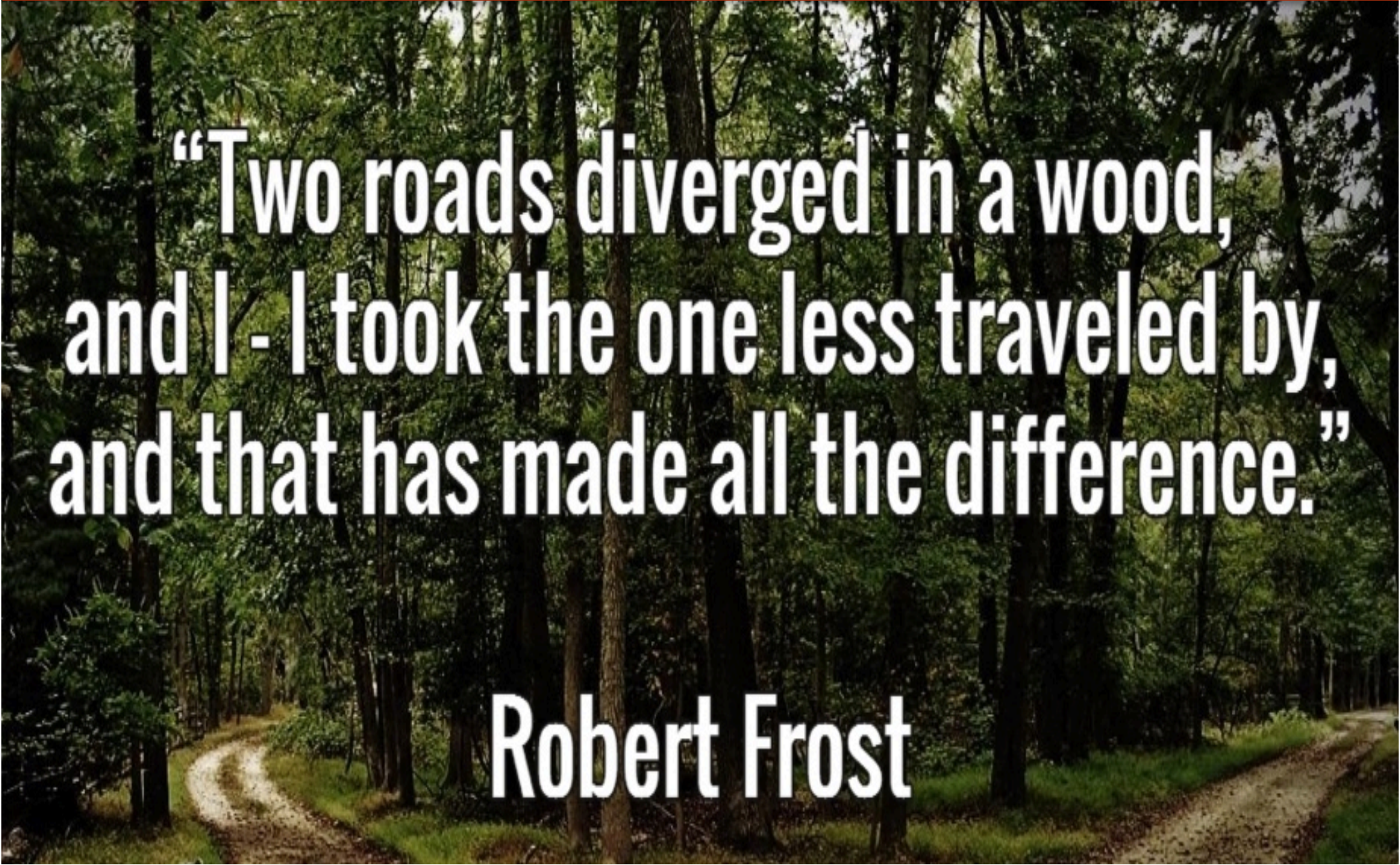


# A Highly Qualified Workforce: the Road Less Travelled

Steve Barnett, NIEER/CEELO, Rutgers University

A photograph of a forest with two dirt paths diverging from a single point, illustrating the concept of 'the road less traveled'. The paths are made of light-colored soil and are surrounded by dense green trees and foliage. The scene is captured from a low angle, looking down the paths as they lead into the distance.

**“Two roads diverged in a wood,  
and I - I took the one less traveled by,  
and that has made all the difference.”**

**Robert Frost**





1 in 4 young children lives in poverty, inequality is rising,  
few have access to high quality pre-K



# The Road to a High Quality Workforce

Vision and  
Public Will

Strong Policies

Continuous  
Improvement



# A Little History of Change

- Elementary school teachers
  - 1920 less than half had 2 years of college
  - 1950 less than half had a BA degree
  - 1960 15% of all teachers had less than BA & 42 states require a BA
  - 1975 virtually all elementary school teachers have a BA
- Kindergarten
  - 1873 first K in the US
  - 1914 every major city had public K
  - 1950 38% enrolled in K
  - 1960 more than half in K
  - 1980 near universal K

