



Effective, Valued & Well-Compensated Workforce

 PRIORITY

 LEGISLATIVE POLICY

 ADMINISTRATIVE POLICY

 RESEARCH QUESTIONS

Ensure a highly-skilled, well-compensated and supported workforce.



- Expand federal funding for home visiting, Early Head Start and Head Start with specific set aside for compensation
- Consider federal subsidization of early childhood workforce hourly rates, similar to the federal Work Study Program
- Incentivize inclusion of early childhood practitioners within insurance plans and retirement pools and/or establish shared services/benefit purchasing mechanisms for early childhood practitioners



- Provide guidance on using existing early childhood workforce funds to support home visiting workforce
- Create leadership pathways not solely based on degree attainment



- How do we increase workforce retention?
- To what extent does higher compensation solve retention?
 - + *Did Head Start's move to raise staff qualifications help or hurt the early childhood system? Have Head Start class scores improved in line with credential mandates? Have wages kept pace with K-12 with increased credentialing?*
- To what extent have salary increases impacted Start Early early childhood education workforce retention rates? Are there differences in retention rates based on program type, location, staff tenure, educational level, race and ethnicity or language spoken?
- What mechanisms have been used to secure funding for increased early childhood workforce salaries?
- What policy-level conditions and strategies are most conducive to creating a pipeline, recruiting, hiring, compensating, retaining, and providing ongoing supports to a diverse (e.g., racially, ethnically, linguistically, sex) early childhood workforce?

Find ways to keep people working in early childhood and improve their skills.



- Revamp staff qualification requirements in Head Start Act to align with competencies framework outlined in Power to the Profession
- Expand teacher education loan repayment and forgiveness program and scholarships, including for the home visiting workforce
- Expand apprenticeship programs to increase flow within the workforce pipeline



- Foster state and program efforts to improve workplace conditions including adequate facilities, healthy organizational climate and mental health supports
- Provide free or low-cost trainings and resources to support professional development – including supporting early childhood education staff to stay and thrive in their current role
- Promote state and program recognition of competencies, in addition to education and experience, in staff compensation and promotions



- What does the early childhood education workforce say they actually need and want to help them stay in their current roles or advance their profession within the field?
 - + *What are the experiences of racism among the workforce in early childhood settings? What are the associations between experiences of racism and stress and mental health outcomes for staff? What supports are most helpful to staff in navigating and addressing these experiences?*
- What are the most effective policies/mechanisms/strategies to grow a sustainable workforce pipeline of diverse, qualified staff for home visiting, early learning and care, Early Intervention and Early Childhood Special Education programs?

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Ensuring early childhood programs and staff are welcoming and supportive of families of all backgrounds, cultures and income levels.



- Invest in a workforce pipeline through apprenticeships and training for diverse program staff for home visiting, Early Head Start, Head Start and other early childhood programs
- Integrate language needs into the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) outcomes dashboard and other public reporting tools to better identify gaps in linguistically responsive services



- Support recruitment and training of staff from within communities for home visiting services and Early Head Start and Head Start programming
- Promote use of a broader array of research approaches and interaction measurement tools to ensure that services are responsive to a diverse array of families



- How and to what extent are the strengths, assets and cultural wealth of racially marginalized individuals, families, and communities being identified, leveraged and effectively built upon by early childhood program leaders and staff to support programming and outcomes?

Ensure child care programs and staff are ready, willing and able to support children of all abilities and needs.



- Enact federal regulations, including a clear definition of Least Restrictive Environment for children ages 3-5
- Expand types of programs eligible to pay staff providing services through IDEA Part B
- Expand and dedicate a portion of IDEA Part D funds to recruit, train and retain a diverse workforce prepared to support young children with delays and/or disabilities
- Increase federal scholarships, grants and pathways to student debt elimination for all Early Intervention and Early Childhood Special Education (ECSE) professionals



- Incentivize enforcement of CCDF standards related to inclusion
- Expand access to streamlined and low-cost credentialing and training services for staff working with children with or at risk of developmental delays and disabilities
- Provide supports to classroom teachers, such as coaching and job-embedded training, for working with children who are experiencing or who have experienced trauma



- What culturally relevant and meaningful practices do early childhood leaders and staff use to effectively partner with and center the voices of families and community members to build shared governance, community linkages and school-community relationships within racially marginalized communities?