



Wage and Compensation Model for Alaska's Early Care and Education

2019 Final Report



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The content is solely the responsibility of the authors and does not necessarily represent the views of **thread**.

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Executive Summary

Chapter 1. National Landscape Review

This chapter synthesizes information from multiple sources, including previous literature and national and state reports. The chapter aims to inform the development of an early childhood (EC) educator wage compensation model for Alaska.

Session 1 summarizes existing research on compensation. Research consistently reports that wages for EC educators are lower than those for other occupations requiring similar levels of education. Many EC educators experience financial difficulties, which may increase turnover, which compromises the consistency and quality of care for children. Low wages also discourage EC educators to advance their education and training, deterring the professional development of the EC workforce. In addition, EC educators rarely receive personal benefit packages (e.g., health insurance), although they are more likely to receive professional benefits (e.g., paid vacation days).

Session 2 reviews policies and practices across states and sectors. Many states are closing the gap between wage and compensation between EC educators and K–12 teachers in public schools. Similar efforts are present in Head Start, public pre-K programs, and Department of Defense.

Session 3 reviews current compensation strategies. **Louisiana School Readiness Tax Credits** provides tax credits for EC educators based on credential level attained and to programs based on **Quality Rating and Improvement System (QRIS)** rating. The **Child Care WAGES** is a wage supplement for EC educators earning an hourly wage below a threshold and is implemented in five states. Twenty-one states use the Teacher Education and Compensation Helps (**T.E.A.C.H.**) program, which provides supports for EC educators to receive college education and bonuses and/or raises after completion. Several states incorporate wage components into QRIS. For example, Massachusetts requires level 2 programs to provide a description of policies supporting teacher retention and requires Level 4 programs to offer a benefits package.

The Compensation and Wage Augmentation Grants for Economic Success, or **C-WAGES**, provides tiered incentives (e.g., salary increase and benefits) to EC educators working with children from low-income families or programs that are in neighborhoods with a high percentage of children receiving subsidies. Finally, **Pay for Success**, or a **Social Impact Bond**, is an innovative public-private funding mechanism. For example, in Utah, private investors funded an EC initiative up-front, absorbing the risk, and then the government paid them back when they reached their targets. Overall, these strategies showed success in teacher retention and

improving educational attainment and training, as well as increasing the number of low-income children attending higher quality programs.

Session 4 summarizes common trends found in this report, key takeaways, and next steps for developing an Alaskan compensation model. EC educators experience considerable financial challenges and wage disparity, which leads to high levels of turnover. A potential solution is to incorporate compensation models into professional development systems and/or QRIS. An increasing number of states are implementing policies to impact salaries as well as personal and professional benefits.

Chapter 2. Research Findings

This chapter reports findings from studies conducted in Alaska in 2019. The chapter aims to understand Alaska's current early care and education landscape; the impacts, barriers, and benefits of current wage and compensation practices in Alaska; and early childhood educators' attitudes towards wage and compensation.

Session 1 provides the results from the Early Childhood and School-Age Educators Wage and Compensation Survey conducted in May 2019 to July 2019 with 288 early childhood (EC) and school-age (SA) educators. Most of the respondents were female, Caucasian, working full-time, and about half of them had a bachelor's degree or higher. About 30% of the respondents were directors/administrators and about 20% of the respondents were lead teachers. About 90% of the respondents reported that they received professional development (PD) activities during the current school year, but about 36% did not receive compensation for PD.

The results showed that although the participants were, on average, paid relatively high wages (\$18/hour), the data were skewed upward because of a high proportion of administrators and specialists. Lead teachers were paid an hourly wage of about \$14/hour. Over half of the participants said that their wage was insufficient for living expenses. About half of the participants said that they intended to leave their current jobs within five years, citing low pay and lack of benefits as primary reasons. Participants' wage increased with years of experience (\$1–\$3/hour increase for every five years of experience) and educational attainment.

Disparities in wage and compensation also existed. Assistant teachers received the lowest wage (on average \$13.30/hour compared to \$27.30/hour for supervisors) and the fewest benefits. Not surprisingly, more than half of assistant teachers (65%) were planning to leave their current position although they were intrinsically motivated to work in the EC education field. Participants who said that they were planning to leave had a slightly lower average salary and

reported receiving fewer benefits than those who were planning to stay. The participants ranked **higher salary, full-time status, and job stability** as the most important factors.

Session 2 summarizes the results from in-depth interviews with EC and SA educators ($N = 12$, six directors and six teachers). The interview results corroborated survey results, indicating that teachers are underpaid, lack benefits, and feel undervalued, and that this leads to high levels of turnover. Participants were unaware of the benefits and support from SEED and Learn & Grow, and most of the participants were paying for their own PD. Participants showed preference to include both education and experience in the wage and compensation system. Among the compensation strategies, participants liked T.E.A.C.H. and C-Wages most.

We asked the directors/administrators particularly about hiring support they would like, and participants cited support with finding qualified candidates/substitutes, background checks, and providing orientation. Directors/administrators also said that frequent changes in state policies were difficult to keep up with regarding teacher qualifications and PD.

Session 3 describes the results from the SEED Steering Committee leadership survey ($N = 16$), a focus group ($N = 3$), and interviews ($N = 2$) conducted in August 2019. Overall, the leadership survey results were similar to the Alaska EC and SA Educators Wage and Compensation Survey. Participants ranked higher salary, health insurance, and full-time status as their organization's compensation priorities. The majority of the participants strongly agreed or agreed that both education and experience should be structured in the pay scale for EC and SA educators. They also provided suggestions for the wage and compensation system, SEED, and Learn & Grow, which echoed the opinions provided in the Alaska EC and SA Educators Wage and Compensation Survey. We particularly asked the leadership participants about perceived challenges to policy change and potential solutions. Participants mentioned limited funding and lack of public understanding of the importance of EC education. Potential solutions included increased communication and marketing efforts to improve public understanding of EC education.

Session 4 provides the results from a survey responded by state/agency and advocacy/think-tank leaders participating in the Johns Hopkins System-Level Shared Services Community of Practice ($N = 11$) conducted in September 2019. The participants were from California (3), Colorado (2), Pennsylvania (2), Florida (1), Idaho (1), Massachusetts (1) and Wisconsin (1). Participants' states funded professional activities such as college course tuition, workshop or training fees, and conference registration fees. Types of state QRIS incentives included bonus or salary increase, tiered reimbursement or incentive system based on the program's QRIS level, incentives for teacher PD, and tax credits. Child Care Development Block Grant was most frequently cited as the source of funding for QRIS PD and incentives.

Chapter 3. Recommendations - Wage and Compensation Model for Alaska

The investigation in Chapter 1 and 2 concluded with recommendations based on wage and compensation research and feedback from a representative cross-section of stakeholders in the Alaska early care and education (ECE) workforce. In addition, we conducted another round of in-depth interviews with eight EC educators to assess our recommendations.

Based on the evidence from multi-faceted research, we present “C³ Alaska: Alaska’s Commitment to Compensation and Competency”. The C³ Alaska model is designed to help the Alaska ECE field meet the goals of (1) improving EC educators’ compensation by closing the gap between ECE and K–3 education and improving equity within the ECE field; and (2) strengthening the competency of ECE educators. We expect that achieving these goals will fundamentally help motivate educators to improve the quality of their practice and remain in the field with the support and commitment of Alaska’s broader community of policy makers, business leaders, and for-profit and non-profit organizations and agencies. Within that framework, we recommend:

- Alaska sets a goal of accomplishing K–3 parity in minimum wage by 2025.
- Alaska encourages ECE programs to (a) establish their own pay scale that reflects experience and education, (b) provide transparent information for educators, and (c) provide valid data for leadership.
- Alaska rewards EC educators’ tenure and competency.
- Alaska convenes a multi-sector taskforce to examine impact, barriers, and benefits of promoting more staff to full-time status.
- Alaska supports ECE programs to develop, deliver, and document benefit packages for educators. Long-term, we recommend exploring partnerships to provide universal health insurance options and retirement plans.
- Alaska seeks ways to address EC educators’ living expenses needs through innovative partnerships with public and private sectors.
- Alaska addresses wage and compensation issues of the broader ECE community, including assistant teachers.
- Further examination of specific professional development needs related to content and delivery mechanisms for Alaskan EC educators.
- Improvement of the SEED Registry to provide seamless support for EC educators and to increase their participation.
- Exploration and consideration of the unique needs of the broader ECE community, including family child care providers, in Alaska.
- Alaska implements entry and exit surveys to better understand EC educators’ job attitudes and turnover intention
- Alaska explores the possibility of providing a recruitment platform through the SEED Registry.

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National Landscape Review

Chapter 1. National Landscape Review

Introduction

This chapter synthesizes information from multiple sources, including previous literature and national and state reports. The chapter aims to inform the development of an early childhood educator wage compensation model for Alaska.

Session 1 reviews previous research on compensation, explores factors associated with low wages for early childhood educators, and examines the impact of low wages on classroom quality and turnover.

Session 2 reviews policies and practices in different states across various sectors. The review includes specific policies in state-funded public pre-kindergarten, Head Start, and Department of Defense child care programs.

Session 3 reviews and analyzes current compensation strategies.

Session 4 summarizes common trends found in this report, key takeaways, and next steps for developing a compensation model in Alaska.

We refer to all educational staff who directly work with early childhood and school-age children as “**early childhood educators.**” This includes educators in child care centers, Early Head Start or Head Start programs, child care homes or large group homes, non-relative or relative child care programs, publicly funded pre-kindergarten programs, and private preschools. We use more specific terminology to explain context when citing research.

1. A Review of Research on Compensation

Background

Many early childhood educators in the United States face challenges regarding inadequate compensation and benefits, a lack of coordination between compensation and competency, and inconsistent workforce policies and systems. Previous research finds that wages for early childhood educators are lower than wages in other occupations requiring similar levels of education (e.g., Cleveland & Hyatt, 2002; Herzenberg, Price, & Bradley, 2005; Manlove & Guzell, 1997; Phillips, Howes, & Whitebook, 1991; Whitebook & Sakai, 2003). For example, center-based early childhood teachers and administrators who have a college degree earn only 52-66% of what average female college graduates earn (Herzenberg et al., 2005). Another study found that early childhood educators working full-time earn 75% of the income of female workers in other occupations and 50% of the income of kindergarten and elementary teachers (Cleveland & Hyatt, 2002).

Even with an educational degree and trainings, early childhood educators working in child care programs or private preschools earn the same as other jobs that require little or no education (Hale-Jinks, Knopf, & Kemple, 2006). Whitebook, Phillips, and Howes (2014) demonstrated that childcare workers in 2013 had a lower average hourly wage (\$10.33) than animal caretakers at kennels, animal shelters, zoos, shelters, and aquariums (\$10.82).

Although Cleveland and Hyatt (2002) reported that early childhood educators' salaries increase with experience after the first three years, many early childhood educators experience financial barriers. One in four center-based early childhood educators have incomes below 200% of the poverty line versus one in five for other workers and one in 14 for female college graduates (Herzenberg et al., 2005). Consequently, one-third of early childhood teachers in Missouri require public assistance to supplement their income (Torquati, Raikes, & Huddleston-Casas, 2007). In one study, center-based administrators reported they were able to provide adequate wages and benefits only when receiving outside funding (Shdaimah, Palley, & Miller, 2018).

Ullrich, Hamm, and Schochet (2017) argue that adequate compensation for highly qualified early childhood educators is mathematically impossible given the cost of

operation without public or outside funding and/or raising tuition. Not surprisingly, early childhood educators, including public pre-kindergarten teachers, who leave the profession for full-time work in a different field earn significantly more (Gilpin, 2011). Furthermore, a study of pre-service teachers' preferences found that most participants did not want to work in childcare due to low wages and poor work conditions (Thorpe, Boyd, Ailwood, & Brownlee, 2011).

This illuminates a critical need for "transforming the financing of early care and education" (The National Academies of Sciences, Engineering, Medicine, 2018), and coordinating funding streams at the federal, state, and local levels to ensure an early childhood ecosystem where (a) an early childhood workforce is highly qualified and adequately compensated, and (b) all children and families have access to *high-quality, reliable* early care and education.

The Impact of Low Wages

Low wages are a major source of concern and low satisfaction for early childhood educators (Kontos & File, 1992; Manlove & Guzell, 1997; Phillips et al., 1991; Stremmel, 1991). Meanwhile, higher wages are associated with greater feelings of autonomy, job commitment, and satisfaction (Phillips et al., 1991). In addition, public school teachers who earn more perceive their work environments as being more positive (Grayson & Alvarez, 2008). Teachers who leave the profession tend to earn less than those who stay (Gilpin, 2011), especially for teachers who were in the field for less than six years (Gilpin, 2011).

Low wages also may have consequences for quality of care and child developmental outcomes. Early childhood teachers' wages may be positively related to children's positive behavior and emotional expression (e.g., King et al., 2016; Whitebook, 1999). Early childhood educators' wages may be positively related to the quality of care provided to children such as structural quality and observed classroom quality (Ghazvini & Mullis, 2002; Phillips et al., 1991; Phillips, Mekos, Scarr, McCartney, & Abbott-Shim, 2000; Whitebook, 1999).

Although there is evidence that teachers with higher levels of training and education have higher wages compared to those with lower levels of training and education

(Phillips et al., 2000; Torquati et al., 2007), low wages still impact early childhood educators' motivation for education, training, and advancement. Low wages are often identified as an obstacle for higher education and training (Ackerman, 2006; Cleveland & Hyatt, 2002) and decrease teachers' motivation to obtain higher education and increase their quality of care (Ackerman, 2006; Cleveland & Hyatt, 2002). Center-based administrators and home-based providers report that they struggle with the costs of hiring staff, which can lead them to hire teachers with less education, training, and familiarity with the profession (Shdaimah et al., 2018). In addition, low wages prevent centers from retaining teachers with higher levels of educational attainment and certification (Ackerman, 2006; Shdaimah et al., 2018).

Wages are related to teacher turnover, with higher wages predicting less turnover (Ackerman, 2006; Cleveland & Hyatt, 2002; Hanushek & Rivkin, 2007; Hendricks, 2014; Kelly, 2004; Stockard & Lehman, 2004; Whitebook & Sakai, 2003; Whitebook, 1999). This suggests that compensating teachers better may result in lower turnover, which would lead to stability of care for children.

Teacher Turnover: Other Factors to Consider

In general, dissatisfaction with wages is associated with turnover (Guarino, Santibanez, & Daley, 2006; McDonald, Thorpe, & Irvine, 2018; Phillips et al., 1991). However, salary is not the only factor in teachers' decisions to leave. In Wells's (2015) study with Head Start teachers, the majority of the teachers reported being satisfied with their current salary, and salary was not related to job satisfaction or turnover. The author found that work climate is more important than salary in preventing turnover. Jeon, Buettner, and Grant (2018) also found that although salary predicts center-based child care and public pre-K teachers' burnout, their teaching competencies, perceived work climate, and conditions (e.g., relationships with leadership and co-workers) more strongly predicted burnout.

In addition to low base wages, inadequate overtime pay, benefits, and incentives or bonuses are also related to turnover (Hale-Jinks et al., 2006; Johnco, Salloum, Olson, & Edwards, 2014; Kontos & File, 1992; Phillips et al., 1991; Stremmel, 1991).

Benefits

In the profession of early care and education, benefits are not commonly offered to early childhood educators (Hale-Jinks et al., 2006; Phillips et al., 1991). Center-based early childhood educators are twice as likely to lack health insurance through their employers as employees in other fields, and they are three times as likely to lack any health insurance (Herzenberg et al., 2005). On average, only one in three center-based staff receive health insurance through their employers and only one in five have a pension plan (compared to 46% of general employees, on average, who have employer sponsored pensions; Herzenberg et al., 2005). Among home-based early childhood educators, only one in four providers have health insurance (Herzenberg et al., 2005). Examining different roles in early care and education, cChild care aides tend to receive fewer benefits than lead and assistant teachers, and directors do not necessarily receive more benefits than teachers (Phillips et al., 1991).

It is critical to consider benefits in a compensation model because health insurance, disability insurance, and retirement plans were found to be related to retention in the early care and education field (Holochwost, DeMott, Buell, Yannetta, & Amsden, 2009), although dental insurance and investment plans were not significantly associated with retention (Holochwost et al., 2009).

In a study of Australian early childhood educators, the educators were more likely to stay in their current job when they were offered benefits on top of wages, such as paid time for professional development or paid no-contact (planning) time during their work hours (McDonald et al., 2018). In the United States, early care and education employers are more likely to offer “professional” benefits related to teaching and professional development than “personal” benefits that are more costly, such as health insurance (Kontos & File, 1992; Phillips et al., 1991). Although King et al. (2016) found that early childhood educators’ paid planning time, vacation days, and sick days were unrelated to children’s positive behavior and emotional expression, other work suggests that paid professional development, vacation, and sick days increase employees’ job satisfaction and retention (Deckop, Konrad, Perlmutter, & Freely, 2006; Hill, 2013; Stearns & D’Arcy, 2008).

Disparities in Compensation and Benefits

While early childhood educators' wages are generally low compared to other professions, disparities exist also within the field. Appendix 1A, a 2016 federal report, shows high variability in median wages for early childhood educators nationwide (U.S. Department of Health and Human Services & U.S. Department of Education, 2016). Wages vary across states, program sponsorship (e.g., Head Start, public prekindergarten), and age group of children. Indeed, early childhood educators working with infants and toddlers earn about \$9,000 less annual salary than early childhood educators serving preschool-age children (Ullrich et al., 2017). Regarding setting, home-based early childhood educators may earn less than center-based early childhood educators after accounting for business-related costs and long hours (Herzenberg et al., 2005).

Cash Incentives

Cash incentives may reduce turnover. Educators in center-based programs who received cash incentives based on their level of educational attainment through the Workforce Incentive Project (WIN) had lower rates of turnover (Gable, Rothrauff, Thornburg, & Mauzy, 2007). However, WIN did not reduce director turnover rates (Gable et al., 2007). From 2001–2004, North Carolina offered teachers bonuses for working with low-income or low-performing students in middle and high schools, and turnover rates decreased by 12% (Clotfelter, Glennie, Ladd, & Vigdor, 2006).

2. A Review of Current Policies and Practices

A State-level Scan of Early Childhood Workforce Policies

The Center for the Study of Child Care Employment (2018) developed an Early Childhood Workforce Index that assesses states and offers strategies to improve the quality of the early childhood workforce across the United States. Strategies included wage increases and financial and professional supports. Table 1A describes the criteria used to assess each state in three categories: Earnings and Economic Security, Early

Childhood Workforce Policies, and Family and Income Support Policies. There are three statuses, “Stalled”, “Edging Forward”, and “Making Headway”.

Table 1A. Early Childhood Workforce Index Criteria

Category	Criteria
Earnings & Economic Security	<ul style="list-style-type: none"> • Disparities in earnings among early educators by children age group serving, sectors, educational attainment, race/ethnicity • Utilization of federal income supports and Medicaid • Economic insecurity (food insecurity, financial concerns about housing, and/or postponing medical treatment)

Early Childhood Workforce Policies

<i>Qualifications/Financial Supports for Education</i>	<ul style="list-style-type: none"> • Minimum qualification levels by education • Availability of scholarship to support education pathways • Collect data on scholarship recipients
<i>QRIS & Work Environment</i>	<p>QRIS standards include:</p> <ul style="list-style-type: none"> • Paid professional development time • Paid planning/preparation time • Salary scale/benefits
<i>Compensation Strategies</i>	<ul style="list-style-type: none"> • Salary parity for publicly funded pre-K teachers • State requires compensation standards, plans, and guidelines outside of pre-K programs as a condition of public funding • State funding includes earmarks for salaries outside of publicly funded pre-K • Availability of a stipend or tax credit for early childhood educators

	<ul style="list-style-type: none"> • Availability of a bonus linked to educational attainment
<i>Financial Resources</i>	<ul style="list-style-type: none"> • State per-child spending on pre-K is more than 50% of state per-child spending on K-12 • State reports extra Child Care Development Block Grant spending
<i>Workforce Data</i>	<ul style="list-style-type: none"> • State registry data are inclusive across early care and education settings • State registry collects data on wages and/or benefits • Summary of registry data available online

Family & Income Support Policies

<i>Income Supports & Child Care Assistance</i>	<ul style="list-style-type: none"> • A minimum wage higher than the federal minimum wage and indexed for inflation • State has a refundable Earned Income Tax Credit • State has a refundable child care tax credit
<i>Supports for Health & Well-Being</i>	<ul style="list-style-type: none"> • Availability of state-wide mandated paid sick leave • Availability of state-wide mandated paid family leave • Availability of expanded Medicaid

Table 1B describes the findings from the 2018 Early Childhood Workforce Index Study. Alaska’s Early Childhood Workforce Policies are generally ahead of other states. Areas of growth are Compensation Strategies (“Stalled”), Workforce Data (“Making Headway”), and Family & Income Support.

Table 1B. Results of Assessment

Category	Alaska	The number of States		
		Stalled	Edging Forward	Making Headway
Early Childhood Workforce Policies				
Qualifications/Financial Supports for Education	Edging Forward	18	33	0
QRIS & Work Environment	Edging Forward	24	10	3
Compensation Strategies	Stalled	44	7	0
Financial Resources	Edging Forward	29	21	1
Workforce Data	Making Headway	18	5	28
Family & Income Support Policies				
Income Supports & Child Care Assistance	Stalled	37	9	5
Supports for Health & Well-Being	Stalled	39	7	5

Note. Data retrieved from the Center for the Study of Child Care Employment (2018).

Efforts to Reduce Disparities in Salary: Requirement for Wage Parity

Although disparities in compensation for early childhood educators exist, some states are reducing the gap in salary between early childhood educators and K–12 teachers.

The **District of Columbia**, supports universal preschool available for all 3- and 4-year-olds through public charter schools, Head Start-blended public schools, and community-based organizations. To be eligible, programs are required to pay teachers on the same scale as K-12 teachers (U.S. Department of Health and Human Services and U.S. Department of Education, 2016).

North Carolina also requires parity in pay for teachers in state-funded public pre-K programs and K-12 teachers in public schools.

To improve equity in early care and education, the **New Jersey** Supreme Court required the state to invest in economically disadvantaged districts. As a result, the court required Abbott School Districts Head Start and pre-K childcare programs to pay their teachers equal wages and provide the same benefits as those provided to school district teachers. In addition, about \$21.7 million dollars were awarded towards scholarship funds for more than 6,600 preschool teachers who work “a minimum of 30 hours per week as a head teacher, group teacher, or assistant teacher, maintain a B average or higher, and remain employed with the same center for at least one year following completion of the degree program” (U.S. Department of Health and Human Services and U.S. Department of Education, 2016, p. 10). This led community-based preschool teachers to obtain a CDA, Early Childhood teacher certification, or college degree by the court-mandated deadline (U.S. Department of Health and Human Services and U.S. Department of Education, 2016).

The federal Preschool Development Grants request for proposal included wage parity, spurring state equity efforts. (Appendix 1B describes various federal efforts to support the early childhood workforce). However, it is often very challenging to achieve parity in cash benefits without large funding increases.

In addition to the states mentioned above, the following states have compensation parity policies for lead teachers in state-funded public pre-K (Barnett & Kasmin, 2017): **Hawaii, Iowa, Kentucky, Maryland, Nevada, New Mexico, North Carolina, Oklahoma, Tennessee, Texas, and West Virginia.**

Department of Defense Compensation Practices

The Department of Defense (DoD) early care and education system is considered the gold standard of childcare because of its high standards, accountability systems, and resources and support. DoD requires all full-time staff to complete at least 24 hours of professional development every year, and the Navy mandates 48 hours. Full-time early childhood educators’ wages are comparable to other similar jobs on installations (on average \$15 an hour) (Butrymowicz & Mader, 2016).

Although DoD requires only a high school diploma to be hired as an early childhood educator, its high-quality in-house coaching system helps early childhood educators obtain a CDA and college course credits within three months of employment. In

addition, DoD's pay scale allows for pay increases based on employees' performance and years of experience.

DoD's Sure Start program serves military children and families living overseas. The program offers services similar to Head Start and targets mostly children at risk because of economic challenges or other health or family-related barriers. Sure Start teachers receive extra-duty pay for activities that take place outside of the duty day (e.g., home visits, family meetings, student recruitment) (Sure Start Program Guide, 2009). In addition, the DoD Education Activity (DoDEA) ensures annual, tailored professional development. The program guide says, "three days of training, funded by DoDEA Headquarters, for new Sure Start staff and two days for returning staff is required annually to ensure consistency in approach and delivery of content and program requirements. ... This training may be delivered in a variety of modes to include face-to-face, virtual, and/or school cluster groups at designated sites within commuting distance. The training must, to the extent possible, meet the needs of each district it serves and promote program fidelity." (DoDEA Sure Start Program, 2018, p. 12)

Head Start Compensation Practices

According to the National Survey of Early Care and Education (2013), Head Start teachers' median hourly wage varies by educational attainment. Teachers who have a high school diploma are paid \$8.00 an hour; those who have at least an associate degree are paid \$12.20 an hour; and those who have a bachelor's degree or higher are paid \$15.90 an hour. These rates are similar to wages for public Pre-K educators (\$8.40 for teachers having a high school diploma; \$9.80 for teachers having an associate degree; and \$16.20 for teachers having a bachelor's degree or higher); however, they are higher than other early childhood educators' hourly wages (\$9.60 for teachers having a high school diploma; \$11.00 for teachers having an associate degree; and \$13.90 for teachers having a bachelor's degree or higher).

Although there are disparities across states and within states, Head Start teachers with a bachelor's degree, on average, earn \$33,000 annually. This is generally higher than early childhood educators' salary in private child care programs, reflecting higher educational attainment expectations for Head Start teachers; as of February 2017, 74% of Head Start

teachers have a bachelor's degree and have received training in early childhood education.

Despite relatively higher salaries in comparison to other early childhood educators, Head Start teachers still earn far lower salaries than average general full-time female workers with a bachelor's degree. In some states, Head Start teachers with a bachelor's degree can move to the K-12 public school sector and earn twice as much. This disparity leads to high Head Start teacher turnover.

Relative funding for professional development has diminished throughout Head Start's history. The 1965 summer program had a budget of \$84 million, with \$11 million, or 13%, allotted for training (Fitzgerald, 2014). By 2013, total funding was \$7.6 billion, with \$295 million, or 4%, allotted for a range of supports (Fitzgerald, 2014).

Previous research conducted by the Johns Hopkins University IDEALS Institute found that although Head Start teachers report generally higher salaries, better benefits, superior professional development resources, and higher educational attainment, job satisfaction and commitment were much lower than responses from early childhood educators in other programs.

Public Pre-Kindergarten Compensation Practices

Among early childhood programs, state-funded pre-K programs are one of the most active in seeking teacher compensation parity. Although salaries and supports for early childhood educators differ across states, there are within-state efforts to ensure early childhood educators are adequately paid and receive appropriate professional development opportunities.

For example, the **Georgia** Department of Early Care and Learning 2018–2019 School Year Pre-K Providers' Operating Guidelines include a pay scale with minimum salary requirements. Lead teachers with at least an associate degree must earn a minimum salary of \$19,304.87. Teachers with at least a master's degree and Teaching Certificate Level 5 must earn a minimum salary of \$36,308.74 (Georgia Department of Early Care and Learning, 2018). In addition, Georgia's Department of Early Care and Learning (DECAL) has an incentive program with salary bonuses based on education and tenure.

Bonuses range from entry-level \$250 (two payment maximum) to \$1,250 (four payment maximum) at higher levels of education and tenure.

3. A Review of Currently Available Compensation Strategies

Louisiana School Readiness Tax Credits

In 2007, the Louisiana Legislature passed Act 394, which enacted Revised Statutes 47:6101-6109 to provide five different types of tax credits for early care and education providers, teachers, directors, business operators, and families.

Descriptions of Louisiana School Readiness Tax Credits

Source: Information reprinted from "Giving Credit Where It's Due: School Readiness Tax Credits Benefit Louisiana Families and Communities" by Louise Stoney, Melanie Bronfin, and Monica Candal Rahim (2016, p. 7)

The **Child Care Provider Credit** is available to child care centers that have a Quality Start rating of at least 2-Stars. The value of the credit is based on the quality level and number of low-income children served by the center, and ranges from \$750 to \$1,500 per child. The credit is refundable and available to both tax-paying and non-profit centers. In tax year 2014, 405 participating centers received, on average, a credit worth \$9,900.

The **Child Care Teacher and Director Credit** is available to staff with Pathways Career Ladder Credentials who have been employed in a child care center for at least six consecutive months. The credit is refundable, adjusted for inflation each year, and based on the credential level attained. In tax year 2014, the value of the credit ranged from \$1,630 to \$3,260. 3,770 educators claimed the credit and the average recipient received \$2,150.

The **Child Care Expense Credit** is available to families who incur expenses for enrolling a child under the age of 6 in a child care center with a Quality Star rating of at least 2 stars. The credit amounts are between 50% and 200% of the LA Child Care

Credit, based on the Star rating of the center. The credit is refundable for families with incomes less than \$25,000. In tax year 2014, 14,468 families received the credit and the average recipient received a credit of \$223.

The **Business-Supported Credit** is available to businesses that pay for child care expenses in centers with a Quality Star rating of at least two stars. The credit amounts range from 5% to 20% of eligible expenses, depending on the center's star rating. In tax year 2014, the average credit claimed by 57 businesses was \$7,040.

The **Resource and Referral Agency (CCR&R) Credit** is a dollar-for-dollar investment tax credit for businesses that contribute up to \$5,000 to a CCR&R. The credit is refundable. In tax year 2014, the average credit claimed by 190 businesses was \$4,360.

As described above, the School Readiness Tax Credits policy is aligned with Louisiana's Quality Rating and Improvement System (QRIS) and Pathways Career Ladder Credentials. This policy provides incremental awards by Pathways Career Ladder Credentials. In addition, the policy encourages staff retention by requiring a recipient's employment for at least six consecutive months. This policy is universally available to all qualified participants regardless of the recipient's current wages.

As a result of the School Readiness Tax Credits, children from disadvantaged family backgrounds are more likely to attend higher quality child care programs defined by the Louisiana's Quality Rating and Improvement System (ratings of three stars or above) between 2009 and 2016. In addition, the number of teachers achieving higher levels of career pathway credentials significantly increased between 2008 and 2015.

Child Care WAGE\$

The Child Care WAGE\$ Initiative is a direct wage supplementation program that provides graduated supplements and encourages continued education. Currently, five states—**Florida, Iowa, Delaware, New Mexico, and North Carolina**—are operating Child Care WAGE\$. This program benefits children's learning by decreasing rates of

teacher turnover and developing a more educated teacher workforce through incentives for educational attainment. About 74% of WAGE\$ recipients in Iowa reported that the program was an incentive to pursue a higher level of education.

Teachers, directors, and family child care providers working with children from ages 0–5 and who have an hourly wage below a threshold are eligible to receive a wage supplement twice a year based on their educational attainment. Recipients also must have at least some formal education related to early childhood education. The average six-month supplement is \$952. Each state has different funding mechanisms, but the WAGE\$ programs are typically funded through private and public sources.

For example, in **Iowa** (<http://www.iowaaeyc.org/wage.cfm>), early childhood educators are eligible to receive a WAGE\$ supplement stipend when they (a) work in an eligible program in a funded county; (b) earn below the income cap of \$15/hour on average (varies by county); (c) have one of the education levels from regionally accredited schools; (d) work at least six months in the same early care and education program; and (e) stay at the same program at the final stage of the WAGE\$ supplement receipt. Table 1C provides more specific information on the education levels and the amount of tiered supplement.

Table 1C. The WAGE\$ Supplement Scale in Iowa

Level	Education Requirement	Annual Award
10 10	Master's or Doctorate Degree plus or including 24 EC credits Bachelor's Degree with an Active Teaching License with an EC Endorsement	\$3,500
9 9	Master's or Doctorate Degree plus or including 18 EC credits Bachelor's Degree plus or including 24 EC credits	\$2,900
8 8	Master's or Doctorate Degree plus or including 9 EC credits Bachelor's Degree plus or including 15 EC credits	\$2,300
7 7* 7* 7*	Associate Degree plus or including 24 EC credits Master's or Doctorate Degree (less than 9 EC credits) Bachelor's Degree (less than 15 EC credits) 90 credits toward a Bachelor's Degree plus or including 24 EC credits	\$1,800

6*	Associate Degree plus or including 12 EC credits	\$1,400
6*	60 credits general education plus or including 18 EC credits	
5*	Early Childhood Community College Diploma	\$1,100
5*	36 credits general education plus or including 12 EC credits	
5*	Associate Degree (less than 12 EC credits)	
4*	24 credits general education plus or including at least 6 EC credits	\$800
3*	12 EC college credits (could be part of a CDA Credential™, Paraeducator, Apprenticeship, Community College EC Certificate, etc.)	\$500
2	Active Child Development Associate (CDA) Credential™ (earned with less than 12 college credits)	N/A
1	High School Diploma and training not for college credit	N/A

Note. Retrieved from <http://www.iowaaeyc.org/wage.cfm>. EC credits are defined as college coursework focused children ages birth to five.

*Temporary levels of education. Early care and education providers at one of these levels must move to a higher level within two years to retain eligibility. Deadlines are reestablished at each temporary level.

T.E.A.C.H.

The T.E.A.C.H. program is often incorporated into the Child Care WAGE\$. T.E.A.C.H provides college education with comprehensive supports (e.g., books) for in-service early childhood educators. Once early childhood educators complete their coursework, they receive bonuses and/or raises depending on their state's policy. Recipients must work in a licensed childcare program (center, home, or school). To encourage retention, most states require recipients to stay in the same program for at least six months before they are compensated

About 21 states operate their own T.E.A.C.H. program: **Colorado, Nevada, Utah, Nebraska, Texas, Missouri, Iowa, Minnesota, Wisconsin, Alabama, Indiana, Michigan, Ohio, Pennsylvania, Vermont, District of Columbia, Delaware, North Carolina, South Carolina, Florida, and Rhode Island.** In 2018, the average GPA for a T.E.A.C.H. scholarship recipient was 3.5, and the average increase in hourly wages for recipients ranged between 7.9% and 8.8%, depending on the type of degree achieved. In addition, sites with T.E.A.C.H recipients had a retention rate of over 94% within the

year of program participation. The difference in rates of retention for T.E.A.C.H. recipients versus non-recipients is significant. For example, the rate of retention for non-recipients in **Ohio** is estimated to be as low as 60%, whereas the retention rate for T.E.A.C.H. recipients in the state is over 94%.

In **Vermont**, early childhood educators have a wide range of scholarship options within T.E.A.C.H. (<http://vaeyc.org/programs-and-services/teach/scholarship-options/>). If center-based or preschool teachers participate in the Child Care Apprenticeship Scholarship, T.E.A.C.H. provides 80% of the tuition and 90% of the cost for books. Teachers receive a bonus of \$400 as well as \$80 for travel or internet reimbursement per semester. They also receive release time reimbursement by T.E.A.C.H. Recipients provide 10% of tuition costs and 10% of the cost of books, while employers provide 10% of tuition, paid time off, and 1.5% of an annual salary increase. The education requirement for this option is nine to 12 college credits. The recipients must stay at their sponsoring program for additional year to be eligible.

If family childcare providers participate in an Associate Scholarship Option for associate level coursework, they receive 80% of tuition and 90% of the cost for books from T.E.A.C.H. Recipients pay the remaining 20% tuition costs and 10% of the cost for books. The annual bonus provided by T.E.A.C.H. is \$300 and family childcare providers receive reimbursements of \$80 for travel or internet per semester and release time. The education requirement for this option is nine to 15 college credits. The recipients must be in or operate a family childcare for additional year to be eligible.

In **Pennsylvania**, teachers and directors in child care centers have an opportunity to receive scholarships for a Child Development Associate credential, associate's degree in CDA assessment, bachelor's degree, or PA teacher certification. Scholarship recipients receive paid time off for professional development, and T.E.A.C.H. provides incentives for child care centers to participate by reimbursing employers for teachers' release time. Teachers are eligible if they earn less than \$19 per hour, and directors are eligible if they earn less than \$25 per hour.

We also analyzed the overall levels of satisfaction with T.E.A.C.H. Across states, almost 100% of T.E.A.C.H. recipients and their employers responded that they would recommend the program to someone they know. In **North Carolina**, 99% of recipients reported being "very satisfied" or "somewhat satisfied" with the program. In

Minnesota, 89% of participants reported that T.E.A.C.H. helped them with career development and advancement, and 95% reported that T.E.A.C.H. impacted their choice to remain in their career.

Appendix 1C provides an in-depth analysis of the T.E.A.C.H. programs: agencies that implement T.E.A.C.H., the effects of the program, and a link to each state's T.E.A.C.H. information webpage.

Wage Components within a Quality Rating and Improvement System

Several states incorporate the components of staff supports and wage structure into their QRIS. For example, **Ohio** requires a written policy document describing their wage structure for all rated programs and benefits for programs rated with two to five stars. Ohio's QRIS also requires a planning time set aside for teachers as a way to support staff to meet Ohio's requirements. The written document specifies wages by position and available supports for staff. Two to five-star rated programs must submit documentation if the program provides the following benefits: a total of five days of paid leave, health benefits, retirement, discount on child care, tuition reimbursement, T.E.A.C.H. Early Childhood Ohio, paid professional development, flexible spending account, life insurance, five paid holidays, and one hour of paid planning time weekly. In addition, programs need to specify their eligibility to receive the staff supports.

Massachusetts has an exemplary system that incorporates workforce policies into the QRIS System. Level 2 programs are required to provide a description of program policies that support teacher retention. Examples of policies include vacation and/or sick time, education/tuition reimbursement, pay or career ladder increases, free or reduced child care, and/or retirement plan or contribution. Level 4 programs are required to offer a benefit package for staff that includes vacation, sick time, and health insurance.

Minimum Wage Requirement

An increasing number of states are requiring higher minimum wages for early childhood educators. For example, D.C. and 29 states have minimum hourly wages greater than the federal minimum wage. Eleven states have separate minimum wage laws at the local level. Although this requirement may ensure that all early childhood educators receive at

least minimum wages, this may not influence the wages of more educated and experienced educators.

C-WAGES

The Compensation and Wage Augmentation Grants for Economic Success (C-WAGES, <http://sfoece.org/cwages/>) program provides tiered incentives to early childhood educators and childcare providers in San Francisco who work with children from disadvantaged families. Licensed centers qualify for the C-WAGES program if at least 25% of children in the program have families that earn less than 75% of the state median outcome. Centers are eligible to receive compensation from C-WAGES if they are located in neighborhoods with a high percentage of children receiving voucher subsidies. Teachers and teacher assistants in these centers are provided with bonuses, salary increases, health insurance, and retirement benefits. Centers also must be involved in San Francisco's Quality Rating and Improvement System to receive benefits from C-WAGES. Increases in salary are based on job title and educational attainment. In FY 15–16, approximately 1,000 early childhood educators in 85 licensed centers and 234 licensed family childcare providers participated in C-WAGES.

