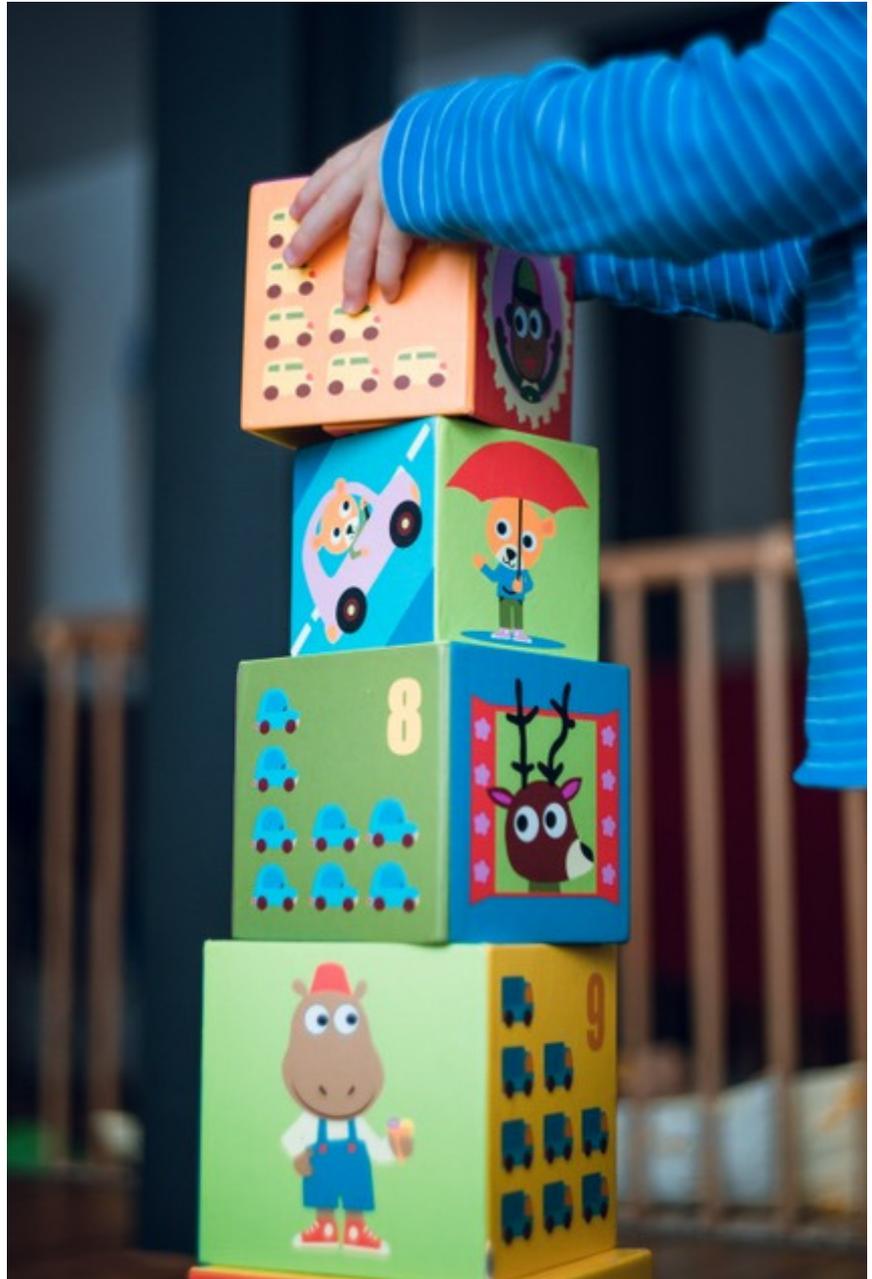


**EARLY CHILDHOOD
WORKFORCE
DESIGN
TEAM**

**2018
STRATEGIC
PLAN**



A COMMUNITY DRIVEN DESIGN TEAM

SUPPORTED BY Z SMITH REYNOLDS

CHILD CARE SERVICES ASSOCIATION

THE PARTNERSHIP FOR CHILDREN OF GUILFORD COUNTY

READY FOR SCHOOL, READY FOR LIFE

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A STRATEGIC PLAN TO ATTRACT, RETAIN, AND ENGAGE A HIGHLY QUALIFIED EARLY CARE AND EDUCATION WORKFORCE IN GUILFORD COUNTY

Acknowledgements:

Without the motivation and belief in community change, this document would not be possible. A sincere thank you to every design team member conducting interviews, to every early childhood teacher and administrator who gave their time and perspective to inform action, to every family of a child in Guilford county, and every resident who participated in this project. Without you, this would not be possible.

The benefits of high quality early care and education are clear. Too many young children in Guilford County don't yet have the early care and education opportunities they need to ensure their success in school and in life.

Why we need a change

The benefits, and return on investment, of high quality early care and education for young children and their families are well documented by decades of research. They include: higher reading and math achievement, on time completion of elementary and high school, attendance and completion of college, increased earnings, greater rates of employment, and better health.^(1,2,3)



High-quality care and education happens when a child is in a nurturing environment, with highly qualified teaching staff who have the knowledge, capabilities, and skills, to provide individualized instruction to meet their developmental needs, in close partnership with the child's parents.

The current situation

Nearly all early care and education settings in Guilford County are inadequately resourced. The current combination of funds any one setting may rely on, which might include - federal, state, family, and/or philanthropic - is grossly inadequate. As a result, most settings offer low wages and minimal benefits for teaching staff. Challenging working conditions, including inconsistent standards or expectations for how an effective early care and education program should structure, administer, and lead the early care and education workplace environment, are also widespread. The turnover of teaching staff in light of these conditions is high.

Current state policies and practices in early care and education also significantly affect the quality of early care and education in Guilford County. The primary impact is on the level of resources available to support parents with cost and the amount of funds to improve program quality. Current public perception is that early care and education is low skill work compared to K-12.

Many community members, including significantly, parents of young children, and state and local decision-makers, do not yet understand the link between - access to and regular participation in high quality early care and education - and academic achievement in K-12, leading to future college, and career success.

Number of people directly employed in center based settings in Guilford County

2,244

Average hourly ECE teacher wage in North Carolina in 2015; \$21,840/yr

\$10.50

Percentage of ECE teachers using at least one type of public assistance (TANF, Medicaid, SNAP, etc.) during the last three years

41%

Self-sufficiency wage, per hour, for one adult and one preschool aged child⁵

\$18.60

Full time teacher and assistant teacher turnover rate

18%

Data refers to (4) Child Care Services Association unless otherwise noted.

EXECUTIVE SUMMARY

The process

Ready for School, Ready for Life, a collaborative effort to build a connected, innovative system of care with and for Guilford County's youngest children and their families, championed the formation of the Guilford County Child Care Workforce Compensation Design Team in the fall of 2017. The Design Team's charge was: Create a powerful, implementable plan to stabilize Guilford County's early childhood workforce so that all children have access to high, quality early childhood programs staffed by educated and skilled teachers who are equitably compensated.



This plan reflects the voices of more than 200 stakeholders – families, early care and education teaching staff and administrators, policy-makers, and other community leaders. They identified what is working well and what is not working as it should. They offered crucial insight into community context and the root causes contributing to why it is so challenging for early care and education programs in the county to attract, engage, and/or retain well qualified teaching staff. Their recommendations for how to address these complex issues are reflected in the goals, objectives and strategies which make up this plan.

The plan

Guilford County must focus on four high leverage goals, related objectives, and strategies to realize the benefit of high quality early care and education for all children and families. Everyone - parents, community members from all sectors of the county, policymakers, advocates, philanthropy, city and county government, early care and education administrators and teaching staff, state government and elected officials - has an essential role to play. With coordinated and intentional investments, Guilford County can stabilize and equitably compensate its vital early care and education workforce so that all children have access to high, quality early care and education.



