



BLUEPRINT
for
EARLY CHILDHOOD SUCCESS

EARLY EDUCATOR LANDSCAPE REPORT

SPECIAL ACKNOWLEDGEMENTS

We wish to thank the **Blueprint for Early Childhood Success' Teacher Pipeline Working Group** for contributing to this report. A special thank you to Melanie Shinbaum and Brianna Healy for serving as working group co-chairs and contributing to the report's depth and content. An additional special thank you to every early educator who responded to our survey and every early childhood center director who participated in the Directors Roundtable. Thank you, Nashville Area Association for the Education of Young Children, United Way of Greater Nashville's Read to Succeed program and Tennessee Association for Children's Early Education for distributing our Early Childhood Educator Survey. We could not have produced this report without your support.

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EXECUTIVE SUMMARY

Early childhood education has been a longstanding and heavily debated issue in our state, and Nashville is not immune. Debated issues have covered topics from professional compensation and credentialing to aligned high-quality standards and access to universal child care and more. We learned about the inadequacies of child care through the perspective of parents in a 2019 study released by Tennesseans for Quality Early Education (TQEE), *Want to Grow Tennessee's Economy? Fix the Child Care Crisis*. This report, constructed by a Blueprint for Early Childhood Success working group, underscores what was uncovered in the TQEE study and details a year-long effort to shed light on the root causes of the fragmented early education workforce—all through the perspective of early educators and operators.

The facts are clear and the opportunity to act is now. The pandemic showed our community that high-quality, affordable and accessible child care is an essential service, and we need an appropriately compensated and highly trained early education workforce to sustain it. We hope this report humanizes the challenges early educators face to stay in the profession and shines a light on the growing number of early educators fleeing the profession—so that we can spur city-wide action.

KEY FINDINGS

- Low wages for early childhood educators across the state pose a significant barrier to attract and retain high-quality teachers. Locally, early educators at Head Start or nonprofit community-based sites have a higher frequency of second, part-time jobs to increase their household income.
- The shortage of child care seats reflects the shortage in child care professionals across the city. Nashville has about 3,978 early child care professionals; a comparable city to Nashville would have more than 5,000. This gap, coupled with chronically low wages, makes it difficult to find qualified candidates.
- Many educators are leaving early education, citing opportunities for competitive pay outside the field and lack of career mobility as significant factors. Nearly 64 percent of the 129 survey respondents marked these as moderate or major influences over their decision to leave the profession.

BACKGROUND

About the Blueprint

The Blueprint for Early Childhood Success (Blueprint Nashville) is a citywide movement advancing Nashville through literacy justice for all children. Three out of four Metro Nashville Public Schools students are not reading on grade level by the end of third grade: a challenge the city has wrestled with for over two decades. There is a citywide effort underway to improve literacy rates among young learners. Since the release of Blueprint Nashville, progress has been made and momentum continues to build as community, business and philanthropic leaders support improved literacy outcomes for children from birth to age eight. The Blueprint for Early Childhood Success is proud of the working groups in Nashville that are striving to make a difference for children and families in their literacy journey. As of 2021, seven working groups are tackling six pillars that are key to the future success of the Blueprint. The groups work collaboratively to bridge multiple pillars and advance their goals. To learn more about this important work, visit [Blueprint Nashville](#).

Blueprint Key Focus Areas or "Pillars"



Pillar I: Strengthen birth through age three supports



Pillar IV: Reduce chronic absenteeism



Pillar II: Improve quality and access to pre-K



Pillar V: Address summer reading loss and maximize out-of-school time



Pillar III: Strengthen district's literacy tactics



Pillar VI: Rally the community

The Teacher Pipeline

Formed in June 2020, the Teacher Pipeline working group aims to create clear, equitable career pathways and advocate for professional salary standards for early childhood educators. Members of the working group identified three primary objectives to impact long-standing issues in early childhood education:

- 1. Low wages and limited benefits for early childhood professionals**
- 2. Differing standards and competencies for individuals and organizations**
- 3. Lack of career mobility and access to professional pathways**

The Teacher Pipeline working group quickly realized there were two areas of focus for Nashville:

- 1. Recruitment and retention**
- 2. Salary parity**

So they broke into two working groups to tackle these challenges. One group is creating new opportunities for high school students at Hunters Lane Academy through a dual-enrollment program with Nashville State Community College. The other focus of the group is the subject of this report. The working group is committed to sharing and collaborating with others doing similar work, while specifically amplifying Nashville's early childhood educators' voices on the realities and implications of their work.

