



The Early Childhood Education Workforce in Rapides Parish, Louisiana: Findings from the 2018 Early Childhood Workforce Survey

Daphna Bassok, Anna Markowitz, Amy Smith, Laura Oleson, Maureen Coffey

Table of Contents

Acknowledgements	2
Introduction	3
Section 1: Workforce Characteristics	5
Section 2: Classroom Materials & Curriculum	12
Section 3: Professional Development and Coaching	20
Section 4: Classroom Assessment Scoring System (CLASS)	31
Section 5: Leadership	40
Section 6: Compensation & Supports	46
Section 7: Wellbeing.....	51
Section 8: Job Satisfaction, Job Commitment, and Teacher Turnover	57
Conclusion.....	66
Appendix.....	67

Acknowledgements

First and foremost, we are grateful to the early childhood educators throughout Rapides Parish who devoted their time and energy to complete the 2018 SEE-LA Workforce Survey and, in doing so, helped provide a uniquely rich look at the experiences, beliefs, and challenges of educators. We also thank Cindy Rushing, at the Rapides Early Childhood Network for her partnership and her commitment to this project, which made a huge difference for the successful roll-out of the survey.

In addition, we thank the early childhood team at the Louisiana Department of Education, particularly Nasha Patel, Director of Access and Quality for Early Childhood, for their true investment in research as one part of the strategy for improving early childhood opportunities in Louisiana.

We are grateful to the Spencer Foundation for their critical financial support through the Research-Practice Partnership Grants program. The findings and conclusions presented in this report do not reflect the opinions of the Spencer Foundation.

Finally, a special thank you to Katharine Sadowski for her substantial contribution to the development and dissemination of the SEE-LA Workforce Survey.

Introduction

Decades of research indicate that high-quality early care and education (ECE) can have a profound impact on a range of both short- and long-term outcomes. Early educators are the most critical driver of quality in ECE settings. It is therefore troubling that the ECE workforce in the United States is characterized by low levels of education, little training related to children's development, very low pay and, in turn, high levels of poverty, stress, and turnover. There are now widespread calls for bold new strategies to ensure the ECE workforce has access to the training and resources needed to provide young children with warm, responsive early learning opportunities.

Despite this growing interest and investment, there is surprisingly little information available about the lives and professional experiences of the ECE workforce. It is particularly uncommon to have comparable information about the workforce across the diverse types of publicly-funded ECE settings including subsidized child care, Head Start, and school-based pre-kindergarten.

To fill this gap, in the fall of 2018, a team at the University of Virginia (UVA), in partnership with the Early Childhood Office at the Louisiana Department of Education (LDOE), collected survey data as a part of the Study of Early Education in Louisiana (SEE-LA). Through this collaboration, every assistant teacher, lead teacher, and site leader in publicly-funded sites in the Louisiana parishes of Jefferson and Rapides was invited to participate in the voluntary SEE-LA Workforce Survey. The survey asked teachers and leaders about key early childhood quality improvement efforts in their communities, including classroom observations using the Classroom Assessment Scoring System (CLASS), which is an observation-based assessment tool that measures the quality of adult-child interactions in the classroom (CLASS, Pianta, La Paro, & Hamre, 2008) and the focus of Louisiana's Quality Rating Information System; as well as curricula, site resources, professional development, job satisfaction, and personal wellbeing. Together these categories encapsulate much of an early childhood educator's professional experiences in Louisiana.

The surveys were distributed both online and on paper to ensure widespread access. Across both parishes, surveys were received from 1,070 assistant and lead teachers, representing approximately 84% of the teachers in these settings; and from 132 site leaders, representing 72% of the ECE sites in these parishes. These unusually high response rates offer an unprecedented look at the experiences of nearly the entire universe of early educators working in publicly-funded early childhood settings in two Louisiana parishes. This report focuses on findings from educators in Rapides Parish. In Rapides, 87% of teachers and leaders of 85% of eligible sites responded.

Rapides is the ninth largest parish in Louisiana. It was selected for this “deep dive” into the early childhood workforce due to the diverse early childhood landscape and commitment to improving the quality of early childhood education. In Rapides, 27% of children live in poverty, a number that exceeds the national average, and a high proportion of families receive means-tested services (US Census Bureau, 2019). In 2018, Rapides was about 61% White, 32% Black, 3% Hispanic, and 2% Asian (US Census Bureau, 2018).

This report summarizes key findings from the SEE-LA Workforce Survey in Rapides Parish. Section 1 provides an overview of the demographic characteristics of the ECE workforce. Section 2 describes site materials and curricula. Section 3 addresses teachers’ experiences with professional development. Section 4 examines teachers’ experiences with, and attitudes towards, CLASS. Section 5 looks at ECE site leadership, including leaders’ self-reports of their management practices as well as teachers’ perspectives on their leaders. Section 6 describes compensation and supports for the ECE workforce. Section 7 describes the workforce’s emotional and financial wellbeing. Finally, section 8 examines hiring, teacher turnover, and job satisfaction. In each section, we first present overall patterns, and then highlight how results vary across site types (i.e., subsidized child care sites, Head Starts, and school-based pre-kindergarten¹). We discuss workforce characteristics across roles (i.e., assistant teachers², lead teachers³, and site leaders⁴), but the bulk of the main body of this report focuses primarily on the experiences of lead teachers and, as applicable, site leaders. Additional information about early educators in other roles – primarily assistant teachers – is available in the Appendix, which begins on page 67.

¹ Nonpublic schools were also included in our sample as schools. For parsimony we use the term school or school-based to encompass both public and nonpublic schools.

² Assistant teachers include teaching aides and paraprofessionals. They are defined as any teacher who does not serve as the main teacher or one of the main co-teachers of a classroom.

³ Lead teachers are the primary caretaker or instructor in their classroom. This may include co-teachers who both identify as the leader of the classroom.

⁴ Site leaders include site directors, school principals, assistant directors, assistant principals, educational coordinators, and site supervisors.

Section 1: Workforce Characteristics

This section describes the early childhood workforce in Rapides Parish, including assistant teachers, lead teachers, and site leaders. It begins with basic demographic information – such as age, gender, and race – and then describes the workforce’s education and experience. Throughout the report, we examine three early childhood site types: child care centers (restricted to sites receiving public funding, such as child cares subsidies through the Child Care Assistance Program), Head Start (including Early Head Start) sites, and public and nonpublic schools with pre-kindergarten classrooms.

Demographics

Table 1 shows basic demographic characteristics of the early childhood education workforce. The overwhelming majority of early childhood educators were female. Close to 60% of assistant and lead teachers and 77% of site leaders were White.

Table 1. Demographic Characteristics of Assistant Teachers, Lead Teachers, and Site Leaders

	Assistant Teachers	Lead Teachers	Site Leaders
Average Age	41.4	38.9	50.9
% Female	98.2	99.6	92.0
% White	57.7	56.7	76.5
% Black	36.9	40.8	23.5
% Hispanic	2.7	0.4	0.0
% Other / Multiracial	2.7	2.2	0.0

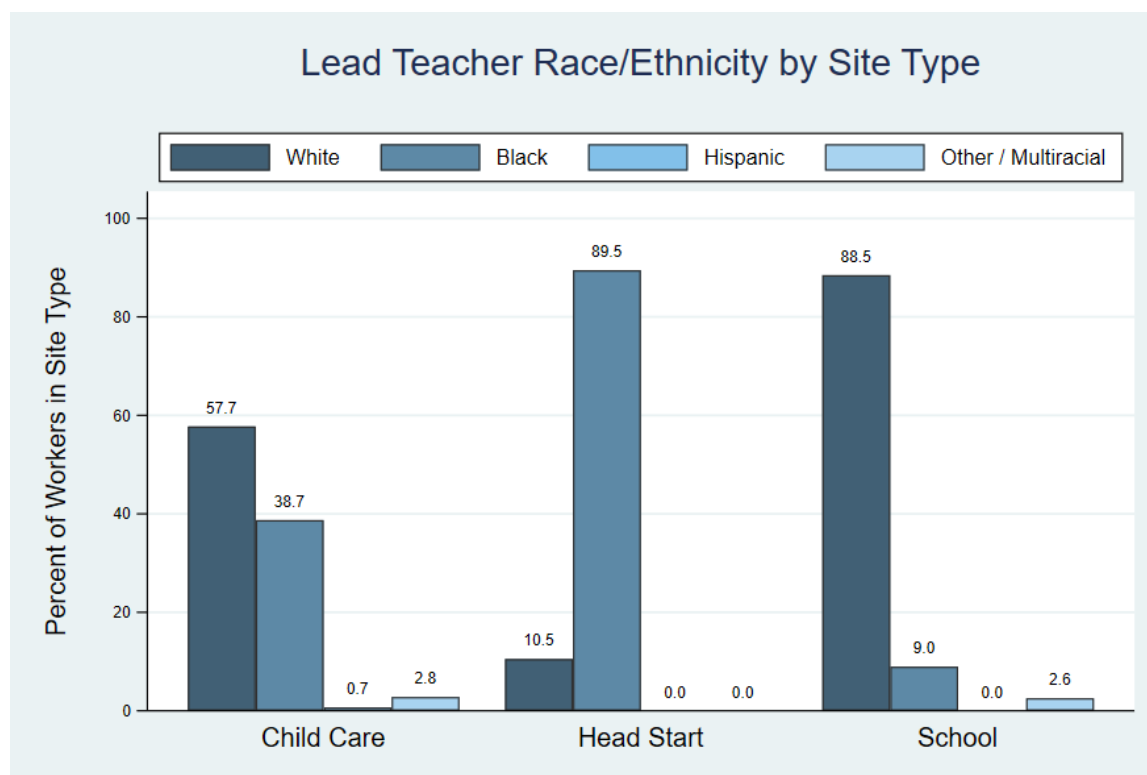
The average age of lead teachers varied systematically across site types. On average, Head Start lead teachers were 45 years old, approximately four years older than lead teachers in schools and ten years older than child care lead teachers (Table 2). Different patterns were observed in each site type when comparing assistant and lead teachers’ ages. In child care centers, both lead and assistant teachers were approximately the same age, whereas in Head Start sites, lead teachers were an average of 8 years older than assistant teachers, and in schools, assistant teachers were an average of six years older than lead teachers. Site leaders were the oldest, on average, overall and across all site types.

Table 2. Age of Assistant Teachers, Lead Teachers, and Site Leaders by Site Type

	Child Care	Head Start	Schools	Entire Sample
Assistant Teachers	35.0	36.4	46.5	41.4
Lead Teachers	35.4	44.9	40.8	38.9
Site Leaders	51.7	54.0	49.7	50.9

There were also stark differences in the racial composition of lead teachers across site types. Figure 1 indicates that lead teachers in child care sites were substantially more diverse than in the other site types: 58% were White and about 40% were Black. In contrast, the vast majority of Head Start lead teachers (90%) were Black, and 89% of school-based pre-kindergarten teachers were White.

Figure 1. Lead Teacher Race/Ethnicity by Site Type



Although the ECE workforce is often characterized by high levels of turnover, in the current sample both assistant and lead teachers had been in their current positions for an average of about six years, and site leaders had been in their positions nearly 8 years. Lead teachers and site leaders both reported approximately a decade of experience in early childhood education (Table 3).

Table 3. Years of Work Experience of Assistant Teachers, Lead Teachers, and Site Leaders

	Assistant Teachers	Lead Teachers	Site Leaders
Current Position	6.1	5.4	7.7
ECE Field	7.5	9.2	10.6

As illustrated in Table 4, however, lead teachers at child care sites have significantly fewer years of experience than Head Start or school-based pre-kindergarten teachers: about 4 years fewer experience in the ECE field than school teachers, and about 7 years fewer experience than Head Start lead teachers.

Table 4. Years of Work Experience of Lead Teachers by Site Type

	Child Care	Head Start	School	Entire Sample
Current Position	4.3	4.8	7.4	5.4
ECE Field	6.4	13.2	10.9	9.2

Training and Education

Teacher training and education are often viewed as key policy levers for supporting ECE teachers. In the SEE-LA sample, site leaders had much higher levels of education than both assistant and lead teachers. As shown in Table 5, 54% of site leaders held a graduate degree, compared to only 2% of assistant teachers and about 14% of lead teachers. Further, while nearly 70% of site leaders had at least a Bachelor's degree, only 13% of assistant teachers and 46% of lead teachers held a Bachelor's degree or higher.

Table 5. Highest Level of Education of Assistant Teachers, Lead Teachers, and Site Leaders

	Assistant Teachers	Lead Teachers	Site Leaders
High School Diploma or Less	32.2%	22.8%	5.8%
Some College	39.5%	20.8%	14.8%
Associate Degree	14.9%	10.6%	10.9%
Bachelor's Degree	10.9%	32.2%	14.8%
Graduate Degree	2.4%	13.6%	53.9%
	100%	100%	100%

Figure 2 compares lead teachers' education levels across site types. Child care teachers had the lowest levels of educational attainment. More than 90% of these teachers had not attained a post-secondary degree. Only about 8% of child care lead teachers held a Bachelor's degree or higher, as compared to about

29% of Head Start teachers. On average, lead teachers at schools had the highest level of education; as expected based on state credentialing requirements, nearly all lead teachers - almost 99% - held at least a Bachelor's degree.

Figure 2. Lead Teacher Highest Level of Education by Site Type

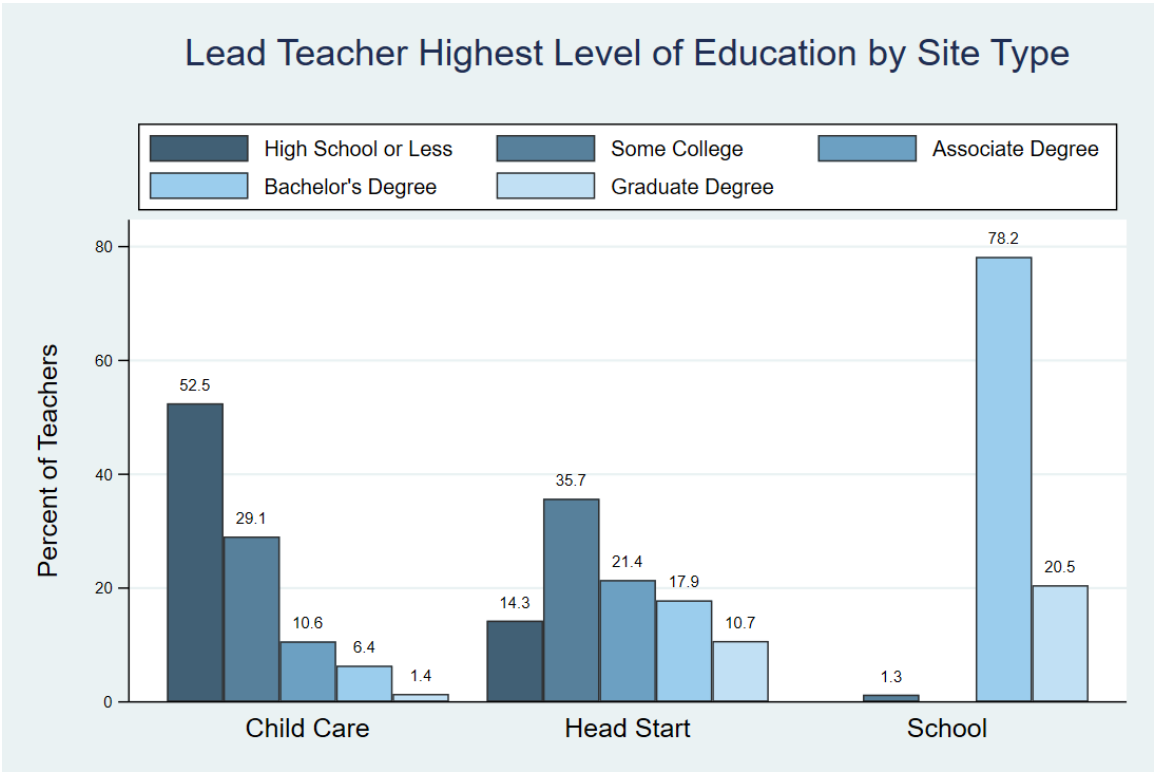


Table 6 highlights the significant differences in the educational attainment of the ECE workforce both by role and site type (i.e., child care (CC), Head Start (HS), and schools). As observed among lead teachers, site leaders at child care sites also had considerably lower educational attainment than site leaders at school sites. For instance, only 4% of site leaders in child care sites held a Bachelor's degree as compared to 100% of school-based site leaders. Education levels among assistant teachers were generally comparable at both child care and school sites, though Head Start assistant teachers had more education, on average, than either of the two other site types.

Table 6. Highest Level of Education by Role and Site Type

	<u>Assistant Teachers</u>			<u>Lead Teachers</u>			<u>Site Leaders</u>		
	CC	HS	School	CC	HS	School	CC	HS	School
High School Diploma or Less	48%	29%	46%	52%	14%	0%	43%	0%	0%
Some College	39%	43%	42%	29%	36%	1%	29%	33%	0%
Associate Degree	0%	11%	0%	11%	21%	0%	24%	33%	0%
Bachelor's Degree	10%	14%	12%	6%	18%	78%	4%	34%	100%
Graduate Degree	3%	5%	0%	2%	11%	21%	0%	0%	0%
	100%	100%	100%	100%	100%	100%	100%	100%	100%

Early Childhood Teaching Credentials

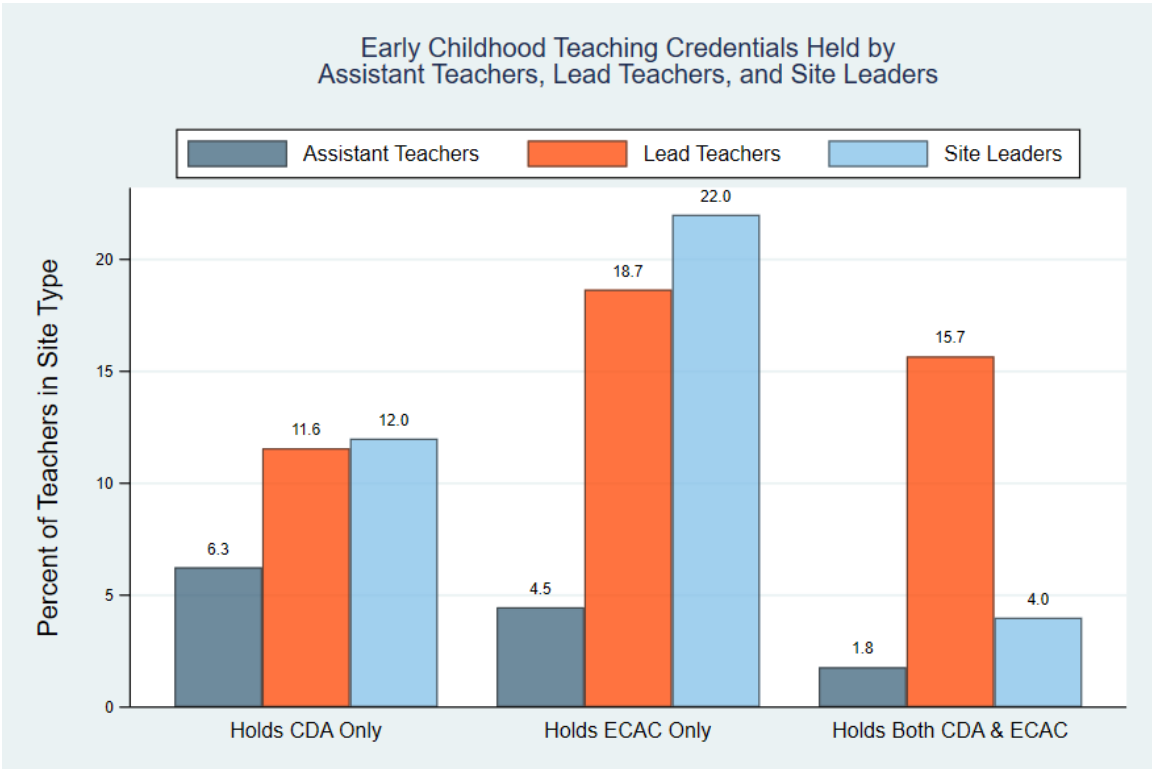
In 2014, Louisiana enacted a new policy requiring that all lead teachers in child care sites that receive public funding must attain a new educational credential called the Early Childhood Ancillary Certificate (ECAC) by July of 2019. The large number of Louisiana child care teachers who did not already have a college degree could meet the requirements of the new policy either by demonstrating that they already held a Child Development Associate (CDA), or by attaining the ECAC from a state-approved training program.

A Child Development Associate (CDA) Credential is the most widely recognized credential in early childhood education in the United States. To receive the CDA credential, an individual must pass an exam, receive at least 120 hours of training, complete 480 hours of professional experience with the relevant age group (infant/toddler or preschool), and receive a formal teaching observation conducted by an observer from the Council for Professional Recognition. The CDA is seen as a means of professionalizing the early childhood education workforce, particularly for workers in private child care.

State-approved Early Childhood Ancillary Certificate (ECAC) programs combine typical CDA requirements with a more explicit focus on teacher-child interactions, as well as purposeful opportunities for the practice, mentoring, and coaching teachers need to effectively support young children. By requiring these supports, the ECAC aims to provide training that is well-aligned – in both content and format – with best practices for effective professional development for early educators.

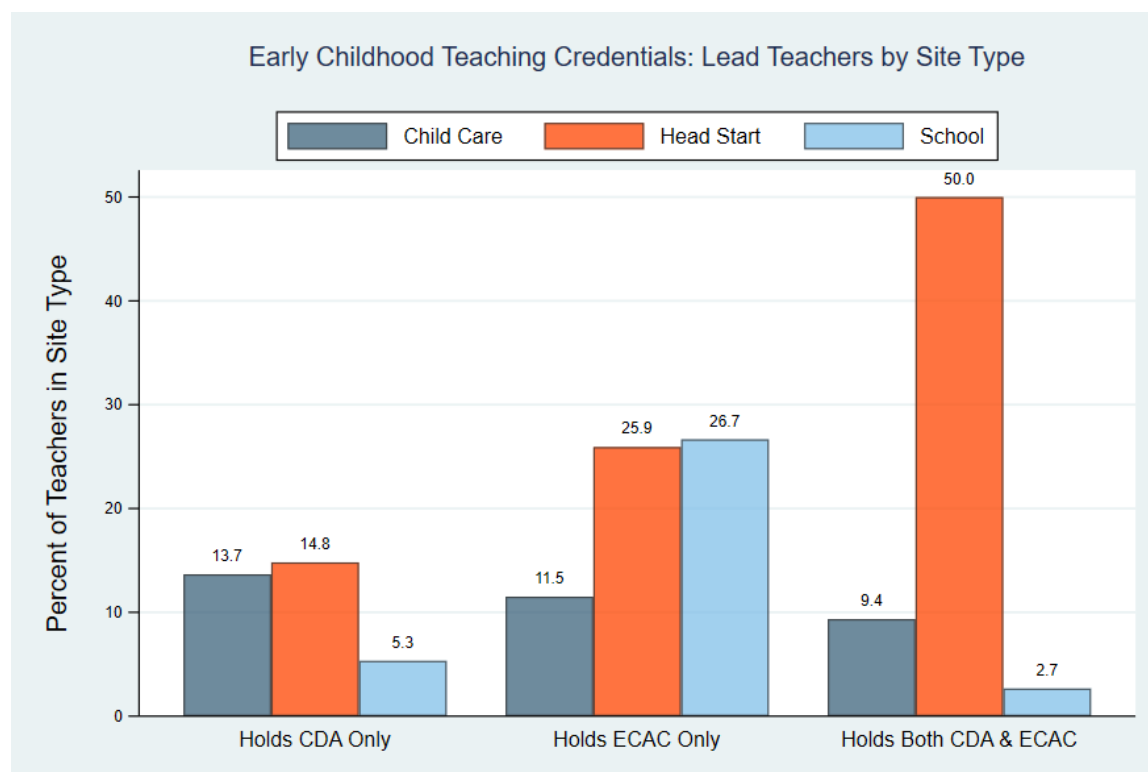
Figure 3 shows that a modest portion of assistant teachers, lead teachers, and site leaders in the Rapides sample held either a CDA or an ECAC, or both.

Figure 3. Early Childhood Credentials by Role



Among lead teachers, who were the most likely to hold an early childhood teaching credential, there were substantial differences across site types. Figure 4 indicates that Head Start lead teachers were by far the most likely to hold either a CDA or an ECAC, or both (approximately 90%).

Figure 4. Early Childhood Teaching Credentials: Lead Teachers by Site Type



Section 2: Classroom Materials & Curriculum

This section examines lead teachers' perspectives of their classroom resources, including learning materials and curricula.

Materials

Lead teachers were asked to report whether their site had enough basic supplies and resources (e.g. paper, pencils, markers, copy machines, etc.), enough high-quality materials for teaching and learning (e.g. books, manipulatives, blocks, etc.), and sufficient Internet access. Figures 5, 6, and 7 illustrate that perceived access to resources differed by site type: across all three questions, school-based lead teachers indicated the highest level of satisfaction with available resources and Head Start teachers reported the greatest need.

Figure 5 shows that almost half of child care lead teachers “strongly agreed” that they had access to sufficient basic supplies, compared to 35% of teachers in schools and 32% of Head Start teachers. Fifteen percent of child care, about one-fifth of Head Start, nearly 13% of pre-k teachers “disagreed” or “strongly disagreed” that their site is adequately stocked with basic supplies.

Figure 5. My Program Has Enough Basic Supplies: Responses from Lead Teachers by Site Type

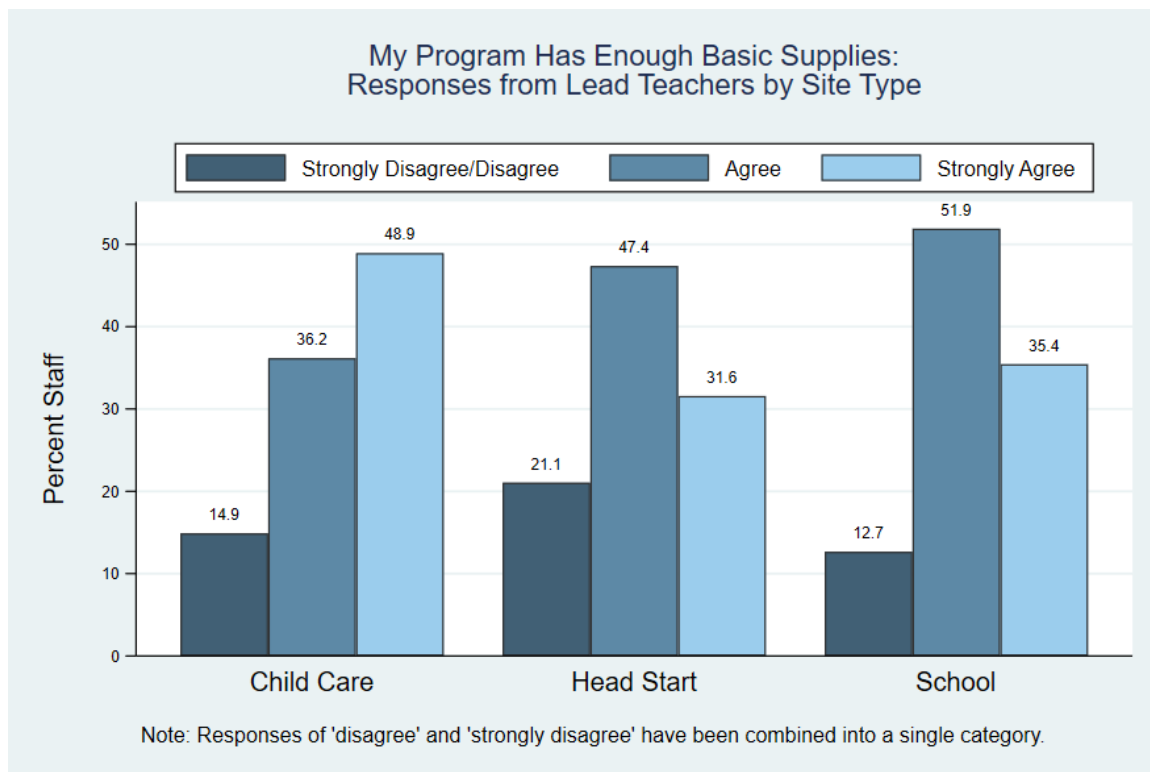
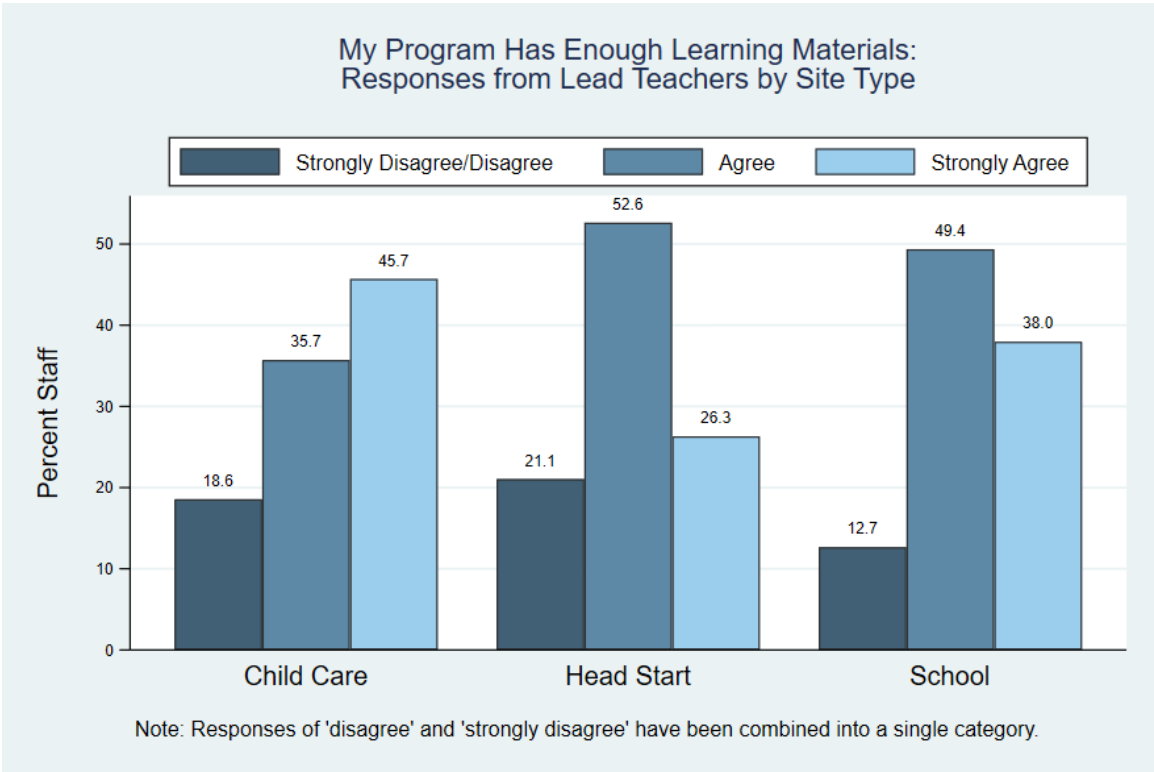


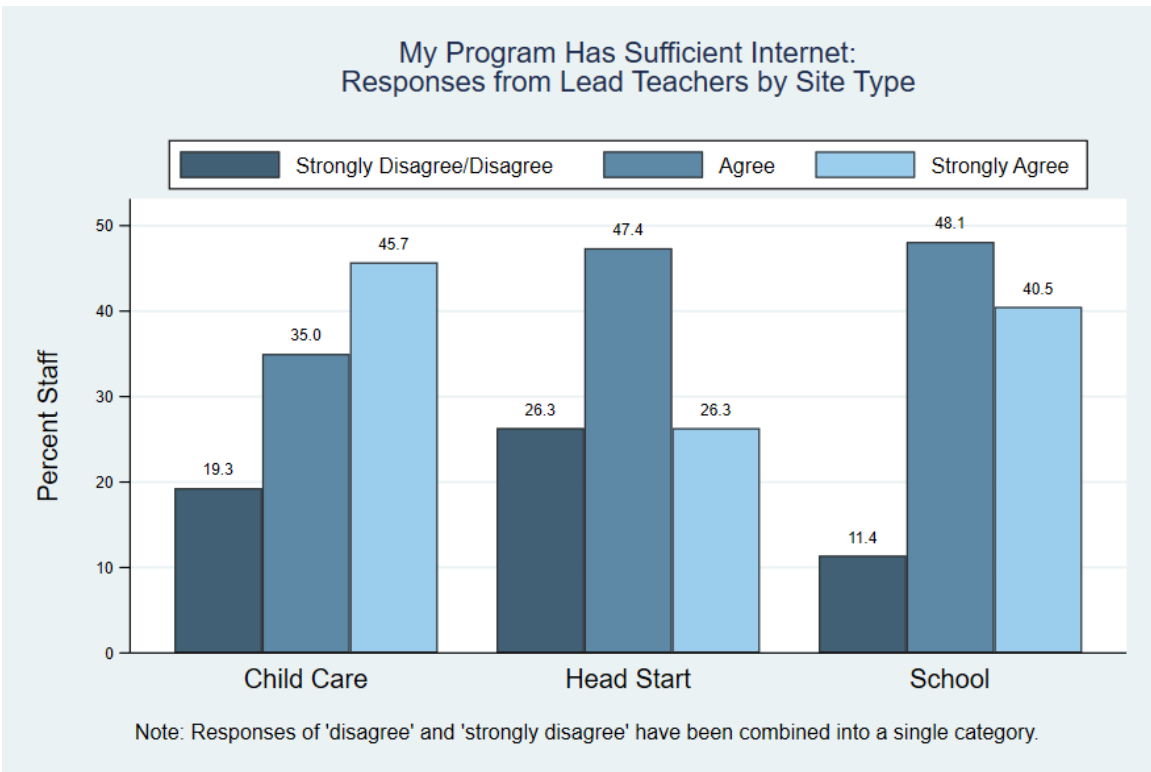
Figure 6 indicates similar patterns for high-quality learning materials. Child care teachers were roughly 20 percentage points more likely than Head Start teachers, and 8 percentage points more likely than school-based pre-kindergarten teachers, to “strongly agree” they had sufficient access to learning materials.

