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### Pre-session Assessment

To gain a better sense of knowledge in the room before we begin, please complete this pre-session assessment using the QR code below:



Pre-Assessment

<https://bit.ly/EEcomp1>

OSSE logo, 10/1/24, 2

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OSSE logo with three stars above it. To the right, the text reads: "DC Context". The background is a solid dark blue.

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### The Division of Early Learning (DEL)

- The mission of DEL is to provide leadership and coordination to ensure that all District of Columbia children, from birth to kindergarten entrance, have access to high-quality early childhood development programs and are well prepared for school.
  - Child care licensing, subsidy and quality initiatives
  - Universal pre-kindergarten
  - Early intervention, Part C
  - Quality Improvement network (QIN)

OSSE logo, 10/1/24, 4

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### DC Early Childhood Demographics

- DC has a population of more than **670,500** residents with approximately **41,522** children younger than age 5<sup>1</sup>  
The young child population has declined in recent years  
An estimated **19,100** young children live in households under 250 percent of poverty
- Of approximately 15,220 3- and 4-year-old children, **84 percent** are enrolled in public pre-K<sup>2</sup>  
80 percent of 3-year-olds  
88 percent of 4-year-olds
- Average annual cost of child care is **\$25,480** for an infant in a center<sup>3</sup>  
Single-parent DC households with one child in infant care spend an average of 63.2 percent of median family income on child care.<sup>3</sup>

<sup>1</sup> Kids Count Data Center (2022), retrieved from: [Population by age group by ward | KIDS COUNT Data Center](#), 10/1/24 5  
<sup>2</sup> Fiscal Year 2023 Pre-K Report (2024), retrieved from: [OSSE Annual Pre-K Report 2023.pdf](#)  
<sup>3</sup> Child Care Aware of America (2023), retrieved from: [info@childcareaware.org/2023/2023-Affordability-Analysis.pdf](#)

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### Child Care Facilities in DC



There are 456 licensed facilities in DC, including licensed facilities operating out-of-school time programs



There are 273 facilities participating in the DC Child Care Subsidy Program, including facilities operating out-of-school time programs



There are ~3,500 early childhood educators in DC

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### Minimum Education Requirements

Center-based Positions	
Director	<ul style="list-style-type: none"> <li>• Bachelor's degree in early childhood education or a closely related field; OR</li> <li>• Bachelor's degree in any subject area with at least 12 credit hours in early childhood education</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>• Associate degree (or higher) in early childhood education or a closely related field; OR</li> <li>• <b>Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education; OR</b></li> <li>• Enrollment in a degree program provided that the Teacher holds a CDA and earns an associate degree (or higher) within four years of their initial date of hire as a Teacher at a child development center.</li> </ul>
Assistant Teacher	<ul style="list-style-type: none"> <li>• CDA; OR</li> <li>• Associate degree (or higher) in any subject area; OR</li> <li>• <b>Completion of at least 60 credit hours in any subject area; OR</b></li> <li>• State-awarded certificate comparable to a CDA that is approved by OSSE; OR</li> <li>• High school diploma or equivalent, provided the individual earns a CDA within two years of their initial date of hire as an Assistant Teacher at a child development center.</li> </ul>

**Note:** Bold denotes additional pathways reflected in the December 2023 emergency regulations. For more information, please go to: [osse.dc.gov/eceresources](#), 10/1/24 7

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### Minimum Education Requirements (continued)

