

Smart Beginnings NRV

NRV Early

**Childhood Care &
Education**

Workforce Report



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Executive Summary

Early childhood powerfully impacts life trajectories, including educational achievement, occupational achievement, physical health, mental health, and social-emotional health. Early childhood programs provide a path to success in school and life. Extensive research has revealed a 13% annual return on investment in quality early childhood programs due to decreased public assistance and incarceration costs, and increased tax revenues later in life.

At the heart of these programs are the early childhood educators, directors, and administrators working ceaselessly to ensure our children have the best possible start in life. In order to understand the unique needs of these individuals, Smart Beginnings NRV was awarded a 2019 VECF Data Initiative Grant to collect and analyze early childhood workforce data, including data on compensation, credentials, participation in professional development, experience, future career plans, and more.

The results of this analysis confirmed that the NRV is experiencing an early childhood workforce crisis – a severe shortage of qualified early educators, harmful levels of teacher stress, and low wages for even the most qualified educators. Some key findings are highlighted below.

- **52%** of the NRV early childhood workforce has **no degree beyond a high school diploma**
- **69%** of NRV early childhood educators have **no formal early childhood credentials**
- On average, NRV early childhood educators are paid **\$9.94 per hour**, with some localities averaging as low as \$8.45 per hour (Giles County). For comparison, the average hourly wage for a fast food cook in the NRV is \$9.68, and for refuse and recycling collectors it is \$15.09.¹
- **58.7%** of NRV early childhood educators are living **below 200% of the federal poverty line**, and **18.03% are living below 100% of the federal poverty line**, based on income and household size data from a sample of 190 teachers in the region.
- **28%** of full-time early childhood educators have **no paid leave available**, including sick leave, paid time off, paid holidays, or maternity leave.
- **48%** of educators and **63%** of administrators and directors report a **high stress level**. 83% of directors and administrators point to staffing challenges as a major source of stress. 46% of teachers and 43% of directors and administrators reported personal financial stress.

¹ Bureau of Labor Statistics, 2019. https://www.bls.gov/oes/current/oes_13980.htm#53-0000

For years, families living in the NRV have experienced challenges to obtain affordable, high-quality early childhood care and education for their children. As the region continues to grow and develop, the demand for such services will continue to increase. The essential child care and developmental enrichment needs of our region have gone largely unmet despite growing national and state attention to the importance of the earliest years of life and development. In order to give more children a great start and the opportunity to succeed in school and life, we need professionals who are prepared for their important roles and properly compensated for their valuable contributions.

With this foundational understanding of the landscape of the NRV's early childhood workforce, Smart Beginnings will develop a comprehensive Workforce Development Plan for the NRV. This plan will highlight the unique challenges facing the profession in our community, as well as the opportunities for local investment, advocacy, and action. As a region, strategic investment in our professionals will help expand professional development opportunities, help expert teachers stay in the field, and generate a pipeline of a highly-qualified, highly-compensated workforce for the profession locally. Our community's commitment to our youngest citizens must include a demonstrated commitment to the professionals entrusted with their care and education. Together, the NRV will see transformation in the early childhood education field, changing the trajectory of children's lives and transforming our community into the best place to live, work, and raise a family.

Snapshot of an Early Childhood Educator in the NRV

Angie is an early childhood educator who lives in the New River Valley. She teaches at a preschool she loves, working in the toddlers classroom. Day in and day out, she prepares young children to navigate the world by promoting sensory exploration, building foundational early literacy and language knowledge through song and text exploration, and encouraging independence as the young children in her class acquire new skills under her skilled care. Angie makes only \$9 per hour, despite having worked in the field for 6 years. She cannot afford the tuition or the childcare she needs to go back to New River Community College to start making progress toward a bachelor's degree, because after working from 8:30am to 5:30pm Monday through Friday, she still only makes \$1,620 a month. Her own daughter, Sophie, is cared for by a neighbor because Angie cannot afford to place her in the center she works at. Angie's passion is supporting the learning and development of young children, but day after day, she comes home tired and worried about her family's financial future, and wonders if she should seek a job in retail, where she could be paid similarly. "I love what I do," she says often, "but I'm just not sure how much longer I can do it."

Data Sources and Methodology

The NRV Early Childhood Workforce Survey was created through a partnership of Smart Beginnings NRV, Virginia Quality, and Virginia ABCs, funded through a 2019 Data Initiative Grant by the Virginia Early Childhood Foundation (VECF) in Month of 2018.

An online survey was sent to early childhood center directors across the New River Valley. Teachers, staff, school administrators and center directors all provided valuable feedback on their experience as members of the early childhood education (ECE) workforce in the NRV. Participants were compensated for completion of the survey with a \$20 gift card. The survey included items related to personal experience, education, compensation, and professional development within the early childhood education field. In total, 377 participants responded from 26 private centers, 3 Head Start sites, 4 Family Day Home Providers, and 3 school divisions.

Major differences exist in the qualifications, compensation, and professional development opportunities offered to educators in school settings, home settings, and centers. This analysis therefore highlights center-based care and includes only center-based data in the analysis, as 73.6% (2,448 of 3,328) of placements for children are in centers in the NRV. Of the 377 respondents, 348 were employed in private centers. As the Workforce Survey continues to be completed by schools, Head Start providers, and family day home providers, data analysis will continue as response rates allow.

Center Respondents by County...

- Floyd: 29 / 4 centers
- Giles: 40 / 3 centers
- Montgomery: 220 / 12 centers
- Pulaski: 31 / 3 centers
- Radford: 28 / 3 centers

Center Respondents by Role....

- Directors & Administrators: 46
- Lead Teachers: 130
- Assistant Teachers and Floaters: 123
- Other/Role Not Specified: 49

Special Considerations

- **Role Designation:** In some centers, staff hold multiple roles and adapt to meet the changing needs of the center. When multiple roles were chosen by a respondent, the more senior role was selected for analysis (i.e. a respondent selecting Lead, Assistant, and Floater would be categorized as a Lead teacher). **Floater and Assistant Teachers** were joined in a category for the purposes of this analysis.
- **Sample size and representation:** Montgomery County was overrepresented in comparison to Floyd County, Giles County, Pulaski County, and Radford City. When

possible, locality-based information is provided, but limited responses from these areas (particularly Floyd, Pulaski, and Radford) did not provide the opportunity to analyze data by locality in every case. When data is presented from localities with a sample of fewer than 30, it is marked with an asterisk (*).

