



Moving the Needle on Early Childhood Workforce Compensation

Cohort I
January 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

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 and policy 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 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.

The T.E.A.C.H. Early Childhood® National Center

The T.E.A.C.H. Early Childhood® National Center (Center) provides leadership in the early childhood education field to states across the country and to our nation’s policymakers on the critical importance and value of an educated, well-paid and stable early childhood workforce to ensure the long-term success of our nation’s children in school and in life. For many years, the Center has been working on developing strategies to address early childhood education compensation. It’s two largest national efforts, **T.E.A.C.H. Early Childhood®** scholarships and **Child Care WAGE\$®** salary supplements each raise compensation about 8% a year for participants. Both initiatives are systemic strategies that serve as policy drivers at the state and local levels resulting in

Since 1990, the **T.E.A.C.H. Early Childhood® Program** has had a goal of creating a professional, educated, and fairly compensated early childhood workforce. In the twenty-nine years since its inception, T.E.A.C.H. has grown from a single state program with 21 scholars to a program that that operates in nearly half of the states to provide services to more than 150,000 scholars.

Since 1994, the **Child Care WAGE\$® Program** has worked to stem the tide of turnover of early childhood teachers and increase teacher continuity by awarding education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce.

increased funding for early childhood workforce needs, increased awareness of workforce needs and more responsive workforce support and education systems. While these efforts have not solved the compensation conundrum, they have given teachers a real career pathway that allows them to increase both their education and compensation, while staying in the field.

About the Project

Building on the Center’s 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.

Through a Request for Application process, T.E.A.C.H. Early Childhood® state programs that met certain criteria were invited to apply. Fifteen state programs were identified and five were initially selected to participate. Soon thereafter, the W.K. Kellogg Foundation provided matching dollars for the project, allowing an additional three states that had applied, to participate.

To help ensure the states’ success, the Center provided a limited package of supports including

1. Funds to support in-state efforts and state team participation in collective learning at two *Moving the Needle on Compensation* National Summits.
2. Group technical assistance via conference calls, webinars, informational materials and the two National Summits.
3. Individual state team technical assistance via telephone conference calls, feedback on project reports, State Action Plans and individual requests.

Why Would States Want to Participate in the Compensation Project?

Equitable compensation for the early childhood workforce has been one of the most intractable and omnipresent barriers hanging over the profession. Compensation is a problem with limited answers around funding strategies to secure the significant additional funds needed to fully support the workforce. States joined this project to give themselves time to focus on the problem; to learn and participate with others addressing the same issue; and to respond to state and local needs. While fair and equitable compensation has always been an issue, timing and the evolution of the early childhood education (ECE) profession have come together to create a more imminent need that is addressed in projects like *Moving the Needle*.

A short-term project with limited resources designed to address a long-standing, comprehensive problem is only successful when committed state and national leaders work together to make an impact. Early childhood educators deserve fair, equitable, “real” compensation, achieving parity with K-12 educators and others in similar roles. If the barriers were easy to overcome, we would have achieved this years ago, especially with the increased evidence of the importance of the early years and the developing brain architecture. Instead,

Project Objective

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 participating states.

Participating States

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

the fragmentation and lack of affordable resources of the early care and education systems in states and nationally have contributed to the lack of recommendations around a comprehensive funding policy that incorporated compensation, at least until the latest report, [Transforming the Financing of Early Care and Education](#), offered solutions.

This project requested state teams address policy barriers, funding gaps, and advocacy efforts that would create, within states, a climate more conducive of the larger compensation work still to come. Coupled with these efforts to move the needle, and equally important, is the identification of the real barriers for this work, and the underlying factors that have sustained this problem over time. This information will help state and national leaders do the difficult work still to come.

What Were the Reasons States Gave for Participating in the Compensation Project?

Below is a synthesis of the reasons states shared for participating in the Compensation project. They include:

- ❖ Engaging in a Team Process - The Wisconsin team, a participant in multiple state team projects, noted the power of bringing a diverse team to the table to address a problem. The team process brought people to the table that knew each other, but provided a new format to focus on a single issue. A Texas advocate acknowledged that she had not previously understood how crucial the compensation effort was to bringing quality child care to Texas. Her previous thinking was that it was a “parent problem.”
- ❖ Naming the Problem - Six of the eight teams participating in this project have been participants in previous multi-state team projects led by the Center. These states reiterated the lesson that they learned from past efforts – the value of naming the problem and focusing on it as powerful ways to “move the needle.”
- ❖ Being Part of a National Conversation - Florida’s team leadership staff stated that somehow they had just gotten so used to the compensation problem that they did not really think they could make a difference. This project reminded them of the power that being part of a national conversation brings to an issue.
- ❖ Learning New Strategies - Public financing strategies, salary supplements, tax credits, attitude surveys, and shared services are newer discussions for many in the ECE community. The Nebraska team shared both the development of and the efforts to sustain a tax credit initiative. Michigan and Florida launched public surveys to gauge public will and attitudes about ECE funding. North Carolina utilized focus groups to provide feedback to a model salary scale they developed. Participating states recognized the opportunity to learn about these kinds of efforts are expected outcomes when participating in a project like *Moving the Needle*.
- ❖ Recognizing the Scarcity of Child Care - The Wisconsin team often referred to child care *deserts* in their state to refer to areas where not only was high quality child care not available, but child care was not available at all. Both Indiana and Iowa discussed center closings across their states, particularly in rural areas or small towns. Child care was not available in some of these areas because entities could not sustain a workforce and/or the high cost of trying to maintain a work force relative to available parent fees and other funding.

- ❖ Understanding the Need for Early Care and Education for Working Families - Child care is a requirement for working families and a growing economy. Nearly full employment is driving the need for the ECE workforce, considered the ‘workforce behind the workforce’ in participating states.

What Did States Agree To Do in Order to Participate in the Compensation Project?

Each selected state agreed to participate in the following ways to ensure their work progressed over the life of the project.

- ❖ Assemble a diverse team of 8-10 members committed to the work. The selection of members was critical to each team’s success, and while each team’s composition differed, they each included a diverse array of representatives. Several categories of membership were required. Over the course of the project, in some instances, some team members left and new members joined based on things like job changes, time limitations and personal reasons. Overall, teams stayed engaged and by the end of the project each team’s members were committed to continuing the work in some form or fashion in the following year.
- ❖ Develop a draft and final Advocacy, Funding and Policy State Action Plan. Each team developed an action plan that included a long-term vision, up to five goals with measurable objectives and the strategies, action steps and timeframe to tackle each goal. Over the course of the project state teams modified and updated their plans as necessary and by the project’s end each team made progress in their plan.
- ❖ Work as a team to implement the State Action Plan. Teams were required to meet, at a minimum, quarterly and team meeting time was scheduled at both Summits. Overall teams met this requirement, and in some instances teams met more frequently. Each team was offered up to \$500 for support of in-state team efforts each year.
- ❖ Participate in Center provided technical assistance calls, webinars and annual National Compensation Summits. Team members were afforded the option to participate in six webinars and five Community of Practice conversations. In addition, five team leader calls were held with team leadership. Center staff also sat in on state team meetings and provided individual state consultations as needed or requested. Multiple workshops along with keynote presentations and plenary sessions were offered at both summits. Each team was offered up to \$3000 to support attendance at the Summits.
- ❖ Provide documentation of teamwork. Each team leader was required to submit quarterly reports. During the second Summit each team created a PowerPoint presentation to share highlights of their successes, challenges and next steps with the other teams. During the

Potential Team Members Representation

Representatives from the categories identified with an * were required to be included on the team.

