Building and Sustaining the Child Care and Early Education Workforce

COST STUDY

Center-based Setting Costs Workbook

COST STUDY WORKBOOK

A. INSTRUCTIONS

WORKBOOK ORGANIZATION
The survey is divided into sections, labeled A through G. Each section appears as a separate tab in the workbook. The sections are organized as follows:
A.INSTRUCTIONS
B. DEFINITONS
C. CONTACT INFO
D. TEACHING VACANCIES
E. RECRUITMENT & HIRING FOR TEACHING POSITIONS
F. TRAINING AND ONBOARDING FOR TEACHING POSITIONS
G. [PILOT INITIATIVE] ACTIVITIES
H. SALARIES
I. YOUR CENTER

TIME PERIOD COVERED BY THIS WORKBOOK ("REPORTING PERIOD")

In order to collect consistent information from all centers, we ask that you respond to questions with a specific time period in mind. Please report all information for the period of [PRE-POPULATE WITH REPORTING PERIOD].

HOW TO SUBMIT THIS WORKBOOK

PLACEHOLDER— THE WORKBOOOK WILL BE COMPLETED VIA EXCEL OR QUALTRICS. THE INSTRUMENTS WILL SPECIFY THAT RESPONDENTS SHOULD NOT EMAIL THE POPULATED WORKBOOK TO THE PROJECT TEAM MEMBERS.

B. DEFINITIONS

CENTER: We use the term "center" to describe all of the child care and early education services for children (birth to kindergarten entry) by your organization at a single address. For this workbook, please only consider the activities for [PRE-POPULATE WITH CENTER NAME] located at [ADDRESS].

TEACHING POSITION: We use the term "teaching position" to refer to Lead and Assistant Teachers/Aides. It may also include positions for individuals with both teacher and director responsibilities, but only when the teaching responsibilities are part of the job description. For example, director positions that have teaching responsibilities only when a teaching position is open would not be considered a "teaching position" for the purposes of this workbook.

TEACHING VACANCY: In general, an "teaching vacancy" refers to a paid teaching position that no one is currently doing. "Teaching vacancy" also refers to paid teaching positions that are being filled temporarily, but are open for hiring permanent staff. This includes vacancies for Lead and Assistant Teachers/Aides that include a combination of teacher and director responsibilities. Lead and Assistant Teachers/Aides may end their employment with a program for a variety of reasons (e.g., fired, found another job, moved, laid off, retired) or may move to a different position within the program, leaving their prior position vacant. For the purposes of this workbook, vacancy-related activities refer to those tasks that occur because of a vacancy including tasks involved with covering responsibilities or filling in for that vacancy until a new Lead or Assistant Teacher/Aide is hired.

TIME SPENT: Time should include all time spent on a task, regardless of if that time was paid or not.

EXPENSE: An expense refers to the actual amounts your center spent during the reporting period for a particular event or activity. Please do not report budgeted amounts for any questions. This could include costs for materials, contracted services, or other fee-for-services supports. This does not include time that staff spend on activities.

JOB CODE DEFINITIONS: The following definitions should be used throughout the workbook tables:

1. **Center director –** A person who does not have regular teaching duties, and who serves as the director of the early care and education (ECE) center with staff supervisory responsibilities.

2. **Teacher-director** – A person who regularly performs both teaching and administrative duties according to the job description (not just filling in for absent teachers).

3. **Educational/curriculum director or coordinator** – A person responsible for the educational program, may supervise teachers.

4. **Lead teacher/teacher –** A person who is regularly in charge of a group or classroom of children. Includes co-teachers.

5. **Assistant teacher/Aide –** A person who is regularly assigned to a particular room who works under the supervision of a teacher; may lead certain activities (such as art projects or story time)

but does not have sole responsibility for the classroom.

6. **Floater/substitute** – A person who is not regularly assigned to a particular room and who fills in different positions as necessary to help meet teacher/child ratios.

7. **Administrative personnel** – People who hold administrative positions in the center (for example, financial manager, administrative assistant, etc.), but who do not have classroom responsibilities on a regular basis.

8. **Other professional staff or specialists** – People who provide specialized services and who have duties other than teaching or administrative duties (for example, social worker, speech therapist)

9. **Operations support staff** – People who provide food services, facilities maintenance, or other supports for center operations (for example, cook, facilities manager)

10. **Volunteers** – People who provide unpaid time to support the center. May include community volunteers, internship or other work-experience program participants, early education students, senior citizens, leadership staff family members, etc.

C. CONTACT INFO

A1. Please provide contact information for the person primarily responsible for completing this workbook.

