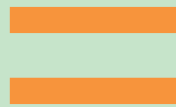




INVESTING IN YOUNG KIDS



INVESTING IN THEIR TEACHERS

Building Oregon's Early Education Workforce

CHILDREN'S



INSTITUTE



The **Children's Institute** is an independent research and action organization, marshalling resources and smart thinking to ignite action for Oregon's at-risk children.

The **Children's Institute** is working to expand high quality early learning opportunities for at-risk children birth to five.

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Introduction

Early childhood education is capturing the attention of policymakers and the public like never before. A growing body of research proves that quality early childhood education is crucial from birth to age five, when brain development is most dramatic. We know that the stimulation and security a child receives during these years has everything to do with cognitive, linguistic, and socio-emotional development—in short: the ability to learn, engage, and be prepared for school success.

“Our investments in early childhood education will yield the greatest returns when we invest in our teachers, and the quality of programs.”

*Ken Thrasher
Compli Chairman and CEO
Children’s Institute Board Chair*

As we increase our investments in early education, we must grow and strengthen our workforce of teachers and caregivers. Better training, compensation, and support are essential for those who work in varied early childhood settings—from the Head Start classroom teacher with a degree to the 18-year-old working as a teaching assistant in a local child care center to the mature caregiver who has raised two generations of healthy kids in a home-based program. When we give all of these teachers the tools to be better at what they do, we serve our children and build a stronger workforce for Oregon.

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Just as there is no single approach to educating young children, there is also no single approach to educating and improving the quality of the early childhood workforce. However, four basic strategies provide a roadmap for creating the best possible early childhood workforce in Oregon:

1. Greater rewards tied directly to professional development. We can't demand a higher level of education from teachers without also rewarding their effort through scholarships, stipends, bonuses and salary increases commensurate with their level of education.

2. Greater support for what is already working. We can build on the state's successful two-year college programs to allow seamless transfers to early childhood bachelor's degree programs. Furthermore, raising both the quality and quantity of early childhood courses in our four-year degree programs will lead to improved training and education for future teachers.

3. Preservation of diversity in the workforce. Linguistic and cultural diversity in the early childhood workforce is critical in developing the literacy and social skills of children from homes where English is not the primary language; and to fostering closer connections between teachers and parents.

4. Education and training suited to Oregon's varied early care and education settings. Oregon's teachers and other child care workers need support and training as varied as the settings

in which they work, from high quality trainings for family child care providers to accessible degree programs for teachers working in a Head Start classroom.

These four strategies are explored in the following report, followed by recommendations for change. We would like to extend our gratitude to the many Oregonians who are actively engaged in early childhood professional development and generously shared their knowledge and time for this report.



