

Paving the Pathways to Quality



WASHINGTON'S EARLY LEARNING PROFESSIONAL DEVELOPMENT LANDSCAPE



A JOINT PROJECT OF:

THE ECONOMIC OPPORTUNITY INSTITUTE

AND

SERVICE EMPLOYEES INTERNATIONAL UNION

LOCAL 925



ABOUT THIS REPORT

This report is a joint project of the Economic Opportunity Institute and the Service Employees International Union (SEIU) Local 925. Additional copies of this report can be obtained by visiting www.eoionline.org or www.seiu925.org.

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Executive Summary

Over the last several decades, a large body of rigorous research on early childhood education has repeatedly shown what many in the field already know: teachers are the most central figures in the quality of care.

This overarching finding is based on the results of numerous studies examining the differences between high- and low-quality child care and early learning. The research reveals that the quality of care depends heavily on the education, training, compensation, and stability of the workforce.¹ When teachers are adequately compensated and trained, they are more likely to form strong bonds with the children in their care leading to higher levels of teacher-child interaction. Appropriate levels of training and compensation also discourage teachers from leaving the field in search of a living wage in another field and disrupting the continuity and quality of care for children.

In recognition of these fundamental realities, the Economic Opportunity Institute (EOI) and the Service Employees International Union (SEIU) Local 925 partnered to investigate how Washington State addresses the quality of care via the early childhood education workforce. This research project primarily focuses on the availability of programs and supports that enable Washington's early learning providers to engage in relevant professional development and advance in their chosen field.

The purpose of this report is to inventory programs and document the environment affecting the quality of care. Another goal of the analysis is the identification of gaps and opportunities in the delivery of effective programs resulting in increases in quality. The investigation revealed:

- The diverse early learning workforce is characterized by moderate levels of education, high rates of poverty, poor levels of compensation and benefits, and high rates of turnover.
- A wealth of formal and informal professional development opportunities exist across the state.
- A lack of coordination hinders the existing professional development opportunities.
- The scarcity of financial incentives and supports deters the early learning workforce from pursuing training and education.
- There is strong desire and motivation across involved parties for the creation of a coordinated and integrated statewide professional development system with robust linkages between professional development options and financial supports.

As early childhood education and care increasingly becomes viewed as a critical foundational step in the education of children, a greater amount of emphasis has been placed on the importance and long-term impacts of high-quality care. However, the current landscape of professional development combined with the lack of broadly-available incentives in Washington is not sufficient to ensure high-quality early learning for all children in the state. Additional work is

¹ "The Costs of Not Providing Quality Early Childhood Programs" in Reaching the Full Cost of Quality in Early Childhood Programs, National Association for the Education of Young Children, Ellen Galinsky, p. 27; "Quality of Child Care: Perspectives of Research and Professional Practice" in Who Cares for America's Children?, p. 84-107; "Who Cares? Child Care Teachers and the Quality of Care in America" Executive Summary of the National Child Care Staffing Study", p. 12.

needed to build a system that promotes quality care. Some of the ongoing questions that need to be addressed include:

- How to assist providers in navigating the current training and education terrain in order to take advantage of the resources and opportunities that are available (ex. mentoring, coaching, counseling, web-based tools, and organized resources)
- What supports in addition to financial incentives do providers need in order to engage in relevant professional development activities (ex. substitutes and transportation)
- Ways to link early learning providers with the K-12 system in order to improve the continuity of education across settings (ex. Bremerton school districts initiatives to connect providers with elementary school teachers)
- How to recruit new teachers into the profession (ex. apprenticeships and hiring halls)
- How to build the capacity of current child care settings to address the increasing trend of high-quality pre-kindergarten programs occurring in mixed-delivery settings.

Each chapter contains a separate analysis on a particular topic or area:

Chapter I profiles Washington's foremost statewide professional development and compensation programs and initiatives, including: the Wage Ladder, STARS, Resource and Referral, Apprenticeships, Scholarships, and the Quality Rating and Improvement System (QRIS). This section also describes the work and goals of several ongoing collaborative professional development planning efforts.

Chapter II compares education and training requirements across different licensed childcare and early learning settings and different accreditation agencies.

Chapter III reviews opportunities for formal education in the field of early childhood education in Washington's institutions of higher education. This section describes the variety, content, and availability of degree and certificate programs across the state.

Chapter IV describes the financial assistance programs available in Washington State to aid the early learning workforce in attaining training and higher education. The section also covers some grants and scholarships open to students nationwide.

Chapter V profiles wage and incentive programs for the early childhood workforce in states across the country, including Washington's own Wage Ladder. The review looks at each program in terms of design, organizational structure, funding, alignment with other initiatives, and adaptability to different care settings.

Chapter VI looks at some forms of workforce assistance programs locally and nationally.

Chapter VII profiles Washington's early childhood workforce. This analysis uses national and state data sources to provide a general description of those who work in the field in terms of size, demographic characteristics, educational attainment, access to benefits, compensation, and turnover.

Chapter VIII reviews the cost of child care and the relationship between fees and family budgets.

Chapter I: Professional Development and Quality Initiatives

Washington State Early Childhood Education Career and Wage Ladder

The Washington State Early Childhood Education Career and Wage Ladder (Ladder) is a program designed to improve staff turnover and professional development in early education. Scientifically rigorous research indicates that one of the most important elements of high-quality early childhood education is the compensation, consistency, and education of child care providers.

The ladder provides incentives for staff in child care centers to stay in the field and earn increased wages based on their tenure, education, and level of responsibility. Licensed child care centers that participate in the program pay wage increases to their staff for each elevation in longevity and responsibility. Washington State funds wage increases for elevations in education.

Quick Facts – Wage Ladder

Target: child care providers in participating licensed centers

Funding: \$3 million for 2007-09 biennium

Incentives: incremental hourly wage increases for progressions in education, tenure, and responsibility

No. of Centers: 70 participating centers covering approximately 7,000 children and 700 providers.

The Ladder was initially funded at \$4 million per annum in 2000, 2001, and 2002 and then defunded due to recessionary impacts during the 2003-2005 biennium. The 2006 Legislature reinstated the Ladder and provided \$3 million in the 2007-2009 biennium. The current funding level supports the Ladder in 70 centers (approximately 700 child care providers)² in Washington. Demand far outstrips supply for program enrollment. The legislation mandated that 15% of funds allocated to the Ladder go to urban areas with Spokane County having the first priority.³

To qualify for the program, centers must do the following:

- Adopt the Career and Wage Ladder matrix as a floor for wages (merit pay on top of the Ladder is accepted and encouraged).
- Enroll state-subsidized low-income children into at least 10% of available slots.
- Provide employees a minimum of 12 days paid leave (vacation, sick, and/or holidays) each year.

Teachers receive wage increases for reaching specific professional development milestones such as the basic STARS training, a child development associate (CDA) credential, an early education certificate, an associate's or bachelor's degrees in early childhood education or child development (or credit thresholds), and a number of intermediate credit levels. The teachers must also receive wage increase for each year of additional tenure and promotion. Wage increases are generally 25 cents an hour for each educational step in the ladder, 20 cents an hour for each additional year of tenure, and 50 cents an hour for each promotion. The wage

² Based on estimate of 10 staff members per center – Schmidt, K. (September, 2007). *State funding for child care and early learning in Washington State*. Presentation to the a joint hearing of the Washington State House of Representatives' Early Learning & Children's Services Committee and Appropriations Subcommittee on Education.

³ Washington State Legislature, RCW 43.215.505

increases for longevity will drop to 15 cents an hour in 2009 to reduce the cost for participating centers.

For example: an assistant teacher who worked for one year at a center, was promoted to lead teacher, and received 20 hours of STARS training would receive a pay raise of approximately 95 cents an hour or roughly \$1,976 dollars for the year.

If a teacher completed the 20-hour STARS training but the teacher was already receiving a wage equal to or greater than the top of the wage scale for that level of education, the state funds for the increase in education do not go to a wage increase for the teacher. Instead it is retained by the center to be spent on professional development and training for the all staff at the center.

An independent three-year evaluation of the program found that, compared to non-participating centers, the wages and benefits offered in Ladder sites resulted in statistically significant improvements in the quality of early learning and care (specifically teacher-child interactions), pursuit and achievement in education, employee retention, and employee morale and job satisfaction.⁴

The Office of Financial Management estimates that an investment of \$20 million a year by the State of Washington would fund the state's cost for educational wage increments for all interested centers.⁵

Current Status: As of February 2009, the Career and Wage Ladder has been recommended for suspension in Governor Gregoire's 2009-2011 operating budget proposal.

⁴ Boyd, B. & Wanschneider, M. (2004). *Washington State Child Care Career and Wage Ladder Pilot Project: Phase two, evaluation report*. Pullman, WA: Washington State University, Department of Human Development.

⁵ Economic Opportunity Institute. (2008). *Fact sheet: The Early Childhood Education Career and Wage Ladder*. Seattle, WA: Author. http://www.eoionline.org/early_learning/fact_sheets/ECECareerWageLadderOverview-Jan08.pdf.

Washington Scholarships Program

The Washington Scholarships Program offers scholarships to licensed child care providers engaged in early education studies. The scholarship program also provides funding to cover Child Development Associates (CDA) application fees. The program is administered by the Washington State Child Care Resource and Referral Network (R&R Network).

Washington Scholarships utilizes different eligibility requirements and scholarship levels, depending on the type of child care setting where the applicant works and the type of credential sought.

Child Care Center Providers⁶

Eligibility

- Employed in a licensed center for at least 6 months and working at least 30 hours a week (at least 15 hours a week for school-age care)
- Seeking a CDA, ECE certificate, or an AA degree in ECE at a community or technical college in Washington State.

Scholarship Coverage and Additional Benefits

- 75% of the cost of tuition and books (plus 15% covered by employer)
- \$50 travel stipend per quarter
- Release time reimbursement (up to 3 hours a week)
- \$200-300 annual bonus, plus a bonus or raise from employer upon completion.

FCC Providers⁷

Eligibility

- Employed in or operating a licensed home for at least 6 months and working at least 30 hours a week (at least 15 hours a week for school-age care)
- Seeking a CDA, ECE certificate, or an AA degree in ECE at a community or technical college in Washington State.

Scholarship Coverage and Additional Benefits

- 90% of the cost for tuition and books
- \$50 travel stipend per quarter
- Release time reimbursement (up to 3 hours a week)
- \$200-300 annual bonus

⁶ Washington State Resource and Referral Network website pages:
<http://www.childcarenet.org/providers/scholarships/general-scholarship> and
<http://www.childcarenet.org/providers/scholarships/criteria-for-eligibility>

⁷ Ibid.

Providers may also apply for a scholarship to cover the fees associated with the CDA assessment.

Since 2000, nearly 2,000 scholarships have been awarded to child care providers in Washington. In the 2006/2007 fiscal year over 505 scholarships awarded, 79% went to providers from child care centers and 21% went to family child care providers. There are currently more than 50 applicants on a wait list, but a statewide survey showed the demand for scholarships at 1500 providers.⁸ In 2007, 729 scholarships were awarded.

The program receives funding from both public and private sources. Funding for Washington Scholarships in 2007-2008 amounts to \$829,000 – 76% of which is City of Seattle and federal dollars and 24% is private statewide and regional funds.⁹

For the most part, the local and private funds are designated exclusively to support child care providers who reside within the communities of the funder. Since most of the local and private funders are in the Puget Sound metro region, so are many of the scholarship recipients.

⁸ Washington State Child Care Resource and Referral Network. (2008). *Fact sheet for Washington Scholarships for Child Care Professionals*. Tacoma, WA: Author.

⁹ Washington State Child Care Resource and Referral Network. (2008). *Washington Scholarships for Child Care Professionals: Leveraging and building partnerships and supports to prepare world class teachers and early learning professionals*. PowerPoint presentation to the joint work session of the House Early Learning & Children's Services and House Higher Education Committees, June 12, 2008.

State Training and Registry System (STARS)

Founded in 1999 by the Washington State Department of Social and Health Services (DSHS), the State Training and Registry System (STARS) tracks required initial and ongoing training for center-based and home-based child care providers in licensed child care facilities. The Washington State Department of Learning (DEL) administers the STARS program and manages the STARS registry, a database that tracks the training history of each provider.

The Washington Association for the Education of Young Children (WAEYC) contracts to administer other elements of STARS, including publicity of training opportunities, approval of trainings and trainers, and the STARS scholarship program, which provides financial aid to cover training fees. In 2007, WAEYC awarded 6,561 scholarships to 5,623 individuals.

The majority of training courses in Washington are STARS accredited but delivered by registered training agencies such as WAEYC or the Washington State Child Care Resource and Referral Network (R&R Network).

Most early childhood education providers in licensed facilities are required to complete a 20-hour STARS basic course within the first six months of employment, or an approved alternate such as a CDA. The majority of licensed child care professionals also must complete at least 10 additional hours of approved training per year. For additional detail on professional development requirements for Washington's early learning providers, please refer to the tables listing the minimum qualifications and training requirements of each type of child care facility or program supplied in the following chapter.

STARS was independently reviewed in 2004. Though quality factors were not reviewed, the system was found to have increased perceptions of professionalism and quality of care.¹⁰

Strong training registries are a core foundational support necessary for a comprehensive professional development system. Washington's STARS is a good start, but it is still missing some fundamental components that would enable it to function as intended. Some of the major concerns over the STARS include:

- It does not reliably track which trainings providers have taken, such that providers could take the same trainings repeatedly.
- Providers, licensors, and analysts cannot utilize data collected to monitor individual or system advancement.
- The system does not have the capacity to provide guidance to providers in terms of career and training pathways.
- The system does not collect baseline data needed for longitudinal analysis.
- The system receives very little auditing and oversight.

Quick Facts - STARS

Target: all licensed child care providers in the state

Services: training and trainer approval, database tracking provider training history, database of all approved trainings

Incentive: scholarships to cover the cost of training fees

¹⁰ Public Knowledge Inc. (2005). *A review of the Washington State Training and Registry System*. Olympia, WA: Department of Social and Health Services, Division of Early Learning and Care.

- There is a lack of sufficient investment to support tracking, auditing, oversight, and guidance.

The STARS database is available online and offers a searchable record of all approved and registered trainings, training organizations, and individual trainers in the state. Providers looking for training opportunities through this online database can search using the follow criteria:

- County
- Zip Code
- City
- Training Language
- Trainer
- Training Organizations
- Type of Distance Education
- 20-Hour Basic Training by Provider Type
- 10-Hour Annual Training by Competency Area
- Date Range
- Training Title
- Age Range or Special Needs Focus

A comprehensive analysis of the availability and distribution of all trainings offered is difficult, as many trainings cover more than one competency area and provider type. However, a simple analysis of the training database for the 2008 calendar year yielded the following results:

- 254 registered training organizations
- 310 registered trainers (40% in King County)
- Total of 9,656 trainings
- 3,925 online trainings
- 507 correspondence trainings
- 1,372 20-hour basic trainings
 - 1,034 for FCC providers
 - 1,243 for child care center staff or mixed groups
 - 893 for school-age providers
- 8,284 10-hour core competency annual trainings
 - Child growth, development, and learning (1682)
 - Cultural and individual diversity (547)
 - Family systems (646)
 - Communication (621)
 - Observation and assessment (410)
 - Curriculum development (2293)
 - Environmental design (378)
 - Child guidance (1242)
 - Health, safety, and nutrition (1284)
 - Professionalism (947)
 - Administration (1508)

- Nearly 50% of all trainings take place in King, Kitsap, Pierce, Snohomish counties.
 - Adams County (862)
 - Asotin County (29)
 - Benton County (108)
 - Chelan County (153)
 - Clallam County (81)
 - Clark County (379)
 - Columbia County (17)
 - Cowlitz County (134)
 - Douglas County (19)
 - Ferry County (1)
 - Franklin County (157)
 - Garfield County (3)
 - Grant County (61)
 - Grays Harbor County (92)
 - Island County (43)
 - Jefferson County (63)
 - King County (2199)
 - Kitsap County (1156)
 - Kittitas County (16)
 - Klickitat County (10)
 - Lewis County (57)
 - Lincoln County (2)
 - Mason County (47)
 - Okanogan County (78)
 - Pacific County (26)
 - Pend Oreille County (13)
 - Pierce County (776)
 - San Juan County (46)
 - Skagit County (151)
 - Skamania County (340)
 - Snohomish County (510)
 - Spokane County (706)
 - Stevens County (117)
 - Thurston County (328)
 - Wahkiakum County (3)
 - Walla Walla County (77)
 - Whatcom County (102)
 - Whitman County (63)
 - Yakima County (631)

Resource & Referral Agencies

Washington State has 11 regional child care resource and referral agencies serving every county in the state, coordinated and managed on a statewide basis by the Washington State Child Care Resource and Referral Network (R&R Network).

The agencies provide parents with information and advice on local child care providers and offer providers on-site technical assistance, professional development opportunities, scholarships for educational advancement, and other resources. The regional organizations which administer the resource and referral services include educational service districts, cities, and nonprofits.

The Resource & Referral Network recently underwent a 'network transformation process', reducing the number of regional agencies from 18 to 11 and putting all regional offices out for bid to allow for new administering agencies.

Four agencies were selected for eastern Washington and seven in western Washington¹¹:

Counties Covered	Agency
Clallam, Jefferson and Kitsap Counties	Lutheran Community Services Northwest Parentline
Grays Harbor, Lewis, Mason, Pacific and Thurston Counties	Child Care Action Council
Island, San Juan and Whatcom Counties	Opportunity Council Child Care Resource & Referral
Skagit and Snohomish Counties	Volunteers of America Western Washington Child Care Resource & Referral
King County	Child Care Resources
Pierce County	City of Tacoma Tacoma-Pierce County Child Care Resource & Referral
Clark, Cowlitz, Klickitat, Skamania and Wahkiakum Counties	Educational Service District #112 Child Care Resource & Referral
Chelan, Douglas, Ferry and Okanogan Counties	Catholic Family & Child Service Child Care Resource & Referral
Grant, Kittitas and Yakima Counties	Catholic Family and Child Service Child Care Resource & Referral
Adams, Benton and Franklin Counties	Catholic Family & Child Service Child Care Resource & Referral
Asotin, Columbia, Garfield, Lincoln, Pend Oreille, Spokane, Stevens, Walla Walla, and Whitman Counties	Community Minded Enterprises Child Care Resource & Referral

The Washington State Child Care Resource and Referral Network is one of the largest providers of STARS training in Washington State. In 2007, the R&R Network provided over 3,000 hours of community-based training.

Current Status: The Governor's 2009-11 operating budget proposal recommended the suspension of all state funds for the R&R Network, which when coupled with the loss of \$2.3 million in one-time federal funds will result in a 41% cut to the system statewide.

¹¹ Washington State Child Care Resource Referral Network website: <http://www.childcarenet.org/families/your-search/agencies>

Early Care and Education Apprenticeship Program

The Washington State Early Care and Education Apprenticeship Program is a Department of Labor and Industries-approved program that blends subject-specific education and instruction with on-the-job training in the child care field.

The Apprenticeship Program began in 1999 through a US Department of Labor grant of \$350,000 lasting through 2001. Apprenticeships were discontinued at the end of 2001 after federal grant funding ran out. Between 1999 and 2001, 90 apprentices completed the program in 60 different approved training agents through courses at eight community colleges¹². An approved training agent is a child care center that has agreed to take on the apprentice for their job training.

The Apprenticeship Program was restarted in December 2007 with \$200,000 in biennial state funding. The funding is appropriated through the Department of Early Learning to Clover Park Technical College which manages the program.

Currently, 30 apprentices are enrolled in the program through 14 approved training agents. Four community/technical colleges in Washington State take part in the Apprenticeship Program by giving a 50% tuition reduction to registered early care and education apprentices.

The program offers three levels of apprenticeships, with increasing requirements for education and job training¹³:

Level 1: Child Care Assistant/Associate I

- 144 hours of related supplemental instruction (RSI)
- 2,000 hours of employment
- At least 16 years of age

Level II: Child Care Site Coordinator/Associate II

- 288 hours RSI
- 3,000 hours of employment
- At least 18 years of age

Level III: Educational Paraprofessional

- 422 hours of RSI
- 6,000 hours of employment

¹² *Washington State Early Care and Education Apprenticeship Program*, document provided via email communication with Lynda Sysko, Apprenticeship Coordinator/Training Director, Clover Park Technical College.

¹³ Department of Early Learning website: <http://www.del.wa.gov/partnerships/development/apprenticeship.aspx>

Quality Rating & Improvement System

The Quality Rating & Improvement System (QRIS) will evaluate each participating child care provider based on a statewide system currently in the pilot phase. QRIS will be a voluntary assessment tool and offer information to parents and incentives to licensed and license-exempt child care providers in the state.

Thirteen states currently utilize some type of quality rating system which generally measure¹⁴:

- Administrative policies and procedures;
- Learning environment;
- Parent and family involvement;
- Professional development and training of staff;
- Program evaluation; and
- Staff compensation.

DEL is responsible for the creation and administration of QRIS. In the 2007-2009 state operating budget, \$4.75 million was earmarked for the creation of the system with a focus on professional development and training, mentoring and technical assistance, evaluation efforts, and facility improvements.

The pilot sites consist of two educational service districts, two Thrive by Five demonstration communities, one university, and one non-state funded region. They are the following:

- Vancouver (Educational Service District #112)
- Bremerton (Olympic Educational Service District #114)
- Yakima (Thrive by Five Washington – Ready by Five)
- White Center (Thrive by Five Washington – Greenbridge Early Learning Center)
- Spokane (Washington State University)
- Pierce County (privately funded)

In June of 2008, the participating pilot sites and DEL developed a draft QRIS for launch in July of 2008. DEL was required to report to the Legislature on progress at the pilot sites by December 1, 2008. In preparation for the 2009 legislative session, the Department of Early Learning submitted a decision package to the Governor requesting \$62 million for a ramped-up phase-in of QRIS.

Current Status: On December 1, 2008, the Department of Early Learning announced QRIS would be suspended due to a budget shortfall in the current biennium. The Governor's 2009-2011 budget proposes \$1million for Thrive by Five Washington to continue some work on the QRIS pilots.

Quick Facts - QRIS

Target: six pilot communities initially, eventually intended to go statewide

Concept: voluntary rating scale of child care providers based on quality factors, such as environment and staff qualifications

Incentives: priority access to professional development

Status: Suspended

¹⁴ Washington State Department of Early Learning. (2007). *Child care quality rating and improvement system: Considerations for development in Washington State*. Olympia, WA: Author, pp 7-8.

Collective Bargaining

Licensed family child care (FCC) providers and some exempt family, friend, and neighbor (FFN) providers are represented by the Service Employees International Union (SEIU) Local 925 in negotiations with Washington State. The current two-year collective bargaining contract expires in June of 2009 and covers issues such as training, healthcare, and subsidy rates. The current contract provides \$26 million for FCC providers covering subsidy increases, bonuses, tiered reimbursement, healthcare, and training.¹⁵ Exempt providers also received \$26 million in the current contract for subsidies, hourly rates for a 2nd child from the same family, and tiered reimbursement.

The contract, ratified in 2007, was the first collective bargaining agreement for early learning professionals in Washington State. The contract provided a 7% subsidy increase in 2007 and a 3% increase in 2008. The contract also provides health insurance plans to providers who work for 22 consecutive days and care for more than 4 children. Additionally, the contract provides for 3 professional days, pooled funding for STARS training, and \$400,000 for tiered reimbursement if and when a program is initiated. Should a tiered reimbursement program begin, child care centers will receive \$2 million in parity funding.¹⁶

Most providers in licensed child care centers do not currently have union representation. However the SEIU FCC contract included subsidy parity increases for child care centers. In the 2007-2009 budget, licensed child care centers received subsidy increases on par with the increases in the collective bargaining agreement for FCC and license-exempt providers, totaling \$32 million.¹⁷

In 2008, a coalition made up of SEIU Local 925 and the Washington Educators in Early Learning (WEEL/AFT/WEA), brought a bill to the Washington State Legislature to allow for the creation of a nontraditional collective bargaining unit of child care center teachers and administrators. Child care chains with more than ten centers would not be covered in the bill. The bargaining unit would allow center-based teachers and administrators to bargain together with the state over subsidy rates, training funds, professional development funding, and mechanisms to access group benefits such as healthcare. The bill (HB 2449) passed all committees and a floor vote of the House of Representatives but did not make it to a vote on the Senate floor.

Current Status: In the spring of 2008, SEIU Local 925 and the state commenced bargaining over the 2009-2011 FCC contract. The total costs associated with FCC collective bargaining and parity increases in the 07-09 biennium amounted to \$83 million in state funding. Legislation to allow for the formation of a union of child care center staff is again under consideration by the legislature.

¹⁵ Schmidt, K. (2007).

¹⁶ SEIU Local 925. (n.d.) *2007-2009 collective bargaining agreement by and between the State of Washington and Service Employees International Union 925*. Seattle, WA: Author.

¹⁷ Schmidt, K. (2007).

Collaborative and Planning Efforts in Professional Development

Recently, a number of different organizations across the state have undertaken collaborative projects to study and make revisions to the professional development landscape in Washington State.

