

# Reinventing Child Care in Massachusetts

*Results from The Institute for Early Education Leadership and Innovation's Action Lab 90 Day Challenge to Reinvent Child Care in Massachusetts*

**February 2021**



**INSTITUTE FOR EARLY  
EDUCATION LEADERSHIP  
AND INNOVATION**



**Networks of  
Opportunity for  
Child Wellbeing**  
POWERED BY VITAL VILLAGE

# EXECUTIVE SUMMARY

The COVID-19 pandemic has brought significant public awareness to the essential role that early care and education (ECE) plays in our economy and the lives of young families. It has also demonstrated that our current patchwork system is not sustainable, and if we try to maintain or return to the pre-pandemic status quo, we risk permanent program closure, reduced access to quality care, and the potential collapse of the sector under the weight of urgent need from young families and their employers.<sup>[1][2]</sup>

Heightened attention to these issues created opportunities to bring ECE leaders together with experts from other sectors invested in the availability of high quality ECE to envision new ways to strengthen the ECE infrastructure that fuels strong families and communities.

In June 2020, the Institute for Early Education Leadership and Innovation launched a webinar series, “[Reinventing Child Care in Massachusetts](#),” which drew the participation of more than 700 ECE professionals and other stakeholders in government, business, academia, and philanthropy.<sup>[3]</sup> Over the course of three webinars, participants shared ideas for reinventing an ECE system that is high-quality, accessible to all families, provides professional compensation to educators based on their skill and experience, has sufficient resources for professional and leadership development, and addresses racial inequities.



To advance discussion of these ideas, in August 2020 the Institute for Early Education Leadership and Innovation partnered with the Networks of Opportunity for Child Wellbeing (NOW) of Boston Medical Center’s Vital Village Networks to run an Action Lab 90 Day Challenge charged with designing actionable ways to implement some of these ideas.

On February 9, 2021 the work of the Action Lab 90 Day Challenge to Reinvent Child Care in Massachusetts was presented to a curated group of leaders and stakeholders in ECE, K-12 and higher education, business, workforce development, government, and philanthropy. This document is a written summary of the work of the Action Lab 90 Day Challenge to Reinvent Child Care in Massachusetts. Going forward, the Institute for Early Education Leadership and Innovation will continue to explore ways to advance the recommendations in this document. It will also produce a report assessing the feasibility and potential for the Action Lab 90 Day Challenge methodology to be a catalyst for systemic and sustainable change in other areas affecting the ECE sector.

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<sup>[1]</sup> Boston Opportunity Agenda (2020) Boston’s Child-Care Supply Crisis: What a Pandemic Reveals. Available at <https://www.tbf.org/-/media/boa/early-ed-census-2020-pt-1-202011.pdf>

<sup>[2]</sup> Child Care Aware® of America. (2020). Picking Up the Pieces: Building a Better Child Care System Post COVID-19. Available at <https://www.childcareaware.org/picking-up-the-pieces/>

<sup>[3]</sup> The webinars were conducted in partnership with Northern Essex Community College, Volta Learning Group, and [Opportunities Exchange](#), a national leader in developing business strategies that sustain ECE programs and improve child outcomes.

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# Action Lab 90 Day Challenge Methodology

The Action Lab 90 Day Challenge promotes social connections, cooperative development of social innovations (co-design), team-based iterative learning, and collective actions by using an equity framework. Over 50 leaders and stakeholders in ECE, K-12 and higher education, business, workforce development, government, and philanthropy joined the Action Lab 90 Day Challenge to work on the following goals:

- build relationships and cross-sector alliances
- increase shared knowledge about strategies for addressing the ECE compensation and labor shortage crisis
- develop concrete action steps to address compensation and labor shortage issues, and structural and systemic inequities

## **While working together, participants devised an overarching project vision to guide their efforts:**

*To create concrete action steps to equitably address compensation and labor shortages in the field of early care and education in the state of Massachusetts by providing recommendations for funding, policy, information and infrastructure, and the evolution of the field; including resource strategies in early education to work towards a healthy community and society.*

# Action Lab 90 Day Challenge Strategic Themes

Focus Area	Guiding Theme	Aim
<b>ECE Evolution</b>	Developing strategies for the equitable evolution of the early care and education field in the state of Massachusetts	<ul style="list-style-type: none"> <li>--Develop/propose [at least one] racial and language equity opportunities to build our workforce with clear action steps and strategies</li> <li>--Review the current ECE expansion grants and explore legislators who endorse those grants to understand what is needed for continuation of funds</li> <li>--Develop action plans for advocating \$50 billion dollars or more in federal and state grants for child care</li> </ul>
<b>Policy</b>	Developing policy that supports equitable early care and education funding and compensation	Propose recommendations for a pay matrix for the ECE field; and identify funding resources that could help achieve the scale
<b>Information &amp; Infrastructure</b>	Developing an information and infrastructure system for data driven funding decisions	Make recommendations to create a high-quality, well designed, current data infrastructure and governance system that includes/manages equitable, accurate, consistent data elements that are aligned with geographic areas and provide useful information about the needs of EC providers and families
<b>Funding stream</b>	Developing equitable funding streams for early care and education in Massachusetts	Define equity and justice for ECE by <ul style="list-style-type: none"> <li>--Building equity metrics and policies applicable across the state; engaging the field through surveys/interviews to be able to develop a regional plan of identifying ways to address issues</li> <li>--Creating recommendations for how to uphold racial equity and justice for groups already working on funding revenue</li> </ul>

