



Supporting Virginia's Early Educators during COVID & Beyond

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Care and Education
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 **STUDY OF
EARLY EDUCATION
THROUGH PARTNERSHIPS**

COVID & THE ECE WORKFORCE

- Teachers are the key to high quality early learning opportunities.
- COVID has created major challenges for the early education workforce.
- It has highlighted longstanding differences in how we treat early educators in child care settings compared to schools.
- This presentation has two goals:
 - **Describe how COVID impacted the jobs and financial stability of early educators in child care settings and schools?**
 - **Share findings from our rigorous evaluation of Virginia's Teacher Recognition Program.**

WHO ARE VIRGINIA'S EARLY
EDUCATORS?

VIRGINIA TEACHER WORKFORCE SURVEYS

- May 2020 survey of over 1,600 early educators in Virginia including:
 - Child care, Head Start, School-based Pre-K
 - Lead teachers & assistant teachers (aides, floaters, paraprofessionals, etc.)
 - 74% response rate
 - Includes people no longer employed by May

The Survey Sample: ~1600 Virginia early educators

	Centers		Schools	
	Lead teachers	Assistant teachers	Lead teachers	Assistant teachers
High school degree or less	51 %	62 %	1 %	40 %
Bachelor's degree or higher degree	33 %	24 %	98 %	33 %
Household income < \$25,000/year	38 %	45 %	1 %	26 %
Household income < \$45,000/year	67 %	77 %	11 %	54 %
Household income > \$100,000/year	5 %	5 %	30 %	13 %

The Survey Sample: About 2 in 5 child care teachers report household income under 25k

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The Survey Sample: Black & Hispanic women make up a much larger share of child care teachers

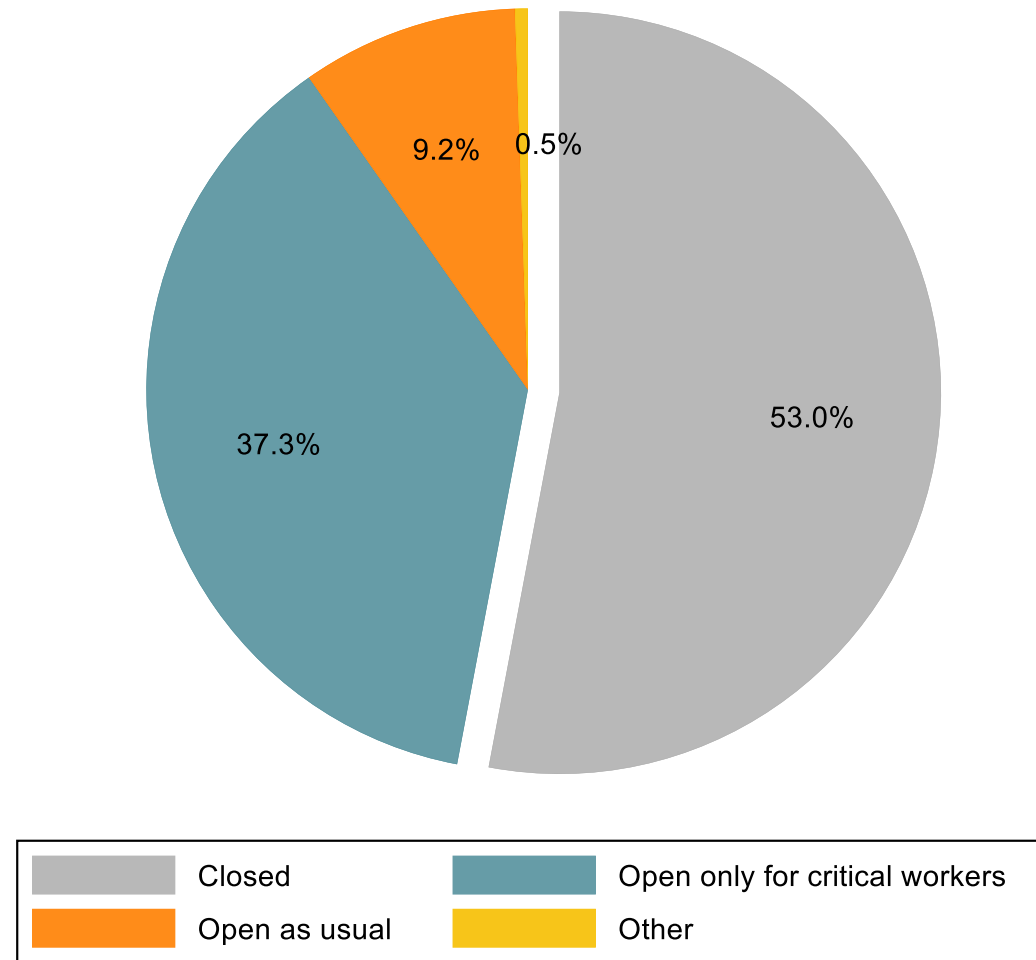
	Centers		Schools	
	Lead teachers	Assistant teachers	Lead teachers	Assistant teachers
White, non-Hispanic	54 %	46 %	86 %	77 %
Black, non-Hispanic	25 %	24 %	7 %	13 %
Hispanic	12 %	18 %	4 %	07 %
Other, non-Hispanic	10 %	11 %	3 %	4 %