Professional Development Consortium¹⁸

Convener:

Department of Early Learning, Juliet Torres

Participant Organizations:

Community Colleges of Spokane, Department of Early Learning (DEL), Department of Health (DOH), Early Learning Advisory Council (ELAC), Economic Opportunity Institute (EOI), Foundation for Early Learning (FEL), Infant Toddler Early Intervention Program at DSHS, Office of Superintendent of Public Instruction (OSPI), Schools Out Washington, SEIU Local 925, State Board for Community and Technical Colleges (SBCTC), Thrive by Five, Washington, Washington Association for the Education of Young Children (WAEYC), Washington Association of Professionals in Early Childhood Preparation (WAPECP), Washington Educators in Early Learning (WEEL/AFT/WEA), Washington State Association of Head Start & ECEAP (WSA), Washington State Child Care Resource & Referral Network (R&R Network), Washington State Family Child Care Association, Washington State University, Whatcom Community College

Outcomes:

"A set of strategies and recommendations about effective professional development for early care providers that can be used as a resource for the Early Learning Advisory Committee (ELAC) and the Department of Early Learning (DEL) policy makers for the ultimate benefit of Washington State's children," Specifically, the Consortium has decided to base recommendations on the NAEYC Policy Blueprint, focusing on professional standards, career pathways, and articulation.

Process:

The consortium, convened in late September of 2009 meets on a monthly basis. During the monthly meetings the consortium will deliberate on research brought to the table by individual participating organizations and eventually provide a final report and recommendations which will cover the following: a map of the current professional development system, gaps in the current system, the development of a statewide professional development system; and individual strategies with outcomes and timelines.

HB 1943, legislation dealing with the Consortium, is currently before the Washington State Legislature. The bill lays out some policy and research frameworks for the work of the body, lists participating organizations, and identifies timelines.

Timeline:

Contingent on passage of HB 1943: status report to the Legislature and the Governor by September 15, 2009 and final recommendations by December 31, 2010.

¹⁸ Information based on personal experience and consortium materials

Early Learning Academy¹⁹

Convener:

Washington State Child Care Resource and Referral Network

Participating Organizations:

Department of Early Learning (DEL), Economic Opportunity Institute (EOI), Office of Superintendent of Public Instruction (OSPI), Praxis Institute of Early Childhood Education, Schools Out Washington, SEIU Local 925, Thrive by Five Washington, University of Washington (UW) Center for Infant Mental Health, US Dept. of Health and Human Services Administration of Children and Families, Washington Association for the Education of Young Children (WAEYC), Washington Early Childhood Education Teacher Preparation Council (formerly WAPECP), Washington Educators in Early Learning (WEEL/AFT/WEA), Washington State Association of Head Start & ECEAP (WSA), Washington State Child Care Resource and Referral Network (R&R Network), Washington State University (WSU)

Outcomes:

The R&R Network is in the process of developing an Early Childhood Academy, a program of the R&R Network to review curricula, evaluate trainers and track training for child care providers offered through the R&R system across the state. The goals of The Academy are many and varied, including the following: a framework to guide providers in core competencies; a sequence of core trainings leading to a CDA credential and additional higher education; a process for tracking training offered through or in partnership with R&R programs; advanced training and leadership opportunities for child care professionals and R&R staff; minimum standards for R&R trainers; evaluations for trainings, trainers, and students; and a robust accountability structure.

Process:

Dr. Debra Sullivan, of the Praxis Institute of Early Childhood Education, was hired to develop the frameworks for providers and trainers, work that includes the review current content and trainer standards in Washington and other states. After the development of the frameworks, a wide-ranging group of experts will be tapped to help evaluate curricula and assist in the creation of the sequential training pathways. The R&R Network Board of Trustees is directing this work and the board's Professional Development Committee, and other relevant organizations are also being consulted. The R&R Network plans to pilot the Academy with a small group of regional R&R agencies in Fall 2009.

Deadline:

Fall 2009

Pathways Committee²⁰

Convener:

State Board for Community and Technical Colleges, Michelle Andreas

¹⁹ Information based on personal experience and communication with R&R Network staff

²⁰ Information based on personal communication with Michelle Andreas of SBCTC.

Participating Organizations:

Department of Early Learning, Early Care and Education Apprenticeship Program, Four-year colleges and universities, Office of Program Research (OPR), State Board for Community and Technical Colleges (SBCTC), Tech Prep Council, Thrive by Five Washington, Two-year colleges, Washington Early Childhood Education Teacher Preparation Council (formerly WAPECP), Washington State Child Care Resource and Referral Network (R&R Network)

Outcomes:

The SBCTC system group intends to complete their work with two final products: a simple document laying out clear pathways for professional development distributed to the public and universally-accepted models for granting credit to community-based STARS and CDA coursework.

Process:

As part of a drive to increase completion rates at the state's community and technical colleges, SBCTC initiated a research project to pinpoint factors that promote program completion. The research revealed several 'momentum points' during a student's academic career, which, if reached, makes the student increasingly likely to complete a degree or program at the CTC. One major 'momentum point' is 15 credits. Over the course of a career in early learning with its annual training requirements, many ECE providers would have already reached the critical momentum point of 15 credits were the courses taken credit-bearing, perhaps several times over.

SBCTC has convened a system group of providers of early childhood educator professional development which began by mapping out professional development pathways in community-based training and higher education settings. The initial plan was to create a coherent and clear pathway document that could be given directly to current and prospective early learning providers to assist them with planning. Early in the process, two major sticking points came to the surface: STARS training and CDA credential training. STARS and CDA courses taken in the CTCs always receive college credit while those taken through community-based trainings rarely receive credit. Individual CTCs grant credit to community-based trainings according to a variety of conditions – such as if the training adheres to an approved curriculum or if the students complete an approved assessment at the end of the course.

The group created two subcommittees each tasked with creating three models for the articulation of community-based training into credit-bearing coursework accepted at the state's community and technical college and transferable to the states four-year institutions of higher education. A sample model for a community-based STARS training might include the following components: the trainer becomes a voluntary adjunct faculty member at the local CTC, teaches the course according to pre-determined learning requirements, and administers an approved formal assessment tool at the end of the training. Once the models have been proposed, they will be voted on by WAPECP for adoption by all participating institutions. Up to three models for the articulation of STARS and CDA training may be adopted.

Deadline:

June 30, 2009

Accreditation

National and Washington Associations for the Education of Young Children – NAEYC and WAEYC

The National Association for the Education of Young Children (NAEYC) is the largest national professional organization providing voluntary accreditation to early learning programs. The Washington Association for the Education of Young Children (WAEYC) is the state affiliate of NAEYC. Licensed child care centers apply for accreditation through a formal review process. NAEYC evaluates ten specific areas which include:

- Relationships
- Curriculum
- Teaching
- Assessment of Child Progress
- Health
- Teachers
- Families
- Community Relationships
- Physical Environment
- Leadership

Each area is evaluated through an application process and a formal site visit. The centers are scored and are awarded accreditation provided they meet minimum thresholds in each category. To maintain accreditation the centers must submit an annual report and could be subjected to independent reviews.²¹

There are currently 113 NAEYC-accredited programs in Washington State. This figure is down from 155 accredited child care centers in 2004.²² In 2005, NAEYC revised its professional development requirements, phasing-in increased staff education levels necessary for eligibility for accreditation or reaccreditation. The organization also increased the cost of going through the accreditation process.

There are a number of other national organizations that provide accreditation to early learning programs, though none which accredit as many programs as NAEYC. See the following chapter for a table listing the largest accreditation bodies, the number of accredited programs in Washington, and the professional development requirements for each organization.

²¹ According to the NAEYC Website: <http://www.naeyc.org/academy/programs/FourSteps04.asp>

²² Ibid.

Chapter II: Professional Development and Education Requirements

Licensed Child Care, ECEAP, & Head Start

The education and training requirements mandated for the different types of licensed child care and public prekindergarten programs in Washington vary widely. The professional development goals of Head Start are the most ambitious, requiring 50% of lead teachers to have a BA by 2013. ECEAP has the next highest educational requirements for teachers – all teachers must have either an associate’s degree (AA) in early childhood education (ECE) or a valid teaching certificate. Both Head Start and ECEAP also require 15 clock hours of training per year for all teachers.

The following tables summarize the educational and training requirements for all levels of staff in ECEAP & Head Start Programs, child care centers, family child care homes, and school-age child care centers.²³

Early Childhood Education and Assistance Program (ECEAP)

	Min. Age/ Experience	Education Requirement	Orientation and Initial Training (attain w/i 6 mos.)	Ongoing Training
Lead Teacher	None	(1) AA (or higher, with at least 30 credits in ECE) OR (2) Valid Washington teaching certificate with early childhood or early childhood special education endorsement	Orientation required; No initial training	15 clock hours per year
Assistant Teacher	None	(1) 12 credits in ECE; (2) Child Development Associate (CDA) credential; OR (3) Employed in the same position in the same agency prior to July 1, 1999	Orientation required; No initial training	None
Family Support Specialist	None	(1) AA (or higher, with at least 30 credits in ECE, adult education, human development, human services, family support, social work, child development, psychology, or related field); OR (2) Employed in the same position in the same agency prior to July 1, 1999	Orientation required; No initial training	15 clock hours per year
Family Support Aide/ Health Aide	None	(1) 12 credits in family support, public health, health education, nursing or related field; OR (2) Employed in the same position in the same agency prior to July 1, 1999	Orientation required; No initial training	None
<p>Education Exceptions: ECEAP providers may provisionally hire persons who do not meet the requirements listed if all of the following conditions are met: (1) The ECEAP provider has documented recruitment strategies; (2) A documented labor shortage prevented attempts to recruit qualified staff; (3) The persons hired can competently fulfill the role and implement all-related performance standards; AND (4) Provisional employees follow a specific professional development plan to obtain required qualifications within 5 years (see ECEAP Performance Standards).</p> <p>Additional Educational Requirements: (1) ECEAP contractors may require additional qualifications and have the authority to adopt additional minimal qualifications for any position; (2) Should an ECEAP staff person fill more than one position, they are required to meet all the requirements for both positions; and (3) When college credit is required (and not part of a degree program), up to 1/3rd can be replaced with approved workshop hours.</p> <p>Training Requirements: Providers must plan a training program to support personal and professional development, covering areas listed in C-20 and C-21 of the ECEAP Performance Standards.</p>				

²³ The information contained in the Washington State ECE program professional development tables comes from a variety of sources including: Child Care Center Licensing Rules – WAC 170-295; Family Home Child Care Licensing Rules – WAC 170-296; School-Age Child Care Licensing Rules – WAC 170-151; ECEAP Rules – WAC 170-100; & Department of Early Learning. (2007). *Comparison of Head Start & ECEAP: Substantial differences between ECEAP and Head Start Performance Standards*. Olympia, WA: Author, provided via email communication with Washington State Association of ECEAP & Head Start.

Center-Based Head Start

	Minimum Age	Education Requirement			Minimum Experience	Initial Training	Ongoing Training	Orientation
		Until Sept. 30, 2011	Oct. 1, 2011-Sept. 30, 2013	From Sept. 30, 2013 On				
Lead Teacher	Not available	<p>All lead teachers must have:</p> <p>(1) Age-appropriate CDA; (2) State-awarded certificate that meets or exceeds CDA reqs; (3) AA in ECE (4) AA in a related field and coursework equivalent to a major in ECE, with experience teaching preschool-age children ; OR (5) BA degree, admittance into the Teach For America (TFA) Program, passed a rigorous ECE content exam, participation in TFA Summer Program, and is receiving ongoing professional development from TFA.</p> <p>Waivers described in 42 U.S.C. 9843a (Section 648A (4))</p>	<p>All lead teachers must have:</p> <p>(1) AA in ECE; (2) AA in a related field and coursework equivalent to a major in ECE, with experience teaching preschool-age children; OR (3) BA degree, admittance into the Teach For America (TFA) Program, passed a rigorous ECE content exam, participation in TFA Summer Program, and is receiving ongoing professional development from TFA.</p> <p>Waivers described in 42 U.S.C. 9843a (Section 648A (4))</p>	<p>At least 50% of Head Start Teachers must have:</p> <p>(1) BA (or higher) in early childhood education; OR (2) BA or advanced degree and course work equivalent to a major relating to early childhood education with experience teaching preschool-age children.</p>	None	None	15 clock hours per year	
Teaching Assistant	Not available	None	None	<p>All Assistant Teachers must:</p> <p>(1) Have a CDA; (2) Be enrolled in a program leading to a BA or AA; OR (3) Be enrolled in a CDA program to be completed within 2 years.</p>	None	None	15 clock hours per year	
Education Coordinators (incl. curriculum specialists)	Not available	None	None	<p>all Education Coordinators must have:</p> <p>(1) BA (or higher) in early childhood education; OR (2) BA or advanced degree and course work equivalent to a major relating to early childhood education with experience teaching preschool-age children</p>	None	None	15 clock hours per year	

Child Care Center

	Min. Age/ Experience	Education Requirement	Initial Training (attain within 6 months)	Ongoing Training/Orientation																
Director	21 2 years	<p>(1) Child Development Associate (CDA) OR</p> <p>(2) The following matrix of educational credits according to the number of children the center is licensed for:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Number of Children Center is Licensed For</th> <th>Total number of required college quarter credits or equivalents</th> <th>Number of credits that can be substituted^a</th> <th>Required number of college quarter credits^b</th> </tr> </thead> <tbody> <tr> <td>12 or fewer</td> <td>10</td> <td>3</td> <td>7</td> </tr> <tr> <td>13-24</td> <td>25</td> <td>8</td> <td>17</td> </tr> <tr> <td>25+</td> <td>45</td> <td>15</td> <td>30</td> </tr> </tbody> </table> <p>a: 1 college quarter credit can be replaced with 10 department-approved clock hours b: 1 college semester equals 1.5 college quarter credits</p>	Number of Children Center is Licensed For	Total number of required college quarter credits or equivalents	Number of credits that can be substituted ^a	Required number of college quarter credits ^b	12 or fewer	10	3	7	13-24	25	8	17	25+	45	15	30	<p>(1) 20 STARS clock hours OR</p> <p>(2) 2 college quarter credits. Unless already in possession of, or will complete within 6 months: (1) CDA OR (2) AA (or higher) in early childhood education or child development.</p> <p>Directors may be exempted from educational requirements in some circumstances, see WAC 170-295-1020.</p>	<p><u>Annual</u>: 10 STARS hours or 1 college quarter credit <u>For the first two years in position</u>: 5 of the 10 hours must be in program management and administration <u>3 + years</u>: 3 of 10 hours must be in administration and management</p> <p>Must provide ongoing pre-planned staff meetings and training at least quarterly.</p> <p>Must have orientation system for new employees and volunteers covering, but not limited to, certain topics listed in WAC 170-295-1080.</p>
Number of Children Center is Licensed For	Total number of required college quarter credits or equivalents	Number of credits that can be substituted ^a	Required number of college quarter credits ^b																	
12 or fewer	10	3	7																	
13-24	25	8	17																	
25+	45	15	30																	
Program Supervisor	18 2 years	Same as Director	Same as Director	<p><u>Quarterly</u>: Must attend all staff meetings, trainings and in-service. <u>Annual</u>: 10 hours or 1 college quarter credit <u>For the first two years in position</u>: 5 of the 10 hours must be in program management and administration <u>3 + years</u>: 3 of 10 hours must be in administration and management</p> <p>Must go through orientation within 2 weeks of employment</p>																
Lead Teacher	18 None	<p>(1) High school diploma or equivalent, AND</p> <p>(2a) Completed STARS training within 6 months of becoming a lead teacher; (2b) Documented child development education (CDA, or a minimum 12 quarter credits in early childhood education or child development including AA, AAS, BA, MA) OR</p> <p>(2c) Documented child development work experience (providing direct care and supervision to children)</p>	<p>(1) 20 STARS clock hours OR</p> <p>(2) 2 college quarter credits.</p> <p>Unless already in possession of, or will complete within 6 months: (1) CDA OR (2) AA (or higher) in early childhood education or child development.</p>	<p><u>Quarterly</u>: Must attend all staff meetings, trainings and in-service. <u>Annual</u>: 10 hours or 1 college quarter credit Must go through orientation within 2 weeks of employment</p>																
Assistant/ Aide	16 None	None	None	<p><u>Quarterly</u>: Must attend staff meetings, trainings and in-service. Must go through orientation within 2 weeks of employment</p>																

Family Child Care Homes (FCC)

Family Child Care	Minimum Age	Education Requirement					Minimum Experience	Initial STARS (attain within 6 months)	Ongoing Training	Additional Training	Orientation
		Total Children/Children Under Two	Age range	Additional Staff Required	Experience	Additional Education					
Licensee and Primary Child Care Staff	18	6/2	Birth -11	None	None	None	Dependent on staff/child ratio	(1) 20 STARS clock hours OR (2) 2 college quarter credits.	Currently no requirement in WAC - previous 10 STARS hours ongoing annual training requirement was mistakenly left out of most recent WAC revision. To be reinstated next round.	Required training on subsidy system	Licensee: Attend an orientation provided by DEL
		8/0	2-11	None	1 year	None					
		9/4	Birth -11	1 staff or volunteer	1 year	None					
		10/0	3-11	None	2 years	3 credit ECE course or 30 clock hours					
		10/0	5-11	None	1 year	None					
		12/4	Birth -11	1 staff or volunteer	2 years	3 credit ECE course or 30 clock hours					
Assistant/Aide	14	None					None	None; STARS recommended	None	None	None

School-Age Child Care Center

	Min. Age/ Experience	Education Requirement	Initial Training (attain within 6 months)	Ongoing Training	Orientation
Director	21 2 years	<p>(1) 30 or more college quarter credits OR</p> <p>(2) Combination of 1/3 clock hours and 2/3 college credits equaling at least 30 college quarter credits.</p> <p>Applicable credits and clock hours are required to be in the following areas: early child hood ed/child development, elementary ed, social work, and other child related fields (including, but not limited to art, music dance, recreation, physical ed, general ed, home economics, psychology, social services, CDA, or nutrition)</p> <p>Director must also have supervisory skills as delineated in WAC 170-151-180(d).</p>	<p>(1) 20 STARS clock hours OR</p> <p>2. 2 college quarter credits.</p> <p>Unless already in possession of :</p> <p>(1) Current CDA (or 12 quarter credits in a CDA sequence);</p> <p>(2) 45 or more college credits in early childhood ed, child development, school-age care, elementary ed, recreation or special ed;</p> <p>OR</p> <p>(3) AA (or higher) in early childhood ed, child development, school-age care, elementary ed, recreation or special ed.</p>	<p><u>Annual:</u> 10 STARS hours or 1 college quarter credit (5 of the 10 hours must be in program management and administration)</p> <p>Must provide regular training opportunities and periodic staff meetings.</p>	Must have orientation system for new employees, volunteers, and trainees covering, but not limited to, certain topics listed in WAC 170-151-200.
Site Coordinator	21 2 years	<p>Same as Director. Same person may be employed as both the Director and Site Coordinator when qualified for both positions.</p> <p>Site coordinator must also have demonstrated knowledge in behavior management skills specific to school-age children; program management skills, and school-age child activity planning and coordinating skills.</p>	Same as Director	Same as Director	None
Lead Staff	18 None	<p>(1) High school diploma or equivalent AND</p> <p>(2) Have school-age child development knowledge and /or experience.</p>	<p>If supervising a group of children:</p> <p>(1) 20 STARS clock hours OR</p> <p>(2) 2 college quarter credits,</p> <p>Unless already in possession of:</p> <p>(1) Current CDA; OR</p> <p>(2) AA (or higher) in subjects outlined above.</p>	<u>Annual:</u> 10 hours or 1 college quarter credit	None
Assistant/ Volunteer/ Trainee	16 None	None	None	None	None

Educational Requirements for Early Childhood Education Program Accreditation

The early childhood educator education and professional development levels required for accreditation also vary widely by the different accrediting agencies.

The most common type of accreditation of early learning programs in Washington is the National Association for the Education of Young Children (NAEYC), which also has some of the most rigorous educational standards. Other accreditation organizations require lower levels of education for the different staff categories or a broader interpretation of how requirements can be met.

The chart below details the major early childhood education accrediting organizations, the number of programs accredited in Washington, and their respective professional development requirements.²⁴

National Accreditation Agencies Professional Development Requirements				
Name	# in WA	Directors & Administrators	Teachers	Assistant Teachers
NAEYC National Association for the Education of Young Children *Qualifications are being phased-in in stages (2010, 2015, 2020). Requirements vary by stage and program size.	113	The director/administrator must have: (1) BA with: (a) Minimum of 24 hours in ECE, child development, elementary education, or ECE special education AND (b) 9 credit hours of specialized college-level course work in administration, leadership, and/or management.; (2) Combination of experience, training, and formal education according to NAEYC Alternative Pathways options; OR (3) Documented plan to attain above qualifications within 5 years.	*By 2020 in centers with 4 or more teachers or classes: (1) All teachers must have a minimum of an AA in ECE or child development (or equivalent) AND (2) At least 75% have a minimum of a BA in ECE, child development, or early childhood special education (or equivalent).	(1) At least 50% of all assistant teachers must have a CDA (or equivalent) AND (2) 100% of assistant teachers who do not have a CDA are enrolled in a CDA program and demonstrating progress towards credential *if center only has one assistant only one of the above requirements needs to be met.
NAFCC National Association of Family Child Care	21	The provider/licensee must have: (1) High school diploma or GED; (2) Current pediatric First Aid and CPR certificates; AND (3a) Documentation of at least 90 clock hours of FCC related training and education; OR (3b) Current CDA family child care credential.	The provider/licensee must have: (1) High school diploma or GED; (2) Current pediatric First Aid and CPR certificates; AND (3a) Documentation of at least 90 clock hours of FCC related training and education; OR (3b) Current CDA family child care credential.	Unspecified

²⁴ The information contained in the accreditation agency professional development tables comes from a variety of sources including: Florida Department of Children Families (2005). *Gold Seal Quality Care Program: A side-by-side comparison of Florida approved accreditation programs*. Tallahassee, FL: Author, available at <https://training01-dcf.myflorida.gov/ccpolicy/GoldSeal/GSMatrix.pdf>; Yang Affolter, S. (2007). *Some instructive NAEYC/NAC/NECPA comparisons*. Tacoma, WA: Washington State Child Care Resource and Referral Network (WSCRRN), provided via email communication; and individual accreditation agency websites.

National Accreditation Agencies Professional Development Requirements				
Name	# in WA	Directors & Administrators	Teachers	Assistant Teachers
NAA National Afterschool Association	14	<p>The administrator must have:</p> <p>(1) 1 year of experience;</p> <p>(2) AA or higher degree in related field (degrees in unrelated field accepted with additional experience and training);</p> <p>AND</p> <p>(3) Minimum of 3 credit hours in child/youth development and 3 hours in business administration</p> <p>The site director must have:</p> <p>(1) 6 months experience;</p> <p>(2) BA in related field (degrees in unrelated fields accepted with additional experience and training);</p> <p>AND</p> <p>(3) Minimum of 3 credit hours in child/youth development and areas related to school-age care</p>	<p>Senior group leaders must have:</p> <p>(1) BA in related field;</p> <p>(2) BA in unrelated field;</p> <p>OR</p> <p>(3) AA with particular experience and credit hours in youth/child development and areas related to school-age care.</p> <p>Group leaders must have:</p> <p>(1) BA in related field;</p> <p>(2) BA in unrelated field;</p> <p>(3) AA with particular experience and credit hours in youth/child development and areas related to school-age care.</p> <p>OR</p> <p>(3) High school diploma or GED with particular experience and credit hours in youth/child development and areas related to school-age care.</p>	Assistant group leaders must have comprehensive orientation and in-service training.
AMS American Montessori Society	12	<p>The administrator must:</p> <p>(1) Meet current state and local requirements</p> <p>AND</p> <p>(2) Accumulate points for accreditation from a scale including the following elements: Montessori certification, years of Montessori administration experience, higher education, non-Montessori administration experience, and Montessori teaching experience.</p>	All lead teachers must have an age-appropriate Montessori certification from a Montessori Accreditation Council for Teacher Education (MACTE) or AMI accredited program	All assistant teachers must be in compliance with state laws regarding age and training.
NAC National Accreditation Commission for Early Care and Education Programs <i>sponsored by National Association of Child Care Professionals (NACCP)</i>	6	<p>The director/administrator must have:</p> <p>(1) AA in ECE, child development, or related field plus 2 years of experience and a minimum of 3 college-level credit hours in education or business administration;</p> <p>(2) CDA plus 2 years of experience and a minimum of 3 college-level credit hours in education or business administration;</p> <p>(3) Documented progress towards an AA in ECE or child development plus 2 years of child care administration experience plus relevant training in ECE that enables accreditation standards-level performance;</p> <p>OR</p> <p>(4) Director credential from nationally recognized ECE organization, state, or national regulatory body plus 2 years of child care administration experience.</p>	<p>A majority of staff members responsible for care and education (teachers and assistants) must have:</p> <p>(1) AA in ECE, child development, or related field;</p> <p>(2) CDA and 2 years of experience in ECE;</p> <p>(3) Progress towards an AA in ECE, child development, or related field;</p> <p>OR</p> <p>(4) Combination of experience and relevant training in ECE resulting in accreditation standards-level performance.</p>	<p>A majority of staff members responsible for care and education (teachers and assistants) must have:</p> <p>(1) AA in ECE, child development, or related field;</p> <p>(2) CDA and 2 years of experience in ECE;</p> <p>(3) Progress towards an AA in ECE, child development, or related field;</p> <p>OR</p> <p>(4) Combination of experience and relevant training in ECE resulting in accreditation standards-level performance.</p>

National Accreditation Agencies Professional Development Requirements				
Name	# in WA	Directors & Administrators	Teachers	Assistant Teachers
ACTS Association of Christian Teachers and Schools	6 Preschool only	The administrator must have a high school diploma or GED plus child care experience or direct contact with children in a church environment in addition to one of the following: (1) BA in ECE, child development, or related field; (2) CDA; (3) 2 years of college with a minimum of 6 credit hours in child development; (4) Montessori teaching certificate; OR (5) Training certificate in child guidance, care, and management from approved educational agency.	All teachers must meet state training requirements.	All assistants must meet state training requirements.
ACSI Association of Christian Schools International	2	The administrator must have: (1) Adequate professional training (AA in ECE, child development, or related field, or an equivalent certification is recommended but not required); AND (2) Additional administrative training or an administrator credential	Lead teachers in each age group must have or be working on obtaining a minimum of a preschool associate's credential.	All staff must have adequate training that meets or exceeds state standards.
COA Council on Accreditation	0	The administrator must have a BA or higher in ECE, child development, or social work plus related field experience.	Family child care providers must have: (1) High school diploma or GED AND (2) Minimum of 45 clock hours of related training within last 3 years. Center teachers must have: (1) CDA or CCP credential OR (2) AA degree in ECE, child development, or related field	All assistant teachers must have a high school diploma or a GED and complete a minimum of 30 clock hours of training within the first year of employment
NECPA National Early Childhood Program Accreditation <i>sponsored by National Child Care Association (NCCA)</i>	0	The director/administrator must have courses in business administration, a National Administrator Credential from NCCA, or a minimum of 1 year of experience in early childhood administration AND one of the following: (1) AA or higher in ECE, child development, nursing, social work, or related field; (2) Minimum of 4 college-level courses in ECE or child development plus 2 years of teaching experience; OR (3) CDA plus 2 years of teaching experience.	All teachers must have a high school diploma or a GED and complete a minimum of 30 clock hours of training within the first year of employment AND at least one lead teacher must have: (1) BA in ECE or child development plus a minimum of 1 year of experience with ages 0-5 or ages 3-5; (2) AA in ECE or child development plus 2 years of experience; OR (3) Certified Child Care Professional credential from NCCA plus 3 years of experience.	All assistant teachers must have a high school diploma or a GED and complete a minimum of 30 clock hours of training within the first year of employment

National Accreditation Agencies Professional Development Requirements				
Name	# in WA	Directors & Administrators	Teachers	Assistant Teachers
APPLE Accredited Professional Preschool Learning Environment	0	The director must have: (1) Director credential; (2) CDA; AND (3) Minimum of 2 years of child care experience.	All lead teachers must have at least a CDA or documentation of current CDA coursework.	All assistant teachers must have at least some training in child development, health, safety, nutrition, abuse reporting, and rules and regulations governing child care.
NACECPPP National Accreditation Council for Early Childhood Professional Personnel and Programs	0	None	None	None

Chapter III: A Review of Washington State's Higher Education Early Childhood Education Training Programs

Early childhood care and education benefits tremendously when the workforce is instilled with a degree of professionalism. Both professionalism and the quality of care increase with greater opportunities for professional development. Within Washington State, professional development opportunities in early childhood education vary by certification type and geographical distribution.

