Challenges and Solutions to Growing a Highly Qualified Pre-K Workforce within Cities

November 12, 2019
Pre-K Workforce: Fast Facts

Within the 40 largest US Cities in 2017-2018*:

Twenty-three cities (58%) require a BA
Thirty-four cities (85%) require lead teachers to have pre-K specialization
Only 9 cities (23%) require assistant teachers to have a CDA or equivalent

* To see which pre-K program was reviewed in each city, please see: CityHealth.org
Presenters

**Grace Reef**
Founder, Early Learning Policy Group, LLC

**Catron Allred**
Director of Education Programs, Central New Mexico Community College

**Gail Joseph**
Founding Director, EarlyEdU Alliance & Bezos Family Foundation Distinguished Professor in Early Learning, University of Washington

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Grace Reef

FOUNDER
EARLY LEARNING POLICY GROUP, LLC
Mecklenburg County, NC:

Challenges and Solutions to Growing a Highly Qualified Pre-K Workforce within Cities
In 2014, Charlotte was ranked 50th out of 50 major cities for economic mobility – born poor, stay poor. Deep divisions by race, ethnicity and income for 3rd grade test scores.

Vision:
- Universal public pre-k for 4-year-olds

Plan:
- Phase in over 6 years
- 1st year: 33 classrooms (2018-2019 school year)
- 2nd year: 36 additional classrooms (2019-2020)
- 275 classrooms recommended

Key Component:
- Building a high-quality workforce
- Support for higher-ed (B-K license)
- Compensation parity
- NC Pre-K plus CLASS®
Building a High-Quality ECE Workforce

**Goal:** Build and support a lead teacher workforce with a BA plus B-K teacher license and compensation parity
- Expand pipeline for future lead and assistant pre-k and child care teachers

<table>
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<tr>
<th>NC Pre-K lead teacher workforce survey:</th>
<th>Supporting Working Families &amp; Educating Children</th>
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<tbody>
<tr>
<td>- Lead teachers went to 26 different colleges</td>
<td>- Mixed delivery – public pre-k in child care centers</td>
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<td>- 21.2% went to college outside NC</td>
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<td>- 65.3% of NC Pre-K lead teachers went to a Historically Black</td>
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<tr>
<td>College and University (HBCU)</td>
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**ECE Teacher Recruitment**
- Post on Indeed
- Post at local colleges
- Outreach to HBCUs
- Groom current teachers employed at centers
- “Life navigators” to support the workforce

**Supporting the ECE Workforce**
- Pay parity with public schools (credentials & experience)
- Monthly supplementals: $200 per month for health insurance, 3% of wages for retirement, up to $10 per month for life insurance
- Onsite coaching & TA, Creative Curriculum, Teaching Strategies Gold, CLASS®
- Pathways to support higher education access
- Pathways to support a bilingual workforce
Recent Action (June 2019):

Public-Private Partnership Supporting an ECE Pipeline for MECK Pre-k and High-Quality Child Care

Higher Education Tuition, Fees & Related Support

- UNCC B-K Support (lead teacher requirement for MECK Pre-k/NC Pre-K)
- UNCC B-K Child Care Assistance (Plus PNC grant)
- UNCC BA tuition and support
- CPCC AA/AAS tuition and support
- CPCC, ECE Recruiter (+2 positions)

Cost: $1.25M (FY20) - $1.3M (FY24)

Note: Assumes tuition, part-time child care at a 5-star family child care home ($3,865) for ½ the teachers, $2,000 for transportation and $1,250 for books and materials.

18 private companies
$6.2 million for higher education support for ECE teachers
Tuition and Access Supports
Over next 5 Years

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<tr>
<th>Company</th>
<th>Foundation/Company</th>
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<tr>
<td>Albemarle Corporation</td>
<td>Foundation for the Carolinas</td>
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<tr>
<td>Atrium Health</td>
<td>Ingersoll Rand</td>
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<tr>
<td>Bank of America</td>
<td>Howard R. Levine Foundation</td>
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<td>Barings, LLC</td>
<td>Leon Levine Foundation</td>
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<tr>
<td>John M. Belk Endowment</td>
<td>Merancas Foundation</td>
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<tr>
<td>Brighthouse Financial</td>
<td>Novant Health</td>
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<tr>
<td>Charlotte Merchants Foundation</td>
<td>Pricewaterhouse Coopers</td>
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<tr>
<td>Coca Cola Consolidated</td>
<td>C.D. Spangler Foundation</td>
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<tr>
<td>Duke Energy</td>
<td>Wells Fargo</td>
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June 4, 2019 Announcement:
https://www.mecknc.gov/news/Pages/Pre-KPrivate-Donations-.aspx