Pay for Success

The Pay for Success (<https://payforsuccess.org/>) is an innovative "Social Impact Bond" funding mechanism in which private investors fund preventive interventions upfront and the government compensates if minimal outcomes are met. This model is being used in various social service areas such as recidivism, homelessness, and early childhood education. This is a safe and efficient way for the government because it sets outcome minimums and does not pay if they are not met. Pay for Success encourages innovation and protects public spending.

Pay for Success can be an optimal approach for ECE interventions considering the high payoffs for investing in young children (Heckman et al., 2010). For example, in 2013, Salt Lake County, in Utah, launched a Social Impact Bond to provide high-quality preschool programs to children from low-income neighborhoods (United Way of Salt Lake, 2015). Private investors funded high-quality preschool programs to increase the capacity to serve disadvantaged children. The goal was to increase children's school readiness and

academic outcomes and reduce the need for special education. The results showed success and resulted in government paying back the investors. In initial results, only one of 110 children who were predicted to need special education was placed in a special education class in kindergarten (Temple & Reynolds, 2015).

Similarly, Chicago's Child-Parent Center used the Pay for Success approach to increase the number of low-income children receiving high-quality preschool programs. The goal was to increase children's school readiness and decrease the number of children receiving special education. In CPC's third-year evaluation, Gaylor, Ferguson, McCracken, Wei and Spiker (2018) report that it served more than 26,000 low-income children and that a lower percentage of children needed special education than in the control group.

Pay for Success or Social Impact Bond thus can be an efficient way for governments to encourage innovative prevention efforts.

Summary

In summary, currently available wage programs were similar to the programs reviewed in **thread's** ROOTS Awards Evaluation Results (pp. 6–10). However, this analysis found more states implementing their own WAGE\$ and/or T.E.A.C.H. programs to incentivize early childhood educators' training and education. In addition, some states are aligning compensation and QRIS. Providing tax credits is another emerging option in research as a way to stabilize funding streams for compensation. Pay for Success or Social Impact Bonds provide an innovative way to partner with private investors.

4. Common Trends, Key Takeaways, and Next Steps

Common Trends and Key Takeaways from Research of Current Compensation Models

- Many early childhood educators enter the field with intrinsic motivation and willingness to work with children.
- Financial challenges and disparities in wages and compensation exist across and within states.
- Inequity in wages across sectors of the early childhood care and education workforce lead to higher turnover.
- Compensation models incorporate professional development systems and align with career pathways as well as QRIS.
- An increasing number of states require a minimum wage for early childhood educators.
- The federal government and states are working to reduce disparities across various sectors.
- Professional and personal benefits, in addition to salary, may improve the workforce.
- Salary is not the sole factor in turnover and retention decisions.

Ullrich et al. (2017) describe six policies to support the early childhood workforce. The authors recommend that states partner with the federal government to implement these policies.

1) Develop and maintain a comprehensive professional development system

The authors argue that multiple stakeholders, including institutes of higher education, vocational or technical schools, professional development providers, and other credentialing agencies or programs, must partner to provide professional development for early childhood educators.

This system includes providing widely acceptable, portable, and stackable credentials that have value within the labor market, providing competency-based credit for prior learning, and improving the quality of professional development trainings.

2) Develop or revise statewide career pathways

This includes establishing compensation standards based on educators' previous or ongoing education or training and opportunities for advancement and specialization based on skills and competencies.

3) Make progress toward compensation and benefit standards at parity with kindergarten teachers

This policy suggests that each state's QRIS needs to add standards on compensation and benefits. The standards may include a tiered salary scale, requirement of minimum wages for entry-level educators, and providing an annual salary for full-time educators rather than an hourly wage. In addition, the policy may include a requirement for educators in the highest level of positions (by education, training, and experience) to earn salary parity with at least kindergarten teachers in the school district.

4) Promote data-driven policies and programs with a statewide workforce registry

This policy encourages states to maximize early childhood educators' participation in workforce registries. A well-designed online system will enable educators to track their progress, monitor their training and education, set up performance goals, gather information on professional development opportunities, and inform the state about the workforce. As of 2017, although 42 states have a workforce registry, most states do not mandate registration, which result in a low participation rate. Increasing the participation rate is a key to maintaining a comprehensive set of information from early childhood workforce.

5) Bolster state scholarship program

An increasing number of states and sectors require higher credentials in the early care and education field. However, not many in-service, experienced early childhood educators can afford additional education or trainings without adequate financial support. To respond to the needs for higher credentials, states are encouraged to implement scholarship programs that offset the cost of tuition and/or other expenses.

6) Reward degree attainment with wage supplements or tax credits

States need to incentivize early childhood educators' professional growth to encourage retention. Understanding the financial limitation of increasing wages across the board

consistently, some states implement wage supplement programs that are provided once or twice annually based on educational attainment. The WAGE\$ (wage supplements) and Louisiana School Readiness Tax Credits are examples. States may prefer either tax credits or wage supplements. Although tax credits compensate educators only once a year, incentives are more stable because they are part of the tax system.

Next Steps:

This report synthesizes current research, national reports, and state policies. This is an evolving and iterative report that will result in a final report with recommendations. Based on this synthesis, the following steps are in progress:

- Examining disparities across subgroups of early childhood educators in Alaska
- Understanding Alaskan early childhood educators' attitudes towards various compensation options (e.g., wage, benefits, professional development resources, competency-based compensation, advancement opportunities, etc.)
- Exploring motivation for Alaskan early childhood educators to improve retention
- Examining Alaskan Early childhood educators' career pathways, education, and training
- Understanding Alaskan early childhood educators' experiences with Learn & Grow and SEED Career Ladder
- Understanding various ways to build an early childhood ecosystem that coordinates multiple services and funding streams in Alaska

Alaska Research Findings

Chapter 2. Research Findings

Introduction

This chapter reports findings from studies conducted in Alaska in 2019. The chapter aims to understand the Alaska’s current early care and education landscape; the impacts, barriers, and benefits of current wage and compensation practices in Alaska; and early childhood educators’ attitudes towards wage and compensation.

Session 1 provides the results from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey.

Session 2 summarizes the results from in-depth interviews with early childhood school-age educators.

Session 3 describes the results from a SEED Steering Committee leadership survey, a focus group, and interviews.

Session 4 provides the results from a survey responded by state/agency and advocacy/think-tank leaders participating in the Johns Hopkins System-Level Shared Services Community of Practice.

Table 2A below provides a summary of research participants.

Table 2A. Educators and Leadership Survey/Interviews Responses

Study Method	N
Alaska Early Childhood and School-Age Educators Wage and Compensation Survey	288
Interested in a follow-up interview/focus group	91
Educators in-depth follow-up interviews	12
SEED Steering Committee Leadership Survey	16
Leadership in-depth focus group/interviews	5
Johns Hopkins System-Level Shared Services Community of Practice Survey	11
Educators recommendations validation study (reported in Chapter 3)	8

1. Alaska Early Childhood and School-Age Educators Wage and Compensation Survey

Study Method

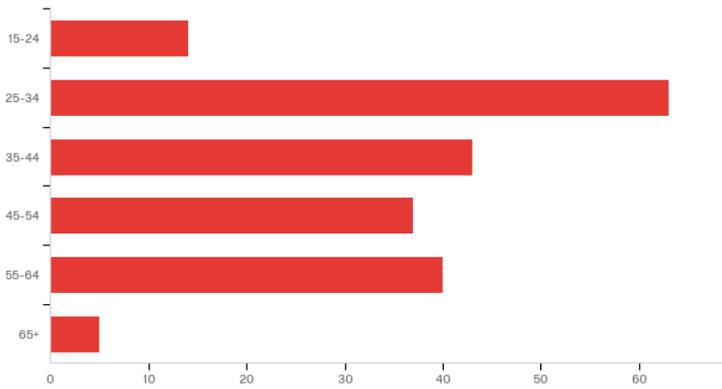
The IDEALS Institute at Johns Hopkins University conducted the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey from May 2019 to July 2019. A 20-minute online survey was distributed to early childhood (EC) and school-age (SA) educators, primarily, using the list of the SEED Registry participants. The survey was also distributed to Head Start programs in Alaska, and to EC and SA educators through the Alaska Department of Education. The participants were also asked to share the survey link with anyone who might be interested in participating in the survey.

At the end of the survey, we invited the participants to participate in a follow-up interview or focus group. People who were interested in a follow-up study were asked to leave their contact information. We received a total of 288 survey responses (more than 33% of the survey completion) and 91 of the participants were willing to participate in a follow-up interview or focus group.

Participants' Demographics

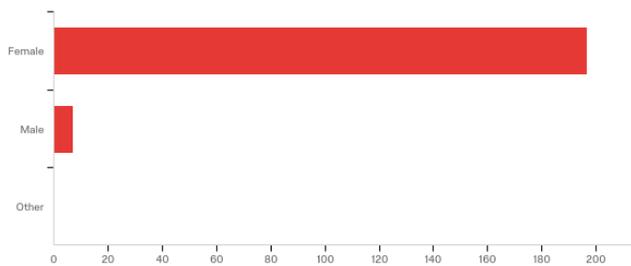
To gather participants' demographics information, we asked their age, gender, race/ethnicity, first language, and marital status. The results are described below.

Age: Almost one-third of respondents (31.2%, $n = 63$) were between ages 25 to 34. The next largest age group was ages 35–44 (21.3%, $n = 43$), followed by ages 55–64 (19.8%, $n = 40$), ages 45–54 (18.3%, $n = 37$), under 25 years old (6.9%, $n = 14$), and over 65 years old (2.5%, $n = 5$).



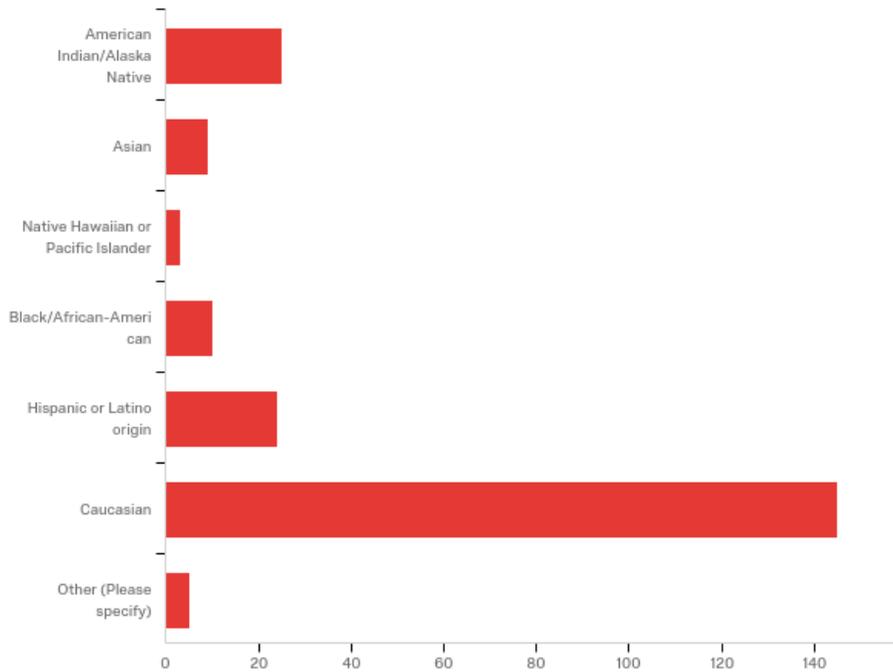
Answer	%	Count
15-24	6.93%	14
25-34	31.19%	63
35-44	21.29%	43
45-54	18.32%	37
55-64	19.80%	40
65+	2.48%	5
Total	100%	202

Gender: 96.6% ($n = 197$) of respondents were female and 3.4% ($n = 7$) were male.



Answer	%	Count
Female	96.57%	197
Male	3.43%	7
Other	0.00%	0
Total	100%	204

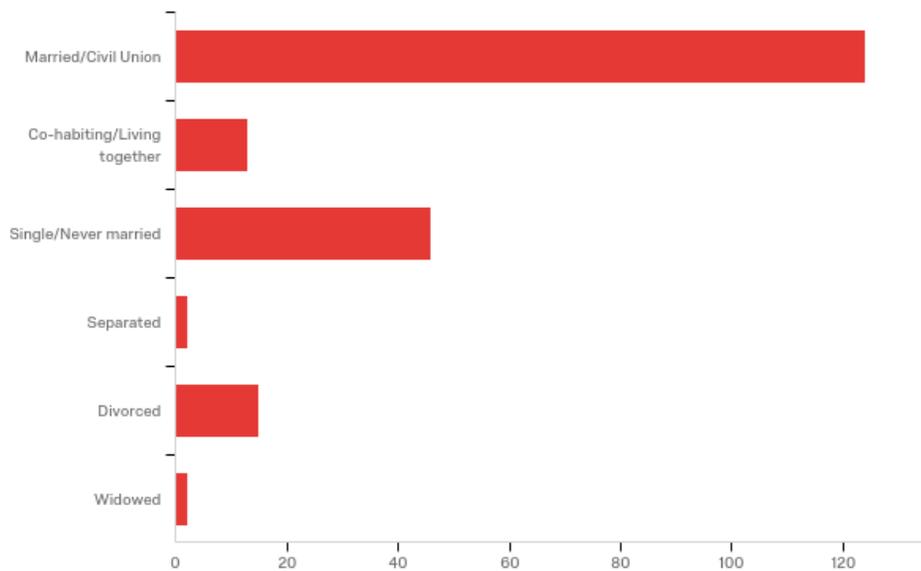
Race/Ethnicity: For race/ethnicity, we asked participants to check all options that apply. Almost two-thirds (65.5%, $n = 145$) of participants were Caucasian. In addition, 11.3% ($n = 25$) of participants were American Indian/Alaska Native, 10.9% ($n = 24$) were Hispanic or Latino, 4.5% ($n = 10$) were Black/African American, 4.1% ($n = 9$) were Asian, 1.4% ($n = 3$) were Native Hawaiian or Pacific Islander, and 2.3% ($n = 5$) identified as Other.



Answer	%	Count
American Indian/Alaska Native	11.31%	25
Asian	4.07%	9
Native Hawaiian or Pacific Islander	1.36%	3
Black/African-American	4.52%	10
Hispanic or Latino origin	10.86%	24
Caucasian	65.61%	145
Other (Please specify)	2.26%	5
Total	100%	221

First Language: Among 202 valid responses, 87.6% of respondents' first language was English ($n = 177$) and 6.4% was Spanish ($n = 13$). The rest of the participants' first languages included Tagalog ($n = 2$), Hmong ($n = 1$), Japanese ($n = 2$), Korean ($n = 1$), Lao ($n = 1$), Russian ($n = 3$), Samoan ($n = 1$), and Yup'ik ($n = 1$).

Marital Status: Most participants, 61.4% ($n = 124$), reported being married or in a civil union, while 22.8% ($n = 46$) were single or never married, 7.4% ($n = 15$) were divorced, 6.4% ($n = 13$) were co-habiting or living together, 1.0% ($n = 2$) were separated, and 1.0% ($n = 2$) were widowed.



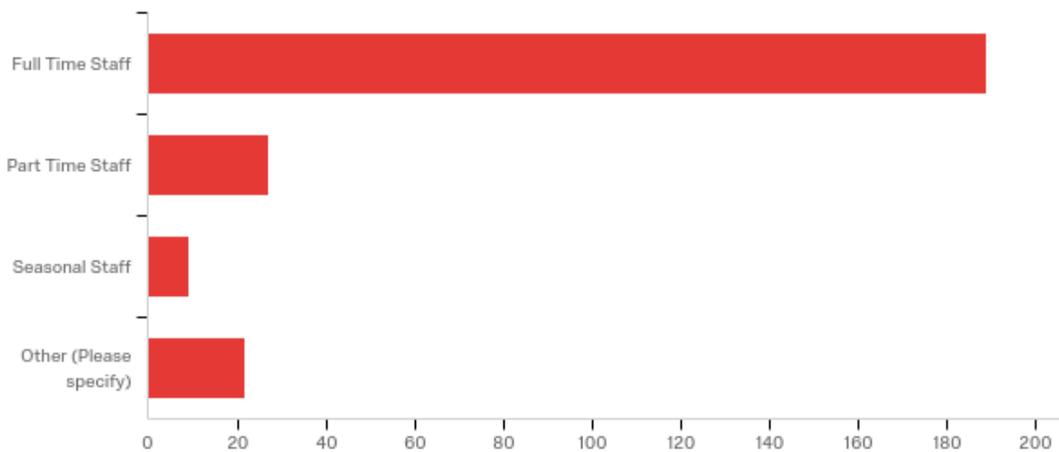
Answer	%	Count
Married/Civil Union	61.39%	124
Co-habiting/Living together	6.44%	13
Single/Never married	22.77%	46
Separated	0.99%	2
Divorced	7.43%	15
Widowed	0.99%	2
Total	100%	202

About Employment, Wage, and Benefits

In the survey, we asked a series of questions about employment status, wage, and benefits.

Q1 - What is your current employment status in the current program? (Please choose all that apply)

Three-fourths (76.5%, $n = 189$) of participants reported working full time. Of the remaining participants, 11.0% ($n = 27$) worked part time, 3.6% ($n = 9$) were seasonal, and 8.9% ($n = 22$) worked another type of schedule. See below for other responses.



Answer	%	Count
Full Time Staff	76.52%	189
Part Time Staff	10.93%	27
Seasonal Staff	3.64%	9
Other (Please specify)	8.91%	22
Total	100%	247

Other responses:

No longer in AK IN CA; PDS; I am still in college and just got hired for the summer; Substitute; Non retained teacher; Just retiring after 21 years in school district; Owner/Training organization; I support early learning programs but do not work in one; Retired; Consultant; No pay over holiday breaks and 8 weeks off unpaid in the summer. 11 weeks unpaid total; Left work due to wages; Board member and volunteer; Administrator; My job is split 50/50 between two departments. So I get half my full time

wages and benefits from each department, only one is school age care the other is unrelated to this survey.

Q2 - What is your position title?

One-fifth (21.2%, $n = 48$) of respondents were lead teachers. 12.0% ($n = 27$) of respondents were administrators/directors, 9.3% ($n = 21$) were assistant teachers, 8.4% ($n = 19$) were family or group home child care owners, 6.2% ($n = 14$) were early intervention/infant learning specialists, 5.3% ($n = 12$) were assistant administrators/directors, 3.5% ($n = 8$) were elementary teachers, and 3.1% ($n = 7$) were child care center owners. The remaining position categories in the survey made up less than 7.0% of responses (6.6%, $n = 15$). However, almost one-fourth (24.3%, $n = 55$) of participants chose "Other" for this question. See below for responses by those who chose "Other".

Answer	%	Count
Lead Teacher	21.24%	48
Assistant Teacher	9.29%	21
Assistant Administrator/Director	5.31%	12
Administrator/Director	11.95%	27
Child Care Center Owner	3.10%	7
Family or Group Home Child Care Owner	8.41%	19
Family or Group Home Child Care Staff	0.44%	1
Aide	0.88%	2
Other Non-Teaching Staff (bus driver, cook, reception)	0.88%	2
Apprentice	0.44%	1
Elementary Teacher	3.54%	8
Home Visitor	1.77%	4
Family Service Coordinator	2.21%	5
Early Intervention/Infant Learning Specialist	6.19%	14
Other (Please specify)	24.34%	55
Total	100%	226

Other responses:

Family Advocate; Special Education Preschool Teacher; Education Manager; Before and After school child care;

Professional Development Coach; PDS; physical therapist; Assistant Director; Early Interventionist and Physical Therapist; 2nd grade teacher; Paraprofessional working one on one with child with a disability; Education and Training Specialist; Executive Director; Co teacher; Infant Learning Program Director; Child care staff; Professional Development Specialist; Professional Development Specialist; Director of Consultation at CCRR; Enrollment Specialist; Two roles: deputy director and early interventionist; Admin Assistant; Director/Lead Teacher; Professional Development Specialist; Education Coordinator; thread CCR&R staff; Professional Development Specialist; Family Advocate; HR manager; Early Childhood Coach; Elementary Substitute Teacher; Director of Program Services (meaning Administrator for all licensed sites); Board Treasurer, Co-founder; Co-teacher; family advocate; Early Intervention Therapist; Director/not in child care program; Occupational Therapist; Infant Learning Program Manager; Director of Professional Development (CCR&R); System Development Coordinator; Regional Manager; Substitute Teacher; Education Coordinator; Retired Director; Support Staff; Teacher Trainer; Project Manager; Administrative assistant; Data Compliance; Traditional Cultural Coordinator; Supervisor; QRIS Director

Position Title Categories

Based on participants' other responses, we created a new category, "supervisor/coach/coordinator/specialist." For the following wage and benefit analysis, we categorized positions into five categories: (1) lead teacher, (2) assistant teacher (assistant teacher, aid, and family or group home child care staff), (3) administrator (assistant administrator/director; administrator/director; child care center owner; and family or group home child care owner), (4) supervisor/coach/coordinator/specialist (supervisor; coach; coordinator; home visitor; family service coordinator; early intervention/infant learning specialist), and (5) elementary teacher. Two participants from public schools who did not identify themselves as elementary teacher were dropped from the following analysis.

Q3 - How many hours per week are you paid to work in the current program (not including overtime)?

On average, the participants reported that they work about 38 hours per week (valid $n = 212$). There were 134 participants who work 40 hours (63.2%); 20 participants who work more than 40 hours (9.4%); and 58 participants who work less than 40 hours (27.4%). Eight participants reported that their work hours vary.

Q4 - How many hours per week, on average, do you work overtime?

A total of 76 participants reported that they work overtime paid and 86 participants reported that they work overtime non-paid. On average, participants reported 6 hours of paid overtime (ranges from 1 to 65 hours); and 5 hours of non-paid overtime (ranges from 1 to 35 hours).

To understand educators' overtime workload more in-depth, we compared participants who work overtime paid and who work overtime non-paid by the Learn & Grow enrollment status and by the program type. Table 2A shows that participants enrolled in Learn & Grow are less likely to get unpaid for overtime. By program type, participants working in non-profit programs or private child care centers were more likely to have overtime non-paid compared to other programs.

Table 2A. Overtime Analysis

	Number of Responses		Percent of Responses	
	Non-paid overtime	Paid overtime	Non-paid overtime	Paid overtime
QRIS Enrollment				
Enrolled in Learn & Grow	37	32	42.05%	50.00%
Not enrolled in Learn & Grow	51	32	57.95%	50.00%
Program Type				
School District	14	8	14.43%	11.59%
Head Start/Early Head Start	16	17	16.49%	24.64%
Tribal	7	7	7.22%	10.14%
Faith-based	10	7	10.31%	10.14%
Non-profit	42	26	43.30%	37.68%
For-profit	14	15	14.43%	21.74%
Hospital	4	3	4.12%	4.35%
Child Care Center	34	33	35.05%	47.83%
Family or Group Home	11	11	11.34%	15.94%
Community College	1	0	1.03%	0.00%
Public Pre-K	7	1	7.22%	1.45%
Other	20	9	20.62%	13.04%

Q5 - How many months do you work per year?

Among 221 valid responses, 76.5% of the participants ($n = 169$) reported that they work 12 months per year. On average, the participants work about 11 months per year. A total of 18 participants work less than 6 months per year.

Q6 - What is your current wage per hour?

The median wage per hour was \$18 (valid $n = 190$; ranges from \$0 to \$51.89).

Q7 - What is your total annual salary (before taxes) for the current year?

The median total annual salary for the current year was \$39,705.60 (valid $n = 173$; ranges from \$0 - \$118,000).

We conducted further analyses to understand participants' hourly wage and annual salary by position title (Table 2B), experience years (Table 2C), employment status (Table 2D), and educational attainment (Table 2E).

Table 2B. Wage Analysis by Position Title

	Median hourly wage	Minimum hourly wage	Maximum hourly wage	Median yearly salary	Minimum yearly salary	Maximum yearly salary
Lead Teacher	\$14.00	\$5.00	\$43.93	\$27,000.00	\$1,000.00	\$93,347.05
Assistant	\$12.00	\$10.00	\$20.00	\$20,160.00	\$1,700.00	\$40,000.00
Administrator	\$18.00	\$0.00	\$50.00	\$45,560.00	\$0.00	\$118,000.00
Supervisor/Coach/ Coordinator/Specialist	\$27.70	\$13.50	\$51.89	\$54,500.00	\$4,050.00	\$72,000.00
Elementary Teacher	\$32.00	\$18.00	\$35.80	\$53,000.00	\$13,190.00	\$70,000.00

Table 2C. Wage Analysis by Experience Years

Years of Experience	N	Median hourly wage	Minimum hourly wage	Maximum hourly wage	Median yearly salary	Minimum yearly salary	Maximum yearly salary
0-5	49	\$14.00	\$10.00	\$43.93	\$27,560.00	\$1,500.00	\$72,000.00
5.1-10	40	\$16.50	\$4.00	\$40.00	\$33,000.00	\$1,000.00	\$90,000.00
10.1-15	39	\$20.00	\$5.00	\$45.00	\$44,000.00	\$20,000.00	\$118,000.00
15.1-20	23	\$20.78	\$12.00	\$42.00	\$25,920.00	\$20,840.00	\$100,000.00
20.1+	44	\$24.90	\$10.00	\$51.89	\$51,000.00	\$4,050.00	\$102,000.00

Note. We excluded elementary school teachers from this analysis.

Table 2D. Wage Analysis by Employment Status

	Full Time Staff	Part Time Staff	Seasonal Staff
N	188	27	8
Median hourly wage	\$19.62	\$18.00	\$16.00
Median salary	\$42,000.00	\$21,300.00	\$22,000.00

Note. We excluded elementary school teachers from this analysis.

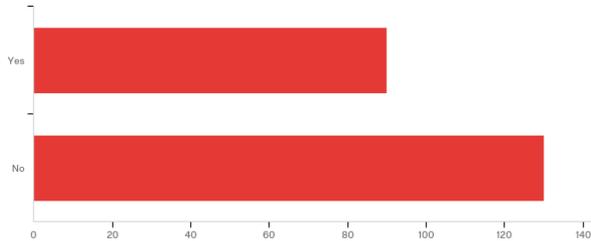
Table 2E. Wage Analysis by Educational Attainment

Highest Education Level	Median Hourly Wage	Minimum Hourly Wage	Maximum Hourly Wage	Median Yearly Salary	Minimum Yearly Salary	Maximum Yearly Salary
Less than high school, no GED	\$10.50	\$10.00	\$12.00	\$13,000.00	\$13,000.00	\$13,000.00
High school diploma or GED	\$13.00	\$10.50	\$19.50	\$27,200.00	\$1,500.00	\$45,120.00
Some college, but no degree	\$14.32	\$5.00	\$45.00	\$28,080.00	\$1,000.00	\$118,000.00
Some college, but CDA	\$14.00	\$ -	\$24.00	\$24,000.00	\$ -	\$42,000.00
Associate of Arts Degree (A.A.)	\$18.36	\$4.00	\$42.00	\$33,580.00	\$20,000.00	\$66,000.00
Bachelor's Degree (B.A./B.S.)	\$18.19	\$10.00	\$42.89	\$42,500.00	\$1,647.94	\$85,000.00
Graduate school, but no degree	\$28.36	\$14.00	\$32.43	\$53,000.00	\$20,000.00	\$100,000.00
Graduate degree (M.A./M.S.)	\$29.34	\$ -	\$51.89	\$59,000.00	\$ -	\$102,000.00
Graduate or professional degree beyond a master's (PhD., M. D., J.D., Ed.D.)	\$34.80	\$25.00	\$38.00	\$65,000.00	\$62,000.00	\$72,000.00

Note. We excluded elementary school teachers from this analysis.

Q8 - Are you providing the sole source of income in your household?

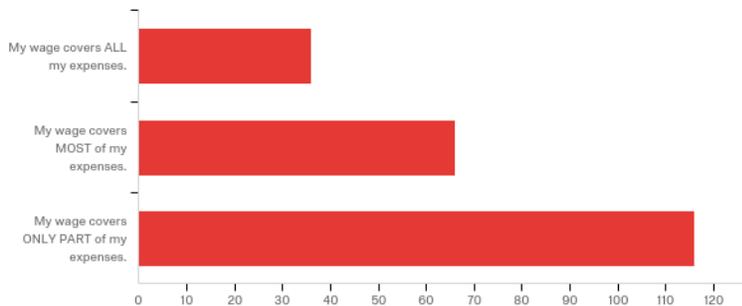
Out of 220 respondents, 40.9% ($n = 90$) reported that they provided the sole source of income in their household. 59.1% ($n = 130$) did not provide the sole source of income.



Answer	%	Count
Yes	40.91%	90
No	59.09%	130
Total	100%	220

Q9 - On your current wage, are you able to cover your current living expenses? Please choose ONLY one.

Over half of participants (53.2%, $n = 116$) said that their wage only covered part of their living expenses. Only 16.5% ($n = 36$) said that their wage covered all of their living expenses, and 30.3% ($n = 66$) said that their wage covered most of their expenses.



#	Answer	%	Count
1	My wage covers ALL my expenses.	16.51%	36
2	My wage covers MOST of my expenses.	30.28%	66
3	My wage covers ONLY PART of my expenses.	53.21%	116
	Total	100%	218

Q10 - If you would like to leave any comment about your answer to the previous question, please leave here.

We received 84 responses on this question. Participants' comments were mostly about how their child care income barely covers the living expenses (54% of the responses), and that they need other sources of income (30%) such as partner/spouse income, family support, and state welfare support.

- "We live paycheck to paycheck."
- "My salary does not cover my children's health insurance nor my mortgage payment."
- "I would not be able to cover my expenses if my husband did not have a good job."
- "I left work because the pay didn't even cover gas after I paid for friends to watch my boys."

Appendix 2A Q10 includes all comments left by the participants.

Q11 - Which of the following benefits do you receive from your child care employment? (Please choose all that apply.)

The most common benefits that participants received were paid holidays ($n = 138$), paid vacation days ($n = 137$), paid time off to attend professional meetings ($n = 99$), and reimbursement or coverage for the cost of professional development training or certificates ($n = 96$). Regarding medical insurance, 79 participants out of 288 participants said that their employer provided health insurance for them, 43 participants said that their employer provided health insurance for their families, 83 respondents received vision insurance from their employer, and 84 respondents received dental insurance. In addition, 87 participants reported having a retirement program through their employer. Please see below for a list of other responses.

Answer	Count
Health insurance for yourself	79
Health insurance for your family	43
Vision Insurance	83
Paid vacation days	137
Paid release	26
Paid sick days	73
Paid holidays	138
Support for your college coursework (e.g. tuition)	56
Retirement program (e.g. pension program, 401(k) or 403(b))	87
Reduced or full tuition coverage for your own child to receive child care	25
Dental Insurance	84
Paid days to attend professional meetings	99
Fees/dues for professional development training or certificates	96
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	32
Other benefits	25
Total	1,083

Other benefits:

Paid air travel for medical; Professional development, \$1,000; My employer paid for my CDA certification; Some fees for professional holidays; some flexibility of hours; I have the Juneau School District Classified employees' benefits; life insurance; gift certificates, luncheons, employee appreciation picnic; PTO (for sick or vacation days), 5 weeks; Profit sharing account; Child care assistance copay is waived; mileage reimbursement.

We further analyzed benefits the participants are receiving by position title (Table 2F), experience years (Table 2G), and employment status (Table 2H). The results showed disparities in benefits between lead and assistant teachers, and by employment status (full-time versus part-time).

Table 2F. Benefits by Position Title

Benefits	Percentage of Responses				
	Lead Teacher	Assistant	Administrator	Supervisor/ Coach/ Coordinator/ Specialist	Elementary Teacher
Health insurance for yourself	26.00%	13.04%	25.33%	64.44%	40.00%
Health insurance for your family	14.00%	13.04%	16.00%	28.89%	30.00%
Vision insurance	24.00%	4.35%	26.67%	75.56%	40.00%
Paid vacation days	50.00%	47.83%	52.00%	91.11%	60.00%
Paid release	16.00%	0.00%	6.67%	15.56%	20.00%
Paid sick days	36.00%	21.74%	24.00%	44.44%	60.00%
Paid holidays	54.00%	34.78%	52.00%	91.11%	50.00%
Support for your college coursework (e.g. tuition)	28.00%	13.04%	22.67%	31.11%	10.00%
Retirement program (e.g. pension program, 401(k) or 403(b))	28.00%	17.39%	22.67%	71.11%	50.00%
Reduced or full tuition coverage for your own child to receive child care	8.00%	13.04%	16.00%	2.22%	0.00%
Dental insurance	18.00%	17.39%	24.00%	80.00%	50.00%
Paid days to attend professional meetings	34.00%	30.43%	36.00%	64.44%	50.00%
Fees/dues for professional	30.00%	30.43%	46.67%	57.78%	10.00%

development training or certificates					
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	8.00%	0.00%	17.33%	22.22%	10.00%
Other benefits	6.00%	8.70%	8.00%	20.00%	10.00%

Table 2G. Benefits by Experience Years

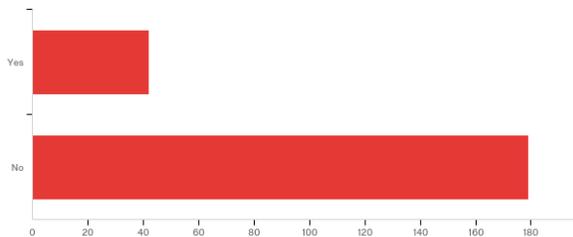
Benefits	Percentage of Responses				
	0-5 years	5.1-10 years	10.1-15 years	15.1-20 years	20.1+ years
Health insurance for yourself	30.61%	35.00%	43.59%	65.22%	36.36%
Health insurance for your family	12.24%	15.00%	28.21%	39.13%	20.45%
Vision insurance	22.45%	30.00%	43.59%	65.22%	59.09%
Paid vacation days	57.14%	60.00%	69.23%	91.30%	81.82%
Paid release	10.20%	5.00%	12.82%	26.09%	18.18%
Paid sick days	30.61%	45.00%	33.33%	60.87%	31.82%
Paid holidays	59.18%	65.00%	71.79%	95.65%	70.45%
Support for your college coursework (e.g. tuition)	22.45%	25.00%	30.77%	30.43%	34.09%
Retirement program (e.g. pension program, 401(k) or 403(b))	24.49%	47.50%	51.28%	56.52%	50.00%
Reduced or full tuition coverage for your own child to receive child care	12.24%	17.50%	10.26%	21.74%	6.82%
Dental insurance	30.61%	30.00%	35.90%	73.91%	54.55%
Paid days to attend professional meetings	46.94%	55.00%	43.59%	47.83%	56.82%
Fees/dues for professional development training or certificates	44.90%	47.50%	51.28%	52.17%	50.00%
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	4.08%	15.00%	20.51%	21.74%	22.73%
Other benefits	10.20%	10.00%	17.95%	8.70%	15.91%

Table 2H. Benefits by Employment Status

Benefits	Percentage of Responses		
	Full Time Staff	Part Time Staff	Seasonal Staff
Health insurance for yourself	39.36%	14.81%	0.00%
Health insurance for your family	21.81%	3.70%	0.00%
Vision insurance	42.55%	7.41%	0.00%
Paid vacation days	67.55%	37.04%	12.50%
Paid release	13.30%	7.41%	0.00%
Paid sick days	35.64%	14.81%	25.00%
Paid holidays	67.55%	37.04%	37.50%
Support for your college coursework (e.g. tuition)	29.26%	7.41%	12.50%
Retirement program (e.g. pension program, 401(k) or 403(b))	0.00%	0.00%	0.00%
Reduced or full tuition coverage for your own child to receive child care	11.17%	22.22%	37.50%
Dental insurance	43.09%	7.41%	0.00%
Paid days to attend professional meetings	46.28%	37.04%	50.00%
Fees/dues for professional development training or certificates	45.21%	40.74%	62.50%
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	15.43%	11.11%	0.00%
Other benefits	11.17%	7.41%	12.50%

Q12 - Do you currently hold another paid job to supplement your teaching income?

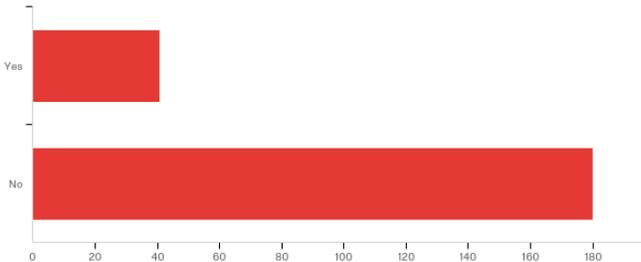
One-fifth (19.0%, $n = 42$) of participants said that they had another job to supplement their teaching income. 81.0% of respondents did not report having an additional job.



Answer	%	Count
Yes	19.00%	42
No	81.00%	179
Total	100%	221

Q13 - Do you receive any forms of public support (e.g., Medicaid, food stamps, WIC, child care subsidy)?

18.6% ($n = 41$) of participants endorsed receiving some form of public support, while 81.5% ($n = 180$) did not receive any type of public support.



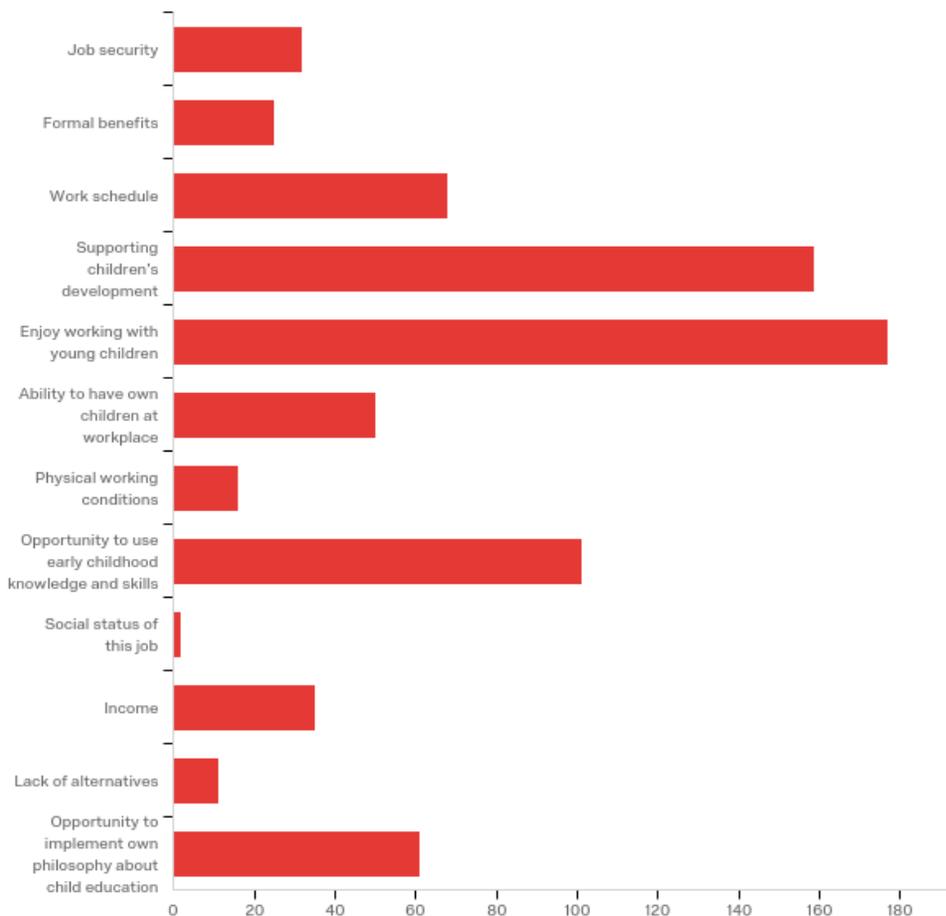
Answer	%	Count
Yes	18.55%	41
No	81.45%	180
Total	100%	221

Appendix 2A Q13 includes specific comments from the participants. The common themes from the comments have not been retrieved because the participants' responses significantly varied.