The most prevalent form of training is offered by the state's community and technical colleges (CTCs), followed by its public and private four-year institutions. Thirty CTCs and eight four-year colleges offer degrees and certification in Early Childhood Education (ECE) or related fields. Programs across the state vary notably by numerous factors, most prominently: type of certification offered, amount of minimum required credit hours, and the proportion of the certification comprised specifically of early childhood training. CTCs offer associate's degrees in ECE as well as certificates of shorter length and opportunities to complete training for the State Training and Registry System (STARS) and Child Development Associate (CDA) (see below).

A number of four-year institutions in Washington offer degrees that focus in early childhood education, including majors, minors and concentrations. For the purposes of focusing the research specifically on early childhood degrees, general teaching degrees with endorsements in early childhood education were not reviewed in-depth.

Official catalogs of the educational institutions supplied the facts and figures for credit requirements in addition to course descriptions. Nearly all schools (both CTCs and four-year institutions) provided a current catalog in PDF format on their website. Catalogs contained both an outline of required courses and course descriptions. The outlines illustrated the length and structure of degree or programs, while course descriptions dealt with which subjects would be covered. E-mail correspondence with the faculty and staff of ECE departments provided additional information about specific programs.

It should be noted in the analyses of ECE degree content below that using course descriptions can only partially describe course content. In some cases, a course description might lead to the conclusion that no ECE or ECE-related topics are covered during the class when in practice the coursework may be directly or indirectly related to some aspect of ECE. In fact, since the time of this analysis, a number of CTCs have engaged in efforts to infuse ECE content into some of the general education classes required for some ECE degrees, math and science courses in particular.

Community and Technical Colleges

One of Washington State's most popular degree programs in Early Childhood Education is the two-year associate's degree awarded at community and technical colleges (CTCs). Of Washington State's 34 CTCs, 30 offer programs in Early Childhood Education or related themes (such as Child Care Management or Child and Family Education). Twenty-nine CTCs offer full associate's degrees, and 26 CTCs award certificates of proficiency. (Certificates of proficiency

can be earned in addition to the two-year associate's degree or as a separate credential.) A number of CTCs offer additional credentialing options in short-term, specialized certificates, State Training and Registry System (STARS) training courses, and Child Development Associate (CDA) training courses.

The 30 CTCs with Early Childhood Education programs span the numerous counties and regions of Washington State. A significant number are located in western Washington (defined as Department of Social and Health Services (DSHS) Administrative Regions 3 through 6) and specifically in King County (Region 4).

More than three-quarters of programs offering full associate's degrees are located on the western side of Washington State. (This trend reflects the general population distribution of the state with approximately three-quarters of Washington State residents located in Regions 3 through 6, as of July 2007.) One-quarter of all the programs offering full associate's degrees occupy Region 4 (King County).

As will be described below, there is a significant amount of variation in the types of ECE degrees and coursework offered at CTCs across the state. This is due to a number of factors including demand among the student population and demand in the industry. Each community and technical is charged with responding to the individual and unique needs of each community and developing curriculum to match those needs.

Associate's Degree (Two-year degree)

The associate's degree generally takes two-years to complete. The amount of credits required for the degree varies by school, with the shortest degree at 90 credits (the majority of CTCs) and the longest degree at 120 credits (Clover Park Technical College). The average amount of required credit hours is approximately 94.

In addition to course load, the Early Childhood Education associate's degree varies widely by content. The ECE content in a full associate's degree (defined as the percentage of total associate's degree credits obtained from ECE courses) ranges from 25 to 94 percent. The structure of the degree depends heavily on its classification as either a terminal degree or a transfer degree. Washington's CTCs generally offer at least one of three types of degrees in ECE: a technical transfer degree, a professional technical degree, or a direct transfer degree.

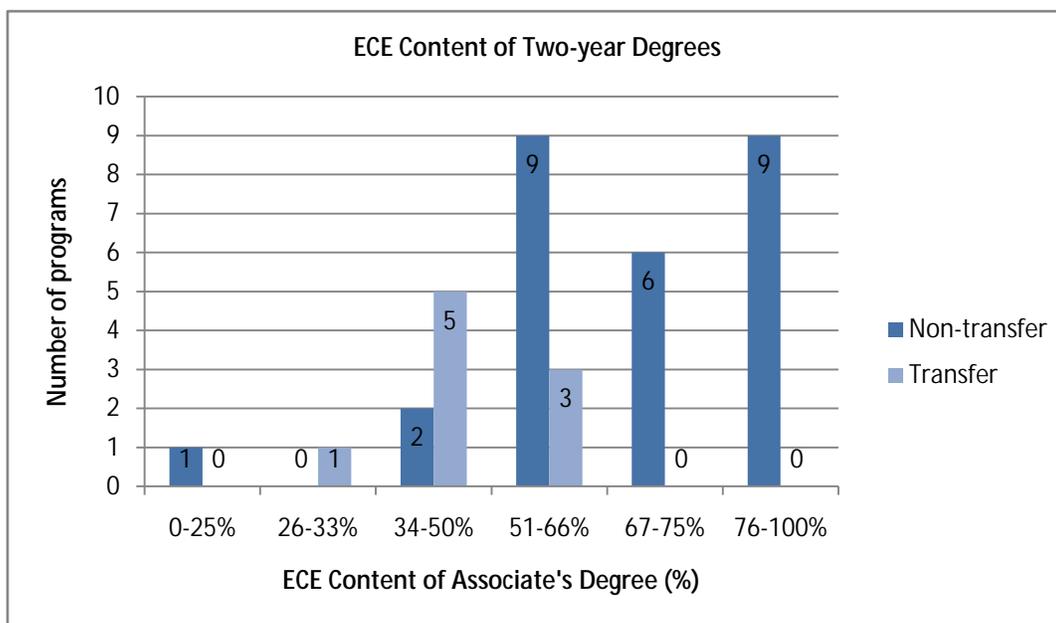
In a technical transfer degree, students generally take a large proportion of their major coursework at the CTC level and complete their general education requirements at the college or university, also known as an "upside-down" program. The professional technical degree is typically viewed as a terminal degree where education is completed at the CTC level, though some 4-year institutions in the state have agreed to transfer this degree into an upside down baccalaureate program. A direct transfer in ECE is not the same as an ECE degree. Rather, it takes the form of a typical direct transfer degree where students take all of their general education requirements before moving on to a university, but students emphasize ECE coursework in their general and elective course selection.

Thus, a terminal degree is generally heavier in Early Childhood Education content and fieldwork requirements, while transfer degrees tend to contain more general education credits. Non-transfer degrees in Early Childhood Education average a 67 percent ECE content, while transfer degrees average 46 percent (approximately two-thirds to one-half, respectively). However, as

mentioned above, some CTC's have begun to tailor general education requirements to ECE students and include ECE content in these courses.

Early childhood education coursework entails courses offered by a CTC's ECE department. ECE content is diverse as courses incorporate multiple disciplines related to early childhood education and child care. Common disciplines include child development, mental health, nutrition, and family communications. "Issues and Trends [in Early Childhood Education]," a course required of many programs, addresses ECE and child care's role in a societal context by exploring sociological patterns and social and economic policies affecting early childhood education.

The following graph displays the comparison of ECE content between non-transfer and transfer degrees across all programs. ECE content may fall within the following ranges: 0 to 25% (none to one-quarter), 26 to 33% (one-quarter to one-third), 34 to 50% (one-third to one-half), 51 to 66% (one-half to two-thirds), 67 to 75% (two-thirds to three-quarters), and 76 to 100% (three-quarters to full). The graph demonstrates that the majority of non-transfer degrees require between 50 and 100 percent of the degree to be ECE-specific, while transfer degrees require no more than two-thirds of the degree to be ECE-specific.



CTCs have a notably diverse student body in terms of age, occupation, and family structure. The average student age for the majority of CTCs is in the mid-to late-20s, slightly older than the average student at their four-year counterparts. A number of CTC students work part-time in addition to their formal education, and many have children. Due to these additional responsibilities, many CTC students experience schedule constraints that students at four-year institutions do not. Therefore, many CTCs offer a variety of class formats to accommodate the schedules of their non-traditional students.

Classes are generally offered in the daytime, afternoon, or evening. A significant number of schools also offer weekend classes and/or distance education options. Distance education entails various formats of correspondence, including teleconference and online assignment

submission. Most online classes are administered by Washington Online (WAOL), which works to maintain consistency in online class format across the various CTCs. Many schools have developed a “hybrid” class format, a combination of online and on-site instruction. Whatcom Community College in Bellingham boasts a unique class structure with 1-credit modules, allowing students to work towards their degree at a slower pace. Six community and technical colleges, all located in the western regions, have employed additional sites to provide a more accessible campus.

The majority of institutions employ between two and five different class formats to maximize students’ ability to schedule school around additional responsibilities. Grays Harbor College (Aberdeen), the sole exception, offers only online courses for its one ECE program – a one-year certificate of proficiency.

The following chart shows the distribution of class format across regions of Washington State. Each box indicates how many ECE programs offer a certain class format in a given region. For example, the chart shows that in Region 2 of the state weekend classes are offered by three programs.

	EAST		WEST			
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6
Online	1	2	4	4	2	5
Weekend	1	3	2	0	3	5
Hybrid	0	1	1	4	1	1
1-credit module	0	0	1	0	0	0
Evening	3	3	5	5	3	5
Day/afternoon	1	2	4	5	3	5

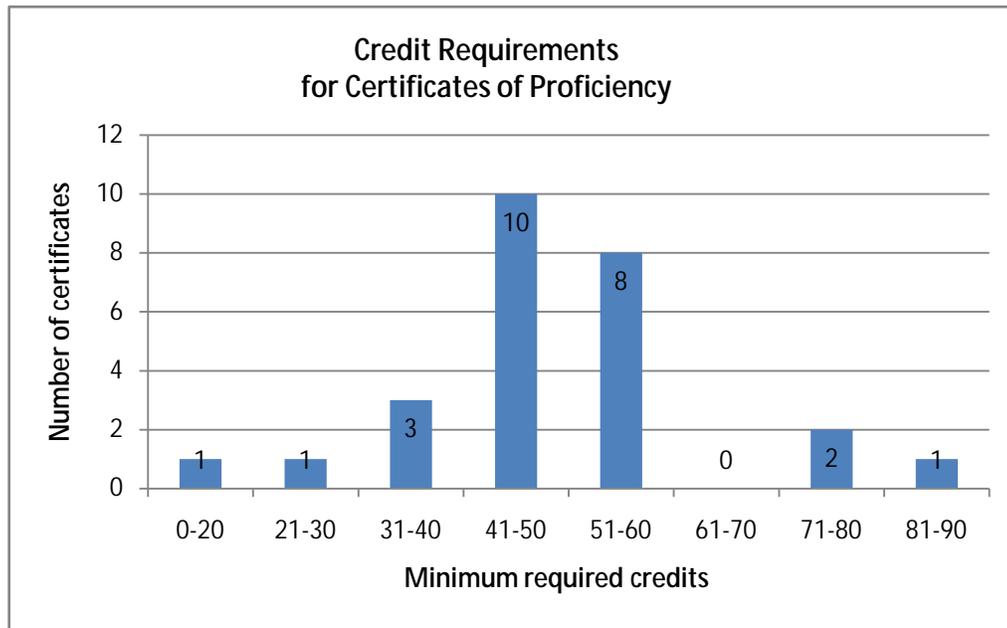
Certificates of Proficiency

Although there is no designated title for this type of certification (sometimes referred to as certificates of completion or one-year certificates), certificates of proficiency are distinguishable by their duration: they are generally intended to take one year (three academic quarters) to complete.

Certificates of proficiency model their structure after the associate’s degree. Therefore, like the two-year associate’s degree, certificates of proficiency constitute a more comprehensive certification than their short-term, specialized counterparts (see below: *Short Term Certificates*).

Twenty-six CTCs in Washington State offer a certificate of proficiency in ECE. Twenty-five of the 26 CTCs offer the one-year certificate in addition to the two-year associate’s degree, while Grays Harbor College is the only college to offer solely the certificate of proficiency.

Credit requirements for the certificate of proficiency vary significantly between schools, ranging from 18 minimum required credits (Grays Harbor College) to 82 minimum required credits (Clover Park Technical College), with an average of about 50 required credits. The difference in credit requirements across the certificate programs is not a reflection on the depth or quality of the programs. Instead, these variations reflect different industry needs and career pathways in each community where these programs were created.



Like the two-year degrees, levels of ECE content in certificates of proficiency vary. Columbia Basin College's certificate of proficiency has the least ECE content at 61 percent, while six of the ECE programs (one-quarter of all the schools offering certificates of proficiency) have structured certificates of proficiency solely around ECE coursework.

Short-Term Certificates

Fourteen of the community and technical colleges offer another option in ECE training: short-term certificates. Short-term certificates vary in theme and encompass numerous specialized topics, all of which are intended to further prepare students for administrative or assistant positions in child care centers. Specialties of short-term certificates include early childhood, child care, birth to five, infant/toddler care, pre-school care, school-age care, special needs children, curriculum development, family child care (FCTC), child care management, early learning program management, and family services advocate.

Less comprehensive and shorter in length than the associate's degree or certificate of proficiency, short-term certificates are intended to take one to two quarters to complete successfully. Short-term certificates vary in minimum required credit hours by school, ranging from six (Early Learning Program Management) to 30 (Curriculum Development at Spokane Falls Community College) with an average of about 18 required credits. The majority of short-term certification programs (35%, or a little over one-third) require between 16 and 20 credits.

For most short-term certificates, ECE courses comprise all of the coursework. However, three certificates offered by Spokane Falls Community College (family services advocate, family child care specialist, child care administration specialist) require courses in business management or communications, decreasing ECE content of these certificates to between 50 and 80 percent.

Most of the twelve concentrations are offered by a number of ECE departments of CTCs located both in the western and eastern regions (with most concentrated in the western side of the state). However, a number of short-term certificates are offered exclusively in one area: programs with short-term certification in pre-school care and family services advocate are offered only in the eastern regions while birth to five and early learning program management is found only on the western side.

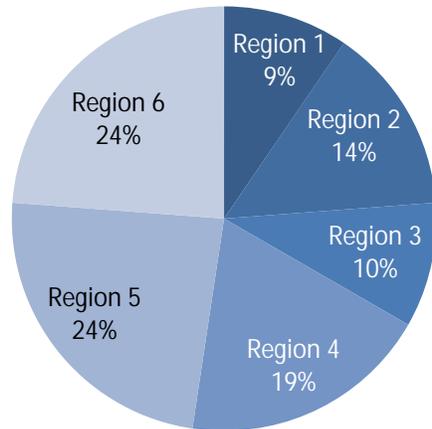
The most widely offered short-term certificates are in infant/toddler care and school-age care with eight and six programs across the state, respectively. Of the CTCs offering short-term certification, Spokane Falls Community College boasts the highest number of short-term certificates at seven.

State Training and Registry System (STARS)

The State Training and Registry System (STARS) is a professional development program administered by the Washington Association for the Education of Young Children (WAEYC). STARS training requires newly licensed child care providers to complete an initial 20 hours of child care education. These hours must be completed within six months of licensure, and providers are further required to complete an additional ten additional hours of training annually.

Twenty-one Washington State community and technical colleges offer courses specifically designated to fulfill STARS requirements. Courses are designed to meet either the initial 20 necessary hours or the 10 hours for annual renewal. Students may complete these courses for college credit, which can later be applied to further training (in the form of a technical or transfer degree).

Regional Distribution of Community Colleges Offering STARS Courses



Community and technical colleges offering STARS-specific courses are again heavily concentrated on the western side of the state, with 77% (more than three-quarters) of the programs located in the western Regions 3 through 6.

Child Development Associate (CDA)

The Child Development Associate Credential (CDA) is another professional development option for child care providers. The credential is awarded to individuals who have successfully completed the CDA assessment process. Those applying for the CDA Credential must amass a minimum of 120 clock hours of formal child care education, among other requirements.

The CDA Credential is awarded for one of three child care settings: center-based, family child care, or home visitor, with an additional bilingual endorsement in all three. CDAs for center-based setting also have the option of an infant/toddler or preschool endorsement.

Similar to the STARS-eligible offerings, thirteen community and technical colleges have constructed programs that satisfy the 120 clock hours requirement for the CDA. The structure of the programs varies by CTC; most offer an actual certificate of completion in CDA training. Programs culminating in a CDA certificate of completion require between 10 and 18 credits, depending on the school, and are intended to be completed in one to two academic quarters.

Like the associate's degrees, certificates of proficiency and STARS training courses, CDA training programs are located primarily in the western provinces of Washington State; however, the regional distribution of CDA training is somewhat more balanced than its counterparts. Over one-third of programs are located in eastern Regions 1 and 2, as opposed to less than one-quarter for both STARS courses and associate's degrees.

Some schools offer a number of concentrations within the CDA training that reflect the three sub-categories of CDA credentialing. Students can opt to take courses preparing them for a center-based infant/toddler setting, a family child care setting, or a home visitor setting.

Four-Year Institutions

Sixteen four-year institutions in Washington State offer a total of 24 bachelor's degrees in one or more of the following subjects: elementary education, early childhood education, child development, children's studies, or family studies. Six of the 16 universities offer elementary education undergraduate degrees but do not offer endorsements or additional coursework in early childhood.

The remaining 10 institutions offer 15 early childhood-related degrees, five of which are elementary education teacher preparation programs that allow endorsement in the area of early childhood education. A total of 10 degree programs in seven universities are specific to early childhood and family studies without a K-12 teacher preparation component. Three of the BA programs focus primarily on the educational aspects of early childhood; the remaining seven cover a variety of disciplines but principally address child development and/or family dynamics.

	DEGREE SUBJECT AREAS		
	Elementary Education with ECE or ECE Special Education Endorsement	Early Childhood Education	Early Childhood or Child Development /Family or Children's Studies, etc.
Central Washington University		1	1
City University (Seattle)	1		
Eastern Washington University	1		1
Heritage University	1		
Pacific Lutheran University	1		
Seattle Pacific University			1
Trinity Lutheran College		1	1
University of Washington			1
Washington State University	1		2
Western Washington University		1	
TOTAL NUMBER OF DEGREE PROGRAMS	5	3	7

The distribution of the ECE-specific four-year bachelor's degree programs is relatively even across the state. Exactly half of the 10 ECE degrees outlined in the latter two columns of the chart above are located in the eastern half of the state (Regions 1 & 2). Region 4 (King County) boasts the majority of the remaining BA degrees. Degree structure differs markedly across the four-year institutions. Bachelor's degrees are comprised of both general education credits and ECE-specific credits, but the proportion of one to the other varies depending on the program. Like the ECE programs of study in the state's CTCs, the requirements for major and minor degrees in Washington's four-year institutions vary campus to campus.

Online Colleges

According to the AFT's Center for the Child Care Workforce 2007 report on distance learning programs for early childhood education, there were 5 online colleges offering degrees in ECE. Of the five degrees available through online study, all but one is an associate's degrees. Only the University of Phoenix provides a Master's degree in education with a specialization in ECE.²⁵

²⁵ AFT Center for the Child Care Workforce. (2007). *ECE-Learning: A national review of early childhood education distance learning programs*. Washington, DC: Author.

Chapter IV: Financial Aid Assistance for Early Childhood Education and Training

Programs for ECE Providers in Washington State

Washington Scholarships for Child Care Professionals

Administering Agency: Washington State Child Care Resource and Referral Network

Population: Childcare providers (center- and family home-based)

Description: Scholarship for higher education and credentials

Types of Education Covered: early childhood education associate's and bachelor's degree programs and CDA fees

Region: Statewide, but the majority of slots are in the Puget Sound metro region as most of the local funds come with geographic restrictions

Items Covered: release time, tuition, books, fees, travel, and completion bonus

Amounts per Student: degree programs vary in cost, but the average cost of an AA scholarship is \$1200 and the average for a BA scholarship is \$4400.

Type of Funds: Federal, local, and private

Number Served Annually: 729 scholarships were awarded in 2007

STARS Scholarships

Administering Agency: Washington Association for the Education of Young Children

Population: Childcare providers (center- and family home-based)

Description: Scholarships for STARS training (reimbursement)

Types of Education Covered: STARS training

Items Covered: Training fees

Region: Statewide

Amounts per Student: One-time award of up to \$150 for basic STARS training and up to \$100 toward annual STARS training requirements. Participants are eligible to receive a maximum of two reimbursements per year

Annual Funding: \$735,200 for scholarships

Type of Funds: State

Number Served Annually: Scholarships are awarded on a first-come, first-served basis until funding is exhausted. In 2007, 6,561 scholarships were awarded to 5,623 providers.

Building Bridges

Administering Agency: Department of Early Learning

Population: Childcare providers (center- and family home-based)

Description: Subsidized tuition for specific set of credit-bearing courses and curriculum

Types of Education Covered: Credit-bearing training courses offered at a community and technical college

Items Covered: Tuition costs

Region: Statewide in 22 communities, primarily contracted with community and technical colleges

Annual Funding: \$900,000 for Fiscal Years 2008-2009

Type of Funds: State

Number Served Annually: 700 providers in 2007

WorkFirst Financial Aid

Administering Agency: Guidelines created by Washington Workfirst, individual applications handled by institutes of higher education

Population: TANF recipients and low-income individuals (175% of FPL)

Description: Tuition assistance program

Types of Education Covered: AA, BA and some advanced degrees. ECE degrees are covered under critical workforce development programs.

Items Covered: Tuition and book assistance, fees, planning assistance, job placement services

Region: Statewide

Type of Funds: Federal and state

Opportunity Grants

Administering Agency: State Board for Community and Technical Colleges approves courses of study, individual CTC's disperse funding

Population: Low-income students (up to 200% of FPL)

Description: Grant program to recruit students for high-demand jobs - ECE recently made one of the grant-eligible programs of study

Types of Education Covered: Programs of study learning to high-wage, high-demand careers.

Items Covered: up to 45 credits (taken within 3 years of grant), books, supplies, advising, and support

Region: Statewide

Amounts per student: All tuition up to 45 credits, \$1,000 for books and supplies

Annual Funding: \$11.5 million per year

Type of Funds: State

Number Served Annually: 2,000 full-time and 4,000 part-time students. Tuition paid for 121 ECE students in 2007. Twenty two community and technical colleges offer Opportunity Grants for ECE coursework.

Food Stamp Education and Training Program

Administering Agency: Department of Social and Health Services

Population: Food stamp recipients

Description: Financial assistance for basic education and vocation training

Types of Education Covered: basic education, high school, GED/ABE, ESL or vocational training in high-demand occupations

Region: Statewide

Items Covered: Tuition, fees and books, and support services

Type of Funds: Federal and state

Integrated Basic Education and Skills Training (I-BEST)

Administering Agency: State Board for Community and Technical Colleges

Population: Adult Basic Education (ABE)/English as a Second Language (ESL) students

Description: I-BEST pairs ABE/ESL and professional-technical instructors in the classroom to advance student gains in basic and professional-technical skills. Classes are in programs that build toward degrees and/or certificates and prepare students for employment.

