

Ensuring Optimal Beginnings in the First Five Years

Equitable Investment in the Early Care and Education Workforce

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THANK YOU!

About the Equity Research Action Coalition



SUPPORT US

HOME

WHO WE ARE

WHAT WE DO

RESOURCES

PARTNER WITH US



- University collaborative at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill
- focuses on **co-constructing** actionable research and evaluation with practitioners and policymakers to support the optimal development of Black children prenatally through childhood.
- works at the intersection of research, program, and practice through **anti-racist and cultural wealth frameworks**



Word Cloud

*One word or phrase to describe
the Early Childhood Workforce
(e.g., warrior, brain-builder)*



Take Home Message

- **Show** love for and commitment to the ECE workforce
- **Address** role of racism & sexism in workforce inequities.
- **Address** healthy supports, economic mobility, and humanizing experiences for workforce equity
- **Change** policy, increase budgets
- **Engage** in R.I.C.H.E.R. actions



Many early educators are living in poverty.

APPENDIX TABLE 2.12

Poverty Rates & Pay Penalties for Early Educators & K-8 Teachers, by State, 2019

State	Total poverty rate	Poverty rate for early educators	Poverty rate for K-8 teachers	Pay penalty for early educators with bachelor's degrees
Alabama	11.3%	17.2%	3.1%	35.2%
Alaska	7.3%	15.9%	2.6%	42.7%
Arizona	10.8%	20.5%	2.6%	21.1%
Arkansas	11.2%	18.1%	2.4%	31.1%
California	8.7%	17.0%	2.5%	37.8%
Nebraska	10.1%	29.2%	2.6%	33.9%



“As a full-time teacher, I don't make enough money to support myself. I have other gigs to help me pay bills and food.”

ECE Lead Teacher, Marin County, California²⁹

https://cscce.berkeley.edu/workforce-index-2020/wp-content/uploads/sites/3/2021/06/Appendix-Table-2.12_2020-Index.pdf