Figure 6. My Program Has Enough Learning Materials: Responses from Lead Teachers by Site Type



Finally, Head Start teachers were also considerably more likely to report a lack of access to Internet. In fact, over one-quarter of Head Start teachers reported insufficient Internet access, compared to 20% of child care teachers and 11% of school-based teachers, as seen in Figure 7.

Figure 7. My Program Has Sufficient Internet: Responses from Lead Teachers by Site Type



Curriculum

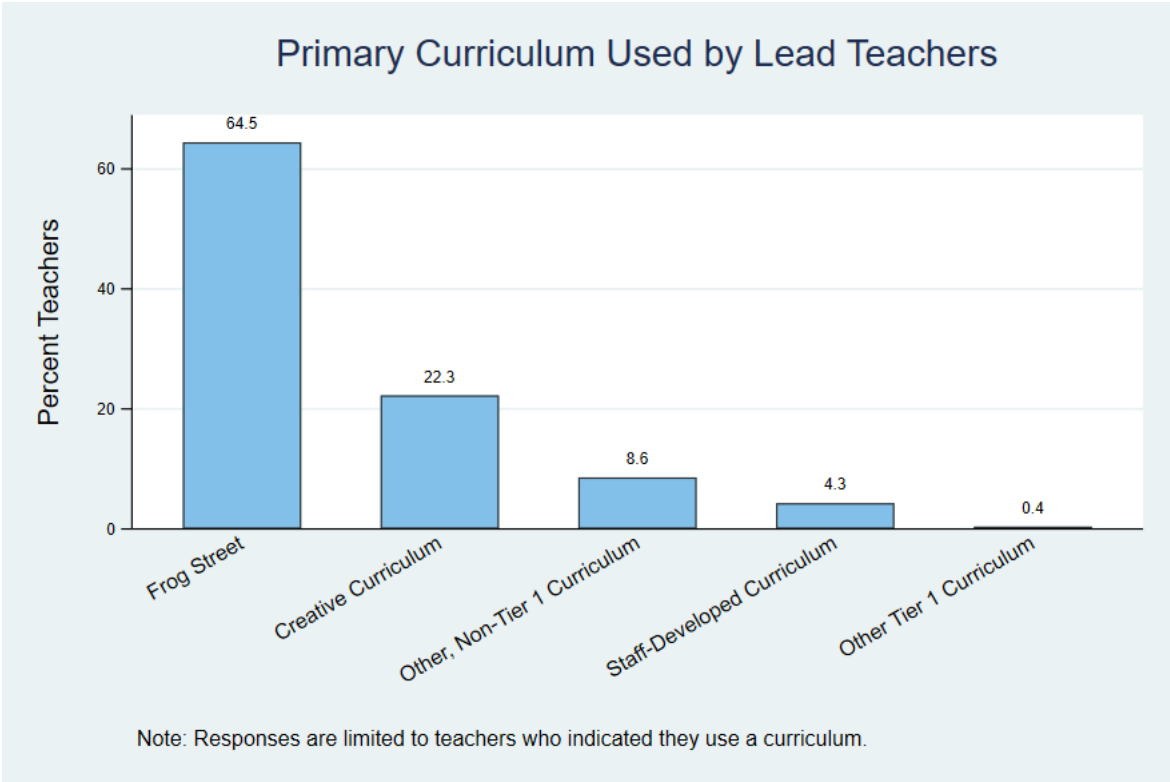
The Louisiana Department of Education provides funding for and strongly encourages early childhood sites to use curricula designated by LDOE as “Tier 1” curricula, which align with state content standards and “exemplify quality.”

Across all site types, 98% of both lead teachers and site leaders reported regular curriculum use in their classrooms or sites (not shown). All Head Start teachers, 96% of child care teachers, and 99% of school-based teachers reported using a curriculum (not shown).

The SEE-LA Workforce Survey asked teachers to specify the curriculum they used most often, which is referred to as their primary curriculum. Figure 8 shows that, among those lead teachers who reported using a curriculum, nearly all (87%) reported using a Tier 1 curriculum as their primary curriculum—with just 12.9% reporting a non-Tier 1 or staff-developed curriculum. The vast majority used either Frog Street or Creative Curriculum. Less than half of a percent of teachers reported using another Tier 1 curriculum

such as Develop.Inspire.Grow, Eureka Math, Houghton Mifflin Harcourt – Big Day for Pre-K, InvestiGators, or Opening the World of Learning (OWL).

Figure 8. Primary Curriculum Used: Responses from Lead Teachers



Thirteen percent of lead teachers reported that they did not use a Tier 1 curriculum for their primary curriculum: 9% indicated they used a different curriculum such as Core Knowledge Language Arts, Unique Learning System, or Montessori curricular materials; and 4% indicated they created their own curriculum.

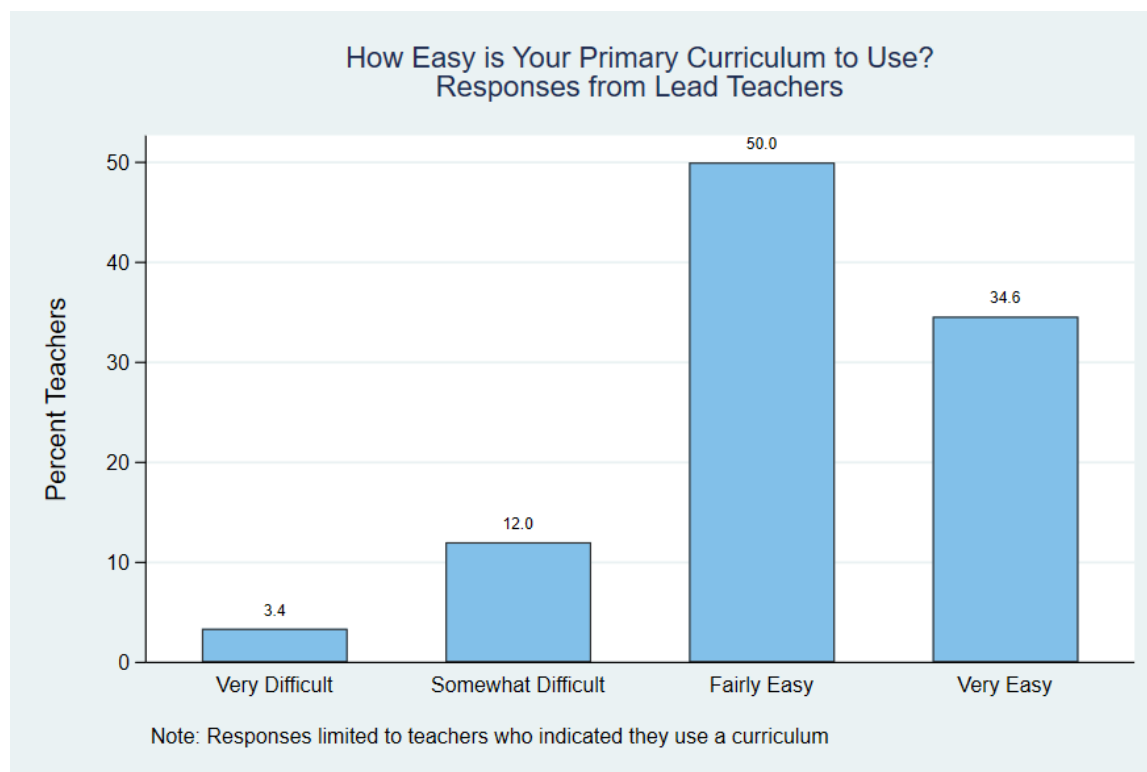
Table 7 indicates substantial differences in curricula used across site types. Of those teachers who reported using a curriculum, about 80% of both child care and school-based teachers indicated that they use Frog Street as their primary curriculum. Meanwhile, among Head Start teachers, Creative Curriculum was the most commonly used (93%).

Table 7. Primary Curriculum Used: Responses from Lead Teachers by Site Type

	Child Care	Head Start	School
Frog Street	81.5%	5.5%	79.2%
Creative Curriculum	4%	92.7%	1.3%
Other Tier 1 Curriculum	0%	0%	1.3%
Staff-created Curriculum	8%	0%	1.3%
Other, non-Tier 1 Curriculum	6.5%	1.8%	16.9%
	100%	100%	100%

Of teachers who reported using a curriculum regularly, most reported their curriculum was easy to implement: nearly 85% believed their primary curriculum was either “fairly easy” or “very easy” to use, as seen in Figure 9.

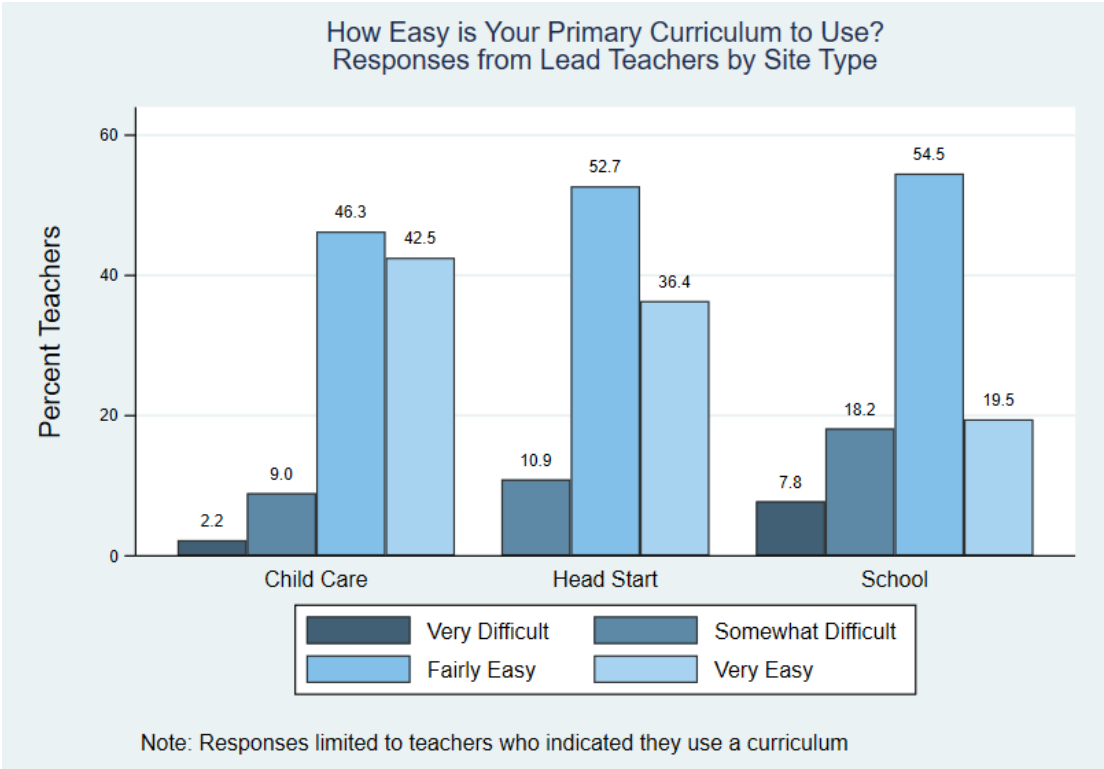
Figure 9. How Easy is Your Primary Curriculum to Use? Responses from Lead Teachers



While most teachers indicated their primary curriculum was user-friendly, there were differences in perceptions across site types. As illustrated in Figure 10, school teachers were less likely than teachers at child care or Head Start sites to rate their curriculum as “very easy” to use, and also more likely to indicate

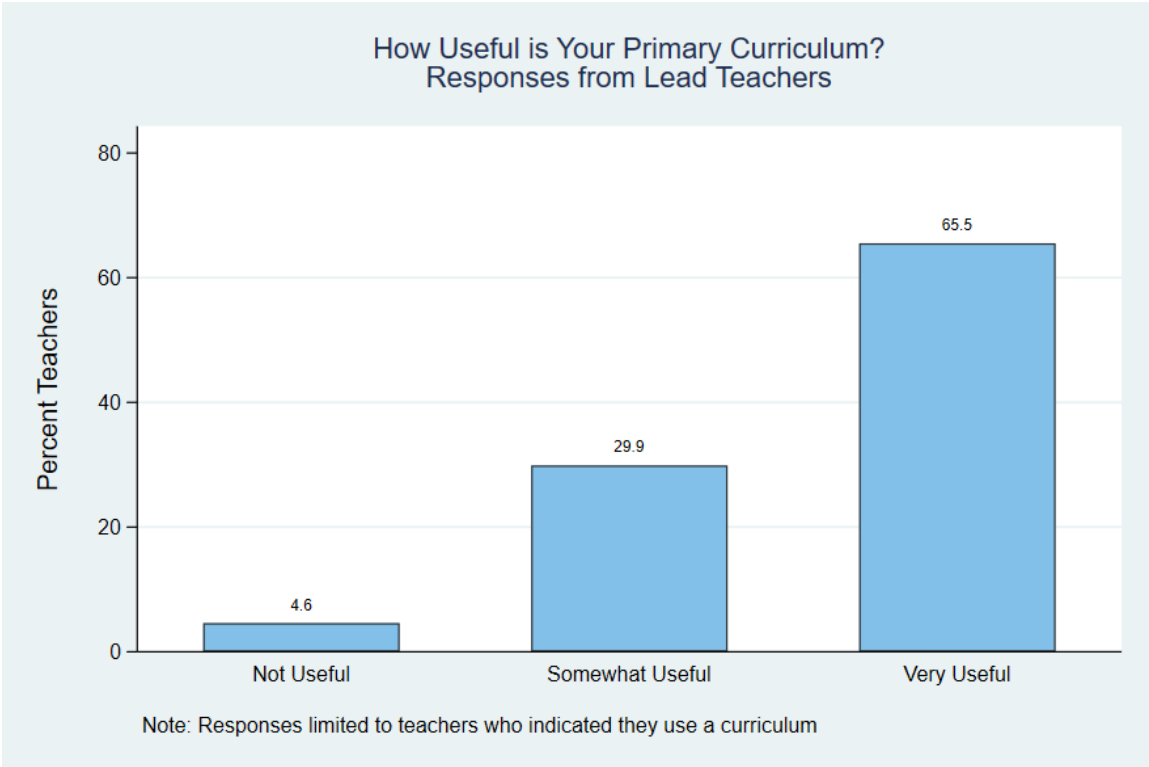
that using their primary curriculum was difficult: approximately one quarter of school teachers found their curriculum “very difficult” or “somewhat difficult” to use.

Figure 10. How Easy is Your Primary Curriculum to Use? Responses from Lead Teachers by Site Type



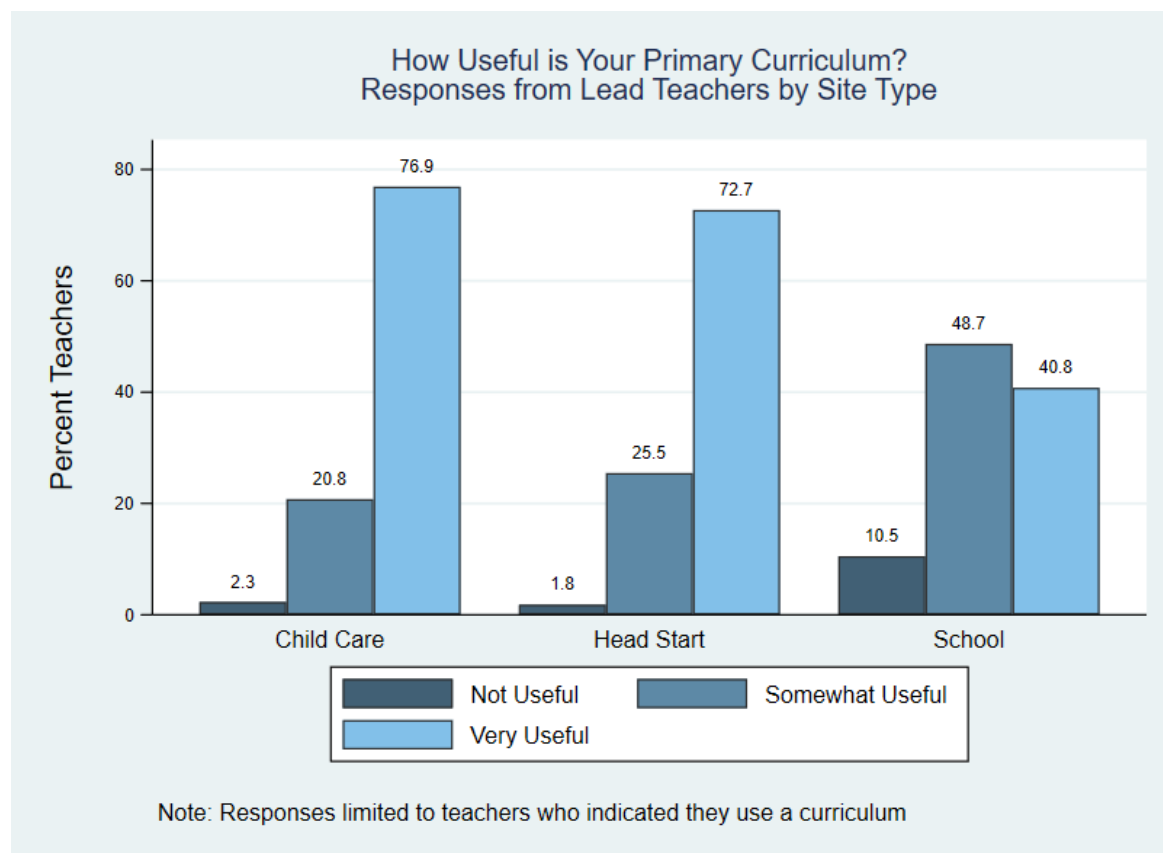
Finally, most lead teachers (66%) indicated that their curriculum is very useful in “helping to support children’s learning in [the] classroom,” and an additional 30% indicated the curriculum was somewhat useful, as seen in Figure 11.

Figure 11. How Useful is Your Primary Curriculum? Responses from Lead Teachers



While nearly all teachers indicated their curriculum was either “somewhat” or “very” useful, child care and Head Start teachers were substantially more likely to rate their curriculum in the highest, “very useful” range, compared to teachers in schools (Figure 12).

Figure 12. How Useful is Your Primary Curriculum? Responses from Lead Teachers by Site Type



Section 3: Professional Development and Coaching

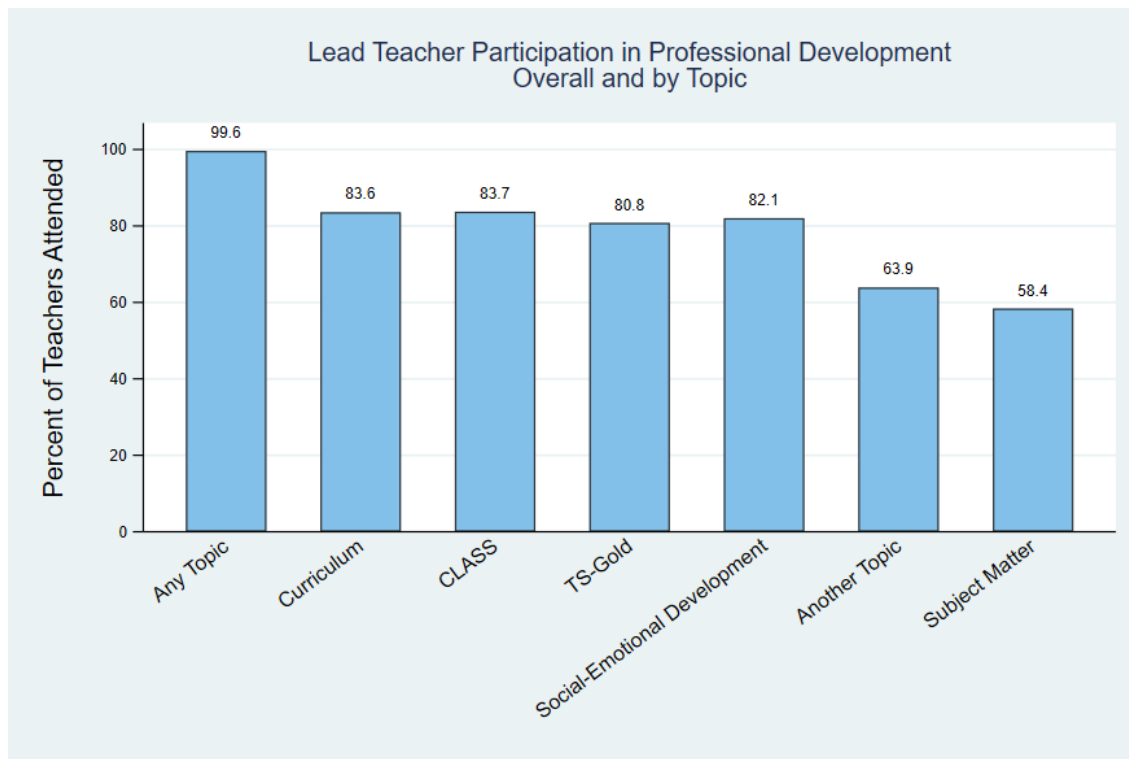
Access to professional supports is essential for helping teachers improve the quality of classroom instruction. This section covers lead teachers' participation in professional development trainings (PD) and coaching programs.

Professional Development

Almost all lead teachers (99.6%) attended at least one professional development training or workshop in the 12 months prior to taking the SEE-LA Workforce Survey (as indicated by the “Any Topic” bar in Figure 13 below).

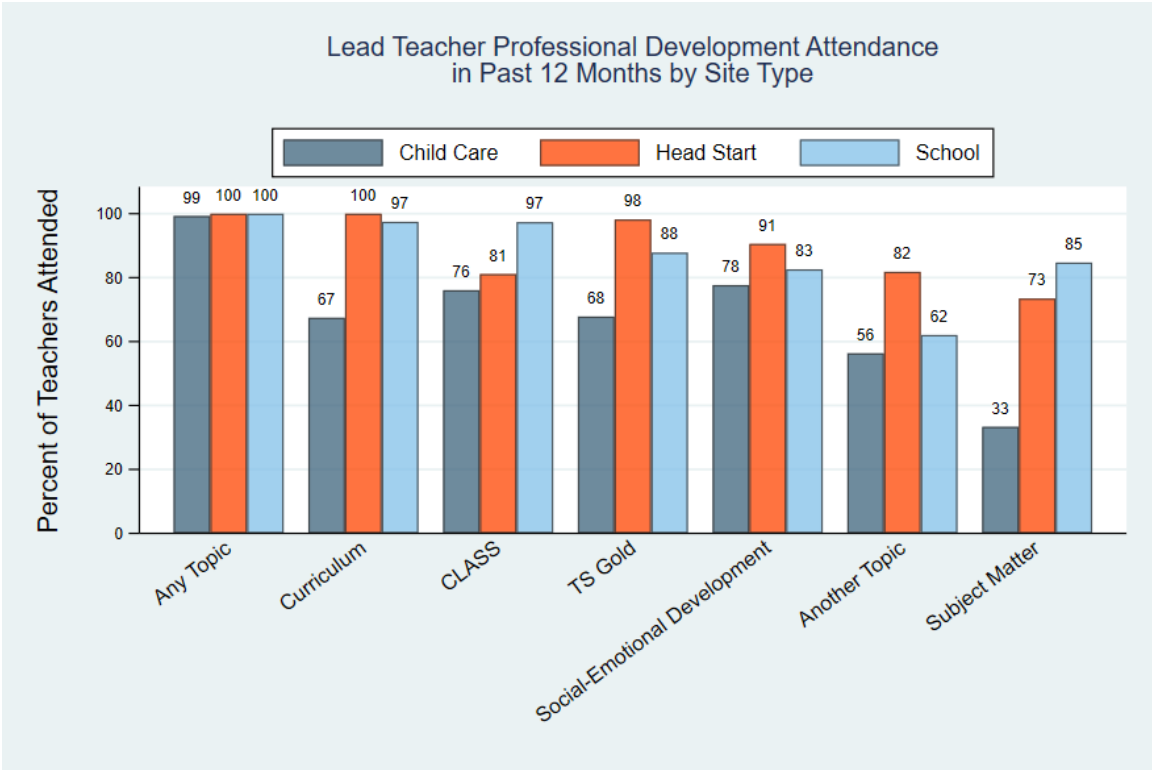
Over 80% of teachers reported having at least one professional development training or workshop on each of the following topics: Curriculum, the Classroom Assessment Scoring System (CLASS), Teaching Strategies GOLD (TS-GOLD), and Social-Emotional Development. PD about subject matter (e.g. literacy or math) was less common (58%).

Figure 13. Participation in Professional Development, Overall and by Topic: Responses from Lead Teachers



Access to specific types of professional development differed across site types. As seen in Figure 14, Head Start teachers reported access to more professional development on three topics than both child care and school-based teachers: curriculum, TS-GOLD, and social-emotional development. They also reported the post PD on other topics. School-based teachers reported higher training attendance on two topics: CLASS and subject matter. Child care centers had less access to PD than both schools and Head Start sites. This difference was particularly stark for professional development on both curriculum and subject matter (e.g. literacy and math strategies). For example, while 85% of school-based teachers and 73% of Head Start teachers attended at least one professional development training on subject matter content, only one third of child care center teachers did.

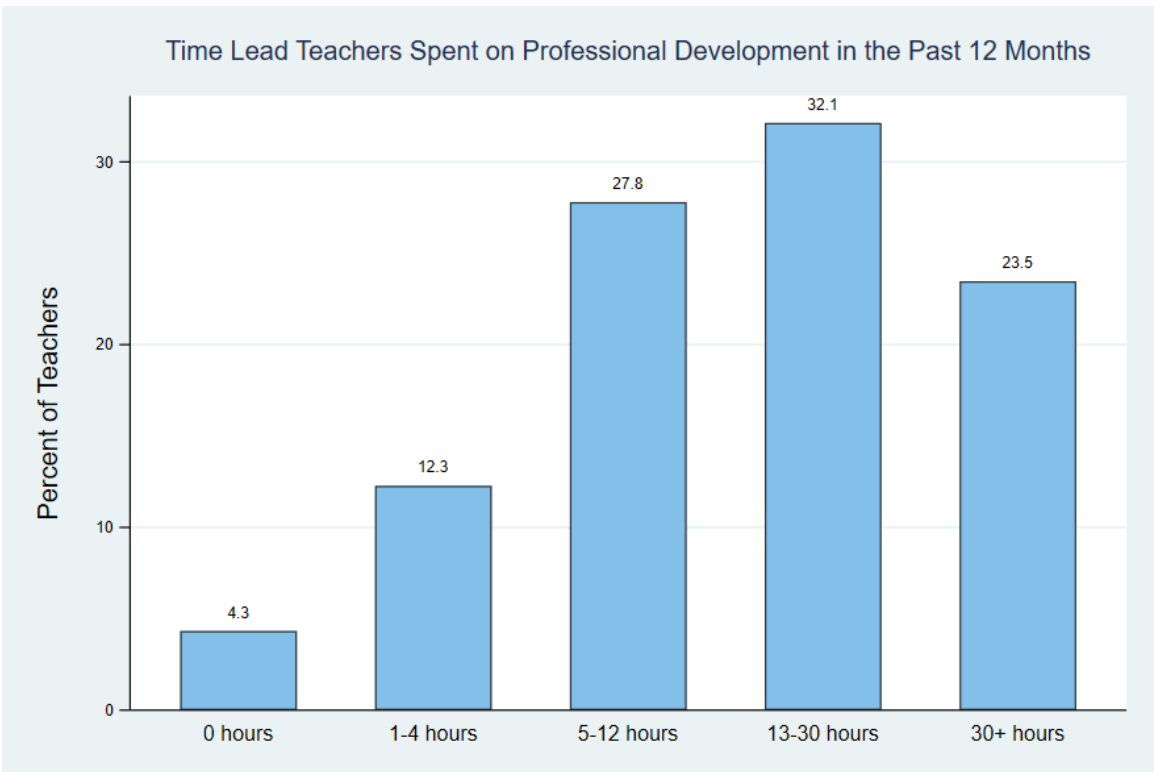
Figure 14. Professional Development Attendance in Past 12 Months: Responses from Lead Teachers by Site Type



Amount of Professional Development

The SEE-LA Workforce Survey also asked how much time in total teachers spent on professional development in the past year. As shown in Figure 15, approximately 55% of lead teachers devoted 13 or more hours to professional development. Nonetheless, about 4% of teachers reported having no professional development at all, and another 12% reported only 1-4 hours.

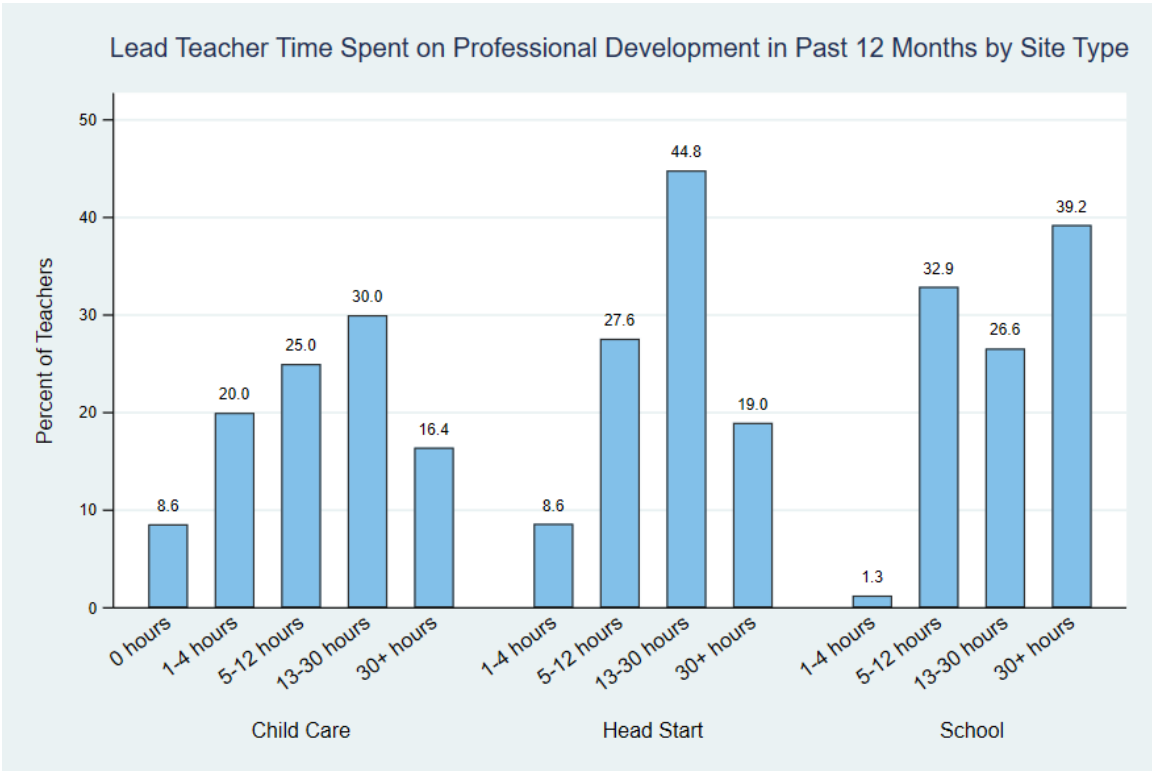
Figure 15. Hours Spent on Professional Development in Past 12 Months: Responses from Lead Teachers



Notably, the amount of exposure to professional development was much lower among assistant teachers: only about a third of assistant teachers reported 13 or more hours of professional development and nearly 30% indicated four hours or less of professional development in the past 12 months (see Appendix for additional information).

The amount of professional development teachers engaged in differed substantially by site type, with child care teachers reporting much less time on professional development than in Head Start and schools (Figure 16). Whereas just under 65% of Head Start and school-based teachers received 13 or more hours of professional development in the 12 months prior to the survey, fewer than half of child care teachers did. Further, only about 9% of Head Start and 1% school-based teachers devoted four or fewer hours to professional development in the preceding 12 months. In child care, that figure was much higher (28.6%).

