

Spring 2021

T.E.A.C.H. Early Childhood® STATES

Alabama
Arkansas
Colorado
Delaware
Florida
Indiana
Iowa
Maine
Michigan
Minnesota
Missouri
Nebraska
Nevada
New Hampshire
North Carolina
Ohio
Pennsylvania
Rhode Island
South Carolina
Texas
Utah
Vermont
Washington, DC
Wisconsin

Child Care WAGE\$® STATES

Delaware
Florida
Iowa
Nebraska
North Carolina
Tennessee

T.E.A.C.H. Times Teresa Graves, Editor

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www.childcareservices.org

Letter from the CCSA President

Last summer in the previous *T.E.A.C.H. Times*, we acknowledged the unbelievable impact of COVID-19 on early childhood educators and programs. It had been a few months, and I know many hoped we were seeing the end of a challenging time as the summer weather embraced us. This was not realized. As states surveyed their child care programs and released the results, we learned how programs were struggling to keep staff, access to child care was even more challenging and the early childhood workforce was stretched beyond belief handling the young children in their care and the school age growth while public schools were closed.



We send our thanks to our T.E.A.C.H. and WAGE\$ programs across the country who continued to support our amazing early childhood educators every day. Sometimes the call from a T.E.A.C.H. counselor to check on how a teacher was doing was just what was needed that day. Our educators continued to care for young children, take care of their own families and continued in their studies as colleges and universities pivoted to be totally online. We thank you all for your efforts! We know it has not been easy.

With the passage of the American Rescue Plan Act on March 11, American families and child care providers can celebrate a \$40 billion infusion for an essential child care industry that has been taking care of our children without missing a beat, yet rocked with closures and dramatically higher operating costs amid the pandemic. By now you have seen the list first shared by CLASP as we start to plan to support our workforce in the years ahead. If you missed the list, it is also on page 2.

Our T.E.A.C.H. and WAGE\$ leaders are already talking with their CCDF administrators as we plan to support our early childhood workforce and plan for our future workforce at the same time. We held a peer-to-peer conversation with program administrators in March to learn, share the ways our programs and counselors supported our educators and the conversations that were already happening. The National Center also had multiple conversations with new states interested in bringing T.E.A.C.H. and/or WAGE\$ to their state. We are excited to plan with our colleagues across the country and know it is up to all of us to continue to advocate for and support our workforce. We have partners at the national level, and with this in mind, we are planning to contract services so the National Center works even more closely with our national partners in Washington, D.C.

I bristled at one of the headlines that called this a “bailout for child care.” A real bailout would have meant we had a system truly designed for all families to access quality early care and education in America and fully funded it. These funds are to support a system that was already underfunded. They do not mean the system is fixed. Our child care programs operated on a shoestring before the pandemic. Our child care teachers are not well-paid personnel or executives who received a “bailout” like the banking industry or the airlines. They are early childhood educators, one of the lowest compensated professions in the country. Underfunded and diverse, yet invaluable, child care educators struggle from poor compensation due to the economic realities of the child care business.

The low pay of the child care workforce has been long documented, and why T.E.A.C.H. and WAGE\$ are critical to supporting the early childhood workforce. The lack of benefits such as health care, which is particularly important during a pandemic, has also long been documented. More than 170,000 child care workers have lost their job in the past year. The COVID-19 pandemic has exacerbated and exposed the fragile nature of child care as a business as well as the challenges faced by the workforce. This funding will help child care providers and their amazing staff begin to get on their feet, but there is so much more that is needed. Supporting child care programs and the early childhood workforce will serve children, families and support our economic return.

On Thursday, March 18, the Senate confirmed Xavier Becerra to lead the U.S. Department of Health and Human Services (HHS), the first Latino to oversee the agency. We are pleased to have his commitment to helping the early childhood workforce. Becerra cited child care as a priority multiple times during his Senate Committee on Health, Education, Labor & Pensions hearing stating, “the COVID-19 pandemic has made it clear how indispensable child care providers are. Child care providers are worth their weight in gold, and I hope that what we see as a result of COVID is a true recognition of the value of child care workers, who are teachers, and reward them properly so that we can make sure we have the professionals we need taking care of the future leaders, perhaps a future president, future senator, of America. It is in their hands we put our most precious possessions and the future of our country.”

Now it is time for words to turn to action. It will take all of us.

(continued on p. 2)

From the CCSA President, cont.

The newly enacted \$1.9 trillion American Rescue Plan Act will also send significant funds to states for education at multiple levels. The American Rescue Plan package appropriates \$170.3 billion for education — \$125.4 billion for K-12 schools and \$39.6 billion for higher education. The Learning Policy Institute calls the package “the federal government’s largest ever single investment in our schools.” Our T.E.A.C.H. programs work with approximately 300 community colleges in the states and 200+ four-year university partners. Conversations with our higher education partners will continue to support our teachers in school and beginning their higher education journey.

Although 2021 had a bumpy beginning, I am optimistic it will bring improved circumstances for our country and our efforts. This will be a year of big changes and continued challenges as we manage the pandemic and address its inequitable economic damage. Our early childhood workforce sacrifices themselves for others. I hope the years ahead will bring about true change so our early childhood educators will receive the recognition and compensation so richly deserved.