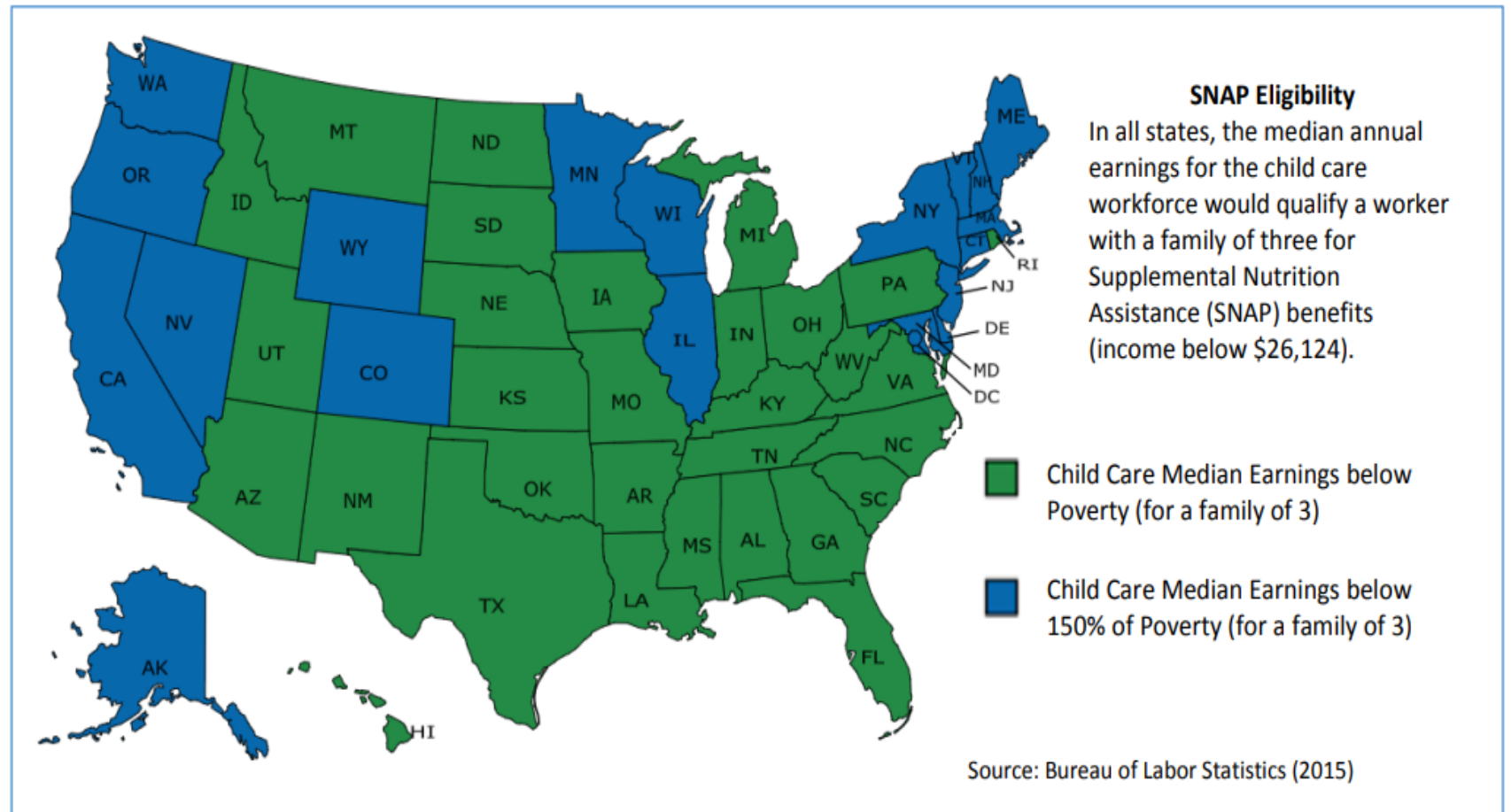


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The child care median earnings are **below** poverty for majority of the county including Nebraska.

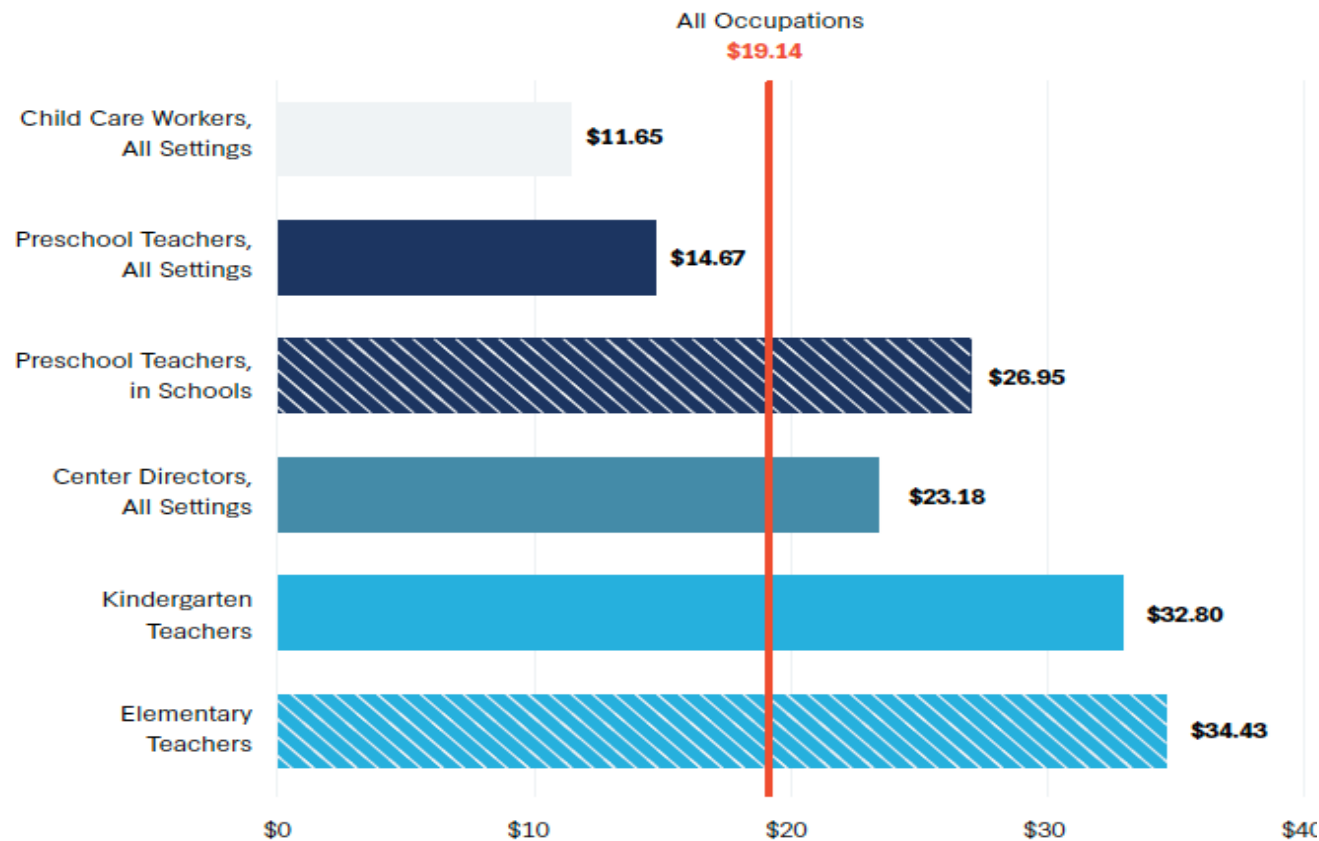
Figure 5: Child Care Workforce Median Annual Earnings Qualify for Public Benefits



Early childhood workforce is paid below livable wage and have one of the lowest ranked occupation by pay.

