



## The Early Childhood Education Workforce in Louisiana: Findings from the 2018 Early Childhood Workforce Survey in Jefferson and Rapides Parishes

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## **Acknowledgements**

First and foremost, we are grateful to the early childhood educators throughout Jefferson and Rapides Parishes who devoted their time and energy to complete the 2018 SEE-LA Workforce Survey and, in doing so, helped provide a uniquely rich look at the experiences, beliefs, and challenges of educators across the two parishes.

We would also like to thank the early childhood team at the Louisiana Department of Education, particularly Nasha Patel, Director of Access and Quality for Early Childhood, for their partnership and their commitment to research as one part of the strategy for improving early childhood opportunities in Louisiana.

We are grateful to the Spencer Foundation for their critical financial support through the Research-Practice Partnership Grants program. The findings and conclusions presented in this report do not reflect the opinions of the Spencer Foundation.

Finally, a special thank you to Katharine Sadowski for her substantial contribution to the development and dissemination of the SEE-LA Workforce Survey.

## Introduction

Decades of research indicate that high-quality early care and education (ECE) can have a profound impact on a range of both short- and long-term outcomes. Early educators are the most critical driver of quality in ECE settings. It is therefore troubling that the ECE workforce in the United States is characterized by low levels of education, little training related to children’s development, very low pay and, in turn, high levels of poverty, stress, and turnover. There are now widespread calls for bold new strategies to ensure the ECE workforce has access to the training and resources needed to provide young children with warm, responsive early learning opportunities.

Despite this growing interest and investment, there is surprisingly little information about the lives and professional experiences of the ECE workforce. It is particularly uncommon to have comparable information about early educators working across all three of the primary types of publicly-funded ECE settings: subsidized child care, Head Start, and school-based pre-kindergarten.

To fill this gap, in the fall of 2018, a team at the University of Virginia (UVA), in partnership with the Early Childhood Office at the Louisiana Department of Education (LDOE), conducted a large workforce survey in two Louisiana parishes: Jefferson and Rapides. Jefferson and Rapides are the second and ninth largest parishes in Louisiana, respectively. They were selected for this “deep dive” into the early childhood workforce due to their diverse early childhood landscapes and commitment to improving the quality of early childhood education. In both parishes, 27% of children live in poverty, a number that exceeds the national average, and a high proportion of families receive means-tested services (US Census Bureau, 2019). In 2018, Jefferson was about 53% White, 28% Black, 15.5% Hispanic, and 4% Asian; and Rapides was about 61% White, 32% Black, 3% Hispanic, and 2% Asian (US Census Bureau, 2018).

Every assistant teacher, lead teacher, and site leader in publicly-funded sites in these two parishes was invited to participate in the voluntary Study of Early Education- Louisiana (SEE-LA) Workforce Survey.

The survey asked teachers and leaders about key early childhood quality improvement efforts in their communities, including classroom observations using the Classroom Assessment Scoring System (CLASS), which is an observation-based assessment tool that measures the quality of adult-child interactions in the classroom (CLASS, Pianta, La Paro, & Hamre, 2008) and the focus of Louisiana’s Quality Rating Information System; as well as curricula, site resources, professional development, job satisfaction, and personal wellbeing.

The surveys were distributed both online and on paper to ensure widespread access. Across both parishes, 1,070 assistant and lead teachers completed the survey, representing approximately 84% of the teachers in these two parishes; as did 132 site leaders, representing 72% of the ECE sites. These unusually high response rates offer an unprecedented look at the experiences of nearly the entire universe of early educators working in publicly-funded early childhood settings in two Louisiana parishes. Specifically, in Jefferson Parish, 82% of teachers and leaders from 66% of publicly-funded sites responded; and in Rapides Parish, 87% of teachers and leaders of 85% of eligible sites responded.

This report summarizes key findings from the SEE-LA Workforce Survey. Section 1 provides an overview of the demographic characteristics of the ECE workforce in both parishes. Section 2 describes site materials and curricula. Section 3 addresses teachers' experiences with professional development. Section 4 examines teachers' use of, and attitudes about, CLASS. Section 5 looks at ECE site leadership, including leaders' self-reports of their management practices as well as teachers' perspectives on their leaders. Section 6 describes compensation and supports for the ECE workforce. Section 7 describes the workforce's emotional and financial wellbeing. Finally, section 8 examines hiring, teacher turnover, and job satisfaction. Each section first presents overall patterns, and then highlights how results vary across site types (i.e., subsidized child care sites, Head Starts, and school-based pre-kindergarten<sup>1</sup>). This report discusses workforce characteristics across roles (i.e., assistant teachers,<sup>2</sup> lead teachers,<sup>3</sup> and site leaders<sup>4</sup>), but the bulk of the main body focuses primarily on the experiences of lead teachers and, as applicable, site leaders. Additional information about early educators in other roles – primarily assistant teachers – is available in the Appendix, which begins on page 66.

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<sup>1</sup> Nonpublic schools were also included in our sample as schools. For parsimony the term school or school-based is used to encompass both public and nonpublic schools.

<sup>2</sup> Assistant teachers include teaching aides and paraprofessionals. They are defined as any teacher who does not serve as the main teacher or one of the main co-teachers of a classroom.

<sup>3</sup> Lead teachers are the primary caretaker or instructor in their classroom. This may include co-teachers who both identify as the leader of the classroom.

<sup>4</sup> Site leaders include site directors, school principals, assistant directors, assistant principals, educational coordinators, and site supervisors.

## Section 1: Workforce Characteristics

This section describes the early childhood workforce in Jefferson and Rapides Parishes, including assistant teachers, lead teachers, and site leaders. It begins with basic demographic information – such as age, gender, and race – and then describes the workforce’s education and experience. Throughout the report, three early childhood site types are compared: child care centers (restricted to sites receiving public funding, such as child cares subsidies through the Child Care Assistance Program), Head Start (including Early Head Start) sites, and public and nonpublic schools with pre-kindergarten classrooms.

### Demographics

Table 1 shows basic demographic characteristics of the early childhood education workforce. The overwhelming majority of early childhood educators are female. Roughly half of assistant and lead teachers are white, and a somewhat higher percentage of leaders are white (60.5%).

**Table 1. Demographic Characteristics of Assistant Teachers, Lead Teachers, and Site Leaders**

	Assistant Teachers	Lead Teachers	Site Leaders
Average Age	43.2	41.8	49.0
% Female	98.2	98.9	94.6
% White	48.0	51.7	60.5
% Black	44.1	41.4	36.4
% Hispanic	4.6	3.6	0.8
% Other / Multiracial	3.3	3.3	2.3

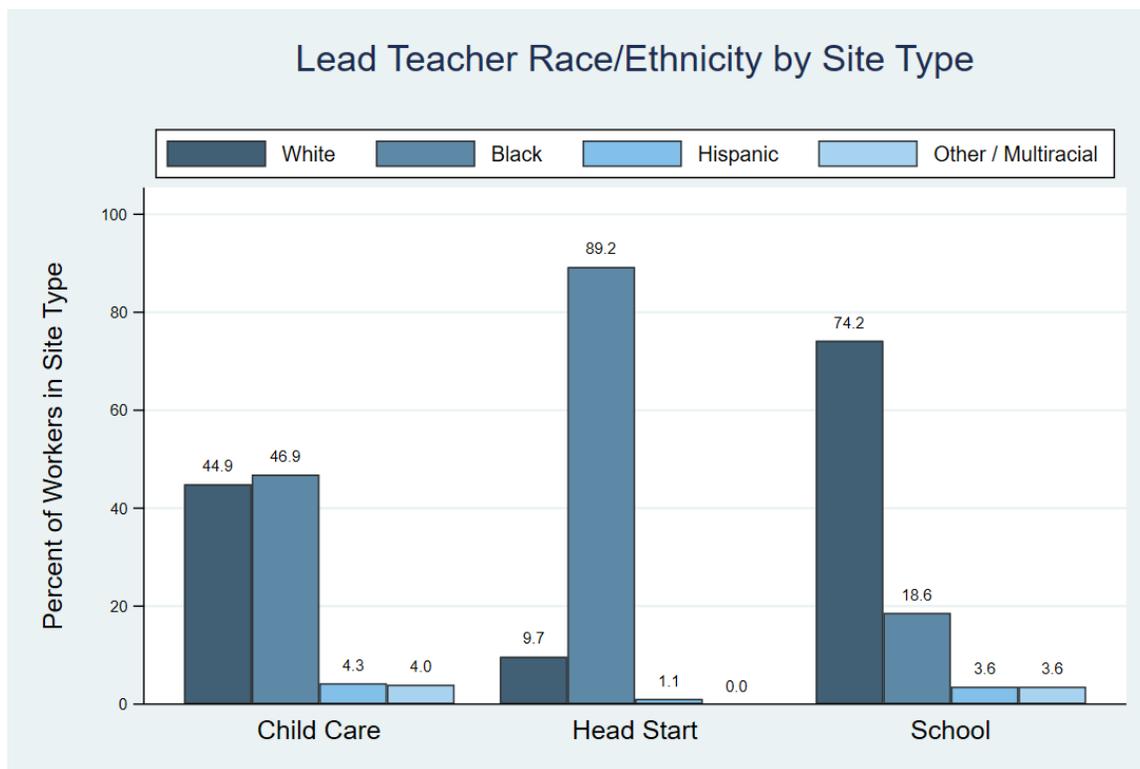
The average age of lead teachers varied systematically across site types. On average, Head Start teachers were 47 years old, approximately three years older than teachers in schools and eight years older than child care teachers (Table 2). Assistant teachers were somewhat older than lead teachers on average, however this difference is driven entirely by assistant teachers in schools. In both child care and Head Start settings lead teachers are on average older than assistant teachers, particularly in Head Start where this difference is as large as seven years. Site leaders remain the oldest, on average, however.

**Table 2. Age of Assistant Teachers, Lead Teachers, and Site Leaders by Site Type**

	Child Care	Head Start	Schools	Entire Sample
Assistant Teachers	36.4	39.7	47.3	43.2
Lead Teachers	39.0	46.7	43.6	41.8
Site Leaders	49.2	49.2	48.8	49.0

There are also stark differences in the racial composition of lead teachers across site types. Figure 1 indicates that lead teachers in child care sites are about equally likely to be Black or White. In contrast, the vast majority of Head Start lead teachers (89%) are Black, and nearly three-quarters of school-based pre-kindergarten teachers are White.

**Figure 1. Lead Teacher Race/Ethnicity by Site Type**



Although the ECE workforce is often characterized by high levels of turnover, in the current sample both assistant and lead teachers have been in their current positions for an average of six years, and site leaders have been in their positions even longer. Lead teachers and site leaders reported more than a decade of experience in early childhood education (Table 3).

**Table 3. Years of Work Experience of Assistant Teachers, Lead Teachers, and Site Leaders**

	Assistant Teachers	Lead Teachers	Site Leaders
Current Position	6.1	6.3	8.2
ECE Field	9.0	11.4	10.6

As illustrated in Table 4, however, lead teachers at child care sites have significantly fewer years of experience than Head Start or school-based pre-kindergarten teachers: about three years fewer experience in their current position and four years fewer experience in the ECE field.

**Table 4. Years of Work Experience of Lead Teachers by Site Type**

	Child Care	Head Start	School	Entire Sample
Current Position	4.8	7.8	7.5	6.5
ECE Field	9.0	13.9	13.2	10.7

### Training and Education

Teacher training and education are often viewed as key policy levers for supporting ECE teachers. In the SEE-LA sample, site leaders had much higher levels of education than both assistant and lead teachers. As shown in Table 5, approximately 54% of site leaders hold a graduate degree, compared to only 2% of assistant teachers and about 13% of lead teachers. Further, while nearly 69% of site leaders have at least a Bachelor’s degree, only 13% of assistant teachers and 46% of lead teachers hold a Bachelor’s degree or higher.

**Table 5. Highest Level of Education of Assistant Teachers, Lead Teachers, and Site Leaders**

	Assistant Teachers	Lead Teachers	Site Leaders
High School Diploma or Less	32.2%	22.8%	5.8%
Some College	39.5%	20.8%	14.8%
Associate Degree	14.9%	10.6%	10.8%
Bachelor’s Degree	10.9%	32.2%	14.8%
Graduate Degree	2.5%	13.6%	53.8%
	100%	100%	100%

Figure 2 compares lead teachers’ education levels across site types. Child care teachers had the lowest levels of educational attainment. More than 75% of these teachers had not attained a post-secondary

degree. Only about 12% of child care lead teachers held a Bachelor’s degree or higher, as compared to one-third of Head Start teachers. On average, lead teachers at schools had the highest level of education; as expected based on state credentialing requirements, the vast majority - almost 93% - held at least a bachelor’s degree.

**Figure 2. Lead Teacher Highest Level of Education by Site Type**

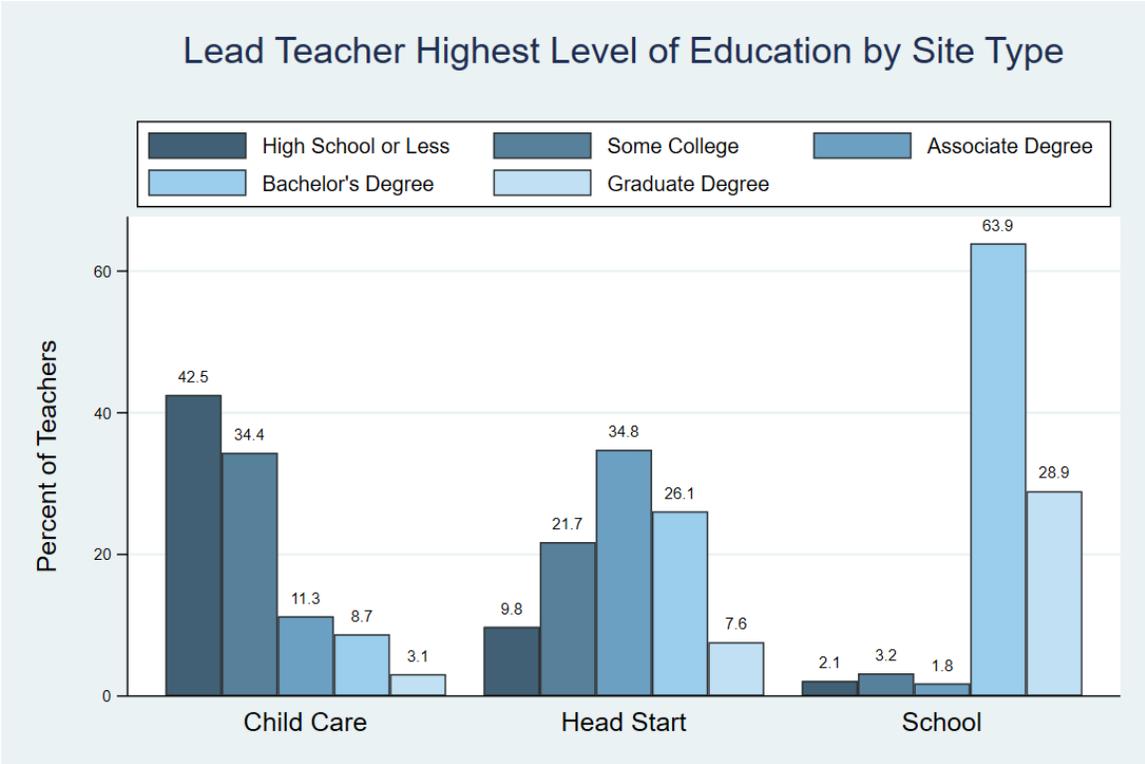


Table 6 highlights the significant differences in the educational attainment of the ECE workforce both by role and site type (i.e., child care (CC), Head Start (HS), and schools). Patterns for assistant teachers and site leaders largely mirrored those observed among lead teachers: on average, both assistant teachers and site leaders in child care sites had considerably lower levels of educational attainment than their counterparts at Head Start sites and in school-based pre-kindergarten classrooms. For instance, only 11% of site leaders in child care sites held a graduate degree as compared to 95% of school-based site leaders.

**Table 6. Highest Level of Education by Role and Site Type**

	<u>Assistant Teachers</u>			<u>Lead Teachers</u>			<u>Site Leaders</u>		
	CC	HS	School	CC	HS	School	CC	HS	School
High School Diploma or Less	45%	22%	29%	43%	10%	2%	13%	0%	0%
Some College	38%	47%	38%	34%	22%	3%	30%	13%	2%
Associate Degree	5%	16%	19%	11%	35%	2%	23%	13%	0%
Bachelor’s Degree	10%	10%	12%	9%	26%	64%	23%	50%	3%
Graduate Degree	1%	4%	3%	3%	8%	29%	11%	25%	95%
	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Early Childhood Teaching Credentials**

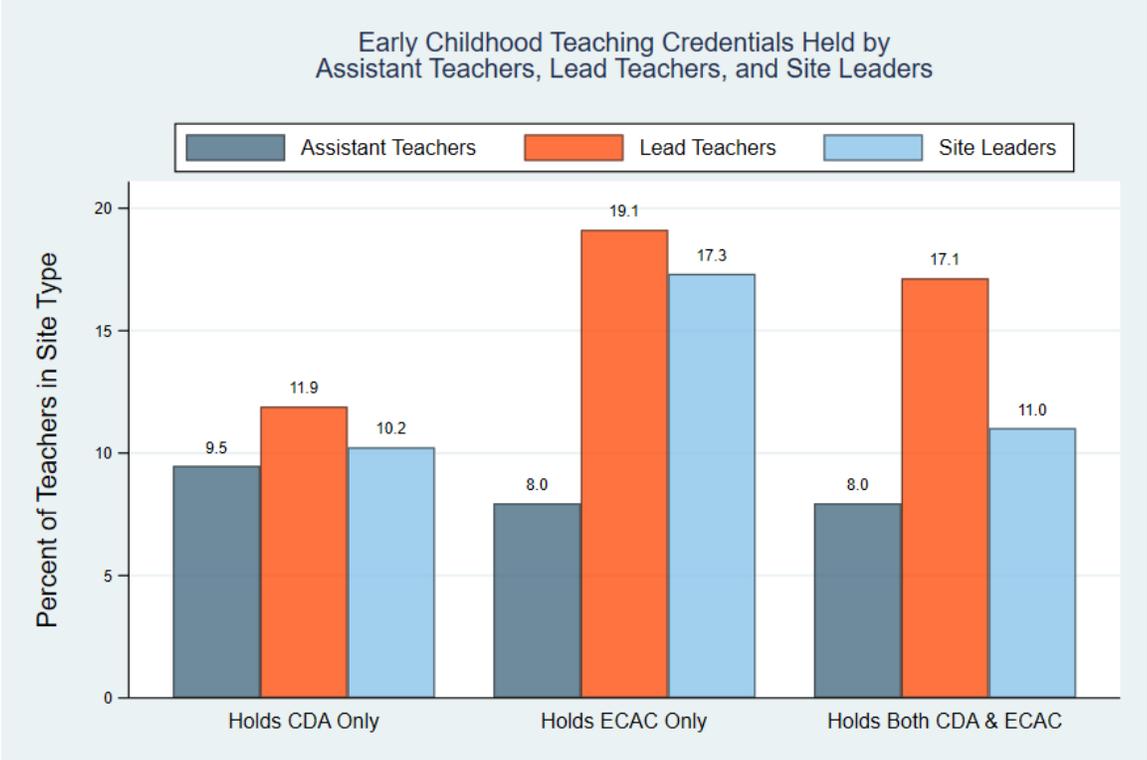
In 2014, Louisiana enacted a new policy requiring that all lead teachers in child care sites that receive public funding must attain a new educational credential called the Early Childhood Ancillary Certificate (ECAC) within two years of employment, beginning in July of 2019. The large number of Louisiana child care teachers who did not already have a college degree could meet the requirements of the new policy either by demonstrating that they already held a Child Development Associate (CDA), or by attaining the ECAC from a state-approved training program.

A Child Development Associate (CDA) Credential is the most widely recognized credential in early childhood education in the United States. To receive the CDA credential, an individual must pass an exam, receive at least 120 hours of training, complete 480 hours of professional experience with the relevant age group (infant/toddler or preschool), and receive a formal teaching observation conducted by an observer from the Council for Professional Recognition. The CDA is seen as a means of professionalizing the early childhood education workforce, particularly for workers in private child care.

State-approved Early Childhood Ancillary Certificate (ECAC) programs combine typical CDA requirements with a more explicit focus on teacher-child interactions, as well as purposeful opportunities for the practice, mentoring, and coaching teachers need to effectively support young children. By requiring these supports, the ECAC aims to provide training that is well-aligned – in both content and format – with best practices for effective professional development for early educators.

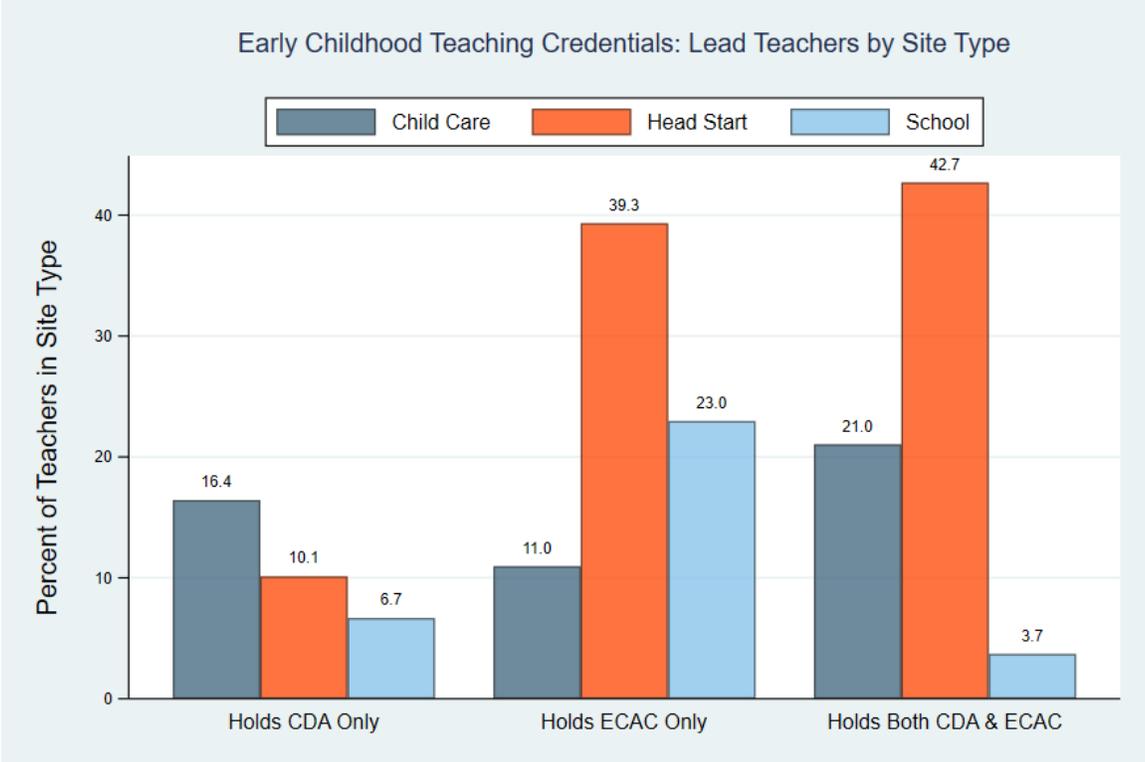
Figure 3 shows that a somewhat large portion of assistant teachers, lead teachers, and site leaders in the sample held either a CDA or an ECAC, or both.

**Figure 3. Early Childhood Credentials by Role**



Among lead teachers, who were the most likely to hold an early childhood teaching credential, there were substantial differences across site types. Figure 4 indicates that Head Start lead teachers were most likely to hold a CDA or ECAC (92%), as compared to 38% of child care lead teachers and 10% of lead teachers in schools. Note that the ECAC requirement does not apply to schools, likely accounting for the low proportion.

Figure 4. Early Childhood Teaching Credentials: Lead Teachers by Site Type



## Section 2: Classroom Materials & Curriculum

This section examines lead teachers' perspectives of their classroom resources, including learning materials and curricula.

### Materials

Lead teachers were asked to report whether their site had enough basic supplies and resources (e.g. paper, pencils, markers, copy machines, etc.), enough high-quality materials for teaching and learning (e.g. books, manipulatives, blocks, etc.), and sufficient Internet access. Figures 5, 6, and 7 illustrate that perceived access to resources differed by site type: across all three questions, child care leaders indicated the highest level of satisfaction with available resources and Head Start teachers reported the greatest need.

Figure 5 shows that almost half of child care lead teachers “strongly agree” that they had access to sufficient basic supplies, compared to 29% of teachers in schools and 25% of Head Start teachers. Nearly one-third of Head Start teachers and nearly one-quarter of school teachers “disagreed” or “strongly disagreed” that their site is adequately stocked with basic supplies.

**Figure 5. My Program Has Enough Basic Supplies: Responses from Lead Teachers by Site Type**

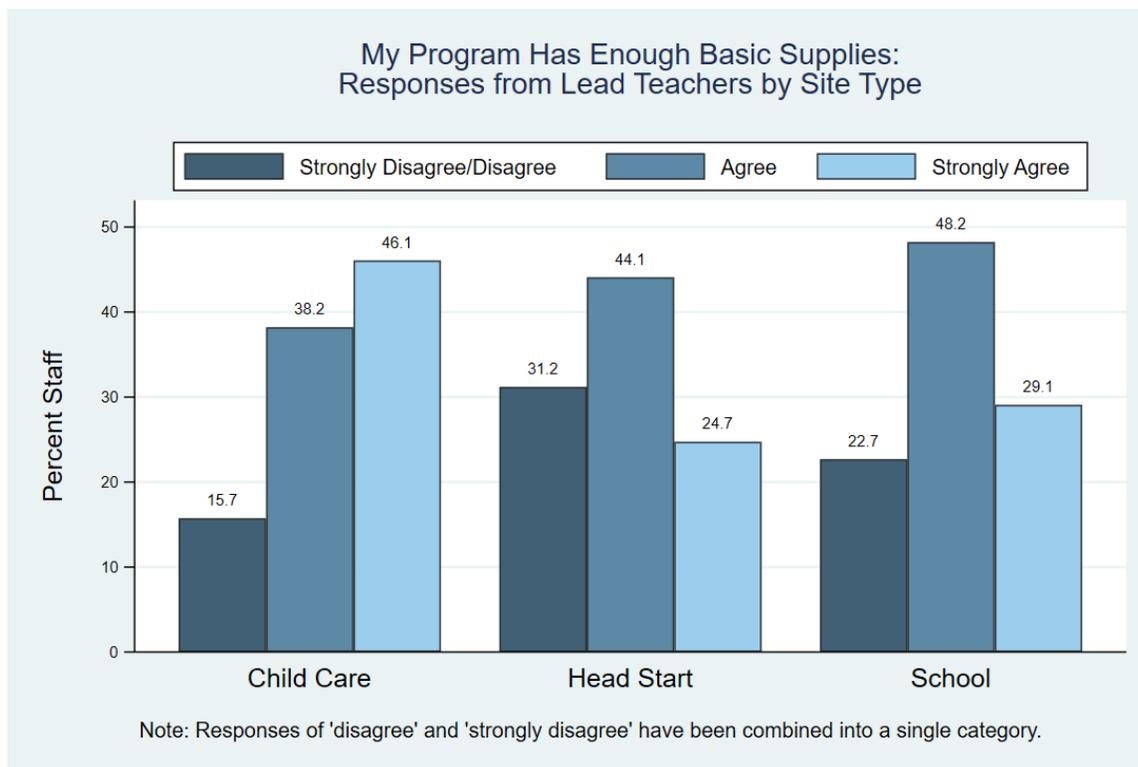
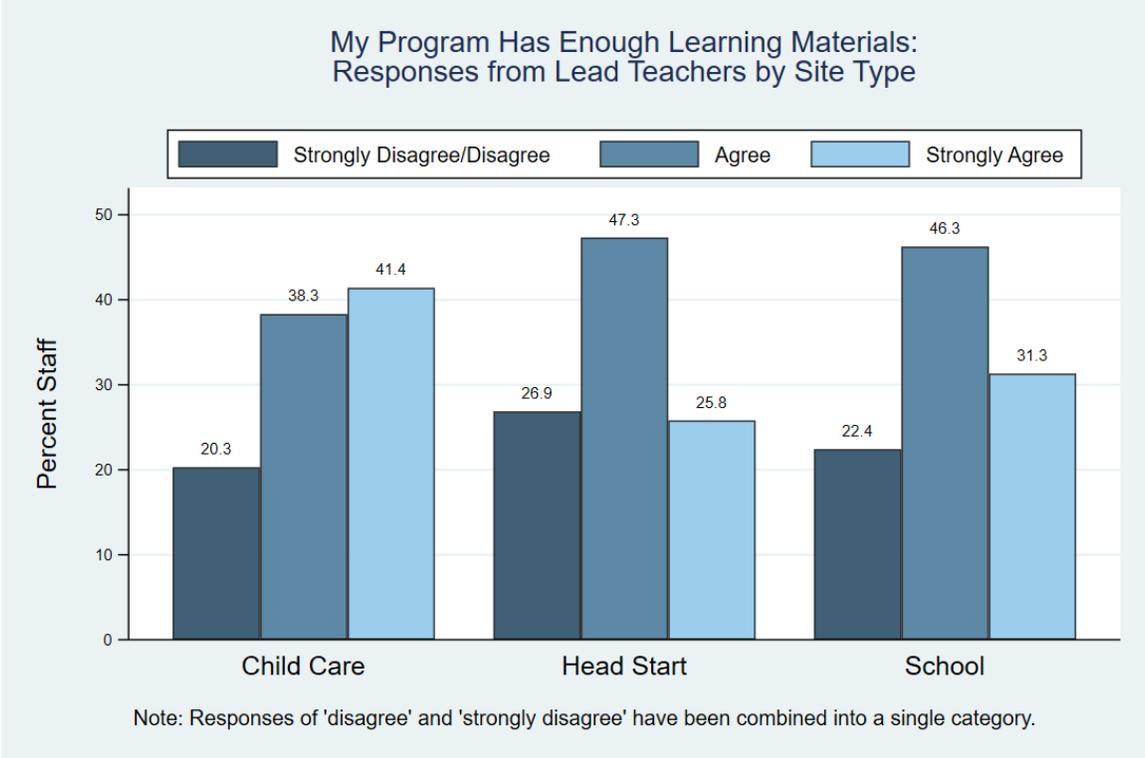


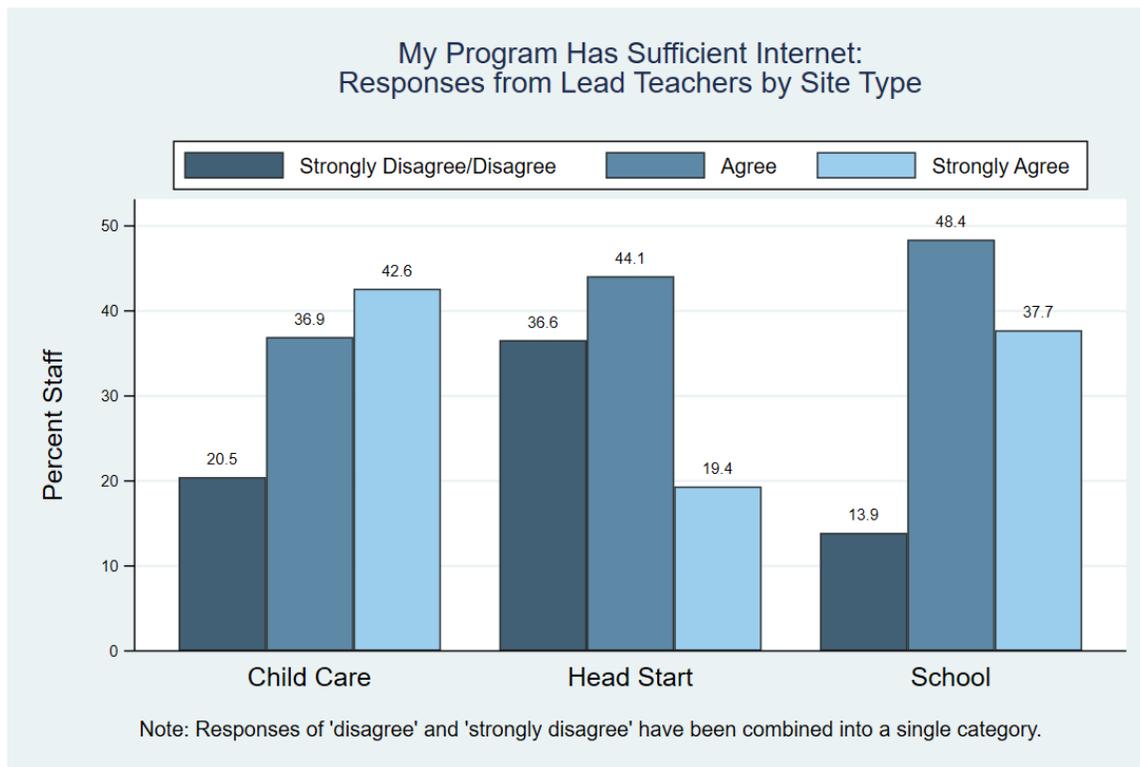
Figure 6 indicates similar patterns for high-quality learning materials. Child care teachers were roughly 15 percentage points more likely than Head Start teachers, and 10 percentage points more likely than school-based pre-kindergarten teachers, to “strongly agree” they had sufficient access to learning materials.

**Figure 6. My Program Has Enough Learning Materials: Responses from Lead Teachers by Site Type**



Finally, nearly 40% of Head Start teachers reported insufficient Internet access, compared to 21% of child care teachers and 14% of school-based teachers, as seen in Figure 7.

