Towards Sustainable Funding for Quality Early Care and Education Across New Hampshire

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Introduction
Prepared To Teach and the Teaching Profession
About Us

Our vision is for every teacher to be well-prepared, and for every classroom to have a well-prepared teacher. We work with states, districts, and preparation programs to make that a reality, focusing particularly on fiscally sustainable partnerships for building professional models for teacher preparation.
What do professions do?

- Ensure aspirants have a balance of study and practice
- Support aspirants in supervised experiential learning to practice the complex interplay between disciplinary knowledge and its application in nuanced situations, no two of which are ever precisely the same
- Share understandings of requirements for entry
- Afford opportunities for professional advancement
Requirements for Entry into Professions in New Hampshire

**PHARMACIST**
Study: Professional B.A./Pharm.D
Practice: 1500 hours

**HAIRDRESSER**
Study: Cosmetology Degree
Practice: 1500+ hours

**CIVIL ENGINEER**
Study: B.S. Degree
Practice: 4 years

**ARCHITECT**
Study: B.Arch., M.Arch. or D.Arch
Practice: 3 years

**PHYSICIAN**
Study: B.A./B.S. with pre-med, M.D./D.O.
Practice: 2+ years

**ASSOCIATE TEACHER IN ECE**
Study: 9 credits
Practice: 0 hours
Supporting Clinical Practice

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What does the best teacher preparation in the profession strive for?

**PARTNERSHIP-BASED TEACHER RESIDENCIES**

- Aspiring teachers are financially supported to co-teach for a year alongside an accomplished teacher.

- Preparation programs and schools, districts, and other stakeholders design mutually beneficial partnerships that meet multiple local needs.

- Practicing professionals are part of preparation and supported in their professional development.
Discussion:
Promising examples of professionalizing Early Care and Education in NH

What might we want to address more specifically to help professionalize ECE?
What We Know

Strong Preparation has Strong Impacts
Education is a complex discipline, and good teaching can be taught and learned.

**THE DISCIPLINE**

**LEARNING SCIENCES:**
Motivation, developmental appropriateness, creativity, personal connection

**ENVIRONMENT:**
Attachment to primary caregivers, safety and security, cultural assumptions, peer influences, stress & resilience, qualified caregivers

**PEDAGOGY:**
Constructivism, play & imagining possibilities, connections to content learning, collaboration & individualism
Education is a complex discipline, and good teaching can be taught and learned.

LEARNING TO TEACH IS NOT:
What worked for me in school, sink or swim, on-the-job training, exclusive focus on techniques, exclusive focus on theory, a purely inborn trait, a “sage on the stage” controlling an environment so children receive information
Education is a complex discipline, and good teaching can be taught and learned.

QUALIFIED CAREGIVERS SHOULD:

Understand human development and the discipline broadly

Engage in reflective practice in pre-service and in-service disciplines

Balance clear goals and strong pedagogies with individualized contexts

Continue along an ongoing professional trajectory
Funded residencies facilitate learning to teach— and benefit all stakeholders.
Aspiring Teachers
Current teachers
Schools
Districts
Students and Families
Communities
The same holds true for Early Care and Education teachers.

**WHEN EARLY CHILDHOOD TEACHERS...**

...understand how to create safe, supportive, and engaging climates, **children build a sense of belonging in the world.**

...ground guidance and instruction in developmental pedagogies that challenge thinking and encourage creativity, **young minds flourish and develop identities with a sense of curiosity and possibility.**

...understand and respect their communities, **parents are partners with their children’s educators, reinforcing mindsets that help young children thrive.**
The results are real.

Children benefit.

Programs that help children learn and grow in their earliest years can change the trajectories of their lives.

+ Stronger social, emotional and academic skills that serve them for a lifetime

+ Less propensity to require remedial instruction, repeat grade levels, have behavioral challenges

+ More propensity to be employed, earn an income
The results are real.

Society benefits. The economic and social benefits continue to pay dividends, well into adulthood.

+ Lower health, criminal justice, and social services costs

+ Stronger employment and tax base
Good teachers are key.

The Challenges of Underprepared Teachers

*Supporting learning and growth*
Novice and underprepared teachers focus more on control of their complex environments than on maximizing learning. Their students thus learn and grow less than those with well-prepared novice teachers.

*Building a stable environment for children*
Underprepared teachers are more likely to leave the profession quickly, especially in settings that traditionally have been hard to staff. As a result, children see a revolving door of caregivers and educators.
Good teachers are key.

