

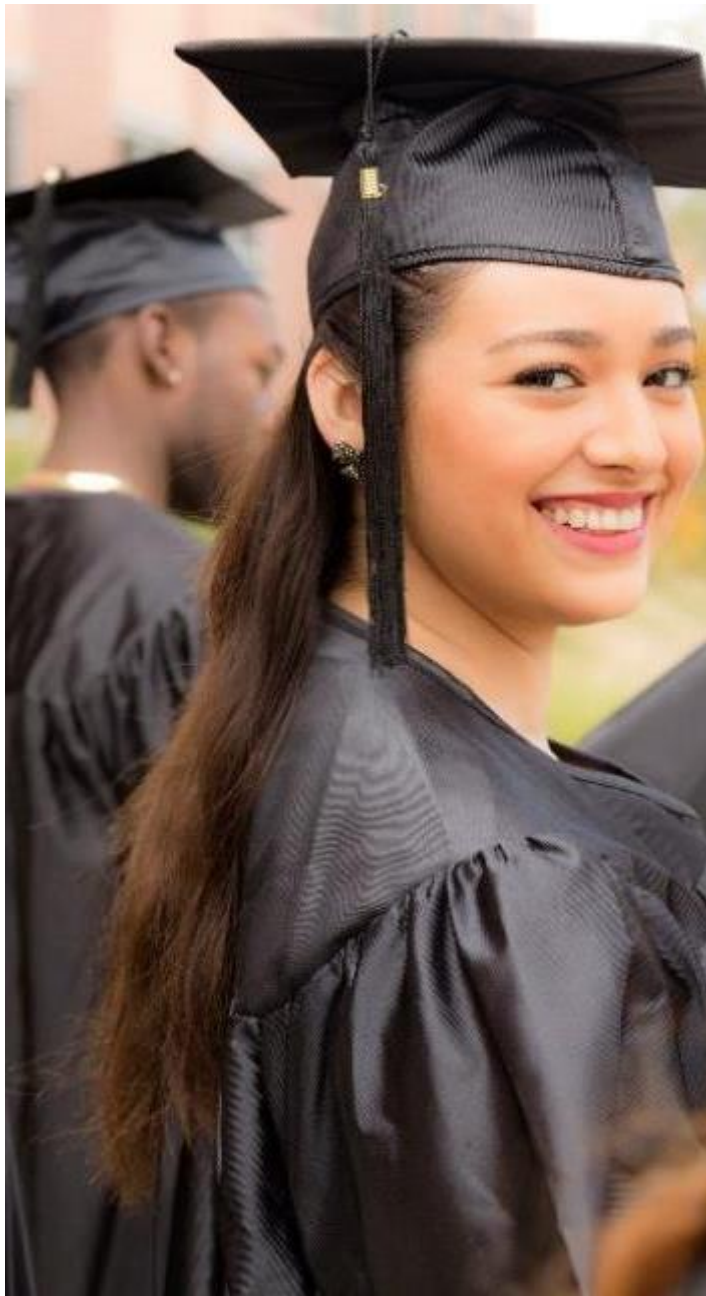
Building Stronger High School Pipelines to Careers in Early Childhood Education



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Agenda

- Provide a brief overview of the Early Childhood Education (ECE) landscape in Florida.
- Discuss the challenges of recruiting and retaining qualified early educators.
- Provide general information about the T.E.A.C.H. Early Childhood® Scholarship program.
- Share the high school EC-CTE model in Florida.
- Discuss the EC-CTE study including design, findings, and implications.



- ✓ Pre-pandemic compared to Post-pandemic (e.g., turnover, enrollment, lay-offs, rehiring)
- ✓ Federal Legislation and funding (\$2.5B to Florida)
- ✓ Systemic approach to an early learning system
- ✓ Quality programming through highly-qualified educators
- ✓ Wage and benefit parity with public school for similarly qualified educators

Early care and education is essential...



Benefits and opportunities associated with T.E.A.C.H.

- Professionalize the workforce by providing opportunities to pursue higher education.
- Provide financial support for educators to earn and renew credentials and pursue degrees.
- Provide wrap-around supports to help them meet their educational goals.
- Provide compensation for contract completion and advancement in training in education.
- Respond to current needs of the field (i.e., computer reimbursement, Infant-Toddler model, Secondary CTE model).

