



RHODE ISLAND PDG B-5 WORKFORCE NEEDS ASSESSMENT FINAL REPORT

October 11, 2019

Prepared For:
Rhode Island Department of Human Services
25 Howard Avenue, Cranston, RI, 02920

Submitted By:
Abt Associates
10 Fawcett St
Cambridge MA 02138

In Partnership with:
Bellwether Education Partners
Dr. Stephen Buka of Brown University

*This publication was made possible by Grant Number 90TP0027 from the
Office of Child Care, Administration for Children and Families, U.S.
Department of Health and Human Services.*



CONTENTS

Executive Summary: PDG B-5 Workforce Needs Assessment..... E-1

Introduction and Methodology..... 1

 Focus of Workforce Needs Assessment 1

 Key Findings at a Glance 2

 Methodology..... 3

 Data Sources 4

 Analysis Approach..... 4

Characteristics of B-5 Programs and B-5 Workforce 6

 Key Findings 6

 Characteristics of B-5 Programs 6

 Characteristics of the B-5 Workforce 7

B-5 Workforce Compensation..... 11

 Key Findings 11

 Compensation 11

 Financial Concerns..... 12

 Compensation of B-5 Workforce Compared to Other Workforce Sectors 12

 Potential Strategies 13

 Potential State Action Step..... 16

Professional Development Supports for Current B-5 Workforce 17

 Key Findings 17

 State Professional Development Supports for the Child Care Workforce..... 17

 Professional Development Training Received 18

 Additional Professional Supports Received 19

 Potential State Action Steps 20

B-5 Workforce Turnover and Movement 21

 Key Findings 21

 Job Satisfaction 21

 Turnover..... 22

 Factors Related to Turnover and Movement..... 23

 Filling Vacancies 23

 Seeking New Employment 24

 Potential State Action Steps 24

Career Pathways for the B-5 Workforce and Supports and Barriers for Advancement..... 25

 Key Findings 25

 Landscape of Existing Postsecondary Offerings..... 25

 Financial Supports Available 26

 Interest in Credential/Educational Advancement and Other Positions within Field..... 27

 Barriers to Advancement..... 28

Alternative Pathways 30

Apprenticeship Model 30

Potential State Action Steps 30

Supply of Qualified Teachers to Support State Pre-K Expansion 31

 Key Findings 31

 Sources of Supply 31

 Calculating the Supply-Demand Gap..... 35

 Impact of Expansion on Other B-5 Sectors..... 36

 Potential State Action Steps 37

Appendix A: Summary of Prior Rhode Island Workforce Needs Assessments and Research A-1

 Workforce Characteristics and Pipeline A-1

 Compensation A-2

 Career Pathways A-3

Appendix B: Technical Details B-1

 Identifying the Universe of Center-Based Programs B-1

 Survey Administration B-1

 Weighting Center-Based Survey Responses B-2

 PDG B-5 Workforce Needs Assessment Survey Response Rates B-3

 PDG B-5 Workforce Needs Assessment Extant Data Review Sources..... B-4

Appendix C: Supporting Data Tables C-1

Executive Summary: PDG B-5 Workforce Needs Assessment

With its Preschool Development Grant – Birth through Age Five (PDG B-5) grant, Rhode Island is executing a variety of activities, including several focused needs assessments, and developing a data-informed comprehensive plan of action for achieving the state’s vision: that all children prenatal through age five (B-5) have access to quality services and programs that sets them on the path for long-term success.

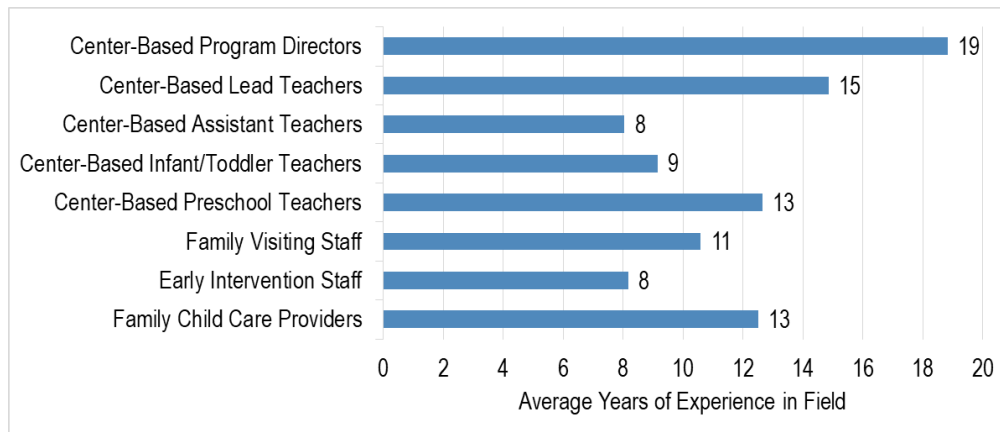
The PDG B-5 Workforce Needs Assessment provides updated and comprehensive data about the characteristics of the current B-5 workforce, identifies opportunities to strengthen the quality and stability of the B-5 workforce across sectors, and provides information to help inform the state’s plan for staffing high-quality State Pre-K seats and ongoing program quality improvement efforts throughout the B-5 system. The assessment was conducted during the summer of 2019 by Abt Associates Inc., in partnership with Bellwether Education Partners and Dr. Stephen Buka from Brown University, and included statewide B-5 workforce surveys, focus groups, interviews, and extant data and policy review. Key findings and potential state action steps are highlighted below.

Characteristics of B-5 Programs and B-5 Workforce

Key Findings

- The B-5 workforce has significant experience working with children and families (see Exhibit E1).
- Staff absenteeism is relatively high. Almost one-fifth of center-based program directors report that at least one teacher is absent in their programs between 5 and 10 days in a month.
- While communications about the transition to kindergarten takes place between teachers and preschool families, a notable proportion of lead teachers report never communicating with preschool families about kindergarten.
- About one-third of child care programs do not participate in the Child Care Assistance Program (CCAP). The most common reasons for not participating are the perception that they will not be able to serve these children’s needs, reimbursement rates not being adequate to cover costs, and concerns about the administrative/paperwork burden.

Exhibit E1. B-5 Workforce Years of Experience in Field by Sector and Role



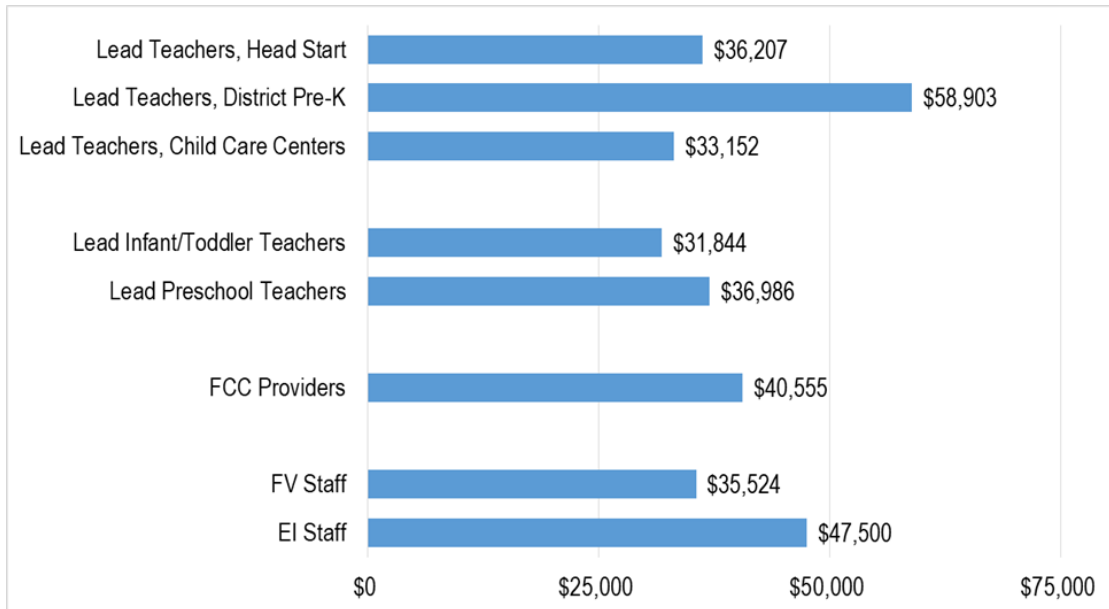
B-5 Workforce Compensation

Key Findings

- B-5 teacher and front-line staff salaries are low in Rhode Island, as is the case nationwide (see Exhibit E2). Compensation levels for the B-5 workforce are comparable to or lower than those of similarly educated workers in other workforce populations, depending on the specific role
- Many teachers and staff have financial worries, which likely contribute to turnover, stress, and attrition.

- Rhode Island currently provides State Pre-K teachers in both school- and community-based settings salary parity with public school teachers. There are disparities in compensation between State Pre-K teachers and other parts of the B-5 workforce, particularly infant and toddler teachers in child care settings.

Exhibit E2. B-5 Workforce Annual Salary for Full-Time Employees by Sector



Potential State Action Step

- Consider additional levers and strategies to increase and provide more equitable compensation to the B-5 workforce such as higher subsidy rates, compensation incentives and/or scholarships for higher education, direct wage supplementation, and refundable tax credits.

Professional Development Supports for B-5 Workforce

Key Findings

- On average, child care lead teachers report receiving 21 hours of training per year, Family Visiting staff report receiving 31 hours, and Early Intervention staff report receiving 15 hours per year.
- Almost one-third (29%) of center-based lead teachers half and over half (59%) of assistant teachers report not having any paid planning time when they are not responsible for children.
- Center-based teachers, regardless of role or age group served, and family child care providers are interested in additional training on behavior management and working with children with special needs. Family Visiting staff request additional training in supporting parents living with mental health challenges and with cognitive impairments, as well as supporting families involved with DCYF. Early Intervention staff would like training about research on effective intervention services, working with children with special needs, and assistive technology.

Potential State Action Steps

- Consider additional/new professional development offerings based on needs identified by each sector.
- Continue to examine the effectiveness of state-funded professional development trainings.

B-5 Workforce Turnover and Movement

Key Findings

- Most center-based teachers and about half of Family Visitors and Early Intervention staff plan to stay in the field they are in, doing the kind of work they are currently doing, for as long as they are able.
- However, job stress/burnout is the top reason that center-based program and Early Intervention directors cite for teacher/staff turnover. It is not as much of an issue for Family Visiting programs, according to directors.
- The main stressors of family child care providers are the number of agencies that they are required to report to and perceived lack of coordination among them, as well as lack of recognition for their work.

Potential State Action Step

- Focus on action steps related to compensation, career pathways, and professional development to improve working conditions and reduce workforce turnover and attrition.

Career Pathways for the B-5 Workforce and Supports and Barriers for Advancement

Key Findings

- Rhode Island has in place a variety of preparation pathways and supports to help the current and prospective B-5 workforce attain higher credentials.
- Much of Rhode Island's existing supports for training and postsecondary education of the early childhood workforce are concentrated on non-credit professional development or entry-level higher education coursework (12-credit ECETP or the FCCP B-3 15-credit certificate program), and less support is available to help move individuals toward higher levels of educational attainment (e.g. Associates degree, bachelor's degree, and/or PK-2 certification).
- Rhode Island's existing preparation pathways leading to a PK-2 credential appear to be designed primarily for recent high school graduates, and do not incorporate supports that might help currently working and mid-career educators obtain PK-2 credentials. Given the substantial percentage of the current B-5 workforce interested in improving their credentials, and the fact that these individuals already have experience working with young children, this may be a missed opportunity.
- The Rhode Island Promise provides an important support to accessing postsecondary pathways for recent high school graduates, but does not support students pursuing teaching careers to continue their education beyond an Associates degree, and is not available to older individuals currently working in the early childhood field.

Potential State Action Steps

- Incentivize higher education institutions to improve academic advising for early childhood students; regularly review barriers to smooth transfer and articulation faced by students and convene CCRI and 4-year institutions to identify strategies to strengthen articulation and support seamless transitions for students.
- Consider alternative certification pathway and explore apprenticeship model to offer students paid on-the-job learning that results in a credential (and in some cases a higher degrees) to help break down some of the barriers to accessing higher education.
- Consider expanding Rhode Island Promise, which provides important access to postsecondary pathways for recent high school graduates, to support other populations seeking early childhood degrees and credentials.

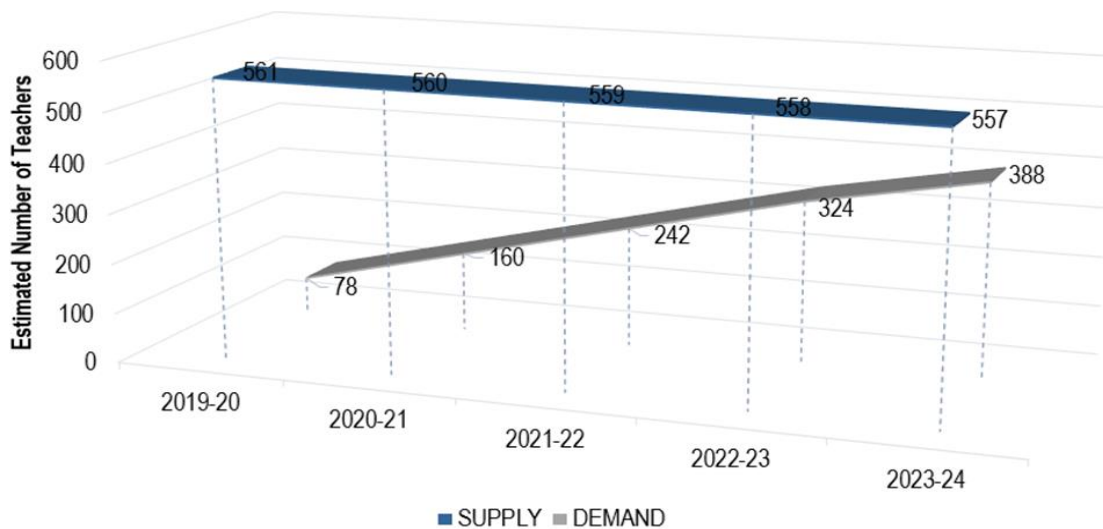
Supply of Qualified Teachers to Support State Pre-K Expansion

Key Findings

- On paper, Rhode Island appears to be positioned, in terms of educator supply, to roll out the expansion of State Pre-K to serve 7,000 young children by 2024 (see Exhibit E3).

- Over 400 qualified (PK-2 certified) teachers are currently employed in non-Head Start community-based preschool classrooms and about 70 PK-2 certified teachers are produced annually by Rhode Island’s existing higher education institutions (although not all of them end up teaching preschool).
- Although the supply of qualified teachers to support State Pre-K expansion appears to be adequate, the quality and stability of other sectors (particularly child care) will likely be impacted if current teachers leave to teach in State Pre-K classrooms.

Exhibit E3. Rhode Island State Pre-K Lead Teacher Supply and Demand Projections



Potential State Action Steps

- Consider how best to match qualified teachers to new State Pre-K classrooms without destabilizing non-State Pre-K classrooms.
- Consider addressing the issue of district restrictions for community-based programs.
- Make modest expansions to current certification programs and strengthen pathways for existing community-based child care teachers to attain higher credentials, including ensuring that there are sufficient opportunities for teachers with Bachelor’s degrees in State Pre-K programs to complete certification within the required number of years.
- Continue to invest in improving the quality of current programs and classrooms, to ensure quality settings for all children and to bring more current classrooms up to higher quality levels.
- Monitor the pipeline of individuals earning PK-2 and elementary certification to make sure it is sufficient to meet the needs of State Pre-K, other district preschool, and district K-2 classrooms.

Introduction and Methodology

The Rhode Island (RI) Preschool Development Grant – Birth through Age Five (PDG B-5) aims to ensure that all young children have the services and supports that they need to enter kindergarten ready to succeed and on a course to read proficiently by the end of 3rd grade. The state is particularly focused on vulnerable populations, including children of low-income families, infants and toddlers, children with developmental delays, children who have behavioral or mental health challenges, children facing trauma (and particularly victims of child abuse or neglect), children in non-English speaking families, and children who have experienced homelessness.

With the PDG grant, RI is executing a variety of activities and developing a data-informed comprehensive plan of action for achieving the state’s vision: that all children prenatal through age five (B-5) have access to quality services that sets them on the path for long-term success. The state agencies leading this effort include the Rhode Island Department of Human Services (DHS), Department of Education (RIDE), Executive Office of Health and Human Services (EOHHS), Department of Health (RIDOH), and Department of Children, Youth, and Families (DCYF).

To carry out the PDG B-5 Family and Workforce Needs Assessments, DHS contracted with a team led by Abt Associates Inc., in partnership with Bellwether Education Partners, Dr. Stephen Buka from Brown University, and Ms. Catherine Walsh of Results for Children, LLC (referred to as the “Abt team”). This report presents key findings from the Workforce Needs Assessment, which provides updated information about the characteristics of the current B-5 workforce, identifies opportunities to strengthen the quality and stability of the B-5 workforce across sectors, and provides data to help inform the state’s plan for staffing high-quality State Pre-K seats and ongoing program quality improvement efforts throughout the B-5 system. Potential state action steps are highlighted throughout the report.

Focus of Workforce Needs Assessment

The PDG B-5 Workforce Needs Assessment builds on and updates a solid foundation of prior state needs assessments and research projects that primarily focused on the availability and quality of existing programs and number of children being served and awaiting access. Appendix A includes a summary of previous research that informed the focus of this assessment including the 2014 Early Learning Workforce Study that included child care centers and family child care providers. A cross-agency state leadership team and external stakeholders provided detailed input during the design phase and reviewed all outreach materials and data collection instruments.

This assessment examines the current state and characteristics of the workforce across all B-5 systems, including child care, Head Start, public school preschool (IDEA Part B), Family Visiting, and Early Intervention. Exhibit 1 shows the overall research questions This report includes findings and supporting data in this same order, along with potential state action steps focused on workforce compensation, professional supports, turnover, career pathways, and educator supply to support State Pre-K. Key findings are summarized below Exhibit 1.

Exhibit 1. Overview of B-5 Workforce Needs Assessment Research Questions

- What are the Characteristics of B-5 Programs and the Current B-5 Workforce?
- What is the Current State of B-5 Workforce Compensation? What Are Some Potential Strategies to Support Compensation?
- What Professional Development Supports Are Provided to the B-5 Workforce? What Are the Gaps and Needs?
- To What Extent Is There Workforce Turnover and What is Causing It? What Attracts and Retains the Current B-5 Workforce?
- What Career Pathways Exist for the B-5 Workforce? What Supports and Barriers Exist for Advancement?
- Are There a Sufficient Number of Qualified Teachers to Support State Pre-K Expansion? How Will Expansion Impact Other Sectors?

Key Findings at a Glance

Characteristics of B-5 Programs and B-5 Workforce

- The B-5 workforce has significant experience working with children and families. Center-based program directors have on average 19 years of experience working in the early childhood field, and lead teachers have on average 15 years of experience.
- Staff absenteeism is relatively high. Almost one-fifth (19%) of center-based program directors report that at least one teacher is absent in their programs between 5 and 10 days in a month.
- While communications about the transition to kindergarten generally takes place between preschool teachers and families, about one-fifth of lead teachers report never communicating with families about kindergarten.
- About one-third of child care programs do not participate in the Child Care Assistance Program (CCAP); the reasons include program perceptions that they will not be able to serve these children's needs because the reimbursement rate does not cover costs along with concerns about administrative burden.

B-5 Workforce Compensation

- B-5 teacher and front-line staff salaries are low in Rhode Island, as is the case nationwide. Compensation levels for the B-5 workforce are comparable to or lower than those of similarly educated workers in other sectors of the broader workforce, depending on the specific role.
- Many teachers and staff have financial worries, which likely contribute to turnover, stress, and attrition.
- Rhode Island currently provides State Pre-K teachers in both school- and community-based settings salary parity with public school teachers. There are disparities in compensation between State Pre-K teachers and other parts of the B-5 workforce, particularly infant and toddler teachers in child care settings.

Professional Development Supports for B-5 Workforce

- On average, child care lead teachers report receiving 21 hours of training per year, Family Visiting staff report receiving 31 hours, and Early Intervention staff report receiving 15 hours per year.
- Almost one-third (29%) of center-based lead teachers and over half (59%) of assistant teachers report not having any paid planning time when they are not responsible for children.
- Center-based teachers, regardless of role or age group served, and family child care providers are interested in additional training on behavior management and working with children with special needs. Family Visiting staff desire additional training in supporting parents living with mental health challenges and with cognitive impairments, as well as supporting families involved with DCYF. Early Intervention staff would like training about research on effective intervention services, working with children with special needs, and assistive technology.

Workforce Turnover and Movement

- Most center-based teachers and about half of Family Visitors and Early Intervention staff plan to stay in the field they are in, doing the kind of work they are currently doing, for as long as they are able.
- However, job stress/burnout is the top reason that center-based program and Early Intervention directors cite for teacher/staff turnover. It is not as much of an issue for Family Visiting programs, according to directors.
- The main stressors of family child care providers are the number of agencies that they are required to report to and lack of coordination among them, as well as lack of recognition for their work.

Career Pathways for the B-5 Workforce and Supports and Barriers for Advancement

- Rhode Island has in place a variety of preparation pathways and supports to help the current and prospective B-5 workforce attain higher credentials.
- Much of Rhode Island's existing federally-funded supports for training and postsecondary education of early childhood workforce are concentrated on non-credit professional development (as discussed above) or entry-level higher education coursework (12-credit ECETP or the FCCP B-3 15-credit certificate program), and less support is available to help move

individuals toward higher levels of educational attainment (e.g. Associates degree, bachelor's degree, and/or PK-2 certification).