A 2016 Economic Policy Institute report found a direct correlation between characteristics of child care providers and staff and student outcomes.¹ Some of these characteristics are tangible—such as education, experience and credentials, while others are more nebulous yet impactful—such as energy, enthusiasm and motivation. However, low wages for early childhood educators across the state pose a significant barrier to attracting and retaining high-quality teachers who have these characteristics. Across the nation, early childhood educators are overwhelmingly female and disproportionately women of color. Both demographics suffer across professions from low wages in comparison to white male counterparts. The report outlines the disparity between median hourly wages across the U.S. with average wages of early childhood educators. On average, early childhood educators across the nation make \$10.31, which is 39.3 percent below the median hourly wage of workers in other occupations.²

¹ <https://files.epi.org/uploads/EPI-Its-time-for-an-ambitious-national-investment-in-Americas-children.pdf>

² <https://www.epi.org/publication/child-care-workers-arent-paid-enough-to-make-ends-meet/>

This trend is on par with what our work found in Nashville and is echoed in the 2020 National Association for the Education of Young Children Report (NAEYC), [*Power to the Profession*](#), which found that unlivable wages for employees and the high cost of salaries for early childhood sites are a significant barrier to teacher retention. Revenues from parent fees, child care subsidies, scholarships, etc., aren't enough to cover the costs to compensate staff at a rate that is appropriate to the high value they provide. Because of this, many credentialed early childhood professionals leave community sites to find employment in public school systems where starting salaries are typically higher. This results in the closure of nonprofit or community-based sites, fewer early childhood seats for children and teachers rapidly leaving the profession altogether.

Born out of the Teacher Pipeline working group, this report details our investigation of the root causes of Nashville's early childhood education teacher pipeline issues. To amplify the voices of the early childhood educators in Nashville, the working group established three key mechanisms to collect data:

- **Electronic survey for early childhood educators to share basic, quantitative data regarding their compensation and cost of living realities**
- **One-on-one qualitative interviews with early childhood educators to gain quantitative data and the narrative that speaks to the realities faced by our early childhood educators**
- **A series of child care director roundtables to glean observations and experiences from their vantage point, and how these challenges impact the community's ability to serve children and families**

We celebrate and admire the courageous early childhood education professionals who gave their voices to this report. Nashville has so many highly passionate, skilled and committed early childhood professionals who care about children and are invested in their success. Through this report, our goal is to see that our community reciprocates that passion by supporting these educators and building the foundation to advocate for change.

INTERVIEWS AND QUANTITATIVE ANALYSIS

Methodology

The group sought to gain a better understanding of the relationship between cost of living and compensation of early childhood educators. We estimated that many teaching professionals, particularly those not affiliated with Metro Nashville Public Schools or Metro Action Commission Head Start, experienced wage disparities that made thriving in Nashville difficult. The 2020 American Community Survey estimates median wages in the Nashville MSA to be \$59,828. We wanted to better understand the landscape of median wages for early childhood educators so we asked survey respondents about child care costs, educational attainment, hourly wages, years of experience and commute times. Respondents could expound on these topics through recorded Zoom sessions where they shared some of their daily work activities and expectations.

Qualitative and quantitative analyses were used to widen the breadth of data that could be collected to gather holistic and quality data on compensation. Distributing a survey helped us gain enough diversity and representation of early childhood education site-types, demographics, professional experience and household costs to provide a quality sample. An interview protocol provided real-life anecdotal information and cost of living data grounded in lived experience. Combined, 132 unique participants were reached across surveys and virtual interviews. We also partnered with a directors roundtable to provide perspective from providers across the county. The roundtable met in April 2021 and was recorded via Zoom. A second roundtable was conducted through partnership with Tennessee Childcare Resource and Referral Network in May 2021. Leveraging the working group's network, the survey was distributed through Metro Nashville Public Schools, Nashville Area Association for the Education of Young Children, United Way Read to Succeed partner sites, Black Child Development Institute of Nashville and our personal networks. The survey was active and in the field from January through March 2021. Participants were compensated for their participation and asked to provide verbal, recorded consent. All professionals interviewed were over the age of 18.

To conduct our analysis, we compared our findings to:

1. United for ALICE (Asset Limited, Income Constrained, Employed, 2019) data set:

ALICE is a threshold that comprises households earning more than the Federal Poverty Level but less than the basic cost of living for the state.³ Of Davidson County's 283,445 households, 34 percent (state average: 32 percent) meet the ALICE threshold, and 13 percent (state average: 15 percent) meet federal poverty standards. ALICE measures are standardized using county-level data that is publicly available primarily from the U.S. Census Bureau's American Community Survey. ALICE also includes a Household Survival Budget that estimates the minimal total cost of household essentials, including housing, child care, food, transportation, health care and technology, plus taxes and a miscellaneous contingency fund equal to 10 percent of the budget. It does not include savings, auto repairs, cable service or travel.

