



WASHINGTON STATE Department of Children, Youth, and Families



Report to the Washington State Legislature **COMPENSATION TECHNICAL WORKGROUP**

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EXECUTIVE SUMMARY

In the 2017-2019 operating budget, the Legislature appropriated \$5,000 to create a child care workforce development technical workgroup (Workgroup) and directed the Department of Early Learning (now the Department of Children, Youth, and Families, or DCYF) to convene a group consisting of 13 stakeholders to develop recommendations for the Legislature on how to:

1. Increase child care workforce wages
2. Reduce workforce turnover
3. Enable child care providers to recruit more qualified educators
4. Maintain the diversity of the current workforce

This report outlines the recommendations made by the Workgroup (see Appendix A).

Investing in high-quality early childhood education has proven to be one of the best investments the state can make, yielding a 13 percent annual return on investment.¹ However, this return on investment is achieved only when early childhood education is of high quality. Teacher preparation is an essential component of high-quality early childhood education that leads to stronger child outcomes. Unfortunately, society's support of early childhood educators does not reflect this urgency:

- Washington's early childhood educators rank in the third percentile of occupational wages (below pet groomers).²
- Thirty-nine percent of Washington's early childhood educators rely on one or more sources of public assistance support programs, costing \$34.7 million annually.²
- Washington's early childhood programs experience high staff turnover rates, which can negatively impact the continuity of care and child outcomes.
- Students who graduate from college with degrees in early childhood education have the lowest projected earnings of all college graduates.³

WORKGROUP RECOMMENDATIONS

The Workgroup's recommendations are presented as a package to address the four priority areas of the report. The Workgroup concluded that funding only part of the recommendations will not have sufficient impact on all four areas for workforce stability.

Recommendation A:

Early childhood educators receive a competitive compensation package comparable to K-3 educators. This includes A-1: Salary Scale and A-2: Compensation Package

Recommendation B:

Early childhood educators have access to the state-sponsored substitute pool to provide classroom coverage when taking time off.

Recommendation C:

Expand Working Connections Child Care (WCCC) eligibility to include parents who are enrolled in an early childhood education degree program and employment requirements are waived.

¹ Research Summary: The Lifecycle Benefits of an Influential Early Childhood Program, Heckman Equation:

<https://heckmanequation.org/resource/research-summary-lifecycle-benefits-influential-early-childhood-program/>

² Center for the Study of Child Care Employment, University of California, Berkeley: <http://cscce.berkeley.edu/files/2016/Index-2016-Washington.pdf>

³ NPR, "It Doesn't Pay to be an Early Childhood Teacher": <http://www.npr.org/sections/ed/2016/06/14/481920837/it-doesnt-pay-to-be-an-early-childhood-teacher>

How the recommendations will benefit the workforce:

Raising wages, supporting staff leave and providing access to subsidized child care for those seeking to enter the early childhood education workforce will:

- Attract new educators
- Sustain the diversity of the workforce
- Decrease turnover
- Professionalize the field of early childhood education and prepare for future growth

Implementing the above recommendations will also have a positive impact on school readiness and other desired child outcomes.

INTRODUCTION

Investing in school readiness and additional positive outcomes for children requires investing in the early childhood education workforce. Years of research and analysis demonstrate that investing in high-quality early childhood programs results in children being more likely to graduate from high school, attend college and earn a living wage, and less likely to engage in criminal activity as compared to children who do not have access to high-quality early childhood education.⁴

Early childhood educators' skills, knowledge and well-being are directly related to the quality of children's experiences in early learning programs, yet the system of preparing, supporting and compensating early childhood educators in the United States remains largely ineffective, inefficient and inequitable. A major goal of early childhood programs is to alleviate the effects of poverty for children, yet the early childhood education workforce continues to struggle against poverty.⁵

Research demonstrates a strong relationship between effective classroom practices and educational preparation.⁶ The relationships between young children and their teachers are the cornerstone of such learning. Early childhood educators who have been prepared on par with K-12 teacher standards are more effective in promoting school readiness and other positive outcomes. Despite this evidence, early childhood educators are usually poorly compensated and may be inadequately prepared.

CHILD CARE WORKFORCE CHALLENGES

Washington State became a national leader in 2015 by expanding high-quality early childhood education, passing the Early Start Act (ESA) which builds upon the state's Quality Rating and Improvement System (QRIS, Early Achievers) and other early childhood services. Among other things, the ESA requires all programs serving children receiving state subsidy to achieve certain minimum quality standards on a continuous improvement timeline.

In order to achieve the intended outcomes of the ESA, Washington must ensure its workforce is appropriately prepared and supported. Educator wages must be considered when examining the cost of quality and recognize that workforce competency is a key indicator of outcomes for

⁴ Institute of Medicine and National Research Council. 2015. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press. <https://doi.org/10.17226/19401>

⁵ Whitebook, M., McClean, C., Austin, L.J.E., & Edwards, B. (2018). Early Childhood Workforce Index. Center for the Study of Child Care Employment.

⁶ Whitebook, M. (2014) Building a Skilled Teacher Workforce, Shared and Divergent Challenges in Early Care and Education and in Grades K-12. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

children.⁷ The return on investment in early childhood programs is tied directly to the quality of those programs.

“Babies are considered less-than; sometimes people ask me why I am not becoming a ‘real teacher.’” –Focus group participant, June 2018

“Society has their priorities screwed up; we pay our athletes so much and our teachers nothing. Our teachers are teaching our future.” –Focus group participant, June 2018

“I love being that difference in a child’s life.” –Focus group participant, June 2018

Policy and program implementation around high-quality early childhood education need to address compensation and a supportive work environment for the workforce. Washington State must consider how to prioritize public investment to recognize and intentionally support this connection.

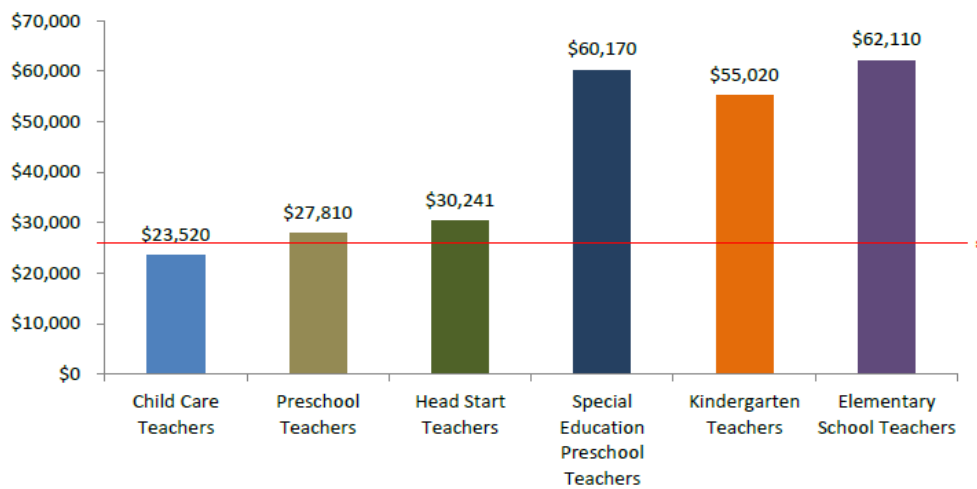
POVERTY WAGES FOSTER A RELIANCE ON PUBLIC ASSISTANCE

Early childhood educators are underpaid for the skill and education needed to deliver high-quality early childhood education. Currently, 40 percent of Washington’s early childhood education workforce earns poverty-level wages and relies on public assistance to support their own families, creating a greater reliance on state funds that are allocated to public assistance and support programs.²

“I had a coworker in Seattle who was homeless.” –Focus group participant, June 2018

“When I worked at a center, I had to work three jobs.” –Focus group participant, June 2018

Table 1: Washington State Median Annual Workforce Earnings⁸



*Supplemental Nutrition Assistance Program (SNAP) eligibility for a family of three: \$26,124

⁷ <http://cscce.berkeley.edu/files/2016/Early-Childhood-Workforce-Index-2016.pdf>

⁸ <http://cscce.berkeley.edu/files/2018/06/3-Earnings-Economic-Security.pdf>

WORKFORCE STABILITY AND EXPANSION

Washington State must increase the number of educators in the early childhood education system to support the expansion of Washington’s state-funded preschool, the Early Childhood Education and Assistance Program (ECEAP). Per state law, ECEAP will become an entitlement and will be available for all qualifying families by the 2022-2023 school year⁹. Washington will need to recruit and retain a minimum of 800 new educators with an associate degree in order to serve all families by the entitlement date.

Since salaries are not consistent across early childhood education settings, it’s believed that child care employees move around to more profitable positions for which they are qualified, often entering the K-12 workforce but also within early childhood education. As ECEAP expands toward the entitlement date, it increases demand for ECEAP teachers, coaches and other program support roles. ECEAP expansion may create a domino effect of educators leaving their current positions for opportunities within ECEAP programs. These opportunities may include becoming an ECEAP lead teacher, family support specialist or an Early Achievers coach.

WORKFORCE DATA

Washington has approximately 38,000 early childhood educators, according to workforce records in MERIT, DCYF’s early childhood educator workforce registry. When cross-referenced with full-time/part-time status from the 2018 Market Rate Survey,¹¹ this equals approximately 32,000 full-time employees.

Table 2: Washington’s Early Learning Workforce

	Per Person Count	Per FTE Count ¹⁰
Directors	7,063	6,750
Lead Teachers	11,836	10,899
Assistant Teachers	18,700	14,591
TOTAL	37,599	32,240

Source: Data from MERIT, Washington’s Workforce Registry

Washington’s early learning workforce represents many different racial, ethnic and language groups.¹² Overall, the workforce has more racial and ethnic diversity in some roles and regions than the state as a whole.

Table 3: Washington Early Learning Workforce Racial/Ethnic Diversity Compared with Washington’s Workforce

Racial/Ethnic Group	State Workforce	Early Learning Workforce
American Indian or Alaska Native	NA	1.5%
Asian	NA	6.3%
Black or African American	4.1%	7.2%
Hispanic/Latino	13.3%	16.8%
Native Hawaiian/Pacific Islander	NA	1.1%
Other/Multiracial	NA	3.0%
White, not Hispanic/Latino	80.3%	53.4%
Unknown	NA	10.7%

Source: MERIT, U.S. Bureau of Labor Statistics Expanded State Employment Status Demographic Data, 2017

⁹ <https://app.leg.wa.gov/rcw/default.aspx?cite=43.216.556>

¹⁰ Assuming that “part-time” equals 50 percent time.

¹¹ Utilizing counts of workers in

https://www.dcyf.wa.gov/sites/default/files/pdf/reports/2018_Washington_State_Market_Rate_Survey.pdf p. 21-22, Tables 17 & 19.

¹² While race and ethnicity data is optional in MERIT, most individuals provided an answer to this question. As reflected in Table 3, 10.7 percent of those with workforce records for FY 2017 did not provide their ethnicity.

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While people of color make up slightly more than 17 percent of the total state workforce, nearly 36 percent of the early learning workforce is comprised of people of color. Additionally, Hispanics make up slightly more than 13 percent of the total state workforce and comprise more than 16 percent of the early learning workforce.¹³

CHILDREN IN WASHINGTON

Table 4 shows the race and ethnicity of children receiving subsidized child care and those served by ECEAP.

	Subsidy <5 (Licensed Care)	WA <5 <=200% FPL, 2016	ECEAP	WA 3-4 <=110% FPL, 2016
N=	35,508	168,387	13,410	28,701
American Indian/Alaska Native	2.8%	2.0%	2.6%	1.8%
Asian	1.9%	2.9%	3.6%	2.1%
Black/African American	16.7%	5.4%	9.5%	10.5%
Hispanic/Latino	28.2%	36.0%	39.3%	36.0%
Multiracial/other/unknown	14.4%	8.2%	6.9%	7.3%
Native Hawaiian/Pacific Islander	0.6%	1.4%	1.6%	0.5%
White	35.3%	44.1%	36.4%	41.9%
Non-English Home Language	9.5%	40.2%	33.9%	41.4%

Data Source for Subsidy: DCYF tabulation of DSHS Barcode data. Data Source for ECEAP: DCYF ELMS, 2016-2017 school year. Data Source for WA comparisons: Census Bureau, ACS 2016 1-year PUMS. All racial groups are reported as non-Hispanic.

