



Spotlight on Innovative Practices Series
CCDF Funding for Supporting the Infant and Toddler Workforce

June 18, 2019

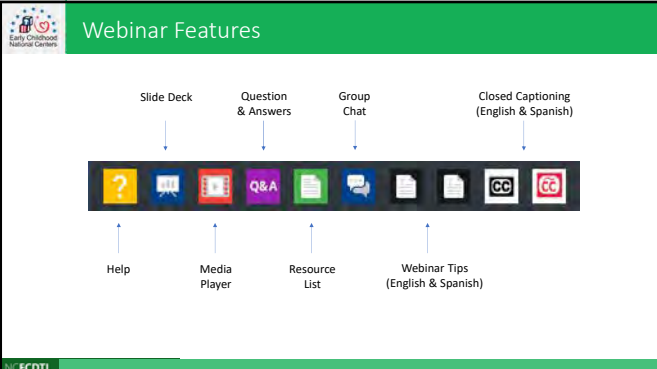
Presenters:
Katherine Falen, NCECDTL
Ronna Schaffer, SCBC-ITSN

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Webinar Features



Slide Deck Question & Answers Group Chat Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

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Session Objectives

At the end of this presentation, you should be able to:

- Explain how states and territories are using CCDF funding to support the infant and toddler workforce
- Describe challenges and opportunities in compensation efforts to support the infant and toddler workforce
- Share resources available to support the infant and toddler workforce

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Session Agenda


Here's what we're doing today:

1. Welcome and Introductions
2. CCDF Overview
3. Infant and Toddler Workforce
4. State Examples
 - Oregon
 - Pennsylvania
5. Questions
6. Resource Sharing
7. Wrap Up


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Presenters



Katherine Falen




Ronna Schaffer

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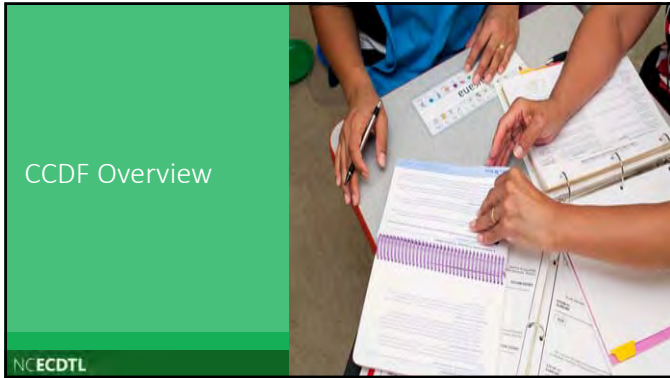
Chat Box Question

In what areas do the infant and toddler workforce in your state need the most support?



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Child Care and Development Fund (CCDF)

- CCDF is the largest source of federal funding to help pay for child care for low-income parents who are working or in school.
 - In 2016, served nearly 1.4 million children under age 13 from 824,000 eligible families each month.
- CCDF also funds quality improvement activities and initiatives (e.g., training for child care providers, quality rating and improvement systems) that benefit all children in child care.

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Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

High-quality community- or neighborhood-based family and child development centers	Community- or neighborhood-based family child care networks	Training and professional development on infant and toddler development	Coaching or technical assistance from a statewide network of qualified infant/toddler specialists
Coordinating with early intervention specialists	Developing infant/toddler components within the QRIS	Developing infant/toddler components in state licensing regulations	Developing infant/toddler components in Early Learning and Developmental Guidelines
Giving parents access to consumer information about high-quality infant/toddler care		Other activities to improve the quality of infant/toddler care in the state	

State Capacity Building Center

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State and Territory Infant/Toddler Child Care Quality Initiatives and Efforts

- 31 States and Territories QRIS contain Infant/Toddler Standards
- 44 States provide technical assistance through statewide networks of infant-toddler specialists
- 30 States and Territories have specific Infant/Toddler Standards within Child Care Licensing
- 55 States and Territories provide Professional Development for Infant/Toddler Caregivers (32 States have an Infant/Toddler Credential)
- 47 States and Territories have Infant/Toddler Early Learning Standards or Guidelines (ELG)

State Capacity Building Center

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State and Territory Infant/Toddler Child Care Quality Initiatives and Efforts (continued)

