

Turnover in the Early Childhood Workforce: Research and Practitioner Perspectives

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Meg Caven
Senior Research Associate
REL Northeast & Islands

Clare Waterman Irwin
Research Scientist and Early
Childhood Workforce Development
Research Alliance Facilitator
REL Northeast & Islands



Today's Agenda

Welcome & introductions

Overview of the study

Overview of the findings

Facilitated Q&A

Panel discussion

Facilitated Q&A

Wrap-up & evaluation

Today's Presenters



Dr. Meg Caven
Senior Research Associate
REL Northeast & Islands



Dr. Clare Waterman Irwin
Research Scientist
REL Northeast & Islands

Who Are We?

REL Northeast & Islands is one of 10 Regional Educational Laboratories.

We work in partnership with educators and policymakers to develop/use research that improves academic outcomes for students.

What we do:

- Conduct research studies
- Disseminate research findings to those we serve
- Strategically engage with partners to use findings
- Design and deliver technical assistance focused on the use of data and research



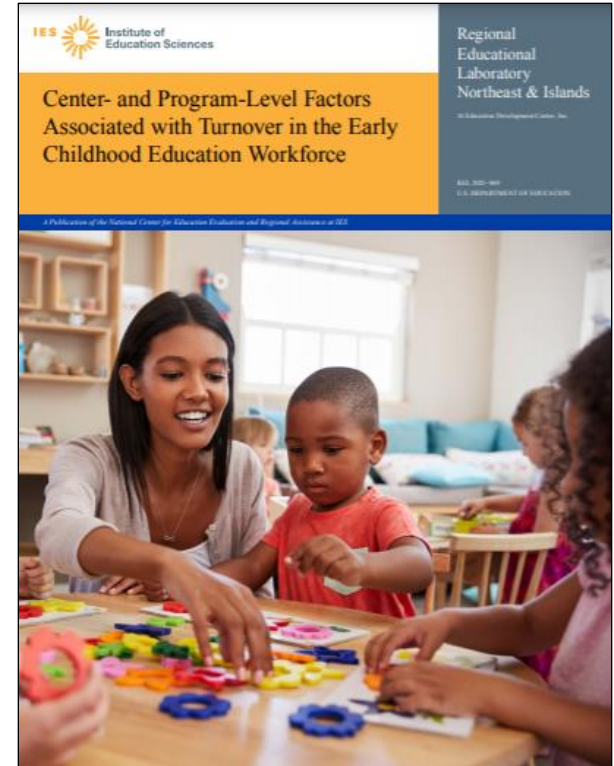
Early Childhood Workforce Development Research Alliance

Goals:

- Support workforce development initiatives in the region through evidence-based training, coaching, and applied research.
- Use research and data to enhance early childhood workforce knowledge and competencies.
- Develop evidence-based strategies to improve teacher working conditions and compensation, with the goal of retaining a high-quality workforce.

This Study

Center- and Program-Level Factors Associated with the Early Childhood Education Workforce Turnover



Overview of the Study

Background

- Turnover rates are as high as 25–30 percent in some early childhood education settings.
- Turnover in the early childhood educator workforce affects the quality of children’s early education.
 - It has been linked to weakened language and social development.
 - Considerable academic and financial costs divert resources from student learning.

Research Questions



What was the turnover rate across early childhood education centers in the U.S. in 2012?

What center characteristics were associated with center turnover rates?



This Study's Approach

Methods:

- Analyzes data from the 2012 National Survey of Early Care and Education (NSECE), which characterizes the use and availability of early childhood education in the United States.
- Descriptive statistics and regression analysis.

