LEADING TOWARD RESULTS

FOCUS ON THE WORKFORCE

2018 NATIONAL ROUNDTABLE

AUSTIN, TEXAS

JUNE 6 – 8, 2018

HTTP://CEELO.ORG/2018ROUNDTABLE/

SESSION OBJECTIVES

As a result of the session, we will:

- Understand our role in advancing a qualified, highly effective professional workforce for ECE
- Maximize the use of data to improve results of workforce capacity and quality throughout our states
- Recognize the importance of our voice for strengthening the ECE workforce
- Propose policy and practice recommendations for NAECS-SDE to consider

BRIEF AGENDA

- Welcome/Overview/Introductions
- Workforce as a Systems Issue
- Diving into Data and Results
- Data as a Springboard to Action: Policy, Practice, Resources, & Leadership
- Communication for Continuous Improvement
- Workforce Policy Considerations for NAECS-SDE

INGREDIENTS FOR IMPROVEMENT

VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	IMPROVEMENT
	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	**CONFUSION**
VISION	+		+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	**ANXIETY**
VISION	+	SKILLS	+		+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	**SLOW CHANGE**
VISION	+	SKILLS	+	INCENTIVE	+		+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	**FRUSTRATION**
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+		+	DATA	+	RELATIONSHIPS	=	**FALSE STARTS/ TREADMILL**
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+		+	RELATIONSHIPS	=	**UNCERTAINTY/ FALSE BELIEFS/ POOR DECISIONS**
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+		=	**ISOLATION/ MORE WORK/ REJECTION/ LIMITED IMPACT**

J. Squires (2017) adaptation from T. Knoster (1991)/ Enterprise Group Ltd.

WHAT TO ADDRESS FIRST?
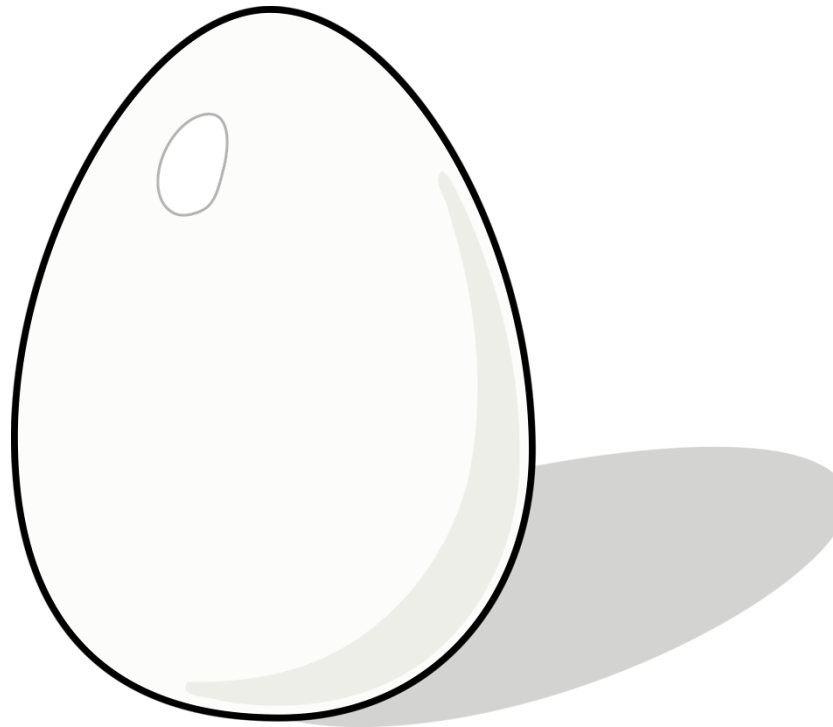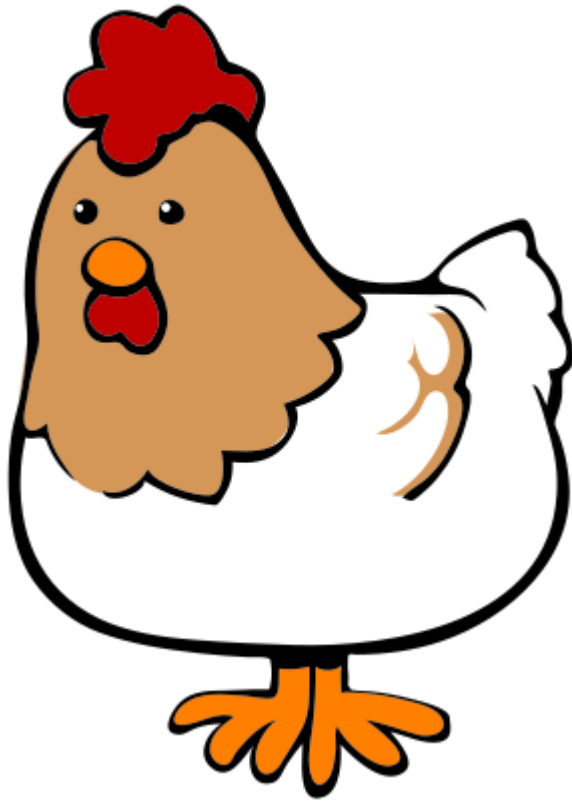
LEADING FROM WHERE YOU ARE
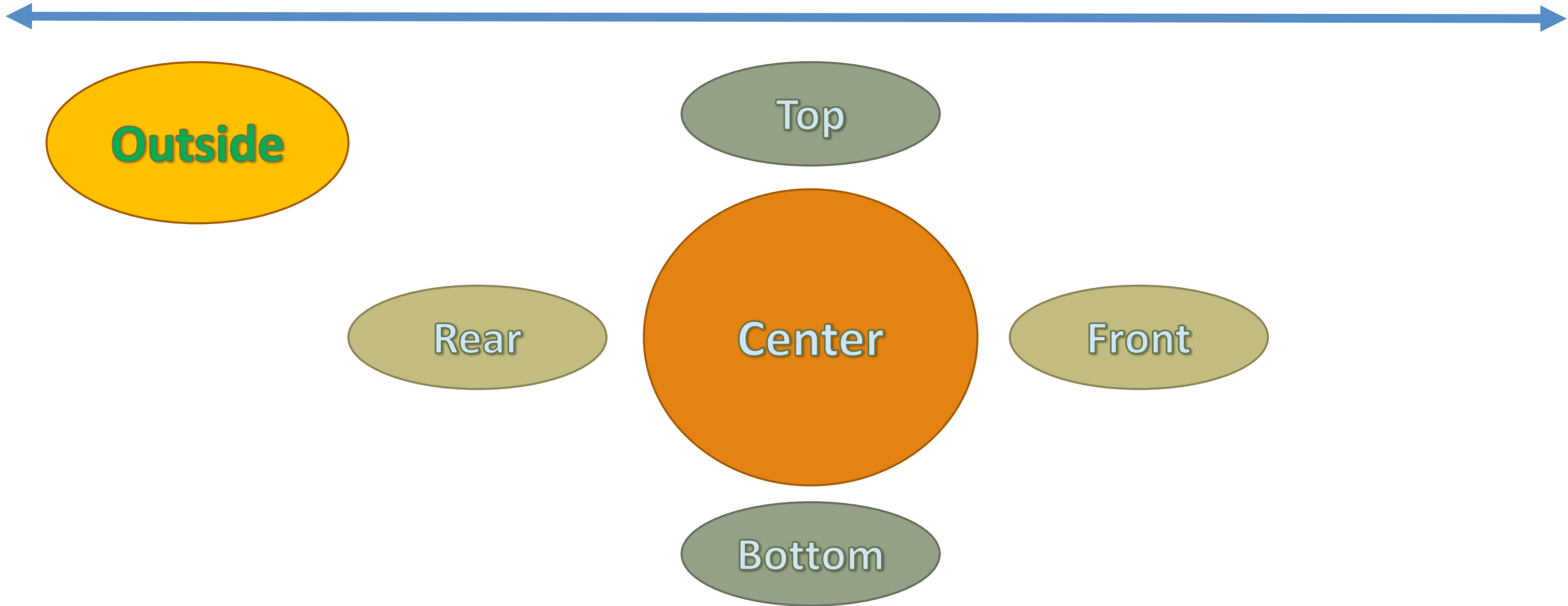
WORKFORCE AS A SYSTEM