HOW DID COVID IMPACT EARLY EDUCATORS' WORK?

OPERATIONAL STATUS

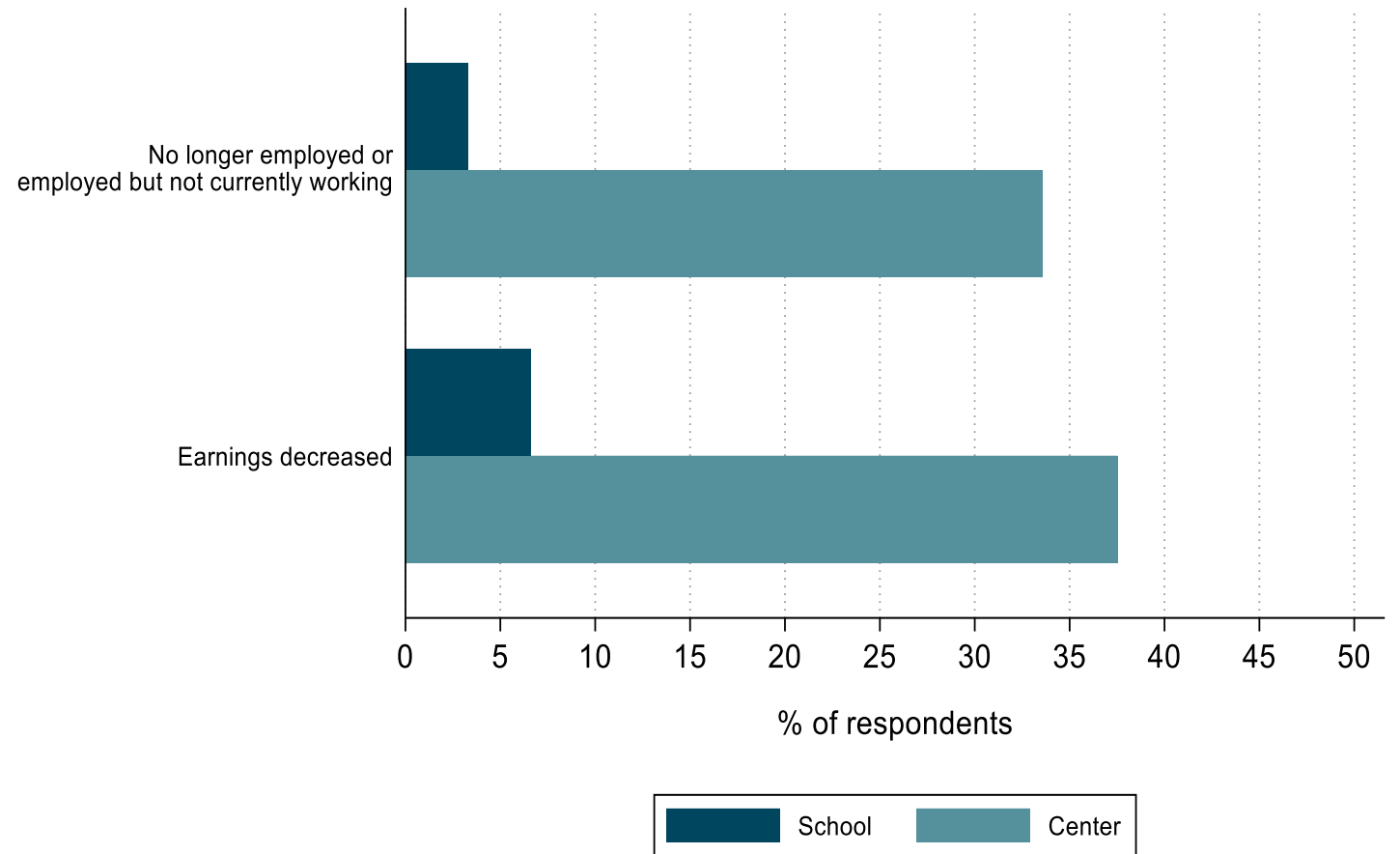
ALL PUBLIC SCHOOLS SWITCHED TO REMOTE INSTRUCTION

