

# **Workforce development for early educators in Los Angeles: A portrait of FCCs from the LA Advance study**

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**Child Care and Early Education Policy Research Consortium**

**February 2018**

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# About LA Advance (1)

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- A longitudinal study of five workforce development programs funded by First 5 LA
- Study participants were early educators across center-based care, family child care homes, and school-based settings
- Five programs had different eligibility standards and varied approaches, but all aimed to:
  - Increase educators' qualifications
  - Improve classroom quality and practices
  - Support career advancement

# About LA Advance (2)

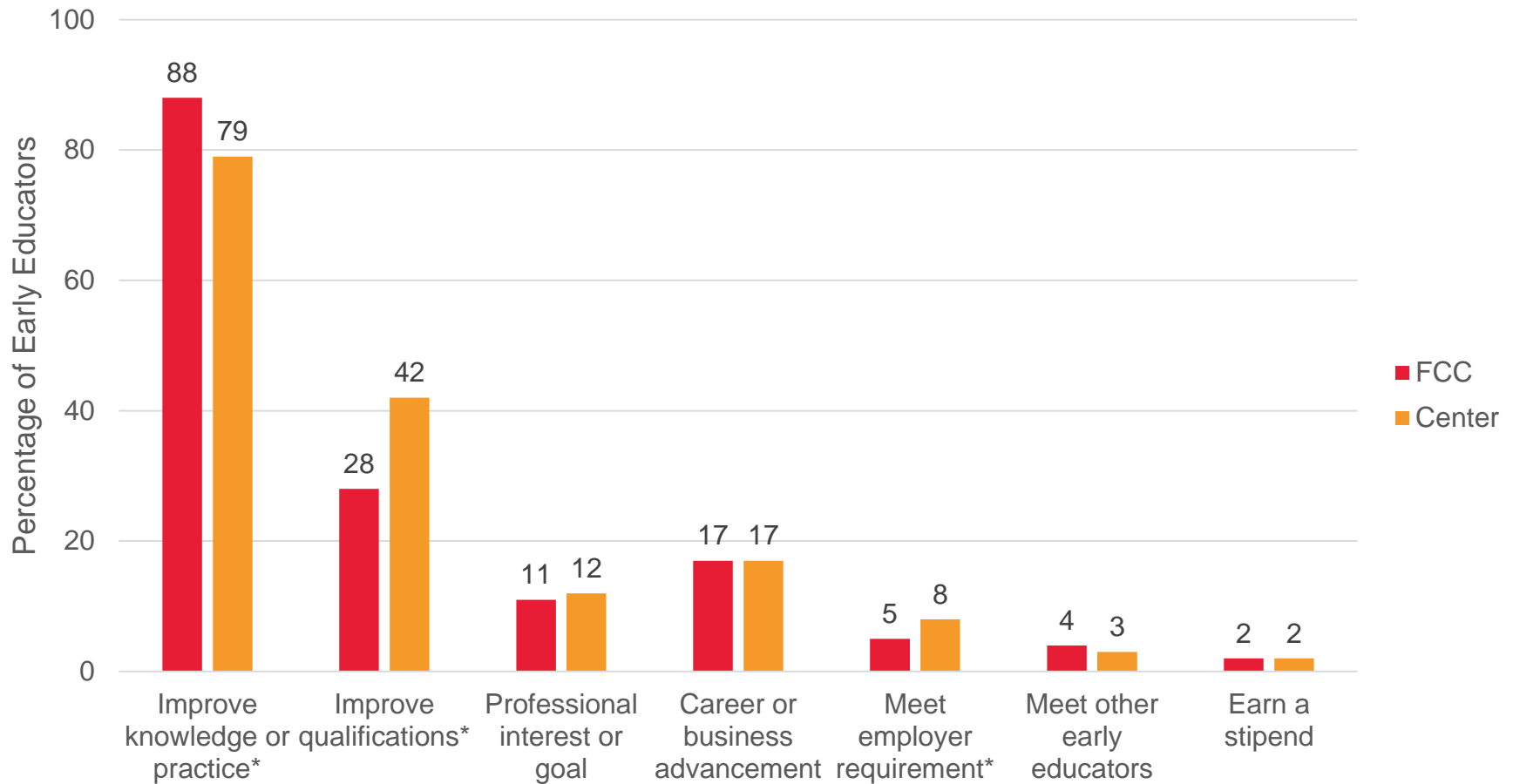
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- **Research questions:**
  - Who are the early educators participating in the workforce programs and what are their experiences?
  - What are the outcomes and impacts associated with taking part in the workforce programs?
- **Participants:**
  - Sample sizes vary depending on the data and time point
  - The baseline survey respondents included 736 early educators working in center-based (n = 373) or FCC programs (n = 363)
- **Data collection activities:**
  - Telephone survey, classroom observations, administrator survey
  - Three time points: baseline (fall/winter 2014/2015; spring 2015; spring 2016)

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# **Selected descriptive information across all participants**

# Motivation to participate in professional development



Source: LA Advance baseline early educator survey.

# Areas where more training is needed or desired

Topic	FCC staff	Center staff
How children grow and develop	87%*	79%
Making activities appropriate for children at different levels of development	92%	90%
Making activities appropriate for different cultures or languages	93%	91%
Supporting children's language development	92%	91%
Helping children develop mathematics skills	92%	91%
Helping children develop literacy skills	93%	91%
How to use the curriculum	83%	75%
Managing children's behavior	92%	92%
Supporting children's social-emotional development	93%*	89%
How to observe and assess children's skills	90%*	77%
How to include children with special needs	94%	94%

Source: LA Advance baseline early educator survey.

\*Denotes items that FCC staff were statistically significantly ( $p < .05$ ) more likely to endorse than center staff as areas they would like more training.

# Barriers to pursuing professional development

Barrier	FCC staff	Center staff
I don't have enough money for tuition or training expenses	52%*	68%
I don't have enough time	51%	54%
I am not able to get into the classes or trainings	32%	33%
I don't have the math skills I need	23%	22%
I don't have the English language skills I need	26%*	12%
I don't have support from my employer	10%*	22%
I don't have support from my family	17%	15%
I don't have reliable transportation	18%	16%
I don't have access to a reliable computer or Internet connection	19%*	15%
I don't understand the courses or trainings I need	16%*	11%
<i>Average number of barriers identified by each early educator</i>	2.6	2.7

Source: LA Advance baseline early educator survey.