**Figure 7. My Program Has Sufficient Internet: Responses from Lead Teachers by Site Type**



## Curriculum

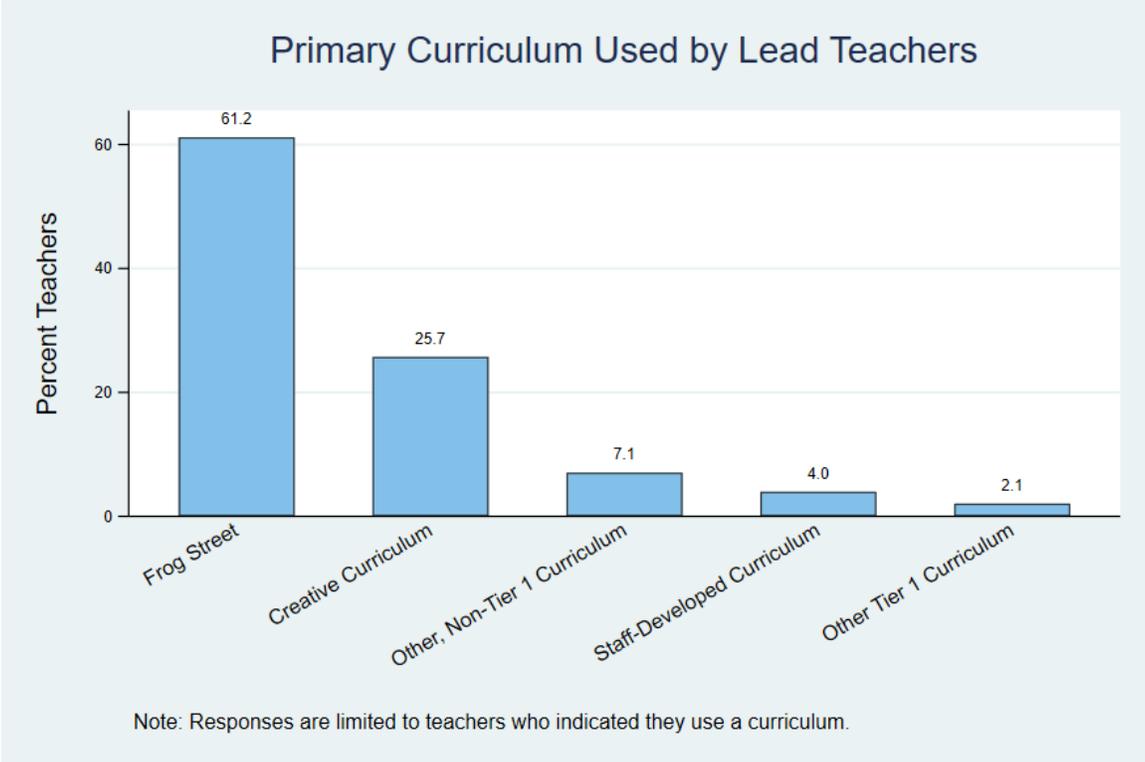
The Louisiana Department of Education provides funding for and strongly encourages early childhood sites to use curricula designated by LDOE as “Tier 1” curricula, which align with state content standards and “exemplify quality.”

Across all site types, 97% of lead teachers and 98% of leaders reported regular curriculum use in their classrooms or sites (not shown). All Head Start teachers, 96% of child care teachers, and 96% of school-based teachers reported using a curriculum (not shown). For information on assistant teachers’ curriculum use, see Appendix Figure 1A.

The SEE-LA Workforce Survey asked teachers to specify the curriculum they used most often, which is referred to as their primary curriculum. Figure 8 shows that, among those lead teachers who reported using a curriculum, nearly all (89%) reported using a Tier 1 curriculum as their primary curriculum. The vast majority used either Frog Street or Creative Curriculum. Two percent of teachers reported using

another Tier 1 curriculum such as Develop.Inspire.Grow, Eureka Math, Houghton Mifflin Harcourt – Big Day for Pre-K, InvestiGators, or Opening the World of Learning (OWL).

**Figure 8. Primary Curriculum Used: Responses from Lead Teachers**



Eleven percent of lead teachers reported that they did not use a Tier 1 curriculum for their primary curriculum: 7% indicated they used a different curriculum such as Core Knowledge Language Arts, Unique Learning System, or Montessori curricular materials; and 4% indicated they created their own curriculum.

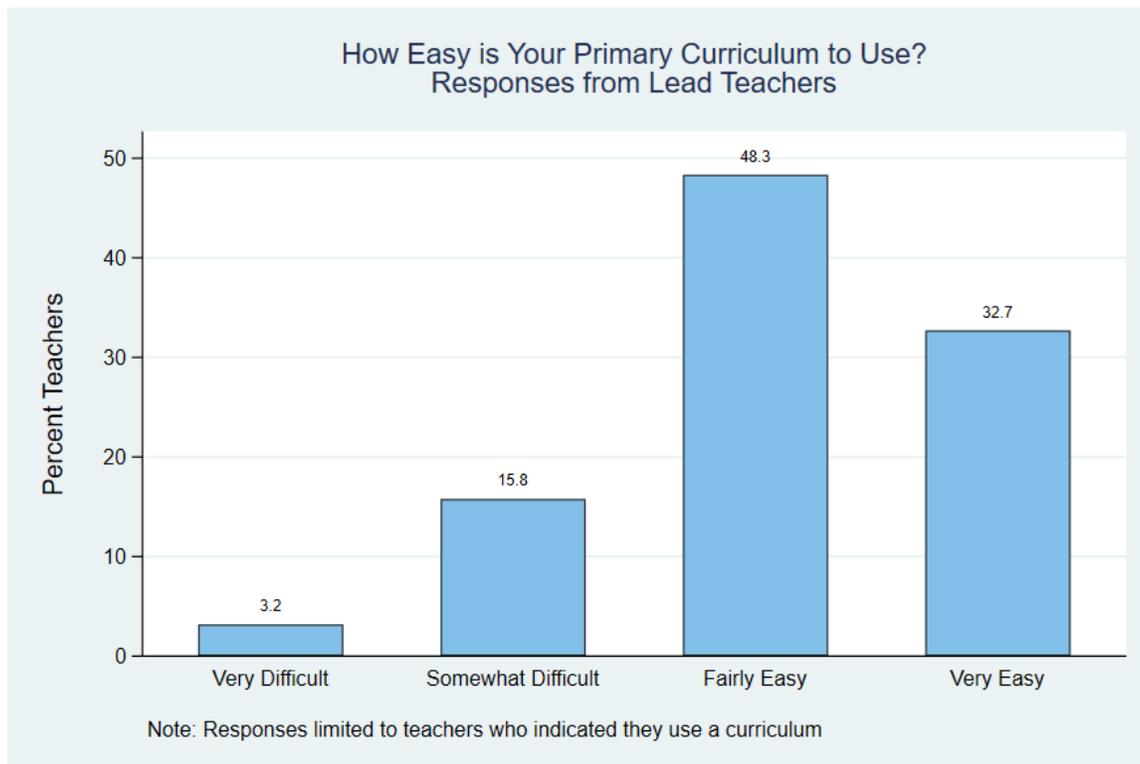
Table 7 indicates substantial differences in curricula used across site types. Of those teachers who reported using a curriculum, approximately two-thirds of child care teachers and almost all Head Start teachers indicated that they use Creative Curriculum as their primary curriculum. Meanwhile, among school teachers, Frog Street was the most commonly used.

**Table 7. Primary Curriculum Used: Responses from Lead Teachers by Site Type**

	Child Care	Head Start	School
Frog Street	23.5%	3.3%	61.2%
Creative Curriculum	65.2%	94.5%	25.7%
Other Tier 1 Curriculum	0.9%	0%	2.1%
Staff-created Curriculum	5.7%	0%	4%
Other, non-Tier 1 Curriculum	4.7%	2.2%	7%
	100%	100%	100%

Of teachers who reported using a curriculum regularly, most reported their curriculum was easy to implement: 81% believed their primary curriculum was either “fairly easy” or “very easy” to use, as seen in Figure 9. For information on assistant teachers’ perceptions of ease of curricula use, see Appendix Figure 2A.

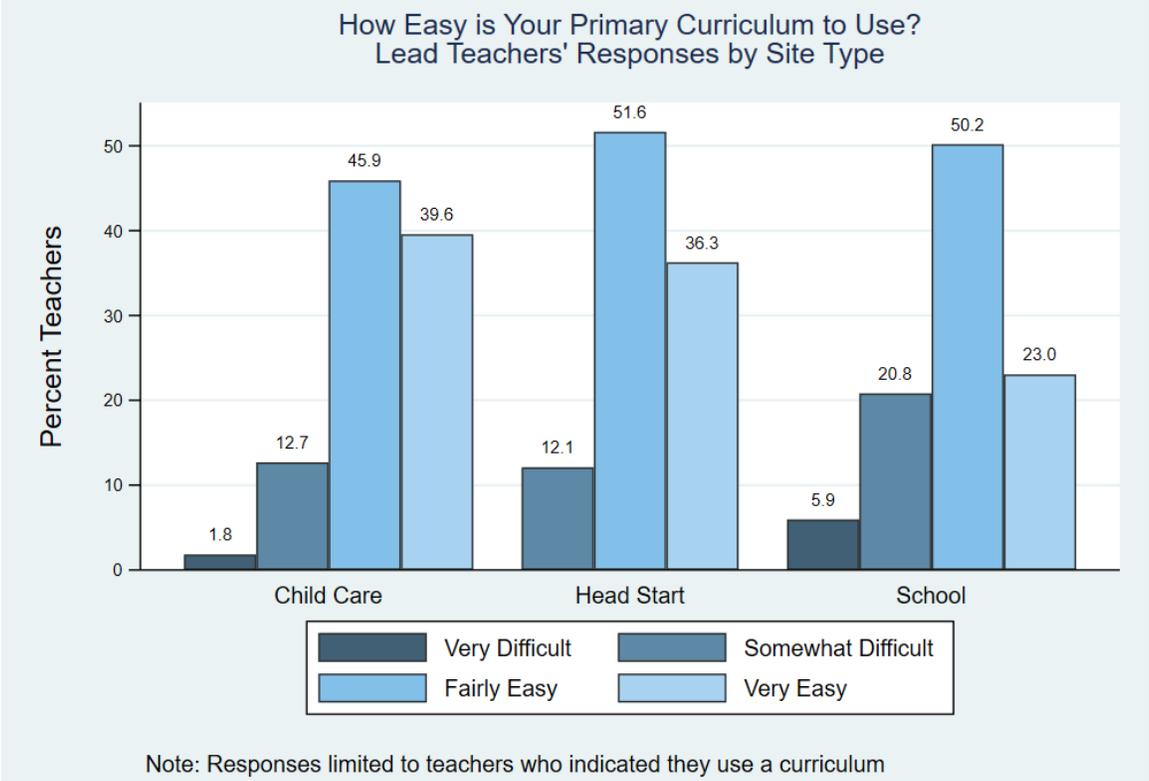
**Figure 9. How Easy is Your Primary Curriculum to Use? Responses from Lead Teachers**



While most teachers indicated their primary curriculum was user-friendly, there were differences in perceptions across site types. As illustrated in Figure 10, school teachers were less likely than teachers at

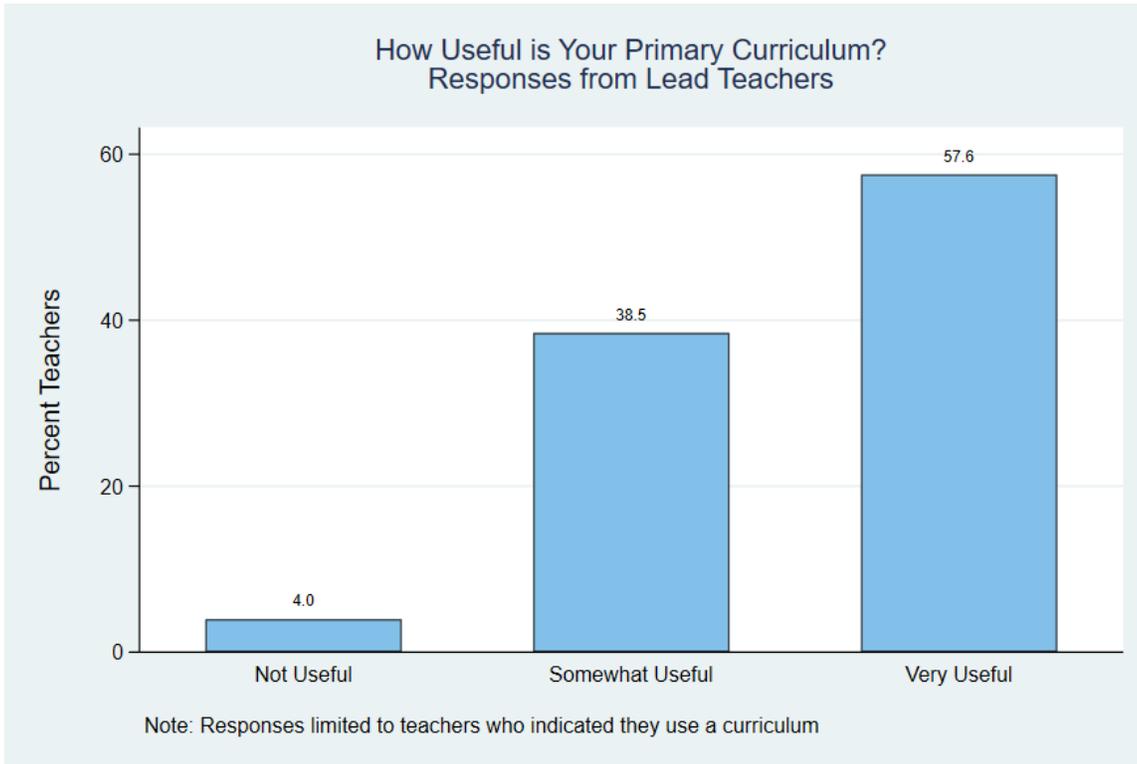
child care or Head Start sites to rate their curriculum as “very easy” to use, and were far more likely to indicate that using their primary curriculum was difficult: approximately one-quarter of school teachers found their curriculum “very difficult” or “somewhat difficult” to use. For information on assistant teachers’ perceptions of ease of curricula use by site type, see Appendix Figure 3A.

**Figure 10. How Easy is Your Primary Curriculum to Use? Responses from Lead Teachers by Site Type**



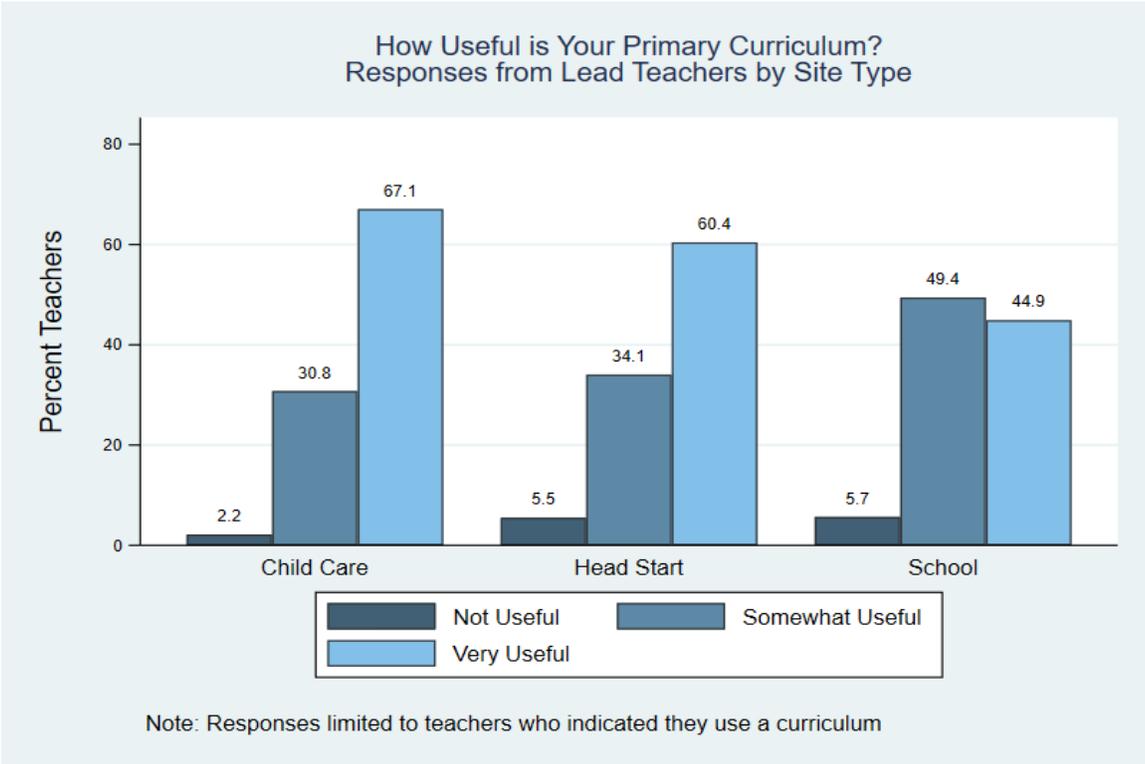
Finally, most lead teachers (58%) indicated that their curriculum is very useful in “helping to support children’s learning in [the] classroom,” and an additional 39% indicated the curriculum was somewhat useful, as seen in Figure 11.

**Figure 11. How Useful is Your Primary Curriculum? Responses from Lead Teachers**



While nearly all teachers indicated their curriculum was either “somewhat” or “very” useful, child care teachers were about 20 percentage points more likely to rate their curriculum in the highest, “very useful” range, compared to teachers in schools, with Head Start teachers in the middle (see Figure 12). For information on assistant teachers’ perceptions of curricula utility, see Appendix Figures 4A and 5A.

Figure 12. How Useful is Your Primary Curriculum? Responses from Lead Teachers by Site Type



### Section 3: Professional Development and Coaching

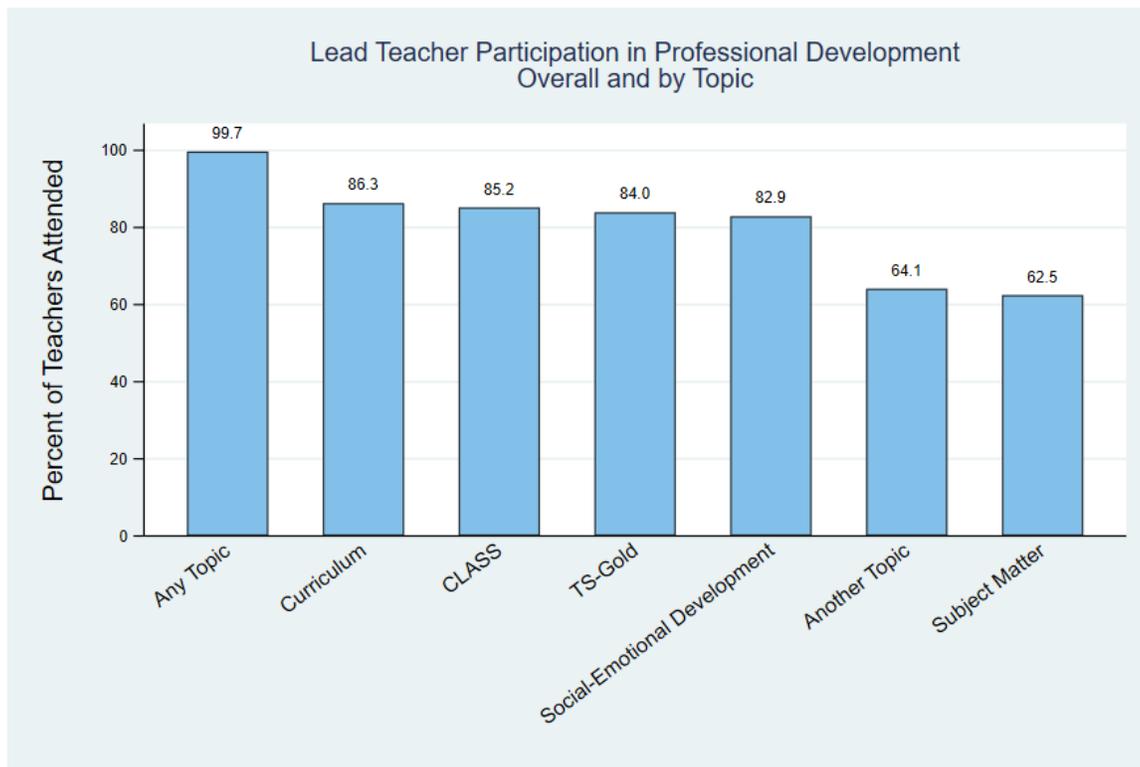
Access to professional supports is essential for helping teachers improve the quality of classroom instruction. This section covers lead teachers’ participation in professional development trainings (PD) and coaching programs.

#### Professional Development

Almost all lead teachers (99.7%) attended at least one professional development (PD) training or workshop in the 12 months prior to taking the SEE-LA Workforce Survey (as indicated by the “Any Topic” bar in Figure 13 below).

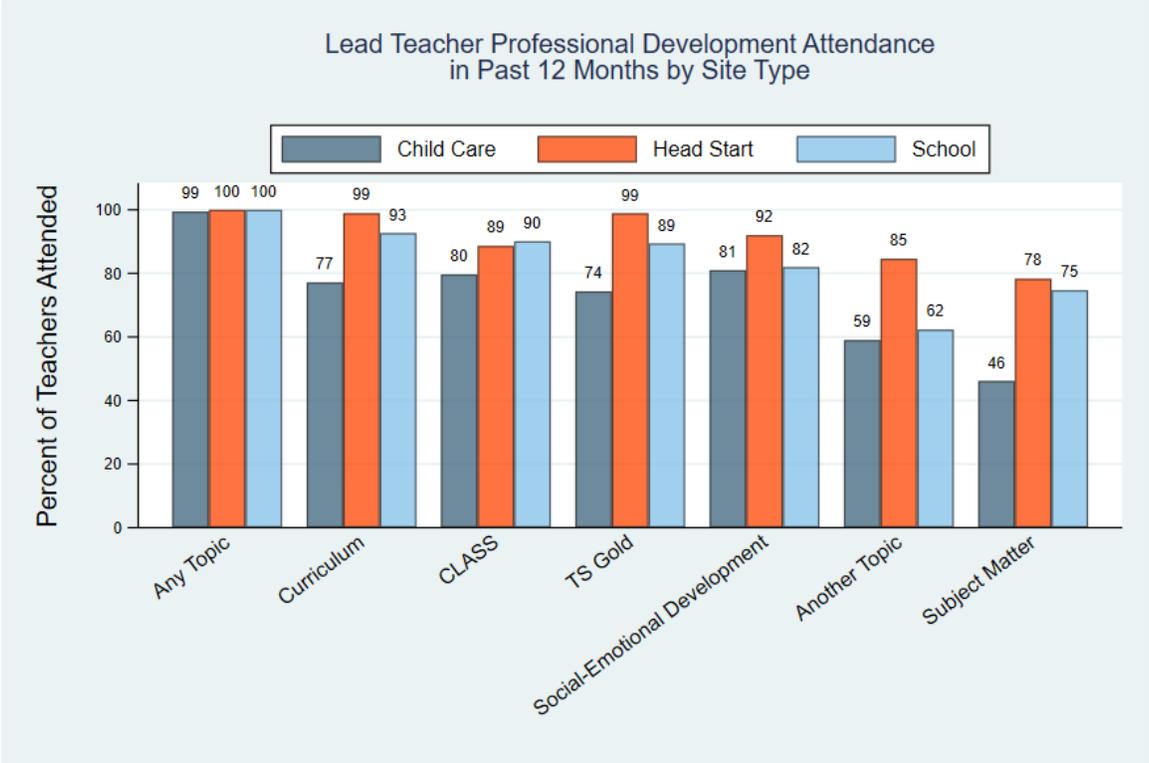
Over 80% of teachers reported having at least one professional development training or workshop on each of the following topics: Curriculum, the Classroom Assessment Scoring System (CLASS), Teaching Strategies GOLD (TS-GOLD), and Social-Emotional Development. PD about subject matter (e.g. literacy or math) was somewhat less common (63%). Appendix Figure 6A indicates that while nearly all assistant teachers also have access to *some* professional development, access is significantly lower than for lead teachers.

**Figure 13. Participation in Professional Development, Overall and by Topic: Responses from Lead Teachers**



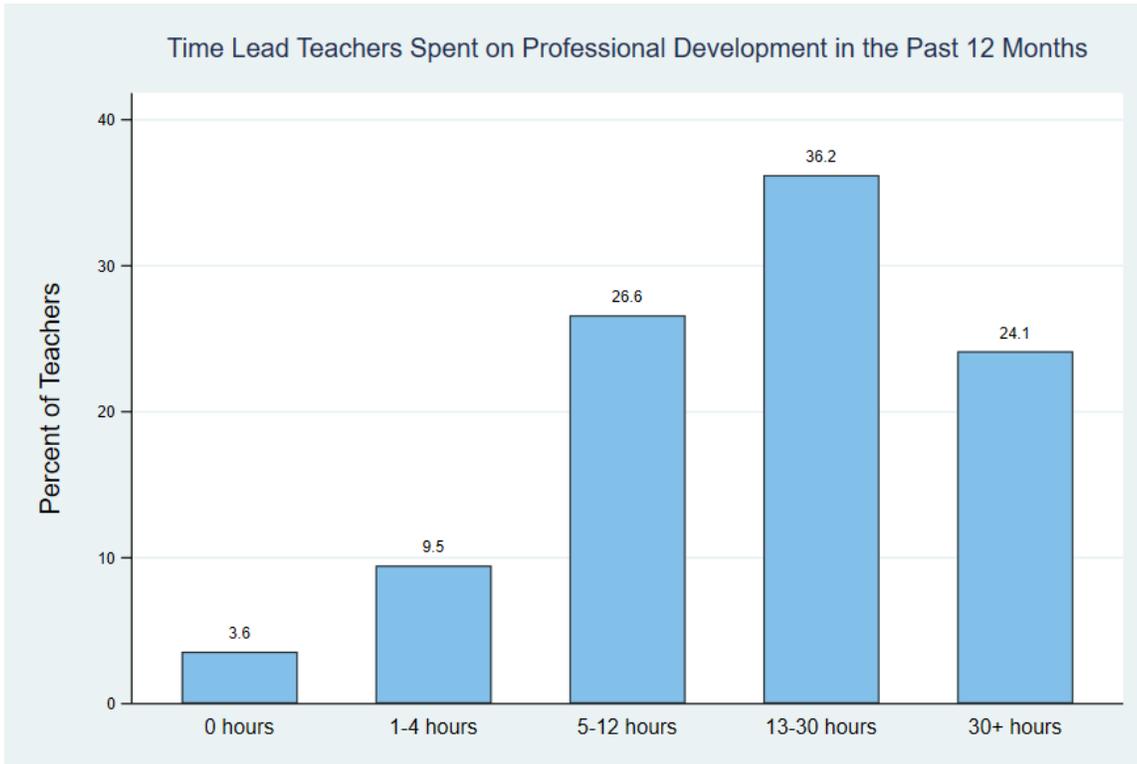
Participation in specific types of professional development differed across site types. As seen in Figure 14, Head Start teachers reported access to more professional development than school-based and especially child care teachers. This difference was particularly stark for professional development on subject matter (e.g. literacy and math strategies). While almost 80% of Head Start teachers attended at least one professional development training on subject matter content, less than half of child care center teachers did.

**Figure 14. Professional Development Attendance in Past 12 Months: Responses from Lead Teachers by Site Type**



The SEE-LA Workforce Survey also asked how much time in total teachers spent on professional development in the past year. As shown in Figure 15, approximately 60% of lead teachers devoted 13 or more hours to professional development. Nonetheless, about 4% of teachers reported having no professional development at all, and another 10% reported only 1 to 4 hours.

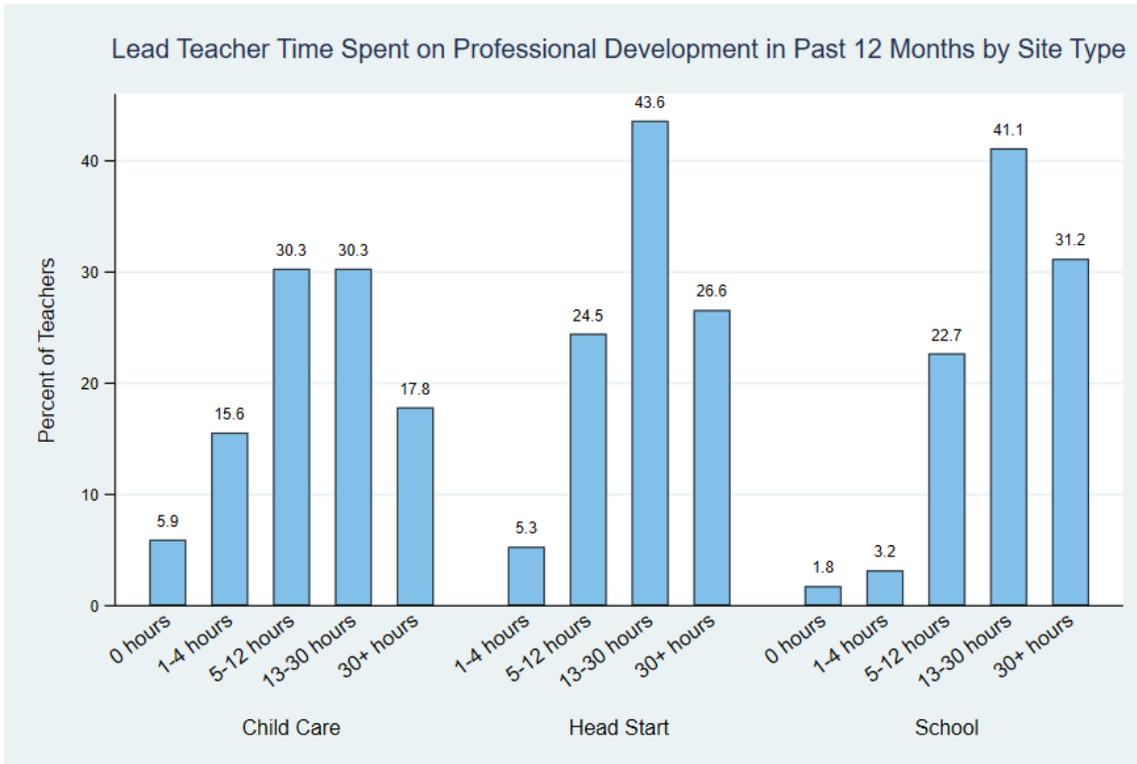
**Figure 15. Hours Spent on Professional Development in Past 12 Months: Responses from Lead Teachers**



Notably, the amount of exposure to professional development was much lower among assistant teachers: only a third of assistant teachers reported 13 or more hours of professional development and nearly 30% indicated four hours or less of professional development in the past 12 months. For information on the number of hours assistant teachers devoted to professional development, see Appendix Figure 7A.

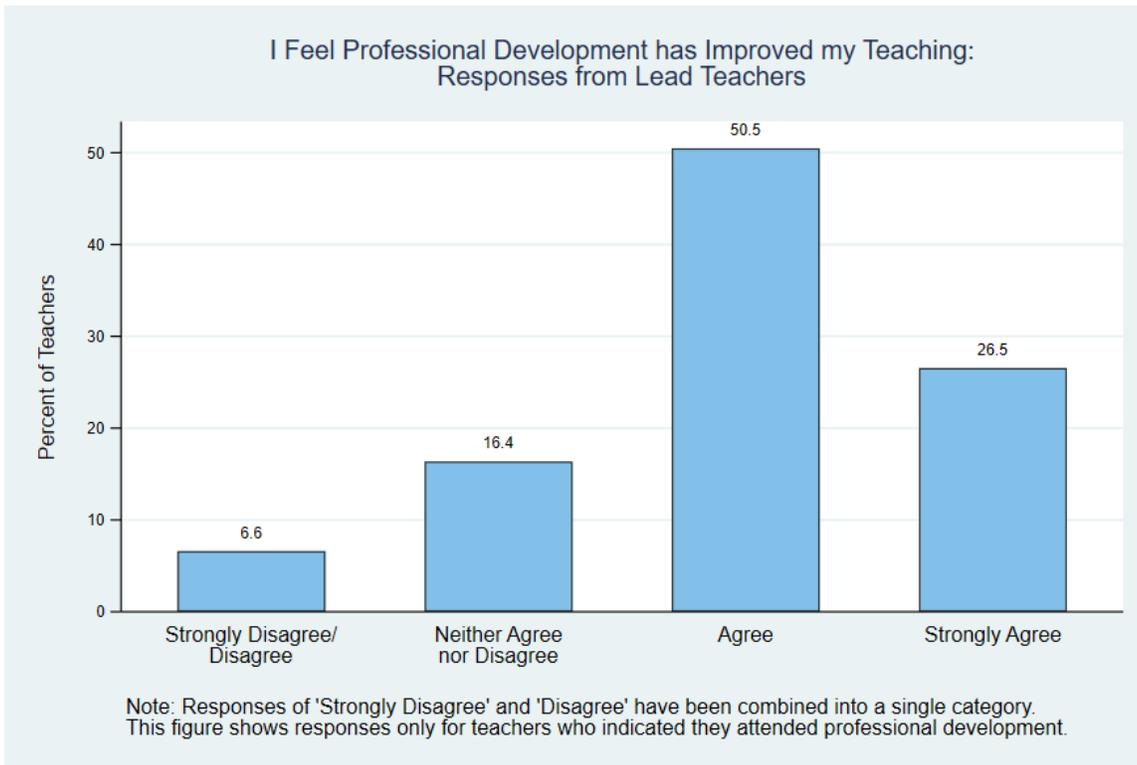
The amount of professional development teachers engaged in differed substantially by site types, with child care teachers reporting much less time on professional development than in Head Start and schools (Figure 16). Whereas approximately 70% of Head Start and school-based teachers received 13 or more hours of professional development in the 12 months prior to the survey, fewer than half of child care teachers did. Further, only about 5% of Head Start and school teachers devoted four or fewer hours to professional development in the preceding 12 months. In child care, that figure was more than four times higher (21.5%).