The Benefits of Well-Prepared Residents

*Immediate improvements in student learning*
Co-taught residency classrooms provide students with increased personalization and support.

*Retention*
Strong teachers stay in the classroom longer, continuously build their professional abilities, and stabilize schools that have high turnover.

*School improvement*
Stable staff with ever-strengthening professional skills create the necessary culture and knowledge base to foster consistent school improvement.
Well-prepared early care and education teachers improve outcomes for kids and families.
Discussion:
Compelling evidence that supports professionalizing ECE in New Hampshire

What else do we need to know?
Bridging Early Care and Early Childhood Education Standards through Equitable Access to Quality

Addressing Candidates’ Barriers to Engage Strong Clinical Practice
Minimum Qualifications for Licensed Early Care in New Hampshire

Personnel

Associate Teacher

9 credit hours of study in child development and/or pedagogy
No supervised clinical practice
Minimum Qualifications for Licensed Early Care in New Hampshire

Personnel

Associate Teacher
- 9 credit hours of study in child development and/or pedagogy
- No supervised clinical practice

Lead Teacher
- 1000 hours of work experience
- 18 credit hours in child development and/or pedagogy
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Center Standards

General
- 12 students/care provider
- 24 students/class with an assistant teacher required to be at least 16 years old
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**Center Standards**

*General*
- 12 students/care provider
- 24 students/class with an assistant teacher required to be at least 16 years old

*License Plus*
- At least half of staff have 12 credit hours
- NOTE: Only one in seven of the 834 programs in New Hampshire meet License Plus
New Hampshire’s Stronger Standards: Early Childhood Education (B–Gr3)

+ Bachelor’s degree from an approved preparation program
  Academic coursework and supervised field experiences

+ Assessment of basic academic skills
  Praxis Core Academic Skills for Educators

+ Subject area assessment
  Praxis II Education of Young Children
  Foundations of reading
Intensive clinical practice standards still support wide variation in standards for student teaching/residencies.

- **Birth to Two Years**: 58% (Required), 25% (Optional)
- **Three to Four Years**: 67% (Required), 33% (Optional)
- **Kindergarten to Grade 3**: 75% (Required), 25% (Optional)

The State of Early Childhood Education in New Hampshire, Center for the Study of Child Care Employment, 2013
Shifting the system will require three things.
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K–12 teacher candidates can’t afford to work for free while student teaching.

- 70% of college students work to support themselves
- 40% of undergraduates work more than 30 hours/week

Asking teachers to finance full-time practice only adds to post-graduate loan burdens.
The reality is even more stark for Early Care Providers

- Proportions of ECE workers needing full-time work is likely much higher than percentage of undergraduates who work

- Raising standards so ECE workers have more education raises the level of personal investment, making entry into the field impossible for many

- For those who do opt for strong degree programs, loan debt burdens are higher than for other professions due to low pay and pressure to attain additional degrees

Access to Quality Preparation Offers Good News

When individuals who aspire to work in education find pathways that offer them financial supports, they are drawn to the field.

+ More candidates
+ More diverse candidates
+ More committed candidates
+ More professional candidates
There are exciting approaches to ECE across the country.
The sector will also need long-term strategies beyond access.

If standards for preparation are higher, candidates must be able to access the field without undue hardship.

*Pay parity adds an additional challenge. Pre-K teacher pay in New Hampshire is next to last in the U.S. at only $24,835. Kindergarten teacher salaries average $55,970.*
Possible Approach through Partnership

**Lever:** Offer tuition subsidies to centers that meet a higher teacher quality bar.

**Impacts:**

- Increased number of high quality options for parents
  - Important, since numbers of centers has been decreasing, limiting choice in general

- More dollars available for centers to offer higher pay for teachers without raising tuition

- More likelihood of retaining ECE teachers who are strong because of higher pay and more professionalism
Discussion:
Promising ideas and cross-sector possibilities to address access issues for ECE in New Hampshire

How can we lessen the financial barriers?
Some Economic Possibilities
Resource Reallocation, Partnership Redesign, and Cost Savings
Powerful Levers to Shift the Economics of Teacher Preparation

- Residents’ and mentors’ professional learning is at the center of the model
- Foster school improvement
- IHEs bring new supports to resident site and districts
- Early care sites, schools, districts, and IHEs reimagine existing staffing for mutual benefits
- All parties reimagine existing human capital, space, scheduling, and cost models
Sharing Resources
Resource Reallocation

Residencies integrate aspiring educators into educational settings. When residents serve essential functions and deliver benefits for children, partnerships can reallocate existing resources towards their support.