\*Denotes barriers for which the percentage of center and FCC staff who selected the barrier was different (statistically significant,  $p < .05$ ).

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# **A closer look at FCCs: Perspectives from one program**



# Workforce development for FCCs

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- One program was designed for FCCs
- Program provided:
  - Child development coursework (scheduled outside work time)
  - Advising (formal advisement and education plans, informal check-ins)
  - Bilingual tutoring
  - Technology training modules
  - Professional development (optional trainings, networking)
- Program goals:
  - Knowledge of, and participation in, higher education opportunities
  - Improvement in qualifications (permits, certificates, child development degrees)

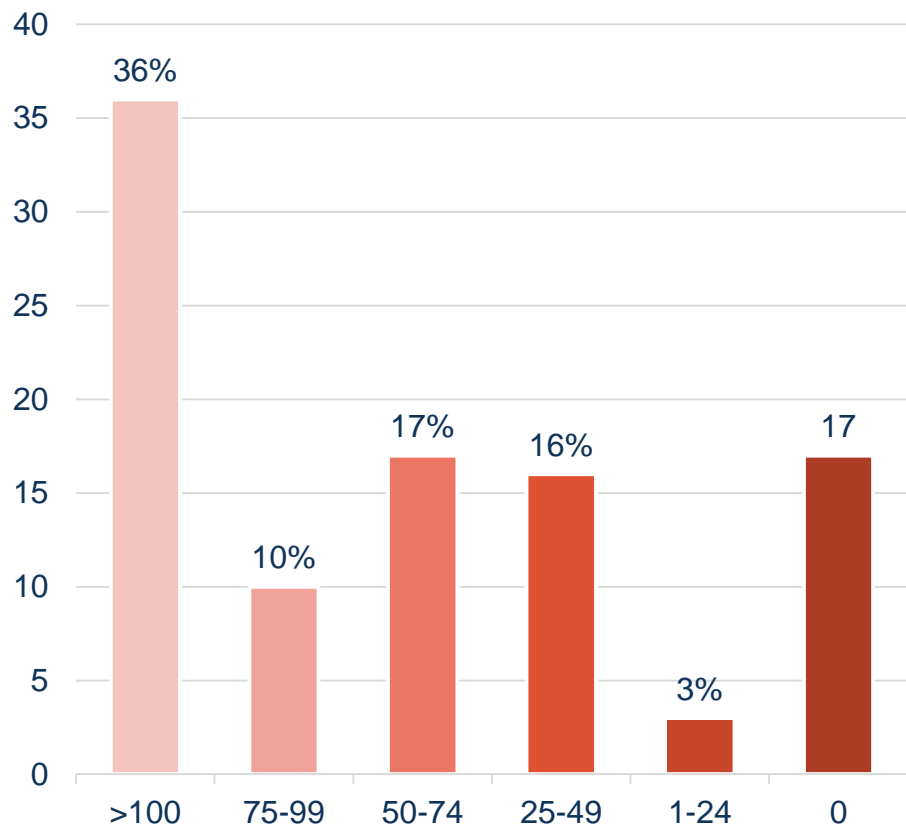
# Program participants

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- **Participant characteristics (N = 154)**
  - 82% FCC staff (55% FCC owners)
  - 95% women
  - 93% Hispanic
  - 79% Spanish speaking (home language)
- **Classroom characteristics**
  - Average class size: 10 children
  - Adult/child ratio: 1:4
  - Child age: 74% mixed age settings
    - 66% primarily preschool age children
    - 20% primarily infants/toddlers

# Program participation across the year

## Tutoring hours



## Number of advising sessions:

- 81% participated in two advising sessions
- 11% participated in three advising sessions

Source: Consortium program Registry data for the 2014–2015 program year.

Note: Analyses were weighted to represent program participants who were enrolled by October 2014.

# Program satisfaction

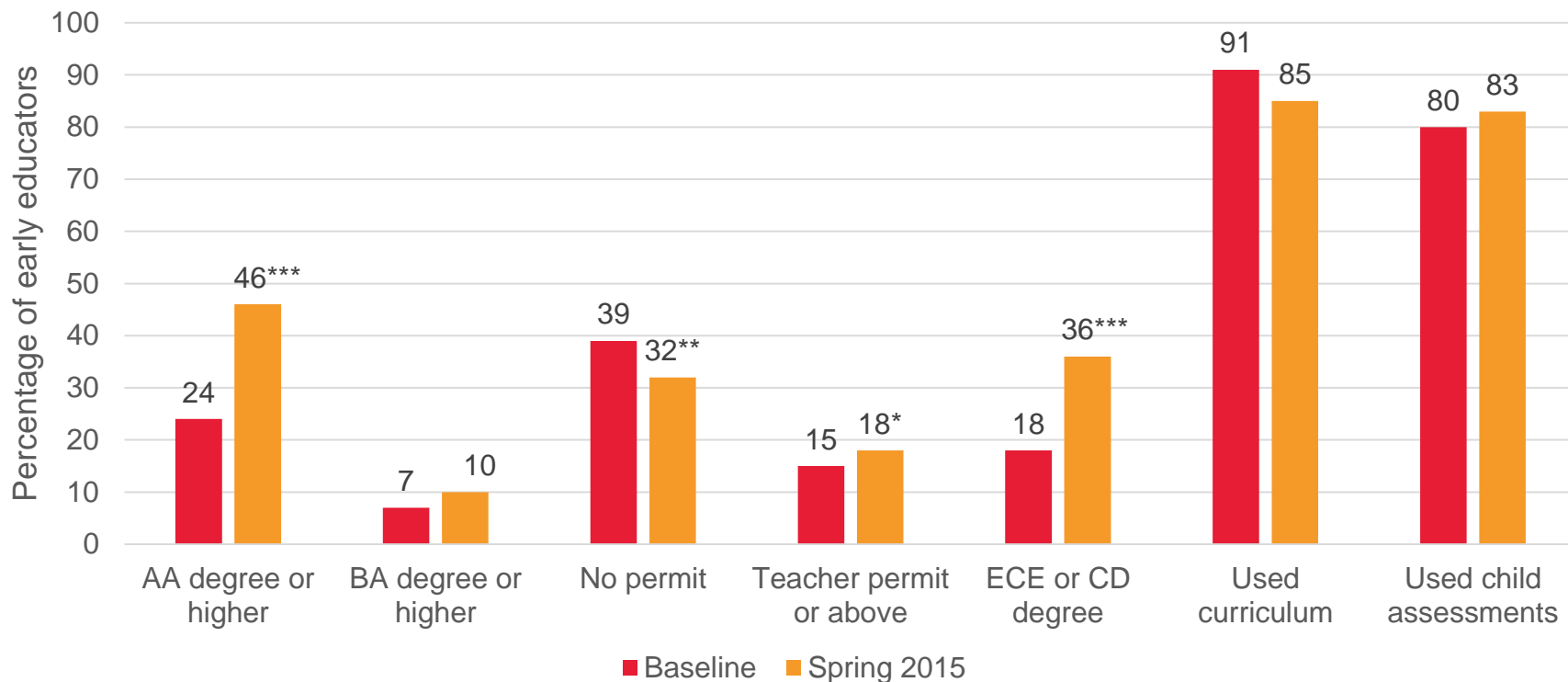
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Perceptions of the program	Percentage of early educators
Helped me be more effective in interacting with children in the classroom	82%
Was worth the time I spent on it	92%
Helped me meet my educational goals	92%
Helped me meet my professional goals	89%
Received better ECE job because of participation in program	39%

