

Advocating for Fair Compensation in UPK: Perspectives from the Field

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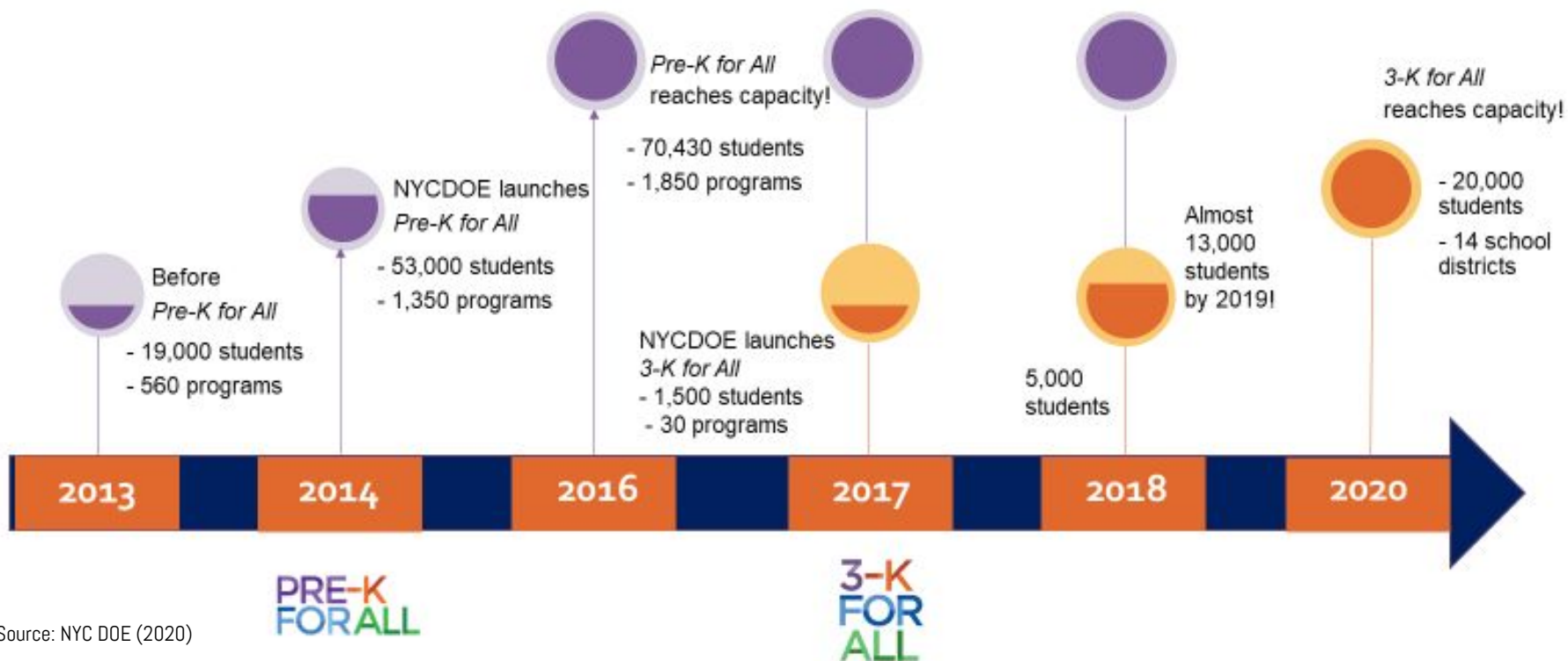
