



Moving the Needle on Early Childhood Workforce Compensation Cohort I Addendum

November 2019



A Project of the
T.E.A.C.H. Early Childhood® National Center



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The conclusions and views reported in this report are those of the authors and the compensation teams, and not those of the funders.

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Introduction and Background

In 2017, building on the T.E.A.C.H. Early Childhood® National Center's (National Center) experience using a multi-state team approach to address big policy and funding issues facing the early childhood workforce; the success of the states involved in those efforts; and with funding from the Alliance for Early Success, the 18-month *Moving the Needle on Compensation project* was conceived to focus on raising the awareness of early childhood workforce compensation issues and creating new or significantly expanding existing policy, advocacy and funding strategies to improve compensation within eight states.

Cohort I States

- ❖ Florida
- ❖ Indiana
- ❖ Iowa
- ❖ Michigan
- ❖ Nebraska
- ❖ North Carolina
- ❖ Texas
- ❖ Wisconsin

This past year, with additional funding, three new states were invited to participate in a second cohort (Minnesota, Michigan, Ohio, Rhode Island and Texas). Because both Michigan and Texas, began this work in Cohort I, but started late, they were invited to continue their work when the second cohort of states were invited to participate. This report serves as an addendum to the Cohort I Report and provides an update on the work of the Michigan and Texas Teams. Details about the work of Cohort I and Cohort II can be found [here](#).

Project Tasks

The tasks described below formed the core work plan for the project.

Center Tasks

1. Provide funds to support in-state efforts and state team participation in collective learning and at National Compensation Summits
2. Offer group technical assistance via conference calls, webinars, National Compensation Summits and other possible events
3. Provide individual state team technical assistance via telephone conference calls, feedback on reports, State Action Plans and individual requests
4. Disseminate findings with support from participating states

State Tasks

1. Assemble a team of 8-10 members committed to the work
2. Develop a draft and final Funding, Policy and Strategy Development and/or Implementation State Action Plan
3. Work as a team to implement the State Action Plan
4. Participate in National Center provided technical assistance calls, webinars and annual National Compensation Summits
5. Provide documentation of teamwork
6. Disseminate findings in conjunction with the National Center

Project Evaluation

Project evaluation occurred throughout the twelve-month period, both formally and informally. Quarterly reports were monitored by Center staff for project progress, agreement compliance, innovative ideas, and identified barriers. Quarterly calls between Center staff and team leaders

served as thermostats measuring both issues stalling team progress and successes. Evaluations via Survey Monkey were conducted for each of the webinars and the Summit. At the end of the project, team members from all five states (Cohort II states, Minnesota, Ohio and Rhode Island) and returning states, Michigan and Texas, were invited to respond to a project evaluation.

- ❖ Sixty-four (64) people participated as members of the five state teams.
- ❖ Thirty –four (53%) responded to the overall project evaluation.

State Team Meetings and Team Efforts

As was the case with Cohort I teams, the leadership for the state’s efforts and the administration for the project agreement was provided by the administrative home for the T.E.A.C.H. Early Childhood® Program in each state. States identified a long-term vision and developed a Vision Roadmap, selected goals and created action plans based on the current status of the compensation issue in their state, and a goal to move the needle to a higher level of readiness. Teams met at least quarterly and participated in webinars offered throughout the project as well as a National Compensation Summit. **Attachment A** includes the Vision Roadmaps.

The composition of the teams again proved to be a key factor in predicting the success of state’s efforts. Teams needed to be large enough to include adequate representation, but not so large that every meeting became a review of past efforts for those not fully engaged. Representation needed to include the appropriate state level leadership with the ability to move recommendations forward, but also a number of partners with time to roll up their sleeves and work on messaging or do research between meetings. It was also critical to engage the workforce, teachers and directors, from a variety of settings.

A Crosswalk of States’ Goals is included as **Attachment B**. A discussion of accomplishments follows this section in the *Summary of Results* section.

TEAM WORK EVALUATION FEEDBACK

- ❖ 100% of team member respondents found the team leadership, the composition of the team, small group committee meetings and individual team assignments worked well.
- ❖ 87% of team leader respondents found their state team meetings to be useful.