Ideas that Work

Providing Incentives

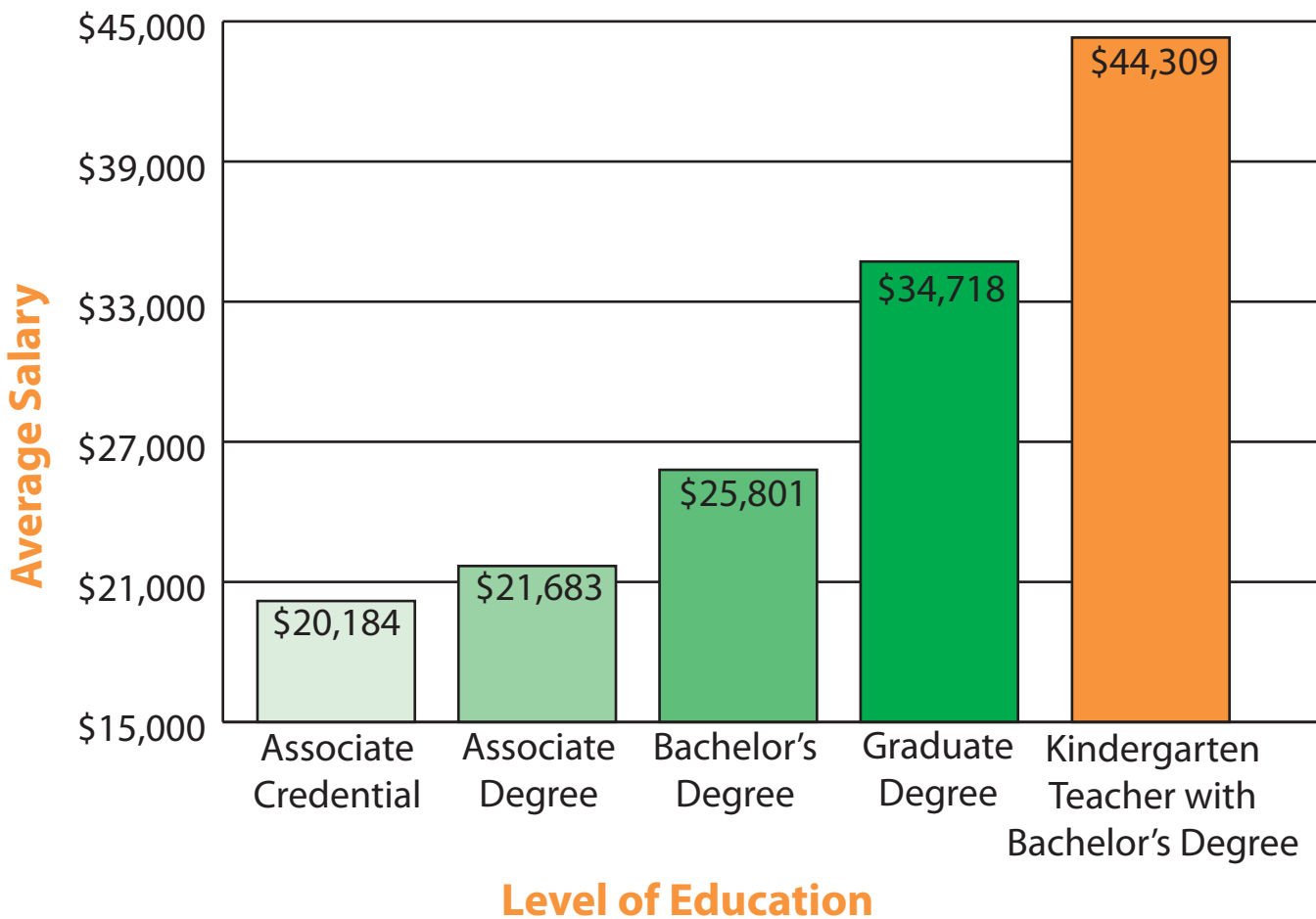
Oregon CARES ("Compensation and Retention Equal Stability") helped early childhood teachers and caregivers increase their professional development by offering scholarship and wage enhancements tied to the completion of training and coursework. It grew from a six-county pilot project launched in 2001. The scholarships ranged from \$250 to \$1,000 and bonuses from \$250 to \$4,000 for those who completed graduate degrees. An evaluation by NPC Research found that, among other strengths, CARES program participants applied more developmentally appropriate practices. However, despite these successes, funding for CARES has dried up and the program has virtually disappeared.

Who Educates and Cares for Oregon's Young Children

More than 14,000 people in Oregon are paid to care for and educate young children. Approximately 30% of the children in Oregon under age five - close to 70,000 children - are regularly in paid care.¹ An additional 11,000 three- and four-year-olds growing up in poverty participate in Oregon Head Start Prekindergarten (OPK).

Settings range from home-based child care with providers who take care of three or fewer children and are not subject to any state regulations (often called Friends, Family and Neighbor Care or FFN) to Head Start classrooms funded by state and federal dollars with teachers who are required to meet explicit training and education mandates.

Average Salary of OPK Teachers Based on Education Level



Source: ODE and 2007 PIR Data

Teachers in Oregon Head Start Prekindergarten (OPK)

Head Start, the nation's only federally funded pre-kindergarten program, has been providing early education and child development services to three- and four-year-olds growing up in poverty for more than 40 years. In 1988, Oregon became a national leader in investing in the early education of at-risk children when the legislature decided to build upon the federal Head Start program and create Oregon Head Start Prekindergarten (OPK). In order to capitalize on Head Start's success and to foster collaboration, the Oregon Legislature formally adopted the federal Head Start performance standards into state law. As a result, OPK and federal Head Start operate seamlessly.² These performance standards not only specify program rules, such as ratios of teachers to children, but also mandate the levels of education and training required for teachers.

OPK Teachers as of 2007:³

- Oregon employs 594 teachers and 674 assistant teachers.
- Teachers are required to have a Child Development Associate (CDA) Credential, or if they have a two- or four-year degree, to have completed at least six courses in early child development.⁴ As of 2007, 27% of OPK teachers had an associate degree and 47% had attained their bachelor's degree or higher.

