
Bold on Early Educator Compensation

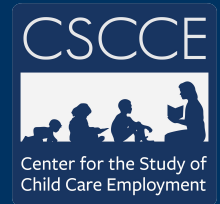
Convening #9: Data Collection and
Evaluation

July 15, 2022

**Center for the Study of
Child Care Employment**

University of California, Berkeley

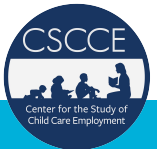
adade@berkeley.edu | cscce.berkeley.edu



Today's Desired Results

Learning Community will:

- Learn about and discuss how data collection on ECE compensation strategies and worker turnover can be used to affect change
- Learn about and discuss how to build an effective agency-research partnership
- Discuss strategies for collecting ongoing data on the workforce and conducting evaluations



Agenda for today

- Icebreaker: share Hooray moments!
- Group Picture
- Homework Summary
- Data Collection and Evaluation, Justin Doromal, University of Virginia
- Remarks by Marisa Schlieber, CSCCE
- Q&A with Justin Doromal, Marisa Schlieber
- Large Group Discussion
- Wrap-up and Next Steps
- Adjourn



HOORAY MOMENT

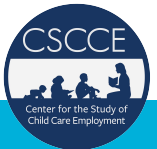


Homework Summary

What is your state doing to measure and/or evaluate the impact of efforts to increase compensation?

Wisconsin:

- They are auditing programs for their use of Federal recovery funds
- WI completes workforce studies every several years. The most recent study was released in early 2021 with 2020 data.
- Research partners in WI have applied for a study grant to evaluate both the TEACH and REWARD programs.
- WECA is preparing to send a survey to a subset of 1500 child care programs to determine the impact staffing is having on enrollment and capacity issues.

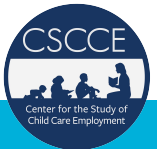


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- **Illinois:** This is one of the main research questions within a PROSPR grant on which IDHS is a partner, awarded to the University of Chicago (Dr. Julie Henly) and Illinois Action for Children (Dr. David Alexander). We are also analyzing reporting from our Strengthen and Grow Child Care grant program.
 - **North Carolina:** Collecting and analyzing data from federal stabilization grants; and contracting for a new workforce study with CCSA
 - **Massachusetts:** The Department of Early Education and Care is requiring reporting from all providers receiving the ARPA Child Care Stabilization Grants so we have a measure of compensation changes since the grant began in July 2021



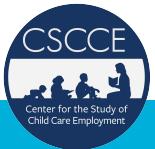
What are you learning from your efforts to measure and/or evaluate the impact of efforts to increase compensation?

- **Wisconsin:**
 - Need much better data collection systems, the correct questions being asked, and a way to get all the programs to answer the questions as well. Also, need to survey family child care programs when they open as to why they decided to get regulated to see if the funding sources were a motivator to do so.
 - Our most recent studies indicated compensation increases that happened early in covid - likely due to federal CARES act revenue (went from median of just over \$10 in 2016 to median of \$12.99 by end of 2020).
- **North Carolina:** Additional funding can stabilize but is not effective in recruiting new people to the field.



What are you learning from your efforts to measure and/or evaluate the impact of efforts to increase compensation?

Massachusetts: Because of the short-term nature of the funding, center-based providers are hesitant to make permanent salary changes and instead invest the funds in bonuses or one-time stipends. Family Child Care providers are less likely to use the grant funds on their "own salaries" and instead use it on operating costs (rent/mortgage, food, etc.) We're having conversations about the need to ensure the legislature has a better understanding of the FCC business model for future compensation investments.



Data Collection & Evaluation, Justin Doromal, Urban Institute



Addressing Early Educator Compensation in Virginia: Opportunities and Lessons Learned

Justin B. Doromal, PhD
July 15, 2022



Key Takeaways

1. Using data to define an issue and assess the issue's scope

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Virginia Receives \$9.9 Million Federal Preschool Development Grant to Unify and Strengthen Early Childhood Education

Nearly half of federal funds will directly support innovative early educators

RICHMOND—First Lady Pamela Northam today announced that the Virginia Department of Education (VDOE), in partnership with the Virginia Early Childhood Foundation (VECF) and the University of Virginia (UVA), received a one-year \$9.9 million competitive federal Preschool Development Grant Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services' Administration for Children and Families.