—Marsha Basloe, President
Child Care Services Association

New Memo from MDRC Focused on Early Childhood Workforce

The team at MDRC is pleased to share the link to their newest memo on [Investing in the Early Care and Education Workforce](#). In this memo, the group recommends evidence-based strategies that can help build a stronger early care and education workforce and support the development of children from low-income families.

MDRC has been conducting research on the ways to improve the lives of people in poverty for more than 40 years. As new (and existing) policymakers prepare to govern during these challenging times, MDRC has produced a new series of briefs linked here – [Ideas and Evidence 2021](#) – which will provide policymakers with fact-based research and analysis to help them address critical issues in social policy and education.

The group also published a companion memo that provides evidence-based strategies for [investing in equitable access to high-quality early care and education](#).

Additional information on MDRC’s current work in early care and education is available [on their website](#).

National Center Exploring Apprenticeship Program

The National Center is planning a new workgroup on apprenticeships as we look to become a National Registered Apprenticeship program. A few of our T.E.A.C.H. states already have apprenticeship programs and can provide excellent lessons learned. For those that do not yet have this, we hope the National Center can be a support. If interested in being part of this workgroup, please contact [Megan Burk](#).

Child Care Relief Funding in the American Rescue Plan: State-by-State Estimates

By *Alycia Hardy and Katherine Gallagher Robbins, CLASP*

CLASP recently released new [estimates](#) of how much child care relief funding each state, DC, and Puerto Rico will receive now that the American Rescue Plan of 2021 was signed into law. The estimates include the \$15B in expanded child care assistance and the \$24B in child care stabilization funding.

This legislation, modeled on President Biden’s ambitious American Rescue Plan, will build on previous relief packages to deliver a total of more than \$50B in direct child care relief spending. While this has been a long time coming, it is exciting to work with all our states and CLASP and other national organizations to build toward a stronger and more equitable system.



Early Childhood Workforce Index Released

The [Early Childhood Workforce Index](#) recently released by the Center for the Study of Child Care Employment (CSCCE) shows the lack of action by most states to ensure that early educators earn a living wage. A key message of the Index was the need to improve compensation by setting local or statewide wage and benefit standards to address wage inequity.

Conducting a Workforce Study in Your State

Why should you consider a statewide workforce study?

While overall program quality is important, a child’s teacher is the backbone of that child’s experience in an early care and education program. Highly qualified teachers know how to use the resources available to them to enrich children’s lives. However, we know that far fewer early care and education teachers have degrees than their K-12 counterparts and are compensated at a much lower rate. In North Carolina, for instance, the median salary for the birth to 5 education teaching staff in 2019 was \$12.00/hr., and 62% had an associate degree or higher.

If you are considering a workforce study or if you have collected information and want analysis, see [Conduct an Early Care and Education Workforce Study in Your State](#).



2021 National Professional Development Virtual Symposium - April 27-29, 2021

[Register here](#) for the 2021 T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Virtual Symposium.

Opening Welcome and Keynote Presentation

We kick off the 2021 T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Virtual Symposium with a welcome and a keynote presentation from Dr. Calvin Moore Jr., CEO of the Council for Professional Recognition (CDA). He will open the symposium on Tuesday morning, presenting *Exploring and Ensuring Equitable Pathways Leading to a Diverse, Well-Compensated and Professional Early Childhood Workforce*.



Plenary Session

On Wednesday, we will be joined by Marica Cox-Mitchell, Director of Early Learning, Bainum Family Foundation; Lanette M. Dumas, Executive Director, National Association of Family Child Care; and Lucy Recio, Senior Analyst, Public Policy and Advocacy, National Association for the Education of Young Children, who will discuss *Reimagining Child Care Means Centering Equity*.

Closing Roundtable Conversation

The closing session will feature a roundtable discussion, *From the Funders' Perspective: Making the Case for Early Childhood Workforce Investment*. Bringing their perspectives to the discussion will be Sara Slaughter, Executive Director, W. Clement and Jessie V. Stone Foundation; Ariel Ford, Director, Division of Child Development and Early Learning, NC; and Rachel Spector, Associate Director of Programs, The Children's Trust. The panel will be facilitated by Albert Wat, Senior Policy Director, Alliance for Early Success.

SPECIAL GUEST



Katie Hamm, Acting Deputy Assistant Secretary for Early Childhood Development and Associate Deputy Assistant Secretary, Office of Early Childhood Development (ECD), will share some top priorities of the Administration. Before joining the Administration for Children and Families at HHS in February 2021, she was the Vice President for Early Childhood Policy at the Center for American Progress, where she oversaw the organization's early childhood

program to advance child care, preschool, Head Start and home visiting investment.

