



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

Today's Agenda

Review of Research on Compensation

EC and SA Educators & Leadership Survey/Interview findings

- *Wage & benefit analysis*
- *Professional motivation, commitment & perceptions*
- *Thoughts & opinions about compensation models*

Currently Available Compensation Strategies

Recommendations

This work is supported by



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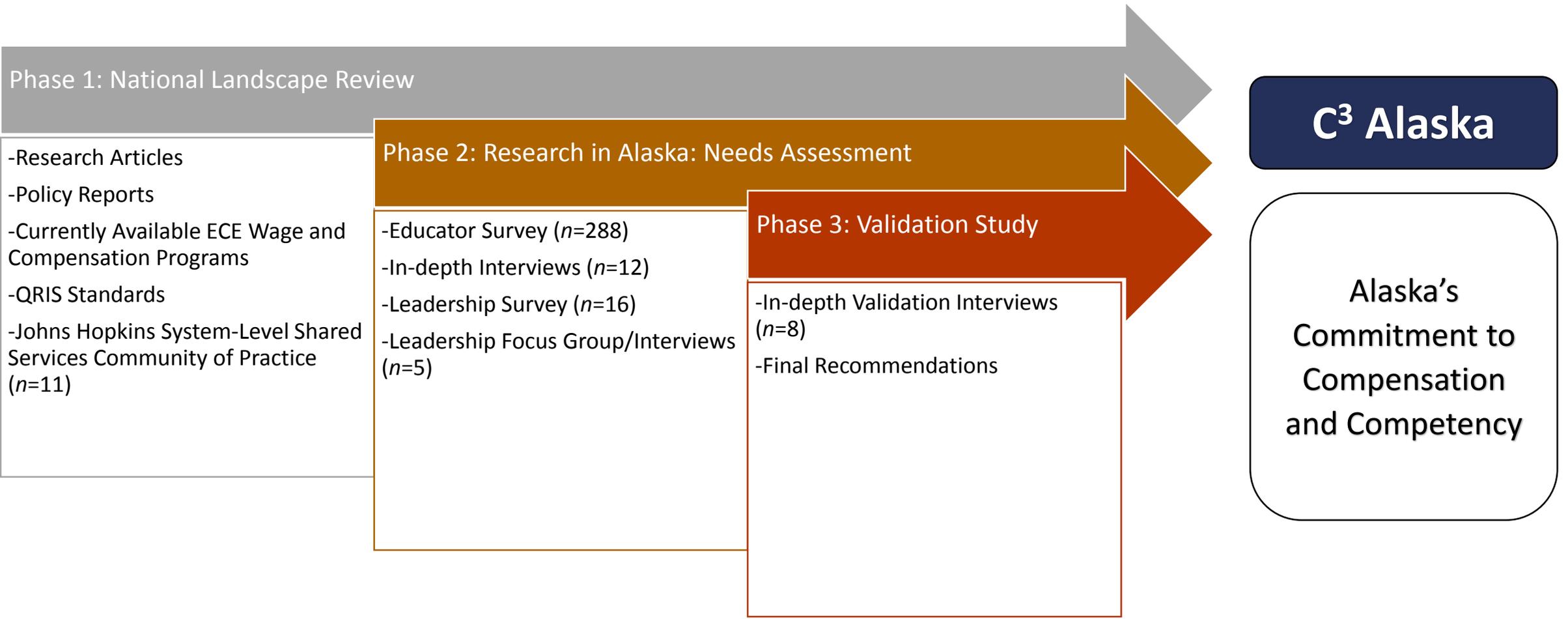


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Wage and Compensation Model for Alaska's Early Care and Education Workforce





Early Childhood
Care and Education
Compensation:
National Landscape



| A Review of Research on Compensation

The Impact of Low Wages



Wage Disparities

TABLE 3.1
Mean Hourly Wages, by Occupation, 1997 and 2013

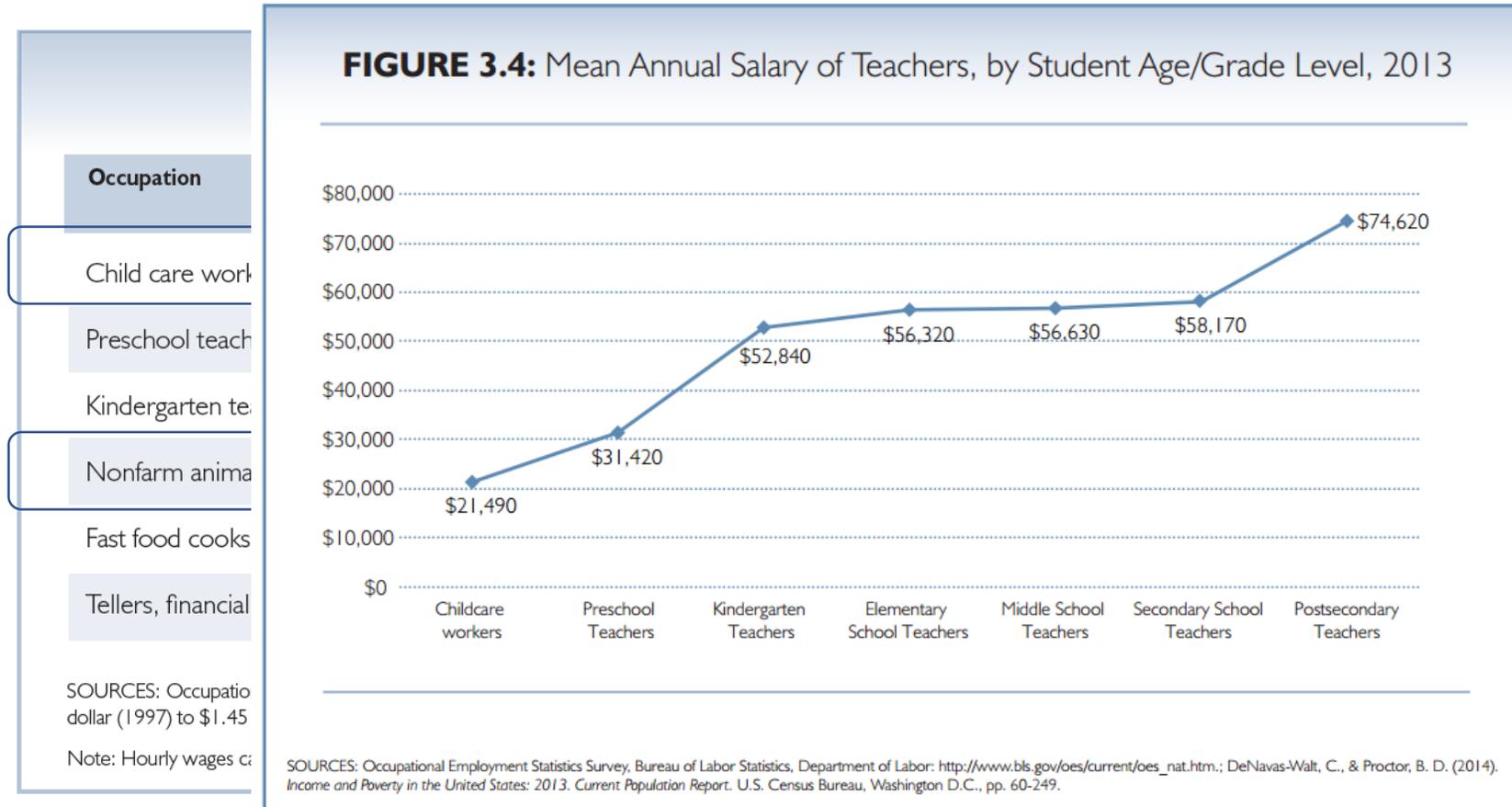
Occupation	1997 Actual Mean Hourly Wage	1997 Real Mean Hourly Wage in 2013 Dollars	2013 Actual Mean Hourly Wage
Child care workers	\$7.03	\$10.20	\$10.33
Preschool teachers	\$9.09	\$13.19	\$15.11
Kindergarten teachers	\$16.42	\$23.83	\$25.40
Nonfarm animal caretakers	\$7.67	\$11.13	\$10.82
Fast food cooks	\$6.11	\$8.87	\$9.07
Tellers, financial services	\$8.24	\$11.96	\$12.62

SOURCES: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor: <http://stats.bls.gov/oes/>; \$1 dollar (1997) to \$1.45 (2013) - CPI Inflation calculator: <http://data.bls.gov/cgi-bin/cpicalc.pl>.

Note: Hourly wages calculated by dividing the annual mean wage by 40 hours per week, 52 weeks per year.

Whitebook, M., Phillips, D., & Howes, C. (2014). Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley

Wage Disparities



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Wage Disparities

- While early childhood educators' wages are low across all settings, disparities in compensation and benefits also exist within the field.
 - Across states
 - Age groups serving
 - Program sponsorship
 - Program type

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



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Share Your Thoughts!

The work you do is critically important. You put children on paths to success.

Compensating you for that important work is important to us, and we would like to hear from you.



Educators Survey Participants Characteristics ($n = 288$)

- Education: 53% bachelor's degree or higher; 12% associate degree
- Employment: 77% full-time
- Position: 29% administrator/director/owner, 21% lead teacher, 11% assistant teacher, 20% supervisor/coach/coordinator/specialist
- Diverse program type
- Average number of years in the EC and SA field: 12 years (range 0-47 years)
- Average number of years in current program: 4 years (range 0-35 years)



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Wage and Benefit Analysis



Wage

- On average, the participants reported that they work about 38 hours per week.
- Median wage: \$18/hour; \$39,705/year
 - \$14/hour for lead teachers
- 41% provide the sole source of income in their household.

Wage Analysis by Experience Years (ONLY Lead Teachers)

Years of Experience	N	Median hourly wage
0-5	15	\$ 13.50
5.1-10	13	\$ 13.00
10.1-15	8	\$ 17.41
More than 15.1	8	\$ 17.43

Benefits by Experience Years

	0-5	5.1-10	10.1-15	15.1-20	20.1+
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%
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%

Wage & Benefit Analysis by Employment Status

Pay	Full Time Staff	Part Time Staff
n	188	27
Median hourly wage	\$ 19.62	\$ 18.00
Median salary	\$ 42,000.00	\$ 21,300.00

Benefits	Full Time Staff	Part Time Staff
Health insurance for yourself	39.36%	14.81%
Health insurance for your family	21.81%	3.70%
Vision insurance	42.55%	7.41%
Paid vacation days	67.55%	37.04%
Paid release	13.30%	7.41%
Paid sick days	35.64%	14.81%
Paid holidays	67.55%	37.04%
Support for your college coursework (e.g. tuition)	29.26%	7.41%
Reduced or full tuition coverage for your own child to receive child care	11.17%	22.22%
Dental Insurance	43.09%	7.41%
Paid days to attend professional meetings	46.28%	37.04%
Fees/dues for professional development training or certificates	45.21%	40.74%
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	15.43%	11.11%

Wage & Benefit Analysis by Educational Attainment

Highest Education Level	Median Hourly Wage
Less than high school, no GED	\$ 10.50
High school diploma or GED	\$ 13.00
Some college, but no degree	\$ 14.32
Some college, but CDA	\$ 14.00
Associate of Arts Degree (A.A.)	\$ 18.36
Bachelor's Degree (B.A./B.S.)	\$ 18.19
Graduate school, but no degree	\$ 28.36
Graduate degree (M.A./M.S.)	\$ 29.34
Graduate or professional degree beyond a master's (Ph.D., M.D., J.D., Ed.D.)	\$ 34.80

- Benefits: There wasn't significant differences.

