

# New York State's Infant and Toddler Workforce

**RAiSiNG  
NEW YORK**

 New York Early Childhood  
Professional Development Institute

## Executive Summary

Society is best served when we acknowledge and act upon the science that tells us that the quality of the first three years of life is foundational for lifelong success. During these years the neurological foundation is laid for lifelong learning and healthy cognitive development. Given what we know about the especially critical first three years, it is imperative that we ensure children have high quality, enriching early childhood experiences and education from birth through age three, irrespective of setting. The first three years are precisely the time of life where deeply committed, educated teachers are needed to maximize the intense aptitude for learning with which children are born. Therefore, supporting the early childhood workforce dedicated to New York's youngest children and their families becomes a vital mission, now more than ever.

The coronavirus pandemic and our nation's reckoning with the racist institutional policies that permeate our education and child care systems have exacerbated long-standing historical inequities and inadequacies. As we work to build back better and stronger from these dual crises, we have real opportunities to transform New York's struggling child care system and better support our early child care workforce:

- The state's Early Childhood Advisory Council is putting a dynamic and comprehensive new strategic plan into place to rebuild a comprehensive and sustainable early childhood system that will ensure success for all children;

- The Governor's Child Care Availability Task Force is working on a comprehensive plan to move the state toward universal access to high quality and affordable child care; and
- New York is in receipt of significant federal relief funds which should be used to stabilize existing programs and launch the state's strategic rebuilding plan.

The success of the children of New York depends upon our ability to develop and implement the comprehensive approach to early childhood education offered by these opportunities.

This report offers a close look at the current state of the workforce serving infants and toddlers in New York State. It begins with an overview of the latest research on infant and toddler learning, and the vital role child care providers play in their brain development. It emphasizes the key strengths of New York's current infant and toddler care workforce — including its racial and linguistic diversity — and areas where the workforce needs more support.

This report includes a series of recommendations that the state and federal government, and institutions of higher education can implement to expand investment in the early childhood workforce in order to offer the youngest New Yorkers the best chance for future success. Recommendations include strategies to:

- 1 Invest state and federal funds to subsidize infant and toddler care professionals' salaries so they earn wages reflective of their duties and responsibilities;**
- 2 Support current and future child care professionals with training, apprenticeships, credentials, bachelors' and advanced degrees, and access to professional development specifically designed to support the development of children from birth through 3 years of age and their families;**
- 3 Provide institutions of higher education the resources necessary to ensure early childhood programs offer coursework focused on the needs of infants and toddlers, and honor the relevant experience of the existing workforce;**
- 4 Expand infant/toddler care providers' participation in QUALITYstarsNY; and**
- 5 Provide necessary resources to support physical safety and mental health for infant/toddler providers through the pandemic and during what will likely be a significant period of recovery.**

Investing in infant and toddler care and the education of the infant/toddler workforce must be integral to the state's birth-to-five agenda as we work to build a stronger, more equitable child care system that helps our youngest New Yorkers and their families thrive. As the state moves forward, reopening and revitalizing the early childhood sector must not only take into account the immediate impacts of the pandemic, but seize this unique opportunity to make lasting, systemic changes and investments that will ensure access to excellence for all young New Yorkers.

**WE HAVE REAL OPPORTUNITIES TO TRANSFORM NEW YORK'S  
STRUGGLING CHILD CARE SYSTEM AND BETTER SUPPORT OUR EARLY  
CHILD CARE WORKFORCE.**

## Introduction

COVID-19 has brought new challenges to the early childhood workforce. Many families, as well as the workforce, are managing dramatic loss, unemployment, and general instability. The early childhood field has a vital role to play to help young children and their families navigate these dramatic changes, as well as to be actively engaged and integral partners in New York's economic recovery. As the state of New York focuses on leveraging resources to improve the infant and toddler workforce, we must also prioritize making the strides that are necessary to position New York as a leader in the early childhood field.

A survey conducted to learn more about the early effects of the pandemic on the early childhood workforce had several critical findings.<sup>1</sup> Early childhood educators and providers reported high levels of stress and uncertainty — conditions that existed before the pandemic — and have only been drastically exacerbated since. About 32% of early childhood leaders in New York State report that they have reduced staff hours or furloughed or laid off staff as a result of pandemic restrictions. While 82% of survey respondents reported that they plan to return to work at the same program once restrictions are lifted, nearly one in four of the respondents said that they were uncertain if their program would reopen once COVID-19 restrictions have been lifted.

Early childhood educators have been experiencing a variety of economic, health,

and caregiving stressors since the start of the pandemic. Over half of respondents reported that they have been moderately or greatly affected by job loss or reduced wages. Large majorities also report moderate or more serious stress on their physical and emotional health, feeling lonely or isolated, managing work-at-home and family demands, and worry about the physical health or loss of family members, neighbors, or coworkers.

This report is being produced by Raising NY, a diverse statewide coalition of parent, early childhood, education, civil rights, business, and health organizations dedicated to increasing the number of children who are on track for school success, and the New York Early Childhood Professional Development Institute at CUNY. Raising NY recognizes that the families of infants and toddlers care deeply about surrounding their children with the care and nurturing support they need to flourish and that investing in high quality early childhood education programs is one important way to make sure all children have a realistic chance for success. Supporting and growing the infant/toddler workforce is one of the most important factors in improving the quality of infant/toddler care in New York. This report aims to present a snapshot of what we currently know about the early childhood workforce in New York and to make key recommendations for policy change and other steps to make significant improvements in the lives of families with young children.

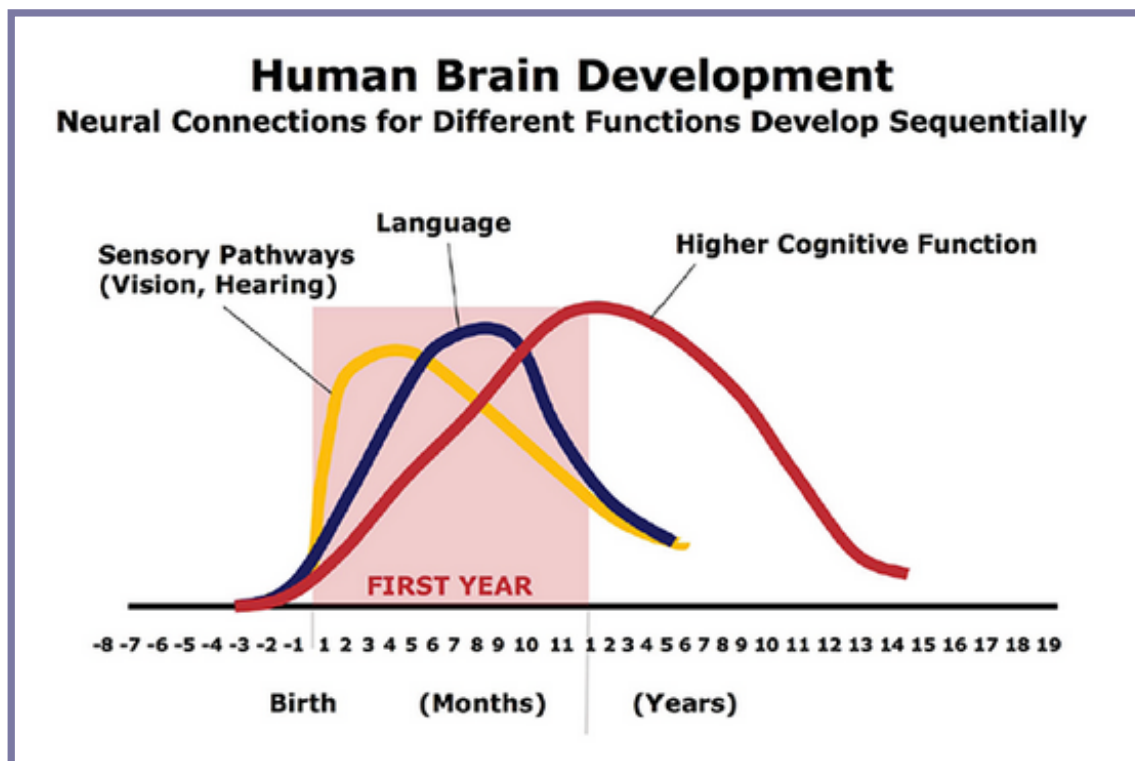
**AS NEW YORK FOCUSES ON LEVERAGING RESOURCES TO IMPROVE THE INFANT AND TODDLER WORKFORCE, WE MUST ALSO PRIORITIZE MAKING THE STRIDES THAT ARE NECESSARY TO POSITION NEW YORK AS A LEADER IN THE EARLY CHILDHOOD FIELD.**