- **Analysis by role:** Directors and administrators provided valuable insights about the characteristics of local ECE leaders. However, in many cases their data was excluded to just capture the specific qualities and needs of the classroom teaching workforce (i.e. lead, assistant, and floater teachers) of the NRV, a workforce that is nationally and locally less compensated and less qualified than directors and administrators.
- **Terminology:** The phrase “early childhood workforce” or “ECE workforce” is used to denote instances where all staff--directors, administrators, lead teachers, assistant teachers, and floaters--were included. The phrases “early childhood educators” or “teachers” denote instances where only lead teachers, assistant teachers, and floaters are included--staff in classroom roles working directly with children for the majority of their time.

Educational Attainment and ECE Qualifications

Key Statistics

- 55% of the NRV early childhood workforce in centers has no degree beyond a high school diploma
- 69% of the NRV early childhood workforce in centers has no formal early childhood certifications or degrees

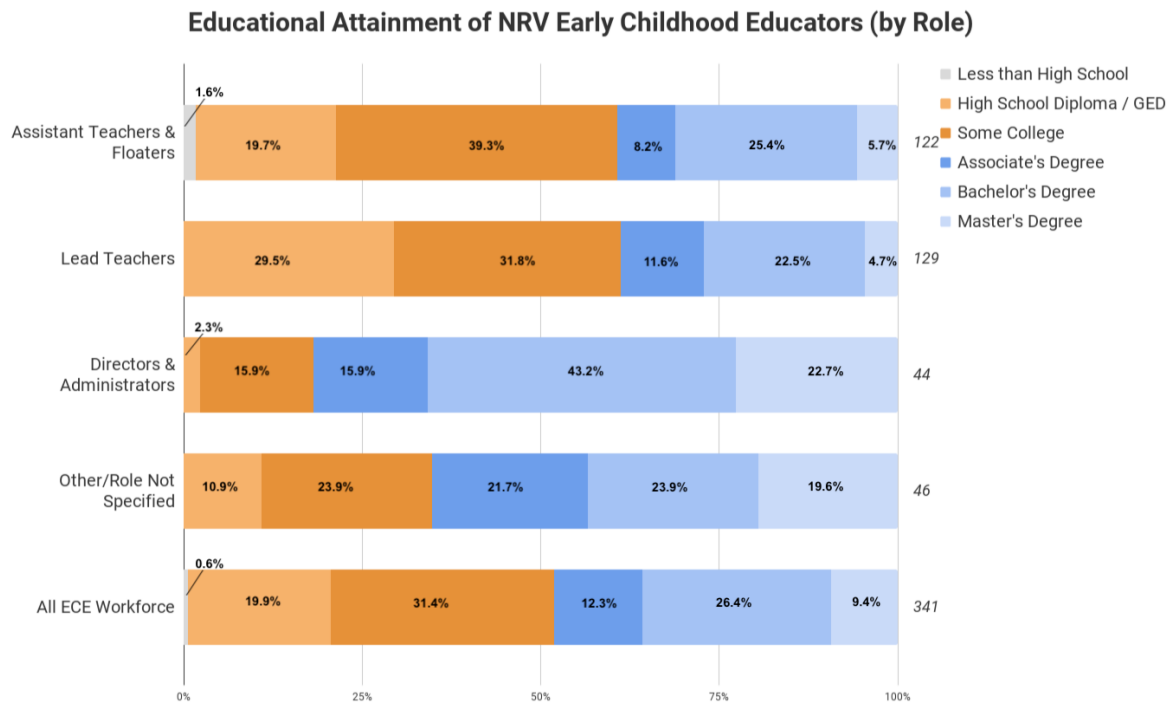
Educational Attainment

While educational attainment alone does not depict an early childhood educator’s capabilities to provide high-quality early learning experiences, it is an indicator of the level of preparation and skill-development prior to ECE career entry.

Across the entire NRV region, 55% of the workforce does not have a degree beyond a high school diploma. 10% of current early childhood educators and center leaders have an associate’s degree, 27% have a bachelor’s degree, and 7% have a master’s degree. When considering the distribution of these education levels within centers, it is worth noting that directors and administrators have significantly higher educational attainment--43% have a bachelor’s degree, 23% have a master’s degree, and only 18% have no degree beyond a high school diploma. No respondents listed completion of a doctoral degree.

By locality, educational attainment also varied slightly. Giles County had the lowest rate of degree completion beyond a high school diploma at 31% of the ECE workforce with a degree,

while Montgomery County had the highest rate at 54% (Floyd: 38%, Pulaski: 41%, Radford: 46%).

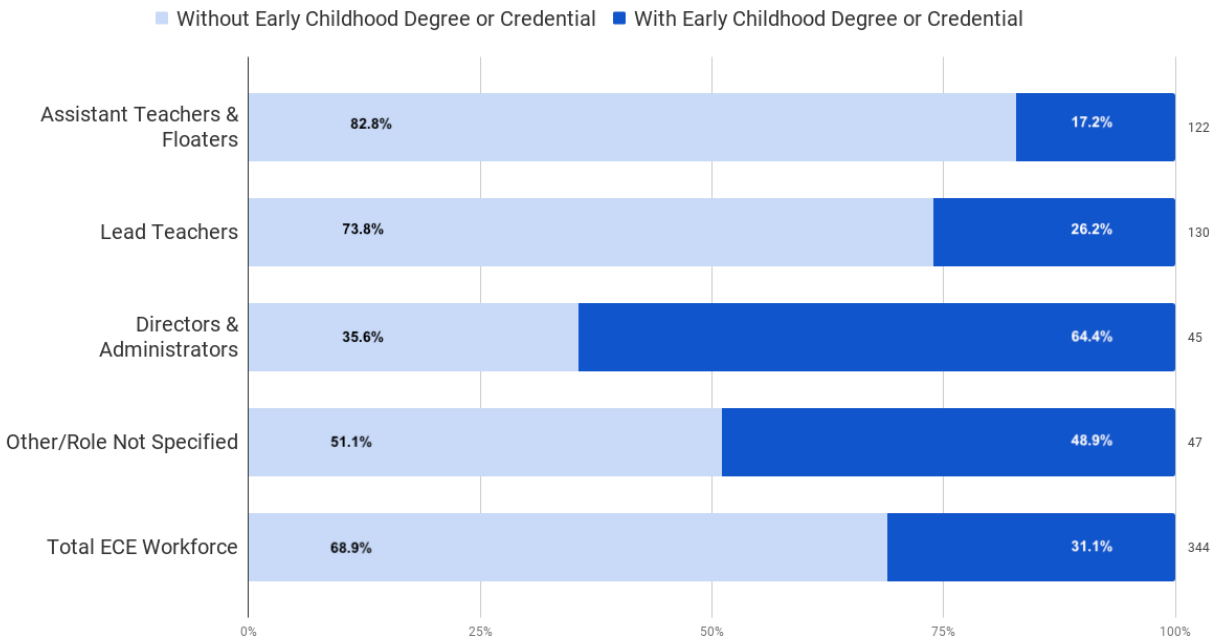


Early Childhood Credentials

Data on educational attainment produces an understanding of the overall educational access and completion of higher degrees for those who ultimately enter the ECE field. However, it fails to answer an important question: are early childhood educators receiving specific training for their profession? While a bachelor's or master's degree might indicate a high level of general content knowledge and skill sets, it does not inherently translate to expertise or training in the pedagogical, developmental, and practical competencies an early childhood educator utilizes daily.

