



I AM AN EARLY EDUCATOR.”

Insights on talent attraction for Detroit Head Start agencies

April 2016

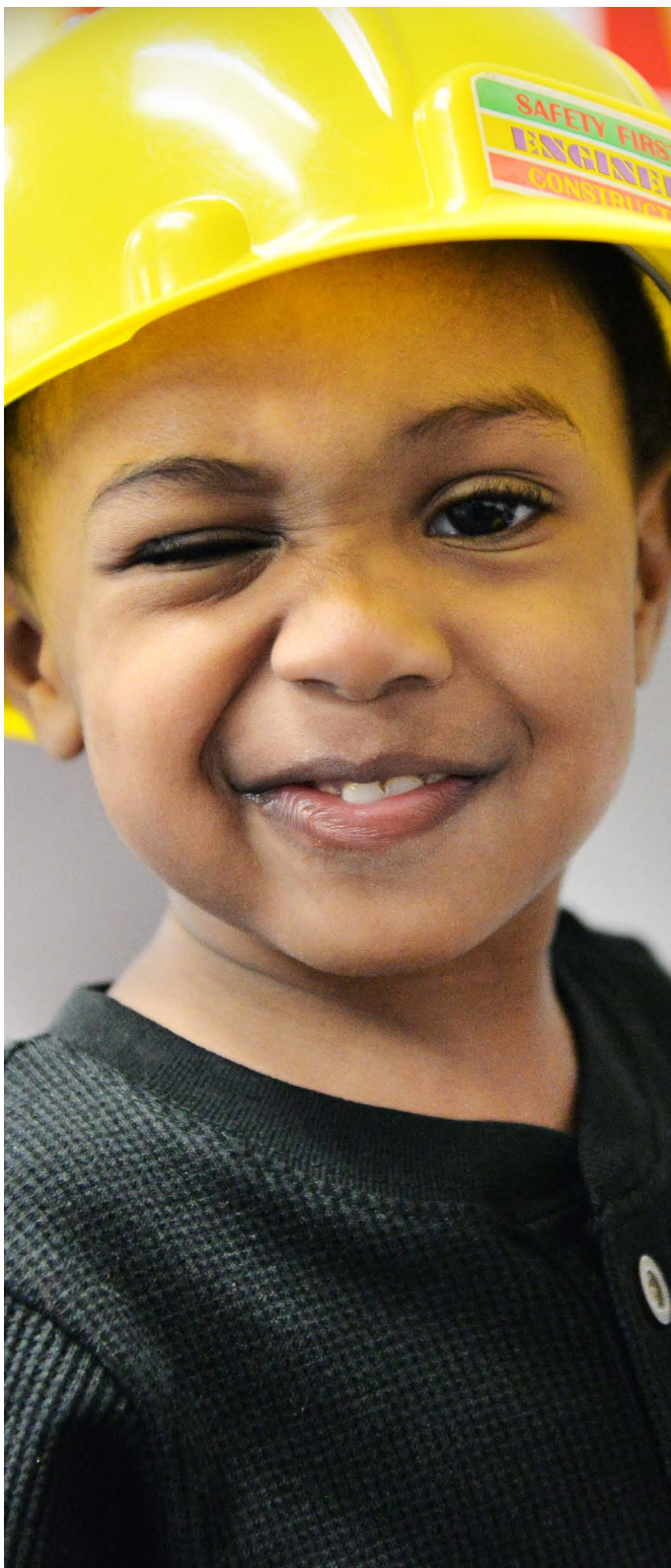
DETROIT HEAD START TALENT STRATEGY

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THE THINGS I WISH FOR? That people don't think we're just glorified babysitters and that all their children do here is play all day. I wish they understood that kids are learning. Most kids who go to early childhood [programs] do NOT go to prison. This is a BIG ONE! They have social skills, emotional skills, and learn problem-solving skills. A first grader doesn't hit her friend with a toy. This is not how we solve problems. Parents take those risk factors out of a child's life when they put them in Early Head Start.

[current educator]



EXECUTIVE SUMMARY

Detroit Head Start Innovation Fund's Birth-to-Five grantees have identified talent recruitment and attraction as major challenges in their pursuit to increase enrollment in high quality Detroit Head Start seats. **This document explores ideas for attracting and recruiting talented early educators to Detroit Head Start centers, and shares examples of efforts that have proven effective elsewhere.**

The effort to improve the flow and volume of talented early childhood education professionals into Detroit, or in any location, is not new or unique. It's a time-honored issue and challenge, precisely because it's a demanding profession with few monetary or status rewards. Those in the profession long-term are there because they are driven by a passion to educate young children.

This report surfaces general themes for building an early educator pipeline based on the insights and recommendations gleaned from dozens of interviews and conversations with early childhood education students; teachers, administrators and directors at local community and four-year colleges; human resource managers and directors at Detroit Head Start centers; current or former Detroit Head Start educators or site leaders; and national policy experts, advocates and education talent leaders. The insights and ideas described over the following pages are summarized briefly below.



Need to recruit those for whom mission is greater than pay:

Low pay and lack of prestige are the most common reasons people cited as deterrents for entering or staying in the profession, but there are several audiences for whom mission, passion and possibility are far more powerful drivers than salary or status. These audiences may be primed to choose early childhood education as a profession, if it is presented to them as an attractive option. Currently, they are not being reached in any meaningful way.

Work toward policies to increase the pay of early educators:

While most early educators are drawn into the profession because they are committed to children, sufficient pay still needs to be addressed. See page 20 for San Antonio's example where early educators can make nearly \$90,000 per year. If monetary acknowledgement of their value is not on the table, there are other ways to encourage early educators.

Give early educators a leadership role: Several cities have identified early educators as key leaders in the quest for high quality early education and actively seek and reward them for their efforts. Give them a leadership role in the systemwide efforts to improve early childhood.

Make better information available: The people responsible for interesting potential early educators to opt into the profession are not equipped with useful or relevant data that encourages or even provides a fair or complete set of information about a career in early childhood. This is true across the field in general.