DATA AS A SYSTEMS DRIVER

The State of Racial Diversity in the Educator Workforce

THE STATE OF RACIAL DIVERSITY IN THE EDUCATOR WORKFORCE

2016

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, 2012, and 2024
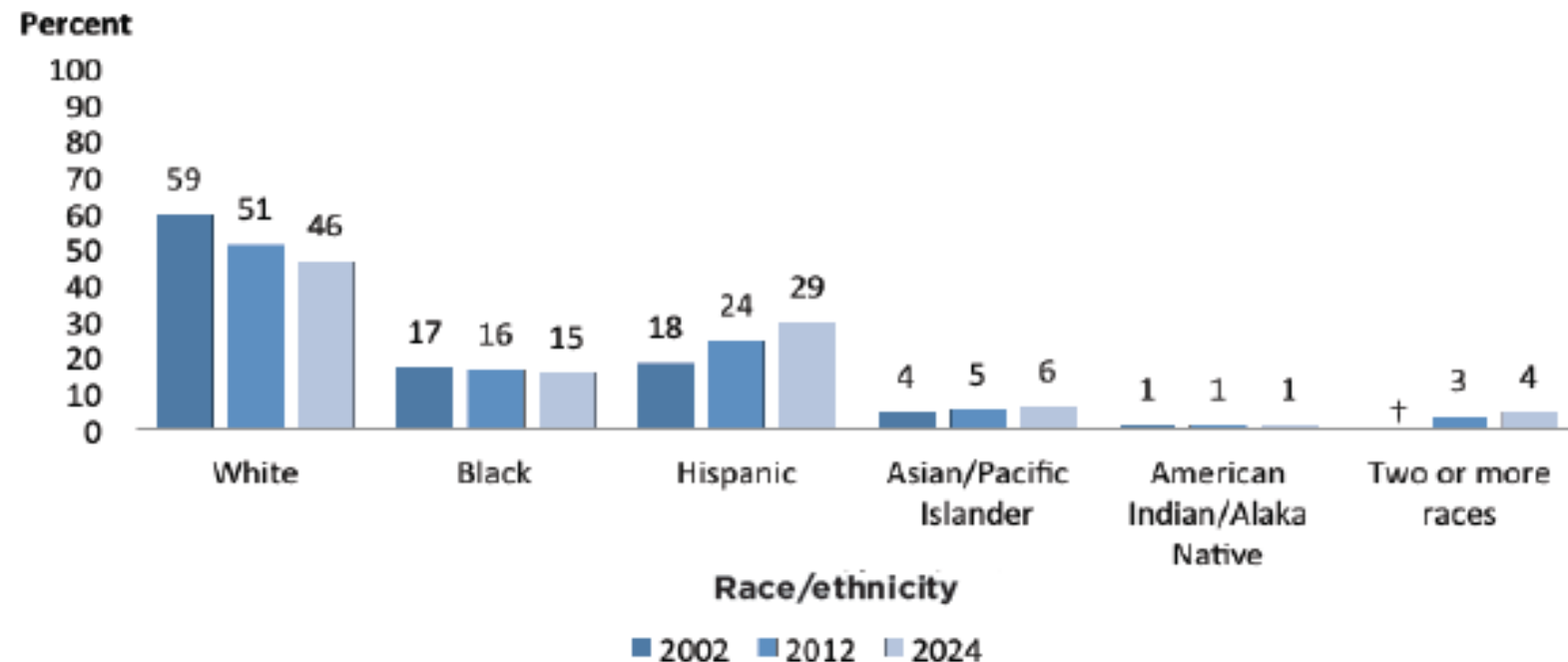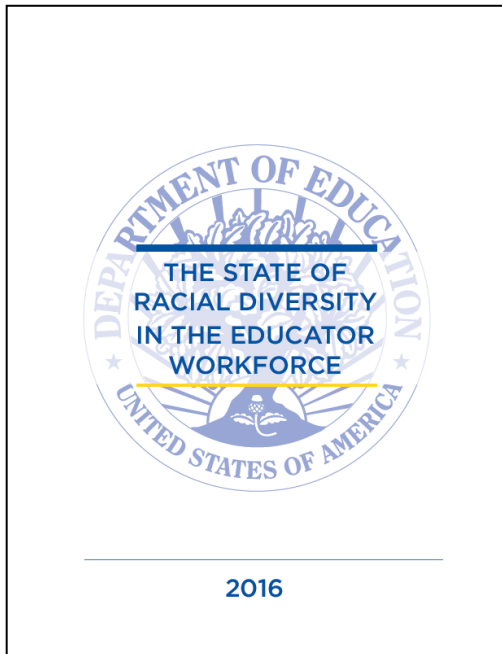
Percent