THIS PLAN INCLUDES THE FOLLOWING GOALS AND RELATED OBJECTIVES:



SHARED GOALS

GUILFORD COUNTY HAS SHARED GOALS, AND UNDERSTANDING, ABOUT THE NECESSITY AND VALUE OF INVESTING IN HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL CHILDREN.

Objective A: Key stakeholders, e.g., parents, policy-makers, teachers, and the general public, understand the value and necessity of taking action to assure access to high quality early childhood care and education for all children.



RESPONSIVE WORKING ENVIRONMENTS

CENTER-BASED EARLY CARE AND EDUCATION WORK ENVIRONMENTS AND CONDITIONS ARE RESPONSIVE TO FAMILY AND TEACHING STAFF VOICES AND NEEDS.

Objective B: Administrative leadership collaborates with teaching staff to identify and implement practices and policies that create appropriate learning environments for young children and supportive and growth oriented work environments for teachers.

Objective C: New and existing administrators/directors in early care and education settings have leadership capacities, knowledge, and skills.



ALIGNED COMPENSATION POLICIES

POLICIES AND PRACTICES WHICH AFFECT WORKING CONDITIONS AND ENVIRONMENTS, IN CENTER-BASED SETTINGS, INCLUDING TEACHING STAFF WAGES, AND TOTAL COMPENSATION, ARE ALIGNED IN EARLY CARE AND EDUCATION, INCLUSIVE OF NC PRE-K.

Objective D: Early care and education wage policies and practices align with the “total cost of quality” e.g., the costs of service delivery with a highly qualified and equitably compensated workforce and systems-level supports, including mechanisms for accountability and continuous improvement.

Objective E: Wages and compensation for early care and education teaching staff are on par with public school teachers, e.g. teaching staff have equivalent salary and benefits for equivalent levels of education and experience. (Note: Total compensation would be adjusted to reflect hours worked, which varies across settings)



AMPLE SUPPLY

BUILD THE SUPPLY OF ACCESSIBLE, AFFORDABLE HIGH QUALITY EARLY CARE AND EDUCATION IN GUILFORD COUNTY FOR FAMILIES AT ALL INCOME LEVELS.

Objective F: Sufficient financial resources for all centered-based early care and education settings in Guilford County to implement total cost of quality, parity, and salary supplement for teaching staff.

STRATEGIC PLAN

Why we need a change

The benefits, and return on investment, of high-quality early care and education for young children and their families are well documented by decades of research. They include: higher reading and math achievement, completion of elementary and high school on time, attendance and completion of college, increased earnings, greater rates of employment, and better health.^(1,2,3) These admirable outcomes are, however, closely tied to the quality of the early care and education program, in which a young child and their family participate.⁶



High-quality care happens when a child is in a nurturing environment with competent teaching staff who use their specialized education and skills to meet each child's individual needs. Highly qualified teaching staff have the knowledge, capabilities, and skills, necessary to provide individualized instruction for a child's physical, cognitive, social, emotional, and moral development, in close partnership, with the child's parents.

The current situation

Additionally, the total cost of providing high quality far exceeds current available funding. Nearly all early care and education settings are inadequately resourced, to support the highly qualified and well compensated teaching staff they need to achieve better outcomes for young children and families.

The current combination of funds any one setting may rely on, which might include - federal, state, family, and/or philanthropic - is grossly inadequate. As a result, most settings offer low wages and minimal benefits for teaching staff. The problem is often exacerbated by challenging working conditions, including inconsistent standards or expectations for how an effective early care and education program should structure, administer, and lead the early care and education workplace environment. The turnover of teaching staff in light of these conditions is high.

STRATEGIC PLAN

To identify the strategies necessary to attract, engage, and retain well-qualified early care and education teaching staff, a Guilford County Child Care Workforce Compensation Design Team was formed in the fall of 2017. The ABL Change design team approach was used as the basis for the formation, and facilitation of the Design Team. This approach draws on both systems and design thinking methods, processes, and tools, to support communities to address complex systemic problems.

This team learned many residents of the county, including parents, do not yet understand the link between - access to and regular participation in high quality early care and education - and academic achievement in K-12, leading to future college, and career success. The typical resident of the county believes, in fact, that teaching children from birth to pre-kindergarten is low skill work, compared to the high level of skills and education necessary to teach children, once they enter school.

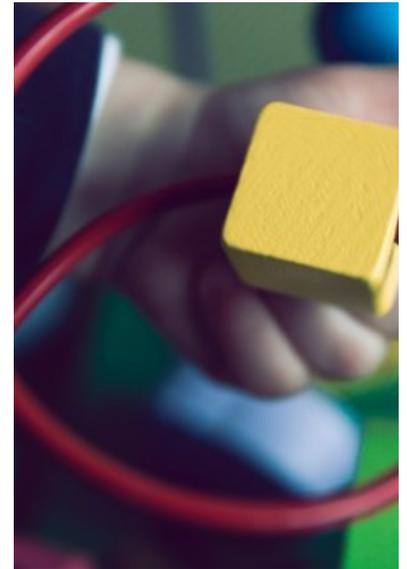
Current state policies and practices in early care and education also significantly affect the quality of early care and education in Guilford County. For example, North Carolina regulations only require a person assuming the role of lead teacher to hold their North Carolina Early Childhood Credential (NCECC), which is considered earning a “C” or better in EDU 119, “Introduction to Early Childhood Education.”⁷ Research shows positive correlations between teacher education and quality, which has a direct impact on child outcomes.⁶ Manning, Garvis, Fleming, & Wong (2017) conducted a meta-analysis of research between 1980 and 2014; their findings highlight a positive and statistically significant correlation between teacher qualifications and overall quality.⁶ The authors state specifically, “more qualified staff may lead to significant gains for children and their families, contributing towards lifelong outcomes that will benefit all of society.”^{6 (p.11)}



STRATEGIC PLAN

The process

Input from diverse perspectives is a necessary ingredient to effective problem solving, as complex problems can look very different depending on one's perspective. The parent of a child who is looking for affordable, high quality early care and education for their child, experiences the problem differently than, an owner of a child care center who is struggling to pay teaching staff a living wage. To fully understand the problems related to early childhood education in Guilford County, local leaders came together in 2017-2018 to address these dire issue in their community.



The Partnership for Children of Guilford County and the Child Care Services Association with a grant from Z Smith Reynolds Foundation provided funding for the Design Team. Rosemarie Vardell served as Coordinator for the project, and with Ashley Allen, collected and analyzed data, facilitated discussions during meetings, compiled reports for the Design Team, and provided overall staff support for the implementation of the process. Erin Belford served as the Administrative Assistant. Rachael Burrello and Mary Herbenick (Ready for School, Ready for Life) provided technical and process support, Nicole McCaskill and Angie Roberson (EQUIPD) provided general support for the project. The Design Team was facilitated by Joan Blough, Principal Consultant, Change by Design, LLC. Ms. Blough consulted with Michigan State University, the System exChange, in the Department of Psychology, in the creation of the ABLe Change design team approach and tools.

In Guilford County, Ready for School, Ready for Life states their organization “is a collaborative effort to build a connected, innovative system of care with and for Guilford County’s youngest children and their families. To change outcomes for children, local teams are developing and implementing strategies around key priorities.”⁸ In the Ready for School, Ready for Life community strategic planning process, “Make high-quality early care and education affordable and accessible to all children” was identified as one of the goals to ensuring young children in Guilford County will be able to be successful in school and in life. This team chose to go straight to the community and ask what it will take to attract and retain the workforce that ultimately constitutes high quality, and in addition, what it might take to get there.

