Moving the Needle on Early Childhood Workforce Compensation Cohort II

November 2019

A Project of the T.E.A.C.H. Early Childhood® National Center
Special thanks to the Alliance for Early Success and the W.K. Kellogg Foundation, whose generous support made this project possible; and to the leadership within organizations that host T.E.A.C.H. Early Childhood® programs in Minnesota, Ohio and Rhode Island, whose time and commitment contributed to our body of knowledge toward moving the needle on early childhood workforce compensation.

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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# Moving the Needle on Early Childhood Workforce Compensation

## Cohort II

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Introduction
In 2017, the T.E.A.C.H. Early Childhood® National Center (National Center), with funding from the Alliance for Early Success and W.K. Kellogg Foundation, embarked on what would become a multi-year, multi-state project to help states that we license to administer the T.E.A.C.H. Early Childhood® Program, work to move the needle on early childhood workforce compensation.

The original project report, Moving the Needle on Early Childhood Workforce Compensation Project can be found on the National Center’s website. That report includes detailed information on the project background; the project design; principles for moving the needle on EC workforce compensation; project evaluation data; and a summary of results from the initial eight state team cohort (Cohort I) that participated over two years from January 2017 through August 2018.

This Report includes a brief introduction and background of the project, but the main focus is the project evaluation and summary of results of the three state team cohort (Cohort II) that participated in the second round of funding, from September 2018 – August 2019. For Cohort II, nine T.E.A.C.H. Early Childhood® states were invited to apply to participate. For any number of reasons such as staffing limitations or new funding resulting in increased workloads, three of the nine states applied. All three states – Minnesota, Ohio and Rhode Island – were selected to participate. In addition, two states, Michigan and Texas, that participated in the first cohort but started the project late, were invited to continue their work implementing their action plans for another year and joined the three new teams. Details about the work of Cohort I and the Addendum to that report can be found here.

Project Background
Early childhood (EC) workforce compensation is a significant barrier to creating and retaining the educated workforce young children need. Much has been written about the woefully low compensation of early childhood teachers, those working in both center and home-based settings. National and state workforce studies report hourly wages of less than $11, with few benefits such as fully funded health insurance or retirement. These low wages are often seen as the reason for high turnover and workforce instability.

The report, Transforming the Workforce for Children Birth–Age 8 (2015), states that a comprehensive approach to addressing factors that affect professional practice for early childhood educators must include compensation parity and that, “federal and state policies need to support a shift in compensation standards”. Yet the field is stymied by resource limitations that constrain compensation of educators, recruitment of capable and motivated people into the workforce, and other essential features of a high-quality system to best serve young children. Targeted and innovative funding strategies must be identified and implemented and advocacy in support of compensation must be a priority.

A number of states are implementing strategies to try to partially address the issue of early childhood workforce compensation. The challenge that states face is the competition between increasing access for children from families with low incomes who are in need of early care and education and building high quality programs for young children, where teachers are well
educated and well compensated. Higher payment rates for both child care assistance and for Pre-K are often seen as the answer. Yet without a mandate for dollars to specifically go to teacher compensation, in a diverse delivery system, increased rates do not always mean better salaries.

**Project Objective**
Building on the T.E.A.C.H. Early Childhood® National Center’s experience using a state team approach to addressing big policy and funding issues facing the early childhood workforce, the *Moving the Needle on Early Childhood Workforce Compensation Project – Cohort II* focused on raising the awareness of early childhood workforce compensation issues and creating new or significantly expanding existing policy, strategy development and/or implementation and funding to improve compensation within five states.

