



# Early Childhood Legacy 2030: Looking Forward, Looking Back

SRCD POLICY FELLOWS WEBINAR

MAY 17, 2019

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# Agenda

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## TOPIC

1. Goals of the Project
2. Methodology
3. Findings

## DISCUSSION

- What does this mean?
- What's next?





# I. Theory of Change

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*If...*state early childhood administrators defined and articulated the most important policy issues for the future of children, birth to grade 3?

*If...*state early childhood administrators articulated what is needed to ensure policy is implemented well? Result in real impact on children, families, and teachers?

*If...*the voice and experience of “pioneer” early childhood leaders was systematically captured to inform our future?



# What would be different in 2030, and beyond

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## *Then...*

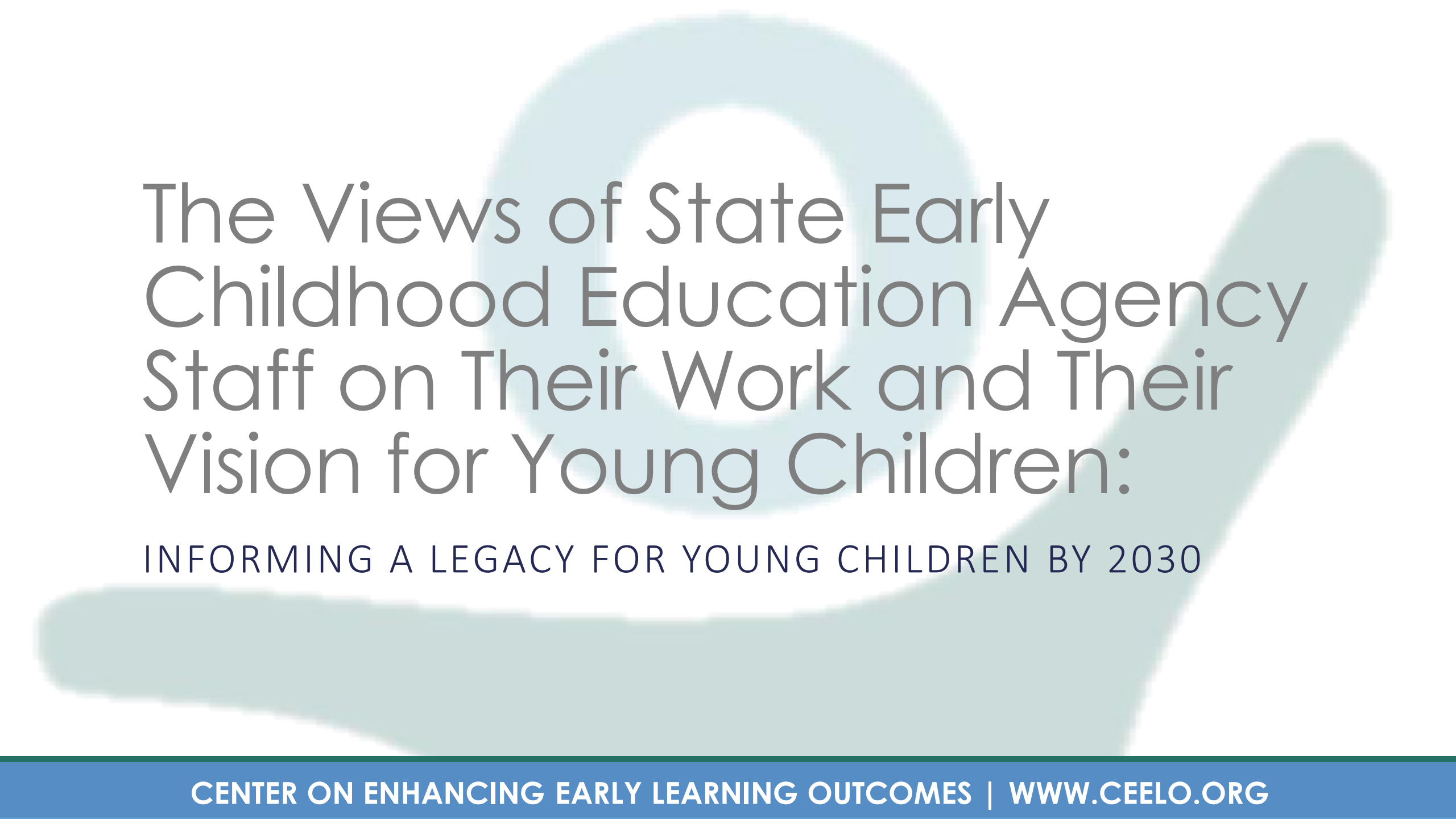
- ❖ Governors, chiefs, legislators would have a clearer understanding of what is needed to effectively implement state policy.
- ❖ State policy would be more aligned, realistic and evidence-based.
- ❖ State early childhood administrators' knowledge and experience would be valued and they would have greater support to successfully implement policy.
- ❖ The legacy of our veterans will guide our ability to ensure a legacy for future generations.



# The Pioneers in Early Childhood Education



Barbara Bowman, sue Bredekamp, Steve Barnett, Marilou Hyson, Larry Schweinhart, Linda Espinosa, Evelyn Moore, Gene Garcia, Valora Washington, Joan Lombardi, Lynn Kagan



# The Views of State Early Childhood Education Agency Staff on Their Work and Their Vision for Young Children:

INFORMING A LEGACY FOR YOUNG CHILDREN BY 2030



## II. Methodology

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- For the purposes of this project we defined state early childhood education agency staff as those individuals **working in state agencies, primarily state education agencies or state early childhood agencies, with responsibility for programs serving children birth through third grade.**
- First we conducted **five focus groups** with state early childhood education agency staff during May and June 2018 with 56 individuals from 29 states and Washington, D.C.
- Then we designed a **national survey** based on the key themes that emerged from the focus groups.
  - The survey was sent via email to 558 State Early Childhood Education Agency Staff in all 50 states; Washington, D.C.; and eight U.S. territories during August and September 2018.
  - 150 individuals responded to the survey. Response rate was 26.8%.



# Limitations

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This is the first national survey with the purpose of learning more about individuals working in state agencies on early childhood education programs. We encountered challenges in:

- **Defining the population** and clarifying the nomenclature—state early childhood education agency staff or state early childhood specialist or state early childhood administrator?
- Sample is not representative of all state early childhood education agency staff -- we had a wide range of responses from individual states, no response from 5 states.
- Findings are exploratory...but still illuminating!





## III. Findings - What did we learn?

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- Who are State Early Childhood Education Agency Staff?
- How do State Early Childhood Education Agency Staff work?
- What matters most to State Early Childhood Education Agency Staff?
- What is their vision for early childhood education by 2030?

