



National  
Early Care & Education  
**WORKFORCE CENTER**

**Foundational Technical  
Assistance (TA) Series**

Webinar 6: Financial Resources and Sustainability for  
the Benefit of the Early Childhood Workforce

# National Early Care and Education (ECE) Workforce Center Fundors

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# Welcome & Introductions

# Foundational TA Series Facilitators



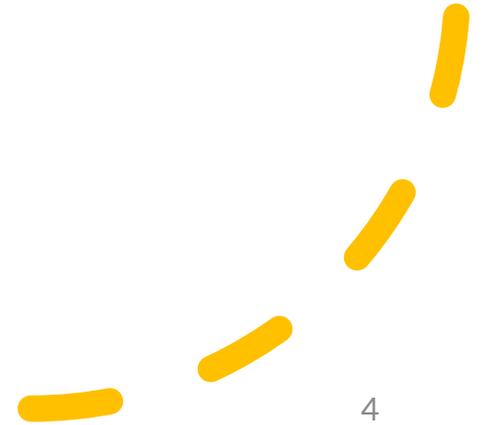
**Dr. Sherri Killins  
Stewart**

Director of Systems  
Alignment and  
Integration  
BUILD Initiative



**Dr. Aisha Ray**

Distinguished  
Fellow  
BUILD Initiative



# Collaborating Partner & State Example



**Sheetal Singh**  
Executive Director  
Early Learning Lab  
Start Early

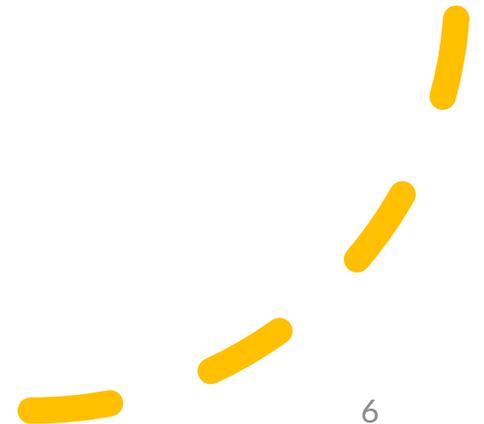


**BB Otero**  
President  
Otero Strategy  
Group

# Poll 1

If you participated in or watched the video of Webinar 5 of the Foundational Series presented on March 25, 2024, did you share information with one or more colleagues or members of your networks?

1. Yes
2. Plan to do so, but have not shared yet
3. No
4. Did not participate in the webinar or view the recording

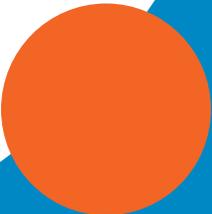




Leaders and  
Leadership:

Focusing on  
Sustainability and  
Financial Resources  
Policies Intended to  
Benefit the ECE  
Workforce

Webinar 6



# Webinar 6 Goals: Financial Resources Policies and Sustainability

Applying the process, strategies, and tools discussed in Webinars 1-5 we will discuss:

- Financial resources policies that intentionally and effectively remove inequities related to race, ethnicity and other factors associated with discrimination;
- Sustainability of the policy, practice, and system changes leaders make to advance financial resources policies intended to benefit the early care and education workforce across all sectors (e.g., center-based childcare, family friend and neighbor care, PreK); and
- The work of our program partner, Start Early, that supports the early childhood workforce and addresses key policy areas, including financial resources.

# Sample of Participants' Responses: The Actions You are Taking After Participating in Webinar 5

## Gaining new knowledge

- Learning from other states what is working, and what they have learned.
- To learn about specific compensation policies and activities that have been successful.
- Learn more about advocating for family childcare workers and to advocate for them.

## Working with others

- Engage state legislators and policy makers in addressing ECE workforce compensation
- Learn more about how I can use my influence to address cross systems change
- Look for more grant opportunities

## Building our tables to be more inclusive

## Sharing information with colleagues

- Bring information back to our working groups on compensation

## Intentionally connect with the workforce

- Continue to encourage increased participation at the table of the early childhood workforce providers

## Connect systems

- Attend meetings of those we need at our tables and not just invite them to meet with us
- Strategically think about how our work can align with the data shared today in recruiting, maintaining and sustaining a livable wage for ECE professionals

# Financial Resources

## Defined

Public investments in the early care and education (ECE) workforce and the broader ECE system through a variety of actions, including

- legislation,
- comprehensive sustainable financing,
- effective public relations efforts that elevate successes and build public support

## Policy and Strategy Examples

- Head Start and Early Head Start
- The American Rescue Plan Act (ARPA)
- Preschool Development Birth-5 Grants (PDG B-5)
- Use of federal funds to sustain mixed delivery systems

# Sustainable Public Investments in the ECE Workforce Contribute to an ECE System That:

- Is universal, **high quality, equitable, inclusive, and culturally responsive**
- **Is available to every child, birth to 5** and their families regardless of circumstances or geography
- Is adequately funded through funding streams that are **stable and sustainable overtime**
- Ensures the workforce is **adequately compensated** so that they and their families are financially stable and secure
- Supports **workforce professional development and advancement**
- **Addresses historic and current inequities** intentionally and effectively so that they are not replicated within ECE systems
- **Works across systems** (e.g., child welfare, housing, nutrition) that may affect young children and their families
- Engages in **continuous quality improvement**

# Poll 2: Current Status of Your Work on Financial Resources and Sustainability

Currently, where is your state, tribe, county, community, or program in advancing policies, practices, or services that intentionally and consistently address financial resources and sustainability?

1. Just beginning to intentionally and consistently address these issues
2. Have been working on them intentionally and consistently for at least 12 months
3. Have been consistently and intentionally working on these issues for over 12 months
4. None of the above

## Poll 3

### Share Your Understanding

For those of you who answered the last question with 1, 2, or 3 – regarding your current work to *intentionally and consistently* address financial resources and sustainability **who or what entities are in the decision-making process?**