Wage Analysis by Turnover Intention & Commitment

Time of Departure	N	Median hourly wage
Staying	112	\$ 18.93
Total Leaving	106	\$ 17.49
Leaving this year	33	\$ 15.75
Leaving in 1-2 years	33	\$ 18.00
Leaving in 3-5 years	21	\$ 23.00
Not sure	19	\$ 15.00

Benefits by commitment and turnover intention

Benefits	Total N	Total Leaving	Staying
Health insurance for yourself	79	33.33%	37.50%
Health insurance for your family	43	16.67%	21.43%
Vision insurance	83	34.26%	40.18%
Paid vacation days	137	59.26%	64.29%
Paid release	26	9.26%	15.18%
Paid sick days	73	33.33%	33.04%
Paid holidays	138	54.63%	69.64%
Support for your college coursework (e.g. tuition)	56	21.30%	29.46%
Reduced or full tuition coverage for your own child to receive child care	25	8.33%	14.29%
Dental Insurance	84	35.19%	40.18%
Paid days to attend professional meetings	99	37.96%	50.89%
Fees/dues for professional development training or certificates	96	41.67%	46.43%
Flexible spending account (e.g. tax deferred account for dependent or medical expenses)	32	11.11%	17.86%



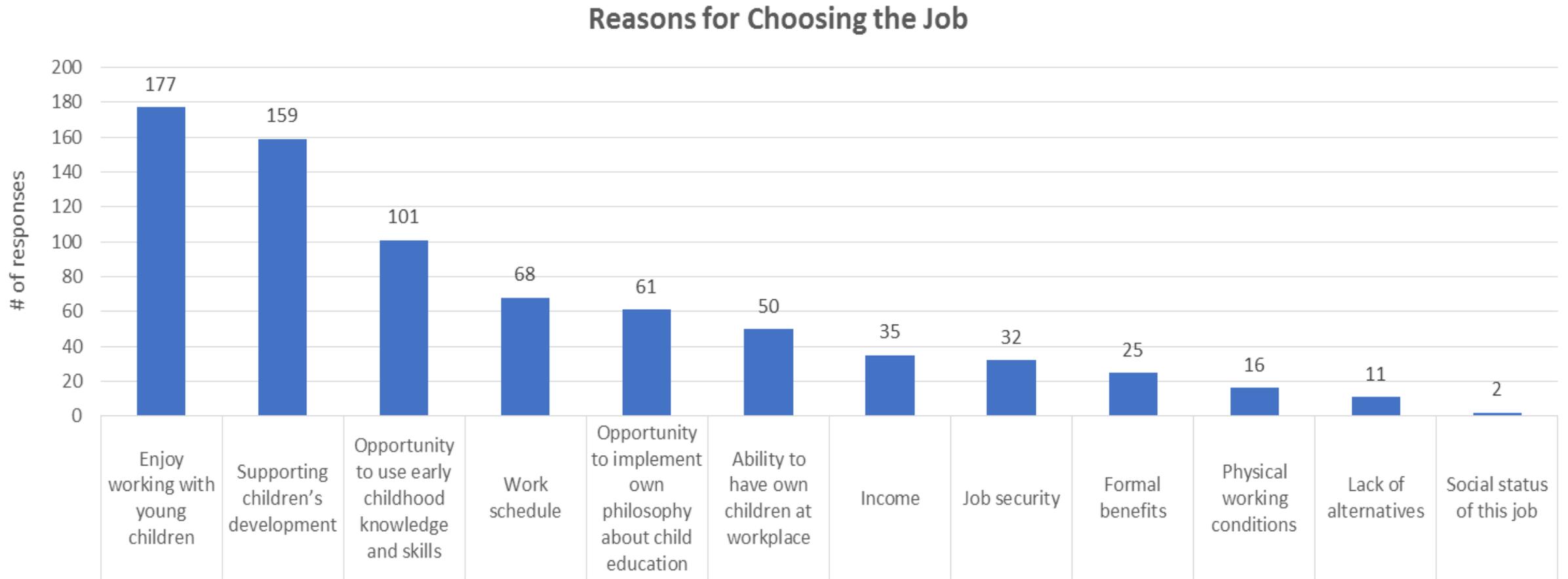
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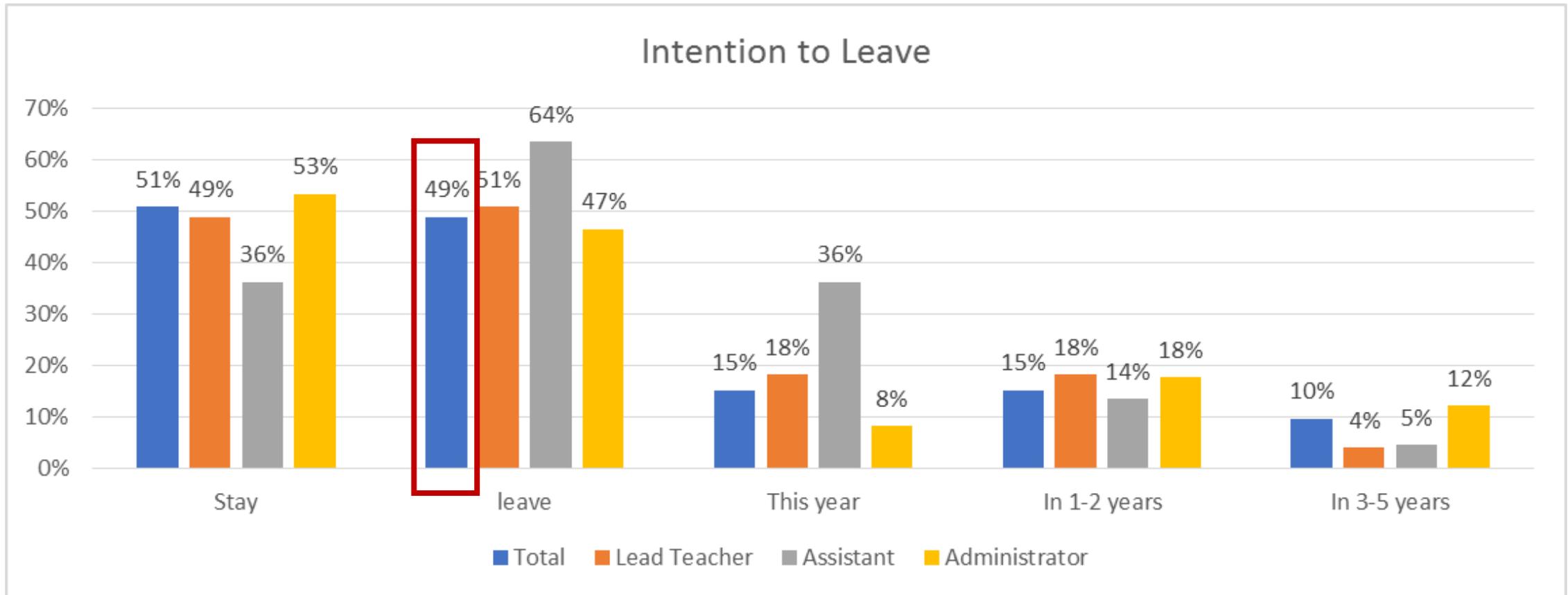
Motivation,
Commitment,
& Perceptions



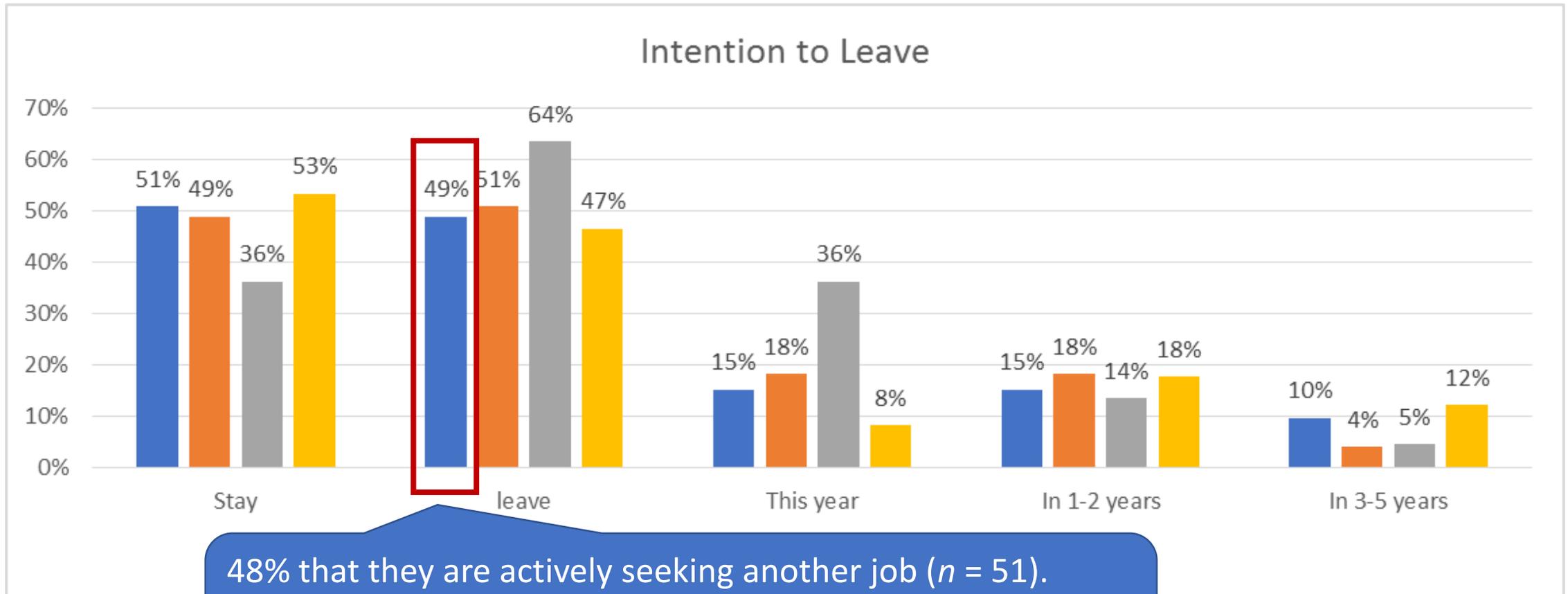
Motivation: Reasons for choosing the job



