



EARLY EDGE
CALIFORNIA



Early Learning Panel Discussion
April 3, 2019

Opening Remarks



Asm. Kevin McCarty

7th Assembly District,
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Early Learning Panelists



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Early Learning Panel Moderator



Patricia Lozano
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Agenda



- Overview of North Carolina's ECE System
- Overview of Alabama's ECE System
- Overview of Other States with Exemplary ECE Systems
- California's Early Learning Workforce
- Panelist Discussion
- Audience Q&A
- Wrap Up and Final Comments





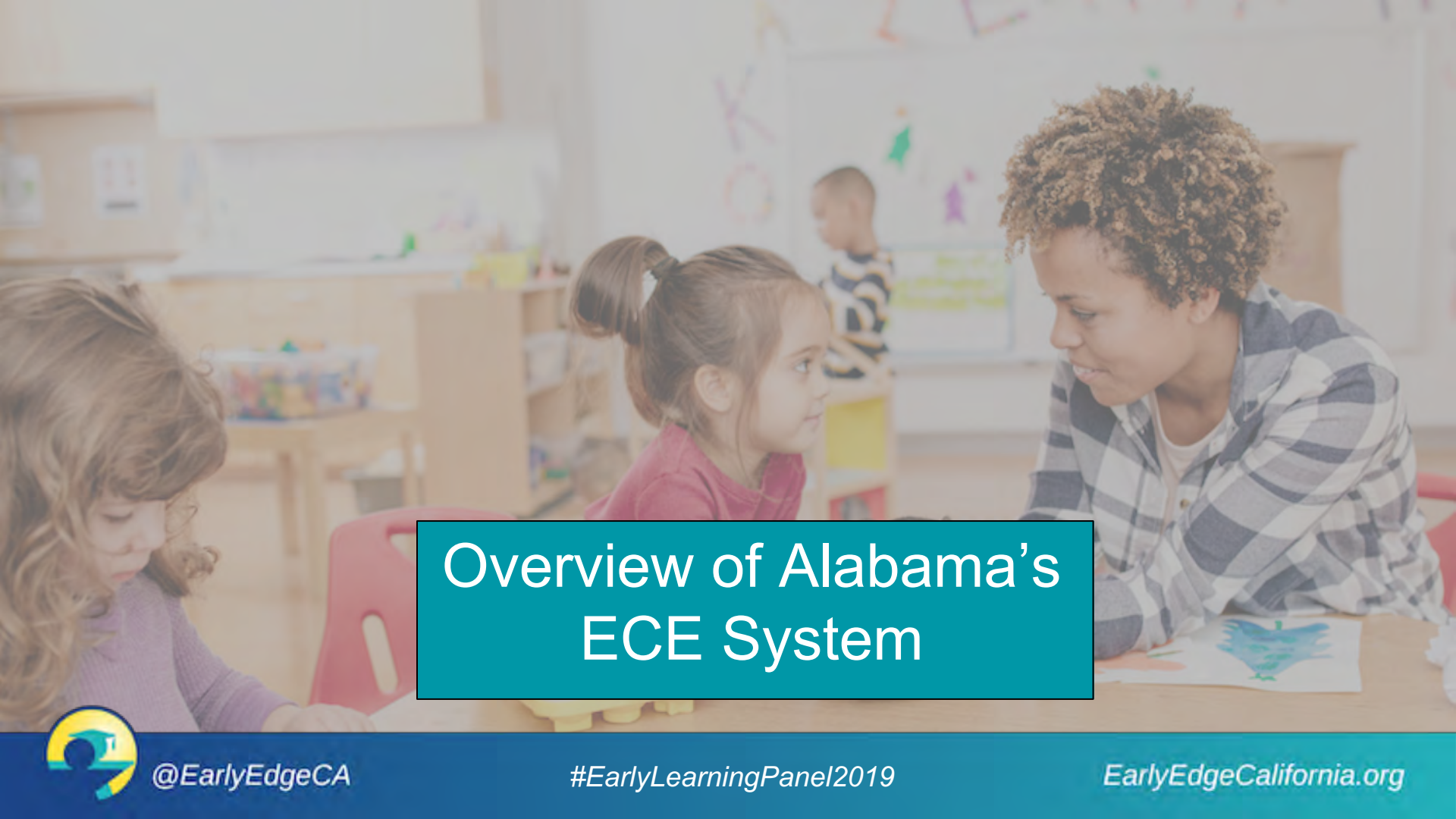
Overview of North Carolina's ECE System



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Overview of Alabama's ECE System



