

Initial Framework

Early Childhood Educator Target Compensation Scale and Professional Pathway

Submitted to Senate and House Education
Committees by Working Group convened by
Delaware Department of Education and Delaware
Early Childhood Council

December 1, 2021

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DELAWARE STATE SENATE
151st GENERAL ASSEMBLY
SENATE CONCURRENT RESOLUTION NO. 36

SPONSORS: Sen. Gay & Sen. Sturgeon & Rep. S. Moore & Rep. K. Williams & Rep. Dorsey Walker; Sens. Lockman, Mantzavinos, S. McBride, Pinkney, Poore, Sokola, Townsend, Walsh; Reps. Baumbach, K. Johnson, Lynn, Osienski

<https://legis.delaware.gov/BillDetail?LegislationId=68715>

DIRECTING THE DEPARTMENT OF EDUCATION AND THE DELAWARE EARLY CHILDHOOD COUNCIL TO CREATE A STATE TARGET COMPENSATION SCALE AND PROFESSIONAL CAREER PATHWAY FOR EARLY CHILDHOOD CARE EDUCATORS WHO TEACH AGES BIRTH THROUGH FIVE.

WHEREAS, early childhood education and care experiences are foundational to brain development and long-term outcomes for children and their families; and

WHEREAS, child care is an essential service in Delaware for families to work and for children to be prepared for school and life; and

WHEREAS, talented, well-compensated early learning professionals are central to high-quality early learning and care, and strong relationships with caregivers are essential to early brain development and have positive effects on a child's life-long health and success; and

WHEREAS, the main cost of child care goes to compensate the educators who support brain development during the earliest and most critical years; and

WHEREAS, child care in Delaware has not received sufficient funding to support quality care and education; and

WHEREAS, poor compensation undermines quality of care and is shown to lead to economic instability, stress, and high rates of turnover among early learning professionals; and

WHEREAS, child care educators bear the burden of low investment, with most of them earning \$10/hour with no benefits or paid time off; and

WHEREAS, 1 in 10 child care workers have incomes that fell below the federal poverty line, twice the rate of the poverty rate for all workers, and approximately 40% of the child care workforce is on some form of public assistance; and

WHEREAS, the staffing shortage in child care has reached crisis level, with child care centers unable to offer child care to families; and

WHEREAS, investments in child care must be increased to cover the cost of quality care, including fair educator compensation, benefits, and working environments; and

WHEREAS, establishing a state professional career pathway and associated compensation scale will support the early education and care profession, child care providers, families, and future prosperity of Delaware; and

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CONTINUED

WHEREAS, the purpose of the state target compensation scale and the professional career pathway is to establish a professional pathway for early childhood educators that: a) is linked to increased compensation as early childhood educators advance on the pathway ; b) informs the cost of care calculations ; c) sets targets to improve compensation, based on a common compensation scale linked to education levels and demonstrated competence working with children and families; and d) will guide investments in child care to ensure that state investments increase compensation to reach living wages and parity with K-12 educators ; and

WHEREAS, the professional career pathway should establish levels along which professionals can advance, with which target compensation is associated; and

WHEREAS, the target compensation scale should be used to inform the cost of the quality child care estimator tool under development by the Department of Health and Social Services, the Department of Education, and the Delaware Early Childhood Council, which will be used to establish Purchase of Care rates for the state budget beginning in FY23 and inform policy actions to increase compensation; and

WHEREAS, in developing the target compensation scale, the Department of Education and the Delaware Early Childhood Council should consider the following: a) K-12 educator compensation and how to promote parity with public school teachers with similar credentials ; b) the Massachusetts Institute of Technology Living Wage Calculator; c) the Cost of Living ; d) Labor Market Data ; e) efforts in other state and jurisdictions including Washington, DC, Rhode Island, and Connecticut ; and e) other relevant data and information; and

WHEREAS, the target compensation scale should address: a) all child care educators, including lead teachers, teaching aides, assistant teachers, and center directors working in childcare centers, family childcare homes, family home visiting programs, and early intervention programs ; b) relevant employment experience, including years an individual has been employed in an early childhood program ; c) common certification levels and associated coursework in early childhood, at minimum, Child Development Associate Credential, Associate of Arts, Bachelor of Arts, and teacher certification; and d) incorporation of the target compensation scale into the QRIS (Quality Rating and Improvement System), which should include financing for adoption and implementation of the target compensation scale.