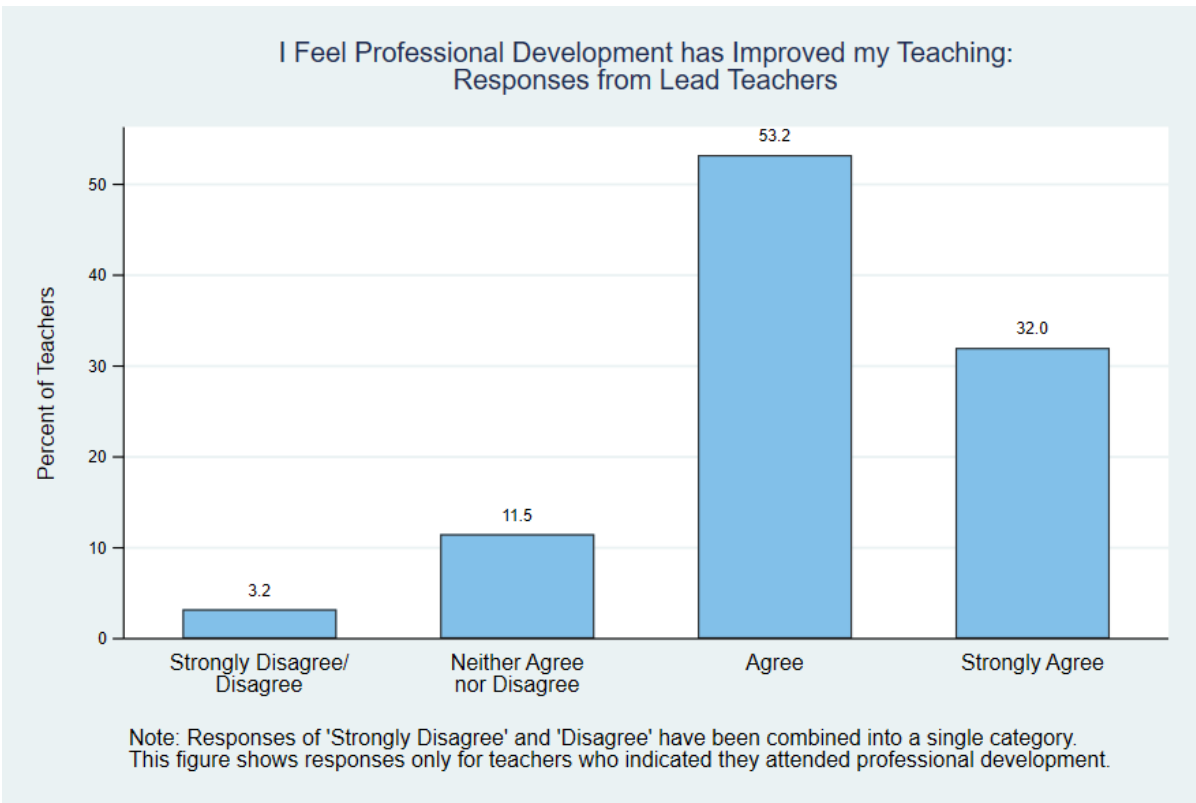
Figure 16. Hours Spent on Professional Development in Past 12 Months: Responses from Lead Teachers by Site Type



Usefulness of Professional Development

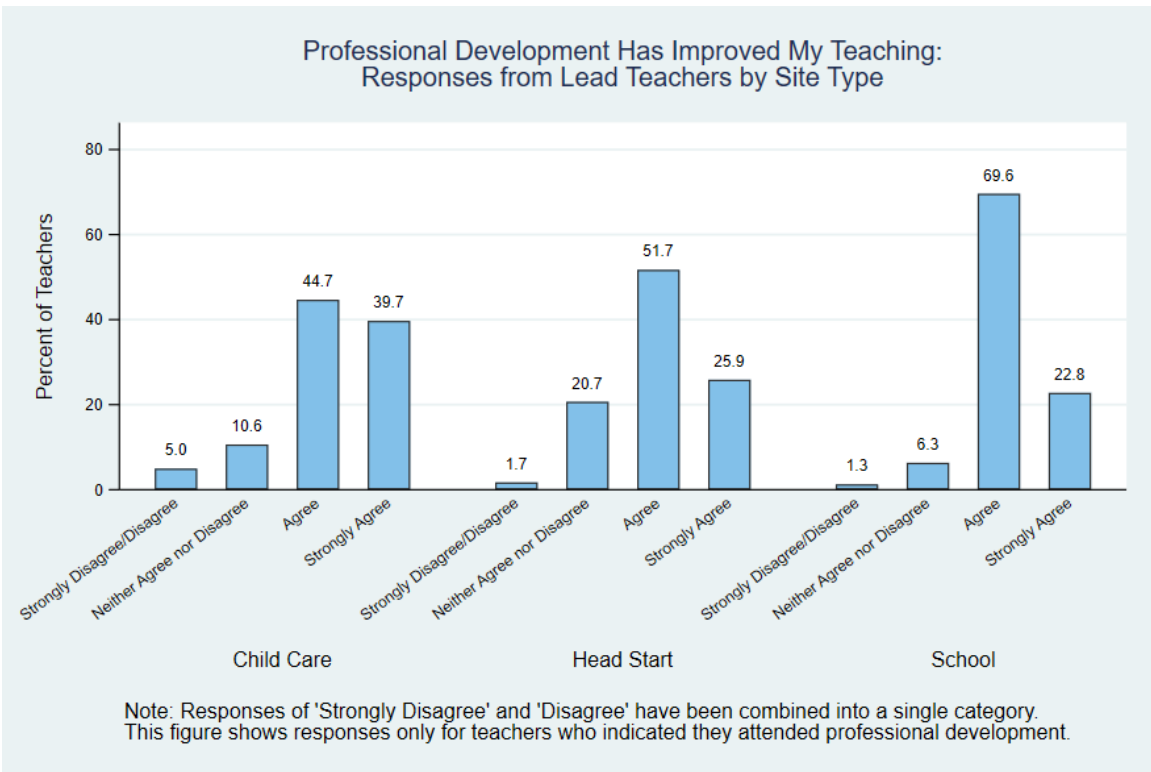
Across all site types, most teachers believed that professional development had improved their teaching. As Figure 17 shows, approximately 85% “agreed” or “strongly agreed” with the statement that “overall, the professional development workshops and trainings that I have received over the past 12 months have helped me improve my teaching.”

Figure 17: Utility of Professional Development: Responses from Lead Teachers



Lead teachers' perceptions of the utility of professional development varied substantially across site types (Figure 18). Child care teachers most likely to assign high value to their professional development experiences. Although child care workers received, on average, the fewest hours of professional development (Figure 16), they were most likely to find their professional development useful: 40% "strongly agreed" that professional development improved their teaching, as compared to 26% of Head Start teachers and only 23% of school teachers. Additionally, whereas 5% of child care teachers "disagreed" or "strongly disagreed" that professional development was useful, only 2% of Head Start and 1% school-based teachers shared these responses.

Figure 18: Utility of Professional Development: Responses from Lead Teachers by Site Type



Teachers were asked to report whether the amount of professional development they received overall and in different content areas was “not enough,” “just right,” or “too much.” Overall, 35% teachers indicated that the amount of professional development they received on at least one topic in the past year was not enough (Figure 19). About 27% of lead teachers indicated they did not receive enough training in subject matter instruction (e.g. early literacy and mathematics). Just over one-fifth of lead teachers indicated they did not receive sufficient professional development on social-emotional development. About 15% indicated they did not receive enough PD on curriculum, or formative assessments such as TS-GOLD, and 10% reported not receiving enough professional development on CLASS.

Figure 19. Amount of Professional Development was Not Enough by Topic: Responses from Lead Teachers

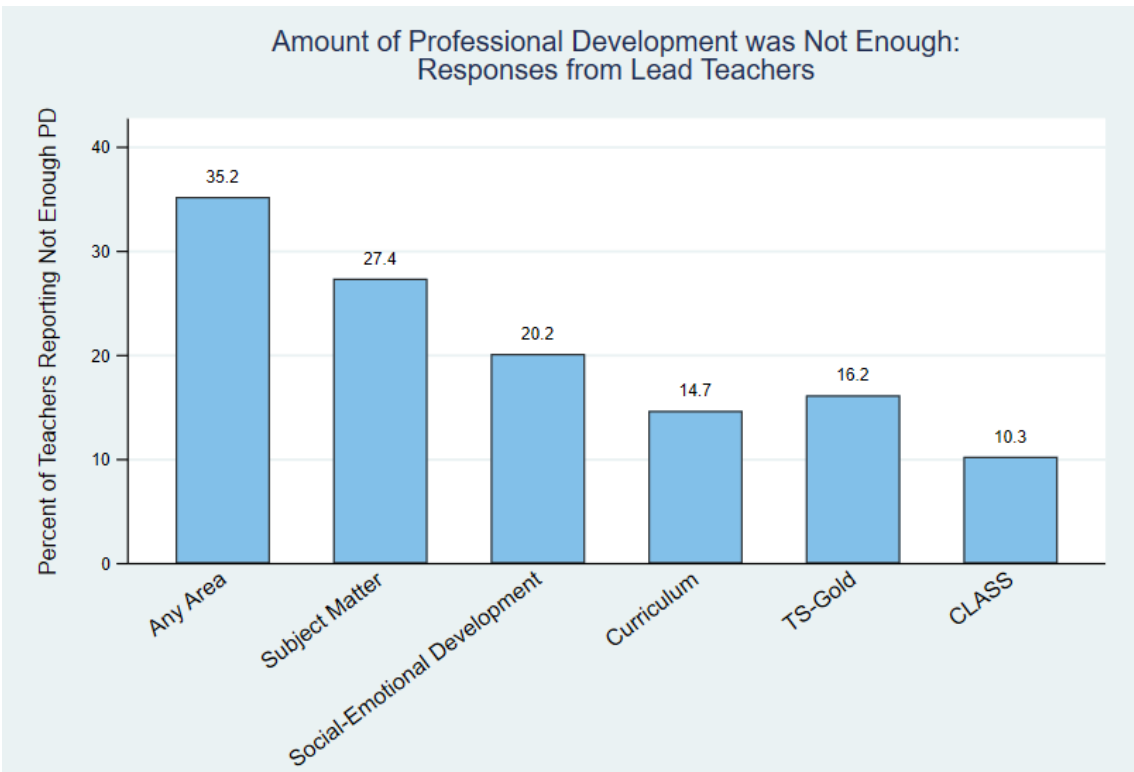
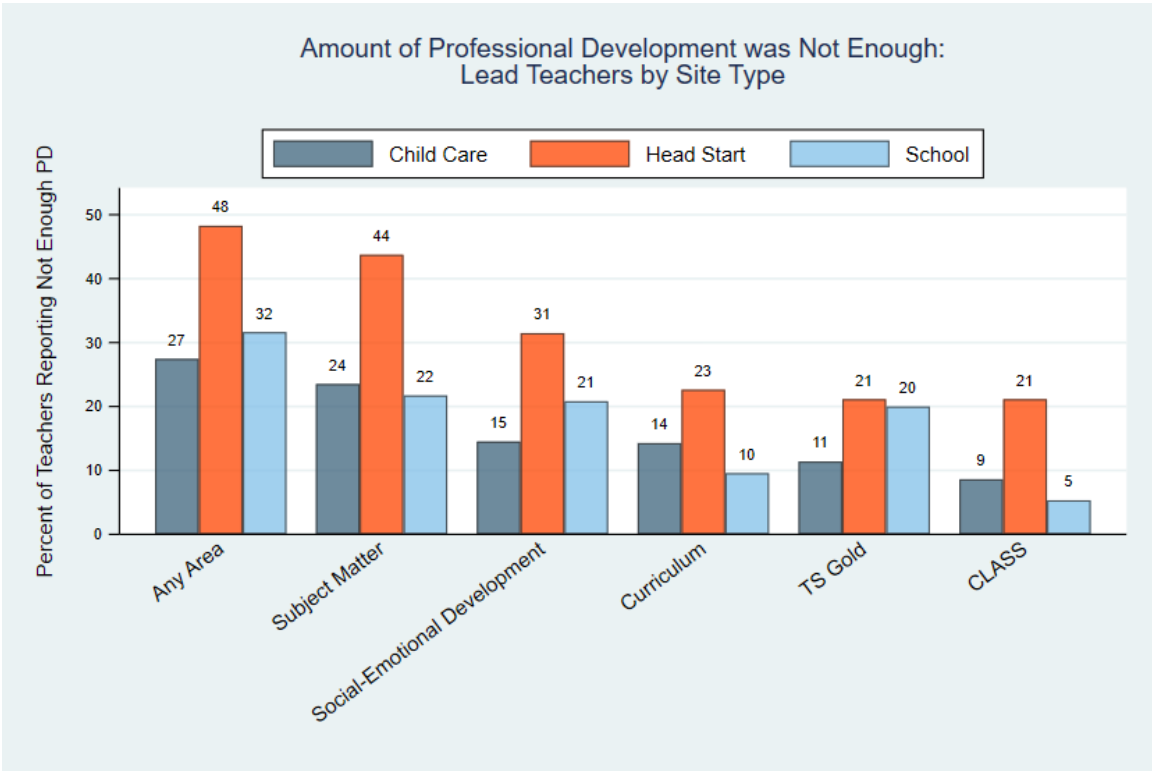


Figure 20 disaggregates these patterns across site types. For each professional development area, a greater percentage of Head Start teachers indicated they did not receive enough professional development as compared to child care and school-based teachers. These perceptions are notable given that child care teachers also reported fewer hours of professional development than their peers in other site types. Additionally, Head Start teachers were far more likely than child care teachers to receive 13 or more hours of professional development, yet were most likely to feel they did not receive enough professional development on most topics.

Figure 20. Amount of Professional Development was Not Enough by Topic: Responses from Lead Teachers by Site Type



Coaching

In addition to more traditional professional development trainings and workshops, in some sites, teachers had access to a coach or mentor. The section below explores participation in coaching programs and its perceived value among lead teachers. It examines participation in Making the Most of Classroom Interactions (MMCI), MyTeachingPartner (MTP), and other coaching programs. Seventy percent of all lead teachers participated in at least one coaching program in the past 12 months. Table 8 shows that participation in coaching differed across site types with 63% of child care teachers reporting coaching compared to 79% of Head Start teachers and 76% of school teachers.

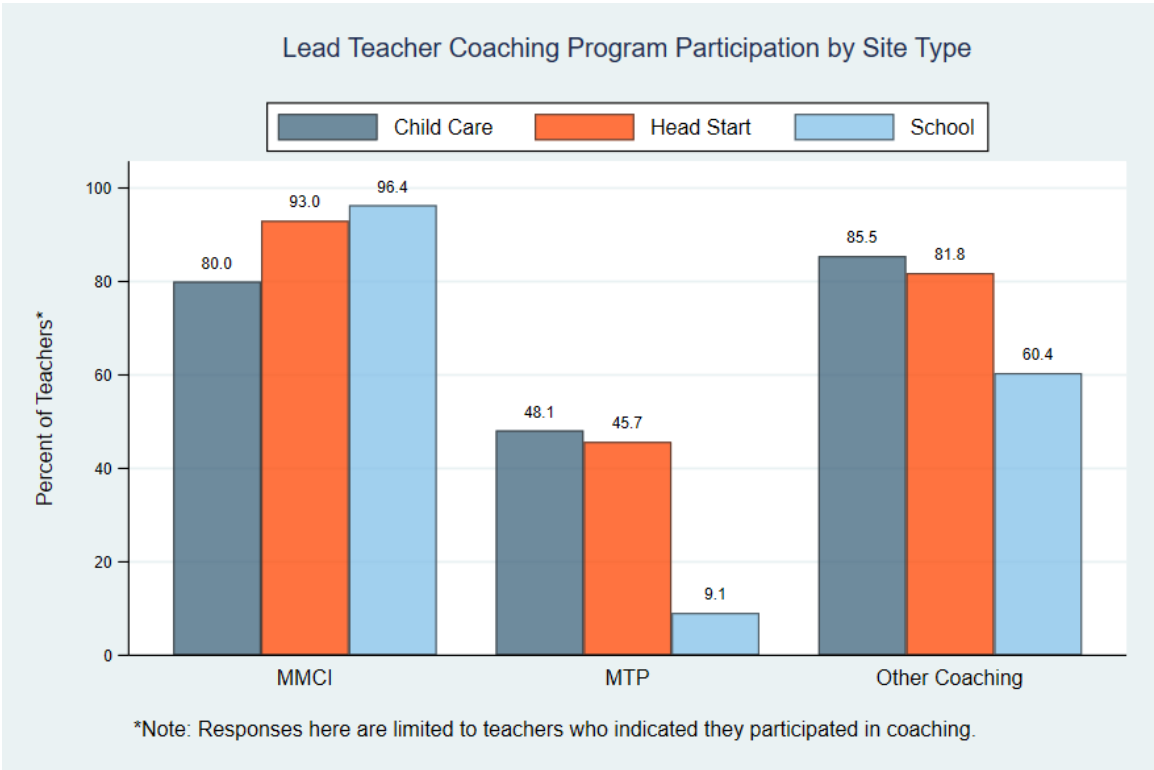
Table 8. Coaching Participation in Past 12 Months: Responses from Lead Teachers by Site Type

	Child Care	Head Start	School	Entire Sample
% Lead Teachers Participated in Coaching	62.5%	78.6%	76.3%	70.2%

Figure 21 shows that among lead teachers who participated in a coaching program, MMCI was the most common. In both schools and Head Start sites, teachers were most likely to report MMCI coaching, followed

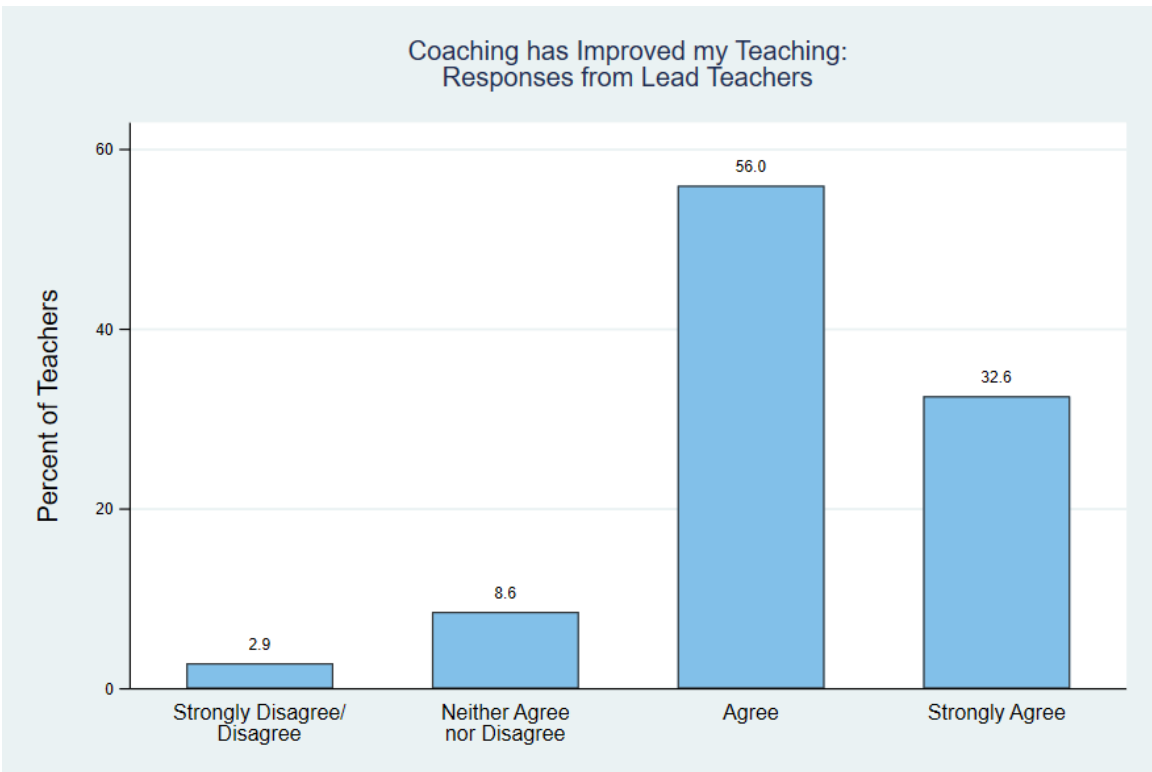
by other types of coaching, and, finally, were least likely to report MTP coaching. Child care teachers were similarly least likely to report participating in MTP, but differed from the other site types in that they were most likely to use another coaching program than MMCI.

Figure 21. Coaching Program Participation: Responses from Lead Teachers by Site Type



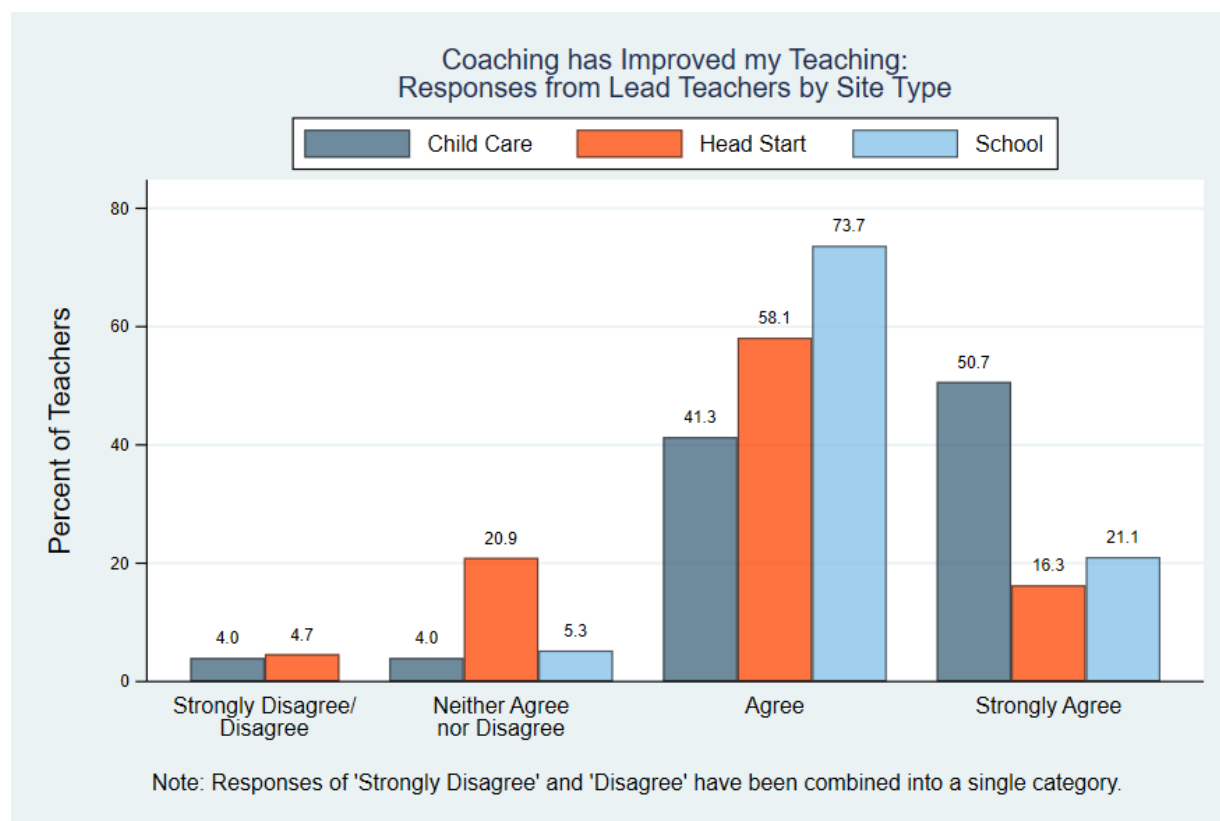
Overall, about 87% of lead teachers who reported participating in a coaching program agreed that coaching had been valuable to improving their teaching practice, as seen in Figure 22.

Figure 22. Utility of Coaching Programs: Responses from Lead Teachers



Within each site type, the majority of teachers who participated in a coaching program found it valuable (see Figure 23). School teachers were the most likely to report finding coaching useful: about 95% agreed or strongly agreed that coaching had helped to improve the quality of their teaching. Ninety-two percent of child care teachers and 74% of Head Start teachers reported finding their coaching participation useful. Notably, despite similar levels of agreement between child care and Head Start teachers, child care had by far the largest proportion (51%) of teachers who *strongly* agreed that coaching had helped them improve their teaching.

Figure 23. Utility of Coaching Programs: Responses from Lead Teachers by Site Type



Section 4: Classroom Assessment Scoring System (CLASS)

In Louisiana, all toddler and preschool classrooms in publicly-funded sites are observed twice a year using the Classroom Assessment Scoring System (CLASS), which measures the quality of teacher-child interactions. The SEE-LA Workforce Survey asked teachers and leaders to report on their experiences and beliefs about CLASS.

CLASS Observations

As expected, all site leaders reported that classrooms in their site were observed using CLASS. However, while all classrooms are supposed to be observed at least twice a year with CLASS, not all lead teachers reported being observed in the past 12 months (Table 9). In fact, nearly 20% of lead teachers indicated they were not observed with the CLASS, and this rate was even higher in child care where almost 30% of lead teachers indicated they were not CLASS observed. Two possible reasons that a teacher would not receive a CLASS observation are if the teacher were new to their center and had missed the latest CLASS observation cycle, or if the teacher worked primarily with infants. When new and infant teachers are excluded from analysis, reported rates of CLASS observations increase, but remain under the expected 100%: 85% of child care, 96% of Head Start, and 94% of school-based teachers who work with toddlers and preschoolers and had been at their site for longer than a year reported CLASS observations (not shown).

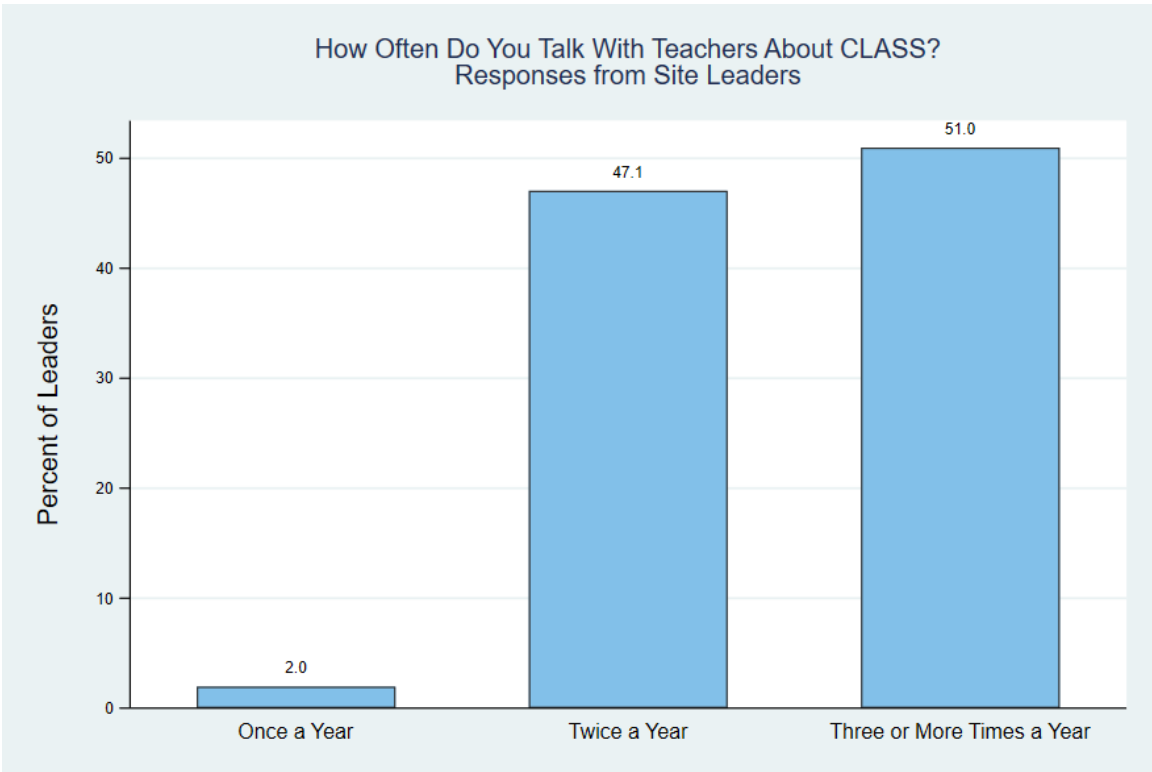
Table 9. Percent of Teachers who Reported Being CLASS Observed in the Past 12 Months: Responses from Lead Teachers by Site Type

	Child Care	Head Start	School	Overall
% Lead Teachers Reported CLASS Observation	71.4%	85.7%	90.8%	80.3%

Feedback on CLASS

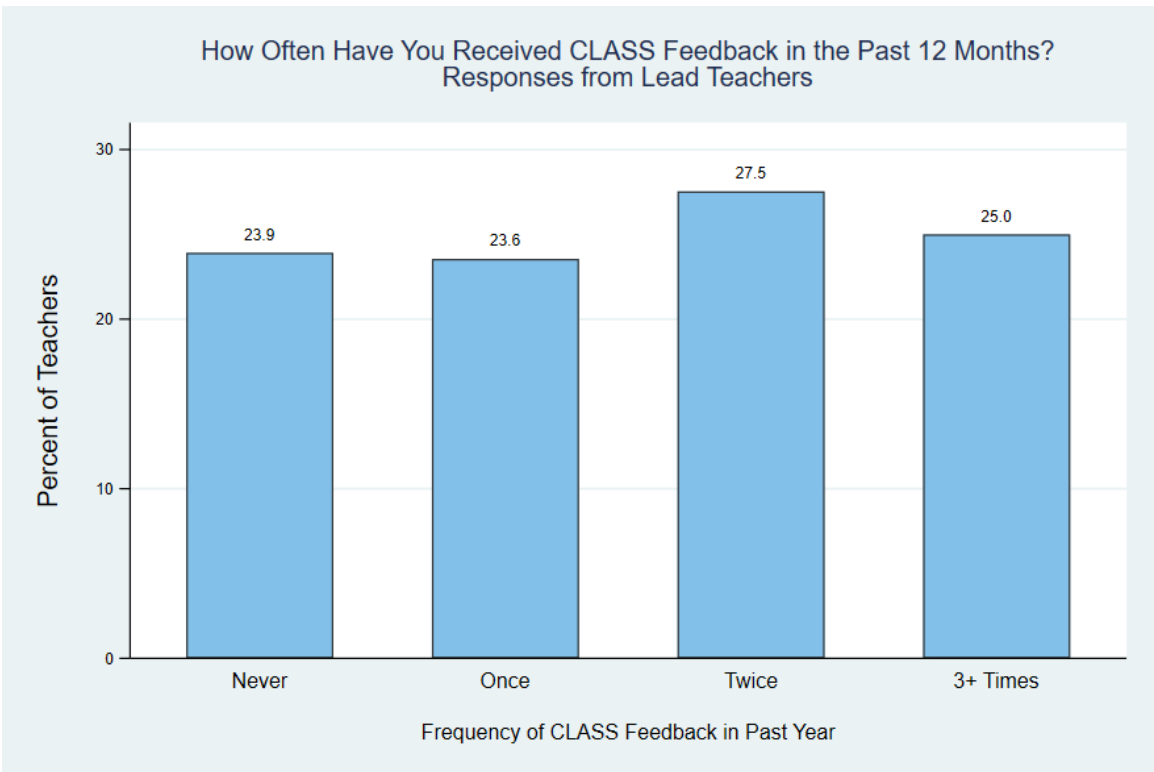
Providing teachers with feedback based on their CLASS observation may help them improve the quality of their interactions with young children. The SEE-LA Workforce Survey asked site leaders how often they talk to teachers about their classrooms' specific CLASS scores. As is illustrated in Figure 24, over 98% of leaders indicated that they talk with teachers about their CLASS scores at least twice a year; in fact, over half of leaders reported talking with their teachers three or more times a year. No site leaders reported that they never talked with their teachers about CLASS in Rapides.

Figure 24. How Often Do You Give CLASS Feedback? Responses from Site Leaders



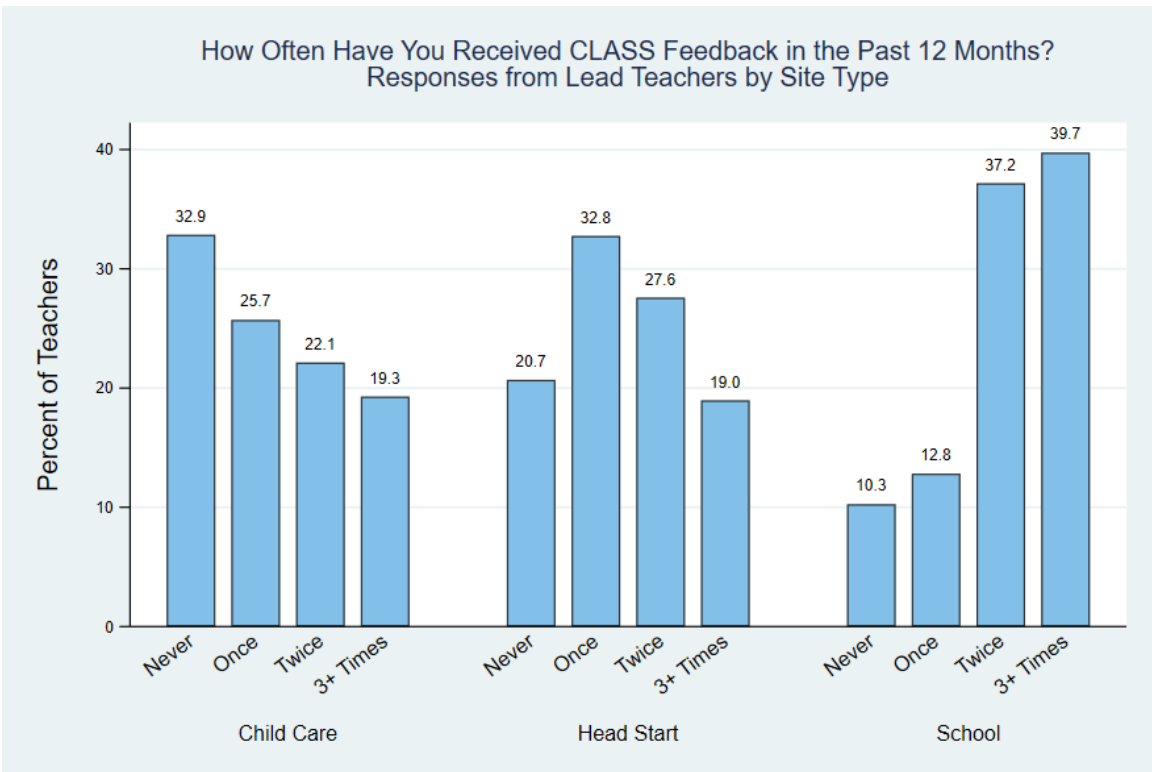
The SEE-LA Workforce Survey also asked lead teachers to report how often they *received* feedback on their CLASS observations, and those responses are shown in Figure 25. Notably, while the vast majority (98%) of site leaders reported communicating feedback to teachers at least twice a year, a much smaller percentage of teachers (about 53%) reported receiving feedback this frequently.

Figure 25. Frequency of CLASS Feedback: Responses from Lead Teachers



Teachers at schools were far more likely than their counterparts at child care and Head Start sites to report receiving feedback two or more times (Figure 26). While about 47% of Head Start teachers and 41% of child care teachers indicated they received feedback two or more times, 77% of school-based teachers did. Further, child care teachers were most likely to report not receiving any feedback in the past 12 months (33%).

Figure 26. Frequency of CLASS Feedback: Responses from Lead Teachers by Site Type



CLASS-Based Performance Profiles

Each classroom’s CLASS scores are reported to the Louisiana Department of Education, who uses this information to create a Performance Profile for each publicly-funded early learning site in the state. In addition to reporting on the quality of teacher-child interactions as measured by CLASS, Performance Profiles provide information on other site features such as adult-child ratios, curriculum use, and operating schedule. Performance Profiles are made publicly available for parents to refer to when making decisions about early childhood education options.