Professional Motivation and Commitment

Q14 - Why have you chosen to work in the field of early childhood or school-age education? (Please choose all that apply)

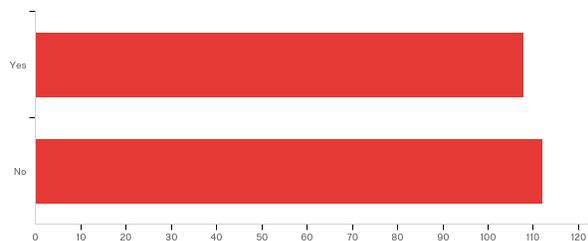
The most commonly endorsed reasons for working in early childhood or school-age education were intrinsic. A total of 177 participants said that they enjoy working with young children, 159 participants said that they want to support children’s development, and 101 participants want the opportunity to use their early childhood knowledge and skills. Extrinsic motivators (e.g., income, social status, etc.) were far less common. Only 35 participants reported being motivated by income, 32 participants said that they worked in the field for job security, 25 participants endorsed formal benefits, 16 participants endorsed physical working conditions, 11 participants said they faced a lack of alternatives, and only two participants cited the social status of the job.



Answer	Count
Job security	32
Formal benefits	25
Work schedule	68
Supporting children's development	159
Enjoy working with young children	177
Ability to have own children at workplace	50
Physical working conditions	16
Opportunity to use early childhood knowledge and skills	101
Social status of this job	2
Income	35
Lack of alternatives	11
Opportunity to implement own philosophy about child education	61
Total	737

Q15 - Are you planning to leave your current job in the future (within 5 years)?

Almost half of participants (49.1%, $n = 108$) said that they were planning to leave their job within the next five years.

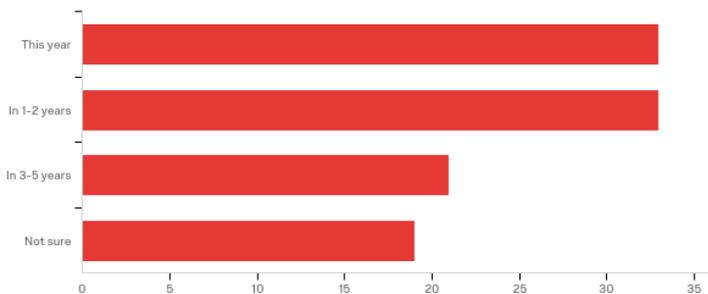


Answer	%	Count
Yes	49.09%	108
No	50.91%	112
Total	100%	220

Q16 - How soon are you planning to leave your position?

Of the participants who endorsed intention to leave their position within the next five years, one-third (31.1%, $n = 33$) said that they planned to leave within one year, and one-third (31.1%, $n = 33$) said that they planned to leave within the next one to two years. The remaining participants either intended to leave within three to five years (19.8%, $n = 21$) or were not sure when they would leave (17.9%, $n = 19$).

(For participants who chose “Yes” in Q12)



Answer	%	Count
This year	31.13%	33
In 1–2 years	31.13%	33
In 3–5 years	19.81%	21
Not sure	17.92%	19
Total	100%	106

We conducted further analyses examining educators’ wage and benefits by turnover intention and commitment. Table 2I describes educators’ wage by their intention to leave the field. Participants who had intention to stay had about \$1/hour more hourly wage than participants who had intention to leave. Table 2J also shows that educators who had intention to stay had slightly better benefits in general than educators who had intention to leave. Table 2K describes educators’ commitment by the position title. The assistant teacher group had the lowest intention to stay in the field.

Table 2I. Wage Analysis by Turnover Intention & Commitment

Time of Departure	N	Median hourly wage	Median salary
Staying	112	\$18.83	\$48,000.00
Total Leaving	106	\$17.49	\$33,000.00
Leaving this year	33	\$15.75	\$30,720.00
Leaving in 1-2 years	33	\$18.00	\$30,720.00
Leaving in 3-5 years	21	\$23.00	\$37,881.60
Not sure	19	\$15.00	\$29,060.00

Table 2J. Benefits by Turnover Intention & Commitment

Benefits	N	Leaving this year	Leaving in 1-2 years	Leaving in 3-5 years	Not Sure	Total Leaving	Staying
Health insurance for yourself	79	39.39%	33.33%	42.86%	10.53%	33.33%	37.50%
Health insurance for your family	43	21.21%	21.21%	9.52%	5.26%	16.67%	21.43%
Vision insurance	83	33.33%	33.33%	47.62%	21.05%	34.26%	40.18%
Paid vacation days	137	60.61%	66.67%	66.67%	36.84%	59.26%	64.29%
Paid release	26	6.06%	15.15%	4.76%	5.26%	9.26%	15.18%
Paid sick days	73	27.27%	42.42%	42.86%	21.05%	33.33%	33.04%
Paid holidays	138	42.42%	60.61%	76.19%	42.11%	54.63%	69.64%
Support for your college coursework (e.g. tuition)	56	18.18%	30.30%	23.81%	5.26%	21.30%	29.46%
Retirement program (e.g. pension program, 401(k) or 403(b))	87	0.00%	42.42%	38.10%	0.00%	20.37%	0.00%
Reduced or full tuition coverage for your own child to receive child care	25	12.12%	9.09%	9.52%	0.00%	8.33%	14.29%
Dental insurance	84	36.36%	39.39%	38.10%	21.05%	35.19%	40.18%
Paid days to attend professional meetings	99	42.42%	30.30%	38.10%	47.37%	37.96%	50.89%
Fees/dues for professional development training or certificates	96	30.30%	54.54%	52.38%	26.32%	41.67%	46.43%
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	32	12.12%	12.12%	9.52%	5.26%	11.11%	17.86%
Other benefits	25	15.15%	3.03%	14.29%	10.53%	10.19%	12.50%

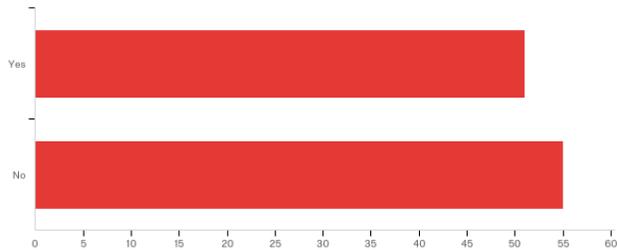
Table 2K. Commitment by Position Title

	Lead Teacher	Assistant	Administrator	Supervisor/ Coach/ Coordinator/ Specialist
Planning to stay	48.98%	36.36%	53.42%	62.22%
Planning to leave (total)	51.02%	63.64%	46.58%	37.78%
Leaving this year	18.37%	36.36%	8.22%	8.89%
Leaving in 1-2 years	18.37%	13.64%	17.81%	13.33%
Leaving in 3-5 years	4.08%	4.55%	12.33%	8.89%
Unsure when leaving	10.20%	9.09%	5.48%	6.67%

Q17 - Are you actively seeking another job?

Of the participants who intended to leave their jobs within the next five years, almost half (48.1%, $n = 51$) reported actively seeking another job.

(For participants who chose “Yes” in Q15)



Answer	%	Count
Yes	48.11%	51
No	51.89%	55
Total	100%	106

Q18 - Could you tell us why you want to leave?

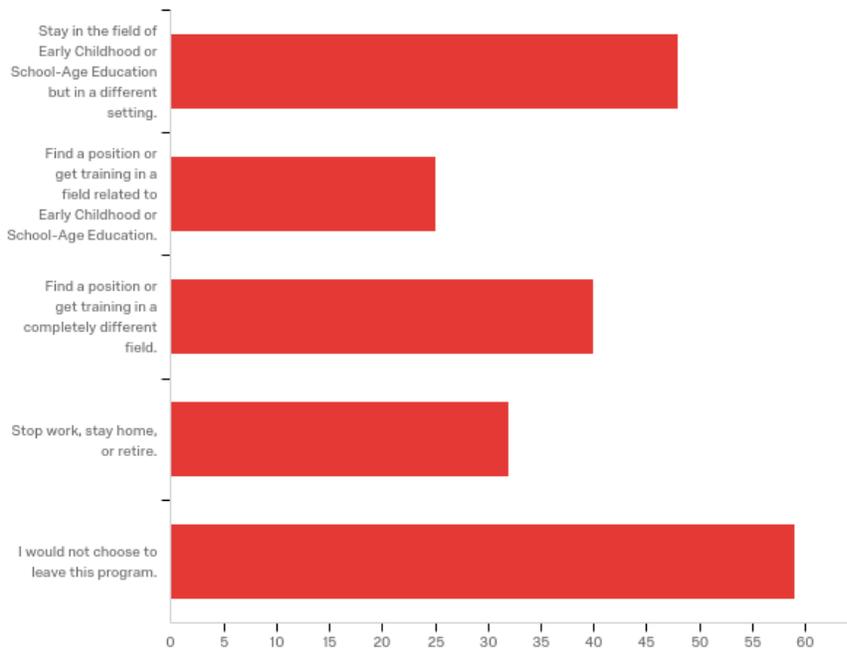
We received 104 responses on this question. The main points include the following:

- Many of the participants said that they would like to leave for jobs with higher pay and better benefits. About 43% of the responses mentioned low pay and lack of benefits as the reasons for leaving.
 - “I am not confident this job can support me as I progress towards larger financial goals (homeownership, parenthood, etc.).”
 - “I am not making enough, and it is getting difficult to get by. I live paycheck to paycheck.”
- The second-most-mentioned reason was high stress in the current program or the job itself (23%). Many of them added that the pay does not compensate the stress coming from the job.
 - “Too stressful and too much staff turn-over.”
 - “The salary doesn't compensate for the work load.”
 - “Not enough support from the management and not enough professional training.”
- Other reasons were:
 - Career change (7%)
 - Retirement (11%)
 - Career advancement (6%)
 - Concerns about retirement (5%), and
 - Family-related reasons (16%)

Appendix 2A Q18 includes all comments left by the participants.

Q19 - If you had an opportunity to leave this program, what would you most likely do? (Please mark ONLY one.)

We asked participants what they would do if they had the opportunity to leave their program. More than a quarter of respondents, 28.9% ($n = 59$), said they would not choose to leave. Of those who would choose to leave, 23.5% ($n = 48$) of respondents said that they would find a different program within the field of early childhood or school-age education. Of those who would choose to leave the field of early childhood and school-age education, 19.6% ($n = 40$) would switch to a completely different field, 15.7% ($n = 32$) would stop working altogether, and 12.6% ($n = 25$) would find a position or get training in a field related to early childhood and school-age education.



Answer	%	Count
Stay in the field of Early Childhood or School-Age Education but in a different setting.	23.53%	48
Find a position or get training in a field related to Early Childhood or School-Age Education.	12.25%	25
Find a position or get training in a completely different field.	19.61%	40
Stop work, stay home, or retire.	15.69%	32
I would not choose to leave this program.	28.92%	59
Total	100%	204

Q20 - What are the reasons you chose your response to the previous question?

Of 48 participants who would stay in the field but in a different setting, 40 commented:

- About 33% of the responses mentioned that they would stay in the field because of their passion for child care work.
 - “I am very passionate about providing the best quality of care and education to young children!”
 - “I want to express my opinions and feelings and also my frustrations. We are doing one of the most important jobs of this earth, we are giving love, time, role modeling and nurturing children, they will be the future of our nation.”
- About 23% of the responses said that low pay and lack of benefits were the reasons they would want to leave to a different setting. Also, about 20% of the responses were about burnout and low satisfaction about the current setting.
 - “Low wages compared to previous job. Unorganized structure in current company. Very little opportunity to expand on my current ECE knowledge.”
 - “I like my job and I love working with kids, but I don't get paid enough at my current job. There aren't enough benefits and I'm not satisfied at my current job. I need to find a job elsewhere doing the same work that I do now.”

Of 25 participants who would find a position or get training in related field, 24 commented:

- About 25% of the responses mentioned burnout or low satisfaction in the current situation.
 - “I enjoy working with children but was unsatisfied and felt stuck in my at home situation. I was stymied in my plans to expand and felt dissatisfied with the current status of childcare in rural settings in general.”
 - “Every year as teachers we negotiate our contracts. It's exhausting. Class sizes are bigger, support systems are dwindling. Teachers are often blamed for not reaching benchmarks. In reality, I spend the majority of my day dealing with kiddos who need serious mental health intervention and family support.”
- About 25% of the responses said that they would like to work in a job where higher pay and better benefits are available.
 - “I love kids and I want to be able to work with them, but I want to be able to afford to live securely, or even comfortably.”
 - “I would like to stay in the field of early childhood education but I would need to find a center that can match my salary to my duties.”
 - “Because places like elementary school settings or school district preschools have higher wages with benefits. Even though there is scientific evidence that the first 5 years has the largest impact for growth, development and

interventions. I wish I could stay at my job. I'm very very good at it and have a lot to offer. But it will not set me up for financial stability.”

Of 40 participants who would find a position or get training in a completely different field, 32 commented:

- About 28% of the responses mentioned low pay and benefits.
 - “I currently get paid the most here and I still live off of credit cards and have upwards of 10,000 in consumer debt. I struggle to pay things like Medical bills and my mortgage.”
 - “I have a family that I need to support. Currently, I am unable to do that.”
- About 25% of the responses showed high levels of burnout.
 - “I am so tired of managing the constantly changing under paid employees to do the most important work.”
 - “I feel the expectations of educators far exceed to support and compensation given to them and the stress is not worth the lack of pay and respect from the public.”
 - “The weight of responsibility of caring for young children, and needing to wear so many hats to carry out this job is a very heavy burden.”

Q21 - What would motivate you not to leave your current position?

A total of 98 participants left responses on this question.

- About 67% of the responses mentioned higher pay and better benefits.
 - “the ability to pay myself and all of my staff a living wage and give them raises as they gain skill and knowledge of ECE”
 - “Higher wages and benefits like health insurance and retirement.”
- About 21% of the responses were about better work environment such as better management, working conditions, classroom support, and respect/support.
 - “A reliable work environment from the supervisors to co-workers.”
 - “Vacation & time off to avoid burn out. More pay, more breaks, an extra person to help kiddos who need extra support, a cook, a cleaning crew at the end of day for major cleaning. So I can spend quality time with kiddos.”
 - “Higher pay, better benefits, feeling like a valued member of the team at the center, being listened to by the higher-ups and having my needs taken seriously.”
 - “to be treated the way they expect us to treat the families and community we serve; after all we are part of that community as a whole”

The raw data are included in Appendix 2A Q21.

Educational Background and Experience in the Field

Q22 - How many years have you worked in the field of early childhood or school-age education?

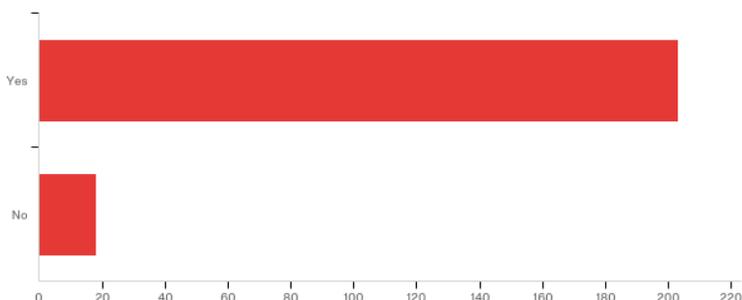
On average, the participants have worked in the field of early childhood or school-age education for 12 years as a median (valid $n = 221$; ranges from less than one year to 47 years).

Q23 - How many years have you worked in your current program/center?

The average time at the current program/center is 4 years (valid $n = 220$; ranges from less than one year to 35 years).

Q24 - Have you participated in professional development during the current school year (September 2018–May 2019)? Note that professional development activities include coaching, mentoring, workshop, training, college coursework, etc.

The majority of participants, 91.9% ($n = 203$), had participated in professional development activities during the current school year, and 8.1% ($n = 18$) had not.

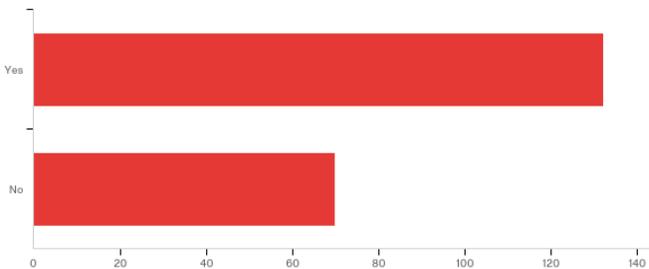


Answer	%	Count
Yes	91.86%	203
No	8.14%	18
Total	100%	221

The raw data describing specific professional development activities they participated in are included in Appendix 2A Q24.

Q25 - Did you get any compensation (e.g., paid leave, reimbursement for training and/or travel) for participating in professional development?

Two-thirds of respondents (65.4%, $n = 132$) received some compensation for participating in professional development, while one-third of respondents (34.7%, $n = 70$) did not receive any compensation.



Answer	%	Count
Yes	65.35%	132
No	34.65%	70
Total	100%	202

Responses to this question included information on *who* paid for *what kind of compensation* respondents received.

- About 26% of the responses mentioned that their employer (e.g., work, program, school district or school) paid for the compensation. About 17% of the responses said that they received compensation from SEED/thread. Most responses said that they were paid or reimbursed.
- As to what type of compensation they received, about 42% of the responses mentioned that the professional development activity itself was paid for.
 - “Work paid for Conference fees.”
- About 42% also said that they received paid work hours or days to attend professional development activities.
 - “They would pay for the hours I was there or taking the class online.”
 - “Paid leave from work.”
 - “Regular hourly wage for part of training.”
- About 25% of the responses said that they received reimbursements on travel, hotel expenses as well as per-diem.
 - “Paid travel (flight, hotel and rental car), paid time while in the training.”
 - “The training was paid for and I was paid my normal work pay for being there. All travel expenses were also covered (mileage and parking costs).”

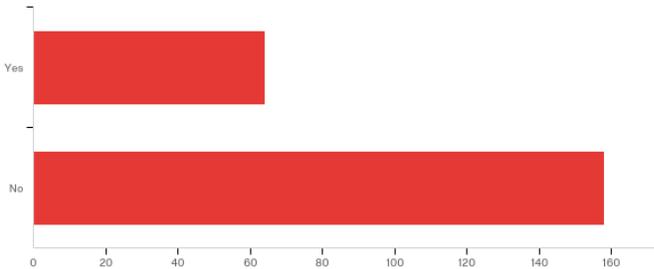
To understand the characteristics of participants who do not report any compensation for participating in professional development ($n = 70$), we analyzed their years of experience in the field as well as in their current program, educational attainment and program type.

Table 2L. Analysis of Employees with No Professional Development Compensation

Years Worked in Early Childhood or School-Age Education												
	0-5		5.1-10		10.1-15		15.1-20		20.1+			
N	23		11		14		6		16			
%	32.9%		15.7%		20.0%		8.6%		22.9%			
Years Worked at Current Program												
	0-5		5.1-10		10.1-15		15.1-20		20.1+			
N	47		10		3		4		6			
%	67.1%		14.3%		4.3%		5.7%		8.6%			
Educational Attainment												
	Less than high school, no GED	High school diploma or GED	Some college, but no degree	Some college, but CDA	Associate of Arts Degree (A.A.)	Bachelor's Degree (B.A./ B.S.)	Graduate school, but no degree	Graduate degree (M.A./ M.S.)	Graduate or professional degree beyond a master's (Ph.D., M.D., J.D., Ed.D.)			
N	1	6	14	4	12	0	4	8	0			
%	2.0%	12.2%	28.6%	8.2%	24.5%	0.0%	8.2%	16.3%	0.0%			
Program Type												
	School District	Head Start/ Early Head Start	Tribal	Faith-based	Non-profit	For-profit	Hospital	Child Care Center	Family or Group Home	Community College	Public Pre-K	Other (Please specify)
N	5	9	5	13	27	10	3	39	6	1	5	8
%	3.8%	6.9%	3.8%	9.9%	20.6%	7.6%	2.3%	30.0%	4.6%	0.8%	3.8%	6.1%

Q26 - Do you hold a Child Development Associate (CDA)?

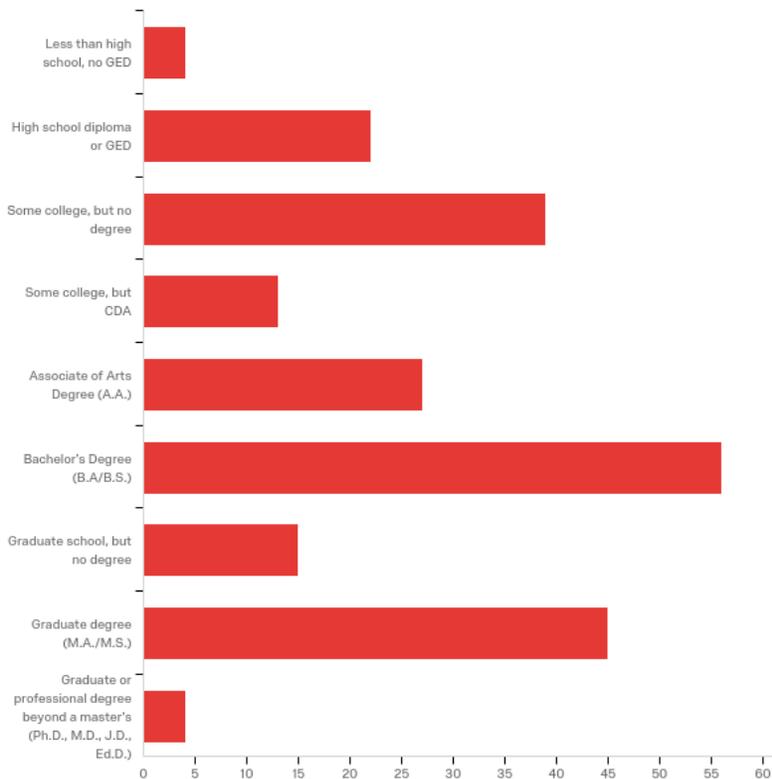
28.8% ($n = 64$) of participants reported holding a CDA, and 71.2% ($n = 158$) participants did not hold a CDA.



Answer	%	Count
Yes	28.83%	64
No	71.17%	158
Total	100%	222

Q27 - What is the highest level of education you have completed? Please mark ONLY one.

The most common level of education that participants had was a bachelor's degree (B.A./B.S.; 24.9%, $n = 56$), followed by graduate degree (M.A./M.S.; 20.0%, $n = 45$), and some college without a degree (17.3%, $n = 39$). Only four participants (1.8%) did not have a high school diploma or GED.



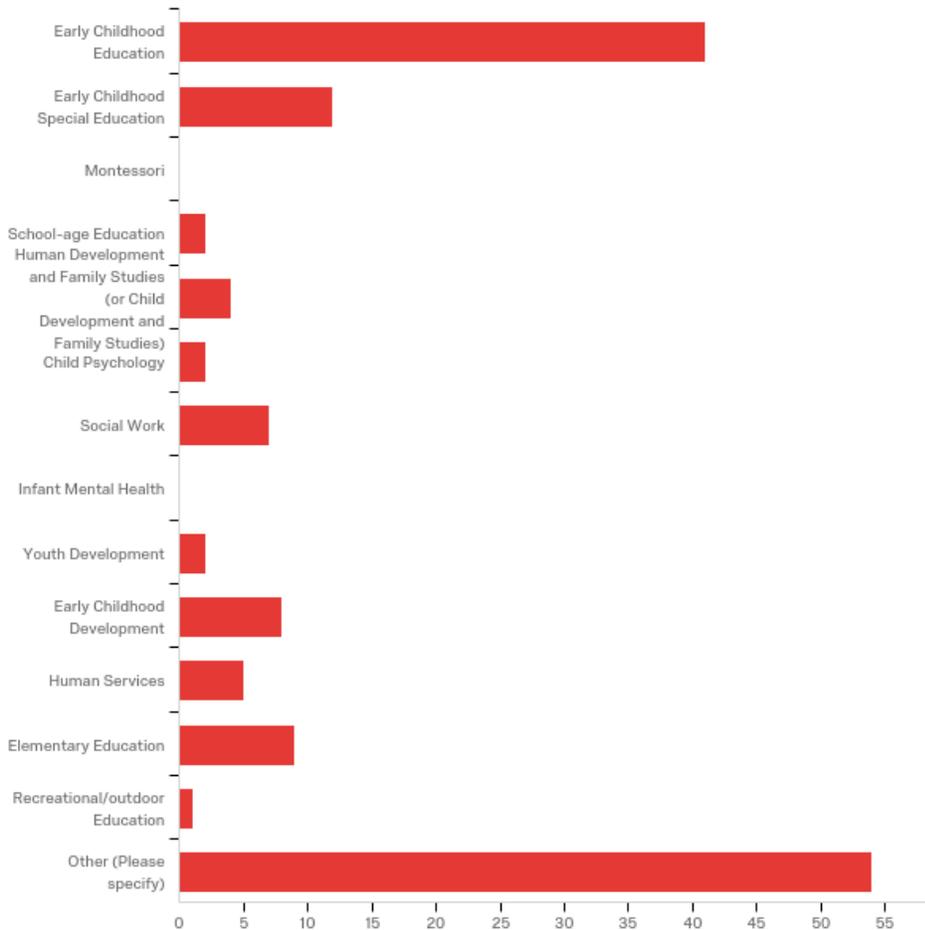
Answer	%	Count
Less than high school, no GED	1.78%	4
High school diploma or GED	9.78%	22
Some college, but no degree	17.33%	39
Some college, but CDA	5.78%	13
Associate of Arts Degree (A.A.)	12.00%	27
Bachelor's Degree (B.A./B.S.)	24.89%	56
Graduate school, but no degree	6.67%	15
Graduate degree (M.A./M.S.)	20.00%	45
Graduate or professional degree beyond a master's (Ph.D., M.D., J.D., Ed.D.)	1.78%	4
Total	100%	225

Q28 - How many years of formal education beyond a high school degree do you have?

On average, participants had about five years of formal education beyond a high school degree (valid $n = 164$; ranges from 0 to 20 years).

Q29 - In which area do you have your degree?

Of the categories listed in the survey, participants most commonly endorsed early childhood education (27.9%, $n = 41$). However, over one-third (36.7%, $n = 54$) of participants chose "Other".



Answer	%	Count
Early Childhood Education	27.89%	41
Early Childhood Special Education	8.16%	12
Montessori	0.00%	0
School-age Education	1.36%	2
Human Development and Family Studies (or Child Development and Family Studies)	2.72%	4
Child Psychology	1.36%	2
Social Work	4.76%	7
Infant Mental Health	0.00%	0

Youth Development	1.36%	2
Early Childhood Development	5.44%	8
Human Services	3.40%	5
Elementary Education	6.12%	9
Recreational/outdoor Education	0.68%	1
Other (Please specify)	36.73%	54
Total	100%	147

Perceptions of Compensation and Benefits

Q30 - Please rate how much you agree or disagree with the statements below. Please note that the term “program” refers to the early childhood education program in which you work currently. [Strongly Disagree = 1; Strongly Agree = 5]

Over half (55.6%, $n = 114$) of participants said that they were not satisfied with pay. Half (50.3%, $n = 102$) of participants did not think that their wage and compensation from their current program was fair, and 58.2% ($n = 117$) of participants did not think that their pay accurately reflected their training and education level. In spite of this, 91.5% ($n = 183$) said that they were passionate and excited about their work, and 93.0% ($n = 187$) agreed that working with children made them feel successful and accomplished. Almost three-fourths of participants (71.9%, $n = 146$) said that their job inspired them. Knowing what they know now, two-thirds (67.3%, $n = 136$) of respondents said that they would still choose to enter the field of early childhood and school-age education, and 81.1% ($n = 163$) reported being satisfied with being an early childhood educator. Based on these responses, it appears that the participants overall were passionate about their field and committed to their work with children but did not feel adequately compensated for their work.

Table 2M describes the means and standard deviations of each item as well as the percentages of participants’ responses on the 5-point scale Likert scale.

Table 2M. Educators' Perceptions

#	Item	Mean	Standard Deviation	Valid n
1	I am satisfied with how much I am paid for my job.	2.63	1.26	205
2	Overall, wage and compensation I receive in my current program are quite fair.	2.72	1.22	203
3	I think that my pay appropriately reflects the education and training I received to do my work.	2.52	1.23	201
4	I am satisfied with a benefits package from my job.	2.78	1.37	202
5	I am financially stable.	2.92	1.22	199
6	I have passion and excitement about my work.	4.33	0.83	200
7	Working with children provides me with feelings of success or accomplishment.	4.48	0.66	201
8	I am satisfied with being an early childhood educator.	4.23	0.92	201
9	I am satisfied with my current program.	3.72	1.11	198
10	At my work, I feel bursting with energy.	3.42	1.05	202
11	My job inspires me.	3.94	1.03	203
12	I am proud of the work that I do.	4.51	0.71	202
13	I believe that pay should be structured by education and training.	3.91	0.98	202
14	I believe that pay should be structured by years of experience in early care and education.	4.04	0.95	202
15	Knowing what I know now, if I could decide all over again, I would become an early childhood educator again.	3.78	1.12	202
16	Within the next 12 months, I will actively look for a different position in the early childhood education field.	2.45	1.30	201
17	Given my age, education, occupation, and the general economic condition, I feel my chance of finding a suitable position in some other profession is high.	3.36	1.20	202
18	Having benefits customized to meet my needs would increase my loyalty to my employer.	3.89	0.99	202
19	I would be interested in working for a program/center that offers higher pay.	3.78	1.19	202
20	I am actively seeking a program/center that would pay me more.	2.53	1.40	200
21	I would be more loyal to a program/center that offers higher pay.	3.22	1.33	201
22	I am seeking professional development opportunities as a way to increase my pay.	3.41	1.28	199
23	I feel emotionally drained from my work.	3.18	1.19	201

#	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total N
1	I am satisfied with how much I am paid for my job.	19.02%	36.59%	16.10%	18.54%	9.76%	205
2	Overall, wage and compensation I receive in my current program are quite fair.	16.26%	33.99%	19.21%	22.17%	8.37%	203
3	I think that my pay appropriately reflects the education and training I received to do my work.	22.89%	35.32%	16.42%	17.91%	7.46%	201
4	I am satisfied with a benefits package from my job.	24.26%	21.78%	18.81%	22.28%	12.87%	202
5	I am financially stable.	15.08%	24.62%	21.11%	31.16%	8.04%	199
6	I have passion and excitement about my work.	1.50%	3.50%	3.50%	43.50%	48.00%	200
7	Working with children provides me with feelings of success or accomplishment.	0.50%	0.00%	6.47%	37.31%	55.72%	201
8	I am satisfied with being an early childhood educator.	1.49%	3.48%	13.93%	32.34%	48.76%	201
9	I am satisfied with my current program.	5.05%	8.59%	22.73%	36.36%	27.27%	198
10	At my work, I feel bursting with energy.	3.47%	16.34%	30.69%	33.66%	15.84%	202
11	My job inspires me.	2.46%	7.88%	17.73%	36.95%	34.98%	203
12	I am proud of the work that I do.	0.99%	1.49%	1.98%	36.14%	59.41%	202
13	I believe that pay should be structured by education and training.	1.49%	8.42%	18.81%	40.10%	31.19%	202
14	I believe that pay should be structured by years of experience in early care and education.	2.97%	4.46%	11.39%	47.52%	33.66%	202
15	Knowing what I know now, if I could decide all over again, I would become an early childhood educator again.	3.47%	12.87%	16.34%	36.63%	30.69%	202
16	Within the next 12 months, I will actively look for a different position in the early childhood education field.	30.35%	24.88%	24.88%	8.96%	10.95%	201
17	Given my age, education, occupation, and the general economic condition, I feel my chance of finding a suitable	8.42%	16.83%	23.27%	33.66%	17.82%	202

	position in some other profession is high.						
18	Having benefits customized to meet my needs would increase my loyalty to my employer.	1.49%	7.92%	21.78%	37.62%	31.19%	202
19	I would be interested in working for a program/center that offers higher pay.	5.45%	9.41%	22.77%	26.73%	35.64%	202
20	I am actively seeking a program/center that would pay me more.	28.50%	30.00%	18.50%	6.00%	17.00%	200
21	I would be more loyal to a program/center that offers higher pay.	11.44%	20.90%	25.37%	18.41%	23.88%	201
22	I am seeking professional development opportunities as a way to increase my pay.	8.54%	17.59%	24.62%	23.12%	26.13%	199
23	I feel emotionally drained from my work.	9.45%	18.41%	32.84%	22.89%	16.42%	201

Note. A total of 61 participants left comments in this section. The common themes from the comments have not been retrieved as the responses significantly varied. The raw data of specific comments are included in Appendix 2A Q30.

Q31 - Please rate the extent to which the situations below are stressful for you as an early childhood or school-age educator. [No Stress = 1; Extreme Stress = 5]

We asked respondents to rate the extent to which aspects of their job were stressful. Of the factors that caused Extreme Stress, compensation and benefits were the most common, with 13.5% ($n = 27$) and 14.5% ($n = 29$) of respondents endorsing these as extremely stressful, respectively. Compensation had the highest mean stress score across respondents ($M = 2.92$), followed by benefits ($M = 2.70$). The job factors that caused the least stress and were most commonly labeled as not stressful were respondents' competence to teach (44.8%, $n = 90$), respondents' competence to manage the classroom (43.4%, $n = 85$), program-level requirements (45.0%, $n = 90$), safety issues (50.3%, $n = 101$), and professional development opportunities (44.0%, $n = 88$). Overall, it appears that early childhood and school-age educators were least stressed regarding their own abilities (e.g., competence to teach and manage their classrooms, ability to meet program requirements) and most stressed about program factors that were largely out of their control (e.g., compensation, benefits, supportive leadership, promotion and advancement opportunities).

Table 2N describes the means and standard deviations of each item as well as the percentages of participants' responses on the 5-point scale Likert scale.

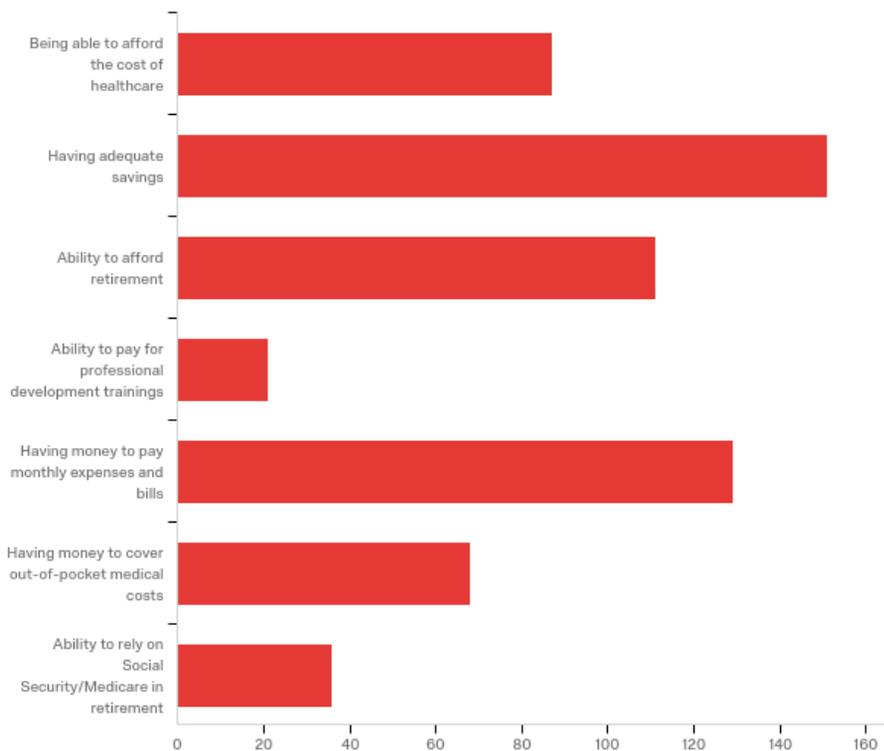
Table 2N. Stressors for Educators

#	Item	Mean	Standard Deviation	Valid n
1	My competence to teach	1.79	0.85	201
2	My competence to manage the classroom	1.84	0.90	196
3	Program-level requirements (e.g., educational attainment)	1.92	1.04	200
4	Professional development opportunities	1.84	0.88	200
5	Compensation	2.92	1.25	200
6	Benefits	2.70	1.38	200
7	Promotion and advancement opportunities	2.36	1.27	200
8	Safety issues	1.90	1.11	201
9	Clear roles and responsibilities	2.15	1.19	200
10	Supportive leadership	2.41	1.34	197

#	Question	No Stress	Mild Stress	Moderate Stress	Much Stress	Extreme Stress	Total N
1	My competence to teach	44.78%	35.82%	15.92%	2.99%	0.50%	201
2	My competence to manage the classroom	43.37%	35.71%	14.29%	6.63%	0.00%	196
3	Program-level requirements (e.g., educational attainment)	45.00%	29.00%	17.00%	7.00%	2.00%	200
4	Professional development opportunities	44.00%	31.00%	21.50%	3.50%	0.00%	200
5	Compensation	15.00%	23.50%	29.00%	19.00%	13.50%	200
6	Benefits	27.00%	19.00%	25.50%	14.00%	14.50%	200
7	Promotion and advancement opportunities	32.50%	28.00%	18.50%	13.00%	8.00%	200
8	Safety issues	50.25%	23.88%	15.42%	6.97%	3.48%	201
9	Clear roles and responsibilities	39.50%	25.00%	21.50%	8.50%	5.50%	200
10	Supportive leadership	35.03%	21.83%	19.80%	13.71%	9.64%	197

Q32 - What are your top three sources of financial stress? Please choose top 3.

We asked respondents to label their sources of financial stress. Overall, having adequate savings was the most stressful factor, with 25.0% ($n = 151$) of participants listing this as a significant stressor. This was followed by having money to pay monthly expenses and bills (21.4%, $n = 129$), ability to afford retirement (18.4%, $n = 111$), ability to afford healthcare (14.4%, $n = 87$), and having money to cover out-of-pocket medical costs (11.3%, $n = 68$).



