



Edward Street Child Services
Providing advocacy, resources and support to early
childhood educators and the children they serve.



Compensation Matters: High Quality Early Education Requires Appropriate Teacher Compensation



Ilse Willams
September 2009

Executive Summary

High quality early childhood education and teacher compensation are inextricably linked. Attracting and retaining the most qualified and highly educated teachers requires appropriate compensation. The disparity between the salaries and benefits provided to preschool teachers in the public schools versus the private provider community is leading to an uneven playing field. If we want to even the playing field for young children we must address the disparity for staff.

Currently, the emphasis in early childhood education is on improving quality. Accreditation by the National Association for the Education of Young Children is prized in Massachusetts. The new more rigorous standards emphasize degree attainment by staff. To maintain accreditation, centers encourage their teachers to increase their level of education and receive at least a bachelor's degree. The encouragement is often in the form of sanctions rather than rewards. Teachers may be demoted, or at least will not be promoted unless they attain their degrees. Their increase in education unfortunately does not automatically increase their salary. The early education professionals should be rewarded for increasing the quality of the environment for the children through increasing their compensation.

There are various compensation initiatives for early education professionals in use across the country. Many of them are two-part programs. The first part focuses on education. Teachers receive scholarships in order to increase their level of education. The second component provides salary supplements depending on education level and longevity in the field. If Massachusetts wants to maintain its high level of accredited centers, the commonwealth must explore and implement a two-part program, such as the T.E.A.C.H. and WAGE\$ programs. Otherwise, we will continue to see a stream of early childhood educators leaving the field entirely or leaving private, center-based early childhood education programs to go to the public school system as soon as they attain their degree.

Research has shown that high quality early childhood education benefits all of society. As adults, children who participated in high quality early education programs are more likely to graduate from high school, earn higher salaries, and be less likely to participate in crime or be unemployed. Investing in high-quality early education and care through scholarships and wage supplements for teachers will benefit all residents of Massachusetts. Adequate compensation and scholarship assistance will provide young children with consistent, intentional early childhood educators to prepare them to enter school ready to learn to succeed. The savings in reduced special education, juvenile justice, and welfare costs will offset the initial investment in our early education and care professionals.

High quality early childhood education and teacher compensation are inextricably linked. The conversation on increasing teacher credentials is continuing. It is missing one major component. We do not have a plan in Massachusetts that will adequately compensate our early childhood educators. We must develop a plan to attract and retain the best and brightest early educators to our system to give our young children the best start possible.

The quality of care provided by a childcare center can greatly impact how rapidly and how well a child develops.¹ Compensation is a major and important predictor in the quality of care that a child is receiving.² A combination of highly-educated and well-compensated teachers leads to high-quality programs and centers.³

Many early education and care professionals, especially those working in private programs and centers, are paid close to poverty level wages.⁴ This can greatly affect the quality of care provided to the children in their early education program.⁵ Though these professionals can be wonderful caregivers, because they are unable to afford higher education, they lack the knowledge and skills to stimulate the children and promote maximum development.

If teachers do earn their college degrees they are rarely adequately compensated if they choose to remain in the private early childhood sector. Many centers are unable to attract and retain high quality early childhood educators because state subsidies do not cover the cost of providing high quality care and parents are unable to afford the higher fees necessary to raise teacher salaries.

Most of a child's brain develops between the ages of zero to three⁶ thus the quality of care in these early education programs is crucial. Since so much depends on the quality of care due to the long-term ramifications for development⁷, there should be better compensation for early education and care providers.

Adequate compensation would serve to promote professional development in the field which has been shown to influence the child's growth and development.⁸ A significant body of research demonstrates that higher education of teachers directly impacts the quality of teaching and care by the providers. This, in turn, increases the quality of the learning environment for the children.⁹ Plans should be implemented so that child care providers are no longer one of the lowest paid jobs in the country.¹⁰

Experts across the country, including Jack Shonkoff M.D., believe that a compensation plan for early education and care providers is crucial and needs to be implemented.¹¹ This has yet to be done in comprehensive way in Massachusetts. Certain grants provide a mechanism to raise teacher salaries but they are center and classroom specific and do not raise compensation across the field.

