Needs Assessment on Indiana's Early Childhood Workforce

Early Learning Advisory Committee
Workforce and Professional Development Workgroup

September 11, 2015

Presentation Overview

1. Workgroup Charge

2. Supply and Demand Labor Data

3. 2014 Indiana Child Care Workforce Study

4. Indiana Early Childhood Higher Education Assessment

5. Key Takeaways and Recommendations

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Workgroup Primary Responsibilities

⬧ Participate in needs assessment for the workforce of early childhood education professionals.

⬧ Make recommendations on credentials, qualifications, compensation and pathways for Early Childhood Education (ECE) professionals in light of 'marketplace demand'.

Workgroup Members

- Higher education

- Early childhood education programs

- Business

- State agencies

- Intermediaries

Process

The Next Turn of the Circle...

Continuous Improvement
- Project Portfolio Review
- Enlightened Improvement
- Process Improvement

Strategic Alignment
- Strategic Goal Tree
- Coalition Structure
- Performance Scorecard
- Support Organization
- Communications

Restructuring the Work
At the core of value transformation is changing the way stakeholders are organized to deliver service.

Balanced Portfolio of Catalytic Projects
- Small Wins
- Experiments
- Systemic Solutions
- Working Teams
- Project Timelines
- Shared Measures
- Gather the Resources

Future State Picture ("could-be")
What opportunities exist to...
- form or strengthen relationships
- coordinate, connect, or align things
- restructure the existing work
- leverage and build on assets
- create new ways of working together

Understanding the Challenge
- What's working well?
- What challenges exist?
- What could be better aligned?
- What might be missing?
- Where are the leverage points and what can we influence?

The Grand Challenge
A compelling narrative about a complex community problem greater than any single organization can address

The Stakeholder Concept
The fundamental creator or destroyer of value is stakeholder relationships.
- Stakeholder Leadership
- The Stakeholder Map

A Collaborative Process
The process is the solution. Agreeing on a process for working together from the beginning creates increased commitment and builds trust among stakeholder groups.
- The Process Map
- Decision-Making Process

The Critical Roles
- Guiding Team
- Facilitative Leadership
- Stakeholder Organizations
- Process Facilitator(s)
- Content Experts

The Shared Outcomes
What outcomes and benefits do the stakeholders collectively desire? What creates value for each stakeholder?
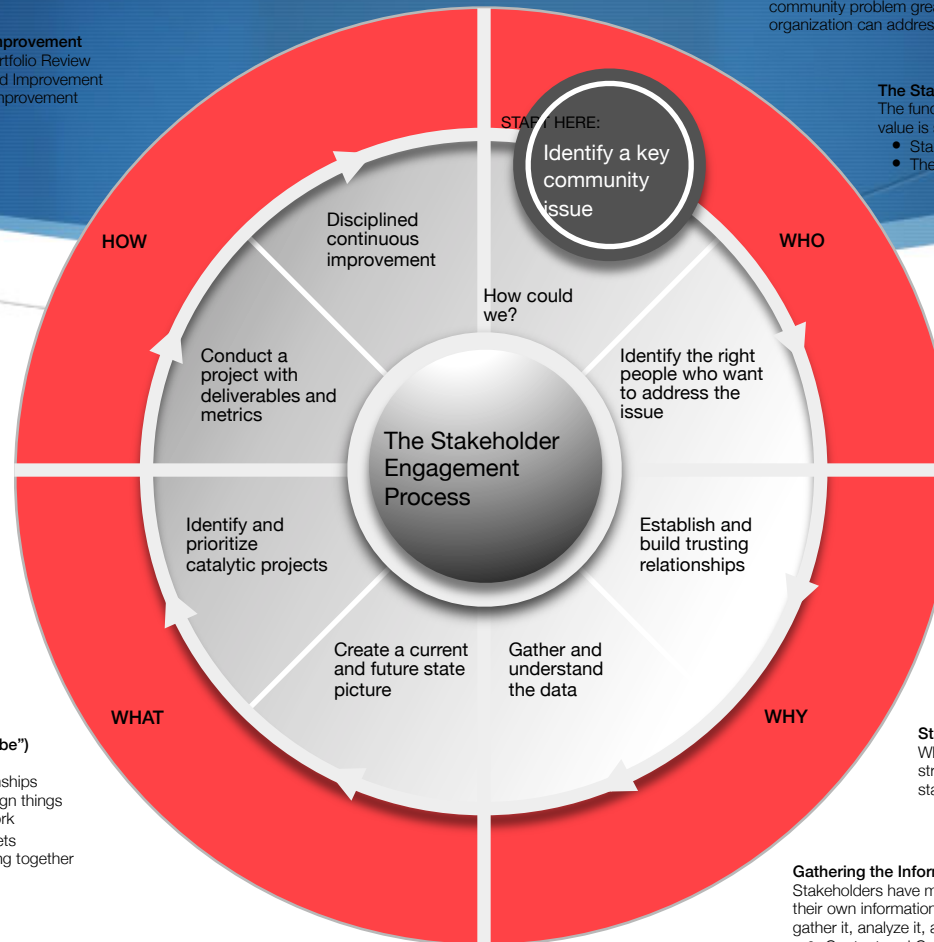
Stakeholder Alignment
What two to three themes would strategically align the interests of the stakeholder group?