## Brain Science, Research, and the Workforce

For well over three decades, research has shown that children’s brains grow at a remarkable rate in the first three years, and that a well-qualified and educated workforce can help to foster brain development. The chart below shows that brain development for sensory pathways (vision and hearing), language, and higher cognitive functioning all peak within the first three years of a child’s life, making the need for a nurturing and stimulating environment critical in these early years, and remaining vitally important throughout the early childhood years.<sup>2</sup>

The infant/toddler workforce, therefore, must have a high level of skill, knowledge, and competency about child development in the first three years of life. A well-trained and highly qualified workforce serving infants, toddlers, and their families is able to effectively implement several key strategies for high quality practice, including, but not limited to, using language-based interactions to develop trusting bonds,

using talk for learning, engaging in language-rich play, and reading a variety of books.<sup>3</sup> Well-trained infant and toddler educators understand that young children’s curiosity is rooted in the scientific method. Young children need to explore, experiment, and make discoveries safely in a well-planned environment, thereby laying the groundwork for meaningful relationships and successful learning throughout life. New families also need and deserve support as they navigate the challenges of parenting, and a trusted professional can make a world of difference in the management of post-partum depression, sleep deprivation, fear of the unknown, and learning to respond respectfully to the cues of very young children who do not come with instructions. Additionally, early childhood professionals can help determine if children are reaching developmental milestones at an appropriate time and help connect families to resources if they suspect a child may have a developmental delay or disability.



Source: C.A. Nelson (2000). Credit: Center on the Developing Child; <https://developingchild.harvard.edu/resources/inbrief-science-of-ecd/>

# New York’s Early Childhood Workforce

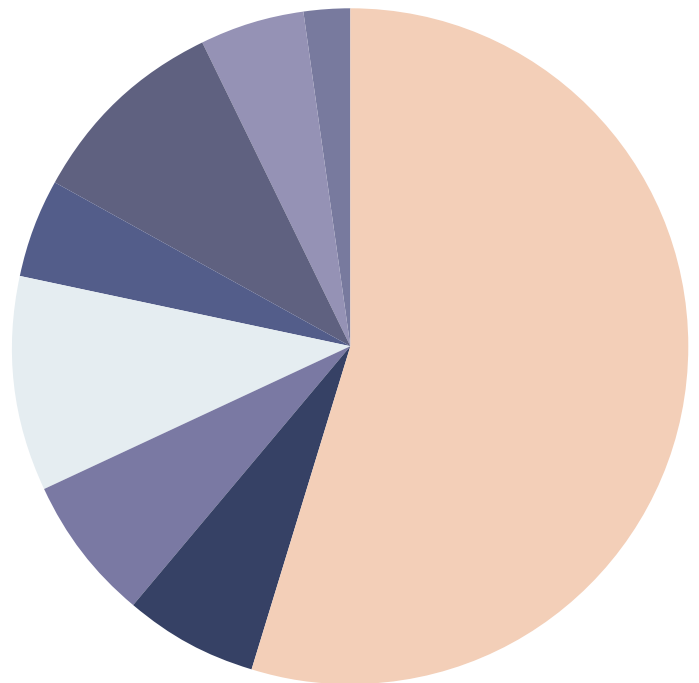
Estimates of the number of New York’s registered and licensed early childhood workforce range from 84,100<sup>4</sup> to more than 100,000,<sup>5</sup> depending on setting (family and group family child care programs, center-based child care programs, and Head Start and pre-K classrooms). There is also a considerable number of individuals who provide care to infants and toddlers in their homes but are not known to any particular system. These providers are sometimes known as Family, Friend, and Neighbor (FFN) caregivers. New York is continuously working to better understand the composition of the early childhood workforce. The Aspire Registry offers the best source of data about the early childhood workforce across the state. Although all early childhood providers and professionals are not yet required to use the registry, it has more than 50,000 current and active registrants.<sup>6</sup>

The chart to the right shows geographical representation in the Aspire Registry. While Registry data does not provide a complete picture of the workforce, it does provide valuable information about a significant portion of the workforce. It is important, however, to note that family child care providers are significantly underrepresented in the Aspire Registry (see Family Child Care section below). Additional data and research are needed to describe and understand the current status and challenges of the family child care workforce, including pay and professional development inequities.

We also know more about New York’s early childhood workforce through QUALITYstarsNY, New York’s early childhood quality rating and improvement system. The almost 900 early childhood programs<sup>7</sup> that participate in QUALITYstarsNY, across all ten regions of the state, and the center-based programs licensed by the Department of Health and Mental Hygiene

in New York City are required to participate in the Aspire Registry. Their participation offers further insight, and a recent survey<sup>8</sup> of staff at QUALITYstarsNY programs provides critical information about the well-being of New York’s early childhood workforce.<sup>9</sup>

## Aspire Registry Statewide Representation



- **NYC** | 39,273
- **Albany** | 4,730
- **Buffalo** | 4,954
- **Long Island** | 7,344
- **Rochester** | 3,342
- **Spring Valley** | 6,982
- **Syracuse** | 3,591
- **Out of State** | 1,521

*Chart 1: This graph shows that participation in the Aspire Registry outside of NYC is significant and demonstrates a robust acceptance of the Registry, a recognition of its usefulness to providers, and the field’s willingness to participate despite it not being required.*

## **Demographics of the Early Childhood Workforce**

New York's youngest children are educated by a workforce that is intimately familiar with the languages and cultures of the children and families they serve, thus placing New York's youngest children at an advantage. The workforce is overwhelmingly women of color, and is extraordinarily rich in its racial, ethnic, and linguistic diversity.