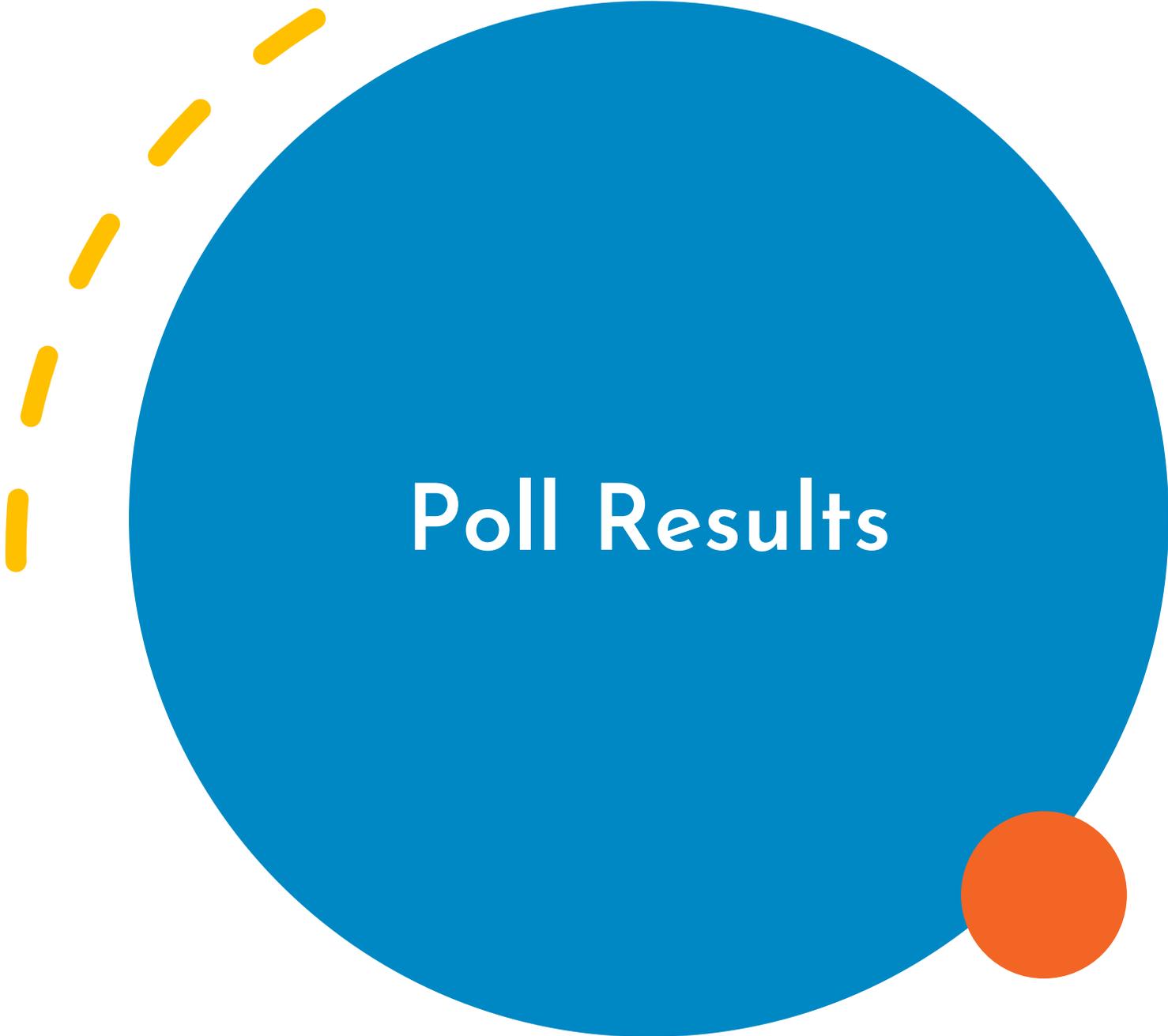
- Workforce members representing sectors such as childcare, FFN, PreK, infant-toddler care
- Fiscal policy consultants or advisers
- Sustainability consultants or advisers
- Federal, state, tribal, county, and other entities
- Higher education institutions (IHEs)
- Childcare Licensing
- Advocates
- Professional organizations
- Legislators and elected officials
- Unions/Entities representing workers
- Business community
- Private foundations
- Parent groups

## Poll 4

### Share Your Understanding

For those of you who answered the last question with 1, 2, or 3 – regarding your current work to *intentionally and consistently* address financial resources and sustainability **who or what entities are NOT in the decision-making process?**

- Workforce members representing sectors such as childcare, FFN, PreK, infant-toddler care
- Fiscal policy consultants or advisers
- Sustainability consultants or advisers
- Federal, state, tribal, county, and other entities
- Higher education institutions (IHEs)
- Childcare Licensing
- Advocates
- Professional organizations
- Legislators and elected officials
- Unions/Entities representing workers
- Business community
- Private foundations
- Parent groups

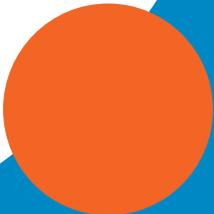


# Poll Results



Leaders and Leadership:

Building Effective Cross-System Networks that Use Multiple Levers to Advance Financial Resources and Sustainability to Benefit the ECE Workforce



# Financial Resources and Sustainability

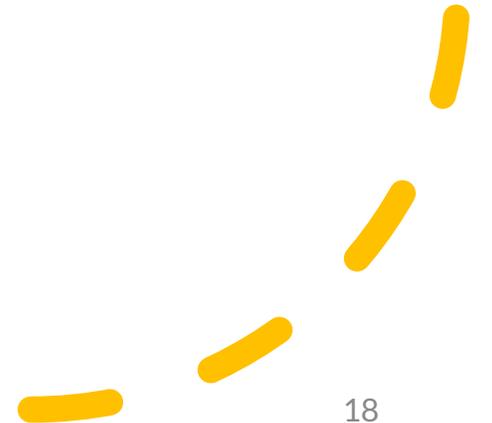
What work is currently going on in your state, tribe, county, territory, or agency in terms of financial resources and sustainability, such as:

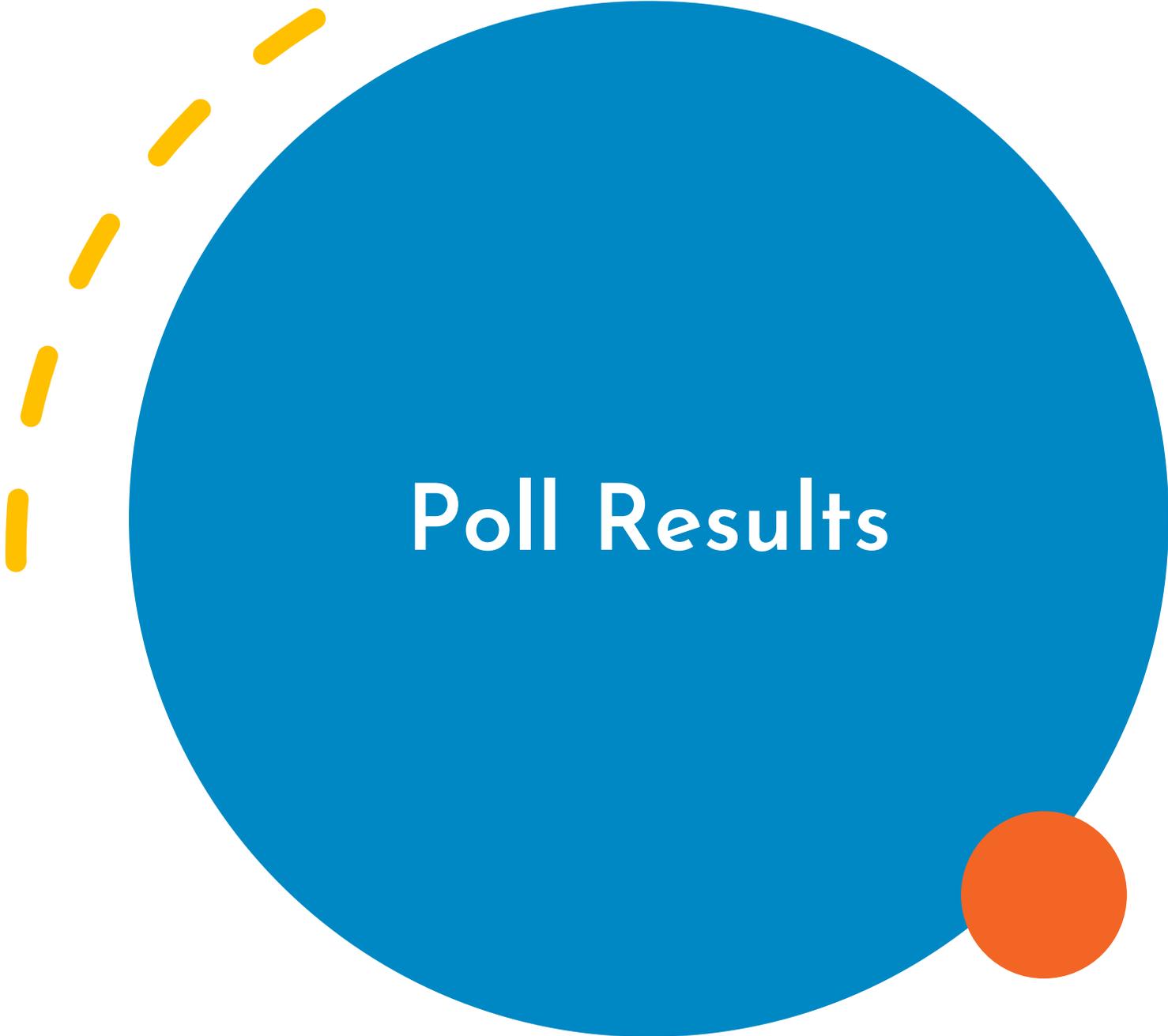
1. Strategic planning in response to grants, (e.g., PDG B-5) or other funding sources
2. Building cross-system teams
3. Engaging fiscal planning and sustainability consultants to work with you
4. Talking with legislators regarding funding legislation
5. Others

# Poll 5: Share Your Understanding

Within your role, authority, and influence how responsible are you for policies and practices that affect financial resources and sustainability?