Source: LA Advance spring 2015 early educator survey.

Note: Analyses were weighted to represent program participants who were enrolled by October 2014.

# Qualification and classroom practice outcomes: Baseline to spring 2015



Source: LA Advance baseline and spring 2015 early educator surveys.

Notes: Analyses were weighted to represent program participants who were enrolled by October 2014. We conducted t-tests to compare differences in scores between the baseline and spring. Statistically significant differences are indicated with asterisks.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

AA = associate in arts; BA = bachelor of arts; CD = child development; ECE = early childhood education.

# Conclusions

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- **FCC staff are interested in professional development and motivated to participate**
  - Improving knowledge and practice is a particular motivator
  - Staff in an FCC-focused program participated in tutoring and advising and found the program helpful
- **English-language skills are a barrier**
  - Fewer FCC staff than center staff cited financial resources as a barrier to PD, but more cited English language skills as a concern
- **Program participants improved in education level and permits**
- **Changing classroom quality may take a more intensive focus on those specific skills**
  - Classroom quality did not change for program participants

# For More Information

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# Boosting Family Child Care Success in QRIS

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OPRE Child Care Research Partnership Grant Number 90YE0154 from the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.





# Family Child Care and QRIS

- Licensed family child care is an understudied caregiving setting.
- State systems struggle to effectively engage this sector in QI and QRIS efforts.



# Quality Initiatives Designed for FCC

- Social Support (Bromer et al., 2009)
- Targeted Professional Development (Ota and Austin, 2013)
- On-site Technical Assistance (McCabe & Cochran, 2008)



# What is Stars Plus?

- Initiative designed to engage providers who serve low-income children
- Four model components:
  - Community of Practice focused on QI
  - Weekly Technical Assistance
  - Coordinated Professional Development
  - Additional grant funds (\$2,000)

# Brief Overview of Delaware Stars

- 5-Star system
- Hybrid Model
- Required FCCERS-R Observation at SLD 3-5
- Quality Points Across Four Domains
  - PD & Qualifications
  - Learning Environments & Curriculum
  - Family and Community Engagement
  - Management & Administration



# Participants & Methodology

- 278 programs
  - Stars Plus=98
  - Not in Stars Plus=180
- Matched Administrative Data – QRIS, Licensing, Subsidy, and Census from May, 2014-May, 2016

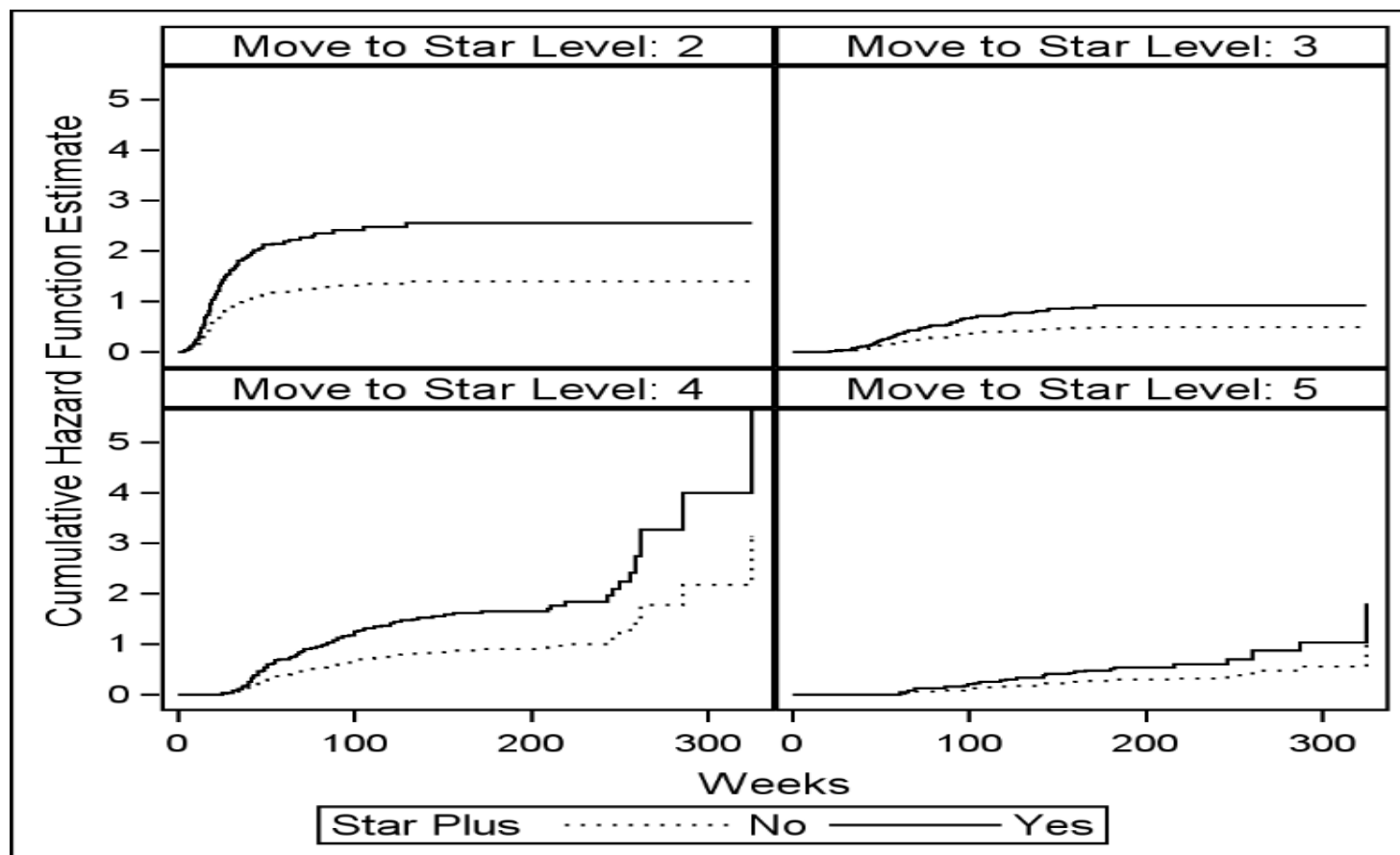


# Research Question #1

*Do family child care programs participating in Stars Plus fare better in the QRIS than non-participating family child care programs as indicated by their movement trajectories?*