Create citywide visibility and awareness about the need for early educators: Campaigns to attract early educator talent like that in New York City, can be effective and produce real results; but they require leadership.

Streamline on the back-end: Major hiring process delays - those that significantly impact how fast a hire can take place - often drive candidates away while accumulating opportunity costs from centers that invest in a candidate hiring process only to lose that investment due to delays.

We are in this together - our future depends on it. There is no need to tackle this alone. From the national advocacy and policy level down to the centers, there are many opportunities to create alignment, collaboration, and results.

FIRST, LET THEM KNOW this [profession] can influence, affect and complement the life of young children for when they get older. That involves hands-on molding of the future. It's not right for everyone. You have to have the heart for it. We all know we don't get the pay we deserve. It has to be embedded in your heart that you want to touch the life of a child - to make life better for them.

[advice to potential early educators from a current one]

PROBLEM:

SUPERHERO PROFESSION IN DISGUISE

Detroit Head Start administrators find themselves at an intersection. On the one hand, the demand for quality early childcare is on the rise, along with the funding for additional seats to accommodate that demand. On the other hand, the available pool of qualified educators, already chronically in short supply, is even more difficult to recruit, hire and retain. As the number of families choosing to enroll their children in Detroit Head Start centers increases, the waiting lists at these centers grow because there are not enough teachers to meet the student-teacher ratios. Classrooms are empty and children's futures are put on hold because centers can't find and hire teachers fast enough.

- **The educator supply problem is neither new nor confined to Detroit Head Start. It is a national issue.** As one national advocate explained: "I have reports from 30 years ago that address the early educator talent shortage. Nothing has changed that much, despite many enormously smart efforts." This opinion is important to recognize and honor because it illuminates precisely how challenging it has been to build a sufficient pool of talent for a profession with staggeringly low wages, not very much room for growth or flexibility, few benefits and low to no prestige. While most early educators aren't in it for the salary, many are responsible for supporting families on their income and many leave because the salary is insufficient to do so. An Early Head Start educator shared:

"It's impossible to live on my salary and raise a family. I have to have a side business in order to make ends meet. And I'm doing work outside of the center to help the kids. Last week I spent hours at the library researching ideas to help one of my little boys who has attachment issues. All of that was on my own time. I am exhausted. And I don't know how much longer I can do this."



EARLY CHILDHOOD EDUCATOR COMPENSATION*

Head Start Program

ASSISTANT TEACHER (HIGH SCHOOL DIPLOMA)

- Provides education and care for the enrolled children in the Head Start classroom
- Requirements:** High School Diploma - Child Development Certificate (CDA) or enrolled in CDA Program

Hourly Rate: \$12.04 (med)
\$13.07 (avg)

ASSISTANT TEACHER (ASSOCIATE)

- Provides education and care for the enrolled children in the Head Start classroom
- Requirements:** Associate degree in early childhood

Hourly Rate: \$12.57 (med)
\$13.04 (avg)

TEACHER (ASSOCIATE)

- Lead teacher in the Head Start classroom
- Provides education and care for the enrolled children
- Provides guidance and leadership to the assistant teacher in the teaching team
- Requirements:** Associate degree in early childhood

Hourly Rate: \$19.00 (med)
\$18.39 (avg)

TEACHER (BACHELOR'S)

- Lead teacher in the Head Start classroom
- Provides education and care for the enrolled children
- Provides guidance and leadership to the assistant teacher in the teaching team
- Requirements:** Bachelor's degree in early childhood

Hourly Rate: \$19.90 (med)
\$20.88 (avg)

HOME-BASED TEACHER (BACHELOR'S)

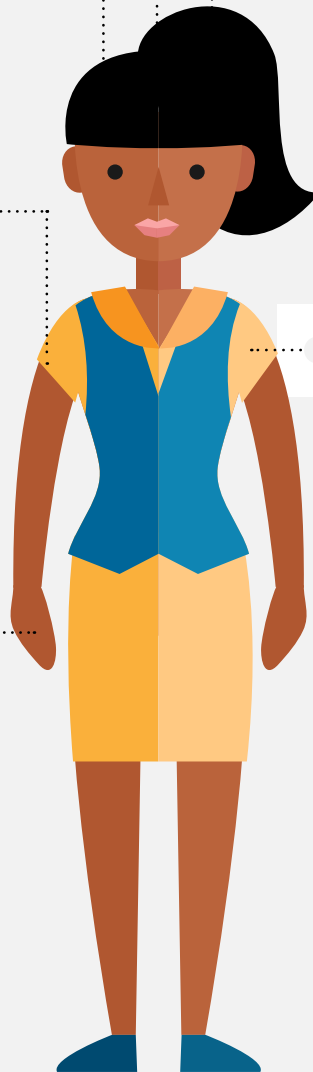
- Acts as the lead teacher during home visit sessions and center-based socializations for all home-based option Head Start children.
- Requirements:** Bachelor's degree in early childhood education

Hourly Rate: \$16.92 (med)
\$17.29 (avg)

SITE LEADER (BACHELOR'S)

- Non-teaching position provides administrative oversight of all site/center operations including but not limited to: staff training and observations, staff performance evaluations, community collaboration building, supply inventory and ordering, staff performance monitoring, oversight of vendors for all site services, child day care licensing compliance, parent relations
- Requirements:** Bachelor's degree in early childhood education, child development, preschool education, family and consumer education, special education, social work, psychology, counseling, family support, family life, or elementary education with a ZA endorsement, with 3 years' experience

Hourly Rate: \$25.19 (med)
\$25.24 (avg)



*All data from "Head Start/ Early Head Start Compensation and Benefits Survey", a report from Rahmberg Stover and Associates, June, 2015. Data includes responses from Development Centers, Southwest Counseling Solutions, Starfish Family Services and United Children and Family Head Start. The Rahmberg Stover and Associates survey was commissioned by Starfish Human Services and has been shared among the Detroit Head Start agencies. Information from that study has been used, with their permission, to create this visual.