- 1 Very responsible
- 2 Responsible
- 3 Minimally responsible
- 4 Not Responsible at All





# Poll Results

# Think About Who You Need to Advance Your Work:

## Financial resources?

1. The workforce
2. Fiscal policy consultants or advisers
3. Sustainability consultants or advisers
4. Federal, state, tribal, county and other entities
5. Higher education institutions (IHEs)
6. Child care Licensing
7. Advocates
8. Legislators
9. Unions/Entities representing workers
10. Media consultants or advisers

Who else?

## Sustainability?

1. The workforce
2. Fiscal policy consultants or advisers
3. Sustainability consultants or advisers
4. Federal, state, tribal, county and other entities
5. Higher education institutions (IHEs)
6. Child care Licensing
7. Advocates
8. Legislators
9. Unions/Entities representing workers
10. Media consultants or advisers

Who else?

# Mentimeter : How will you measure success regarding financial resources and sustainability policies, in 2 years and 10 years?



## Two Years?

QUALIFICATIONS AND EDUCATIONAL SUPPORTS



WORK ENVIRONMENTS



COMPENSATION & FINANCIAL RELIEF



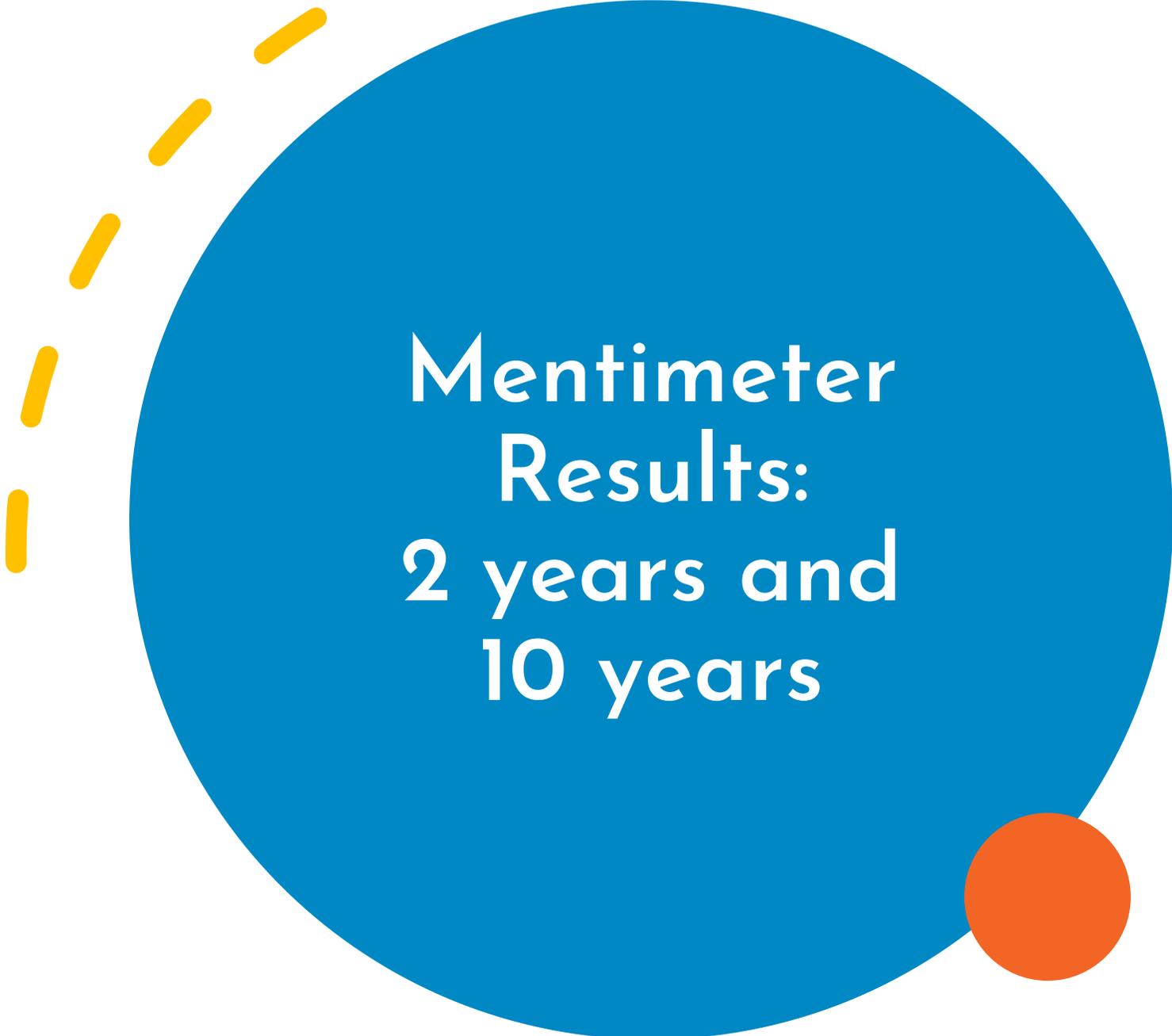
WORKFORCE DATA



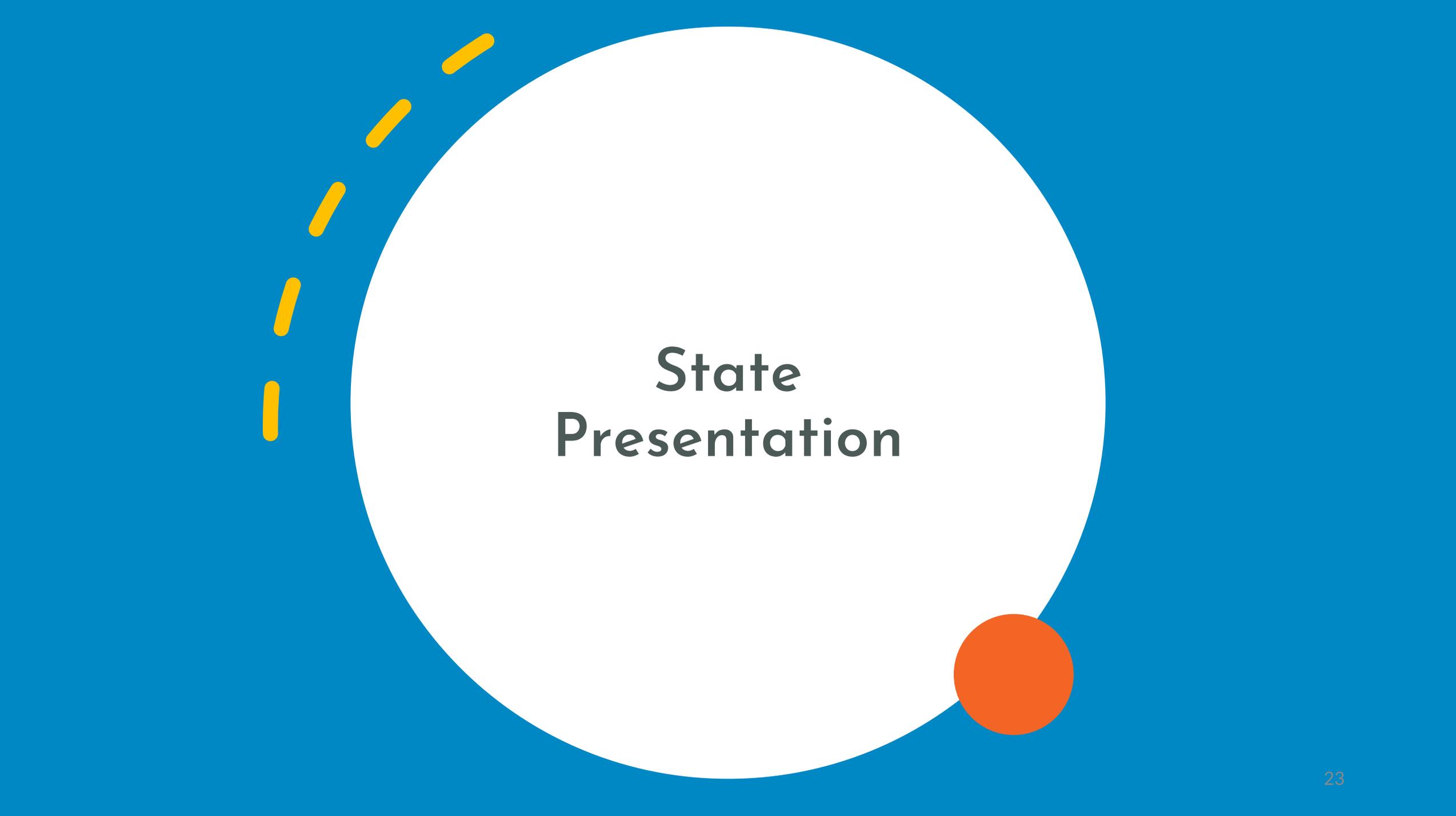
**FINANCIAL RESOURCES**



Mentimeter Results link: <https://www.mentimeter.com/app/presentation/alkjpi1z5y7nasvhoje4kqcdh6232trs>



Mentimeter  
Results:  
2 years and  
10 years



# State Presentation

# EARLY CHILDHOOD EDUCATOR COMPENSATION IN THE DISTRICT OF COLUMBIA

2022 - 23



COMPILED BY STRATEGY GROUP

# Policy

- Birth-to-Three for All DC Act of 2018 mandated  
“compensation equivalent to the average base salary and fringe benefits of an elementary school teacher employed by District of Columbia Public Schools with the equivalent role, credentials, and experience”
- Follows 2008 Pre-K for All DC which provided for publicly funded Pre-K for all 3 and 4 yr. olds which provided for pre-k teachers and assistant teachers in community-based settings to receive salaries in line with DC Public School’s salary scale.

# Advocacy

- The B-3 law is a culmination of almost 2 decades of advocacy to build an equitable early childhood system in the District.
- The coalition initially set up to support the passage of the legislation became Under3DC and continued to be supported by philanthropy.
- Made up of over 40 organizations, parents, grand- parents and providers works towards funding for birth to three.
- Compensation provision remained unfunded for 3 years as we were able to secure funding for other aspects of the law

# Regulations

In 2019, DC revised its licensing requirements which included new education requirements for early educators

- Directors: BA by Dec 2022 (15hrs in ECE)
- Lead teachers: AA by Dec 2023 (24hrs ECE)
- Assistant teachers: CDA by Dec 2023
- Home based caregiver and Associate: CDA by Dec 2023
- Expanded Home Caregiver: AA by Dec 23 (24hrs in ECE)

# Securing Funding



# Funding

Working with coalitions across the city we develop a joint revenue strategy and ask that was focused and non-competitive: early educator compensation, housing supports, and local expansion of Earned Income Tax Credit (EITC)

- Focused on tax justice, correcting inequities in tax structure: high-income individuals were paying less than middle income