The early childhood workforce in New York State is 96% female and 4% male. Forty-five percent of the overall ECE workforce is over 40 years old, 42% is ages 26-40 years old, and 13% is 25 years old or younger. The infant/toddler workforce skews slightly younger, with 20% of the workforce being 25 years old or younger, 47% ages 26-40, and 33% over 40 years old. In addition, over half of the overall early childhood workforce identifies in racial categories other than white, with 23% identifying as Latinx, 17% as Black, 7% as Asian, and 9% as other.<sup>10</sup> The remaining 44% of the workforce identifies as white. This trend is similar in the infant/toddler workforce, where 40% identify as white, 26% as Latinx, 19% as Black, 7% as Asian, and 8% as other. Diversity is a core strength of the early childhood workforce in New York.

The early childhood workforce in New York City in particular is even more diverse than that of the City's K-12 school system - with 29% of the early childhood workforce in New York City identifying as white, 29% as Latinx, 21% as Black, 10% as Asian, and 11% as other. This workforce is also linguistically rich, with approximately 30 languages identified in the Registry. In QUALITYstarsNY programs in particular, 32% of teaching staff report speaking a language in addition to English.

Supporting the early childhood workforce and continuing to foster its diversity will have long lasting positive impacts on children throughout their K-12 experience. In New York's K-12 school system, 83% of students are Black, Latinx, or

Asian, while only 39% of teachers are — this is a significant contrast to the early childhood workforce. The promise of the diverse early childhood workforce is supported by research. Research shows that when students have teachers of similar race or ethnicity they not only show improved academic outcomes, but also have increased expectations about their own abilities.<sup>11</sup> This report suggests that New York can leverage the unique composition of this workforce to improve and stabilize the quality of the workforce, to elevate its stature, and address historically low compensation, thereby ensuring that every young child receives a high quality, nurturing early childhood education.

## **Experience of the Workforce**

Early childhood professionals in the Aspire Registry hold a variety of job titles: 46% are assistant teachers, 38% are teachers, 12% are program leaders, 2% are agency staff, and 2% are family child care providers, which is representative of program staffing structures. Much of the staff has been in their current positions for an average of 5.9 years. Fourteen percent of the workforce have been in their current position for less than one year and 31% have been in their positions for less than two years. Almost half of the people in the workforce (47%) have been in their current position for more than five years, and 10% of the workforce have been in their current position for 15 or more years. In fact, across the workforce, the range of time in the field easily spans more than 45 years. However, it is important to focus on the recruitment and retention of our newest generation of staff. The data implies that while supports to retain staff are important at every stage, focusing supports on professionals in their first five years in the field may stand to have a greater impact to stabilize the workforce.

Similar to what national studies show,<sup>12</sup> providers serving infants and toddlers across New York State have less experience than the national ECE workforce. Within the larger early childhood workforce, the Aspire Registry provides

information about the infant/toddler workforce subset in New York State. In the Registry, 7,218 people are identified as infant and toddler teachers or assistant teachers (19% of the overall sample). Of these, 23% have been in their current position for less than a year, and 41% have been in their current position for less than two years, as compared to 14% and 31%, respectively, for the national early childhood workforce. Fewer infant/toddler educators (24%) have been in their positions for more than five years, as compared to 47% in the overall early childhood workforce. Please see the Compensation and Funding section below for a discussion on opportunities to retain and better compensate this critical workforce.

For the majority of the family child care (FCC) workforce that are not yet represented in the Aspire Registry, over 11,000 are home-based providers and 17,000 license-exempt providers<sup>13</sup> who care for children in their home. The state does not keep data on the specific ages of children who attend family child care, often masking critical information about the makeup of the family child care workforce, their compensation, and professional learning needs. As more family child care providers are able to participate in QUALITYstarsNY, and still more elect to join the Aspire Registry, data will become more readily available, and long-standing inequities can be addressed appropriately.

### **Education of the Workforce**

There is a significant amount of information about the education levels of those in the ECE workforce in New York State. Table 2 shows that one in ten teaching professionals in the registry have a Child Development Associate credential (CDA) or some college, and 35% have a college degree. Table 3 shows credential attainment for the infant/toddler workforce. The data demonstrate that while this workforce has not achieved the same education levels as the overall ECE workforce, infant and toddler professionals

understand the value of pursuing higher levels of education beyond licensing requirements. Licensing in New York State has attempted to support the aspirational growth of the ECE workforce by providing pathways and timelines to attain educational requirements (through study plans with years-long timelines). However, regulations have not been updated to sunset these provisions, so the multi-year study plan time allowances that were only meant to assist the workforce when requirements were enacted have instead become pathways that have, in practice, acted as a ceiling for educational attainment, rather than a floor.

For too long, New York has recognized all college degrees for licensure, even if the degree was not aligned to early childhood education. Table 2 demonstrates that while 35% of the workforce have earned a degree, only 19% of the workforce have degrees in early childhood education or a related field. The opportunity to shift policy is consistent with the recommendations made in the Institutes of Medicine (IOM) report, *Transforming the Workforce for Children Birth Through Age 8*, the New York Early Childhood Professional Development Institute, the New York State Early Childhood Advisory Council, and the State Education Department's Board of Regents Blue Ribbon Committee. The IOM report calls for pathways, timelines, and supports to transition to a minimum bachelor's degree requirement for all lead educators (group teachers) across settings and ages of children. While New York State has made progress, much remains to be done before New York meets this threshold. The authors of this paper endorse the recommendation of the IOM report for center-based teachers and look to a range of other pathways for those who care for and teach young children in their homes that includes higher education. As one example, CUNY's Infant Toddler Child Development Associate credential is being replicated in several regions through the state.

**TABLE 2: NYS Early Childhood Workforce by Highest Level of Education**

Highest Level of Education	ECE Workforce overall	Preschool Workforce	Infant/Toddler Workforce
<b>College Degree</b> (master's, bachelor's, or associate's)	35%	39%	22%
<i>ECE-specific degree</i>	8%	9%	4%
<i>Related degree</i>	11%	12%	5%
<i>Unrelated degree</i>	16%	17%	13%
<b>CDA or some college</b>	10%	9%	14%
<b>High School Diploma</b>	53%	52%	64%

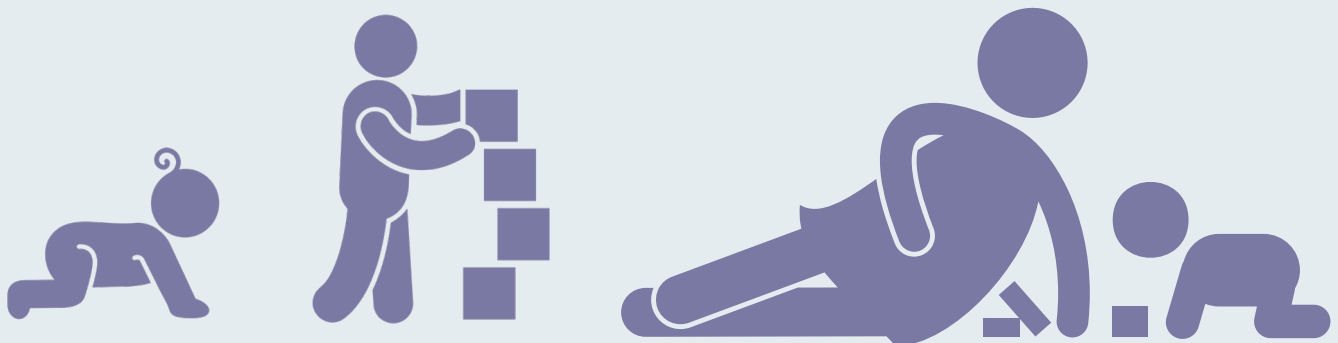
Note: ECE Workforce overall data includes the overall sum of the infant/toddler workforce and the preschool workforce.

