Foundational Technical Assistance (TA) Series

Webinar 3: Building Effective Cross-Systems Change for the Workforce Begins with Listening

National Early Care and Education (ECE) Workforce Center Funders

Welcome & Introductions

Foundational TA Series Facilitators

Dr. Sherri Killins Stewart

Director of Systems Alignment and Integration

BUILD Initiative

Dr. Aisha Ray

Distinguished Fellow

BUILD Initiative

Collaborating Partner & Program Presenters

Randi Wolfe, Ph.D.

Executive Director

Early Care & Education Pathways to Success (ECEPTS)

Nohemy Catalan

Registered Apprenticeship Programs Director

Early Care & Education Pathways to Success (ECEPTS)

Poll 1

If you participated in or watched the video of Webinar 2 of the Foundational Series on November 27, did you share information with one or more colleagues or members of your networks?

1. Yes
2. Plan to do so, but have not shared yet
3. No
4. Did not participate in the webinar or view the recording

Poll 2

Currently, where is your state, tribe, county, community, or program in advancing policies, practices, or services that ***intentionally and consistently* listen** to the workforce regarding their concerns and perspectives?

1. Just beginning to listen intentionally and consistently
2. Have been listening to the workforce consistently and intentionally for 6-12 months
3. Have been listening to the workforce consistently and intentionally for over a year
4. None of the above

Building Transformative Cross-Systems Change that Shifts Policy and Practice to Benefit the ECE Workforce Involves Their Voices and Perspectives

Goals of Webinar 3: Why ECE Workforce Voice Must Inform Leaders Work for Systems Change

To support leaders in intentionally using the collective wisdom, agency, and priorities of the ECE workforce in effectively reshaping and rebuilding responsive and equitable ECE systems.

To support leaders in using strategies (e.g., networks, listening sessions) to develop ways to learn from the ECE workforce and to partner with the workforce and others to bring about needed changes.

To learn from program partners how actions and initiatives that are developed by and with the workforce and cross-sector partners (such as apprenticeship programs) can strengthen outcomes for the workforce.

Mentimeter 1

Share Your Experience

In talking with you about their work, what are the two or three most significant challenges ECE workforce members mention?

Mentimeter 2

Connecting to the ECE Workforce

What are the 2 or 3 top challenges you are having **connecting, listening, or responding** to the workforce in your state, tribe, territory, region, community, or program?

Mentimeter Results

Mentimeter 1 Results

In talking with you about their work what are the two or three most significant challenges ECE workforce members mention?

368 responses

Mentimeter 2 Results

What are the 2 or 3 top challenges you are having connecting, listening, or responding to the workforce in your sta

