



# MEETING SUMMARY REPORT

January 28, 2002

On January 28, 2002, NEW Partners held its first quarterly meeting of Year Two in Hartford, Connecticut. Nearly sixty participants representing all six New England states were present. It was a very active and participatory meeting.

We began the day with a panel presentation titled: "Workforce Policy in a Changing Political and Economic Climate". Our panel consisted of state administrators or representatives from the administrators' offices, including: Peter Palermينو, Program Manager, Child Care Team, Connecticut Department of Social Services; Carolyn Drugge, Director, Maine Office of Child Care and Head Start; Jan Avallone, Assistant Commissioner for Administration and Finance, Massachusetts Office of Child Care Service; Robert Letellier, Service Specialist, New Hampshire Department of Health and Human Services; Reeva Sullivan Murphy, Child Care Administrator, Rhode Island Department of Human Services; and Jan Walker, Child Care Programs Coordinator, Child Care Services Division, Vermont Social and Rehabilitation Services. A brief summary of these presentations can be found on page 2.

Meeting participants broke out into their states teams to discuss where they feel NEW Partners can assist them in state-specific work. Teams filled in draft MOUs. Summaries of these productive discussions can be found on pages 4-7.

The day ended with an interactive panel presentation focusing on strategies for using data and research to obtain press coverage on early childhood workforce policies, programs, and issues. Director Darlene Ragozzine discussed the issues Connecticut Charts-A-Course has faced and was joined by Mary Hess, Director of Research and Development at the Wheeler Clinic. Melissa Ludtke, Editor of *Nieman Reports*, media consultant, and author from The Nieman Foundation at Harvard University, gave her perspective and insight on ways in which the early care and education community can gain media attention. A summary of this discussion can be found on page 3.

We want to thank all presenters and participants for their contributions to this meeting and to NEW Partners work. As always we look forward to our continued work together as we meet the challenge of linking research and policy for the early care and education workforce.

## NEW ENGLAND WORKFORCE PARTNERS FOR EARLY CARE AND EDUCATION (NEW PARTNERS)

The New England Workforce Partners for Early Care and Education (NEW Partners) was awarded a major grant from the Child Care Bureau of the federal DHHS Administration for Children and Families to form the first ever regional partnership to compile and analyze data on the child care workforce in New England. The grant is funded under the Bureau's Child Care Policy Research Partnerships initiative.

The four main partners in this effort are the Institute for Child and Family Policy of the Edmund S. Muskie School of Public Service at the University of Southern Maine (Portland, ME), Associated Day Care Services (Boston, MA.), the Alliance for Children's Care, Education and Support Services (ACCESS) (Augusta, ME) and the United States Association of Child Care (USA Child Care) (St. Louis, MO).

The partnership will pull together key stakeholders from the six New England states including early care and education providers representing all settings of care, child care resource and referral agencies, parents, government officials, researchers, policy makers, advocates and members of the business community. These stakeholders will meet as an advisory committee to coordinate data analysis and share information about workforce policies within their states.

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## SAVE THE DATE!

THE SECOND NEW PARTNERS REGIONAL MEETING OF YEAR TWO WILL BE HELD AT

**THE STOWEFLAKE RESORT IN STOWE, VERMONT  
MAY 20, 2002**

WATCH FOR UPCOMING ANNOUNCEMENTS AND DEADLINES!

# SUMMARY OF MORNING PANEL DISCUSSION

## “WORKFORCE POLICY IN A CHANGING POLITICAL AND ECONOMIC CLIMATE”

With the changing economic and political climate, many states need to balance the reality of budget cuts with the desire to continue to support the needs of children and families. NEW Partners brought together a panel of state administrators of child care services agencies from each of the six New England states. The panel, titled “Workforce Policy in a Changing Political and Economic Climate,” was moderated by Doug Baird, Co-Principal Investigator of NEW Partners and President & CEO of Associated Early Care and Education, Inc. Panelists were asked to paint a picture of what their state was facing in terms of challenges to keeping workforce issues a priority, and how they were overcoming those challenges.