- Rhode Island's existing preparation pathways leading to a PK-2 credential appear to be designed primarily for recent high school graduates, and do not incorporate supports that might help currently working and mid-career educators obtain PK-2 credentials. Given the substantial percentage of the current B-5 workforce interested in improving their credentials, and the fact that these individuals already have experience working with young children, this may be a missed opportunity.
- The Rhode Island Promise provides an important support to accessing postsecondary pathways for recent high school graduates, but does not support students pursuing teaching careers to continue their education beyond an Associates degree, and is not available to older individuals currently working in the early childhood field.
- There are limited options and supports to support PK-2 certification for teachers in the workforce with a bachelor's degree, which may be a necessary source of State Pre-K teacher supply as the number of classrooms expands.

Supply of Qualified Teachers to Support State Pre-K Expansion and Impact on Other Sectors

- On paper, Rhode Island appears to be positioned, in terms of educator supply, to roll out the expansion of State Pre-K to serve 7,000 young children by 2024.
- Over 400 qualified (PK-2 certified) teachers are currently employed in non-Head Start community-based preschool classrooms and about 70 PK-2 certified teachers are produced annually by Rhode Island's existing higher education institutions (although not all of them end up teaching preschool).
- Although the supply of qualified teachers to support State Pre-K expansion appears to be adequate, the quality and stability of other sectors (particularly child care) will likely be impacted if current teachers leave to teach in State Pre-K classrooms.

Methodology

To answer the state's priority policy and research questions, the Abt team used a mixed-methods approach that combines information from five major data collection sources:

- Semi-structured interviews of 9 higher education faculty, professional development providers, and state organizations;
- Statewide surveys of child care program directors, teachers from child care programs, Head Start programs, public preschool and state Pre-K classrooms, Family Visiting program directors, Family Visiting front-line staff, Early Intervention program directors, and Early Intervention front-line staff;
- 5 focus groups and post-focus group questionnaires with family child care providers;
- Extant data from state agencies and other public sources; and
- Review of existing policies, regulations, and additional relevant contextual documents.

Data collection activities took place during the summer of 2019. The Abt team engaged in intensive outreach efforts to get the word out about the surveys and focus groups which included direct contact with center-based and public school program directors and teachers, direct outreach from B-5 state agencies to programs and teacher/staff in each sector (via email, flyers, newsletters, and social media posts), direct outreach from state organizations that help to support programs and teachers/staff (via emails, newsletters, and social media posts), and direct outreach from community organizations (via newsletters, flyers, and social media posts). Final survey response numbers and rates are shown in Exhibit 2.

Exhibit 2. Number of Survey Responses and Response Rates by Sector

Sector	# of Survey Responses	Response Rate
Child care (including Head Start and State Pre-K) program directors	166	35%
Child care and public school (including Head start and State Pre-K) teachers and staff	892	Responses from 61% of programs
Lead Teachers	490	Responses from 48% of programs
Assistant Teachers	292	Responses from 34% of programs
Other Staff	110	Responses from 18% of programs
Family Visiting program directors	15	44%
Family Visiting front-line staff	58	67%
Early Intervention program directors	8	89%
Early Intervention front-line staff	190	74%

Notes. For teacher role, some respondents reported multiple roles, e.g., lead teacher and educational coordinator. Respondents were categorized as lead teacher if they chose that option regardless of other roles, and as assistant if they chose that option regardless of other roles. Family Visiting program directors oversaw one or more of five programs.

Data Sources

Interviews

The Abt team conducted nine semi-structured one-on-one interviews with the following stakeholders with administrators and faculty from early childhood programs within Rhode Island higher education institutions that prepare the largest numbers of early childhood certificate and degree candidates: Community College of Rhode Island, Rhode Island College, and University of Rhode Island; and lead staff from professional development providers contracted by the state to offer or curate professional development for early childhood providers including the Center for Early Learning Professionals (CELP), SEIU Education and Training Fund, and Ready to Learn Providence.

Surveys

Statewide surveys were administered to six respondent types: 1) licensed child care and Head Start program directors and education coordinators; 2) licensed child care and public preschool teachers and staff; 3) Family Visiting program directors; 4) Family Visiting front-line staff; 5) Early Intervention program directors; and 6) Early Intervention front-line staff.

The survey administration window was from late July through August 2019. Surveys were available online and on paper, and in both English and Spanish. The Abt team conducted an intensive follow-up effort with a random sample of 50 child care and Head Start programs that included in-person visits (along with extra email reminders and phone calls) to improve response rates. Respondents were provided with a \$10 Visa gift card to thank them for their time. Additional details about the survey sample are included in Appendix B.

Extant Data and Policy Document Review

The Abt team reviewed extant data from a variety of sources. Also, in addition to reviewing prior needs assessment and research reports, the Abt team also reviewed key policy and regulatory documents and plans (see Appendix B).

Focus Groups

The Abt team conducted five focus groups with 55 licensed family child care providers who also completed a brief questionnaire immediately following the focus groups. Providers were recruited with the assistance of staff from Ready to Learn Providence and the SEIU 1199. The focus groups were conducted in Spanish, and providers were provided with a \$20 Visa gift card to thank them for their time.

Analysis Approach

Building on the review of existing/past needs assessments and analyses, the Abt team developed a working model of Rhode Island’s higher education workforce roles, preparation pathways, and supports, which was further fleshed out and refined through interviews and review of policy documents and extant data. The team drew on a variety of extant data sources to

estimate the current number of individuals in different workforce roles in Rhode Island, as well as potential future demand for workforce roles under different policy scenarios. At a later stage in the process, this analysis was updated with additional information from RIDE on extant certifications. Multiple agencies including the Department of Human Services, Department of Education, Department of Children, Youth, and Families, Department of Health, Executive Office of Health and Services, and Department of Labor and Training were consulted during the design, data collection, and analysis phases of this work.

State policy documents were reviewed to understand the qualifications required of individuals in different roles, the incentives created by existing state policies for B-5 workers to pursue additional education and advancement, and the supports and resources available for the state for current and prospective B-5 workforce to access professional development and postsecondary education. This review also contributed to the landscape scan of higher education institutions offering certificate, degree, or teacher preparation pathways for early childhood educators.

Based on this information, a series of questions were identified for higher education, professional development provider, and additional stakeholders interviews to contribute to a scan of the current professional development and preparation pathways for B-5 workforce, their strengths and weaknesses, challenges facing B-5 workforce in accessing preparation and professional development, challenges facing professional development and preparation providers, gaps in existing services, and opportunities for improvement. Interviews with higher education administrators and faculty, professional development providers, and other stakeholders were conducted between June and August 2019, using a common protocol customized to address specific offerings of individual providers.

Following completion of interviews and analysis of extant data and state policy documents, information was synthesized across sources to identify strengths and weaknesses of the state's existing professional development and preparation offerings, policies, and supports, as well as opportunities to improve. This information was combined with data from surveys and focus groups to identify gaps in existing offerings and opportunities for improvement. Based on identification of gaps and unmet needs, and input from state contacts, additional research was conducted on successful strategies that other states have used to address similar gaps or unmet needs, in order to identify potential state action steps.

Characteristics of B-5 Programs and B-5 Workforce

Key Findings

- The B-5 workforce has significant experience working with children and families. Center-based program directors have on average 19 years of experience working in the early childhood field, and lead teachers have on average 15 years of experience.
- Staff absenteeism is relatively high. Almost one-fifth of center-based program directors report that at least one teacher is absent in their programs between 5 and 10 days in a month.
- While some communications about the transition to kindergarten generally takes place between teachers and preschool families, about one-fifth of lead teachers report never communicating with preschool families about kindergarten.
- About one-third of child care programs do not participate in the Child Care Assistance Program (CCAP). The most common reasons for not participating are the perception that they will not be able to serve these children’s needs since the reimbursement rate is not high enough to cover costs and concerns about the administrative burden.

Characteristics of B-5 Programs

This section describes program characteristics across sectors in terms of their enrollment, children served, child care center and family child care participation in the Child Care Assistance Program (CCAP), program capacity, supervision and caseloads, and interactions with families. In this report, the term “center-based program” is used to refer to child care programs, Head Start programs, and district preschool programs (IDEA Part B). State Pre-K classrooms are housed by all three types of center-based programs, and Family Visiting data are reported across program models, and Early Intervention staff data are reported across role types.¹ Exhibit 3 shows the number of classrooms and children/families served as reported by survey respondents. The survey respondents from the Workforce Needs Assessment report serving a total of 16,309 families/children; these numbers are unweighted and therefore should not be interpreted as representative of the state as a whole.

Exhibit 3. Number of Children Enrolled in Rhode Island B-5 Programs

	Head Start Centers		Other Center-Based Providers		Early Intervention Programs		Family Visiting Programs	
	Average (and range)	Total Across Respondents	Average (and range)	Total Across Respondents	Average (and range)	Total Across Respondents	Average (and range)	Total Across Respondents
# full-day classrooms	5.33 (0-18)	96	4.91 (0-23)	623	N/A			
# part-day classrooms	.78 (0-4)	14	1.37 (0-10)	172	N/A			
# full-time infants enrolled	9.06 (0-28)	163	8.79 (0-90)	976	N/A			
# full-time toddlers enrolled	12 (0-36)	216	15.42 (0-86)	1743	N/A			
# full-time preschoolers enrolled	36.16 (0-125)	687	33.21 (0-400)	4118	N/A			
# full-time school age enrolled	7.18 (0-60)	122	13.93 (0-200)	1407	N/A			
# children/families served					28.08 (0-80)	5026	17.52 (0-65)	946
Total	1298		9039		5026		946	

Notes. Center-data are unweighted and represent the actual numbers across survey respondents; these numbers should therefore not be interpreted as representing the state.

¹ The Family Visiting surveys program director and staff survey data may vary by program model, and Early Intervention staff survey data may vary by role type. These data could be analyzed by model and role type in future analyses.

CHARACTERISTICS OF B-5 PROGRAMS AND WORKFORCE

About two-thirds (66%) of the child care and Head Start programs report participating in the Child Care Assistance Program (CCAP). Of the programs that do not participate, the most common reason is the perception that they will not be able to serve these children’s needs (41%), feeling that the rate is not adequate to cover costs (24%), and concerns about the administrative/paperwork burden (22%). A large majority of family child care providers in the focus groups (89%) care for CCAP children.

About two-thirds (63%) of child care and Head Start programs report that they have turned away at least one family interested in enrolling in the past year because there were no open slots, and 61% of programs currently have a wait list for interested families (see Exhibit 4).

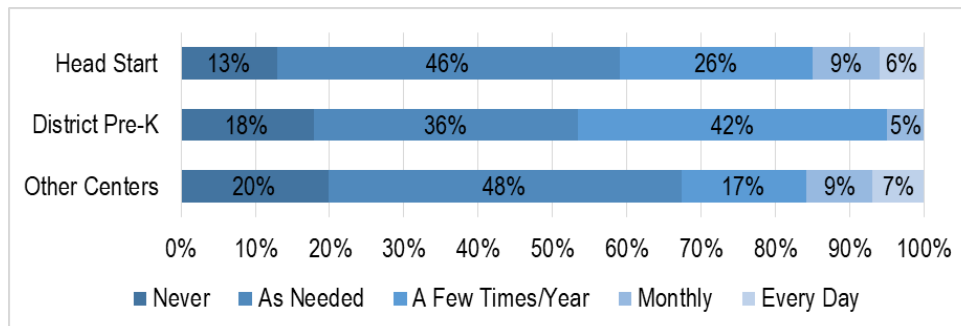
Exhibit 4. Program Capacity, Family Inquiries, and Waitlists

Detail	Average Percent or Number (and Range)
Percent of providers that have turned away families because of lack of open spots	63%
Number of families turned away monthly (average and range) by age of child	
Infants	6 (0-25)
Toddlers	5 (0-26)
Preschoolers	4 (0-32)
Percent of providers with wait list for families	61%
Average number of families on wait list (and range)	13 (0-222)

Family Visiting directors report overseeing between 6 and 18 Family Visiting staff across programs/models, and the family caseload of a Family Visiting staff member ranges from 19 to 49 children.² Early Intervention directors report overseeing between 5 and 38 staff, and the family caseload of Early Intervention staff ranges from 24 to 33 children. Caseloads may vary by program model and type of service delivered.

Center-based directors and teachers report a variety of types and frequencies of interactions with families. Exhibit 5 shows the frequency with which lead teachers communicate with families about children transitioning into kindergarten. It is important to note that some programs likely have other staff who are responsible for these communications. Across different center-based program types, about slightly less than half of teachers report doing so “as needed,” and Head Start and district preschool teachers are more likely to communicate systematically with families (whether it be several times per year, monthly, or more frequently) compared to child care teachers. A small, yet notable, number of teachers across program types report never communicating with preschool families about kindergarten. More information about family engagement can be found in Exhibit A1 within Appendix C.

Exhibit 5. Frequency of Lead Teacher Communications with Families about Transition to Kindergarten



Characteristics of the B-5 Workforce

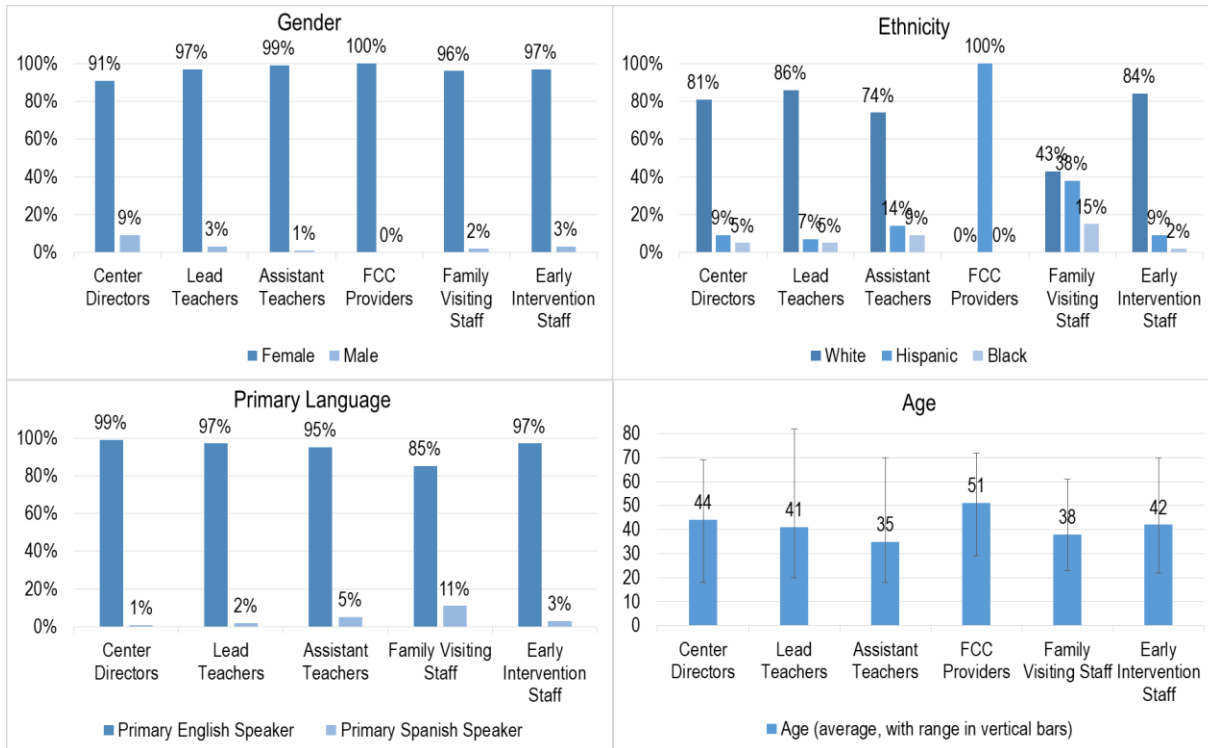
² Caseload numbers include Family Connections staff as well as MIECHV program staff.

CHARACTERISTICS OF B-5 PROGRAMS AND WORKFORCE

This section describes the B-5 workforce across sectors including information about their demographics, experience and tenure, education level, outside employment, and working hours.

The B-5 workforce is predominantly female across sectors (see Exhibit 6). A high proportion of the child care and Head Start workforce is White (81% of directors and over 70% of teachers), along with 84% of Early Intervention staff. Family child care providers and Family Visiting staff are more racially diverse. Within center-based programs, assistant teachers are more racially diverse than lead teachers, and teachers of infants/toddlers are more diverse than teachers of preschool/school-aged children. Almost all directors and staff speak English as their primary language, although this percentage is somewhat lower for Family Visiting staff (85%). Most of the workforce is relatively young with the average age of teachers/staff across sectors in their upper 30s to early 40s. Based on focus group participants, family child care providers are on average older than the rest of the B-5 workforce with an average age of 51. Exhibit A2 within Appendix C displays additional demographic data by sector.

Exhibit 6. Key Workforce Demographics by Sector



The B-5 workforce has a significant number of years of experience in the profession. Center-based program directors have on average 19 years of experience working in the early childhood field, and lead teachers have on average 15 years of experience (see Exhibit 7). Family Visiting Staff have on average 11 years of experience in “this kind of work,” and Early Intervention Staff have on average 8 years of relevant experience. Family child care providers who participated in focus groups report an average of 12.5 years of experience caring for children. Exhibit 8 shows the average years of experience and tenure; more detailed information about specific ranges of experience/tenure reported is in Exhibit A3 within Appendix C. As Exhibit 9 shows, a majority of child care teachers and front-line staff have worked for their current employer for less than 5 years (51% of lead child care teachers, 67% of Family Visiting staff, and 57% of Early Intervention staff). The short program tenure data combined with the number of years of experience in the field suggest that there is quite a bit of movement within the field.

Exhibit 7. B-5 Workforce Experience in Field

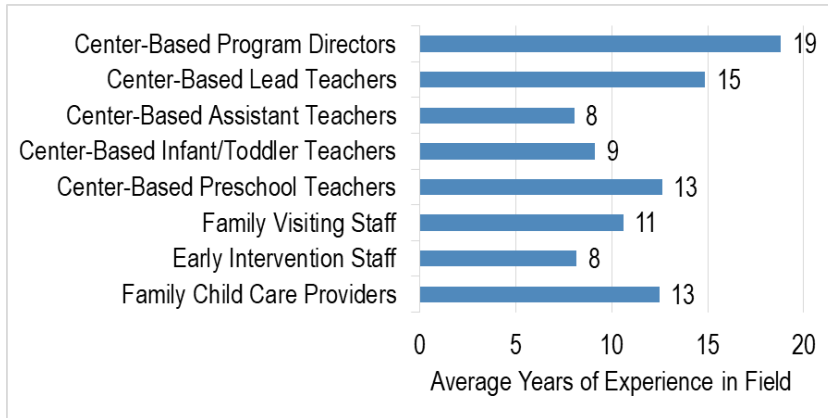
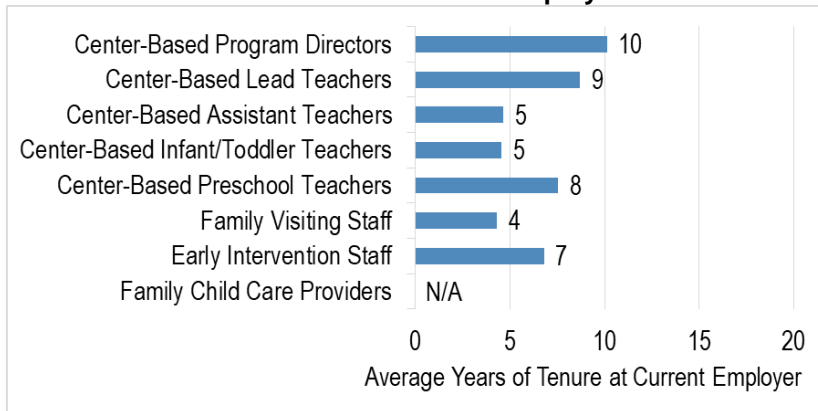
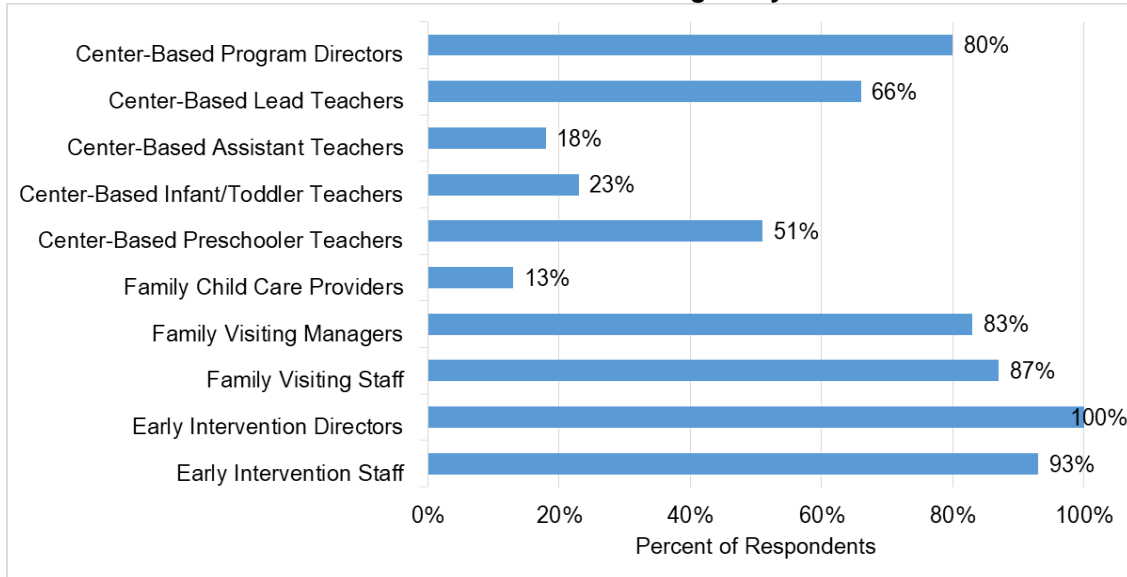


Exhibit 8. Workforce Tenure at Current Employer



Nearly two-thirds (67%) of lead teachers working in child care and Head Start programs have a Bachelor’s degree or higher, and almost 20% of lead teachers do not have a college degree (including Associates degree). Almost half (43%) of lead teachers in child care and Head Start programs have Rhode Island teacher certification, and the large majority of those certificates are in early childhood PK-2. A small proportion (13%) of family child care providers who participated in focus groups report having a Bachelor’s degree, and over half (52%) only had a high school degree. A substantial majority of directors and staff working in Family Visiting or Early Intervention hold at least a Bachelor’s degree. Exhibit 9 shows the percentages of teachers/staff with at least Bachelor’s degrees; additional data can be found in Exhibit A4 within Appendix C.

