

**Agency: Commerce, Community and Economic Development****Grants to Named Recipients (AS 37.05.316)****Grant Recipient: Child Care Connection, Inc.****Federal Tax ID: 92-0113419****Project Title:****Project Type: Other**

# Child Care Connection, Inc. - Retaining Our Outstanding Teachers (ROOTS) Awards

**State Funding Requested: \$1,000,000****House District: Anchorage Areawide (16-32)**

One-Time Need

**Brief Project Description:**

ROOTS Awards provide professional development incentives to recruit and retain a more qualified workforce and improve the quality of child care.

**Funding Plan:**

Total Project Cost:	\$2,250,000
Funding Already Secured:	(\$150,000)
FY2013 State Funding Request:	<u>(\$1,000,000)</u>
Project Deficit:	\$1,100,000

*Funding Details:*

*The Child Care and Development Fund (CCDF), authorized by the Child Care and Development Block Grant Act, has provided grant funds through the State to Child Care Connection, Inc. dba thread since 1990. thread uses a portion of these federal funds for professional development and training to attract and retain a high quality workforce. \$150,000 from the CCDF funds will be allocated to support financial reimbursements for access to higher education for professional development.*

**Detailed Project Description and Justification:**

ROOTS (Retaining Our Outstanding Teacher) Awards are a cornerstone in improving the quality of child care. Alaska has been rated in the bottom ten states for quality of child care. The turnover rate for early care and education teachers in Alaska is approximately 46% (2003, Market Rate Survey). Teacher retention promotes attachment and quality relationships between young children and those who care for them which are crucial to optimal brain development and learning. Low wages and lack of financial resources for teachers' professional development impacts recruitment and retention of a qualified and stable workforce. Positive child outcomes are increased with higher levels of teacher preparation and formal education.

This funding will allow thread to begin a pilot ROOTS award program in Anchorage that will link our statewide efforts to reduce the turnover rate among early care and education teachers with high quality standards for child care. Caregivers' employment, wages and advancement are tied to training, education and performance. The direct result has been a dramatic reduction in staff turnover and increased quality of care for children.

Alaska's 2008 Professional Development Plan for the Early Care and Education Workforce outlines strategies for increasing compensation to retain qualified personnel and linking increases in qualifications to increased compensation. The

Professional Development Plan is integrated with key statewide early childhood initiatives whose goals and objectives support workforce development for early care and learning professionals. ROOTS Awards will align these common workforce development strategies to create professional pathways for early childhood workers to ensure our children are taught by qualified teachers.

Many statewide plans and initiatives have goals and priorities supporting the need for ROOTS Awards. These include:

-The System for Early Education Development (SEED): Create financing and outreach strategies to increase capacity and retention of practitioners in the early education field.

-Alaska Early Childhood Coordinating Council (AECCC): Quality Rating and Improvement System Initiative (QRIS) provides financial incentives for professional development and AECCC's priority includes indentifying methods to increase the pay in early childhood settings, particularly for those with higher degrees.

-Best Beginnings: Support an increase in compensation and benefits for early childhood educators, commensurate with K-12 teachers having similar experience and education.

-Early Childhood Comprehensive Systems (ECCS): The early childhood workforce will be well-qualified and fairly compensated.

-Head Start: All programs will utilize the State Professional Development Framework.

-Governor's Summit on Early Learning (2007): Create a statewide professional development plan ensures there are adequate supports to build an early care an education workforce such as wage incentive programs and financial supports for education and training.

The Alaska 2009 Child Care Market Rate Survey with 395 respondents provides data supporting the need increased professional development. The majority (81%) of responding programs report needing to hire new staff from once every month to 2-3 times per year and 61% of all providers report hiring and retaining qualified staff as "very difficult." Responses to questions about challenges with staff retention include lack of qualifications/education as the number one factor with lack of ability to offer benefits as second. Center/group home providers reported to hire and retain qualified caregivers requires on average \$12.50 per hour.

thread, Alaska's Child Care Resource and Referral Network, has the infrastructure to incentivize teachers with current credentials through ROOTS Awards. Alaska SEED (System for Early Education Development) is Alaska's early childhood professional development system. SEED is guided by the Professional Development Committee (PDC) which is comprised of early education stakeholders who meet quarterly. thread manages the Alaska SEED registry, a data base supporting early childhood professionals. Through the registry, thread is able to track workforce demographics and educational characteristics to identify challenges, track progress, and develop policies that address low wages, high turnover and inadequate access to training and education. To impact retention, these awards must be calculated and distributed at significant levels that follow the SEED Professional Framework. Formal evaluation has shown that compensation programs have demonstrated considerable increased retention rates in states where initiatives exist.

There are currently 1300 individuals registered in the SEED registry who are employed in the early childhood field who do not have the basic Child Development Associate (CDA) Credential (SEED levels 1-4). This gap accounts for 60% of current

licensing variances. thread will utilize federal CCDF funds to provide up to \$500 per year for qualified education expenses for early educators working in licensed programs to assist them in advancing to level 5 on the SEED Career Ladder.

