

LD 1652 Work Session Packet

Compiled by MaineAEYC for the

Innovation, Development, Economic Advancement, and Business Committee

May 2021

Page 2 – Early education proposals from Governor Mills, OCFS, Speaker Fecteau, & Senate President Jackson

Pages 3-4 – Side by side comparison of workforce components in OCFS 2021 plan and LD 1652

Pages 5-11 – OCFS Child Care Plan for Maine, May 2021

Pages 12-21 – Maine Child Care Survey, Spring 2021, conducted by MaineAEYC, FCCAM, YMCAs, Head Starts

Pages 22-23 – Early Education in Maine, access, funding, economic impact overview, FFYF

Pages 24-31 – Transforming the Workforce & Transforming the Financing of the Workforce, national reports

Pages 32-33 – Unifying framework for early education profession, recommended workforce policies

Pages 34-36 – Maine early childhood workforce data and rating of Maine on its workforce policies

Pages 37-39 – Wage supplements and wage strategies used in other states

Pages 40-41 – Example of wage supplement scales in Tennessee and Iowa

Pages 42-47 – Scholarship overview and data for Maine and TEACH scholarship programs across the US

Pages 48-49 – Early childhood education apprenticeship program overview

Pages 50-51 – Brain Science, Early learning, and why the first five years are so important, Harvard

Pages 52-63 – OCFS data on child care access in Maine, child care gap analysis, Bipartisan Policy Center

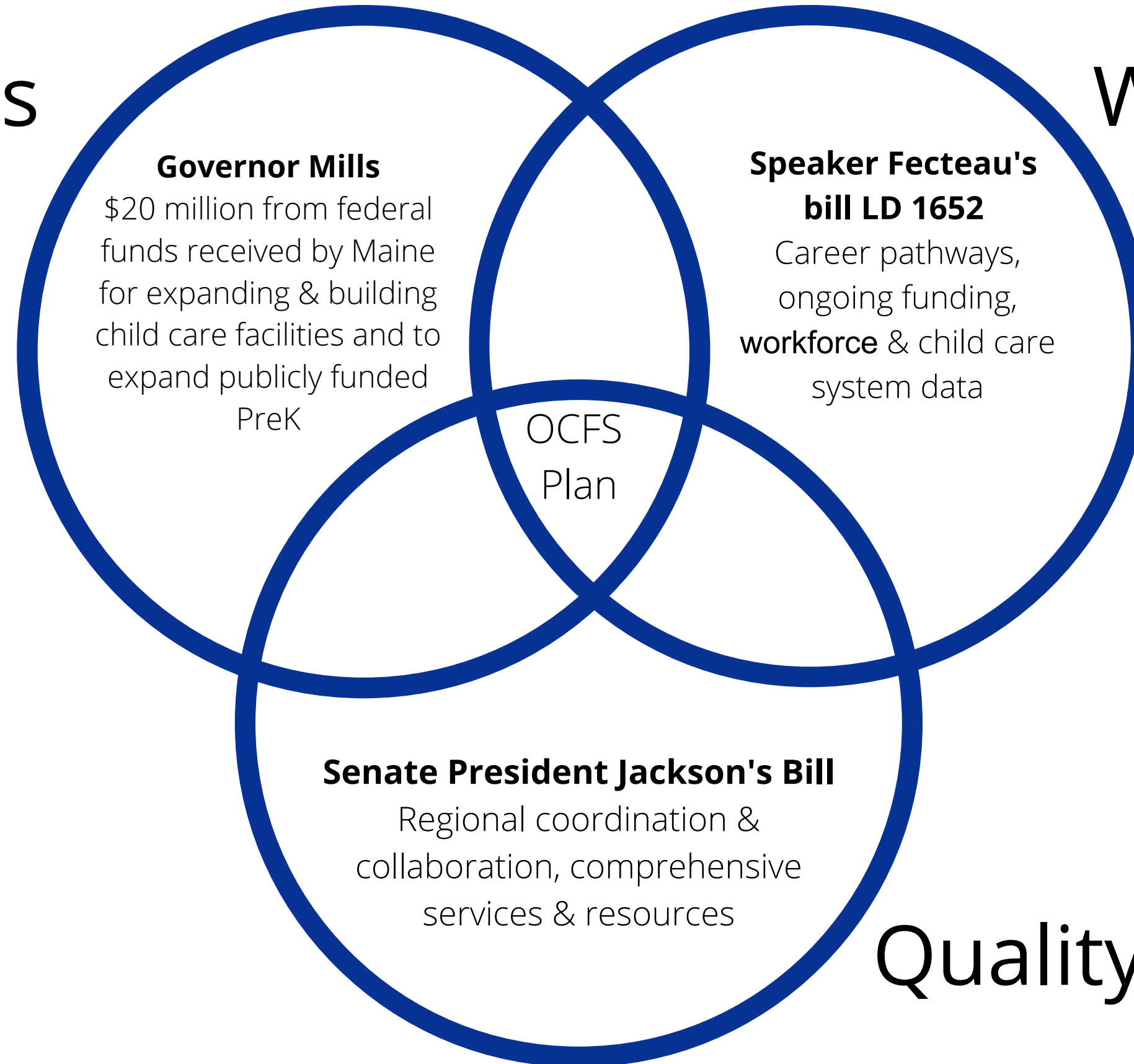
Also sent to IDEA committee members with this packet:

Trostel Study, PATH TO A BETTER FUTURE: Fiscal Payoff of Investment in Early Childhood Development in Maine

CSA Maine Report, Early Childhood Programs' Scarcity Undermines Maine's Rural Communities

Access

Workforce



Quality

	LD 1652	Current OCFS Work & 2021 Child Care Plan
Workforce Training and Career Pathways	<ul style="list-style-type: none"> • Maine DHHS will allocate \$200,000 a year for early education scholarships, ongoing using federal block grant funds • Maine DOL will allocate \$200,000 a year for early childhood apprenticeships, ongoing • Articulation agreements. Collaborating with local adult education providers of school administrative units, apprenticeship sponsors, career and technical education programs, the Maine Community College System, and the University of Maine System to create articulation agreements between these entities for the transfer of credits for course work related to early childhood education and to facilitate enrollment in courses that lead to the issuance of a postsecondary degree by a degree-granting institution; and <p>Support for immigrants and those new to the workforce. Support individuals, including immigrants and other populations lacking experience in the State's workforce, who require foundational skills development to enter and succeed in early childhood education courses, including but not limited to English as a second language, literacy, numeracy and employability skills.</p>	<ul style="list-style-type: none"> • Continue TEACH Early Childhood Scholarship program for FY22 at \$200,000 • Develop and deliver a Parent Engagement training to child care providers • Expand Classroom Assessment Scoring System (CLASS) to measure outcomes in child care and incentive program participation with \$500 per program (estimate 200 programs) • Train early care and education providers on Maine Early Learning Development Standards (Workforce and Quality)
Wage Support	<ul style="list-style-type: none"> • Salary supplements. Annual funding of at least \$4.5 million to focus on at least 2,000 early childhood educators beginning in FY24 (after the federal funds from the American Relief Plan Act pledges by OCFS have been spent). <p>A. Supplements are designed by each state (may range from \$1,000 a year to \$5,000 a year) on a graded scale that awards higher salary supplements to an individual based on the course credits or credentials earned and the level of education and experience of the individual;</p> <p>B. Needs to be employed at a child care program that is part of Maine's quality rating and improvement system,</p>	<ul style="list-style-type: none"> • Will provide \$14 million a year for 2 years to child care providers, will be allocated per staff member that will be required to be spent on wages/benefits/bonuses <p>Estimate is \$100 a month per child care employee, for approximately 12,000 child care teachers and staff</p>

	<p>but salary supplement amount is not tied to the program's rating (all licensed child care programs will soon be required to be part of this system)</p> <p>C. Needs to be registered on Maine's statewide early childhood education career registry</p>	
Data	<ul style="list-style-type: none"> • DHHS shall collect early childhood workforce and child care data, including, but not limited to, workforce demographics, salaries and benefits, enrollment and staffing demographics in family child care and child care centers, and cost-of-care and affordability assessments, with race, ethnicity and geographic information within all datasets • DHHS, DOE, DOL shall jointly & biennially submit a report to the Legislature including a review of the adequacy of the pathways to early childhood education careers and an evaluation of how the collection of early childhood workforce and child care data and coordinated, dedicated funding are supporting the ongoing development of an early child care and education system. 	<ul style="list-style-type: none"> • Support the creation of the Early Childhood Integrated Data System (ECIDS) to assess programmatic outcomes of early childhood programs across the lifespan

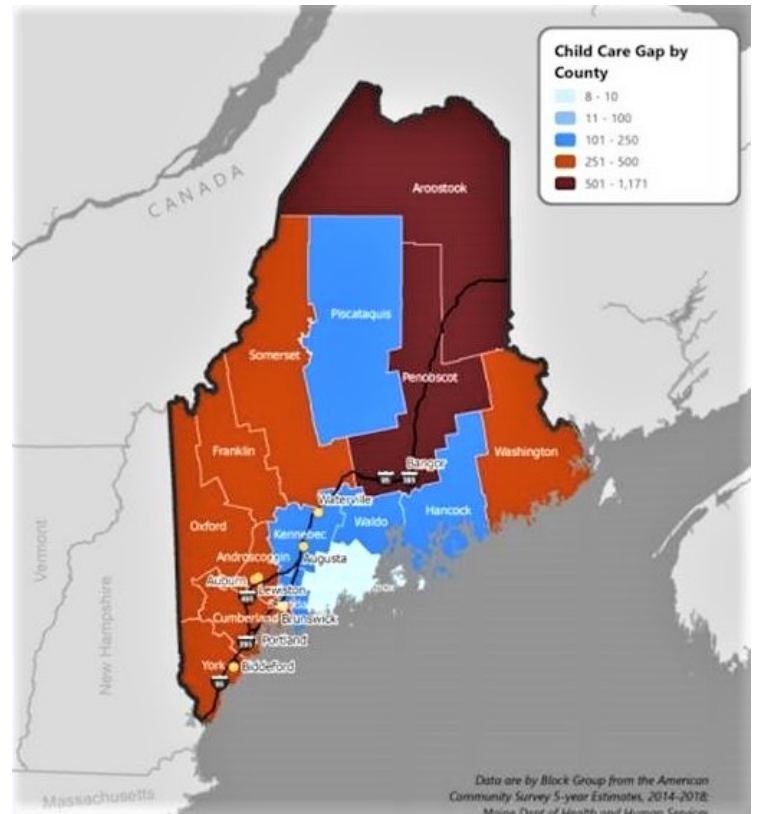


Child Care Plan for Maine: May 2021

Maine recognizes the importance of quality, accessible, affordable child care to support working families. The benefit of quality child care is multifold – it supports working parents to provide for their families while children benefit educationally, socially, and emotionally from a caring, nurturing environment. From an economic perspective, the Federal Reserve Bank of Boston states, “Research demonstrates child care problems lower worker productivity and cost U.S. employers and working parents billions of dollars annually. Furthermore, job stability and family income directly affect a child’s social, physical, and emotional health.” This Child Care Plan for Maine summarizes the system landscape pre-pandemic and the supports implemented to providers and families during the pandemic. Our focus then turns to recovery and the strategies that will be implemented to support Maine families, children, and child care providers toward a sustainable recovery and brighter future.

Pre-Pandemic

Prior to the COVID-19 pandemic, the Office of Child and Family Services (OCFS), in alignment with the [Children’s Cabinet’s Strategic Plan for Young Children](#), established both long-and short-term goals to increase access to affordable quality child care in Maine and focus on child care workforce recruitment and retention. Maine participated in the [Bipartisan Policy Center’s Child Care Gap Analysis Project](#) in the winter of 2019. The results showed overall there was a 9.2% need of care gap across Maine for children under the age of six with all available parents working. Rural areas of the State saw the most significant gap in the need versus the supply. The map on the right shows that the greatest percentage gaps (orange and red) are in the rural areas of the state with smaller percentage gaps in the southern and more urban parts of Maine. While Maine does not have true data on the gap specific to infants and toddlers, anecdotal evidence indicated this was a common challenge with concerns expressed by several stakeholders. While all states have a goal to eliminate gaps, Maine was one of the two states participating in the project with a gap under 10% which positioned the state to withstand the challenges of the pandemic better than other



states. Despite this relative strength, the child care system was heavily impacted by the pandemic and continues to need support for an effective recovery.

The Maine Department of Education (DOE), in collaboration with Maine Department of Health and Human Services (DHHS), was awarded the Preschool Development Grant (PDG), Birth through Age 5 in 2019. This Initial PDG B-5, which expired in 2020, was a planning grant to study and improve the Early Child Care and Education mixed delivery system. This grant supported the Children's Cabinet goal that all Maine children will enter kindergarten prepared to succeed. The planning grant provided the state with valuable information gathered from stakeholders across the state through the needs assessment *B-5 for ME: Quality, Accessibility, and Affordability of Services for Maine's Children & Families*. This work informed the development of *The State of Maine Strategic Plan for Meeting the Needs of Vulnerable Children Birth to Age 5 and Their Families*, a roadmap for moving toward an aligned, efficient, and high-quality system for all children birth-age 5 and their families, especially those who are considered vulnerable. DHHS and DOE collaborated to submit an application to receive the PDG implementation grant, and while the implementation grant was not awarded to Maine, the child care plan and spending strategies stem from the initiatives outlined in the grant application and strategic plan between the Departments.

These findings were the driving factors in two initiatives implemented in 2020. Despite the pandemic, these initiatives were implemented beginning in state fiscal year 2021:

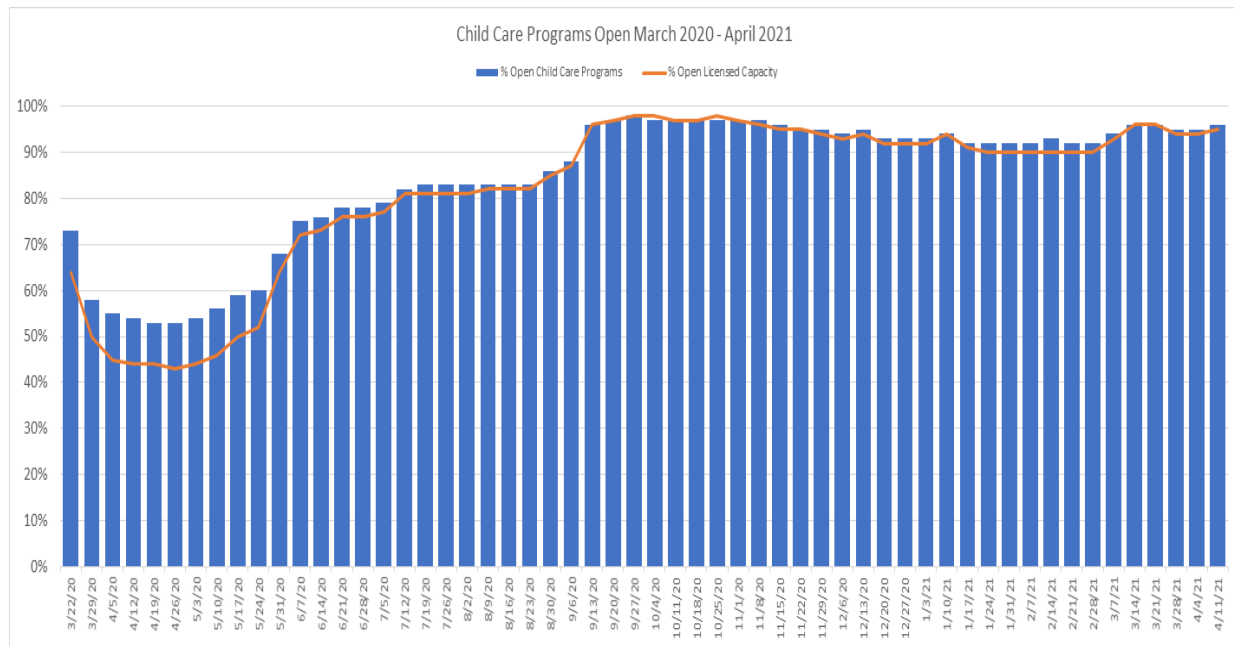
- Providers participating in the Child Care Subsidy Program (CCSP):
 - Receive a weekly stipend of \$100 per infant on CCSP.
 - Receive a 10% quality bump payment for infants and toddlers served through CCSP.
- OCFS, in an attempt to boost the recruitment and retention of early child care educators began:
 - Covering the cost of licensing fees for both family child care providers and facilities.
 - Offering several quality awards in partnership with Maine Roads to Quality Professional Development Network (MRTQ PDN) with new Registry member awards, newly licensed mini-grants, moving up a quality level award, reimbursement for the cost of accreditation, and maintaining accreditation mini-grants.
 - Partnering with Maine Association for the Education of Young Children (AEYC) to create TEACH scholarship program.
- OCFS also began efforts to enhance the Child Care Choices website to improve the availability and accessibility of information about providers for families who may be seeking child care.

Prior to the pandemic OCFS had been dedicating significant time and resources to ensuring CCSP was easily accessible to families and in full compliance with federal Child Care Development Block Grant (CCDBG) requirements set out in the 2014 Reauthorization Act. During 2020, OCFS was able to achieve this goal through the creation and implementation of fingerprint-based background checks for providers. To date over 12,000 background checks have been completed to ensure the safety of children served in Maine's child care settings. OCFS achieved full compliance in July of 2020. In addition, in January of 2020, OCFS began a one application process through the financial and program eligibility requirements for CCSP making the program application simpler for families.

Impact of Pandemic on Child Care

While the COVID-19 pandemic has had an immense impact on the world of child care, through several funding supports and targeted efforts, OCFS has been able to support providers in order to maintain the majority of Maine's child care capacity. In February of 2020, Maine had a total of 1,835 licensed child care programs statewide. Of those, 1,005 were family child care programs and 830 were facilities. As of March 2021, Maine has 95% of the pre-COVID licensed program totals with 1,713. Of those, 916 are family child cares and 797 are facilities. In addition, the Child Care Subsidy Program (CCSP) has seen a steady increase in

total families and children receiving CCSP over the last four months. Currently 2,854 families representing 4,369 children are served by the program.



From March of 2020 to March of 2021 OCFS' Child Care Licensing Unit received 166 applications for new child care programs. 111 have been licensed; 36 are still in the application process; and 19 closed their application, declining to pursue licensure.

<i>County</i>	February 2020 Total Providers	March 2021 Total providers
<i>Androscoggin</i>	291	326
<i>Aroostook</i>	121	121
<i>Cumberland</i>	514	512
<i>Franklin</i>	57	56
<i>Hancock</i>	89	91
<i>Kennebec</i>	231	220
<i>Knox</i>	57	60
<i>Lincoln</i>	51	48
<i>Oxford</i>	101	109
<i>Penobscot</i>	245	252
<i>Piscataquis</i>	26	30
<i>Sagadahoc</i>	67	54
<i>Somerset</i>	75	74
<i>Waldo</i>	71	74
<i>Washington</i>	50	60
<i>York</i>	291	276
Total¹	2,337	2,363

¹ Total includes camps, CCSP licensed exempt resources, child care facilities and family child care providers.