COMMENT

“As we exit we will continue to push forward with wage compensation. There has been progress and we will continue.”

National Compensation Summit

A Moving the Needle on Compensation National Summit was held in April 2019, immediately following the annual T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium. The Summit Agenda can be found in **Attachment C**. Summit workshops, keynotes and plenary sessions were designed to meet the identified learning needs of team members. The Summit frame was built using the same frame as the previous Summits, which previous evaluations indicated was the right course of action and included the following.

- ❖ National leaders with compensation expertise provided keynotes and led working sessions.
- ❖ State teams were provided many opportunities to share focused time together and move their agendas forward.
- ❖ Each state presented their goals, unique opportunities, and successes to the collective, allowing time for national leaders, funders, and all states’ participants to ask questions and learn from each other.

NATIONAL COMPENSATION SUMMIT EVALUATION FEEDBACK

- ❖ 91% of evaluation respondents indicated the Summit increased their knowledge and met their needs.

COMMENTS

“I really appreciated the summit speakers and panels, and the opportunities we had individually and as a team to engage in high level thinking around the issues, possible solutions, and practical steps we can take now.”

“The summit was amazing. It was the best experience to be able to share with other states and listen to their work. We learned about their challenges and their successes. The dialogue and breakout sessions were so valuable. Also our team conference calls were very helpful as we worked on our own project.”

“Having technical assistance for the team during our work time at the Summit was fantastic. We accomplished so much more because of the immediate feedback, guidance, and input.”

Based on evaluation feedback we continue to see the value in bringing teams together to learn from national speakers and from each other and to share time with their team members in face to face meetings, which isn’t always possible in their home states. The synergy that happens during these events is certainly a value add to the ongoing supports provided to the teams throughout the year.

Webinars

The National Center offered webinars quarterly, on average, to team members from the participating states. Topics were selected based on a review of team goals and planned strategies, as well as the outcomes of needs assessments completed by team members.

1. ***Compensation Strategies 101*** – Sue Russell, T.E.A.C.H. Early Childhood® National Center, October 30, 2018
2. ***Communications and Messaging for a Highly Qualified and Fairly Compensated Workforce*** – Lindsey Allard Agnamba, School Readiness Consulting; Michelle Ruess, National Institute for Early Education, February 26, 2019
3. ***Proactive Promotion of Early Childhood Compensation Parity*** – Caitlin McLean, Center for the Study of Child Care Employment, March 11, 2019
4. ***Teams that Move the Needle***, Anna Carter, North Carolina, Division of Child Development and Early Education; Tom Rendon, Head Start State Collaboration Office, Iowa Department of Education; Ruth Schmidt, Wisconsin Early Childhood Association, February 1, 2019

5. ***Moving the Needle on Workforce Advocacy***. Catherine White, National Women’s Law Center; Lauren Hogan, National Association for the Education of Young Children, July 15, 2019

WEBINAR EVALUATION FEEDBACK

- ❖ 86% of respondents indicated the webinars met their needs and 91% indicated the webinars increased their knowledge.

Communications

An important aspect of the success of this initiative was the technical assistance provided to state teams. Teams were divided between National Center TA staff, each staff member working with her states through the duration of the project. Staff joined team meetings by phone and provided follow-up feedback to the team lead. Monthly check-ins by phone or email ensured teams were progressing successfully and any barriers were addressed. The state’s assigned staff person also reviewed reports and assignments for completeness and compliance with the grant contract requirements, and for consistency with the topics addressed in the team meetings.

TECHNICAL ASSISTANCE EVALUATION FEEDBACK

- ❖ 100% of respondents found the center staff person assigned to support their team was effective.
- ❖ 100% of respondents agreed they received the resources and information they needed to participate.
- ❖ 95% of team leader respondents found the technical assistance and tools provided by staff was useful during their time as a team member.

A bi-monthly e-newsletter, the ***Compensation New\$***, compiled upcoming project information and deadlines; state team updates, highlights and successes; and links to new resources, articles and blogs regarding compensation issues, and related research released in the previous months and was distributed to all team members across the states.