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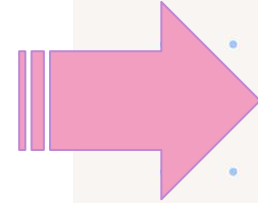
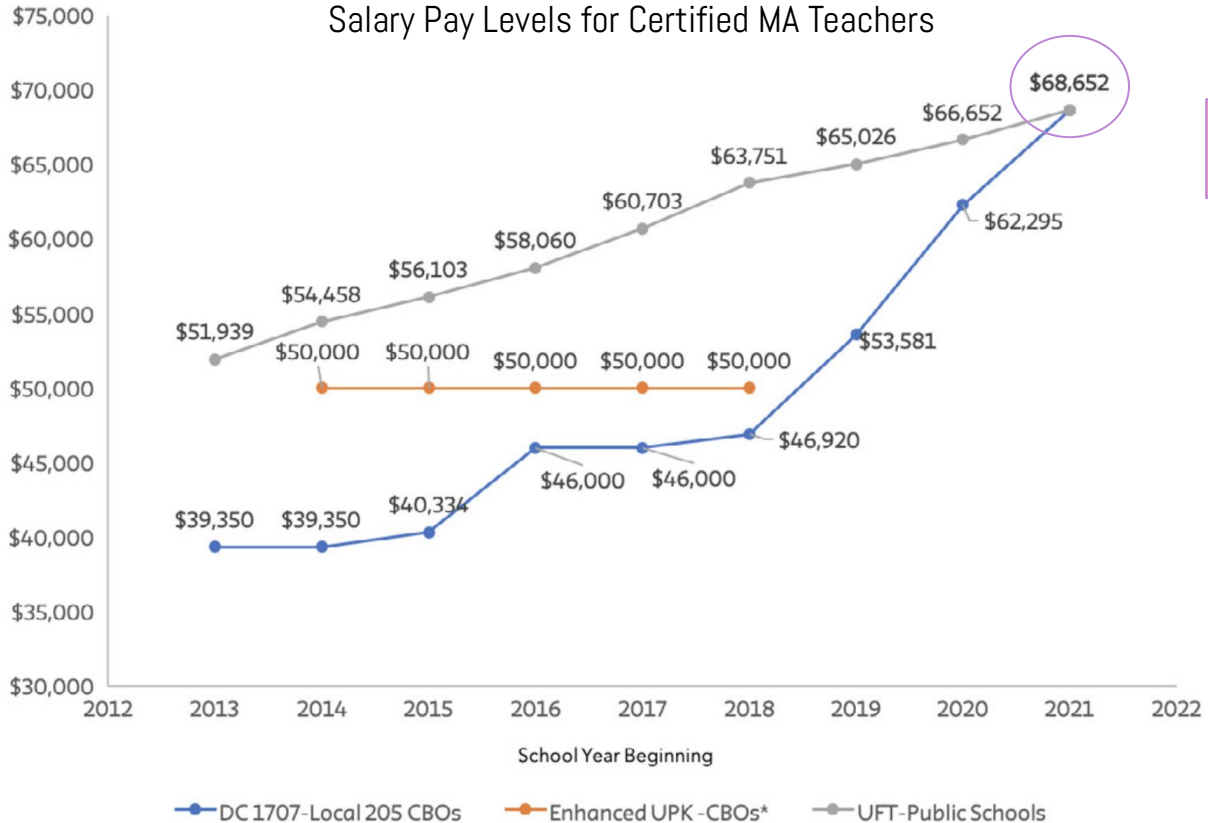


