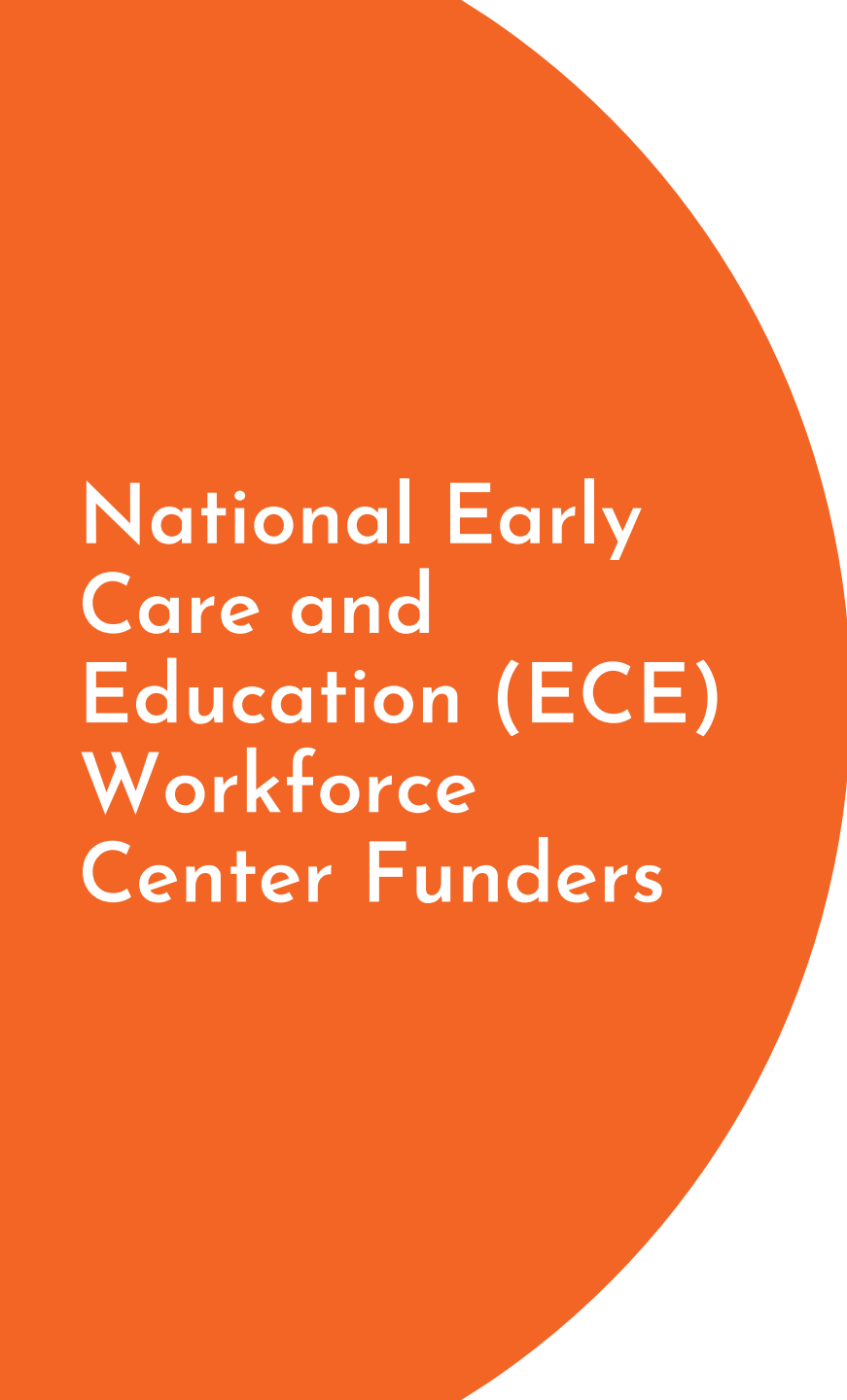




National
Early Care & Education
WORKFORCE CENTER

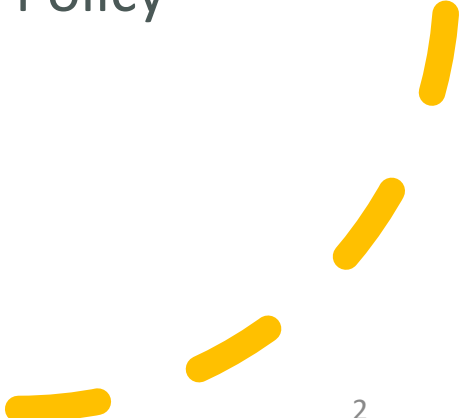
Foundational TA Series

Webinar 1: History of the Early Care & Education Workforce



National Early Care and Education (ECE) Workforce Center Funders

“This work is funded by Administration for Children and Families (ACF) through a financial assistance award (Award Number 90TA000004-01- 00) totaling \$30 million over five years (2022-2027) with 100 percent funded by ACF. Resources and products developed by the National ECE Workforce Center do not necessarily represent the official views of, nor an endorsement, by ACF, the U.S. Department of Health and Human Services (HHS), or the U.S. Government. For more information, please visit the ACF website, Administrative and National Policy Requirements.”