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NOW THEREFORE:

BE IT RESOLVED that the Senate of the 151st General Assembly, the House of Representatives concurring therein, directs that the Delaware Department of Education and the Delaware Early Childhood Council create a state target compensation scale and professional career pathway for early child care educators who teach ages birth through 5 years.

BE IT FURTHER RESOLVED that a comprehensive report containing the state target compensation scale and professional career pathway recommendations prepared by the Department of Education and the Delaware Early Childhood Education Council shall be presented to the Senate and House Education Committees by December 1, 2021.

BE IT FURTHER RESOLVED that suitable copies of this resolution be shared, upon its enactment, with representatives of the Delaware Department of Education and the Delaware Early Childhood Education Council.

Working Group Approach, Purpose, and Goals

PURPOSE and GOALS

The Department of Education and Delaware Early Childhood Council convened a Working Group of key stakeholders in October and November 2021 and developed the following goals for its work. (Please see Appendix for Working Group Approach and Membership.) The Working Group developed the following goals to guide the work.

- Purpose: Create an **initial salary scale framework** for early childhood educators and **implementation recommendations**.
- The framework is a **target** to be achieved over time, with increased state investment.
- The framework is **not** mandatory for early childhood programs.
- As stated in SCR 36, primary purposes of the scale framework are to
 1. **inform state policy and financing**, including determining the cost of quality child care and educator compensation strategies.
 2. **help educators** move through a professional career pathway, including credentials and degrees that recognize the science of early learning -- and compensate educators accordingly.

Working Group Approach

1. Review **Delaware Context** baseline of current early educator compensation and professional pathway
2. Review **National Landscape** of other state compensation scales
 - a. Discuss expert guidance and lessons learned from national experts and state leaders
 - b. Understand considerations for decision-making
3. Develop **Principles, Goals, and Scope of Work**
4. Create **Initial Framework**
 - a. Provide input on potential approaches
 - b. Incorporate input on initial framework
 - c. Develop implementation recommendations

The Working Group conducted this work in partnership with Lauren Hogan, National Association for the Education of Young Children (NAEYC) and Kate Ritter, Children's Funding Project.

Delaware Context

Delaware's Early Educators

“The work of teaching and caring for young children is **highly skilled and complex**, yet employment in early care and education has largely **failed to generate wages that allow early educators to meet their basic needs**. Instead, undertaking this work has been a pathway to poverty for many early educators and poses **a risk to their well-being, with consequences extending to their own families and to the children in their care.**” [The Early Childhood Workforce Index, 2020](#)

- **Research indicates**

- Early childhood experiences are the foundation for future success and impact almost every aspect of a child's life well into adulthood, and even their children's outcomes
- Teacher-child relationships are the primary driver of child outcomes
- Early educators should obtain Bachelor's degrees which acknowledge the skill demands of the field

- **Current workforce**

- About half are on public assistance -- *poverty rate for early educators in Delaware is 1.5x state average and 8x that of public school teachers*
- Hourly wage is an average of \$10/hour, without benefits
- High turnover
- Reflects the historical legacy of devaluing labor of people of color and women
- When early childhood educators are able to get a degree, they can make more than twice as much and have benefits working in PK-12 public education

- **Child Care Programs**

- Face staffing shortages, which creates longer wait lists for families
- Funding from state and federal sources and parent fees are insufficient to increase wages

Delaware Early Childhood Workforce

	Community-Based Child Care Setting (nonprofit center, small business, family child care)	School District Pre-School Child Care Setting	Kindergarten -3rd Grade Public Education Setting
Average Pay	\$10.19/hour (~\$21,000 annual)	\$44,000 starting; \$61,000 average for lead teacher- Can earn 6 figure salary over career	
Day and Year	8-10 hours/day and 12 months/year	7.5 hours/day and 10 months/year (188 days)	
Benefits	Mostly none (variable by organization)	State health insurance and FMLA benefits	
Paid time off, retirement		Yes	
Salary Scale	Variable	State level scale in code	
State Investment	Below true cost of care and federal benchmark	Special education students and state Pre-K funded below K-12 funding formula rate	All children funded with additional funding based on need
Access	Less than 20% of children under 5 eligible for and covered by public funding; only 20% of eligible families participating		Available to all
Minimal Educational Requirements	High school degree plus 120 hours of early childhood training (<i>See Appendix for details</i>)	Bachelor's Degree or Alternative Route in Education	

