



National Association for the Education of Young Children

What We Talk About When We Talk About Compensation

T.E.A.C.H. Early Childhood
2018 Symposium

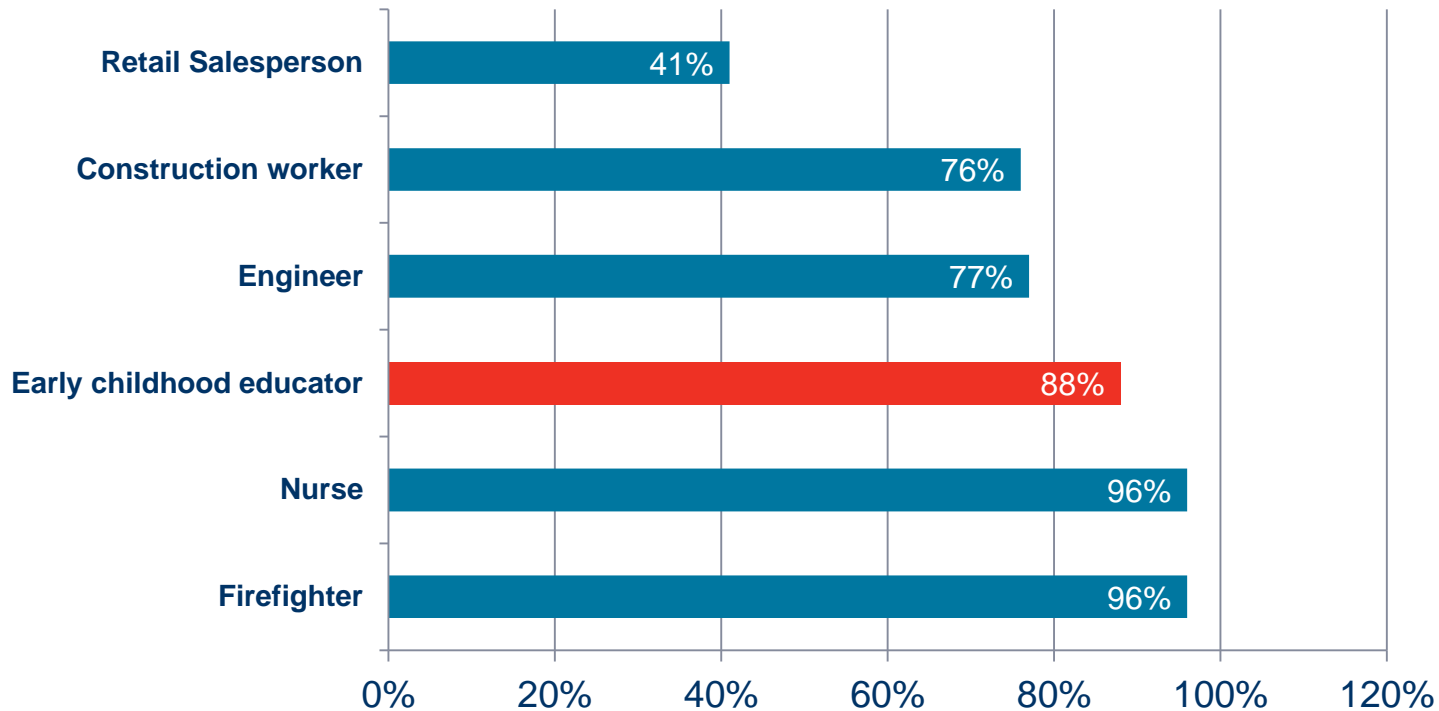
Lauren Hogan, NAEYC

During the April 2018 Oklahoma teacher walkout, “many parents [showed] their unyielding support of the movement, noting that **teachers were not just demanding a pay raise for themselves, but also funding for better textbooks and classroom supplies.**”

- “My kids are worth it, my teachers are worth it. My state is worth it.”
- “The walkout is a ‘little inconvenient, but nothing in comparison to what our teachers face every day in underfunded classrooms and abysmal salaries.’”

Importance of Early Childhood Educators

Extremely/Very Important



88%

Voters view teaching young children as important work.

EDUCATORS ARE *heroes!*

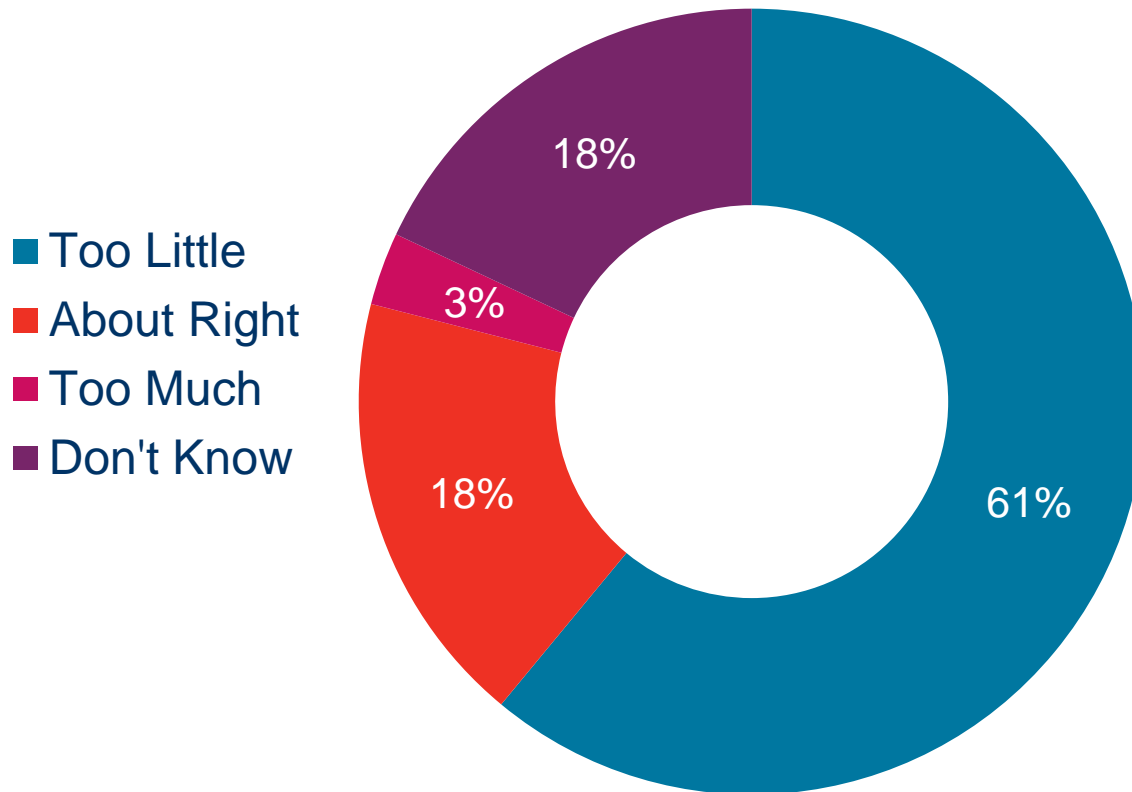
Nearly **90%** of voters say early childhood educators are important members of their communities, on par **with firefighters and nurses.**

Components of ECE Programs Recognized as Important for Ensuring Quality

Has patient and compassionate teachers	93%
Emphasizes language and literacy	90%
Promotes positive social and emotional development	88%
Emphasizes math skills and problem solving	88%
Has teachers who meet state and local standards	85%
Has teachers who are well-compensated	85%
Has teachers and staff with degrees in child development and/or early childhood education	84%
Keeps a low student-to-teacher ratio	84%

Voters recognize the connection between early childhood educators and quality—including compensation and degrees.