FIGURE 2.1

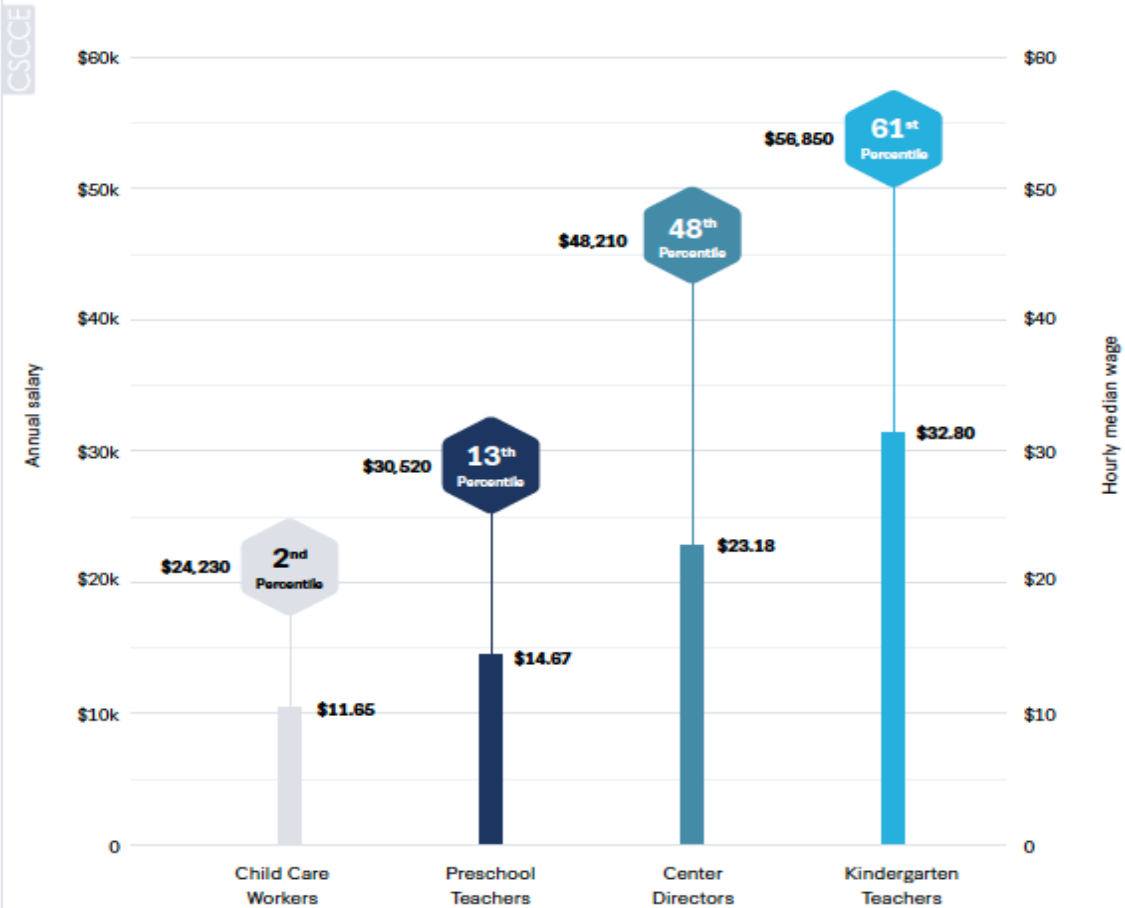
Median Hourly Wages, by Occupation, 2019



Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, U.S. Department of Labor
Retrieved from <http://stats.bls.gov/oes/>.

