Welcome to the

Early Care and Education Workforce 2.0 Cross-State Convening

October 23, 2018
Millennium Hotel, Minneapolis MN

Wi-Fi: Millennium_Event
Password: mm2018
Opening Session

8:30 AM – 9:00 AM
Beth Caron, Program Director, NGA Center for Best Practices
Rolf Grafwallner, Early Childhood Director, CCSSO
Welcome and Opening

Beth Caron
Program Director, NGA Center, Education Division

Rolf Grafwallner
Early Childhood Director, CCSSO
36 STATES PLUS D.C. will hold governors races in 2018.

36 Governors races being held
*D.C. will hold a mayoral race

17 Guaranteed new governors
There will be at least 17 NEW GOVERNORS in 2019 due to ...

13 Term limit
4 Incumbent not running for re-election or lost primary

Source: NGA
Chief State School Officers

12 STATES PLUS D.C.

6 OF THOSE STATES are guaranteed to have a new governor.

Source: CCSSO
Meeting Logistics

Wi-Fi: Millennium_Event
Password: mm2018

#WorkforceCrossState2018

Note Cards
I would like to discuss ________ (topic) with ______________________ (presenter/peers)
(Please provide your name and state)
Overview of the Day

9:00-10:30  Professionalizing the Workforce Panel and Team Time
10:45-12:15 Breakout Sessions, followed by State Team Time to debrief
12:15-1:15  Lunch
1:15-2:45  Repeated Breakout Sessions and State Debrief Time
3:00-4:30  Mentor Panel with Cohort 1 States, followed by State Team Time with Mentor States and Experts
4:30-5:00  Wrap up and Reflections

Dinner on your own
Professionalizing the Workforce: Compensation, Well-being, and Empowerment

9:00 – 9:45 AM

Moderator: Rolf Grafwallner, Early Childhood Director, CCSSO
Professionalizing the Workforce: Compensation, Well-being and Empowerment

Rolf Grafwallner
Early Childhood Director, CCSSO

Cindy Cisneros
Vice President of Education Programs, Committee for Economic Development

Sue Russell
Executive Director, T.E.A.C.H., National Center

Marica Cox Mitchell
Deputy Executive Director, Early Learning Systems, NAEYC
“Professionalizing the Workforce: Compensation, Well-being and Empowerment”

National Governors Association
ECE Workforce 2.0 Cross State Convening
October 23, 2018
CED’s Longstanding Commitment to Early Education

- CED is a non-profit, non-partisan organization which is business led, and develops research and policy in the nation’s interest
- CED has over a 45-year history of commitment to advancing early education
- CED Trustee business leaders have been at the forefront of the effort to promote early learning and development
CED Business Leaders Connecting the Dots on ECE

Child Care plays an important role in the economy
- Helps parents earn, helps children learn
- Industry revenue of $41.5 billion w/spillover of $41.6 billion
- Child care is a business with $21.2 billion in employee earnings generating $18 billion in spillover earnings (jobs)
- Child care instability leads to lost productivity for workers
- 14.9 million children under 6 w/working parents (2017 ACS)

ECE Workforce Reality
- More than 1 million work in about 130,000 child care centers; another 1 million caregivers are home-based providers
- Two-thirds working in centers do not have a college degree
- Low wages-$22,290/year; $10.70 per hour-and high turnover
- Child care is a business. Operating revenue = private pay fees & state subsidies
- To hire & retain a more educated workforce-pay boost needs to accompany educational achievements (CDA, AA, BA, BA+)
- Tax credits are one way to boost wages
The Louisiana Tax Credit Model

Not a magic wand, but a strategy to link talent development with higher wages

- Refundable tax credits are linked to competencies & higher ed (CDA, AA, BA).
- Meaningful: For example, in LA, level 4 is worth $3,358 (with $18,610 as the median wage, that’s an increase of 18%)
- Indexed to inflation.

Louisiana School Readiness Tax Credits: (one component is for the ECE workforce)

Other pieces for parents, for providers, for donations to child care programs, for donations to CCR&Rs—
http://revenue.louisiana.gov/IndividualIncomeTax/SchoolReadinessTaxCredit

A REFUNDABLE TAX CREDIT

Fills in the Gap Between Funding and Cost

What parents can afford

Cost of high-quality care with a well-trained and educated workforce

Tax credits don’t require a new program; they can link to what states already have:
- ECE registry, career ladder
- QRIS
Resources States Can Use – State-by-State Data!

Related Resources
- Early Education Compensation by State
- Children’s Brain Development: Understanding the Science
- Background on Louisiana Tax Credit
- Wage and Employment Research
- State Quality Rating and Improvement Systems
- Cost of Quality Child Care
- Need for Data
- Additional Related Resources

CED: https://www.ced.org/reports/early-learning/pathways-to-high-quality-child-care

Download Full Report
Download Executive Summary
Download National Overview
Download Infographic

CED: https://www.ced.org/childcareimpact
T.E.A.C.H. Early Childhood®: Critical Components Meaningful Progress

NGA – Early Care and Education Workforce 2.0
Minneapolis, MN
### Why the T.E.A.C.H. Model?