# Trajectories



Programs participating in *Stars Plus* were 1.8 times more likely to advance a Star Level (HR = 1.840, 95% CI: (1.486, 2.278), p-value < 0.0001).

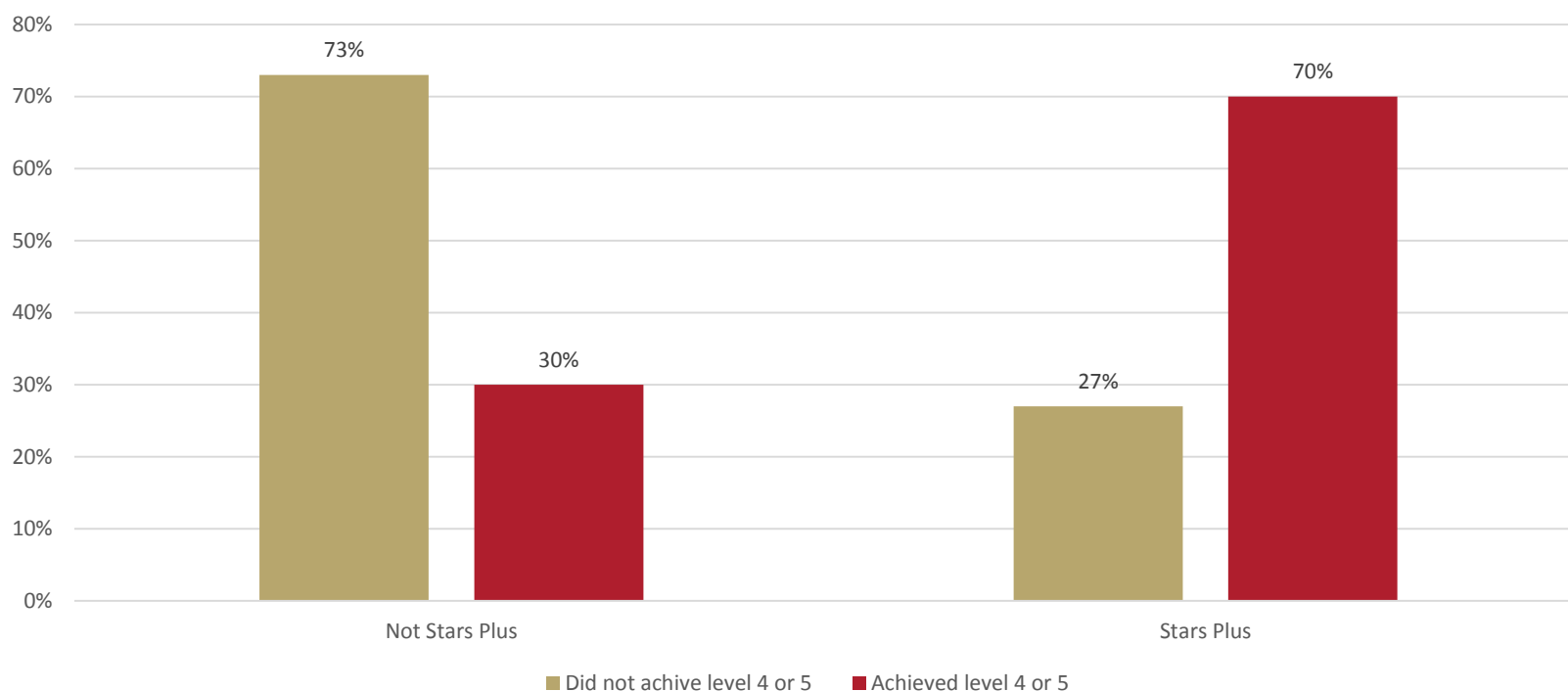
## Research Question #2

*Are family child care programs participating in Stars Plus more likely to achieve a star level 4 or 5 than non-participating family child care programs?*