Compensation for Early Childhood Educators



61%

Most voters believe that early childhood educators are paid too little.

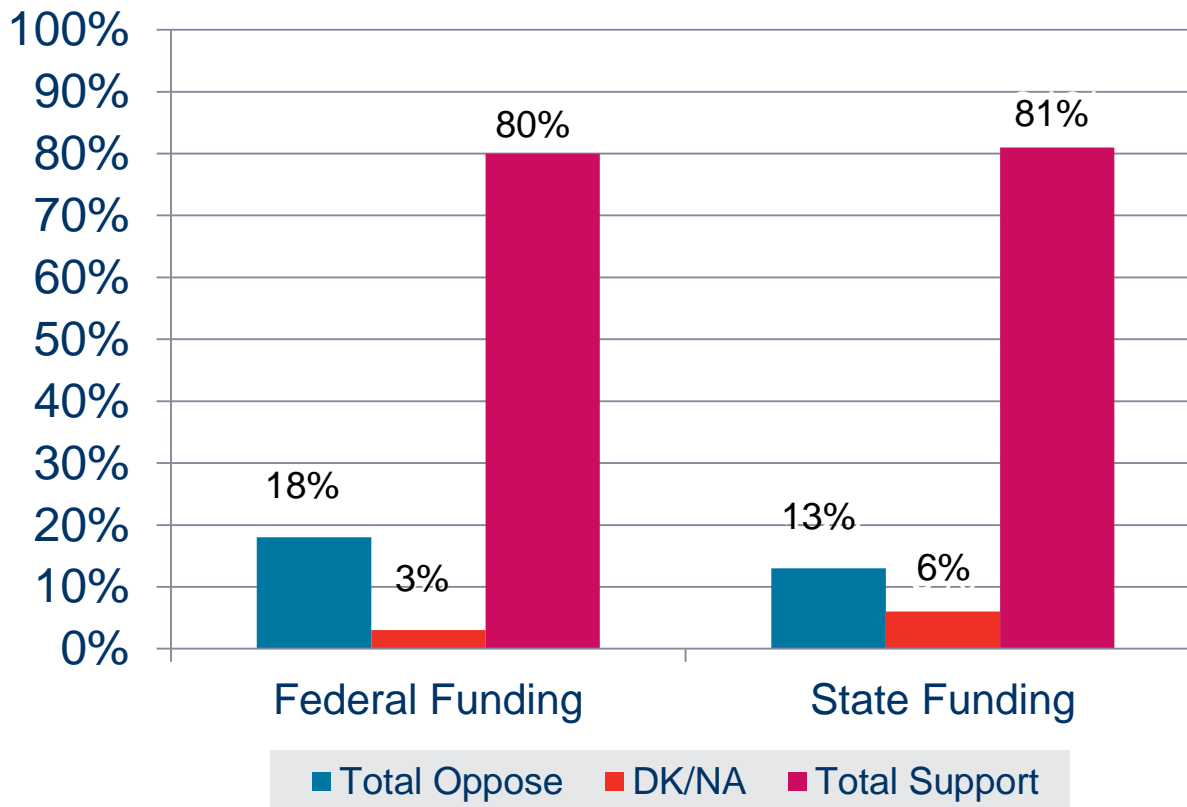
QUALITY

IS TIED TO

compensation

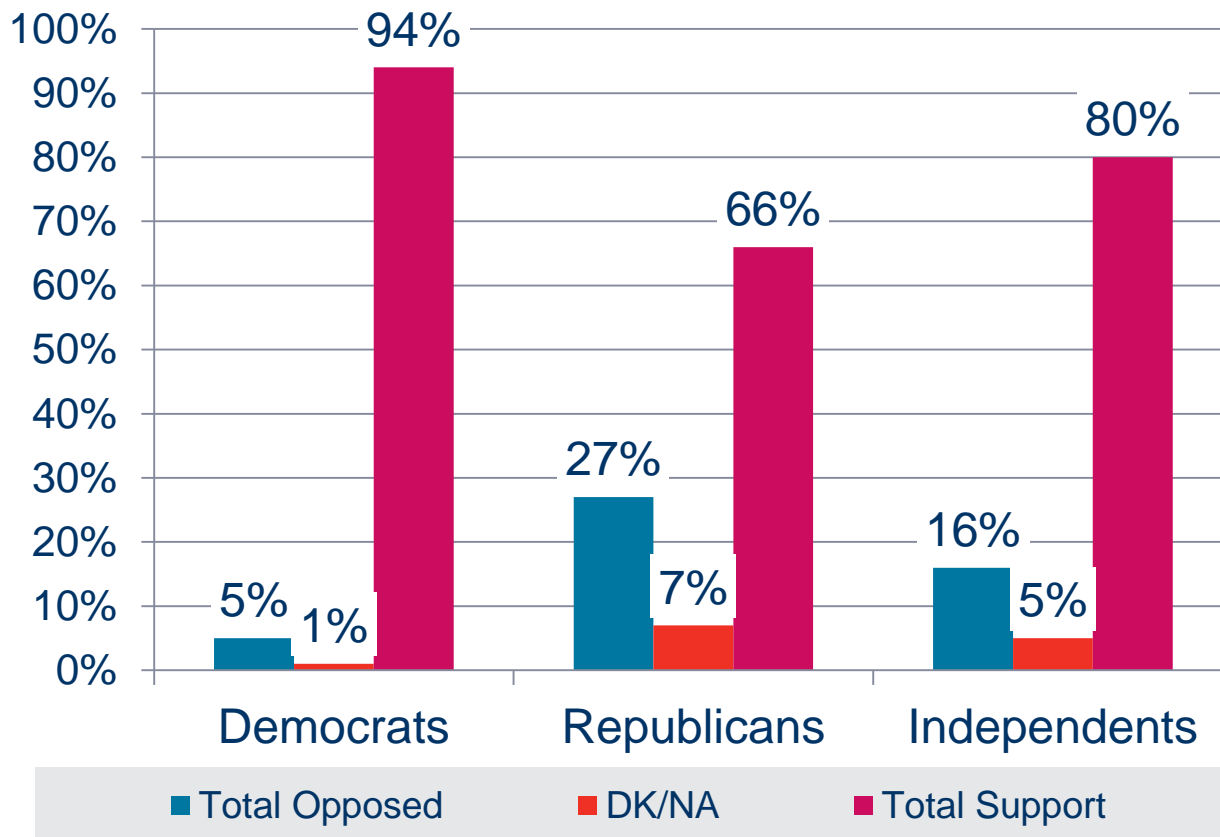
Voters agree: Early childhood educators are paid too little and their wages should be raised.

