

Annotated Bibliography of Professional Development and Support Needs of Institutionally Marginalized Populations within the Child Care and Education Workforce in Oregon

The focus of this annotated bibliography is the professional development and support needs of institutionally marginalized populations within the early child care and education workforce (ECE) in Oregon. To date, this annotated bibliography focuses on child care providers of color and those whose primary language is other than English. It includes annotations from a growing body of Oregon research and evaluation evidence that centers the perspectives of racially and linguistically minoritized members of the ECE workforce. The annotations summarize the main points, approach, and limitations of each evidence piece.

We hope this resource will keep us and our collaborators up to date with recent research and help us identify paths for future work. This [interactive spreadsheet](#) is a living document that will grow and develop as research and evaluation efforts continue in Oregon. Please fill out this form if you would like to submit your work to be included on the Early Learners Website and included in this review document. Please contact us at OregonCCRP@oregonstate.edu for additional ideas or feedback on what would make the tool more useful for you.

Thanks for sharing our goal of expanding policy-relevant early child care and education research in Oregon!

Dichter, H., & LiBetti, A. (2021). *Improving child care compensation backgrounder 2021*. The BUILD Initiative. <https://buildinitiative.org/resource-library/backgrounder-on-compensation-in-child-care/>

The purpose of this report is to provide states, communities, and tribes with the information needed to better understand if and how they want to pursue policy levers to support early educator compensation. This report highlights strategies that are currently underway, showing decision-makers a potential path forward in their efforts to address this perennial issue. The report includes strategy examples from multiple states. Regarding Oregon, the report highlights the state's award bonuses to programs that are serving or are located in communities of color,

marginalized low-income communities, and communities with high concentrations of young children in racial and ethnic groups that experience disproportionality in kindergarten readiness.

A limitation of this report is that it does not have a specific focus on institutionally underserved providers, and it is not Oregon-specific. However, this report still provides relevant data and strategy examples for a literature review on the makeup and characteristics of institutionally underserved child care providers in Oregon.

Hong, M., & Teng, J. (2022). *In pursuit of equitable compensation for the early childhood workforce: Considerations for states. Start Early.*

https://www.startearly.org/app/uploads/2022/10/REPORT_Equitable-Wage-Scale-State-Profiles_October-2022_FINAL.pdf

This source appears to be written for researchers, child care and early learning workforce, and policymakers.

This report offers lessons and key insights from existing systems leading innovative and effective policy and advocacy efforts in pursuit of equitable compensation for the ECE workforce. It does this by researching equitable compensation strategies in Oregon, Rhode Island, Washington State, and the District of Columbia, with a focus on the development and implementation of wage scales.

Regarding Oregon, the report highlights its state-funded Preschool Promise program and the Early Learning Division's elimination of the BA requirement by recognizing the need for a stronger accreditation system for providers of color.

A limitation of this report is that it does not have a specific focus on institutionally underserved providers, and it is not Oregon-specific. However, this report still provides relevant data and strategy examples for a literature review on the makeup and characteristics of institutionally underserved child care providers in Oregon.

Oregon Center for Career Development in Childhood Care and Education, & Oregon Child Care Research Partnership. (2018). *Oregon early learning workforce: Six years beyond*

baseline comparison of 2012 and 2018.

<https://www.researchconnections.org/childcare/resources/37979>

This source appears to be written for researchers, child care and early learning workforce, and policymakers.

This brief's goal is to provide decision-makers with information that researchers and partners have identified as being most important as Oregon works to enhance the outcomes of young children.

It does this by comparing data findings with the baseline year (2012), which provides a measure of the impact of early childhood investments on the workforce by viewing changes in important workforce characteristics. Data has been collected from individual workforce members (Oregon Registry Online database), and child care facilities.

A limitation of this article is that it analyzes data only until 2018 and only for the members of the workforce employed in regulated facilities. Thus, it does not include data on programs exempt from licensing.

This report provides relevant data for a literature review on the makeup and characteristics of institutionally marginalized child care providers in Oregon.

Oregon Early Learning Division. (2020). *Oregon child care and COVID-19: Provider*

perspectives through reopening. https://oregonearlylearning.com/wp-content/uploads/2020/05/ProviderPerspectiveReopeningMay2020.FINAL_.pdf

This source appears to be written for researchers, government agencies, child care and early education workforce members, healthcare professionals, and policymakers.

This report presents a brief, initial analysis of the data from a survey conducted by Oregon's Early Learning Division (ELD) in 2020. This survey collected data on Oregon's child care providers' needs and concerns related to providing child care as programs reopen after state-wide closure due to COVID-19.

It does this by analyzing provider characteristics and demographics, and data about public health requirements, barriers to reopening, and supports needed

A limitation of this article is that it is specific to the COVID-19 pandemic context. Furthermore, specific analyses by race/ethnicity were not conducted.