- All Head Start programs have ongoing training for teachers and other child development staff. The most recent federal reauthorization of Head Start requires 15 hours of training per year--a target that Oregon Head Start programs already exceed in practice.
- In 2007, OPK teachers earned an average annual salary of \$24,000 and assistant teachers earned an average of \$16,000. By comparison, kindergarten teachers in Oregon average close to \$52,000 per year.⁵

This salary gap is a huge impediment for OPK in hiring and retaining teachers with higher degrees. Even Head Start teachers who earn graduate degrees are not substantially rewarded; the average salary in Oregon for a Head Start teacher with a graduate degree is \$35,000, still well below that of a kindergarten teacher.



Ideas that Work

Focusing on Infant/Toddler Mental Health

The Early Childhood Training Center at Portland State University offers an Infant/Toddler Mental Health Certificate for those who already have a bachelor's degree or higher in early childhood. This program has brought new leadership and attention to important mental health issues for this age group that has often been neglected.

The Early Care and Education Workforce

While much less information exists about the education and salaries of teachers outside of OPK, it is clear that far fewer have degrees and the compensation for these important jobs lags even further behind than that of OPK teachers. According to the Oregon Employment Department, the average annual salary for a child care worker is less than \$20,000.⁶ These low wages result in high turnover, a serious threat to the continuity of care, as well as to efforts to build a strong workforce.⁷

One snapshot of this early childhood workforce is found in a 2003 report by the Oregon Commission on Children and Families which collected information on compensation and education levels in six Oregon counties: Clackamas, Jackson, Lane, Marion, Multnomah and Washington.⁸

Among registered Family Child Care providers:

- 68.2% held a high school diploma or GED.
- 11% held an associate degree.
- 9.6% held a bachelor's degree.
- Average hourly wage between \$5 and \$7 per hour.

Among Center-Based providers:

- 52.5% held a high school diploma or GED.
- 13% held an associate degree.
- 20% held a bachelor's degree.
- Average hourly wage of \$9.71.

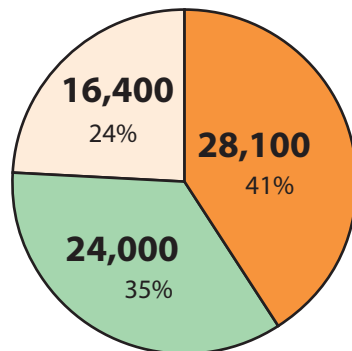
National numbers point to a trend that is also visible in Oregon—a decline in the overall number of center-based early childhood workers with degrees. The percentage of those teachers with a bachelor's degree has fallen from a high of 43% in 1983-1985 to 30% in 2002-2004, and the percentage with no more than a high school diploma rose from 25% to 30%. Moreover, the most educated members of the workforce are now over 50, and the least educated are between the ages of 22 and 40.⁹ National estimates of the average annual job turnover rate for the early childhood workforce range from 20% to 42%¹⁰ while occupational turnover (the rate at which people leave the field) may be as high as 16%.¹¹ The annual job turnover rate for K-12 teachers in public schools in Oregon is around 6%.¹²

Types of Paid Child Care Ages 0-4 in Oregon

- Center Care** is provided in non-residential settings and is regulated and licensed. Strict requirements exist regarding the number of children who may be cared for in a facility and staff-to-child ratios.
- Family, Friends and Neighbors** (a.k.a. "Kith and Kin" or "informal care") often provide care for children in their own home. No special regulations exist for these settings as long as there are no more than three children unrelated to the caregiver in the home.
- Family Child Care** is home-based care and licensed by the state.

68,500 Total

Green represents unlicensed care.



Source of chart: "Childcare and Education in Oregon and its Counties: 2004." Oregon Child Care Research Partnership, 2007.