Also, in Massachusetts, there is a discrepancy between the requirements for public providers (preschool teachers within the public school system) versus nonpublic early education and care providers. The standards for both are currently insufficient to achieve our goal of preparing all children to enter school ready to learn and to succeed.

Existing Requirements

Currently in Massachusetts, teachers in nonpublic centers are not required to have a bachelor's or even an associate's degree. They only need three credits in Child Growth and Development and nine months experience in the early education field. Assistant teachers need to be at least sixteen years old and be a high school graduate or have passed the General Educational Development (GED) test or both.¹² Three credits are not enough to ensure that children in these centers are receiving high quality education and care. Public centers require teachers to have at least a bachelor degree, though the degree does not have to be in early childhood education.

Assistant teachers are required to have at least a GED.¹³ Public and Head Start providers receive a higher salary than nonpublic providers.¹⁴ Indeed, the Massachusetts Department of Early Education and Care has a budget line that provides a salary supplement to Head Start teachers. There is no similar budgetary set aside for early childhood educators working in private centers, including those that serve predominantly state subsidized children. If educational requirements and job qualifications for public and nonpublic pro-

viders are set at an equal level – and providers are able to access financial support to continue their professional development – then the quality of early childhood education and care in Massachusetts would increase significantly.

Recent Developments

The professionalization of the field early education and care is relatively new. It is no longer simply day care or group babysitting; providers are committed to sustaining nurturing and stimulating environments for children; where children learn, develop skills, and are able to transition to kindergarten ready to learn. The field has grown with the influx of the science research on the brain that demonstrates the importance of the first few years of a child's life in their future development.¹⁵ Historically, child care was a women's job and profession¹⁶, requiring little educational background and equally poor compensation relative to the public sector education in grades kindergarten through twelve.

Currently, early education and care centers are licensed to ensure safety and quality¹⁷, fees have increased¹⁸, and the salary drawn is often the primary income for providers.¹⁹ The field has not seen the appropriate increase in wages to reflect this transformation from child care to higher quality early education and care.

Other States

There are currently seven states that require both public and nonpublic early education and care providers to be paid based on the public school salary

scale.²⁰ These same states also require equitable standards of education mandated for both public and nonpublic school teachers.²¹ If this was implemented in Massachusetts, center-based professionals would earn salaries that would attract highly educated and skilled teachers. Too often, centers lose their most credentialed teachers to the public schools. Many of these professionals would prefer to work in the private sector but work in the public schools in order to receive a self-sufficient wage. Adequate compensation for private early educators would attract highly skilled teachers and would therefore increase the quality of care that is given to children who are at their most vulnerable age.

As states are exploring the implementation of universal preschool in response to the overwhelming evidence of the return on investment from high quality early childhood education there has been an increased emphasis on teacher credentials. The National Association for the Education of Young Children, in its new more rigorous accreditation standards has set the bar for highly educated teachers. Centers entering the accreditation process now have several years to bring their staff up to the recommended education levels. Currently, centers will be able to earn accreditation if their teachers are in school working toward their degrees. Maintaining accreditation will become more and more challenging as the most educated teachers look for work in the public school system so that they may adequately support their families. Private centers, unable to compete with

public salaries, will be rapidly losing their best talent.

Compensation and Quality

High-quality early education requires highly educated but also well compensated teachers. Research shows that compensation is directly linked to early education quality.²² As the Committee on Early Childhood Pedagogy recommends, a career ladder should be established that would pertain to all early childhood educators, both public and nonpublic.²³ As their education level increases from a certificate, to an associate degree, to a bachelor, to a master's, the provider's minimum salary will increase to a specified amount. This would allow public and nonpublic early education and care providers to become more equitably and better compensated.

