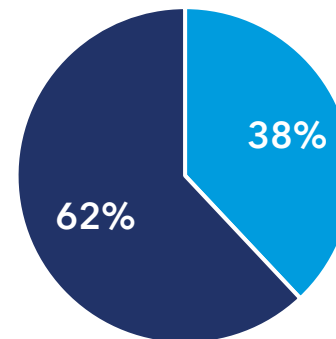
■ >= \$30,000

Teacher status



■ Part-time ■ Full-time

Teacher role



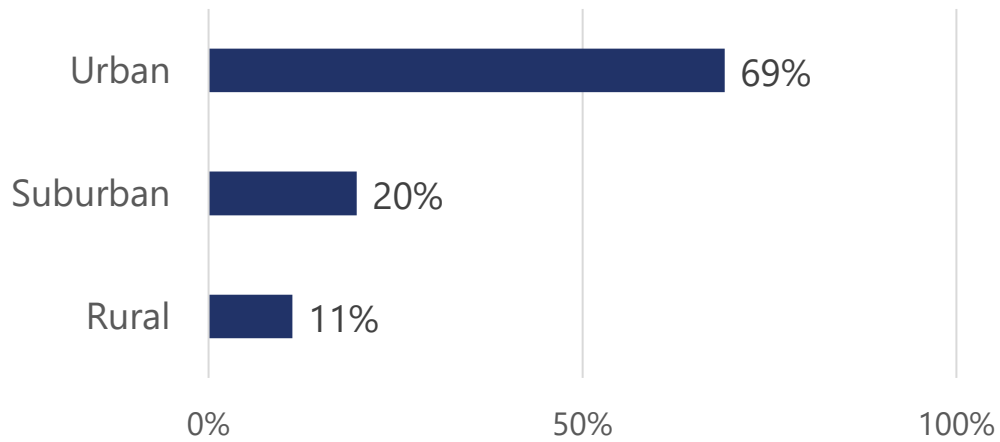
■ Assistant teacher ■ Lead teacher

Weighted concordance sample: $n = 1,000,101$
Unweighted concordance sample: $n = 3,547$