- 18 States established staffed Family Child Care Networks
- 18 States established infant/toddler community or neighborhood-based child development centers
- 37 States and Territories provide clear and user-friendly consumer information about high-quality infant and toddler care to parents
- 24 State and Territory CCDF lead agencies coordinate with early intervention to provide comprehensive services for infants and toddlers under Part C of the Individuals with Disabilities Education Act
- 30 States and Territories provide financial incentives to increase the supply and quality of infant/toddler care

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Infant and Toddler Workforce

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National Survey of Early Care and Education (2012)

- 86% of center-based infant toddler teachers earned less than \$15 an hour
- More than half earned less than \$10.10 an hour
- Economic insecurity in teachers affects their ability to be present and engage with children on a daily basis

Source: <https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>

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Infant-Toddler Teacher Qualifications

- Qualifications for teachers in the 0-5 age span depend on setting and funding source
- Licensed child care requires varied and minimal specialized education or training on infant toddler development
- Despite this, many early educators have pursued education and training funded by support from public and private resources, such as scholarships and other targeted supports

Source: Austin, L (2018). Words on the Workforce. Center for the Study of Child Care Employment. Retrieved from <http://csce.berkeley.edu/supporting-the-infant-toddler-workforce/>

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Challenges

- Limited focus on infant toddler preparation in higher education
- Work environments often are not supportive
- Insufficient data results in uninformed policy decisions




Source: Austin, L (2018). Words on the Workforce. Center for the Study of Child Care Employment. Retrieved from <http://csce.berkeley.edu/supporting-the-infant-toddler-workforce/>

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Discussion

What are some factors that contribute to the challenges that the infant and toddler workforce face in your state?



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Recommendations from CSCCE

- Workforce reforms require more than a single-ingredient strategy
- Develop a state-specific workforce strategy that includes compensation
- Introduce state-level infant toddler specializations into qualifications
- Remove cost for improved infant and toddler credentials and degrees from the workforce
- Create new ways for infant and toddler teachers to apply learning
- Be innovative in developing opportunities to create health care and professional supports for teachers
- Track and use workforce data

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Compensation



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Work Environments

PAID PROFESSIONAL DEVELOPMENT PAID PLANNING OR PREPARATION TIME SALARY SCALE/BENEFITS

Source: Early Childhood Workforce Index 2018 Center for the Study of Child Care Employment, University of California, Berkeley

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Compensation

BONUSES STIPENDS

TAX CREDITS

Sources: Early Childhood Workforce Index 2018 Center for the Study of Child Care Employment, University of California, Berkeley, Palmer, J. (2018).

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Compensation and Financial Relief

Parity

Partial Parity

Sub-Parity

Alternate Forms of Compensation Improvement

Source: Early Childhood Workforce Index 2018 Center for the Study of Child Care Employment, University of California, Berkeley

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Examples

- District of Columbia and Vermont have articulated compensation standards or guidelines for early educators beyond pre-K teachers
- 13 total states have plans to do so
- Connecticut, Illinois, and Washington commissioned reports on addressing the compensation crisis in ECE
- Massachusetts and Montana currently earmark funding for salaries in public funds outside pre-K.

Source: Early Childhood Workforce Index 2018 Center for the Study of Child Care Employment, University of California, Berkeley

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Strategies for State Consideration


- Set long- and short-term goals
- Establish standards for wages, benefits, and time for professional activities
- Frame the conversation
- Elevate compensation in state workforce plans

Source: Early Childhood Workforce Index 2018 Center for the Study of Child Care Employment, University of California, Berkeley

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State Examples



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OREGON EARLY LEARNING DIVISION
BABY PROMISE



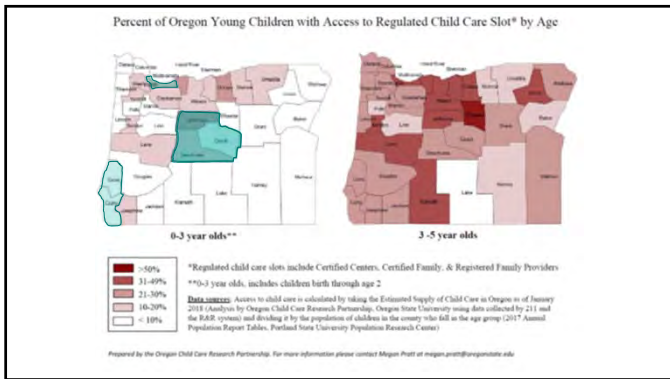
Jon Reeves & Dana Bleakney-Huebsch

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Infant Toddler Quality Care Crisis

