

March 4, 2022

## **Bold on Early Educator Compensation Learning Community**

### **Session # 3: Mechanisms for Wage Increases**

#### **Overview:**

We spent the session doing a deep dive into mechanisms for wage increases in three discussion groups on the topics of:

1. Salary Scales
2. Using ARPA Stabilization Grants to Incentivize Compensation
3. Direct to educator payments

#### **Take-Aways:**

##### ➤ **Salary Scales**

- Examples:
  - [NC model salary scale](#)
  - Washington Compensation Technical Workgroup report ([includes draft salary scale on page 27](#), includes progression, specializations, experience/longevity)
  - Vermont: Subcommittee of the Vermont Advancing as a Profession Task Force developing a draft minimum compensation standards scale (wages and benefits) aligned with ECE I, II, III, and III+ credentials
- **Bold means:** Transparent, ensuring equity for people in field without educational degrees, includes benefits, enshrined in statute
- **Common barriers:** Finding funding, incorporating equity for people with different professional/educational backgrounds (Q: Is K-12 the right benchmark?), equity in mixed delivery, actually funding and implementing a salary schedule

##### ➤ **Using ARPA Stabilization grants to incentivize compensation**

- Examples given: [NC](#), [KY](#), [MN](#)
  - IL requiring 50% of funds to go to WF but up to programs how

- MA giving additional \$15/slot for providers allocating grant funds to retaining staff long terms and providing meaningful increases to benefit (e.g., health, retirement) structures offered staff
- WI requires grant to be used on wages (tiered based on a quality rating)
- **Bold means:** Use as a pathway to sustained wage increases, flexible funding, reduce number of applications (considerations/barriers: internet access, language)
- **Common barriers:** Funding running out, including home-based providers, QRIS, evaluating impact of grants on programs

#### ➤ **Direct Payments to Educators**

- While direct payments are the most direct way to get money to educators without strings attached and can allow for creative funding with philanthropic partnerships; there are a number of barriers:
- **Examples :**
  - NC [WAGES\\$/AWARD\\$](#)
  - WI [REWARD](#) program and [Child Care Counts retention payments](#)
  - VT used ARPA to send WF bonuses
- **Common barriers**
  - Identified that direct payment to educators can be flexible, can have immediate impact but it's not the same as an increase in base salary
  - Equity issues with how you deliver the payments:
    - If you have individuals apply/opt-in then it typically favors educators/individuals who are in some sort of registry or face fewer barriers to navigating administrative systems
    - If you do direct deposit it is less admin burden for individuals, but then unbanked and undocumented communities are often overlooked
  - Benefits cliff or lessening of public assistance benefits that one is eligible for upon receiving payment
    - An often undiscussed example of this: Undocumented educators who do not receive social security are still experiencing tax burden on payments as income without the benefits of social security
- **Whole group discussion:**
  - Need to listen to providers (of all sizes/structures) for how to use ARPA funds
  - Connect public funding to progressive tax conversations, need to combat scarcity mindset in ECE funding
  - Powerful to partner with business to show how ECE is related to economic growth/job development