Nearly all leaders were aware that their site received an LDOE Performance Profile. The rate was slightly lower among child care leaders (91%), with the remainder indicating they “did not know” whether their site received a performance profile (not shown).

Awareness of Performance Profiles was lower among lead teachers. Almost 30% of lead teachers indicated they their site did not have an LDOE Performance Profile (9%) or that they were not aware of the profile (18%, Table 10). Lead teachers in child care sites were least likely to know whether their site had a performance profile (25%).

Table 10. Awareness of LDOE Performance Profile: Responses from Lead Teachers by Site Type

"Does your site have a LDOE Performance Profile?"	Child Care	Head Start	School	Entire Sample
% Lead Teachers Responded Yes	65.2%	80.6%	83.3%	72.8%
% Lead Teachers Responded No	9.5%	8.3%	9.5%	9.3%
% Lead Teachers Responded Don't Know	25.3%	11.1%	7.2%	17.9%
	100%	100%	100%	100%

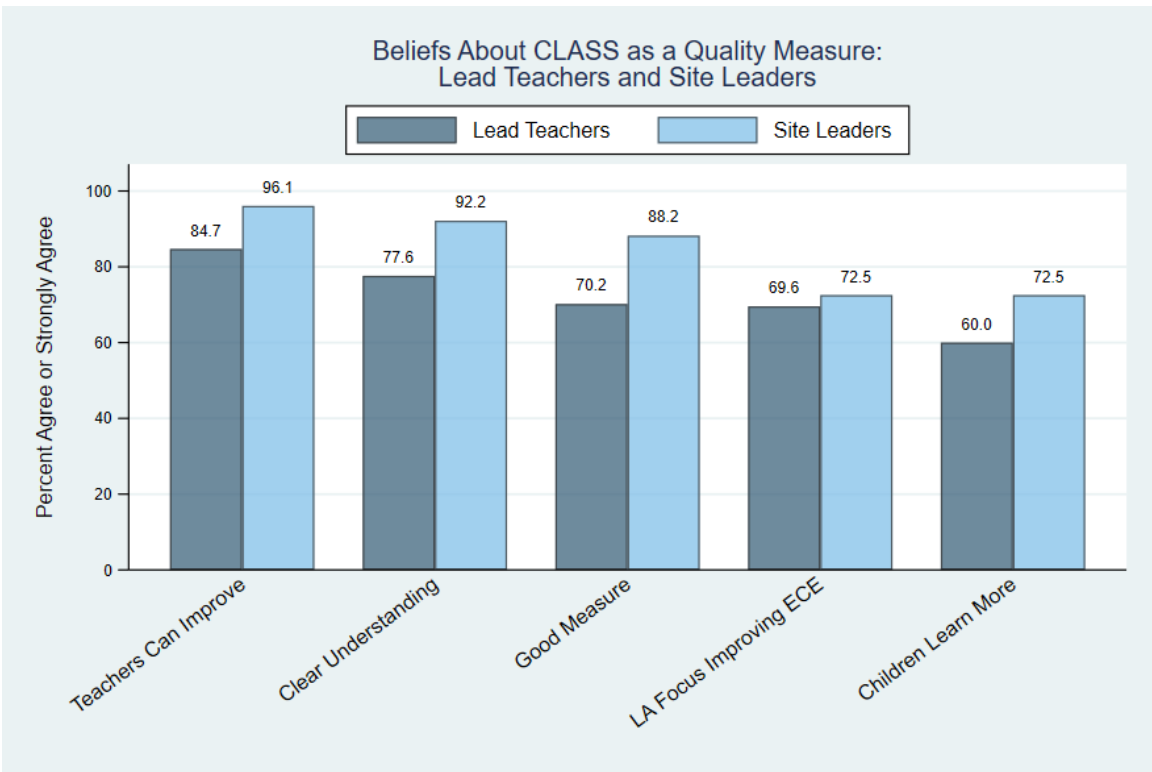
Beliefs About and Perceptions of CLASS

The SEE-LA Workforce survey also asked about the extent to which teachers and site leaders believed the CLASS was a useful measure of classroom quality, and about the extent to which CLASS was leading to improvements in their own site and classroom.

Figure 27 shows the extent to which lead teachers and site leaders agree with a set of general statements about the CLASS and its utility. The items include:

- *"With practice and support, **teachers can improve** their CLASS scores."*
- *"I have a **clear understanding** of what the CLASS measures."*
- *"CLASS is a **good way to measure** the quality of teachers' interactions with children."*
- *"Louisiana's focus on CLASS will **improve the quality** of ECE sites in the state."*
- *"**Children learn more** in classrooms with higher CLASS scores."*

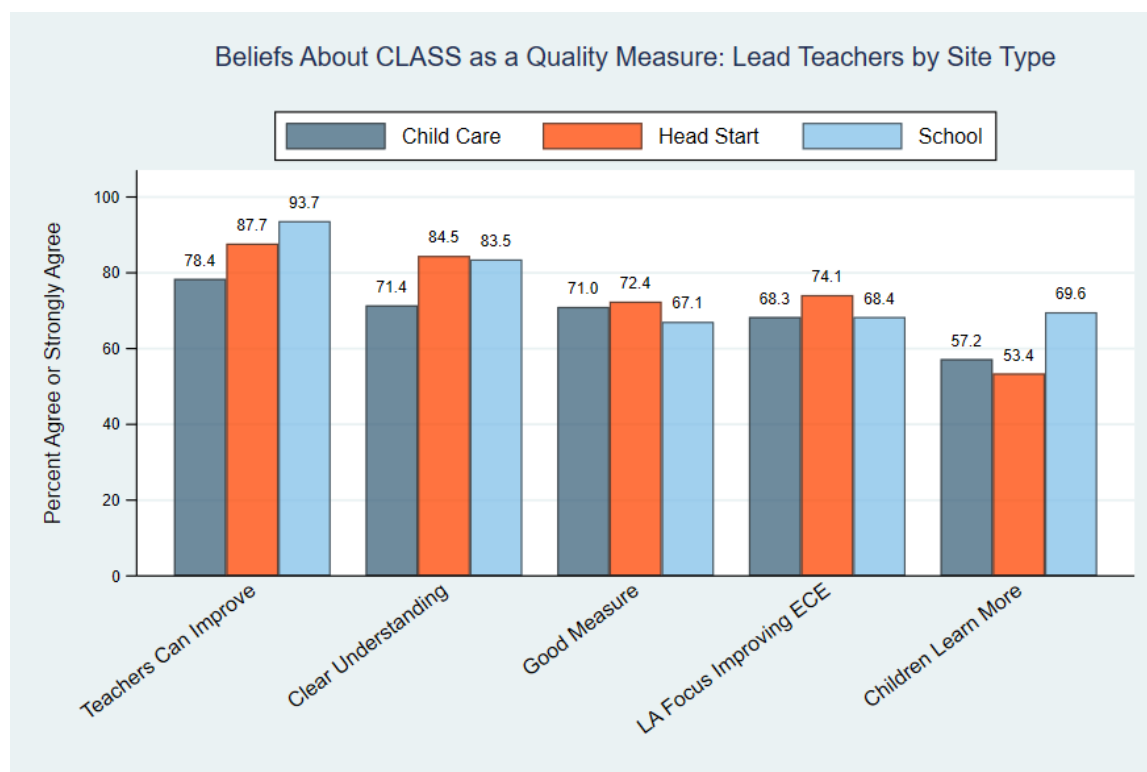
Figure 27. Beliefs about CLASS as a Quality Measure: Responses from Lead Teachers and Site Leaders



In general, responses suggest that both lead teachers and site leaders had a clear understanding of the CLASS and a favorable opinion of the tool. The majority of lead teachers and site leaders agreed with each of the statements. Teachers (85%) and leaders (96%) were confident that teachers can improve their CLASS scores with practice and support. Most lead teachers (78%) and leaders (92%) also “agreed” or “strongly agreed” that they had a clear understanding of what the CLASS measures. Of all of the statements, teachers had the lowest confidence that children learn more in classrooms with higher CLASS scores. Only 60% of lead teachers agreed with this statement.

In general, perceptions of the CLASS did not vary substantially across site types. However, lead teachers at child care sites demonstrated the lowest levels of agreement with nearly all of the statements regarding CLASS as a quality measure (Figure 28).

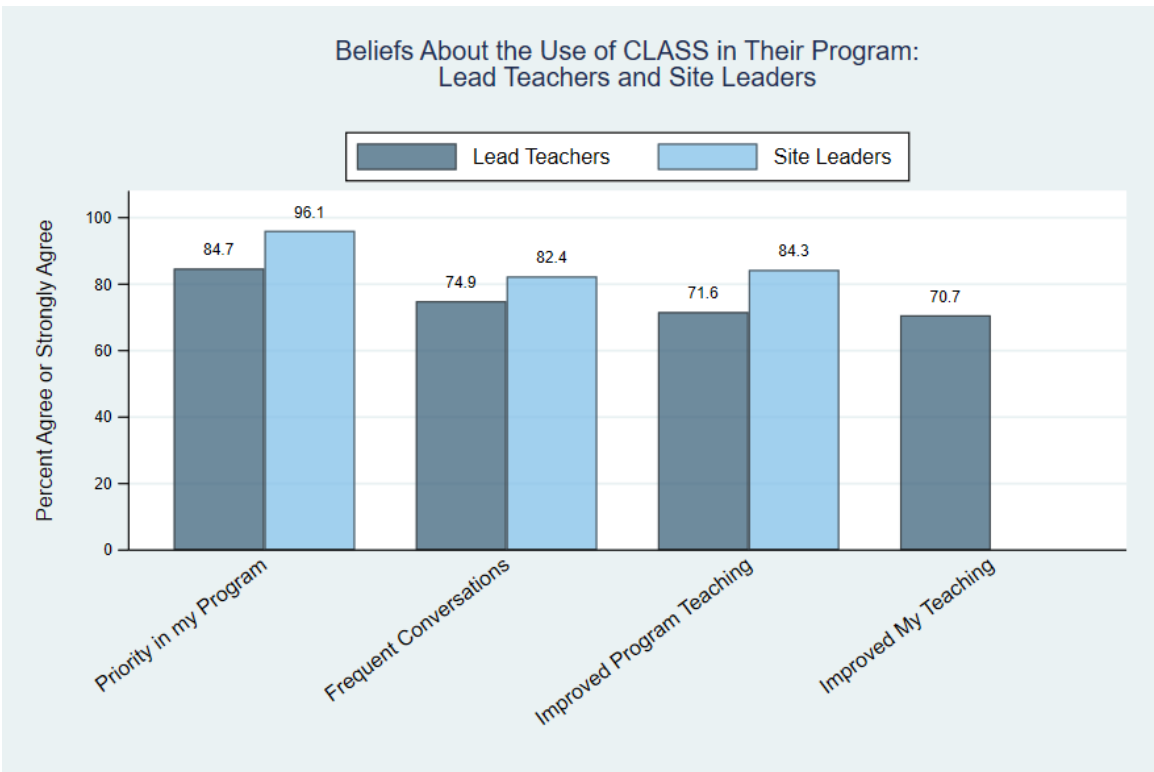
Figure 28. Beliefs about CLASS as a Quality Measure: Responses from Lead Teachers by Site Type



In addition to asking early educators about their opinions on CLASS as an overall measure of quality, the SEE-LA Workforce Survey also asked about CLASS use in their own classrooms and sites. The survey asked how much lead teachers and site leaders agreed with the following statements:

- *“Ensuring high quality teacher-child interactions is a **priority for my program.**”*
- *“I have **frequent conversations** with my teachers / director or other teachers about CLASS.”*
- *“The focus on class in my site has led to **real improvements in teaching** at my program.”*
- *“I believe CLASS is **improving my teaching practice.**” (Note: this item was only asked of teachers, not site leaders.)*

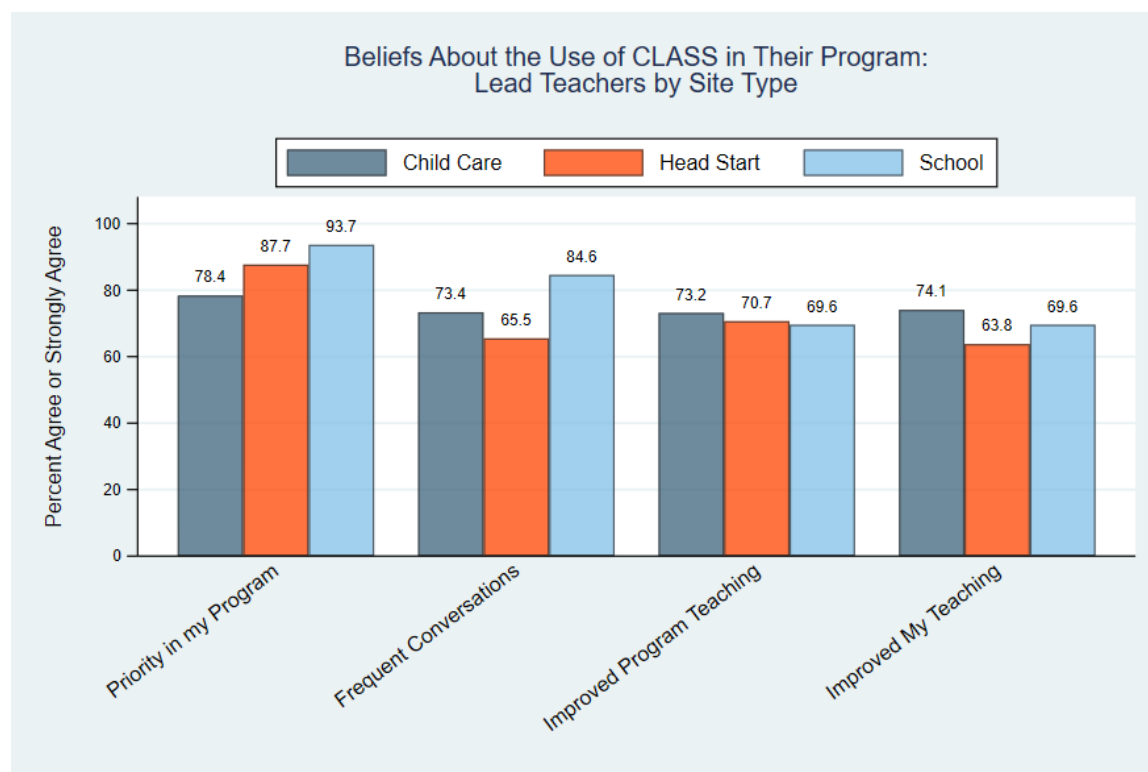
Figure 29. Beliefs About CLASS in their Program: Responses from Lead Teachers and Site Leaders



Most lead teachers (85%) and the vast majority of site leaders (96%) agreed that “ensuring high quality teacher-child interactions is a priority for my program” (Figure 29). However, site leaders were 8 percentage points more likely than lead teachers to report that they have frequent conversations about the CLASS. About 72% of lead teachers believed CLASS had improved teaching at their program, however 84% of site leaders did. Finally, over two-thirds of teachers believed that the CLASS was improving their own teaching.

Figure 30 disaggregates these patterns for lead teachers by site type and shows relatively similar patterns across types. Compared to child care and school teachers, Head Start teachers were somewhat less likely to agree that they had frequent CLASS conversations and that CLASS had improved the quality of their own teaching and the teaching at their site.

Figure 30. Beliefs About CLASS in their Program: Responses from Lead Teachers by Site Type



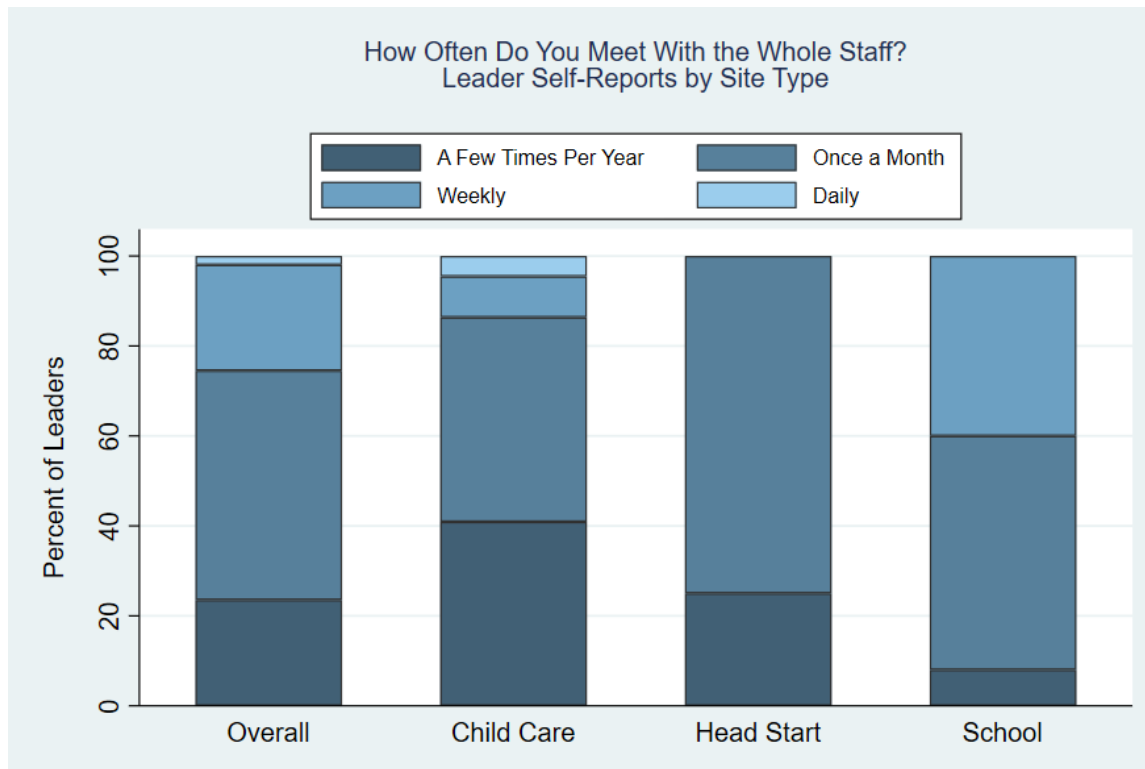
Section 5: Leadership

Early childhood site leaders (e.g. child care directors, Head Start directors, school principals, etc.) likely play an important role in shaping site quality. This section describes leaders' self-reported practices as well as lead teachers' perspectives of their leaders.

Staff Meetings

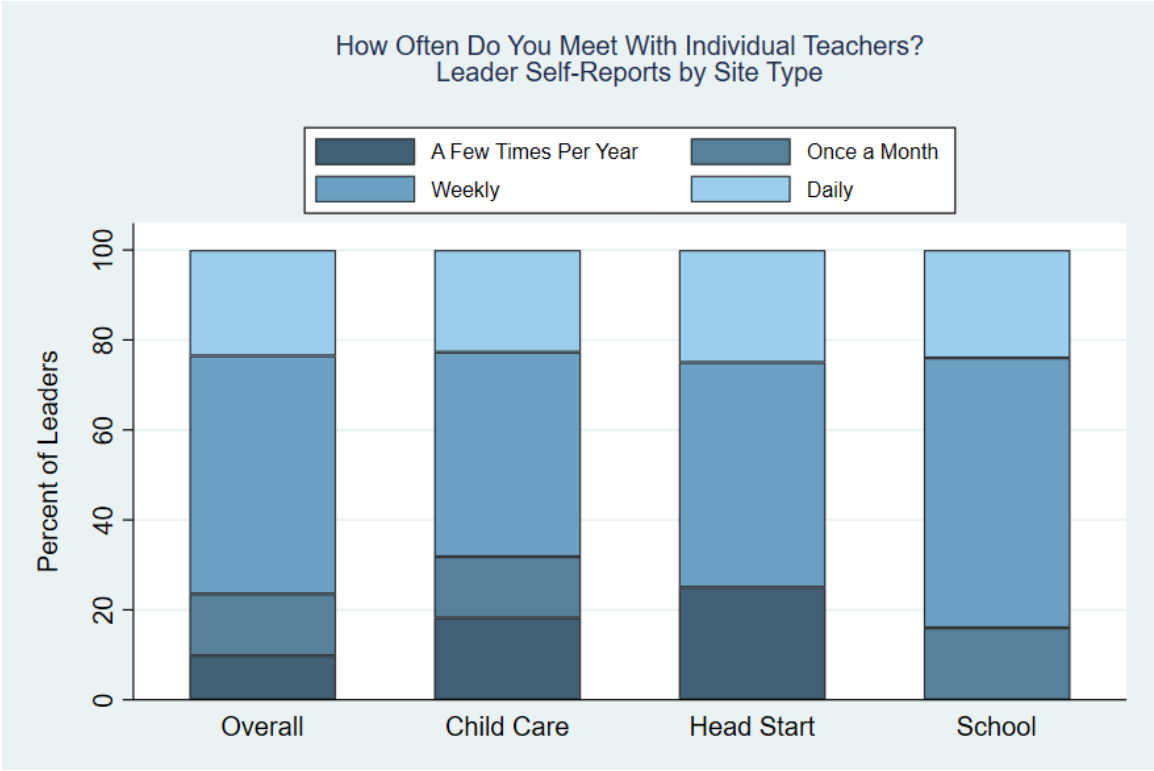
The SEE-LA Workforce Survey asked site leaders to answer a series of questions about the support they provide their teachers. Overall, just under one-quarter of site leaders indicated they meet with their full staff daily or weekly, about 45% indicated they did so monthly, and about one-quarter indicated they do so a few times a year (Figure 31). While “never” was a response option for this survey question, no leaders at any site type reported that they never meet with their entire staff. School leaders were most likely to report frequent meetings with the whole staff. 40% reported meeting once a week. In contrast, less than one-fifth of child care site leaders, and no Head Start site leaders, reported meeting with the entire staff on a daily or weekly basis.

Figure 31. Frequency of Meeting with Entire Staff: Responses from Site Leaders Overall and by Site Type



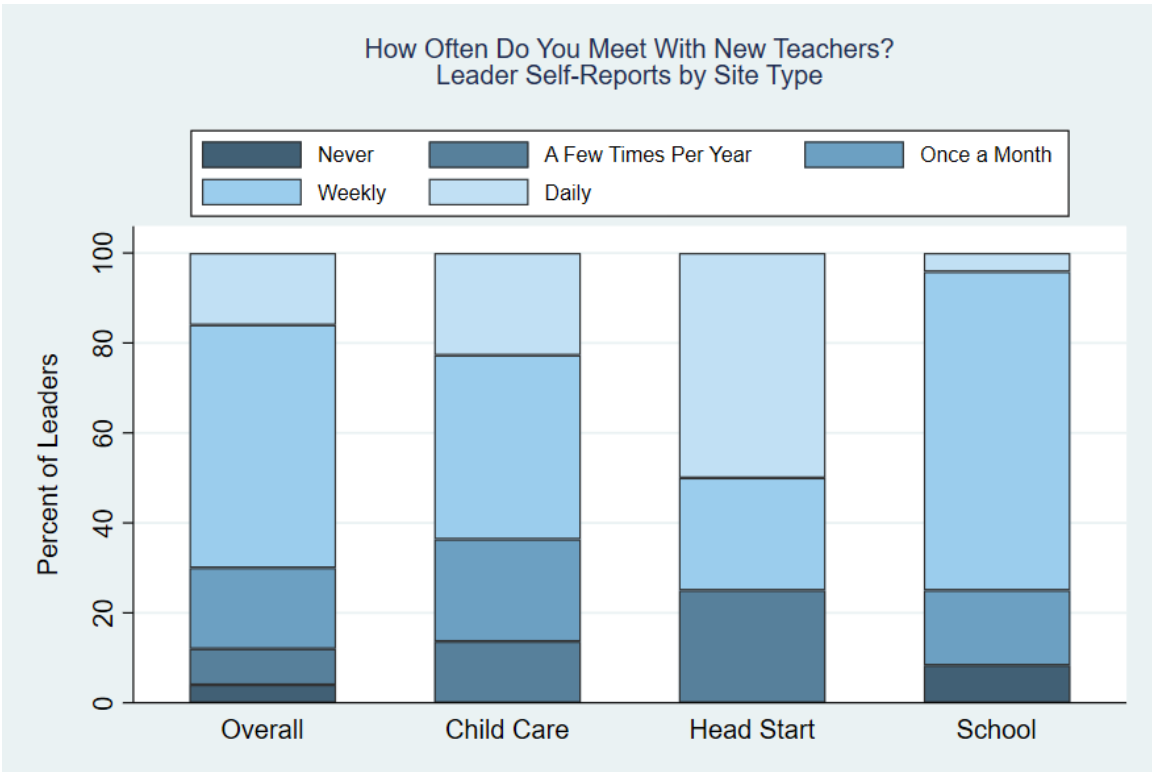
Site leaders were more likely to report frequently meeting with individual teachers than meeting with the whole staff. Overall, about 75% of leaders met with individual teachers daily or weekly, as illustrated in Figure 32. Head Start leaders reported meeting with their teachers less frequently than leaders in other site types. For instance, while about one-quarter of Head Start leaders reported meeting with individual teachers only a few times a year, this figure was less than 20% among child care leaders and no school leaders reported meeting with individual teachers only a few times per year.

Figure 32. Frequency of Meetings with Individual Teachers: Responses from Site Leaders Overall and by Site Type



About two thirds of leaders met with new teachers either daily or weekly (Figure 33). There was significant variation by site type. About half of Head Start leaders reported meeting daily with new teachers, compared to 22% of child care leaders and under 5% of school leaders. A significant percentage within each site type reported meeting with new teachers infrequently. Notably, about one-quarter of school and Head Start leaders reported never meeting with new teachers or only doing so a few times a year.

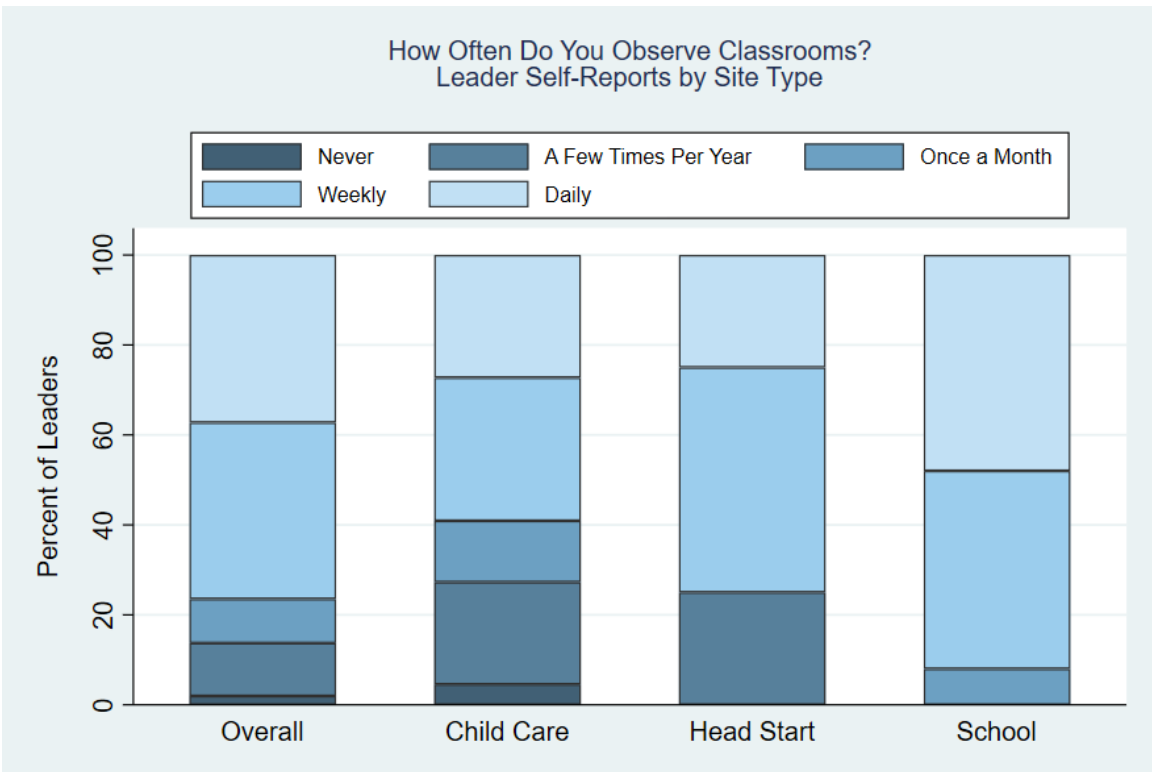
Figure 33. Frequency of Meetings with New Teachers: Responses from Site Leaders Overall and by Site Type



Classroom Observations

Conducting classroom observations is another key way that many site leaders support their teachers. Overall, about three-quarters of leaders reported observing classrooms either daily or weekly (Figure 34). These responses differ considerably across site types, however. While about 60% of child care site leaders reported daily or weekly class observations, about 75% of Head Start leaders and 90% of school leaders did.

Figure 34. Frequency of Classroom Observations: Responses from Site Leaders Overall and by Site Type



Evaluation of Leadership

The SEE-LA Workforce Survey also asked leaders to evaluate their own management practices. They were asked how much they disagreed or agreed with each of the following statements:

- *"I respond to teachers' concerns in a timely manner."*
- *"I work hard to promote teamwork in this center."*
- *"My teachers' well-being is important to me."*
- *"I know about teachers' day-to-day classroom experiences."*
- *"Teachers feel comfortable checking in with me about issues or concerns that are important to them."*
- *"I provide teachers with regular feedback on their classroom practice."*
- *"I ensure teachers have structured opportunities to learn from one another."*

The overwhelming majority of leaders (93% or more) "agreed" or "strongly agreed" with these statements regarding positive leadership practices (not shown).

The SEE-LA Workforce Survey also asked teachers to report on their leaders’ practices and capabilities. Table 11 indicates the percentage of teachers who “agreed” or “strongly agreed” with a set of statements about their leaders.

Table 11. Reports of Leader Management Practices: Responses by Lead Teachers

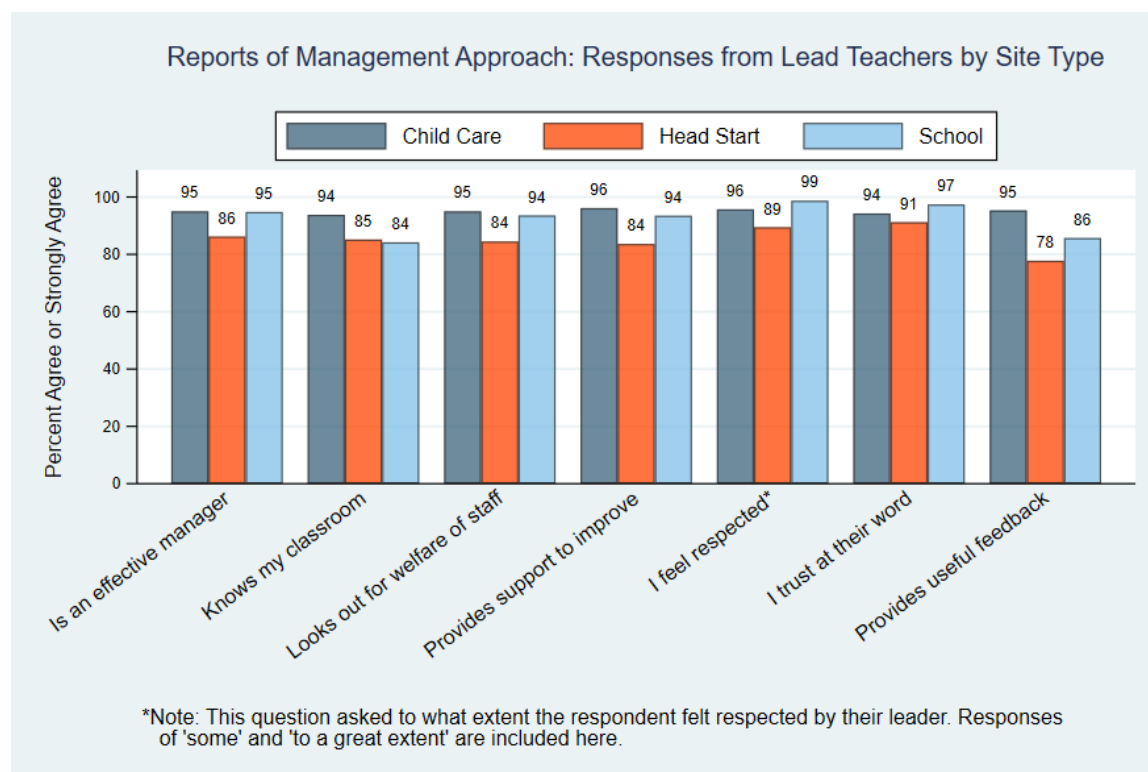
	Percent “Agree” or “Strongly Agree”
The site leader is an effective manager who makes the school run smoothly.	93.1%
The site leader knows what's going on in my classroom.	89.2%
The site leader looks out for the personal welfare of the staff members.	92.4%
I trust the site leader at their word.	94.5%
The site leader provides me with useful feedback to improve my teaching.	88.8%
To what extent do you feel respected by site leader?*	95.3%

**Note: This question asked to what extent the respondent felt respected by their leader. Responses of “some” and “to a great extent” are included here.*

The majority of lead teachers reported favorable perceptions of their leaders. For example, 93% considered their leader an effective manager, and 89% agreed that the leader knows what’s going in in the classroom. Of the statements, lead teachers were least likely to agree that their site leader provided them with useful feedback; however, 88% of teachers still agreed with this statement.

Additionally, there were notable differences in teachers’ perceptions of leaders across site types. As illustrated in Figure 35, child care teachers were most likely to be satisfied with their leaders’ practices. For nearly all of the seven statements, the child care teachers were most likely to “agree” or “strongly agree” with positive statements regarding their leader’s management. In fact, 95% of child care teachers agreed that “[their] leader provides useful feedback,” a proportion that was 10 percentage points higher than among school teachers. Head Start teachers were least likely to agree with all but one statement regarding their leader.

Figure 35. Reports of Management Approach: Responses from Lead Teachers by Site Type



Section 6: Compensation & Supports

The early childhood workforce in the United States is characterized by low pay and many ECE educators face challenges making ends meet. Low wages make it difficult to attract and retain qualified educators (National Research Council and Institute of Medicine, 2015). This section examines the compensation and benefits of teachers and leaders⁵ in Rapides Parish.