- Communities across the state have had infant/toddler centers closing at alarming rates
- What is available outside of publically funded opportunities is not affordable to families experiencing poverty or the programs lack quality
- Infant-toddler child care is the most expensive and most difficult type of care to find

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Baby Promise Principles

Infant Toddler Specialists <ul style="list-style-type: none"> ✓ Focused Child Care Networks ✓ Coaching ✓ Continuous quality improvement 	ZERO TO THREE Critical Competencies for Infant-Toddler Caregivers <ul style="list-style-type: none"> ✓ Workforce development 	Compensation through Contracted Slots <ul style="list-style-type: none"> ✓ Increased cost per child ✓ Increased expectations 	Environmental Enhancements <ul style="list-style-type: none"> ✓ Connected to meeting quality guidelines
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Baby Promise Pilot CCDF Funding

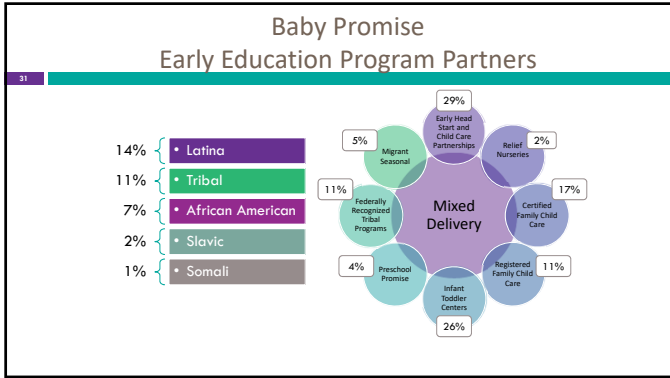
- ~\$1 Million Through June 30, 2020**
 - 3 Limited Duration Positions at the Oregon Early Learning Division
 - CCR&R capacity for 3 regions
 - Professional development funds (ZERO TO THREE)
 - Early Education Program Startup and Environment Enhancements
- \$4,368,799 for Contracted Slot Payments**
 - Early Education Programs across the 3 regions
 - 200-250 children whose families are at 185% of federal poverty level
 - Full day, 5 days per week, year round, for working families

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Pilot Regions & Estimated Slots

NeighborImpact Deschutes Crook Jefferson 109 slots 15 Providers	Mt Hood Community College Multnomah 74 slots 18 Providers	Southwestern Oregon Community College Coos Curry 44 slots 9 Providers
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- ### Performance Targets and Evaluation
- Develop a scalable model
 - Increase number of high quality infant-toddler child care providers, especially in communities with the greatest need
 - Increase access to high quality infant and toddler slots for low-income families
 - Increase the length of time that children maintain placement in a high quality environments
 - Decrease in the turnover rate for providers serving infants and toddlers

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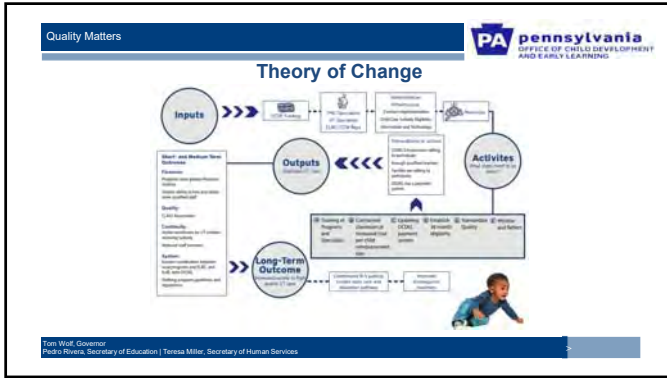
Quality Matters PA pennsylvania
OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

Pennsylvania's Infant-Toddler Contracted Spaces Pilot
Office of Child Development and Early Learning

Becky Mercatoris Deborah Wise

Tom Wolf, Governor
Pietro Rivera, Secretary of Education | Teresa Miller, Secretary of Human Services

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Quality Matters

Pilot Overview

Pilot Goal: establish and study a new fiscal model promoting equal access and supply-building for infants and toddlers.

- Reduction of the infant-toddler subsidy waiting list, the increase of quality within infant-toddler programs, and continuity of care for infants and toddlers.
- Robust reimbursement rate per child, increased teacher qualification, and lower child to adult ratios.
- Leverage established infrastructure of Pennsylvania's Pre-K Counts (PA PKC) state funded pre-k program.
- 36 months of continuous eligibility with transition to PKC slot when age eligible.