# Who are state early childhood education agency staff?

Not surprising- white women, highly educated, with lots of direct service experience

Somewhat surprising- 63% in position less than 5 years

**SURPRISING-** Intend to leave state work in next 5 years

## Demographics

White

82%

Women

88%

40 or older

84%

## Background & Experience

Master's degree or higher

89%

20+ years in ECE

56%

## Previous Roles

Direct service experience: 92%

ECE Educator: 63%

ECE Administrator: 49%

ECE PD Provider: 53%

State-level experience

52%

## Current Role & Trajectory

In role for < 5 years

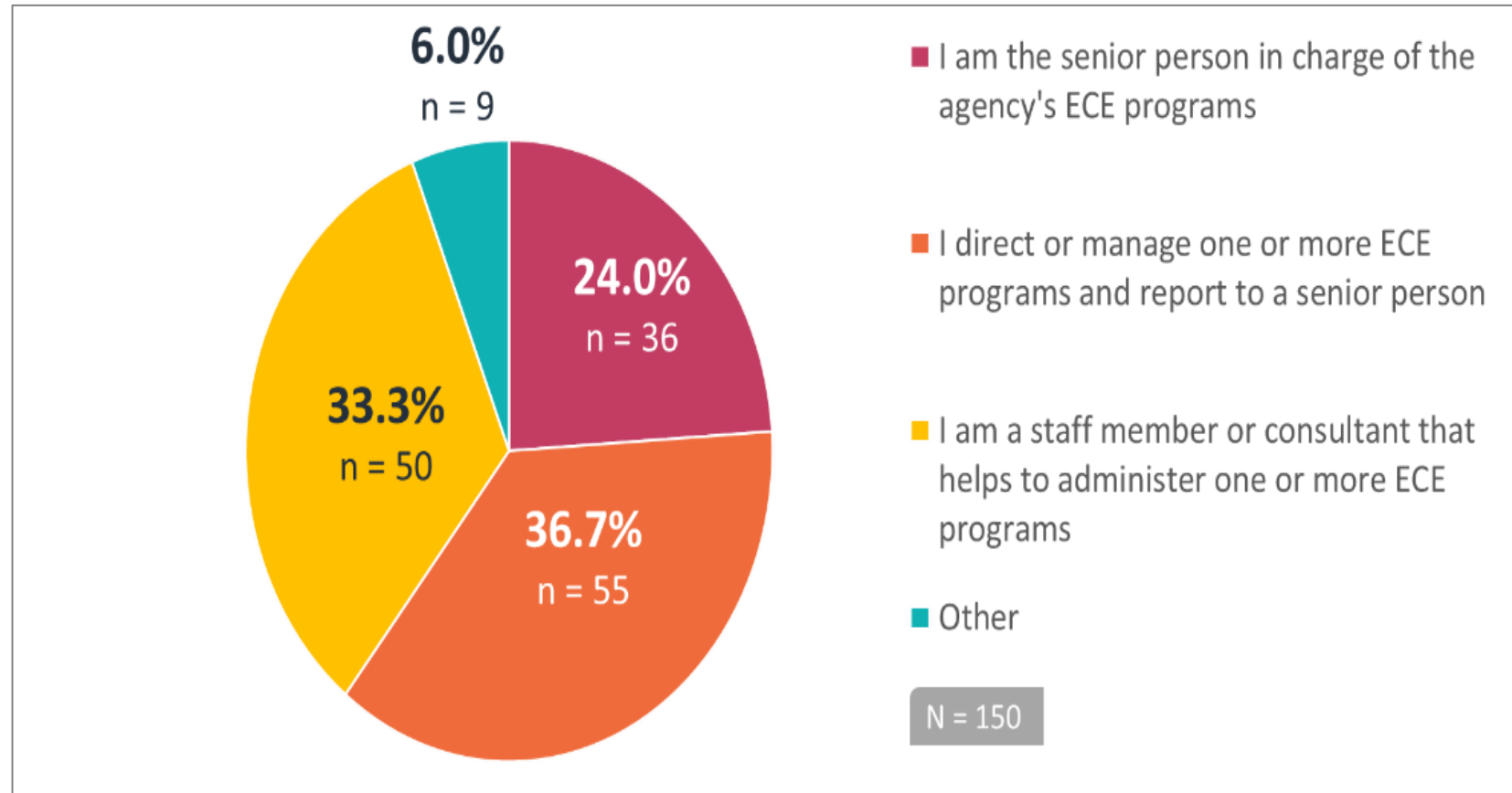
63%

Intend to leave state work in next 5 years

41%

# What authority do respondents have for ECE programs?

- ✓ - Senior person in charge of the agency's early childhood programs
- ✓ - Direct or Manage programs but report to the senior person
- ✓ - Staff member or consultants (Note on "consultant" as internal to state agency but may not be a permanent state position).

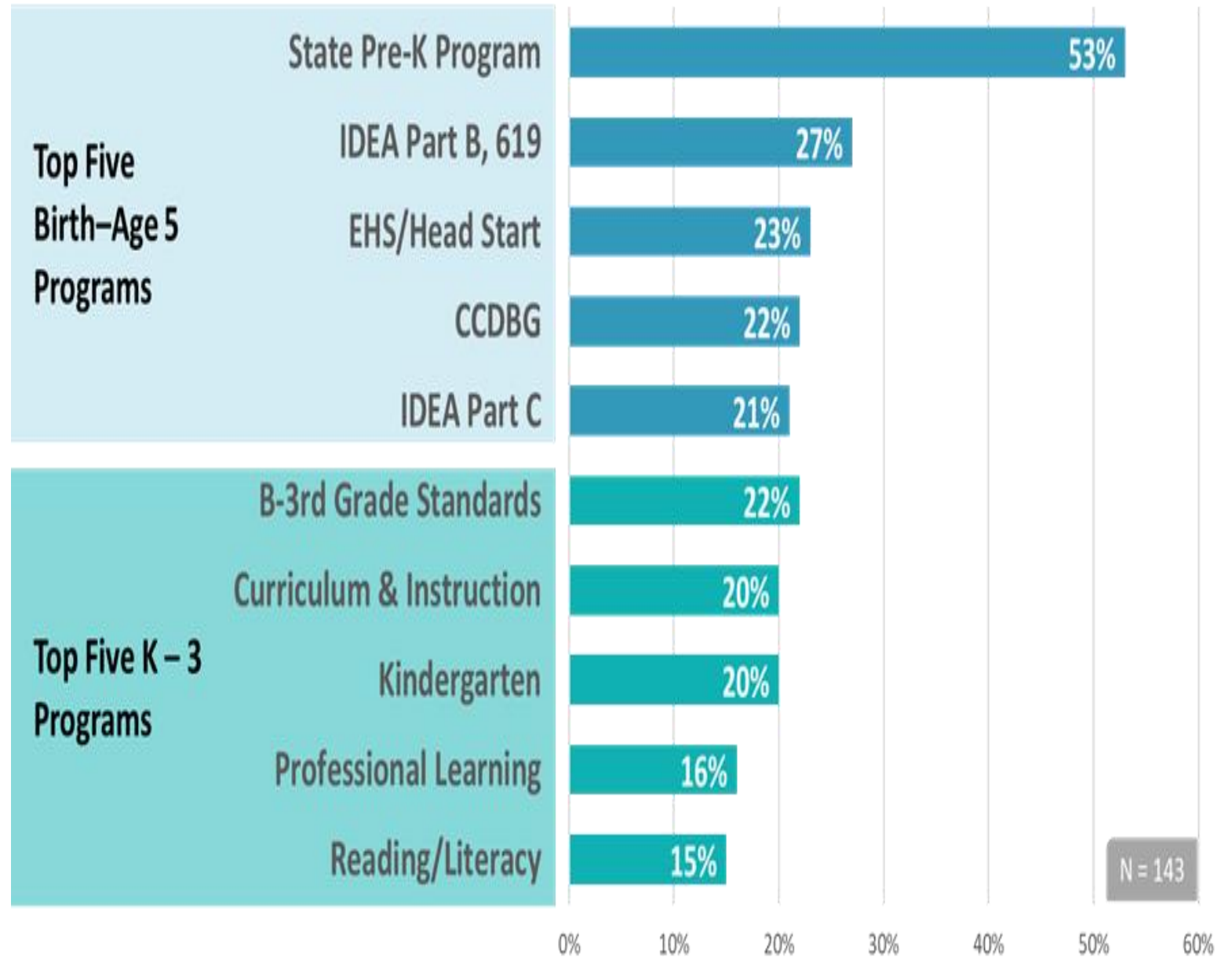


# Programs Respondents Administer

Survey respondents were asked whether they administer programs that serve(s) children who are:

- birth to age 5,
- kindergarten through third grade, or
- both.