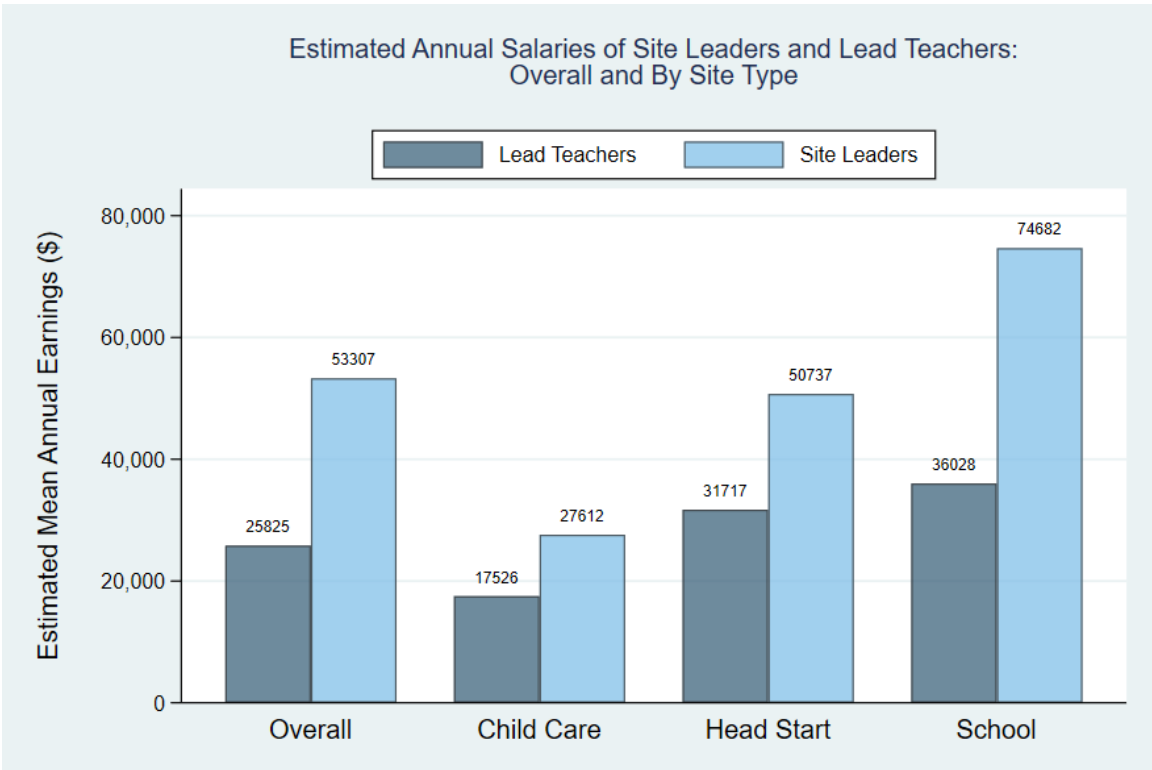
Salary

Overall, lead teachers earned approximately \$25,800 per year or, \$12.42/hour – approximately equal to the 2019 Federal Poverty Level for a family of four. For site leaders, the estimated average annual salary was \$53,300 per year.

Figure 36 shows both lead teacher and site leader annual salaries by site type. Child care lead teachers and leaders received the lowest annual average salary. Lead teachers at child care sites earned an average annual salary of \$17,500, half of what lead teachers at schools earned (\$36,000). Further, while child care site leaders earned \$27,600 annually, school site leaders earned nearly three times more: \$74,600 on average. The Head Start workforce also earned considerably more than the child care workforce, though less than school employees.

⁵ To report compensation, teachers and leaders were asked to provide a dollar amount and select a corresponding time period. For example, a respondent may have entered “10” as the dollar amount, and then selected “hourly” from the time period options. The amounts presented here were calculated by assuming a full-time, full-year work schedule (because many early childhood sites operate year-round) and multiplying or dividing dollar amounts as appropriate based on the time period. For example, the response of \$10 per hour would be multiplied by 40 (hours per week), and then multiplied by 52 (weeks per year) to arrive at an estimated annual salary. Nearly all school teachers reported annual salaries, in line with what is reported here, and as such represents their school year earnings, but not their potential for a second job in the summer.

Figure 36. Estimated Annual Earnings of Lead Teachers and Site Leaders



Hours Worked

The SEE-LA Workforce Survey also asked respondents to record the number of hours they work in a typical week. As seen in Table 12, site leaders reported more hours per week (47) than lead teachers (37).

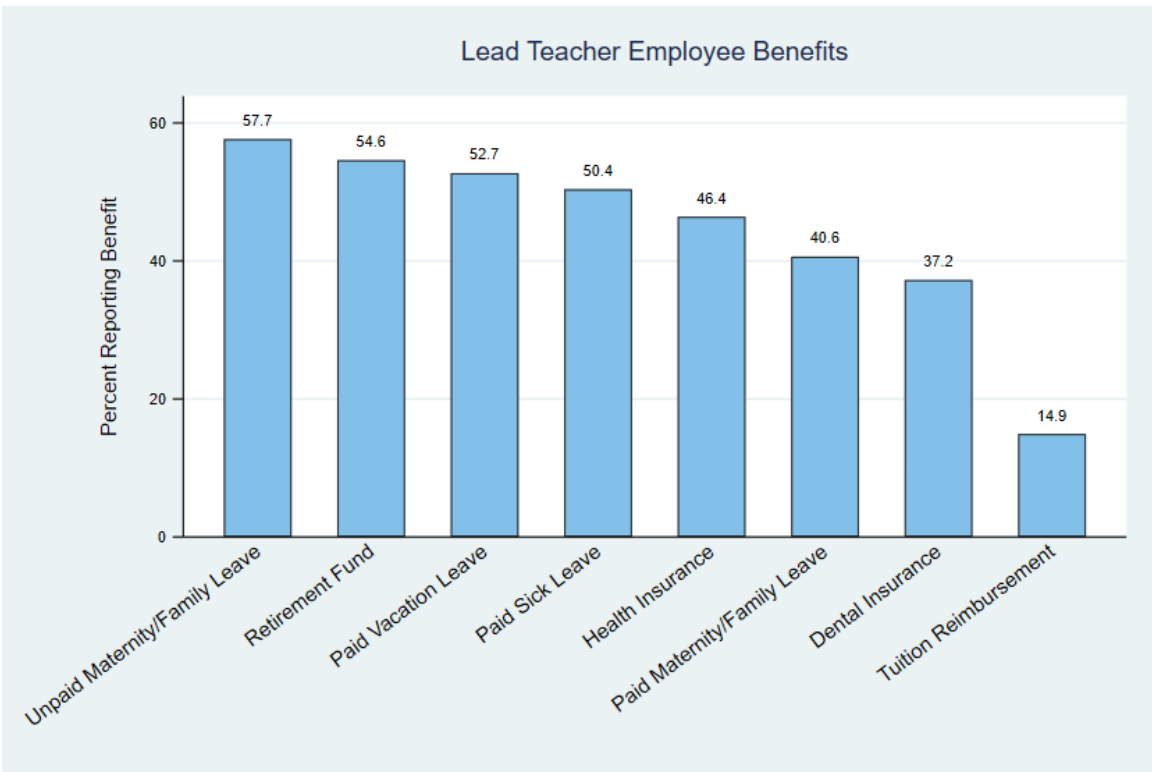
Table 12. Hours Worked Per Week: Responses from Lead Teachers and Site Leaders

	Lead Teachers				Site Leaders			
	CC	HS	School	Overall	CC	HS	School	Overall
Hours per Week	36.1	43.6	33.6	37.0	43.0	37.7	51.1	46.8

Benefits

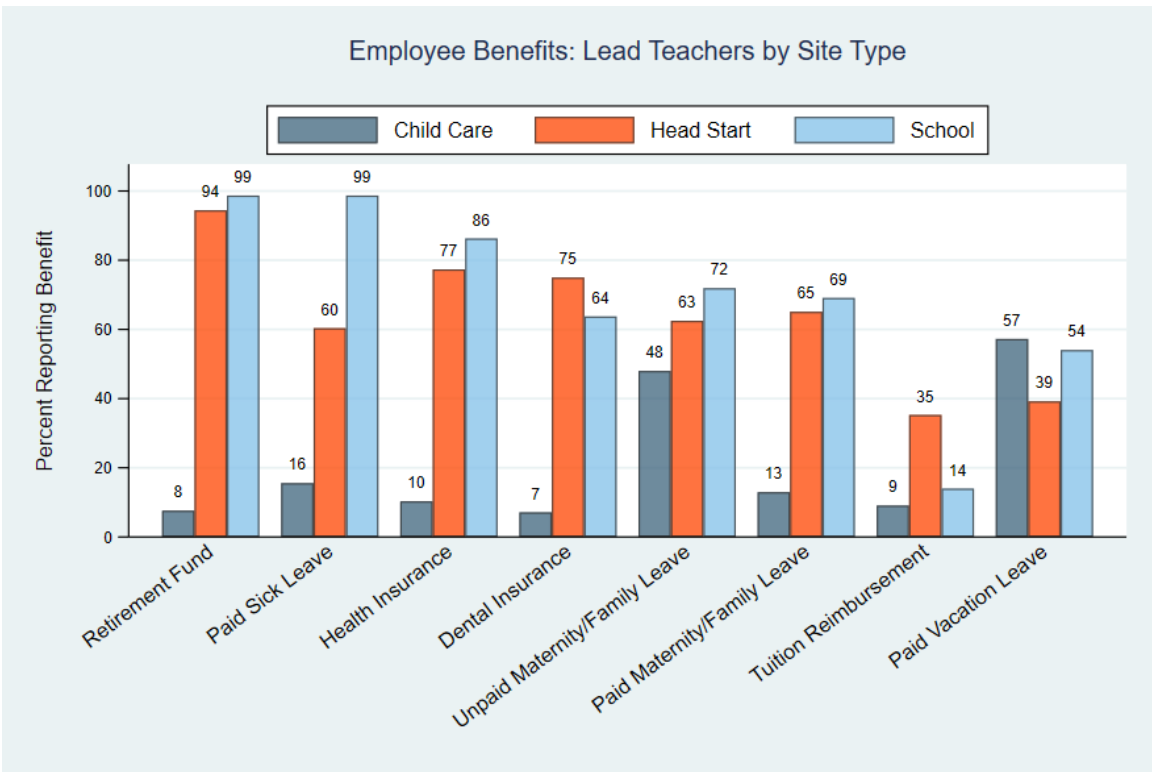
The SEE-LA Workforce Survey also asked respondents to report the job benefits available to them through their site. Figure 37 shows the benefits available to teachers overall.

Figure 37. Employee Benefits: Responses from Lead Teachers



This masks substantial heterogeneity by site type, however (Figure 38). Comparing across site types, child care teachers were far less likely to receive each benefit, except for paid vacation leave. For instance, the percentage of Head Start and school-based teachers who received health insurance from their site was approximately 8 times greater than that of child care teachers. Moreover, the percentage of teachers who received paid maternity/family leave was more than 5 times lower for child care lead teachers than for Head Start sites and schools: only 13% of child care teacher reported receiving this benefit from their site, as compared to 65% and 69% of Head Start and school teachers, respectively.

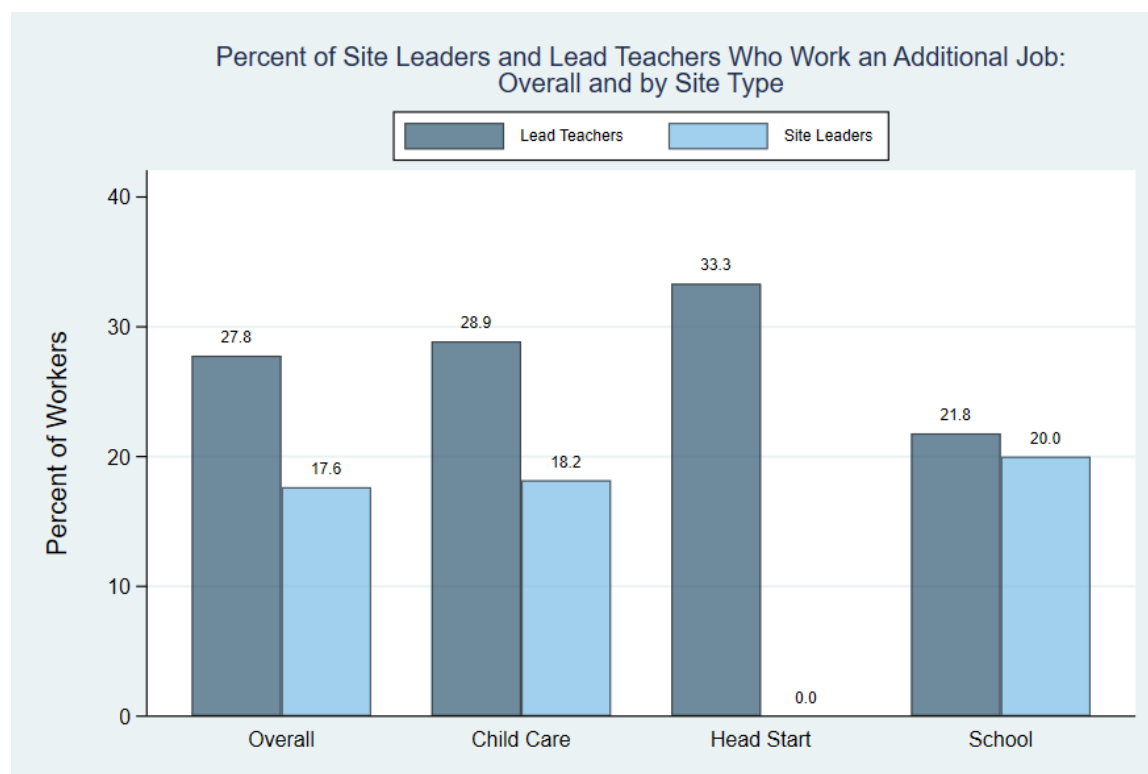
Figure 38. Employee Benefits: Responses from Lead Teachers by Site Type



Working a Second Job

Finally, a significant proportion of early childhood workers held additional jobs to supplement their income (Figure 39). Almost 30% of lead teachers and 20% of leaders worked at another job outside of their site. Head Start lead teachers were most likely to do so, with one-third taking on extra work, despite earning the higher annual salary than child care sites (though this may include work during summer vacation). Further, about 20% of child care and school site leaders worked a second job, despite working roughly 40 hours a week in their primary roles. Notably, no Head Start leaders reported working a second job.

Figure 39. Percent that Work an Additional Job: Responses from Lead Teachers and Site Leaders by Site Type



Section 7: Wellbeing

Low pay and other job stressors can negatively influence the wellbeing of the ECE workforce, which is a significant concern both for the educators themselves and for the young children they serve. Studies show that children in early childhood classrooms with more depressed teachers experience less growth in social-emotional skills (Roberts et al., 2016). The SEE-LA Workforce Survey asked teachers and leaders to report on three aspects of their wellbeing: emotional and mental wellbeing, financial security, and food security.

Emotional and Mental Wellbeing

Teachers and leaders completed the Center for Epidemiologic Studies Depression Scale Short Form (CES-D-SF), a seven-item questionnaire that measures the frequency and severity of depression symptoms⁶. The CES-D short form asks participants to report how often they experienced lack of appetite, trouble concentrating, inadequate sleep, sadness, and fatigue in the past week.

Overall, 24% of lead teachers and 23% of site leaders scored at least an 8 on the CES-D-SF and therefore are considered at risk for clinical depression. In comparison, in the United States, 7% of all adults and 8.6% of female adults experienced at least one depressive episode in 2017 (National Institute of Mental Health). Survey data from the Centers for Disease Control indicate that, nationwide, 19.8% of women who earn less than 100% of the Federal Poverty Level, and 13.9% of women who earn between 100-200% of the Federal Poverty Level, were at risk for depression between 2013-2019 (Brody et al., 2018).

Table 13 shows that teachers at schools were the most likely to meet the clinical threshold for depression risk (35%), compared to 23% of child care teachers and 14% of all Head Start teachers.

Table 13. Percent Meeting CES-D-SF Clinical Threshold: Lead Teachers and Site Leaders

	<u>Lead Teachers</u>				<u>Site Leaders</u>			
	CC	HS	School	Overall	CC	HS	School	Overall
% Meeting Clinical Threshold	22.5%	13.8%	35.4%	24.4%	22.7%	0%	43.6%	23.1%

⁶ Response options were: (1) rarely or never, (2) some or a little, (3) occasionally or moderately, (4) most or all of the time, or (5) don't know. The scale is coded such that "rarely or never" receives a score of zero and "most or all of the time" receives a score of three. These scores are summed to produce a total such that higher scores indicate greater severity of depression. The CES-D-SF cutoff score for identifying individuals at risk for clinical depression is a score of 8 (Levine 2013). These scores have been shown to be a valid and reliable measure of depression.

Figure 40 illustrates the percent of lead teachers who experienced specific depression symptoms “occasionally” or “most of the time” in the past week. Nearly 45% of lead teachers reported having felt “that everything I did was an effort,” and over one-quarter of teachers reported restless sleep. More than 10% of leader teachers indicated they “felt sad” or “felt depressed” occasionally or most of the time in the past week.

Figure 40. Percent Lead Teachers Experiencing Depression Symptoms

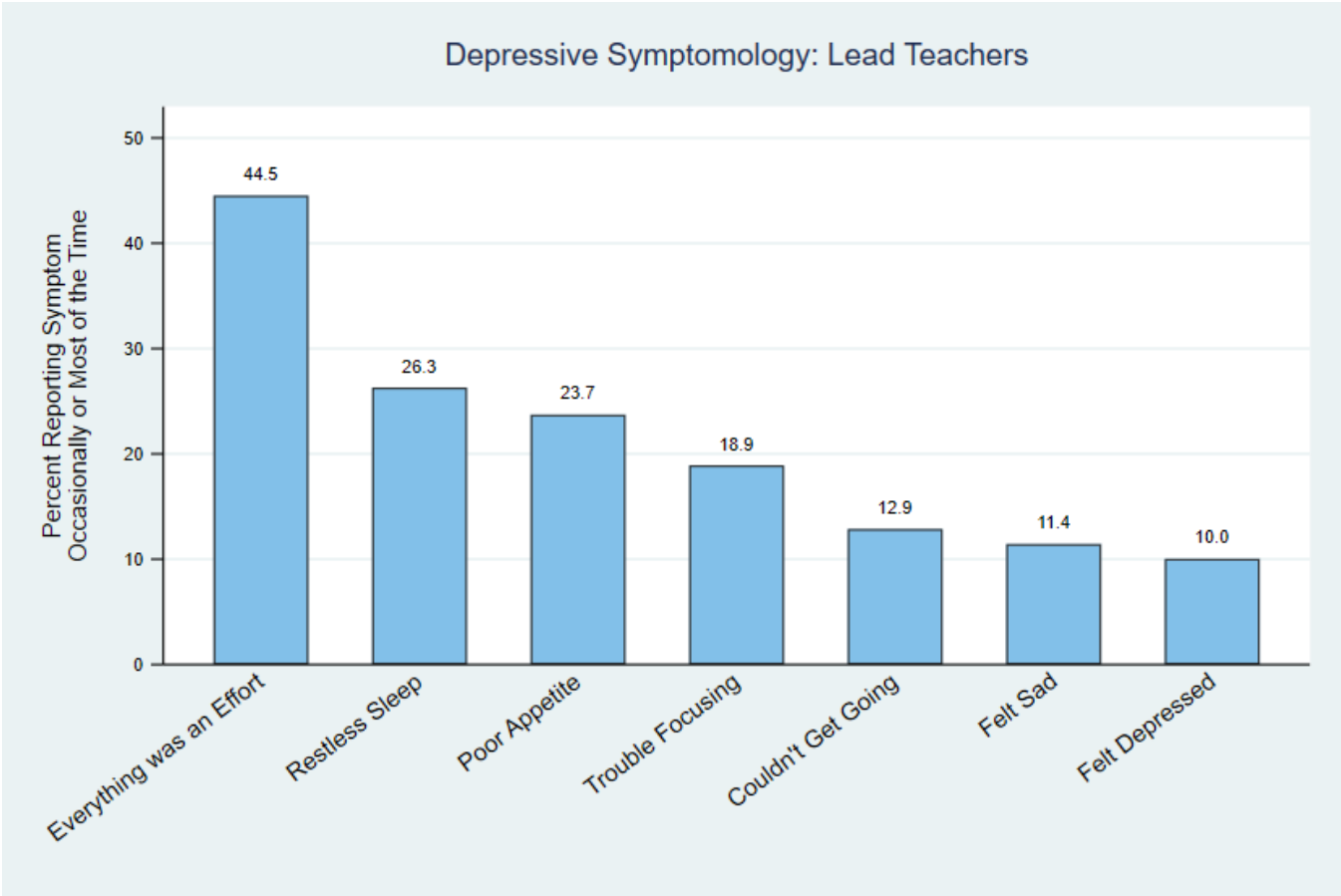
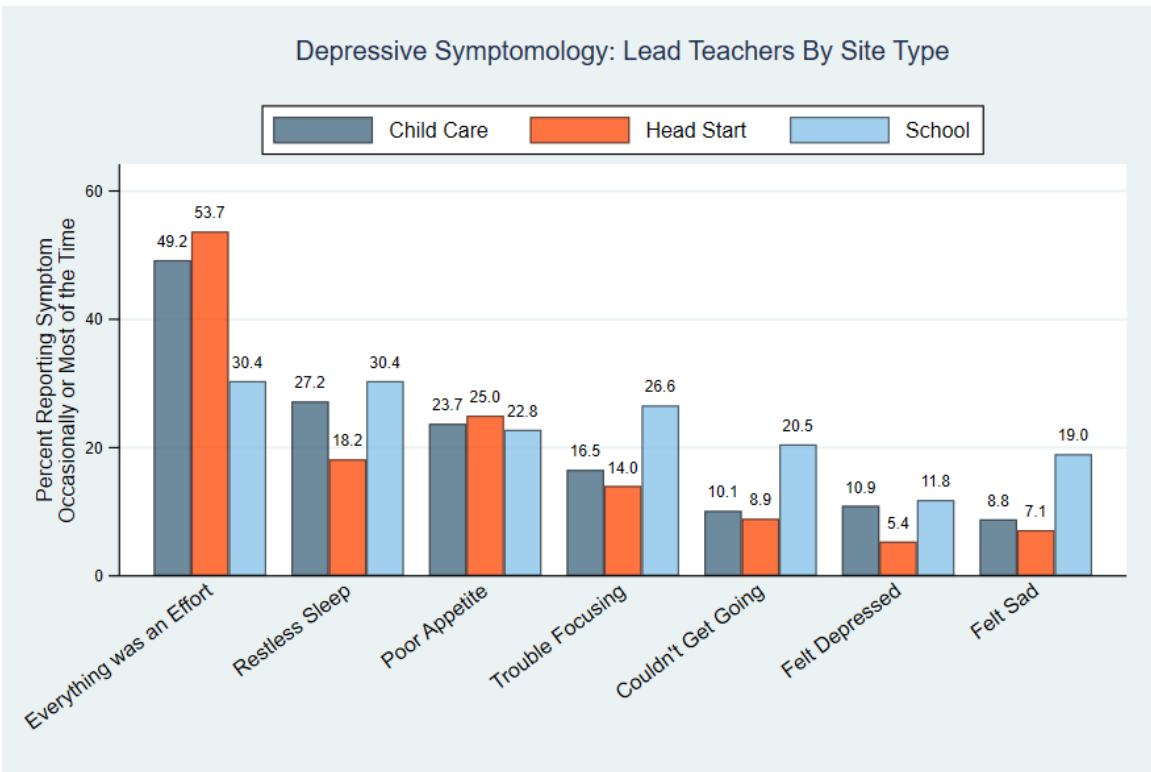


Figure 41 shows differences in depressive symptomology across teachers at different site types. Substantially fewer school-based teachers reported feeling that “everything was an effort” than Head Start or child care teachers, although they were the most likely of the three groups to experience many of the other symptoms, including restless sleep, trouble focusing, low energy (“couldn’t get going”), and feelings of sadness.

Figure 41. Percent Lead Teachers Experiencing Depression Symptoms by Site Type

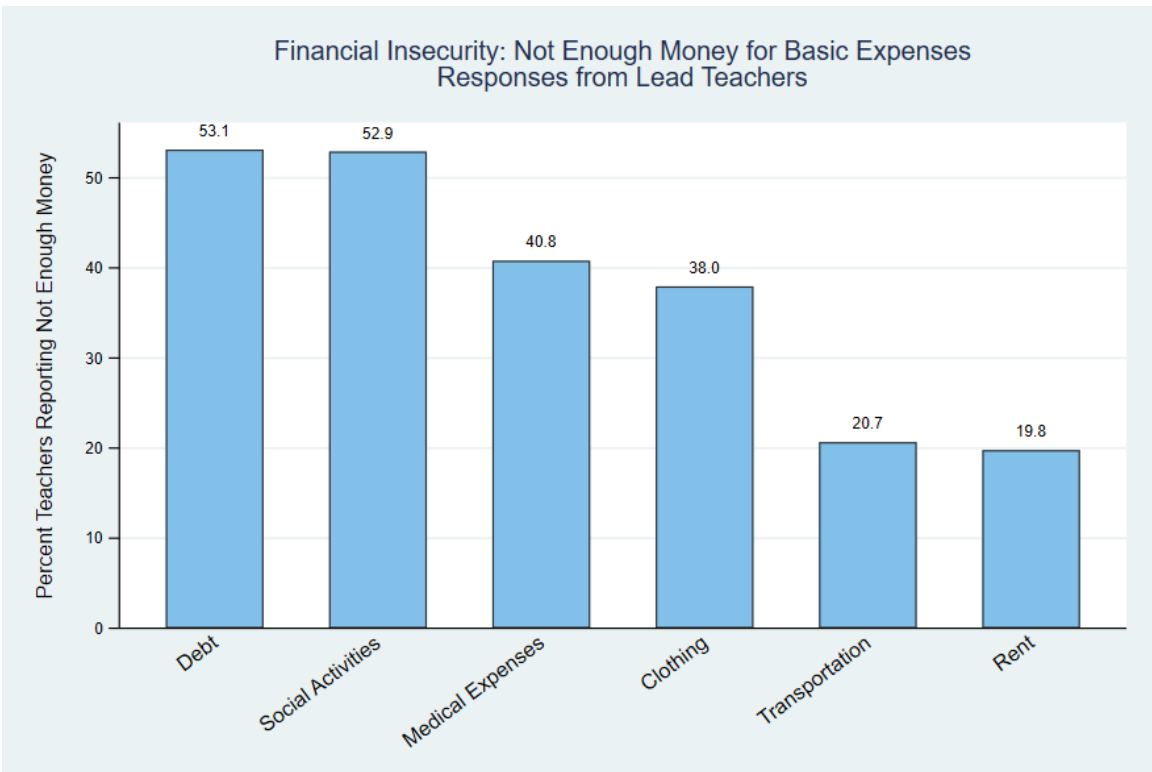


Financial Security and Food Security

Survey respondents were also asked to report on their financial wellbeing and food security. The workforce's low wages impact educators' ability to afford basic expenses such as housing, food, and healthcare. Likewise, food security—reliable access to a sufficient quantity of affordable, nutritious food—is critical to an individual's mental and physical wellbeing.

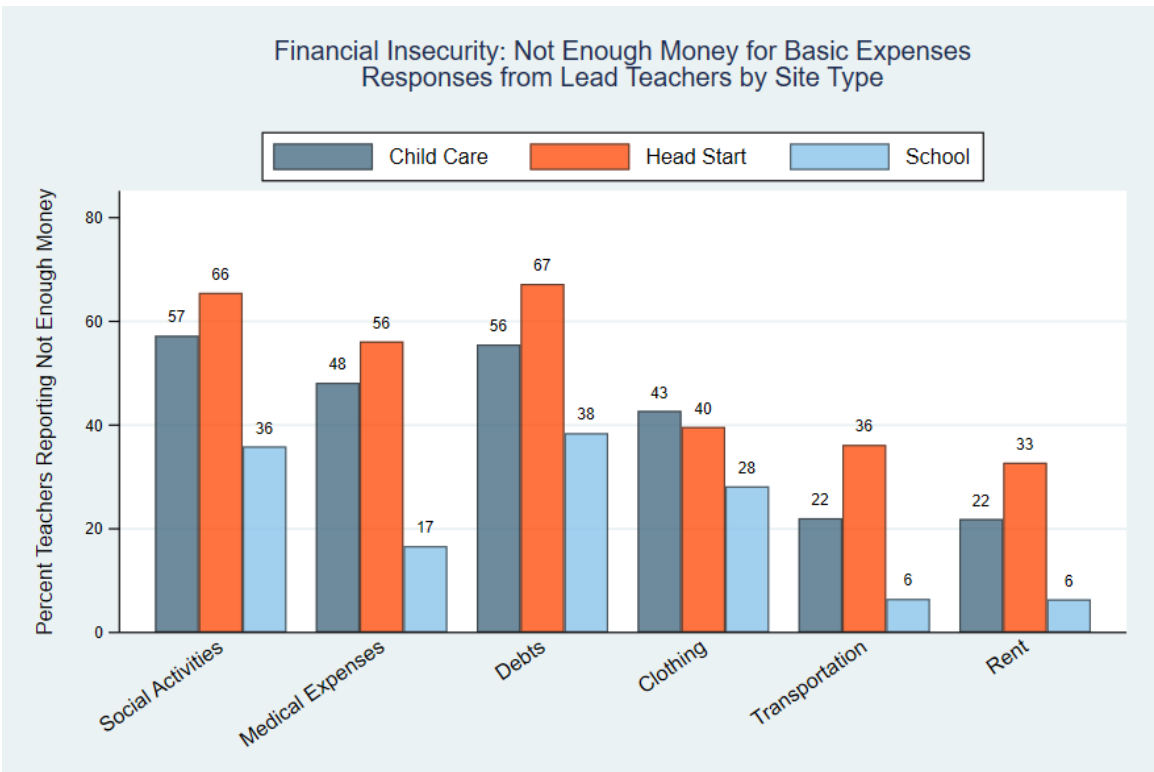
Results indicate that a substantial proportion of lead teachers could not afford basic necessities (Figure 42). Over 40% of lead teachers indicated they did not have enough money for medical expenses in the last 3 months and nearly 20% could not afford rent. More than half of lead teachers also could not afford to pay their debts, which could have a negative impact on future financial security.

Figure 42. Percent that Could Not Afford Basic Expenses: Responses from Lead Teachers



Lead teachers at child care and Head Start sites were much more likely than school teachers to report not being able to afford each type of expense (Figure 43). This trend aligns with lead teachers' self-reported salaries and wages: child care and Head Start teachers received lower pay than school teachers on average. While 17% of school-based pre-kindergarten teachers reported not being able to afford medical expenses, nearly 50% of child care teachers – who were the least likely to have health insurance provided by their site – provided this response. Child care and Head Start teachers were also at least three times as likely to report not being able to afford transportation and rent. It is worth noting however, that while less pronounced, large proportions of school teachers were also financially insecure, as is particularly apparent in the inability of 36% of school-based teachers to pay for debt.

Figure 43. Percent that Could Not Afford Basic Expenses: Responses from Lead Teachers by Site Type



In addition to these expenses, the SEE-LA Workforce Survey asked teachers to report how often in three months prior to the survey they were unable to afford balanced meals, as well as how often they had run out of food and could not afford to buy more (Table 14). About 40% of lead teachers responded affirmatively to each question, suggesting high levels of food insecurity among early educators. Similar to the findings on financial insecurity, lead teachers at child care and Head Start sites were more likely to experience food insecurity than school-based pre-kindergarten teachers.

Table 14. Food Insecurity: Responses from Lead Teachers by Site Type

	Child Care	Head Start	School	Overall
"I couldn't afford to eat balanced meals": % Teachers Responding "Sometimes" or "Often"	43.7%	39.3%	34.6%	40.1%
"The food I bought didn't last and I didn't have the money to buy more": % Teachers Responding "Sometimes" or "Often"	48.1%	41.1%	37.2%	43.5%

Section 8: Job Satisfaction, Job Commitment, and Teacher Turnover

Nationally, the early childhood education workforce is characterized by high levels of teacher turnover, which can pose challenges for quality improvement efforts and negatively impact children. This section examines teachers' satisfaction with their jobs as well as site leaders' perspectives on lead teacher turnover and hiring.

Satisfaction

Overall, lead teachers reported high levels of satisfaction with the contribution their work makes. In each site type, over 90% of lead teachers reported they felt they were making a difference across all site types (Figure 44). Additionally, over 80% of lead teachers in child care and school sites, and just under 80% in Head Start sites "agreed" or "strongly agreed" that they enjoy their job (Figure 45), and about three-quarters indicated that they would choose to teach early childhood education again "if they could start over" (Figure 46). Over 80% of teachers in child care and school sites and about 70% at Head Start sites indicated they planned on staying in their current roles until August of 2019, which was about 9-10 months after they took the survey (Figure 47). Teachers in schools were more likely to be confident that they'll stay in their role through the following August.