# Lever for Change: Evolution of Early Care and Education

<p><b>Guiding Question</b></p>	<p>What does the equitable evolution of early care and education in Massachusetts look like?</p>
<p><b>What impact would implementing your recommendations have on the early care and education field in Massachusetts?</b></p>	<p>If children are our economic future,          If the demand of a thriving economy is the supply of workers to meet the needs of the Commonwealth’s employers,          If a thriving early care and education system depends on the supply of its workforce,  <b>THEN</b>          We must build an equitable early care and education system to meet the needs of employers, parents, and children.</p> <p>As a result, there will be:</p> <ul style="list-style-type: none"> <li>• A return to a more thriving economy, but one in which more women and people of color are thriving;</li> <li>• Access to quality, accessible and affordable childcare, achieving equity in early education for the first time for families from all economic backgrounds;</li> <li>• A thriving, vibrant, well-compensated ECE workforce; and</li> <li>• More women of color in leadership.</li> </ul>
<p><b>Summary of recommendations:</b></p>	<p>Using an equity lens, we intend to develop a unified voice of family childcare and center-based educators to create:</p> <ul style="list-style-type: none"> <li>• <b>Economic Equity:</b> Treat child care as a public good and necessary infrastructure for a healthy economy; double the investments in childcare within a five-year period</li> <li>• <b>Family Equity:</b> Expand access to free or affordable child care so no one pays more than 7% of family’s income</li> <li>• <b>Educator Equity:</b> Compensate educators commensurate with the K-12 education system</li> <li>• <b>Gender, Racial, and Linguistic Equity:</b> Promote the professional development and advancement of women, and particularly women of color, in leadership positions</li> </ul>
<p><b>What is the ask or commitment to action for the stakeholders in attendance?</b></p>	<ul style="list-style-type: none"> <li>• Help to create a coordinated workforce alliance between centers and family childcare educators</li> <li>• Cost out our recommendations</li> <li>• Provide active support and investment to ensure the state of Massachusetts creates and implements a 5-year funding and infrastructure development plan</li> <li>• Make a commitment to leadership, mentorship, and advancement programs for women of color, thus creating a pipeline of leaders and moving the percentage in director positions from 10% to 20% within two years</li> </ul>

## Lever for Change: Policy

<p><b>Guiding Question</b></p>	<p><b>What does policy that supports equitable early care and education (ECE) funding and compensation look like?</b></p> <ul style="list-style-type: none"> <li>• How do we create an equitable pay matrix for the ECE field that takes experience, education, and training into account?</li> <li>• What funding resources could help achieve the pay scale without increasing costs for already strapped programs and families?</li> </ul>
<p><b>What impact would implementing your recommendations have on the early care and education field in Massachusetts??</b></p>	<ul style="list-style-type: none"> <li>• In order to provide high-quality care to young children we need to retain high-quality educators who are paid in accordance with their education and experience</li> <li>• ECE educators are depending on government assistance to cover their essential needs due to their low annual income</li> <li>• Currently, unprepared educators are expected to do the crucial job of educating our young children</li> <li>• ECE educators do not receive the level of respect and dignity to which they are entitled by their profession</li> <li>• Parents will not have to focus a large portion of their income on childcare if funding is available.</li> </ul>
<p><b>Summary of recommendations:</b></p>	<ul style="list-style-type: none"> <li>• Match subsidies funds to the current private market</li> <li>• Create a system in which all parents have access to childcare using a pay scale based on their income</li> <li>• Utilize our QRIS system in place to fuel educators' compensation based on the quality level of the program</li> <li>• Collaboration between DESE and higher education to encourage young adults to choose an ECE professional path</li> <li>• Incorporate ECE field as a necessary component of the state's infrastructure at the level of K-12 programs and the health care system</li> <li>• Expanding already allocated funding for Universal PreK to the earlier years</li> <li>• Coordinate small fund efforts from private, federal, and state agencies to create one system that is easily accessible to educators</li> <li>• Revise federal and state grant opportunities applications and requirements for equity to offer programs represented by minority groups the ability to receive them with specific language</li> </ul>
<p><b>What is the ask or commitment to action for the stakeholders in attendance?</b></p>	<ul style="list-style-type: none"> <li>• Identify and advocate for funds to support universal childcare, or at least a pay scale fee for all parents</li> <li>• Identify which current bills need a push to pass, and their potential funding</li> <li>• Private organizations willing to work in partnership with government agencies to support ECE</li> <li>• Create sustainable public system of income for childcare programs that will not burden families</li> <li>• Design nontraditional educational paths for current educators to obtain higher degrees in early childhood education</li> <li>• Engage in conversation with union representatives to develop income benefits (health care, vacation time, retirement plans, etc.) to be part of the pay matrix for private and subsidized ECE programs</li> </ul>

