

Wages and Benefits: **Child Care Centers &** **Family Child Care** **Homes**

Cost Model Technical Network 2.0
July 19, 2023



Group Norms

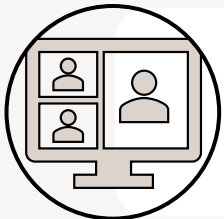
The Early Childhood Cost Modeling Technical Network **brings together practitioners** who build policy-focused early childhood cost models to **share best practices**



This is a **safe space** to share our experiences, including challenges



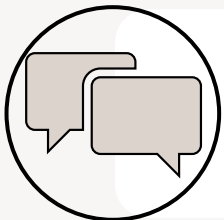
Lean in/lean out – **share the space and time** with others



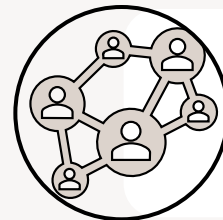
We **encourage participation** – have your camera on as you're able



Take care of yourself – if you need to step away, please do so



Use the **chat box** for questions, ideas, or anything else that comes to mind



Connect with members outside of this space!

Ice Breaker

1. Your name
2. Your organization
3. Given our collective love for Excel spreadsheets, what's your favorite function/formula/tool?



Agenda

Upcoming Session Topics

Today's Goal

Brief Summary of Topic

Padlet Exercise



Upcoming Session Topics

We heard from you! Upcoming sessions:



These sessions are for all of us to grapple and learn from each other

Future work, topic exploration and ask questions about approaches

Space to discuss in-depth assumptions and approaches for technical decisions when building cost models



WAGES
AND
BENEFITS

Today's Goal

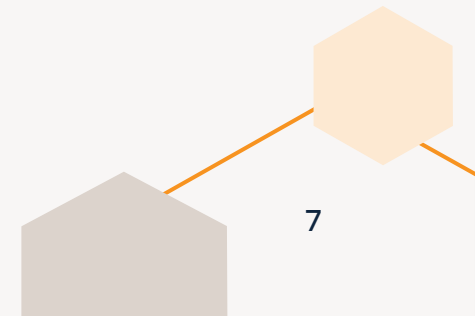
This session will dig deeper into the **key technical aspects of cost modeling for Wages and Benefits**, where we hope to have an insightful, collaborative conversation around **strategies, past experiences, and helpful resources** that we could all utilize and learn from for future work.

Modeling for Salaries and Wages: Centers and Homes

We are trying to capture the TRUE COST of providing high-quality care for children and to do that, we need to understand how early childhood education and care (ECEC) educator wages play a role in estimating cost

To do that we need to answer:

- What are the *current* wages for ECEC educators?
- What are the *desired* wages for ECEC educators?
 - What are competitive wages for ECEC educators that will attract and retain them in the field?



Salary Scale

A salary scale is a pre-determined compensation table based on role, qualification, experience, tenure, etc.

Schedule 1: Lead Teacher, Pre-kindergarten				
Year of Full Time Teaching Experience, w/Degree Requirements	Step	BA	BA +15 Credits	MA or BA +30 Credits
1-3 years	1	48962	51410	53858
4 years	2	53858	56551	59244
5 years	3	55474	58248	61021
6 years	4	57138	59995	62852
7 years	5	58852	61795	64738
8 years	6	60618	63649	66680
9 years	7	62436	65558	68680
10 years	8	64310	67525	70740
11 years	9	66239	69551	72863
12 years	10	68226	71637	75049

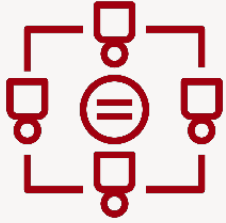
Schedule 2: Assistant Teacher, Pre-kindergarten				
Year of Full Time Teaching Experience, w/Degree Requirements	Step	AA	AA +30 Credits	BA
1-3 years				
4 years				
5 years				
6 years				
7 years				
8 years				
9 years				
10 years				
11 years				
12 years				

Schedule 3: Lead Teacher, DC State Certified				
Year of Full Time Teaching Experience, w/Degree Requirements	Step	BA	BA +15 Credits	MA or BA +30 Credits
1 Year	1	51,539	53,256	54,975
2 Years	2	51,716	54,099	56,242
3 Years	3	52,777	55,210	58,699
4 Years	4	54,725	57,147	61,158
5 Years	5	56,655	59,087	63,611
6 Years	6	58,599	61,032	66,078
7 Years	7	61,068	63,496	69,132
8 Years	8	63,517	65,957	72,171
9 Years	9	65,985	68,414	75,232
10 Years	10	68,431	70,879	78,273



Salary Scale Example from DC's work on ECEC Pay Equity

Key Decision Matrix



Parity

Does the scale aim to meet equivalency with any other system/entities?