Figure 44. “I Feel I am Making a Difference”: Responses from Lead Teachers by Site Type

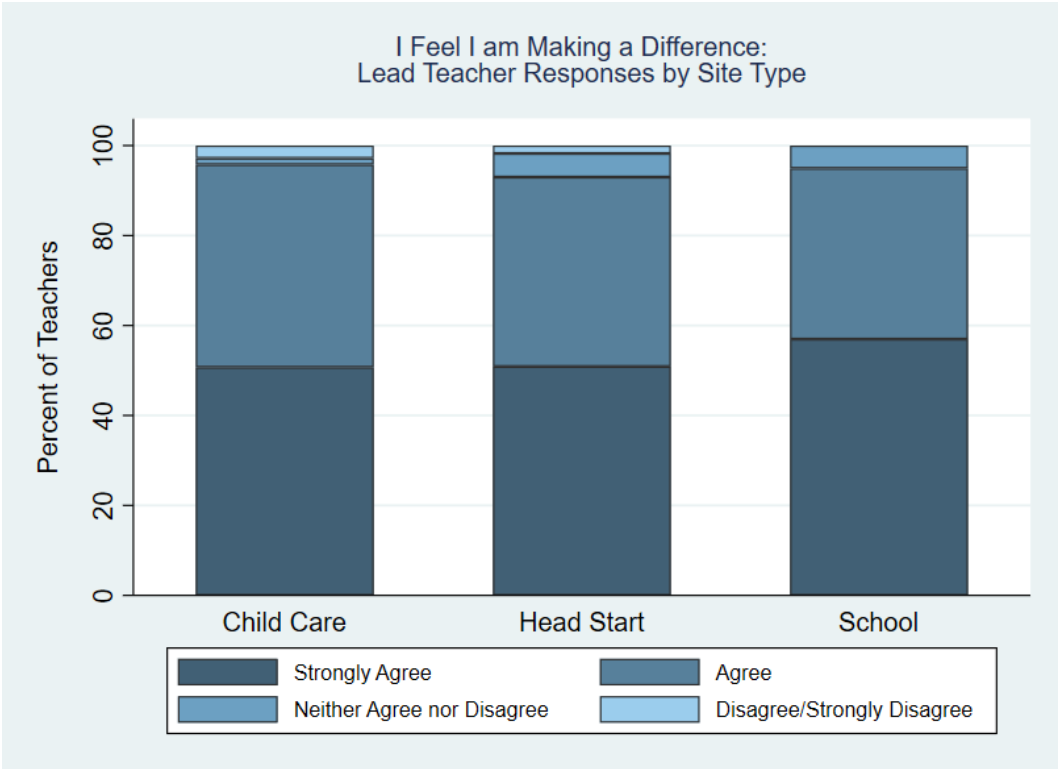


Figure 45. “I Enjoy My Current Job”: Response from Lead Teachers by Site Type

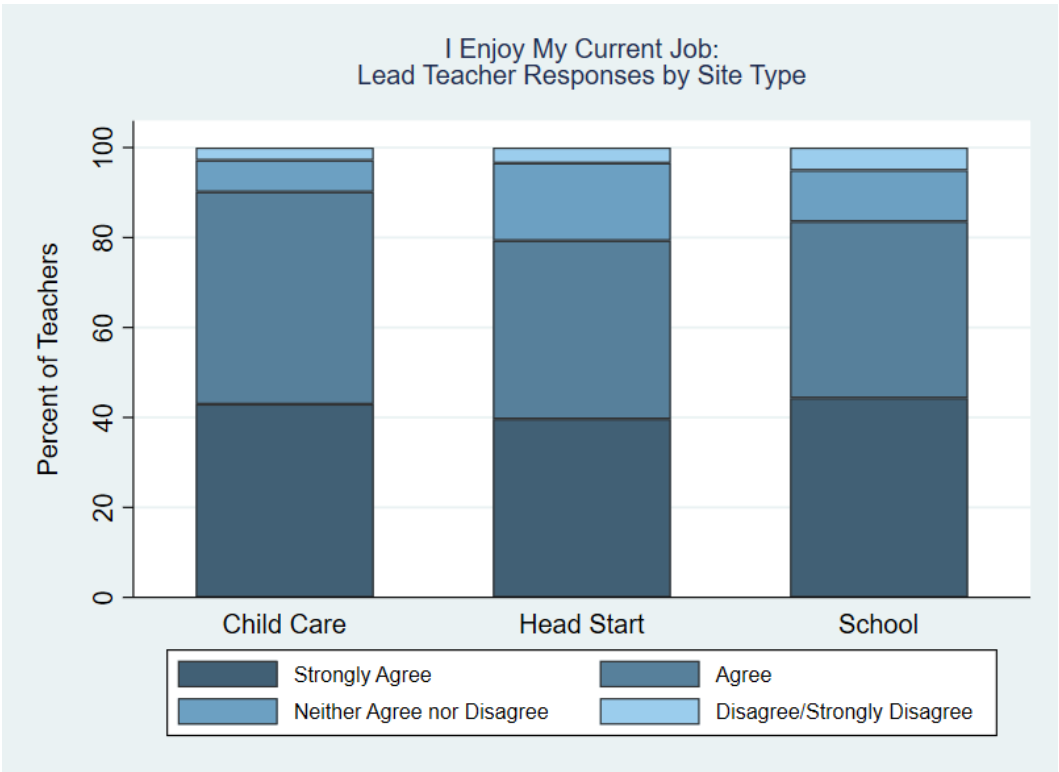


Figure 46. “I Would Choose My Career Again”: Responses from Lead Teachers by Site Type

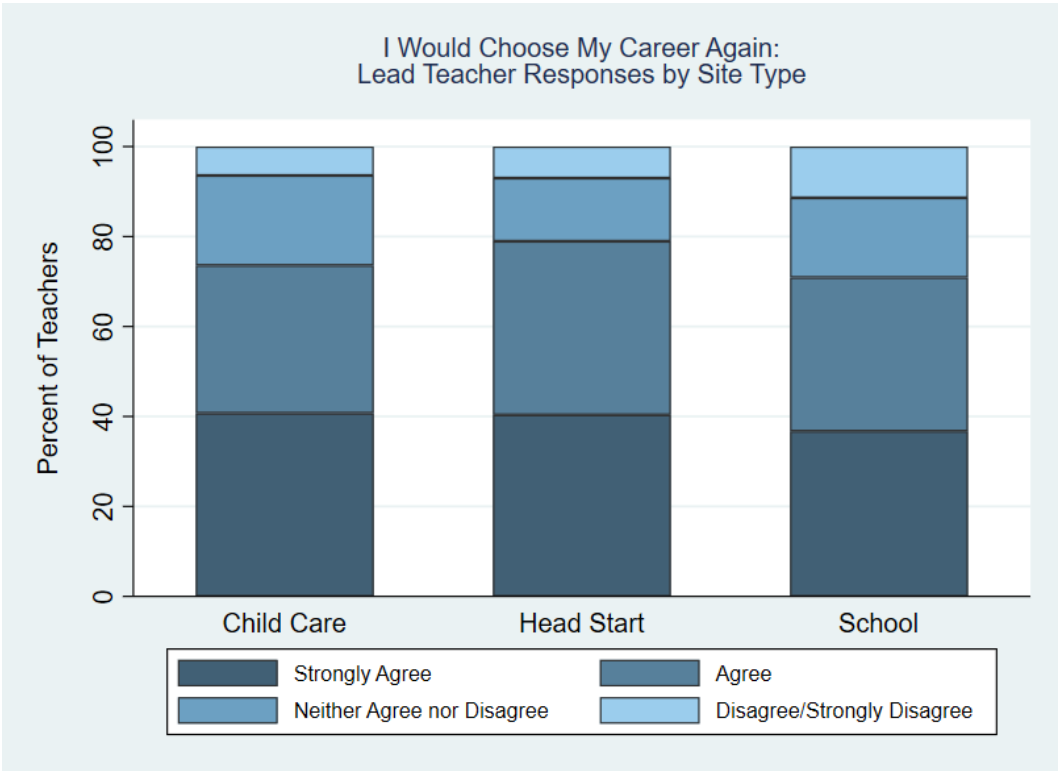
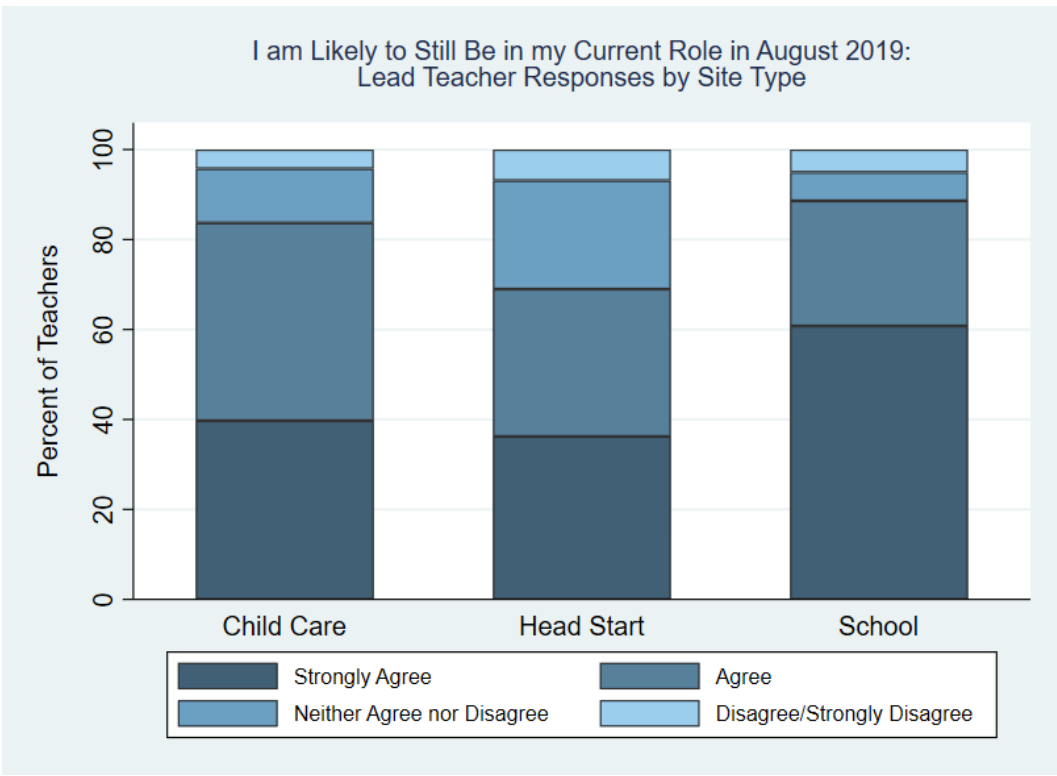


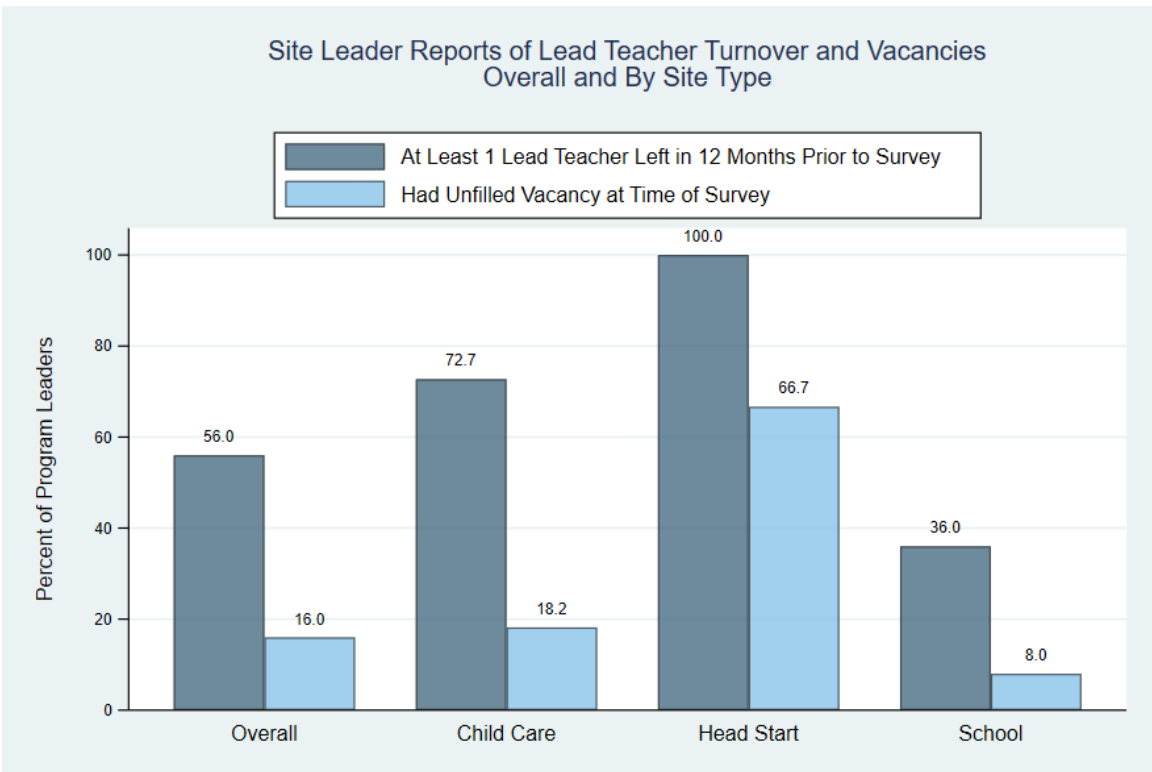
Figure 47. Intention to Remain in Current Role: Responses from Lead Teacher by Site Type



Turnover

Although the majority of lead teachers indicated they planned to stay in their positions, more than half of all site leaders reported teacher turnover in the 12 months prior to completing the survey. A far greater percentage of child care and Head Start sites reported experiencing turnover than schools (Figure 48). Thirty-six percent of school leaders reported having at least one teacher leave their position in the previous year. In contrast, about three-quarters of child care and all Head Start leaders reported at least one teacher leaving.

Figure 48. Teacher Turnover and Vacancies: Responses from Site Leaders Overall and by Site Type



The survey also asked leaders to report the reasons why lead teachers left their positions in the past 12 months (Figure 49). More than half of site leaders who indicated that at least one of their lead teachers had left in the previous year reported that a lead teacher left for “personal reasons (health, baby, moving, etc.),” and 25% of these leaders had terminated at least one teacher. 43% had a teacher leave to take a non-teaching position. About 43% of leaders who experienced turnover indicated they had a teacher leave for a teaching position at a public school or at a nonpublic school.

Figure 49. Teachers' Reasons for Leaving Position: Responses from Site Leaders

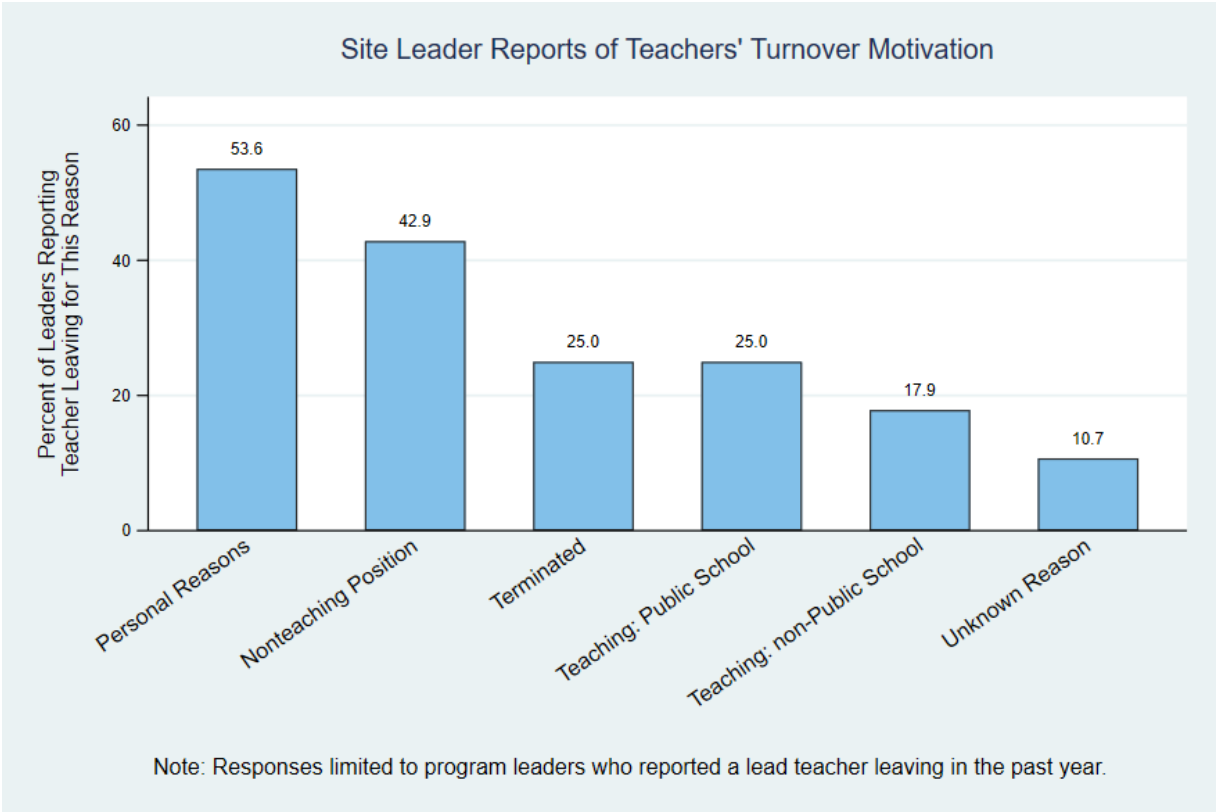
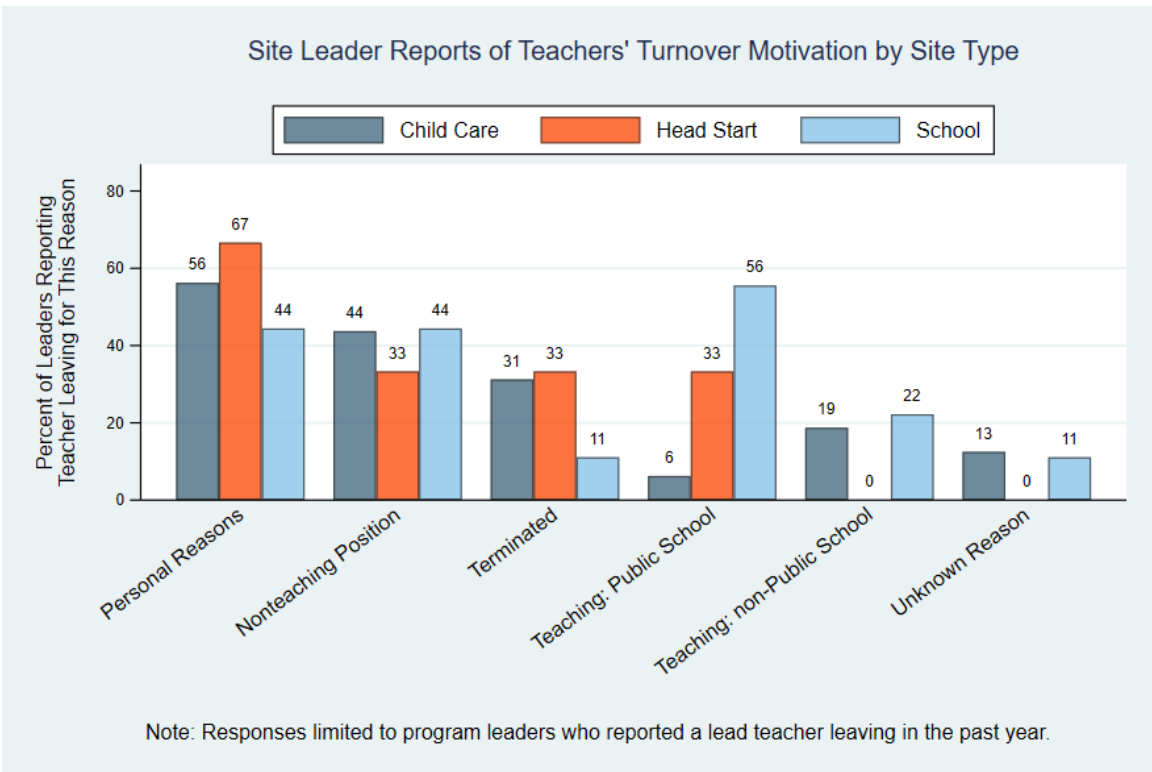


Figure 50 indicates substantial differences across site types in reasons for teacher turnover. For instance, about one-third of child care and Head Start leaders reported terminating at least one lead teacher over the past 12 months. In contrast, only 11% of school leaders reported terminating a teacher in the past 12 months. Child care and school leaders were more likely than Head Start to indicate teachers left for teaching positions *outside* the public schools, but child care leaders were less likely to report teacher exits for positions in public schools. While 22% of school sites had teachers leave to take on a teaching position in a non-public school, 56% of school leaders reported teachers left their site to teach in the public school system.

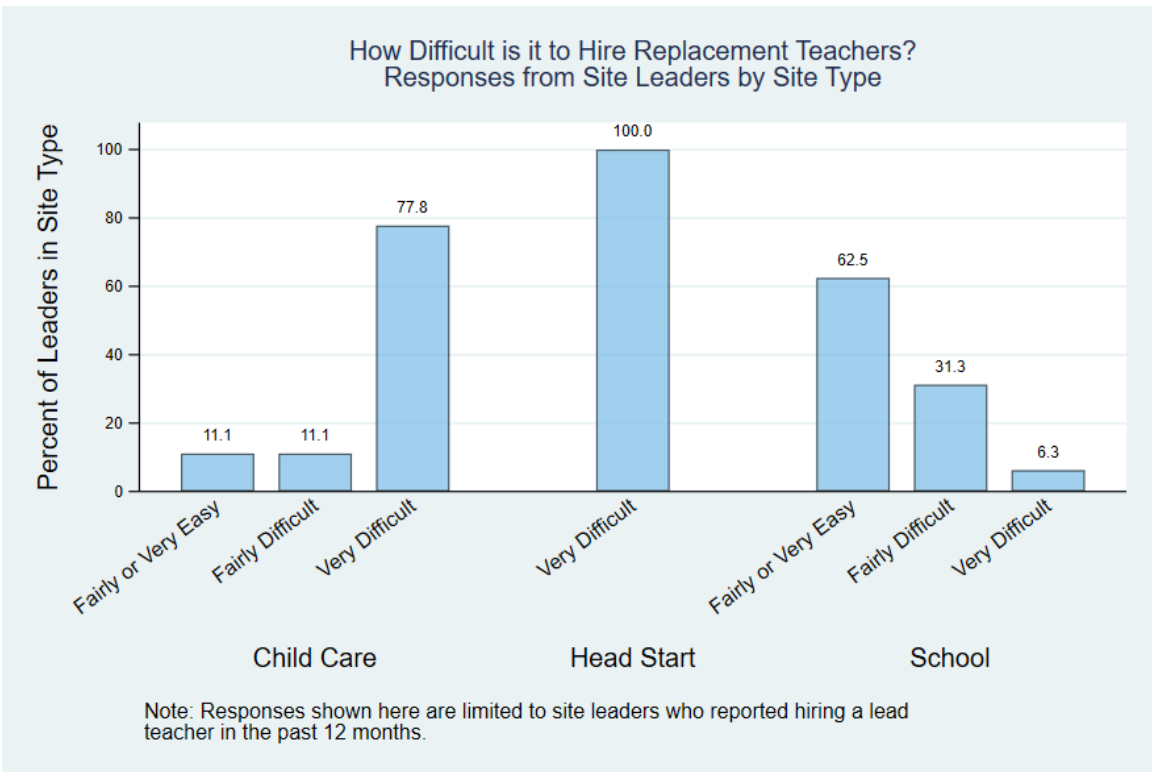
Figure 50. Teachers’ Reasons for Leaving Position: Responses from Site Leaders by Site Type



Hiring

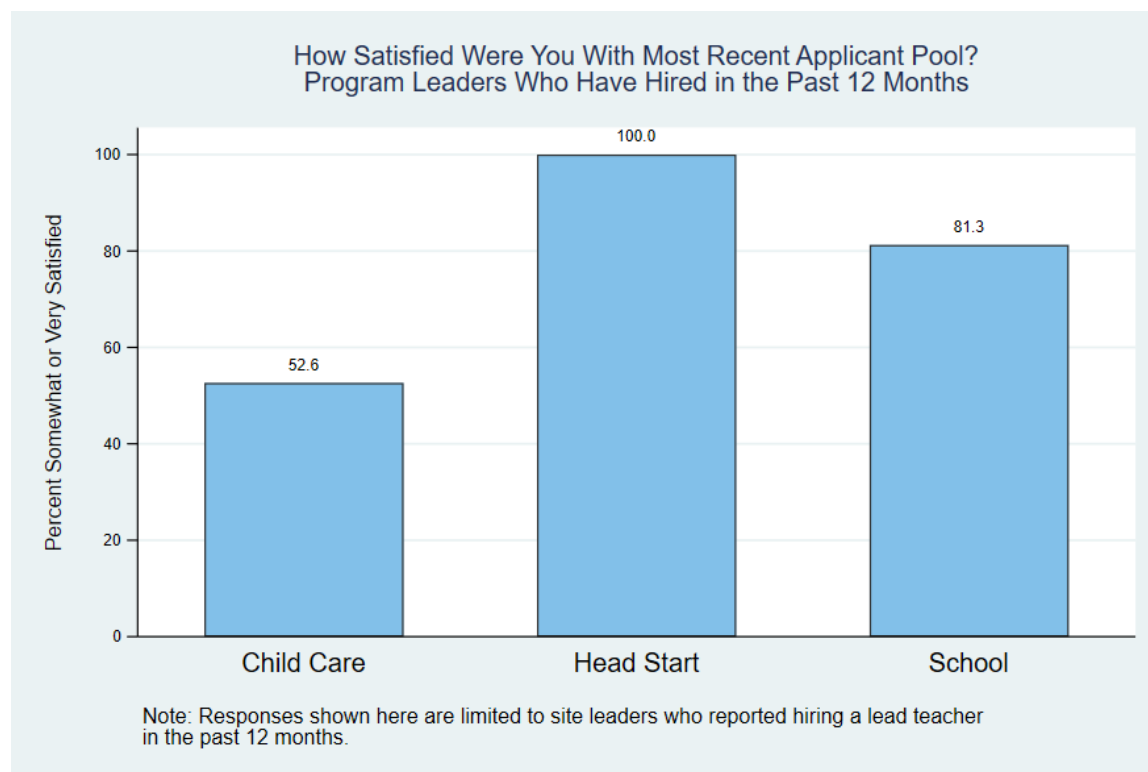
Of site leaders who reported hiring a lead teacher in the 12 months prior to the survey, site leaders at child care and Head Start sites were far more likely to report difficulty in hiring new teachers than school teachers (Figure 51). Whereas 78% of child care site leaders and all Head Start leaders reported that finding replacement teachers was “very difficult,” only 6% of school leaders indicated they experienced a great deal of difficulty in replacing teachers who had left their site—notably, 31% of school leaders did find the process “fairly difficult.”

Figure 51. Hiring Difficulty: Responses from Site Leaders by Site Type



Although all Head Start leaders who had hired in the past year reported difficulty in finding replacement teachers, 100% of those leaders reported being satisfied with the applicant pool (Figure 53). Compared to other leaders who had also hired in the previous year, 81% of school leaders reported being “somewhat satisfied” or “very satisfied” with the applicant pool, and only slightly over half of site leaders at child care sites expressed satisfaction with the applicant pool.

Figure 52. Satisfaction with Applicant Pool: Responses from Site Leaders by Site Type



Conclusion

Data from the 2018 SEE-LA Workforce Survey provide an unprecedented look at the lives and work of early educators in Rapides Parish. The survey provides one of the only opportunities to compare the experiences of early educators across all types of publicly-funded ECE settings including subsidized child care, Head Start, and school-based pre-kindergarten settings. Moreover, every teacher in every publicly-funded ECE site in these communities was invited to take the survey, and 84% of teachers responded. This exceptionally high response rate, including over 1,000 lead and assistant teachers, provides some of the most comprehensive data available to date about the experiences and unique challenges these educators face.

The data paint a picture of diverse, hard-working early educators who, by and large, are eager to improve their practice to serve children. Educator buy-in to CLASS and LDOE's reforms was strong; most early educators used and approved of their curriculum; and most early educators attended professional development regularly.

However, the challenges these educators face were also revealed, not only in terms of site resources, but also in their personal, financial, and emotional wellbeing. Early educators, particularly in child care, work for very low wages, and struggle to make ends meet. The rate of depression in the sample was nearly 25%. These realities pose real hurdles for the hard work needed to improve ECE quality, and likely negatively impact the young children these educators work with.

The SEE-LA Workforce Survey data consistently showed differences across site types. LDOE's approach to statewide ECE improvement is unique in its explicit efforts to unite all site types, including subsidized child care, Head Start, and school-based pre-kindergarten, into a single system. Still, substantial differences across settings with respect to funding levels, regulations, and supports remain, and teachers in these settings are having very different experiences. It is likely that children are as well.

Taken together, this report sheds new light on the experiences of early educators in Rapides Parish, and in doing so can inform new investments and efforts to support these early educators.

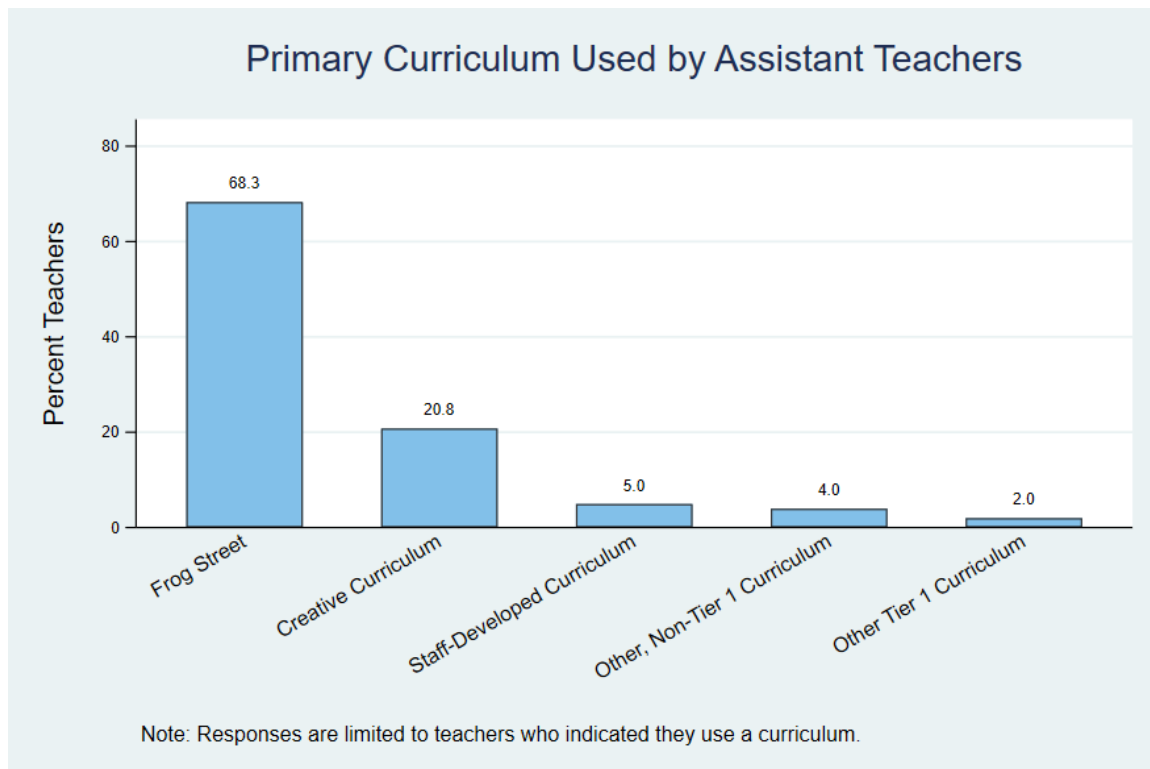
Appendix

This appendix includes supplementary tables and figures related to assistant teachers, and mirrors the organization of the full report.

Classroom Materials and Curriculum

Assistant teachers also interact with and use curriculum to guide children’s learning in the classroom. Ninety-one percent of assistant teachers reported using a Tier 1 curriculum, as compared to 88% of lead teachers and 98% of site leaders (not shown). As shown in Figure 1A, most assistants teachers who used a curriculum reported using a Tier 1 curriculum. Just 9% of assistant teachers reported using a non- Tier 1 or staff-developed curriculum as their primary curriculum. Similar to lead teachers, the most commonly reported curriculum was Frog Street, and the second most common curriculum was Creative Curriculum. Slightly more assistant teachers reported using Frog Street than lead teachers (68% as compared to 65%), and a similar proportion of assistant teachers reported using Creative Curriculum as lead teachers (21% as compared to 22%).