Early Head Start Program

TEACHER (ASSOCIATE)

- Lead teacher in the Early Head Start classroom
- Provides education and care for the enrolled children
- Provides guidance and leadership to the assistant teacher in the teaching team
- **Requirements:** Associate degree in early childhood

Hourly Rate: median n/a
\$15.36 (avg)

HOME-BASED TEACHER (BACHELOR'S)

- Acts as the lead teacher during home visit sessions and center-based socializations for all home-based Early Head Start children
- **Requirements:** Bachelor's degree in early childhood education

Hourly Rate:
\$19.87 (med)
\$19.44 (avg)

TEACHER (BACHELOR'S)

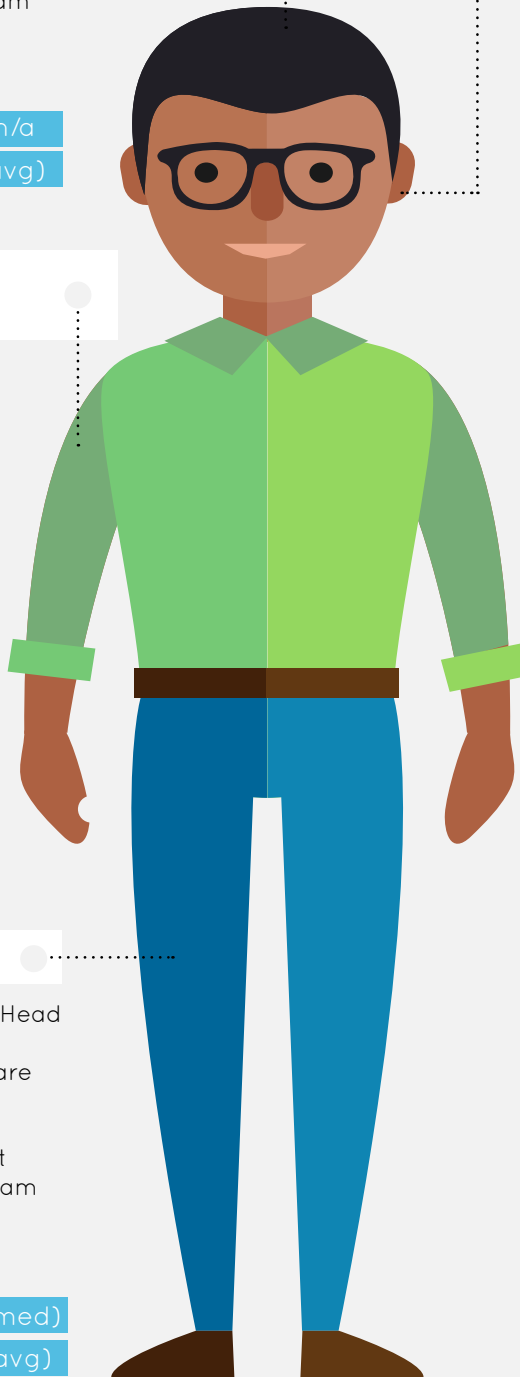
- Lead teacher in the Early Head Start classroom
- Provides education and care for the enrolled children
- Provides guidance and leadership to the assistant teacher in the teaching team
- **Requirements:** Bachelor's degree in early childhood

Hourly Rate: \$18.75 (med)
\$19.25 (avg)

SITE LEADER (BACHELOR'S)

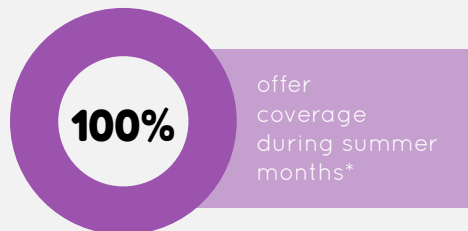
- Non-teaching position provides administrative oversight of all site/center operations including but not limited to: staff training and observations, staff performance evaluations, community collaboration building, supply inventory and ordering, staff performance monitoring, oversight of vendors for all site services, child day care licensing compliance, parent relations
- **Requirements:** Bachelor's degree in early childhood education, child development, preschool education, family and consumer education, special education, social work, psychology, counseling, family support, family life, or elementary education with a ZA endorsement with 3 years' experience

Hourly Rate:
\$24.38 (med)
\$24.02 (avg)



EARLY CHILDHOOD EDUCATOR BENEFITS*

MEDICAL INSURANCE COVERAGE



*for school-year employees

MONTHLY COST TO EMPLOYEE

MEDIAN AVERAGE

Employee Only

\$134.83 22.4% | \$132.69 24.9%

Employee + One

\$328.90 25.1% | \$402.93 26.3%

Employee + Family

\$387.22 27.9% | \$397.71 27.7%

DENTAL INSURANCE COVERAGE



MONTHLY COST TO EMPLOYEE

MEDIAN AVERAGE

Employee Only

\$5.89 18.7% | \$17.99 18.7%

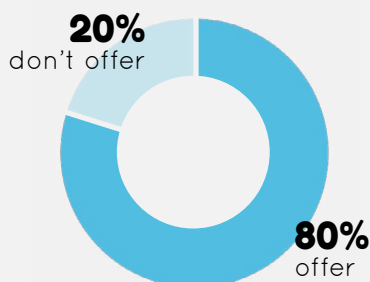
Employee + One

\$15.25 24.0% | \$31.39 24.0%

Employee + Family

\$35.97 29.0% | \$61.84 29.0%

SHORT-TERM DISABILITY



LONG-TERM DISABILITY



LIFE INSURANCE



PAID TIME OFF

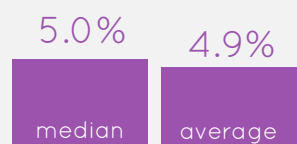
Amount of paid time off varies greatly based on position and years of service:

Total paid leave days per year **3** → **29**

Number of paid holidays per year **5** → **13**

Number of days paid for "recess" time **0** → **20**

EMPLOYER CONTRIBUTION TO DEFINED CONTRIBUTION PLAN



*All data from "Head Start/ Early Head Start Compensation and Benefits Survey", a report from Rahmberg Stover and Associates, June, 2015. Data includes responses from Development Centers, Southwest Counseling Solutions, Starfish Family Services and United Children and Family Head Start. The Rahmberg Stover and Associates survey was commissioned by Starfish Human Services and has been shared among the Detroit Head Start agencies. Information from that study has been used, with their permission, to create this visual.