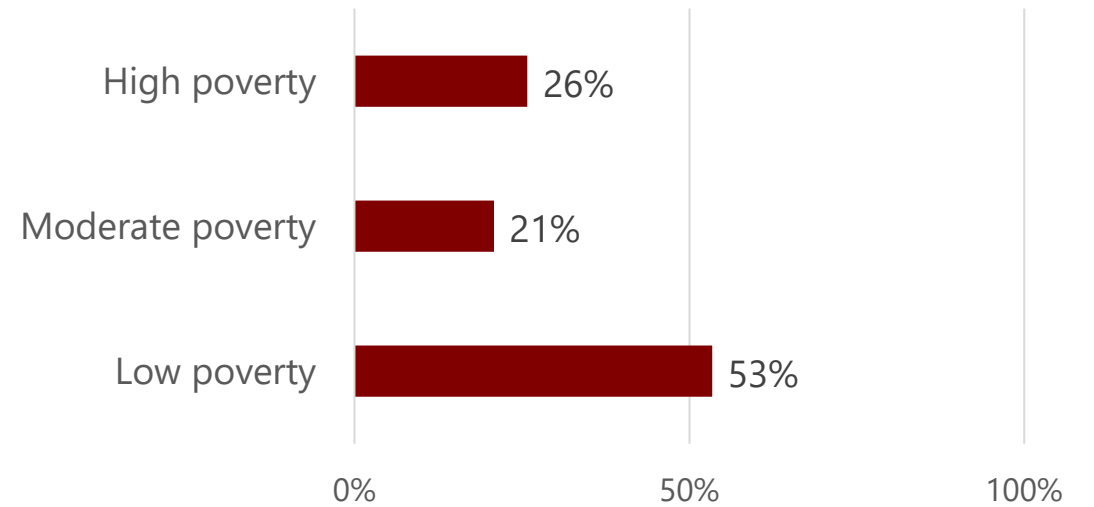
SUMMARY STATISTICS: CENTERS



ECE Center – Community Population Density

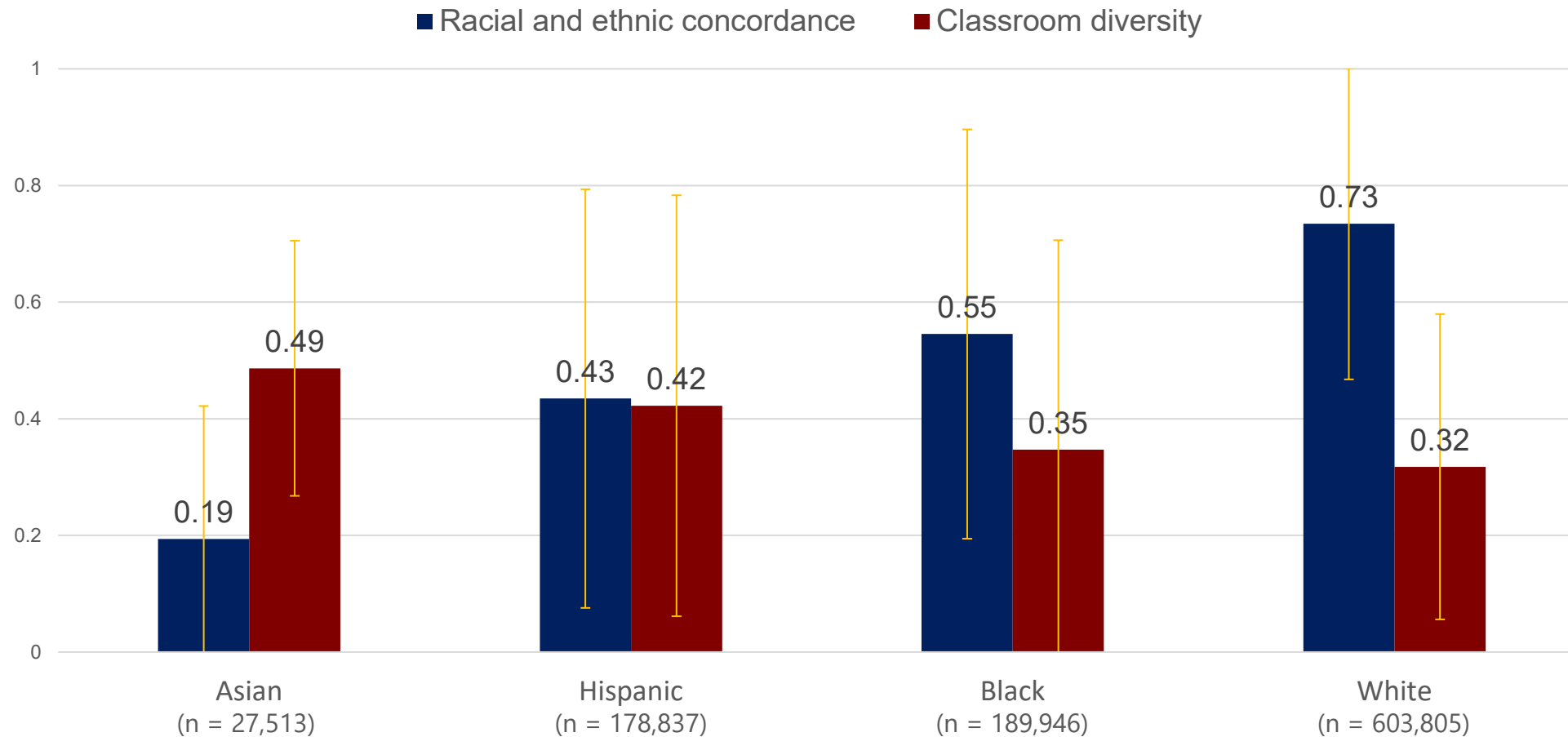


ECE Center - Community Poverty



FINDINGS: CONCORDANCE & DIVERSITY