#	Answer	%	Count
1	Being able to afford the cost of healthcare	14.43%	87
2	Having adequate savings	25.04%	151
3	Ability to afford retirement	18.41%	111
4	Ability to pay for professional development trainings	3.48%	21
5	Having money to pay monthly expenses and bills	21.39%	129
6	Having money to cover out-of-pocket medical costs	11.28%	68
7	Ability to rely on Social Security/Medicare in retirement	5.97%	36
	Total	100%	603

Q33 - Below are some job-related factors that are important to people. How important are the following to you? Please rank 1 = most important to 12 = least important. Drag and drop the items to rank.

We asked participants to rate the importance of various job-related factors. Overall, full-time status was the most important factor, followed by higher salary and job stability.

Table 20 below analyzes the data using various methods to explore the most important items for the participants. Participants' specific comments on their responses are described in Appendix 2A Q33.

Table 20. Importance of Job-Related Factors

The number of Responses by Rank (valid total n = 205)

Rank	Full-time status	On-site training support	Opportunities to advance	Higher salary	Health insurance	Paid planning time	Paid vacation days	Paid sick leave	Paid professional development activities	Support for college coursework	On-site free/subsidized services	Job stability
1	71	9	7	47	13	3	2	0	4	2	0	47
2	48	21	8	35	25	11	3	11	5	3	0	35
3	16	27	24	35	31	9	23	9	4	8	1	18
4	10	11	27	31	29	16	21	26	8	12	1	13
5	8	21	17	17	20	16	34	29	21	3	2	17
6	8	16	24	9	23	20	28	30	19	13	4	11
7	11	19	26	12	16	24	36	20	20	10	5	6
8	5	20	23	5	21	30	24	31	21	16	3	6
9	7	23	13	6	11	28	17	22	40	21	11	6
10	6	25	17	4	5	17	10	12	40	49	14	6
11	10	9	12	2	6	20	4	11	20	54	47	10
12	5	4	7	2	5	11	3	4	3	14	117	30

If participants ranked items from 1 to 4, the items were considered as “high priority”; 5 to 8 were considered as “mid priority”; and 9 to 12 were considered as “low priority.”

Priority	Full-time status	On-site training support	Opportunities to advance	Higher salary	Health insurance	Paid planning time	Paid vacation days	Paid sick leave	Paid professional development activities	Support for college coursework	On-site free/subsidized services	Job stability
High	70.7%	33.2%	32.2%	72.2%	47.8%	19.0%	23.9%	22.4%	10.2%	12.2%	1.0%	55.1%
Mid	15.6%	37.1%	43.9%	21.0%	39.0%	43.9%	59.5%	53.7%	39.5%	20.5%	6.8%	19.5%
Low	13.7%	29.8%	23.9%	6.8%	13.2%	37.1%	16.6%	23.9%	50.2%	67.3%	92.2%	25.4%

The items were weighted by the rank (1 = 12 points; 12 = 1 points) and the sum of items was calculated.

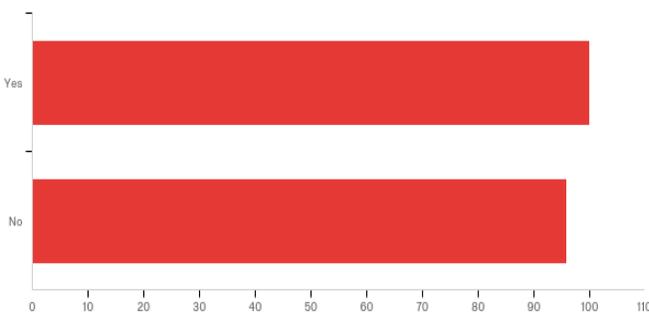
	Full-time status	On-site training support	Opportunities to advance	Higher salary	Health insurance	Paid planning time	Paid vacation days	Paid sick leave	Paid professional development activities	Support for college coursework	On-site free/subsidized services	Job stability
Weighted Sum	1912	1391	1364	1916	1600	1167	1389	1312	1064	853	405	1617
Order	2	5	7	1	4	9	6	8	10	11	12	3

Program Operation

Q34 - On average, how much do you spend your own money a month to operate your classrooms? (e.g., learning materials)

On average, the participants spend about \$89 a month to operate their classrooms (valid $n = 178$). It ranged from \$0 to \$2,500 – there is a possibility that program owners reported their expenses to operate their programs. A total of 131 participants reported that they spend between \$0 to \$100 a month. The rest of participants reported that they spend more than \$100/month.

Q35 - Does your program reimburse extra spending to operate your classroom?



About half (51.0%, $n = 100$) of participants receive reimbursement for spending to operate their classroom, and 49.0% ($n = 96$) reported that they do not receive reimbursement.

Answer	%	Count
Yes	51.02%	100
No	48.98%	96
Total	100%	196

Among the participants who chose “Yes ($n = 100$),” 25 participants left specific comments about their answers.

- About 40% of the responses (who said yes to Q47) said that their program has a certain amount/budget fixed on classroom supplies, but that it is often not enough or provided in a timely manner.
 - “The program does allow teachers to request specific materials for the classroom. However, the process is long and does not allow teachers to support the students’ current interests in a timely manner. And after a long process the purchase may not be approved. It is faster a faster, more creative, and more independent process to buy materials out of pocket.”
 - “I am on the grant program but most of the time I spent more money that what they give me”
 - Only a couple responses mentioned that their program offers enough:

- “Classroom receives \$200 a month and it’s adequate. Rest if provided by parent donations”
 - “My program is lucky to be able to afford to pay for classroom enrichment. I know so many others who spend hundreds of their own dollars.”
- About 8% of the responses mentioned that they do not ask for a reimbursement.
 - “I don't turn in all my receipts. I work in a small, non-profit program. We don't have much of a cushion.”

Among the participants who chose “No ($n = 96$),” 29 participants left specific comments about their answers.

- It seems that since programs only reimbursed pre-approved purchases (17%) and since the budget is small (7%), respondents were spending their own money on classroom supplies (34%).
 - “I create a shopping list, but if I don't include an item or it isn't approved I buy it myself.”
 - “I get a monthly supplies allowance of 30\$, but it is often not enough to do the activities I want to do with families and so I supplement with my own money or supplies I have on hand at home.”
 - “My current company only gives \$30/monthly to support 20 school-age activities”
 - “Every now and again as leadership staff I purchase things for the teachers out of pocket even though we are advised not to.”

Q36 - Please rate how much of a concern the below items are to you.

We asked respondents to rate the extent to which their business’s ability to stay open and their ability to cover operation costs (e.g., facilities, learning materials) concerned them (No Concern = 1; Much of a Concern = 5). The mean level of concern regarding business’ ability to stay open was 2.6 ($SD = 1.51$), and the mean level of concern for their ability to cover operation costs was 2.9 ($SD = 1.39$). This indicates that, overall, respondents had mild to moderate concerns regarding these factors.

Table 2P describes the means and standard deviations of each item as well as the percentages of participants’ responses on the 5-point scale Likert scale.

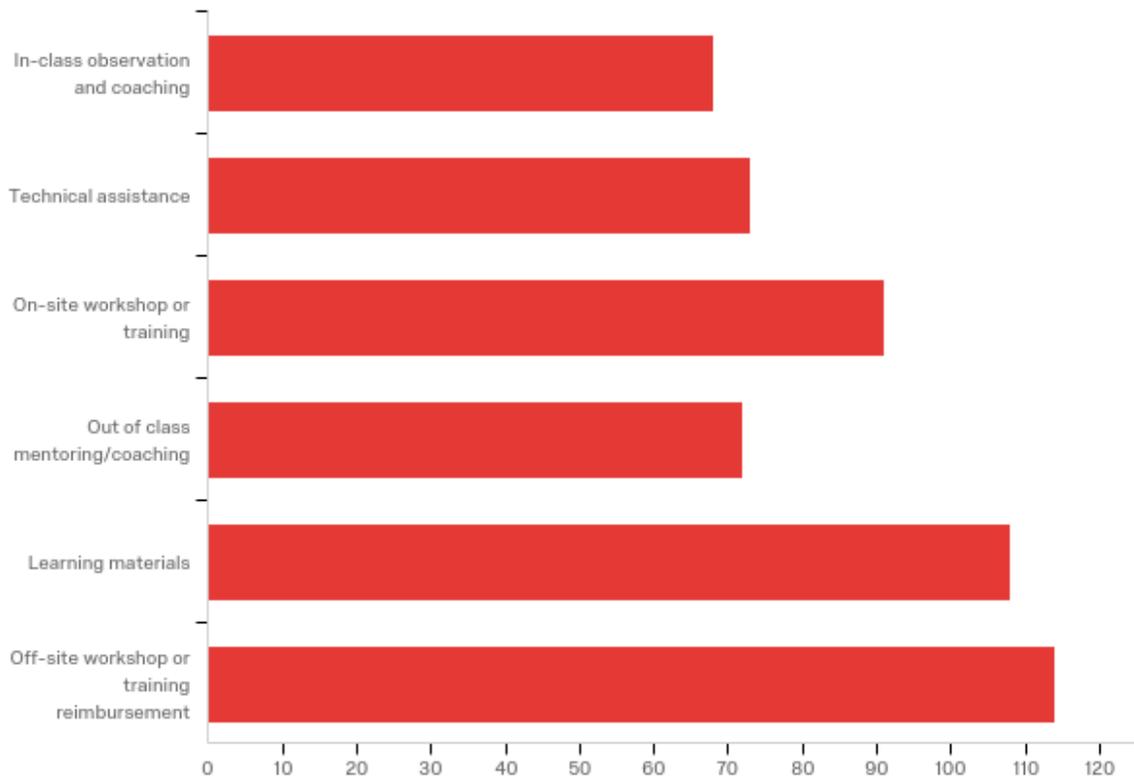
Table 2P. Operation Costs

#	Item	Mean	Standard Deviation	n
1	My business's ability to stay open.	2.63	1.51	59
2	Ability to cover operation costs (e.g., facilities, learning materials)	2.90	1.39	59

#	Question	No Concern	Little Concern	Mild Concern	Moderate Concern	Much of a Concern	Total N
1	My business's ability to stay open.	30.51%	27.12%	11.86%	10.17%	20.34%	59
2	Ability to cover operation costs (e.g., facilities, learning materials)	22.03%	18.64%	23.73%	18.64%	16.95%	59

Q37 - Please check all resources/support you are currently receiving from your program.

We asked participants to select the types of resources and support that they received from their programs. About one-fifth (21.7%, $n = 114$) received reimbursement for off-site workshops and trainings, 20.5% ($n = 108$) were reimbursed for learning materials, followed by on-site workshops and trainings (17.3%, $n = 91$), out of class mentoring and coaching (13.7%, $n = 72$), technical assistance, 13.9% ($n = 73$), and in-class observation and coaching (12.9%, $n = 68$).

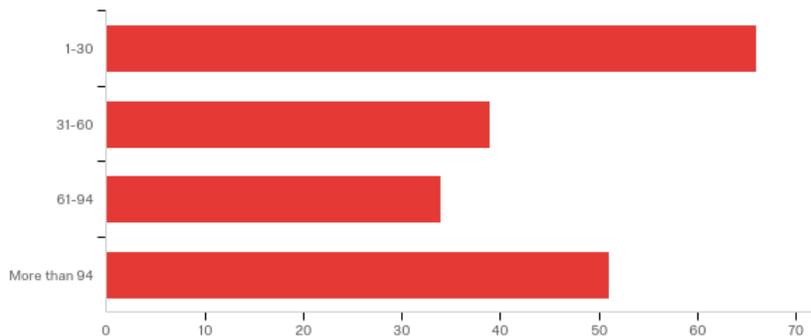


Answer	%	Count
In-class observation and coaching	12.93%	68
Technical assistance	13.88%	73
On-site workshop or training	17.30%	91
Out of class mentoring/coaching	13.69%	72
Learning materials	20.53%	108
Off-site workshop or training reimbursement	21.67%	114
Total	100%	526

Program and Classroom Characteristics

Q38 - How many children from birth to 72 months of age are currently enrolled in your program/center?

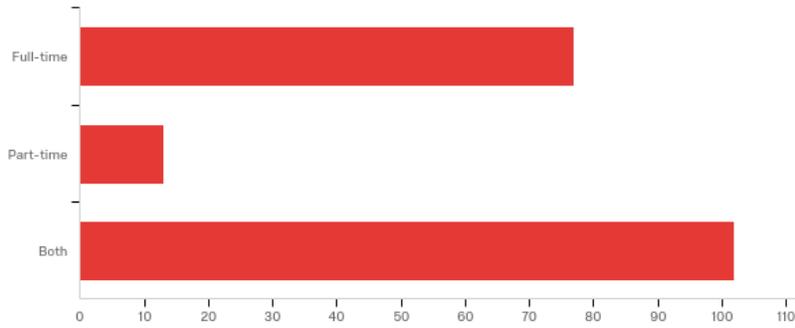
One-third (34.7%, $n = 66$) of respondents had 1–30 children ages 0–72 months in their programs/centers. A fifth (20.5%, $n = 39$), had 31–60 children enrolled in this age group, 17.9% ($n = 34$) had 61–94 children in this age group, and one-fourth of participants (26.8%, $n = 51$) had more than 94 children in this age group.



Answer	%	Count
1-30	34.74%	66
31-60	20.53%	39
61-94	17.89%	34
More than 94	26.84%	51
Total	100%	190

Q39 - How is your program structured?

Half of participants (53.1%, $n = 102$) were employed at a program that offered both full-time and part-time structure for children, while 40.1% ($n = 77$) worked at a program that was full-time, and 6.8% ($n = 13$) of participants worked in a part-time program.



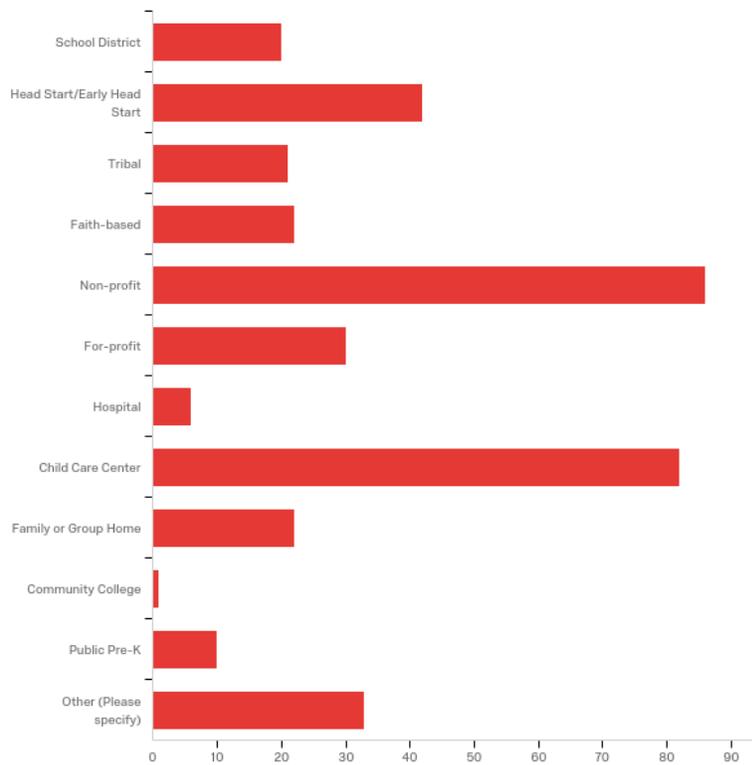
Answer	%	Count
Full-time	40.10%	77
Part-time	6.77%	13
Both	53.13%	102
Total	100%	192

Q40 - How many of the children currently enrolled in your classroom are in the following age groups? (Please write 0 if there are no children of that age.)

	0–11 months	1–2 years old (12–35 months)	3–4 years old (36–59 months)	5 years old or older
Mean	4.38	11.03	19.96	19.5

Q41 - Please choose ALL that represent your program.

More than one-fifth of participants (22.9%, $n = 86$) worked in non-profit programs, 21.9% ($n = 82$) worked in child care centers, 11.2% ($n = 42$) worked in Head Start/Early Head Start, 8.0% ($n = 30$) worked in for-profit centers, and 8.8% ($n = 33$) chose “Other” to describe their program. See below for the responses listed for Other.



Answer	%	Count
School District	5.33%	20
Head Start/Early Head Start	11.20%	42
Tribal	5.60%	21
Faith-based	5.87%	22
Non-profit	22.93%	86
For-profit	8.00%	30
Hospital	1.60%	6
Child Care Center	21.87%	82
Family or Group Home	5.87%	22
Community College	0.27%	1
Public Pre-K	2.67%	10
Other (Please specify)	8.80%	33
Total	100%	375

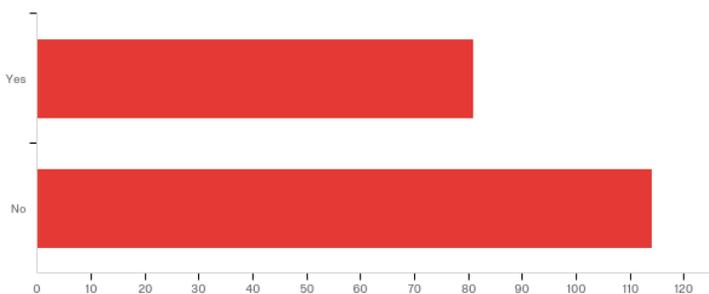
Other Responses:

Early intervention; Work from Home/Develop trainings; CCR&R; private pre-K through elementary; Early intervention home visiting (classroom does not describe what we do); thread; Parent-owned cooperative preschool; Child care connection; Bilingual Daycare;

Employer based; Community center; Before and after school; In-home state licensed-not group home; Infant Learning Program; Montessori school; Employer provided care (we are hospital employees that teach the children of other hospital employees)

Q42 - Is your program nationally accredited (e.g., NAEYC)?

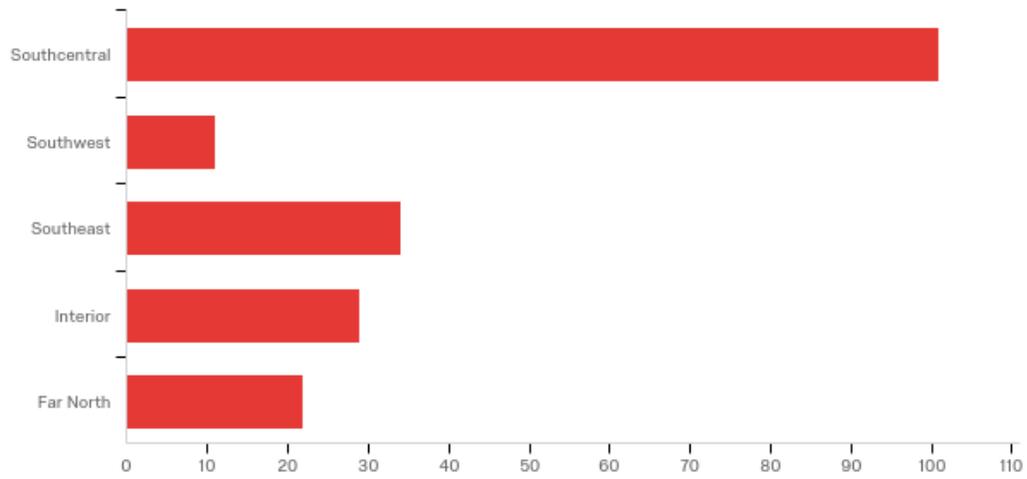
Two-fifths (41.5%, $n = 81$) of respondents worked in nationally accredited programs, and 58.5% ($n = 114$) or respondents worked in programs that were not accredited.



Answer	%	Count
Yes	41.54%	81
No	58.46%	114
Total	100%	195

Q43 - Which region is your program located in?

Participants lived in a range of different regions of Alaska. Half (51.3%, $n = 101$) of participants lived in the southcentral region, 17.3% ($n = 34$) lived in the southeast region, 14.7% ($n = 29$) lived in the interior region, 11.2% ($n = 22$) lived in the far north, 5.6% ($n = 11$) lived in the southwest. Three-fourths (74.1%, $n = 146$) of respondents were from the southern part of the state.

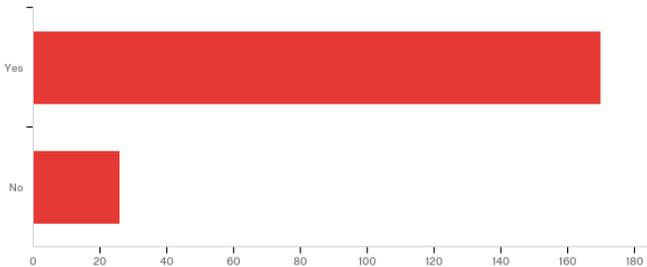


Answer	%	Count
Southcentral	51.27%	101
Southwest	5.58%	11
Southeast	17.26%	34
Interior	14.72%	29
Far North	11.17%	22
Total	100%	197

SEED Registry and Learn & Grow

Q44 - Are you participating in the SEED Registry?

Most participants (86.7%, $n = 170$) of participants were participating in the SEED Registry; 13.3% ($n = 26$) were not participating.



Answer	%	Count
Yes	86.73%	170
No	13.27%	26
Total	100%	196

Q45 - What SEED Career Ladder level are you?

Of the respondents who participated in the SEED Registry ($n = 170$), the most common SEED Career Ladder levels were Level 11 (16.7%, $n = 27$), Level 10 (16.1%, $n = 26$), Level 1 (14.8%, $n = 24$), Level 9 (13.6%, $n = 22$) and Level 6 (11.1%, $n = 13$). Table 2Q displays participants' median wage and mean years of experience by the SEED Career Ladder Levels.

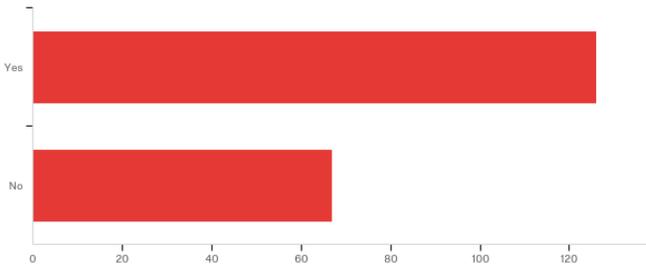
Answer	%	Count
Level 1	14.81%	24
Level 2	1.23%	2
Level 3	1.85%	3
Level 4	3.09%	5
Level 5	6.79%	11
Level 6	11.11%	18
Level 7	8.02%	13
Level 8	3.70%	6
Level 9	13.58%	22
Level 10	16.05%	26
Level 11	16.67%	27
Level 12	3.09%	5
Total	100%	162

Table 2Q. Wage Analysis by SEED Career Ladder Level

SEED Career Ladder Level	Median hourly wage	Median yearly salary	Mean years of experience in the field
1	\$14.15	\$33,075.60	7.60
2	\$12.38	\$26,880.00	2.00
3	\$20.00	\$49,000.00	8.83
4	\$10.88	\$5,400.00	13.8
5	\$13.50	\$40,000.00	10.9
6	\$14.00	\$28,600.00	12.2
7	\$15.00	\$24,000.00	13.3
8	\$17.62	\$37,000.00	11.7
9	\$20.50	\$48,500.00	12.2
10	\$25.94	\$49,000.00	17.5
11	\$28.68	\$60,000.00	20.6
12	\$34.80	\$72,000.00	20.6

Q46 - Have you ever used the SEED professional development resources (e.g. CDA application/renewal award, travel reimbursement, and/or professional development reimbursement)?

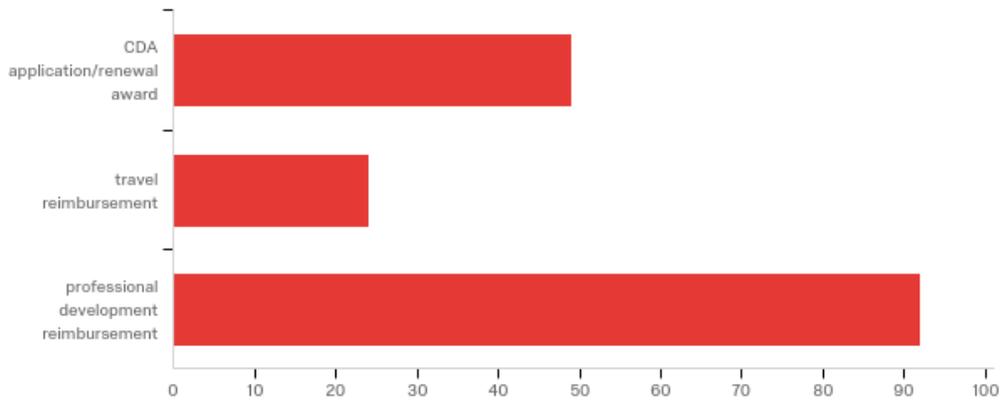
Almost two-thirds (65.3%, $n = 126$) of participants had used SEED professional development resources, while 34.7% ($n = 67$) had not.



Answer	%	Count
Yes	65.28%	126
No	34.72%	67
Total	100%	193

Q47 - Which resources did you use?

Of the participants who had used the SEED professional development resources ($n = 126$), 92 participants used professional development reimbursement, 49 participants used CDA application and renewal awards, and 24 participants used travel reimbursement.



Answer	Count
CDA application/renewal award	49
travel reimbursement	24
professional development reimbursement	92
Total	165

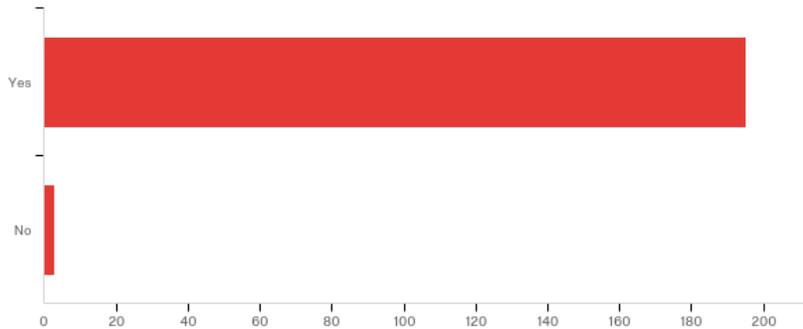
Q48 - What was your experience with the SEED Registry? Please describe benefits and challenges you have experienced.

Response $n = 89$

- About 46% of the responses were positive.
 - “They were awesome to deal with.”
 - “I love that they are there to help us get the training that we need.”
 - “The benefits are being in it and being able to use the registry as a building block for your professional step ladder.”
- About 15% of the responses showed satisfaction with the financial reimbursements.
 - “I used the reimbursement for college classes. I was very pleased with the benefits.”
 - “Is a wonderful program I received in the past grants that help me a lot to paid education and health.”
- There were negative responses as well. About 12% of the responses were about difficulty using the website/online application system.
 - “It’s fine. Sometimes there are computer glitches that take extra calls and time to work out.”
 - “Takes too long to process applications, and the online submission always gives errors.”
 - “The interface is not user friendly, you have to “update” and renew annually, hard to upload training, and the wait time for review and approval is long and lengthy. There is no “purpose” to the SEED Registry.”
 - “The portal is difficult and not user friendly; It takes an extremely long time to get a response or get career ladder level. For instance I did my renewal in March, I got an email my renewal was completed in late April and got the certificate in May; Documents get lost and need resubmitted; There are only 2-3 people that work for SEED doing all the work statewide; Back in late 1990's they had the ROOTS awards statewide and it was automatic to participate when you turned in your SEED application to be on the Registry.”
- About 12% of the responses also showed difficulties with communicating with the SEED registry staff as well as with the review and approval process.
 - “The system is slow to respond. They seem understaffed.”
 - “Not responsive...takes too long to get reimbursed.”
 - “lack of timely responses, lack of timely paperwork, lack of timely reimbursement and lack of professionalism when confronted with these issues.”

Q49 - Are you aware of the SEED Registry?

Almost all participants (98.5%, $n = 195$) were aware of the SEED Registry.



Answer	%	Count
Yes	98.48%	195
No	1.52%	3
Total	100%	198

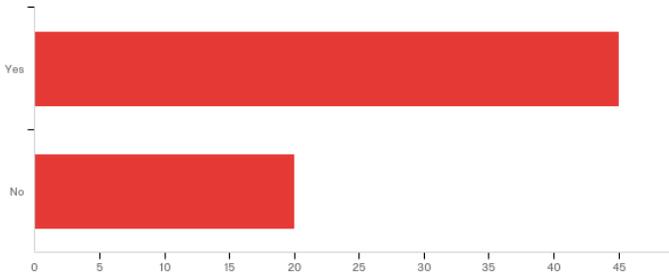
Q50 - Why aren't you participating in the SEED Registry? (If not participating in the SEED Registry)

Response $n = 53$

- About 19% of the responses mentioned that they were not eligible to participate.
 - “Complicated to keep up- and only assist if working directly with child care program needs. I work with other programs.”
 - “I am waiting until I am in a position that supports SEED.”
 - “I work for the elementary school. The NPS district doesn't use SEED.”
- About 13% of the responses mentioned difficulty keeping up with the SEED Registry.
 - “I have a master's... and I stopped maintaining a license because licensing isn't worth the headache. I still run with the same health and safety rules.”
 - “It's so much to fill out I have other priorities than filling out a database.”
 - “Don't have time to update my registration.”

Q51 - Are you aware of the SEED professional development resources?

Over two-thirds (69.2%, $n = 45$) of participants were aware of the SEED professional development resources.



Answer	%	Count
Yes	69.23%	45
No	30.77%	20
Total	100%	65

Q52 - Why aren't you using the SEED professional development resources? (If not using the SEED professional development resources)

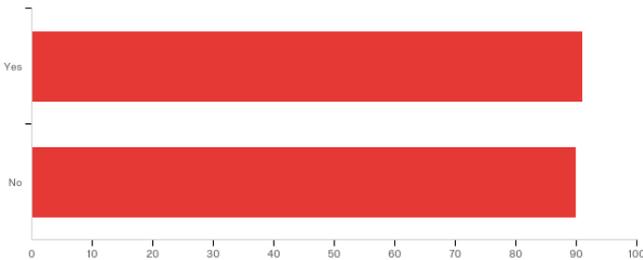
Response $n = 46$

- About 30% of the responses mentioned that they were not eligible/qualified, or that the resources were not applicable to them.
 - "Head Starts aren't allowed to use those funds."
 - "I had no idea that SEED had professional development resources and am not sure it would apply to PT professional development."
 - "They do not apply to most Infant Learning staff. We have different resources."
 - "I am declined or not eligible."
- About 30% of the responses showed that the respondents were not aware of the SEED professional developmental resources or did not see the benefits of it.
 - "Didn't know what's available."
 - "I have not been trained on how to use it."
 - "I didn't know they had professional development resources."
 - "I didn't know there was \$\$ to be resourced from SEED."
 - "I was not aware that I could."
- About 17% of the responses were about how difficult it is to apply for the SEED professional development resources.
 - "I haven't finished the time consuming application."

- “I haven't find time to meet deadlines.”
- “It’s too complicated. Too many moving parts to keep track of with all of my staff. If it was something through the employer instead of the employer it would be much better. The system that is in place now is not user friendly.”
- “Its too much of a hassle.”

Q53 - Is your program enrolled in Learn & Grow (Alaska’s Quality Recognition & Improvement System)?

More than half of participants (50.3%, *n* = 91) reported programs that were enrolled in Learn & Grow, and 49.7% (*n* = 90) reported programs were not enrolled.



Answer	%	Count
Yes	50.28%	91
No	49.72%	90
Total	100%	181

Q54 - Why did you choose to participate in Learn & Grow? What was your experience? Please describe benefits and challenges you have experienced.

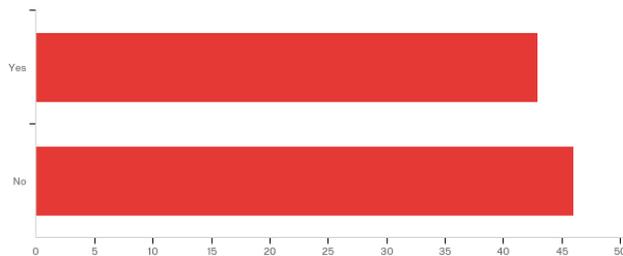
Response *n* = 64

- About 30% of the responses said that they are participating to increase quality of care in their programs and 16% said that they do it for the professional development.
 - “After too many years providing child care services, I fall in love with the profession and I want to be a professional early child care educator. The Learn and Grow program is going to give me the opportunity to enrich my program with all that new ideas and concepts about to be more than just child care providers. My program is getting very good benefits I am learning a lot how to see educational ways to help and improve my kids behaviors and how every kid learn differently and how we can help them to take the best from them. Obviously me have challenges and it is time, it is time consuming to remodel our program; moving furniture, and changing items inside our home. It is about how to run our program but worth it and I like it.”

- “Because they help me with the training. They helped me better the quality of my care at my facility.”
- “It really teaches things that you never would have thought about.”
- “It had been awesome providing children with the best setting and conditions for their learning. Knowing what is expected and complying with the best care conditions is a great thing for our little ones.”
- About 16% of the responses mentioned challenges with Learn & Grow.
 - “Getting to Learn and Grow level 1 was pretty easy. However, Learn and Grow level 2 is proving to be really hard. Getting our teachers trained in ECERS and setting up their classrooms to be higher than ECERS 2.5 is a huge undertaking. Furthermore, the fact that we have to have someone come to our facility for a two-week period seems excessive. Meanwhile SEED hasn't revealed what Learn and Grow Level three through five will be and it's been years.”
 - “I feel like it hard for people that live in rural areas to participate.”
 - “Initial program to get Learn and Grow started BUT our program will not continue in Learn Grow. Levels are difficult to achieve and maintain with the renewal process and staff turnover.”
 - “More paperwork and more work for the office staff to track of at this point. I haven't noticed a benefit at this point.”
 - “We have to as part of Head Start requirements. I haven't seen any benefits from being a part of it, and it was a pain to complete the requirements to get the level we are at. Very time consuming for no perceived benefit.”

Q55 - Are you aware of Learn & Grow?

Nearly half (48.3%, $n = 43$) of participants were aware of Learn & Grow, while 51.7% ($n = 46$) were not aware of Learn & Grow.



Answer	%	Count
Yes	48.31%	43
No	51.69%	46
Total	100%	89

Q56 - Why aren't you participating in Learn & Grow?

Response $n = 39$

- Many of the responses said that they are working in a program types that are not eligible (23%) or that their program chose not to participate (15%).
- About 10% of the responses said that their program is under 1 year old and that they were not eligible to participate. About 8% of the responses said that they were working on getting in the program.
- About 8% of the responses showed that it was too challenging to participate.
 - “Ridiculous amount of training hours....even if I could do them I can't get everyone in my program to do them. We have too much turnover and every time we get a new admin or teacher, we have to start over.”
 - “Doesn't seem worth my precious time to go through all of that when I'm already working 60 hours a week.”

Table 2Q provides further analyses on wage and benefits by Learn & Grow enrollment status.

Table 2Q. Wage & Benefit Analysis by Learn & Grow Enrollment

Wage Analysis		
	Enrolled ($n = 89$)	Not enrolled ($n = 86$)
Median hourly wage	\$15.00	\$22.85
Minimum hourly wage	\$0.00	\$0.00
Maximum hourly wage	\$45.00	\$51.89
Median yearly salary	\$32,000.00	\$43,500.00
Minimum yearly salary	\$0.00	\$0.00
Maximum yearly salary	\$90,000.00	\$118,000.00
<u>ONLY lead teachers</u>		
	Enrolled ($n = 14$)	Not enrolled ($n = 7$)
Median hourly wage	\$14.00	\$15.50
Minimum hourly wage	\$10.75	\$10.50
Maximum hourly wage	\$20.00	\$29.00
Median yearly salary	\$24,960	\$31,000
Minimum yearly salary	\$1,000	\$17,000
Maximum yearly salary	\$37,000	\$42,060

Benefits Analysis		
	Enrolled (n = 89)	Not enrolled (n = 86)
Health insurance for yourself	31.87%	35.96%
Health insurance for your family	15.38%	20.22%
Vision insurance	25.27%	42.70%
Paid vacation days	56.04%	64.04%
Paid release	7.69%	12.36%
Paid sick days	28.57%	34.83%
Paid holidays	52.75%	67.42%
Support for your college coursework (e.g. tuition)	27.47%	17.98%
Retirement program (e.g. pension program, 401(k), or 403(b))	30.77%	40.45%
Reduced or full tuition coverage for your own child to receive child care	15.38%	8.99%
Dental insurance	26.37%	41.57%
Paid days to attend professional meetings	45.05%	40.45%
Fees/dues for professional development training or certification	42.86%	38.20%
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	15.38%	8.99%
Other benefits	5.49%	14.61%

Thoughts and Opinions of Compensation

Teachers and Other Staff

Q57- What are your current financial challenges related to staying at your job?

Response $n = 114$

- More than half of the responses mentioned low salary and paying for living expenses are financial challenges to staying at their job (56%).
 - “Having enough to pay all my bills.”
 - “Hourly wage and hours worked do not pay enough to meet my monthly expenses.”
 - “I depend on my spouse's income to survive.”
- Other concerns included health insurance (11%), loan/debt/mortgage (10%), and retirement/savings (9%).
 - “Health insurance cost and then the lack of coverage benefits and the high copays. We pay a great deal into a health benefit plan that doesn't cover much and what they do barely cover, is still more than I can afford. Going to the doctor twice in one month is 90\$ just for the two visits and then the extra copay that my insurance doesn't cover. I am too broke to be sick. It is too expensive. At a previous employment the pay was less, but the benefits were much better and at a much much lower monthly cost.”
 - “No health insurance in my current position. I took a \$3 pay cut to move back into the classroom after working in the kitchen for a year.”
 - “Paying my bills, paying student loans and trying to save money for both retirement and my savings account.”
 - “Paying for graduate school, unable to buy house, or save anything substantial with cost of living in Anchorage.”

Q58 - What pay and reward strategies and practices does your school/center have? How has this influenced your motivation and engagement at your job?

Response $n = 104$

- A quarter of the responses said that they do not have any reward strategies or practices.
 - “We do not currently have any. My manager tried to get us raises but was turned down by senior leadership.”
 - “We don't have any reward strategies.”
 - “They don't really have a reward system in place it's even hard to just get vacation.”