119 responses
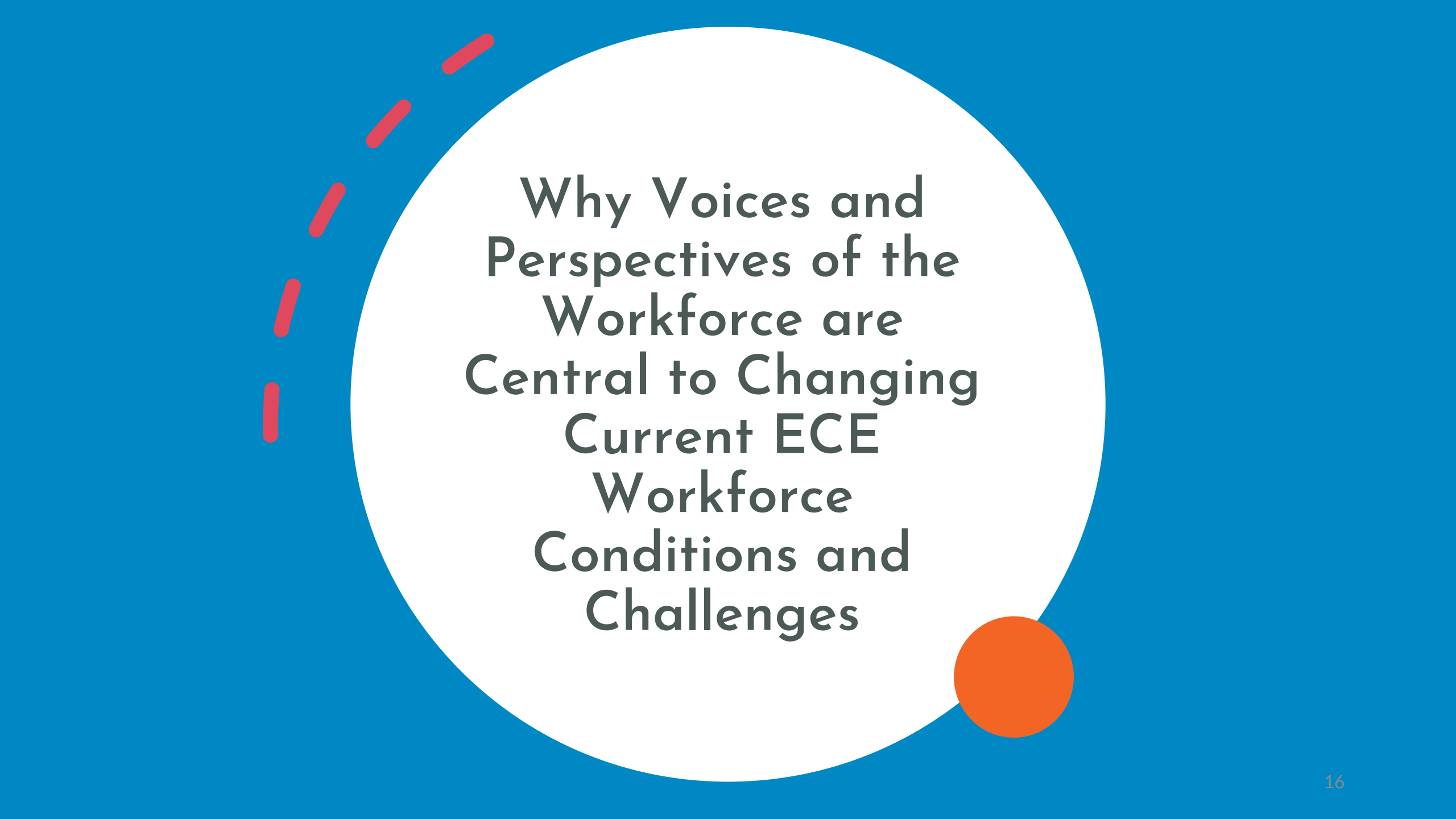
Poll 3

Within your role and responsibilities how many of these top 2 or 3 challenges regarding connecting to the ECE workforce have you been able to address?

o None
o 1
o 2
o 3
o Not Sure

Why Voices and Perspectives of the Workforce are Central to Changing Current ECE Workforce Conditions and Challenges
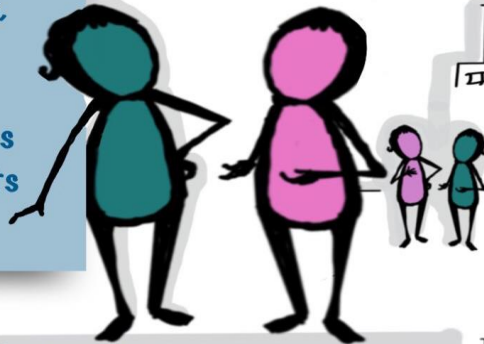
Racial Equity in Early Childhood Systems
Four Levels of Change

equityleaders ACTION NETWORK

Build INITIATIVE

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.

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.

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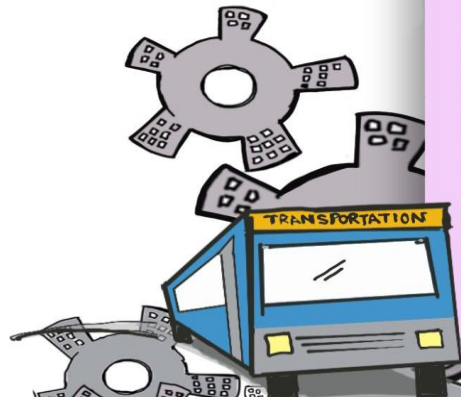
Model adapted from Kirwan Institute. Illustration design by Chrissie Bonner and Montréal Morant. c 2017

Equity Leadership Proposition

Ensuring racial and economic equity for young children, including:

(a) **Increasing opportunities for workforce** who care for very young children of color and in poverty.

(b) **Removing barriers to those opportunities** that support high-quality early education and care and the growth and development of children.

(c) **Resources, burdens, and rewards are distributed in ways that remove and do not exacerbate inequities** so that those with the greatest challenges are adequately maintained and not further disadvantaged.

(d) **Mechanisms are in place to determine who is advantaged and disadvantaged** by initiatives, policies, and programs designed to advance equity and dismantle inequities.

Why Connect to the Workforce?[1]

Discourse I

Single truths.
Improving what exists.
Answers and technical fixes.
Externalization/blame — "look out the window."
Limited time and ability.

Discourse II

Multiple stories.
Addressing root causes.
Inquiry and adaptive challenges.
Internal reflection — "look in the mirror."
Getting started anyway.

Beneficiary Goals

- To listen, understand, and learn from goals workforce members have for themselves.

- To develop experiences with the workforce, especially those currently or historically marginalized.

- To support exploration of how the workforce, historically and today, have resisted and organized for self-determination, inclusion, and fairness.

- To apply lessons learned to leaders' practice.

Why listening to the voices of the ECE workforce is essential work for leaders

- Understanding "lived experience" and history of the early childhood workforce – what do people value, need, want from policies, programs, services, systems, and others?

- Understanding, appreciating, and acknowledging the successes, challenges, and remedies workforce members require to stay in the field, develop professionally, and thrive.

- Ensuring that leaders are including the voices of those benefitting and those not benefitting from polices, programs, services to reduce or eliminate inequities.