Funding to Support Early Childhood Education Services



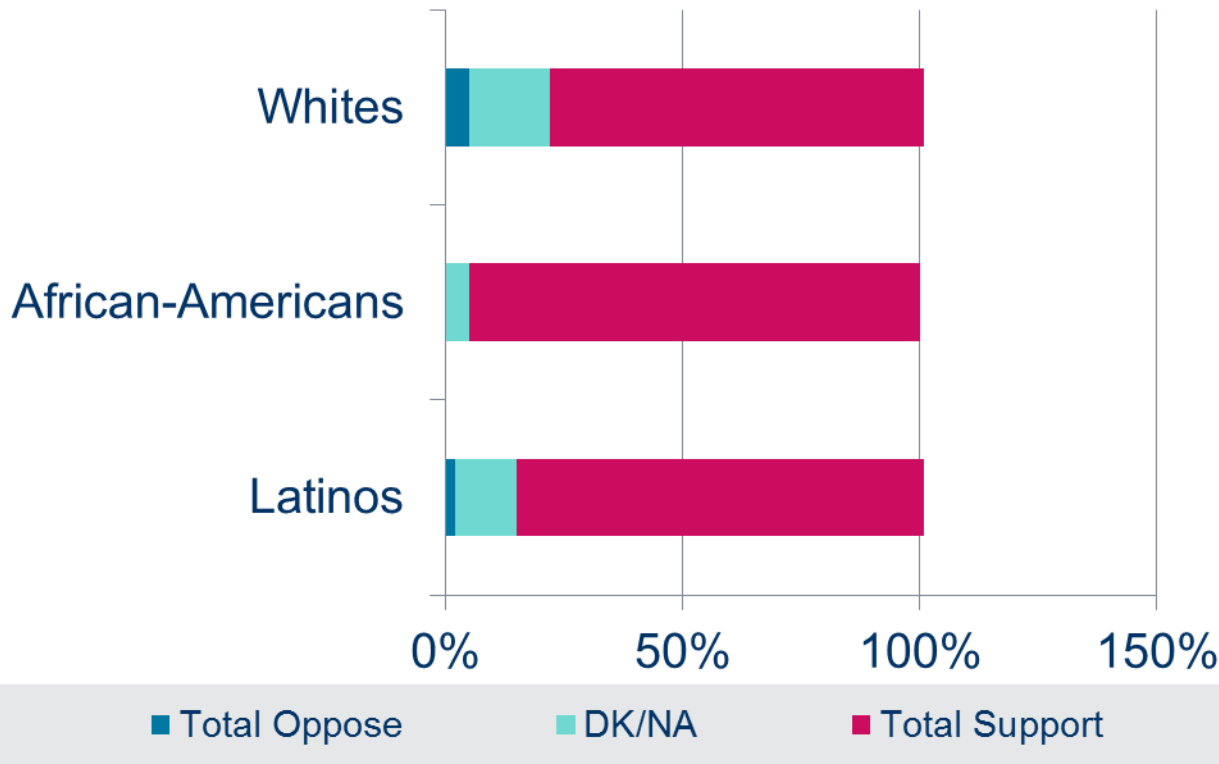
Voters overwhelmingly support increasing funding for ECE services.

Support for Increased ECE Funding by Party



Majorities of Democrats, Independents and Republicans support increased investment in early childhood education.

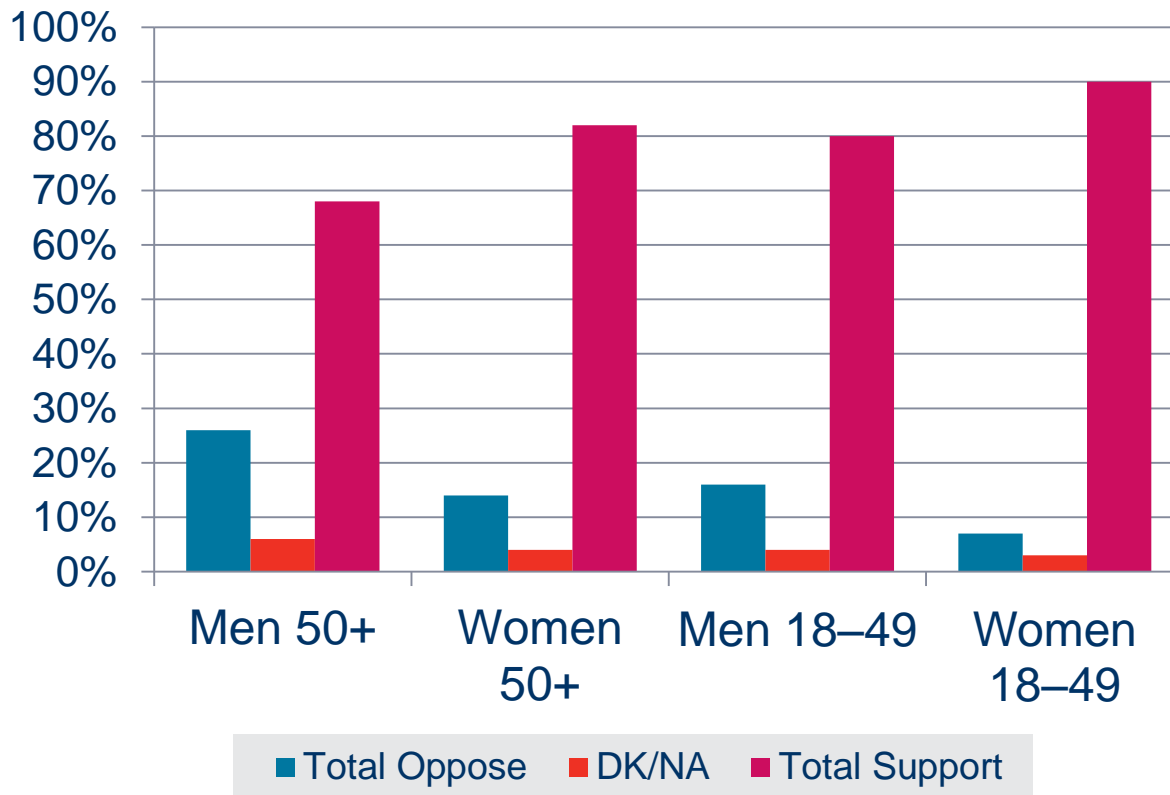
Support for Increased ECE Funding by Ethnicity