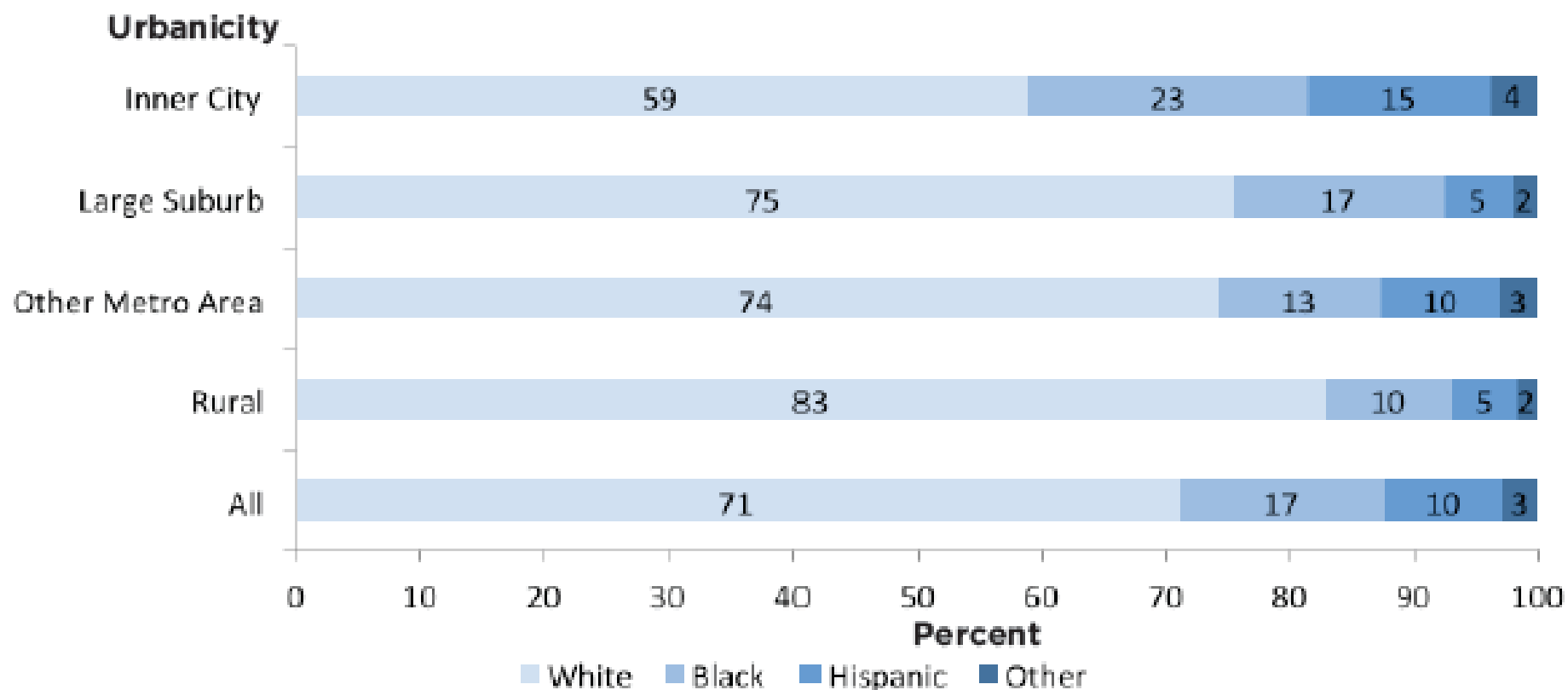| Race/ethnicity	2002	2012	2024
White	59	51	46
Black	17	16	15
Hispanic	18	24	29
Asian/Pacific Islander	4	5	6
American Indian/Alaka Native	1	1	1
Two or more races	†	3	4

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Figure 25. Percentage distribution of principals in geographic categories of districts, by race/ethnicity: 2014

Figure 6. Percentage distribution for bachelor's degree students, by major and race/ethnicity: 1999–2000 and 2011–12

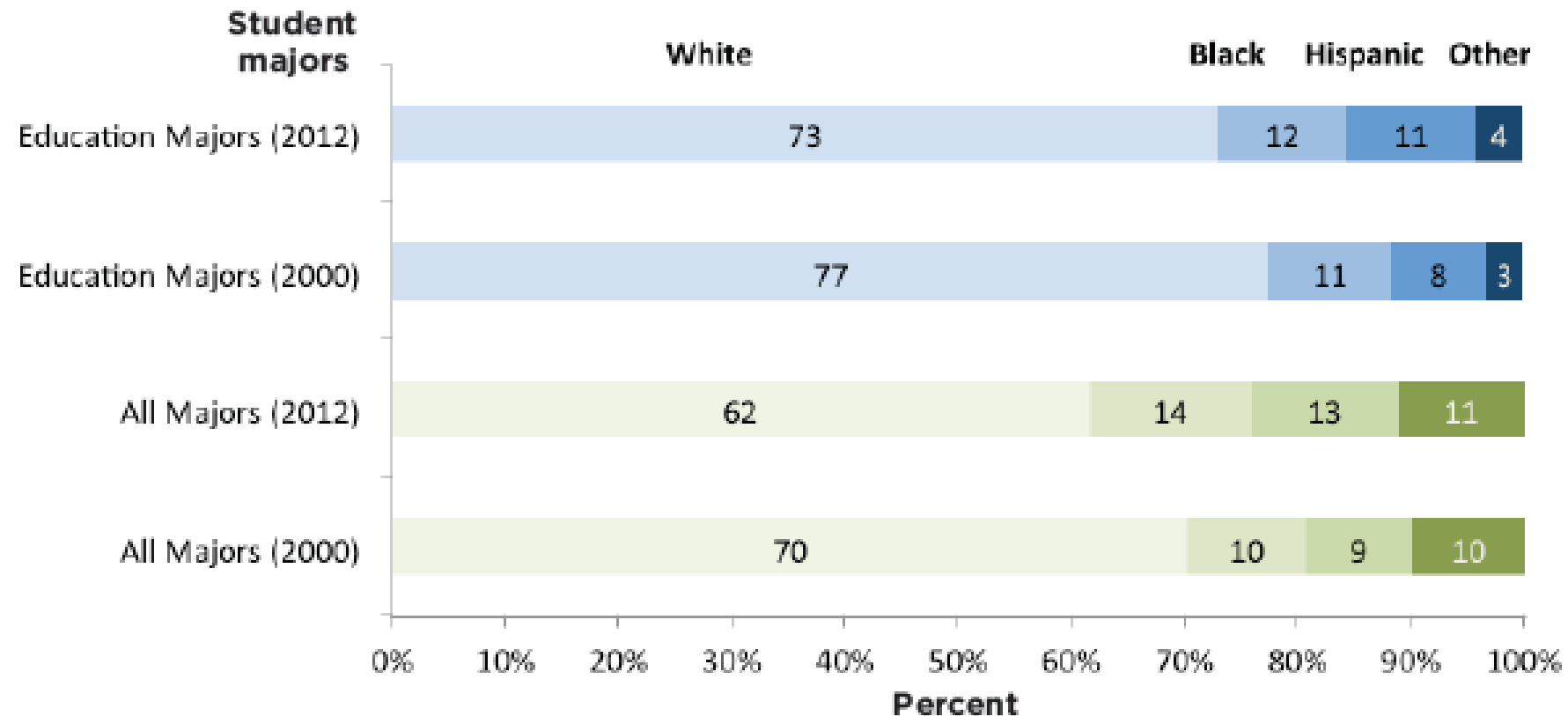Figure 10. Black enrollment in teacher preparation programs, by state where program is located: 2013-14