Pandemic Support for Providers

Throughout the pandemic, OCFS has provided regularly updated [guidance](#) to child care providers on health and safety measures related to COVID-19. This included recommended screening protocols, cleaning requirements, procedures when a staff person or child tested positive, etc. OCFS also collaborated with Maine CDC to provide Binax NOW COVID-19 Antigen Test Cards to child care providers. This onsite testing allows providers to ensure the health and safety of their staff while maintaining continuity of operations whenever possible. OCFS also implemented procedures for Emergency Temporary Licensing of child care providers to address access issues, particularly for essential personnel. Through this process OCFS has supported over 40 providers with a total capacity of nearly 2,200 child care slots.

OCFS in partnership with Maine Roads to Quality Professional Development Network (MRTQ PDN) made the COVID-19 vaccine available to all licensed child care programs in early March as a priority group through the MRTQ PDN Registry as proof of employment in the field statewide. The Registry had over 500 new individuals enrolled.

OCFS engaged stakeholders in developing plans to stabilize and support providers through the multiple funding sources.

Coronavirus Aid, Relief, and Economic Security (CARES) Act

In May of 2020, Maine received \$10.9 million in CCDBG funding through the CARES Act. The funds were utilized in several ways, including grants to directly to providers to cover COVID-19 related costs and build capacity, providing child care subsidy for essential workers (regardless of income eligibility), and increasing support to low income families receiving traditional CCSP by waiving parent fees through the first stage of Maine's Economic Recovery Plan.

Coronavirus Relief Funds (CRF)

In August of 2020 the Governor announced additional financial support would be provided to child care programs through CRF funding. The Governor allocated \$8.4 million to the initiative which provided reimbursement to providers for COVID-19 related business expenses. The grants distributed through OCFS in December of 2020 totaled \$2,176,464.

Payroll Protection Program (PPP)

Further support to the child care industry in Maine to assist in stabilization is through the PPP loans with the U.S. Small Business Administration (SBA) with first and second draw loans. OCFS has worked with SBA Region 1 office to identify and provide outreach to identified eligible programs. Preliminary data from SBA shows 618 loans to 454 programs receiving one of the loan options with an average of \$45,767 per loan.

Maine Economic Recovery Grants (MERG)

Child Care providers were eligible for the second round of Economic Recovery Grants administered by the Maine Department of Economic and Community Development (DECD). A total of 79 awards totaling \$3,307,122 were granted to child care providers, with an average award of \$41,862.

Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act

In March of 2021, Maine received \$30.5 million in CCDBG funding through CRRSA Act. OCFS took a wholistic to utilizing the funds by focusing on supporting the child, family, and child care provider. This plan included allocating 75% of the funding directly to child care providers through stabilization grants. Remaining funds will be used to expand professional development for providers through the Maine Roads to Quality (MRTQ) Professional Development Network (PDN) system, provide mental health and social emotional learning support to children and providers through the Early Childhood Consultation Program (ECCP), further

enhance the Child Care Choices website with additional program specific fields and the addition of a mobile app, waiving copayments for CCSP families, and reimbursing CCSP providers based on enrollment. The first installment (\$3.5 million) of quarterly grants to providers was distributed to providers in April 2021 with the next installment planned for June. After June, two additional installments will be made in the second half of 2021 and early 2022. Grant funds are to be used to offset COVID-19 related costs and build capacity within the child care system. These supports will provide essential funds to continue the stabilization and recovery efforts in 2021.

CRRSA funds will also be utilized to provide enhanced professional development for providers through MRTQ by an improved design of the *Strengthening Business Practices for Child Care Programs* trainings by updating the training, recruiting 18 train the trainers, offering added Communities of Practices (CoP) on the trainings, and the inclusion of business software and technology training. In addition, the funds will establish a Statewide Apprenticeship Program for Child Care Providers, provide Mini-grants and awards for achieving or maintaining accreditation, and/or for completing one of the Maine Credentials (Director, Infant Toddler, Inclusion, Youth Development).

Future Support and Plans

American Rescue Plan Act (ARP)

Maine recently received notice of receiving over an additional \$118.8 million in CCDBG funds that will be allocated to the state through the federal American Rescue Plan Act (ARP). Adding in the estimated \$8.4 million that is expected to come in the form of an increase in block grant funding, this totals an estimated \$127.2 million. The ARP child care funds will be broken up into three sections. Below are the amounts Maine will receive:

1. Discretionary - \$45,660,198
2. Stabilization Subgrants - \$73,176,466
3. Mandatory - Estimated \$8.4 million - awaiting Notice of Award

Once again the funds will be used to implement the Child Care Plan for Maine with a whole system approach to the utilization of the funds meant to enhance Maine's entire child care delivery system with intentional strategies that again align with the Children's Cabinet's strategic plan which focuses on access, quality, and workforce. These plans support short-term stabilization and recovery as well as long-term growth and system improvement.

The Office of Child and Family Services (OCFS) plans to spend the funds utilizing the following strategies that build upon the goals of the Children's Cabinet as well as many of the cross-system initiatives that were part of the joint Department of Education (DOE) and Department of Health and Human Services (DHHS) Preschool Development Grant Application. These strategies will further stabilize Maine's child care providers, continue to place value on quality child care, and invest in long-term infrastructure building. Each strategy below also indicates the goal area the strategy supports (**Access, Quality, or Workforce**). *The information below is estimated and subject to change as more guidance and information becomes available from the federal Administration of Children and Families (ACF).*

1. Access

- Waive Child Care Subsidy Program (CCSP) parent fees until 9/30/24 to support low income families
- Continue waiving child care licensing fees for 2 years to support new and existing child care providers

- Provide a 35% increase to child care providers who take subsidy and are serving children with special needs
- Cover CCDF short fall for FFY23 to help ensure that there is not a waiting list for families to access child care subsidy
- Reimburse CCSP based on enrollment for 2½ years
- Provide startup funding for Help Me Grow for 2 years to coordinate early childhood resources statewide
- Expand the Parent Ambassador program to empower more parent advocates and to include parents from family child care
- Translate CCSP materials into identified languages for both families and providers
- Hire a temporary staff position to create the technology and reporting procedures to process monthly stabilization subgrant payments
- Hire a temporary staff position to implement building the child care information system onto Comprehensive Child Welfare Information System (CCWIS)
- Placeholder for new/expanding child care program grants which may not be eligible for stabilization subgrants (depending on ACF guidance on use of funds)
- Retain all current CRRSA application elements. Payments will be:
 - Required to be on a rolling basis and prorated on operating expenses
 - Based on capacity
 - Increased payments for quality and for providers taking subsidy
 - Will provide stipends to child care providers per staff member that will be required to be spent on wages/benefits/bonuses (Access and Workforce)

2. Quality

- Support license-exempt CCSP nonrelative providers with a monthly stipend for purchasing educational supplies, reading materials, and other allowable expenses to align with the QRIS Revisions
- Support Maine Center for Disease Control (CDC) physical activity and nutrition program in early care and education work to align with Quality Rating and Improvement System (QRIS) revision standards with TA, tools, and resources
- Complete a process evaluation of Early Childhood Consultation Partnership (ECCP) pilot
- Invest in Ages and Stages Questionnaire (ASQ) online screening tool for child care providers to screen and refer children to early intervention when delays in development are detected
- Support the creation of the Early Childhood Integrated Data System (ECIDS) to assess programmatic outcomes of early childhood programs across the lifespan
 - Hire temporary project manager
- Provide Second Step curriculum for child care to support social emotional learning
- Expand Classroom Assessment Scoring System (CLASS) to measure outcomes in child care and incentive program participation with \$500 per program (estimate 200 programs) (Workforce and Quality)
- Train early care and education providers on Maine Early Learning Development Standards (Workforce and Quality)
- Increase child care quality payments to 3%, 10%, 15% for 2-years to support an increase in high-quality programs
- Build child care information system onto CCWIS
- Hire a temporary staff person to manage all ARP projects

3. Workforce

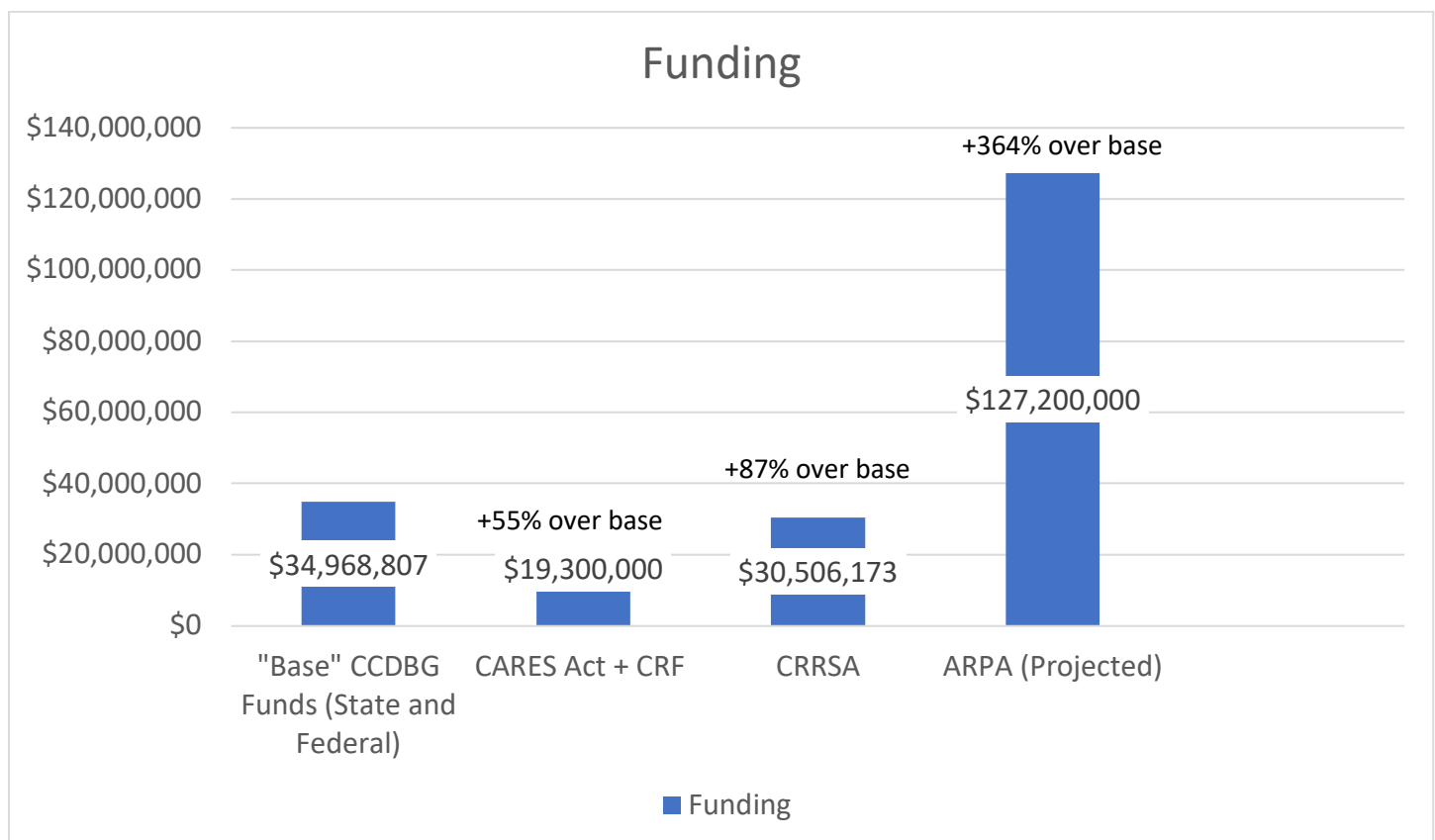
- Develop and deliver a Parent Engagement training to child care providers

- Will provide stipends to child care providers per staff member that will be required to be spent on wages/benefits/bonuses
- Expand Classroom Assessment Scoring System (CLASS) to measure outcomes in child care and incentive program participation with \$500 per program (estimate 200 programs) (Workforce and Quality)
- Train early care and education providers on Maine Early Learning Development Standards (Workforce and Quality)

In addition to the ARP funds, OCFS will continue to support child care through ongoing efforts, including the infant/toddler stipend, workforce development through the TEACH scholarship, technical assistance through Maine Roads to Quality, and other efforts.

Taken together, the Federal funding from the coronavirus response laws totals \$168,696,307. This is roughly 4.5 times the annual Federal and state block grant spending on child care in Maine. The White House describes ARP as the single biggest investment in child care since World War II.

Federal Relief – Child Care Budget Impacts



Infrastructure Proposal

The Governor’s proposed ARP infrastructure initiative includes \$10 million in support for grants that would provide direct infrastructure support, including “bricks-and-mortar” expansion efforts, to expand existing or build new child care facilities and programs. These funds will effectively further leverage the available federal funds to support Maine working families.

CHILD CARE IN MAINE

One Year in a Pandemic

As of April 2021, Maine has retained most of the licensed child care capacity that we had pre-pandemic (1,621 in April 2021 down from 1,728 in February 2020, according to OCFS Data Dashboard). This could have been much worse, but we have had over 100 new programs open in the past year and the federal relief funds distributed by OCFS, and through PPP and other grants/loans, have kept many programs afloat. The results of this survey highlight why the additional federal relief funds passed in December 2020 and spring 2021 are needed and why a focus on the early childhood workforce is so important when addressing child care needs in Maine.

Q15: What have been your greatest challenges this past year?

The top three answers from family child care programs were

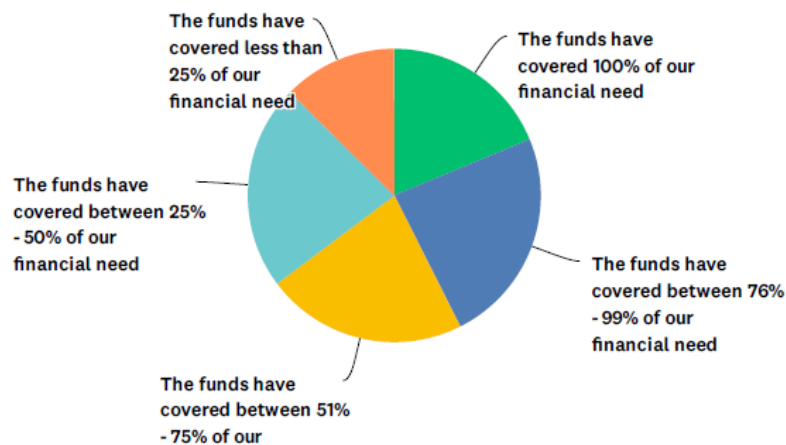
- 43% I have a growing waitlist (can't meet the demand).
- 34% I am under-enrolled (can't fill open slots).
- 29% I am operating at a deficit.

The top three answers from child care centers were

- 58% I am understaffed.
- 44% I am operating at a deficit.
- 43% I have a growing waitlist (can't meet the demand).

Q14: How have the relief funds you have received so far offset the financial impact of COVID-19?

Less than 20% of licensed programs that responded in this survey reported that all their financial needs had been met by relief funds received between spring of 2020 and spring of 2021

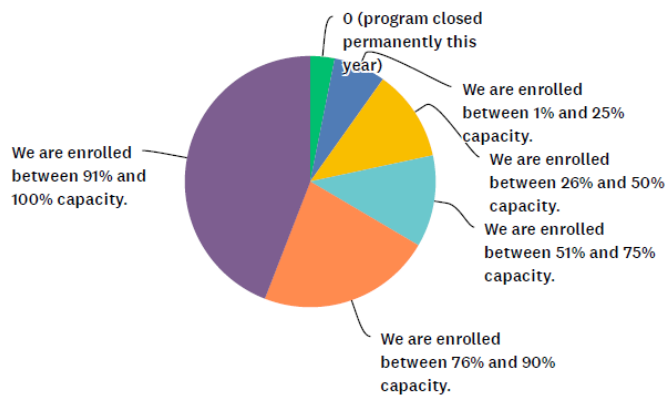


ANSWER CHOICES	RESPONSES	
The funds have covered 100% of our financial need	18.76%	82
The funds have covered between 76% - 99% of our financial need	23.80%	104
The funds have covered between 51% - 75% of our financial need	22.20%	97
The funds have covered between 25% - 50% of our financial need	22.65%	99
The funds have covered less than 25% of our financial need	12.59%	55
TOTAL		437

Q7: What is your current enrollment?

Family Child Care

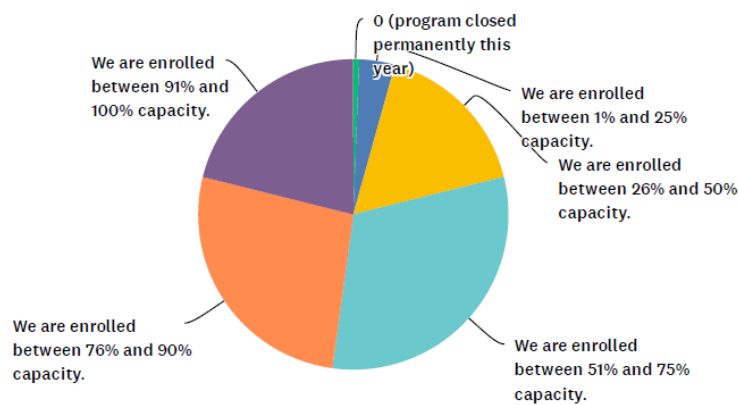
Answered: 254 Skipped: 0



ANSWER CHOICES	RESPONSES	
0 (program closed permanently this year)	3.15%	8
We are enrolled between 1% and 25% capacity.	6.69%	17
We are enrolled between 26% and 50% capacity.	11.81%	30
We are enrolled between 51% and 75% capacity.	11.81%	30
We are enrolled between 76% and 90% capacity.	22.44%	57
We are enrolled between 91% and 100% capacity.	44.09%	112
TOTAL		254

Center-Based Child Care

Answered: 161 Skipped: 0



ANSWER CHOICES	RESPONSES	
0 (program closed permanently this year)	0.62%	1
We are enrolled between 1% and 25% capacity.	3.73%	6
We are enrolled between 26% and 50% capacity.	16.77%	27
We are enrolled between 51% and 75% capacity.	31.06%	50
We are enrolled between 76% and 90% capacity.	26.71%	43
We are enrolled between 91% and 100% capacity.	21.12%	34
TOTAL		161

While 95% of licensed child care programs are open, many have continued to experience significant financial struggle throughout the pandemic. One of the best ways to understand this is to look at enrollment versus licensed capacity. If a program is only enrolled at 50% then they are likely bringing in about 50% of the revenue that they would normally use to cover costs.

We found that the best way to look at this data was by comparing two charts, one for family child care and one for child care centers, since you can see that most family child care programs in Maine are more fully enrolled at this time than child care centers. This helps explain why so many centers continue to experience larger financial struggles (shown in data from questions 10 and 11 in this survey).