# Lever for Change: Information and Infrastructure

<b>Guiding Question</b>	<b>What information and infrastructure are needed for data-driven funding decisions?</b> <ul style="list-style-type: none"><li>• How could the commonwealth leverage its current data-oriented initiatives to achieve a high-quality data infrastructure and governance system that includes/manages equitable, accurate, integrated data elements that are aligned with geographic areas, support equity, and provide useful information about the needs of ECE providers, families and children, and needed improvements to the educational system?</li></ul>
<b>What impact would implementing your recommendations have on the early care and education field in Massachusetts?</b>	<b>Rationale</b> <ul style="list-style-type: none"><li>• The COVID-19 pandemic has left Massachusetts early education and care providers struggling to survive, impacting families and employers and underscoring the urgency for early childhood educational (ECE) system improvement. The Department of Early Education and Care (EEC) has pivoted to meet the immediate needs of providers and ensure support for the MA workforce during the pandemic response. At the same time, EEC is working to imagine a more resilient infrastructure. An essential component of a responsive and resilient system is an integrated ECE data system that facilitates the collection, storage, and sharing of data. As the pandemic has continued, the current lack of systemic data has been an impediment to meeting the needs of providers and families. An integrated data system would track and provide real-time information for decision makers, while also allowing for the longitudinal analyses and reporting of statewide outcomes from early childhood programs and improved coordination among the multiple agencies that serve children and families from birth to age eight. Currently 22 states have developed and implemented Early Childhood Integrated Data Systems (ECIDS), including several states with which MA often compares itself: Connecticut, Illinois, and Wisconsin.</li><li>• The commonwealth has an opportunity to leverage the substantial progress recently made toward collecting real-time data and laying the groundwork for a more comprehensive data system. The current public and political will are evidenced by EEC's efforts to collect program data through weekly provider surveys during COVID-19 and the success of PDG B-5 (Preschool Development Grant Birth to 5) in creating interagency data-sharing agreements. The urgency for data to address ongoing needs of families and children for accessible and affordable high-quality ECE, and the needs of providers to support appropriate staffing, underscore the importance of consistent and reliable ECE data to engage and inform public policy.</li><li>• An ECIDS would bring together state agencies, as in the commonwealth's current PDG B-5 initiative, to build up a data governance structure supporting continued development and implementation of a comprehensive data system. Such a system would include workforce data as well as child-level and program-level data. An MA-ECIDS would ensure that data related to the same variables are collected consistently and shared. The governance structure would also determine how privacy and confidentiality would be maintained, who would have access to the data, and how decisions would be made regarding the analyses to be conducted.</li></ul> <b>Impact:</b> <ul style="list-style-type: none"><li>• Providers would have better information to address challenges related to funding and workforce. Policy makers would be better enabled to make data-informed decisions regarding the early education and care sector. In the long term, all citizens of the state would benefit from expanded access to high-quality early education that would improve school performance for all students, increase graduation rates, and enhance career and life outcomes.</li></ul>

## Lever for Change: Funding Streams

<p><b>Guiding Question</b></p>	<p>What does an equitable funding stream for ECE in Massachusetts look like?</p>
<p><b>What is the ask or commitment to action for the stakeholders in attendance?</b></p>	<p>Equitable funding to comprehensively support high-quality, accessible, and affordable early childhood education and care for all who seek it in the state of Massachusetts is the bedrock to cultivating a healthy, resilient, and thriving economy, workforce, and society. Beyond the direct benefit to children and families, adequate and equitable funding streams for early childhood education and care have a robust return on investment for society as a whole.</p>
<p><b>Summary of recommendations:</b></p>	<p>This movement must be cross-sector; the stakeholder in everyone and in every sector must be activated.</p> <p>Amplify and leverage existing efforts; be fast followers, not inventors.</p> <p>Dismantle silos in our thinking--investing in early childhood is:</p> <ul style="list-style-type: none"> <li>● racial and economic justice</li> <li>● feminism</li> <li>● workforce development</li> <li>● public health</li> </ul>
<p><b>What is the ask or commitment to action for the stakeholders in attendance?</b></p>	<p>Diversify who receives funding and support, including both public and private:</p> <ul style="list-style-type: none"> <li>● public childcare centers</li> <li>● family childcare programs</li> <li>● center-based programs</li> <li>● out-of-school-time programs</li> </ul> <p>Pay ECE teachers a salary equal to the salaries of PreK-12 teachers.</p> <p>Provide benefit packages for all eligible early educators, including, but not limited to:</p> <ul style="list-style-type: none"> <li>● health and dental insurance</li> <li>● retirement benefits</li> <li>● disability</li> <li>● tuition reimbursement,</li> <li>● vacation time</li> </ul> <p>Create a Mortgage and Housing Stabilization Program</p>

# APPENDIX

## List of Participants

First Name	Last Name	Affiliation
Amira	Alimohammed	ABCD Head Start: South Side Heat Start
Daiane	Antonio	Kiddie Academy of Framingham
Kenia	Arias	Nurtury
Jeannette	Belizaire	NAEYC/EEC
Rosa	Cabral	“Children’s Paradise, Inc.”
Rebeca	Cotton-Baez	Keshar Nevatim
Marissa	Daley	The Children’s Trust
Jessica	Dejesus Acevedo	Little Star of Ours
Alessandra	DePass	Department of Early Education and Care
Stephane	Dickinson	YMCA Cape Cod
Sara/Sally	Egan	EEC
Jillayne T.	Flanders	Massachusetts School Administrators’ Association (MSAA) / MA Association of Early Childhood Teacher Educators (MAECTE)
Natisha	French	Horizons for Homeless Children
Barbara	Gallagher	Community Day Care of Lawrence
Marlenni	Garcia	-
Jennifer	Godlesky	Smith College Center for Early Childhood Education
Brian	Gold	Massachusetts Early Childhood Funder Collaborative
Kathleen	Gouley	NYU Langone Health
Ellen	Grondine	Middlesex Community College
Michelle	Haley	-
Jane	Haltiwanger	Massachusetts Department of Elementary and Secondary Education
Zoe	Hansen-DiBello	NorthStar Learning Centers
Naneshka Lee	Hernandez Santos	Silvia Family Daycare
Tamara	Higgins	Dimock Center
Debra	Johnston-Malden	University of Massachusetts Boston Institute for Early Education Leadership and Innovation
Kendra	Kelley	Northeast Arc/University of Massachusetts Boston
Mosa	Khatun	Primrose School of Natick
Christine	King	Independent Contractor
Stephanie	Laverdiere	Boston Childrens Hospital
Christine	Little	Christy’s Corner Family Child Care
Theresa	Loch	University of Florida
Amanda	Lopes	University of Massachusetts Boston
Maria F	Lopez	Child Care
Kimberly	Lucas	Consultant
Marites	MacLean	Children First Family Child Care and Consulting Services
Rosalind	Mann	Bunker Hill Community College
Lisa	Melara	East Boston Social Center
Larisa	Mendez-Penate	“Massachusetts Department of Public Health, Division of Pregnancy, Infancy, and Early Childhood”
Daisy	Montijo	Valley Opportunity Council Educator
Sarah	Montoya	Roxbury Community College
Pratima	Patil	Boston Opportunity Agenda
Belkis	Peguero	Family Child Care
Charlie	Pink	New Creation Academy
Ara	Reyes	University of Massachusetts Boston
Grace	Richardson	-
Jeri	Robinson	-
Michelle	Sanchez	Epiphany
Abby	Shapiro	Abby Shapiro Consulting
Neha	Sharma	Easel Care
YaSheka	Taylor	Family Child Care
Harriet	Tolpin	Nurtury Board
Shany	Toulouse	Haverhill Public Schools and Independent Consultant
Graciela	Trilla	“Wisteria Montessori, Inc.”
Maggie	Van Camp	Bunker Hill Community College
Deepak	Wadhwa	The Red House Academy
Doris	Yepez	Nurtury
Caroline	Yoder-Blackman	University of Massachusetts Boston; Strong Start Technical Assistance Grant
Wayne	Ysaquiere	The Care Institute