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THE ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

2019
JOY WINCHESTER

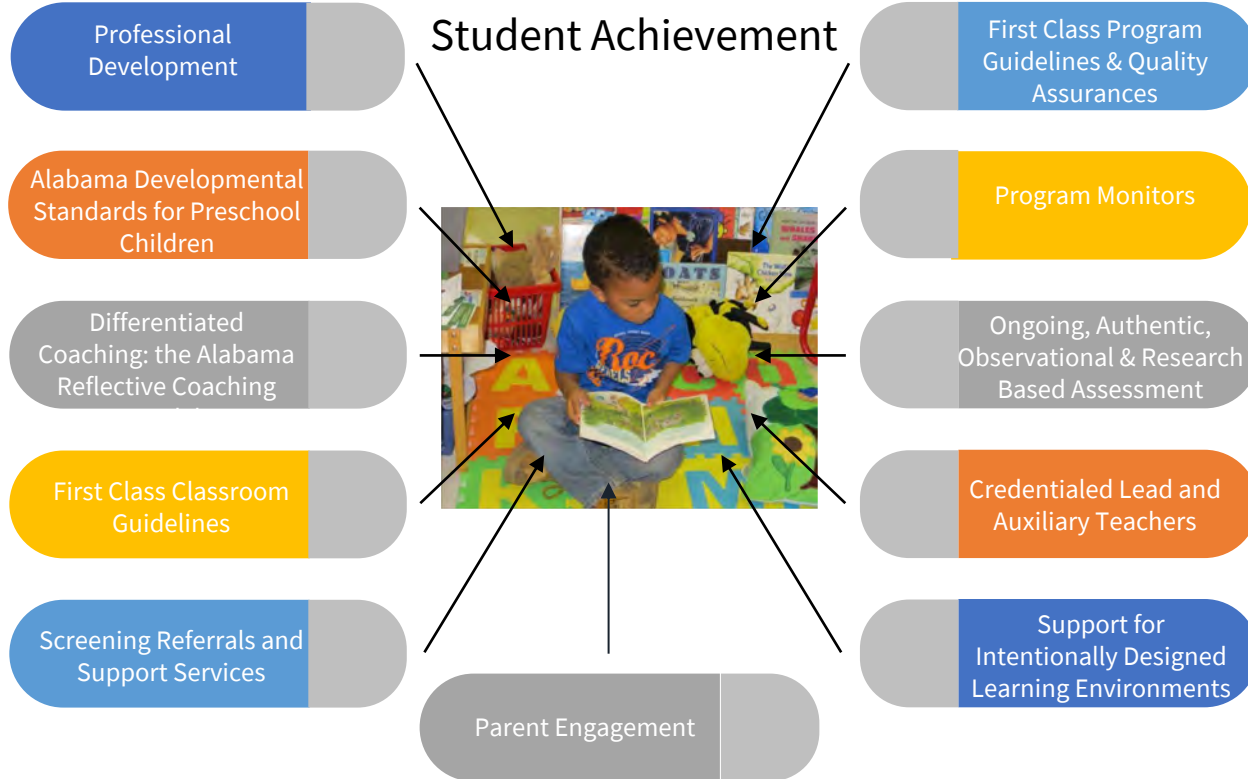


OFFICE OF SCHOOL READINESS
FIRST CLASS PRE-K



ALABAMA DEPARTMENT OF
Early Childhood
Education

Alabama First Class Pre-K Framework



Diverse Delivery System



Alabama seeks to provide all children the benefits of early learning experiences that have proven to profoundly influence a child's success in school and throughout life. Services and programs are delivered in a variety of settings with diverse partner agencies, while employing consistent, high-quality standards.