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Pete Rivera, Secretary of Education | Teresa Miller, Secretary of Human Services

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Quality Matters

Supporting the Infant-Toddler Workforce


- **Increased teacher qualifications**
 - Initial staffing
 - Expansion considerations
- **Teacher compensation**
 - Contracted slots as a mechanism for increasing compensation
 - Monitoring teacher qualifications for compliance
 - Evaluation and research opportunities
- **Strategies for infant-toddler workforce support**
 - Incumbent workforce degree attainment served through Professional Development Organizations and tuition supports
 - Pre-service teachers with access to infant-toddler course content
 - Aligned competencies

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Quality Matters




Findings and Next Steps

- For the past five months, a core team of OCDEL staff and representatives from the four strategically chosen Early Learning Resource Centers (ELRC) across the commonwealth, have met to ensure that the necessary infrastructure is in place.
- The evaluation is currently collecting baseline administrative data on the characteristics of participating programs and children. In the upcoming months, the initial program director's survey will be sent out
- Program Interest Survey underway to understand capacity, including qualified teacher capacity
- CLASS assessments underway to determine baseline information
- Based on findings, Pennsylvania hopes to move to full implementation and expand the pilot in 2019-2020.



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Peggy Rivera, Secretary of Education | Teresa Miller, Secretary of Human Services


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Resources

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Early Childhood Workforce Index 2018



- Qualifications and Educational supports
- Work Environments
- Compensation and Financial Relief Strategies
- Workforce Data
- Financial Resources

<http://csce.berkeley.edu/files/2018/06/Early-Childhood-Workforce-Index-2018.pdf>

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Early Childhood National Centers

Early Educator Central

Staff Development

<https://earlyeducatorcentral.acf.hhs.gov/>

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Early Childhood National Centers

ECLKC

Staff Development

<https://eclkc.ohs.acf.hhs.gov/professional-development>

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Early Childhood National Centers

Recruitment and Retention Resource

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/staff-recruitment-retention.pdf>

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Compensation Parity



Teacher Compensation Parity Policies and State-Funded Pre-K Programs
 W. Steven Barnett & Richard Kasmin
 NIEER, Graduate School of Education, Rutgers University

Barnett, S. and Kasmin, R. (2017). *Teacher Compensation Parity Policies and State-Funded Pre-K Programs*. New Brunswick, NJ: the National Institute for Early Education Research and Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

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Additional Resources

- National Survey of Early Care and Education (NSECE), 2010-2015
<https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>
- Committee for Economic Development Clearinghouse of Resources: High-Quality Early Educators
<https://www.ced.org/clearinghouse/high-quality-early-educators>

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Questions/Discussion

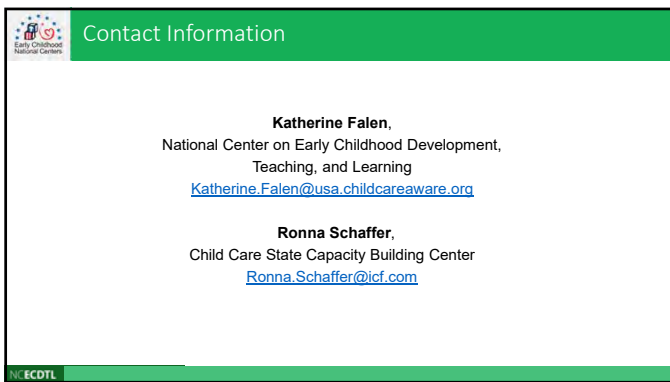


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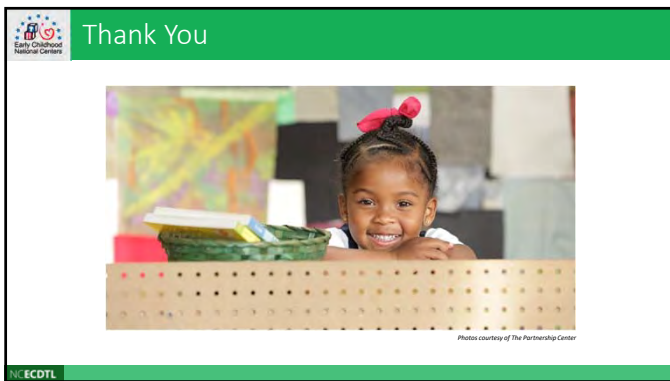
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