The Expansion of Early Childhood Education in NYC



Source: NYC DOE (2020)

The Problem

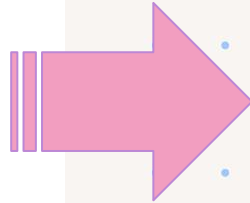
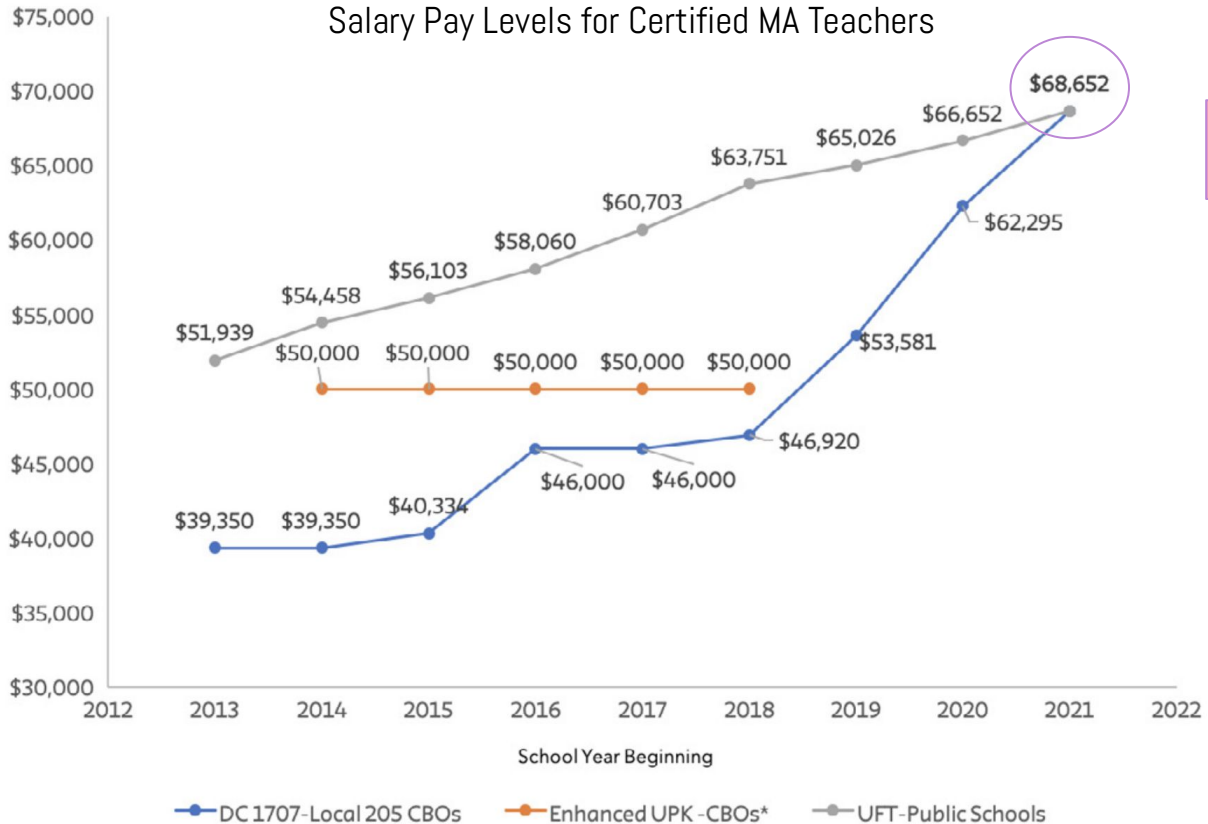







