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### Childcare as an Innovative Response to Recruitment and Retention For Teachers

Tia Savage Jones

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# **Consultancy Project Executive Summary**

Organization: Gardner-Webb University School of Education

Project Title: **CHILDCARE AS AN INNOVATIVE RESPONSE TO  
RECRUITMENT AND RETENTION FOR TEACHERS**

Candidate: Tia Savage Jones

Consultancy Coach: Jeffrey Hamilton, Ed.D.

Defense Date: July 8, 2020

Authorized by: Shawn Williams

## Approval Page

This consultancy project was submitted by Tia Savage Jones under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dr. Jeffrey Hamilton, Faculty Advisor  
Gardner-Webb University

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Date

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Shawn Williams, Site Advisor  
Chief Human Resource Officer

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Date

## **Dedication**

Dedicated to the memory of my loving mother, Patricia Ann Moreland Savage, who always believed in my ability to be successful in all I set my mind to accomplish. Through your hard work, tough love, words of wisdom, and passion to instill determination and resilience, you provided the inspiration I needed to complete this doctoral degree. You are gone, but your belief in me has made this journey possible.

## **Acknowledgements**

This doctoral journey has been filled with impartations, joys, successes, and challenges. When I first started this journey, I had no idea how much I would be stretched. God knew and was with me every step of the way. I began with a mission to pursue my passion of doing something about the profession I love so dear. I was determined to leave an indelible mark that would open the door for many others to join this noble profession and our school district. This doctoral degree would not have been possible without the many individuals who provided support and encouragement.

I would first like to acknowledge my Lord and Savior, Jesus Christ. I am thankful for God's wisdom, knowledge, and ordering of my steps. Faith not only got me through this doctoral degree, but faith in Him is what gets me through all of life's hills and valleys. It is my prayer that the work I do will be used for the upbuilding of God's Kingdom. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him – Colossians 3:17.

I would like to give honor to my covering, best friend, prayer partner, and love of my life, my husband Woody. I would not have dreamt in a million years that while on this journey God would send me a man as wonderful as you who was designed for me. The surprise proposal that followed after attending class on Sunday, February 10, 2019 was one of my most memorable experiences followed immediately by our marriage on June 15<sup>th</sup>. You have been my backbone throughout this journey, always ready with a hug, a cup of tea, words of wisdom, a voice of reason, and most importantly, a prayer to get me through. You always knew what I needed at any given moment and provided that security for me. Words cannot express my love for you. You bring me joy!

I would like to thank our five beautiful children for being my cheerleaders and motivation throughout this process. Jordan, Destiny, Justice, Faith, and Reggie, I love you beyond measure. As a first-generation college graduate, it has been my hope to reach this milestone and be the first in our family to earn a doctoral degree! I have done all of this so you would know firsthand that anything and everything is possible with God. It is my prayer that you are filled with the spirit of perseverance and that God will order your steps as you continue on your journey to greatness! Do not let anyone stop you, including yourself. Your success is whatever you deem it to be. Keep pushing. Keep moving forward. “For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future” – Jeremiah 29:11.

To my Gardner-Webb family and cohort, thank you for experiencing this journey alongside of me. James, Jackie, Keicha, Tracy, Sarah, and Chelsea – you have each left an impression on my heart. We have gone from classmates to family over the course of 3 years. I would like to express my sincere gratitude to all of my professors, especially Dr. Balls, Dr. Hamilton, Dr. Lamb, Dr. Penley, and Dr. Jones, who provided positive encouragement, guidance, and commitment to our work. Thanks to Richland School District Two along with Ms. Shawn Williams, Chief of Human Resources for their support, feedback, and desire to see growth in me and Richland Two.

To my dad Isaac and my brother Ike – you have always been my biggest supporters! Family is everything, and you are that for me always. I love you to life! To my many friends and family who have supported me on this journey, thank you and may God bless you richly. And I am sure of this, that he who began a good work in you will bring it to completion at the day of Jesus Christ – Philippians 1:6.

## **Abstract**

CHILDCARE AS AN INNOVATIVE RESPONSE TO RECRUITMENT AND RETENTION FOR TEACHERS. Jones, Tia Savage, 2020. Consultancy Project, Gardner-Webb University.

This study focused on implementing exclusive childcare centers as an incentive to increase the retention rate of teachers in South Carolina. It highlights the key components contributing to the retention rate of teachers in the field of education—namely family stressors and financial strain. Many working parents have a childcare problem and are in search of a solution. According to Bright Horizons (2019), “Childcare tuition currently exceeds the cost of college in many places, available spaces are in severely short supply, quality care is hard to come by” (p. 6). Teachers are working parents; and although they are employed in the field of education, they experience the same issues as many others when it comes to finding cost-efficient, quality childcare for their children. This study will delve into how establishing affordable, high-quality childcare centers can lead to improved productivity and the overall retention of teachers.

*Keywords:* teacher retention, teacher recruitment, talent management, childcare, program development

## Table of Contents

1	Introduction.....	1
1.1	Project Purpose .....	1
1.2	Associated Documents.....	1
1.3	Project Plan Maintenance .....	1
2	Project Scope .....	2
2.1	Outline of Partnering Organization’s Objectives.....	2
2.1.1	Objectives .....	2
2.1.2	Success Criteria.....	2
2.1.3	Risks.....	2
2.2	Outline of Student’s Objectives .....	3
2.2.1	Objectives .....	3
2.2.2	Success Criteria.....	3
2.2.3	Risks.....	3
2.3	Definitive Scope Statement.....	3
3	Deliverables .....	4
3.1	To Partnering Organization.....	4
3.2	From Student.....	5
4	Project Approach .....	6
4.1	Project Lifecycle Processes.....	6
4.2	Project Management Processes.....	8
4.3	Project Support Processes .....	8
4.4	Organization.....	9
4.4.1	Project Team .....	9
4.4.2	Mapping Between Richland School District Two and Student .....	9
5	Communications Plan .....	10
6	Work Plan .....	12
6.1	Work Breakdown Structure .....	12
6.2	Resources .....	12
7	Milestones .....	13
8	Metrics and Results.....	14
9	Risks, Constraints, Assumptions.....	17
9.1	Risks.....	17
9.2	Constraints .....	19
9.3	Assumptions.....	19
10	Financial Plan.....	20
11	Quality Assurance Plan.....	21
	Appendix.....	22
	References.....	37



## **1 Introduction**

### **1.1 Project Purpose**

The project was designed to create, propose, and initialize the plans for childcare centers for school teachers throughout Richland School District Two in Columbia, South Carolina. The statement of need is to address the issues of teacher retention and recruitment by focusing on an identified area of need, family life. Through the collection of data, collaboration with multiple stakeholders, numerous innovation brainstorming sessions, along with the research, the Innovation Team decided that the creation of a high-quality, district-provided, employee-only childcare system could help to improve this area of deficiency. The goal is to not only acquire the best and the brightest in the field of education but also to retain them through intentional means and broadened diversity. Eight percent of teachers leave the teaching profession every year, and less than a third of them are leaving for retirement. My goal is to be instrumental in reducing the attrition rate with an innovative approach. I will be partnering with our local Richland School District Two in Columbia, South Carolina, where we serve approximately 138,000 students, with about 12% living below the poverty line. Richland School District Two has seen a major shift in demographics over the past few years; and if we intend to remain on the cutting edge and reach our goal of being a premier school district, we must secure and retain top talent.

### **1.2 Associated Documents**

Appendix A Options for Childcare Center  
Appendix B Research Trip Itinerary  
Appendix C Childcare Research Inquiry Guide  
Appendix D By the Numbers  
Appendix E The Projection Plan  
Appendix F Literature Review

### **1.3 Project Plan Maintenance**

The maintenance plan for this project was comprised of a diverse team of stakeholders who served as the Innovation Team. This was the team that would assist in the planning and oversight of the project up until the implementation of the pilot. The Innovation Team consisted of a kindergarten teacher, a third-grade teacher, a school nurse, a preschool autism teacher, a behavior specialist, and three assistant principals. There were several coaches throughout this process who we relied on for feedback to include early childhood specialists, a technology coach, and an innovation specialist.