**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

<table>
<thead>
<tr>
<th>Participating States Cohort II</th>
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<tbody>
<tr>
<td>❖ Michigan*</td>
</tr>
<tr>
<td>❖ Minnesota</td>
</tr>
<tr>
<td>❖ Ohio</td>
</tr>
<tr>
<td>❖ Rhode Island</td>
</tr>
<tr>
<td>❖ Texas *</td>
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</table>

*Both Michigan and Texas began the project late in Cohort I and were invited to continue work on implementing their action plans for another year.*
via Survey Monkey were conducted for each of the webinars and the Summit. At the end of the project year, team members from all five states 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 three Cohort II states’ 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 Cohort II State’s 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 Agnampa, 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% or 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 is 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 Cohort I, all Cohort II state teams made progress and identified accomplishments toward change, and these accomplishments were the result of a lot of time and effort, not a lot of money, and a focus on the problem. One specific difference between the two cohorts 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 Cohort 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

- REETAIN grants were included in the House Omnibus Health and Human Services bill at $200,000 per biennium but not included in the final omnibus bill. (MN)
- Business supports were funded in the House bill at $1 million. The Senate bill included $140,000 for business training for child care programs. Neither were included in the final bill. (MN)
- Tax credit legislation was introduced and hearings in both the House and Senate Tax Committees and House Early Childhood Committee, but not included in any omnibus bills. (MN)
- MN Initiatives Foundations were funded to minimalize the child care shortage in rural MN including encouraging capacity building and training, as well as promoting Parent Aware. (MN)
- The MN Department of Human Services increased allocations for T.E.A.C.H. Early Childhood® Minnesota, CDA Scholarships, and R.E.E.T.A.I.N grants by $450,000 from March-June 2019. This reflects a 41% increase over current year base funding. (MN)
- The new governor introduced a $150 million budget for early childhood initiatives, leveraging federal investments, and all initiatives were funded. (OH)
- The POWER (Powering Optimal Wages and Encouraging Retention) wage supplement program served 514 participants and received a $400,000 increase in funding for FY20. (OH)
- A county market rate alignment process across counties was completed, with a $15 million investment. (OH)
- Funding for home visitors was tripled. (OH)
- Legislation was passed for Tiered Reimbursements for family child care educators. (RI)
- A Spanish language cohort was supported by T.E.A.C.H. Scholarships, and the Department of Human Services provided $80,000 to support curriculum development, course creation and instructors at Rhode Island College. (RI)

Policy

- A joint meeting of the Early Childhood House Committee and the Economic Development House Committee provided the Department of Employment and Economic Development (DEED) data to elected officials. We have been invited to present again in October. (MN)
- MN DEED data was used to better understand and frame the compensation need in the context of the broader workforce. (MN)
- Progress was made in holding hearings and helping educate policymakers. (MN)
- The B8 team, in collaboration with the MtN team, has been asked for recommendations on workforce issues and compensation for the Governor’s Children’s Cabinet. (MN)
- Headway was made engaging with the Department of Labor and Training about the early childhood career pathway and leveraging training funds. (RI)
- A post card campaign was successful, with over 2500 cards sent to legislators. (RI)
### Strategy Development and/or Implementation

- A regional retention effort that included a focus on compensation for successes and lessons learned was explored. (MN)
- A framing and messaging conversation began, building off the Frameworks Institute materials and expertise. (MN)
- Salary scales were explored by researching other states and national efforts to implement and/or embed these into QRIS systems and define how this might work in Minnesota. (MN)
- Committee members did additional research on compensation strategies embedded in QRIS systems in several states. (MN)
- A new team was created to explore *Transforming the Financing of Early Care and Education*, which will include modeling for increased compensation. Financial modeling will lead to compensation recommendations. (MN)
- The Minnesota SEQUAL report was reviewed for results and its impact for our work. (MN)
- Compensation components in the Early Learning Scholarships Program, Voluntary Pre-K program, and Parent Aware (QRIS) program were explored. (MN)
- Head Start programs through a rural CAP agency will be inviting other teachers and providers in their areas to join their CDA cohorts. (MN)
- Funding is being acquired to support a communications plan to support the policy platform messaging to ensure urgency and criticality of the issue. (OH)
- Cincinnati Preschool Promise compensation awards were provided to 47 early childhood teachers. (OH)
- A wage scale is being created to help inform initial conversations with the Department of Labor and Training. (RI)
- Work on the workforce registry is supported by the Professional Development Grant. (RI)
- Opportunities were provided to engage others about compensation work at the Commission on Child Care monthly meetings and the Early Learning Council quarterly meetings. (RI)