A project **Dropbox** was set up allowing documents to be posted for team members’ use. This was particularly useful for sharing action plans, vision statements, crosswalks of state goals, and strategies and actions between states.

NEWSLETTER AND DROPBOX EVALUATION FEEDBACK

- ❖ 100% of respondents found the Compensation New\$ to be useful.
- ❖ 92% of respondents found Dropbox to be useful.

COMMENTS

“Our Center staff support person was very positive and helpful in directing us to other states and helped us focus on our goals.”

“National Center staff were extremely helpful in guiding discussions, asking critical thinking questions and keeping the team moving forward. Without that help and support I do not think we would have been as successful.”

In reviewing the project components in total, we conclude that team members across the states found value in this project as active and engaged participants who gained knowledge, skills and/or experience.

- ❖ 100% reported they were an active and engaged participant.
- ❖ 97% reported they contributed to the success of the project.
- ❖ 100% reported they gained the additional knowledge, skills, and/or experience to improve their participation in the project.

Based on the evaluation feedback, we continue to believe the combination of supports offered to state-based project teams has been of value to the members in not only moving their work forward, but also, in the increased knowledge base of individual members, allowing them to become more informed advocates for issues like compensation and addressing higher education barriers that greatly impact the early childhood workforce and the systems that support them.

Here's what some had to say.

“It was the most valuable experience in my career. Being in early childhood for over 35 years, I have always advocated for fair and equitable compensation and believe that what we do in early childhood makes a difference for a lifetime.”

“This project has been very beneficial to our state. The issue of ECE compensation is now at the front of discussions and groups that it was not a part of just 2-3 years ago. Infusing compensation into the regular dialogue within advocacy groups and state agencies is a huge win for our state and the team members will continue to advocate for greater progress to be made.”

Summary of Results

Accomplishments

As was the case with their work in the Cohort I, both the Michigan and Texas teams made progress and identified accomplishments toward change. One difference between the work in Cohort I and this round was related to the goal areas identified in their State Action Plans. In Cohort I, the team's goals focused on five areas - public awareness, advocacy, policy, strategy development, and funding. In reflecting on the Cohort I accomplishments at the end of the two-year period, it was evident that public awareness and advocacy were not stand alone goal areas, rather, they were infused in the other three goal areas of funding, policy and strategy development. In this round, the goal areas were reduced to these three.

Each team successfully accomplished one or more of their goals outlined in their State Action Plans in one or more of the following domains: Funding, Policy, and Strategy Development and/or Implementation. These accomplishments are organized by domains and coded by state abbreviation and demonstrate how states attempted to impact compensation parity in diverse ways.

Funding

- New Star Rated Stipends were created. Over 1000 were issued and funding for Stipends included in FY20 T.E.A.C.H. funding. (MI)
- TXAEYC was awarded a 3-year grant from the Texas Education Agency to help build school district-community early learning program partnerships in Texas. First year funding is \$140,000. Funding is not compensation support, but goes to support larger workforce and inter-agency work. (TX)
- Shared Service Alliances were built into the Professional Development Grants (PDG) work for \$50,000, including three pilots with Children at Risk, and one in Dallas. Membership is being determined. The number of children and programs has not yet collected. Data is being collected now for a Dallas pilot, which includes wages. (TX)
- Shared Service investments were made at state level, and local pilots are in progress. All Texas Workforce Commission (TWC) boards received Shared Services funding. Guidance was provided to Boards on Shared Services strategies and implementation. Work is underway to tie cost savings to wage increases. A pilot is underway in the Shared Services Hub funded by TWC, as well as several others. (TX)

Policy

- A legislative luncheon and public policy forum was hosted in support of a legislative ask to increase reimbursement rates. Both the Governor and Senate recommended a \$16.5 increase for reimbursement rates using federal funds. (MI)
- The MI AEYC Executive Director was invited to participate in a working group funded through the National Association of State Boards of Education (NASBE) to develop a framework to strengthen the state's early childhood education workforce. (MI)
- Full day Pre-K with teacher raises passed out of the House. It is now law and includes a requirement for school districts to partner with community early learning programs. (TX)
- Local stakeholders are now talking about compensation and quality (Dallas has a proposal, which is not final yet, to go to \$11.25/hour using the Community Block Grant). (TX)
- A pilot for apprenticeships is in place with Fort Worth Campfire. It has been approved by DOL and is moving to implementation. (TX)