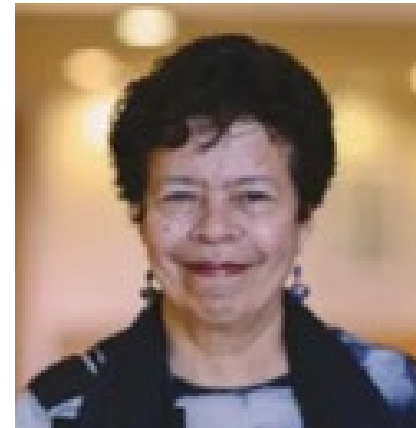
Welcome & Introductions

Foundational Series Facilitators



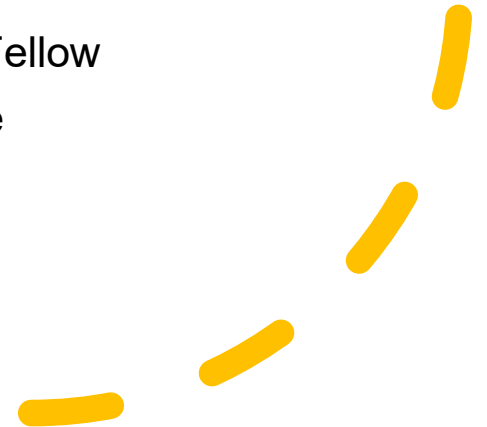
**Dr. Sherri Killins
Stewart**

Director of Systems
Alignment and Integration
BUILD Initiative

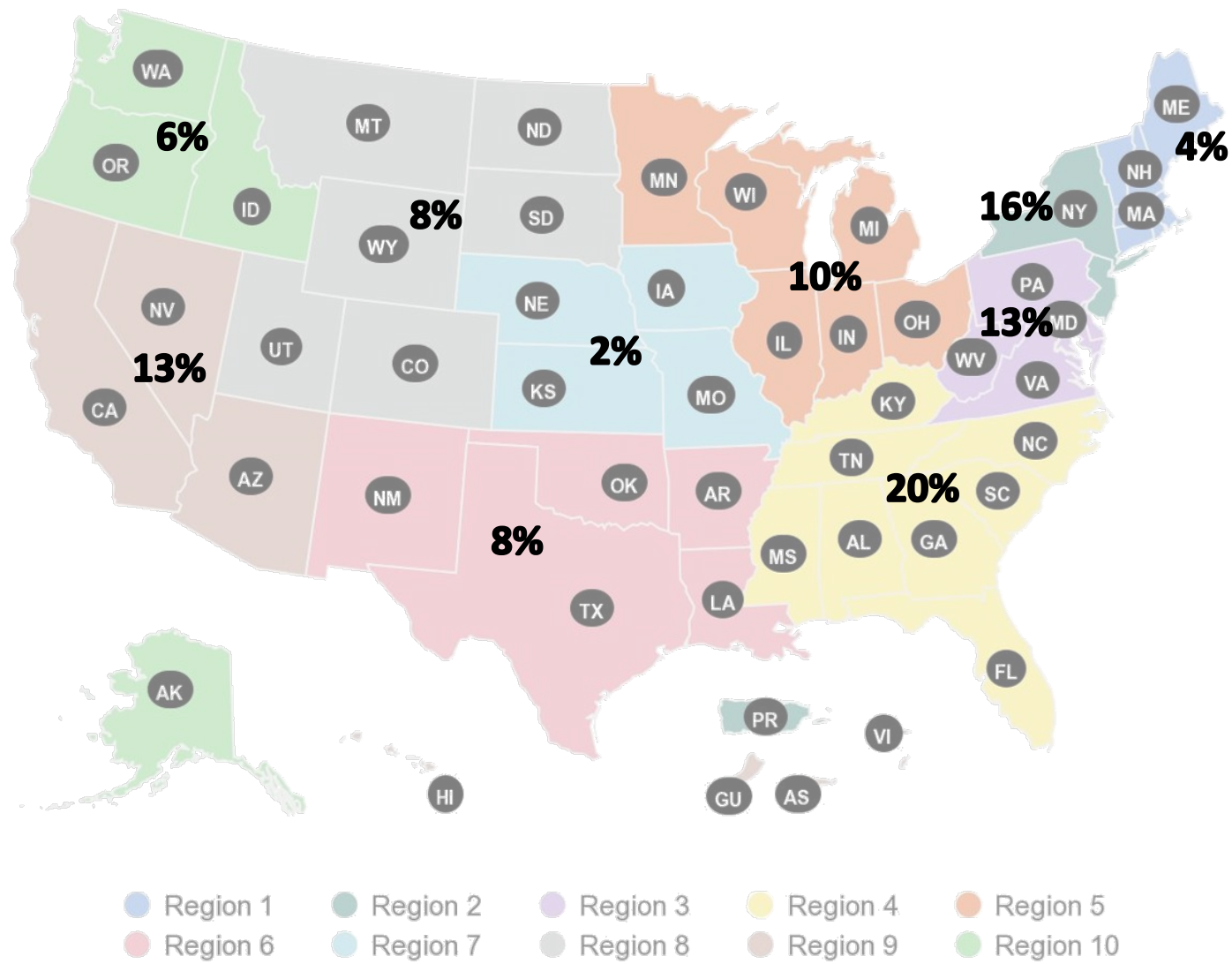


Dr. Aisha Ray

Distinguished Fellow
BUILD Initiative



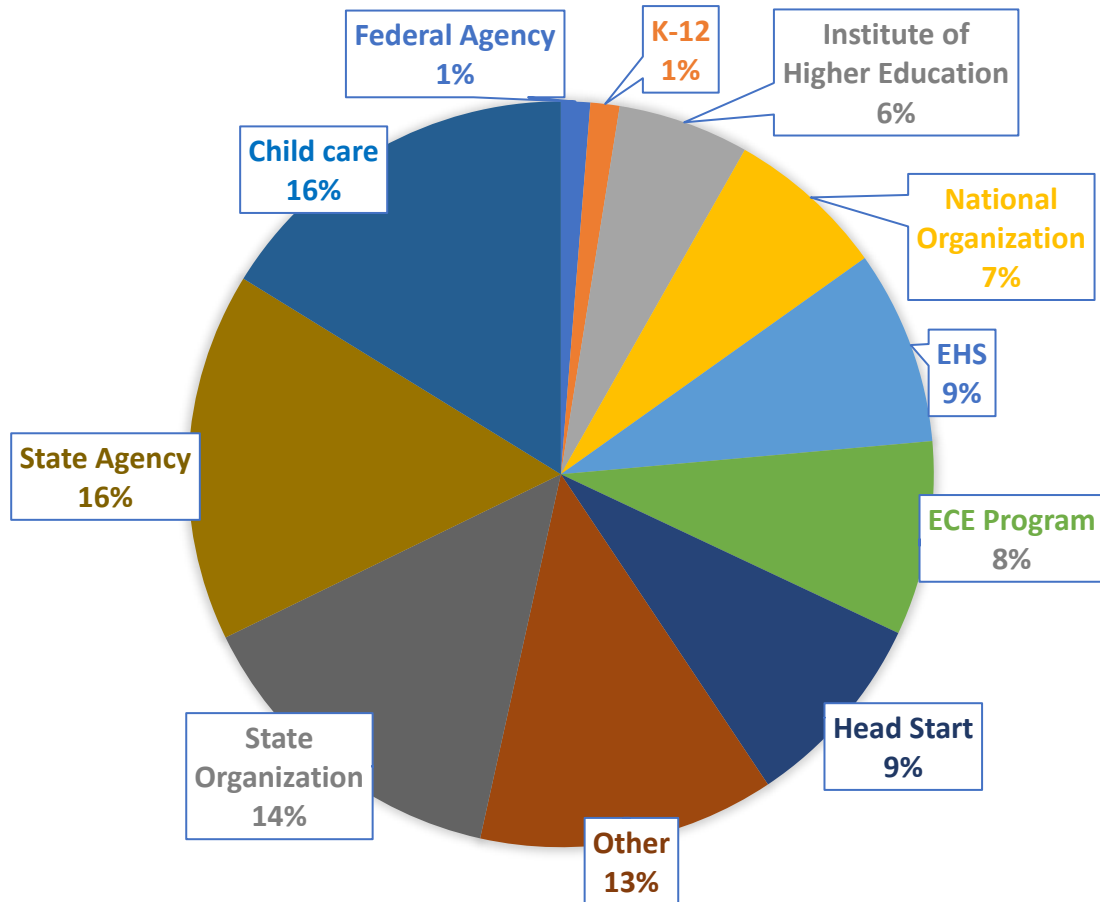
Who's Here? States & Territories



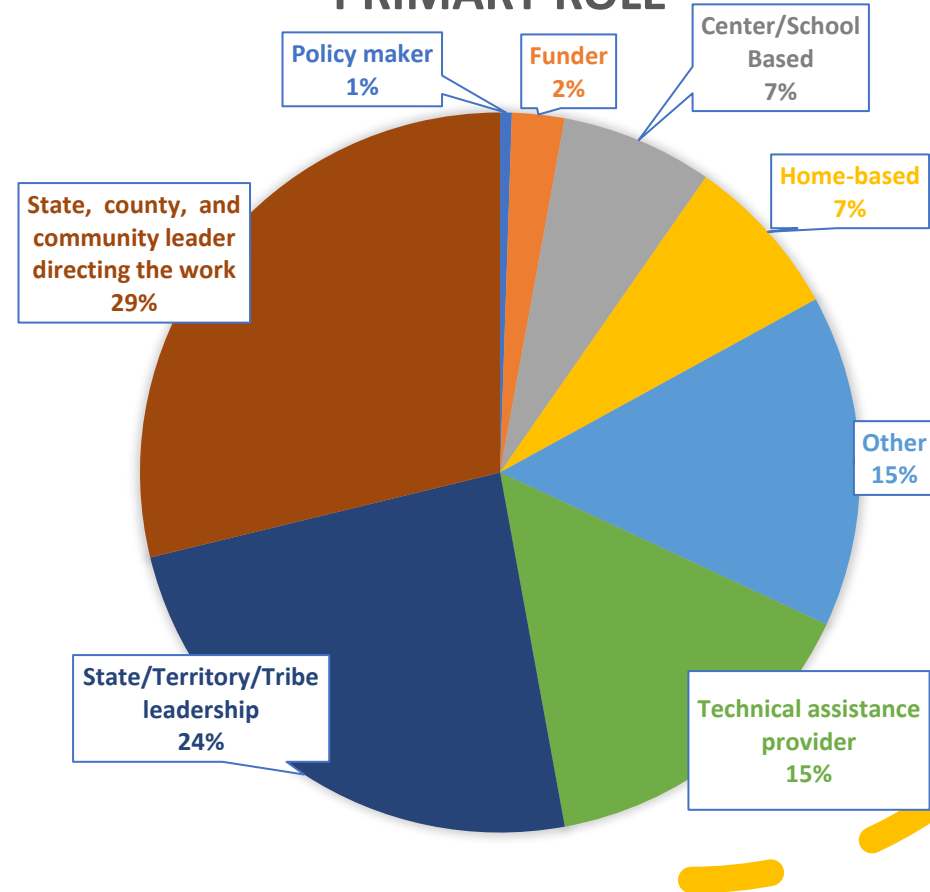
Highcharts.com © Natural Earth

Who's Here? Roles

PROGRAM/AFFILIATION

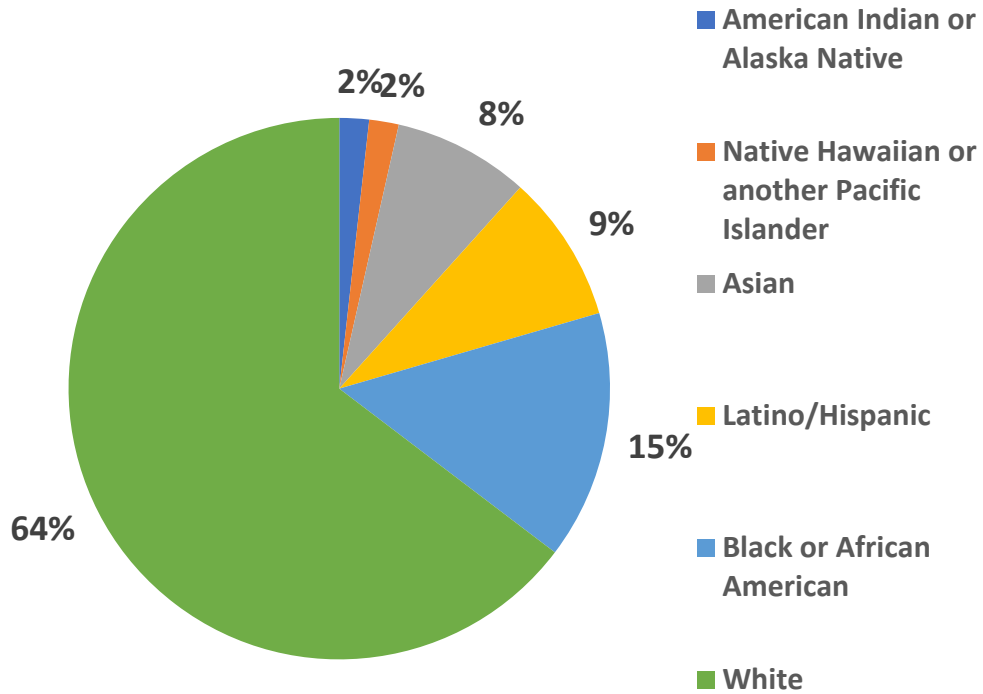


PRIMARY ROLE

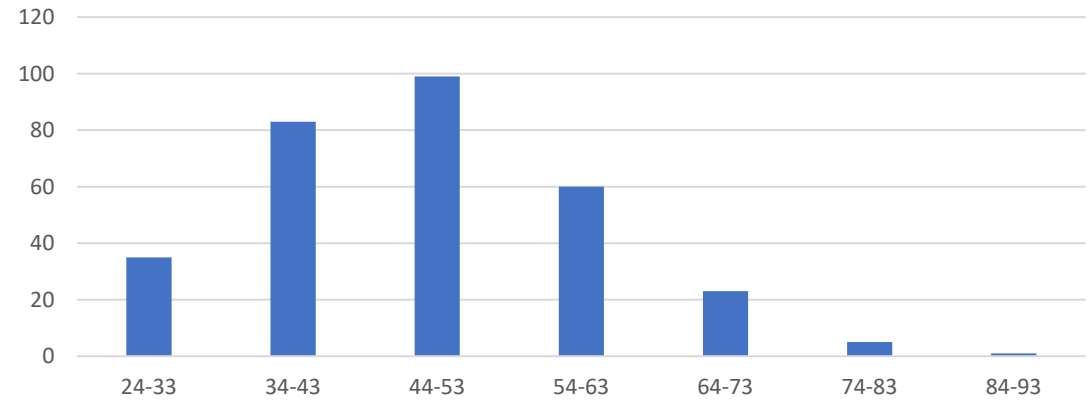


Who's Here? Demographics

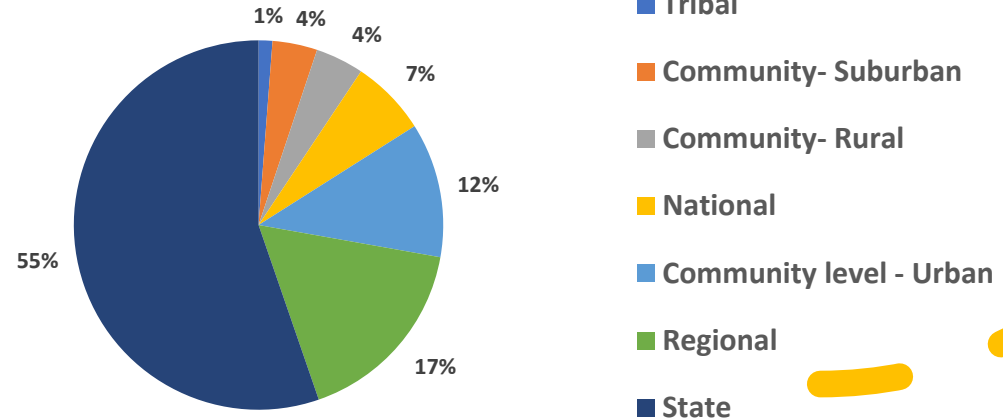
RACE



AGE



GEOGRAPHIC LEVEL



Today's Agenda

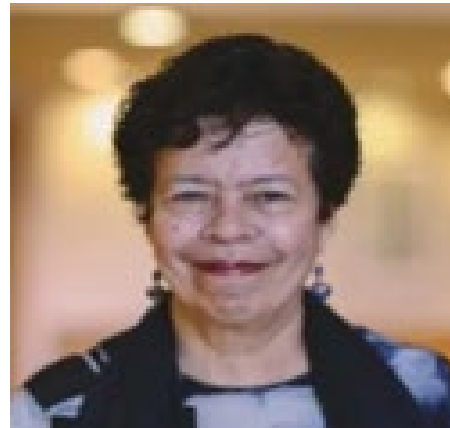
- I. Welcome and Introduction
- II. What is your *Why*?
- III. Understanding the Origins of the ECE Workforce, Disparities, and Current Context
- IV. Leaders Matter for Transforming the ECE Workforce
- V. Learning from the Field: Collaborative Partner and State Example
- VI. Closing and Introduction to Webinar II

Foundational Series Presenters Webinar 1



**Dr. Sherri Killins
Stewart**

Director of Systems
Alignment and
Integration
BUILD Initiative



Dr. Aisha Ray

Distinguished Fellow
BUILD Initiative



Claudia Alvarenga

Program Associate
Center for the Study of
the Child Care
Workforce
University of California
at Berkeley



Collaborating Partner & Community Presenters



Dr. Brandi King
Chief Strategy Officer
All Our Kin



Maureen Wright
Vice President of
Training and Technical
Assistance
All Our Kin




Nancie Deming
Licensing Case
Manager/Childcare
Resources
Coordinator
Cook County Public
Health & Human
Services



Leaders' *Why* Matters

What are three words
to describe your 'why'
for taking action to
advance the workforce
that cares for and
educates young children
and supports families?





Webinar 1: Goals

Making the ECE Workforce Visible¹



- Critical Thinking—look for what challenges your thinking rather than what confirms you are right.
- Humility—come as a learner, not an expert.
- Dialogue—think and make meaning together.
- Hope—believe that a better future is possible.

Purpose of Webinar 1

- To support participants in understanding the historic and current factors that shape the inequities and circumstances (e.g., low wages, poor working conditions) faced by the early care and education workforce.