- Understanding the impact of how members of the ECE workforce may be situated differently in relation to resources, benefits, and disadvantages.

- To build relationships and networks with ECE workforce members to collectively advocate for changes that will strengthen the ECE workforce.

Who Are the Early Care and Education (ECE) Beneficiaries?

ECE Workers' Roles

- Family child care educators
- Preschool educators
- Infant-toddler educators
- Lead teachers
- Assistant teachers
- Educators who work specifically with children with diverse abilities in early learning programs
- Family support workers
- Others?

ECE Programs with ECE Roles

- Early Head Start
- Head Start
- Family child care
- Center-based child care
- District-based preschool
- Family, Friend and Neighbor Care
- After-school programs that serve children under six years of age
- Respite care nurseries
- Others?

Quotes from the ECE Workforce

Qualifications and Educational Supports
- I took over 100 hours of classes, it doesn't benefit me other than my own personal gain.
- At a four-year college, I felt like my early childhood was focused on kindergarten.
- I am already working 50, 60 hours a week, add in 20 hours a week of college, and it's very overwhelming.
- Trainings aren't just about knowledge presented; it's about what people share with each other.
- I want to learn from people doing what I do.
- My student debt will not let me take additional courses.

Work Environments
- We do it on our own; my office is a disaster.
- I never once had an employee evaluation at my center.
- Other providers are not always there to give children the services, you never know if they're going to show up.

Compensation and Financial Relief
- Doesn't matter how much education we have; we can't pay staff.
- I love working with my children and their families, but I have to earn more money and the job cannot pay more.

Ask yourself

- In my work and responsibilities, **which members of the workforce are and are not benefiting** from the state's/county's/tribe/organization's policies and programs?

- As a leader, what actions can I take to **intentionally and consistently** tailor opportunity to specific members of the workforce and how do I know what I should do?

- **Do I intentionally consider** quantitative and qualitative data to advance goals grounded in a full understanding of each and every member of the workforce?

How Networks Can Support Leaders In Listening to the Workforce

The Importance of Networks

Efforts to advance racial equity require organizing those who wish to advance this work—and networks and networking are key elements of leadership.[3]

Networks must include those most affected by early childhood policies, including the ECE workforce

Current Conditions of the Early Care and Education Workforce[2]

- Low wages that are racialized (Black women earn less than their white peers in certain sectors of the workforce, e.g., infant care)

- Poor working conditions

- Lack of clear career pathways

- Women make up 94 percent of the early care workforce

- Not unionized in most sectors (e.g., child care)

- Limited to no health and other benefits

- A reliance on safety net programs (e.g., food stamps) to support themselves and their families

- Cultural values that do not sufficiently reward or value the essential work of care typically performed by women

The ECE Workforce is Uniquely Situated to Reflect on How These Five Policy Areas Should be Addressed to Support them as Workers

The workforce has experiences with and knowledge about these policy areas:

- wages, compensation, and benefits
- working conditions
- qualifications and professional advancement
- data collected about them and data they feel is essential to advance their interests
- the availability and use of financial resources

