

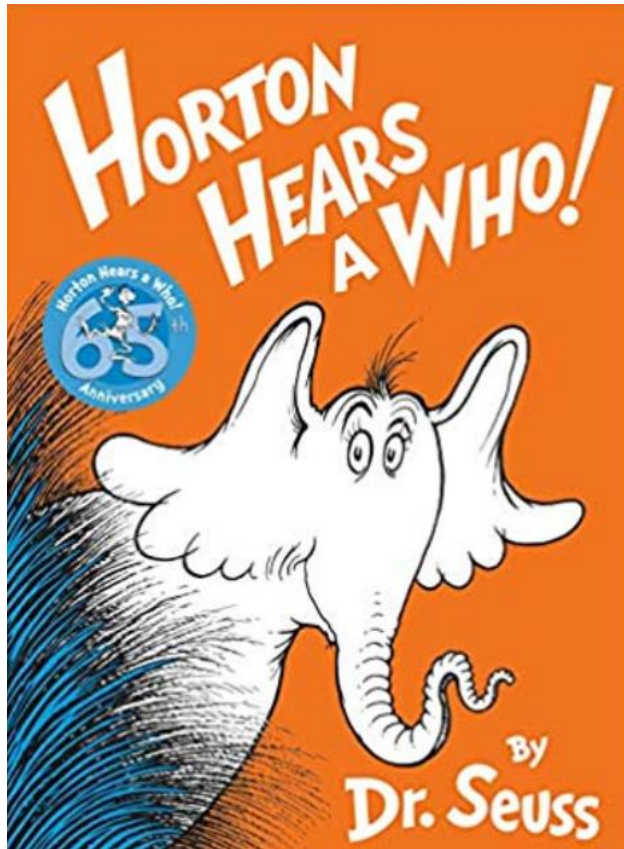


# Invest Today for Alaska's Tomorrow



Wage and Compensation Model for Alaska's  
Early Care and Education

# A Horton moment



“We’ve GOT to make noises in greater amounts!  
So, open your mouth, lad! For every voice counts.”

# Voices of ECE economic experts

“...most efforts to improve both access and quality [of early childhood education] have amounted to no more than tinkering around the edges. Most of the recent conversation about reform has focused on **“transforming the workforce” by transforming early educators themselves** via human capital development (education, training, professional development). This conversation has not focused on **the root issue: the need to transform early childhood jobs and finance the wider ECE system in which early educators practice...**”

Whitebook, et al. 2018

Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index – 2018*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>.