2. MIT Living Wage Calculator (2019): MIT Living Wage Calculator is a market-based approach that uses geographic norms to estimate food, child care, health insurance, housing, transportation and other necessities.⁴ It does not include dining out, leisure time or unpaid vacations or holidays.

³ <https://www.unitedforalice.org/methodology>

⁴ <https://livingwage.mit.edu/resources/Living-Wage-Users-Guide-Technical-Documentation-2021-02-03.pdf>

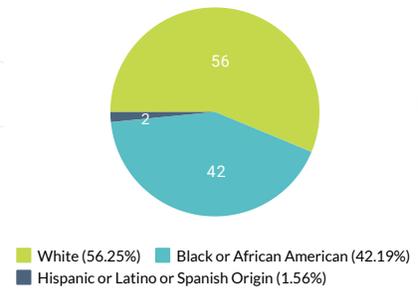
Findings

Across Nashville, the early childhood educator landscape skews heavily female. Of the estimated 3,978 child care professionals who teach children ages six weeks to four years old in the area, almost 94 percent are female.⁵ This demographic mirrored the 129 early childhood professionals who responded to our survey, of which nearly 98 percent self-identified as female. Almost 53 percent of respondents work at Metro Nashville Public Schools, which has a starting salary of \$45,964.95.⁶ 4.6 percent of participants work at Metro Action Commission Head Start, which has a starting salary of \$40,547.52.⁷ Other sites represented include nonprofit and community-based, faith-based, private and home child care sites. The average hourly salary for respondents who work at these sites is between \$14 and \$14.99, or up to \$32,000 a year. Some respondents earn between \$8 and \$8.99 per hour, with some earning over \$15 per hour. The survey did not account for the broad range of employee types present in early childhood sites including directors, instructional coaches and other site-based staff.

129
Unique Responses

97.9%
Female

Respondent Race/Ethnicity

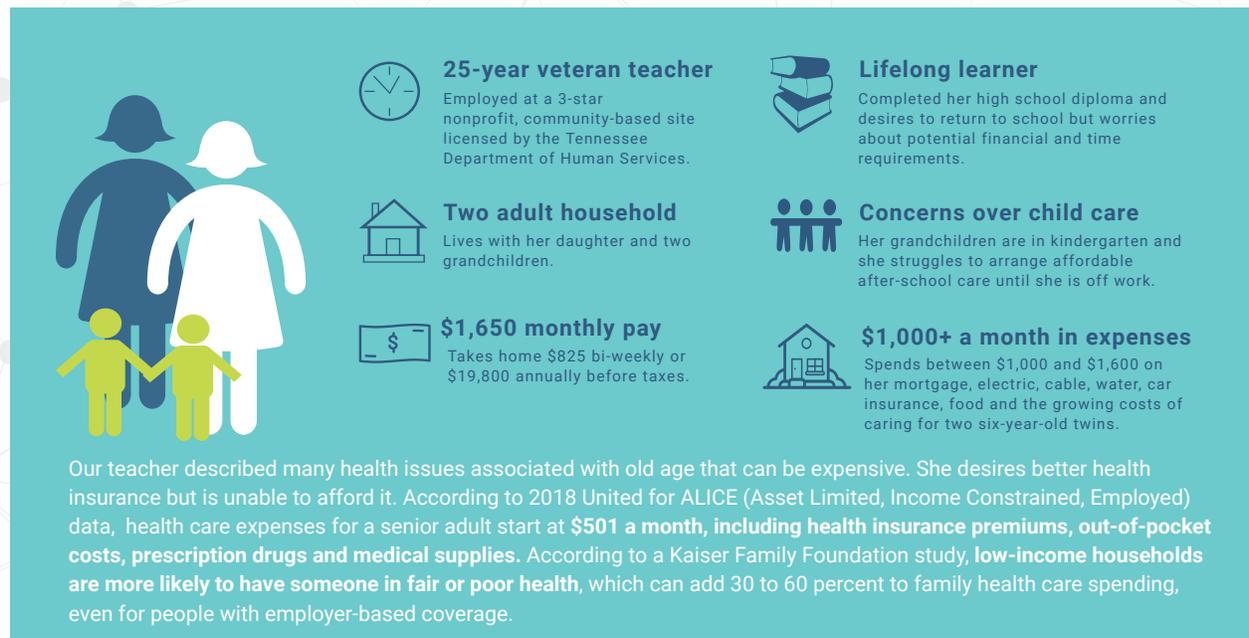


⁵ EMSI, Nashville Occupation Snapshot Report

⁶ https://mnps.org/UserFiles/Servers/Server_32970243/File/Careers/Salary%20Schedules/2020-2021%20MNPS%20Salary%20Tables_Updated%209242020.pdf

⁷ <https://www.governmentjobs.com/careers/nashville>

Meet Elizabeth ...