These federal funds will be used by VDOE and its partners to support statewide initiatives that bolster Virginia's early childhood system. These initiatives include producing a statewide needs assessment and strategic plan, aligning early learning standards, and developing kindergarten-readiness tools for teachers and families.

"Every child in Virginia is capable of entering kindergarten ready with the skills they need to succeed in school, regardless of who they are or where they live," said **First Lady of Virginia Pamela Northam**. "This grant will enable our innovative local leaders and teachers to build skills, engage families in their children's learning and development, and measure progress all while being financially rewarded for their efforts."

Nearly \$4 million of this funding will directly support early childhood educators across the Commonwealth. The funds will support initiatives in ten innovative communities to unify child care, Head Start, and pre-K at the local level. To accelerate the implementation of higher standards and reduce turnover, leaders and teachers in these communities who agree to strengthen standards, participate in trainings, and improve quality will receive financial incentives at the end of the grant.

In these ten early adopter communities, this funding will allow Virginia to evaluate 1,000 publicly funded infant, toddler, and pre-K classrooms, to better understand the quality landscape. This effort will be unique in that it will work to involve all infant, toddler, and preschool classrooms in publicly funded early childhood programs, including family day homes, child care, Head Start and schools. Furthermore, the communities will conduct focus groups and surveys to gather insights from the families of Virginia's youngest learners.

Virginia's early care and education workforce by setting and role, spring 2019

	Child Care Centers			School-Based Programs		
	Assistant Teachers	Lead Teachers	Leaders	Assistant Teachers	Lead Teachers	Leaders
<i>Demographics</i>						
Female (%)	97%	98%	97%	99%	100%	74%
Age	37.4	38.7	46.1	46.3	43.3	48.2
<i>Highest Education Degree (%)</i>						
No post-secondary degree	71%	52%	16%	43%	1%	0%
Bachelor's or higher	18%	31%	65%	31%	98%	100%
<i>Household income (%)</i>						
Under \$25,000/year	53%	39%	4%	29%	1%	1%
Under \$45,000/year	78%	70%	26%	55%	11%	1%
More than \$100,000/year	3%	5%	25%	11%	30%	74%
Number of respondents	391	832	190	290	396	107

Key Takeaways (cont.)

1. Using data to define an issue and assess the issue's scope
2. Using partnerships to amass momentum

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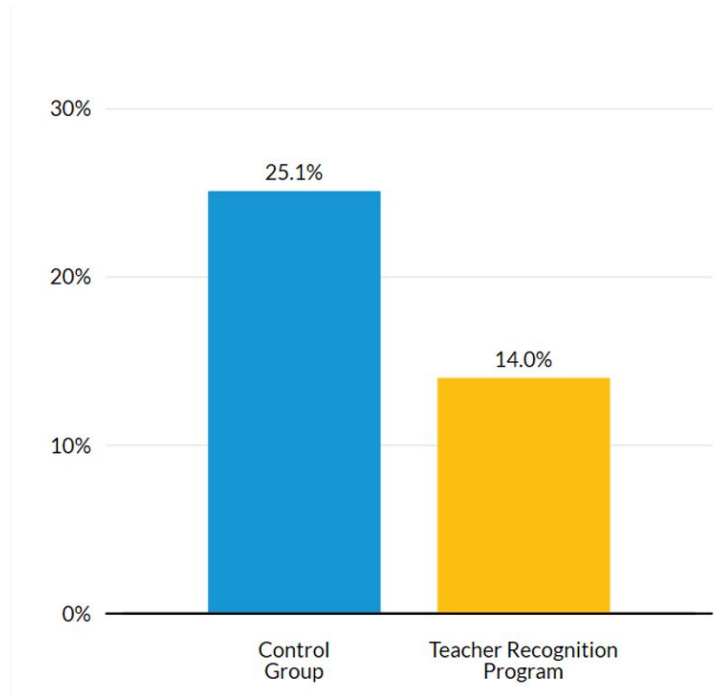
Virginia's Teacher Recognition Program