Development of the EC-CTE model

- Articulation Committee brainstorm (2015-16)
- Approval to explore the CTE model
- Pilot project launched (2016-17: Broward and Miami-Dade)
- Funding cut (2017-18); partnership expansion stalled
- Statewide expansion (2018-19) through invitation to eligible districts
- Progress impacted by COVID-19 (2019-20 and 2020-21)



Participation by academic year

Academic Year	# Students who earned N-CDA
2016-17	317
2017-18	T.E.A.CH Funding Cut ☹️
2018-19	976
19-20	739
20-21	665/73
Total	2697

EC-CTE model

- Students take 120 hours of ECE coursework in their high school classes, over three to four years.
- Students complete 480 hours of field-based experience.
- Students complete required DCF training (40 + 5 hours).
- Students who meet these eligibility criteria earn Early Childhood Professional Certificate (ECPC) from FL DOE.
- T.E.A.C.H. pays for 85% of assessment and application fees for N-CDA.
- Students graduate from high school with an ECPC and/or a N-CDA (entry-level, competency-based credentials).

Overview of the EC-CTE Study

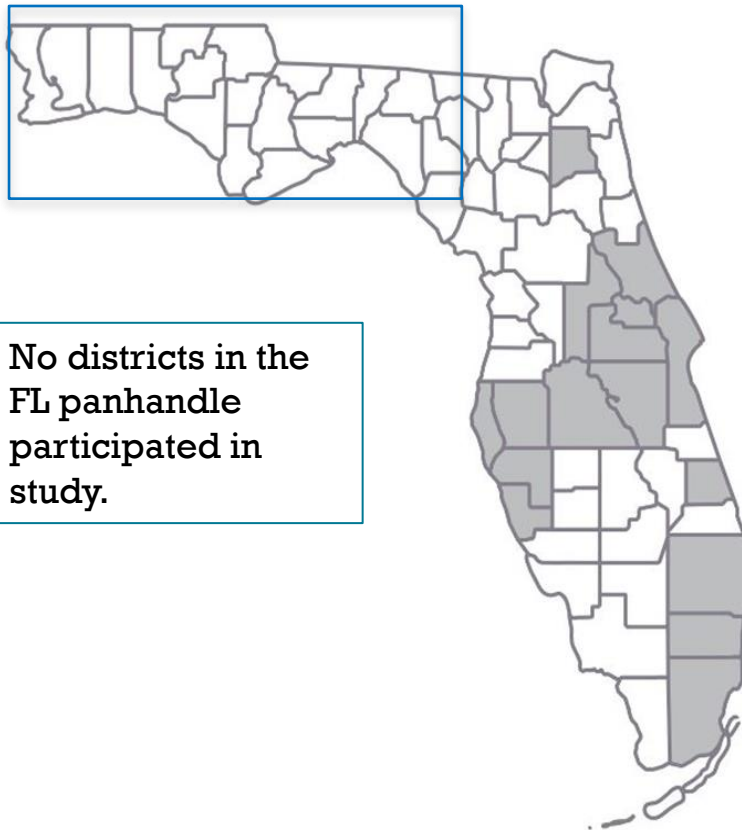
I looked at the educational and employment outcomes for high school students who graduated in 2019 from early childhood career and technical education programs (EC-CTE) in Florida. All participants received a T.E.A.C.H. Early Childhood[®] scholarship to pay for the National Child Development Associate[®] (CDA) credential[™]

- Educational and employment pathways
- Perception of preparedness for work in ECE
- Associations with participant characteristics
 - Gender
 - Race
 - Ethnicity
 - Preferred language
 - Family education level

Study Year: 2018-19

- **976** high school students participated.
- **395** of participating students responded to an electronic survey (41% response rate)
- Survey administered following the **2018-19** academic year.
- Students graduated in spring 2019 and received the survey in fall 2019.
- **16** Florida school districts participated.
- **73** public high schools with EC-CTE programs participated.

Participation by Florida school districts



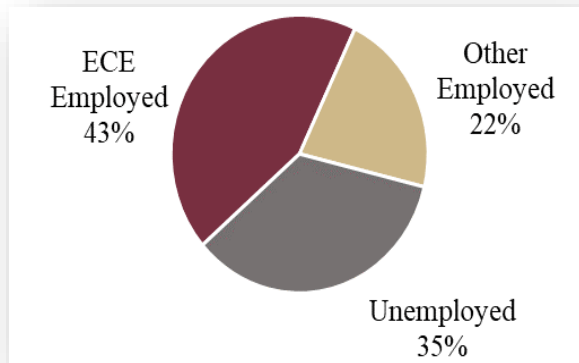
No districts in the FL panhandle participated in study.