**Figure 16. Hours Spent on Professional Development in Past 12 Months: Responses from Lead Teachers by Site Type**



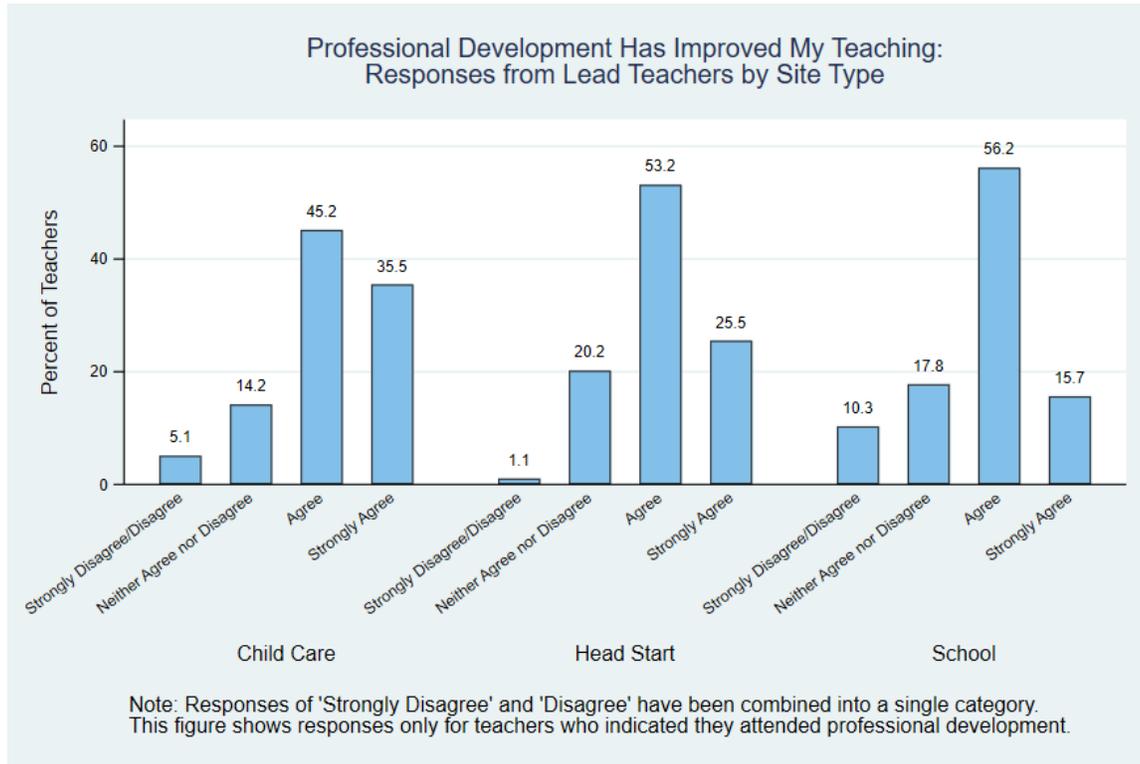
Across all site types, most teachers believed that professional development had improved their teaching. As Figure 17 shows, approximately 77% “agreed” or “strongly agreed” with the statement that “overall, the professional development workshops and trainings that I have received over the past 12 months have helped me improve my teaching.”

**Figure 17: Utility of Professional Development: Responses from Lead Teachers**



Lead teachers' perceptions of the utility of professional development varied substantially across site types (Figure 18). School-based teachers were least likely, and child care teachers most likely, to assign high value to their professional development experiences. Although child care workers received, on average, the fewest hours of professional development (Figure 16), they were most likely to find their professional development useful: 36% "strongly agreed" that professional development improved their teaching, as compared to 26% of Head Start teachers and only 16% of school teachers. Additionally, whereas 10% of school-based teachers "disagreed" or "strongly disagreed" that professional development was useful, only 1% of Head Start and 5% child care teachers shared these responses. For information on assistant teachers' perceptions of the utility of professional development, see Appendix Figure 8A.

**Figure 18: Utility of Professional Development: Responses from Lead Teachers by Site Type**



Teachers were asked to report whether the amount of professional development they received overall and in different content areas was “not enough,” “just right,” or “too much.” Overall, 44% teachers indicated that the amount of professional development they received in the past year was not enough (Figure 19). About one-third of lead teachers indicated they did not receive enough training in subject matter instruction (e.g. early literacy and mathematics). Just over one-fifth of lead teachers indicated they did not receive sufficient professional development on social-emotional development, curriculum, or formative assessments such as TS-GOLD, and 15% reported not receiving enough professional development on CLASS. For information on the topics for which assistant teachers reported not receiving enough professional development, see Appendix Figure 9A.

**Figure 19. Amount of Professional Development was Not Enough by Topic: Responses from Lead Teachers**

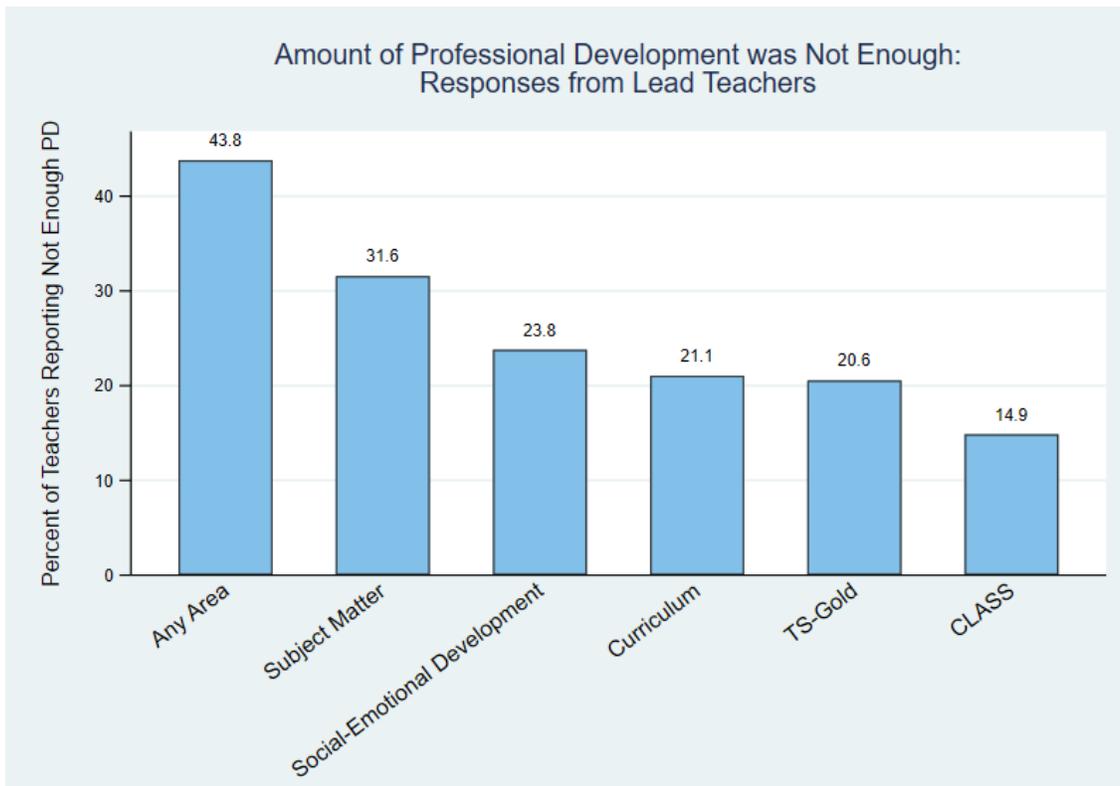
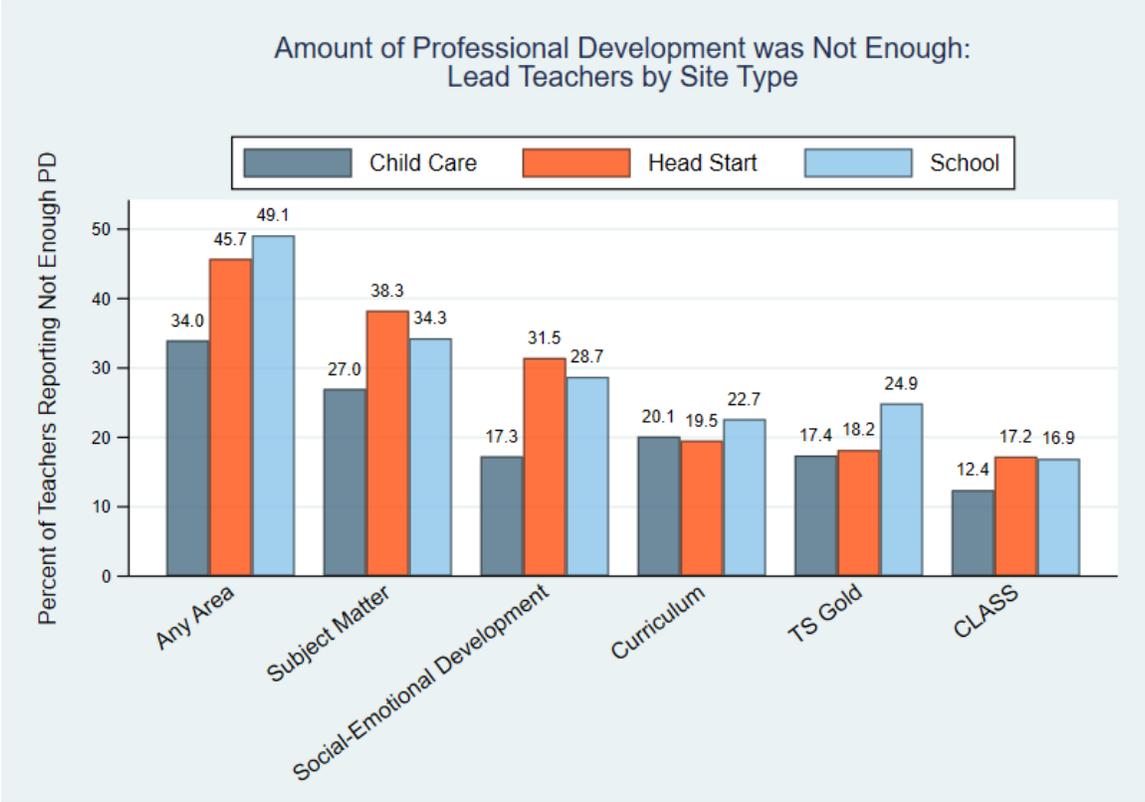


Figure 20 disaggregates these patterns across site types. Compared to child care teachers, a greater percentage of Head Start and school-based teachers indicated they did not receive enough professional development. In four of the five topics, child care teachers had the lowest percentage of teachers who indicated they did not receive enough professional development. These perceptions are notable given that child care teachers also reported fewer hours of professional development than their peers in other site types. Additionally, Head Start teachers were far more likely than child care teachers to receive 13 or more hours of professional development, yet were most likely to feel they did not receive enough professional development on most topics.

**Figure 20. Amount of Professional Development was Not Enough by Topic: Responses from Lead Teachers by Site Type**



**Coaching**

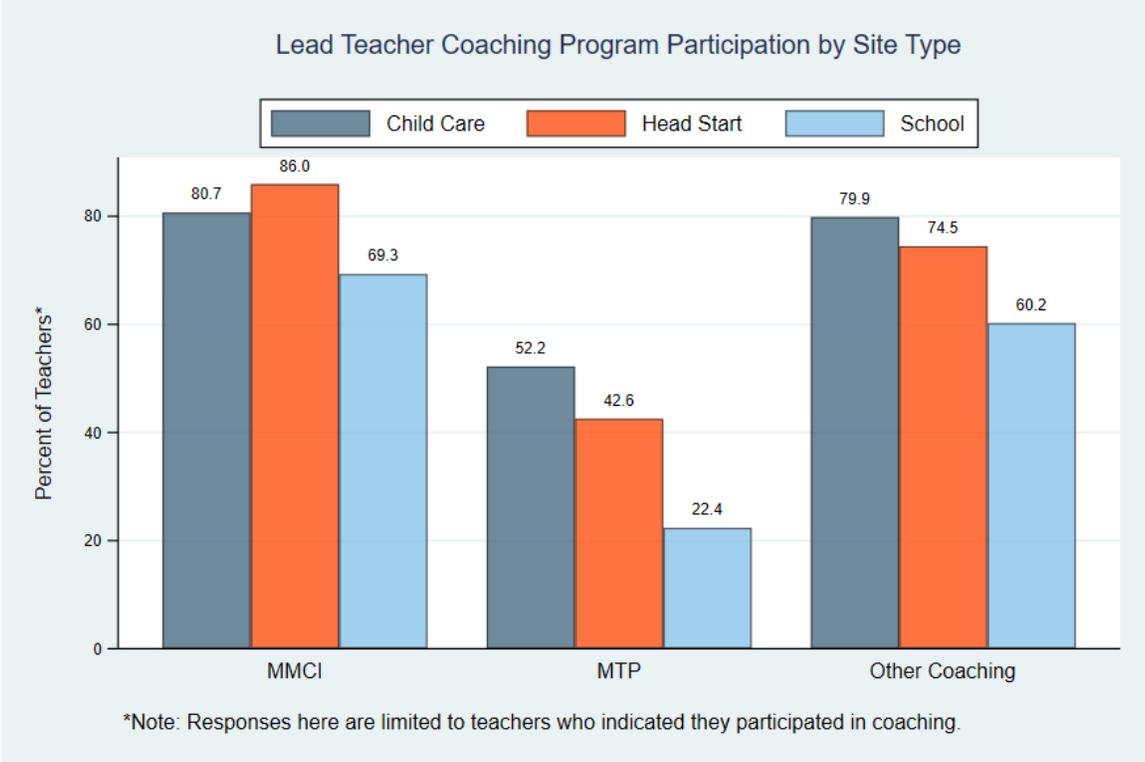
In addition to more traditional professional development trainings and workshops, in some sites, teachers had access to a coach or mentor. The section below explores participation in coaching programs and its perceived value among lead teachers, particularly participation in: Making the Most of Classroom Interactions (MMCI), MyTeachingPartner (MTP), and other coaching programs. Table 8 shows that half of all lead teachers participated in at least one coaching program in the past 12 months. Participation in coaching differed substantially across site types with only about 36% of school teachers reporting coaching compared to 57% of child care teachers and 65% of Head Start teachers.

**Table 8. Coaching Participation in Past 12 Months: Responses from Lead Teachers by Site Type**

	Child Care	Head Start	School	Entire Sample
% Lead Teachers Participated in Coaching	57.3%	65.2%	35.6%	50.0%

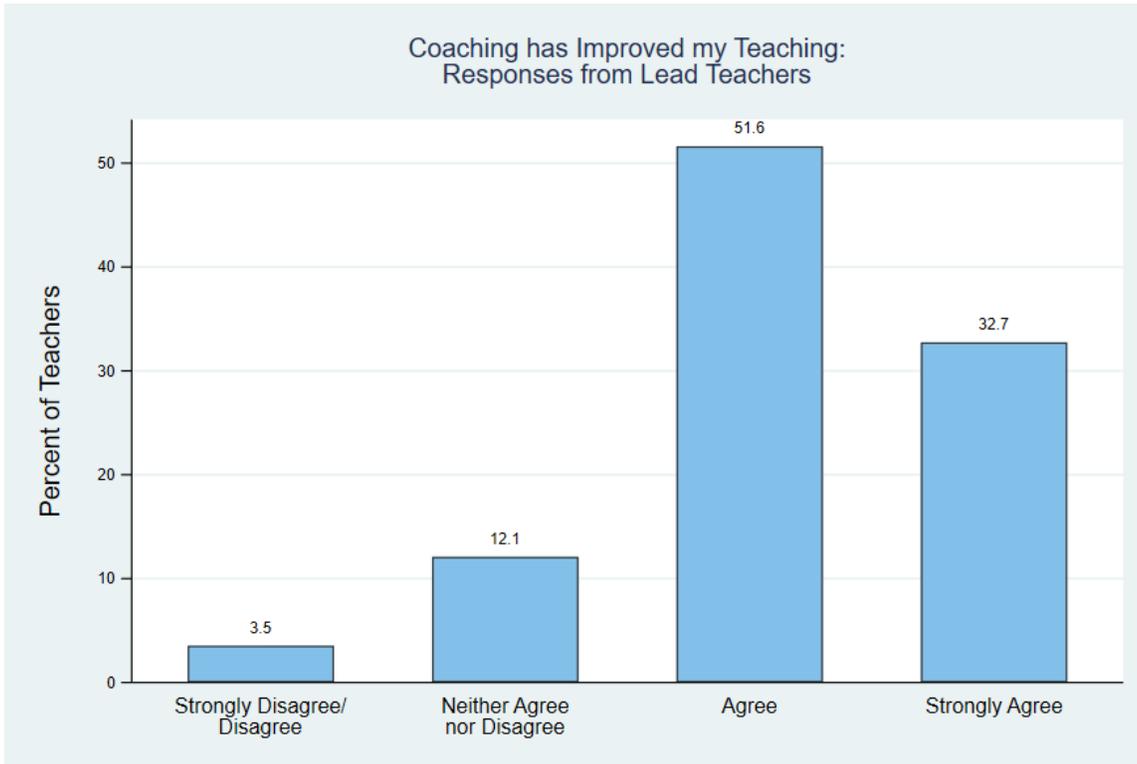
Figure 21 shows that among lead teachers who participated in a coaching program, MMCI was the most common: nearly 80% of teachers who reported having any coaching were coached through the MMCI program. Patterns were largely consistent across site types; teachers were most likely to report MMCI coaching, followed by other types of coaching, and, finally, were least likely to report MTP coaching.

**Figure 21. Coaching Program Participation: Responses from Lead Teachers by Site Type**



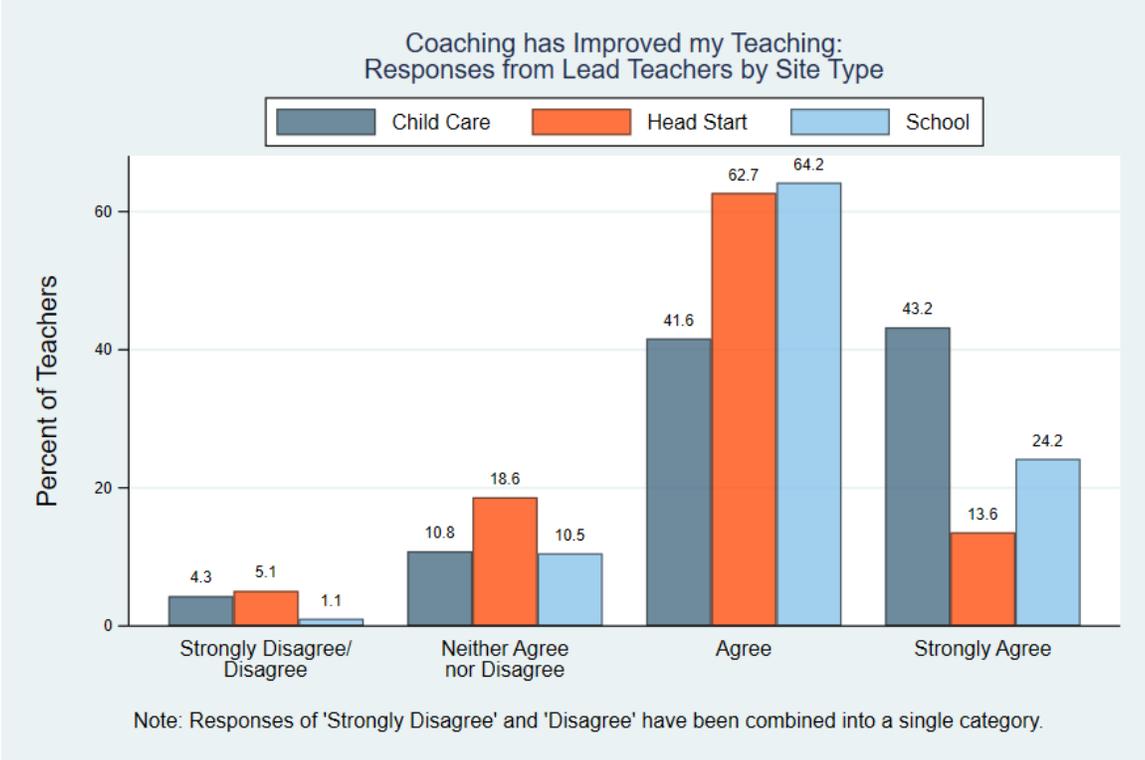
Overall, about 85% of lead teachers who reported participating in a coaching program agreed that coaching had been valuable to improving their teaching practice, as seen in Figure 22.

**Figure 22. Utility of Coaching Programs: Responses from Lead Teachers**



Within each site type, the majority of teachers who participated in a coaching program found it valuable (see Figure 23). School teachers, who were the least likely to participate in a coaching program, were the most likely to report finding coaching useful. Eighty eight percent believed coaching had helped to improve the quality of their teaching. Eighty five percent of child care teachers and 76% of Head Start teachers reported finding their coaching participation useful. Notably, despite similar levels of agreement between child care and Head Start teachers, child care had by far the largest proportion (43%) of teachers who *strongly* agreed that coaching had helped them improve their teaching.

**Figure 23. Utility of Coaching Programs: Responses from Lead Teachers by Site Type**



## Section 4: Classroom Assessment Scoring System (CLASS)

In Louisiana, all toddler and preschool classrooms in publicly-funded sites are observed twice a year using the Classroom Assessment Scoring System (CLASS), which measures the quality of teacher-child interactions. The SEE-LA Workforce Survey asked teachers and leaders to report on their experiences and beliefs about CLASS.

### CLASS Observations

As expected, all site leaders reported that classrooms in their site were observed using CLASS. However, while all classrooms are supposed to be observed at least twice a year with CLASS, not all lead teachers reported being observed in the past 12 months (Table 9). In fact, 17% of lead teachers indicated they were not observed with the CLASS, and this rate was even higher in child care where almost one-quarter of lead teachers indicated they were not CLASS observed. Two possible reasons that a teacher would not receive a CLASS observation are if the teacher were new to their center and had missed the latest CLASS observation cycle, or if the teacher worked primarily with infants. When new and infant teachers are excluded from analysis, reported rates of CLASS observations increase, but remain under the expected 100%: 88% of child care, 96% of Head Start, and 92% of school-based teachers who work with toddlers and preschoolers and had been at their site for longer than a year reported CLASS observations. For information on the percent of assistant teachers that reported being CLASS observed in the past 12 months, see Appendix Table 1A.

**Table 9. Percent of Teachers who Reported Being CLASS Observed in the Past 12 Months: Responses from Lead Teachers by Site Type**

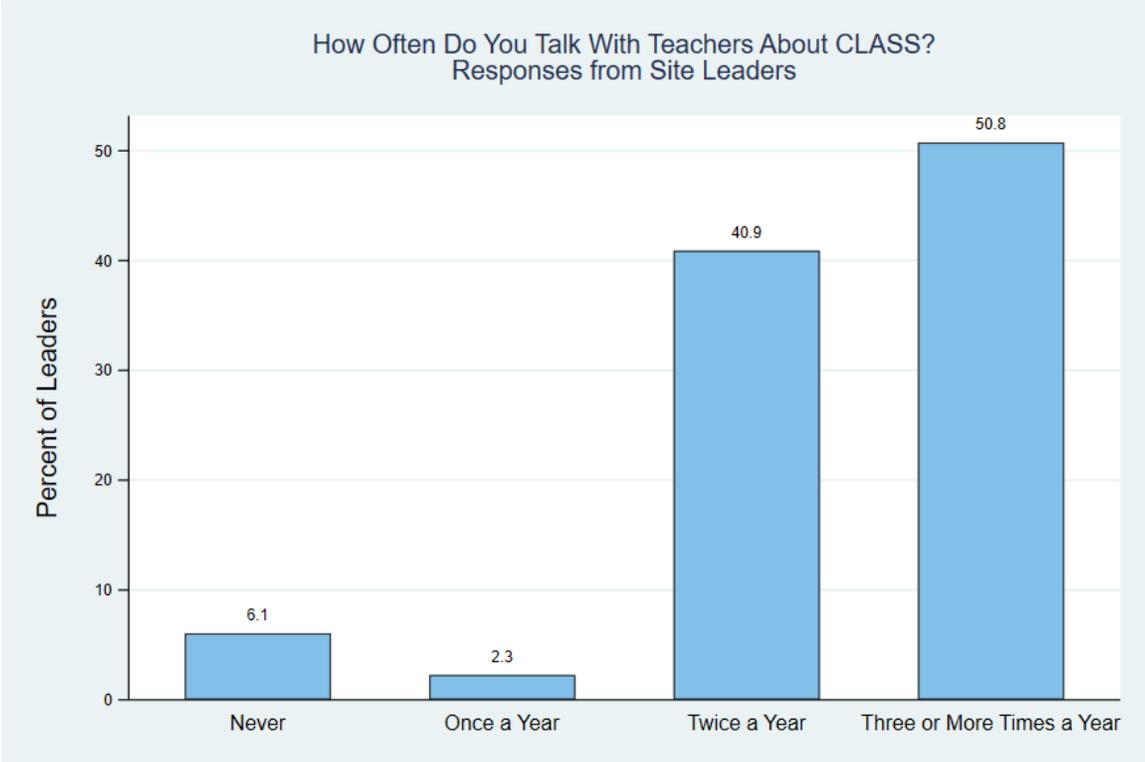
	Child Care	Head Start	School	Overall
% Lead Teachers Reported CLASS Observation	78.0%	89.3%	87.1%	83.1%

### Feedback on CLASS

Providing teachers with feedback based on their CLASS observation may help them improve the quality of their interactions with young children. The SEE-LA Workforce Survey asked site leaders how often they talk to teachers about their classrooms' specific CLASS scores. As is illustrated in Figure 24, over 90% of leaders indicated that they talk with teachers about their CLASS scores at least twice a year; in fact, half of leaders reported talking with their teachers three or more times a year. Six percent of leaders reported never talking to their teachers about CLASS, but this does not necessarily imply that teachers in those sites

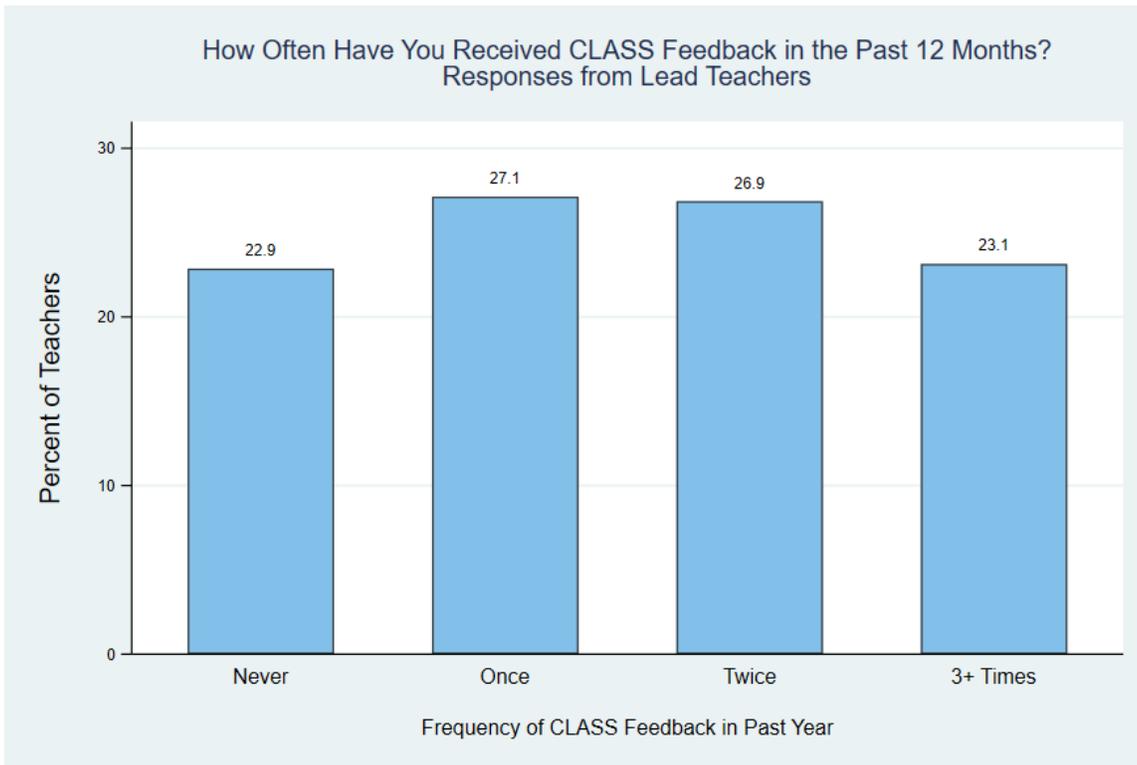
receive no feedback, as staff other than site leaders, such as assistant directors or instructional coaches, may communicate feedback to teachers.

**Figure 24. How Often Do You Give CLASS Feedback? Responses from Site Leaders**



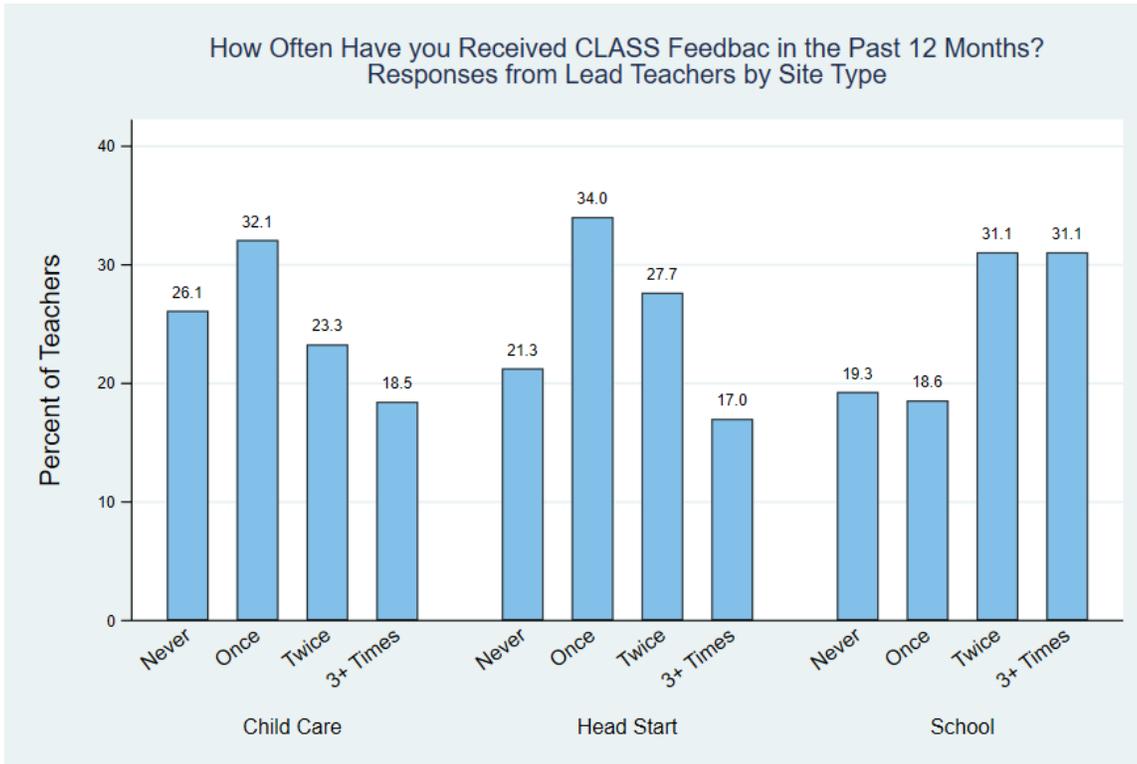
The SEE-LA Workforce Survey also asked lead teachers to report how often they *received* feedback on their CLASS observations, and those responses are shown in Figure 25. Notably, while the vast majority (92%) of site leaders reported communicating feedback to teachers at least twice a year, a much smaller percentage of teachers (50%) reported receiving feedback this frequently. For information on assistant teachers’ responses regarding CLASS feedback, see Appendix Figure 10A.

**Figure 25. Frequency of CLASS Feedback: Responses from Lead Teachers**



Teachers at schools were far more likely than their counterparts at child care and Head Start sites to report receiving feedback two or more times (Figure 26). While 45% of Head Start teachers and 42% of child care teachers indicated they received feedback two or more times, 62% of school-based teachers did. Further, child care teachers were most likely to report not receiving any feedback in the past 12 months (26%).

**Figure 26. Frequency of CLASS Feedback: Responses from Lead Teachers by Site Type**



**CLASS-Based Performance Profiles**

Each classroom’s CLASS scores are reported to the Louisiana Department of Education, who uses this information to create a Performance Profile for each publicly-funded early learning site in the state. In addition to reporting on the quality of teacher-child interactions as measured by CLASS, Performance Profiles provide information on other site features such as adult-child ratios, curriculum use, and operating schedule. Performance Profiles are made publicly available for parents to refer to when making decisions about early childhood education options.

Nearly all leaders were aware that their site received an LDOE Performance Profile. The rate was slightly lower among child care leaders (90%), with most of the remainder indicating they “did not know” whether their site received a performance profile (not shown).

Awareness of Performance Profiles was lower among lead teachers. About 20% of lead teachers indicated they were not aware that their site had an LDOE Performance Profile (Table 10). Lead teachers in child care

sites were least likely to know whether their site had a performance profile. For information on assistant teachers’ awareness of the LDOE Performance Profile, see Appendix Table 2A.

