



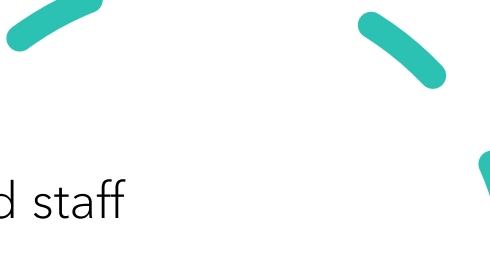
Childcare Workforce-
Early Educator Well-being

ECE focus is often on the adversity experienced by children but



What do we know?

ECE Workforce has been in a tumultuous state for way too long

- 
- ❖ High turnover
 - ❖ Understaffed sites
 - ❖ Overworked/undervalued staff
 - ❖ Workplace stress high
 - ❖ **Discrimination**
 - ❖ Racial/ethnic disparities in staff roles especially in leadership/management roles
 - ❖ Low wages/wage gaps
 - ❖ Limited advancement opportunities

Mostly impacts women and especially women of color!

What does all this mean for the well-being of ECE staff?

What can we do? What are we doing?

Aim to understand ECE Educator Well-Being in order to impact workforce attraction and retention

- ❖ ECE Educator Well-being is Multidimensional
 - ❖ Mental/Emotional Health
 - ❖ Personal Health
 - ❖ Adversity experienced is also multi-dimensional
 - ❖ Personal Stress- Finances, Home Life
 - ❖ Workplace conditions (demands, resources, staff interactions)
 - ❖ **Added Layer-** Discrimination in workplace and in everyday life
 - ❖ African Americans experience much more everyday discrimination



Educare Network

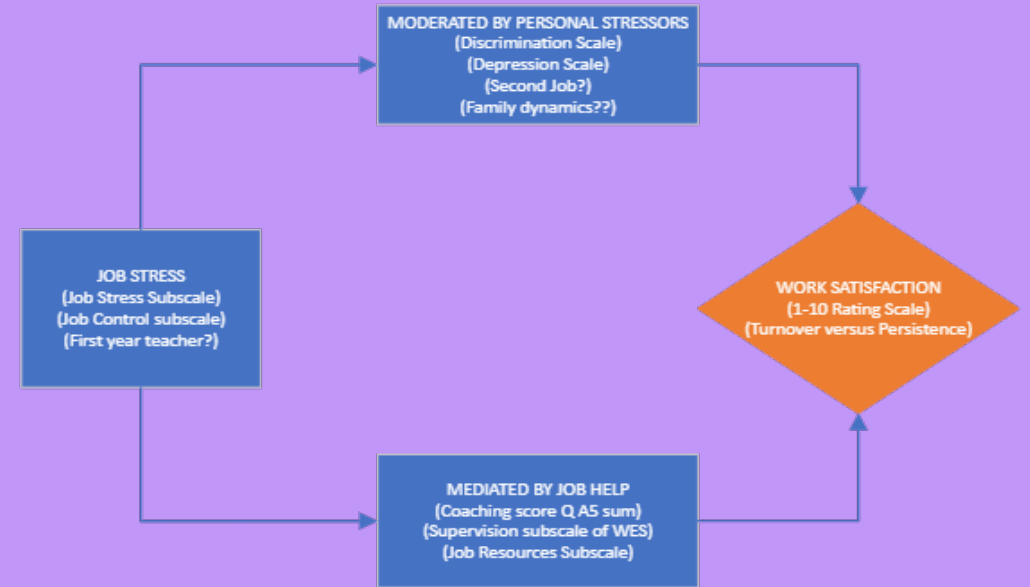
- *Uniquely positioned
- *25 schools across US
- *Historically marginalized communities
- *National Evaluation of Educare Schools since 2007
- *2023 Launched Research Agenda on Advancing Racial Equity

What are we striving to do?