- ✓ Shaded Counties participated in partnership.
- ✓ 81% attended high schools located in large suburban areas.
- ✓ 98% identified as female.
- ✓ 96% said English was their preferred language.

Broward, Miami-Dade, and Palm Beach school districts accounted for over half of Respondents in study.

Employment Pathways

- 43% of Respondents were Employed in ECE settings following graduation.
- 57% of those who were Other Employed were looking for jobs in ECE while they worked in retail/restaurant industry.
- Of the 35% who were Unemployed, the vast majority were enrolled in college.



Employment in Early Childhood Education

Position	%
Lead Teacher	20.5%
After School Teacher	17.9%
Teaching Assistant	43.6%
After School Teaching Assistant	10.3%
Nanny/Personal Child Care Provider	4.5%
Other	3.2%
Total	N=156

Educational Pathways

74% of Respondents enrolled in a college degree program after graduation.

- Most Respondents enrolled in AA degrees (no declared major).
- Only 12% of Respondents who enrolled in college declared an ECE major (A.S. or B.S. in ECE).

90% of those **NOT currently enrolled** said they intend to go to college in the future.

28% of those intending to go to college said they would likely major in ECE; over half were interested in the education field

Degree Program Enrollment for Survey Respondents

Degree Program Enrollment	%
Enrolled in College	73.54%
Not Enrolled	26.46%
Total	N=359

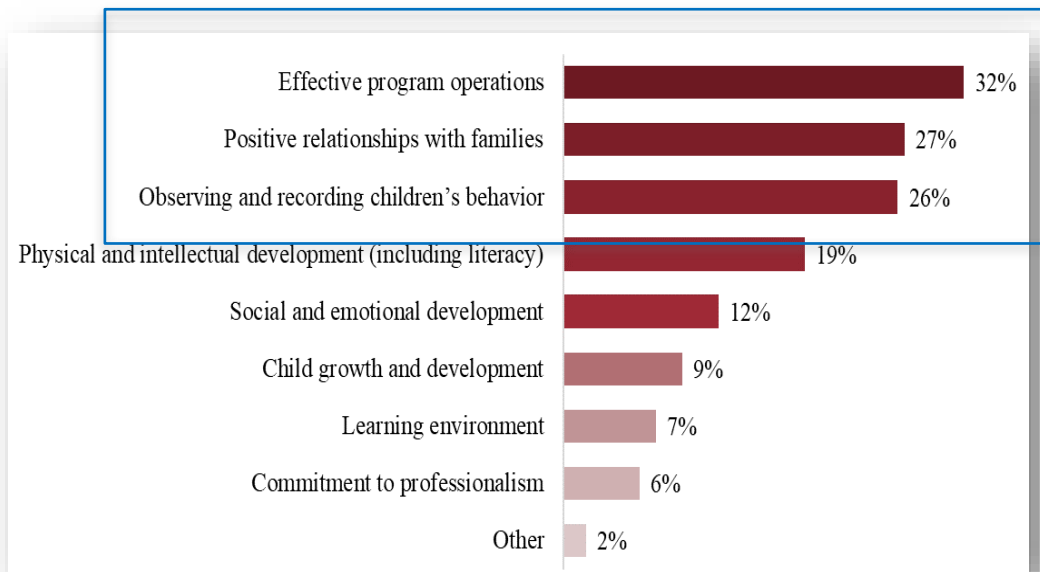
Current Majors for Enrolled Respondents

Enrolled Respondents	%
AS in Early Childhood Education	7.20%
AS NOT Early Childhood Ed	7.20%
AA General Curriculum	30.30%
Bachelor's degree in Early Childhood Education	4.92%
Bachelor's degree in Elementary Education	10.23%
Bachelor's NOT Early Childhood or Elementary Ed	23.86%
I haven't decided yet.	15.53%
(blank)	0.76%
Total	N=264