**Table 10. Awareness of LDOE Performance Profile: Responses from Lead Teachers by Site Type**

“Does your site have a LDOE Performance Profile?”	Child Care	Head Start	School	Overall
% Lead Teachers Responded Yes	65%	87%	74%	71%
% Lead Teachers Responded No	6%	7%	10%	8%
% Lead Teachers Responded Don’t Know	29%	7%	17%	21%
	100%	100%	100%	100%

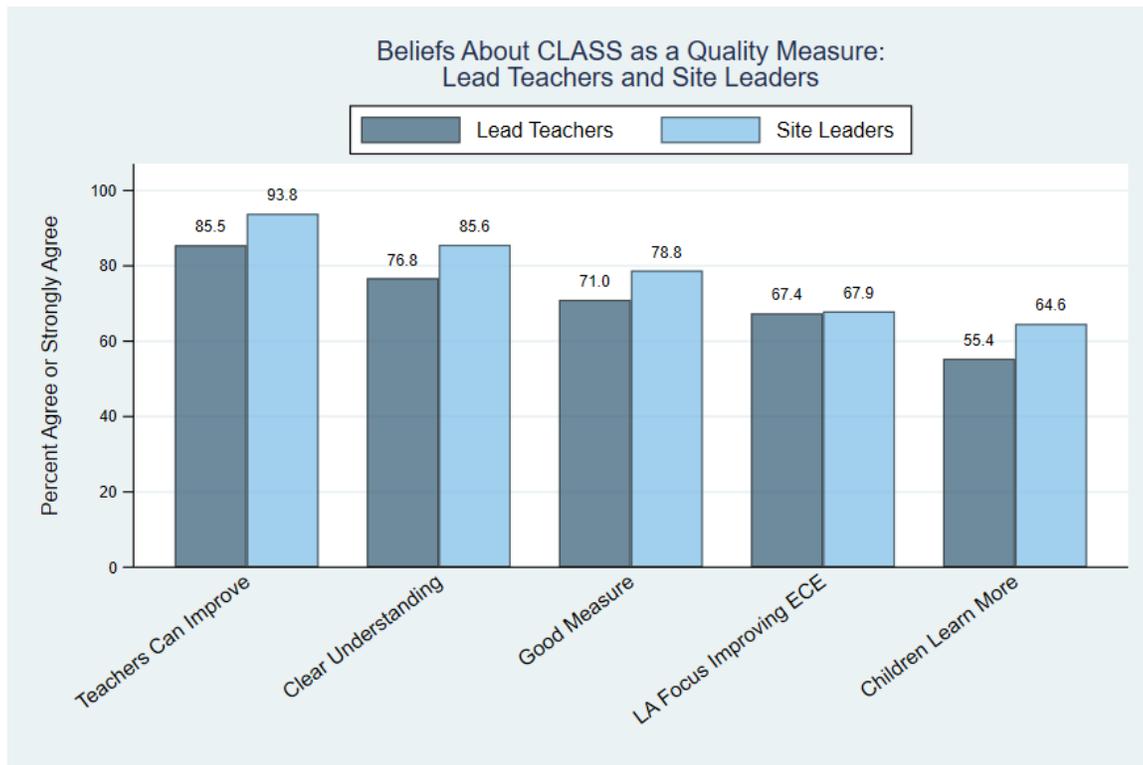
**Beliefs About and Perceptions of CLASS**

The SEE-LA Workforce survey also asked about the extent to which teachers and site leaders believed the CLASS was a useful measure of classroom quality, and about the extent to which CLASS was leading to improvements in their own site and classroom.

Figure 27 shows the extent to which lead teachers and site leaders agree with a set of general statements about the CLASS and its utility. The items include:

- *“With practice and support, **teachers can improve** their CLASS scores.”*
- *“I have a **clear understanding** of what the CLASS measures.”*
- *“CLASS is a **good way to measure** the quality of teachers’ interactions with children.”*
- *“Louisiana’s focus on CLASS will **improve the quality** of ECE sites in the state.”*
- *“**Children learn more** in classrooms with higher CLASS scores.”*

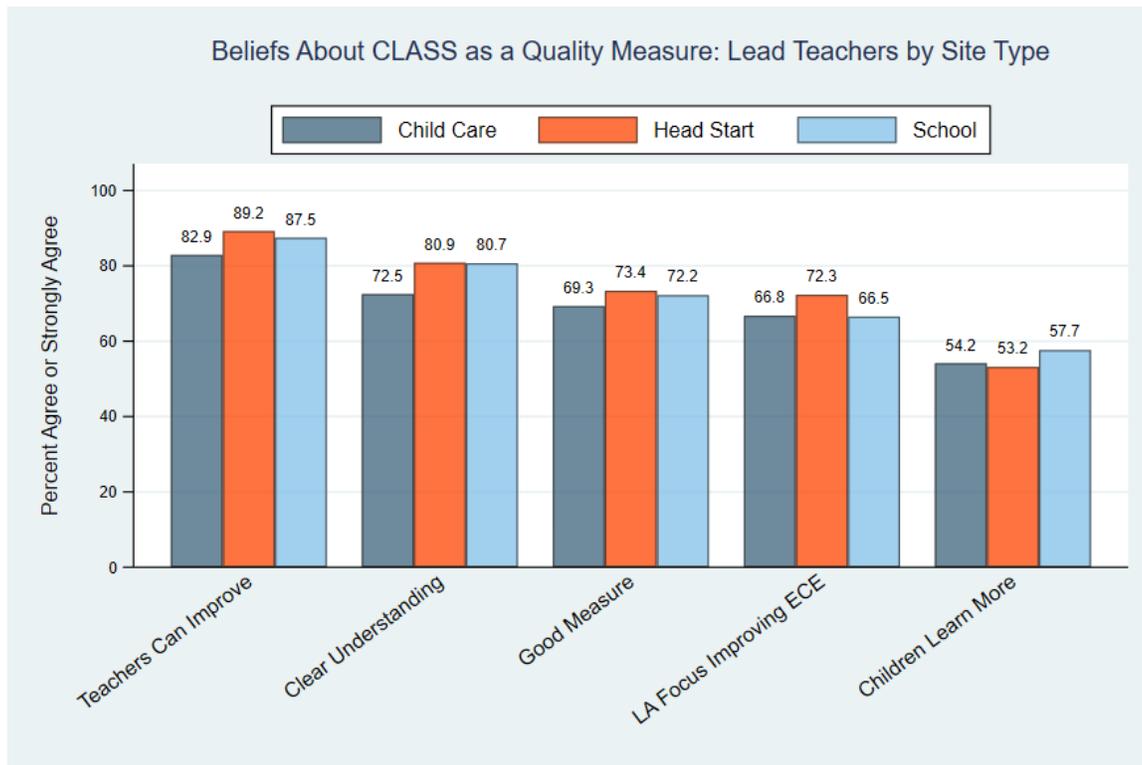
**Figure 27. Beliefs about CLASS as a Quality Measure: Responses from Lead Teachers and Site Leaders**



In general, responses suggest that both lead teachers and site leaders had a clear understanding of the CLASS and a favorable opinion of the tool. The majority of lead teachers and site leaders agreed with each of the statements. Teachers (86%) and leaders (94%) were confident that teachers can improve their CLASS scores with practice and support. Most lead teachers (77%) and leaders (86%) also “agreed” or “strongly agreed” that they had a clear understanding of what the CLASS measures. Of all of the statements, teachers and leaders had the lowest confidence that children learn more in classrooms with higher CLASS scores. Only 55% of lead teachers and 65% of leaders agreed with this statement. For information on assistant teachers’ beliefs about CLASS as a quality measure, see Appendix Figure 11A.

In general, perceptions of the CLASS did not vary substantially across site types. However, lead teachers at child care sites demonstrated the lowest levels of agreement with nearly all of the statements regarding CLASS as a quality measure (Figure 28).

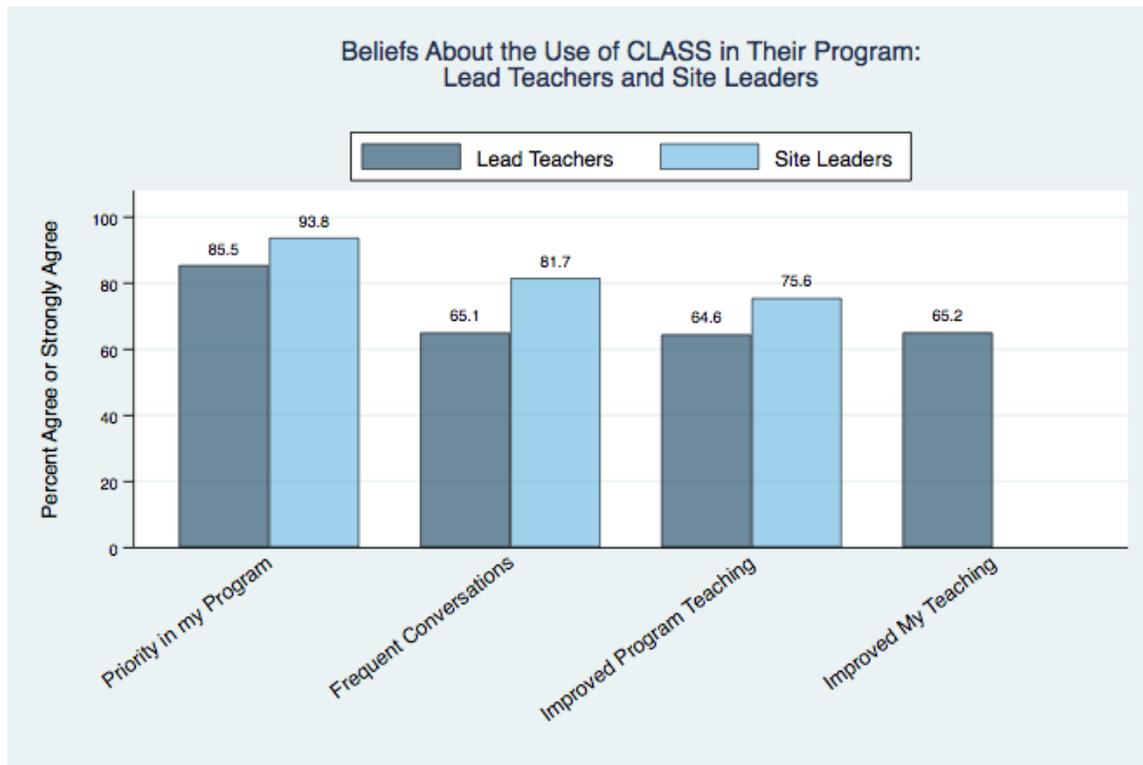
**Figure 28. Beliefs about CLASS as a Quality Measure: Responses from Lead Teachers by Site Type**



In addition to asking early educators about their opinions on CLASS as an overall measure of quality, the SEE-LA Workforce Survey also asked about CLASS use in their own classrooms and sites. The survey asked how much lead teachers and site leaders agreed with the following statements:

- *“Ensuring high quality teacher-child interactions is a **priority for my program.**”*
- *“I have **frequent conversations** with my teachers / director or other teachers about CLASS.”*
- *“The focus on class in my site has led to **real improvements in teaching** at my program.”*
- *“I believe CLASS is **improving my teaching practice.**” (Note: this item was only asked of teachers, not site leaders.)*

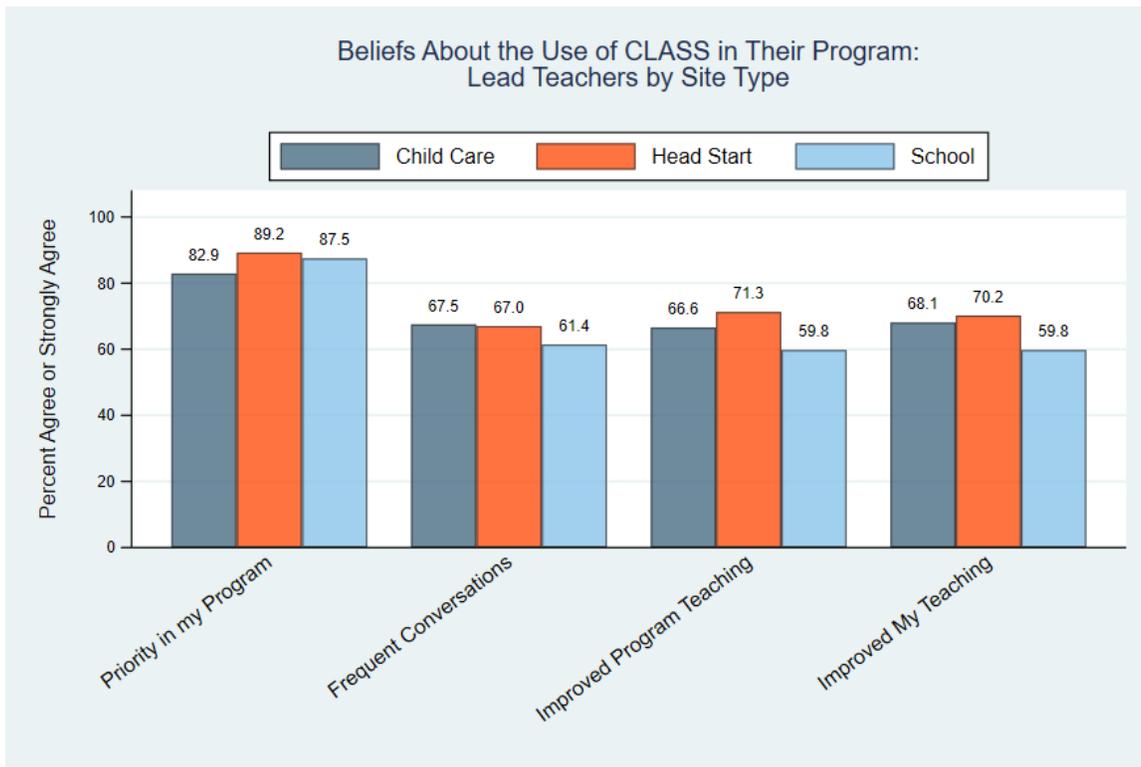
**Figure 29. Beliefs About CLASS in their Program: Responses from Lead Teachers and Site Leaders**



Most lead teachers (86%) and the vast majority of site leaders (94%) agreed that “ensuring high quality teacher-child interactions is a priority for my program” (Figure 29). However, site leaders were 17 percentage points more likely than lead teachers to report that they have frequent conversations about the CLASS. About two-thirds of lead teachers believed CLASS had improved teaching at their program, as did 76% of site leaders. Finally, about two-thirds of teachers believed that the CLASS was improving their own teaching. For information on assistant teachers’ beliefs about CLASS in their programs, see Appendix Figure 12A.

Figure 30 disaggregates these patterns for lead teachers by site type and shows relatively similar patterns across types. Compared to child care and Head Start teachers, school teachers were somewhat less likely to agree that they had frequent CLASS conversations and that CLASS had improved the quality of their own teaching and the teaching at their site.

**Figure 30. Beliefs About CLASS in their Program: Responses from Lead Teachers by Site Type**



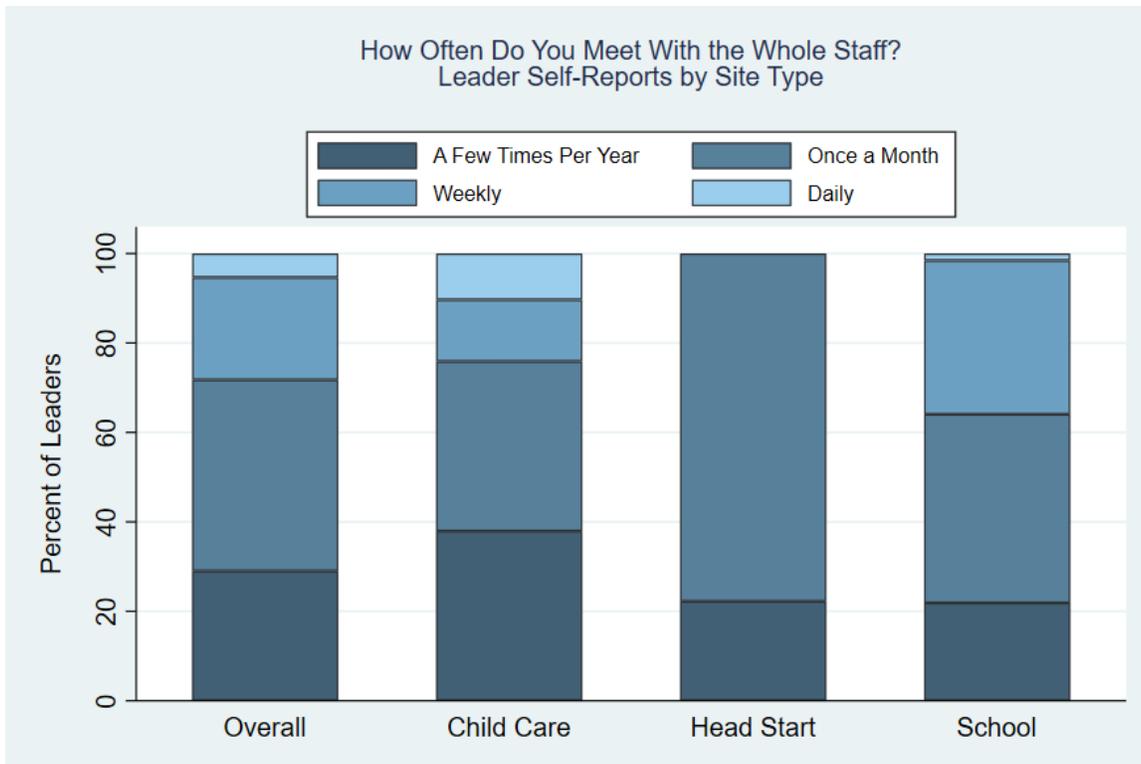
## Section 5: Leadership

Early childhood site leaders (e.g. child care directors, Head Start directors, school principals, etc.) likely play an important role in shaping site quality. This section describes leaders' self-reported practices as well as lead teachers' perspectives of their leaders.

### Staff Meetings

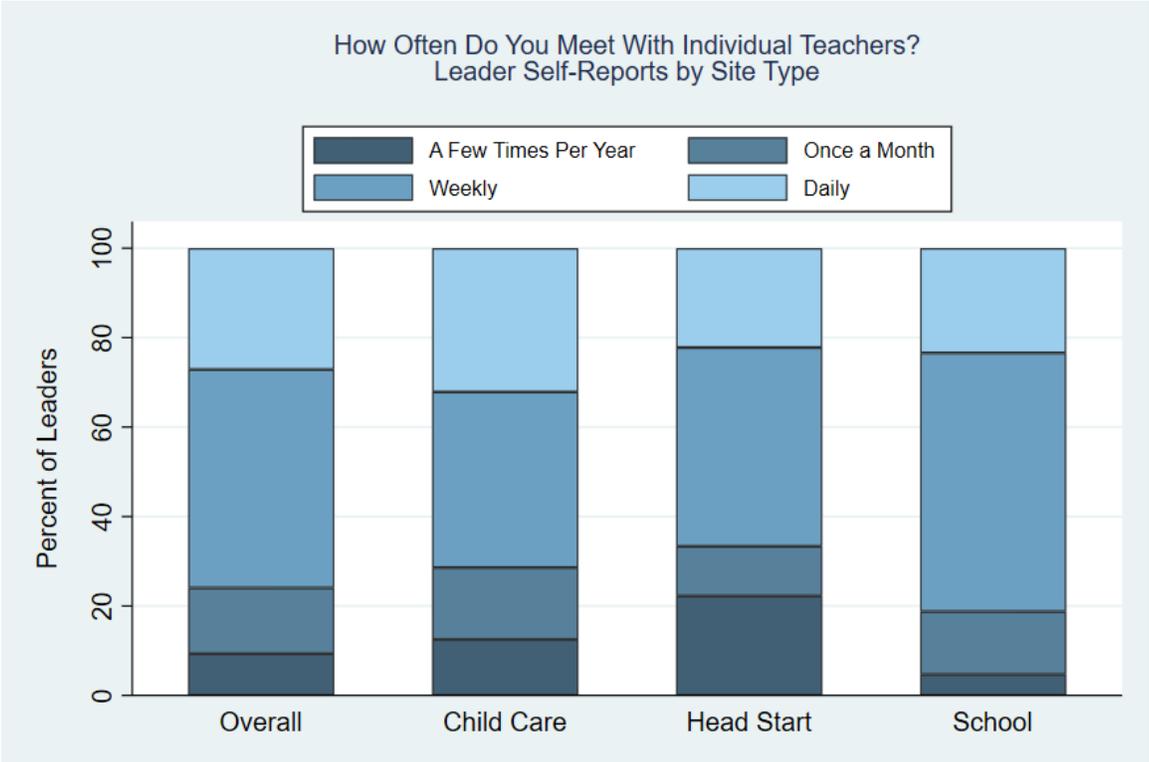
The SEE-LA Workforce Survey asked site leaders to answer a series of questions about the support they provide their teachers. Overall, 28% of site leaders indicated they meet with their full staff daily or weekly, 42% indicated they did so monthly, and another 30% indicated they do so a few times a year (Figure 31). While "never" was a response option for this survey question, no leaders at any site type reported that they never meet with their entire staff. School leaders were most likely to report frequent meetings with the whole staff. Thirty-five percent reported meeting either every day or once a week. In contrast, roughly a quarter of child care site leaders, and no Head Start site leaders, reported meeting with the entire staff on a daily or weekly basis.

**Figure 31. Frequency of Meeting with Entire Staff: Responses from Site Leaders Overall and by Site Type**



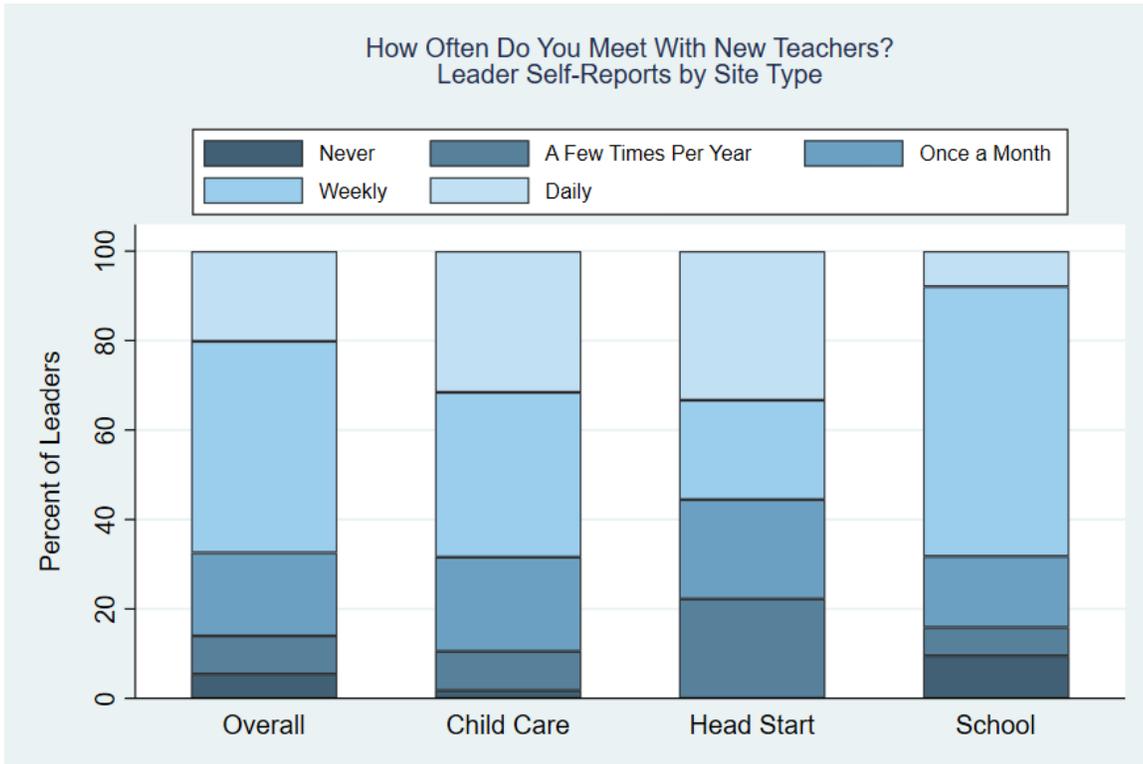
Site leaders were more likely to report frequently meeting with individual teachers than meeting with the whole staff. Overall, about 75% of leaders met with individual teachers daily or weekly, as illustrated in Figure 32. Head Start leaders reported meeting with their teachers less frequently than leaders in other site types. For instance, while 22% of Head Start leaders reported meeting with individual teachers only a few times a year, this figure was 12% among child care leaders and only 5% in schools.

**Figure 32. Frequency of Meetings with Individual Teachers: Responses from Site Leaders Overall and by Site Type**



About two thirds of leaders met with new teachers either daily or weekly (Figure 33). At child care and Head Start sites, a little over one fourth of leaders met with new teachers daily. However, a significant percentage within each site type reported meeting with new teachers infrequently. Notably, about 15% of school leaders and 22% of Head Start leaders reported never meeting with new teachers or only doing so a few times a year.

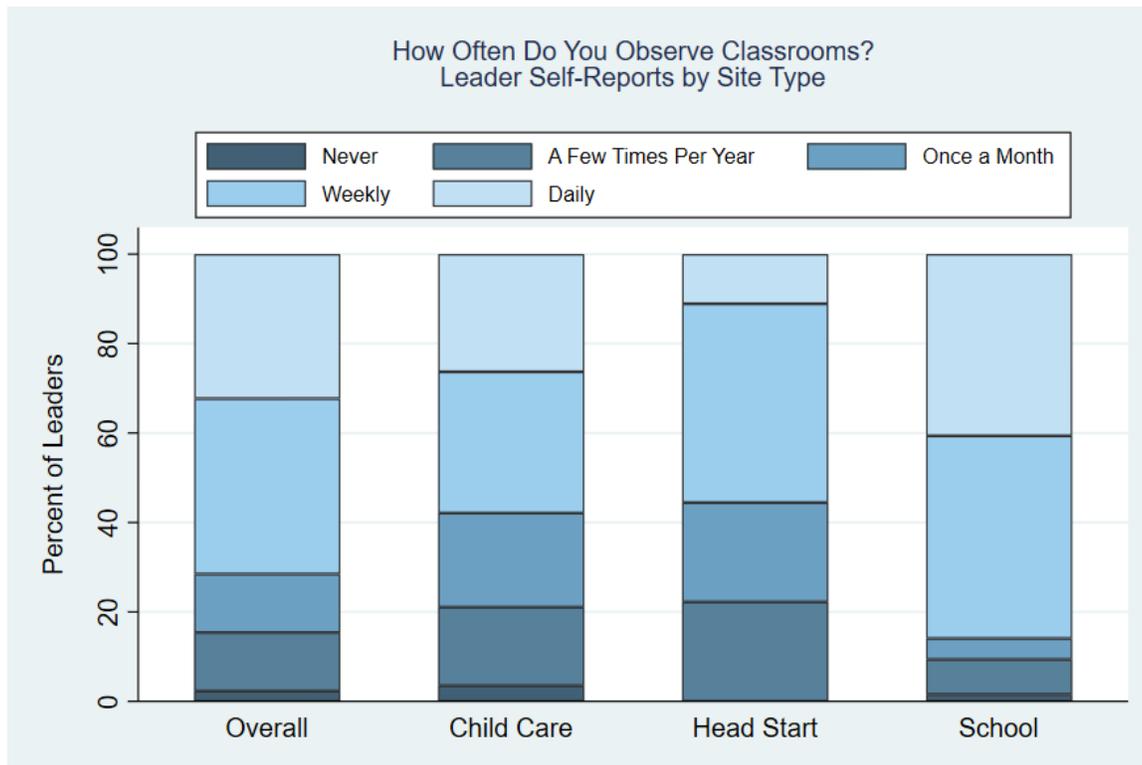
**Figure 33. Frequency of Meetings with New Teachers: Responses from Site Leaders Overall and by Site Type**



**Classroom Observations**

Conducting classroom observations is another key way that many site leaders support their teachers. Overall, about two thirds of leaders reported observing classrooms either daily or weekly (Figure 34). These patterns differ considerably across site types, however. While about 60% of child care and Head Start site leaders reported daily or weekly class observations, 86% of school leaders did.

**Figure 34. Frequency of Classroom Observations: Responses from Site Leaders Overall and by Site Type**



### Evaluation of Leadership

The SEE-LA Workforce Survey also asked leaders to evaluate their own management practices. They were asked how much they disagreed or agreed with each of the following statements:

- *“I respond to teachers’ concerns in a timely manner.”*
- *“I work hard to promote teamwork in this center.”*
- *“My teachers’ well-being is important to me.”*
- *“I know about teachers’ day-to-day classroom experiences.”*
- *“Teachers feel comfortable checking in with me about issues or concerns that are important to them.”*
- *“I provide teachers with regular feedback on their classroom practice.”*
- *“I ensure teachers have structured opportunities to learn from one another.”*

The overwhelming majority of leaders (93% or more) “agreed” or “strongly agreed” with these statements regarding positive leadership practices (not shown).

The SEE-LA Workforce Survey also asked teachers to report on their leaders’ practices and capabilities. Table 11 indicates the percentage of teachers who “agreed” or “strongly agreed” with a set of statements about their leaders.

**Table 11. Reports of Leader Management Practices: Responses by Lead Teachers**

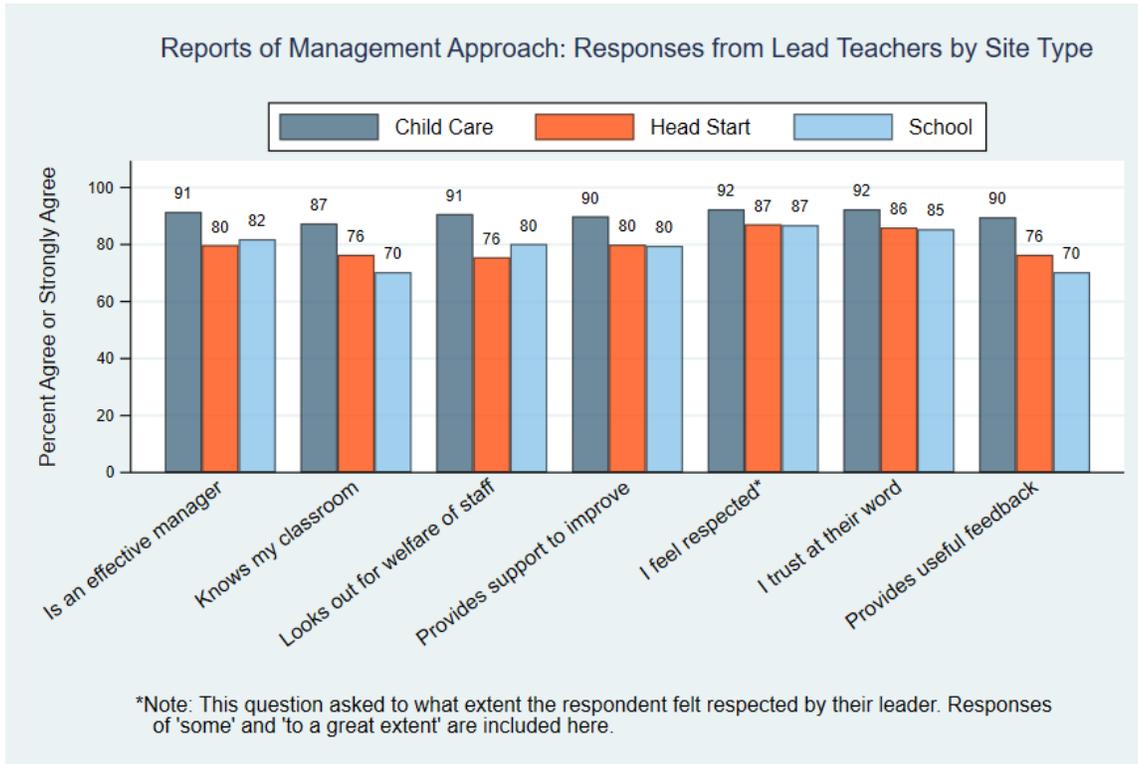
	Percent “Agree” or “Strongly Agree”
The site leader is an effective manager who makes the school run smoothly.	86.3%
The site leader knows what's going on in my classroom.	89.6%
The site leader looks out for the personal welfare of the staff members.	88.9%
I trust the site leader at their word.	79.3%
The site leader provides me with useful feedback to improve my teaching.	84.6%
To what extent do you feel respected by your site leader?*	84.7%

*\*Note: This question asked to what extent the respondent felt respected by their leader. Responses of “some” and “to a great extent” are included here.*

The majority of lead teachers reported favorable perceptions of their leaders. For example, 86% considered their leader an effective manager, and 90% agreed that the leader knows what’s going in in the classroom. However, about 20% of lead teachers “disagreed” or “strongly disagreed” that they could trust their leaders at their word. Further, 15% of teachers did not believe their leader provides useful feedback, or that their site leader shows them respect. For information on assistant teachers’ reports of leader management practices, see Appendix Table 3A.

Additionally, there were notable differences in teachers’ perceptions of leaders across site types. As illustrated in Figure 35, child care teachers were most likely to be satisfied with their leaders’ practices. For all seven statements, the child care teachers were most likely to “agree” or “strongly agree” with positive statements regarding their leaders’ practices. In fact, 90% of child care teachers agreed that “My leader provides useful feedback,” a proportion that was a full 20 percentage points higher than among school teachers.