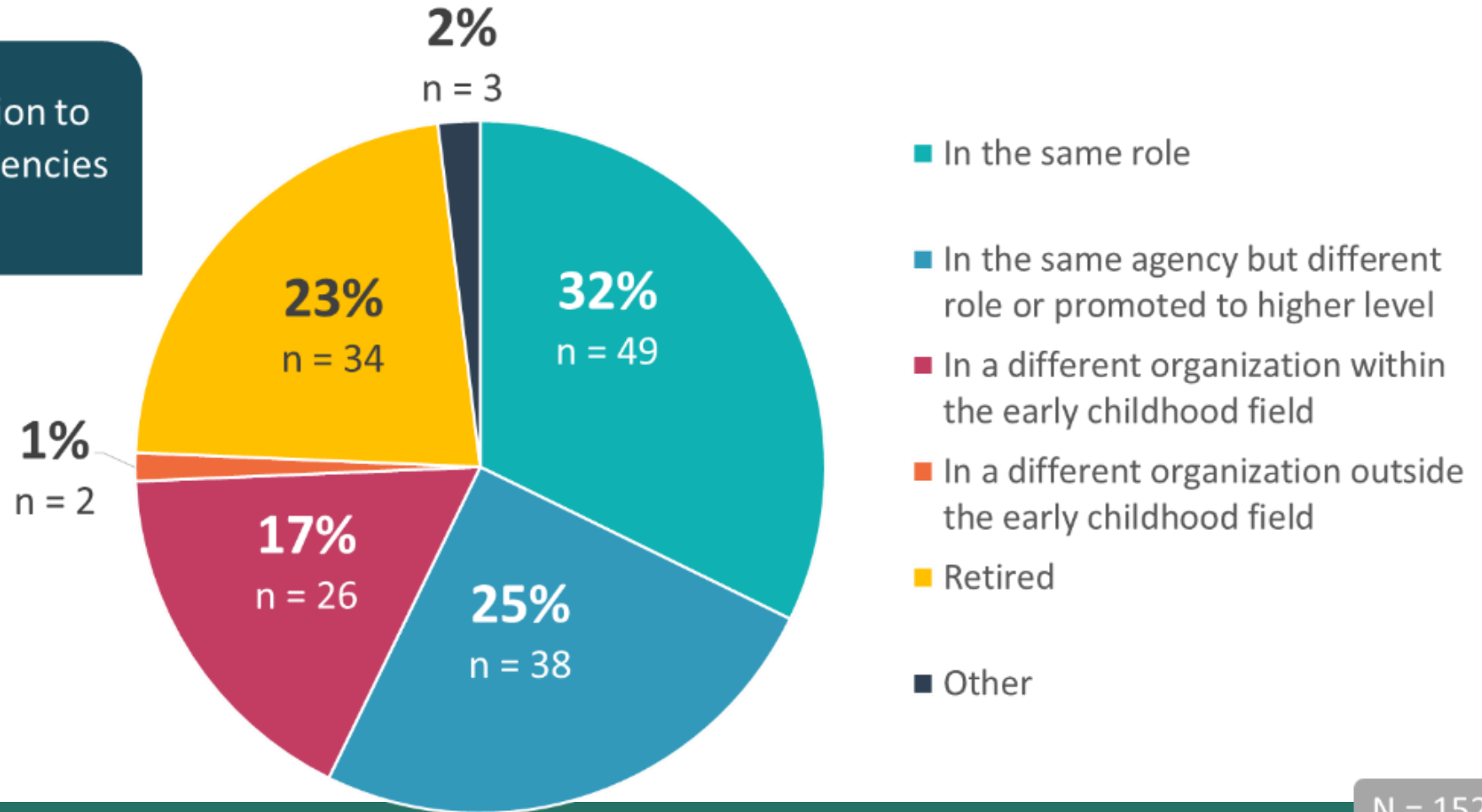
The majority of respondents work in birth to age 5 or birth through third grade.