Landscape Considerations

[National Academies' Report Transforming the Workforce for Children Birth Through Age 8](#)

recommends professionalizing the field and moving toward a bachelor's degree requirement for lead teachers
2015

SCR 36

Working Group Meetings

DHSS and DOE to produce cost of care estimator tool, taking compensation scale into account
March 1, 2022

Delaware minimum wage increases to \$15.00/hour (from \$9.25)
Jan 1, 2025

DOE require all early educators to earn CDA credential
2028

2021

Build Back Better federal proposal in budget reconciliation requires states to ensure adequate wages for child care professionals, including, at minimum, a living wage and wages equivalent to elementary educators with similar credentials and experience, adjusted annually for cost of living increases

Recommended and Anticipated Future Requirements for the Profession

Position	Responsibilities	Similar equivalent in K-12	Recommended/ Anticipated Future Educational Requirements
Intern	Classroom Assistant / Aide		Industry credential (CDA) Associates degree / early childhood credits
Assistant Teacher	Assistant to the Lead Teacher	Paraprofessional	
Lead Teacher	Responsible for classroom management, lesson plans, assessments, parent communication	Teacher	Bachelor's degree / early childhood credits
Curriculum Coordinator, Specialist, Coach			BA + Additional qualifications and training
Administrator/ Director	Leader of child care program; may handle business operations and education/care program	Principal	



Initial Framework

PRINCIPLES

The Working Group established these principles as the foundation for Delaware's Early Childhood Educator Target Compensation Scale and Professional Pathway -- the initial framework developed in 2021 and future iterations to be developed.

1. **Early childhood educators are skilled professionals; their interactions with children are the primary driver of the quality of experiences for our youngest learners.** They help build a child's social, emotional, and academic skills that set the foundation for success in school and beyond.
2. **Adequate compensation is the foundation of a quality workforce.** Building a high-quality early childhood system requires a diverse, well-trained, fairly compensated, and professionally supported workforce that is stable enough to build meaningful relationships that are the backbone of healthy child development. To ensure programs can recruit and retain a qualified staff, early childhood programs should offer salaries that
 - a. **compensate educators for their level of education, qualifications, and experience,** and
 - b. **reflect parity with PK-12 educators** across settings.
3. Delaware must find a solution to this compensation crisis that **does not**
 - a. **harm families' access to affordable care.**
 - b. **penalize experienced educators** by devaluing their experience.
4. **Early childhood programs should have the ability to create their own pay structures** as long as they meet state laws (e.g. public school salary minimums if located in public schools, state minimum wage, etc.). **Delaware must provide sufficient**
 - a. **funding to meet these targets** before increasing requirements on early childhood programs.
 - b. **time before requiring new credentials and degrees of educators.**

SCOPE OF WORK

Initial Framework

- Designed for early educators: **classroom staff, child care center directors and family child care providers**. The proposed framework is not tied to a specific role or job title.
- Incorporates salary guidelines in a **proposed annual salary (which presumes paid time off)** as well as equivalent hourly wages.
- **Does not** include benefits, scholarships, or professional development incentives, which also should be implemented by the State in tandem with early childhood programs adopting this framework.
- Intended to **map to a professional pathway that includes years of experience, competencies, credentials, and degrees** and includes alternative routes and multiple pathways.