95%

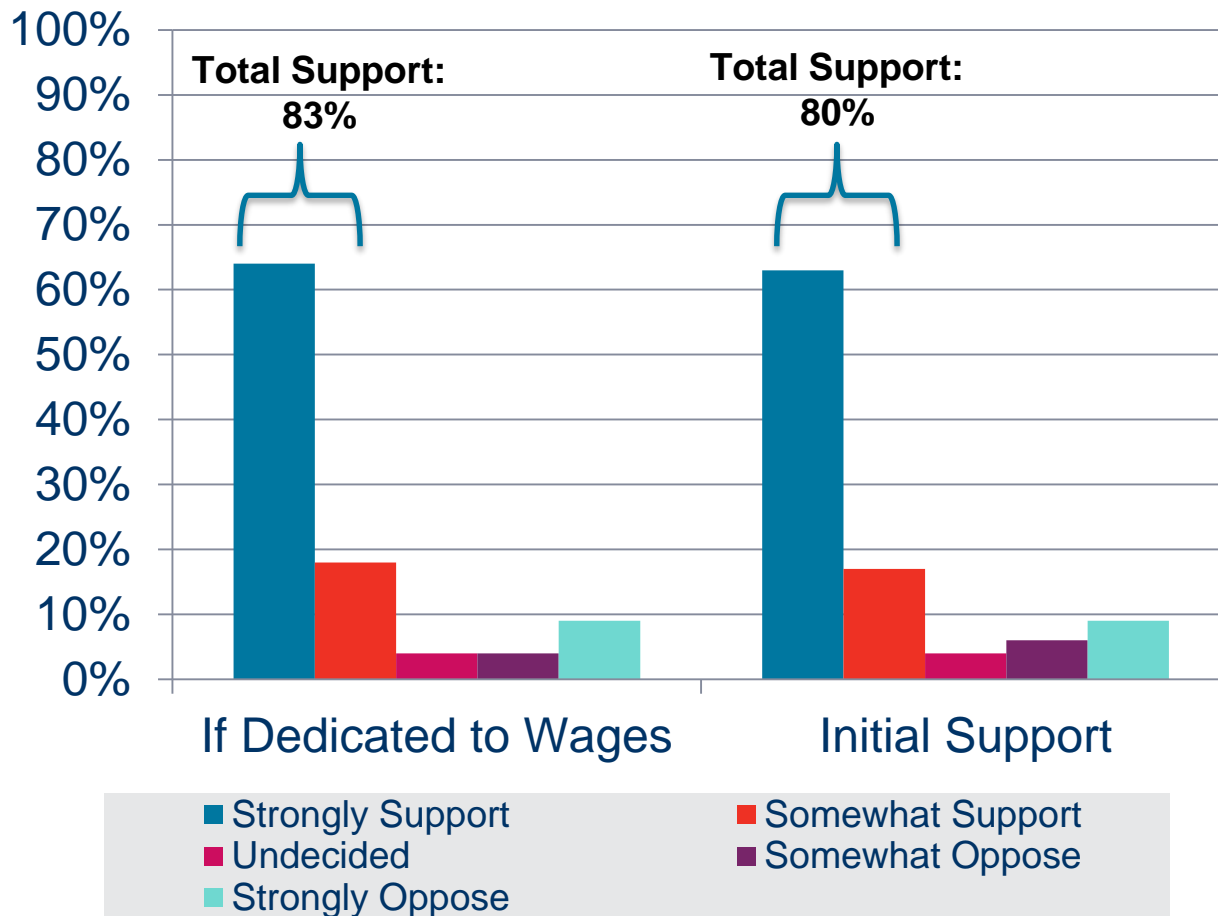
African-American voters are among the most supportive of an investment in ECE.

Support for Increased ECE Funding by Gender/Age



There is a pronounced gender gap, particularly among voters over age 50.

Investment in Educators



83%

Voters support an investment in ECE with the understanding that it would increase wages.

INVEST IN

early childhood

83% of voters would support a public investment in early childhood education that is used to **increase educators' wages.**

Importance of Increasing Wages Across Settings

Those who work in communities with limited access to early education	83%	A majority of voters support raising wages for early educators across all settings, but there are differences.
Those who have obtained a college degree specializing in the education of young children	81%	
Those who work at public schools	78%	
Those who work in pre-schools with three- and four-year-olds	76%	
Those who work in low-income communities	75%	
Those with higher levels of education and training	74%	
Those who work in non-profit centers	69%	
Those who work with infants and toddlers under age three	64%	
Those who work in home-based programs	51%	

Does a rising tide lift all boats?

The nature of policy implementation necessitates questions of priority and sequence. Even if we are ultimately aiming to lift all boats, we have to determine *whose boats get lifted first and in what order?* Does one body of water need to shrink or remain stagnant in order to allow a different one to grow?

In other words, compensation for who?

Power to the Profession

What We Need and Want

- ✓ Significant public investment
- ✓ **Comparable compensation**
- ✓ Effective practices
- ✓ Diverse professionals at all levels
- ✓ High-quality and accessible preparation programs
- ✓ Professional autonomy
- ✓ Profession-led policies
- ✓ Professional respect and status

What the Public Needs to Know

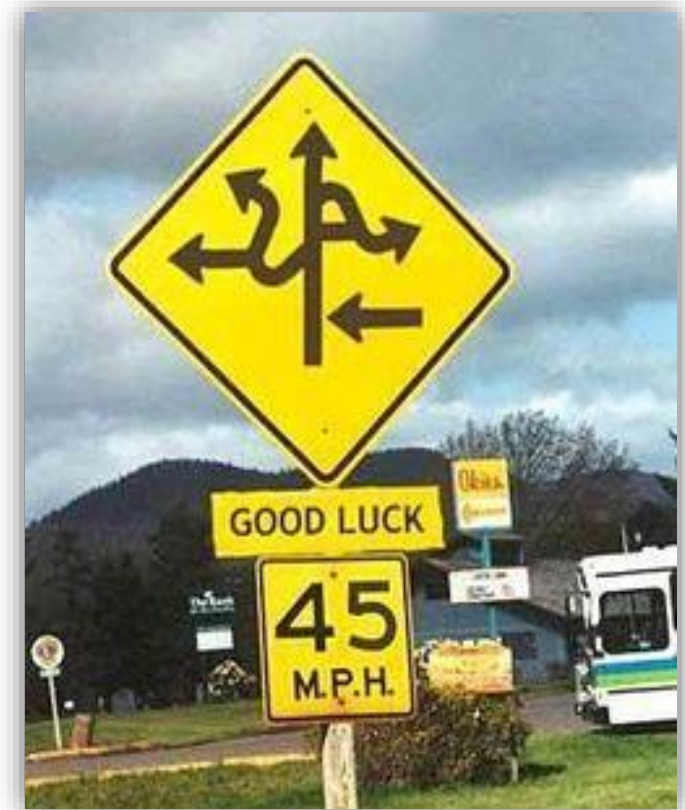
- Who?
- What?
- Why?
- How?