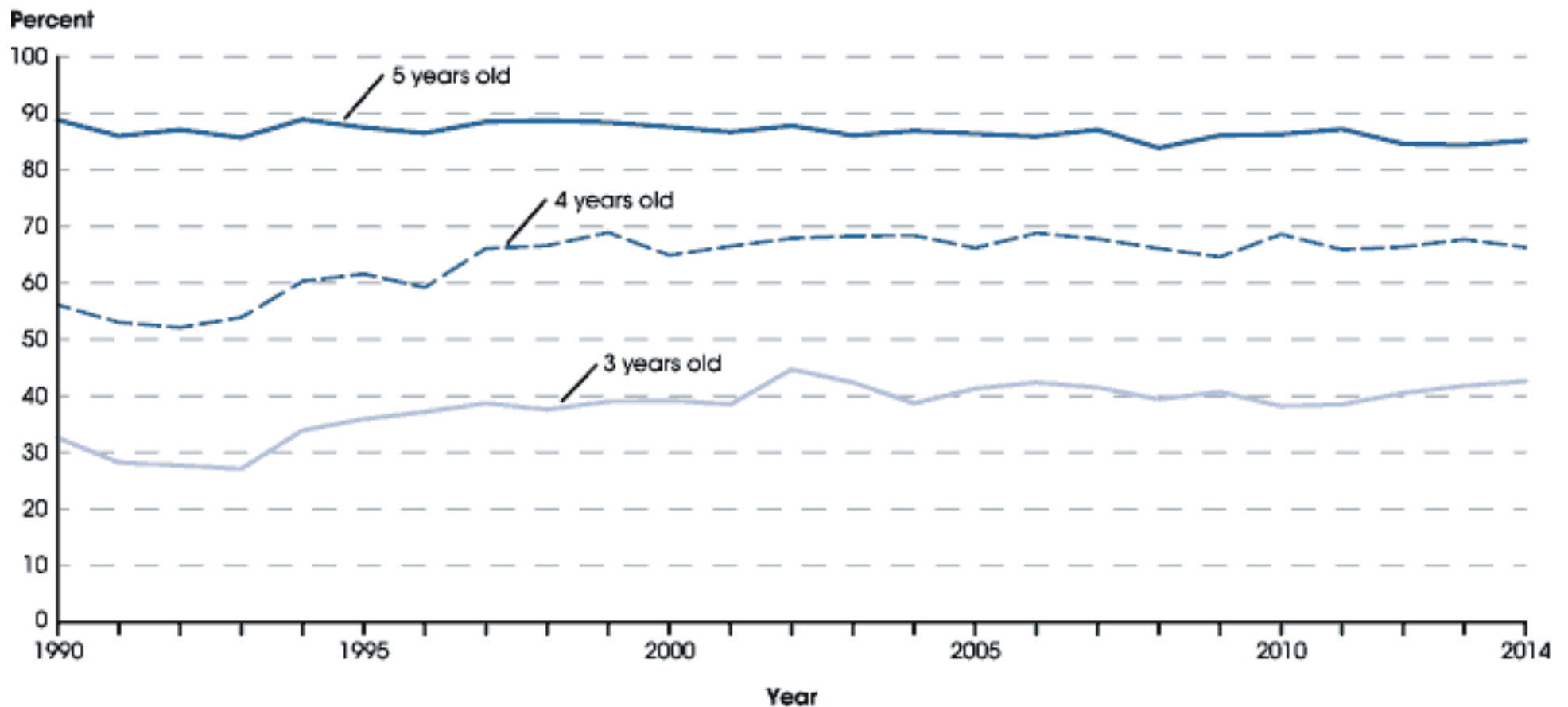




# A History of Little Change



Figure 1. Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs: 1990 through 2014

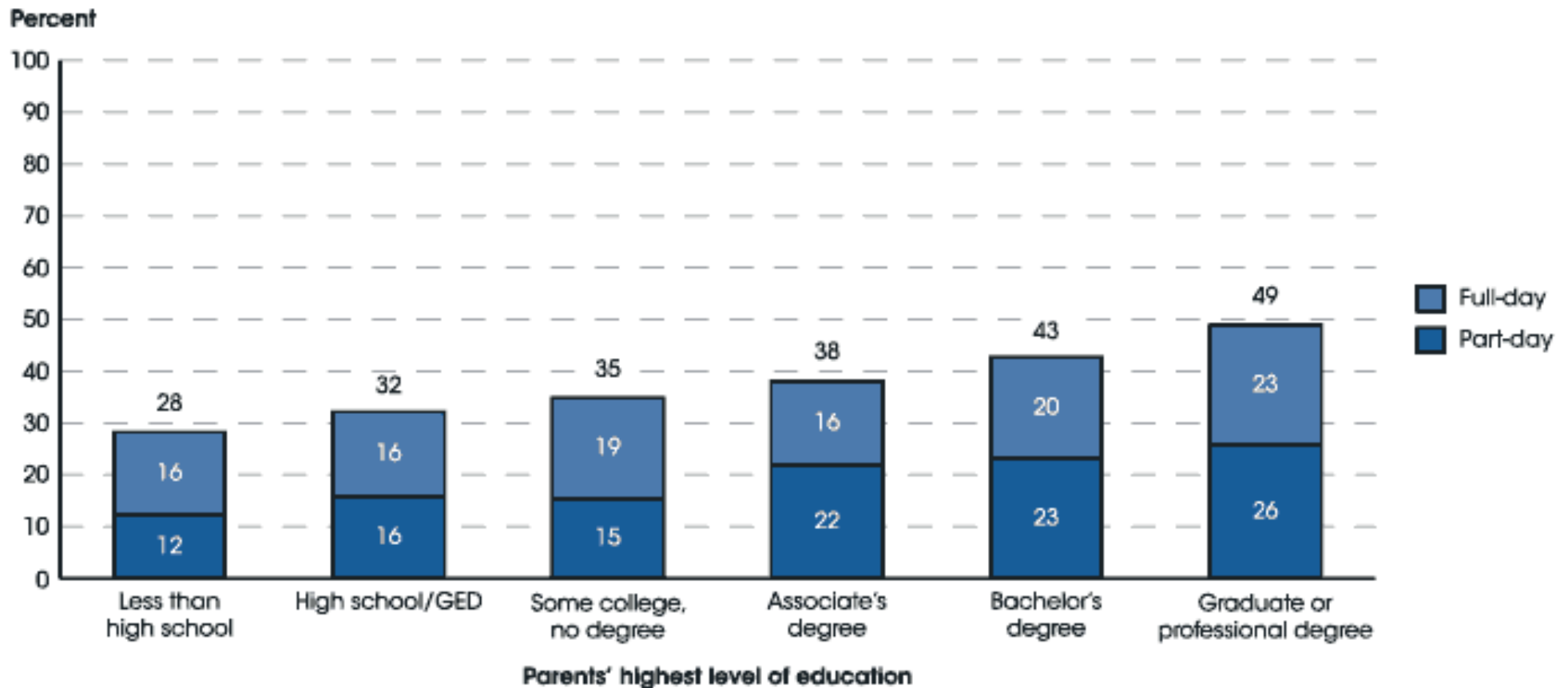




# Despite 50 Years of Targeting, Access is Highly Unequal

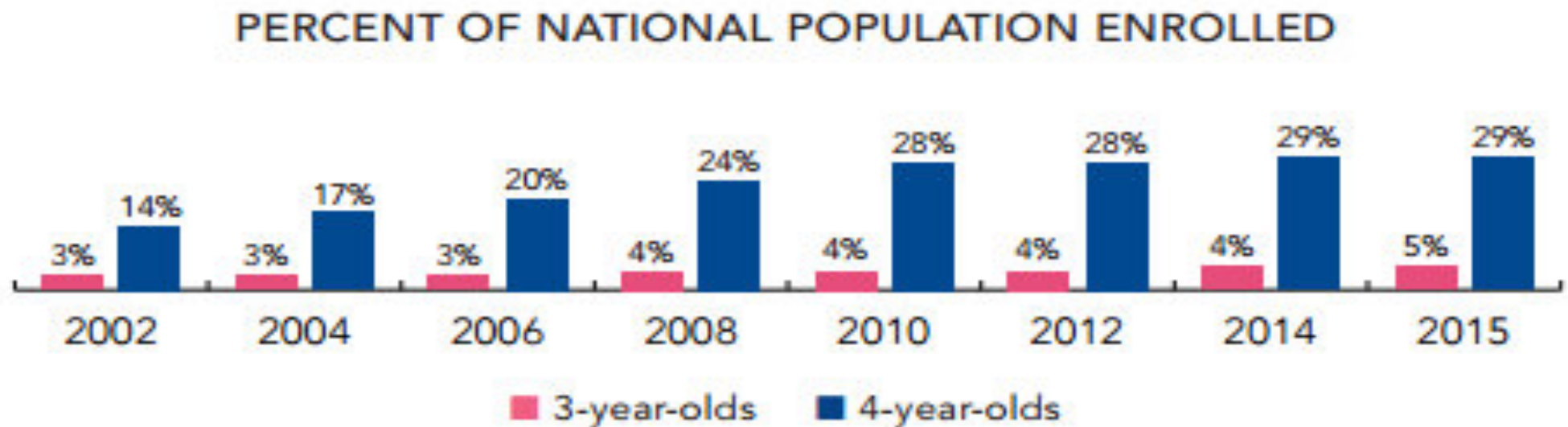


**Figure 5. Percentage of 3- to 5-year-old children enrolled in preschool programs, by parents' highest level of education and attendance status: October 2014**