# QRIS Ratings By Stars Plus Participation



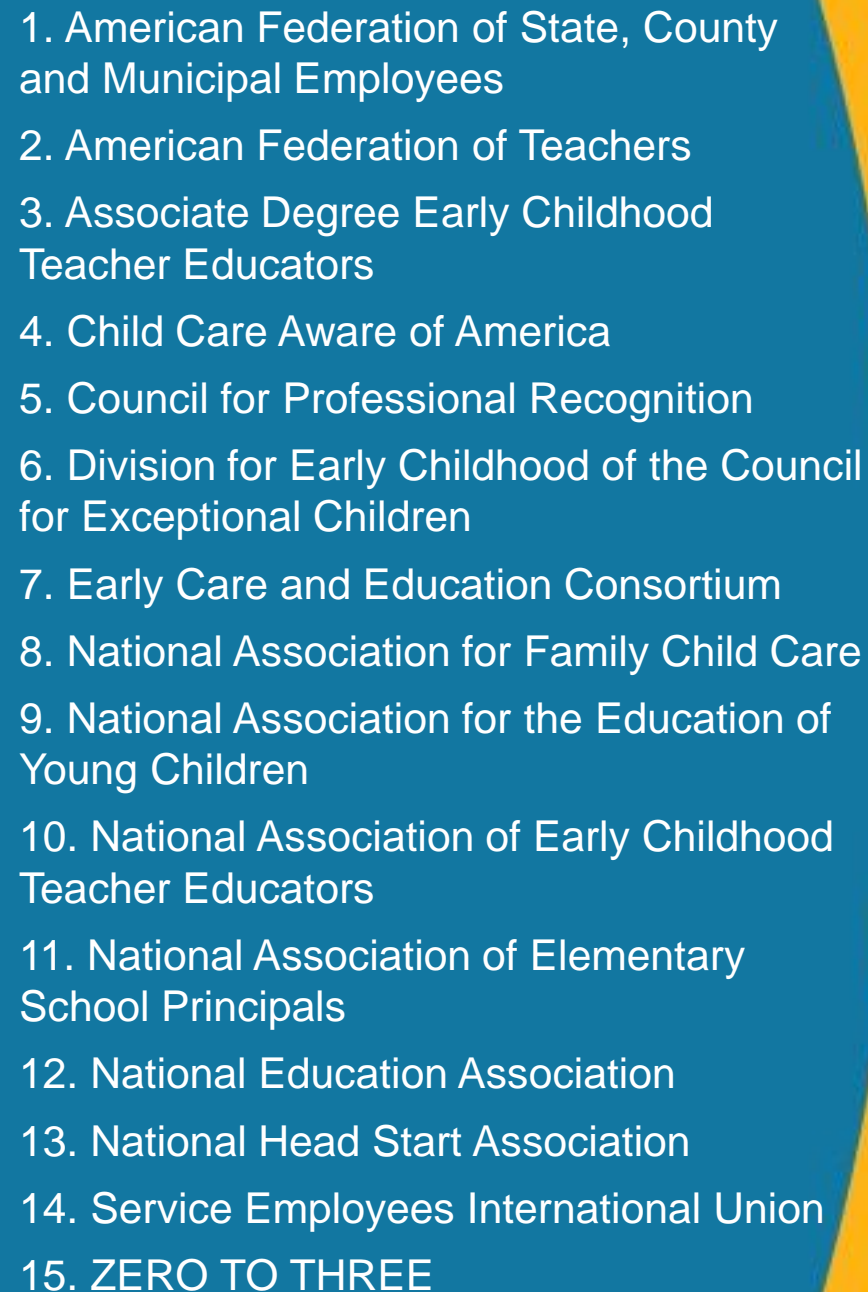
Programs participating in the *Stars Plus* program were 7 times more likely to achieve at least Star Level 4 by the end of the study period (OR = 7.086, 95% CI (4.041, 12.807),  $p$ -value < 0.001).

# Implications and Next Steps

- QRIS are complex and FCC may need additional assistance in various forms to successfully navigate.
- QI efforts designed around provider needs may be more effective in engaging and sustaining FCC providers.
- Examining trajectories and progression over time may be particularly useful when considering QRIS participation or “engagement.”
- To be continued - current analysis examining components of Stars Plus model relative to star level achievement.



***“A bad system will beat a good person every time.”***  
**~W. Edwards Deming**

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  11. National Association of Elementary School Principals
  12. National Education Association
  13. National Head Start Association
  14. Service Employees International Union
  15. ZERO TO THREE

# Power to the Profession

## Child Care and Early Education Policy Research Consortium

February 8, 2018

# This is Not a New or Isolated Conversation...

- Continuation of decades of advocacy
- Informed by past and current strategies
- Aligns with other state and national efforts

# ...But the P2P Process is a Bit Different.

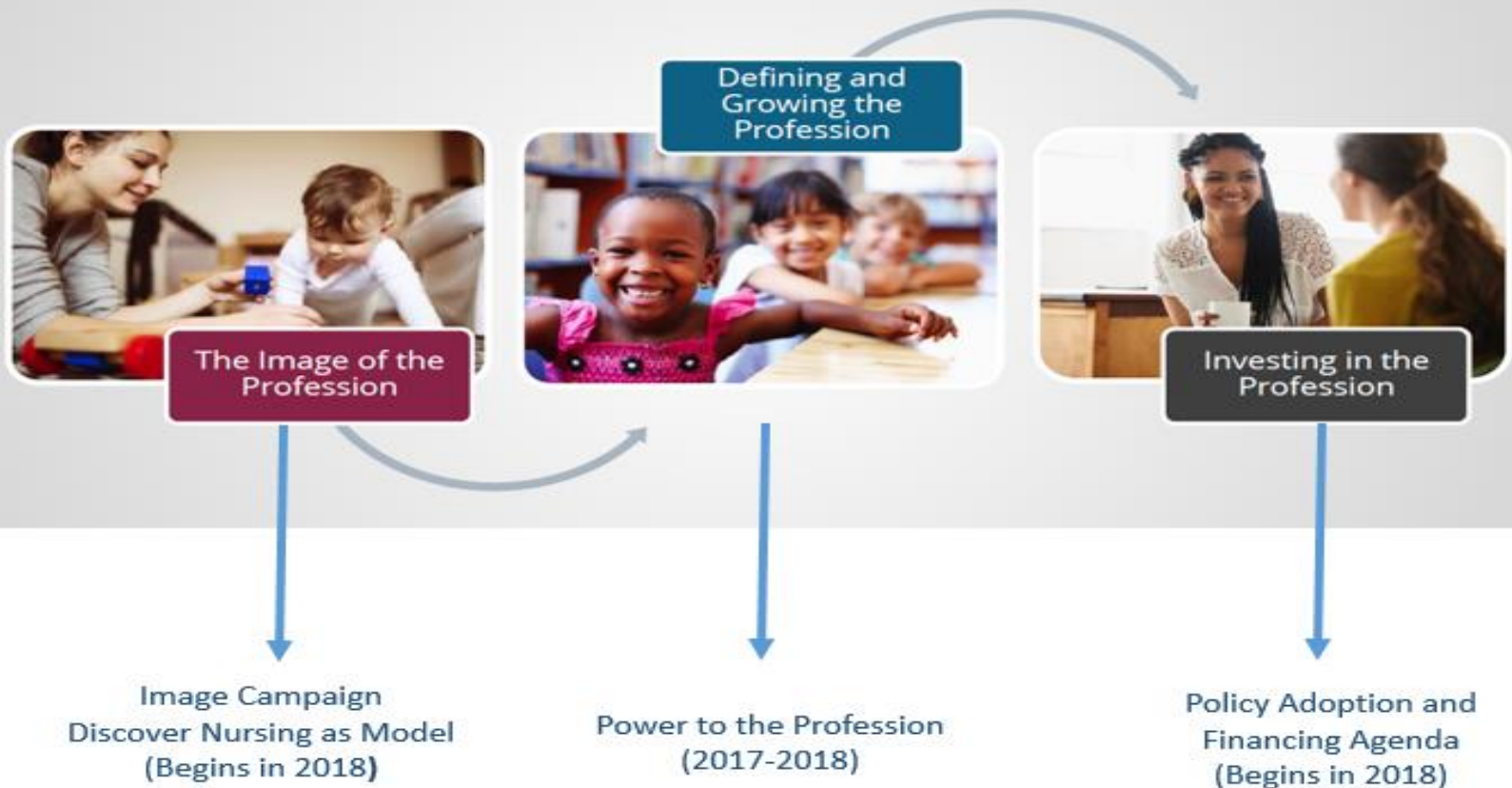
## Examples of Differences

- The profession itself must be in the lead.
- Compensation must be the goal; clarity must be the path.
- Diversity and equity must be the unassailable cornerstone of our profession.
- Our profession must be structured like all other professions.