Sample:

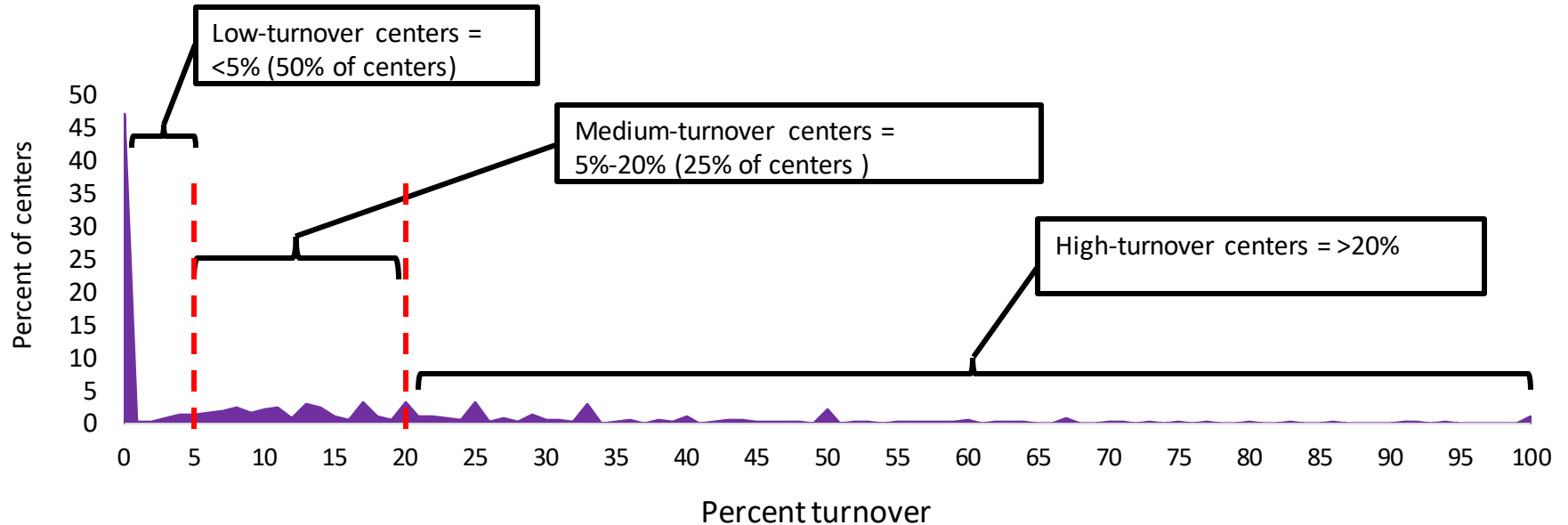
- Cross-sectional sample of 8,265 early childhood education center-based programs and 5,556 early childhood educators from within those centers.