INITIAL FRAMEWORK: EARLY EDUCATOR SALARY SCALE (1 of 2)

Level	Education (minimum)	Target Salary (Wage)	Rationale	Additional Levels
Entry	<p>High school diploma or equivalent recognized by DOE, plus:</p> <ul style="list-style-type: none"> 6 credits: At least 3 college credits in ECE and 3 college credits in child development OR Training for Early Care and Education 1 or equivalent training as recognized by OCCL OR Completion of traditional high school's career pathway program (CTE) in ECE as recognized by DOE 	\$35,880/year (\$17.25/hour)	\$2 more than minimum wage in 2025	
Level 1	<p>High school diploma or equivalent recognized by DOE, plus:</p> <ul style="list-style-type: none"> Child Development Associate Credential (CDA) OR Completion of at least 9 credits from a college/university in early childhood education, early childhood development, and positive behavior management OR State determined credential and/or certificate equivalencies 	\$40,560/year (\$19.50/hour)	Approximate state living wage for a family with 1 child.	<p>If Lead Teacher, increase by additional ~10% to account for additional responsibilities: \$44,600/year (\$21.45/hour)</p> <p>If Administrator, increase by additional ~10% to account for additional responsibilities: \$49,100/year (23.60/hour)</p>

INITIAL FRAMEWORK: EARLY EDUCATOR SALARY

(2 of 2)

Level	Education (minimum)	Target Salary (Wage)	Rationale	Additional Levels
Level 2	Associate's degree in Early Childhood Education (or Associate's degree with at least 9 credits in early childhood)	\$52,700/year (\$25.35/hour)	Increase wages by ~30% from Level 1 to incentivize important and challenging movement from CDA equivalent to Associate's degree.	<p>If <u>Lead Teacher</u>, increase by additional ~10% to account for additional responsibilities: \$58,000/year (\$27.90/hour)</p> <p>If <u>Administrator</u>, increase by additional ~10% to account for additional responsibilities: \$63,800/year (\$30.67/hour)</p>
Level 3	Bachelor's degree in Early Childhood Education (or Bachelor's degree with at least 9 credits in early childhood)	\$60,600/year (\$29.15/hour)	Increase wages by ~15% from Level 2 to approach parity with K-12 teacher with Bachelor's degree (Step 1 on PK-12 public school educator salary and experience scale of 18+).	<p>If <u>Lead Teacher</u>, increase by additional ~10% to account for additional responsibilities and to reach full parity with K-12 teacher (step 1): \$66,700/year (\$32.07/hour)</p> <p>If <u>Administrator</u>, increase by additional ~10% to account for additional responsibilities and to reach full parity with K-12 teacher (step 1): \$73,300/year (\$35.25/hour)</p>
Level 4	Master's degree in Early Childhood Education	\$76,500/year (\$36.80/hour)	Increase wages by ~15% from Level 3 in Level 3 (parity with mid-level on K-12 teacher scale)	If <u>Administrator</u> , increase by additional ~10% to account for additional responsibilities: \$84,150/year (\$40.45/hour)

IMPLEMENTATION RECOMMENDATIONS (1 of 2)

DEVELOP THE CAREER PATHWAY

1. **Alternative Routes to Certification** should be established to take into consideration **competencies demonstrated on mastery-based assessments, credit for prior learning, and years of experience.**
2. Career pathway must take into account **educators with degrees in other fields** and enable them to demonstrate early childhood competencies without repeating the degree.

PROVIDE SUPPORT TO EDUCATORS

3. **Benefits for early educators**-- including health insurance pooling, coverage stipends, retirement, and paid family leave--**must be offered with the target compensation levels** to secure the workforce needed while recognizing the profession.
4. **Time and support** must be provided to help professionals advance along the career path-- including **loan forgiveness, professional development stipends, and wage enhancement programs.**

IMPLEMENTATION RECOMMENDATIONS(2 of 2)

AVOID BENEFIT CLIFFS

5. Establish an **income disregard policy for early childhood educators that have accessed social support services due to poverty level wages** until the full compensation scale is in effect and additional compensation benefits are included. Alternatively, in light of the planned increases to the state minimum wage, Delaware should consider **increasing eligibility to social support services, particularly Purchase of Care, to ensure the programs maintain their purpose of supporting working families.**

PROVIDE DEGREE ATTAINMENT SUPPORT TO EARLY CHILDHOOD PROGRAMS

6. Especially given workforce shortages, make obtaining higher credentials and degrees attainable for the current workforce and their employers by **providing substitute funding and offer coursework in community-based settings.**

7. **Create user-friendly tool** to help early childhood programs with recruitment, retention, benchmarking, and budget planning.