Home-based Positions	
Expanded Home Provider	<ul style="list-style-type: none"> <li>• Associate degree (or higher) in early childhood education or a closely related field; OR</li> <li>• <b>Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education; OR</b></li> <li>• Enrollment in a degree program, provided the expanded home caregiver holds a CDA and earns an associate degree (or higher) within four years of opening the expanded child development home.</li> </ul>
Home Caregiver	<ul style="list-style-type: none"> <li>• CDA; OR</li> <li>• State-awarded certificate comparable to a CDA that is approved by OSSE; OR</li> <li>• Associate degree (or higher) in early childhood education or a closely related field; OR</li> <li>• <b>Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education.</b></li> </ul>
Associate Home Caregiver	<ul style="list-style-type: none"> <li>• CDA; OR</li> <li>• State-awarded certificate comparable to a CDA that is approved by OSSE; OR</li> <li>• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area; OR</li> <li>• High school diploma or equivalent, provided the individual earns a CDA within two years of their initial date of hire as an associate caregiver at a child development home or expanded child development home.</li> </ul>

**Note:** Bold denotes additional pathways reflected in the December 2023 emergency regulations. For more information, please go to: [osse.dc.gov/eceresources](#), 10/1/24 8

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### Consider your context

- At your tables, and before we get into our program, please spend just five minutes discussing how your context is similar to or different from the DC context.



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### Workforce Supports

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### CDA Training and Preparation Program

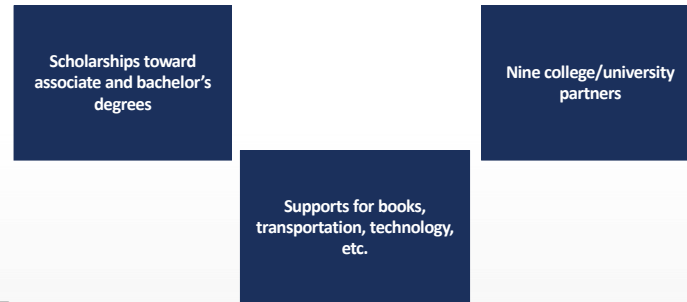
- The CDA Training and Preparation Program supports scholars through the following:
  - 120 hours of professional education in early childhood education from birth to age 5
  - 480 hours of work experience
  - A professional portfolio
  - An observation by a designated professional development specialist
  - CDA exam application and completion
  - CDA renewals
- The program supports scholarships for an initial CDA credential, Quorum CDA course completion and renewal of the CDA.



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### DC Leading Educators toward Advanced Degrees (DC LEAD)



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### Accessible Support Channels and Materials

To ensure open lines of communication between DEL and the early childhood education community, DEL has established communications channels that individuals can contact if they have questions or feedback.

- ECE Help Desk  
Early childhood educators can call or email the Help Desk to receive support and information related to meeting the minimum education credential and professional development requirements.  
Services offered on demand and by appointment.
- [OSSE.DELCommunications@dc.gov](mailto:OSSE.DELCommunications@dc.gov)  
Families, providers or early childhood educators can email DEL with questions or concerns and receive a response or be directed to support in a timely manner.



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### Early Childhood Educator Pay Equity Fund Overview

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### What is the Early Childhood Educator Pay Equity Fund?

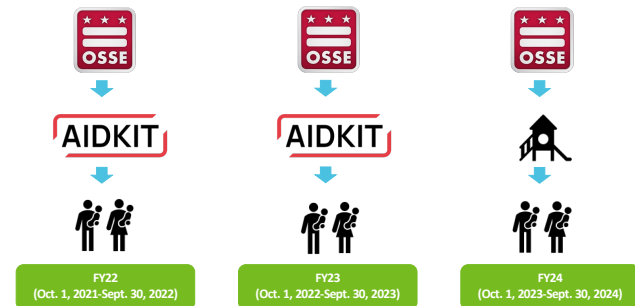
- The Early Childhood Educator Pay Equity Fund is a special fund of the District of Columbia Government used to increase compensation of child development facility staff.
- The program is administered by the Office of the State Superintendent of Education (OSSE).
- OSSE is implementing the Early Childhood Educator Pay Equity Fund in accordance with statutory requirements and the recommendations of the [Early Childhood Educator Equitable Compensation Task Force](#).