Less than or equal to 500 students
501—1,000 students
1,001—2,000 students
2001—10,000 students

SOURCE: Based on data from U.S. Department of Education, Office of Postsecondary Education. (2015). Higher Education Act Title II reporting system.

Figure 11. Hispanic enrollment in teacher preparation programs, by state where program is located: 2013–14

Legend:
- Less than or equal to 500 students
- 501 – 1,000 students
- 1,001 – 2,000 students
- 2001 – 10,000 students

SOURCE: Based on data from U.S. Department of Education, Office of Postsecondary Education. (2015). Higher Education Act Title II reporting system.

Figure 14. Percentage distribution for types of teacher preparation programs, by race/ethnicity: 2012–13
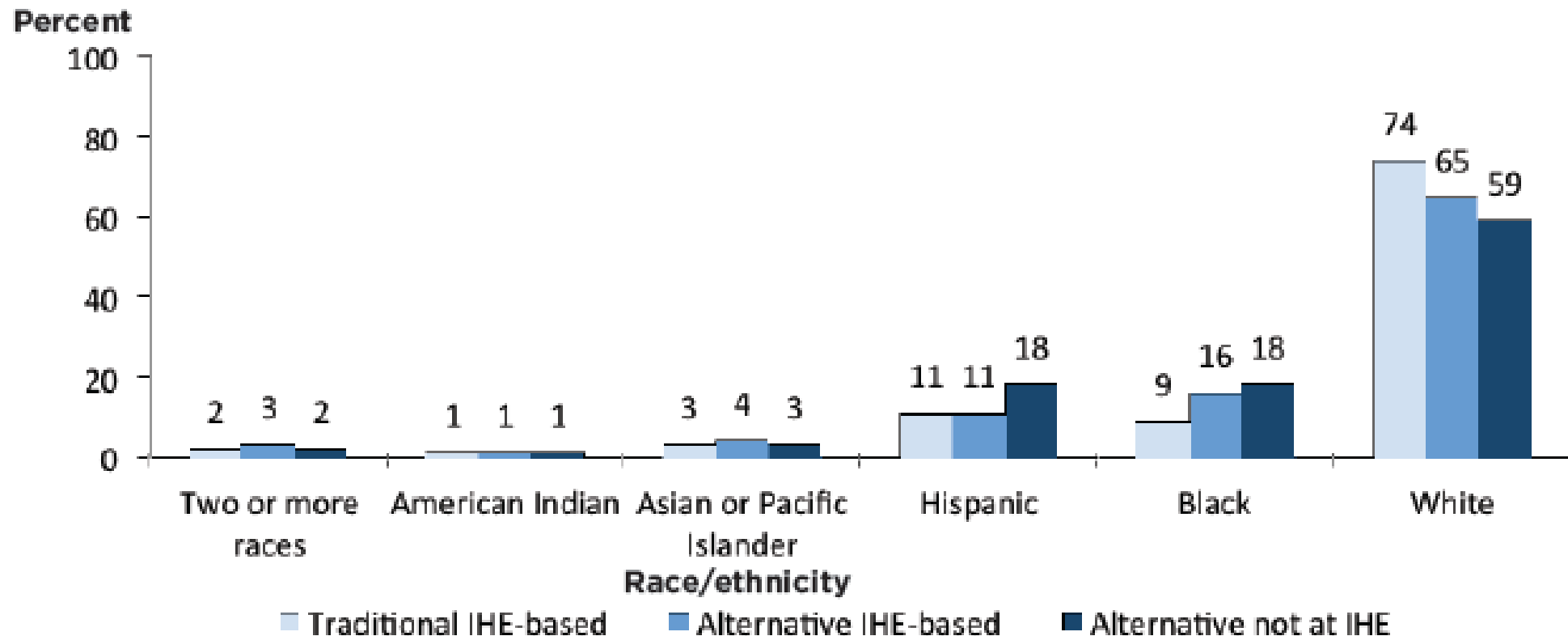
Figure 22. Percentage distribution of public school teachers for all teachers and teachers with three or fewer years of experience, by race/ethnicity: 2012
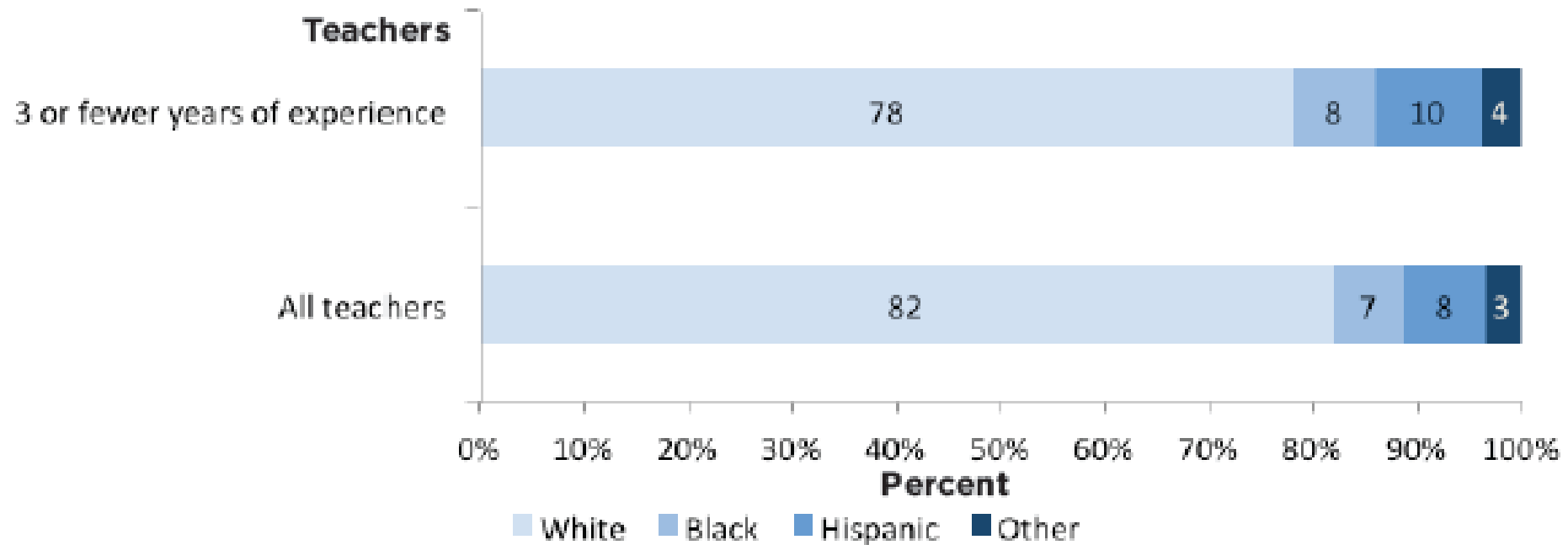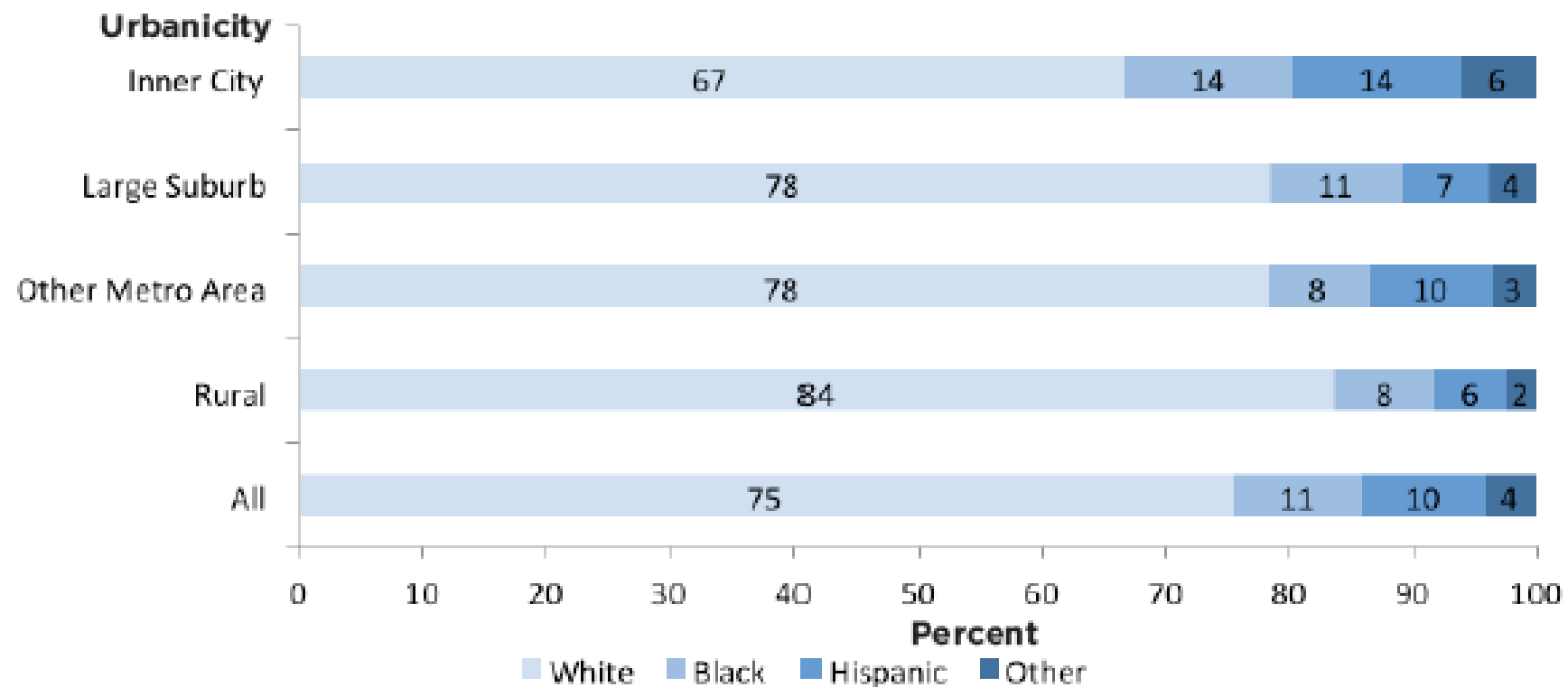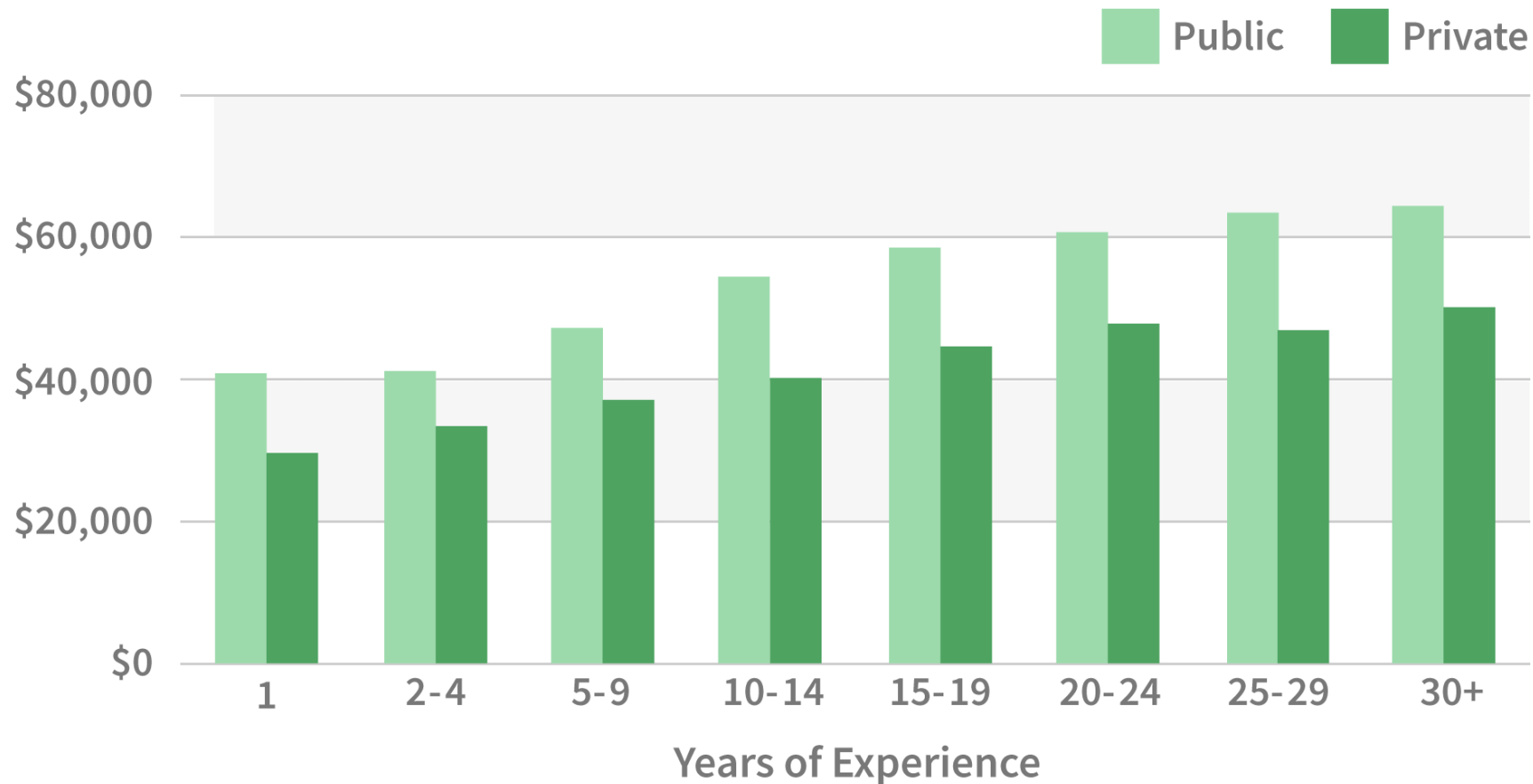
Figure 24. Percentage distribution of new classroom teachers in geographic categories of districts, by race/ethnicity: 2014