# Voices behind our survey: Alaska's ECE Workforce



## **288 Early Childhood Educators**

49% Administrators, Directors, Owners, Supervisors, Specialists

21% Lead Teachers

11% Assistant Teachers

## **16 Early Childhood Leaders**

### **Age Range: 15 years – over 64 years old**

51% Between ages of 24 and 44

### **Years of experience: 1 year – 47 years in the field**

25% less than 1 year to 5 years

23% over 20 years

# Voices behind our survey: Alaska's ECE Workforce

## Background Education

### 35% Limited post-secondary education

10% High School degree or GED

17% Some college, no degree

6% Some college, but CDA

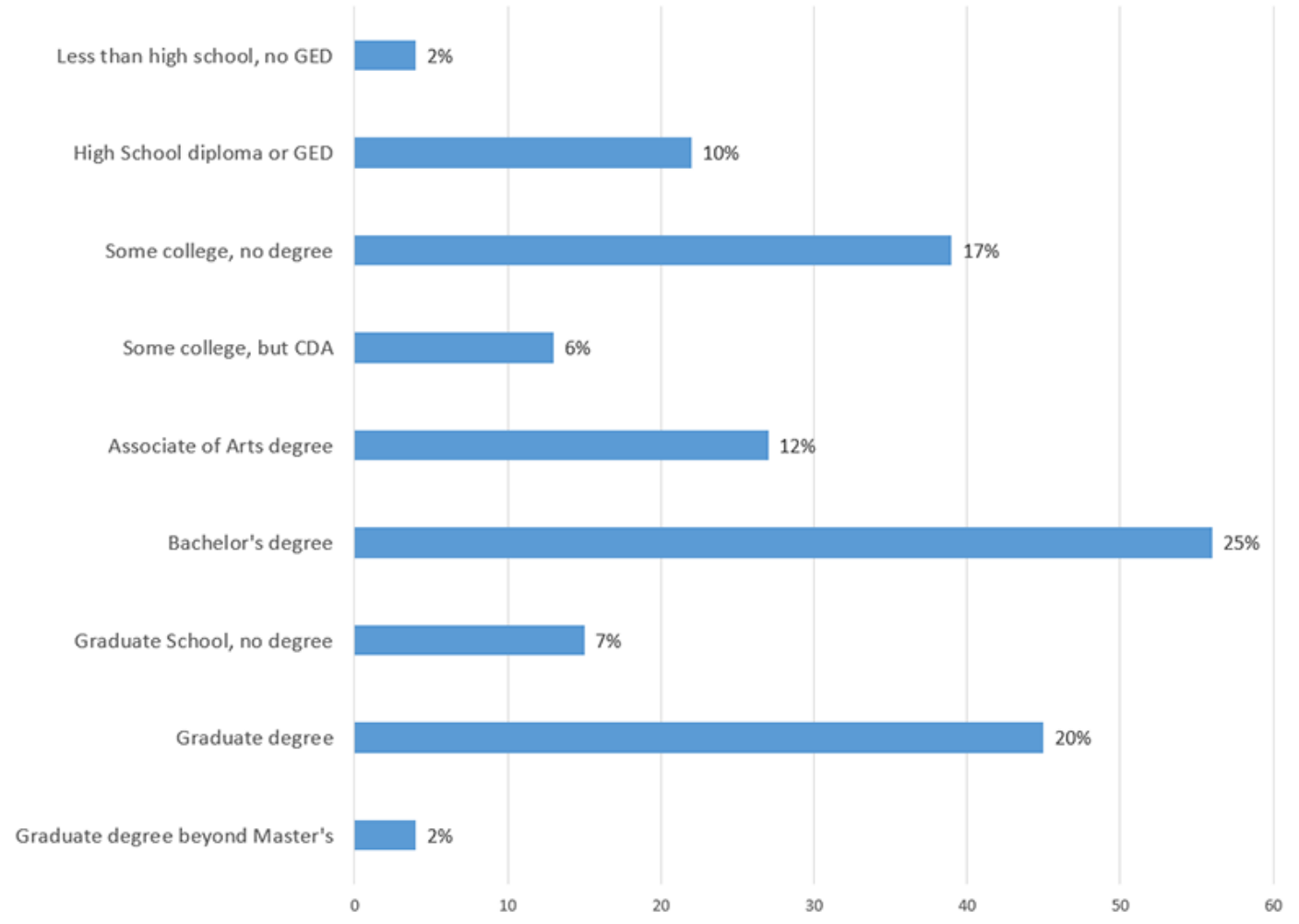
### 65% College Degrees

12% AA degree

25% BA/BS degree

7% Graduate school, no degree

20% Graduate degree





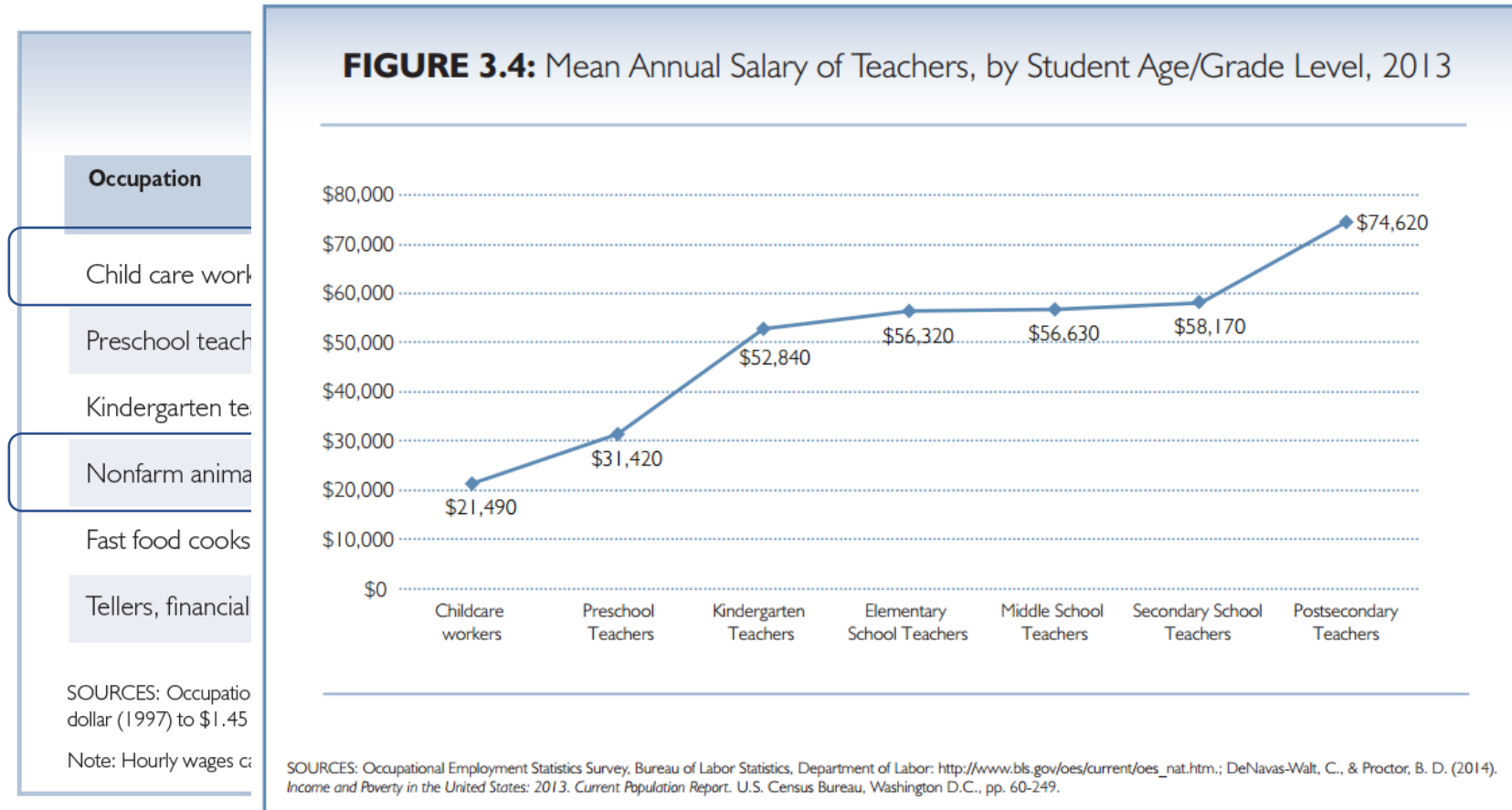
# Voices behind our survey: Alaska's ECE Workforce

"I think that the public in general is not well informed about what the impact of or importance of early childhood funding is. I think that even within the field of early childhood, I have a lot of new teachers who are very surprised to see research studies that show that investment in birth through age 5 has far larger dividends and far larger gains over a child's lifespan than investment in K-6, 6-12, any of the other points in education. I think that research is still new enough that the public is not super aware of it. And a lot of people don't understand the value of early childhood education in terms of real dollars down the line or how much money you save if you invest in early childhood education in terms of costs later on."

*-a full-time teacher trainer-*



# ECE Workforce: National Landscape Wage Disparities



Whitebook, M., Phillips, D., & Howes, C. (2014). Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley

# Voices behind this morning's survey

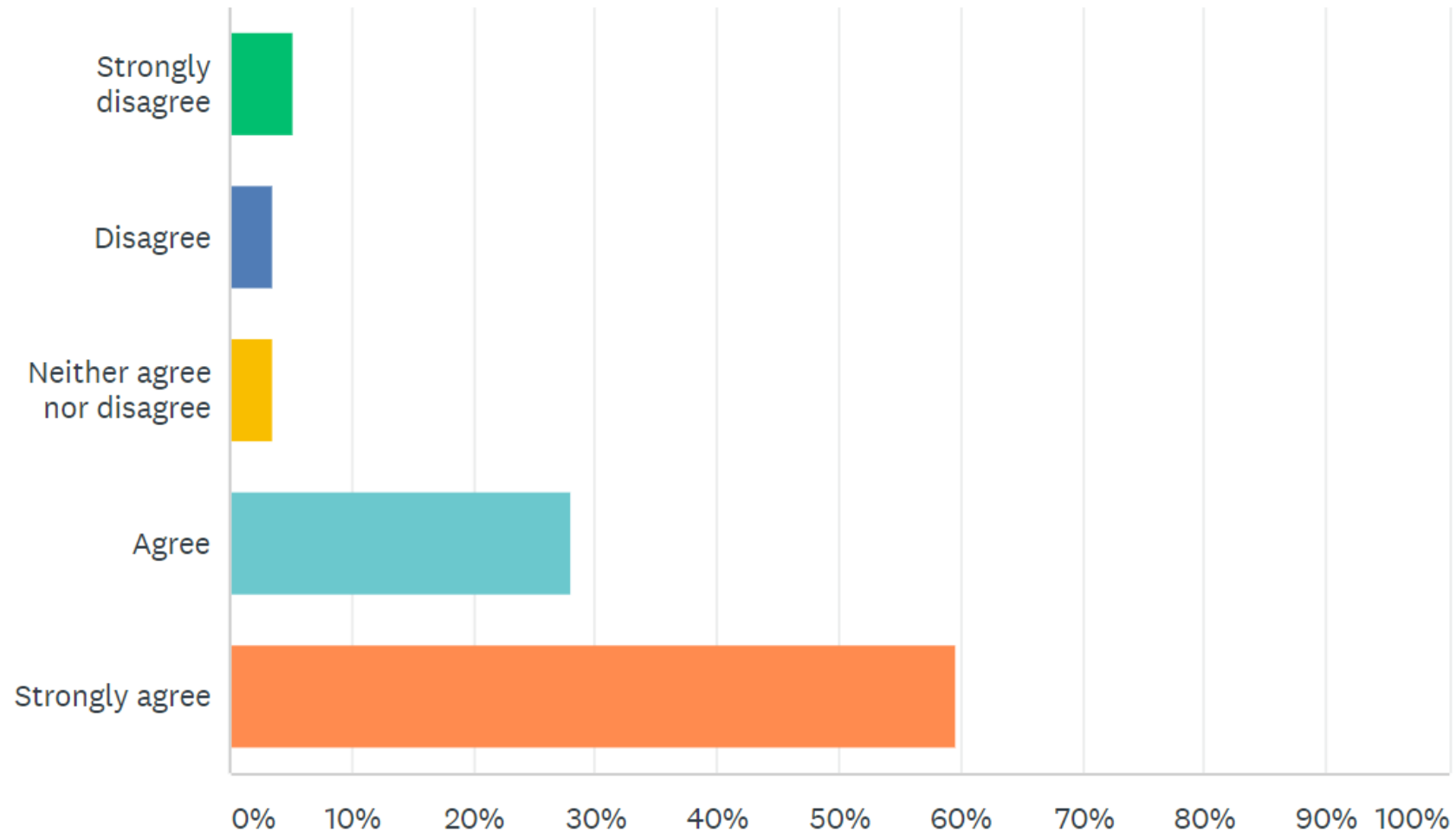
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Results of our informal research





# I am passionate about my work. My job inspires me.



# Voices behind our survey: Alaska's ECE Inspired & Committed Workforce

**92%** of participants were **passionate** and **excited** about their work

**93%** agreed that working with children made them feel **successful** and **accomplished**

**72%** agreed that **their jobs inspired them**

**81%** were **satisfied** with being an early childhood educator

**Two-thirds** would still choose to enter the field, knowing what they know now

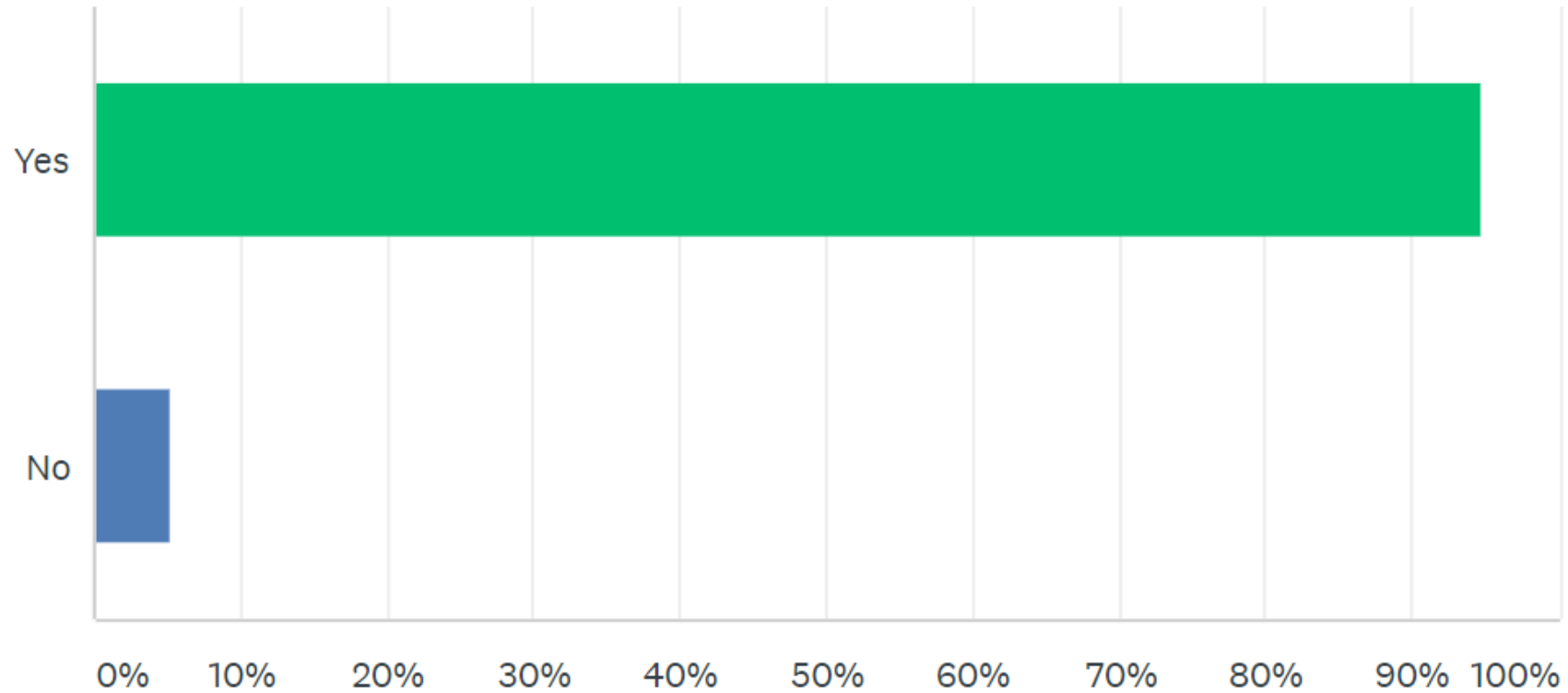
Despite low wages and feelings of inadequate compensation