- “There are no rewards strategies towards employees that excels at their jobs.”
- About 12% of the responses mentioned bonuses.
 - “Once a year we get a \$20 prize near our date of hire. There are also yearly staff awards from peers, and they print out complimentary remarks on your certificate. Not everyone gets one though.”
 - “Recognition awards, small prizes for annual retention, education and training cost coverage.”
 - “There is a bonus twice a year for classrooms that perform well on standardized tests. This motivates me to ensure that kids understand the material and can perform well on tests.”
 - “We get a small bonus around Christmas based on years worked, and they assist us in accessing grants/other bonuses such as the Hearts bonus. I was motivated to continue my education in order to qualify for the Hearts bonus, and continue to work on improving. But it’s still not enough.”
- About 12% of the responses said that they had rewards for advancements such as professional development, educational degree, and CDA. About 11% of the responses said that they had paid days (e.g., holidays) and paid time off.
 - “Admin pay, PTO, 12 paid holidays, spring and winter break... PAID training and professional development opportunities.”
 - “More credits= more pay. This has influenced my motivation to get more continuing education credits for higher pay.”
 - “Good amount of PTO, professional development money and time off; These are not given as rewards, but part of the contract. I'd be motivated and engaged without as well, but they help to compensate the lower salary.”
 - “I can cash in my paid leave, and I get pay increases as I attain more college courses. It definitely helps me feel treated to have these types of compensation.”
 - “My work offers valuable retirement plans, great flexibility and PTO, excellent professional development opportunities.”

Q59 - What would help you to be more productive and provide higher quality service?

Response $n = 103$

- About 32% of the responses mentioned higher salary or pay.
 - “It would be wonderful to have a higher salary and also either more sick days and/or personal days to schedule my own doctor/dentist, etc., appointments.”
 - “Knowing that I do not have to stress about paying my bills.”
- About 15% of the responses said that they would like to have more training.
 - “Trainings that are useful to teachers who have been in the field for a long time.”

- “UAA and distance ed needs to maintain and support programs focused on early childhood education. We can't expect to have high quality staff in any area of early childhood development if we can't have access to the appropriate degree programs.”
- “More influence on my work and how I do my job, more meaningful professional development opportunities, Opportunities for advancement, more personal leave, less unpaid evening and weekend work, more pay and opportunities to work on topics that I personally find interesting and that match my skills.”
- About 13% of the responses said that they would like to have more respect and support from the administration or in general.
 - “Feeling like the leadership really cares.”
 - “If management made an effort and acknowledge what a good job staff did and noticed the ones that did showed up to work.”

Q60 - If you could change one thing in the current compensation system in ECE/SA, what would you change and why?

Response $n = 95$

- About half of the responses mentioned better pay.
 - “Raise pay rates to match similar education and experience levels in other industries.”
 - “I would hope that one day it would be a field that’s not only appreciated by the parents, but on a bigger more recognized level so that ore funding would be available for higher pay and benefits.”
 - “I would advocate for better compensation and recognition for teachers because I know how hard they work. I know that to provide quality service, teachers work hours outside their hourly compensation. I do as well, but am also aware that doing so violates wage and labor laws so all do it in silence out of love and passion for children.”
- About 9% of the responses said that they would like to have experience and performance included in the wage scale.
 - “Build in experience to the wage scale.”
 - “Have a better way of deciding a fair pay for employees by taking into consideration either education or experience PLUS performance.”
 - “Compensation, SEED levels, and promotions are based on educational degrees. I'm good at this work. I can show that I am. But I can't move because I don't have a degree and have neither the time nor the money to pursue one. I feel that access to a college education is a white, middle-class privilege. I didn't get it. But I am smart, hardworking and good at my job. I would love good training. I would love to take classes if I had the time and money.”

Q61- What do you think early childhood and school-age educators' perceptions are towards their compensation?

Response $n = 100$

- A majority of the responses (68%) showed that they feel underpaid and undervalued.
 - “To me, it tells me how little value our country has for early child education, and for the people who work in the field. Our system runs on monetary value, and they’ve decided we don’t have any.”
 - “I think many of us have resigned to the fact that our jobs will always be underpaid and under-valued. We do it, in general, because we are naturally adept in this area and we love it. We understand that we can make a difference in a child's life.”
 - “The stigma still exists that ECE teachers are not real teachers and do not get paid as much.”
 - “They are not getting paid enough. It is hard to keep quality workers.”
 - “I think we are used to it but all acknowledge we deserve more for our level of education, countless hours of work, and commitment to the job.”

Q62 - Do you think that staff retention will be increased in the field of early childhood or school-age education if early childhood and school-age educators get paid better?

Response $n = 110$

- Most of the responses (90%) said yes—that they believe higher pay will increase staff retention. (Only 3% said no, and 4% said that it would, but that staff retention does not solely rely on pay.)
- Of the responses that said yes, 42% said that higher pay will help teachers to afford to stay—that less stress about financials at home would help them commit to the work more and to show better performance.
 - “Yes, people can afford to stay and work without getting a 2nd job to cover expenses.”
 - “Yes, because it will improve their income households, the level the stress will be reduce and they can get more opportunities to get higher education.”
 - “Yes, because we work so hard with little monetary reward. When you are stressed about your financials, you can't help but to focus on going elsewhere regardless of where your heart is.”
- Of the responses that said yes, 23% said that higher pay would mean more respect towards child-care work and that the teachers would be valued in the community for the work they do.

- “Yes- because I think there is a lack of respect for Early Childhood educators by those who do not understand the importance of ECE for young children. Many equate it to baby-sitting which it most certainly is not.”
- “Yes- I think that adequate compensation will support educators toward viewing themselves as professionals and increased compensation allows administrators to raise the bar in terms of quality, professionalism and expectation. This will also support the view of early childhood educator as a profession in the broader view.”
- “Yes. Many educators work very, very hard and get emotionally drained. It feels good to have a pay check that feels like you are worth the work you do for others.”
- “Yes. Indication of value placed on their skills.”

Administrator, Director, or Owner

Q63 - What are the steps and timeline for hiring a new teacher when somebody leaves the job?

Response $n = 46$

- The responses varied as to how long it takes to hire a new teacher from 2 weeks to one year.
- The steps included: posting the job/advertising, conducting the interviews, checking references, background-checks, paperwork, hiring, and orientation and training.
- Respondents expressed challenges regarding each step of hiring a new person – that it is hard to find a right person, that it is time-consuming to do interviews with candidates, and that it was hard for them to wait for background checks.

Q64 - How much does it cost to replace a teacher? Please describe.

Response $n = 41$

- Some participants ($n = 23$) mentioned specific dollar amounts for hiring process.
 - “\$30.00 BCP, \$110.00 CPR/First Aid, \$15.00 Training time, Cost of Advertising \$100.00.”
 - “Cost of fingerprinting \$30, cost of processing fingerprints \$25–75, cost of online training \$15–60, cost of extra staff during training process \$200–250.”
- Others mentioned costs directly related to hiring as well as indirect costs or costs that are unmeasurable.
 - “Since our teaching staff is unionized, and our hiring procedures take so long, our costs are high. We often have to pay subs to cover open positions while this process is happening.”

- “This varies greatly depending on how long the position is open for. You have the fees for running the ad in the paper and other locations. Then you have OT hours paid to current employees. It all depends on how long it takes. But some of the things that can't be measured in dollars is the wear and tear it takes on current employees when staff turnover. You have the extra workload of another person, but then you have the child behaviors/relationships that are affected.”
- The dollar amounts ranged from \$50 to \$5,000, with the mean of \$896.

Q65 - What would motivate teachers to stay in terms of compensation?

Response $n = 44$

- About 70% of the responses mentioned higher pay and about 45% of them mentioned better benefits.
 - “Better benefits and competitive wages. Ability to actually use time off.”
 - “Higher pay and retirement. Most of our young teachers leave to work in a different field that pays significantly more. We had a marvelous teacher quit to be a manager at McDonald's.”
 - “Salaries commensurate with the public school sector.”

Q66 - What challenges do you experience when a teacher leaves a job?

Response $n = 44$

- Almost half of the responses mentioned difficulty finding a qualified and committed person.
 - “Finding a good employee that will stick around for longer than 6 months.”
 - “Finding quality staff with some experience. Most people are just working until they find a better job with pay and benefits.”
 - “Finding staff qualified and willing to work nontraditional hours. Covering ratios until new staff can be hired in a small closed Community.”
 - “Recruiting qualified staff is very difficult. It has taken months to replace staff.”
- About 32% mentioned difficulty operating the program understaffed. Having to keep up with ratio means having to ask remaining teachers to work overtime, or the director him/herself needs to cover the class, or to withdraw children for ratio.
 - “Shortage of teachers to meet ratios.”
 - “We can't make ratio and other teacher are stretched thin and asked to stay longer.”
 - “Administrators cover class time, overtime for staff, lengthy process to re hire, shift in stability for children and teachers.”
 - “Over ratio, need to withdraw children to meet licensing regulations.”

- About 20% said that when a teacher leaves, there are negative influences on children, families, and teaching staff.
 - “Emotional back lash from the teachers, children, and parents, longer work hours and more work load.”
 - “Negative attitude that creates waves to other staff staying employed.”
 - “Often the teacher has great relationships with parents. When they leave its' very hard on parents for the transition into a new teacher”
 - “Stresses other staff; breaks attachments with children.”
 - “The inconsistencies with the teachers and the kids left behind, finding a person that is qualified and won't leave”

Q67 - What kind of support would you want to receive from thread, SEED, Learn & Grow, or the State when turnover happens?

Response $n = 40$

- Most of the responses mentioned support with finding qualified candidates. About 13% said that they wanted more qualified individuals, and about 33% specifically mentioned that they would like a list or pool of qualified teachers.
 - “More qualified applicants to choose from.”
 - “List of qualified applicants.”
 - “Maybe a floater pool of emergency backup staff since hiring takes so long; new hire compensation for labor.”
 - “WE would love to use thread as a teacher clearinghouse instead of a website like Indeed. If thread could have files of teachers looking for work it would be an amazing system. Especially if teachers have profiles through thread that parents can look up.”
 - “Have a database of possible candidates or seeking individuals that are already in the background check system. Advocate for us to get paid more subsidy for families who receive assistance so we can actually offer better pay to future employees.”
 - “A pool of applicants to draw from would be beneficial. A centralized location for all of the new training requirements to make that process easier.”

Q68 - If you could change one thing in the current compensation system in ECE/SA, what would you change and why?

Response $n = 37$

- More than half of the responses mentioned higher pay (57%) and about 22% said better benefits.

- “Hourly wages because higher pay would attract more qualified people to the field.”
- “There needs to be more compensation and benefits for the work that we do. We spend 8–10 plus hours with 6 or more children depending on the ratio in the classroom. Their needs to be more for teachers as we spend hours and day molding young minds and caring for their needs. We need our needs taken care of just as much.”
- “Increase in pay so teachers felt they were worth the hours and time they put into their students and classrooms.”
- About 10% of the responses said that they would like to have experience factor into wage.
 - “In the larger picture of ece/sa compensation experience and skill seem to account for little. I would like to see experience count as a portion of the educational ladder.”
 - “Better pay by experience in field.”

Q69 - What do you think early childhood and school-age educators’ perceptions are towards their compensation?

Response $n = 46$

- The majority of the respondents (72%) reported thinking they are underpaid and undervalued.
 - “I think most of them would like to be paid more. It's disappointing that compensation is not higher for the people that have the ability to influence & shape children.”
 - “Compensation is too low for the amount of work and training that the job requires.”
 - “That they are over worked and are not paid info. That they don’t feel appreciated for their efforts and that they are over worked.”

Q70 - Do you think that staff retention will be increased in the field of early childhood or school-age education if early childhood and school-age educators get paid better? Why? Or why not?

Response $n = 48$

- Almost all of the responses said yes (92%).
- Of the people who said yes, 35% of the responses said that with better pay, teachers will be able to afford to stay.
 - “Yes, because it is expensive to get educated, but then the wages are not enough to live.”

- “Absolutely! Most of our teachers cannot afford to live comfortably with what they make. They are living paycheck to paycheck and it is not sustainable for them. They are one emergency away from going into debt, because they are unable to build a nest egg.”
- “Absolutely. They would be less stressed about monthly bills and benefits and more able to stay in positions and have better positive experiences caring for the children.”
- “Yes, in many cases/communities wages in ECE are not a living wage. Staff often hold two jobs to make ends meet. That leads to more stress and dissatisfaction.”
- Of the people who said yes, 23% of the responses mentioned that higher pay will help teachers feel valued and appreciated as a professional, and thus increase retention.
 - “Yes, because more teachers would see their meaning and the appreciation that employers have for the career choice and dedication.”
 - “Yes, sense of worth.”
 - “Yes, because we are raising our new generation of the future of our society. We deserve better pay.”
 - “Yes. It would feel like a real job not just a gig you do before you get your career jobs.”

2. Educators In-Depth Interviews

Study Method

At the end of the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey described in the first session of this chapter, we invited the participants to participate in a follow-up interview or focus group. People who were interested in a follow-up study were asked to leave their contact information. We received 288 survey responses (more than 33% of the survey completion) and 91 of the participants were willing to participate in a follow-up interview or focus group. We randomly selected 12 participants for 30-minute follow-up interviews. The research team conducted interviews in June and July 2019.

Descriptive Summary of Interview and Participants

We conducted 12 interviews with early childhood or school-age educators in Alaska. Six interviewees were administrators/directors and six were teachers. We used two different sets of questions based on the participant's position type—one set of questions for administrators/directors and one set for teachers. Interviewers followed an interview script and took notes throughout the interviews. All participants agreed to have their interview recorded. Interviews with teachers took around 35–40 minutes, while interviews with administrators and directors tended to be slightly longer, around one hour each.

Feedback on thread, SEED, and Learn & Grow

The majority of interviewees said that they were aware of **thread**, SEED, and Learn & Grow. Five teachers and four administrators/directors said that they used SEED. Two teachers and four administrators/directors reported using Learn & Grow. However, many teachers were not familiar with the types of support offered by SEED and Learn & Grow. Teachers often reported that they were unaware of the benefits available to them through SEED and Learn & Grow, and some indicated that it took months or years for them to find out what benefits were available.

Overall, the greatest benefit reported by administrators/directors and teachers for participating in SEED and Learn & Grow was the funding provided for Professional

Development (PD) activities. Interviewees appreciated receiving funding for PD activities. However, many educators shared that they often did not receive funding or reimbursement directly, but rather that it was funneled through their program. One administrator/director reported that he put the funds he received into the operating budget for his program because he could not rely on it.

Many educators felt that the process of applying for SEED and Learn & Grow was difficult and complex. It was also challenging for many programs to navigate the process of applying and keeping profiles updated given the high rate of staff turnover. Many interviewees reported that this was a laborious process and that it did not seem worth their time and effort. Interviewees also reported a lack of communication and understanding of the requirements for maintaining their participation in SEED and Learn & Grow, and many felt that their experience and/or educational background were not given enough weight. Many interviewees said that **thread** provided good program support for staff, particularly regarding challenging behaviors and disabilities among their students.

Overall, greater support and communication, as well as a streamlined process for registration, would be beneficial.

Program Support (Teachers)

Many teachers voiced concern over inadequate wages and benefits. All but one teacher (who had retired from the school district and was now working in early childhood education) said they were paid low wages. One teacher reported needing to work two jobs to support herself. The teacher who was retired stated that she was only able to cover her living expenses because of her retirement benefits.

Many teachers mentioned the need for medical insurance, paid vacation/time off, and reimbursement for classroom supplies. Only two teachers worked at centers that provided benefits, such as insurance and paid time off. In addition to the stress of their jobs, teachers reported feeling stressed due to a lack of substitutes who could cover their responsibilities if they took time off. Many teachers expressed that they did not feel like they could take time off because there was no one to cover for them. A lack of benefits, adequate wages, and support may have contributed to a high turnover rate among these teachers, with one-third ($n = 2$) of teachers interviewed reporting that they

had recently left their program. Teachers voiced that they were “underpaid and undervalued”.

All teachers interviewed had received some type of professional development (PD). For the most part, teachers had to pay for their own trainings, and only one teacher reported being reimbursed for the cost of trainings.

Compensation System Examples

All 12 interviewees expressed an interest in incorporating a compensation system into Alaska early childhood and school-age education. Four existing compensation systems were presented to the participants: Louisiana School Readiness Tax Credits, Child Care Wage\$, T.E.A.C.H., and C-WAGES. Overall, T.E.A.C.H. and C-Wages were the most well-liked among the participants, with many believing that these systems would be beneficial in Alaska if they could be adjusted to accommodate Alaskan educators’ unique needs.

T.E.A.C.H. is a compensation system that provides funding for educators to obtain college-level education, with bonuses and/or raises offered after completing coursework. Many interviewees liked this idea and also had questions about how it could be adapted for Alaskan educators. For example, how would this be applied to rural educators with limited access to educational resources? Would classes be offered online?

C-WAGES was another program that was desirable to interviewees. C-WAGES provides compensation and benefits to teachers who work in QRIS-participating programs in low-income areas. Many teachers liked the idea of being provided incentives and benefits for their work with children from low-income families.

The other two programs mentioned—Louisiana School Readiness Tax Credits and Child Care Wage\$--had mixed results among participants. Many educators noted that a system like the Louisiana School Readiness Tax Credits would be difficult to implement in Alaska since Alaska does not have a state tax.

Wage System

Teachers

Teachers wanted both education and experience to be considered when creating an equitable wage system. Most of the teachers felt their experience was not rewarded. One teacher mentioned that a recently hired new teacher with higher education was paid more despite far less experience at the program. Although teachers did not discount the importance of considering education when deciding on a wage system, most teachers thought that experience should be considered more than it currently is.

Administrators/Directors

Administrators and directors suggested that the minimum wage for early childhood and school-age educators should be \$15.00-\$17.00/hour. Some interviewees suggested that the state help fund this increase. Some administrators/directors said it was important to provide competitive wages and benefits similar to other organizations (e.g., Costco, public schools, etc.) in order to reduce turnover among educators and staff.

Administrators/directors thought that both education and experience were important to consider when creating a wage system for educators. The minimum benefits that administrators/directors thought should be provided were paid time off (vacation/sick leave) and paid time for professional development. Interviewees also said that providing health benefits would be beneficial. All but one interviewee thought that bonuses for teachers when they completed courses would be beneficial and would motivate and encourage teachers to complete more education. Some expressed concern about how they would be compensated for these bonuses and if this would work for all program types (non-profit, for-profit, non-traditional programs, etc.).

Hiring Support (Administrators/Directors)

Administrators and directors reported a number of challenges with the recruitment and hiring process. Background checks were one of the most frequently reported problems, and many interviewees reported that the state's system for completing a background check often took two to three weeks. Finding qualified candidates who already had a background check was difficult for many interviewees. Providing orientation for new hires and completing the required trainings also took an additional week. For the most part, the interview process was not a concern for administrators and directors. Many programs already had existing policies and procedures in place to guide the interview

process. Administrators and directors noted that it was challenging to keep up with the state's changing requirements, especially when they were expected to comply with these requirements immediately. Confusion about changing requirements particularly affected the hiring process, since background checks and orientation needed to be completed prior to a new teacher entering the classroom.

Another challenge that administrators/directors mentioned was finding substitutes. They strongly agreed that having a pool of candidates to use as substitutes or possibly hire would be helpful. Several teachers also mentioned this.

Administrators/directors offered several suggestions for how the state can help with some of these challenges: streamline and complete background checks in a timely manner, create an online list of vetted substitutes, and create forums to find qualified candidates. Another suggestion was to provide professional development to early childhood and school-age programs, similar to school districts. These would be half-day training sessions. Lastly, many administrators/directors voiced their desire for the state and for parents to treat their teachers and staff as educational professionals, rather than babysitters.

Program Policy (Administrators/Directors)

As mentioned previously, administrators/directors agreed on the importance of providing paid time off. However, this was often difficult to fund, especially when this meant that they needed to keep a pool of substitutes available who had already completed background checks and required trainings. Even when administrators/directors were able to find suitable substitutes, they often lost the substitutes to other jobs. In addition, hiring extra staff would decrease wages for all staff.

Professional development (PD) was mandatory at most programs, so many employees did not necessarily see it as a benefit. Most programs offered some sort of PD, but the way in which teachers were reimbursed for their time and how PD was offered varied among programs. Many administrators/directors were frustrated with the changing PD requirements and said that it would be helpful if the State did not change the requirements as often as they do now.

3. Leadership Survey, Focus Group, and Interviews

Study Method

In August 2019, the research team conducted the SEED Steering Committee survey, a focus group, and interviews to understand Alaska’s current early childhood education landscape and the funding mechanisms and limitations; system priorities, policies and practices; and current or projected systemic barriers to change. We received survey responses from 16 participants. In addition, we conducted a focus group to understand leadership perspectives of early care and education wage and compensation in Alaska. Three SEED Steering Committee members participated. As a follow-up, we conducted two additional individual interviews. This session summarizes the results from the survey, a focus group, and interviews.

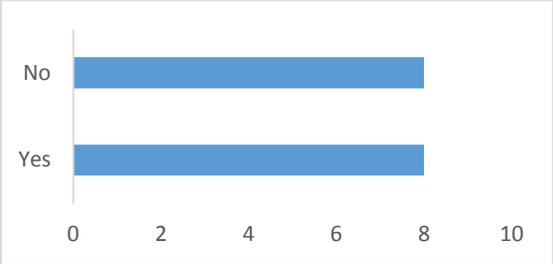
Participants’ Characteristics

Positions: Among 16 participants, eight were non-profit program administrators, four were government administrators, and four were practitioners in early care and education settings.



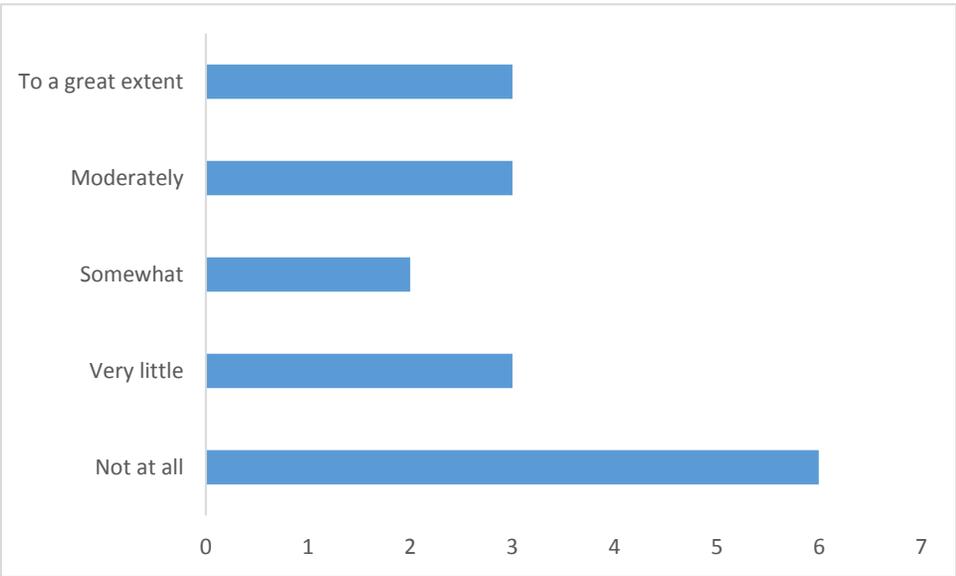
Answer	%	Count
Nonprofit Administrators	50%	8
Government Administrators	25%	4
Practitioners	25%	4

Alaskan Pipelines for EC Workforce: To understand the landscape of Alaska’s pipelines for early care and education workforce, we asked whether a participant provides education and training for early care and education workforce. Half of participant reported that they are providing education and training.



Answer	%	Count
Yes	50%	8
No	50%	8

Amount of Control over ECE Wage Compensation Policy: We asked participants how much control they have over the policy of childcare providers’ wage, compensation, and benefits. On a 5-point Likert scale, 35% of participants responded that they have control to a great extent.



Answer	%	Count
Not at all	18%	6
Very little	18%	3
Somewhat	12%	2
Moderately	18%	3
To a great extent	35%	3

Knowledge of the SEED Registry and Learn & Grow: We asked participants how much they are knowledgeable of the benefits of participation in the SEED Registry and in Learn & Grow. Most of participants were knowledgeable of the SEED Registry and Learn & Grow.

Answer	%	Count
<u>SEED Registry</u>		
Moderately Knowledgeable	19%	3
Very Knowledgeable	44%	7
Extremely Knowledgeable	38%	6
<u>LEARN & GROW</u>		
Moderately Knowledgeable	50%	8
Very Knowledgeable	25%	4
Extremely Knowledgeable	25%	4

**Note.* No participants reported that they are not knowledgeable of the SEED Registry or Learn & Grow.

Wage and Compensation Priorities

Using the same job-related factors asked in the educators' survey (Q33), we asked leadership survey participants to rank their organization/program's priorities on each type of compensation from their leadership perspective. We noted in the question that "the list are the types of compensation that contribute to the performance, motivation, and overall well-being of the childcare workforce. While one may wish to provide all types of compensation, there are also competing demands and priorities when allocating limited funds."

*Participants' specific comments on their responses are described in Appendix 2B.

Table 2R. Leadership Priorities

Rank	Full-time status	On-site training support	Opportunities to advance	Higher salary	Health insurance	Paid planning time	Paid vacation days	Paid sick leave	Paid PD activities	Support for college coursework	On-site free/ subsidized services	Job stability
1	3	1	0	7	0	0	0	0	0	1	1	4
2	2	0	1	2	7	1	0	1	1	0	0	2
3	1	0	2	3	4	0	2	2	1	1	0	1
4	3	2	0	1	2	0	5	0	2	0	0	2
5	1	4	1	1	0	2	0	7	0	1	0	0
6	1	0	5	0	2	1	4	1	2	0	0	1
7	0	3	2	1	0	0	1	2	2	4	1	1
8	2	4	2	0	0	6	1	0	0	1	0	1
9	1	1	3	1	0	3	2	0	5	0	0	1
10	0	1	1	1	2	0	1	2	4	3	2	0
11	2	1	0	0	0	3	1	2	0	4	2	2
12	1	0	0	0	0	1	0	0	0	2	11	2

Percentages of being high, mid, and low priority for each item (Rank 1 to 4 = "high"; Rank 5 to 8 = "mid"; Rank 9 to 12 = "low")

Rank	Full-time status	On-site training support	Opportunities to advance	Higher salary	Health insurance	Paid planning time	Paid vacation days	Paid sick leave	Paid PD activities	Support for college coursework	On-site free/ subsidized services	Job stability
High	53%	18%	18%	76%	76%	6%	41%	18%	24%	12%	6%	53%
Mid	24%	65%	59%	12%	12%	53%	35%	59%	24%	35%	6%	18%
Low	24%	18%	24%	12%	12%	41%	24%	24%	53%	53%	88%	29%

Sum of weighted scores (Rank 1 = 12 points; rank 12 = 1 point) and the order of summed weighted scores for each type of compensation

Rank	Full-time status	On-site training support	Opportunities to advance	Higher salary	Health insurance	Paid planning time	Paid vacation days	Paid sick leave	Paid PD activities	Support for college coursework	On-site free/ subsidized services	Job stability
Weighted	129	109	111	166	155	83	117	116	97	78	39	126
Order	3	8	7	1	2	10	5	6	9	11	12	4

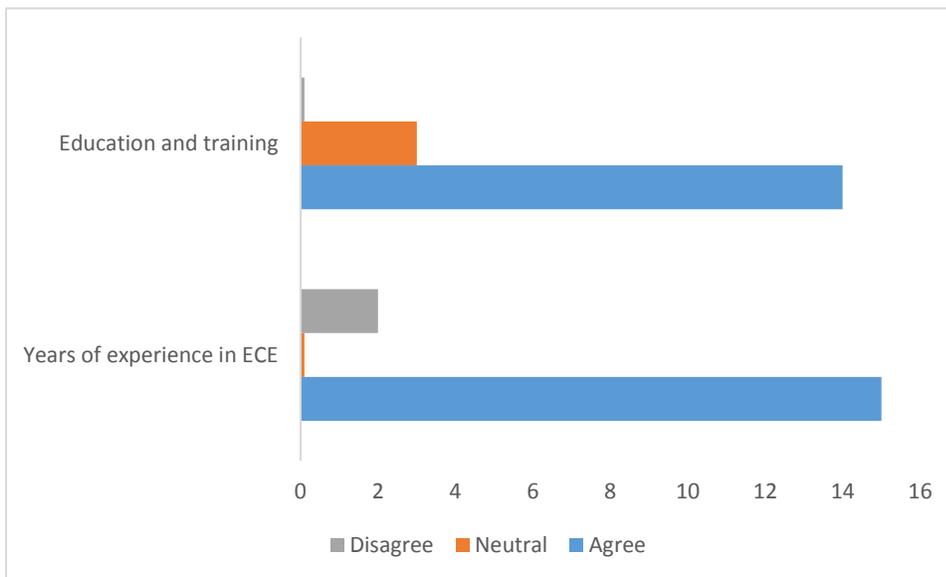
Priorities in Pay Structure

We found from the educators' survey that educators value years of experience and they would like to see this in pay scale. We asked the same questions (Educator Survey Q30 items 13 and 14) in the leadership survey to understand leadership perspectives. The below questions were asked using a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree).

- Do you believe that the pay for EC and SA educators should be structured by education and training?
- Do you believe that the pay for EC and SA educators should be structured by years of experience in early care and education?

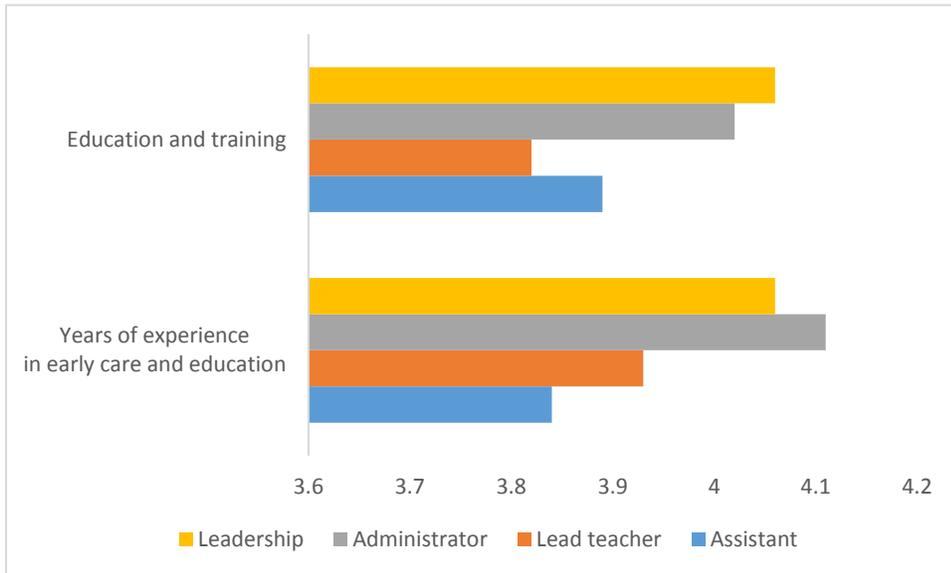
We combined *strongly disagree* and *disagree* into the *disagree* category below and *strongly agree* and *agree* into the *agree* category. More than 80% of participants strongly agreed or agreed that both experience and education should be structured in the pay for EC and SA educators.

Descriptive statistics for each priority



Item	Mean	SD	N	N Agree	N Neutral	N Disagree
Education and training	4.06	1.09	17	15	0	2
Years of experience in ECE	4.06	.66	17	14	3	0

We also compared educators' and leadership opinions about pay structure. All groups were favorable of having years of experience and education and training in pay structure. However, administrators and lead teachers valued years of experience more than education and training; and leadership survey participants and assistant teachers valued education and training more than years of experience.



One Thing to Change in the Current Compensation Model

We asked, "If you can change one thing in the current compensation model, what would you change and why?" Nine participants left valid responses about things to change in the current compensation model. They believed that the compensation model should:

- Account for years of experience in the compensation scale,
- Account for differences in cost of living across the state,
- Increase merits and bonus pay, and
- Balance wages for family- and center-based programs.

*More detailed responses are provided in Appendix 2B.

Skills and Qualifications Required for ECE Workforce

We asked a series of questions about what skills and qualifications are required for each of the key roles below in childcare programs and practice. We summarized the results by the roles below.

Lead Teachers

Eleven participants provided their opinions about skills and qualifications for lead teachers.

About 65% of participants believed that certain levels of ECE education and training are required for lead teachers. Specifically, a number of respondents mentioned that lead teachers should have BA, AA, and/or CDA, preferably BA than AA. Approximately 45% of the respondents described particular skill sets required for lead teachers, such as communication skills, ability to care children, classroom management skills and supervision skills for assistant teachers.

Assistant Teachers

We received 11 responses of participants' opinions about skills and qualifications required for assistant teachers.

Among 11 participants, 36% believed either AA and/or CDA is required for assistant teachers, and 1 person believed that those who are working toward CDA are qualified to become an assistant teacher. Respondents believed that assistant teachers need skills similar to lead teachers. However, they emphasized the ability to work as a team for assistant teachers, instead of the supervision skills.

Family Child Care Providers

There were 9 valid answers for skills and qualifications required for family child care providers.

One third of the respondents mentioned that AA and/or CDA is required for family child care providers. Unlike lead or assistant teachers, family child care providers were expected to have administrative and organizational skills as well as basic knowledge and skills about child development.

Directors/administrators

Eleven participants shared opinions about skills and qualifications for directors/administrators.

About 20% of the participants suggested that BA is required for directors and administrators. Respondents emphasized administrative and organizational skills for directors and administrators. Particularly, they believed that budgeting and grant writing skills are important for directors and administrators.

*The raw data are provided in Appendix 2B.

Perceptions of Ongoing State Resources

We asked participants' perceptions of ongoing state resources, such as the SEED Registry and Learn & Grow.

SEED Registry

Incentives for participating in the SEED Registry

Fifteen respondents shared their understanding of incentives for participating in the SEED Registry.

About 50% of the respondents understood that the SEED Registry provides financial support for education and training to its participants. Approximately 30% of the respondents understood that the SEED Registry helps to track professional progress in ECE field.

Most of the respondents had some level of understanding that the SEED Registry support training, professional development and education in ECE, which can lead to improved wage and job stability.

Recommendations for the SEED Registry

There were 10 participants who provided valid recommendations for the quality improvement of SEED Registry. The respondents recommended the SEED Registry to:

- Communicate more with users and address true needs of its participants,
- Improve the system to be more user friendly,
- Have more flexibilities in moving up the ladders, and
- Speak for ECE practitioners in policymaking and public relations.

Learn & Grow

Incentives for participating in Learn & Grow

Twelve of the participants shared their understanding of the benefits of participating in Learn & Grow.

About 42% of the participants mentioned financial benefits of participating in Learn & Grow. Almost 60% of respondents understood that Learn & Grow offers resources and support for quality assurance and improvement.

Some respondents understood services of Learn & Grow in a broader level, such as specialized training, or professional development supports.

Recommendations for Learn & Grow

We received valid recommendations for the quality improvement of Learn & Grow from 8 participants. They recommended Learn & Grow to:

- Fully operate all 5 levels,
- Increase and clarify incentives of participating in the program, and
- Communicate with participants more clearly and quickly.

*To access the raw data, please see Appendix 2B.

Perceptions of Barriers to Change

Sometimes, states experience difficulties in changing their system due to systematic challenges and/or different interests of various stakeholders. We asked participants what barriers they do perceive to change in SEED Registry, Learn & Grow, and funding mechanism in Alaska.

Barriers to change in ongoing state resources and funding mechanism

Fourteen people addressed barriers to change in the SEED Registry, Learn & Grow, and funding mechanism in Alaska.

Almost 30% of the participants suggested the limited amounts and sources of funding as key barriers to change. About 21% of the participants mentioned that lacking public understanding of the importance of ECE is a barrier to change. Approximately 30% of the respondents maintained that the closeness of system undermines the trust and becomes a barrier to change.

Potential solution for overcoming barriers

Twelve participants provided potential solutions for overcoming barriers.

Almost 60% of the participants emphasized increased communication. They suggested to create more opportunities to listen to the voices of practitioners, share more information and explanation, and improve transparency of the system. Respondents also encouraged to increase marketing efforts to change mindset of the community and improve public understanding of the importance of ECE.

*The raw data are provided in Appendix 2B.

Final Suggestions

Nine participants provided final suggestions to improve the compensation and other systems for the childcare workforce. The suggestions include:

- Increased partnership between ECE organizations and the state,
- Increased financial support from the government, and
- More communication and information-sharing between multiple stakeholders

*The raw data are provided in Appendix 2B.

4. Johns Hopkins System-Level Shared Services Community of Practice

Study Method

Based on feedback and responses we received from the Alaskan early childhood educators and leadership, we gathered information from various state leaders in the Johns Hopkins System-Level Shared Services Community of Practice in September 2019. We distributed a survey to 35 members and received 11 responses.

A total of 11 respondents were from a range of states across the country. Three respondents were from California, two were from Colorado, two were from Pennsylvania, one was from Florida, one was from Idaho, one was from Massachusetts, and one was from Wisconsin.

State QRIS Funding for Professional Development

We asked the state leaders about the types of professional activities for educators and caregivers that their state QRIS funds directly. A majority of the leaders indicated that educators receive direct funding from their state QRIS for professional development in the following areas: college course tuition ($n = 7$), workshop or training fees ($n = 7$), and conference registration fees ($n = 6$). Two participants reported that the state QRIS offers funding for the costs of travel to conferences. Two participants mentioned that their state QRIS provides funding for speakers and professional development specialists or professional development activities in general. One participant said educators receive direct funding for CDA courses and application fees, and one participant said educators receive funding for CEU online training.

State QRIS Incentives

We asked the state leaders about the types of incentives for educators and caregivers that are provided directly by their state QRIS. Three participants reported that their state QRIS provides direct incentives in the form of annual bonuses; three participants reported that their state QRIS provides one-time bonuses; one participant reported that their state QRIS provides for salary increases. Two respondents mentioned that incentives were based on the needs of the community or the funding available to their community. Two respondents reported a tiered reimbursement or incentive system based on their program's QRIS level. Two participants said that their state QRIS offers

incentives for teacher training or teacher demonstration of mastery in a professional development area. One respondent in Colorado reported that the state had just begun offering a tax credit to early childhood professionals.

Source(s) of Funding for State QRIS Professional Development and Incentives

We asked about the sources of funding for the QRIS professional development and incentives mentioned in the previous questions. Almost all respondents ($n = 9$) indicated that Child Care Development Block Grant was a source of funding for incentives and professional development. Two respondents reported that state referendum (e.g., special tax or bond) was a source of funding for incentives. Half of participants ($n = 5$) indicated that their state's funding provided the incentives, and one respondent in Denver said that Denver city sales tax provided funding for the Denver Preschool Program.

State Workforce Registry Funding for Professional Development

Next, we asked state leaders about the types of professional development activities for educators and caregivers that are directly funded by the state Workforce Registry. Three respondents reported that their state Workforce Registry provided direct funding for workshop or training fees for educators and caregivers, one respondent reported that their state Workforce Registry helped fund college course tuition for educators and caregivers, and one said that the Workforce Registry offered funding for conference registration fees. Three participants reported that they either did not have a Workforce Registry in their state ($n = 1$; Florida) or that they did not receive direct funding through the Workforce Registry ($n = 2$; Massachusetts, Pennsylvania). Six state leaders did not respond to this question.