- To illustrate how leaders can use their roles, authority, and influence to significantly improve the conditions and outcomes for the early care and education workforce through targeting five policy remedies: qualifications and educational supports; work environments; compensation and financial relief; workforce data; and financial resources.
- To learn directly from early care and education workforce experts about examples of efforts to address many of the challenges necessary for transforming the early care and education workforce.

The Current National Environment is a Challenge to Building Equitable Early Childhood Systems and Addressing Workforce Inequities

The COVID-19 Pandemic

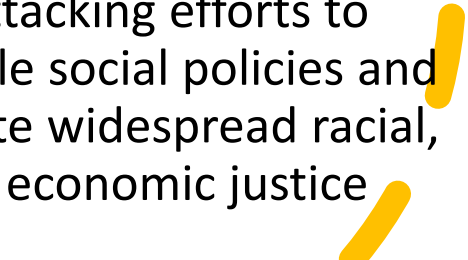
- More than 1.1 million Americans have died & there have been over 103 million confirmed cases²
- COVID-19 disproportionately continues to affect Blacks, American Indians, Alaskan Natives, and Latinos/as, including children³

Essential Workers: The Vulnerability of the ECE Workforce

- Child care employment has not returned to pre-pandemic levels
- A significant portion of the workforce left for better paying jobs
- American Rescue Plan funding has been critical to keeping child care viable⁴

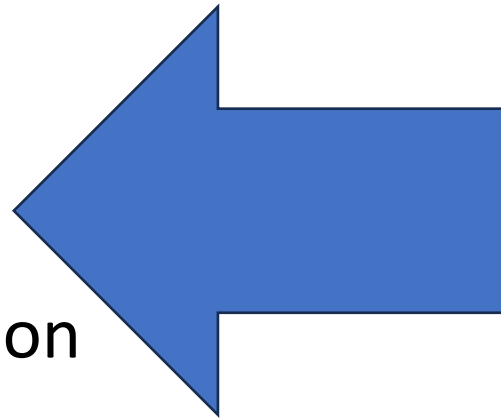
Movements for Justice and Equality and Other Movements in Opposition to Equality and Inclusion

The rise of white nationalist movements that have become part of mainstream national and local politics are attacking efforts to build equitable social policies and society despite widespread racial, LBGTQA, and economic justice movements⁵



Challenges to the Workforce are Systemic and Institutionalized through Policies and Practices and will Require Whole-System Remedies

- Poor pay for worthy work
- Minimal to no benefits
- Poor working conditions
- Job insecurity
- Professional preparation, advancement, and promotion pathways are fragmented, uneven, not available to all, and frequently offered only in English



These circumstances disproportionately affect Alaskan Native, American Indian, Black, Latino/a, Pacific Islanders, and immigrant women of color





Understanding the Origins of the ECE Field and Its Challenges

How Did Our Present-Day ECE System Come to Be?

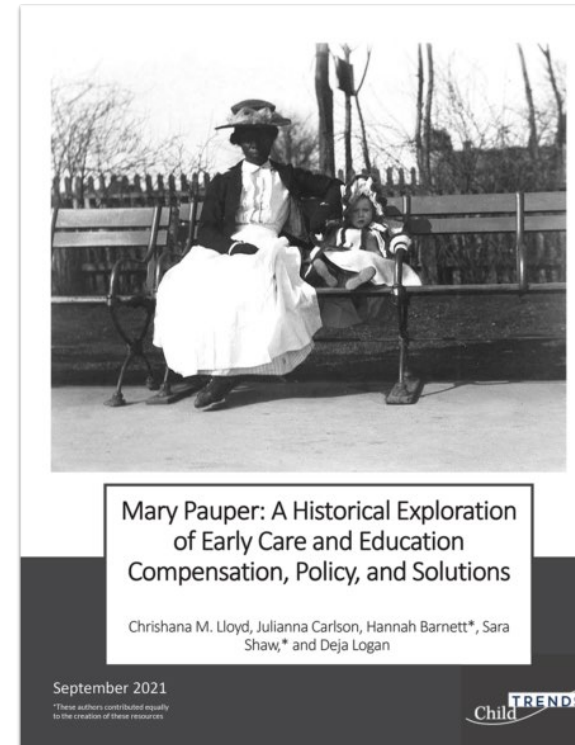


Worthy Wage Day 1992, Greensboro, North Carolina.

Foundational Oppression of Women

Racism and sexism have long been part of early care and education in the United States

- **First providers:** enslaved Black and Indigenous women
- **Beginning of paid providers:** domestic workers, immigrant women, working class women



Local Responses to Government Inaction

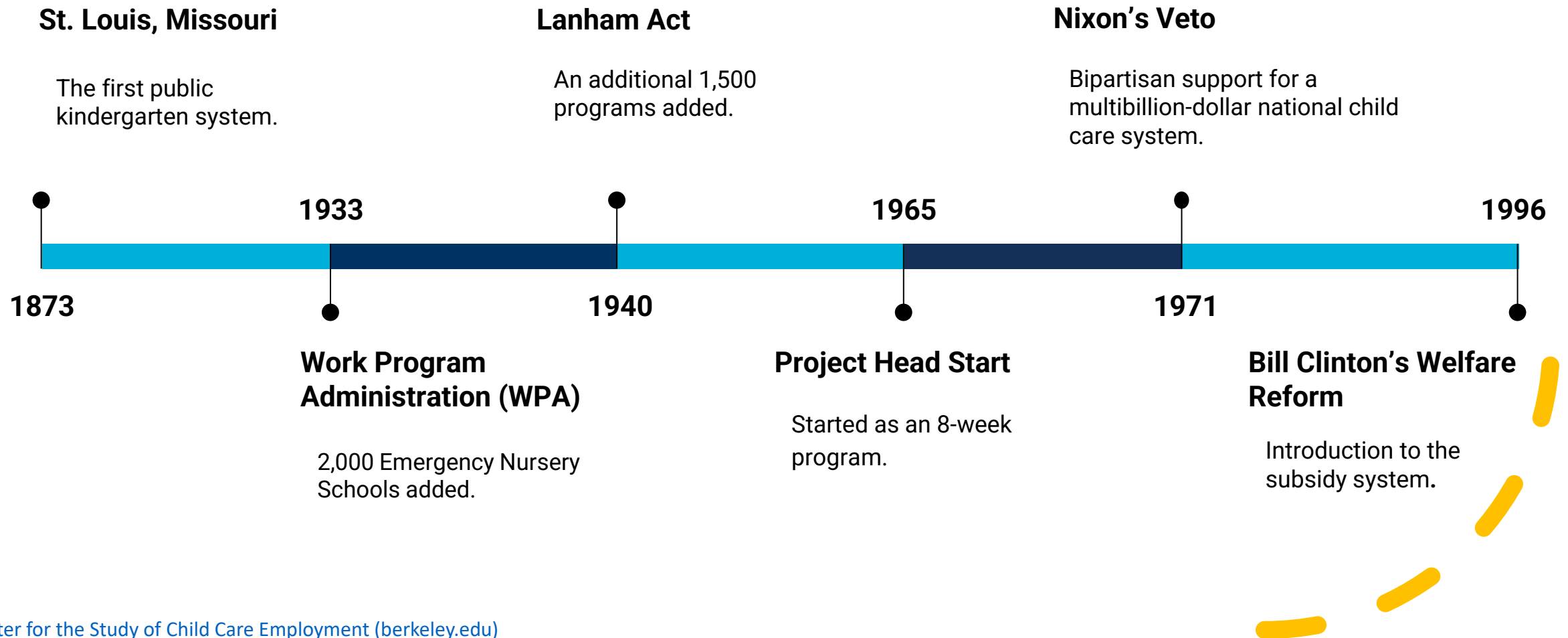
1910 Day Nursery, New York.



