

Equity for California's ECE Workforce

Supporting Diversity Using Provider Voice

Session Presenters

- **Sarah Neville-Morgan, California Department of Education**
- **Patricia Lozano, Early Edge California**
- **Maggie Steakley, GPG**

Session Objectives

Session participants will learn about one state's efforts to support a diverse workforce through intentional planning and engagement of the workforce.

Session Objectives

The session will include a focus on:

- Ways national research efforts can drive state level and local systems-change;
- How provider voices can be elevated to inform policy;
- How co-construction of values, guiding principles, and tenets for policy can create cohesion and support equity for the ECE workforce; and
- How California's process and lessons learned can inform work in other states and communities.

Session Agenda

	Topic	Goal
10 min	Agenda review & exploring who is in the room	Networking
15 min	Defining equity and considering our collective roles in supporting equity	Reflection Networking
15 min	Overview of California's Transforming the Workforce for Children Birth through Age Eight (TWB8) implementation plan & survey findings on barriers to workforce advancement	Presentation Reflection
35 min	California's current context, goals regarding equity for the ECE workforce, statements of principles, and ongoing and planned next steps	Feedback Reflection

Introductions



Defining Equity for the ECE Workforce in California

Equity for the early childhood workforce means the workforce, regardless of race, gender, geographic location, and setting in which she/he works, has access to professional learning opportunities that meet their needs; receives fair compensation and benefits based on their qualifications; and has authentic, unbiased, and straightforward pathways to career advancement.

Reflecting on Equity for the ECE Workforce

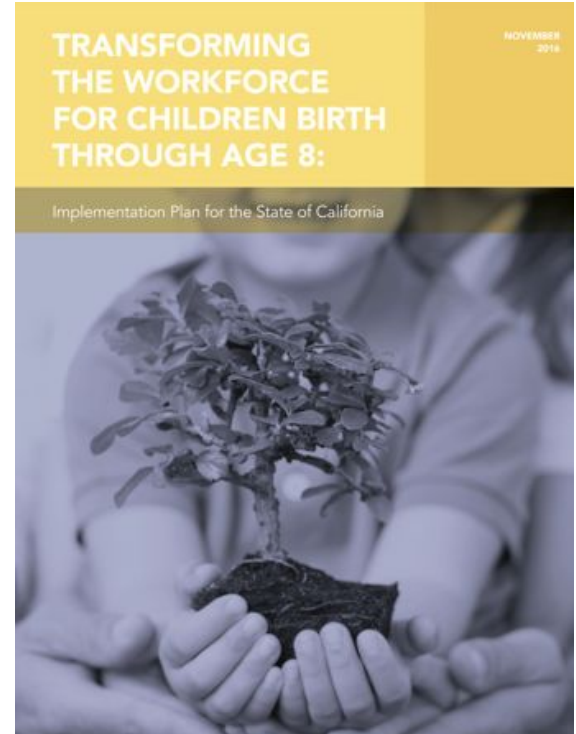
In your role, what is your responsibility in advancing equity for the ECE workforce?

Presenting on California's Experience

- Background on California's Transforming the Workforce Birth to Age 8 implementation efforts
- Examples of:
 - *Ways national research efforts can drive state level and local systems-change*
 - *How provider voices can be elevated to inform policy*

California's Transforming the Workforce Birth to Age 8: Planning and Implementation Efforts

- Informed and jump-started by **Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (TWB8)**
- Co-convened by First 5 California & the California Department of Education, Early Learning and Care Division
 - *A Core Team and workgroups*
 - *Considered recommendations from the TWB8 and other relevant reports*
 - *Continued workgroup-based implementation model (Constellation Model)*



California's Transforming the Workforce Birth to Age 8: Planning and Implementation Efforts

- Vision
 - *To implement a fully developed and articulated statewide system of certification, support, and preparation for early childhood professionals.*
- Priority Areas:
 1. *Permitting and Credentialing*
 2. *Professional Pathways*
 3. *Higher Education and Ongoing Professional Learning*

Professional Pathways Objectives

1. Collaboratively develop an early childhood career lattice that specifies competency-, degree-, and practice-based qualification requirements for professional roles at all levels working with children from birth through age 8, and outlines viable career advancement pathways.
2. Identify opportunities and support solutions to help individuals overcome barriers to advancing along the career lattice.
3. Adopt and support the California ECE Workforce Registry as a single, shared system for reporting qualifications and training for professionals working with children from birth through age 8.