Michael Marsicano, President & CEO, Foundation for the Carolinas 6/4/19
Resources

Executive Summary (September 2017)

Executive Summary (February 2019)

Mecklenburg County News Release, MECK Pre-K Progress Report (February 2019)
FY2020 County Budget Approved (June 2019)
MECK Pre-K Meets $6.2 Million Private Fundraising Goal (June 2019)

NC Pre-K:

NC Pre-K program requirements
NC Pre-K Lead Teacher Requirements/Credentials
NC Pre-K Program Evaluation (2017-2018)
NC Early Program Evaluation

For additional information:
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Catron Allred
DIRECTOR OF EDUCATION PROGRAMS
CENTRAL NEW MEXICO COMMUNITY COLLEGE
CNM Early Childhood Programs

AA Degrees and Certificates
Child Development Certificate (equivalent to CDA, 11-12 credits)
Birth to 3rd Grade
Infant Toddler
Program Administration

Stacked Certifications

45-Hour Course

Child Development Certificate (CNM and State certification)

One-Year Vocational Certificate (State certification)

Associate Degree in Early Childhood Multicultural Education

Transfer to University

State Coursework Articulation
2 year-4 year
CNM Programs

CNM Demographics and Enrollment

State Scholarship (equivalent to T.E.A.C.H. Early Childhood)

Coursework is offered:
- Evenings, Saturdays, Online
- In-service presentations/enrollment at early education sites

English and Spanish language coursework

Dual Credit Secondary to Post-Secondary Pathways
- Educator’s Rising/Teacher Cadet

Crianza: Early Childhood Business Accelerator
Bilingual AA Early Childhood Programs

Child Development Certificate (CDC): Coursework in Spanish
- Child Growth and Development + ESL with Early Childhood focus
- Health Safety and Nutrition + ESL with Early Childhood focus
- Family Community Collaboration & Assessment and Observation

Accuplacer

Continue Spanish EC coursework + English

Additional General Education offered in Spanish (Math for Teachers, Science for Teachers, Spanish Literature, and more coming)
City Partnerships

Partnerships with employers to build teacher pipelines

City of Albuquerque/Youth Development Inc (YDI)
  ◦ Child Development Certificate (CDC) Cohort
  ◦ Saturday coursework
  ◦ Childcare
  ◦ CNM Early Childhood Specialist support
  ◦ Tuition and Books NM CYFD Scholarships (equivalent to T.E.A.C.H.)
Cohort Models

Support Workforce Pipelines
Student wrap-around support and services
Peer encouragement
Relevant to the workforce
Intrusive advising
Full funding
Gail Joseph

FOUNDING DIRECTOR, EARLYEDU ALLIANCE & BEZOS FAMILY FOUNDATION DISTINGUISHED PROFESSOR IN EARLY LEARNING

UNIVERSITY OF WASHINGTON
EarlyEdU Alliance

Gail E. Joseph, Ph.D
Executive Director, Cultivate Learning
Associate Professor, Educational Psychology & Early Learning
University of Washington
WHAT IS EARLYEDU?

• An alliance working together to improve child outcomes by supporting teacher development

• Providing comprehensive, competency based, research-powered, college courses offered online
EarlyEdU Alliance Courses

**Foundational:**
- Applied Child Development
- Child Observation and Assessment
- Resiliency and Wellness for Educators
- Becoming a Teacher Leader

**Practice-Based:**
- Positive Behavioral Support for Young Children
- Supporting Language and Literacy Development in Preschool
- Cognition and General Knowledge: Science, Math, and Logic and Reasoning
- Children’s Health and Well-Being
- Highly Individualized Teaching and Learning
- Supporting Dual Language Learners
- Practice-Based Coaching
- Engaging Interactions and Environment
- Infant Mental Health
- Brain Development
- Family and Community Engagement
- Children, Race and Culture
Intentional Teaching Framework

(Hamre et al., 2012; Joseph & Brennan, 2013)
Coaching Companion

An innovative video sharing and coaching feedback platform

Multimedia Library
Ideas for using EarlyEdU

Providing access to low-cost, low-barrier and effective ECE credits for multiple groups of non-traditional students.