WASHINGTON WORKFORCE COMPENSATION

Tables five through nine provide information about current workforce wages based on the 2018 Market Rate Survey and Cost of Quality Report.¹⁴

This information was used as the reference for calculating average wages in early childhood education today. The tables below include center lead teacher wages by region and by QRIS rating level according to the Cost of Quality Phase 2 report.¹⁵

	5	4	3	2	Unrated	Private
Central	–	\$16.70	\$12.89	–	\$11.50	\$19.70
Northwest	–	\$13.94	\$14.29	\$15.00	\$13.42	\$14.17
King and Pierce	–	\$15.79	\$15.84	\$14.63	\$18.51	\$19.75
Southwest	\$21.00	–	\$12.54	\$12.50	\$13.18	\$21.00
Peninsula	–	–	\$15.36	\$11.00	\$12.61	–
Eastern	–	\$13.11	\$12.09	\$11.00	\$13.54	\$11.00

¹³ Sources: Total count for workers in Washington, 2016: QWI Explorer: <https://qwiexplorer.ces.census.gov/static/explore.html#x=0&q=0> average of quarters; Count of workers in early learning by race and ethnicity: Racial Equity Initiative Data Report, 2017, Department of Early Learning, p. 22: https://www.dcyf.wa.gov/sites/default/files/pdf/reports/Equity_Initiative_Data_Report_1.18.2017.pdf (excluding missing identifying data)

¹⁴ Find the Market Rate Survey and Cost of Quality Reports here: <https://dcyf.wa.gov/practice/oiaa/reports>

¹⁵ https://www.dcyf.wa.gov/sites/default/files/pdf/reports/Cost_of_Quality_2_Licensed_Centers.pdf

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Table 6: Assistant Teacher Wage by Child Care Aware Region						
	5	4	3	2	Unrated	Private
Central	–	\$13.50	\$11.39	–	\$11.00	\$11.83
Northwest	–	\$12.13	\$11.75	\$12.83	\$11.61	\$13.00
King and Pierce	–	\$14.41	\$14.18	\$12.86	\$14.76	\$14.82
Southwest	\$17.00	–	\$13.39	\$11.00	\$11.30	\$14.00
Peninsula	–	–	\$14.42	\$11.00	\$11.41	–
Eastern	–	\$11.76	\$11.24	\$11.00	\$12.71	\$11.00

The following tables include family home and child care center wages according to the 2018 Market Rate Survey.¹⁶

Table 7A: Licensed Family Child Care Home Staff Monthly Wages—Full-Time Staff				
Position	Count	Minimum	Maximum	Average
Program Manager	28	\$1,800	\$5,000	\$2,758
Administrator	44	\$1,800	\$5,000	\$2,639
Additional Staff	42	\$1,800	\$5,000	\$2,236
Lead Teacher	146	\$1,733	\$6,000	\$2,657
Assistant Teacher	102	\$1,750	\$3,700	\$2,389

Table 7B: Licensed Family Child Care Home Staff Monthly Wages—Part-Time Staff				
Position	Count	Minimum	Maximum	Average
Program Manager	10	\$300	\$1,700	\$1,060
Administrator	18	\$400	\$1,600	\$1,150
Additional Staff	128	\$100	\$1,700	\$1,074
Lead Teacher	60	\$300	\$1,700	\$1,056
Assistant Teacher	118	\$100	\$2,200	\$1,100

¹⁶ https://www.dcyf.wa.gov/sites/default/files/pdf/reports/2018_Washington_State_Market_Rate_Survey.pdf

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Table 8A: Licensed Center Staff Monthly Wages—Full-Time Staff				
Position	Count	Minimum	Maximum	Average
Director	579	\$1,750	\$9,504	\$3,354
Program Manager	334	\$1,800	\$8,750	\$2,792
Administrator	245	\$1,764	\$8,500	\$3,065
Additional Staff	829	\$1,745	\$9,810	\$2,459
Lead Teacher	2,697	\$1,750	\$8,320	\$2,467
Assistant Teacher	1,983	\$1,733	\$9,169	\$2,429

Table 8B: Licensed Center Staff Monthly Wages—Part-Time Staff				
Position	Count	Minimum	Maximum	Average
Director	34	\$367	\$3,120	\$1,276
Program Manager	18	\$500	\$2,405	\$1,440
Administrator	34	\$258	\$4,141	\$1,572
Additional Staff	360	\$83	\$4,873	\$1,124
Lead Teacher	429	\$220	\$1,725	\$1,277
Assistant Teacher	1,059	\$120	\$1,725	\$1,225

Table 9: Salaries Averaged Between Child Care Centers and Family Homes ¹⁷	
Position	Annual Salary
Director	\$40,248
Program Manager	\$33,504
Administrator	\$36,780
Lead Teacher	\$29,604
Assistant Teacher	\$29,148

In the 2014 Department of Early Learning Market Rate Survey, a total of 2,131 providers responded. Licensed centers reported average statewide turnover among different early learning positions: directors, 12 percent; supervisors, 11 percent; teachers, 24 percent; and assistants, 43 percent.

The more recent 2018 Market Rate Survey, with 2,251 provider responses, assessed the share of facilities with openings, see Table 10.

¹⁷https://www.dcyf.wa.gov/sites/default/files/pdf/reports/2018_Washington_State_Market_Rate_Survey.pdf p. 21-22, Tables 18 & 20

Table 10: Staff Positions and Share of EL Facilities with Openings¹⁸

	Percentage of Centers With Openings Within The Last Year (By Position Type)	Percentage of Family Homes With Openings Within The Last Year (By Position Type*)
Program Manager	26.8% (N=303)**	33.3% (N=27)
Administrator	18.7% (N=234)	38.6% (N=43)
Additional Staff	28.8% (N=366)	12.8% (N=127)
Lead Teacher	26.8% (N=618)	29.5% (N=167)
Assistant Teacher	29.4% (N=575)	25.4% (N=164)

*This is representative of only those family homes that hire staff.

**N values are the number of providers that answered this question on the survey.

RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES

According to the National Academies of Sciences, Engineering and Medicine 2018 report *Transforming the Financing of the Early Care and Education*,¹⁹ an effective financing structure consists of the following six principles.

1. High-quality early care and education requires a diverse, competent, effective, well-compensated and professionally-supported workforce across the various roles of early childhood education professionals.
2. High-quality early care and education requires that all children and families have equitable access to affordable services across all ethnic, racial, socioeconomic and ability statuses as well as across geographic regions.
3. High-quality early care and education requires financing that is adequate, equitable and sustainable, with incentives for quality. Moreover, it requires financing that is efficient, easy to navigate, easy to administer and transparent.
4. High-quality early care and education requires a variety of high-quality service delivery options that are financially sustainable.
5. High-quality early care and education requires adequate financing for high-quality facilities.
6. High-quality early care and education requires systems for ongoing accountability, including learning from feedback, evaluation and continuous improvement.

This report draws emphasis on the first and third financing principle, but DCYF recognizes all principles as necessary for success and quality in early childhood education.

In order to implement any of the following recommendations, DCYF needs to bargain certain economic benefits with represented child care providers, per RCW 41.56.028.

¹⁸ From 2018 Market Rate Survey, Tables 17 & 19.

¹⁹ National Academies of Sciences, Engineering, and Medicine. 2018. *Transforming the Financing of Early Care and Education*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24984>

RECOMMENDATION A

Early childhood educators receive a competitive compensation package comparable to K-3 educators.

Recommendation A-1: Salary Scale

The salary scale builds on existing law (RCW 43.216.675) and ensures the availability of funding statewide for centers and homes (see Appendix C).

Implementation:

- 2.1 Provides an increase to the base hourly rate and includes increased wage by recognizing academic achievement and longevity.
- 2.2 Recognizes community workforce needs and supports a diversity of workers with wage enhancements for high-need areas such as infant and toddler care, serving children with special needs or bilingual educators.
- 2.3 Allows center and home providers serving children on subsidy, private pay or serving ECEAP to participate in the salary scale.
- 2.4 Prioritizes regional needs to fund a diverse workforce that meets community needs.
- 2.5 Compensates longevity at an increase of 15 cents per hour, per year.

Recommendation A-2: Compensation Package

The compensation package includes the implementation of the salary scale and funding for a health care and retirement contribution.

Implementation:

- 2.1 Is intended as a package to ensure providers would have access to wage increases, retirement and medical benefits.
- 2.2 Assumes the current salary costs would remain as-is, covered by the employer, and the state would support the difference in wages as reflected in the proposed salary scale.
- 2.3 Incorporates coverage if an educator qualifies for Apple Health as an entitlement.
- 2.4 Assumes coverage by plans available on the Washington Health Benefit Exchange when an educator’s income exceeds Apple Health’s 138 percent of the federal poverty level ceiling.
- 2.5 Includes a state contribution toward retirement as part of the salary scale.
- 2.6 Provides affordable options for retirement savings plans.
- 2.7 Assumes all educators receive paid holidays. This includes 10 state-recognized holidays.
- 2.8 Assumes the early childhood education workforce will cover their share of the contribution to access benefits package.
- 2.9 Considers using tax incentives to encourage child care business participation in benefits pools, including shared service models.
- 2.10 Requires all workforce members to have affordable, accessible options brokered through the state that are voluntary, low-cost income replacement, life insurance and accidental death and dismemberment policy coverage.

How a compensation package will benefit the workforce:

Educators have financial stability when paid in recognition of their knowledge, skills and responsibilities. Compensation that aligns with requirements and pays a competitive wage will allow for recruitment and retention of highly-skilled educators. A skilled and stable workforce has a direct impact on positive outcomes for children.

Why it will work:

Higher levels of education and training in early childhood education will increase professionals' knowledge, skills and competencies, which will improve their practices. Establishing clear educational requirements for positions that are supported by a salary scale and benefits will recognize professional skills, which defines a workforce and supports recruitment and retention. In a 2018 survey by the Economic Opportunity Institute, 53 percent of programs had unfilled positions and 32 percent of programs reported the need to limit their enrollment due to staffing challenges.²⁰

Open considerations for additional planning:

- Need to determine how payment would flow from state funding to the educator.
- Need to determine how this would be implemented with programs that are predominately private pay and have significant profit margins.

Cost – Compensation Package:

The request for compensation includes a current income average reflected in the 2018 Market Rate Survey.

²⁰ (n=727)

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Table 11: Recommended Washington State Early Childhood Education Salary Scale (see Appendix C)

Range	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Example: Annual salary with BA
	Entry Hourly Wage	30 Hour Child Care Basics	Initial Certificate or Equivalent with 12 credits	Short Certificate or Equivalent with 20 credits	State Certificate or Equivalent with 45 credits	60 credits	75 credits	Associate Degree	105 credits	120 credits	135 credits	150 credits	165 credits	Bachelor's Degree	Master's Degree	
AIDE	\$15.21	15.51	16.11	\$0.40	\$0.60	\$0.30	\$0.30	\$0.60	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30	\$0.60	\$2.60	\$41,829
ASSISTANT	\$17.56	17.86	18.46	18.86	19.16	19.46	19.76	20.36	20.66	20.96	21.26	21.56	21.86	22.46	25.06	\$46,717
LEAD TEACHER	\$20.22	20.52	21.12	21.52	21.82	22.12	22.42	23.02	23.32	23.62	23.92	24.22	24.52	25.12	27.72	\$52,252
PROGRAM SUPERVISOR/ ASSISTANT DIRECTOR	\$22.04	22.34	22.94	23.34	23.64	23.94	24.24	24.84	25.14	25.44	25.74	26.04	26.34	26.94	29.54	\$56,035
DIRECTOR and FAMILY HOME PROVIDER	\$24.04	24.34	24.94	25.34	25.64	25.94	26.24	26.84	27.14	27.44	27.74	28.04	28.34	28.94	31.54	\$60,196

- \$0.15 cent increase for each year of employment (longevity) -- for 20 years, half WA state classification series
- Cost of living expenses would be on top of proposed salary scale and longevity
- Step increases can be implemented based on dual language teaching and serving specific populations such as infant/toddler, children with special needs, low income communities - based on the Early Start Act definitions.

Annual Range	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	Entry Hourly Wage	30 Hour Child Care Basics	Initial Certificate or Equivalent with 12 credits	Short Certificate or Equivalent with 20 credits	State Certificate or Equivalent with 45 credits	60 credits	75 credits	Associate Degree	105 credits	120 credits	135 credits	150 credits	165 credits	Bachelor's Degree	Master's Degree
AIDE	31,764	32,261	33,509	34,341	34,965	35,589	36,213	37,461	38,085	38,709	39,333	39,957	40,581	41,829	47,237
ASSISTANT	36,528	37,149	38,397	39,229	39,853	40,477	41,101	42,349	42,973	43,597	44,221	44,845	45,469	46,717	52,125
LEAD TEACHER	42,060	42,684	43,932	44,764	45,388	46,012	46,636	47,884	48,508	49,132	49,756	50,380	51,004	52,252	57,660
PROGRAM SUPERVISOR/ ASSISTANT DIRECTOR	45,943	46,467	47,715	48,547	49,171	49,795	50,419	51,667	52,291	52,915	53,539	54,163	54,787	56,035	61,443
DIRECTOR and FAMILY HOME PROVIDER	50,004	50,628	51,876	52,708	53,332	53,956	54,580	55,828	56,452	57,076	57,700	58,324	58,948	60,196	65,604

- Based on 2,080 hours worked per year
- Based on WA state Early Childhood Program Specialist Classifications

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Calculating Entry Level Salary:

To calculate the entry-level hourly wage (range A on the salary scale), the pay was compared to the Washington State classification for early childhood program specialists. This classification has similar responsibilities—see Appendix D for full position descriptions. Table 12 is an example only and the column titled “total funding needed for salary increases” assumes 100 percent of the workforce is entry level.

Table 12: Washington State Early Childhood Program Specialist Salary Schedule								
Position	Current Salary	WA State Classified Job Listing Early Childhood Program Specialist Classification	Proposed Salary	Increment Increase From Current Salaries	Number of Educators	Cumulative Salary Increment for Public Financing	10% Increment for Taxes and Administration	Total Funding Needed for Salary Increases
Director, Assistant Director, Program Supervisor, Family Home Licensee	37,084	Early Childhood Program Specialist 4, Step G	50,004	12,920	6,750	87,214,244	8,721,424	95,935,668
Lead Teacher	29,655	Early Childhood Program Specialist 3, Step G	42,060	12,405	10,899	135,199,559	13,519,956	148,719,515
Assistant Teacher	29,133	Early Childhood Program Specialist 2, Step G	36,528	7,395	14,591	107,905,081	10,790,508	118,695,589
Aide*	26,220	Early Childhood Program Specialist 1, Step G	31,746	5,544	5,000	27,720,000	2,772,000	30,492,000
TOTAL						358,038,884	35,803,888	393,842,772

*Aide: not currently recorded in MERIT, estimated at 10 percent less than assistant teachers and almost 50 percent of lead teachers.