## ECE Evolution: Full Scope of Work

### Equity in Early Childhood Education in Massachusetts

By: Marites MacLean, Arazeliz Reyes, Abby Shapiro, YaSheka Taylor, Wayne Yeaguirre



#### Defining the Problem: We have an inequitable early learning system that disadvantage most children, especially children of color due to

- System wide structural inequities tied to gender and racial biases
- Structural inequities that limit higher compensation for educators
- Lack of visibility and respect for early childhood educators often due to gender bias
- Lack of access to linguistic and culturally relevant practices
- Disrespect of child care providers, often seen as “babysitters” and not professionals

**Setting the Goal: To advance equity in Early Childhood Education in Massachusetts**

#### Diversity & Inequity in Massachusetts Early Care & Education Industry

- About 1/3 of Educators receive at least one government benefit, similar to retail workers.
- Among center and family child care educators 77.7% identify as Hispanic/Latinx, Black or African American, and Asian.
- Combined, about 60% of the workforce use another language as their primary language
- Of center directors, who hold the highest-paid leadership positions in the workforce, 90% identify as White and 95% use English as their primary language.
  - Center Directors are more likely to have health insurance and retirement plans compared to their teachers or family child care educators

### What does the research tells us?

#### NAEYC Position Statement on Advancing Equity on ECE

“All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities”.

(<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf>)

“There is ample evidence that developing an early childhood system that strives to meet the needs of all children requires explicit attention to a number of **current gaps that exist – by income, race/ethnicity, language, and culture – both in child outcomes and opportunities and system capacity and response**” (BUILD Initiative-Building Early Childhood Systems in a Multi-ethnic Society).

- Readiness gap
- Participation gap
- Cultural awareness and recognition gap
- Stakeholder planning and decision-making gap

<https://www.buildinitiative.org/Portals/0/Uploads/Documents/BuildingEarlyChildhoodSystemsinaMultiEthnicSociety.pdf>

#### Alliance for Early Success

##### Create a Child Care System Centered on Equity to Advance Quality

“We need to understand what “quality” looks like in different policy contexts, continually strive toward more inclusive definitions of it, and build pathways to achieving quality that support all provider types, especially culturally and linguistically diverse educators and caregivers”.

“If states can track child care preference and demand trends, they will have the opportunity to develop a vision of an expanded mix of provider types that can best meet the evolving needs of families and children— while addressing gaps that have long existed in our system”.

(<https://earlysuccess.org/content/uploads/2020/09/AllianceforEarlySuccessRoadmap20200916.pdf>)

## ECE Evolution: Full Scope of Work (continued)

### Alliance for Early Success

“Advance the ECE profession by:

- Securing public investment specifically for educators’ compensation and benefits.
- Building educators’ power through a unified voice.
- Establishing policies tailored to support home-based providers’ practice.
- Investing in educators’ career and educational advancement, especially for educators of color and multilingual educators.”

<https://earlysuccess.org/content/uploads/2020/09/AllianceforEarlySuccessRoadmap20200916.pdf>

### Process Recommendations:

#### Alliances: Create and Activate

- **Create Alliances:** Develop a unified voice of family child care and center based educators since they are closest to the children and families
- **Create a set of effective messages** that reflects the experience & priorities of the educators
- **Create a campaign** to disseminate messages across the field
- **Activate Alliance** to engage with power player to create change in the ECE system to advance equity

### Power Players/Key Influencers

- Business Groups (Chambers of Commerce, Massachusetts Business Roundtable, Massachusetts Competitive Partnership)
- Newly created early childhood commission
- State legislature (Speaker of the House, Senate President, Chairs of Education Committees)
- Executive Office of Administration & Finance

### Content Recommendations:

#### Using an equity lens:

- **Economic Equity:** Treat child care as a public good and necessary infrastructure for a healthy economy for all
- **ECE System Equity:** Double the investments in childcare within a five year period
- **Family Equity:** Expand access to free or affordable child care so that no one pays more than 7% of family’s income
- **Educator Equity:** Compensate educators commensurate with the K-12 education system
- **Gender, Racial, & Linguistic Equity:** Promote the professional development and advancement of women of color into the range of leadership positions