Types of Education Covered: professional technical courses, including early childhood education/child care/child development (depends on the CTC)

Region: Statewide

Type of Funds: State

Number Served Annually: 70

National Scholarships/Grants for Early Childhood Education Preparation²⁶

Frances Degen Horowitz Millennium Scholars Program

The Millennium Scholars Program supports minority undergraduates to obtain graduate degrees in child development and related disciplines. The program also offers scholars multiple mentors for guidance and support. www.srkd.org/hmsp.html

Future Teacher Scholarship

The National Institute for Labor Relations Research *Future Teacher Scholarship* awards \$1,000 to students majoring in education. www.nilrr.org

Pearson Teacher Fellowship

Pearson Teacher Fellows commit to teach preschoolers in Head Start and other early learning centers as a full-time teaching assistant, team teacher, or lead teacher in low-income communities around the U.S. Fellows receive a \$12,500 stipend over two years in addition to their teaching salary. www.jstart.org/pearson

Phi Delta Kappa Scholarship for Prospective Educators

Scholarships open to high school seniors planning to major in education and pursue a career in the education field. Applicants also need to have some level of involvement in Phi Delta Kappa either through school, a relative, or a reference. www.pdkintl.org

²⁶ Information obtained from program websites and from: Center for the Study of Child Care Employment. (2007). *Chutes or ladders? Creating support services to help early childhood students succeed in higher education*. Berkeley, CA: University of California at Berkeley.

Federal Grants for Undergraduate Students²⁷

Federal Pell Grants

Need-based grants provided to all eligible undergraduate students. Students may receive Pell Grants for full-and part-time education. The maximum annual is \$4,050. www.studentaid.ed.gov

Federal Supplemental Educational Opportunities Grants

Participating postsecondary institutions award grants from \$100 to \$4,000 per year to undergraduates with "exceptional financial need".

<http://www.ed.gov/programs/fseog/index.html>

Academic Competitiveness Grant

A supplementary grant for Pell Grant recipients who attended a rigorous secondary school; students must be enrolled full-time in an associate's, bachelor's, or combined undergraduate/graduate program of study. Provides \$750 for first year of study, \$1,300 for the second year. <http://studentaid.ed.gov/PORTALSWebApp/students/english/AcademicGrants.jsp>

²⁷ Ibid.

Chapter V: National Review of Wage and Incentive Programs

The issue of turnover and compensation in the child care workforce has been extensively researched. Both are strongly linked to quality outcomes such as child development and school readiness. A well-compensated workforce directly affects the quality of instruction and care at the most fundamental level due to a strong correlation between teacher compensation, retention and educational level.²⁸ Annual turnover in the industry is 30%; and 18% of child care center staff completely leave the field each year.²⁹

This turnover rate is nearly four times as large as the 7% found in elementary school industry and is only slightly better than the fast food industry (which is built to sustain high levels of turnover).³⁰ Workforce instability burdens administrators, parents, fellow committed staff members, and ultimately the quality of instruction and care for the children. Research on early childhood program quality and turnover shows that programs with lower turnover rates produced children with more advanced early math and language skills.³¹

The economics of running a private child care center or family care home are not conducive to building a well-compensated and educated workforce. Child care is expensive for parents, averaging \$637 a month for child care centers and \$578 a month for child care family homes in Washington State.³² The financial structure of running a child care center leaves little room for offering wage and benefit increases. Economists have found that parents, including those in higher income categories, are not very price responsive to child care, which indicates centers or family care homes that raise prices to improve worker compensation are unlikely to see a correlating increase in demand.

The advent of quality rating systems and educational and professional development programs allow for improved evaluation of child care programs and increased access to quality care. However, only compensation incentive programs directly affect the issue of better wages and compensation in the child care workforce.

Several developments in early learning across the nation, including the proliferation of public pre-kindergarten programs and changes in Head Start teacher standards, have provided avenues for improved teacher salaries and educational requirements. While Head Start and public pre-k programs generally require more staff training and pay better salaries, the bulk of the child care center industry is run by private for-profit and non-profit centers³³ and family home

²⁸ Herzenberger, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004, Summary*. Washington, DC: Economic Policy Institute.

²⁹ Center for Child Care Workforce, 2002, <http://www.ccw.org/>

³⁰ Whitebook, M. & Sakai, L. (2003). *Turnover begets turnover: An examination of job and occupational instability among child care center staff*. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

³¹ Ibid.

³² Statistics are for 2008 for Washington State: Walter R. McDonald & Associates, Inc. (2008). *Washington State 2008 child care survey*. Olympia, WA: Department of Early Learning, p. 24.

³³ 96.5% of child care centers in Washington State are either for-profit (41.3%) or non-profit (55.2%): Walter R. McDonald & Associates, Inc. (2008). *Washington State 2008 child care survey*. Olympia, WA: Department of Early Learning, p. 15.

providers that have difficulty finding the resources to provide better salaries and benefits to employees.

States have made efforts in variety of areas to address the compensation and turnovers issue. The initiatives profiled in this paper are administered by individual states and generally tie wage supplements to either educational achievements or longevity, or in some cases both.

Often, funding for such wage and incentive programs is variable. Both the scope and availability of programs are affected by the funding fluctuations. Some programs have been professionally evaluated while others have not. However, it is clear from the evaluations that have been undertaken that the more comprehensive and well-funded the programs are, the better the results. An appropriately-resourced and properly-designed wage incentive program is a critical component in any state or federal child care quality initiative.

Following are the major findings of the programs profiled in this paper. Nearly all of the programs utilize a matrix or supplement chart which defines levels of professional achievement and longevity. However, there are significant differences in program mechanisms with regards to funding, relationships to with other early learning initiatives, adaptability to centers and family homes, and their administrative structure.

Organizational Structures

Research into administrative structures of the wage incentive programs reveals several common themes. The most intricate are the programs, such as the California CARES and WAGE\$ programs (Florida and North Carolina), which are designed to formulate local or country partnerships and allow for a certain degree of autonomy in program design.

Community Partnerships

Probably the best of example of this is the CARES program, currently administered through local county commissions called First Five. These commissions, operating in 56 of the 58 California counties, are required to raise money locally and adhere to common CARES program principles. In return, they receive leeway in programmatic design on certain elements such as stipend amounts and participation requirements. The WAGE\$ program has a similar local administration structure through Smart Start partnerships. Smart Start partnerships are private/public initiatives. While not as flexible as the First Five Commissions in terms of program design, regional WAGE\$ programs can decide supplement tiers and are also required to raise funds locally.

Single Agency Administration

In other cases, a single agency administers the program to the entire state. Missouri's WIN program, Utah's Career Ladder, and Oklahoma's OK REWARD are administered by a state university or community college. Administration by a body of higher education can be advantageous in terms of linking the programs to professional development opportunities at the institution. Programs are also administered by the state department of early education (such as Washington's Career and Wage Ladder) or through a state subcontract to a third party (Georgia INCENTIVES and Minnesota REETAIN). Third-party organizations are generally non-profits involved in the early education field.

Funding Structures

Funding for wage incentive programs come from a number of sources. The most common is the federal Child Care and Development Fund (CCDF), which appropriated \$5 billion in 2008 for a combination of subsidies and quality initiatives. Four percent of the allocation to each state must be used for quality initiatives. States are required to design a plan for the use of the CCDF funds.³⁴ Programs such as Oklahoma's REWARD, Arizona's SUCCEED, and several others are funded entirely by CCDF funds. Using only CCDF funding can be dangerous as this type of funding can be a target for cuts each year and wage incentive programs are increasingly vulnerable because of the competing state demands for the block grant allocation.

Single agency structures reliant on a single funding source can be more vulnerable to cutbacks or elimination during fiscal downturns. Programs with a dedicated source, such as tobacco funds or lottery revenues, are assured a more constant revenue stream. However, if the dedicated tax dollars fall behind the needs of the program, then the program may find it difficult to find additional funding. The programs in Kentucky and California both draw from tobacco settlement dollars.

Another common source of revenues is funding from state general funds. This revenue stream can result in larger fluctuations in funding because revenues come from a larger funding pool. Risk of funding loss is high with general funds, due to competing priorities and shrinking revenues during economic downturns.³⁵

The low priority of wage incentive programs is evidenced by the defunding of the some of the programs such as Wisconsin's REWARD in 2004, South Carolina's WAGE\$ in program in 2004-2005, and the expiration of New York's Child Care Retention Program in 2005-2006. Programs such as Kansas' WAGE\$ and Missouri's WIN relied on funding from a private foundation and in the case of WIN, lost the funding after the three -year pilot stage. State funding for the Washington State Career and Wage Ladder has similarly fluctuated, depending on the state's fiscal status (\$8 million in 2001-2003 biennium, defunded in 2003-2005 biennium, refunded at \$3 million in 2007-2009).

Public/private partnership programs have been more successful with funding levels and stability. California CARES has consistently expanded throughout the state and received \$7.9 million in state funding for the next 18 months. This is augmented by local funds raised by the First Five coalitions (which must raise at least 25% of state funds) pushing total funding of the program to over \$10 million.³⁶ This funding advantage allows the CARES to be the most expansive incentive program in the country (with 34,000 teachers enrolled in the first three years of inception), with the largest salary supplements (up to \$5,100 per year).

The WAGE\$ programs in Florida and North Carolina are also able to leverage dollars through public-private partnerships. Smart Start partnerships can tailor program eligibility requirements to leverage foundation dollars that increase private funding. For example, one of the seven local

³⁴ Information received from Child Care Research May 2006 fact sheet entitled: "Child Care and Development Fund (CCDF) Fact Sheet. Available on the web at: <http://www.childcareresearch.org/discover/meetings/roundtable/CCDFFactSheet.pdf>

³⁵ Brandon, R. (2003). *Finding the funds: Opportunities for early care and education*. Seattle, WA: Human Services Policy Center, pg. 3.

³⁶ Information received from July 2008 phone interview with Cynthia Hurden, Program Manager for California First Five initiative.

partnerships in Florida's WAGE\$ program restricts participation by centers to only those that are grantees of the Knight Foundation.³⁷ The Knight Foundation offers small grants to early education facilities and a portion of this is utilized to supplement the WAGE\$ funding.

Oregon also has an innovative funding structure which dedicates revenue from a tax credit to early learning initiatives. This allows the public to buy credits to limit their tax liability, while increasing funding for programs such as Oregon CARES.

Alignment with Other Early Learning Programs or Initiatives

Nearly all of the programs are tied, either directly or indirectly, to a scholarship program for early learning professionals. The most prominent of these programs is the Teacher Education and Compensation Helps (TEACH) program, which originated in North Carolina and has been replicated in 21 other states.

States without TEACH have similar programs that offer incentives and scholarship dollars for relevant early education and professional development. Clearly, policymakers across the country understand the need for the funding for tuition assistance program, but have not yet reached the same level of broad support for wage incentives. Policymakers have funded more scholarship programs throughout the country than direct wage incentive programs. The current breakdown is approximately 15 wage incentive programs and over 25 scholarship programs (either established or being implemented). Every state that has a wage incentive program also has a complementary scholarship program.

Quality rating system (QRS) initiatives have also begun to incorporate existing wage incentive programs. Georgia and Oklahoma mandate that participating providers in the wage incentive programs must achieve a certain level on the QRS rating system to be eligible for the program. Other states, such as Washington and Arizona, are in the process of piloting their QRS program and are considering a similar incorporation of their wage incentive programs.

The alignment of the two initiatives can potentially bring mutual benefits to both; wage incentives can serve as an additional carrot to recruit centers into largely voluntary QRS programs, and QRS offers a potential platform for additional funding to the wage incentive programs as the QRS initiatives grow and expand.

Adaptability to Different Forms of Child Care

Child care centers are structurally different from family child care (FCC) homes. A fundamental difference is the number of employees per child and the types of positions. A child care center generally has directors, teachers, and occasionally teacher's aides or assistant teachers. In FCC homes the licensee is often the only employee, often fills multiple rolls, and is not usually paid on an hourly basis.

Consequently, not all wage incentive programs are well suited for both FCC and center-based child care. Incentive programs that are based on hourly-wage increments, such as Washington's Wage and Career Ladder, are not well suited to family child-care. Other incentive programs, such as the Utah Early Childhood Career Ladder, CARES, and the INCENTIVES program, have a

³⁷ Information received from the Florida WAGES website, which can be found at: [http://www.fcforum.org/wage\\$.htm](http://www.fcforum.org/wage$.htm)

fairly equal split between FCC and center providers. The Minnesota REETAIN program mandates an even split and has separate application rounds for both types of child care.

The most common method of distributing funds is an annual stipend to the program participant. In some cases, such as the SUCCEEDS program, the annual payments are one-time only and the participants are not permitted to receive another stipend until they move to a subsequent level of the program's career matrix.

Programs generally establish time limits, such as a three year period, to move to the next professional level and participants are permitted to continue receiving the annual stipend for that period. Other programs have no time limits and the participants can receive annual stipends according to their matrix level in perpetuity. Washington's Wage and Career Ladder is the exception to this structure as its matrix is a basis for increases in participants' hourly wages.

The majority of incentive programs are open to both types of child care providers, but primarily enroll providers from centers. The most significant contributor to the disparity in participation is the number of employees in centers greatly exceeds the number of employees in family care. For example: in Washington, it was estimated that there were 22,500 providers working in licensed child care centers and approximately 7,000 in FCC homes in 2006.³⁸ Also, a child care center, with a greater capacity and more staff, are likely to be more connected to state and local programs that are offered to the early learning community.

Profiles

The programs featured below represent the major child care wage incentive programs in the United States. Information for each program was collected through a combination of program web pages, published program evaluations, and phone interviews with program managers. In most cases, programs utilize a matrix or supplement chart. Where available, these matrices can be found in the appendix of the paper.

These programs are separate from tiered reimbursement or scholarship programs, which may have financial components but are not providing direct supplements to early learning providers.

SUCCEEDS

Location: Arizona, available statewide.

Program Design: The program, conceived in 1996 and enacted in 2002, is a stipend-based program that provides one time incentives to center and family-center care based on upwards movement in the state career ladder. The supplements are one-time payments that cannot be renewed. The maximum stipend that can be received is \$400 and there are six possible achievement levels.

Program Evaluation/Highlights

- Stipend-based program that has professional development ladder with 15 different levels and the opportunity for salary supplements at 6 different levels.
- Stipends range from \$50 to \$400.

Attachment to other EL Initiatives: The SUCCEEDS program has an educational and professional development component. The program recruits and hires trainers, generally EL practitioners, to

³⁸ Department of Early Learning. (2008). *Licensed Child Care in Washington State: 2006*. Olympia, WA: Author, pg. 10. Data not available in 2008 market rate survey report

conduct workshops and mentor program participants.³⁹ Arizona is still in the process of implementing their QRS system and there is discussion regarding the compatability of linking the two programs.

Number served, population targeted: The program is offered to practitioners at both home and center-based care.

Funding: The program is funded through the Arizona Department of Economic Security primarily using the Federal Development Child Care Fund.

California Comprehensive Approach to Raising Educational Standards (CARES) Initiative

Location: Most counties throughout California.

Program Design: CARES is a stipend based program. Child care providers do not receive wage increases but collect bonuses on an annual basis. The program is adaptable to the specific needs of each California county and in some counties go by a different program name. All of the adopted county programs are based on two CARES models: the Child Development Corps (CDC) and Resources for Retention. The CDC provides direct monetary rewards ranging from \$50 to \$5,100 to family care and center-based staff if they meet certain education requirements, and commit to providing education services for at least a year.

The Resources for Retention aims to directly reimburse public and private programs that commit to improving child care quality and by providing differential reimbursement and quality improvement awards. The aim of this program is support provider's goals of retaining staff and reaching certain levels of accreditation.

Most counties have adopted the CDC program as their primary component of their CARES program. Although the counties are given autonomy to design their own program, they must adhere to the core CARE principals. The principles include:

- The program must be open to home-based child care providers, assistants, and center-based staff in public and private programs.
- Stipend rewards for ECE staff for attained education and for continuing education and professional growth. All types of staff within the center-based and family-based care are eligible for the program, including for-profit, faith-based, private non-profit and subsidized programs.
- Stipends are rewarded for both educational attainment and professional growth. The stipend increments are based on the Child Development Permit Matrix, a statewide professional development matrix that was created as a requirement for subsidized programs.

Program Evaluation/Highlights: (Whitebook, Fall, 2004)

- 96% of participants stayed in field after 12 months, 93% after 18 months.
- Program participants are twice as likely to stay at the same center for a two year period than are non-participants
- Participants are more likely to pursue education and training than non-participants.

³⁹ Information gathered from a July 2008 phone conversation with Lisa Martinez, program coordinator for Arizona Association for Supportive Child Care, an administrator of the SUCCEEDS program.

- Staff must be at their job for a certain length of time to be eligible, generally between 9 months and a year.
- Stipends for those with higher levels of education, such as a bachelors or masters degree, receive the highest stipend as an opportunity to bridge the gap between early learning and elementary school salaries.⁴⁰

Numbers served, population targeted: The program is open all levels of staff and all types of child care centers. Center-based staff make up the majority of participating providers (roughly 60%). By 2004, 34,000 providers had participated in the first three years of the program. In 2008, 56 of the 58 California counties participated in the program.

Funding: The funding for the initiative is fundamentally based on local match model. Local county commissions called First 5 raise funds locally (both private and public) and receive a match contribution from AB212 (a funding bill passed in 2000 to provide matching state fund for the CARES initiative). California has provided \$7.9 million for the next 18 (2008/2009) months of the CARES Program. The local match requires each county to have a 1 to 4 funding match (i.e. the local county must match at least 25% of the state funds they receive.)⁴¹

Association with Other EL Programs: Each county can, when applying for AB212 matching funds, design a CARES proposal that can include components that are separate from wage and infrastructure supplement programs. The requirement for the proposal is the adherence to the five core principals of the CARES initiative.

WAGE\$ - Florida

Location: The program is offered throughout the state of Florida through seven local partnerships.

Program Design: The Child Care WAGE\$ Project provides salary supplements directly to low-wage teachers, directors, and family child care providers working with children from birth to age five in participating counties. Graduated salary supplements are tiered based on the teacher’s education level, with different tiers for directors or teachers and family child care providers.

<p>Program Evaluation/Highlights</p> <ul style="list-style-type: none"> • Participating programs had a turnover rate of 16%. • 43% of program participants are actively pursuing or participating in professional development and education.

Counties choose one of five options for funding levels for each tier. As education increases, so does the salary supplement. Participants must work in the same early childhood program for six months before they are eligible to receive supplements. Participants from child care centers can continue to stay at the same level for two years and receive the supplement and then must move up the supplemental ladder to continue to receive supplement. Teachers in family child care programs have an additional year before they are required to move up the educational ladder.

⁴⁰ Whitebook, M. & Bellm, D. (2004). Lessons from CARES and other early care and education and workforce initiatives in California, 1999-2004. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley..

⁴¹ Information received from a July 2008 phone interview with Cynthia Hurden, Program Manager for California First Five initiative.

The eligibility requirements are the same as for the other WAGE\$ programs, however the local partnerships are permitted to adopt some of their own principles. Three of the seven local partnerships require the centers to be part of the state QRS program to be eligible for the program. Two other county partnerships restrict the program solely to centers that participate in the School Readiness Center program and the Knight Foundation Center program. The income cap is also higher than in other states, at \$17.50 per hour. The maximum stipend payout for a teacher that reaches level 8 on the supplemental scale is \$3,000 a year. This is less than the stipend for the corresponding level in North Carolina and Kansas. For details, see the supplemental scales in the appendix.

Association with other EL Programs: The program is complement by the TEACH program which is designed to support professional development opportunities for early education staff.

Numbers served, population targeted: The program serves both teachers and directors in family and center-based child care. In 2006/2007, the program had 1,126 participants with a waitlist of 476 eligible participants. Teachers made up 825 of the 1,126 people while program directors filled the remaining 85 spots. More than 50% of the program participants were on the first or second step of the supplemental scale.

Funding: The program is funded through a combination of state and local funds. Funding fluctuates yearly depending on the local partnerships. Total funding for the program in 2006/2007 was \$1,384,350 and increased in 2007/2008 to \$1,549,000.⁴²

Georgia INCENTIVES program

Location: Georgia, available statewide.

Program Design: This statewide supplement program provides stipends twice a year between \$400 and \$2,000 (annual total) to eligible applicants. The program is open to both center and family providers who meet at least one of the following criteria:

- Accreditation from the National Association for the Education of Young Children (NAEYC), the National Early Childhood Program Accreditation (NECPA), or the National Association of Family Child Care (NAFCC)
- Accreditation from Bright from the Start: Georgia Department of Early Care and Learning Center of Distinction or a Home of Distinction through the Standards of Care program
- Serves subsidized children (at least 25% must be subsidized by DFCS)
- Participates in the Child and Adult Care Food Program

Program Evaluation/Highlights
<ul style="list-style-type: none"> • Program recipients average 7 years of continuous employment. • 44% of program participants were at the first supplement level, 48% at the second or third, and 11% were at the fourth level (bachelors degree)

Teachers must make less than \$14.75 per hour and have been employed at their provider for a 12 month period. The range of awards depends on the educational level. For example, a teacher with a technical certificate is eligible to receive \$400 for the year (in two supplements) and a teacher with a Bachelors degree is eligible to make the maximum \$2,000.

⁴² Information for this section received from the Florida WAGES website, which can be found at [http://www.fcforum.org/wage\\$.htm](http://www.fcforum.org/wage$.htm)

Attachment to other EL Initiatives: Georgia has a SCHOLARSHIPS program that provides financial assistance for professional and educational pursuits to eligible child care staff. While Georgia does not have a formal QRIS system, they do have a voluntary “Standards of Care Program.” This program allows child care centers and family homes to be rated using assessment tools, such as ITERS, and receive supports to improve the teaching environment. Family homes can be awarded three levels of merit and centers can be awarded two levels. In both cases, the recipients of the INCENTIVES stipends must work for centers and family homes that have received a rating of Home of Distinction or Center of Distinction to be eligible for the program. The Distinction category is the highest level that a provider can receive under the voluntary program.

Number served, population targeted: Recipients worked in 130 and lived in 147 of Georgia's 159 counties. 90 percent of recipients worked in a licensed child care center or group child care home; they have the following characteristics: annual salaries of \$21,706, average 7 years of continuous employment, 99% female, and earning an average of \$10.44 per hour.⁴³ 100% of the program participants work for providers who have received distinction status under the Georgia Standards of Care Initiative.

Funding: Provided by Bright Start, the Georgia Department of Early Learning agency. The program has awarded \$8.8 million since its inception and has been traditionally funded through the Child Care Development Block Grant (CCDBG).⁴⁴ 3,291 professionals received \$2,575,017 in FY 2006.

Great START

Location: Illinois, available statewide.

Program Design: Great START provides child care practitioners with wage supplements every six months as long as they remain with their current employer and meet or exceed the professional registry's educational requirement matrix (see appendix). Practitioners who continue to advance their formal education or obtain additional credentials, such as the Illinois Director's Credential, are rewarded with increased supplement amounts as they achieve higher educational levels. Supplements range from \$150 to \$1,950 and are received by program participants in two cycles. The participant is eligible to continue to receive the supplement indefinitely as long as he/she remains with the same center. Once the participant has reached level ten of the matrix, which would mean having an Illinois Directors Credential or Masters in Early Education, the program participant cannot increase their stipend. However, they are eligible to receive the level ten amount indefinitely.

Program Evaluation/Highlights

- Turnover rate for program participants was 17% in 2002 and 13% in 2003, which is less than the national average of 30% for early education teachers.
- More than 8,000 EL staff have received a stipend from the program since its inception in 2001, averaging \$1600 per participant annually.
- 98% of participants felt more valued as a professional after participating in the program.

⁴³ Information from the CARE Solutions website, contracted by the State of Georgia, <http://www.caresolutions.com/content/page.cfm/111/>

⁴⁴ CARE website

To be eligible for the program, the teachers and directors must have been employed for at least one year at the same center or family home. The staff must also work in a licensed center or family home and not earn above \$15 per hour. Additionally, the eligible staff must meet educational and professional development requirements of the supplemental scale (matrix).

Number served, population targeted: The program is statewide and serves between 1500 to 2000 staff annually. The majority (88%) are center-based staff.⁴⁵

Funding: \$1.891 million was appropriated in 2007 and 2008 and is funded at the same amount for the FY09 fiscal year.⁴⁶ The average annual supplement for participants is \$1,600 a year (two supplement cycles).

Association with other EL Initiatives: Great START is complemented by the Illinois Gateways to Scholarship program. This program was originally a replica of the TEACH program and pays a percentage of tuition related costs for further professional education.

Child Care WAGE\$ Program – Kansas

Location: The program is currently being offered in 28 of the 105 Kansas counties.

Program Design: The Child Care WAGE\$ Project provides salary supplements directly to low-wage teachers, directors, and family child care providers working with children from birth to age five in participating counties. Graduated salary supplements are tiered based on the teacher’s education level, with different tiers for directors or teachers and family child care providers. As education increases, so does the salary supplement.

Participants must work in the same early childhood program for six months before they are eligible to receive supplements. Participants from child care centers can continue to stay at the same level for two years and receive the supplement and then must move up the supplemental ladder to continue to receive supplement. Teachers in family child care programs have an additional year before they are required to move up the educational ladder.

The supplement scale can be found in the appendix. The supplemental scale is similar to the North Carolina version; however it does not contain different supplement levels based on local partnership preference. Teachers must make less than \$14.45 an hour to qualify for the program and work a minimum of 20 hours per week.

Association with other EL Programs: The program collaborates with the TEACH Early Childhood Project which provides partial scholarships for additional educational attainment. The program is also being considered as part of the KQRS program which is currently in the pilot phase. As the KQRS program continues to expand throughout the state.