Studies, such as the National Day Care Study, have shown that teachers with higher education, especially pertaining to the early education and care field, interact better with children and create a higher quality environment for them.²⁴ These children are able to stay focused longer on a single task and learn how to cooperate better.²⁵ The study states that, "Teacher behavior is one of the major influences on child development."²⁶ Every child should have the opportunity to attend a child care center where there is a warm and stimulating environment and where they can reach their highest levels of ability and be challenged through play. Play has been shown to help children "develop their imagination, dexterity, and physical, cognitive, and emotional strength."²⁷ Children need to be given

opportunity to explore and develop all of their strengths.

The Cost, Quality, and Child Outcomes in Child Care Centers Study had a follow-up study that tracked children through the second grade who had received high quality early education. The results showed that children who had participated in higher quality child care still demonstrated higher cognitive and social skills even through the second grade.²⁸ Attending a high-quality center affects children not just through elementary school, but also for the rest of their lives, as research such as the Perry Preschool Program Study demonstrates. The Perry Study showed that high-quality early education can lower the need for special education; increase the number of people graduating from high school; lower the crime rate; and lower the rate of teen pregnancies.²⁹

Affordability

Even though most early education providers barely receive more than the minimum wage, early education is still very expensive and many families cannot easily afford it. Every child in Massachusetts should have access to high quality early education and care. Head Start has been increasing their standards for teacher requirements.³⁰ If the standards for center and private-based programs were the same in regards to the requirements mandated for public school teachers, then the quality of education would increase in those programs. This would give parents and guardians the opportunity to have more options when choosing early education for their children.

Unfortunately, cost of high-quality care is currently so high that many families cannot afford it and are forced to place their children in lower quality care if they want to remain employed. On average, the median rate for infant care per day in Massachusetts is \$55.07; for toddler care it is \$48.99; and for center-based preschool it is \$39.15 per day.³¹ Participation in less expensive, and potentially lower-quality care can inhibit successful child development, for example they will receive less language stimulation.³² This is not a choice that parents should be forced to make. If all lead teachers were required to have degrees in education and early childhood coursework, the level of program quality would rise for all, and more children would have access to enriched, stimulating, and nurturing environments.

Consistency

Higher wages have also been shown to increase staff retention.³³ This has a positive effect on children's development since it provides consistency for them, which is a necessary element in their growth and development.³⁴ Establishing strong social and emotional skills comes from strong teacher-child relationships and interactions. Staff retention is also important to help children with pre-literacy and math skills. Staff turnover leads to curriculum disruption, poor assessment of children, and significant inconsistency which is disruptive for a child's learning environment. In 2005 the turnover rate for full-time teachers in centers and Head Start programs was about thirty percent in Massachusetts. For public school teachers, the turnover rate is signify-

cantly less, at only twelve percent.³⁵ It is important to reduce the staff turnover rate since it can be detrimental to a child's development.

One fundamental way to increase quality in early education programs is to increase the education of the teachers and assistants. Teachers with a bachelor degree in early childhood education will know how to create an environment for children that will maximize their growth and development. This in turn can stimulate better cognitive and developmental skills in those children.³⁶ Every child should be given the opportunity to nurture and enhance the skills that they will need to be ready for school, thus it is necessary that teachers have at least a bachelor degree with a concentration in early care and education to help ensure this opportunity. This can be done in steps so that in ten years time, all lead teachers attain at least a bachelor degree related to the early education and care field. Assistant teachers should also have specific training in early education and care, as well as have at least an associate degree.

Compensation and Credentials

A compensation plan for early education and care professionals needs to be implemented to ensure optimum development and safety of all children participating in early education programs in Massachusetts. The plan should include incentives that would encourage the pursuit of higher education by teachers and assistant teachers, as well as provide them with financial assistance in continuing their education. Studies have shown that programs that help teaching professionals gain more education, as

well as provide them with salary supplements and increased wages, greatly increase staff retention. This provides children with well educated teachers that are dedicated to staying in the field.

In Massachusetts, the median hourly and annual salary for a privately-operated preschool provider is \$10.45 or \$21,730 respectively. The median hourly and annual salary for a preschool teacher is \$11.89 and \$24,740. For kindergarten teachers, the mean annual salary increases to \$48,040.³⁷ It is important to remember that public school kindergarten teachers work 180 days per year and average 6 hours per day. Preschool teachers work 8 hours per day, 240 days per year. The low wage, especially for privately-owned center preschool teachers is in-between the 2009 federal poverty guidelines for a family of three and a family of four.³⁸ Thus, a teacher with two children can barely afford to feed her children and might be forced to go on welfare even though she has a full-time job.