**TABLE 3: Preschool and Infant/Toddler Workforce, Highest level of education by Position Type**

Program Leader	Master's Degree	Bachelor's Degree	Associate's Degree	CDA or some college	High School Diploma
<b>Preschool Teacher</b>	34%	17%	4%	6%	38%
<b>Infant/Toddler Teacher</b>	8%	14%	8%	17%	52%
<b>Preschool Assistant Teacher</b>	3%	11%	7%	13%	66%
<b>Infant/Toddler Assistant Teacher</b>	1%	7%	5%	10%	76%
<b>Program Leader</b>	41%	15%	3%	5%	36%

An analysis of the degree types across the workforce with the ages of children they serve makes clear that New York needs to ensure more coursework and field experience in early childhood education, with an emphasis on infant/toddler development and programming.

**INFANT/TODDLER DEVELOPMENT & PROGRAMMING**





## Family Child Care Providers

While family child care (FCC) providers serve children of all ages, it is important to note that they provide a significant portion of infant and toddler care in New York State, both in regulated and license-exempt settings. Families choose FCC providers because home-based settings often offer more flexible hours, can be more culturally responsive, are in smaller, more intimate settings, and are more affordable for many families who need care for infants and toddlers, as well as older children. With this in mind, we also specifically looked at the FCC providers represented in the Aspire Registry. In many cases, family child care becomes the default choice for parents since the availability of center-based programs serving infants and toddlers is so low. Families need real and affordable choices when it comes to the type of service delivery that they prefer for their youngest children as they strive to balance work and family needs.

FCC providers<sup>14</sup> are generally older than the wider early childhood workforce, with 59% of the providers represented being over the age of 40. A slightly higher portion of FCC providers are male, at 6% vs. 4% in the overall early childhood workforce. The FCC workforce is the most racially diverse within the early childhood workforce subgroups that we explored, with 27% identifying as Black, 36% as Latinx, 25% as white, 5% as Asian, and 7% as another category. 22% of the providers report being able to speak a language other than English. As one would expect with a subset of the workforce that is also older than the general workforce, FCC providers have more experience, with 53% of the workforce being in their current position for more than five years. And lastly, the FCC workforce has notable similarities to the infant/toddler workforce (as there is considerable overlap between those two categories) in levels of education. 23% of the FCC providers have a college degree (7% associate's, 8% bachelor's, and 9% master's degree or above), 19% have a CDA or some college coursework, and 57% of the group have a high school diploma.

**FAMILIES NEED REAL AND AFFORDABLE CHOICES WHEN IT COMES TO THE TYPE OF SERVICE DELIVERY THAT THEY PREFER FOR THEIR YOUNGEST CHILDREN AS THEY STRIVE TO BALANCE WORK AND FAMILY NEEDS.**

## **Compensation of the Workforce**

Early childhood education remains one of the lowest paid professions in the country, despite the critical nature of the work. While we have an aspirational goal to staff all early childhood classrooms with individuals who have at least a content-specific bachelor's degree, these individuals will still make far less than their public school counterparts, unless significant changes are made. Low wages in the early childhood workforce means that these professionals, and in many cases small business owners, are likely to suffer from the collateral damage and stress.

New York City has made considerable progress on compensation for teachers in pre-K classrooms in community based organizations (CBOs). In a recent agreement with the City, pre-K teachers in CBOs will see additional compensation over the next three years to reach pay parity with public school teachers at the entry level. While this is great news for pre-K teachers, it creates a disincentive for qualified infant and toddler teachers to continue working with the youngest children who need them most, especially in family child care settings because of the inadequate rates offered for infant and toddler care.

In a recent study of the early childhood workforce,<sup>15</sup> 42% of teachers reported having accrued student debt with nearly one quarter of them having more than \$50,000 of debt accrued. New York's gradual adoption of a \$15/hour minimum wage has created some improvements

in compensation; however, nearly two-thirds (65%) of child care worker families across the state receive support from one or more public income support programs. A majority of teaching staff in the study reported worrying about their ability to pay housing, health care, transportation, and food costs for their families. However, 83% of staff report having health coverage, half of which have coverage through their employer, and 84% of staff report that they receive vacation and sick leave benefits.

## **Professional Development of the Workforce**

Given that a large portion of the workforce does not have higher education specific to early childhood, high quality professional development is imperative. Over a one-year period, the Aspire Registry recorded 120,000 courses and professional development events. Of the 77,432 unique events offered, 64% had a duration of less than two hours, 28% were between two and seven hours long, and 7% were more than seven hours long. This indicates that the majority of professional development is taking place in the form of short workshops or trainings.

Over the last few years, New York has shifted practice around professional development to recognize the value of series-based professional development that builds both theoretical understanding and practical knowledge over time, instead of short, single session workshops that last two hours or less and rarely make or sustain changes in practice. Additionally, New York has made great progress in recognizing

**EARLY CHILDHOOD EDUCATION REMAINS ONE OF THE LOWEST PAID PROFESSIONS IN THE COUNTRY, DESPITE THE CRITICAL NATURE OF THE WORK.**

place-based and strengths-based coaching as a strategy to shift practice to be more sustainable and transferable across staff members in the same classroom and the same programs, thereby maximizing limited and precious resources. During the pandemic, much of the coaching work has transitioned to a virtual platform and has proven to be effective and welcome by the educators who have experienced it.

The Aspire Registry also identifies college coursework and professional development events that specifically relate to infants and toddlers. Of the 120,000 courses and professional development events in the Registry, only 2% of the offerings are identified as focused on infants and toddlers. Within those offerings, 27% are higher education courses and less than 1% of those courses are identified as focusing on infants and toddlers. It is important here also to acknowledge that courses and events may teach critical aspects of infant/toddler development but are not necessarily identified as such within the Registry if the event is not specifically focused on infants and toddlers. In addition, while some professional development is offered in languages other than English, the current availability is insufficient for the needs of the workforce. Overall, this data shows the broad opportunities available for institutions of higher education and professional development providers to add to their portfolios that directly addresses the gaps in the infant/toddler workforce.

It is also important for professional development

to be offered in child care providers' preferred language. There are several community-based entities, such as the Committee on Hispanic Children and Families, the Chinese-American Planning Council, and the Informal Family Child Care Project, in NYC that meet this need. More however needs to be done and this should start with an analysis of what is happening throughout the state regarding the availability of quality professional development in other languages.