PUBLIC SCHOOL	688 CLASSROOMS
HEAD START	118 CLASSROOMS
PRIVATE CHILDCARE	71 CLASSROOMS
FAITH BASED	28 CLASSROOMS
COMMUNITY BASED	21 CLASSROOMS
COLLEGE & UNIVERSITY	9 CLASSROOMS
MILITARY	3 CLASSROOMS
PRIVATE SCHOOL	3 CLASSROOMS

First Class Pre-K Expansion 2005-2019

Budget Year	State Appropriations	Number of Classrooms	Number of Students	Number of Eligible Children	Percent Access
2005-2006	\$4,326,050	57	1,026	60,002	1.7%
2006-2007	\$5,369,898	59	2,062	60,565	1.8%
2007-2008	\$10,000,000	128	2,304	62,354	3.7%
2008-2009	\$15,490,831	185	3,330	59,803	5.5%
2009-2010	\$18,376,806	215	3,870	61,093	6%
2010-2011	\$18,376,806	217	3,906	62,104	6%
2011-2012	\$19,087,050	217	3,906	62,104	6%
2012-2013	\$19,087,050	217	3,906	59,987	6.5%
2013-2014	\$28,624,146	311	5,598	60,665	9%
2014-2015	\$38,462,050	419	7,698	59,216	13%
2015-2016	\$48,462,050	652	11,736	58,740	20%
2016-2017	\$64,462,050	811	14,934	59,736	25%
2017-2018	\$77,462,050	941	15,996	57,128	28%
2018-2019	\$95,962,050	1,045	18,756	58,317	32%
2019-2020* PROPOSED	\$122,798,645	1,287	23,166	58,317	40%

Lessons Learned

Community Ownership


- Voluntary program with random selection of children
- Socio-economically diverse delivery system
- Requires a 25% match
- Community expectations mirror program expectations

Incremental Expansion

- Ensure quality in small steps and building workforce of coaches and teachers as programs were added
- Collaborated with higher education to develop a P-3 certification from a NAEYC accredited university (awarded grants for colleges to pursue this accreditation)
- First Class Pre-K program is the foundation for the Birth-3 and Preschool-Third Grade expansion
- Changed state code to allow for CDA credential to be earned through career tech programs in high schools

High Quality Teachers

- Require pay parity with public school teachers
- Awarded supplements to schools to meet Master's level teachers' salary
- Established minimum credentials for lead and auxiliary teachers
- Provide a dedicated coach to the classroom based on a tiered model of support and a reflective model
- Receive additional mental health support with challenging student behaviors (IECMH credential optional for coaches)



Overview of Other States with Exemplary ECE Systems



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A photograph of five women standing side-by-side against a grey, textured wall. They are all smiling and looking towards the camera. The woman on the far left is wearing a blue and white patterned top. The woman next to her is wearing a purple top. The woman in the center is wearing a dark grey top with a red collar. The woman next to her is wearing a light blue and white striped top. The woman on the far right is wearing a white top with a blue geometric pattern.

California's Early Learning Workforce



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Snapshot: California's Early Childhood Workforce