Name:	[Click here and start typing]
Position/Title:	[Click here and start typing]
Work Email:	[Click here and start typing]
Work Telephone:	[Click here and start typing]

A2. Please provide contact information for any additional people who helped complete this workbook.

Name:	[Click here and start typing]
Position/Title:	[Click here and start typing]
Work Email:	[Click here and start typing]
Work Telephone:	[Click here and start typing]

Name:	[Click here and start typing]
Position/Title:	[Click here and start typing]
Work Email:	[Click here and start typing]
Work Telephone:	[Click here and start typing]

Name:	[Click here and start typing]
Position/Title:	[Click here and start typing]
Work Email:	[Click here and start typing]
Work Telephone:	[Click here and start typing

A3. Does your center operate as part of a larger organization or entity that covers some portion of your operating costs? [Click here and select]
- **YES – our center operates as part of a FRANCHISE**
- **YES – our center operates as part of a local GROUP OF CENTERS**
- **YES – our center operates as a part of a COLLEGE OR UNIVERSITY**
- **YES – our center operates within a LARGER NONPROFIT HUMAN SERVICE AGENCY**
- **YES – out center operates as a part of a RELIGIOUS ORGANIZATION**
- **YES – other (please specify)**
- **NO**

A5. IF YOU ANSWERED YES TO A3: Please enter the name of the larger organization or entity in which your center operates.
[Click here and start typing]

D. TEACHING POSITION VACANCIES

TIME SPENT ON TEACHING VACANCIES

D1. Please complete the table below about <u>time spent</u> on teaching vacancies. When completing the table, please consider how much time it took you (on average) to complete these activities for <u>a single lead teacher vacancy</u> during the reporting period. A "lead teacher" is a person who is regularly in charge of a group or classroom of children.

Please provide your best estimate of time spent on these activities if exact information is not available.

Please only consider time spent by your center and not time spent by a larger organization or entity.

If multiple roles are involved in an activity, please use a separate row for each employee title.

The first row of the table (in blue) provides an example.

If you did *not* have a lead teacher leave during the reporting period, please complete this section to the best of your ability with what resources your center would anticipate using in response to the vacancy.

☐ Please check here if you did *not* have a lead teacher leave during the reporting period.

Activity	Activity Explanation (if needed)	Center Employee Title	Center Employee Job Code [See Definitions]	# of Hours Spent on Activity
Example: Completing benefits closure activities		*Benefits Specialist*	*(8) Administrative personnel*	*2.00*
Preparing final paycheck and removing educator from payroll	[Write in]	[Write in]	[Click here and select]	[Enter hours]
Closing out benefits	[Write in]	[Write in]	[Click here and select]	[Enter hours]
Exit interview	[Write in]	[Write in]	[Click here and select]	[Enter hours]
Substitute teacher hiring, training, and supervising	[Write in]	[Write in]	[Click here and select]	[Enter hours]
Adjusting staff assignments to ensure appropriate staff-child ratios	[Write in]	[Write in]	[Click here and select]	[Enter hours]
Time spent by staff covering shifts for vacancy (rearrangement of classroom assignments to fill vacancy)	[Write in]	[Write in]	[Click here and select]	[Enter hours]
Other activity. **[Please describe in the cell to the right.]**	[Write in]	[Write in]	[Click here and select]	[Enter hours]
[Click here and select]	[Write in]	[Write in]	[Click here and select]	[Enter hours]

D2. The table in section D1 asked you to reflect on activities related to a <u>Lead Teacher</u> vacancy. Does your center spend more, similar, or less time on these activities when the vacancy is for an <u>Assistant Teacher or Aide?</u> Please describe.

[Click here and start typing.]

D3.
Does your center have more, similar, or fewer expenses you reported in table D1 when the vacancy is for a teacher working with <u>infants and toddlers (ages birth – 3) compared to pre-school aged children (ages 3 - 5)?</u> Please describe.

[Click here and start typing.]

D4. If your center operates as part of a larger organization or entity, does the larger organization employ staff that spend time helping you with teaching vacancies? If so, please provide your best estimate of what tasks they work on.

Time spent by larger organization	Description
Example: 30 minutes	*Our child care center is located on a college campus. The college's HR department is responsible for conducting the exit interviews. This takes about 30 minutes to complete.*

EXPENSES ASSOCIATED WITH TEACHING VACANCIES

D5. Please complete the table below about expenses associated with teaching vacancies. When completing the table, please consider expenses (on average) for a single lead teacher vacancy during the reporting period.