### Strategic Story:

If children are our economic future;

If education is the key to unlocking the potential of any and every child;

If the foundation for social, physical, emotional, and intellectual health is built in the first 3-5 years of a person’s life;

**Then** we must build an equitable early care and education system that can unlock the potential of all children.

If the demand for a thriving economy is the supply of workers to meet the needs of our Commonwealth’s employers and;

If the majority of workers, (current, currently underutilized and future) requires a safe place for children to thrive, learn and grow;

**Then** we must build an equitable early care and education system to meet the needs of the Commonwealth’s employers.

If a thriving early care and education system depends on the supply of workers like any other business,

**Then** the Commonwealth of Massachusetts must invest in equitable early care and education infrastructure and educators to meet the needs of employers, parents and children.

Policy: Full Scope of Work

## UMASS Action Plan Policy

We will make recommendations to create an equitable pay matrix for the ECE field that takes into account experience, education and training. Attempt to identify potential funding resources that could help achieve the scale which would increase the costs to run already strapped centers.

By: Alessandra DePass, Brian Gold, Theresa Loch, Kim Lucas, Michelle Sanchez

INNOVATIVE SOLUTIONS				
What is the solution called?	What city, county, state?	Where did funding come from?	What worked?	What did not work?
<a href="#">CA FCCs union</a>	CA	California providers are now allowed to form union	Public funding will most likely to increase for subsidy care and trainings for providers providing subsidies	It does not include independent providers

## Accomplishments

- Worked to understand who the ECE field is - how are we defining the field and limiting scope
- Researched and reviewed pay scales from other states that have worked in other systems; comparing the data
- Compiled a resources library on the topic

CURRENT FUNDING MECHANISMS			
What is the name of the current funding source?	What city, county, state?	What does it say about funding?	Notes
Chapter 70	MA	State funding for education	Allows for spending on PreK - does it allow for earlier years too?
<a href="#">US OHS GY 2020 CCDF Allocations</a> (Based on appropriations per state)	USA	Federal funding and how much per state is provided.	
<a href="#">US ACF Federal and State Funding for Child Care and Early Learning</a>  <a href="https://smallbusiness.chron.com/government-daycare-center-grants-12723.html">https://smallbusiness.chron.com/government-daycare-center-grants-12723.html</a>	USA		Need to pass of course through--these are all of the current federal funding mechanisms that states can tap into May over some ideas on how to find funds for child care

Stakeholders		
Audience	Organization(s)	Notes
Board of Members	Department of Early Education and Care	The board has the ability to influence how funds are allocated by approving the Commissioner's proposed plans
Leaders responsible for allocating funds to childcare agencies	United Way of Massachusetts Bay and Merrimack Valley	The organization partners with several organizations that provide childcare (for example Catholic Charities, Nurtury). Is the organization open for discussion on educator's pay? Are they able to specify part of the fund for the workforce?
Board of Directors	Strategies for Children	In 2018, the agency published "ECE Workforce Needs: Local Solutions from Preschool Planning. The agency can provide support for advocacy for pay equity

I would also add providers groups - we should be presenting to them to see if and how this might bear weight to move ahead.

POTENTIAL FUNDING MECHANISMS			
What is the name of the potential funding?	What city, county, state?	What does it say about funding?	Notes
<a href="#">H.R. 2: Moving Forward Act</a>  <a href="https://www.cnbc.com/2020/07/02/house-passes-bill-that-funds-10-billion-in-grants-for-child-care.html">https://www.cnbc.com/2020/07/02/house-passes-bill-that-funds-10-billion-in-grants-for-child-care.html</a>	USA - in legislature	We could research where and how this money will be distributed and how we can advocate for salary increase	This is a bill passed July 2020 - in the House. As of July, received in the Senate - not yet assigned to Committee: <a href="https://www.congress.gov/bills/116th-congress/house-bill/2/all-actions?overview=closed#tabs">https://www.congress.gov/bills/116th-congress/house-bill/2/all-actions?overview=closed#tabs</a>

INNOVATIVE SOLUTION #1				
What is the solution called?	What city, county, state?	Where did funding come from?	What worked?	What did not work?
<a href="https://www.nytimes.com/2020/11/06/usshot/oregon-universal-preschool-election.html">https://www.nytimes.com/2020/11/06/usshot/oregon-universal-preschool-election.html</a>	Multnomah County, Oregon (Portland)	The Multnomah County measure will pay preschool teachers roughly the same as public kindergarten teachers — around \$74,000 a year for lead teachers, up from \$31,000. Teaching assistants will earn about \$20 an hour. The measure will eventually raise \$202 million a year from taxpayers. It plans to add an estimated 12,000 preschool spots and hire 2,300 teachers.	Progressive millionaire's tax just passed (Nov 2020) in Multnomah County, OR	The Multnomah County measure requires that lead teachers have a college degree or its equivalent, and that assistants have an associate degree in child development. But it gives current teachers time and money to earn the qualifications, and includes a plan to partner with local colleges to train new teachers.

