


Early Childhood Workforce Access Initiative



"We Need Many Voices!"

The Bessie Tarrt Wilson Children's Foundation
Saturday, February 7, 2009
Western MA

The Bessie Tarrt Wilson Children's Foundation

Mission

To strengthen early education and care for children with the greatest need through research, policy development, communication, and advocacy.

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Why This Initiative

The Foundation has made a commitment to **Access** as a cornerstone of its work as evidenced by:

- Its impact on the Child Care Voucher delivery system: 52,000 families now have a one year voucher, less interruption in their care and children have better consistency and stability;
- Its work to improve translation services;
- Its work to highlight the need to focus on increased access to transportation

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Why This Initiative (continued)

- The Foundation feels strongly that the call for increased education for those in the field needs to be coupled with efforts to improve compensation.
- The Foundation is committed to advocacy that focuses on **Access** for children of color, linguistically diverse, low income and underserved populations.

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Five Good Reasons to Have This Town Meeting Conversation

1. **Your voice** will join hundreds of others across the state in a well-facilitated conversation.
2. **Data from each town** meeting will be organized in a state wide report and presented to policy makers. (and you'll get a copy)
3. You'll be part of revitalizing the **movement** to improve compensation.
4. You'll receive the **latest updates** on these issues.
5. You'll leave feeling good that you made the **effort** to attend something that can actually make a difference in our profession!



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What We Know

- The universal pre-school movement is requiring post secondary degrees
- Accrediting institutions such as the National Association for the Education of Young Children (NAEYC) are requiring that early childhood practitioners earn an AA and ultimately a BA in the next decade.
- The mandates for increased degrees and credentialing do not include a discussion or better yet a mandate for increased compensation or a discussion of sufficient financial resources or avenues for degree affordability.
- The child care workforce experiences an annual job turnover rate of between 25 and 40 percent.



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What We Know (continued)

- Access to college degrees and professional development is extremely limited for the vast majority of early childhood practitioners, in particular for people in the field who are of color, bilingual, and low to moderate income.
- People in the field face significant obstacles including:
 - High cost of education, books and fees
 - Cost of transportation
 - Cost of child care
 - Lack of information
 - Insufficient financial aid
 - Lack of college preparation
 - Lack of ESOL
 - Lack of sufficient career counseling services, etc.



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What We Know (continued)

- The current capacity of higher education institutions is insufficient to supply the early educators with education necessary to meet the new demands according to the study done by the Wellesley Centers for Women at Wellesley College in 2005.



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Most Higher Education Institutions Lack the Ability to:

- Interact, counsel and/or work with adult learners
- The expertise to advise working adults
- Demonstrate the ECE career ladder in a way that fits the lives of those in the field
- Offer supports needed by working adults such as, time flexibility; ESL classes that are connected to the curriculum they need
- Speak in languages other than English throughout the campuses including the writing centers, financial aide offices etc.
- Ensure that there is a continuum of learning from two year institutions to four year.



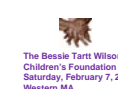
What We Know About Compensation

- Inadequate, low compensation is a core issue that challenges the field, at the state and national level.
- Child care workers are among the lowest paid workers in the United States.



Size of the Workforce (National)

- Only 20 of 821 occupations reported by the Bureau of Labor Statistics have lower average wages than child care workers.
- Approximately **2.3 million** individuals earn a living caring for and educating children under age 5 in the United States, of which about 1.2 million are providing child care in formal settings, such as child care centers or family child care homes.
 - The remaining **1.1 million** caregivers are paid relatives, friends or neighbors.



- The Bureau of Labor Statistics estimates the size of the formal child care workforce at 1.3 million.
- 94.8 percent of these workers are women.
- 15.5 percent of the formal child care workforce is Black or African-American and 18.1 percent are of Hispanic or Latino origin.

Data Source:
United States Department of Labor, Bureau of Labor Statistics, Household Data Annual Averages:
Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity, 2005.
(<http://www.bls.gov/cps/cpsaat11.pdf>).



About Wages

- In 2006, hourly earnings of non-supervisory workers in the child care services industry averaged \$10.53, much less than the average of \$16.76 throughout private industry.
- On a weekly basis, earnings in child care services averaged only \$316 in 2006, compared with the average of \$568 in private industry. Weekly earnings reflect, in part, the large number of part-time jobs in the industry.
- Many individuals holding these jobs do not earn very much more than the 2005 federal poverty level of \$16,090 annually for a family of three.