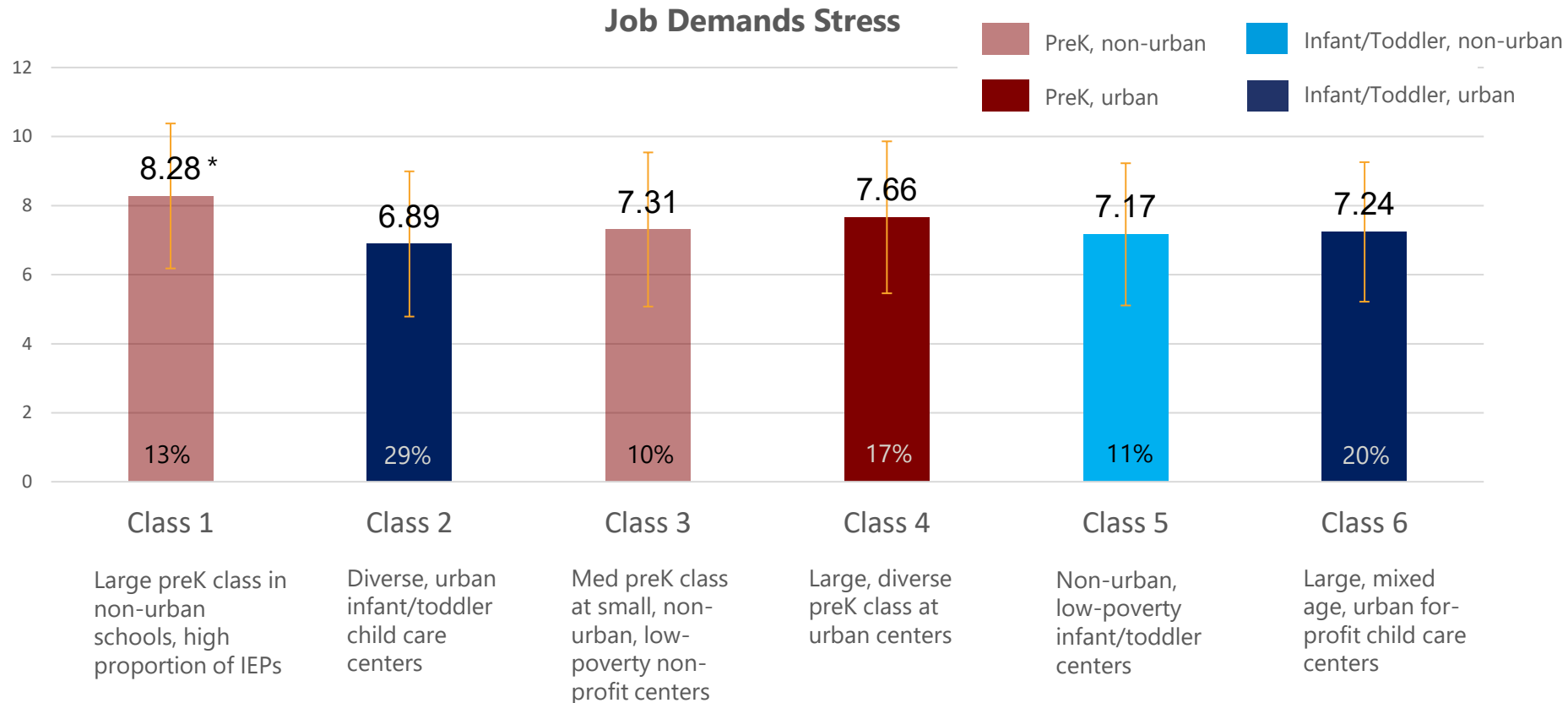
Teacher/Classroom Concordance and Classroom Diversity by Teacher Race and Ethnicity



Note: samples are weighted per NSECE 2019 guidance. Error bars are Standard Deviations.