Gathering the Information
Stakeholders have more confidence when they determine their own information needs, as well as, how they will gather it, analyze it, and use it.
- Content and Contextual Information
- Stakeholder Work and Projects
- Show and Tell: Presenting the Collected Evidence

Current State Map ("as-is")
- Project Work Maps
- Customer Experience Maps
- Systems and Network Maps
- Strategy Matrix Maps
- Asset Maps

Circle diagram

START HERE: Identify a key community issue

HOW — How could we?
- Disciplined continuous improvement
- Conduct a project with deliverables and metrics

WHO
- Identify the right people who want to address the issue
- Establish and build trusting relationships

WHY
- Gather and understand the data

WHAT
- Identify and prioritize catalytic projects
- Create a current and future state picture

The Stakeholder Engagement Process

Supply and Demand

Guiding Questions:

- How many people are currently employed in the workforce related to the ECE profession, by occupation?

- How many people will be needed by 2022 in the workforce related to the ECE profession, by occupation?

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Supply and Demand

Indiana Economic Growth Regions

Data Source:

Indiana Workforce Development, Research & Analysis
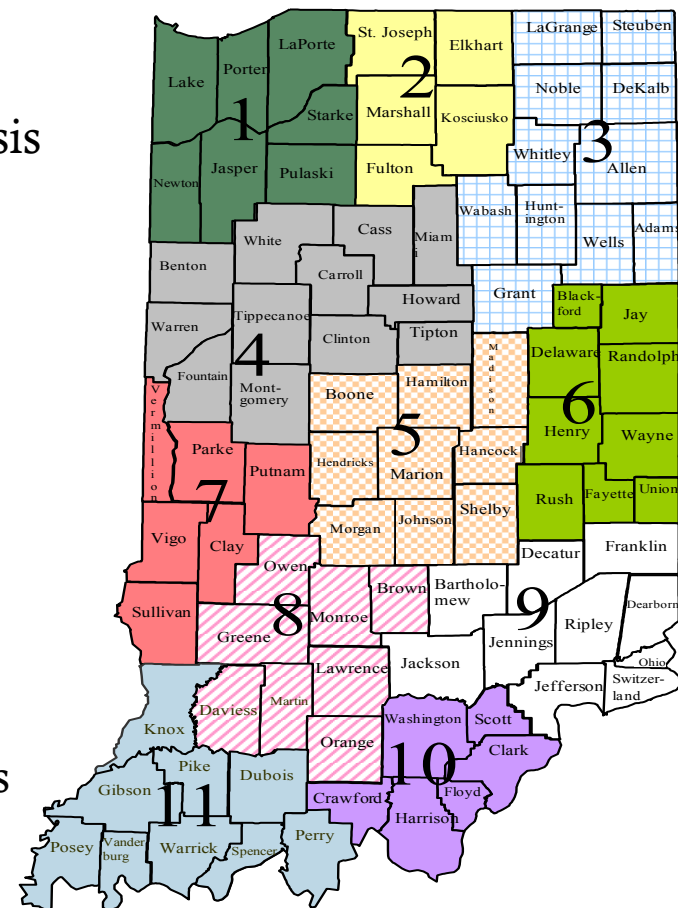
- Pros:
  - Based on Census data
  - Relatively easy to gather and track
  - Gets updated annually

- Cons:
  - This data is just for the occupations of
    1. Preschool Teachers (except Special Ed)
    2. Child Care Workers
  - It is difficult to extract information regarding early learning from other occupational categories because it is mixed in with primary K-12 data and often cannot be disaggregated.