- ❖ T.E.A.C.H. or WAGE\$ program state leadership*
- ❖ Business leaders*
- ❖ State ECE advocacy groups
- ❖ Existing compensation stakeholders (if applicable)*
- ❖ Key funders*
- ❖ Workforce representatives with demonstrated leadership skills (Current Director, Coordinator or Lead Teacher)*
- ❖ Key state initiatives-QRIS, Pre-K, Head Start
- ❖ Legislative staff or policy makers
- ❖ Union members
- ❖ Minority and/or women’s workforce groups

final month of the project, each team participated in an exit interview with a Center staff member to provide any final updates and reflections including information on their successes, lessons learned, big takeaways, and next steps.

- ❖ Disseminate findings in conjunction with the Center. Participants from the state teams have been or will be engaged in disseminating information about the project at national conferences or meetings.

Principles for Moving the Needle on Early Childhood Workforce Compensation

Principles for early childhood workforce compensation are evolving and entangled with strategies for achieving those principles in the eight states. When states articulated their vision via Long-term Vision Roadmaps* and discussed issues in exit interviews, the following principles consistently emerged. There must be:

1. Public respect and recognition for the work that early childhood educators do

- Recognizes the importance of the first years of life;
- Recognizes families’ needs for this service to enable them to work and support their families and the economy; and
- Recognizes the critical role early childhood educators play in ensuring children’s early learning and health, growth and development.

2. Public support for the work that early childhood educators do, including advances in:

- Policies both administrative and legislative, that recognize the importance of the work, the need for a highly educated workforce, and the support for fair compensation;
- Funding that is targeted to addressing the needs of a better compensated workforce;
- Labor laws and policies that reflect the need of early educators to earn livable wages, have paid benefits and receive paid leave to cover needed time off;
- Updated US Department of Labor job titles and disciplines; and
- Messaging the values of the work of early childhood educators, the current economic conditions of the workforce, and strategies that can make a difference.

Principles for Moving the Needle on Early Childhood Workforce Compensation

1. Public respect and recognition for the work that early educators do
2. Public support for the work that early educators do
3. Compensation parity and benefits equitable with K-12 educators and/or like careers with equivalent qualifications
4. Financing and funding available to meet nationally researched workforce educational standards

*The state’s Vision Roadmaps can be found in Attachment A.

3. Compensation parity and benefits equitable with K-12 educators and/or like careers with equivalent qualifications

- Acknowledges that funding early childhood education is a public responsibility like funding for K-12 systems;
- Requires alignment of compensation strategies and qualifications across current federal and state funding streams; and
- Is morally and ethically fair.

4. Financing and funding available to meet nationally researched workforce educational standards

- Provides the incumbent workforce with additional funding systems to support their educational and economic needs;
- Supports the diversity of the existing workforce; and
- Provides the “pipeline” workforce with access to private, public, state and federal funding streams to complete high quality education programs consistent with researched standards.

Project Evaluation

As a project name, *Moving the Needle on Early Childhood Workforce Compensation* was deliberately chosen as eight state teams set out to address what has been a decades old crisis in early care and education – to compensate the early childhood workforce commensurate with the work required of the job in order to ensure all young children have well qualified teachers who can afford to work in this field. The project expectation, to support state teams in making significant improvements in the states’ climate and policies to increase compensation, was based on the realization that these improvements would likely start with very small steps forward. As we evaluate the success of the project, it’s important to look both at the success of the project design and project implementation, as well as the ways states were able to move the needle and impact compensation policies, funding and the public’s awareness of the issue. In addition, we thoughtfully considered the evaluation comments of those participating in the project, and how future projects can benefit from what was learned.

Project evaluation occurred throughout the eighteen-month full-team engagement period, both formally and informally. State 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 two Summits. At the end of the project, all team members were invited to respond to a project evaluation.

- Eighty-six (86) people participated as members of the eight state teams.
- Fifty-four (54) team members across all eight state teams responded to the project evaluation for a 63% response rate.

State Team Meetings and Team Efforts

The Center identified and invited 15 ‘ready’ states to apply to participate in the project. Eight states applied and all eight states were selected to participate in this project. The administrative home for the T.E.A.C.H. Early Childhood® Program in each state provided the leadership for the state’s efforts and the administration for the project agreement. States identified a long-term vision, 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. Most teams met more often than the required quarterly meeting, as well as participated in two National Summits and webinars offered throughout the project.

The composition of the teams proved to be a key factor in predicting the success of that 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. Several teams successfully included a number of workforce representatives as active members of their teams; other teams

brought recommendations to committees with more workforce representatives for feedback; and others used a focus group strategy to bring ideas out to teachers and directors.

The goal of affecting positive change in workforce compensation by the end of the project was a lofty one. Transformational change was often found to be difficult in the current political climate, especially in some of the participating states. In many cases, state teams chose to address incremental changes by addressing policy inequities in licensing regulation, making state QRIS systems more robust, or working to affect new policy and/or legislation. In other states, teams chose to explore, in great depth, possible solutions to the compensation crisis and make recommendations for which strategy might be most effective in their own state. These teams focused on research, fact gathering, position statements, and public awareness. A Crosswalk of States' Strategies, Actions and Deliverables is included as Attachment B and Thinking About Early Childhood Workforce Compensation More Transformatively is included as Attachment C. A discussion of accomplishments follows in the Summary of Results section.

TEAM WORK EVALUATION FEEDBACK

- 90% of respondents reported that the team leadership mostly or always worked well.
- 86% of respondents reported the composition of their team mostly or always worked well.
- 92% of respondents rated the usefulness of their state team meetings very useful or critically useful.
- 100% of respondents indicated they intended to continue with this work following the grant period.

COMMENT

- Participation in Moving the Needle was a highlight for me. As a result, we added wage supplements to our region's quality child care plan, which is funded with Child Care and Development Block Grant funds. We continue to work on raising awareness.

National Compensation Summits

Two *Moving the Needle on Compensation* National Summits were held - one in April 2017 and one in April 2018, both immediately following the annual T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium. Summit Agendas can be found in Attachment D. Each state team was invited to register up to ten team members to participate, and some financial support from the Center was provided to offset travel costs. National leaders with compensation expertise provided keynotes and led working sessions allowing participants to explore issues of interest to their teams based on needs assessments team members completed. 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. People returned to their states with renewed passion and energy, new ideas and solutions to identified problems.

Evaluation results showed a great appreciation of the Summit from those completing the survey:

NATIONAL COMPENSATION SUMMIT EVALUATION FEEDBACK

- 100% of respondents found the Summits to be very useful or critically useful in supporting their work.

COMMENTS

- The Summits provided an opportunity for concentrated and directed team time, an opportunity to learn ideas from other states, and the ability to hear from national experts.
- The Summits were well organized, a great opportunity to get us more focused on our plan and what we achieved to date. I appreciated learning about the strategies that other states are using, how effective they have been and the barriers they face. The Summits also provided time for our team to work together and bounce ideas and get feedback from Center staff.
- The Summits were inspiring and gave us the big picture as well as specific tools we could use.

Webinars

The T.E.A.C.H. National Center offered webinars on average, quarterly, to team members from the participating states. Topics were selected based on a careful review of team goals and planned strategies, as well as the outcomes of needs assessments completed by team members. National experts shared the newest research, thought leaders provided their own perspectives, and successful pilots from states outside the project were showcased. Offered typically using a presentation format, participants always were offered the opportunity to submit or ask questions of the speakers. Webinars were typically recorded, posted on the Center's website, and shared with those unable to join the live event. The following webinars were offered.

