

ECE Compensation & Salary/Wage Scales Sample Bill Language

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California: [AB 125](#) (2019, pending) develops a single-rate system reimbursement structure that revises the regional market rate-setting methodology, and incentivizes and compensates for quality with teacher compensation being a main reason for doing so.

- [White paper](#) to support the reimbursement structure shift.

Colorado: [HB 1053](#) (2020, enacted) contains language around the early childhood credential including counting previous experience and competencies, and recruitment strategies starting at high school.

Connecticut: PA 19-61, passed in 2019, requires the Office of Early Childhood to develop a wage scale for the state funded preK and child care centers and report back to the Legislature by January 2021 its recommendation, an estimate of the cost to implement the salary schedule, impact on number of available preschool seats, and explanation of how it will be included in the QRIS. From there, the Legislature would have to include funding in the state budget to implement it.

- [PA 19-61 final bill text](#)
- [S.B. 935 information and pathway](#)

Florida: [HB 1027](#) (2019, enacted) relates to professional development and stackable credentials by requiring the Office of Early Learning to develop certain training & course standards for school readiness program providers; provides requirements for such training & standards; requires such training & standards to be integrated into certain preservice and in-service training requirements

Louisiana: School Readiness Tax Credits – In the [credit for child care directors and staff](#) itself, LA tied the teacher and director credits to the State Practitioner Registry (the LA Career Ladder). This has proved very helpful—as they have been able to change the Registry substantially over the years through rule, without having to go back and change the statute. Note: LA also included that the amount of the credit would increase with the Consumer Price Index, which has allowed the amounts to increase, again, without having to change the statute. For the rules [click here](#) and go down to Bulletin 139, and within that go to Chapters 7 (Section 707) and Chapter 9.

- To address retention, LA recently changed the Career Pathways for teachers to allow a teacher that is classified only as an early learning center teacher I to move up based on teaching in the child care sector for at least one year; and same to move up to level IV if she teaches for 2 years. LA didn't tie it to a specific center, not wanting to encourage a teacher to stay in a center she was uncomfortable with, but rather requiring that she had claimed the credit at least the previous years—which would mean she was teaching in the child care sector.
- See the Registry/rules on how LA references credit bearing courses. Again, having that in rule has allowed LA to change it as they have been able to increase standards and systems to accommodate teachers in their higher ed systems.

Maine: [H 1146 \(2020, pending\)](#) contains language around recruitment and career pathways via career and technical education, comprehensive scholarships, and apprenticeships; it relies on salary supplements rather than increases to base wages.

Massachusetts: [H 479 \(2019, introduced\)](#) raises revenue for ECE workforce development, including compensation and career ladder and educational opportunities, including a focus on recruitment and retention of a workforce that reflects the ethnic, racial, linguistic, and cultural diversity of MA families. It has some stipulations related to QRIS, though advocates have reservations about linking pay to QRIS as it's inherently inequitable for teachers working in under-resourced programs.

Nebraska: The Buffett Early Childhood Institute recently wrapped up a 3-year statewide Commission addressing workforce. While there is no bill language included in their [final report](#), there are many elements of the report that may be useful. Additionally, they have recently introduced an [ECE workforce](#) interim study (centered on financing and impact of COVID). The hearing for the interim study will be held on September 29, 2020. The Committee will continue its work in October and November, with a final interim study report being delivered to the Nebraska Legislature in December ahead of what they hope to be the first steps of additional ECE workforce legislation in January.

New Jersey: Addresses compensation parity for pre-K teachers through regulatory rules of the Pre-K program - New Jersey's [language](#) would be good to look at.

North Carolina: In 2019, the North Carolina General Assembly introduced (but did not pass) a bill that would have required the Department of Health and Human Services to "develop and implement a program to incentivize higher teacher education and compensation levels by providing subsidy payment enhancements to child care programs that use a salary scale and only employ lead teachers who have obtained a minimum of an associate degree in child development or a related field." The idea was to establish a salary scale and then create an incentive fund for programs that opt to adopt the scale. Among other provisions, the bill directs the state agency to conduct a feasibility and cost study for a pilot program to study payment rates, training, recruitment, attainment of higher education for ECEs. It also requires the state agency to implement a program to incentivize higher levels of teacher education/qualification and compensation by providing enhanced subsidy payments to providers that use a salary scale based on the level of degree attained.

- [Introduced bill H 882 \(2019-2020\) language](#)
- [H 882 Info and Pathway](#)

Oregon:

- The [statutory language for Preschool Promise](#): includes requirements around teacher credentials (section 5), and sets minimum salary requirements for lead preschool teachers and teaching assistants as established by the Early Learning Council with differentiation by program type with the goal to have parity with kindergarten teachers (sections 5 and 8). The Early Learning Council is also required to develop strategies to increase the mean salary for Preschool Promise teachers, assistants, and other staff (section 8).
- The statutory language for the state's investment in Head Start, called "[Oregon Prekindergarten](#)", includes language requiring programs to provide teachers with a salary that meets the minimum salary requirements established by the Early Learning Council (section 6).
- Here's [the latest RFA](#) (page 28) that give the detail for how OR is implementing the salary requirements; and [this is the backstory](#) on how OR landed on those requirements.

Rhode Island: [HB 7271](#) (2020, pending) directs two state agencies to collaborate to establish goals for compensation through a “target wage scale” that sets benchmarks for wages across child care, Early Intervention (Part C) and home visiting linked to education levels with the goal of having every early childhood educator with a BA degree and a specific amount of ECE coursework paid at the level of a Kindergarten teacher. (Rhode Island’s Pre-K program already has compensation parity with Kindergarten teachers.)

- Resource: [RI’s Compensation Task Force Report](#) and [a brief summary](#) with our draft target wage scale. Harriet Dichter helped with this Task Force work.

Texas: HB 680 (2019, enacted) ensures that any professional development for ECE providers funded by certain federal dollars can be used toward requirements for a credential, certification, or degree program and meets the professional development requirements of the Texas Rising Star Program (QRIS).

- [HB 680 enacted language](#)
- [HB 680 information and pathway](#)

Community-Level Efforts

- The [Birth to Three for All DC](#) legislation and [NYC Under 3 plans](#) allow for wider access and funding reforms that would make it easier to fundamentally address the recruitment and retention of the workforce through standardized qualifications and pay, especially for infant and toddler teachers who are currently even lower paid than preschool teachers, on average. The NYC example is also interesting for how they’ve approached increased pay not only for pre-K teachers but also other early educators via contract negotiations with providers receiving subsidy, including community-based programs.
- In [Alameda County, California, a ballot measure](#) would have required a \$15.00 minimum wage for any ECE staff working for a participating program. (Details of the ballot measure are at the bottom of the linked page – the ordinance and the plan are the two main documents to review. The ordinance is broad and the plan is more specific. The Board documents also have good resolution language.)

Other information that may be of interest:

- NCSL’s [Early Care and Education Database](#) (2019-present) includes nearly 175 ECE workforce bills. Filter by clicking on the box next to “Teachers & Workforce” under Topics. This will include all statuses – introduced, pending, failed, enacted.
- [Early Care & Education 2019 State Legislative Action Report](#) by NCSL highlights seven workforce-related bills enacted last year.
- There are additional policy examples and links to bill language in NCSL’s 2018 report, [Building a Qualified and Supported Early Care and Education Workforce](#).
- Many caution against tying salary to QRIS, because a program is more likely to become higher quality if the teacher advances on the career ladder – we should incentivize professional growth rather than a teacher moving to higher-rated programs. This is an equity issue.

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