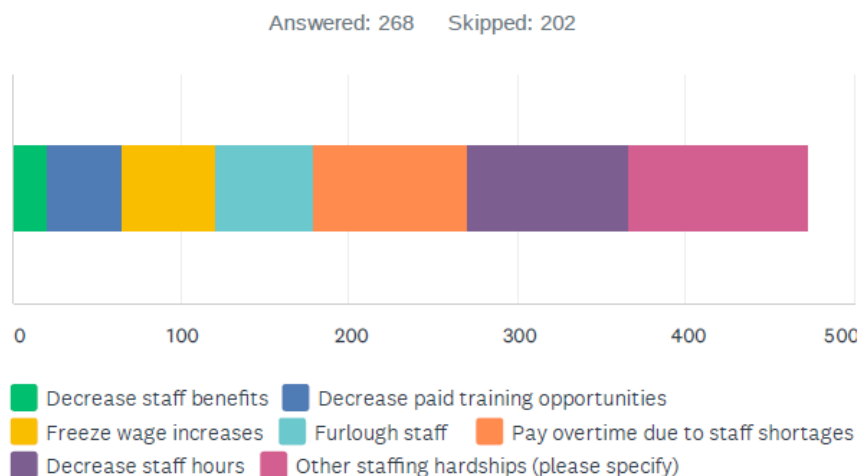
Q8: If your enrollment is down, what are some of the reasons?

For family child care respondents, who are experiencing lower enrollment, 42% have done so purposely to mitigate COVID-19 risks, 33% have kept below their capacity to follow health and safety guidelines, and 37% have seen less interest in group care from parents.

For child care center respondents, who are experiencing lower enrollment, 52% have seen less interest in group care from parents, 48% have had to stay below capacity due to staffing shortages, and 38% have kept below their capacity to follow health and safety guidelines.

Q16: In regards to staffing, have you had to do any of the following?

Furlough staff, freeze wage increases, decrease staff benefits, decrease staff paid training opportunities, decrease staff hours, pay overtime due to staff shortages.



ANSWER CHOICES	RESPONSES	
Decrease staff benefits	7.46%	20
Decrease paid training opportunities	16.42%	44
Freeze wage increases	20.90%	56
Furlough staff	22.01%	59
Pay overtime due to staff shortages	33.96%	91
Decrease staff hours	35.82%	96
Other staffing hardships (please specify)	39.93%	107
Total Respondents: 268		

STAFFING

Open-Ended Comments

STAFFING SHORTAGES

- I can't find anyone to hire to meet the need in my area.
- I have been unable to fill open positions.
- Staff found other income during the time that our school was closed this year and have not returned.
- We have been unable to find qualified staff - our position requires in-person work with children diagnosed with special needs, and so many people are either not qualified at the level that our state requires, or do not want to work in person during COVID.
- We lost so many staff this past year.
- When COVID first hit we closed the center down due to a very limited number of children attending. As we opened our doors back up, we still had low enrollment numbers which resulted in fewer hours for the employees that came back first. We are now struggling to hire new teachers and staff.
- There is no one available to hire so I can't take on more children until I can hire.
- I am unable to find quality staff. Or ANY staff at this point
- We have employment opportunities but can't find anyone. Therefore we are not operating at full capacity and have 13 children on our wait list.
- We cannot take more kids because it's hard to find staffing.
- As the director I am also having to teach due to the lack of staff.
- We have had to close our preschool room, and are now only operating with one classroom and one teacher in the infant and toddler room, with a maximum of 4 children on any given day. We are licensed for 20.
- We struggled to find new staff and some staff haven't returned. We heard over and over again they make more collecting unemployment benefits than working in child care. They have always deserved more compensation, and I'm happy that unemployment helped this year, but I need them back. I can't pay them more, unless I raise parent tuition, and they should be able to make more money than minimum wage in early care and education.

HEALTHY AND SAFETY

- My employee could not work for most of the year due to age and COVID risks. I had paid her and another employee, as I didn't want her to go unpaid.
- Anytime we had to shut down because of Covid-19, several employees did not return to work, because they feared for their safety.
- I had two teachers take a leave of absence because of COVID.
- We let our older staff stay home due to risk this past year.
- Staff have had to quarantine and miss work unpaid. We continue to struggle with staff being out do to quarantining requirements of their children or themselves.
- We closed in March of 2020 and have not opened yet due to low enrollment, covid concerns. Hopefully, this coming fall when this virus is under control, parents will be less stressed and allow their children to attend if they can afford to.

REMOTE SCHOOL

- We had to have extra staff on site to support remote learning with our school-age kids.
- Staff have had to take extra time off and leaves of absence due to public school closure and needing to be home with their own children.
- We had to cut our infant room due to staffing shortages. We now the room for school age online learning and moved staff around to accommodate school age children in our child care.

- Many of our veteran teachers resigned so that they could do remote school with their school age children this year.
- Our staffing has been greatly impacted by schools having remote learning and short closures at schools. Our workforce has school-aged children that needed support at home, and not being the bread winners or being single parents, many of our teachers and staff left and were home this year.

UNPREDICATIBILITY

- I had to increase staffing hours due to changing age groups of children served and COVID protocols.
- Absences cause hardship: finding substitutes, having to hire extra staff to plan for these absences, providing continuity to children in light of absences, and managing staff fear.
- Staff have struggled through no lunch breaks, mandatory overtime, and denied time off requests just so we could stay open.
- Every month we have days and weeks of losing staff to COVID exposure, paying all staff if they are out due to testing, exposure or illness.
- Difficulty finding substitutes and maintaining ratios when staff are out. This was a problem before COVID, but it nearly impossible now.
- We schedule staff to be over staffed in case of call outs, staff stays home if any COVID symptoms, and staff get called to pick up their child from school when there is a Covid closure, so it's hard to operate and stay open when staffing is so unpredictable.

CLOSURES & FINANCIAL STRUGGLE

- I have suffered the loss of my own pay, in order to reopen and stay open.
- I had to close due to low numbers and inability to find staff.
- I'm not able to hire staff with the lower income I have coming in, due to lower enrollment.
- I do not have the number of children I used to have, and really do not need to have two people on, but I don't want to lose them so I keep paying them with grant money.
- My husband works with me. He received no pay during this time
- Lack of substitutes has been huge problem but also paying substitutes while operating at reduced enrollment due to covid has put our budget in jeopardy.
- Couldn't hire subs due to lack of income with lower than normal enrollment.

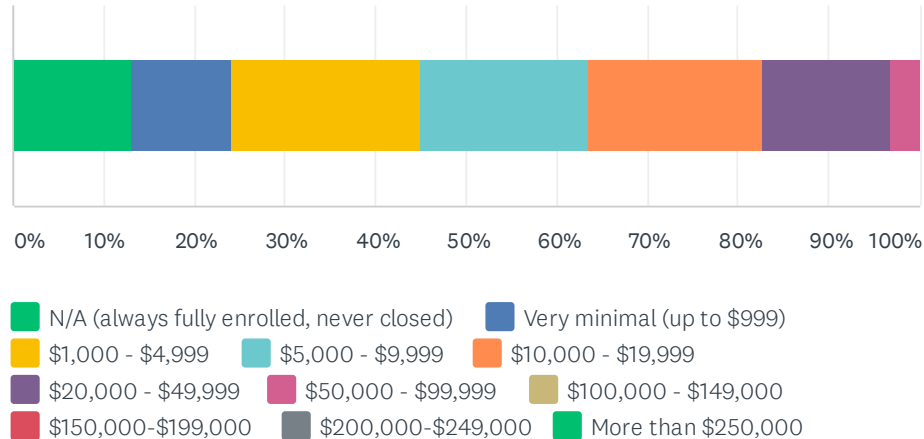
STRATEGIES TO RETAIN STAFF

- We are fortunate to have had the support of Head Start and were able to continue to pay our staff and receive federal funding to support the additional expenses.
- Increased pay for current employees to retain them
- Increased wages to hire quality people and increased wages for those employees already hired. We're not operating with full enrollment of children so with higher wages not at full capacity has made it challenging and put us close to a permanent closure.
- I have kept all my staff and kept my early care and education program going. I did this by increasing wages (\$3-\$5/hr per employee) and offering paid training hours (up to 30 hours) to incentivize staff to stay. My PPP loan/grant helped with this strategy, but I also had to increase parent tuition and was not able to give myself a raise along with my teachers.

FAMILY CHILD CARE

Q10 What was your total revenue loss from March 2020 through March 2021 due to COVID-related challenges (lower enrollment, temporary closures, etc.)?

Answered: 254 Skipped: 0

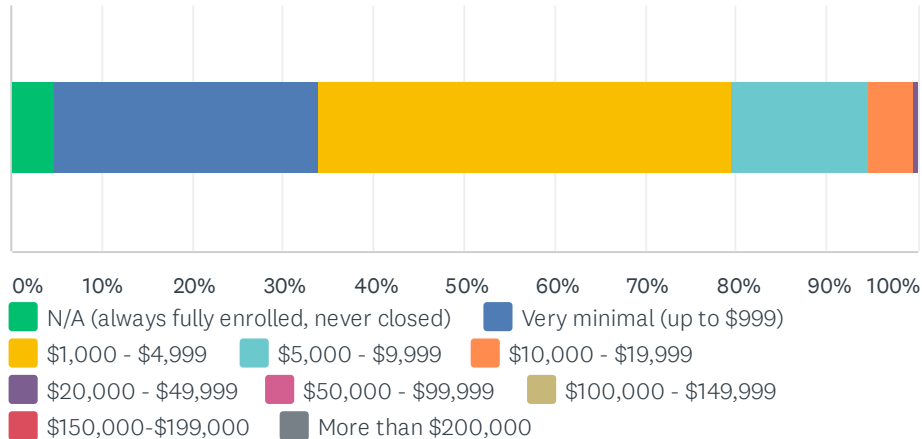


ANSWER CHOICES	RESPONSES	
N/A (always fully enrolled, never closed)	12.99%	33
Very minimal (up to \$999)	11.02%	28
\$1,000 - \$4,999	20.87%	53
\$5,000 - \$9,999	18.50%	47
\$10,000 - \$19,999	19.29%	49
\$20,000 - \$49,999	14.17%	36
\$50,000 - \$99,999	3.15%	8
\$100,000 - \$149,000	0.00%	0
\$150,000-\$199,000	0.00%	0
\$200,000-\$249,000	0.00%	0
More than \$250,000	0.00%	0
TOTAL		254

FAMILY CHILD CARE

Q11 What was your total increase in expenses from March 2020 through March 2021 due to COVID (PPE, cleaning supplies, new materials/equipment, staffing changes/increases, etc.)?

Answered: 254 Skipped: 0

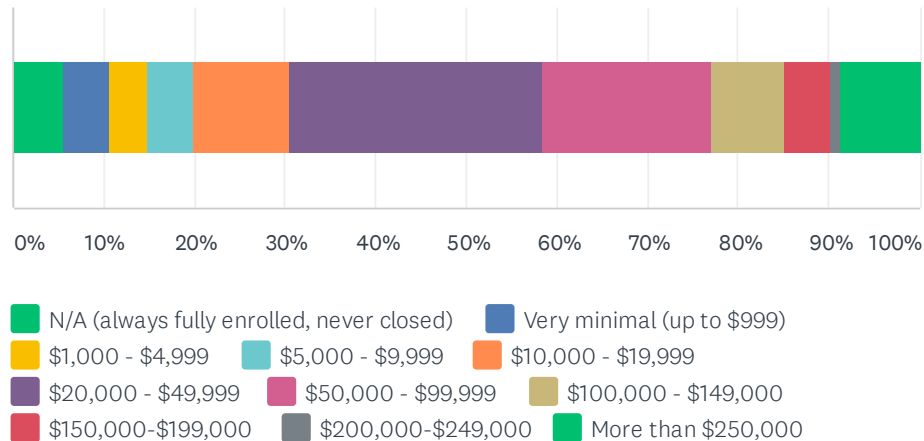


ANSWER CHOICES	RESPONSES	
N/A (always fully enrolled, never closed)	4.72%	12
Very minimal (up to \$999)	29.13%	74
\$1,000 - \$4,999	45.67%	116
\$5,000 - \$9,999	14.96%	38
\$10,000 - \$19,999	5.12%	13
\$20,000 - \$49,999	0.39%	1
\$50,000 - \$99,999	0.00%	0
\$100,000 - \$149,999	0.00%	0
\$150,000-\$199,000	0.00%	0
More than \$200,000	0.00%	0
TOTAL		254

CHILD CARE CENTERS

Q10 What was your total revenue loss from March 2020 through March 2021 due to COVID-related challenges (lower enrollment, temporary closures, etc.)?

Answered: 161 Skipped: 0

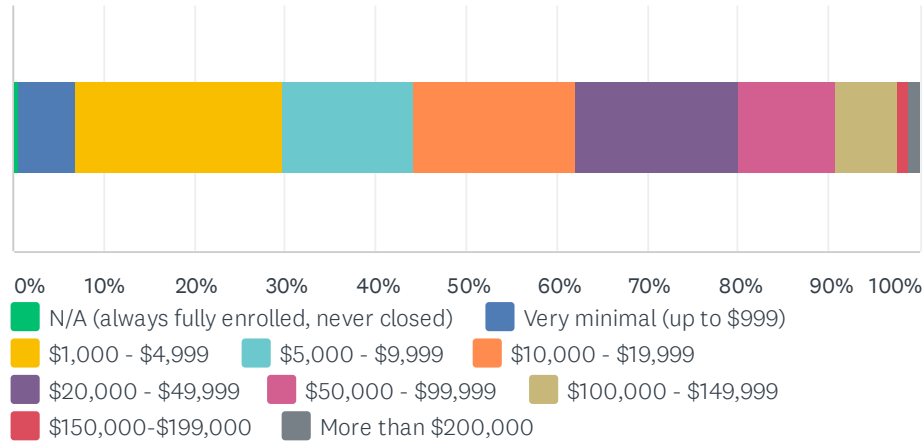


ANSWER CHOICES	RESPONSES	
N/A (always fully enrolled, never closed)	5.59%	9
Very minimal (up to \$999)	4.97%	8
\$1,000 - \$4,999	4.35%	7
\$5,000 - \$9,999	4.97%	8
\$10,000 - \$19,999	10.56%	17
\$20,000 - \$49,999	27.95%	45
\$50,000 - \$99,999	18.63%	30
\$100,000 - \$149,000	8.07%	13
\$150,000-\$199,000	4.97%	8
\$200,000-\$249,000	1.24%	2
More than \$250,000	8.70%	14
TOTAL		161

CHILD CARE CENTERS

Q11 What was your total increase in expenses from March 2020 through March 2021 due to COVID (PPE, cleaning supplies, new materials/equipment, staffing changes/increases, etc.)?

Answered: 161 Skipped: 0



ANSWER CHOICES	RESPONSES	
N/A (always fully enrolled, never closed)	0.62%	1
Very minimal (up to \$999)	6.21%	10
\$1,000 - \$4,999	22.98%	37
\$5,000 - \$9,999	14.29%	23
\$10,000 - \$19,999	18.01%	29
\$20,000 - \$49,999	18.01%	29
\$50,000 - \$99,999	10.56%	17
\$100,000 - \$149,999	6.83%	11
\$150,000-\$199,000	1.24%	2
More than \$200,000	1.24%	2
TOTAL		161

Methodology and Demographics

This online survey was created by the Maine Association for the Education of Young Children (MaineAEYC), Family Child Care Association of Maine (FCCAM), Maine Head Start Directors Association (MHSDA), and YMCA Alliance of Northern New England, and conducted by MaineAEYC using SurveyMonkey. The survey was sent by email to all licensed child care programs in Maine and followed up by additional outreach from MaineAEYC, FCCAM, Head Starts, and YMCA leadership, and was completed between March 26th and April 5th, 2021.

The survey represents the responses of a non-randomized sample of 470 individuals who own or lead one licensed child care program or several programs (as indicated by their answer to question 4), in total the data represents 598 licensed child care programs, or 37% of licensed programs in Maine. 54% of respondents come from family child care homes, 9% from licensed small facilities, 2% from out of school time programs, and 35% from center-based child care, including nursery schools, Head Starts, and YMCAs.

The respondents represent providers in all 16 counties in Maine, with the percent of respondents from 14 of the counties falling between 0.01 and 1.2 of the percent of licensed programs in that county compared to all licensed programs in Maine. Cumberland County was overrepresented by 3% and York County was underrepresented by 2.5%. Given the constantly changing and widely varying nature of the COVID-19 crisis, the analysis from this survey is intended to present the experiences of the respondents, as captured in the moment that they take the survey, which may show trends in the experiences of the field and industry at large.



2020

Early Childhood Education in Maine

FIRST FIVE
YEARS FUND

In Maine, state and federally funded early childhood opportunities served more than 18,578 children and families.¹

High-quality early childhood education (ECE) is proven to dramatically improve a child's opportunities for a better future - particularly children from low-income families - while offering parents improved job stability and overall economic security. Research has shown an annual 13% return on investment per child through better education, economic, health, and social outcomes. To ensure all children can access high-quality early learning and care, the federal government partners with states to support local efforts and innovations.

Over time, ECE programs have been created to meet the diverse needs of children and families. A 2017 Government Accountability Office (GAO) report found that these programs work in conjunction to benefit those they serve.

Much of the progress at the state and local level has been made possible by strong partnerships with the federal government aimed at expanding access and increasing quality for more children. Many state and community programs are funded exclusively with federal dollars, while others leverage federal funding to create and expand high-quality early learning and care opportunities beyond what is possible with state funding alone. This resource provides a snapshot of what ECE looks like in Maine. To learn more about the specific programs referenced, read [FFYF's ABCs of Federal Early Learning and Care Funding Streams](#) resource.

¹ This figure includes beneficiaries of Head Start, Early Head Start, CCDF, MIECHV, state-funded Pre-K, and IDEA Parts B Sec. 619 and C. In some cases, children and families are served by more than one program.

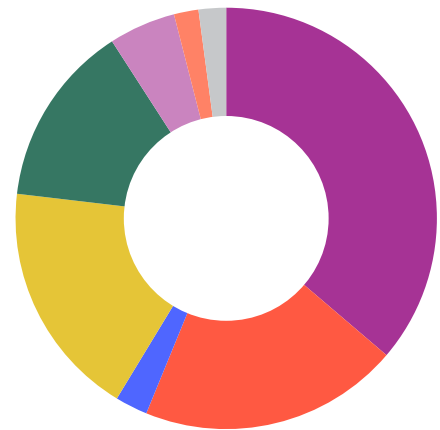
Note: The data and information in this resource relies on reporting from prior to the COVID-19 pandemic.