The communities that are affected the most
are inner-city areas,

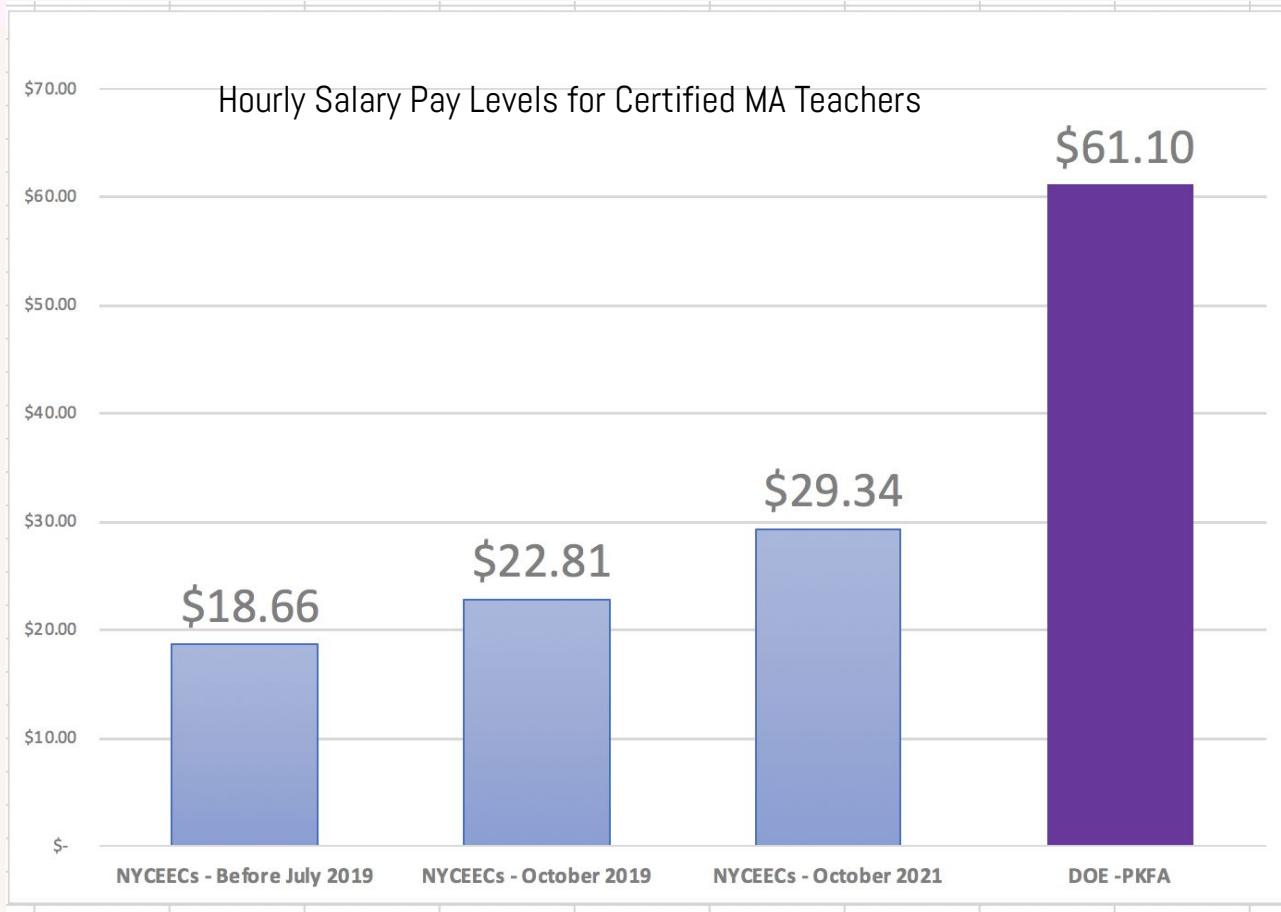


The Problem





Sub-parity: Compensation that is similar, but not equivalent; where salaries are the same but not prorated for hours or days; where benefits are the same but not equivalent; and where supports may exist but may not be accessible (Whitebook & McLean, 2017).

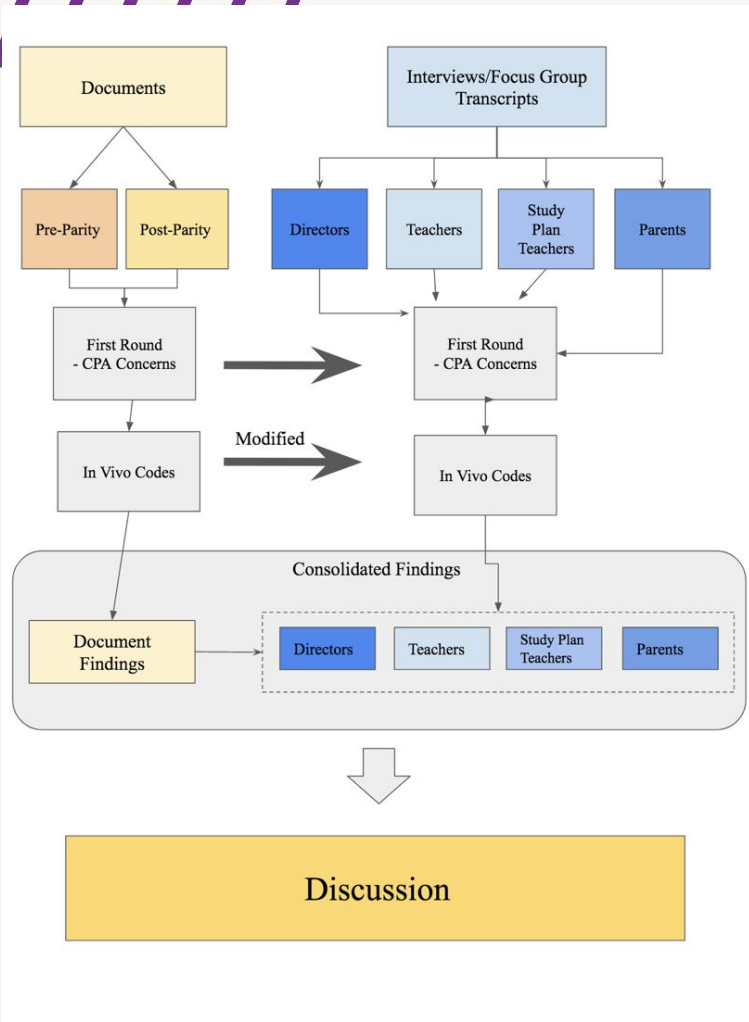


What has changed?