Public vs. Private Teacher Salary by Years of Experience

Public vs. Private Elementary and Secondary Salaries(K − 12)

Public schools

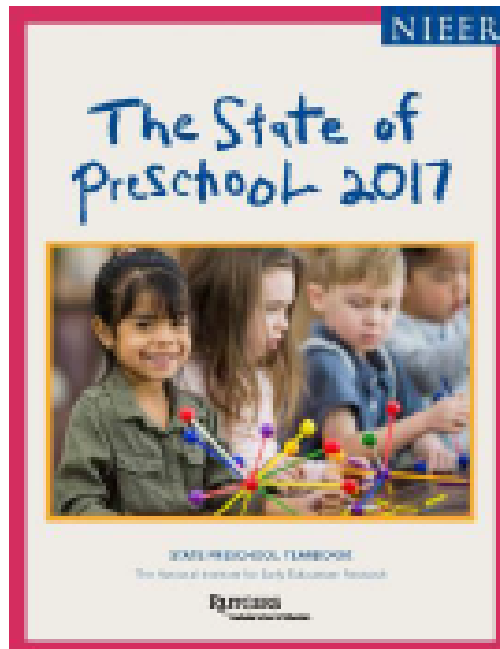Average secondary school teacher base salary: $53,520
Average primary school teacher base salary: $52,620

Private Schools

Average secondary school teacher base salary: $44,720
Average primary school teacher base salary: $36,260

How Does Pre-K Compare?

NIEER Pre-K Data Snapshot:

Lead Teacher Workforce:
Qualifications, Pay and Parity

Allison Friedman-Krauss, Ph.D. & Richard Kasmin, M.A.
May 2018

Lead Teacher Degree Required
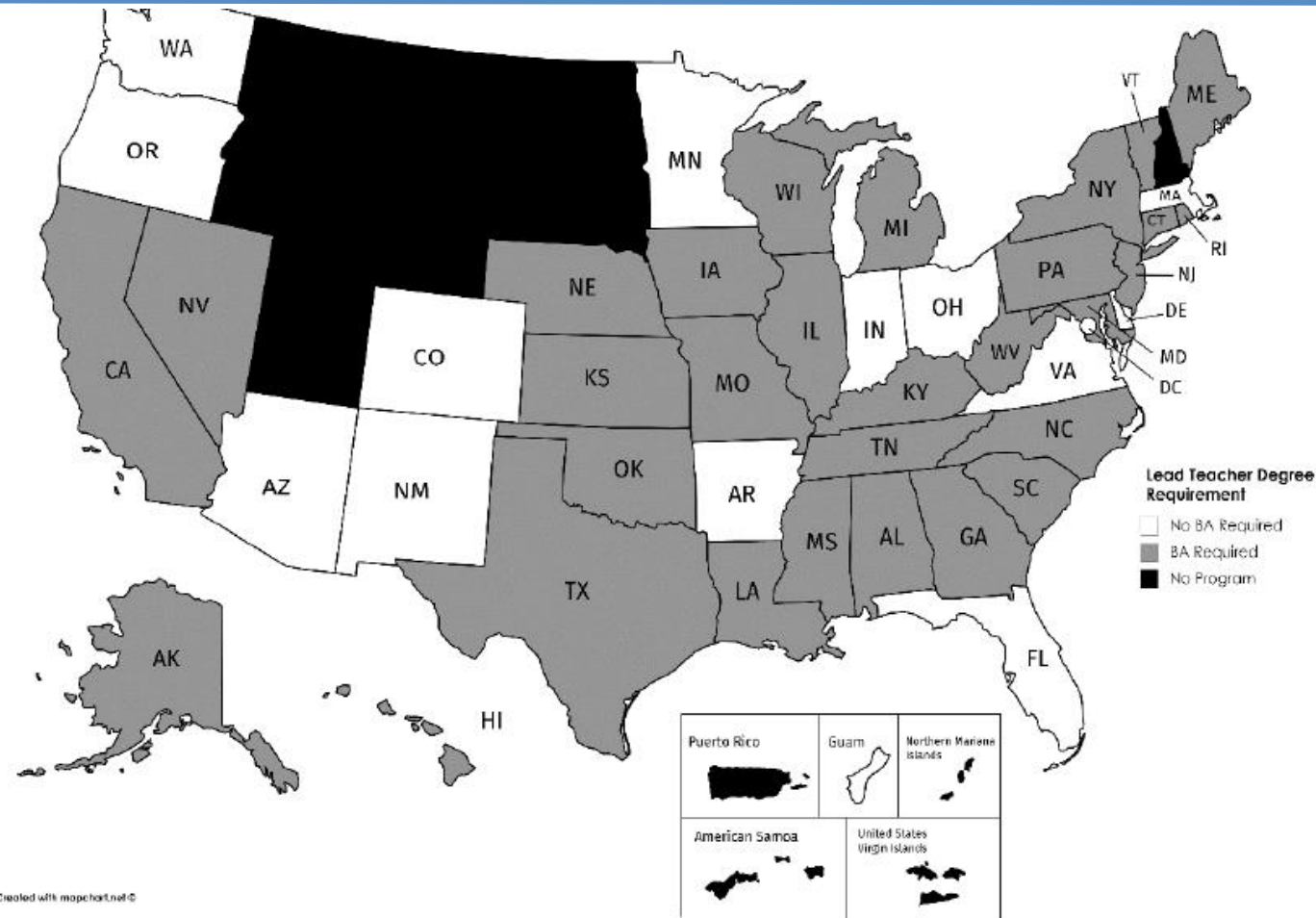
Source: Friedman-Krauss, A. H. & Kasmin, R. (2018). NIEER data report: Lead Teacher Workforce Qualifications, Pay and Parity. New Brunswick, NJ: National Institute for Early Education Research.

Same Starting Salary and Salary Schedule for All Lead Teachers
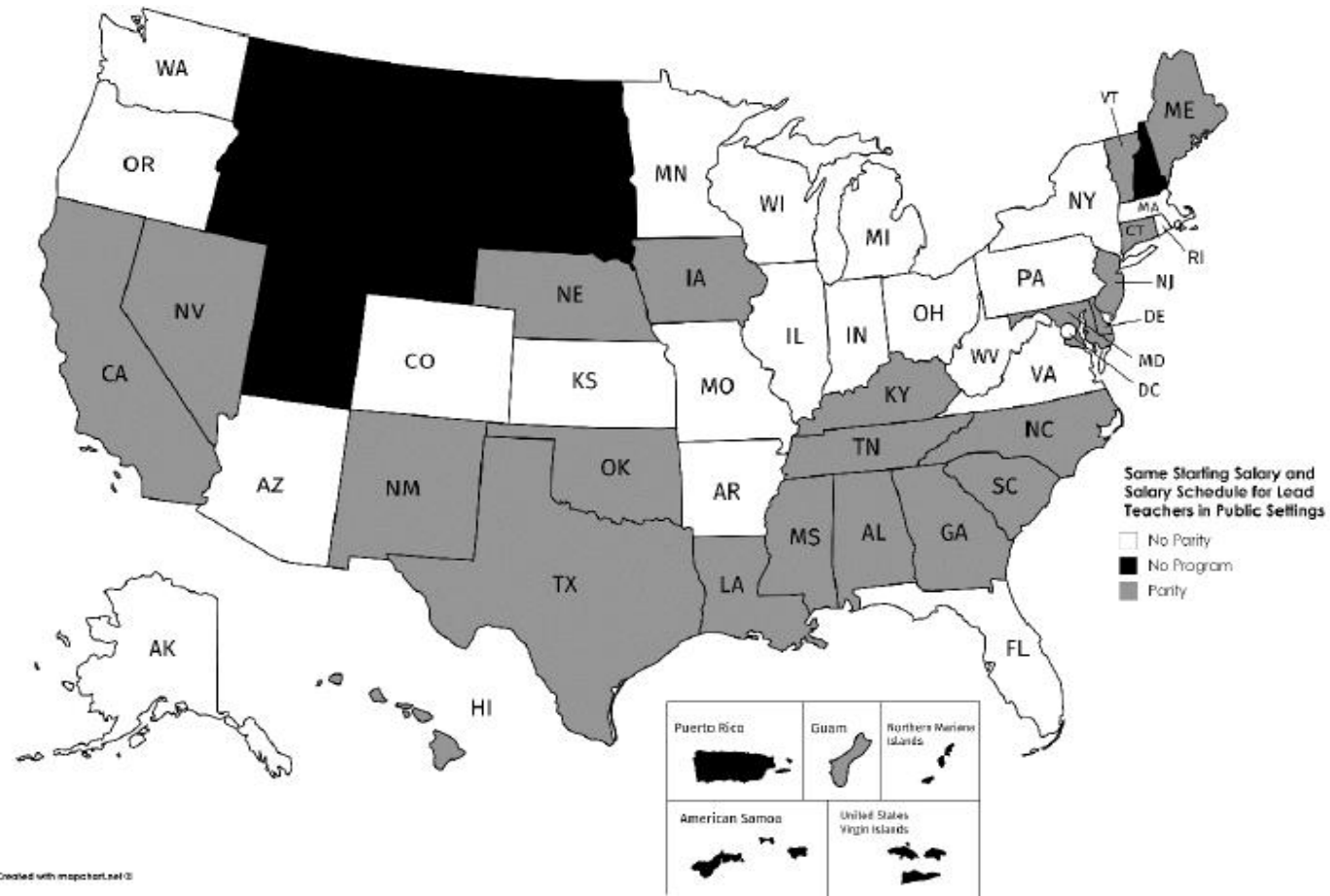
Same Starting Salary and Salary Schedule for Lead Teachers in Public Settings

Same Starting Salary and Salary Schedule for Lead Teachers in Public Settings
- No Parity
- No Program
- Parity

Source: Friedman-Krauss, A. H. & Kasmin, R. (2018). NIEER data report: Lead Teacher Workforce Qualifications, Pay and Parity. New Brunswick, NJ: National Institute for Early Education Research.