**Figure 35. Reports of Management Approach: Responses from Lead Teachers by Site Type**



## Section 6: Compensation & Supports

The early childhood workforce in the United States is characterized by low pay and many ECE educators face challenges making ends meet. Low wages make it difficult to attract and retain qualified educators (National Research Council and Institute of Medicine, 2015). This section examines the compensation and benefits of teachers and leaders.<sup>5</sup>

### Salary

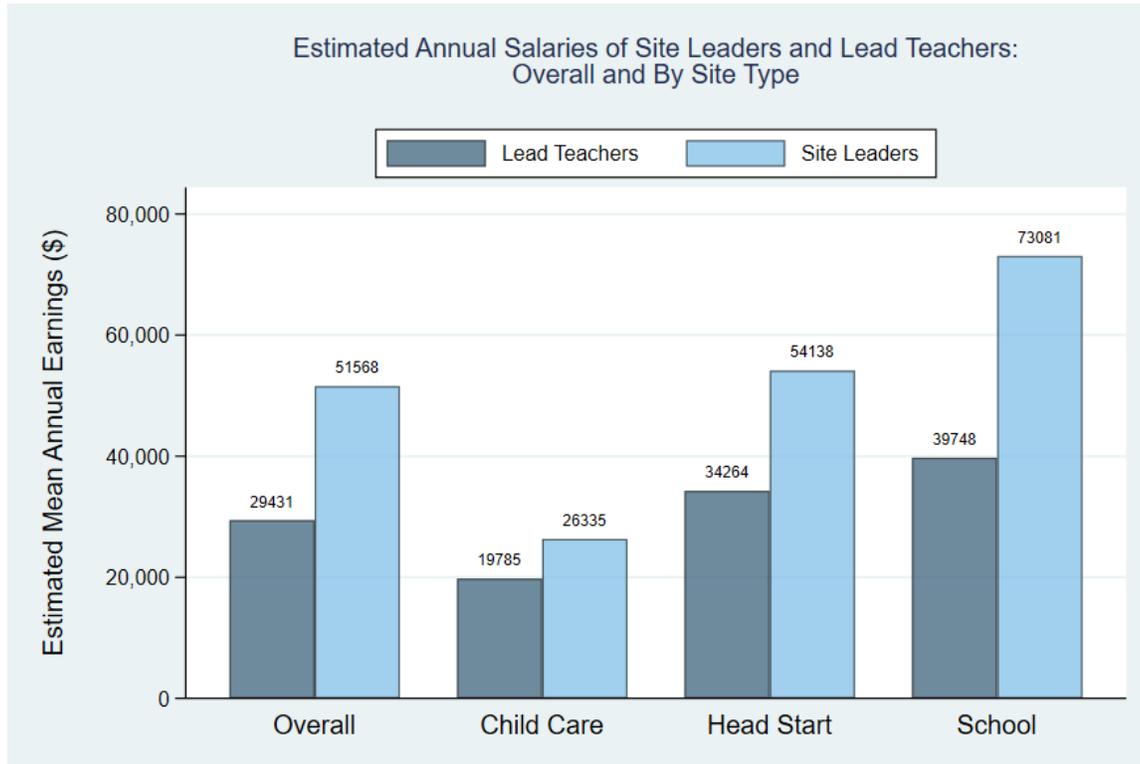
Overall, lead teachers earned approximately \$29,400 per year or, \$14.35/hour – only 138% of the 2019 Federal Poverty Level for a family of four. For site leaders, the average annual salary was \$51,568 per year.

Figure 36 shows both lead teacher and site leader annual salaries by site type. Child care lead teachers and leaders received the lowest annual average salary. Lead teachers at child care sites earned an average annual salary of \$19,785, half of what lead teachers at schools earned (\$39,748). Further, while child care site leaders earned \$26,335 annually, school site leaders earned roughly three times more: \$73,081 on average. The Head Start workforce also earned considerably more than the child care workforce, though less than school employees.

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<sup>5</sup> To report compensation, teachers and leaders were asked to provide a dollar amount and select a corresponding time period. For example, a respondent may have entered “10” as the dollar amount, and then selected “hourly” from the time period options. The amounts presented here were calculated by assuming a full-time, full-year work schedule (because many early childhood sites operate year-round) and multiplying or dividing dollar amounts as appropriate based on the time period. For example, the response of \$10 per hour would be multiplied by 40 (hours per week), and then multiplied by 52 (weeks per year) to arrive at an estimated annual salary. Nearly all school teachers reported annual salaries, in line with what is reported here, and as such represents their school year earnings, but not their potential for a second job in the summer.

**Figure 36. Estimated Annual Earnings of Lead Teachers and Site Leaders**



For a similar breakdown of assistant teachers’ average estimated annual salary, see Appendix Figure 13A.

**Hours Worked**

The SEE-LA Workforce Survey also asked respondents to record the number of hours they work in a typical week. As seen in Table 12, site leaders reported more hours per week (44) than lead teachers (36). For information on how many hours a week assistant teachers work, see Appendix Table 4A.

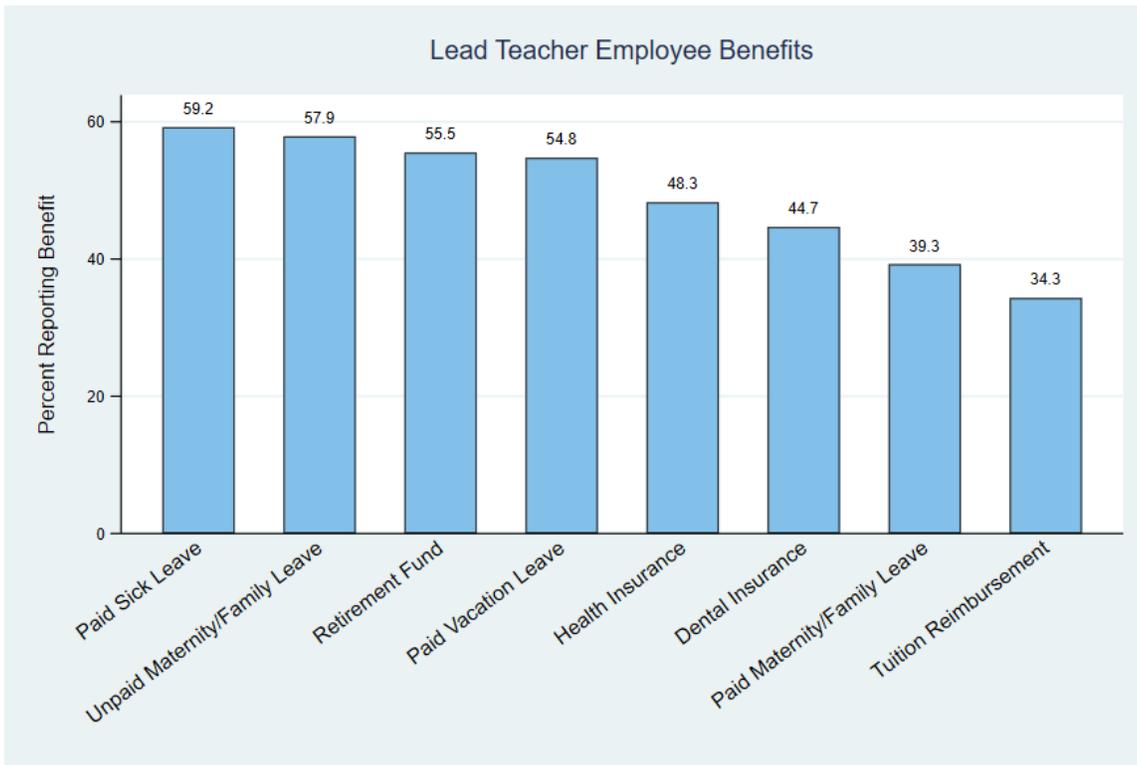
**Table 12. Hours Worked Per Week: Responses from Lead Teachers and Site Leaders**

	<u>Lead Teachers</u>				<u>Site Leaders</u>			
	CC	HS	School	Overall	CC	HS	School	Overall
Hours per Week	37	40.4	33.9	36.2	40	39.1	48.2	43.9

**Benefits**

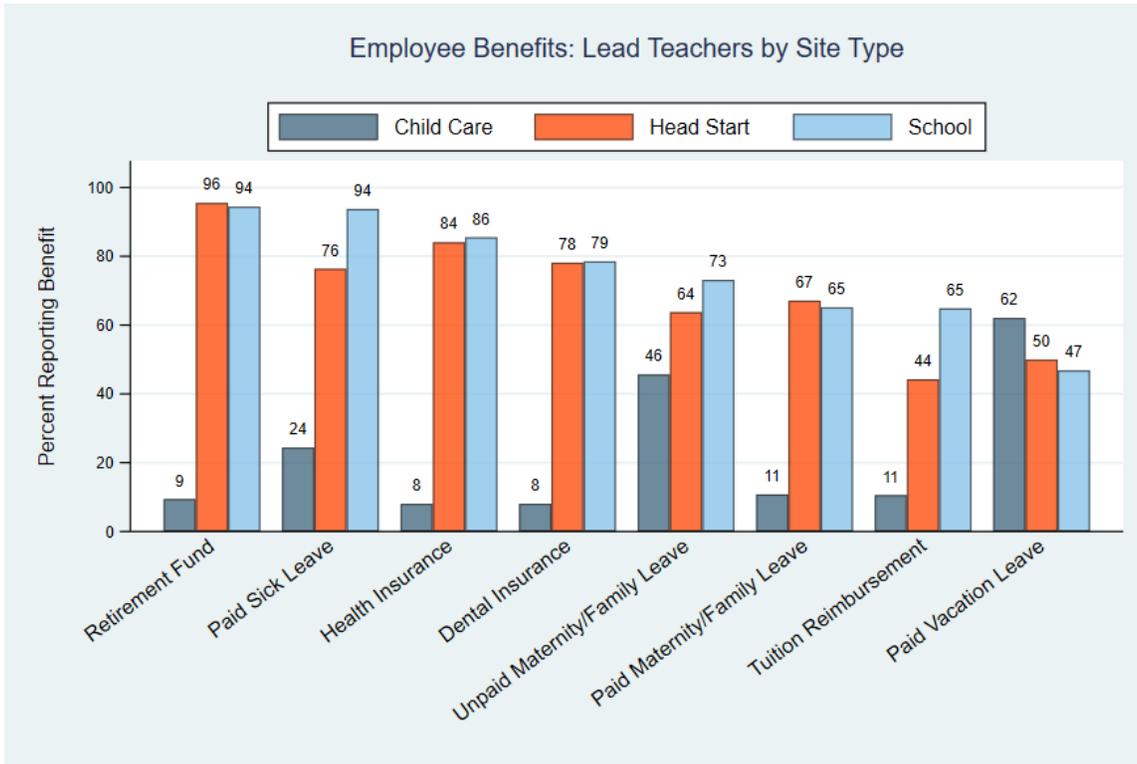
The SEE-LA Workforce Survey also asked respondents to report the job benefits available to them through their site. Figure 37 shows the benefits available to teachers overall.

**Figure 37. Employee Benefits: Responses from Lead Teachers**



This masks substantial heterogeneity by site type, however (Figure 38). Comparing across site types, child care teachers were far less likely to receive each benefit. For instance, the percentage of Head Start and school teachers who received health insurance from their site was approximately 10 times greater than that of child care teachers. Moreover, the percentage of teachers who received paid maternity/family leave was more than 6 times lower for child care lead teachers than for Head Start sites and schools: only 11% of child care teacher reported receiving this benefit from their site, as compared to 67% and 65% of Head Start and school teachers, respectively.

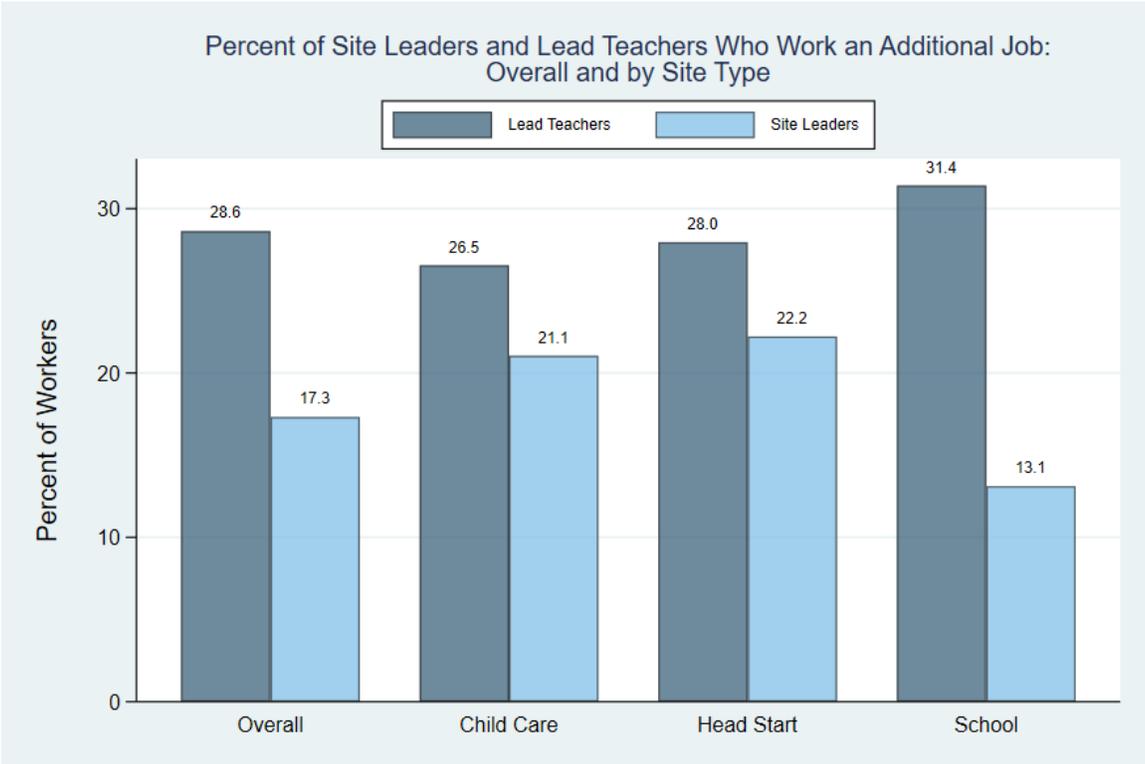
**Figure 38. Employee Benefits: Responses from Lead Teachers by Site Type**



**Working a Second Job**

Finally, a significant proportion of early childhood workers held additional jobs to supplement their income (Figure 39). Almost 30% of lead teachers and 20% of leaders worked at another job outside of their site. School lead teachers were most likely to do so, with almost one-third taking on extra work, despite earning the highest annual salary of the three site types (though this may include work during summer vacation). Further, slightly over 20% of child care and Head Start site leaders worked a second job, despite working roughly 40 hours a week in their primary roles. For information about the additional work of assistant teachers, see Appendix Figure 14A.

**Figure 39. Percent that Work an Additional Job: Responses from Lead Teachers and Site Leaders by Site Type**



## Section 7: Wellbeing

Low pay and other job stressors can negatively influence the wellbeing of the ECE workforce, which is a significant concern both for the educators themselves and for the young children they serve. Studies show that children in early childhood classrooms with more depressed teachers experience less growth in social-emotional skills (Roberts et al., 2016). The SEE-LA Workforce Survey asked teachers and leaders to report on (1) their emotional and mental wellbeing and (2) their financial security and food security.

### Emotional and Mental Wellbeing

Teachers and leaders completed the Center for Epidemiologic Studies Depression Scale Short Form (CES-D-SF), a seven-item questionnaire that measures the frequency and severity of depression symptoms.<sup>6</sup> The CES-D short form asks participants to report how often they experienced lack of appetite, trouble concentrating, inadequate sleep, sadness, and fatigue in the past week.

Overall, 24% of lead teachers and approximately 22% of site leaders scored at least an 8 on the CES-D-SF and therefore are considered at risk for clinical depression. In comparison, in the United States, 7% of all adults and 8.6% of female adults experienced at least one depressive episode in 2017 (National Institute of Mental Health). Survey data from the Centers for Disease Control indicate that, nationwide, 19.8% of women who earn less than 100% of the Federal Poverty Level, and 13.9% of women who earn between 100-200% of the Federal Poverty Level, were at risk for depression between 2013-2019 (Brody et al., 2018). For information on assistant teachers' depression risk, see Appendix Table 5A.

Table 13 shows that teachers at schools were the most likely to meet the clinical threshold for depression risk (27%), compared to 22% of child care teachers and one fifth of all Head Start teachers.

**Table 13. Percent Meeting CES-D-SF Clinical Threshold: Lead Teachers and Site Leaders**

	<u>Lead Teachers</u>				<u>Site Leaders</u>			
	CC	HS	School	Overall	CC	HS	School	Overall
% Meeting Clinical Threshold	22.0%	20.2%	27.2%	23.8%	27.1%	11.1%	18.8%	22.0%

<sup>6</sup> Response options were: (1) rarely or never, (2) some or a little, (3) occasionally or moderately, (4) most or all of the time, or (5) don't know. The scale is coded such that "rarely or never" receives a score of zero and "most or all of the time" receives a score of three. These scores are summed to produce a total such that higher scores indicate greater severity of depression. The CES-D-SF cutoff score for identifying individuals at risk for clinical depression is a score of 8 (Levine 2013). These scores have been shown to be a valid and reliable measure of depression.

Figure 40 illustrates the percent of lead teachers who experienced specific depression symptoms “occasionally” or “most of the time” in the past week. Nearly 40% of lead teachers reported having felt “that everything I did was an effort,” and over one-quarter of teachers reported they experienced restless sleep. More than 10% of leader teachers indicated they “felt sad” or “felt depressed” occasionally or most of the time in the past week.

**Figure 40. Percent Lead Teachers Experiencing Depression Symptoms**

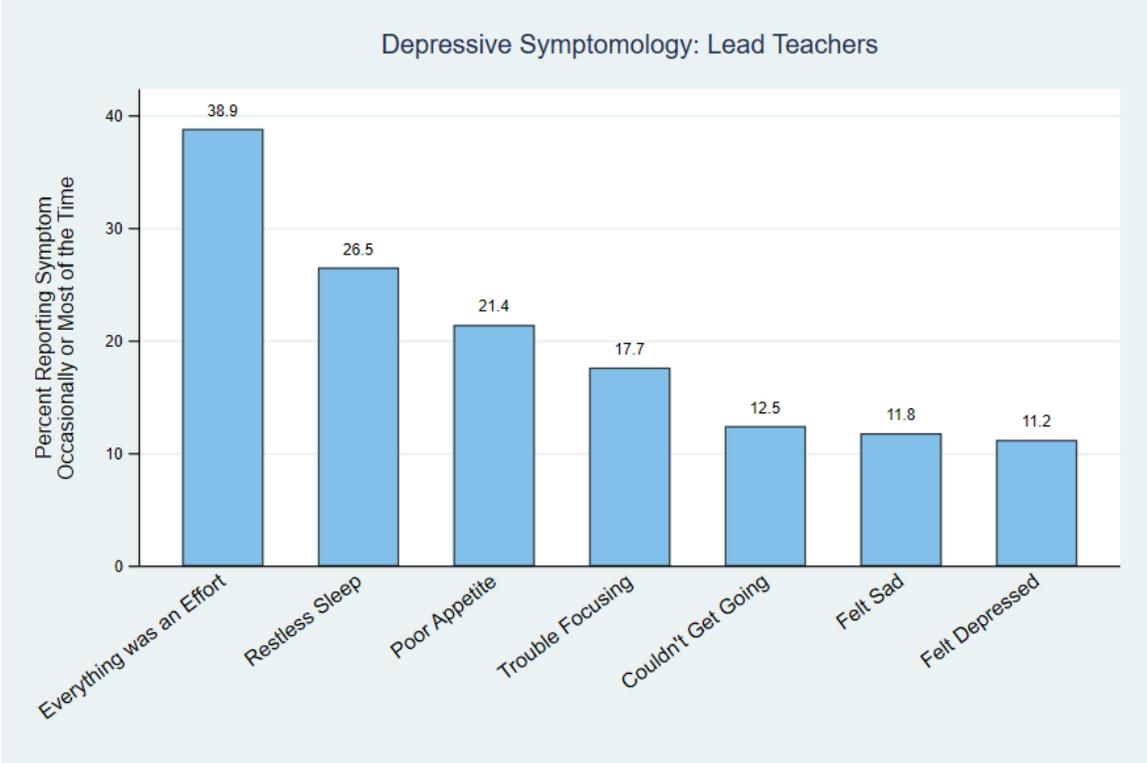
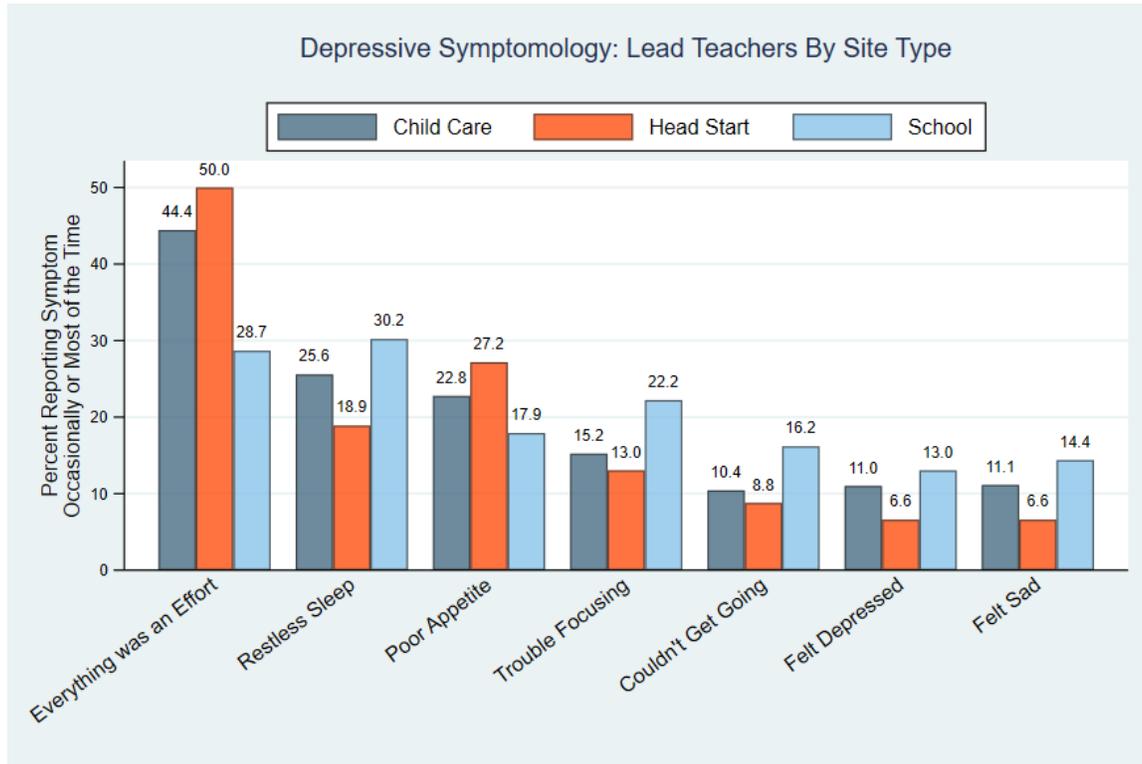


Figure 41 shows differences in depressive symptomology across teachers at different site types. Substantially fewer school-based teachers reported feeling that “everything was an effort” than Head Start or child care teachers, although they were the most likely of the three groups to experience many of the symptoms, including restless sleep, trouble focusing, low energy (“couldn’t get going”), and feelings of sadness.

**Figure 41. Percent Lead Teachers Experiencing Depression Symptoms by Site Type**

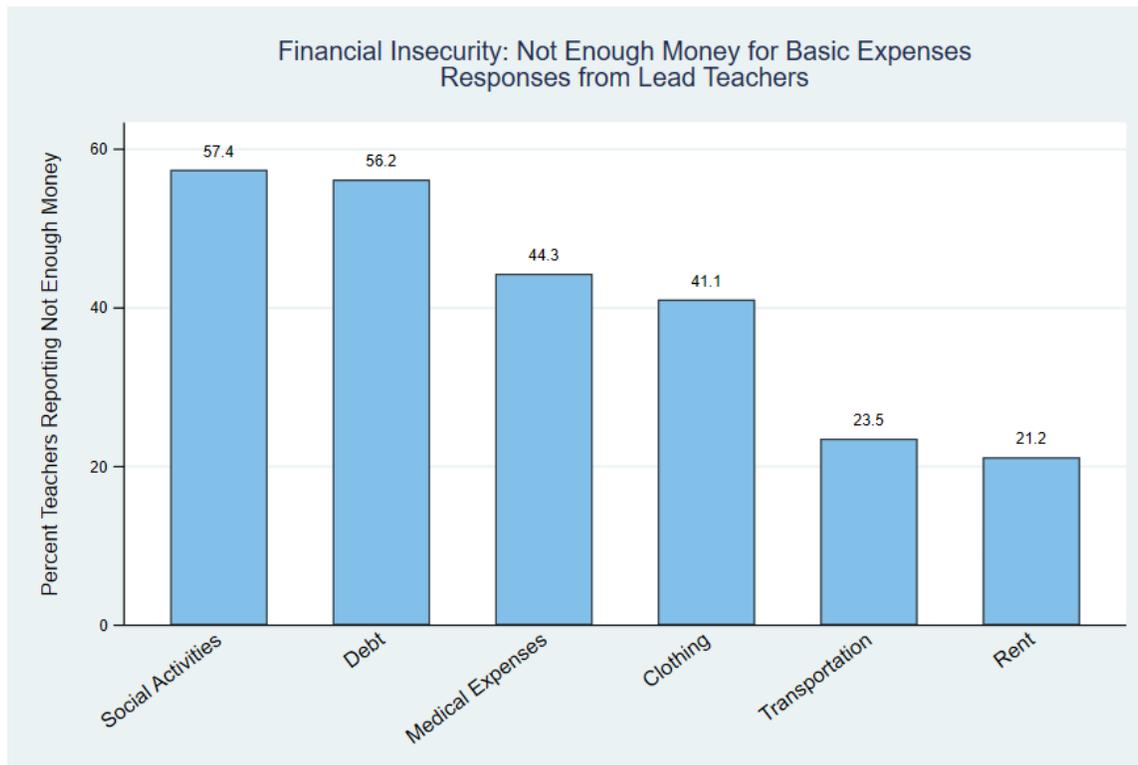


**Financial Security and Food Security**

Survey respondents were also asked to report on their financial wellbeing and food security. The workforce’s low wages impact educators’ ability to afford basic expenses such as housing, food, and healthcare. Likewise, food security—reliable access to a sufficient quantity of affordable, nutritious food—is critical to an individual’s mental and physical wellbeing.

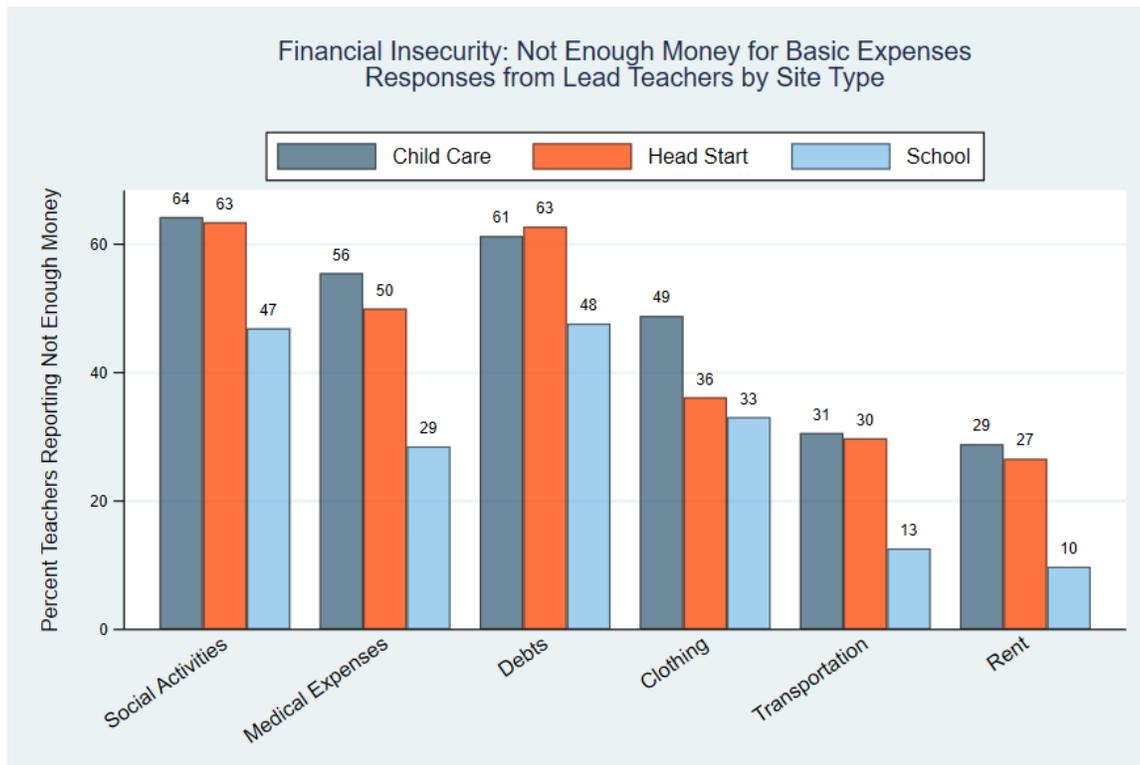
Results indicate that a substantial proportion of lead teachers could not afford basic necessities (Figure 42). Over 40% of lead teachers indicated they did not have enough money for medical expenses in the last 3 months and over 20% could not afford rent. Almost 60% of lead teachers also could not afford to pay their debts, which could have a negative impact on future financial security. For information financial security for assistant teachers and site leaders, see Appendix Table 6A.

**Figure 42. Percent that Could Not Afford Basic Expenses: Responses from Lead Teachers**



Lead teachers at child care and Head Start sites were much more likely than school teachers to report not being able to afford each type of expense (Figure 43). This trend aligns with lead teachers' self-reported salaries and wages: child care and Head Start teachers received lower pay than school teachers on average. While 29% of school-based pre-kindergarten teachers reported not being able to afford medical expenses, almost double the percentage of child care teachers – who were the least likely to have health insurance provided by their site – shared this response. Child care and Head Start teachers were also at least twice as likely to report not being able to afford transportation and rent. It is worth noting however, that while less pronounced, large proportions of school teachers were also financially insecure, as is particularly apparent in the inability of more than half of all school-based teachers to pay for debt. To see a similar breakdown for assistant teachers and site leaders, see Appendix Figures 16A and 17A.

**Figure 43. Percent that Could Not Afford Basic Expenses: Responses from Lead Teachers by Site Type**



In addition to these expenses, the SEE-LA Workforce Survey asked teachers to report how often in three months prior to the survey they were unable to afford balanced meals, as well as how often they had run out of food and could not afford to buy more (Table 14). About 40% of lead teachers responded affirmatively to each question, suggesting high levels of food insecurity among early educators. Similar to the findings on financial insecurity, lead teachers at child care and Head Start sites were more likely to experience food insecurity than school-based pre-kindergarten teachers. More than 40% of child care and Head Start teachers could not afford to buy an adequate amount of food - more than 10 percentage points higher than school-based pre-kindergarten teachers. Child care and Head Start lead teachers were also more likely to report not being able to afford balanced meals. For information on site leader and assistant teacher food security, see Appendix Table 7A.

**Table 14. Food Insecurity: Responses from Lead Teachers by Site Type**

	Child Care	Head Start	School	Overall
"I couldn't afford to eat balanced meals": % Teachers Responding "Sometimes" or "Often"	43.9%	45.3%	37.8%	41.3%
"The food I bought didn't last and I didn't have the money to buy more": % Teachers Responding "Sometimes" or "Often"	49.4%	47%	36.1%	43.1%

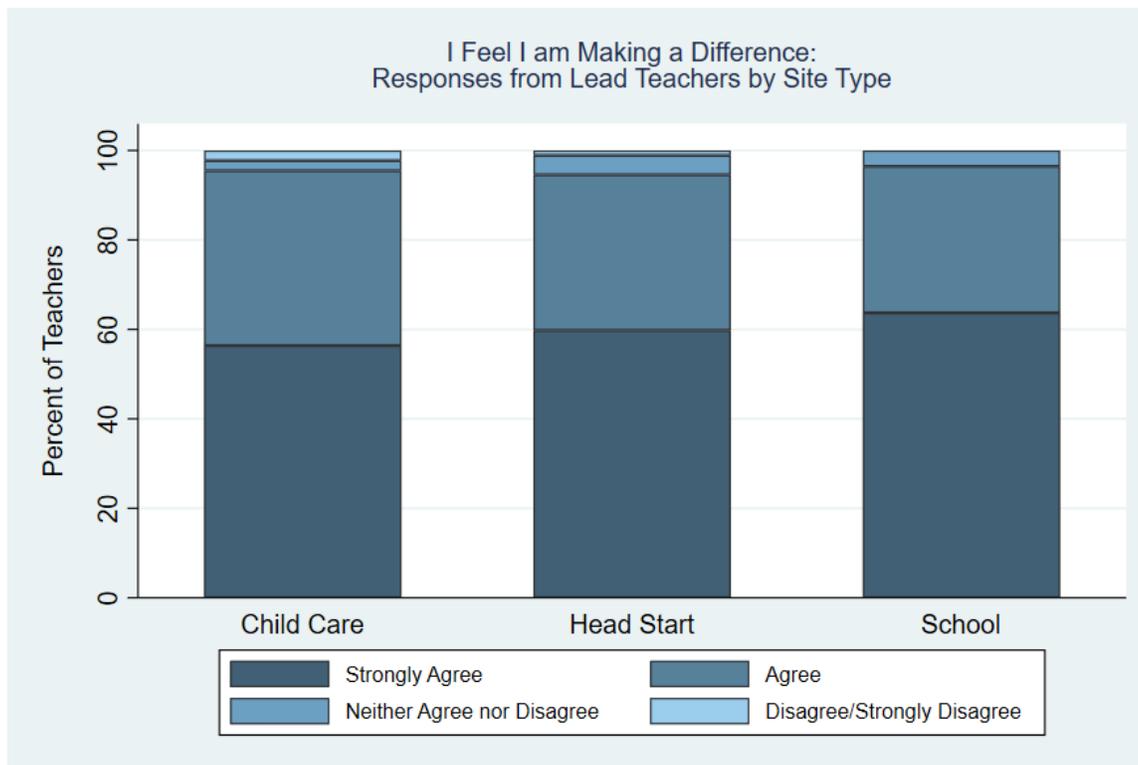
## Section 8: Job Satisfaction, Job Commitment, and Teacher Turnover

Nationally, the early childhood education workforce is characterized by high levels of teacher turnover, which can pose challenges for quality improvement efforts and negatively impact children. This section examines teachers' satisfaction with their jobs as well as site leaders' perspectives on lead teacher turnover and hiring.