Leonor Villegas de Magnón's *escuelita*, 1913, Texas. Courtesy of Webb County Heritage Foundation.



Inconsistent Government Policy



Cultural Assimilation and the Fight for Tribal Sovereignty



Group of Native American children at Haskell Institute, Lawrence, Kansas. c. 1880–1889. Courtesy of Kansas Historical Society.



Group of Native American children at Faubion School Early Learning Center. 2021. Courtesy of Portland Public Schools.

How do Inequities Echo through Time in the ECE System?



Children attending nursery school while incarcerated during WW2 (Crystal City, Texas, 1946).
Credit: Courtesy Hiroshi Shimizu. Source: Densho.

Racial Disparities

Immigration and Citizenship Policies Fuel Disparities

Racial inequities have been sanctioned by public policies, maintained by discriminatory practices, and bolstered by harmful stereotypes and beliefs. These policies have shaped access to services and educational experiences for children from Black, Indigenous, Hispanic/Latinx, Asian American, and other historically oppressed communities.

Racist immigration and citizenship laws, nativist exclusion, and deportation policies imposed throughout U.S. history and today have subjected many

2 / 12



Poor Pay and Conditions

Racial Disparities

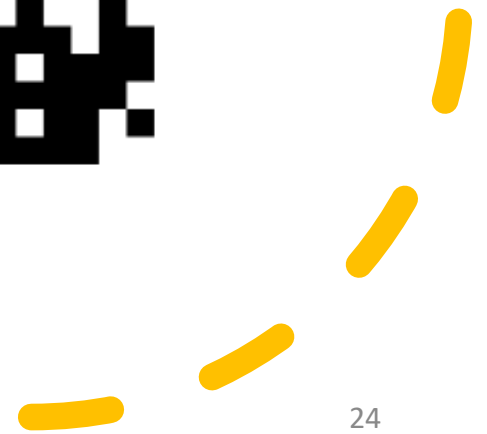
Insufficient and Unstable Funding

Education Prioritized over Care

Mentimeter

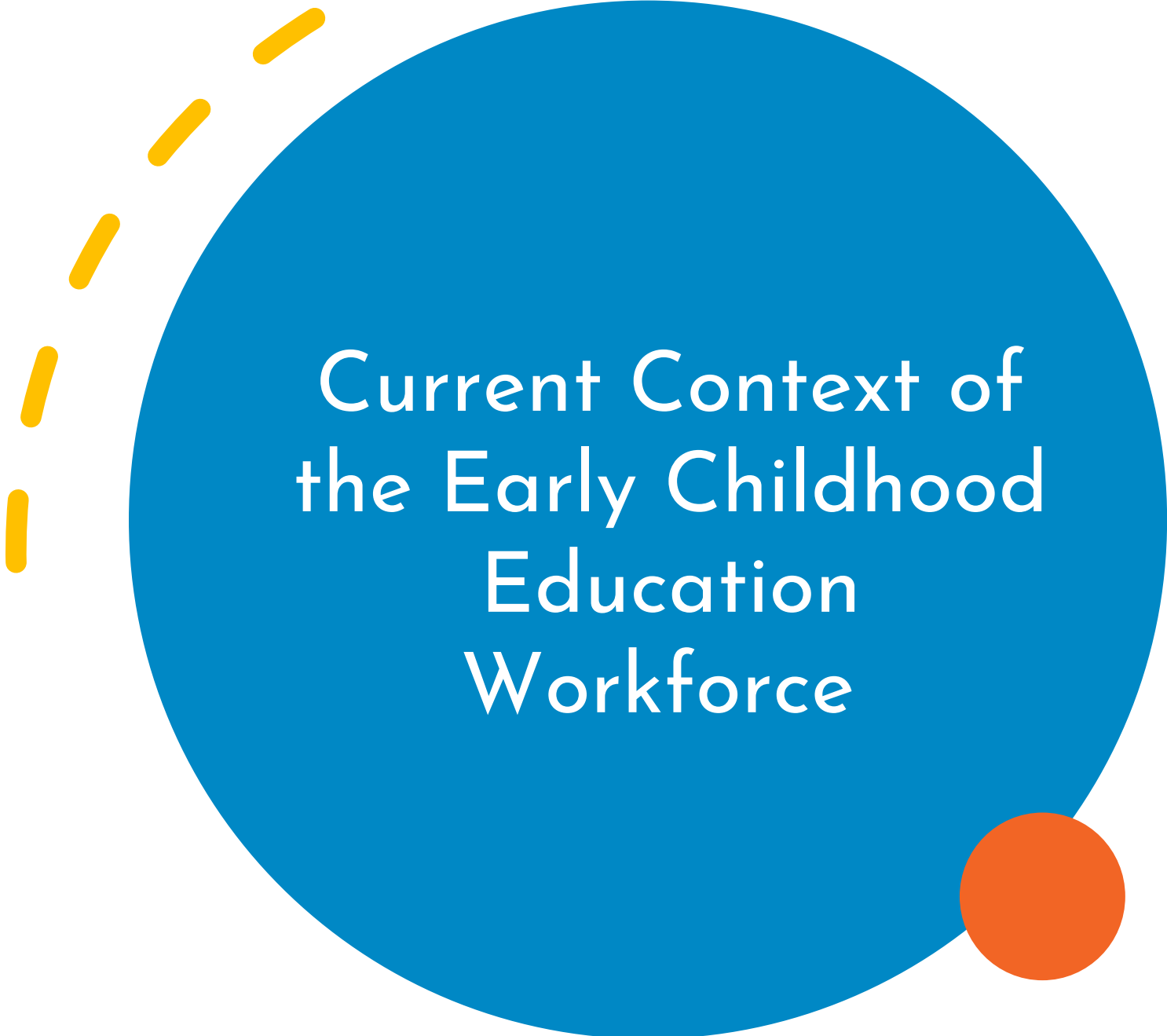
Consider how today's presentation connects to the change you hope to see for the ECE Workforce in your community

What do you find to be most surprising about the history of ECE?



A large blue circle containing the text "Mentimeter Results" in white. To the left of the circle is a dashed yellow arc, and at the bottom right is a smaller orange circle.

Mentimeter Results



Current Context of the Early Childhood Education Workforce

Economic Insecurity & Disparities

98%

of other occupations are paid more than child care teachers

8x

is how much higher the rate of poverty is for early educators compared to K-8 teachers

\$4,406

is the wage gap between Black center-based teachers and their peers; a wage gap persists across levels of education

\$9,542

is the wage gap between infant and toddler teachers with a bachelor's degree and their peers working with preschool age children; Black educators are more likely to work with infants and toddlers

Housing Insecurity and Inequity among Early Educators⁶

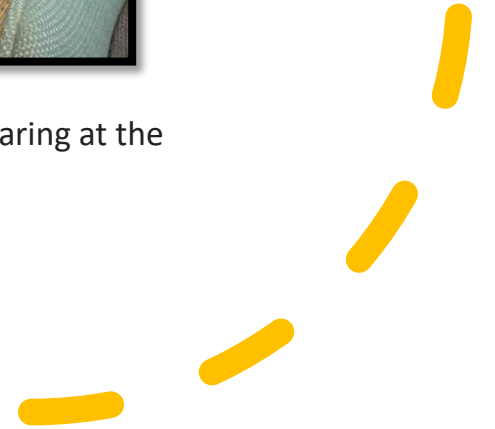



- 25% of ECE providers report difficulty affording housing expenses, whether they rent or own their home
- Housing hardship is even greater among Latino/a (36%) and Black (35%) providers, compared to white providers (21%)
- 42% percent of all ECE providers report being somewhat or very worried about not being able to pay their rent or mortgage in full

When
Educators
and their
Communities
Organize...
there are
Huge Wins



Early Educator advocates with OLÉ in New Mexico attend a Hearing at the State Capitol (Photo credit: OLÉ)





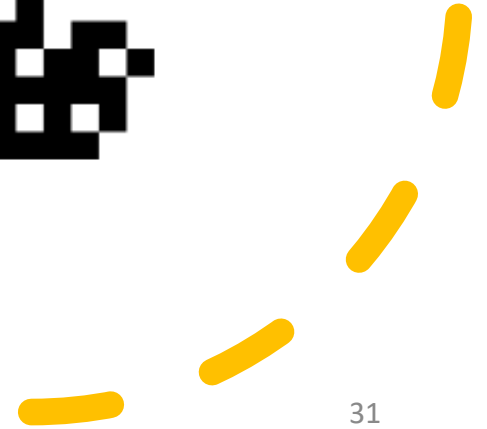
**Government policy
does not create social
movement. It is a
response to it.**

Modidbo Khadlie, author of
"Intimate Direct Democracy"

Mentimeter

Consider how today's presentation connects to the change you hope to see for the ECE Workforce in your community

What is a barrier to making change for the ECE Workforce in your community?