The Innovation Team met minimally twice per month to review tasks and establish timelines and next steps.

## **2 Project Scope**

### **2.1 Outline of Partnering Organization's Objectives**

#### **2.1.1 Objectives**

- Provide quality, affordable childcare opportunities for district employees
- Increased teacher retention by offering childcare opportunities
- Increased teacher recruitment with added childcare benefits
- An overall increased organization commitment to family

#### **2.1.2 Success Criteria**

The success of the objectives highlighted above was continuous ongoing process. The success will be observed over time by reducing the number of teachers who leave the profession and ultimately affecting the quality of instruction for our students as evidenced by district data that are collected annually. From a district office viewpoint, the childcare center can cut absenteeism and tardiness caused by unreliable childcare arrangements. It could improve morale by demonstrating that the employer is responsive to employee needs and improve the quality of employee work and productivity by lessening distractions about their children while they are working, overall increasing the organization's commitment to family as evidenced by employee surveys. The data collected on the childcare center were analyzed and reported within the district's predetermined timeframe.

#### **2.1.3 Risks**

The establishment of something this significant was a prominent undertaking that had plausible risks involved for all stakeholders. The notable risks included

- first to market in South Carolina. Implementation process is unprecedented for the establishment of a childcare center exclusively for district employees in the state.
- community and organizational buy-in
- ability to provide return on investment (ROI) or self-sustainability
- potential termination of pilot program
- classroom space limitations due to student growth, potential termination
- low participation by district employees
- meeting and maintain standards to meet state licensing requirements
- potential for childcare staffing shortages and quality, potential termination
- customer satisfaction
- continued increase in teacher turnover

## **2.2 Outline of Student's Objectives**

### **2.2.1 Objectives**

- Design innovative strategies that could further increase teacher recruitment and retention in the organization.
- Assist the organization with ways it could provide childcare opportunities to employees.
- Develop a plan of action that would enable the organization to implement a pilot program.

### **2.2.2 Success Criteria**

The measure of this project's success is determined by the achievement of my implementation of the aforementioned objectives.

### **2.2.3 Risks**

The greatest risk was the depth and the scope of this project. Being the first in the state to undertake the challenge of the establishment of a childcare center from birth to age four was a daunting task. This required a collaborative community approach where all stakeholders were aligned with the vision of this project.

## **2.3 Definitive Scope Statement**

I will assist the organization by increasing teacher recruitment and retention through facilitating the development and implementation of childcare opportunities for teachers.

### 3 Deliverables

#### 3.1 To Partnering Organization

Below are the deliverables provided to the partnering organization with prescribed timelines.

#### PHASE I 2018-2019

Submit Proposal for idea through the Bright Idea Platform & Chief Human Resource Director	November 2018
Establish a Team (Innovation Team) – Childcare Innovators	March 2019
Develop school-based childcare needs assessment	
Pitch #1 Slide Deck– Shark Tank with Superintendent and Local Judges	March 2019

#### PHASE II 2019-2020

Work with R2 Innovates to provide Coaching	September 2019 - June 2020
Conduct a Market Analysis of the area daycares	September - October 2019
Develop questions for a Needs Assessment survey to distribute to the entire district	October - November 2019
Research childcare opportunities & Present the Opportunities (Documentation – Flowchart)	November - December 2019
Develop and Script Childcare Infomercial (Documentation – Script)	November 2019
Prepare a budget and share during Pitch #2	November 2019
Present Pitch #2 Slide Deck – with District Personnel and Community Judges	November 2019
Attended DSS Licensing Presentation (Required for Licensing – 1 <sup>st</sup> step)	November 2019
Plan and organize a research trip to Frisco, Texas (Documentation – Guides & Itinerary)	December 2019 - January 2020

#### PHASE III 2020

Finalize Itinerary for Texas Research Trip	January 2020
Conference with members of the Chief Executive Staff to discuss the plan	January - February 2020
Meet with DSS Consultant to explore possible school locations for licensing requirements.	
Create a 3-year projection plan w/budget (Documentation)	February 2020

Develop potential Partnerships (Verizon, Childcare Consultant, Faith Based)	January - February 2020
Explore possible ways for the extension of the Childcare Center	February 2020
<ul style="list-style-type: none"> <li>• High school students receive CDA and center serves as a learning lab</li> <li>• Partner with USC to serve as a practicum site for Early Childhood majors</li> <li>• Establish a Childcare Consortium to nurture community partnerships</li> <li>• Richland Two can lead the way in the Early Childhood arena by setting the standard for Premier (Excellence)</li> </ul>	
Final Pitch #3 to Superintendent and all of the district's executive leadership – Pitch 3 to determine approval for pilot	February 2020

**PHASE VI**      June 2020 - June 2021

**Plan for Pilot Implementation**

**TBD by District**

Present to the School Board  
 Apply for State Licensing – Complete process  
 Marketing – Promotional Plan  
 Budget Allocations for Pilot Finalized  
 Finalize Location & and Principal Directives (oversight)  
 Job Postings – Interviews and Hiring Process  
 Develop Vision, Mission, Core Values  
 Develop Parent Handbook & Staff Handbook  
 Furniture Selection  
 Curriculum Review  
 Application Process for parents (lottery based)  
 Notify parents of acceptance/denial  
 Conduct Parent Orientation

**PHASE V**      July 2021 - June 2022 Implementation

Implementation of Childcare Pilot	
Evaluations and Checkpoints	Continual & Quarterly

**3.2 From Student**

There are no additional deliverables to be provided by the Innovation Team except for the oversight and implementation of the above.

## 4 Project Approach

### 4.1 Project Lifecycle Processes

My passion and dedication to the teaching profession motivated this research and were instrumental in its development and implementation. The overall project was multifaceted and was implemented in phases. A collaborative approach was used to garner support with stakeholders. As a team, a decision was made to focus on the childcare for teachers. The team derived at the following focus question: How might we provide childcare opportunities for district employees to support them and their families? Throughout the varying phases, I developed questions and conducted a district-wide needs assessment along with informal interviews. A market analyses was completed of childcare centers in the northeast Columbia area surrounding the organization. Districts were contacted that operated an employer-sponsored childcare center both in Georgia and Texas. Consultations were provided throughout the project by the Department of Social Services, KinderCare, The Village of Sandhills Mall, and other entities. The team collaborated with a cadre of district staff and a consultant with the SC-Child Care Resource Referral agency.

Each phase was monitored continuously, and feedback was provided to the partnering organization on an ongoing basis.

### 4.2 Project Management Processes

	<b>PHASE I</b>	
<b>Stakeholder Collaborations</b>	<b>Deliverables</b>	<b>Timeframe</b>
R2 Innovates Director and HR Director	Submit Project Proposal	November 2018
Doctoral Student Innovation Team	Establish a Team (Innovation Team) – Childcare Innovators	March 2019
School-Based Teachers and Staff	Develop school-based childcare needs assessment	March 2019
Innovation Team	Pitch #1 Slide Deck– Shark Tank with Superintendent and Local Judges	March 2019
	<b>PHASE II</b>	
<b>Stakeholder Collaborations</b>	<b>Deliverables</b>	<b>Timeframe</b>
District Personnel, R2 Innovates Director and Mentor Coach	Work with R2 Innovates to provide Coaching (Incubator)	September 2019 - June 2020
Innovation Team	Conduct a Market Analysis of the area daycares	September - October 2019