Calculating Bachelor’s Level Salary:

To calculate the bachelor’s level hourly wage (range N on the salary scale) the pay was compared to Seattle School District certificated instructional staff. Table 13 is an example only and the column titled “total funding needed for salary increases” assumes 100 percent of the workforce has a completed bachelor’s degree.

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Table 13: Seattle School District 2018-2019 Certificated Instructional Staff Salary Schedule

Position	Current Salary	Seattle School District 2018-2019 Certificated Instructional Staff	Proposed Salary	Increment Increase From Current Salaries	Number of Educators	Cumulative Salary Increment for Public Financing	10% Increment for Taxes and Administration	Total Funding Needed for Salary Increases
Director, Assistant Director, Program Supervisor, Family Home Licensee	37,084	Step 6 BA Only	59,303	22,219	6,750	149,984,228	14,998,423	164,982,651
Lead Teacher	29,655	Step 4 BA Only	58,436	28,781	10,899	313,676,733	31,367,673	345,044,406
Assistant Teacher	29,133	Step 1 BA Only	56,947	27,814	14,591	405,834,379	40,583,438	446,417,817
Aide*	26,220	N/A	51,253	25,033	5,000	125,165,000	12,516,500	137,681,500
TOTAL						994,660,340	99,466,034	1,094,126,374

*Aide – not currently recorded in MERIT, estimated at 10% less than assistant teachers and workforce at 50% of lead teachers.

Projected Compensation Need:

To calculate the projected expense for Washington’s workforce, the estimate below includes 38,000 educators as provided by MERIT data and uses the assumption that 50 percent of educators are entry level and 50 percent are at a bachelor’s level. The calculation also clusters the roles of director, assistant director and program supervisor and family home licensee because MERIT data clusters these leadership roles.

Starting in August 2019, educators will be required to submit education accomplishments to be verified. The estimate below is based on voluntary workforce data in MERIT and known ECEAP teacher education levels. The estimate below would be an annual expense if workforce qualifications were stagnant.

COMPENSATION TECHNICAL WORKGROUP REPORT

Table 14: Projected Compensation Need

Position	Current Salary	Averaged Calculation (50% Entry Level, 50% BA)	Proposed Salary	Increment Increase From Current Salaries	MERIT Registry	50% of Educators Entry Level/50% BA	Cumulative Salary Increment for Public	10% Increment for Taxes and Administration	6% for Retirement (Before 10%)	Total Funding Needed for Salary Increases	
Director, Assistant Director, Program Supervisor, Family Home Licensee	\$37,084	Early Childhood Program Specialist 4, Step G	\$50,004	\$12,920	Directors	3,500	\$45,220,951	\$4,522,095	\$2,713,257	\$52,456,303	
		Step 6 BA Only	\$59,303	\$22,219		3,500	\$77,767,451	\$7,776,745	\$4,666,047	\$90,210,243	
Lead Teacher	\$29,655	Early Childhood Program Specialist 3, Step G	\$42,060	\$12,405	Lead Teachers	5,500	\$68,228,074	\$6,822,807	\$4,093,684	\$79,144,566	
		Step 4 BA Only	\$58,436	\$28,781		5,500	\$158,296,074	\$15,829,607	\$9,497,764	\$183,623,446	
Assistant Teacher	\$29,133	Early Childhood Program Specialist 2, Step G	\$36,528	\$7,395	Assistant Teachers	7,500	\$55,465,689	\$5,546,569	\$3,327,941	\$64,340,200	
		Step 1 BA Only	\$56,947	\$27,814		7,500	\$208,608,189	\$20,860,819	\$12,516,491	\$241,985,500	
Aide	\$26,220	Early Childhood Program Specialist 1, Step G	\$31,764	\$5,544	Aide	2,500	\$13,860,000	\$1,386,000	\$831,600	\$16,077,600	
		N/A	\$51,253	\$25,033		2,500	\$62,582,500	\$6,258,250	\$3,754,950	\$72,595,700	
Washington has 38,000 early learning educators in our state according to workforce records in MERIT.						TOTAL	38,000	\$690,028,930	\$69,002,893	\$41,401,736	\$800,433,558

Healthcare:

Healthcare costs assume 40 percent of educators in MERIT would be covered by Apple Health. See Appendix C for calculation. This is an annual expense.

Table 15: Healthcare Costs	
Health Coverage Needed	22,800
Total Cost of Sponsorship	\$6,316
State Cost	\$144,004,800

Source: [Washington Health Benefit Exchange, Health Coverage Enrollment Report, November 1, 2017 – January 15, 2018, page 13.](#)
 Source: [Washington Health Benefit Exchange Exchange Board Retreat June 21, 2018, Joan Altman, Associate Director, Legislative & External Affairs Current State of the Exchange, p. 25](#)

Total Cost of Compensation Package:

The estimate in Table 16 is an annual expense if education qualifications were stagnant at 50 percent entry level and 50 percent Bachelor's degree completed.

Table 16: Total Cost of Compensation Package	
Compensation (Includes 10% Wages, Taxes, Payroll)	\$759,031,823
Retirement (6%)	\$41,401,736
Healthcare	\$144,004,800
Compensation Package Subtotal	\$944,438,358
Program Administration (15%)	\$141,665,754
Compensation Package Total	\$1,086,104,112

RECOMMENDATION B

Early childhood educators receive paid time off and programs have access to paid substitute coverage from the state’s substitute pool.

Implementation:

- 1.1 Educators receive 10 days of paid time off per year (personal time off).
- 1.2 Educators receive 10 days of substitute access through state-sponsored substitute service for all employees who have paid time off.
- 1.3 State substitutes receive a minimum of \$20.22 per hour for work (same as entry-level educator per proposed salary scale).
- 1.4 State substitutes receive access to retirement; healthcare assumes access to Apple Health.
- 1.5 State substitutes have paid access to state-required training for health and safety.
- 1.6 State substitutes meet the requirements to be in the licensed environment, including but not limited to passing the required background check and all health and safety training.
- 1.7 State substitutes are hired within regions, reflecting the cultural and linguistic needs of the programs and families in the service area.
- 1.8 Recognizes that holidays listed as recommendation A.2.7 are days the program is closed and there is not a need for substitute coverage.

How this recommendation will benefit the workforce:

Having personal time off supports the well-being of the workforce and the substitute pool coverage ensures children continue to have access to care and safe environments during an educator’s time off. The substitute pool can also serve as a pipeline to employment in licensed early childhood education programs.

Why it will work:

The work environment is an indicator of workforce satisfaction and adult self-care is an important part of employee stability. Caring for educators’ well-being recognizes this field as a profession and will result in fewer unplanned absences and less turnover.

Cost:

The cost estimate for this recommendation uses the assumption that 2,410 substitutes are available and work full-time as substitutes, working 75 percent in direct service (1,560 hours per year) and 25 percent completing training, travel and required documentation (520 hours per year). This would require a significant expansion of current substitute pool infrastructure.

Table 17: Substitute Wage Estimates								
Total Educators	Work Days	Hours Per Work Day	Total Sub Hours Per Year	Sub Pay (Entry Lead Teacher)	Taxes / Fees	Total Sub Wages Per Hour	Total Sub Hours Expense	Estimated Number of Subs
37,599	10	10	3,759,900	\$20.22	\$2.02	\$22.24	\$83,627,696	2,410

Subtotal Wages + Retirement (6%)	\$88,645,357
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COMPENSATION TECHNICAL WORKGROUP REPORT

Table 18: Substitute Pool Training Estimate			
Required Substitute Training Hours	Cost of Training Per Hour	Total Training Hours	Subtotal Training Budget
40	\$30.00	96,400	2,892,000

Table 19: Total Substitute Pool Expansion Cost Estimate	
Substitute compensation subtotal	\$86,519,696
Training budget subtotal	\$2,892,000
Subtotal	\$89,411,696
Admin rate (15%)	\$13,411,754
Total Sub Pool Budget	\$102,823,450

Open considerations for additional planning:

Building the substitute pool would be similar to building a secondary early childhood education workforce at a time when it is often difficult to hire and retain early childhood educators.

RECOMMENDATION C

Expand Working Connections Child Care (WCCC) eligibility to include coverage when a parent is enrolled in an early childhood education degree program.

Implementation:

- 1.1 Make WCCC available when a parent is enrolled in an early childhood education degree program.
- 1.2 Expand policy to include degree-seeking programs.
- 1.3 Eliminate work requirements for those attending college for early childhood degrees.
- 1.4 Update WCCC policy to include part-time enrollment.

How this recommendation will benefit the workforce:

Updating WCCC policies will support recruitment into the early childhood education workforce by providing access to subsidized child care for parents who are interested in becoming an educator and have young children of their own.

Why it will work:

This opens the door to a currently missed pipeline for the early education workforce that includes parents of young children interested in pursuing a degree in early childhood education.

Cost:

This cost estimate uses the following assumptions:

- Thirty community and technical colleges will serve 90 new students in a year.
- The family average is calculated at \$10,260 per family per year for WCCC, as determined by the fiscal year 2019 per capita forecast.

Table 20: Cost to Expand WCCC Eligibility		
Number Enrolled in Early Childhood Degree Programs	Average Cost Per Family Per Year	Total Estimate for Working Connections
2,700	\$10,260	\$27,702,000

PROFESSIONAL DEVELOPMENT FOR THE EARLY CHILDHOOD EDUCATION WORKFORCE

Teacher preparation is a crucial component of early care and education. It is known that “well-educated teachers with specialized training in early childhood education have the knowledge and skills to positively impact child outcomes.”²¹ With this understanding, DCYF values the investment of state resources and capacity building toward maintaining a strong professional development system for Washington State.

*“Without a scholarship, I wouldn’t have done it [pursued a BA]; I wouldn’t take loans.”
–Focus group participant, ECEAP teacher*

This report is based on the assumption that investments not directly recommended in this report will be made in workforce professional development, scholarships, college access and the creation of multiple routes such as an apprenticeship. This report recommends sustainable compensation that will recognize early childhood education as a profession and create a salary scale in alignment with qualifications to ensure educators can progress through their early childhood education career.

The Workgroup endorses recommendation seven from *Transforming the Financing of Early Care and Education*:

Because compensation for the ECE [Early Childhood Education] workforce is not currently commensurate with desired qualifications, the ECE workforce should be provided with financial assistance to increase practitioners’ knowledge and competencies and to achieve required qualifications through higher education programs, credentialing programs and other forms of professional learning. The incumbent ECE workforce should bear no cost for increasing practitioners’ knowledge base, competencies and qualifications, and the entering workforce should be assisted to limit costs to a reasonable proportion of postgraduate earnings, with a goal of maintaining and further promoting diversity in the pipeline of ECE professionals.²²

CONCLUSION

Recommendations contained within this report are the result of a yearlong effort by DCYF and statewide ECE stakeholders and builds off of previous work completed with national learning tables including the Institute of Medicine (2016 and 2017), National Governor’s Association (2017) and with feedback from other national consultants.

The Compensation Technical Workgroup recommends statewide implementation of these recommendations. Funding these recommendations incrementally will not create sustainability within regions and will not maintain the diversity of the workforce.

²¹ J. Coffman and M.E. Lopez, “Raising Preschool Teacher Qualifications,” Montclair and New York: The Schumann Fund for New Jersey and The Trust for Early Education, 2003). [Full Report](#)

²² National Academies of Sciences, Engineering, and Medicine. 2018. *Transforming the Financing of Early Care and Education*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24984>

APPENDIX A: PROVISO LANGUAGE

Child Care Workforce Development Technical Workgroup

In the 2017-19 operating budget the Legislature appropriated \$5,000 to create a child care workforce development technical workgroup that includes 13 organizations that are required to develop a recommendations report to the legislature for increased child care workforce wages tied to quality indicators as described below.

34 (21) \$5,000 of the general fund—state appropriation for fiscal
35 year 2018 is provided solely for a child care workforce development
36 technical work group to develop recommendations to support increased
37 child care workforce wages, reduce turnover, enable child care
38 providers to recruit more qualified educators, and maintain the
39 diversity of the current workforce.

1 (a) The department shall convene and provide staff support for
2 the technical work group. The department shall consult with advocates
3 and stakeholders of the early learning workforce when selecting
4 members for the technical work group. Membership of the work group
5 must consist of representatives from the following organizations and
6 entities:

- 7 (i) The statewide child care resource and referral network;
- 8 (ii) The department;
- 9 (iii) The department of commerce;
- 10 (iv) The economic opportunity institute;
- 11 (v) A coalition of organizations representing nonprofits,
12 professional associations, businesses, and industries in early
13 learning;
- 14 (vi) The state board for community and technical colleges;
- 15 (vii) A union representing child care workers;
- 16 (viii) The small business administration;
- 17 (ix) A member consisting of either an economist or a
18 representative of the workforce development councils;
- 19 (x) A representative from an early childhood education and
20 assistance program;
- 21 (xi) A representative from a nonprofit child care center;
- 22 (xii) A representative from a private child care center; and
- 23 (xiii) A representative from an organization that provides
24 culturally responsive services for early learning programs in
25 communities with high numbers of families whose primary language is
26 not English.

27 (b) Members of the work group may be reimbursed for travel
28 expenses as provided in RCW 43.03.050 and 43.03.060. Funding in this
29 subsection is provided solely for travel reimbursement of work group
30 members and other costs to conduct the meetings. Funding provided in
31 this subsection may not be used to contract for facilitation.

32 (c) The work group shall issue a report with recommendations and
33 an implementation plan to the governor and appropriate committees of
34 the legislature by December 1, 2018.