FIGURE 2.3

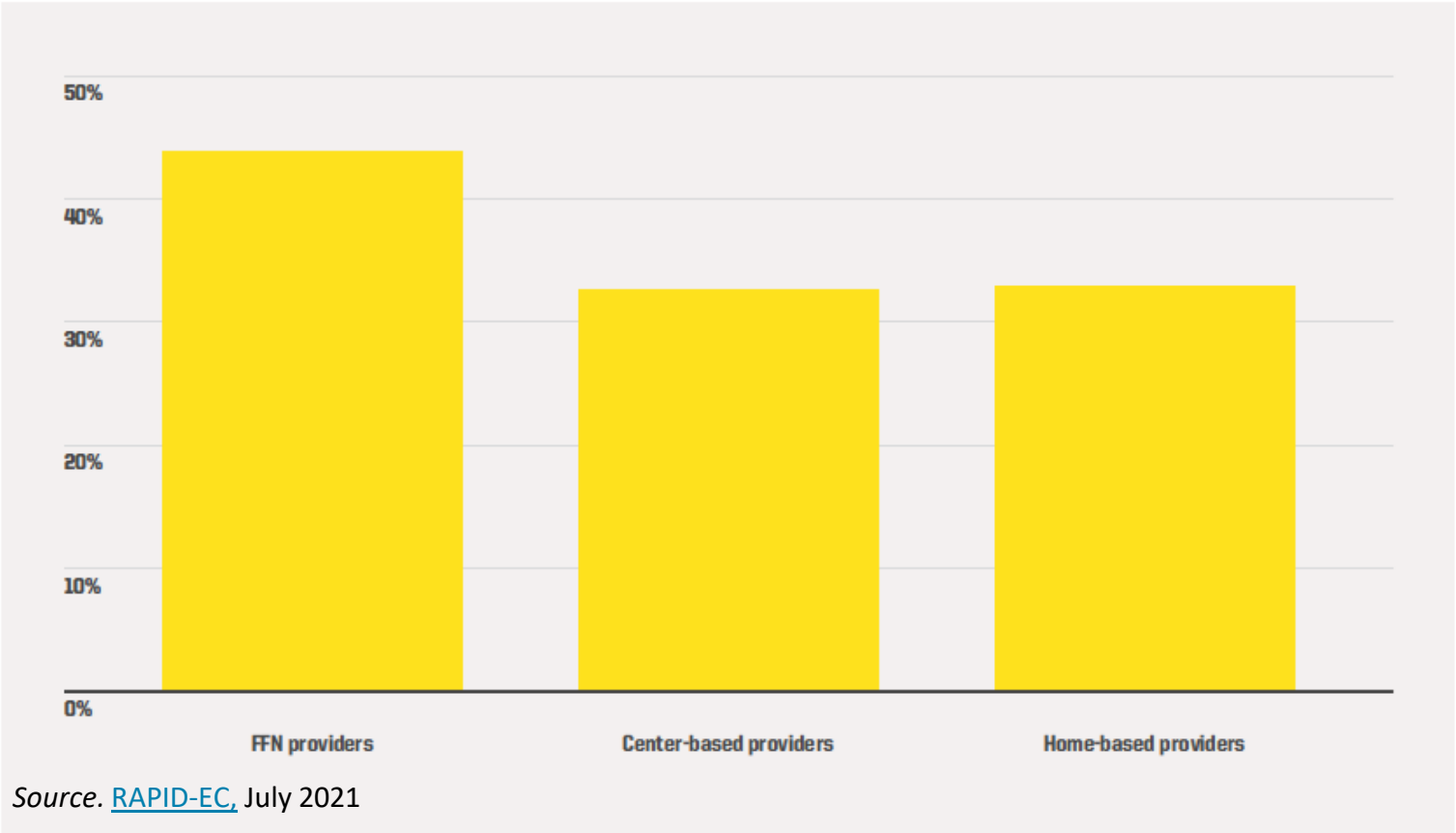
Selected Occupations Ranked by Annual Pay, 2019