An infographic for Elizabeth's profile. On the left, there is a large illustration of a woman and a child. The woman is shown in two colors: a dark blue silhouette and a white silhouette. The child is shown in two colors: a yellow silhouette and a white silhouette. To the right of this illustration are six icons, each with a title and a short description. The icons are: a clock, a house, a dollar sign, a stack of books, a group of three people, and a house with a dollar sign.

25-year veteran teacher
Employed at a 3-star nonprofit, community-based site licensed by the Tennessee Department of Human Services.

Lifelong learner
Completed her high school diploma and desires to return to school but worries about potential financial and time requirements.

Two adult household
Lives with her daughter and two grandchildren.

Concerns over child care
Her grandchildren are in kindergarten and she struggles to arrange affordable after-school care until she is off work.

\$1,650 monthly pay
Takes home \$825 bi-weekly or \$19,800 annually before taxes.

\$1,000+ a month in expenses
Spends between \$1,000 and \$1,600 on her mortgage, electric, cable, water, car insurance, food and the growing costs of caring for two six-year-old twins.

Our teacher described many health issues associated with old age that can be expensive. She desires better health insurance but is unable to afford it. According to 2018 United for ALICE (Asset Limited, Income Constrained, Employed) data, health care expenses for a senior adult start at **\$501 a month, including health insurance premiums, out-of-pocket costs, prescription drugs and medical supplies**. According to a Kaiser Family Foundation study, **low-income households are more likely to have someone in fair or poor health**, which can add 30 to 60 percent to family health care spending, even for people with employer-based coverage.

Metro Nashville suffers from a lack of capacity across pre-K sites. Among the 300 to 400 child care sites that serve pre-K students in Davidson County, only a fraction are serviced by Metro Nashville Public Schools. MNPS operates four early learning centers, two pre-K Montessori sites and classrooms across 57 elementary schools. Due to limited capacity, MNPS operates around 3,300 pre-K seats, which is less than half the number of children who will eventually enroll in MNPS kindergarten. A 2019 report from Tennesseans for Quality Early Child Care, *Want to Grow Tennessee's Economy? Fix the Child Care Crisis*, found that more than half of surveyed Nashville families rely on formal center-based care, Head Start or school-based pre-K. Others cobble together multiple arrangements and rely on informal and often unlicensed care, with 34 percent relying on family members for at least part of the time. The shortage of child care seats reflects the shortage across the city in child care professionals. Labor market analytics of similar regions show that a comparable city of this size would have 5,022 child care professionals (birth through age 4), but Nashville only has about 3,978 child care professionals. This lower-than-expected supply makes it more difficult to find qualified candidates, coupled with chronically low wages for non-Head Start or non-MNPS sites. EMSI, a labor market analytics firm, reports that the medium national wage for child care workers, which does not include Head Start or MNPS, is \$27,978 or \$13.40 per hour. Our surveys affirm this assessment.

Meet Stacy ...



Three-year veteran teacher
Employed at a 3-star nonprofit, community-based site licensed by the Tennessee Department of Human Services.

Three adult household
Lives with her fiancé, grandmother, two small children and a newborn baby.

\$1,650 monthly pay
Takes home \$825 bi-weekly or \$19,800 annually before taxes.

\$504 for three credit hours at Columbia State
Completed one semester at Columbia State but was unable to continue due to time and financial constraints.

\$1,425 in monthly rent
Is responsible for covering the rent for her family.

\$132/month for child care
In addition to her child care voucher, she receives child support for one child and receives a discount for enrolling her child for care with her employer.

According to MIT living wage estimates: In a household with two adults and three children, each adult must work full time and make **\$3,620 per month or \$47,070 per year** to provide food, child care, health insurance, housing, transportation and other necessities for their family, based on local cost of living estimates. **Living wage estimates do not include dining out, leisure activities or unpaid holidays.**

Our qualitative data confirms the complex tension between unlivable wages and the joy of teaching for local early childhood educators. One educator we interviewed earns \$1,250 a month as a pre-K (ages two to 3) teacher, but her rent in Spring Hill, Tenn., is \$1,425 per month. She lives with her three small children, fiancé and grandmother who are able to assist with bills.

40 percent of respondents report that their employer provides discounted child care to educators and staff, and other educators shared that low-cost, high-quality care was a factor in remaining in the field.

Another teacher earns \$1,800 per month and lives with four roommates so that he can live close to work. He also has a part-time business to supplement his income. In fact, 30 percent of respondents from nonprofit community-based child care sites also had second jobs.