What We Have: Internal & External Confusion



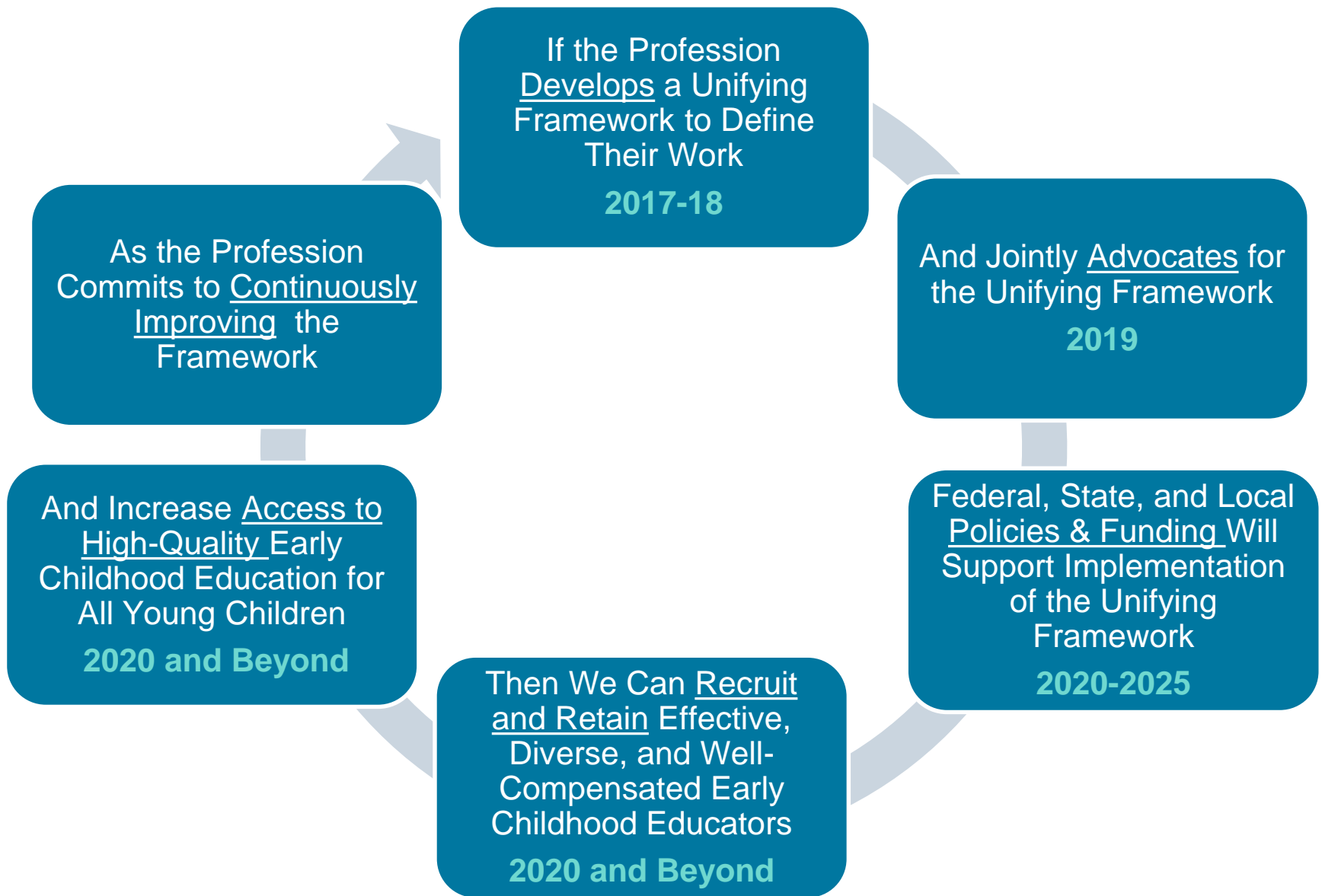
What We Have: Internal & External Confusion

- Varying nomenclature
- Varying competencies
- Varying preparation programs
- Varying qualifications
- Varying compensation
- Varying working conditions
- Varying expectations for practice
- Varying accountability



Unifying Identity Matters

Power to the Profession is a national collaboration to establish a shared ownership and framework for career pathways, knowledge and competencies, qualifications, standards of practice, and compensation that unifies the entire early childhood education profession, ages birth through 8, across all settings and states



Note: Dates reflect initial development and implementation

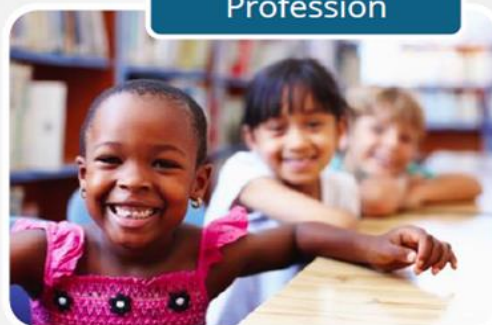
How we get there

A Three-Pronged Approach



The Image of the Profession

Image Campaign
'Discover Nursing'
(Begins 2018)



Defining and Growing the Profession

Power to the Profession
(2017-2018)



Investing in the Profession

Policy Adoption and Financing Agenda
(Begins 2018)

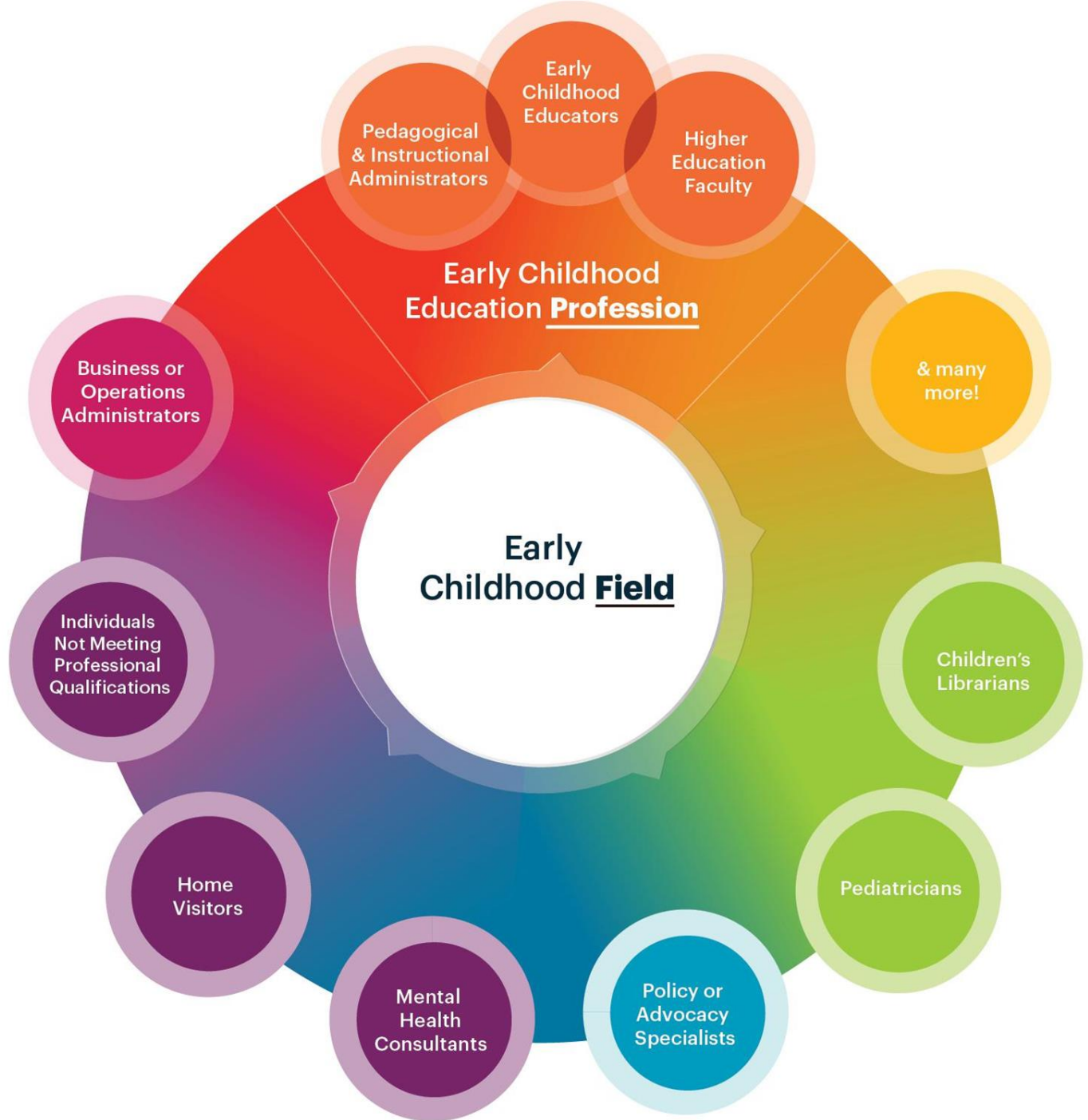
How do we get there?