This report appears relevant for a literature review aimed at supporting the child care and education workforce in Oregon, specifically in the context of the COVID-19 pandemic.

Oregon Early Learning Division. (2019). *The State of Early Care & Education and Child Care Assistance in Oregon.*

This source appears to be written for researchers, policymakers, state agencies, and early learning and child care workforce members.

This report is the first of three reports that are due to the *Task Force on Access to Quality Affordable Child Care* and covers the current programs, policies, funding, and populations served by child care subsidies in Oregon.

The report also addresses professional development opportunities, accreditation, and licensing standards, and recruitment efforts for child care providers.

A limitation of this report is that it's not focused specifically on the child care and education workforce or institutionally marginalized populations within the workforce. However, it does address professional development opportunities and standards for child care providers.

This article provides relevant data for a literature review on the professional development and support needs of child care providers in Oregon.

Pears, K. C., Miao, A., Burton, M., Green, B. L., & Hatfield, B. (2021). *The effects of COVID-19 on Oregon's early care & education workforce and programs.*

<https://www.researchconnections.org/childcare/resources/129951>

This source appears to be written for researchers, government agencies, child care and early education workforce members, healthcare professionals, and policymakers.

This report presents an in-depth analysis of the data surveyed in 2021 using the Early Learning Division (ELD) COVID-19 Early Educator Survey.

It does this by providing a detailed description of the surveyed sample's characteristics, sources of funding, services, closures, and unemployment, as well as laying out recommendations.

A limitation of this article is that it is specific to the COVID-19 pandemic context.

This report appears to be relevant for a literature review aimed at supporting the needs of institutionally marginalized populations within the child care and education workforce in Oregon, specifically in the context of the COVID-19 pandemic.

Pierson, A., Cannon, J., Perera, R., Mihaly, K., & LeMahieu, R. (2021). Professional Development Incentives for Oregon's Early Childhood Education Workforce: A Randomized Study. *National Center for Education Evaluation and Regional Assistance at IES.*

This source appears to be written for researchers, state agencies, and training providers.

This study suggests that low-touch interventions such as emails have promise for increasing training hours but are not sufficient to induce changes in career lattice sign-up, continuing postsecondary education, or workplace retention for Oregon early childhood education (ECE) workforce members.

It does this by using two randomized controlled trials in 2018 and 2019 to test whether sending emails and offering different financial incentives to Oregon ECE workforce members increased career lattice sign-up, education and training levels, or workplace retention.

A limitation of this article is that specific analyses by race/ethnicity were not conducted. There is no focus on institutionally marginalized child care providers.

This report appears relevant for a literature review on child care and education research in Oregon, by providing information that could increase ECE workforce participation in professional development.

Rodriguez-Jenkins, J., Mitchell, L., Tremaine, E., Green, B. L., Dupee, A., Ordonez Rojas, D., Lau, S., & Monroy, J. (2022). *Centering racial equity: Design considerations for Oregon's statewide Infant and Early Childhood Mental Health Consultation (IECMHC) program.* Portland State University.

This report was written by the Portland State University's Center for Improvement of Child and Family Services (CCF) through an Oregon Early Learning Division (ELD) contract. The contract's purpose is to guide the development and implementation of a model for providing statewide Infant and Early Childhood Mental Health Consultation (IECMHC) services.

This report summarizes information collected from key stakeholders, particularly those representing minoritized communities, and provides recommendations for implementing an equity-focused system of IECMHC in Oregon. Therefore, the report serves as a decision-making

framework to support the vision for a system that centers the needs of BIPOC children and families and infuses anti-bias and anti-racist commitments at every level.

This article provides relevant data for a literature review on the professional development and needs of institutionally marginalized child care and education workforce.

Rusby, J. C., Jones, L. B., Crowley, R., Smolkowski, K., & Arthun, C. (2013). Predictors of Home-Based Child Care Providers' Participation in Professional Development Workshops and Coaching. *Child & Youth Care Forum*, 42(5), 439–455. <https://doi.org/10.1007/s10566-013-9209-y>

This source appears to be written for researchers and child care provider audience(s).

This article focuses on examining the factors in the home-based child care context that might influence participation in professional development, including demographic variables, working conditions, preintervention skills and training, perceptions of workshop usefulness, and interpersonal factors.

It does this by examining predictors of participation among 67 home-based child care providers in Oregon, who took part in the intervention group of a randomized efficacy study on a multiphase professional development program to promote preschoolers' positive social development.

A limitation of this article is that only 51% of the home-based child care providers who attended the initial set of workshops participated in the maintenance activities, the factors that influence participation in these activities are still unknown. Furthermore, the article does not provide a specific analysis of providers' racial and ethnic characteristics.

This article provides relevant data for a literature review on the professional development and needs of institutionally marginalized child care and education workforce.