Each tier is tied to incremental educational attainment with a 60% increase for each tier. Calculations are based on the current professional development of the early childhood field to include child care and Head Start. The following is the distribution formula for the ROOTS Awards:

Up to 228 individuals in TIER I--Child Development Associate Level (SEED levels 5, 6 & 7) which includes a CDA and unrelated AA with credits or Occupational Endorsement will be eligible to receive a wage increase of \$2,808.

Up to 131 individuals in TIER II--AA/AAS Level (SEED levels 8 & 9) which includes related AA and ECE AA and unrelated BA will be eligible to receive a wage increase of \$3,328.

Up to 149 individuals in TIER III--BA/BS/MA Level (SEED levels 10, 11 & 12) which includes related BA, unrelated BA with ECE credits, BA in ECE, & MA will be eligible to receive a wage increase of \$5,324.

High quality child care is characterized by a well-trained and well-compensated staff, small teacher-to-child ratios, a safe and healthy environment, and continuity of the caregiver. By implementing ROOTS Awards, we will be able to advance the common goals among a cross-sector of statewide early childhood initiatives to develop and retain a competent, stable and adequately compensated workforce of early childhood professionals.

### Project Timeline:

The pilot project is planned in Anchorage for July 1, 2012 thru June 30, 2015

### Entity Responsible for the Ongoing Operation and Maintenance of this Project:

Child Care Connection, Inc. dba thread

### Grant Recipient Contact Information:

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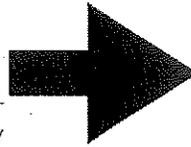
Has this project been through a public review process at the local level and is it a community priority?  Yes  No

# Positive Outcome Examples continued...

## Program

### California Compensation and Retention Encourage Stability (CARES) and WAGES initiatives

The purpose is to provide family and center-based child care workers with monetary compensation for improving their education and training qualifications.



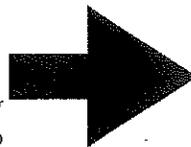
## Outcomes

- The program is "significantly improving the retention rates and education level of current child care workers, and also paving the way for future professionals by increasing the interest in the field and possibly leading to a **more diverse and qualified applicant pool**".
- Participants were **more than twice as likely to be working in the same workplace** over a 2-year period than nonparticipants were.

## Program

### Washington State's Early Childhood Education Career and Wage Ladder Program

Offers incremental wage increases for increased experience, education and/or job responsibility.



## Outcomes

- Increased compensation and educational attainment were related to **increased retention rates** among child care workers.
- Employee retention at centers offering the program was **21% higher** than comparison centers.
- **Educational attainment and staff wages were significantly higher** in centers offering the program as compared to those that did not.
- Staff in Career Ladder centers **remained in their positions significantly longer** than at comparison programs.
- Newly hired staff had significantly **higher levels of education** than new staff at comparison centers.
- 88% of directors at centers offering the program believed the **quality of teaching and care had improved** and 92% felt that the program **increased staff professionalism and morale**.

**High quality child care is characterized by a well-trained and well-compensated staff, small teacher-to-child ratios, a safe and healthy environment, and continuity of the caregiver.**

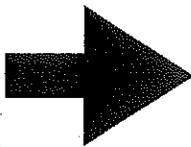
**Low wages lead to a high rate of turnover and a workforce that is undereducated and inexperienced, decreasing the quality of child care programs.**



## Program

### Illinois Great START (Strategy to Attract and Retain Teachers):

This program was created to offer monetary incentives to child care providers who work in full-time licensed child care programs in Illinois, and who exceed minimum education requirements for their position.



## Outcomes

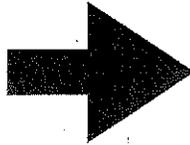
- By year 9, the annual **turnover rate among participants is 12%** compared to 30% for non-participants.
- Ninety percent of participants indicated that Great START **made them want to stay** in their current position.
- Over 80% of center directors interviewed reported Great START **made it easier to retain staff** and Great START **improved staff morale**.
- For those considering leaving their jobs, prior to participation in the 2003 Great START project, 60 percent indicated salary as the primary reason. After participation in the program that number fell to 24 percent.

# Positive Outcomes in Four States

## Overall Findings

### Professional development and retention programs for child care providers: Overall Findings

Compensation and retention initiatives are designed to reward early childhood professionals who complete training, attain credentials and degrees, and who exhibit commitment to the field of early childhood and/or their current workplace. They include a graduated pay scale that provides increased stipends or salary enhancements based on increased levels of training completion, credentials, or degrees. The outcomes of these programs have been well researched and documented and linked to several positive outcomes.



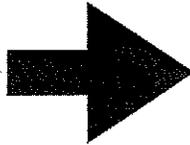
## Outcomes

- **Finding 1-Improved Retention:** In each case a corresponding drop in employee turnover at child care facilities has been measured and is usually found to be "considerably less".
- **Finding 2-Improved Education Levels:** All programs reviewed had a professional development component and thus all programs reported increases in education levels among child care staff.
- **Finding 3-Increased Professionalism:** Participants in most programs reported increased feelings of professionalism, along with increased morale among employees.