- Approach: Modestly raise personal income tax rate on highest income individuals
- Tactics: Testimony at hearings, town halls, city wide events

Resulting revenue: \$75m at full implementation for early educator compensation

- This level of funding will likely not cover benefits provision in the law

# Implementation

- Original legislation mandated salary increases through subsidy reimbursements as determined in cost of care
- Implementing agency, the Council, and the community raised issues with this approach
- Once revenue was secured, funds deposited into a non-lapsing fund and Early Educator Equitable Compensation Task Force appointed
- Tasked to develop a recommendations and a plan for distribution (October 21 to March 22)

## Summary of Recommendations for Two-Phase Strategy

<u>Fiscal Year 2022-23</u> <b>Short-Term Mechanism: Supplemental Payments (direct-to-educator)</b> <i>+ Infrastructure Development</i>	<u>Fiscal Year 2023 or 2024 and Beyond</u> <b>Long-Term Mechanism: New Salary Scale (via program-level funding)</b> <i>+ Infrastructure Maintenance</i>
<ul style="list-style-type: none"> <li>• Supplemental payments, direct-to-educator through OSSE-granted intermediary, separate from salary</li> <li>• Individual eligible educators opt in (with extensive outreach)</li> <li>• Supplemental payment gradation based on role only (lead teacher vs. assistant teacher)</li> <li>• Fixed annual stipends to all eligible educators opting in (\$10,000 for assistant teachers; \$14,000 for lead teachers), spread over multiple installments to the extent feasible</li> <li>• Focus on infrastructure development, including updating OSSE data systems &amp; financial planning TA for providers, in prep for long-term mechanism</li> <li>• Data collection for purpose of spending accountability and to inform development of long-term payment mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Funds flow through child development facility (CDF) and are reflected in educators' regular salaries</li> <li>• OSSE-licensed child development homes and centers opt in (with extensive outreach)</li> <li>• Salary scale implemented, with gradation based on role, credentials, and experience</li> <li>• Program level funding formula accounting for a base amount reflecting number of teacher and assistant teacher FTEs, along with an equity adjustment, disbursed through regular payments from OSSE to CDF</li> <li>• Focus on infrastructure maintenance, including ongoing technical assistance for providers</li> <li>• Data collection for purpose of spending accountability and to inform impact assessment of Pay Equity Fund</li> </ul>

# Salary minimum recommendations

Proposed <u>minimum</u> annual salaries by role and credential level			
Assistant Teacher/Associate Caregiver		Teacher/Caregiver	
Credential Level	Minimum salary (hourly below)	Credential Level	Minimum salary (hourly below)
Less than a CDA	\$39,250 (\$19.00/hr)	CDA or 48 credit hours with $\geq 15$ credit hours in ECE	\$48,216 (\$23.18/hr)
CDA	\$45,448 (\$21.85/hr)	AA in ECE or AA with $\geq 24$ credit hours in ECE	\$56,725 (\$27.27/hr)
AA	\$48,216 (\$23.18/hr)	BA in ECE or BA with $\geq 24$ credit hours in ECE	\$66,735 (\$32.08/hr)