Peter Palermino, Program Manager for the Child Care Team in Connecticut’s Department of Social Services, spoke about the loss of funding in child care subsidy programs, work force training, program accreditation, and benefits. A pilot program to increase wages also did not receive funding. In addition, Connecticut continues to face turnover issues, as well as fewer qualified teachers/providers. To help Connecticut’s early care and education workforce, Connecticut has worked with providers to increase their understanding of revenue streams and how to access these funding sources.

Carolyn Drugge, Director of the Maine Office of Child Care and Head Start, also spoke of the budget problems in the state. Budget cuts began last year in Maine and there has been dramatic change since September 11<sup>th</sup>. As for new workforce undertakings, Maine is engaging in a Cost/Quality Study, and a Market Rate Workforce Survey. The Maine Office of Child Care Advisory Council is collaborating with businesses to improve the business skills of early care and education providers. Through Maine Roads to Quality, training and scholarships are being offered to providers. The Apprenticeship program is also continuing to do well.

Jan Avallone, Assistant Commissioner for Administration and Finance for the Massachusetts Office of Child Care Services, commented that the state economy mirrors that of the national economy. However, cuts so far have not been targeted at families in need of early care and education. As for the effect on providers, Massachusetts has a new rate structure which is intended to increase provider wages, but it did not receive any funding in the Governor’s FY ’03 budget. Rate increases are expected to return when the economy picks up again. Recommendations to create a new career ladder and statewide articulation agreement for higher education, set forth by the Governor’s Commission on School Readiness, are also on hold until revenues increase.

Robert Letellier, Service Specialist from New Hampshire’s Department of Health and Human Services, pointed out that in spite of New Hampshire’s \$18 million deficit, there were no losses in early child care and education due to partnerships with businesses that deflected the cuts. In addition, there are more staff available as a result of lay-offs in other fields. Free courses are being offered to providers to encourage further education and training. Overall, New Hampshire is not expecting severe changes in the early care and education workforce, and both the Governor and Commissioner are very supportive of the field.

Reeva Sullivan Murphy, Child Care Administrator for the Rhode Island Department of Human Services, expressed that there were existing political and economic challenges prior to September 11<sup>th</sup>. New political players, and legislators questioning human service expenditures are among those challenges. In addition, 76% of child care assistance is state funded, so what happens federally will seriously impact Rhode Island.

Jan Walker, Child Care Programs Coordinator from Vermont Social and Rehabilitation Services, similarly stated that Vermont was in an “economic tailspin” before September 11<sup>th</sup>. However, while there were no budget increases in early care and education, there were also no decreases. The Governor is also an advocate for the field, particularly in the area of health care. Since September 11<sup>th</sup>, the emotional health of providers and of the children they care for has been of utmost importance.

Overall, some states continue to face the challenges of yesterday, while all are preparing for the challenges of today. For some states addressing those challenges may not be as uncertain, but the entire region is still working towards making significant changes in the early care and education workforce.

# SUMMARY OF AFTERNOON PANEL DISCUSSION

## “STRATEGIES FOR USING DATA AND RESEARCH TO OBTAIN PRESS COVERAGE ON EARLY CHILDHOOD WORKFORCE POLICIES, PROGRAMS AND ISSUES”

For its afternoon discussion, NEW Partners brought together three panelists to talk about the use of data, information, and the press in building support for early care and education workforce recruitment and retention policies and programs.

Darlene Ragozzine, Director of Connecticut Charts a Course, provided an overview of the project – Connecticut’s comprehensive training and professional development initiative. In its ten years, Charts-A-Course has survived numerous budget debates and has maintained and increased its toehold in the Connecticut state budget, and support among legislators. In part, according to Ragozzine and panelist Mary Hess, Director of Research and Development at Wheeler Clinic, that success has been the product of collecting the right data about the benefits of the project, and developing tools to communicate that data to the legislature, other policy makers, and participants. Some of the publications and public relations tools Charts-A-Course has used include:

- Charts-A-Course At-A-Glance – a one-page description of Charts-A-Course and each of its components;
- A web site, [www.ctcharts-a-course.org](http://www.ctcharts-a-course.org), providing information about the program’s history, materials on each of the components, copies of all document’s produced by Charts-A-Course, and a place for potential participants to download information and applications; and
- An article recently published in *Impact* that summarizes the impact Charts-A-Course has had on early care and education in Connecticut, and on its participants. This article has been reproduced for distribution, and is widely used in advocacy efforts.