Please only consider costs that are paid for by your center and not those paid for by a larger organization or entity.

Please use a different row for each expense. You may complete additional blank rows as needed.

The first row of the table (in blue) provides an example.

If you did *not* have a lead teacher leave during the reporting period, please complete this section to the best of your ability with what expenses your center would anticipate incurring in response to the vacancy.

☐ Please check here if you did *not* have a lead teacher leave during the reporting period.

Expense paid for by your center	Amount	Description
Example: Contracted substitute teacher	*$3,000*	*Contracted with a shared services network for a substitute to fill lead teacher vacancy*
Contracted substitute teacher	[Enter dollar amount]	
Lost tuition payments due to closed classroom	[Enter dollar amount]	
Incentives provided to staff to support vacancy coverage		
Other expense	[Enter dollar amount]	

D6. The table in D5 asked you to reflect on expenses related to a <u>Lead Teacher</u> vacancy. Does your center have more, similar, or fewer expenses when the vacancy is for an <u>Assistant Teacher or Aide?</u> Please describe.

[Click here and start typing.]

D7. Does your center have more, similar, or fewer expenses you reported in table D5 when the vacancy is for a teacher working with <u>infants and toddlers (ages birth – 3) compared to pre-school aged children (ages 3 - 5)?</u> Please describe.

[Click here and start typing.]

D8. If your center operates as part of a larger organization or entity, are there additional expenses associated with teaching vacancies that are paid for by the larger organization? If so, please provide your best estimate of what expenses they pay for.

Expense paid for by larger organization	Expense amount (Provide an estimate if unknown)	Description
Example: Exit Interview Fees	$2 per exit interview	*Our child care center is located on a college campus. The college's HR department uses an online tool to conduct its exit interviews. The college pays $2 per exit interview for this service.*

D9. Please use the space below to describe the sources of information for this section and provide other explanatory notes, as needed. If you had any difficulty responding to the questions above, please describe that here.

[Click here and start typing.]

PLEASE SAVE AND CONTINUE TO THE NEXT SECTION

JOB CODE DEFINITIONS
[REPEAT HERE]

E. RECRUITING & HIRING FOR TEACHING POSITIONS

Recruitment and hiring activities include activities conducted by your center's employees as they prepare to search for and hire a new lead or assistant teacher/aide. This includes all activities up until a new educator's first day of work.

TIME SPENT ON RECRUITING AND HIRING FOR TEACHING POSITIONS

- Meetings to discuss recruitment plans, applications, and/or hiring decisions
- Drafting and approving job descriptions
- Translating recruitment materials or job descriptions
- Sharing job descriptions by posting online or through other marketing efforts
- Time at job fairs or other similar events
- Reviewing applications
- Contacting applicants and scheduling interviews
- Interviewing applicants
- Observing applicants teaching
- Checking references
- Creation of job offer and negotiation with candidate
- Coordinating criminal background checks, fingerprints, drug tests, and other checks

EXPENSES ASSOCIATED WITH RECRUITING AND HIRING EDUCATORS

- Marketing or advertising services for the job posting
- Fees for running background checks
- Materials used in recruitment or hiring activities
- Signing bonuses or other similar incentives for the new lead or assistant teacher/aide

F. TRAINING AND ONBOARDING FOR TEACHING POSITIONS

Training and onboarding include activities to prepare new lead and assistant teachers/aides in performing the duties of their job. This includes time spent by new hires to teaching positions, as well as other center employees who are helping to train or onboard the new staff. Only include activities for training and onboarding new staff. Please consider onboarding activities that typically occur in the first 90 days of employment for a new lead or assistant teacher/aides.

TIME SPENT ON TRAINING AND ONBOARDING FOR TEACHING POSITIONS

- Time spent by center staff determining classroom assignments/schedules to accommodate new staff

- Time spent by center staff setting up the new lead or assistant teacher/aide in payroll and benefits systems
- Time spent by new lead or assistant teacher/aide setting up payroll and benefits

- Time spent by center staff in training new lead or assistant teacher/aide on policies and procedures
- Time spent by new lead or assistant teacher/aide participating in training on policies and procedures

- Time spent by center staff in training new lead or assistant teacher/aide on curriculum, assessment, and/or teaching practice
- Time spent by new lead or assistant teacher/aide participating in training on curriculum, assessment, and/or teaching practice

- Time spent by new lead or assistant teacher/aide shadowing an experienced educator before working independently
- Time spent by experienced lead or assistant teacher/aide as a mentor for new educator (first 90 days only)
- Time spent by new lead or assistant teacher/aide in mentorship with experienced educator (first 90 days only)