8 Decision Cycles

(January 2017 – December 2018)

1. Professional Identity and Boundary
2. Competencies (General)
3. Competencies (Specialized)
4. Competency Attainment Source
5. Qualifications and Pathways
- 6. Compensation Recommendation**
7. Required Accountability and Quality Assurance
8. Required Support and Infrastructure

Transition to Finalizing and Implementing Policy and Financing Agenda



P2P Core Motivation: Emphasize compensation

Low compensation undermines quality.
Power to the Profession's ultimate goal is to achieve significant and sustained public investments that are directed towards the *education and compensation* of the early childhood profession.

Parents, Educators, and Voters: All Together Now

Parents and educators believe in shared responsibility for ensuring funding to make high-quality ECE available to all children.

(One of the Most Responsible)

Individuals/Organizations	Parents	Educators
State government	32%	56%
Federal government	32%	54%
Local governments	29%	43%
School districts	30%	35%
Parents	43%	30%
Employers	17%	23%
Taxpayers generally	18%	22%
Religious institutions and non-profit organizations	17%	11%

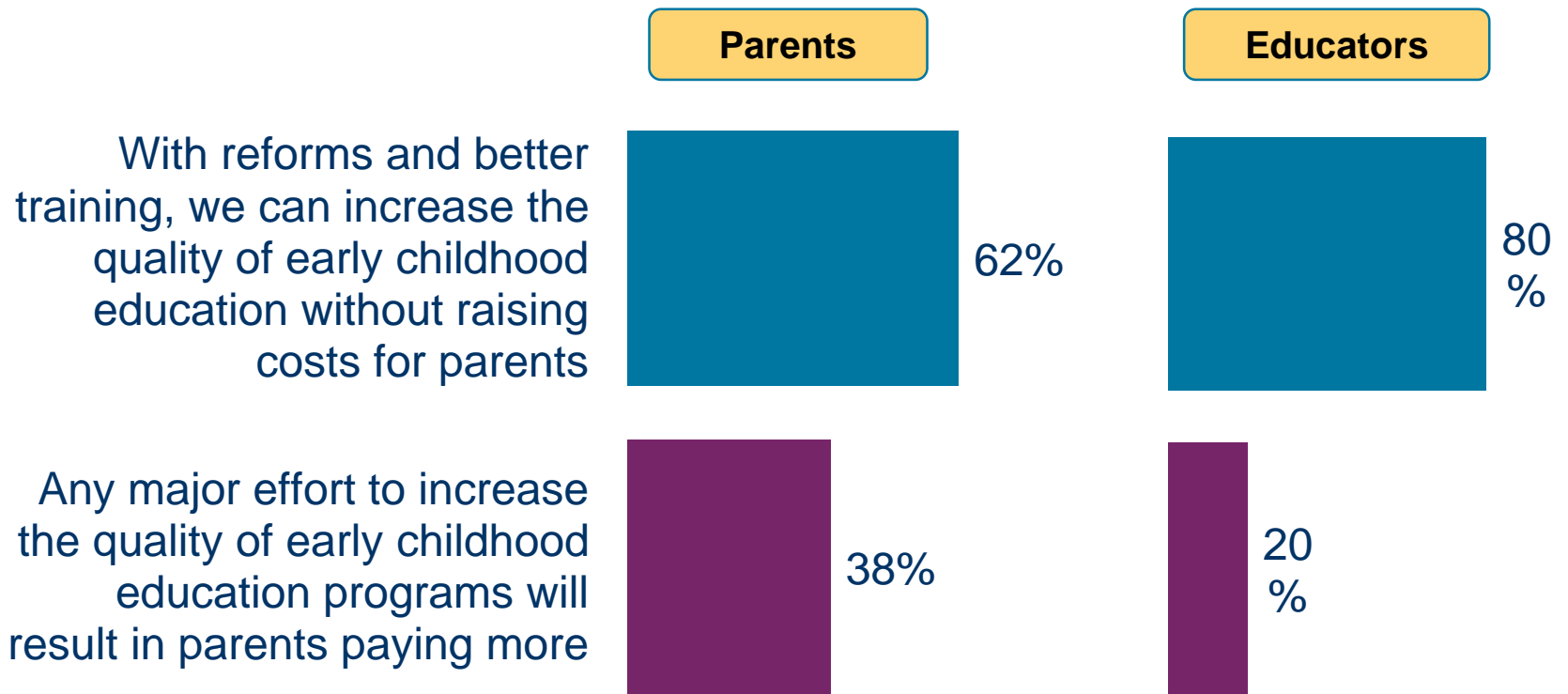
Q34. Here is a list of individuals and organizations that could be responsible for ensuring there is funding to make high-quality early childhood education available to all children. Please tell me how responsible you think that individual or organization should be for helping to provide such funding: one of the most responsible, very responsible, somewhat responsible or not responsible.

Political ideology yields different perspectives on the role of government, but *not* on the role of parents. Approximately 40% of conservative, moderate, *and* liberal parents believe they should be one of the most responsible for funding early childhood education, with a shared role for local, state, and federal government.

% Viewing Each as One of the Most Responsible for Funding ECE

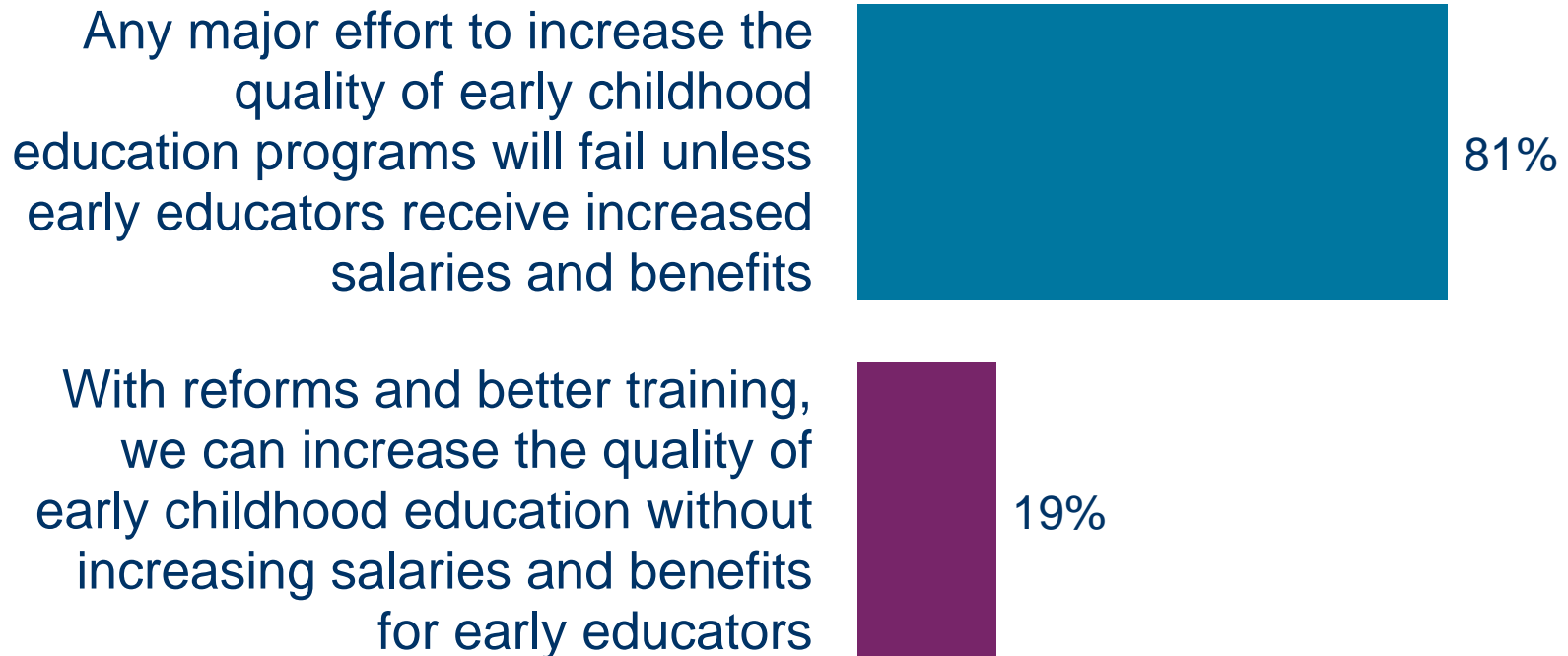
Individuals/Organizations	Parents	Liberal	Moderate	Conservative
Parents	43%	43%	42%	45%
State government	32%	39%	34%	21%
Federal government	32%	40%	32%	24%
School districts	30%	35%	30%	25%
Local governments	29%	36%	29%	20%
Taxpayers generally	18%	28%	14%	13%
Employers	17%	26%	13%	12%
Religious institutions and non-profit organizations	17%	26%	12%	14%