Lea J.E. Austin, Ed.D

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What Early Educators Need

PREPARE

Teacher preparation to work with young children in group settings

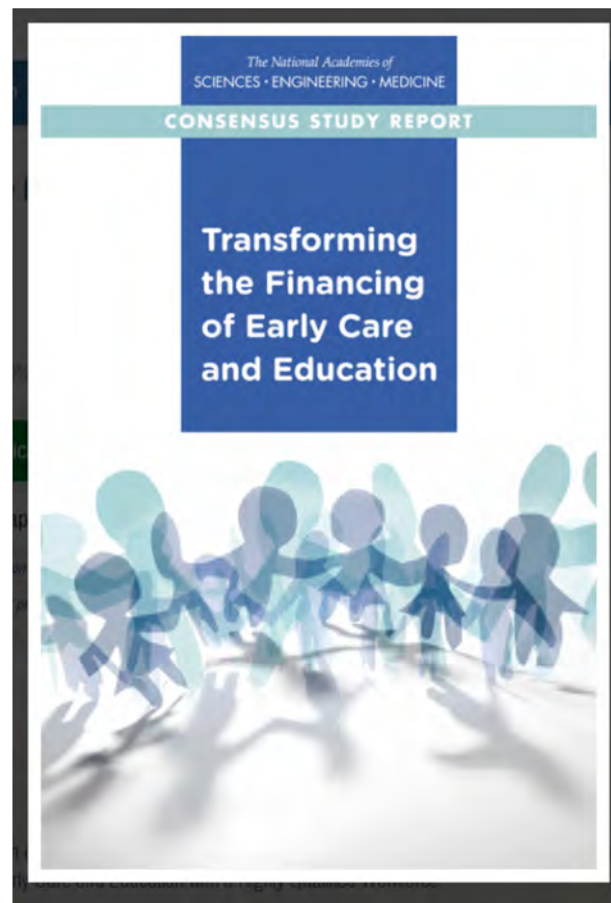
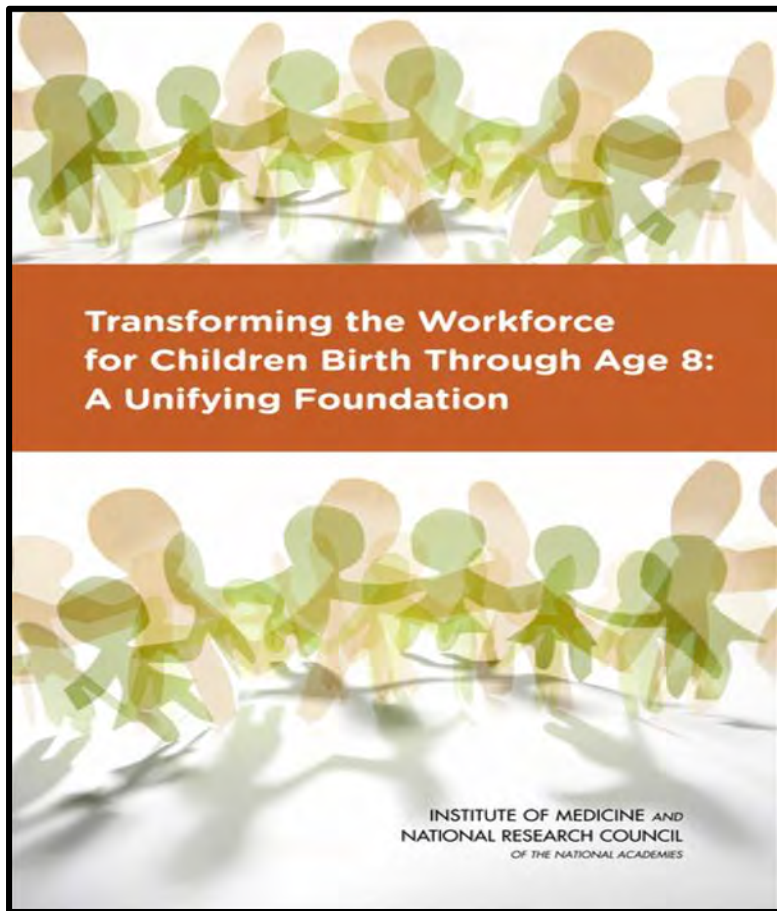


REWARD

Appropriate compensation, including dependable increases in pay and benefit

SUPPORT

Supportive adult working environments including non-child contact time to perform professional responsibilities



California's ECE Workforce



Early Childhood Workforce Index 2018 CALIFORNIA

2,996,726
Children age 0-5



119,760*
Members of the
early childhood
teaching workforce

IN CALIFORNIA, 61 percent of children live in households where all available parents are currently working, and 25 percent of all California children are part of low-income families. It is widely agreed that the current early care and education system across states is woefully underfunded. The [cost of services](#) is out of reach for many working families, including those who earn middle-class wages.

At the same time, large swaths of early childhood teachers — even those with college degrees — earn unlivable wages. More than 119,760 members of the early childhood teaching workforce provide services to children in California.

Occupation	Median wage
Child care worker	\$12.29
Preschool teacher	\$16.19
Center director	\$23.91
Kindergarten teacher	\$38.33
Elementary teacher	\$45.17
All workers	\$19.70