APPENDIX B: COMPENSATION WORKGROUP AND MEMBERSHIP



WASHINGTON STATE
Department of
Children, Youth, and Families

Early Childhood Education Compensation Technical Workgroup Membership

Name	Position
Jessica Roach	Children’s Alliance
Robin Lester	Child Care Aware of Washington
Ryan Pricco	Child Care Aware of Washington
Angela Abrams	Department of Children, Youth and Families
Tony Hanson	Department of Commerce
Lois Martin	Center Director
Jodi Wall	Early Care and Education -ESD 112
Candy Lester	Early Learning Regional Coalition - OESD 114
John Burbank	Economic Opportunity Institute
Gary Burris	Child Care Action Council
Lauren Hipp	Moms Rising
Dave Wallace	Office of the Workforce Training and Education Coordinating Board
Tyler Bass	SEIU 925
Kathy Goebel	State Board of Community and Technical Colleges
Kerrie Hurd	The Small Business Administration
Luc Jasmine	Washington Childcare Center’s Association
Sally Holloway	Whatcom Community College

Compensation Technical Workgroup

The Goal

Washington will have a competitively compensated, qualified and diverse early learning workforce by 2023 and will ensure children reach their full potential and eliminate race and income as predictors of school readiness.

Competitive compensation is inclusive of pay and benefits, and is based on the qualifications, competencies, and experience of the workforce.

The Guiding Principles

As the Compensation Technical Workgroup will commit to the following guiding principles to inform early childhood compensation. The early childhood workforce consists of early childhood educators, and the term will be used to describe the workforce, acknowledging and respecting their skills.

1. A highly skilled workforce is essential to positive child outcomes
2. Increasing compensation is a necessary requirement to expand early learning opportunities to decrease turnover, create professional satisfaction, and to attract and retain a quality

workforce.

3. We honor the principles of racial, linguistic, and cultural equity*.
4. Create sustainable statewide recommendations that can be tailored to local communities and regions.
5. We recognize that different program models have unique needs and opportunities.
6. Our recommendations reflect the uniqueness of each early childhood educator and builds diversity within the profession.
7. We support educator self-care and professional growth as an essential part of a thriving workforce.

Equity Definition*

Equity is an ardent journey toward well-being as defined by the affected. Equity demands sacrifice and redistribution of power and resources in order to break systems of oppression, heal continuing wounds, and realize justice. To achieve equity and social justice, we must first root out deeply entrenched systems of racism. Equity proactively builds strong foundations of agency, is vigilant for unintended consequences, and boldly aspires to be restorative. Equity is disruptive and uncomfortable and not voluntary. Equity is fundamental to the community we want to build. – King County Children and Youth Advisory Board, 2016.

Workgroup Timeline

Below is a timeline with milestones of accomplishment and community engagement indicators.

December 2017 – May 2018

- Compensation Technical Workgroup begins convening, completes review of previous Washington reports and research review
- Begins drafting recommendations

June 2018

- Consultation and site visit from the National Association for the Education of Young Children
- Community Engagement: Completes focus group with 70 early childhood education students and 30 community members (Attachment B)
- Refines drafted recommendations

July 2018 – September 2018

- Finalizes draft recommendations
- Community Engagement: Shares recommendations with ELAC and licensed centers subcommittee and implements feedback for engaging community
- Community Engagement: Compensation recommendations share with the Early Childhood Education Workforce Council

October 2018

- Develops a compensation survey for the early learning workforce community
- Completes draft report for DCYF internal review

APPENDIX C: RECOMMENDED SALARY SCALE AND BUDGET DOCUMENTATION

Salary Scale

Range		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
	Step	Entry Hourly Wage	30 Hour Child Care Basics	Initial Certificate or Equivalent with 12 credits	Short Certificate or Equivalent with 20 credits	State Certificate or Equivalent with 45 credits	60 credits	75 credits	Associate Degree	105 credits	120 credits	135 credits	150 credits	165 credits	Bachelor's Degree	Master's Degree	Example: Annual salary with BA
Hourly Wage Increments			\$0.30	\$0.60	\$0.40	\$0.60	\$0.30	\$0.30	\$0.60	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30	\$0.60	\$2.60	
AIDE	1	\$15.21	15.51	16.11	16.51	16.81	17.11	17.41	18.01	18.31	18.61	18.91	19.21	19.51	20.11	22.71	\$41,829
ASSISTANT	2	\$17.56	17.86	18.46	18.86	19.16	19.46	19.76	20.36	20.66	20.96	21.26	21.56	21.86	22.46	25.06	\$46,717
LEAD TEACHER	3	\$20.22	20.52	21.12	21.52	21.82	22.12	22.42	23.02	23.32	23.62	23.92	24.22	24.52	25.12	27.72	\$52,252
PROGRAM SUPERVISOR/ ASSISTANT DIRECTOR	4	\$22.04	22.34	22.94	23.34	23.64	23.94	24.24	24.84	25.14	25.44	25.74	26.04	26.34	26.94	29.54	\$56,035
DIRECTOR and FAMILY HOME PROVIDER	5	\$24.04	24.34	24.94	25.34	25.64	25.94	26.24	26.84	27.14	27.44	27.74	28.04	28.34	28.94	31.54	\$60,196

- \$0.15 cent increase for each year of employment (longevity) -- for 20 years, half WA state classification series
- Cost of living expenses would be on top of proposed salary scale and longevity
- Step increases can be implemented based on dual language teaching and serving specific populations such as infant/toddler, children with special needs, low income communities - based on the Early Start Act definitions.

Annual																	
Range		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
	Step	Entry Hourly Wage	30 Hour Child Care Basics	Initial Certificate or Equivalent with 12 credits	Short Certificate or Equivalent with 20 credits	State Certificate or Equivalent with 45 credits	60 credits	75 credits	Associate Degree	105 credits	120 credits	135 credits	150 credits	165 credits	Bachelor's Degree	Master's Degree	
AIDE	1	31,764	32,261	33,509	34,341	34,965	35,589	36,213	37,461	38,085	38,709	39,333	39,957	40,581	41,829	47,237	
ASSISTANT	2	36,528	37,149	38,397	39,229	39,853	40,477	41,101	42,349	42,973	43,597	44,221	44,845	45,469	46,717	52,125	
LEAD TEACHER	3	42,060	42,684	43,932	44,764	45,388	46,012	46,636	47,884	48,508	49,132	49,756	50,380	51,004	52,252	57,660	
PROGRAM SUPERVISOR/ ASSISTANT DIRECTOR	4	45,843	46,467	47,715	48,547	49,171	49,795	50,419	51,667	52,291	52,915	53,539	54,163	54,787	56,035	61,443	
DIRECTOR and FAMILY HOME PROVIDER	5	50,004	50,628	51,876	52,708	53,332	53,956	54,580	55,828	56,452	57,076	57,700	58,324	58,948	60,196	65,604	

- Based on 2,080 hours worked per year
- Based on WA state Early Childhood Program Specialist Classifications

Longevity

Range		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	Step (years)	Entry Hourly Wage	30 Hour Child Care Basics	Initial Certificate or Equivalent with 12 credits	Short Certificate or Equivalent with 20 credits	State Certificate or Equivalent with 47 credits	60 credits	75 credits	Associate Degree with 90 credits	105 credits	120 credits	135 credits	150 credits	165 credits	Bachelor's Degree with 180 credits	Master's Degree with x credits
Hourly Wage Increments		\$0.30	\$0.60	\$0.40	\$0.60	\$0.30	\$0.30	\$1.20	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30	\$1.20	\$2.60
AIDE	1	\$15.21	15.81	17.01	17.82	18.42	19.02	19.62	20.82	21.42	22.02	22.62	23.22	23.82	25.02	27.62
	1.1	\$15.36	\$15.96	\$17.16	\$17.97	\$18.57	\$19.17	\$19.77	\$20.97	\$21.57	\$22.17	\$22.77	\$23.37	\$23.97	\$25.17	\$27.77
	1.2	\$15.51	\$16.11	\$17.31	\$18.12	\$18.72	\$19.32	\$19.92	\$21.12	\$21.72	\$22.32	\$22.92	\$23.52	\$24.12	\$25.32	\$27.92
	1.3	\$15.66	\$16.26	\$17.46	\$18.27	\$18.87	\$19.47	\$20.07	\$21.27	\$21.87	\$22.47	\$23.07	\$23.67	\$24.27	\$25.47	\$28.07
	1.4	\$15.81	\$16.41	\$17.61	\$18.42	\$19.02	\$19.62	\$20.22	\$21.42	\$22.02	\$22.62	\$23.22	\$23.82	\$24.42	\$25.62	\$28.22
ASSISTANT	2	\$17.56	18.16	19.36	20.17	20.77	21.37	21.97	23.17	23.77	24.37	24.97	25.57	26.17	27.37	29.97
	2.1	\$17.71	\$18.31	\$19.51	\$20.32	\$20.92	\$21.52	\$22.12	\$23.32	\$23.92	\$24.52	\$25.12	\$25.72	\$26.32	\$27.52	\$30.12
	2.2	\$17.86	\$18.46	\$19.66	\$20.47	\$21.07	\$21.67	\$22.27	\$23.47	\$24.07	\$24.67	\$25.27	\$25.87	\$26.47	\$27.67	\$30.27
	2.3	\$18.01	\$18.61	\$19.81	\$20.62	\$21.22	\$21.82	\$22.42	\$23.62	\$24.22	\$24.82	\$25.42	\$26.02	\$26.62	\$27.82	\$30.42
	2.5	\$18.16	\$18.76	\$19.96	\$20.77	\$21.37	\$21.97	\$22.57	\$23.77	\$24.37	\$24.97	\$25.57	\$26.17	\$26.77	\$27.97	\$30.57
LEAD TEACHER	3	\$20.22	20.82	22.02	22.83	23.43	24.03	24.63	25.83	26.43	27.03	27.63	28.23	28.83	30.03	32.63
	3.1	\$20.37	\$20.97	\$22.17	\$22.98	\$23.58	\$24.18	\$24.78	\$25.98	\$26.58	\$27.18	\$27.78	\$28.38	\$28.98	\$30.18	\$32.78
	3.2	\$20.52	\$21.12	\$22.32	\$23.13	\$23.73	\$24.33	\$24.93	\$26.13	\$26.73	\$27.33	\$27.93	\$28.53	\$29.13	\$30.33	\$32.93
	3.3	\$20.67	\$21.27	\$22.47	\$23.28	\$23.88	\$24.48	\$25.08	\$26.28	\$26.88	\$27.48	\$28.08	\$28.68	\$29.28	\$30.48	\$33.08
	3.4	\$20.82	\$21.42	\$22.62	\$23.43	\$24.03	\$24.63	\$25.23	\$26.43	\$27.03	\$27.63	\$28.23	\$28.83	\$29.43	\$30.63	\$33.23
PROGRAM SUPERVISOR/ ASSISTANT DIRECTOR	4	\$22.04	22.64	23.84	24.65	25.25	25.85	26.45	27.65	28.25	28.85	29.45	30.05	30.65	31.85	34.45
	4.1	\$22.19	\$22.79	\$23.99	\$24.80	\$25.40	\$26.00	\$26.60	\$27.80	\$28.40	\$29.00	\$29.60	\$30.20	\$30.80	\$32.00	\$34.60
	4.2	\$22.34	\$22.94	\$24.14	\$24.95	\$25.55	\$26.15	\$26.75	\$27.95	\$28.55	\$29.15	\$29.75	\$30.35	\$30.95	\$32.15	\$34.75
	4.3	\$22.49	\$23.09	\$24.29	\$25.10	\$25.70	\$26.30	\$26.90	\$28.10	\$28.70	\$29.30	\$29.90	\$30.50	\$31.10	\$32.30	\$34.90
	4.4	\$22.64	\$23.24	\$24.44	\$25.25	\$25.85	\$26.45	\$27.05	\$28.25	\$28.85	\$29.45	\$30.05	\$30.65	\$31.25	\$32.45	\$35.05
DIRECTOR	5	\$24.04	24.64	25.84	26.65	27.25	27.85	28.45	29.65	30.25	30.85	31.45	32.05	32.65	33.85	36.45
	5.1	\$24.19	\$24.79	\$25.99	\$26.80	\$27.40	\$28.00	\$28.60	\$29.80	\$30.40	\$31.00	\$31.60	\$32.20	\$32.80	\$34.00	\$36.60
	5.2	\$24.34	\$24.94	\$26.14	\$26.95	\$27.55	\$28.15	\$28.75	\$29.95	\$30.55	\$31.15	\$31.75	\$32.35	\$32.95	\$34.15	\$36.75
	5.3	\$24.49	\$25.09	\$26.29	\$27.10	\$27.70	\$28.30	\$28.90	\$30.10	\$30.70	\$31.30	\$31.90	\$32.50	\$33.10	\$34.30	\$36.90
	5.4	\$24.64	\$25.24	\$26.44	\$27.25	\$27.85	\$28.45	\$29.05	\$30.25	\$30.85	\$31.45	\$32.05	\$32.65	\$33.25	\$34.45	\$37.05

Benefits

Directors	7,000
Lead Teachers	11,000
Assistant Teachers	15,000
Aides	5,000
Total Educators	38,000
Presume 40% eligible for AppleHealth	15,200
Health coverage needed	22,800
Average monthly net premium, post-federal tax credit	\$ 250
Average annual net premium, post-federal tax credit	\$ 3,000
HBE OOP costs (Assume income of \$36,180 (300% FPL for a single person))	\$ 6,632
Assume OOP costs are 50% of overall HBE OOP costs	\$3,316.00
Total cost of sponsorship	\$6,316
Cost for early learning cohort	\$ 144,004,800