### 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 *Moving the Needle Project* team work, including financial support for team members to attend the Summit and funding for team meeting facilitation and communications and marketing activities, just over $83,000 in funding was leveraged by these three states. An additional $1.8 million of new funding for the workforce was leveraged in the states to maintain or expand resources for T.E.A.C.H. Early Childhood® scholarships, Child Care WAGE$® or similar salary supplements, increases in Child Care Assistance Program reimbursement rates, and curriculum development and faculty support for a Spanish speaking AS degree cohort, due to the efforts of the team members, individually or collectively. For specifics on leveraged funding, see Attachment D.

Center staff checked in with the Cohort I states to learn if there had been any additional accomplishments and/or funds leveraged for compensation during the past year as they continued work on this issue without the support of this project. On the following page are the
gains made by six of the original eight states. Gains made by Michigan and Texas, the two states that continued with the project from the first cohort are in the *Moving the Needle on Early Childhood Workforce Compensation – Cohort I Addendum* and can be found [here](#).

### Moving the Needle on Early Childhood Workforce Compensation – Cohort I
State Accomplishments and Ongoing Work First Year Post Project Participation

| FL | 1. Florida’s team has continued to work with the Office of Early Learning (OEL) concerning compensation issues. There is an increasing awareness that if we don’t address this issue none of the other quality improvement strategies can become fully realized. Compensation has a place in the new PDG work as well.  
2. OEL has put the Child Care WAGE$® infrastructure funding into their Legislative Budget Request (LBR). The LBR is meant to guide the legislature as to the needs of the agencies.  
3. WAGE$ has expanded to two additional counties, Pinellas (St. Petersburg) and Hillsborough (Tampa). There are several more counties that are also interested.  
4. There is interest at the state level about adding an Infant/Toddler WAGE$ program.  
5. We have begun to transition our messaging around "salary supplements" to "education-based incentives.” We hope that this mitigates some of the arguments about our assuming the employers’ responsibilities. |
| IN | 1. Indiana team members continue to serve on various workforce and professional development committees; these committees are engaging in conversation around compensation in relation to turnover and retaining talented workforce. There is increasing awareness and conversation around the need to address early childhood workforce compensation and work conditions.  
2. Indiana is a deep dive affiliate for NAEYC’s Power to the Profession, allowing the state to engage in focus groups and interviews to inform recommendations for cycles 6 & 7, which address compensation.  
3. The T.E.A.C.H. Early Childhood® INDIANA contract with the Office of Early Childhood and Out of School Learning for the next four years includes targeted quality dollars for a diverse workforce. |
| IA | 1. Iowa received an increase for the statewide T.E.A.C.H. Program and extra funding for a Child Development Associate Credential (CDA) coordination project from the Department of Human Services (DHS) from the Child Care and Development Block Grant. In addition, new money for T.E.A.C.H. came from the Hardin-Marshall county local area.  
2. Iowa AEYC worked with partners to create and distribute a document on [Leveraging The New Child Care Assistance Rates](#) to support programs in using their subsidy reimbursement increases on compensation.  
3. As an outgrowth of the compensation project and continued conversations with the workforce committee, a work group was formed to create a resource related to Child Care Assistance. The work group includes partners from DHS, Child Care Resource and Referral, Head Start, and two (one urban and one rural) center directors. |
### NE
1. Nebraska secured in funding for an 18 month Child Care WAGE$® Pilot and feasibility study. The project is funded by the Nebraska Early Childhood Collaborative and the Nebraska Department of Education.
2. A Nebraska Elevate Business (Elevate) Summit took place in June. Elevate provides child care centers and family child care providers across the state of Nebraska with access to the resources they need to improve their operational efficiency and effectiveness. Breakout sessions covered the following topics: human resources, financial management, marketing, business operations, and leadership development. Over 140 individuals from more than 30 counties across the state attended.
3. A bill was passed through committee during the last legislative session, but stalled on general file due to time restraints, to fix the School Readiness Tax Credit language excluding family child care providers and S-corps from receiving the credit. There is hope it will pass during the next legislative session (2020).
4. Nebraska also received a Preschool Development Grant this year, and lots of work is being done around an early childhood stakeholder’s needs assessment survey of families, early childhood program administrators and teachers conducted by the Buffet Early Childhood Institute.