Licensing for Child Care Providers

Unlike parents of children in K-12, the families of younger children shoulder nearly 75% of the cost of early care and education.¹³ Along with this significant financial challenge, parents looking for child care have less guidance when it comes to finding safe early care and education settings that will deliver the level of quality care every child needs. The licensing regulations that govern child care focus primarily on minimal health and safety standards, with much less emphasis on promoting the educational requirements for teachers that are associated with positive child development.¹⁴

For example:

- Oregon providers who take care of three or fewer children are exempt from licensing. Also exempt are preschools that serve children above the age of three, meet for less than four hours per day and describe themselves as having an educational focus.
- Oregon's child care centers and some home-based child care providers are required to be licensed by the state. But according to the National Association of Child Care Resource and Referral Agencies (NACCRRA), Oregon ranks 35th among the states in the strength of its regulation and supervision of center-based care and 23rd for regulation of Family Child Care. Rankings are based on such mandates as: child-to-staff ratios; training hours required per year; health and safety standards; and frequency of monitoring visits.¹⁵

- Oregon's licensing does mandate some training in safety, food handling, abuse reporting and child development. Teachers in certified centers and homes are required to have 15 hours of training per year. However, little of the content is mandated, giving center and home workers broad discretion as to what topics these trainings cover. Pre-service training and education is minimal to non-existent for most child care settings.

"We expect more from people who cut hair than we do from those who care for our youngest children."

*Roberta Weber
Faculty Research Associate
Oregon State University*

Good Teachers Start with the Best Tools

As every parent knows, teachers play a unique and powerful role in a child's life. Accordingly, the most well-known longitudinal studies of early childhood development shed light on the importance of teacher training and compensation for positive child outcomes. The Perry Preschool Project and Chicago Child-Parent Centers are frequently cited as model early-intervention programs, and in both cases, two things were constant:¹⁶

- Each teacher held at least a bachelor's degree; and
- Salaries paid to these preschool teachers were equivalent to those paid to kindergarten teachers.

Other respected research supports these findings:

- Teachers with bachelor's degrees are associated with better child outcomes and environments more conducive to early learning as measured by the Early Childhood Environmental Ratings Scale (ECERS).¹⁷
- Teachers with bachelor's degrees in early childhood education engage children in more developmentally appropriate interactions and in less authoritarian ways than teachers without degrees. These teachers "expressed greater warmth for the children and greater enthusiasm for the activities they engaged in, they communicated more clearly with children, and they encouraged children to share and cooperate with peers."¹⁸

This research, and other similar findings, has prompted national experts to recommend, and 27 state pre-k initiatives to require, that teachers have at least a bachelor's degree in early childhood education.¹⁹

There is less agreement about what level of education should be required for the early childhood workforce across all settings. Research does confirm that the more education and training this workforce has, the better the outcomes are for children. The National Institute of Child Health and Human Development (NICHD) Study of Early Childhood looked at early childhood settings of all kinds and found that the

level of caregiver education was a consistent predictor of higher achievement for four-and-half-year-olds in math and reading skills and phonological awareness (the knowledge of sounds).

Long History of Good Intentions



The call for more education and training for the teachers and caregivers who influence the lives of Oregon's youngest children has been embraced with good intentions at the federal and state levels for decades. Yet the resulting mandates have not been backed with adequate funding.



Ideas that Work

Supporting Family Child Care Workers

Early care and education providers who are not on a degree path can get help through efforts such as the Child Care Improvement Project (CCIP). Run by Portland's Neighborhood House, it supports 15 family child care provider networks serving approximately 100 licensed providers. In addition to peer support groups in several languages and group socialization activities, participants have access to business-practice consultants and can receive stipends toward attaining a Child Development Associate (CDA) Credential or completing other credentialing/degree programs. These groups help family providers overcome the isolation they often experience.

The most recent Congressional reauthorization of the federal Head Start program requires all Head Start teachers to have at least an associate degree by 2011 and half of all teachers nationally to have a bachelor's degree in early childhood by 2013. In addition, all assistant teachers must have at least a Child Development Associate (CDA) Credential by 2013.²⁰ However, financial assistance to help teachers achieve these levels of education, never strong, is now non-existent.

In 1999 and 2000, federal Head Start programs were given an additional \$1,300 per teacher without a degree to help defray the cost of additional education. In 2001, the Head Start allotment for quality improvement which included resources for helping teachers earn degrees was \$356 million. By 2003, this allotment had dropped to \$32 million.²¹ Since 2005, quality improvement dollars have completely disappeared.