STRATEGIC PLAN

In keeping with Ready for School, Ready for Life's practices, a charge was developed for the Design Team. The Design Team's charge was: **Create a powerful, implementable plan to stabilize Guilford County's early childhood workforce so that all children have access to high, quality early childhood programs staffed by educated and skilled teachers who are equitably compensated.**

To achieve this charge, Design Team members committed to participating in five, half-day working sessions, over six months.



The key activities the Design Team engaged in were:

- Affirming a shared goal for accessible, high quality early care and education, inclusive of all early care and education programs in Guilford County successfully attracting, engaging, and retaining well qualified teaching staff
- Intentionally seeking the input, and feedback, of over 200 key stakeholders, e.g., families, teaching staff, policy-makers, administrators, and other early care and education leaders, at four different touch points, over the course of the team's work. Personal interviews and surveys were the methodologies used to gain this input.
- Deeply understanding the community context and root causes contributing to why it is so challenging for early care and education programs in the county to attract, engage, and/or retain well qualified teaching staff
- Prioritizing the community conditions and root causes, the team believed were most powerful and feasible to initially target for change
- Crafting powerful systems change strategies to shift the status quo of the community conditions and root causes most significantly contributing to the targeted problem.

STRATEGIC PLAN

DESIGN TEAM MEMBERS



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Valerie McMillan	NC A&T State University, Early Childhood Education



SHARED GOALS: GUILFORD COUNTY HAS SHARED GOALS, AND UNDERSTANDING, ABOUT THE NECESSITY AND VALUE OF INVESTING IN HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL CHILDREN.

Objective A: Key stakeholders, e.g., parents, policy-makers, teachers, and the general public, understand the value and necessity of taking action to assure access to high quality early childhood care and education for all children.



CURRENT EFFORTS AND OPPORTUNITIES RELATED TO CREATING SHARED GOALS

GUILFORD COUNTY

Although individual organizations have included advocacy and awareness in their communications, and strategic plans, there is currently no educational effort underway with the intention of clarifying messages about early childhood issues or shifting mindsets in our community. Current efforts that do exist are time limited, and only touch those directly involved, leaving our community with no robust ongoing efforts at this time. Examples of recent events and efforts include:

- Week of the Young Child (appreciation for children, families, and teachers for one week in the month of April)
- Worthy Wage Day (traditionally May 1st each year, events may be organized to raise awareness of compensation issues related to this date and topic)

NORTH CAROLINA

At the state level, various educational efforts are underway to improve the systems that exist for young children and the settings that care for them.

- Think Babies NC: A partnership among the North Carolina Early Education Coalition, Pritzker Children's Initiative, and Zero to Three - to collaboratively build a coalition focused on public awareness and policy support for infants and toddlers and their families.
- NC Early Childhood Foundation: supported about 10 counties in NC to create an educational campaign with the shared goal of lobbying for tax code changes; meeting in fall of 2018 is finalizing the common "ask" to collectively move forward with at the state-level.
- Other counties in North Carolina are looking closely at their early care and education systems and supports, as well, and Mecklenburg County released their findings and strategies in September, 2017.⁹ Watauga, Buncombe, Forsyth, Wake, Durham, Randolph, and Transylvania Counties are all in various stages of their work on redefining what early care and education looks like, for their communities.

NATIONAL

In 2015, The National Association for the Education of Young Children polled voters across political party lines, demographics, and socioeconomic status; the results showed that voters believe access to high quality settings would reduce crime, incarceration rates, and medical costs over time while increasing child outcomes.¹⁰ The poll further revealed the majority of Americans were ready and willing to cast their vote for supporting initiatives for young children and their teachers, and voters also felt that improving compensation in the field must be addressed in order to stabilize and grow the workforce.¹⁰

STRATEGIC PLAN: SHARED GOALS

Strategy 1: Engage in a multi-pronged, multifaceted public education and public will-building campaign about the necessity and value of investing in high quality early care and education for all children.

Targeted messages: Determines and utilizes effective messaging approaches for each targeted audience. Messages will be targeted to the public, policymakers, teachers, and families.

Aligns with current efforts: Assuring the public education and public will-building campaign connects with existing opportunities

- Aligns with Ready, Ready public education campaign - "Putting Guilford County on the Map: so all citizens are Ready for School and Ready for Life"
- Builds on existing messaging campaigns for each targeted audience and/or if necessary creates campaign materials with targeted audiences

Includes other goals and strategies: Supports the implementation of early care and education Work Environment Standards (within which salary parity is embedded) across center-based early care and education settings. (See strategy below, "Responsive Work Environments," Objective B)

UNDERLYING ISSUES THIS STRATEGY TARGETS

Many policymakers don't believe increasing funds for early childhood care and education is a pressing issue

Not all families view early childhood education teachers with respect, as educators.

Not all members of the public understand, value, and support the early care and education workforce.

Not all Early Childhood teachers in Guilford County have been involved in building solidarity and to self-identify and advocate within the field of early care and education



RATIONALE FOR THIS STRATEGY:

A 2015 NAEYC POLL FOUND:¹¹

80%

of voters would support federal/state funding increases for early childhood initiatives

84%

of voters would be in support of federal and state funding increases allocated specifically to wages for early childhood educators.

In 2015, The National Association for the Education of Young Children polled voters to gauge levels of support for early childhood initiatives.¹¹ While it may appear the majority of Americans believe in the benefits of high quality early care and education settings and understand the relationship between compensation and quality, we learned that residents of Guilford County hold many misconceptions and do not necessarily have shared values for our early childhood system or workforce.

A community must share common understandings, goals, and values to successfully realize widespread community change. A targeted campaign message, driven by teacher voices, will allow our community to understand what high-quality early childhood care and education is, why it is important, and how the current lived experience of early childhood teachers has a direct impact on their well-being and ultimately, the quality of care they are able to provide to young children.



RESPONSIVE WORKING ENVIRONMENTS: CENTER-BASED EARLY CARE AND EDUCATION WORK ENVIRONMENTS AND CONDITIONS ARE RESPONSIVE TO FAMILY AND TEACHING STAFF VOICES AND NEEDS.

Objective B: Administrative leadership collaborates with teaching staff to identify and implement practices and policies that create appropriate learning environments for young children and supportive and growth oriented work environments for teachers.



CURRENT EFFORTS AND OPPORTUNITIES RELATED TO CREATING A FRAMEWORK FOR RESPONSIVE WORKING ENVIRONMENTS

GUILFORD COUNTY

Teachers interviewed in Guilford County reported the likelihood of staying in their current role was directly related to how supportive, democratic, and positive they perceived their work environment to be. The components of the work environment needing the most attention, according to teachers, were compensation and benefits, internal communication, supports for communication with families, building a sense of team, having more autonomy, and input on decision making. These practices are all currently inconsistent, as reported by teachers and administrators, and there is currently no framework of guiding practices to consider related to workforce supports in Guilford County.

NORTH CAROLINA

The lens of quality for early childhood programs is driven by the regulatory framework of our Quality Rating Improvement System, which does not currently include considerations of the adult work environment. As a result, the importance of the of the adult work environment and its relationship to the level of care that children and families receive is often goes unrecognized.

New ways to measure quality in early childhood programs are being considered through research at the University of North Carolina, Greensboro, and although these measures consider some pieces of the adult work environment, they are not comprehensive nor driven by individual centers contextual factors.

NATIONALLY

The Center for the Study of Child Care Employment released the Early Childhood Workforce Index in 2016, providing an overview of where every state sits with their QRIS. The report includes suggestions on components that must be included moving forward. The Index (2016) suggests that developing workplace standards are necessary for educators to engage professionally, and to realize these standards, programs need access to dedicated financial resources and assistance.¹²

Wisconsin, New York, and Delaware were all noted in the Index (2016) for taking some initial steps to include workforce supports within their QRIS framework. It was also noted that in many cases these standards are being implemented regionally or in specific counties, as well.¹²

STRATEGIC PLAN: RESPONSIVE WORKING ENVIRONMENTS

Strategy 2: Define work environment standards for teaching staff in all center-based child care settings in Guilford County.