Salary Calculation

Position	Current Salary	Averaged calculation (50% entry level, 50% BA)	Proposed Salary	Increment increase from current salaries	MERIT Registry	50% of educatio entry level /50% BA	Cumulative salary Increment for public financing	10% increment for taxes and administration	6% for retirement (before 10%)	Total funding needed for salary increases
Director, Assistant Director, Program Supervisor, Family Home Licensee	\$ 37,084	Early Childhood Program Specialist 4, Step G	\$ 50,004	12,920	Directors	3,500	\$ 45,220,951	\$ 4,522,095	\$ 2,713,257	\$ 52,456,303
		Step 6 BA Only	59,303	22,219		3,500	\$ 77,767,451	\$ 7,776,745	\$ 4,666,047	\$ 90,210,243
Lead Teacher	\$ 29,655	Early Childhood Program Specialist 3, Step G	\$ 42,060	\$ 12,405	Lead Teachers	5,500	\$ 68,228,074	\$ 6,822,807	\$ 4,093,684	\$ 79,144,566
		Step 4 BA Only	58,436	28,781		5,500	\$ 158,296,074	\$ 15,829,607	\$ 9,497,764	\$ 183,623,446
Assistant Teacher	\$ 29,133	Early Childhood Program Specialist 2, Step G	\$ 36,528	\$ 7,395	Assistant Teachers	7,500	\$ 55,465,689	\$ 5,546,569	\$ 3,327,941	\$ 64,340,200
		Step 1 BA Only	56,947	27,814		7,500	\$ 208,608,189	\$ 20,860,819	\$ 12,516,491	\$ 241,985,500
Aide*	\$ 26,220	Early Childhood Program Specialist 1, Step G	\$ 31,764	\$ 5,544	Aide	2,500	\$ 13,860,000	\$ 1,386,000	\$ 831,600	\$ 16,077,600
		N/A	51,253	25,033		2,500	\$ 62,582,500	\$ 6,258,250	\$ 3,754,950	\$ 72,595,700
						38,000.00	\$ 690,028,930	\$ 69,002,893	\$ 41,401,736	\$ 800,433,558

Washington has 38,000 early learning educators in our state according to workforce records in MERIT.

Compensation (includes 10% wages, taxes, payroll)	759,031,823
Retirement (6%)	41,401,736
Healthcare	\$144,004,800
Compensation Package Subtotal	944,438,358
Program Administraton and Infrastructure (15%)	141,665,754
Compensation Package Total	1,086,104,112

Sub Calculation

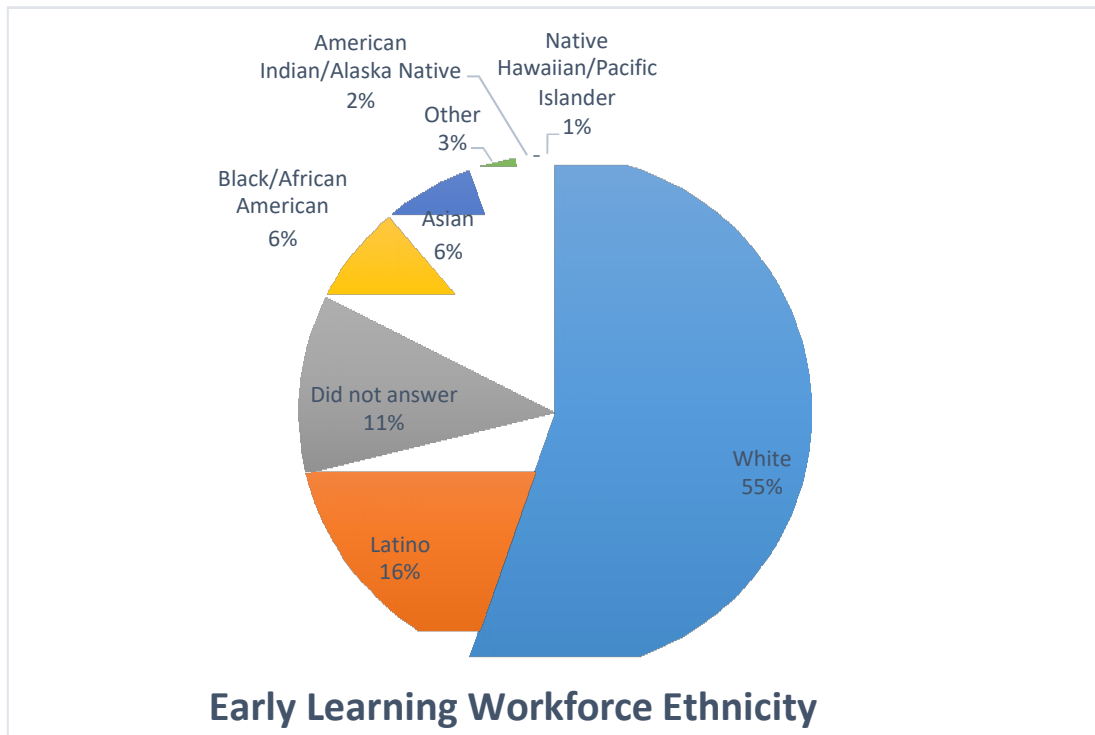
Total Educators	Work days	Hours per work day	Total Sub Hours per year	Sub Pay (entry lead teacher)	Taxes/Fees (10%)	Total Sub Wages/hour	Total Sub Hours Expense	Estimated number of Subs	Training Hours Required per substitute	Cost of training per hour	Total Training Hours	Total Training Budget	Subtotal	Admin Rate (15%)	Total Sub Pool Budget
37,599	10	10	3,759,900	\$20.22	\$2.02	\$22.24	83,627,696	2,410	40	\$30.00	96,400	2,892,000	86,519,696	12,977,954	99,497,650
							1560								
32,240															
					2410.19231										
													Subtotal	86,519,696	
													Admin Rate (15%)	12,977,954	
								Compensation (includes 10% wages, taxes, payroll, etc)						Total Sub Pool Budget	99,497,650

Retirement (6%)	\$5,017,661.75
Subtotal Wages + Retirement	\$88,645,357.55
Healthcare	
Compensation Package Subtotal	\$88,645,357.55
Program Administration and Infrastructure (15%)	
Compensation Package Subtotal	\$88,645,357.55

Substitute Compensation Subtotal	86,519,696
Training Expenses	2,892,000
Subtotal	89,411,696
Admin Rate (15%)	13,411,754
Total Sub Pool Budget	102,823,450

Ethnicity

percent	Title	
	White	55.40%
	Latino	15.75%
	Did not answer	11.26%
	Black/African American	6.36%
	Asian	5.81%
	Other	2.91%
	American Indian/Alaska Native	1.51%
	Native Hawaiian/Pacific Islander	1%



WCCC Cost

Number enrolled in early childhood degree programs	Avg. cost per family per year	Total Budget Estimate
2,700	\$10,260	\$27,702,000

APPENDIX D: STATE OF WASHINGTON EARLY CHILDHOOD PROGRAM SPECIALIST CLASSIFICATION

- [OFM Classified Job Listing \(Early Childhood Program Specialist 1-4\)](#)
 - [ECP Specialist 1](#)
 - [Range 30](#)
 - [ECP Specialist 2](#)
 - [Range 36](#)
 - [ECP Specialist 3](#)
 - [Range 42](#)
 - [ECP Specialist 4](#)
 - [Range 49](#)

State of Washington Class Specification

EARLY CHILDHOOD PROGRAM SPECIALIST 1

256A

Salary Range: 30

Category: Education

Class Series Concept

Positions in this series provide various childcare and educational activities for children in early childhood programs and provide information to parents on childcare techniques.

Definition

This is the entry level of the series. Positions typically work under direct supervision, performing entry level work following clearly defined work procedures and priorities. Duties include performing classroom work such as recording enrollment; preparing and organizing materials used by children for their projects; and monitoring activities such as nap times, free time, snacks, and lunches.

Typical Work

Prepares materials and equipment under the direction of a teacher, program manager, or other staff; stores and maintains educational equipment and materials;

Assists with preparation, presentation, and clean up of projects and activities such as art projects, stories, songs, outdoor activities, and bulletin boards;

Assists in ensuring that children are involved in activities suited to their immediate emotional, social, intellectual, and physical needs; provides activity options to children;

Assists in serving and cleaning up after snacks and lunches; assists in child guidance; monitors nap times, free time, field trips, and transition between activities;

Assists with the maintenance of a healthy and safe environment;

Keeps enrollment records;

May prepare snacks and/or lunches;

May operate motor vehicles to transport children, aides, parents, teachers or staff.

Legal Requirement(s)

There may be instances where individual positions must have additional licenses or certification. It is the employer's responsibility to ensure the appropriate licenses/certifications are obtained for each position.

Positions typically require certification by the Department of Social and Health Services (DSHS) as provided in Title 388 WAC and applicable law(s). Individual positions may have specific skill and competency or minimum requirements.

Desirable Qualifications

There are no qualifications/skills or competencies identified at this level.

EARLY CHILDHOOD PROGRAM SPECIALIST 2

256B

Salary Range: 36

Category: Education

Definition

This is the journey level of the series. Positions at this level work under general supervision. Positions direct educational activities of children including presenting basic developmental materials, provide child development information to parents as necessary, and perform attendant clerical procedures.

Typical Work

Directs children in educational activities as well as during lunch, nap time, free time, field trips, and transition between activities and playground periods;

Prepares materials for presentation to children under the direction of a teacher, program manager, or other staff;

Assists teacher, program manager, and other staff in assessing the progress of each child;

Receives visitors and telephone inquiries; explains procedures and program routine;

Receives materials, supplies and clothing brought to the early childhood program;

Presents basic developmental materials to children and encourages individual work and development; guides children for specified periods when the teacher, program manager, or other staff are absent;

Administers prescribed medication and first aid; handles medical emergencies as they arise;

May supervise or direct the work of lower level staff.

Legal Requirement(s)

There may be instances where individual positions must have additional licenses or certification. It is the employer's responsibility to ensure the appropriate licenses/certifications are obtained for each position.

Positions typically require certification by the Department of Social and Health Services (DSHS) as provided in Title 388 WAC and applicable law(s). Individual positions may have specific skill and competency or minimum requirements.

Desirable Qualifications

Positions typically require one year of experience in an early childhood program
AND
thirty quarter credit hours in early childhood development/education/special education.
OR
Equivalent education/experience.

EARLY CHILDHOOD PROGRAM SPECIALIST 3
256C

Salary Range: 42

Category: Education

Definition

This is the senior, specialist, or leadworker level of the series. Positions work under general direction and have responsibility for regularly assigning, instructing, and checking work of others, or have responsibility for the daily operations of an early childhood program. Responsibilities include regularly planning, presenting, and evaluating educational and recreational activities of children in the program and providing information to parents on child care techniques.

Typical Work

Assesses the social, intellectual, emotional, nutritional, and physical needs of children enrolled in the early childhood program; develops child- and adult-directed educational activities based on assessed needs;
Assesses children's learning levels; monitors progress of each child;
Discusses progress of the children with their parents and responds to parents' concerns; designs individualized educational materials;
Works with economically disadvantaged parents through programs such as Headstart and Parent Education;
Works with and implements child care licensing requirements and regulations;
Maintains a healthy and safe environment for children in program;
May keep written observations of interactions between parents and children on regular basis;
May provide input to grant applications;
May supervise or direct the work of lower level staff.

Legal Requirement(s)

There may be instances where individual positions must have additional licenses or certification. It is the employer's responsibility to ensure the appropriate licenses/certifications are obtained for each position.

Positions typically require certification by the Department of Social and Health Services (DSHS) as provided in Title 388 WAC and applicable law(s). Individual positions may have specific skill and competency or minimum requirements.

Desirable Qualifications

Positions typically require forty-five college quarter hours in early childhood development/education/special education or equivalent or a Child Development Associate

Credential (CDA)

AND

two years of experience working in a group setting with children of the ages enrolled in the program.

OR

Equivalent education/experience.

EARLY CHILDHOOD PROGRAM SPECIALIST 4
256D

Salary Range: 49

Category: Education

Class Series Concept

Definition

This is the supervisory or expert level of the series. Positions at this level manage an early childhood program including responsibilities for planning, organizing, executing, controlling, and evaluating activities, subfunctions, and functions including budget, policies, procedures, and staff supervision. Positions manage the early childhood program in conformance with regulations and Washington State Day Care Licensing Provisions.

Typical Work

Supervises staff including interviewing and recommending selection of applicants, training new employees, assigning and scheduling work, acting upon leave requests, conducting annual performance evaluations, and recommending disciplinary actions;
Develops and implements program operating policies and activities; develops cost estimates for future program needs; formulates annual program budget;
Prepares and maintains administrative and business reports and records of the early childhood program; prepares billing reports on program usage;
Ensures that program staff conform to federal, state, and local rules, regulations, and licensing requirements;
Oversees recruiting and scheduling of children for the early childhood program; maintains records on children enrolled in the program to include their development, attendance, immunization, and general health; assists with quarterly program registration; maintains appropriate files and waiting lists; processes late registrations;
Confers with parents on regular basis to discuss the development of enrolled children; maintains public relations with parents, prospective clients, and colleagues;
Directs the organization of and follow-up of special activities such as swimming programs, long distance field trips, and films;
Maintains public relations with parents, prospective clients and colleagues;
May develop grant or contract proposals; may conduct fund raising activities and marketing campaigns;
May oversee accreditation processes or other program improvement activities.

Legal Requirement(s)

There may be instances where individual positions must have additional licenses or certification. It is the employer's responsibility to ensure the appropriate licenses/certifications are obtained for each position.