# Considerations

- Cash flow: need advance funds to pay staff; fund amounts can change over the course of the year (for example if a program hires additional staff)
- Technical assistance for providers needed and is high priority
- Limit administrative burden
- Leverage short-term payment process to gather data to inform long-term funding mechanism
- Provide for meaningful ongoing stakeholder engagement
- Conduct an evaluation of the compensation program
- Wage compression and administrator compensation
- Equity concerns i.e.: undocumented educators; language access provisions; individuals with limited literacy and/or tech literacy

# Challenges

- Data: little to no centralized data on the workforce
- Benefits cliffs in the short term and long term
  - Law includes benefits in the definition of compensation but hasn't yet been addressed
- Tension/trust between employer-employees
- Concerns about duplicative, burdensome reporting
- Barriers to education for LEP, undocumented teachers
- Credentialing verification barriers for immigrant teachers with degrees from other countries
- Communications and messaging
- Threats to funding

# Next Steps

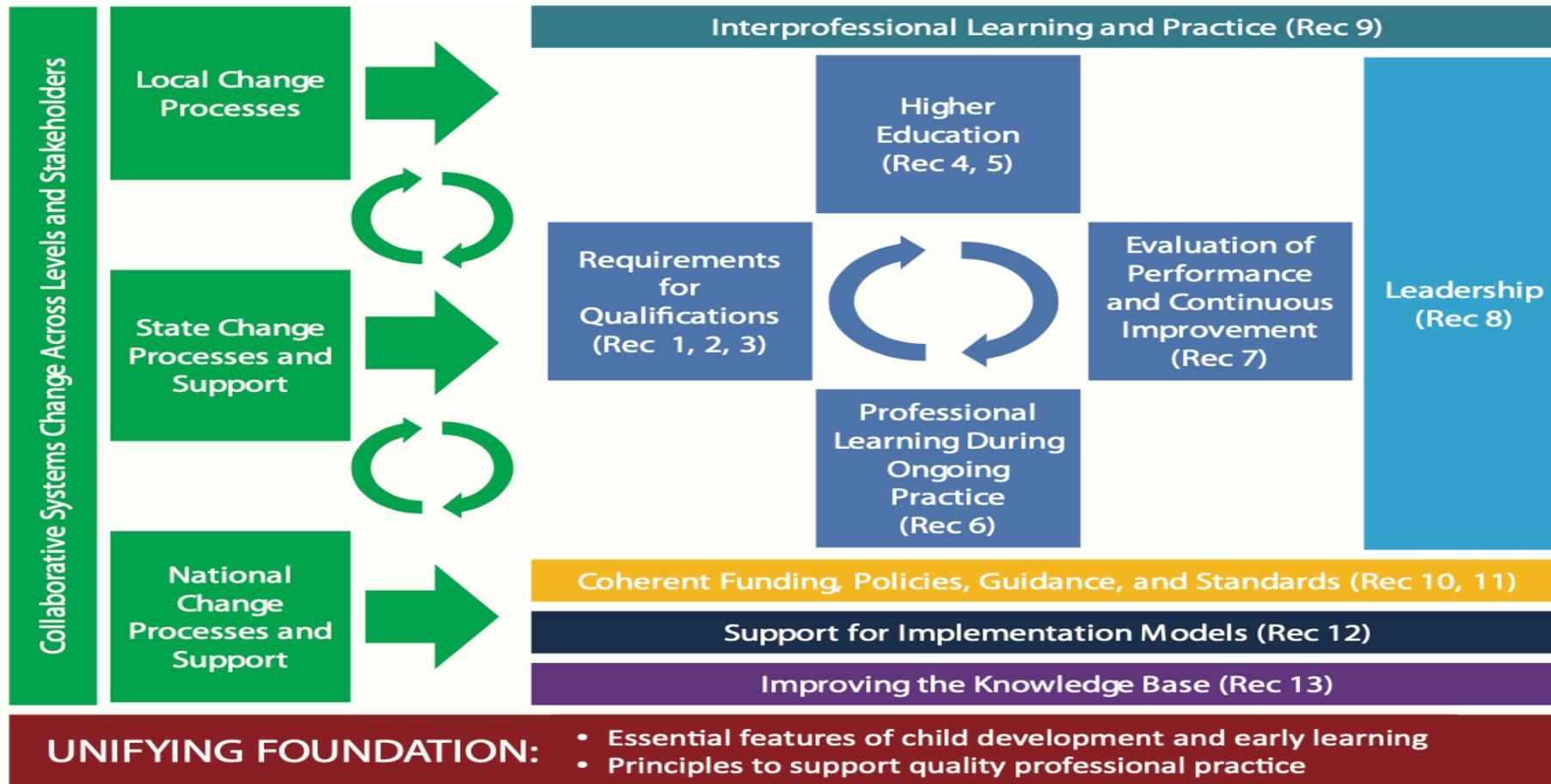


- Council accepts task force recommendations for permanent compensation program
- Council codifies the recommendations into law
- OSSE distributes pay supplements
- OSSE develops and implements permanent program (likely in Summer 2023)



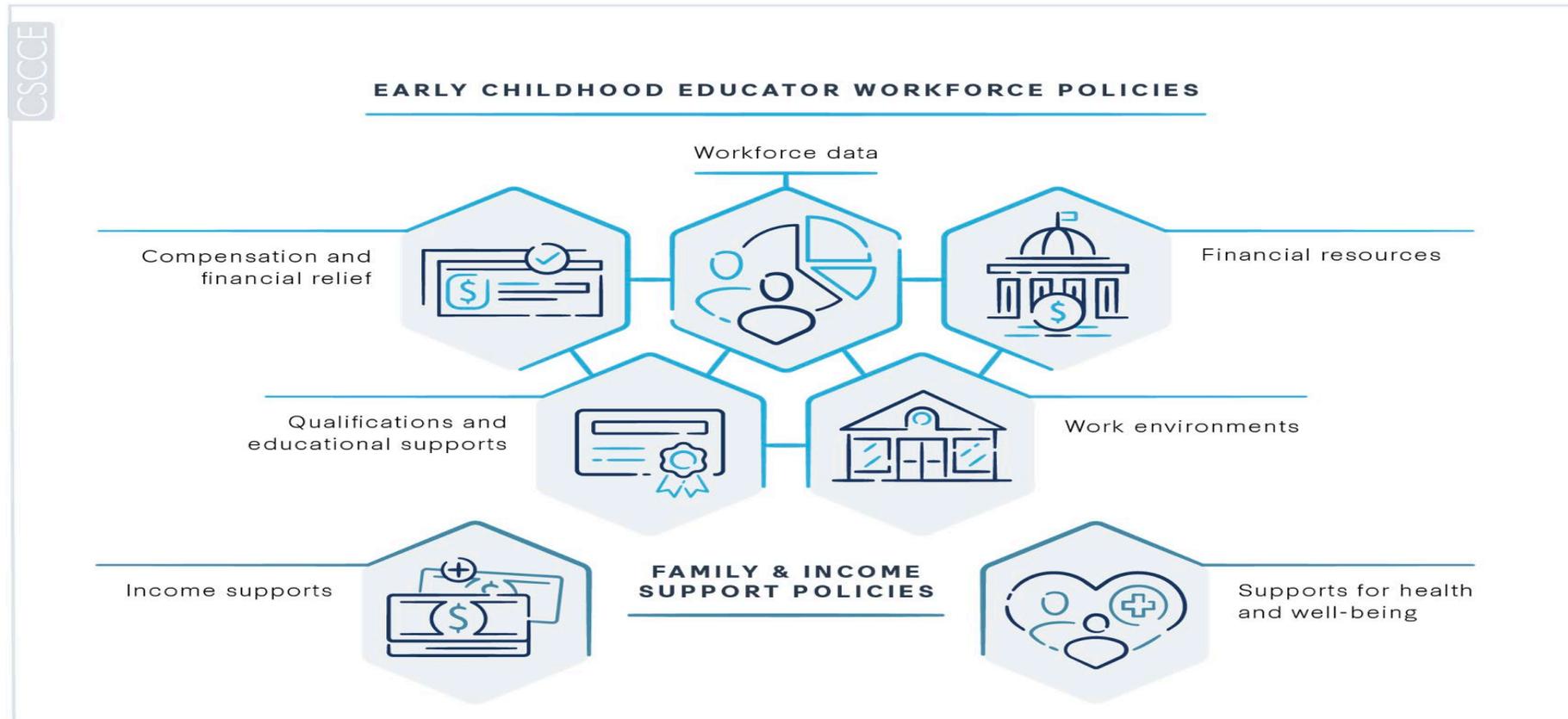
**A Process for  
Sustaining Systems  
and Policy  
Changes that  
Benefit the  
Workforce**