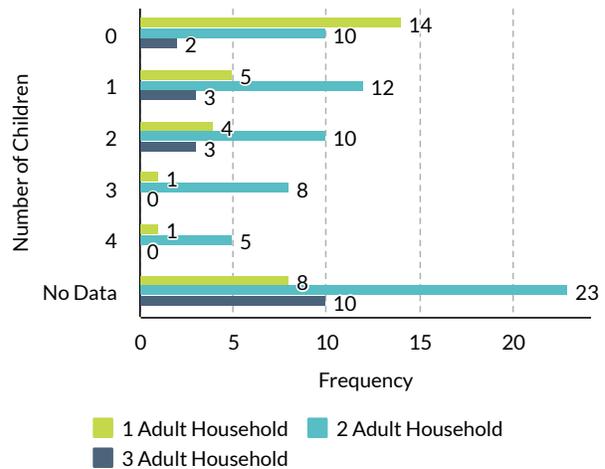
He has considered leaving early childhood education twice, but cites the “special spark in his heart for kids” as his motivation for staying. Both teachers shared their genuine love for working with children.

High costs of insurance, groceries, technology and transportation result in some teachers using credit cards to cover basic monthly necessities.

Household size is a significant variable in Nashville where the cost of living can be incompatible with local wages. According to MIT Living Wage data, a single adult with no children needs to make \$15.62 per hour or \$32,489.60 to cover food, health insurance, housing, transportation, taxes and other necessities. This does not include dining out, leisure time or unpaid vacations or holidays.

According to survey data, teachers at private schools and Metro Action Commission Head Start earn more than nonprofit community-based sites. This is partly explained by the federal funding models that support Head Start, and the ability of private schools to charge tuition and activity fees. One private school in Nashville charges the same amount as the base income eligibility requirement for MAC Head Start, or around \$12,250 per year, per student. Private schools also have wide personal networks from which to fundraise and are able to invest heavily in facilities and new technology. Private school educators who took our survey were overwhelmingly white in contrast to primarily Black Head Start respondents and skew much younger. These educators have fewer children than Head Start respondents, and all 13 private school survey participants earn \$13 per hour or higher. Of the seven survey participants working at Head Start, all are ages 35 or older, and 70 percent have more than 16 years of experience. Their qualifications range from individuals with high school diplomas and CDA licensure, to some master's degrees. Head Start participants also have high rates of additional licensure, including CPR certification and Social Service Competency Based Training as required by Head Start and Early Head Start.

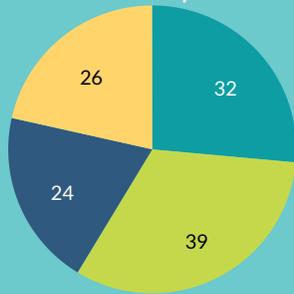
Household Composition



Attitudes & Behaviors

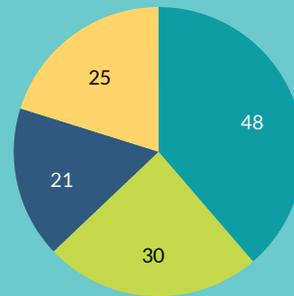
Motivations for Leaving Employer or Profession

More competitive pay within early education (ex: changing school sites)



Major (26.45%) Moderate (32.23%)
Minor (19.83%) N/A (21.49%)

More competitive pay outside early education (ex. changing careers)



Major (38.71%) Moderate (24.19%)
Minor (16.94%) N/A (20.16%)

Educators have high rates of transition from nonprofit community-based sites to sites with higher, consistent salary scales such as Head Start or Metro Nashville Public Schools.

Retention is a key issue in Davidson County and across the early childhood educator landscape. Because of unusually high turnover in comparison to other professional fields, we asked survey respondents attitude and behavior questions about their likelihood of leaving their current employer or the field of early education. Participants rated the following questions on a scale from minor to major impediments to their retention:

1. Commute is too far
2. Return to school to improve pay within the field of early childhood education
3. Return to school to improve pay outside of the field of early childhood education
4. More competitive pay within the field of early childhood education
5. More competitive pay outside of the field of early childhood education
6. Increased cost of living
7. Lack of growth opportunities
8. Stress at home
9. Cost of child care