Standards for sustainability: Include at a minimum, essential standards from Creating Better Child Care Jobs: Model Work Standards for Teaching Staff in Center-Based Child Care. Standards categories to be tiered, to encourage the development of a culture of quality, within the center-based child care environment, with a focus on the development of ongoing quality improvement practices.

Strategy 2A: Implement work environment standards for teaching staff in all center-based early care and education settings in Guilford County.

Incentives for growth: Incentivize all center-based child care settings to participate and meet all standards, over time.

UNDERLYING ISSUES THESE STRATEGIES TARGET

In some settings, the child care work environment (e.g., administrative and leadership practices) present barriers to building strong staff relationships.

Many teachers don't believe their administrators are using administrative and leadership practices which demonstrate they "have their back", i.e., supporting them during conflict with families, providing emotional support in the challenging role or accommodating when teachers have needs in personal life.

Many teachers do not feel supported/feel less satisfied when administrators don't inform them about or connect them with classroom resources and professional development to meet their needs.



RATIONALE FOR THESE STRATEGIES



Although there are "tools" to address quality through North Carolina's Quality Rating Improvement System (QRIS), or "The Star Rated Licensing System," there is no framework or set of standards related to practices in the adult work environment, within the early care and education setting.

North Carolina's Star Rated Licensing System assesses quality once every three years, and includes a three hour visit, and education levels of staff at that point in time, but does not consider any standards for the adult work environment. This oversight means current quality ratings do not consider teaching staff turnover or poor wages which research has shown, impact the quality of care children receive.⁽¹³⁻¹⁵⁾ When driven by teachers and relevant to the needs of the community and staff, Model Work Standards have been created which respectively raised scores on other quality measurement tools, as well. (See "Building Quality Child Care Jobs: Model Work Standards in Action")¹⁶

STRATEGIC PLAN: RESPONSIVE WORKING ENVIRONMENTS

Objective C: New and existing administrators/directors in early care and education settings have leadership capacities, knowledge, and skills.



CURRENT EFFORTS AND OPPORTUNITIES RELATED TO LEADERSHIP DEVELOPMENT

GUILFORD COUNTY

Director's Leadership programs are offered by multiple agencies that support early childhood programs, i.e., Guilford Child Development, EQuIPD, Bringing out the Best, and others. Although opportunities for leadership development exist in Guilford County, current efforts are not funded at a level that addresses barriers to director participation.

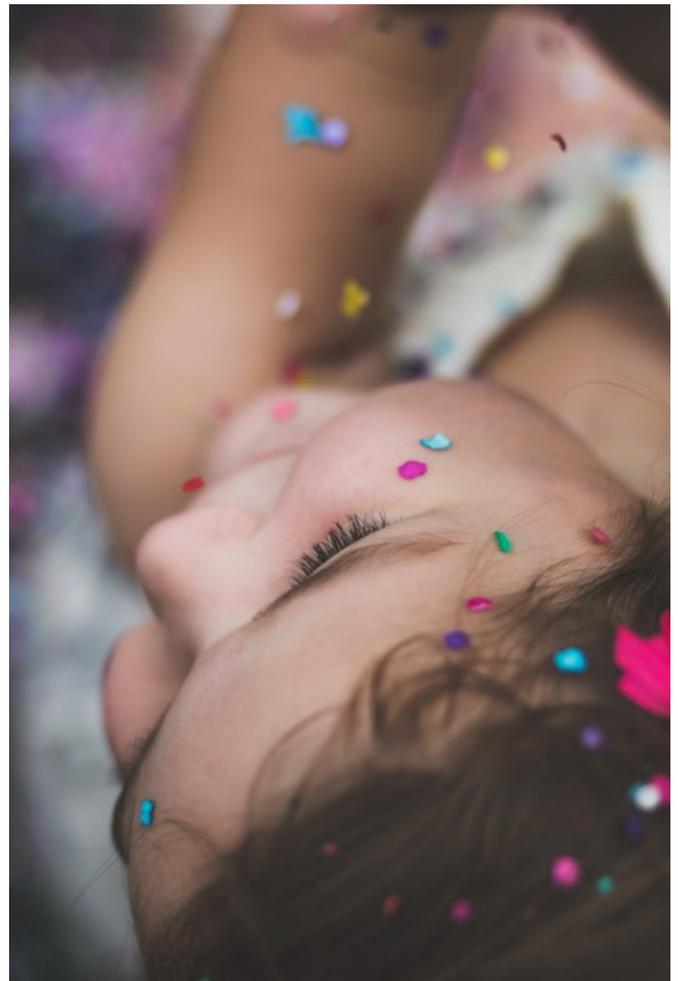
Existing models do not offer incentives to promote participation and they do not include supports to identify substitutes, to allow directors or staff to attend training opportunities. In addition, the number of required/mandated trainings for providers takes priority over optional development opportunities such as those related to leadership.

NORTH CAROLINA

Forsyth and Mecklenburg Counties have offered leadership development opportunities in the past, but there are currently no long term comprehensive programs offering incentives or on-site support at this time.

NATIONALLY

The McCormick Center for Early Childhood Leadership in Illinois has implemented "Taking Charge of Change," a cohort based leadership model which over time, has touched over 500 directors, 62% of whom now indicate they have moved into roles where they are mentoring other directors, as well, highlighting the potential for leadership models that promote sustainability over time.¹⁷



STRATEGIC PLAN: RESPONSIVE WORKING ENVIRONMENTS

Strategy 3: Implement a continuum of leadership development opportunities, for new and existing center-based early care and education administrators and directors.

Relevant and individualized: Continuum to include both expanded/refined existing leadership development opportunities, and new opportunities, i.e., orientation boot camp, professional learning communities, mentoring, etc.

Responsively designed: Where possible, emphasize site-based approaches to enable more widespread participation.

Embedded across settings: All leadership development opportunities, will embed the key principles noted in the box below, and incorporate the Guilford County Work Environment Standards, as relevant.

UNDERLYING ISSUES THIS STRATEGY TARGETS:

Not all Administrators have the leadership knowledge, skills, and capacities needed to create a child care work environment and working conditions that are democratic, supportive, positive and sustainable.

Many teachers do not feel supported/feel less satisfied when administrators don't inform them about or connect them with classroom resources and professional development to meet their needs.



KEY PRINCIPLES OF LEADERSHIP⁽¹⁶⁻¹⁸⁾

SHARED GOALS - ONE TEAM

Building shared understanding of center goals and team approach among all staff.

CULTURAL COMPETENCY & EQUITY

Developing and using culturally competent and equity informed practices; working with the intent to sustain culture rather than just accepting differences.

STRENGTHS-BASED, HEALTHY RELATIONSHIPS

Identifying, building on, and developing teaching staff strengths, including developing, improving and maintaining healthy relationships with staff

EFFECTIVE COMMUNICATION

Providing opportunities for teaching staff to have roles in leadership and decision-making in some arenas of program operations. Incorporating conflict resolution strategies for use with teachers, other staff and families.

PARENTAL PARTNERSHIP

Developing effective two-way communications between teaching staff and the director; and between all staff and families. Increasing engagement and partnership in the center, by using family input to identify creative strategies that meet the needs of families.