Recommendations

Massachusetts should implement two programs that would reduce compensation issues and consequently increase high-quality early education and care. The first program will support teachers with scholarships, based on their income, for those who wish to increase their level of education in the early education and care field. As of today, there are two state-funded workforce development programs being implemented in Worcester and Springfield that help early education and care teachers find access to scholarships,

thereby allowing them to afford increasing their levels of education.³⁹ This is not the same as directly providing teachers with scholarships. These two programs are operating solely in Worcester and Springfield, and are designed for specific centers based on the funding parameters. A state-wide program should be implemented so that all programs, centers, and providers could participate and benefit.

The second program that should be implemented in Massachusetts is a wage supplement program. Providers would be eligible for salary increases or financial bonuses based on the level of education that he or she has attained. There are already several such programs implemented in other states around the country. It is now time for Massachusetts to invest in their early education and care workforce, so as to increase the quality of care that is given to children around the state. Massachusetts should take advantage of the strategies and lessons learned in programs that are being implemented in other states and choose two to apply in this state. **(See Appendix)**

The most popular program that has already been implemented in twenty-two other states is the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Program which is supplemented by the Child Care WAGE\$ Project. T.E.A.C.H. provides scholarships to help teachers complete their degrees or increase credentials in the early care and education field. WAGE\$ provides salary supplements specifically to low-paid teachers and child care providers, providing services to children birth to

five in licensed child care programs.⁴⁰ These scholarships and raises help early education and care providers stay committed to the field, providing the necessary continuity and stability for children. It increases the providers' identification of professionalism.

The T.E.A.C.H. Early Childhood Program began in North Carolina in 1990 as a pilot program by the Child Care Services Association.⁴¹ The program provides incentives and support to allow early education providers the opportunity to return to school to complete their degree or early education credential. Seventy-five percent of T.E.A.C.H. participants in 2007 to 2008 received scholarships to pursue a two or a four year degree; the rest used their scholarships to achieve state and national early childhood education credentials.⁴²

In order to qualify for T.E.A.C.H., participants are required to stay in the same child care program for six to twelve months, or at least remain in the early education field for six months after completing their coursework, depending on their scholarship. Participants receive a bonus for completing classes, ranging from \$100 to \$700 or a four to five percent raise.⁴³ Dennehey and Marshall at the Center for Research on Women at Wellesley College state that "the TEACH initiative is attractive as a policy because it addresses the needs of the individual and the field by linking scholarships, educational attainment, increased compensation, and a commitment by the participant to remain in the field for

a minimum amount of time (retention).”⁴⁴

Salaries of T.E.A.C.H. recipients who earned associate degrees increased by 3 to 16 percent nationally. An increase of almost sixteen percent is enough to bring child care providers to parity with public preschool teachers.⁴⁵ This increase in the participants’ salaries had a significant impact on the turnover rate. In two-thirds of the states that used the TEACH program in 2007 to 2008, the turnover rate for T.E.A.C.H. associate degree scholarship recipients was less than five percent. The highest turnover rate for T.E.A.C.H. participants was ten percent, which occurred in only one state.⁴⁶ The turnover rate of childcare workers in Massachusetts is currently twenty-nine percent.⁴⁷ An article by the National Women’s Law Center reports that, “Reducing turnover is critical, because the stability of the relationship between a child and his or her caregiver is important to the child’s social development.”⁴⁸ Increasing providers’ salaries helps them feel more appreciated in their job and field which will in turn make the providers more likely to stay. It will also be easier for the providers to afford being able to stay in the field if their salaries improved.

Public Private Partnership

T.E.A.C.H. is funded through “Head Start, pre-K funding, the Child Care and Development Fund, the United Way, foundations, corporations, and local funds. About 61 percent of funding came from federal sources in FY 2008.”⁴⁹ States can choose how they wish to fund T.E.A.C.H. The funding begins with private donations, and then

proceeds to mostly state funds.⁵⁰ Historically, the program has had to demonstrate success in increasing education and reducing turnover before state legislatures allocate funding.