A recent survey<sup>16</sup> of teaching staff in QUALITYstarsNY offers further insight into the professional development (PD) ecosystem in New York. When QUALITYstarsNY teaching staff were asked about their professional development opportunities, 92% reported having at least one PD opportunity, half reported that they had a choice in the PD opportunities that they took and that they meet with their supervisor annually to develop a personalized PD plan. Fifty-nine percent of respondents reported that their employer paid for at least a portion of their PD expenses, and 52% reported that they were able to reliably adjust their work schedules in order to participate in professional learning opportunities. The availability of professional development has direct implications for increased income for respondents. Nearly half (48%) of the teaching staff reported that they anticipated increased compensation for completing a degree or when promoted to a position with greater responsibility.

## PROFESSIONAL DEVELOPMENT | ASPIRE REGISTRY

# 120,000

## COURSES AND PROFESSIONAL DEVELOPMENT EVENTS

ONLY 2% 

## FOCUS ON INFANTS AND TODDLERS

## The Promise of QUALITYstarsNY

QUALITYstarsNY is New York State’s early childhood quality rating and improvement system. All licensed and regulated early childhood programs, including family child care, center-based child care, pre-K in schools, centers, and CBOs. Early Head Start, and Head Start are eligible to participate. The state budget, through the Governor’s office, funds QUALITYStarsNY, recognizing it as the state’s quality rating and improvement system. The Office of Child and Family Services (OCFS) funded the initial Field Test of QUALITYStarsNY and currently contributes to funding in support of professional development for QUALITYStarsNY participants. Approximately 900 sites representing every region across the state currently participate — and serve low-income communities. As new public funding is made available, more sites will be invited to participate.

QUALITYstarsNY, a five-star system, conducts comprehensive assessments of programs across four key areas: management and leadership, staff qualifications and experience, the learning environment, and family engagement. During the rating process, programs with highly educated staff, including infant/toddler teachers, are awarded points for staff members who have early childhood education and infant/toddler specialized degrees and/or credentials. These points translate into a higher rating for the program. Once a program is rated, site-based leadership work with their Quality Improvement Specialist to create a Quality Improvement Plan which is then funded by QUALITYstarsNY. Improvements are made systematically and with unique, strengths-based attention until a site is ready to be re-rated. Most programs have progressed and have been able to sustain their improvement, proving that QUALITYstarsNY is worthy of public investment. QUALITYstarsNY was designed by a statewide group of stakeholders who understand the importance of the workforce and their impact on our youngest children and

their families. QUALITYstarsNY exists to ensure that **every** child has access to an excellent early childhood experience.

In addition to the rating system, QUALITYstarsNY provides funding and technical assistance to providers in order to improve the quality of programming for infants and toddlers as well as older children attending, their families, and their teachers. Each of the four areas assessed by QUALITYstarsNY has specific standards that provide measures for service and improvement. Standards in the Learning Environment area address training on the Environmental Rating Scale, which includes tools that focus on the quality of infant/toddler programming in both centers and family child care homes, as well as, where appropriate, age-appropriate child observation and assessment tools and training, curriculum planning and implementation, and physical wellbeing and health. Standards in the area of Family Engagement focus on communication, breastfeeding, and supporting families through transitions. In Qualifications and Experience, specific infant/toddler credentials for staff are recognized and supported through Quality Scholars scholarships, professional development, coaching, and mentoring. Quality improvement plans authorize expenditures for classroom materials and equipment, professional development and tuition, and other consultation as needed, leveraging much needed resources to each program. These standards work together to provide an accurate measure of the quality of programming and support providers to understand the pathway to improvement.

Helping teachers remember how important they are to the infants and toddlers they teach is vital. QUALITYstarsNY gives teachers the tools, professional development, equipment, materials, and affirmation to ensure that our youngest New Yorkers are thriving.



**“One of my programs in Bay Shore, Long Island, called me after they had rearranged their diaper changing area. A child with special needs who cried every time he had a diaper change, now looked forward to diaper changing because of the mirror installed in the [changing table area]; now he could see his face, and hear the provider extend his language by saying ‘look at your smile.’**

**Professional development designed specifically for infant/toddler staff also contributes to positive changes, especially when after such training sessions an infant/toddler specialist provides technical assistance to help staff make the connection between the knowledge learned and their daily practices. QUALITYstarsNY supports infant toddler teachers and family providers in connecting them with New York State Infant Toddler Resources Centers in different counties.”**

*Karin Sperb, Quality Improvement Specialist*



**“Working with infants and toddlers in a multiple age group was always a challenge before I began to work with my [QUALITYstarsNY] specialist. I always felt the need to keep them either in an infant chair or in a playpen in order to keep them safe. This was because I was afraid that the more mobile children would step on them or somehow accidentally bump into them if I placed them on the ground.**

**Working with my specialist, we have created an infant area. This is where infants can explore on a rug with soft pillows, instead of in a playpen. As part of my learning experience, I now know the importance of tummy time for infants, and their need to move freely in order to develop their large muscles. We have added low shelving that allows for them to practice rolling, pulling themselves up and reaching for some of their favorite toys. Creeping and crawling is encouraged as well. The area is set up in corner of the learning environment, so the infants are not isolated, yet have a safe space apart from the more mobile toddlers. We have a glider for the adult to use when bottle-feeding, comforting or soothing the infants to sleep. Mothers are also encouraged to use the glider to nurse or feed their infants at arrival or departure. My program is a breast-feeding friendly space.**

**I am deeply grateful to be a QUALITYstarsNY participant! My program and the service I provide the families and children in my care has transformed, as we say in Spanish, ‘Del cielo a la tierra.’ (From heaven to earth.)”**

*Solange Gutierrez, Family Child Care Provider in QUALITYstarsNY*

## Recommendations: Compensation and Funding, Regulations, and Higher Education and Professional Development

New York has responded to the COVID-19 crisis in a number of ways to address the immediate impacts on the field. This has included transitioning supports and services, including professional development, coaching, and career advising to online, virtual platforms. An overwhelming number of early childhood educators responded to children sheltering at home with their families by providing a range of innovative supports, including virtual classroom activities, delivering learning play packets of materials, conducting regular family wellness calls, and using existing centers as food distribution sites. For those serving infants and toddlers, most teachers understood that remote learning was a developmentally inappropriate approach to staying connected to these young children. In many cases, teachers shifted their approach to conduct regular wellness checks with families to support the range of adjustments that parents needed to make to continue working while managing COVID-related challenges, including recommendations for developmentally appropriate activities to try at home.

Professional networks and initiatives responded by creating more frequent opportunities for early childhood professionals to meet virtually, creating opportunities and spaces to reflect, collaborate, and strategize about their roles

and work in this new environment. These virtual spaces also allow participants to share information about their concerns and transitions to working remotely, implementing distance learning for their students and families, and plans for reopening and operating in a safe and healthy manner. Communication efforts have also been intensified, with many organizations sharing resources and creating virtual platforms such as blogs to share information and perspectives. In addition, employment resources have been created or increased to address the various employment needs of both employers and staff as programs re-open, new staff are needed and revised practices are implemented to keep children and staff healthy.