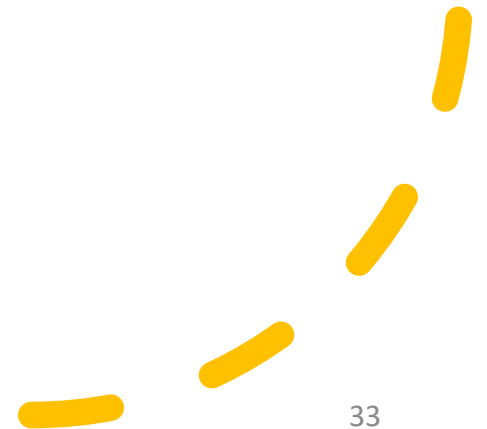
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Mentimeter Results

Mentimeter


Consider how today's presentation connects to the change you hope to see for the ECE Workforce in your community

Who is at the policy and program tables in your community? Who should be there?



A large blue circle is centered on the slide. Inside the circle, the text "Mentimeter Results" is written in white. To the left of the circle, there is a dashed yellow arc. At the bottom right of the circle, there is a smaller solid orange circle.

Mentimeter Results



Leaders Matter for
Transforming the Early
Care and Education
Workforce, Equity, and
Systems Change

Transformative Budget on Both Coasts

Healey Driscoll Administration Announces Significant Improvements to Child Care Financial Assistance Program⁷

Revised Policies Make System Easier for Parents, Better for Early Education Providers, and More Reflective of Needs of Children and Families

Child Care Reforms in the California State Budget will Bring Transformative Change in 2023 and 2024⁸



Transformative Budgets in the Midwest

Our Response to the Approved Illinois Fiscal Year 2024 State Budget⁹

Start Early applauds the Illinois General Assembly

Minnesota Makes Major Strides on Behalf of Children and Families¹⁰

The legislative session resulted in about \$750 million in new funds for child care and early learning programs.



Expanding Accessibility to ECE

Wisconsin Child Care Subsidy Changes Begin in October¹¹

Why the C3 grants are so important for children¹²

Designed for stabilization, they have become key to viability



Expanding Accessibility to ECE

Protecting the Safety Net for California Kids and Families in the Face of a Budget Deficit¹³

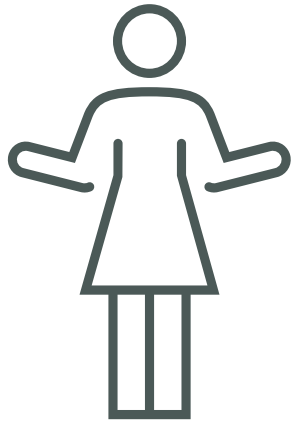
Expanded access to affordable, quality early care and education in California

Payments to childcare providers must continue, or we all suffer¹⁴

Child care is not only the workforce behind the workforce, it is instrumental in the learning and development of our youngest Minnesotans.



Equity, Inclusion, and Quality are Intentional Actions and Whole-System Issues



Individual leaders take action to benefit educators by removing barriers and being responsive to the workforce.



Leaders leverage their roles, responsibilities, authority, and influence over policies, programs, regulations and other system components.



ECE Systems and Program Leadership Must be Able to:

1. **Increase opportunities** for adults in the early care and education workforce
2. **Identify and remove barriers to opportunities** for the early care and education workforce
3. Ensure that **resources, burdens, and rewards** are distributed in ways that **remove and do not exacerbate inequities** for specific populations
4. Ensure mechanisms are put in place to **determine which educators and children are advantaged and disadvantaged** by initiatives, policies, and programs.

Diversity, Inclusion, and Equity



In Your Work are You Responsible, Accountable, Consulted, or Informed Regarding...

- Design and development of initiatives and programs
- Developing policies, regulations, and protocols for program management and delivery
- Determining how resources are distributed at the program, local, state levels
- Designing mechanisms to determine success or benefit of services
- Analyzing and monitoring data, utilization of programs, services, or initiatives
- Assessing the impact of service design, delivery and impact on related departments or divisions



In Your Work are You Responsible, Accountable, Consulted, or Informed Regarding...

- Engaging individuals who use programs and services in developing, delivering and evaluating program policies and practices
- Oversight of organizational policies and practices
- Preparing communications (oral, written, electronic) to program staff and others
- Hiring and promotion
- Responding to questions, critiques about policies, communications regarding program practices, policies and procedures
- Evaluating program staff, operations, budget, and/or outcomes

Racial Equity in Early Childhood Systems

Four Levels of Change



PERSONAL

The individual consistently works alone and with others, to understand their own values, beliefs, implicit biases, unconscious racism, actions and relative privileges that contribute to racial inequities and equity; the individual acts to advance racial equity.



INTERPERSONAL

Individuals and groups are effective in relating to others not like themselves, actively include those typically excluded, share power, surface issues of racial inequality in interpersonal relationships, act to support positive change, and work to reduce interpersonal conflict.

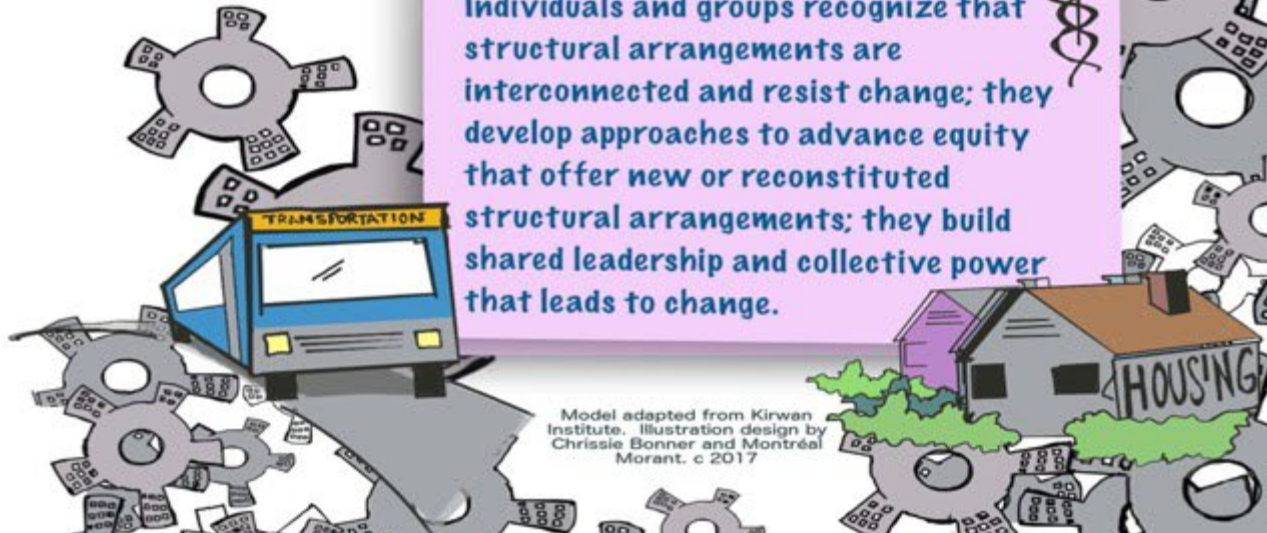


INSTITUTIONAL

Apply a racial equity/economic justice lens to their policies, practices, regulations and work culture to dismantle policies that perpetuate inequality and design/develop policies and practices that advance opportunities, fairness, access to resources, and other factors for those most effected by racial inequality.

STRUCTURAL

Individuals and groups recognize that structural arrangements are interconnected and resist change; they develop approaches to advance equity that offer new or reconstituted structural arrangements; they build shared leadership and collective power that leads to change.



Model adapted from Kirwan Institute. Illustration design by Chrissie Bonner and Montréal Morant. c 2017

Leadership Actions -- Which Level of Change Does Each Action Represent?

Personal?
Interpersonal?
Institutional?
Structural?

1. Reading a book about
Native American
Communities

2. Creating a practice of
paid time off for educators

3. Quarterly meetings for
educators to share their
perspectives

4. Expanding Tax Credit for
Early Educators

5. Adding additional
professional development
day to subsidy contracts
for childcare

6. Creating a satellite
offerings in a rural
community for
professional development
for educators

7. Adding vacation days to
subsidy contract

8. Providing a bonus for all
infant and toddler teachers
and assistant teachers
through county tax funding

We Focus on 5 Policy Strategies Leaders Can Use to Advance Transforming the Workforce

Qualifications & Educational supports

Work Environments

Compensation & Financial Relief

Workforce Data

Financial Resources



Leadership Strategies for the 5 Policy Areas

Qualifications & Educational Supports:

- Provide **paid professional development** days for all educators in programs with subsidy for matriculation through credentialing processes.
- Fund **training and professional development aligned with matriculation on a career path or credentialing coupled with investments in compensation.**
- **Bias, cultural and linguistic competencies.** Offer courses in more than one language.
- **Changes to where and how services are delivered.** Map professional development course that support matriculation on the career pathway to ensure they are offered in proximity to programs with subsidy.
- Participate with a network of partners including higher education, workforce boards, and programs to **develop apprentice opportunities tied to wage increases.**

What other examples can you think of?



Leadership Strategies for the 5 Policy Areas

Work Environments

- Continue full staffing in programs without full enrollment to **reduce child ratios** and allow for **educator planning time**.
- **Diversity of workforce and leadership**. Build feedback loops with families, providers and educators to create responsive practice.

What other examples can you think of?



Leadership Strategies for the 5 Policy Areas

Compensation & Financial Relief

- Ensure all teacher and assistance teachers are **paid above a poverty wage**.
- **Review of current investments** to determine program cost vs wages to ensure staff are above poverty levels.
- Ensure all state funded programs provide **vacation days and planning time** for educators.
- Provide financial incentives such as **retirement, vacation health care and compensation** for educators.

What other examples can you think of?