# Many State ECE Staff Plan to Leave Current Role

**40.8%** reported an intention to leave their work in state agencies within the next five years.

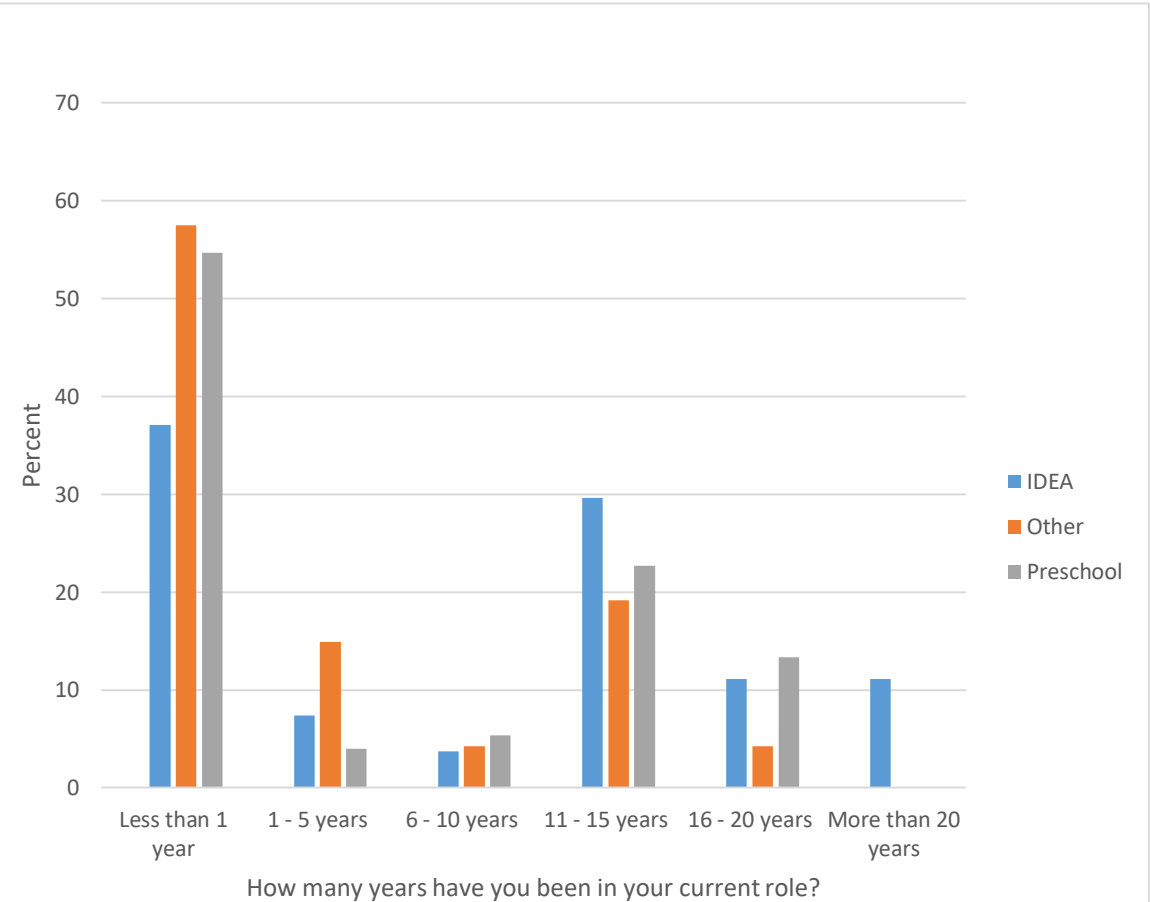
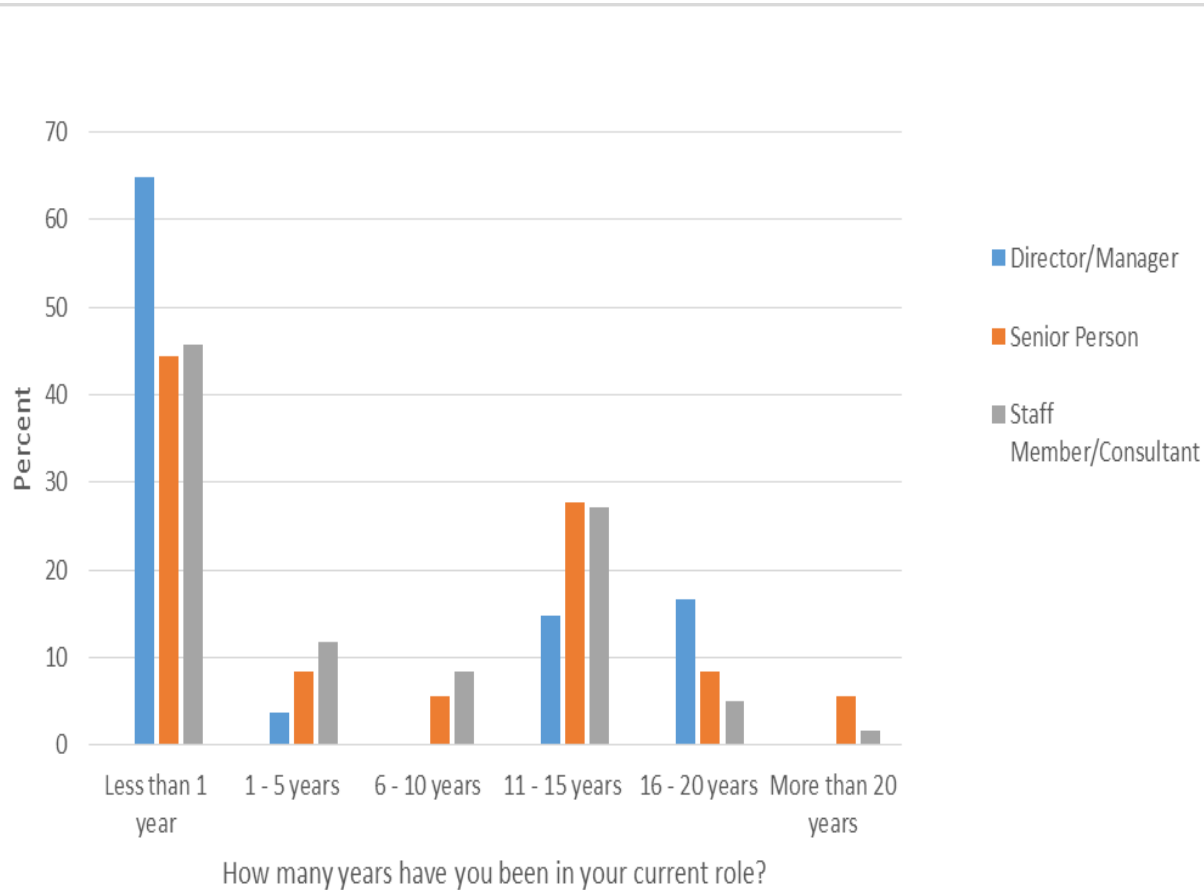


