

ECE Compensation

CT EARLY CHILDHOOD TASK FORCE
WEDNESDAY, DECEMBER 10, 2022



The Problem is Clear

Families can't find or afford child care because compensation is too low to attract and retain early childhood educators.

The staffing shortage has real impacts on educators, families, and children.

- *Nationally, 46% of recent survey respondents say fewer children are being served (33% in CT)*
- *38% say they have a longer waitlist (35% in CT)*

Stabilization Grants Have Helped...

- 36% of programs nationally reported that their program would have closed without grants (*34% in CT*)
- 50% of respondents received more money from a wage increase or supplement in the last year (*57% in CT*)

But when stabilization grants end:

- 43% of child care center directors nationally say their programs will have to raise tuition (*52% in CT*)
- 23% of national respondents report that their programs will have to cut wages or be unable to sustain wage/salary increases (*42% in CT*)

- 78% of respondents believe that burnout and exhaustion are “greatly” or “to some extent” contributing to problems retaining qualified teachers (*81% in CT*)
- 37% of respondents indicated that the overall mental health of themselves and their colleagues was either “excellent” or “good”
- 30% of respondents reported experiencing financial insecurity (*24% in CT*)

“It is extremely difficult to find and hire qualified staff who want to remain in early childhood to prevent staff turnover. The grants have allowed us to increase our base pay rates to hopefully attract more qualified staff, but we may not be able to afford to maintain higher pay rates without funding or grants.” – CT child care center director

Pipeline Crisis Ahead

| Future Challenges | Connecticut | National |
|---|-------------------|-------------------|
| Total indicating “yes” or “maybe” to considering leaving their job or closing their family child care home | 41.2% | 29.2% |
| › In the field 5 years or less indicating “yes” or “maybe” to considering leaving their job or closing their family child care home | 69.6% | 45.0% |
| › Family child care providers considering leaving | 52.8% | 36.4% |
| › In minority-owned businesses considering leaving | 71.6% | 43.7% |
| › In non-minority-owned businesses considering leaving | 34.7% | 25.0% |
| Number one thing needed to stay | Competitive wages | Competitive wages |

These substantial losses would:

- Decrease the field’s celebrated diversity
- Diminish families’ choices
- Increase educator turnover
- Add to instability

Compensation for Early Childhood Educators Drives the Quality and Supply of Child Care.

- Increase **wages and professional benefits**, including paid leave, health insurance, retirement, loan forgiveness, child care assistance for child care providers, and substitute pools (*State Examples: Washington, Washington, D.C., Kentucky, Vermont*)
- Create **compensation scales** and align them with professional pathways in the Unifying Framework (*State Examples: Connecticut (!), Delaware, Washington, D.C., Minnesota*)
- Establish **cost of quality studies that accurately reflect what's needed for ECE compensation** (*State Examples: New Mexico, Washington, D.C.*)

✓ Increase Access to Benefits

- Use other systems and funding streams
- Put income disregards in place

✓ Create Stability and Accountability

- Increase investments in contracts and grants
- Pay via licensed capacity rather than attendance

✓ Prepare for Mixed-Delivery Success

- Expand comprehensive scholarships and apprenticeships
- Strengthen and expand credit for prior learning policies

Compensation Matters Most

Why and How States Should Use Child Care Relief Funding to
Increase Compensation for the Early Childhood Education Workforce

June 2021

April 2022

Loan Forgiveness Programs for Early Childhood Educators

Directly increasing compensation for early childhood educators working with children birth through age 8, across all settings, is the most important step policymakers can take to drive the supply and quality of early childhood education, and recruit and retain staff.

In addition, however, policymakers have sought to reduce the cost burden that current educators experience, including by forgiving student loan payments for those who have pursued higher education degrees and credentials.

This document summarizes the three main federal loan forgiveness programs for which some early childhood educators may qualify. You can see the entire list of federal student aid options here: [Student Loan Forgiveness | Federal Student Aid](#). In addition, some states and employers support loan forgiveness programs, and we encourage early childhood educators to reach out to their state agencies, including those that manage early childhood, higher education, or student assistance, to see what types of forgiveness may be available at the state level.

Please note that the information in this document may change subject to additional legislation and/or guidance from Congress and the US Department of Education. This document is for informational purposes only and should not be considered legal or financial advice.

Public Service Loan Forgiveness (PSLF)

<https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service>

- Adopt and **align with the Professional Standards and Competencies** for Early Childhood Educators
- Support and fund **institutions of higher education** to complete NAEYC higher education accreditation
- Invest in **shared services and staffed family child care networks**
- Improve **equitable access** to grants and contracts
- Collect and **disaggregate data**

- **Tracking ARPA spending**
 - <https://www.childcareaware.org/our-issues/public-policy/american-rescue-plan-arp-act/>
 - <https://cscce.berkeley.edu/blog/compensation-tracker/>
- **Staffing and supply shortages**
 - Deregulation activity
- **Raising revenue**

naeyc National Association for the Education of Young Children

Deregulation Won't Solve Child Care . . . But It Will Decrease Safety and Supply

August 2022

Increasing child care access, quality, and affordability must be a national, state, and local priority. Decades of research, data, and experience make clear, however, that the solution to growing the supply of quality child care supply is not through deregulation that lowers health, safety, staffing, and qualification requirements. The solution, rather, is through significant investments—in the education and compensation of the early childhood workforce, facilities, and family supports.

No Correlation Between Regulations and Child Care Supply

Regulations are often scapegoated for the high price and limited availability of licensed child care. However, previous [analysis](#) has found no correlation between the strictness of state regulations and state levels of child care supply, indicating that more stringent regulation is unlikely to have a large impact on child care supply.

Prior to the pandemic, [researchers examined how state regulations correlate with supply shortages](#) by scoring the following regulations in each state:

- › Teacher-to-child ratios
- › Group sizes
- › Minimum number of children at which point licensing is mandatory
- › Teacher and director qualification requirements

The stricter a regulation, the higher its score. When overlaid with data on child care supply, however, the analysis found no correlation between the state regulations examined and child care supply. Further, none of the individual factors that contributed to the overall regulation score were shown to have a statistically significant impact on the supply of child care slots. While a wide array of factors affect child care supply, these results indicate that more stringent regulations aren't driving the problem.

Ratios and Group Sizes are Necessary for Safety and Quality—and Prevent Educator Burnout and Turnover

Regulations provide [important safety protections](#) for children and uphold the [quality](#) of early education and care. Regulations such as staff to child ratios and, maximum group sizes, ensure adequate supervision and interaction with children to keep them safe and engaged in learning, while requirements regarding qualifications and professional development recognize and uplift the depth of knowledge, skills, and competencies it takes to deliver on the complex science of early learning in the early years.

Recommended [developmentally appropriate maximum group sizes and staff to child ratios](#) in center- or school-based settings:

| Age | Ratio | Max. Class Size |
|-------------------------------|-------|-----------------|
| Infant (Birth-15 months) | 1:4 | 8 |
| Toddler/Two (12-36 months) | 1:6 | 12 |
| Preschool (30 months-5 years) | 1:10 | 20 |

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Thank you!

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