

Early Learning Workforce

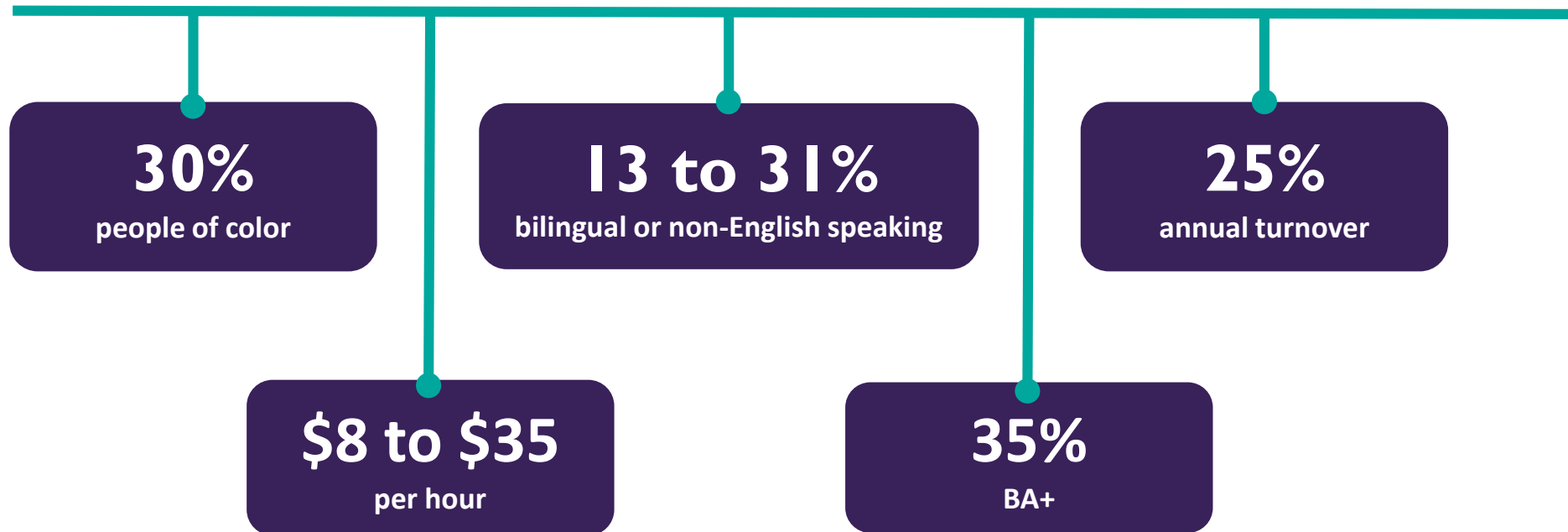
Joint Ways and Means Subcommittee on Education



February 13, 2020

The Early Childhood Workforce in Oregon

Approx. 25,000 early childhood educators across Oregon



Early Learning Professional Development System



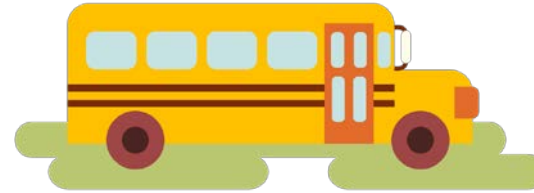
13 Child Care Resource & Referral Agencies (CCR&Rs)

- Provide Training and Professional Development
- Quality Improvement and Monitoring



16 Early Learning Hubs

- Provide Training and Professional Development
- Quality Improvement and Monitoring