The Child Care WAGE\$ Project complements the T.E.A.C.H. Early Childhood Program. WAGE\$ was implemented by North Carolina’s Child Care Services Association in 1994. It is funded through the state of North Carolina, from Smart Start partnerships.⁵¹ The program was created to help increase wages for child care workers. The amount of wage supplements one can receive depends on the level of education one has achieved, the position one holds in his or her center and the tier. Counties choose which specific tier they would like to implement. Wage supplements can range from \$300 to \$6,250.⁵² Providers are also required to have worked at least six months in the same child care program before applying for WAGE\$ which helps to increase continuity for the children. Together, T.E.A.C.H. and WAGE\$ provides early education professionals with the ability to stay in the field and provide high quality early childhood education and care to the children in their program.

Technical Assistance

In 2000, the Technical Assistance and Quality Assurance Center was established to help provide support to participants and centers, as well as to new programs and states that are thinking of implementing T.E.A.C.H.⁵³ The Center “customizes support, services, and products to meet each state’s unique needs. Center staff also conduct out-

reach to states interested in T.E.A.C.H. and WAGE\$ through presentations and individual state contacts.”⁵⁴ This makes it easier for other states to implement the T.E.A.C.H., as well as being able to receive continued support once the program is in place.

Other Options

Two similar programs to T.E.A.C.H. and WAGE\$ that could also be implemented in Massachusetts, are the Gateways to Opportunity Scholarship Program and the Great START Wage Supplement Program which are currently operating in Illinois. There, the Scholarship Program and the Great START Wage Supplement Program replaced its T.E.A.C.H. and WAGE\$ programs. The programs are funded through the Illinois Department of Human Services.⁵⁵ The Gateways to Opportunity Scholarship Program, just like T.E.A.C.H., is a scholarship program that provides financial assistance to early education and care professionals who are seeking a degree or credential in the field. The Scholarship Program pays fifty to ninety percent of tuition, fees and books, depending on the professional’s hourly wage and a sliding income scale.⁵⁶ Participants can also receive bonuses based on their cumulative grade point average (GPA) at the completion of their coursework.⁵⁷

To be eligible, participants must be working in an “Illinois Department of Children and Family Services licensed full-day full-year child care center, Head Start, or family/group child care home, and full-year school age child care programs.”⁵⁸ To encourage stability and continuity, the Gateways Scholarship

program regulations state that if a participant leaves one early education and care program to work in another one, they need to work in the new program for six months before being able to re-apply for the Gateways Scholarship Program. Also, “if you leave the early care and education field during your work commitment period, you will be required to reimburse INCCRRA (Illinois Network of Child Care Resource and Referral Agencies) the cost of tuition, fees and books of your most recent contract.”⁵⁹ This encourages participants to stay in the field and use the knowledge they are gaining to benefit the children in their program. The Great START (Strategies to Attract and Retain Teachers) Wage Supplement Program provides a certain stipend to participants depending on the level of education they have achieved or the semester hours they have spent so far in achieving a degree or credential.⁶⁰ It rewards professionals working in licensed centers that have attained education above their requirements and are staying in their program or center.⁶¹

Effectiveness

Telephone interviews were administered in Illinois in June of 2004 to determine the effectiveness of the Great START Program. The results indicated that “over ninety percent reported that Great START made them more committed to their job” and “over ninety percent reported that Great START made them more committed to the child care field.”⁶² This shows that increasing compensation will increase dedication, and thus increase staff retention. This helps to improve continuity for the children. Since it is com-

bined with the Scholarship Program, the children are now having the opportunity to experience teachers that are more educated as well as dedicated to the field.⁶³ This increases the quality of care and education that the children are receiving.⁶⁴

Another set of programs similar to T.E.A.C.H and WAGE\$ are the SCHOLARSHIPS and INCENTIVES programs established in Georgia. They are funded by the Georgia Department of Early Care and Learning, Bright from the Start, as well as Smart Start.⁶⁵ The SCHOLARSHIPS Program provides financial assistance and stipends to participants that are pursuing a credential or degree in the field of early education and care or child development.⁶⁶ Recipients are eligible if they earn less than \$14.45 per hour and work at least twenty five hours per week. They must be working in a “licensed center, registered family care, or group home.”⁶⁷ Like T.E.A.C.H., the participants must enroll in any of the institutions deemed eligible by the state, and they must major in an approved program.