## Program

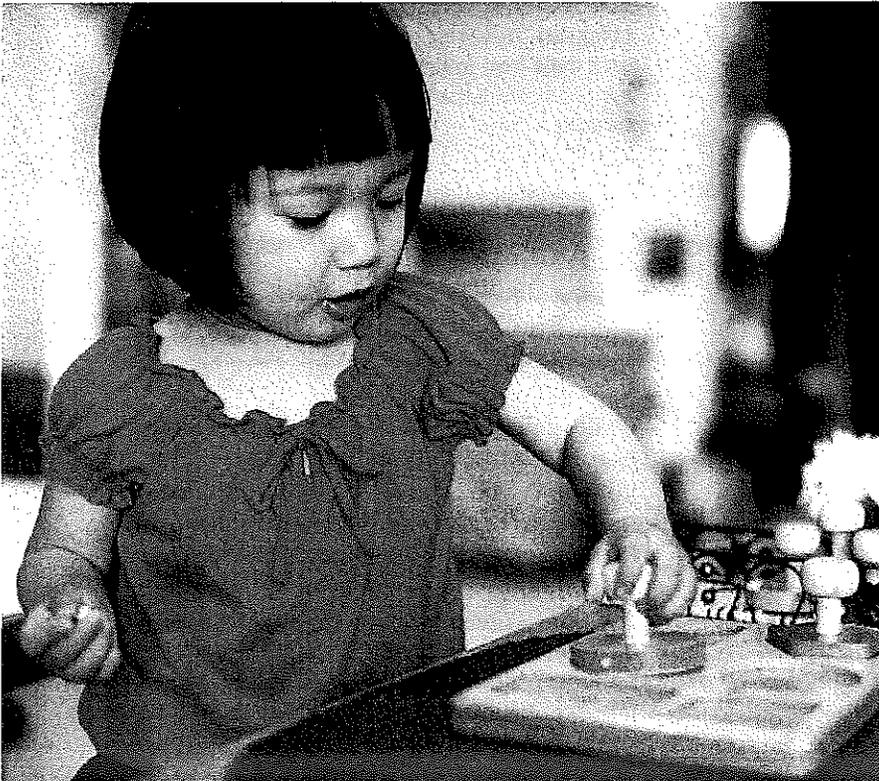
### North Carolina WAGE\$ Project

The goal of Child Care WAGE\$ is to provide financial incentives for staff who remain with their employers and who seek additional education.



## Outcomes

- Ninety-six percent of respondents stated that WAGE\$ **encouraged them to stay** in the current child care programs.
- The **turnover rate for WAGE\$ participants was 18 percent** compared to 31 percent among non-participants.
- Ninety-three percent agreed that the supplements provide an **incentive to seek additional coursework**.
- Twenty-one percent of program participants **moved up an education level** during the 2009-2010 program year.
- Ninety-nine percent of participants in the WAGE\$ program were **women**.
- Seventy-eight percent of participants earned less than \$12.00 per hour at the start of the program.



# Research-in-Brief

IWPR Publication # G715

May 2004

## Building a Stronger Child Care Workforce

### A Review of Studies of the Effectiveness of Public Compensation

This Research-in-Brief summarizes *Building a Stronger Child Care Workforce*, a report by the Institute for Women's Policy Research. The report discusses the outcomes of seven programs to improve child care worker wages, education, and retention. Outcomes were assessed by reviewing findings from program evaluations. This review suggests that on the whole child care practitioners who participated in these programs saw improved income, education, and retention levels. There is also evidence that the programs increased participants' morale and feelings of professionalism.

#### Introduction

In 2001, 56 percent of children ages three through five were in a preschool or early education setting (Federal Interagency Forum on Child and Family Statistics 2002). Given the large number of children served in these programs there has been a growing concern about the quality of the early care and education services that they provide. Research conducted over the past twenty years has consistently shown that the quality of children's early care and education is related to their cognitive and social development and may affect their math and language skills, relationships with peers, and academic success later in life (Campbell, Ramey, Pungello, Sparling, and Miller-Johnson 2002; Cost, Quality and Outcomes Study Team 1999). Among the primary factors associated with quality early education are the compensation, education, and retention of teachers (Helburn 1995; Howes, Smith, and Galinsky 1995; Whitebook, Howes, and Phillips 1998; Phillips, Mekos, Scarr, McCartney, and Abbott-Shim 2001). Well-paid and trained teachers maintain nurturing and consistent relationships with the children in their classrooms and guide them through successful transitions into elementary school.

In spite of their important role, early care and education practitioners, especially those working in child care centers and private homes, are among the lowest paid workers in the United States, which

contributes to high turnover in the field and affects the quality of care (Whitebook, Howes, and Phillips 1998). Inadequate compensation leads many of the best providers to leave the field for higher paying jobs (Whitebook, Howes, and Phillips 1998). In addition to its effects on quality, high turnover in the child care field can decrease the overall supply of services. Since maternal employment remains consistently high across the country, and low-income mothers of young children have been moving into the job market in growing numbers, demand is growing for high-quality, affordable early care and education. This growing need, and awareness of the link between quality and retention, has prompted policymakers and other stakeholders to create programs that provide increased compensation and other financial incentives for teachers who stay in the field and continue their professional development. This Research-in-Brief summarizes findings on the implementation and early effects of publicly supported compensation initiatives on the child care workforce.