# Transforming the ECE Workforce 2015



**FIGURE 12-2** A blueprint for action with a unifying foundation, a framework for collaborative systems change, and interrelated recommendations.

# Center for the Study of Child Care Employment



# Top-Down, Bottom-Up: Building a State Child Care Center Workforce



**Define the Child Care Workforce:** Develop workforce definitions, develop workforce competencies, and Collect, analyze, and utilize workforce data.



**Ensure Competency and Quality:** Determine education requirements and career pathways and Enforce competency requirements.

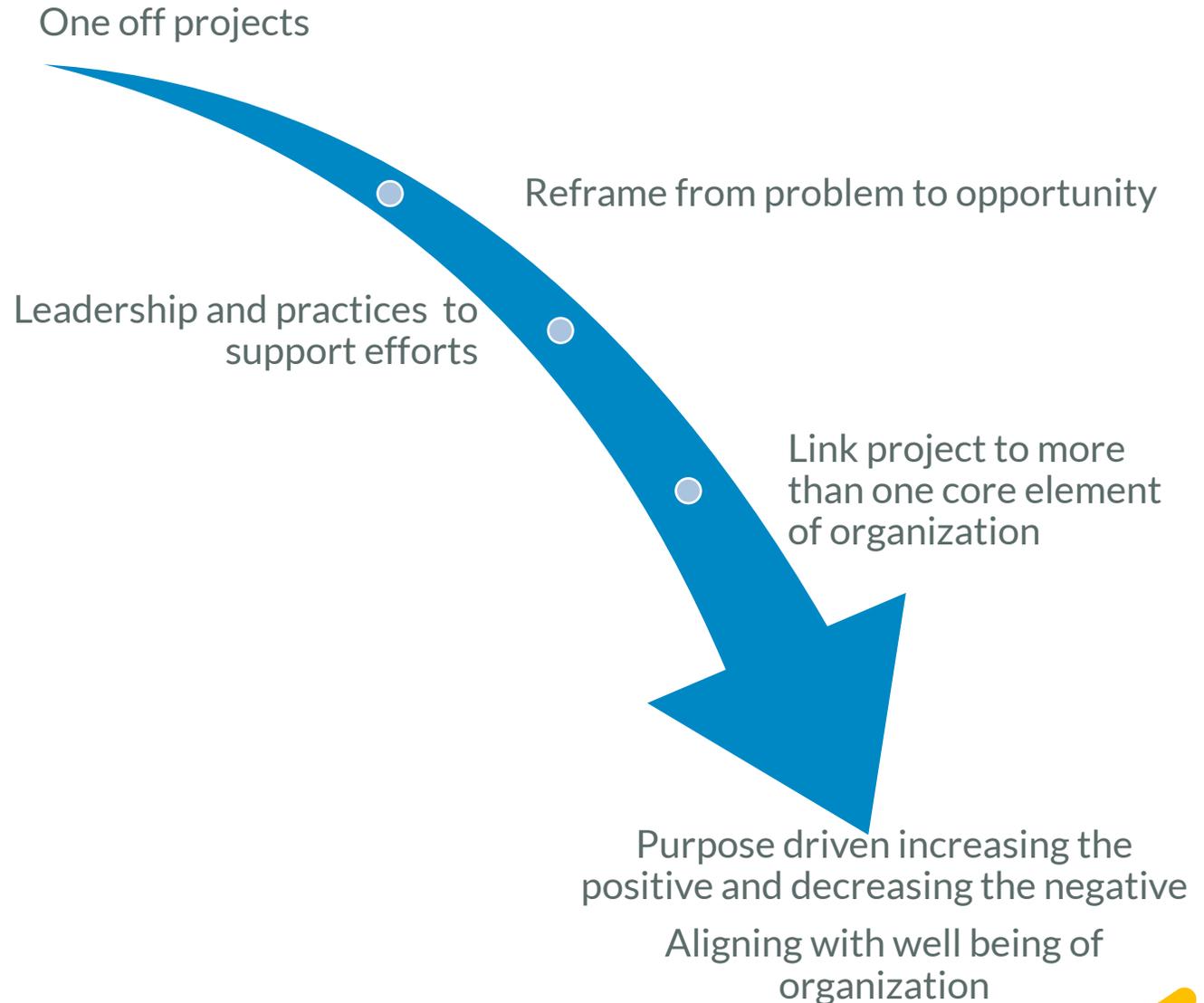


**Determine Cost of the System:** Analyze cost, Analyze workforce costs, and conduct system-level cost modeling.



**Identify Financing:** Identify financing mechanisms and determine funding for compensation

# Sustainability: An Introduction



# Ingredients for