*What does this mean for the sustainability of the profession?*

N = 152

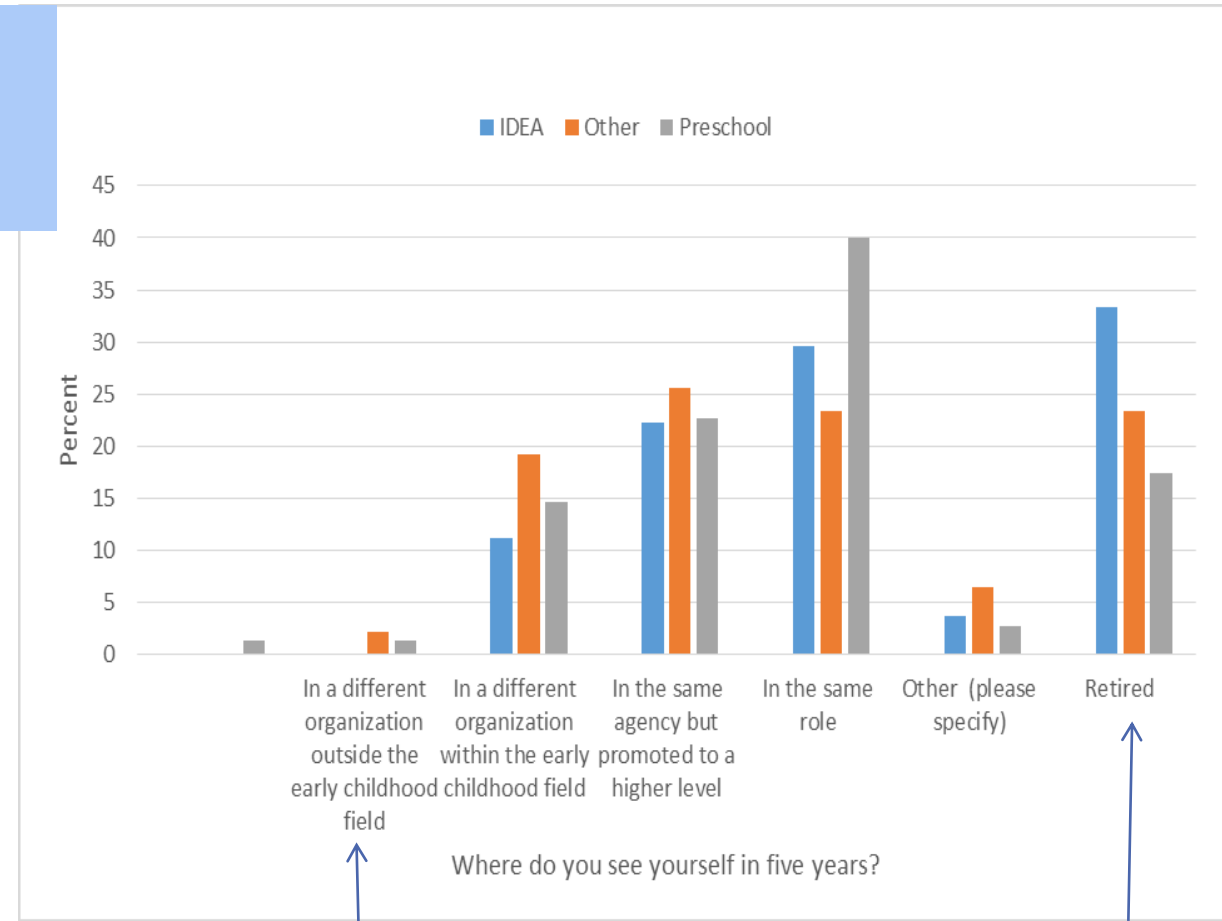
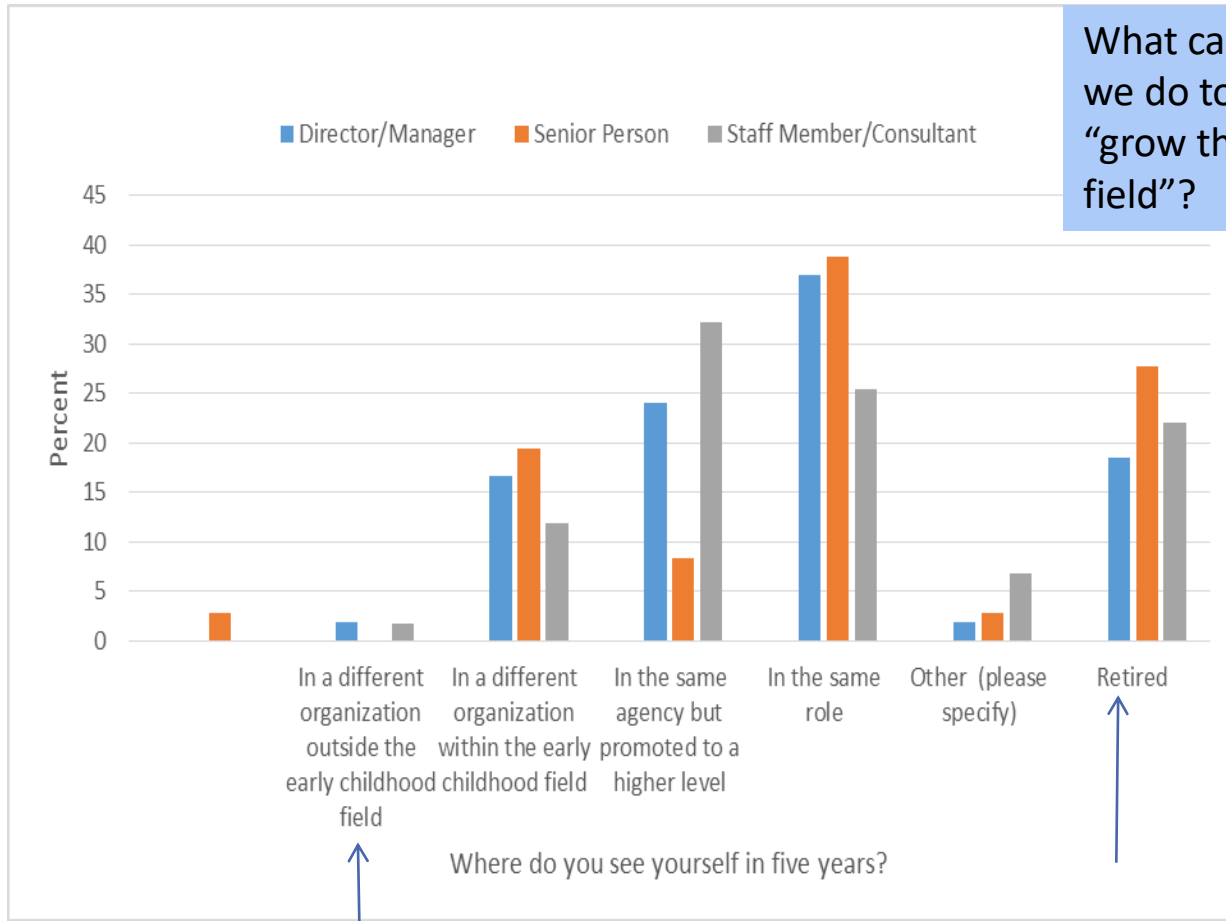


# Years in Current Position by Role and Program Administered





# Career Goals by Role and Program Administered

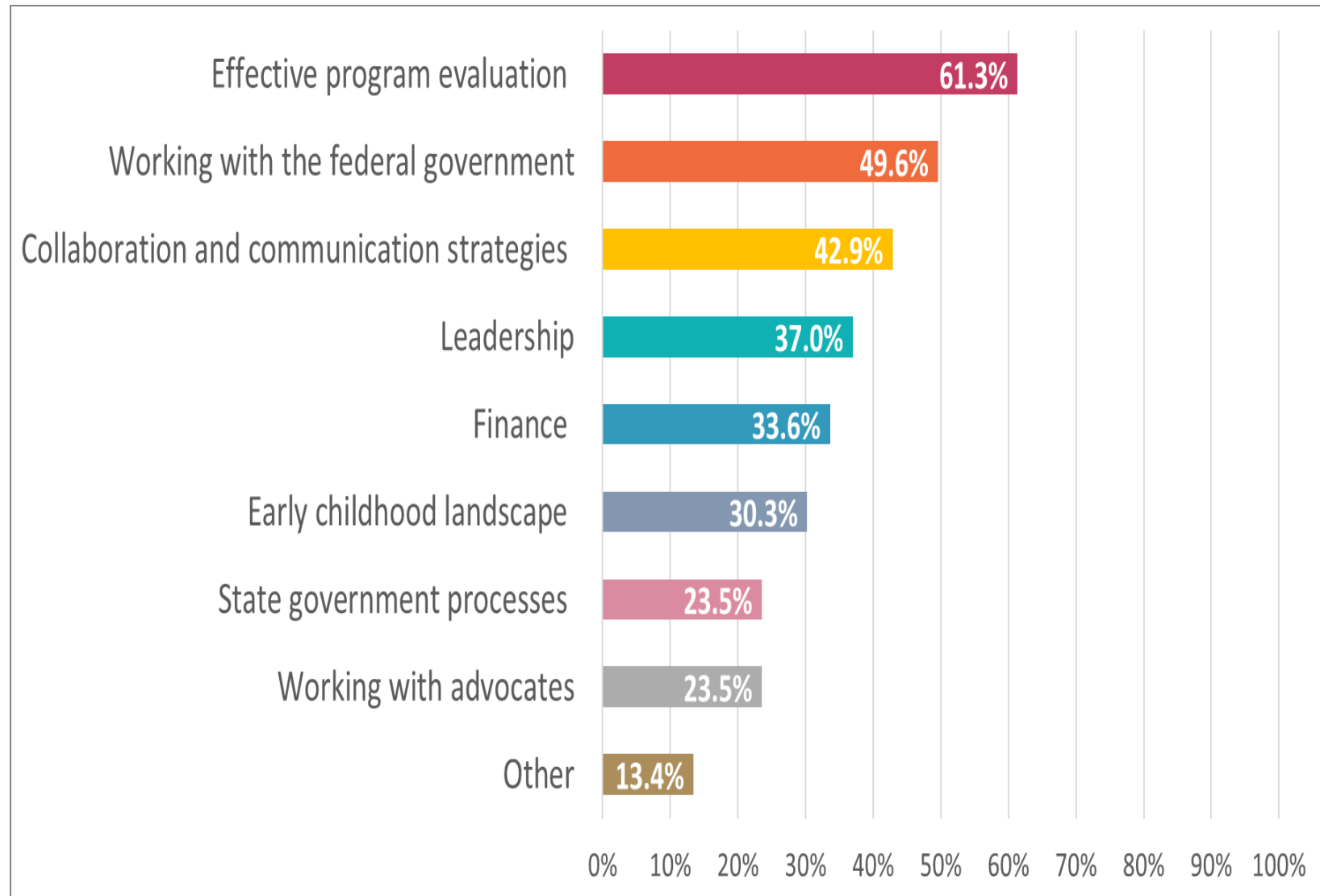


# What they bring, what they want

## Assets They Bring

- Prior work in the field, classroom experience, and a deep content knowledge of ECE;
- Current connections and relationships at the community-level (e.g., with districts, practitioners, and other stakeholders); and
- Advocacy and communication skills.