#### Compensation Programs Included in the Study

To gauge the effectiveness of compensation programs that reward child care practitioners for attaining additional education and staying with their jobs, the Institute for Women's Policy Research (IWPR)

reviewed a set of evaluations of federal, state, and local efforts that offered such programs. To select programs for the review IWPR staff interviewed a set of experts in the field to ask which programs they consider as models in the field. IWPR included only programs that targeted practitioners working with children under age five and had: a professional development component linked to bonuses or a salary supplement; a formal or informal evaluation component; a specified data collection methodology; at least 12 months of data; reported results; and national recognition. IWPR gathered written program descriptions and any available evaluation materials and reports for each program selected for the study.

Seven programs were included in the report. The program characteristics varied, with some programs, for example, offering base salary increases for educational achievement and others providing scholarships to offset tuition and other participation expenses. Other programs provided wage supplements or bonuses to teachers who reached specified educational or other job-related milestones. Following is a list of the seven programs included in the report and a general description of their characteristics:

**1) Alameda Child Development Corps (California CARES<sup>1</sup>)**

Started in 2001, CARES provides participants with stipends based on their education level and as rewards for receiving additional training. To be eligible, participants must have received at least 12 college credits in early childhood education and must continue training to stay in the program. In 2002 stipends ranged from \$500-\$6,000.

**2) U.S. Department of Defense Caregiver Pay Program**

Started in 1989, the U.S. Department of Defense (DoD) program requires all Child Development staff to complete 13 training modules, and 24 hours of additional training annually. Training is tied to promotions and pay increases.

**3) Georgia Early Learning Initiative (GELI)**

Started in 1999, GELI has several components. Incentive\$ provides salary supplements to workers who have a degree or credential in child

development or early childhood education, and who stay at their jobs for at least 12 months. As of 2002 subsidies ranged from \$200-\$1,000 per year depending on education level. The T.E.A.C.H. Early Childhood Project subsidizes the cost of additional education and training for caregivers.

**4) T.E.A.C.H.<sup>2</sup> Early Childhood Project (North Carolina)**

The T.E.A.C.H. Early Childhood Project provides scholarships, through seven different programs, to workers in licensed centers or family child care homes, working toward a credential, Associates degree, or Bachelor's degree in early education. Monetary bonuses are provided as credits are completed and are contingent upon workers' agreement to remain on their jobs for one year.

**5) Child Care WAGES (North Carolina)**

The Child Care WAGES program provides wage supplements for every six months that workers remain on the job. The supplements range from \$200-\$4,000 depending on education, experience and job position, with an average supplement of \$392 in 2002. Workers may increase their supplements by pursuing additional education.

**6) Washington Early Childhood Education Career Development Ladder**

The Washington Early Childhood Education Career Development Ladder program helps participating child care centers pay their staff higher wages based on a career ladder, with rates set according to education level, tenure and job responsibility.

**7) Wisconsin Child Care Mentor Project**

The Wisconsin Child Care Mentor Project provides training to experienced and new practitioners through seminar series, college classes, and on-site training. Experienced practitioners, or "mentors," must have completed a minimum of 60 college credits related to early childhood education and have at least two years' experience. The mentors receive a stipend of \$300-\$500 for their participation. New

practitioners, or “protégés,” receive scholarships through the T.E.A.C.H. Early Childhood Project, and are expected to remain with their employer for at least one year after their participation.

IWPR reviewed program evaluation findings on whether child care providers were aware of the program opportunities, how the programs were monitored, and the documented effects on child care workers’ incomes, levels of education, and rates of turnover. Worker morale and feelings of professionalism were also examined when possible.

## Study Findings

This review suggests that on the whole child care practitioners who participated in these programs saw improved income, education, and retention levels. There is also evidence that the programs increased participants’ morale and feelings of professionalism.

### Improved Education Levels:

Since all programs reviewed had a professional development component it is certain that those who completed those components increased their education levels. Not all of the evaluations, however, provided data on post-program education levels compared with pre-program levels.

- Eighty percent of North Carolina’s WAGES\$ participants reported that wage supplements influenced them to pursue additional education beyond the minimum required for the program (Child Care Services Association 2001a).
- In Wisconsin’s Child Care Mentor Project, nearly half of participating protégés received their first college credit or child development training as a result of the project. Thirty percent of the program’s mentors were pursuing a degree in child development or a related subject by the end of the evaluation (Burton and Whitebook 2000).

### Improved Retention:

- In the Department of Defense Caregiver Child Development Program turnover rates decreased across all military branches after passage of the Military Child Care Act (MCCA) in 1989, from a mean turnover rate of 47.7 percent to a post-MCCA mean turnover rate of 23.6 percent in 1993 (Zellman and Johansen 1998).
- Using data collected from 1990-2001 by the T.E.A.C.H. Early Childhood Project, the project administrators reported that turnover among participants was considerably less than the 2001 state average (Child Care Services Association 2001b).
- Evaluators of the North Carolina Child Care WAGES\$ program reported that participant turnover was 18 percent during 2000/2001 compared with a statewide average of 31 percent during the same time period. Qualitative data indicated that many participants felt that the WAGES\$ program helped them remain in their jobs (Child Care Services Association 2001a).