Leadership Strategies for the 5 Policy Areas

Workforce Data

- Collect **educator wage and benefit data** that includes race and ethnicity
- **Build a workforce registry** for all educators in early care and education programs with incentives such as professional ID cards to support discounts.

What other examples can you think of?



Leadership Strategies for the 5 Policy Areas

Financial Resources

- Ensure connections to **Adult child food program enrollment by geography** for early care and education programs.
- **Increase childcare subsidy** to market rate.

What other examples can you think of?



Reflection Questions

Reflection Questions

1. Do you have role, responsibility or influence over one or more of the sample strategies?
2. What is your entry point if all five areas are equally as important?

Policy Areas to Consider

- Qualifications & Educational Supports
- Work Environments
- Compensation & Financial Relief
- Workforce Data
- Financial Resources



Learning From
the Field:
Community
Example and
Collaborative
Partner



**Early Childhood
Initiatives:
Nancie
Demming
Cook County &
Grand Portage**

The Need & Our Solutions

In 2021, Wilder Research estimated that 220 children under the age of 5 lived in Cook County households where all adults were working. At that time, there were 66 licensed childcare spots to care for those children. Instead of accessing licensed providers, parents were piecemealing care between family and friends or were unable to access care at all. The deficit of reliable, high-quality childcare places a significant strain on parents, employers, and economic development across the region.

In fact, the lack of childcare was the top unmet need of families with young children in the County according to both parent and provider reports.

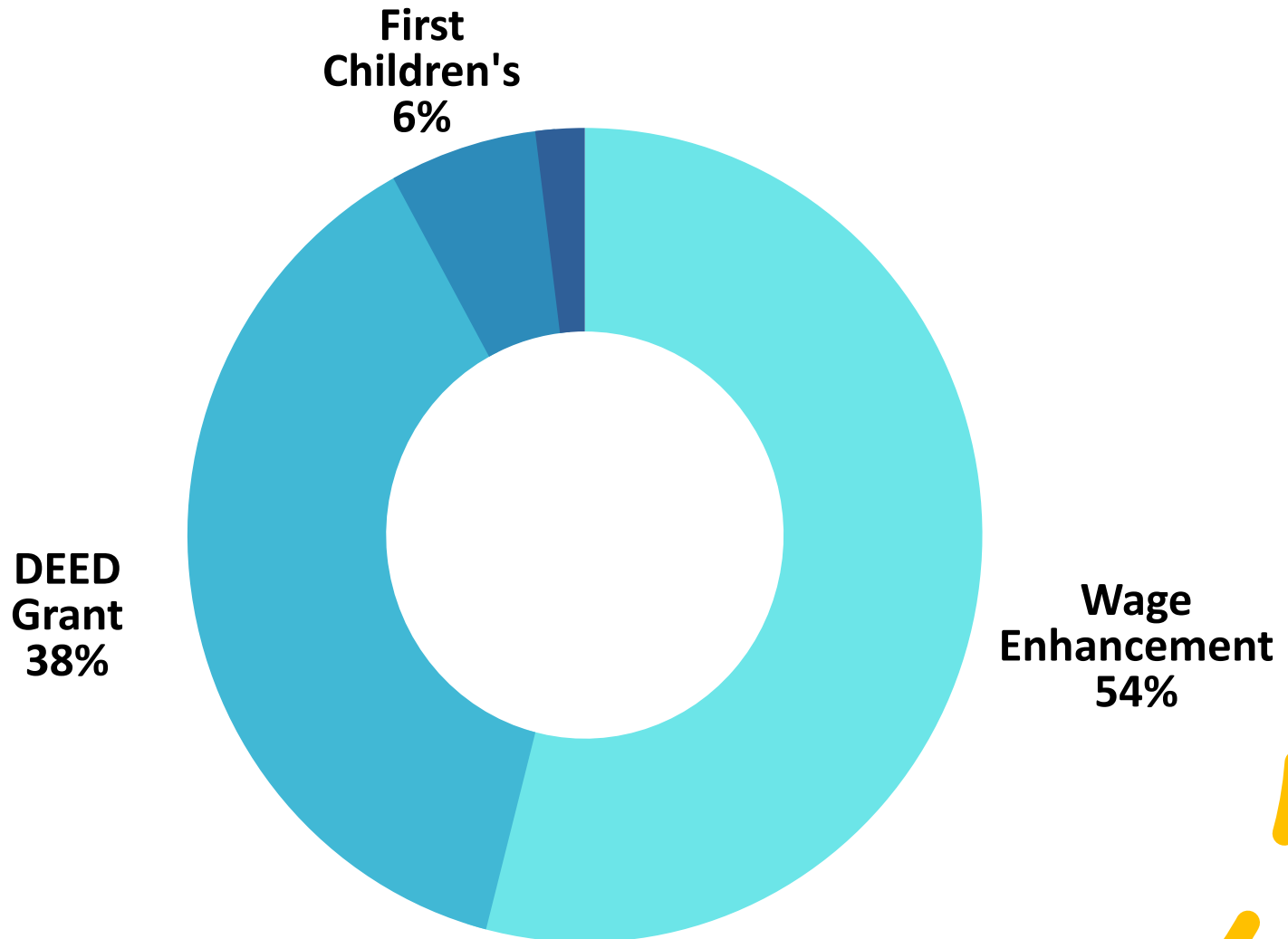
Our Starting Point

December 2022	
Programs	6
Providers	11 FT/ 2 PT
Childcare Spots	84
Children Served	72

BIRCH GROVE SAPLINGS
MARIA CARLSON
MARIA CONLAN
COOPERATION STATION
HEAD START
YMCA



Multiple Approaches to Support the Early Childhood Workforce



Wage Enhancement Program to Date

Changes since we envisioned our program.

- Birch Grove Saplings & Cooperation Station were both recipients of Public Health Fund Grants. As a result, they have not participated in the Wage Enhancement Program.
- Due to internal processes, the YMCA runs a month behind in their Wage Enhancement Application; however, their employees are paid their monthly bonuses on time.

JANUARY - JUNE 2023

Programs	Original 6, plus Early Head Start 1 Application in Progress 1 Potential Program Planning	<ul style="list-style-type: none"> • Added Early Head Start in Grand Portage • Continuing to support 2 potential new programs
Providers	30 Total Caregivers (16 FT/14 PT)	<ul style="list-style-type: none"> • Increase of 17 Providers (5 FT/12 PT)
Licensed Childcare Spots	131 licensed spots 117 children being served	<ul style="list-style-type: none"> • 47 Extra Spots • 45 Extra Children Being Served • We still need an increase in staff so all spots can be filled

Making a Difference

How has the New Wage Enhancement Program Impacted Providers?

“I had positions posted for all of 2022 without any applicants. Now people are applying and I am keeping the staff that I have. Less turnover!”

EMILY MARSHALL

“The Wage Enhancement is literally going to keeping the lights and heat on. The cost of everything is skyrocketing right now. I can't raise my rates to pass those costs on to families. They are stretched as it is.”

MARIA CONLAN

“For the first time in a long while, I feel seen and valued by community. I know that my families understand how hard this business is, but through this program, I know that have the support of our town. Plus, this funding helps me to provide materials and things for my program that I simply could not afford before. Thank you!”

MARIA CARLSON

“Our teachers are very appreciative of the Wage Enhancement Program because it helps them make a living doing the things they love.”

JARED SWADER, GRAND PORTAGE HEAD START

Child Care Economic Development Grant from DEED

In February of 2023, PHHS was awarded \$180,000 in grant funding from the Department of Employment and Economic Development to increase the availability of childcare in Cook County and Grand Portage by recruiting 11 new providers and creating 69 new child care spots.



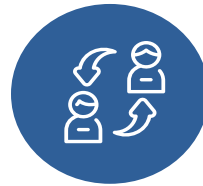
HIRING BONUSES

To incentivize joining an existing organization and thereby expand open spots or start a new childcare business.



MONTHLY MENTORSHIP MEETINGS

To provide stipends for childcare providers to attend mentorship meetings and increase sense of community and belonging.



SUBSTITUTE POOL OF PROVIDERS

To recruit and train a pool of childcare provider substitutes in order to limit closures of programs.



TRAINING & TECHNICAL ASSISTANCE

To provide responsive community-based training to meet caregivers' needs and grant stipends for employees' time spent earning their CDA's.



SUBSIDIZED SLOT PROGRAM

To encourage current providers to expand their programs while minimizing the economic risk until their childcare slots are filled.



**Collaborating
Partner:
All Our Kin**

ALL OUR KIN

Trains, supports, and sustains family child care providers to ensure that children and families have the foundation they need to succeed in school and in life.



All Our Kin's Vision

- Quality
 - Children benefit from highly responsive, consistent adult relationships, & thrive in their development.
- Equity for Families
 - All families have choices for early care & education that are accessible, culturally relevant, & supported by public funding.
- Equity for Educators
 - Public funding & systems meet the needs of FCC educators (e.g., women of color, immigrant women).
- Sustainability
 - Educators are able to build wealth & well-being, supported by a range of public funding & business supports



We invest in family child care educators as levers for change in transforming outcomes for children & families from historically marginalized communities, & as human beings in their own right.