## Areas of Professional Development Desired by Survey Respondents





## How they view themselves and their leaders

“...[W]e’re the implementers, we’re the “doer’s. .. I think that ... our voice needs to just be a little bit louder in... framing policy, in framing practice.”

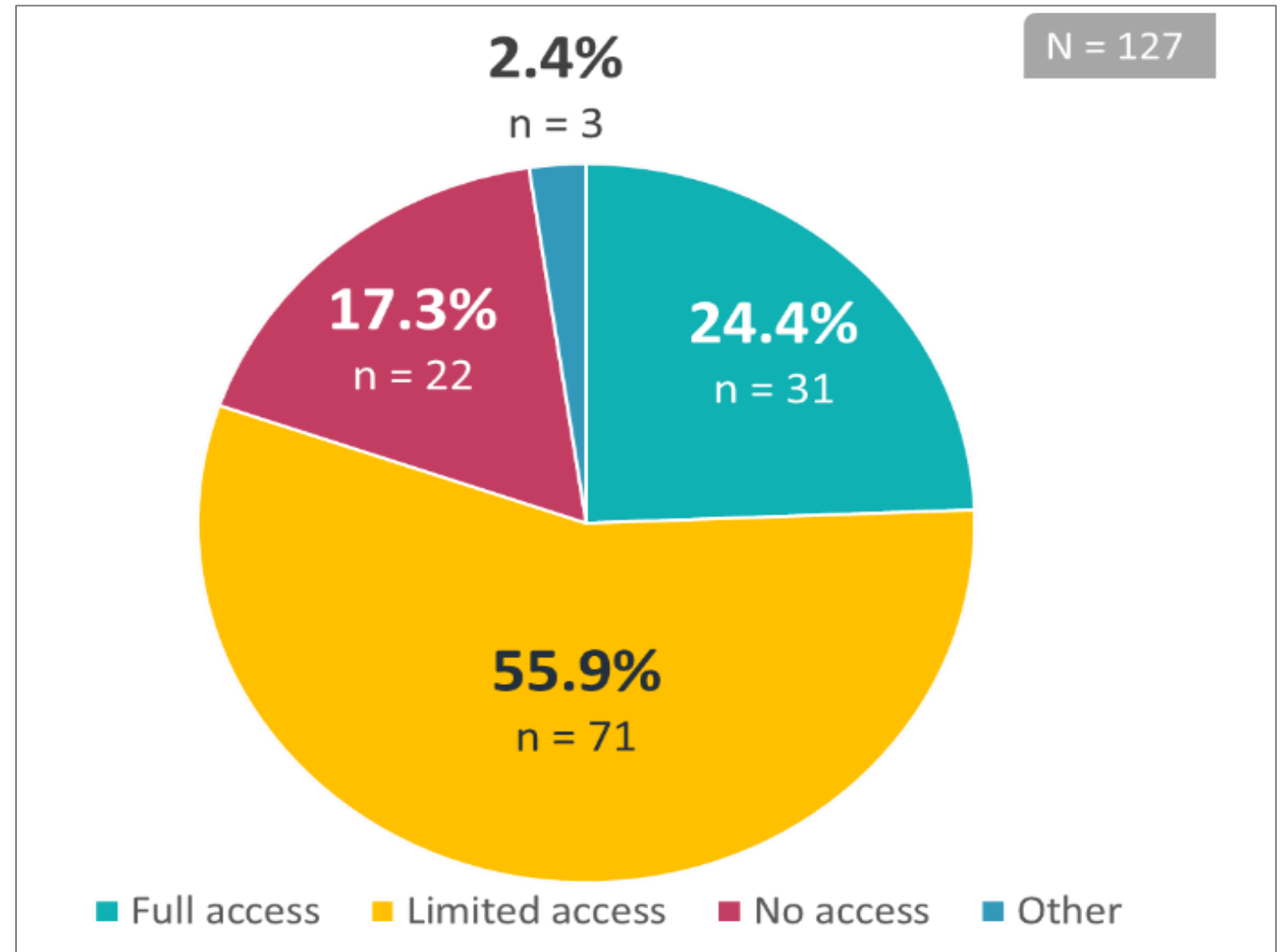
Traits that respondents believe are essential in **strong leaders:**

- **“Big picture” visionary**
- **Champion of ECE**
- **Strong interpersonal skills**
- **Humility and curiosity**

# How they influence policy?

- “**Full access**” developed relationships where they can meet with legislators, testify before committees, and respond to questions from legislative staff, but may need permission to do so;
- “**Limited access**” communicate with legislators and their staff but only through, or accompanied by, a supervisor or legislative liaison;
- “**No access**” respondents are not allowed to talk to legislators or their staff under any circumstances.

## Access to Policymakers



## How they collaborate?

*Focus group participants called for greater levels of public-private partnerships, specifically with the philanthropic community.*

# Stakeholder Engagement

## **Strongest levels of collaboration**

- other state agencies, advisory panels, state-level associations, and local education agencies.

## **Lower levels of engagement**

- governor's office, legislators, and the philanthropic community.

# What Matters Most

We asked respondents to rank the following birth through third grade policy initiatives from highest to lowest priority for funding.

Overall rank	Policy Priorities
1	Social-emotional & behavioral/ mental health supports
2	Teacher compensation & financial relief
3	Professional development for ECE program staff
4	Increase pre-K funding to expand access
5	Family engagement initiatives
6	Supports for children with disabilities
7	Curriculum and implementation supports
8	ECE higher education reform
9	Increase child care subsidy reimbursement rates
10	Data systems
11	Supports for children who are DLLs/English learners