Professional Associations and Unions

- Support Professional Development & Implementation



Higher Education Institutions

- 19 Associate's Degree Programs
- 15 Bachelor's Degree Programs

Problems to Solve

\$48,000 - \$63,000

Average Kindergarten Teacher Salary

Problems to Solve

\$25,000 - \$35,400

Average Early Learning Salary

2x as likely

to be in enrolled in a
public support program

24%

of the 2017 workforce
left before 2018

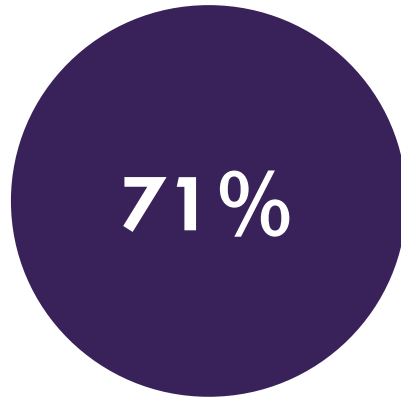
21%

entered in 2018

Current State of Workforce



MEMBERS OF THE EL WORKFORCE



EMPLOYEES RECEIVING
TRAINING WHO STAY
IN WORKFORCE

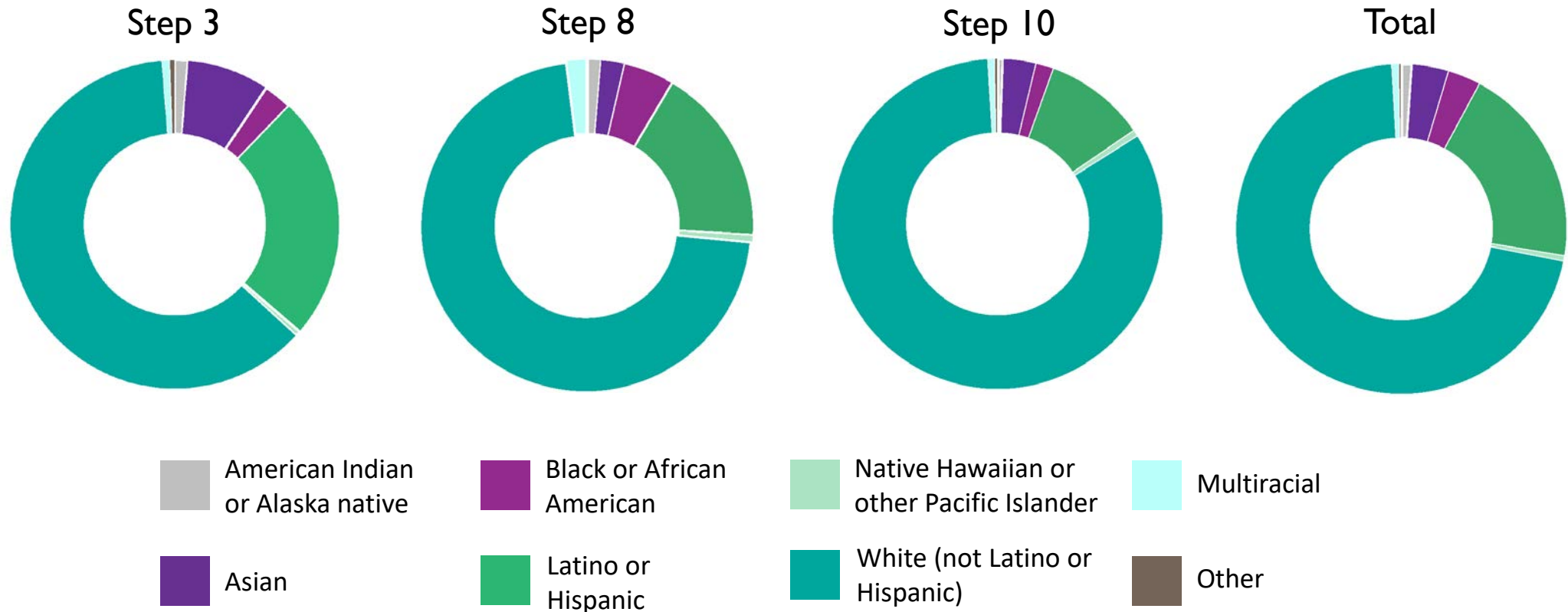


EMPLOYEES RECEIVING
TRAINING WHO
LEAVE WORKFORCE

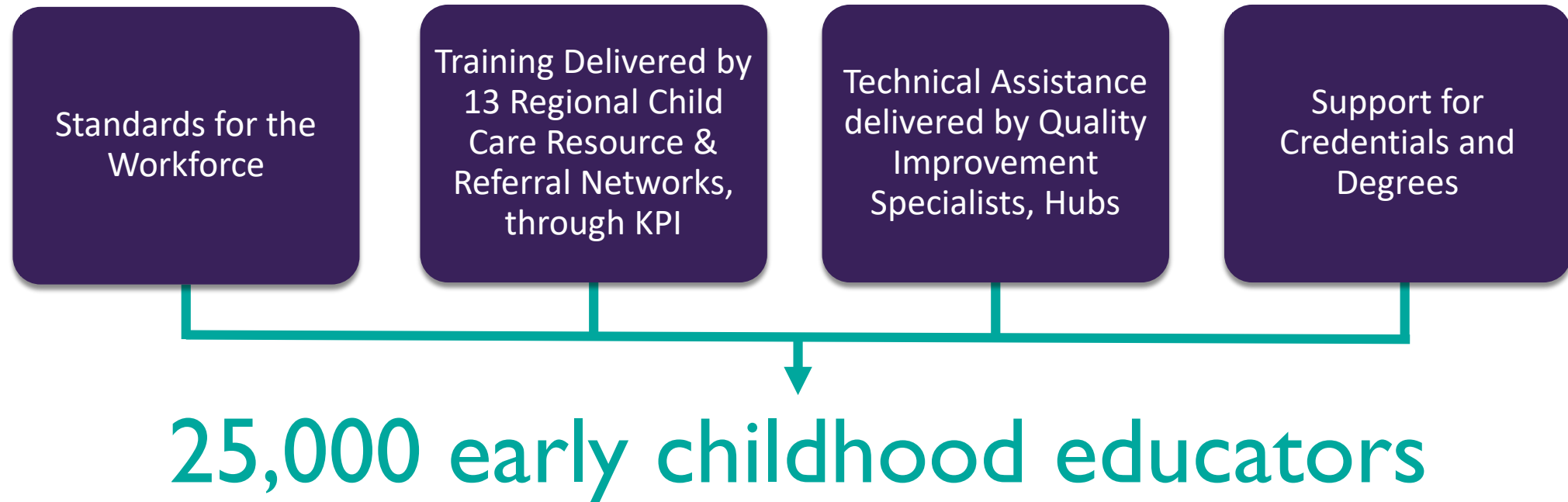


TO INVEST IN
WORKFORCE SUPPORTS

Demographics by Registry Step



Existing Professional Learning “System”



Next Phase of Efforts in Oregon

80th OREGON LEGISLATIVE ASSEMBLY-2019 Regular Session

**Enrolled
House Bill 3427**

Sponsored by COMMITTEE ON RULES (at the request of Representative Barbara Smith Warner)

CHAPTER _____

AN ACT

Relating to education funding; creating new provisions; amending ORS 316.037, 327.008, 327.527, 327.535, 329.096, 417.790 and 417.847; prescribing an effective date; and providing for revenue raising that requires approval by a three-fifths majority.

Be It Enacted by the People of the State of Oregon:

FUND FOR STUDENT SUCCESS

SECTION 1. Section 2 of this 2019 Act is added to and made a part of ORS chapter 327.

SECTION 2. Fund for Student Success; transfers to accounts. (1) The Fund for Student Success is established in the State Treasury, separate and distinct from the General Fund.