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Supply and Demand

Occupation Categories Analyzed

From the data analyzed, there are the only 2 categories of occupational titles that can be reviewed in detail, specific to early childhood.

1. Preschool Teachers (except Special Education)

2. Childcare Workers

To note:

- Full-time vs. part-time not distinguished in either category.
- Child Care Worker not broken out by role: Lead/Full/Assistant/Aide
- "Teacher Assistant" occupational category was not used in this analysis because it could not be disaggregated by grade level.

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Supply and Demand: State of Indiana

Occupational Title	2012 Emp.	2022 Emp.	Percent Change	2014 OES Avg. Annual Wage
Education Administrators, preschool and child care centers	790	962	22%	$43,560
Preschool Teachers, except Special Education	4,431	5,435	23%	$27,600
Kindergarten Teachers, except Special Education	2,877	3,153	10%	$48,480
Special Education Teachers, preschool	253	305	21%	$49,630
Special Education Teachers, kindergarten and elementary school	2,762	3,020	9%	$51,750
Teacher Assistants	24,436	27,170	11%	$22,340
Child Care Workers	10,536	12,926	23%	$19,830

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Supply and Demand

Turnover Rate

- National early childhood turnover rates have historically hovered around 30 percent per year. *(Source: Porter, N., 2012. High Turnover Among Early Childhood Educators in the United States)*

- Indiana Child Care Teacher Turnover Rate for 2014 was 33% *(Source: 2014 Indiana Child Care Workforce Study)*

- Based on this information, we have calculated the projected supply of Preschool Teachers and Child Care Workers for 2022 using a 30% rate of turnover.

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Supply and Demand
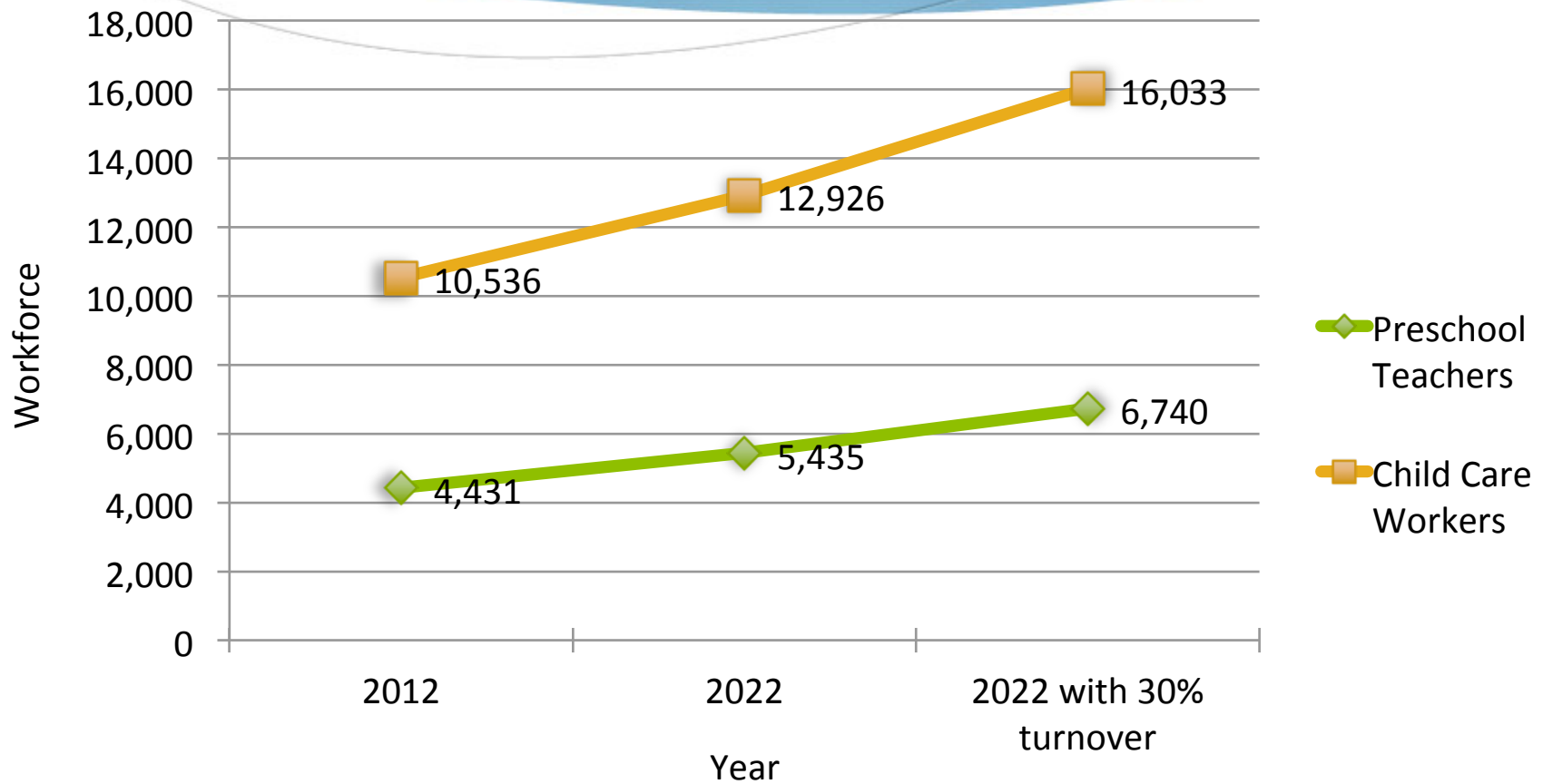
2014 Indiana Child Care Workforce Study