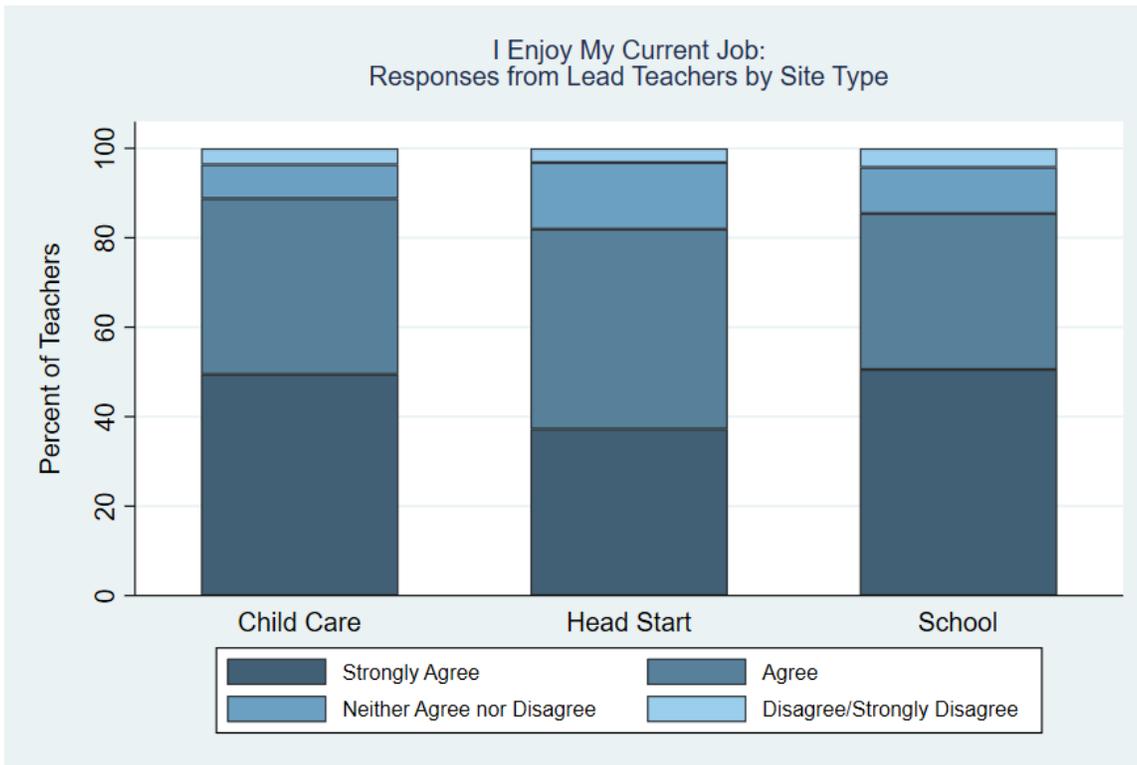
### Satisfaction

Overall, lead teachers reported high levels of satisfaction with the contribution their work makes. In each site type, over 90% of lead teachers reported they felt they were making a difference (Figure 44). Additionally, over 80% of lead teachers in each site type "agreed" or "strongly agreed" that they enjoy their job (Figure 45), and over 75% indicated that they would choose to teach early childhood education again "if they could start over" (Figure 46). Similarly, about 75% of teachers overall indicated they planned on staying in their current roles until August of 2019, which was about 9-10 months after they took the survey (Figure 47). For information on assistant teachers' satisfaction and job commitment, see Appendix Figures 18A through 21A.

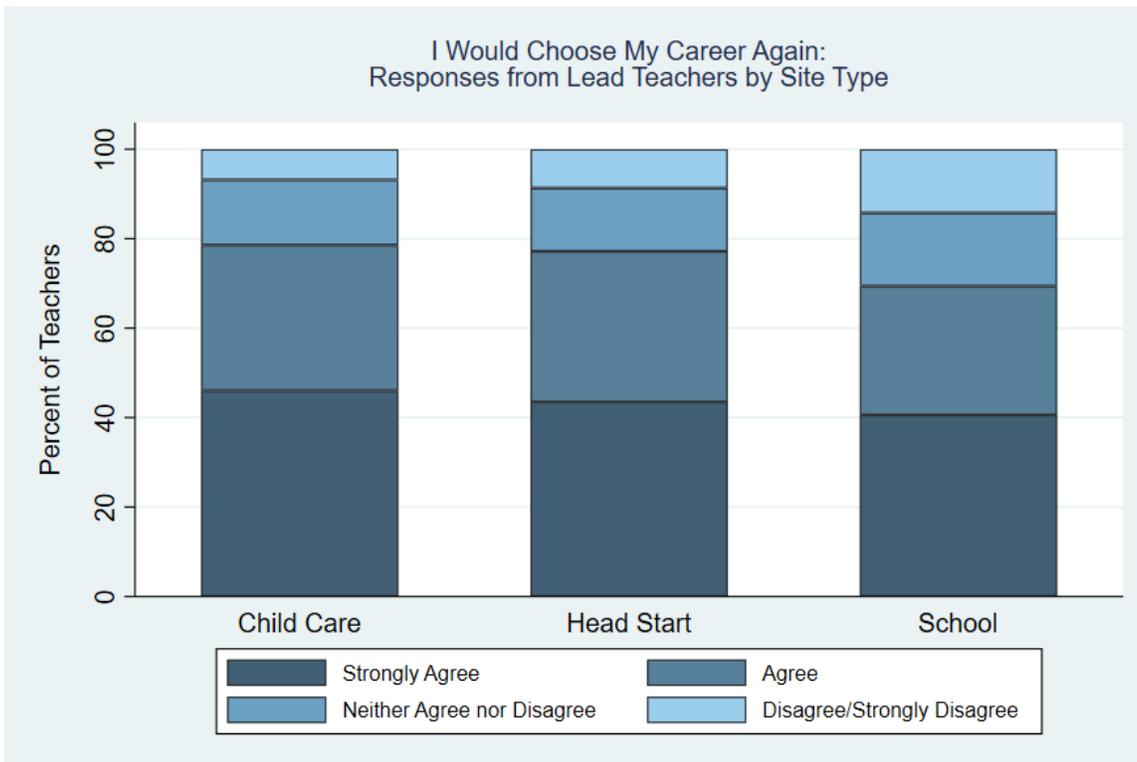
Figure 44. "I Feel I am Making a Difference": Responses from Lead Teachers by Site Type



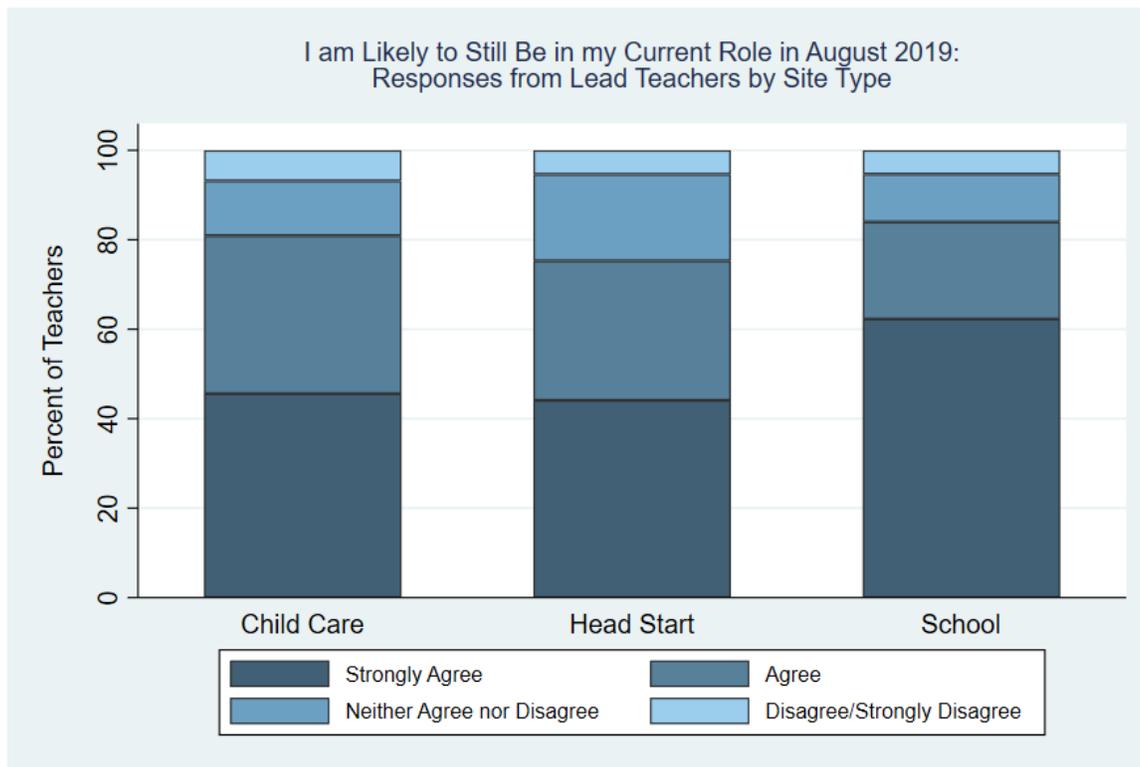
**Figure 45. "I Enjoy My Current Job": Response from Lead Teachers by Site Type**



**Figure 46. "I Would Choose My Career Again": Responses from Lead Teachers by Site Type**



**Figure 47. Intention to Remain in Current Role: Responses from Lead Teacher by Site Type**

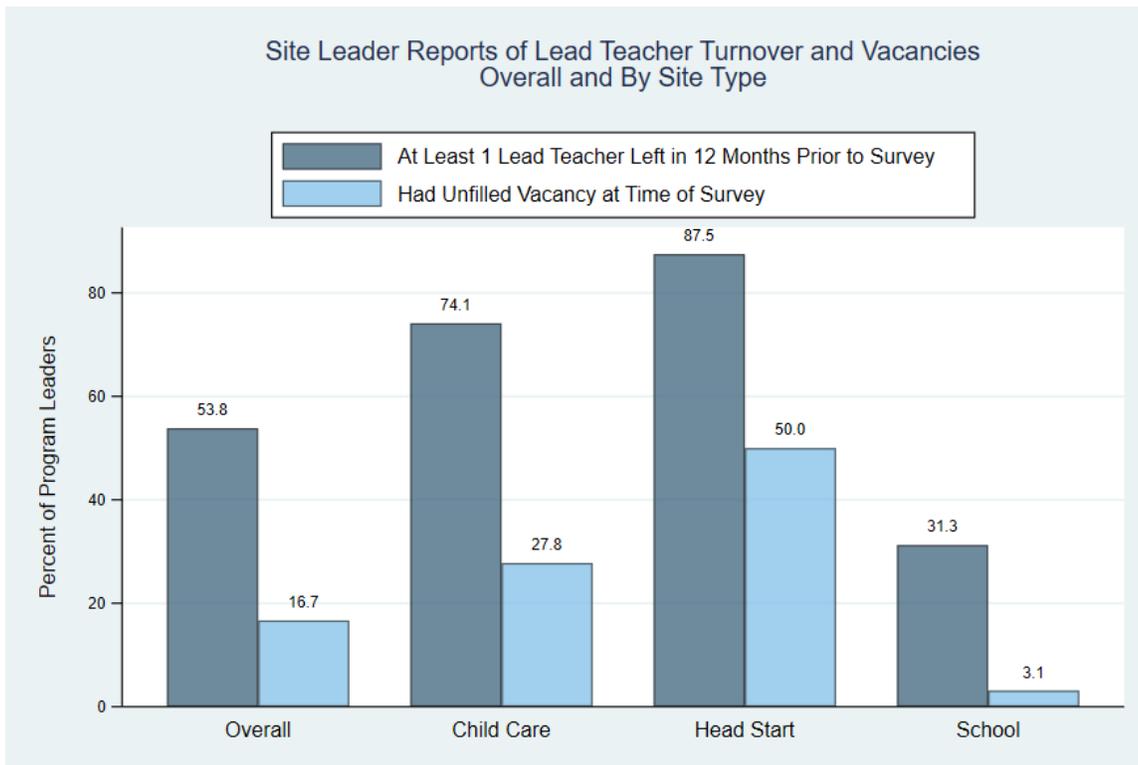


**Turnover**

Although the majority of lead teachers indicated they planned to stay in their positions, more than half of all site leaders reported teacher turnover in the 12 months prior to completing the survey. A far greater percentage of child care and Head Start leaders reported experiencing turnover than did school leaders (Figure 48). Just under a third of school leaders reported having at least one teacher leave her/his position in the last year. In contrast, nearly three-quarters of child care and 88% of Head Start leaders reported at least one teacher leaving.

A much larger percent of child care and Head Start site leaders also reported having an unfilled teaching position at their program. Only 3% of school leaders indicated that they had an unfilled lead teacher position. In contrast, roughly a third of child care leaders and half of Head Start leaders reported having a lead teacher position vacancy at their program.

**Figure 48. Teacher Turnover and Vacancies: Responses from Site Leaders Overall and by Site Type**



The survey also asked leaders who reported experiencing teacher turnover in the past 12 month to indicate whether or not teachers left for each of a set of possible reasons (Figure 49). More than half of site leaders who indicated that at least one of their lead teachers had left in the past year reported that a lead teacher left for “personal reasons (health, baby, moving, etc.),” and almost a third of these leaders had terminated at least one teacher or had a teacher leave to take a non-teaching position. About one fifth of leaders who experienced turnover indicated they had a teacher leave for a teaching position at a public school or at a nonpublic school.

**Figure 49. Teachers' Reasons for Leaving Position: Responses from Site Leaders**

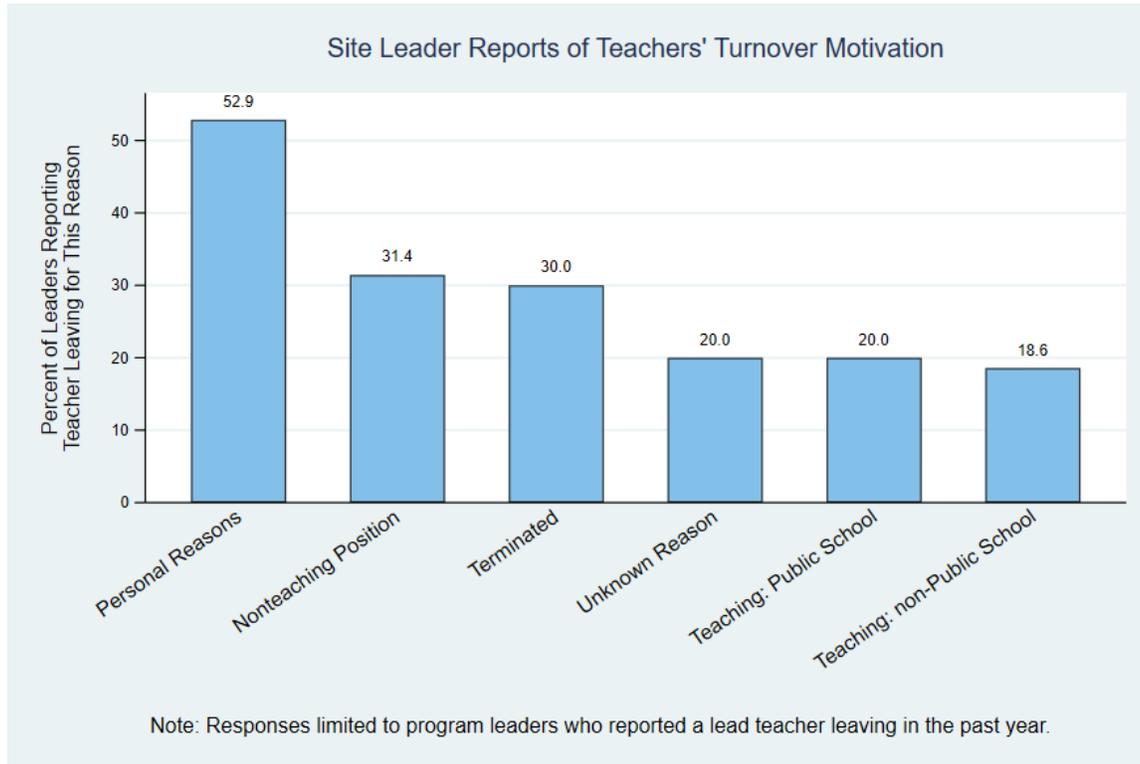
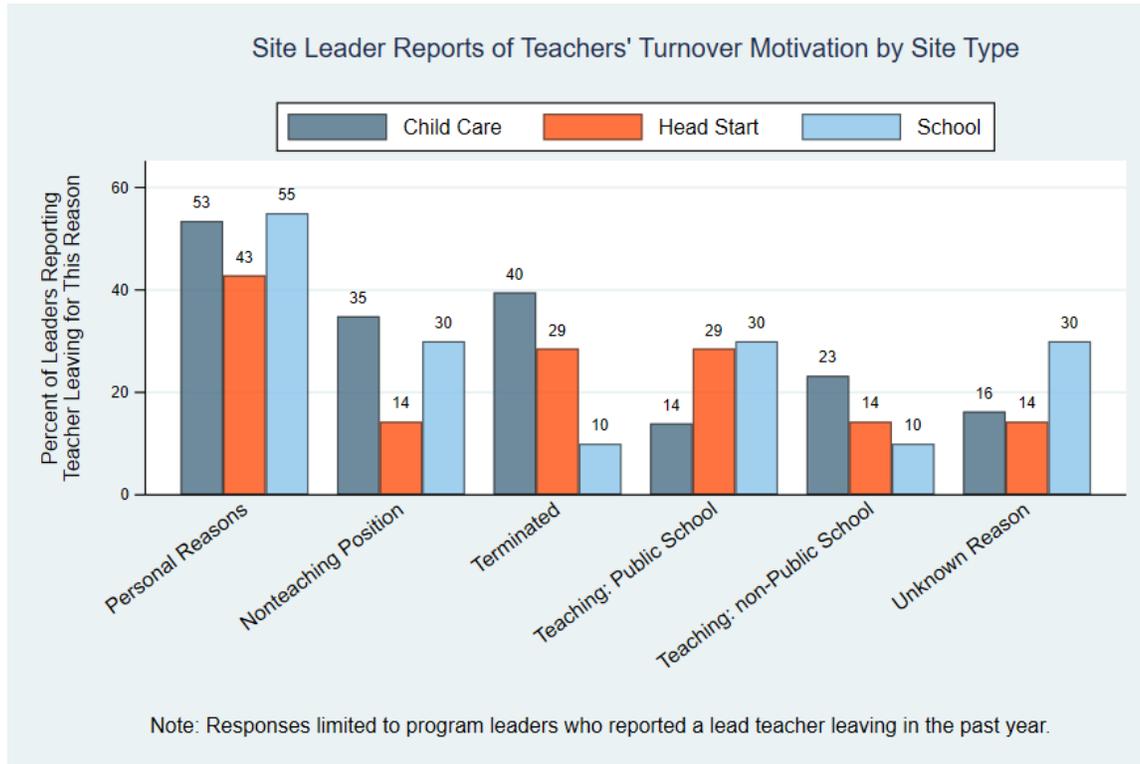


Figure 50 indicates substantial differences across site types in reasons for teacher turnover. For instance, 40% of child care teachers reported terminating at least one lead teacher over the past 12 months, as did about 30% of leaders in Head Start centers. In contrast, only 10% of school leaders reported terminating a teacher in the past 12 months. Child care leaders were more likely than Head Start and school leaders to indicate teachers left for teaching positions *outside* the public schools, but less likely to report teacher exits for positions in the schools. While 10% of school sites had teachers leave to take on a teaching position in a non-public school, 30% of school leaders reported teachers left their site but remained in the public school system.

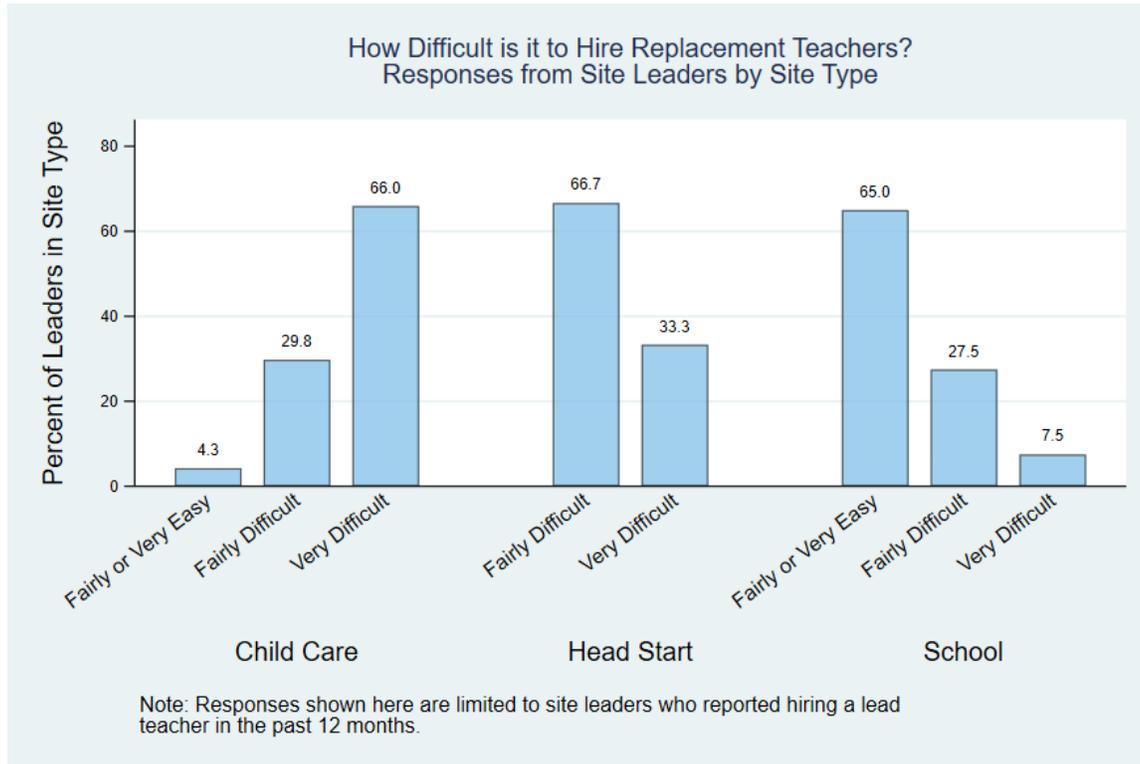
**Figure 50. Teachers’ Reasons for Leaving Position: Responses from Site Leaders by Site Type**



**Hiring**

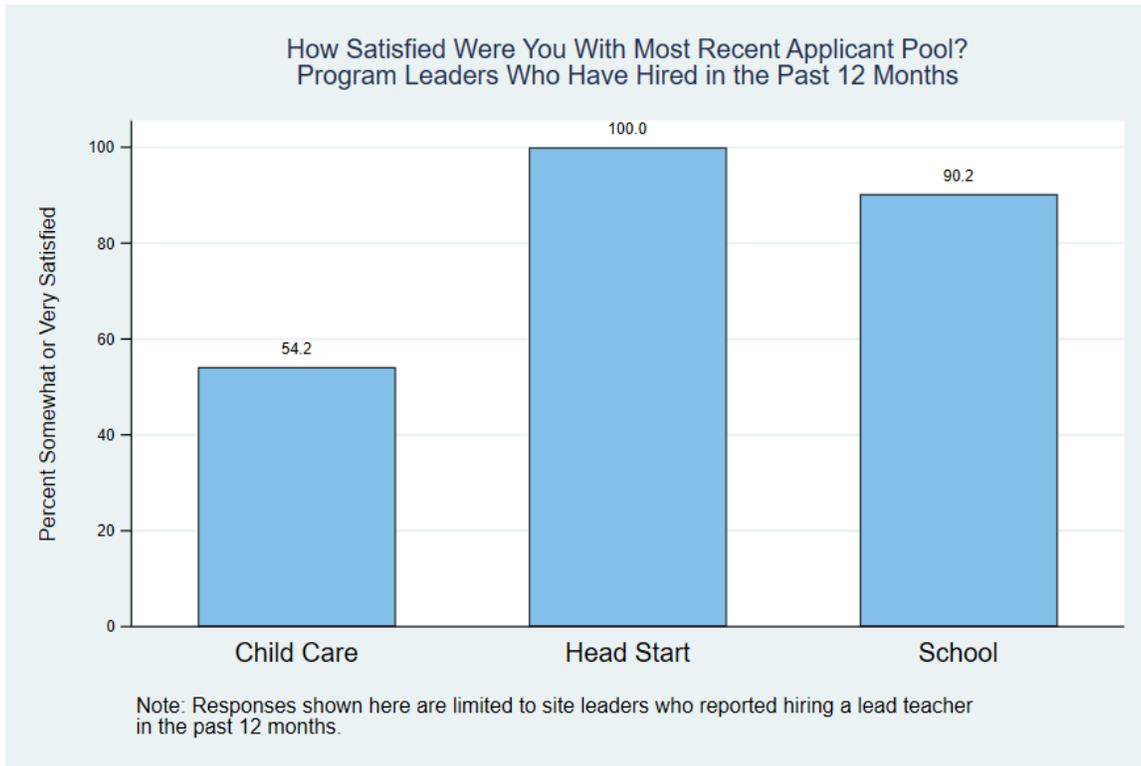
Of site leaders who reported hiring a lead teacher in the 12 months prior to the survey, site leaders at child care and Head Start sites were far more likely to report difficulty in hiring new teachers than school teachers (Figure 51). Whereas 96% of child care site leaders and all Head Start leaders reported that finding replacement teachers was either “fairly difficult” or “very difficult,” only 33% of school leaders indicated they experienced difficulty in replacing teachers who had left their site.

**Figure 51. Hiring Difficulty: Responses from Site Leaders by Site Type**



Although all Head Start leaders who had hired in the past year reported difficulty in finding replacement teachers, 100% of those leaders reported being satisfied with the applicant pool (Figure 53). Compared to other leaders who had also hired in the previous year, a slightly lower percentage of school leaders reported being “somewhat satisfied” or “very satisfied” with the applicant pool. In comparison, only slightly over half of site leaders at child care sites expressed satisfaction with the applicant pool.

**Figure 52. Satisfaction with Applicant Pool: Responses from Site Leaders by Site Type**



## Conclusion

Data from the 2018 SEE-LA Workforce Survey provide an unprecedented look at the lives and work of early educators in two large parishes in Louisiana. The survey provides one of the only opportunities to compare the experiences of early educators across all types of publicly-funded ECE settings including subsidized child care, Head Start, and school-based pre-kindergarten settings. Moreover, every teacher, in every publicly-funded ECE site in these communities was invited to take the survey, and 85% of teachers responded. This exceptionally high response rate, including over 1,000 teachers, provides some of the most comprehensive data available to date about the experiences and unique challenges these educators face.

The data paint a picture of diverse, hard-working early educators who, by and large, are eager to improve their practice to serve children. Educator buy-in to CLASS and LDOE's reforms was strong; most early educators used and approved of their curriculum; and most early educators attended professional development regularly.

However, the challenges these educators face were also revealed, not only in terms of site resources, but also in their personal, financial, and emotional wellbeing. Early educators, particularly in child care, work for very low wages, and struggle to make ends meet. The rate of depression in the sample was over 20%. These realities pose real hurdles for the hard work needed to improve ECE quality, and likely negatively impact the young children these educators work with.

That the SEE-LA Workforce Survey data consistently showed differences across site types. LDOE's approach to statewide ECE improvement is unique in its explicit efforts to unite all site types, including subsidized child care, Head Start, and school-based pre-kindergarten, into a single system. Still, substantial differences across settings with respect to funding levels, regulations, and supports remains, and teachers in these settings are having very different experiences. It is likely that children are as well.

Taken together, this report sheds new light on the experiences of early educators, and in doing so can inform new investments and efforts to support these early educators, and, by extension, the children of Louisiana.

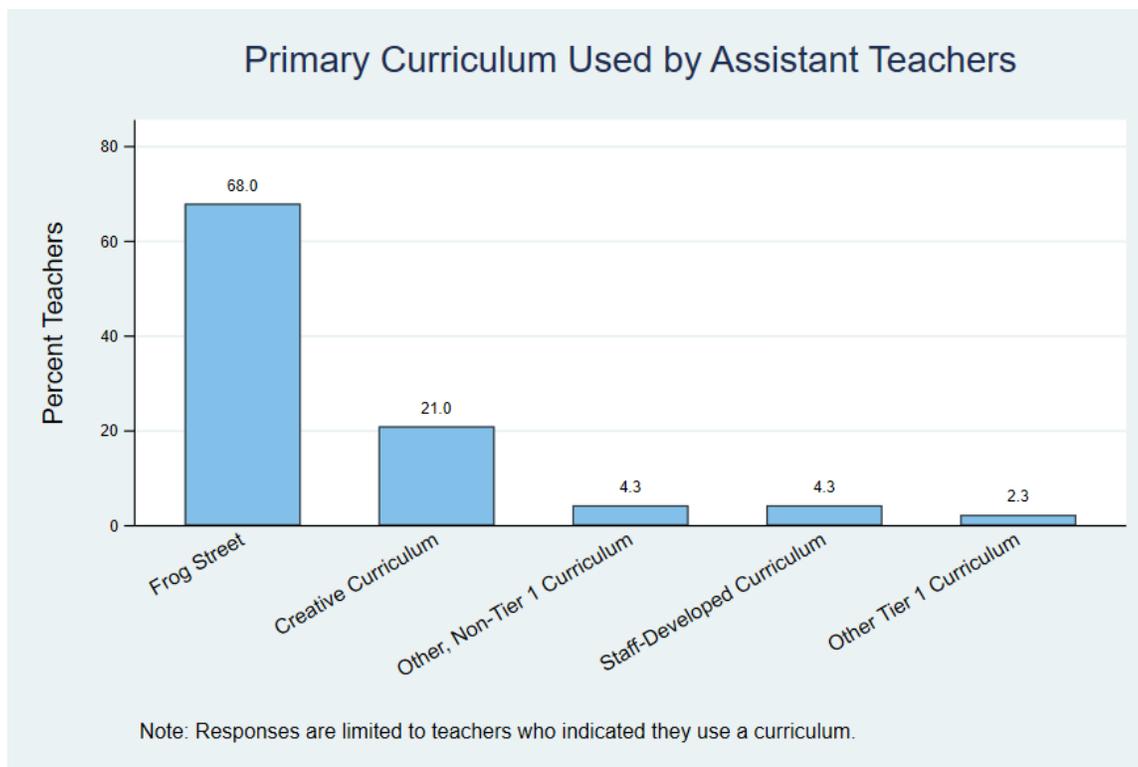
## Appendix

This appendix includes supplementary tables and figures related to assistant teachers, and mirrors the organization of the full report.

### Classroom Materials and Curriculum

Assistant teachers also interact with and use curriculum to guide children’s learning in the classroom. Ninety-one percent of assistant teachers reported using a Tier 1 curriculum, as compared to 89% of lead teachers and 94% of site leaders (not shown). As shown in Figure 1A, most assistants teachers who used a curriculum reported using a Tier 1 curriculum. Just 8.6% of assistant teachers reported using a non- Tier 1 curriculum as their primary curriculum. Similar to lead teachers, the most commonly reported curriculum was Frog Street, and the second most common curriculum was Creative Curriculum. Slightly more assistant teachers reported using Frog Street than lead teachers (68% as compared to 61%), and slightly fewer assistant teachers reported using Creative Curriculum than lead teachers (21% as compared to 26%).