# State Pre-K Enrollment Trends: two steps forward, one step back hinders progress



- 13 states decreased enrollment of 3 - and 4-year-olds
- 28 states increased enrollment of 3 - and 4-year-olds
- 84% of children served are 4-year-olds





# Lessons Learned from History

- Real progress is not incremental—slow change is followed by rapid transformation
- Even rapid change takes 15-20 years nationwide
- Cities will lead the way—a national movement takes hold and *gets attention* locally first
- We must be both patient and impatient



# Early Childhood Workforce(s)

- K-3: 1 million teachers
  - Preschool Special Education
  - State Pre-K
  - Head Start
  - Private Fee-Based Centers
  - Informal Home Based
- 
- Not just teachers: Assistants, Administrators, and Supporting Professionals



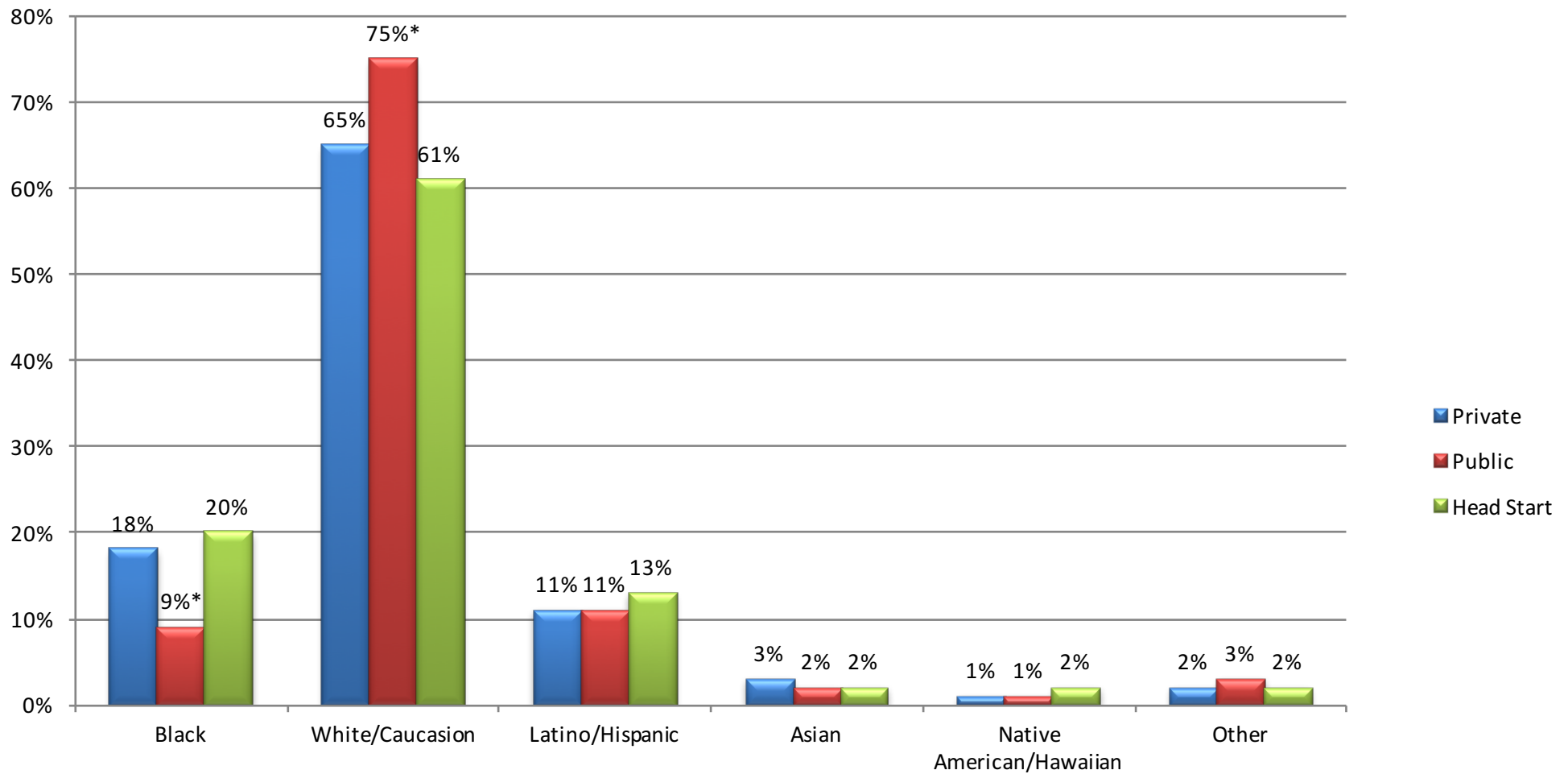


# National Preschool Teacher Survey 2010

- 3 Sectors: Head Start, Public Pre-K, Private
- 1640 teachers
- The categories overlap and difficult to separate
  - Private fee paid only, public pre-K can be “private”
  - 8 percent of Head Start in public schools
- Teacher characteristics, working conditions, and practices

