



INSTITUTE FOR EARLY
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Action Lab Stakeholder Presentation

February 9, 2021



UMB Leadership Institute Action Lab workgroups share their recommendations and/or strategies for addressing funding and compensation in the field of ECE in Massachusetts



Workgroups make a call to action and commitment from stakeholders



Stakeholders recognize and understand the work of an inclusive group of ECE practitioners and stakeholders across the state

Intended Outcomes

Agenda Outline

Welcome and Overview

Workgroup Presentations

Participant Discussion

Closing Remarks



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Results from Action Lab 90 Day Challenge to Reinvent Child Care in Massachusetts

Anne Douglass, Ph.D.

Executive Director & Professor

Institute for Early Education Leadership & Innovation

Transform Systems



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Leadership Programs



Leadership and Innovation
Network



Policy-Relevant Research
and System Change

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



COMMENTARY

Boston's Child Care System Is Collapsing. We Must Bail It Out

December 10, 2020

By [Martin J. Walsh](#) and [Annisssa Essaibi-George](#)



Child care providers anticipate higher rates, closures as reopening nears

"How are we going to pay for rent with half of the income?" Jessica De Jesus Acevedo, owner of Little Star of Ours daycare, said.



Alena Kleinman, a worker at the Frederickson KinderCare daycare center in Tacoma, Wash., wears a mask as she cleans a tricycle following use by a class, a task that is repeated several times a day, on May 27, 2020. —AP Photo/Ted S. Warren

Extended Closures Could Mean Some Mass. Day Cares Never Reopen

April 23, 2020

By [Kathleen McNerney](#)



CORONAVIRUS 05/06/2020 08:00 am ET | Updated May 06, 2020

House Democrats Want \$100 Billion Child Care Package For Bailout Now And Future Support

A coronavirus rescue proposal led by Rep. Katherine Clark is the latest sign that the long-neglected child care profession could get sustained attention.



By Emily Peck

CLOSING THE GAP

House passes set of bills that give child care industry a more than \$60 billion bailout

Published Wed, Jul 29 2020 7:47 PM EDT



Megan Leonhardt
@MEGAN_LEONHARDT

SHARE    

Reimagining Stronger and More Equitable Systems of Early Care and Education

A three-part series examining ideas for expanding access to affordable early care and education in Massachusetts presented

by:



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In partnership with:



What Are We Doing?

The University of Massachusetts Boston Institute for Early Education Leadership and Innovation intends to bring early care and education stakeholders together to...

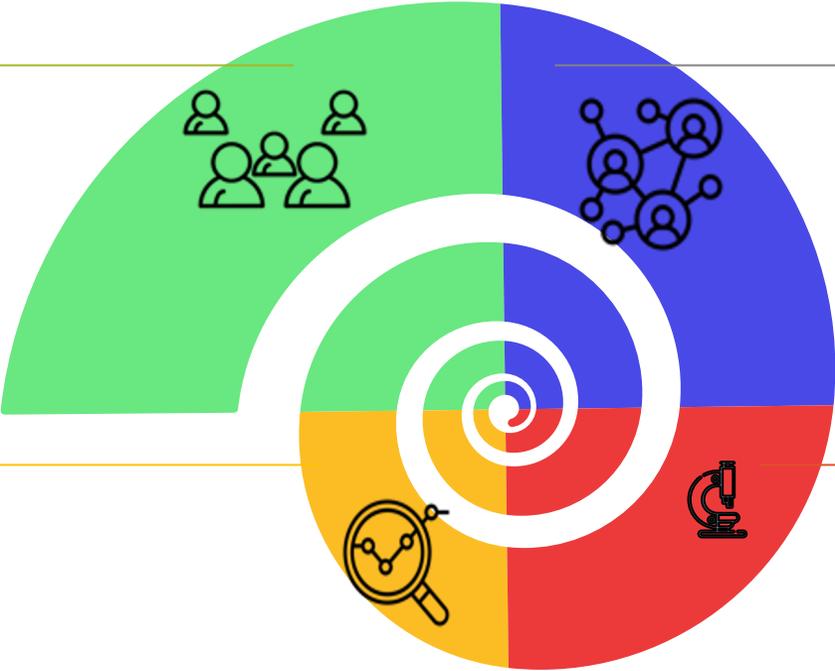
- build relationships and alliances;
- increase shared knowledge about strategies for addressing the ECE compensation and labor shortage crisis; and
- develop concrete action steps to address compensation and labor shortage issues

Vital Village Networks

Vital Village Networks builds capacity for communities to advance equity and well-being for children, families, and communities.