Innovation Team IT Department R2 Innovates Director	Develop questions for a Needs Assessment survey to distribute to the entire district – (Documentation)	October - November 2019
Innovation Team Area Churches Area Childcare Centers Department of Social Services	Research childcare opportunities & Present the Opportunities	November - December 2019
Doctoral Student	Develop and Script Childcare Infomercial	November 2019
Innovation Team	Prepare a budget and share during Pitch #2	November 2019
Innovation Team R2 Innovates Director	Present Pitch #2 Slide Deck – with District Personnel and Community Judges	November 2019
Innovation Team member DSS Presenters	Attended DSS Licensing Presentation (Required for Licensing – 1 <sup>st</sup> step)	November 2019
Childcare Directors in Texas R2 Innovates Director Finance Director	Plan and organize a research trip to Frisco, Texas	December 2019 – January 2020
	<b>PHASE III</b>	
<b>Stakeholder Collaborations</b>	<b>Deliverables</b>	<b>Timeframe</b>
Partnering Organization Accounting Department	Finalize Travel Arrangements and Itinerary for Texas Research Trip	January 2020
Innovation Team Director of Operations, Finance, Human Resources, Facilities, Technology, and Assistant Superintendents	Communicate with members of the Chief Executive Staff to discuss the plans and answer questions.	January - February 2020
Innovation Team DSS Consultant	Meet with DSS Consultant to explore possible school locations for licensing requirements.	
Innovation Team R2 Innovates Director	Create a 3 Year projection plan w/budget (Documentation)	February 2020
Innovation Team Verizon HR Directors DSS Childcare Consultants Area Churches	Develop potential Partnerships (Verizon, Childcare Consultant, Faith Based)	January - February 2020
Innovation Team	Explore possible ways for the extension of the Childcare Center offerings: <ul style="list-style-type: none"> <li>• High school students receive Child Development Associate and the center serves as a learning lab</li> <li>• Partner with USC to serve as a practicum site for Early Childhood majors</li> <li>• Establish a Childcare Consortium to nurture community partnerships</li> </ul>	February 2020

	<ul style="list-style-type: none"> <li>Richland Two can lead the way in the Early Childhood arena by setting the standard for Premier (Excellence)</li> </ul>	
Innovation Team R2 Innovates Director Executive District Personnel	Final Pitch #3 to Superintendent and all of the district's executive leadership – Pitch 3 to determine approval for pilot	February 2020
	<b>PHASE VI</b>	
<b>Stakeholder Collaborations</b>	<b>Deliverables</b>	<b>Timeframe</b>
Innovation Team R2 Innovates Director District Personnel School Level Principals	<b>Plan for Pilot Implementation</b>	<b>TBD by District</b>
	Present to the School Board	2020-2021
	Apply for State Licensing – Complete process	2020-2021
	Marketing – Promotional Plan	2020-2021
	Budget Allocations for Pilot Finalized	2020-2021
	Finalize Location & and Principal Directives (oversight)	2020-2021
	Job Postings – Interviews and Hiring Process	2020-2021
	Develop Vision, Mission, Core Values	2020-2021
	Develop Parent Handbook & Staff Handbook	2020-2021
	Furniture Selection	2020-2021
	Curriculum Review	2020-2021
	Application Process for parents (lottery based)	2020-2021
		Notify parents of acceptance/denial
	Conduct Parent Orientation	2020-2021
	<b>PHASE V</b>	
<b>Stakeholder Collaborations</b>	<b>Deliverables</b>	<b>Timeframe</b>
Innovation Team R2 Innovates Director District Personnel School Level Principals	Implementation of Childcare Pilot	August 2021
	Evaluations and Checkpoints	Continual & Quarterly

#### 4.3 Project Support Processes

The Innovation Team led the way with the decision-making process. The team met on a continual basis several times a month to review data and discuss findings. During the course of the meetings, actionable next steps were developed, and subcommittees were formed to complete follow-up tasks. The Innovation Team used this autonomy to strategically plan and report to the partnering organization and all stakeholders.



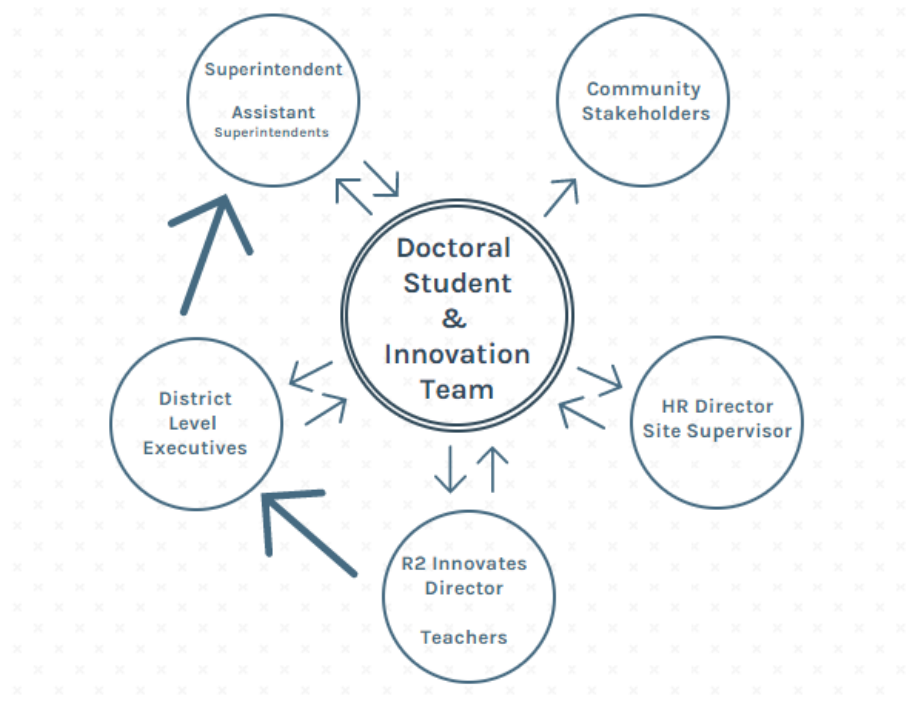
## 4.4 Organization

### 4.4.1 Project Team

While there was not a formal project organizational structure, I found that enacting leadership was critical when working as a team to accomplish project objectives. The Innovation Team utilized the shared leadership approach. To maximize individual talents, a cultivated climate was created that allowed team members to take the initiative on assignments. By embracing the distributive leadership mindset, we envision collaboration and autonomy. Stakeholders were held accountable with a checks and balances system. Surveys and checkpoints were created throughout the planning process to account for the success of the implementation.

### 4.4.2 Mapping Between Richland School District Two and Student

The Innovation Team was instrumental throughout the mapping process. The partnering organization received information from the Innovation Team and then advised the team of proposed next steps for a continued phase.



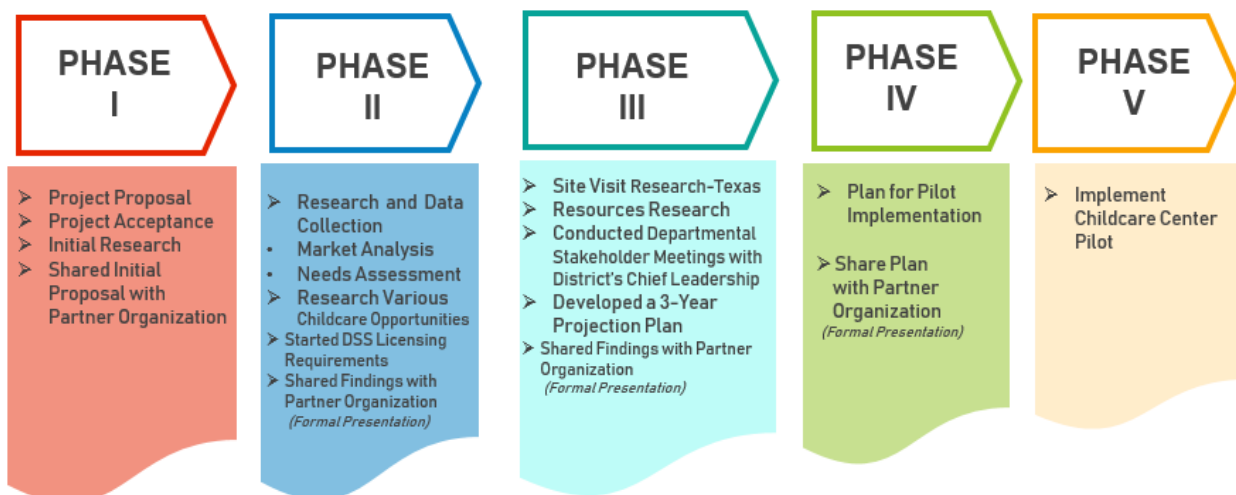
## 5 Communications Plan

Who - Stakeholder	What info do they need?	Why do they need it?	When will they get information?	How will they get the information?
Richland School District Two Superintendent and Chief Executive	Understanding of expectations and project scope Resources Needed	To ensure the program is being designed and implemented according to district expectations. To monitor timeline.	Monthly and more frequently if needed.	Formal presentations, one on one with superintendent and/or any of the Chief Executives
Chief Human Resource Officer	They need to know what will be needed from there department:  Hiring Process - Job Descriptions, Job Postings, Background Checks  # of Employees and Working Hours  A Director for each center  Staffing pay range possibility to include benefits  DSS Training for Staff to include CPR and First Aid	Strategic Planning for hiring staff for childcare center and Teacher Recruitment and Retention	Monthly updates	Face-to-Face Meetings, Emails, Phone calls
Chief Financial Officer	They need to know what will be needed from there department: Start-up costs for payroll and benefits  Reimbursed when payments from parents are received.  Start-up costs for materials and supplies  Payroll Deduction or Online payments	Allocation of resources to include funding sources and operational strategies	Monthly and Quarterly updates	Face-to-Face Meetings, Emails, Phone calls