State Workforce Registry Incentives

We also asked about the types of incentives provided by the state Workforce Registry for educators and caregivers. One participant reported the state's Workforce Registry provided direct incentives in the form of annual bonuses to educators and caregivers. One participant from Florida said the state's Workforce Registry did not provide incentives for educators and caregivers. Eight leaders did not respond to this question.

Source(s) of Funding for State Workforce Registry Professional Development and Incentives

We asked state leaders about the sources of funding for the Workforce Registry professional development and incentives mentioned in the previous questions. Three respondents said that Child Care Development Block Grant was a source of funding for the Workforce Registry professional development incentives. One respondent in Florida was not aware of an active state Workforce Registry. Seven leaders did not respond to this question.

Recommendations:
Wage and Compensation Model for Alaska
C³ Alaska – Alaska’s Commitment to
Compensation and Competency

Chapter 3. Recommendations – Wage and Compensation Model for Alaska

Background: Research-Based and Feedback-Informed Recommendations

The IDEALS Institute at Johns Hopkins University conducted an Alaska Early Childhood and School-Age Educators Wage and Compensation Survey in May 2019. A total of 288 early childhood and school-age educators in Alaska participated in the survey. Follow-up in-depth interviews were held with 12 participants to gain a deeper understanding of educators' perceptions of wages and compensation in the early care and education workforce. In addition, we completed focus group and interviews with early care and education (ECE) leadership in Alaska. The investigation concluded with recommendations based on wage and compensation research and feedback from a representative cross-section of various stakeholders in the Alaska ECE workforce. Chapter 2 includes specific details about the research methodology, and Appendix 3A summarizes the methods.

After we developed the set of recommendations, we conducted another round of in-depth interviews with eight ECE educators to validate our recommendations (Phase 3 validation study). This chapter includes results of the validation study, our final recommendations, relevant research findings, and recommended implementation strategies.

The recommendations in this report are designed to help the Alaska ECE field meet the following **goals**:

- Impact and improve ECE educators' wage and compensation by
 - Closing the compensation gap between the workforces in ECE and K–3 education
 - Accomplishing wage and compensation equity within the ECE field
- Strengthen competency of early childhood and school-age educators

We expect that achieving these goals will fundamentally help motivate ECE educators to improve the quality of their practice and remain in the field with the **support and commitment** of Alaska's broader community of policy makers, business leaders, and for-profit and non-profit organizations and agencies.

C³ Alaska: Alaska's Commitment to Compensation and Competency

Our recommendations in the "C³ Alaska" wage and compensation model lie at the intersection of the state's support, SEED (Alaska's workforce registry and support system), and Learn & Grow (Alaska's Quality Recognition & Improvement System). Through the C³ Alaska model, we expect to build an ecosystem that supports Alaskan ECE educators' compensation, competency, and commitment to the field.

Figure 3A illustrates the C³ Alaska Ecosystem Model. In this chapter, for each implementation strategy, we specify potential implementation entities (state, SEED, or Learn & Grow) and feasible action levels (immediate, mid-range, or long-term actions). The action levels are determined by consideration of potential costs, required coordination and partnerships, priorities, and how soon the impact can be observed.

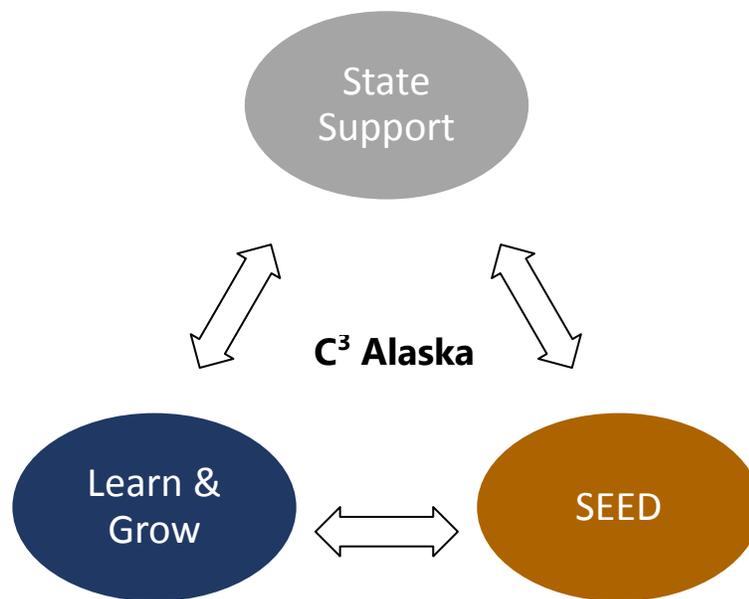


Figure 3A. C³ Alaska Ecosystem: Alaska's Commitment to Compensation and Competency

Recommendations 1. Commitment to Compensation

GOAL: Impact and improve Alaska’s ECE educators’ wage and compensation by

- Closing the compensation gap between ECE and K-3 education
- Accomplishing wage and compensation equity within the ECE field

1A. ECE and K–3 Minimum Wage Parity

We recommend that Alaska sets a goal of accomplishing K–3 parity in minimum wage by 2025.

As described in Chapter 1, the disparity between ECE and K-3 educators has been widely acknowledged and efforts have been made to close the gap in many states in the U.S. (McLean, Dichter, & Whitebook, 2017; Whitebook & McLean, 2017). Research evidence suggests that setting up a starting salary that is comparable to public pre-kindergarten teachers’ compensation helps retain educators in the ECE field. Beyond the public pre-kindergarten level, closing the compensation gap between the ECE field and K-3 will help ECE educators perceive fairness in wage and compensation, and thus increase their commitment to the field. Setting up a minimum wage for the entire ECE field will also help Alaska accomplish wage and compensation equity within the ECE field.

Relevant Research Findings

ECE educators reported higher levels of intrinsic motivation than elementary school teachers in the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey data. ECE educators, however, are discouraged because they are paid considerably less than K–3 teachers, even when they have the same levels of education and training.

Recommended Implementation Strategies		
Implementation		
✓ State	SEED	Learn & Grow
Action Level		
✓ Long-Term	Mid-Range	Immediate
<p>Closing the minimum wage gap is a fiscal challenge. To establish parity in wage and compensation between ECE educators and those in K–3 education, a two-step approach is recommended.</p> <p>Step 1: Establish Livable ECE Minimum Wage</p> <p>Alaska is one of the states with a minimum wage higher than the federal minimum wage (\$9.89/hour compared to \$7.25/hour as of 2019). However, the cost of living (living wage) in Alaska’s communities is much higher. The living wage calculator developed by the Massachusetts Institute of Technology suggests that a living wage for a household with one adult in Alaska is \$12.89/hour. That cost increases to \$27.49/hour for a household with one adult and one child. This living wage is calculated based on the “expenditure data related to a family’s likely minimum food, child care, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs” (http://livingwage.mit.edu/states/02). Living wages in Alaska vary by region (from \$10.67/hour in the Hoonah-Angoon Census Area to \$14.25 in the Northwest Arctic Borough). Figure 3B illustrates minimum hourly wage at different levels.</p> <p>We recommend that Alaska establish a minimum wage for the ECE field that meets the average living wage for at least a one-adult household in Alaska. Funding should be allocated to support the \$3/hour wage gap between the state minimum wage and the ECE field minimum wage. This recommendation prevents the tendency to cover costs by increasing tuition, which further burdens families and potentially interferes with children’s access to high-quality child care. This bold move should establish a minimum wage for early childhood and school-age educators at the average living wage for a one-adult household (\$12.89/hour) or higher.</p> <p>The Child Care Aware of America (2019) estimates that there are 1,880 child care workers in centers and 364 family child care homes (a total of approximately 2,244 ECE educators) in Alaska. Assuming that ECE educators work 40 hours/week, it costs \$6,240 a year for each individual educator to support the \$3/hour gap between the state</p>		

minimum wage and the ECE field minimum wage. Our survey findings show that although the median wage for all participants was \$18/hour (\$14/hour for lead teachers), approximately 18% of educators earn less than \$12.89/hour.



Figure 3B. Living Hourly Wage as Minimum Hourly Wage

Step 2: K-3 Parity

To achieve the goal of closing the compensation gap between ECE and K-3 educators, we suggest that Alaska set a goal of accomplishing K-3 parity in minimum wage by 2025. It is recommended to begin with setting up a starting salary that is comparable to public pre-kindergarten teachers' compensation. The data from Center for the Study of Child Care Employment (2018) shows that the average median hourly wage for Alaskan kindergarten or elementary school teachers is \$41.68. The minimum wage for Anchorage teachers who has a bachelor's degree with no experience is about \$30-\$33 as of 2019 (Figure 3B).

1B. Fair and Transparent Pay Scale

We recommend that Alaska encourages ECE programs to (a) establish their own pay scale that reflects experience years and education, (b) provide transparent information for educators, and (c) provide valid data for leadership.

In K-12 education, it is a common practice for states or school districts to provide salary schedules that recognize staff's tenure (years of experience), previous experience, and educational attainment. Although the ECE field often recognizes educators' education and training, years of experience is rarely reflected in their wage.

Research evidence suggests that ECE educators who have more years of experience demonstrate higher levels of classroom quality. For example, in a study of 692 ECE classrooms across 11 states, LoCasale-Crouch and colleagues (2007) found that the highest quality classrooms had educators with more years of ECE teaching experience than classrooms with lower levels of quality. Pianta et al. (2005) also observed that greater teaching experience was significantly associated with higher global quality in ECE classrooms. Preschool teachers with more years of teaching experience are also more responsive to children and are more likely to engage in constructive play interactions with their children by accurately assessing their needs and providing appropriate levels of support and interaction (Trawick-Smith & Dziurgot, 2010).

In addition to setting a minimum wage for the ECE field in Alaska, establishing a fair and transparent salary schedule that reflects experience years and education will help Alaska attract and retain high quality ECE educators. Transparency will provide valid data points for leadership (employers, Learn & Grow, SEED, etc.) to investigate wage and compensation needs, as well.

Relevant Research Findings

Many participants in this study expressed the need to include work experience as part of wage and benefit compensation. In the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey, we asked participants how much they believe that pay should be structured by (a) education and training and (b) years of experience in ECE. ECE educators valued experience years more than education and training: 71.3% of participants strongly agree or agree that "education and training"

should be considered and 81.2% of participants strongly agree or agree that “experience years” should be considered. Although participants in the leadership survey valued education and training slightly more than experience years, 82.4% of participants still strongly agreed or agreed that “experience years” should be considered in pay structure (88.2% strongly agree or agree with “education and training”).

When we asked an open-ended question for ECE educators, “If you could change one thing in the current compensation system in ECE, what would you change?” about 10% of the responses indicated that they would like experience taken into account in determining wages.

Recommended Implementation Strategies		
Implementation		
State	SEED	✓ Learn & Grow
Action Level		
Long-Term	✓ Mid-Range	✓ Immediate
<p>To accomplish the goal of retaining and recruiting highly competent educators, we encourage Learn & Grow to include “documentation of a pay scale by experience years and educational attainment” as a required quality activity for programs participating in Learn & Grow. To help programs achieve this goal of creating a distinctive pay schedule, a bonus for Learn & Grow participants might be allocated. As described in Chapter 1, several states currently implement QRISs that include documentation of a pay scale.</p>		

1C. Tenure and Competency Recognition

We recommend that Alaska awards ECE educators’ tenure in the field and competency.

As stated, research shows that ECE educators’ years of experience is significantly associated with classroom quality and their interactions with children. Extending the recommendation that programs adopt pay scales that reflect experience, we recommend that the state award early childhood and school-age educators’ tenure in the field. Long-term, we recommend that Alaska explore innovative ways to validate and

compensate educators’ demonstrated and applied competency (beyond educational attainment) and incorporate the levels of validated competency in this bonus system.

A statewide bonus system based on years in the field may encourage early childhood and school-age educators to remain in the field and address the issue of employee turnover. In addition, we expect that a bonus system implemented at the state-level would help reduce the burden on ECE programs to compensate their staff based on years of experience.

Another advantage of the state-level bonus system is that it can compensate all early childhood educators in the field, including family childcare providers who often lack their own pay scale or a standardized compensation system. This approach helps the state accomplish wage and compensation equity within the broader ECE field.

Relevant Research Findings

As described in recommendation 1B, many participants expressed that it is critical to recognize ECE educators’ experience in the field. In addition, some participants stated that they would like to see a “merit-based” compensation system.

In the Phase 3 validation study, we asked the interview participants about a bonus system by experience years. All eight interviewees were participating in the SEED Registry. Seven out of eight participants agreed that providing a bonus system for ECE educators based on experience years as part of the SEED Registry would improve participation in the SEED Registry and increase retention in the field of early childhood education. The participants made the following statements:

- “SEED had a bonus system for a while. I had several of my teachers get on it. The bonus system gave an extra \$1/hour after a year. That was big. Teachers really liked that.”
- “Yes, the years of experience is more helpful than the classes you can take.”

Recommended Implementation Strategies		
Implementation		
State	✓ SEED	Learn & Grow
Action Level		
Long-Term	✓ Mid-Range	Immediate

We recommend SEED take the lead on implementing a bonus system that recognizes ECE educators' experience via the SEED Registry. A bonus system might include awards on an incremental basis. We suggest setting milestones to be recognized. For example, as educators achieve major milestones in their careers (e.g., 3 years, 5 years, 10 years, 15 years, 20 years, and 25+ years), they receive a bonus. Previous research shows that the turnover rate for more novice ECE educators within five years is much higher than for more seasoned educators. Major milestones might be acknowledged with bonuses more often for early career educators to motivate those new, competent, and motivated educators to stay in the field.

Table 3A below provides a projection of the number of educators in the current SEED Registry (as of 2019) who would achieve major milestones in their careers in the next five years. We used the SEED Practitioner Education data to project these numbers. We assumed that there will be about 150 new educators coming into the field each year based on the SEED data and that educators retire at age 65. The current SEED data implies that there are 310 new educators with approximately a 50% retention rate in the following year. We assumed a 60% retention rate for other current SEED registered members based on the SEED ROOTS award estimation (44% turnover) and a 10% increase in educators' participation in SEED, motivated by this bonus system.

We recommend that a bonus be provided for educators by years of experience up to five years to support them staying within the field; and after five years, competency evaluation (merit-based bonus) could be incorporated into the bonus system. To accomplish this long-term goal, **thread** might explore ways to validate educators' demonstrated and applied competency in their care and education.

Table 3A. *Projected Number of Educators Achieving Major Milestones*

	2020	2021	2022	2023	2024
3 Years of Experience	90	92	109	105	105
5 Years of Experience	48	74	90	92	109
10 Years of Experience	22	24	30	39	46
15 Years of Experience	15	17	17	15	41
20 Years of Experience	6	14	8	15	18
25+ Years of Experience	54	62	68	76	97
Total Awardees	235	281	321	342	417

On average, we estimate that there will be about 300 educators every year who would be eligible for a milestone bonus. Assuming that a bonus is provided at 10% of salary

level (e.g., \$15/hour), it would cost \$1.5/hour for each educator, a total of \$3,120 a year. We suggest **thread** recruit supporters/donors who are willing to provide financial support for educators who educate and care for young children.

1D. Full-Time Status

We recommend that Alaska convenes a multi-sector taskforce to examine impact, barriers, and benefits of promoting more staff to full-time status.

Working towards parity between the ECE workforce and K–3 educators, Whitebook and McLean (2017) encourage the ECE field to adjust ECE educators' salaries based on work hours because ECE educators often have more flexible schedules. Similar to this suggestion, we found that ECE educators in Alaska seek full-time employment status. This recommendation is driven by that research finding in Alaska.

Relevant Research Findings

Results from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey indicated that early childhood and school-age educators in Alaska consider full-time status and salary *equally* important.

We acknowledge that there are many ways to interpret what full-time status means to ECE educators, and there are a number of factors that contribute to the feasibility of employing full-time staff consistently at the program level. Therefore, we explored ECE educators' perceptions of full-time status in the Phase 3 validation study.

Definitions of Full-Time Status

Of the eight people interviewed in the validation study, six worked full-time. All but one educator reported that full-time status was considered working at least 40 hours per week (the remaining participant said that the minimum hour requirement at their center was 35 hours per week). During the Phase 2 leadership interview, we discovered that a Head Start program defines full-time status as working at least 30 hours per week.

Perceptions of Full-Time Status

Regarding the reasons why full-time status might be important to early childhood educators, five participants said that earning a living wage was an important motivator. Many educators reported that it was not possible to make a living wage working part-time. Three participants listed benefits (e.g., health insurance) as a reason for pursuing full-time status. One educator said that having full-time staff might be beneficial for providing consistency of teaching staff for children. Another educator stated that working full-time helped the staff at her center afford to pay for classes towards a teaching degree and meet the face-to-face requirements of their degree programs.

We note that two educators reported that they are working part-time, and both stated that they had chosen to work part-time and were not interested in full-time status. It is possible that some educators— especially in rural communities—seek part-time status to allow time to participate in other activities (e.g., fishing, hunting, other forms of subsistence).

Recommended Implementation Strategies		
Implementation		
State	✓ SEED	✓ Learn & Grow
Action Level		
Long-Term	Mid-Range	✓ Immediate
<p>Given the mixed reactions from the Phase 3 validation study, participants and limited data to fully understand impacts, barriers, and benefits of promoting full-time status, we suggest that more discussion and exploration are needed. We recommend that thread take the lead on convening a multi-sector taskforce to facilitate a conversation and further research on impacts, barriers, and benefits of promoting full-time status. We suggest calling a multi-sector taskforce comprised of representatives and leadership from private/for-profit and non-profit childcare programs in various regions (urban, suburban, rural, and remote), government policy entities, SEED, and Learn & Grow.</p>		

1E. Benefits

We recommend that Alaska supports ECE programs to develop, deliver, and document benefit packages for educators.

Long-term, we recommend exploring partnerships to provide universal health insurance options and retirement plans.

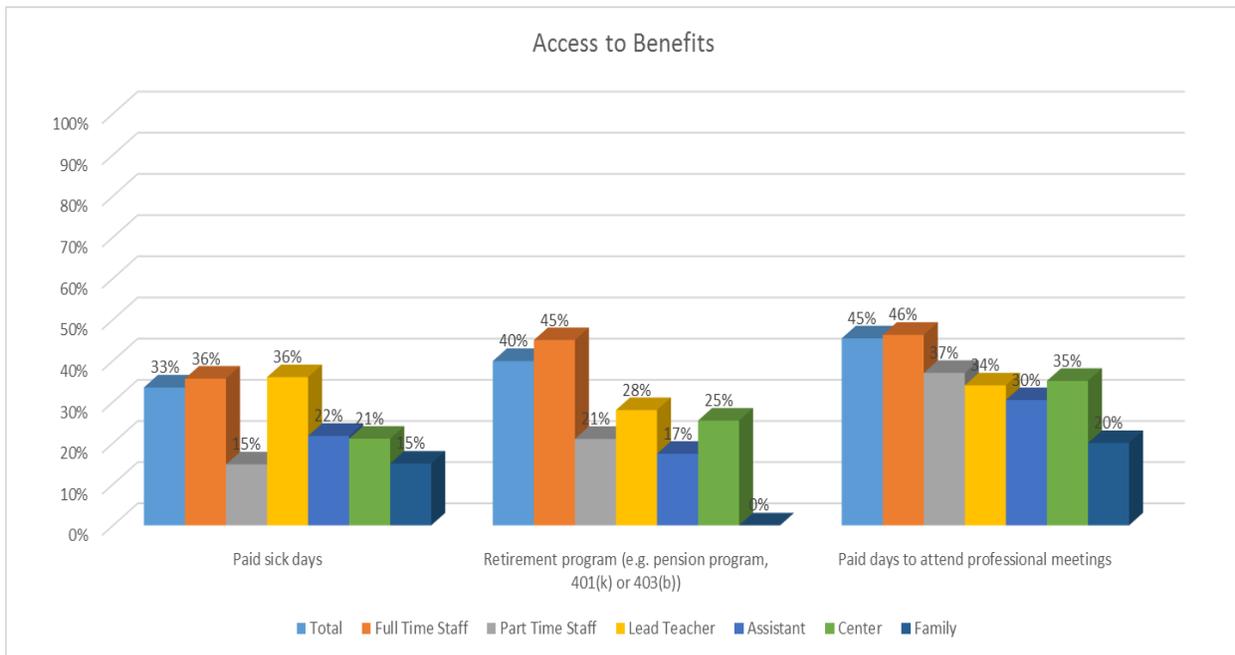
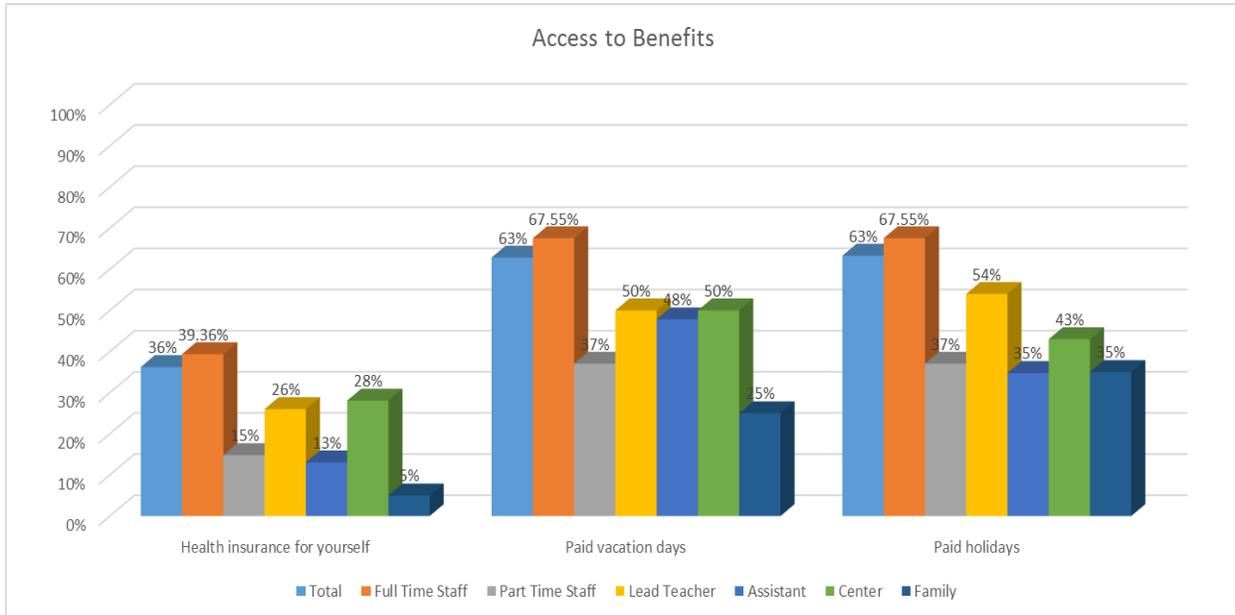
In an effort to achieve K–3 parity, benefits must be considered part of a wage and compensation model. Common benefits in K–3 settings are paid sick days, paid professional development activities (including costs related to traveling), paid planning time, health insurance, and retirement plans. We recommend that the state support ECE programs to accomplish K–3 parity by helping them develop, deliver, and document benefit packages for their staff.

Relevant Research Findings

The Alaska Early Childhood and School-Age Educators Wage and Compensation Survey showed that less than 40% of ECE educators who participated in the survey receive health insurance, paid sick days, or retirement plans. About 60% of participants reported that they receive paid vacation days or holidays. In addition, about half of participants receive professional development related benefits (e.g., paid days to attend professional meetings, fees/dues for professional development training, or support for college coursework). We also found disparities in benefits by employment status (most of part-time staff were ineligible), positions (lead versus assistant educators), and program type (center versus family child care). Figure 3C shows the percentages of educators who have access to benefits by various groups.

Not surprisingly, the survey participants cited compensation and benefits as the top two stressors in their job. About 25% of those who indicated an intention to leave the field (if they had an opportunity to leave) said that low pay and lack of benefits were the reasons they would want to move to a different setting.

Figure 3C. Access to Benefits by Groups



Recommended Implementation Strategies		
Implementation		
✓ State	✓ SEED	✓ Learn & Grow
Action Level		
✓ Long-Term	Mid-Range	✓ Immediate
<p>We recommend two implementation strategies to improve benefits in the ECE field.</p> <p>Immediate Approach: Benefits in Learn & Grow</p> <p>Most immediately, we suggest that Learn & Grow include benefits as one of the quality activity areas. As described in Chapter 1 (like Ohio or Massachusetts), Learn & Grow might first require that all programs provide documentation of benefits for staff, including assistant teachers and part-time staff. As programs advance levels towards Thriving in Higher Quality, Learn & Grow might require that programs provide a full benefits package for staff.</p> <p>Long-term Approach: Universal Health Insurance Options and Retirement Plans</p> <p>As a long-term goal, we recommend that SEED (or the state) explore options for universal health insurance programs, as well as retirement plans, for the ECE workforce. For example, SEED might partner with local health insurance companies to ensure that ECE educators have more affordable access to health insurance programs. This benefit would improve ECE educators’ participation in the SEED Registry and would motivate ECE educators to stay within the field.</p> <p>Another advantage of the universal health insurance options and retirement plans is that they can benefit all ECE educators, including family child care providers who often lack access to affordable benefits. This will helps the state accomplish wage and compensation equity within the ECE field.</p>		

1F. Support of Living Expenses

We recommend that Alaska seeks ways to address ECE educators' living expenses needs through innovative partnerships with public and private sectors.

Previous research consistently indicates that ECE educators often earn a poverty-level wage and struggle to meet basic needs. Therefore, we recommend that ECE leaders consider ways of partnering with organizations and agencies in the public and private sectors to address these needs.

Relevant Research Findings

More than half of the educators who completed the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey reported that their wages are insufficient to meet basic living expenses. In addition, more than half of the educators reported stress about having enough money to pay monthly expenses and bills. In open-ended questions or during in-depth interviews, a significant portion of participants expressed concerns about paying their bills and covering other expenses such as gas and food, student loans, and/or mortgage.

Recommended Implementation Strategies		
Implementation		
✓ State	✓ SEED	Learn & Grow
Action Level		
Long-Term	✓ Mid-Range	Immediate
<p>We recommend that SEED take the lead on finding innovative ways to partner with organizations and agencies in the public and private sectors. The partnership may include contracts with utility companies, local groceries, shops, and transportation services to offer discounts and benefits to ECE educators in Alaska. While partnering with local companies who are dedicated to the Alaskan community (e.g., Fred Meyer, Carrs), thread might issue a SEED Registry verification ID card so participating ECE</p>		

educators could easily access those benefits. This would reduce barriers that prohibit low-wage workers from accessing support programs and services. Some companies, such as Fred Meyer or Amazon, offer partnered agencies a “rebate”—the companies return part of the customers’ expenditures back to the partnered agency.

In addition, **thread** may partner with Credit Unions to offer mortgage discounts or student loan discount programs for ECE educators who are registered in the SEED Registry. In addition, partnerships with private investors may be established to reduce or waive ECE educators’ student loans (for obtaining an ECE-related degree) when educators stay in the field for more than five years.

As described in Chapter 1, to accomplish innovate goals, the Pay-for-Success model is one strategy that can connect private investors and the government through a Social Impact Bond. We suggest that **thread** further explore a way to adopt the Pay-for-Success model in Alaska.

We particularly recommend that **thread** utilize these strategies as a way to demonstrate their efforts to advocate for the ECE workforce, as well as a way to increase public awareness of the importance of ECE.

1G. Broader ECE Community

We recommend that Alaska addresses wage and compensation issues of broader ECE community, including assistant teachers.

To accomplish wage and compensation equity within the ECE field, more targeted research and wage and compensation strategies are needed for the broader ECE workforce. We particularly target assistant teachers given the research findings and feedback from ECE educators and leadership in Alaska.

Relevant Research Findings

Our findings revealed that compared to lead teachers, family child care owners, and directors/administrators, Alaska’s assistant teachers are compensated at much lower

levels both in wages and benefits. Assistant teachers also had lower levels of commitment and job satisfaction and were more likely to seek alternative employment, leading to higher turnover rates. This is despite high levels of intrinsic motivation to enter the field.

Recommended Implementation Strategies		
Implementation		
State	✓ SEED	Learn & Grow
Action Level		
Long-Term	✓ Mid-Range	Immediate
<p>We recommend that the state recognize assistant teachers as important contributors by including them in the wage and compensation model for teachers. For example, we suggest that SEED include assistant teachers if a bonus system is implemented (recommendation 1C). We also recommend that thread provide more targeted education and training opportunities for assistant teachers and encourage ECE programs to provide promotion opportunities tailored to the needs of assistant teachers.</p> <p><i>Phase 3 Validation Interview Findings:</i> Among eight validation interview participants, six participants agreed with the recommendation of providing professional development and career advancement opportunities targeted towards assistant teachers in order to increase retention of assistant teachers in their program and the ECE field. One person observed that supporting assistant teachers seeking continuing education had increased retention at her program. Another interviewee shared that she encouraged her assistant teachers to pursue their CDA, which is associated with higher wages.</p> <p>Two participants shared that the most important factor for retaining assistant teachers was to increase wages. Other suggestions for improving retention included having a government subsidy to improve funding, creating a pay scale based on participation in the SEED Registry, and providing mental health support to ECE educators. One person noted that the ability to provide benefits would increase retention of assistant teachers at her program, but this was not financially feasible without additional funding.</p> <p><i>*Note.</i> Given feedback from leadership interviews, we considered an option of creating a tailored certificate (or credentials) for assistant teachers to recognize their important</p>		

work. Only two participants thought that having an official certificate from SEED would improve retention of assistant teachers. Four participants did not think this would be an effective strategy, and two participants were unsure. Thus, we do not include this as part of our recommendations.

Recommendations 2. Commitment to Competency

GOAL: Strengthen competency of early childhood and school-age educators

We recognize the vital importance of a competent workforce to deliver high-quality care and education and to meet the needs of children and families. Although finding ways to strengthen competency was not the primary goal of this research, the results from the wage and compensation surveys and interviews, unsurprisingly, revealed common themes around competency, connections between competency and compensation, and the critical needs of refining professional development as well as workforce registry systems in Alaska. In this section, we do not specify the action-level and implementation entities, as these are areas to be further explored, examined, and considered to meet ECE educators' needs. Overall, we recommend **thread** take the lead on further examination.

2A. Professional Development

We recommend further examination of specific professional development needs related to content and delivery mechanisms for Alaskan ECE educators.

Relevant Research Findings and Implications

The Alaska Early Childhood and School-Age Educators Wage and Compensation Survey and the ECE Leadership Survey revealed interesting discrepancies in priorities of benefits related to professional development. We first asked the ECE educators to rank the importance of 12 job-related factors, including wage, benefits, and professional development factors (see Chapter 2 for more details). Among professional development-related factors, "on-site training support" and "opportunities to advance" appeared to be more important for educators than paid professional development

activities and support for college coursework, which are more commonly offered in the current practices. In fact, the leadership survey indicated that on-site training support or opportunities to advance are prioritized less in their organization than paid professional development activities. The educators further elaborated that they often lack sufficient resources and time to attend professional development activities due to their work schedule and limited training opportunities.

In support of building and strengthening the knowledge and skills of Alaska's ECE community, further research is needed to examine specific professional development needs related to content and delivery mechanisms (e.g., online courses, peer-to-peer coaching networks, video coaching models) and to maximize future expenditures in this area.

Validation Interview Findings and Implications

In our Phase 3 validation study, we explored the feasibility of online training, coaching, and networking by regions. Three of the eight participants were from rural areas, three were from urban areas, and one was from a suburban area. One educator reported serving an area that included urban, suburban, and rural areas. As a note, this participant distinguished among urban, rural (accessible by road), and remote (only accessible by plane/boat) areas.

We first asked about the accessibility to internet and their current professional development practices. All participants in urban and suburban areas reported that they had reliable internet access. Of the four participants in rural areas, two reported that their internet access was reliable, and two reported that it was unreliable. Overall, online classes and trainings were utilized by most educators regardless of the region type. Three urban participants and one rural participant reported using classes and trainings offered through **thread**. Other professional development services that were used included in-person coaching ($n = 3$), university courses ($n = 2$), and attending conferences ($n = 2$). Participants from rural areas noted that they lack access to professional development resources.

We then asked what they think about *remote professional development support*, such as distance in-class coaching and remote evaluation of self-recorded video files. Five out

of eight educators agreed that this would be beneficial and feasible. Two participants in remote/rural areas said that this would not be feasible due to connectivity issues. A further exploration is needed to examine whether it would be feasible for educators to record their practices offline at any time and access internet periodically in the offices of local partnered agencies. One participant said it would be difficult for staff to find time to use remote professional development support. One participant noted that it would be important to provide support and coaching that are targeted towards educators who have been in the field for many years. This person reported that most professional development support and coaching seemed to focus on educators who were newer to the field.

We also asked what they think about *online professional development courses*. All eight interviewees said that they would participate in online professional development courses and encourage their staff to participate. All interviewees said that this type of professional development support would be feasible, although one participant noted that this might be a challenge for home-based settings in rural areas, which often lack reliable internet access. Again, further research is needed to identify the most effective and efficient way to reach rural ECE educators.

In summary, potential strategies to explore are:

- *Competency-based interactive and immersive online learning experiences* leading to earned credit as well as validated, demonstrated, and applied competency
- *Remote professional development support*, such as distance in-class coaching and remote evaluation of self-recorded video files
- Partnership with local entities to ensure stable internet access for rural or remote ECE educators

2B. Workforce Registry

We recommend improvement of the SEED Registry to provide seamless support for ECE educators and to increase their participation.

The National Landscape Review (Chapter 1) suggests that a well-designed statewide workforce registry that maximizes ECE educators' participation is a key component of ECE workforce development. The SEED Registry has great potential to increase ECE educators' motivation and commitment toward their job.

Relevant Research Findings and Implications

First, the most common theme observed from both educator surveys/interviews and leadership surveys/interviews was the difficulty of the SEED Registry application process. Many participants said that simplifying the application process would increase participation. Some participants mentioned that they needed to wait a long time for the application process to be completed. During the Phase 3 validation interviews, one participant suggested that this system could be improved by linking the SEED Registry directly to professional development opportunities. For example, if an educator attended a conference, the conference organizer or another related resource would automatically update the educator's account in the Registry with their attendance. This would be an efficient way to track participants' professional development activities and a more effective way to validate educators' participation in professional development.

The Basic Psychological Needs

The Basic Psychological Needs Theory posits that individuals are internally motivated and satisfied with their lives when their needs for competence, autonomy, and relatedness are fulfilled (Deci & Ryan, 2000). Based on our investigation of research data and the current SEED Registry system, we suggest that the registry be updated and improved to meet those basic psychological needs. First, the professional development efforts that **thread** is currently making have the potential to fulfill educators' needs for *competence* and *relatedness*. To maximize this potential, we recommend that the workforce registry be a more *interactive* system where ECE educators share their

professional development plans with their supervisors (e.g., directors, coaches) and then track their progress. Having solid and consistent professional development plans and evaluations fulfill educators' needs for competence, and sharing the plans and receiving supervision fulfill their needs for relatedness. An interactive system also supports leadership practices and connects directors with their employees. This ultimately empowers ECE educators and helps them advance in the field.

Second, the current SEED Registry is voluntary and SEED provides various professional benefits and options for participants to choose, which fulfills a need for *autonomy*. More online training options could be explored and added (as suggested in 2A) to meet different groups' needs (e.g., seasoned staff, new staff, family child care providers, assistant teachers, rural educators). This way, SEED participants would be able to customize their professional development plan better.

In summary, potential strategies to explore are:

- Creating a more interactive workforce registry system
- Offering more diverse learning experiences for ECE educators

2C. Support for Broader ECE Community

We recommend exploration and consideration of the unique needs of the broader ECE community, including family child care providers.

Family child care providers often work in an isolated environment without sufficient resources and support. In previous studies, family child care providers consistently reported that they had less access to professional development compared to center-based educators due to a lack of time and substitutes.

Relevant Research Findings and Implications

The Child Care Aware of America (2019) indicates that there are 364 family child care homes (versus 249 center-based child care programs) available to serve 12% of the total child care slots for children in Alaska. Despite the fact that about one in eight children utilize family child care homes in Alaska, there is insufficient evidence from our research

to determine the unique needs of family child care providers to improve their competency due to a low participation rate in our research. Thus, we recommend further exploration. This examination might include identifying specific professional development needs and offering more personalized learning opportunities (e.g., via online resources), connecting family child care providers with a larger professional community to share and exchange resources, or building a peer network among family child care providers through SEED to collectively address their needs.

2D. Mental Health and Leadership Support

We recommend offering mental health and leadership support to improve the quality of the workforce.

Relevant Research Findings and Implications

Although salary was found to be a leading factor of Alaskan ECE educators' intention to leave the field, about 25% of respondents in the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey indicated high levels of burnout, stress, and low job satisfaction in their current job. High stress was the second-most-mentioned reason (following low pay and benefits) why participants wanted to leave their job. In addition, the participants chose lack of "supportive leadership" as one of the top stressors in their job. These findings are consistent with recent research studies showing that salary is not the sole factor that contributes to ECE educator turnover and retention – relationships with directors or co-workers, connections with children's families, and stress/burnout are often key drivers of ECE educators' intention to leave the field, the quality of care and education, and child outcomes.

In the Phase 3 validation study, one participant noted that "mental health support is often overlooked when considering improvement of support to early childhood educators." We suggest that **thread** offer a variety of trainings on stress reduction strategies, effective and supportive leadership, how to support mental health, and related topics. We also encourage leaders in the field to examine their own practices to deliver the supportive leadership needed to manage and implement high quality programs.

2E. Retention and Turnover

We recommend that **thread** implement entry and exit surveys to better understand ECE educators' job attitudes and turnover intention; and explore the possibility of providing a recruitment platform through the SEED Registry.

Relevant Research Findings and Implications

Attracting and retaining high-quality educators is critical to maintain overall competency in the ECE field. In the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey, we asked a series of questions about turnover to connect wage and compensation recommendations with staff retention. We asked participants what challenges they experience when a teacher leaves a job. Almost half of the participants mentioned that it was very challenging to find a qualified and committed person. Most of the participants also stated that they would want to receive support from **thread**, SEED, Learn & Grow, or the state to find qualified candidates (e.g., a database of qualified candidates, an online job posting system). Many participants mentioned that it was difficult to have a background check and an orientation training conducted on time. High turnover rates place additional demands on the individuals and systems responsible for these activities.

We recommend that **thread** explore various options to provide a recruitment platform for the ECE workforce. For example, this platform might provide an online space for program administrators to post job openings. In addition, ECE educators might share their educational attainment and other credentials, work experience if any, and professional development history with potential employers. This platform might be linked with **thread**-endorsed professional development courses for new employees (e.g., general health and safety orientation to different types of ECE programs, child development, and work ethic in the ECE field). This would help candidates become more competitive in the job market and reduce the burden on programs to provide general orientations to new hires. This platform could be also used as a pool of **thread**-run pre-screened substitutes that fulfill directors' immediate needs. During the interviews with ECE educators, we found that educators are not often able to use their paid sick days because it is difficult to find substitutes.