Peer Learning & Leadership

Collaborative approach to co-create innovations and design systems with users



Cross-sector partnerships

Convene networks and develop cross-sector alliances to advance equity

Data & Advocacy

Develop dashboards and tools to promote shared ownership and strategic storytelling

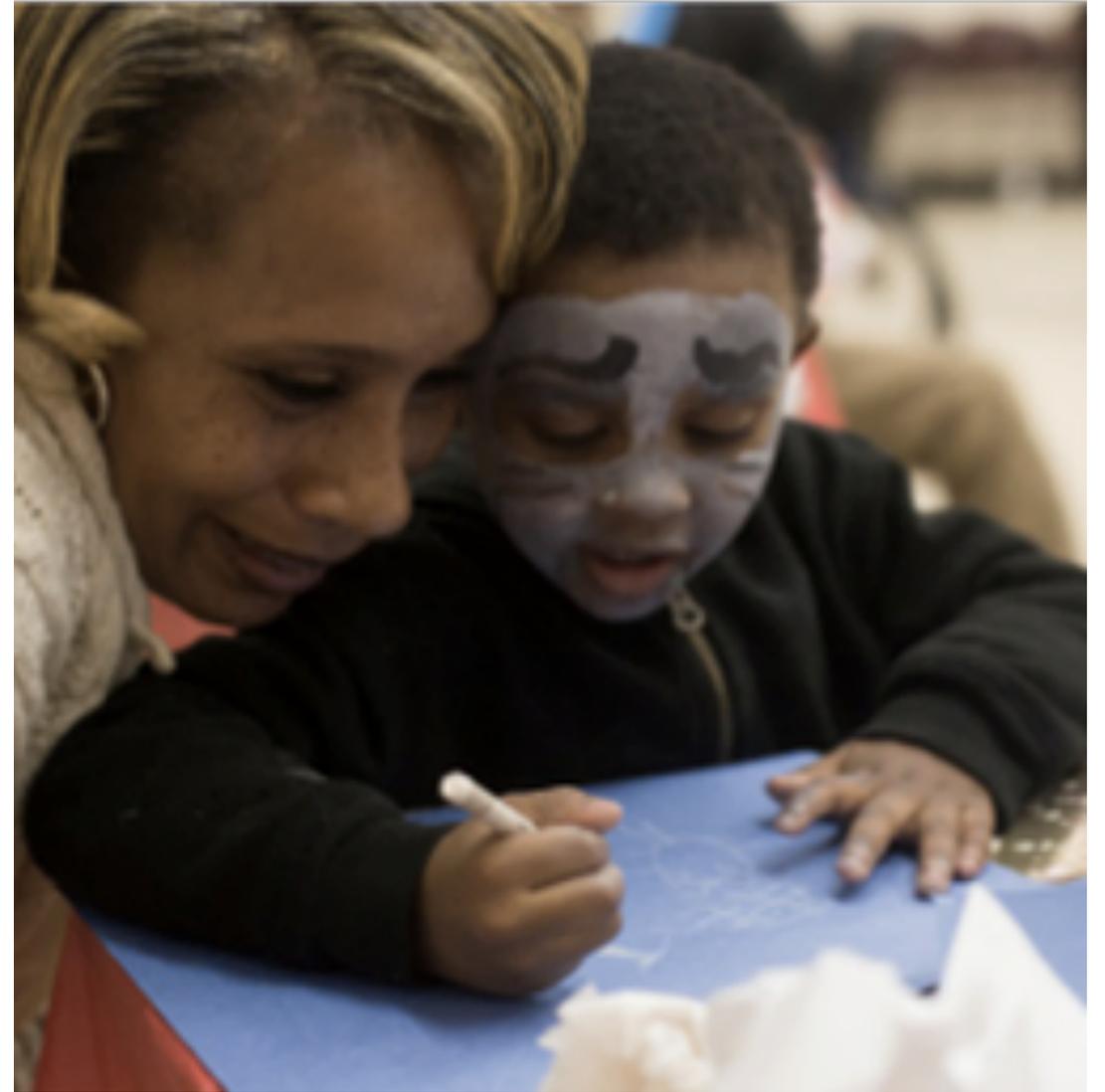
Build Evidence

Increase translation of research to practice to advance system level change

Vital Village Networks of Opportunity for Child Wellbeing (NOW)

Networks of Opportunity for Child Wellbeing (NOW) is a national initiative powered by Vital Village Networks, that exists to achieve racial justice, equity, and social transformation by partnering with individuals, organizations, institutions, and coalitions across the country.