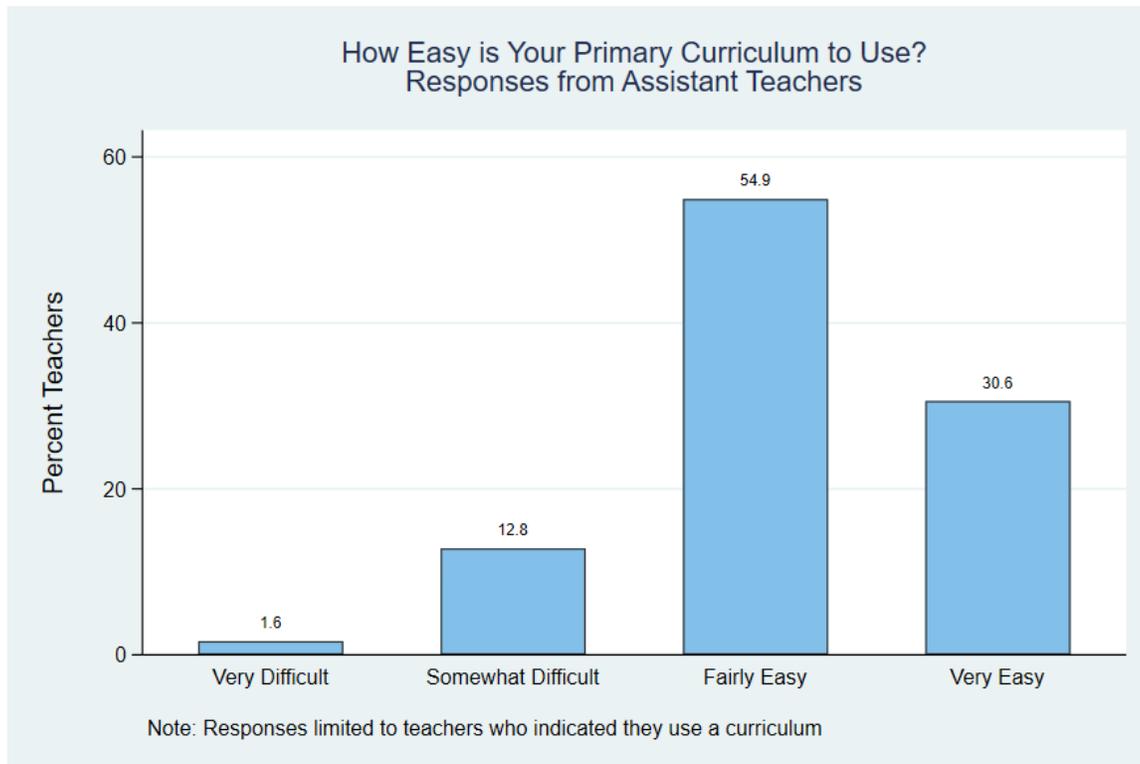
**Figure 1A. Primary Curriculum Used: Responses from Assistant Teachers**



### *Ease of Curriculum Use*

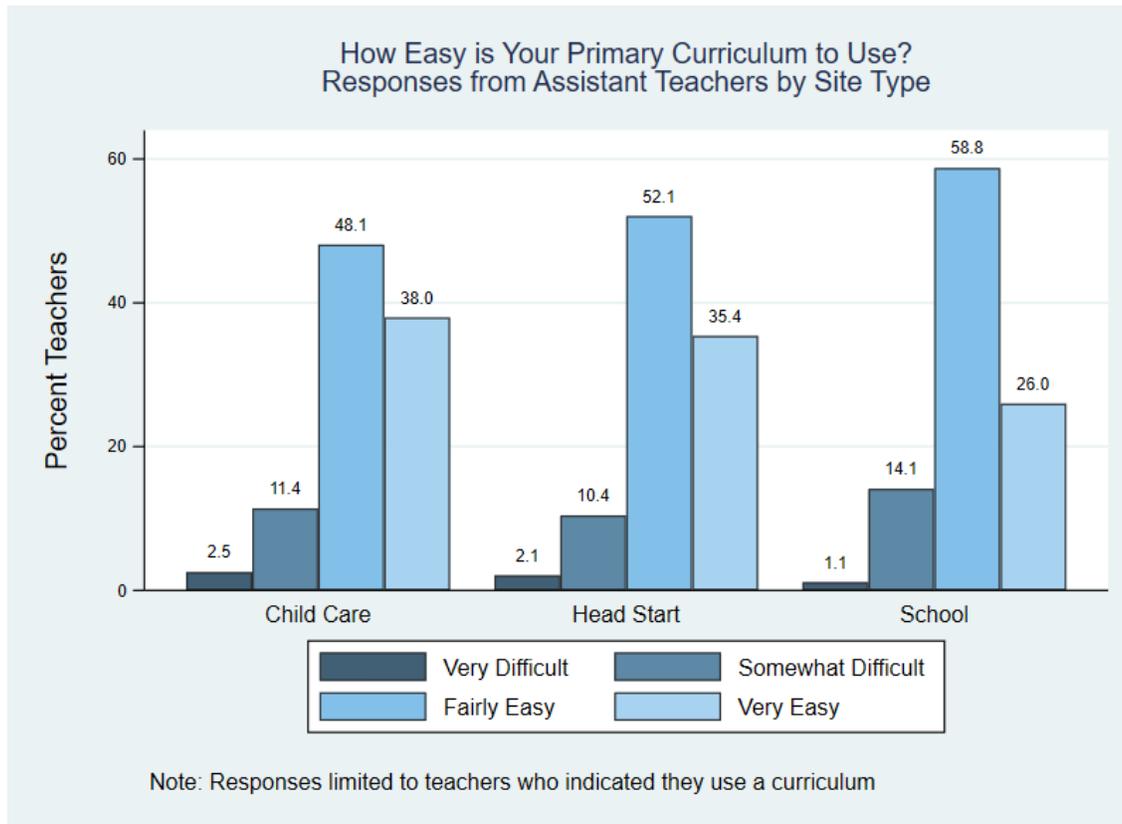
Similar to lead teachers, assistant teachers who used a curriculum generally reported that the curriculum was easy to use. Figure 2A shows that about 85% of assistant teachers viewed their primary curriculum as either “fairly” or “very” easy. For lead teachers this figure was 81%.

**Figure 2A. Ease of Curriculum Use: Responses from Assistant Teachers**



Within each site type, most assistant teachers reported finding their curriculum user-friendly, and patterns mirrored those observed for lead teachers, as shown in in Figure 3A.

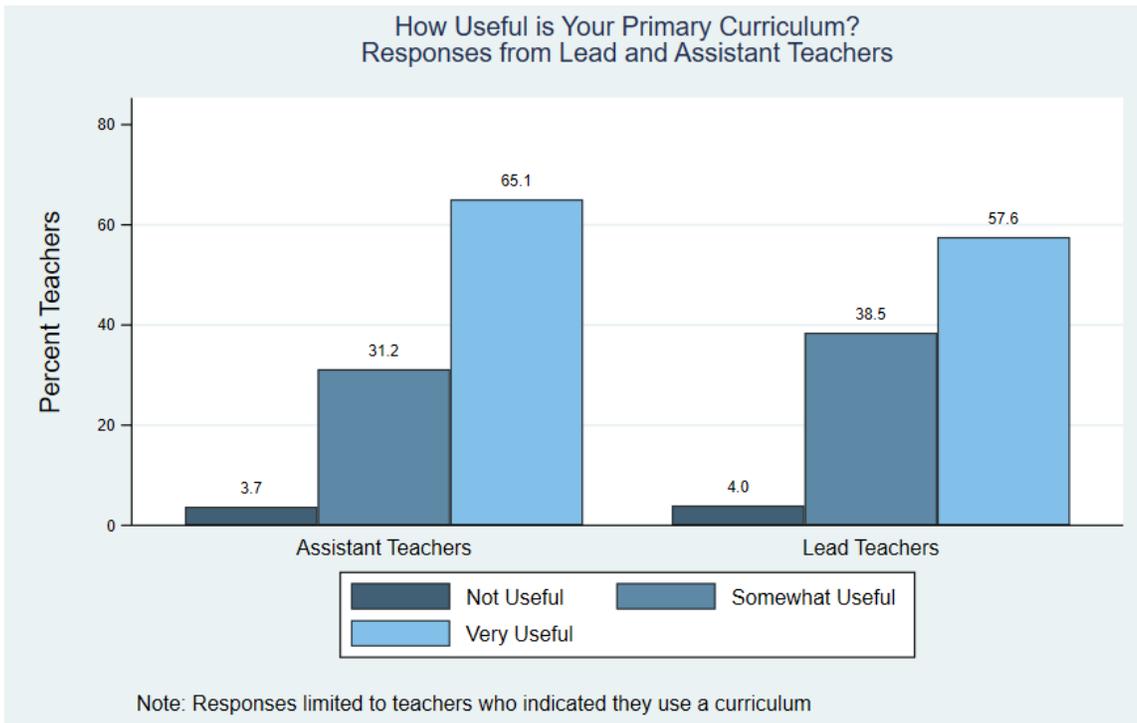
**Figure 3A. Ease of Curriculum Use: Responses from Assistant Teachers by Site Type**



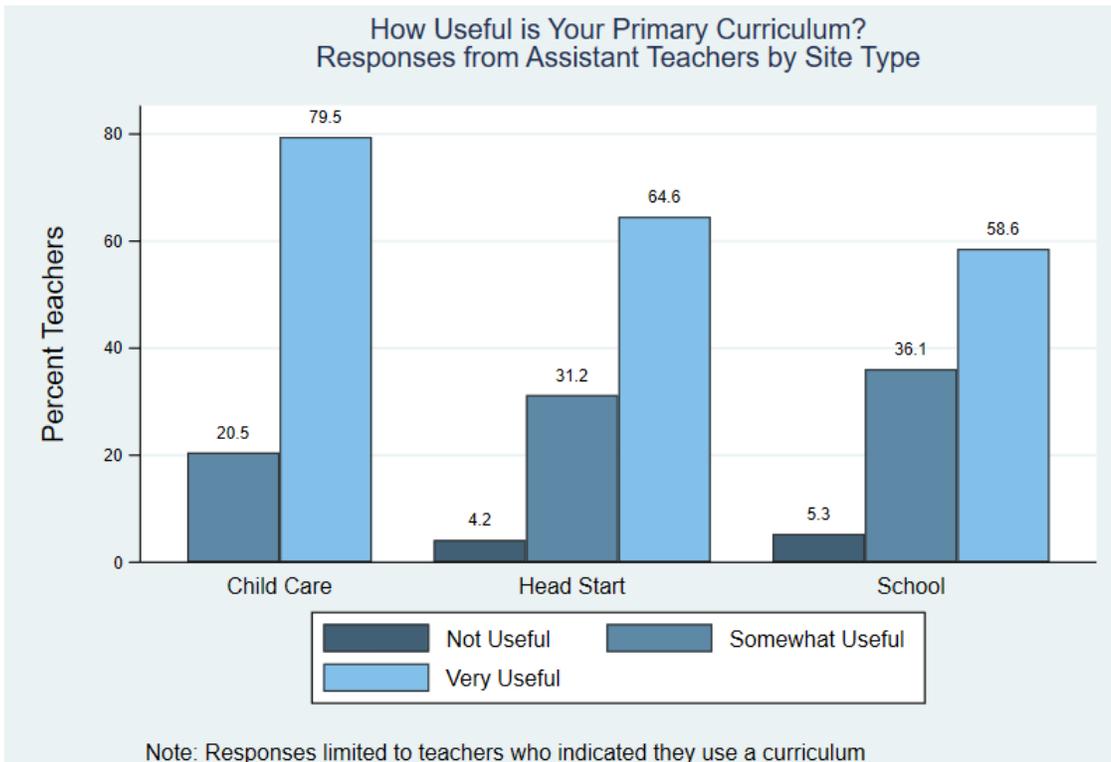
*Usefulness of Curriculum*

Overall, assistant and lead teachers held very similar views on the usefulness of their primary curriculum. Approximately 96% of both assistant and lead teachers indicated that their curriculum helped them support children’s learning in the classroom (Figure 4A). Child care assistant teachers were the most likely to rate their curriculum “very useful,” a pattern observed among lead teachers as well (see Figure 5A). Within each site type, a greater percentage of assistant teachers believed that their curriculum was “very useful” than did lead teachers.

**Figure 4A. Utility of Curriculum: Responses from Lead and Assistant Teachers**



**Figure 5A. Utility of Curriculum: Responses from Assistant Teachers by Site Type**



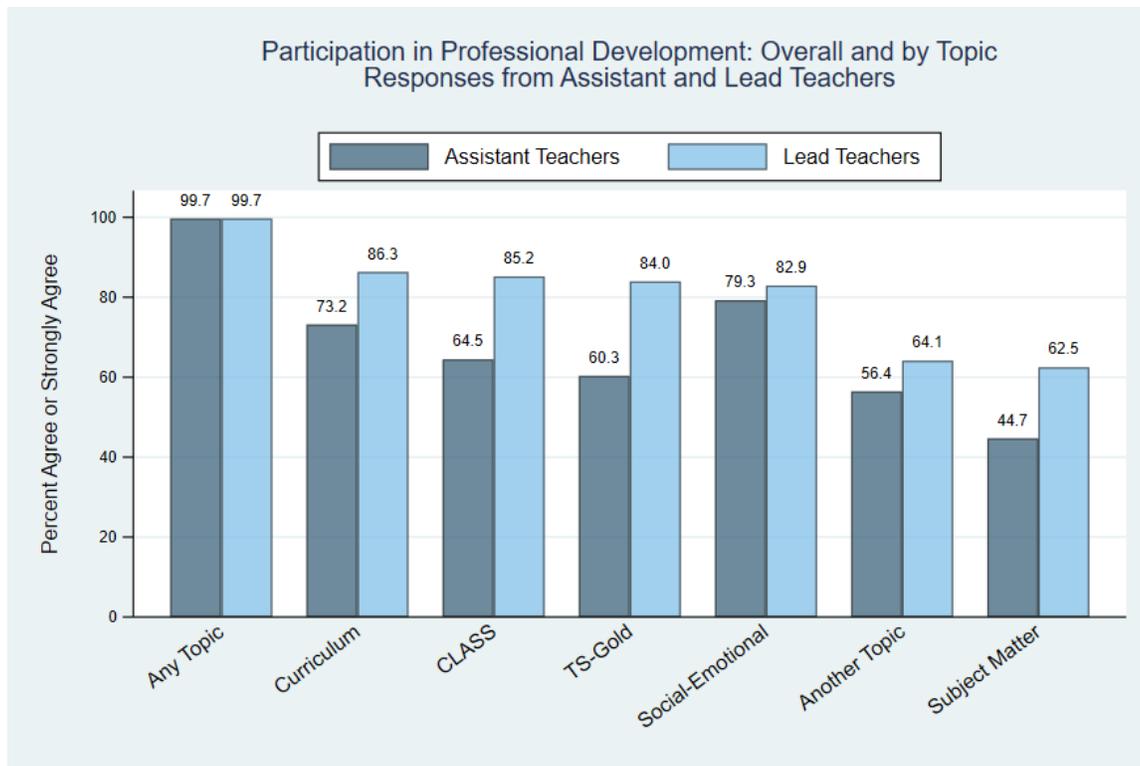
## Professional Development

Professional development activities may help assistant teachers develop skills need to support young children in the classroom, and may help retain them in their position and the profession. Like lead teachers, nearly all assistant teachers in Jefferson and Rapides parishes (99.7%) attended at least one professional development session in the 12 months prior to the survey (Figure 6A).

### *Professional Development Content*

Compared to lead teachers, assistant teachers' attendance in professional development on specific topics was much lower. Most notably, while 85% of lead teachers had attended at least one professional development session about the CLASS, this figure was only 65% for assistant teachers. It is also notable that 18 percentage point fewer assistant teachers received professional development on subject matter and 13 percentage points fewer received professional development on curriculum. Assistant teachers reported participating in somewhat different types of professional development than did lead teachers. For instance, the most commonly-attended professional development topic for assistant teachers was social-emotional learning, which was the fourth most common topic for lead teachers.

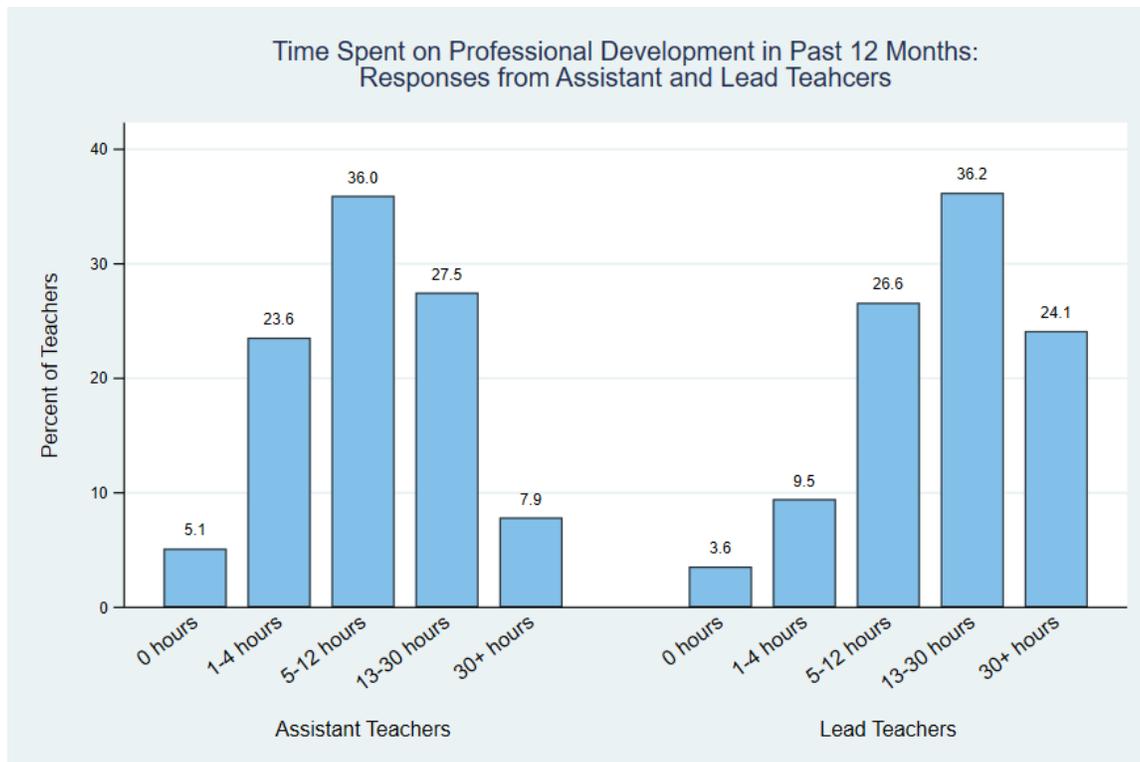
**Figure 6A. PD Attendance Overall and by Topic: Responses from Assistant and Lead Teachers**



### *Time Spent on Professional Development*

Just over one third of assistant teachers received 13 or more hours of professional development, as compared to 60% of lead teachers. Further, more than one fourth of assistant teachers only received four or fewer hours of professional development in the preceding 12 months, almost double the percentage of lead teachers who had received the same amount of professional development.

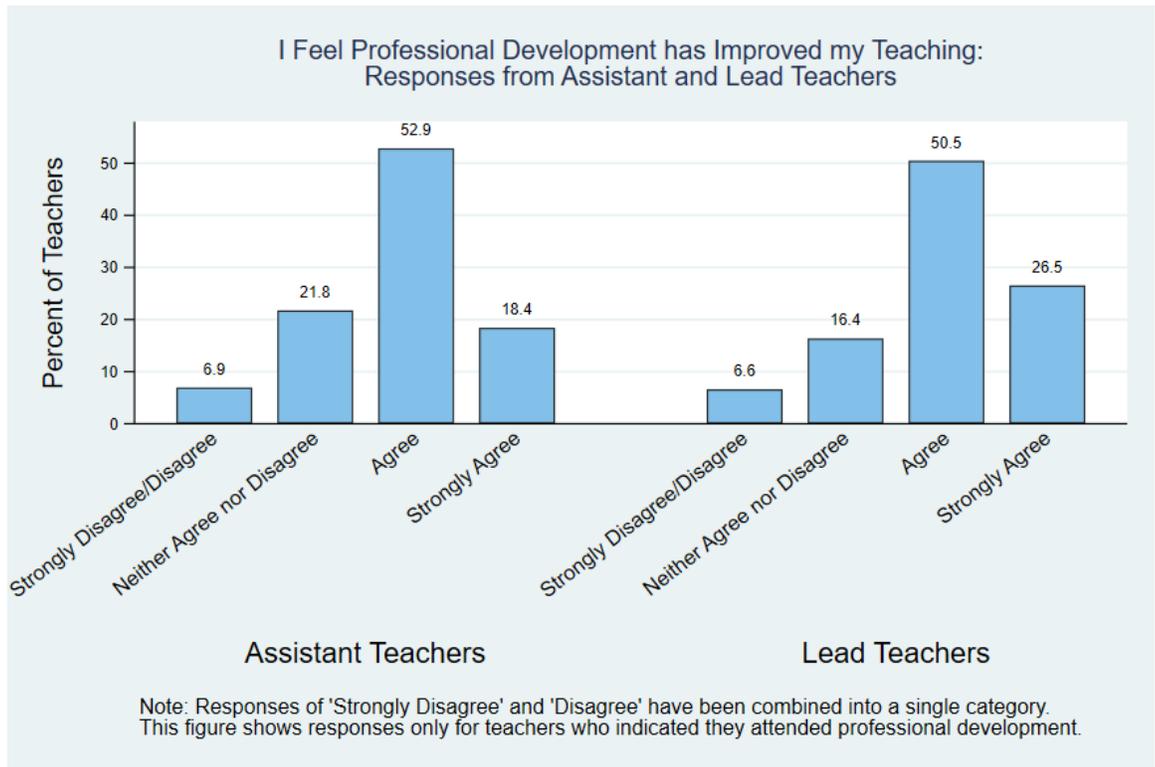
**Figure 7A. Time Spent on Professional Development: Responses from Assistant and Lead Teachers**



### *Usefulness of Professional Development*

Most assistant teachers (71%) “agreed” or “strongly agreed” that professional development had improved their teaching, which was somewhat lower than the percentage of lead teachers who agreed with this statement (77%). A similar percentage of assistant teachers “disagreed” or “strongly disagreed” that professional development was useful, and more (22%) neither agreed or disagreed that PD was useful than lead teachers (16%) (Figure 8A).

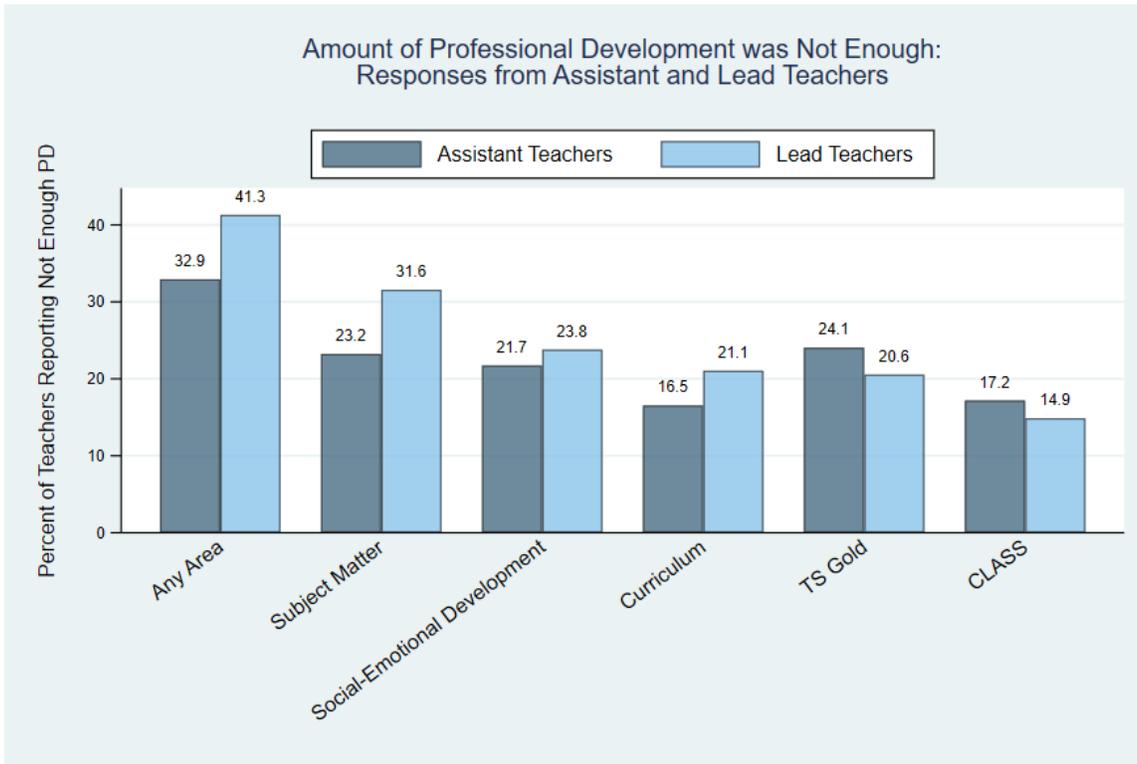
**Figure 8A. PD has Improved My Teaching: Reponses from Assistant and Lead Teachers**



*Areas for Additional Professional Development*

About one third of assistant teachers expressed a desire for more professional development, as compared to 41% of lead teachers (Figure 9A). Assistant teachers were most likely to note they had not received enough training on TS Gold (24%), whereas lead teachers were most likely to report insufficient professional development opportunities in subject matter instruction.

**Figure 9A. Amount of Professional Development was Not Enough by Topic: Responses from Assistant and Lead Teachers**



**Classroom Assessment Scoring System (CLASS)**

Assistant teachers also reported on their experiences with and beliefs about CLASS.

*Observations and Feedback*

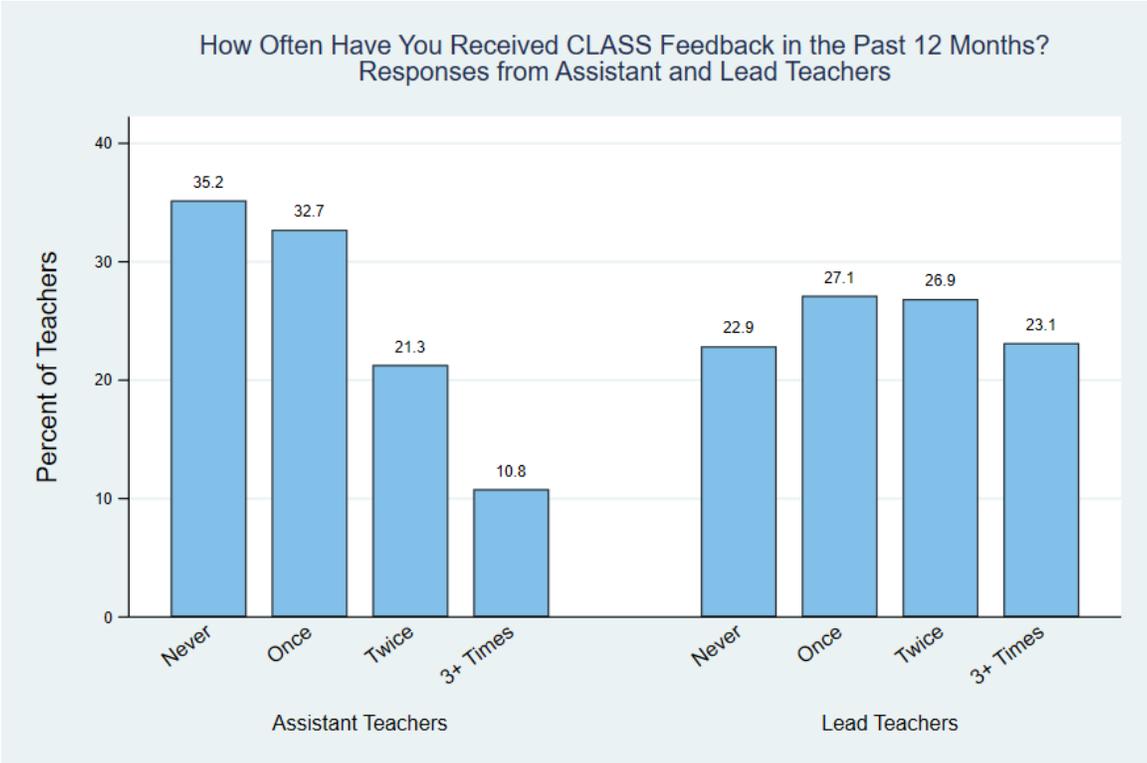
Like lead teachers, the majority of assistant teachers reported that their classrooms were observed using CLASS (Table 1A).

**Table 1A. Percent of Teachers who Reported Being CLASS Observed in the Past 12 Months: Responses from Lead Teachers and Assistant Teachers Overall and by Site Type**

	Child Care	Head Start	School	Overall
% Lead Teachers Reported CLASS Observation	78.0%	89.3%	87.1%	83.1%
% Assistant Teachers Reported CLASS Observation	73.7%	74.4%	88.1%	81.2%

Although a similar percentage of assistant teachers and lead teachers reported that their classrooms were observed using CLASS, a smaller percentage of assistant teachers reported receiving feedback. While half of lead teachers had received feedback at least twice, only about one third of assistant teachers had received feedback this frequently. Similarly, while 35% of assistant teachers never received CLASS feedback, this number was 23% for lead teachers.

**Figure 10A. CLASS Feedback: Responses from Assistant and Lead Teachers**



*Performance Profile Awareness*

Awareness of the LDOE performance profile was lower among assistant teachers than among lead teachers. While the proportion of teachers aware of performance profiles was very similar for lead teachers (64%) and assistant teachers (63%) in child care, in both Head Start and schools, lead teachers were much more aware of performance profiles than assistant teachers (87% vs. 78% and 74% vs. 52%, respectively).

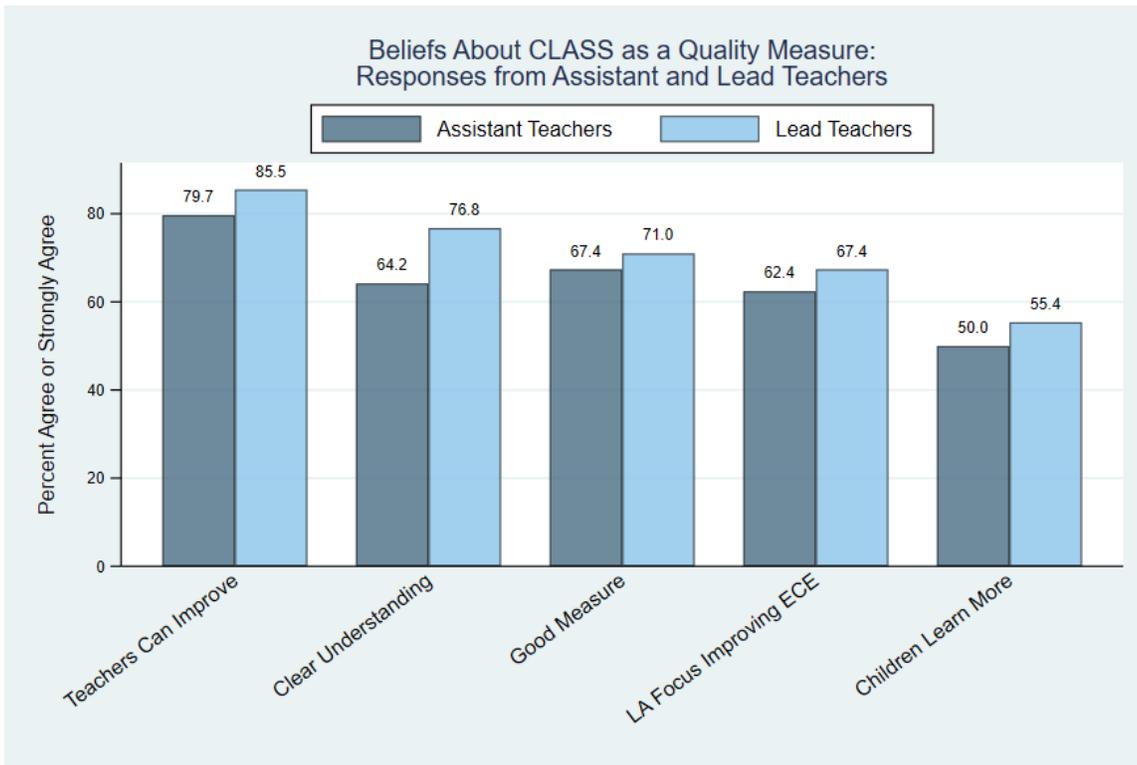
**Table 2A. Awareness of LDOE Performance Profile: Responses from Assistant Teachers Overall and by Site Type**

“Does your site have a LDOE Performance Profile?”	Child Care	Head Start	School	Overall
% Assistant Teachers Responded Yes	63.4%	78.4%	52.4%	60.7%
% Assistant Teachers Responded No	9.9%	5.4%	12.6%	10.4%
% Assistant Teachers Responded Don’t Know	26.7%	16.2%	35%	29.9%
	100%	100%	100%	100%
% Lead Teachers Responded Yes	64.4%	86.9%	74%	70.5%
% Lead Teachers Responded No	6.5%	6.6%	10.4%	7.8%
% Lead Teachers Responded Don’t Know	29.1%	6.5%	15.6%	21.7%
	100%	100%	100%	100%

*Beliefs about CLASS*

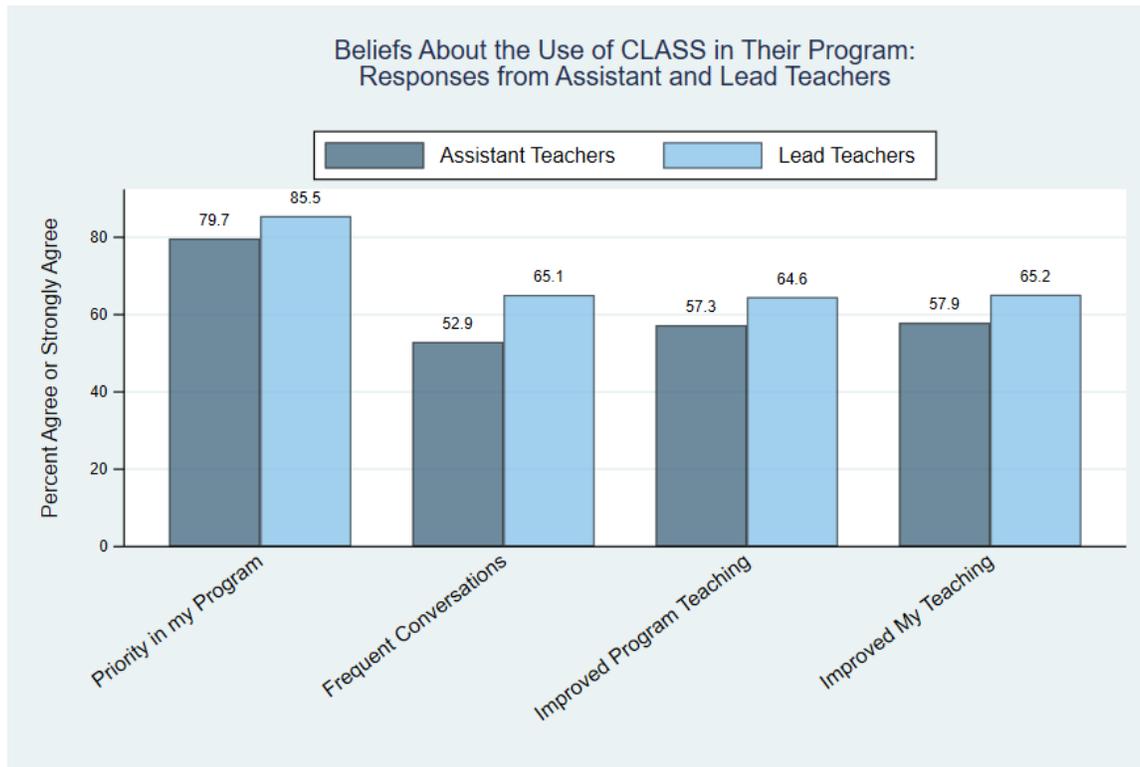
Assistant teachers’ beliefs about CLASS were somewhat less positive than those of lead teachers (Figure 11A). For example, 86% of lead teachers reported that teachers can improve their CLASS scores, while 80% of assistant teachers did so. Sixty-four percent of assistant teachers said they understood CLASS and 67% said it was a good measure. Like lead teachers, the weakest agreement was that children learn more in classrooms with higher CLASS scores (50% of assistant teachers and 55% of lead teachers supported this statement).