MAINE QUICK FACTS

Population Under Six²	69,262
Under Six Living in Poverty³	19.14%
Children Enrolled in Head Start⁴	2,308
Eligible Children Served by Head Start⁵	18.47%
Children Enrolled in Early Head Start⁶	782
Eligible Children Served by Early Head Start⁷	14.48%
Children Under Six Served by CCDBG and Mandatory Funds⁸	2,788
Eligible Children Under Six Served by CCDBG and Mandatory Funds⁹	6.10%
Families Served by the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV)¹⁰	2,008
Children Enrolled in State Funded Pre-K¹¹	6,115
Children Served by the Individuals with Disabilities Education Act (IDEA) Part C¹²	935
Children Served by IDEA Part B, Sec. 619¹³	3,642

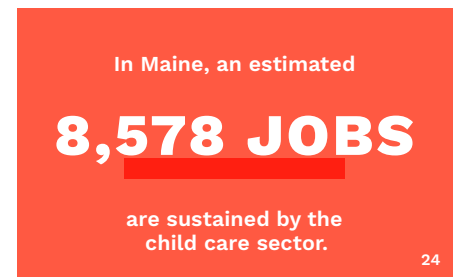
Federal and State Early Childhood Education Funding in Maine

Head Start and Early Head Start ¹⁴	\$44.30 M
CCDBG and Mandatory Funds ¹⁵	\$24.39 M
CCDBG State Match ¹⁶	\$3.05 M
State-Funded Pre-K ¹⁷	\$22.22 M
TANF ¹⁸ Funds transferred to early learning and care ¹⁹	\$17.13 M
MIECHV ²⁰	\$6.26 M
IDEA Part C ²¹	\$2.30 M
IDEA Part B, Sec. 619 ²²	\$2.58 M



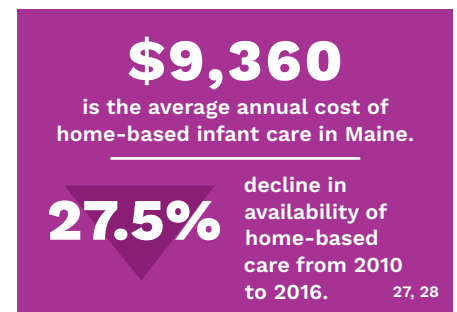
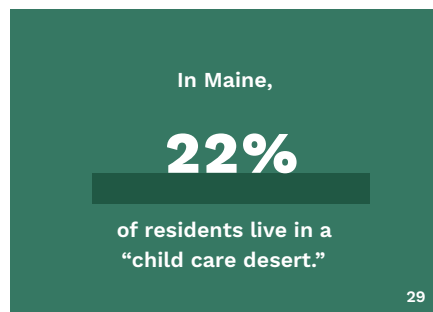
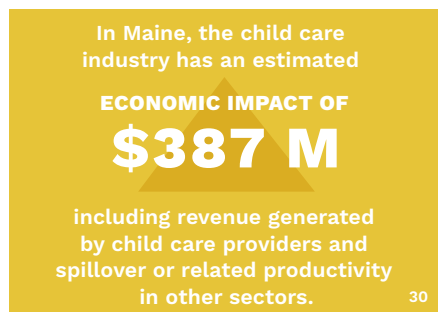
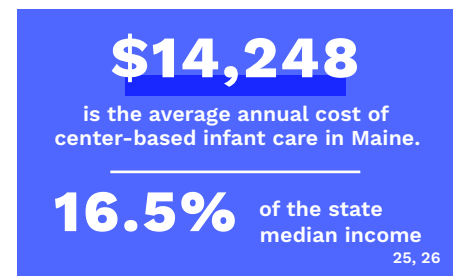
Early Childhood Education and the Maine Economy

In Maine, there are 54,735 children under age six with all available parents in the workforce.²³ In addition to the significant impact of early childhood education on children and families in the short and long term, early learning and care can have an immediate impact on state economies. Access to affordable child care can increase labor force participation and support parents seeking additional education and training, which contributes to higher earnings over an individual's lifetime.



Lack of Supply and High Cost of Care Challenging for Working Families

The cost of care in Maine remains a hurdle for many parents who wish to enter or remain in the workforce. Limited access to high-quality, affordable child care presents an additional challenge for working families. Simultaneously, the supply of home-based care, which is often the more affordable and flexible option, has decreased since 2010.



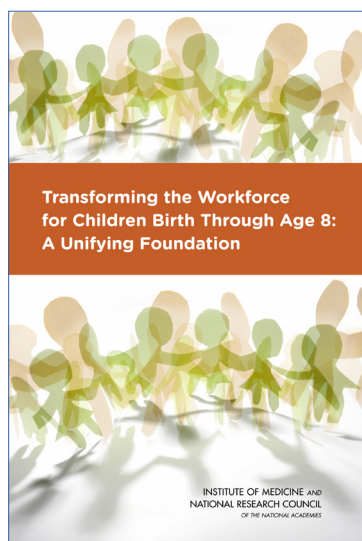
² U.S. Census Bureau (Census) ³ Ibid. ⁴ Office of Head Start Performance Indicator Report (PIR) ⁵ PIR and Census ⁶ PIR ⁷ PIR and Census ⁸ Office of Child Care FY2018 CCDF Data Tables ⁹ Center for American Progress (CAP) Early Learning in the U.S. 2019 ¹⁰ Health Resources and Services Administration (HRSA) ¹¹ The National Institute for Early Education (NIEER) - State of Preschool 2019 ¹² U.S. Department of Education ¹³ Ibid. ¹⁴ Head Start Early Childhood Learning and Knowledge Center ¹⁵ Office of Child Care (OCC) FY2019 CCDF Allocations (Based on Appropriations) ¹⁶ Ibid. ¹⁷ NIEER - State of Preschool 2019 ¹⁸ Temporary Assistance for Needy Families (TANF) ¹⁹ Office of Family Assistance TANF FY2018 Financial Data ²⁰ HRSA ²¹ ED ²² Ibid. ²³ Census ²⁴ Committee for Economic Development (CED) ²⁵ Child Care Aware of America - The US and the High Price of Care 2019 ²⁶ Ibid. ²⁷ Ibid. ²⁸ CED ²⁹ CAP defines "child care desert" as any census tract with more than 50 children under age 5 that contains either no child care providers OR more than three times as many children as licensed child care slots. ³⁰ CED

Transforming Early Childhood Care and Education Highlights from Two Reports

May 2018

Early childhood is a time when developmental changes are happening that can have profound and lasting consequences for a child's future. Studies have shown that much more is going on cognitively, socially, and emotionally in young children than previously known. Even in their earliest years, children are starting to learn about their world in sophisticated ways. Development proceeds in ways that are both rapid and cumulative, with early progress laying the foundation for future learning.

Two reports from the National Academies of Sciences, Engineering, and Medicine—*Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (2015) and *Transforming the Financing of Early Care and Education* (2018)—explore the science of early childhood development, identify ways to strengthen the competencies of professionals who care for and educate young children, and recommend approaches for financing early childhood care and education in a way that supports high quality and broad access.



TRANSFORMING THE WORKFORCE FOR CHILDREN BIRTH THROUGH AGE 8: A UNIFYING FOUNDATION

Emerging science makes clear the importance and complexity of working with young children from infancy through the early elementary years. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning.

The system for educating children from birth through age 8 can be improved to better support care and education professionals in acquiring the competencies and knowledge they need. Expectations for these professionals often have not kept pace with what science indicates children need, and many current policies do not place enough value on the significant contributions these professionals make to children's long-term success.

To ensure continuous, high-quality care as children progress from infancy to preschool and through their elementary years, all professionals who work with children need a shared base of knowledge and skills. Across age ranges and settings, care and education professionals need

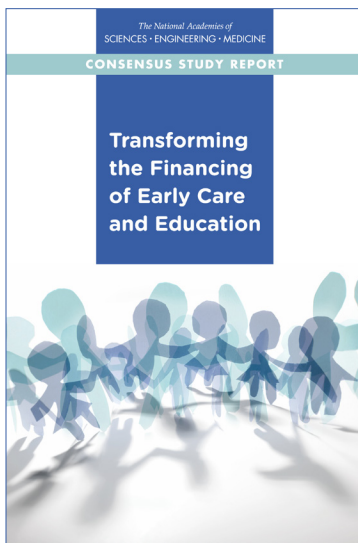
- core knowledge of developmental science and of content,
- mastery of practices that help children learn and develop on individual pathways,
- knowledge of how to work with diverse populations of children,
- the capability to partner with children's families and with professional colleagues, and
- the ability to access and engage in ongoing professional learning to keep current in their knowledge and continuously improve their professional practice.

Educators in particular need a greater coherence in professional learning supports, both in higher education and during ongoing practice. For example, those who provide care and education for infants and toddlers and those who practice in settings outside of centers and schools, such as family child care, need greater access to infrastructure for professional learning.

Better support of early childhood care and education professionals will require mobilizing local, state, and national leadership; building a culture in higher education and ongoing professional learning that fosters a cohesive workforce for young children; ensuring practice environments that enable and reinforce the quality of these professionals' work; and creating consistency across policies and infrastructure.

The report recommends actions geared toward improving higher education and ongoing professional learning, strengthening qualification requirements based on knowledge and competencies, and promoting evaluation that leads to continuous improvements in professional practices. For example, agencies that oversee care and education settings should strengthen and align competency-based qualification requirements for all care and education professionals working with children from birth through age 8.

The report also recommends a phased, multiyear transition to a minimum bachelor's degree requirement with specialized knowledge and competencies for all lead educators. Because of the complex issues that accompany a minimum degree requirement, careful planning will be needed for implementation over time.



TRANSFORMING THE FINANCING OF EARLY CARE AND EDUCATION

While high-quality early care and education for children from birth to kindergarten entry is critical to children's positive development, it has been financed in such a way that it is only available to a fraction of the families who need and want it. Currently in the United States, financing for early care and education is a layering of separate programs with different funding streams, eligibility requirements, and quality standards. The financing structure places a large burden to pay for early care and education directly on families in the form of fees and tuition, making high-quality early care and education prohibitively expensive for many families.

All children and families should have access to affordable, high-quality care and education, the report says. Access should not be contingent on the characteristics of their parents, such as family income or work status. Early care and education (ECE) programs and financing mechanisms should not set eligibility standards that require parental employment, job training, education, or other activities. Federal and state governments should set uniform family payment standards that increase progressively across income groups and are applied if the ECE program requires a family contribution.

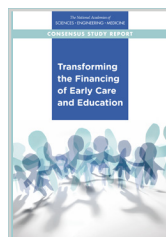
Transforming the financing structure to meet the needs of all children and families will require greater coordination among financing mechanisms, greater uniformity in standards to incentivize quality, and significant mobilization of financial and other resources shared across the public and private sector.

For example, the report recommends that federal and state governments establish consistent standards for high quality across all ECE programs, and link funding to attaining and maintaining these quality standards. State and federal funding mechanisms should also ensure that providers receive payments that are sufficient to cover the total cost of high-quality early care and education. To provide adequate, equitable, and sustainable funding for a unified, high-quality system of early care and education for all children from birth to kindergarten entry, federal and state governments should increase funding levels and revise tax preferences.

In addition, because compensation for the ECE workforce is not currently commensurate with desired qualifications, the workforce should be provided with financial assistance to increase practitioners' knowledge and competencies and to achieve required qualifications through higher-education programs, re-dentaling programs, and other forms of professional learning.

The flaws in the current financing structure are exacerbated by overall low levels of funding that are not sufficient to enable families at all income levels to access high-quality services, the report says. Drawing from existing literature on the costs of various elements of a high-quality ECE system, the committee produced a national, aggregate estimate of the total cost of providing high-quality early care and education for all children, as well as an estimate of the costs of transitioning to this high-quality system over four phases of implementation.

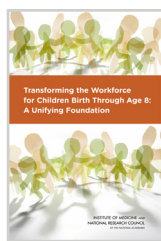
The report's illustrative estimate is that the total cost of providing high-quality early care and education for all children, once fully implemented, is at least \$140 billion per year (from all sources public and private), equivalent to about three-quarters of 1 percent (0.75%) of U.S. gross domestic product (GDP), or slightly less than the current average of 0.8 percent of GDP allocated to early care and education for the nations in the Organization for Economic Cooperation and Development. Given the increased costs of a high-quality system, more families will need assistance in order to access and afford care and education, and public investments will need to grow over the four phases by at least \$5 billion (in phase 1) to \$53 billion (phase 4) a year above the actual current level of public investments.



Transforming the Financing of Early Care and Education (2018)

Available:

http://www.nas.edu/Finance_ECE



Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (2015)

Available:

<http://www.nas.edu/birthtoeight>

COMMITTEE ON FINANCING EARLY CARE AND EDUCATION WITH A HIGHLY QUALIFIED WORKFORCE

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For More Information . . . This Highlights was prepared by the Board on Children, Youth, and Families based on two Consensus Study Reports: *Transforming the Financing of Early Care and Education* (2018), sponsored by the Administration for Children and Families of the U.S. Department of Health and Human Services, Alliance for Early Success, Bill & Melinda Gates Foundation, Buffett Early Childhood Fund, Caplan Foundation for Early Childhood, Foundation for Child Development, Heising-Simons Foundation, Kresge Foundation, U.S. Department of Education, and W.K. Kellogg Foundation; and *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (2015) sponsored by Bill & Melinda Gates Foundation, David and Lucile Packard Foundation, Robert R. McCormick Foundation, U.S. Department of Education and U.S. Department of Health and Human Services (Administration for Children and Families and Health Resources and Services Administration), and the W.K. Kellogg Foundation. Any opinions, findings, conclusions, or recommendations expressed in this publication do not necessarily reflect the views of any organization or agency that provided support for the project. Copies of the Consensus Study Reports are available from the National Academies Press, <https://nap.edu>.

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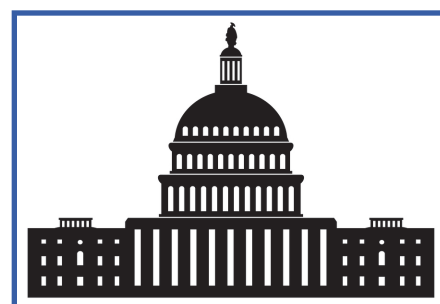
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Transforming the Financing of Early Care and Education

Issue Brief for Policy Makers

A Vision for Financing Early Care and Education

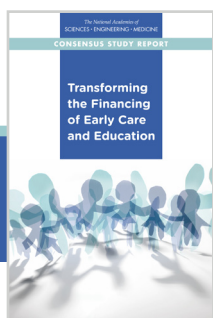
Early care and education for children from birth to kindergarten entry is essential to their positive development and early learning. Ensuring that all children and families have access to affordable, high-quality early care and education benefits not only the children and their families but also society at large. Despite these clear benefits, the current, fragmented system for financing early care and education is inadequate and perpetuates economic and social inequality. A report from the National Academies of Sciences, Engineering, and Medicine, *Transforming the Financing of Early Care and Education* (2018), offers recommendations to develop an effective, child-centered financing structure.



The elements that are essential to a child-centered financing structure include consistent, high quality-standards and cost-based payments; access to care that does not vary with families' circumstances or parental employment; harmonization of provider-oriented and family-oriented financing to ensure access for all families; and coordination of funds from federal, state, and local sources. Together these elements support a highly qualified workforce and affordable access to early care and education for all families.

CONSISTENT STANDARDS AND PAYMENTS

Providers typically need funding from multiple sources to support even the most basic costs of operation. Complying with the requirements of multiple funders—which are not coordinated and may even conflict—is inefficient and costly.



Transforming the Financing of Early Care and Education (2018)

Available: http://www.nas.edu/Finance_ECE

The federal government, in coordination with the states, should specify consistent, high quality-standards for all its financing mechanisms, and any funding it provides should be linked to meeting those standards. Any state or local funds supporting those federal programs should also be linked to the same standards. In this way, the federal funding would act as a policy lever to promote high-quality early care and education at the state level.

Individual states should set high quality-standards that link to any financing mechanisms for which they are the primary funders and also are consistent throughout the state. In this way, states may exceed federal standards, but all programs in a state should be required to meet the same high quality-standards regardless of funding source. Pairing these consistent standards with financing that is sufficient to cover the total costs of providing high-quality early care and education, including recruiting and retaining a highly qualified workforce, will increase providers' stability and viability.

ENSURING ACCESS FOR ALL CHILDREN

Current financing mechanisms do not ensure access to affordable, high-quality early care and education for all children. Current mechanisms are inadequate in that they fail to serve all low-income families eligible for assistance, and they fail to make high-quality early care and education affordable for other low- and middle-income families. Some make assistance contingent on parental employment, and the lowest-income families pay a higher share of income in fees than higher-income families. Children's access to early care and education should not be contingent on the characteristics of their parents. Federal early care and education (ECE) assistance programs and tax preferences should not be restricted to those children whose parents are either employed or participating in approved education and training activities.

Federal and state governments should also set uniform family payment standards that increase progressively across income groups, and costs not covered by family payments should be covered by a combination of institutional support to providers who meet quality

standards and direct assistance to families, based on uniform income eligibility standards. This combination of institutional support to providers and family-oriented assistance would jointly cover the full costs of high-quality early care and education and eliminate gaps in family eligibility for assistance, which discourage and prevent participation.

STATE-LEVEL COORDINATION

The current structure of multiple ECE financing mechanisms places a heavy burden on providers who must manage the various sources of funds. States can maintain the multiple revenue streams and financing mechanisms that support early care and education, while also eliminating administrative burden placed on providers. State governments that demonstrate a readiness to implement a financing structure that advances principles for a high-quality ECE system with adequate funding should act as coordinators for the various federal and state financing mechanisms that support early care and education, with the exception of federal and state tax preferences that flow directly to families.

SHARING THE COST OF HIGH-QUALITY EARLY CARE AND EDUCATION

The cost of providing high-quality early care and education far exceeds the amount of funding currently in the system. Resources to fill the gap will need to come from a combination of public and private resources, with the largest portion of the necessary increase coming from public investments: federal and state governments should increase funding levels for early care and education. It is likely that all sources of revenue—families, employers and the private sector, the public sector, or various combinations of these sources—will continue to be needed, but revenue should be increased. The burden of the increase should not come through either family payments or tax revenue collection that disproportionately affect those families with the fewest resources.

Decision makers at the state and local level will also need to balance the advantages and disadvantages of offering systemwide services that either do not

require family payments, offer certain programs that do not require family payments, or require families to make an affordable contribution in the form of fees for ECE services. If a family contribution is required by a program, then that contribution as a share of family income should progressively increase as income rises, while payments for families at the lowest-income level should be reduced to zero.

MAKING THE TRANSITION TO HIGH QUALITY

The process of transitioning from the current structure to an integrated system in which access does not depend on a family's circumstances will take time, resources, and intentional coordination and planning. The private sector already plays an essential role in supporting early care and education, through benefits to employees, advocacy for changes in public policy, and direct support and technical assistance.

A coalition of public and private funders, in coordination with other key stakeholders, will be needed to support the development and implementation of plans at the local, state, and national levels that progress toward a new financing structure for high-quality early care and education. National goals for early care and education can address strategies for increasing resources, assessing and monitoring progress, and ensuring accountability throughout the financing system. At the state and community levels, partners and stakeholders can identify local resources and implementation challenges. Engagement with private partners is a key way to build local and national support and to leverage resources for a coordinated financing system.