- Time spent by center staff giving tours of your center to new staff
- Time spent by new lead or assistant teacher/aide taking tours of your center

- Time spent by new lead or assistant teacher/aide planning and/or preparing the classroom environment Time spent by existing lead or assistant teacher/aide planning and/or preparing the classroom environment

- Time spent updating and verifying information in PDIS (Colorado Shines) is accurate for your center with new staff or on annual basis

EXPENSES ASSOCIATED WITH TRAINING AND ONBOARDING FOR TEACHING POSITIONS

- Contracted curriculum training for new lead or assistant teacher/aide
- Printing or purchasing new handbooks, curriculum, or other on-boarding materials

- Providing clothing or uniforms to the new lead or assistant teacher/aide

The above section asked you to reflect on training and onboarding time and expenses for typical teaching staff, do training and onboarding resources differ between lead teachers and assistant teachers/aides? Please describe.

[Click here and start typing.]

Do training and onboarding resources differ for new lead or assistant teachers/aides working with <u>infants and toddlers (ages birth – 3) compared to pre-school aged children (ages 3 - 5)</u>? Please describe.

[Click here and start typing.]

H. [PILOT INITIATIVE]-RELATED ACTIVITIES IN INTERVENTION CENTERS ONLY

[FOR INTERVENTION CENTERS ONLY – DELETE THIS TAB IF IT IS A CONTROL CENTER]

[Pilot initiative] activities are those tasks completed by your center staff that are not usual activities performed as part of the center's operations. This includes meeting the reporting and administrative requirements of the [pilot initiative]. This should not include any activities and associated time already included in previous tabs of this workbook.

TIME SPENT ON [PILOT INITIATIVE] ACTIVITIES

Completing the application materials:

- Reviewing the marketing and communication materials and information to inform your decision to apply for the [pilot initiative]
- Gathering and providing required documentation for the application materials
- Monitoring lead and assistant teachers/aides to update their PDIS (Colorado Shines) as part of the application materials
- Verifying and updating information in PDIS (Colorado Shines) as part of the application materials
- Participating in technical assistance to complete the application materials (e.g., reaching out to MetrixIQ or the Colorado Teacher Salary Increase Pilot hotline)

Processing lead and assistant teachers/aides opt in or out decisions about the [pilot initiative]:

- Preparing materials and communication to share information with lead and assistant teachers/aides about the [pilot initiative]
- Providing support to lead and assistant teachers/aides so they can decide whether to opt in or out of the [pilot initiative]
- Gathering and recording information from lead and assistant teachers/aides about whether they decide to opt in or out of the [pilot initiative]
- Participating in technical assistance to support lead and assistant teachers/aides in their decisions to opt in or out of the [pilot initiative] (e.g., reaching out to MetrixIQ or the Colorado Teacher Salary Increase Pilot hotline)

Meeting monthly reporting requirements of the [pilot initiative]:

- Gathering and recording information to verify staffing configurations in classrooms and work hours
- Submitting monthly attestation reports to verify staffing (e.g., filling out and submitting monthly report to confirm the teaching staff that are employed in the center and the hours they worked)
- Participating in technical assistance to complete the monthly attestation reports (e.g., reaching out to MetrixIQ or the Colorado Teacher Salary Increase Pilot hotline)

Preparing monthly [pilot initiative] wage supplements:

- Monitoring funding in escrow account for [pilot initiative] wage supplements
- Record keeping and calculating the [pilot initiative] wage supplements for lead and assistant teachers/aides participating in the [pilot initiative]
- Calculating federal, state, and local taxes resulting from the [pilot initiative] wage supplements (above and beyond what is typically calculated for payroll)
- Processing payments for the purposes of the [pilot initiative]

H. STAFF COMPENSATION

H1. STAFF SALARIES

Please fill out the table below.

<u>Each row</u> should correspond to <u>one</u> staff member. **Only list those staff who are listed on tables in Sections B, C, D, and E.**

Staff Member Initials Please DO NOT provide the staff member's full name	Title/position	Job Code (see Definitions tab)	A. Hourly rate during the reporting period PLEASE EXCLUDE the wage supplement amount, if applicable	B. Average hours worked per week at the center during the reporting period	C. Number of weeks worked during the reporting period	D. Bonuses, one-time payments, or overtime provided during the reporting period	Notes (if needed)
Example: J.D.	Teacher	(2) Teacher	$21.00	35	12	$2000	
		[Click here and select]	[Enter number]	[Enter number]	[Enter number]	[Enter number]	

H2. Please enter the total amount paid to all employees for payroll taxes and fringe benefits OR the average payroll tax and fringe benefit rate for all staff (as a percentage of salaries). Payroll taxes and fringe benefits may include employer payments for or contributions to taxes, unemployment insurance, disability insurance, worker's compensation insurance, health/dental/vision/life insurance for employees, and retirement accounts for employees. Please include only the employer's payments or contributions.