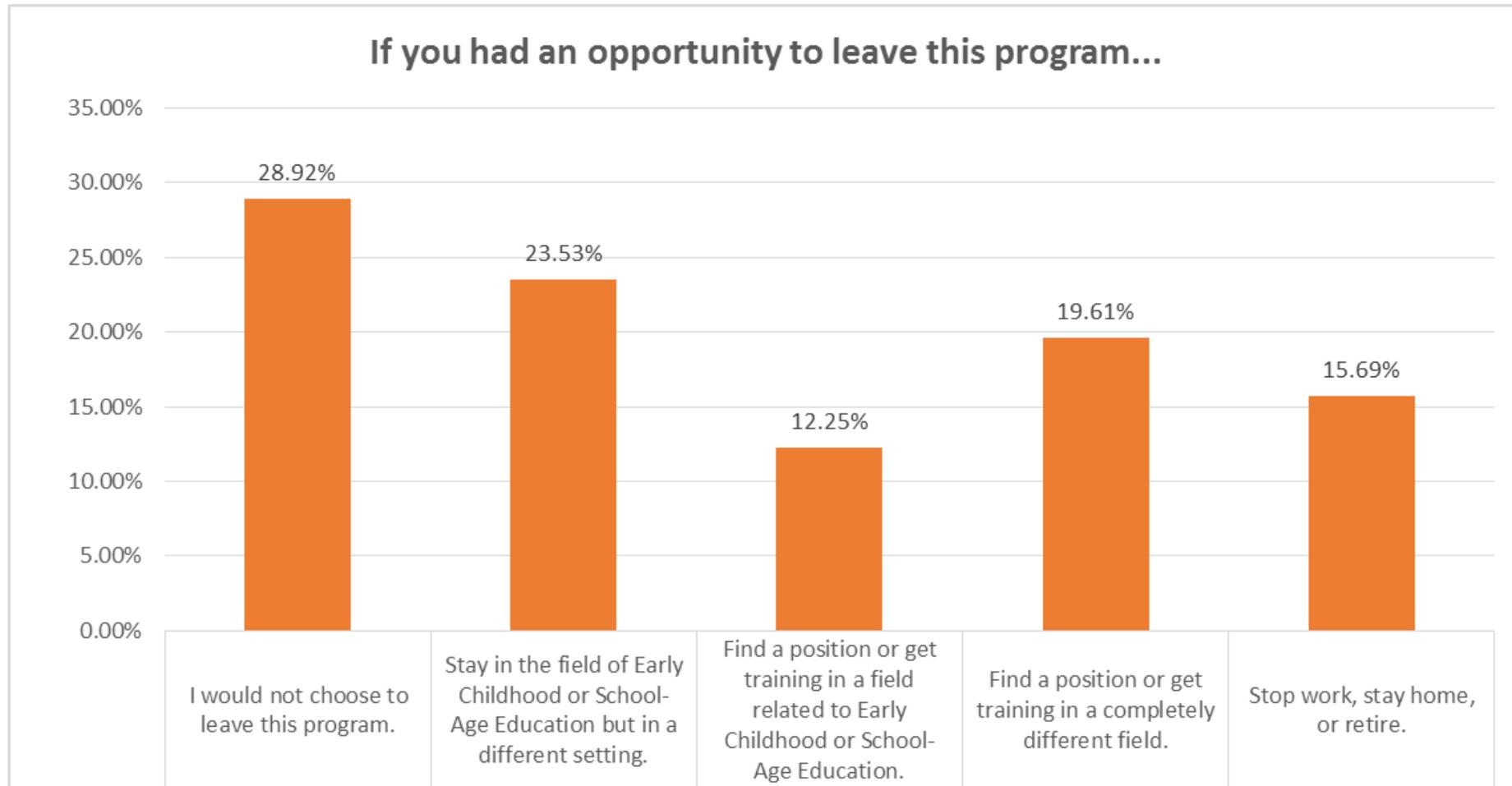
Educators' Commitment



Educators' Commitment



Commitment and Turnover Intention



Commitment by Learn & Grow

	Number of responses		Percent of responses	
	Enrolled	Not enrolled	Enrolled	Not enrolled
Staying	48	40	54%	45%
Leaving within 5 years	41	48	46%	55%



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Thoughts & Opinions



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

EC & SA Educators Survey

- Better pay
- Experience and performance included in the wage scale – this was reported by both teacher and administrator groups.
- “We feel underpaid and undervalued.”
- 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.

Leadership Survey

- Better pay and compensation
- Merit increases / Experience included in the wage scale (e.g., longevity bonus or retention wage stipends based on experience years)
- Increase public recognition and awareness



| A Review of Current Policies and Practices

Current Policies & Practices

- **Efforts to Reduce Disparities in Salary**
 - New Jersey Abbott School Districts, Hawaii, Iowa, Kentucky, Maryland, Nevada, New Mexico, North Carolina, Oklahoma, Tennessee, Texas, and West Virginia
- **Louisiana School Readiness Tax Credits**
 - Tax credits for ECE teachers, directors, providers, owners
- **Child Care WAGE\$ in Florida, Iowa, Delaware, New Mexico, and North Carolina**
 - Wage supplement up to twice a year based on their educational attainment (\$952 average 6-month supplement).
- **T.E.A.C.H. in 21 states**
 - Provides college education with comprehensive supports (e.g., cover the cost for books)
 - After the completion of coursework, they receive bonuses and/or raises if they stay in the same program for at least six months.
- **C-WAGES in San Francisco**
 - Provides bonuses, salary increases, health insurance, and retirement benefits.
 - Must be enrolled in QRIS & located in disadvantaged neighborhoods.

Wage Components within a QRIS

- **Ohio:**

- Require a written policy document describing their wage structure for *all* rated programs and benefits for programs rated with *two to five* stars.

- **Massachusetts**

- Level 2: require to provide a description of program policies that support teacher retention (e.g., 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: require to offer a benefit package for staff that includes vacation, sick time, and health insurance.