The cost to reinvigorate and meet this Congressionally mandated commitment to attaining bachelor's degrees for those who teach in Head Start programs is substantial:

- In 2003, NIEER estimated that the cost of creating a Head Start workforce in which **all teachers had a bachelor's degree** and were compensated similarly to kindergarten teachers would be \$5.2 billion.²²
- In 2005, the Center for Law and Social Policy (CLASP) estimated that achieving the goal of half of

all Head Start teachers holding a bachelor's degree by 2011 would require **7,200 additional teachers** with a bachelor's degree at a cost of **nearly \$2.7 billion over six years**. (This estimate was also based on the assumption that in order to attract and retain teachers with bachelor's degrees, Head Start would have to pay salaries close to or equivalent to those of kindergarten teachers.)²³

Head Start's most recent reauthorization instructed that a percentage of any *new* funding go to support teacher education and salary enhancements — but

no new funding became available. In fact, the overall funding for the program began shrinking almost as soon as the degree requirements were adopted. Since 2002, federal inflation-adjusted spending for Head Start has decreased by 11%.

"If we want Head Start teachers to get degrees, we have to commit the resources to make it happen."

*Ron Herndon
National Head Start Assoc. Board Chair
Director of Albina Head Start, Portland*

Pathways to Professional Development in Oregon



In 2007, Oregon's commitment to Oregon Head Start Prekindergarten nearly doubled, allocating an additional \$39 million over the 2007-2009 biennium to give more than 3,000 additional children living in poverty access to this comprehensive early

education program. The Legislature also budgeted \$40 million to help defray the cost of child care for low-income working families. In order to ensure that this commitment bears fruit, we must also invest in our early childhood workforce and build on the successful components already in place.



Ideas that Work

John and Betty Gray Community College Scholarships

The John and Betty Gray Community College Scholarship Program through the Oregon Community Foundation supports individuals pursuing a certificate or degree in early childhood from an Oregon community college. The scholarships are available at 16 of Oregon's 17 community colleges, and awarded to as many as 170 students each year. The community colleges directly administer the grants, which are used for tuition and books, and/or to allow a recipient already working in early childhood education to take paid time away from the job in order to complete a practicum.

The John and Betty Gray Fund, working with the Oregon Center for Career Development, also offers scholarships for providers who are not enrolled in a community college, but are pursuing further training and/or coursework.

Oregon's Higher Education

Four-year colleges and universities: National studies and professional associations that propose standards for the education of early childhood teachers generally focus on four-year degrees. This focus has not been as fruitful in Oregon as in some other states. While our four-year programs prepare teachers who are working toward their license that allows them to teach in public schools, most education and training of early childhood teachers is being carried out by community colleges.

This has spawned a self-fulfilling prophecy with the four-year programs: poor earning prospects mean fewer students are encouraged to take early education coursework, so less of that coursework is offered, resulting in less robust four-year early childhood programs. At present, 225 teaching programs across the country are accredited for early childhood by the National Council for Accreditation of Teacher Education (NCATE) and the National Association for the Education of Young Children (NAEYC).²⁴ None of these are in Oregon.

Community Colleges: Most of the work preparing teachers who educate children from birth to age five is being done by the state's community colleges. All of Oregon's 17 community colleges offer early childhood courses; most also provide Child Development Associate (CDA) Credentials, Associate of Arts and Associate of Applied Science degrees. Many of the students in these programs are already working as early care and education providers. Working professionals who are pursuing a degree often need to find a substitute provider or seek

release time in order to take classes or complete their practicum. Flexible online and distance early childhood programs expand options for students working full time, who on average take close to five years to complete what are typically called “two-year” associate degrees.²⁵

Oregon’s community college programs demonstrate a strong commitment to teaching developmentally appropriate practices while meeting the needs of a diverse student body. While OPK is probably Oregon’s largest employer of the graduates, these

teachers also go on to work in private preschools, child development centers, and home-based child care.

Oregon has a straightforward opportunity to build on these successful programs by streamlining the process for transferring credits from two-year community college degrees in early childhood directly to four-year institutions, a process that is often difficult due to inconsistent policies across the state’s higher education programs.

What is a Degree in Early Childhood Education?

Child Development Associate (CDA) Credential: The CDA assessment is a national credentialing program administered by the Council for Professional Recognition. The credential requires 120 hours of formal training within eight content areas, as well as on-the-job assessment. Many colleges grant 12 to 18 credits to students entering with a CDA Credential.

Associate of Arts Transfer Degree (AAOT or simply AA): The AAOT is a two-year degree offered by community colleges that entitles the holder to transfer to a public four-year college as a junior. The majority of classes for an AAOT are in general education, rather than a major. While an AAOT transfers easily to a BA program, it does not offer as strong a foundation in early childhood as an AAS.