# I am passionate about my work. My job inspires me.

## Why have you chosen to work in the field of early childhood or school-age education?

Select all that apply	Count	Percentage
Job security	32	4%
Formal benefits	25	3%
Work schedule	68	9%
Supporting children's development	159	22%
Enjoy working with young children	177	24%
Ability to have own children at workplace	50	7%
Physical working conditions	16	2%
Opportunity to use early childhood knowledge and skills	101	14%
Social status of this job	2	.3%
Income	35	5%
Lack of alternatives	11	1%
Opportunity to implement own philosophy about child education	61	8%

# I earn \$39,000/year or more.



# Voices behind our survey: Alaska's ECE Workforce Wages

On average, survey participants earned **\$18/hour (\$39,705/year pre-tax)** \*

Lead teachers earned \$14/hour (\$35,000/year)

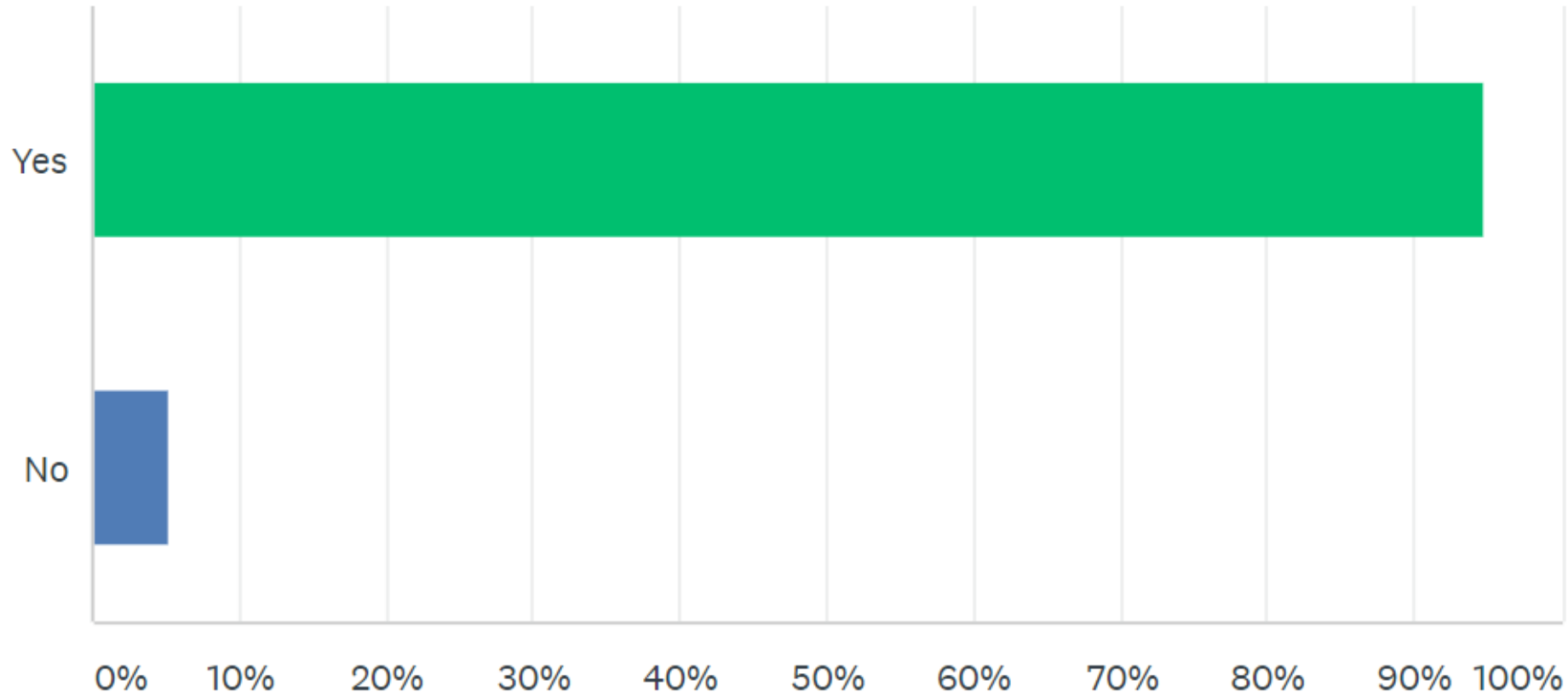
Assistant teachers earned \$13.30/hour (\$33,250/year)

Supervisors earned \$27.30/hour (\$68,250/year)

40.9% provide the sole source of income in their household.

\* Data skews upwards due to high proportion of administrators/supervisors/specialists in survey