Operational Status of Child Care Sites, May 2020



Note: Data from 185 child care sites

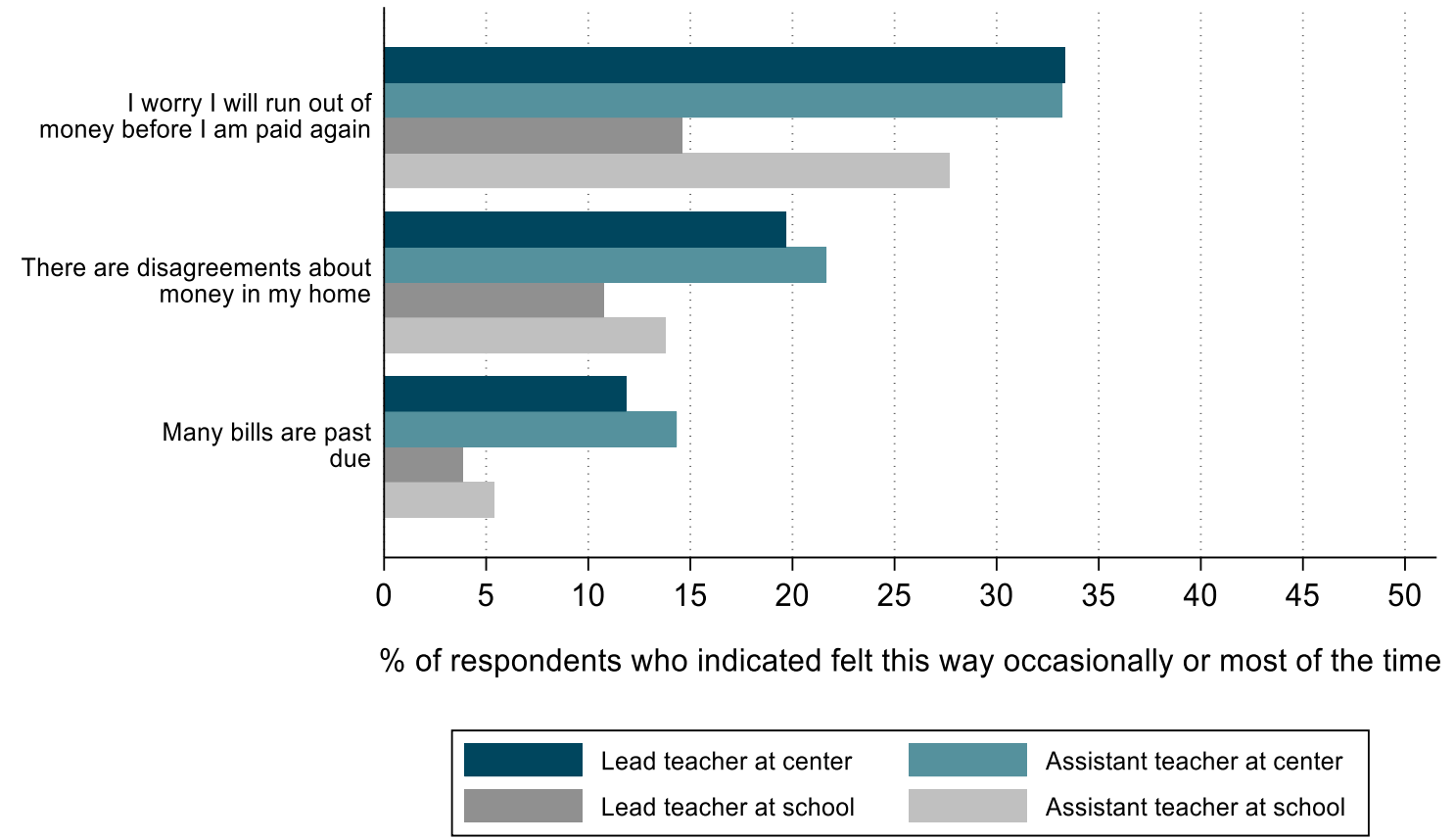
EARLY EDUCATORS' EMPLOYMENT & EARNINGS



