Bold on Early Educator Compensation
Learning Community 2022

Convening #1: Kickoff
January 21, 2022

Center for the Study of Child Care Employment
University of California, Berkeley
Questions? email adade@berkeley.edu
Welcome to our Kick-Off Convening!

Please take a few moments to situate your screen and then check in on slides 5-8!
Setting up Your Online Space

Desktop or Laptop
Make sure you can see your Google Slides, Zoom Gallery View and the Zoom Chat at the same time.

Two Portable Devices
You can use a phone and tablet and open the Google Slides on one.
CSCCE Team

Caitlin McLean
Director of Multi-state and International Programs

Lea J.E. Austin
Executive Director

Annie Dade
Policy Analyst

Claudia Alvarenga
Program Associate

Cyndi Dunn
Administrative Officer

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Today’s Agenda

Aims for today:

- Understand the “what” and “why” of the Bold on Compensation Learning Community (BCLC)
- Develop shared agreement on learning goals and purpose of the BCLC
- Get to know fellow community members and Center staff

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>15 min</td>
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<tr>
<td>Context for the Learning Community</td>
<td>15 min</td>
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<tr>
<td>ARPA Funding Recommendations</td>
<td>10 min</td>
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<tr>
<td>Sharing Proposed Topics &amp; Priorities</td>
<td>15 min</td>
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<tr>
<td>Next Steps &amp; Closing</td>
<td>5 min</td>
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Established in 1999, the Center for the Study of Child Care Employment (CSCCE) is focused on achieving comprehensive public investments that enable the early childhood workforce to deliver high-quality care and education for all children.

To achieve this goal, CSCCE conducts research and policy analysis about the characteristics of those who care for and educate young children and examines **policy solutions aimed at improving how our nation prepares, supports, and rewards these early educators** to ensure young children’s optimal development.

CSCCE provides research and expert analysis on topics that include compensation and economic insecurity among early educators, early childhood teacher preparation and access to educational opportunities, work environments, and early childhood workforce data sources and systems.

CSCCE also works directly with policymakers and a range of national, state, and local organizations to assess policy proposals and provide technical assistance on implementing sound early care and education workforce policy.
Goals: Learning Community

The Bold on ECE Compensation learning community brings together ECE advocates, government representatives, and stakeholders from 7 states to:

- **Identify barriers** to improving early educator compensation and **strategies to overcome those barriers**

- **Build understanding of and capacity to implement policies** that increase wages and improve access to benefits such as paid sick leave and health insurance

- **Document and disseminate strategies beyond participants in the learning community**, to stakeholders across the ECE field, especially those engaged in state policy formulation and implementation
Structure: Learning Community

Monthly or Bi-Monthly Meetings
- Monthly opportunities to learn from each other and other experts
- Input on how meetings are structured/what they will cover

CSCCE Expertise
- Connection to expertise in the Center and our body of related research
- Connecting your work and our collective learnings with the broader ECE community

Peer Networks
- Access to other experts in your state and across 7 states for outreach throughout and beyond this experience

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Participant Agreements

As a state participant I commit to:
- Attend 15 one-hour virtual (Zoom) convenings during January-November 2022;
- Participate actively in convenings by sharing ideas, questions, and resources;
- Share resources with CSCCE and provide updates on state happenings in between meetings;
- Communicate with my wider community and bring back insights from Learning Cohort convenings when appropriate;
- Contributing to CSCCE materials developed as a result of the Learning Cohort, which may include:
  - Participation in follow-up interviews;
  - Being quoted;
  - Participation in CSCCE hosted webinars;
  - Reviewing materials to provide input and ensure accuracy;
- Engaging with and sharing CSCCE materials developed as a result of the Learning Cohort.

As a participant, I can expect the following from the CSCCE staff:
- Optional stipends to support participants in collective learning;
- Coordination of convenings (scheduling, agenda-setting, facilitation, communication, assistance with virtual platform, etc.);
- Sharing of expertise from wider CSCCE research and policy analysis on workforce compensation and supports;
- Individual state technical assistance (as capacity allows), based on individual requests for feedback or support on state materials and/or plans;
- Creating and disseminating materials that share learnings from the cohort with the broader field, with support from state participants.
Who is participating?