	<p>Insurance Costs</p> <p>DSS Licensing Fees - Application submission, Background Checks</p> <p>Utilities</p> <p>Custodial Services</p>			
Executive Director of Operations	<p>They need to know what will be needed from there department:</p> <p>Utilities - District absorb costs</p> <p>Custodial - District absorb costs if in the school?</p> <p>Furniture</p> <p>Security</p>	Strategic Planning, Locations, operation of childcare center, Resources to include custodial, cafeteria, utilities, safety cameras, security	Monthly and Quarterly as needed	Face-to-Face Meetings, Emails, Phone calls
Chief Technology Officer	<p>They need to know what will be needed from there department:</p> <p>Technology</p> <ul style="list-style-type: none"> <li>- Devices</li> <li>- Hardware</li> <li>- Software</li> <li>- Inter/Intranet</li> </ul>	Strategic Planning Allocation of Resources	Monthly and Quarterly as needed	Face-to-Face Meetings, Emails, Phone calls
Director of Planning/Facilities	<p>They need to know what will be needed from there department:</p> <p>Which schools have space for a pilot for the 2021 school year?</p>	Allocation or reallocation of facilities to use for pilot center.	Monthly and Quarterly as needed	Face-to-Face Meetings, Emails, Phone calls

## 6 Work Plan

### 6.1 Work Breakdown Structure



### 6.2 Resources

The resources will require participation in mandatory licensing orientation, time deliberately to plan for the pilot, and opportunities to visit other school districts that have already implemented the service to include a payroll deduction system. The most significant resource will be start-up funding, personnel, and assistance from various departments such as payroll, IT, director of planning, department of operations, and principals of the potential pilot site. Additional resources include a standalone building or facility to house the center, furniture, materials, curriculum, and training.

## 7 Milestones

<b>Milestone Number</b>	<b>Title</b>	<b>Forecast Date</b>
1	Develop consultancy project statement of purpose and identify rationale	15-Jan-18
2	Develop a list of expected deliverables for this consultancy project.	30-Apr-18
3	Research history of the partnering organization as it relates to childcare offered in past years.	5-May-18
4	Develop scope of project and submit written consultancy project proposal.	8-Dec-18
5	Initial presentation of proposal to partnering organization	14-Mar-19
6	Conduct market analysis of area childcare centers and develop organizational strategies to have a competitive edge.	10-Mar-19
7	Develop assumptions and restrictions	28-Apr-19
8	Develop internal and external communication plan	14-July-19
9	Develop Needs Assessment survey to be distributed district-wide	20-Oct-19
10	Attend DSS licensing training (Licensing Requirement – 1 <sup>st</sup> step)	09-Nov-19
11	Present updates and budget proposal for research trip to partnering organization.	13-Nov-19
12	Travel to Frisco, Texas with Innovation Team to research other school districts that have successfully implemented this service.	25-Jan-20
13	Develop 3-year financial projections for the program	18-Feb-20
14	Present final presentation of research data and updates to Superintendent and the executive leadership to determine approval for pilot implementation	23-Feb-20
15	Develop plan for pilot implementation	30-Apr-20

## 8 Metrics and Results

The mixed methods triangular design approach was used to collect data for this project. One of critical determining factors for this study was to find out if a need for childcare among the employees actually existed. Working in alignment with the partnering organization, I developed and distributed an organization-wide anonymous needs assessment (quantitative). The Innovation Team which serves as the steering committee conducted school-based interviews (qualitative).

Phase IV will be the implementation phase. The partnering organization along with the Innovation Team will show evidence of success with all district and community stakeholders in a variety of ways through the collection of data such as the verification of increase in participation and interest as well and an increase in teacher recruitment and retention. The other determining success factor will be self-sustainability. Conducting childcare surveys with parents participating in the pilot program and annual climate surveys with parents will give the partnering organization further evidence of success. In an article by Bright Horizons (2019), this quote by Katherine Stevens speaks volumes to how a win-win looks for the partnering organization; the case for high-quality childcare can serve two crucial purposes simultaneously: “Ensuring the healthy development of young children [in our Richland Two family]...while enabling their parents to contribute as productive members of the workforce” (p. 10).

The survey questions and results are listed below.

Q1.How long have you worked in Richland Two?		
Responses	Count	Percentage
Less than 1 year	75	13.7%
1-2 years	81	14.8%
3-5 years	113	20.6%
5-10 years	134	24.4%
More than 10 years	143	26.0%
(Did not answer)	3	0.5%
<b>Total</b>	<b>549</b>	

Q2.How many children do you have living in your household?		
Responses	Count	Percentage
None, but planning to start a family in the near future	111	20.2%
1	150	27.3%
2	186	33.9%
3	74	13.5%
4	12	2.2%
5	2	0.4%
6	3	0.5%
More than 6 children	0	0.0%
(Did not answer)	11	2.0%
<b>Total</b>	<b>549</b>	

Q3(a).Please check each of your children's age.:Child 1		
Response	Count	Percentage
Less than 1 year old	54	9.8%
1-2 years old	85	15.5%
3 years old	45	8.2%
4 years old	41	7.5%
School aged	200	36.4%
(Did not answer)	124	22.6%
Total Responses	549	

Q3(c).Please check each of your children's age.:Child 3		
Response	Count	Percentage
Less than 1 year old	10	1.8%
1-2 years old	18	3.3%
3 years old	8	1.5%
4 years old	5	0.9%
School aged	49	8.9%
(Did not answer)	459	83.6%
Total Responses	549	

Q3(d).Please check each of your children's age.:Child 4		
Response	Count	Percentage
Less than 1 year old	1	0.2%
1-2 years old	2	0.4%
3 years old	2	0.4%
4 years old	0	0.0%
School aged	10	1.8%
(Did not answer)	534	97.3%
Total Responses	549	

Q3(e).Please check each of your children's age.:Child 5		
Response	Count	Percentage
Less than 1 year old	1	0.2%
1-2 years old	0	0.0%
3 years old	1	0.2%
4 years old	0	0.0%
School aged	3	0.5%
(Did not answer)	544	99.1%
Total Responses	549	

Q5. Please rate your level of interest in having a childcare center for faculty and staff in Richland Two.			
Responses	Count	Value	Percentage
0 - No Interest	31	0	5.6%
1	10	1	1.8%
2	15	2	2.7%
3	32	3	5.8%
4	67	4	12.2%
5 - Considerable Interest	265	5	48.3%
(Did not answer)	129	Null	23.5%
		Weighted Score:	4.12
Total	549		

Q6. If we had an affordable childcare center in Richland Two would you enroll your child?		
Responses	Count	Percentage
Yes	347	63.2%
No	38	6.9%
Maybe	148	27.0%
(Did not answer)	16	2.9%
Total	549	

Q7. Using the high school zone map as a reference, which zone would be most convenient for childcare for your family? Please select two locations.		
Responses	Count	Percentage
Blythewood High	216	39.3%
Richland Northeast High	149	27.1%
Ridge View High	276	50.3%
Spring Valley High	319	58.1%
Westwood High	99	18.0%
(Did not answer)	19	3.5%
Total	1,078	