Up to \$1,500 (direct payment to teacher)

- Initial eligibility
 - Can work in any ECE setting or teacher role
 - Must work directly with children 0-5
 - Must work 30+ hours per week
 - At a program participating in the PDG B-5 initiative
 - Pilot year: 26 VA cities/counties
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- Teachers could receive up to \$1,500 so long as they maintained these eligibility criteria AND did not leave their initial center

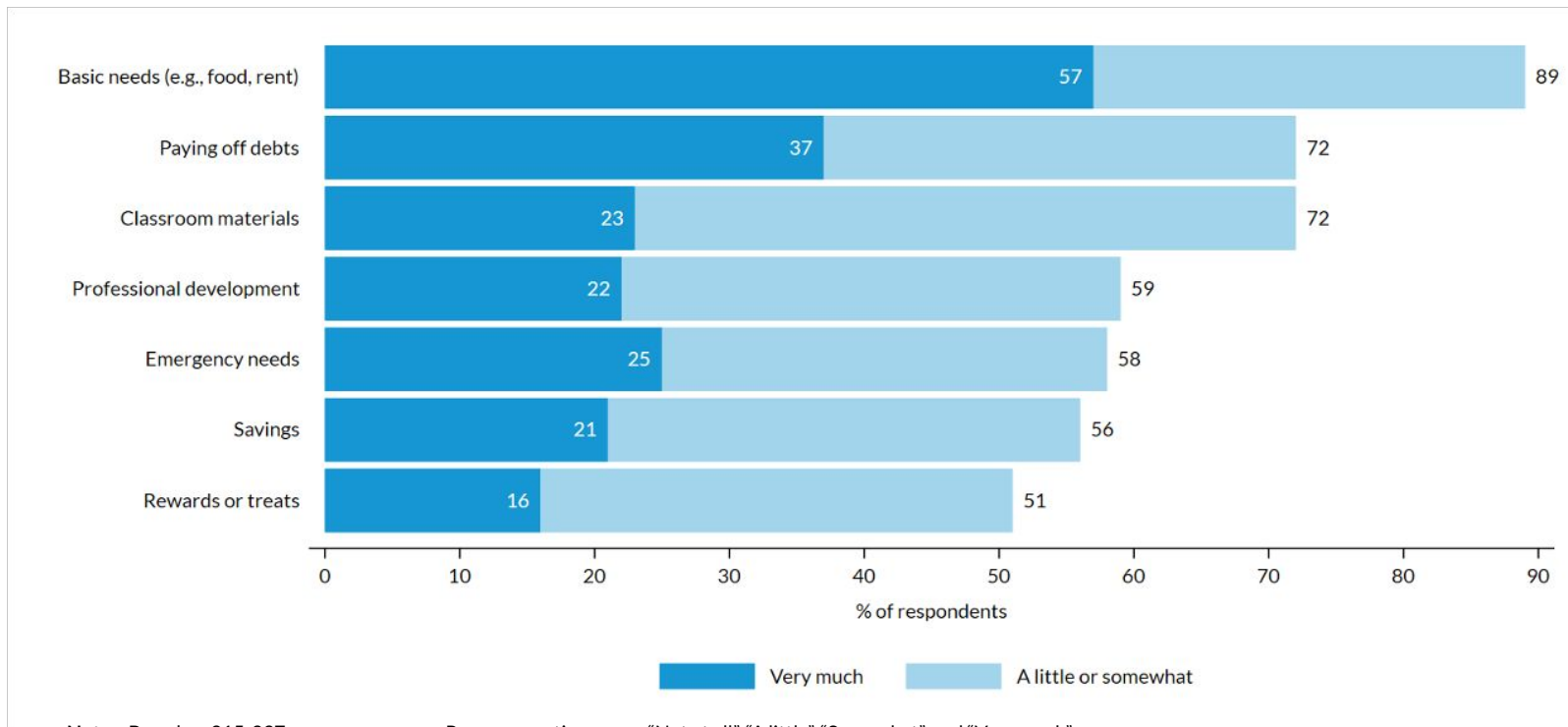
***Note:** This slide describes the program in its pilot year. Some changes were made to the program since this evaluation, including an increase to \$2000 in funds for teachers.