Recommendations

Wage and Compensation Model for Alaska

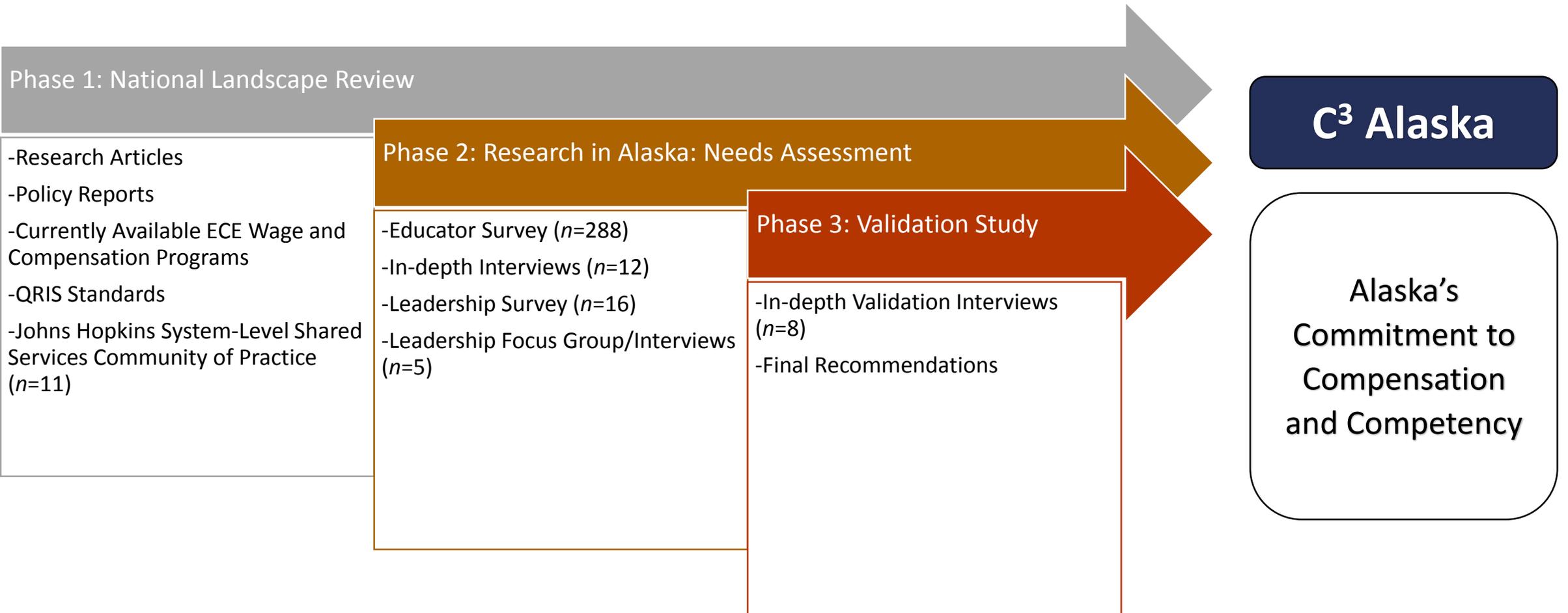


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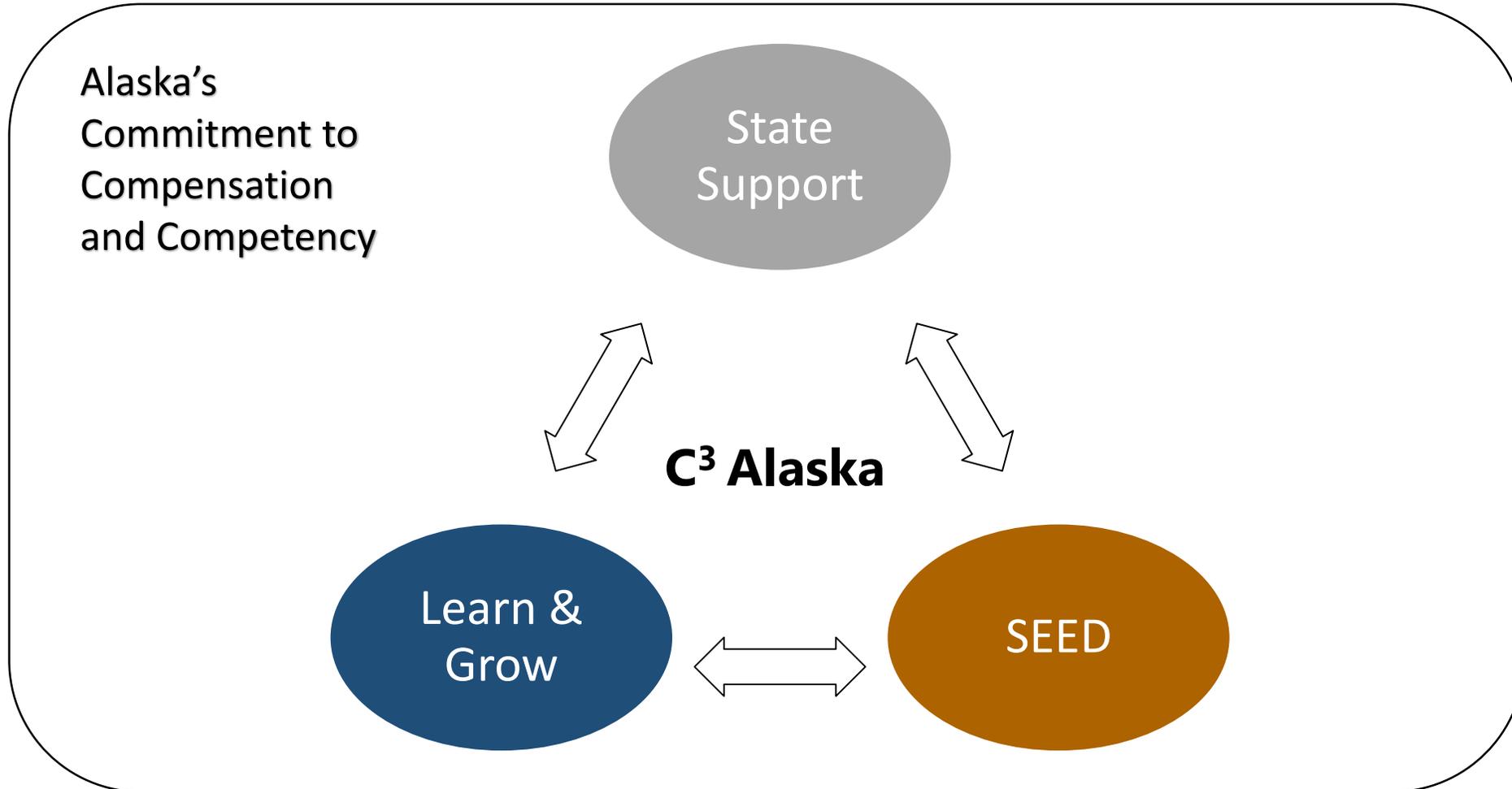
Research-Based and Feedback-Informed Recommendations



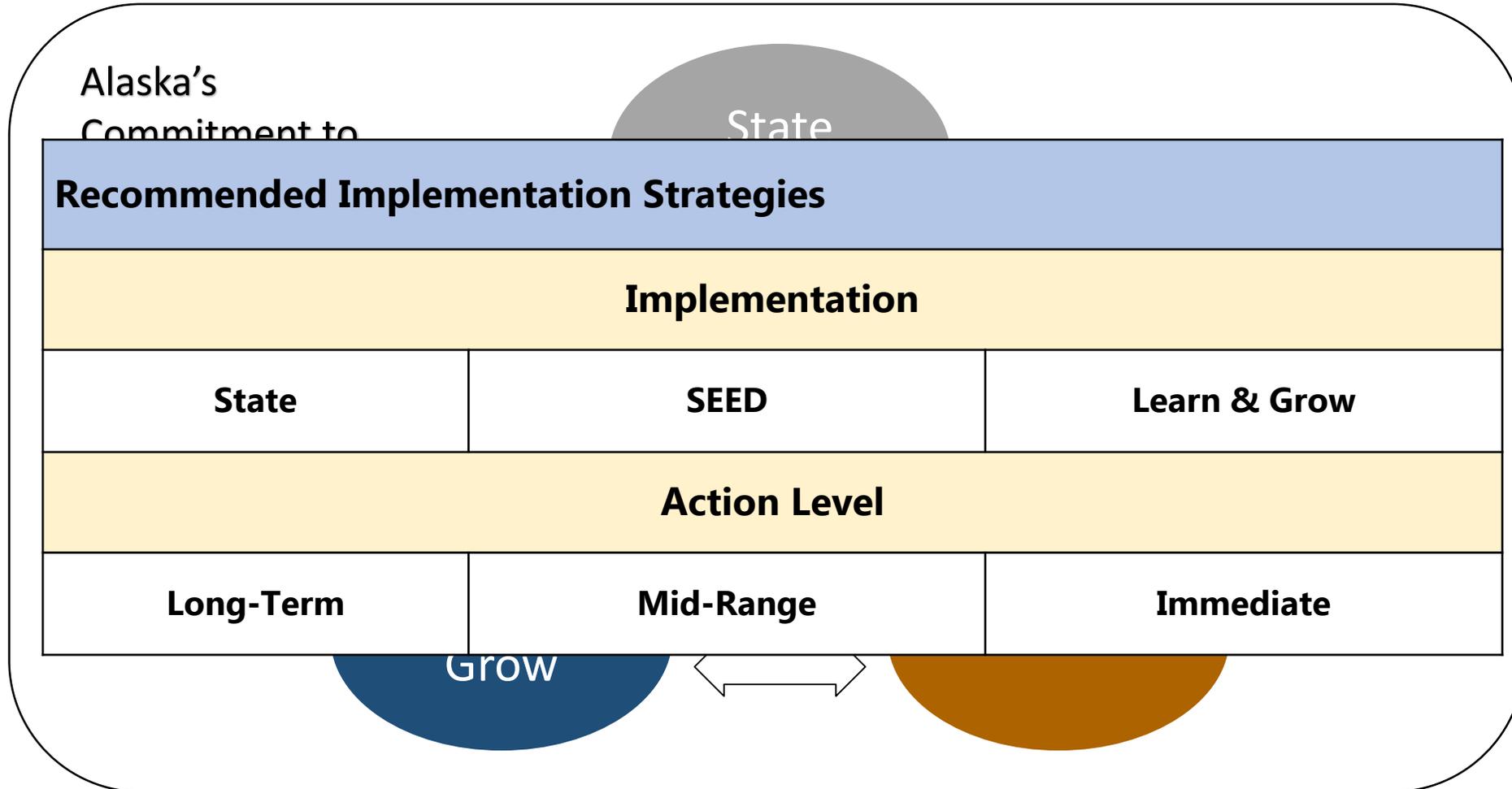
C³ Alaska: Alaska's Commitment to Compensation and Competency

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

C³ Alaska Ecosystem: Recommended Implementation



C³ Alaska Ecosystem: Recommended Implementation





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| 1. Commitment to Compensation

1A. ECE and K-3 Minimum Wage Parity

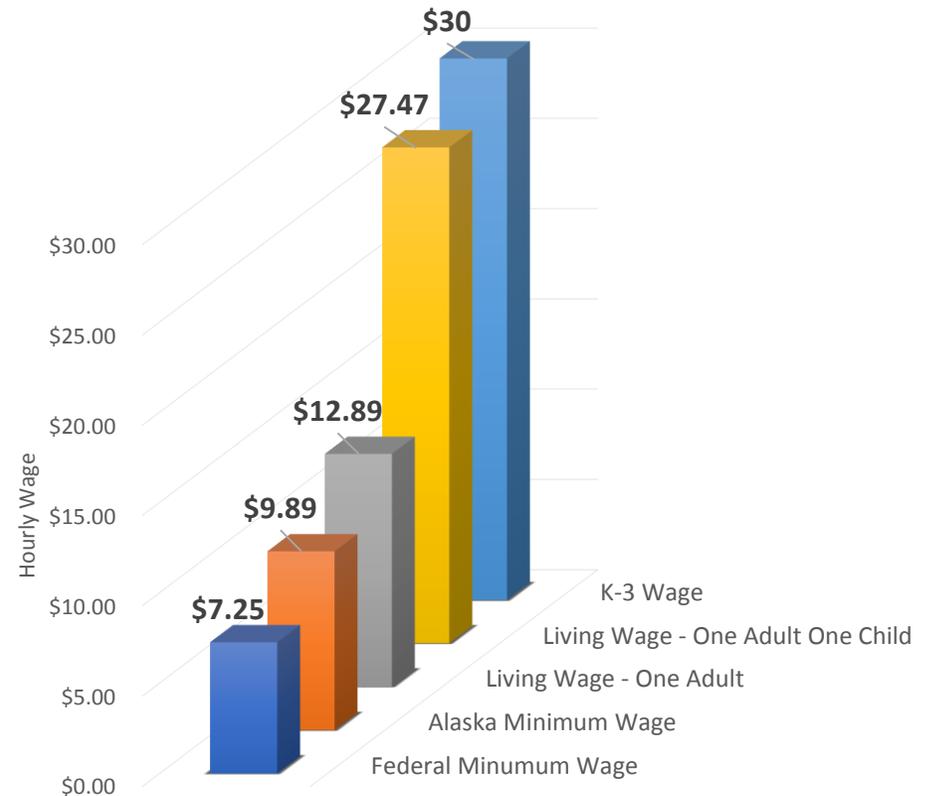
National Trends:

Moving towards K-3 parity in wage.

Research Findings:

- Alaskan EC educators reported higher levels of intrinsic motivation than elementary school teachers.
- Discouraged because they are being paid considerably less than K-3 teachers, even when they have the same levels of education and training.