## 9 Risks, Constraints, Assumptions

### 9.1 Risks

<b>Risk Description</b>	<b>Mitigation Plan (what to do to avoid the risk occurring)</b>	<b>Contingency Plan (what to do if the risk occurs)</b>	<b>Impact (what the impact will be to the project if the risk occurs)</b>	<b>Likelihood of occurrence (e.g., %, or high/medium/low)</b>
Organizational buy-in	Meet with Departmental Leaders to have transparent childcare conversations to answer questions and keep them updated.	If the organization doesn't buy-in, the program would be less successful or nonexistent.	Risk would impede the development of the program	Low/Medium
Ability to provide Return on Investment (ROI) or self-sustainability	Continuous communication with CFO and other departments to develop a multi-tiered funding strategy	The organization may absorb the financial loss for the first year. Possible increase in weekly rates and fees to achieve ROI or self-sustainability.	Risk would impede the development of the program	Low/Medium
Potential termination of pilot program	Present solid research and strategically plan for successful program.	If the program is terminated, then other alternatives would need to be arranged for staff such as partner with other centers to provide childcare for teachers at a reduced cost.	The impact would be grand. Families would be strained to find childcare and many centers have waiting lists. Childcare workers will be unemployed.	Low
Classroom space limitations due to student growth, potential termination	Work closely with the director of operations and the director of planning to facilitate a location with adequate space and minimal growth over a period of time.	Partner with other childcare centers to provide childcare for teachers at a reduced cost that could be payroll deducted for employees.	The major concern is if the loss or limitation of space occurs during the middle of the pilot program. This would leave families without childcare.	Medium/High
Lack of participation by district employees	I will work closely with the director of communications to discuss marketing strategies	If this occurs, the organization could partner with other businesses like Verizon to offer childcare services to their employees in order to be able to operate at capacity.	The program could be smaller than expected with little hope for expansion or it could dissolve due to the lack of participation and	Low

			how that will affect ROI	
Non-payment of fees	Collaborate with Chief Financial Officer to develop a plan of action that would include electronic forms of payment or payroll deduction.	Only allow for employees to pay fees through payroll deduction.	If non-payment of fees occur, that would be a loss of revenue and would cause the district not to have a ROI	Low
Meeting and maintaining standards to meet state childcare licensing requirements	I will work closely with the DSS consultant along with the center director and school level principal to review requirements and provide training.	Put checks and balances in place to assist the childcare director with meeting the requirements.	Risk of termination of program	Medium
Potential for childcare staffing shortages and quality, potential termination	Collaborate and work closely with the human resources department to select highly qualified, dependable candidates.	Plan to a list of trained substitutes ready to step in when needed. Also develop a pool of volunteers.	Risk of child safety and not meeting DSS licensing requirements with teacher-student ratios that could result in the loss of childcare licensing. Potential termination of program.	Medium/High
Customer satisfaction	Collaborate and work closely with the human resources department to select highly qualified, dependable directors and teachers.	Provide program monitoring, monthly parent surveys and establish a Parent Teacher Organization to provide transparency and promote customer satisfaction through feedback.	Risk of termination of the program	Low/Medium

## **9.2 Constraints**

One of the constraints that had to be tackled was getting all of the executive committee members, including the superintendents and chief financial officer, to buy into this project and acknowledge that there is a need. The next biggest hurdle was convincing the leadership of the financial benefits of providing these services for district employees and how it could not only affect teacher retention but also provide an ROI. During our many discussions, one of the key topics that seemed to resurface was limited space in the elementary school sites.

Although the school may have space or classrooms that could be utilized now, that could change month to month and year to year. This one topic has taken us months to find a resolve. After discussing the need for space, the constraints of materials such as furniture for the pilot program came to the forefront. There was a plethora of constraints throughout this process, but each one was tackled by the Innovation Team and the partnering organization.

## **9.3 Assumptions**











The assumptions of this consultancy project that were made by the Innovation Team were as follows:

1. The partnering organization's zeal for this project would cause a ripple effect for others to buy-in.
2. The district will pay the start-up costs associated with establishing a center.
3. All district employees would want a childcare center within the district at a reduced cost.
4. Employees would enroll their children to fill capacity for the center.
5. Teacher recruitment and retention both would increase as a result of this project.

## 10 Financial Plan

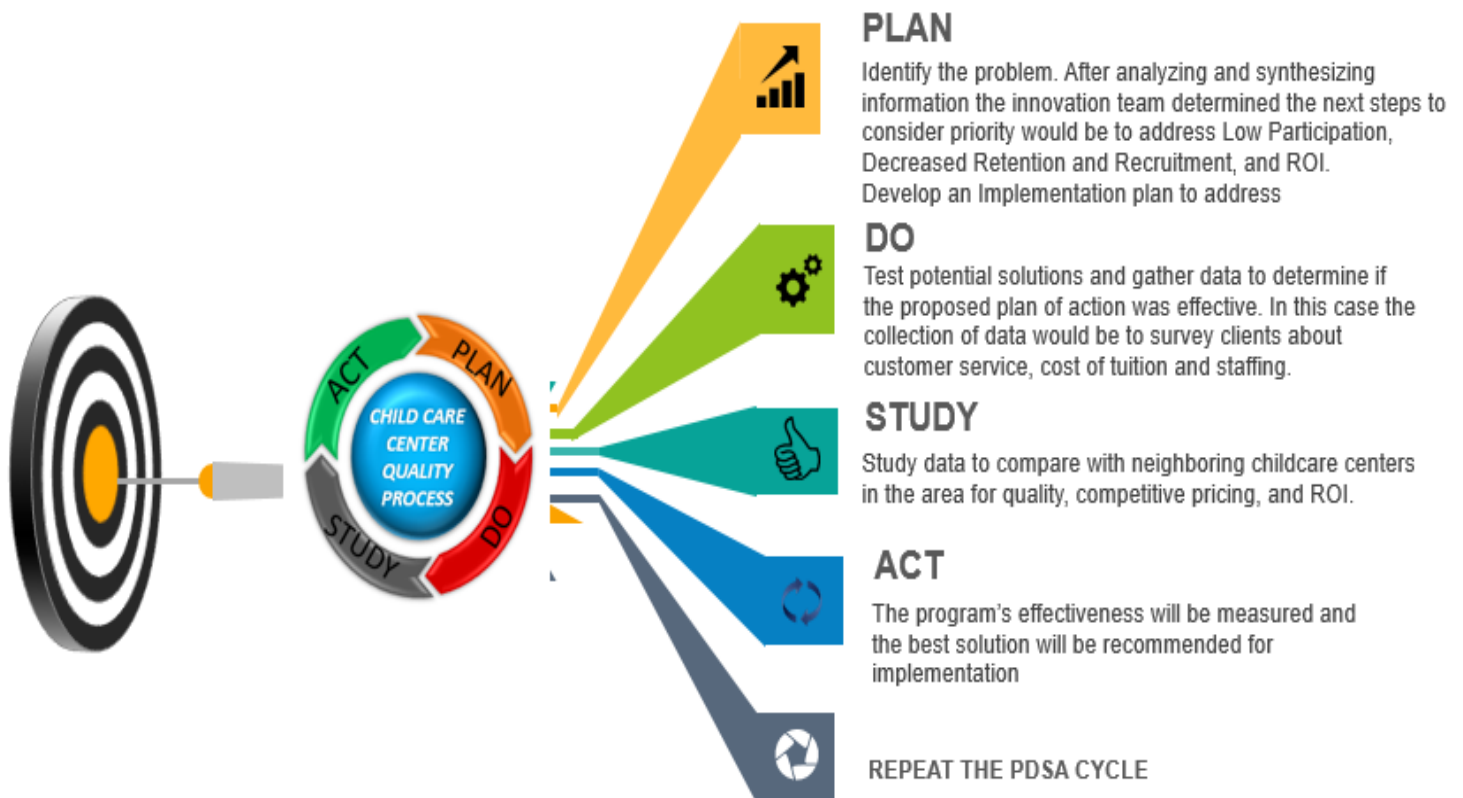
The budgeting process was established by the Innovation Team. It was presented to the partnering organization and will continue to be reviewed and revised as the project continues to evolve and develop during the implementation phase. The 3-year projection plan is as follows:

### 3 Year Pilot Projection Plan Richland School District Two Employee Childcare

	Year One 20-21	Year Two 21-22	Year Three 22-23	Year Four 23-24
# of Locations	1	2	3	
Location	 @Lake Carolina Lower  1 Site	 @Lake Carolina Lower @Catawba Trail  2 Sites	 @Lake Carolina Lower @Catawba Trail @Windsor  3 Sites	 @Anna Boyd OR a Stand Alone Center
# of Classrooms	1 per site	1 per site	2 per site	8 rooms/spaces
Ages	3-4 Year Olds	3-4 Year Olds	2-3-4 Year Olds	6 wks – school age
# of Children	20 Total	40 Total	20 (3-4 yo) x 3 = 60 12 (2 yo) x 3 = <u>36</u> (96 Total)	40 (3-4 yo) 36 (2 yo) 8 (18-24 mo) 8 (12-18 mo) 6 (9-12 nmo) 8 (6 weeks-9 months) (106 Total)
# of Employees	1 Lead Teacher 2 Teaching Assistants  Site 1	2 Lead Teachers 4 Teaching Assistants  Site 1  Site 2	3 Lead Teachers 3 Assistants (Instructors) 9 Teaching Assistants  Site 1  Site 2  Site 3	
<b>Revenue</b>				
Tuition	\$175/per wk = \$129,000	\$175/per wk = \$259,000	2yr - \$190/wk = \$253,080	
Registration	\$75/per child = \$1,500	\$75/per child = \$3,000	3-4 - \$185/wk = \$410,700	
Supply Fee	\$75/per child = \$1,500	\$75/per child = \$3,000	\$75/per child = \$7,200 \$75/per child = \$7,200	
<b>TOTAL REVENUE</b>	\$132,500	\$268,000	\$678,180	
<b>Expenditures</b>				
Salaries + Fringe	\$120,000	\$240,000	\$570,000	
Snacks	\$3,700	\$7,400	\$22,200	
Consumable Supplies	\$3,000	\$6,000	\$13,500	
Substitutes (15 days)	\$1,500	\$3,000	\$6,000	
<b>TOTAL EXPENSES</b>	\$128,200	\$256,400	\$611,700	
<b>Surplus</b>	<b>\$4,300</b>	<b>\$11,600</b>	<b>\$66,480</b>	

## 11 Quality Assurance Plan

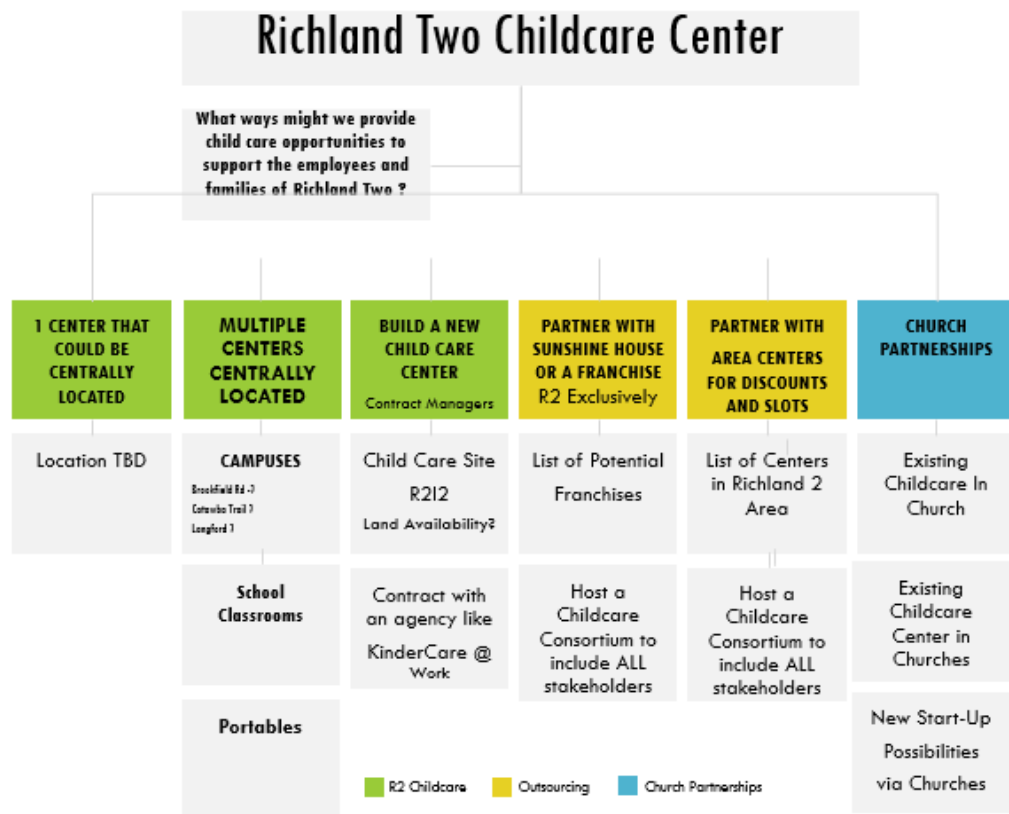
As an accountability measure, a quality assurance plan was developed to help determine the childcare center pilot program's overall effectiveness. This particular project lends itself well to the Plan-Do-Study-Act quality assurance model.



Appendix A

Options for Childcare Center

**OPTIONS  
FOR THE  
RICHLAND TWO CHILDCARE  
CENTER  
(R2C2)  
FOR EMPLOYEES**



## Appendix B

## Research Trip Itinerary



R2C2 Childcare Innovators – Research Team  
 Child Care Research – Professional Development

## Itinerary

<b>Wednesday, January 22, 2020</b>		<b>Fly into Dallas Airport, Car Rental, Hotel Check- In</b>	
	4:08 pm		Arrive in Dallas Fort Work Int'l
	4:30 pm		Pick up Rental Car
	4:45-5:00 pm		Travel to Hotel in Frisco & Check-In Homewood Suites 3240Parkwood Blvd Frisco, Texas 75034 214-618-0111 Confirmation # 81466231 (For All)
	6:00 pm		Guided Tour at The STAR 1 Dallas Cowboy Way <a href="https://www.thestarinfrisco.com/tours/">https://www.thestarinfrisco.com/tours/</a> (OPTIONAL)
	8:00 PM		DINNER
<b>Thursday, January 23, 2020</b>		<b>Day 1 – Site Visits</b>	
	8:00 am – 8:30 am		Travel to McKinney ISD Region 10
			2107 W. Eldorado Pkwy McKinney, Texas 75070 Dr. Pamela Parmley, Director 1-469-302-2300
	8:30 am – 11:30 am		Campus Tours & Interviews
	11:30-12:30		LUNCH
	12:30 pm – 1:00 pm		Travel to Frisco ISD Region 10
			7075 Hickory Street Frisco, TX 75034 Sharon Marriotti, Director 1-469-633-6970
	1:00 pm – 4:00 pm		Campus Tours & Interviews
	4:00 pm – 5:00 pm		Team Huddle & Debrief
	5:30 pm – 6:00 pm		Travel Back to Hotel
	6:30 pm – 7:30 pm		Dinner

<b>Friday, January 24, 2020</b>		<b>Day 2- Site Visits</b>	
		8:00 am – 8:30 am	Travel to Little ELM ISD – Region 11
			101 Main Little Elm, TX 75068 Lisa Hooten, Director 1-972-947-9340
		8:30 am – 11:30 am	Campus Tours & Interviews
		11:30-12:30	LUNCH
		12:30 pm – 1:00 pm	Travel to Denton ISD Region
			903 Audra Lane Denton, TX 76209 Hugh Bolton, Director 1-940-369-3980
		1:00 pm – 4:00 pm	Campus Tours & Interviews
		4:00 pm – 5:00 pm	Team Huddle & Debrief
		5:30 pm – 6:00 pm	Travel Back to Hotel
		6:30 pm – 7:30 pm	Dinner