Economic Indicators

How will the system be anchored to or responsive to the current and future economy?



Years of Experience

Should the scale address years of service?
Should the scale cost out yearly adjustments?



Geographic Boundaries

Will the scale serve the entire boundary, or will there be geographic distinctions?



Eligibility

Who will qualify? Will the scale apply to both center-based and family-based providers?



Additional Specializations

Will the scale have any adjustments for additional qualifications?

Other State Examples

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
<i>*CDA - Childhood Development Associate certificate</i>				

Salary Scale Example from Minnesota

Other State Examples

Category	Position	Western		Central		Northeast		Metro		Southeast		Metro Boston		Notes
		Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual	
Classroom Staff	Expert Teacher/Teacher Mentor*	\$27.00	\$56,160	\$28.75	\$59,800	\$29.00	\$60,320	\$31.50	\$65,520	\$30.00	\$62,400	\$34.75	\$72,280	Anchored to K-12 Teacher Salary (BA + 0) / (12-month schedule)
	Lead Teacher*	\$24.00	\$49,920	\$25.50	\$53,040	\$27.00	\$56,160	\$28.50	\$59,280	\$27.00	\$56,160	\$31.50	\$65,520	
	Teacher / Group Leader*	\$21.00	\$43,680	\$22.25	\$46,280	\$25.00	\$52,000	\$26.00	\$54,080	\$24.00	\$49,920	\$28.25	\$58,760	
	Teacher Assistant /Assistant Group Leader*	\$18.00	\$37,440	\$19.00	\$39,520	\$23.00	\$47,840	\$23.50	\$48,880	\$21.00	\$43,680	\$25.00	\$52,000	Anchored to MIT Living Wage (1 adult, 0 children)

Salary Scale Example from CELFE's work In Massachusetts

Process to Develop “Desired Salaries”

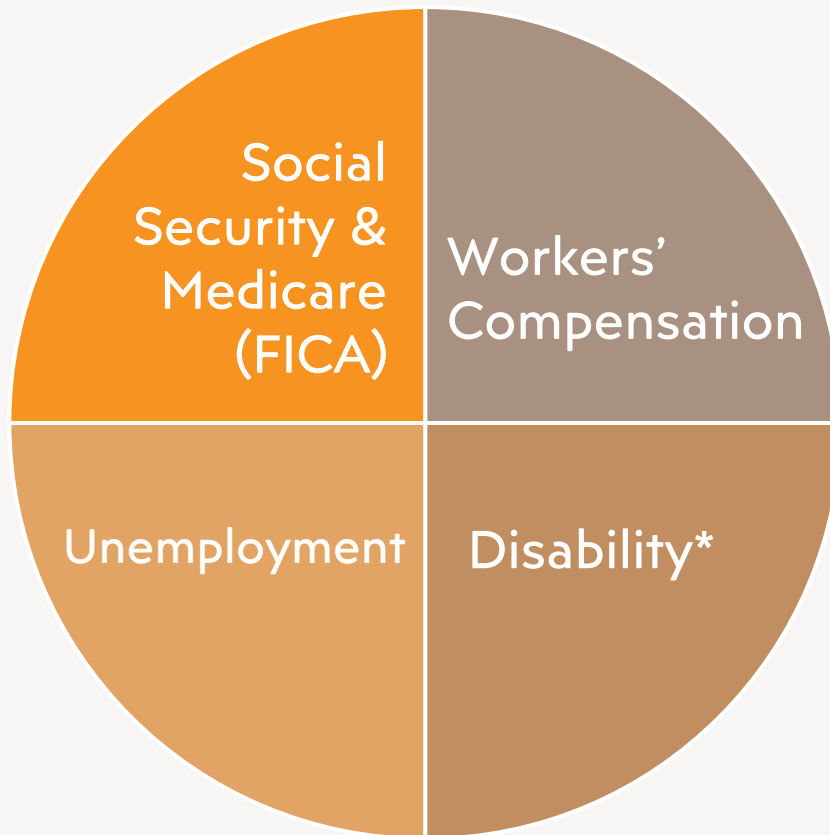
Potential Methodology:

This is not set in order and depending on the context and specific charge, this may look differently, this is just a general process that CELFE follows when tasked to create desired salaries

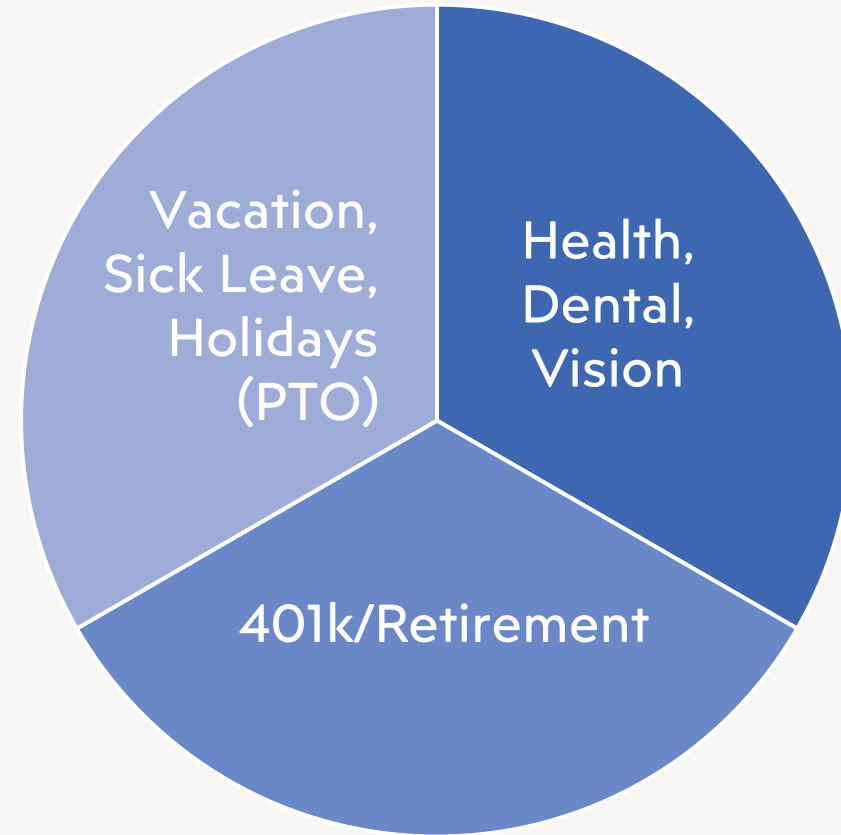
- **Convene a working group of experts and relevant stakeholders in the given state/locality**
 - Stakeholders may include those with expertise in early childhood programs, ECEC budget and finance, quality rating improvement systems, ECEC credentials, higher education, and overall labor trends.
- **Set guiding parameters**
 - Each working group will be different in what parameters they choose to guide their work.
- **Conduct extensive background research**
 - Use existing research and interview subject-matter experts. Additionally, review data outside of ECEC to understand market trends (i.e., living wage standards, K-12 compensation, and similar credential-based, interest-based, and low barrier-to-entry markets).
- **Create a table shell**
 - Create a table shell to flesh out the built-in assumptions for the salary scale.
- **Conduct focus groups with providers**
 - Meeting with providers prior to the scale’s completion is also critical as the working group can adopt changes to the scale per the recommendations of providers.

Modeling for **Benefits:** *Centers and Homes*

Mandatory Benefits



Discretionary Benefits



*Required in California, Hawaii, Rhode Island, New Jersey, & New York

Padlet Exercise:

Wages & Benefits – Centers & Homes

You have **15 minutes** to:

- ✓ **Ask** specific cost modeling questions
- ✓ **Like** other questions that you also have
- ✓ **Answer** questions with your previous approaches/experiences

We'll discuss the highest-rated questions for the remainder of the session!



Reflection and Takeaways

What did you learn about today's session that was new to you or expanded on something you grapple with?

What will you bring into your work the next time you create a cost model and have to create assumptions for wages and benefits?





Closing

These sessions are whatever we want to make it -
We can extend a topic over multiple sessions to dig deeper -

<https://forms.gle/4nFfSwuHbZAe8g3BA>

Posted Materials –

<https://celfe.org/cost-modeling-technical-network/cost-modeling-webinar-series/>

Let's Connect!

Contact info form

<https://forms.gle/nu8Pyum3kbssMFK59>

Next Session:

August 23 at 12pm CST

Non-Personnel/Occupancy + Diving into the PCQC

Thank you!