Early Childhood Systems Landscape
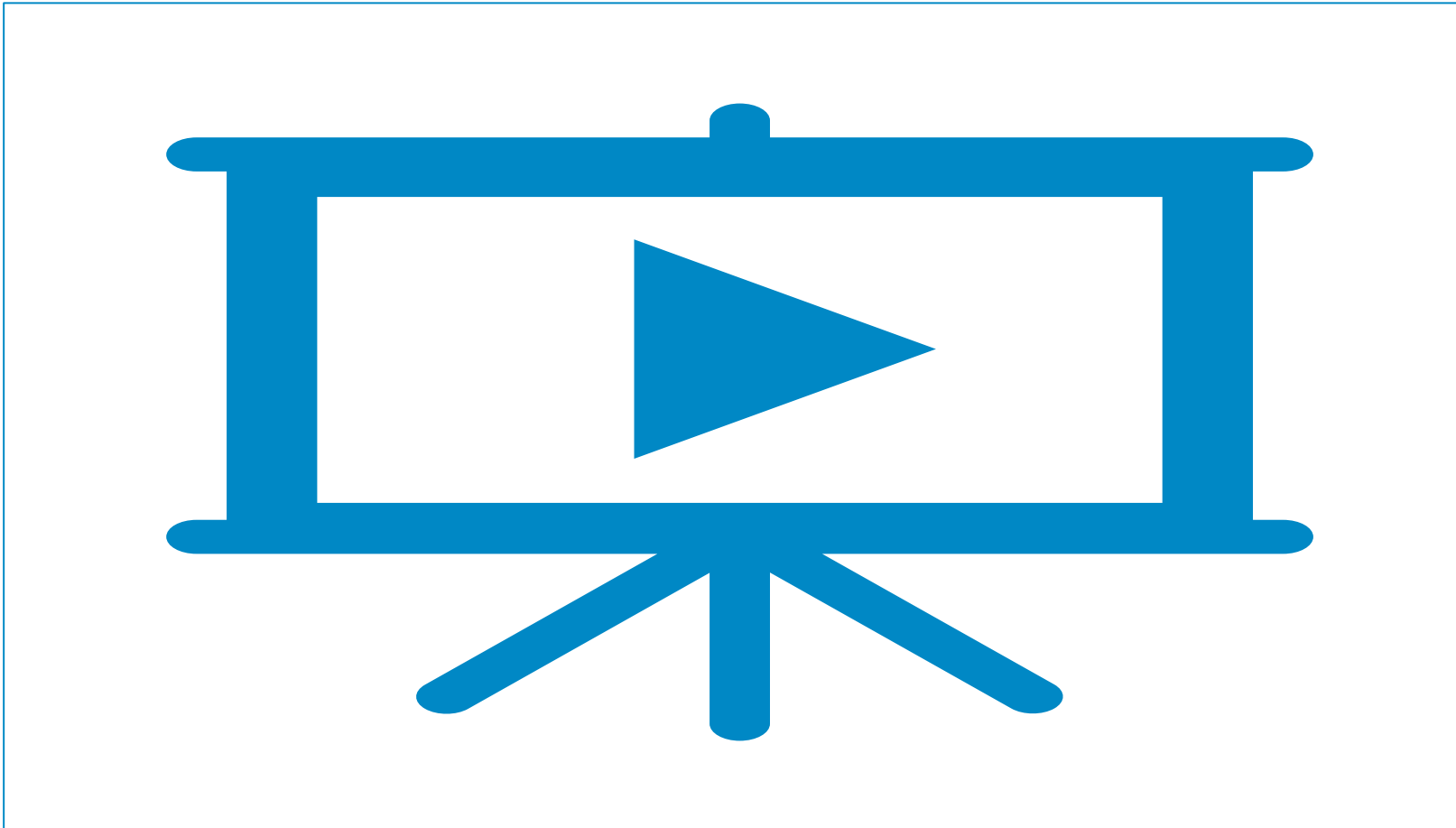
[What is an Early Childhood System? - Build Initiative](#)

Leaders Can Use Networks and Partners to Elevate Workforce Voices and Implement Workforce Solutions

Qualifications and Educational Supports	Community colleges and four-year institutions Professional development and training organizations Accreditation bodies
Work Environments	Workforce members Program directors State licensing Municipal licensing (building, health, etc.) Professional organizations
Compensation and Financial Relief	Subsidy State funds Elected officials Tribal governments
Financial Resources	Private funders State Federal County Parents

Poll 4

How often do you communicate with ECE workforce or other community members about issues of concern to them that are related to working conditions, wages, and training and professional development?

- o Daily
- o Monthly or Twice Monthly
- o Rarely/Not Often
- o Never

Building Networks to Support What the Workforce Is Saying: : Six Steps for Taking Action

1. Review multiple data sources to understand workforce experiences "numbers and stories"
2. Seek to understand the policy and practice link to the workforce experiences.
3. Identify levers/actions responsive to the workforce conditions.
4. Identify organizations/departments/leaders that can shift policies and practices that benefit the workforce
5. Share findings with multiple partners and networks
6. Return to the workforce community

Racial Equity Leaders Use Quantitative Data to Rebuild Equitable Systems that Support Workers

Multiple sources
- ✓ State
- ✓ Local
- ✓ Population level
- ✓ Program/Services Delivery (health, early learning, economic)

Multiple angles (economic, health, housing)
- ✓ Young child healthy development
- ✓ School readiness and success
- ✓ Children have access to healthy food
- ✓ Young children are safe
- ✓ Healthy and economically secure families
- ✓ Community conditions

Multiple views
- ✓ Disaggregate race, geography
- ✓ Sort by states, counties, cities, neighborhoods, or towns

Child Opportunity Index

Education
- Early Care and Education
- Elementary Education
- Secondary and Postsecondary Eduation
- Education and Social Resources

Health and Environment
- Healthy Environments
- Toxic Exposures
- Health Resources

Social and Econom...
- Economic Opportuniti...
- Economic and Social R...

County Health Rankings

Health Outcomes
- Length of Life 50%
- Quality of Life 50%

Health Factors
- Health Behaviors (30%): Tobac..., Diet &..., Alcohol &..., Sexual Activity
- Clinical Care (20%): Access to Care, Quality of Care
- Social and Economic Factors (40%): Education, Employment, Income, Family & Social Support, Community Safety
- Physical Environment (10%): Air & Water Quality, Housing & Transit