The **NOW Innovation Forum** builds capacity to advance child health, education and wellbeing through equitable power sharing with communities, and addressing systemic inequities, and structural racism.



Guiding Principles

BELONG - Centered in dignity and equity



LEARN – Those closest to the challenge are closest to the solution



ENGAGE - Design with, not for, users



TRANSFORM - Identify and frame challenges to address collectively

REIMAGINE

A close-up photograph of several children's hands reaching into a cardboard box filled with colorful crayons. The children are wearing various clothing, including a blue and yellow striped shirt, a blue shirt with red flowers, and a light blue t-shirt with the letters 'RA' visible. The scene is brightly lit, suggesting an outdoor or well-lit indoor setting.

First comes thought; the organization of that thought, into ideas and plans; then transformation of those plans into reality. The beginning, as you will observe, is in your imagination.

Napoleon Hill

Building a Collective Vision

- *What does **policy** that supports equitable ECE funding and compensation look like?*
- *What does an equitable **funding stream** for ECE in Massachusetts look like?*
- *What **information and infrastructure** is needed for data-driven funding decisions?*
- *What does the equitable **evolution of ECE** in Massachusetts look like?*

Action Lab 90-Day Challenge Overview



Belong

Laying the
Foundation



Engage

Building a
Collective Vision



Learn

Moving from
Vision to Action



Transform

Implementing an
Action Plan

Action Lab Vision

We seek 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.



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Workgroup Presentations

Presentation Order

Evolution of Early Care and Education

- Marites MacLean

Policy

- Alessandra DePass and Theresa Loch

Information & Infrastructure

- Jane Haltiwanger

Funding Streams

- Jessica Acevedo and Zoe Hansen-DiBello



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Evolution of Early Care and Education

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

Guiding Question:

What does the equitable evolution of ECE in Massachusetts look like?

What impact would implementing your recommendations have on the ECE field in MA?



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,

THEN

We must build an equitable early care and education system to meet the needs of employers, parents and children.

As a result, there will be:

- A return to a more thriving economy, but one in which more women and people of color are thriving.
 - Access to quality, accessible and affordable child care, achieving equity in early education for the first time for families from all economic backgrounds.
 - A thriving, vibrant well-compensated, ECE workforce.
 - More women of color in leadership.
- 

Summary of Recommendations:

Using an equity lens, develop a unified voice of family child care and center-based educators to create:

- **Economic Equity:** Treat child care as a public good and necessary infrastructure for a healthy economy; double the investments in child care 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 and women of color in leadership positions
- 

As a stakeholder, we are asking you to commit to the following actions:

- Help to create a coordinated workforce alliance between centers and family child care educators
 - Cost out our recommendations
 - Provide active support and investment to ensure the state of Massachusetts develops and implements a 5-year funding and infrastructure development plan
 - 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
- 



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Policy

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

Action Plan

- 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 decrease the costs to operate already strapped programs
- 

Innovate Solutions

- Portland, Oregon
 - Universal Preschool Approved with raises for teachers that match the salary of public kindergarten teachers
 - It will fund private and preschools, and home based programs
 - It will be funded through a raise of tax on the wealthy
- Rhode Island
 - Created task force initiatives to address compensation for infant and toddler teachers that includes adopting a state wide paying matrix according to the teacher's education level
- California
 - Family Childcare educators win union election allowing them for the first time to negotiate higher wages. Private family childcare are not included

Recommendations

- Match subsidies funds to the current private market
 - Create a system in which all parents have access to childcare using a pay scale based on their income.
 - Utilize our QRIS system in place to fuel educator's compensation based on the quality level of the program
 - Collaboration between DESE and higher education to encourage young adults to choose ECE professional path
- 

How can we create a system that compensate ECE teachers that is equitable, sustainable and stable?





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Information and Infrastructure

**By: Jane Haltiwanger, Pratima Patil, Harriet Tolpin,
Caroline Yoder-Blackman**

Data Infrastructure working group goal:

Identify strategies to leverage opportunities and address challenges to develop a sustainable Early Education Integrated Data System (ECIDS) that would build upon current work, support equity, and have the power to guide policy and practice improvements.

WHY?