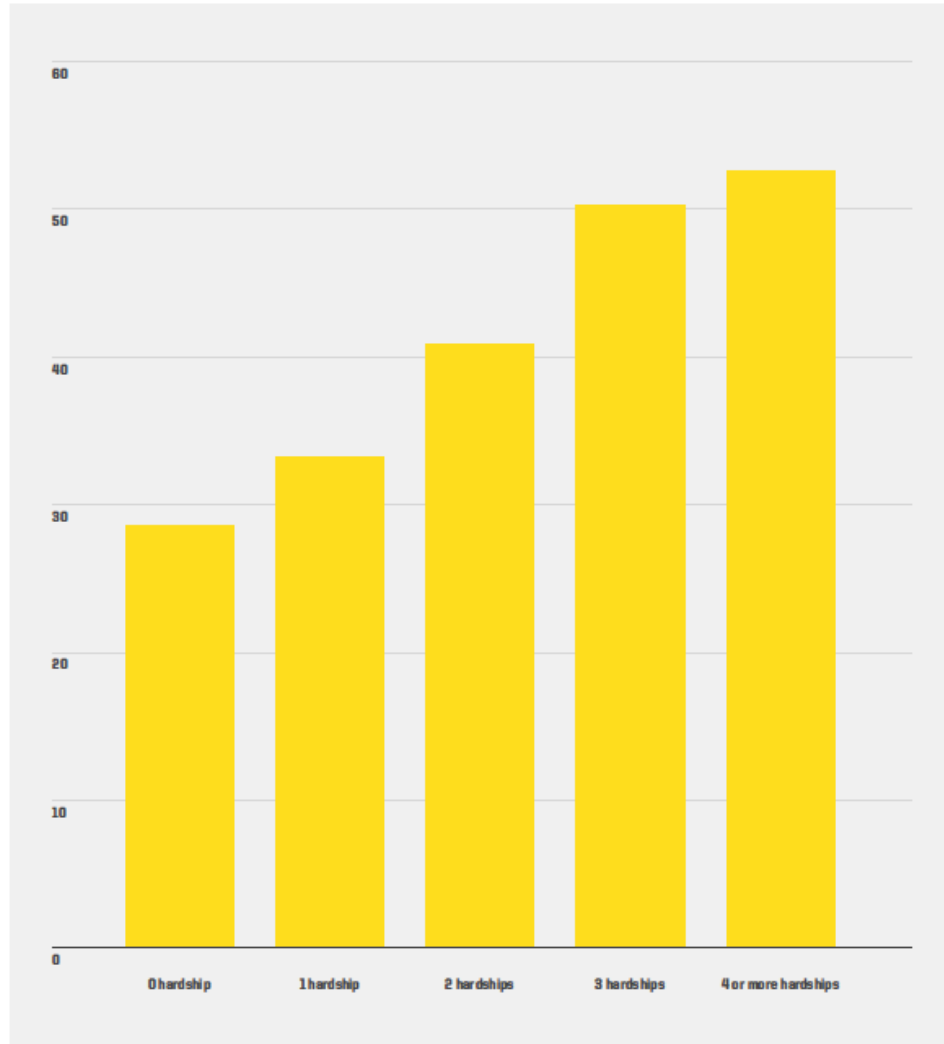
Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, U.S. Department of Labor.
Retrieved from <http://stats.bls.gov/oes/>.

More than one out of 3 early childhood providers report experiencing one or more material hardship and report having at least one job.

Percentage of child care providers with one or more material hardship, by provider type



Association between child care providers' material hardship and emotional distress



Note: emotional distress is measured on a 1-100 scale as a composite of self-reported anxiety, depression, stress, and loneliness.

Source: [RAPID-EC](#), July 2021

As material hardship increased, ECE providers reported more emotional distress.

Early care education business at the brink of closure!

- NAEYC surveyed more than 7,500 respondents between June 17 and July 5, 2021, working
 - more than **one in every three** of respondents were considering leaving their child care program or closing their family child care home within the next year
 - another 14% saying “maybe” they would leave or close
 - percentage rises to 55% of minority-owned businesses and a 70% of those who have been in the field for one year or less

Source: https://www.naeyc.org/sites/default/files/wysiwyg/user-74/naeyc_survey_statedatawithquotes_sep2021.pdf



Economic cost of child care workforce / business crisis

\$497M – \$3.47B

In the four states studied, these childcare issues resulted in anywhere from \$479 million to \$3.47 billion in estimated annual losses for their economies.

Continuously changing childcare arrangements

2/3

Two out of three working parents have changed their childcare arrangement due to COVID-19, and the majority have yet to find a permanent solution.

More children staying at home with family and friends

75%

Up to 75% of working parents have children under six years old staying at home, and only 10% are using childcare centers.

Parents leaving the workforce

40%

In June, 40% of employers were concerned that some of their employees would not fully return to work, and by October, 32% of employers had seen employees leave the workforce.



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How did we get here and why are we still here?



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Legacy of racism and sexism is part of our culture and policymaking.