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Following Task Force recommendations, OSSE distributed funds directly to educators in fiscal year 2022 (FY22) and FY23, and through child care providers starting in FY24<sup>1</sup>



<sup>1</sup> Early Childhood Educator Pay Equity Fund: [Early Childhood Educator Pay Equity Fund | osse.dc.gov](#)

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### The first payments were made in 2022

OSSE partnered with AidKit to disburse supplemental payments directly to early childhood educators in FY22 and FY23.

The diagram illustrates the payment flow: OSSE (represented by a red icon with three stars) sends payments to AIDKIT (represented by a red-outlined box), which then disburses the funds to Educators (represented by a green icon with three figures).

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### By the Numbers

FY22 <small>(Oct. 1, 2021-Sept. 30, 2022)</small>	FY23 <small>(Oct. 1, 2022-Sept. 30, 2023)</small>
3,217 early childhood educators received a supplemental payment	4,085 early childhood educators received a supplemental payment
\$38,372,000 distributed to early childhood educators	\$41,908,750 distributed to early childhood educators

EARLY CHILDHOOD EDUCATOR PAY EQUITY FUND  
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### In FY24, OSSE began distributing funds directly to child development facilities<sup>1</sup>

- Child development facilities use the funds to increase compensation for early childhood educators.
  - Early childhood educators are no longer receiving direct payments through AidKit.
- To receive funds, a child development provider must be licensed by OSSE and agree to pay eligible staff, by role and highest credential, salaries that meet or exceed the [minimum salaries](#) established by OSSE.
  - Providers that are approved for a waiver are not required to pay the minimum salaries
- Providers must opt-in to the Early Childhood Educator Pay Equity Fund and complete a provider agreement by deadlines established by OSSE to receive funds.

The diagram shows OSSE (red icon) providing Tuition, Subsidies, and Pay Equity (green arrows) to child development facilities (house icons). These facilities then pay educators (green icon), with a note: "Must meet minimum salaries by role and credential".

<sup>1</sup> Early Childhood Educator Pay Equity Fund FY24: [Early Childhood Educator Pay Equity Fund: Information for Facility Leaders and Staff](#)  
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### Eligible Staff Types

Child development facilities that receive funds from OSSE must pay eligible lead teachers and assistant teachers, in the following staff types in OSSE's licensing system, salaries that [meet or exceed the minimum salaries](#).

The following staff types in OSSE's licensing system qualify as an <b>assistant teacher</b> :	The following staff types in OSSE's licensing system qualify as a <b>lead teacher</b> :
<ul style="list-style-type: none"> <li>Assistant teacher</li> <li>Montessori assistant teacher</li> <li>Pre-K Enhancement and Expansion Program (PKEEP) assistant teacher</li> <li>Associate home caregiver</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> <li>Montessori teacher</li> <li>Expanded home caregiver</li> <li>Home caregiver</li> </ul>

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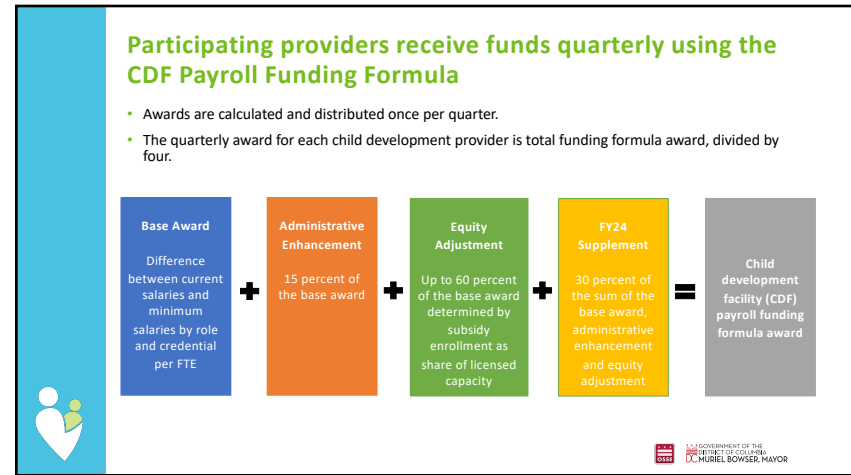
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### FY24 Minimum Salaries