Policies and Programs

County Health Rankings model © 2014 UWPHI

2015 KIDS COUNT DATA BOOK — www.aecf.org

PERCENTAGE OF CHILDREN IN POVERTY BY RACE AND HISPANIC ORIGIN: 2013

National Average	22%
African American	39%
American Indian	37%
Asian and Pacific Islander	14%
Hispanic	33%
Non-Hispanic White	14%
Two or More Races	23%
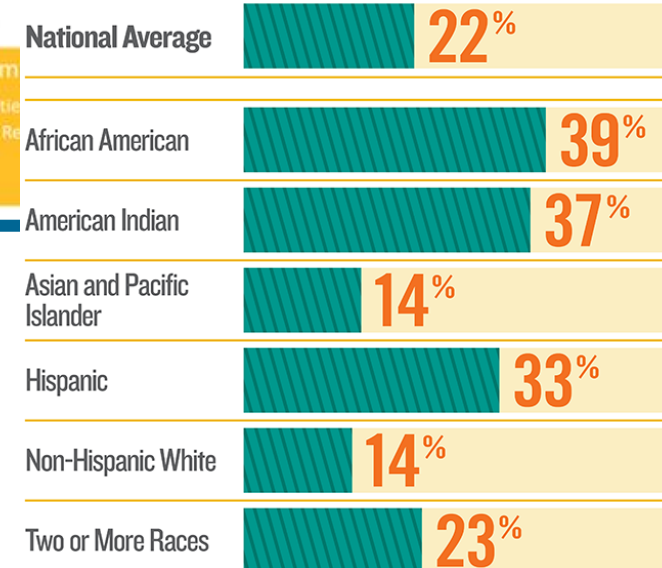
SOURCE U.S. Census Bureau, 2013 American Community Survey.

The Early Childhood Workforce Index: An Important Data Tool Regarding the ECE Workforce by States

Early Childhood Workforce Index 2020

North Carolina

734,550 Children age 0-5

37,400* Members of the early childhood teaching workforce

Early educators are engaged in incredibly difficult and complex work that has been recognized as essential to children's learning and development, supportive for families, and foundational to the economy. In the best of times, educators do this work in conditions that undermine their well-being, and the COVID-19 pandemic has only deepened the harm caused to this workforce, nearly all of whom are women. Adequate public investment and state policies that appropriately prepare, support, and compensate the early education workforce can remedy these dire conditions by establishing systems that benefit early educators and the children they care for and teach.

Occupation	Median Wage
Child care worker	$10.62
Preschool teacher	$12.83
Center director	$20.88
Kindergarten teacher	$27.89
Elementary teacher	$27.69
All U.S. occupations	$17.75

Earnings by Occupation

▸ In 2019, the median wage for child care workers was $10.62, **a 3% increase since 2017.**

▸ For preschool teachers, the median wage was $12.83, **a 1% decrease since 2017.**

▸ For preschool or child care center directors, the median wage was $20.88, **a 5% decrease since 2017.**

- 2016, 2018, 2020 editions (new 2023 edition on the way!)

- An interactive map and profiles for every state, DC, and the territories show early educator pay and state policy progress for each state

- Fully interactive report with policy recommendations

https://cscce.berkeley.edu/workforce-index-2020/

Process: Before You Meet with Workforce Members...

- Build a **cross-sector team** with diverse interests including health, early learning, economics, local, state, county, and others.

- Determine and discuss your **"why", individually and as a team**.

- **Review qualitative data** to determine one or more locations with low opportunity communities or sectors of the workforce experiencing significant inequities.

- **Select targeted places** to start.

- Multiple ways to connect to workforce members: interviews, listen and learn, focus groups, grantee expectations etc.

Areas of Inquiry for Members of the ECE Workforce

- **Describe a joy for you**, as a member of the ECE workforce.

- **Education and Training:** Where do you or other members of the workforce go to get access to quality adult training, GED, community college, education, or early childhood education services that support your family's health and well-being?

- **Compensation and Financial Supports:** These are challenging times for all of us. Can you share how the you or other workforce members are managing with the rising cost of housing, shifts in the availability of jobs, health care, and access to healthy food ?

Areas of Inquiry for Members of the ECE Workforce

- **Work Environments:** Can you talk about how the working conditions of the ECE workforce contribute to opportunities and mental and physical challenges and stress?

- **Data:** What would benefit you as a member of the ECE workforce through your local programs, community, and state supports?

Process: Now What?

- **Debrief with the cross-sector team;** get immediate reactions right after site visit.