Taking Charts-A-Course’s outreach efforts to another level– press coverage and increased public support – is a challenge, according to panelist Melissa Ludtke, Editor of *Nieman Reports*, a quarterly publication of the Nieman Foundation at Harvard University. Although it is important to collect and use data, she emphasized that data can not tell a story that will move people to write or read about your work. Ludtke, focused on the use of “narrative journalism,” and the need to tell a new story about early care and education and the importance of the work we do– a story that people don’t already know. She offered the following advice for successfully developing press coverage:

- Study the media. Clip stories that interest you and pay attention to who writes them and the kind of information they use.
- Look for journalists who grab you. Keep a folder of their stories. Develop relationships with journalists who have an interest in your area.
- Find the three (or fewer) pieces of data that are most compelling and build your story around them.
- Try out a story idea on someone unfamiliar with your topic, to make sure it’s interesting and to get beyond using the jargon of the field.
- Invite reporters to events, such as trainings and program graduations.

Ultimately, Ludtke emphasized, data and research are important for educating journalists and showing them that there is a story – but the story itself must be about people and be told in a way that makes the audience care. Developing a relationship with the press requires both long and short-term strategies – but the more time you take, the bigger your payoff will be.

# SUMMARY OF STATE TEAM DISCUSSIONS

At this Regional Meeting State Teams met to draft what will eventually be a Memorandum of Understanding (MOU) between the state teams and the NEW Partners Project. Through a worksheet teams discussed their child care workforce data collection goals for the upcoming year, the activities they would need to undertake to achieve their goals, and where they would like the support, advice and expertise provided by the NEW Partners staff, consultants and team members. Below is a summary of each states DRAFT MOU as discussed at the Regional Meeting. The next step in this process will be to plan with the Key State Contacts to identify similarities among states and to identify what work will be undertaken on a regional or statewide basis.



## CONNECTICUT

The Connecticut team came prepared with a list of four workforce-related goals, to which another goal was added at the session, to address in its state. The first goal is to produce a report on the current status of provider salary and turnover as evidenced from existing data and recent studies. As part of the goal, the team plans to assess the quality and completeness of that data. Some proposed activities for addressing this goal are: to develop a report on the findings of the St. Joseph's Lab School study of state center compensation issues; analyze data from DSS-conducted study of state centers; complete an analysis and report of workforce questions on the Market Rate Survey; assemble data from School Readiness, Head Start and public school programs to the degree that information is available; and a host of other activities. Ultimately, the team expects to construct a composite report of these studies. The expected timeline for all of this work is February through June 2002.

The second goal of the team is to draft a plan for implementing a reimbursement (bonus) program for professional development (to be administered by Care 4 Kids (C4K) and other subsidized programs). They expect to start with an examination of other states' initiatives/policies around a bonus system through a subsidy program. The next set of activities focus on obtaining quantifiable data such as the number of C4K caregivers in each type of care (i.e. centers, family child care, etc.) and the number of child care center directors in C4K. In addition, the team plans to determine what professional development steps warrant bonuses, the potential options for giving bonuses and the costs around implementing a bonus system. The expected timeline for this goal is January through April 2002.

The third goal is to develop a proposal for a staff recruitment and retention study for the ECE workforce. The first set of activities is to create a workplan and review other states' studies around this same issue. The next steps are to develop the scope and design elements for such a study and eventually submit for inclusion in the Early Childhood DataCONNECTIONS research agenda. The expected timeline is March through June 2002.