T.E.A.C.H. Early Childhood® National Center Hosts 2021 Virtual Summit

In early May, with funding from the Alliance for Early Success (AES), the T.E.A.C.H. Early Childhood® National Center at Child Care Services Association will host *Policy, Strategy and Funding Solutions: Creating a Way Forward for the Essential Early Childhood Workforce*, an invitation only event for seven state teams working to move the needle on early childhood workforce issues. Since September 2020, these teams, through the development and implementation of state Policy, Strategy and Funding Action Plan goals, have been working to address the intractable issues of fair compensation, equitable access to higher education and clearly defined career and education pathways for the diverse early childhood workforce.

Across the two-day Summit, teams will learn from state and national experts across six workshops and a keynote presentation. We thank AES for supporting this cohort and the valuable contributions they are making in support of the essential early childhood workforce.

Keynote Presentation

We welcome Dr. Dan Wuori, Senior Director of Early Learning, The Hunt Institute, who will be our Keynote speaking on *Child Care on the Cheap: How Providers Unwittingly Subsidize the American Workforce and Why Now is the Time to Fix It*.

Workshops

1. Communications Strategies to Make the Case for Investments in the Diverse and Invaluable Early Childhood Workforce, Amy O'Leary, Early Education for All Campaign Director, Strategies for Children
2. Early Childhood Care and Education is a Public Good: Strategies for Achieving Sustained Public Financing beyond the American Rescue Plan, Oliva Allen, Strategy Director, Children's Funding Project
3. Addressing Barriers in Higher Education – Learnings from Two State Teams, Phyllis Kalifeh, President, Children's Forum; Laurie Litz, T.E.A.C.H. Program Director, Pennsylvania Child Care Association
4. Legislation Addressing Early Childhood Workforce Compensation; Jennifer Palmer, National Conference of State Legislators
5. NACo and Counties are Critical Partners in Strengthening Early Childhood Systems; Arabella Pluta-Ehlers, Program Manager, Children, Youth & Families, National Association of Counties (NACo); Rashida Brown, Associate Program Director, Children, Youth and Families, County Solutions Lab, National Association of Counties
6. Realizing the Promise of Quality and Equity Through ECE Apprenticeships: Supporting Caregivers as Early Educators; Brandy Lawrence, Senior Director, Birth-to-Three Communication & Partnerships, Bank Street Education Center

CCSA Releases the 2019-2020 T.E.A.C.H. Early Childhood® and Child Care WAGES® State Profile Compendium

Child Care Services Association (CCSA) and the T.E.A.C.H. Early Childhood® National Center (the National Center) along with 22 T.E.A.C.H. programs and six WAGES® programs across the country are pleased to present the . In this year's compendium, you will see stories from early childhood educators across the country whose lives and careers have been changed by T.E.A.C.H. and WAGES®. Through T.E.A.C.H. and WAGES®, thousands of early childhood educators have been able to further their education and remain in their chosen careers.



Educators like Kenya Gonzalez from Iowa, who participates in WAGES® and T.E.A.C.H.

“I am the first person in my family to go to college and thanks to T.E.A.C.H. and WAGES® it was made possible,” she said. “Going to college has helped me learn about child development, new practices, learn new techniques in the classroom and to continue my education to receive my Bachelor’s Degree in ECE. Being the oldest of five I was always in charge of making sure my siblings did their homework and read every night. I chose this career path because I want to be that person I wish I had when I started to go to school, because I want to be the person that gives every child a great start to school.”

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The 2019-2020 T.E.A.C.H. Early Childhood® and Child Care WAGES® State Profile Compendium complements the Annual National Program Report and provides information on education, compensation, retention, demographics and personal impact.

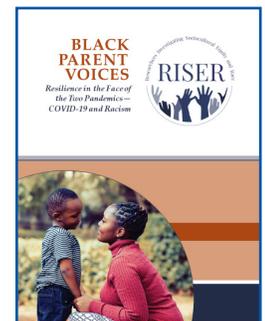
Iruka Releases Early Childhood Development Research

National Advisory Group member Dr. Iheoma Iruka has two papers out you may be interested in. Thank you, Iheoma, for being part of our efforts. They are:



Meek, S., Iruka, I. U., Allen, R., Yazzie, D., Fernandez, V., Catherine, E., McIntosh, K., Gordon, L., Gilliam, W., Hemmeter, M. L., Blevins, D., & Powell, T. (2020). **Fourteen priorities to dismantle systemic racism in early care and education.** The Children’s Equity Project. Retrieved from <https://childandfamilysuccess.asu.edu/cep>.

Iruka, I. U., Curenton, S. M., Sims, J., Escayg, K.-A., Ibekwe-Okafor, N., & RAPID-EC. (2021). **Black Parent Voices: Resilience in the Face of the Two Pandemics—COVID-19 and Racism.** Researchers Investigating Sociocultural Equity and Race (RISER) Network. Retrieved from: www.bu-ceed.org/riser-network.html.



2021 T.E.A.C.H. Early Childhood® National Center 2019-2020 Annual Report Released



Visit the [National Center's website](https://www.teachnationalcenter.org) to read our latest annual report about our impact on early childhood professionals across the country.

T.E.A.C.H. EARLY CHILDHOOD® NATIONAL ADVISORY COMMITTEE

Marsha Basloe, ex officio: T.E.A.C.H. Early Childhood® National Center

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