- Discuss a **responsive strategy**, other **essential partners.**

- **Plan a return to the community** through local partner, expanding group visited or sites as appropriate.
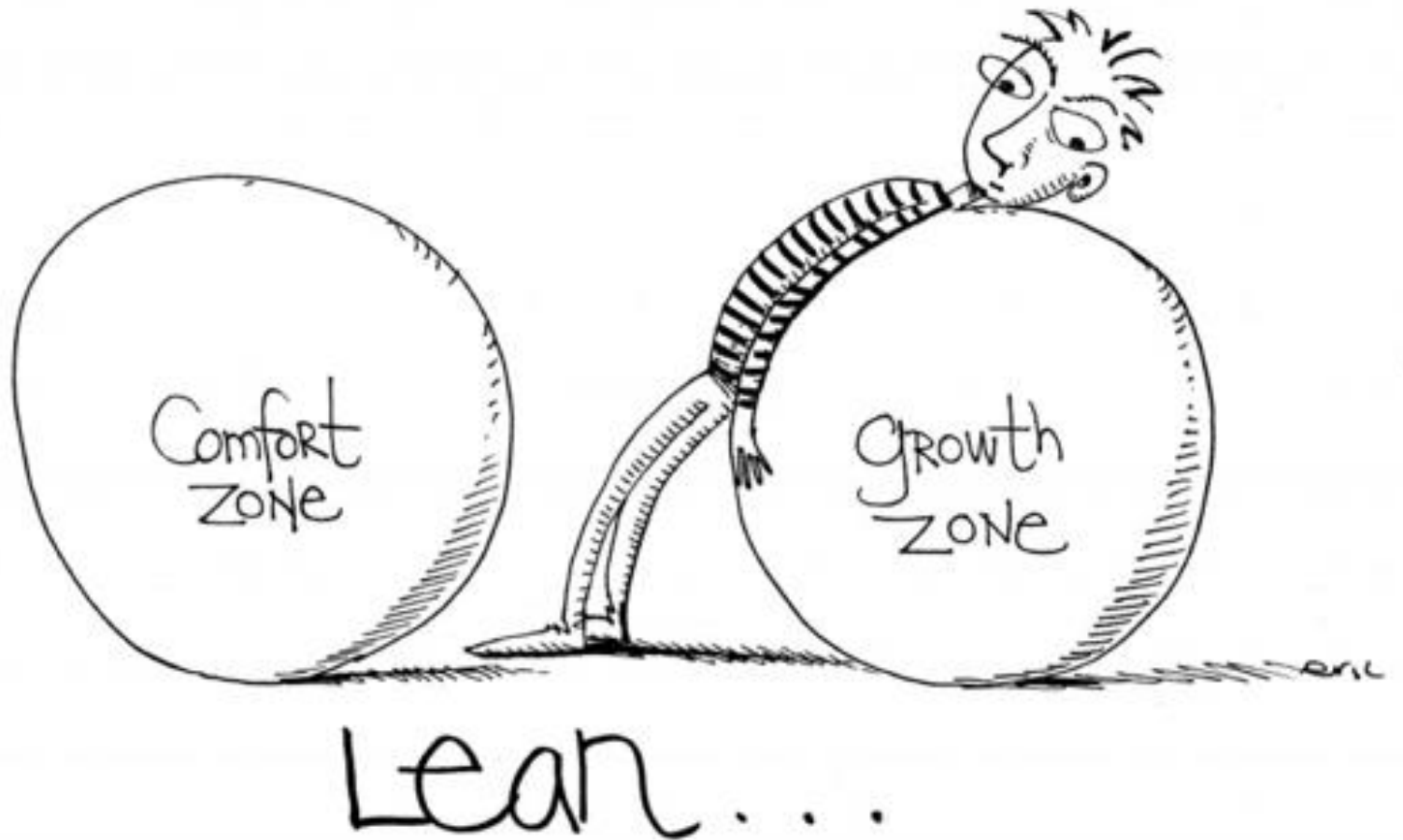
Principles of Feedback Loops

- Intentionally seek input directly from beneficiaries.

- Engage in a cycle of improvement over time.

- Share the challenges that your leadership team could not respond to and why.

- Be honest about timelines.

So...

Comfort Zone

Growth Zone

Lean....

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Collaborating Partner: Early Care & Education Pathways to Success (ECEPTS)

About ECEPTS

To advance the rigorous **PROFESSIONAL DEVELOPMENT** and **ECONOMIC WELL-BEING** of those who teach, nurture, and support young children and families.

About ECEPTS

CREATING APPRENTICESHIPS

FIELD BUILDING

ADVOCACY FOR CHANGE

Why Apprenticeship for ECE?