INCENTIVES was created to increase compensation and the level of education for early care and education professionals. It also encourages participants to remain in the field through biannual payments and an academic enrollment bonus.⁶⁸ The wage supplements range from \$400 to \$2,000 annually, based on the participant’s level of education.⁶⁹ One must have at least a Child Development Associate (DCA) credential, a National Administrator Credential (NAC), or a

Certified Child Care Professional (CCP) credential⁷⁰, thus providers with only a GED are ineligible. Those with a bachelor degree experienced an average increase of 7.6 percent in salary through the program.⁷¹ The INCENTIVES recipients also experienced an eighty-five percent staff retention rate, which again indicates how important compensation is to an increase dedication and continuity in the field.⁷²

A compensation program that was implemented in both Oklahoma and Wisconsin is R.E.W.A.R.D. (Rewarding Education with Wages and Respect for Dedication) which provides salary supplements based on the level of education that early education and care professionals have attained, just like WAGE\$ and INCENTIVES. The supplements are given directly to the professionals. Participants can receive up to \$2,000 annually.⁷³ To be eligible for R.E.W.A.R.D., Oklahoma participants must earn \$15.50 or less per hour and they must work at least thirty hours per week in their licensed facility.⁷⁴ In Oklahoma, this program is funded by the Oklahoma Department of Human Services (OKDHS) Child Care Services.⁷⁵

In Wisconsin, the R.E.W.A.R.D. Program is supplemented with the T.E.A.C.H. Early Childhood Program. It was created to help combat the staffing crisis.⁷⁶ The program rewards education and experience in the field, thus helping to increase the number of qualified teachers in the field and providing consistency to the children. To be eligible, participants need to work at least twenty hours a week and work in a certified or licensed program or center.⁷⁷ In Wisconsin,

R.E.W.A.R.D. is funded through federal funds, especially from the Child Care Development Block Grant.⁷⁸

C.A.R.E.S. (Compensation and Retention Encourage Stability) Training and Technical Assistance Project, is similar to the R.E.W.A.R.D. Program and has been implemented in California. The program is funded by the First 5 California Children and Families Commission. It consists of two programs which both reward education and longevity for early education professionals. The first program, the Child Development Corps, is for providers in family child care and in a center-based program. The participants can receive up to \$5,100 in stipends per year depending on their level of education and how long they have been in the field, and the specific C.A.R.E.S. supplement program chosen by their county.⁷⁹ The second program is Resources for Retention which provides “reimbursement rates and quality improvement rewards to help the program and centers achieve accreditation and improve staff retention.”⁸⁰

C.A.R.E.S. has been proven to increase staff retention dramatically. The outcomes state that “fully 96 percent of participants still worked in the field 12 months after joining the program, and 93 percent remained 18 months later.”⁸¹

Two Pronged Approach

As Massachusetts looks to improve the early education and care field we must be sure that any program we choose addresses both compensation and education. Increasing the level of education, without increasing compensation will not help us increase the

quality of programming in the private centers. We have been seeing a steady stream of early educators leaving the private sector for the public schools for higher wages. It is important, however, to tie salary increases to educational attainment. Increasing both compensation and the level of education in teachers will provide high-quality early education and care across the state. The following is a proposal for a plan which Massachusetts might execute, increasing staff retention, dedication to the early education field, and especially increasing the quality of programs.

First, bachelor degrees in early childhood education or related fields should be made mandatory for all lead teachers, whether they are working in public or nonpublic early education and care programs. Research has shown that there is more interaction between the teachers and children if the teachers have more training.⁸² Highly educated teachers create a more stimulating environment. If every lead teacher in the classroom has a bachelor degree in early childhood or a related field, then each child has the opportunity to experience a better environment and has a greater chance to maximize his or her growth in early education and care and development within the classroom.