Earnings by Occupation

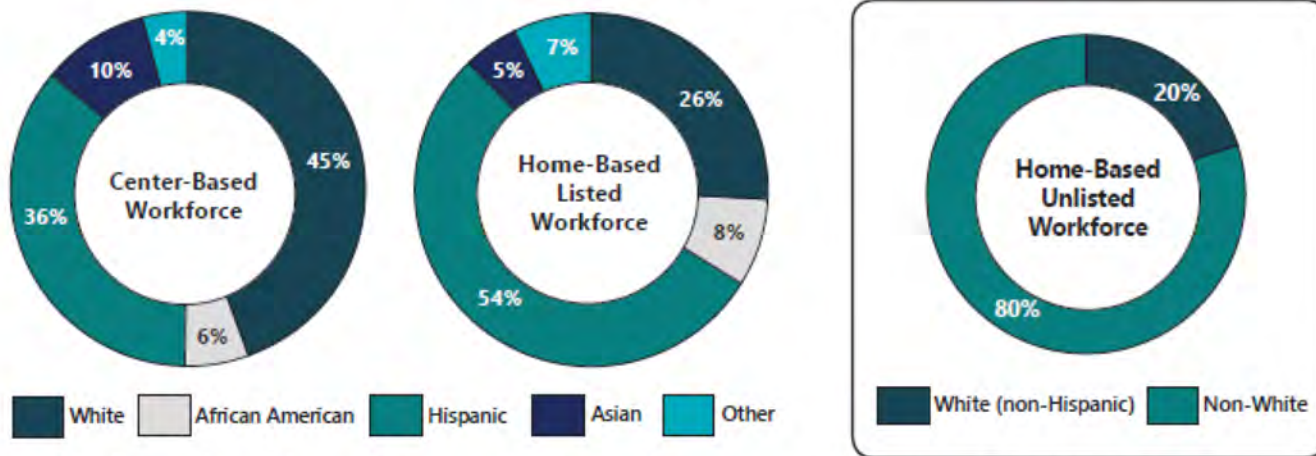
- In 2017 the median wage for child care workers was \$12.29, a **3% increase since 2015**.
- For preschool teachers the median wage was \$16.19, a **3% increase since 2015**.
- For preschool or child care center directors, the median wage was \$23.91, a **6% decrease since 2015**.

California's Early Childhood Educators

97% are
women



Figure 3. Race/Ethnicity of Early Childhood Workforce in California, 2012

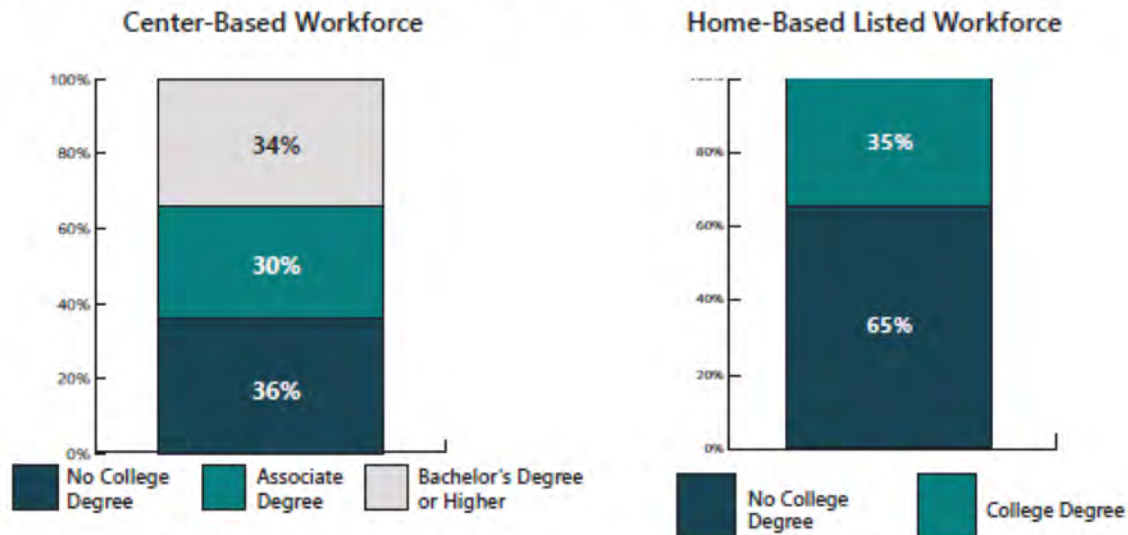


Note: Because the sample size of home-based unlisted providers was too small to report the five race/ethnicity categories reported for the center-based workforce and the home-based listed workforce, these five race/ethnicity categories were collapsed into two categories for this segment of the workforce.