### Higher Wages:

Although specific wage data were not available in all of the evaluations, several programs reported increases in wages associated with program participation.

- The Washington Early Childhood Education Career Development Ladder program appeared to have an effect on staff wages during the evaluation period. Staff employed at participating centers had higher wages and better benefits than comparison group staff. Wages among pilot center staff (an average of \$8.94) were higher across all positions than in the comparison group (an average of \$8.41), and these differences were statistically significant (Boyd and Wandschneider 2002).
- Wages for the Department of Defense Caregiver Pay Program participants increased by approximately \$2 per hour between 1989 and 1993 (Zellman and Johansen 1998) or by \$1.17 per hour when adjusted for inflation (IWPR calculation).

- Evaluators of North Carolina’s T.E.A.C.H. Early Childhood Project reported that participants’ wages increased during the study period more than the program rules required (Child Care Services Association 2001b).

### **Professionalism:**

- In the Child Care WAGES program, participants reported increased feelings of professionalism. Seventy-one percent of survey respondents indicated that they felt more appreciated and recognized for their work. Program directors reported increased staff morale and satisfaction as a result of participation in the program. Directors also said that they believed the increased staff continuity directly benefited the children in their programs (Child Care Services Association 2001a).
- Program Directors participating in the Washington Career Ladder program reported that their staff showed increased professional skills and more positive interactions with children; improved leadership and advocacy skills with parents and policy makers; and increased perceptions that their work provided a living wage and benefits and required specialized knowledge (Boyd and Wandschneider 2002).

### **Policy and Program Recommendations**

Based on evaluation findings, IWPR makes the following recommendations:

*\* Link professional development to financial gain.* Program participants are more likely to stay with their jobs and further their education when they receive even nominal financial support in the form of scholarships, stipends, or salary increases.

*\* Increase starting salaries for early care and education providers.* Higher starting salaries draw more qualified workers, who provide higher quality services.

*\* Establish minimum worker requirements.* Defining minimum requirements for early care and education professionals helps to stabilize the workforce and raise the bar on quality.

*\* Reach all potential participants.* To maximize programs’ success and impact, maximize marketing and outreach to the entire child care community.

*\* Support participants.* To offset the financial and time costs to program participants, programs must offer job flexibility in addition to educational opportunities.

### **The Importance of Evaluation**

The findings presented here must be viewed as preliminary, given the challenges faced by many program evaluators, such as inadequate funding and short timelines for monitoring. As policy makers consider numerous strategies to increase the quality of child care, they rely on evaluation data to determine where they should target future public funding. To determine the success of a compensation initiative, program planners should allocate adequate funds for program evaluation before they begin its implementation, and researchers must take great care to monitor program implementation and outcomes. Researchers should develop realistic evaluation plans that track workers’ salary and education levels, turnover rates, and how participants have applied their education to their jobs over time. Finally, states and communities should utilize these evaluations to develop their own initiatives to boost the quality of care available to their children.

<sup>1</sup> The acronym “CARES” stands for “Compensation and Recognition Enhances Stability.”

<sup>2</sup> The acronym “T.E.A.C.H.” stand for “Teacher Education and Compensation Helps.”

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This research in brief is based on the report *Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives* by Jennifer Park-Jadotte, Stacie Carolyn Golin, and Barbara Gault of the Institute for Women's Policy Research. This Research-in-Brief was written by Barbara Gault, Elizabeth Goergen, Feven Kiflu, and Heather Murphy of the Institute for Women's Policy Research with primary support from the A.L. Mailman Family Foundation. The full report was funded by the John S. and James L. Knight Foundation, the Lucile Packard Foundation, and the A. L. Mailman Family Foundation. This resource was prepared as a part of IWPR's overall Child Care Technical Assistance Project, funded by the John D. and Catherine T. MacArthur Foundation.

The Institute for Women's Policy Research (IWPR) is a public policy research organization dedicated to informing and stimulating the debate on public policy issues of critical importance to women and their families. IWPR works with policymakers, scholars, and public interest groups to design, execute, and disseminate research that illuminates economic and social policy issues affecting women and families, and to build a network of individuals and organizations that conduct and use women-oriented policy research. IWPR, an independent, non-profit organization, also works in affiliation with the graduate programs in public policy and women's studies at The George Washington University. IWPR's work is supported by foundation grants, government grants and contracts, donations from individuals, and contributions from organizations. Members and affiliates of IWPR's Information Network receive reports and information on a regular basis. IWPR is a 501(c)(3) tax-exempt organization.

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*System for Early Education Development*  
Professional Development and Retention of Early Educators  
(Public Policy Priority for 2012)

**THE ISSUE**

- The turnover rate for early care and education teachers in Alaska is approximately 46% (2003, Market Rate Survey). Teacher retention promotes attachment and quality relationships between young children and those who care for them which are crucial to optimal brain development and learning.
- Low wages and lack of financial resources for teacher's professional development impacts recruitment and retention of a qualified and stable workforce.
- Positive child outcomes are increased with higher levels of teacher preparation and formal education.