Improved articulation

Improved culturally sustaining practice

Alternative certification routes

Induction/Compensatory for elementary teachers and principals

Aligning all ECE PD efforts
Emmy Liss

CHIEF OF STAFF, DIVISION OF EARLY CHILDHOOD EDUCATION AND STUDENT ENROLLMENT

NYC DEPARTMENT OF EDUCATION
Early childhood in NYC: By the numbers

- In 2014, the City introduced Pre-K for All
  - Now, 70,000 4-year-olds in free, full-day, high-quality Pre-K

- In 2017, the City began a path toward 3-K for All
  - Now, 20,000 3-year-olds in the expanding 3-K program

- In 2019, all of the City’s contracted care programs for children from birth to five were brought under the Dept. of Education
  - Includes 30,000 children served in Head Start and Child Care programs in centers and home-based programs
Early childhood in NYC: Mixed delivery model

**Public schools & Pre-K centers**
District elementary schools that include universal Pre-K and 3-K classrooms and standalone DOE-operated centers that serve only early childhood grades

**Center-based programs**
Contracted community-based organizations serving 3-K, Pre-K, and a limited number of infants and toddlers; centers may provide universal services and/or means-tested services (Head Start and/or Child Care)

**Family Child Care**
Home-based providers serving Child Care-eligible infants, toddlers, and a limited number of 3-year-olds; providers contract with networks, who contract with the City
Early childhood in NYC: Lead teacher qualifications & representation

Public schools & Pre-K centers
- Lead teachers must be fully certified in 3- and 4-year-old classrooms
- All teachers represented by United Federation of Teachers (UFT), on same contract as K-12 teachers

Center-based programs
- Lead teachers in 4-year-old classrooms must be certified or on a study plan; some teachers in 3-year-old classrooms are certified, but it is not required
- About one-third of teachers represented in Child Care (Local 205) or Head Start (Local 95) branch of District Council 37/1707, part of AFSCME

Family Child Care
- Lead teachers’ required qualifications vary by age of child served
- Most teachers are organized by United Federation of Teachers (UFT)
Pre-dating the expansion of Pre-K for All, certified teachers in schools and CBOs have had different compensation structures.

In 2016, the City reached an agreement to increase salaries for CBO teachers to reach $50,000 (for those with MAs) and $44,000 (for those with BAs) in 2020 to match starting salaries for public school teachers.

The DOE launched recruitment and retention bonuses for teachers at CBOs.

Still, CBO providers faced challenges with teacher turnover.
Step forward on compensation in 2019

New York City has made **exciting progress in addressing recruitment and retention challenges** at community-based organizations

- This summer/fall, District Council 37/1707 Local 205 and Local 95 ratified new labor contracts
- The agreements provide a pathway to pay parity between certified teachers represented by DC 37/1707 and DOE first-year teachers by 2021

**There is more work to do** to make progress on compensation for the non-union teachers in community-based organizations

- Both agreements will serve as the model for remaining certified early childhood education providers
NYC Mayor’s Office, July 9, 2019 - “Mayor de Blasio, Speaker Johnson Help District Council 1707 Local 205 and the Day Care Council of New York Reach Tentative Contract Agreement for Early Childhood Education Employees”

Chalkbeat, August 2, 2019 - “Union members approve a contract deal that includes massive raises for some pre-K teachers”

Chalkbeat, Oct. 3, 2019 - “City, labor leaders announce deal to close pay gaps for NYC pre-K teachers in Head Start programs”
Thank you for attending the webinar.

The slides will be posted at CityHealth.org and nieer.org

Our next webinar will be building upon this one:

**Tuesday, December 10th 2:00-3:00 EST/11:00-12:00 PST**

**Supporting a Highly Qualified City Pre-K Workforce**

In this webinar we will explore effective professional learning systems for establishing a comprehensive, tiered, on-going system of support for teachers. We will address how to use and coordinate a variety of methods, including formal workshops, coaching, and peer learning, to effectively support teachers.