Exhibit 9. B-5 Workforce with at Least a Bachelor's Degree by Sector



Note. Family child care data are from focus group attendees, and do not necessarily represent the population in the state as a whole.

Exhibit 10. B-5 Average Working Hours by Sector

	Average hours per week	Average weeks per year
Center-Based Program Directors	40 (8-60)	46 (2-56)
Center-Based Lead Teachers	36 (2-75)	46 (4-52)
Center-Based Assistant Teachers	32 (1-47)	44 (5-52)
Family Child Care Providers	47 (30-70)	51 (44-52)
Family Visiting Staff	37 (15-60)	49 (9-52)
Early Intervention Staff	36 (2-55)	51 (4-52)

Over half of center-based program directors (59%) report that at least one of their teachers is absent, on average, 1-4 days during a typical month, and almost one-fifth (19%) of center-based program directors report that a teacher is absent between 5 and 10 days in a month.

B-5 Workforce Compensation

Key Findings

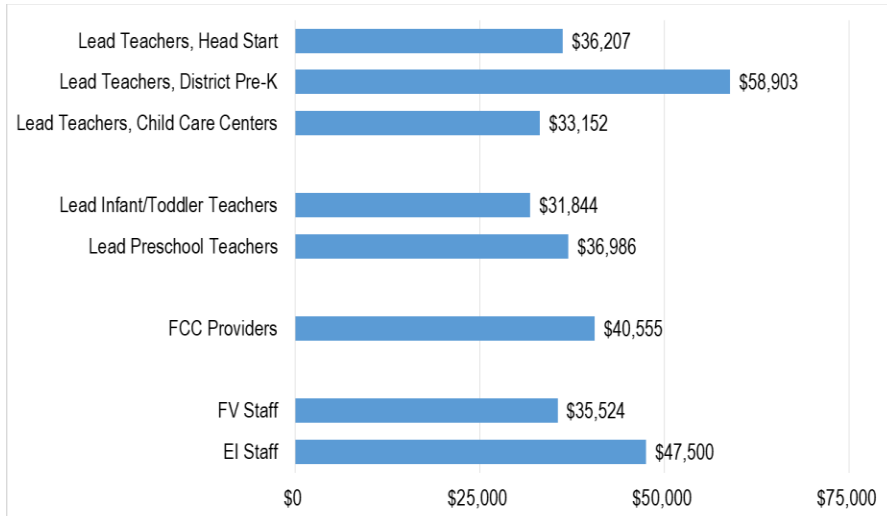
- B-5 teacher and front-line staff salaries are low in Rhode Island, as is the case nationwide. Compensation levels for the B-5 workforce are comparable to or lower than those of similarly educated workers in other sectors of the broader workforce.
- Many teachers and staff have financial worries, which likely contribute to turnover, stress, and attrition.
- Rhode Island currently provides State Pre-K teachers in both school- and community-based settings salary parity with public school teachers. There are disparities in compensation between State Pre-K teachers and other parts of the B-5 workforce, particularly infant and toddler teachers in child care settings.

Compensation

B-5 teacher and front-line staff salaries are low in Rhode Island, as is the case nationwide. Head Start lead teachers report on average a salary of \$36,207 (although there is a notable range), which is slightly higher than child care center lead teachers who report a salary of \$33,152. Exhibit 11 shows average salary by sector for full-time staff. Exhibit A5 within Appendix C provides additional details including salary ranges.

Assistant teachers make less (\$26,501 in Head Start and \$26,106 in child care centers). Teachers in district preschool classrooms (separate from state Pre-K) report higher salaries (\$58,903). Full-time Family Visiting staff report a compensation level that is similar to Head Start lead teachers (\$35,524), and full-time Early Intervention staff on average report annual salary of \$47,500 with a larger range than the other sectors.

Exhibit 11. B-5 Workforce Annual Salary for Full-Time Employees by Sector



Center-based program directors report offering paid vacation and sick time to most of their full-time staff (83% and 73%, respectively); these benefits are less frequently offered to part-time staff (22% and 31%, respectively). Half of center-based programs (49%) offer health care or retirement plans to full-time staff, very few programs (7% and 8%, respectively) offer these to part-time staff. Most Family Visiting and Early Intervention programs offer these to their full-time staff (see Exhibit 12). Despite employer offerings, less than 60% of center-based staff use health insurance offered by their center; 40% of assistant teachers and 56% of lead teachers who report that their employer offers health insurance actually take it up.

Nearly half of center-based teachers report participating in Medicaid/Medical Assistance, Rte Care, and 20-30% participate in SNAP and/or CCAP. Family child care providers are more likely to participate in Medicaid/Medical Assistance, and Family Visiting staff and Early Intervention staff are less likely generally to participate in public assistance programs. Exhibit A9 within Appendix C includes information by specific public assistance program use across sectors.

Exhibit 12. B-5 Workforce Benefits Offered to Staff, by Full-Time/Part-Time Status and Sector

	Center-Based Providers	Family Visiting Programs	Early Intervention Programs
% Offering Health Care to Full-Time Staff	49%	83%	100%
% Offering Health Care to Part-Time Staff	7%	50%	N/A
% Offering Paid Vacation Time to Full-Time Staff	83%	83%	100%
% Offering Paid Vacation Time to Part-Time Staff	22%	50%	N/A
% Offering Paid Sick Leave to Full-Time Staff	73%	83%	100%
% Offering Paid Sick Leave to Part-Time Staff	31%	50%	N/A
% Offering Retirement Plan to Full-Time Staff	49%	83%	83%
% Offering Retirement Plan to Part-Time Staff	8%	42%	N/A

Note: N/A means that we did not gather these data.

Financial Concerns

Many center-based teachers, regardless of role or age taught, have worries and concerns related to personal financial matters (see Exhibit 13). For example, over half of teachers of infants/toddlers worry a lot about having enough to pay their family’s monthly bills. Most family child care providers also expressed concerns about their compensation levels and ability to pay for their expenses. About one-quarter of teachers and staff across sectors have a second job (see Exhibit 14).

Exhibit 13. Financial Concerns for Center-Based Teachers

	Lead Teachers	Assistant Teachers	Infant/Toddler Teachers	Preschool Teachers
Having enough food to feed my family on a monthly basis	24%	36%	41%	23%
Having enough to pay my family’s monthly bills	48%	50%	55%	46%
Paying for my household’s routine health care costs	37%	40%	40%	37%
Paying for unforeseen expenses like medical/health care bills	48%	48%	52%	47%
Paying housing costs	46%	48%	56%	43%

Note. Exhibit displays percentages of teachers/staff who report worrying ‘a lot’ about these issues. This question was not asked of staff in other sectors.

Exhibit 14. Prevalence of Second Jobs by Sector

Staff	Percent holding other paying jobs outside of this position
Center-Based Lead Teachers	20%
Center-Based Assistant Teachers	24%
Family Visiting Staff	30%
Early Intervention Staff	27%

Compensation of B-5 Workforce Compared to Other Workforce Sectors

Compensation levels for the B-5 workforce are comparable to or lower than those of similarly educated workers in other sectors of the broader workforce (Exhibit A6 in Appendix C provides details about salary comparison by role). Given that a majority of Head Start and center-based child care lead teachers in Rhode Island have a Bachelor’s degree, one option is to compare their wages to other professions that hold at least a Bachelor’s degree, such as kindergarten teachers (\$65,530) and registered nurses (\$78,420)—both of whom earn considerably more than child care teachers.

Given that a Bachelor’s degree is not required for all Head Start teachers or for center-based child care lead teachers outside of State Pre-K, however, it may be more appropriate to compare these roles to other professions that require completion of a postsecondary degree, but not necessarily a Bachelor’s degree, such as Licensed Practical Nurses, who still earn more on

average (\$59,130) than the typical Head Start, childcare, or non-district state Pre-K lead teacher. Compensation of Head Start and center-based child care lead teachers is more comparable to the compensation of medical assistants (\$35,380), whose roles require some postsecondary education (typically a certificate) but not a degree, and is closer to the average compensation of teachers' aides in public schools (\$32,840), who must hold an Associates degree or equivalent, than of lead kindergarten or elementary teachers. District preschool teachers report earning more than teachers in Head Start and child care center lead teachers, but still report earning less than the average pay for elementary school (\$71,990) and kindergarten (\$65,530) teachers in Rhode Island. Given that most school district teachers are paid on a salary schedule, this may reflect differences in seniority and tenure on the job.

Compensation of infant-toddler teachers is comparable to that of nursing assistants (\$31,340) a role that requires completion of a state-approved educational program (typically less than a degree) and passage of a state test, or home health aides (\$32,440), a role that typically though not always requires completion of a high school diploma and may require additional non-degree education in some settings (such as certified home health or hospice agencies). Child care assistant teachers earn less than either of these roles or personal care aides (\$27,190), a career that allows individuals to enter with only a high school diploma (although some jobs may not require a diploma); child care assistant compensation is more comparable to that of baggage porters and bellhops (\$26,380), cleaners of vehicles and equipment (\$26,650), non-restaurant food-servers (\$25,880), and manicurists (\$25,42).

Collectively, these data suggest that the child care workforce in Rhode Island earns less than similarly educated workers in comparable roles, and that their compensation is more similar to that of less educated individuals in similar helping, social service, and education professions (e.g. compensation of center-based childcare and Head Start lead teachers more comparable to that of public school teaching aids than kindergarten or elementary teachers).³

Potential Strategies

Low compensation rates make it more difficult to recruit a sufficient pipeline of workers to the early childhood profession, contributes to high rates of turnover, and makes it difficult to retain or develop a workforce that has the skills and qualifications needed for high-quality learning environments and positive child outcomes. Compensation is an important issue to the workforce; according to the needs assessment surveys, two-thirds (66%) of the current center-based teacher population would consider leaving their job if their salary does not improve over time, as well as 82% of the Early Intervention staff and 70% of the Family Visiting staff who responded to the survey.

A recent publication by the Institute of Medicine (IOM) and National Research Council, *Transforming the Workforce*, recommends that early childhood educators earn compensation comparable to that of teachers in public schools.⁴ Although no state has met—or even approached meeting—this goal for all educators, some states, including Rhode Island, have taken steps by expecting that teachers in state-funded Pre-K classrooms with qualifications equivalent to K-3 teachers be paid equivalent salaries. These requirements most commonly apply to teachers working in public schools, but some states have applied these parity policies to publicly funded Pre-K teachers working in community based settings as well. Even in these states, however, Pre-K teachers in community-based settings typically do not receive comparable benefits to teachers in public school settings. Teachers in community-based settings may also receive lower salaries in practice because the salary scales on which they are paid do not credit all their years of past experience working in community-based early childhood settings, and/or because they receive comparable pay to public school teachers while working longer hours. This appears to be the case in Rhode Island, given the salaries reported by state Pre-K teachers in the survey. Because of these factors, compensation may create incentives for certified teachers to move to the public school system even in the context of relative pay parity for teachers in community-based Pre-K classrooms and K-12 public schools.

³ Data also suggests that the wage penalty for working in early childhood grows as individuals increase their education levels (e.g. Head Start and child care lead teachers with Bachelor's degrees earn much less than other professionals with bachelor's degrees, while compensation of childcare assistants is only slightly lower than similar careers requiring only a high school diploma or minimal additional training). The exception is individuals who work in district preschool programs, although they still appear to earn less on average than other public school teachers do.

⁴ Institute of Medicine and National Research Council. 2015. *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/19401>.

Following is a discussion of some potential approaches for Rhode Island to consider to support workforce compensation along with discussion of pros, cons, and the resources required to implement each.

Increase Subsidy Rates

The fact that child care subsidy payment rates have not kept up with inflation directly influences the wages of early childhood professionals. Rhode Island's reimbursement rates for subsidized child care (CCAP) have historically been set at relatively low levels (as low as the 12th percentile for some populations of eligible children and providers). In June 2018, Rhode Island enacted legislation to raise reimbursement rates for child care providers and implement a tiered reimbursement system that provided higher reimbursement levels for programs at higher levels in the BrightStars rating system. However, current rates still do not align with federally recommended levels.

Higher payment rates may help to increase pay for some child care workers, particularly those in centers that serve a high percentage of CCAP eligible families, and for family child care providers that accept CCAP. However, it is unrealistic to expect higher reimbursement rates to fully address the workforce compensation challenge. First, money from rate increases goes to center owners and family child care proprietors, who may have competing budget priorities, not directly to child care workers themselves. Some states have tried to address this issue by building higher compensation for employees into state contracts for subsidized child care slots. Next, although Rhode Island serves a higher percentage of potentially eligible children in CCAP than many other states, only 13% of potentially eligible Rhode Island children receive subsidies,⁵ meaning that the bulk of many centers' and family child care providers' incomes come from parent payments. As a result, subsidy rates alone are to increase compensation except in centers that serve the highest concentrations of CCAP children and families.

Compensation Incentives for Higher Education

Rhode Island, along with 16 other states, has adopted compensation incentives for child care workers to increase their educational attainment through the T.E.A.C.H. Early Childhood® scholarship program (described further below). T.E.A.C.H. Early Childhood® works in partnership with state higher education institutions and childcare employers to provide child care teachers with tuition and support to earn higher education credentials and provides bonuses or raises tied to completion of coursework. T.E.A.C.H. Early Childhood® Rhode Island completion bonus provides a guaranteed 1.5% raise upon degree attainment, compared to an 8% compensation gain that T.E.A.C.H. participants receive nationally.⁶

Some benefits of this approach include:

- Creates incentives for child care workers to achieve higher education levels; and
- Existing program in Rhode Island.

Some drawbacks of this approach include:

- Bonus requirements create disincentives for employers to support their employees to take part in T.E.A.C.H.;
- Participation capped by annual appropriations;
- Costly to expand; and
- Current bonuses offered in Rhode Island are low compared to national averages (although the state could consider changing this).

Direct Wage Supplementation

Some states go beyond T.E.A.C.H. to further supplement wages of child care workers. At least 15 states provide direct supplementation to early childhood teachers (i.e. cash awards to ECE educators provided according to educational level and

⁵ https://www.clasp.org/sites/default/files/publications/2019/04/2019_inequitableaccess.pdf

⁶ T.E.A.C.H. National Center, ECE Workforce Compensation Strategies 101 Webinar, <https://teachecnationalcenter.org/wp-content/uploads/2017/02/ECE-Workforce-Compensation-Strategies-101-webinar-OCT-2018.pdf>

retention)⁷ either through the Child Care WAGE\$® project (Delaware, Florida, Iowa, North Carolina, Tennessee)⁸ or state specific programs (e.g. Wisconsin’s REWARD stipend and Illinois Great START). These programs use public funds (sometimes supplemented by private or philanthropic dollars) to provide child care workers who meet certain requirements a salary supplement designed to increase their take-home pay. The size of the supplement varies based on the state, teacher’s education level, and other factors. Once identified as eligible, teachers receive the supplement over a six-month period and can continue to earn these supplements if they remain working in childcare and meet other eligibility criteria.

Some benefits of this approach include:

- Directly increases compensation of current early childhood workers; and
- Stipends paid on a monthly basis.

Some drawbacks of this approach include:

- None of these state programs are funded at sufficient levels to supplement the salaries of more than a fraction of child care teachers in the state;
- Typical award amounts are relatively low (average of \$902 over 6 months in WAGE\$ states); and
- Expensive to implement.

Refundable Tax Credits

Refundable tax credits are an approach to supplement the compensation of the early childhood workforce. This strategy was pioneered by Louisiana and more recently adopted (in a more modest form) by Nebraska.⁹ Louisiana’s School Readiness Tax Credit (SRTC) program provides refundable tax credits that are linked to teachers’ level of educational attainment and their center’s rating in the state quality rating system. The credit amount increases as an individual’s credentials rise. Currently, a level one director or staff member receives a \$1,715 tax credit and a level four director or staff member receives a \$3,429 tax credit.¹⁰ Because the credit is refundable, child care staff receive a benefit even if they have no tax liability. Because this subsidy is provided through the tax code, rather than being dependent on an annual appropriation, total spending is not capped and in 2017, over 6,303 teachers and directors claimed this credit in Louisiana (note that Nebraska’s tax credit is capped).¹¹ Louisiana’s tax credit for child care teachers is one of a suite of tax credits used to support child care quality and affordability, including a refundable credit for parents who enroll their children in higher-quality care, a credit for donations to organizations that improve child care quality, and a credit for businesses that donate eligible child care expenses.

Some benefits of this approach include:

- Not subject to annual appropriations, which may allow programs to reach a broader range of child care teachers than direct supplementation strategies (although as Nebraska shows it is still possible to cap a tax credit program);
- Credits can be varied based on program quality or workers’ education levels;
- Refundable credits can benefit even low-income individuals with no tax liability.

Some drawbacks of this approach include:

- Child care workers must wait until after they have filed their taxes for the previous year to access the credit dollars;

⁷ McLean, C., Whitebook, M., Roh, E. (2019) *From Unlivable Wages to Just Pay for Early Educators*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley

⁸ <https://teachecnationalcenter.org/child-care-wage/results/>

⁹ More information on the program is available here: http://www.revenue.nebraska.gov/info/School_Readiness_Notice.pdf

¹⁰ <http://www.revenue.louisiana.gov/IndividualIncomeTax/SchoolReadinessTaxCredit>

¹¹ McLean, et al., *From Unlivable Wages to Just Pay for Early Educators*.

- Requires state infrastructure to validate employment, educational levels, and center quality ratings of child care staff claiming tax credits.

Minimum Wage Mandates

Twenty-nine states (including Rhode Island) have set a minimum wage higher than the federal rate of \$7.25 an hour.¹² Seven states and the District of Columbia have passed laws requiring a “living wage” – a \$15 minimum wage by 2025.¹³

Some benefits of this approach include:

- Increases compensation for child care workers and other low-wage employees;
- Increased compensation for workers at the low end of the salary distribution can create upward pressure on other child care salaries as well; and
- May produce savings to state in public assistance costs.

A drawback of this approach includes:

- Increasing the minimum wage without adding funding to the child care system can undermine the financial viability of the child care market and reduce access to affordable care for families.

Shared Services Model

Shared services models or alliances are an approach that enables networks of child care centers or family child care homes to join together and share “back office” or other central services in order to improve business operations, access efficiencies and economies of scale, and provide shared professional development and quality improvement supports.¹⁴ This approach can increase the financial viability of small child care centers and family care homes, generating savings and additional revenues that can be used to improve quality or increase staff compensation.

A benefit of this approach includes:

- No or limited additional cost to state, which improves efficiency of use of existing funds.

Some drawbacks of this approach include:

- Shared services approaches require careful collaboration and stakeholder engagement to implement, and must be customized to the local context and needs of providers; and
- The degree to which shared services can enable providers to increase staff wages is unknown, and depends on the specific arrangements of the individual alliance, the public and tuition funding sources available to participating programs, and the priorities of the alliance members.

Potential State Action Step

- Explore additional levers and strategies to increase and provide more equitable compensation to the B-5 workforce such as higher subsidy rates, compensation incentives and/or scholarships for higher education, direct wage supplementation, and refundable tax credits.

¹² EPI, Minimum Wage Tracker, https://www.epi.org/minimum-wage-tracker/?utm_source=Economic+Policy+Institute&utm_campaign=a9ef8c7944-EPI+News+10+30+1510+30+2015&utm_medium=email&utm_term=0_e7c5826c50-a9ef8c7944-58040465

¹³ Bloomberg Law, States With \$15 Minimum Wage Laws Doubled This Year (May 23, 2019) <https://news.bloomberglaw.com/daily-labor-report/states-with-15-minimum-wage-laws-doubled-this-year>

¹⁴ For more information and resources to support shared services alliances visit Opportunities Exchange <https://opportunities-exchange.org/wp-content/uploads/What-is-a-SS-Alliance.pdf>

Professional Development Supports for Current B-5 Workforce

Key Findings

- On average, child care lead teachers report receiving 21 hours of training per year, Family Visiting staff report receiving 31 hours, and Early Intervention staff report receiving 15 hours per year.
- Almost one-third (29%) of center-based lead teachers half and over half (59%) of assistant teachers report not having any paid planning time when they are not responsible for children.
- Center-based teachers, regardless of role or age group served, as well as family child care providers report that they are interested in additional training on behavior management and working with children with special needs. Family Visiting staff report the need for additional training in the areas of supporting parents living with mental health challenges and with cognitive impairments, as well as supporting families involved with DCYF. Early Intervention staff would like training about new research on effective intervention services, working with children with special needs, and assistive technology.