LOW PAY, LONG HOURS AND RESULTING

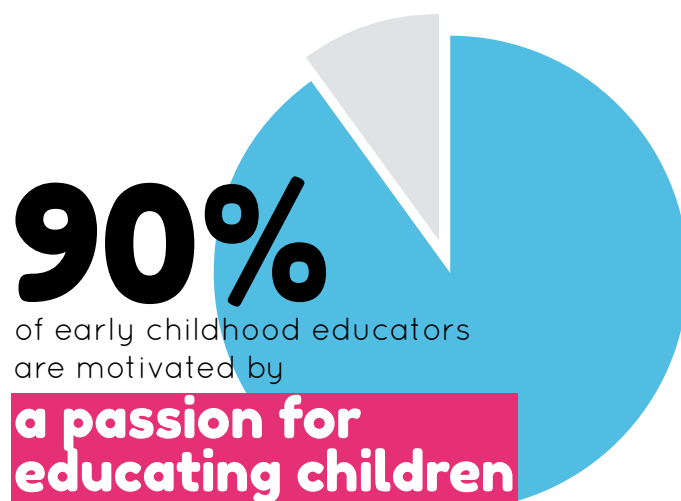
EXHAUSTION; increased demand on educators to perform additional duties during the school day and thereby eliminating planning time; time to collaborate and learn with colleagues and even appropriate time to spend interacting with children are often cited as reasons for why early educators in Detroit Head Start have left or want to leave the profession. **"It's hard for me to see a future here.**

I'm asked to do more with nothing and punished for not doing it well because I'm stretched so thin.

I'm under resourced," explained one educator. "And perhaps the hardest part of all is how we're treated by parents. We are 'the babysitter' or in many cases the 'parent.' That's not what I went to get my master's degrees to do. I'm an educator."

- ▶ **Nationally, there is ample evidence that the teachers who are educating our youngest are not making enough to make ends meet.**

The National Association for the Education of Young Children (NAEYC) educator survey in 2015 found early childhood educators are motivated by a passion for educating children. Ninety percent of them cite that as a reason to go into education. However, these teachers also say they are less likely to stick with the profession because of low salaries. Eighty-four percent of preschool teachers surveyed by NAEYC said that low pay is a big challenge facing their profession.





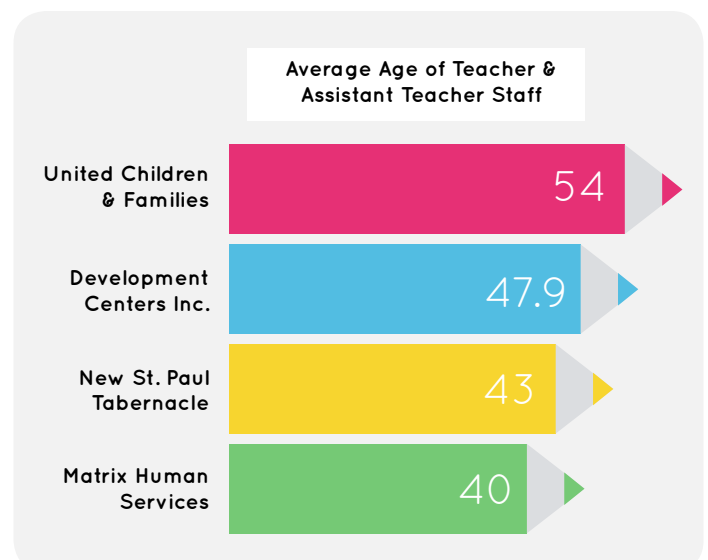
NEED: A TIME HONORED CHALLENGE

On the hiring side, centers are constantly on the lookout for new hires precisely because of all the reasons above. It’s simply not a job that has been positioned as a positive career choice.

In fact, many of those we spoke to on the hiring and seeking sides indicated that they didn’t necessarily choose the profession as much as they fell into it. Many began with babysitting and gradually earned degrees and credentials, rather than starting from a place of wanting to be an early educator.

As a hiring officer at one center stated, “We know most teachers are women. A lot of them are mothers. It becomes difficult if you’re making \$10, \$11, \$12... anything under \$20/hour to have a full-time job and still provide for your children. We also need some kind of fast-track program for continuing our education. I know we’re offering a lot of online stuff, but people have to have the credentials walking in the door. If there were a fast-track to get an early childhood degree - cut out the superfluous classes and just stick to early childhood, child development, administration and all that - it would be one way [to solve the teacher shortage].”

When you look at the average age of educators and administrators in Detroit Head Start, it becomes apparent that very few recent graduates are entering the profession in Detroit.



HOW TO BECOME AN EARLY CHILDHOOD EDUCATOR IN DETROIT

From Interest to Job Search (*Current State*)

1

CANDIDATES ARE INTERESTED*



Always cared about children and wanted to make career of it



Heard about opportunity from friend



Found jobs available



Referred to job by placement office at school or career center



Had temporary work at early learning center

**Source: Interviews with Detroit current students and early educators, conducted by EarlyWorks, Inc. in January and February 2016.*

2

CANDIDATES PREPARE & GET CERTIFIED*

Child Development Associate (CDA) Certificate

- Nationally recognized certification
- Requires 480 hours of experience working with children
- Requires 120 clock hours of training, which can be obtained at community colleges or through other training organizations
- T.E.A.C.H. scholarships available



► Attainable through online coursework, too!