(2) The Fund for Student Success shall consist of moneys appropriated by the Legislative Assembly; moneys transferred to the fund under section 76 of this 2019 Act and moneys received as provided in subsection (3) of this section.

(3) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants, donations and other moneys from public and private sources for the Fund for Student Success. Moneys received as provided in this subsection shall be deposited into the Fund for Student Success.

(4) Moneys in the Fund for Student Success are continuously appropriated to the department for:

(a) Transfer to the State School Fund in the amount calculated by the Legislative Fiscal Officer and the Legislative Revenue Officer to be the sum of:

(A) At least \$40 million, for the purpose of a transfer under ORS 327.008 (1) to the High Cost Disabilities Account established in ORS 327.348; and

(B) The amount of change in General Fund revenue to be collected in the biennium due to the amendments to ORS 316.037 by section 56 of this 2019 Act and the operation of sections 58 to 76 of this 2019 Act.

(b) Of the amount remaining in the Fund for Student Success after the transfer prescribed by paragraph (a) of this subsection, transfer to other education accounts as follows:

(A) At least 50 percent to the Student Investment Account established in section 8 of this 2019 Act.

(B) Up to 30 percent to the Statewide Education Initiatives Account established in section 24 of this 2019 Act.

(C) At least 20 percent to the Early Learning Account established in section 51 of this 2019 Act.

Enrolled House Bill 3427 (HB 3427-A) Page 1

Through the passage of the House Bill 3427 (Student Success Act), the Legislature authorized \$171.1 million to be deposited in the Early Learning Account to be used on various initiatives. \$12.5 million was set aside to be used on professional development for early childhood educators.