State Professional Development Supports for the Child Care Workforce¹⁵

The state, through DHS and RIDE, funds the Center for Early Learning Professionals (CELP), operated by the Education Development Center (EDC), to deliver professional development (PD) and technical assistance (TA) services to several sectors of the B-5 workforce. All CELP-developed or supported PD services align with the Rhode Island Workforce Knowledge and Competencies Frameworks for Early Child Care Educators and articulate with the Rhode Island Early Learning and Development standards and domains. CELP also administers a professional development approval system for professional development and training offered by others in the state. There are two options for PD Approval: PD approval for trainers, or those who are facilitating PD, and PD Approval for participants who are seeking approval for workshops, conferences and non-credit PD. DHS funding primarily supports CELP to deliver professional development and technical assistance to the child care workforce, while RIDE's funding focuses on professional development and technical assistance for current and potential Rhode Island public school Pre-K teachers, including delivery of Rhode Island Early Learning and Development Standards (RIELDS) training. CELP's offerings include the following:

- **Professional development for the early childhood workforce.** CELP has developed more than 50 professional development series aligned with Rhode Island's Workforce Knowledge and Competencies (some professional development series also address health, safety, and other content aligned with federal requirements). Each professional development series includes 3-4 sessions that are offered in-person at CELP's training center or other sites around Rhode Island, and include assignments and activities that participants complete between sessions to build their understanding and support implementation of course content in their centers, homes, or classrooms. Sessions are designed to meet the needs of varying segments of the workforce—including child care center teachers, family child care providers, and center administrators/leadership. CELP offers 10-15 professional development series each semester, reaching 400-600 individuals per semester, with priority enrollment for programs that participate in Bright Stars and accept CCAP. Participants earn credits that can be counted towards required professional development hours for childcare licensure (but not for college credit). In order to receive credit, participants must complete a survey on their experience, satisfaction, and future professional development needs, the results of which CELP uses to inform continuous improvement of its courses as well as decisions about what professional development series to offer.
- **Technical assistance for programs participating in BrightStars.** In addition to professional development offerings, CELP also provides technical assistance for home care and center-based programs to assist them to engage in and advance along the Bright Stars quality continuum. Working in conjunction with Brightstar's Navigators, and program leadership, CELP TA specialists prioritize programs rated in the 1-3 star level to develop targeted intervention plans. Additionally, TA programming includes on-site, individual and small group supports to assist programs to develop Quality

¹⁵ This needs assessment did not focus on the professional development supports offered by the state to the Family Visiting and Early Intervention workforce; additional details about the training received by the workforce in these sectors are provided below.

Improvement Plans, Program Self-Assessment, Individual Professional Development Plans and Continuous Quality Improvement.

- **Professional development approval and “hub.”** Rhode Island’s current approach involves CELP serving as the state’s professional development and training “hub” for the early care and education workforce. This means that, in addition to the services it provides directly, CELP also subcontracts with other organizations that the state wishes to fund to provide professional development and technical assistance services, including Ready to Learn Providence within Roger Williams University and the Genesis Center (both of which primarily provide professional development services for Spanish-speaking family childcare providers). CELP also operates the state’s professional development approval system: Under current Rhode Island policy, child care staff must obtain professional development trainings approved through CELP’s approval process in order to meet licensure requirements. Providers who wish to offer approved training must submit an application to CELP, who reviews the proposed training for alignment with workforce knowledge and competencies and other quality factors, and maintains a list of approved trainings on its website. Training approval is good for one year.

Through its contractual arrangements with CELP, Rhode Island has worked to improve the quality of professional development available to the B-5 workforce, ensure that training used to meet licensure requirements meets minimal standards, and strengthen alignment and integration across various state agencies that fund professional development for the B-5 workforce in Rhode Island and the various agencies that provide professional development and training.

The SEIU 1199 union is recognized to negotiate with the state on behalf of family child care providers receiving CCAP subsidies. In recent contract negotiations, SEIU secured state commitments to provide funding for SEIU’s training and education fund (a separate entity than SEIU 1199) to provide professional development for family child care workers in Rhode Island. The fund is jointly overseen and decisions about service offerings reviewed by a committee of DHS staff, SEIU members, and family child care providers.

Moving forward, the SEIU training and education fund which already provides CPR and other basic required trainings for family child care providers, will offer a substitute pool that enables family child care workers to access sick time as well as release time to participate in professional development. A peer mentorship program will also be launched in which a cohort of family child care providers who are currently at the 2 star level in Bright Stars receive technical assistance and coaching to try to reach the 3-star level while also providing mentoring to help peers currently at the 1 star level advance to 2 stars. SEIU training and education fund staff are currently conducting their own research to identify additional potential offerings that might be of use to family child care providers who they represent.

Professional Development Training Received

The needs assessment gathered data from program leaders and educators/staff on the professional development supports that they received on the job. On average, child care lead teachers report receiving 21 hours of training per year, Family Visiting staff report receiving 31 hours, and Early Intervention staff report receiving 15 hours per year (see Exhibit 15).

Among center-based teachers, lead teachers report having an average of 1.5 hours per week of planning time, compared to less than one hour/week for assistant teachers. Over half (59%) of assistant teachers and 29% of lead teachers report not having any paid planning time during the week when they are not responsible for children.

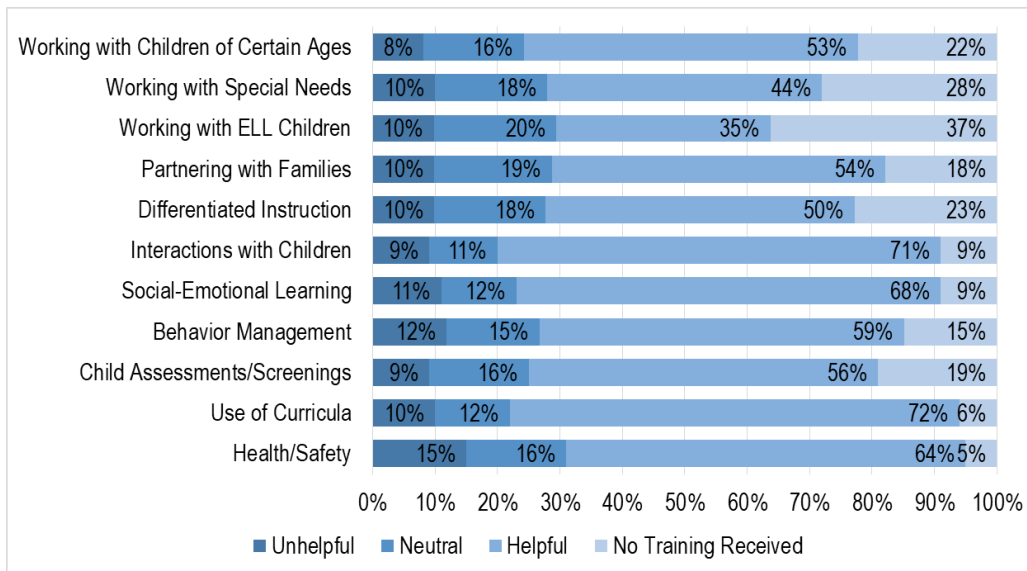
When asked about the helpfulness of various training topics received in the past 12 months, center-based teachers indicate that trainings on interactions with children (71% of teachers), curriculum use (72% of teachers), and social-emotional learning (68%) are the most helpful in improving their classroom practices (see Exhibit 16). Family child care providers value the trainings on financial management, although generally they report concerns about the relevance of some trainings they attend for their setting type. Additional details about trainings received are provided in Exhibit A7 within Appendix C.

Exhibit 15. Hours of Training and Planning Time By Sector

	Average Hours of Training Attended in Last 12 Months	Average Hours of Weekly Paid Release Time for Planning
Center Program Directors	22 (3-40)	N/A
Center-Based Lead Teachers	21 (0-40)	1.5 (0-5)
Center-Based Assistant Teachers	15 (0-40)	<1 (0-5)
Family Visiting Staff	31 (3-40)	N/A
Early Intervention Staff	15 (0-40)	N/A

Notes. N/A in this exhibit indicates that respondents were not surveyed about this topic.

Exhibit 16. Helpfulness of Different Training Topics According to Center-Based Teachers



Behavior management and working with children with special needs are two areas where center teachers report they most need additional support (51% of teachers, 60% of all assistant teachers, 52% of infant/toddler teachers, and 56% of preschool teachers); a third area is social-emotional learning. Family child care providers desire additional training on business practices and working with children with special needs.

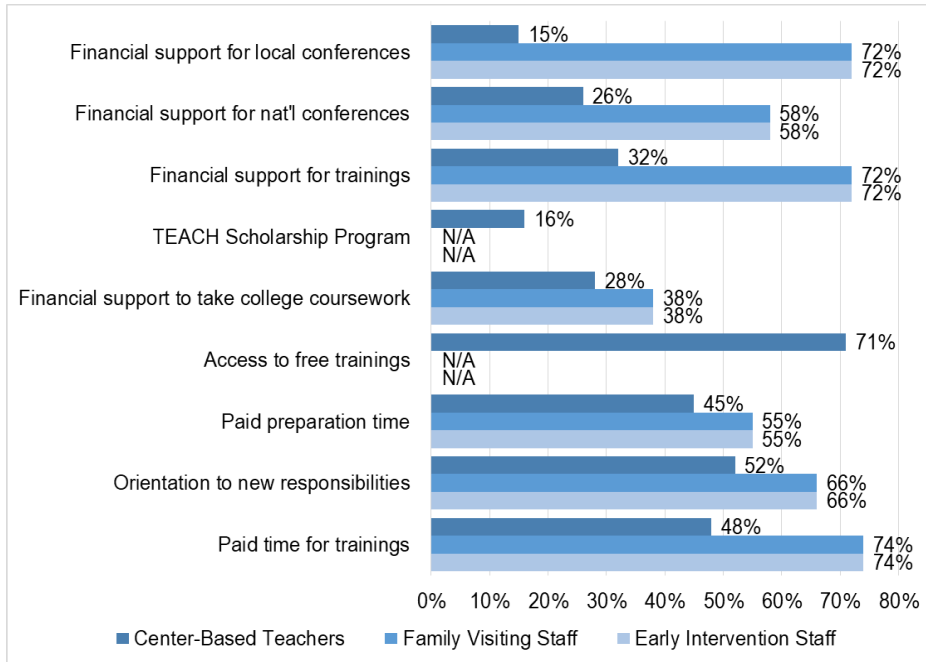
Family Visiting staff report interest in additional training in the areas of supporting parents living with mental health challenges (64%) and with cognitive impairments (45%), as well as supporting families involved with DCYF (69%). Early Intervention staff would like to learn about new research on effective intervention services (62%) and receive additional support regarding working with children with special needs (54%) and assistive technology (32%).

Additional Professional Supports Received

Most Family Visiting and Early Intervention staff across sectors report that different additional professional supports provided by their programs are at least somewhat helpful to them (see Exhibit 17). Less than half of center-based teachers report that each type of support is helpful.

Among the most helpful supports across sectors include paid preparation time, orientation before beginning new responsibilities, and paid time for trainings. Financial supports for conference and training attendance were more helpful for staff outside of center-based care.

Exhibit 17. Helpfulness of Additional Professional Supports, by Sector



Notes. N/A in this exhibit indicates that respondents were not surveyed about this topic.

Potential State Action Steps

- Consider additional/new professional development offerings based on the needs identified by each sector.
- Continue to examine the effectiveness of state-funded professional development trainings.
- Gather more information about why the center-based workforce does not find particular professional supports (such as access to local conferences and TEACH) to be helpful.

B-5 Workforce Turnover and Movement

Key Findings

- Most center-based teachers and about half of Family Visitors and Early Intervention staff plan to stay in the field they are in, doing the kind of work they are currently doing, for as long as they are able.
- However, job stress/burnout is the top reason that center-based program and Early Intervention directors cite for teacher/staff turnover. It is not as much of an issue for Family Visiting programs, according to directors.
- The main stressors of family child care providers who participated in focus groups are the number of agencies that they are required to report to and perceived lack of coordination, as well as lack of recognition for their work.

Job Satisfaction

When asked about overall job satisfaction, directors and staff were more positive than negative, although a notable proportion of staff are somewhat satisfied across sectors (see Exhibit 18). Please note that center-based teachers and staff, Family Visiting directors, Early Intervention directors were not asked about overall satisfaction. Most teachers/staff like the children and families they work with and believe the program is a good place (see Exhibit 19).

Exhibit 18. B-5 Workforce Job Satisfaction

	Center-Based Program Directors	Family Visiting Staff	Early Intervention Staff
Very satisfied	51%	43%	28%
Somewhat satisfied	44%	43%	53%
Somewhat dissatisfied	5%	9%	15%
Very dissatisfied	1%	5%	3%

Exhibit 19. B-5 Workforce Job Motivators

	Center-Based Teachers	Family Visiting Staff	Early Intervention Staff
It is a good program for children.	73%	N/A	N/A
I like the children and families that are in this program.	83%	N/A	N/A
I like the people I work with and the work place.	70%	N/A	N/A
The location is close to my home.	52%	46%	42%
My own children are enrolled in this program or school	13%	N/A	N/A
The benefits are important to me.	26%	42%	50%
The pay is important to me.	27%	23%	33%
This is a temporary job until I find another teaching/another position	6%	2%	5%
This is a temporary job until I find another job outside of education/this type of work	6%	0%	2%
My family received visiting/Early Intervention services, and I am committed to the work	N/A	21%	13%

Notes. N/A indicates that respondents were not surveyed about this topic.

B-5 WORKFORCE TURNOVER AND MOVEMENT

Turnover

Program directors across sectors report substantial turnover at different staff levels (see Exhibit 20). Over half of center-based providers had turnover at the lead and/or assistant teacher level in the last 12 months, along with 77% of Family Visiting programs and 83% of Early Intervention programs. The number of staff who left in the past 12 months varies by sector and staff type, and on average is about 3-5 teacher or staff members across sectors (see Exhibit 21).

Exhibit 20. Percent of Program Directors Reporting Turnover in Past Year by Role

	Center-Based Providers	Family Visiting Programs	Early Intervention Programs
Administrators/Directors	18%	N/A	N/A
Head Teachers/Educational Coordinators	23%	N/A	N/A
Teachers	61%	N/A	N/A
Assistant Teachers	57%	N/A	N/A
Support Staff/Substitutes	26%	N/A	N/A
Home Visiting/Early Intervention Staff	N/A	77%	83%
No Turnover	14%	23%	17%

Notes. N/A in this exhibit indicates that respondents were not surveyed about this topic.

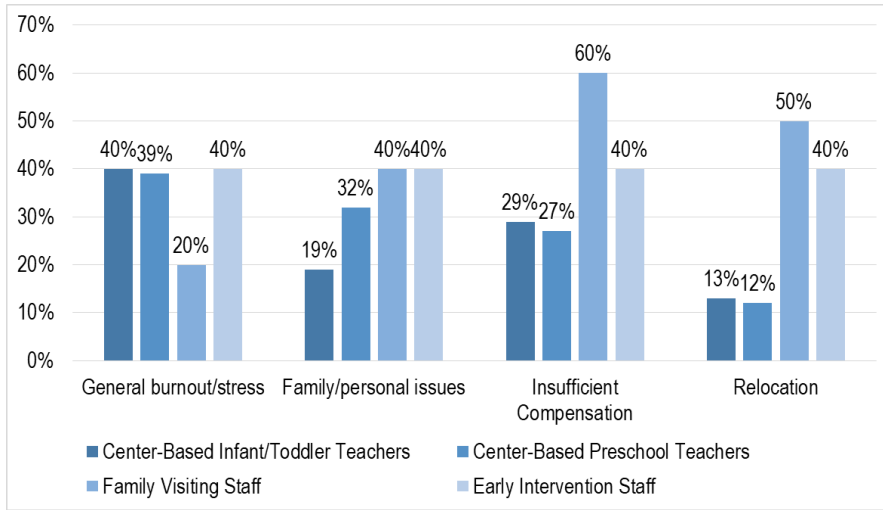
Exhibit 21. Director Reported Average Number of Staff Who Left Program in Past Year

	Center-Based Providers	Family Visiting Programs	Early Intervention Programs
Administrators/Directors	1 (0-5)	N/A	N/A
Head Teachers/Educational Coordinators	1 (0-5)	N/A	N/A
Teachers	4 (0-15)	N/A	N/A
Assistant Teachers	4 (1-20)	N/A	N/A
Support Staff/Substitutes	3 (1-7)	N/A	N/A
Family Visiting/Early Intervention Staff	N/A	3 (1-5)	5 (3-6)

Notes. N/A in this exhibit indicates that the cell is not applicable.

Program directors report across sectors that the top reasons staff leave are because of general burnout, family/personal issues, insufficient compensation, and relocation (see Exhibit 22). Family child care providers report concerns with the number of agencies that they need to interact with and not feeling valued by the state as reasons why they may close their programs.

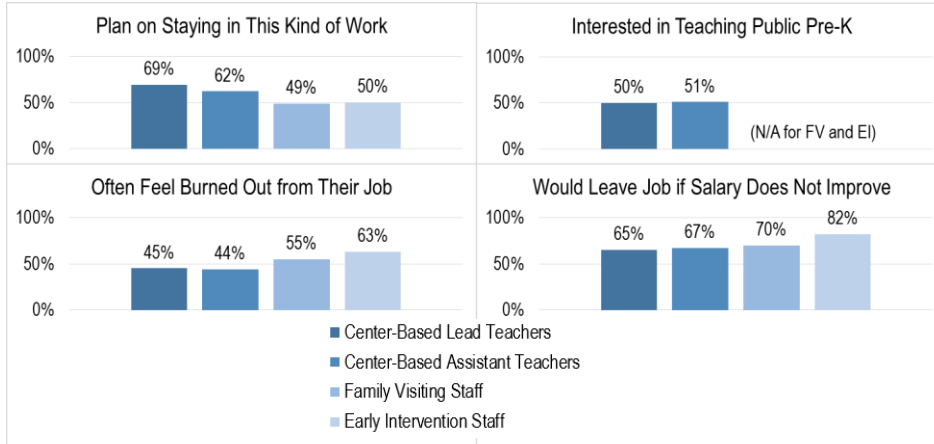
Exhibit 22. Director Perceptions of Reasons for Staff Turnover by Sector



Factors Related to Turnover and Movement

Half or more of teachers, Family Visiting, and Early Intervention staff plan on remaining in their current field of work as long as they are able, and half of the current teaching staff are interested in teaching public preschool (see Exhibit 23). However, a significant proportion of staff across sectors report feeling regularly burnt out from their jobs, and a notable proportion of staff say that they will leave their current job if their salaries do not improve over time.

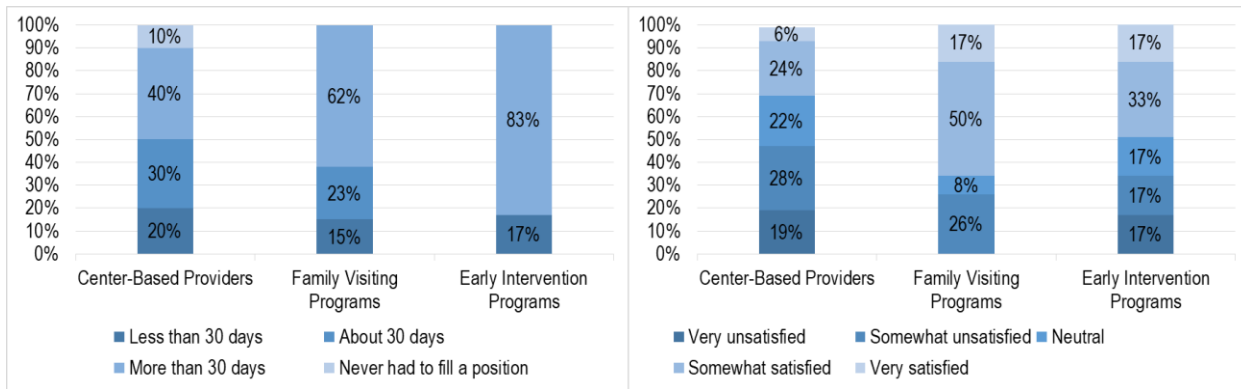
Exhibit 23. Factors Related to Current Workforce Movement



Filling Vacancies

A substantial portion of administrators across sectors, more so even for Family Visiting and Early Intervention, report that it takes more than 30 days to fill new positions when staff leave, though at least one-third seem generally satisfied with the quality of applicants they find to fill those positions (see Exhibit 24).

Exhibit 24. Time to Fill Staff Vacancies and Satisfaction with Job Applicants



Directors who find it difficult to locate qualified applicants report insufficient experience and a lack of willingness to accept offered wages among the primary reasons for their difficulty (see Exhibit A8 in Appendix C). When hiring new staff, center directors look for candidates' ability to engage with families (82% report that this is important) along with their professionalism (83%) and expertise in child development (79%); Family Visiting managers seek candidates who speak languages other than English (42%) and background similar to families served (42%). All early Intervention directors look for candidates with background similar to families that are served, expertise in behavioral issues, and experience in the human services field.

Seeking New Employment

Over a third (38%) of assistant teachers and 40% of lead teachers have taken action to look for a new job in the past 6 months (43% of infant/toddler teachers and 38% of preschool teachers); they generally report the primary reason for their action being to find a job that pays more (about half of those who have looked for a new job recently identified this as at the main reason). Over half of Family Visiting and Early Intervention staff (58% and 52%, respectively) have looked for a new job recently, and most of them report it is because they hope to find a better-paying position.

Potential State Action Steps

- Focus on strategies described in other sections of this report to better support access to higher education and career advancement, professional development supports, and increased compensation to reduce turnover and attrition.

Career Pathways for the B-5 Workforce and Supports and Barriers for Advancement

Key Findings

- Rhode Island has in place a variety of preparation pathways and supports to help the current and prospective B-5 workforce attain higher credentials.
- Much of Rhode Island's existing federally-funded supports for training and postsecondary education of early childhood workforce are concentrated on non-credit professional development (as discussed above) or entry-level higher education coursework (12-credit ECETP or the FCCP B-3 15-credit certificate program), and less support is available to help move individuals toward higher levels of educational attainment (e.g. Associates degree, Bachelor's degree, and/or PK-2 certification).
- Rhode Island's existing preparation pathways leading to a PK-2 credential appear to be designed primarily for recent high school graduates, and do not incorporate supports that might help currently working and mid-career educators obtain PK-2 credentials. Given the substantial percentage of the current B-5 workforce interested in improving their credentials, and the fact that these individuals already have experience working with young children, this may be a missed opportunity.
- The Rhode Island Promise provides an important support to accessing postsecondary pathways for recent high school graduates, but does not support students pursuing teaching careers to continue their education beyond an Associates degree, and is not available to older individuals currently working in the early childhood field.
- There are limited options and supports to support PK-2 certification for teachers in the workforce with a bachelor's degree, which may be a necessary source of State Pre-K teacher supply as the number of classrooms expands.