Note: Based on 1018 responses of lead teachers.

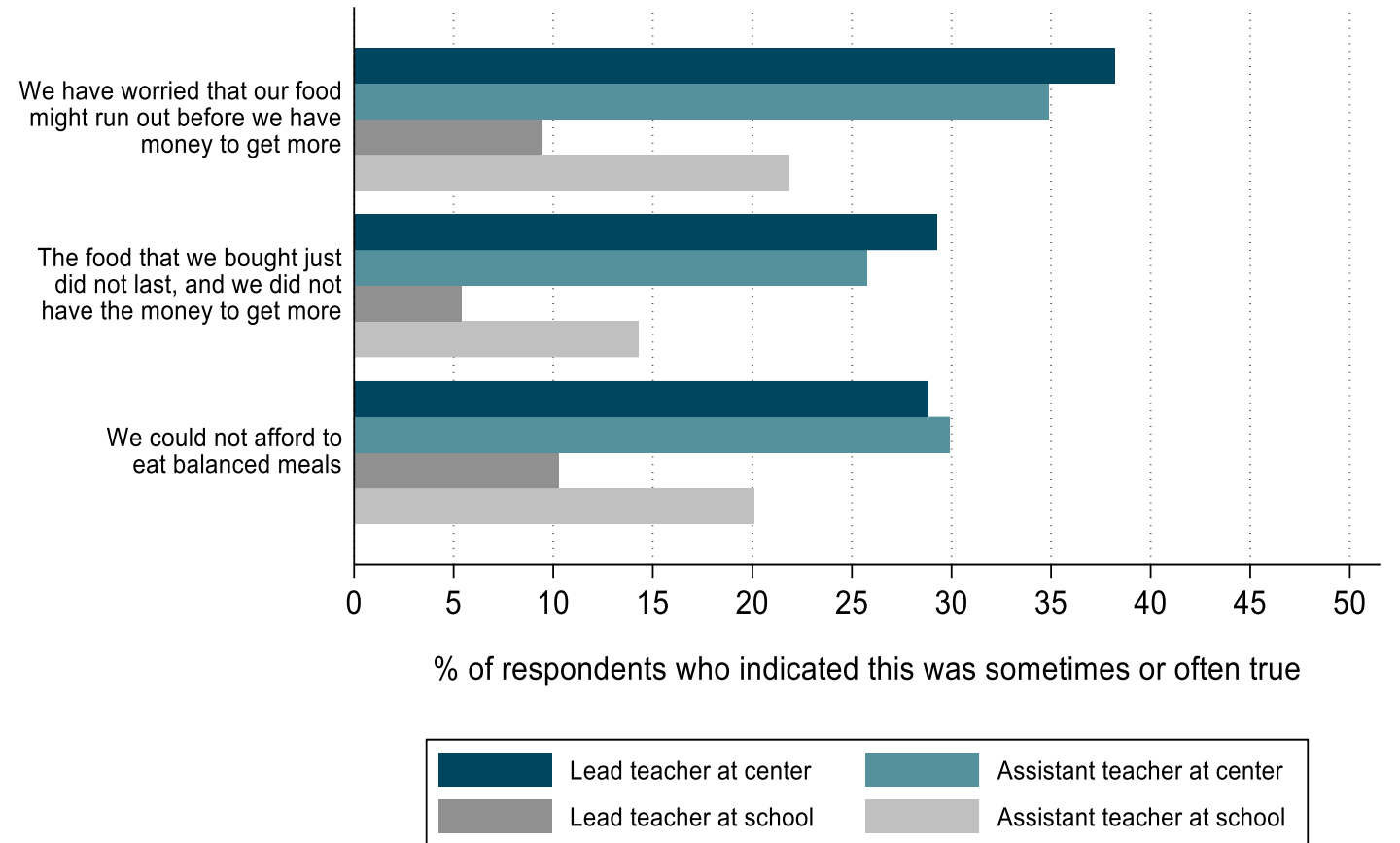
COVID & EARLY EDUCATORS' FINANCIAL INSTABILITY