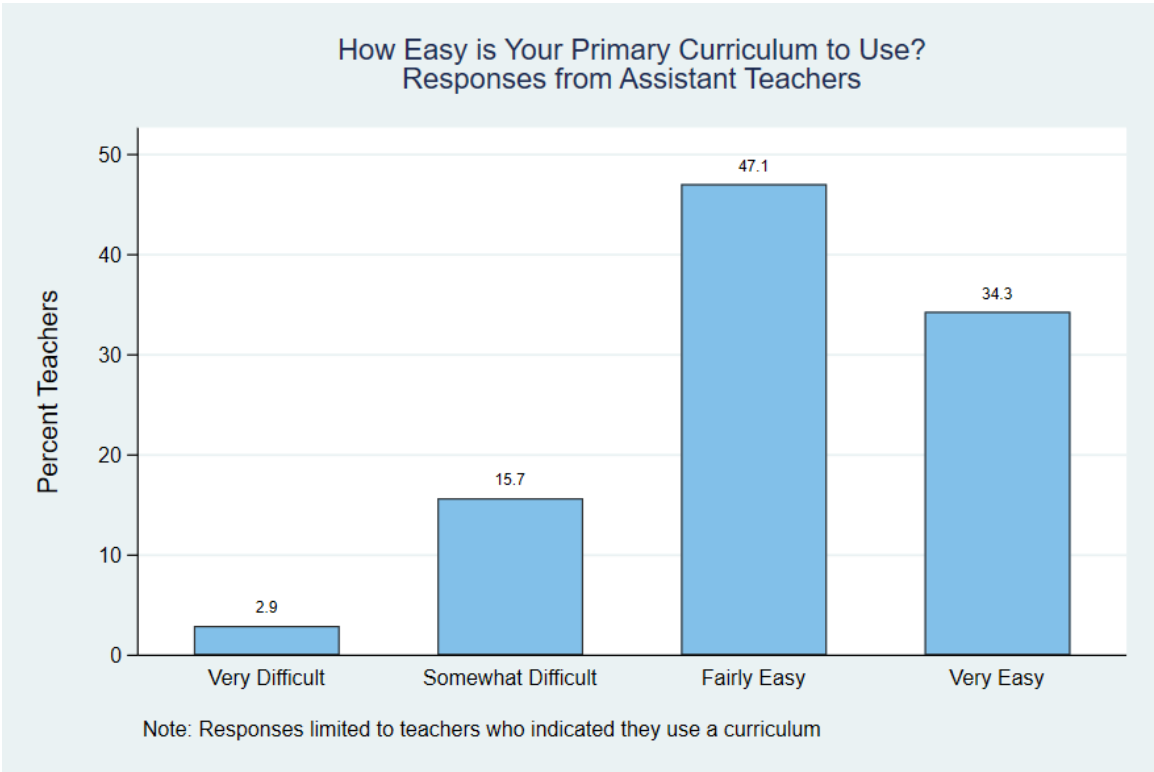
Figure 1A. Primary Curriculum Used: Responses from Assistant Teachers



Ease of Curriculum Use

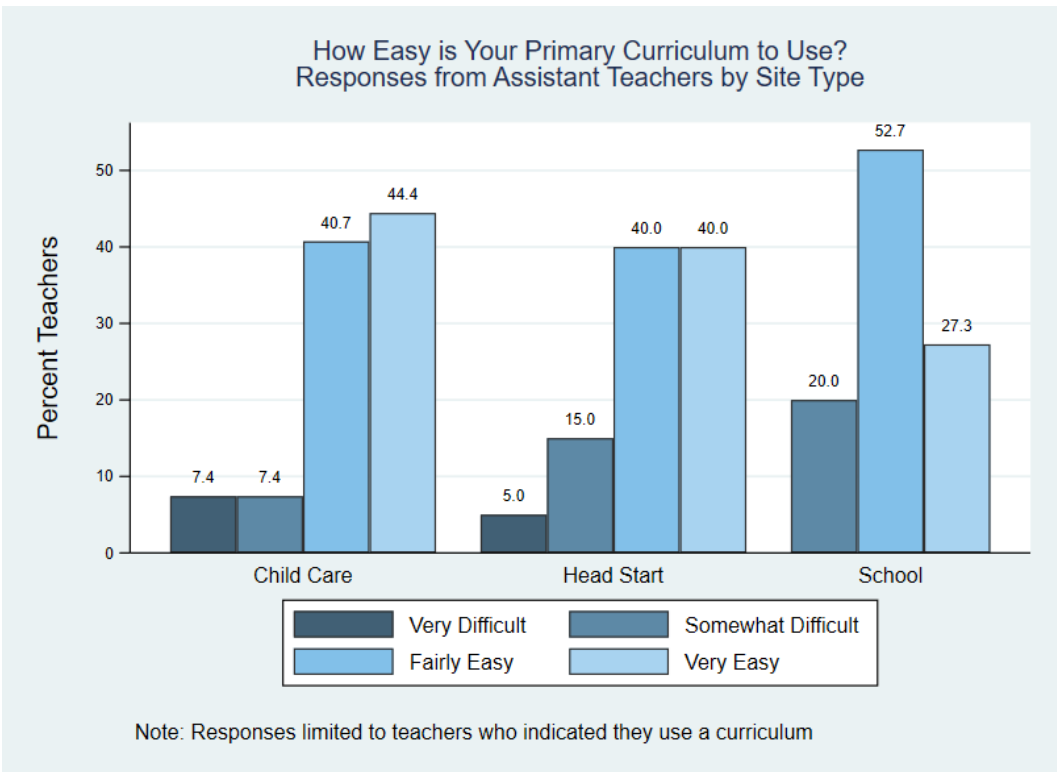
Similar to lead teachers, assistant teachers who used a curriculum generally reported that the curriculum was easy to use. Figure 2A shows that about 81% of assistant teachers viewed their primary curriculum as either “fairly” or “very” easy. For lead teachers this figure was 85%.

Figure 2A. Ease of Curriculum Use: Responses from Assistant Teachers



Within each site type, most assistant teachers reported finding their curriculum user-friendly, and patterns mirrored those observed for lead teachers, as shown in in Figure 3A. Although similar amounts of assistant teachers responded positively to the question (reporting that the curriculum was either “fairly” or “very” easy to use), teachers in schools were substantially more likely to classify their curriculum as fairly easy (53%) rather than very easy (27%) to use.

Figure 3A. Ease of Curriculum Use: Responses from Assistant Teachers by Site Type



Usefulness of Curriculum

Overall, assistant and lead teachers held very similar views on the usefulness of their primary curriculum. Approximately 95% of both assistant and lead teachers indicated that their curriculum helped them support children’s learning in the classroom (Figure 4A). Child care assistant teachers were the most likely to rate their curriculum “very useful,” a pattern observed among lead teachers as well (see Figure 5A). In fact, 96% of assistant teachers in child care sites reported their curriculum was very useful, and *none* of these teachers stated that their curriculum was not useful. Within each site type, a greater percentage of assistant teachers believed that their curriculum was “very useful” than did lead teachers.

Figure 4A. Utility of Curriculum: Responses from Lead and Assistant Teachers

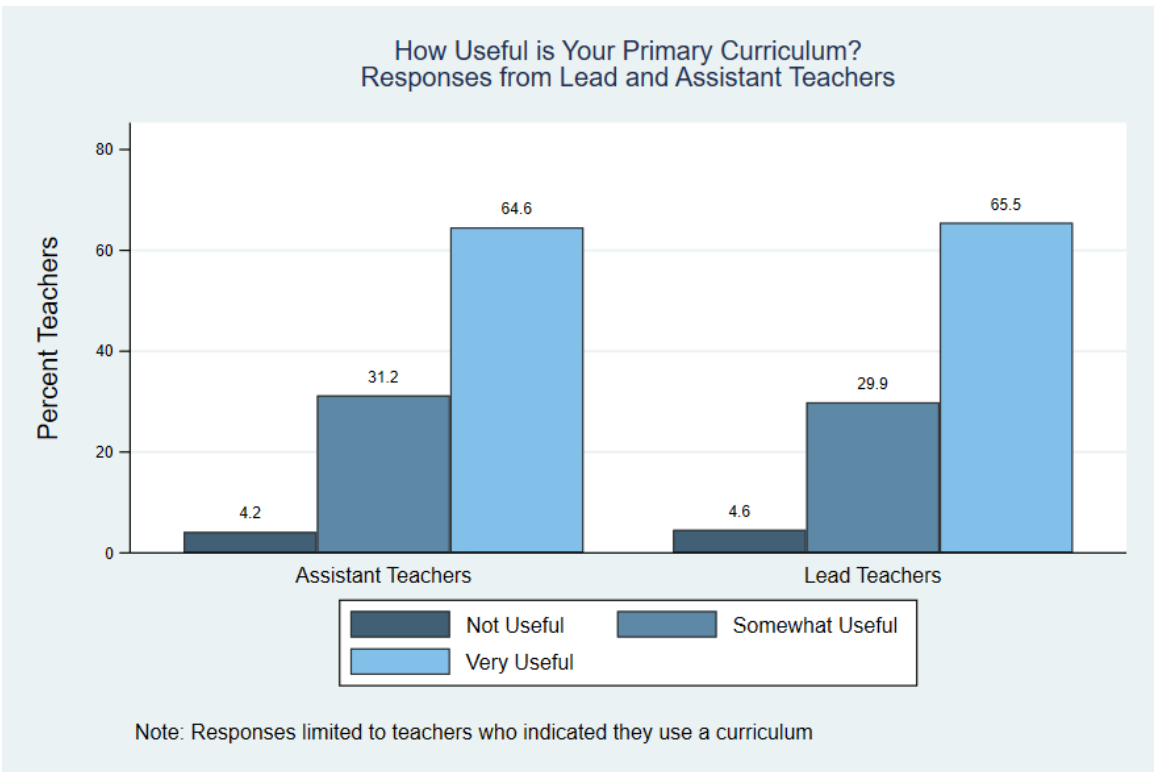
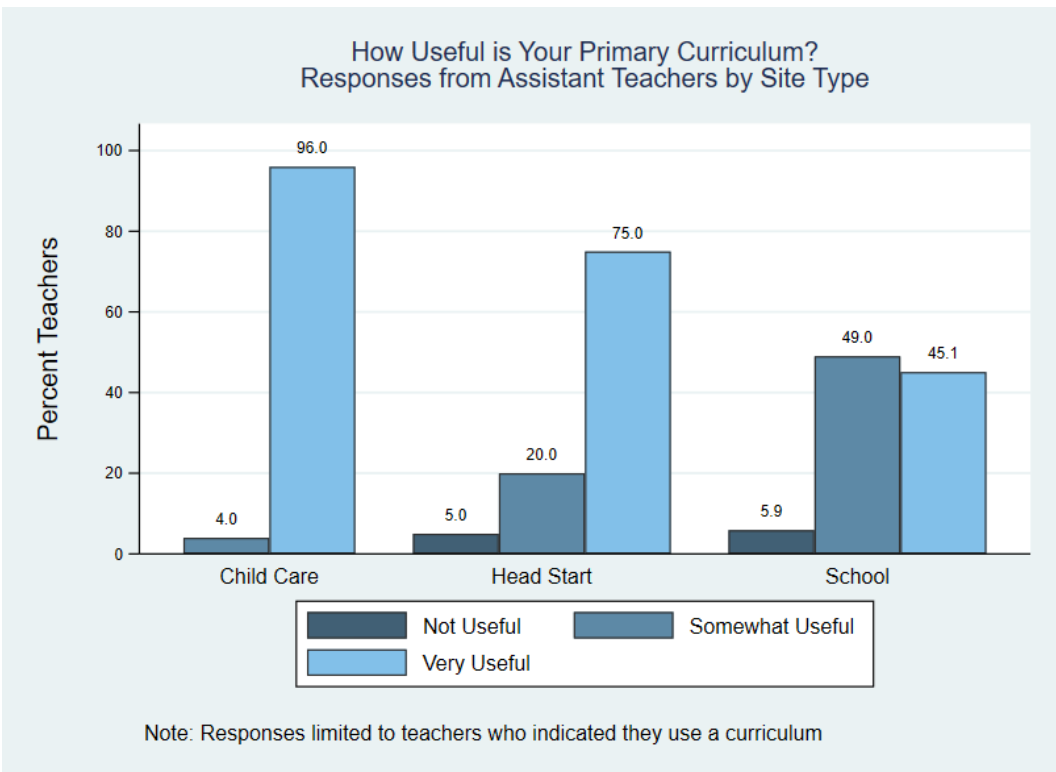


Figure 5A. Utility of Curriculum: Responses from Assistant Teachers by Site Type



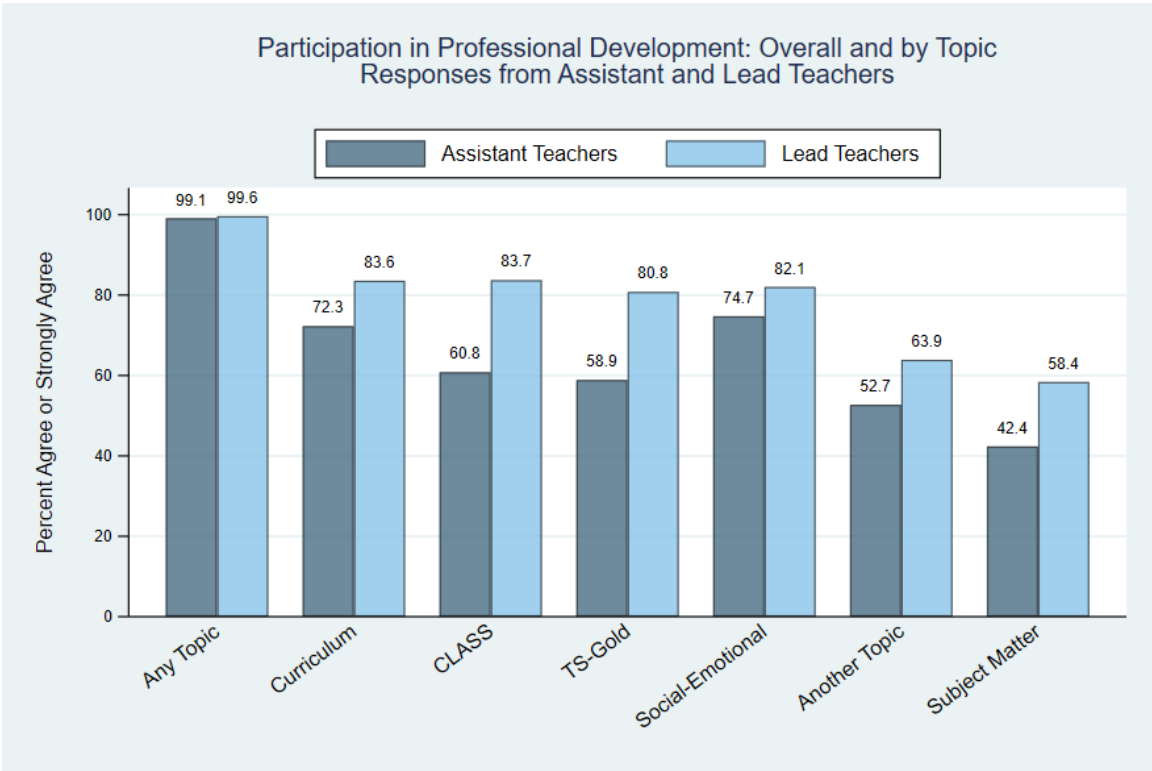
Professional Development

Professional development (PD) activities may help assistant teachers develop skills needed to support young children in the classroom, and may help retain them in their position and the profession. Like lead teachers, nearly all assistant teachers in Rapides Parish (99.1%) attended at least one professional development session in the 12 months prior to the survey (Figure 6A).

Professional Development Content

Compared to lead teachers, assistant teachers' attendance in professional development on specific topics was much lower. Most notably, while 84% of lead teachers had attended at least one professional development session about the CLASS, this figure was only 61% for assistant teachers. It is also notable that 16 percentage points fewer assistant teachers received professional development on subject matter and 11 percentage points fewer received professional development on curriculum. Assistant teachers reported participating in somewhat different types of professional development than did lead teachers. For instance, the most commonly attended professional development topic for assistant teachers was social-emotional learning, which was the third most common topic for lead teachers.

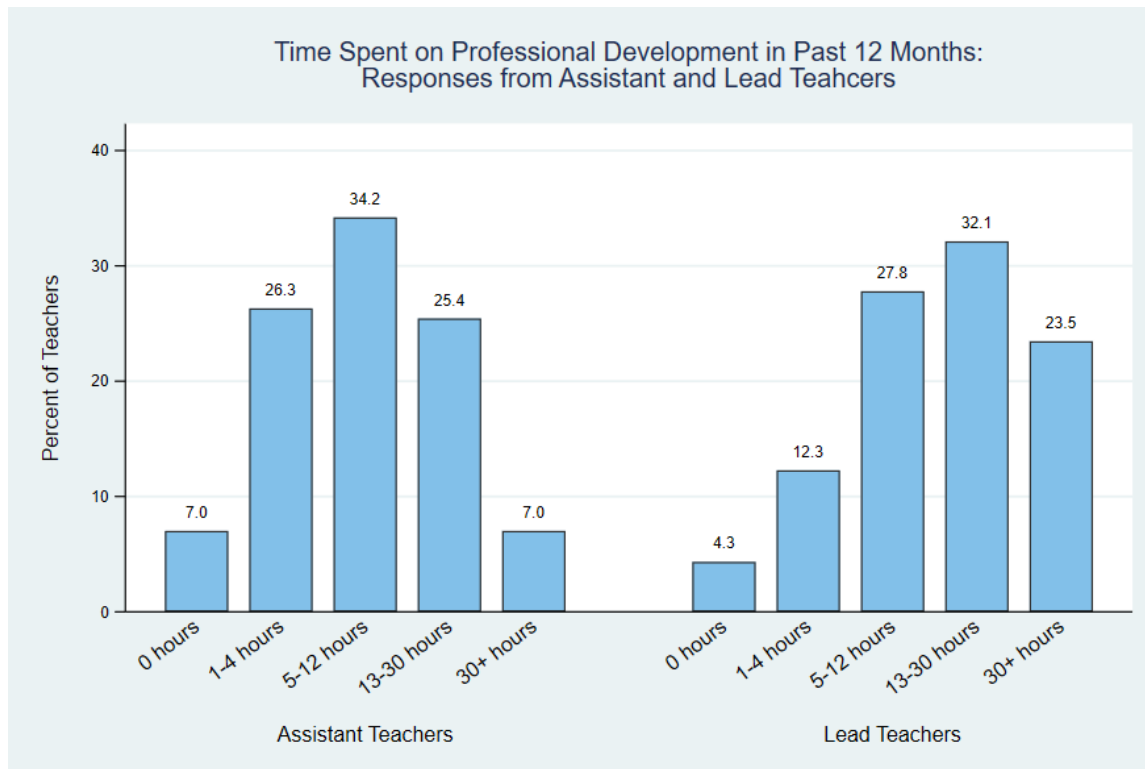
Figure 6A. PD Attendance Overall and by Topic: Responses from Assistant and Lead Teachers



Time Spent on Professional Development

One-third of assistant teachers received 13 or more hours of professional development, as compared to 56% of lead teachers (see Figure 7A). Further, more than one third of assistant teachers only received four or fewer hours of professional development in the preceding 12 months, more than double the percentage of lead teachers who had received the same amount of professional development.

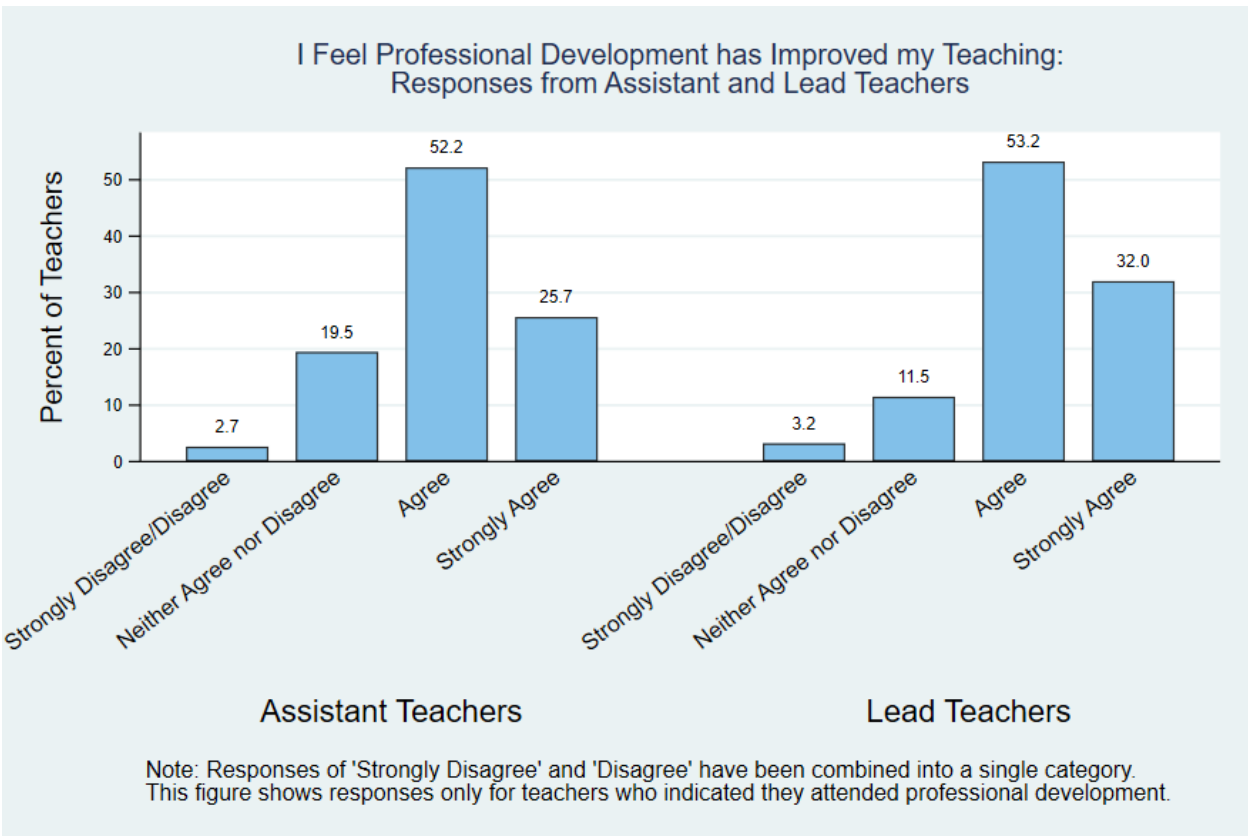
Figure 7A. Time Spent on Professional Development: Responses from Assistant and Lead Teachers



Usefulness of Professional Development

Most assistant teachers (78%) “agreed” or “strongly agreed” that professional development had improved their teaching. However, assistant teachers were less likely to find their professional development useful than lead teachers (85%). Compared to lead teachers, a similar percentage of assistant teachers “disagreed” or “strongly disagreed” that professional development was useful, and more (20%) neither agreed nor disagreed that PD was useful than lead teachers (12%) (Figure 8A).

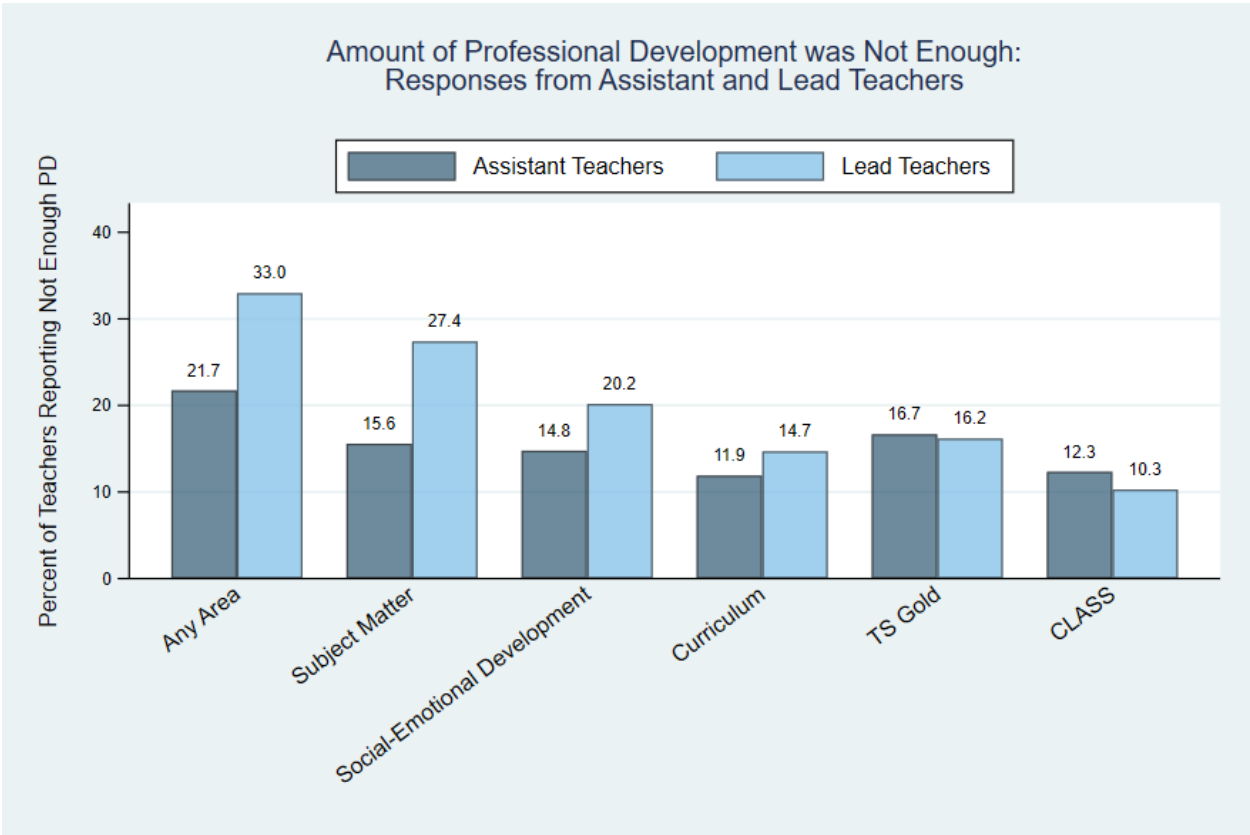
Figure 8A. PD has Improved My Teaching: Responses from Assistant and Lead Teachers



Areas for Additional Professional Development

About 20% of assistant teachers expressed a desire for more professional development, as compared to 33% of lead teachers (Figure 9A). Assistant teachers were most likely to note they had not received enough training on TS Gold (17%), whereas lead teachers were most likely to report insufficient professional development opportunities in subject matter instruction (the second most endorsed topic for assistant teachers).

Figure 9A. Amount of Professional Development was Not Enough by Topic: Responses from Assistant and Lead Teachers



Classroom Assessment Scoring System (CLASS)

Assistant teachers also reported on their experiences with and beliefs about CLASS.

Observations and Feedback

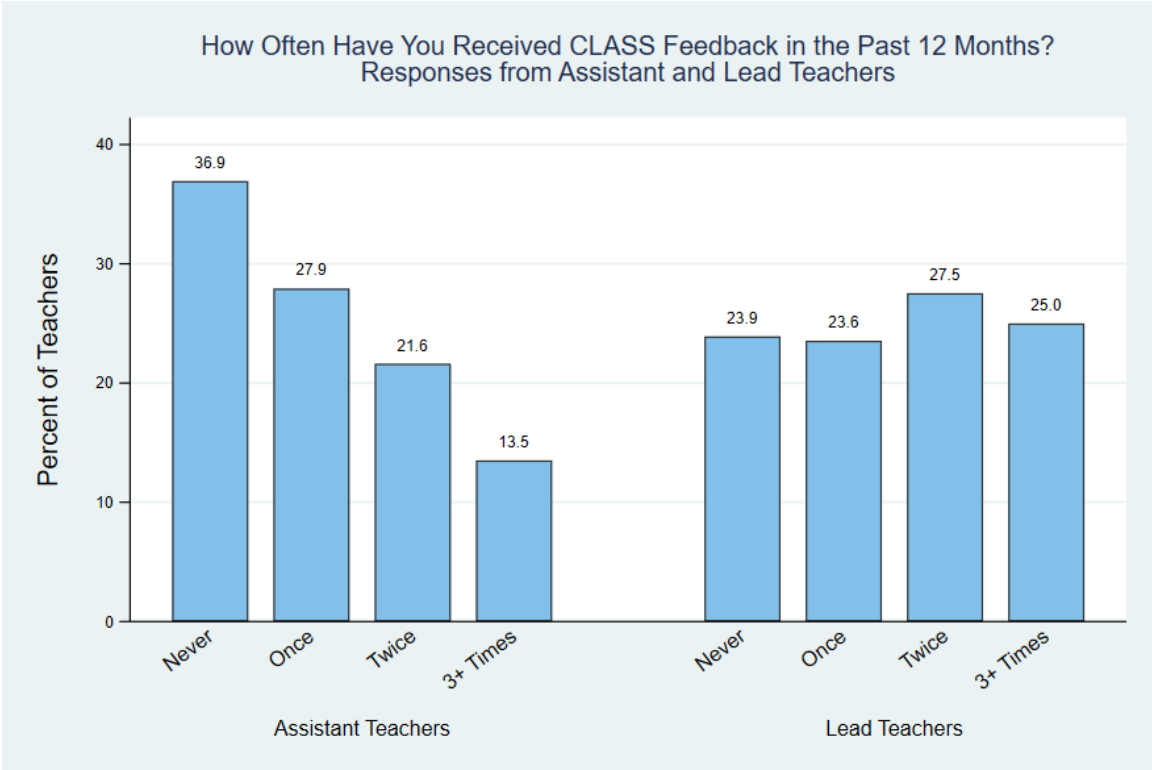
Like lead teachers, the majority of assistant teachers (74.7%) reported that their classrooms were observed using CLASS (Table 1A). In Head Start sites, however, only 50% of assistant teachers reported that their classroom had been observed.

Table 1A. Percent of Teachers who Reported Being CLASS Observed in the Past 12 Months: Responses from Lead Teachers and Assistant Teachers Overall and by Site Type

	Child Care	Head Start	School	Overall
% Lead Teachers Reported CLASS Observation	71.4%	86%	90.8%	80.3%
% Assistant Teachers Reported CLASS Observation	68%	50%	88.6%	74.7%

Although over 70% of both assistant and lead teachers reported that their classrooms were observed using CLASS, a smaller percentage of assistant teachers reported receiving feedback. While half of lead teachers had received feedback at least twice, just over one-third of assistant teachers had received feedback this frequently. Similarly, while 37% of assistant teachers never received CLASS feedback, this number was 24% for lead teachers (Figure 10A).

Figure 10A. CLASS Feedback: Responses from Assistant and Lead Teachers



Performance Profile Awareness

Awareness of the LDOE performance profile was lower among assistant teachers than among lead teachers, both overall (58% of assistant teachers reporting awareness, compared to 73% of lead teachers) and within each site type (see Table 2A). This difference was particularly pronounced in child care settings, where 65% of lead teachers reported that their site had a performance profile, as compared to just 39% of assistant teachers.

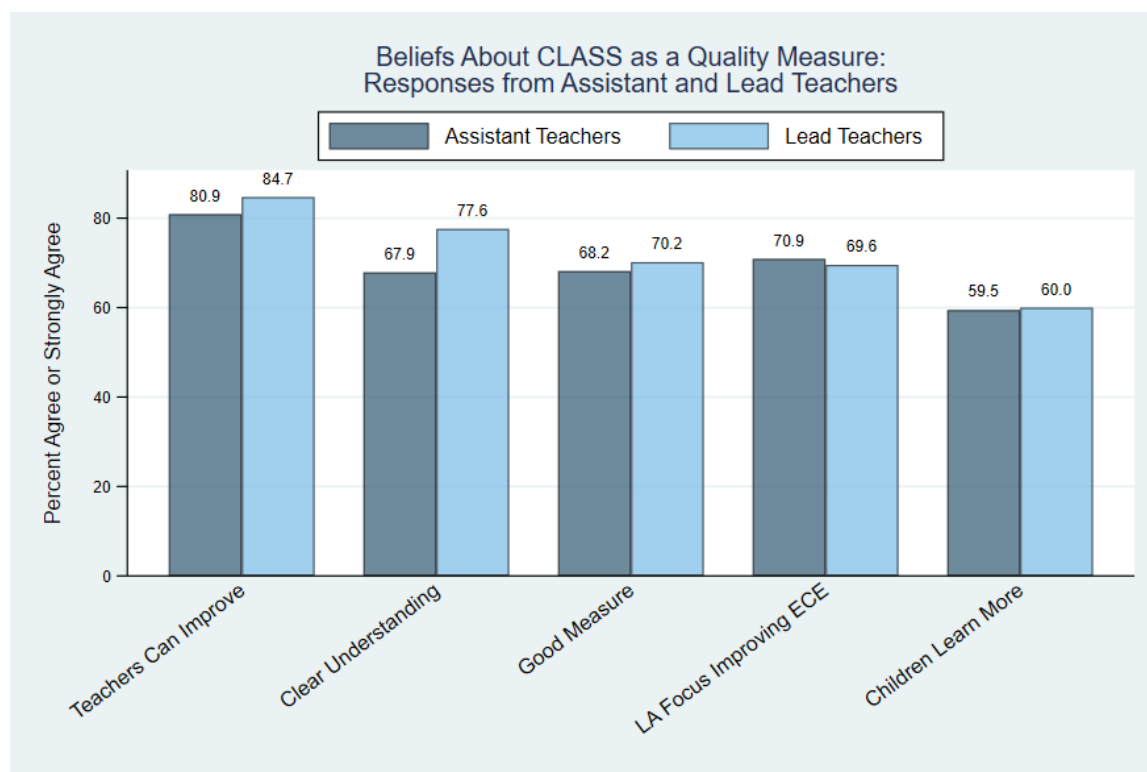
Table 2A. Awareness of LDOE Performance Profile: Responses from Assistant Teachers Overall and by Site Type

"Does your site have a LDOE Performance Profile?"	Child Care	Head Start	School	Overall
% Assistant Teachers Responded Yes	39.1%	77.8%	63.2%	58.3%
% Assistant Teachers Responded No	13%	5.6%	0%	6.7%
% Assistant Teachers Responded Don't Know	47.9%	16.6%	36.8%	35%
	100%	100%	100%	100%
% Lead Teachers Responded Yes	65.2%	80.6%	83.3%	72.8%
% Lead Teachers Responded No	9.5%	8.3%	9.5%	9.3%
% Lead Teachers Responded Don't Know	25.3%	11.1%	7.2%	17.9%
	100%	100%	100%	100%

Beliefs about CLASS

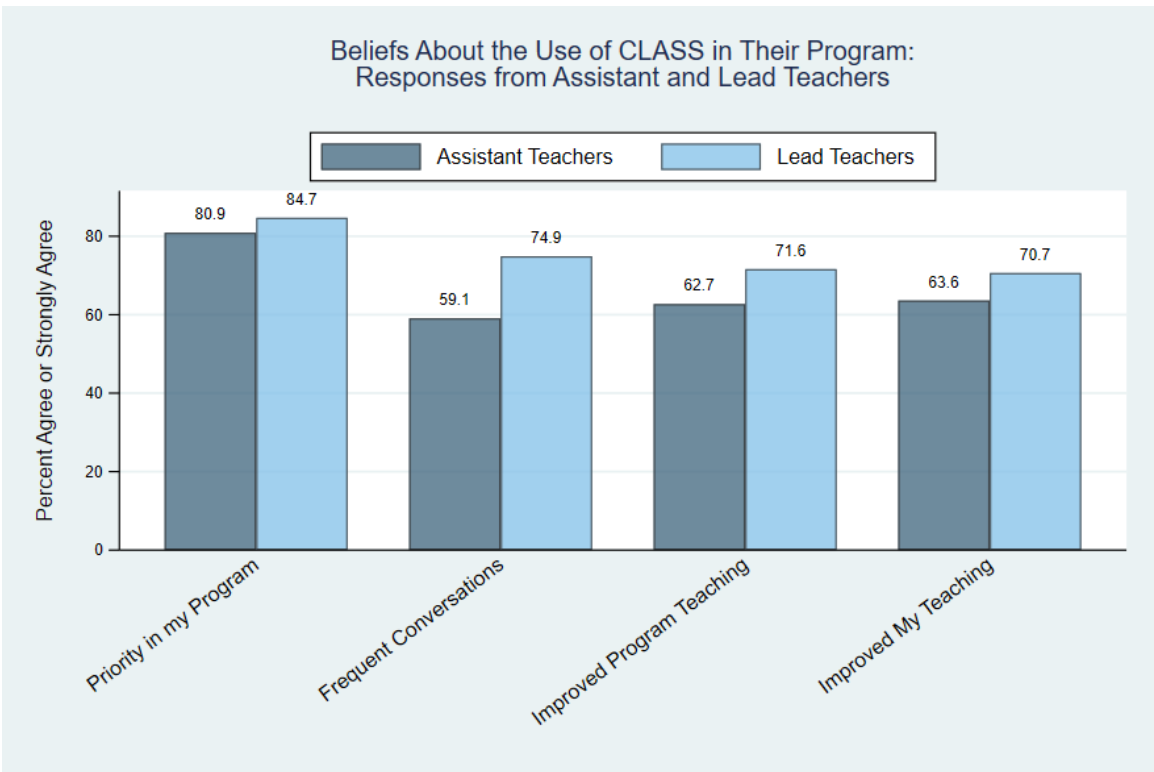
Assistant teachers' beliefs about CLASS were very similar to lead teachers' beliefs (Figure 11A). For example, 70% of lead teachers believed that Louisiana's focus on CLASS was improving early childhood education, compared to 71% of assistant teachers; and 60% of both groups believed that children learn more in classrooms that are characterized by high CLASS scores. Assistant and lead teachers diverged slightly when asked whether they had a clear understanding of what the CLASS measures; 68% of assistant teachers agreed or strongly agreed that they had a clear understanding, compared to 78% of lead teachers.