Strategy Development and/or Implementation

- There is increased interest in state/foundation support for a wage supplement program. (MI)
- New allies and relationships were built with unlikely partners. (TX)
- State level stakeholders are talking about costs of quality, and compensation as an issue is being discussed as never before. (TX)
- A report on Child Care Apprenticeship and what it might look like in Texas, including a plan for Child Care WAGES[®] was completed. (TX)

Return on Investment

As was the case with the Cohort I states, a number of the states intentionally sought additional resources to support current compensation initiatives. To support team members in attending the Summit, \$800 in funding was leveraged by Texas. An additional \$1.45 million of new funding for the workforce was garnered by Texas for Shared Services support from the Texas Workforce Commission, the Professional Development Grant, and leveraged from private, corporate and philanthropic dollars through 501ops, a MtN committee member Information/Technology company. Another \$350,000 in Apprenticeship funding was garnered in Texas as well.

Challenges and Lessons Learned

In wrap up and exit interviews with the five teams at the end of this project year, challenges and lessons learned around this work were discussed. Both are useful to assist advocates and policymakers in addressing current and future compensation endeavors in terms of understanding roadblocks as well as a way forward. With all of the challenges that come with moving policy and practice around entrenched early childhood education issues, there were still big wins that grew from a combination of having a plan with measurable goals to guide the way; successfully educating policymakers and stakeholders about the issues; and targeting increased funding through both public and private sources for workforce compensation.

Challenges

Working as a Team

One team leader mentioned, and based on the lessons from Cohort I, it's likely other teams would agree, that this work is hard, takes time, and requires regular and consistent meetings to keep the work moving. Once teams were formed and the work was moving forward, it still took time to begin to meet milestones. One team that focused on several goals that were ambitious even for them, much less policymakers, knew they needed time to unpack what compensation meant and how it could look in their state. Others brought some new and unlikely partners to the table, which required a learning curve for all involved. For another state, the turnover of a key staff person at a philanthropic organization, required time to re-educate a replacement and slowed the forward movement of a piece of their work.

Working Within Both the Constraints and the Supports of Administrative and Political Environments

Teams agreed that both the administrative and political environments played key roles in both the successes and limitations of moving this work forward. In both realms, environments can and will change – albeit, political environments may be prone to change more rapidly during the legislative and budget processes or as a result of an election. It can take time for information and recommendations to move through state agencies and departments, which can delay actions and outcomes. One state found it tricky to keep advocates and advocacy efforts on the same page and moving forward throughout the fast-paced and changing legislative budget process.

Teams agreed that it is vital to have state agency participation in this work to help ensure there is alignment between the priorities of the early childhood education administrative agencies

and compensation team priorities, although that was not always the case. While some state's early childhood state program administrators and policymakers were supportive of increased investments for education and compensation efforts, for others, these were seen as luxury items at a time when there is a scarcity of early childhood programs and slots for children in what are referred to as 'child care deserts.'

Acknowledging Resource Scarcity

There are a variety of examples from around the country of how to move the needle on early childhood workforce compensation, and many states seem to be on a similar learning curve about what they are and how they can or cannot be tested or embedded in their early childhood landscapes. As teams worked throughout the year, one thing was not lost on any of them – that resources for many compensation strategies are scarce and that a substantial investment needs to be made in order for a real shift in compensation to happen. Yet, without a plan across multiple systems and infrastructures, the work and the workforce are stuck when it comes to true compensation reform. A compensation parity strategy, for example is a big-ticket item for which advocates find it difficult to make the case. Understanding the true cost of care can be hard to ascertain when compensation and all of the related issues are somewhat straightforward for center-based staff, but are very different for family child care home educators, who may be reluctant to share financial information about their business. Yet, teams were able to make incremental change within just one year.