Source: Austin, L.J.E., Edwards, B., & Whitebook, M. (2018). California's ECE Workforce: What We Know Now and the Data Deficit That Remains. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. <http://cscce.berkeley.edu/californias-ece-workforce/>

California's Early Childhood Educators

Figure 4. Educational Attainment of Early Childhood Workforce in California, 2012



Note: Because the sample size of home-based listed providers was too small to report the three educational levels reported for the center-based workforce, these three educational attainment categories were collapsed into two categories for this segment of the workforce. Data on the educational attainment of the home-based unlisted workforce is unavailable.

Source: Austin, L.J.E., Edwards, B., & Whitebook, M. (2018). California's ECE Workforce: What We Know Now and the Data Deficit That Remains. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. <http://cscce.berkeley.edu/californias-ece-workforce/>

Populations of Early Childhood Educators Face a Pay Penalty

The Younger the Child, the Lower the Pay

Early educators working with infants and toddlers face a sizeable wage penalty compared to educators working only with children age three to five, not yet in kindergarten. In California, an early educator working full-time exclusively with infants and toddler **earns \$6,240 less** than educators who work with preschool age children

A Racial Wage Gap Exist

Black and Hispanic early educators are more likely to earn lower wages than their white colleagues. In California, more than half of Black and Hispanic center-based early educators **earn less than \$15/hr**, whereas more than half of white early educators **earn more than \$15/hr**

Source: 2018 *Early Childhood Workforce Index*

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A photograph of a classroom scene. A female teacher with dark curly hair and glasses, wearing a blue cardigan over a black top, is seated at a wooden table. She is smiling and looking towards the camera. Five children are gathered around the table, engaged in a craft activity. They are using colorful letter cutouts to create words on white paper. The children are of diverse backgrounds and are focused on their work. The classroom background includes a bulletin board with a 'FAMILY' sign, a small television, and various educational toys like an abacus and counting blocks.

Consequences of Low Pay & the Status Quo

Income supports for Early Educators in California

Annual Program Participation Rates in Public Support Programs for Child Care Worker Families in California

	EITC	Medicaid/ CHIP (Children)	Food Stamps	TANF	All programs
Participation Rates	43%	44%	22%	4%	58%

Source: 2018 *Early Childhood Workforce Index*



Due to the high cost of living in San Mateo County

55% of ECE teachers resigned in the past year
& **31%** of teachers moved out of the area

Living wage in San Mateo County

Single Adult	\$18.11
Adult with 2 children	\$45.40

See the [*San Mateo County Early Childhood Education Teacher Compensation Study*](#)

Median ECE hourly wages

Teacher's Aides	\$15.47
Assistant/ Associate Teachers	\$17.35
Teachers	\$22.07
Site Supervisors/ Directors	\$27.17

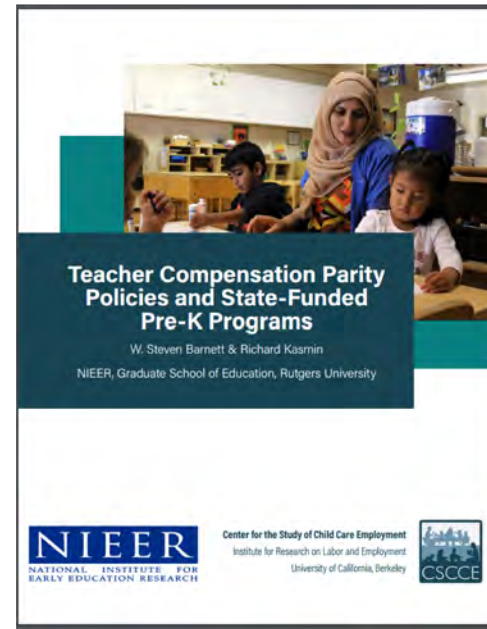
Adult Well-being: Early Educators in Alameda County, CA

- **54%** of teaching staff agreed that they worry about having enough food for their family
- **75%** of teaching staff worry about paying their families' monthly bills



Read: [Teachers' Voices - Alameda: Work Environment Conditions That Impact Teacher Practice and Program Quality](#)