**PROFESSIONAL DEVELOPMENT AND RETENTION OF EARLY EDUCATORS**

- Three factors are positively associated with teacher quality: compensation, participation in professional development, and stability. Compensation appears to be the strongest predictor of classroom quality in child care centers (Kagan, et al., 2006). [thread](#), Alaska's Child Care Resource and Referral Network, has the infrastructure to incentivize teachers with current credentials through the ROOTS (Retaining Our Outstanding Teacher) Awards. To impact retention, these awards must be calculated and distributed at significant levels that follow the SEED Professional Framework. Formal evaluation has shown that compensation programs have demonstrated considerable increased retention rates in states where initiatives exist.
- Research has consistently shown that higher levels of provider education and training are associated with more positive and stimulating teacher behavior resulting in more positive child outcomes. Education and training that increase positive interactions between adults and children impacts multiple areas of development (Pianta, 2006; Ramey et al., 2008).
- The Department of Defense's (DoD) military child care system is a model which recognizes that the skills and compensation of a child's caregiver is central to their development. Caregivers' employment, wages and advancement are tied to training, education and performance. The direct result has been a dramatic reduction in staff turnover and increased quality of care for children. ROOTS Awards will link our statewide efforts to reduce turnover rate among early care and education teachers.

**ACTION NEEDED**

- \$2 million to increase professional development opportunities for early educators and to provide financial incentives to increase retention in the early education field.



Connected with [thread](#).

## Rationale for Alaska SEED ROOTS Awards

The Alaska 2009 Child Care Market Rate Survey<sup>1</sup> with 395 respondents provides data that supports the need for wage increases tied to increased professional development. The majority (81%) of responding programs report needing to hire new staff from once every month to 2-3 times per year and 61% of all providers report hiring and retaining qualified staff as “very difficult.” Responses to questions about challenges with staff retention include lack of qualifications/education as the number one factor with lack of ability to offer benefits as second. Center/group home providers reported that hiring and retaining qualified caregivers requires an average of \$12.50 per hour.

Other national programs such as WAGE\$®<sup>2</sup> has produced the following recent outcomes:

- The annual turnover rate was 15% for WAGE\$® Project participants in North Carolina, far less than the pre-program statewide turnover rate of 31% per year and less than the current statewide turnover rate of 24%.
- Sixty-four percent (64%) of WAGE\$® Project participants indicated that they had taken college level coursework since applying to the Child Care WAGE\$® Project and 86% plan to do so in the future.
- Nineteen percent (19%) of WAGE\$® Project participants moved up a level on the supplement scale due to continued education.

To increase early educators’ wages from the statewide average of \$11<sup>3</sup> per hour to the desired \$12 per hour would require the following increases. Each tier is tied to incremental educational attainment with a 60% increase for each one. Calculations are based on the current professional development of the early childhood field to include child care and Head Start.

SEED levels 1-4; working in EC field with up to 60 hours of training towards CDA and up to 3 EC credits	# of individuals 1,290 in Levels 1-4	Eligible for \$500 per year to advance to Tier I
<b>TIER I:</b> Child Development Associate Level (SEED levels 5, 6 & 7) includes CDA and unrelated AA with credits or Occupational Endorsement	228	228 x \$2,080 = <b>\$474,240</b>
<b>TIER II:</b> AA/AAS Level (SEED levels 8 & 9) includes related AA and ECE AA and unrelated BA	131	131 x \$3,328 = <b>\$435,968</b>
<b>TIER III:</b> BA/BS/MA Level (SEED levels 10, 11 & 12) related BA, unrelated BA with ECE credits, BA in ECE, & MA	148	148 x \$5,324 = <b>\$788,100</b>
<b>TOTAL ROOTS Awards</b>		<b>\$1,700,000</b>
<b>Administrative Costs</b>		<b>100,000</b>
<b>Project Evaluation</b>		<b>200,000</b>
<b>TOTAL Project</b>		<b>\$2,000,000</b>

<sup>1</sup>Alaska Department of Health & Social Services, Division of Public Assistance: Alaska 2009 Child Care Market Rate (Price) Survey

<sup>2</sup>Child Care WAGE\$® Project: An Evidenced-Informed Initiative

<sup>3</sup>Alaska Department of Labor & Workforce Development: 2010 Alaska Wage Rates