Framing the Message

In addition to the education that took place among all teams and those external to the teams, all five states mentioned the need to continue framing messages about compensation in a way that will help a variety of audiences such as policy makers, parents, business leaders, stakeholders and early childhood educators, understand this complicated issue. A lack of understanding around the complexities of financing surfaced, including

- ❖ Wage and/or compensation parity inequities that exist within and among early childhood systems, with infant/toddler teachers often being paid less than teachers of older children;
- ❖ No clear connection between increases in child care assistance program rates, which alone is not the solution, and the use of those rates to improve early educator compensation tied to education and retention; and
- ❖ Families and the general public having limited knowledge about how federal, state and local early childhood systems and infrastructure works; how under resourced the whole system is; and how low the wages are of the early childhood workforce.

As one team leader commented, "It's no surprise people still need convincing that compensation equity is essential, and it's a struggle to convince people who are not in the thick of this work."

Paying Attention to and Honoring Workforce Reactions

As with any project set out to facilitate forward movement on behalf of and in support of the early childhood workforce, it's important to engage workforce members and listen to and understand their reactions to the work. When it comes to moving the needle on early childhood workforce compensation, the reactions were overall very positive, with some skepticism about how to make it happen. For some, they understand that compensation is a

key strategy and they are grateful and welcoming of the efforts and hope that we are at a tipping point. Some are fearful that increasing compensation will come with demands for increased education and regulations and are concerned about paying for those.

Lessons Learned

- ❖ The requirement to seat several specific categories of members on the team may seem restrictive, but this requirement is important to ensure all perspectives are included and stakeholders from around the state are on the same page with the work.
- ❖ At the beginning of the project, not all goals may seem realistic, but as the work progresses, it's possible to find unlikely avenues of support. A case in point was the blending of workforce and child care funding for an apprenticeship model, which wasn't considered a possible solution at the front end.
- ❖ The project set out to do what it intended, which was to start where states are with what exists in the state along with recommendations from other work that is more broadly addressing the early childhood education workforce and go deeper into the compensation piece. Without compensation improvements the rest will go nowhere.
- ❖ All teams were able to educate others about early childhood workforce compensation, both within and outside the ranks of their teams. From the Governor's cabinet to legislators, workforce development boards, nonprofit and foundation staff and board members, state agency leadership, higher education faculty, other committees doing similar work and the workforce itself, each team brought in new voices, new advocates and new energy to this work.
- ❖ The project opened doors for conversations to take place. One state team leader had been trying for years to connect with their Department of Labor, which can be a challenge in garnering support for a low-wage, but high need workforce. An interesting anecdote, was shared by a team member about a conversation with her state's a new deputy superintendent who talked about conversations he had with friends who don't understand how early childhood education is so expensive, while parents pay so much and early childhood educators get paid so little. Clearly this was an opportunity to educate.
- ❖ States that used social media to highlight this work found the workforce eager to hear solutions. Several early childhood educators who participated on the teams and others who heard about the work were happy and mentioned that this was the first time they could remember that a group met to talk specifically about compensation. A quote from an early childhood workforce team member in Ohio sums it up.

*"This was such a great learning opportunity, knowing that there are people at the state and national levels that are really working hard to try to change things for teachers. I'm having more and more trouble just finding people for ratio and knowing that this (project) is going on is exciting and extremely rewarding to me. I've been in the field a long time and it brings a new passion to what we do and how important it is and the more people that know about it the better it's going to be for the future. I commend everyone for everything they've done and I appreciate the opportunity I've had with this. Thank you for all of that." – **LaShona DeVold**, Director, Noble Learning Center, Ohio and Ohio Moving the Needle on EC Workforce Compensation Team Member*

Recommendations

Teams were asked to share recommendations and next steps at the end of the project year. The following sections represent the recommendations and next steps of the Michigan and Texas teams.

- ❖ Continue to seek local as well as state and national solutions like wage supplement pilots.
- ❖ Continue advocacy and public education/awareness around compensation issues and strategies that support compensation gaps.
- ❖ Embed compensation issues and support strategies into other groups' work and advocacy work. Find ways to get the information about successful strategies out to different local groups and across the state.