1. *Introduction to Moving the Needle on Workforce Compensation*, Julie Rogers, recorded January 9, 2017 and distributed to teams
2. *ECE Career Pathways-The Challenge of Compensation, A Critical Link in Building Career Pathways for the Early Childhood Profession*, Sue Russell, February 8, 2017
3. *Compensation Strategies 101*, Sue Russell, March 9, 2017
4. *Why Businesses Should Invest in Early Childhood Education*, Peg Sprague, August 30, 2017
5. *Education, Compensation and Stability of the Early Childhood Workforce*, Sharon Ryan, Bank Street College, September 26, 2017.
6. *How City Leaders Are Championing the Early Childhood Workforce*, Alana Eichner and Tonya Rucker, National League of Cities; Erica Johnson, Seattle Department of Education and Early Learning, October 10, 2017 (recording not available)
7. *Grounding Early Childhood Workforce Advocacy in Communications Science*, Moira O'Neil, Frameworks Institute, November 28, 2017

8. *Strategies in Pursuit of Pre-K Teacher Compensation Parity – An Update from the Center for the Study of Child Care Employment*, Caitlin McLean, Center for the Study of Child Care Employment, February 26, 2018
9. *Electoral Advocating for the ECE Workforce*, Adele Robinson, University of Maryland, March 27, 2018
10. *Building Bipartisan Support for Early Childhood Excellence*, Linda Smith, Bipartisan Policy Center and Matt George, Luntz Global Partners, June 19, 2018

While webinars are informational and gave concrete examples of policies working in other states, strategies leading to successes, and pilots implementing compensation strategies, team leaders requested additional opportunities to learn from other states' experiences. As a result of this feedback, Center staff created two opportunities to share these requested conversation topics in the spring of 2018. Two optional Communities of Practice conversations, one on *Shared Services Models* and one about *Accessing Policy Levers to Improve Early Childhood Compensation*, drew state team leaders and a limited number of additional team members who were addressing these priorities in their plans. Feedback on these events was extremely positive, with participants valuing the time they shared, informally, to discuss and learn from each other.

As the project period was ending, participants requested additional updates regarding the work that had occurred in other states since the April 2018 Summit. Early in the fall of 2018, Center staff hosted three "Let's Talk About" conversations, including team members interested in the topics and at least one national leader with special expertise on the selected topic as a guest expert. Questions were developed with the assistance of the guest experts and were distributed prior to the scheduled conversation. *Shared Services*, *Building and Implementing a Salary Scale*, and *Wage Supplements and Child Care WAGES[®] Specifically* were the chosen topics addressed in these conversations.

WEBINAR EVALUATION FEEDBACK

- 96% of respondents reported the webinars were useful, very useful or extremely useful to them.

COMMENTS

- Most of the webinars provided information that was useful in implementing our plan.
- Webinars were useful in that they were archived and available for viewing and reviewing.

Communications

An important part of the success of this initiative was the **technical assistance** provided to state teams. The eight states were divided between three Center TA staff, each staff member working with her states through the duration of the project. Center 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 TA 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

- 87% of respondents agreed or completely agreed that they were supported by the Center.
- 100% of respondents indicated the Center's staff members assigned to support their team were effective, mostly effective or extremely effective.
- 92% of respondents rated the technical assistance they received was useful, very useful or critically useful.
- 92% of respondents indicated they got the resources and information they needed to participate in the project.

COMMENTS

- Our technical assistance staff member connected us to the larger project and specific ideas from other teams where useful. She asked good questions and provided encouragement.
- She was helpful and did a good job checking in with us.

A 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, rather than a series of emails with attachments. Numerous participants referred to the Dropbox as a one-stop source of project information, available when needed by those working on a particular strategy.

NEWSLETTER AND DROPBOX EVALUATION FEEDBACK

- 97% of respondents found the Compensation New\$ to be useful, very useful or critically useful.
- 88% of respondents found the Dropbox to be useful, very useful or critically useful.

COMMENT

- Connection to the TA staff and other teams via the newsletter and Dropbox were important.

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

- 88% reported they were an active and engaged participant.
- 73% reported they contributed to the success of the project.
- 90% reported they gained the additional knowledge, skills, and/or experience to improve their participation in the project.

Here's what some had to say.

- Participation in the *Moving the Needle on Workforce Compensation* project was a highlight for me. As a result, we added wage supplements to our region's quality child care plan

which is funded with Child Care & Development Block Grant funds. We continue to work on raising awareness.

- This has been an important opportunity to our progress. Creating a parity based salary scale had begun, but this moved it to completion and we were able to get broad input from the workforce.
- Without this project compensation would not be at the top of my Head Start 5-year Collaboration Plan.
- The project had its challenges but it was time well spent. Our team has developed a commitment to this work and a deep understanding that compensation is a critical component to ensuring high quality early learning for all children is happening.

Summary of Results

Accomplishments

In the final analysis all state teams made progress and identified accomplishments toward incremental change and in some ways more transformational change. These accomplishments are the result of a lot of time and effort, not a lot of money, and a focus on the problem. Accomplishments represent some similarities as well as a variety of directions that states explored. All states were encouraged to increase funding and some states were able to do that. Most states attempted to affect the public will through public awareness efforts, advocacy, surveys, and data collection. Yet there are distinct statewide differences in how states reached out to funders and legislative groups through legislative luncheons and position papers, as well as small and large changes in state policies. Given the fact that all of the team members volunteered their time, it was laudable that each team successfully accomplished one or more of their goals outlined in their State Action Plans in one or more of the following domains: Advocacy, Funding, Policy, Public Awareness, Research and Strategy Development. These accomplishments are organized by domains and coded by state abbreviation and demonstrate how states attempted to impact compensation parity in diverse ways. A number of these accomplishments may appear under more than one heading.

Advocacy

- Conducted advocacy to NE state senators in support of eliminating a freeze on School Readiness Tax Credits (SRTC) from legislative amendment; SRTC freeze was successfully eliminated from amendment. (NE)
- Began contacting isolated groups and providers (e.g., home based providers in rural areas) to understand how they are thinking and talking about quality ECE. (MI)
- Increased outreach opportunities to the business community via chambers of commerce in a team member's region to help business groups understand market issues of supply and demand; developed a PPT used regionally. (MI)
- Developed an infographic and other pieces shared with legislature. (MI)
- Shared an Overview Document with stakeholders and workforce members in various meetings. (IN)
- Developed position paper and policy proposal with NC Early Childhood Coalition for consideration by policymakers in 2017. (NC)
- Included on the BUILD QRIS Think Tank to ensure compensation in the discussion. (NC)
- Reached out to policymakers to include compensation issue in Birth to Grade 3 Interagency Council and in strategies for NC Pathways to Grade-Level Reading. (NC)
- Increased capacity to advocate for compensation by involving teachers in visits with legislators, creating a video of teachers speaking about their work and working conditions and forming a collaborative of community leaders that will focus on creating local strategies targeting compensation. (NC)
- Developed curriculum to build the skills and knowledge of teachers to take a leadership role in advocacy. (NC)

Advocacy (continued)

- Successfully advocated for the Governor’s Early Childhood Advisory Council (ECAC) to include a recommendation to the Governor on refundable tax credits for EC programs and educators. (WI)
- Successfully advocated for the Early Learning Coalition to include improved compensation and funding for T.E.A.C.H. & REWARD in their 2019-21 policy agenda. (WI)
- Provided every legislator with district-specific information on the impact of T.E.A.C.H./REWARD in their district. (WI)
- Successfully advocated for the addition of wage supplements as a strategy in the CCDBG state plan. (TX)

Funding

- Submitted a funding request for state-level support of program operations for the Child Care WAGE\$ program. (FL)
- Advocated for and received an additional \$7 million in their FY19 allocation for T.E.A.C.H. scholarships, a significant increase in funding. (FL)
- Increased participation in Child Care WAGE\$® to 42 counties during the project funding period. (IA)
- Completed individual interviews with NC Pre-K contractors to learn if/how they are achieving/mandating compensation parity. (NC)
- Identified and applied for Child Care WAGE\$® pilot funding; still in process. (TX)
- Received \$1,045,000 in REWARD funding – a one-time increase to spend out remaining Race-to-the-Top dollars. (WI)
- Eliminated the REWARD Program waiting list. (WI)
- Added \$1,084,951 in increased funding for Child Care WAGE\$ supplements. (NC)
- Received private funding to launch a Shared Services Network in a 2-county rural Wisconsin area. (WI)
- Advocated for use of Infant/Toddler (I/T) Set Aside dollars to be prioritized to address workforce compensation, resulting in a \$3,129,909 first year allocation for IT AWARD\$, a new salary supplement program for degreed infant/toddler teachers. (NC)