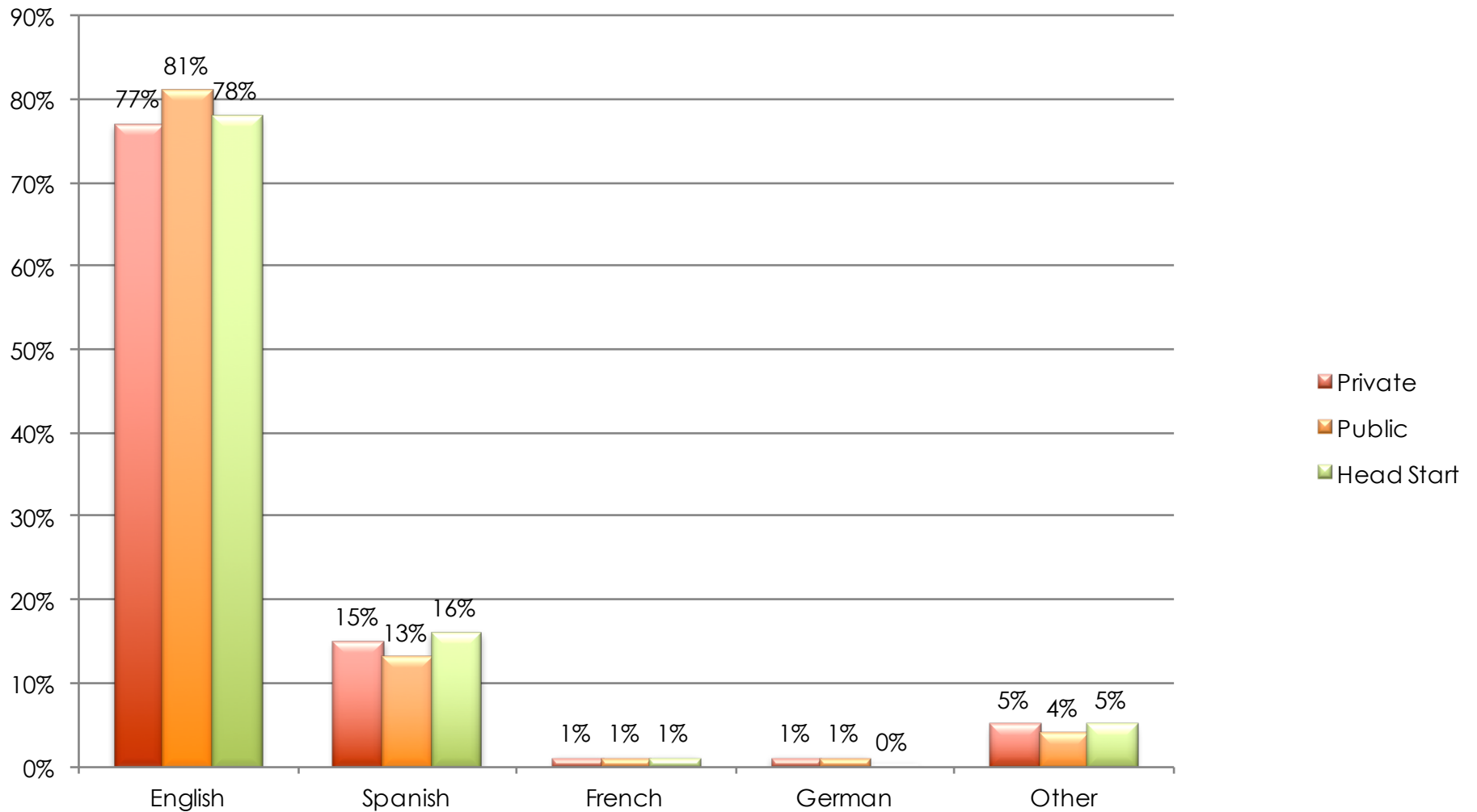


# Pre-K Teacher Ethnicity

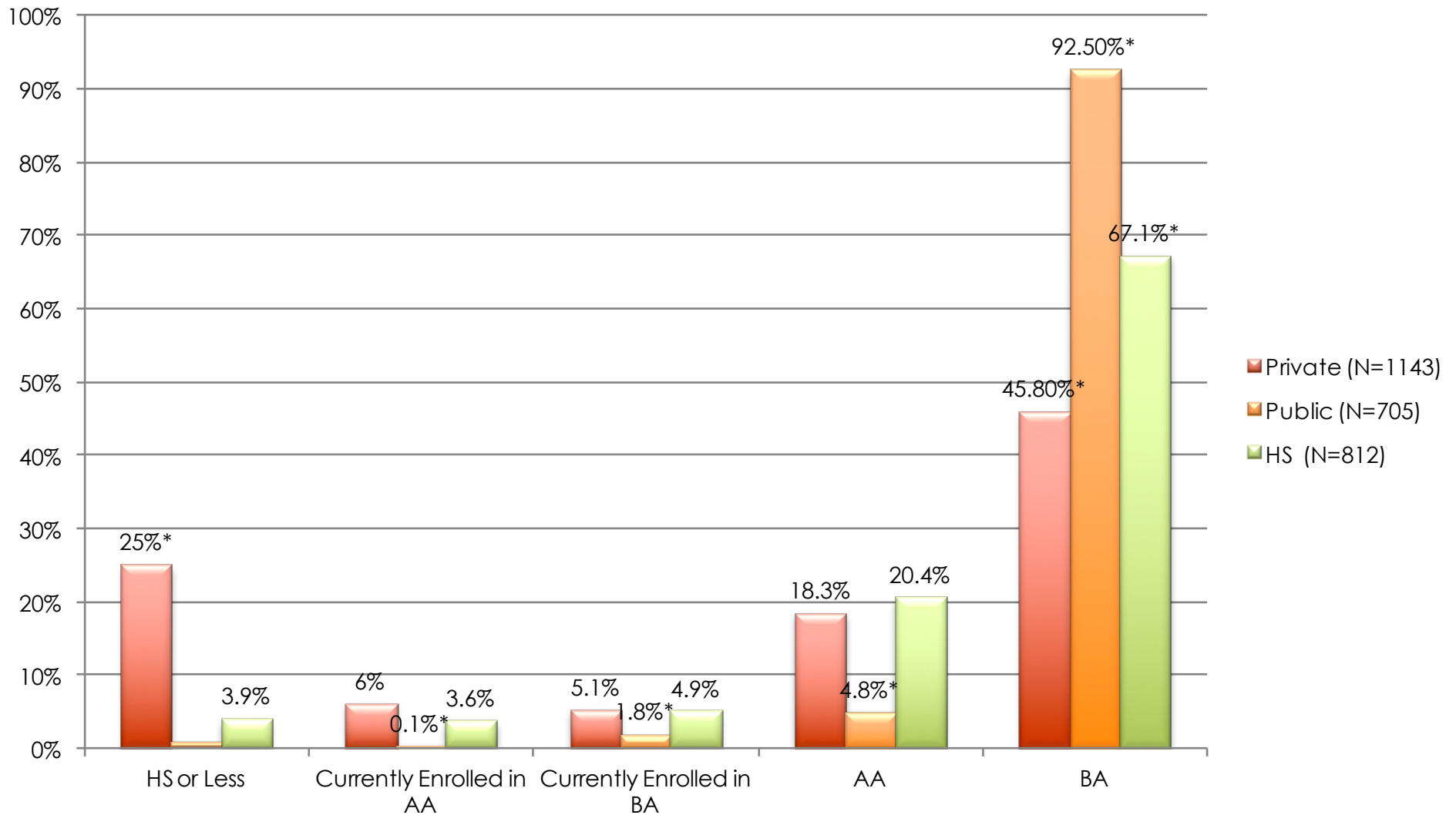




# Pre-K Teacher Language

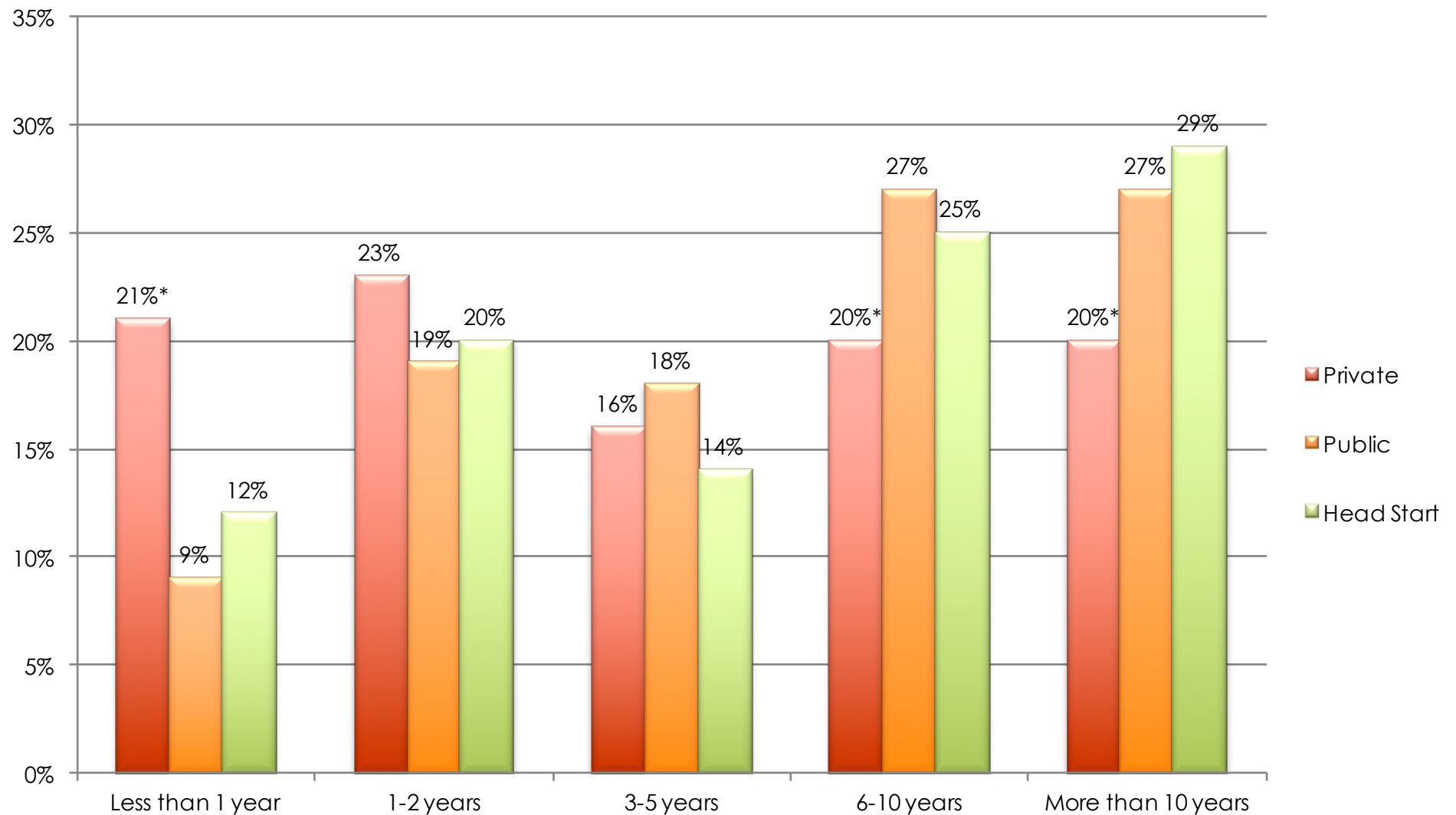


# Pre-K Teacher Education Levels





# Pre-K Teacher Years in Current Job



# Pre-K Teacher Pay

## Teacher Annual Salaries

	Private	Public	Head start
Mean	\$24,456	\$43,338	\$29,406
Median	\$21,969	\$42,000	\$25,989