Educators are more confident than parents that quality can be improved without increased costs.



Educators overwhelmingly believe that teacher compensation is critical for quality improvement.

Q21. Which of the following statements comes closer to your opinion?



Voters see several compelling reasons to support wage increases for early childhood educators.

(% Very Convincing)

(BRAIN DEVELOPMENT) Research shows that a child's brain develops most dramatically during the first five years of life. This critical period is a window of opportunity to lay the foundation for all of the years that follow. It takes appropriate salaries and benefits to recruit and retain the best educators to work with our children during this critical period of their development.

61%

(ROLE MODELS) Early childhood educators are role models in the lives of the children they serve. Educators support children's natural curiosity, help them solve problems, provide them with comfort, help them make new friends, follow rules, set boundaries, be an example in their lives and have fun.

58%

(SCHOOL READINESS) Paying our early childhood educators fairly will improve the quality of preschools, which will strengthen K-12 education. Studies show that kids who go to pre-school are better prepared to learn, more likely to read by the fourth grade and more likely to graduate and go on to college.

58%

Florida Early Learning Compensation Survey

- With thanks to The Children's Forum!
- Requested ELC, CSC, and statewide association leadership administer the survey to their boards and membership.
- 106 surveys completed in Fall 2017.
- 59 counties represented
- Professions varied; some were within and some were outside of ECE
- Highlight importance of shared questions
 - Create nationwide understanding and ability to assess differences

Florida: A Bird's Eye View

- 76% support directing public funds toward compensation initiatives.
- 26% say compensation strategies have been implemented in their community.
- Over 90% agreed that: *Increasing wages for early childhood educators will benefit all of us by reducing turnover, attracting more qualified teachers to the field, and strengthening the quality of early education programs across the state resulting in better outcomes for children*

Florida: Messages With Least Consistent Responses

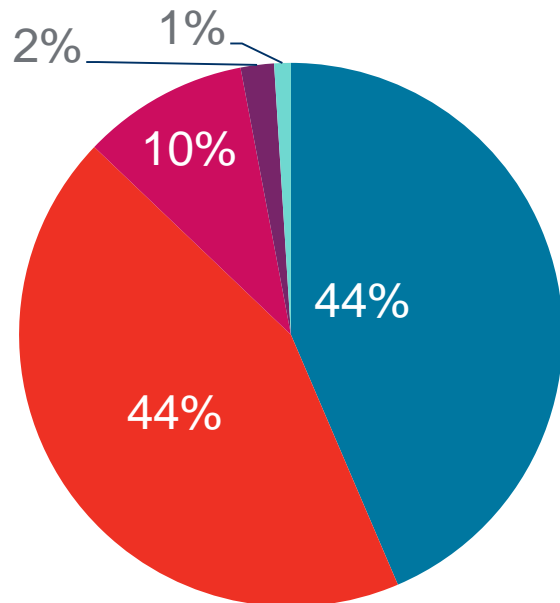
Messaging	Agree	Disagree
Any effort to increase wages for early childhood educators will drive up costs for families; disproportionately affecting access to quality early childhood education for poor, rural, and minority communities.	43%	34%
Investing public money toward increased wages for early childhood educators will lead to more bureaucracy, regulation, and government interference in early education. That's not the way to improve the system.	29%	46%
Increasing wages for early childhood educators will drive up costs of early education programs for families and/or increase costs to taxpayers.	51%	31%

Florida: The Challenges of Specificity

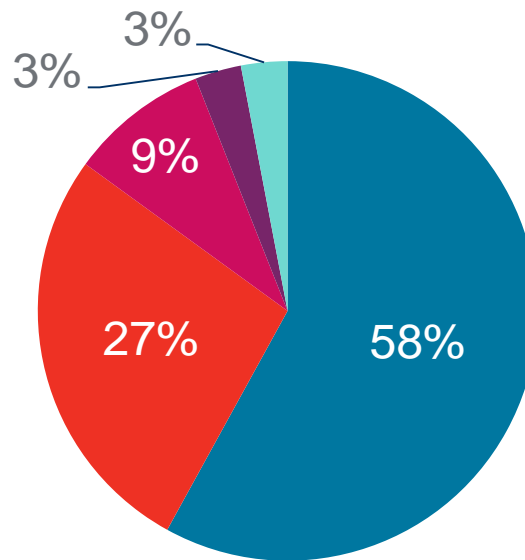
- What hourly pay rate is most reasonable for early childhood educators?
 - Responses demonstrated that those within our field think a reasonable hourly rate for educators working with infants and toddlers *should be lower* than that for educators working with 3- and 4- year olds (\$14.78 vs. \$15.76)
- In both cases, \$15 was the most frequently chosen option
 - Power of suggestion (minimum wage fights have focused on \$15/hour)
 - Is this where we want to put a stake in the ground?