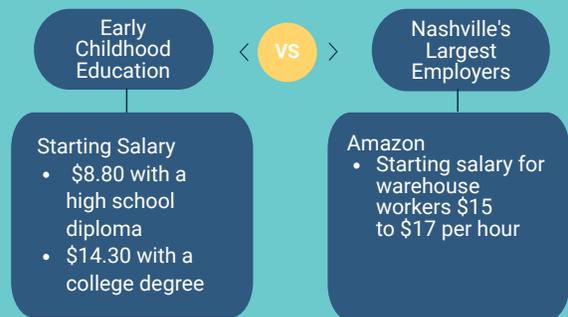
Educators across school-types overwhelmingly reported the increased cost of living in Nashville and Davidson County as a significant factor in their decision to potentially leave their employer or the profession. Longitudinal ALICE data shows that though poverty rates in Davison County are decreasing, the amount of ALICE households across the region has risen 27 percent from 2010 to 2018. This means that more households in Nashville are still not meeting the basic cost of living. This is a bigger factor for Head Start and nonprofit community-based sites than their private school counterparts. These educators also have a higher frequency of second part-time jobs to increase their household income. More competitive pay outside early childhood education and lack of career mobility were also significant factors for survey participants, with almost 64 percent of our 129 respondents marking these as moderate or major influences over their decision to leave. Employers do their best to mitigate factors that influence educators to leave. 80 percent of respondents report that their site provides health insurance, and 60 percent report they are offered retirement options or a 401K. Few reported their employee provides options for dental and vision care, life insurance or sick/personal leave. See supplementary data at the end of this report.

Middle Tennessee early childhood directors provided invaluable insight into the issues faced in retaining high-quality teachers and paying appropriate compensation.

During COVID-19, many centers temporarily closed until health and safety protocols were put in place.

While centers were closed, they:

- Hosted webinars
- Conducted staff development
- Created take-home activities for kids
- Started a directors support group
- Recorded on-demand stories
- Supplied meals to children and families



60 to 85%

RANGE OF BUDGET REPORTED SPENT ON SALARY

LOOKING TO THE FUTURE

Across the State

In 2019, Tennessee adopted the Child Care Wage\$ program, which provides supplementary income as a reward to early childhood educators for their higher education. It is licensed by Signal Centers and Tennessee Department of Human Services (TDHS) and has distributed more than \$2.5 million to educators across the state through bi-annual supplemental payments.⁸

Applicants must:

- **Work in a TDHS licensed program**
- **Earn \$15 or less per hour**
- **Have confirmation of employment**
- **Have acquired or be in pursuit of continuing education**

Supplements for Wage\$ begin at six credit hours in early childhood education for a \$400 supplement to a bachelor's degree or a \$5,200 supplement to a master's degree.⁹ Many teachers meet the income cap for the program but do not have the time or financial resources to acquire the continuing education requirements. Many are also worried that supplementary compensation may disqualify them from accessing public benefits.

Many educators, particularly those with 10 or more years of experience, do not desire to return to school because of the "benefits cliff" or "cliff effect" in Nashville. The cliff occurs for low-income families when small increases in income result in a reduction or a loss of essential public benefits. Families risk losing vital economic support including Supplemental Nutrition Assistance Program benefits, health care including child or adult Medicaid/Medicare, Temporary Assistance for Needy Families funds and Section 8 housing vouchers as illustrated below. In this case, small wage increases can drive parents and families deeper into poverty.

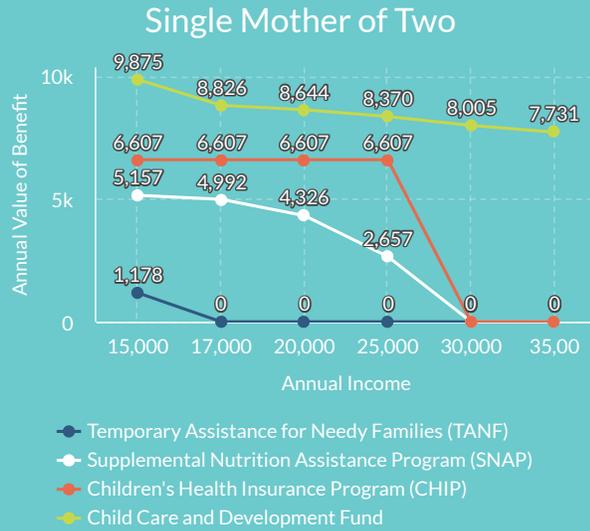
⁸ <https://www.childcareservices.org/programs/wages/contact/>

⁹ Plus or including at least 24 credit hours in early education

The Benefits Cliff in Nashville

***From The Federal Reserve Bank of Atlanta, 2019**

Educators with and without children have to weigh the pros of continuing education or accessing supplementary funds such as WAGE\$ at the risk of no longer accessing vital assistance.



23 of our surveyed educators pay for child care. This cost ranges from \$1 to \$500 based on the number of children, and some educators receive child care vouchers. Center directors confirmed that they offer low or no cost child care to the children of their educators as an incentive for retention and value-add. Access to TDHS Families First funds for child care costs is contingent on meeting income guideline criteria through Temporary Assistance for Needy Families and is re-determined every 12 months.

