

The Early Childhood Workforce in 2015



Ed2Career Summit
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Presentation Premises

- Children need educated, effective teachers
- Teachers (and directors) need the knowledge and skills to do their job well.
- Standards and resources for the workforce don't match what either young children or the workforce needs.
- The workforce cannot afford the full cost of time and money to earn the needed education.

Minimum Licensing Standards

Across the US

- Directors
 - 1 state: BA unrelated
 - 3 states: AAS in ECE
 - 30 states CDA or more
- Lead Teachers
 - 1 state: BA in ECE
 - 1 state: AAS in ECE
 - 8 states: CDA or more

North Carolina

- Directors
 - 2 yrs exp. or
 - 1 yr exp. + Credential or
 - CDA or
 - Degree + at least 12 hours ECE
- Lead Teachers
 - HS diploma or GED with requirement to earn Credential

How Does NC compare?

Across the US

- QRIS in states are requiring ECE credentials and degrees
- Head Start teachers are required to have a bachelor's degree in ECE
- 30 out of 53 state-funded pre-k programs require BA in ECE

North Carolina

- 7 points: 75% of lead teachers with AAS in ECE & directors have Level III
- Meets HS standards
- Requires BA in ECE plus B-K Licensure

Recommendation 2



**Transforming the Workforce
for Children Birth Through Age 8:
A Unifying Foundation**

Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

NC Workforce Demographics

	Teachers & Assistants	FCC Providers
Median Age	37	51
Female	99%	99%
People of Color	47%	67%
Have Children	75%	88%
No Health Insurance from Any Source	22%	22%
Annual Family Income Below \$30,000	58%	43%

Use of Public Assistance

US Workforce	25%
US Child Care Workforce	46%
NC ECE Teachers	42%
NC ECE Assistant Teachers	48%
NC Family Child Care Providers	24%

Workforce Experience

Role	Years in Field
US Child Care Teachers	10
NC Child Care Teachers	11
US Family Child Care Providers	14
NC Family Child Care Providers	17

Teacher Education

Role	High School or Less	High School plus College Coursework	Associate Degree	Bachelor Degree or more
US Child Care Teachers	28%	36.1%	17.1%	35.5%
North Carolina Child Care Teachers	11%	33%	26%	30%
US Family Child Care Providers	34.3%	34.3%	15.7%	15.7%
NC Family Child Care Providers	6%	45%	29%	20%

Teacher Compensation

	Overall Median Hourly Wage	0-3 Teacher Median Hourly Wage	3-5 Teacher Median Hourly Wage
National Child Care Teachers	\$10.60	\$9.30	\$11.90
North Carolina Child Care Teachers	\$10.20	\$10.00	\$11.25

Teacher Compensation

	High School or Less	High School plus College Coursework	Associate Degree	Bachelor Degree or more
National Child Care Teachers	\$9.00	\$9.30	\$11.00	\$14.70
North Carolina Child Care Teachers	\$9.00	\$9.50	\$10- \$10.75	BA \$12.52- \$12.92 MA \$13.28- \$15.04

Raising the Bar on Education and Compensation—The Challenge

- Low standards with few mandates
- Low wages
- Wage stagnation
- Depressed subsidy payment rates
- Inadequate compensation incentives
- Little recognition
- Education barriers

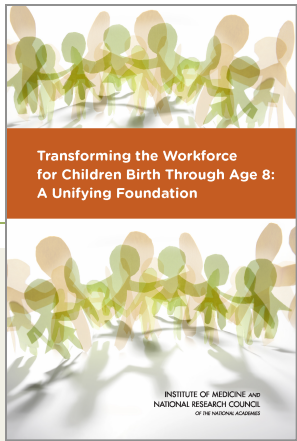
The ECE Workforce and College— The Reality

ECE Workforce

- Women, with own children
- Low income
- Full-time employees
- Racially, ethnically and linguistically diverse
- Without ECE degrees
- Few workplace benefits
- High turnover

College Non-Completer

- Has dependent children
- Needs financial assistance
- Works full time
- Is first generation college student
- Attends part time
- Is single parent
- Is financially independent from parents



Call to Action

This report calls for a commitment to the pathways that will lead us to the systems and policies that we *need* (rather than making do within the systems and policies that we *have*).

This is not fast, easy, or cheap. It will require a strategic, progressive trajectory to transform the professional landscape, accompanied by significant commitment, mobilization of resources, and innovations in financing.

But the status quo will perpetuate today's fragmented approach, resulting in less than adequate support for children's development and learning.