Policy

- Passed legislation that moved the responsibility for tiered reimbursements payments based on quality indicators from local Early Childhood Coalitions to the state Office of Early Learning, thus increasing available local funds for Compensation. (FL)
- Supported successful legislation for higher funding levels for quality providers that increases funds for compensation. (FL)
- Gathered information from Florida and Iowa WAGE\$ Programs toward eventual program implementation. (NE)

Policy (continued)

- Created stronger relationships with legislators and a dedicated group working to tackle issues of teacher licensure. (IA)
- Hosted a legislative lunch focusing on compensation and how supporting the child care workforce impacts Iowa's entire workforce. (IA)
- Drafted NC Pre-K parity policy brief. (NC)
- Drafted letter to DCDEE in support of a statewide compensation initiative, resulting in agency issuing an RFP with priority focus on I/T workforce compensation and the award of \$3,129,909 for new I/T Educator AWARD\$ supplement program funded statewide. (NC)
- Supported NC Pre-K contractors to access unspent dollars from FY17-18 to use in the FY18-19 year. (NC)
- Identified NC Pre-K teacher compensation as a 'capacity-building' option. (NC)
- Selected to participate in NGA Early Care and Education Workforce Policy Academy and Governor's representative joined the team moving forward. (NC)
- Supported passage of a bill that increases funding for Wisconsin Shares (state subsidy program) and enhances the tiered reimbursement payments for 4- and 5-star programs. (WI)
- Added new mandatory wage and benefit fields to the state Registry. (FL)

Public Awareness

- Disseminated a Children's Forum Newsletter with clip from a teacher discussing compensation from her perspective. (FL)
- Recognized workforce initiatives that involve other partners (including partnerships represented by Indiana team members) that will support the public awareness about workforce issues including compensation. (IN)
- Marketed School Readiness Tax Credit to Early Childhood Education workforce. (NE)
- Presented a workshop at T.E.A.C.H. and WAGE\$ Symposium on Buffett Early Childhood Institute Workforce Study Data. (NE)
- Conducted WAGE\$ "Busting the Myths" to non-participating funders, resulting in four confirmed new counties since this outreach. (NC)
- Promoted including compensation in the NC Early Childhood Foundation annual voter poll (results to be released in September). (NC)
- Increased state awareness around compensation within stakeholder groups and agencies. (TX)
- Revised and developed an initial messaging piece. (TX)
- Participated in the Wisconsin Strong campaign, a local collaborative aimed at bringing together business interests and early childhood programs. (WI)
- Engaged in the UW-Madison Pre-Natal to Five Initiative follow-up on the policy subcommittee and preliminary work with UW and the Children's Caucus to create a series of seminars with legislators as the primary audience. (WI)
- Participated in Power to the Profession conversations around the state. (WI)
- Created Week of the Young Child (WOYC) public awareness campaign. (WI)

Research

- Created and administered a survey to Early Learning Coalitions, Children’s Services Councils and statewide association leaders to gather information on their beliefs, values, and knowledge of compensation. (FL)
- Completed “The Voice of Early Childhood Education Professionals in Indiana” qualitative research conducted by the Workforce and Professional Development Workgroup of Indiana’s Early Learning Advisory Committee (ELAC), aiming to lift up the voice of early childhood education (ECE) professionals in Indiana. The document answers the following questions. (IN)
 - What draws Indiana professionals into the ECE field?
 - What keeps Indiana professionals in the ECE field?
 - What causes Indiana professionals to leave, or consider leaving, the ECE field?
- Completed public opinion research study and learned that a significant majority of MI residents support the investment of public funds to support ECE workforce compensation. (MI)
- Awarded workforce study contract for completion in 2018. (MI)
- Reviewed the use of market rate study completed to determine if sites were able to access the increase and if those increases were used for compensation. Increased income was reported as used for salaries in 43% of centers. (NC)
- Made market rate data available and supported increased participation in survey responses. (MI)
- Completed salary scale survey with child care programs; focus groups currently underway. (NC)
- Deepened knowledge around shared services as a possible strategy. (TX) (WI)

Strategy Development

- Collaborated with the Office of Early Learning to add compensation as an option/strategy in the Performance Funding Project. (FL)
- Scheduled NE Business Collaboratory/Business Summit for June 2019. (NE)
- Participated in shared services technical assistance project by BUILD. (MI)
- Broke ground for NE Collaborative Business Resource Center for providing resources to ECE businesses. (NE)
- Mapped Indiana’s workforce projects with a visual “Overview Document” and identified agencies where projects are housed. (IN)
- Conducted participatory field research on salary scale as strategy for increasing compensation. (NC)
- Completed structured, collaborative strategic planning process with resulting action agenda targeting 3 areas: improving wages and wage parity; supporting program leadership to improve working conditions; and, changing public perception about the early childhood workforce. (NC)
- Drafted salary scale and associated rationale for field input. (NC)
- Launched a Shared Services Network in a 2-county rural Wisconsin area. (W)

Return on Investment

Many of the states intentionally sought additional resources to support current compensation initiatives; to maintain or expand resources for T.E.A.C.H. Early Childhood® scholarships, Child Care WAGE\$® salary supplements, shared services, and/or tax credits; and to support team work. Over \$132,000 in additional funding was leveraged by the eight states to support *Moving the Needle* project team work, including but not limited to, financial support for team members to attend the Summits and funding for public opinion polling and research. In addition, over \$17 million of new funding for the workforce, in salary supplements, T.E.A.C.H. scholarships, and other grants was leveraged in the eight states, due to the efforts of the team members, individually or collectively. For specifics, see the table in Attachment E.

Challenges

Any project hoping to create transformational change in long-standing trends and policies will experience roadblocks and challenges. *Moving the Needle* was no exception. A significant outcome of the project is the identification of these challenges to assist advocates and policymakers to move beyond them with future efforts.

Public Awareness and Public Will

While the general public is increasingly knowledgeable of the importance of early childhood education, most are quite unaware of the working conditions, education and compensation of the early childhood workforce. And while they generally support living wages and fair and equitable compensation for teachers of young children, they often stop short of promoting public resources be directed at this service, and typically will not support an increase in tuition fees for early childhood education.

This is even true of the workforce itself. Several participating states reported surprising barriers from the teachers and directors engaged in this project. Teachers were unable to consider themselves deserving of higher compensation, in part due to a lack of trust that it would not come without additional “strings” and wondered, “Will I be expected to earn a higher degree,” and, “Will the expectations for what I do with the children change, and possibly become less appropriate for them?” In addition, states reported the field being strongly against anything they fear will raise the fees for families, for often they are paying for child care themselves.

Political Climates

In most of the participating states and across the nation, the current political leadership promotes investing fewer public dollars, not more, even for a service they agree is essential for the economy, for the well-being of families and communities and the healthy development of young children. This makes it nearly impossible to find the numbers of political leaders needed who are willing to stand up for improving compensation by increasing child care assistance reimbursement rates, implementing a salary supplement system with public funding, initiating a child care tax credit, or other similar strategies.

Data

Team members often have no up-to-date information about the actual compensation levels of the early childhood workforce, across all sectors. While personal vignettes are compelling,

without clear and persuasive data via workforce studies about wages, benefits, and working conditions, by sector, job roles, and education levels, teams were often unable to move forward. Unfortunately, workforce studies are expensive and out of reach for many states.

Competing Priorities

State leadership often chooses to invest in one strategy, such as Prekindergarten for all, to the exclusion of other initiatives also known to increase the quality of early childhood or school readiness programs. State teams benefitted from having diverse membership bringing multiple perspectives, and yet, this often also creates a barrier for moving a specific goal forward. Several teams shared that providing more education and information earlier in the project would've supported bringing the team members to a common consensus about goals and strategies earlier, so they might have been able to move forward more quickly. A future project might consider offering the educational webinars all within the first year, and using year two instead to support learning across states.