- *Leadership Parity
- *Longevity
- *Compensation across age groups
- *Study Plan Teachers
- *Pandemic Response
- *Lack of Resources/Payments

What has been the reported impact of the salary and work condition disparities (compensation disparities) on those working and attending NYCEECs?

Flow of the Analysis



Documents

36 Documents
6 years of Tweets

Hearings

Policymakers
Advocates, Educators



Advocacy Documents

Organizations, Settlement
Houses, Unions, Media
Reports

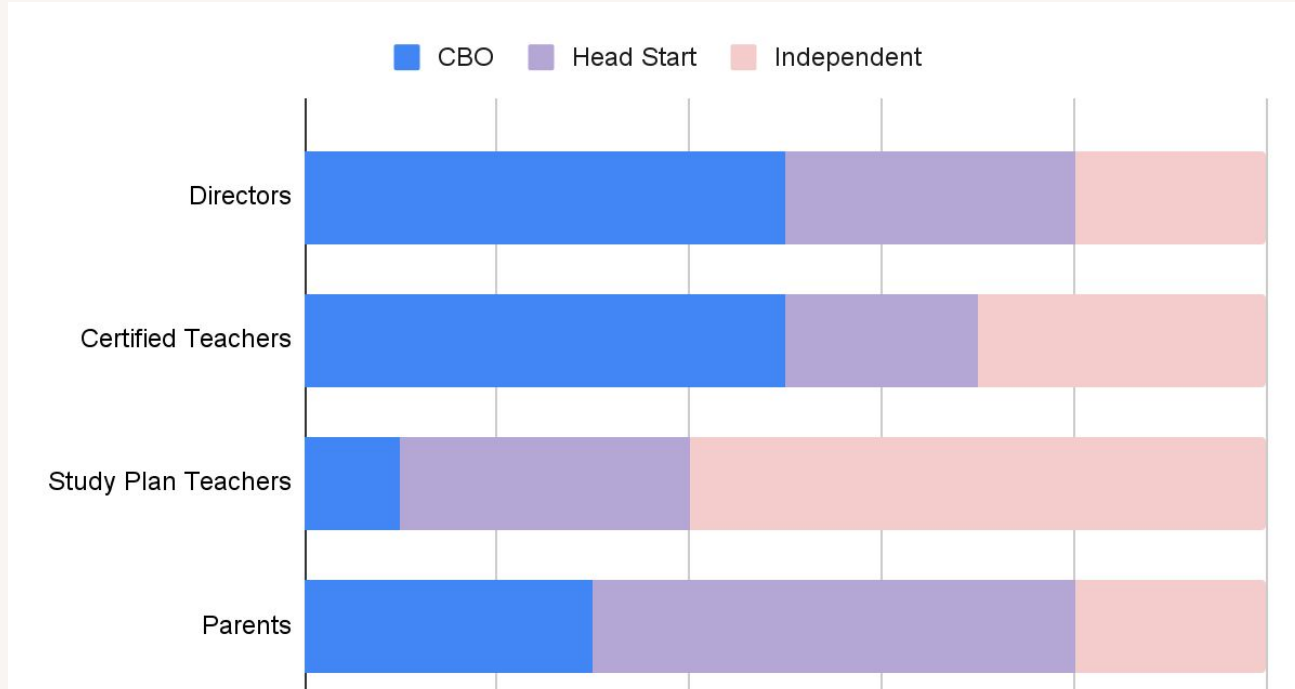


Social Media

Twitter posts from
Educators, Advocates, NYC
Mayor, Chancellor, DOE



Participant Breakdown



What are Policymakers, Directors, Teachers and Parents Saying?

1. Dissonant views

2. Domino Effect on Policy

3. TOTAL COMPENSATION
MATTERS

4. Leadership and Organizational
Advocacy Matters

5. Geographical, Racial and Setting
Differences

6. Disproportionate Negative Impact on
Minoritized Women

7. Pandemic Effects

8. Continuous Need for Advocacy

Deal struck for “pay parity” in early childhood education

Nonprofits are celebrating an agreement to implement “salary parity” in early childhood education citywide. The city contracts with many nonprofits to deliver pre-K and other educational programming on behalf of the city, but there was a significant difference in the funding the city would provide for teachers at nonprofits compared to those that worked for the city Department of Education.