Living Wage Exceeds Minimum Wage



1A. ECE and K-3 Minimum Wage Parity

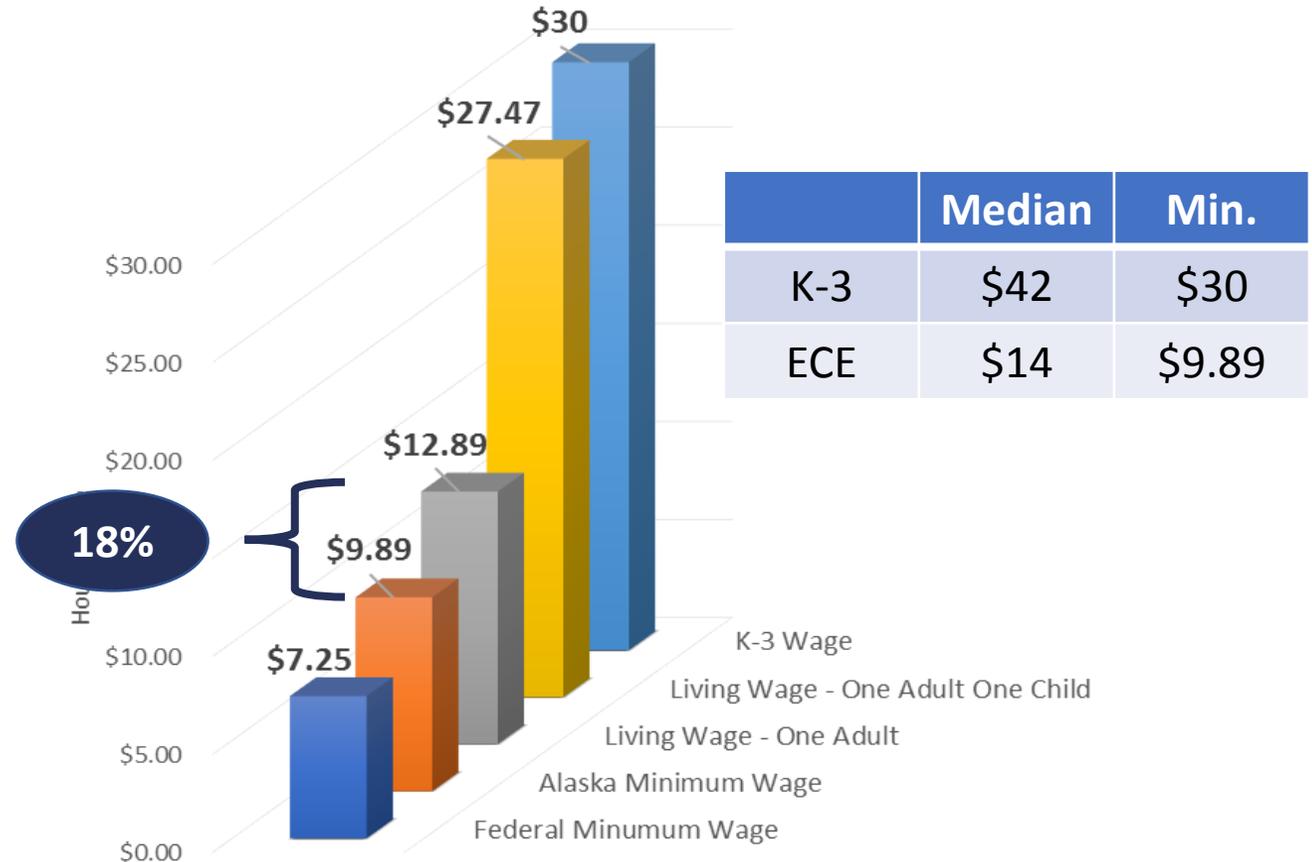
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Living Wage Exceeds Minimum Wage



	Median	Min.
K-3	\$42	\$30
ECE	\$14	\$9.89

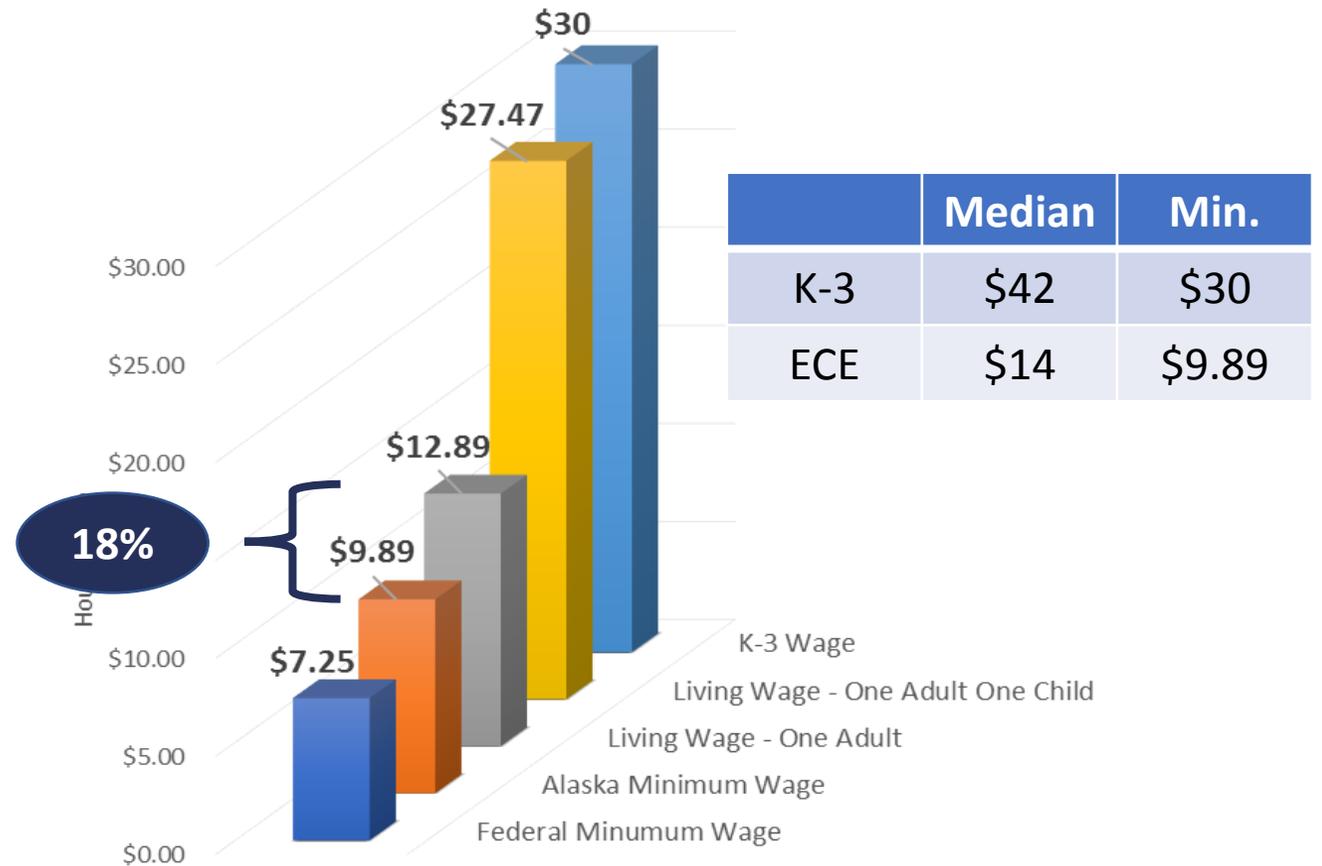
1A. ECE and K-3 Minimum Wage Parity

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

A Two-Step Approach

- Step 1: Establish Livable ECE Minimum Wage
- Step 2: K-3 Parity

Living Wage Exceeds Minimum Wage



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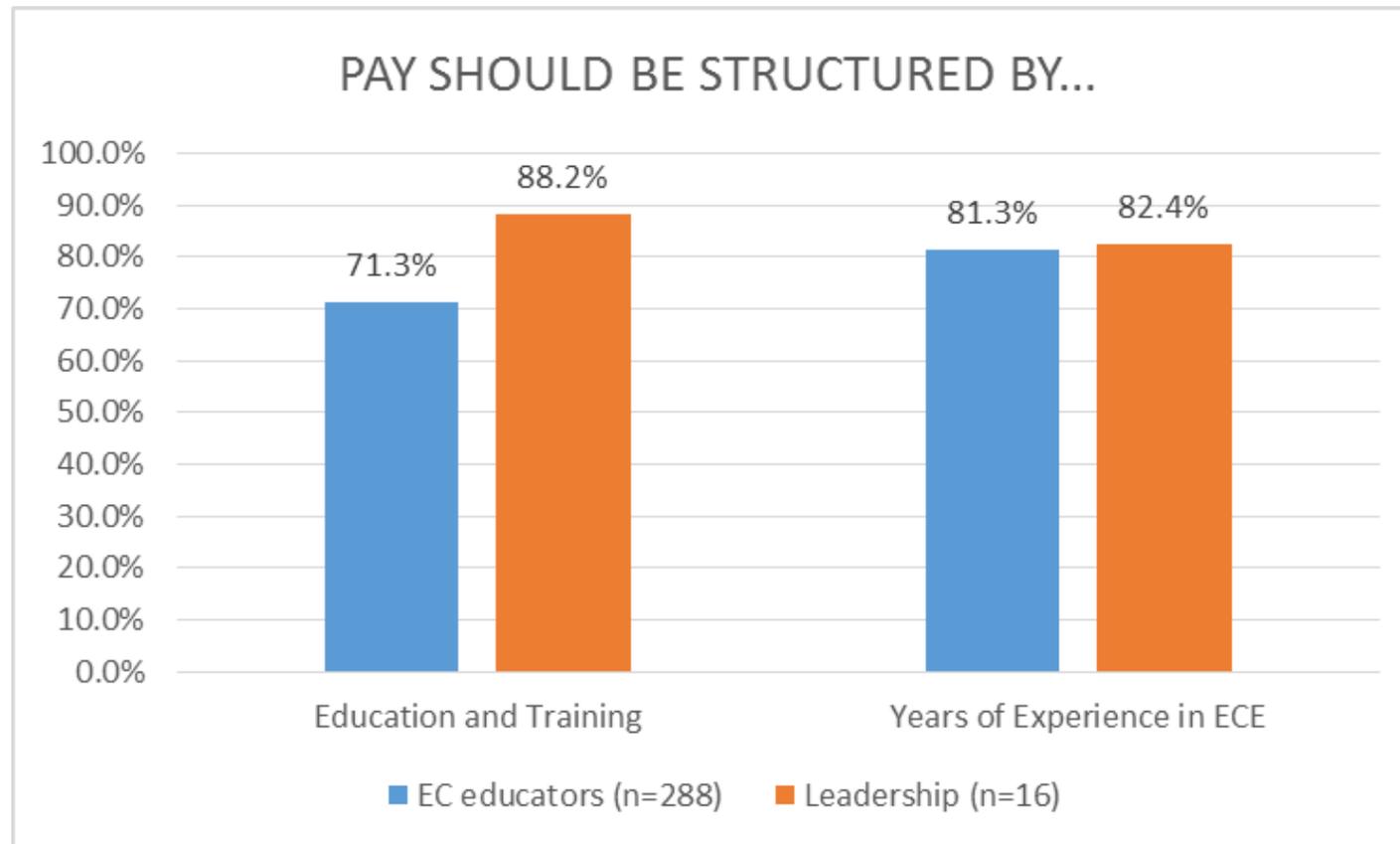
Step 1: Establish Livable ECE Minimum Wage

Step 2: K-3 Parity

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

1B. Fair and Transparent Pay Scale

Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey



1B. Fair and Transparent Pay Scale

We recommend that Alaska encourages ECE programs to

- establish their own pay scale that reflects experience years and education,
- provide transparent information for educators, and
- provide valid data points for leadership.