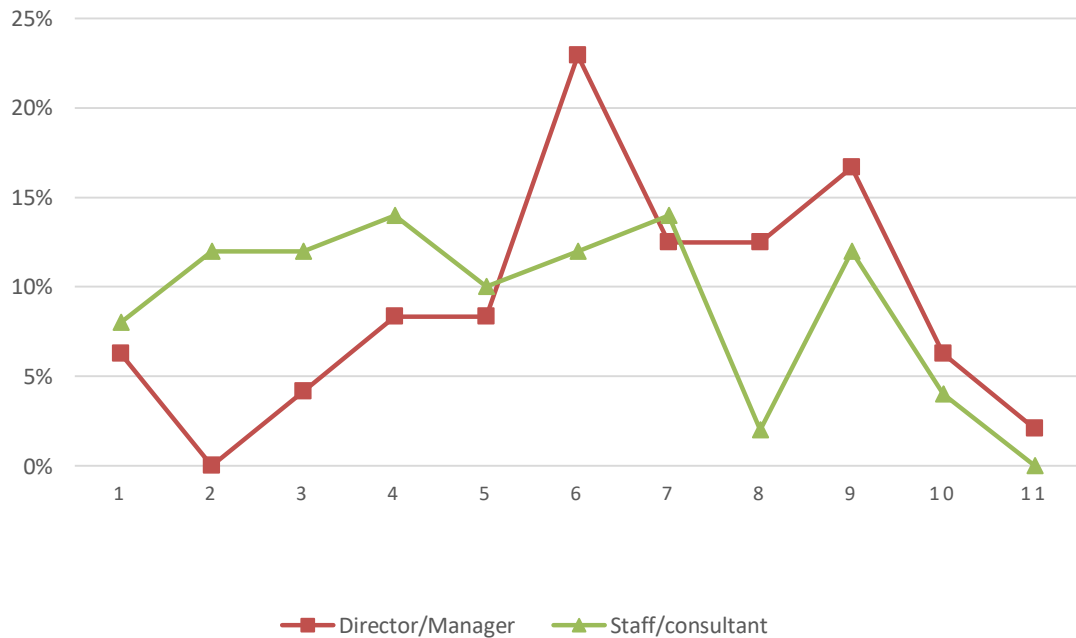
N = 131

[HTTP://CEELO.ORG/CEELO-LEGACY-2030/](http://ceelo.org/ceelo-legacy-2030/)



# Position Matters When Ranking Policy Priorities

### FAMILY ENGAGEMENT INITIATIVES



### SOCIAL-EMOTIONAL BEHAVIORAL MENTAL HEALTH SUPPORTS





# Policy Priorities Differ Based on Program Administered

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**Family engagement initiatives** were ranked *significantly lower* by Preschool programs ( $M=6.5$ ,  $SD=2.4$ ) than those that administer Other early childhood programs ( $M=5.2$ ,  $SD=3.0$ ).

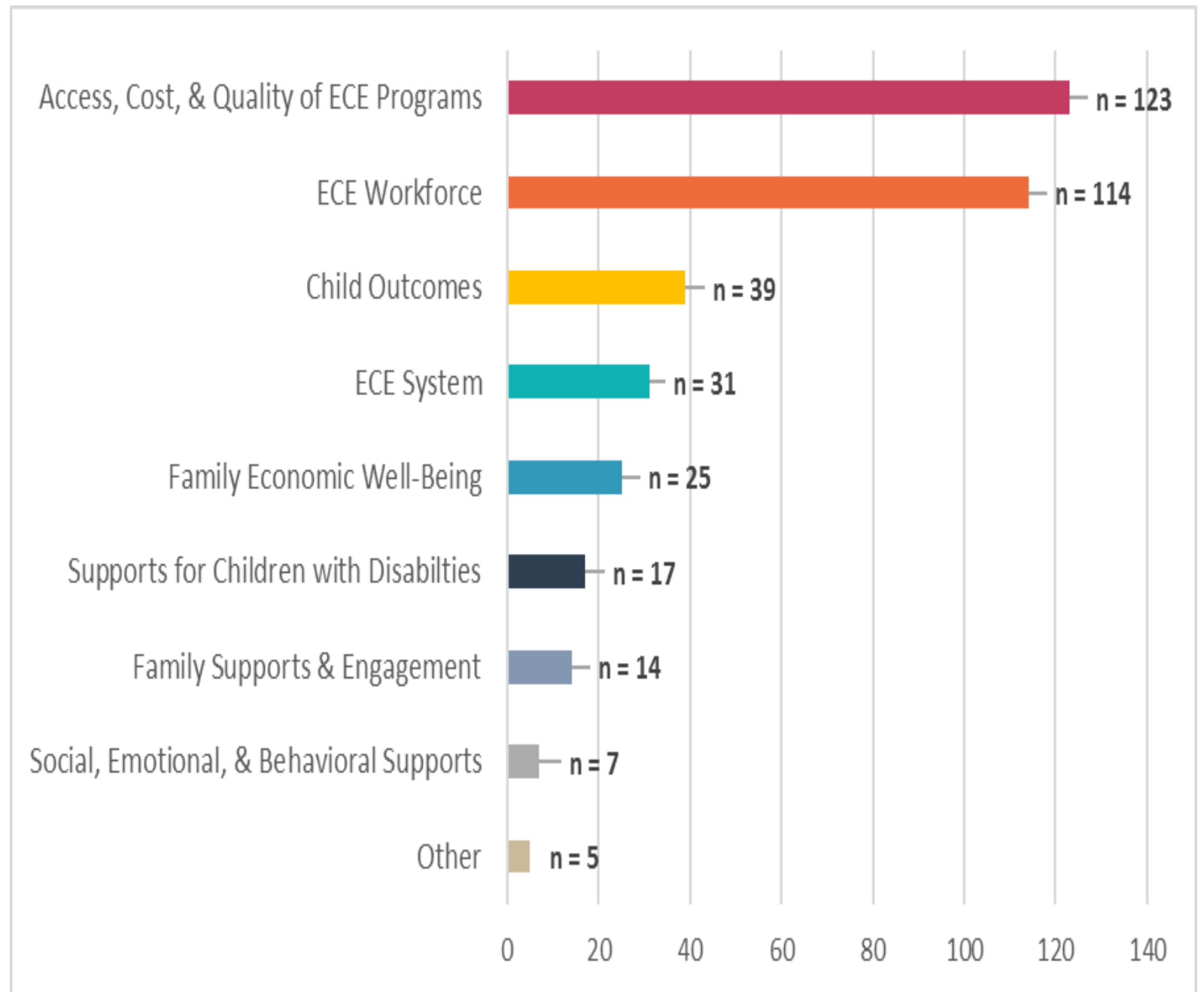
**Social-emotional behavioral/mental health** supports policy were ranked *significantly higher* by those that administer IDEA programs ( $M=3.4$ ,  $SD=2.1$ ) than respondents who administer Preschool programs ( $M=5.0$ ,  $SD=2.3$ ).

**Supports for children with disabilities** were ranked *significantly higher* by those who administer IDEA programs ( $M=3.6$ ,  $SD=2.9$ ) than those that administer Preschool program ( $M=6.9$ ,  $SD=2.4$ ) and Other early childhood programs ( $M=6.5$ ,  $SD=2.8$ ).

**Teacher compensation and financial relief policy** were ranked *significantly higher* by respondents who administer Preschool programs ( $M=4.3$ ,  $SD=3.2$ ) than those that administer IDEA programs ( $M=6.5$ ,  $SD=3.0$ ).

# Vision for 2030

*What statistic would you most like to see change by 2030 (even if it is not currently being measured)?*





# Top 4 Statistics to Change by 2030

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**#1 Access to high-quality programs** – Top response of 123 respondents

**# 2 Strengthening the ECE workforce** -- Within this category, responses address the compensation of ECE professionals (n = 70), education and qualifications (n = 21), professional development (n = 11),

**#3 Improving Child outcomes**— included general school readiness or later academic success; social–emotional well-being, literacy achievement, and health; school attendance; suspension and expulsion, and decreasing the achievement gap.