# CAREER LADDER

<b>LEVEL 1</b>	Working in the early care and education field <b>OR</b> High School diploma/GED with motivation to advance in the ECE field
<b>LEVEL 2</b>	12 hours of training approved for Child Care Licensing <b>OR</b> 1 ECE credit
<b>LEVEL 3</b>	SEED ECE Overview (32 hours) <b>OR</b> 2 ECE credits
<b>LEVEL 4</b>	45 hours of CDA training <b>OR</b> 45 hours of nationally recognized training <b>OR</b> 3-credit ECE introductory course, 90 hours of CDA training <b>OR</b> 90 hours of nationally recognized training <b>OR</b> 6 ECE credits
<b>LEVEL 5</b>	90 hours of CDA training <b>OR</b> 90 hours of nationally recognized training <b>OR</b> 6 ECE credits
<b>LEVEL 6</b>	12 ECE credits <b>OR</b> ECE Occupational Endorsement <b>OR</b> Current CDA <b>OR</b> AA in unrelated field with either the SEED ECE Overview or 3-credit ECE introductory course
<b>LEVEL 7</b>	24 ECE credits <b>OR</b> Current CDA with ECE Occupational Endorsement <b>OR</b> AA/AAS in unrelated field with 12 ECE credits <b>OR</b> 30-credit ECE certificate  <b>EI/ILP (INFANT LEARNING PROGRAM) DEVELOPMENTAL ASSISTANT</b> AA/AAS in unrelated field with 12 ECE credits
<b>LEVEL 8</b>	AA/AAS in related field with either the SEED ECE Overview or 3-credit ECE introductory course <b>OR</b> AA/AAS in unrelated field with 15 ECE credits <b>OR</b> BA/BS in unrelated field with either the SEED ECE Overview or 3-credit ECE introductory course  <b>EI/ILP TRACK: DEVELOPMENTAL ASSOCIATE</b> BA/BS in unrelated field with 3 EC Development credits <b>OR</b> AA/AAS in related field
<b>LEVEL 9</b>	AA/AAS in ECE <b>OR</b> AA/AAS in related field with 12 ECE credits <b>OR</b> AA/AAS in unrelated field with 24 ECE credits <b>OR</b> BA/BS in related field with either the SEED ECE Overview or 3-credit ECE introductory course <b>OR</b> BA/BS in unrelated field with 12 ECE credits  <b>EI/ILP TRACK: DEVELOPMENTAL SPECIALIST I</b> BA/BS in related field with 3 EC Development credits <b>OR</b> MA/MS in unrelated or related without license or teaching certificate <b>OR</b> AAS in SLP with license
<b>LEVEL 10</b>	BA/BS in ECE <b>OR</b> BA/BS in related field with 12 ECE credits <b>OR</b> BA/BS in unrelated field with 24 ECE credits  <b>EI/ILP TRACK: DEVELOPMENTAL SPECIALIST II</b> BBA/BS in related field with 3 EC Development credits <b>AND</b> professional license or teaching certificate
<b>LEVEL 11</b>	Masters in ECE <b>OR</b> Masters in related field with 12 ECE credits <b>OR</b> Masters in unrelated field with 24 ECE credits  <b>EI/ILP TRACK: DEVELOPMENTAL SPECIALIST III</b> MA/MS in related field with 3 EC Development credits with professional license or teaching certificate
<b>LEVEL 12</b>	Ph.D. oriented, or with emphasis in, ECE  <b>EI/ILP TRACK: DEVELOPMENTAL SPECIALIST IV</b> Ph.D./ED in related field with 3 EC Development credits with professional license or teaching certificate

## INTERPRETATION OF LEVELS

Degrees and credits for each level must be within the ECE field which includes early education, child development, or other related areas of study listed above. While professionals within the field have credits and degrees outside the ECE field, the Alaska SEED Registry recognizes specific preparation in ECE to advance on the Framework.

### LEVEL 1

- » High School Diploma or GED is not required to be a member in the Alaska SEED Registry.
- » Work in the field of early care and education includes both direct care and education and administrative/consulting roles as detailed on the Registry Application.

### LEVEL 2

- » Training must be from a SEED approved source including: Child Care Resource and Referral Agency (CCR&R), accredited university, CDA Council, Child Care Licensing, Head Start, military, Infant Learning, school district, Child Care Food Program, early childhood conferences, distance delivery such as Child Care Exchange, Nova, Wheelock, CARE Courses, Concordia, Bank Street, Montessori, or training received outside of the United States.

### LEVEL 3

- » 32-hour, SEED Early Childhood Education Overview: Foundations of Early Education (please refer to Glossary of Terms above).

### LEVEL 4

- » Training must meet CDA guidelines and include 3 of the 8 CDA core knowledge content areas: Growth and Development, Observing and Recording, Physical and Intellectual, Planning Safe, Healthy Learning Environments, Professionalism, Program Management, Social and Emotional Development, Relationships with Families.
- » Nationally recognized training that meets SEED standards, for example "Parents as Teachers" and Montessori.
- » 3 ECE credits must be an introductory course in ECE.

### LEVEL 5

- » Training must meet CDA guidelines and include 6 of the 8 CDA core knowledge content areas listed above.
- » Nationally recognized training (see Level 4).
- » A 3-credit introductory course must be included in the 6 ECE credits.

### LEVEL 6

- » Occupational Certificate/Endorsement such as School-Age, Infant/Toddler, Behavioral Health, Special Education.
- » A 3-credit introductory course must be included in the 12 ECE credits.
- » The CDA must be current at the time of application to the Registry and be kept current to maintain this level.