Team Resources and Capacity

The *Moving the Needle* project provided participating states' T.E.A.C.H. administrators and their recruited leadership teams with technical assistance, participation in two National Summits with little or no cost to them, and expectations for participation in regular meetings, both within their own teams and among team members from different states. Teams had to seek their own resources to compensate team leaders (and others) for their time, or take time away from other work. Resources were also needed to support public awareness campaigns, workforce studies or other strategies. This is work for which the end is not yet in sight; sustaining the momentum and identifying funding to continue providing needed leadership are the next very real challenges.

Lessons Learned

True early childhood compensation reform is part of the much larger dilemma of early childhood financing. We must consider how we will adequately support a quality birth to five early care and education system for the United States, without completely abandoning parental control and choice and allowing for appropriate family investment. Improving the quality of early childhood education is dependent on improving the education and compensation levels of a stable, diverse, and competent workforce. The *Moving the Needle* project state teams addressed both true compensation reform such as parity and state policy around teacher salaries, as well as financial relief strategies (e.g., tax credits, salary supplements). The *Moving the Needle* project provided support and resources to eight state leadership teams for eighteen-months to dig into and make progress on this important work. Expectations were high but realistic. What kinds of public and policy maker education, policy impacts both large and small, research and data collection, and financial relief would make the most difference? Where would states discover unusual partners for this work? Where would barriers be identified? How would the process work? Below are the lessons learned on the way to answering these critical questions?

Group Process

- Goals, strategies and action steps take a long time to accomplish and require the dedication and time of a committed group.
- Be sure to coordinate efforts toward compensation with other groups in the state prior to the development of an action plan.
- Be willing to increase representation on the state team if it becomes apparent it is needed.
- Continually review team membership and determine if there are other organizations that need to be at the compensation table.
- If a team member can no longer participate in the team work, be sure to replace that person with someone who represents the category the previous member filled.
- When creating smaller working groups, be sure there is a designated point person/chair and well-articulated short-term goals.
- The scope of a project like this is enormous. It's important to choose team members that really can commit the time.
- There is a need for additional time and resources, including a dedicated and funded staff person, to continue to make headway on the compensation issue.
- Tasks need to be divided up with focused time and funds to coordinate the effort.
- Once a team gets on this path and works together for 18 months, they want to see it through.
- A team approach is great with strong partners, but much of the real work still falls on the lead agency.
- Starting out with the BIG vision is overwhelming when the goal is to "move the needle." When team members individually imagine how to get there, there are some areas of consensus and some areas of very divergent thinking.
- The work is complex and involves big investments of time and funding.
- Be realistic in goal setting and be willing to revise and re-visit the action plan. Include strategies and actions that will provide small wins along the way.

Policy, Advocacy and Outreach Work

- Policy drafts are most effective with a specific ask.
- Community groups can be very effective in advancing advocacy with strong leadership and adequate resources.
- Involving the workforce needs to be intentional, proactive and ongoing.
- Improvements in compensation are possible despite the inherent challenge that parents cannot afford to pay more and teachers cannot subsidize the system.
- Moving policy is a long-term activity that requires a lot of relationship building and understanding of the system.
- Think outside the box when considering partners for this work.
- A big impact for compensation requires system change and (ideally) support of the legislature or the governor.
- Changes can happen because the team was talking about the issues and provoking the conversation.
- Increased political will at the local and state level is needed.

Policy, Advocacy and Outreach Work (continued)

- How to truly engage the workforce itself is still a conundrum... organizing, building relationships, developing leadership, etc. are all intensive, time-consuming undertakings.
- Having a project like this, naming it, and building a diverse team to address it... these are strategies that work when the goal is to bring more attention and intention to solving the problem of low wages.
- The public does not have a full understanding of the challenges facing the ECE workforce, but when the public is given information so that they do understand the reality of workforce compensation, they are in support of measures to increase wages.
- Address compensation policies as integrated resolutions about the early childhood education workforce. Be united and systematic when presenting early childhood workforce needs and status.

Data, Research and Funding Development

- Be factual and informed about multiple funding streams that fund early childhood auspices (e.g., child care, Prekindergarten, Head Start).
- Lessons learned from feedback from the workforce can provide guidance for future direction.
- There is a lot of resistance from programs/providers in terms of hesitation around changing the system and how compensation increases could actually be funded.
- Funding can be leveraged even with few resources supporting this work.
- Data are needed, both on the workforce and the effectiveness or impact of strategies and should be gathered in a consistent way.

Conclusions

One key learning was that this work is hard but necessary. While several states indicated they overestimated how much they could accomplish, in the end, collectively the teams accomplished a great deal and a great deal of learning took place. The topic of compensation spread out like small wildfires through team members bringing the issue to their own various tables. This led to the conclusion that the requirement for teams to include members representing a diversity of roles (e.g., T.E.A.C.H. or WAGE\$ state leadership, business leaders, key funders, workforce representatives, and existing compensation stakeholders) was the right strategy. As one team noted, “anyone can be a partner.”

Another learning is that once people really understand this issue, they become very passionate about it. Many of the team members knew little about the compensation conundrum and yet at the end of the project, every team member who responded to the evaluation survey plans to continue working on compensation issues. All of the teams indicated they plan to continue focusing on this issue at the policy level in their states.

Teams found that a multi-pronged approach was key. When goals were created, teams didn't necessarily know what would work, so having a multi-pronged approach meant it was more likely they would succeed in some areas. Teams also found there was power in being an official state-level compensation team and part of a national, multi-state project. Just talking about workforce compensation at a multitude of tables provoked conversations and some new people committed to the work because of the information they heard about the work the project was doing. As one T.E.A.C.H. organization president reflected, "When you are the 'official' team, it's powerful and while no one in the state really 'blessed' the work or the team, this is where the focus landed. Being part of an 8-state project had power too! People, toward the end, heard about the team and wanted to join. We could have used more time, but we will keep going."

Finally, through 18 months of efforts by nearly 90 team members across eight state teams, we've concluded that improvements in compensation are possible despite the inherent challenge that parents cannot afford to pay more and teachers cannot subsidize the system.

Recommendations

A number of recommendations were highlighted by teams at the end of the project.

- Do something. Don't wait for the perfect solution. Every gain is important.
- The team approach strengthens the efforts, but the work is hard without a dedicated funding source and people to do the work.
- When you make a commitment, the work gets done because there is accountability, and what is counted gets done.
- A multi-pronged approach to strategies is key. Be broad but not overly ambitious.
- Involving the workforce and the public needs to be intentional, proactive and ongoing.

Next Steps

As the Center and states look toward the future, perspectives on what to do next surfaces. From the Center's perspective, our work includes seeking funding to continue a 'state team' approach to addressing the compensation conundrum (as of this writing additional funding has been secured to bring three new states and two returning states on board with a second round of *Moving the Needle on Compensation*) and disseminating the findings from this first round of states through national presentations, meetings and convenings; creating articles, blog posts, a policy brief and an op-ed piece to shop to media outlets and posting materials and information on the Center's website and social media sites. As for the initial eight state teams, they have big plans for their next steps. While not an exhaustive list, the following is an example of states' next steps.