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

Learn & Grow

- (a) Require “documentation of a pay scale by experience years and educational attainment”
 - (b) Allocate funding/bonus for programs to create distinctive pay scale
-

1C. Tenure and Competency Recognition

EC educators want to be recognized by experience years & see “merit-based” pay system.

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

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

SEED Registry

Implementation of a bonus system:

- Include awards on an incremental basis
- Set major milestones to be recognized (e.g., 3 years, 5 years, 10 years, 15 years, 20 years, and 25+ years)

1C. Tenure and Competency Recognition

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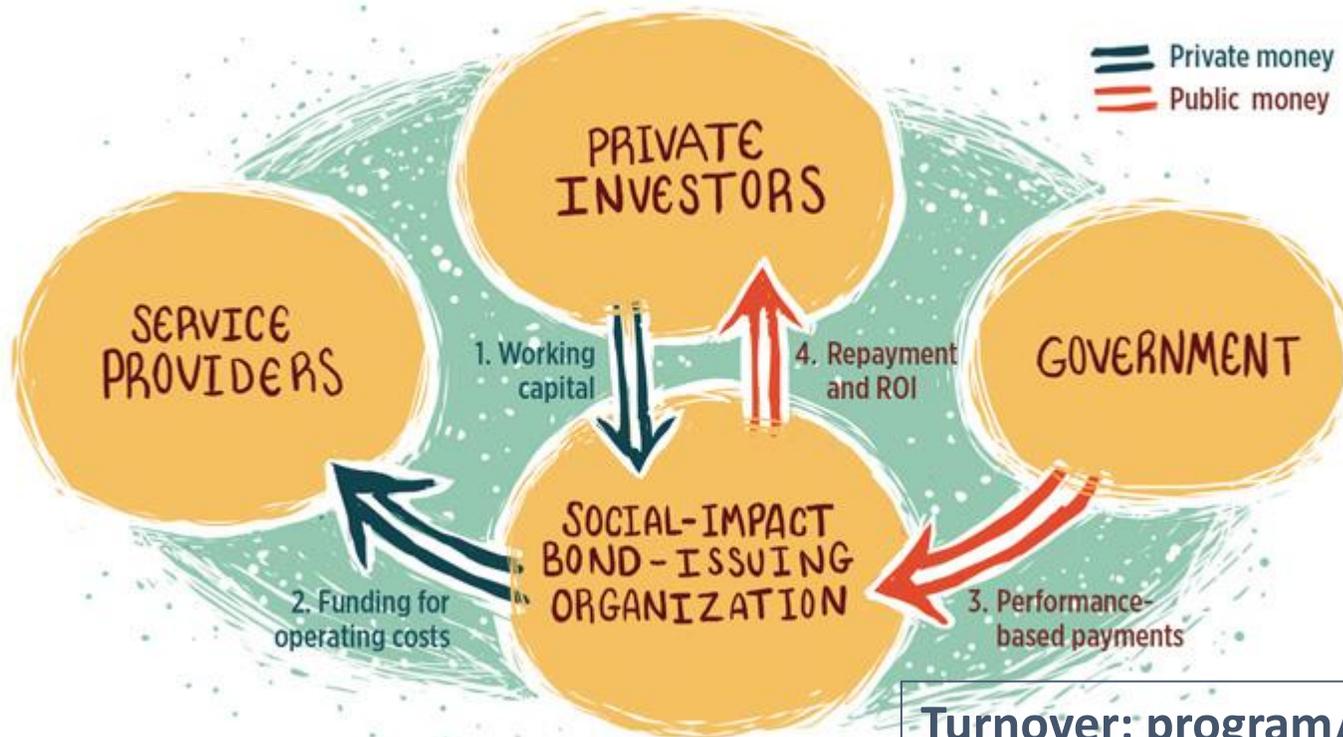
Projected Number of Educators Achieving Major Milestones

						2024
Competency + Experience	3 Years					105
	5 Years					109
	10 Years					46
	15 Years					41
	20 Years					18
	25+ Years of Experience					97
	Total Awardees	235	281	321	342	417

Key Implications:
 It benefits all ECE educators in the field; and helps the state to accomplish wage and compensation equity within the ECE field.

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.

Pay-for-Success: Social Impact Bonds



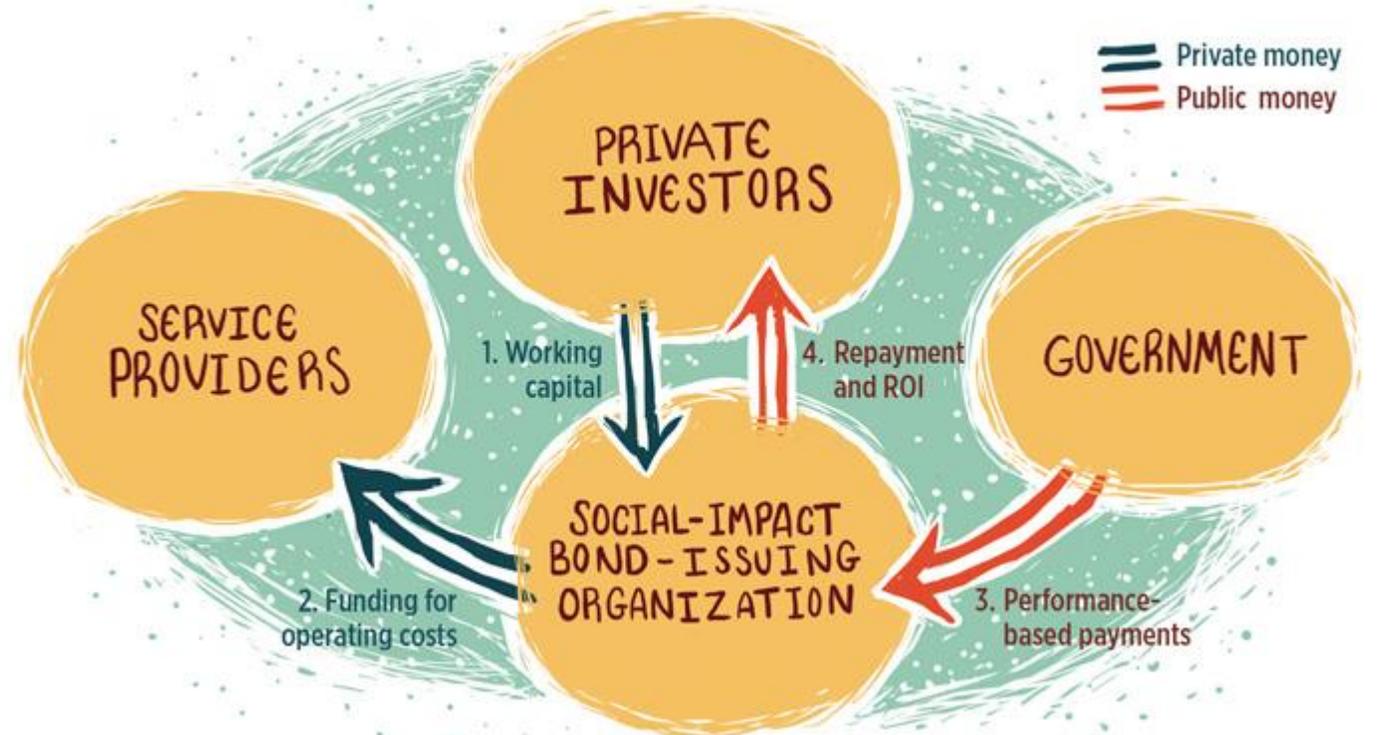
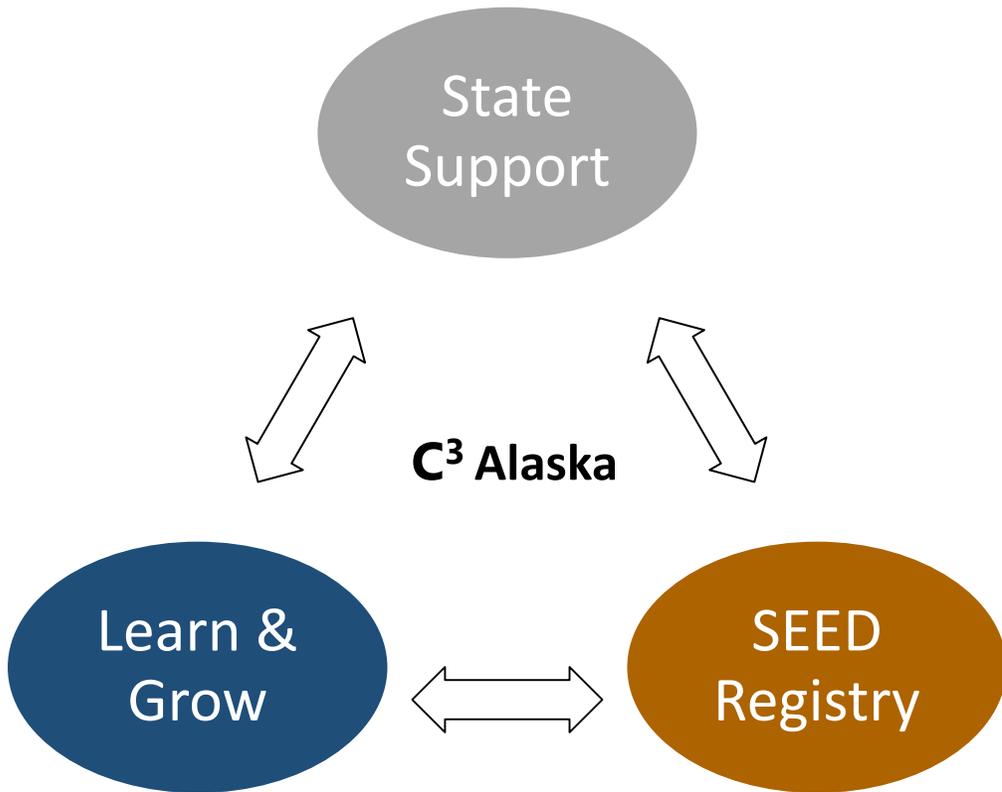
Retrieved from the Federal Reserve Bank of Minneapolis website (<https://www.minneapolisfed.org/publications/community-dividend/social-impact-bonds-offer-promise-of-savings-profits-and-positive-outcomes>)

Turnover; program/ classroom quality; child development; families' satisfaction

- Salt Lake County, UT
 - High quality preschool programs to children in low-income neighborhoods
 - 1 out of 110 needed special education
- Chicago's Child-Parent Center

Heckman et al. (2010);
Temple & Reynolds (2015);
Gaylor et al. (2018)

Implementation of High Cost High Return Goals: Social Impact Bonds (SIB)



Retrieved from the Federal Reserve Bank of Minneapolis website

(<https://www.minneapolisfed.org/publications/community-dividend/social-impact-bonds-offer-promise-of-savings-profits-and-positive-outcomes>)

1D. Full-Time Status

Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey indicated that EC educators in Alaska consider **full-time status** and **salary equally** important.