The Early Childhood Professional Learning Plan describes the how the \$12.5 Million will be invested in the early care and education (ECE) workforce.

The Process

- Begin with Raise Up Oregon Strategies
- Review of national research and reports
- Drawing from examples of other states' efforts
- Review of Oregon's assets and services
- Spotlights on promising practices
- Interviews with over 60 stakeholders
- Review of listening sessions conducted by ELD, within Oregon, and nationally
- Recommendations for Legislative Investments

Strategic Plan: Raise Up Oregon

OBJECTIVE 3:

The early care and education workforce is diverse, culturally responsive, high quality and well compensated.

Strategy 3.1 Improve professional learning opportunities for the full diversity of the early care and education workforce.

Strategy 3.2 Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce.

Strategy 3.3 Compensate and recognize early childhood educators as professionals.

Strategy 3.4 Improve state policy to ensure early care and education work environments guarantee professional supports.

Their recommendations for an improved Professional Learning System

- Offer mostly low or no cost professional development opportunities.
- Provide readily available access to career advisors or counselors.
- Refine and improve the quality of professional development opportunities so they align with best practices in adult learning.
- Evaluate and move toward best practices for providing trainings for providers whose primary language is not English.
- Refine what “counts” to meet current professional development requirements.
- Provide more opportunities for cohort-based professional learning.
- Assure training topics needed to advance in the Oregon Registry are readily available throughout the state.
- Increase access to “earned” college credit through innovative practices.
- Expand the range and adequacy of financial and other resources for degree attainment.
- Put equitable policies and practices in place in higher education to improve the educational experiences of students whose primary language is not English.

Recommendations for Investment

Recruitment and Respect	\$110,000
Updating the TeachInOregon website	
Recruitment Campaign	

Many early childhood teachers expressed concerns about the lack of respect they experience as teachers in their workplace and community, expressing that they did not think their job was well understood or valued by families, neighbors, etc. Stakeholders in higher education noted that enrollment within programs, a proxy for interest in entering early childhood education, has dropped significantly in the past several years.

Recommendations for Investment

Preparation – Credentials and Degrees	\$3,915,000
Scholarship Program and Higher Education Capacity	
Adapting GED Pathways for ECE Providers	
Career and Technical Education Expansion	
Apprenticeship Work Group and Design	

Financial barriers due to low compensation and language barriers were cited as obstacles in education and obtaining credentials. Teachers reported they did not believe degree attainment would lead to better compensation, pointing to a need to better connect the two. There were also expressions for clear needs for alternative pathways to credentials, including pathways that are more practice-based, such as Career and Technical Education (CTE) programs in high school or apprenticeship programs.

Recommendations for Investment

Professional Learning

\$5,900,000

Designing Career Pathways with Educators to revise the Oregon Registry Online

Adopting and Adapting Competencies

Developing and Delivering competency-based professional development

Expand Consortia Approach

Regular CCR&R Staff Trainings

Educators, in particular, expressed a need for better and more accessible professional learning and for Oregon to expand its definition as what “counts” as professional learning (e.g., job-embedded experiences). Educators expressed concern that they were not able to count many valuable professional learning experiences toward required hours. In addition, most early childhood teachers are responsible for seeking out and paying for all costs associated with their professional development and advancement.

Recommendations for Investment

Retention	\$1,965,449
Education Awards	
Developing Approach to Ongoing Advisement	
Technical Assistance for Administrators	
There is a high rate of turnover in the field – approximately 25% of ECE educators leave the field each year. Center-based teachers spoke to the role of administrators in creating conditions that lead to or prevent turnover. Stakeholders also emphasized the role compensation plays in retention.	

Recommendations for Investment: Operation Costs



Operations Costs of \$609,551 or **4.8% of the total investment.**

Staffing, monitoring and communications are central to implementing an improved professional learning system.

Proposed Outcomes

- Increase in the number of pathways available to early childhood educators, especially educators of color and who speak a language other than English
- Increase in clarity around what ECE educators should know and be able to do
- Increase the number of educators enrolled in credential and degree programs in ECE
- Increase the recognition and respect of the workforce
- Increase access to robust professional development (training, etc.)
- Decrease barriers to moving along a career pathway
- Decrease turnover amongst educators