STRATEGIC PLAN: RESPONSIVE WORKING ENVIRONMENTS

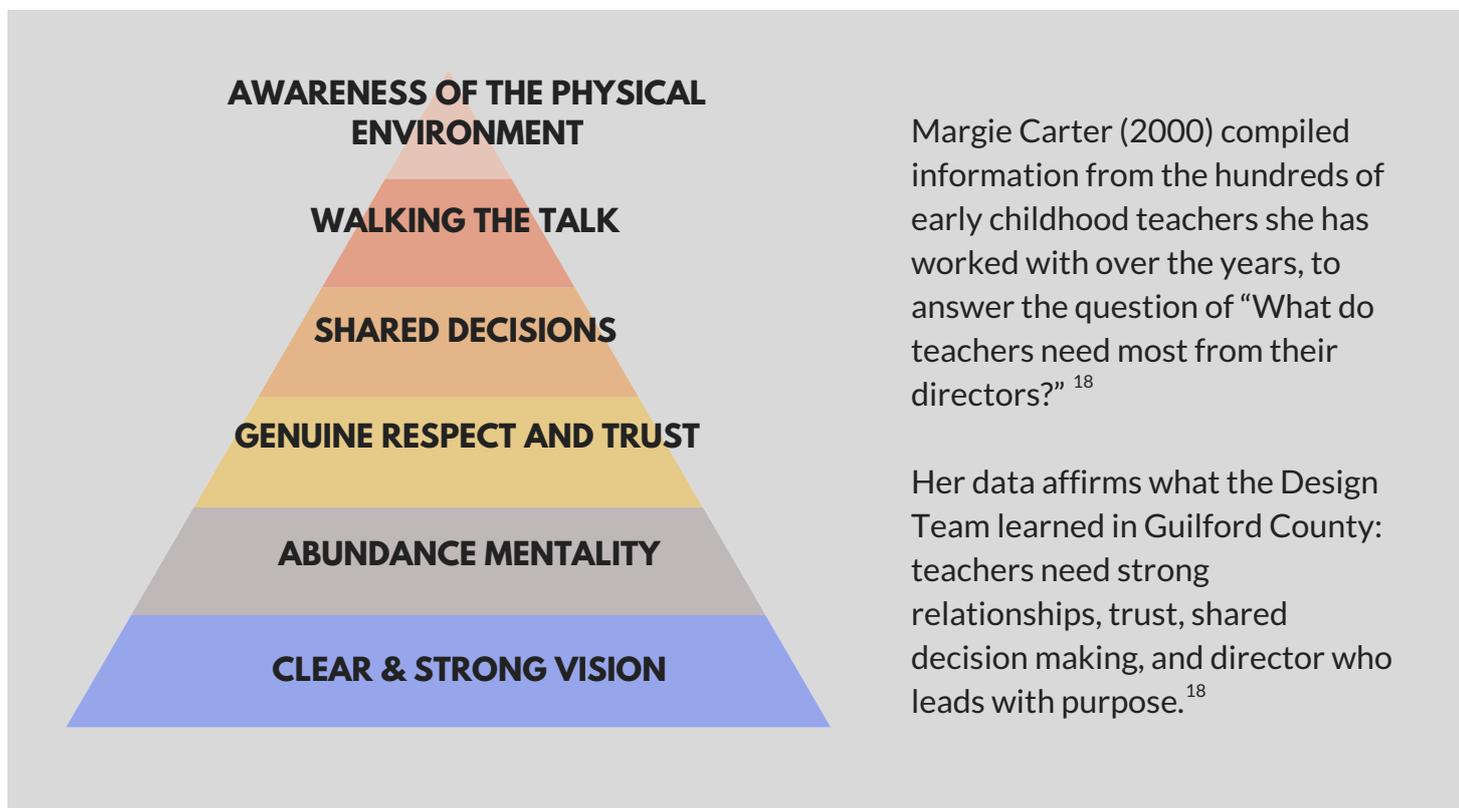


RATIONALE FOR THIS STRATEGY

Multiple barriers exist for directors in Guilford County to access the leadership support they need, i.e., the Design Team learned that handling issues on site related to daily center operations, a lack of site-based resources, and incentives for participation, all impact director participation in leadership opportunities. Other administrators reported their pre-service experiences often did not address deeper aspects of leading early childhood programs, supporting staff, or communicating with families. This lack of preservice training, has left many administrators feeling unprepared, and even unaware of how to navigate their positions, which we learned from both administrators' perspectives of their own self-efficacy, as well as teachers' perceptions of administrator leadership.

The need for democratic, supportive, and positive work environments, paired with the systemic factors of having few resources and little time for deeper professional development, has been identified by others working to develop the leadership skills of early care and education direction. In Illinois, for example, there is ongoing leadership training for administrators to work together collaboratively, off-site as well as more in depth on site, and includes participation incentives. (See results from the 20 year review of the program in "Taking Charge of Change")¹⁷

WHAT DO TEACHERS NEED MOST FROM THEIR ADMINISTRATORS?¹⁸





ALIGNED COMPENSATION POLICIES AND PRACTICES: POLICIES AND PRACTICES WHICH AFFECT WORKING CONDITIONS AND ENVIRONMENTS IN CENTER BASED SETTINGS, INCLUDING TEACHING STAFF WAGES AND TOTAL COMPENSATION, ARE ALIGNED IN EARLY CARE AND EDUCATION SETTINGS, INCLUSIVE OF NC PRE-K.

Objective D: Early care and education wage policies and practices align with the “total cost of quality” e.g., the costs of service delivery with a highly qualified and equitably compensated workforce and systems-level supports, including mechanisms for accountability and continuous improvement.



CURRENT EFFORTS AND OPPORTUNITIES FOCUSING ON WAGE PARITY

GUILFORD COUNTY

Currently, community-based early childhood care and education programs are setting fees based on what some families can afford to pay, rather than the true cost of operating a high quality program. Parent fees and state reimbursements to programs are not based on the “total cost of quality” which results in an insufficient level of programmatic resources. One result is low teacher wages that do not reflect the education and experience of the teacher.

Funding levels for child care subsidy and NC Pre-K are set by the NC legislature and counties implement the related policies and practices for distribution. The Partnership for Children of Guilford County is funded with public dollars and private donations; a board of directors makes decisions on how to allocate these funds to support young children, their families, and early childhood educational settings.



This slogan was made popular by the 1990's Worthy Wage Campaign, and one that sadly continues to resonate.¹⁵ (p.56)

NORTH CAROLINA

Current efforts at the state level to address the lack of sufficient funding for quality early childhood programs are attempts to fill in gaps caused by state policies and practices impacting and driving funding levels. Current state efforts point to potential ways to address the detrimental impact of current funding, while working on reforming the early childhood financing system. Examples are provided in the following chart.

Figure 4:

INFANT/TODDLER EDUCATOR AWARD \$

Using the federal Child Care and Development Block Grant (CCDBG), the Division of Child Development funded a salary supplement program for Infant/Toddler teachers who have at least an AA degree. The Infant/Toddler Educator Award\$ initiative will begin in September/October 2018 and be open to qualifying teachers in Guilford County.

STRATEGIC PLAN: ALIGNED COMPENSATION POLICIES

NORTH CAROLINA CURRENT EFFORTS CONTINUED:

INCREASE NC PRE-K REIMBURSEMENT RATES

NC-Pre-K programs were recently able to request slightly higher reimbursement rates for the children they service. Guilford County made this request and increased the rates for each child. It is not yet clear how much of the increases will be used for salary increases.

INCREASES IN CHILD CARE SUBSIDY REIMBURSEMENT RATES

Reimbursements are provided to programs for the care and education of children from families who earn a low income. The reimbursement rate is a percentage of the fees that programs are charging. This rate is adjusted every 2 years based on a market rate study of child care providers. The market rate is set by the legislature. A survey of a recent rate increase showed that 43% of centers accessed the higher reimbursement rates (based on Star Ratings) and the increased income was used to increase compensation in 43% of the early childhood programs.¹⁹

WAGE\$ SALARY SUPPLEMENT

Child Care Services offers a WAGE\$ salary supplement to counties that want to participate and offer these supplements to early childhood teachers. CCDBG funds pay for the administration of the program and the local Smart Start agency pays for the supplements. Guilford County does not participate.

