# Early Childhood Educator Compensation Equity Study

**TO:** Early Learning Board Members

**FROM:** ELB Workforce Equity Subcommittee, through Justina Acevedo-Cross

**RE:** Feedback on Early Childhood Lead Teacher Compensation Equity Study

**DATE:** February 2, 2021

## ELB Session Objective

On February 11, 2021 the Subcommittee seeks input from Early Learning Board members on the design of the Early Childhood Lead Teacher Compensation Equity Study (Discussion only; no decision).

## Study Purpose

The purpose of an early childhood lead teacher compensation equity study is to better understand how to build options for competitive early childhood lead teacher compensation and related financing strategies in the state of Hawaiʻi. The recommendations in this study would provide guidance on potential pathway(s) to competitive lead teacher compensation parity across public and private settings, with the intent of incorporating this pathway into ongoing implementation plans. The study uses the framework developed through the National Academies of Sciences, Engineering and Medicine’s Transforming the Financing of Early Care and Education (2018)[[1]](#footnote-1). For additional background on the national consensus Transforming the Financing of Early Care and Education study, view the [slide deck](https://www.nap.edu/resource/24984/briefing-slides-22318.pdf).

## Study Components

Component 1. Compile Data. Assemble data on current compensation and benefits of Hawai‘i’s lead ECE teachers with bachelor degrees in early childhood education or related, serving children, infants through age 8, and families in center-based, family child care, and family-child interaction learning programs and promising business models of employer practices to reduce staff turnover and improve compensation and benefits of lead teachers, including data from the surveys of licensed and registered child care programs by the state’s child care resource and referral agency, PATCH.

Component 2. Identify Strategies. Identify short-term and long-term strategies for increasing annual earnings of lead teachers (including starting and ongoing wages) and desired standard of compensation and benefits (including non-child contact time for professional responsibilities, such as, planning and assessing children, parent-teacher meetings, professional learning opportunities and support from a director, mentor or coach) for lead teachers with bachelor degrees, that is at least competitive with kindergarten through third grade public school teachers. The study would explore and recommend initial funding and long-term financing options to establish and maintain compensation standards.

## Key Discussion Questions for ELB Members

The discussion will focus on generating the utility of the study to ELB, EOEL and the broader early childhood community. We will not dive deep into methodology or details as that will be developed with the principal investigator and research/evaluation team.

Key survey questions prior to ELB meeting in February 2021:

* In 2021, what is the number one thing the Early Learning Board members need to know about early childhood workforce compensation in Hawaii?
* How would this study impact the sector you represent?
* What impact might this study have on policy making, employer practices, child care businesses, etc.?

Other questions: How far reaching will the data gathering be? How could the findings be used by ELB? How will this study inform advocacy?

## Next Steps

The ELB subcommittee on workforce equity will develop the request for proposals/qualifications for the study, including goals and objectives, the scope and timing of the study, the data needed, the mechanisms to gather the data, possible key questions, and intended use of the study findings.

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| March 2021 | ELB Workforce Equity Subcommittee to develop the request for proposal for this study and secure the funding needed for the study |
| May 2021 | Select and hire a contractor/principal investigator |
| October 2021 | Complete study and prepare for a public release |
| Ongoing | Utilize findings to engage Hawai‘i’s leaders and the public about early childhood compensation challenges and solutions, and guide the development of public policy and legislation on improving the compensation of qualified lead teachers with bachelor degrees in ECE |

1. <https://www.nap.edu/resource/24984/Highlights%20from%202%20Reports.pdf> [↑](#footnote-ref-1)