# The Timeline and Structure

# Power to the Profession

## A Three-Pronged Approach





# Power to the Profession Goals

1. Establish a *shared framework* of career pathways, knowledge and competencies, qualifications, standards, and compensation that *unifies the entire early childhood education profession*, ages birth through 8, across all settings
2. Develop a comprehensive policy and financing strategy for the systemic adoption and implementation of the shared framework

# Timeline

## **January 2017 - December 2018:**

Define the Profession with a Unifying Framework

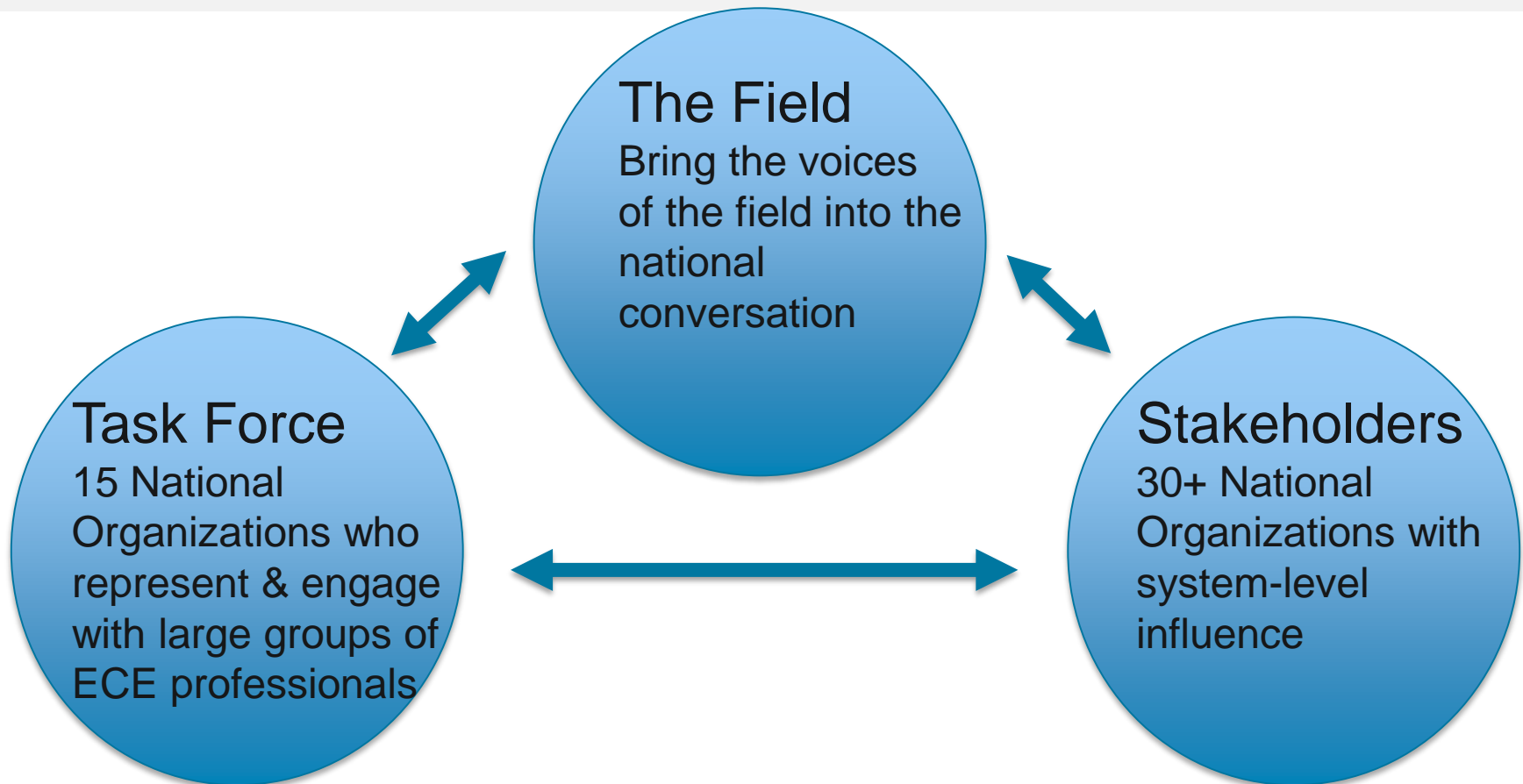
## **Beginning 2019:**

Grow and Advance the Profession with Aligned Policy and Funding

## **Ongoing:**

Enhance the Profession with Continuous Improvements to the Unified Framework

# The Decision-Making Structure



# Task Force Members

1. American Federation of State, County and Municipal Employees
2. American Federation of Teachers
3. Associate Degree Early Childhood Teacher Educators
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# Core Components of a Profession

1. Name
2. Distinct Role and Responsibilities
3. Code of Ethics
4. Expectations and standards for practice
5. Competencies
6. Educational requirements for professional entry
7. Examination or assessment requirements for professional entry
8. Experience, practicum, or clinical requirements for professional entry
9. Accreditation of professional preparation programs identified in #6
10. Government agency that issues license to practice
11. Government agency that penalizes licensed professionals who violate professional norms or threaten public safety