FINANCIAL INSTABILITY



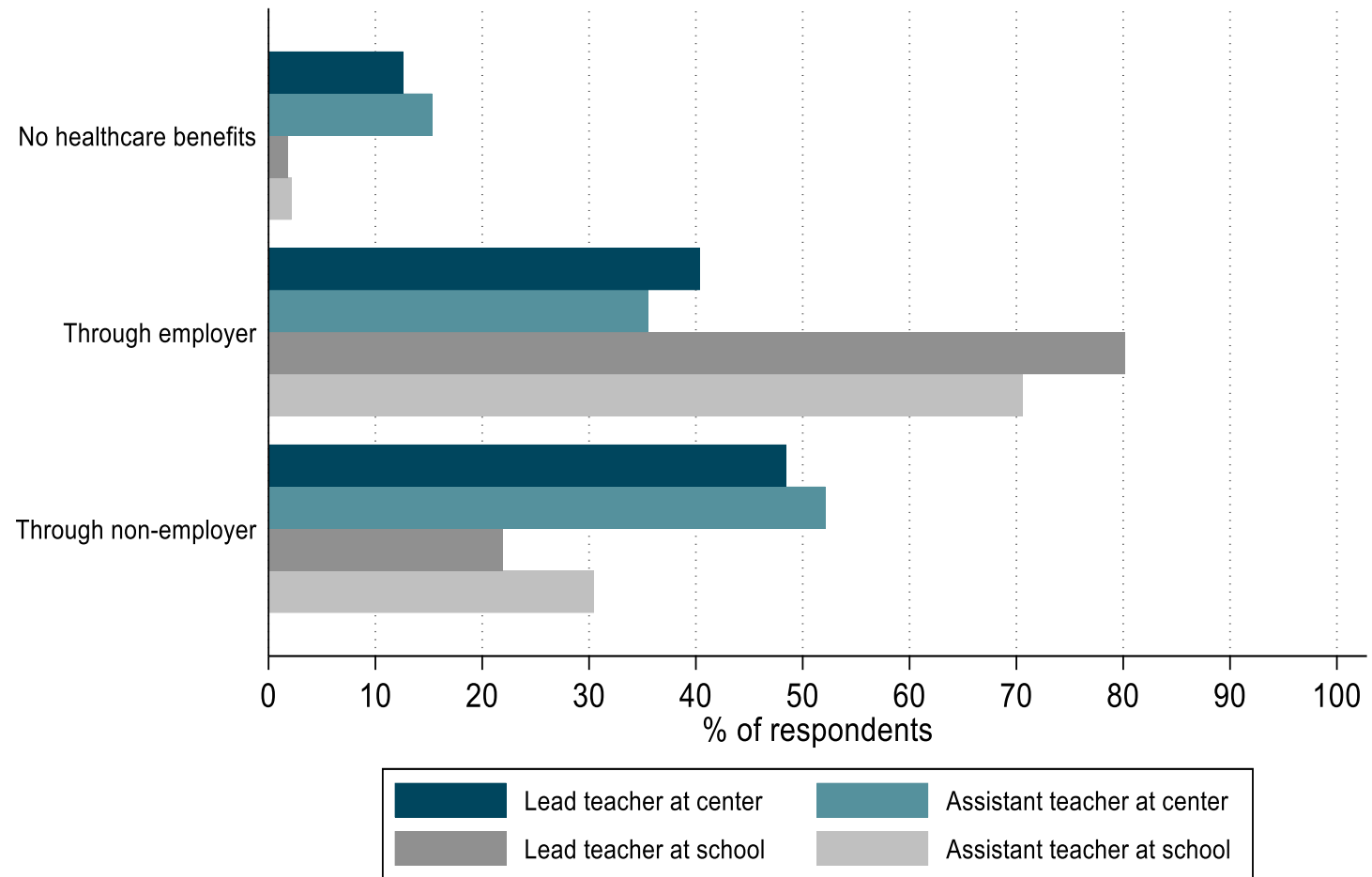
Note: Based on approximately 1570 responses of teachers.