[Enter dollar amount]

OR

[Enter percentage]

H3. Do staff at your center receive any additional benefits, such as free or discounted care for their own children, tuition reimbursements for higher education classes, or any other similar benefits? If so, please describe below, including details about the value of the benefit when possible (ex: staff pay 50% tuition for their own children).

H4. Please use the space below to describe the sources of information for this section and provide other explanatory notes, as needed.
[Click here and start typing.]
H5. Please use the space below to describe any changes to your center's expenditures on salaries and fringe benefits during the reporting period.
[Click here and start typing.]
PLEASE SAVE AND CONTINUE TO THE NEXT SECTION.

I. YOUR CENTER

I1. How many <u>classrooms</u> were open at any point during the reporting period?
[Click here and start typing]

I2. How many educators were employed with your center at the <u>beginning</u> of the reporting period?
Lead Teachers – preschool age classroom   [Enter number of staff]
Lead Teachers – infant/toddler age classroom   [Enter number of staff]
Lead Teachers – mixed age classroom   [Enter number of staff]
Assistant Teachers/Aides – preschool age classroom   [Enter number of staff]
Assistant Teachers/Aides – infant/toddler age classroom [Enter number of staff]
Assistant Teachers/Aides – mixed age classroom   [Enter number of staff]

I3. How many educators were employed with your center at the <u>end</u> of the reporting period?
Lead Teachers – preschool age classroom   [Enter number of staff]
Lead Teachers – infant/toddler age classroom   [Enter number of staff]
Lead Teachers – mixed age classroom   [Enter number of staff]
Assistant Teachers/Aides – preschool age classroom   [Enter number of staff]
Assistant Teachers/Aides – infant/toddler age classroom [Enter number of staff]
Assistant Teachers/Aides – mixed age classroom   [Enter number of staff]

I4. How many educators <u>ended</u> their employment with your center during the reporting period?
Lead Teachers – preschool age classroom   [Enter number of staff]
Lead Teachers – infant/toddler age classroom   [Enter number of staff]
Lead Teachers – mixed age classroom   [Enter number of staff]
Assistant Teachers/Aides – preschool age classroom   [Enter number of staff]
Assistant Teachers/Aides – infant/toddler age classroom [Enter number of staff]
Assistant Teachers/Aides – mixed age classroom   [Enter number of staff]

I5. How many weeks (on average) did it take to fill these vacancies? (Enter "Not Applicable" if there were no vacancies.)
Lead Teachers – preschool age classroom   [Enter number of staff]
Lead Teachers – infant/toddler age classroom   [Enter number of staff]
Lead Teachers – mixed age classroom   [Enter number of staff]
Assistant Teachers/Aides – preschool age classroom   [Enter number of staff]
Assistant Teachers/Aides – infant/toddler age classroom [Enter number of staff]
Assistant Teachers/Aides – mixed age classroom   [Enter number of staff]

I6. How many educators <u>were hired</u> at your center during the reporting period?

Lead Teachers – preschool age classroom	[Enter number of staff]
Lead Teachers – infant/toddler age classroom	[Enter number of staff]
Lead Teachers – mixed age classroom	[Enter number of staff]
Assistant Teachers/Aides – preschool age classroom	[Enter number of staff]
Assistant Teachers/Aides – infant/toddler age classroom	[Enter number of staff]
Assistant Teachers/Aides – mixed age classroom	[Enter number of staff]

I7. How many <u>vacancies remained open</u> at your center by the <u>end</u> of the reporting period?

Lead Teachers – preschool age classroom	[Enter number of staff]
Lead Teachers – infant/toddler age classroom	[Enter number of staff]
Lead Teachers – mixed age classroom	[Enter number of staff]
Assistant Teachers/Aides – preschool age classroom	[Enter number of staff]
Assistant Teachers/Aides – infant/toddler age classroom	[Enter number of staff]
Assistant Teachers/Aides – mixed age classroom	[Enter number of staff]

PLEASE SAVE YOUR WORK. IF ALL SECTIONS ARE COMPLETE, YOU HAVE COMLETED THE WORKBOOK. THANK YOU VERY MUCH FOR YOUR PARTICIPATION.