Landscape of Existing Postsecondary Offerings

The Abt team conducted a scan of the higher education landscape and existing pathways and financial supports by interviewing higher education institution early childhood program faculty; surveying the current workforce; and reviewing extant data and documents available from the state, federal, and higher education institution sources. This section includes an overview of existing postsecondary offerings and pathways, financial and other supports for postsecondary attainment, survey data about the extent to which the current B-5 workforce is pursuing or interested in higher education credentials, and discussion of existing barriers to access and advancement.

Rhode Island's current postsecondary offerings for the B-5 child care workforce include the following:

- **Three institutions offer the PK-2 Early Childhood Education Teaching Certificate** including Rhode Island College (RIC), the University of Rhode Island (URI), and Salve Regina; one offers an early childhood special education certificate (RIC), and four offer certificates in Early Childhood English as a Second Language or Early Childhood Bilingual and Dual language (Roger Williams, the Rhode Island School of Progressive Education, RIC, and URI). Of these institutions, only RIC and URI's programs generate a substantial number of annual completers for the Rhode Island labor market, and thus are the primary focus of this analysis.
- **Rhode Island College** offers a bachelor's degree in early childhood with three concentrations (of which one leads to a PK-2 certificate and the others are designed to prepare individuals to work with infants and toddlers or in community-based programs in settings such as libraries and museums) as well as the FCCP B-3 15-credit certificate program, which help support Spanish-speaking family child care providers to enter postsecondary education (for up to the first 15 credits towards a postsecondary degree).
- **The University of Rhode Island** offers a bachelor's degree in early childhood with two concentrations (one of which leads to a PK-2 certificate, and one of which prepares individuals to work with infants and toddlers), a post-baccalaureate program leading to a teaching certificate, and ongoing professional development credits through its Early Childhood Institute.

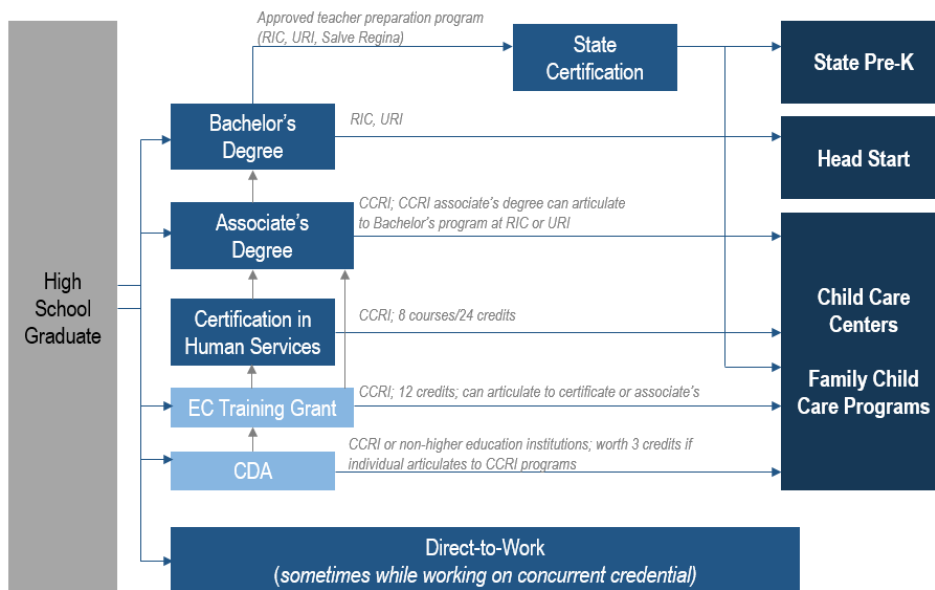
CAREER PATHWAYS FOR THE B-5 WORKFORCE

- The **Community College of Rhode Island (CCRI)**, the only community college in the state, offers CDA cohort training (non-degree), an ECE 12-credit cohort model, a 24-credit ECE certificate program, and an Associates degree programs for early childhood educators (see additional details below). CCRI's Associates degree programs can articulate to PK-2 certification programs at RIC or URI.
- **Roger Williams University** offers and 18-credit infant-toddler certificate program and also offers an approved preparation program in Early Childhood English as a Second Language.

Additional details about program offerings, target audience, funding, and resulting credential by institution are shown in Exhibit A10 in Appendix C. The programs at CCRI, RIC, and URI are the most significant, both in terms of numbers of students served and because they have received dedicated state funding to help current and prospective early educators access postsecondary education. It should be noted that some of the Rhode Island B-5 workforce also accesses preparation and professional development from out-of-state providers, including Fisher College, a private institution that offers low-cost on-site trainings for early childhood programs, and Bristol Community College.

The variety of postsecondary offerings provides multiple potential pathways for current and prospective early childhood teachers to advance their education and qualifications (see Exhibit 25). Existing postsecondary pathways and supports can be accessed by a current or prospective child care or State Pre-K teacher in a variety of trajectories, described in Exhibit A12 in Appendix C.

Exhibit 25. Rhode Island Postsecondary Pathways for Child Care and State Pre-K Educators



Financial Supports Available

As noted above, a variety of financial supports exist to help current and prospective early childhood educators in Rhode Island access postsecondary education including:

- The Rhode Island Department of Human Services (DHS) uses CCDF quality funds to fund higher education institutions (CCRI and RIC) to support certificate and entry-level college coursework to the early childhood workforce at no/low cost

to participants. This includes funding for the CDA and 12-credit Human Services Credential programs¹⁶ at CCRI and the RI-BEST program offered by RIC.¹⁷ (See descriptions of these programs above.)

- T.E.A.C.H. Early Childhood® provides scholarships that individuals currently working in child care programs in Rhode Island can use to take courses at CCRI or RIC. In order to receive a scholarship, individuals must currently work at least 30 hours a week in (BA or AA Certificate programs) and 20 hours a week (CDA) in a licensed CCAP program. Wages must not exceed \$15,00 per hour, and individuals must have employer agreements and complete Federal Financial Aid forms. The scholarship provides up to 90% tuition and book costs, 100% of up to 3 hours a week of release time for the employee to attend classes, and \$50,00 of travel expenses. Upon successful completion of a yearly contract, the sponsor provides the scholarship recipient a 1.5% raise or a \$450 bonus. The raise is payable once the contract has been completed and is to be in addition to any other raise the teacher would be due. The bonus is to be paid out in two installments: \$225 upon successful completion of scholarship agreement, and \$225 six months later. In addition, the scholarship program will pay the recipient a bonus upon successful completion of 9 to 15 credit hours. Scholarship recipients must commit to remain in their place of employment at least one year after completing a contract and may be responsible to pay a portion of the cost of tuition and books. T.E.A.C.H. Early Childhood® is administered by the Rhode Island Association for the Education of Young Children (RIAEYC) through the Rhode Island Department of Human Services.
- Rhode Island Promise provides recent high school graduates with the opportunity to complete their first two years of coursework for free at CCRI. Interviews with CCRI faculty indicated that this program helps many first-generation students complete Associates degree programs leading towards a PK-2 credential.

Federally funded student aid is a potential financial support for PK-2 certification. Many members of the B-5 workforce have incomes low enough to qualify for Pell grants, which can cover some or all of the cost of postsecondary tuition. Federally subsidized student loans are also a potential source of funding for postsecondary coursework, particularly for traditional undergraduate students enrolled in programs that lead to a PK-2 credential. Pell grants and student loans require individuals to complete the Free Application for Federal Student Aid (FAFSA).

Interest in Credential/Educational Advancement and Other Positions within Field

The current workforce across sectors has expressed interest in obtaining further credentials/education. One-fifth of center-based teachers are either currently working towards or are interested in obtaining college credits in the early childhood education or child development fields, and a slightly higher proportion are currently working on or are interested in obtaining a Bachelor's degree in the field. Over one-quarter of family visiting staff are interested in obtaining an advanced degree in the field (Exhibit A11 in Appendix C provides more detail).

Outside of the position they currently hold, staff across sectors are interested in working in different roles (Exhibit 26). Half of center-based teachers expressed interest in teaching public school Pre-K, and at least one-third of staff across sectors are interested in leadership positions (see Exhibit 26). Most teachers of infants/toddlers (70%) who are interested in teaching another age group are interested in teaching preschoolers, while about one-third (37%) of preschool teachers who are interested in other ages prefer teaching younger children.

¹⁶ CCRI received \$430,000 to fund these programs in calendar year 2019.

¹⁷ RIC received \$80,000 to offer this program from April 2018-June 2019.

Exhibit 26. Interest in Other Positions in the Field by Sector

Interested in...	Center-Based Teachers	Family Visiting Staff	Early Intervention Staff
Teacher of another age group	26%	N/A	N/A
Master/mentor teacher	31%	N/A	N/A
Coach	14%	N/A	N/A
Professional development provider	25%	N/A	N/A
Public school preschool teacher	50%	N/A	N/A
Education coordinator/program director	38%	N/A	N/A
Work with another type of family/human service agency	N/A	32%	25%
Work with families in another capacity	N/A	43%	33%
Work with children	N/A	30%	47%
Work in early childhood education	N/A	15%	29%
Program manager or director	N/A	30%	24%
Other program leadership position (e.g., agency coordinator)	32%	40%	30%

Notes. N/A indicates that a position is not applicable

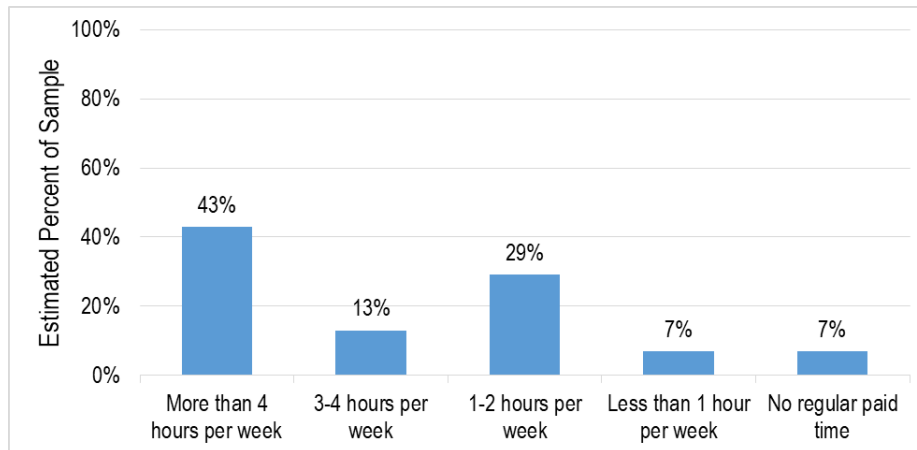
Barriers to Advancement

While a variety of opportunities exist for the workforce to earn initial postsecondary credentials (such as a CDA or Associates degree), interviews with higher education faculty surfaced that there is likely not a well-supported pathway for the current workforce to advance from these credentials to a Bachelor’s degree and PK-2 certification. Existing Associate degree, Bachelor and PK-2 certification programs seem designed primarily to serve recent high school graduates who are starting their careers, and this is only one slice of the potential pipeline of certified Pre-K teachers. Within this context, current and prospective teachers also face some additional barriers to improving their credentials, including practical barriers to accessing coursework and professional development, academic barriers to successful completion, and financial barriers.

Practical Barriers

- Challenges accessing courses as the time and locations offered.** Although CCRI offers early childhood coursework in the evenings, 4-year institutions offer relatively few courses for the early childhood workforce at night or in the evening hours; and most courses across institutions are offered during weekdays. This may pose barriers for childhood educators to progress beyond an Associates degree, especially given that most teachers have a limited number of paid release hours (see Exhibit 27). In addition, locations of coursework offered by CCRI, RIC, and URI may not be convenient or accessible to early educators. Of note, many family child care providers in focus groups did not know that there were any evening/weekend courses and/or courses available in Spanish.

Exhibit 27. Center-Based Teacher Frequency of Paid Release Time



It is not currently possible to complete a degree program at RIC or URI without taking at least some courses during the traditional workday. In addition, because many traditional students enrolled in CCRI and RIC are first-generation college students who need to work full-or part-time (in a variety of job types) while pursuing higher education, times and locations of course options may be a barrier to these students as well.

Academic Barriers

- **GPA requirements.** Both RIC and URI have articulation agreements with CCRI that, on paper, provide a coordinated pathway for members of the workforce who enroll at CCRI to eventually complete a bachelor’s degree and state teacher certification. URI and RIC require a minimum GPA for admission to its early childhood bachelor’s degree programs. There are also some conditional acceptance opportunities that allow candidates to improve their math and literacy.
- **Articulation agreements.** As noted above, CCRI currently has articulation agreements with both RIC and URI to enable students who complete Associates degree coursework at CCRI to transfer to the Bachelor’s degree programs at these institutions. However, not all early childhood coursework credits automatically transfer to the new degree program and prospective transfer students do not always receive the support and counseling they need to avoid taking extra or duplicative courses. Articulation has improved over the past few years, and the two 4-year institutions both take steps to support successful transitions for students from CCRI to RIC or URI. There are still likely opportunities for further improvement to make the articulation pathway more clear and seamless for students, ensure that the courses that students are taking align with their ultimate educational goals (particularly for students who want to earn a state teaching license), and support successful student transitions.

Financial Barriers

Given the low compensation in the field, the current B-5 workforce faces financial barriers to accessing postsecondary education and training. The state offers some financial supports for early childhood educators and high school graduates seeking to advance their education, although existing supports also have some limitations.

- As described above, a variety of professional development opportunities for the early childhood workforce are currently offered through the Center for Early Learning Professionals (CELP), but do not result in college credit.
- The current workforce can complete college coursework for free through CCRI’s 12-credit Early Childhood and Education Training Program. Through T.E.A.C.H. Early Childhood® students can enroll in the FCCP B-3 15-credit certificate program or the CCRI 24-credit certificate program.
- T.E.A.C.H. scholarships provide a funding source for current early childhood educators who want to continue their education beyond the CDA and 12-credit ECETP. However, the number of scholarships is limited and the required employer commitments may be a barrier to participation, if employers cannot afford to provide release time and raises. States like New Jersey have implemented more broad scholarships that have less stringent employer conditions, which could be a possibility for Rhode Island, as well.
- Currently employed early childhood educators who are not recent high school graduates cannot access Rhode Island Promise funds to complete an Associates degree. Rhode Island could address this barrier by extending Rhode Island

Promise to current child care workers, which would not directly address the supply of certified PK-2 teachers but would aide in increasing the number of programs with higher ratings in Bright Stars.

- Federal student loans are generally not a viable financing mechanism for early educators, because students must be enrolled in school at least half-time to qualify for student loans. In addition, individuals currently working in or preparing for careers in early childhood may be unwilling to take on student loan debt because of the low compensation in the field.
- Research in other states indicates that, even when the early childhood workforce has access to financial supports to help with the costs of higher education tuition, books, and fees, other financial barriers (such as transportation or child care costs) or unexpected financial emergencies (such as unexpected medical costs) can prevent them from successfully completing their education. For this reason, efforts to support the current B-5 workforce in increasing their education and skills can benefit from emergency financial assistance, something which is not (yet) available in Rhode Island.

Alternative Pathways

Other states have had some success using alternative pathways to certification to build their supply of PK-3 certified teachers; New Jersey is a good model of a state that rapidly grew the population of Pre-K teachers with PK-3 certification and bachelor's degrees, in response to increased state demand. In 1997 and 1998, the New Jersey Supreme Court required the state to provide high-quality Pre-K to all children in 31 high-poverty districts (known, after New Jersey's long-running school finance litigation, as Abbott districts). In 2000, the court required all Abbott Pre-K teachers to hold both a Bachelor's degree with specialized training in early childhood and state certification to teach in grades PreK-3rd by 2004. At the time of the 2000 ruling, New Jersey did not have a P-3 credential, and only two four-year colleges in the state offered majors in early childhood education. Thus, the state needed to quickly establish a P-3 credential, increase the number of higher education programs offering it, and rapidly grow the supply of Pre-K teachers holding the credential. It successfully did so—and met the Court's mandate—through a variety of strategies. By 2005, 99% of teachers working in Abbott Pre-K programs had a Bachelor's degree and P-3 certification. More detail about New Jersey's model can be found in Exhibit A13 in Appendix C.

Apprenticeship Model

Given existing barriers to higher education for the current early childhood workforce, Rhode Island may want to consider an apprenticeship model to raise skill levels and move more individuals toward higher education credentials. At least eight states currently offer an early childhood apprenticeship program; each one differs in terms of the structure, administration, and expectations. Participants in these programs receive paid on-the-job training with ongoing mentorship, a nationally recognized credential from the U.S. Department of Labor, and classroom instruction that can result in college credit. Programs agree to give participants time to attend classes that are focused on skills they are using on-the-job, and wage increases are provided as participants attain different skills.¹⁸

Potential State Action Steps

- Regularly review barriers to accessing higher education faced by early childhood educators and build incentives into contracts with higher education institutions incentives for them to reduce barriers
- Incentivize higher education institutions to improve academic advising for early childhood education students and regularly review barriers to smooth transfer and articulation faced by students
- Consider alternative certification pathway and explore apprenticeship model to offer students paid on-the-job learning that results in a credential (and in some cases a higher degrees) to help break down some of the barriers to accessing higher education.
- Consider expanding Rhode Island Promise, which provides an important support to accessing postsecondary pathways for recent high school graduates, to also support other populations seeking early childhood degrees and credentials.

¹⁸https://d1y8sb8igg2f8e.cloudfront.net/documents/Earning_While_Learning_with_Early_Educator_Apprenticeship_Programs_FINAL.pdf

Supply of Qualified Teachers to Support State Pre-K Expansion and Impact on Other Sectors

Key Findings

- On paper, Rhode Island appears to be positioned, in terms of educator supply, to roll out the expansion of State Pre-K to serve 7,000 young children by 2024.
- Over 400 qualified (PK-2 certified) teachers are currently employed in non-Head Start community-based preschool classrooms and about 70 PK-2 certified teachers are produced annually by Rhode Island's existing higher education institutions (although not all of them end up teaching preschool).
- Although the supply of qualified teachers to support State Pre-K expansion appears to be adequate, the quality and stability of other sectors (particularly child care) will likely be impacted if current teachers leave to teach in State Pre-K classrooms.

In January 2019, the state of Rhode Island issued a report that described the plan to roll out State Pre-K to all children.¹⁹ In 2019-20, 1,620 4-year-old children will be served in 78 State Pre-K classrooms, and the state requires lead teachers to hold a bachelor's degree or higher with either a PK-2 early childhood education or PK-2 early childhood special education certificate (the PK-2 certificate must be attained within seven years).²⁰ Based on the state's goal to enroll 7,000 Rhode Island 4-year-olds by the 2024 school year, we calculate that there will be a need to employ up to an additional 310 qualified teachers in new classrooms.²¹ On paper, the current early childhood workforce likely includes sufficient numbers of qualified lead teachers to meet that demand (explained further below).

Sources of Supply

The Abt team examined different potential sources of qualified teachers to meet the supply needed for State Pre-K expansion, each of which is discussed further below. Exhibit 28 depicts these sources at a high level.

Current Qualified Pre-K Workforce (Outside of State Pre-K)

The workforce needs assessment survey data suggest that there are about 561 educators currently teaching in Rhode Island child care and public school preschool programs (including Head Start) who are qualified to teach State Pre-K (i.e. teachers who have at least a Bachelor's degree and a PK-2 certification). Aside from the teachers currently working in State Pre-K classrooms, we estimate that there are about 483 qualified educators currently in the child care and public school preschool sectors, along with significant numbers of teachers who are nearly qualified (see Exhibit 29).

The substantial majority of existing qualified educators (87%) currently teach in community-based centers outside of Head Start and State Pre-K classrooms, and nearly all of the qualified teachers in child care settings currently teach preschool-age children versus infants and toddlers (see Exhibit 30).

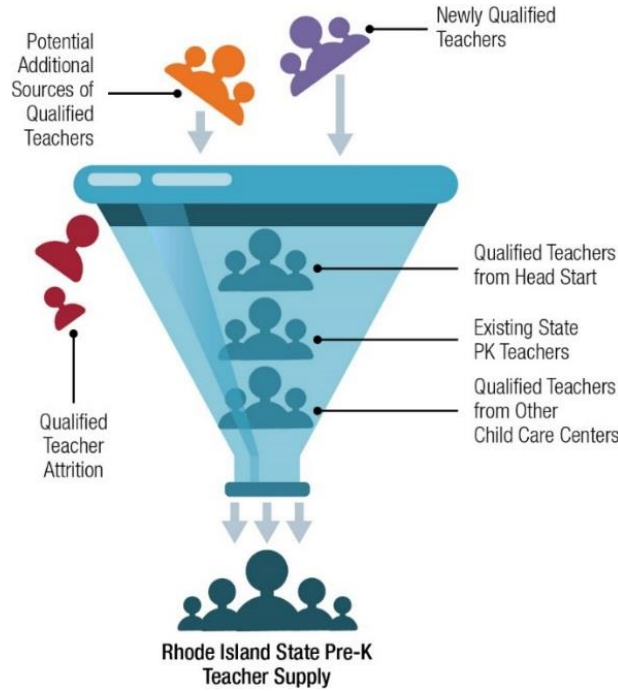
¹⁹ <http://www.kids.ri.gov/documents/The%20Road%20to%20Universal%20Pre-K%20in%20Rhode%20Island.pdf>

²⁰ There are different requirements for assistant teachers in State Pre-k classrooms. This analysis focuses on lead teachers only.

²¹ This calculation assumes that all of the new State Pre-K seats moving forward are in new classrooms, whereas in practice fewer lead teacher may be needed given that State Pre-K expansion can take place by: adding classrooms to new and existing schools, Head Start Centers, and child care centers; allowing providers to increase the number of students from 18 to 20 in appropriate classrooms; and converting selected half-day Head Start classrooms to full day.