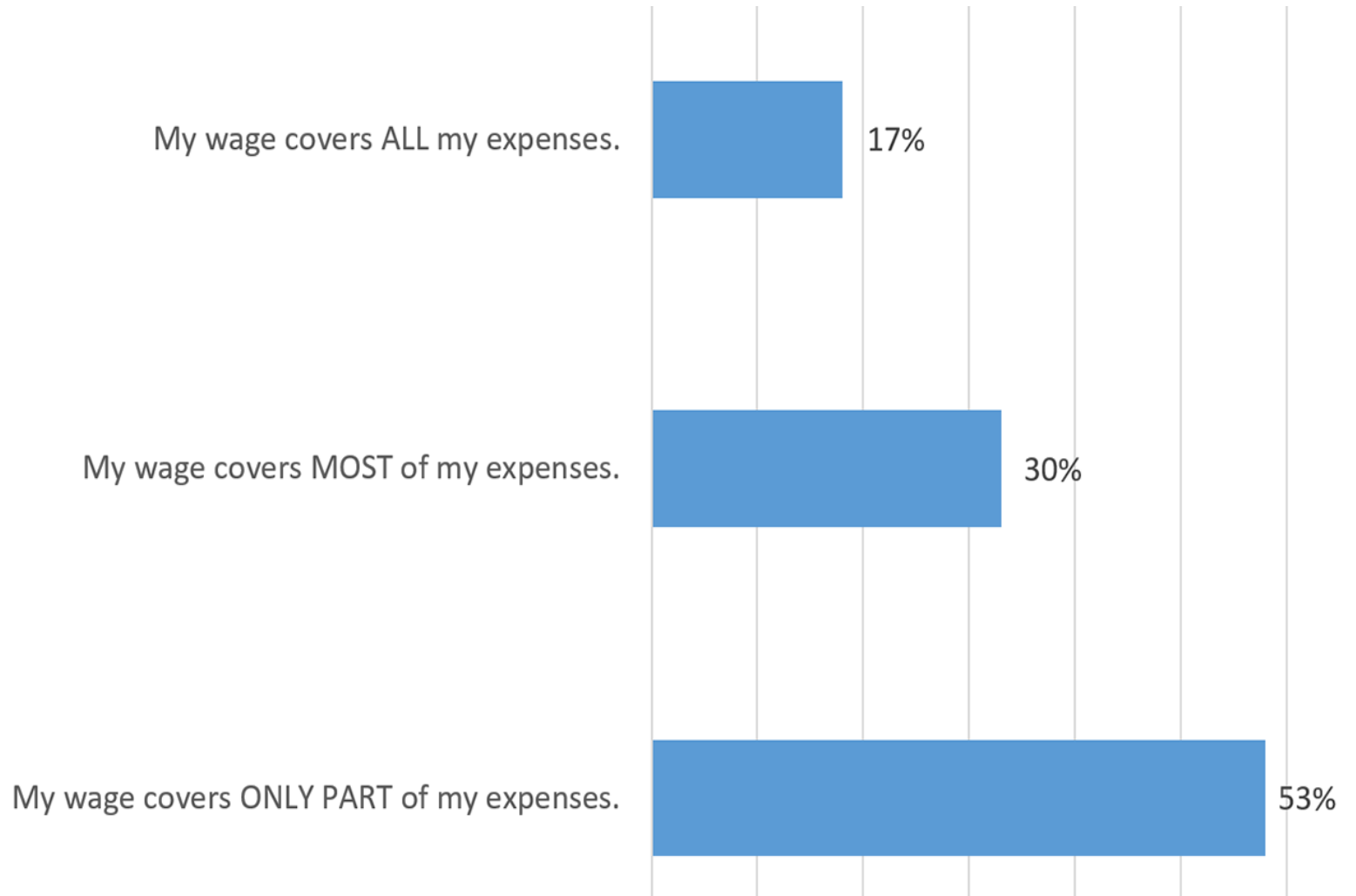
# My wages cover my [my family's] living expenses.



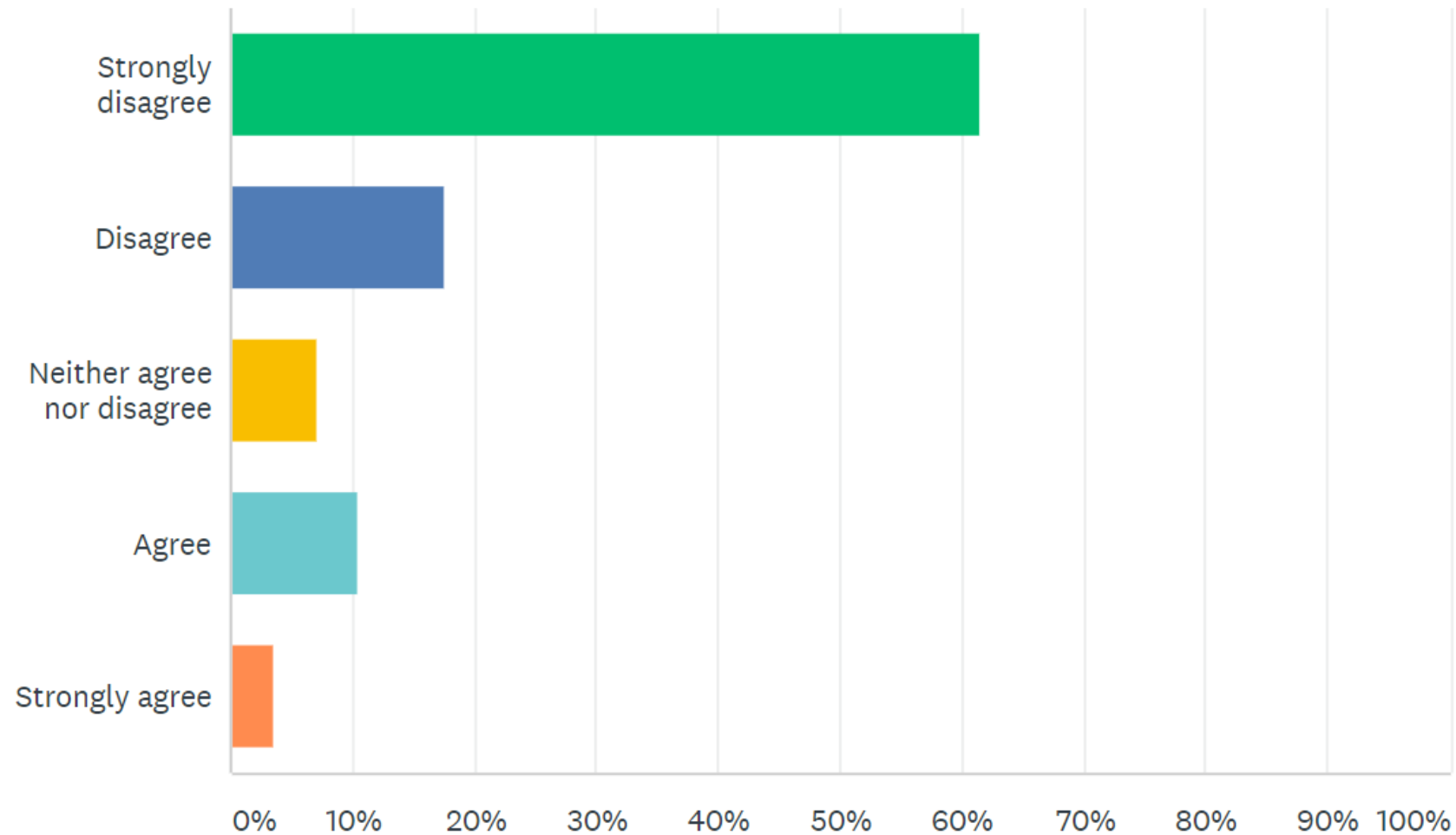


# My wages cover my [my family's] living expenses.

**About half of the participants said they intended to leave their positions within 5 years, citing low pay and lack of benefits as the primary reasons.**