Resource Development

- Build a toolkit of compensation resources, including local, state and national data and highlights of local compensation initiatives. (FL)
- Build a compensation website and continue to use social media for outreach. (FL)
- Develop more in-depth policy impact plan to drive legislative efforts. (IA)
- Align public awareness efforts to Power to the Profession and Iowa AEYC. (IA)

Resource Development (continued)

- Create public messaging about collaborative resources and projects. (NC) Create a salary supplement scale. (NE)
- Create resources showing how potential increases in child care assistance program can be used as a means for compensation increases. (IA)
- Disseminate a report and key findings of public opinion research conducted through this project. (MI)
- Continue to explore a Shared Services model. (NE)
- Support an Early Childhood Business Summit. (NE)

Policy, Advocacy and Outreach Work

- Work with partners to determine the role compensation can play in QRIS. (NC)
- Develop a unified advocacy campaign for the next legislative session with a powerful message that engages early childhood educators and our allies for increased compensation. (WI)
- Develop a dissemination plan to share compensation information. (TX)
- Get face-to-face meetings set up with the Governor's Office and the Department of Children and Families in advance of department budget requests. (WI)
- Establish aggressive legislative outreach plan for FY19-20, spanning legislative "asks" to more local relationships. (WI)
- Continue engagement with existing councils and coalitions. (WI)
- Bring voices from the field to the table in public ways including statewide conferences. (FL)
- Build relationships with the business community. (IA)
- Embed the action plan from this project with an existing policy group to ensure more participation toward execution of the plan. (IN)
- Disseminate a report and key findings of public opinion research conducted through this project and identify opportunities to engage the workforce in disseminating the report findings. (MI)
- Reach out to new allies such as business, K-12 leaders, health care, law enforcement, local elected officials (at all levels) etc. (WI)
- Continue state team beyond the grant period. (All states)

Data, Research and Funding Development

- Collaborate to develop funding structures that support compensation. (FL)
- Compile research to make a stronger ask for statewide Child Care WAGE\$® support. (IA)
- Continue research on compensation funding sources. (NC and TX)
- Continue exploring a Shared Services Hub to consolidate early childhood education program business operations and a Preferred Provider Organization to support health benefits as part of a Shared Services model. (TX)
- Explore the apprenticeship model as a possible funding source for early childhood educators seeking further education. (TX)
- Explore ways to connect compensation to new and existing initiatives. (WI)
- Develop a data information plan to illustrate gaps and where there are child care deserts. (WI)

In closing, the T.E.A.C.H. Early Childhood® National Center is:

- Inspired by the creativity, passion and hard work of teams;
- Appreciates the wide differences between states and their political and social landscapes;
- Recognizes that change is possible in all types of states, with planning, stakeholder engagement, advocacy and leadership;
- Values the rights of teams to determine their needs and direction;
- Understands the importance of technical assistance and support as well as accountability;
- Appreciates the funding and confidence of our funders, the Alliance for Early Success and the W.K. Kellogg Foundation, in allowing us to do this work; and
- Dedicated to helping communities, states and national policymakers struggle with this fundamental economic and women's justice and equity issue until it is solved.

Attachments



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Attachment A

Moving the Needle on Early Childhood Workforce Compensation State Vision Roadmaps ~ December 2017

State: Florida

Vision: There will be compensation parity and professionalization of the field for teachers of young children in publicly funded programs.

- Public support for the workforce.
- Systemic compensation with engagement from stakeholders and the workforce.
- Policy, rules and/or statutes to support/create the system.
- Resource allocations that assure no unintended consequences, such as increased parent fees.
- Codified salary scale as part of the statewide system.
- Established educational requirements for various programs.
- Mandated workforce Registry use to track education and progress, and provide ongoing data.
- Evaluation design of the new system.
- Outreach and communication strategies.
- Implementation process and timelines.

State: Indiana

Vision: Indiana will have a culture that recruits, retains, and rewards early childhood education professionals.

- Continuum of recruitment starting at middle school.
- Indiana early childhood workforce with appropriate dispositions about human development and education, reflective practice and reflective self-evaluation.
- Diverse professionals who reflect the ethnicity and cultural backgrounds of the children.
- Recognition of early childhood education as a profession.
- Realization of Power to the Profession.
- Education and professional development opportunities that help the workforce in their practices.
- Informed policy makers about early childhood workforce comprehensive working conditions.
- Established pathway to Bachelor degrees and beyond in early childhood education.



- Financing and funding available and based on NAM report findings.
- Supplied funding and policy context for the workforce.

State: Iowa

Vision: State policies for early care and education will ensure the workforce receives compensation in alignment with their education attainment and maintain marketplace competition for better salaries.

- Legislatively-tied funding to support WAGE\$ statewide for teachers and directors.
- Statewide formal education requirements for directors.
- Statewide formal education requirements for center-based teachers and assistant teachers and registered child development home providers.
- Accessible pathways to online degrees in early care and education and licensure options.
- Seamless articulation agreements between all two-year and four-year colleges and universities to transfer ECE and general education coursework.
- Legislative rule allowing for initial teaching licenses to be converted to standard licenses and renewed in regulated birth to five settings.
- Increased Child Care Assistance (state subsidy) reimbursement rates to child care programs that are at least equal to the current market rate.
- Tiered CCA reimbursement at each QRIS level (with market rate as the baseline and programs with a quality rating receiving higher amounts) along with legislative rule tying increased reimbursement amounts to increased compensation of staff.
- State's insurance benefits of those employed by the public school system available to staff of early care and education programs, whether center- or home-based.
- Widespread messaging campaign around the need for quality early care and education and what defines quality supported by public dollars.

State: Michigan

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

- Data available about the early childhood workforce in Michigan.
- Public access to workforce data.
- Public recognizes the need for a well-compensated ECE workforce as a necessity for future economic success and growth.
- Parents, the general public and early childhood educators advocating for legislative solutions to increase compensation and benefits of the workforce.
- Compensation scale aligned with a career pathway and utilized to determine eligibility for state funding.
- Per pupil funding formula includes all children birth-18 (birth- grade 12).
- Adequate funding allocated into the education system overall.
- Pay parity for early childhood educators with equivalent qualifications with K-12 teachers achieved.

State: Nebraska

Vision: The Nebraska Early Childhood Workforce will be paid a living wage.

- School Readiness Tax Credit (SRTC) individual credit made available to ALL early childhood educators.
- SRTC claimed by every eligible educator and early childhood business.
- SRTC expanded to include the original intent of parents and businesses and fully utilized.
- SRTC extended for future tax years.
- SRTC amounts increased to reflect true parity (combined with Child Care WAGE\$) with other like-careers.
- All available compensation systems coordinated and aligned.
- Child Care WAGE\$ Project available to the workforce and fully utilized by all eligible educators, at levels (combined with the SRTC) that reflect true parity with other like-careers.
- A suite of affordable employer benefits, including health insurance, dental insurance, paid time off, and retirement plans accessible to Nebraska's early childhood workforce.

State: North Carolina

Vision: Qualified early education teachers have increased compensation, moving toward parity with teachers in the K-12 system.

- Federal and/or state requirement to pay on parity for comparable education standards.
- Public financing for early childhood, with comparable education standards to public schools. This would include, for example, financing within subsidy, Pre-K, state early childhood initiatives.
- Cost analysis to reach the proposed salary scale.
- Funding for national message development and testing, including regional and state application, and implementation of PR campaign that could be used across states to make this a meaningful issue.
- Local, statewide and/or national summits with leadership from business coalitions and engaged policy makers where we reframe the future of work and the role of child care/early education.
- Different federal labor laws on how we classify early childhood positions.
- Comparable education standards across all early childhood programs, requiring sufficient scholarship and compensation support for the workforce to pursue the education necessary to meet the standards.
- More research examining the link between compensation and child outcomes.
- Public understanding of the disparity between the low pay for early educators and the cost for parents. Increased transparency.

State: Texas

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

- Public awareness on the importance of highly qualified early education professionals.
- Unification of the early childhood workforce and advocacy efforts in the state.
- Standardized terminology across early childhood sectors (public/private/family home/school district) on what an early childhood educator is and what they do.
- Increased minimum standards in licensing regulations.
- Revised QRIS standards that reflect high quality learning environments and interactions.

- Increased minimum teacher qualifications to require associate and bachelor degree and develop career pathways.
- Increased minimum director/administrator qualifications to require Bachelor's degree.
- Implementation of QRIS system statewide, requiring all programs working with children 0-8 participate.
- Increased subsidy reimbursement rates to reflect the cost of quality.
- Financial supports for private providers to increase quality (support programs with recourses and programs that do not receive state subsidy funding-public schools, etc.).