Overview of the Findings

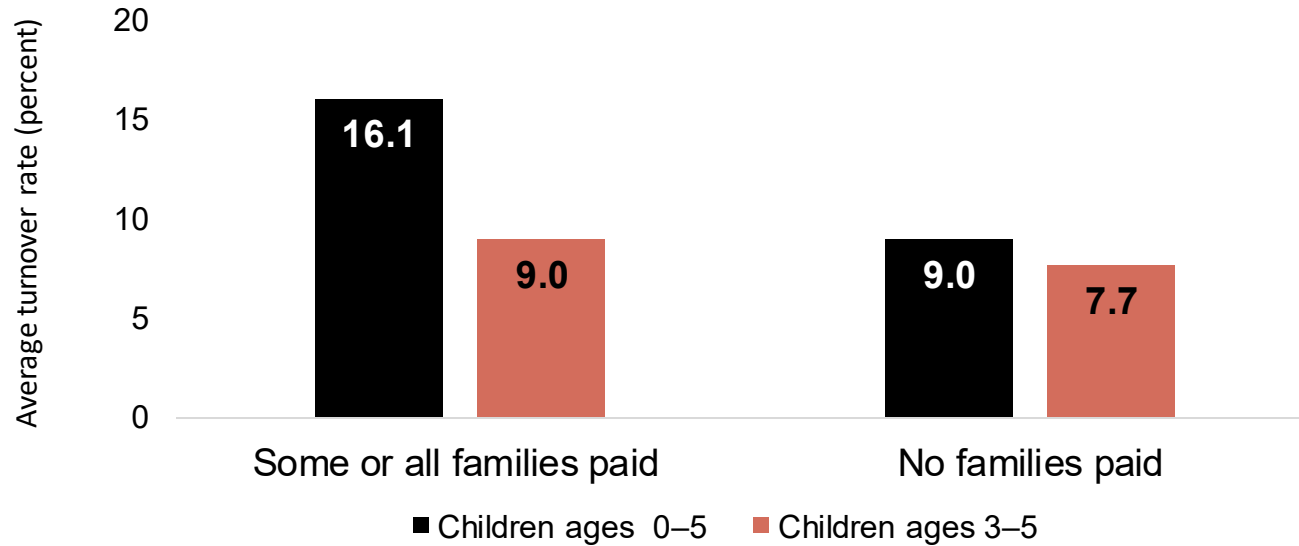
Key Terms

- **Private-pay center:** In the NSECE, centers are coded as receiving payment from some or all families, receiving payment from no families, or don't know. Private-pay centers receive payment from some or all families.
- **Free center:** Free centers receive payment from no families.
- **Turnover:** This refers to the proportion of educators working with children under 13 who left their respective centers in the last 12 months.

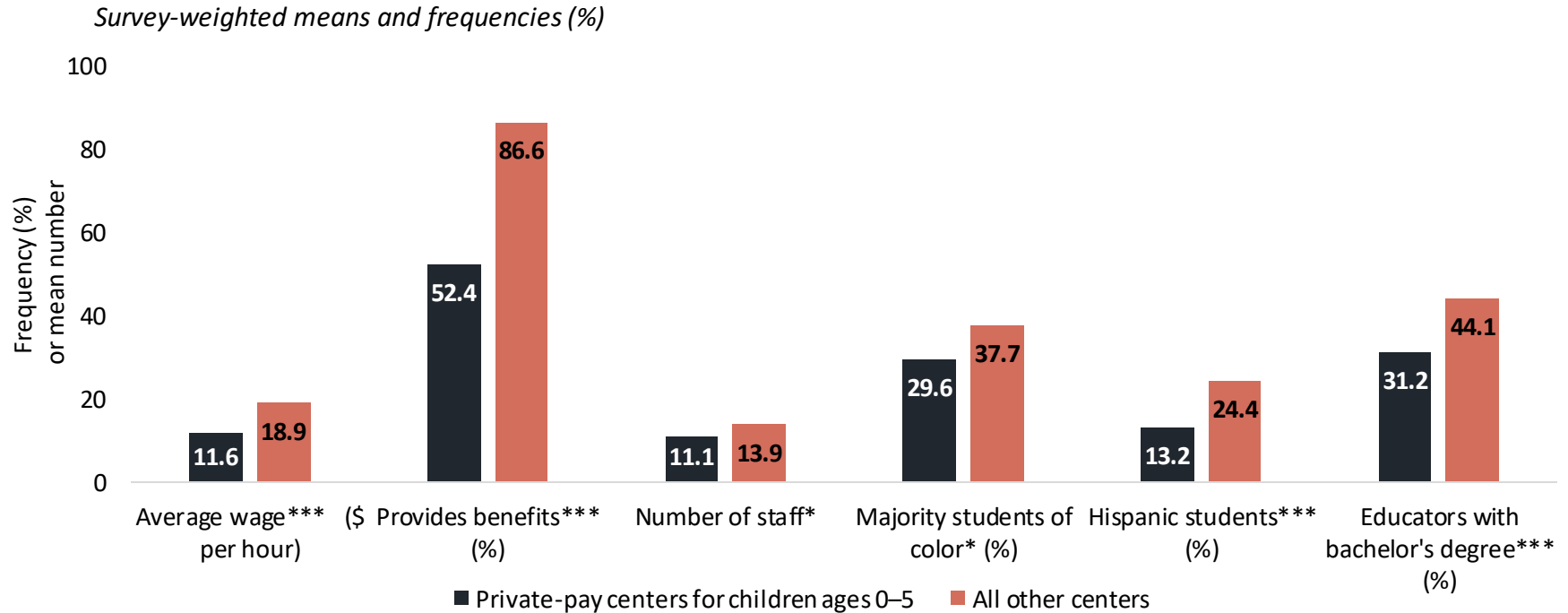
Turnover rates among early childhood educators varied considerably across centers, with many centers experiencing no turnover and some experiencing rates of 20 percent or higher.