Associate of Applied Science Degree (AAS): An AAS is considered a “technical degree” with a focus on preparing someone for working in the field, rather than transferring to a four-year college. As a result, more of the requirements for an AAS fall within a student’s major, with far fewer in general education. While an AAS provides much stronger preparation for working with young children than an AAOT, it is much more difficult to later transfer those credits to a four-year institution.

Bachelor’s Degree (BA): Oregon’s four-year institutions do not have Departments of Early Childhood. A bachelor’s degree with some focus on early childhood can be obtained in two ways: either through a Child and Family Studies Program; or through a School of Education that prepares students for the state licensing required to teach in a public school.

Teaching License: Teaching licenses are granted by the state’s Teacher Standards and Practices Commission to candidates who have been recommended by approved teacher preparation programs. Licenses are granted for different grade levels, including the Early Childhood Authorization, which is valid for ages three through grade 4.

Mandated Training for Child Care Workers

For most of Oregon's 14,000 child care workers "professional development" is comprised of the trainings required by state licensing - 8 hours every two years for registered providers and 15 hours each year for certified providers.²⁶ The quality and relevance of that training varies greatly, as does the ability of individual providers to find and attend sessions most useful to their work. Finding ways to improve, increase and track that training is critical to raising the quality of the early education workforce.

The state already has structures in place that can be used to deliver more extensive and better training to child care providers, and a centralized registry has already been created to track and reward those who participate in professional development. Revitalizing these established vehicles is a way to enhance professional development without creating entirely new structures and networks.

Training: The yearly training already required for licensed child care providers is largely provided through the state's 17 Child Care Resource and Referral Agencies (R&Rs), which serve all of Oregon's 36 counties, and professional associations such as the Oregon Association for the Education of Young Children (OAEYC) and the Oregon Association for Child Care Directors (OACCD).

Registry: The Oregon Registry is a voluntary, statewide program to document and recognize the professional achievements of people who work with young children. It is administered by the Oregon

Center for Career Development in Childhood Care and Education at Portland State University. The Oregon Registry maps out 12 professional development steps, from career entry through doctoral degrees. In order to move up through the first nine steps, providers need to complete a specified number of training hours in different "Core Body of Knowledge" categories. These ten categories define what Oregon's early childhood professionals are supposed to know and be able to do.²⁷ The Registry can help providers transition into degree programs. Providers who achieve a step 7 on the Registry are eligible for credit toward a two-year degree.



Ideas that Work

Maximizing Degree Programs

Oregon State University's Double Degree Program allows students to utilize child development resources across departments to deepen their knowledge and experience. Students can build on the strong early child development program offered by the Department of Human Development and Family Sciences while working toward their teaching license. In addition, the program has a child development center that serves Oregon Head Start Prekindergarten children, as well as other children from the community, and is a learning lab for teachers in training.

The Registry can help providers to map out a more coherent professional development pathway. Unfortunately, participation in the Registry, especially beyond the first few steps, remains low. Many providers do not know about the Registry and many who do, do not see it as offering them concrete benefits. Participation in the Oregon Registry could be boosted by instituting incentives for participants who move up the Registry.

Preserving a Diverse Workforce

Oregon's early childhood workforce is culturally and linguistically diverse. OPK is more diverse than its K-12 counterpart; more than 30% of the staff are Latino and 36% are proficient in another language in addition to English. This diversity exists in child care settings outside of OPK as well. It allows both children and adults from households that are not fluent in English to connect more quickly and solidly to caregivers and teachers.

Preserving that diversity must be a deliberate effort. As a recent report from California Tomorrow warned, "[a] movement toward requiring all lead preschool teachers to hold or obtain bachelor's degrees in early childhood education will, without careful policy attention to prevent it, result in decreasing the diversity and therefore the quality of the preschool teaching workforce."²⁸ With mindful planning and attention to the needs of those already working in the field, Oregon can both increase its number of degreed professionals and maintain diversity.



Ideas that Work

Opening Doors to Earning a Degree

Portland State University's Degree Completion Program streamlines the transfer of credits from an Associate of Applied Science degree to a bachelor's degree, a process which is typically difficult in Oregon.

Southwestern Oregon Community College offers a two-year degree program that can be taken completely on-line. Evening classes, distance learning and on-line options improve access for working teachers, child care providers and others who want to pursue degrees.

Portland Community College uses a federal grant to support training of Head Start teachers whose first language is Spanish, enabling them to take English language classes at the same time that they are completing their early childhood coursework.