PARITY WAGE SCALE

The Compensation Collaborative is a statewide group whose focus is developing policies and strategies to move qualified early childhood teachers to increased compensation based on parity with teachers in the NC's K-12 system. A wage scale based on parity has been developed and participatory field research is being conducted to gain input on the scale and feasibility of implementation. Initial findings show that a majority of program administrators feel the scale is beneficial and fair; their only concern was not having the funds to implement it.

NGA EARLY CARE AND EDUCATION WORKFORCE POLICY ACADEMY:

NC was selected to join the NGA (National Governors' Assoc.) Early Care and Education Workforce Policy Academy to receive assistance in developing a state policy agenda to strengthen the quality of our early care and education (ECE) workforce.

NATIONALLY

Recommendations from a recent report from the National Academies of Sciences, Engineering, and Medicine, *Transforming the Financing of Early Care and Education*²⁰ also point to necessary policy changes that are based on a system of covering the actual cost of providing equitable access to high quality early care and education, instead of being built on the premise that the cost of early education is primarily the family's responsibility. Recommendations include:

- Setting uniform family payment standards that increase progressively across income groups, and are applied if the ECE program requires a family contribution (payment).
- Providing access to all children and families, to affordable, high-quality early care and education, thus assuring that access to high-quality ECE is not contingent on family income, work status, other other characteristics.
- Providing adequate, equitable, and sustainable funding for a unified high-quality system of early care and education for all children from birth to kindergarten entry, with both federal and state governments increasing overall funding levels and revising tax preferences to ensure adequate funding.

STRATEGIC PLAN: ALIGNED COMPENSATION POLICIES

Strategy 4: Determine “the total cost of quality” by analyzing budgets of a sample of local early childhood programs and using on-line tools created for determining the cost of quality programs.

Strategy 5: Incorporate “the total cost of quality” into all early care and education into all policies that determine the level of financial support that early childhood programs receive in order to attract and retain highly qualified early care and education teachers.

UNDERLYING CAUSES THESE STRATEGIES TARGET:
Most ECE programs/centers lack access to sufficient financial resources to pay wages that are adequate to retain highly qualified teachers



RATIONALE FOR THESE STRATEGIES

Estimating the total cost of providing high-quality early care and education is a critical first step in developing a financing system designed to ensure access for all children. The total resources that need to be invested to achieve a high quality include the costs to providers of delivering quality early care and education as well as the costs of system-level supports for all providers. The total resources minus any family contributions (in the form of out-of-pocket payments) would then yield the amount needed to fully fund equitable access in Guilford County.

Incorporating the total cost of quality into policies that determine early care and education provider-level and system-level funding would mean financial support for early care and education would be based on the actual costs of service delivery with a highly qualified and adequately compensated workforce and system-level supports.

Research for Action conducted a study to determine the true cost of quality early childhood, in six diverse programs in the state of Pennsylvania. In the final report, *Child Care Funding and Finance in Pennsylvania: Budgeting for Survival or Paying for the True Cost of Quality?* (2017), the researchers stated that they had been able to determine the actual cost of care and education that was being provided and the gap between that and the cost of providing high quality care.²¹ The results enabled them to identify specific ways in which the lack of resources was inhibiting programs from being able to offer quality and to recommend policies that would address the issues identified.

"Child care centers are providing a service whose true cost outpaces what consumers in the market can pay. If policymakers are serious about valuing early care and education, they must consider ways to address this untenable tension between the outcomes they want and what it costs to deliver those outcomes." ²¹

Other examples of tools that can be used to determine the ‘true cost of quality care and education’ are available, e.g. Alliance for Early Childhood Finance.²²

STRATEGIC PLAN: ALIGNED COMPENSATION POLICIES

Objective E: Wages and compensation for early care and education teaching staff are on par with public school teachers, e.g. teaching staff have equivalent salary and benefits for equivalent levels of education and experience. (Note: Total compensation would be adjusted to reflect hours worked, which varies across settings)



CURRENT EFFORTS AND OPPORTUNITIES RELATED TO WAGE PARITY

GUILFORD COUNTY

Few early childhood teachers are paid on a par with public school teachers. Those teachers are more likely to be employed in publicly funded programs, e.g. Head Start, and NC Pre-K. At the same time, research demonstrates that well-compensated teachers who have supportive working conditions are less likely to leave the programs where they work.^{6, 12-18, 23, 24} Efforts have been noted in previous sections of this plan that demonstrate how policies can be shifted to increase public funds in support of more comparable teaching staff salaries.

The WAGE\$ salary supplement was available in Guilford County for over 10 years. Turnover was lower among the group of teachers receiving the supplement. The program rewarded teacher education and made it more economically feasible for teachers to stay in their programs. The funding for WAGE\$ was provided by the Guilford County Partnership for Children (GCPC). Three years ago, the GCPC Board made a decision not to continue funding this initiative.

NORTH CAROLINA

The development of a salary scale based on public school parity by the Compensation Collaborative is described in Figure 4. This creates a tool that can be used with programs to assist them in creating a salary scale, which many do not currently have. It defines target salaries even if the full level cannot be achieved immediately.

NATIONALLY

The Center for the Study of Child care Employment at UC Berkeley documents and evaluates efforts to bring the compensation of all Pre-K teachers into parity with public school counterparts. The CSCCE has developed frameworks for understanding parity and recommendations for advancing policies and practices for implementing salary parity for all teachers of children in early childhood programs.²⁵

Seven state/city programs that are implementing salary parity in Pre-K programs are analyzed and provide insights on structure, funding and outcomes. The resources of CSCCE can be useful in moving forward to establish salary parity in Guilford County.

STRATEGIC PLAN: ALIGNED COMPENSATION POLICIES

Strategy 6: Adopt and expand the parity salary scale developed by the NC Compensation Collaborative.

Parity within the county: The foundation of this parity salary scale is a beginning Guilford County Public Schools teacher salary, e.g., \$35,000 (10 mo.) and \$42,000 (12 mo.) for a teachers with a BA degree and a Birth - Kindergarten Teaching license. (Proposed Salary Scale Survey Report, 2018)

Consideration of expertise: For teachers with different credentials, the proposed salary amount is a percentage of the highest pay on the scale.

Comprehensive: At the program level or county-wide, the salary scale can be expanded to include longevity and benefits.

Strategy 6A: Support the graduated implementation of a wage parity scale based on Guilford County School salaries, incorporating it into policies and program practices, which would include but not be limited to: entry level educational requirements for teaching staff, recognition and incentives for implementation by programs, an annual cost of living adjustment for teaching staff, and adequate DSS child care subsidy rates for programs.

Consistency among settings and systems: Over time, the wage parity requirements would be embedded into existing state systems, e.g., the QRIS system, where implementation of the wage parity scale would be considered in determining a program's level of quality.



RATIONALE FOR THIS STRATEGY

As has been noted in prior sections of this strategic plan, early care and education programs are operating with extremely limited resources, because current funding is not based on the total cost of providing quality at the program and system levels. Due to these financial limitations, most programs will not be able to fully implement the salary scale immediately. Responses to a survey conducted by the Compensation Collaborative, affirmed the need a graduated implementation of the salary scale, with sufficient resources to achieve it.

UNDERLYING CAUSES THESE STRATEGIES TARGET:

Some Early Childhood Programs don't have wage policies and practices or their wage policies and practices don't align with teacher education and experiences

Some centers offer wages inadequate to meet even basic needs of early care and education teachers (teacher's family)

Most ECE programs/centers lack access to sufficient financial resources to pay wages that are adequate to retain highly qualified teachers

STRATEGIC PLAN: ALIGNED COMPENSATION POLICIES

Strategy 7: Establish a cohesive, actionable early care and education agenda that will guide advocacy for policy and funding priorities to accomplish the goal of recruiting, retaining, and engaging a quality early childhood workforce.