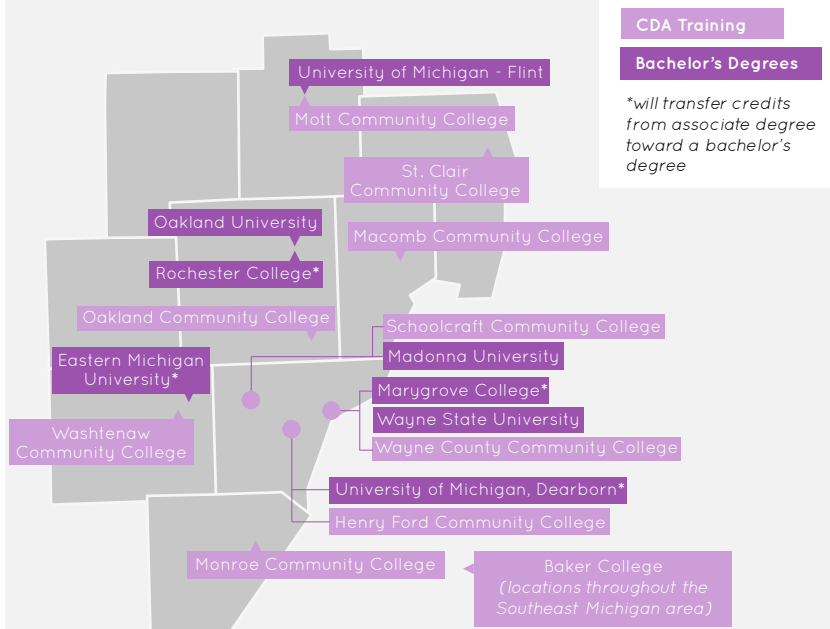
Child Care & Development Associate Degree

- Ranges from 60 to 72 credit hours depending upon the program
- Most community colleges or universities offer CDA training classes that meet the requirements of the Council for Professional Recognition as well as the associate degree

Bachelor's Degree in Early Childhood Education

- Usually earned at a four-year institution
- 25 educational institutions in Michigan offer this degree: <http://bit.ly/1ogaCLU>
- Articulation agreements with 11 four-year colleges and universities in Michigan allow providers working in the field of early childhood to transfer credits earned from a community college and apply them toward a bachelor's degree

Southeast Michigan Institutions That Offer Early Childhood Education Training



**Source: Michigan Department of Education*

HEAD START SEEKS CANDIDATES*

This process map is a generalized compilation from EarlyWorks, Ilc.'s interviews with many of the Detroit Head Start programs. Each program's process varies. Information shared is an aggregated view and does not contain individual agency-level details.

3

JOB ANNOUNCEMENT SHARED



Online job boards



With local colleges/
universities



Onsite at Head
Start Agency



On Head
Start Agency
websites



Word-of-mouth
referrals



Share with
parents



Recruit from
intern pool

4

SUBMITTED RESUMES SCREENED

- Candidates must have requisite education + experience
- Teachers must have bachelor's degree in early childhood + 2 years' experience
- Assistant teachers must have associate degree + 1 year experience

► Education + experience varies somewhat among the grantees (based on internal performance standards).

ONLY A LOW PERCENTAGE OF APPLICANTS MEET EDUCATION AND EXPERIENCE REQUIREMENTS.

5

INTERVIEWS SCHEDULED

- A team of staff (and sometimes parents) participate in interviews
- Team uses a rating system with each interviewed candidate
- The candidate who scores highest is chosen to fill the position



6

CANDIDATE APPROVED

Policy Council must approve (be made aware of) the chosen candidate before an offer is made

7

OFFER EXTENDED

A provisional offer is made to the selected individual

8

PRE-EMPLOYMENT REQUIREMENTS

The following requirements must be completed before a new hire can start:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Background checks | <input checked="" type="checkbox"/> Transcripts |
| <input checked="" type="checkbox"/> Internet Criminal History Access Tool (ICHAT) | <input checked="" type="checkbox"/> Letter of recommendation |

9

CANDIDATE IS OFFICIALLY HIRED

10

ORIENTATION & TRAINING

- On the start date, the new hire receives an agency orientation
- The new hire also receives a training orientation from the education or center manager

► PROFESSIONAL DEVELOPMENT

Professional development plans vary among the Head Start grantees and are based on Michigan child care licensing rules, Office of Head Start regulations and internal policies.

Some but not all of the Head Start programs offer tuition reimbursement to their employees to pursue additional/advanced degrees.

**Source: Interviews by EarlyWorks, Ilc., with hiring personnel at Detroit Head Start Birth-to Five agencies in January and February 2016.*



The hiring process among Detroit Head Start agencies can seem bewildering to a prospective early educator.

As one current teacher shared: “I applied to all of them on the same day. I heard back from them one by one over a few weeks. I interviewed at a few. And then I did some research: which ones were close to my home, which ones required too much time to get to. I spoke with my friends from school about the centers’ reputations and managers. After about six weeks, I heard back from all of the ones I interviewed with. On the same day. It was weird. I was offered a job at each place I interviewed, but none were able to tell me what salary they were offering me. It was so frustrating. And then when I chose the center where I am now, I had to wait for all the background checks to happen. The whole process took a few months.”

Students of early childhood education often continue their studies and move on to teaching jobs or other fields because the pay, benefits and prestige are higher. There’s also not a lot of personalized and meaningful interaction between students and centers. The recruiting techniques currently in use rely on students to know they want a career in early education in Detroit, to know which centers are hiring and to be watching hiring sites at the right time. There have not been significant attempts to build engagement with students that would allow them to create a personal relationship with the idea of being an early educator, and that ultimately is what the current generation of students who are passionate about mission-related work need to pursue a career as an early educator.