- ~21 external participants (2-4 from each state)
- CSCCE staff
- Facilitator
What we are hearing from you in the survey...

“Our goal is to secure significant state investment in ECE by 2025 and going bold on compensation is essential to the success of any future ECE system. The collective talent this learning community offers will be invaluable to shaping our policy and implementation.”

- Learning Community Participant
The American Rescue Plan: Recommendations for Addressing Early Educator Compensation & Supports

Recommendation 1
Ensure federal child care relief funds reach individual early care and education staff in the form of direct cash payments.

Recommendation 2
Ensure health coverage and guaranteed paid leave of at least two weeks for all staff working in regulated early care and education programs.

Recommendation 3
Adjust eligibility requirements for public safety net programs utilized by early childhood personnel until the period when all state ARPA funds related to child care are liquidated.

Recommendation 4
Prioritize equitable distribution of funding to programs located in communities with the most need, which have been impacted most acutely by this pandemic.

Recommendation 5
Improve systems administration and technical assistance to facilitate accessible, simple application processes.

Recommendation 6
Establish essential, yet simple data collection protocols to examine the utilization and impact of ARPA funding in order to inform future policies and resource allocation.

Recommendation 7
Prohibit the use of quality ratings as a determining factor for eligibility to receive ARPA funds or to condition levels of payment.

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Breakout Group Slides

Find slide with the group # that corresponds to your room #
DISCUSSION QUESTION (8-10 min):
Add topics to the stickies - for future convenings, who do you want to hear from (i.e., a specific expert) or what do you want to hear more about (e.g., structuring salary scales)?

- Specific strategies - grants, wage pass, etc
- Monthly stipends for each program based on the number of children and a few other factors and then a part b that has to go to staff
- One-time payments - to do or not to do?
- Setting up data systems for real time updates on workforce compensation/benefits
- Topic suggestion here...
- Salary scales tied to credentials
- FCC workforce compensation increases - how should this be designed
- Topic suggestion here...
- Pay parity with public school examples (DC example)
- Topic suggestion here...
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| Mechanisms to hold accountable/make sure wages are actually raised | Shifting to contracts long-term | How to track salary levels (registries, etc) |
| Q: What is the feedback loop from providers to ensure there has been equitable access/hear about their experiences with these funds? | Q: what are ppl doing to ensure sustainable funding? | What data should we be collecting/tracking as we undertake these efforts? |
| Topic suggestion here... | Topic suggestion here... | Benefits - what can be done by the state? (create pools, pay for benefits) |
| Topic suggestion here... | Topic suggestion here... | Use of prof associations to provide benefits |

Start by sharing ONE innovative thing your state is doing related to compensation with your federal COVID-19 funds (2 mins/person).
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<td>Shifting from market based reform to public good narrative;</td>
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<tr>
<td>Framing in terms of WF and infrastructure (exploring narratives that work when public good doesn’t land)</td>
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<tr>
<td>Tax obligations related to covid funds (impacts ARPa, rewards/wages)</td>
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<td>How can we change structures to reduce overall costs of ECE system</td>
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<tr>
<td>Reducing administrative burden in provision of child care</td>
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<td>Shared services as model to ensure maximizing revenues in programs</td>
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<td>Building stronger disability accessibility</td>
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<td>Topic suggestion here...</td>
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Next Steps

- Next Meeting **Friday February 18th 10am PST/1pm EST**
- If you haven’t already, please fill out our short [presurvey](mailto:adade@berkeley.edu) and send your headshot + bio to adade@berkeley.edu.
- Second short survey coming soon
- Orientation [packet](mailto:adade@berkeley.edu) + these slides available as resources
- Reach out with topic ideas or questions
What is one goal you have for participation in this Learning Community?

- Creating a strong community of early ed leaders
- Gather new ideas & build national will to invest in childcare
- Listening and learning
- Learn one new idea each meeting
- Learn from so many smart people!
- Learning and strategizing
- Learning ways we can be innovative in nm!
- Learning from other states about their innovative policies to increase compensation
- Creating a sustainable system that doesn’t martyr parents or educators
- Connecting with people from other states
- Find state partners to work intra state on comp policy recommendation
Follow us @CSCCEUCB

Questions? Email adade@berkeley.edu

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