### NC
1. Infant-Toddler Educator AWARD$ is nearing the end of its first full year and expects to pay over 1,000 teachers. It is funded for its second year and will extend eligibility to family child care providers.
2. Applied for and received an National Governor’s Association (NGA) grant on compensation through the Governor’s office and attended two meetings for a chance to connect with other grantees. The MtN team has met with the NGA group to help move compensation work forward. NC will be pursuing a contract for a communications plan that will include storytelling around the workforce.
3. The MtN group completed a study on the salary scale, met to review it and have recommendations to go to the state for a sample scale.
4. Efforts are underway to focus on compensation during the NC budget process.
5. A new workforce study is underway, which will give NC a more current picture of the status of the field from an educational attainment perspective as well as provide information on changes in compensation.
6. The I am WAGE$ public relations campaign continues, with new participant comments and stories scheduled.

### WI
1. The Wisconsin Early Childhood Association was awarded a Pritzker Children’s Initiative Infant and Toddler Policy Planning grant. While the policy agenda has is not finalized, compensation figures prominently in recommendations pertaining to the workforce. Policy/budget considerations are around a refundable tax credit, expansion of our Reward program, signing bonuses for degreed teachers, student loan forgiveness, parity of infant/toddler with other ECE teachers, compensation commensurate with experience and education.
2. The state budget approved this summer includes targeted quality dollars for a specific zip code in Milwaukee. T.E.A.C.H. and Reward are both indicated as programs that may receive a portion of this targeted revenue. We don’t yet know the level.
3. WECA has received a grant from Schmidt Futures for a Dane County project called We Care for Dane Kids. A portion of the money has been earmarked for public policy work on compensation for the early childhood and out of school time workforce. A large portion of the revenue will be used to bring Wisconsin Early Education Shared Services Network to Dane County.
## Cohort I Leveraged Funding First Year Post MtN Project Participation

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<tr>
<th>State</th>
<th>Purpose</th>
<th>Funding Amount</th>
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<tbody>
<tr>
<td>FL</td>
<td>New WAGE$ funding for Pinellas County</td>
<td>$250,000</td>
</tr>
<tr>
<td>FL</td>
<td>New WAGE$ funding for Hillsborough County</td>
<td>$700,000</td>
</tr>
<tr>
<td>IA</td>
<td>Increase in statewide T.E.A.C.H. Funding</td>
<td>$200,000</td>
</tr>
<tr>
<td>IA</td>
<td>New T.E.A.C.H. funding from Hardin-Marshall County</td>
<td>$10,000</td>
</tr>
<tr>
<td>IA</td>
<td>Child Development Associate (CDA) Credential Coordination Project</td>
<td>$50,000</td>
</tr>
<tr>
<td>NE</td>
<td>New funding for a Child Care WAGE$® Pilot</td>
<td>$100,000</td>
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<tr>
<td>NC</td>
<td>Infant-Toddler Educator AWARD$ Funding</td>
<td>$3,129,909</td>
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<tr>
<td>WI</td>
<td>Pritzker Children’s Initiative I/T Policy Planning Grant</td>
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<td>WI</td>
<td>Schmidt Futures We Care for Dane Kids</td>
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<tr>
<td>WI</td>
<td>Match raised for Schmidt Futures Project</td>
<td>$400,000</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$5,539,909</strong></td>
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### 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 DeVolld, Director, Noble Learning Center, Ohio and Ohio Moving the Needle on EC Workforce Compensation Team Member

**Recommendations**

Teams were asked to share recommendations at the end of the project year. This list highlights the collective thinking of the three Cohort II teams.