8. **Continue advocacy for significantly increased state and federal financing.**

NEXT STEPS

	Lead/s	Timeline
Report back and get input on the initial framework and on next steps from Delaware Early Childhood Council	<ul style="list-style-type: none"> • Department of Education • Delaware Early Childhood Council 	January 18, 2022 Meeting
<i>WHEREAS, the target compensation scale should be used to inform the cost of the quality child care estimator tool, which will be used to establish Purchase of Care rates for the state budget beginning in FY23 and inform policy actions to increase compensation (SCR 36)</i>	<ul style="list-style-type: none"> • Department of Health and Social Services • Department of Education • Delaware Early Childhood Council 	Tool due March 1, 2022
Incorporation of the target compensation scale into the State’s revision of its QRIS (Quality Rating and Improvement System) , which should include financing for adoption and implementation of the target compensation scale	<ul style="list-style-type: none"> • Department of Education 	TBD

Appendix

Working Group Meetings

October 21, 2021

- Introductions
- National Landscape
- Key Considerations

November 4, 2021

- Discussion on decision points in Framework
- Consideration of Delaware data and context

November 15, 2021

- Refine draft Framework
- Discuss release plan and next steps

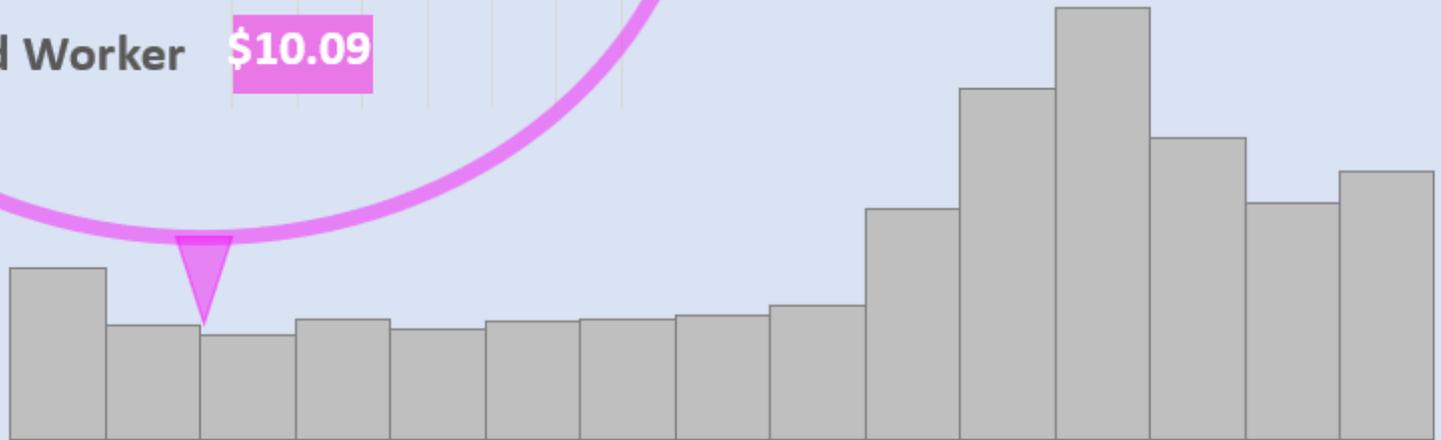
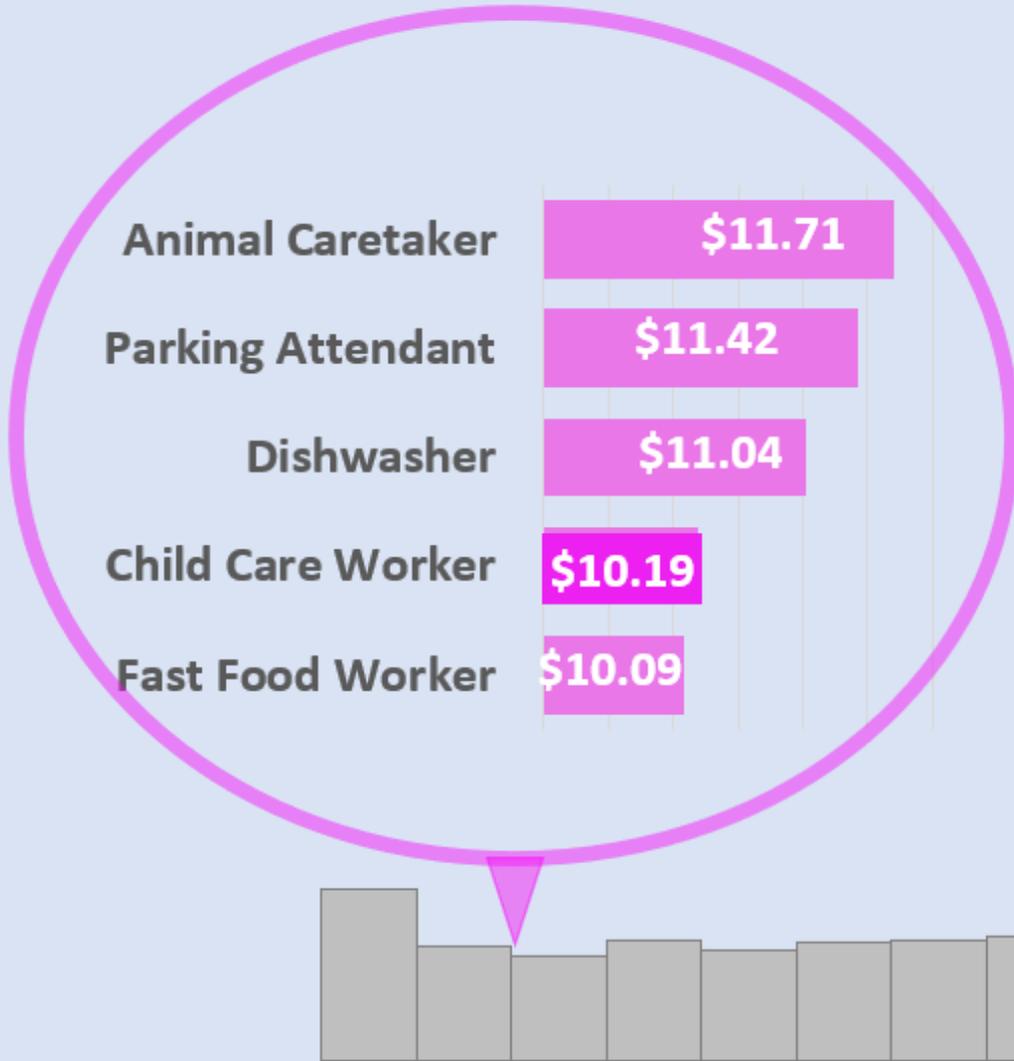