Positions typically require certification by the Department of Social and Health Services (DSHS) as provided in Title 388 WAC and applicable law(s). Individual positions may have specific skill and competency or minimum requirements.

Desirable Qualifications

Positions typically require forty-five college quarter hours in early childhood development/education/special education

AND

four years of supervisory and/or administrative experience working in a group setting with children of the ages enrolled in the program.

OR

Equivalent education/experience.

APPENDIX E: ERDC COMPENSATION DATA SAMPLE RESULTS

Earnings by job title of job with most earnings, and CCA Region, worked in all four quarters of 2013 in Jobs in major Child Care Industry`	Central WA		Eastern WA		Northwest WA		Southwest WA	
	Median	N	Median	N	Median	N	Median	N
Child Care Center Assistant Director	*	*	\$21,936	16	\$31,058	19	\$25,395	17
Child Care Center Assistant or Aide	\$15,153	134	\$14,369	170	\$15,899	246	\$15,071	105
Child Care Center Director	\$36,775	30	\$30,000	37	\$40,604	49	\$39,470	30
Child Care Center Lead Teacher	\$18,099	160	\$18,825	289	\$21,373	286	\$19,327	137
Child Care Center Program Supervisor	\$31,304	22	\$26,144	19	\$32,631	19	*	*

Earnings by job title of job with most earnings, and CCA Region, worked in all four quarters of 2013 in Jobs in major Child Care Industry	King		Pierce		Olympic Peninsula	
	Median	N	Median	N	Median	N
Child Care Center Assistant Director	\$34,799	68	\$21,398	16	\$23,943	13
Child Care Center Assistant or Aide	\$20,223	712	\$14,994	138	\$15,540	96
Child Care Center Director	\$49,103	154	\$34,195	44	\$36,205	19
Child Care Center Lead Teacher	\$27,697	1019	\$20,117	217	\$19,828	122
Child Care Center Program Supervisor	\$35,003	63	\$25,780	13	*	*

The major child care industries are those with the most child care workers: 6244 (Child Day Care Services), 6241 (Individual and Family Services) and 6111 (Elementary and Secondary Schools. *= N less and or equal to 10, blank = no employment in cell.

ECE Advocacy Night Focus Group Findings

June 2018

—

Early Childhood Education Program

Workforce Instruction Division

9600 College Way N

Seattle, WA 98103

eceinfo@seattlecolleges.edu



NORTH SEATTLE COLLEGE

One of the Seattle Colleges

Introduction

In 2018, the Early Childhood Education program at North Seattle College hosted over 70 students and 30 community members for their first Advocacy Night. The event was sponsored by the Bainum Family Foundation and held in partnership with the National Association for the Education of Young Children (NAEYC) and the Washington State Department of Early Learning (DEL) Compensation Technical Workgroup.

As a part of the advocacy night, focus groups were facilitated and event participants were given the space and opportunity to share their insights. One facilitator and one note taker was assigned to each group and groups were limited to 6-8 participants where possible. Afterwards, the questions posed during the focus groups were converted into themes and notes from each group were synthesized into one document so that recurrent and key feedback could be identified and summaries drawn based on the collective feedback of all of the focus groups combined.

Project Purpose

The goal of the focus groups, and this report, is to offer the DEL Compensation Technical Workgroup with feedback from the perspective of educators who are providing direct services in the Early Childhood Education field. The following questions were used to guide the focus groups:

1. *What motivates you to work in early childhood education?*
 - a. *What motivates others in the field*
2. *(For those who are BAS students or have returned to college for further ECE higher education) What motivates you to go back to school to earn your certificate or degree?*
3. *What does early childhood educator compensation look like in Washington State?*
 - a. *What challenges do you encounter with the current level of compensation?*
4. *Where do you see inequity in the field?*
5. *What would “fair” compensation look like in the field?*
6. *Where do you see fair compensation being successfully implemented?*
7. *What recommendations do you have for raising the compensation of the ECE workforce?*
 - a. *What steps need to be taken to reach fair compensation*

8. *What role should educators have in making policy decisions about compensation?*
9. *Where do conversations about compensation currently happen?*
 - a. *How can these conversations turn into advocacy?*

Findings

The conclusions set forth below were derived from the process of combining notes from focus groups described in the intro section. The summaries represent recurrent feedback that was represented in multiple focus groups notes. While much of what is shared is not novel, it does highlight the imperative of addressing ECE workforce compensation as we strive to professionalize the field.

Early Childhood Educators are largely motivated by their passion for children.

Notes from each group indicated that educators are motivated to stay in the field by their love for children. An understanding of how important and foundational the early childhood years are and a desire to have a positive impact on their communities' youth and future were also recurrent themes throughout the groups. While many educators espoused aspirations to be educators and advocates for young

"I love being that difference in a child's life"

-Focus group participant

children, they also almost always acknowledged that their passion for ECE is challenged by the economic limitations associated with working in the field.

Educators recognize the field is evolving and often return to school knowing that it does not guarantee increased compensation.

Many participants highlighted changing curriculum and increasing requirements as the field professionalizes as motivators for their return to higher education. Other recognized that many providers, especially from diverse cultural backgrounds, had already been doing a lot of the work the program taught them, but that it provided them with the terminology and theoretical foundation to explain and train others on best practices. It was often noted that returning to school would not be an option for many educators without the low cost of tuition offered by the college or scholarship/tuition assistance offered by their center or other organizations. This is especially so since, currently, there is no guarantee of promotion or pay increase as a result of earning an ECE certificate or degree.

Compensation for early childhood educators does not currently provide a living wage and many educators feel undervalued.

"I work 60 hours a week and now that I'm in school, I feel like I have no patience and I'm so tired"

-Focus group participant

Several examples were given of the sacrifices and extra efforts that educators must make to remain in ECE and make ends meet. Many educators work multiple jobs, while others rely on their parents or significant others for additional support. Still others live outside of Seattle and commute in to work each day to make ends meet. With all that is required on a daily basis to remain in the field, many educators are unable to plan for their economic future. Even directors and others in higher paying positions in ECE said that they would “never retire”. The lack of health benefits was often noted as well as the desire to make enough income to begin thinking about retirement savings plans such as 401(k)’s. With science now supporting the importance of ECE, educators believe that they deserve pay comparable to that of kindergarten and other elementary educators but acknowledge that it should go hand in hand with increased licensing requirements.

Inequities in the field mirror systemic inequities that persist in Washington State.

Question about inequity in the field solicited a range of different responses from focus group participants. Some expressed frustration over the fact that the importance of this field is being widely discussed and accepted, yet those working in fast food make similar salaries. Others pointed to the inequity for students who attend less affluent centers and the difference it made in their learning experiences, for instance the quality and frequency of field trips. Still others pointed to the nutrition inequality that some centers face where children and families are not allowed to bring food in or take food home or portions are not sufficient. Educators in hiring positions noted that they are often faced with having to hire less experienced teachers because they cannot afford to pay the more qualified educators, as with most other issues of equity, this disproportionately affects centers serving lower income families.

There are pockets in the ECE field where educators feel fair compensation is being successfully implemented.

Some groups identified certain arms of ECE who they felt had more fair compensation practices for their educators. Many participants felt that programs such as the Seattle Preschool Program and Head Start tend to pay higher wages. Private schools and centers located in generally more affluent neighborhoods, such as parts of Bellevue (a suburb of Seattle), were generally viewed by some participants as places where compensation is more fair.

Fair compensation would include several changes in policy.

There was a large range of responses to what fair compensation would look like. Many identified that ECE employees are looking to be paid for the time they spend planning, be able to live comfortably and pay rent, and be able to improve families' experiences by reducing staff turnover at centers. Other benefits that would be included in fair compensation include availability of a retirement plan, paid time off, and health insurance. Finally, others wished to see higher pay for more qualified or educated teachers, with a differentiation in title as well.

Local, state, and federal government should play a significant role in securing fair compensation for early childhood educators.

Many educators understand that the burden to pay early childhood educators fair wages should not be passed on to the parents who are often facing their own issues with making ends meet for their families. Many of the suggestions for how this issue should be resolved involved some form of public funding. This ranged from suggestions to increase subsidizing for families and providers to moving pre-k centers into elementary schools under their funding model.

~~Early childhood educators should unionize and otherwise combine efforts to advocate for fair wages in the field, but they are already so busy.~~

~~While educators understand the need to advocate for higher wages, they often expressed two key concerns around their ability to do so. The first was that any combination of working multiple jobs, going to school while working, and taking care of their families makes it hard to find time to dedicate to organized advocacy efforts. Another concern was that even when they could find time, they would not know what to do or how to organize.~~

~~They do not feel they have the resources or the information needed to take on the power that be in advocating for fair compensation in ECE.~~

Conclusion

Educators involved in the Bachelor of Applied Science program are exceptionally passionate and motivated around the topic of compensation in ECE. Despite the perceived low payoff of returning to school, many indicate that they are invested in being better teachers and professionalizing their career.

We heard from students who were motivated to continue to be involved after the advocacy night and being able to hear from policy specialists. While not every individual is able to dedicate a significant amount of time to organizing outside of work, many identified ways to make a difference at their centers and continue having this conversation about professionalization in the community.

APPENDIX G: APPENDIX 12 AND 13 FROM COST OF QUALITY PHASE 2 REPORT (LEAD AND ASSISTANT TEACHER WAGES)

Appendix 12: Lead Teacher Wage by Child Care Aware Region

Lead Teacher Wage						
	5	4	3	2	Unrated	Private
Central	—	\$16.70	\$12.89	—	\$11.50	\$19.70
Northwest	—	\$13.94	\$14.29	\$15.00	\$13.41	\$14.17
King and Pierce	—	\$15.79	\$15.84	\$14.63	\$18.51	\$19.75
Southwest	\$21.00	—	\$12.54	\$12.50	\$13.18	\$21.00
Peninsula	—	—	\$15.36	\$11.00	\$12.61	—
Eastern	—	\$13.11	\$12.09	\$11.00	\$13.54	\$11.00

Appendix 13: Assistant Teacher Wage by Child Care Aware Region

Assistant Teacher Wage						
	5	4	3	2	Unrated	Private
Central	—	\$13.50	\$11.39	—	\$11.00	\$11.83
Northwest	—	\$12.13	\$11.75	\$12.83	\$11.61	\$13.00
King and Pierce	—	\$14.41	\$14.18	\$12.86	\$14.76	\$14.82
Southwest	\$17.00	—	\$13.39	\$11.00	\$11.30	\$14.00
Peninsula	—	—	\$14.42	\$11.00	\$11.41	—
Eastern	—	\$11.76	\$11.24	\$11.00	\$12.71	\$11.00

Washington State Early Learning Hiring and Retention Survey

Sarah Clark
Economic Opportunity Institute



About the Economic Opportunity Institute

Founded in 1998, the Economic Opportunity Institute (EOI) is an independent, nonpartisan, non-profit public policy center using research, education and advocacy to advance public policies that promote educational opportunity, good jobs, healthy families and workplaces, and a dignified retirement for all.

Special thanks to the following for their assistance with this report:

Matthew Caruchet
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Louisa Edgerly and SEIU 925
Washington Childcare Center Association

Executive Summary

Ensuring that every child in Washington State has access to in high-quality early childhood education is critical to providing educational opportunity for all children, building family economic security, and promoting a vibrant economy.

In 2018, in response to the growing crisis in the early learning system in Washington State, EOI began investigating how low compensation (including wages and health care benefits) impacts the hiring and retention of early childhood educators and the ability of licensed centers and family homes to provide consistent, high-quality care to children across Washington State. We were concerned about how these factors impacted quality programming and wanted to better understand what the *cost of quality* is for early learning providers.

According to the Bureau of Labor Statistics, the mean annual income of a childcare worker in 2017 was \$27,800, less than a pet sitter's \$30,120.¹ Reflecting low pay, the yearly turnover rate for the early learning teaching assistants was 43 percent in 2014, the most recent year available.²

To delve further, EOI sent out a survey this year on compensation, health care and turnover to 3,456 of the 5,488 licensed child care centers in Washington. The survey contained 40 questions and 529 respondents – 15.3 percent – filled out a significant portion. The results have a margin of error of 4 to 5 percent, depending on the question, with a confidence level of 95 percent.