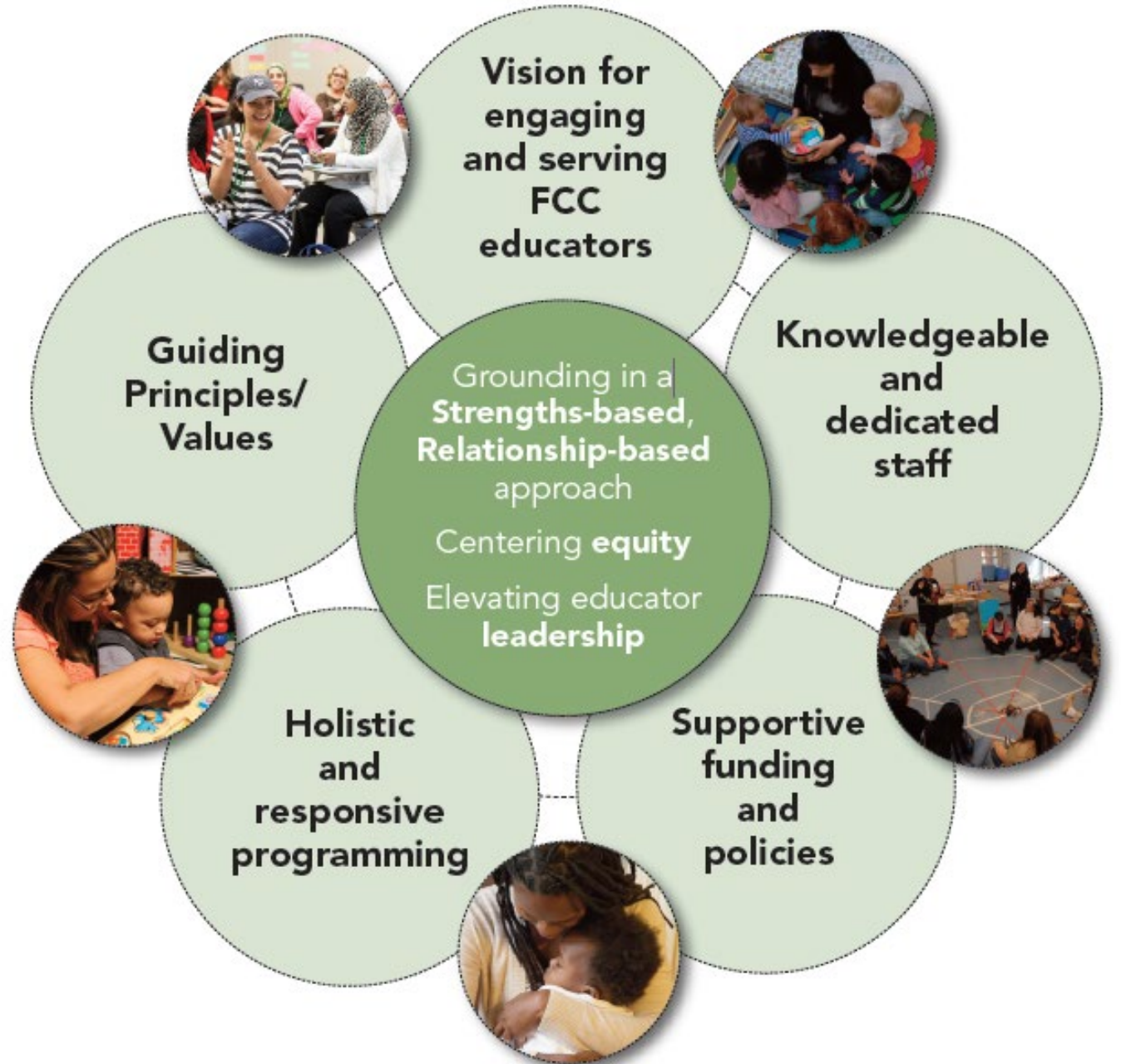
What Is a Network?

Home-based child care networks are organizations that have specialized staff who provide a menu of services (including visits to provider homes, training workshops, and/or peer support) specifically intended for a targeted group of regulated FCC providers and/or FFN caregivers.¹⁵

Staffed family child care networks are organizations that offer home-based child care providers a menu of quality improvement services and supports including technical assistance, training, and/or peer support delivered by a paid staff member.¹⁶