Prioritizing collective research with a focus on racial equity through:

- Local Evaluation Partners- research, paper, presentation collaborations
- Strategic Partnerships
 - Policies and Systems
 - Programs and Professionals
 - Communities, Families, and Children
 - Measurement and Data

Examining the Multi-dimensionality of Adversity and the Influence of Discrimination and Professional Development on Early Educators' Well-being



Sample of other papers in progress by LEP Teams:

- Family Engagement Support (FES)- what supports them staying or leaving (turnover) using survival analysis
- Preliminary analysis of responses to staff survey open-ended questions about race (potential qualitative studies)
- Assessing patterns of teacher characteristics (job stress; perceived work environment; professional development) and how these patterns are associated with child outcomes

Preliminary analysis show

Discrimination is negatively associated with

- work environment ($r=-.48$),
- job stress ($r=-.28$)
- physical health ($r=-.23$).

Descriptive analyses indicate there are race differences in experiences of discrimination $F(2, 587) = 3.58, p=.013$ and job control ($F(2, 590) = 10.66, p<.001$).

	Lead and Co-Lead Teachers (N = 261)		Assistants and Aides (N = 338)	
	N	Mean (SD)/%	N	Mean (SD)/%
<u>Demographic</u>				
Gender female	261	98%	337	98%
Age	259	40.54 (12.24)		38.79 (13.62)
<u>Race/Ethnicity</u>				
White, %	115	44%	73	22%
Black, %	87	33%	109	32%
Hispanic/Latina, %	37	14%	127	38%
Other, %	21	8%	26	8%
Experience in ECE, yrs	252	14.14 (9.36)	307	11.45 (9.81)
<u>Education level, mean</u>				
HS or some college		6%		41%
One-year degree		2%		12%
A.A.		12%		30%
B.A.		64%		17%
Graduate degree		17%		1%
Multiple jobs, % Y		15%		13%
<u>Attitudes/Beliefs</u>				
Work environment total score	261	3.63 (0.72)	338	3.72 (0.73)
Job Control	260	2.52 (0.71)	337	2.76 (0.96)
Job Rewards	260	3.94 (0.63)	338	3.96 (0.67)
Personal health rating, mn	261	3.27 (0.86)	337	3.21 (0.92)
Depression screen, %Y		22%		26%
Everyday Discrimination total score	260	7.77 (7.82)	334	6.98 (7.78)
At Educare Discrimination	260	2.43 (3.50)	333	2.19 (3.29)
Professional Dev. Total score	260	29.02 (10.57)	338	28.82 (11.31)



Thank you

- ❖ This issue is complex
- ❖ There is no “one” solution to address turnover or workplace conditions
- ❖ But we start with....
 - ❖ Acknowledging the realities of ECE Educator Workforce and the impact on their well-being
 - ❖ Impact on the children they serve
 - ❖ Expand the **research** that can **inform and guide practice**
 - ❖ **Lead reform**, starting in our 25 Educare sites
 - ❖ Share research findings that can impact **policy** and government investment in the ECE Workforce

Tiffany R. King, Ph.D.

312-953-7297

Tiffany.King.1@asu.edu

Resources

Bryant, D., Yazejian, N., Jang, W., Kuhn, L., Hirschstein, M., Soliday Hong, S., & Stein, A. (2023). Retention and turnover of teaching staff in a high-quality early childhood network. *Early Childhood Research Quarterly, 65*, 159-169. <https://doi.org/10.1016/j.ecresq.2023.06.00>

Jennings, P., Jeon, L., & Roberts, A. (2020). Introduction to the Special Issue on Early Care and Education Professionals' Social and Emotional Well-being, *Early Education and Development, 31:7*, 933-939, DOI: 10.1080/10409289.2020.1809895

Jeon, L., & Ardeleanu, K. (2020). Work Climate in Early Care and Education and Teachers' Stress: Indirect Associations through Emotion Regulation, *Early Education and Development, 31:7*, 1031-1051, DOI:10.1080/10409289.2020.1776809

Kwon, K.-A., Horm, D. M., & Amirault, C. (2021). *Early childhood teachers' well-being: What we know and why we should care. ZERO TO THREE Journal, 41(3)*, 35–44.