There are a variety of credentials currently recognized and obtained by educators in the NRV, including a Child Development Associate (CDA) credential, a Career Studies Certificate in ECE, and associate's, bachelor's and master's degrees related to child development. Across the whole early childhood workforce, 68% of teachers, directors, and administrators do not have a specific credential in early childhood education or child development. Even in the locality with the highest completion of certificate or degree programs related to child development, Montgomery County, only 1 in 3 teachers has specific education related to the field (Floyd: 31% of teachers have a specific credential related to child development; Giles: 10%; Montgomery: 33%; Pulaski: 29%; Radford: 32%).

ECE Workforce with Early Childhood Credentials (by Role)



Innovative methods of advancing professional credentials among early childhood educators are beginning to take hold in the NRV and across Virginia. One method of providing credentials without sending current teachers out of the workforce to return for higher education is the registered apprenticeship. In a registered apprenticeship, teachers make plans for their professional development and advancement through collaborative goal-setting and a commitment of hours with their employer. In return for reaching goals and completing their agreed-upon apprenticeship requirements, their employer agrees to provide them a raise, and the state recognizes their completed apprenticeship, thereby acknowledging their professional development in an official, credentialed capacity.

Another innovation in providing teachers credentialing is through the Mixed Delivery project, which has funded classes at New River Community College for early childhood educators seeking additional education in pursuit of a Certificate of Career Studies in Early Childhood. These opportunities open the door to increase the educational attainment of the early childhood workforce without reducing the existing workforce or imposing financial burdens on educators.

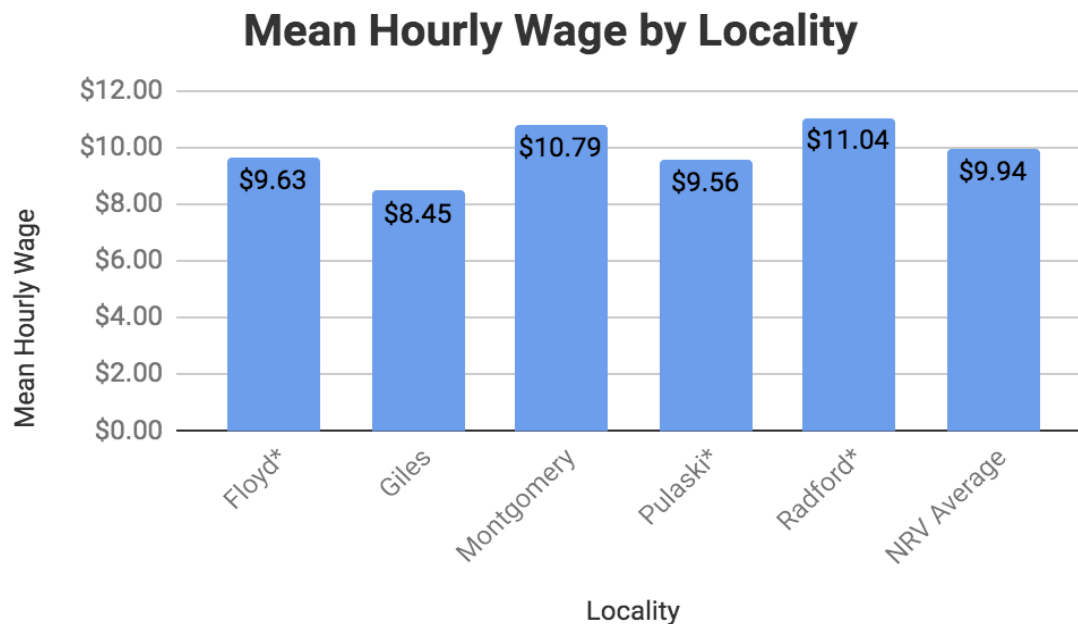
Compensation and Financial Well-Being

Key Statistics

- On average, NRV early childhood educators are paid \$9.94 per hour.
- 58.7% of NRV early childhood educators are living below 200% of the federal poverty line, and 18.03% are living below 100% of the federal poverty line.

Compensation

On average, NRV early childhood educators are paid \$9.94 per hour, with some localities averaging as low as \$8.45 per hour (Giles County). For comparison, the average hourly wage for a fast food cook in the NRV is \$9.68, and for refuse and recycling collectors it is \$15.09². This average amounts to an annual income of \$19,960 before taxes. By Bureau of Labor Statistics estimates, the annual income of childcare workers ranks 260th out of 269 categories of hourly-wage employment in the NRV.



When considering specific roles within centers, there is slight variation across levels of employment. Respondents identifying their roles as assistant teachers and floaters earned a mean hourly rate of \$9.74. Lead teachers earned a mean hourly rate of \$10.16, with administrators and directors being paid \$15.92 per hour on average. Respondents who did not indicate a role averaged \$12.78 an hour.