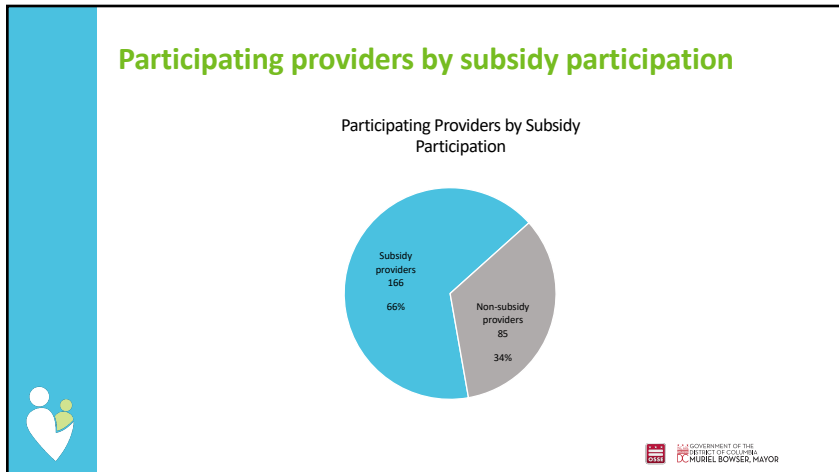
Role	Credentials	Minimum Salaries (annual salary)	Minimum Salaries (hourly)
Assistant Teacher	Less than a CDA	\$43,865	\$21.09/hour
	CDA	\$51,006	\$24.52/hour
	Associate degree or higher	\$54,262	\$26.09/hour
Lead Teacher	CDA or 48 credit hours with greater than or equal to 15 hours in ECE	\$54,262	\$26.09/hour
	Associate degree in ECE or an associate degree with greater than or equal to 24 credit hours in ECE	\$63,838	\$30.69/hour
	Bachelor's degree (or higher) in ECE or a bachelor's degree (or higher) with greater than or equal to 24 credit hours in ECE	\$75,103	\$36.11/hour

- Employers may choose to pay some staff in these roles/credentials more, but participating employers may not pay them less.
- The FY24 minimum salaries are specific to the Early Childhood Educator Pay Equity Fund program. They are **not** the same as state and federal minimum wage requirements.

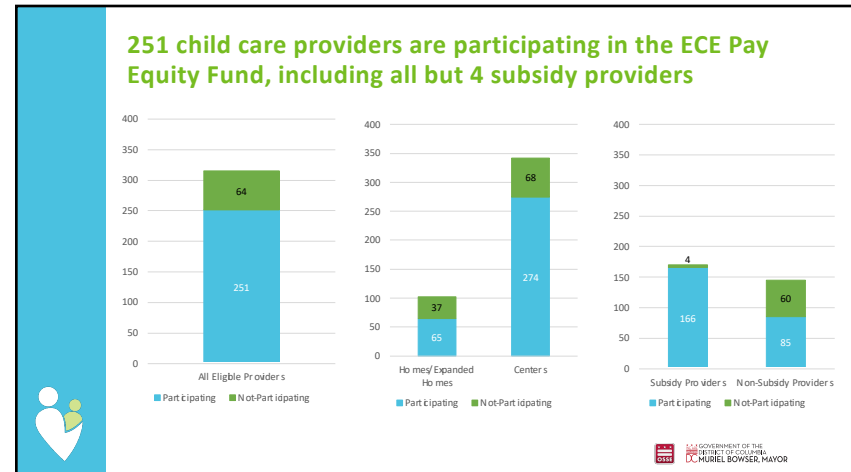
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HealthCare4ChildCare Through DC Health Link

### HealthCare4ChildCare



- **DC Residents:** Provides free health insurance for District residents and their families who are employees of OSSE licensed child development centers and homes through DC Health Link's Individual and Family Marketplace. \$0 Premium with a choice of three plans.
- **Non-District Residents:** Provides lower premiums or free health insurance for non-District residents who are employees of OSSE licensed child development centers and homes choosing to participate in through DC Health Link's Small Business marketplace (SHOP).
- **All Employees:** All full-time and part-time employees of an OSSE licensed center or home are eligible for free or lower premiums.