Advocacy

Tennesseans for Quality Early Education (TQEE) is a bipartisan coalition that works to ensure children across the state get the quality early education they need through policy and advocacy.¹⁰ This year, the organization highlighted several bills that passed the Tennessee legislature before it adjourned on May 5, 2021. These bills are highlighted as sound early education policy.

- **HB598 (Hazlewood) / SB677 (Massey)**
 - Establishes a Child Care Task Force to create a strategic action plan for high quality, accessible, affordable child care in Tennessee
- **SB0741 (Johnson) / HB0142 (Lamberth): The TN Opportunity Act Bill**
 - Establishes a reasonable reserve equivalent to one year's TANF block grant
 - Ensures TANF block grant funds other than the reserve are spent annually where the need is
 - Deploys \$182 million from the \$700 million surplus for communities to plan, implement and evaluate comprehensive strategies to reduce child poverty and promote economic self sufficiency through two-generation approaches
 - Deploys another \$54 million for Families First grants to support TANF eligible families' pathway to self-sufficiency
- **SB7003/HB7002 | SB7002/HB7004 | SB7001/HB7003: Governor Lee's Literacy and Learning Loss Bill Package**
 - Establish a new phonics-based reading program to help boost literacy rates
 - Allocate resources for tutoring, summer and after-school programs to accelerate learning and address learning loss due to the pandemic
 - Ensures standardized tests are administered to ensure visibility into student progress while "holding harmless" educators, schools and students for test outcomes

This is in addition to billions of dollars coming to Tennessee to support education across the state through the American Rescue Plan, CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act. The state expects to disperse more than \$5 billion over the next three years.¹¹

¹⁰ <https://tqee.org/virtual-town-halls/>

¹¹ https://tqee.org/wp-content/uploads/2021/05/CARES-CRRSA-ARP_TN.jpg

NEXT STEPS

Local Initiatives

The Teacher Pipeline working group acknowledges the breadth of organizations, institutions and community groups that it represents.¹² Because of the expansive nature of its representation, next steps are to work with local conveners to host a roundtable where Greater Nashville organizations can share and collaborate on policy agendas and new initiatives. Several organizations are interested in or actively working to advance policy and systems in the early education space.

Upcoming Opportunities for the Early Childhood Profession		
Short-Term Opportunities	Mid-Term Opportunities	Long-Term Opportunities
<ul style="list-style-type: none"> • Pay providers based on enrollment rather than attendance • Provide appropriate PPE and other cleaning and sanitizing materials at no cost to providers • Increase availability of scholarships for providers • Invest in grants to stabilize providers that fully fund costs • Explore and invest in shared services alliances and family child care networks 	<ul style="list-style-type: none"> • Expand access to Head Start, Early Head Start and full-day and year programs • Invest in mental health consultation for providers and families • Invest in child care resource and referral agencies (CCR&R) to provide translations, technical assistance and other support to providers • Provide a living wage to classroom teachers and aides 	<ul style="list-style-type: none"> • Increase access to child care subsidies by increasing eligibility, raising rates for all providers, eliminating or lowering co-payments and other parent fees • Create contracts to meet the needs of families and providers • Improve data collection to identify gaps and address equity • Coordinate with other systems including working with pediatricians to provide developmental assessments and vaccines and supporting transition of children from early childhood programs to elementary school • Increase access to home visiting program

This working group will provide an open channel of communication for all stakeholders and ensure that resources and supplementary data collected are used to inform policy and system recommendations in Greater Nashville.

¹² See Appendix for Teacher Pipeline Asset Map

APPENDIX

2020-2021 Teacher Pipeline: Policy & Partnerships Asset Map*

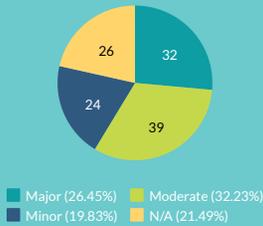


*Connections are placed in no particular order.