OPPORTUNITY: EFFORTS IN THE FIELD TO IMPROVE AND STRENGTHEN SUPPLY

- **Across the United States, national organizations are also thinking about how to increase the supply of talented early educators. Advocates agree that there's much work to be done to raise the public perception of early education as an important and valuable career that attracts smart, caring individuals who are highly trained.**

It's clear speaking to people along the continuum that the profession needs to be better understood, particularly in light of increased awareness about and attention to the importance of quality early childhood development, starting with ensuring professional training meets the needs on the ground. In fact, the Institute of Medicine (IOM) and National Resource Council (NRC) recently explored the implications of the science of child development for the professionals who work with children birth through age 8. In the resulting report, "Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation"¹, the committee finds that much is known about what professionals who provide care and education for children need to know and be able to do and what professional learning supports they need. However, that knowledge is not fully reflected in the workforce or workplace. The report offers recommendations to build a workforce that is unified by the foundation of the science of child development and early learning and the shared knowledge and competencies that are needed to

provide consistent, high quality support for the development and early learning of young children.

Taking the IOM/NRC report one step further, the National Association for the Education of Young Children (NAEYC) conducted broad-reaching public opinion research² to determine whether citizens understood the value of early childhood education and if they believed that the professionals who are early childhood educators should have specialized training and receive fair and sufficient compensation for their work. The results showed that yes, the general public across the political spectrum supports the idea of quality early education.

Eighty-five percent of voters said they think it's "very important" or "extremely important" that early childhood educators are well-compensated. Over 90 percent of surveyed voters also said that they "play a critical role in helping children grow and develop."

Moreover, those polled overwhelmingly believed that professionals should have specialized training and receive a fair and sufficient compensation for their work; something they believed should be paid for by taxpayers.

NAEYC also surveyed early education professionals and found that despite 90 percent saying a love for children motivated them to go into the field, almost as many (84 percent) said day-to-day living was tough due to insufficient salary and benefits. Unfortunately, the very low pay of early childhood educators is not a new phenomenon. Many educators cite leaving the profession because they can't make ends meet.

A 2014 report from the Center for the Study of Child Care Employment found that preschool teachers typically only make six dollars more an hour than fast food workers (with mean hourly wages of \$15.11 and \$9.07, respectively) though early childhood educators are often required to have a bachelor's or associate's degree.

To build on this research and to remain strong advocates for early childhood educators, NAEYC undertook a strategic plan revision in 2014.³ The

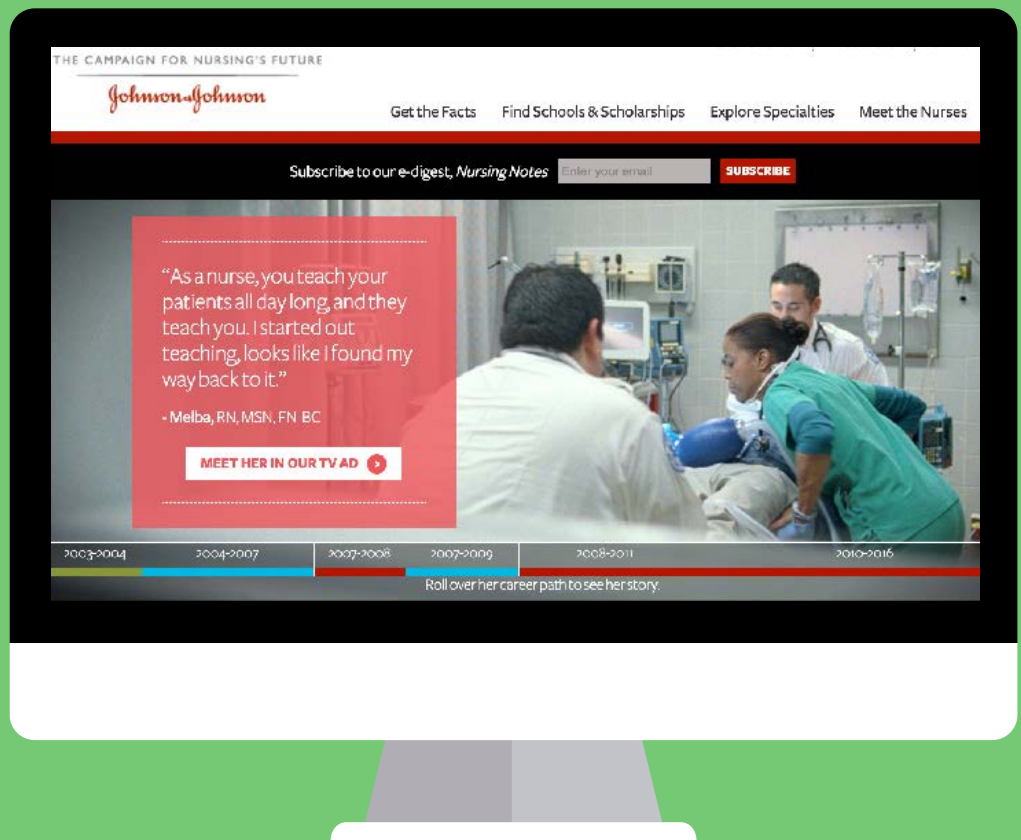
survey results buttress the plan, which focuses on (1) the image of the profession; (2) paths to define and grow the profession and (3) voters' commitment to investing in the profession.

To attract newcomers to the profession, NAEYC is hoping to build a portal website similar to that created by Johnson & Johnson's nursing career site.⁴

NAEYC also plans to conduct broad public awareness campaigns to raise the profile of "The Profession," but first it's spending some time working with its members to create a common set of definitions about the profession itself. As Marica Mitchell, deputy executive director of NAEYC shared, "When we talk about early educators we tend to lead with funding streams - Head Start educator or Great Start educator - and this makes an impact on how we think about the profession. NAEYC is working to develop a shared definition of early educators so we can lead with the field instead of the funding stream."

THE CAMPAIGN FOR NURSING'S FUTURE

Johnson & Johnson's nursing career site, online @ www.discovernursing.com





► National Recruitment Model at Work in Detroit

Teach for America (TFA) is a national organization with a Detroit office. TFA recruits nationally, primarily at colleges and universities, to fill teacher positions from early education through high school. Candidates apply and are vetted. Those who advance to the next round participate in a two-tier interview process: phone and full-day interviews. At that stage, applicants provide their list of preferences, including which geographic areas they would like to work in and subject areas/age levels (early education, elementary, science, math, etc.). TFA runs these preferences through an algorithm (that includes other factors) to determine placements (place and type of classroom). Candidates placed in Michigan are generally either from Michigan and/or have Michigan roots.