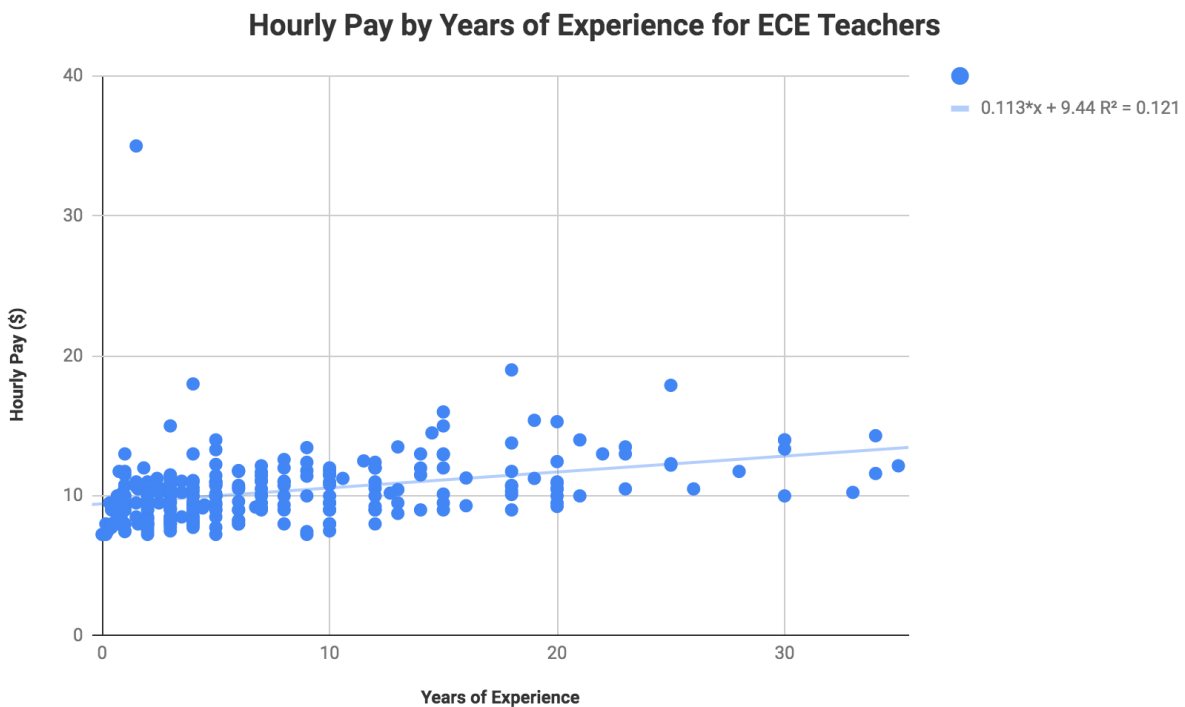
Compensation also varied across the region by a teacher’s educational attainment. The mean hourly rate for lead, assistant, and floater teachers by educational attainment is the following (an asterisk denotes a sample of fewer than 40 respondents):

²Bureau of Labor Statistics, 2019. https://www.bls.gov/oes/current/oes_13980.htm#53-0000

- High School Diploma or GED: \$9.91
- Some College*: \$9.79
- Associate's Degree*: \$10.60
- Bachelor's Degree: \$10.77
- Master's Degree*: \$12.46

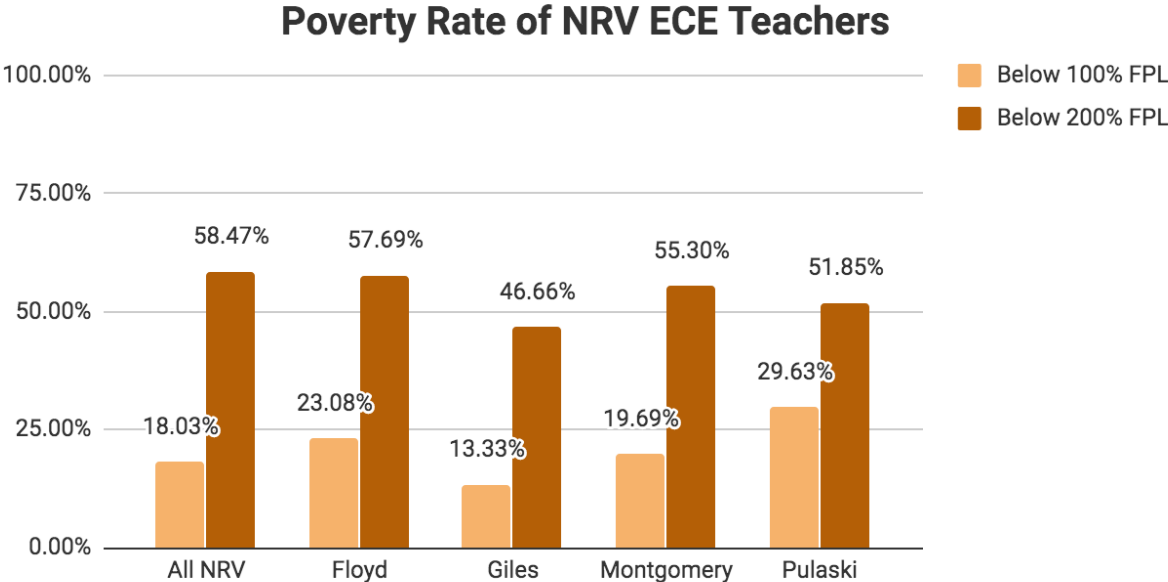
For teachers with the CDA credential, representing the national hourly rate nationally is \$12.80. The NRV mean hourly rate for teachers with a CDA is \$11.01. However, only 39 respondents listed having a CDA, representing less than 9% of our sample and indicating that the CDA is still not a widely held credential in the NRV.

In addition to the low wages on average, there is a limited trajectory for increased pay based on experience in the field. Early childhood educators in the NRV earn only 11 cents more per additional hour of work. This means that over the course of 10 years of employment in the early childhood field, an early childhood educator would, on average, only earn an additional \$1.10 per hour. This of course does not capture the variation in starting salaries across centers, and person-by-person variation in advancement through roles in a center. It does, however, indicate a striking lack of pay-off for remaining in the field long-term.



Poverty

Due to the low levels of compensation, our early childhood educators are currently experiencing great financial strain. 58.7% of NRV early childhood educators are living below 200% of the federal poverty line, and 18.03% are living below 100% of the federal poverty line, based on data from a sample of 190 teachers who provided both household size and total household income³. Early childhood educators are overrepresented in poverty locally.