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

1D. Full-Time Status

Unpacking Full-Time Status:

Definitions of Full-Time Status: 30 – 40 hours/week

Why Full-Time?

- Earning a living wage was an important motivator
- Benefits (e.g., health insurance)
- Beneficial for providing consistency of teaching staff for children.

**Note.* Two part-time educators 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 in order to allow for time to participate in other activities (e.g., fishing, hunting, other forms of subsistence, etc.).

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.

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

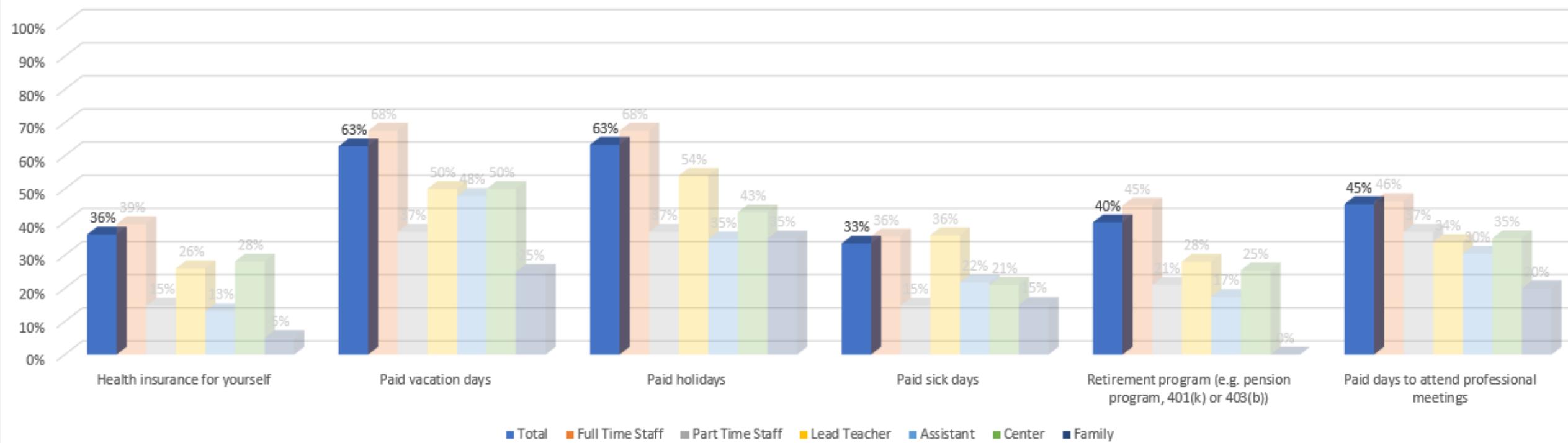
thread

- (a) Facilitate a conversation and further research on impacts, barriers, and benefits of promoting full-time status.
- (b) Representatives and leadership from private/for-profit and non-profit child care programs in various regions (urban, suburban, rural, and remote), government policy entities, SEED, and Learn & Grow.

1E. Benefits

Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey

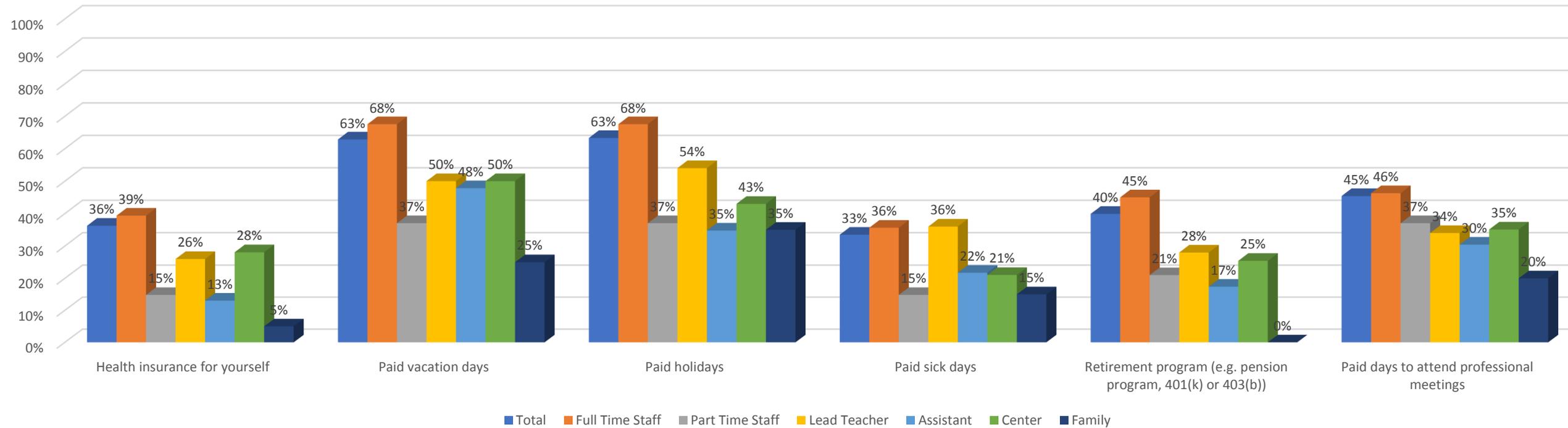
Access to Benefits



1E. Benefits

Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey

Access to Benefits



1E. Benefits

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

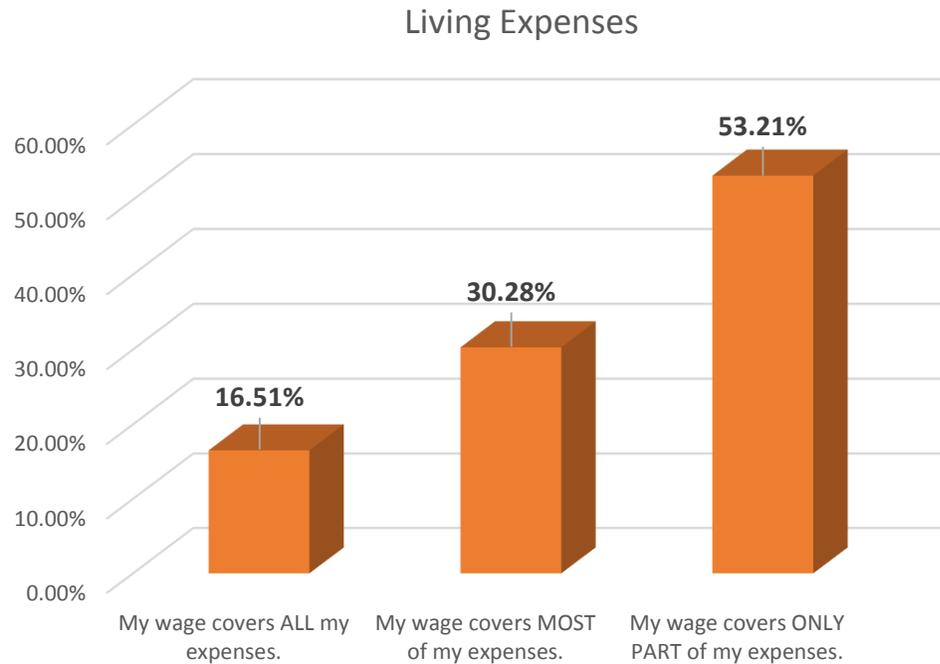
- Learn & Grow (Immediate)**
 - Require to document benefits for all staff
 - Thriving in Higher Quality: require to provide a full benefit package for staff

- thread/SEED (Long-term)**
 - Establish partnerships to provide **universal health insurance** options and **retirement plans** through SEED

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

1F. Support of Living Expenses

Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey



- More than 50% reported that they are stressed by having money to pay monthly expenses.
- Participants expressed concerns about paying their bills, gas and food, student loans, and/or mortgage.

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.