WORKFORCE DEVELOPMENT

A highly qualified workforce is essential to meeting the goal of ensuring access to high-quality early care and education for every child. As the nation makes the transition to a system in which every family has

access to affordable, high-quality early care and education, it will be necessary to build the capacity of the ECE workforce.

Compensation for the workforce is not currently commensurate with the qualifications needed to provide high-quality early care and education. To bridge that gap, it will be necessary to improve staff compensation, education, and training for the ECE workforce. Financial assistance should be available to support current members of the workforce in higher education and credentialing programs and other forms of professional learning. Current early childhood educators should bear no cost for increasing their knowledge base, competencies, and qualifications. Similar assistance for prospective members of the workforce will not only build future quality and capacity but also help to promote diversity in the pipeline of professionals.

States and the federal government should provide grants to institutions and systems of postsecondary education to develop faculty and ECE programs and to align ECE curricula with the science of child development and early learning and with principles of high-quality professional practice. Federal funding should be leveraged through grants that provide incentives to states, colleges, and universities to ensure that higher-education programs are of high quality and aligned with workforce needs, including evaluating and monitoring student outcomes, curricula, and processes.

The deficiencies in the current system are hurtful to all children and families in need of ECE options, and to the practitioners and educators who provide it, who are themselves often in extreme economic distress. Investments in high-quality early care and education of children from birth to kindergarten entry are critical and will benefit not only children and their families but also society at large.

COMMITTEE ON FINANCING EARLY CARE AND EDUCATION WITH A HIGHLY QUALIFIED WORKFORCE

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For More Information . . . This Issue Brief was prepared by the Board on Children, Youth, and Families based on the Consensus Study Report, *Transforming the Financing of Early Care and Education* (2018), sponsored by the Alliance for Early Success the Bill & Melinda Gates Foundation; the Buffett Early Childhood Fund; the Caplan Foundation for Early Childhood; the Foundation for Child Development; the Heising-Simons Foundation; the Kresge Foundation; the U.S. Department of Education; the U.S. Department of Health and Human Services Administration for Children and Families; and with additional support from the Bruce Alberts Fund, the Cecil and Ida Green Fund, and the W.K. Kellogg Foundation Fund. Any opinions, findings, conclusions, or recommendations expressed in this publication do not necessarily reflect the views of any organization or agency that provided support for the project. Copies of the Consensus Study Reports are available from http://www.nas.edu/Finance_ECE.

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Unifying Framework

for the Early Childhood Education Profession

■ EXECUTIVE SUMMARY ■

The research and science are clear: it is time for the United States to make significant and sustained investments in high-quality early childhood education provided by well-prepared and well-compensated professionals who reflect the diversity of the children and families they serve.

Building on the charge in the National Academy of Medicine's seminal report, *Transforming the Workforce for Children Birth Through Eight*, and in partnership with a diverse range of stakeholders and thousands of educators, advocates, and allies, 15 national organizations established the Power to the Profession initiative. The goal: Establish unity and clarity around the career pathways, knowledge and competencies, qualifications, standards, accountability, supports, and compensation to define the early childhood education profession across all states and settings.

Difficult Current Realities

As a result of our country's collective failure to adequately invest in high-quality child care and early learning, children aren't getting what they need, families are paying more for child care than for housing, and the early childhood education workforce is paid so little that nearly half live in families that depend on public assistance. This scarcity environment has resulted in a disjointed, inequitable, and undervalued field in which some educators have increased their educational attainment (though not their compensation), while many other educators still work in states and settings where they are not required to meet even minimal educational qualifications.

The workforce is stratified, with many labels, designations, and roles that vary within and across states, sectors, and settings. The complexity and inconsistency means that differences in preparation, skills, and experience are not recognized. The hodge-podge of preparation programs of uneven quality disproportionately harms students of color, first-generation students, and working students—perpetuating

systemic inequalities and barriers to access and attainment at the bachelor's and associate degree levels. At an average of \$10.60 per hour, compensation is too low for the average early childhood educator to live on, while the sum of it is too high for the average early childhood setting—or family—to afford. Educators cannot make less, while parents cannot pay more.

A Pathway to a Unifying Framework

Implementation of the *Unifying Framework* embraces our future workforce and honors our existing one by recognizing and respecting their diversity, dedication, and experience. Given the history of our field, many current and prospective educators are justifiably skeptical that higher qualification requirements will be matched with needed resources and increased compensation. As such, the Power to the Profession Task Force organizations are making commitments to the field that we will *not* advocate for increased requirements or regulations without advocating for funding and timelines that address needs and strengths across all early learning settings.

RECOMMENDATIONS

A Distinct Profession

Within the broader early childhood field, the “early childhood education profession” will be made up in part of those who will be called “early childhood educators.” Their responsibilities are to care for and promote the learning, development, and well-being of children birth through age 8 to establish a foundation for lifelong learning and development. While some individuals who work directly with young children may choose to care for them without meeting the guidelines of the early childhood education profession, they will remain part of the *field*, and there will be accessible, equitable, and supportive pathways for them to move into the *profession*.

One Profession, Three Designations

Create a structure in which the cacophony of labels and roles is reduced to three distinct and meaningful designations (Early Childhood Educator I, II, and III) and all early childhood educators hold a license to practice. Although these professionals will be prepared to work together in various configurations as part of a teaching team, each designation has an associated scope of practice, expected level of professional preparation, and expected level of mastery of the *Professional Standards and Competencies for Early Childhood Educators*. Licensure assessments must have multiple measures, be affordable, and not reinforce cultural, gender, racial, and linguistic biases. Educators must have affordable, equitable, efficient, and high-quality paths to licensure.

Aligned Professional Preparation Pathways

Establish a primary set of pathways, aligned to the designations of the profession. Three primary professional preparation pathways—early childhood certificate/credential programs, early childhood associate degree programs, and early childhood bachelor’s degree/initial master’s degree programs—will prepare early childhood educators for licensure at the ECE I, II, and III designations, respectively. At each of these designations, early childhood educators must have a general early childhood education foundation before specializing. Other qualifying professional preparation programs, particularly non-degree-awarding programs or programs in freestanding institutions, will also be incorporated.

Professional Compensation

Increase state and federal investments in early childhood education to achieve fair compensation for the profession. As early childhood educators are professionally prepared, they must be professionally compensated as well. Compensation must be comparable for those with comparable qualifications, experience, and job responsibilities, regardless of whether they work in a community-based center, elementary school, or family-based child care home. Compensation will include an adequate benefits package, increase commensurate with increased preparation and competency, and not be differentiated on the basis of the ages of children served. Public school salaries will serve as the minimum benchmark for comparable compensation, assuming comparable qualifications, experience, and job responsibilities.

Supportive Infrastructure, Shared Accountability

Create a broader, more coherent system, as other professions have done. In addition to preparation programs, the following sectors will also take on specific responsibilities and accountability provisions:

- ➔ **Professional preparation programs.** As public funding is increased and the necessary infrastructure is built,

The Unifying Framework, by establishing clarity about who early childhood educators are and what they will be accountable for, gives all of us and our allies a fighting chance at getting the significant and sustained public investments that our children and families need. These investments are well worth the cost. They are investments in our nation’s essential infrastructure, as important as other public goods such as highways and clean drinking water. They are investments in people, who are the most valuable resource our country has, and who represent the cornerstone of quality in early childhood education. With the voices of educators at the forefront of the movement, we must take advantage of this moment, for the good of our country’s children, families, educators, businesses, and economy.

professional preparation programs will be held accountable for supporting the early childhood education profession. They will commit to earning accreditation or recognition, ensuring graduates are proficient in the *Professional Standards and Competencies*, and providing seamless pathways so that individuals may advance their preparation and role.

- ➔ **Employers/owners.** As public funding is increased and the necessary infrastructure is built, employers/owners will be accountable for providing comparable compensation, benefits, and working conditions that promote the well-being, autonomy, and effectiveness of employees, and support the implementation of the profession’s standards. Owners and operators of family child care in particular will need additional support.
- ➔ **Professional governance.** An initial professional governance body (PGB) will support implementation of the *Unifying Framework* and advance the long-term sustainability of the profession. The PGB will set the guidelines for the profession and ensure that a significant portion of its members are individual early childhood educators, representing all settings, as well as public members who do not serve on behalf of organizations. The PGB will operate as a semiautonomous body initially hosted by the National Association for the Education of Young Children, and subject to a comprehensive, substantial, and independent review within the first three years.
- ➔ **Government agencies.** States will use increased and targeted funding, legislation, and smart regulations to advance these recommendations. The federal government will serve as the financing backbone for the early childhood education system, and will protect and invest in early childhood education as a public good. Both states and the federal government will engage with and be responsive to the public and to members of the profession and professional organizations (such as associations and unions) and address barriers to membership in such organizations.





Maine



76,842

Children age 0-5



4,850*

Members of the early
childhood teaching
workforce

Early educators are engaged in incredibly difficult and complex work that has been recognized as essential to children's learning and development, supportive for families, and foundational to the economy. In the best of times, educators do this work in conditions that undermine their well-being, and the COVID-19 pandemic has only deepened the harm caused to this workforce, nearly all of whom are women. Adequate public investment and state policies that appropriately prepare, support, and compensate the early education workforce can remedy these dire conditions by establishing systems that benefit early educators and the children they care for and teach.

Occupation	Median Wage
Child care worker	\$12.89
Preschool teacher	\$17.28
Center director	\$25.07
Kindergarten teacher	\$30.94
Elementary teacher	\$29.79
All U.S. occupations	\$18.45

Earnings by Occupation

- ▶ In 2019, the median wage for child care workers was \$12.89, **a 10% increase since 2017.**
- ▶ For preschool teachers, the median wage was \$17.28, **a 11% increase since 2017.**
- ▶ For preschool or child care center directors, the median wage was \$25.07, **a 6% increase since 2017.**

Early educators pay a penalty for working with younger children.

Maine early educators with a bachelor's degree are paid 25 percent less than their colleagues in the K-8 system. The poverty rate for early educators in Maine is 16.5 percent, much higher than for Maine workers in general (9.4 percent) and 8.3 times as high as for K-8 teachers (2 percent).**



Interested in learning more?

- To see how Maine compares to other states, visit our [State Explorer](#).
- [View the 2020 Early Childhood Workforce Index](#) to learn more about each policy area.
- For an overview of data sources for the indicators listed below, see [Appendix 1: Data Sources & Methodology](#).

Early Childhood Workforce Policies

Qualifications & Educational Supports: Edging Forward	Pre-K	BA minimum for lead teacher?	Yes
		CDA/equivalent minimum for assistant teacher?	Yes
	Licensed centers	BA minimum for director?	No
		BA minimum for lead teacher?	No
		CDA/equivalent minimum for assistant teacher?	No
	Licensed homes	BA minimum for lead teacher?	No
		CDA/equivalent minimum for assistant teacher?	No
	Scholarships to support educational pathways	BA?	Yes
		AA?	Yes
		CDA or equivalent?	No
		Collects data on scholarship recipients?	Yes
Work Environments: Edging Forward	Centers	Paid time in professional development?	No
		Paid planning and/or preparation time?	Yes
		Salary schedule/benefits?	Yes
	Homes	Paid time in professional development?	No
		Paid planning and/or preparation time?	No
		Salary schedule/benefits?	Yes
Compensation & Financial Relief Strategies: Stalled		Salary parity for publicly funded pre-K teachers?	Parity (some)
		Compensation standards required?	No
		Compensation guidelines or plans to develop?	No
		Earmarks for salaries in public funding?	No
		Financial relief: Stipend or tax credit?	No
		Financial relief: Bonus?	Yes
Workforce Data: Stalled	Registry	Inclusive of all licensed settings?	Other
		Collects wage data?	Not Available
		Collects benefits data?	Not Available
		Collects race/ethnicity data?	Yes
		Reports data publicly?	Yes
	Survey	Inclusive of all licensed settings?	Not Applicable
		Collects wage data?	Not Applicable
		Collects benefits data?	Not Applicable
		Collects race/ethnicity data?	Not Applicable
		Reports data publicly?	Not Applicable
Financial Resources: Stalled		State reported extra CCDF spending?	No
		Ratio of per-child pre-K to K-12 spending over 50%?	No

Family & Income Support Policies

Income Supports: Making Headway	Refundable earned income tax credit?	Yes
	Higher than federal minimum wage, indexed for inflation?	Yes
	Refundable child care tax credit?	Yes
Health & Well-Being Supports: Stalled	Paid sick days law?	No
	Paid family leave law?	No
	Expanded Medicaid eligibility?	Yes

Notes

*Early educators work in public- and private-sector homes, centers, and schools. This estimate includes the following occupations as defined by the U.S. Bureau of Labor Occupational Employment Statistics: “child care workers,” “preschool teachers, excluding special education,” “preschool teachers, special education,” “education administrators: preschool/child care center programs.” These data do not include the self-employed, although home-based child care assistants, who are employees, are likely included in the “child care worker” category. This estimate is from 2019 and does not reflect employment changes as a result of the pandemic. Demographic characteristics such as race/ethnicity and gender are not reported due to a lack of comparable data across states. State-based surveys or registries may provide more comprehensive estimates of the ECE workforce.

**Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L. (2020). *Financing Early Educator Quality: A Values-Based Budget for Every State*. A series of state-by-state reports produced by the Economic Policy Institute and University of California Berkeley’s Center for the Study of Child Care Employment. Retrieved from <https://cscce.berkeley.edu/financing-early-educator-quality-a-values-based-budget-for-every-state/>.

Better Compensation: The Key to an Educated and Committed Early Childhood Workforce

Did you know that..

- **There is a direct relationship between the qualifications of early childhood teachers, compensation and the quality of their classrooms?**

There is strong significant evidence of a positive correlation between teacher qualifications and quality with respect to the learning environment for all young children in early childhood education and care settings, including infants and toddlers. A large international meta-analysis suggests if we require educated, qualified teachers we will see significant improvements for quality within center-based and home-based settings.¹ The qualifications, compensation and retention of early childhood teachers are the primary indicators of quality in an early care and education program.² Early childhood professionals receiving higher compensation provide higher quality care.³

- **Many early childhood teachers already have credentials and degrees?**

The National Survey of Early Care and Education found a majority (53%) of center-based and almost a third (30%) of home-based teachers and caregivers reported having college degrees, and almost a third of those reported BA or graduate/professional degrees.⁴

- **The biggest barrier for quality in child care programs is the level of compensation for the teachers?**

81% of early childhood educators surveyed agree that any major effort to increase the quality of early childhood education programs will fail unless early educators received increased salaries and benefits.⁵

- **The lowest paid profession in our country is the child care workforce?**

Child care workers are in the 2nd percentile (nearly at the bottom) when all occupations are ranked by annual wages, earning \$9.77 per hour.⁶ They earn less than half the hourly wage of teachers of elementary-aged children, often with the same credentials.⁷ Administrators of programs for young children typically earn less than 60% of what administrators of programs for elementary-aged children earn.⁸

- **The lifetime earnings of child care teachers with a bachelor's degree in early childhood education will be less than a graduate with any other major?**

Unlike other professions, a child care teacher with an early childhood education degree is unlikely to be paid significantly more than her co-teachers without degrees. A bachelor's degree in early childhood education occupies the dubious distinction of the college major with the lowest projected lifetime earnings.⁹

- **When a child's brain is experiencing the most growth, their teachers are being paid the least?**

Infant-toddler teachers are paid less than teachers working with preschool-age children. Teachers with a bachelor's degree working with infants and toddlers are paid at rates similar to teachers working with children age three and older with associate degrees. Only 25% of infant and toddler teachers with bachelor's or higher degrees earned \$15 or more per hour, while half of those working with older children earned at least \$15.50 per hour.¹⁰

- **Nearly half of the child care workforce is on public assistance?**

Almost one half (46%) of child care workers, compared to 26% of the U.S. workforce as a whole, are part of families enrolled in at least one of four public support programs (EITC, Medicaid and CHIP, SNAP, and/or TANF).¹¹ In every state, the average/median wage for a child care teacher was below the eligibility cut-off for SNAP.¹²

¹ Manning M, Garvis S, Fleming C, Wong T. W. G. The relationship between teacher qualification and the quality of the early childhood care and learning environment. Campbell Systematic Reviews 2017:1 DOI: 10.4073/csr.2017.1

² Economic Policy Institute, 2016. It's time for an ambitious national investment in America's children. Bivens, J; Garcia, E; Gould, E; Weiss, E; and Wilson, V.

³ Center of Children, Families, and the Law. 2005. Compensation of Early Childhood teachers: What value do we place on young children?

⁴ National Survey of Early Care and Education Project Team. (2013). Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE). OPRE Report #2013-38, Washington DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. EYC, 2016.

Growing the Demand for Quality.

⁵ NAEYC 2016. Growing the Demand for Quality.

⁶ Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor, 2015

⁷ Center for the Study of Child Care Employment, 2016. Early Childhood Workforce Index.

⁸ U.S. Department of Labor, Occupational Employment and Wages, May 2015, Bureau of Labor Statistics, March EDUCATION POLICY: A Tale of Two Pre-K Leaders 35 30, 2016, <https://www.bls.gov/oes/2015/may/oes119031.htm>. (Tale of Two PreK leaders, New America)

⁹ Center for the Study of Child Care Employment, 2016. Early Childhood Workforce Index. Hershebin, B., & Kearney, M.S. (2014). Major Decisions: What Graduates Earn Over Their Lifetimes. Retrieved from http://www.hamiltonproject.org/papers/major_decisions_what_graduates_earn_over_their_lifetimes/

¹⁰ Center for the Study of Child Care Employment, 2016. Early Childhood Workforce Index. University of California, Berkeley.

¹¹ UC Berkeley Labor Center calculations from 2009-2013. March Current Population Survey (CPS) 2009-2013 American Community Survey (ACS).

¹² ACF, July 2016. A Rising Tide of Attention to the Early Childhood Workforce: Releasing the Early Childhood Career Pathways Statement. U.S. Census Bureau, ACS 1 Year data (2014); U.S. Bureau of Labor Statistics, Occupational Employment Statistics (2015); Head Start Program Information Report (2015).



A product of the
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A Focus on Compensation

Strategies Addressing the Issue

Communities and states are using a variety of strategies to address the many compensation disparities experienced by the EC workforce working in child care, Head Start and pre-K settings. There are advantages and disadvantages for most of these strategies, but they represent our country's collective efforts to date. Below is short overview of some of the most common strategies.

Wage Supplements

Direct Supplements

Almost one-quarter of states have local or statewide wage supplement programs. Typically, these programs provide semi-annual supplements tied to retention and the education level of the EC educator. The supplement award amounts can vary widely based on education levels and how well resourced the supplement program is. Child Care WAGE\$® supplement programs operate in six states and have rich data on demographics, outputs and outcomes.

Indirect Supplements

Tax credits targeting the EC workforce began as a strategy in Louisiana after Hurricane Katrina demolished the child care system. Nebraska also implemented an EC educator tax credit and a number of other states have legislation pending.