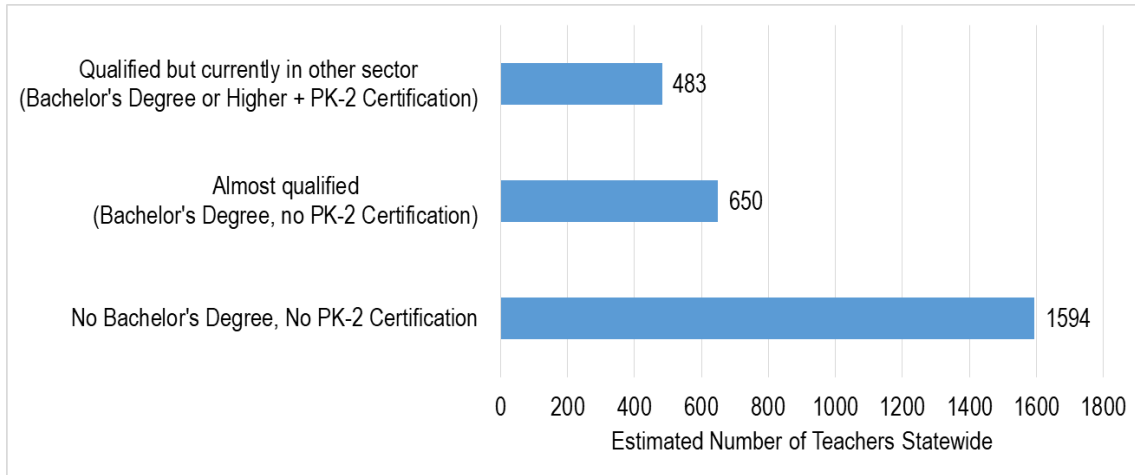
SUPPLY OF TEACHERS TO SUPPORT STATE PRE-K EXPANSION

Exhibit 28. Potential Sources of State Pre-K Teacher Supply



Note: Potential additional sources include teacher who currently work in other B-5 sectors and individuals not yet qualified who are interested in becoming so.

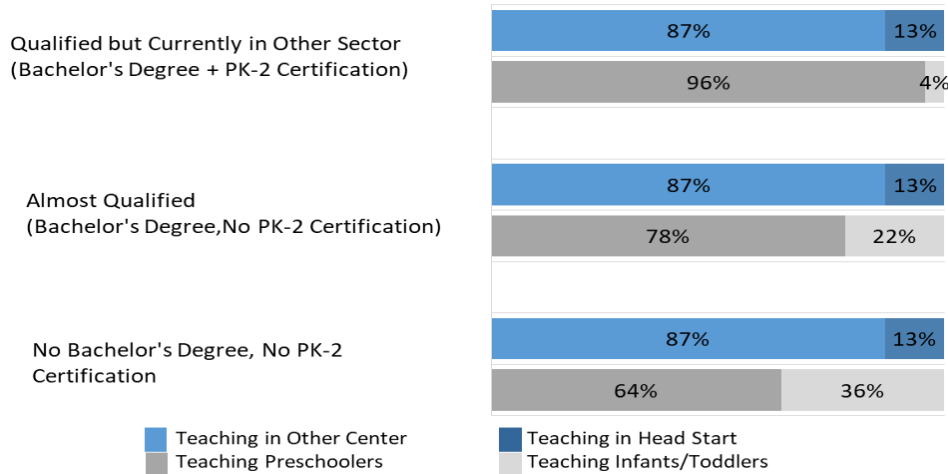
Exhibit 29. Status of Current Center-Based and Public School Teachers Relative to State Pre-K Qualification Requirements



Notes. The "qualified" group is limited to those respondents who answered all pertinent survey questions (highest education level, certified or not, and type of certification). There were some respondents who answered that they had less than a Bachelor's degree and PK-2 certification; but based on the Rhode Island requirements to obtain a PK-2 certification, we assume that these respondents either answered in error, received a certificate in another state, or had a different credential that they confused with a PK-2 certificate. Therefore, those respondents were grouped for the purpose of this analysis in the 'No Bachelor's Degree, No Certification' group.

SUPPLY OF TEACHERS TO SUPPORT STATE PRE-K EXPANSION

Exhibit 30. Status of Current Center-Based and Public School Teachers by Sector and Age Group



Notes. Percentage denominators include respondents who answered all pertinent questions (age level taught, highest education level, certified or not, and type of certification); omits teachers who only teach school age as well as those who did not answer the question about ages taught. Respondents were considered to teach preschoolers if they indicated that they taught any age groups that included preschool; they were considered to teach infants/toddlers if they taught any ages including infants/toddlers but not including preschoolers.

A substantial percentage (73%) of the qualified teachers in the current workforce who are not in existing State Pre-K classrooms plan to stay in teaching “as long as they are able,” and roughly one-third to one-half, depending on the teacher type, are interested in teaching public school preschool in the future.

Current Qualified Elementary School Workforce

In addition to the supply of qualified teachers already employed by child care and preschool programs, there are also qualified teachers with PK-2 certificates who are currently teaching early elementary grades (kindergarten through 2nd grade), as well as individuals who hold PK-2 certificates and do not currently work in Rhode Island schools. According to RIDE data, 432 individuals currently employed in K-2 teaching roles in Rhode Island schools hold only a PK-2 certificate, and 509 hold some combination of PK-2 and elementary certificates (which may include ESOL or bilingual certificates). PK-2 certified teachers who work in K-2 classrooms are a potential source of supply for new State Pre-K classrooms, although there would also need to be a sufficient supply of elementary certified teachers to fill any vacancies that would be created if these teachers shifted out. Of course, some current K-2 teachers also may not be interested in working with younger children. An additional source of supply may be qualified individuals not currently in the workforce. According to the Rhode Island Department of Education (RIDE), of the more than 3,000 existing Rhode Island PK-2 certificates, less than one-third are currently in use.²² Some of these individuals may not be available to work in Pre-K in Rhode Island (e.g. because they are out of the workforce due to family obligations or live in other states), but others may be a potential source of supply.

Newly Qualified Workforce

In addition to existing PK-2 certified teachers, another source of supply of qualified teachers for Pre-K expansion are newly certified teachers prepared by Rhode Island higher education institutions or coming to Rhode Island from other states. In 2018-19, 106 PK-2 certificates were issued to Rhode Island educators for the first time. This does not mean, however, that 106 new PK-certified teachers were produced in the state that year. Some individuals received more than one certificate (e.g. an early childhood education teacher and early childhood ESOL certificate), and four individuals already teaching in the field advanced from initial to professional certificates. Overall, RIDE certification data suggests that in 2018-19:

²² It is important to note that the number of certificates does not equal the number of individuals using them; an individual can hold more than one certificate, and RIDE does not currently have the ability to generate unduplicated individual counts.

SUPPLY OF TEACHERS TO SUPPORT STATE PRE-K EXPANSION

- 64 PK-2 certified teachers, including 57 early childhood education PK-2 teachers and 7 early childhood special education teachers, received initial certification;
- 5 or 6 individuals certified in other states received initial temporary certificates to teach PK-2;
- 12 expert residency certificates were issued for PK-2 (11 in early childhood education and 1 in early childhood special education), allowing individuals to teach while completing an alternative path to certification; however, because these individuals appear to have been enrolled in an alternative pathway program at RIC that no longer exists, it is not clear that the state can count on this supply in the future; and
- 18 emergency certificates were issued for PK-2 teachers who did not fully meet the requirements for their placement, primarily for special education preschool teachers.

This suggests that the state's current pathways are producing about 70 (between 64 and 75) PK-2 certified teachers per year (including those in alternative routes to certification), most of whom are obtaining general PK-2 early childhood education certification, and relatively few of whom are certified in early childhood special education. Rhode Island issues less than 10 PK-2 certificates annually to individuals certified in other states who come to teach in Rhode Island under reciprocity agreements. Data are not currently available about what percentage of these individuals actually take teaching positions in Rhode Island. Based on RIDE data on the numbers of PK-2 certificates currently being used by Pre-K teachers and teachers in grades K-2, as well as the fact that kindergarten teachers must also have a PK-2 credential (as opposed to grades 1-2 where teachers can also teach with an elementary credential), it seems reasonable to expect that roughly than half of newly PK-2 certified teachers who enter the field will go into Pre-K roles and half into K-2 roles, although this balance could shift to more heavily favor Pre-K in years when the state is expanding Pre-K classrooms.

Additional Sources of Qualified Workforce

Beyond the supply of individuals *currently* qualified to teach public Pre-K, and the annual numbers produced in the state, there are a variety of *potential* additional sources of individuals who could obtain PK-2 credentials with support, including:

- **Individuals who currently work in Rhode Island early childhood settings but lack a Bachelor's degree and/or certification.** Most Rhode Island early childhood settings outside of State Pre-K and public school programs do not require a bachelor's degree and certification, and 35% of child care teachers responding to the needs assessment survey indicated an interest in becoming a public school preschool teacher. Many of these individuals would need to complete additional education to meet State Pre-K and/or public school teacher qualifications, either initially (if they do not currently hold a bachelor's degree) or within 7 years (if they hold a bachelor's degree but not certification). This would require different amounts of time and coursework depending on their current education levels. Given that individuals who currently hold a bachelor's degree but not certification can work in state-funded Pre-K with a 7-year grace period to complete their certification, the state may want to take steps to ensure that high-quality and affordable pathways exist for these individuals to earn certification within a 7-year period.
- **College graduates interested in becoming preschool teachers.** Individuals who currently hold bachelor's degrees in other subjects can become qualified to teach State Pre-K by completing a post-baccalaureate or alternative path to certification program. This approach may offer a faster pathway to meet Pre-K teaching requirements than supporting current early childhood workers who do not have bachelor's to complete a bachelor's degree and/or certification, and has been used to meet demand for certified teachers in other states.²³ The University of Rhode Island offers a post-baccalaureate PK-2 certification that allows holders of bachelor's degrees in other subject to earn a PK-2 certificate, but because this is not a degree program there is limited financial assistance available for students to complete it. RIC was previously authorized to offer an alternative pathway to PK-2 certification, but that program no longer has approval from RIDE (although a few candidates are still completing it).

²³ See for example, <https://www.fcd-us.org/assets/2016/04/Education-Reform-Starts-Early-New-Jersey.pdf>

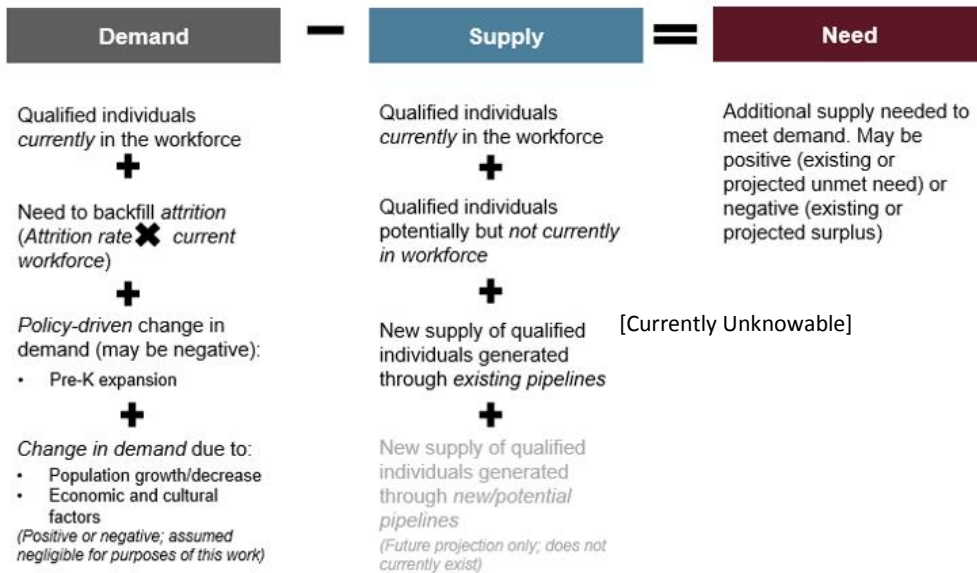
SUPPLY OF TEACHERS TO SUPPORT STATE PRE-K EXPANSION

- High school students and other young people making college and career decisions are another potential source of supply for certified Pre-K teachers.

Calculating the Supply-Demand Gap

State Pre-K expansion will likely be the primary driver of growth in demand for educators over the next few years. The state will also need new teachers to fill any vacancies created by attrition from the field. Current population and demographic projections do not suggest that population growth or other likely demographic changes are likely to significantly shift demand for early childhood educators in the next few years. To understand if the state is preparing enough certified teachers to meet projected demand, it is first necessary to compare projected demand to projected supply. Exhibit 31 illustrates an approach that the Abt team conceptualized as part of this needs assessment for calculating unmet demand or excess supply at any point in time. It should be noted that this analysis is focused on the demand for lead teachers only.

Exhibit 31. Estimating Unmet Need for Qualified Pre-K Teachers in Rhode Island



Note: Regarding change in demand due to population growth and economic/cultural factors, the population of children ages 0-4 in Rhode Island is expected to increase roughly 0.03% annually from 2020 to 2025 and to decline by roughly 0.06% annually from 2025-30, leading to a little change in the state's population of young children. Maternal labor market participation rates in the United States have also been relatively stable since 2000. As a result, neither population changes nor changes in maternal workforce participation are likely to drive significant changes in demand for B-5 workforce roles in Rhode Island independent of other factors. Broader economic and labor market trends also affect demand for B-5 workforce, because family demand for child care tends to go down in an economic downturn (because fewer parents are working), and rebound when the economy improves, although these trends are difficult to predict.

This method suggests that, to meet its current State Pre-K expansion goals, assuming an estimated attrition rate for State Pre-K qualified teachers of 5-6% (based on Rhode Island K-12 teacher attrition),²⁴ on paper, it appears that the state will need to produce more qualified teachers than it currently does to meet demand. Exhibit 32 shows how supply and demand for State Pre-K teachers in Rhode Island may look over time.

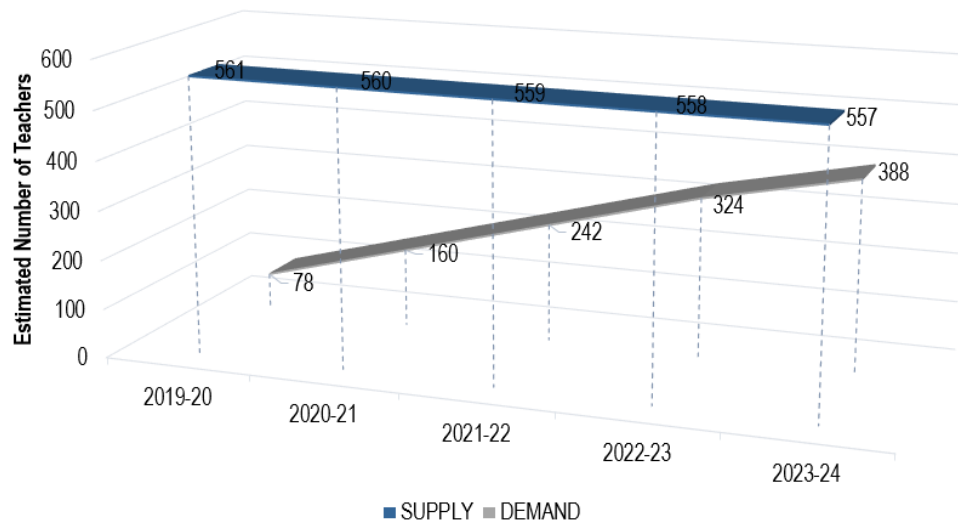
Following 2024, assuming the state meets its State Pre-K expansion goals, maintenance of those 388 classrooms will necessitate that the state continue to produce about 24 certified teachers who go into State Pre-K classrooms annually to cover attrition (and more if the program expands further). This number is based on assumed annual attrition of 5-6% of State Pre-K teachers (based on current rate at which teachers in Rhode Island school districts leave the field). The state is currently

²⁴ It would be useful to collect additional attrition data from a cohort of State Pre-K teachers over time to get a more precise estimate; if the estimate in this analysis is low, it underestimates the gap between supply and demand.

SUPPLY OF TEACHERS TO SUPPORT STATE PRE-K EXPANSION

producing 60-75 newly certified PK-2 teachers annually, and we assume that roughly half of those new teachers will teach in Pre-K and half in K-2.

Exhibit 32. Rhode Island State Pre-K Lead Teacher Supply and Demand Projections



Notes. This graph represents a calculation of supply, which begins with the current estimated individuals in the workforce who have at least a Bachelor's degree and a PK-2 certification, including those currently working in state Pre-K classrooms. In each subsequent year, the supply decreases from that original number by an estimated 6% attrition but is also supplemented by an estimated 32.5 new qualified individuals generated through existing pipelines. The estimated supply does not include degreed teachers who have not yet obtained a PK-2 certification, though such individuals would currently be eligible to teach state Pre-K if they earned their certification within 7 years. The depicted demand begins with the existing number of operating state Pre-K classrooms and assumes an approximately equal rollout of 82 new state Pre-K classrooms each year until the goal of 388 classrooms is met in 2023-2024 (388 classrooms serving 18 students each for a total of 7,000 children ultimately served in state Pre-K classrooms in 2023-24).

If, in fact, attrition rates are higher than estimated in this analysis, Rhode Island may need to expand existing preparation pathways, increase support for potential teachers to increase credentials, and/or cultivate new pathways that meet the needs of potential Pre-K teachers (see further discussion of pathways later in this memo).

Impact of Expansion on Other B-5 Sectors

It is important to keep in mind that increased demand for certified Pre-K teachers might also create shortages or unmet need in other sectors of the B-5 workforce. Workforce needs assessment survey data indicates that 17% of child care lead teachers and Head Start teachers outside of State Pre-K classrooms already have Bachelor's degrees and PK-2 credentials, and over 60% of teachers have Bachelor's degrees. If these teachers are recruited out of their current roles to teach Pre-K classrooms, this could create staffing and quality gaps in child care centers. This effect could be mitigated if these teachers' employers are able to meet the quality standards to convert existing preschool classrooms to State Pre-K classrooms.²⁵ However, child care centers and Head Start will still need an adequate supply of lead teachers to work with 3-year-olds, as well as with infants and toddlers (although fewer infant and toddler teachers hold Bachelor's degrees or certification).

The workforce needs assessment survey data show that almost half (48%) of current qualified child care lead teachers are interested in becoming public preschool teachers. If demand for PK-2 certified teachers increases, it is possible that child care centers could experience a shortage of teachers (particularly for 3-year-olds), because the increased compensation offered by State Pre-K classrooms is likely to attract qualified teachers to these classrooms. Efforts to attract teachers to State Pre-K could also result in vacancies in or greater difficulty hiring teachers for grades K-2. To mitigate these challenges, Rhode Island will likely need to monitor impacts of Pre-K expansion on childcare centers and access for 3-year-olds, as well as staffing

²⁵ The requirement for State Pre-K slots to only serve children who live in the local district may be a barrier for community-based programs, as even if they meet the quality standards including the ability to provide the required level of compensation to teachers, they may need to turn some families away who those they have served in the past if they do not live in the local school district.

SUPPLY OF TEACHERS TO SUPPORT STATE PRE-K EXPANSION

needs of K-2 schools, and explore additional strategies to address compensation and working conditions for the entire child care workforce; some possibilities for which are addressed earlier in this memo.

A model of parity between State Pre-K teachers and public school teachers is not without its challenges for community-based programs with State Pre-K classrooms as it also creates a hierarchy of early childhood teaching positions within programs, in which individuals who teach in State Pre-K classrooms earn middle class wages, while teachers in other early childhood roles earn much less than the statewide average. Because State Pre-K teacher wages might be double of those in the typical community-based child care or Head Start classroom, the State Pre-K model creates incentives for those in the current child care workforce to increase their qualifications in order to be eligible for higher paid State Pre-K jobs. This incentive alone may not lead to significant increases in credentials without strategies to address some the barriers that community-based early childhood teachers face to earning those credentials (see discussion of barriers and opportunities above in career pathways discussion).

These challenges suggest that, in concert with State Pre-K expansion, Rhode Island should continue to invest in improving the quality of current child care classrooms in order to ensure that all children are in high-quality settings and to bring more existing classrooms up to State Pre-K quality standards.

Potential State Action Steps

- Consider how best to leverage existing community-based workforce capacity and match qualified teachers to new State Pre-K classrooms without destabilizing non-State Pre-K classrooms
- Consider addressing the issue of district restrictions for community-based programs
- Make modest expansions to current certification programs and strengthen pathways for existing community-based child care teachers to attain higher credentials, including ensuring that there are sufficient opportunities for teachers with Bachelor's degrees in State Pre-K programs to complete certification within the required number of years
- Continue to invest in improving the quality of current programs and classrooms, to ensure quality settings for all children and to bring more current classrooms up to State Pre-K standards
- Monitor the pipeline of individuals earning PK-2 and elementary certification to make sure it is sufficient to meet the needs of State Pre-K, other district preschool, and district K-2 classrooms

APPENDIX A: SUMMARY OF PRIOR RHODE ISLAND WORKFORCE NEEDS ASSESSMENTS AND RESEARCH

Appendix A: Summary of Prior Rhode Island Workforce Needs Assessments and Research

As part of the design process, the Abt team reviewed and completed a crosswalk of a set of previously conducted studies and needs assessments that focused on the state of the early childhood workforce in Rhode Island. This Appendix includes a synthesis of the findings from these studies and brief discussion of remaining information gaps. The gaps in information—along with the data already available and articulated PDG B-5 priorities—were collectively used to help guide the focus of the PDG B-5 workforce needs assessment.

A handful of prior studies are particularly relevant to the workforce needs assessment and its goal of assessing the state of the B-5 workforce in Rhode Island.

Reports included in this scan of the research include:

- Statewide Survey of Child Care Rates in Rhode Island (Silver, 2018);
- 2018 Child Care Facts in the State of Rhode Island (Child Care Aware, 2018);
- Early Childhood Workforce Index, Rhode Island State Profile (Center for the Study of Child Care Employment, 2018);
- Working in Early Care and Education in Rhode Island: 2016 Preliminary Workforce Report (RIDE, 2016);
- Rhode Island Early Learning Workforce Study (Oldham and Hawes, 2014);
- The Cost of Quality Early Learning in Rhode Island (Mitchell, 2013);
- Rhode Island Higher Education Index (Center for the Study of Child Care Employment, 2013); and
- Preliminary Look at Employee Turnover at Child Care Centers in Rhode Island (Wellesley University, 2003).