Program Evaluation/Highlights

(Murphy, June, 2007)

- Originally funded by the Kaufmann Foundation, currently funded through a mixture of Smart Start grants and state dollars.
- 44% of participating directors reported a decrease in staff turnover.
- 30% of participating programs are family-care programs.

⁴⁵ Information received from Great Start website: <http://www.inccrra.org/>

⁴⁶ FY09 Illinois State Budget: <http://www.state.il.us/budget/>

Numbers served, population targeted: The program is currently limited to teachers and assistant teachers in child care centers and family care. Directors can participate in the program if they spend a significant portion of their day with direct child instruction. 242 people participated in the program in 2007/2008, all of which were female.

Funding: The program is funded solely through Smart Start grants, which received their funding from the Master Tobacco Settlement. Prior to 207/2008, the program also received the support from the Kauffman Foundation. Funding for the WAGE\$ Program was at \$386,160 for 2007/2008.⁴⁷

Milestone Achievement Awards

Location: Kentucky, available statewide.

Program Design: The program offers up to \$1800 per year in eligible costs toward providers who pursue a CDA, AA, or BA in Early Education. The stipend component of the program is captured within the maximum annual payout. The program then provides one time payouts for achieving any of these degrees. The payouts are the following:

- CDA - \$250
- Associates Degree or Directors Credential - \$300
- Bachelor's Degree - \$500

Program Evaluation/Highlights

- Combines with scholarship program to promote and reward education.
- Participants are awarded between \$250 to \$500 in one-time pay-outs for academic achievement.

The providers can also be reimbursed for books and school related expenses. A provider who receives his/her AA degree could be eligible for \$300 stipend and \$1500 in tuition and related expenses. The center or family home is responsible for paying 10% of the stipend cost.

Number served, population targeted: The program is open to all levels of staff in both family and center-care programs. The program predominately serves center-care staff. 588 staff participated in 2007 throughout the state with 176 new staff entering the program and rest continuing their education.⁴⁸

Attachment to other EL Initiatives: The Milestone Achievement Awards are a component of the Kentucky Quality Enhancement Initiative. The program essentially sets up a cap rate that they will provide stipends and scholarship dollars to EL Staff each year. The idea is to monitor, support, and reward professional development. Funding can also be used for the initiative, which pays tuition directly to educational institutions.

Funding: The average payout per participant is \$700 per year which includes scholarship and stipend dollars.⁴⁹ The State appropriated \$800,000 in 2006/7 and \$900,000 in 2008/9 for the Development Scholarship Program. The funding source is from the tobacco settlement funds.⁵⁰

⁴⁷ Information received from an August 2008 phone interview with Kris Nicholson, Director of the Child Care WAGE Program for KACCRAA

⁴⁸ Information received from a July 2008 phone conversation with Michelle Johnson, Program Manager for Kentucky Partnership for Early Childhood Services

⁴⁹ Ibid.

⁵⁰ National Conference of State Legislatures. (2006). Website: 2006 Early Care and Education Report. <http://www.ncsl.org/programs/cyf/earlycareedu1106.htm>

REETAIN

Location: Minnesota, available statewide.

Program Design: Retaining Early Educators Through Attaining Incentives Now (R.E.E.T.A.I.N) is a workforce retention program that strives to reduce the turnover rates among child care providers who work with young children. Grant recipients are free to use grant dollars as they choose. The family care providers and center-based providers each apply in different application cycles once a year for grants between \$1,000 and \$3,500. The grant amount depends on the education level attained.

Program Evaluation/Highlights

- 183 grants awarded in 2006 with a competitive application process.
- 37% of applicants to the program receive awards each year. Decisions are made on a points basis.
- \$300,000 appropriated to the program in 2008.

The program participants must be working for a licensed provider and have earned a CDA, associates, or bachelor's degree to be eligible. The participant must also have worked for the provider for one year and be willing to make a one year commitment to remain at the same provider. The program does not use a formal supplemental matrix.

Attachment to other EL Initiatives: Minnesota complements the WAGE\$ programs with the TEACH scholarship program. TEACH formulates a partnership between the child care provider, the state, and the individual to fund professional development and educational opportunities. 198 scholarships were awarded in 2006.⁵¹

Number served, population targeted: The program is open to both family and center-based providers. 160 grants were made in 2006, down from 253 grants awarded 2004. 75% of the grants are awarded to staff working with infants and toddlers.⁵² Grants are awarded through a competitive application process which selects applicants based on a point system. See the appendix for more information on the point system. Grants are evenly distributed between center care and family care providers and 37% of the applicants from each demographic are selected in each annual funding round (there are separate rounds for center care and family care providers).⁵³

Funding: The program was funded through the CCDF IT Earmark. \$300,000 was appropriated in 2008.

Workforce Incentive Project (WIN)

Location: Missouri, pilot project

Program Design: The WIN program is a stipend based program that rewards early learning staff for a baseline education and continuing coursework in early learning. Participants can receive between \$500 and \$1000 a year depending on their current level of education and ability to take a certain number of educational credit hours each year.

⁵¹ Information from Ready 4 K website, a Minnesota EL advocacy non-profit, http://www.ready4k.org/index.asp?Type=B_BASIC&SEC={0D17E8A3-3B5D-4EA4-9D44-1797C2FADC3A}

⁵² Information from Ready 4 K website, a Minnesota EL advocacy non-profit

⁵³ Based on an August 2008 conversation with Linda Magel of the REETAIN program.

To participate, teachers and directors must work in a licensed early childhood program or a WIN pilot area. The staff must also enroll in the state teacher registry program which tracks their professional development. Staff must work a minimum of 30 hours a week and make less than \$42,000 a year.

Attachment to other EL Initiatives: The initiative was originally as part of the Missouri OPEN initiative which serves as an umbrella organization for general workforce development programs. The primary focus of the programs is the implementation development of a career development system for early education and afterschool professionals.

Number served, population targeted: The aim was to focus stipends from \$500 to \$2,500 per year to family and center-care providers. The program was a pilot for a three year period and focused on specific sections of the state. The project was professionally evaluated (which should be published in 2008).

Funding: Originally funded for a three-year period (2001-2004) by the Kaufmann Foundation. The project has not received funding for the past three years by either private or public sources. The program continues to be advocated for but does not have serious support in the legislature.

Child Care WAGE\$ Program – North Carolina

Location: Originally conceived in North Carolina, now been replicated in Florida, Kansas, and South Carolina, and adapted in Illinois and Wisconsin.

Program Design: The Child Care WAGE\$ Project provides salary supplements directly to low-wage teachers, directors, and family child care providers working with children from birth to age five in participating counties. Graduated salary supplements are tier-based on the teacher's education level, with different tiers for directors or teachers and family child care providers.

Counties choose one of five options for funding levels for each tier. As education increases, so does the salary supplement. Participants must work in the same early childhood program for six months before they are eligible to receive supplements. Participants with less education than an AAS must advance to a higher education level within two to three years in order to remain eligible for WAGE\$.

In counties that fund WAGE\$ through Smart Start, teachers and family child care providers must make less than \$14.75 per hour to qualify, and directors must make less than \$15 per hour. In addition, providers are required to spend at least 10 hours per week working with children birth to age five. To receive a salary supplement, participants must also have a child care credential, college coursework in early childhood education, and/or a two- or four-year degree.

Program Evaluation/Highlights (Gable, 2006)

- The retention rate for program participants was found to be higher than for non participants but inconclusive for directors.
- Incentive stipends had a greater effect in terms of retention for teachers with a college education and 5 years of experience than those with only high school and less than 5 years of experience.

Program Evaluation/Highlights

- Turnover in North Carolina in 2004 was 24% and 16% in 2005, below the national average of 30%.
- 29% of program participants submitted new coursework and 18% moved to the next level in the supplemental scale in 2005

Association with other EL Programs: The program collaborates with the TEACH Early Childhood Project which provides partial scholarships for additional educational attainment.

Number served, population targeted: Any child care professional earning at or below the income caps selected by the funding partnership may be eligible to participate. The standard statewide caps are \$14.75 per hour for teachers and home providers, and \$15 per hour for directors.

Funding: In North Carolina, WAGE\$ is funded by local Smart Start partnerships and the Division of Child Development. Administration funds come from the CCDBG (child care development block grant).

REWARD Oklahoma

Location: Oklahoma, operating statewide.

Program Design: REWARD is administered by the University of Oklahoma, separate from the Reaching the Stars rating system (which is administered by the Oklahoma Department of Early Learning) and rewards child care centers and family-care staff supplements of up to \$2,000 based on educational and professional achievement. The higher supplements are for the individuals who have achieved the most education and moved through the professional registry. Once the staff has received an educational level they are eligible to receive the supplement every 6 months. The educational rewards are based on the Professional Development Ladder.

Program Evaluation/Highlights

- Program participants are mandated to also be a part of the Oklahoma QRS initiative.
- 10% of the children enrolled at the participating centers must be subsidized by the state.

Directors can move between 5 different levels and receive supplements every 6 months for a prescribed amount of time until they must move to the next level to continue to receive a subsidy. For example, a director who is at the second silver level can receive \$1000 dollars a year for four years until they must move up to the first gold tier to receive a supplement. Teachers receive supplements in the same manner through a ten level ladder with similar time limits.

The child care program must have a certified one star plus rating on the Oklahoma Reaching for the Stars Initiative. The centers must also enroll 10% of their capacity with subsidized children. Both directors and teachers must make less than \$15 per hour and have worked at their facility for a minimum of one year. They must also work at least 30 hours per week.

Association with other EL Programs: This program is tied to Oklahoma's Quality Rating System and professional development supports are only offered to programs above the one-Star level.

Number served, population targeted: The program serves approximately 1800 directors and teachers each year from both child care centers and family care providers. 100% of the participants in the REWARD program are employed by providers enrolled in the state Reaching for the Stars quality initiative. ⁵⁴

⁵⁴ Information received from an August 2008 phone interview with Margretta Hennings of the REWARD Oklahoma Program

Funding: The program is funded through the CCDBG and was appropriated \$2.2 million in 2008. Of the \$2.2 million, \$1.8 million was directly issued as supplements to the program participants. Funding for the REWARD program is separate from Oklahoma QRS initiative.⁵⁵

Oregon CARES (Compensation and Retention Encourage Stability)

Location: Oregon, available statewide.

Program Design: The program is structured in a similar manner to the California CARES program through county organizations. The county organizations are free to design their own CARES program provided they adhere to the core principals of the program and focus on the two major components; wage stipends and professional development scholarships.

The wage stipends are monetary rewards ranging from \$250 to \$4,000 per year per program participant. The levels of the stipends depend on the progress and location of the participant through the Oregon professional registry. CARES also has a scholarship component that provides funding for participants to enroll in professional development trainings and coursework.

Any county that implements the program is required to establish an advisory committee consisting of the local early education directors, CCR&R Staff, and interested community members to advise the design and administration of the program. Core principles that must be incorporated in the program design include participants working for at least a year at their center and committing to an additional year and a strict adherence to the Oregon Registry: Pathways to Professional Recognition in Childhood Care and Recognition.⁵⁶

Association with Other EL Programs: The stipend program is attached to the CARES scholarship program. The Oregon Community Foundation is a statewide non-profit that also provides scholarships and to family and center are providers. The scholarships cover professional development as well as parent education and early literacy.⁵⁷

Child Care WAGE\$ Program – South Carolina

Location: South Carolina

Program Design: Adopted from the basic WAGE\$ model. The program provided scheduled salary supplement to early education teachers and directors.

Association with other EL Programs: The program was used in cohesion with the TEACH program. The TEACH program continues to operate statewide.

Numbers served, population targeted: The program never exited the pilot stage and ended in 2005 after a three-year run. The program served a limited number of centers and counties in the state and never received public funding.

⁵⁵ Ibid.

⁵⁶ Information obtained from the Center for Childcare Workforce (CCW) website, program overview: <http://www.ccw.org/pubs/OregonCARESooverview.pdf>

⁵⁷ Information received from the Oregon Community Foundation website: http://www.ocf1.org/grant_programs/programs.html

Early Childhood Career Ladder

Location: Utah, available statewide.

Program Design: The Career Ladder is a voluntary statewide training certification program for child care providers. The goal of the Career Ladder is to increase providers' participation in ongoing training in the field. Participants receive a certificate and cash bonus for each level of training they complete. Each level received represents 40 hours or more of training completed. There are ten different levels of the ladder that can be reached depending on where the provider begins, and the provider can reach two levels each year (and be compensated for them). The provider receives a certificate of completion and \$100 - \$900 bonus for each level completed. Bonuses increase \$100 for each level that is completed.

Program Evaluation/Highlights

- Program rewards teachers for both longevity and academic achievement.
- The program is not an "up and out" program and can provide supplement in perpetuity to eligible participants.
- The program is targeted to both center and family care and administered through a network of community colleges.

An additional component of the Career Ladder is supplements that reward the participants for years with the same provider and level on the ladder. These supplements are called Career and Longevity Supplements and are awarded annually. Supplements range from \$100-\$900. There is also an available Endorsement program which provided \$100 supplements for the completions of specific early education courses.

All three of the programs allow for supplements to be received in perpetuity once the participants have reached the highest level of the career ladder, provided the participants remain eligible.

Attachment to other EL Initiatives: The program is complemented by the Endorsement and Career and Longevity Program. Utah also has a professional scholarship program that provides partial scholarships to for training and college courses. The scholarships are available to individuals who meet the income guidelines (300% of the federal poverty level).

Number served, population targeted: Several thousand are involved in the program each year with a relatively equal distribution of family care and center care providers.

Funding: \$1.6 million annually from Federal Community Development Block Grant.⁵⁸

Washington State Early Childhood Education Career and Wage Ladder

Location: Washington – Statewide

Program Design: The Career and Wage Ladder is based on a wage matrix developed and published by the state, with wage increments determined by education, experience, and job responsibility. To participate in the program, the centers must agree to adopt the matrix as a floor for their wages, provide staff a minimum of 12 days paid leave, and enroll state subsidized children in at least 10% of their available slots.

⁵⁸ Information received from a July 2008 phone interview with Bill James of the Child Care Professional Development Institute

The program is designed to reward teachers for both longevity and educational attainment. A teacher that increases their education or professional development can move up the ladder and receive an increase in their hourly wages, which is funded by the state of Washington. Additionally, the teachers can receive an increase in their hourly wages for each year of continuous employment and each increase in responsibility. These wage increases are funded by the participating child care centers. Hourly increases for each educational advancement step on the ladder are generally \$.50 or \$.25 per hour.

Attachment to other EL Initiatives: The ladder is complemented by the STARS Scholarship and Washington Scholars Program. The Wage Ladder is under consideration to be a component of the new state QRIS program, which is still in its initial implementation phase.

Number served, population targeted: The program covers 70 centers throughout the state. The program is open to child care centers who accept a minimum of 10% subsidized children.

Funding: The program was funded at \$3 million for the 2007-2009 biennium. The cost represents an average of \$21,000 per center per year.

Program Evaluation/Highlights

(Boyd, March, 2004)

- Program received a 3-part evaluation which ended in 2004.
- Evaluation showed statistically significant increases in the quality of care.
- 54% of participating centers reported attracting a less educated workforce after leaving the ladder program.

REWARD Wisconsin

Location: Wisconsin, available statewide

Program Design: Early learning staff are rewarded with increased compensation for their education and proven commitment. Attained credit-based education is documented by The Registry, Wisconsin's Recognition System for the Childhood Care and Education Profession. Individuals must apply for a Registry Certificate to verify their educational completions. Additionally, REWARD applicants are asked to show commitment through current employment at a child care program, or to the field. Stipend amounts increase with higher educational levels. Stipends range from \$200 to \$1000.

Association with other EL Initiatives: The program is complemented by the TEACH program that partially funds providers who wish to pursue additional education and professional development opportunities. 30% of staff connected with the REWARD program are also participating in the TEACH program. See stipend allocation chart in the appendix for more information (supplement unchanged since 2001 depending on funding availability). The program is not currently linked to the state QRS program.

Numbers served, population targeted: The program serves between 2000 to 25000 providers each year depending on the funding level. 90% of the participants are from child care centers.

Program Evaluation/Highlights

- 59% of the recipients are teachers, 18% are directors.
- 88% of the recipients met the longevity requirements by staying at their provider for at least three years.
- 30% of recipients are or have been enrolled in the TEACH program.

The program participant is most likely female (98.5%), a head teacher in a child care center (60%) and has between 6 to 10 years of experience at the same provider location.⁵⁹

Funding: The program is federally funded from the Child Care Development Block Grant (CCDBG). The funding has fluctuated throughout the years and received \$1.4 million in 2005 (defunded in 2004). Of the appropriation, \$1,253,950 was issued directly as stipends for program participants.⁶⁰ The program is currently funded and undergoing re-development.

⁵⁹ REWARD Wisconsin 2007 Program Summary, produced by the Washington Department of Children and Families and available at: http://dcf.wisconsin.gov/child_care/teach/pdf/reward_summary2007.pdf

⁶⁰ Information received from the REWARD Wisconsin website, program summary: http://www.wecanaeyc.org/uploads/media/2005_Report_for_Web.pdf

Appendix I: Common Definitions

Child Care Development Block Grant (CCDBG)

The 1996 welfare reform law consolidated several different sources of federal funding for child care into the Child Care and Development Block Grant (CCDBG). CCDBG provides a block grant to states for child care assistance to help low-income working families become and remain independent. Specifically, CCDBG helps defray the costs of child care by providing eligible low-income families with subsidies to help them pay for child care. CCDBG includes funds specifically dedicated to improving the quality, as well as the amount of child care available, to low income families. Head Start and wage incentive programs generally use the CCDBG funding source to capitalize their programs.

Quality Rating System

A quality rating system (QRS), or sometimes referred to as a Quality Rating and Improvement System (QRIS), is a systematic approach to rate child care centers and homes. QRS systems are generally administered by individual states and can be either voluntary or mandatory for licensed providers. Participating child care providers are rated based on a set of performance and environmental standards. Some QRS systems build in financial incentives and technical support to encourage participation and achievement.

Supplemental/Matrix Chart

Wage Incentive programs generally use a grid or matrix to chart professional and education progress by program participants. The chart defines what level or monetary amount the participant is eligible to receive.

Teacher Education and Compensation Helps (TEACH)

The T.E.A.C.H. program provides scholarships to child care providers to partially cover the cost of tuition, books, release time, and travel expenses. T.E.A.C.H. is now funded with state and federal dollars and operates in all 100 counties in North Carolina. The Child Care Services Association of North Carolina provides technical assistance (including a database, training, and quality assurance tools) to help other states implement the T.E.A.C.H. program. Twenty-one other states have replicated the program. In 2005, approximately 20,000 early childhood teachers, family child care providers, and directors participated in T.E.A.C.H. nationally. Participants and employers are also required to pay part of the scholarship cost.

TEACH also provides an insurance program for center and family-based child care programs. All levels of staff are eligible if at least one staff is a TEACH participant or all of the teachers and directors at the program have either a two- or four-year degree. The child care centers are required to select their own insurance provider and pay one-third of the individual premiums. The TEACH program pays at least one-third of the premium and the staff may be required to pay the final third depending on the cost of the insurance. Currently, the insurance program is only available in North Carolina.

Appendix II: Matrices for Wage Incentive Programs

Arizona S★CCEEDS

<http://www.asccaz.org/scceeds/Master%20Forms/EnglishPDF/CareerLevels.pdf>

S★CCEEDS Practitioner Career Levels

Level I	Level II		Level III	
	A	B	A	B
<i>Must be at least 16 years old</i>	<i>Must be at least 18 years old Must be a student and/or working in the field</i>			
<p><i>Must be a student and/or working in the field</i></p> <p>Meets licensing and/or certification requirements</p>	<p>Meets licensing and/or certification requirements</p> <p>Has: High School diploma or equivalent</p> <p>Plus: High School diploma or equivalent</p>	<p>Meets licensing and/or certification requirements</p> <p>Has: High School diploma or equivalent</p> <p>Plus: 3-11 credit hours in ECE or Child Development</p> <p>OR 60-179 clock hours of approved training</p>	<p>Meets licensing and/or certification requirements</p> <p>Has: High School diploma or equivalent</p> <p>Plus: CDA credential, CCP, CPC, NAC, MACTE certificate, or equivalent</p> <p>OR 12-29 credit hours in ECE or Child Development</p> <p>OR 180-449 clock hours of approved training</p>	<p>Meets licensing and/or certification requirements</p> <p>Has: High School diploma or equivalent</p> <p>Plus: Certificate of completion in ECE or Child Development from a community college</p> <p>OR 30+ credit hours in ECE or Child Development</p> <p>OR 450+ clock hours of approved training</p>

Level IV		
A	B	C
<i>Must be at least 18 years old</i>		
<i>Must be a student and/or working in the field</i>		
<p>Meets licensing and/or certification requirements</p> <p style="text-align: center;">Has: Associate of Applied Science degree in Early Childhood Education</p> <p style="text-align: center;">OR</p> <p>Associate of Arts degree or Associate in Applied Science degree that includes at least 15 credit hours in early childhood education or child development.</p> <p style="text-align: center;">OR</p> <p>Associate of Arts degree or Associate in Applied Science degree and 225 clock hours of approved training</p>	<p>Meets licensing and/or certification requirements</p> <p style="text-align: center;">Has: Met the requirements of Level IVA</p> <p style="text-align: center;">Plus: An additional 15-29 credit hours in early childhood education or child development.</p> <p style="text-align: center;">OR</p> <p>An additional 225-449 clock hours of approved training</p>	<p>Meets licensing and/or certification requirements</p> <p style="text-align: center;">Has: Met the requirements of Level IVA</p> <p style="text-align: center;">Plus: An additional 30+ credit hours in early childhood education or child development.</p> <p style="text-align: center;">OR</p> <p>An additional 450+ clock hours of approved training</p>

Level V		
A	B	C
<i>Must be at least 18 years old</i>		
<i>Must be a student and/or working in the field</i>		
<p>Meets licensing and/or certification requirements</p> <p style="text-align: center;">Has:</p> <p>Bachelor's degree in early childhood education or child development,</p> <p style="text-align: center;">OR</p> <p>Bachelor's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training,</p> <p style="text-align: center;">OR</p> <p>State of Arizona Provisional/Standard Teaching Certificate Early Childhood Special Education,</p> <p style="text-align: center;">OR</p> <p>State of Arizona Provisional/Standard Teaching Certificate Elementary Education</p>	<p>Meets licensing and/or certification requirements</p> <p style="text-align: center;">Has:</p> <p>Met the requirements of Level VA.</p> <p style="text-align: center;">Plus:</p> <p>An additional 15-29 credit hours in early childhood education or child development,</p> <p style="text-align: center;">OR</p> <p>An additional 225-449 clock hours of approved training</p>	<p>Meets licensing and/or certification requirements</p> <p style="text-align: center;">Has:</p> <p>Met the requirements of Level VA</p> <p style="text-align: center;">Plus:</p> <p>An additional 30+ credit hours in early childhood education or child development,</p> <p style="text-align: center;">OR</p> <p>An additional 450+ clock hours of approved training</p>

Level VI			Level VII
A	B	C	
<i>Must be at least 18 years old</i>			
<i>Must be a student and/or working in the field</i>			
Meets licensing and/or certification requirements Has: Master's degree in early childhood education or child development, OR Master's degree with either 18 credit hours in early childhood education or child development or 270 clock hours of approved training	Meets licensing and/or certification requirements Has: Met the requirements of Level VIA Plus: An additional 15-29 credit hours in early childhood education or child development, OR An additional 225-449 clock hours of approved training	Meets licensing and/or certification requirements Has: Met the requirements of Level VIA Plus: An additional 30+ credit hours in early childhood education or child development, OR An additional 450+ clock hours of approved training	Meets licensing and/or certification requirements Has: Doctorate in early childhood education or child development, OR Doctorate with either 30 credit hours in early childhood education or child development or 450 clock hours of approved training

California CARES

http://cares.edgateway.net/cs/cares/view/uwba_r/181

Child Development Permit Matrix - with Alternative Qualification Options Indicated					
Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Option 2: Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth****
Associate Teacher	Option 1: 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential. CDA Credential must be earned in California	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise at above.	105 hours of professional growth****
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise at above. Also may serve as a coordinator of curriculum and staff development in a child care & development program.	105 hours of professional growth****
Site Supervisor	Option 1: AA (or 60 units) which includes: • 24 ECE/CD units with core courses** • 16 GE units* • 6 administration units • 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth****
Program Director	Option 1: BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** • 6 administration units • 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; or Option 4: Master's Degree in ECE/CD or Child/Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.
 *One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.
 **Core courses include child/human growth & development; child/family/community or child and family relations; and program/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.
 ***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.
 ****A valid Multiple Subject or Single Subject in Home Economics.
 *****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

9/05

This matrix was created by the Child Development Initiative Consortium. www.childdevelopmentca.org. Call (209) 572-6080 for a permit application.