Schlieber, M., Knight, J., Adejumo, T., Petig, C., López, E. V., & Pufall, E. (2022). *Early educator voices: Oregon. Work environment conditions that impact early educator practice and program quality*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://csce.berkeley.edu/publications/report/educator-voicesoregon/>

This source appears to be written for ECE educators and providers, researchers, and policymakers in Oregon.

This report aims to understand the work environments of early educators who offer services to Oregon children under the age of six. The researchers achieved this by surveying educators employed in both center and home-based programs in Oregon about their working environments. This report examines the results of the SEQUAL survey across settings and roles of early educators in Oregon.

The main findings from early educators' reports include insufficient staffing levels, high turnover, and difficulty in hiring staff or substitutes as major concerns. This report also indicates that multilingual educators in Oregon feel they have less agency in their program setting and their input is undervalued.

Although this report does not focus on providers of color, it presents important findings regarding multilingual educators.

This article provides relevant data for a literature review on the professional development and needs of institutionally marginalized child care and education workforce.

Sektan, M., & Pratt, M. E. (2020). *Race/ethnicity & languages of Oregon's emergency care workforce as of April 23, 2020*. Oregon Child Care Research Partnership.

<https://oregonearlylearning.com/wp-content/uploads/2020/04/Race-Ethnicity-and-Language-of-ECC-Providers-04.23.2020-final.pdf>

This source appears to be written for researchers, child care providers, healthcare professionals, and policymakers.

This report provides an overview of the race/ethnicity and languages of the Emergency Child Care (ECC) workforce in Oregon during the COVID-19 pandemic.

It does this by analyzing the racial and language diversity of the Emergency Child Care workforce as of April 23, 2020, with data supplied by the Early Learning Division. The authors also provide a comparison of Oregon's pre-COVID workforce using the 2018 Workforce Report. A limitation of this article is that the Workforce Report used for comparison was from 2018 as the 2019 one was not available at the time.

This report provides relevant data for a literature review on the makeup and characteristics of institutionally marginalized child care providers in Oregon.

University of California, Berkeley. Center for the Study of Child Care Employment, Bellwether Education Partners, & National Institute for Early Education Research (U.S.). (2020).

Early educator preparation landscape.

<https://www.researchconnections.org/childcare/resources/38778>

This source appears to be written for researchers, child care providers, higher education institutions, and policymakers.

This report aims to understand the levers of change necessary to effect large-scale improvements in early education preparation.

It does this by analyzing the data the authors collected on the *Early Education Investment Collaborative: 50-State Policy and Practice Research Memo*. Furthermore, the research team reviewed existing literature, analyzed existing data from 13 state *Early Childhood Higher Education Inventory* studies, and interviewed experts in early childhood education and higher education fields.

A limitation of this article is that it is not focused on providers at their workplace, but on the preparation and requirements they must go through to get there. However, this information is relevant to analyzing existing barriers related to higher education and licensing for certain child care workforce groups.

This report appears relevant for a literature review aimed at supporting the needs of institutionally marginalized populations within the child care and education workforce in the US.

University of California, Berkeley. Center for the Study of Child Care Employment, National Institute for Early Education Research (U.S.), & Bellwether Education Partners. (2020).

Early educator preparation and compensation policies: Voices from 10 states.

<https://www.researchconnections.org/childcare/resources/38779>

This source appears to be written for researchers, early educators, child care providers, and policymakers.

This report explores how stakeholders across 10 states experience the early child care and education (ECE) systems in which they are embedded, with a particular focus on compensation, higher education, and competencies.

It does this by interviewing 32 ECE stakeholders in 10 states (Alabama, Colorado, Hawaii, Michigan, Nebraska, New Mexico, North Dakota, Oregon, Pennsylvania, and Rhode Island) and analyzing the qualitative data.

A limitation of this article is that, while it contains qualitative data from Oregon providers, it is not Oregon-specific.

This report appears relevant for a literature review aimed at supporting the needs of institutionally marginalized populations within the child care and education workforce in the US, as it analyzes qualitative data on stakeholders' intentionality to build a diverse and equitable workforce.

Weber, R. B., & Lipscomb, S. T. (2015). *Supporting the Professional Development of Oregon's Early Learning Workforce.*

This source appears to be written for researchers, policymakers, state agencies, and early learning workforce members.

This policy brief demonstrates that there is a link between investments in the professionalization of the early learning workforce and children's readiness for kindergarten and reading ability at age 3. Furthermore, it suggests that professional development strategies need to work for workforce members in different types of care and with various cultural backgrounds.

It does this by reviewing the research on the efficacy of professional development investments and describing the current workforce's training levels, and current professional activities and structures. In addition, the gaps in the current professional development system are identified along with strategies to fill these gaps.

A limitation of this article is that it analyzes data only until 2015.

This report appears relevant for a literature review on child care and education research in Oregon, by providing information that could increase ECE workforce participation in professional development.

This report appears relevant for a literature review aimed at supporting the needs of institutionally marginalized populations within the child care and education workforce in Oregon.