The amount of the credit is typically determined by the level attained on an educational scale. It is paid annually when individuals file their income taxes and can be refundable, reaching even early educators with low incomes who don't owe any taxes, and it can have no income caps. EC educators typically must work at least six months in the same licensed setting to be eligible for the credit.

Wage Mandates

Targeted

With the dramatic increase of state-funded pre-K programs that are embedded in child care settings, the issue of pay equity for teachers with identical qualifications to those in public school classrooms has received considerable attention. New Jersey set the standard when the state was ordered by the courts to provide high quality preschool to children in the Abbott school districts as a way to remedy disparities in educational opportunities and outcomes. In its implementation, New Jersey made it a policy that pre-K teachers with similar educational qualifications in community settings were to receive pay that was commensurate with pre-K teachers working in public school classrooms. Other community and state pre-K programs have followed. Most recently, advocates in New York City were able to win a parity mandate for certified teachers holding bachelor's degrees who work in centers serving low income children from birth to 5.

Population-based

In the past few years, cities, counties and states have started raising the minimum wage significantly, in lieu of any changes in the federal minimum wage. Because EC educators' compensation is so low, they are often beneficiaries of these wage mandates, if the program they are working in is not excluded from

the mandate. While benefiting EC educators at the lowest pay grades, many programs report that it can depress the wages of the most qualified EC educators if internal salary schedules are not adjusted. Some child care programs struggle to meet these standards, particularly in states where subsidy payment rates have not kept up with these increases. In addition, low-income EC educators and families using child care report that the minimum wage boosts to their incomes have made them ineligible for benefits such as subsidized child care, SNAP and other income-based programs. Some communities are working to address these unintended consequences.

Compensation within Professional Development Initiatives

Many states have created scholarship programs to help the incumbent EC workforce complete their CDA credential or take college coursework leading to state EC credentials and/or college degrees. Most help with tuition costs and some include a completion bonus. The most comprehensive of these efforts is the T.E.A.C.H. Early Childhood® Scholarship Initiative, currently operating in 21 states and D.C. Participants receive significant support, including a counselor, tuition, fees, books, access costs, paid release time and raises or bonuses based on coursework completion. EC educators on associate or bachelor's degree scholarships see an 8-9 percent wage gain annually and graduate with no college debt. Registered apprenticeships to help attract individuals to the EC field and train them are also a way of providing more comprehensive support to participants while earning credentials and degrees. Both T.E.A.C.H. scholarships and registered apprenticeships require a commitment of resources by employers.

Payment Rates

A common strategy to address EC educator compensation is to raise the payment rates for subsidized child care or pre-K. While this rate strategy increases per child funding to child care programs, it may not make a meaningful difference in EC educators' earnings. Often pay raises happen only periodically and child care programs need funds to support other infrastructure needs such as program materials and equipment. While there have been some attempts to mandate that increased payments be used to improve EC educator compensation, most do not create a monitoring system to ensure this happens. Programs that serve both children receiving subsidies and private fee-paying families often hesitate to increase rates for fear of losing families who do not receive child care or pre-K assistance.

Policy Strategies

A number of states have enacted various policies that affect benefits and working conditions within their licensing, pre-K or QRIS systems. Many of these may not directly affect compensation. These may be mandatory or optional and include: 1) management strategies such as having job descriptions and published pay schedules, 2) working condition strategies such as paid sick leave, retirement, paid annual leave, paid planning time and release time for professional development and 3) benefits such as reduced rates for child care, health insurance and retirement.

Information sourced from T.E.A.C.H. Early Childhood® National Center, a division of Child Care Services Association

<https://teachecnationalcenter.org/wp-content/uploads/2021/03/A-Focus-on-Compensation-03-25-21-WEB.pdf>

Annual Supplement

Level	Education Required	Annual Supplement
Level 1*	6 credit hours in early childhood education CDA (college course credit hours earned)	\$400.00
Level 2*	24 credit hours of general education plus or including at least 12 in early childhood education	\$900.00
Level 3*	36 credit hours of general education plus or including 18 in early childhood education	\$1,400.00
Level 4*	50 credit hours of general education plus or including 24 in early childhood education	\$1,900.00
Level 5*	60 credit hours of general education plus or including 30 in early childhood education	\$2,200.00
Level 6*	* Bachelor's or Master's Degree with fewer than 12 credit hours in early childhood education	\$2,500.00
Level 6	Associate Degree plus or including at least 24 credit hours in early childhood education	
Level 7	90 credits toward Bachelor's degree plus or including at least 18 credit hours in early childhood education	\$2,700.00
Level 7	Bachelor's degree plus or including at least 12 credit hours in early childhood education	
Level 8	Bachelor's Degree plus or including 18 credit hours in early childhood education	\$3,600.00
Level 8	Master's degree plus or including 12 credit hours in early childhood education	
Level 9	Bachelor's Degree plus or including at least 30 credit hours in early childhood education	\$5,200.00
Level 9	Master's Degree plus or including at least 24 credit hours in early childhood education	

Supplement totals shown represent annual awards for full-time eligibility. Applications working less than full-time will receive a prorated amount.

To be eligible for at least one six-month payment during the fiscal year, applicants must

- Work in a TN Department of Human Services licensed child care program.
- Earn \$15 or less per hour.
- Have one of the education levels listed. Credits are from a regionally accredited school.
- Have worked at least six months in the same child care program with children ages birth to five at least 10 hours per week.
- Be employed at this same child care program when funding is available, and a final confirmation has been completed.

*Temporary levels of education. Teachers awarded at one of these levels must move up to a higher level within two years in order to retain eligibility. Deadlines will be reestablished at each temporary level. Family child care providers have three years to achieve the education needed to move up.

Child Care WAGE\$® IOWA

What is Child Care WAGE\$® IOWA?

Child Care WAGE\$® IOWA (WAGE\$) is a salary supplement program offered by Iowa AEYC. As with T.E.A.C.H. IOWA, WAGE\$ is a licensed program of Child Care Services Association. WAGE\$ offers salary supplements (also called stipends) to the early care and education workforce, based on the individual's level of formal education and commitment to their program.

What are the eligibility requirements?

To be eligible to receive a WAGE\$ stipend you must:

- Work in a DHS regulated early care and education program that participates in the Iowa Quality Rating System (QRS), and accepts Child Care Assistance (CCA)
- Earn below the income cap, varies by position
 - \$20/hour for teachers, child development home providers, assistant directors
 - \$25/hour for directors
- Have one of the education levels listed in the supplement scale (see below), from regionally accredited schools
- Work 20 hours or more per week at least six months in the same child care program and be employed there when a final confirmation has been completed

What are the award levels?

Level	Education Requirement	Annual Supplement (QRS 1-2)	Annual Supplement (QRS 3-5)
10 10	Master's or Doctorate Degree plus or including 24 EC credits Bachelor's Degree with a Teaching License with an EC Endorsement	\$3,500	\$5,250
9 9	Master's or Doctorate Degree plus or including 18 EC credits Bachelor's Degree plus or including 24 EC credits	\$2,900	\$4,350
8 8	Master's or Doctorate Degree plus or including 9 EC credits Bachelor's Degree plus or including 15 EC credits	\$2,300	\$3,450
7 7* 7* 7*	Associate Degree plus or including 24 EC credits Master's or Doctorate Degree (less than 9 EC credits) Bachelor's Degree (less than 15 EC credits) 90 credits toward a Bachelor's Degree plus or including 24 EC credits	\$1,800	\$2,700
6* 6*	Associate Degree plus or including 12 EC credits 60 credits general education plus or including 18 EC credits	\$1,400	\$2,100
5* 5* 5*	Early Childhood Community College Diploma 36 credits general education plus or including 12 EC credits Associate Degree (less than 12 EC credits)	\$1,100	\$1,650
4*	24 credits general education plus or including at least 6 EC credits	\$800	\$1,200
3*	12 EC college credits (could be part of a CDA Credential™, Paraeducator, Apprenticeship, Community College EC Certificate, etc.)	\$500	\$750
2**	Active Child Development Associate (CDA) Credential™ (earned with less than 12 college credits)	\$350	\$525
1	High School Diploma and training not for college credit	N/A	N/A



In FY21, DHHS invested \$200,000 and brought a national scholarship model to Maine called “T.E.A.C.H. Early Childhood,” which has proven results for over 30 years and is in 22 other states and DC.

History

T.E.A.C.H. Early Childhood® was established in 1990 as evidence was mounting that teachers were leaving the field in droves, looking for better paying jobs. It was becoming increasingly difficult to attract teachers with college degrees. On average, child care teachers made little more than minimum wage. Few had any degrees beyond high school. The child care centers that employed these teachers did not provide compensatory time or dollars for continuing education. Turnover rates were almost 40% annually.

National Results

Now, 16,000 to 20,000 teachers, directors and family child care providers receive T.E.A.C.H. Early Childhood® scholarships in states across the U.S.

- Associate and bachelor's degree scholarship recipients complete 14-15 credit hours annually while working full time
- Participants demonstrate mastery of coursework, grade point averages range from 3.3-3.5
- Annual earnings increase by 8% to 9% for associate and bachelor's degree scholarship recipients.
- Turnover rates for associate degree scholarship recipients average less than 5% annually

In FY20, T.E.A.C.H. programs garnered \$42.3 million to support 18,040 scholarship recipients in 21 states and DC, with Maine and New Hampshire joining in FY21.

Diversity of the Workforce

- 51% of recipients were people of color and/or Latinx origin.
- 49% of T.E.A.C.H. recipients came from families with no college graduates.
- 53% of T.E.A.C.H. recipients began T.E.A.C.H. with only a high school diploma.

Long-term Systemic Change

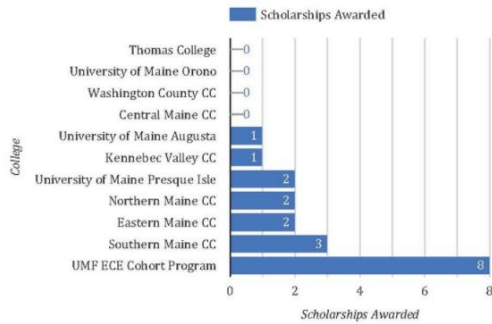
Scholarship support is facilitating long-term systemic change in states by helping to create access to higher education that was not available prior to T.E.A.C.H. Improvements have been made in higher education including more course offerings; more colleges with early childhood degree programs; more courses offered in times, places and modalities to more effectively reach the workforce; and better articulation agreements. Gains have also been made in state's professional development systems, including improvements in regulatory standards for the education and continuing professional development of the workforce.



Maine Association for the Education of Young Children



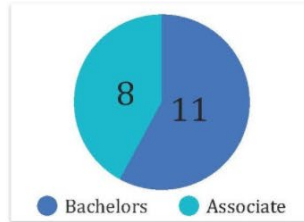
Colleges in Maine with ECE Programs



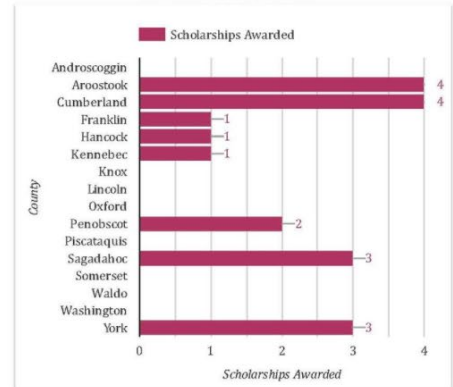
Scholarships Awarded

19

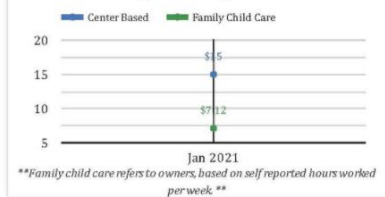
Degree Type



Counties in Maine



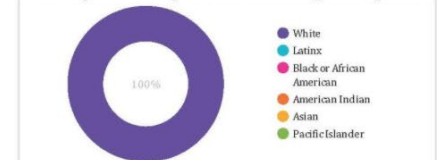
Average Hourly Income



Program Type



Race/Ethnicity of Scholarship Recipients





T.E.A.C.H. EARLY CHILDHOOD[®]
AND CHILD CARE WAGES[®]
Annual National Program Report
2019 – 2020

Supporting
the Essential
Early Childhood
Workforce Behind
the Workforce

T.E.A.C.H. Early Childhood®

T.E.A.C.H. Early Childhood® is an evidence-based national strategy that has increased the availability of accessible, affordable college education and workforce supports for low-income women working with children in early childhood settings. It provides the structure for a comprehensive, sequenced program of early childhood higher education opportunities that recognizes the diverse educational backgrounds of early childhood teachers. T.E.A.C.H. targets increased education leading to credentials and degrees, increased compensation and job and career retention. Employer and employee dollars are combined with public and/or private funds in each state to support their early education workforce.

With an eye toward student success, T.E.A.C.H. ensures that early educators are supported economically with tuition and book assistance, paid leave time, travel stipends and bonuses, and socially through the support of a scholarship counselor and an engaged employer.

Since the onset of COVID-19, even with all of this support, we expected a lot of scholarship recipients to disappear, given program closures and cutbacks. Yet, because of their tenacity, most wanted to continue even if they weren't working. With guidance from the National Center and approval of funders, states were very generous and made scholarship models more economically feasible while teachers weren't working.

“This summer, as I engaged in conversations with early childhood educators about the impact of COVID-19 on their early childhood programs, those who were currently receiving a T.E.A.C.H. scholarship spoke so highly and fondly of the support they received from T.E.A.C.H. during this time.”

Lucy Recio, Senior Analyst,
Public Policy & Advocacy,
National Association for the
Education of Young Children

OUTPUTS

In FY20, T.E.A.C.H. programs garnered **\$42.3 million** to support **18,040 scholarship recipients** in 21 states and DC, with Maine and New Hampshire joining in FY21.

EMPLOYERS

- **8,633** sponsored T.E.A.C.H. recipients on a scholarship; at least half of the children in these programs were from families with low incomes and had their early care and education supported by child care assistance, Head Start and/or state funded Pre-K
- **30.7%** of recipients worked with children in publicly funded Pre-K programs

- **12.3%** of recipients worked with the Head Start population
- **60%** of recipients worked with 3–5 year olds
- **57.3%** of recipients worked with children under 3 years of age
- **626,922** children benefited from having a better educated teacher

EDUCATION

- **102,363** credit hours completed
- **80%** of participants worked as teachers or family child care educators

COLLEGES AND UNIVERSITIES

- **512** participating community colleges and universities provided college courses and benefited from enrollment
 - **21%** of participating community colleges offer full online associate degree option
 - **33%** of participating universities offer full online bachelor's degree option

OUTCOMES

Average Annual Credit Hours Completed

- **13.94**—Associate degree scholarships
- **16.86**—Bachelor's degree scholarships

Average Annual Grade Point Averages

- **3.39 GPA**—Associate degree scholarships
- **3.35 GPA**—Bachelor's degree scholarships

Average Annual Recipient Wage Increase

- **9%**—Associate degree scholarships
- **10%**—Bachelor's degree scholarships

Average Annual Recipient Site-Based Retention Rates (removing turnover caused by COVID-19)

- **95%**—Associate degree scholarships
- **97%**—Bachelor's degree scholarships

The average teacher on a T.E.A.C.H. scholarship earned \$12.15 per hour.

PROFILE OF T.E.A.C.H. RECIPIENTS

Category	Percentage
No college before T.E.A.C.H.	53%
No degreed family member	49%
Single parent	28%
Of color and/or Latinx origin	51%

45

Equity to Scholarships and Degree Completion

One of the most effective interventions in leveling the playing field for young children, particularly those of color and/or living in families earning low incomes, is high quality early care and education. The availability of high quality education is predicated on the knowledge and competencies of teachers and program leaders. The T.E.A.C.H. Early Childhood® scholarship initiative, by providing comprehensive scholarships that lead to degrees in early childhood education, helps ensure young children have the well-educated early childhood educators they need and deserve.

For the past 10 years, the National Center has been intentional in examining race and ethnicity data of T.E.A.C.H. participants and graduates and comparing those data to similar demographic data on children from birth through age 4 in each state we serve. Recent research has determined that children perform better when they have teachers that look like them. When we first started this process, we wanted to see if T.E.A.C.H. recipients mirror the racial/ethnic diversity of the children in their states. We shared our analyses with the states, built this expectation into one of the 16 standards for operating a high quality T.E.A.C.H. program and focused on helping states become more intentional on this work for their T.E.A.C.H. counselors.

The National Center also raised the bar on expectations around equity, going beyond ensuring equity of access for diverse early childhood educators to scholarships for two- and four-year degrees. Now we are examining how well states are doing around equity of access to degree completion by race/ethnicity. Below is a table showing the aggregated data for FY20 with five key race/ethnicity variables: children 0-4, associate degree scholarship recipients, bachelor's degree scholarship recipients, associate degree graduates and bachelor's degree graduates. The data in this table demonstrate how close states are to reaching this equity goal.

There is still work to do, but each year the data look better. For associate degree recipients and graduates, the national data show we are very close. Bachelor's degree demographics are harder, partially because some states are not funded at all or have very little funding to offer bachelor's degree scholarships. The chart shows while there might not be full equity of access to bachelor's scholarships, once someone receives a bachelor's degree scholarship, they receive the support they need to graduate.

% Children of Color Birth to 4	% Associate Recipients of Color	% Bachelor's Recipients of Color	% Associate Grads of Color	% Bachelor's Grads of Color
49%	48%	42%	44%	43%

Child Care WAGE\$®

A lack of resources and an effort to maintain affordability for parents often make it difficult for individual child care programs to pay teachers what they deserve. As a result, many teachers leave the field or never consider the profession as an option. Child Care WAGE\$® was created in response to research-based evidence that shows the quality of care children receive is lowered by high turnover rates and inadequate teacher education. The program provides education-based salary supplements to low-paid teachers, directors and family child care providers working with children between the ages of birth-5 and is designed to provide preschool children more stable relationships with better educated teachers by rewarding teacher education and continuity of care.

In FY20, **\$15.55 million** supported **8,511** WAGE\$ participants in six states.

Employers

- **92%** of participants worked in center-based settings
- **8%** of participants worked in family child care homes
- **176,122** children were served by WAGE\$ participants

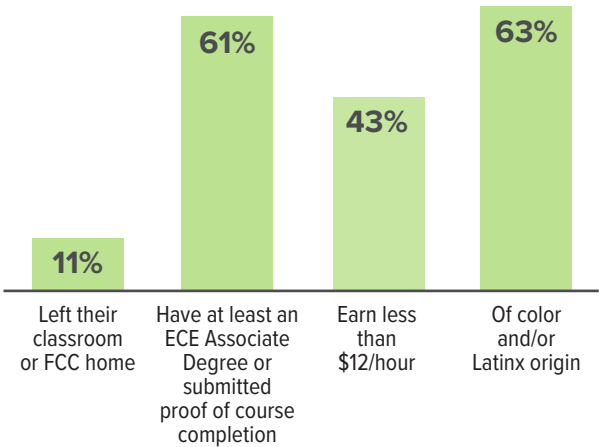
Average Six-Month Supplement

- **\$791**

Retention

- **11%**—Average annual site-based turnover rate

PROFILE OF WAGE\$ RECIPIENTS



*To access links in this report, visit our website for an electronic copy of the report at <https://teachecnationalcenter.org>

Currently, T.E.A.C.H. and WAGE\$ programs are housed in statewide organizations serving the early childhood community in 24 states and the District of Columbia.