Preparedness in ECE

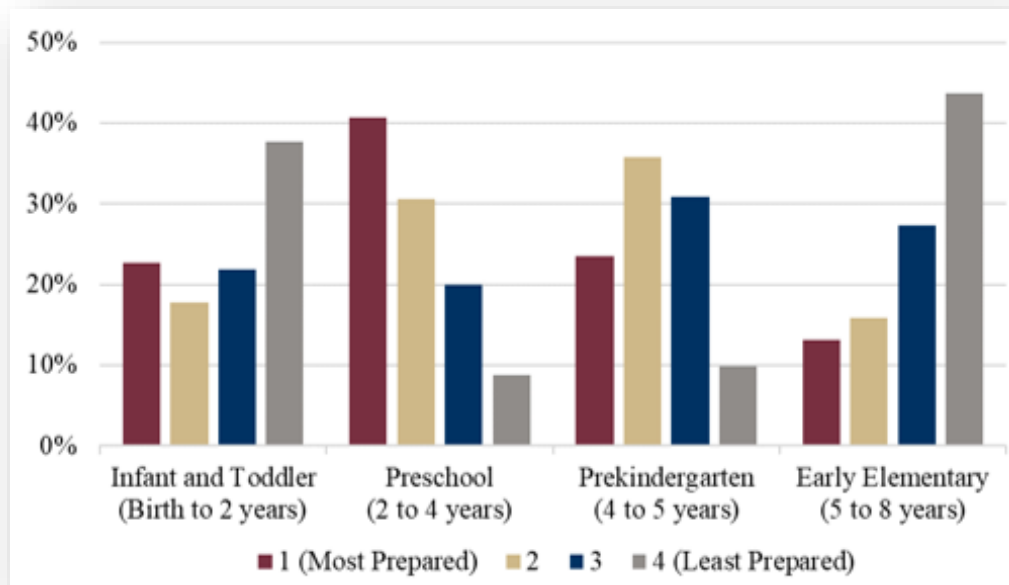
All Respondents said they felt at least **Somewhat Prepared** for a career in the early learning field.

- 91% said they felt **Very Prepared**; however, they also said they would like more training and education in the following areas:



Preparedness by child age group

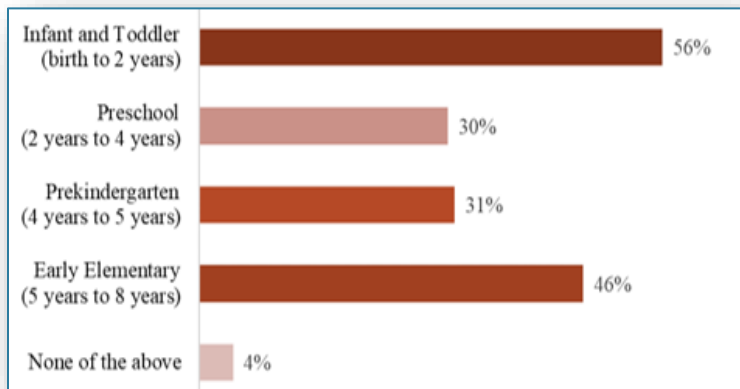
- Respondents felt **most prepared** to work with children in the preschool age group (2-4 years old) and **least prepared** to work in the Infant-Toddler and Early Elementary age groups.



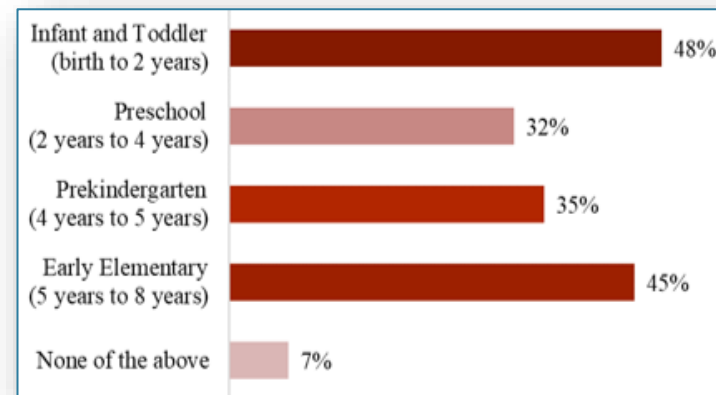
Need for more training and experience

- Most Respondents would like more education, training, and experience working with infants and toddlers and early elementary age children.

Respondents' Perceived Need for more
Direct Experience by Age Group



Respondents' Perceived Need for more
Education and Training by Age Group



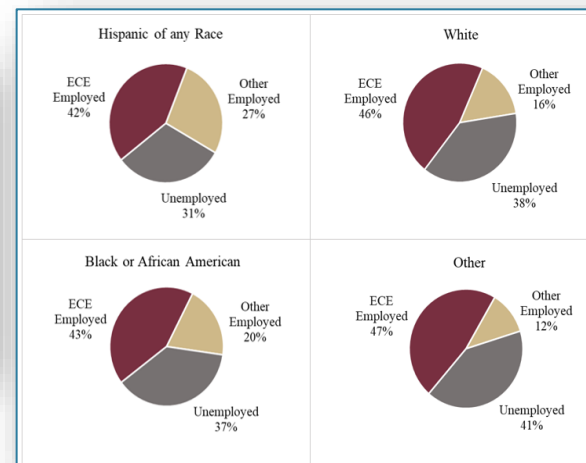
Race/ethnicity & employment status

- **ECE Employed:** Consistent with race/ethnicity representation in the study population.
- **Other Employed:** 60% identified as Hispanic (overrepresented) and 23% identified as White (underrepresented).
- **Unemployed:** Lowest percentage of unemployed observed in Hispanic category.