FINDINGS: PREDICTING JOB STRESS

- Latent Class Analysis – 6 types of ECE centers
- Teachers at centers in Class 1 reported higher stress than teachers in the other classes

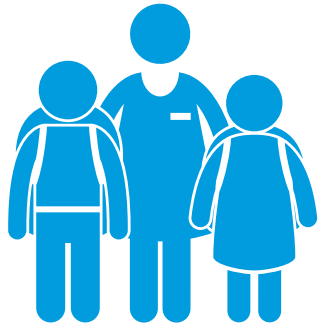


AIC = 47443.861,
BIC = 47896.104.

Error bars are
Standard Deviations.

FINDINGS: PREDICTING JOB STRESS

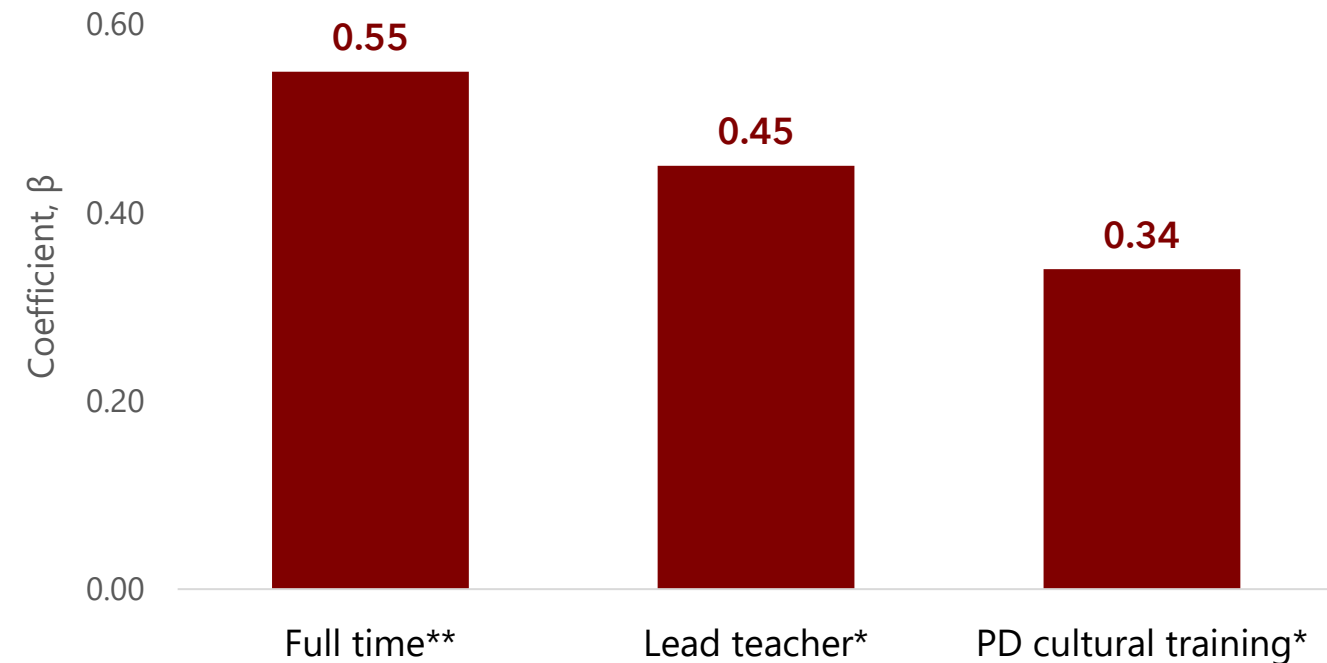
$R^2 = .07$



For teachers who identify as **Black**, racial and ethnic concordance with children in their classroom predicted **lower** levels of job demands stress.