- **Background / Process on Completion**:
  - When (2005, 2010, and 2014)
  - Who (Licensed and Registered Types of Child Care)
  - How/Process (Instruments, Data Collection, Data Analysis, Findings)

- **Purpose**
  - Provides statewide workforce data on child care teachers, directors and family child care home providers working in licensed or registered child care facilities.

2014 Indiana Child Care Workforce Study

- **Workforce Surveys Included Questions Pertaining To**:
  - Educational Attainment
  - Working Conditions and Wages
  - Interests and Aspirations
  - Turnover and Commitment to the Field
  - Personal Information: (age, race, gender, family structure, and family income)
  - Knowledge of Systems: (PTQ, EEMG, On My Way, TEACH)

2014 Indiana Child Care Workforce Study

● **Survey Partners:**
  ○ Office of Early Childhood And Out of School Learning (Data Sets)
  ○ Indiana Business Research Center, Kelley School of Business, Indiana University (Data Analysis and Reliability)
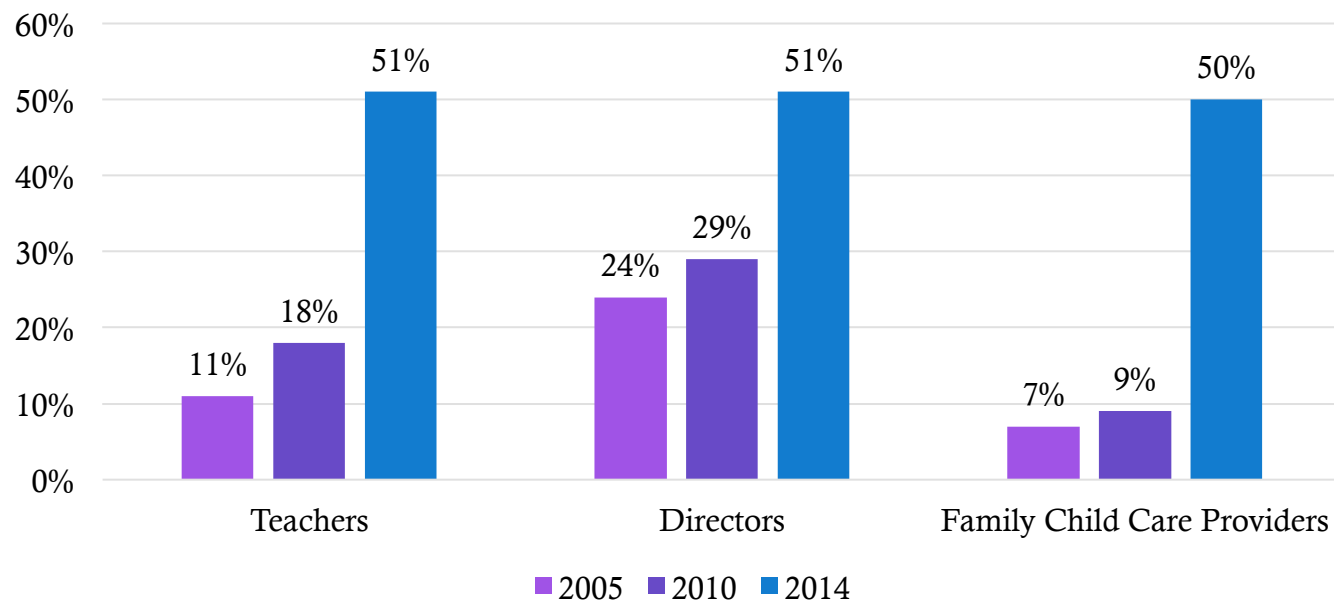 ○ The Lake Data Center, Inc. (Date Entry)