TEACHER QUALITY

leads to

Better Child Outcomes

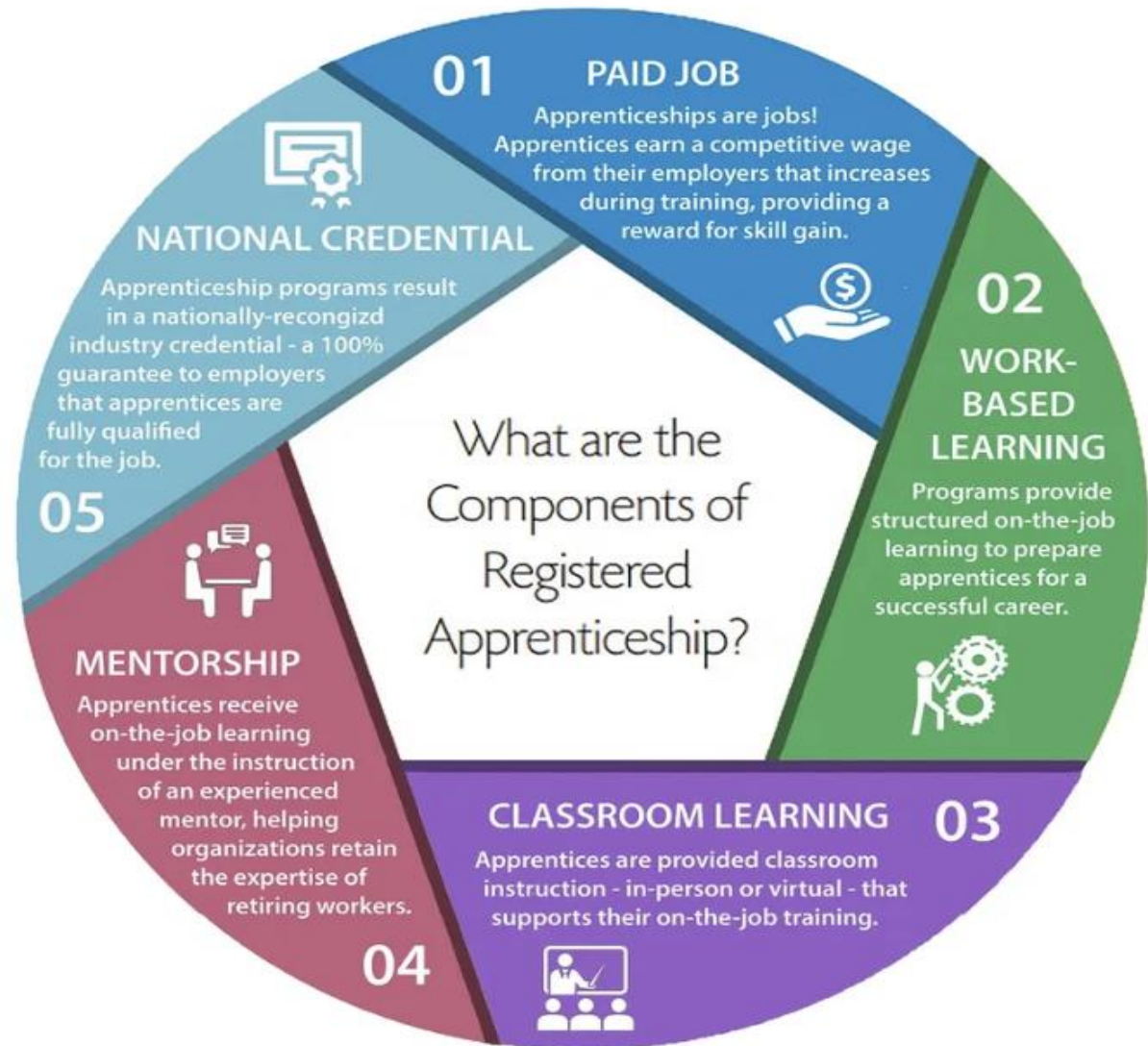**APPRENTICESHIPS**

lead to

Better Teacher Quality

Registered Apprenticeship

Industry-driven, high-quality career pathways through which …

- Employers can develop and prepare their future workforce

- New and incumbent workers can obtain
  - **PAID WORK EXPERIENCE**
  - **CLASSROOM INSTRUCTION**
  - **INDUSTRY RECOGNIZED CREDENTIALS**

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Registered Apprenticeship

What are the Components of Registered Apprenticeship?

01 PAID JOB — Apprenticeships are jobs! Apprentices earn a competitive wage from their employers that increases during training, providing a reward for skill gain.

02 WORK-BASED LEARNING — Programs provide structured on-the-job learning to prepare apprentices for a successful career.

03 CLASSROOM LEARNING — Apprentices are provided classroom instruction - in-person or virtual - that supports their on-the-job training.

04 MENTORSHIP — Apprentices receive on-the-job learning under the instruction of an experienced mentor, helping organizations retain the expertise of retiring workers.

05 NATIONAL CREDENTIAL — Apprenticeship programs result in a nationally-recongizd industry credential - a 100% guarantee to employers that apprentices are fully qualified for the job.

Create a Program | Apprenticeship.gov

ECEPTS Secret Sauce to Success

RESEARCH-BASED PARTICIPANT SUPPORTS

No-Cost to Participants
- *Tuition and Fees*
- *Textbooks and Laptops*
- *CD Permit Applications*
- *Background Checks*

Dedicated Program Staff
- *Success Coordinator*
- *Mentor (reflective supervision)*
- *Embedded Tutor*
- *Academic Counselor*

Participant-Centered OJT
- *Cohorted Learning Community*
- *In-Program Childcare Services*
- *Technology Access and Training*
- *Mental Health Services*

Participant-Centered RSI
- *Flexible Location and Schedule*
- *Stackable Apprenticeships*
- *Competency-based*
- *Transferable and Degree-Applicable*

Honoring Workers' Needs

- **Understanding and Addressing ECE Workforce Needs and Challenges**

- **Challenging the Status Quo**

- **Firmly Centering Participant Success**

- **Reimagining Job Training and Professional Development**

- **Adopting a "No Fail" Philosophy**

BE THE CHANGE YOU WISH TO SEE IN THE WORLD

ECEPTS Apprentices Share Their Thoughts

https://youtu.be/F3FZPk7TA54?si=P6hthnrOyBOWKYrU

Program Partner:

The Impact of the Cohort Experience in ECE Apprenticeship Programs

Inquiry Question

What is the impact of the Cohort Experience on the professional development and academic aspects of ECEPTS Apprenticeship Programs?