The fourth goal is to craft a strategy for effecting and enhancing a state capacity for on-going data collection, analysis and reporting on ECE workforce issues. This will involve identifying and assessing current workforce-related databases; recommending enhancements to those databases; identifying gaps in data and suggesting options for capturing missing data; and generating a plan for building the capacity to analyze and report relevant data. The expected timeline is February through April 2002.

The last goal on the on-going agenda is to begin work towards an economic development impact study. A one-page description of the study is the first step, followed by meeting with the necessary players to have a discussion around carrying out the study. The expected timeline is February through April 2002.

Connecticut would like NEW Partners' assistance with these goals in the following ways:

- review of the drafts of the salary and turnover composite report;
- help with reviewing other states' plans around the bonus system;
- help with the review of other state retention studies, designing the study and developing a funding strategy for the project;
- advising the team on key tasks required for a database review with regards to the on-going data collection goal, as well as advising the team on collaborating with database administrators in various disciplines (i.e. health, education, etc.);
- and finally for the economic impact study, advising the team on other states' studies around this topic, as well as how to "paint the picture" using the media and other forms of communication.

## MAINE

The Maine group was interested in having a macro analysis of the studies which have been done to date on the economic impact of the child care industry. They were particularly interested in knowing the following things regarding research done in this area:

- Was it valid? If not, what were the problems with how the research was conducted?
- What was the cost?
- How was the research received by stakeholders?
- Was the research effective in the policy arena?

They want to compare the California and Vermont studies with regard to the above issues and questions, and find other related research.

They would like to review the Maine research--including cost-quality, market rate and registry information--and follow up with the Maine Center for Economic Policy.

After this review, they want to determine where the gaps in the Maine research are, what would be required to do an economic impact study here, and identify who might do such a study.

Their goal for the coming year is to use the research information available to create messages for various audiences: policy makers, the child care workforce, parents and stakeholders. They want to have "pre-messages" or "sound bites" that can safely be said by July. A review of research available now and a continuing review as ongoing research is completed should result in a written document by December of 2002.



## MASSACHUSETTS

When the Massachusetts team met, it established the following as its main goal: To look at the Commonwealth's current early care and education and school-age work force, and formulate consistency in the information gathered about that workforce.

Because the two main early care and education agencies – the Office of Child Care Services and the Department of Education – have each engaged in data collection over the past several years, the group was able to determine some concrete activities that built on the agencies' work. Specifically, the team felt that there were a handful of critical questions that remained unanswered around which they would like to collect data.

Questions for teaching staff on the OCCS teacher qualification registry and others include:

- Are they still in the field?
- If they've left, why have they left?
- What would have helped them stay?
- How frequently have they changed positions in the past several years?
- What motivates them to, or prevents them from, accessing training?

The group proposed the following activities in an effort to answer those questions:

- Draw a random sample of 300 individuals from the OCCS Teacher Qualification database, and ask them the questions outlined above via written survey.
- Potentially test some of the questions above through DOE Community Profiles, which is currently developing a teacher survey based on questions that have been tested by a researcher at Yale University. The teacher survey will be administered in 20-30 communities this year.
- Through the Child Care Resource and Referral Network, survey family child care providers with similar questions.

Massachusetts would like the following assistance from NEW Partners:

- Developing a one-page, easy to read, profile of the ECE workforce in Massachusetts and why it's important, for use in advocacy.
- Helping develop questions similar to those above for school-age program staff, and determine a way to survey school-age program staff.
- Developing a "map" or a who's who of groups working on workforce issues in Massachusetts and what they're doing.
- Help analyze any data collected when it's available.

## NEW HAMPSHIRE

The New Hampshire team discussed two separate data collection projects. The first activity proposed was to collect benefits information from the ECE workforce. By gathering statewide information regarding the present situation, the team hopes to tie the results to the legislative cycle and introduce a bill to increase the workforce's ability to obtain health insurance.

New Hampshire would like the following assistance from NEW Partners:

- Developing survey and survey methodology for data collection regarding benefits
- Help analyze any data collected when it's available
- Review other states benefits packages and legislation which has been done
- Make use of the results of the survey

The second activity which New Hampshire discussed related to the New Hampshire Department of Labor Child care Apprenticeship Program. The team discussed collecting information to follow-up on participants in the program.