FOOD INSECURITY



Note: Based on 1592 responses of teachers.

ACCESS TO HEALTH CARE



Note: Based on 1598 responses of teachers.

KEY FINDINGS & IMPLICATIONS...

Financial insecurity among early educators, particularly child care teachers, is pronounced:

- 2 in 5 child care teachers struggled to access food
- Over a third could not afford to pay for their medical needs, and half did not receive health care benefits from their employer

These conditions compromise efforts to provide high quality early care and education

COVID is highlighting the long-standing differences in how we treat educators across age & sector and the urgent need for major investments in the child care workforce.

VIRGINIA'S TEACHER RECOGNITION PROGRAM

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Virginia used nearly 3 million dollars in federal funds from its Preschool Development Grant to pilot an innovative early childhood incentive to support early educators, reduce turnover, and improve quality.

- \$1,500 financial incentives
- Tied to retention at a *specific* PDG site
- Any early childhood educators (teachers, assistant teachers, aides, staff)
- Working directly with children 0-5, 30+ hrs per week

OPPORTUNITY TO LEARN

- **What is the impact of the financial incentives?**

- One large, urban county was interested in participating in the PDG B-5, but insufficient resources to include all sites and teachers in the recognition program
- Eligibility was determined by site-level lotteries
- 75 sites and 584 teachers
 - Lottery winners: Up to three payments of \$500
 - Comparison group: \$0 received through Teacher Recognition Program

FINDINGS

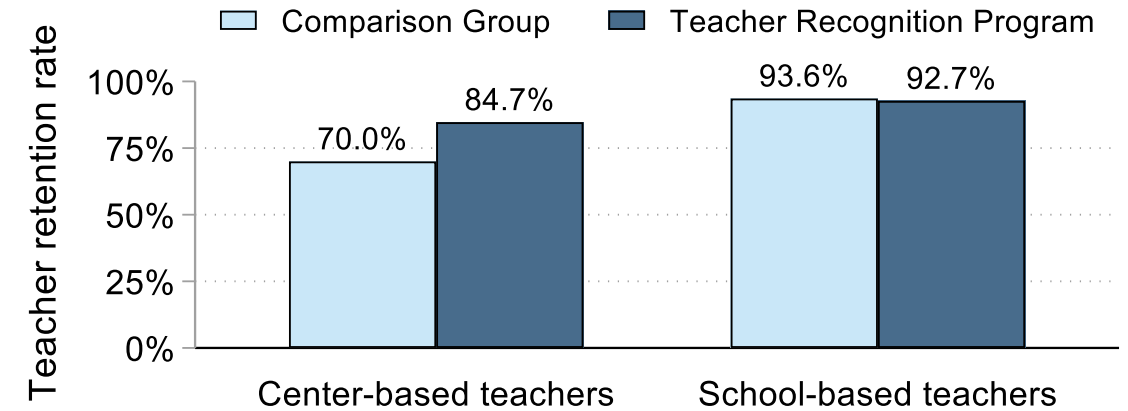
Main results

- Over one quarter of teachers in comparison group left their program within 8 months
- Incentive program increased retention probability by about 11 percentage points