- **Alabama**
[Alabama Partnership for Children](#)
- **Arkansas**
[Arkansas Early Childhood Association](#)
- **Colorado**
[Early Childhood Council Leadership Alliance](#)
- **Delaware***
[Delaware Association for the Education of Young Children](#)
- **Florida***
[Children's Forum](#)
- **Indiana**
[Indiana Association for the Education of Young Children](#)
- **Iowa***
[Iowa Association for the Education of Young Children](#)
- **Maine#**
[Maine Association for the Education of Young Children](#)
- **Michigan**
[Michigan Association for the Education of Young Children](#)
- **Minnesota**
[Child Care Aware® of Minnesota](#)
- **Missouri**
[Child Care Aware® of Missouri](#)
- **Nebraska***
[Nebraska Association for the Education of Young Children](#)
- **Nevada**
[Nevada Association for the Education of Young Children](#)
- **New Hampshire#**
[Southern NH Services, Inc., Child Care Aware® of New Hampshire](#)
- **North Carolina***
[Child Care Services Association](#)
- **Ohio**
[Ohio Child Care Resource and Referral Association](#)
- **Pennsylvania**
[Pennsylvania Child Care Association](#)
- **Rhode Island**
[Rhode Island Association for the Education of Young Children](#)
- **South Carolina**
[South Carolina Endeavors](#)
- **Tennessee+**
[Signal Centers](#)
- **Texas**
[Texas Association for the Education of Young Children](#)
- **Utah**
[Utah Association for the Education of Young Children](#)
- **Vermont**
[Vermont Association for the Education of Young Children](#)
- **Washington DC**
[National Black Child Development Institute](#)
- **Wisconsin**
[Wisconsin Early Childhood Association](#)

*Denotes both T.E.A.C.H. and WAGE\$ Programs operating in the state.

#Denotes a new T.E.A.C.H. Program in the state as of July 2020.

+Denotes only a WAGE\$ Program operating in the state.

T.E.A.C.H. Early Childhood® National Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® National Center, a 10-member T.E.A.C.H. Early Childhood® National Advisory Committee advises the Center on broad issues affecting the Center's work and all T.E.A.C.H. and WAGE\$ programs.

Helen Blank
Former Director, Child Care and Early Learning, National Women's Law Center

Carol Brunson Day
Brunson, Phillips and Day, Inc.

Megan Burk
Texas Association for the Education of Young Children

John Cregg
Nevada Association for the Education of Young Children

Lauren Hogan
National Association for the Education of Young Children

Ana De Hoyos O'Connor
San Antonio College

Iheoma Iruka
Frank Porter Graham Child Development Institute

Phyllis Kalifeh
The Children's Forum

Edith Locke
Child Care Services Association

Michelle Raybon
Alabama Partnership for Children

Sue Russell
T.E.A.C.H. Early Childhood® National Center, Ex-officio

T.E.A.C.H. Early Childhood® Alliance Advisory Council Members

The T.E.A.C.H. Early Childhood® Alliance Advisory Council is a group of early childhood professionals that provide input to the Center on the everyday challenges that early educators face as they seek more education, better compensation and a career pathway.

Elizabeth Coakley
CB King Memorial School

Ana De Hoyos O'Connor
San Antonio College

Tracy Ehlert
Early Childhood Educator

Mary Graham
Children's Village

Khadija Lewis Khan
Beautiful Beginnings Child Care Center

Michele Miller-Cox
First Presbyterian Day School

Jobe Ream
FutureCare Learning Center, Inc.

Kimberly Reese
Childcare Resource Network

For more information contact: **T.E.A.C.H. Early Childhood® National Center, a division of CCSA**

PO Box 901, Chapel Hill, NC 27514

919.967.3272 – telephone

919.442.1988 – facsimile

teachecnationalcenter.org
childcareservices.org



Strengthening the Early Learning Workforce with Apprenticeships

Well-qualified early childhood educators are a vital component to providing high-quality early learning and care opportunities for children from birth through age five. As policymakers have come to recognize the importance of these opportunities, state and federal laws have increased credentialing requirements for educators, which helps to improve overall quality but can also make it more difficult to recruit and retain qualified teachers, particularly in low income and rural communities where qualified educator shortages are already pronounced. To address this issue, some states have instituted early childhood education (ECE) Registered Apprenticeship programs. The apprenticeship model overlays well with the early childhood delivery system, providing on-the-job learning opportunities that feature a lead teacher to mentor and support less experienced staff who could be trained to become lead teachers or more effective support personnel. In this way, ECE apprenticeship programs provide an accessible way for educators to acquire the knowledge and skills they need, along a pathway to the credential or degree needed to advance their career.

◆ Overview of Registered Apprenticeships

Apprenticeships offer “earn as you learn” opportunities to individuals, while also allowing employers to improve the quality and effectiveness of their workforce. Registered Apprenticeships are recognized by the U.S. Department of Labor or a state apprenticeship agency and provide paid on-the-job training and mentoring, as well as classroom-based education and instruction, culminating in a nationally recognized credential. (In degree apprenticeship models, the apprenticeship concludes with attainment

of an associate or bachelor’s degree.) Registered Apprenticeships typically last 2-3 years; include around 2,000 hours of on-the-job training and a minimum of 144 hours of classroom-based instruction each year; and offer wage increases as participants meet benchmarks for skill attainment.

Long a favored model in industrial and technical fields, apprenticeships are expanding to other industries. According to a September 2018 [report](#), at least eight states currently offer an ECE Registered Apprenticeship program, some of which are degree apprenticeships.





Additionally, collaboration between early childhood employers and higher education partners are essential to ensure the educational and training components are compatible and align with the competencies needed to succeed in the workplace. Technical and community colleges often provide classroom-based instruction for traditional industrial or technical Registered Apprenticeship programs. In the ECE context, relationships between these institutions and the early childhood field may still be developing as child care and preschool teaching positions are only now being recognized as highly skilled and technical in nature. It is worthwhile to grow these relationships, however, as ECE Registered Apprenticeships create an opportunity for students to benefit significantly from extensive, related work experience while pursuing an ECE credential or degree. Further, states can work with ECE degree programs at two- and four- year public institutions to develop strong statewide articulation policies that ensure educators who earn college credit or an associate's degree through an ECE apprenticeship can apply those credits if they choose to work towards a two- or four-year degree.

as a workforce investment partnership, early childhood technical assistance organization, or state or local government entity—to facilitate partnerships between state or local government, higher education institutions, and multiple early childhood employers. States and localities can also support students and providers by assuming some of the administrative role, offering tuition assistance, or helping students to access financial aid.

Collaboration between early childhood employers and higher education partners are essential to ensure the educational and training components are compatible and align with the competencies needed to succeed in the workplace.

■ Opportunities for Federal Support of ECE Apprenticeships

A series of brief summaries of the scientific presentations at the National Symposium on Early Childhood Science and Policy.

The science of early brain development can inform investments in early childhood. These basic concepts, established over decades of neuroscience and behavioral research, help illustrate why child development—particularly from birth to five years—is a foundation for a prosperous and sustainable society.

1 Brains are built over time, from the bottom up. The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. Early experiences affect the quality of that architecture by

establishing either a sturdy or a fragile foundation for all of the learning, health and behavior that follow. In the first few years of life, more than 1 million new neural connections are formed every second. After this period of rapid proliferation, connections

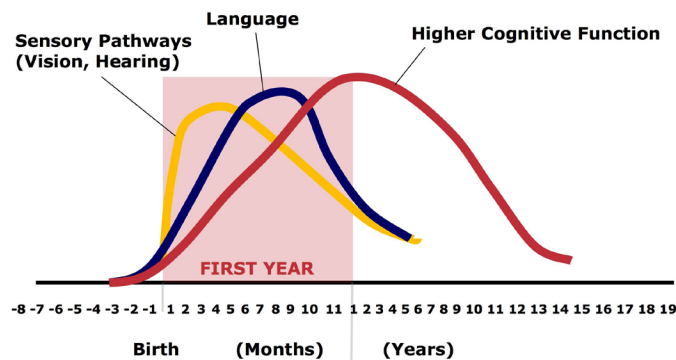
are reduced through a process called pruning, so that brain circuits become more efficient. Sensory pathways like those for basic vision and hearing are the first to develop, followed by early language skills and higher cognitive functions. Connections proliferate and prune in a prescribed order, with later, more complex brain circuits built upon earlier, simpler circuits.

2 The interactive influences of genes and experience shape the developing brain. Scientists now know a major ingredient in this developmental process is the “serve and return” relationship between children and their parents



Center on the Developing Child
HARVARD UNIVERSITY

Human Brain Development Neural Connections for Different Functions Develop Sequentially



Source: C.A. Nelson (2000)

In the proliferation and pruning process, simpler neural connections form first, followed by more complex circuits. The timing is genetic, but early experiences determine whether the circuits are strong or weak.

POLICY IMPLICATIONS

- The basic principles of neuroscience indicate that early preventive intervention will be more efficient and produce more favorable outcomes than remediation later in life.
- A balanced approach to emotional, social, cognitive, and language development will best prepare all children for success in school and later in the workplace and community.
- Supportive relationships and positive learning experiences begin at home but can also be provided through a range of services with proven effectiveness factors. Babies' brains require stable, caring, interactive relationships with adults — any way or any place they can be provided will benefit healthy brain development.
- Science clearly demonstrates that, in situations where toxic stress is likely, intervening as early as possible is critical to achieving the best outcomes. For children experiencing toxic stress, specialized early interventions are needed to target the cause of the stress and protect the child from its consequences.

and other caregivers in the family or community. Young children naturally reach out for interaction through babbling, facial expressions, and gestures, and adults respond with the same kind of vocalizing and gesturing back at them. In the absence of such responses—or if the responses are unreliable or inappropriate—the brain’s architecture does not form as expected, which can lead to disparities in learning and behavior.

3 The brain’s capacity for change decreases with age. The brain is most flexible, or “plastic,” early in life to accommodate a wide range of environments and interactions, but as the maturing brain becomes more specialized to assume more complex functions, it is less capable of reorganizing and adapting to new or unexpected challenges. For example, by the first year, the parts of the brain that differentiate sound are becoming specialized to the language the baby has been exposed to; at the same time, the brain is already starting to lose the ability to recognize different sounds found in other languages. Although the “windows” for language learning and other skills remain open, these brain circuits become increasingly difficult to alter over time. Early plasticity means it’s easier and more effective to influence a baby’s developing brain architecture than to rewire parts of its circuitry in the adult years.

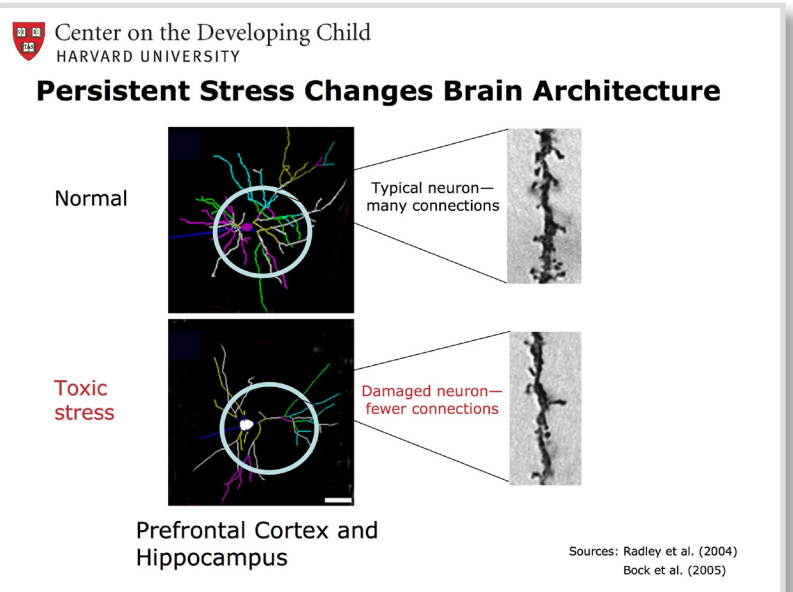
4 Cognitive, emotional, and social capacities are inextricably intertwined throughout the life course. The brain is a highly interrelated organ, and its multiple functions operate in a richly coordinated fashion. Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities, and together they are the bricks and mortar that comprise the foundation of human development. The emotional and physical health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important prerequisites for

success in school and later in the workplace and community.

5 Toxic stress damages developing brain architecture, which can lead to life-long problems in learning, behavior, and physical and mental health. Scientists now know that chronic, unrelenting stress in early childhood, caused by extreme poverty, repeated abuse, or severe maternal depression, for example, can be toxic to the developing brain. While positive stress (moderate, short-lived physiological responses to uncomfortable experiences) is an important and necessary aspect of healthy development, toxic stress is the strong, unrelieved activation of the body’s stress management system. In the absence of the buffering protection of adult support, toxic stress becomes built into the body by processes that shape the architecture of the developing brain.

For more information, see “The Science of Early Childhood Development” and the Working Paper series from the National Scientific Council on the Developing Child.

www.developingchild.harvard.edu/library/



Brains subjected to toxic stress have underdeveloped neural connections in areas of the brain most important for successful learning and behavior in school and the workplace.



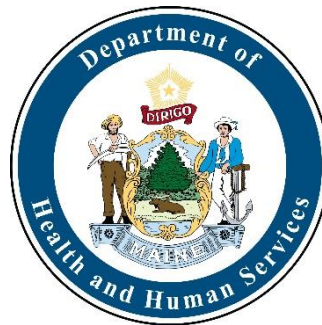
THE INBRIEF SERIES:

INBRIEF: The Science of Early Childhood Development
 INBRIEF: The Impact of Early Adversity on Children’s Development
 INBRIEF: Early Childhood Program Effectiveness
 INBRIEF: The Foundations of Lifelong Health

OCFS Presentation to The Children's Cabinet

Todd A. Landry, Ed.D.

January 28, 2020



OCFS History with Bipartisan Policy Center (BPC)

In August, Maine was invited as one of 13 states to participate in an Aspen Institute convening on Early Childhood Education. Key stakeholders from the State participated in the convening focused on improving access to high-quality child care.

One of the Aspen partners at the convening was Linda Smith with the Bipartisan Policy Center who discussed their current Gap Analysis Project and invited Maine to participate.

Bipartisan Policy Center: Early Care and Education (ECE) Gap Analysis

BPC's ECE gap analysis includes:

- An estimate of potential demand, based on Census data about the population under age six with parents in labor force
- An estimate of supply, based on data on child care facilities provided by state agencies
- An estimate of the gap, or the difference between these two numbers
- Maps showing how supply and demand are distributed across the state, with breakdown by county and Congressional District

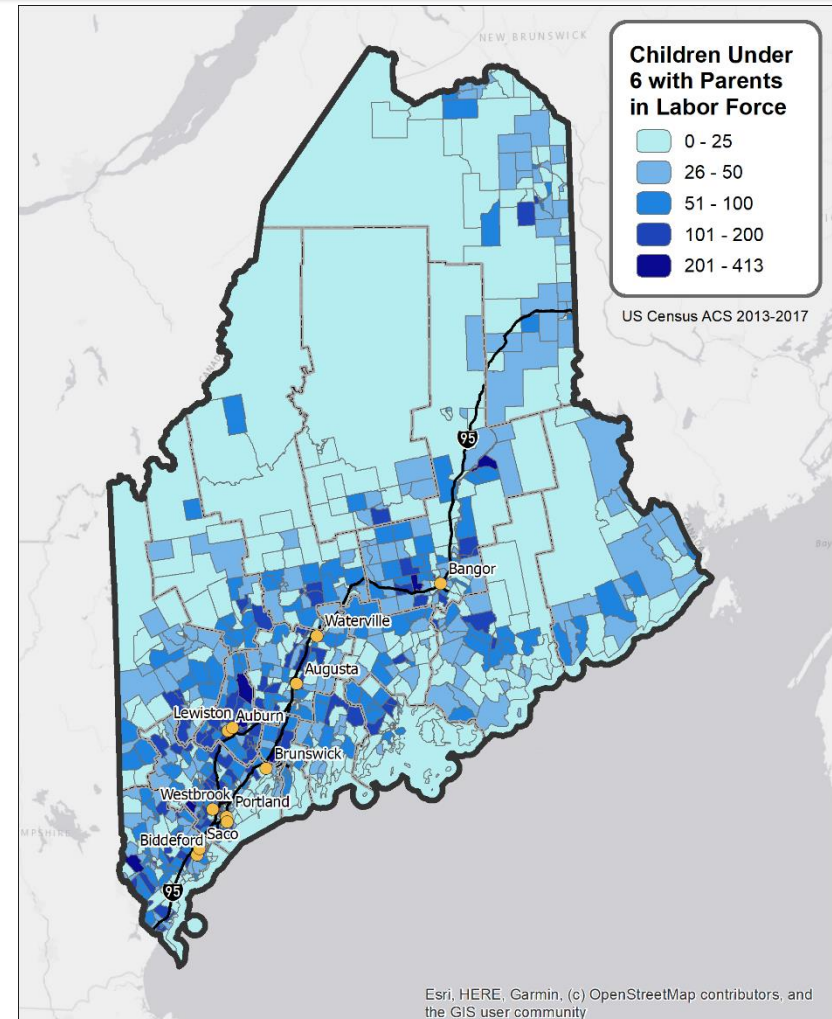
Method 1: Simplistic Gap Calculation

$$\text{Gap} = \text{Supply} - \text{Need}$$

Maine's Need: Children under 6 with Parents in Labor Force

- Living with both parents, both parents in labor force
- Living with one parent, parent in labor force