## Main Ideas

RI Association for the Education of Young Children

LEVEL	EDUCATION	TARGET HOURLY WAGE FLOOR	12-MONTH TARGET ANNUAL SALARY FLOOR
1	CDA credential or 3 ECE credits	\$16	\$33,280
2	12 ECE credits	\$17	\$35,360
3	Associate's degree	\$19	\$39,520
4	Associate's degree & 24 ECE credits	\$20	\$41,600
5	Bachelor's degree	\$22	\$45,760
6	Bachelor's degree & 24 ECE credits	\$24.15	\$50,240

\* Assumes that these amounts will need to be adjusted over time to account for inflation/cost of living. Note: level 1 is \$1 more than the target for the minimum wage of \$15/hour and level 6 is equivalent to the starting kindergarten teacher salary in Rhode Island in 2017-2018 (\$41,869) adjusted to a 12-month schedule.

## APPENDIX (CONTINUED)

### Policy: Full Scope of Work (continued)

**1) 50-State Early Educator Policy and Practice Research.** A comprehensive exploration of multiple areas and issues the field faces to determine why states struggle to make progress for the early educator workforce, where progress should be made, and what barriers need to be overcome.

**2) Early Educator Preparation Landscape.** A deeper look at educator preparation systems—their role in the early care and education system and why Institutions of Higher Education and states need to take this key component into consideration.

**3) Early Educator Preparation and Compensation Policies: Voices from 10 States.** A detailed look at on-the-ground experiences on why reform is so difficult, providing insight into how the field makes change, particularly as circumstances become increasingly dire.

The researchers explored issues ranging from strengthening access to college to early educator workforce qualifications—and found that many ECE communities and leaders struggle to prioritize needs and lack a clear blueprint for reform.

The initiatives to improve benefits for early educators in Massachusetts have been allocated to programs providing subsidies but these have not been translated into higher wages for the field. We need the collaboration of the government with different levels of stakeholders to bring changes that will transform our compensation system for educators.

In order to increase educators' wages, the following are recommended:

1. ECE needs to be incorporated as a necessary component of the state's infrastructure, such as K-12 programs
2. The government needs to finance the field for equity, sustainability, and stability.
3. Higher education institutions must work together to develop a plan to create a non-traditional pathway for higher education.
4. The state must set salary minimums to the level of K-12 teachers based on the educator's credentials (as long as the access to higher education, as described above, is attainable).

Quality improvement systems as QRIS in Massachusetts should fuel educator's compensation above the set minimum wage.

Our efforts to bring ECE changes should produce a seamless educational system that begins at birth and continues to grade 12. ECE may have started as a way to create opportunities for mothers to support the workforce during the war. It has now developed into a profession with the potential to support children's development at the highest level if stakeholders and society consider that silo programs, pilots, and grants do not bring permanent change to sustain the field.

Center for the Study of Child Care Employment, National Institute for Early Education Research, Bellwether Education Partners. (2020). *Early Education Preparation and Compensation Policies: Voices from 10 States*. Early Educator Investment Collaborative.

Douglass, A., Kelleher, C., Zheng, S., Agarwal, V., Beauregard, B., Reyes, A. & Crandall, S. (2020). *The Massachusetts Early Education and Care Workforce Survey 2019: Key Findings*. Boston: University of Massachusetts Boston.

### Op-Ed

- Early childhood educator compensation has been a topic highly discussed. We all agree that in order to provide high-quality care to young children we need high qualified educators and we cannot retain them if we do not pay them accordingly.
- Historically, low wages have been the trademark of their field causing many to depend on government assistance to cover their essential needs such as housing and health care. According to the 2019 workforce survey report, childcare teachers are paid on average \$17.15 in Massachusetts. That is a total income of \$35,672 per year. In order for an educator to afford to live in the state, their average pay needs to be \$33.81 an hour for an annual income of \$70, 324.80. That is double what an early educator is being paid.
- Nevertheless, we continue in this cycle describing how vital the workforce is to create and sustain high-quality child care programs that will support the development of our children and have them "kindergarten ready" by the age of five while teachers are barely making with their meager salary. As a result, we fill our early childhood programs with unprepared teachers and expect them to do this crucial job.
- What can we do differently? We can start by raising their pay to a respectful and dignified level increasing their compensation according to their education level.

### Recommendations

In order to increase educators' wages, the following are recommended:

1. ECE needs to be incorporated as a necessary component of the state's infrastructure, such as K-12 programs
2. The government needs to finance the field for equity, sustainability, and stability.
3. Higher education institutions must work together to develop a plan to create a non-traditional pathway for higher education.
4. The state must set salary minimums to the level of K-12 teachers based on the educator's credentials (as long as the access to higher education, as described above, is attainable).

## Information and Infrastructure Workgroup

### Organized By:

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## Strategic Story and Recommendations

**Guiding Question** In light of the COVID-19 pandemic's impact on the families, businesses and economy of the Commonwealth of Massachusetts, and the emergent needs for real-time data from the early education and care sector and families, how can the Commonwealth leverage its current data initiatives to establish a statewide data governance and infrastructure system that integrates data across sectors and regions, and centers equity to provide critical information for responsive practice and policy decision-making?

**Introduction** The COVID-19 pandemic has left Massachusetts early education and care providers struggling to survive, additionally impacting families and employers. The Department of Early Education and Care (EEC) has pivoted to meet the immediate needs of providers and ensure care for an essential workforce during the pandemic response. At the same time, EEC is working to reimagine a more resilient infrastructure. An essential component of a responsive and resilient system is an integrated data system that facilitates the collection, storage, and sharing of data. As the pandemic has continued, the current lack of systemic data has been an impediment to meeting the needs of providers and families. An integrated data system would be prepared to track and provide real-time information for decision-makers, while also allowing for the longitudinal analyses and reporting of statewide outcomes from early childhood programs coordinated across the multiple agencies that serve children and families from birth to age eight. Currently 22 states have developed and implemented Early Childhood Integrated Data Systems (ECIDS)<sup>1</sup>, including several states with which MA often compares itself: Connecticut, Illinois and Wisconsin.

