Early Learning Panel Discussion
April 3, 2019
Opening Remarks

Asm. Kevin McCarty
7th Assembly District, California State Assembly

Giannina Pérez
Senior Policy Advisor for Early Childhood, Office of the Governor

#EarlyLearningPanel2019
Early Learning Panelists

Lea J.E. Austin
Center for the Study of Child Care Employment, Berkeley

Anna Carter
North Carolina Department of Health and Human Services

Joy Winchester
Alabama Department of Early Childhood Education

Albert Wat
Alliance for Success
Early Learning Panel Moderator

Patricia Lozano
Early Edge California
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
Overview of Alabama’s ECE System
Alabama First Class Pre-K Framework

- Professional Development
- Alabama Developmental Standards for Preschool Children
- Differentiated Coaching: the Alabama Reflective Coaching
- First Class Classroom Guidelines
- Screening Referrals and Support Services
- Student Achievement
  - Ongoing, Authentic, Observational & Research Based Assessment
  - Credentialed Lead and Auxiliary Teachers
  - Support for Intentionally Designed Learning Environments
- First Class Program Guidelines & Quality Assurances
- Program Monitors
- Parent Engagement

ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Student Achievement
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.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>688</td>
</tr>
<tr>
<td>Head Start</td>
<td>118</td>
</tr>
<tr>
<td>Private Childcare</td>
<td>71</td>
</tr>
<tr>
<td>Faith Based</td>
<td>28</td>
</tr>
<tr>
<td>Community Based</td>
<td>21</td>
</tr>
<tr>
<td>College &amp; University</td>
<td>9</td>
</tr>
<tr>
<td>Military</td>
<td>3</td>
</tr>
<tr>
<td>Private School</td>
<td>3</td>
</tr>
</tbody>
</table>
## First Class Pre-K Expansion 2005-2019

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

Access:
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
California’s Early Learning Workforce
Snapshot: California’s Early Childhood Workforce

Lea J.E. Austin, Ed.D
Co-director
Center for the Study of Child Care Employment
University of California, Berkeley

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What Early Educators Need

PREPARE
Teacher preparation to work with young children in group settings

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

REWARD
Appropriate compensation, including dependable increases in pay and benefit
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.

### Earnings by Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Median wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care worker</td>
<td>$12.29</td>
</tr>
<tr>
<td>Preschool teacher</td>
<td>$16.19</td>
</tr>
<tr>
<td>Center director</td>
<td>$23.91</td>
</tr>
<tr>
<td>Kindergarten teacher</td>
<td>$38.33</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>$45.17</td>
</tr>
<tr>
<td>All workers</td>
<td>$19.70</td>
</tr>
</tbody>
</table>

- 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

California’s Early Childhood Educators

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

Center-Based Workforce

- 34% No College Degree
- 30% Associate Degree
- 36% Bachelor’s Degree or Higher

Home-Based Listed Workforce

- 35% No College Degree
- 65% College Degree

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.

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
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

<table>
<thead>
<tr>
<th></th>
<th>EITC</th>
<th>Medicaid/CHIP (Children)</th>
<th>Food Stamps</th>
<th>TANF</th>
<th>All programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rates</td>
<td>43%</td>
<td>44%</td>
<td>22%</td>
<td>4%</td>
<td>58%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Adult</td>
<td>$18.11</td>
</tr>
<tr>
<td>Adult with 2 children</td>
<td>$45.40</td>
</tr>
</tbody>
</table>

Median ECE hourly wages

<table>
<thead>
<tr>
<th>Position</th>
<th>Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Aides</td>
<td>$15.47</td>
</tr>
<tr>
<td>Assistant/Associate Teachers</td>
<td>$17.35</td>
</tr>
<tr>
<td>Teachers</td>
<td>$22.07</td>
</tr>
<tr>
<td>Site Supervisors/Directors</td>
<td>$27.17</td>
</tr>
</tbody>
</table>

See the San Mateo County Early Childhood Education Teacher Compensation Study
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

<table>
<thead>
<tr>
<th>Type of Compensation Improvement</th>
<th>Salary</th>
<th>Benefits</th>
<th>Payment for Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parity (defined as equivalent)</td>
<td>Same, prorated for day length and number</td>
<td>Same package, same options for coverage for health, retirement, and vacation/holiday/sick leave</td>
<td>Same menu of supports and dosage for non-child contact responsibilities (e.g., planning time, professional development days)</td>
</tr>
<tr>
<td>Partial Parity (defined as equivalent for select components)</td>
<td>Same, prorated for day length and number</td>
<td>Not same or absent</td>
<td>Equivalent options for some benefits, but not full package of benefits</td>
</tr>
<tr>
<td>Sub-Parity (defined as similar but not equivalent)</td>
<td>Same, not prorated</td>
<td>Same, not prorated or not same/absent</td>
<td>Same package of benefits, not equivalent value</td>
</tr>
<tr>
<td>Alternative Forms of Compensation Improvement</td>
<td>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.²⁸</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

CONTACT US!

cscce.berkeley.edu

cscceinfo@berkeley.edu

ciaitlin.mclean@berkeley.edu

facebook.com/cscceucb

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