#### ECE Workforce
- Women, with own children
- Low income
- Full-time employees
- Racially, ethnically and linguistically diverse
- Without ECE degrees
- Few workplace benefits
- High turnover

#### College Non-Completer
- Has dependent children
- Needs financial assistance
- Works full time
- Is first generation college student
- Attends part time
- Is single parent
- Is financially independent
T.E.A.C.H. Early Childhood®
Essential Elements

• Debt-free college education with comprehensive supports for our diverse, working early childhood educators

• Systemic driver that leverages a more accessible, responsive higher education system to support education and career pathways

• Multi-state collaborative and accountable strategy to achieve model fidelity that leads to increased education, compensation, professional commitment and career pathways for the early childhood workforce

• Recipient and sponsor engagement and buy-in linked with public and/or private funds raised to support early childhood workforce development

• Data driven and outcome focused scholarship models that produce measurable results
T.E.A.C.H. Scholarship Components

5 Cs

Compensation
Counselor
Commitment
Comprehensive Scholarship
College Education
College Coursework Leading to...

- CDA or State Credentials
- EC Associate Degrees
- EC Bachelor’s Degrees
- EC Teacher Licensure
- EC Master’s Degree
What Types of Funding Have Supported T.E.A.C.H. Programs?

- CCDBG Quality Set Aside/Infant-Toddler Set Aside
- TANF funds
- Race to the Top Early Learning Challenge
- State general funds
- State Pre-K funds
- State tobacco settlement or lottery funds
- Local government funds
- Foundations/United Way/Corporate grants
- Sponsor and recipient partnered funds
150,000 and counting!
Who Were They?

Profile of 14,704 T.E.A.C.H. Scholars

- Of Color or Hispanic Origin: 48%
- Single Parent: 27%
- No Degreed Family Member: 48%
- No College Before T.E.A.C.H.: 55%
T.E.A.C.H. Early Childhood® FY 18
T.E.A.C.H. Scholars Work...

- Public School Settings: 2%
- Home-based Settings: 15%
- Center-based Settings: 81%
- Infants and Toddlers: 52%
- Head Start/EHS: 15%
- State-Funded Pre-K: 27%
<table>
<thead>
<tr>
<th>Education</th>
<th>Compensation/Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave. completed credit hours</td>
<td>• <strong>8.8%</strong> earnings gain (AAS)</td>
</tr>
<tr>
<td>• Associate: 13.9</td>
<td>• <strong>7.9%</strong> earnings gain (BS)</td>
</tr>
<tr>
<td>• Bachelors: 16.7</td>
<td>• <strong>5.5%</strong> turnover (AAS)</td>
</tr>
<tr>
<td>Ave. grade point average</td>
<td>• <strong>5.0%</strong> turnover (BS)</td>
</tr>
<tr>
<td>• Associate: 3.3</td>
<td></td>
</tr>
<tr>
<td>• Bachelors: 3.5</td>
<td></td>
</tr>
</tbody>
</table>
## Comparing Recipients and Graduates

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>People of Color</th>
<th>First Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recipients</td>
<td>Graduates</td>
</tr>
<tr>
<td>Associate</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>42%</td>
<td>42%</td>
</tr>
</tbody>
</table>
Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

We have work to do to achieve this goal.
Professionalizing the Workforce: Discussion and Q&A

Rolf Grafwallner
Early Childhood Director, CCSSO

Cindy Cisneros
Vice President of Education Programs, Committee for Economic Development

Sue Russell
Executive Director, T.E.A.C.H., National Center

Marica Cox Mitchell
Deputy Executive Director, Early Learning Systems, NAEYC
Overview of Workforce Index

Caitlin McClean
Workforce Research Specialist, Center for the Study of Child Care Employment
The Early Childhood Workforce Index, 2018 (2nd edition)

Caitlin McLean, Ph.D.
Center for the Study of Child Care Employment
University of California, Berkeley

Connect with us:
http://cscce.berkeley.edu
@CSCCEUCB
facebook.com/cscceucb
1. About the Workforce

2. Earnings & Economic Security

3. Early Childhood Workforce Policies

4. Family & Income Support Policies
Policy Efforts to Support the ECE Workforce
Example Policy Indicators

**Compensation & Financial Relief Indicators**

- Salary parity for publicly funded pre-K teachers?
- Compensation standards required?
- Compensation guidelines or plans to develop?
- Earmarks for salaries in public funding?
- Financial relief: stipend or tax credit?
- Financial relief: bonus?