Because the apprenticeship program ended recently, and because there is no point person at the Department of Labor, communication with the apprenticeship program has not been successful. The team discussed attempting to build a relationship with someone at the department who could facilitate collaborating with follow-up data collection on the apprentices.

New Hampshire would like the following assistance from NEW Partners:

- Share information which NEW Partners collected from the Apprenticeship evaluation
- Summarize New Hampshire's apprenticeship program activities and compare them with other state's apprenticeship program
- Help with follow-up data collection of Apprenticeship participants



## RHODE ISLAND

The Rhode Island state team discussed and set out two ambitious goals for the upcoming year. One, they intend to undertake a comprehensive workforce study. Two they are interested in researching child care quality indicators.

The team proposes to write and distribute an RFP for the Workforce Study that will include both a survey and focus groups of center-based and family-based child care programs in the state. Findings from this study will be used for planning and identifying data elements they would like to track over time and establish benchmarks. This appears to be their top priority with a fast-paced time line. They hope to have a contractor in place and focus groups conducted in the Spring/Summer with a survey conducted in the Fall of 2002. The team also discussed the potential of identifying quality indicators and data elements that could be used to measure quality over time through licensing data.

Rhode Island would like the following assistance from NEW Partners:

- Provide input on design of survey instruments and methodology
- Help state policy group use data to plan next steps
- Help identify data elements to track over time
- Help identify quality indicators to track over time
- Help develop strategies to communicate data/findings and quality indicators to the public



## VERMONT

At the September 2001 quarterly meeting, the Vermont state team worked on developing a survey to measure whether yearly bonuses given to providers for meeting quality standards are an incentive to providers to stay in the field or decrease provider turnover. At the January 2002 quarterly meeting, the Vermont team reported that this survey had unfortunately stalled due to a lack of resources on the state level in terms of both funding and staffing to implement the survey.

In their discussion on workforce-related data collection priorities at the January 2002 quarterly meeting, the Vermont team brought up a number of research questions they were interested in having answered. These questions fell into three major categories – the economic impact of child care on the Vermont economy, recruitment and retention, and the professional development of early care and education providers.

In terms of the economic impact of child care on the Vermont economy, the state team was interested in collecting data in order 1) to determine whether parents who are trying to enter the general workforce are unable to due to a lack of child care, and 2) to identify where the parents who are receiving child care subsidies are working and what are their wages.

In terms of recruitment and retention, the state team was interested in collecting data in order to assess what makes the child care field attractive to potential child care workers, and what keeps them working in child care. Some of the data they felt would be necessary to answer these questions included: the number of people entering ECE programs; the number of people who graduate from ECE programs and actually enter the ECE workforce; and where do people go after they have left the field.

Finally, in terms of professional development, the state team was interested in assessing how many people are currently seeking or enrolled in professional development programs, how much money was being spent on the community and state level to support the training and education of ECE providers, what this money was “buying” in terms of credentials, and whether these programs are articulated.

For the coming year, the Vermont team identified two data collection goals: 1) to collect data that tie the quality of care to the educational level of the child care workforce, and 2) to collect data that support the economic impact of the child care industry on regional/statewide economics. To support Goal One, Vermont would like to collect the following data on professional development programs:

- Kinds of degree programs (community college, state college, state university, local training), number of participants, and how much state spent on them
- Types of credentialing (CDA, AA, apprenticeships, BA/BS/Masters), number of participants and how much state spent on them
- How many people are in training “for credit” without a career goal?
- How many people are in training but not staying in the field?
- How much money is spent on training for non-degreed providers?

To support Goal Two, Vermont would like to collect data on which links recent economic data to direct outcomes with children.

Vermont would like NEW Partners to help with bridging state-by-state data collection efforts across the New England region so that research on the child care workforce can carry a greater impact. In addition, Vermont hopes that NEW Partners help to clearly define economic impact on New England regarding varying levels of training to ECE professionals.



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