The Commonwealth has an opportunity to leverage its substantial progress towards collecting real-time data and laying the early groundwork for a data system. The current public and political will are evidenced by EEC's efforts to collect program data through weekly provider surveys during COVID-19 and the success of PDG B-5 (Preschool Development Grant; Birth to 5) in creating interagency data-sharing agreements. The urgency for data to address the ongoing needs of families and providers underscores the importance of consistent and reliable data to engage and inform public policy. An ECIDS would bring together state agencies, as in the Commonwealth's current PDG B-5 initiative, to develop a data governance structure to guide the development and implementation of a comprehensive data system that includes workforce data as well as child-level and program-level data. MA-ECIDS would ensure that data related to the same variables are collected in the same ways and shared. The governance structure would also determine how privacy and confidentiality would be maintained, who would have access to the data, and how decisions would be made regarding the analyses to be conducted.

## RECOMMENDATIONS

### DATA ADVOCACY AND CAPACITY BUILDING

1. Convene a statewide stakeholder group, similar to the Boston Opportunity Agenda's cross-sector data committee, to review and operationalize this document's recommendations. We recommend this committee conduct a mixed methods landscape analysis to determine which data are needed in an integrated data system<sup>1</sup>. This data committee would also ensure equity remains central to the design of a statewide data system.

**WHY:** Developing, implementing, and sustaining an ECIDS for Massachusetts is a multi-step process which will require the commitment and a range of expertise of a dedicated group invested with the tools to achieve these aims.

## Information and Infrastructure Workgroup *(continued)*

2. Develop a campaign to build capacity, trust, and a shared investment in an integrated data system for all stakeholders, including providers and families. Enlist multiple stakeholders (e.g., providers, families, Strategies for Children, Common Start Coalition, MADCA, MAEYC, the Massachusetts Business Roundtable, higher education) in addition to state agencies, to serve as advocates in this campaign, including seeking sustained funding to support an MA-ECIDS.

**WHY:** EEC has faced challenges when trying to collect provider and family data during the pandemic which can inform future efforts. The listed stakeholders must be engaged in efforts to collect and use data in order to identify problem areas and to prioritize among analyses to conduct. Having them be part of the process from inception will build capacity and trust in the system, while also developing a broad advocacy base for sustained funding. The quality and reliability of the data collected at each program will depend on adequately trained and supported staffing. Linkage of child level, program level and workforce level data requires careful and professional data management practices.

### SYSTEM INFRASTRUCTURE AND FINANCING

3. Establish a formal governance structure for the ECIDS to develop policies to ensure data privacy and confidentiality, and to support this work across partner agencies.

**WHY:** Each sector varies in their guidelines regarding data sharing, privacy, and protections. A cross-sector governance structure is necessary to negotiate and ensure shared accountability in an ECIDS. PDG-5 has created an initial plan, including a data sharing agreement (DULA), which can be used to inform the recommended expansion. A formal governance structure will provide sustained oversight on the data system and will allow for a mechanism for “users” to seek support and give input/recommendations for change.

4. Recommend a group of state and local authorities who will oversee and advocate for data collection. Identify higher education partners to inform data validity, analysis, and evaluation of the MA-ECIDS. Additionally, partnerships with higher education institutions provide relevant expertise and opportunities to enhance the resources of the ECIDS.

**WHY:** Having a group of stakeholders to oversee data collection provides a necessary support to a field with limited capacity to collect data in real time. Including selected local leaders can ensure buy-in across MA’s regions.

5. Determine a funding source for the design of the ECIDS and a process and timeline for its development and implementation. Consider the feasibility of partnerships between the Commonwealth and Social Impact investors to help share early risk as an ECIDS system is developed.

**WHY:** While a variety of funding sources have the potential to underwrite the ECIDS, until a commitment from single or multi-sourced funds is achieved, much of the work of establishing this data system will be unsustainable. Social impact bonds have a history of providing a viable path forward in plans for advancing important social causes.

### DATA ELEMENTS

#### Child-level Data

6. Incorporate the data of children and families in private pay care. Existing data systems currently include only children in subsidized programs.

**WHY:** Since policy impacts the entire early education system and the majority of children attend privately funded child-care in MA, it is necessary to include them in the child level data collection efforts.

7. Implement a policy of periodic ASQ (Ages and Stages Questionnaire) and ASQ-SE (Ages and Stages Questionnaire Social Emotional) screenings for all children in licensed care in MA and create mechanisms for the access of EI (Early Intervention) in early education and care settings. Incentivize private preschools and centers to also collect ASQ data. Encourage the governing body of the ECIDS to publicize a short list of key questions which can be answered using ASQ data, as a way of encouraging more centers to submit ASQs data and to bring greater public attention to the messages the data will send.

**WHY:** Child level performance data is not collected before the third grade. The state’s ability to improve educational outcomes for its youngest students depends on access to data like the ASQ; however, collecting ASQ scores for only a small portion of MA preschool children will not provide the necessary statewide feedback on current programs.

## Information and Infrastructure Workgroup *(continued)*

8. Collect data related to disciplinary actions in addition to absenteeism data across all EEC licensed care providers. Research shows the level of expulsions and suspensions in preschool years is historically high and has been implicated in the school to prison pipeline as a predictive factor. This is a large equity issue, as race and gender have been strongly correlated with the larger proportions of children sanctioned.

**WHY:** This is a central equity issue. The proportions of black boys who are expelled from preschools has been unacceptably high for many years. Collecting data on this topic can inform practice and policy changes to eliminate this inequity.