Same Fringe Benefits and Paid Planning and/or PD for Lead Teachers in Public Settings

Same Fringe Benefits and Paid Planning &/or PD for Lead Teachers in Public Settings

- No Parity
- No Program
- Parity

Created with mapchart.net©

Source: Friedman-Krauss, A. H. & Kasmin, R. (2018). NIEER data report: Lead Teacher Workforce Qualifications, Pay and Parity. New Brunswick, NJ: National Institute for Early Education Research.

Zip Codes Matter for Teachers, Too: Average Annual State Salaries

	Pre-K (public)	Pre-K (nonpublic)	Kindergarten	**Difference** Public Pre-K - K	**Difference** Nonpublic Pre-K - K
Low	$28,388 (OR HS)	$20,259 (MS)	$40,370 (OK)	-$150 (LA)	-$7,153 (AL)
High	$63,647 (MA)	$55,000 (NJ)	$73,470 (CT)	-$35,462 (OR HS) -23,310 (MI)	-$39,896 (CT)

Figures based on 2015-16 data reported in NIEER State of Preschool Yearbook

RESULTS-BASED ACCOUNTABILITY

|	QUANTITY	QUALITY
EFFORT	**How Much We Do** How much service did we deliver? # Customers served # Services/Activities	**How Well We Do It** How well did we do it? % Services/activities performed well
EFFECT	**Is Anyone Better Off?** What quantity/quality of change for the better did we produce? #/% with improvement in: Skills Attitudes Behavior Circumstances	

DATA AUDIT FOR RESULTS

	What do you currently know?	What do you want to know?	Why do you want to know it?	What data are currently available?	Where are data located (dept., office, contact)?	What data are missing?
Attract						
Prepare						
Recruit						
Support						
Retain						
Promote						

TELLING THE STORY:
COMMUNICATING DATA EFFECTIVELY

Teachers Leaving Nonpublic Programs
for Employment in Public Programs

% of Teachers

5%
4%
3%
2%
1%

2000   2005   2010   2015   2020
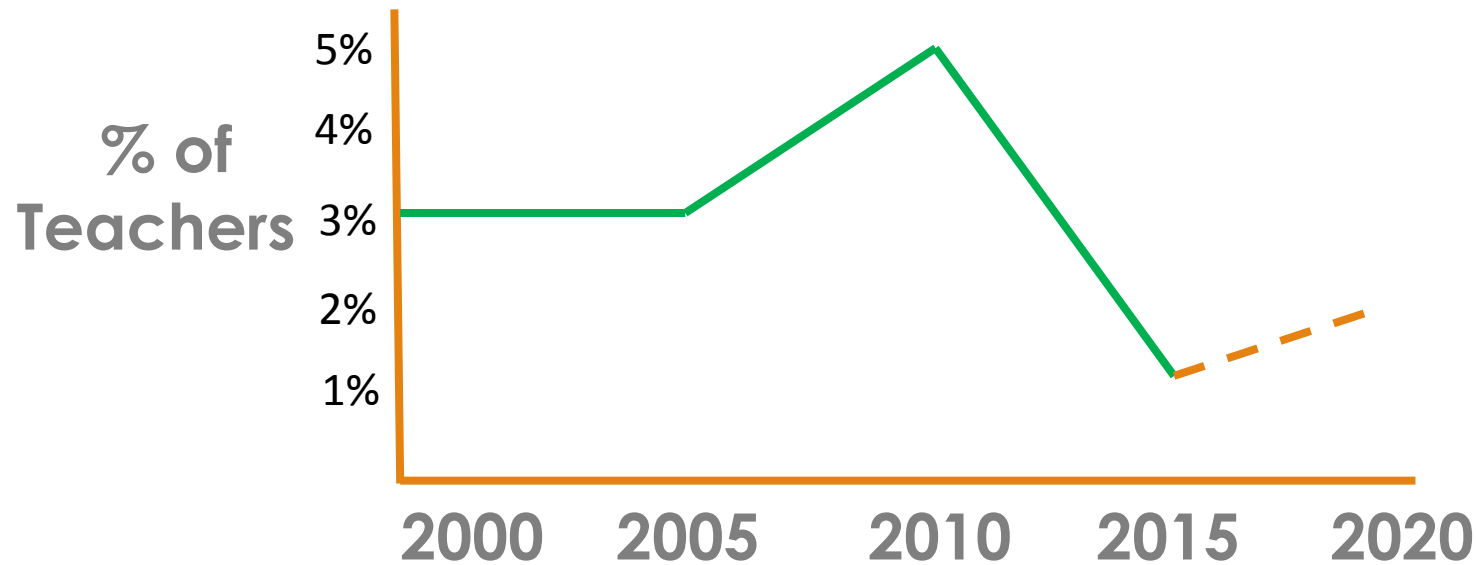
NOTE: Figures not accurate; for discussion purposes only

	Audience/Messenger	Message	Evidence	What's Needed to Achieve What's Possible/What Can the Audience Do
Attract				
Prepare				
Recruit				
Support				
Retain				
Promote				

LEADING FOR RESULTS: SPRINGBOARD FOR ACTION

	Policies (legislation, regulation, guidance, etc.)	*Proven Practices/ Innovations with Potential*	*Collective Leadership Partners*	*Resources* (redirect existing, new funds, human capital)
Attract				
Prepare				
Recruit				
Support				
Retain				
Promote				

COLLECTIVE LEADERSHIP

QUESTIONS, THOUGHTS, BREAKTHROUGHS?

CONCLUDING THOUGHT

"Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too.

All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favour all manner of unforeseen incidents, meetings and material assistance which no man could have dreamed would have come his way.

Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now."

— Johann Wolfgang von Goethe

LEADERSHIP IS THE ART OF **CREATING** GREATNESS IN OTHER PEOPLE.

@gapingvoid

BREAKOUT