California ECE Workforce Surveys: Professional Development Resources and Barriers

Addressing Object 2: Identify opportunities and support solutions to help individuals overcome barriers to advancing along the career lattice.

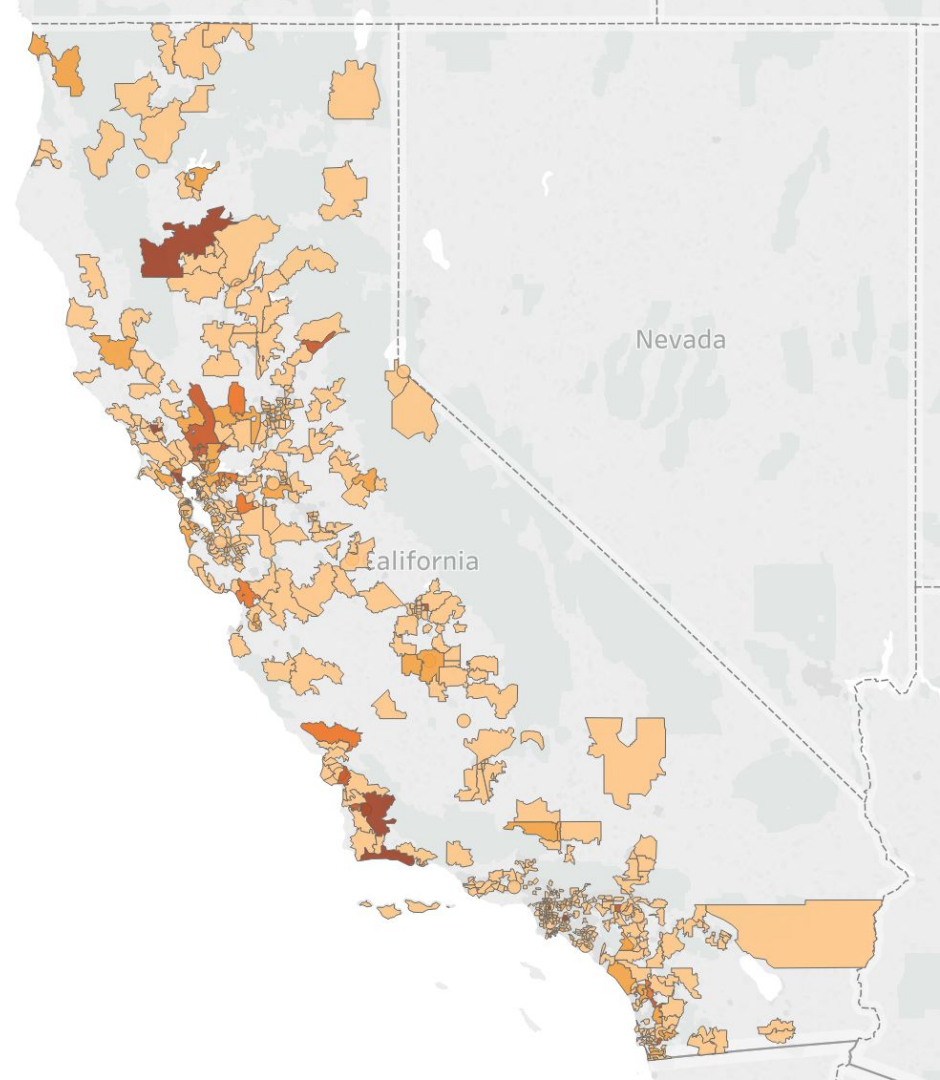
- Conducted two online, informal surveys of the ECE workforce in March 2019.
- **Barriers Survey:** 2,489 Responses (2,296 in English and 193 in Spanish)
 - **1,504** respondents indicated they work directly with children. (1,373 English and 131 Spanish)