Working Group Participants

Name	Affiliation
Yvette Sanchez Fuentes	Department of Education
Madeleine Bayard	Delaware Early Childhood Council
Senator Kyle Evans Gay	Sponsor, SCR 36
Lauren Hogan	NAEYC
Kate Ritter	Children's Funding Project
Theresa Hawley	Governor's Office, Illinois
Tom Hall	Division of Social Services, Department of Health and Social Services
Tom Dougherty	Chief, Office of Occupational & Labor Market Information, Department of Labor
Rachel Turney	Deputy Cabinet Secretary, DOL
Shannon Heal	Kent County Economic Development Partnership
Mike Quaranta	Delaware State Chamber of Commerce
Jamie Schneider	DEAEYC EEC
Lucinda Ross	St. Michael's
Caitlin Gleason	Social Contract/Family Services Cabinet Council

Name	Affiliation
Kim Pridemore	Delaware Tech Early Childhood Center, Terry Campus Kent County Child Care Director's Group
Toni Dickerson	Sussex Preschools Sussex Directors' Group
Julie Bieber	Kingswood Community Center
Karen Hartz	Latin American Community Center, La Fiesta Early Childhood Center
Emily Falcon	Colonial School District
Kristen Dwyer	DSEA (PreK-12 teachers' union)
Heidi Beck	Delaware Head Start Association New Directions Early Head Start
Linda Zankowsky	Montessori Works University of Delaware
Kirsten Olson	Children and Families First Head Start and Child Care Resource & Referral Agency
Shelley Rouser	Delaware State University
Lisa Peel	Delaware Technical and Community College