# Core Components of a Profession

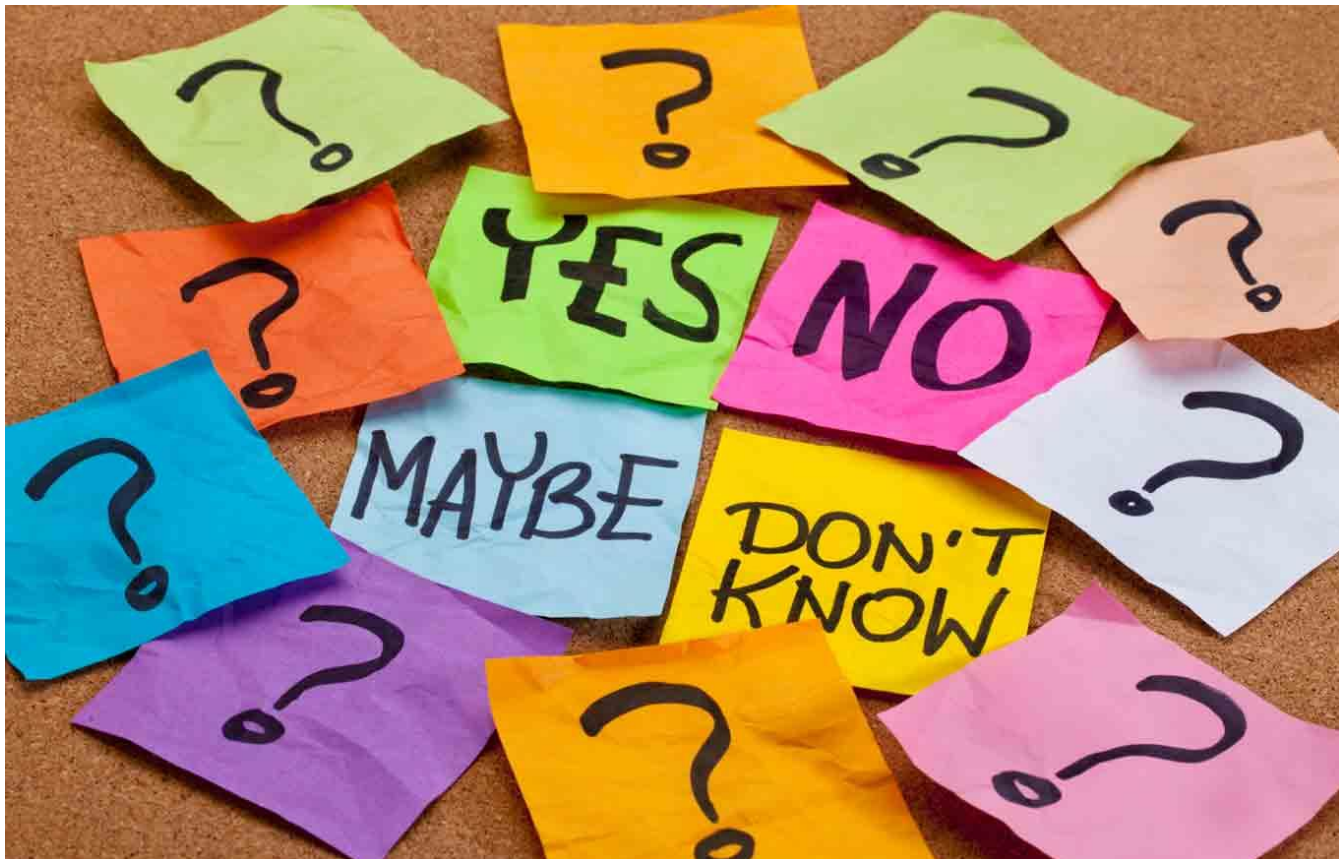
Education

Exam

Experience

# The Decision-Making Cycles

January 2017 - December 2018



# The Decision-Making Cycles

## January 2017 - December 2018

### **1. Professional Identity and Boundary**

- Who are early childhood educators?

### **2. Competencies (General)**

- What do they need to know and be able to do?

### **3. Competencies (Specialized)**

- When and why should individuals specialize?

### **4. Competency Attainment Source**

- What preparation is required to become an effective early childhood educator?

### **5. Qualifications and Pathways**

- How many professional designations or categories are there in the ECE profession?

### **6. Compensation Recommendation**

- What does comparable compensation look like?

### **7. Required Accountability and Quality Assurance**

- What accountability structures must be in place to support effective preparation and practice?

### **8. Required Support and Infrastructure**

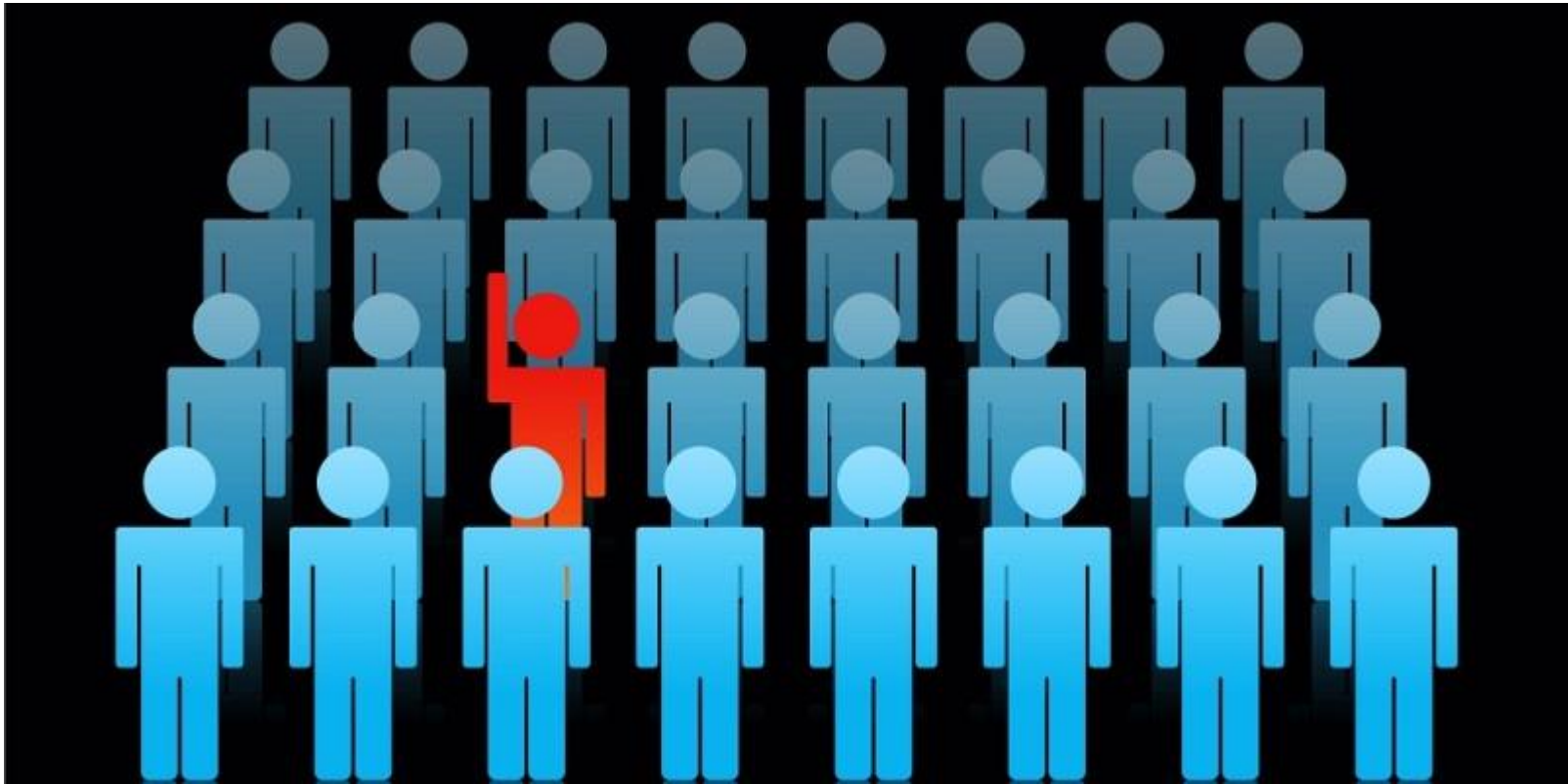
- What resources and policies must be provided to build and sustain the profession?