<b>Saturday, January 25, 2020</b>		<b>Day 3- Departure</b>	
		6:30 am	Breakfast & Checkout
		7:00 am - 7:45 am	Travel to Dallas Int'l Airport
		8:00 am	Arrive at Airport
		8:15 am	Return Rental Car
		8:30-9:30	Check-In and Check Bags
		9:30-10:00	Reflection Activity (Incubator)
		10:25 am	Flight Departure to CAE Airport
		1:44 pm	Arrival to CAE - HOME



## Appendix C

## Childcare Research Inquiry Guide

**Richland Two Childcare Inquiry Guide – Texas**

School District	Texas	Center Name
Opening Year	2009	Director's Name

Hours of Operation		6:45 - 5:30
Days of Operation		M - F
School Year Calendar Schedule With the possibility of summer	<input type="radio"/> O <input checked="" type="radio"/> R	Year Round Calendar Schedule

**TOTAL # of CHILDREN**

#	Age Group	# of Teachers - Assistants	Pricing (per week)	Additional Fee(s)	Curriculum
	Infants	3	225	Reg 60 supply 65	Developmentally appropriate curriculum
	12-24 Months	3	205	Reg 60 supply 65	
	2 Year Olds	2	190	Reg 60 supply 65	
	3 Year Olds	4	175	Reg 60 supply 65	
	4-5 Year Olds	2	175	Reg 60 supply 65	

**TOTAL # of EMPLOYEES**

__6__ Teachers (non-certified)	__0__ Teachers (Certified)	__8__ Teaching Assistants
__contract__ Custodial/Maintenance	__0__ Culinary/Chef	__0__ Office Staff

___1___ Director	___1___ Assistant Director	___3___ Other (3 subs & 1 AM float)
------------------	----------------------------	-------------------------------------

Total # of Employees \_\_\_20\_\_\_

<b>FINANCE</b>	
Who provided the start-up funding?	Bond
What was included in the start-up funding? What were the approximate start-up costs?	Building, equipment, materials
How is the center funded now?	The goal is we are self sustaining
How did you budget or plan?	I will provide a sample budget
Budget Pitfalls?	Making it balance!! Charging enough to cover costs and still be affordable to our families.
What have been the hardest challenges in this area?	<ol style="list-style-type: none"> <li>1. Hearing "you are different"</li> <li>2. We pay for landscaping \$6,600 annually</li> <li>3. We pay for custodial \$9,150 annually</li> <li>4. We pay for water, gas and Etc. \$36,000 annually</li> <li>5. These fees are covered by the district for other buildings in the district.</li> </ol>
How do teachers' pay (cash/check onsite, online, etc) What happens if they don't pay?	Payroll deduct we also have community partners who must pay online. If they stop paying we have the ability to terminate care.
Do you provide payroll deduction options?	Yes samples will be provided
Options for pre-tax with payroll deduction?	no
Salaries- What is the compensation for: Teachers TA's Other Is this a standard salary? How was it determined?	Aid PT Axillary paygrade 2, 200 days Min \$7,081 Max \$10,439 Ast FT Axillary paygrade 2, 200 days Min \$17,984 Max \$25,920 Lead Axillary paygrade 3, 200 days Min \$20,352 Max \$29,280 Ast Coordinator Professional paygrade 1 Min \$47,293 Max \$68,167 Coordinator Professional paygrade 2 Min \$59,646 Max \$88,834 For comparison first year teachers with no experience working 190 days make \$54,300

	I do not know how pay is determined per individual. We have done a market analysis and based on the results we were able to increase the rates of pay.
	Leads -

## OPERATIONS

Do you provide lunch or is it brought from home?	Brought from home we provide an AM and PM snack
What's the student selection process? Do you currently have a waiting list, if so, what's the process?	Waiting list with priority going to <ol style="list-style-type: none"> <li>1. Children currently enrolled and their siblings</li> <li>2. All to follow is based on the order in which they got on the waiting list <ol style="list-style-type: none"> <li>a. Employees get first priority</li> <li>b. Relatives of Employees of are next on the priority list</li> <li>c.</li> </ol> </li> </ol>
Do you have copies of forms we can have? (enrollment applications, incident documentation: health & discipline forms)	Yes

## ACADEMICS

Curriculum/Schedule- How are days, weeks, months organized for children?	We will provide examples
How do the staff administer the curriculum and stick to the schedule when things shift?	We practice developmentally appropriate practice and adjust to meet the needs of the children.
Do you send home any daily or weekly reports?	Daily sheets for 2 and younger We provide parent teacher conferences 2x per year
What other benefits do you offer your employees?	Same as any other district employee. Part of the Teacher Retirement System, Sick days, Personal days
Do you have Special Needs students? If so, how are services provided?	Yes, some identified others not yet and we have to work with the family to let them know we suspect something and set up testing. Once something is identified we will work with the family and testing entity (Early Childhood Intervention for children under 3 and the ISD for children over 3) to provide care meeting the individual needs of the child.
Material List of items ordered? Furniture?	Each classroom has chairs, tables shelves, dramatic play equipment and more. Community play things is a company I would recommend, They are expensive but have a quality product. Lakeshore is also a great company to work with.
Additional Resources?	

## PERSONNEL

Approval- who made the decisions? Board, principals, school leaders, etc. and how were issues worked out when there were tensions in beginning program?	We recommend and if I understand correctly the school board approves and HR offers. To date I am not aware of any recommendations we have made that was denied.
Leadership structure- who is over the program? How did they get into that role?	The coordinator (although through childcare licensing my title is director in the district I have the title of coordinator because coordinators do not make as much as directors) I value the input of the team assembled so I will frequently discuss things with the assistant coordinator and/or the classroom leads. My supervisor, the Area Superintendent, is available for support and guidance as needed.
Liability- how are liability issues worked out? Who is ultimately responsible for the children?	The District carries Liability Insurance.
Job titles- who was chosen to work there and why? Are copies of the job descriptions available? What training and certifications are required?	
Do you outsource any services such as, custodial?	Custodial
What other benefits do you offer your employees?	
Do you provide training to staff, if so how frequent?	YES!! Monthly staff meetings, beginning of the year training, 2 Saturday training/work days.