It’s as if preparation programs, social service providers, and schools all move in together, share resources, and find ways to rethink their current expenditures.
Common Opportunities

Paraprofessional role share with half-day, year-long residencies

ALIGNED WITH COURSEWORK

Substitute teaching one day a week

Tutoring

Summer program supports

ALIGNED WITH COURSEWORK, OBSERVATION, AND REFLECTION
Possibilities for Existing Dollars

Residencies are eligible for all state & local funding because they meet the needs of P-12 students in meaningful ways—lowering class sizes, providing instruction, and serving in essential roles.

In addition, federal dollars where they exist can support residencies. A program that...
Possibilities for Existing Dollars

Residencies are eligible for all state & local funding because they meet the needs of P-12 students in meaningful ways—lowering class sizes, providing instruction, and serving in essential roles.

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places residents in low-income schools where they provide instructional support & after-school tutoring is eligible for Title I dollars.
Possibilities for Existing Dollars

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In addition, federal dollars where they exist can support residencies. A program that...

embeds program faculty in schools to support professional development and resident learning

is eligible for Title II dollars.
Possibilities for Existing Dollars

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In addition, federal dollars where they exist can support residencies. A program that...

brings special education residents into schools to support student instructional & intervention needs is eligible for IDEA dollars.
Partnership Redesign

- Blending strengths and resources facilitates human resource reallocation—often resulting in saved dollars
  - Align mentoring roles with existing teacher PD and career ladder dollars
  - Combine resident, novice teacher, and school-wide PD
  - Blend school and university supervisory roles
  - Offer research partnerships to serve district needs

- Designing cost-effective models with full cohorts of enrollees creates efficiencies of scale and reduces costs
Cost Savings

Well-prepared teachers stay in the profession longer.

*Every new hire costs $6,000 to $20,000 to replace.*

*New Hampshire’s annual estimated cost for turnover, excluding early care teachers, is $6.4 million to 13.9 million.*

Additional costs accrue for retention, remediation, and supplemental services for children who did not benefit from a strong educational foundation.

Our estimates project that the turnover rate can reduce by 2/3 in many localities with strong, well-matched teachers, saving millions each year.
Cost Benefits

Strong, continuous professional learning for mid-career and veteran teachers

*Engaged teachers stay longer.*
*More experienced teachers create better academic and behavioral outcomes, giving the state a stronger return on its public investment in its citizens.*

Recurring investments in professional development stay in the system rather than walking out the door when teachers leave.
Discussion:
New thinking and possibilities for supporting early childhood residency candidates

What possibilities do you see for New Hampshire?
Moving Forward

Design Principles
How can everyone play a supportive role?

LEGISLATURE   NHDOE   BUSINESS   HIGHER EDUCATION
ADVOCACY    COMMUNITY/HUMAN SERVICES    PHILANTHROPY
How can everyone play a supportive role?

LEGISLATURE   NHDOE   BUSINESS   HIGHER EDUCATION
ADVOCACY   COMMUNITY/HUMAN SERVICES   PHILANTHROPY

Allocate dollars to support learning networks
How can everyone play a supportive role?

LEGISLATURE  NHDOE  BUSINESS  HIGHER EDUCATION
ADVOCACY  COMMUNITY/HUMAN SERVICES  PHILANTHROPY

Create a residency certificate to guide quality and facilitate stipend pay
How can everyone play a supportive role?

LEGISLATURE  NHDOE  BUSINESS  HIGHER EDUCATION
ADVOCACY  COMMUNITY/HUMAN SERVICES  PHILANTHROPY

Create small planning grants for partnership transformation
How can everyone play a supportive role?

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Dedicate faculty resources to school improvement
How can everyone play a supportive role?

LEGISLATURE  NHDOE  BUSINESS  HIGHER EDUCATION

ADVOCACY  COMMUNITY/HUMAN SERVICES  PHILANTHROPY

Create positive media campaign on NH’s high expectations and strong supports
How can everyone play a supportive role?

LEGISLATURE  NHDOE  BUSINESS  HIGHER EDUCATION  ADVOCACY  COMMUNITY/HUMAN SERVICES  PHILANTHROPY

Link programs to residency sites and programs
How can everyone play a supportive role?

LEGISLATURE  NHDOE  BUSINESS  HIGHER EDUCATION

ADVOCACY  COMMUNITY/HUMAN SERVICES  PHILANTHROPY

Support and require longer-term sustainability planning
Discussion:
Further ideas and break for lunch