NYC Prek Salary Parity NOW @ALLPreksMatter · Feb 18, 2020

This is all well & good but what about the REST of @FollowCSA ‘s members?! The mostly women of color who lead NYC’s CBO PreKs (where most “PreK and 3K For All” students attend). They barely make more than NYC TEACHING FELLOWS or FIRST YEAR DOE TEACHERS!!

[@DOEChancellor](#) [@NYCMayor](#)

Equity

"I just want to know why **the DOE** **doesn't value (us)**, I feel like our lives are not valued. Take your center workers in their opinion."

(Louis, Director, Queens)

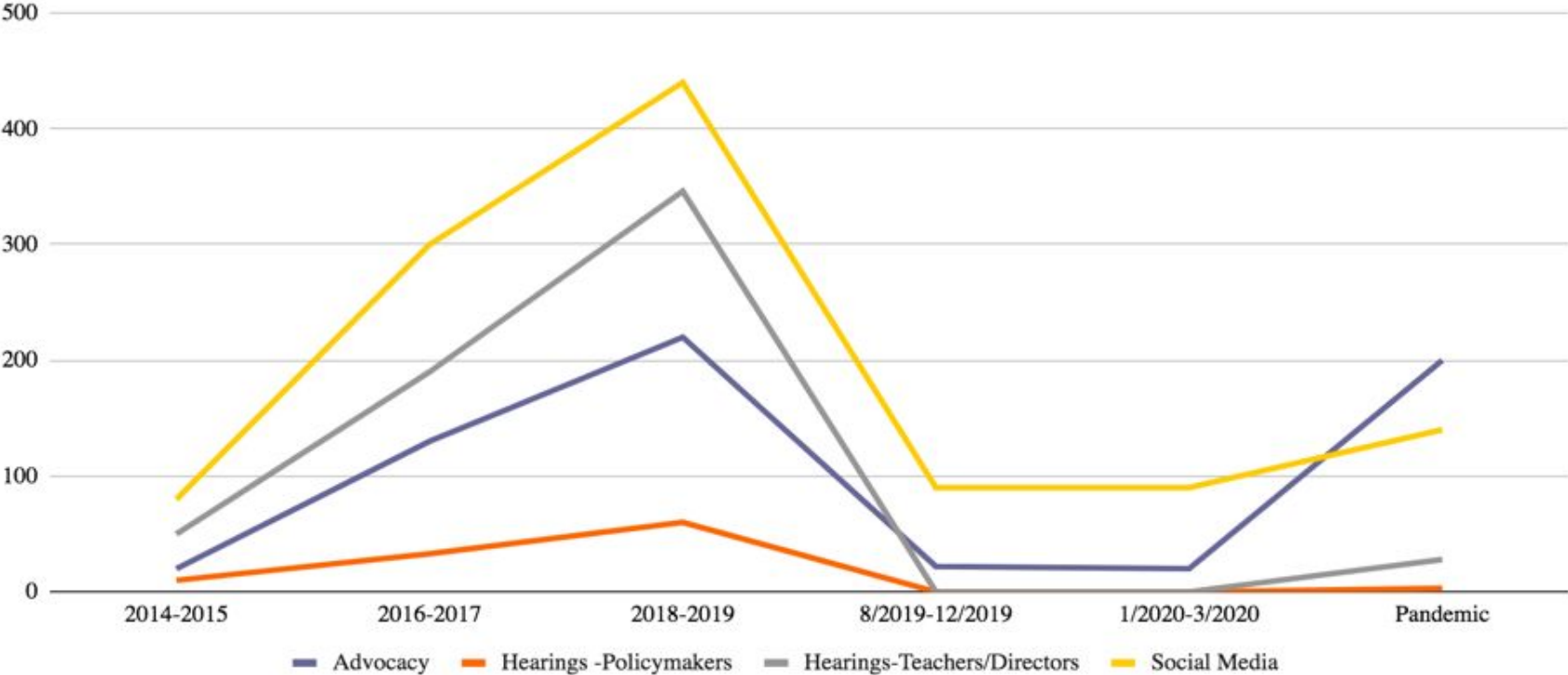


"Because they think we are just disposable.

Like babysitters, but I don't get it because, in meetings, they always say, "You are part of what makes Pre for All great," and they ask us to do the same things, but then they pay us so little.