Florida WAGES

<http://www.fcforum.org/downloads/wages/Supplement%20Scale.pdf>



**Child Care WAGES[®] Florida Project
Supplement Scale**

Level	Teacher, Assistant Teacher, Family Child Care Home Provider	Annual Supplement
8.	<ul style="list-style-type: none"> • BA/BS in ECE or CD • BA/BS in related field plus at least 24 credit hours in ECE or CD 	\$3,000
7	<ul style="list-style-type: none"> • BA/BS in related field plus at least 18 credit hours in ECE or CD • 90 credit hours toward BA/BS in ECE or CD 	\$2,250
6	<ul style="list-style-type: none"> • AS/AAS in ECE or CD • AS/AAS (in any field) plus at least 30 credit hours in ECE or CD • BA/BS with non-ECE or non-CD major 	\$1,500
5	<ul style="list-style-type: none"> • 45 credit hours toward an AS/AAS in ECE or CD • 45 credit hours in related field plus at least 18 credit hours in ECE or CD 	\$1,125
4	<ul style="list-style-type: none"> • Early Childhood Certificate • AS/AAS with non-ECE or non-CD major • At least 70 credit hours of well-rounded "C" or above coursework (2.0 GPA) • 36 credit hours toward an AS/AAS in ECE or CD • 36 credit hours in related field plus at least 12 credit hours in ECE or CD • 36 credit hours in related field plus a National CDA or Director Credential plus Florida Staff Credential[†] 	\$750
3	<ul style="list-style-type: none"> • 24 credit hours toward an AS/AAS in ECE or CD 	\$600
2	<ul style="list-style-type: none"> • 12 credit hours in ECE or CD • National CDA • Director Credential plus Florida Staff Credential[†] 	\$450
1*	<ul style="list-style-type: none"> • Florida Staff Credential[†] • 6 credit hours in ECE or CD 	\$200

*Funding for level 1 is temporary. Center-based teachers awarded at level 1 must reach level 2 within two years in order to retain eligibility. Family child care providers must reach level 2 within three years for continued funding.

[†]Florida Staff Credential is formerly known as the CDA-E.

BA: Bachelor of Arts
BS: Bachelor of Science
AAS: Associate of Applied Science
AS: Associate of Science

CDA: Childhood Development Associate
ECE: Early Childhood Education
CD: Child Development

Georgia INCENTIVES Program

Degrees	Bi-Annual Awards
CDA, CCP, NAC, Technical College Certificate	\$200
Technical College Diploma	\$375
AAS, AAT, AS, AA*	\$750
BA, BS, MA, MED, MS*	\$1,000

*Degrees and credentials must be in Early Childhood Education or Child Development.

Illinois Great START Wage Supplement Program

<http://www.inccrra.org/greatstart.aspx?id=179>

Great START is available to Assistants, Teachers, Family Child Care Providers, Family Group Home Providers and Directors who work in programs licensed by the Illinois Department of Children & Family Services.

Level	Option	Education	Eligibility(2)	Stipend(3)
1		6 semester (9 quarter) hours in ECE/CD (1)	A/FCC	\$150
2	A	CDA	A/FCC	\$225
2	B	CCP	A/FCC	
2	C	Montessori Credential (AMS or AMI)(4)	A/FCC	
2	D	12 sem hrs (18 qtr) towards a degree (9 sem hrs in ECE/CD)	A/FCC	
3	A	24 sem. (36 qtr) hrs towards an Associate's Degree in ECE/CD	A/FCC/G	\$375
3	B	24 sem. (36 qtr) hrs related field (9 sem hrs ECE/CD)	A/FCC/G	
3	C	CDA/CCP/Montessori Credential + 12 sem (18 qtr) hrs towards a degree	A/FCC/G/T	
4	A	Approved Community College Early Childhood Certificate	A/FCC/G	\$525
4	B	36 sem. (54 qtr) hrs towards Associates Degree in ECE/CD	A/FCC/G	
4	C	36 sem. (54 qtr) hrs towards a degree in related field (12 sem hrs in ECE/CD)	A/FCC/G	
5	A	48 sem. (72 qtr) hrs towards Associates Degree in ECE/CD	A/FCC/G	\$675
5	B	48 sem. (72 qtr) hrs towards a degree in related field (15 sem. hrs in ECE/CD)	A/FCC/G	
5	C	Associates Degree with non ECE/CD major (15 sem (22 qtr) hrs in ECE/CD)	A/FCC/G/T	
5	D	60 sem. (90 qtr) hrs towards a degree in unrelated field (15 sem. hrs in ECE/CD)	A/FCC/G/T	
6	A	Associates Degree in ECE/CD	A/FCC/G/T/D	\$825
6	B	Associates Degree in any field with 18 sem (27 qtr) hrs in ECE/CD; (21 sem hrs for Dir.)	A/FCC/G/T/D	
6	C	60 sem. hrs (90 qtr) towards a degree in ECE or related field (15 sem hrs ECE/CD; 21 sem hrs for Dir.)	A/FCC/G/T/D	
6	D	90 sem. hrs (134 qtr) towards a degree in an unrelated field (15 sem. hrs in ECE/CD; 21 sem hrs for Dir.)	A/FCC/G/T/D	
6	E	Illinois Directors Credential I	A/FCC/G/T/D	\$975
7	A	72 sem. hrs (107 qtr) towards Bachelors Degree in ECE/CD	A/FCC/G/T/D	
7	B	90 sem. hrs (134 qtr) towards a Bachelors Degree in related field (18 sem hrs in ECE/CD; 21 for Dir.)	A/FCC/G/T/D	
7	C	Bachelors Degree in unrelated field (18 sem (27 qtr) hrs in ECE/CD; 21 sem hrs for Dir.)	A/FCC/G/T/D	\$1,200
8	A	90 sem. hrs (134 qtr) towards a Bachelors Degree in ECE/CD	A/FCC/G/T/D	

Level	Option	Education	Eligibility(2)	Stipend(3)
8	B	Bachelors Degree in related field (24 sem (36 qtr) hrs in ECE/CD)	A/FCC/G/T/D	
8	C	Bachelors Degree in unrelated field (30 sem (45 qtr) hrs in ECE/CD)	A/FCC/G/T/D	
8	D	Illinois Directors Credential II	A/FCC/G/T/D	
9	A	Bachelors Degree in ECE/CD	A/FCC/G/T/D	\$1,575
9	B	Masters Degree in unrelated field (30 sem (45 qtr) hrs in ECE/CD)	A/FCC/G/T/D	
10	A	Masters Degree in ECE/CD	A/FCC/G/T/D	\$1,950
10	B	Illinois Directors Credential III	A/FCC/G/T/D	

(1) - ECE = Early Childhood Education; CD = Child Development

(2) - A = Assistant, FCC = Family Child Care Provider, G = Family Group Provider, T = Teacher, D = Director

- A person is only eligible at a level if their job category is shown in the "Eligibility" column.
- A person will only be eligible at a level if they meet the educational requirements listed at that level.

(3) - Wage supplements are paid in 6-month increments. Wage Supplements will be pro-rated if you work 15-29 hours per week.

(4) - Montessori credentials from American Montessori Society or Association Montessori International.

- All ECE/CD courses must be passed with a "C" or higher.
- Credentials other than those listed may be evaluated to determine eligibility as it applies to your current position.
- Foreign transcripts must be evaluated by an evaluation service. The Great START office can assist you in locating one of these services.

Kansas WAGE\$ Program

Supplemental Salary Scale

Level 8 - \$4,000
BA/BS Early Childhood Education or Child Development BA/BS in related field plus or including at least 24 sem. or 36 qtr. hours in ECE/CD
Level 7 - \$3,000
BA/BS in related field plus or including at least 18 sem. or 27 qtr. hours in ECE/CD 90 sem. hours toward BA/BS Early Childhood Education or Child Development
Level 6* - \$2,000
AA/AAS in ECE or CD plus or including 24 sem. hours in ECE/CD AA/AAS (in any field) plus or including at least 30 sem. hours in ECE/CD BA/BS with non-ECE or CD major
Level 5* - \$1,500
45 sem. or 68 qtr. hours toward an AA/AAS in Early Childhood Education 45 sem. or 68 qtr. hrs. toward an AA/AAS in related field plus 18 sem. or 27 qtr. hours in ECE/CD
Level 4* - \$1,000
AA/AAS with non-ECE or CD major At least 70 sem. hours of well rounded "C" or above coursework (or 2.0 GPA) 36 sem. or 54 qtr. hours toward an AA/AAS in Early Childhood Education 36 sem. or 54 qtr. hours in related field plus 12 sem. or 18 qtr. hours in ECE/CD 36 sem. or 54 qtr. hours in related field plus a CDA (Child Development Associate) 1-year Early Childhood Certificate to include at least 12 sem. or 18 qtr. hours in ECE/CD
Level 3* - \$ 800
24 sem. or 36 qtr. hours toward an AA/AAS in Early Childhood Education Kansas Apprenticeship Certificate
Level 2* - \$ 600
12 sem. or 18 qtr. hours in ECE/CD CDA (Child Development Associate)
Level 1* - \$ 300
6 sem. or 9 qtr. hours in ECE/CD

Kentucky Milestone Achievement Awards Stipend

Degree	One-Time Bonus
CDA	\$250
AA Degree or Director's Credential	\$300
BA Degree	\$500

Minnesota Retaining Early Educators Through Attaining Incentives Now (R.E.E.T.A.I.N)

REETAIN Rating Form		Application ID#			
Length of service in current position					
1-2 years	1 point				
3-5 years		2 points			
6-8 years			3 points		
9-10 years				4 points	
11 years or more					5 points
Wages					
Center Based Care - Hourly wages					
\$13.01/ hr or higher	2 points				
\$11.01 - \$13.00/ hr.		4 points			
\$9.01 - \$11.00/hr			6 points		
\$7.01 - \$9.00/hr				8 points	
\$7.00 or less					10 points
Family child care - yearly earnings					
\$30,000 or higher	2 points				
\$21,000 - \$30,000		4 points			
\$11,000 - \$20,000			6 points		
\$10,000 or less				8 points	
loss					10 points
Education					
Unrelated* Associate or unrelated BA or MA degree	2 points				
Any degree in a related* field		4 points			
CDA			6 points		
Associate in Early childhood or School-age care				8 points	
Bachelor's or Master's Degree - in Early Childhood or School age care.					10 points
* related fields include education, recreation human development, family studies, child psychology					
Training - continued education		8 hrs	9-15 hrs	16-31	32+
		2 points	4 points	6 points	8 points
Credit based training - can get a score for one or the other in conjunction with an unrelated or related degree					
CBTA - Child care Certificate or Diploma			3 points		
Minor in Early Childhood Education			3 points		
Minnesota Teaching License (Pre-K or Elementary)	3 points				
Leadership Roles					
Mentor, consultant, trainer, (2 points for each one they do)	2 points	4 points	6 points		
Caring for infants and / or toddlers	2points				
Previous REETAIN recipient (subtract 1 point per award)	-1				
Add down in each column					
Add across for	Total Points				

Missouri Workforce Initiative Matrix

Level	Education	Annual Incentive Rate*
Level 1 ^{1[1]}	H.S. Diploma/GED	\$500
Level 2a	CDA OR 9 credit hours (6 hours in ECE/CD) ^{2[2]}	\$750
Level 2b	1-Year Certificate of Proficiency in ECE/CD OR 30 credit hours (12 hours in ECE/CD)	\$1,000
Level 3a	AA/AS/AAS (less than 18 hours in ECE/CD) OR 60 credit hours (less than 18 hours in ECE/CD)	\$1,250
Level 3b	AA/AS/AAS in ECE OR AA/AS (18 hours in ECE/CD) OR 60 credit hours (18 hours in ECE/CD)	\$1,500
Level 4a	BA/BS (less than 24 hours in ECE/CD)	\$1,750
Level 4b	BA/BS in ECE/CD OR BA/BS (24 hours in ECE/CD)	\$2,000
Level 5a	MA/MS (less than 24 hours in ECE/CD)	\$2,250
Level 5b	MA/MS in ECE/CD OR MA/MS (24 hours in ECE/CD)	\$2,500

*Disbursed in bi-annual payments

North Carolina - WAGES

<http://www.child careservices.org/ps/tiers.html>

Tiers for Supplement Rates

Level	Teacher/Assistant Teacher/Family Child Care Provider	Tier 1	Tier 2	Tier 3	Tier 1 Higher Education Option	Tier 2 Higher Education Option
8	BA/BS Early Childhood Education or Child Development (Must have at least 15 sem. hours of 0-5 focused coursework.)	\$3,000	\$4,000	\$6,250	\$4,000	\$6,250
8	BA/BS plus at least 24 sem. hours related to ECE/CD (Must have at least 15 sem. hours of 0-5 focused coursework.)	\$3,000	\$4,000	\$6,250	\$4,000	\$6,250
7	BA/BS plus at least 18 sem. hours related to ECE/CD (9 of the 18 sem. hours must be 0-5 focused coursework.)	\$2,250	\$3,000	\$4,500	\$3,000	\$4,500
7	90 sem. hours toward BA/BS Early Childhood Education or Child Development	\$2,250	\$3,000	\$4,500	\$3,000	\$4,500
6	AAS Early Childhood Education or Child Development	\$1,500	\$2,000	\$3,500	\$2,000	\$3,500
6	AAS, AS or AA plus at least 30 sem. hours in ECE/CD	\$1,500	\$2,000	\$3,500	\$2,000	\$3,500
6**	BA/BS	\$1,500	\$2,000	\$3,500	\$2,000	\$3,500
5**	45 sem. hours toward an AAS Early Childhood Education	\$1,125	\$1,500	\$2,250	\$1,125	\$1,500
5**	45 sem. hours of well rounded coursework plus at least 18 sem. hours in ECE/CD	\$1,125	\$1,500	\$2,250	\$1,125	\$1,500

Level	Teacher/Assistant Teacher/Family Child Care Provider	Tier 1	Tier 2	Tier 3	Tier 1 Higher Education Option	Tier 2 Higher Education Option
4**	Early Childhood Diploma	\$750	\$1,000	\$1,800	\$750	\$1,000
4**	AAS, AS or AA	\$750	\$1,000	\$1,800	\$750	\$1,000
4**	At least 70 sem. hours of well rounded coursework	\$750	\$1,000	\$1,800	\$750	\$1,000
4**	36 sem. hours toward an AAS Early Childhood Education	\$750	\$1,000	\$1,800	\$750	\$1,000
4**	36 sem. hours of well rounded coursework plus at least 12 sem. hours in ECE/CD	\$750	\$1,000	\$1,800	\$750	\$1,000
4**	36 sem. hours of well rounded coursework plus a CDA (Child Development Associate)	\$750	\$1,000	\$1,800	\$750	\$1,000
3**	24 sem. hours toward an AAS Early Childhood Education	\$600	\$800	\$1,200	\$600	\$800
2**	18 sem. hours toward an AAS Early Childhood Education	\$450	\$600	\$600	\$450	\$600
2**	Early Childhood Certificate or its equivalent (12 sem. hours in ECE/CD)	\$450	\$600	\$600	\$450	\$600
2**	CDA (Child Development Associate)	\$450	\$600	\$600	\$450	\$600
1**	6 sem. hours in ECE/CD	\$200	\$300	\$300	\$200	\$300
1**	North Carolina Early Childhood Credential (testing out and equivalencies not awarded)	\$200	\$300	\$300	\$200	\$300
<p>**Funding for all levels prior to an AAS ECE or its equivalent on the scale is temporary. Teachers and directors awarded at one of these levels must move up to the next level within two years in order to retain eligibility. Deadlines will be reestablished at each temporary level. Family Child Care Providers have three years to achieve the education needed to move up.</p>						

Level	Director	Tier 1	Tier 2	Tier 3	Tier 1 Higher Education Option	Tier 2 Higher Education Option
8	MA/MS Early Childhood Education, Child Development or Child Care Administration (Must have at least 15 sem. hours of 0-5 focused coursework.)	\$2,500	\$3,000	\$4,680	\$3,000	\$4,680
8	MA/MS plus at least 24 sem. hours related to ECE/CD (Must have at least 15 sem. hours of 0-5 focused coursework.)	\$2,500	\$3,000	\$4,680	\$3,000	\$4,680
7	BA/BS Early Childhood Education or Child Development (Must have at least 15 sem. hours of 0-5 focused coursework.)	\$1,500	\$2,000	\$3,125	\$2,000	\$3,125
7	BA/BS plus at least 24 sem. hours related to ECE/CD (Must have at least 15 sem. hours of 0-5 focused coursework.)	\$1,500	\$2,000	\$3,125	\$2,000	\$3,125
6	BA/BS plus at least 18 sem. hours related to ECE/CD (9 of the 18 sem. hours must be 0-5 focused coursework.)	\$1,125	\$1,500	\$2,250	\$1,500	\$2,250

Level	Director	Tier 1	Tier 2	Tier 3	Tier 1 Higher Education Option	Tier 2 Higher Education Option
6	90 sem. hours toward BA/BS Early Childhood Education or Child Development	\$1,125	\$1,500	\$2,250	\$1,500	\$2,250
5	AAS Early Childhood Education or Child Development	\$750	\$1,000	\$1,750	\$750	\$1,000
5	AAS, AS or AA plus at least 30 sem. hours in ECE/CD	\$750	\$1,000	\$1,750	\$750	\$1,000
5**	BA/BS	\$750	\$1,000	\$1,750	\$750	\$1,000
4**	45 sem. hours toward an AAS Early Childhood Education	\$600	\$800	\$1,125	\$600	\$800
4**	45 sem. hours of well rounded coursework plus at least 18 sem. hours in ECE/CD	\$600	\$800	\$1,125	\$600	\$800
3**	Early Childhood Diploma	\$450	\$600	\$900	\$450	\$600
3**	AAS, AS or AA	\$450	\$600	\$900	\$450	\$600
3**	At least 70 sem. hours of well rounded coursework	\$450	\$600	\$900	\$450	\$600
3**	36 sem. hours toward an AAS Early Childhood Education	\$450	\$600	\$900	\$450	\$600
3**	36 sem. hours of well rounded coursework plus at least 12 sem. hours in ECE/CD	\$450	\$600	\$900	\$450	\$600
3**	36 sem. hours of well rounded coursework plus a CDA (Child Development Associate)	\$450	\$600	\$900	\$450	\$600
2**	24 sem. hours toward an AAS Early Childhood Education	\$375	\$500	\$600	\$375	\$500
1**	18 sem. hours toward an AAS Early Childhood Education	\$300	\$400	\$400	\$300	\$400
1**	Early Childhood Certificate or its equivalent (12 sem. hours in ECE/CD)	\$300	\$400	\$400	\$300	\$400
1**	CDA (Child Development Associate)	\$300	\$400	\$400	\$300	\$400
<p>**Funding for all levels prior to an AAS ECE or its equivalent on the scale is temporary. Teachers and directors awarded at one of these levels must move up to the next level within two years in order to retain eligibility. Deadlines will be reestablished at each temporary level. Family Child Care Providers have three years to achieve the education needed to move up.</p>						

Oklahoma Registry

Child care providers may be eligible for up to \$2,000 annually, depending on educational level achieved. Teachers and family child care home providers must be Level III or above on the Oklahoma Registry's Professional Development Ladder. Directors must have a Gold or Silver Oklahoma Director's Credential to be eligible. Using either scale, the amount of the supplement increases as the level of education increases.

http://www.cccpd.org/OklahomaRegistry/profDevelopLadder_new.html



**Oklahoma Registry:
Early Care & Education
Professional
Development Ladder**

*The Oklahoma Registry is a
program of OKDHS
Oklahoma Child Care Services.*

For more information, contact:



**Center for Early
Childhood
Professional
Development**

The University of Oklahoma
College of Continuing Education
1801 North Moore Avenue
Moore, OK 73160-3668
(405) 799-6383 OKC metro
1-888-446-7608 statewide
www.cccpd.org

Membership on the Oklahoma Registry is valid for one year. To meet annual renewal requirements, you must have completed 20 hours of Tier I or higher training in the past 12 months.

Degree(s) and credit hours must be earned at an accredited college or university recognized by the U.S. Department of Education. Official transcripts are required.

<p>LEVEL X BA/BS degree with at least 24 credit hours in Early Childhood Education/Child Development (ECE/CD) -OR- BA/BS or advanced degree in ECE/CD</p>
<p>LEVEL IX 90 credit hours toward BA/BS in ECE/CD with at least 18 ECE/CD credit hours* -OR- BA/BS degree (non-ECE/CD) with at least 18 ECE/CD credit hours*</p>
<p>LEVEL VIII AA/AS degree in ECE/CD -OR- BA/BS degree (non-ECE/CD) with at least 12 ECE/CD credit hours*</p>
<p>LEVEL VII AA/AS degree (non-ECE/CD) with at least 12 ECE/CD credit hours* -OR- 60 credit hours toward BA/BS degree in ECE/CD with at least 12 ECE/CD credit hours* -OR- BA/BS degree with a non-ECE/CD major with at least 6 ECE/CD credit hours*</p>
<p>LEVEL VI 30 credit hours with at least 12 ECE/CD credit hours*</p>
<p>LEVEL V Oklahoma Certificate of Mastery (Early Childhood Education or Child Development)</p>
<p>LEVEL IV Current Child Development Associate Credential -OR- Current Certified Childcare Professional Credential</p>
<p>LEVEL III Oklahoma Competency Certificate in Early Care and Education (Oklahoma Department of Career Technology and Education's Master Teacher Certificate ONLY)</p>
<p>LEVEL II Completion of at least 60 formal hours** of training in the past 5 years</p>
<p>LEVEL I Completion of at least 20 hours of Tier I or higher of training in the past 12 months</p>
<p>*Credit hours must be on Approved Coursework List **Tier II on Oklahoma Training Approval System, or higher</p>

09/20/2007

Utah Early Childhood Ladder

http://active.slcc.edu/ccpdi/docs/EC_Professional_Dev_7-06.pdf

Early Childhood Training & Longevity Supplement Amounts

	1-2 Years Continuous Licensed Experience	3-4 Years Continuous Licensed Experience	5-6 Years Continuous Licensed Experience	7-8 Years Continuous Licensed Experience	9+ Years Continuous Licensed Experience
EC Career Ladder Level 1 or 2	\$100 Supplement	\$200 Supplement	\$300 Supplement	\$400 Supplement	\$500 Supplement
EC Career Ladder Level 3 or 4	\$200 Supplement	\$300 Supplement	\$400 Supplement	\$500 Supplement	\$600 Supplement
EC Career Ladder Level 5 or 6	\$300 Supplement	\$400 Supplement	\$500 Supplement	\$600 Supplement	\$700 Supplement
EC Career Ladder Level 7 or 8	\$400 Supplement	\$500 Supplement	\$600 Supplement	\$700 Supplement	\$800 Supplement
EC Career Ladder Level 9 or 10	\$500 Supplement	\$600 Supplement	\$700 Supplement	\$800 Supplement	\$900 Supplement

Early Childhood Level 1 – \$100 bonus

All of the following:

Three certifications:

1. Currently valid Red Cross (or equivalent) first aid certification
2. Currently valid Red Cross (or equivalent) CPR certification
3. Current Food Handler's Permit

Three courses offered through local CCR&R, completed in the last 5 years:

1. Early Childhood/School Age Course 1: Child Care Health & Safety
2. Early Childhood/School Age Course 2: Child Development – Ages & Stages
3. Early Childhood Course 1: Learning in the Early Years

Early Childhood Level 2 – \$200 bonus

Level 1 Early Childhood certification, plus 4 of the following 8 courses offered through your local CCR&R, completed in the last 5 years:

1. Early Childhood Course 2: A Great Place for Kids!
2. Early Childhood Course 3: Strong & Smart!
3. Early Childhood Course 4: Learning to Get Along
4. Early Childhood/School Age Course 3: Advanced Child Development
5. Early Childhood/School Age Course 4: Looking to Learn
6. Early Childhood/School Age Course 5: Working Together
7. Early Childhood/School Age Course 6: Creating Good Child Care
8. Early Childhood/School Age Course 7: More than Babysitting

Early Childhood Level 3 – \$300 bonus

One of the following:

Level 2 Early Childhood certification, plus the remaining 4 courses listed for Early Childhood Level 2, completed in the last 5 years, **OR:**

Three passing (grade C or better) semester credits (or 4.5 quarter credits) in college courses specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age certification. Credits must be from an approved accredited college and must have been completed in the last 5 years. (See page 12 above.) This option is only for providers who do not already have a one-year college certificate or a college degree that meets the Level 8, 9, or 10 requirements.

Early Childhood Level 4 – \$400 bonus

One of the following:

- Utah High School Skills Certifications in Child Development and Child Care, **OR:**

- A currently valid CDA or CCP credential. **OR:**
- Level 3 Early Childhood certification, plus 4 level 1–3 Early Childhood or Early Childhood/School Age Career Ladder courses completed in the last 5 years and not already used for a previous level of Career Ladder certification. **OR:**
- Level 3 Early Childhood certification, plus any 4 CCR&R Endorsement courses, except School Age Endorsement courses, completed in the last 5 years and not already used for a previous level of Career Ladder certification. (Family Child Care Endorsement courses may only be used by providers who are currently employed in a licensed or residentially certified family child care program, or a home-based license exempt preschool program.) **OR:**
- Level 3 Early Childhood certification, plus 3 or more new CEUs or 3 or more new passing (grade C or better) college credits specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. New credits or CEUs must have been completed in the last 5 years, and must have been completed after your Level 3 application was received and approved in CCPDI. College credits must be from an approved accredited college. (See page 12 above.) **OR:**
- Six prior passing (grade C or better) semester credits (or 9 quarter credits) in college courses specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. College credits must be from an approved accredited college, and must have been completed in the last 5 years. (See page 12 above.) This option is only for providers who do not already have a one-year college certificate or a college degree that meets the Level 8, 9, or 10 requirements.