Next Steps

In looking ahead, the Michigan and Texas teams will continue this work beyond their participation in this project and have described their plans for the coming year.

- ❖ Revitalize our relationship with a potential funder due to program officer change over. (MI)
- ❖ Paint a narrative of wage crisis to be available for advocacy groups using data. (MI)
- ❖ Utilize QRIS and T.E.A.C.H. data and feedback to explore correlation between Star Rating Stipend and T.E.A.C.H. participation. (MI)
- ❖ Explore longevity stipends as a component of existing T.E.A.C.H. models. (MI)
- ❖ Continue to seek local wage supplement pilots. (TX)
- ❖ Continue advocacy and awareness around compensation issues and strategies that support compensation gaps. (TX)
- ❖ Continue to have the workgroup imbed compensation issues and support strategies into other groups' work, and advocacy work. Find ways to get the information about successful strategies out to different local groups and across the state. (TX)
- ❖ Utilize QRIS Standard Review to imbed compensation strategies and elevate awareness of the issue. (TX)
- ❖ Ensure the Shared Services pilot secures continued funding in next round of Preschool Development Grants. (TX)
- ❖ Implement system-level solutions for Shared Services statewide. (TX)

Attachments



Attachment A

Moving the Needle on Early Childhood Workforce Compensation Team's Vision Roadmaps

Michigan Compensation Team Vision Roadmap

Vision: *Michigan's Early Childhood Educators will receive compensation in alignment with their qualifications.*

Roadmap

1. Public will moves to support the need for a well-compensated ECE workforce as a necessity for future economic success and growth.
2. Parents, the general public, and early childhood educators advocate for legislative solutions to increase compensation and benefits of the workforce.
3. A compensation scale is aligned with Michigan's Career Pathway and utilized to determine eligibility for state funding.
4. An investment is made to move provider reimbursement rates to 100% of the current market rate.
5. An investment is made to increase the income eligibility for state-funded Pre-K programs, increase the number of slots, and increase the per-pupil funding amount with salary minimums included in grant requirements.
6. Per pupil funding formula is expanded to include all children birth-grade 12 in public and private settings.
7. The birth-Pre-K lead teacher education requirement moves to a BA in all settings.
8. State funded Pre-K programs move to local district K-12 pay parity in public and private settings for comparatively credentialed teachers.
9. Michigan moves to per pupil funding for birth-grade 12 in all settings with tuition co-pay for birth- Pre-K families on an income-based sliding scale to account for 100% of the cost of care.

Texas Compensation Team Vision Roadmap

Vision: *Early childhood educators will achieve compensation parity with that of educators in the K-12 system in Texas.*

Roadmap

1. Public awareness on the importance of highly qualified early education professionals.
2. Unification of the early childhood workforce and advocacy efforts in the state.
3. Standardized terminology across early childhood sectors (public/private/family home/school district) on what an early childhood educator is and what they do.
4. Improve minimum standards (licensing regulations).
5. Improve minimum teacher qualifications to require associate and bachelor degree and develop career pathways. (This also assumes that support programs would be funded to support these changes.)

6. Increase minimum director/administrator qualifications to require bachelor degree. (This requirement assumes the degree required will include child development, leadership and business components.)
7. Revise QRIS standards that reflect high quality learning environments and interactions.
8. Revise QRIS to include a salary scale.
9. Implement QRIS system statewide (all programs working with children 0-8 are required to participate).
10. Increase subsidy reimbursement rates-reflect the cost of quality.
11. Financial supports for private providers to increase quality. (Support programs with recourses and programs that do not receive state subsidy funding-public schools, etc.)

Attachment B

Crosswalk of State Goals		
	Michigan	Texas
Funding	<p>Goal 1 - Stipends for QRIS participating programs are included with T.E.A.C.H. Scholarship models.</p> <p>Goal 2 - A wage supplement pilot is established in Michigan.</p>	Goal 1 - Texas early childhood teachers will have increasing levels of compensation.
Policy	Goal 3 - Provider reimbursement rates are at 75 th percentile of current market rates.	
Strategy Development/ Expansion		Goal 2 - Shared Services Alliances are in place and improve compensation of the workforce.
Policy and Strategy Development		Goal 3 - Early childhood compensation is embedded into state wide policies.

