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

HTTP://CEEO.ORG/2018ROUNDTABLE/
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

HTTP://CEELO.ORG/2018ROUNDTABLE/
### Ingredients for Improvement

<table>
<thead>
<tr>
<th>Element</th>
<th>Improvement</th>
<th>Confusion</th>
<th>Anxiety</th>
<th>Slow Change</th>
<th>Frustration</th>
<th>False Starts/Treadmill</th>
<th>Uncertainty/False Beliefs/Poor Decisions</th>
<th>Isolation/More Work/Rejection/Limited Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>+ Skills + Incentive + Resources + Action Plan + Data + Relationships</td>
<td>= IMPROVEMENT</td>
<td>= CONFUSION</td>
<td>= ANXIETY</td>
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<td>= FRUSTRATION</td>
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[HTTP://CEEO.ORG/2018ROUNDTABLE/]
WHAT TO ADDRESS FIRST?

HTTP://CEELO.ORG/2018ROUNDTABLE/
LEADING FROM WHERE YOU ARE

HTTP://CEEO.ORG/2018ROUNDTABLE/
WORKFORCE AS A SYSTEM

Highly-skilled, Effective, Professional Workforce

Attract → Prepare → Recruit → Support → Retain → Attract

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DATA AS A SYSTEMS DRIVER

HTTP://CEELO.ORG/2018ROUNDTABLE/
The State of Racial Diversity in the Educator Workforce

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

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

- **Urbanicity**
  - Inner City: 59% White, 23% Black, 15% Hispanic, 4% Other
  - Large Suburb: 75% White, 17% Black, 5% Hispanic, 2% Other
  - Other Metro Area: 74% White, 13% Black, 10% Hispanic, 3% Other
  - Rural: 83% White, 10% Black, 5% Hispanic, 2% Other
  - All: 71% White, 17% Black, 10% Hispanic, 3% Other

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

<table>
<thead>
<tr>
<th>Student majors</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Majors (2012)</td>
<td>73</td>
<td>12</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Education Majors (2000)</td>
<td>77</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>All Majors (2012)</td>
<td>62</td>
<td>14</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>All Majors (2000)</td>
<td>70</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
Figure 10. Black enrollment in teacher preparation programs, by state where program is located: 2013-14

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

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

- 3 or fewer years of experience:
  - Teachers: 78%, 8%, 10%, 4%
  - All teachers: 82%, 7%, 8%, 3%

Legend:
- White
- Black
- Hispanic
- Other
Figure 24. Percentage distribution of new classroom teachers in geographic categories of districts, by race/ethnicity: 2014

- **Urbanicity**
  - Inner City: 67% (White: 14%, Black: 14%, Hispanic: 6%)
  - Large Suburb: 78% (White: 11%, Black: 7%, Hispanic: 4%)
  - Other Metro Area: 78% (White: 8%, Black: 10%, Hispanic: 3%)
  - Rural: 84% (White: 8%, Black: 6%, Hispanic: 2%)
  - All: 75% (White: 11%, Black: 10%, Hispanic: 4%)

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Public vs. Private Teacher Salary by Years of Experience

[Bar chart showing the salary comparison between public and private schools for different 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

Same Starting Salary and Salary Schedule for All Lead Teachers

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

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

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

<table>
<thead>
<tr>
<th>Low</th>
<th>Pre-K (public)</th>
<th>Pre-K (nonpublic)</th>
<th>Kindergarten</th>
<th>Difference</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$28,388 (OR HS)</td>
<td>$20,259 (MS)</td>
<td>$40,370 (OK)</td>
<td>-$150 (LA)</td>
<td>-$7,153 (AL)</td>
</tr>
<tr>
<td>High</td>
<td>$63,647 (MA)</td>
<td>$55,000 (NJ)</td>
<td>$73,470 (CT)</td>
<td>-$35,462 (OR HS)</td>
<td>-$39,896 (CT)</td>
</tr>
</tbody>
</table>

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

RESULTS-BASED ACCOUNTABILITY

http://ceelo.org/2018roundtable/
DATA AUDIT FOR RESULTS

Highly-skilled, Effective Professional Workforce

- Attract
- Prepare
- Recruit
- Support
- Promote
- Retain

HTTP://CEELO.ORG/2018ROUNDTABLE/
<table>
<thead>
<tr>
<th>Attract</th>
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<th>Recruit</th>
<th>Support</th>
<th>Retain</th>
<th>Promote</th>
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</thead>
<tbody>
<tr>
<td><strong>What do you currently know?</strong></td>
<td><strong>What do you want to know?</strong></td>
<td><strong>Why do you want to know it?</strong></td>
<td><strong>What data are currently available?</strong></td>
<td><strong>Where are data located (dept., office, contact)?</strong></td>
<td><strong>What data are missing?</strong></td>
</tr>
</tbody>
</table>

[HTTP://CEEL0.ORG/2018ROUNDTABLE/](HTTP://CEEL0.ORG/2018ROUNDTABLE/)
Teachers Leaving Nonpublic Programs for Employment in Public Programs

% of Teachers

5% 4% 3% 2% 1%

NOTE: Figures not accurate; for discussion purposes only

HTTP://CEELO.ORG/2018ROUNDTABLE/
<table>
<thead>
<tr>
<th>Audience/Messenger</th>
<th>Message</th>
<th>Evidence</th>
<th>What’s Needed to Achieve What’s Possible/What Can the Audience Do</th>
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**LEADING FOR RESULTS: SPRINGBOARD FOR ACTION**

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<thead>
<tr>
<th>Attract</th>
<th>Policies (legislation, regulation, guidance, etc.)</th>
<th>Proven Practices/Innovations with Potential</th>
<th>Collective Leadership Partners</th>
<th>Resources (redirect existing, new funds, human capital)</th>
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[HTTP://CEEO.ORG/2018ROUNDTABLE/](HTTP://CEEO.ORG/2018ROUNDTABLE/)
COLLECTIVE LEADERSHIP
QUESTIONS, THOUGHTS, BREAKTHROUGHS?

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“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.