

July 15, 2022

Bold on Early Educator Compensation Learning Community
Session # 9: Data Collection/Program Evaluation

Overview:

Guest speaker, Justin Doromol at the Urban Institute presented on the impact of teacher recognition payments on reducing teacher turnover in Virginia, as well as uplifting the power of a research partnership for building momentum around a compensation initiative. And we heard from Dr. Marisa Schlieber from CSCCE about her experience with workforce data collection and conducting surveys of early educators across multiple states.

We asked participants about current workforce data collection they're undergoing with ARPA programs:

- WI: Child Care Counts gathering data as part of application, in August will talk to providers about their process; WECA is doing survey of 1500 providers in Shared Services Network
- NC: Collecting and analyzing data from federal stabilization grants; and contracting for a new workforce study with CCSA; also building a registry through the licensing system
- MA: Dept of EEC is requiring reporting from all providers receiving ARPA grants to measure compensation changes since the grant began. Can track changes in salaries due to ARPA grant investments

Take-Aways:

- There is a need for comprehensive workforce data disaggregated across a number of personal and professional characteristics including gender,

race/ethnicity, age, educational attainment, setting/role, geography etc. Workforce data provides opportunities to understand disparities by race or age of child, for example, and then highlight the impact of a particular compensation strategy. Impact findings can also be useful to build momentum for sustained public investment in a program.

- We heard from Justin Doromol about building out a UVA research-agency partnership that allowed them to plan for and use PDG B-5 funds for \$1500 Teacher Recognition Payments. The partnership evaluated the impact of that program on reducing early educator turnover, and successfully advocated for expanding the program to reach more educators.
- We discussed some barriers to workforce data collection including:
 - Outdated or old data infrastructure
 - Siloed data infrastructure across multiple departments or agencies
 - Low response rates from educators or hard to reach administrators
 - Lengthy administrative process to adding new questions
 - Balancing the tension between data collection and not wanting to increase administrative burden on individuals filling out applications or fulfilling reporting requirements
 - Collecting data but then navigating a political environment that is not receptive to what the data shows, especially around racial/ethnic disparities