9. Determine a common assessment tool for assessing young children (birth to age 5) that includes social/emotional skills as well as literacy and numeracy.

**WHY:** Child data is imperative to the success of any ECIDS and to understanding children's developmental and learning needs prior to entering formal schooling.

### Program and Workforce Data

10. Identify a best-in-class program data management system and provide programs with the technology, financial and professional development resources necessary for sustainability of use.

**WHY:** No individual child-care center or preschool has the resources, technical skills, or authority to set up a data management system for use consistently across all centers in the state. Moving early learning data management into the 21st century will require state level leadership, decision-making, and technical training on an ongoing basis, as well as financial support for computer programs.

11. Develop standard measures for staffing, staff turnover, and staff retention as well as program capacity calculations that consider both licensed slots and staff availability.

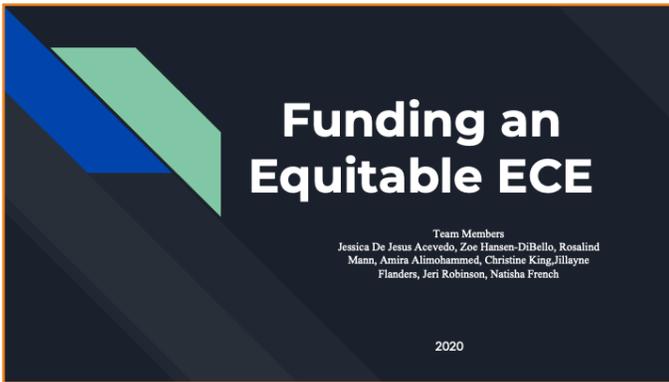
**WHY:** One of the biggest issues that leaders of early childhood programs face is staffing, in particular staff turnover. Tracking staffing trends and variables associated with these trends will inform program investments and policies to increase staffing stability, thereby improving the quality of education and care.

12. Identify metrics necessary to conduct analysis of the cost of quality childcare using consistent standards for estimating the cost associated with quality programs for children and families. Cost modeling should reflect differences in children's needs, settings, and staffing models.

**WHY:** Since the majority of early education costs are related to work force, a cost analysis that explicitly includes teacher compensation is essential to understanding the challenges of recruiting, retaining and developing a work force that ensures high quality early childhood education. At present, there is no data source to allow policymakers to identify linkage between staffing models and child outcomes, or to identify linkages between different types of settings and staffing models. Current policy level decisions about the early childhood workforce, including education and licensing requirements, are not based on any data regarding how these variables are related.

<sup>1</sup>Institute for Education Sciences: [Which ECIDS Model is Best for Out State?](#)

## Funding Stream: Full Scope of Work



# Funding an Equitable ECE

Team Members  
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2020

### Mission & Values

Funding streams that are:

- Consistent, sustainable and growth-oriented
- Aligned with K-12 budgets and pay
- Dedicated to systemic change towards racial and social justice

### An equitable funding stream for early childhood education in Massachusetts:

- Flows from both state and federal budgets
- Allows for high quality early learning and care to be affordable and accessible to all who seek it.
- Values educators by investing in their personal and professional development
  - Tuition reimbursement
  - Salary
  - Learning opportunities and resources
  - Commercial rental & family child care mortgage assistance programs

### We are all Stakeholders

We acknowledge that early education is one aspect to early childhood development, to change the tide for all children, investment must be made to "the village".

- Maternal health
- Parental leave
- Community-based birth to three development initiatives
- Diverse childcare settings and learning opportunities

### Recommendations

There is nothing innovative about our recommendations. We recognize and thank the advocates, allies and leaders who have fought for living wages for early childhood educators and for high quality, affordable and accessible early childhood education and care for all.

Observations as we move forward:

- This movement must be cross-sector, the stakeholder in everyone and every sector must be activated
- Amplify and leverage existing efforts; be fast followers, not inventors.
- Dismantle silos in our thinking- investing in early childhood is:
  - Racial and economic justice
  - Feminism
  - Workforce development
  - Public health

### From Recommendation to Actions

- Diversify who receives funding and support, include both public and private:
  - Public child care centers
  - Family child care programs
  - Center-based programs
  - Out-of-school time programs
- Pay ECE teachers equal salary to PreK-12 teachers
- Provide benefit packages for all eligible early educators included but not limited to:
  - Health & Dental Insurance, Retirement Benefits, Disability, Tuition Reimbursement, Vacation time
- Create a Mortgage & Housing Stabilization Program

### Other states/communities have invested in...

- Tax a product, for example Marijuana sales
- Create a specific public private partnership with dedicated dollars only for early childhood—starting from birth
- State tax credits
- Military model- where early childhood education is a public good offered to all

### Our Ask For You...

1. Keep showing up, continue to listen to the voices of the early education and care community and movement.
2. Be intentional, diverse stakeholders MUST be represented in leadership and authentically engaged when developing policy.
3. Be courageous, we need YOU to have the political will to take action and move forward.

## ABOUT THE INSTITUTE FOR EARLY EDUCATION LEADERSHIP AND INNOVATION

The Institute for Early Education Leadership and Innovation (the Leadership Institute) at the University of Massachusetts Boston (UMB) mobilizes racially and linguistically diverse leadership from the field to create systems of early care and education in which all young children and their families thrive. It also conducts original research to build knowledge about early educator leadership development ecosystems, and partners with numerous governmental, philanthropic, and community-based organizations. Taken together, this work is driving the systems change urgently needed so that high quality and affordable programs of early care and education are accessible for all children and families.