Need: 52,535



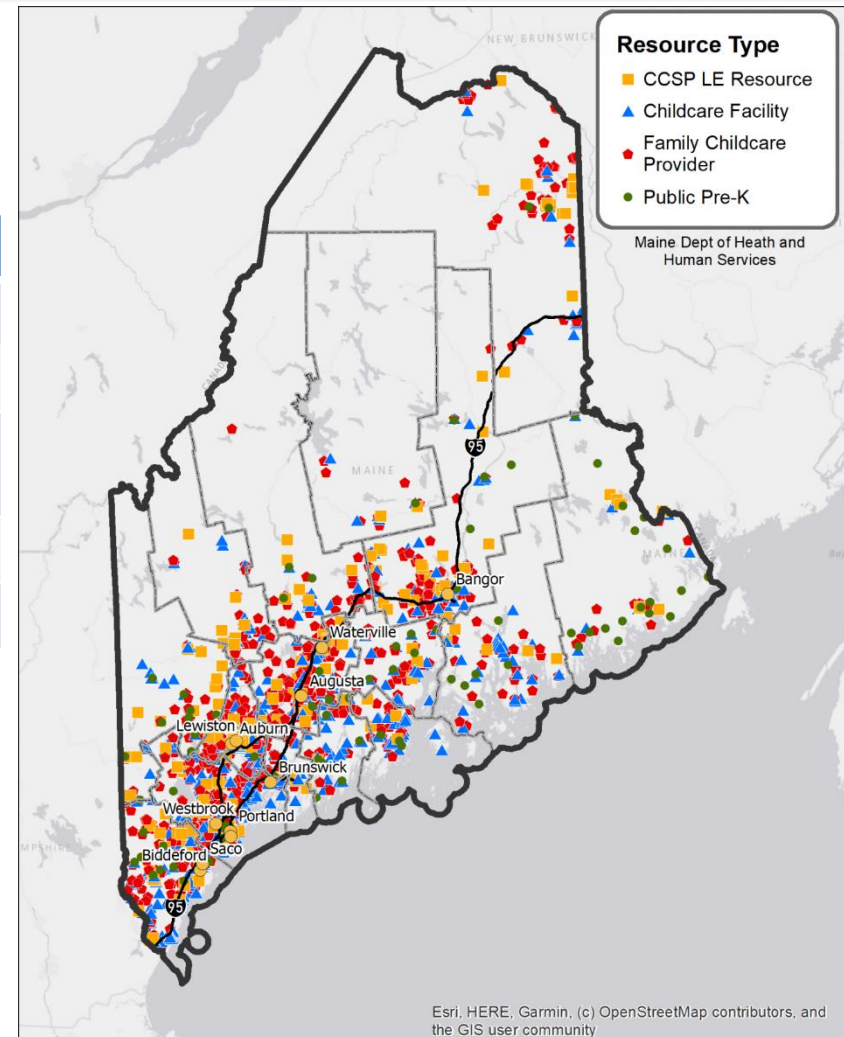
*Slide provided by BPC

Maine Department of Health and Human Services (DHHS) Child Care Providers

Resource Type	Count	Approved Capacity
CCSP LE Resource	308	--
Child Care Facility	795	37,301
Family Child Care Provider	927	10,078
Public Pre-K	87	2,272
Total	2,117	49,651

CAPACITY: 49,651 (10/2019)

*Slide provided by BPC



Method 2: Distance Based Gap Calculation

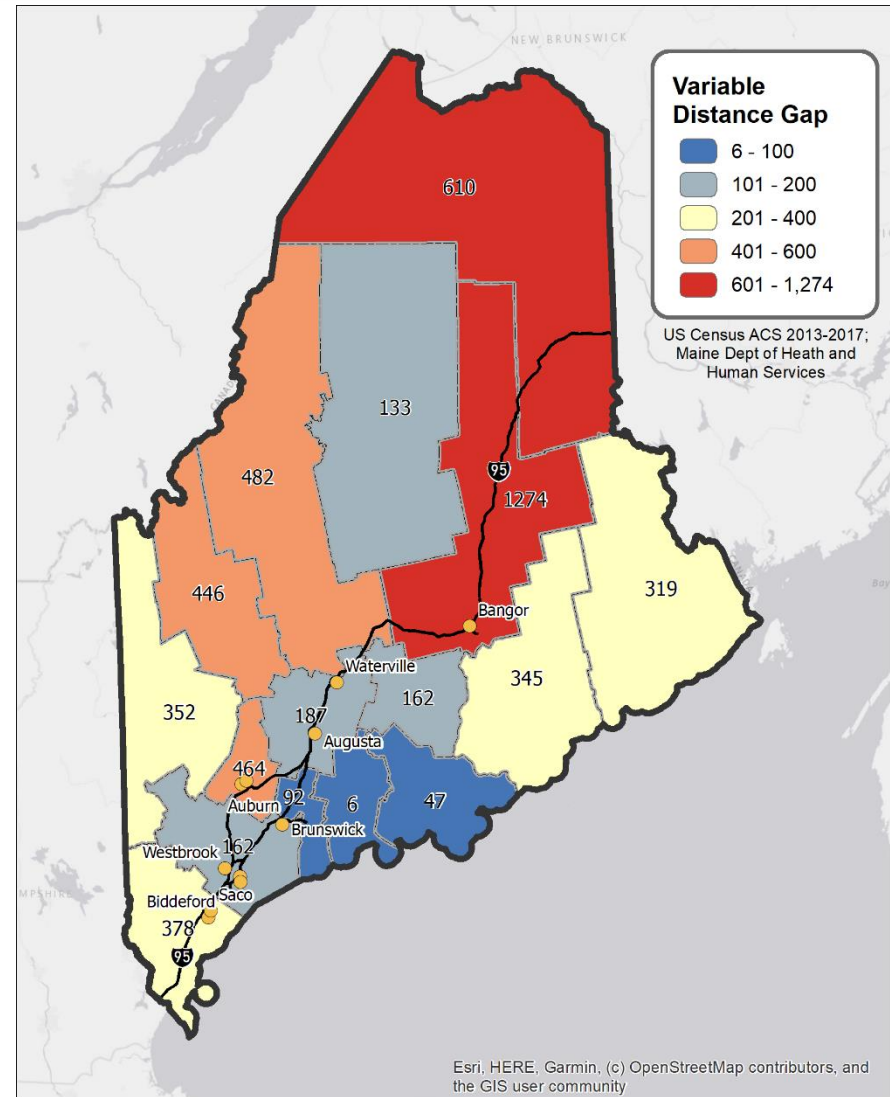
This method matches the need with the supply based on a distance search and provides a more realistic analysis of the child care gap.

Variable Distance Gap

Variable Distance Gap 5,459

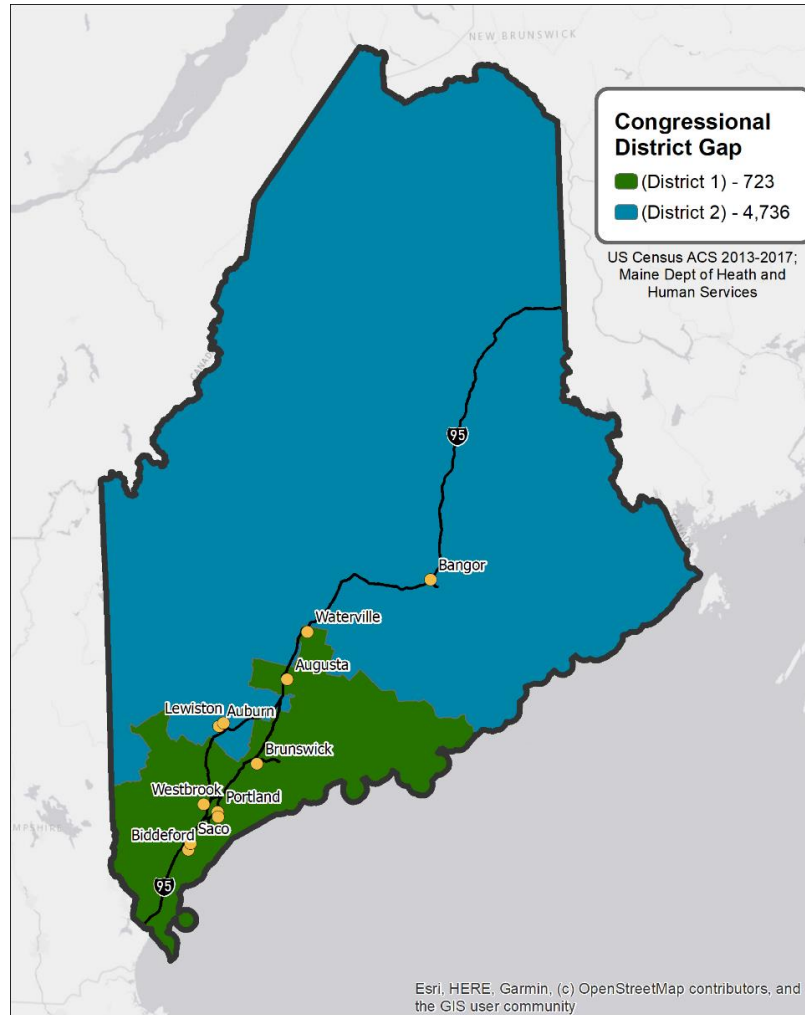
Access distance to child care facilities

- 3.5 miles in urban areas
- 7.5 miles in rural areas



*Slide provided by BPC

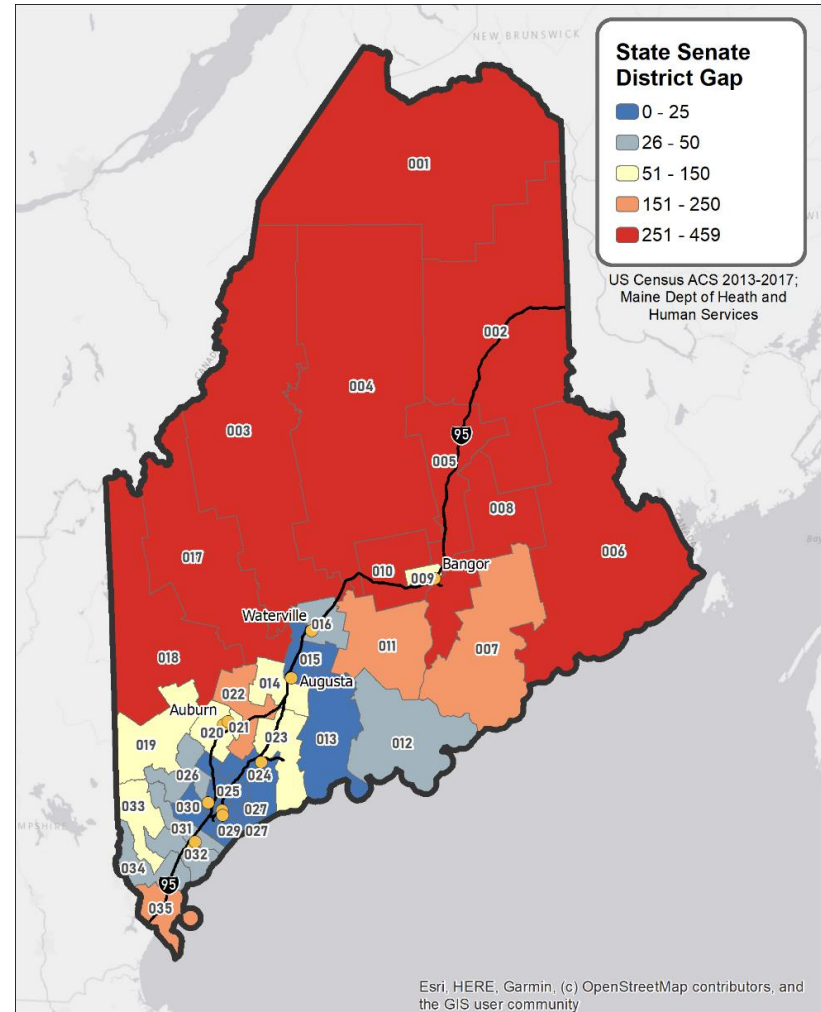
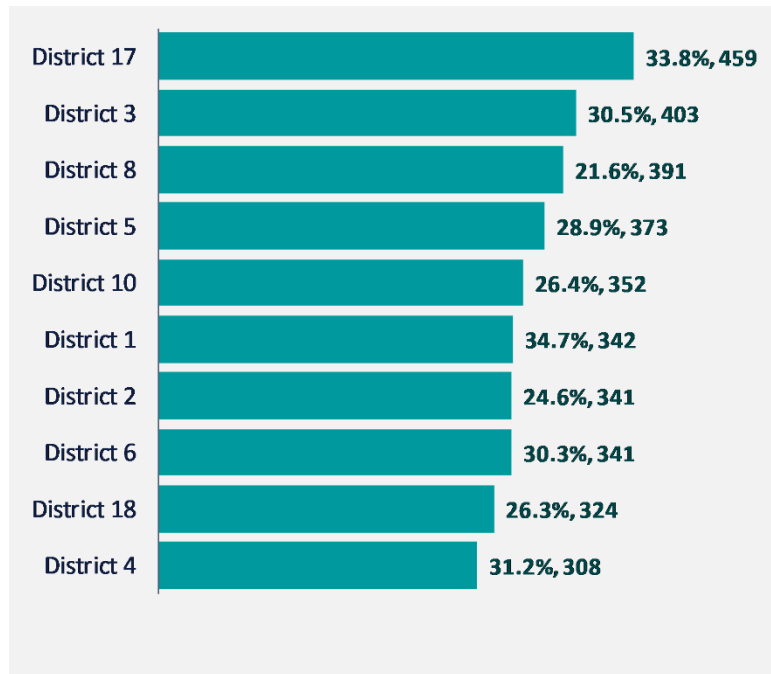
Variable Distance Method: Gap by Congressional District



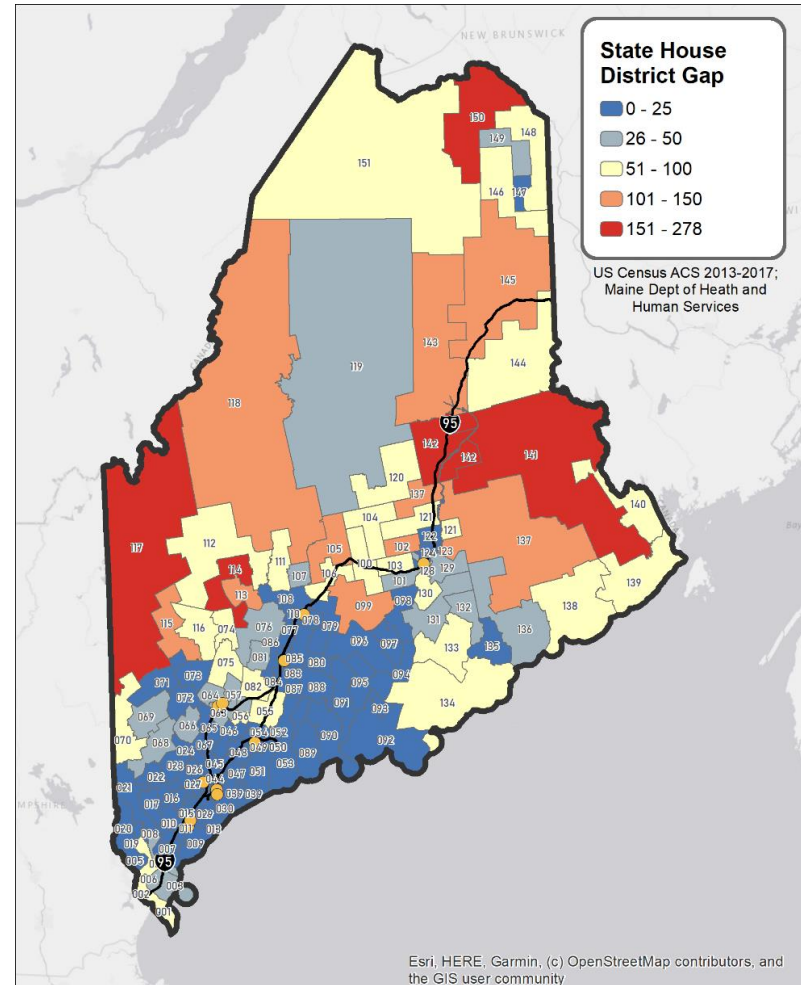
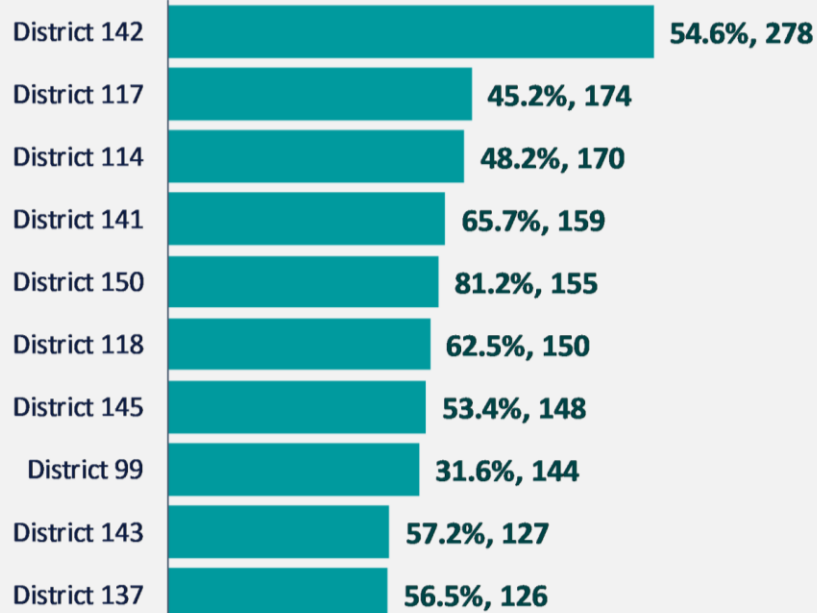
*Slide provided by BPC

Maine Department of Health and Human Services

Variable Distance Method: Gap by State Senate District



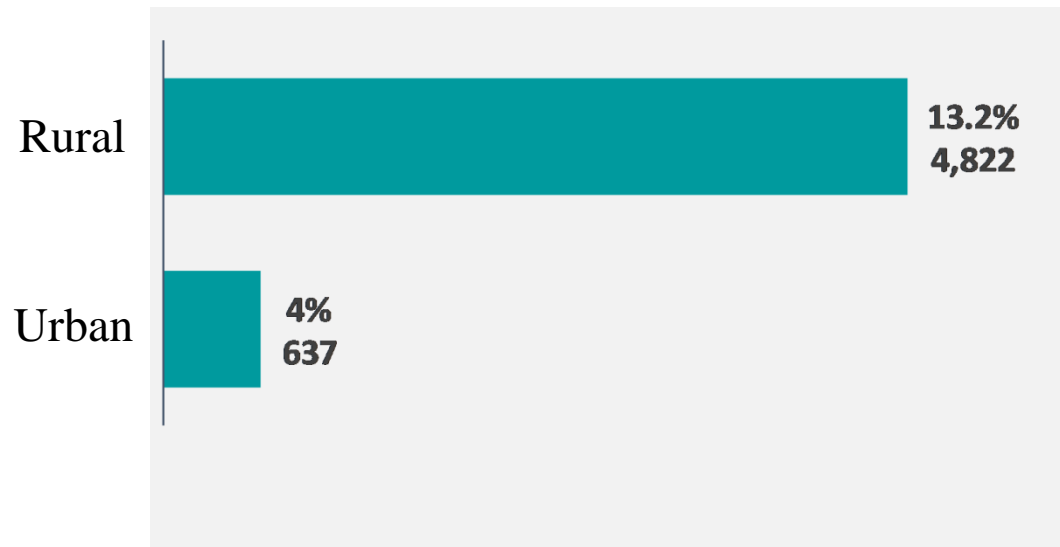
Variable Distance Method: Gap by State House District



*Slide provided by BPC

Maine Rural v. Urban Gap

Child Care Gap *Variable Distance Method*



*Slide provided by BPC