ALL OUR KIN'S Family Child Care Network Framework

CRITICAL COMPONENTS



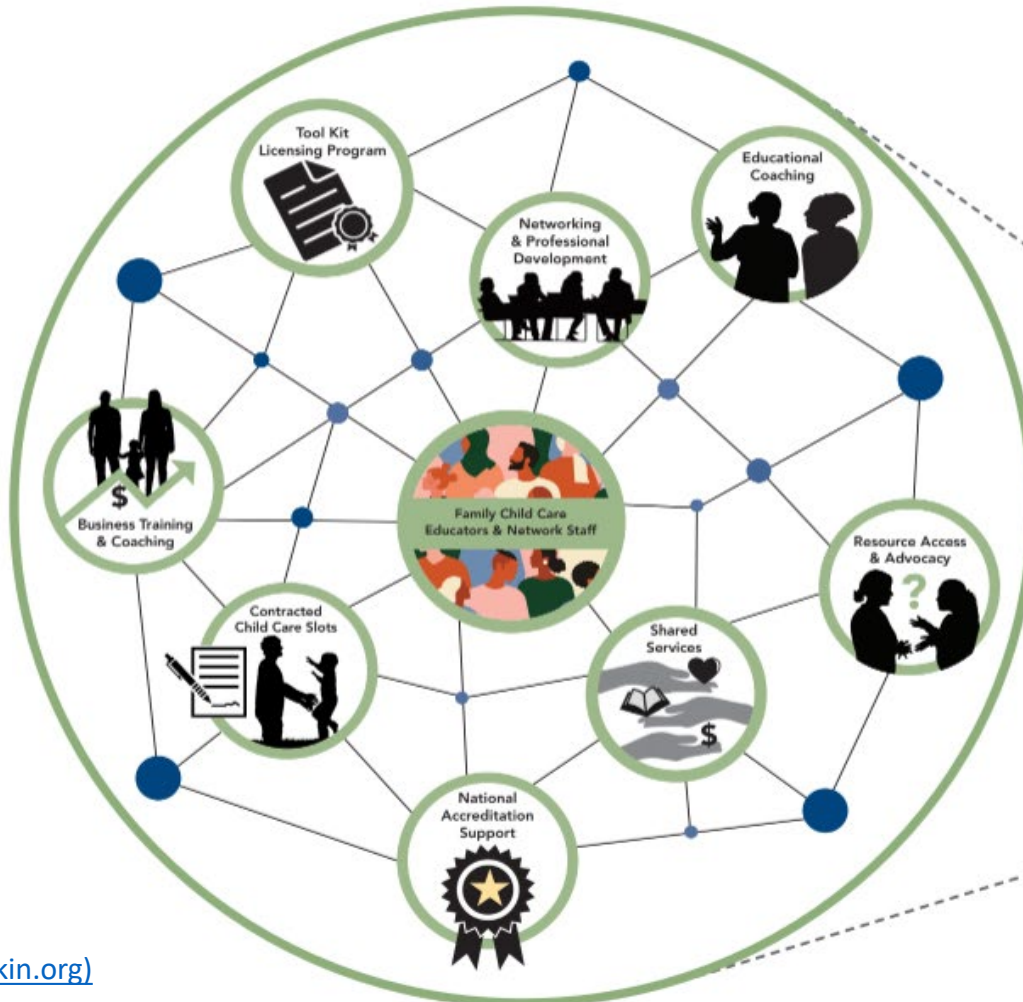
Guiding Principles

Grounding in a
**Strengths-based,
Relationship-based**
approach

Centering **equity**

Elevating educator
leadership

Holistic and Responsive Programming



ALL OUR KIN Family Child Care Network CRITICAL COMPONENTS



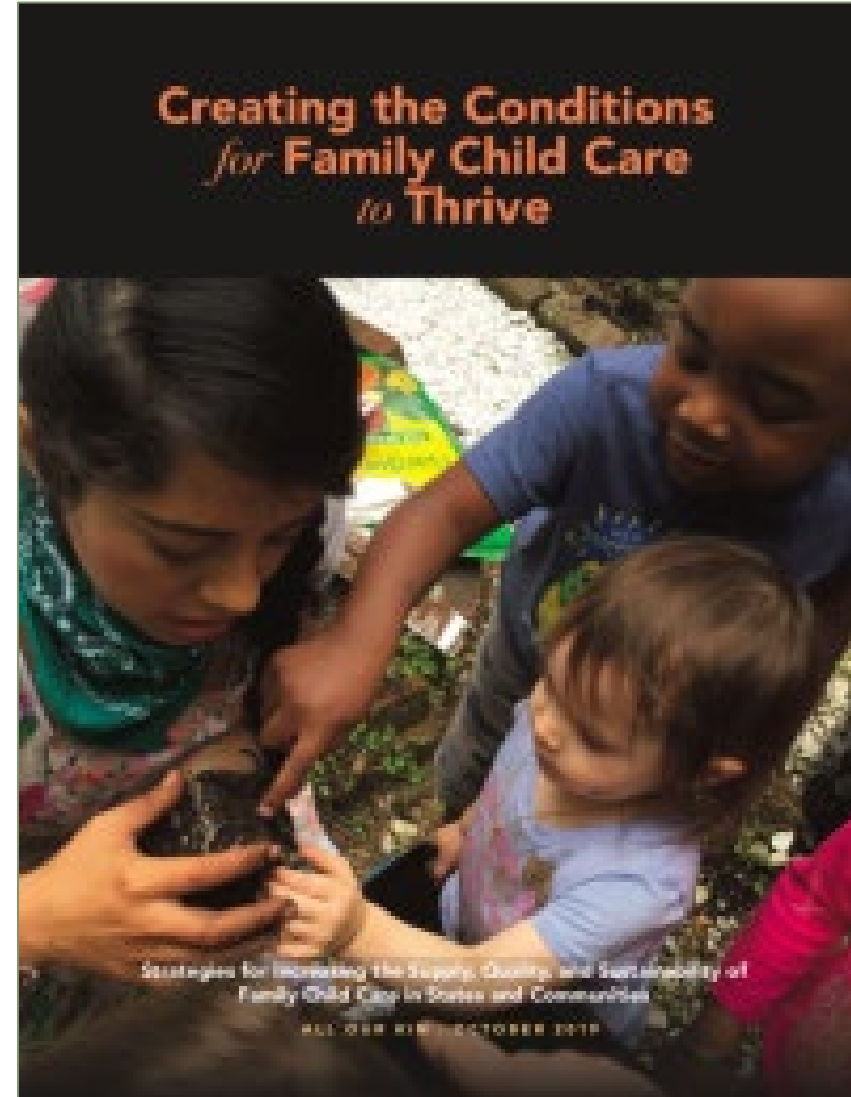
Welcoming and Responsive Spaces

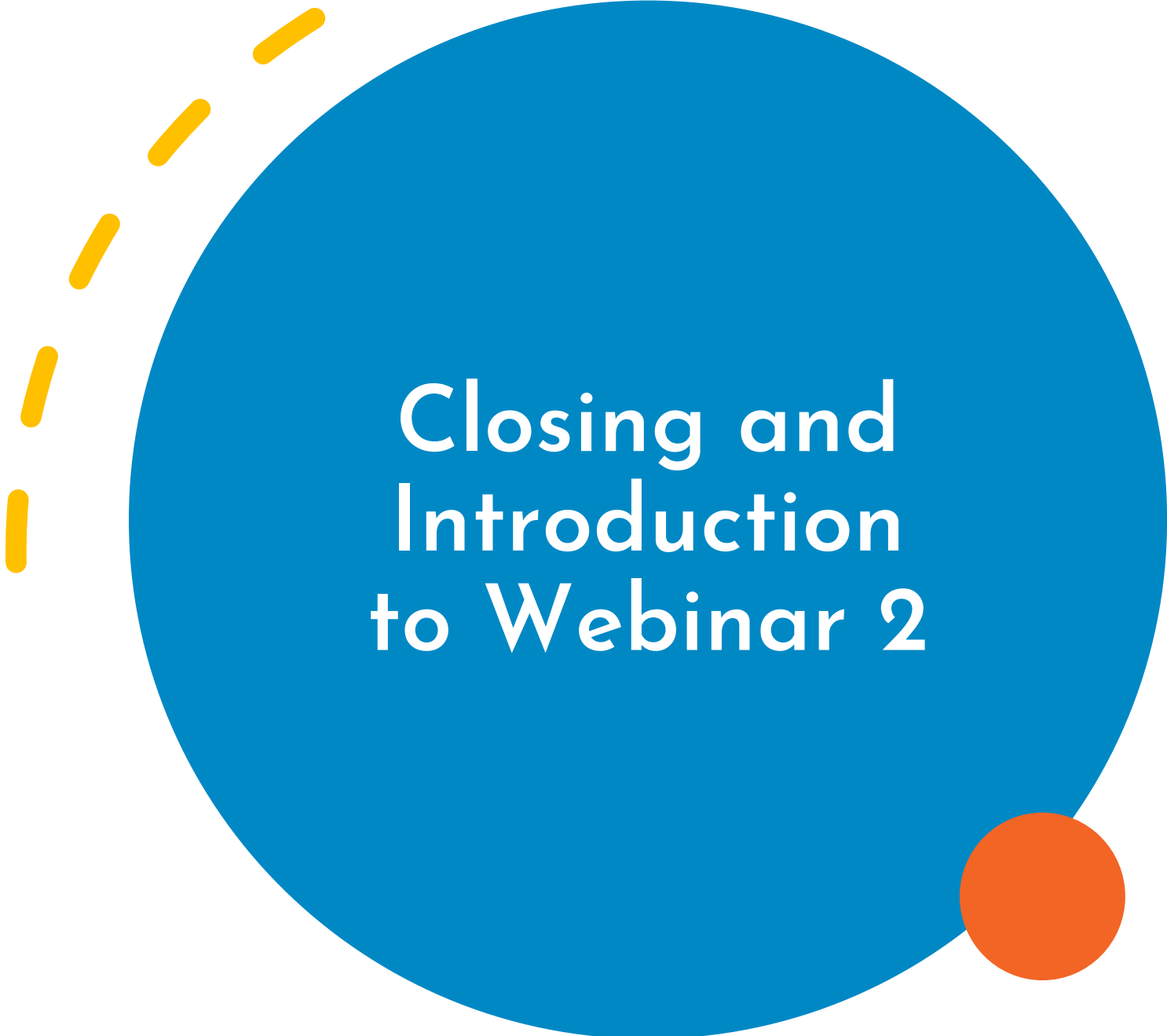


Vanessa shares her experience


Supportive Funding and Policies

- Funding
- Supporting Quality
- Building Sustainable Businesses
- Supporting Licensure
- Housing and Zoning
- Engaging Interest Groups Across Systems





Closing and Introduction to Webinar 2



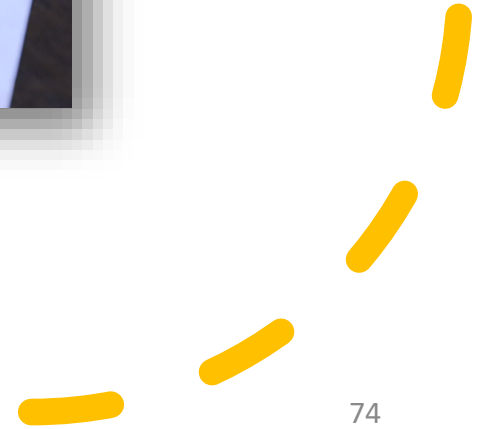
Data Matters in Shifting Policy & Practice in the ECE Workforce

Data and Equity

- **Data are required to understand what inequities exist in order to disrupt those inequities.**
- **Equity requires multiple perspectives and approaches to interpret, plan, and identify root causes, and take action.**
- **It is critical to engage meaningfully with the workforce to fully understand their perspective.**
- **Using only one perspective at any point in the research, evaluation, or data-use processes is not equitable practice and may perpetuate inequities.**

What do you know about your workforce in your state, tribe, territory, region, community, or program?

Come to the next session ready to share one or more data points.



Schedule

Monthly 90-minute webinars

Series Sessions will be at

11am PT/12pm MT/1pm CT/2 pm ET on:

- ~~Session 1 – October 23rd~~
- Session 2 – November 27th
- Session 3 – January 22nd
- Session 4 – February 26th
- Session 5 – March 25th
- Session 6 – April 22nd

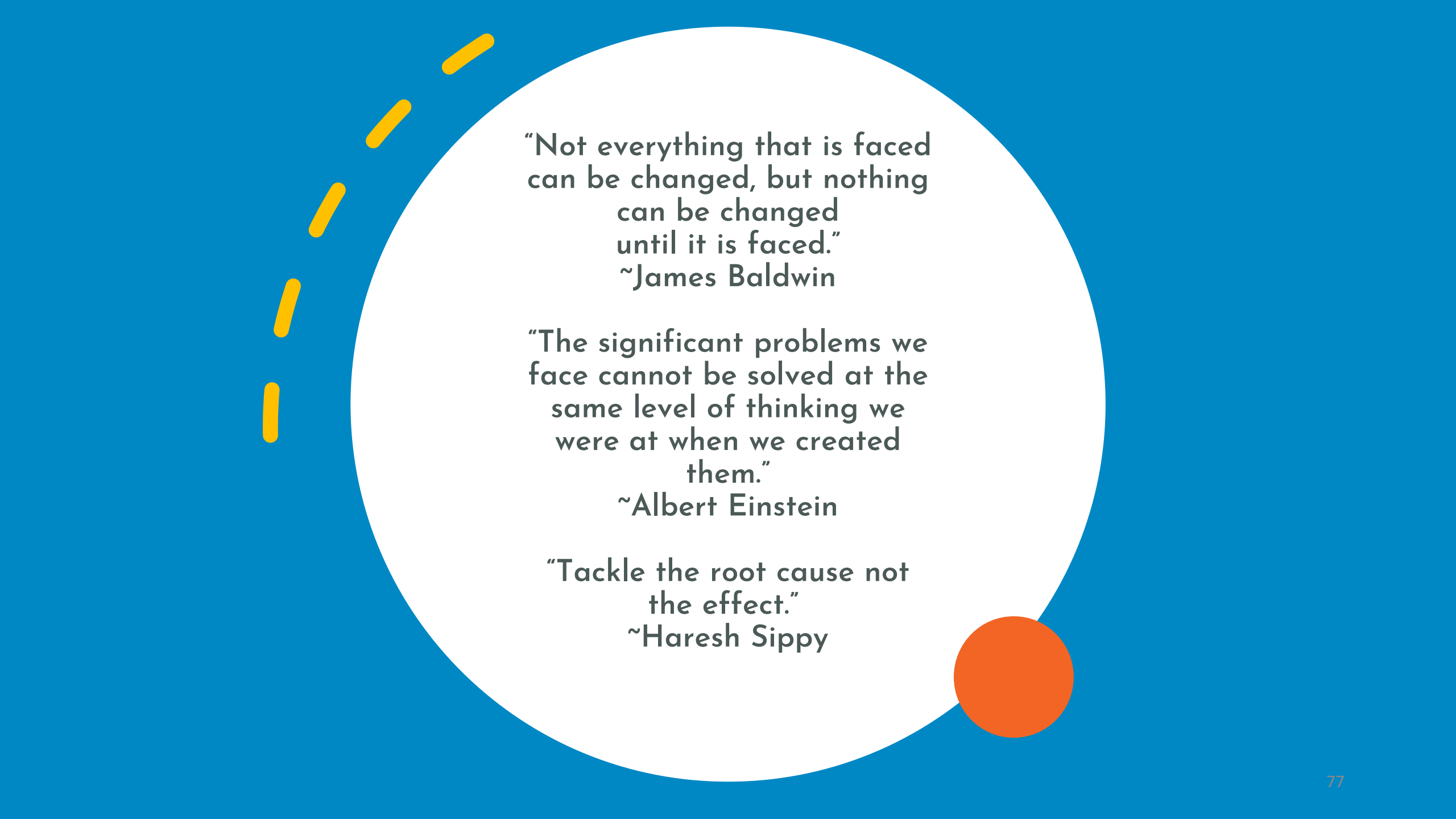
Consultative Sessions will be at

11am PT/12pm MT/1pm CT/2 pm ET on:

- January 16th, 2024
- March 19th, 2024
- May 21st, 2024



Post-
Webinar
Survey



“Not everything that is faced
can be changed, but nothing
can be changed
until it is faced.”
~James Baldwin

“The significant problems we
face cannot be solved at the
same level of thinking we
were at when we created
them.”
~Albert Einstein

“Tackle the root cause not
the effect.”
~Haresh Sippy

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