Figure 11A. Beliefs about CLASS as a Quality Measure: Responses from Assistant and Lead Teachers



When asked about CLASS in their own programs, assistant teachers reported a somewhat less positive view of the measure than lead teachers (Figure 12A). Most (81%) agreed that ensuring high quality interactions is a priority in their program, as compared to 85% of lead teachers. However, less than 60% of assistant teachers indicated they had frequent conversations about the CLASS, whereas 75% of lead teachers reported that they did so. Less than two-thirds of assistant teachers agreed that the use of CLASS was improving their own teaching or the quality of teaching in their program.

Figure 12A: Beliefs About CLASS in their Program: Responses from Assistant and Lead Teachers



Leadership

Like lead teachers, assistant teachers generally viewed their leader as an effective manager who cares about their staff members. For example, 94% or more agreed with each of the positive statements about their leadership highlighted in Table 3A, and the proportion in agreement was similar to that of lead teachers.

Table 3A. Reports of Leader Management Practices: Responses by Assistant Teachers

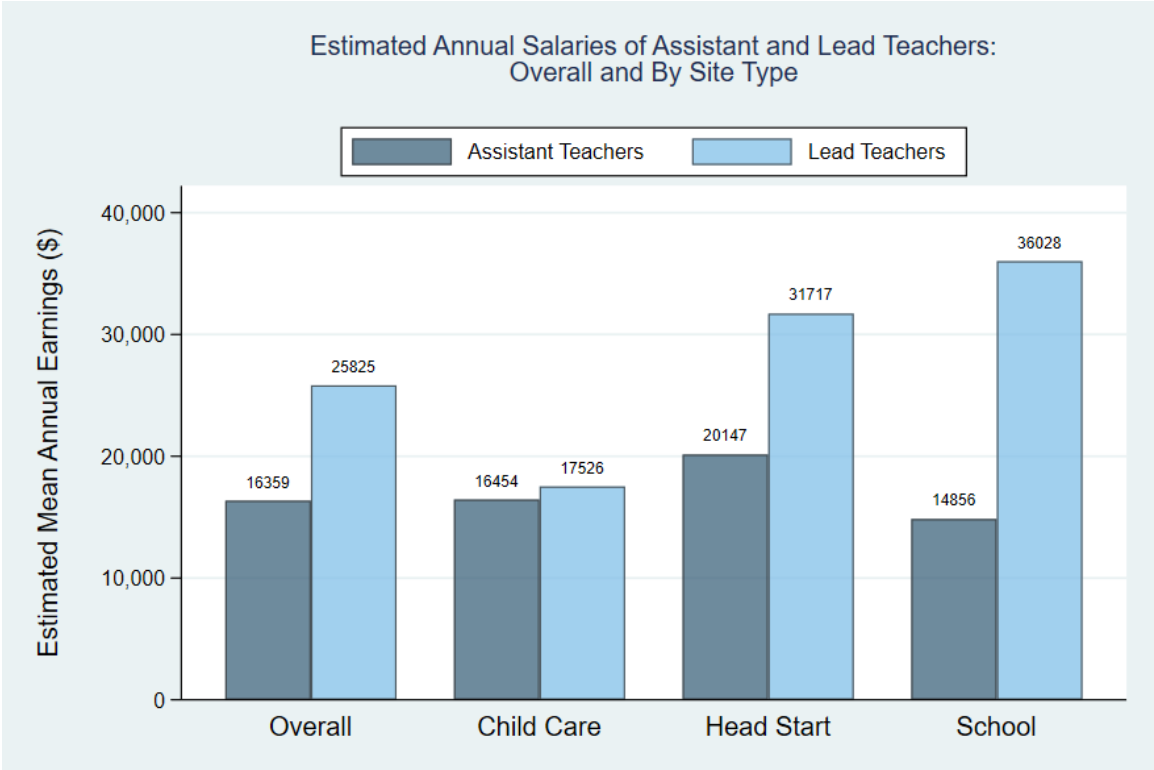
	Percent “Agree” or “Strongly Agree”	
	Assistant Teachers	Lead Teachers
The site leader is an effective manager who makes the school run smoothly.	96.5%	93.1%
The site leader knows what's going on in my classroom.	94.4%	89.2%
The site leader looks out for the personal welfare of the staff members.	96.5%	92.4%
I trust the site leader at their word.	98.3%	94.5%
The site leader provides me with useful feedback to improve my teaching.	94.5%	88.8%
To what extent do you feel respected by your site leader?*	95.7%	95.3%

**Note: This question asked to what extent the respondent felt respected by their leader. Responses of “some” and “to a great extent” are included here.*

Compensation

Overall, the average assistant teacher in the sample was estimated to earn about \$16,300, annually (Figure 13A, see footnote 5 for a description of the estimation process). Unsurprisingly, they earned less than both lead teachers and site leaders (see Figure 36) working in the same site types. Assistant teachers in Head Start, however, made more, on average, than lead teachers in child care centers (average salary estimated to be \$20,147 for Head Start assistants and \$17,526 for child care lead teachers). Assistant teachers who worked in school-based sites earned the lowest salaries, on average. They earned an average annual salary estimated at about \$5,300 lower than Head Start assistant teachers, who were the highest paid assistant teachers across the site types. Notably, school-based lead teachers earning the highest wages among lead teachers. Accordingly, schools see the widest pay differential between leads and assistant teachers.

Figure 13A. Estimated Annual Salaries of Assistant Teachers and Lead Teachers Overall and by Site Type



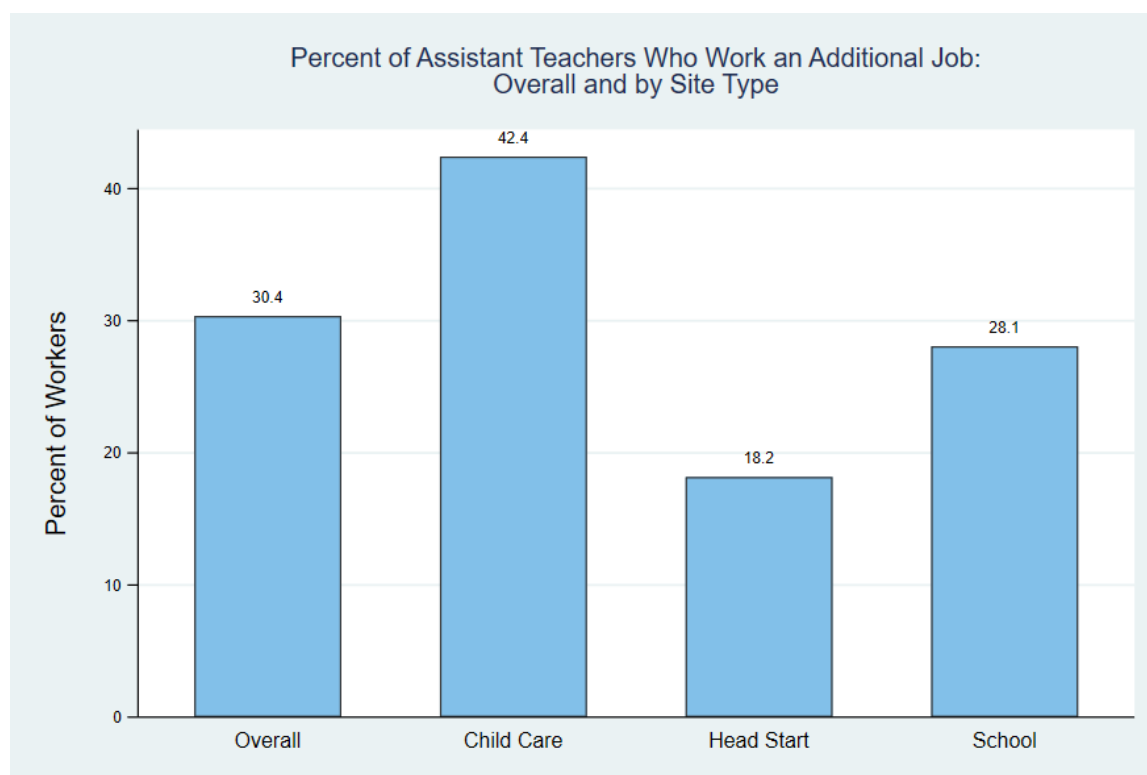
Assistant teachers across the three site types reported less variation in the number of hours worked per week than lead teachers. Amongst lead teachers, Head Start teachers work, on average, ten hours per week more than school-based teachers. However, among assistant teachers, there is only four hours between the site type with the greatest work hours (child care) and the fewest (schools) (Table 4A).

Table 4A. Hours Worked Per Week: Responses from Lead Teachers and Assistant Teachers

	Lead Teachers				Assistant Teachers			
	CC	HS	School	Overall	CC	HS	School	Overall
Hours per Week	36.1	43.6	33.6	37	35.4	34	31.2	33

Additionally, more than a third of all assistant teachers worked an additional job to supplement their income (Figure 14A), a slightly higher percentage than among lead teachers (29%).

Figure 14A. Percent that Work an Additional Job: Responses from Assistant Teachers by Site Type



Wellbeing

Assistant teachers also reported on their emotional wellbeing, financial wellbeing, and food security.

Emotional Wellbeing

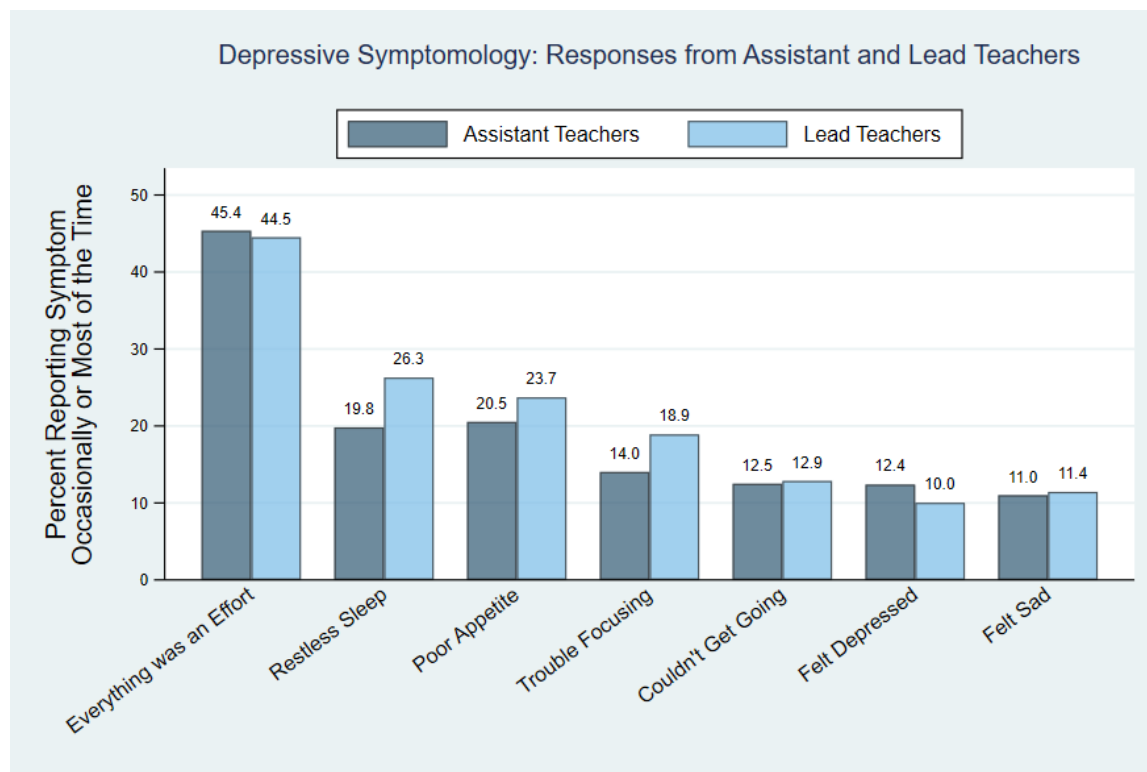
Overall, 21% of assistant teachers scored at least an 8 on the CES-D-SF and therefore were considered at risk for clinical depression, as compared to 24% of lead teachers and 22% of site leaders (not shown). As with lead teachers, workers in school sites are more likely to be at risk for depression, with 25% of these assistant teachers meeting the CES-D-SF threshold, compared to 18% in Head Start and 15% in child care.

Table 5A. Percent Meeting CES-D-SF Clinical Threshold: Lead Teachers and Assistant Teachers

	<u>Lead Teachers</u>				<u>Assistant Teachers</u>			
	CC	HS	School	Overall	CC	HS	School	Overall
% Meeting Clinical Threshold	22.5%	13.8%	35.4%	24.4%	15.2%	18.2%	25%	20.9%

Figure 15A illustrates the percent of assistant and lead teachers who experienced specific depression symptoms “occasionally” or “most of the time” in the week prior to taking the survey. Approximately 45% of both assistant and lead teachers reported having felt “that everything [they] did was an effort,” and similar proportions of each group reported experiencing each symptom occasionally or most of the time.

Figure 15A. Percent Experiencing Depression Symptoms “Occasionally” or “Most of the Time”: Responses from Assistant and Lead Teachers



Financial Security and Food Security

Low wages are a challenge for all early educators, including assistant teachers, lead teachers, and site leaders. This section explores the financial security and food security of both assistant teachers and site leaders, and compares them to lead teachers.

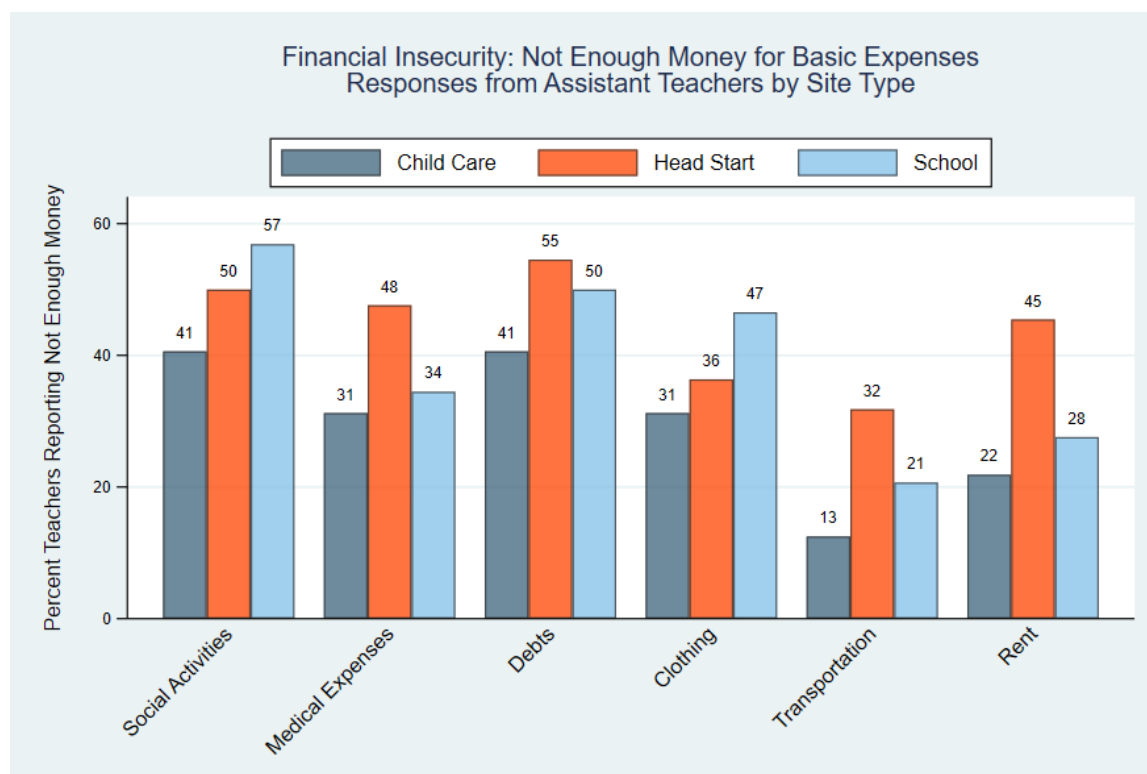
Consistent with the low wages reported by assistant teachers, when asked about the ability to afford a variety of basic expenses, assistant teachers generally reported the highest levels of financial insecurity and sites leaders reported the lowest. Like lead teachers, large percentages of assistant teachers could not afford basic needs. Approximately half of assistant teachers could not afford to pay down debts (Table 6A). Leaders had the lowest reported levels of financial insecurity, yet even among this group nearly 20% reported not being able to afford medical expenses.

Table 6A. Percent that Could Not Afford Basic Expenses: Responses from Assistant Teachers, Lead Teachers, and Site Leaders

	% Reporting They Could Not Afford Expense		
	Assistant Teachers	Lead Teachers	Site Leaders
Social activities	50.9%	52.9%	26.0%
Debt	48.2%	53.1%	24.0%
Medical Expenses	36.0%	40.8%	17.6%
Clothing	40.2%	38.0%	18.0%
Transportation	20.5%	20.7%	6.0%
Rent	29.5%	19.8%	6.0%

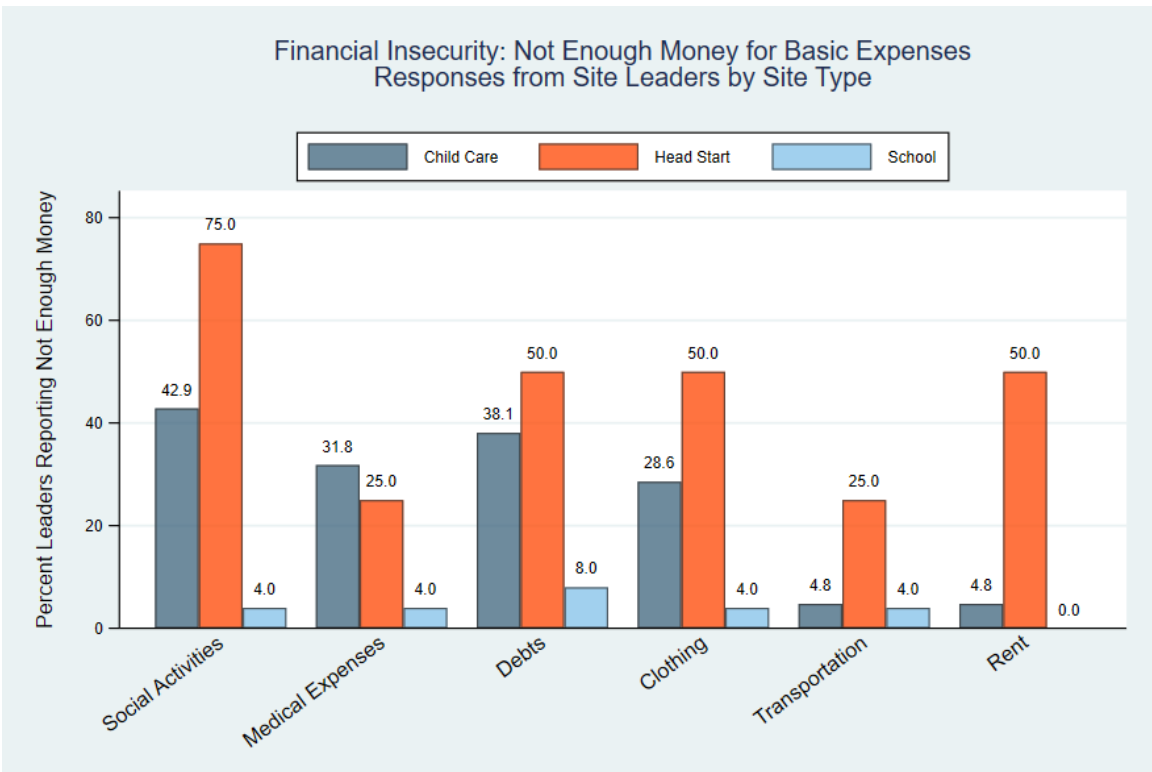
For most of the items considered, Head Start assistant teachers reported the highest level of financial insecurity (Figure 16A). In general, however, differences across site types were much smaller among assistant teachers than they were for lead teachers, where school-based teachers reported far less financial insecurity than lead teachers in other site types.

Figure 16A. Percent that Could Not Afford Basic Expenses: Responses from Assistant Teachers by Site Type



Head Start leaders were far more likely to report financial challenges with respect to debts, rent, clothing, transportation, and social activities, relative to both child care leaders and especially school leaders (Figure 17A). Notably, nearly one-third of child care leaders reported not having enough financial resources to pay for medical expenses.

Figure 17A. Percent that Could Not Afford Basic Expenses: Responses from Site Leaders by Site Type



Finally, despite earning lower wages, assistant teachers were less likely to report food insecurity than lead teachers (Table 7A), though only by a small amount. For instance, 37% of assistant teachers reported running out of food and not having enough money to buy more; among lead teachers, this rate was 40%. Both groups experienced this more often than site leaders, where 17% of leaders reported running out of food “sometimes” or “often.” In addition, trends across site types were reversed for assistant teachers: Whereas school-based lead teachers and site leaders experienced the least amount of food insecurity compared to their peers in child care and Head Start settings, among assistant teachers, school teachers were the most likely (41.4% reported being unable to afford balanced meals and 44% reported running out of food and being unable to afford more).

Table 7A. Food Insecurity: Responses from Assistant Teachers, Lead Teachers, and Site Leaders by Site Type

	% Responding “Sometimes” or “Often”			
	Child Care	Head Start	School	Overall
Assistant Teachers				
“I couldn’t afford to eat balanced meals”	25%	36.5%	41.4%	35.7%
“The food I bought didn’t last and I didn’t have the money to buy more”	28.1%	31.8%	44.1%	37.2%
Lead Teachers				
“I couldn’t afford to eat balanced meals”	43.7%	39.3%	34.6%	40.1%
“The food I bought didn’t last and I didn’t have the money to buy more”	48.1%	41.1%	37.2%	43.5%
Site Leaders				
“I couldn’t afford to eat balanced meals”	27.3%	50%	4%	17.6%
“The food I bought didn’t last and I didn’t have the money to buy more”	31.8%	25%	4%	17.6%

Job Satisfaction and Job Commitment

High rates of turnover among teachers and assistant teachers pose a major challenge to sites. This section explores this concern by asking assistant teachers about their satisfaction and their intention to stay in their current job.

Like lead teachers, assistant teachers across site types reported they felt they were making a difference through their work (Figure 18A). Figure 19A shows that the majority enjoy their current job; and Figure 20A shows that over three quarters say they would choose this career again.

Figure 18A. “I Feel I am Making a Difference”: Responses from Assistant Teachers by Site Type

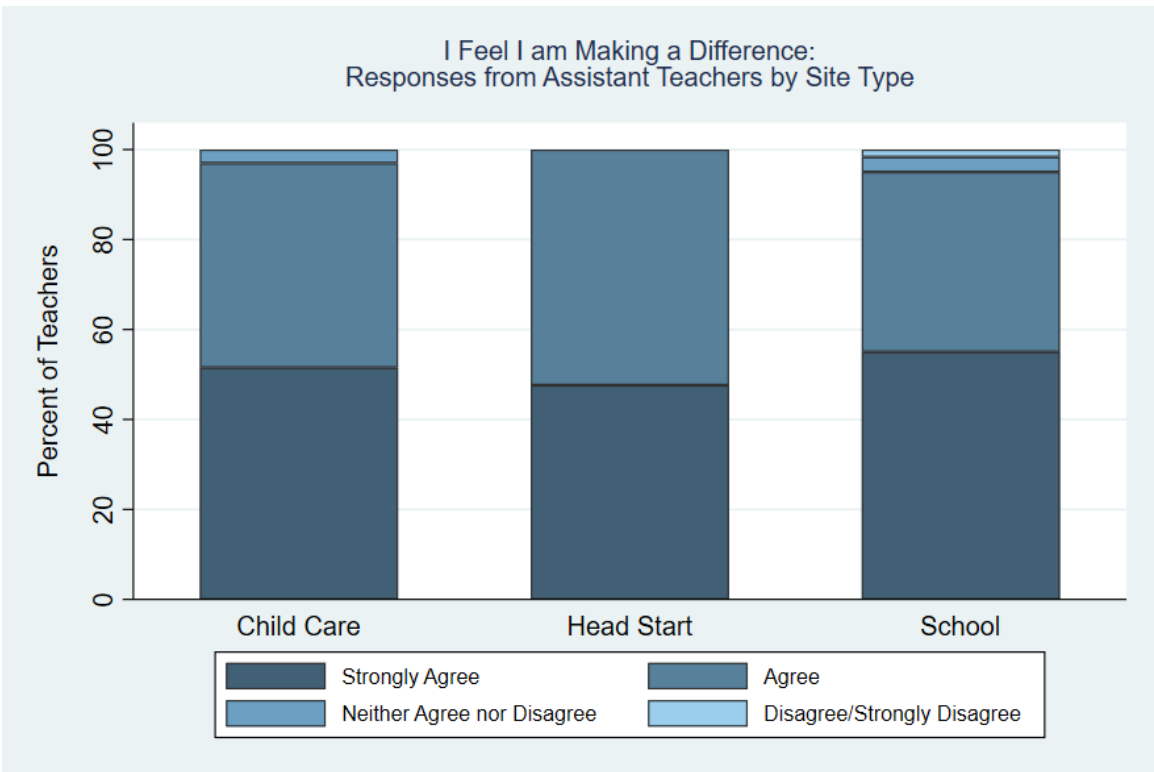


Figure 19A. “I Enjoy My Current Job”: Response from Assistant Teachers by Site Type

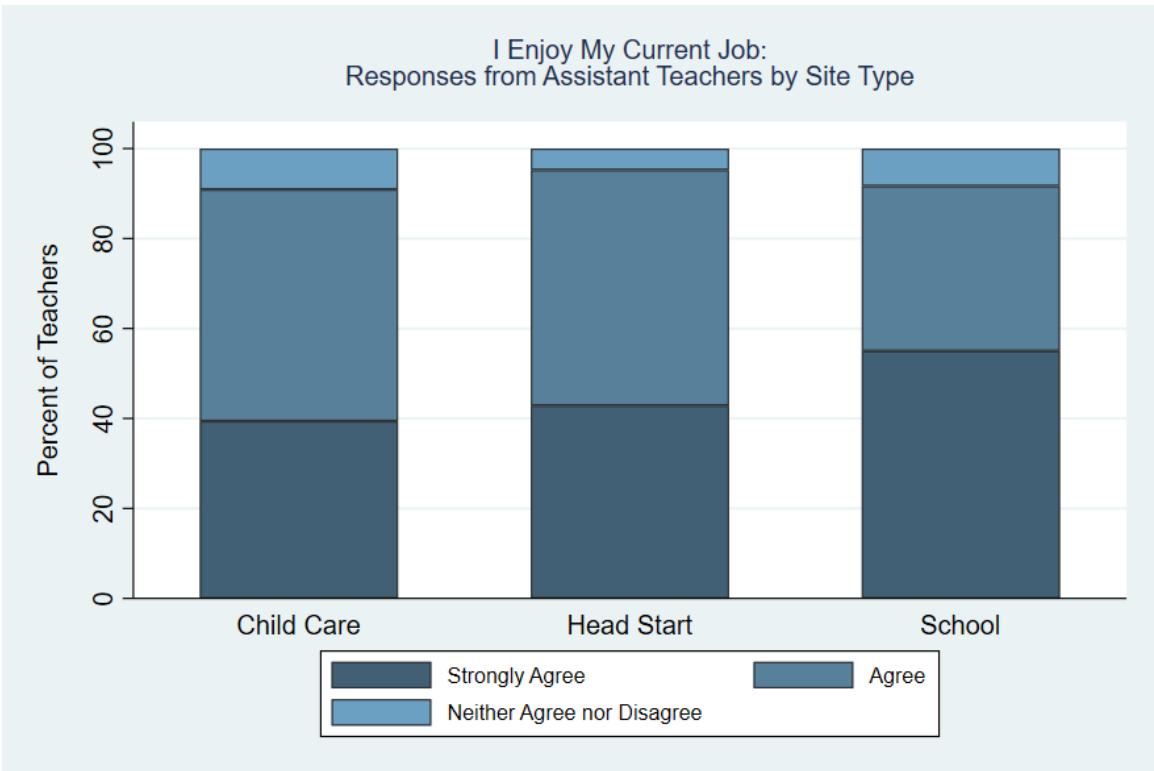
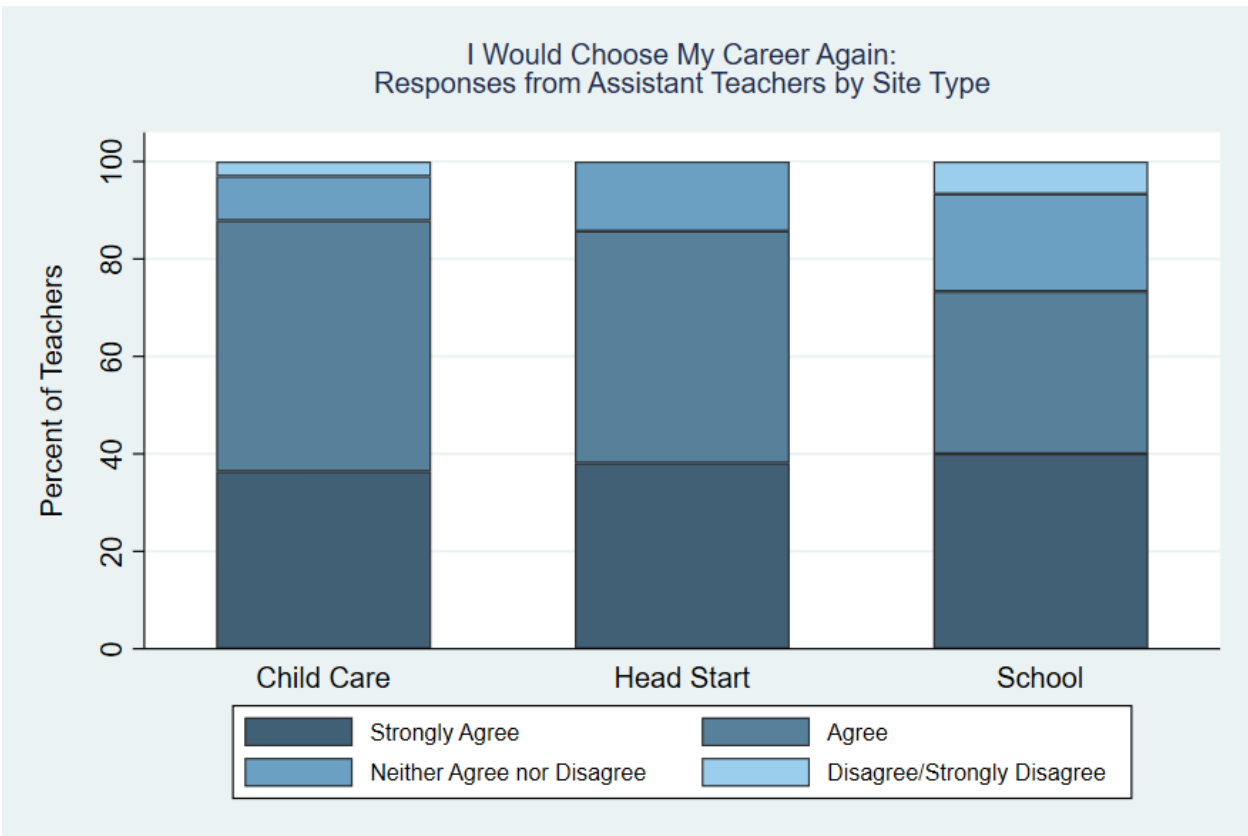


Figure 20A. “I Would Choose My Career Again”: Responses from Assistant Teachers by Site Type



Consistent with these high levels of satisfaction, assistant teachers also reported that they were likely to remain in their current role through August of 2019. Among child care and school-based educators, assistant teachers “agreed” or “strongly agreed” at about the same rate as lead teachers (Figure 21A), with approximately 80-90% of these groups responding affirmatively. However, Head Start assistant teachers were more confident that they would remain in their position than Head Start lead teachers. While approximately 70% of Head Start lead teachers planned to continue in their role through August 2019, over 90% of Head Start assistant teachers did, and *none* of these assistant teachers disagreed.

Figure 21A. Intention to Remain in Current Role: Responses from Assistant Teacher by Site Type