Benefits, Insurance & Paid Leave

Key Statistics

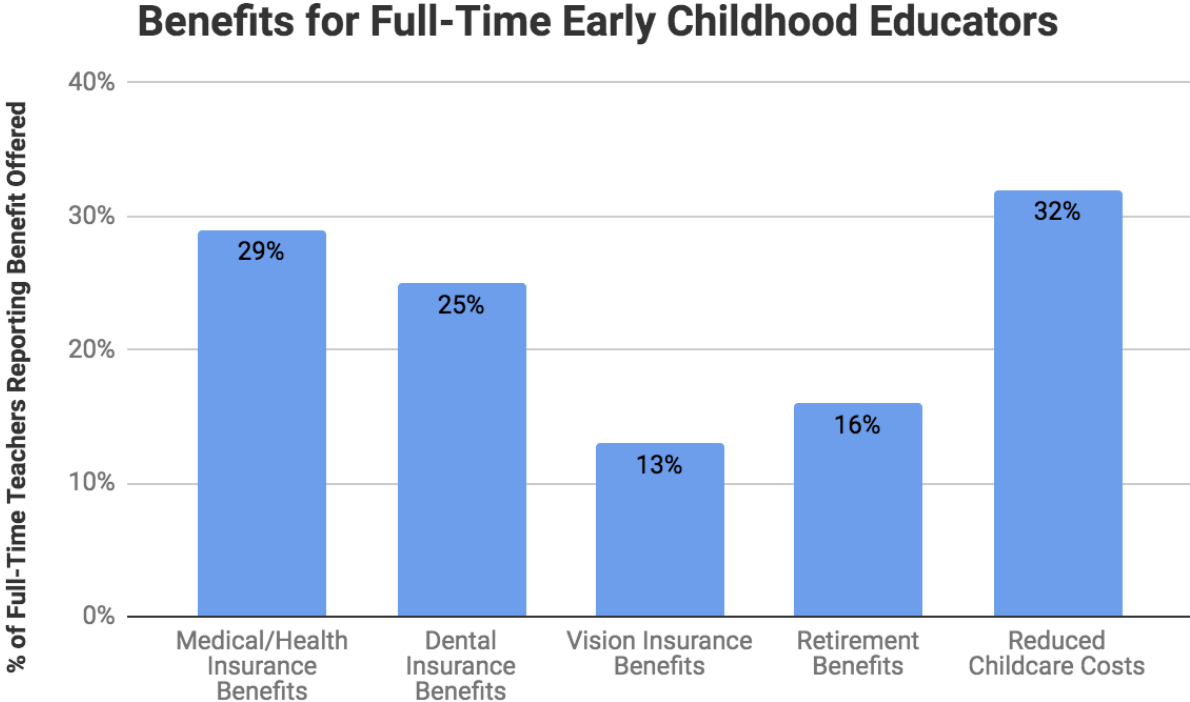
- 20% of full-time early childhood educators have no paid leave available, including sick leave, paid time off, vacation time, holidays, and maternity leave.
- Only 22% of NRV early childhood educators receive insurance coverage through their employers. 15% of NRV early childhood educators are on Medicaid, and an additional 15% are uninsured.

Benefits and Insurance

In the NRV, the majority of early childhood educators are not employed in situations that provide benefits through their employment. Many of these educators are employed part-time, due to many childcare centers employing staff in shifts, or for a school-week length that is less than 30 hours total. For teachers employed 30 hours or more per week, 32% reported reduced

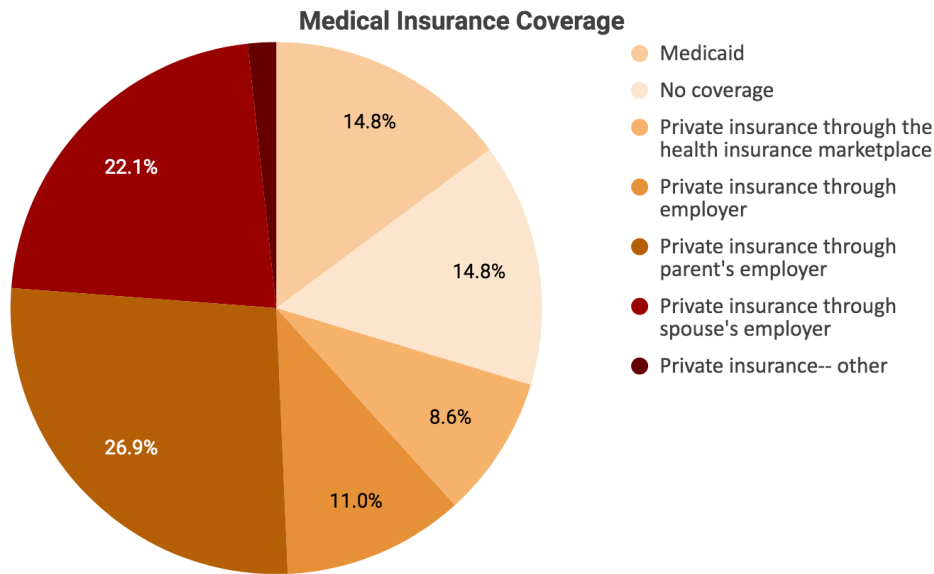
³ Determined according to 2019 Poverty Guidelines by household size and income (U.S. Department of Health and Human Services). <https://aspe.hhs.gov/2019-poverty-guidelines>

childcare costs being provided by their employers, 16% reported retirement benefits, 13% reported vision insurance benefits, 25% provided dental insurance, and 29% reported medical insurance coverage being offered.



Early childhood educators reported varied methods of obtaining health insurance coverage. Only 11% of teachers, both full- and part- time, utilize health insurance through their employer. As mentioned above, while 29% of full-time teachers are offered health insurance benefits, only 18% reported being covered under their employer-provided insurance plans. Nearly 50% of both full- and part-time teachers receive insurance coverage through a spouse or parent. 15% of full- and part-time teachers purchase medical insurance coverage through the health insurance marketplace, and another 15% have no medical insurance. Compared to the rates of being uninsured or being covered by Medicaid across the NRV, early childhood educators are more likely than average to be on Medicaid (15% vs. 12.8%) and to be uninsured (15% vs. 8.38%)⁴.

⁴ U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates. Public Health Insurance Coverage by Type and Characteristics. https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_5YR/S2704/0500000US51063|0500000US51071|0500000US51121|0500000US51155|0500000US51750



Paid Leave

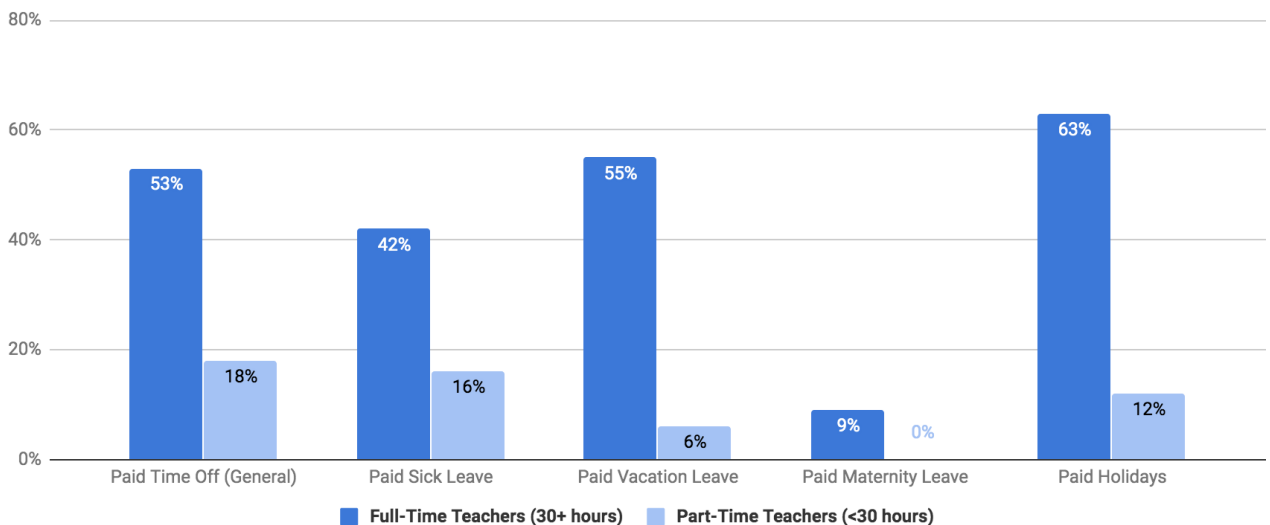
Paid leave available to staff varied predictably by full vs. part-time status among respondents. While 20% of full-time early childhood educators have no paid leave available, including sick leave, paid time off, vacation time, holidays, and maternity leave, 72% of part-time staff had no paid leave. Nationally, 52% of part-time employees and 98% of full-time employees have some form of personal leave, sick leave, paid family leave, or vacation, which indicates that the ECE workforce in the NRV might be failing to compete with leave available in other professions and regions⁵.