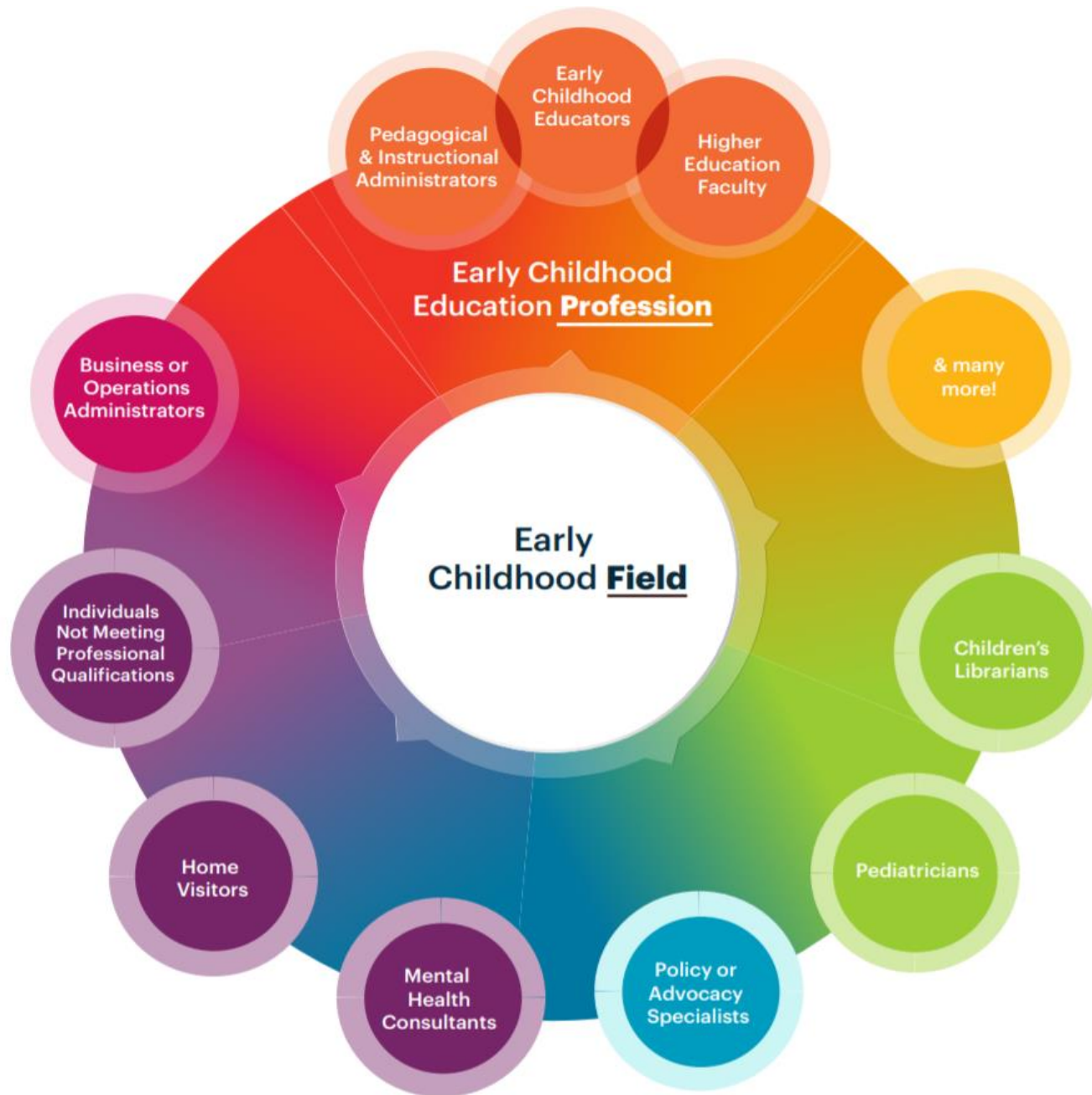


# Decision Cycle 1: Identity and Boundary

- Who are we?
- Who are we in relation to others?
- Why are we distinct?
- What is our value to society?

# Detangling the Profession and Field





# Early Childhood Educators...

- Care for and promote the learning, development and wellbeing of children birth through age eight
- Practice in all early childhood education settings
- Meet the guidelines of the profession
- Are defined by their mastery of specialized knowledge, skills and competencies

# Responsibility and Accountability

1. Curriculum Planning and Implementation
2. Learning Environment (physical and emotional)
3. Observation and Assessment
4. Family and Community Relationships
5. Advocacy for Children and Families
6. Advocacy for the Profession
7. Reflective Practice and Continuous Learning

# The Decision-Making Cycles

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# Your Expertise and Leadership are Needed

- Visit [www.naeyc.org/profession](http://www.naeyc.org/profession)
  - Sign up for updates
  - Participate in *P2P Friday Virtual Office Hours*
  - Join the *Voices from the Field* project
- Respond to working drafts and give input
  - Decision Cycle 3, 4, and 5 draft now available
- Advise on measures related to policy adoption
- Serve as a leader and influencer in promoting Power to the Profession
- Partner on the ground for community events