Second, average wages for child care workers should be raised from \$10.45 per hour to \$11.89 per hour.⁸³ This would put early education and care professionals on par with the salaries earned by Massachusetts’ preschool teachers. Though this would be costly now, there is an economic benefit for investing in early education. Making this

investment would yield a significant monetary return both for the general public and for the individuals that benefited from the high-quality early education.⁸⁴ Using data based on conservative estimates from data collected by the Massachusetts Department of Early Education and Care, there are approximately 23,085 preschool and infant toddler staff in Massachusetts.⁸⁵ To increase all of their salaries to be on par with public preschool teachers would be an increase of approximately \$33,242.40 per hour or \$69,485,850* per year.⁸⁶

Investing in early education and care might be costly now but it will only benefit the economy later, by creating a more sustainable and better educated workforce. Children who participate in high-quality early education programs are also more likely to graduate from high school, have a higher salary, and be less likely to commit crimes or be unemployed.⁸⁷ The original High Scope Perry preschool Project states that for every one dollar invested, there is an \$8.74 return⁸⁸, specifically a \$7.16 return for the general public.⁸⁹ The \$8.74 is based on following participants till age 27 versus the follow-up study which again looked at participants when they were forty-years old. Based on the staggering difference between participants and non-participants even at the age of forty, the Federal Reserve Bank of Minneapolis calculated this difference to increase to \$17.⁹⁰ While we cannot specify which investments lead to the highest yields, we can expect

* This does not take account the fact that public school teachers do not work 260 days a year.

a significant return from the quality improvements that would result from compensation investments to attract and retain highly qualified teachers.

Investing in this proposal is only the first step for Massachusetts. For example, there is still no provision for employment benefits for early education and care providers. Many directors in private centers cannot afford to provide health insurance, disability or retirement benefits to their employees. A recent survey demonstrated that only seventy-five percent of full-time early education and care professionals at center-based programs have access to health insurance through their employers or their center. Only twenty-seven percent of part-time staff has access to health insurance through their centers.⁹¹ The T.E.A.C.H. Early Childhood Program offers a health insurance pro-gram which provides a reimbursement for up to a third of the cost of the health insurance coverage. The center has to cover a third of the cost as well for each employee they have enrolling in the Health Insurance Program. The participating employee covers the remaining one third of the cost. At this time, the program only provides individual health insurance coverage. Family plans are not included.⁹²

Government Investment

If Massachusetts compares the value of high-quality early childhood education to the value of quality public transportation, the necessity of initializing and funding projects for early education and care center and their personnel would be better understood as a smart invest-

ment. Transportation systems are subsidized in order to provide affordable and efficient transportation to people.

Reliable transportation is crucial to the function of society. A transportation system allows people to commute to and from work. Additionally, the system allows consumers to go shopping and access medical services. Society considers the money invested in transportation services to be worthwhile. In 2007, Massachusetts spent \$214 million on the Regional Transit Authorities alone, which does not include any Amtrak or MBTA expenses.⁹³

Because high quality early care and education yields such benefits for children and society, Massachusetts residents should see the importance of investing in this area, just as they invest in transportation. To increase the salaries of qualified of early education and care providers to comparable levels with public preschool providers would cost approximately \$69,485,850 per year, which is less than thirty-three percent of that invested in the Regional Transit Authorities in Massachusetts in 2007. Investing in high-quality early education would make a lasting positive impact to the professionals and children involved as well as everyone else in the

state through reduced Special Education and juvenile justice expenses.

Investing in early education and care would greatly improve the status of early education in Massachusetts. Implementing new programs for Massachusetts would mean mandating that lead teachers must have at least a bachelor degree in early childhood or a related field. Fortunately many already do, or are in the process of obtaining one, due to the voluntary accreditation process that many centers and programs have undergone from the National Association for the Education of Young Children (NAEYC).⁹⁴ Higher-educated teachers will lead to higher-quality centers and programs. This will prove to be very beneficial to children and their families. Better compensation would increase staff retention and dedication to the field.⁹⁵ This will allow children to experience an enriched early education environment and increase their readiness to successfully transition into school. Investing in high quality early education and care would make a lasting positive impact to the professionals is more than worth the investment for the early education and care professional, for the children and for the state.