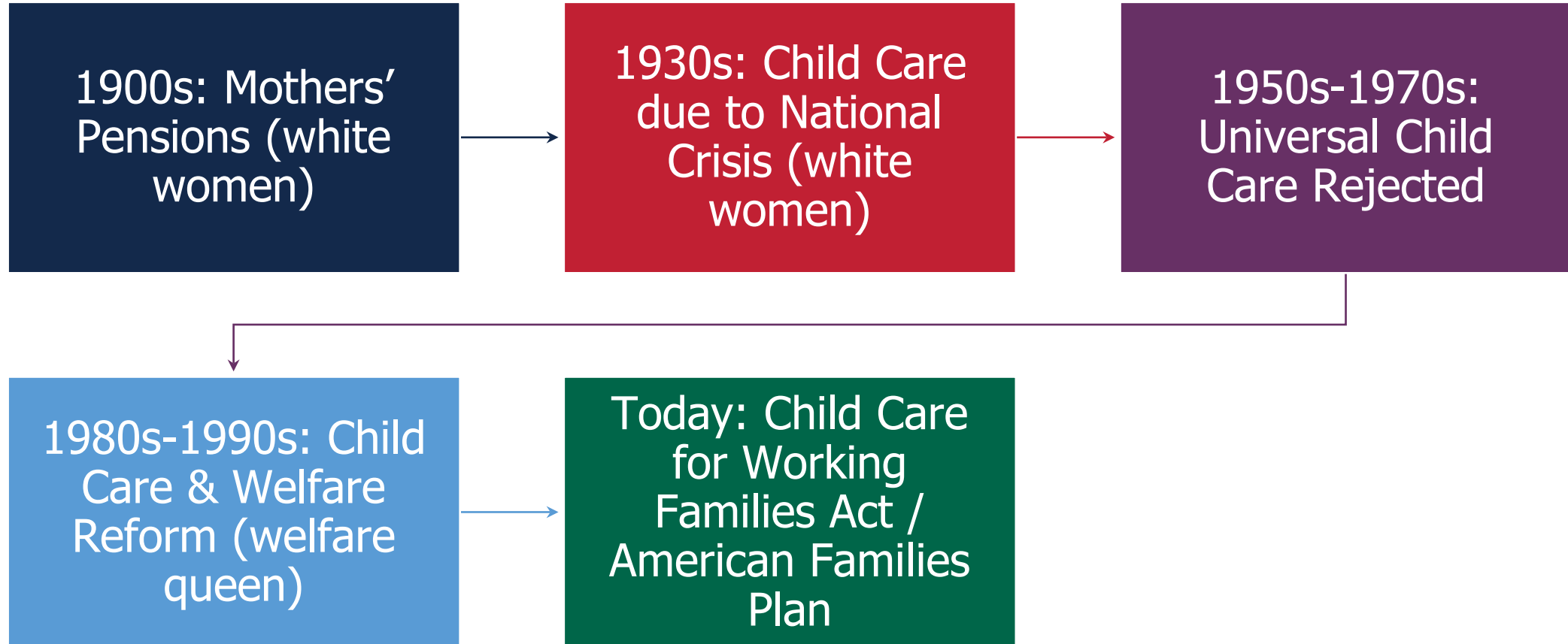
Domestic work = women of color

Gender stereotypes depress pay

Policy reflects and perpetuates devaluation of child and family serving workforce



A Long Journey



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CHILDREN'S EQUITY PROJECT

CHILDREN'S EQUITY PROJECT



START WITH EQUITY

14 PRIORITIES TO DISMANTLE SYSTEMIC RACISM
IN EARLY CARE AND EDUCATION

IN PARTNERSHIP WITH



NBCDI

National Black Child
Development Institute

COUNCIL
for
PROFESSIONAL
RECOGNITION



The Education Trust



**EQUITY
RESEARCH
ACTION
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naeyc[®]

National Association for the
Education of Young Children



NATIONAL HEAD START ASSOCIATION

Build
INITIATIVE
Strong Foundations For
Our Youngest Children



National Indian Child Care Association

Equitable learning systems provide access to resources, opportunities, and experiences to children and families that result in positive outcomes that are not associated with children's demographic characteristics. They actively and continuously identify and intentionally eliminate manifestations of systemic racism and other forms of oppression.



14 Priorities

1. **Allocate Funds Equitably**
2. **Promote Authentic Integration**
3. **Ensure Accountability for Advancing Equity**
4. **Advance Equity for the Workforce**
5. **Center Equity in Professional Preparation & Development**
6. **Embed Equity in QRIS**
7. **Require Culturally Affirming Pedagogy and Curriculum**
8. **Embed Equity in Global Quality Measurement**
9. **Eliminate Harsh Discipline**
10. **Advance Equity for Children w Disabilities**
11. **Implement Equitable CQI**
12. **Fund Family Leadership**
13. **Prioritize Family Child Care**
14. **Expand Access to Dual Language Immersion**



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**CHILDREN'S EQUITY
PROJECT**

4 ADDRESS WORKFORCE EQUITY.



**CHILDREN'S EQUITY
PROJECT**



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What are the levers of change?

- Federal legislation
- Federal regulation
- Federal funding priorities
- Head Start- Child Care Partnerships
- American Rescue Plan Act funding
- State Standards
- State data systems
- QRIS
- CCDF reimbursement rates
- CCDF Quality funding
- CCDF Grants and Contracts

4 ADDRESS WORKFORCE EQUITY.

There is simply not enough money in the system today to fix the problem, let alone, to redress past wrongs.

Congress must address: compensation (pay and benefits), pay parity, require a clear and fair pay scale, ensure coaching and mentoring for professional development and to access higher education and credentials, and provide enough

FUNDING to implement.



***BUT, there are things
we can do NOW,
while we urge
Congress to provide
a holistic fix.***



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4 ADDRESS WORKFORCE EQUITY.