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### Key lessons learned

- Revenue is essential to increase early educator compensation
- Stakeholder input, buy-in and support are crucial to implement and sustain compensation efforts
- Affordable Care Act Exchanges offer a promising vehicle for expanding access to affordable health coverage
- State efforts to increase early educator compensation must be mindful of the respective roles of government, employers and employees and implications of program design choices for employer-employee relations
- Additional research, data and expertise are needed to inform state compensation efforts






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### What stands out to you the most?

- Take five minutes at your table to discuss what stands out to you the most.





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### Impact



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## Research Partnership

- Through an ongoing research partnership with the Urban Institute, OSSE continues to gain a deeper understanding of the impact that the Early Childhood Educator Pay Equity Fund has had on staff.<sup>1</sup>
- The Urban Institute has conducted key informant interviews, a survey of early childhood educators, focus groups with early childhood educators and a survey of child development facility leaders.

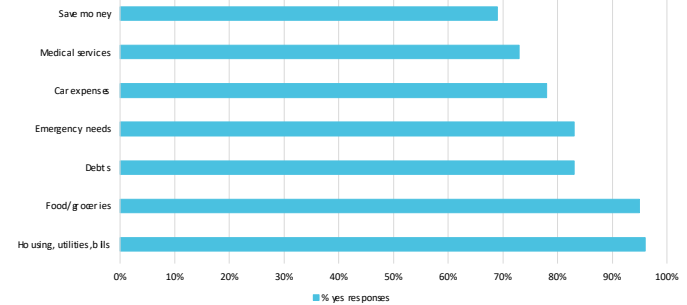
<sup>1</sup> Supported by the Administration for Children and Families (ACF) of the US Department of Health and Human Services (HHS) as part of financial assistance awards (Grants #90YE0284 and # 90YE0221) totaling \$3.2 million, fully funded by ACF/HHS



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## Educators were supported in meeting basic needs<sup>1</sup>

With the payments you received from the Pay Equity Fund, has it been or was it easier to do or pay for any of the following? ("Yes" responses)\*



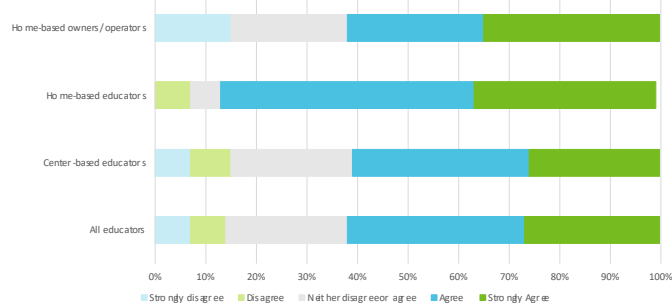
<sup>1</sup> The Urban Institute (2024), retrieved from: [Early Educators' Reflections on the DC Early Childhood Educator Pay Equity Fund \(urban.org\)](#)



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## Payments improve educator outlook for staying in the field<sup>1</sup>

How much do you agree or disagree with the following statement? "Because of the Early Childhood Educator Pay Equity Fund payments, I plan to continue working in child care in DC longer than I thought I would."\*



<sup>1</sup> The Urban Institute (2024), retrieved from: [Early Educators' Reflections on the DC Early Childhood Educator Pay Equity Fund \(urban.org\)](#)



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## Questions?

- Before we move into discussing additional workforce supports, are there any questions?

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### Post-session Assessment

To assess your understanding following the presentation, please complete the post-session assessment using the QR code below:



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