Key takeaways from the crosswalk, along with discussion of remaining gaps, follow.

Workforce Characteristics and Pipeline

Of the above reports, the 2014 Early Learning Workforce Study may offer the most comprehensive picture to date of the demographics and other characteristics of Rhode Island's early care and education workforce employed in child care centers and family home care settings.

- Workforce characteristics and working conditions have likely changed across sectors since previous needs assessments.
 - **Research Findings: Characteristics and Working Conditions.** The Early Learning Workforce Study focused on workforce characteristics in center-based child care settings and family child care homes. One finding was that the majority of early childhood care and education teachers surveyed worked with preschoolers, and worked full-time. Family child care providers were much more likely to serve infants and toddlers, and more likely to have lower levels of education.
 - **Existing gaps.** There are significant gaps in information available about particular sectors of the B-5 workforce, including but not limited to home visitors and Early Intervention professionals, who were not included in the 2014 study. Pre-K teachers in school-based settings were not included in the study; although the state has some data on State Pre-K teachers, there is no known analysis of how Pre-K teachers compare to those of other segments of the B-5 workforce on factors such as turnover, reasons for exit and entry, and working conditions. Understanding each sector better, along with variations across sectors, is particularly important given the state's goal of ensuring a qualified workforce can meet child and family needs in the provision of services across the B-5 system. In addition, more information is needed to better understand how B-5 workforce demographics are changing over time. Specifically, it will be helpful to have more information on the linguistic diversity of the workforce, as well as the number of caregivers fluent in languages other than English and Spanish. This needs assessment can help address gaps by updating what is known about all sectors and prioritizing particular segments of the workforce—such as home visiting, Early Intervention, and Pre-K.

APPENDIX A: SUMMARY OF PRIOR WORKFORCE NEEDS ASSESSMENTS AND RESEARCH IN RHODE ISLAND

- Turnover is an important factor in the B-5 workforce that must be better understood.
 - **Research findings: Turnover.** A 2003 Wellesley College study examined turnover in child care facilities throughout Rhode Island. Using Department of Labor and Training Unemployment Insurance quarterly earnings reports for child care providers to assess turnover rates, the authors found that average yearly turnover rates in Rhode Island child care facilities ranged from a low of 27% in Pawtucket in 2001 to a high of 41% in the rest of the state and in Providence. These turnover rates, while high, are consistent with national average rates for child care staff turnover found in other studies. Authors also found that child care employee turnover in Rhode Island child care centers follows a cyclical pattern, with higher turnover in the third and fourth quarters of the year than in the first and second quarters.
 - *Existing Gaps.* Given that this data is now 15 years old, there is a need for updated information on the “turnover story” in Rhode Island, to first understand whether turnover has increased, decreased, or stayed constant over time and how it varies by sector. The surveys will help identify reasons for turnover and key factors that contribute to, and/or can help to mitigate, turnover. More data on the factors that drive turnover can also help the state understand how the expansion of State Pre-K might affect turnover rates and supply and demand for each B-5 sector.
- Data that helps link the expansion of State Pre-K to current workforce supply and demand is critical.
 - **Research Findings: Supply and Demand.** As the state seeks to expand State Pre-K, there is a concern that increased demand for Pre-K teachers may recruit teachers away from child care settings and other B-5 sectors into new State Pre-K classrooms, which will likely offer higher compensation and better benefits. The 2014 Oldham and Hawes survey data found that nearly one-quarter of teachers in child care settings already had teaching credentials, which would qualify them to work in State Pre-K programs. If state expansion increases demand for Pre-K teachers, there is a risk that these credentialed teachers may leave the child care sector, infant and toddler roles, and/or other programs for more lucrative roles in new State Pre-K classrooms. Thus, it will be important to ensure that plans to expand State Pre-K take into account and seek to mitigate potential effects on the child care, home visiting, and early intervention workforces.
 - *Existing Gaps.* The workforce surveys and interviews, along with review of extant data, will help the state to better understand the potential impacts of State Pre-K expansion on other sectors.

Compensation

Prior studies provide additional information on compensation and benefits for the early education workforce –a key driver of workforce supply and demand, as well as of individual practitioners’ stability and movement within the field.

- More and updated data on compensation, including wages and benefits across the B-5 system are needed.
 - **Research Findings: Compensation.** The Center for the Study of Child Care Employment’s Early Childhood Workforce Index 2018 Rhode Island Profile reported 3,820 individuals employed in the early childhood workforce in Rhode Island, and drawing on Bureau of Labor Statistics data, reported that the average compensation of child care workers was \$11.82 an hour; the average pay of preschool teachers was \$14.57 an hour; and the average wage of center directors was \$27.21 an hour. This data suggested that compensation for child care workers (although notably not preschool teachers or center directors) increased significantly since 2015.
 - **Research Findings: Benefits.** The 2013 Cost of Quality Study found that nearly all centers responding to the survey offered paid holidays, paid vacation, and paid sick/personal leave to full-time employees, and most offered access to health insurance, dental insurance and a retirement plan for full-time employees. Family child care providers, in contrast, were much less likely to have paid vacation or sick leave, and most did not have health insurance or retirement plans.
 - **Existing Gaps.** Although the Bureau of Labor Statistics publishes up-to-date data on compensation for preschool teachers, child care workers, and child care administrators, this data does not include key segments of the B-5 workforce, including self-employed family child care providers or home visiting and Early Intervention staff. In addition, although several prior studies collected information on health, retirement, paid leave, and other employee benefits received by child care staff, they are all now several years old and/or rely on voluntary, self-

APPENDIX A: SUMMARY OF PRIOR WORKFORCE NEEDS ASSESSMENTS AND RESEARCH IN RHODE ISLAND

reported data that may not be accurate or representative. Through surveys, the workforce needs assessment will seek to generate an updated and more comprehensive picture of B-5 workforce compensation, including but not limited to benefits and compensation of family child care workers.

- An evidence-based assessment of the level of compensation needed to attract and retain workers in different B-5 positions is important.
 - **Research Findings: Compensation.** National data tells us that compensation in many B-5 workforce roles is low compared to other professions. Similarly, national research suggests that a high percentage of child care workers receive public assistance, such as SNAP, Medicaid, and EICTC.
 - **Existing Gaps.** It is not clear what level of compensation is needed to attract and retain qualified B-5 staff and compensate them commensurately with their skills. The workforce needs assessment will help identify and compare compensation for B-5 workforce positions in Rhode Island with pay for other occupations requiring similar levels of education and skills. In addition, the workforce needs assessment surveys will seek to collect information about the extent to which the B-5 workforce participates in public assistance programs. Understanding public assistance reliance may enhance our understanding of current compensation needs, as well as the extent to which strategies that increase compensation of B-5 workers could produce offsetting reductions in use of public assistance.

Career Pathways

Prior research identifies some of the credentials and degrees completed by early childhood educators in Rhode Island. Better understanding of available career pathways, access to postsecondary education, and professional development supports is a critical step to building a stable and qualified B-5 workforce.

- Variation exists in the degrees and credentials completed by the workforce; more information is needed on patterns by role, and across sectors.
 - **Research Findings: Educator Credential and Degrees.** The Early Learning Workforce Study collected data on center-based child care and family child care workforce credential and degree attainment. Two-thirds of directors and assistant directors had at least a Bachelor's degree, and about one-quarter had a Master's Degree. Most lead teachers who responded to the survey had some postsecondary education beyond high school; specifically, one-quarter had an Associates degree, and about one-third had a Bachelor's degree. Infant-toddler teachers had lower education levels than preschool teachers; one-quarter of the infant/toddler teaching staff had a high school diploma or less. Family child care providers were less likely to have completed a degree or credential compared to educators in center-based care.
 - **Existing Gaps.** Data on Child Development Associate (CDA) or non-credit-bearing professional development—which may be important preparation and advancement options for the B-5 workforce—are limited. The Early Learning Workforce Study found that the education level of Spanish speaking family child care educators was lower than the education level of English speaking family child care educators. This finding suggests there may be a need for more postsecondary programs taught in Spanish. There are likely other gaps in postsecondary offerings or barriers to access. This needs assessment will use surveys to document and identify current and desired credentials, training, and other supports. Key informant interviews with higher education faculty, and professional development providers will help identify existing gaps in and opportunities for improved service provision.
- A better understanding of existing pathways and preparation options—including postsecondary credentials and degrees offered—will help inform career pathway strategies.
 - **Research Findings: Postsecondary Preparation.** The Center for the Study of Child Care Employment's Rhode Island Higher Education Index identified four Higher Education Institutions (one community college and three 4-year institutions) offering six degree programs in early childhood education in Rhode Island. In the 2011-12 school year, these programs served 452 students. The Associates degree program, and two of the three Bachelor's degree programs, reported as their primary goal the preparation of teachers and administrators to

APPENDIX A: SUMMARY OF PRIOR WORKFORCE NEEDS ASSESSMENTS AND RESEARCH IN RHODE ISLAND

work in both early childhood and elementary education settings. Programs reported focusing their coursework on preschool-aged children and children in the early elementary grades, with less focus on infants and toddlers.

- **Existing Gaps.** Rhode Island Department of Education’s Teacher Preparation office monitors postsecondary institutions that operate state approved early childhood preparation programs and tracks information on their completers. However, there is no known systemic data collection or reporting on other postsecondary or non-credit professional development pathways serving the B-5 workforce in Rhode Island (including Child Development Associate and Associates degree programs). Through a review of existing state, federal, and program-level data, the workforce needs assessment will seek to identify the extent to which existing career pathways exist by identifying:
 - the range of institutions and programs providing preparation and training programs;
 - the number of individuals served in these programs, and assess whether this number is sufficient to meet demand;
 - existing gaps in the preparation and professional development landscape; and
 - potential strategies or opportunities to address those gaps.
- Addressing gaps in professional development supports requires leveraging existing and potential financing mechanisms.
 - **Research Findings: Professional Development Supports.** The Early Learning Workforce Study identified demand among educators for free professional development and financial support or scholarships for credentials, but did not further explore the barriers that some or the entire workforce face in accessing further education and training. The 2018 market rate survey also asked the workforce about what supports and resources they desired for improving the quality of their programs. The greatest demand was for scholarships (43%) and free/low-cost professional development opportunities (59%).
 - **Existing Gaps.** Through the policy review and key informant interviews, the needs assessment will seek to identify the major financial supports for postsecondary education and professional development that currently exist in Rhode Island, the effectiveness and impact of these supports, the funding streams that they draw on, and potential opportunities to access additional funding streams or better leverage existing ones to support the B-5 workforce.

Appendix B: Technical Details

This Appendix includes details about survey methods and administration as well as extant data review.

Identifying the Universe of Center-Based Programs

The Abt team first identified the population of center-based programs (child care, Head Start, and State Pre-K classrooms) through the following steps.

1. The Abt team obtained a DCYF list of ‘day care centers’ provided from the Monthly Child Care Provider List, February 2019; the file contained 422 providers. Survey respondents had the opportunity to name additional programs if they were not listed. Once center-based program director and teacher surveys closed, we added providers to our universe list that survey recipients named as the provider with which they were associated.
2. Family child care providers, after-care/before-care providers *only*, or specialty providers for children with special needs *only* were excluded from the survey universe.
3. The team supplemented the universe with programs that housed a State Pre-K classroom according to the RIDE website that were not on the initial DCYF list.
4. The majority of providers in our defined universe were matched to information downloaded from the Exceed Rhode Island and RIDE websites to obtain key provider-level variables:
 - Whether the program housed a State Pre-K classroom
 - Whether the program housed Head Start classrooms
 - Whether the program served infants/toddlers
5. For the programs for which there was no match, the Abt team identified information online to fill in key program-level variables.
6. The 34 programs that housed at least one State Pre-K classroom were duplicated, essentially creating two individual program records for analysis since some of the programs housed both Head Start and State Pre-K classrooms and some housed child care and State Pre-K classrooms.
7. From the city/town associated with the program’s location, the Abt created 12 geographic strata.

Survey Administration

Each child care, Head Start, and State Pre-K program in the original universe of 422 was sent an e-mail invitation and survey link individually from the Abt team (using the email addresses provided from DCYF), and directors were also provided the generic staff survey link and asked to distribute this to all of their staff. For programs who we the Abt team was able to match to providers on the list of CELP registrants (all staff who participated in CELP trainings in the past), the Abt team sent out email invitations and staff survey links to those individuals who identified themselves as either lead or assistant teachers (2,988). The generic program director and teacher links were also disseminated widely by state B-5 agencies, state organizations, and local agencies and programs. RIDE also sent the survey link directly to all preschool teachers. The Abt team sent five email reminders to all potential survey respondents.

The Rhode Island Department of Health (DOH) emailed the survey link to all Family Visiting program directors and staff and reminded potential respondents about the survey via email and phone. The Rhode Island Executive Office of Health and Human Services (EOHHS) visited each of its nine programs and had directors and staff complete the survey while on-site, as possible, and left paper surveys with programs to distribute to any staff not present.

Weighting Center-Based Survey Responses

Center-based responses were weighted for nonresponse to represent the full population in the state. A single-variable weighting value was created for each program in the universe according to four strata (State Pre-K, Head Start, infants/toddlers, and geography). All program director responses were weighted according to that value.

A single-variable teacher weight was created for all responding lead teachers and all responding assistant teachers separately using the same 4 strata mentioned above, but weighting back to the estimated universe of *teachers* rather than *providers*. To estimate the universe of teachers, information was used from both the program director and teacher surveys via the following steps:

1. For the programs from which a program director response was received and the respondent answered the staff number questions (138 program director surveys reported lead teacher numbers; 132 reported assistant teacher numbers), the Abt team used the number of leads and assistants reported (although if they reported '0', the Abt team imputed to '1'; for the one respondent that reported over 60 lead teachers, the team adjusted the number to 30, a less extreme number which was the highest reported number by any program).
2. For the programs from which a program director response was received that did not answer the staff number questions, numbers were imputed using their reported classroom numbers (either the total full-day classrooms or the total number of children served; for number of classrooms, the Abt team assumed 1 lead and 1 assistant per classroom; for numbers of children served, the Abt team assumed 1 lead and 1 assistant for every 18 children, including infants, toddlers, and preschoolers).
3. For the programs from which no program director survey was received, but the Abt team did have at least 1 teacher survey (n=166 providers) or for the programs from which a program director survey was received but that respondent did not answer any informative questions and whom there was at least 1 teacher survey response (n=17 providers), the number of leads and assistants was imputed by using the number of teacher respondents from that provider. If only had lead teacher numbers were available, the assumption was made that the program had the same number of assistants (and vice-versa).
4. For the remaining 152 providers from whom there was no program director survey or teacher survey, the number of leads and assistant teachers was imputed by using the mean per group from the other providers.

All teacher responses were weighted according to their staff role's weight variable. Because the Abt team could not identify with confidence which teachers in State Pre-K programs were State Pre-K teachers, as a proxy, reported wages/salary and education were reviewed and a group of teachers was reasonably assumed to be State Pre-K teachers given the salary differences between these teachers and non-State Pre-K teacher. This status was only identified for lead teachers. Assistant teachers were always classified as non-State Pre-K classroom because we did not have sufficient administrative data to determine which assistants went with State Pre-K classrooms; therefore, we assumed that those classrooms did not have any reporting assistants.

APPENDIX B: TECHNICAL DETAILS

PDG B-5 Workforce Needs Assessment Survey Response Rates

Child Care Program Director Response Rates

	# in Universe	# Returned (1 per provider)	Response Rate
Total Center-Based Director Surveys	468	166	35%
Center-Based Director Surveys (Head Start)	46	24	52%
Center-Based Director Surveys (State Pre-K)	34	20	59%
Center-Based Director Surveys (Intensive Follow-up Group)*	49	30	61%

Note. A group of 50 providers (one of whom was eventually removed because it was discovered that it was not an eligible provider for the survey) was randomly selected proportionate to strata for more intensive follow-up activities (in-person visits and phone calls) to try and increase the response rate as much as possible. This approach also provides better information with which to weight surveys for nonresponse.

Child Care, Head Start, and Public School Teacher/Staff Response Rates by Program

	# in Universe	# with at Least 1 Returned Teacher Survey	Response Rate
Total Center-Based Director Surveys	468	285	61%
Center-Based Director Surveys (HS)	46	39	85%
Center-Based Director Surveys (Intensive Follow-up Group)*	49	34	69%

Child Care, Head Start, and Public School Preschool Teacher and Staff Survey Responses

	Number of Responses
Total Teacher/Staff Surveys	892
Total Teacher/Staff Surveys from Head Start Programs	215
Total Teacher/Staff Surveys from District Pre-K Programs	22
Total Teacher/Staff Surveys from Other Child Care Programs	655

Family Visiting Manager Survey Response Rate

	# in Universe	# Returned	Response Rate
Total Family Visiting Manager Surveys	34	15	44%

Family Visiting Staff Survey Response Rate

	# in Universe	# Returned	Response Rate
Total Family Visiting Staff Surveys	87	58	67%

Early Intervention Director Survey Response Rate

	# in Universe	# Returned	Response Rate
Total Early Intervention Director Surveys	9	8	89%

Early Intervention Staff Survey Response Rate

	# in Universe	# Returned	Response Rate
Total Early Intervention Staff Surveys	258	189	74%

PDG B-5 Workforce Needs Assessment Extant Data Review Sources

The Abt team reviewed the following data sources:

- Exceed Rhode Island website data on numbers and characteristics of licensed childcare centers by BrightStars level and number of licensed family child care providers;
- RIDE data on number of active PK-2 certificates; number of PK-2 certificates currently being used in Rhode Island schools; number of new PK-2 certificates issued for the first time in 2018; number of teachers in Pre-K assignments in Rhode Island public schools, by district, in 2018-19; and aggregate numbers of teachers working in K-2 placements and certificates held by K-2 teachers;
- Statewide planning projections of growth in population of children ages 0-4;
- Bureau of Labor Statistics data on numbers and average compensation of early childhood workers;
- Head Start Program Information Report data on numbers and characteristics of teachers and teacher assistants working in Rhode Island Head Start grantees; and
- Federal Integrated Postsecondary Education Data System (IPEDS) and Higher Education Act (HEA) Title II report data on annual graduates/degree production of Rhode Island early childhood degree programs.

Appendix C: Supporting Data Tables

This Appendix includes additional data tables to supplement the main findings in the report.

Exhibit A1. Family Engagement Activities Reported by Teachers

	Head Start Lead Teachers	State Pre-K Lead Teachers	District Pre-K Lead Teachers	Other Center Teachers
Home visits to all families				
Never	13%	31%	66%	73%
As Needed	19%	0%	12%	8%
A Few Times/Year	46%	61%	11%	5%
Monthly	5%	9%	0%	2%
Every Day	17%	0%	12%	12%
Home visits to families of children with particular needs				
Never	25%	38%	66%	85%
As Needed	36%	36%	24%	10%
A Few Times/Year	28%	18%	0%	4%
Monthly	9%	8%	11%	2%
Every Day	2%	0%	0%	1%
Provide suggestions and ideas on supporting learning at home				
Never	2%	0%	12%	5%
As Needed	30%	40%	12%	46%
A Few Times/Year	11%	20%	33%	12%
Monthly	29%	11%	44%	19%
Every Day	28%	29%	0%	18%
Referrals to other organizations for families of children with particular needs				
Never	7%	0%	12%	14%
As Needed	69%	84%	68%	64%
A Few Times/Year	13%	9%	10%	13%
Monthly	6%	0%	10%	5%
Every Day	6%	7%	0%	4%
Connect families with available community services				
Never	7%	0%	12%	15%
As Needed	66%	84%	57%	63%
A Few Times/Year	10%	9%	21%	10%
Monthly	10%	0%	10%	6%
Every Day	7%	7%	0%	5%
Communications with other service organizations and/or schools as children transition out of the program or school				
Never	13%	20%	34%	25%
As Needed	64%	66%	56%	53%
A Few Times/Year	14%	8%	0%	13%
Monthly	6%	0%	10%	6%
Every Day	4%	7%	0%	4%
Communications with families about transitioning children to kindergarten				
Never	13%	8%	22%	21%
As Needed	46%	57%	46%	46%

APPENDIX C: SUPPORTING DATA TABLES

	Head Start Lead Teachers	State Pre-K Lead Teachers	District Pre-K Lead Teachers	Other Center Teachers
A Few Times/Year	26%	28%	22%	17%
Monthly	9%	0%	10%	10%
Every Day	6%	8%	0%	6%
Adapt communications for families that speak languages other than English at home				
Never	9%	0%	36%	35%
As Needed	55%	63%	12%	47%
A Few Times/Year	4%	7%	0%	5%
Monthly	5%	9%	21%	3%
Every Day	27%	21%	32%	11%

APPENDIX C: SUPPORTING DATA TABLES

Exhibit A2. Workforce Demographics by Sector

Descriptive Characteristic	Center-Based Program Directors	Center-Based Teachers (by Role)		Center-Based Teachers (by Age Group)		Family Child Care Providers	Family Visiting Staff	Early Intervention Staff
		Lead Teachers	Assistant Teachers	Infant/Toddler Teachers	Preschool Teachers			
Gender								
Female	91%	97%	99%	98%	97%	100%	96%	97%
Male	9%	3%	1%	2%	2%	0%	2%	3%
Other	0%	1%	0%	0%	1%	0%	2%	0%
Race/Ethnicity								
White	81%	86%	74%	75%	82%	0%	43%	84%
Hispanic or Latino	9%	7%	14%	16%	8%	100%	38%	9%
Black or African American	5%	5%	9%	7%	7%	0%	15%	2%
American Indian or Alaskan Native	1%	1%	2%	2%	1%	0%	0%	0%
Multi-racial	2%	1%	5%	2%	4%	0%	6%	1%
Native Hawaiian/Other Pacific Islander	0%	0%	1%	2%	0%	0%	0%	0%
Asian	1%	1%	0%	1%	1%	0%	0%	0%
Other	1%	1%	2%	3%	1%	0%	2%	1%
Primary Language Spoken								
English	99%	97%	95%	93%	97%		85%	97%
Spanish	1%	2%	5%	5%	2%		11%	3%
Other	0%	1%	1%	2%	1%		4%	0%
Age								
Average age in years and range (youngest respondent to oldest)	44 (18-69)	41 (20-82)	35 (18-70)	35 (19-70)	39 (18-72)	51 (29-72)	38 (23-61)	42 (22-70)