Key findings include:

- 51 percent of centers had unfilled positions at the time the survey was completed.³ In the prior week, 62 percent of directors had to cover a classroom because a substitute or other individual was not available.⁴
- 32 percent of programs reported the need to limit their enrollment in the past 2 years due to lack of staff.⁵ An average of 15 children are not being served at each of these centers because of the staff shortages.⁶ Of those that limited enrollment, 63 percent reported that finding qualified staff was a major factor.⁷
- Of the centers that reported that they are considering future expansion, 68 percent are concerned "a great deal" about their ability to find qualified staff.⁸

¹ Washington - May 2017 OES State Occupational Employment and Wage Estimates. (2018, March 30). Retrieved August 15, 2018, from https://www.bls.gov/oes/current/oes_wa.htm#39-0000

² Department of Early Learning, 2014 Market Rate Survey: [https://del.wa.gov/sites/default/files/imported/publications/communications/docs/2015 percent20Market percent20Rate percent20Survey percent20Report percent20Final_SLEDITS.docx](https://del.wa.gov/sites/default/files/imported/publications/communications/docs/2015%20Market%20Rate%20Survey%20Report%20Final_SLEDITS.docx)

³ Question 7

⁴ Question 21

⁵ Question 10

⁶ Question 11

⁷ Question 5

⁸ Question 15

- 52 percent of respondents indicated it was "harder" or "much harder" to hire quality staff compared to prior years. 13 percent indicated it was "less" or "much less" of a problem.⁹
- 58 percent indicated it was difficult to retain new hires¹⁰, with assistant teachers having the highest turnover rate.¹¹ Twenty-one percent indicated that more than 50 percent of their staff have been with their center/program less than one year.¹²
- Wages are low for the vast majority of staff: According to respondents, 51 percent of new lead teachers make less than \$14/hour. 75 percent of new assistant teachers make less than \$14/hour. 86 percent of aides make less than \$14/hour and 56 percent make less than \$12/hour. 47 percent of family support workers make less than \$14/hour.¹³
- 88 percent indicated that low pay was a major reason it was difficult to hire qualified staff.¹⁴ Also, 61 percent of the directors indicated people resign because of low pay, and 69 percent of the directors indicated that individuals resign because they found better paying work outside of early learning.¹⁵
- Only 47 percent of respondents provide health insurance to all or some of their employees.¹⁶ Of those who provide health insurance, 60 percent provide it only to full-time employees, while 12 percent provide it to all employees.¹⁷ Almost all of those who do not provide health insurance indicated they could not afford to provide it.¹⁸
- 62 percent of centers said they rely on WCCC subsidies for part of their funding.¹⁹

⁹ Question 26

¹⁰ Question 18

¹¹ Question 20

¹² Question 19

¹³ Question 29

¹⁴ Question 16

¹⁵ Question 22

¹⁶ Question 30

¹⁷ Question 31

¹⁸ Question 32

¹⁹ Question 4

Introduction

Washington State has made strides towards improving and supporting the delivery of high-quality early learning, with a commitment to raising standards, increasing access, and investing more funding. However, early childcare education (ECE) workers continue to face financial challenges, both nationally and in Washington State.

According to the 2018 Early Childhood Workforce Index from UC Berkeley, child care workers fall into the lowest 2nd percentile of total earnings among occupational groups with a bachelor's degree.²⁰ Washington ranks the fourth highest among states in wages for the early childhood workforce, yet still often earn below a living wage. The median hourly wage for ECE workers in Washington was \$12.32 in 2017, 58 percent of the Washington State median wage.

In 2015, Washington's State Legislature passed the Early Start Act,²¹ requiring Washington State to increase access to high-quality early learning.²² Research has shown that quality early learning environments and stable participation in these programs are vital to children's growth, development, and kindergarten readiness. The Early Start Act assists early learning providers to increase quality of care with special emphasis on providing quality care to at-risk children by:

- Continuing to build a child-focused system that supports high-quality services that will improve child outcomes and prioritize early learning services for children who need them most;
- Building upon and strengthening the existing system by making sure it is accessible to all children, families and providers in Washington;
- Using data to drive ongoing policy and programmatic decisions;
- Ensuring seamless services for families, particularly child care and preschool, and are working together to promote high-quality, efficiently-managed services;
- Supporting the early learning workforce in their efforts to provide quality services to children and families through educational support and ongoing training.

Between 2015 and 2017, the state increased the level of financial resources designated to early learning. According to the 2018 Early Childhood Workforce Index, Washington State was the only state in the U.S. to be rated as "making headway" in the area of financial resources. This includes recording extra Child Care and Development Block Grant (CCDBG) spending. The CCDBG grant is a federal grant created in 1990 to help support early care and education for low-income families. Washington reported

²⁰ Whitebook, M., Ph.D., McLean, C., Ph.D., Austin, L. J., Ed.D., & Edwards, B. (n.d.). *2018 Early Childhood Workforce Index* (p. 36, Rep.). Center for the Study of Child Care Employment.

²¹ SECOND ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1491. (2015, June 28). Retrieved from <http://lawfilesex.leg.wa.gov/biennium/2015-16/Pdf/Bills/House Passed Legislature/1491-S2.PL.pdf>

²² *The Early Start Act 2016 Annual Report* (p. Iv, Rep.) WA: Department of Early learning.

https://del.wa.gov/sites/default/files/public/2016_ESA_Annual_Report.pdf

ECE spending that exceeded by 15.9 percent the minimum amount required by the federal government.²³

While Washington has made progress in the area of financial resources, it has stalled in the key categories of compensation for the ECE workforce and income supports for families. In compensation, the 2018 Early Childhood Workforce Index noted that Washington fell short by not prioritizing ECE income supports and not providing compensation requirements, compensation guidelines, and stipends or tax credits to supplement early educator's pay. Because Washington does provide a minimum wage that is above the federal minimum wage, and is adjusted for inflation, the state still ranks relatively high among the states in wages. However, the state falls short in its failure to provide child and dependent care tax credits that helps low-income families – including ECE workers themselves – supplement the large portion of their income that is spent on child care. Washington also does not supply an Earned Income Tax Credit for low-income families.²⁴

Methodology

The survey was sent out to 3,456 of the 5,488 licensed child care centers in Washington. We believed we reached a somewhat representative swath of centers, although due to the self-selecting nature of the survey, some may be overrepresented. The average time spent on the survey was 13 minutes and 55 seconds.

The survey was sent out using the survey software Qualtrics. The survey was sent out on April 18, 2018 and was closed on July 11, 2018. The survey contained 40 questions and 529 respondents – 15.3 percent – filled out a significant portion. The results have a margin of error of 4 to 5 percent, depending on the question, with a confidence level of 95 percent.

The survey was sent out to three different types of providers: Head Start/Washington ECEAP, licensed child care centers and family homes.

Head Start is a federal program designed by the United States department of Health and Human Services, which provides early childhood education among many other services the low income families in the United States.²⁵

Early childhood education and assistance program (ECEAP) was created by the Washington State Legislature and the Department of Early Learning, which prepares 3 and 4 year old children from low-income families for success in school and life.²⁶

Family home provider child care is home based childcare where the provider lives in the home where the services are being offered and the hours may not exceed 18 hours per day.²⁷ Licensed

²³ Whitebook, M., Ph.D., McLean, C., Ph.D., Austin, L. J., Ed.D., & Edwards, B. *2018 Early Childhood Workforce Index* (p. 127, Rep.). Center for the Study of Child Care Employment.

²⁴ <http://cscce.berkeley.edu/files/2018/06/Early-Childhood-Workforce-Index-2018.pdf> Berkley Early Childhood Workforce Index 2018

²⁵ <https://del.wa.gov/eceap> DEL ECEAP website

²⁶ ECEAP website

²⁷ <http://www.ccrwv.org/TypesCare.htm> Childcare Resources website

childcare facilities are places that undergo rigorous inspections and procedure similar to what restaurants go through to become certified.

Survey Questions and Responses

Note: Questions that asked identifying information have been omitted.

Question 1	N	Responses	#	% Responses	
How would you classify your organization?	373	For-Profit Organization	135	36%	
		Non-Profit Organization	109	29%	
		Family Home	52	14%	
		Faith-Affiliated Organization	31	8%	
		ECEAP program	14	4%	
		School District	9	2%	
		Other	23	6%	
Question 2	N	Responses	#	% Responses	
Are you currently participating in Early Achievers?	391	Yes	326	83%	
		No	65	17%	
Question 3	N	Responses	#	% Responses	
(If Yes to 2) What is your current Early Achievers rating?	322	One	0	0%	
		Two	50	16%	
		Three	155	48%	
		Four	39	12%	
		Five	0	0%	
		I have multiple centers with different ratings	12	4%	
Participating - not yet rated	66	20%			
Question 4	N	Responses	#	% Responses	% Respondents
What are your sources of funding?	361	WCCC Subsidy	223	32%	62%
		Parent tuition	296	42%	82%
		ECEAP	55	8%	15%
		Head Start	33	5%	9%
		Title I	8	1%	2%
		Other	86	12%	24%
Question 5	N	Responses	#	\bar{X}	% Responses
What is the approximate number of children who are currently enrolled?	364	Full/Extended Day	19,384	52.4	58%
		Part-Day	9,430	25.5	28%
		Other	4,450	12.0	13%
Question 6	N	Responses	#	\bar{X}	% Responses
What is the approximate the number of staff?	370	Lead Teachers	2,341	6.3	36%
		Assistant Teachers	2,275	6.1	35%
		All other staff	1,978	5.3	30%
Question 7	N	Responses	#	% Responses	
At the current time, do you have any unfilled positions?	529	Yes	271	51%	
		No	258	49%	
Question 8	N	Responses	#	% Responses	
(If Yes to 7) How many positions are unfilled?	258	Lead Teacher	262	38%	
		Assistant Teacher	267	39%	
		Family Support Staff	44	6%	
		Aide	120	17%	

Question 9	N	Responses		#	%
Have you had to limit the enrollment in your center/program in the past year or two because you could not find enough staff to conduct the program?	524	Yes		167	32%
		No		357	68%
Question 10	N	#	\bar{X}		
(If Yes to 9) How many children are not being served because of your staff shortages?	112	1,620	14.5		
Question 11	N	Responses		#	%
(If Yes to 9) Is finding individuals who meet the required qualifications the major factor in limiting enrollment?	126	Yes		80	63%
		No		20	16%
		Not Sure		12	10%
		Other		14	11%
Question 12	N	Responses		#	%
Have staff shortages impacted the quality of your program in serving children and families?	485	Yes		259	53%
		No		120	25%
		Not sure		76	16%
		Other		30	6%
Question 13	N				
Please provide at least one example of how the quality of your program is impacted.	300				

Selected Responses:

- “I cannot find qualified teachers so I have to settle for inexperienced people with no education.”
- “Current staff is working longer hours, handling more tasks, and being less available to children. Stress levels for all are increased, including staff and children.”
- “Current teachers are over-worked and unable to take time off because there is no one to take their class. This leads to stressed teachers and a stressed teacher is not a happy teacher or a happy classroom!”
- “Had to let two children go because staff did not have skills to handle the children while maintaining quality care for all the children”
- “Not providing lessons, only covering basic needs: toileting and eating.”
- “Part-time workers to fill-in are very hard to find and good quality people want more money and benefits.”
- “It used to be when we had positions opened there would be an ample number of qualified candidates who would apply, and we could choose from the pool the most highly skilled / competent candidates. Today, our advertisements often end with NO qualified candidates applying, or a limited few. We have been forced to go into long-term sub situations or hiring employees that have potential and putting them on daunting provisionally hired plans, which lead to other problems. Bottom line is classrooms are moving forward with less than ideal or highly skilled teachers.”
- “I have never had a person that is educated in early learning ever apply for a position in my Child Care Center.”
- “It is getting very difficult to tell staff they need a degree or education, and then barely be able to pay them minimum wage. They make a fraction of school teachers.”

- “Health care and low wages. Other than those two things, our employees would love to stay with us. Supporting our teachers is our biggest priority.”
- “I fill in the classroom every day. I cannot afford to replace the last person that left. I plan on closing for a better paying job for myself. Less hours and stress.”
- “I feel it is crucial to ease the financial burden that early learning staff face. It is impossible to keep good staff when they can make the same pay flipping burgers and not being hit or kicked or changing diapers.”

Question 14		N	Responses	#	%	
As you plan for the future, are you considering expanding your enrollment?		503	Yes	182	36%	
			No	171	34%	
			Maybe	150	30%	
Question 15		N	Responses	#	%	
(If Yes to 14) To what extent are you concerned about your ability to hire qualified staff?		178	A Great Deal	121	68%	
			Moderately	40	22%	
			A little	15	8%	
			None at all	2	1%	
Question 16		N	Responses	#	% Responses	% Respondents
Based on your conversations with candidates and other individuals who might be interested in working with young children, in your professional opinion why is it difficult to hire qualified staff? (Choose three)		486	The pay is too low	430	40%	88%
			Health insurance is not available/inadequate	206	19%	42%
			Education requirements needed are too onerous	203	19%	42%
			Too Demanding	171	16%	35%
			Contributions to retirement are not available/inadequate	37	3%	8%
			Vacation and sick leave are not available/inadequate	31	3%	6%
Question 17		N				
If there is anything else you like to share with us about recruiting and hiring early learning staff, please do so.		219				

Selected Responses:

- “I'm concerned that the proposed WAC's seem to have a future date that would no longer allow for centers to consider applicants who don't already have a WA state Initial ECE certificate.”
- “A higher level of expectations have changed when Early Achiever's came into the picture. Also the low amount of money is paid to child care professionals and some choose to leave the business altogether.”
- “Due to the minimum wage in Seattle, people are able to find work that's less stressful outside of the early learning field. The changing (higher) educational requirements make it difficult to find candidates that have the needed experience combined with educational requirements.”
- “Early Achievers has raised the bar for Washington State Childcare programs and the soon to be implemented WACs will expand the higher expectations to all centers. We need a way to pay higher wages in order to attract and maintain quality staff. The Stackable Certificate - Early Achiever's Grant is a great start to better educate quality staff. Now we just need a way to increase wages without bankrupting our families!”