- Recognize that politics is often stronger than good policy.
- Know that it this work takes more time than you think it will.
- Ensure stronger engagement in the early childhood field about compensation.
- Identify early childhood jobs as in-demand positions even though they are low wage, they are high value positions.
- Get state teams together more often. Since the work is pretty state specific, the cohort model would benefit from state to state interactions.
- Pay attention to the ways in which this work can create new public/private partnerships and new understandings and action steps. Agencies and different team members can use this information in their own way to implement action steps locally, within their agencies or within their systems, because of their participation in this group.
- Adopt and use a statewide, targeted wage scale linked to education levels for all early childhood educator job titles.
- Seek legislative sponsors for workforce investment legislation.

**Next Steps**

With funding secured for an additional year for the Minnesota, Ohio and Rhode Island teams and for two new compensation teams from Alabama and New Jersey, the National Center will continue to support state teams on their journeys to implement their State Action Plans, while at the same time disseminate findings from both Cohorts I and II through national presentations, meetings and convenings, penning articles, blog posts and opinion editorials to shop to media outlets and posting information and materials on the Center’s website and social media sites. In looking ahead, the three teams from Cohort II that are moving forward in the project have described their next steps for the coming year.

- Seek funding to support the ongoing work for this group and other related task forces. Agencies do not have the capacity to take on the work of planning, infrastructure support, data, policy, research, etc... without funding and national support. (MN)
❖ Look at the results of the state’s SEQUAL report, Retention Studies, Power to the Profession and overlay them all. (MN)
❖ Coordinate and align efforts with other initiatives. (MN)
❖ Keep moving forward with identified strategies. (MN)
❖ Seek funding to develop the state’s Strategic Business Plan (per Recommendation 6 of Transforming the Financing of Early Care and Education). (MN)
❖ Implement a social media campaign, “The Workforce Behind the Workforce”. (OH)
❖ Coordinate efforts to explore local Workforce Investment Boards. (OH)
❖ Finalize and present the Improving the Compensation and Retention of Effective Infant/Toddler Educators in Rhode Island - Recommendations of the Think Babies Rhode Island and Moving the Needle on Compensation Task Force Report to the Early Learning Council
❖ Continue Strolling Thunder and Child Care Awareness Day (RI)
❖ Continue to advocate for increases to Tiered Reimbursements. (RI)
❖ Continue advocacy through the Campaign for Quality Child Care and PreK during the legislative session. (RI)
Attachments
Moving the Needle on Early Childhood Workforce Compensation – Cohort II
Team’s Vision Roadmaps

Each state team was asked to create a long-term vision for their State Action Plan and a Vision Roadmap based on that vision, including 10-15 steps it would take for the vision to be realized, if there were no constraints on time or funding.

**Minnesota Compensation Team Vision Roadmap**

**Vision:** *Minnesota will have a qualified, diverse, supported and equitably compensated early childhood workforce as a critical component to providing early care and education that supports Minnesota’s families, communities and industry.*

Early childhood compensation should include:

- Fair and equitable wages that allow the early childhood educator to support herself and her family;
- Reasonable benefits including health insurance and paid time off; and
- Work standards that acknowledge the needs of the profession including planning time as well as professional development opportunities, resources and support.

Compensation should not be dependent on the age of the children served nor the setting of the care but rather linked to credentials and expertise in line with the Power to the Profession designations and in parity with K-12 educators with similar credentials and years of experience.