## BA premium by sector

\$6,000 Private

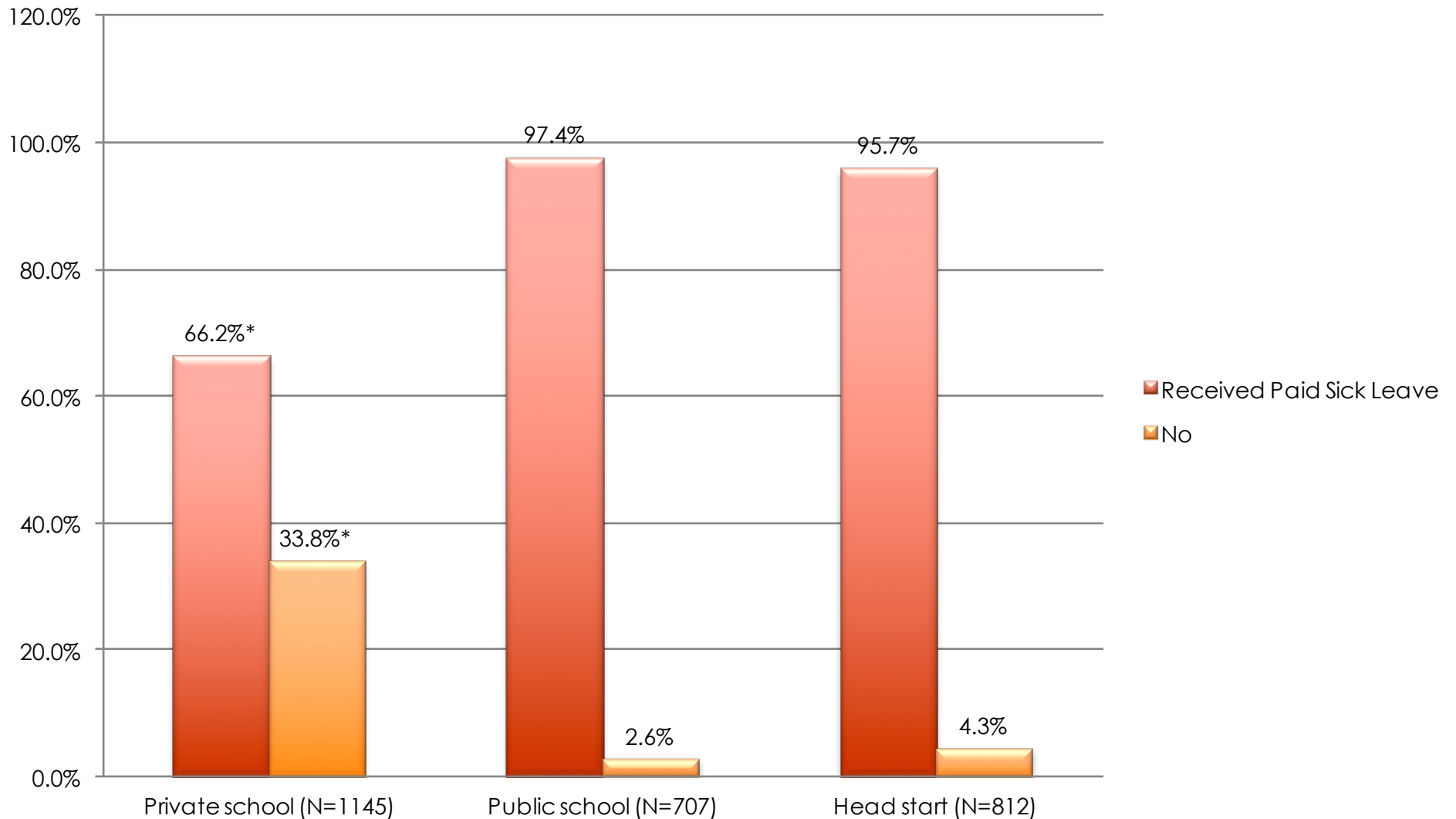
\$11,000 Head Start

\$17,000 Public

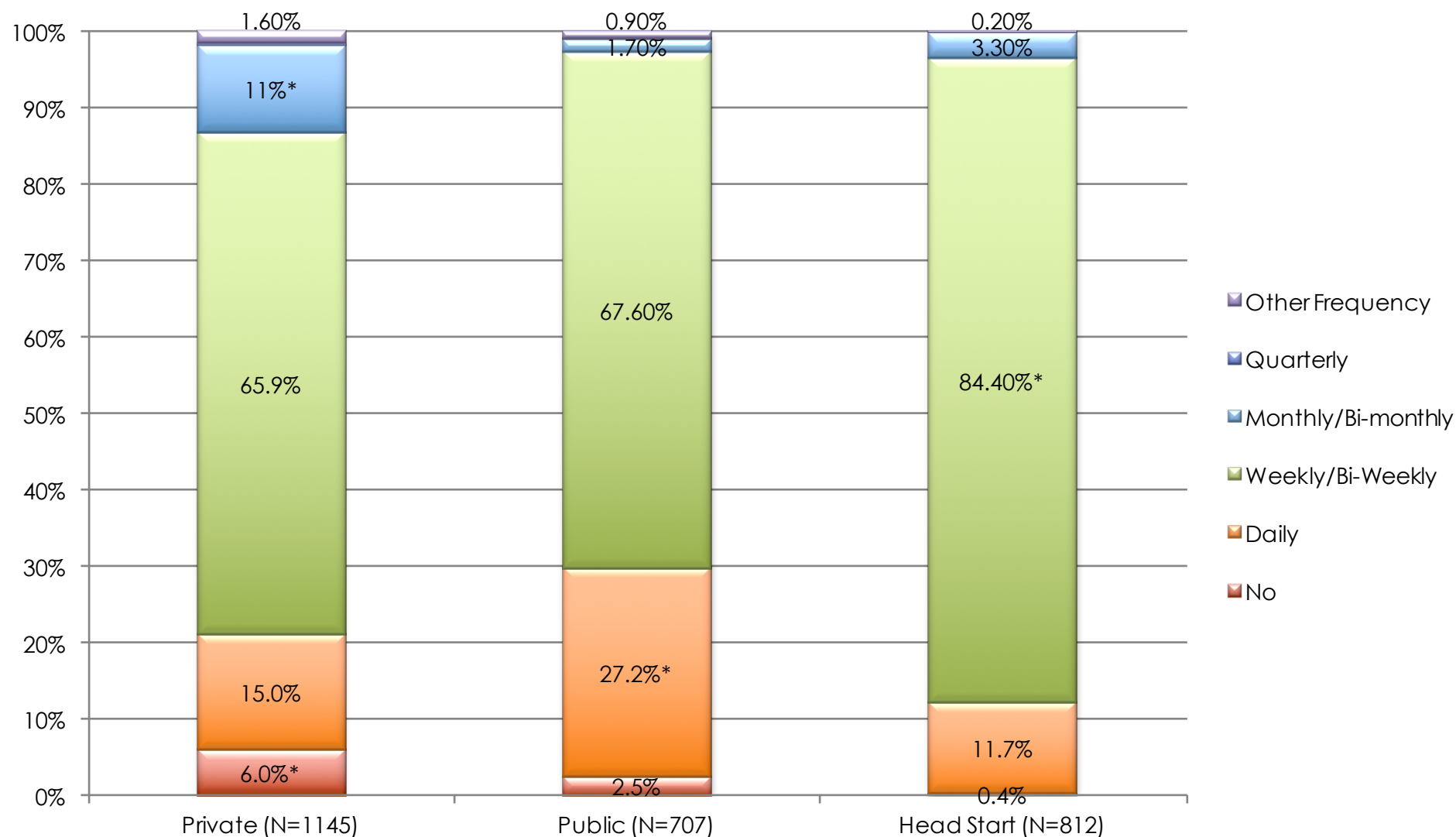




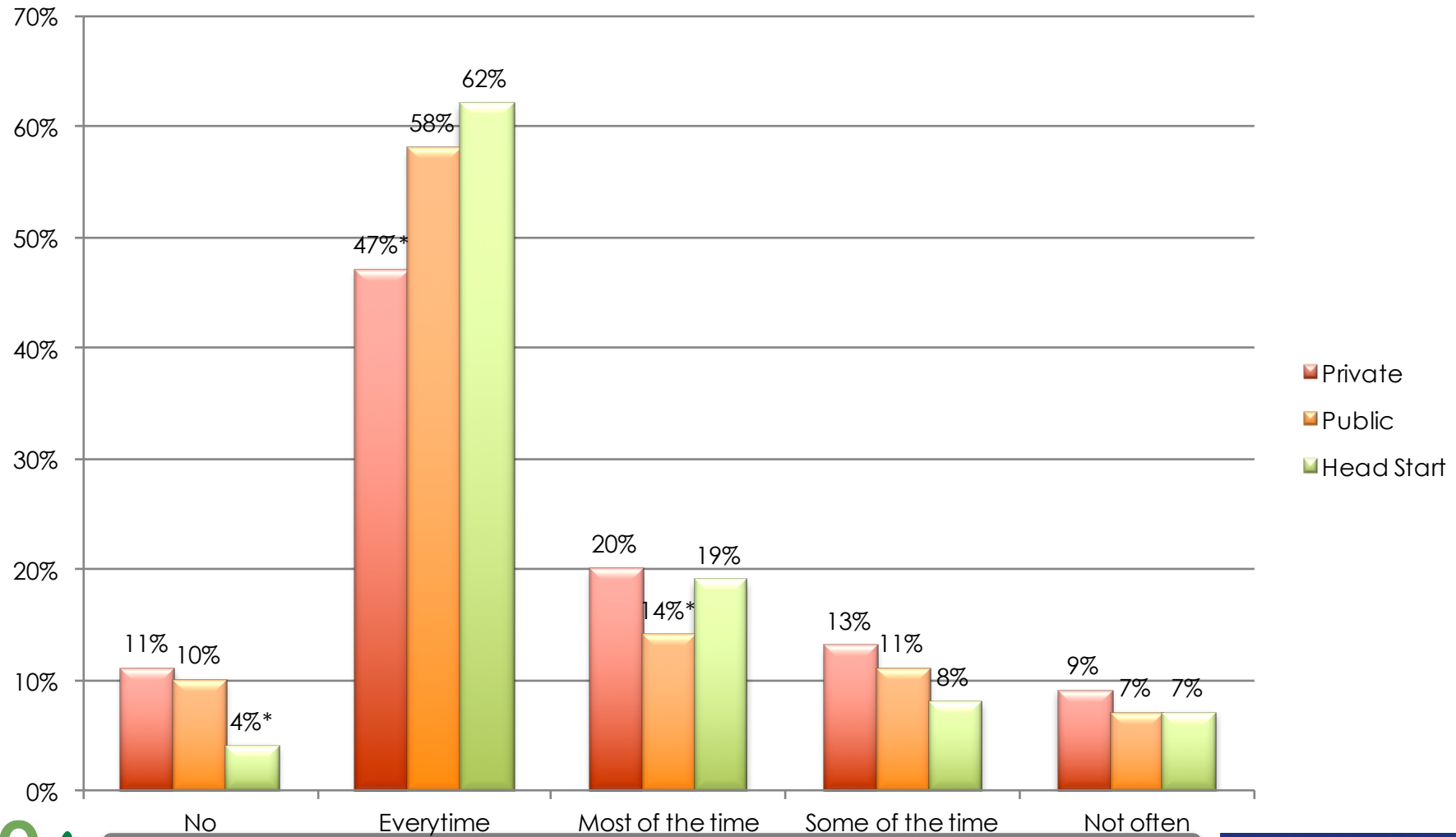
# Paid Sick Leave



# Frequency of Lesson Planning



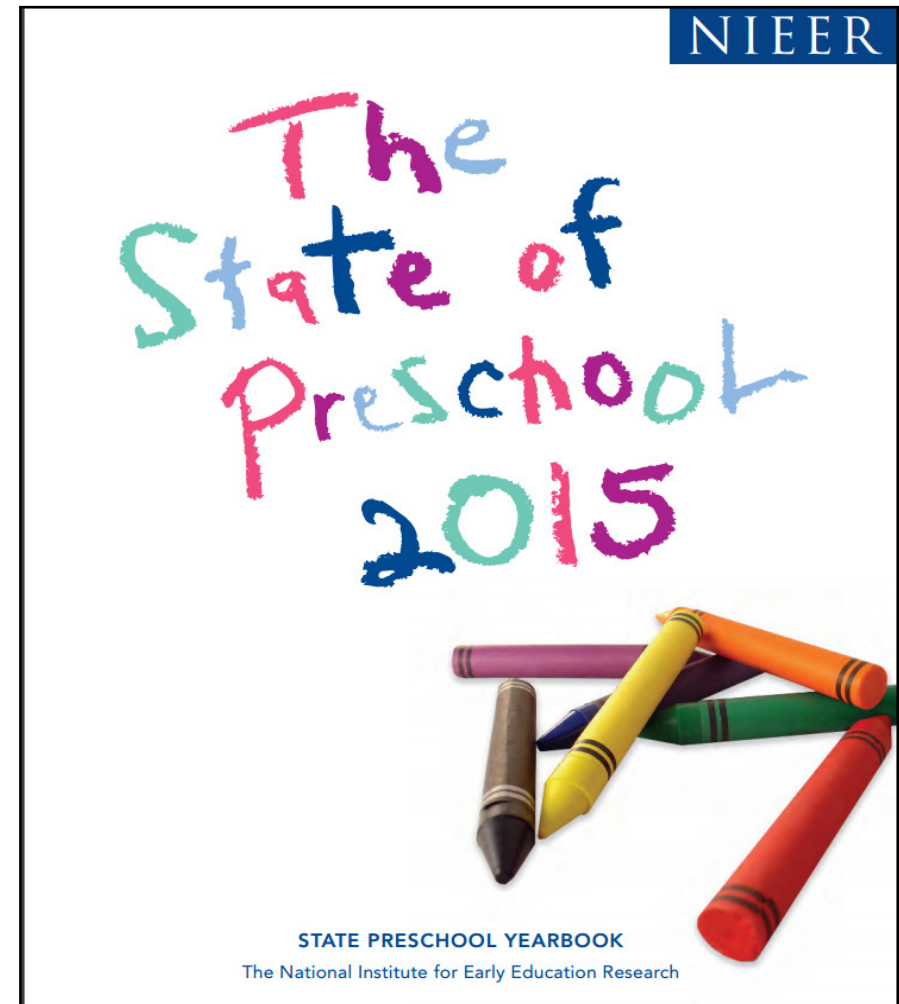
# FREQUENCY OF FEEDBACK FROM OBSERVATION





# From the 2015 Yearbook

- **Tables**
  - State Pre-K Quality Standards
  - Pre-K Resources Per Child Enrolled by State
- **Special Report: Dual Language Learners and Preschool Workforce**
- **Appendices**
  - State Survey Data 2014-2015
  - Head Start Data
  - Census Population Estimate
  - Pre-K Special Education Enrollment
  - Supplemental Appendices