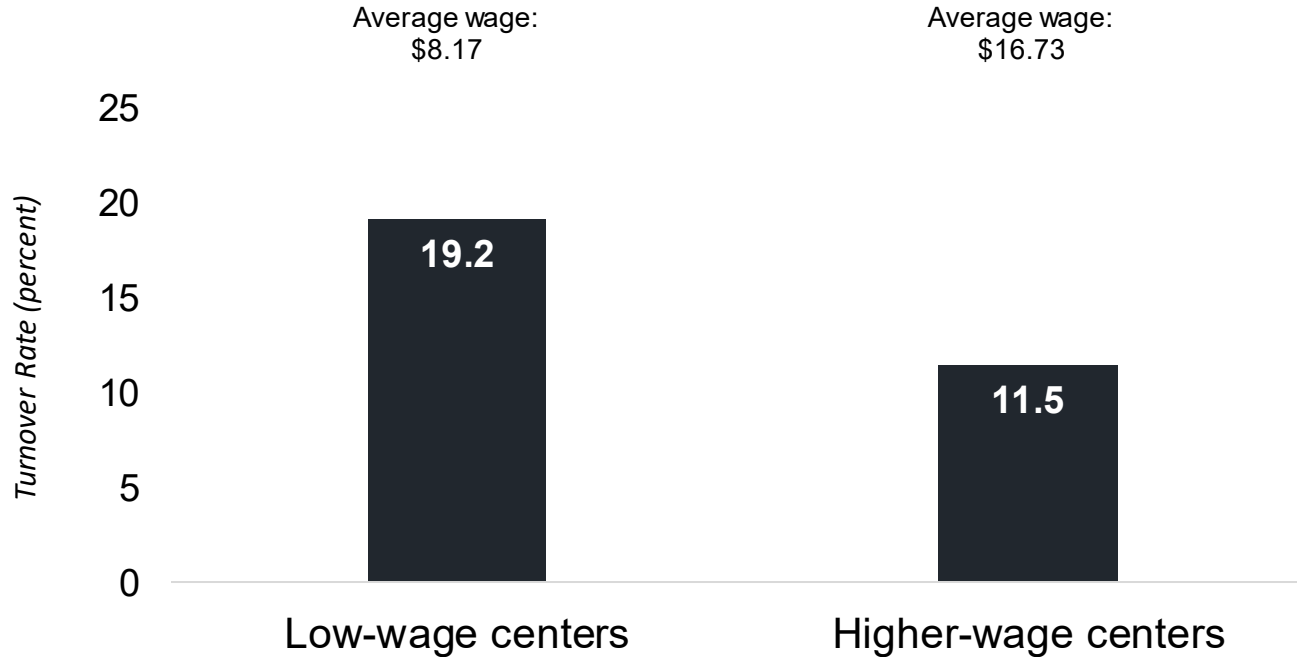
Early childhood education center-level turnover rates were highest in private-pay centers serving children ages 0–5.



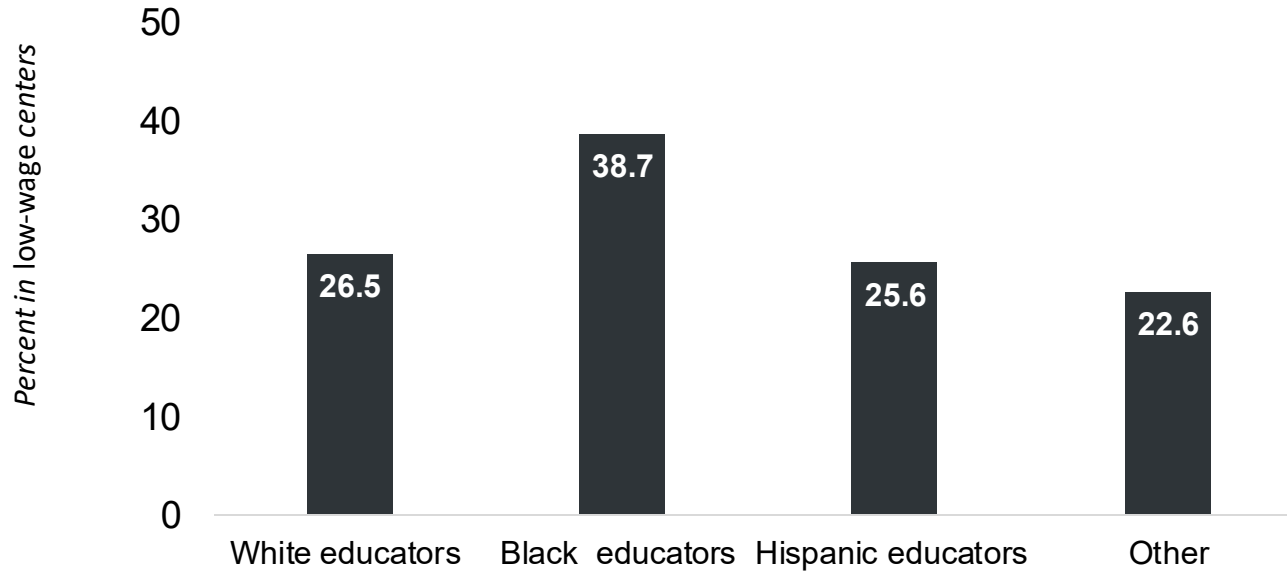
The characteristics of private-pay early childhood education centers serving children ages 0–5 differed from those of other centers in the sample.