Survey Limitations

- **Online and opt-in** (convenience sample)
- **Low number of Spanish language responses**
- **Roles**
 - Respondents could select multiple roles
 - Some role groups had low (significantly below-average) representation compared to other role groups
- **Geography**
 - ZIP code questions were not required
 - Based on responses received: large responses from large urban areas, and representation from rural and more remote areas of the state

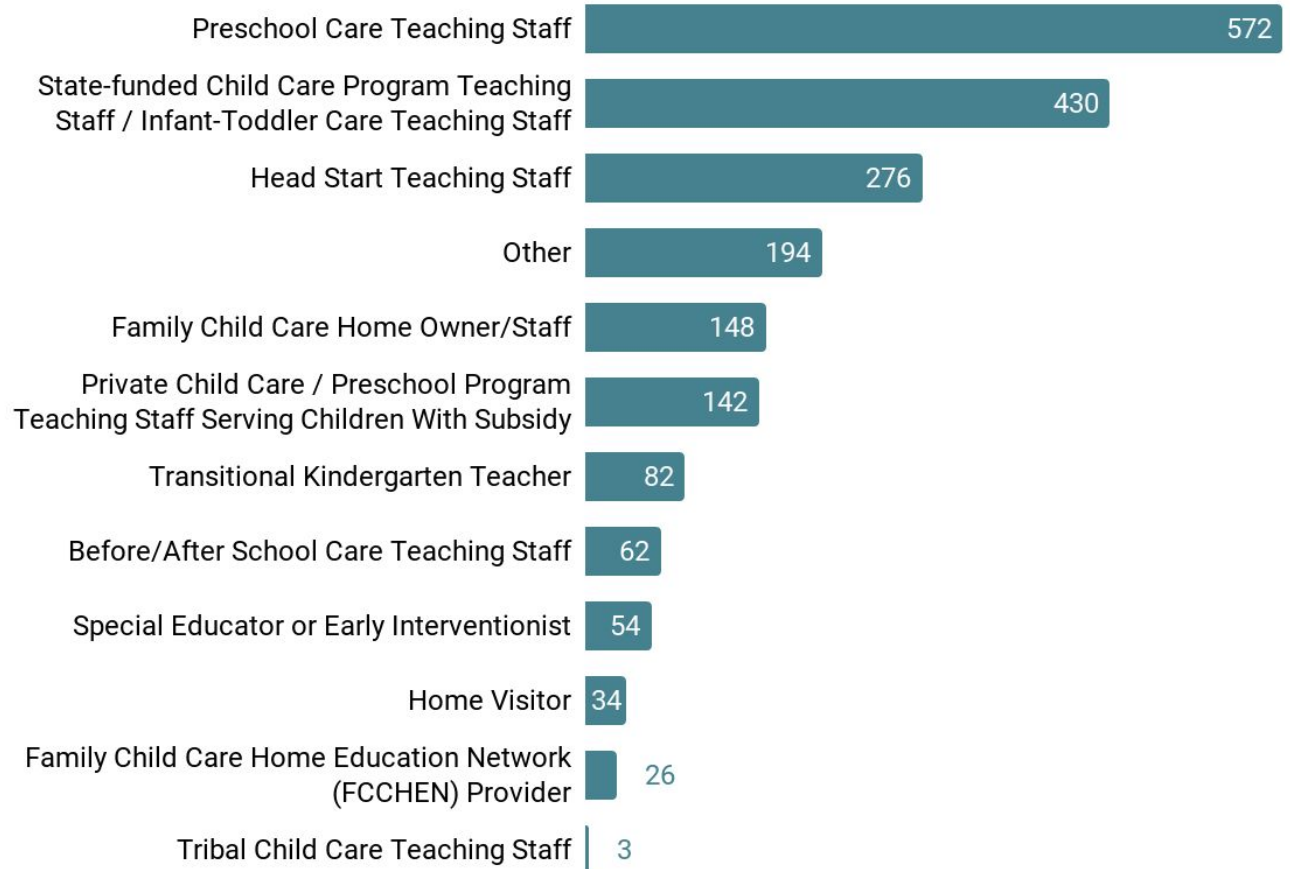
Barriers Survey: Work ZIP Code

- Darker shading indicates more responses
- Significant responses from large urban areas, and representation from rural and more remote areas of the state.