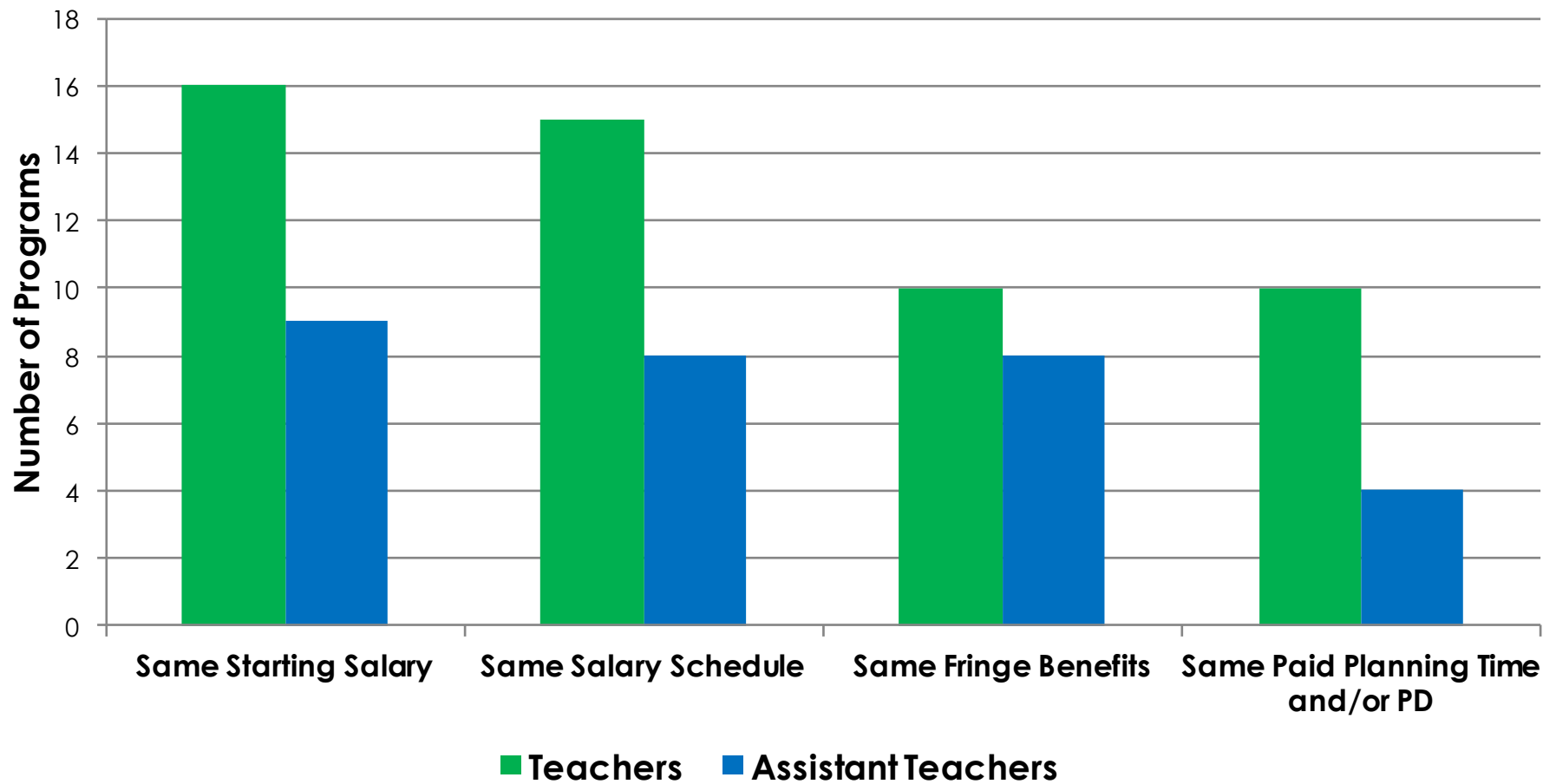


# The Pre-K Workforce

- 33 programs require teachers to have a BA
- 16 programs require salary parity for lead teachers
- 5 states report salary parity policy for all teachers in state pre-K
- But reality is better and worse than policy suggests



# Salary Parity

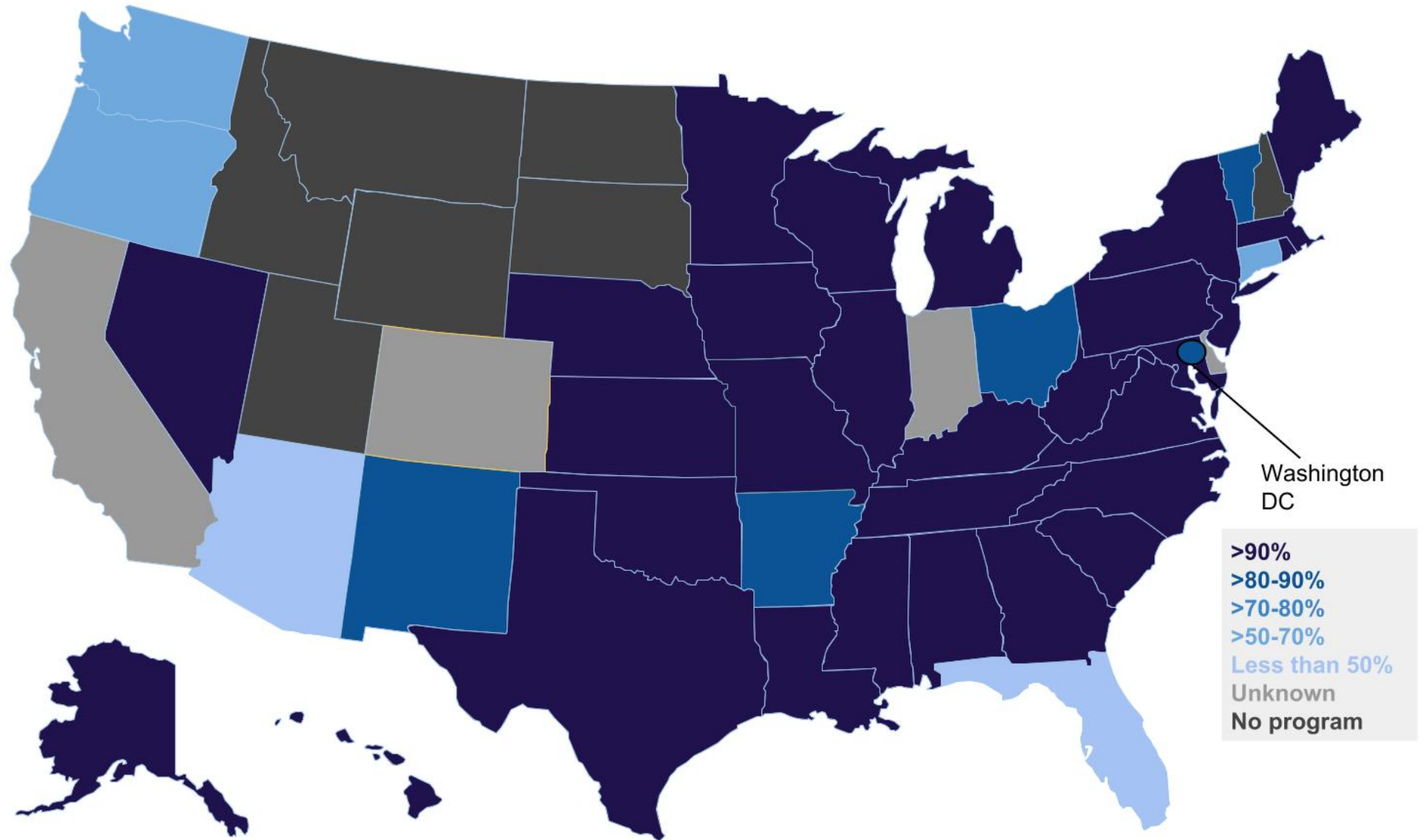


# Teacher Qualifications





# Percentage of Teachers with at least a BA



# What Do We Need to Do?

- Build a movement
  - A vision of quality for all young children
  - High expectations and high standards
- Never go backwards
- Be realistic about costs and finance
- Become a full part of public education system
- Seek new allies
- Collect more and better data





Lets start down the road to high quality for all our children with the strong workforce that requires, today!