The Virtual Degree program, sponsored by the Oregon Association for the Education of Young Children, is breaking down barriers that make it difficult to transfer early childhood credits between community colleges.

Progress in Other States:

Many states are demonstrating that improving access to degree programs and compensating teachers commensurate with their level of education and responsibility can help build a stable, professional and highly-trained early education workforce.

In **Oklahoma**, where public pre-kindergarten reaches a higher percentage of four-year-olds than in any other state, pre-kindergarten teachers are required to be certified and are paid at the same level as public school teachers. This salary parity holds true whether the pre-kindergarten classroom is located in a public school or in a private preschool program that has contracted with the state. According to Oklahoma Assistant State Superintendent Ramona Paul, the state's requirement that all pre-k teachers be certified has led to "results that are just astounding. The results legislators see in children have convinced them that they've never before made such a good investment in education."¹ A Georgetown study of Tulsa's pre-k program found that children from all income levels made significant gains in school readiness skills.

New Jersey has also proven that with sufficient supports and resources, it is possible to raise the education level of those who are currently teaching pre-kindergarten over a very short period of time. A 1998 New Jersey Supreme Court ruling on school equity ordered the state to provide high quality pre-kindergarten programs in its 30 poorest school districts. Furthermore, the court also defined what the pre-kindergarten programs, now referred to as the Abbott schools, should look like. Among the requirements for Abbott schools (which can be public or private) is for all teachers to have at least a bachelor's degree, as well as specialized training in early childhood. Teachers were given six years to meet this mandate and were supported with scholarships, alternative degree paths, and the promise of salaries comparable to those paid to kindergarten teachers. At the time of the ruling, only 35% of these teachers met the requirements. As of 2007, not only were all schools in compliance, but the diversity of the workforce had also been preserved.

North Carolina started the T.E.A.C.H. Early Childhood Scholarship Program in 1990 to address the low income, low education and high turnover of the state's early childhood workforce. Adopted by more than 20 states, T.E.A.C.H. offers scholarships to those already in the field who are interested in pursuing additional education that will lead to a certificate or degree. Participants agree to stay on in teaching positions for a set period of time, and employers share some of the costs for their classes and incentives. Since 1993, the turnover rate in North Carolina has been reduced by 14 percentage points. In 2001, only 10% of the state's early childhood teachers and caregivers had a two-year degree and only 12% had a four-year degree. By 2003, these percentages increased to 14% with a two-year degree and 14% with a four-year degree, and compensation improved by an average of 13%.

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Final Thoughts

7his report began by recognizing the increased attention that early childhood education is currently getting from policymakers and the public. This is both an opportunity and a challenge. Now that Oregon has stepped up its investment in young children, the state must also maximize its investment in those who care for and educate them. If we fail to build this strong workforce, we will also fail to reap the benefits that high quality early childhood programs can yield. The time is right, and success is within reach; Oregon can develop the workforce our children deserve.

“We know our teachers want more education, but long hours, low pay and family responsibilities make it difficult. It’s up to us to open the doors.”

*Christyn Dundorf
Early Education and Family Studies Director
Portland Community College*

2. Build Support for What is Already Working

- Allow students with CDA Credentials to transfer credits toward an associate degree and graduates of two-year institutions to easily transfer early childhood credits to four-year institutions.
- Increase early childhood course offerings at Oregon’s four-year colleges and universities.

3. Preserve Diversity in the Early Childhood Workforce

- Increase access to scholarships, financial aid and student loan programs for non-traditional students.
- Expand the flexible programs, such as on-line and distance learning, that community colleges already have in place for non-traditional students.

Recommendations

1. Link Professional Development to Greater Rewards

- Provide Oregon Head Start Prekindergarten (OPK) teachers with the resources needed to meet the federal degree requirements and compensation commensurate with their level of education.
- Provide incentives and rewards to early childhood professionals outside of OPK who increase their level of education and training.

4. Tailor Education and Training to Oregon’s Varied Early Childhood Settings

- Strengthen licensing requirements, particularly for Family Child Care providers, to ensure more training in child development.
- Increase opportunities for mentoring and peer support for licensed and unlicensed home providers.

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- 26 Family Care providers who serve 4-10 children must be registered. Family Care providers who serve 10+ must be certified. Most Center-based care is also certified. For details see <http://www.oregon.gov/EMPLOY/CCD>
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Interviewees

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