Turnover rates were higher in low-wage early childhood education centers than in higher-wage centers.



Black educators were more likely than educators of other racial/ethnic backgrounds to work in low-wage early childhood education centers.



Facilitated Q&A

Please enter any questions for the presenters into the chat.



Panel Discussion

Practitioner Panelists



Pam Penton
Director
Meeting House Child Care Center
Newton, MA



Amy O'Leary
Director
Early Education for All



Dr. Ernestina Fuentes
Executive Director/Founder
Herencia Guadalupana Lab Schools
Tucson, Arizona



Rachel Robertson
Vice President of Education and
Development
Bright Horizons

Panel Discussion

How serious do you perceive the problem of educator turnover in ECE centers to be?
How has educator turnover affected your program?



Panel Discussion

What strategies have you used to reduce educator turnover? What has worked?
What tools do you think could be more effective?



Panel Discussion

What are some strategies for ensuring equal access to higher-paying centers across racial groups?



Panel Discussion

What structures, policy, or support would help you in your efforts to reduce turnover?



Facilitated Q&A

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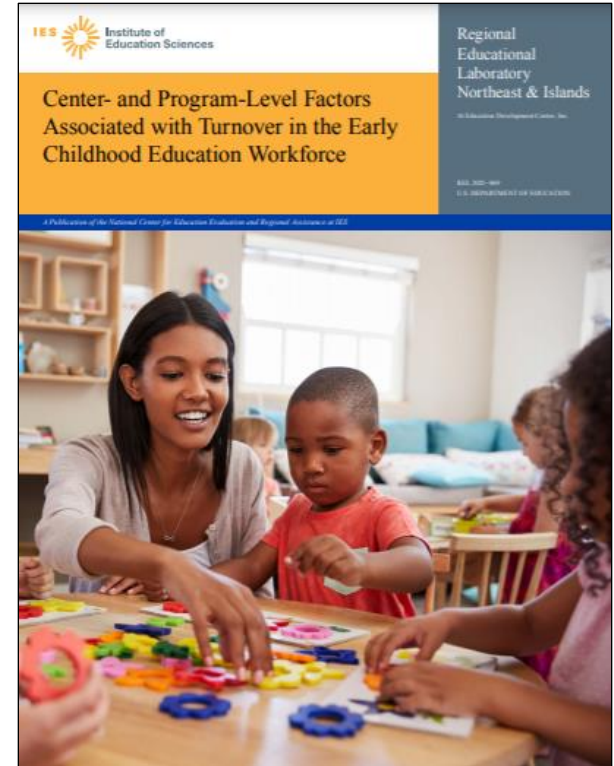
Download the Study

Find the report here:

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4633>

This page includes:

- Full report
- Study brief
- Snapshot
- Appendices



Thank you!

We Listen to You!

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To Contact Today's Presenters

Meg Caven: mcaven@edc.org

Clare Waterman Irwin: cirwin@edc.org

ies.ed.gov/ncee/edlabs/regions/northeast

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