Federal Agencies should:

- **Encourage pay parity**, at a minimum, with K-12 teachers, across ECE programs that receive federal funds, regardless of age group taught.
- **Require states to track, report, and develop workforce equity plans**
- **Provide competitive priority** in discretionary funding to states who sustainably, holistically address workforce equity
- **Publish guidance & provide more TA** in using grants and contracts in CCDF



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4 ADDRESS WORKFORCE EQUITY.

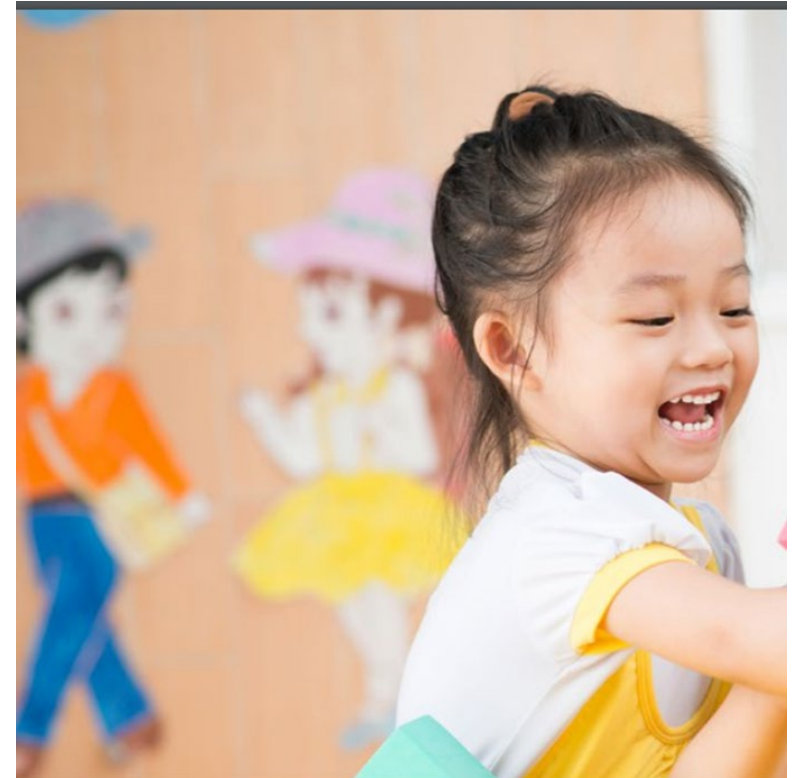
States and Tribes should:

- **Increase the value of child care subsidies**
- **Expand the use of grants and contracts** and bake fair compensation and improved working conditions into grant amounts (*e.g. higher pay, benefits, substitute pool, lower ratios*)
- **Regulate to establish a common pay scale and pay parity**



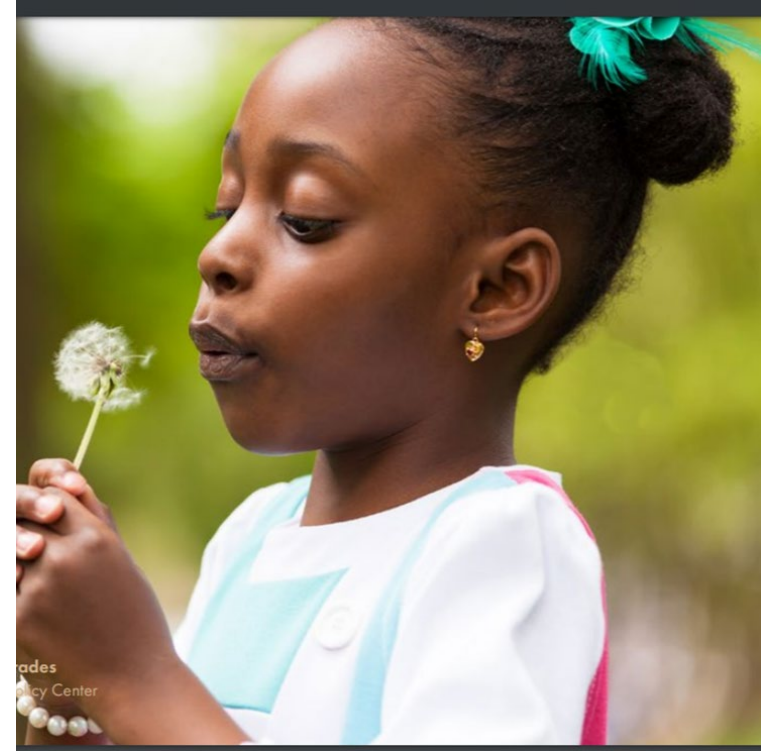
Use Data

- **States can collect and publish data**, including pay gaps, comparison with teachers and other professions with similar credentials, providers in poverty. Use data to apply pressure.
- **States can specifically track and develop plans** to address racial and ethnic, language, position, setting, and age disparities in compensation.