- The lack of systematic, reliable and integrated data impedes our ability to know and meet the needs of providers, families and children and critically link information with other sectors, including the K-12 system
 - Policy makers and decision makers need accurate data to inform their work related to funding, workforce and equity
 - The PDG B-5 data initiative and EEC's weekly provider surveys during COVID-19 have established a strong base to build upon and have revealed challenges
 - The pandemic has revealed the need for real time data to address unforeseen circumstances and ensure emergency preparedness
- 

Recommendation 1: Steps toward the goal

Establish a stakeholder planning group to address first tasks:

- Conduct a landscape analysis of provider data collection and capacity
 - Review options and decide upon the model and structure of the data system
 - Negotiate/build upon the current data governance agreements, adding in new data sources and elements
 - Recruit partners in higher education and the business community
- 

Recommendation 2:

Tasks for Stakeholder Board

- Identify agreed upon metrics for child-level data, program data, as well as workforce data
 - Build capacity for data collection and reporting at all levels, including providers
 - Ensure the centrality of equity considerations by including child level data: Ages and Stages Questionnaire (ASQ) screenings; suspensions/expulsions; other performance assessments
- 

Recommendation 3:

Build advocacy efforts for data and equity

- Build political and funding commitments to develop and sustain an Early Childhood Integrated Data System (ECIDS) such as other states have already established
 - Ensure equity by engaging a diversity of stakeholders including providers, families, local and state government, business coalitions, community-based non-profits and other advocates and funders
 - Develop a data advocacy campaign to build knowledge, skills, trust, and a shared investment in an integrated data system (ECIDS), especially engaging providers and families
- 

Action Step:

We invite all of you to participate in a meeting to discuss the formation of a planning group for a Massachusetts Early Childhood Integrated Data System (ECIDS).





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Funding Streams: Funding an Equitable ECE System

**By: Jessica Acevedo, Amira Alimohammed, Jillayne Flanders,
Natisha French, Zoe Hansen-DiBello, Christine King,
Rosalind Mann, Jeri Robinson**

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
- 
- A solid orange horizontal bar is located at the bottom of the slide, extending from the left edge to approximately three-quarters of the way across the width of the slide.

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 of early childhood development. To change the tide for **all** children, investment must be made to “the village”.

This includes:

- 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 including:
 - Racial and economic justice
 - Feminism
 - Workforce development and
 - Public health

From Recommendation to Actions

- Diversify who receives funding and support. Including both public and private:
 - Child care centers
 - Family child care programs
 - Out-of-school time programs
 - Pay ECE teachers equal salary to PreK-12 teachers
 - Provide benefit packages for all eligible early educators including 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.

Breakout Group Debrief

Select Your Breakout

Rename Yourself

- Example: “Policy-First/Last Name”

Workgroups

- ECE Evolution
- Policy
- Information and Infrastructure
- Funding Streams

Discussion Questions



What stood out to you in this group's presentation?



What excites you about what you heard?



Where do you have influence and/or responsibility?

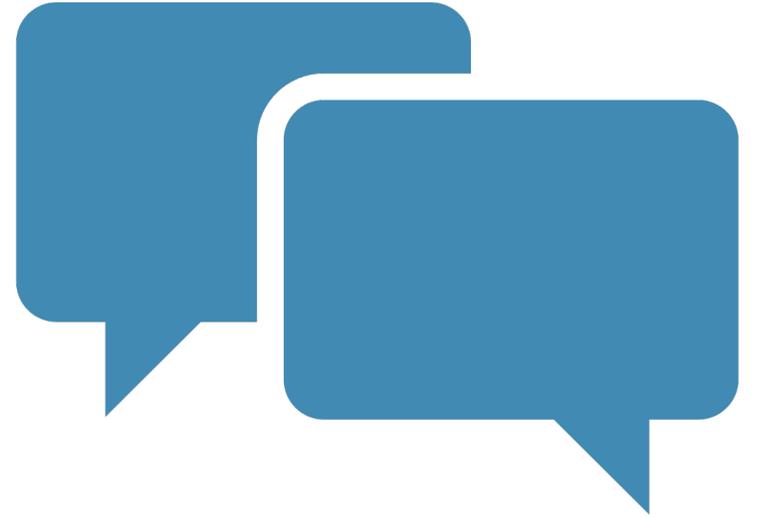


What is one action you commit to as a result of today's presentation?



Who would you like to see this information be shared with?

Closing Remarks





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Thank You