For full-time staff, however, paid leave available to staff is inconsistent. While 63% of respondents indicated their centers offered some paid holidays, only 43% had paid sick leave. Notably, only 9% of full-time NRV educators have paid maternity leave. Given that only 2% of all respondents (across all site types and roles) were male, the issue of maternity leave availability is relevant in particular to the majority-female ECE workforce.

Limitations on available leave increases the likelihood of high staff stress-levels, staff burnout, and limitations on the ability of educators to care for basic personal and family needs while maintaining employment. Further, it reduces the ability to be competitive in gaining a highly-

⁵ U.S. Bureau of Labor Statistics. Table 46. Paid leave combinations: Access, civilian workers, 1 March 2018. <https://www.bls.gov/ncs/ebs/benefits/2018/ownership/civilian/table46a.htm#>

Paid Leave Available for Full- and Part-Time Teachers



skilled workforce of professionals to the field without the basic provision of some form of paid time off.

Professional Experience, Goals & Development

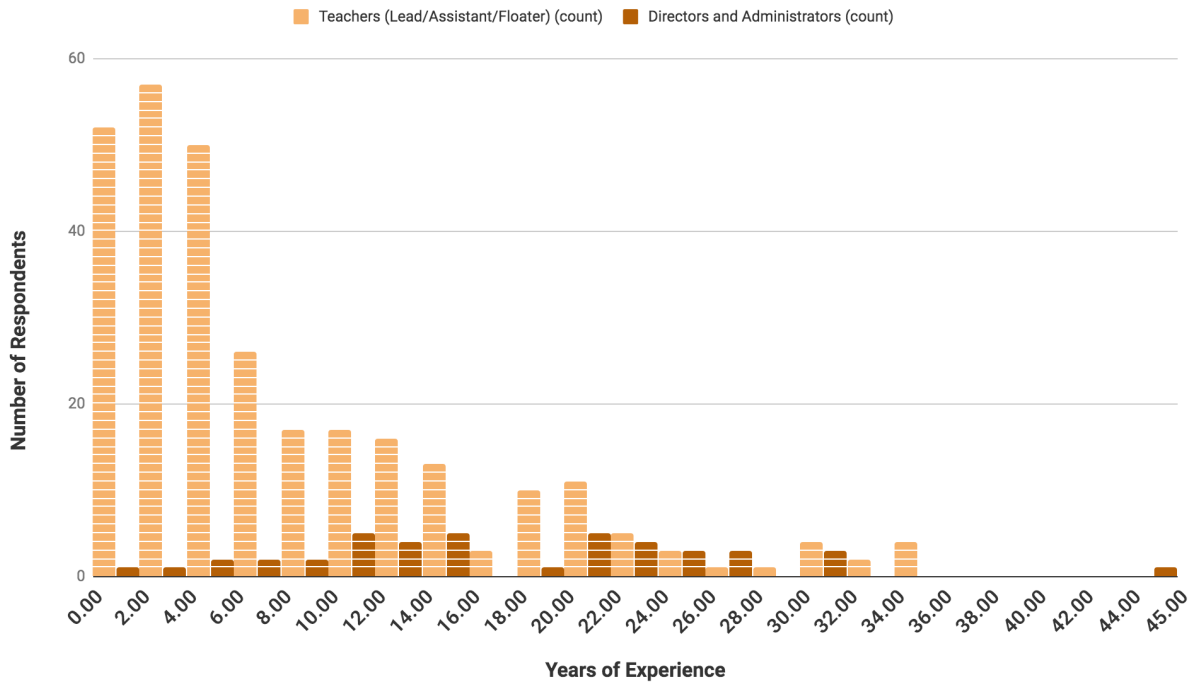
Key Statistics

- The median number of years of early childhood experience for NRV early childhood educators is 5 years.
- 46% of early childhood educators hope to remain in the field for their whole career.
- 9% of NRV early educators, directors and administrators are not participating in any form of professional development (no on-site training, no participation in any continuing education, no participation in professional associations, etc.)

Years of Experience

The NRV has a wide range of experience levels among both its teachers and its administrative and directorial staff. On average, NRV early childhood educators have 7.9 years of experience (median 5), with a range of experience from newly-hired teachers listing no prior experience, to teachers with 35 years of experience. Directors and administrators had an average of 17.1 years experience (median: 15), with a range of experience spanning between 1.5 years to 44 years.

Years of Experience in Early Childhood Field for ECE Workforce

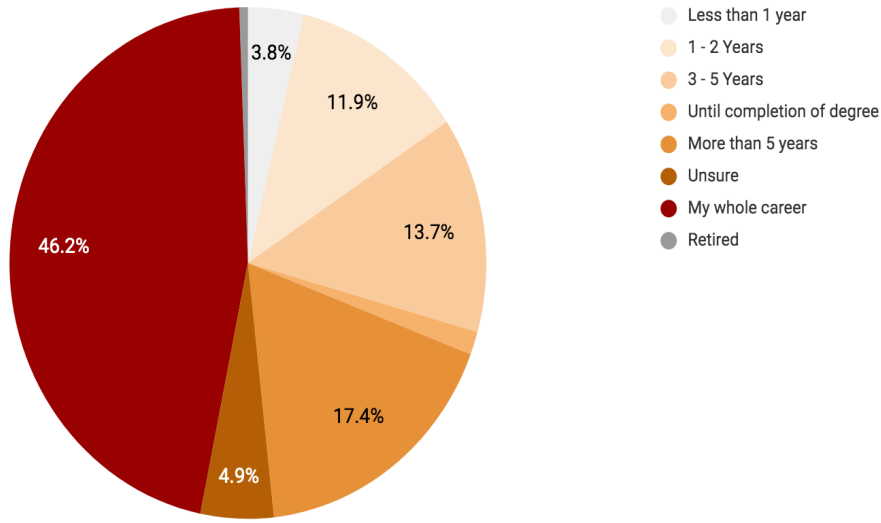


Professional Aspirations

As a region, a major component of the workforce crisis ongoing is the frequent turnover of staff in NRV centers. Out of all respondents at centers, 31% indicated plans to remain in the field for fewer than 5 years, and 5% indicated being unsure about the length of time they’d be able to commit to the field. There is the potential, therefore, for one in three teachers in the NRV to leave the field in the next 5 years. This is a major challenge for centers from a staffing perspective, as well as an indicator of the challenging circumstances currently driving educators out of the field to pursue other opportunities.