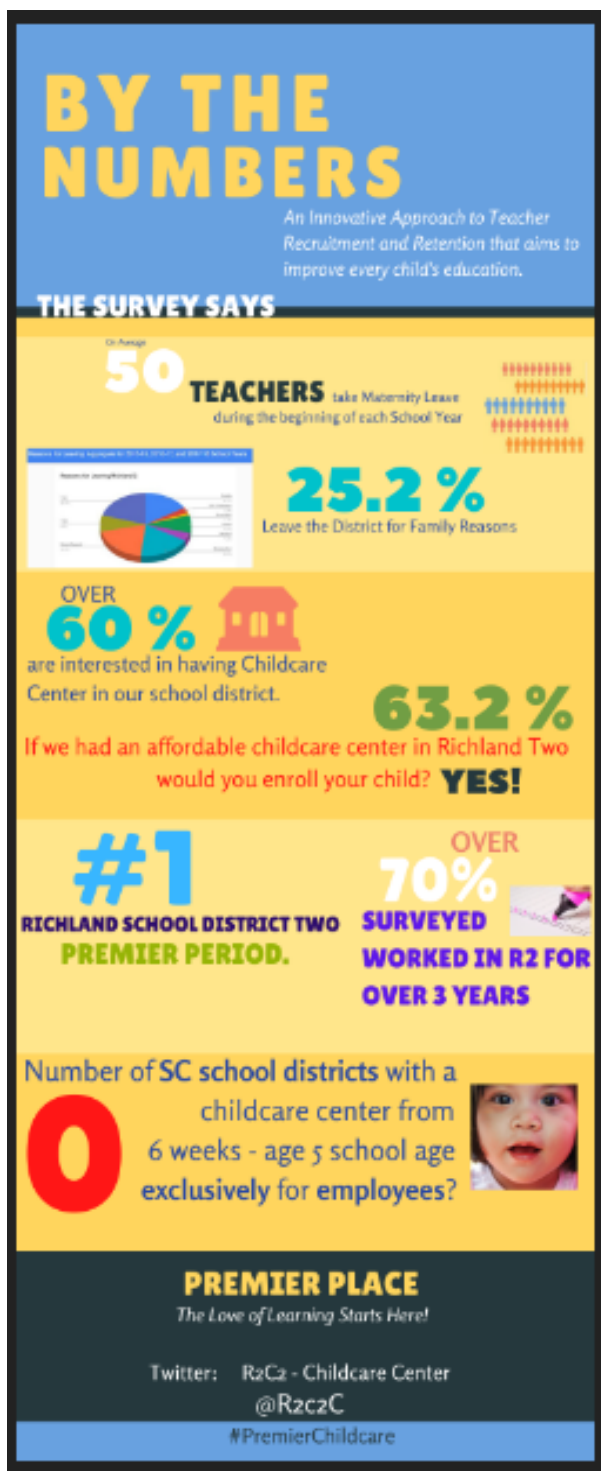
## GENERAL

Timeline- how long did it take to get things off the ground? What did year 0, year 1 and year 2 look like?	Constant effort!
What are your main challenges?	Being taken seriously by the District higher ups. This is why it is so important that the District supervisor advocates and supports the program!
What are some major accomplishments of this project?	<b>PARTNERSHIPS!!!</b> <ol style="list-style-type: none"> <li>1. The local University uses our program as a lab school. I was a student there and was able to develop the relationship.</li> <li>2. Three of the 4 local high schools are currently offering a child development practicum class where the goal is at the completion of the class the students can test for their CDA, all of which is paid for by the district. These 3 high schools are currently using our program for the classroom portion of this class.</li> <li>3. We have a partnership with United Way and have developed a coalition supporting childcare programs in the community through advocacy and training.</li> </ol>

<p>Health and safety- How are these issues handled? Do you have a nurse on-call in the district?</p>	<p>There is a nurse at the school next door and is available to support our program. Teachers are Pediatric CPR/First Aid trained and we practice our fire/weather etc drills.</p>
<p>Regulations/Licensing- state and federal and local issues are present, so how did you navigate?</p>	<p>We are part of the ISD, Licensed by the State. We follow which ever rule is most stringent. For example ISD says we can have 22 children in a classroom with one caregiver, Licensing says we can have 10 infants to 2 caregivers and TRS says we can have 8 infants to 2 caregivers....we have 8 infants to 2 caregivers.</p>
<p>Is your center NAEYC Accredited?</p>	<p>I would love to be but we are not at this time. We are currently Texas Rising Star 4 star which would be equivalent to ABC Quality A+ in your state.</p>
<p>What's the sustainability of the center?</p>	

## Appendix D

## By the Numbers



Appendix E

The Projection Plan



## Appendix F

### Professional Literature Review

#### Affordability

Because a majority of the childcare centers in the state of South Carolina are needs based, teachers have a difficult time obtaining affordable childcare for their own children. They can find themselves in situations where they either have to pay an exorbitant amount of money towards high-priced childcare centers or have to go out of their way in terms of distance to have their child enrolled at a facility that is even remotely affordable. According to a 2014 University of California, Berkeley study, “childcare and education for young children are second only to a home mortgage in leading expenses for the average American family” (Sparks, 2018, p. 7). The cost of childcare can place a lot of financial strain on a family. The 2013-2014 federal data on teacher attrition revealed that “1 in 10 of those who left the classroom did so to care for family” (Sparks, 2018, p. 7). Offering affordable childcare to teachers could lighten the financial burden placed on families and, in turn, provide teachers with a greater incentive to remain in the field of education.

A few states have already begun to take the initiative in implementing childcare for teachers, which has proven to have a positive impact on retaining teachers. Take Oklahoma for example. In Putnam City, there are a few child development centers geared towards making childcare affordable for teachers. In fact, it is “the only district in the Oklahoma City metro area and one of the few in the state to provide childcare for teachers, a benefit that saves many teachers an estimated \$4,000 annually” (Willert, 2019, p. 3). During an interview, Andrulis, a high school math teacher working in Putnam



City, explained how the \$125 that he pays the district is a major bargain compared to the \$900 a month he would have to pay a daycare provider to watch his 3-year-old daughter (Willert, 2019). The rates for childcare being offered to teachers in this city are substantially lower than those of any others in the state which relieves many teachers of what is normally a substantial financial burden. During his interview, Andrus also admitted that though he is happy in this profession, without the incentive of the childcare centers, this added benefit “is going to keep teachers here” (Willert, 2019, p. 7). When teachers are able to afford childcare for their children, it relieves financial pressure and strengthens their passion to hold steadfast in the teaching profession.

### **Quality**

Another concern many teachers have with early childcare centers is the quality of the care and education their children are receiving. Quality is what matters the most to parents when it comes to the education of their children. As educators, teachers are able to easily decipher the quality of a curriculum, which makes them more selective when they are choosing where they want to enroll their child. Allowing these childcare centers to be operated and staffed by their counterparts would provide teachers with a greater sense of security.

When it comes to childcare centers, there are several states that allow childcare center employees to work without any formal training in the field of childcare or early childhood development. In 2016, the state of Louisiana took its first steps toward “creating a professional training experience for childcare teachers, who within Louisiana, have previously had no education requirement” (Barnes, 2017, p. 12). It is often found that the staff at childcare centers are embodying a caretaker role as opposed to that of an

educator. By requiring childcare teachers to obtain formal training and credentials, they are moved “out of the mindset of simply watching children” (Barnes, 2017, p. 12). The staff should not only be concerned with caring for the children but also developing them for follow-up on education. Allowing certified education professionals to staff the childcare centers will immerse the children in a much higher quality learning environment, which will better prepare them for the next stages of their education.

### **Improved Productivity**

Increasing teacher productivity has been an ongoing topic within the field of education since the late 20<sup>th</sup> century. In the year 1983, the National Commission on Excellence in Education charged that the U.S. educational system was becoming less productive, and other industrialized nations were increasingly surpassing us in the realm of teacher productivity (Ellson, 1986). Currently, several states are utilizing a value-added model to measure teacher productivity. State Superintendent of Education Molly Spearman (2017) defined South Carolina’s productivity measurement by stating,

The Expanded ADEPT Support and Evaluation System 4.0 is designed for the continuous professional development of educators at all performance levels through an evaluation system that is valid, reliable, and fair and produces actionable and constructive feedback in support of professional growth. (p. 1)

Unlike other professions, increasing productivity in education requires more than simply hiring more teachers to increase the number of children being taught or introducing new technology. A recent article on improving teacher proficiency and productivity written by Jonathan Haber (2019), an educational consultant, researcher, and writer working in the field of professional assessment, revealed that the nation has failed

to take an accurate approach toward improving the productivity of teachers. Haber mentioned that “if you follow the money, the nation has not invested in a massive expansion of the teaching workforce, (which has actually declined slightly over the last 10 years), or dramatically increased teacher pay” (p. 4). Haber went on to explain that the key to productivity within this field lies in investments being made in education at the local, state, and national levels.

Affordable childcare centers that also offer efficient child development could serve to be a major investment. These centers will afford teachers the opportunity to focus more on their tasks at work, knowing that their children are being well developed and taken care of. In return, the students are receiving a higher level of effort and dedication from their teachers, which could improve their ability to learn and retain the knowledge being presented to them. This stands not only to benefit that particular school but the overarching school system as a whole. In addition to significantly increasing the retention of teachers, implementing childcare centers of excellence could greatly improve teacher productivity—which serves to benefit the students, the teachers, and the entire education system.

### **Summary**

This study identified some of the leading causes for the lack of retention of teachers within the field of education—family and finances. Teachers are known to leave the field due to having family issues or the financial strain of finding proper childcare for their young children. By identifying these issues, this study was able to present more effective solutions. One is establishing affordable childcare centers for teachers in which the brunt of the cost is taken on by their employers. The other is allowing those childcare

centers to be staffed and operated by certified teachers to improve the quality of education the enrolled children at said institutions are receiving. Providing teachers with this benefit will not only improve their retention rate, but it will also begin to tackle another issue plaguing the field of education—enhancing teacher productivity.

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