In program year 2015 - 2016, Teach for America's Detroit office placed four teachers at Matrix Head Start (funded by the Detroit Head Start Early Childhood Innovation Fund). With additional funding, Teach for America and Matrix plan to increase that number up to 10 total in 2016. The four current teachers are African American women. Three of them are recent college graduates. The fourth woman is more seasoned, taking on education as a second career.

Eventually, TFA Detroit would like to have a local cohort of 30 early childhood teachers.

This requires funding from either the preschool programs and/or philanthropy.

TFA recruits in K-12 placements secure a teacher certification after two years in the classroom. Preschool TFA recruits (Head Start) do not earn their teacher certification due Michigan rules that constrain alternative certification for early educators and special education teachers. This is a barrier that could be addressed through policy changes.

TFA's recruitment strategies are worth consideration systemwide for Detroit Head Start programs as a model of ongoing, personalized engagement, which younger generations seek. For example, TFA coordinates visits to TFA teaching locations for potential teachers/ college students and maintains a presence on campuses by hosting various events. Recently, TFA arranged for David Johns, executive director of White House Initiative on Educational Excellence for African Americans, to speak to students at the University of Michigan.



Innovations at Work in Detroit Head Start Agencies

Through the support of the Detroit Head Start Early Childhood Innovation Fund, \$1.4 million was recently invested in four Head Start agencies for projects that focus on innovative strategies related to teacher recruitment and retention. These investments underscore a citywide effort to invest in and promote early childhood talent. The grantee agencies are Matrix Head Start, United Children and Family Head Start, New Saint Paul Tabernacle, and Starfish Family Services. These four agencies serve over 3,000 children through Early Head Start and Head Start programs in locations across Detroit. Each has a slightly different approach, but all will utilize funding to build program capacity and explore unique partnerships that have the potential to inform and advance the citywide system. Here are two examples of innovations at work in Detroit Head Start agencies:

STRENGTHENING PROFESSIONAL DEVELOPMENT THROUGH A COMPREHENSIVE LEARNING MANAGEMENT SYSTEM

With hundreds of teachers and child care provider partners serving 15 Detroit zip codes in multiple locations, Matrix Head Start needed an efficient and comprehensive platform to organize and manage teacher professional development plans and support. Matrix's Learning Management System, initially funded by the W.K. Kellogg Foundation, is designed to serve as a repository of training materials, curriculum, and other resources that support staff development. The LMS will provide opportunities for teachers to not only to develop and implement individualized plans, but also have access to certification in specialized programs, including HighScope trainer, Parents as Teachers, and CLASS, to name a few. Teachers that participate in the Ann Arbor Hands on Museum STEM professional development will also be awarded certification. The LMS will be primarily an online system providing access to materials and distance learning opportunities. Matrix Head Start will have a team of professional development staff to support the LMS and direct support of teacher staff.

SUPPORTING STEM IN THE CLASSROOM

Young children are inquisitive learners who ask an average of 76 questions per hour. They are natural scientists and engineers who learn Science, Technology, Engineering, and Math (STEM) concepts through play. Research confirms that the brain is particularly receptive to learning math and logic between the ages of 1 and 4. Matrix Head Start is helping to advance children's STEM skills through a partnership with the Ann Arbor Hands On Museum. Using funds through the Detroit Head Start Early Childhood Innovation Fund, Matrix Head Start children are exposed to STEM activities through the Hands On Museum's distance learning program. Videoconferencing is used by Hands On Museum educators to engage students in hands-on learning experiences in their classrooms. Program kits are sent to classroom teachers to enable the teachers and students to conduct experiments - both during the distance learning and after. In addition to the classroom distance learning, Matrix Head Start also partners with the Hands on Museum to provide professional development opportunities for their teachers, strengthening their skills in STEM instruction.



Lessons Learned from Other Cities

As one interviewee shared, there have been many localized “smart efforts” over the years, especially as demand and funding increase for high quality early childhood learning. For this report, we examined recent efforts that held learnings for Detroit. Many cities are in expansion mode for free or low-cost preschool options for 4-year-olds, particularly for low-income children and families. With that, there were focused efforts to recruit and train teachers for these pre-kindergarten programs. This report highlights two examples from many reviewed: New York City and San Antonio.

+ New York City
+ San Antonio

Common among them is:

- **Public leadership** for the effort (mayor, governor, etc.) and public financial support for the efforts
- **Emphasis on the important leadership role** of early educators
- **Universal or more inclusive approach** to early education that doesn’t separate those with low incomes from others
- **“Sufficient” (New York) or generous (San Antonio) pay** for teachers as part of the public funding model
- **Fast-track education options and/or ongoing professional development opportunities** as part of the public funding model
- **Centralized portal for recruiting and applying** for citywide early childhood openings
- **Recruitment efforts that ran in parallel to public enrollment campaigns**, which touted the value of early childhood education



New York's future starts with you!

NYC is seeking talented early childhood educators.

Apply now to teach pre-k students in a public school or community-based organization.

TeachNYCPreK.org



New York City's Pre-K for All

In January 2014, New York City Mayor Bill de Blasio released "Ready to Launch",⁵ outlining an ambitious two-year preschool expansion that would provide universal pre-kindergarten for all the city's four-year-olds. Pre-K for All would double the city's preschool capacity from 20,000 to 51,500 seats in Year 1⁶ (2014-2015) and ultimately provide 73,000 seats in Year 2 (2015-2016). The expansion was funded by a personal income tax increase on the city's highest earners – to increase seats available and support necessary infrastructure such as curriculum development, training and ongoing support. The city launched grassroots outreach and marketing efforts to encourage families to apply.