UNDERLYING CAUSES THIS STRATEGY TARGETS:

Many policymakers don't believe increasing funds for early childhood care and education is a pressing issue.

Not all members of the public understand, value, and support the early care and education workforce.

Most ECE programs/centers lack access to sufficient financial resources to pay wages that are adequate to retain highly qualified teachers



RATIONALE FOR THIS STRATEGY

Although some changes to support healthy work environments for early childhood professionals can be initiated and realized with the boundaries of Guilford County, others will require shifts or changes in the policies and practices, of state and federal agencies. Policy makers at all levels need to understand the impact of current policies and funding practices on the county's early childhood programs, and their ability to provide quality care and education for all young children and their families. Understanding the positive impacts of quality early childhood education for all children highlights the necessity of recruiting, retaining, and engaging the workforce that plays a vital role in bringing these outcomes to fruition. Families cannot pay more, yet tuition rates do not cover the true cost of quality (as stated in Objective D), leaving the early childhood workforce to sacrifice their own physical and emotional well-being while they are responsible for supporting young children's development. The ultimate impact is felt by residents of the county in various ways.

Number of children under six in the county where sole caretaker or both adults are working⁴

23,602

Center based child care programs in Guilford County⁴

302

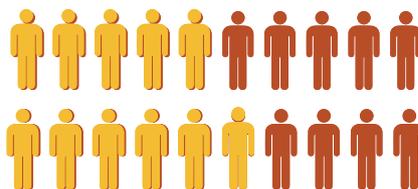
Number of children ages 0-5 enrolled in center based care in Guilford County⁴

10,631

Market rate for 5 star infant care in Guilford County per month²⁶

\$902

55%



OF YOUNG CHILDREN ARE NOT PREPARED WITH THE LITERACY SKILLS THEY NEED FOR KINDERGARTEN⁸

STRATEGIC PLAN: ALIGNED COMPENSATION POLICIES

In the text box below are some of the policy changes the team identified as necessary to achieve the goals and objectives identified in this strategic plan. They are provided for illustrative purposes.

ENTITY/AGENCY POLICY RECOMMENDATION

DSS CHILD CARE SUBSIDY POLICIES

- Assure the family share of payment for high quality child care is reasonable, eliminating current gaps in affordability and access.²⁷
- Close the gap between current market rates and child care subsidy, over time, to reach 100% of the market rate for programs paying teachers according to a county-wide salary scale.

NC CHILD CARE COMMISSION/DC DEE POLICIES:

- Set more rigorous standards for individuals seeking to own and operate child care centers. Consider standards which would require: the demonstration of the capacity to provide high quality environments for the care and education of young children and adults, including a highly qualified and well compensated teaching staff.
- Expand NC QRIS approach to quality measurement and funding to include, Work Environment Standards (See Strategies 2 and 2a.), to be used as an additional measure of early care and education program quality. The Work Environment Standards could be enhanced by Guilford County with additional acknowledgement and incentives provided by local agencies.
- Embed messages about effective early care and education administrative leadership into forms, templates, and other materials distributed by consultants and the Division of Child Development and Early Education.
- Increase resources for the on-site support of child and teaching staff well-being, including behavior specialists, infant/toddler specialists, etc.

DCDEE/CHILD CARE RESOURCE AND REFERRAL

- Embed early care and education leadership principles (see Key Leadership Principles) into pre-licensing workshop content required for those who seek to open new early care and education centers.



BUILD THE SUPPLY OF ACCESSIBLE, AFFORDABLE HIGH QUALITY EARLY CARE AND EDUCATION IN GUILFORD COUNTY FOR FAMILIES AT ALL INCOME LEVELS.

Objective F: Sufficient financial resources for all centered-based early care and education settings in Guilford County to implement total cost of quality, parity, and salary supplement for teaching staff.



CURRENT EFFORTS AND OPPORTUNITIES RELATED TO SUFFICIENT RESOURCES

GUILFORD COUNTY

Within Guilford County dedicated resources for workforce quality are technical assistance and professional development for teachers and administrators delivered in small group sessions, conferences and through the provision of individualized support and mentoring. Funding is provided by the Partnership for Children of Guilford County (EQUIPD, Bringing Out the Best), Child Care Resource and Referral, and Guilford Child Development. There are wide variations in specific content, scope and depth, quality and accessibility. Within Guilford County dedicated resources for salary parity are not available. Within Guilford County dedicated resources for salary supplements are not available from local funds. However, wage supplements are available from the state for a limited group. See next box, regarding state-level information.

NORTH CAROLINA

At the state level, dedicated resources for workforce quality are available to Guilford County from the North Carolina Partnership for Children and the Division of Child Development and Early Education (DCDEE). This is the source of funding for most of the local work. At the state level, dedicated resources for salary parity are not available. At the state level, dedicated resources for the AWARD\$ wages supplement are available through DCDEE. These salary supplements are for teachers, providers and administrators in every county who have a minimum of an AA degree in Early Childhood/Child Development. The WAGE\$ wage supplement program is available to counties in NC and the cost of administering the program is funded with Child Care and Development Block Grant funds. Local Smart Start funds pay for the cost of the supplements. Guilford County no longer participates in this program.

NATIONALLY

At the national level, dedicated resources for workforce quality are available from the Child Care and Development Block Grant. These funds are allocated by the NC Division of Child Development and Early Education. At the national level, dedicated resources for early childhood educator salary parity are not available. At the national level, dedicated resources for early childhood wage supplements are not available.

STRATEGIC PLAN: AMPLE SUPPLY

Strategy 8: Establish a sustainable wage supplement for early care and education teachers (just as public school teachers have).

UNDERLYING CAUSES THIS STRATEGY TARGETS:

Some centers offer wages inadequate to meet even basic needs of early care and education teachers (teacher's family)

Most ECE programs/centers lack access to sufficient financial resources to pay wages that are adequate to retain highly qualified teachers



RATIONALE FOR THIS STRATEGY

Although wage supplement initiatives are shown to reduce turnover in the early childhood workforce, Guilford County does not currently have any locally driven initiatives that are designed to improve the wages of early childhood teachers. The WAGE\$ salary supplement has been available in the past and demonstrated that turnover was lower among the group receiving the supplement. It was funded by the Partnership for Children of Guilford County and funding for this program was cut in 2014.

The AWARD\$ wage supplement that will be available in October, 2018, is administered by Child Care Services and is available for teachers, providers and administrators who have an AA degree and teach infants and toddlers.

The WAGE\$ Salary Supplement program is available in five states (including counties in NC). The Local Child Care Wage Initiative in the City of Madison and Dane County, Wisconsin, documented that annual bonuses, with the amounts determined by education, training, and longevity on the job, influenced the overall quality of care children received.¹⁶

NORTH CAROLINA WAGE\$ PROJECT 2017 PARTICIPANT FEEDBACK²⁸

98% of respondents indicated that their receipt of a supplement had an impact on either their inclination to stay in the field or on their pursuit of further education.

94% of responding directors indicated that staff participation in WAGE\$ benefits the children in their centers in some way.

"It helps create consistency and stability for staff and children and attracts higher quality staff."
(Director)

"Sometimes I feel like working in child care forces me to live in poverty. As teachers we are with these children eight and ten hours a day. Teachers do this for the love and growth of the children, however, we need money to survive. Child Care WAGE\$® helps out a great deal."
(Rowan, teacher)

STRATEGIC PLAN: AMPLE SUPPLY

Strategy 9: Develop a strategic business plan to finance high quality early care and education in Guilford County. Key stakeholders (funders) to be engaged include: county and city governments, businesses/employers, corporate and community foundations, Ready for School, Ready for Life, and Guilford County Partnership for Children.

The plan must address how to:

Engage public and private partners in support of leveraging all available resources, e.g., federal, state, local, and philanthropic

Quantify the early care and education workforce across settings

Support the development and implementation of work environment standards.