In the Phase 3 validation study, we asked participants' opinions about the use of the SEED Registry as a potential recruitment platform. Half of them ($n = 4$) thought that it would be beneficial. Two interviewees did not think this would be helpful, and two were unsure. One participant who did not think it would be helpful noted that needing to go through SEED would be an additional step that employers or employees would not want to take. We suggest that SEED prioritize updating the system (recommendation 2B) so that educators are more motivated to utilize the registry first before implementing a recruitment platform. Another participant said that word of mouth and personal communication were more effective ways of recruiting in her rural community. This indicates that a recruitment platform might be more useful for urban or suburban educators.

Summary of Recommended Implementation Strategies

1. Learn & Grow Workforce Standards

An increasing number of Quality Rating and Improvement Systems (QRIS) emphasize ECE workforce development as one of their priorities. When we analyzed goal statements from each state's QRIS in 2016, only 17% of QRIS operating states included a statement related to ECE workforce. However, in 2019, 50% of QRIS operating states included a goal of ECE workforce development in their mission and goals statements. Alaska's Quality Recognition and Improvement System, Learn & Grow, is one of the QRISs that recognize the importance of workforce development. To accomplish this goal, it is first needed to provide supportive work environment for educators.

In summary, we recommend consideration of the following additional Learn & Grow workforce quality activities to support educators:

- Establish viable minimum wage salaries
- Provide documentation of pay scale and benefits for staff, including assistant teachers and part-time staff
- Provide paid planning time and professional development
- Provide evidence that learning and career advancement opportunities are provided to all positions, including assistant teachers
- Provide a benefits package suggested by Learn & Grow (for higher levels)

It is critical to note that these workforce quality activities would require coordination between Learn & Grow, SEED, and ECE leadership, administrators, and educators. In addition, **adequate funding or bonus systems should be explored** to support programs to achieve and advance towards higher quality. We recommend future research to explore the feasibility and impact of these approaches.

As a more immediate step, we recommend Learn & Grow encourage ECE programs to develop workforce improvement plans to improve workforce quality by providing example activities above. This would help ECE leaders to reflect on importance of these activities for their staff who teach and care for children.

We also recommend creating alternative pathways for other program types, such as Head Start and tribal childcare programs. This will ensure that Learn & Grow workforce standards are extended to support *all* early childhood and school-age educators in Alaska. Ensuring that *all* early childhood and school-age educators are afforded the opportunity to participate in Learn & Grow allows all programs to receive benefits for meeting high quality standards. As a result, more children and families in Alaska are afforded the opportunity and access to learn, grow, and thrive with support from a well-compensated and highly competent workforce.

We also recommend that Learn & Grow issue a micro badge and marketing materials for programs who meet these expanded workforce standards as a way to incentivize participation. Proactive marketing strategies would help to increase public recognition of the importance of the workforce, as well.

2. SEED

In summary, we recommend consideration of the following strategies for SEED updates:

- Implement a bonus system that recognizes ECE educators' experience and competency
- Explore options for universal health insurance programs and retirement plans
- Explore innovative ways to partner with organizations and agencies in the public and private sectors (e.g., contracts with utility companies, local groceries, shops, and transportation services) to offer discounts and benefits to ECE educators in Alaska; partner with credit unions to offer mortgage discounts or student loan discount programs for ECE educators who are registered in the SEED Registry
- Further explore a way to adopt the Pay-for-Success model in Alaska

- Include assistant teachers in the wage and compensation model, provide more targeted education, training, and promotion opportunities for assistant teachers
- Update the application process, consider linking the SEED Registry to professional development opportunities
- Provide more competency-based interactive and immersive online learning experiences and various options to meet different groups' needs
- Improve the SEED Registry so that it is an interactive system where ECE educators share their professional development plans with their supervisors (e.g., directors, coaches, etc.) and track their progress
- Explore various options to provide a recruitment platform for the ECE workforce

Table 3B summarizes the recommended improvements in SEED.

Table 3B. SEED Implementation Summary

Goals	Recommended Areas			
	Wage and Compensation	Professional Development	Partnership Plans	System Updates
1C. Tenure and competency Recognition	Bonus system for milestone years			
1D. Full-Time Status			Examine impact, barriers, and benefits of promoting more full-time status through further research	
1E. Benefits			Explore options for universal health insurance and retirement plans	
1F. Support Living Expenses			Explore options to partner with the public and private sector, credit unions, and Pay-for-Success model	
1G. Broader ECE Community	Include assistant teachers in the wage and compensation model	Assistant teachers (needs assessment, more targeted education, training, and promotion opportunities)		
2A. Professional Development		Examine PD needs related to content and delivery mechanisms Offer mental health and leadership support PD (2D)	Explore partnerships with local entities to ensure stable internet access for remote and rural communities	
2B. Workforce Registry		Explore and add online training options to meet different groups' needs		Simplify application process Link SEED Registry to PD opportunities. Make SEED Registry an interactive system
2E. Retention and Turnover				Recruitment platform entry and exit survey

3. Overview of Recommendations

In summary, we provided recommendations in 12 compensation and competency areas. Table 3C describes a summary of recommendations in the C³ Alaska Wage and Compensation Model. Based on research findings and feedback we received from Alaskan ECE educators and leadership, we identify 1A (ECE and K-3 minimum wage parity), 1B (fair and transparent pay scale), 1C (tenure and competency recognition), 2A (professional development), and 2B (workforce registry) as high cost and high return strategies. We recommend partnerships between the state of Alaska, **thread**, and private investors through the Social Impact Bond model to accomplish these goals. The expected outcomes to be measured are:

- Higher retention of quality educators
- Higher percentage of new educators' entry to the field
- Families' better satisfaction with child care experiences
- Better learning environments for young children
- Better disciplinary approaches by educators
- Better child development outcomes

Table 3C. C³ Alaska Summary of Recommendations

Goals	Recommendations	Action Level			Implementation			High Cost High Return
		Long-term	Mid-range	Immediate	State	SEED	Learn & Grow	
1. Commitment to Compensation: Impact and Improve ECE Educators' Wage and Compensation								
1A. ECE and K–3 Minimum Wage Parity	Set a goal of accomplishing K–3 parity in minimum wage by 2025.	√			√			√
1B. Fair and Transparent Pay Scale	Support ECE programs to establish their own pay scale that reflects experience years and education.		√				√	√
	Encourage ECE programs to provide transparent pay scale information, which will provide valid data for leadership.			√			√	
1C. Tenure and Competency Recognition	Award ECE educators' tenure for demonstrated competency based on years of experience in the field.		√				√	√
1D. Full-Time Status	Convene a multi-sector taskforce to examine impact, barriers, and benefits of promoting more staff to full-time status.			√			√	√
1E. Benefits	Support ECE programs to develop, deliver, and document benefits packages for educators.			√				√
	Establish partnerships to provide universal health insurance options and retirement plans.	√			√		√	
1F. Support of Living Expenses	Seek ways to address ECE educators' living expenses needs through innovative partnerships with public and private sectors.		√		√		√	
1G. Broader ECE Community	Address wage and compensation issues of broader ECE community, including assistant teachers		√				√	
2. Commitment to Competency: Strengthen Competency of ECE educators (further research recommendations for thread)								
2A. Professional Development	Further examination of specific professional development needs related to content and delivery mechanisms for Alaskan ECE educators.							√
2B. Workforce Registry	Improvement of the SEED Registry to provide seamless support for ECE educators and to increase their participation.							√
2C. Support for Broader ECE	Exploration and consideration of the unique needs of the broader ECE community, including family child care.							
2D. Mental Health and Leadership Support	Offering mental health and leadership support to improve the quality of the workforce.							
2E. Retention and Turnover	Implementation of entry and exit surveys to understand ECE educators' job attitudes and turnover intention.							
	Exploration of the possibility of providing a recruitment platform through the SEED Registry.							

Appendices

Appendix 1A.

Annual Median Salary of Educators across States in 2015

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Original Source of Data:

U.S. Census Bureau, 2014 ACS 1 Year data; U.S. Bureau of Labor Statistics, 2015 Occupational Statistics; Head Start Program Information Report (2015).

State	Child Care Workers Annual Minimum Wage	Head Start Teachers	Preschool Teachers	Preschool Special Education Teachers	Kindergarten Teachers	Elementary School Teachers
National Median	\$20,320	\$28,995	\$28,570	\$53,990	\$51,640	\$54,890
Alabama	\$18,210	\$23,090	\$26,570	\$34,770	\$47,820	\$50,390
Alaska	\$24,550	\$29,881	\$36,410	\$70,580	\$66,820	\$71,490
Arizona	\$20,070	\$32,027	\$23,560	\$44,750	\$40,230	\$39,300
Arkansas	\$18,290	\$27,066	\$28,170	\$31,410	\$45,390	\$44,570
California	\$24,150	\$34,156	\$31,720	\$70,670	\$63,940	\$72,910
Colorado	\$23,870	\$31,255	\$27,260	\$52,390	\$46,190	\$48,13
Connecticut	\$22,410	\$34,176	\$31,620	\$70,190	\$71,050	\$75,930
Delaware	\$20,690	\$29,276	\$25,450	NA	\$58,540	\$58,860
District of Columbia	\$23,010	\$68,100	\$39,940	NA	\$52,010	\$67,090
Florida	\$19,820	\$28,073	\$24,240	\$46,860	\$45,660	\$46,060
Georgia	\$19,050	\$27,000	\$28,190	\$48,300	\$53,840	\$53,790
Hawaii	\$18,860	\$34,316	\$33,690	NA	\$44,350	\$56,020
Idaho	\$18,280	\$22,000	\$21,930	\$38,280	\$44,070	\$44,940
Illinois	\$21,830	\$32,691	\$28,670	\$78,530	\$48,710	\$55,320
Indiana	\$19,480	\$23,231	\$24,530	\$48,570	\$44,970	\$48,710
Iowa	\$18,480	\$29,861	\$24,040	\$58,120	\$50,030	\$51,150
Kansas	\$18,900	\$31,680	\$24,570	\$44,680	\$44,880	\$45,110
Kentucky	\$18,910	\$26,316	\$37,640	\$46,550	\$52,370	\$51,850
Louisiana	\$18,340	\$26,739	\$39,970	\$48,230	\$47,340	\$47,460
Maine	\$21,580	\$24,818	\$29,620	\$32,480	\$49,960	\$51,170
Maryland	\$22,120	\$34,074	\$27,980	\$64,850	\$55,900	\$61,620
Massachusetts	\$24,980	\$28,078	\$31,580	\$55,860	\$67,170	\$71,240
Michigan	\$19,620	\$27,613	\$27,740	\$51,320	\$52,460	\$63,530
Minnesota	\$22,470	\$28,192	\$32,130	\$56,750	\$53,110	\$57,560
Mississippi	\$18,140	\$21,842	\$24,970	\$35,600	\$39,800	\$40,810

Missouri	\$18,840	\$23,870	\$25,070	\$47,360	\$45,070	\$48,030
Montana	\$19,100	\$19,537	\$25,900	NA	\$44,230	\$48,550
Nebraska	\$19,620	\$35,545	\$31,840	\$51,650	\$47,910	\$50,600
Nevada	\$21,120	\$28,434	\$24,640	\$51,950	\$48,700	\$53,010
New Hampshire	\$21,780	\$21,720	\$27,510	\$48,930	\$51,280	\$55,690
New Jersey	\$22,070	\$35,468	\$35,160	\$62,700	\$61,350	\$63,960
New Mexico	\$18,920	\$28,588	\$26,670	\$61,420	\$52,870	\$56,750
New York	\$25,450	\$39,050	\$31,100	\$57,380	\$60,120	\$68,540
North Carolina	\$19,650	\$26,139	\$25,970	\$49,520	\$39,930	\$42,170
North Dakota	\$19,200	\$28,673	\$35,410	NA	\$44,360	\$46,180
Ohio	\$19,860	\$24,255	\$23,690	\$52,240	\$52,470	\$59,620
Oklahoma	\$18,520	\$28,371	\$32,030	\$33,200	\$38,750	\$39,270
Oregon	\$22,240	\$27,065	\$27,680	\$67,850	\$56,900	\$57,820
Pennsylvania	\$19,590	\$26,908	\$25,970	NA	\$51,050	\$59,780
Puerto Rico	\$17,650	\$22,650	\$22,010	NA	\$18,420	\$36,290
Rhode Island	\$19,720	\$27,739	\$32,900	\$72,030	\$69,870	\$71,220
South Carolina	\$18,370	\$23,080	\$24,620	\$47,650	\$51,150	\$48,660
South Dakota	\$19,340	\$24,814	\$28,710	\$39,130	\$38,560	\$40,690
Tennessee	\$18,560	\$28,363	\$23,840	\$42,930	\$47,950	\$47,980
Texas	\$18,970	\$30,160	\$30,990	\$55,180	\$50,910	\$52,410
Utah	\$19,700	\$20,959	\$23,030	\$64,090	\$43,320	\$51,890
Vermont	\$23,400	\$26,153	\$29,390	\$52,560	\$53,080	\$53,360
Virginia	\$19,510	\$30,481	\$32,490	\$62,290	\$57,100	\$59,190
Washington	\$23,520	\$30,241	\$27,810	\$60,170	\$55,020	\$62,110
West Virginia	\$18,890	\$31,987	\$30,640	NA	\$47,880	\$45,740
Wisconsin	\$20,410	\$29,714	\$23,890	\$38,250	\$48,700	\$54,120
Wyoming	\$20,850	\$27,181	\$26,130	\$47,900	\$56,190	\$57,550

Appendix 1B.

Federal Efforts to Support the Early Childhood Workforce

Federal Efforts to Support the Early Childhood Workforce

Child Care and Development Fund (CCDF): Child care providers must receive training in health and safety; states must create a progression of professional development and set annual ongoing training requirements; quality dollars can be spent on supporting costs of professional development; and a percentage of all quality dollars is targeted for improving the quality of care for infants and toddlers.

Head Start and Early Head Start: The Head Start law sets qualifications for teachers and teaching assistants; requires ongoing professional development and individualized professional development plans. Head Start teachers in most programs have outpaced the expectations for degree attainment put forward in the law.

State Early Care and Learning Advisory Councils: Authorized in the Head Start Act, these collaborative councils must develop recommendations on statewide professional development and career advancement plans and assess the capacity and effectiveness of institutes of higher education to support the development of early childhood educators.

Early Childhood Training and Technical Assistance System: Various federal technical assistance centers develop and disseminate high-quality, evidence-based resources and practices, and provide training and technical assistance at the regional, state, and local levels.

Race To The Top - Early Learning Challenge grants: One of the five components of a state's grant is focused on early childhood workforce improvements.

Preschool Development Grants (PDGs): Comparable salaries for teachers in high-quality school and community-based classrooms is a requirement for programs funded by states using PDG funds.

The Elementary and Secondary Education Act: The education law, recently reauthorized through the Every Student Succeeds Act, includes opportunities to support the early childhood workforce.

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Appendix 1C.

An Analysis of T.E.A.C.H.

Each state has different pay scales, eligibility, as well as alignment with the Quality Rating and Improvement System. We conducted an in-depth analysis of T.E.A.C.H. analysis to understand compensation strategies in various states.

State	T.E.A.C.H. Agency	Effects Found	Resources
Alabama	Alabama Partnership for Children	Average increase in compensation was 8.9% for associate degree participants and 5.4% for bachelor’s degree; average retention rate was 96% for associate degree participants and 98% for bachelor’s degree participants; 100% of recipients and their employers would recommend T.E.A.C.H.	https://smartstartalabama.org/our-work/t-e-a-c-h/
Colorado	Early Childhood Council Leadership Alliance (ECCLA)	100% of participants would recommend; 5% wage increase; 0% turnover	https://ecclacolorado.org/t-e-a-c-h-early-childhood-colorado-scholarship-program/
Delaware	Delaware Association for the Education of Young Children	89% of associate degree scholars remained with their sponsoring employer; 88% of Bachelor degree scholars remained with their sponsoring employer	https://deaeyc.org/t-e-a-c-h-early-childhood
District of Columbia	National Black Child Development Institute	All participants’ compensation increased by 5% or \$0.41 per hour; the average GPA for associate degree participants was 3.16 and the average GPA for bachelor’s degree participants was 3.06; average of 13.5 credit hours for associate degree and 13.4 credit hours for bachelor’s degree	https://teach.nbcdi.org/
Florida	Children’s Forum, Inc	More than 37,000 scholarship awarded since 1998; turnover rate is less than 6% for participants; recipients took 17, 689 credit hours over the past year; average GPA among participants was 3.33; participants	http://teach-fl.org/

		had an average increase in wages of 6.4% over the fiscal year; turnover rate for recipients was 6%	
Indiana	Indiana Association for the Education of Young Children (IAEYC)	Average increase in compensation was 6% for associate degree participants and 9% for bachelor's degree; average retention rate was 98% for associate degree participants and 99% for bachelor's degree participants	http://www.iaeyc.org/programs-research/teach-early-childhood-indiana/
Iowa	Iowa Association for the Education of Young Children	95% retention rate for their job; all participants reported that they would recommend T.E.A.C.H.	http://www.iowaaeyc.org/teach.cfm (http://www.iowaaeyc.org/scholarship-options.cfm)
Michigan	Michigan Association for the Education of Young Children (MIAEYC)	1,789 participants took 7,108 credits; 5% turnover rate as compared to 13% nationally	http://www.miaeyc.org/professional-development/t-e-a-c-h-scholarships/
Minnesota	Child Care Aware® of Minnesota	14% wage increase for those with an associate degree; 11% for a bachelor's degree; 5% turnover rate for those with an associate degree; 6% for a bachelor's degree; 93% still working in early childhood education; average associate degree recipients completed 15 credits, bachelor's degree recipients completed 17 credits	http://childcareawaremn.org/professionals-caregivers/grants-scholarships/teach-scholarships
Missouri	Child Care Aware® of Missouri	11 college credit hours earned per contract (with an average GPA of 3.2); 5% average increase in salary per completed contract; 97% retention of recipients with completed contract	https://teach-missouri.org/
Nebraska	Nebraska Association for the	An average wage increase for participants with an associate degree scholarship was 8.7%; those participants had 93%	http://www.nebraskaaeyc.org/teach-early-childhoodreg.html

	Education of Young Children	retention rate; an average wage increase for participants with an bachelor's degree scholarship was 8.6%, those participants had 97% retention rate; 100% of recipients and employers would recommend T.E.A.C.H.	
Nevada	NevAEYC	Participants had an average of 8% increase in compensation; T.E.A.C.H. recipients have less than 6% turnover rate; 94,458 credits earned	http://nvteach.org/the-teach-program/
North Carolina	Child Care Services Association	Earn more each year in program; turnover rate goes down each year in program	https://www.childcareservices.org/teach-nc/
Ohio	Ohio Child Care Resource and Referral Association	94% retention rate; 8% compensation increase per year per employee	https://ocrra.org/wd/
Pennsylvania	Pennsylvania Child Care Association	Average increase in compensation was 7% for associate degree participants and 5.7% for bachelor's degree; average retention rate was 98% for associate degree participants and 100% for bachelor's degree participants	https://www.pacca.org/teach.php
Rhode Island	Rhode Island Association for the Education of Young Children	Average increase in compensation was 8.7% for associate degree participants and 11.3% for bachelor's degree; average retention rate was 97% for associate degree participants and 93% for bachelor's degree participants; average GPA was 3.38 for associate degree participants and 3.74 for bachelor's degree participants	http://teach-ri.org/
South Carolina	South Carolina Center for Child	8% earnings gain annually; 14% average annual site-based turnover rate	http://www.sc-cccd.net/TEACH/TEACH.html

	Care Career Development		
Texas	Texas Association for the Education of Young Children	1,023 scholarships awarded; 550 credentials earned; average wage increase was 13% for bachelor's degree participants and 17% for associate's degree participants; retention rate was 100% for bachelor's degree participants, 94% for associate's degree participants, and 90% for CDA Assessment participants	http://www.texasaeyc.org/programs/teach (http://www.texasaeyc.org/programs/teach/scholarship_models)
Utah	Utah Association for the Education of Young Children	Average wage increase for those who completed their contract year was 4%	http://www.uaeyc.org/t.e.a.c.h.-early-childhood.html
Vermont	Vermont Association for the Education of Young Children	Average increase in compensation for associate degree participants was 10.1%; average retention rate for associate degree participants was 93%; average GPA for associate degree participants was 3.43	http://vaeyc.org/programs-and-services/teach/ (http://vaeyc.org/programs-and-services/teach/scholarship-options/)
Wisconsin	Wisconsin Early Childhood Association (WECA)	Average increase in compensation was 7% for associate degree participants and 5% for bachelor's degree; average retention rate was 93% for associate degree participants and 92% for bachelor's degree participants; 98% of recipients and 89% of employers would recommend T.E.A.C.H.	https://wisconsinearlychildhood.org/programs/t-e-a-c-h/ (https://wisconsinearlychildhood.org/programs/t-e-a-c-h/scholarship-types/)

Appendix 2A:

Educators Survey Open-ended Questions Raw Data

Q10 - If you would like to leave any comment about your answer to the previous question, please leave here.

So very expensive to live in Alaska. And I have huge medical bills because my insurance has a high deductible.

I have a lot of debt from advanced degrees

Going to school and working is the situation where I can't cover all of the costs.

The state supost to pay 10 hrs . but realy they pay 8 hrs.

I rent a dry cabin out of town. I cannot afford to rent closer to town. I grow some food and sometimes use the food bank. My child gets free lunch during school year

I would like to be paid more.

I live within my means and don't take out loans.

We are in debt to cover basic expenses like medical

If I was a single parent, I would need assistance to provide for my family's basic needs. 6 of our 9 employees are receiving state assistance.

29,000

I am attending college for elementary education in Washington state, so I am only able to work during breaks like winter and summer breaks. I just got hired for a new child care job so I am unsure about some of these questions since I don't start working until next week.

I do not recieve any income. All tuition goes to cover the employee payroll and bills.

Supporting two people off of one income is very difficult and would not be possible without the assistance of a credit card.

I was on a contract, self-employed. No benefits.

I was out of work for the past few months so I don't have a complete tax return to base my answer on.

Where we live in Northwest Alaska, we have the highest cost of living in the state. Most of my wages go to heating fuel, utilities, and part of our house payment.

We live paycheck to paycheck.

Student loans are murdering me

I just started working inAlaska April 2019. From Southern California

I work too many hours, it should to pay all of my expenses,. It is not fare :(

This is also with the support and income from my husband's income.

Housing, food, and utilities are all very expensive here. I rent from family to make ends meet.

My salary does not cover my children's health insurance nor my mortgage payment.

N/a

100% of my wages from my full time job cover my monthly expenses including housing, utilities, insurances, car, debts, gas and food. My second and third job are for spending money.

Some months better than others...barely cover monthly expenses with nothing left over...live paycheck to paycheck.

My husband earns more money than I do. He works for CBJ full time, year round. I work for the JSD full time, 10 months a year. It is still a challenge to cover all expenses and our children's activities with the high cost of living in Juneau.

Periods without pay are difficult and either contract work or unemployment help.

I am single and share an apartment with roommates. My wage would not cover my expenses if I lived alone or had children to care for.

I'm retired and do this as a community service.

My wage per month is not enough.

I love children and want the best for them. Here in ak they have a very aggressive angry approach to the children. I have kids coming to me weekly in tears due to another staff members actions

I am Salary employee.

A little over half of my monthly salary goes to pay rent. Rent is very expensive.

I would like to have a better salary

it takes my husband and my low wages to skim by

I would not be able to cover my expenses if my husband did not have a good job

I went from 48 weeks of 40 hours to 12 weeks of 30 hours and 38 weeks of 40 hours. More than 50% of my wages goes towards housing. I've had to use earnings from current and past PFD's to meet my expenses. I utilize WIC, TEFAP and the food pantry at work.

Being selfemployed means we paid 15%, employee taxes, workers comps, liability insurance, property taxes, home and auto insurance, health insurance. Last year between me and husband made only \$46,000 profit. Our expenses which includes medical collection, children braces, rent, plus business expenses were \$50,000 over income.

I feel like as childcare providers we should get paid more We do lots of training and a lot of work for the development and learning for children

My salary is not enough to get a decent a BR apartment and go to school at the same time

My spouse and I cover our expenses hence why I picked part

I support only myself on my salary.

I left work because the pay didnt even cover gas after i paid for friends to watch my boys.

Now that I am separating from my partner, I am finding that even this executive salary is difficult o love on if you want to be a home owner

Just started employment in Alaska, moved from California.

I work two other part time jobs as well

medical and dental expenses could derail me at any time

in alaska wages vs cost of living is very high. though it may seem as we make more we dont when basic necessities are extremely expensive

The wage doesn't leave much room for emergencies.

I currently do the job of 3-4 people, when staff is not available, I am the cook, van driver, assistant teacher and lead teacher, and break relief and the assistant administrator.

As a previous in home daycare provider licensed in the state of Alaska I can say with confidence that the current rates for our subsidy program do not even begin to touch the basic costs of running an in-home daycare. Without a food subsidy or an energy subsidy I was forced to find other employment and close my daycare to meet the needs of my growing family. We need more input for actual real costs in bush Alaska.

Between my income combined with my husband's, we can make it work. My husband's job also offers a subsidy program (DOD). Without that, we would not be able to afford child care for our two girls.

Husband is on social security. My wages don't quite cover the balance. We are looking for work.

My wage covers "most" of my expenses because we own our vehicle outright and have worked to decrease our debt significantly, otherwise it would only cover "part" of my expenses

Food stamps have been necessary

I have three children and medical expenses are very high.

I still live with my parents

My wage covers all of my expenses but due to student loans things can be tight

It's tight month-to-month.

I am married and depend on our combined salaries. My wage does not cover half of our combined expenses.

I currently live with my parents as I do not make enough to live on my own.

I typically have a \$1,000 + balance on my credit card at the end of each month.

Approx \$12,000 of above income was taxable per diem as I travel away from home approx 15 weeks per year.

Retired so did not answer

I have found a new apartment and have been having a hard time finding something in my budget.

I take home 1604.80/month after deductions. Our health care benefits costs are high.

We also rely on rental income

Living frugal and alone, my wage covers all my bills with little left until next pay check

Some months my wage is more/less, depending on my enrollment. This is an average.

Its not enough to live off of...not in alaska..

My salary is not suitable for a single income parent. It covers day care only which is also expensive.

I have student loans for my masters degree. I'm required to have a masters degree to the ILP programs. Yet there is no help to repay my loans and I am paid 20-30,000 less than a school district with the same years of experience and college education!!! Something is not balanced!

No

I am salaried, so some of this is different

I work 30 hours a week at a part time job as well

My husbands income pays for most of our expenses.

Wages for early childhood educators does not make ends meet

My income is very fluid because I am a sole proprietor. My income is whatever is left after expenses each month

My husband works seasonally.

My partner works a part time job and is a full time student. Those funds combined supports our household.

after taxes and health insurance, I still need the child support I get from my child's father to help cover most expenses for my child, including after school care and extra-curriculars.

I have another part-time job to supplement my employment.

My partner supplies some of the wages for our household so we can cover all expenses.

Q13 - If you would like to leave any comment regarding your answers in this section, please leave here.

If you would like to leave any comment regarding your answers in this section, please leave here.

I am not employee for another agency because I have my husband support.

I am a full time teacher in a public school

My husband works 2 jobs to help us with rent and any other bills. My teaching job only pays for part of the insurance.

I would like the help in medical and food.

I did not receive medical insurance through work because it felt cost prohibitive even though I was not exempt from the fine. My workplace offers more of the benefits listed than I clicked on, because I chose not to accept them.

My little one is our foster child. We receive state childcare for now. We will be adopting within the next 3 months and will loose the assistance.

Medicaid, food stamps, WIC, Child Care Subsidy, Temporary Assistance

I qualify for medicaid but I am a tribal member so I did not need to renew it since I am covered by my tribe for medical.

Was on Medicaid but my salary made me over income and I did not qualify.

I hold 3 other jobs and have to be very careful with my money.

Providers should have benefits a least sick days!

I am Spanish interpreter to make more income

I work for a CCR&R Agency

I have adjunct work to try and continue my professional development and for added income.

These answers are relevant to my current position at thread and not representative of my work in a child care program.

N/a

I love my job. It allows me to be near my children and earn money. I am part of a wonderful teaching community. I love our school- but I don't know how sustainable it is for me long term. Our school is an "alternative program" and attracts many students who do not thrive in the mainstream- yet we do not get funded in an equitable way. It has been a challenge. As the admin assistant I am often the first point of contact outside of the teacher for all of the discipline issues or sick children. I am also covering classrooms and recess quite often out of necessity for the school to function. This is stressful. I love our community- but the work can be a real challenge.

we work in a classroom of 18 children with about 8 Speicle Needs children. there are only two teachers and neather are traned to work with speical Needs childfen. the pay dose not reflect the work that is done.

Looking for a second job

We have PTO based on an accrual system.

I feel we dont get payed well when we are the people that plant the seeds and help them grow. I feel many teachers could care less about teaching so the let the kids run wild

the time I spend at my work does not allow me to take a second job. Most do joyner want to hire a part time or weekend only

It's my own business cannot leave. My other job is on call.

Our center recieves states support called the Child Care Grant and the Child Care Assistant. Parents have to apply for it. We also receive a federal grant to help with food costs called the CACFP

Because I make minimum-wage I have four children I have to collect assistance even though I work full-time

Government funded assistance doesn't support single working college students, I wish they did it will make easier to juggle things.

My husband is the main provider.

I have over a decade and half of experience in the field and my M.Ed; while the staff who work for me make way less and work part-time split shift positions, I do myself often put in 60-75 hours of work weekly; it is unsustainable for me

Pick up seasonal work

WIC

My husband works hard to provide for the family

I make too much money for the subsidies.

when i first started out in this field and my husband didn't make as much money as he does now, we did use WIC and child care subsidy

I have thought about getting a second PT job to supplement my income and/or pay off student loans but my current position requires flexibility to work nights/weekends regularly and it would be difficult to find another position that could work around my primary job

I have held another paid job during the course of this job in order to supplement my income.

I have tried to apply for Medicaid here in the state of Alaska, but they say I make "too much". I have neglected going to the doctor for medical issues because I cannot cover the co-pay.

If I was unmarried (or had children), I would have a second job.

I have 4 other jobs

No other job, but do supplement income with a rental

With being able to get by currently have not thought about other employment, but may do a driving service in the near future to supplement for expenses.

According to these public support places I make to much money. Which makes no sense to me

It is a pitty that funding does not support paying ILP Developmental Specialists equal to special education teachers working for a school district

I love my job and makiing a difference in children's lives for 42 years. It has been good to our family.

Do not qualify for these services.

I work as an early intervention specialist a couple days a month

I am at the point where you don't make enough to get expenses covered but you make too much for getting food stamps. I need to go to food banks often.

Minimum wage has to be set up in early childhood education programs in AK.

Even though my wage is higher than teaching staff, the demands of overseeing the program are great and once overtime is factored in the wage is reduced since I am salaried.

I occasionally will accept side jobs to help out with bills, (i.e. house sitting, baby sitting, etc.)

I do receive child support for my son.

Q18 - Could you tell us why you want to leave?

Moving up in pay, into private therapy services

UAA college lost its accreditation

I'm a certified teacher ecc - 8th grade. When I need to make more money, I'll need to go back to the school dist. 3x the money plus better retirement benefits

I would like to pursue a career in nursing and I just got my CNA license and would like to make more money doing that.

Retirement

retirement

moving to a different state

My position is the admin assistant but so far I have to cover classroom and am not able to fulfill my job duties. With respect the admin is doing the best she can but low staff and when you jump all the the place in all position with this pay grade is not worth it.

I need to find employment with health insurance and retirement. I also need to increase my earnings to support my family.

Career progression

Will be moving for spouse job

Low salary

no income

As a State Certified Teacher, I could have better wages and all the above benefits.

The pay, time off.

better pay

Was not retained

Lack of communication- upper management adding on too many new programs on without providing high quality care for current programs

I'm ready for something new.

I do not plan to stay in Alaska

I have pursued and completed a BAS in Early Childhood hoping move up as well as impact the field in doing so. Unfortunately there is so competitive pay after finishing school and BAS degrees are not even required for some admin positions. Many employees are able to get those jobs just because of number of years in the field. What is so frustrating is the fact that we want our staff to be educated but if there are non personal opportunities to gain from that, why would anyone bother to spend their money and time. It's unfortunate and I had to pay the price.

Alaska politics are scary. Tired of living in my town. Want to be closer to family in lower 48

More pay, summer off & longer days off for holidays

retirement

retiring

retirement

The job is very stressful and not always effective/meaningful. I want a job that I can really invest in. Money is also a factor. I don't feel confident that I'll be able to support myself and that's a very uncomfortable feeling.

I am a retired teacher and this child development position was to supplement my income

Pursue a different field

I want to do something different because I've been doing it for ten years.

Lots of work, lower pay, even though I love it

To be home with my kids

I'm at the top of the pay scale and need to make more

Stress of job—early intervention has too many things to document and it distracts from work

Husband's job will transfer

Pay and workload. Grossly underpaid and overworked!

High stress of working in a public school—many children with trauma and not enough in-school support for these children. Due to JSD budget our school only has a part-time administrator and many students with high needs. Also lack of substitute teachers. When teachers are sick there are often no subs—which means the administrator or myself covers the classroom—this leads to us being behind on our own work.

retire

The district does not support the teachers or care about the program or kids. The rules for staff and parents change on a daily basis.

Low pay, limited opportunities for promotion, unorganized company structure

I will be finishing my Master in Ed. Leadership and wish to find a Manager position with another agency as there is no room for growth at my current agency.

Not enough hours and pay

Moving out of State to be closer to family

I am not confident this job can support me as I progress towards larger financial goals (homeownership, parenthood, etc).

Teachers out here are so mean to the kids

To live here it takes over half of my monthly salary to pay rent and buying groceries is very expensive. I don't earn enough to keep supporting my family. I want to move back to another state where the rent is more affordable.

Not enough money to truly survive or support moving up in education

More money

The salary doesn't compensate for the work load.

I plan to retire in 4-5 years, but I'm considering leaving sooner for 40 hours year around.

Retirement. This is a post retirement position.

Wage is not livable and support from administrators does not meet expectations

Not enough support from the management and not enough professional training.

Retirement

Pay doesn't the basics. We save money having me at home.

affect policy at a higher level; pay increase

I don't want to live paycheck to paycheck anymore. I need a sustainable wage.

Unorganized, not following best practice

Benifits, increase pay, summers off.

I want to start a family and could not handle the stress of the job while doing that.

Maybe moving to another state

I have no retirement or medical benefits

To much stress and not info pay for the amount of work that I do. I also have been dinedad days off. I have to come in early before my shift and stay late. I also dont get hardly any breaks or noen at all.

Military family and we are transferring to a new duty station.

There is not retirement at this job. I want to be able to establish a retirement fund.

The pay and benefits aren't enough to live on. Some centers require too much work for one person to handle, yet expect excellence. Some have a double standard and play favorite, giving preferential hours and training/advancement opportunities to family and friends.

Stress of operating a program without enough qualified staff

Pursuing my degree in teaching, when finished I will teach

Pursue ABA

no benefits, low wage

I need more benefits

Teacher are overworked and under recognized. I say this with a sad heart, but it is too hard to be both a parent and teacher if these children. There is little support for teachers dealing with children with behaviors and the political climate is demoralizing.

Need higher pay with benefits

I've been here over 10 years and there are no advancement opportunities unless the admin positions turn over

Turnover is high, pay is so-so, don't love the work, and looking to leave the state.

I can't afford to my bills

I don't want to leave but my husband is military and we relocate every few years.

I am not making enough, and it is getting difficult to get by. I live paycheck to paycheck.

I need more consistency in my hours. I've lost my passion for teaching.

Moving out of State

Our Title I public school system is a joke. I prefer to work with this population, but I cannot continue to watch them suffer due to others lack of professionalism. Even with a 70-90% growth achievement in my classrooms, I am not treated as an equal. I have found that people are content with maintaining the current system and if you try to change a system that is not working, you're met with hostility. Oh, and the politics with who you know and that defining your stance in a district is ridiculous. You can totally fail a school, but if you know the right people you're still viewed to be "doing your best".

I cannot afford to retire on my current salary, have little retirement set aside and will pursue a different career.

Looking forward to retirement

Moving out of state.

Licensing requirements, even for an in-home program, are ridiculous. I undertake there needs to be regulation but the requirements don't even make sense for many in-home programs. Not worth the time and money it takes . Also, blanket continuing education requirements are also off-base. I have a master's in early childhood, yet I have to keep taking courses I could be teaching...

Too stressful and too much staff turn over

The amount of work and responsibility this job entails does not compare to the salary I make. I love what I do but it just doesn't suit me financially.

pay scale way to low fo the college education requied and low medical benefits and minimal holidays

I've been the owner and operator for the past 12 years. I love what I do, but I'm tired and ready for a change. Im currently on a 5 year plan to move onto something else

I cannot afford to live on 12/hr. My work is skilled and my pay does not reflect that at all. AND no benefits. I am forever a welfare recipient with this job.

retiring at 72

Homeschooling

Not enough money to cover the cost of living

I can't afford to live off of my current salary. Even with my degree I will not make enough to afford the basics.

Stay home with children.

Stress level is very high, parent support is minimal, wages do not sustain living expenses

the amount of work isn't worth the pay and lack of benefits

Low pay and no benefits

I am getting too old to keep up with the demands of my job

Lack of staffing leads to overworked managers and lacking management skills.

Advancement in my career and family life. I am looking for a more family friendly workplace as my partner and I are planning to have another child and need more flexibility in my job so that we can do that and better benefits.

The pay is not worth it

Moving out of Juneau

I'm not satisfied with my job and I need to earn more.

Q21 - What would motivate you not to leave your current position?

What would motivate you not to leave your current position?

Higher pay, support for further education, less turn over with other employees

I like my job

A reliable work environment from the supervisors to co-workers.

a more supportive atmosphere in administration

My boss.

More volunteers in the classroom on a regular basis, such as from UAF

Better management and better pay

Higher wages and benefits like health insurance and retirement.

More pay

increase pay

None

The flexibility to work around my school schedule, especially since I go to school in a different state.

Increase in pay and benefits

More competitive salary and job stability.

Good wages, pay for hours actually worked and stable program for children.

Full time status and better pay

higher pay and less documentation of children

N/A

Negative behaviors in the classroom and lack of administrative and parent/family support

Employee wellness- stressful work environment- negitive environment- safety of children

More flexibility in taking time off

I love where I work. I love the people, and there is not a lot of stress. I spent 9 years of my life in public K-12 special education. After reflecting on the experience, I spent 9 years of my life stressed out and under-appreciated. I now feel appreciated with my work and don't foresee leaving. The benefits and pay are also great.

a stipend to pay for student loans

I love my job

Better pay and health insurance

A higher salary for sure.