**New Qualifications Indicators: Scholarships to support educational pathways**

- BA?
- AA?
- CDA or equivalent?
- Collects data on scholarship recipients?
Making Headway

Edging Forward

Stalled
Where does your state stack up?

See your individual state profile

Visit our cross-state interactive map

Early Childhood Workforce Index 2018
ALABAMA

351,978 Children age 0-5

10,620* Members of the early childhood teaching workforce
Center for the Study of Child Care Employment

Conducting research and proposing policy solutions aimed at improving how our nation prepares, supports, and rewards the early care and education workforce since 1999.

CONTACT US!

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State Team Time:
Professionalizing the Workforce

9:55 AM – 10:30 AM
Guidance for State Team Time

- Use provided *Questions to Consider* after each session to reflect on session content
- Work on your Action Plan
- Work one-on-one with National Expert (use Notecards)
- Work one-on-one with Mentor State Expert (use Notecards)
- Meet with another state (Peer Learning Experience) (use notecards)
- Meet with NGA/CCSSO TA staff
Questions to Consider:

• What strategies should be considered in your action plan around supporting the professionalization of the ECE workforce?

• Is there already an effort in place in your state to professionalize the workforce that you should link to and include in your plan?

• How could your team think about empowering and supporting the workforce?

• How can your team make sure the educator voice is heard through your action plan or activities?
Break

10:30 AM – 10:45 AM

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Wi-Fi: Millennium_Event
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Peer Learning Breakout Sessions
10:45 AM – 11:30 AM

- ✔ ECE WORKFORCE DATA
  Central/South Grand

- ✔ CAREER PATHWAYS/APPRENTICESHIP MODELS
  Avenue 3 & 4
  STUDIO C/D

- ✔ COMPENSATION STRATEGIES
  Avenue 1 & 2
  STUDIO A/B

- ✔ POLICY CHAMPIONS: CONNECTING BUSINESS AND PHILANTHROPY TO POLICY
  Central/South Grand
State Team Time: Breakout Debrief

11:30 AM – 12:15 PM
Questions to Consider:

• What strategies did you hear in your breakout that the team should consider?
• After hearing other state examples, are there modifications or additions that you would like to make to your state’s action plan?
• How feasible are some of the examples you heard today for your state?
• What other factors should your team consider after hearing from these national experts?
Networking Lunch

North Grand

12:15 PM – 1:15 PM

#WorkforceCrossState2018

Wi-Fi: Millennium_Event
Password: mm2018
Peer Learning Breakout Sessions
1:15 PM – 2:00 PM

☑️ ECE WORKFORCE DATA
    Central/South Grand

☑️ CAREER PATHWAYS/APPRENTICESHIP MODELS
    Avenue 3 & 4
    STUDIO C/D

☑️ COMPENSATION STRATEGIES
    Avenue 1 & 2
    STUDIO A/B

☑️ POLICY CHAMPIONS: CONNECTING BUSINESS AND PHILANTHROPY TO POLICY
    Central/South Grand
State Team Time: Breakout Debrief

2:00 PM – 2:45 PM
Questions to Consider:

• What strategies did you hear in your breakout that the team should consider?
• After hearing other state examples, are there modifications or additions that you would like to make to your state’s action plan?
• How feasible are some of the examples you heard today for your state?
• What other factors should your team consider after hearing from these national experts?
Break

2:45 PM – 3:00 PM

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Mentor Panel: Lessons Learned from Cohort 1 States

3:00 PM – 3:45 PM

Moderator: Mandy Sorge, Senior Policy Analyst, NGA Center
Mentor Panel: Lessons Learned from Cohort 1

Mandy Sorge
Senior Policy Analyst, NGA Center

Debbie Hewitt
Minnesota Team

Angela Abrams
Washington Team

Rick Roghair
Iowa Team

Barb Merrill
Iowa Team

Sherry Cleary
New York Team
Minnesota’s Lessons Learned on Compensation

Debbie Hewitt | Early Learning Services Supervisor
October 22, 2018
• The Problem
  • Not enough highly skilled workers to meet the demand
  • How do we increase compensation so more and more diverse can be recruited and retained

• The Goal
  • Arrive at recommendations that can be reported to the governor and legislature
• Create an advisory group of decision-makers at state agencies and key stakeholders

• Examine known and little known solutions
Lessons Learned

• Rely on a suite of recommendations

• Create specific strategies

• Tie to other legislation when possible

• Broaden committee membership to additional stakeholders

• Attend to sustainability
• B8 team working on Innovation to Incubation
• Finance Report released from NAS
Next steps

• Convening on the financing report
• Incorporate the compensation and financing into the work of the B8 team
• Moving the Needle
• Backbone organization
Questions?
Thank you!