Like, I know I don't have my degree yet, but I'm doing the same work. IF you think I shouldn't be doing this, then you shouldn't allow me to do this. But then pay me the same." (Karen, Study Plan Teacher, Queens)

Document Analysis- Crisis and Urgency



Crisis and Urgency- Interviews

- Pay/Work Condition Disparities
 - Director lack of parity
- 57% CBO and Head Start Bronx directors worried about their survival.
- 65% of all participants working in neighborhoods with low or low-medium income levels felt a sense of crisis.

“I feel like I'm having a **panic attack every day**. I don't, I don't like living paycheck to paycheck. And I don't like **not having benefits** when something goes wrong, and I have to worry, like is my coverage that I have going to cover this because it's not, I don't have a union that backs me. **I don't have a voice.**” (Linda, Director, Bronx)

Distribution of Resources

“You can't buy time. There's no substitute for time. **If you have to stay until 6:00 or if you have to... We still have longer hours even now. So they have a nine-and-a-half-hour day. I'm quite sure that's longer than the DOE....(..)You're not going to compete with the DOE, the big DOE, or whatever, in terms of time off.** I think that's something that they have to either compensate for or make the schedules all what the DOE has and then maybe have an after-school thing. I don't know, something like that to **level the playing field in some way.**”


(Carla, Director, Bronx)

- Distribution of Resources
 - Time/Salary/Resources
 - Historical roots of Disparities
 - Race and Gender
 - Advocacy
 -



Missing Voices

Ecological System of Early Childhood Education and Data Sources



	Policymakers	Advocates	Directors	Teachers	Study Plan Teachers	Parents
Hearings	✓	✓	✓	✓		✓
Advocacy Documents *		✓	✓	✓	✓	
Social Media	✓	✓	✓	✓		
Interviews			✓	✓	✓	✓

*Includes favorable media to NYCEECS.

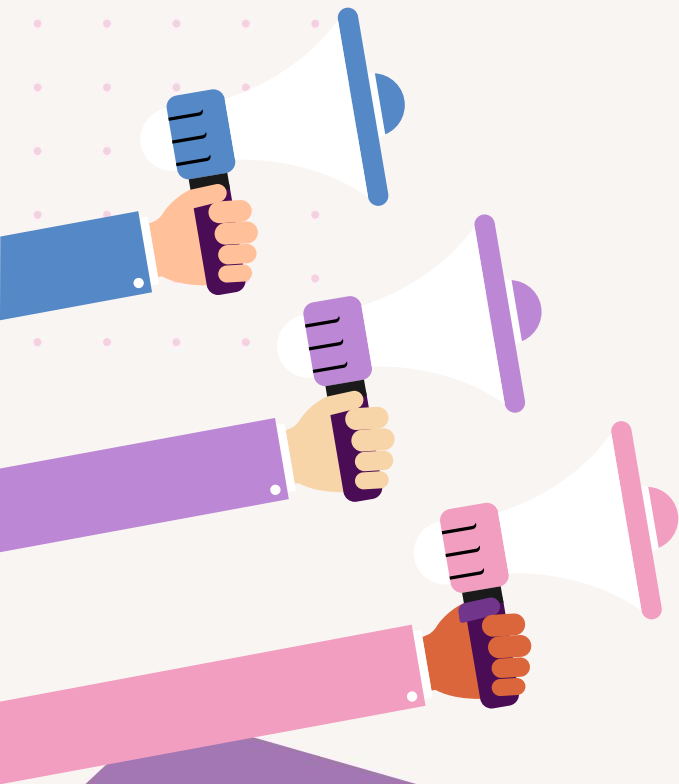
A lighter checkmark refers to a tangential or minimum mention.

Sustainability

We're still experiencing the same problems because it's not coming fast enough.[...] You cannot start them at the ground level. I mean, it's great that we're finally getting money for **those teachers, but some of them want to be paid their worth.** (Karin, Director, Manhattan)

- *Longevity
- *Director Turnover
- *Teacher Turnover
 - **Adaptations
 - **Commitment
 - **Study Plan teachers

Sustainability



“Do we get a vacation? I have to breathe. I have vacation days taken from me because I don't go on vacation because my concern is those twenty kids in my classroom, and the school will close, and I know that I can't be gone away too long. I can't go say, "I'm gonna take three weeks." My program can't have me go take three weeks, but they'll take my days. **Sadly, they can't afford for me to take days because I'm the licensed teacher, and generally, it's hard to get a licensed director, so if you don't have a licensed director, whoever has their license has to stay. You gotta be there.**”

(Ares, Teacher, Manhattan)

Effect on

Classroom and Centers

- **Classroom management**
- **Content**
- **Lessons**
- **Small Groups**
- **Instructional Practices**
- **Burnout**

Children and Families

"It's definitely affected my work life. [..]