Invest

- Invest in TEACH and Wage\$
- Invest in shared services models, and include pooled benefits, shared PD, mentoring and support, etc.
- Fund a new grant program that provides pathways for paraprofessionals and others in non-lead teacher roles, especially bilingual staff and staff of color, to become lead teachers.



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Invest

- Use ARPA funds to give large bonuses, significant enough to pay down debt, establish savings accounts, invest in the future.
- Use ARPA and CCDF quality dollars to support access to higher education and credentials.
- Invest in state Early Head Start-Child Care/PreK-CC Partnerships. Bake higher compensation into grants.



Page 19

Start with Equity: From the Early Years to the Early Grades



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Use Program Standards

States can use program standards to address fair working conditions. Lower ratios and group sizes, substitutes, access to adequate breaks, physically safe buildings, access to professional coaching and mentoring, access to comprehensive services

Ratios and group sizes ARE pillars of working conditions. Safe buildings ARE pillars of working conditions. Access to support is a pillar of working conditions.



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Use QRIS

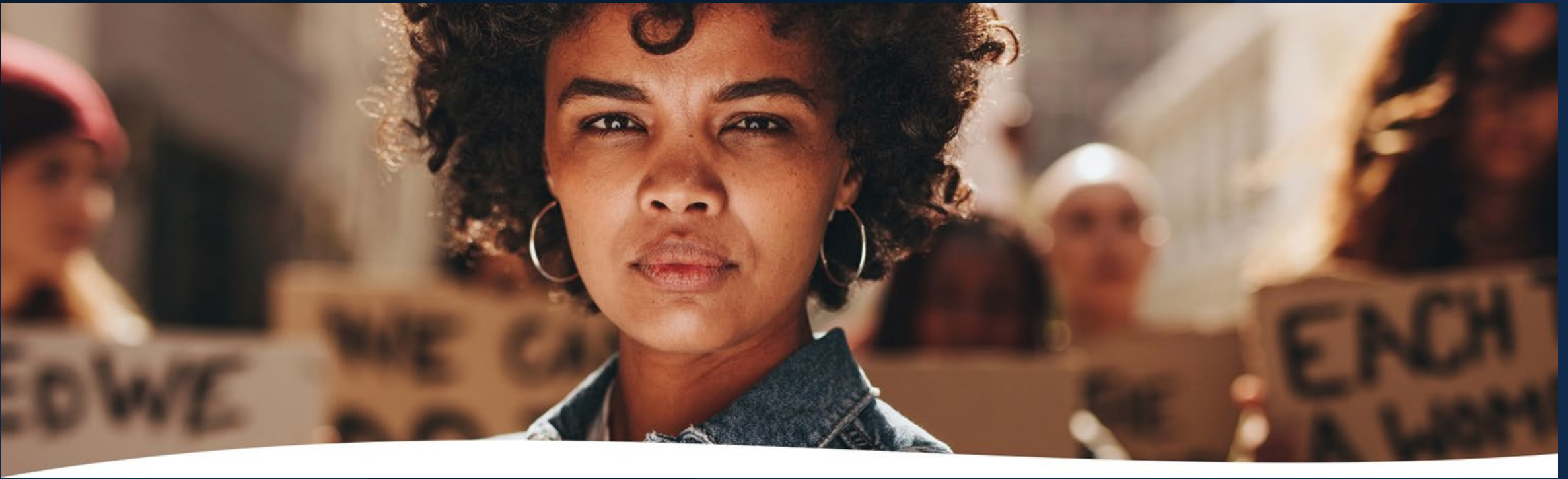
- States can invest in recruiting more providers of color, providers in lower resource communities, family child care providers, and FFN providers into QRIS
- States can provide supplemental compensation as part of QRIS/QI, like many do with coaching.
- States can operationalize and include positive working conditions in QRIS



What Can Programs Leaders Do?

- Respect your workers. Require breaks. Provide break space. Require planning time. Promote collaboration.
- Collect disaggregated data. Examine for pay, position gaps. Address gaps.
- Promote your own. Create a pathway for advancement.
- Access free federal and state TA
- Access state resources
- Enter into EHS-CC/PreK-CC Partnerships
- Enter into shared services agreements with other programs





Where do we go from here?



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BE RICHER!

- R**e-educate about history
- I**ntegrate rather than just desegregate
- C**ritique everything
- H**umility of privilege
- E**rase racism
- R**e-vision different ways, approaches, theories, data, teams, measures...

Our country will be **enriched** by limiting the dehumanization of people and eradication of racism and bias in all aspects of our world, including programming, policy, & research.



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Thank You!
Comments??
Questions??

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