APPENDIX C: SUPPORTING DATA TABLES

Exhibit A3. Workforce Experience and Tenure by Sector

	Center-Based Program Directors	Center-Based Teachers (by Role)		Center-Based Teachers (by Age Group)		FHV Staff	EI Staff
		Lead Teachers	Assistant Teachers	Infant/Toddler Teachers	Preschool Teachers		
Experience in Early Childhood Profession							
Less than 6 months	0%	<1%	3%	4%	1%	2%	11%
6-12 months	1%	1%	7%	4%	4%	2%	10%
Between 1 and 3 years	4%	10%	23%	19%	15%	15%	19%
Between 3 and 5 years	9%	13%	21%	20%	16%	25%	11%
Between 5 and 10 years	16%	17%	20%	22%	17%	17%	17%
Between 10 and 15 years	12%	15%	9%	10%	14%	11%	15%
Between 15 and 20 years	12%	16%	9%	11%	13%	15%	8%
More than 20 years	45%	27%	8%	10%	21%	13%	9%
Tenure at Current Employer							
Less than 6 months	2%	4%	14%	14%	7%	4%	12%
6-12 months	8%	6%	11%	10%	8%	14%	11%
Between 1 and 3 years	15%	23%	34%	34%	26%	30%	21%
Between 3 and 5 years	17%	18%	17%	16%	18%	19%	13%
Between 5 and 10 years	24%	18%	12%	12%	16%	30%	17%
Between 10 and 15 years	9%	12%	7%	6%	11%	4%	17%
Between 15 and 20 years	14%	9%	3%	5%	7%	0%	5%
More than 20 years	12%	10%	3%	2%	8%	0%	5%

APPENDIX C: SUPPORTING DATA TABLES

Exhibit A4. Workforce Education and Certification by Sector

	Center-Based Program Directors	Lead Teachers	Assistant Teachers	Infant/Toddler Teachers	Preschool Teachers	Family Child Care Providers	FHV Managers	FHV Staff	EI Directors	EI Staff
Highest Education Level										
High school not completed	0%	<1%	0%	1%	0%	0%	0%	0%	0%	0%
High school diploma/GED	1%	4%	20%	18%	9%	61%	0%	4%	0%	1%
CDA credential	0%	1%	3%	3%	2%	0%	0%	0%	0%	0%
Some college credits (1-12)	1%	6%	13%	18%	7%	7%	8%	0%	0%	2%
Some college credits (13-17)	0%	3%	5%	9%	2%	7%		2%	0%	1%
Some college credits (18-23)	1%	1%	4%	3%	2%	6%		2%	0%	0%
Some college credits (24 or more)	7%	4%	15%	9%	10%	6%		2%	0%	0%
Associates degree	10%	15%	22%	17%	19%	0%	8%	4%	0%	4%
Bachelor's degree	50%	47%	16%	20%	37%	13%	25%	74%	20%	37%
Advanced degree	30%	19%	2%	3%	14%	0%	58%	13%	80%	56%
Degreed (Associates or higher) in ECE or Related Field	82%	73%	29%	47%	63%	N/A	90%	67%	40%	43%
Rhode Island Teacher Certification										
Any Kind of Certificate	59%	43%	12%	13%	34%	N/A	N/A	N/A	N/A	N/A
Early Childhood PK-2	82%	84%	50%	69%	79%	N/A	N/A	N/A	N/A	N/A
Early Childhood Special Education	19%	12%	12%	22%	10%	N/A	N/A	N/A	N/A	N/A
Elementary Education 1-6	25%	22%	20%	26%	21%	N/A	N/A	N/A	N/A	N/A
Other	5%	9%	42%	13%	15%	N/A	N/A	N/A	N/A	N/A

APPENDIX C: SUPPORTING DATA TABLES

Exhibit A5. Average Annual Salary and Range for Full-Time Staff by Sector

Average Annual Salary (and Range)	
Center-Based Lead Teachers by Sector	
Head Start	\$36,207 (\$24,000-\$68,286)
District Pre-K	\$58,903 (\$31,200-\$95,000)
Child Care Centers	\$33,152 (\$15,000-\$100,000)
Center-Based Assistant Teachers by Sector	
Head Start	\$26,501 (\$17,808-\$38,400)
District Pre-K	\$23,400 (\$23,400-\$23,400)
Child Care Centers	\$26,106 (\$15,000-\$75,000)
Center-Based Lead Teachers by Age Taught	
Infants/Toddlers	\$31,844 (\$15,984-\$95,000)
Preschoolers/School-age	\$36,986 (\$15,000-\$100,000)
Family Child Care Providers	\$40,555 (\$15,000-\$100,000)
Family Visiting Staff	\$35,524 (\$18,000-\$55,000)
Early Intervention Staff	\$47,500 (\$25,000-\$110,000)

Exhibit A6. Comparison of B-5 Salaries to Other Occupations with Similar Qualifications

Occupation Type	Rationale as Comparison Group	Median Hourly Wage	Mean Hourly Wage	Annual Mean Wage
Kindergarten teachers, except special education ²⁶	Requires similar qualifications and job responsibilities to teachers in state-funded Pre-K. (Identified by Occupational Outlook Handbook as a similar job to child care teachers and preschool teachers)	NA	NA	\$65,530
Elementary teachers, except special education ²⁷	Requires similar qualifications and job responsibilities to teachers in state-funded Pre-K. Rhode Island policy requires pay parity between state Pre-K and elementary teachers. (Identified by Occupational Outlook Handbook as a similar job to child care teachers and preschool teachers)	NA	NA	\$71,990
Teacher assistants	Based on teacher assistant roles in schools and other settings that typically require 2 years of postsecondary education. These roles may compete with childcare for individuals with Associates degrees and interest in working with children. (Identified by Occupational Outlook Handbook as a similar job to child care teachers and preschool teachers)	NA	NA	\$32,840
Child, family, and school social workers ²⁸	Work with children and families in school and community-based settings. Some social workers require a bachelor's degree, but clinical social workers need a master's degree, 2 years supervised experience, and state licensure.	\$28.64	\$29.54	\$61,440

²⁶ BLS data for occupation code 25-2012.

²⁷ BLS data for occupation code 25-2021.

²⁸ BLS data for occupation code 21-1021.

APPENDIX C: SUPPORTING DATA TABLES

Occupation Type	Rationale as Comparison Group	Median Hourly Wage	Mean Hourly Wage	Annual Mean Wage
Registered nurses ²⁹	Registered nurses usually take one of three education paths: a Bachelor of Science degree in nursing (BSN), an Associates degree in nursing (ADN), or a diploma from an approved nursing program. Registered nurses must be licensed.	\$37.33	\$37.70	\$78,420
Licensed practical and licensed vocational nurses ³⁰	Licensed practical nurses (LPNs) and licensed vocational nurses (LVNs) provide basic nursing care under the direction of registered nurses and doctors. Typically requires non-degree post-secondary training.	\$28.35	\$28.43	\$59,130
Medical assistants ³¹	Typically requires postsecondary education such as a certificate.	\$17.25	\$17.23	\$35,830
Nursing assistants ³²	Nursing assistants must complete a state-approved education program (not necessarily a degree) and must pass their state's competency exam to become certified.	\$14.42	\$15.07	\$31,340
Home Health aides ³³	Home health aides and personal care aides typically need a high school diploma or equivalent, though some positions do not require it. Those working in certified home health or hospice agencies must complete formal training and pass a standardized test. This is a field with growing demand that may compete with child care for similarly qualified workers.	\$14.71	\$15.60	\$32,440
Personal care aides ³⁴	Home health aides and personal care aides typically need a high school diploma or equivalent, though some positions do not require it. Those working in certified home health or hospice agencies must complete formal training and pass a standardized test. This is a field with growing demand that may compete with childcare for similarly qualified workers. This career is grouped in the same category as child care workers in BLS's typology.	\$12.93	\$13.07	\$27,190
All workers ³⁵	Statewide average for all workers. Provided for comparative purposes only.	\$20.21	\$26.35	\$54,810

²⁹ BLS data for occupation code 29-1141.

³⁰ BLS data for occupation code 29-2061.

³¹ BLS data for occupation code 31-9092.

³² BLS data for occupation code 31-1014.

³³ BLS data for occupation code 31-1011.

³⁴ BLS data for occupation code 39-9021.

³⁵ BLS statistics.

APPENDIX C: SUPPORTING DATA TABLES

Exhibit A7. Training Desired by Workforce, By Sector

	Lead Teachers	Assistant Teachers	Infant/Toddler Teachers	Preschool Teachers	Family Visiting Staff	Early Intervention Staff
Health and safety	8%	9%	11%	7%	N/A	N/A
DCYF licensing standards	23%	23%	32%	18%	N/A	N/A
Curriculum implementation/use	23%	23%	25%	22%	N/A	N/A
Conducting child assessments and/or screenings	29%	25%	29%	26%	N/A	26%
Behavior management	51%	60%	52%	56%	N/A	N/A
Social-emotional learning	30%	33%	27%	34%	N/A	N/A
Partnering with children's families	16%	15%	11%	18%	N/A	N/A
Differentiated instruction	23%	10%	8%	21%	N/A	N/A
Working with English language learners	15%	9%	8%	14%	N/A	N/A
Working with children with special needs	28%	32%	30%	30%	N/A	54%
Working with children of a particular age group	4%	4%	7%	3%	11%	N/A
Compliance/regulations/reporting	N/A	N/A	N/A	N/A	N/A	N/A
Working with families with substance use disorders	N/A	N/A	N/A	N/A	N/A	N/A
Supporting parents living with mental health challenges	N/A	N/A	N/A	N/A	64%	N/A
Supporting parents with cognitive impairments	N/A	N/A	N/A	N/A	45%	N/A
Providing culturally-responsive care to communities across the state	N/A	N/A	N/A	N/A	20%	20%
Connecting with other resources (child care programs, food banks, etc.)	N/A	N/A	N/A	N/A	N/A	N/A
New research on effective intervention services	N/A	N/A	N/A	N/A	N/A	62%
Assistive technology	N/A	N/A	N/A	N/A	N/A	32%
Building relationships with families	N/A	N/A	N/A	N/A	N/A	8%
Working effectively with other staff	N/A	N/A	N/A	N/A	11%	6%
Implementing the coaching model with families	N/A	N/A	N/A	N/A	N/A	21%
Administrative paperwork	N/A	N/A	N/A	N/A	13%	20%
Supervision and feedback	N/A	N/A	N/A	N/A	N/A	12%
Supporting families involved with DCYF	N/A	N/A	N/A	N/A	69%	N/A

APPENDIX C: SUPPORTING DATA TABLES

Exhibit A8. Program Director Reported Difficulties With Hiring Qualified Staff by Sector

	Center-Based Programs	Family Visiting Programs	Early Intervention Programs
General lack of applicants (quantity)	39%	0%	0%
Insufficient experience	53%	67%	0%
Insufficient expertise	38%	33%	50%
Expectations of benefits offered	30%	0%	50%
Failure of controlled substance testing	1%	0%	0%
Local competition	14%	0%	50%
Shifts/hours offered	16%	0%	0%
Type of work involved	10%	0%	0%
Interstate background check barriers	3%	0%	0%
Willingness to accept wages offered	53%	100%	100%
Lack of qualified bilingual applicants	N/A	67%	50%

Exhibit A9. Workforce Public Assistance Program Participation by Sector

	Center-Based Lead Teachers	Center-Based Assistant Teachers	Center-Based Infant/Toddler Teachers	Center-Based Preschool Teachers	Family Child Care Providers	Family Visiting Staff	Early Intervention Staff
Medicaid/Medical Assistance/Rite Care	47%	46%	53%	42%	27%	17%	5%
Supplemental Nutrition Assistance Program (SNAP)	27%	30%	33%	26%	0%	10%	3%
Subsidized Housing	9%	10%	9%	10%	2%	10%	1%
Child Care Assistance Program (CCAP)	27%	20%	21%	24%	14%	4%	1%
Women, Infants, and Children Services (WIC)	16%	10%	15%	10%	5%	2%	1%
Affordable Care Coverage (ACC)	11%	15%	11%	15%	0%	0%	1%
Elders and Adults with Disabilities (EAD) – including the Sherlock Plan	4%	5%	5%	4%	N/A	0%	1%
General Public Assistance (GPA)	7%	9%	12%	6%	0%	0%	1%
Katie Beckett (KB)	6%	2%	4%	3%	0%	0%	1%
Long Term Services and Supports (LTSS)	5%	5%	7%	3%	N/A	0%	0%
Medicare Premium Payments (MPP)	11%	4%	9%	5%	N/A	0%	0%
Rhode Island Works (RIW)	6%	1%	5%	1%	22%*	0%	0%
SSI State Supplemental Payment Program (SSI/SPP)	9%	5%	8%	6%	4%	0%	0%
Temporary Cash Assistance for Needy Families (TANF)	3%	1%	4%	0%	0%	0%	0%
Family Visiting Program	6%	3%	4%	5%	0%	0%	0%
Does not receive any public supports	N/A	N/A	N/A	N/A	N/A	73%	91%

*There may have been some confusion about this benefit program, as family child care providers are not currently eligible for RIW.

APPENDIX C: SUPPORTING DATA TABLES

Exhibit A10. Overview of Postsecondary Program Offerings, Target Audience, Funding, and Resulting Credential, by Rhode Island Institution

Institution	Program Offerings	Target Audience	Description	Financial Support for Participants	Resulting Credential	Can be part of Pathway to PK-2 Certificate?
CCRI	Certificate in Human Services	Recent high school graduates (students between the ages of 18-25)	This certificate consists of 8 early childhood courses (for 24 college credits), which can be used as part of a pathway to an Associates degree	Student Tuition; FAFSA	Certificate; 24 credits can be applied to an Associates degree	Yes
	Early Childhood Education and Child Development Concentration Associates Degree	Recent high school graduates (students between the ages of 18-25); limited infant-toddler coursework	Associates Degree	Can use T.E.A.C.H. (if eligible); Rhode Island Promise for recent high school graduates; FAFSA	Associates degree	Yes
	CDA Program	Individuals working in the EC field; includes infant/toddler and preschool teachers	14-week intensive CDA program offered in both English and Spanish. Offer both infant/toddler and preschool CDA options.	Free to students (funded with CCDF quality funds)	CDA; 3 credits may be applied toward an Associates or bachelor's degree	Yes
	Early Childhood Program Training Grant	Individuals working at least 20 hours/week in center or family child care provider	4 courses, totaling 12 credits. Courses can be used towards the ECE certificate or Associates degree	Free to students (funded with CCDF quality funds)	12 credits; can be applied to ECE certificate or Associates degree	Yes
RIC	Bachelor's Degree	Predominantly college age students. Most work full-time to put themselves through school	Three degree concentrations available: <ul style="list-style-type: none"> • Teaching (leads to PK-2 certificate) • Infant and toddler • Community programs 	Can use T.E.A.C.H. (if eligible); FAFSA	Bachelor's degree, PK-2 certificate for teaching pathway	One of these paths results in a certificate
	RI-BEST	Bilingual family childcare providers whose native	Will eventually offer 5 course sequence from Birth-3 concentration to cohorts of bilingual	Free to students (funded with CCDF)	Certificate in undergraduate studies (20 credits)	Yes, but not intended audience

APPENDIX C: SUPPORTING DATA TABLES

Institution	Program Offerings	Target Audience	Description	Financial Support for Participants	Resulting Credential	Can be part of Pathway to PK-2 Certificate?
		language is Spanish	family childcare providers. Uses the I-BEST model, which integrates remedial and career-specific coursework (rather than requiring students to complete remedial coursework first) to increase success of non-traditional college students.	quality funds)		
URI	Early Childhood Program	Majority of students are traditional college students	Two concentrations: <ul style="list-style-type: none"> • Birth-5 • Teaching (leads to PK-2 certificate) 	Student tuition; FAFSA	Bachelor's degree; teaching concentration leads to PK-2 certificate	One of these pathways results in a PK-2 certificate
	Post Baccalaureate	Individuals with BA degree who want to obtain a teaching certificate	This is a post-baccalaureate program that leads to a PK-2 certificate	No financial aid available because not a degree program	PK-2 certificate	Yes

Exhibit A11. Interest in Seeking Additional Credentials/Education by Sector

	Center-Based Teachers	Family Visiting Staff	Early Intervention Staff
Associates degree in Early Childhood or Child Development	17%,23%	N/A	0%,11%
Child Development Associate (CDA) credential	9%,25%	0%,0%	5%,11%
College credits in Early Childhood Education or Child Development	20%,21%	13%,10%	6%,28%
Associates degree in another field	8%,15%	0%,0%	5%,31%
Bachelor’s degree in Early Childhood or Child Development	21%,26%	3%,7%	2%,8%
Bachelor’s degree in another field	11%,18%	7%,3%	3%,22%
Advanced degree in Early Childhood or Child Development	9%,33%	27%,43%	0%,15%
Advanced degree in another field	8%,19%	0%,17%	5%,39%
RI Teacher Certification in Early Childhood (Grades PK-2)	9%,38%	3%,10%	3%,39%
RI Teacher Certification in Early Childhood Special Education	5%,34%	3%,7%	5%,17%
RI Teacher Certification in Elementary Education (Grades 1-6)	3%,24%	3%,3%	3%,22%

Note. Percentages displayed indicate percent currently working toward and percent interested in working toward additional credentials, in that order.

Exhibit A12. Existing Trajectories for Accessing Postsecondary Pathways and Supports

Trajectory Options
<ul style="list-style-type: none"> A child care teacher with only a high school diploma can enroll in a CDA cohort training program supported through a DHS quality contract. Exam fees are supported through the T.E.A.C.H. Rhode Island scholarship program. Students who receive their CDA certificate can earn 3 credits in Field I that can be applied toward the CCRI 24-credit program or the CCRI Associate’s degree. Teachers who choose to enroll in CCRI’s Associates degree program may be able to access financial support for tuition through T.E.A.C.H. and/or apply for federal student aid programs.
<ul style="list-style-type: none"> A child care teacher with a high school diploma or CDA can enroll for free in CCRI’s early childhood education and training program (ECETP) and earn 12 ECE credits, tuition, and books for free, that can be applied towards CCRI’s certificate in human services or Associates degree program. Teachers who choose to enroll in CCRI’s Associates degree program are eligible to apply for T.E.A.C.H. Early Childhood@ Rhode Island and/or for federal student aid programs.
<ul style="list-style-type: none"> Through articulation agreements between CCRI, RIC, and URI, a child care teacher or college student who completes an Associates degree in early childhood at CCRI can transfer to RIC or URI and complete a Bachelor’s degree or PK-2 credential program (if they meet entry requirements) there. They may be able to access financial support for tuition through T.E.A.C.H. Early Childhood@ (RIC & CCRI) and/or apply for federal student aid programs.
<ul style="list-style-type: none"> A recent high school graduate who is interested in becoming a certified Pre-K teacher can enroll at CCRI, RIC, or URI and get on a pathway to complete a Bachelor’s degree in early childhood or PK-2 credential. If the student chooses to enroll in CCRI, they can obtain an Associates degree tuition-free through Rhode Island Promise, and can access federal student aid to complete a bachelor’s degree. Students who choose to enroll directly in RIC or URI can also access federal student aid.
<ul style="list-style-type: none"> An individual with a bachelor’s degree in another field who wants to earn PK-2 certification can enroll in URI’s post-baccalaureate certificate program, but will not have access to financial aid.

Exhibit A13. Key Components of New Jersey Certification Pathway Model

Key Component
<ul style="list-style-type: none"> • <i>Funding to higher education programs.</i> To encourage universities to develop programs to meet the needs of teachers who were already working in Pre-K programs, NJ created two grant programs that awarded funding to support innovative teacher training models including weekend and distance learning programs and satellite campuses that were more accessible to working Pre-K teachers.
<ul style="list-style-type: none"> • <i>Scholarships to teachers working towards degrees and certification.</i> The New Jersey Department of Human Services provided scholarships of up to \$5,000 for Pre-K teachers working toward an Associates, Bachelor's, or Masters degree and teacher certification. These scholarships were paid directly to post-secondary institutions when teachers enrolled in courses rather than requiring teachers to pay out of pocket and seek tuition reimbursement.
<ul style="list-style-type: none"> • <i>Release time for coursework.</i> During the period when NJ provided scholarships, the state also provided an expanded pool of substitute teachers so that teachers could attend classes. (https://learningpolicyinstitute.org/sites/default/files/product-files/Building_Early_Learning_System_Works_CA_BRIEF.pdf)
<ul style="list-style-type: none"> • <i>Alternative routes to certification.</i> New Jersey was the first state in the country to create an alternative certification pathway, in the early 1980s. Alternative certification proved valuable in helping the state meet the Abbott mandate for Pre-K teachers, because it enabled individuals with a bachelor's degree to enter Pre-K classroom with minimal preservice training and earn certification through a combination of in-service coursework and on-the-job mentoring. This was particularly beneficial to currently working childcare teachers, for whom taking a semester off work to complete a traditional student teaching assignment was not a viable option.
<ul style="list-style-type: none"> • <i>Comparable compensation for Pre-K teachers in community-based settings and public school preschools with other public school teachers.</i> This created an incentive for teachers in community-based settings to obtain higher education and certification, and enabled community-based settings to retain teachers once they earned certification.