The circumstances created by the economic downturn and subsequent recovery efforts present a unique opportunity for New York to build a better system as we recover from the pandemic, especially when it comes to early childhood care and education. As the state moves forward, reopening and revitalizing the early childhood sector must not only take into account the immediate impacts of the pandemic, but seize this unique opportunity to make lasting, systemic changes and investments that will ensure access to excellence for all young New Yorkers.

**WE MUST SEIZE THIS UNIQUE OPPORTUNITY TO MAKE LASTING, SYSTEMIC CHANGES AND INVESTMENTS THAT WILL ENSURE ACCESS TO EXCELLENCE FOR ALL YOUNG NEW YORKERS.**

## Compensation and Funding

Early childhood education has historically been perceived as “women’s work” or “babysitting” that comes naturally to women and that does not require a specific set of learned skills, knowledge, or competencies. Early childhood workforce research vehemently disagrees. The first three years are precisely the time of life where deeply committed, mature, educated teachers are needed to maximize the intense aptitude for learning with which children are born.

Wide variation in education requirements and compensation across settings has an influence on the high levels of staff turnover that the childhood workforce often experiences. Less than a quarter (24%) of infant/toddler educators have been in their positions for more than 5 years, as compared to 47% of the overall early childhood workforce. Some of this can be attributed to differences in funding for early childhood education programs. Funding differences have also created a vast disparity in compensation between prekindergarten teachers and infant and toddler teachers, which has created a pathway such that teachers with the lowest education levels start out in infant/toddler classrooms, but move quickly to 3-K and pre-K classrooms as soon as they have the education and certification required. There is not a clear, equitable pathway for an infant/toddler professional to remain

in infant/toddler classrooms as they increase their education and experience. Such inequality in the early childhood workforce prevents the professionals who are dedicated to our youngest children from staying in the field and growing in place.

While we seek to make dramatic increases in the qualifications of the infant toddler workforce, we must address the systemic injustice of low wages paid to the field. A first step must be that compensation is established using a new floor — minimum wage cannot be considered acceptable for the type of work that an infant/toddler educator is expected to perform. New York needs to consider a new approach to establish base wages that reward the existing work. A new career ladder, complete with recommended salary ranges, to accomplish this next step is under development in New York.

Other states across the country have been piloting new initiatives to address the inequalities in early childhood compensation, especially for infant and toddler educators. In North Carolina, the Infant-Toddler Educator AWARD\$ program was designed to reward teachers that have at least an associate’s degree, even though it is not required by licensing. The initiative has made a positive impact on both compensation and staff retention, while also elevating the status of teaching infants and toddlers.

### Infant-Toddler Educator AWARD\$ — North Carolina

The AWARD\$ program provides education-based salary supplements ranging from \$2,000 to \$4,000 per year to teachers working in infant/toddler classrooms. The program is focused on retaining well-educated teachers in infant/toddler classrooms, thus increasing program quality and workforce stability. The program provides graduated salary supplements to encourage participants to continue to pursue their education and advance their careers. Participants work full time in licensed centers with infants, one- and two-year-old children, and must have at least an associate’s degree. The program has achieved exceptional results, with a turnover rate in 2019 of just 13%, well below the national average of 30%<sup>17</sup>, and 88% of participants reporting that the award encourages them to pursue additional coursework.<sup>18</sup> Participants (99%) also reported that the supplements helped to ease financial stress and allowed them to provide better for themselves and their families.

## RECOMMENDATIONS

- 1 Participate in a public education campaign to clarify the opportunity and considerable return-on-investment argument for a comprehensive agenda that begins at birth. This campaign should address the vital role that child care plays in supporting the rest of the workforce to be able to return to work.
- 2 Replicate the North Carolina AWARD\$ program to offer incentives to those who already have or are pursuing infant/toddler degrees and credentials to encourage more current professionals and students to pursue these degrees and then employment in infant/toddler settings, including family child care homes.
- 3 Invest State and federal funds to subsidize infant and toddler care professionals' salaries so they earn wages reflective of their duties and responsibilities.
- 4 Create pilot apprenticeship programs that provide compensation increases predicated on advances in educational and skills attainment. Models should be based on successful apprenticeship programs, such as the Philadelphia Early Childhood Education Apprenticeship program in Pennsylvania, that has a successful model with more than 36 participants, thus far.
- 5 Expand family child care business support programs that provide professional development and business services (marketing, back-office services, etc.) support needed for high quality family child care, with specific investment in and expanded access to linguistically responsive supports.
- 6 The **federal government's executive order** on January 21, 2021 provides necessary resources for personal protective equipment (PPE), as well as cleaning services and supplies to help safely open child care facilities through September 30, 2021. These are necessary resources, and the federal government should continue to cover the cost — along with funding for additional safety measures such as physical improvements and lower teacher ratios to maintain social distancing — throughout the duration of the pandemic.
- 7 Funding is also required for the provision of linguistically and culturally responsive mental health supports for program staff, families, and children, acknowledging that every person in New York has been affected by this pandemic in one way or another.



## Regulations

Early childhood in New York faces a unique challenge in the differentiation between workforce requirements in New York City and those in the rest of New York State. Over half (55%)<sup>19</sup> of the licensed providers in NYS are located in NYC, where centers are licensed by the NYC Department of Health and Mental Hygiene (DOHMH). Centers in the rest of the state are licensed by the NYS Office of Children and Family Services (OCFS). Family and group family providers (home-based care) everywhere in the state are also licensed by OCFS. The table below gives a summary of the minimum education and experience requirements for teacher, assistant teacher, and educational director in programs by modality (center or home-based program).

### Minimum Education and Experience Requirements

	<b>NYC Center (DOHMH) Article 47</b>	<b>NYS Center (OCFS)</b>	<b>NYS FCC and GFCC OCFS</b>
<b>Group Teacher (Centers) and Provider (FCC and GFCC)</b>	Associate's degree with a study plan leading to a bachelor's degree and two years of experience within seven years	Minimum of nine college credits with a plan of study for a CDA or AA; two years teaching experience	No education requirement; must be 18 years old and have two years experience caring for children or 1 year experience and 6 hours of training NOTE: Providers in NYC DOE-funded 3K FCC Networks are required to have a CDA
<b>Group Teacher for Infants/Toddlers (Centers) and Provider (FCC and GFCC)</b>	High school diploma and study plan leading to nine college credits in two years or leading to an AA in seven years	Minimum of nine college credits with a plan of study for an Infant/Toddler credential or AA; two years teaching experience, one of which with infants and toddlers	No education requirement; must be 18 years old and have two years experience caring for children or one year experience and 6 hours of training
<b>Assistant Teacher (Centers)/Assistant (FCC and GFCC); ECE and Infant/Toddler</b>	High school diploma	High school diploma and one year experience	No education requirement; must be 18 years old and have two years experience caring for children or one year experience and 6 hours of training
<b>Education Director (Centers)</b>	Bachelor's degree, two years teaching experience, teacher certification	Minimum of a CDA with a plan of study for a bachelor's degree or CPAC, plus four years relevant teaching and supervisory experience	N/A
<b>Infant/Toddler Educational Director (Centers)</b>	Bachelor's degree, one year infant/toddler teaching experience or study plan for six IT coursework credits	Minimum of a CDA with a plan of study for a bachelor's degree or CPAC, plus four years relevant teaching and supervisory experience	N/A

It should be noted that the regulations contain a variety of education and experience combinations for each of the center-based positions that reflect higher levels of education. The minimum requirements shown above illustrate the differences between preschool and infant/toddler educators depending on location and program license. In New York State, schools and centers abide by licensing regulations, Head Start funding requirements, and State Education Department requirements. For example, pre-K teachers are required to have NYS's Birth-Grade 2 certification. Pre-K teachers in public schools must have the certification at the time of hire.