Delaware Context

Hourly Wages for Child Care Professionals and Similarly Paid Occupations in Delaware



Data Source: [Bureau of Labor Statistics, May 2020, State Occupational Employment and Wage Estimates, Delaware](#)

Baseline Salaries in DE EC Programs

Data from Cost of Quality Care Study
Regionalized using 2016 Workforce Study



Personnel	New Castle County	Sussex County	Kent County
Site Director	\$23.10	\$21.25	\$25.18
Lead Teachers	\$14.00	\$12.88	\$15.26
Teacher Assistants	\$11.00	\$10.12	\$11.99
EC Intern/Teaching Aide	\$10.40	\$9.57	\$11.34

Delaware Minimum Wage	
1/1/21	\$9.25
1/1/22	\$10.50
1/1/23	\$11.75
1/1/24	\$13.25
1/1/25	\$15.00

SALARIES OF STAFF IN SCHOOL DISTRICTS

Position	Salary at Step 1
Elementary Principal	\$114,947
Lead Teacher	\$39,729 (No degree) \$44,250 (Bachelor's)
Paraprofessional	\$31,548

*Note: Salaries for School District staff are for **7.5 hours/day and 10 months/year (188 days)**. Child care center salaries are for 8-10 hours/day and 12 months/year.

*Salaries represent an AVERAGE of 3 school districts: [Red Clay Consolidated](#), [Indian River](#), [Smyrna](#).

*Salaries include both STATE & LOCAL contributions to understand full salary by position.

<https://delcode.delaware.gov/title14/c013/index.html>

Delaware Minimum Wage Increases Adopted by Delaware General Assembly, 2021

Effective Date	Delaware Minimum Wage
1/1/21	\$9.25
1/1/22	\$10.50
1/1/23	\$11.75
1/1/24	\$13.25
1/1/25	\$15.00

MIT LIVING WAGE CALCULATOR



	New Castle	Sussex	Kent	AVERAGE
1 Adult	\$70,782	\$64,064	\$65,936	\$66,927
2 Adults (1 Working)	\$65,645	\$59,758	\$62,899	\$62,767
2 Adults (both working)	\$38,334	\$34,944	\$35,901	\$36,393

- Delaware-specific data
- Based on families with 1 child (can be changed)

CHILDREN'®
FUNDING PROJECT

Minimum Requirements

DELAWARE CHILD CARE LICENSING REGULATIONS

([DELACARE: Regulations for Early Care and Education and School-Age Centers](#))

Position	Education	Experience
Early Childhood Administrator	A bachelor's degree or an associate degree. At least 3 credit hours in each: child development/learning, environment/curriculum, social-emotional development, observation/assessment; and one 3-hour early childhood elective of choice.	12 months of experience working with children ages birth through 2 nd grade in a group.
Teacher	A bachelor's degree or an associate degree from a regionally accredited college or university. Completion of at least 6 credits in early childhood development or early childhood education.	3 months of supervised student teaching of children birth through 2 nd grade. OR 6 months of experience working with children birth through 2 nd grade in a group.
	High school diploma or equivalent recognized by DOE. With: <ul style="list-style-type: none"> ● Completion of at least 9 credits from a college/university in early childhood education, early childhood development, and positive behavior management. OR <ul style="list-style-type: none"> ● Child Development Associate Credential (CDA) OR <ul style="list-style-type: none"> ● Several alternative equivalencies 	12 months of experience working with children ages birth through 2 nd grade in a group.
Assistant Teacher	High school diploma or equivalent recognized by DOE. With: <ul style="list-style-type: none"> ● At least 3 credits in early childhood education and 3 credits in child development from accredited college/university. OR <ul style="list-style-type: none"> ● Training for Early Care and Education 1 or equivalent training as recognized by OCCL. OR <ul style="list-style-type: none"> ● Completion of traditional high school's career pathway program in early childhood education accepted by DOE. 	6 months of experience working with children birth through 2 nd grade in a group.