**Roadmap**

1. **Increase Outreach and Awareness/Develop Communication Plans**
   - Increase visibility and understanding of the importance of the field
   - Clearly explain the benefits that come from increasing compensation
   - Share stories
   - Create a communication plan for policy makers in advance of the 2020 legislative session
   - Frame and disseminate messages that help us to build political will in the community and the Legislature, Administration, etc.
   - Build wide-spread buy-in

2. **Create Overall Strategy for Compensation Reform**
   - Create a draft framework for a comprehensive reform of compensation
   - Determine a standard of wage/compensation based on credentials and experience
   - Define the term compensation so that there is agreement on meaning across sectors, and that all facets of the field can “see themselves” in the this work
   - Identify funding amount needed and funding streams that could be used or built and create a phased-in plan to move us to the goal

3. **Connect work to Economic Development and partner with Business Community**
   - Partner with business community more deeply
   - Increase connection with SBA and other business support agencies
4. **Explore Tax Related Issues and Solutions**
   - Raise taxes to increase revenue
   - Provide tax credits for providers to increase income
   - Grants and REETAIN income to not be taxed

5. **Benefit Packages**
   - Address health care options including an exploration of a coop model for health insurance

6. **Increase Funding for Child Care and Reduce Administrative Burdens**
   - Increase CCAP funding and rates
   - Increase Early Learning Scholarship (ELS) funding and move to biweekly payments
   - Coordinate and streamline CCAP and ELS
   - Improve CCAP and ELS communication

7. **Connect to Larger Efforts**
   - Link to Power to the Profession efforts
   - Continue to learn from national and state examples and experts and identify best practices for this work
   - Connect to the Financing Recommendations in the National Academies report on *Transforming the Financing of Early Care and Education*

8. **Craft Strategies Specific to Family Providers**
   - Decrease illegal unlicensed providers to remove undercutting of licensed providers
   - Forgivable loans for facility and supplies

9. **Develop Legislative Proposals**
   - Work with Minnesota Child Care Association on legislative agenda
     - Identify champions in the grassroots, grasstops, and policymaker communities who can continue to carry the message and the legislation
     - Increase funding for REETAIN

10. **Continue the work and oversight of the “Moving the Needle” group and to continue to develop these goals and strategies**

    **Ohio Compensation Team Vision Roadmap**

    **Vision:** *Early Childhood Educators are compensated comparable to the public PK-12 system commensurate with their education, experience, and responsibilities.*

    **Glossary**
    - Early Childhood Educators – Power to the Profession definitions for Educator 1, 2 and 3, Inclusive of all age bands of children served (I/T, Preschool and Afterschool), all settings
    - Compensation – wage, benefits, paid planning time, other types of compensation

    **Roadmap**
    1. Further define and refine alignment among Early Childhood Educator levels (Power to the Profession) and comparable education, experience, and responsibilities in the PK-12 System.
    2. Increase Public Investment in Early Childhood.
    3. Continue support of existing initiatives (TEACH, POWER Ohio, Local Investments).
    4. Leverage national, state and local efforts to be inclusive of best practice and lessons learned.
5. Create a Sample Wage Scale and explore opportunities to reward programs for a comparable wage (possible Head Start and other state examples). Identify Ohio specific data that would be needed to complete the process.
6. Develop and implement communications for the field about career and pathway planning.
7. Develop and implement training for Program Administrators who commit to increase wages and compensation including but not limited to budget forecasting, financial planning, human resource and legal requirements.
8. Engage voices of Early Childhood Educators and external experts (business, accounting, human resource and legal) to assist in the development of priorities and avoiding unintended consequences.

**Rhode Island Compensation Team Vision Roadmap**

**Vision:** Rhode Island will work together to identify needs and strategies for the infant/toddler, child care, early intervention and home visiting workforce to support improving compensation and quality within the workforce.