There is, however, promising indication that a substantial portion of early childhood educators are committed to the field long-term. 46% of early childhood educators responding plan to stay in the field for their whole careers. While efforts must be made to reduce the rate of turnover, attention is also needed to maximize the impact of long-term educators through professional development opportunities and building collaborative networks of ECE professionals in our region.

Length of Time ECE Teachers Plan to Remain in Field



Participation in Professional Development Opportunities

A critical component in upskilling the early childhood workforce involves addressing the need for professional development in centers. Professional development enables continuous learning and quality improvement of both classroom and center-level interactions and processes. Further, with strong professional development, center leaders can entrust greater responsibilities to their increasingly qualified and prepared educators, and expand enrollment and grow their impact.

With limited or nonexistent professional development, teachers lack the opportunity to advance and build their professional skillsets, perpetuating low levels of expertise and limiting the quality and innovation present in centers. In the NRV, 11% of teachers not participating in any kind of professional development beyond internal center coaching. This indicates that many NRV teachers are likely missing the chance to access the most recent research on best practices, innovations in the field, and their own pathways to advancing and growing professionally.

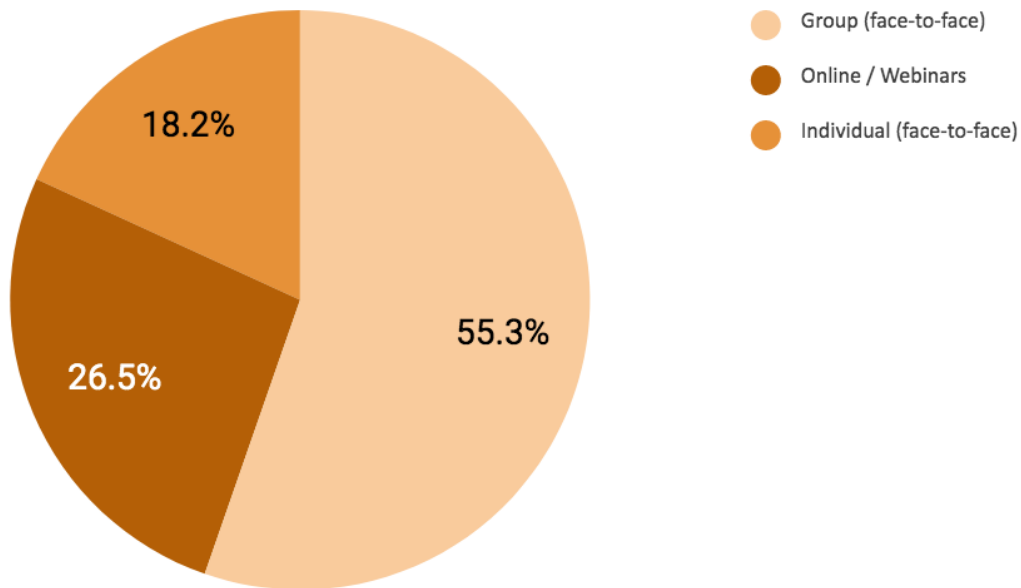
Certification	% of Teachers	% of Directors and Administrators
CLASS Observer Certification	2%	2%
First Aid/CPR Certification	49%	61%
Medical Administration Training (MAT)	16%	24%

Professional Development Opportunity	% of Teachers Participating	% of Directors and Administrators Participating
Virginia Quality workshops/training opportunities (for teachers and/or directors/administrators)	67%	48%
Conferences/symposiums for early childhood professionals	37%	37%
Webinars for early childhood professionals	21%	17%
On-site staff development/training opportunities	59%	87%
Classroom coaching from internal team members	27%	65%
Classroom coaching from external quality mentors (ex. Virginia Quality, Infant & Toddler Specialist Network)	23%	22%
PD incentive program (ex. GIFT, PERC, Mixed Delivery)	5%	4%
CLASS (Classroom Assessment Scoring System) training	14%	15%
Trauma Informed Care training	9%	26%
Professional association membership (ex. NAEYC, SECA)	10%	15%
<i>Not participating in any ongoing PD beyond <u>classroom coaching from internal team members</u></i>	11%	2%
<i>Not participating in any ongoing PD beyond <u>on-site staff development and training opportunities + <u>classroom coaching from internal team members</u></u></i>	16%	41%

The moderate rates of participation in conferences and symposiums for early childhood professionals, as well as over one in four directors and administrators having participated in trauma informed care training is promising for the region. These two areas of engagement could continue to increase in frequency among educators as the region continues to build professional networks of early educators and implement best practices in classrooms.

The professional development setting preferences of the region seemed split. 26% of the ECE workforce preferred online and webinar-format professional development opportunities, while only 18% preferred individual, face-to-face engagement. Over half of respondents selected a preference of group, face-to-face professional development events and opportunities. This is a promising indicator of the potential for strides to be made by engaging professionals in

Preference for Professional Development Setting



network-building and locality-based opportunities to build consensus, learn from one another, and be empowered to advocate for themselves and the communities they serve.