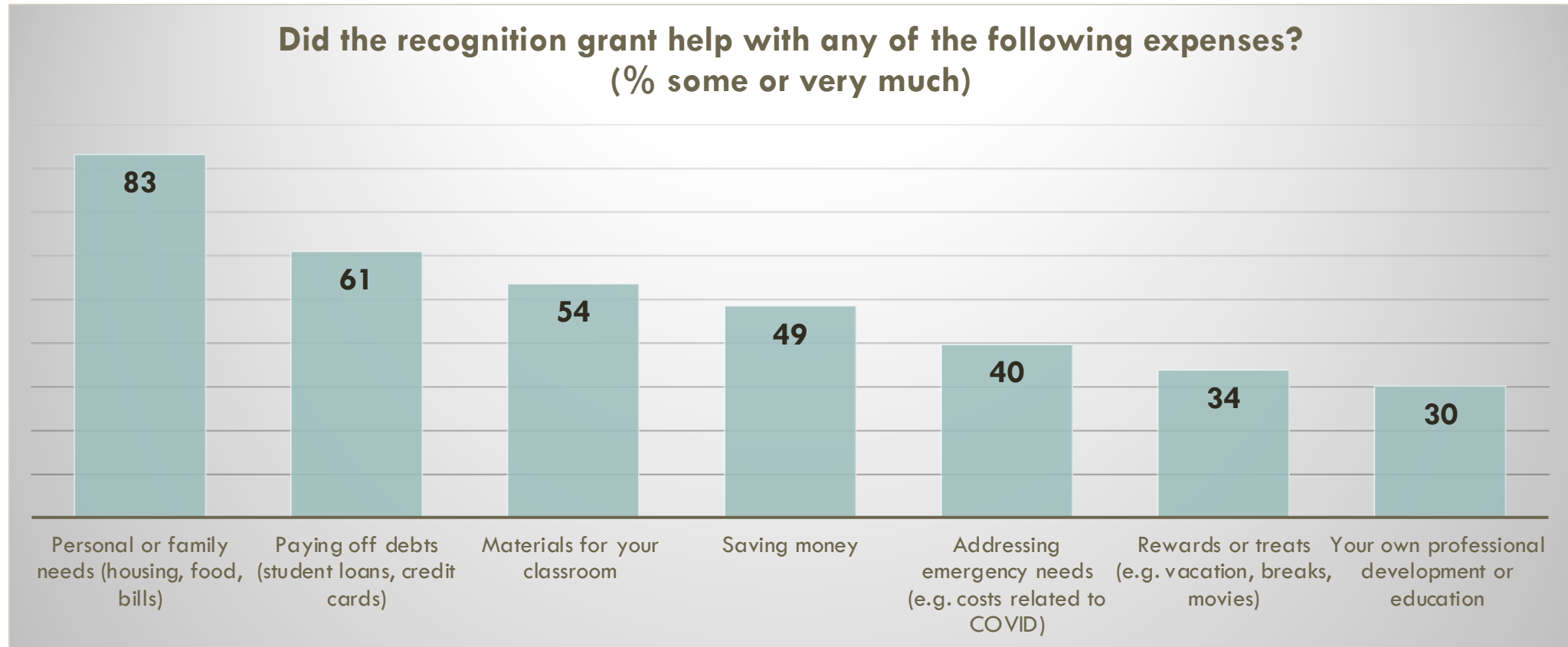
Results by subgroups

- Impacts driven by child care centers

Treatment Effects: Center- versus School-Based Teachers



MOST TEACHERS REPORTED USING INCENTIVES FOR BASIC NEEDS



“EARLY EDUCATORS ARE SO OFTEN LEFT OUT OF THE CONVERSATION WHEN IT COMES TO TEACHING. THIS GRANT HAS SHOWN THAT OUR WORK MATTERS. I AM HOPEFUL THAT ONE DAY, BEING RESPECTED AND RECOGNIZED FOR WHAT WE DO WILL BE A NORM IN OUR SOCIETY.”

KEY TAKE AWAYS

Virginia's Teacher Recognition Program is a unique approach to supporting early educators.

Our findings provide very strong experimental evidence that financial incentives meaningfully reduce turnover in child care settings

- **Among child care teachers, a \$1,500 incentive cut 8-month turnover rates in half... from 30% to 15%**

Improving stability in child care centers is essential for supporting young children's development, and building high quality learning opportunities for children

THANK YOU!

Daphna Bassok

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To read the full report:

bit.ly/see_partnerships_tchr_covid

To learn more:

www.see-partnerships.com

Virginia PDG B-5 Evaluation
SEE-Partnerships Report
September 2020

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The Divergent Experiences of Early Educators in Schools and Child Care Centers during COVID-19: Findings from Virginia

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