Compensation . . . Making the Case to Funders

Albert Wat, Alliance for Early Success

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The Alliance for Early Success is a catalyst for bringing state, national, and funding partners together to improve state policies for children, starting at birth and continuing through age eight.

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Agenda

• Menu of “Asks”
• Framing the Issue
• Making the Pitch
• Gallery Walk
• Reflections, Takeaways, Next Steps
Menu of “Asks”

• Convening (e.g., cross-sector, unlikely messengers, policymaker education)
• Research and data
• Communications (e.g., polling, messaging, public awareness campaign)
• Advocacy (vs. lobbying)
• Direct contribution

How does the “ask” fit into a larger strategy? What’s your theory of change?
Framing the Issue

- Quality
- Economic Development
- Social Justice – Gender Equity
- Social Justice – Racial Equity
Quality

• Improve pool of candidates (Century Foundation)
  ➢ National Child Care Staffing Study (1989)
  ➢ Massachusetts study (2001)
  ➢ Boston, Central VA, Atlanta (2000)
  ➢ CA, CO, CT, NC (1995)

• Reduce stress among educators
  ➢ Study in one state found: Half are worried about food; About 60% worried about transportation and housing; More than 70% worried about health care and monthly bills; 80% worried about savings (CSCCE, 2014)
Quality

• Retain effective educators/reduce turnover
  - ECE teachers with lower family incomes more likely to consider leaving profession (NAEYC poll)
  - About one-third of Head Start teachers who leave their job cite compensation as the reason (CSCCE, 2014)
  - Head Start teachers’ turnover rate at 25% (Future of Children)
  - Half of teachers and center directors leave their jobs within four years (CSCCE, 2014)
  - Half of those who leave a child care job do not come back to the field (Century Foundation)
  - Among centers that lost at least one teacher, turnover ranged from 21-31% (vs. 7-8% for K-12) (Future of Children)
  - Cost of turnover (across industries) = 20% of earnings associated with the position
Economic Development

• ECE teachers’ reliance on public support (CSCCE, 2016)
  ➢ Almost half of child care workers rely on public support, compared to 26% of the general US workforce
  ➢ Estimated cost for the country is $1.5 billion per year.
  ➢ African-American and Hispanic workers more likely to rely on public assistance.
• Higher compensation → greater tax base, increase purchase of goods and services
Social Justice – Gender Equity

• Vast majority of ECE workforce is female (~95%)
• ECE as “women’s work” (Center for American Progress, Institute for Women’s Policy Research)
  - caring/nurturing vs. skilled work
  - Work that some people do for free; hard to monetize
  - Emotional rewards, not financial
• Women in female-dominated, low-wage jobs have higher levels of education than men in male-dominated, low-wage jobs (~2x more likely to have a BA or AA), but women are paid less. (IWPR)
• If women were paid the same as men (holding age, education, geography, etc. constant), poverty among working women would be cut in half. (IWPR)
Social Justice – Racial Equity

• Racial history of child care (and other “domestic work”) (Center for American Progress)
• Disparity in access to and participation in higher education
  ➢ Teachers of color under-represented in public schools and pre-k programs (CAP)
Diversity in the early childhood workforce varies by educator role

Share of aides, assistants, and teachers or lead teachers, by race and ethnicity, 2012

<table>
<thead>
<tr>
<th>Role</th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aide</td>
<td>66%</td>
<td>9%</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>Assistant</td>
<td>57%</td>
<td>20%</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Teacher or lead teacher</td>
<td>65%</td>
<td>17%</td>
<td>12%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Wage disparity between racial groups: An African American teacher working full time earns $366 less per month and $4,395 less per year than a White teacher, on average (CAP).

African American teachers earn 84 cents for every dollar white teachers earn

Average hourly wages for full-time teachers, by race and ethnicity, 2012

Ø Disparity persists when level of education is taken into account (Century Foundation)
Ø When more variables are taken into account, African American teachers still earn $163 less per month and $1,955 less per year than White teachers. (CAP)

FIGURE 1. WAGES FOR COLLEGE-EDUCATED ECE TEACHERS

- Average Hourly Wage for White People with a BA+
- Average Hourly Wage for People of Color with a BA+

* “Government Funded” includes Head Start, publicly funded pre-K, and school-sponsored programs.

Making the Pitch

In small groups, discuss:
• What messages/talking points would resonate with public and private funders under this frame?
• What data or facts would you use?
• What data would you like to have to strengthen your case?
• Where/How can you get that data? Who can help you get it?
Discussion

1. Summarize key points/takeaways
2. Feedback/questions from the group
3. Questions you still have/Resources you need to help you make the case to funders
Sources

• Underpaid and Unequal, Center for American Progress
• Early Childhood Workforce Index, Center for the Study of Child Care Employment
• Worthy Work, Still Unlivable Wages, Center for the Study of Child Care Employment
• The US Child Care Industry, Center on Wisconsin Strategy
• Quality Jobs, Quality Child Care, Century Foundation
• Child Care in State Economies, Committee for Economic Development
• Child Care Economic Impact Studies, Cornell University
• Child care workers aren’t paid enough to make ends, Economic Policy Institute
• It’s time for an ambitious national investment in America’s children, Economic Policy Institute
• The Early Care and Education Workforce, Future of Children
• Early Childhood Educators: Advancing the Profession, National Association for the Education of Young Children
• Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers, US Department of Health and Human Services
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