Teachers receiving the bonus were less likely to leave their teaching position



Notes: Based on 568 teachers. Figure shows means adjusted for covariates and experimental design.
Significance: + $p < .1$; * $p < .05$; ** $p < .01$; *** $p < .001$.

Funds helped many teachers pay for basic living expenses, pay off debts



Notes: Based on 215-237 survey responses. Response options were "Not at all", "A little", "Somewhat", and "Very much".

***“The recognition and acknowledgement meant everything.
For so long, **early childhood educators have been unnoticed.**
This grant was a great way to make educators feel appreciated.”***

***“It meant **I could continue to go to work** and not worry
about foods, car bills, or my child’s care.”***

“I remember the day teachers started receiving their checks and there was such a buzz of excitement. [...] I know all of the teachers who were eligible appreciated it and **it definitely made an impact on how long they continued to work here.**”

Key Takeaways (cont.)

1. Using data to define an issue and assess the issue's scope
2. Using partnerships to amass momentum
3. Using evidence to sustain momentum

The Teacher Recognition Program in subsequent years

- Despite no guarantee for future funding, the VDOE was able to use study findings to obligate additional funding to sustain the program (\$8 million in state funds over 2 years)
- Program expanding to pay more teachers more money
- As of 2021-22, increased incentive size to \$2,000; considering further increases
- Served more than 6,000 eligible teachers
- Aiming for statewide coverage by 2023-24
- Focus on educators in center- and home-based child care programs



Thank you!

email: jbd3fc@virginia.edu

Remarks by Marisa Schlieber, CSCCE

ECE Workforce Data

- **The Need for Data Collection Infrastructure**
 - Comprehensive data on the workforce including:
 - **Demographics** (e.g. race and ethnicity, languages spoken)
 - **Professional** characteristics (tenure, educational attainment, wages, benefits)
 - **Work environment** (time for paid planning and reflection, staffing, economic well-being)
 - **Program** information (setting, auspice, size)
 - Across **roles** (center director, center teaching staff, FCC provider, FCC assistant) and **program settings/ types** (center vs FCC; pre-K, Head Start, licensed center based)
 - Ongoing data collection allows you to track changes over time



ECE Workforce Data

- **Barriers**

- Lack of comprehensive data, siloed in different agencies or outdated
- Not comparable across roles or settings
- Hard to get up-to-date contact information for reaching out to educators directly
- Response rates, important to explain why and to what end we are collecting data

- **Opportunities**

- Provide comprehensive data to inform policies, practices, and supports for the workforce
- Uplift educator voice



Q&A with Justin & Marisa

Large Group Discussion

Questions

- How are you investing in or building long-term workforce data infrastructure?
- What are the barriers to data collection or building data infrastructure in your state?

Questions (continued)

- How is your state using workforce data to understand or address disparities or achieve an equity aim? For example, disparities along lines of:
 - Race/ethnicity
 - Immigration status
 - Settings (center-based, HeadStart, FCC, FFN etc.) or business structure (nonprofit, small independent for-profit, large corporate for-profit etc.)
 - Geography (urban, rural etc.)
 - Tribal ECE Data policies (e.g. how is data used and shared between state and tribal governments/agencies?)
 - Others?



Next Steps

- Next Meeting: August 19 - Program Administration
- Please share CSCCE's new [blog post](#) in your networks
- Keep sending us Hooray Moments!

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adade@berkeley.edu | cscce.berkeley.edu