Sustainable Change

**Vision:** What are we doing and why

**Incentives:** Reasons, perks, advantages

**Skills:** Skill sets

**Resources:** Tools and time

**Plan:** Direction, assessment plan, and specific, actionable steps



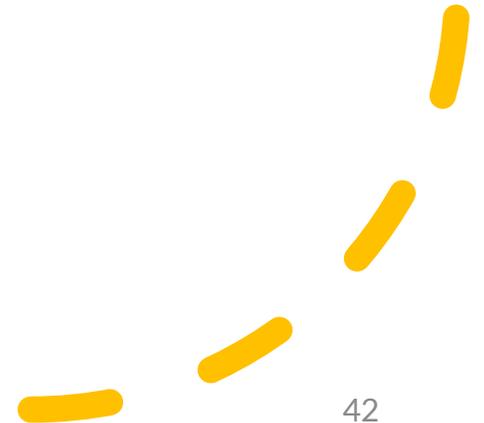
# Poll 6

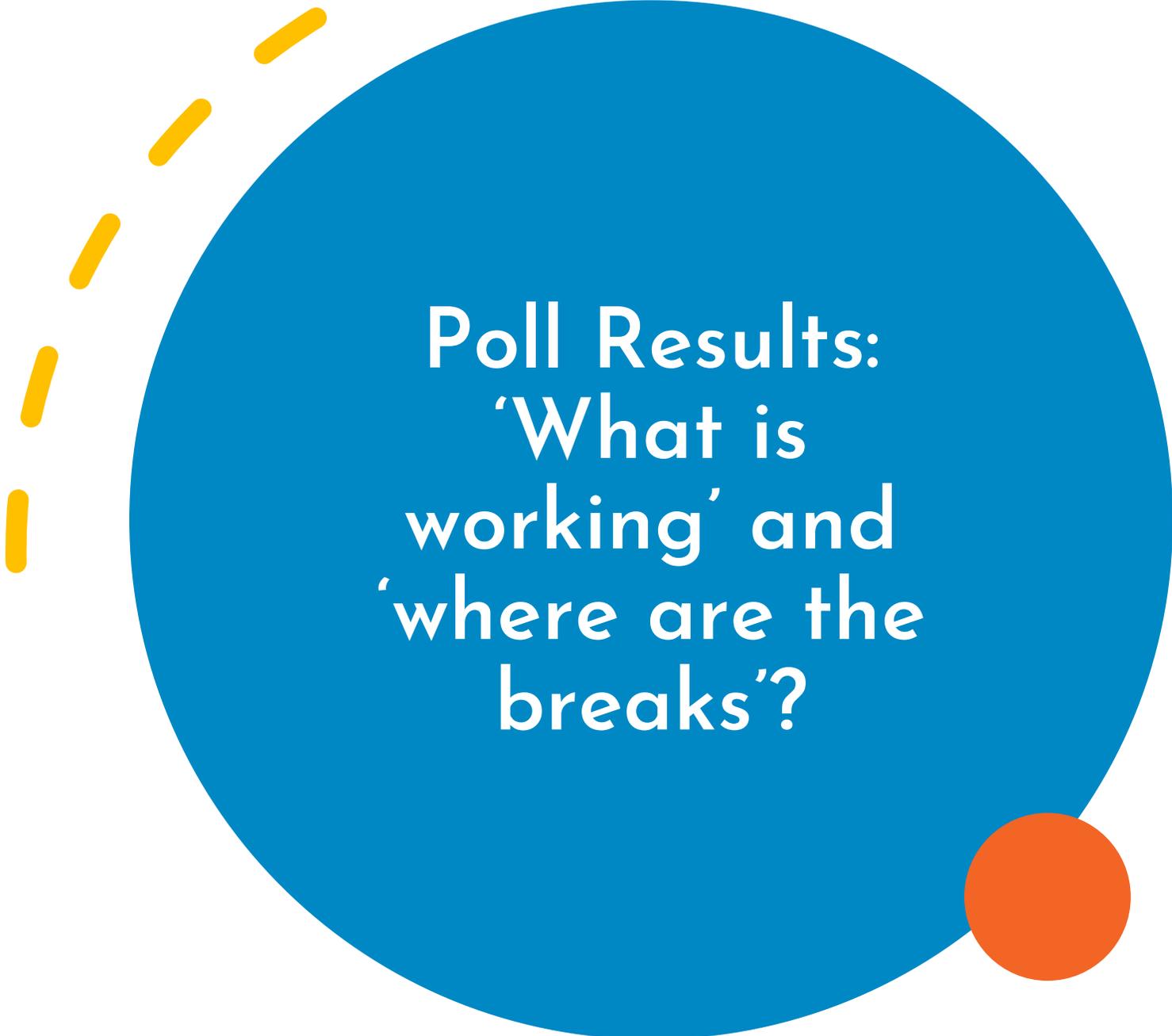
Q1. What is working for you?

1. Vision
2. Incentives
3. Skills
4. Resources
5. Plan

Q2. Where are the breaks in your financial resources and sustainability efforts?

1. Vision
2. Incentives
3. Skills
4. Resources
5. Plan



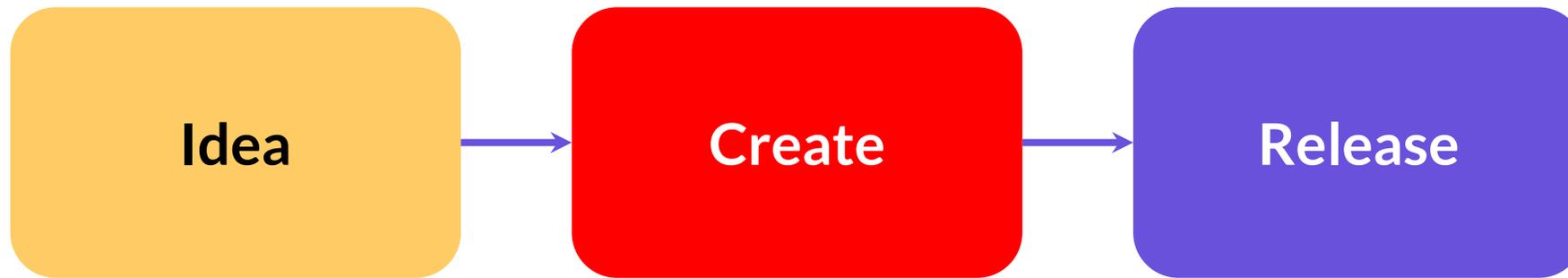


Poll Results:  
'What is  
working' and  
'where are the  
breaks'?

# Collaborating Partner:



# Traditional Approach



**\*Entering design with best of intentions**

**\*Designing with assumptions of end-user**

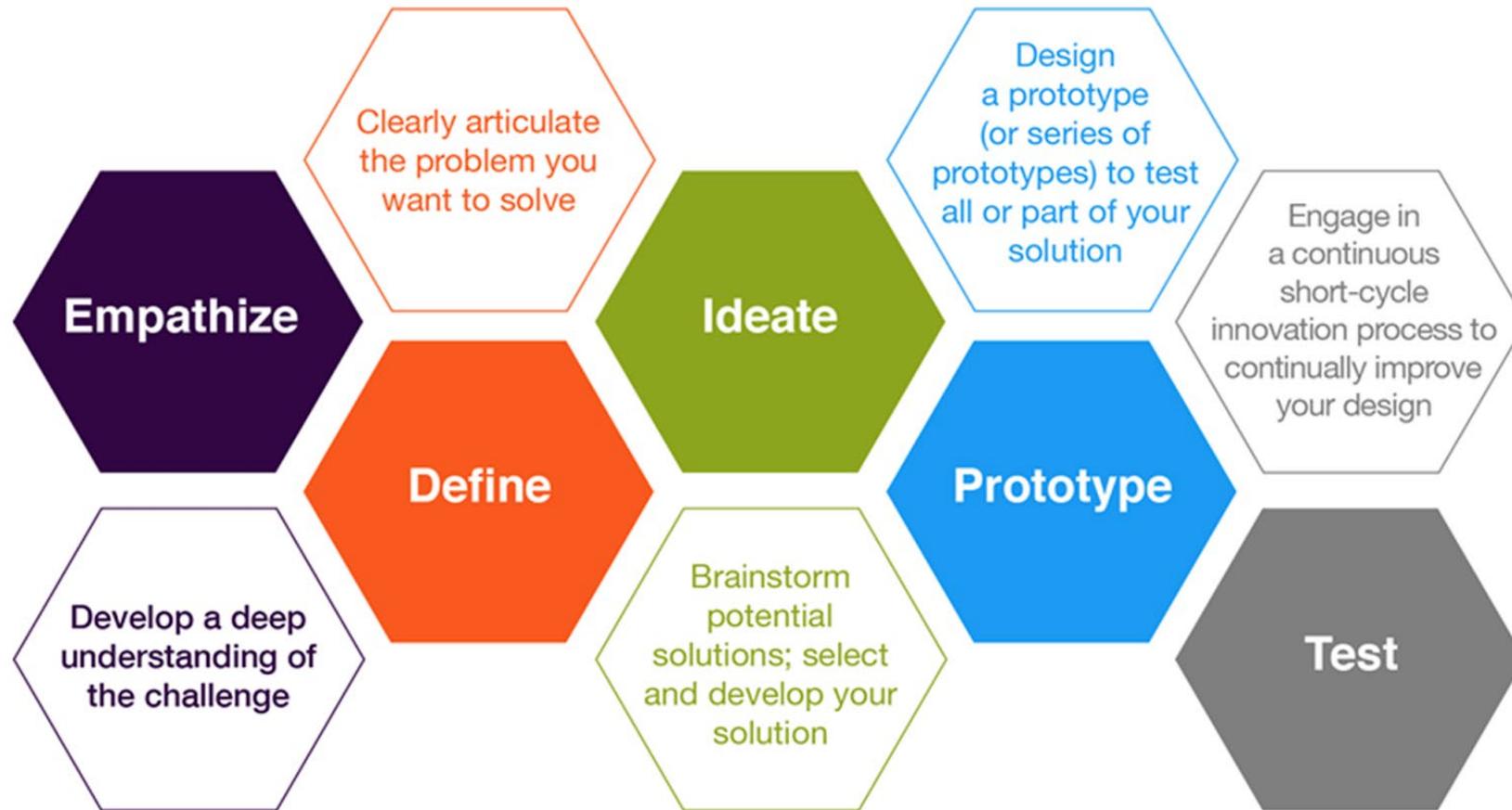
**\*The assumptions are only validated after release**