Moving the Needle on Compensation – Summit - 2019

Thursday, April 25

7:30 a.m. Registration/Continental Breakfast – LOCATION: Atrium

8:30 a.m. Opening Welcome and Plenary Panel – LOCATION: Dogwood

- *Welcome:* **Sue Russell**, Executive Director, T.E.A.C.H. Early Childhood® National Center

- *Plenary Panel: Moving from Incremental to Transformative Change in ECE Workforce Compensation: What Needs to Happen in Communities, States and the Nation?*
Harriet Dichter, Consultant, Early Childhood Policy and Strategy; **Caitlin McLean**, Research Specialist, Center for the Study of Child Care Employment; and **Albert Wat**, Senior Policy Director, Alliance for Early Success

10:15 a.m. Break

10:30 a.m. Concurrent Workshops

1. *What's Your Story? Using Storytelling as a Tool to Support the Early Childhood Workforce, Part 1 – LOCATION: Mt. Laurel A*
Presenter: **Thelma Wong**, Director of Strategy & Practice, School Readiness Consulting

2. *Compensation Strategies Embedded in Pre-K, CCDBG Policies/Funding and QRIS – LOCATION: Dogwood*
Presenters: **Harriet Dichter**, Consultant, Early Childhood Policy and Strategy; **Gail Piggott**, Executive Director, Alabama Partnership for Children

3. *Compensation Advocacy – LOCATION: Wintergreen*
Presenters: **Lauren Hogan**, Senior Director, Public Policy & Advocacy, National Association for the Education of Young Children; **Margaret Shelton-Foushee**, Owner/Director, Blossoms Daycare

12:00 p.m. Lunch – LOCATION: Trillium Dining Room

1:15 p.m. Concurrent Workshops

4. *What's Your Story? Using Storytelling as a Tool to Support the Early Childhood Workforce, Part 2 – LOCATION: Mt. Laurel A*
Presenter: **Thelma Wong**, Director of Strategy & Practice, School Readiness Consulting

5. *Continuing Progress & Lessons Learned from First Round Moving the Needle on Compensation State Teams – LOCATION: Wintergreen*
Presenters: **Anna Carter**, Director, North Carolina Division of Child Development and Early Education; **Phyllis Kalifeh**, President, Children's Forum, Inc., (Sue Russell, Facilitator)

6. *Finding the Money – LOCATION: Dogwood*
Presenter: **Anne Mitchell**, Consultant, Early Childhood Policy Research and Alliance for Early Childhood Financing

- 2:45 p.m. Afternoon Break – [LOCATION: Atrium](#)
- 3:00 p.m. Individual State Team Work – See List of Team Meeting Rooms Below
- 4:45 p.m. Day One Wrap Up – [LOCATION: Dogwood](#)
- 5:00 p.m. Adjourn for the Day

Individual State Team Meeting Rooms

STATE	THURSDAY	FRIDAY
Michigan	Northwest Day Office	Southeast Day Office
Minnesota	Dogwood A	Windflower A
Ohio	Mt. Laurel A	Bellflower A
Rhode Island	Wintergreen	Wintergreen
Texas	Dogwood B	Windflower B

Friday, April 26

- 8:00 a.m. Keynote Address – [LOCATION: Windflower A/B](#)
Moving From Unifying Definitions to Improved Workforce Compensation
Marica Cox-Mitchell, Director, Early Learning, Bainum Family Foundation
- 9:15 a.m. Break
- 9:30 a.m. Team Presentations – [LOCATION: Windflower A/B](#)
- 10:45 a.m. Break
- 11:00 a.m. Team Presentations and Reflections
- 12:15 p.m. Lunch – [LOCATION: Trillium Dining Room](#)
- 1:15 p.m. Individual State Team Work – See List of Team Meeting Rooms Above
- 2:40 p.m. Closing Reflections – [LOCATION: Windflower A/B](#)
- 3:00 p.m. Adjourn