**#4 Strengthening the Early Childhood System** - including system coordination, funding, data systems and coordination of ECE and K-12



# Coordination as a strategy to achieve vision

*“We can feel like we’re doing it really well in the classroom context, but children and families exist in a much bigger context, and if we really want sustainable positive outcomes for families, we need to think more realistically than just the classroom.”*

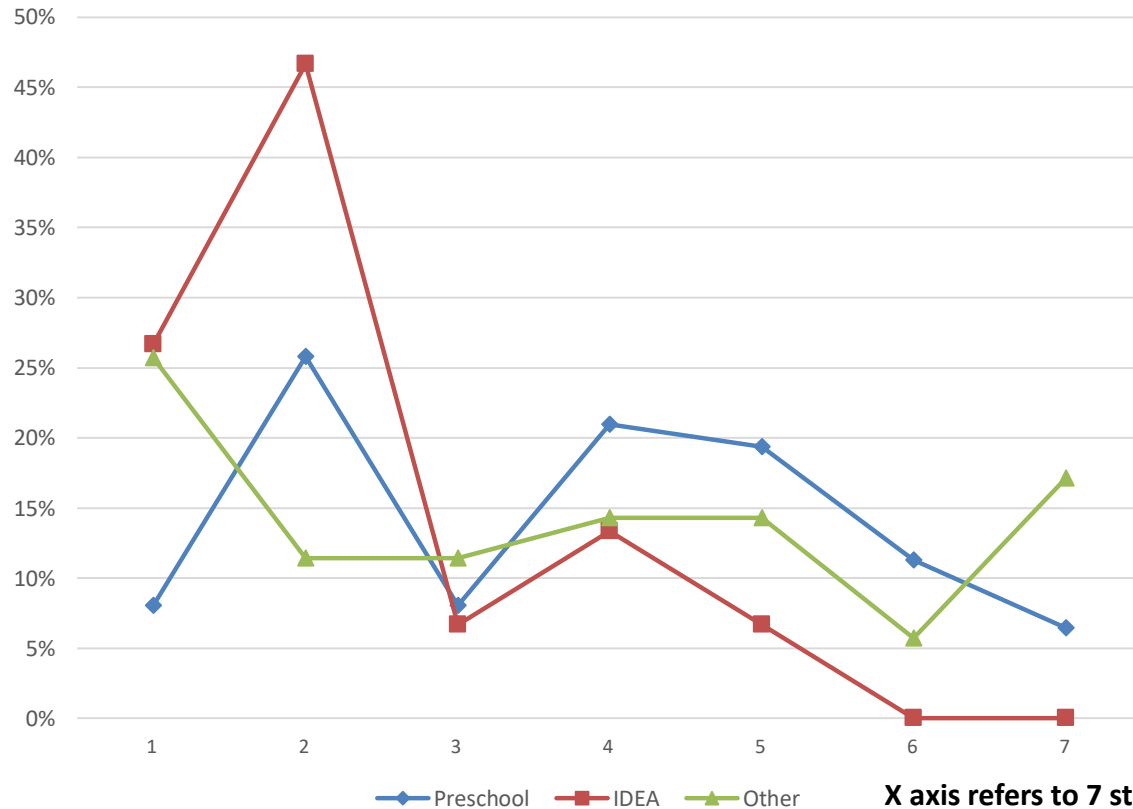
*-- Focus group participant*

Overall rank	Priorities for Coordination
1	Collaboration, communication, and cross-sector work across agencies/departments
2	Efficient systems for blending/ braiding/layering of program funding
3	Teacher qualification requirements and compensation parity across settings
4	Consistent regulations, law, rules, and standards across programs
5	Vertical alignment (birth-3rd grade) of learning & development standards, curricula/teaching practices, and child assessment
6	Data coordination/sharing across state-level entities
7	Consistent eligibility criteria for families across programs

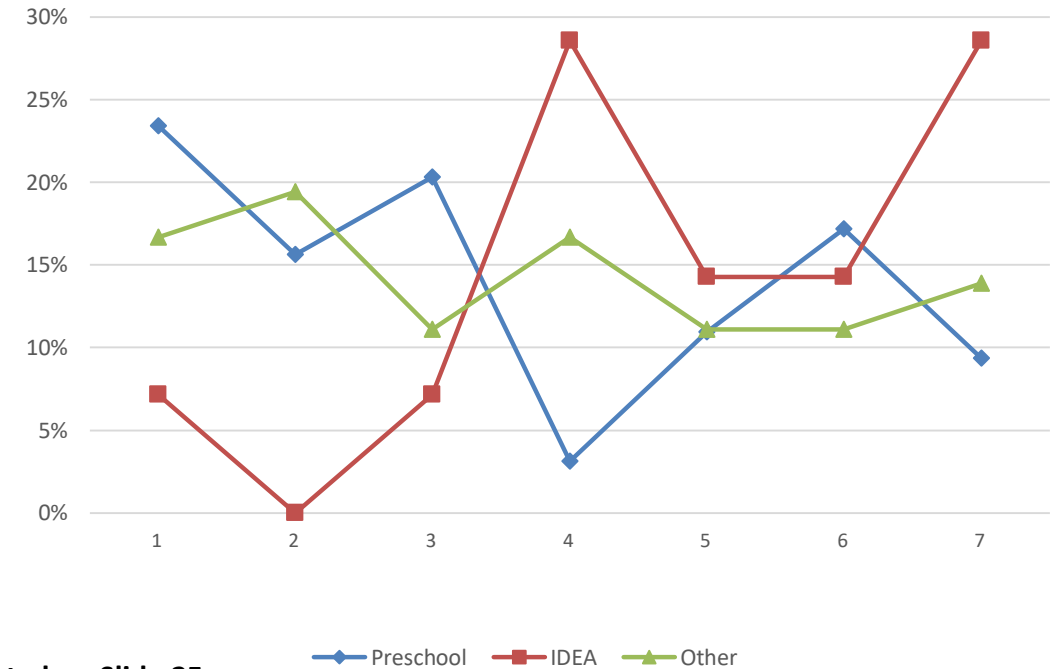


# Program Administered Matters When Ranking Priorities for Coordination

### EFFICIENT SYSTEMS FOR BLENDING/BRAIDING/ LAYERING OF FUNDING



### TEACHER QUALIFICATION REQUIREMENTS



*Innovative approaches to enhancing the quality of the ECE workforce that you have seen or would like to see in one*

1. Higher Education Reform
2. On-going Professional Learning
3. Compensation and Financial Relief
4. Qualification Requirements, Career Pathways, and Recruitment
5. Well-Being of the Workforce
6. Workforce Data
7. Diversity and Cultural Competence

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# Strategies to Increase Investments

- Public-private partnerships for innovative projects;
- Coordinated, sustainable funding housed within one agency;
- Equity in funding across education (birth to age 8 and pre-K to 12; rural and urban areas, small and large districts); and
- Adequate funding to build state capacity

Overall rank	Policy Priorities
1	Blending/braiding/layering (e.g., EHS–CC Partnerships)
2	Earmarks or set-asides for targeted populations (e.g., infants/toddlers, at-risk children)
3	Local or state tax initiatives (e.g., property, sales, or tobacco taxes; taxing districts)
4	Shared services models
5	Refundable tax credits to subsidize programs or providers working in those programs
6	Revenues from lottery or gaming activities to support improvements in quality and access
7	Social impact bonds/pay for success models

## PROMISING FUNDING STRATEGIES



## Meaning & Use

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What does this data mean? for implementation of policy? for government systems that promote efficiency and accountability?

What actionable strategies does this data suggest to ensure a Legacy by 2030 for young children?

- What information/resources would be helpful?
- How could you engage your stakeholders?

# Next Steps

- ✓ Disseminate Legacy 2030 Survey Report
- ✓ Disseminate Pioneer Podcasts
- ✓ Launch Early Childhood Legacy 2030 State Action Network
- ✓ See Legacy 2030 Webpage - <http://ceelo.org/ceelo-legacy-2030/>





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