● **Survey Response Rates By Year:**
  ○ 2005 (60% Directors; 33% Teachers and 54% Family Child Care)
  ○ 2010 (38% Directors; 28% Teachers and 28% Family Child Care)
  ○ 2014 (35% Directors; 21% Teachers and 15% Family Child Care)
  ○ 2014 PTQ (1 -12%; 2-18%; 3-41%; and 4-30%)

2014 Indiana Child Care Workforce Study

 ⬦ **Educational Attainment**

Child Care Workforce With Early Childhood/Child Development Degrees (Associate and Bachelor)

Bar chart showing percentages by role and year (2005, 2010, 2014):

- Teachers: 11%, 18%, 51%
- Directors: 24%, 29%, 51%
- Family Child Care Providers: 7%, 9%, 50%
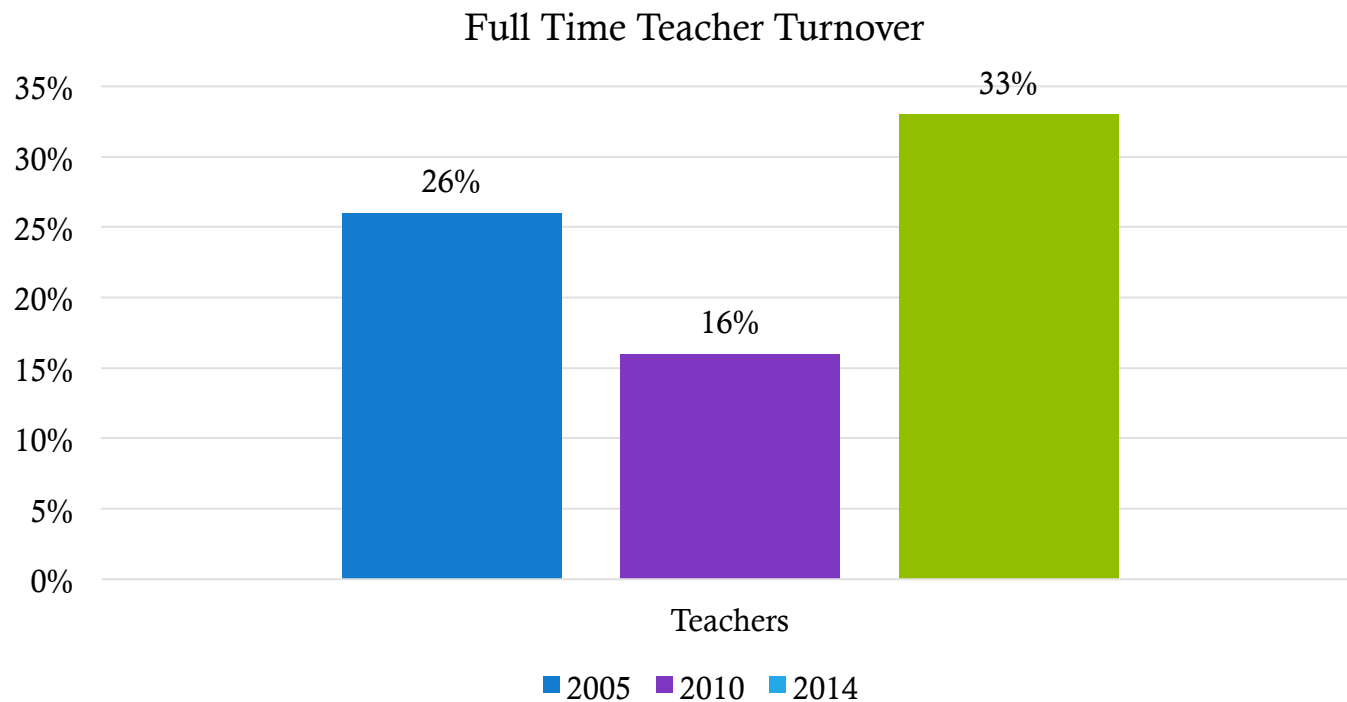
Legend: 2005, 2010, 2014