# I would stay in my current job even if I earned \$26,000/year or less.



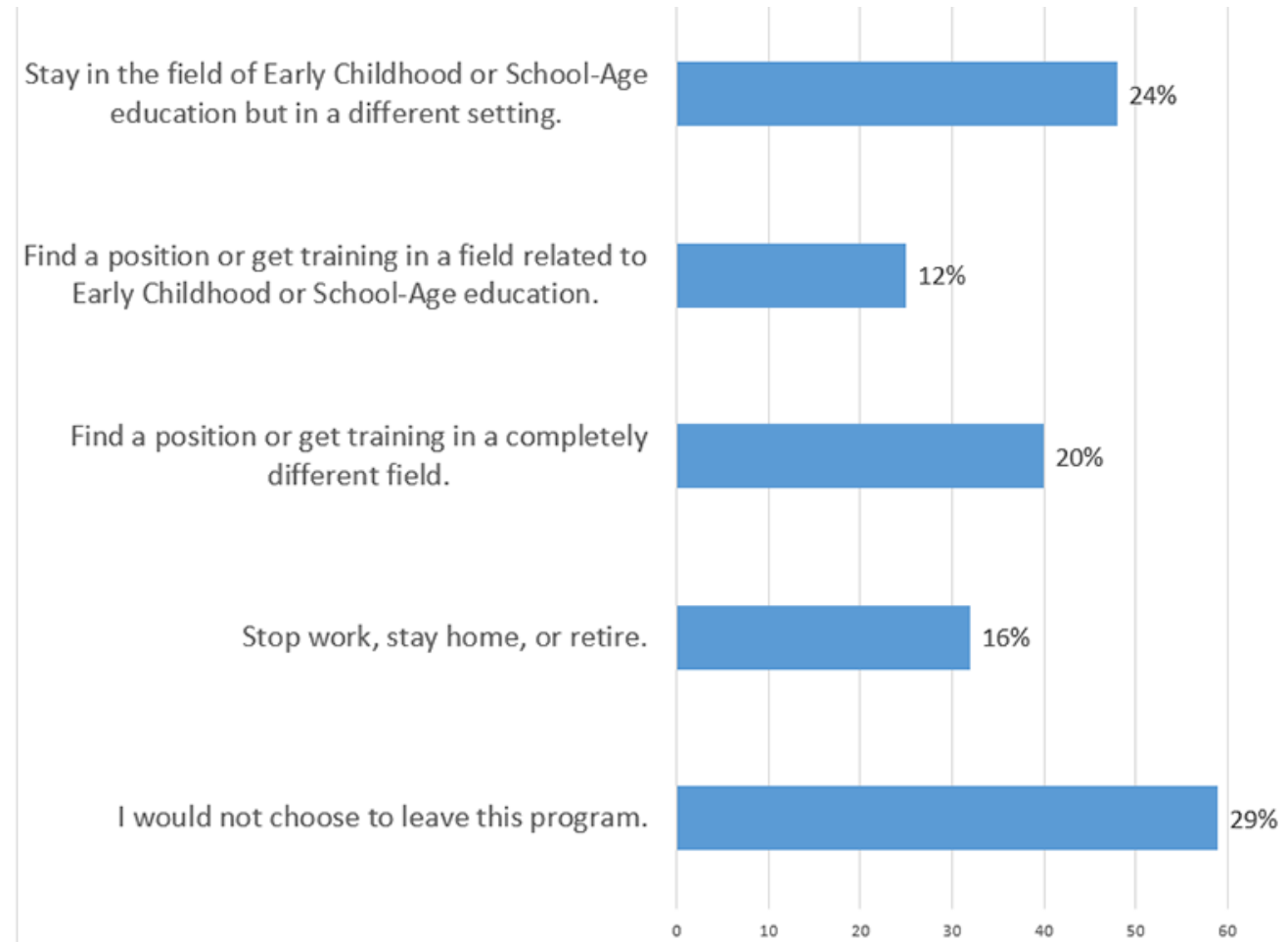
# I would stay in my job even if I earned \$26,000/year or less.

**If you had an opportunity to leave this program, what would you most likely do?**

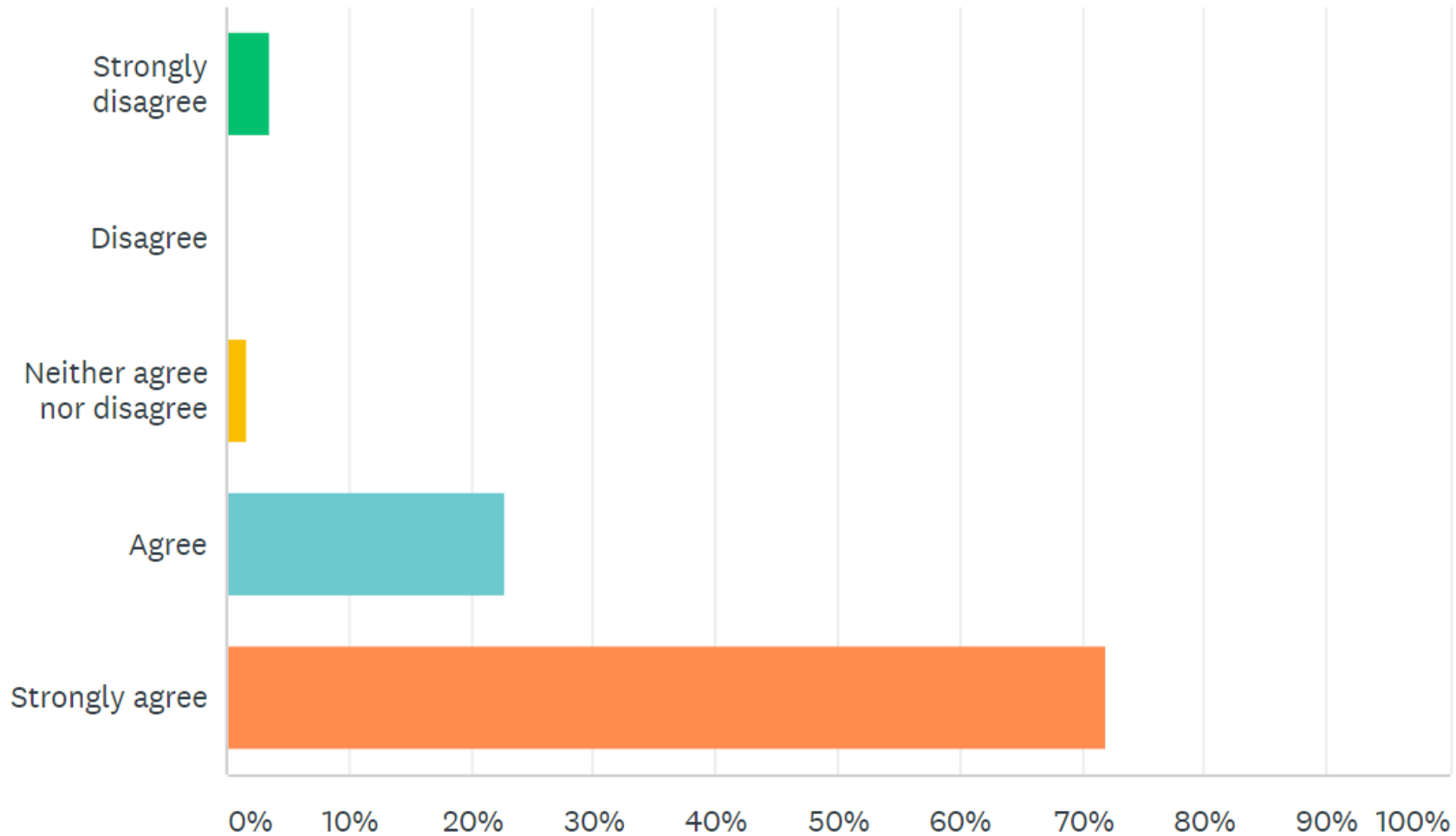
**18%** of participants earn less than Alaska's living wage (\$12.89/hour = \$25,750/year)