More hands on interactions with children, higher pay and better benefit options for my family/

More meaningful work connected to my skill set, better personal leave and benefits, and higher pay.

Higher pay and/or better benefits,

higher salary

not having job security, stress, conflict

The children in my care

More training and a high paid

I don't thinking on that, but could be awesome to taking care about,medical insurance, for all providers.

More support for the duties that seem not to demand my skill set. I think it's a waste of time for me to be making copies or cleaning up after lunch. I'd rather be prepping, working with parents, or teaching.

Moving to a new town

Higher pay

Respect, increase in pay

Student Loan Forgiveness

Money and administrative support...teacher aides, smaller classes, etc.

More funding to the JSD for a full time administrator and more interventionists for the classroom.

better working conditions - active board of directors, higher salary, less stress

More Pay and support for the Mangers. More support in the classroom.

More money

Pay increase. Organization re-structure. More challenging opportunities.

Advancement and raise in salary.

More hours, better pay

Strong job security, more academic freedom, and higher wages.

i'm extremely happy where i am

a much higher salary increase and health insurance benefits

More supportive state government of ece

Teachers changing there additudes towards the childrren as well as pay

Higher pay, better work environment

Higher salary

Job stability and higher pay.

Having extra income to cover and paid off my debts, save to take care of my family, and be able to afford medical and health related expenses. Having money to spoil myself once in a great while is also a good motivator.

More opportunities to work hand in hand with staff and or families

more respect, compensation and support

The children; Am more concern about turn over effects to them.

Better pay and leadership that actually understands early childhood and doesnt see the kids as dollar signs.

Better compensation. I'd like to not have to stretch my money so thin. I'd like to be able to afford going to the movies once and a while or a night out.

Vacation & time off to avoid burn out. More pay, more breaks, an extra person to help kiddos who need extra supoort, a cook, a cleaning crew at the end of day for major cleaning. So ican spend quality time wigh kiddos.

Higher pay and better classroom support

Benefits, Retirement

to be treated the way they expect us to treat the families and community we serve; after all we are part of that community as a whole

Higher salary

Higher pay\$\$\$\$\$

I would want to ipen my own center within in the next year - year and half

Recognizing and finding remedies for the redundancies within state licensing. Increased pay without straining parents/better ratios for subsidies with the state.

I'm not sure.

Money I guess, insurance options I could afford

more money

A political turnaround. Finding education, supporting teachers, building programs for gifted, smaller class sizes- the system is going to crash and they will blame teachers. It's not moral, ethical or fair. I want out.

Higher salary and benefits

Increase in pay to feel better compensated for my education/experience and amount of time it takes to do this work; Reduction in work load to reduce stress; Feeling effective and like what I do makes a difference

More money. But even if that happened I'd still leave this position in 2-3 years max.

Higher pay

More pay

Increase in pay

Significant pay increase and a promotion.

I believe I'm past the point of caring.

A change in job duties that would allow me to feel creative and inspired again.

This is a grant funded position- I am hopeful I will either be able to take another management position in this organization or work toward a PhD and move to the university when this grant ends

The ability to earn enough to retire.

Being able to eat.

Nothing

Higher compensation

#1 competitive salary and benefits that commiserate with my education (job minimum requirements), years of experience, and effective outcomes for my students and families!

Shorter hours, more emotional support,

A living wage would be a huge start.

A higher paying salary and support for graduate school

Being paid fairly for the amount of education I have received

If I was caring for orphans, I'd stay

higher pay, POSITIVE parent involvement, less stress

the ability to pay myself and all of my staff a living wage and give them raises as they gain skill and knowledge of ECE

Higher Pay

Children and my word given

Having the budget to put more staff in leadership positions

Higher pay

I am currently motivated by the fact that it is not the friendliest time to be Gay. My workplace fully embraces me and treats me exactly as the other employees. I am a valuable member to my agency, just like each of us are, and am valued for my opinions and being an individual. It is scary to see friends who are LGBTQ+ facing discrimination and our protections being stripped. I know my boss "has my back" and I have told her as much in appreciation.

Income and quality of life.

Higher pay, better benefits, feeling like a valued member of the team at the center, being listened to by the higher-ups and having my needs taken seriously.

Q24 - Please briefly describe professional development activities that you participated in.

College courses

trainings, volunteering

Conferences and ongoing long distance class

Annual conferences for NAEYC, DEC, AERA, training for infant massage, autism screening

Conferences for NAEYC and local too.

I plan and facilitate the on-site professional development for classroom staff in our program. I also attended an early childhood conference in April.

college courses

Local conference with pull out topic sessions

I've done online trainings

Online workshops

training, workshops, conferences

Conscious discipline training

Sur floortime course, wary childhood mental health conference

Course work to fulfill 24 hours of continued education per year for employment

thread training

CDA Credentialing

related to my specific discipline

conferences, reflective supervision/practice

strengthening families, infants and toddlers training

NAEYC Conference, THREAD training, CLASS Tool training meetings

Attended strengthening families, health and safety, mandated reporting, social and emotional development,

conferences and webinars beyond the agency required trainings

CDA, administrator training, continuing education credits.

Mentor program, curriculum class, instructional coaching session

Training days

Mandatory Child Abuse Reporter training, Suspension and Expulsion Policy Training, Inclusive Learning Environment, Avoid the Frustration, Talk with Your Hands, ERS: Block Area, Why the Kids Bite, ERS: Reading Area, Introduction to Autism Disorder & Early Signs, A Blueprint for Action: Preventing Suspension and Expulsion, Respect Diversities, Let's Get Up and Move.

Symposium/conference, in person and online training

CPR/First Aid, Circle of security

College classes

elementary education program at Pacific Lutheran University. I had my practicum in a kindergarten class this school year.

CDA, conferances, teleconferances

I put on a training for the agency about functional play. I have attended several other training put on by the agency in house and one early intervention conference.

Required 6 hours for job-health and safety trng.

On line college classes

circle of security, coaching

CLASSstone, ChildPlus, Flip, Wellness Training

Trainings by the district, coaching and a mentor

curriculum, social emotional learning, cooperative learning strategies, positive discipline

on-line training, college courses, conferences

Mental health seminar and blood born pathogens, Confidentiality

Obtaining a CDA

Webs of support, state mandated trainings

College coursework

Required trainings for individuals/Online trainings /STEM-based training/Zero to Three:The Growing Brain

NAEYC conferences, both local and state

Childcare education institute & Mat-su foundation community seminars

Child development Conference, mandatory health and safety training, face to face child development training

Educational Trainings, Reflective Supervision

Seed, learn and grow,Naeyc, thread

online for kindergarten readiness, in service pertinent to certain students

I am a regular participant attending to Thread trainings. I am working on my CDA and the Learn and Grow program.

Training

Professional Development Day (twice a year, for training and workshops)

training classes and a conference

Many online and in-person trainings.

professional seminars, a coaching training, and a conference

AAEYC Conference, Infant Mental Health Conference, Fred Pryor training, Early EdU Alliance Institute

Early Childhood Education

Enrolled in A Masters Program

coaching

Training in First Aide and CPR, How to deal with children who has autism, Interactions with children, safety way of diaper changing, how to deal children tantrums and so much more

Learning and Grow program

Speakers, books, on line trainings

Behavior training, technology training

Classroom management

CDA renewal

Online training

college courses, CCEI

Continuing Ed related to service delivery

College classes

AEYC Symposium

mental health conference, infant learning program 2 day workshop, ASHA birth-3 webinar series

Trauma informed care, conscious discipline, Three P'sree P's

Aeyc conference, online courses, and Inservice trainings

aeyc conference, online trainings, workshop

local child care conference, thread workshops

Early EdU Institute, Fred Pryor Training

Head Start Leadership Training, Pre-K CLASS Train the Trainer

Trainings at work and online

Infant Learning Program_ Feeding Development, Vision and Hearing Screenings, Cultural Competency

Conference

Foundations training, district curricular training

my program provides online trainings free of charge for the staff, as well as keeps their fingers on the pulse of up coming trainings that apply and would be interesting to each of us

only trainings inside our school

coaching, training

Cognitive Coaching seminars, NAEYC 2018 Conference.

Conferences

ECE College classes and professional trainings

Classes at University

workshops, conference

Cda, online training

Take thread classes

professional development training early childhood related

Symposium on Homelessness/Weaving Our Strengths Together Conference on ACES, Resilience and Trauma Informed Care/Excel Basics and Beyond the Basics training.

Reflective Supervision training, Facilitating Attuned Interactions (FAN)

Online training and professional development classes

Child Care Licensing, Child Development

Conferences and mentorship

Conferences, webinars, coaching training

AK-Infant Mental Health Conference; Annual Early Intervention conference; NRF certification; AK-AIMH Endorsement

Family engagement

College classes, online trainings and NAEYC conference

Thread Trainings

Mentorship

Leadership Challenge, <http://www.leadershipchallenge.com/Services.aspx>; through the Alaska Children's Trust, <https://www.alaskachildrenstrust.org/aces-initiative>; the state to meet health and Safety regulations; through the Weikart Center for continuous improvement tool focused on SEL, <http://www.cypq.org/content/selpqa>

CPR and first aid. Continuing Education trainings

Workshops, conference, on-line classes

college classes in ECE

AEYC conference, university MA courses, educational conferences

NAEYC conference

SIDS, Strengthening In Families, Youth Mental First Aid, Zero to Three, Caring for Out of Home Youth, AEYC conference , Behaviors training

Community seminars: ACES (understanding adverse childhood experiences), Undoing Racism Workshop

I took three college classes and attended a two day workshop

local early childhood conference, some trainings

online trainings, college courses

homelessness training, beginning of school year training , ACES, FAN , car seat tech training

More Than Words training, Feeding Course with Melanie Potock, most weeks there is staff training at work for an hour

Trainings and extending education credits

In house trainings and AAEYC conference

I took college courses to obtain my bachelors in child development. I also do 24 hours of certified training a year.

CDA certification, trainings, college coursework etc

Conferences, NAEYC classes/enrollment, Thread seminars, distance courses via universities, BLS training

State training

annual hours for licensing, AEYC annual conference

Online courses

national conferences

coaching, CLASS, mid-manager training, dual language learners

Feeding conference, STAT-MD training, online ASHA conference

NEAR At HOME, FAN, Enrollment and Recruitment conference, Manager training,

College courses

In person, virtual, and online for reflective practice and professional licensure-specific training

completed MED; many conferences and webinars as well

CDA

NAYEC active member, all mandatory certified. .

Online trainings

EC conferences, seminars, webinars, in-service

AAEYC conference as well as guest speakers in-office.

Getting my CDA

CDA

food program training, eccrs training

Child Safety course online, First Aid & CPR

AEYC Conferences, Management Training

Professional Development Days at work, earned my CDA

BA in Early Childhood Education (Conferred in 2018), Training at Anchorage School District

Conferences, webinars

self-study online training

webinars

I am graduating with a masters in early childhood special education this summer.

ASQ Train-the-Trainer 3-day workshop, History & Hope Trauma Informed Care 2-day workshop

It was on several things.

On-line training, local conference

Graduate courses in child & adolescent development, online courses through CCEI, health & safety training through Better Kid Care.

Workshop for toddler age. Strengthening families.

Management retreat; group bonding, strengthening group dynamics

Youth mental first aid, zero to 3 workshop, behaviors and self care workshop, CPI, SIDS and Shaken Baby, Caring for Kids in Foster care

Thread training on classroom policies, University course on EDEC

Paid training and college course work

Enhancement trainings, CDA

assessment, infant mental health, working with OCS & court, seed training, mandt,

20-25 hours of annual trainings required by the state of Alaska child care program office

All teachers must complete 20 hrs annually of continuing education.

I attend on line classes, resertification for food program, trainings locally.

Online modules

Child Plus

cultural activities, Inupiaq language activity, Yup'ik dance, and curriculum.

National conference, online training

online training

Infant Mental Health Conference, Spring Infant Learning Conference

I am in my last year of my bachelors degree in early education

Certificate program

Betterkidcare

I took classes through LifeWays North America

CPR/ead, cda courses, creative curriculum courses

Infant and Early Childhood Mental Health Conference

workshops through Thread Alaska and a college course

university classes

Online Course work

Lead/Kaizen Training, Traveled to 3 sites

Training

Child abuse course and infectious diseases control on online course.

continuing education

NAEYC

Reflective supervision, two training institutes for mental health.

Training Classes, Conferences

College courses and on job training thru THREAD and state mandated training

Seminar and workshop

Required training and annual CPR training

I went to a conference in the winter; I've taken a few workshops on teacher development

Q30 - If you would like to leave any comment regarding your answers above, please leave here.

As the owner, I do not get a paycheck yet. I expanded my daycare and funds are tight, but I would never leave my daycare for another facility. I love these kids too much.

I do feel emotionally drained from this work, but it's simultaneously rewarding and enjoyable.

I wish that we could have more supplies for our kids.

Energy/ satisfaction influenced by support or lack of support from administration

I feel that pedagogy should be used to evaluate pay along side education and experience. I have worked with many people with both and yet they did not have the heart needed to work with children, or even other adults. When toxic people remain in the workplace because they look good on paper it emotionally drains the people around them with a genuine passion for children's social and emotional development. I have seen many peers leave the field because of toxic peers that were not weeded out by their university or workplace.

I feel the wage does not reflect my knowledge and experience. Other programs with higher wages are very difficult to come by.

N/A

We are the highest paid Center in Juneau, AK

I have worked in the public schools, at Head Start and a start up Community Preschool. The pay was discouraging at Head Start though I was a certified teacher. The community school paid more but no benefits and I worked long hours at all my jobs. My tiny isolated community does not have many well paying jobs for educators. I work at the community preschool because I want it to thrive for our local children. ot have

I have enjoyed working with children. I may still do that but I'm ready to do something else that pays better and works with my schedule.

A few of these questions are not relevant to me as I own my own childcare program. I work very hard to stay inspired and provide a quality preschool program, but it is out of my home. I am compensated well as I am the owner, but there is a huge overhead cost in providing quality care and I put an incredible amount of work in to keep this program what I strive for it to be. It is by far and above the most demanding job I have ever had. I should also note that I would be unable to make it doing this business if my husband did not have a great benefits package for our family.

I work with a variety of families, some days are great, some are good and some are stressful

I learn to love my profession all this training years make me appreciate and have a wide view of child development. We have on our hands the most precious years of a human being. Zero to three years are the most important to impact the kids's brain. On my opinion we should to have a better compensation for our dedication, time and education we give to our profession.

I work for a CCR&R

Interest, investment and autonomy are most important in my work, then benefits and flexibility (personal leave and family commitments)are important, and then take home pay. These are the 3 most important aspects of my employment.

I would like to continue working on the field of early ages, I love teaching.

I believe pay rate should be based on quality of work and not just education

I should mention that my wages and benefits reflect a collective bargaining agreement negotiated by our small union

I love my job, school, and school philosophy. They are like my family. I plan to stay in my position until my children are through the program. I wish that education was more of a priority in our state so that our school could have the funding it needs. I am lucky to work for the Juneau school district where wages are much higher than private preschools and childcares. I will never go back to a private preschool or childcare due to the ridiculously low wages for the very important work.

My work doesn't raise our pay even with trainings and education and if they do it is very little sometimes not even a dollar raise.

I believe pay should be structured based on education/training, experience, and merit

I love my program, I feel valued and supported in a way that I haven't before and I haven't seen in quite some time

We need to teach our children about mother earth before technology. Technology may have positivity but we need to learn how to live without it.

I feel that in this field we need more paid vacations, because I work with infants which I really love but the constant crying and the look of good efficient and educated coworker make work more and have more responsibility I give my best the parents respect me and really appreciate my work

As an owner I would have a better program if I could offer higher wages and benefits. Employees would be less stressed in their personal life. A higher pay scale would also help me give incentives to those that complete higher education.

I love what I do at my program and would definitely plan on staying until I retire if the pay were higher and I worked 40 hours year around.

Having to recruit employees, plus the higher percentage of quitting is a big struggle and a stressor. I'm depressed and overworked.

I'm currently exhausted because it is summer time, and I would rather be off but I have to work. My vacation is coming up soon.

I absolutely love the center I work at I just wish that she could pay us more but I do know most centers in Juneau Alaska can't pay their employees enough because they don't get enough funding to support that I feel like that's not fair because we do so much work and we should be appreciated for

I look for a company that supports their employees and children in their program and just treating them like incomes.

Unless childcare centers start getting more subsidized income from the state or muni. There is no way to be paying employees more. Unless you transport that burden onto the parents and childcare is already too expensive for the working parents that rely on it to get to work every day.

Alaska has been very challenging to work in. There are many aspects to deal with, and at times difficult to find a good team flow. I would love more hands on with kids rather than cooking and cleaning. I have missed opportunity for learning when warming up food & trying to close (clean) when I still have kiddos.

I already receive professional development, but would appreciate a bit more. Overall I want to be able to live, eat, stay healthy, and occasionally enjoy myself without having to work three jobs.

There should be more benefits and higher pay. I don't think people realize it's one of the hardest jobs. Also you should get paid by years of experience because some didn't have an opportunity or have the money to go to school. The child care centers and preschools should have more training places.

I like my work. I'm good at it. I like children. But I can't stay in the field because I have no retirement. I've stayed too long already

I am now a higher pay but that is because i have been at my place of work for 8 years. It is really not that high compared to other jobs.

I believe more funding in general should be allocated to early intervention. What could be avoided in expenditures if we caught issues early?

I am a Teacher Assistant but expected to do the the Teacher dutties in my class and my wages do not reflect it.

I feel that I do far to many things that are outside of my job description to be payed as little as I do.

I run a nonprofit childcare facility, and often the staff are more difficult than the children

I believe my wage is high for my field, but I believe it should be higher based on my education and experience. If I held the same position in another field, I would make significantly more. I wish we had better benefits and retirement, but I know my employer cannot afford it.

I think ongoing training and education is necessary but not enough credit is given to experience. I've worked in centers where they hired people with a degree and they knew all the buzzwords but absolutely nothing about children.

Overall I love what I do and I feel passionate about children and families, but the stress of doing this job has reached a boiling point to which I am not sure I will be able to tolerate for much longer

I am looking lately at other job options, but not planning to leave my current job.

I work out the budget for my program and know that funding does not allow for more.

the centers that I chose to work for the money as long as it meets the minimum that my husband and I need to survive is not important. It the philosophy and how they treat the staff and kids that make the final decision.

I do not currently work in a child care facility, I work for the CCR&R. I answered why I chose to first enter the EC field. Now my motivation is improve the quality of child care in AK

I love my coworkers and my center, and it would take a very large increase in pay for me to leave, as well as the knowledge that the new center has an equally fantastic team.

We are the only services in the area. Other services are a plane or boat ride away.

I am moving and find job opportunities are slim in Williston, ND with a much lower pay scale

The pay is not so much a factor, the fact you can do a crap job and be paid high for it is upsetting. I believe teachers should be paid based on their willingness to always be and do better and the results seen through the children then work with.

I love the field of ECE. The reason I would not select if starting over is that I realize as I approach retirement age that I would be able to retire soon if I had worked in elementary/public school system instead of ECE. Even our tax code continues to devalue ECE as evidenced by Educator Expense deduction limited to K-12 teacher, principals, and counselors. Some public perception and policy-makers, who lack understanding of early learning continue to view ECE as "babysitting."

I recently switched jobs within the early childhood/ school age field because I was not adequately compensated (struggled to cover expenses/ made sacrifices at home) and was feeling emotionally drained from working unpaid overtime. I have since moved to a similar position but at an infant/toddler center

I will stay with my current employer until I am ready to make a career change.

I'm self-employed. My families can't afford what it would take to be paid an appropriate wage. My choice to keep prices reasonable... but it's hard to sustain.

pay and benefits should reflect professional credentials like public school districts. These are federal and state job training requirements!

We can continue our education all we want; it will never be reflected in our pay or benefits.

I like my job, and i like working with kids and helping them, and working with their parents in the healthyness of their kid.

The cost of childcare in Alaska, especially rural Alaska is astronomically high, which I know affects how much early childhood educators get paid.

Infant Mental Health is my passion

After 6 years in AK, I am burnt out as an administrator. The State and THREAD have pushed programs and the challenges of hiring and retaining staff is too great.

Q33 - If you would like to leave any comment about your answer to the previous question, please leave here.

I feel that the kids should receive all the help in education as possible.

at this stage, retirement or reason to remain are at the forefront of my thoughts

My healthcare insurance is through my spouse

I think all of the above are needed and respect for education in general is important!

Insurance is not an issue for me since I have it through my husband

We are in this field because we love children but one of the issues that concern us is health, we don't have health insurance, we deserve this benefit, We are raising the future of this country.

I work for a CCR&R but the above also applies to when I worked in a center.

I don't teach in a classroom. If I did, paid planning time would be #5 before job stability

my teacher's retirement plan covered my medical and dental pla

My number one financial stress are my student loan debts and Public Service Loan Forgiveness and this cooter bag Betsy DeVos who trying to dismantle the only system in place to help those in public service

I feel we should be paid more. We are the ones who teach these kids what they know to be who they are.

I wish we got paid more for the work we do

My husband's job provides our health insurance thankfully.

If I did not receive health insurance through my mom I would be more concerned about it.

It's a rewarding field with a hard time compensating what people are worth. My husband luckily has health insurance so my family doesn't have to worry

I am an administrator, so some of the factors (paid planning time) were irrelevant to me.

My employer's benefits package is excellent for me, that is why I am able to say that I wish I had a higher salary, all else being the same. Also, the "threat" of job cuts occurs every year, ostensibly because of our funding structure and status as a non-profit agency.

My priorities are not the standard early educator - I don't work in a child care facility and don't require planning time; My employer provides health insurance but I have other coverage so it's a lower priority for me; I have a M.Ed and don't expect to take additional college courses

As Director/department head advancement is not an issue for me personally, although if that were not the case, it would rank higher on the list as would increase retirement benefits which was not listed.

I think you could add the word effective in front of on-sight training/paid professional development activities, I have never attended a PD that applies/is followed through in the school.

I am in good health and have health insurance through my husband's former employment. If I didn't have that, health insurance would rank higher. I now work as a coach, but when I was teaching I valued that more.

Without full time status, there are no benefits offered at my current position.

These aren't relevant to my daycare. I think one of the issues with childcare is how in-home programs are often overlooked and/or treated like centers. They could be so much more.

Number one on my list is job satisfaction. At the end of the day I know I have used my education, training, and have made a difference in the lives of the families I work with. I'm able to do this because of great leadership I serve with.

I have always been self-employed as the owner of home bases, then three centers. So some of it does not apply well

I get insurance through my husband's work

None

Appendix 2B:

Leadership Survey Open-ended Questions Raw Data

Wage and compensation priorities

Lack of staff and lack of qualified staff is one of the most serious issues facing Alaska's ECCE workforce. We often hear qualified staff leave ECCE and move to the school district and other professions because of better wages and opportunities for benefits. It will be important as we move forward with a wage compensation model to address this. Increased wages/equity with school district wages are needed for qualified individuals who have attained levels 6 and above on the career ladder. Incorporating years of validated experience and knowledge in the ECCE field is a future exploration for the SEED and the SEED Career Ladder. Support for college coursework is in place through a reimbursable service agreement between the CCPO and UAF. PDR funds may also be used to support higher education as well as paid professional development activities. On site training support is available. Opportunities to advance and job stability are supported through 1-5. Items 8-10 are already addressed by many programs.

In our program we need to also prioritize the need for positions

One thing to change in the current compensation model

Have a longevity bonus built in for people who complete full year

Have a standard compensation scale, based on education, training, experience and that accounts for cost of living differences across the state

Add retention wage stipends based on years in a position

I would reevaluate the PDR for FY 2021 and redirect some of the funds currently going to the PDR to UAF to increase the number of scholarships available to individuals wishing to advance in the ECCE field; separate the funding for higher education versus training for better data collection and analysis.

More control with compensation policy

To be able to afford merit increases

More government help for wage bonuses because small nonprofit centers can't charge parents higher tuition to pay teachers more

The State of Alaska Child Care Assistance Program should have similar rates for Centers and Homes. Many at risk children often need to be removed from large centers with large groups of children and rotating staff to a smaller environment with a consistent caregiver, however the parents on assistance often have to pay a higher co-pay when they transfer from a Center to a Home because the assistance rates are significantly different and do not successfully financially assist the at risk/low income families.

I would give bonus pay for attendance and dependability

Skills and qualifications required for ECE Workforce

Lead teachers

Understanding child development and lesson planning to develop skills in children and mentoring for assistant teacher

BA in ECE

CDA and working on higher education

ECCE background (preferred); ability to directly care for and supervise children and staff, as applicable; ability to support each individual child's needs and development; ability to communicate effectively and professionally with a variety of individuals including parents.

Education and experience, love working with children

reflective supervision, trauma informed care, assessments and observations, individualizing, family partnerships

Several years of experience working in the age group and AA or BA in ECE, Child Dev, Sped Ed or related field with coursework relating to EC, CDEV. Also, leadership/supervisor experience and CPR/FA

Minimum of AA, BA prefer

CDA or AA plus experience. BA is great but hard to find

Specialized training in early childhood development

Child development and classroom management skills, communication and lesson planning, health and safety practices and quality, respectful interactions with children and families.

School-age program perspectives: Ability to provide positive guidance to staff and students, maintain health and safe, must like working with kids, ability to manage multiple competing priorities, understanding child/adolescent development, time management (lead teacher is an EC term, I work in school-age and I am assuming this means site director)

Assistant teachers

Able to be a productive member of a team; Good communication skills

AA in ECE or CDA

Health and safety training and working toward CDA

ECCE background (preferred); ability to directly care for and supervise children; ability to support each individual child's needs and development; ability to communicate effectively and professionally with a variety of individuals including parents.

Love working with children, patience, and a willingness to learn

Basic EC, safety training, transitions, positive guidance

1+ years of experience working in the age group and some coursework relating to ECE, CDEV, or related field. CPR/FA training

CDA

CDA or AA is great or experienced

Specialized training in early childhood development

Child development and classroom management skills, communication, health and safety practices and quality, respectful interactions with children and families.

School-age program perspectives: Ability to provide positive guidance to students, maintain health and safe, must like working with kids, understanding child/adolescent development, time management (assistant teacher is an EC term, I work in school-age and I am assuming this means program staff)

Family child care providers

Good Organizational skills

AA in ECE or CDA

CDA and or ECE administrator credential

ECCE background (preferred); business knowledge and/or education and experience (preferred); knowledge of statutes and regulations governing the program/facility and the ability to ensure compliance; ability to directly care for and supervise children; ability to support each individual child's needs and development; ability to communicate effectively and professionally with a variety of individuals including parents.

Education and experience, love working with children, good business model

1+ years of experience working in the age group and some coursework relating to ECE, CDEV, or related field. CPR/FA training, safe environments/ITERS/ECERS assessment

CDA

Licensed, Insured, Health & Safety Training and Prevention is priority. Administrative skills (record keeping, policies, communication, advertising, community involvement, program management, supplies, upgrades, money management and planning). Understanding and Experience with Child Development. Develop a consistent daily schedule to meet all children and provider needs. Provide and understand the importance of the childcare play and learning environment/activities. Have the skills to Promote appropriate social skills, children self-awareness, and independence through practice. Trainings and Experience assist in providing this knowledge. Also, an extreme amount of patience and strong communication skills.

Specialized training in early childhood development

School-age program perspectives: Ability to provide positive guidance to children, maintain health and safety, maintain financial records, manage multiple competing priorities, and understand child/adolescent development; time management

Directors/administrators

Fiscal management to effectively utilize existing resources and grant writing experience

BA in ECE

ECE Administrator Credential

Leadership; ECCE background (preferred); business knowledge and/or education and experience; knowledge of statutes and regulations governing the program/facility and ability to ensure compliance; ability to communicate effectively and professionally with a variety of individuals; ability to ensure staff have the resources and tools necessary to successfully deliver services.

Education and experience, love of children, people person, team player, strong leadership qualities

Leadership and management

BA in ECE with knowledge of administrative tasks

College degree with relevant coursework

Same as Family Child Care Providers

Specialized training in early childhood development

Budgeting, CACFP, grant writing, H.R. and program management experience. Vision/leadership skills, advocacy quality assurance

School-age program perspectives: Ability to provide positive guidance to staff, maintain financial records, support staff professional growth, ability to manage multiple competing priorities, understanding child/adolescent development, time management (I work in school-age and I am assuming this means Program Manager or non-direct service leadership)

Ongoing State Resources – SEED Registry

Incentives of the SEED Registry for its participants

A way to track education & training for those starting out in the ECE field

Documentation of professional development, reimbursement

Funding for trainings

Professional career ladder, access to eligible financial supports, quality trainer and training system, data and advocacy for ECE field

Opportunity to: have a central location to track training and professional development (assists with child care licensing monitoring); be part of the larger ECCE field; to support the field as far for data collection purposes to strengthen awareness about and needs of the field ultimately needed if additional funding/resources are needed to support the field. Participation in the registry also opens doors to other resources such as PDRs and TRs, UAF funding for scholarships, thread training, etc.

Better wage and job stability

Education funding

Reimbursement for school/training

Help with paying fees for college classes and CDA

Career pathway, support toward professional development, training opportunities, a place to house your education documentation

Ability to track progress, help the center advance up the quality improvement system, ability to qualify as lead teacher, etc.

SEED offers professional development reimbursement to eligible programs such as licensed child care settings.

Scholarships, record of professional development, training and levels of advancement on the professional development track.

Access to resources to find quality child care providers, and educational materials

They offer training, evaluate transcripts, financial incentives

Recommendations for ongoing quality improvements of the SEED Registry

Give training providers the capabilities to upload trainings

SEED should conduct regularly occurring (annual) survey of SEED participants to determine stratification, needs, and barriers, improve SEED registration process now not in 2 years from now, SEED should be the leading voice advocating in AK for professional development, wages/salaries, and other EC/SA related issues.

Streamlined application process, early educator access to their SEED info and transcripts

Data system enhancements (already in progress) to streamline process and make it more user friendly for individual participants, facilities/programs, as well as agencies with oversight of facilities/programs, etc.

Continued communication with early childhood educators to inform good policy

Think about all the degrees/certifications/coursework that a person truly needs to be on each level

Multiple pathways up the ladder

Flexibility to address range of degrees (Masters in Education, Attorney), clearer & faster communication

When tracking Home Providers trainings - I don't see an easy way for providers that have been licensed for several years (prior to the SEED registry keeping track) who have completed the required annual training hours to upload those training hours and topics in the registry. Possibly work with Licensing to obtain those records and upload them for the providers. In many years past Home providers provided a list to licensing along with copies of the training certificates.

Continuity from year to year in SEED level giving to CCA's. More timely support.

Ongoing State Resources – LEARN & GROW

Benefits of LEARN & GROW for its participants

Training and supports to help programs starting out and continuing with quality improvement

Funding, professional development supports

Stipends for participation and moving up the steps

Quality standards/activities framework, Training, Technical assistance, intensive resources, financial reward,

Additional supports and resources such as technical assistance, consultation, coaching, mentoring, etc. to advance the program/facility's quality. Opportunity to communicate to parents/public the quality of their program/facility and importance of early childhood and why they are participating.

Knowledge of the Early Childhood field in Anchorage and Alaska and support

Provide the framework for quality

Framework for quality improvement, technical assistance, financial incentive, discounts on supplies

Show they're a quality center, qualify for certain levels, advertise itself, identify areas needing improvement or attention

Recognition for ongoing quality improvement activities

Recognition be levels to demonstrate a programs professional level. Scholarships for advancement and training.

Specialized training in early childhood development

Recommendations for ongoing quality improvements of LEARN & GROW

Have more opportunities for bulk uploads on program side or trainers side

L&G could use to be more transparent about what it is and the type of supports/service provided if you enroll

Increase incentives

Pending full roll out of all five levels

Continue to meet with all partners to get perspective and truly listen to feedback

Quicker and clearer communication with centers, assistance to centers to provide or pay for trainings

Continue to recognize the difference between a Home and Center regarding professional development and the levels of recognition. Help families identify the differences when listing programs levels on referral sites.

This QRIS system has taken years and years and providers are not listened to.

Barriers to Change

Barriers to change in SEED Registry, Learn & Grow, and funding mechanism in Alaska

Getting program, community, and state buy-in

Fiscal climate of the state of Alaska, SEED and L&G connection to licensing,

Lack of respect and funding from current Governor and his administration for anything ECE

We need to diversify funding to grow and sustain the system. There is currently only one primary funder and only two others contributing to system.

Full buy in and willingness to invest (financially or non-financially, in-kind, etc.) in Learn & Grow from the various oversight/stakeholder agencies of the programs/facilities eligible to participate. Because a fully functioning professional development system (SEED) to include a wage compensation model has not yet been rolled out but is anticipated with this work and all five levels of Learn & Grow have not yet been implemented with the resources currently available it is difficult to determine what additional resources (financial and staff) are needed.

Current economic challenges in Alaska

Long standing distrust of SEED and thread which are perceived to be the same, SEED training requirements that are coincidentally only provided by thread

They are all governed by the same organization THREAD. There needs to be more partnership with other agencies and organizations as a part of their executive team/committees

The current administration doesn't see the benefits of ECE and takes away funding

Knowledge gaps, capacity

Societally too many people still view childcare as unnecessary babysitting. Political budget cuts to assistance programs. Govt help to centers is needed to pay teachers more.

The loss of accreditation for the early education program with the University of AK will not assist in the financial promotions that thread offers for higher education.

Broadband speed

I don't think any of the SEED people have operational experience and they expect support for unrealistic goals. There does not seem to be anyone to share concerns with.

Potential solution for overcoming those barriers

Starting more conversations/ Sharing more information. Excited about upcoming media campaign. That can be a huge opportunity.

Make being a leading voice/advocate for the field top priority, continue making it both system clear and transparent - explain funding sources - connection to thread - etc.

New Governor and administration

A compensation model that is understood and supported by the public so that SEED can solicit additional resources

Roll out fully functioning (desired) SEED and Learn & Grow systems with currently available resources, and restrict or limit participation as needed while using data to track and inform decisions for asks to advance this work. Increase communication and marketing of these systems to inform and education the public, when applicable/desired.

Engagement and communication with Early Childhood Educators and the public regarding benefits of early childhood programs

Q & A sessions, good marketing, consistent information being shared, surveys

Bring all partners together to have a real discussion and also ensure all parties are involved with the executive committee not just people who represent more than one agency/organization and say each partner had a voice.

We have to change the mindset of the community

Electing leaders who value early childhood ed and understand the many varied aspects of the problem

Approach a trade school to implement an early care and learning degree/certification program.

It would be great to not hear the thread director say 'we'll discuss this off-line'. It appears that decisions are made by them and we are there for the optics.

Final suggestions to improve the compensation and other systems for the childcare workforce

Sharing the information to stakeholders

Provide stable funding for programs.

Develop creative partnerships with DOL, apprenticeship programs, work ready organizations, high school career tech programs. Benefits could be offered to more teachers to offset wages and provide concrete support. The state could build pay incentives for teachers or programs based on teacher longevity, education and training milestones

Would like to suggest the group consider ensuring that whatever wage compensation incentive/enhancement that is put in place is in addition to a facility/program ensuring as a business that they have a successful business model/plan that ensures financial resources are available to pay their staff at least minimum wage. The wage compensation from SEED is in addition to and that accountability, including fiscal accountability is built in at all levels (individual, program, system, etc.). Also, in general, for the state leadership team not to take on any new projects/priorities and to stay focused on fully rolling out these systems.

Engagement and communication with Alaskan families and Early Childhood Educators regarding benefits of early childhood programs

The state needs to take a more active role in ensuring they appreciate and support Early Education

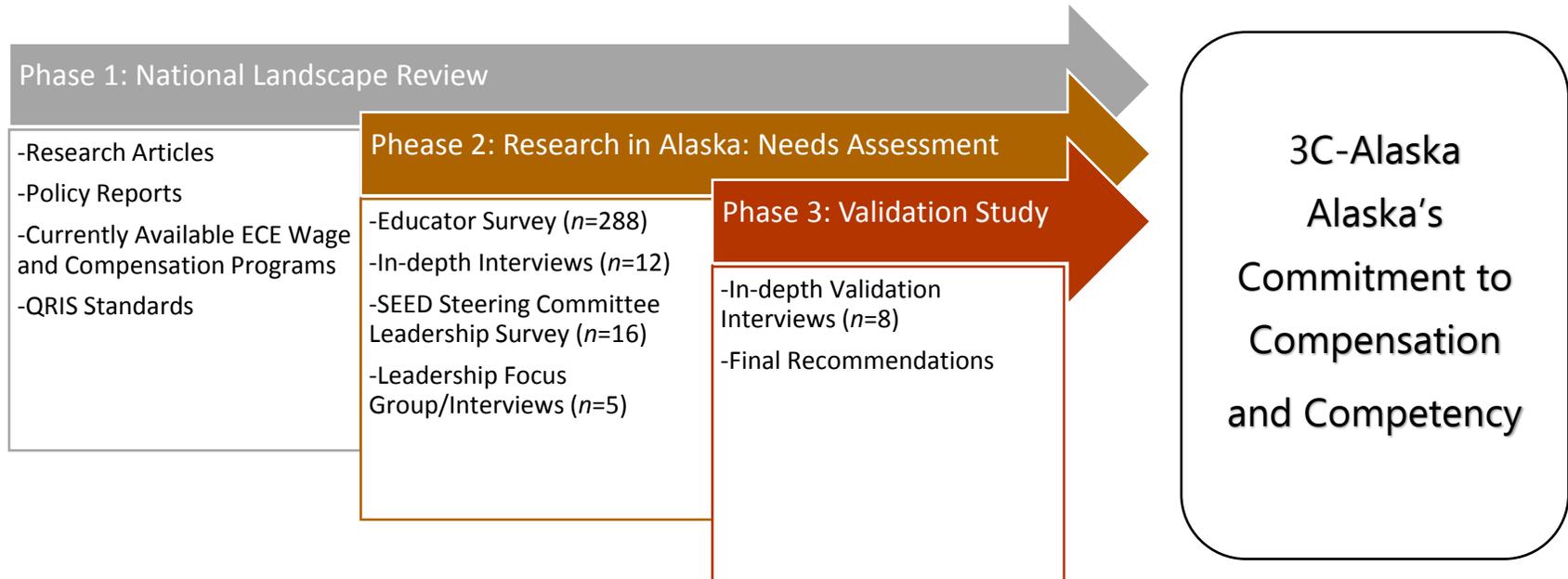
Small centers without endowments or corporate homes can't increase child tuition to pay teachers more. Govt help is needed.

As stated - Child Care Assistance rates should be the same or very similar for Centers and Homes so that low income families can afford Home Child Care. Continue with the collaborated training and distribution for upgraded and needed items such as the cribs and sleeping mats.

Less money for 'referral systems' and more practical training upon request.

Appendix 3A.

Research Methodology



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