NAEYC: Impact of Messaging

Initial Perception



After Messages



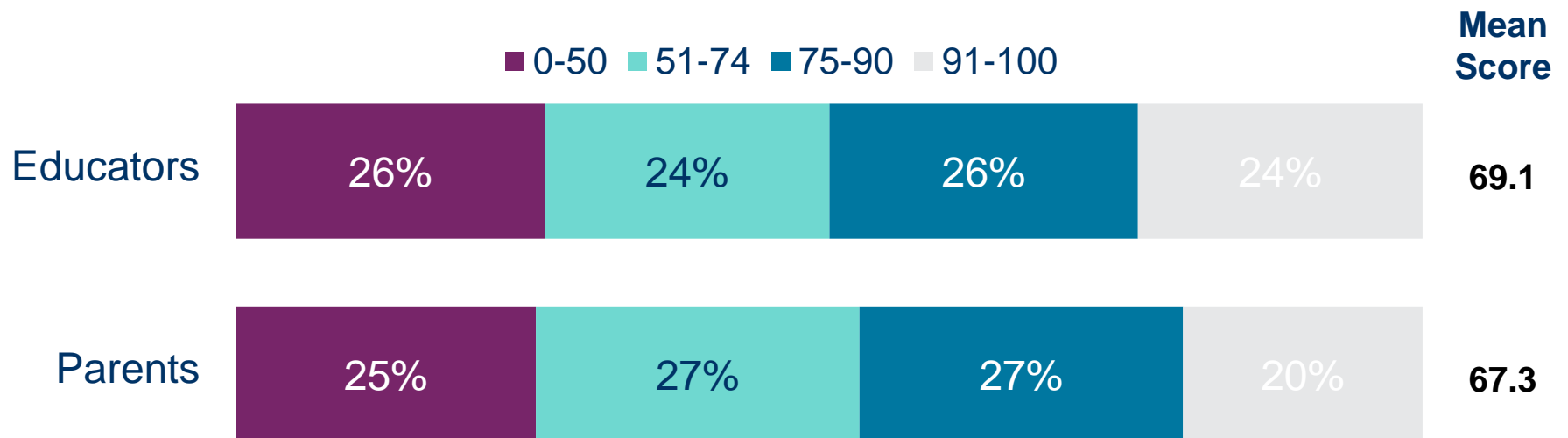
Voters are more likely to call early childhood educators “extremely important” after messaging. This is more than semantics. Your engaged voters are your folks who think their issue is “extremely important.”

■ Extremely Important ■ Very Important ■ Somewhat Important ■ Not Important ■ DK/NA

Helping People Act.

Educators and parents are both willing to advocate for ECE.

Some people say that the only way to expand access to high-quality early childhood programs is for parents to be involved in the political process and advocate for it. Please indicate how interested you might be in getting more personally involved in advocating for increased access to high-quality early childhood education. Please use a scale from 0 to 100, where 0 means you have no interest at all and 100 means you are extremely interested, with 50 being neutral.



Educators are almost universally willing to cast a pro-ECE vote or talk to friends about early learning.

(% Very Willing)

Action	Educators	Parents
^Voting for a candidate or ballot measure who supported early childhood education	82%	47%
^Talking to friends and family about supporting early childhood education	72%	43%
Buying something where some of the money goes to supporting early childhood education	63%	44%
Wearing a t-shirt or bracelet with a slogan supporting early childhood education	63%	40%
Signing an online petition	57%	44%
^Sending an email or other communication to a public figure or organization	52%	36%
Sharing, re-sharing, or clicking “like” on an article or image on Facebook, or another online platform	51%	40%

Q23. Please indicate how willing you would be to take each of the following actions to help to advocate for increased access to high-quality early childhood education in your community. ^Not Part of Split Sample

Educator Subgroup Distinctions on Willingness to Advocate for Early Learning

- Among educators, the groups most willing to advocate include:
 - › African-Americans and Latinos
 - › Strong liberals/Democrats
 - › Under age 40
 - › Income below \$60,000
- There are large differences by ideology (mean score for “very liberal” is 79 compared to 55 for “very conservative”).
- Small differences by tenure in ECE, job type, ages served, and program type

The strongest messages to encourage educator advocacy focus on the importance of the profession.

Messages	Very Convincing
(GROWING IMPORTANCE) The awareness of the importance of early childhood education is growing every day. More people are recognizing that we must do more to support babies, toddlers, preschoolers and their families. Early educators must take that message to policy makers and make sure that early learning programs have the funding and support they need.	47%
(POWERFUL VOICE) If early educators speak up, people will listen. 88% of U.S. voters say that early childhood educators are important contributors to their community. As the experts on early learning, educators should use their powerful voice to fight for policy changes to make quality early learning available for all children.	40%

Q24. Here are a series of statements from people who are urging early educators to get more personally involved in advocating for increased access to high-quality early learning programs. Please indicate whether you find it very convincing as a reason to get more involved in advocating for early learning, somewhat convincing, or not convincing.

A message around increased compensation in isolation is less compelling.

Messages	Very Convincing
(DON'T WAIT FOR SOMEONE ELSE) For decades, early childhood educators have known that they should be compensated more fairly and that more should be done to improve the availability of quality early learning programs. But far too often, educators look for someone else to carry that message to policy makers. Early educators cannot wait any longer. It is time for them to speak up and fight for what they know is right.	37%
(QUALITY) Despite the work of educators and others, the quality of early learning programs in America is simply not what it needs to be. Educators need to push policy makers to provide more funding to improve the quality and help programs reach their potential.	34%
(COMPENSATION) The only way early educators will ever receive fair compensation is by advocating to local, state and federal elected officials who control how much funding goes to early learning programs. If educators do more to demand funding for early learning, it will move the system towards getting them the salaries and benefits they deserve.	28%

Q24. Here are a series of statements from people who are urging early educators to get more personally involved in advocating for increased access to high-quality early learning programs. Please indicate whether you find it very convincing as a reason to get more involved in advocating for early learning, somewhat convincing, or not convincing.

“We have an experiment of helping a starving child. A certain percentage of people help [by donating money to the kid]. Then we have another condition with a different group, same child, same situation, except we put the numbers of the statistics of starvation next to her picture, and the donations dropped in half. We call it pseudo-inefficacy because it happens to people who actually can make a difference. **They don't act because it doesn't feel worthwhile, or they don't think it's worthwhile.**

It's not enough to break through the numbing. **You have to give people somewhere to go.** You have to have some action options that they can take.”

- Paul Slovic, psychologist, University of Oregon

Let's Talk Strategy

Get On the Train That's Moving

- Child Care Deserts
- Job Guarantees
- PreK Expansion
- Caregiving Economy
- Increased Educational Requirements
- Minimum Wage Increases
- Economic Justice
- Teacher Walkouts
- Apprenticeships
- Others?

...But Don't Get Thrown Off

- What are the opportunities and challenges TO INCREASE COMPENSATION?
- In order to maximize the opportunities and minimize the challenges...
 - What messages could you deploy? Where?
 - Using which messengers?
 - What does that tell you about the relationships you need to be strengthening now?

Example: Child Care Deserts

- Opportunities:
 - Could put parents & educators on same side of demanding investment in child care
 - Opens door to make the case for increasing salaries as a market response to need for providers
- Challenges:
 - Could put parents and educators on opposite side of demanding investment in child care, where parents focus on affordability and educators focus on compensation
 - Opens door to make the case for decreasing regulations as a market response to need for providers

Example: Child Care Deserts

- Messengers / Messages:
 - Parents, K-12 educators, Principals, Superintendents, Companies / Employers
 - Importance of quality, not just availability
 - Importance of compensation as driver of quality
 - Results of regulation / Dangers of deregulation

Discuss & Report Out

- Child Care Deserts
- Job Guarantees
- PreK Expansion
- Caregiving Economy
- Increased Educational Requirements
- Minimum Wage Increases
- Economic Justice
- Teacher Walkouts
- Apprenticeships
- Others?

1. Opportunities to increase compensation
2. Challenges to increase compensation

In order to maximize the opportunities and minimize the challenges...

3. What messages do you want to use?
4. To whom do you want to convey those messages?
5. Using which messengers?
6. What does that tell you about the relationships you need to be strengthening now?

Thank you

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