Stress and Well-Being

Key Statistics

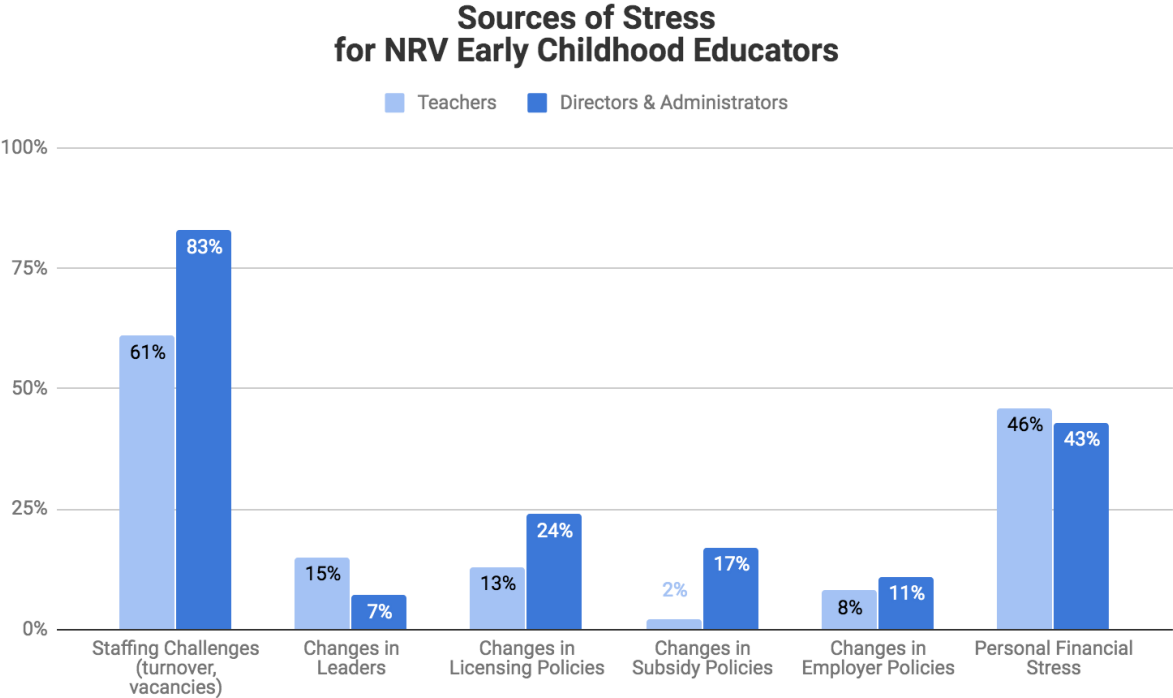
- 48% of educators and 63% of administrators and directors report a high stress level.
- 83% of directors and administrators point to staffing challenges as a major source of stress.
- 46% of teachers and 43% of directors and administrators reported personal financial stress.

Stress Level and Sources of Stress

Among respondents, high stress levels were frequently reported, with 48% of educators and 63% of administrators and directors reporting a high stress levels. These levels of stress negatively impact well-being and could be contributing to high rates of turnover and fewer than half of early childhood educators desiring to stay in the field long-term. Across the various sources of stress provided to respond to, respondents varied by their role regarding which factors significantly contributed to their stress. Teachers responded that changes in leadership

and personal financial stress increased their stress levels more commonly than these factors impacted directors and administrators, while directors and administrators were more impacted by staffing challenges, changes in subsidy policies, chances in licensing policies, and changes in employer policies.

Staffing challenges were the most widely cited as a cause for stress, with 61% of teachers indicating it as a stressor, and 83% of directors and administrators indicating it as a stressor. As previously identified, the high frequency of turnover creates difficulties in developing a skilled workforce, and negatively impacts the continuity of the care and education provided to



children being served by centers. Personal financial stress was the second-highest rated stressor in both role categories, impacting 46% of teachers and 43% of directors and administrators. Based on the poverty rates and low-wages previously identified, financial stress logically follows the pattern of low compensation in our region for the ECE workforce.

The commonality of high stress levels among the childhood workforce regionally is a source of concern beyond just teacher well-being. As research on the fields of stress, caregiving, and early childhood education has evolved over the past few decades, evidence is mounting that the quality of caregiver and teacher interactions with children is negatively impacted by high

stress levels⁶. As teacher stress escalates under conditions of low pay, few benefits, and unstable work conditions with the high rates of turnover and instability in the field, the children being served in NRV centers will miss out on benefitting from the highest quality of care.


Conclusions & Next Steps

In examining the early childhood education workforce in the New River Valley, several clear patterns emerge. The majority of the NRV early childhood workforce does not possess official training in the field of early childhood education or a degree beyond a high school diploma. Few opportunities exist for advancement in pay beyond a few cents an hour per year. As such, almost 60% of NRV educators are living below 200% of the federal poverty line. 15% of NRV early childhood educators are on Medicaid, and 15% are uninsured. Many members of the ECE workforce are experiencing high stress levels, likely a result of these compounding challenges, with especially high stress levels among directors and administrators related to staffing challenges. Despite these obstacles, many teachers are engaged in forms of professional development within the region, though there is a high degree of variability in access to professional development opportunities. Further, a majority of teachers plan to stay in the workforce for their whole career. While region-wide trends dominate, locality-specific differences are present. As data analysis and local engagement expands, each locality's unique barriers and opportunities for workforce development must be explored to maximize an understanding of the NRV's early childhood field, as well as the next steps to be taken locally and regionally.

The U.C. Berkeley Center for the Study of Child Care Employment released the 2014 report "Worthy Work, STILL Unlivable Wages," which highlighted, among other challenges, the harmful effects of a workforce of overworked, underqualified, and underpaid individuals:

"This new evidence at the intersection of neurobiology, developmental science, and early education carries vast implications for how we think about children's early childhood teachers: their influence on early development; their responsibility in managing many children's first encounter with peers and providing most children's first experiences with a teacher; and the importance of their own well-being. In

⁶ Allison H. Friedman-Krauss, C. Cybele Raver, Juliana M. Neuspiel & John Kinsel(2014) Child Behavior Problems, Teacher Executive Functions, and Teacher Stress in Head Start Classrooms. *Early Education and Development*, 25(5), 681-702, doi: 10.1080/10409289.2013.825190; Perry et al. (2018). Developing a neurobiological animal model of poverty; Drawing cross-species connections between environments of scarcity-adversity, parenting quality, and infant outcome. *Development and Psychopathology*, 1 (1). doi:10.1017/S095457941800007X



short, it ups the ante on what is at stake when children’s earliest caregivers and teachers—two-thirds of whom have children of their own— are themselves experiencing economic hardship, low social status, unsupportive and demanding work environments, clinical depression, and other chronic stressors frequently associated with early childhood work.”⁷

It is critical to examine solutions to the workforce crisis occurring, for the sake of the professionals employed in the ECE field, as well as for each child being served in the skilled care of these professionals. Smart Beginnings NRV looks forward to championing regional progress toward a competitively compensated field with opportunities for professional development and a clear pipeline of professionals entering the field and advancing within it. The development of a highly competent, credentialed, and competitively compensated early childhood workforce is an issue with far reaching implications for NRV families, academic success, the economy, the workforce, and future opportunity within the region.

⁷ Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study, 2014. Center for the Study of Child Care Employment, University of California, Berkeley. <http://cscce.berkeley.edu/files/2014/ReportFINAL.pdf>