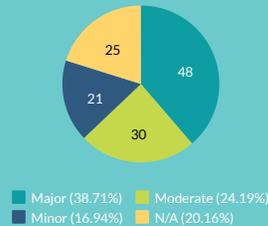
SUPPLEMENTARY DATA

Motivations for Leaving Employer or Profession

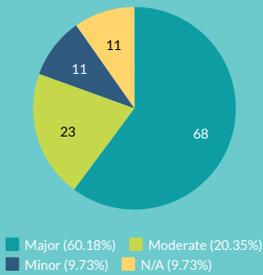
More Competitive Pay within Early Education (ex. changing school sites)



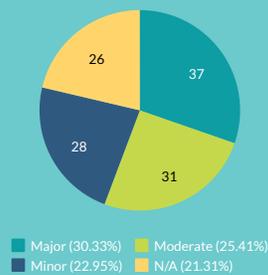
More Competitive Pay outside Early Education (ex. changing careers)



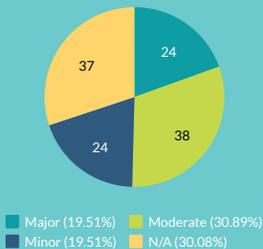
Increased Cost of Living



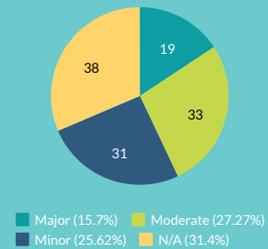
Lack of Growth Opportunities



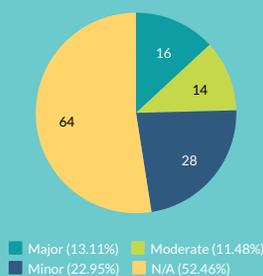
Return to School to Improve Pay within Early Education



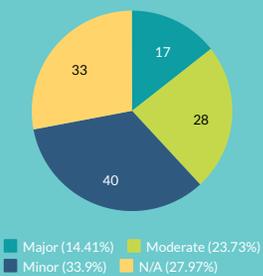
Return to School to Improve Pay outside Early Education



Cost of Child Care



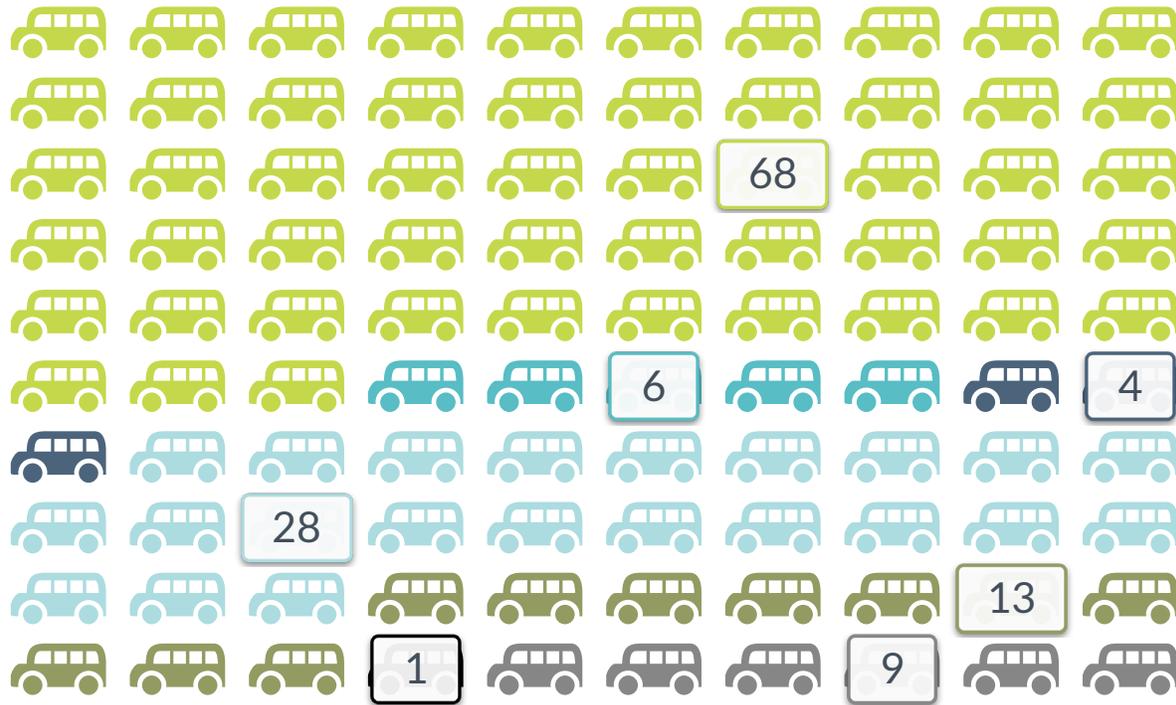
Stress at Home



*Responses left blank were not coded as N/A and were excluded from analysis

SUPPLEMENTARY DATA (CONTINUED)

At what type of site do you teach?



- MNPS (52.71%)
- Head Start (4.65%)
- Faith-Based (3.1%)
- Nonprofit/Community-Based (21.71%)
- Private (10.08%)
- Home (0.78%)
- No Data (6.98%)

For more information, email Apri Gassaway, Associate Director, Education, at blueprint@unitedwaygn.org.