Teacher race-Black*Concordance:
 $\beta = -1.48^*$

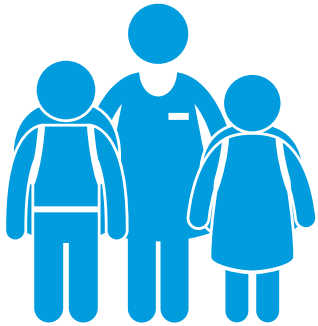
Predictors of **higher** job demands stress



* $p < .05$, ** $p < .01$

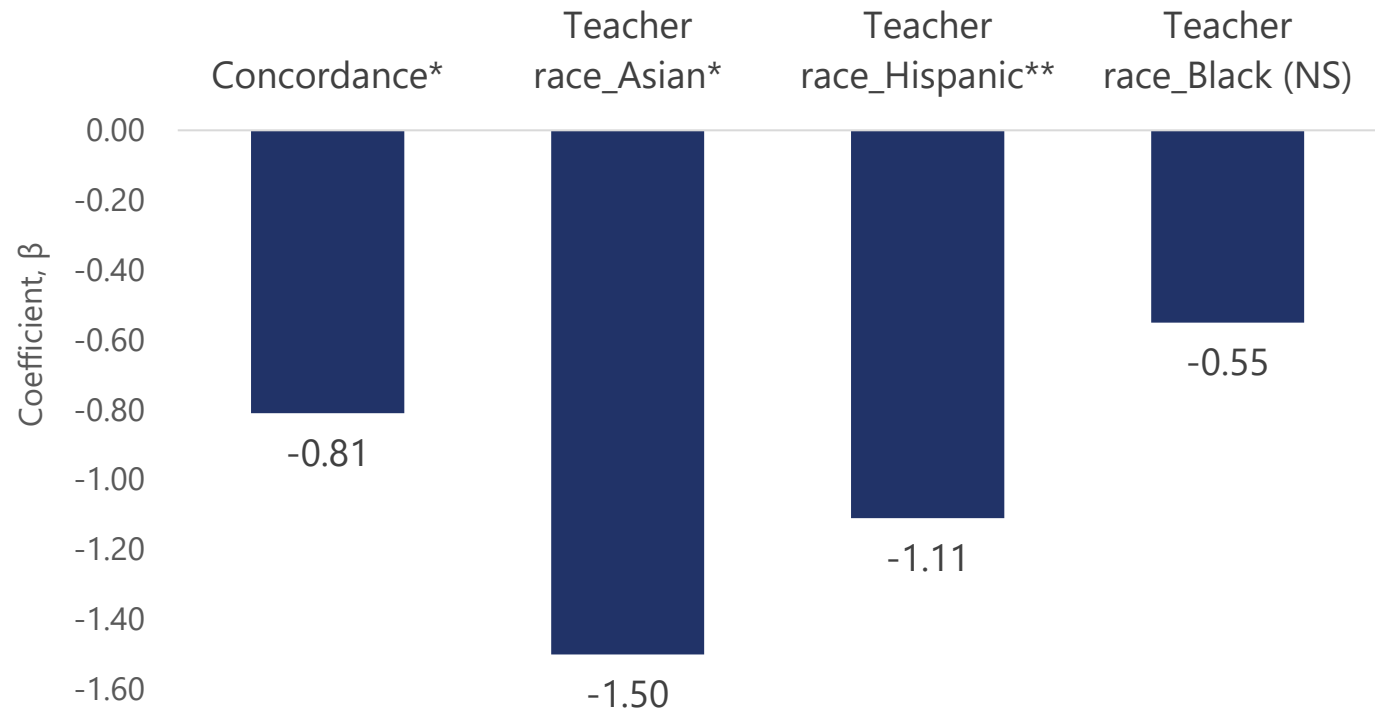
FINDINGS: PREDICTING DEPRESSION

$R^2 = .04$



Racial and ethnic concordance with children in their classroom predicted **lower** levels of depression for teachers.

Predictors of **lower** depression



* $p < .05$, ** $p < .01$

KEY FINDINGS



- Racial concordance between ECE teachers and children in their classroom predicted lower levels of teacher depression.
- For Black teachers, racial concordance predicted lower job demands stress.
- Working full time, being a lead teacher, receiving PD on working with children from different cultures, and teaching at a center in Class 1 all predicted higher levels of job demands stress.

NEXT STEPS



- Further explore LCA center types as predictors of ECE teacher stress and depression
- Examine classroom diversity as a predictor of ECE teacher stress and depression
- Explore policy and practice implications (e.g., supporting ECE workforce in concordant and discordant classrooms)

THANK YOU!



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