Debbie Hewitt

debbie.hewitt@state.mn.us

651-582-8476
Iowa’s NGA Workforce Efforts 2016-2018

Goals

1. Complete EC state policy audit
2. Build new partnerships with Future Ready Iowa, Iowa Workforce Development, Family & Consumer Sciences, Governor’s office, and others on behalf of the child care workforce
IOWA'S POLICY AUDIT TO IMPROVE THE EARLY CARE AND EDUCATION WORKFORCE
Identified Policies that Inhibit the Early Childhood Care and Education Workforce Growth and Support

Purpose: Leveraging Workforce Investment Strategies to Improve the Early Care and Education Workforce

Outcome: Improve workforce recruitment, retention and advancement strategies and increase the quality of the early care and education workforce.

<table>
<thead>
<tr>
<th>Component Area 1</th>
<th>Identified Issue, Barrier, And/or Need</th>
<th>Identified Iowa Code/Policy</th>
<th>Identified Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a more robust Child Care Assistance (CCA) tiered reimbursement system. Reevaluate Department of Human Services policy on tiered reimbursement so more programs have opportunities to receive higher reimbursement CCA tiered reimbursements could provide a requirement to link to staff compensation thus paying a living wage while increasing quality</td>
<td>CCA regulations have an identified barrier in which some programs are unable to accept their level 5 reimbursement because they may have to increase rates for private pay families and they can’t charge CCA more than the current parent fees CCA reimbursement rates do not cover the cost of providing quality care or paying a living wage CCA reimbursement for Child Development Home (CDH) C providers is less than CDH B providers despite more education and qualifications Sites accepting CCA are among those paying the lowest salaries Current systems do not connect CCA to programs that support staff in continuing education and</td>
<td>Federal law 237A IAC 170 Iowa’s Child Care Development Fund (CCDF) plan 96.53 Final Rule CCA Reimbursement for CDH C versus B is a direct result of the Market Rate Survey (MRS) utilized with incremental increases. DHS will begin conducting a MRS based on the requirements of Final rule in late fall 2017</td>
<td>Department of Human Services (DHS) Council for Child Care Financing Iowa Association of Childhood Education, Inc. Young Children’s Compensation Every Child Count Policy Center United Way of Central Iowa</td>
</tr>
</tbody>
</table>
CCA Tiered Reimbursement Issue Brief

A review of the current Child Care Assistance policies indicates multiple barriers exist inhibiting the state’s ability to recruit, retain and improve the child care workforce. The identified barriers include:

- chronically low wages and lack of benefits;
- current levels of reimbursement are not set at the current Market Rate Survey; and,
- QRIS Level 5 reimbursement is not directly connected to increased compensation for the workforce.

Background

Child care workers aren’t paid enough to make ends meet. In 2014, the median hourly wage of child care workers was $10.31, which was 39.3% below the $17.00 median hourly wage of other workers. Iowa lags behind national averages with a median teacher hourly wage as low as $8.89 (a 6% decrease since 2010) and as high as $13.00 (2016 Working in
Component #1

Legislation passed to increase CCA reimbursement rate

DHS created much higher tiered reimbursement rate for Level 5's in the QRS system
Component #2

Continued growth and momentum in the career pathways beginning with CDA in high school

Revision of ecieducationpathway.org website to include teaching, program administrator, and school-age care roles, including new partnership with Iowa DHS Child Care Training Registry
Component #3

New collaborations in place among Iowa AEYC, Iowa Workforce Development (WIOA and Apprenticeships), Area Education Agency Learning Online, and Iowa Department of Education

Meetings with Future Ready Iowa to build recognition for EC workforce
The Iowa team continues to meet on a quarterly basis to ensure the work moves forward.
Policy audit and issue brief

http://www.iowaaeyc.org/Iowa's%20ECE%20Policy%20Audit%20Final%206_27_17%20(3).pdf
• Apprenticeship
• Background Checks
• Learning More About IOM Report
• Minimum Wage Challenges for Early Childhood in New York
• Culminating Event: Workforce Summit
• Governor’s Office Engagement
• NAM State TA
• NYS Board of Regents Early Childhood Blue Ribbon Committee
• First 1000 Days on Medicare
• Expanded ECAC Strategic Plan
State Team Time: Peer Consultation Time

3:45 PM – 4:30 PM
Peer Consultation

Time
3:45 PM – 4:30 PM

WASHINGTON & MINNESOTA
Central/South Grand

IOWA
Studio A/B

NEW YORK
Studio C/D
Questions to Consider:

• After hearing how cohort 1 states completed their projects, consider the following:
  • What connections or activities might be missing in your action plan?
  • How should your state team address stakeholder engagement?
  • Would it make sense to have a culminating event to showcase the work of your project?
  • Should your state team make policy recommendations around the ECE workforce, and if so, to whom?
  • How can your state team begin considering sustainability of this work?
Wrap Up and Reflection

4:30 PM – 5:00 PM

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