Teachers were a cornerstone of the overall expansion plan. In March 2014, the city released "Teach NYC Pre-K: New York's Future Starts with You!"⁷ The report detailed how the city planned to recruit and train teachers to fill 1,000 teacher positions in Year 1 (by September 2014) and an additional 1,000 teachers in Year 2 (2015-2016). As of December 2015, 68,547 were enrolled⁸ in Pre-K for All.

All New York pre-kindergarten teachers – in public schools and community-based organizations – must hold a bachelor's degree and earn a valid early childhood state certification and a master's degree. The administration's plan included efforts to increase the pipeline of interested candidates who will meet these criteria. Outreach targeted candidates from related fields (elementary school, special education, English, ESL, arts), students, education service organizations and other sources. Teachers were offered "sufficient" pay levels.

Efforts included:

- **Launching TeachNYCPre-K.org**,⁹ a central online application portal, making it easier for applicants "to express interest in teaching pre-K and to connect" with public schools and community-based organizations.
- A "\$6.7 million partnership with City of University New York (CUNY) and its Early Childhood Professional Development Institute to offer a **rigorous, expedited program to help 400 candidates earn their early childhood state certification**.
- **Hosting recruiting events** throughout the city, with an emphasis on areas with a high number of new classrooms.
- **A subway advertising campaign** (example above).

In April 2014, the mayor's office announced a 50 percent increase in applicants one week after unveiling the recruitment effort.¹⁰

Visiting the TeachNYCPreK.org in January 2016, the homepage stated¹¹ applications were closed for the current school year.

In December 2015, the mayor's office announced Pre-K for All had a record 68,547 children enrolled¹² in free, full-day, high-quality pre-kindergarten. Data showed "high enrollment across every community, with the highest participation among low-income families."



San Antonio's Pre-K 4 SA

In November 2012, San Antonio voters supported¹³ a tax increase to fund then Mayor Julian Castro's Pre-K 4 SA initiative. The measure increased the local sales tax by one-eighth of a cent¹⁴ to generate approximately \$30 million a year, enabling San Antonio to expand all-day preschool for 4-year-olds. Those eligible for Pre-K 4 SA¹⁵ include children whose families' income falls at or below 185 percent of the federal poverty line (or about \$42,000 for a family of four); who are homeless or one-time or current wards of foster care; who are English-language learners; or who have a parent who is a living or deceased member of U.S. armed forces. An additional 10 percent of seats are reserved for families who belong to none of the designated categories and are chosen by lottery.

According to an update in the March 27, 2013 Pre-K 4 SA newsletter¹⁶, the city "partnered with local school districts and leading educational organizations to provide quality facilities, curriculum, food and transportation." The city hired a bilingual public relations firm to manage a grassroots public awareness campaign to educate families about the program and drive enrollment.

The city built four 50,000-square-foot, state-of-the-art education centers in the first two years of the initiative. By Year 4 the initiative will reach full capacity, serving 3,700 children a year. Ultimately, Pre-K 4 SA will have the potential to serve 22,400 children over the eight-year initiative. Seven of San Antonio's 15 school districts have partnered with Pre-K 4 SA.

An *Education Week* article¹⁷ stated recruiting was likely aided by higher salaries. "Pre-K 4 SA is targeting teachers with at least three years' experience, and they'll earn between \$60,057 and \$90,086 a year. Typically, educators with such experience earn between \$45,000 and \$50,000 in other San Antonio schools... With the higher salary also will come more hours, and they will be asked to train other teachers."

Recruiters held five job fairs held in San Antonio and additional job fairs held in Austin, Houston and Dallas in the spring of 2013 to fill 160 staff positions for Year 1 (by September 2013). At the time, "more than 2,800 people"¹⁸ showed interest, according to the mayor's communication director at the time.

In January 2016, there were only two Pre-K 4 SA positions posted on the city's job board¹⁹ (assistant teacher, \$13/hour and substitute assistant teacher, \$12.25/hour).

The Pre-K 4 SA Professional Development Department²⁰ offers free professional development opportunities throughout the year, including Saturdays and summer programming²¹. A team of 14 researchers are responsible for planning professional development opportunities. Participants range from recent graduates to experienced teachers. The trainings often draw educators from Austin, Dallas and Houston, with priority given to Pre-K 4 SA teachers.

APPENDIX:

Sources

Interviews were conducted with the following Detroit Head Start stakeholders representing students of early education, Head Start and Early Head Start classroom teachers, agency recruiters, agency human resources managers, agency directors, professors, national policy and professional experts, and others working in talent attraction/recruitment/retention for early childhood educators.

Lisa Abdellaoui, Education, Mental Health, Disability Specialist, Focus Hope Center for Children

Jeffrey Capizzano, Principal, Policy Equity Group

Sophia Burton, Director, Renaissance Head Start

Rachele DiMeglio, Senior Managing Director, Teach for America

Monica Duncan, former State Director, First Children's Finance

Linda Edwards, Staff, LACC Head Start (Matrix Partner)

Mary Gould, Human Resources Manager, United Children and Families Head Start

Chamayne Green, Adjunct Faculty, Baker College

Waymond Hayes, Director, Focus Hope

Rachele Howe, HR Manager, Development Centers

Laura LaFever, Director, The Children's Center Head Start Academy

Janella Malone-Barnes, Early Head Start Teacher, Development Centers

Anna Miller, Executive Director of Early Childhood Education, Wayne State University

Marica Mitchell, Deputy Executive Director, National Association for the Education of Young Children

Sparkle Morgan, Human Resources Manager, New St. Paul Head Start

Tashanna Norrell, Site Leader/Education Specialist, Focus Hope Center for Children

Sandra Ramocan, Assistant Director- Professional Development and Training, Matrix Head Start

Kecia Rorie, Deputy Director, Starfish Human Services

Pam Schmittou, Student, Henry Ford College

LaKeisha Vereen, Former Early Head Start Staff (Starfish, Development Centers)

Alicia Williams, Professor, Wayne County Community College and Henry Ford College

Rolanda Woods, Student, Wayne County Community College

Additional conversations were held with members of the Detroit Head Start Learning Network in December 2015 and January 2016.

APPENDIX:

Sources

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CREDITS

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