In centers operated by community-based organizations, it is preferred that pre-K teachers have the B-2 certification at hire, but if not, they have three years to earn the certification.

These variations in the system contribute to the equitable qualities of education and care that children are receiving different qualities of education and care depending on where they are located and the needs of their families. The state of New York recently received a federal grant designed, in part, to bring alignment to the different early childhood systems.

## RECOMMENDATIONS

- 1 While COVID-19 remains a threat, licensing and regulatory agencies must provide clear health and safety guidance for reopening to protect staff and children.
- 2 Align degree opportunities and career pathways for lead teachers in infant and toddler center-based classrooms with New York's efforts to professionalize the field and increase compensation for individuals with higher education, including those pursuing the credit-based Infant Toddler CDA and the state's early childhood bachelor's degrees and Birth to Grade 2 certification.
- 3 Support the existing infant/toddler care workforce by enhancing partnerships with colleges and universities for training and education, while also continuing to invest in the Early Childhood Workforce Scholarship.
- 4 Expand funding to allow for universal access to and participation in QUALITYstarsNY to increase the number of educators who have access to quality improvement plans and resources to earn credentials, certificates, and degrees so that children have greater access to excellence.
- 5 Require statewide participation in the Aspire Registry for all licensed and registered providers.

## **Higher Education and Professional Development**

Brain research in infants and toddlers continues to show that our youngest learners benefit when they are cared for by well-educated and trained early childhood professionals who understand the complexities of a young child's growth and development. The New York State Board of Regents has already acknowledged this through the Early Childhood Blue Ribbon Committee, which was convened to bring together state and national experts in consideration of policy and practice change. A recent study<sup>20</sup> examining higher education infant/toddler course offerings in New York's institutions of higher education (IHE) shows that there is considerable opportunity for improvement. The study examined two-year and four-year teacher preparation programs in New York. Forty four-year programs leading to a bachelor's degree offered a total of 578 courses; 18% of these courses mentioned children ages birth to three years old and only 0.01% (four courses) were dedicated to infants and toddlers alone. These numbers improve slightly for the 27 two-year programs leading to an associate degree, in which 33% of courses mentioned children ages birth to three years old and 12% of courses were dedicated to infants and toddlers. Some courses also required field experience in classrooms with infants and toddlers (1% of courses for four-year programs and 10% of courses for two-year programs).

New York has taken steps to improve the higher education opportunities for the early childhood workforce including the infant/toddler workforce. New York City has had a college credit-bearing Child Development Associate (CDA) credential at the CUNY School of Professional Studies for the last several years. As Early Head Start opportunities expanded in the city, a credit-bearing infant/toddler CDA was introduced, which has been instrumental in supplying Early Head Start initiatives with entry-level teachers with sound theoretical foundations and extensive field experience. Further, the CDA articulates to four community colleges, extending opportunities for

teachers to continue to advance their education and their careers.

With a recent grant from the federal government, New York will be expanding the college credit-bearing infant/toddler CDA certificate program to two other IHEs across the state in 2020 to ensure specially prepared infant/toddler teachers meet the needs of our youngest children across the state. Scholarships will be awarded to 135 students, and once they successfully complete the program, will not only have earned the CDA credential, they will also have 12 hours of college credit that will put them on a pathway to continuing their education.

As IHEs expand and improve their infant/toddler course offerings, the supports available to students are also expanding. Educators in licensed center-based or home-based programs are eligible for up to \$2,000 annually to cover college coursework through the state's Educational Incentive Program (EIP). In 2019, Governor Cuomo announced the *Early Childhood Workforce Scholarship*, which is open to providers who are working at least 20 hours per week in licensed centers and attending CUNY or SUNY colleges part time. In the first full semester of implementation in NYC, CUNY received more than 400 applications for the scholarship with more than 100 individuals qualifying and participating in coursework. Additional federal funding of \$750,000 will be used to continue this initiative, and ensure its replication and scaling throughout the SUNY system as well. In addition, many future early childhood educators can take advantage of the Excelsior Scholarship which provides support to students in New York who are attending college full time with a household income of less than \$125,000.<sup>21</sup>

In addition to supports for higher education, the state also has a number of initiatives to support the infant/toddler workforce with new high-quality professional development opportunities and resources. A revised version of the state's *Early Learning Guidelines: A Child Development*

*Resource for Educators of Children Birth Through Eight* has greatly expanded and reorganized domains and subdomains, with age bands for 0-9 months, 8-16 months, 15-24 months, and 24-36 months (for infant and toddler aged children) that allow for a more detailed and refined understanding of young children’s development, further contributing to the field’s understanding of our youngest learners.

The Early Care and Learning Council (ECLC), the state’s membership organization for its 35 Child Care Resource and Referral (CCR&R) programs, has increased the number of Infant Toddler Specialists across the state from 24 to nearly 60 specialists through its Infant and Toddler Resource Network. These specialists provide training and technical assistance to early childhood providers. Within this expansion, the specialists have had numerous opportunities for specialized training and professional development, including the Program for Infant/Toddler Care, the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, Adverse Childhood Experiences Training, the Infant/Toddler Environmental Rating Scale, Diversity and Equity Training, CLASS Training, Protective Factors, the NYAEYC Coaching Institute, and more.

In 2020, with support from OCFS and Child Care Development Block Grant funding, ECLC and the CCR&R programs were able to expand the services provided to early childhood providers by launching the statewide Infant and Toddler Mental Health Consultation Project. While mental health consultation is not necessarily new to New York State, the focus on service to benefit children up to 36 months of age is the component that makes it truly unique. Consistent with national best practices, the network believes that “the change occurs within the content of the relationships,” and thus this service connects a mental health professional from one of New York State’s CCR&Rs with childcare providers to form a collaborative team. This team works together to “problem-solve, identify and teach new skills, and to increase the reflective

capacity” in adults, as it relates to infant and toddler mental health, to ultimately benefit the infants and toddlers in their care.<sup>22</sup> In addition to the mental health focus and lens, the mental health consultants use and elevate a diversity and inclusion lens in their work with the ultimate goal of supporting quality, equitable childcare environments for all children in New York State. Currently there are 27 Infant and Toddler Mental Health Consultants located throughout the state who are working to provide virtual, hybrid and in person mental health consultation services within their communities.

To help facilitate the growth and recognition of the infant/toddler workforce, the NYS Association for Infant Mental Health (NYSAIMH) has also created a multi-level professional endorsement that verifies a professional’s expertise related to the social and emotional development of infants, toddlers, and their families. The endorsement is available at different levels, reflecting various levels of education and experience and roles within early childhood. The endorsement is listed in the Aspire Registry and can be reflected in an Aspire member’s profile. Over 20 infant/toddler specialists began the Endorsement Portfolio process in 2020 to work towards receiving the NYSAIMH Endorsement. ECLC is dedicated to continuing this process and has active plans to support the Endorsement for Mental Health Consultation, beginning in 2021.

