The Why, What and How of Salary Schedules for the Early Childhood Educator Workforce
Presentation Overview

• Why are salary schedules important?
• What are the key values, components and data to consider in the construction process?
• How can salary schedules be used and what would the T.E.A.C.H. National Center recommend?
• What has been the NC experience?
Why Are Salary Schedules Valuable?

Whether used internally or published externally, salary schedules ...

- Provide a published, transparent compensation and career pathway
- Serve as a planning tool for employees/the workforce
- Can be used as a recruitment tool by employers
- Clarify what is valued
- Offer fair access to mobility, if published and followed
- Provide a guide to fair and just compensation
What Are the Components of a Salary Schedule?

• Have beginnings and endings
• Offer increases for retention, increased education and/or credentials and roles
• Provide education/credentials required at each level
• Define expected earnings in a commonly understood payroll cycle
• Define annual work tenure
What Values Can the Schedule Promote?

- Pay equity for similar attained education across age groups and/or auspice
- Fair and justifiable differences in pay tied to attained education/credentials and longevity
- System alignment...eg. Power to the Profession Educator 1, 2 and 3 or State DOE standards for Teaching Assistants or Teachers
- A livable wage for all
- Parity with K-12 teacher for like credentials
What are the Goals of Your Salary Schedule?

• All early educators are paid a livable wage.
• All Pre-K early educators with a BA in ECE plus certification earn a wage on parity with a public school teacher, regardless of role.
• Only lead early educators with a BA in ECE plus certification earn a wage on parity with a public school teacher, regardless of role.
How are Amounts on the Scale Determined?

At the bottom...

- Minimum wage?
- Livable wage?
- The current starting or average pay in the market for someone in like EC role with similar education?
- The current starting or average pay across all workers with similar education?
- Public school entry salary by role and required credentials?
How are Amounts on the Scale Determined?

At the top...

- Livable wage?
- The current average pay in the market for someone in any occupation with similar education?
- Public school entry salary by role and required credentials?
- Public school median salary by role and required credentials?
How are Amounts on the Scale Determined?

The Increments Between the Top and Bottom Levels of Education...

- Standard percentage between each education level
- Prorated amounts based on the “cost/amount” of education
- Role of EC educator
- Longevity of EC educator
What Data Do We Need?

- Real and current ECE workforce education, wage and benefit data by role and auspice
- Living wage data, with and without paid employer-paid health insurance, for your city, county or state
- Current education standards for child care, Head Start and PreK assistant and lead early educators
- Current wage scales and benefits of public school teaching assistants and teachers
- Current wages across all workers with similar education
- Current investments in EC workforce education and compensation efforts
How Can Salary Schedules Be Used?

- Create a model for ECE providers about what early educators should be paid
- Serve as basis for a true cost of care study that predicts what revenue is needed to make up the difference between what is being paid and what should be paid
- Provide child care providers with compensation goals to which to aspire
- Create a lofty standard for the field that can be used for recognition and reward
- Serve as basis for incremental scales to move EC compensation forward through recognition and rewards
What are the National Center’s Recommendations?

- Build a model salary schedule on recognized, transferable credentials and degrees/certifications
- Make sure that the increments are fair between the levels
- Set the schedule as a minimum starting wage for each level, allowing employers to create rewards for longevity themselves
- Build on the notion of a North Star and advocate for the resources to achieve it, but also offer realistic, incremental schedules that can move the workforce there
- Find the money to take a next step
QUESTIONS?
Rosemarie Vardell, Ph.D.
North Carolina Model Salary Scale

Rosemarie Vardell
Early Childhood Workforce Consultant
NC Context

• Low wages
• Difficulty attracting and retaining qualified teachers
• Previous models of salary scales tying education and compensation
• NC Institute for Child Development Professionals starting wage parity work
• Teacher education levels increasing, wages stagnant
• NC Pre-K salaries based on parity as a guide, not required
• Moving the Needle Team priority
Beginning Principles

• Wage parity with public school teachers, not compensation parity.

• 100% wage parity for teachers with B-K license as required by schools system.

• Smaller percentage for degree without license.

• Voluntary use by ECE programs, serves as a tool.
Process

- Committee develops the model salary scale based on principles.
- Study developed for getting feedback about the scale from the workforce. Targeted teachers, administrators, organizations that support the workforce.
- State funded UNC-Charlotte to conduct the study.
- Results reviewed: primarily positive, main concern was how to fund the increases.
- Made final adjustments to scale. Refined principles.
- Incorporated feedback into documents that provide guidance on using the scale.
Final Principles

• Wage parity with public school teachers, not compensation parity
• 100% wage parity for teachers with B-K license as required by schools system
• Smaller percentage for degree without license
• Voluntary use by ECE programs, serves as a tool.
• Equity between levels of wages, reward for education.
• Minimum of $15/hr. on the scale.
### NC Model Salary Scale

<table>
<thead>
<tr>
<th>Hourly Rate</th>
<th>Monthly Salary</th>
<th>Annual Salary (10 months)</th>
<th>Annual Salary (12 months)</th>
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<tr>
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(1) Includes other BA/BS or AAS degrees with similar early childhood coursework
(2) 95% of Public School B-K LICENSE
(3) 75% of Public School B-K LICENSE
(4) Certificates are offered by the NC Community Colleges and include 5 ECE courses
(5) This hourly rate represents the NC statewide mean living wage as determined by Living Wage Calculator, MIT [http://livingwage.mit.edu/states/37](http://livingwage.mit.edu/states/37)
Next Steps

• Scale will be posted on DCDEE website for voluntary use.

• Scale and guide will be distributed to organizations and agencies that provide ECE workforce support.

• NCICDP will develop a training to support programs in using the scale.

• A webinar is being developed to introduce the scale and how it can be used as a tool.
QUESTIONS?
Contact Information

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