Barriers Survey: Respondent Roles (of those working directly with children)

Role of Respondents Working Directly with Children (select all that apply)



Barriers Survey: Type of Professional Development Activity Completed

- The most common types of professional development (PD) activities completed in the past 12 months were “workshops” and “trainings”
- The least common type of PD activity completed was college coursework.

Barriers Survey: Online PD Participation

- A greater percentage of English-language respondents indicated that they participated in an online training in the past 12 months (24% Sp, 51% En)
- 45% of Spanish-language respondents indicated that it would be helpful to have more trainings offered in languages other than English

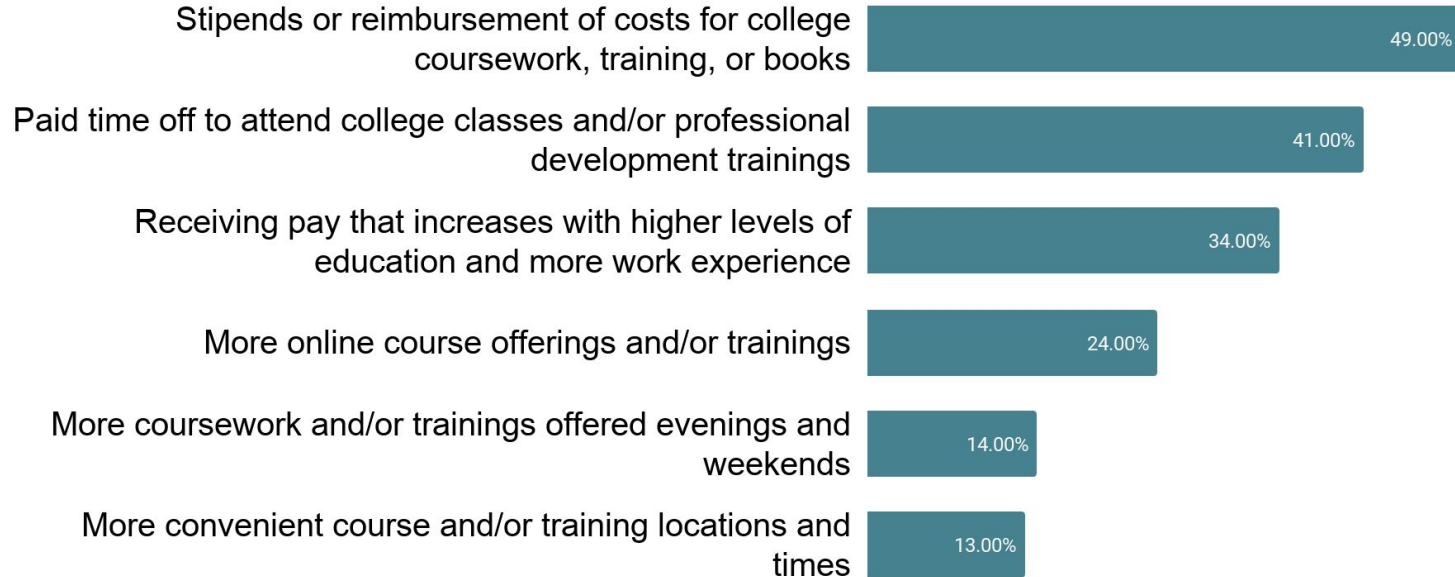
Barriers Survey: Barriers & Supports

In response to *“Which of the following issues are keeping you from engaging in professional development and advancing your career in early childhood?”*

- “I don’t have enough money” and “I don’t have enough time” were the most common responses.
- These findings mirror those of other ECE workforce surveys.