2014 Indiana Child Care Workforce Study

♦ **Experience**

   ♦ Directors have 15 years experience in the child care field compared to 13 years for family child care and 7 Years for Teachers.

   ♦ Directors have been in their programs for a median of 5.2 years. Teachers have been in their programs for 2.5 years and Family Child Care Providers for 13 years.

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2014 Indiana Child Care Workforce Study

● **Turnover**

Full Time Teacher Turnover

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2014 Indiana Child Care Workforce Study

♦ **Prospective Turnover**

Workforce Planning To Leave The Field In 3 Years

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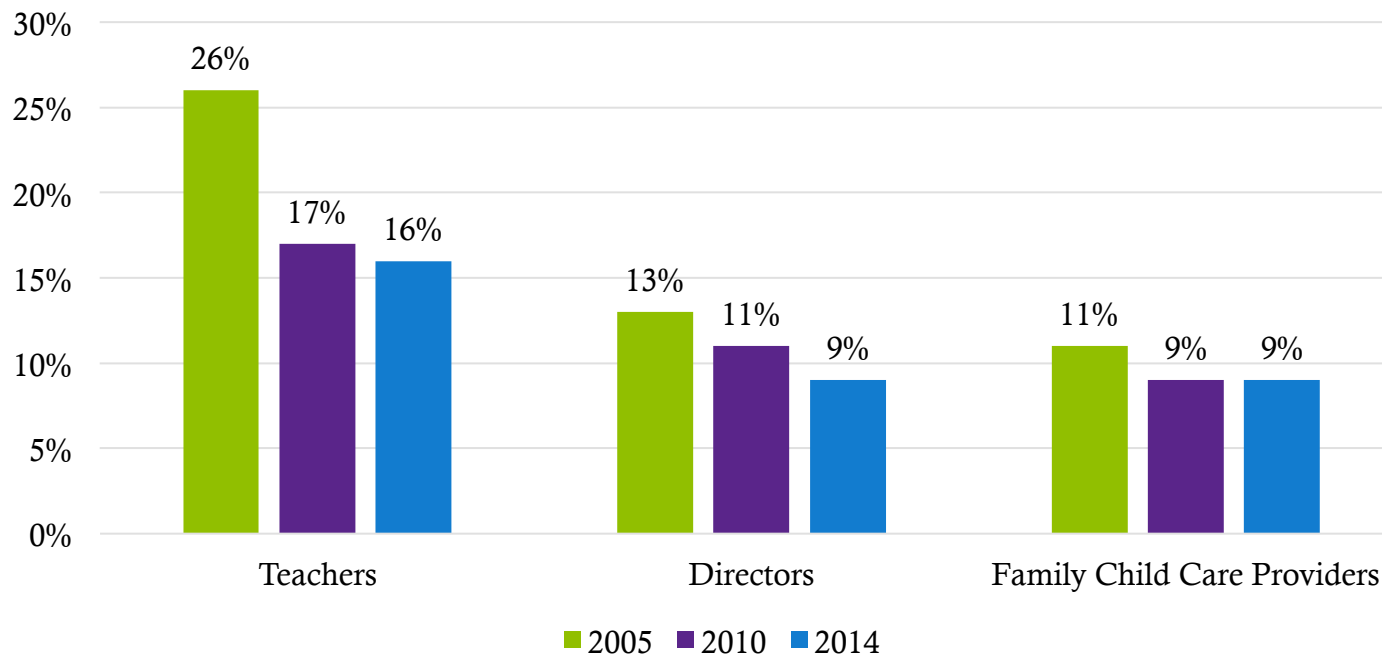
2014 Indiana Child Care Workforce Study