State: Wisconsin

Vision: Child care professionals in Wisconsin are paid commensurate with their level of education and with the value of their work, as they are essential in sustaining and creating the state's current and future workforce. The people and policy makers of Wisconsin understand the value of this field and call for investments into this workforce that sustain and improve quality.

- Reimagined Child care subsidy system, Wisconsin Shares that sets the bar for the true cost of care rather than limiting it to current market rates.
- Grant program with state General Purpose Revenue funds to pay the differential between current average wages for teachers with AA degrees and the average wage of a Wisconsin workers with an AA degree.
- Federal government mandates for a higher percentage of CCDBG funding to support quality initiatives (including salaries), mandating states to provide GPR match, and passage of Child Care for Working Families Act.
- Passage of Family and Medical Leave Act in Wisconsin.
- Boost of Wisconsin minimum wage to raise the floor.
- Employer's profits used for the common good, i.e. paid parental leave, child care benefits for employees, etc.
- Tax credits for business, for ECE programs, and for individual teachers.
- Career ladder that addresses parity.
- Fully unified profession with the power to advocate for sound public policy based on NAEYC's Power to the Profession strategies.
- Wisconsin Professional Development Initiative engaged in improving compensation.
- Accessible public school supports for child care programs
- Research on making the link between wages and outcomes.
- Shared Services at scale throughout the state.
- Determination of how ECE interfaces with the public schools, if the school system is the place to do care for young children and if community based programming can be retained while accessing public school funding.
- Major infusion of funds into ECE.
- State health care plan and retirement benefits for early childhood educators.
- Strong alliances with others in caring professions, public schools, and business collaborations.

Moving the Needle on Early Childhood Workforce Compensation Crosswalk of States’ Strategies/Actions/Deliverables

The chart below provides a deeper dive into the goals established in each state’s action plan. It highlights many, but not all, of the strategies and actions states are undertaking to reach their goals and to complete the deliverables they plan to produce as a result of this work. Each item is identified by the state acronym and the goal number in their action plan (e.g. FL G1) under which the strategies, actions and deliverables can be found. Please note that not every strategy, action and deliverable is included in this chart, rather it highlights some of the core work that is taking place among state teams at this time.

Research	Strategy Development	Policy	Public Awareness/Advocacy	Funding
<p>MI G1 – Collect beliefs/knowledge about the role of ECE workforce and their compensation across legislators, citizens, business, and economic sectors.</p> <p>MI G2 – Research policies promoting compensation in quality initiatives such as career pathways, compensation scale.</p> <p>NE G2 – Create a document that aligns compensation efforts across state and inform partners.</p> <p>TX G2 – Research various compensation strategies leading to policy recommendations including shared services.</p> <p>IN G2 – Collect data, identify strategies to include in policy brief for key stakeholders.</p> <p>IN G3 – Utilize policy brief to coordinate state compensation initiatives and reduce duplication.</p>	<p>FL G1 – Establish baseline data on compensation practices in Registry.</p> <p>FL G3 – Track usage of compensation in FL Performance Funding Program.</p> <p>NE G4 – Research options and disseminate findings to implement a system for employee benefits.</p> <p>NC G1 – Develop and use salary scale endorsed by stakeholders. Perceptions of scale surveyed and findings documented.</p> <p>NC G3 – Promote local Prek compensation parity strategies to community stakeholders using case studies built from survey efforts. Create Busting the Myths document to increase WAGE\$ participation.</p> <p>WI G4 – Develop and implement shared services strategies to support increased compensation of participating providers.</p>	<p>IA G2 – Implement rule changes made to allow conversion of <i>initial teaching license to standard</i> in EC settings.</p> <p>NE G1 – Sustain and expand legislatively the School Readiness Tax Credit to include family child care eligibility and make the tax refundable.</p> <p>IA G3 – Develop new compensation strategy policies including QRIS & WAGE\$ levels alignment and provider rewards in CCA/QRIS for having a salary scale.</p> <p>NE G1 – Sustain and expand School Readiness Tax Credit.</p>	<p>Alignment of partners</p> <p>IA G1 – Identify partners for key messages in strategic communications.</p> <p>IN G1 – Disseminate an overview document of the state workforce initiatives.</p> <p>NE G2 – Utilize compensation alignment documents for advocates to speak with one voice.</p> <p>Dissemination of information</p> <p>FL G2 – Use Knowledge/beliefs survey, Compensation Toolkit and selected speakers to promote increased discussion about compensation parity, including legislators.</p> <p>MI G2 – Develop and disseminate report from survey results to inform public awareness messaging.</p> <p>TX G1 – Organize targeted public awareness campaign about early childhood educator compensation.</p> <p>NE G1 – Market and fully utilize School Readiness Tax Credit by educating policymakers and marketing to eligible providers to increase participation.</p> <p>NC G2 – Develop materials including social media to educate/mobilize stakeholders to increase compensation.</p> <p>WI G2 – Complete parallel education campaigns on early childhood compensation, one for child care providers and one for legislators.</p>	<p>FL G5 – Seek increased legislative funding for school readiness and VPK.</p> <p>FL G4 – Target new funding options including Infant/Toddler set aside to expand WAGE\$.</p> <p>IA G4 – Expand WAGE\$ funding to additional counties.</p> <p>NC G3 – Seek compensation funding for hard to fill positions.</p> <p>NE G3 – Fund and offer WAGE\$® with an endowment fund.</p> <p>TX G3 – Procure funding for WAGE\$.</p> <p>WI G1/3 – Increase REWARD (Wisconsin Stipend Program) with state funding from one new or existing compensation initiative.</p> <p>NC G3 – Increase compensation in at least three communities.</p> <p>NE G3 – Identify funders and strategies to establish WAGE\$ and ensure alignment with School Readiness Tax Credit.</p> <p>IA G3 – Increase CCA rates of reimbursement.</p>



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Attachment C

Thinking About Early Childhood Workforce Compensation More Transformatively

States were asked during their exit interviews to discuss what they thought it would take to think about workforce compensation more transformatively if they were to do this project again. In reviewing all eight state's responses to this question, several themes surfaced including the need for more resources, more funding, dedicated staff time, defined strategies and a need to build relationships. Below are the collective comments from the teams around these themes.

Resources

- Having ready-made materials to make the case for the workforce and ECE in general, using the same vernacular so everyone is on the same page.
- Having a public awareness campaign funded by the Center and ready to use.
- Educating people who don't understand or accept there is market failure in child care and who believe the market will take care of it.
- Addressing the biases and outdated thinking about ECE.
- Lifting up what access to quality care really means – both employers and employees need to understand more than it needs to be affordable and convenient.
- Targeting businesses; targeting parents and getting their voices; aiming at other audiences all together. Ours is an inward conversation and it needs to be outward toward the workforce and the general public.
- Targeting the workforce around qualifications and compensation. Our expectations are different from the workforce regarding being similarly qualified and similarly compensated. The push back was surprising.
- Describing the ECE sector in the society and comparing performance of other sectors.

Relationships

- Connecting to larger organizations like Power to the Profession to be part of this work. There is strength in numbers.
- Extending and coordinating relationships with agencies and other groups.

Strategies

- Creating implementation strategies for Transforming the Workforce.
- Adopting national teacher competencies.
- Continuing policy pressure at state and national levels.
- Creating national recognition for this workforce.
- Focusing on greater intentional involvement by the workforce.



- Thinking about equity issues more intentionally. If there is a policy to promote, consider how it affects specific groups and if there are there unintentional consequences.
- Developing models like shared services and collect data to understand what it truly takes to implement (not having to reinvent the wheel).
- Raising taxes to support this work.
- Working across a myriad of fragmented systems to help them recognize their interdependence.