Employment Status and Race/Ethnicity

Race/Ethnicity	All Survey Respondents	ECE Employed	Other Employed	Unemployed
Hispanic of any Race	49.62%	46.15%	60.26%	43.20%
White	30.89%	33.33%	23.08%	34.40%
Black or African American	14.68%	15.38%	14.10%	16.80%
Other	4.81%	5.13%	2.56%	5.60%
Total	N=395	N=156	N=78	N=125

Race/Ethnicity and Employment



Family education and employment

- **ECE Employed:** Highest percentage of no college credit earned in family (30%).
- **Other Employed:** Fewer family members with a degree, but highest percentage of family members who had earned some college credit.
- **Unemployed:** 60% indicated that a parent or sibling had earned a college degree, and only 16% of this group indicated that no one had earned college credit.

Family Education Level for Respondents Employed in ECE

Family Education Level	All Survey Respondents	ECE Employed	Other Employed	Unemployed
College Degree	50.64%	49.03%	41.03%	60.00%
Some College	23.66%	20.65%	32.05%	24.00%
No College	25.70%	30.32%	26.92%	16.00%
Total	N=393	N=155	N=78	N=125

Race/ethnicity and college enrollment

- Overall, 74% of participants enrolled in college.

College Enrollment and Race and Ethnicity

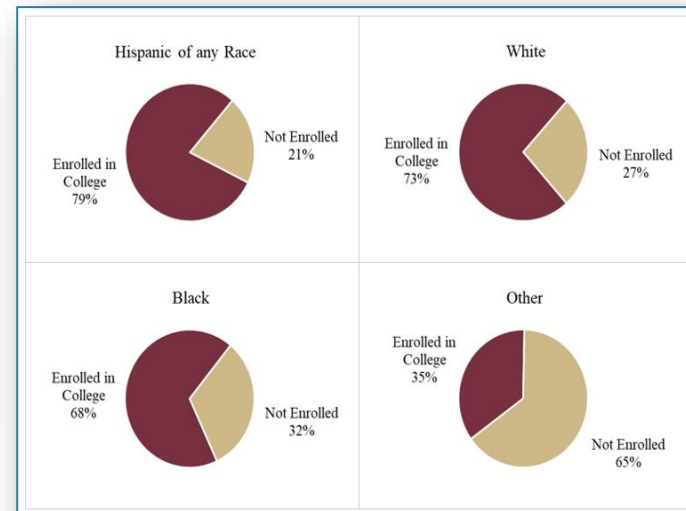
Race/Ethnicity	All Survey Respondents	Enrolled in College	Not Enrolled
Hispanic of any Race	49.62%	51.89%	37.89%
White	30.89%	31.44%	31.58%
Black or African American	14.68%	14.39%	18.95%
Other	4.81%	2.27%	11.58%
Total	N=395	N=264	N=95

Respondents Interested in Enrolling in College

Race/Ethnicity	Yes	No	Undecided
Hispanic of any Race	88.89%		11.11%
White	80.00%	3.33%	16.67%
Black or African American	100.00%		
Other	100.00%		
Total	N=85	N=1	N=9

Note. This table is displayed using row totals.

Race/Ethnicity Categories and College Enrollment



Implications and Recommendations

- High school EC-CTE programs serve as a viable pipeline to the field...but it is a little leaky.



- Participants felt they needed more training and experience post-graduation, which helps T.E.A.C.H. build capacity to meet the needs of these new educators.

Implications & Recs cont'd

- Directly and explicitly communicate to graduates that the N-CDA and Florida Staff credential articulate to a minimum of 9 college credits at state and community colleges for students pursuing an Associate degree.
- Coordinate virtual and in-person career fairs to match those seeking employment with programs in need of credentialed early educators.
- Consider implementing Early Childhood Educator INCENTIVE\$ Florida statewide to increase compensation for increased education.
- Implement a structured mentorship program for new early educators and provide bonuses for those who are effectively involved.

Questions or Comments



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