Early Childhood Level 5 – \$500 bonus

One of the following:

- Level 4 Early Childhood certification, plus 4 level 1–3 Early Childhood or Early Childhood/School Age Career Ladder courses completed in the last 5 years and not already used for a previous level of Career Ladder certification. **OR:**
- Level 4 Early Childhood certification, plus any 4 CCR&R Endorsement courses, except School Age Endorsement courses, completed in the last 5 years and not already used for a previous level of Career Ladder certification. (Family Child Care Endorsement courses may only be used by providers who are currently employed in a licensed or residentially certified family child care program, or a home-based license exempt preschool program.) **OR:**
- Level 4 Early Childhood certification, plus 3 or more new CEUs or 3 or more new passing (grade C or better) college credits specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. New credits or CEUs must have been completed in the last 5 years, and must have been completed after your Level 4 application was received and approved in CCPDI. College credits must be from an approved accredited college. (See page 12 above.) **OR:**
- Nine prior passing (grade C or better) semester credits (or 13.5 quarter credits) in college courses specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. College credits must be from an approved accredited college, and must have been completed in the last 5 years. (See page 12 above.) This option is only for providers who do not already have a one-year college certificate or a college degree that meets the Level 8, 9, or 10 requirements.

Early Childhood Level 6 – \$600 bonus

One of the following:

- Level 5 Early Childhood certification, plus 4 level 1–3 Early Childhood or Early Childhood/School Age Career Ladder courses completed in the last 5 years and not already used for a previous level of Career Ladder certification. **OR:**
- Level 5 Early Childhood certification, plus any 4 CCR&R Endorsement courses, except School Age Endorsement courses, completed in the last 5 years and not already used for a previous level of Career Ladder certification. (Family Child Care Endorsement courses may only be used by providers who are currently employed in a licensed or residentially certified family child care program, or a home-based license exempt preschool program.) **OR:**
- Level 5 Early Childhood certification, plus 3 or more new CEUs or 3 or more new passing (grade C or better) college credits specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. New credits or CEUs must have been completed in the last 5 years, and must have been completed after your Level 5 application was received and approved in CCPDI. College credits must be from an approved accredited college. (See page 12 above.) **OR:**
- Twelve prior passing (grade C or better) semester credits (or 18 quarter credits) in college courses specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. College credits must be from an approved accredited college, and must have been completed in the last 5 years. (See page 12 above.) This option is only for providers who do not already have a one-year college certificate or a college degree that meets the Level 8, 9, or 10 requirements.

Early Childhood Level 7 – \$700 bonus

One of the following:

- Level 6 Early Childhood certification, plus 4 level 1–3 Early Childhood or Early Childhood/School Age Career Ladder courses completed in the last 5 years and not already used for a previous level of Career Ladder certification. **OR:**
- Level 6 Early Childhood certification, plus any 4 CCR&R Endorsement courses, except School Age Endorsement courses, completed in the last 5 years and not already used for a previous level of Career Ladder certification. (Family Child Care Endorsement courses may only be used by providers who are currently employed in a licensed or residentially certified family child care program, or a home-based license exempt preschool program.) **OR:**
- Level 6 Early Childhood certification, plus 3 or more new CEUs or 3 or more new passing (grade C or better) college credits specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. New credits or CEUs must have been completed in the last 5 years, and must have been completed after your Level 6 application was received and approved in CCPDI. College credits must be from an approved accredited college. (See page 12 above.) **OR:**
- Fifteen prior passing (grade C or better) semester credits (or 22.5 quarter credits) in college courses specific to children ages birth through preschool, not already used for a previous level of Early Childhood or School Age Career Ladder certification. College credits must be from an approved accredited college, and must have been completed in the last 5 years. (See page 12

above.) This option is only for providers who do not already have a one-year college certificate or a college degree that meets the Level 8, 9, or 10 requirements.

Early Childhood Level 8 – \$800 bonus

One of the following:

- A one year college certificate in early childhood or child care which includes at least 15 passing (grade C or better) semester credits (or 22.5 quarter credits) in courses specific to children ages birth through preschool. The certificate and credits must have been completed within the last 5 years, and may not include credits previously used on the School Age Career Ladder. College certificates and credits must be from an approved accredited college. (See page 12 above.)
OR:
- A one year college certificate in early childhood or child care which does not meet the 15 passing early childhood credit hour requirement for this level, or which was not received in the last 5 years, plus a level 7 Early Childhood Career Ladder certification received in the last 5 years. College certificates must be from an approved accredited college. (See page 12 above.) **OR:**
- A Montessori teaching certificate from a MACTE (Montessori Accreditation Council for Teacher Education) accredited teacher training program. Certificate and training courses must have been received in the last 5 years.

Early Childhood Level 9 – \$900 bonus

One of the following:

- An associate's degree which includes at least 15 passing (grade C or better) semester credits (or 22.5 quarter credits) in courses specific to children ages birth through preschool. The diploma and credits must have been completed within the last 5 years, and may not include credits previously used on the School Age Career Ladder. College degrees and credits must be from an approved accredited college. (See page 12 above.) **OR:**
- An associate's degree which does not meet the 15 passing early childhood credit hour requirement for this level, or a degree/credits not received in the last 5 years, plus a level 7 Early Childhood Career Ladder certification received in the last 5 years. Degrees must be from an approved accredited college. (See page 12 above.)

Early Childhood Level 10 – \$1000 bonus

One of the following:

- A bachelor's or graduate degree which includes at least 15 passing (grade C or better) semester credits (or 22.5 quarter credits) in courses specific to children ages birth through preschool. The diploma and credits must have been completed within the last 5 years, and may not include credits previously used on the School Age Career Ladder. College degrees and credits must be from an approved accredited college. (See page 12 above.) **OR:**
- A bachelor's or graduate degree which does not meet the 15 passing early childhood credit hour requirement for this level, or a degree/credits not received in the last 5 years, plus a level 7 Early Childhood Career Ladder certification received in the last 5 years. Degrees must be from an approved accredited college. (See page 12 above.)

Washington State Early Childhood Education Career and Wage Ladder

Career and Wage Ladder Matrix July 1, 2008 - June 30, 2009

Matrix FY09	Years at Center	HS/GED#	Basic 20 Hour STARS	CDA or 12 ¹ quarter credits	30 ² quarter credits	ECE Certificate or 45 ³ qtr. credits	60 ⁴ quarter credits	75 ⁴ quarter credits	Associate Degree or 90 ⁴ quarter credits	105 ⁵ quarter credits	120 ⁵ quarter credits	135 ⁵ quarter credits	150 ⁵ quarter credits	165 ⁵ quarter credits	BA with 180 ⁷ quarter credits
Wage increment based on credits															
	0	8.50	8.75	9.25	9.50	9.75	10.25	10.50	10.75	11.00	11.25	11.50	11.75	12.00	12.25
Assistant	1	8.65	8.90	9.40	9.65	9.90	10.40	10.65	10.90	11.15	11.40	11.65	11.90	12.15	12.40
	2	8.80	9.05	9.55	9.80	10.05	10.55	10.80	11.05	11.30	11.55	11.80	12.05	12.30	12.55
	3	8.95	9.20	9.70	9.95	10.20	10.70	10.95	11.20	11.45	11.70	11.95	12.20	12.45	12.70
	4	9.10	9.35	9.85	10.10	10.35	10.85	11.10	11.35	11.60	11.85	12.10	12.35	12.60	12.85
	5	9.25	9.50	10.00	10.25	10.50	11.00	11.25	11.50	11.75	12.00	12.25	12.50	12.75	13.00
Lead Teacher	0	9.00	9.25	9.75	10.00	10.25	10.75	11.00	11.25	11.50	11.75	12.00	12.25	12.50	12.75
	1	9.15	9.40	9.90	10.15	10.40	10.90	11.15	11.40	11.65	11.90	12.15	12.40	12.65	12.90
	2	9.30	9.55	10.05	10.30	10.55	11.05	11.30	11.55	11.80	12.05	12.30	12.55	12.80	13.05
	3	9.45	9.70	10.20	10.45	10.70	11.20	11.45	11.70	11.95	12.20	12.45	12.70	12.95	13.20
	4	9.60	9.85	10.35	10.60	10.85	11.35	11.60	11.85	12.10	12.35	12.60	12.85	13.10	13.35
Site Coordinator	0	9.75	10.00	10.50	10.75	11.00	11.50	11.75	12.00	12.25	12.50	12.75	13.00	13.25	13.50
	1				10.50	10.75	11.00	11.25	11.50	11.75	12.00	12.25	12.50	12.75	13.00
	2				10.65	10.90	11.15	11.40	11.65	11.90	12.15	12.40	12.65	12.90	13.15
	3				10.80	11.05	11.30	11.55	11.80	12.05	12.30	12.55	12.80	13.05	13.30
	4				10.95	11.20	11.45	11.70	11.95	12.20	12.45	12.70	12.95	13.20	13.45
Program Supervisor	0				11.10	11.35	11.60	11.85	12.10	12.35	12.60	12.85	13.10	13.35	13.60
	1				11.25	11.50	11.75	12.00	12.25	12.50	12.75	13.00	13.25	13.50	13.75
	2				11.40	11.65	11.90	12.15	12.40	12.65	12.90	13.15	13.40	13.65	13.90
	3				11.55	11.80	12.05	12.30	12.55	12.80	13.05	13.30	13.55	13.80	14.05
	4				11.70	11.95	12.20	12.45	12.70	12.95	13.20	13.45	13.70	13.95	14.20
5				11.85	12.10	12.35	12.60	12.85	13.10	13.35	13.60	13.85	14.10	14.35	

Assistants with no high school or GED are paid at minimum wage plus achieved educational increments.

¹ 12 credits must be in Early Childhood Education (ECE) or Child Development.

² 15 credits must be in ECE, child development, elementary education, psychology, social work or other child-related fields as specified in WAC 170-151-180(4)(b).

³ 20 credits must be in ECE or child development.

⁴ Half of the credits must be in ECE or child development.

⁵ 50 credits must be in ECE or child development.

⁶ 55 credits must be in ECE or child development.

⁷ 60 credits must be in ECE or child development.

R.E.W.A.R.D.™ Wisconsin

http://dcf.wisconsin.gov/child_care/teach/reward_stipend.htm

2001 Stipend Allocation Chart

Registry Level	Equivalent Educational Level	2001 Pilot Program Stipends Awarded 10/1/01	Fully Funded Stipend Amount
1	Entry Level Training Requirements for the position Held		\$250
2	Administrator Credential		\$500
	Approved Montessori Training		
	CDA		
	Family Services Credential		
	NWTC Child Care Technical Diploma		
	School Age Credential		
	16 related Credits		
	Longevity Clause 2 (Prior to 12/31/99)		
3	Any two Components from Registry Level 2 Apprenticeship		\$1,000
4	Child Care and Development Certificate or Diploma (1 Year) 32 Related Credits		\$1,250
5	Child Care and Development Associate Degree	\$500 or \$875	\$1,750
	50 Related Credits		
	Longevity Clause Level 3 (Prior to 12/31/99)		
6	Associate Degree and One Credential	\$750 or \$1,255	\$2,250
7	B.S. with 25 Related Credits	\$1,000 or \$1,500	\$3,000
	Longevity Clause Level 4 (Prior to 12/31/99)		
8	B.S. with 25 Related Credits and One Credential	\$1,250 or \$1,750	\$3,500
9	Masters in Related Field	\$1,250 or \$1,750	\$3,500
10	Doctorate in Related Field	\$1,250 or \$1,750	\$3,500

Chapter VI: Workforce Assistance Programs

Substitute Pools

As in K-12 education, substitute teachers and assistants are needed to take over the care and education of children in child care settings when the regular provider is not available. In child care centers, other teachers, directors, or program directors may be able to step in, but this is not always possible. The issue is even more complicated for family child care providers who are often the sole provider.

Substitute teachers are needed for irregular occurrences such as appointments and personal illness. Licensed child care providers in Washington also have annual training requirements they need to meet. Many classes are offered online, in the evenings, on weekends, and through correspondence. However, many classes, in particular those offered by a community or technical college as part of a degree program, are often also provided during typical working hours. Early learning providers face barriers in meeting the state training requirement without access to regular and professional substitutes. Providers also may be unable to enroll in degree programs or attend trainings of interest because of when and where the courses are provided.

The need for reliable substitutes has been recognized as a fundamental support to professional development for some time. Unfortunately, the issue is not addressed as frequently as other items such as scholarships to cover the costs of trainings. One avenue utilized to deal with the need for substitute teachers are substitute pools or substitute banks.

A substitute pool is a collective of individuals available and qualified to substitute for a licensed provider who need to take time away from the classroom. Research into substitute pools in early childhood education reveals a variety of types. Single providers or provider chains sometimes keep their own lists of available substitutes. Some states and regions have private, for-profit organizations which offer substitutes to providers that subscribe to their service. A few local governments administer substitute pools and give access to regional providers free of charge.

Research into Washington State did not turn up any statewide substitute pools currently in operation. For a period of several years, the Washington State Child Care Resource and Referral Network operated "substitute banks" out of five regional R&R agencies. However, in 2002, state funding for the service was eliminated and the banks were shut down shortly thereafter.

National Substitute Pool Models⁶¹

Nashville SEES (Nashville Supports Early Education Staff)

Nashville SEES, a nonprofit organization, recruits, screens, hires and trains employees to serve centers, FCC providers and group homes - though substitutes are rarely sent to family homes when another adult is present in the home. Substitutes are full-time, hourly employees of SEES. Sites that want access to the substitutes pay an annual fee in addition to hourly rates for the services of the substitute.

⁶¹ Family Support Services of the Bay Area. (2008). *A comprehensive review of San Francisco child care substitute coverage needs*. San Francisco, CA: Author. This paper also described other initiatives from around the nation and online programs in addition to sharing lessons learned from each.

Oregon AEYC (Oregon Association for the Education of the Young Child)

Oregon AEYC runs a substitute pool that recruits, trains, and places substitutes in centers and family homes in Oregon. Substitutes are paid an hourly wage directly by the site: \$10 per hour for center substitutes and \$8 per hour for FCC substitutes. Substitutes can only be placed with advance notice.

Self-Call Substitute List (San Francisco)

For a period of several years in the 1990s, San Francisco and San Mateo had a contact list of substitute providers.

Local Substitute Pool Model in Development

Child Care Resource and Referral of Tacoma-Pierce County is in the process of restarting a local child care substitute bank after the issue was identified as a critical factor in professional development and child care quality in the Pierce County Early Learning Initiative's country-wide needs assessment.

Pierce's substitute bank includes the following features:

- Substitutes commit to 90 days of participation
- Substitutes must have or be in the process of completing specific trainings (including 20-hour basic STARS training or CDA credential)
- Trainings for substitutes will be provided at no cost, unless commitments are not met.
- Centers and homes must subscribe to the service through a sliding fee scale according to staff size.
- Centers and homes pay the substitute \$10 per hour (plus payroll taxes) and will be reimbursed by the R&R \$1.50 per hour
- Participation in the services will be limited to centers and homes in five targeted school districts within the county.

The Child Care Resource and Referral of Tacoma-Pierce County is currently recruiting individuals into the substitute pool.

Hiring Halls

With such high turnover in the early learning field, child care centers and homes very frequently find it difficult to recruit and hire experienced staff.

In the United States, hiring halls are organizations created to recruit, screen, and place job applicants into particular and often skilled trades. Hiring halls are most typically run by labor unions and are voluntary to the industries with which the unions have a collective bargaining agreement. Hiring halls can also be run by communities and non-profits and provided as a service to local employers.

Research into the use of union or community-based hiring halls or similar systems in the early childhood education field did not turn up any readily apparent examples in the United States. Further research into best practices from hiring halls in other industries is warranted.

Chapter VII: Early Care and Education Workforce Profile

Summary

The child care and early learning workforce in Washington State is characterized by low formal educational attainment, high turnover, and poor compensation and benefit levels. The field is heavily dominated by women. A large percentage of the workforce earns a low or limited income. The majority of non-parental individuals in Washington providing care do so in informal settings for little or no compensation.

Very little information on the size or demographics of the caregiving population exists for Washington State. The best data comes from national data sources, extrapolations of national data, the Washington State Department of Early Learning (DEL) biennial market rate survey, and statewide surveys and estimates.

This profile uses a variety of terms to describe the child care workforce:

- The early care and education (ECE) workforce can be used interchangeably with child care providers and the caregiving population.
- Paid providers include child care center and family child care home providers, in addition to relatives and non-relatives who receive child care subsidies.
- Unpaid providers include relatives and non-relatives who care for children and are not paid and who do not receive subsidies, in addition to volunteers at centers and family child care homes.
- The formal workforce provides care in licensed settings: centers and family child care homes.
- Informal providers are unlicensed and care for children in their own home or the home of the child – some are paid and some unpaid.
- Family, friend, neighbor (FFN) providers is another name for informal child care.
- FCC is another term for family child care home providers.

Size of Workforce

Though the entire scope of the early care and education workforce cannot be definitively determined, a number of different sources provide relatively comparable estimates at the national level. One such source is a 2002 report co-written by the Center for the Child Care Workforce and the University of Washington's Human Services Policy Center (HSPC), entitled *Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population*.

The report estimated that there were nearly 5 million individuals providing child care for children under age 5 in the US in 2002: between 2.3 and 2.6 million paid and 2.4 million unpaid non-

parental caregivers.⁶² The vast majority of all caregivers (73%), whether paid or unpaid, provide care in an informal setting, exempt from state licensing requirements. Providers who operate in formal settings, centers and homes, make up one-quarter of the total caregiving population and only slightly more than half of the paid population.

US Caregiving Population for Children Zero to Five, 2002

Paid Providers	Number	% of Sub-group	% of All Caregivers
Center-based providers	555,000	24%	
Family child care providers (FCC)	650,000	28%	
Paid relatives	804,000	35%	
Paid non-relatives	298,000	13%	
Total	2,307,000	100%	49%
<i>Formal setting providers (center & FCC)</i>	<i>1,205,000</i>	<i>52%</i>	
Unpaid Providers			
Unpaid relatives	2,232,000	93%	
Unpaid non-relatives	121,000	5%	
Center and FCC volunteers	42,000	2%	
Total	2,395,000	100%	51%
Formal vs. Informal Providers			
Formal providers (center & FCC)	1,205,000		26%
Informal providers (paid & unpaid)	3,455,000		73%

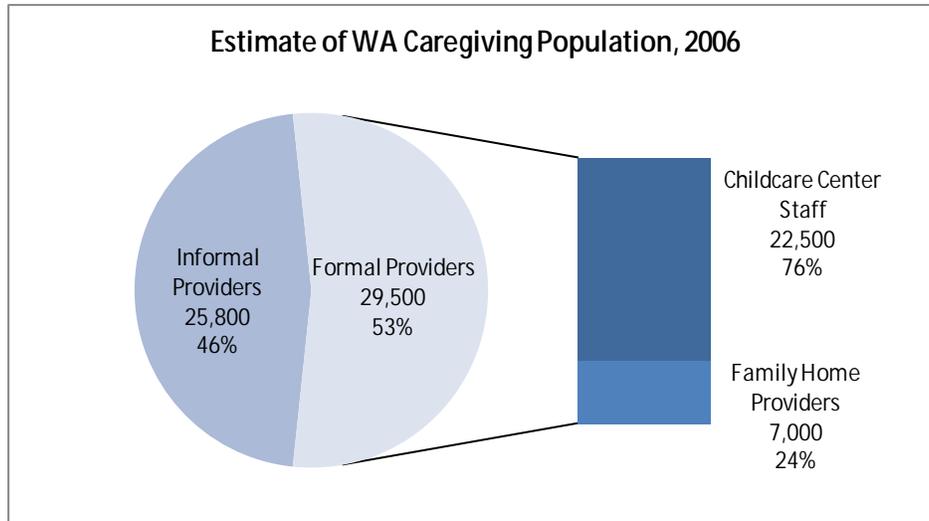
Source: Burton, A., Whitebook, M. Young, M., Bellm, D., Wayne, C., Brandon, R.N., & Maher, E. (2002). Estimating the size and components of the U.S. child care workforce and caregiving population: Key findings from the child care workforce estimate, preliminary report. Washington, DC: Center for the Child Care Workforce.

In another 2002 report, the Human Services Policy Center estimated that each week there were 295,000 family, friend and neighbor (FFN), or informal, caregivers providing care for children of any age in Washington.⁶³ In contrast, the Department of Early Learning's market rate survey report for 2006 estimated there were 25,000 unlicensed, or informal, providers in Washington in 2006 and 29,500 licensed providers.⁶⁴

⁶² Burton, A., Whitebook, M. Young, M., Bellm, D., Wayne, C., Brandon, R.N., & Maher, E. (2002). *Estimating the size and components of the U.S. child care workforce and caregiving population: Key findings from the child care workforce estimate, preliminary report*. Washington, DC: Center for the Child Care Workforce.

⁶³ Brandon, R.N., Maher, E.J., Joesch, J.M., & Doyle, S. (2002). *Understanding family, friend, and neighbor care in Washington State: Developing appropriate training and support*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington, p. 56.

⁶⁴ Department of Early Learning. (2008). *Licensed child care in Washington State: 2006*. Olympia, WA: Author, p. 10.



Source: Department of Early Learning. (2008). Licensed child care in Washington State: 2006. Olympia, WA: Author, p. 10. Data not available in 2008 market survey report.

Age, Gender, & Ethnicity

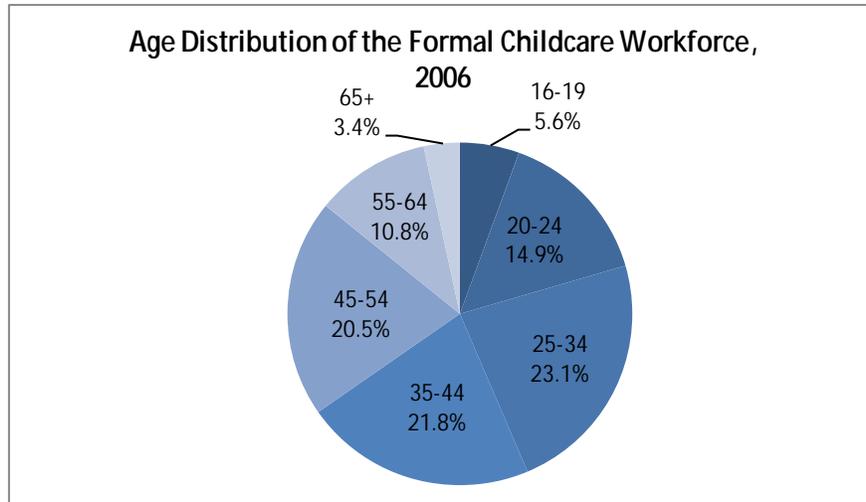
The best data on the demographics of the formal child care workforce (center- and family home-based) come from national sources, the Bureau of Labor Statistics (BLS) from the US Department of Labor and the Current Population Survey (CPS) of the US Census. The results of the HSPC 2002 survey of FFN providers contain the best information on Washington's informal child care providers.

Age

The formal child care workforce is relatively young when compared to other occupations. According to 2006 data from the BLS, the median age of 'child day care service workers'⁶⁵ in the US is 38, compared to 44 for workers in all industries. More than one in five of all formal child care providers are 24 or younger versus just 14 percent for all industries.⁶⁶

⁶⁵ The BLS designation of 'child day care services' includes childcare center staff (teachers, administrators, and assistants), family home providers, and preschool and Head Start teachers.

⁶⁶ Bureau of Labor Statistics, US Department of Labor. (2008). *Career guide to industries, 2008-09 Edition, Child day care services*. Available online at <http://www.bls.gov/oco/cg/cgs032.htm>.



Source: Bureau of Labor Statistics, US Department of Labor. (2008). *Career guide to industries, 2008-09 Edition, Child day care services.*

Other sources reporting age statistics for subgroups within the formal workforce found that center-based providers, teachers and assistant teachers, tend to be younger than family child care (FCC) providers.⁶⁷

Informal caregivers also tend to be slightly older than the formal workforce. The mean age of FFN providers in Washington State is 41⁶⁸ compared to the national median of 38 for formal center- and family home-based providers.

Gender

Sources differ on the exact gender balance of the workforce. However, in nearly all cases women make up at least 95%⁶⁹ of the caregiving population and up to 99% in some studies, depending on the type of provider studied.⁷⁰

Ethnicity

A 2007 analysis by the BLS provided a national breakdown of the ethnicities of the formal child care workforce⁷¹. The numbers indicate that the child care workforce employs a higher percentage of African-Americans and Latinos than all occupations as a whole, but a lower percentage of Asian/Pacific Islanders.

⁶⁷ Burton, A. et al. (2002), pp. 25-26.

⁶⁸ Brandon, R.N., et al. (2002).

⁶⁹ Bureau of Labor Statistics. (2005). Household data annual averages: Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity. Washington, D.C.: United States Department of Labor. Available at <http://www.bls.gov/cps/cpsaat11.pdf>.

⁷⁰ Burton, A., et al. (2002), pp. 25-26.

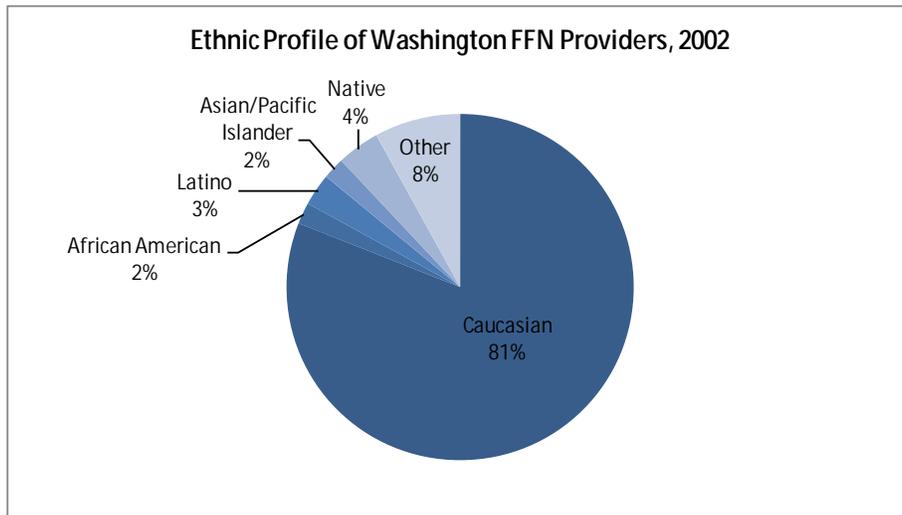
⁷¹ Bureau of Labor Statistics. (2005).