Support the implementation of a parity-based salary scale for early childhood teachers.

Increase the total funds available for direct service delivery in early care and education, sufficient to cover “the total cost of quality”

Assure families from all socioeconomic backgrounds who choose early care and education programs will pay either no fee or an amount they can reasonably afford.

Increase base wages and overall total compensation for teaching staff in center-based settings

Support the funding of a wage supplement program

Build the supply of high quality early care and education providers

Strategy 9A: As a key aspect of the strategic business plan, create local revenue source(s) in Guilford County to increase and sustain the base pay (wages) of early care and education teaching staff.

Evidence Informed: Use sufficiently robust and reliable funding mechanisms to assure adequate, sustainable, and reliable compensation at scale. Draw upon evidence Informed approaches.

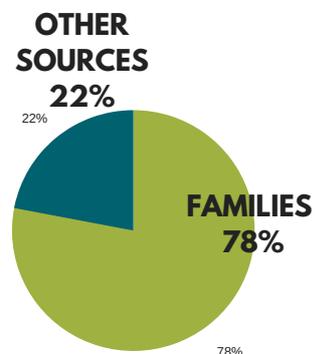


RATIONALE FOR THESE STRATEGIES

The early care and education ‘system’ is currently a loose connection of governmental agencies, non-profit organizations and public and private early childhood programs.²⁹ Although early childhood education is a public good, it is not institutionalized or funded in the same way as other public education. This has created multiple funding streams, none of which are adequate for quality, and leaves the primary burden for paying for early childhood education on families. One major impact, is the inability of programs to effectively attract and retain qualified teachers. This jeopardizes the level of quality for children and the outcomes for their development and learning. While advocacy efforts to impact state and federal policies and funding levels are on-going and making some progress, many communities are developing and implementing local solutions to create revenue that can bring wages of the early childhood workforce to parity with the public school salaries.

UNDERLYING CAUSES THESE STRATEGIES TARGET:

Most ECE programs/centers lack access to sufficient financial resources to pay wages that are adequate to retain highly qualified teachers



IN GUILFORD COUNTY, FAMILIES PAID 78% OF THE TOTAL REVENUE (\$169.1 MM) USED TO PROVIDE EARLY EDUCATION SERVICES.³⁰

STRATEGIC PLAN: AMPLE SUPPLY

APPROACHES TO REVENUE GENERATION

SOCIAL IMPACT BONDS

In a social impact bond, government agencies define an outcome they want to accomplish and agree to pay an external organization a sum of money if the external organization achieves that outcome. This mechanism promotes innovation in public services by putting taxpayer dollars toward the most effective approaches.³¹

REAPPORTION EXISTING REVENUE

A portion of existing county revenues, are set-aside for the express purposes of increasing wages of early care and education teachers. E.g., Buncombe County Commissioners funded a teacher position for a new Pre-K classroom. One county is considering contributing county funds to a health insurance pool for early childhood teachers.

TAX CREDITS

Tax Credits are established for the benefit of teachers and administrators who work in early care and education programs.

- Example: Louisiana
Credit amount is based on educational levels, ranging from \$1600-\$3300
Credit is indexed against the consumer price index
- Example: Maine
Refundable tax credits based on quality improvement metrics in the state's quality rating and improvement system

LOCAL TAXING DISTRICT

A local taxing district is created in order to establish a funding stream which can focus on the early care and education workforce and program quality. Requires approval by general assembly in North Carolina.

- NC counties, including Forsyth, Mecklenberg, Transylvania, Buncombe, Watauga, Rockingham, and Guilford, have a shared interest in establishing a state budget line item that would allow the creation of local taxing districts. If passed, local officials could create a taxing district for funds to be allocated for early childhood initiatives and be passed by majority vote of the citizens.

LOCAL, TARGETED TAX INITIATIVES FOR EARLY CARE AND EDUCATION

Example: Seattle, WA: Mayor Ed Murray wanted to provide more opportunities for early childhood education. The city increased property tax by .11/\$1K and provided about \$14.5 million per year for early childhood education. (Homeowners with homes worth \$200,000 see an increase of about \$22/year).

- San Antonio, TX increased property tax for higher quality in early childhood education.
- Summit County, CO increased property tax.
- Additionally, some states, counties or municipalities have used sales tax or income tax as revenue streams.¹² (p.37)

TAX EXEMPT FUND

A local fund could be created to receive private funds that would be used to pilot or sustain initiatives to improve the ability of early childhood programs to attract and retain quality teachers.

CONCLUSION

Simply creating a plan does not ensure its goals and objectives will be achieved. Realizing the proven benefits and return on investment of high quality early care and education for all children and families in Guilford County must become the priority of the larger community, not just the early care and education sector. Everyone - parents, community members from all sectors of the county, policymakers, advocates, philanthropy, city and county government, early care and education administrators and teaching staff, state government and elected officials - has an essential role. Only by working together, through coordinated and intentional investment, is real and lasting change possible on the complex issue of attracting, engaging, and retaining early care and education teaching staff with the education and skills necessary to realize high quality for young children.



GOALS

Describe the aims, and overall purpose of an effort. Goals address the patterns of root cause themes, which are systemic issues, like equity, access, alignment, quality, system responsiveness, etc.

OBJECTIVES

A broad, measurable step that will be taken to advance a Goal within a specific timeframe. Objectives are based on root cause themes, as they are determined through the system scan.

STRATEGIES

An overarching approach which will be used to achieve an Objective(s), moved to action through activities

EARLY CARE AND EDUCATION PROGRAMS

Quality early care and education programs, e.g., Early Head Start, center-based child care and education, preschool - private, NC Pre-K and Head Start, provide care and education for children Birth - 5 yrs. based on the knowledge of how children develop and learn. In quality early care and education programs, teachers respect the dignity, worth, and uniqueness of each child and family. Children are able to reach their full potential in the context of relationships with teachers that are based on continuity, trust and respect.

In North Carolina, the quality of early childhood programs is determined through an on-site assessment based on the criteria of program standards and staff education. Programs receive from 2-5 stars, to reflect their level of quality.

Early childhood programs can also voluntarily be assessed and accredited by the National Association for the Education of Young Children (NAEYC). The standards are more rigorous and indicate a higher level of quality. None of the programs in Guilford County have NAEYC accreditation.

NC PRE K

The NC Pre-K Program is designed to provide high-quality educational experiences to enhance school readiness for eligible four-year-old children. In Guilford County there are 2,104 spaces for children that are offered at participating Guilford County Schools, Head Start programs, and licensed four and five-star, community-based, for-profit and non-profit early care and education programs. Priority for enrollment is given to children who have not had a prior preschool experience. NC Pre-K services are offered at no charge to eligible children.

COMPENSATION PARITY

Salary and benefits for equivalent levels of education and experience, adjusted to reflect differences in hours of work in private settings, and including payment for non-child contact hours (such as paid time for planning).^{23 (p.2)}

SALARY SUPPLEMENT

Salary supplements are provided to low-paid teachers who educate and care for children ages Birth to 5 years of age. The amount of the salary supplement is typically based on the teacher's education level. The goal of a salary supplement is to reduce the turnover of the early childhood workforce.

TOTAL COST OF QUALITY

The cost of providing early care and education services by a highly qualified and compensated workforce, and systems-level supports, including mechanisms for accountability and improvement.

WORK ENVIRONMENT STANDARDS

A standard is a level of quality or attainment. Work environment standards are a continuum of policies and practices that impact the work climate and support staff retention, relationships with colleagues, children and parents and an educator's ability to teach effectively. For example, at a minimum level, a program may have an orientation procedure in place for newly hired employees, and at a higher level, the orientation procedure might include specific actions such as observing in classrooms, and meeting families before taking on responsibilities of the job. (See ILO Policy Guidelines on the promotion of decent work for early childhood education personnel)²⁴

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