‘Rhodemap’

1. Administration and leadership at each level will recognize the compensation crisis and develop wage enhancement strategies to improve recruitment and retention of effective early educators and incentivize completion of education credentials and improved practices.
2. Funding will be dedicated at the executive level and within legislation to improve compensation for infant and toddler teachers and family child care providers in child care programs on parity with State Funded PreK programs (funding for the Demonstration Project).
3. The state will allocate resources to increasing the rates paid to child care providers- both increasing the base rate to the federal benchmark and also increasing the rates to providers in the higher quality levels.
4. A comprehensive public relations and marketing campaign will be funded to educate the public about the compensation issue, with a focused target on parents and the business community.
5. Work with the Department of Labor and Training to engage their support and resources in creating strategies for increases workforce compensation.
### Moving the Needle on Early Childhood Workforce Compensation - Cohort II

#### Crosswalk of State Goals

<table>
<thead>
<tr>
<th>Funding</th>
<th>Funding/Policy</th>
<th>Policy</th>
<th>Strategy Development/Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased supports will be in place to ensure Minnesota’s early childhood educators can attain appropriate degrees, credentials and business supports.</td>
<td>The Governor’s budget, released in January 2019, will include at least one compensation strategy, with funding attached.</td>
<td>Tax credit legislation will be in place.</td>
<td>Current publicly funded initiatives will be examined to determine how they can be utilized to advance early educator compensation.</td>
</tr>
<tr>
<td>Wage Supplement programs are available to assist with the field’s education and retention in the field.</td>
<td>Advocate for needed infrastructure improvements so that compensation initiatives can be successful, including: implementation of an infant toddler credential.</td>
<td>Develop a policy platform to address equal access to and retention of well qualified employees through compensation.</td>
<td>Minnesota will develop a proposed framework for true compensation reform.</td>
</tr>
<tr>
<td>An increased and sustainable tiered reimbursement rate will be implemented in the state for family child care and school age providers, and rates for preschools will be increased, effective July 2019.</td>
<td></td>
<td></td>
<td>At least 2 new possible funding sources will be identified and explored to support EC workforce education and compensation.</td>
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</tbody>
</table>
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

  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

<table>
<thead>
<tr>
<th>STATE</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td>Northwest Day Office</td>
<td>Southeast Day Office</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Dogwood A</td>
<td>Windflower A</td>
</tr>
<tr>
<td>Ohio</td>
<td>Mt. Laurel A</td>
<td>Bellflower A</td>
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<tr>
<td>Rhode Island</td>
<td>Wintergreen</td>
<td>Wintergreen</td>
</tr>
<tr>
<td>Texas</td>
<td>Dogwood B</td>
<td>Windflower B</td>
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</tbody>
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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
### Moving the Needle on EC Workforce Compensation Cohort II - Leveraged Funding

<table>
<thead>
<tr>
<th>STATE</th>
<th>MN</th>
<th>OH</th>
<th>RI</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Money Received to Date to Support MtN Project Work</strong></td>
<td>$20,097.00</td>
<td>$1,000.00</td>
<td>$62,000.00</td>
<td>$83,097.00</td>
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<tr>
<td><strong>Money Received as Part of MtN Work to Date for Workforce</strong></td>
<td>$450,000.00</td>
<td>$1,200,000.00</td>
<td>$80,000.00</td>
<td>$1,730,000.00</td>
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<tr>
<td>$19,817 State team meeting expenses - facilitator, grant coordinator, parking, space, travel to Summit, food expenses</td>
<td></td>
<td>$1,000 Communications and Marketing activities</td>
<td>$62,000 Meeting facilitator time/travel; note taker/meeting planner/report writer time; project manager time; report professionally formatted, printed and mailed</td>
<td>$1,813,097.00</td>
</tr>
<tr>
<td>$280 Summit travel support</td>
<td></td>
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</tr>
<tr>
<td>$450,000 Increased allocation for T.E.A.C.H. Scholarships, REETAIN wage supplements and CDA scholarships</td>
<td>$400,000 Increase in funding for POWER (Power Optimal Wages and Encouraging Retention) for Year 2</td>
<td>$80,000 Spanish Cohort model students referred from CDA program to associate degree program. Funds supported curriculum development, course development and faculty. In the process of renewal with additional funds for FY20.</td>
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</tbody>
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