To support early childhood professionals who want to attend professional development, the NYS Child Care Educational Incentive Program (EIP) also provides funding for CDA and other pre-approved credential training, coaching, conferences, and workshops. The funding, allocated annually, varies by the type of professional development. Once the funds are depleted, individuals must wait for the next allocation period, which is not aligned with college schedules. This can have serious impacts on student persistence from semester to semester and can add years to a student’s timeline to complete their degree, particularly where higher-level courses are not offered every semester.

## RECOMMENDATIONS

- 1 In recognition that distance learning will continue to be in place in some form, access to and training on web-based supports and virtual tools for educators will be required so that they can effectively engage parents and families with more intention and to ensure that teachers are not expected to engage infant and toddler children via extended screen time.

  - It must be noted that distance learning is not a model that can be used for children ages birth through three and that careful consideration needs to be made to resist the impulse to transfer classroom practices directly to remote formats.
  - Infant/toddler teachers might use technology (e.g., Zoom) to maintain a relationship and familiarity with a child, but it is not a venue for direct instruction.
- 2 Work with two-year and four-year institutions of higher education to increase the number of courses that specifically address educating children from pre-natal stages through the third year, complete with intensive supervised field experience, especially for the state's Birth to Grade 2 Teacher Certification. Every SUNY and CUNY campus that confers degrees, certificates, and other credentials related to early childhood education across the state should be engaged to meet this need.
- 3 Establish a statewide workgroup of early childhood faculty to consider protocols for competency-based credit for prior learning and make specific recommendations to enact these protocols to the State Board of Regents and the New York State Education Department. The CUNY system is also working to develop systems to award credit for prior knowledge, which could have a substantial impact on the opportunities available to the early childhood workforce.
- 4 Design and implement a graduate degree in Infant/Toddler Education Leadership.
- 5 Recruit higher education faculty with experience and expertise in the field of infant/toddler education and provide professional development opportunities to current faculty around infant and toddler development and curriculum.
- 6 Build upon and promote the Governor's Early Childhood Workforce Scholarship to be used at all CUNY and SUNY campuses where early childhood education courses are taught.
- 7 Support research focused on infants and toddlers and the infant/toddler workforce.
- 8 Link funding for professional development to the professional development planning document tool in the *Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators*.

## Conclusion

New York has a number of exciting initiatives, research, and policy proposals to support infant toddler care and education and the infant toddler workforce. Organizations including the NYS Office of Children and Family Services, the NYS Education Department, the Early Care and Learning Council, the Early Childhood Advisory Council, the Council on Children and Families, the NY Early Childhood Professional Development Institute, and many others are all working together to shed light on how the infant/toddler workforce is being prepared and compensated for the vital work that it does.

The pandemic has illuminated areas where New York has tremendous opportunity to improve the quality of early childhood education. There are lessons to be learned about the critical nature of child care as an engine for economic opportunity, equity, and social justice. It is therefore incumbent upon us to build a better, more equitable, high quality early childhood system where every child in New York has consistent access to excellent educators.

**We are grateful to the Pritzker Children's Initiative for their support which made this critical research possible.**

# Endnotes

<sup>1</sup> New York Care and Education Survey: Understanding the Impact of COVID-19 on the New York Early Childhood System was conducted by the NY Early Childhood Professional Development Institute and the Bank Street College of Education's Straus Center for Young Children and Families (May 2020). <https://earlychildhoodny.org/research/docs/NY%20ECE%20Workforce%20COVID%20Survey%20Full%20Report.pdf>.

<sup>2</sup> Center on the Developing Child, Harvard University. In Brief: The Science of Early Childhood Development. Retrieved March 2020 from <https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/>.

<sup>3</sup> Institute of Medicine (IOM) and National Research Council (NRC). 2015. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press.

<sup>4</sup> Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. 2018. Early Childhood Workforce Index – 2018. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>.

<sup>5</sup> The upper-range number includes family child care providers, which are not included in the lower range estimate that is based on US Department of Labor statistics.

<sup>6</sup> Family child care providers are underrepresented in The Aspire Registry, as their participation is not required as part of the licensing or permitting process. It is important to note that nationally, 30% of infants and toddlers are served in family and group family home-based settings and 12% are served in centers. Home-Based Child Care Fact Sheet, Home Grown. December 14, 2020. [https://homegrownchildcare.org/\\_resources/home-based-child-care-fact-sheet/](https://homegrownchildcare.org/_resources/home-based-child-care-fact-sheet/).

<sup>7</sup> 77% of programs participating in QUALITYstarsNY are located in centers and schools, while 23% are group family or family child care program.

<sup>8</sup> Whitebook, M., Schlieber, M., Hankey, A., Austin, L.J.E., & Philipp, G. 2018. Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality — New York. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

<sup>9</sup> Here is where we can add in the explanation that Dede suggests about why the number of providers who are in QUALITYstarsNY is so low.

<sup>10</sup> For this paragraph, people in the Other category identified their race as either bi-racial/multi-racial, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, other, unspecified, or not reported.

<sup>11</sup> Disare, Monica. How diverse is the teaching force in your district? A new analysis highlights the gap between students and teachers of color. Chalkbeat, January 8, 2018.

<sup>12</sup> Darling-Kuria, N., Smith, K., Soto, J., and Whitehead, J. 2020. National Workforce Registry Alliance Dataset Sheds Light on Infant-Toddler Educator Characteristics. Zero to Three.

<sup>13</sup> NYS Office of Children and Families. Child Care Facts and Figures 2019. <https://www.ocfs.ny.gov/main/childcare/factsheet/2019-DCCS-Fact-Sheet.pdf>.

<sup>14</sup> It should be noted that the data on FCC providers shown here are included in the data from the previous sections, based on the ages of children served as reported by the FCC provider.

<sup>15</sup> Whitebook, M., Schlieber, M., Hankey, A., Austin, L.J.E., & Philipp, G. 2018. Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality — New York. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

<sup>16</sup> Ibid.

<sup>17</sup> Porter, Noriko. 2012. High Turnover Among Early Childhood Educators in the United States. Child Research Net.

<sup>18</sup> Child Care Services Association. 2019. Infant-Toddler Educator AWARD\$ FY19 Final Report. Chapel Hill, NC.

<sup>19</sup> NYS Office of Children and Families. 2020. OCFS Child Care Facts and Figures 2019. Albany, NY.

<sup>20</sup> Gilken, J., Longely, J., and Crosby, J. 2020. Infant-Toddler Course Content and the Teacher Education Pipeline in New York State. Preliminary findings shared by the authors.

<sup>21</sup> Proposed to increase to \$150,000 in the Governor's FY21 budget proposal.

<sup>22</sup> Hunter, A., Davis, A., Perry, D. & Jones, W. The Georgetown model of early childhood mental health consultation. Center for Child and Human Development: Georgetown University. IECMHC Workforce Development Plan. 2016. Retrieved from: <https://www.samhsa.gov/iecmhc/toolbox/workforce-development>.