**Figure 11A. Beliefs about CLASS as a Quality Measure: Responses from Assistant and Lead Teachers**



When asked about CLASS in their own programs, assistant teachers again reported a less positive view of the measure than lead teachers (Figure 12A). Most (80%) agreed that ensuring high quality interactions is a priority in their program, as compared to 86% of lead teachers. However, less than 60% of assistant teachers indicated they had frequent conversations about the CLASS or that they thought CLASS had improved their own teaching.

**Figure 12A: Beliefs About CLASS in their Program: Responses from Assistant and Lead Teachers**



## Leadership

Like lead teachers, assistant teachers generally viewed their leader as an effective manager who cares about their staff members. For example, 84% or more agreed with each of the positive statements about their leadership highlighted in Table 3A, and the proportion in agreement was similar to that of lead teachers.

**Table 3A. Reports of Leader Management Practices: Responses by Assistant Teachers**

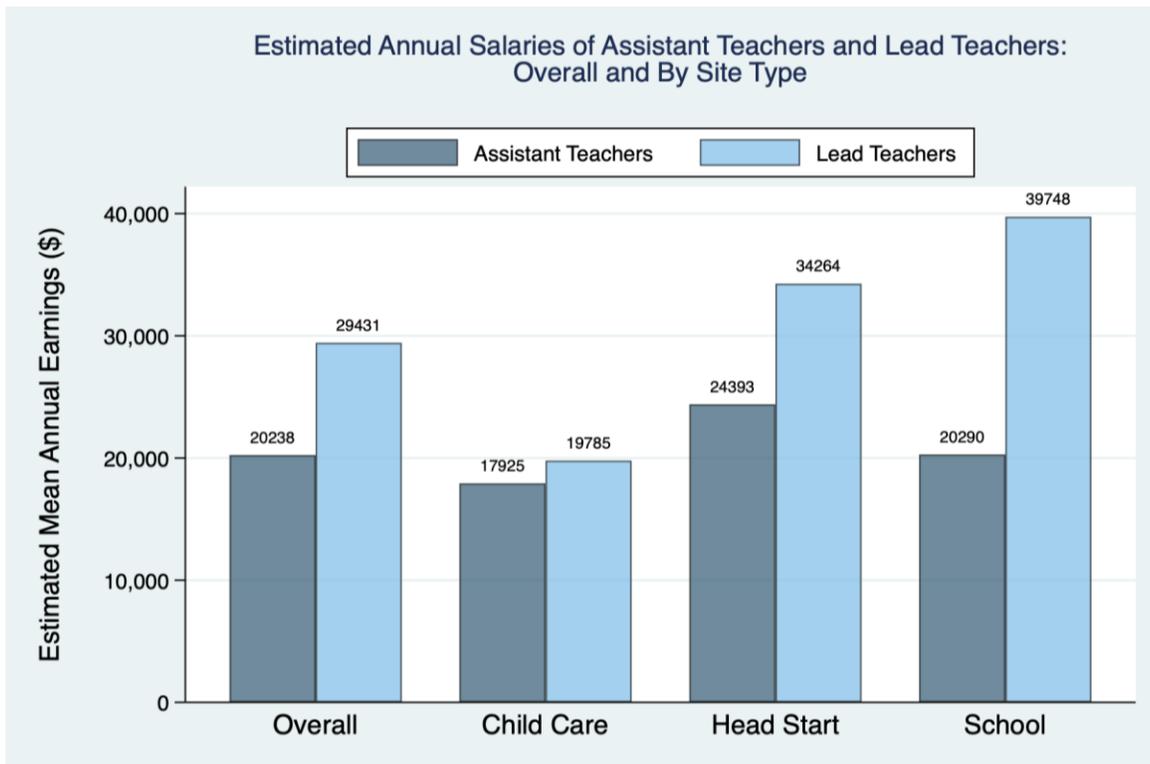
	Percent "Agree" or "Strongly Agree"	
	Assistant Teachers	Lead Teachers
The site leader is an effective manager who makes the school run smoothly.	87.7%	86.3%
The site leader knows what's going on in my classroom.	87.6%	89.6%
The site leader looks out for the personal welfare of the staff members.	90.5%	88.9%
I trust the site leader at their word.	84.2%	79.3%
The site leader provides me with useful feedback to improve my teaching.	84.4%	84.6%
To what extent do you feel respected by your site leader?*	86.5%	84.7%

*\*Note: This question asked to what extent the respondent felt respected by their leader. Responses of "some" and "to a great extent" are included here.*

## Compensation

Overall, the average assistant teacher in the sample was estimated to earn about \$20,000, annually (Figure 13A, see footnote 5 for a description of the estimation process). Unsurprisingly, they earned less than both lead teachers and site leaders (see Figure 36) working in the same site types. Assistant teachers in Head Start and schools, however, made more, on average, than lead teachers in child care centers (average salary estimated to be \$19,785). Assistant teachers who worked at child care sites earned the lowest salaries, on average, despite reporting working more hours than assistant teachers in both Head Start and school settings (Table 4A). They earned an average annual salary estimated at about \$6,500 lower than Head Start assistant teachers, who were the highest paid assistant teachers across the site types.

**Figure 13A. Estimated Annual Salaries of Assistant Teachers and Lead Teachers Overall and by Site Type**

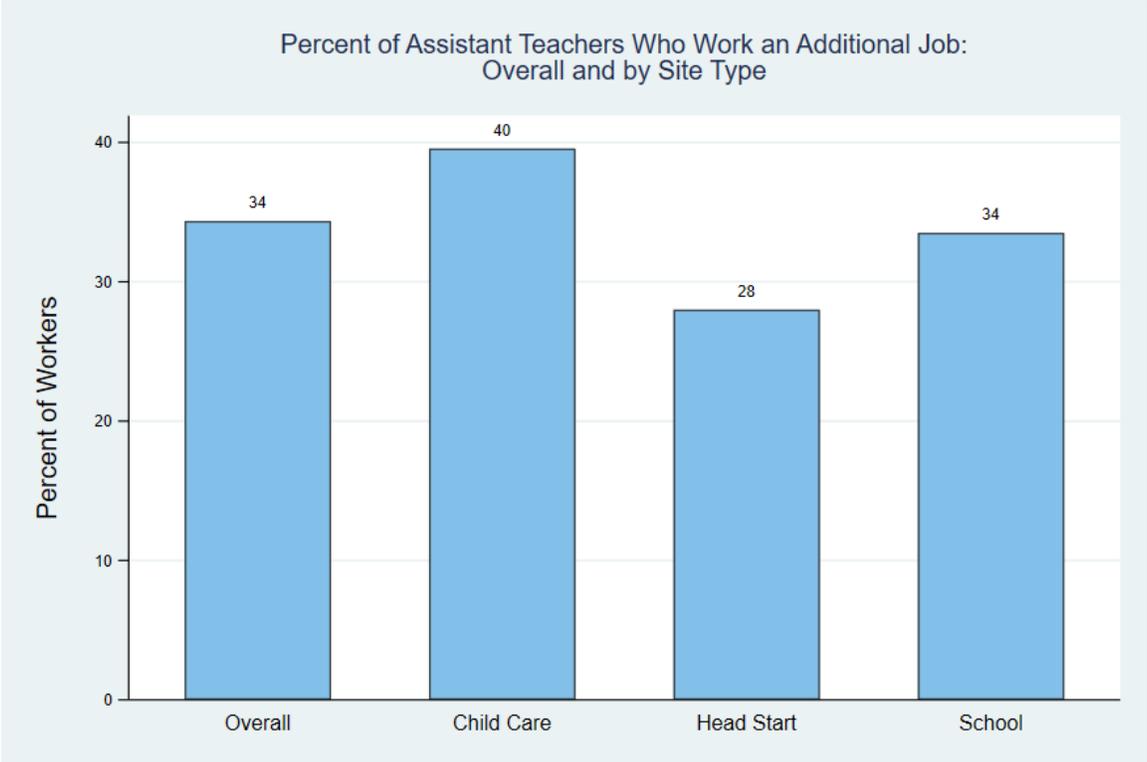


**Table 4A. Hours Worked Per Week: Responses from Lead Teachers and Assistant Teachers**

	<u>Lead Teachers</u>				<u>Assistant Teachers</u>			
	CC	HS	School	Overall	CC	HS	School	Overall
Hours per Week	37	40.4	33.9	36.2	34.3	32.4	29.7	31.4

Additionally, more than a third of all assistant teachers worked an additional job to supplement their income (Figure 14A), a slightly higher percentage than among lead teachers (29%).

**Figure 14A. Percent that Work an Additional Job: Responses from Assistant Teachers by Site Type**



**Wellbeing**

Assistant teachers also reported on their emotional wellbeing, financial wellbeing, and food security.

*Emotional Wellbeing*

Overall, 22% of assistant teachers scored at least an 8 on the CES-D-SF and therefore were considered at risk for clinical depression, as compared to 24% of lead teachers and 22% of site leaders (not shown).

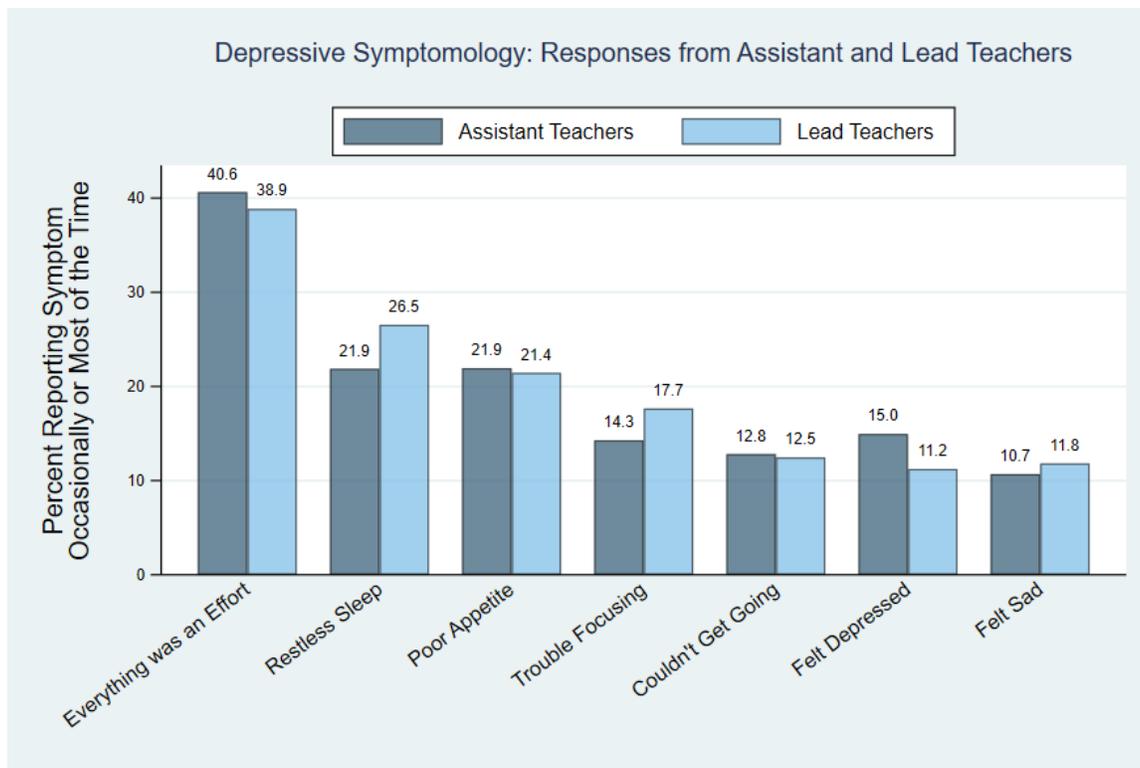
There is little difference across site type in risk for depression

**Table 5A. Percent Meeting CES-D-SF Clinical Threshold: Lead Teachers and Assistant Teachers**

	Lead Teachers				Assistant Teachers			
	CC	HS	School	Overall	CC	HS	School	Overall
% Meeting Clinical Threshold	22.0%	20.2%	27.2%	23.8%	23.4%	24%	20%	21.6%

Figure 15A illustrates the percent of assistant and lead teachers who experienced specific depression symptoms “occasionally” or “most of the time” in the week prior to taking the survey. Approximately 40% of both assistant and lead teachers reported having felt “that everything [they] did was an effort,” and similar proportions of each group reported experiencing each symptom occasionally or most of the time.

**Figure 15A. Percent Experiencing Depression Symptoms “Occasionally” or “Most of the Time”: Responses from Assistant and Lead Teachers**



### *Financial Security and Food Security*

Low wages are a challenge for all early educators, including assistant teachers, lead teachers, and site leaders. This section explores the financial security and food security of both assistant teachers and site leaders, and compares them to lead teachers.

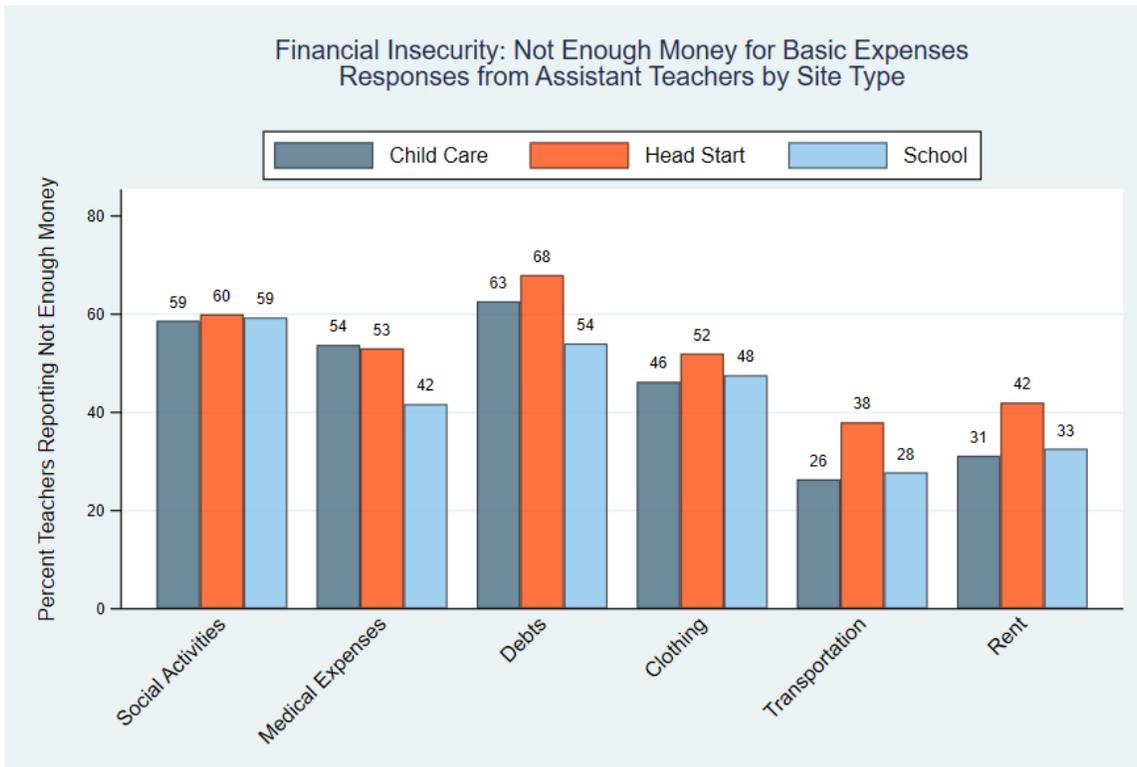
Consistent with the low wages reported by assistant teachers, when asked about the ability to afford a variety of basic expenses, assistant teachers reported the highest levels of financial insecurity and sites leaders reported the lowest. Like lead teachers, large percentages of assistant teachers could not afford basic needs. Approximately half of assistant teachers could not afford medical expenses and one-third could not afford rent (see Table 6A). Leaders had the lowest reported levels of financial insecurity, yet even among this group nearly 20% reported not being able to afford medical expenses.

**Table 6A. Percent that Could Not Afford Basic Expenses: Responses from Assistant Teachers, Lead Teachers, and Site Leaders**

	% Reporting They Could Not Afford Expense		
	Assistant Teachers	Lead Teachers	Site Leaders
Social activities	59.3%	57.4%	28.6%
Debt	58.6%	56.2%	29.6%
Medical Expenses	46.8%	44.3%	18.1%
Clothing	47.9%	41.1%	20.6%
Transportation	29.0%	23.5%	8.0%
Rent	33.6%	21.2%	6.3%

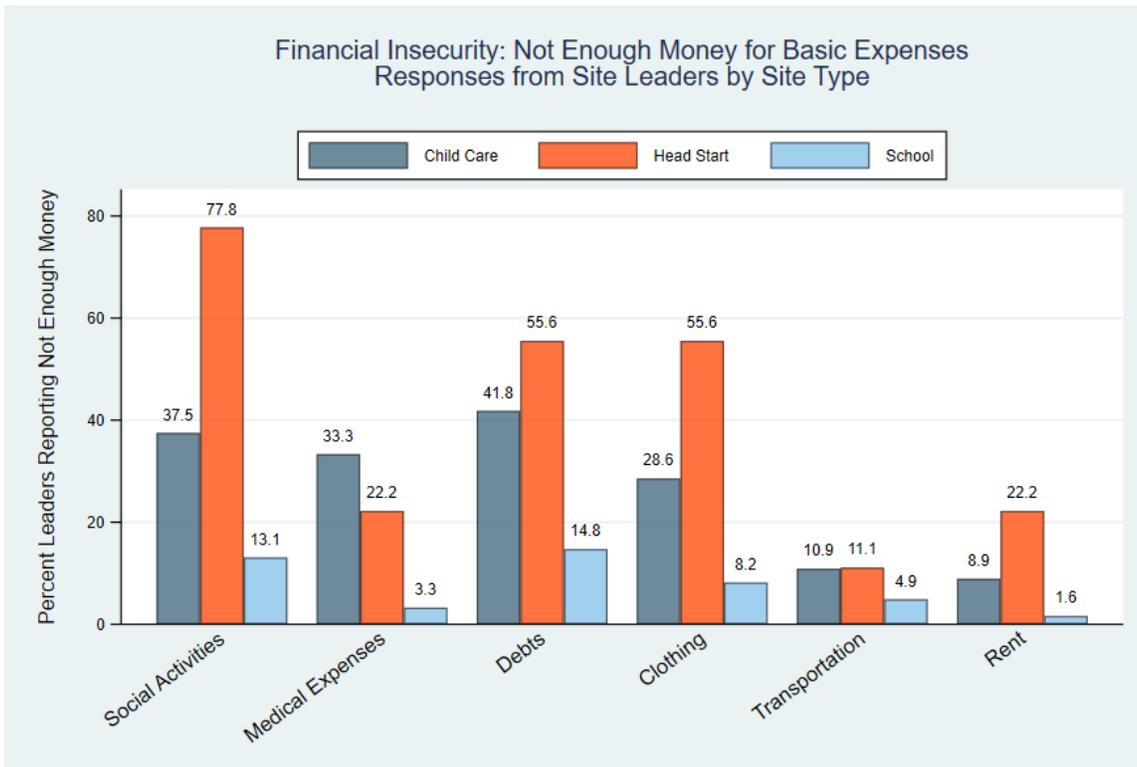
For most of the items considered, Head Start assistant teachers reported the highest level of financial insecurity (Figure 16A). In general, however, differences across site styles were much smaller among assistant teachers than they were for lead teachers, where school-based teachers reported far less financial insecurity than lead teachers in other site types.

**Figure 16A. Percent that Could Not Afford Basic Expenses: Reponses from Assistant Teachers by Site Type**



Head Start leaders were far more likely to report financial challenges with respect to debts, rent, clothing, and social activities, relative to both child care leaders and especially school leaders (Figure 17A). Notably, one-third of child care leaders reported not having enough financial resources to pay for medical expenses.

**Figure 17A. Percent that Could Not Afford Basic Expenses: Reponses from Site Leaders by Site Type**



Finally, consistent with the other measures of financial security, assistant teachers were more likely to report food insecurity than site leaders overall and lead teachers (Table 7A). For instance, half of assistant teachers reported running out of food and not having enough money to buy more. Among lead teachers and site leaders the rates were 43% and 16% respectively. However, there were important differences by site type. Over 45% of Head Start educators, irrespective of role, responded affirmatively to indicators food insecurity. In contrast in schools, while assistant teachers responded affirmatively about 50% of the time, for lead teachers this figure is between 35-40%, and for site leaders between 5% and 8%.

**Table 7A. Food Insecurity: Responses from Assistant Teachers, Lead Teachers, and Site Leaders by Site Type**

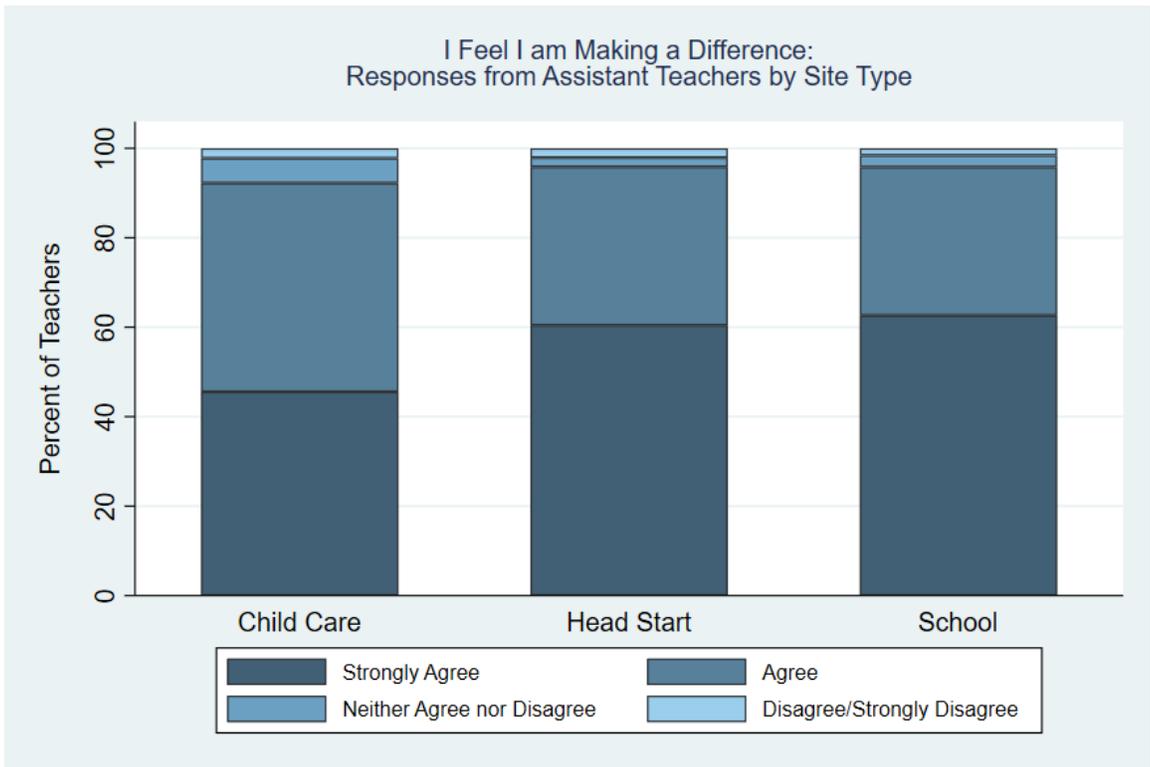
	Child Care	Head Start	School	Overall
<b>Assistant Teachers</b>				
“I couldn’t afford to eat balanced meals”: % Responding “Sometimes” or “Often”	50.6%	53.1%	50.0%	50.6%
“The food I bought didn’t last and I didn’t have the money to buy more”: % Responding “Sometimes” or “Often”	52.8%	50.0%	51.1%	50.1%
<b>Lead Teachers</b>				
“I couldn’t afford to eat balanced meals”: % Teachers Responding “Sometimes” or “Often”	43.9%	45.3%	37.8%	41.3%
“The food I bought didn’t last and I didn’t have the money to buy more”: % Teachers Responding “Sometimes” or “Often”	49.4%	47.0%	36.1%	43.1%
<b>Site Leaders</b>				
“I couldn’t afford to eat balanced meals”: % Responding “Sometimes” or “Often”	19.6%	55.6%	8.2%	16.7%
“The food I bought didn’t last and I didn’t have the money to buy more”: % Responding “Sometimes” or “Often”	21.4%	55.6%	4.9%	15.9%

**Job Satisfaction and Job Commitment**

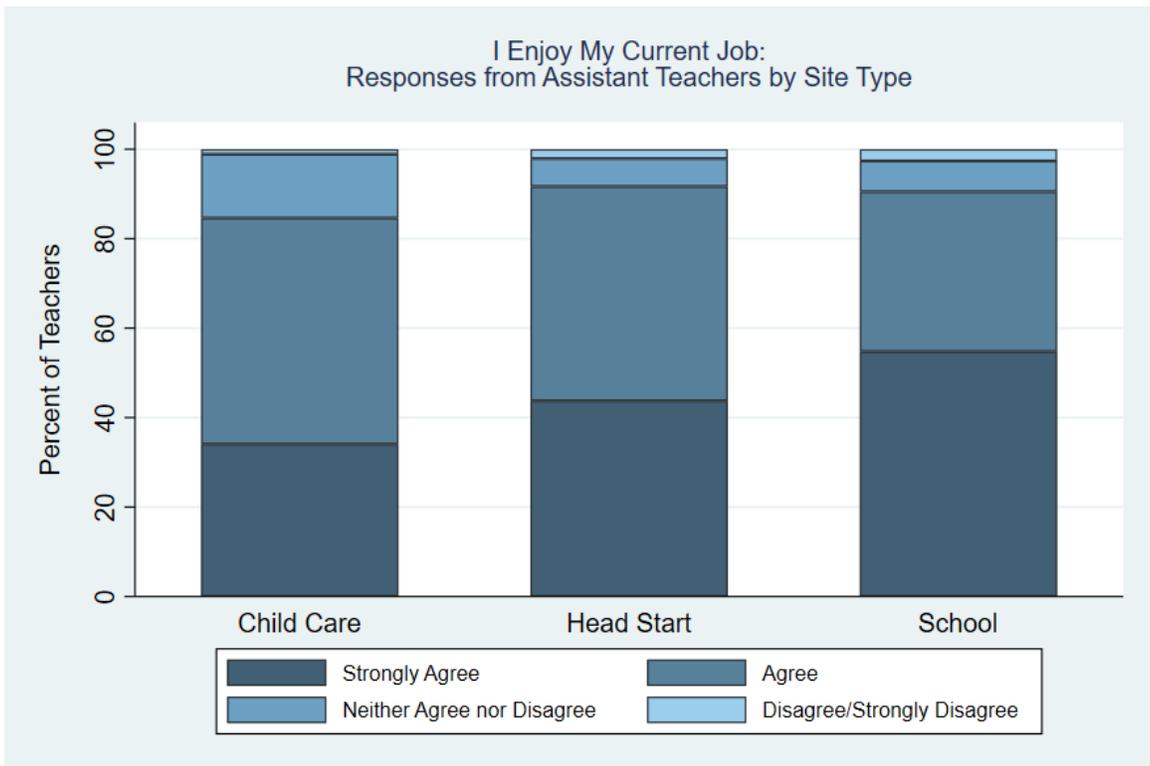
High rates of turnover among teachers and assistant teachers pose a major challenge to sites. This section explores this concern by asking assistant teachers about their satisfaction and their intention to stay in their current job.

Like lead teachers, assistant teachers across site types reported they felt they were making a difference through their work (Figure 18A). Figure 19A shows that the majority enjoy their current job; and Figure 20A shows that over three quarters say they would choose this career again.

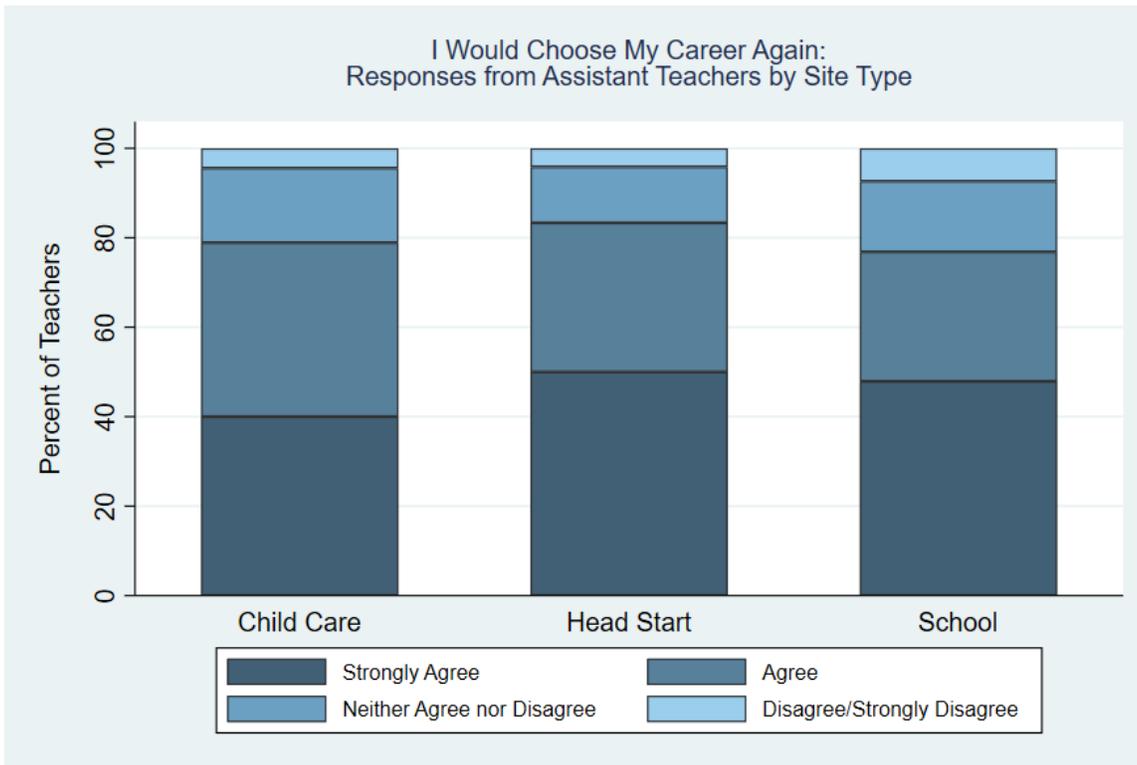
**Figure 18A. "I Feel I am Making a Difference": Responses from Assistant Teachers by Site Type**



**Figure 19A. "I Enjoy My Current Job": Response from Assistant Teachers by Site Type**

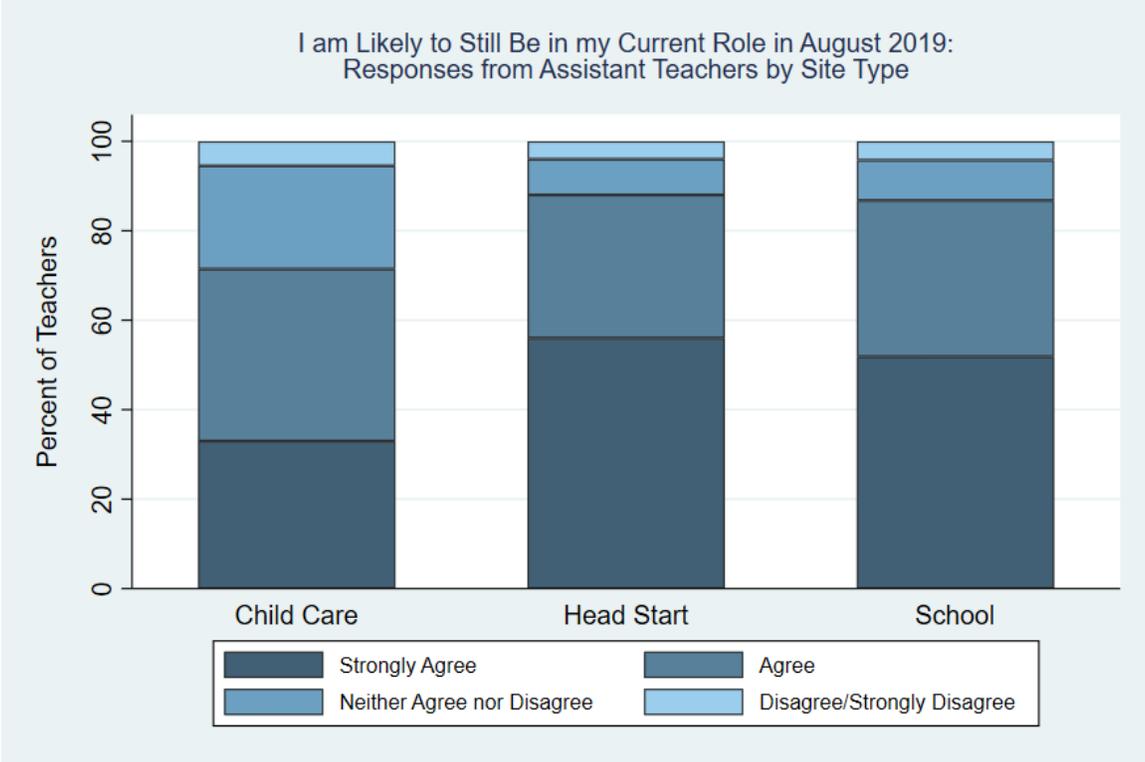


**Figure 20A. “I Would Choose My Career Again”: Responses from Assistant Teachers by Site Type**



Consistent with these high levels of satisfaction, assistant teachers also reported that they were likely to remain in their current role through August of 2019. They were somewhat more likely to report this than lead teachers. While 75% of lead teachers indicated they planned to stay in their role until August 2019, 82% of assistant teachers did so (not shown). Figure 21A compares these patterns across site types and shows that assistant teachers in child care were the least likely to agree they would still be in their position. This differs from the pattern among lead teachers, where Head Start lead teachers were the least likely.

**Figure 21A. Intention to Remain in Current Role: Responses from Assistant Teacher by Site Type**



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