Lessons Learned: Establish Explicit Compensation Policies & Mechanisms

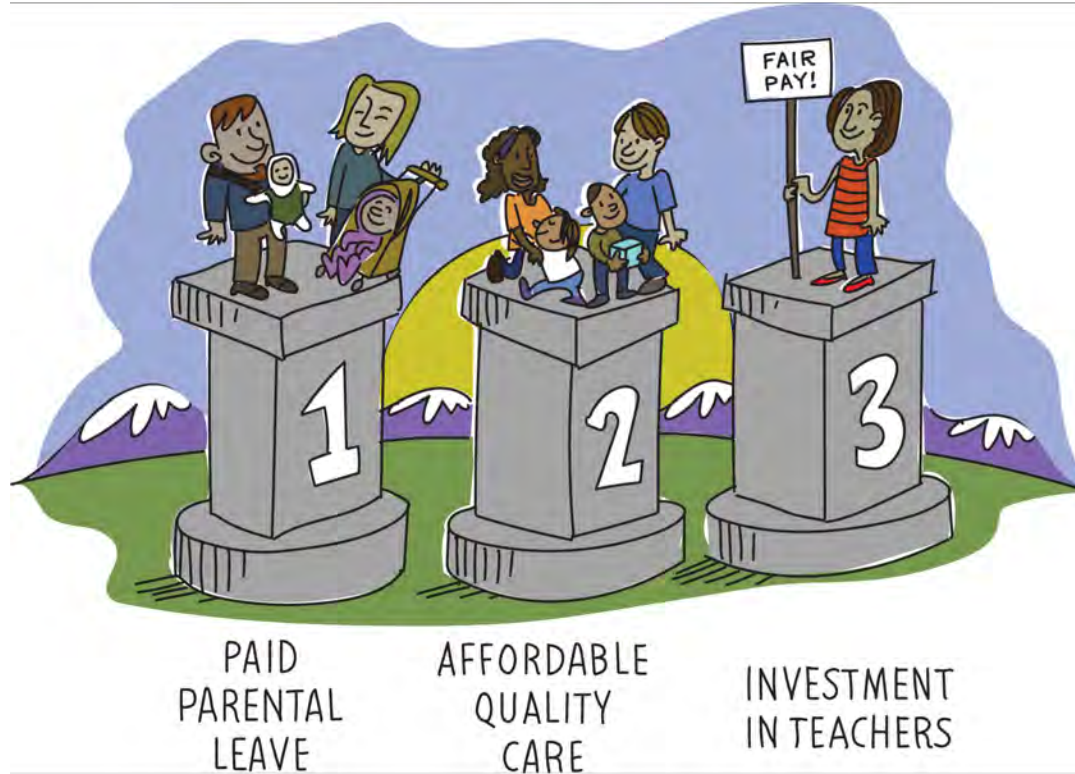


<http://cscce.berkeley.edu/topic/state-of-the-early-childhood-workforce/pre-k-parity/>

Compensation Parity Framework

Components of Compensation				
Type of Compensation Improvement	Salary		Benefits	Payment for Professional Responsibilities ¹⁷
	Starting Salary	Salary Schedule ¹⁶		
Parity (defined as equivalent)	Same, prorated for day length and number	Same, prorated for day length and number	Same package, same options for coverage for health, retirement, and vacation/holiday/sick leave	Same menu of supports and dosage for non-child contact responsibilities (e.g., planning time, professional development days)
Partial Parity (defined as equivalent for select components)	Same, prorated for day length and number	Not same or absent	Equivalent options for some benefits, but not full package of benefits	Equivalent options for some supports, but not full menu of supports
Sub-Parity (defined as similar but not equivalent)	Same, not prorated	Same, not prorated or not same/absent	Same package of benefits, not equivalent value	Same menu of supports, not equivalent value
Alternative Forms of Compensation Improvement	Strategies that improve pre-K compensation in order to close the gap with teachers of older children but fall well short of parity. In theory, compensation improvement strategies could also set goals higher than earnings of K-12 teachers in public schools, though in practice this is rare. ¹⁸			

Making Headway: Adequately Address Family Supports, Affordability, & Compensation





Center for the Study of Child Care Employment

Conducting research and proposing policy solutions aimed at improving how our nation *prepares, supports, and rewards the early care and education workforce* since 1999.

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