- “For someone to start working in the field of ECE there are a lot of requirements in the beginning. We allow our staff to do their training during children nap times but I wished the 30 hours of training would be divided to be fine throughout the first year of employment so that the new staff does not get bombarded with so much training at once. It should start with health and safety and go on with the other necessary topics in the next quarter. It is also hard to have a childcare center in Renton and people will drive to Bellevue or Seattle to make more money. It would be great to have a certain amount of pay for staff who is inexperienced regardless what area people work in. We can't pay \$15 for someone who has no experience.”
- “Hiring a qualified staff has been real challenging, the candidate either have a degree or they lack the experience to assist in a qualified program. Often times, people look for a job in this field without really knowing the breath of the work and dedication.”
- “I have several staff members that would be willing to go back to school for their Early Childhood Education degree, especially with the Early Achievers scholarship available to them. However, they don't want to go back to school for such a small pay increase. Likewise, we cannot high teachers with credentials for the same reason. The ones we do find end up leaving us quickly for a center with better pay and benefits. We can't offer that with no wage ladder or other compensation. Some months we're barely able to make payroll as it is.”
- “In Seattle it is extremely challenging to recruit and retain teachers as they can often gain entry level tech positions that pay several dollars more an hour to start. The cost of living makes it nearly impossible for single teachers to work in ECE without a second income or roommate/partner/spouse to share the cost of living expenses.”
- “Low pay is the biggest issue, but additionally the amount of challenging behaviors without adequate mental health/behavior consultation/training for staff is impacting teacher's desire to commit to early learning as a career.”
- “My income is not great enough to pay for a part time staff person. When myself or my assistant is sick, we have to close my whole child care down. Also, as a level 3 early achievers participant, I no longer have access to the substitute pool so that I can further my rating score. Tying to hire someone with the new education requirements for minimum wage is absolutely impossible and I foresee myself having to lover my capacity in an already started county, when my assistant decides to retire which will further hurt the families that I will no longer be able to care for.”
- “STATE SUBSIDIES ARE TOO LOW. We cannot place the burden on private pay families. Washington State has varied economies. Over here in the East side of the State, we are not Seattle. It's a different economic setting.”

Question 18	N	Responses	#	%
After you hire staff, do you have difficulty retaining them?	467	Yes	272	58%
		No	195	42%
Question 19	N	Responses	#	%
What percentage of your staff have worked less than one year at your center or program?	463	More than 75%	35	8%
		More than 50% up to 75%	58	13%
		More than 25% up to 50%	100	22%
		10%-25%	114	25%
		Less than 10%	156	34%

Question 20	N	Responses	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7
Rank these position in order of their turnover rate, with 1 having the highest attrition rate. (Note: "Other" responses with no written answer at the top of the scale have been excluded.)	390	Lead Teacher	104	69	73	127	15	2	0
		Assistant Teacher	104	135	114	31	4	1	1
		Breaker/Floater	103	99	107	64	7	6	4
		Aide	56	71	75	138	35	7	8
		Other	23	17	20	30	6	5	4
Question 21	N	Responses	#	%					
In the past week, have you had to cover a classroom for a lead teacher because you could not find a substitute or other individual to cover the class?	451	Yes	279		62%				
		No	172		38%				
Question 22	N	Responses	#	%	%				
When individuals resign, what are their stated reasons for doing so? (Top three choices)	452	Found a better paying job outside of early learning	312	27%	69%				
		Pay is too low	276	24%	61%				
		Found a better paying job in another center	150	13%	33%				
		Want/need better health	119	10%	26%				
		Want to spend more time with family/children	66	6%	15%				
		Working conditions are not satisfactory	51	4%	11%				
		Want/need better retirement benefits	51	4%	11%				
		Are retiring	40	3%	9%				
Other	98	8%	22%						
Question 23	N								
If there is anything else you would like to share with us about retaining early learning staff, please do so.	134								

Selected Responses:

- “Wonderful staff members leave because they need to work 2-3 jobs to make ends meet”
- “We stress/burn out teachers as we try to do everything demanded by DEL and the thought of new WACs with crazy rules is driving staff away.”
- “With the low rates for DSHS we are currently having to limit the amount of those clients that we can provide care for. With the continued minimum wages increases of the next several years, it may be difficult to stay in business.”
- “We are constantly improving and making changes. This puts stress on the staff because they must do more curriculum and projects, etc. However their compensation does not change. I do my best to show appreciation which makes my turnover rate less than other day cares but I feel like it is a house of cards and a staff member could quit at any moment.”
- “There should be more ways to meet the new DEL BA standards---weighing experience, lifelong learning, etc.”
- “Teacher to child ratios are terrible. It’s exhausting work. If there were the resources to have less children, more staff, teaching staff wouldn't burn out as quickly. If daycare staff had summer or winter breaks, that would help with the constant exhaustion that typically occurs in this field.”
- “Please bring back the wage ladder.”

- “Once they get a BA they move to the school district - very hard to keep teachers with a BA in early learning other than school districts.”
- “Low pay has forced me to hire people who are inadequately prepared to work with children beyond the most basic level. We are keeping kids safe but risking their long term ability to learn. Teachers that are uneducated and have had poor upbringing are not able to interact with children and facilitate higher level thinking and activities. Being inadequately prepared to work in ECE creates people that quit after short periods from frustration or burnout. We can't keep the quality teachers for lack of pay and benefits and we can't keep the low level staff because they are not equipped to deal with the challenges presented in a classroom setting.”
- “FCC in Pierce County based on the required minimum wage the subsidy rate does not allow for us to pay a decent wage with benefits; in additions, one of the unintended consequences of the Early Achiever program is the education benefits which pushes many qualified staff to agencies and schools giving many FCC and centers sub-par assistance or their longevity is limited to when they can get a better paying position elsewhere. We really do not have an incentive to keep them.”

Question 24	N	Responses	#	%
How would you describe your ability to hire and retain quality staff?	451	We are in "crisis mode"	42	9%
		We are "struggling but getting by"	251	56%
		We are doing "fine"	158	35%
Question 25	N	Responses	#	%
Have you been involved in hiring staff at the same early learning center or program during the past two or more years?	449	Yes	341	76%
		No	108	24%
Question 26	N	Responses	#	%
(If Yes to 25) How would you describe your ability to hire quality staff this year compared to prior years?	339	Much less of a problem	24	7%
		Less of a problem	22	6%
		About the same	114	34%
		Harder	113	33%
		Much harder	66	19%
Question 27	N	Responses	#	%
Does the diversity of your staff reflect the diversity of the children you serve?	445	Yes	325	73%
		No	120	27%
Question 28	N			
Are there specific actions that could be taken by the State of Washington to better ensure that they do?	40			

Selected Responses:

- “Comprehensive funding for state subsidies would allow more diversity in families attending schools with higher tuition. Higher tuition is needed to fund decent ratios, benefits and a wage at which we can hire and retrain staff.
- “Consider educational equivalencies including experience that acknowledge that college education as the sole gateway through which teachers must pass in order to prove their quality is inherently racist and leads to a workforce overly representative of dominant culture.”

- “I think just by having better pay and better vacation we can attract more candidates.”
- “Getting more POC involved in early learning programs by reducing the cost of said programs or paying for them.”
- “Wow this is a hard one. We are fortunate to be able to give benefits but those costs are rising exponentially so curbing health care costs so more funds can go towards salaries may contribute. General support for EC college training may help. Finding people of color has been difficult for us.”
- “We need help with paying a livable wage to people so they are interested in working with us.”

Question 29	N	Responses	Lead Teacher	Assistant	Aide	Family Support				
What is the current hourly compensation for new hires who do not have prior experience but meet the minimum education requirements?	369	Salary Ranges	#	%	#	%	#	%		
		≥\$20	15	4%	0	0%	1	1%	8	11%
		\$19 to <\$20	4	1%	1	0%	0	0%	2	3%
		\$18 to <\$19	28	8%	2	1%	0	0%	1	1%
		\$17 to <\$18	20	6%	4	1%	0	0%	10	14%
		\$16 to <\$17	21	6%	16	5%	5	3%	5	7%
		\$15 to <\$16	37	11%	36	11%	15	8%	6	8%
		\$14 to <\$15	39	12%	27	8%	6	3%	7	10%
		\$13 to <\$14	53	16%	39	12%	17	9%	8	11%
		\$12 to <\$13	109	33%	59	18%	39	21%	7	10%
<\$12	9	3%	151	45%	104	56%	17	24%		
Question 30		N	Responses				#	%		
Do you provide some or all of your employees with health insurance?		414	Yes				196	47%		
			No				218	53%		
Question 31		N	Responses				#	%		
(If Yes to 30) If so, which employees receive it?		194	All employees				23	12%		
			Only full-time employees				116	60%		
			Part-time employees who work more than 20 hours/week				23	12%		
			Other				32	16%		
Question 32		N								
(If No to 30) Please explain why you do not provide your employees with health insurance.		200								

Selected Responses:

- “B/c expensive. I would then have to increase prices.”
- “Once again MONEY! Private owner, small center, do I need to go on?”
- “Too expensive. Most of our employees other than managers qualify for state benefits or get insurance through their spouse.”
- “We only have 7 employees. We do provide a \$200 per month health care stipend to all employees.”
- “A decade ago I was the only one in my entire county providing medical insurance for my childcare center staff. After the OBAMA mess it became ridiculously expensive and covered NOTHING due to huge deductibles!!!!!!”
- “We're a nonprofit raising a tuition shortfall of \$75k per year already. Thank goodness for Obama Care!”
- “Cannot find an insurance that we can afford.”
- “FUNDING!!!”

- “Not enough participation to qualify for an affordable group plan.”
- “Most are covered through Indian Health.”
- “Cannot afford it until this is recognized as a real profession.”
- “I used to, but it got too expensive. As FCC there is one to two staff members, so there is no group rate.”
- “Center owner does not want to.”
- “I don't even provide myself with insurance.”
- “Cost is way too high.”

Question 33	N	Responses	#	%
Do you give your employees raises?	419	Yes	338	81%
		No	81	19%
Question 34	N	Responses	#	%
(If Yes to 33) Under what conditions do you give your employee a raise? (Could choose multiple)	327	Been with center/program for more than a year	221	40%
		Got a higher degree or a certification	202	37%
		Received an increase in subsidy rates	35	6%
		Other	92	17%
Question 35	N			
(If No to 33) Please explain why you do not provide your employees with raises.	71			

Selected Responses:

- “Can't afford to.”
- “I can't afford an employee my family members are the assistant helpers and I am only paid roughly 3 dollars an hour for all ages!!!! Extremely wrong with all the state is requiring of us especially not having teacher degrees and not being a teacher. If needing regular schooling the children need to be in head start and then school. Prior to this songs, games and fun while teaching them daily functions and interacting about different happenings throughout the day should be adequate!!!”
- “I haven't in the last 3 years since it has been mandated, previously I would.”
- “Minimum wage has gone up so much in the past few years that it is the only raise I can provide. Our enrollment is 85-90% subsidy and we are a small locally owned center.”
- “My husband and I share the income. In the past I have given employees raises. But it is hard and always cuts into our income. Plus have to pay Medicare and social security. They deserve it and more but they wind up making more than I do.”
- “Our center is in a low income community and the subsidies do not allow for it. We are barely surviving. I would love to give raises. As owner/director, I have taken a cut in pay and benefits to be able to keep up with the increasing minimum wage requirements.”
- “The state has mandated any pay raises that we would have been able to give.”

- “We bump everyone's rate of pay up in Jan to coincide with Minimum Wage changes. These jumps are so high each year we cannot afford to do additional merit raises. Even without minimum wage increases, giving raises would require us to raise tuition and this affects our enrollment and we are already very expensive. To give raises without raising tuition, we would have to cut in other areas like food or classroom supplies, which we will not do.”
- “The owners of our center don't allow us to.”

Question 36	N	Responses	Rank 1	Rank 2	Rank 3	%
What are the three largest costs of quality of your center?	359	Wages	292	40	13	96%
		Healthcare Benefits	10	98	43	42%
		Facility Costs	27	127	101	71%
		Implementation of WACs	5	32	58	26%
		Early Achievers	18	22	54	26%
		Classroom Materials	6	29	73	30%
		Other	1	11	17	8%
Question 37	N					
What recommendations do you have for the DEL Early Learning Workforce Compensation Workgroup to attract and retain individuals and increase diversity in the early learning profession?	214					

Selected Responses:

- “‘Sign on bonus’ to cover new-hire minimum qualification requirements. DEL Co-op for health care so that centers with only a few employees can have access to group rates. Increased subsidy rates so that we can afford to pay employees more (and at least MEET the actual cost of services provided!)”
- “A better system for reviewing out of country credentials/schooling; DEL needs to provide that service at a cost that is affordable to those in the field. A \$500 fee to translate and determine is out of reach for many who are out of work.”
- “A federal government policy. Health care for childcare workers. Maybe for childcare workers to be able to join the state system. Simplify the rules and regulations and early achievers to attract more interested people. Continue the commitment for better education.”
- “Better pay to keep qualified workers. It’s mandated for certain positions to have degrees but the pay is low.”
- “Consistent salary scale for required positions.”
- “Diversity? At this point who cares about diversity? If we can't balance the cost of employees with rates for care. It little matters how diverse we are if we can't afford to keep our doors open? Personally I am tired of making sacrifices to keep going. Strengthening families? Does anyone care about mine?”
- “Find some type of funding to pay teachers appropriately so that quality isn’t based on parents’ ability to pay.”
- “For those that take subsidies, they need to be increased.”
- “Free bus passes could make it easier for staff to travel to sites outside of the city.”

- “Higher subsidy for higher wages or something similar to the wage ladder.”
- “It would be great if they could compensate the required classes that teachers need to take other than STARS. For example, CPR and First Aid, Blood-borne Pathogens, Food Handlers, etc.”
- “More available income for Centers--as a private center I know parents cannot bear the costs if we have to keep raising them because we are being taxed out of business by regulations. However we do want the best we can provide for our families.”
- “We need something akin to the wage ladder in place that we can use to hire qualified and diversified staff. We need to have some kind of incentive at our disposal for teachers that wish to further their education as well. At this point, whenever teachers increase their education they immediately begin looking for a center that can compensate them for that education. This hurts not only us, but the children we serve. We need those qualified educators within our facility. Even our teachers without education but with a great deal of experience (10 yrs.+) are now leaving for better paying jobs. If we could offer them better wages to obtain their degree and stay with us I'm sure they would.”