ECEPTS/YMCA of the East Bay RAP
AA Cohort Graduation 2019

Methodology

TARGET POPULATION

- 40 Pre-apprentices and Apprentices working at YMCA of the East Bay
- All participants had been part of an apprenticeship cohort for at least one year (range: 1-8 years)

QUALITATIVE METHODS

- Survey with open-ended questions
- Semi-structure focus group

QUANTITATIVE METHODS

- Questionnaire with Likert scale, close-ended, and multiple-option questions

Demographics of Participants

RACE/ETHNICITY

- 57% - Black or African American
- 19% - Asian
- 14% - White
- 5% - Indian or Alaska Native
- 5% - Other

- 48% Hispanic, Latinx, Spanish

AGE RANGE

- 44% - 18-28 years
- 41% - 19-39 years
- 15% - 40-50 years

GENDER

- 97% female; 3% male

EDUCATION

- 25% - Less than a high school diploma
- 57% - High school/Some college
- 18% - Post-secondary/Graduate degree

OTHER CHARACTERISTICS

- 48% - Bi-lingual or Multi-lingual
- 41% - Foreign born
- 81% - Parent of children up to 17 years of age
- 41% - Unemployed at start of apprenticeship

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Findings

AS A RESULT OF THE COHORT EXPERIENCE…

- Apprentices developed **strong social connections**, a feeling of belonging, and a support system of peers

- Apprentices were **motivated by their cohort peers** to persist with their college coursework and improve their grades

- Apprentices felt supported around **navigating the system of higher education**

- Apprentices had **fuller access to their instructors** and were able to develop relationships and feel a connection to them

- Having a cohort experience embedded in the apprenticeship made it possible to **better meet apprentices' needs and address barriers** to success

  - **Academic schedules** did not conflict with work schedules

  - **Location of classes** was accessible and familiar

  - Because **all costs were covered**, lack of access to economic resources was not a barrier to participation

Feedback from ECEPTS Apprentices

ECEPTS/YMCA of the East Bay RAP
BA Cohort Graduation 2019

"I was scared to go back to school because I thought I was too old. So, when I started taking the classes and saw other people that were the same age as me, that impacted me a lot and motivated me to keep on going."

"I wanted to get that BA for myself because since I was young, I did want to go to school. But because [I come] from a low-income family, it was impossible."

Get Involved

ECEPTS NETWORK

- Mailing List (E-blasts)
- Deep Dive Webinars
- ECEPTS Podcast

NATIONAL INDUSTRY INTERMEDIARY

- Support to develop and register new RA standards and/or occupations
- Technical assistance to support development, implementation, and sustainability of new RAPs

FIELD-BUILDING

- Boot Camps
- ECEPTS Institutes
- National Conference on ECE Apprenticeship

Contact Information

EXECUTIVE DIRECTOR

- Randi Wolfe, Ph.D. (randiwolfe@ecepts.org)

RAPS DIRECTOR

- Nohemy Catalan (ncatalan@ecepts.org)

ECEPTS

- Email: ECEPTS@ecepts.org
- Website: http://ECEPTS.org

Closing and Introduction to the Next Webinar

Webinar 4: Building Networks, Using Data, and Listening to Support the Rebuilding and Reframing Systems that Support Your ECE Workforce

Webinar 4 will build on the previous webinars and address how networks can help leaders support workforce goals of states, tribes, counties, territories, and others.

Before the next Webinar ask yourself:

- How do my professional networks really incorporate workforce voices, remedies, and perspectives in our work to change early childhood systems ?
- How do I use my professional networks to use data intentionally in all our work?
- How do my networks support inclusion and address equity?
- How do my networks address the five policy areas for workforce change?

Post Webinar Survey

Resources

1. "How to Network Effectively." (Lou Dubois)

2. "How Leaders Create and Use Networks." (Herminia Ibarra & Mark Lee Hunter)

3. "Social Network Analysis: An Introduction." (Ken Thompson)

4. "The Dawn of System Leadership." (Peter Senge, Hal Hamilton, & John Kania)

5. "Lifecycle of Emergence: Using Emergence to Take Social Innovation to Scale." (Margaret Wheatley & Deborah Frieze)

References

1. Eubanks, E., Parish, R., & Smith, D. (1997). Changing the discourse in schools. In P. Hall, *Race, ethnicity, and multiculturalism: Policy and practice.* New York: Routledge.

2. Vogman, J. (2017). *Undervalued: A brief history of women's work and child care policy in the United States.* Washington DC: National Women's Law Center.

3. Wheatley, M., & Frieze, D. (2015). *Using emergence to take social innovation to scale.* The Berkana Institute.