S **Wages**

Indiana Child Care Median Hourly Wage Comparison

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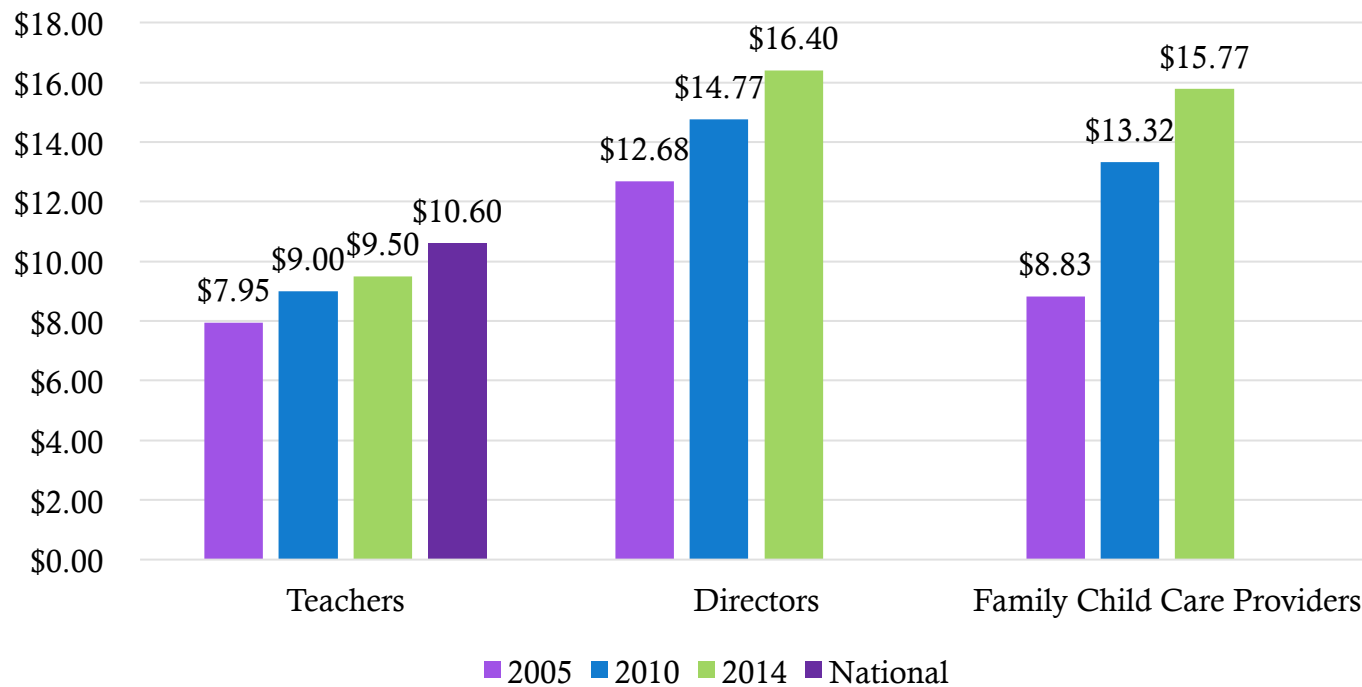
Key Takeaways

- Demand projections on the workforce should factor in the number of children projected in 2020.

- 2/3 of Hoosier families with young children are working and need care and education

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Recommendations

1. **Strengthen the Early Childhood Professional Pipeline**

2. **Quality Improvement and Capacity Building of the ECE Workforce**

3. **Improve Workforce Data Collection**

Needs Assessment on Indiana Early Childhood Education Workforce

Recommendations

1. **Strengthening the Early Childhood Professional Pipeline**

   ⬦ Marketing/Career Awareness

   ⬦ Recruitment

   ⬦ Retention

   "Best and the Brightest With The Youngest"

Recommendation

2. **Quality Improvement and Capacity Building of the ECE Workforce**

   ⬥ Informed and Supportive Leadership

   ⬥ Work Environment

   ⬥ Compensation Parity

   ⬥ Availability of High Quality Degree Programs

   ⬥ Availability and Access to High Quality Ongoing Professional Learning

Needs Assessment on Indiana Early Childhood Education Workforce

Recommendation

3. **Improve ECE Workforce Data**
    - Lack of good data (public preschool teacher turnover rate; how many teachers currently have an early childhood degree in public schools)
    - Number of Individuals and the Settings in the ECE Workforce
    - Needs to be a continuum with the K-12
    - Supply and Demand data is from Indiana Career Connect

Thank you!

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