When I have to work late regularly; it's very challenging for me, knowing that my child is with someone that they aren't comfortable with yet, same thing in the morning. It's very challenging for me to leave my child there, [...]

It's really just a struggle, because my child really struggles to separate in the morning, and it's just been a really difficult experience in terms of relating with teachers." (Jessica, Parent, Bronx)

Geographical/Setting Differences

Geography

- Bronx centers have:
 - More difficulty recruiting teachers
 - Have more % of study plan teachers
 - Report less resources
 - Low income =more job dissatisfaction

Race

- White educators mentioned race less often
- All Parents made deep connections

Settings

- Large CBOs and Head Starts
 - retained core teachers
- Mission driven=higher retention
 - More Resilient
- Parent participation and awareness -Head Start
- Study Plan teachers

Systemic Bias

Recommendations

1

*Review and
revise
compensation
policies across
the system*



2

*Regulations
should be met
with support.*



3

*Building a
resilient
system.*



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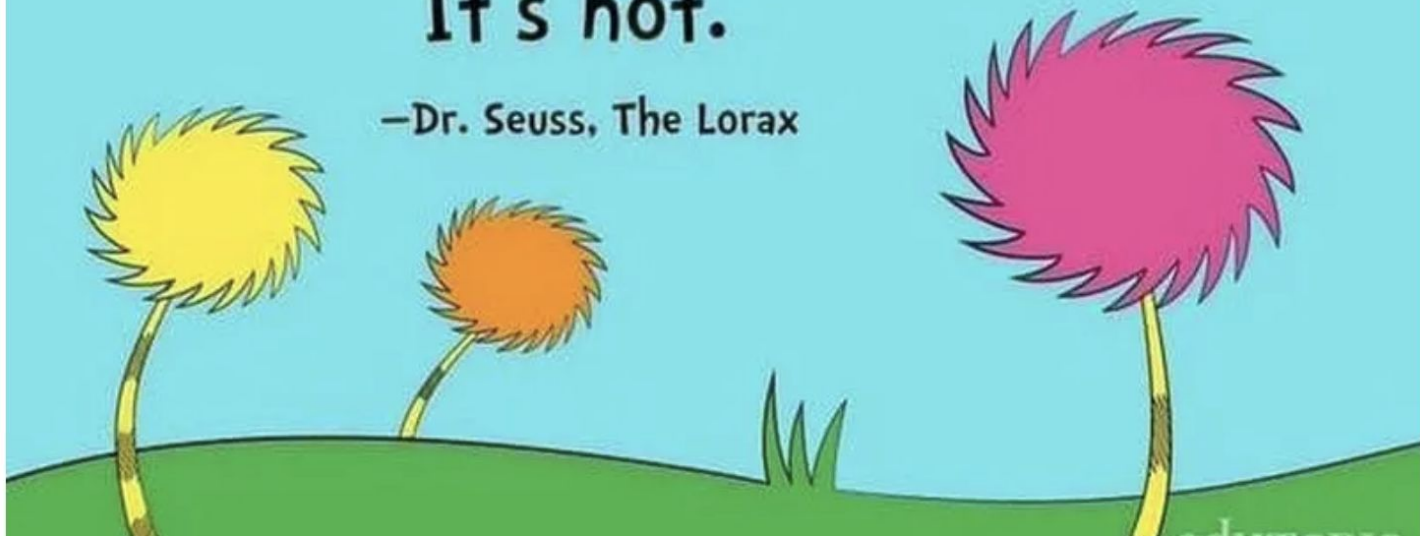
Advocacy



No Expansion Without Thoughtful Policies

Unless someone like you
cares a whole awful lot,
Nothing is going to get better.
It's not.

—Dr. Seuss, *The Lorax*



Thank YOU!!!

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