Dedicated Staff and Funding

- Funding a full time staff person/lobbyist to move the compensation discussion in a transformative way; someone who would do all the things that the team is already doing, but on a full time basis. This person would find/collect data; activate and mobilize the workforce; involve state licensing in spreading the compensation message; find funding; and disseminate a clear compensation message.
- Funding a lobbyist/ relationship builder who has the time and money to do all of the work that the team is trying to do. The effort requires funding.
- Investing in early childhood to meet the educational, economic, and safety needs in our states and nationally. Instead of talking about what it will cost, we need to talk about what it will cost NOT to do it.

**Moving the Needle on Early Childhood
Workforce Compensation – Summit I - 2017**

Thursday, April 27

7:30 a.m. Registration/Continental Breakfast - Atrium

8:30 a.m. Opening Session – Sunflower Room

- **Welcome and Review of Project: Sue Russell**, Executive Director, T.E.A.C.H. Early Childhood® National Center
- **Keynote Address: Compensation Strategies in the States: Evidence from the *Early Childhood Workforce Index* - Caitlin McLean**, Workforce Research Specialist, Center for the Study of Child Care Employment, University of California, Berkeley

10:15 a.m. Break

10:30 a.m. State Team Presentations and Feedback – Sunflower Room

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

1:00 p.m. Individual State Team Work*

2:30 p.m. Afternoon Break

2:45 p.m. Concurrent Sessions I

1. Looking at the Early Childhood Workforce: What Do We Know?

Presenter: Elaine Weiss, National Coordinator, Broader Bolder Approach to Education, Economic Policy Institute
Location: Wintergreen

2. Compensation...Making the Case to Funders

Presenter: Albert Wat, Senior Policy Director, Alliance for Early Success
Location: Sunflower

3. Professionalizing the ECE Workforce: Why Does it Matter?

Presenter: Marica Cox Mitchell, Deputy Executive Director, Early Learning Systems, National Association for the Education of Young Children
Location: Windflower A

4:30 p.m. Daily One Wrap Up – Sunflower Room

5:00 p.m. Adjourn for the Day

Friday, April 28

7:15 a.m. Registration/Continental Breakfast - Atrium

8:00 a.m. Concurrent Sessions II

4. Financing Early Childhood Workforce Strategies-Finding the Money

Presenter: Anne Mitchell, President, Early Childhood Policy Research and Co-Founder, Alliance for Early Childhood Finance

Location: Wintergreen

5. The Impact of the Early Childhood Education Workforce on Education, Compensation and Stability on ECE Program Quality and Child Outcomes

Presenter: Sharon Ryan, Director, Strauss Center for Young Children and Families, Bank Street College

Location: Azalea

6. Building a Public Awareness Campaign on ECE Workforce Compensation

Presenter: Amy O'Leary, Early Education for All Campaign Director, Strategies for Children

Location: Mt. Laurel A

9:30 a.m. Break

9:45 a.m. Individual State Team Work**

11:30 a.m. Plenary Panel Presentation – Azalea Room

Shaping Early Childhood Workforce Policy, Strategy and Funding - The Role of Governors, Legislatures and Advocates

Presenters: Leanne Barrett, Senior Policy Analyst, Rhode Island, KIDS COUNT; *Rochelle Finzel*, Program Director, National Conference of State Legislatures; *Seth Gerson*, Program Director, National Governors Association

12:30 p.m. Lunch – Trillium Dining Room

1:45 p.m. Team Reports and Next Steps – Azalea Room

3:15 p.m. Adjourn

Moving the Needle on Early Childhood Workforce Compensation – Summit II - 2018

Thursday, April 26

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

8:30 a.m. Opening Welcome and Keynote Address - Day 1 – Dogwood

- **Welcome:** Sue Russell, Executive Director, T.E.A.C.H. Early Childhood® National Center
- **Keynote Address:** *Bipartisan Support for Compensation* – Linda Smith, Director, Early Childhood Initiative, Bipartisan Policy Center

10:15 a.m. Break

10:30 a.m. Concurrent Intensive Work Sessions

- 1. Grounding Early Childhood Workforce Advocacy in Communication Science Continuing the Conversation - Part I**
Presenter: Mackenzie Price, Applied Sociolinguist and Senior Associate, Research Interpretation and Application, FrameWorks Institute
Location: Azalea B

- 2. Reconceptualizing Leadership and Advocacy in ECE: Placing Teacher's Voices at the Center of Workforce Reforms – Part I**
Presenter: Lauren Hogan, Sr. Director of Public Policy and Advocacy, National Association for the Education of Young Children
Location: Wintergreen

- 3. Policy and Funding Leavers in Support of Compensation: What Policies Do We Need and Where Will the Funding Come From? – Part I**
Presenters: Anne Mitchell, President, Early Childhood Policy Research and Co-Founder, Alliance for Early Childhood Finance; Adele Robinson, Karabelle Pizzigati Endowed Professor in Advocacy for Children, Youth and Families, University of Maryland
Location: Mt. Laurel B

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

1:15 p.m. Concurrent Intensive Work Sessions – Continue in the Same Rooms

- 2:45 p.m. Afternoon Break - Atrium**
- 3:00 p.m. Individual State Team Work**
- 4:45 p.m. Day One Wrap Up – Dogwood**
- 5:00 p.m. Adjourn for the Day**

Friday, April 27

- 7:15 a.m. Registration/Continental Breakfast - Atrium**
- 8:00 a.m. Keynote Address - Day 2 - Dogwood**
*Financing Early Care and Education with a Highly Qualified Workforce
- A Report from the National Academies of Science Ad Hoc Committee*
– **Kathy Glazer**, President, Virginia Early Childhood Foundation; **Helen Ladd**, Susan B. King Professor Emeritus of Public Policy, Professor Emeritus of Economics, Affiliate of the Center for Child and Family Policy, Duke University
- 9:15 a.m. Break**
- 9:30 a.m. Individual State Team Work Continued**
- 11:00 a.m. Team Presentations and Feedback – Dogwood**
- 12:20 p.m. Lunch – Trillium Dining Room**
- 1:30 p.m. Team Presentations and Feedback – Dogwood**
- 2:50 p.m. Closing Reflections – Dogwood**
- 3:15 p.m. Adjourn**

Moving the Needle on Compensation - Leveraged Funding

State	FL	IN	IA	MI	NE	NC	TX	WI	Total
Money Rec'd to date to Support MtN Project Work	\$13,000.00	\$919.00	\$21,665.00	\$30,000.00	\$1,166.24	\$54,897.00	\$1,062.00	\$10,000.00	\$132,709.24
Money Rec'd for Workforce to date as part of MtN Work	\$8,250,000.00		\$590,150.00	\$2,500,000.00	\$22,000.00	\$4,275,998.00	\$285,714.00	\$1,445,000.00	\$17,368,862.00
	Money received to date to support the work includes \$8K for storytelling	Summit travel	Money to support is a specific line item for compensation initiative in a contract.	Cost of public opinion poll and staff time	Summit 2017 airfare and hotel - Buffett Institute, NE Children and Family Foundation, Holland Children's Movement;	UNC-C salary scale research	Travel to Shared Services meeting; printing	2 grants to support team travel and advocacy	\$17,501,571.24
	\$7 million additional dollars for T.E.A.C.H., which Compensation Work Group helped secure, plus \$1.25 million from Miami-Dade for WAGE\$. Passage of HB1091 should free up more local dollars for WAGE\$.		Money received for the workforce are newly leveraged WAGE\$ dollars, and some T.E.A.C.H. dollars as part of the same project (to help people become WAGE\$ eligible)	Award for T.E.A.C.H. is doubled for the coming year to \$5 million	Funds to support 2019 Business Summit for early childhood businesses (\$22,000)	Dare's FY18 budget (new) and significant increase for Stanly (typically a percentage CUT county but now reimbursing for the full year, picking up ENTIRE waiting list and possibly doing a percentage increase.)	Annual increase with possible renewal for 5 years	\$1,045,000 for REWARD Stipends and \$400,000 Shared Services Grant	