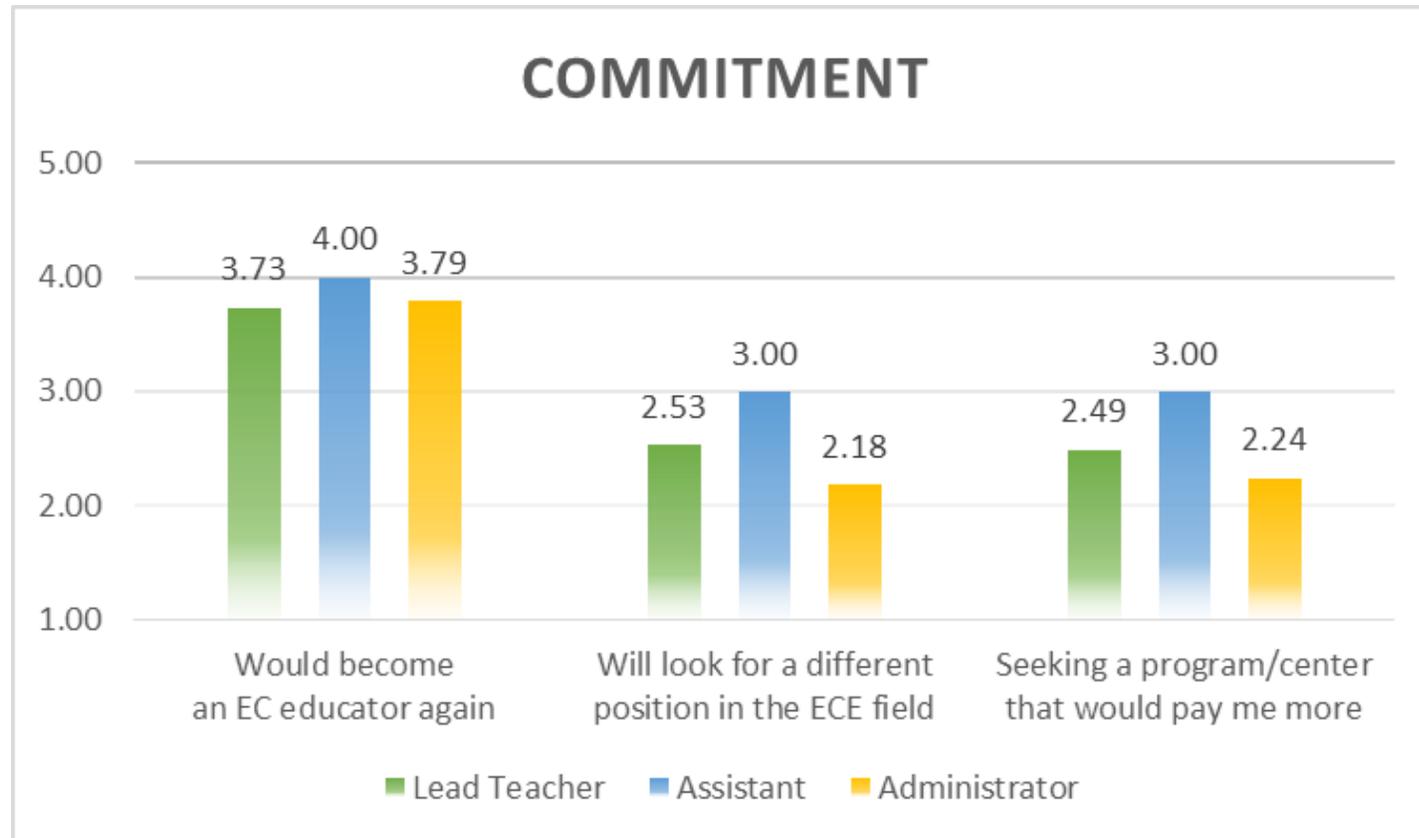
State & thread/SEED

- Find innovative ways to partner with organizations and agencies in the public and private sectors (e.g., Fred Meyer, Carrs)
- Utilize a “rebate” system
- Partner with credit unions to offer mortgage or student loan discount programs for EC educators; student loan forgiveness program
- Adopt the Pay-for-Success model
- Issue a SEED Registry verification ID card for easy access

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

1G. Broader ECE Community (e.g., Assistant Teachers)

Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey



1G. Broader ECE Community

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

thread/SEED

- (a) Include assistant teachers if a bonus system is implemented
- (b) Include assistant teachers in pay scale discussion
- (c) Provide more targeted education and training opportunities for assistant teachers
- (d) Encourage ECE programs to provide promotion opportunities

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

Commitment to Compensation: Impact and Improve ECE Educators' Wage and Compensation

Goals	Recommendations	Action Level			Implementation			High Cost High Return
		Long-term	Mid-range	Immediate	State	Learn & Grow	SEED	
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		√			√		



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| 2. Commitment to Competency

2A. Professional Development

Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey & Interviews

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

- Do not have sufficient resources and time to attend professional development activities
- Limited training opportunities

2A. Professional Development

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

Potential Strategies to Explore:

- *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

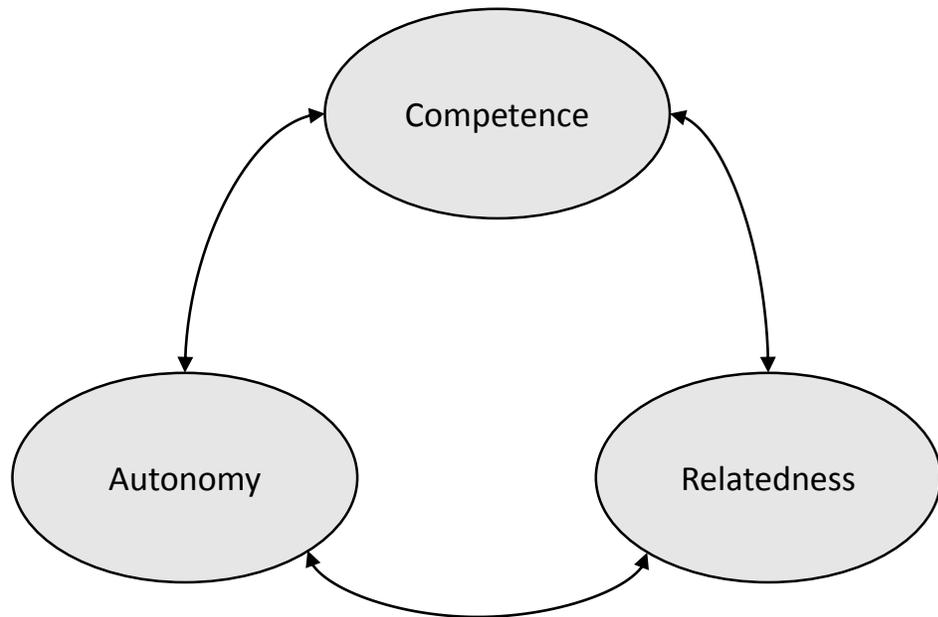
Result from the Alaska Early Childhood and School-Age Educators Wage and Compensation Survey & Interviews

- Many participants said that simplifying the application process would increase participation.
- A participant suggested that this system could be improved by linking the SEED Registry directly to professional development opportunities.

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

2B. Workforce Registry

Basic Psychological Needs Theory



- **Competence**
 - A more *interactive* system where ECE educators could share their professional development plans with their supervisors (e.g., directors, coaches, etc.) and track their progress via the system.
- **Relatedness**
 - Educators feel more connected within the community through an *interactive* system.
 - Leadership support & connecting directors
- **Autonomy**
 - Add more online training options to meet different groups' needs (e.g., seasoned staff, new staff, family child care providers, assistant teachers, rural educators, etc.).

2C. Support for Broader ECE Community

Family child care providers often report that they feel isolated and lack access to human/professional resources.

- 364 FCC providers serving 12% of total available slots

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

Potential Strategies to Explore:

- Identify and provide specific professional development needs and opportunities (e.g., via online)
- Connecting family child care providers with a larger professional community to share and exchange resources
- Building a peer network among family child care providers through the SEED Registry to collectively address their needs.

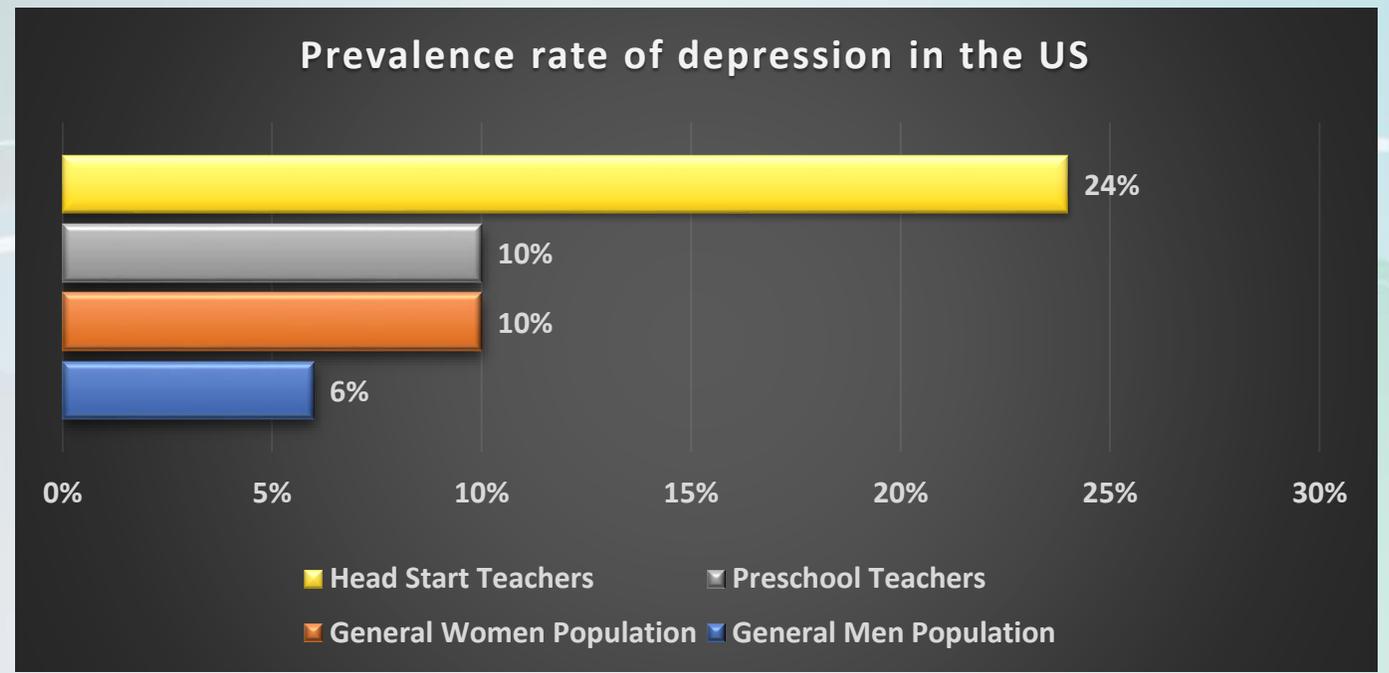
2D. Mental Health and Leadership Support

Salary is a leading factor of turnover.

Salary is not the sole factor that contributes to ECE educator turnover and retention (Wells, 2015).

The Alaska Early Childhood and School-Age Educators Wage and Compensation Survey indicated that

- 25% of respondents report high levels of burnout, stress, and low job satisfaction in the current job situation.
- High stress was the second-most-mentioned reason (following low pay and benefits) why participants want to leave their job
- The participants chose “supportive leadership” as one of top stressors in their job.
- A participant noted that “mental health support is often overlooked when considering improvement of support to early childhood educators.”



Prevalence rates of stress

50% of teachers are stressed

25%-30% teachers are extremely stressed (Unterbrink et al., 2007).



ECE turnover rate

35% annually (Buffett Early Childhood Institute, 2018)

46% in the first 5 years (Jalongo & Heider, 2006)

2D. Mental Health and Leadership Support

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

Potential Strategies to Explore:

- Explore the status of Alaska ECE educators' mental health and work environment.
- Offer trainings on stress reduction strategies, effective and supportive leadership, how to support mental health, etc.

2E. Recruitment, Retention and Turnover

Challenges with turnover: 50% of the participants mentioned that it is very challenging to find a qualified and committed person.

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.

Potential Strategies to Explore:

- Provide an online space for program administrators to post job openings
- EC educators might share their educational attainment and other credentials, work experience if any, and professional development history with potential employers.
- Linked with background check & **thread** endorsed orientation courses for new employees (e.g., general health and safety orientation to different types of ECE programs, child development, work ethics in the ECE field, etc.).
- A pool of **thread**-run pre-screened substitutes

Commitment to Competency: Strengthen Competency of ECE educators

Goals	Specific Recommendations	High Cost High Return
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.	



High “quality care requires an environment that values adults as well as children.”

– National Child Care Staffing Study, 1989

Begin Today!

Questions?