### LEVEL 7

- » 4 ECE credits with no specific course requirements.
- » The CDA must be current at the time of application to the Registry and be kept current to maintain this level.
- » Occupational Certificate/Endorsement (see Level 6).
- » 30-credit ECE Certificate as defined by the University of Alaska.
- » EI/ILP Track: AA/AAS in unrelated field with 12 ECE credits and the Part C Credential.

### LEVEL 8

- » 32-hour, SEED Early Childhood Education Overview (see Level 3)
- » 15 ECE credits with no specific course requirements.
- » **EI/ILP TRACK:** BA/BS in unrelated field with 3 EC Development credits  
**OR** AA/AAS in related field (please refer to Glossary of Terms above) and Part C Credential.

### LEVEL 9

- » 32-hour, SEED Early Childhood Education Overview (see Level 3).
- » 2 or 24 ECE credits with no specific course requirement.
- » **EI/ILP TRACK:** BA/BS in related field (please refer to Glossary of Terms above) with 3 EC Development credits **OR** MA/MS in unrelated or related without license or teaching certification **OR** AAS in SLP (Speech Language Pathology) with license. Completion of Part C Credential.

### LEVEL 10

- » 12 or 24 ECE credits with no specific course requirement.
- » **EI/ILP TRACK:** BA/BS in related field (please refer to Glossary of Terms above) with 3 EC Development credits and an active professional license or teaching certificate. Completion of Part C Credential is required.

### LEVEL 11

- » 12 or 24 ECE credits with no specific course requirement.
- » **EI/ILP TRACK:** MA/MS in related field (please refer to above Glossary of Terms) with 3 EC Development credits with an active professional license or teaching certificate. Completion of Part C Credential is required.

### LEVEL 12

- » Emphasis in ECE must be clearly defined.
- » **EI/ILP TRACK:** Ph.D./Ed.D. in related field (please refer to Glossary of Terms above) with 3 EC Development credits with an active professional license or teaching certificate. Completion of Part C is required.

## GLOSSARY OF TERMS

**ECE:** Early Care and Education or Early Childhood Education

### 32-HOUR, SEED EARLY CHILDHOOD EDUCATION OVERVIEW: FOUNDATIONS OF EARLY EDUCATION:

This is an overview of the field of early childhood and is an orientation to working with young children. Participants must register for the full series of trainings that will include follow-up self-study for a total of 32 hours of training in all eight CDA areas.

**CREDITS AND/OR DEGREES:** All credits and degrees must be from an accredited university or college. To verify accredited universities or colleges, visit <http://ope.ed.gov/accreditation>.

**ECE AND RELATED FIELDS:** The list below identifies what constitutes direct ECE and related fields. This list is not exhaustive because of the dynamic nature of degrees and the variation among higher education institutes. The information below is intended as a guideline; each application will be reviewed individually.

- » **ECE** university degrees may include: Early Childhood Education, Child Development, Home Economics with emphasis in ECE, Family Consumer Science and Child Studies, Elementary Education, Child Nutrition, Child Psychology, Human Development, Nursery Education, Pediatric Nursing, Early Childhood Special Education, Early Childhood Mental Health
- » **RELATED** university degrees and may include: Psychology, Sociology, Social Work, Education, Special Education, Nutrition, Physical Education with an emphasis in ECE, Occupational Therapy, Physical Therapy, Speech/Language Therapy, Business/Management

### CDA(CHILD DEVELOPMENT ASSOCIATE

**CREDENTIAL):** To learn more about the CDA, visit [www.CDACouncil.org](http://www.CDACouncil.org)

### INFANT LEARNING PROGRAM (ILP) RELATED

**FIELDS:** Audiologist, family therapist, nurse, nutritionist, occupational therapist, physical therapist, speech and language pathologist, orientation and mobility specialist, pediatricians and other physicians, psychologists, social workers, early childhood (P-3), special educators, blind and visually impaired teachers, deaf and hard of hearing teachers (IDEA Federal Regulations Section 303.12 (a)(4)).

**INFANT LEARNING PROGRAM (ILP):** The Alaska ILP program, also known as the Early Intervention or Part C program, is a federally funded special education program that provides supports to infants, toddlers and their families (birth to age 3). Part C is a subsection of the Individuals with Disabilities Education Act (IDEA) which governs special education, specifically children birth to age 3. There are 17 EI/ILP/Part C programs throughout Alaska with technical assistance support from a State office located within the DHSS/OCS in Anchorage.

**PART C TRAINING:** In-service training credential required of all Alaska EI/ILP employees. All EI/ILP employees must successfully complete within 6 months of hire to move from provisional to professional status on the SEED registry. EI/ILP coordinators/supervisors work with the state training coordinator to support staff in successfully completing the Part C Credential. Please consult with your local EI/ILP coordinator for more details.

**CERTIFICATION/ LICENSURE:** Each discipline is issued different certification and/or licensure. Teachers are issued teaching certificates by State Departments of Education. Other professionals such as Occupational Therapist, Speech Therapist, etc. are issued licenses to practice their discipline by the State licensing board particular to their profession. An active teaching certificate from any state is acceptable. It is the responsibility of the EI/ILP employee to maintain an active teaching certificate or professional license and keep it updated with the SEED Registry.