National Landscape

Salary Schedule Increase: State Case Studies

	State	Description	Rationale
Fixed percentage increases	Minnesota	<ul style="list-style-type: none"> 25% increases between ECE I (CDA), ECE II (A.A.), and ECE III (B.A.), reaching parity with K-12 at ECE III 	<ul style="list-style-type: none"> 25% increases are based on compensation increases observed in other industries Starting wages also align with MN cost of living data
	District of Columbia	<ul style="list-style-type: none"> CDA is 95% of CDA + 15, which is 90% of A.A., which is 95% of AA + 30, which is 90% of B.A., which achieves parity with public school B.A. is 97% of B.A. + 15, which is 97% of M.A. or B.A. + 30 	<ul style="list-style-type: none"> B.A. achieves parity with public schools
Variable percentage increases	North Carolina	<ul style="list-style-type: none"> CDA is 58% of K-12 parity, A.A. is 75% of parity, B.A. is 95% of parity 	<ul style="list-style-type: none"> Parity achieved with public school teachers at B.A. + Birth-K License CDA level is statewide average of livable wage
	Rhode Island	<ul style="list-style-type: none"> \$3/hr increases between CDA, A.A., and B.A., equating to a 19% and 16% increases, respectively 	<ul style="list-style-type: none"> Level 1 (CDA) is \$1 above minimum wage, Level 6 (B.A. + 24 ECE credits) achieves parity with Kindergarten teachers
	Oregon	<ul style="list-style-type: none"> A.A. and CDA salaries are 85% and 65% of average Kindergarten teacher salary, respectively 	<ul style="list-style-type: none"> B.A. achieves parity with Kindergarten teachers
	Nebraska*	<ul style="list-style-type: none"> High school degree is 91% of CDA, CDA is 81% of A.A., A.A. is 75% of B.A. 	<ul style="list-style-type: none"> B.A. achieves parity with Kindergarten teachers
	Washington	<ul style="list-style-type: none"> 9% increase from A.A. to B.A., 10% increase from B.A. to M.A. Includes incremental steps by credit attainment between each level 	<ul style="list-style-type: none"> Entry hourly wage tied to WA state Early Childhood Program Specialist Classifications Lead teacher with B.A. achieves parity with comparable Seattle School District instructional staff

Presented by Lauren Hogan, NAEYC

MN Compensation Scale

<https://mn.gov/deed/newscenter/publications/trends/march-2021/earlycare-wagescale.jsp>

ECE Level	Educational Requirement	Role	Hourly Wage	Annual Wage
Base level	High School Diploma	Entry level	\$15.00	\$31,200
ECE I	CDA Certificate	Support	\$18.20	\$37,856
ECE II	Early Childhood-related Associate Degree	Lead in birth - age 5 settings; Guide practice of ECE I	\$22.75	\$47,320
ECE III	Early Childhood Ed BA	Lead birth - age 8 settings; Guide practice of ECE I & II	\$28.44	\$59,072

BUILD BACK BETTER ACT (November 2021)

Child Care Compensation Components Required for States to Access Funding

cc) Ensure adequate wages for staff of child care providers providing such child care services that—

(AA) at a minimum, provide a living wage for all staff of such child care providers; and

(BB) are equivalent to wages for elementary educators with similar credentials and experience in the State; and

(dd) are adjusted on an annual basis for cost of living increases to ensure those payment rates remain sufficient to meet the requirements of this section.

<https://www.congress.gov/bill/117th-congress/house-bill/5376/text>

Resources

- [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation\(2015\)](#)
- [Child Care Services Association \(CCSA\) and our T.E.A.C.H. Early Childhood ® National Center A Look at Salary/Wage Scales for the Early Childhood Educator Workforce](#)
- [BUILD Compensation Scale Background paper](#)
- [“A tale of Two Pre-K Leaders”](#)
- State examples
 - [Minnesota](#)
 - [DC](#)
 - [Illinois](#)
- White House [Build Back Better](#) overview; [Federal Build Back Better Delaware Fact Sheet](#) and [State Child Care Estimates](#)