Barriers Survey: Supports Needed

Respondents indicated that most common supports needed to help their career advancement were:



Barriers Survey: Provider Voice, Open Response

- The pay is too low in this field to justify putting time and money into professional development
- I would like to obtain a Masters Degree in ECE, but there is no financial benefit by my current employer to do so. And the cost of obtaining a Masters Degree is quite substantial and I do not qualify for tuition assistance although my income does not afford me the ability to pay for a Masters Degree. I believe a Master's Degree would further my understanding of ECE and benefit the families that I serve.
- I am too exhausted to go to extra trainings

Barriers Survey: Provider Voice, Open Response

- Employer cannot afford a person to cover my responsibilities to attend professional growth opportunities.
- Training required by the CDE and employer interfere with me being able to complete my college education. College classes are more important for me. The training I have to go to is not always good, but my employer and state requires it.
- Racism, preconceived ideas about who should be a leader and who should follow and a general lack of upward mobility due to stagnation at the top

Advancing Equity for the ECE Workforce in California

How co-construction of values, guiding principles, and tenets for policy can create cohesion and support equity for the ECE workforce

- **Developing a Statement on Equity document**
- **Inclusive of the definition presented at the start of the session**
- **Inclusive of goals and a Statement of Principles**
- **Mapped to California's current context, investments, and planned efforts**

AT-A-GLANCE

GOVERNOR NEWSOM'S EARLY CHILDHOOD INVESTMENTS 2019



\$195 MILLION*

Early Learning Teacher Training including investments to support Quality Counts

\$263 MILLION*

Infrastructure Grant to Improve Early Learning Facilities

\$247 MILLION*

Expand Early Learning Facilities at Cal State Universities

10,000 NEW SPACES

Fund 10,000 Preschool Spaces for Low-Income 4-year-olds in 2020

Expand preschool eligibility to all children living in districts where 80% or more are eligible for free/ reduced lunch

\$93.3 MILLION

Alternative Program Vouchers for Children from Birth-12

\$5 MILLION

Develop Early Learning Master Plan

\$60.6 MILLION

Increase Funding to CalWORKS Stage 1 Child Care

\$157.5 MILLION

Increase Funding to CalWORKS Stages 2 and 3 Child Care

\$10 MILLION*

Plan Comprehensive Cradle-to-Career Education Data System

\$300 MILLION*

Expand Full-Day Kindergarten to Support Working Families

\$50 MILLION*

General Child Care Slots (to be funded ongoing with Prop 64 funding)

\$1 BILLION

Increase Earned Income Tax Credit for low income families

Provide \$1,000 tax credit for families with children under age 6

\$89.6 MILLION

Expand Home Visiting Services (Cal-WORKS)

\$45.9 MILLION*

Expand Maternal Infant Early Childhood Home Visiting (non-CalWORKS)

*One-time funding

3.26% COST OF LIVING INCREASE

For California State Preschool Program

Increase adjustment factor for infants/toddlers in part-day programs

EXTEND PAID FAMILY LEAVE

From 6 to 8 weeks per parent, with commitment to expand to 6 months in future years

\$130 MILLION

Train Providers and Administer Developmental and Trauma Screenings



Prepared by Early Edge California - July 2019

Advancing Equity for the ECE Workforce in California

- Mapping our principles to what we know, what we are doing, and what we plan to do
- Review the working document
 - Statement of Principles
 - Research and Evidence
 - Current Efforts and Next Steps

Reflection: Advancing Equity for the ECE Workforce

How California's process and lessons learned can inform work in other states and communities.

- **Feedback**
 - Highlight in green any phrases, sections, content that you think is particularly powerful/strong/direct/clear
 - Highlight in another color any sections that need to be tightened, clarified, etc.
- **What resonated**
 - Survey findings
 - Process

Reflecting on Equity for the ECE Workforce

“What is one thing, based on this presentation, that you would like to consider or implement in your state related to equity for the ECE workforce?”