DATA SOURCE: US Bureau of Labor Statistics

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Early Education and Care Workforce Profile Massachusetts

- Number of Early Educators (including center based, public pre-school, family child care providers): **10,823**
- Average Salary for a preschool teacher: **\$22,640.00** (40% less than public school kindergarten teacher and less than a bus driver)
- Turn over rate: **30%**
- Early Educators with a BA: **32%**
- Early Educators with an AA: **50%**
- National Average of Early Educators with a BA: **50%**

Table 1 data gathered by EEA from various sources

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Boston: As of January 2007

- Average Salary in Metro Area: **\$28,820.00** (According to the Bureau of Labor Statistics)
- Boston Public Schools earn: **\$39.07 per hour on average**
- Center Based and Head Start earn: **\$14.00 per hour on average**
- Turnover rate: **25%** in community based centers and Head Start programs; **18%** in public schools
- Early Educators with a BA: **48%** (According to EQUIP study 2007)
- Early Educators with a CDA: **33%**
- Early Educators with an AA: **26%**
- Having some college education: **17%**

Table 2 data gathered by EEA from various sources

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Hourly Wages by EOHHS Region Pre-school Teachers

Data Source: Mass Capacity Study Characteristics of the Current Early Education and Care Workforce
Serving 3 and 4 year olds-Wellesley Center for Research on Women 2005

Region	Teacher Type	Hourly Wage
Western MA	Center Base Lead Teachers	\$11.49
	Public School Pre-K Teachers	\$36.18
Metro west MA	Center Base Lead Teachers	\$14.63
	Public School Pre-K Teachers	\$40.77
Central MA	Center Base Lead Teachers	\$12.54
	Public School Pre-K Teachers	\$29.62
Southeast MA	Center Base Lead Teachers	\$12.12
	Public School Pre-K Teachers	\$38.32
Northeast MA	Center Base Lead Teachers	\$13.47
	Public School Pre-K Teachers	\$35.43
Boston Region	Center Base Lead Teachers	\$13.72
	Public School Pre-K Teachers	\$41.31

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Early Educators Scholarship Fund Data

FY 2006: \$1 million

- 1,000 applicants
- 326 scholarships awarded

FY 2007: \$3 million

- 1,000 applicants
- 947 scholarships awarded

FY2008: \$4 million

- 1,200 applicants
- 1,290 scholarships awarded

December 2006 survey showed that participants are:

- 68.2% White
- 16.5% Latino
- 11.4% African American
- 2% Asian/Pacific Islander
- 1% or less Cape Verdean, Multiracial, American Indian/Alaskan Native

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Early Educators Scholarship Fund 2007

Applicants in Fiscal 2007

- Fall	703
- Spring	742
- Summer	548

Gender

- Female	97%
- Male	3%

Ethnicity

- White	63%
- Black	11%
- Spanish Speaking	17%
- Cape Verdean	2%
- Unknown	4%
- Multilingual	1%
- Native American	1%

Age

- 18 to 68 years old with the average age being 37

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Opportunities & Challenges: The Current Landscape

Opportunities

- Early Childhood remains a priority at the state and federal level
- The Governor's Readiness Project
- The new MA Executive Office of Education
- A new Commissioner of DEEC
- A more diverse Board of EEC
- A New President

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Challenges

- An extremely poor economy
- State Budget 9C Cuts
- A tough 2010 budget year
- Increasing costs in higher education institutions

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Our Response

- Focus our efforts
- Gather necessary information
- Organize ourselves
- Begin an intentional advocacy effort



BTWCF: Our Work thus Far

Part I: Fall 2007

- Literature Search
- Focus Groups
- Key Informant Interviews
- Reports to Trustees

Summer 2008: Actions Taken

- Letter sent to state Workforce Task Force
- Letter Sent to the Board of Early Education and Care

Fall 2008: Fundraising



Our Work Continued: Timeline

Part II: January 2009 to April 2009

- Continue Fundraising
- Hold Town Meetings
 - Information sharing
 - Information gathering
 - Facilitated working sessions
- Report Writing (May 2009)
- Advocacy Action Plan (June 2009)



Today's Working Sessions

- Basic questions designed to:
 - Hear participants' perspectives
 - Identify priorities
 - Document solutions
- Facilitators' Role
- Participants' Role
- Note takers' Role



Rules of Engagement

- **Listen** to others
- **Speak** for self
- **Respect** divergent opinions
- Don't repeat, **Add** to the conversation
- **Don't interrupt** when another person is speaking




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Break Out Sessions

- College Degrees and Professional Development
- Increased Compensation--Salary and Benefits
- Loan Forgiveness/Scholarship Funds— Supports for College Degree Attainment