**29%** “would not choose to leave”

**24%** “would stay in the field...”



# My work contributes to a better future for Alaska.



# My work contributes to a better future for Alaska.

Research shows that more than **1 million neural connections form every second** in the first few years of life.

**In Alaska**, there are an estimated

**38,449 children** under the age of 6 potentially in need of care

**2,244 ECE educators** helping to form those neural connections

- Educated & Experienced
- Committed to the field
- Passionate about their work
- Drastically undercompensated



# What's to be done.

## What the ECE economic experts say...



*“The time is long overdue to move from the question of **why** our nation must improve early childhood jobs to a focus on **how** to make it happen.”*

*Whitebook, et al. 2018*

<sup>2</sup> Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index – 2018*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>.



## C<sup>3</sup> Alaska: A Commitment to Compensation and Competency

Goals	Recommendations	Action Level			Implementation			High Cost High Return
		Long-term	Mid-range	Immediate	State	SEED	Learn & Grow	
1A. ECE and K–3 Minimum Wage Parity	Set a goal of accomplishing K–3 parity in minimum wage by 2025.	√			√			√
1B. Fair and Transparent Pay Scale	Support ECE programs to establish their own pay scale that reflects experience years and education.		√				√	√
	Encourage ECE programs to provide transparent pay scale information, which will provide valid data for leadership.			√			√	
1C. Tenure and Competency Recognition	Award ECE educators' tenure for demonstrated competency based on years of experience in the field.		√			√		√
1D. Full-Time Status	Convene a multi-sector taskforce to examine impact, barriers, and benefits of promoting more staff to full-time status.			√		√	√	
1E. Benefits	Support ECE programs to develop, deliver, and document benefits packages for educators.			√			√	
	Establish partnerships to provide universal health insurance options and retirement plans.	√			√	√		
1F. Support of Living Expenses	Seek ways to address ECE educators' living expenses needs through innovative partnerships with public and private sectors.		√		√	√		
1G. Broader ECE Community	Address wage and compensation issues of broader ECE community, including assistant teachers		√			√		

# Recommendation: Establish Parity in Wages for ECE and K-3 educators by 2025

Begin at the State level by setting a minimum wage requirement for the ECE workforce at a level commensurate to the Living Wage for One Adult (\$12.89/hour = \$25,7900).



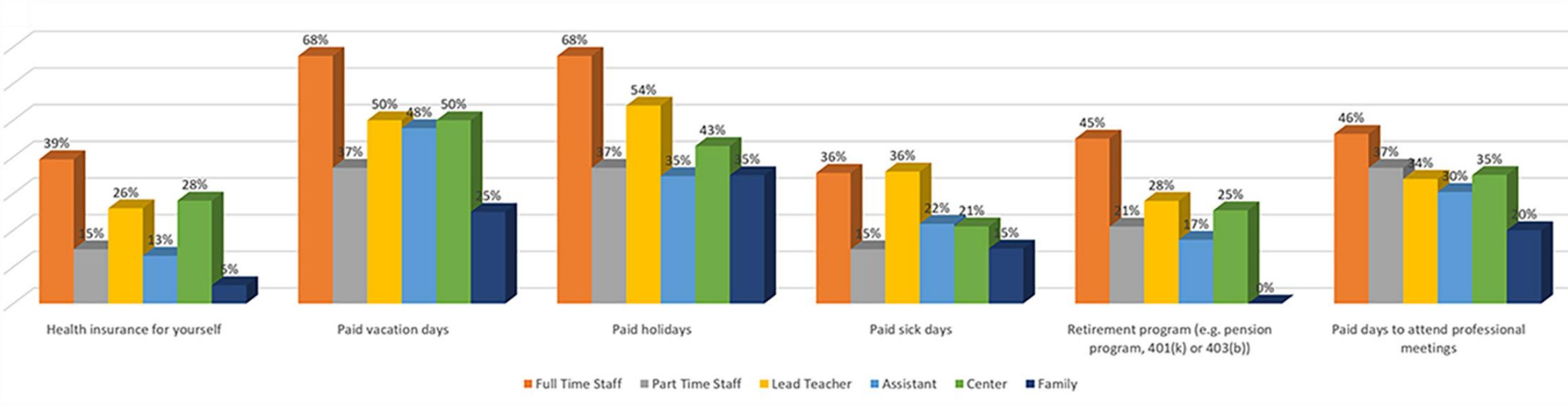
# Recommendation: Increase availability and access to benefits across the ECE workforce

Short-Term:

Incorporate benefits requirements into the Quality Recognition & Improvement System (Learn & Grow)

Long-Term:

Form partnerships with insurance and retirement companies to offer affordable packages to the ECE workforce



# Recommendation

## Seek ways to reduce the burden of ECE workforce living expenses

Form partnerships between organizations in public and private domains to form “economies of scale”

Examples:

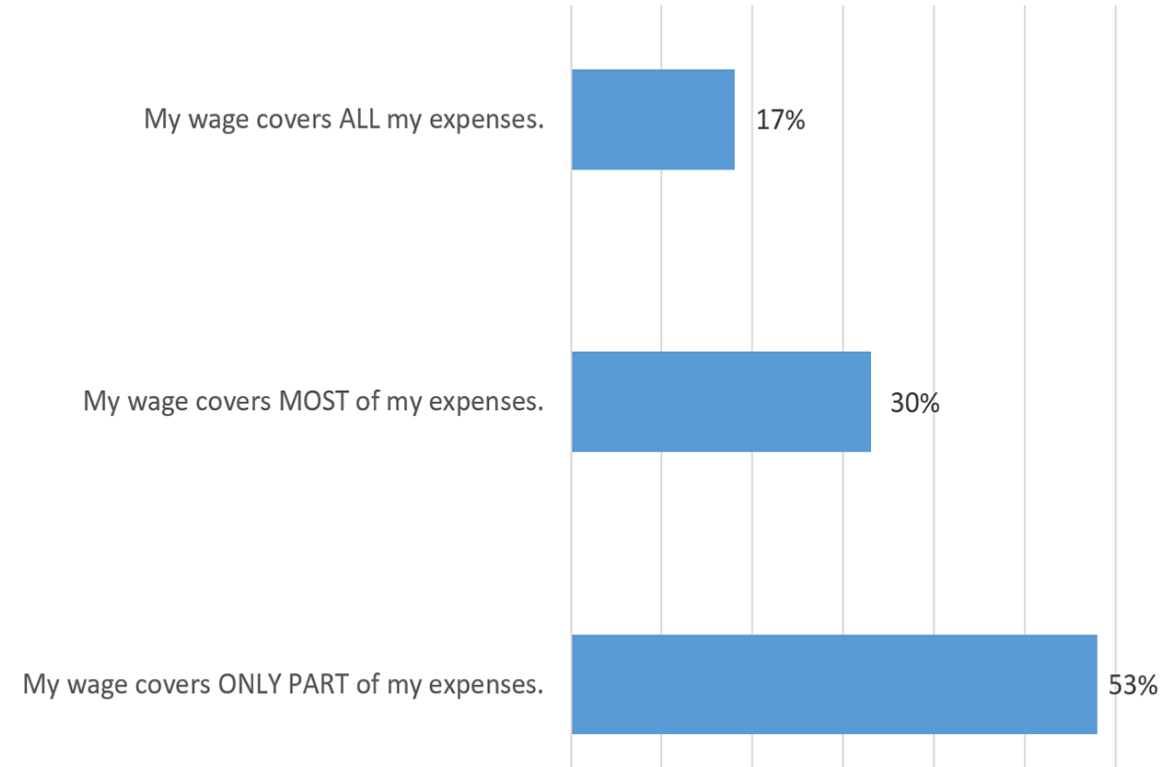
Student loan forgiveness based on increased years in the field

Local credit unions

- Low interest mortgages

Local businesses (e.g., grocery stores)

- Recognize ECE verification ID cards and offer discounts
- “Rebate” programs that return customer expenditures to the partner agency/organization



# Recommendation

## Adopt a “Pay for Success” or Social Impact Bond (SIB) Model

Collaborate to establish shared goals, investments, and measurable ROIs, such as:

- Reductions in educator turnover
- Gains in program quality improvement (QRIS)
- Increased participation in the QRIS and registry systems

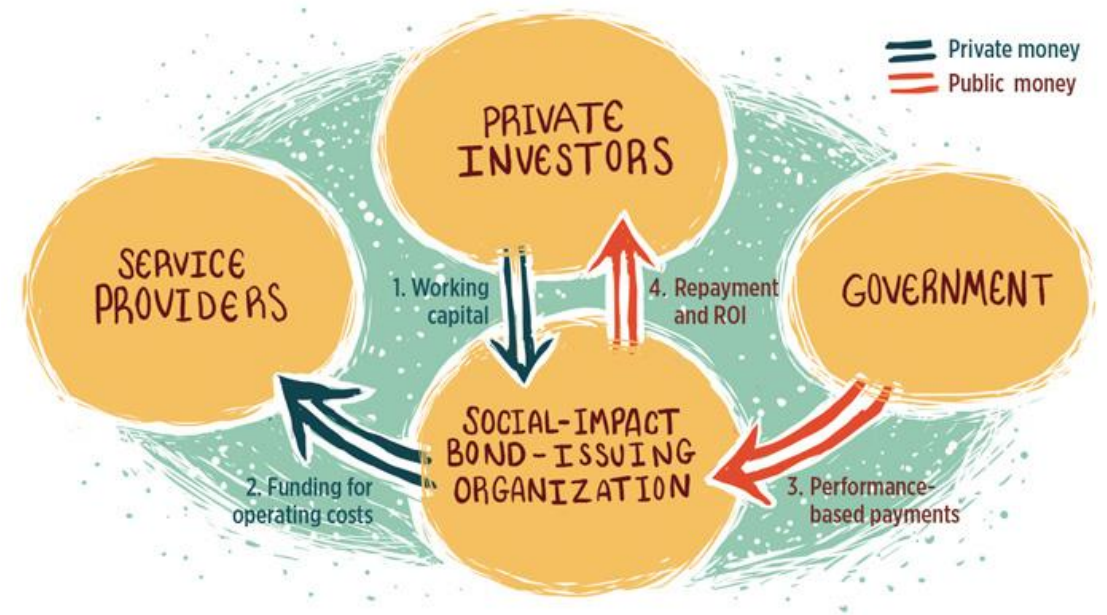


Image Retrieved from the Federal Reserve Bank of Minneapolis website

(<https://www.minneapolisfed.org/publications/community-dividend/social-impact-bonds-offer-promise-of-savings-profits-and-positive-outcomes>)

# Why we must listen to their voices: Keepers of the Flame



To improve our schools – we have a choice  
To listen to the teachers' voice.  
Those many voices far and wide  
Who protect each students' flame inside.  
With expertise to know what's right  
To keep each spirit burning bright.

So let's listen to our teachers.  
As we imagine and design  
Schools that keep all flames alight,  
And allow EVERY child to shine.

[https://www.youtube.com/watch?v=3l\\_dy8wzZuE](https://www.youtube.com/watch?v=3l_dy8wzZuE)

Paul and Peter Reynolds



**What you can do. Embrace this moment.**



“A person’s a person no matter how small.”  
**Adopt a child in the future**