- Resource intensive
- Big Gamble/High-Risk if the end-user does not benefit from or use the “solution”
- Updates/Iterations take months or years to happen, if they happen at all

# What is Human Centered Design?

A design-methodology with a **framework, set of tools, and mindset to solve problems by re-framing the problem in a human-centric way.** This means **centering those affected by the problem to co-create the systems, services, and products.** This ensures the solutions are truly helpful to the people who will use them.

# Human Centered Approach



# Human Centered Approach

## 1 EMPATHIZE

*Learn about the audience for whom you are designing, by observation and interview.*

### Activities:

- User interview
- Informal chats
- Observation
- Shadowing
- Mystery shopping
- Picture-taking
- Immersion

### Deliverables:

- Personas
- Empathy map
- List of user feedback
- Problems identified

## 2 DEFINE

*Create a point of view that is based on user needs and insights.*

### Activities:

- Workshops
- Stakeholder meetings
- Focused groups

### Deliverables:

- Design brief (including Point of View and How Might We statements)
- Stakeholder map
- Context map
- Customer journey map
- Opportunity map

## 3 IDEATE

*Brainstorm and come up with as many creative solutions as possible.*

### Activities:

- Ideation activities
- Brainstorming
- Workshops
- Mindmaps
- Sketching/drawing

### Deliverables:

- Ideas / concepts
- Sketches
- Prioritization map
- Affinity map
- Idea evaluation

## 4 PROTOTYPE

*Build a representation of one or more of your ideas to show to others.*

### Activities:

- Space prototyping
- Physical/digital prototyping
- Paper construction
- Wireframe building
- Storyboards
- Role-plays

### Deliverables:

- Physical/digital prototypes
- Wireframes
- Storyboards

## 5 TEST

*Share your prototyped idea with your original user for feedback.*

### Activities:

- User testing
- Observation
- Picture-taking
- Evaluation
- Discussion

### Deliverables:

- List of user feedback
- Observation
- Evaluation map
- Proposed refinement

# Who Utilizes HCD?

- Originated in product design.
- Has been adapted to address complex problems related to human services delivery.
- The social sector has begun adopting best-practices of HCD to better integrate user (family, child, community voice) in the co-design of programs and systems improvement.



Unlocking the power of  
design for the social  
sector



OPRE Report 2022-78 | July 2022

## A Review of Human-Centered Design in Human Services

Kristina Rosinsky, Desiree W. Murray, Kerensa Nagle, Suzanne Boyd, Sara Shaw, Lauren Supplee, and Marisa Putnam

## Successfully Co-Designing with CROP Organization

When it comes to products that serve vulnerable communities, it's a non-negotiable that we partner closely with those communities. By naming what we don't know and designing alongside impacted folks, we create our best work: solutions that truly meet their needs and reduce harm.

# Mitigating Challenges

- Leadership buy-in:
  - Ensure leaders are part of the process so they don't block the work
  - Conduct HCD to inform strategic planning, not after
- Resources: Budget for the work (time and \$)
- Acknowledge power differences
- Ensure the team is ready: Do they want to be there? Do they have open minds?
- Create safe and productive spaces
  - Start the process grounded in our shared outcomes, but foster productive conflict
  - Model kindness and encourage risk taking
  - Structure design sessions and work meetings well, so everyone's time is well spent
  - Support effective facilitation

# Best Practices for Co-design/HCD with Families and the Workforce

- 1. Engage users early and throughout the design process.** Program design begins with defining the problem you are trying to solve. Often, that problem is defined by experts, leaders, funders. Users may have different perspectives on what the problem is or should be.
- 2. Step up and step back.** Be an active participants and share your point of view *and* step back to listen to others
- 3. Slow down.** HCD projects can be scoped for various time frames, but the more time you can spend with people, the more successful you will be. If you rush through the process, you will not be able to cultivate meaningful engagement.
- 4. Embrace uncertainty.** Incorporating multiple perspectives can be a messy process. HCD is about divergent and convergent processes. Sit with the discomfort and trust that the process will lead to insights.
- 5. Test, iterate.** Test your hypotheses in small ways, gather data, measure effectiveness, and build on what's working. HCD is a cycle, not a one-time process.
- 6. Let go of power.** Where you end up may not be where you thought you should go. Be open to new possibilities.
- 7. Mindsets**
  - a) Humility.** Yes, you are an expert, but you are not the only one. Learn to honor a diversity of expertise from different lived experiences. PhD to GED and everything in between.
  - b) Curiosity.** Be curious about other people and their perspectives. What can you learn from them?
  - c) CQI.** At the heart of the design process is the belief that we are always learning, we can always do better.

# Thank You!



 /startearlyorg

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# Closing of the Foundational Webinar Series

# Process<sup>1</sup>

- Understanding root causes of inequity in early childhood systems
- Taking action
- Working with people, programs, and structures.
- Using data: to plan, to decide, to monitor.
- Leveraging roles, responsibilities, and influence of leaders and leadership.



# Topics Covered

- Data: qualitative and quantitative, including resources (e.g., CSCCE Index)
- Collect stories that data can't tell
- Leaders can build and use effective networks for workforce system reform.
- Webinar discuss how leaders and leadership use data, both quantitative and qualitative, to understand the causes of the challenge, identify and sustain partners or networks, programs, structures, and systems, to take action in policy, programs, and practice changes:
  - Qualifications & Educational Supports and Work Environments (Webinar 4)
  - Compensation and Financial Relief (Webinar 5)
  - Financial Resources (Webinar 6)

# Mentimeter

What are your next steps?

*Mentimeter Results Link:*

<https://www.mentimeter.com/app/presentation/alqyzapp4hsa1szvh5n9xfzox6sart7y>



# Closing Comments

- Think within your roles, responsibilities and authority – what can you do?
- Build for equity, inclusion, and community-- Don't be a superhero, but join with others
- Determine and expand who is at the table
- Build networks across systems
- Listen intentionally to the workforce and respond
- Focus on sustainability to carry this work forward



# Post Webinar Survey

# Resources

1. “Leading at the Intersections: An Introduction to the Intersectional Approach Model for Policy and Social Change.” ( C. Nicole Mason, Ph.D.)
2. “Rewrite the Racial Rules.”(Roosevelt Institute)
3. “Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization.” (Annie E. Casey Foundation)
4. “Taking Data Apart: Why a Data-Driven Approach Matters to Race Equity.” (Annie E. Casey Foundation)
5. Collaboration People Tools and Processes, November 2015 Mashek, Nanfito