Ethnic Distribution of Formal Child Care Workforce vs. All Occupations, 2007

	Child Care Workforce	All Occupations
Hispanic/Latino	16.8%	14%
African American	16%	11%
Asian/Pacific Islander	2.7%	4.7%

Source: Bureau of Labor Statistics. (2005). Household data annual averages: Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity. Washington, D.C.: United States Department of Labor. Available at <http://www.bls.gov/cps/cpsaat11.pdf>.

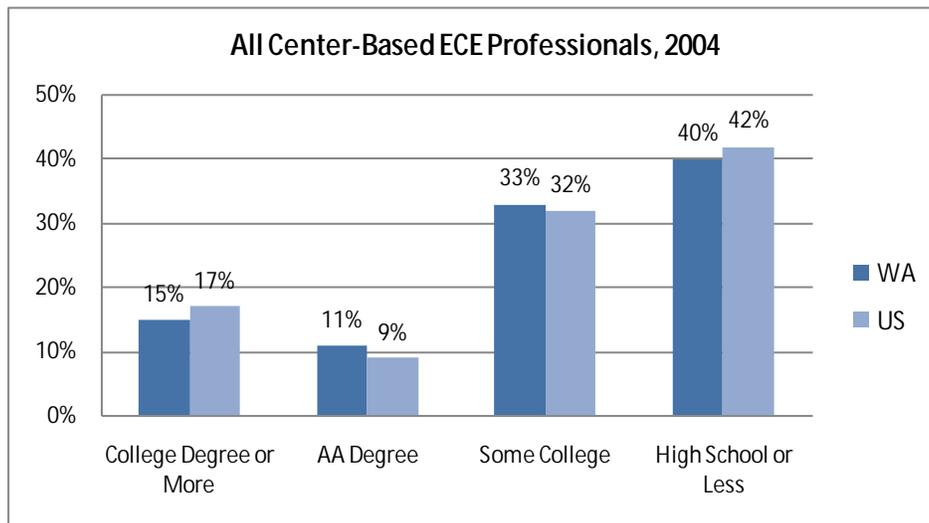
In 2002, Washington’s FFN providers were less diverse than the national formal child care workforce as described above.



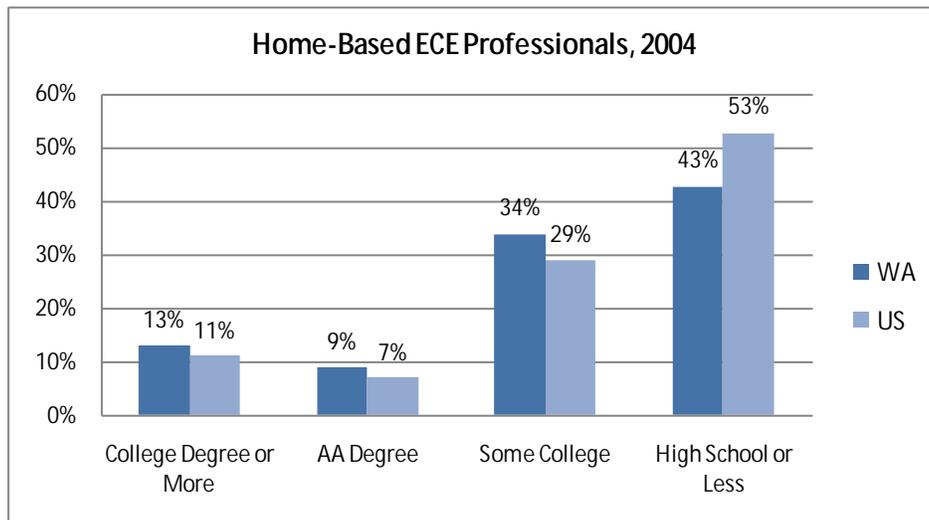
Source: Brandon, R.N., Maher, E.J., Joesch, J.M., & Doyle, S. (2002). Understanding family, friend, and neighbor care in Washington State: Developing appropriate training and support. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington, p. 56.

Educational Attainment

The educational attainment of Washington's formal child care workforce, either in family homes or centers, does not differ significantly from that of the child care workforce in the rest of the nation. About one in four of Washington's center-based staff or family child care providers have obtained a 4-year college degree or an associate's degree and another one in three has taken some college coursework.



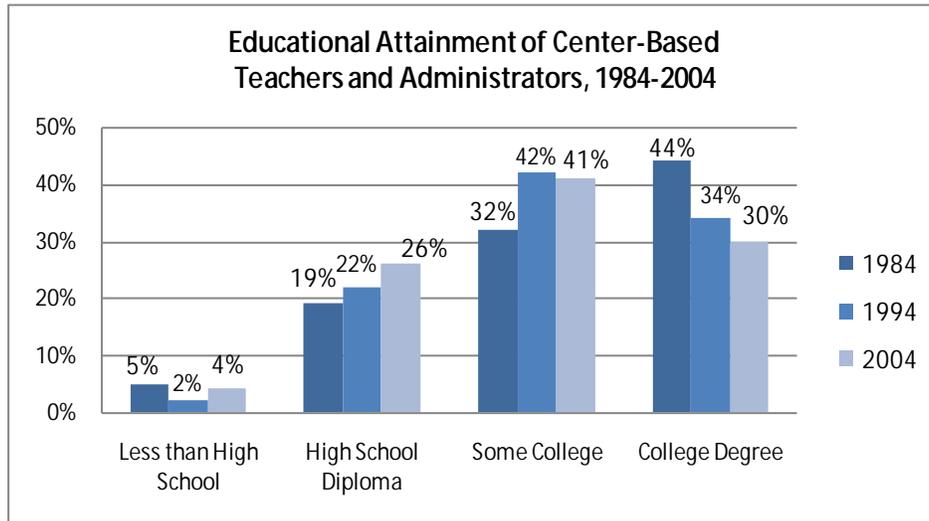
Source: Herzenberger, S., Price, M., & Bradley, D. (2005). Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004. Washington, DC: Economic Policy Institute. External data table 2.



Source: Herzenberger, S., Price, M., & Bradley, D. (2005). Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004. Washington, DC: Economic Policy Institute. External data table 3.

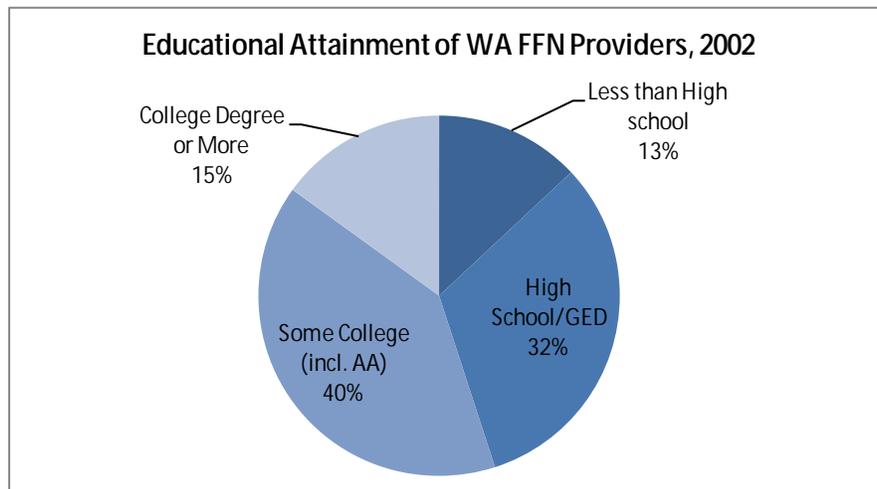
Nationally, the percentage of center-based teachers and administrators with some amount of higher education increased 9% from 1984 to 2004. However, this increase was paired with a 14%

decrease in the attainment of 4-year college degrees (or higher) during the 20-year period measured.⁷²



Source: Herzenberger, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004*. Washington, DC: Economic Policy Institute. Summary table 1, p. 4.

The 2002 HSPC survey of FFN providers found that the educational attainment of Washington’s informal child care workforce is roughly comparable to that of formal providers.⁷³



Source: Brandon, R.N., Maher, E.J., Joesch, J.M., & Doyle, S. (2002). *Understanding family, friend, and neighbor care in Washington State: Developing appropriate training and support*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington, p. 86.

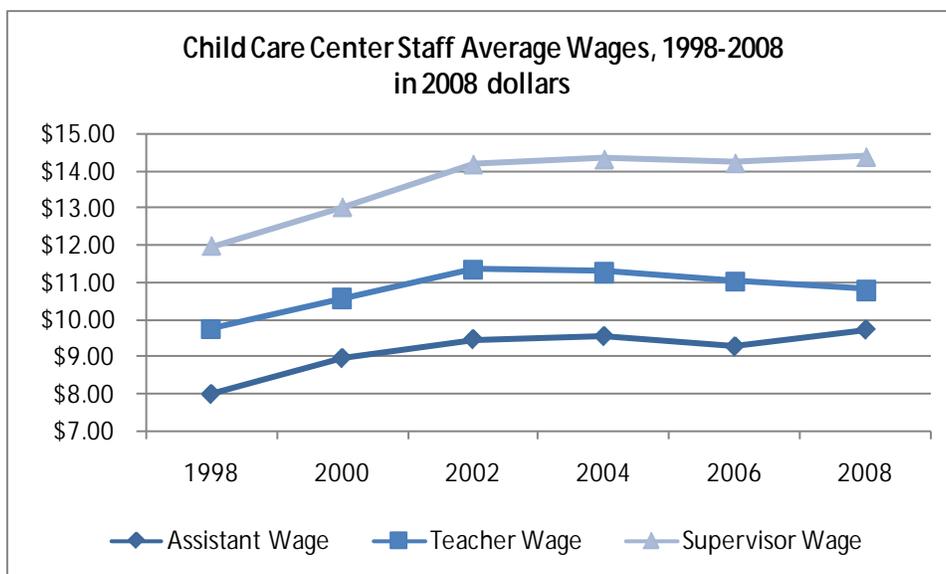
⁷² Herzenberger, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004*. Washington, DC: Economic Policy Institute. Summary table 1, p. 4.

⁷³ Brandon, R.N., Maher, E.J., Joesch, J.M., & Doyle, S. (2002). *Understanding family, friend, and neighbor care in Washington State: Developing appropriate training and support*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington, p. 86.

Compensation and Benefits

Compensation

Across the board, professionals in all settings of Washington’s formal child care field earn relatively low wages. Though the average real wages for child care center staff rose between 1998 and 2002, the rate of increase has since slowed significantly and has declined for lead teachers. In fact, in real terms, child care center teachers in 2008 earn an average of more than 50 cents an hour less than they did in 2002.⁷⁴



	1996	1998	2000	2002	2004	2006	2008
Center Assistant	\$ 7.90	\$ 8.02	\$ 8.97	\$ 9.47	\$ 9.55	\$ 9.28	\$ 9.72
Center Teacher	\$ 9.33	\$ 9.77	\$ 10.59	\$ 11.37	\$ 11.30	\$ 11.04	\$ 10.82
Center Supervisor	\$ 11.89	\$ 11.99	\$ 13.04	\$ 14.21	\$ 14.34	\$ 14.24	\$ 14.41
FCC Assistant	\$ 7.26	\$ 7.72	\$ 7.97	\$ 8.49	\$ 8.76	\$ 8.74	No Data
FCC Licensee*	\$ 21,260	\$ 24,140	\$ 27,743	\$ 30,185	\$ 31,695	\$ 29,124	\$ 36,910

Source: Child care market rate survey reports 1996-2008.

*Note: FCC Licensee compensation is presented in the table as average gross annual income because they do not receive an hourly wage. In survey years previous to the 2008 report, FCC providers reported their gross annual income for the previous year.

According to the state Employment Security Department annual wage survey, the average child care provider (both center and FCC-based providers) in Washington made \$10.25 an hour in 2008 – (about \$21,000 per year)⁷⁵. These wage rates stand in stark contrast to those of kindergarten teachers (\$47,971/year) and crossing guards (\$15.34 /hour).⁷⁶

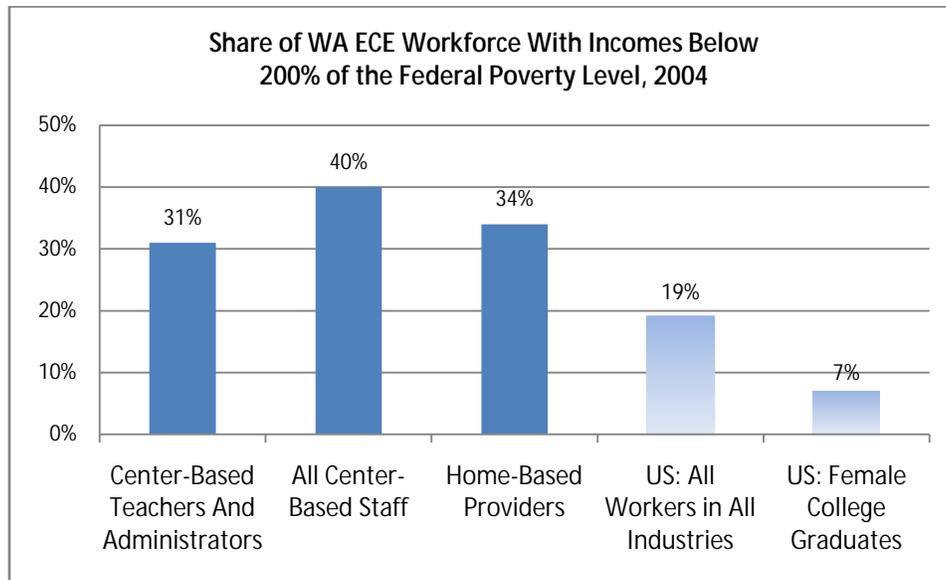
In fact, according to Employment Security’s data, child care is among the lowest compensated professions in the state, earning only slightly more than dishwashers and product demonstrators.

⁷⁴ Analysis of Child Care market rate survey reports 1990-2008.

⁷⁵ Employment Security Department. (2008). *March 2008 occupational employment and wages estimates*. Olympia, WA; Author.

⁷⁶ Ibid.

Poor compensation within the child care field has resulted in a substantial number of providers who can be classified as low-income. Due to poverty-generating wages, the Washington child care workforce is far more likely to earn an income at or below 200% of the federal poverty level (FPL) than are workers in other industries or most college-educated women across the nation.



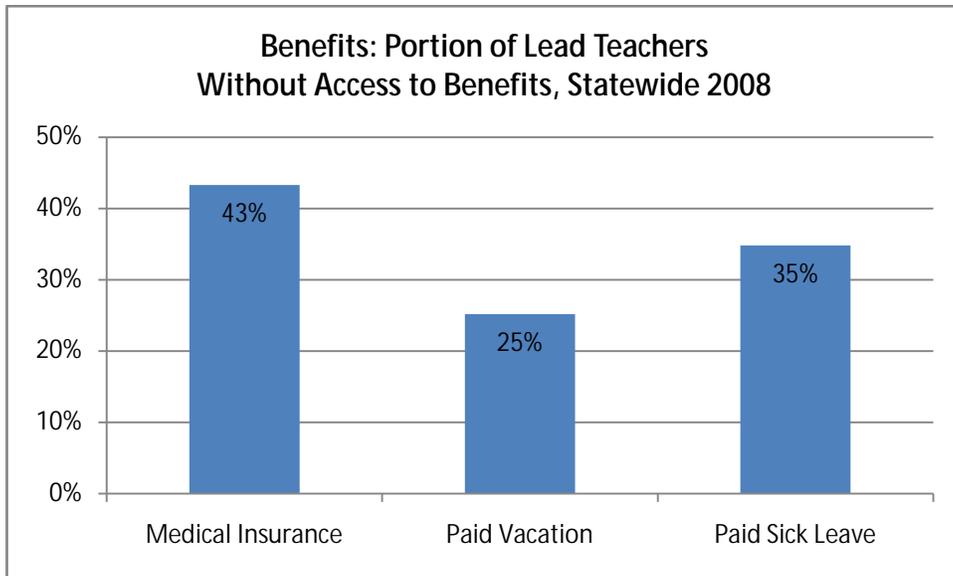
Source: Herzenberger, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004, Summary*. Washington, DC: Economic Policy Institute. Summary tables 1-3, p.9.

Benefits

More than 3 out of 4 centers around the state surveyed for the 2006 DEL market rate survey offered some type of benefit for their employees⁷⁷. Nearly 60% of centers in Washington State provide medical insurance, but the number drops below half in several individual regions of the state. King County is the only region where over 70% of centers provide medical insurance. The other benefits covered by the survey are paid vacation and paid sick time, benefits which are offered at a majority of centers around the state.⁷⁸

⁷⁷ Department of Early Learning. (2008). *Licensed childcare in Washington State: 2006*. Olympia, WA: Author, p. 40.

⁷⁸ Walter R. McDonald & Associates, Inc. (2008). *Washington State 2008 child care survey*. Olympia, WA: Department of Early Learning, p. 20.

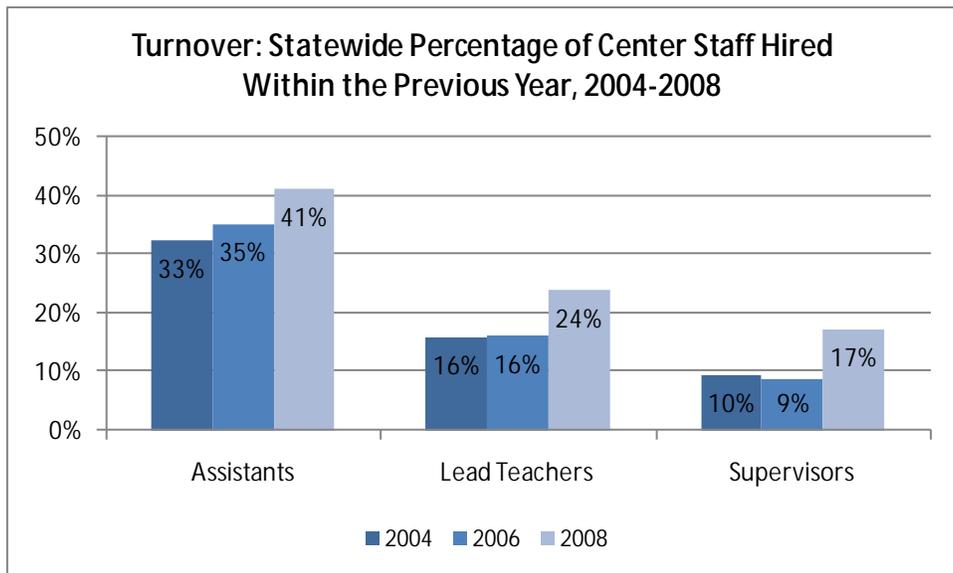


Source: Walter R. McDonald & Associates, Inc. (2008). *Washington State 2008 child care survey*. Olympia, WA: Department of Early Learning

No data is available on benefits offered to or utilized by family-home or FFN providers.

Turnover

The center-based child care field experiences high and increasing rates of turnover, especially among assistants and lead teachers. In 2008, over 40% of assistant teachers in Washington's child care centers had been recently hired.

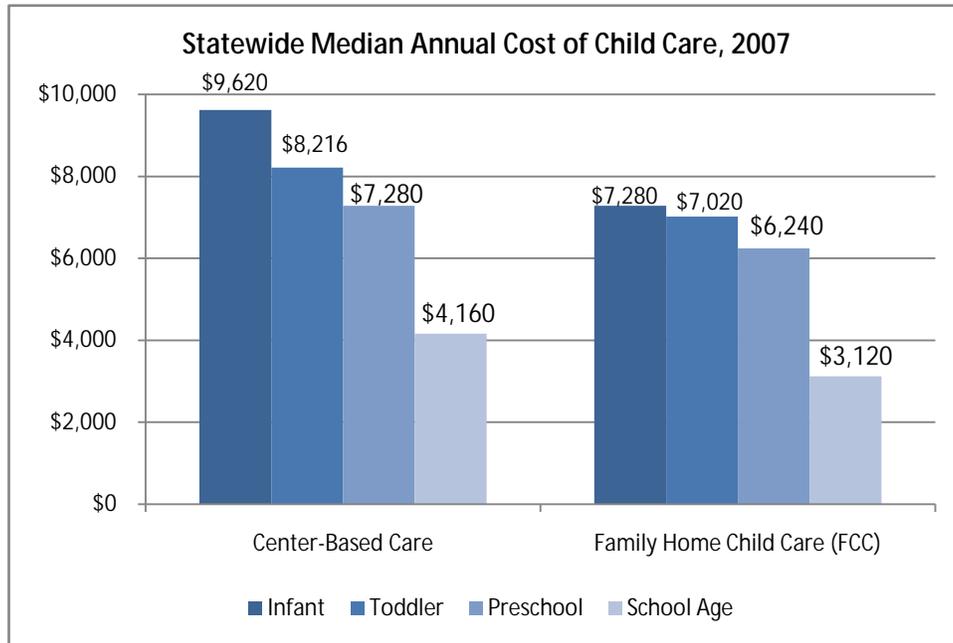


Source: Walter R. McDonald & Associates, Inc. (2008). *Washington State 2008 child care survey*. Olympia, WA: Department of Early Learning

Chapter VIII: Cost of Child Care and Family Income

Child care in Washington State can be very expensive. Depending on the region of the state⁷⁹ and the number and age of children, child care costs can take up a large portion of household income.

The 2007 annual median cost of infant care in a child care center amounted to more than one and a half times the 2006-2007 in-state tuition for undergraduates at the University of Washington.⁸⁰



Source: Washington State Child Care Resource & Referral Network. (2009). *Washington State child care & early learning data reports*, Washington State profile. Tacoma, WA: Author.

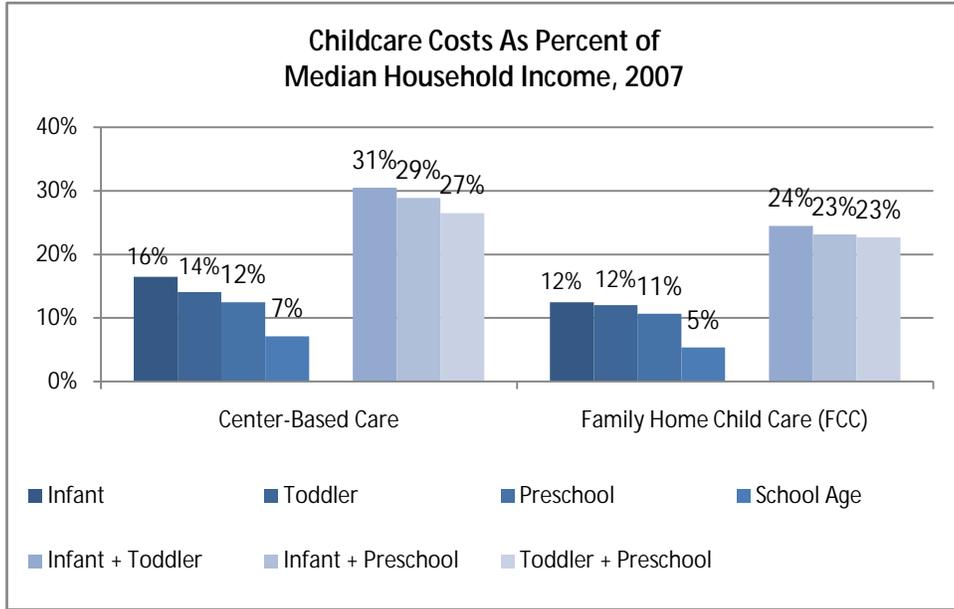
Child care in King County, or Region 4, is the most expensive in the state. In 2006, the median cost of infant care came to \$1,049 per month in a center and \$803 per month in a family child care (FCC) home. Toddler care in King County was not much cheaper. With the increase in the age of the child, median monthly fees only dropped to \$913 and \$770, respectively.⁸¹

⁷⁹ The Department of Early Learning has divided the state into six administrative regions for the purposes of regional and statewide analysis. Each region is comprised of one or more counties. The six regions are Region 1: Adams, Asotin, Chelan, Douglas, Ferry, Garfield, Grant, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, and Whitman. Region 2: Benton, Columbia, Franklin, Kittitas, Walla Walla, and Yakima. Region 3: Island, San Juan, Skagit, Snohomish, and Whatcom. Region 4: King. Region 5: Kitsap and Pierce. Region 6: Clallam, Clark, Cowlitz, Grays Harbor, Jefferson, Klickitat, Lewis, Mason, Pacific, Skamania, and Thurston.

⁸⁰ According to the Higher Education Coordinating Board, the cost of in-state tuition and fees for an undergraduate student at the University of Washington during the 2006-2007 school year was \$5,880. Higher Education Coordinating Board. (2007). *2006-2007 Washington State tuition and fee report*. Olympia, WA: Author, p. ii.

⁸¹ Department of Early Learning. (2008). *Licensed child care in Washington State: 2006*. Olympia, WA: Author, pp. 49-50.

When parents have two or more children in a licensed child care setting, the costs can heavily impact the family budget. The 2007 statewide median cost of care for an infant and a toddler together in a child care center consumed nearly one-third of the 2007 median household income in Washington State. Care in a family home for two such young children equaled just under one-quarter of median household income.



Source: Washington State Child Care Resource & Referral Network. (2009). *Washington State child care & early learning data reports*. Tacoma, WA: Author, Washington State profile p.4.