Appendix A Review of Compensation Initiatives

Compensation Initiative and state(s) implemented:	What does the program do?	Funded by:	Positive Results:	Negative Results:	Mechanism (wage/salary increase vs. financial reward)
T.E.A.C.H. (NC, AL, AZ, CO, DE, FL, IA, ID, IN, KS, MI, MN, MO, NE, NM, NV, OH, PA, SC, VA, WI)	Provides scholarships to help teachers complete degrees and credentials in ECE	Funding comes from Head Start, Pre-K funds, the Child Care and Development Fund, the United Way, foundations, corporations, and local funds; about 61% of funds in 2008 came from federal sources	- “annual earnings for TEACH program associate degree scholarship recipients increased by 3% to 16%” - “turnover rates for TEACH associate degree scholarship recipients are very low: <5% in 14 states; 5-9% in 6 states; 10% in 1 state” (making the case for compensation)	- several states that did not implement with fidelity to the model have lost the license to use the program (unless implemented properly) - “Participants are required to stay in the early childhood field for at least six months or in the same program for six to twelve months” (CLASP)	- scholarships to child care providers - once they complete a course, participants receive either a salary increase of 3-5% or a bonus for each period that they participate in the program (CCW State Policy)
WAGES (NC, FL, KS, SC)	Provides salary supplements to low-paid teachers and child care providers and rewards teacher education of continuity of care	Funding from state money through Smart Start partnerships; funds for the administration of the program in NC come from the Child Care and Development Block Grant	-participants can increase their supplement amounts by increasing their level of education (through TEACH) -staff retention rate is improving (from 31% to 16% in NC in '07-'08) - increased participation in higher education	- not rewarded for longevity in the field - “participants must work in the same early childhood program for six months before they are eligible to receive supplements” (CLASP)	Wage supplements

<p>More at Four (NC)</p>	<p>Designed to target 4-year olds who are at risk of failing in school and placing them in a quality preschool classroom</p>	<p>State-funded</p>	<ul style="list-style-type: none"> - significant increase for children in “language and literacy skills, letter-word knowledge, print knowledge, phonological awareness, math skills, general knowledge, and behavioral skills” (E.S.) - “The percentage of teachers with a B-K license (or the equivalent) has climbed to a high of approximately 85% in public school settings over the past 2 years.” 	<ul style="list-style-type: none"> - no significant decrease in behavioral problems 	<p>More at Four provides funding for classroom-based educational programs at designated sites</p>
<p>Smart Start (NC)</p>	<p>Serves children Birth-6 to ensure that they have access to high quality child care, are healthy and have family support services.</p>	<p>Funded by state and private funds - from 2007-2008, the state funds of NC for Smart Start came to \$205.5 million</p>	<ul style="list-style-type: none"> -better cognitive and language skills in the children - fewer behavioral problems - classroom quality increased significantly - “receptive language, print awareness, book knowledge, applied math, and counting one-to-one were all significantly positively related to quality.” (SS and Preschool CC Quality in NC, p. 12) - “79% of parents participating in Smart Start literacy activities increased the time they spent with their child on literacy activities to more than four times a week.” - “96% of parents and 	<ul style="list-style-type: none"> - no significant positive increase in social skills - “Compared to girls, boys scored significantly lower on Print Awareness, Book Knowledge, Applied Math, and Counting, and were rated by their teachers as having fewer Problem Behaviors and higher Social Skills.” - “Poverty was a very strong predictor of children’s outcomes, related to lower scores on almost every cognitive and language measure and higher problem behavior scores.” (SS and Preschool CC Quality in NC, p. 13) 	<p>Smart Start funds are administered at the local level through local nonprofit organizations called Local Partnerships.</p>

			guardians participating in Smart Start parenting skills activities increased their competence and confidence in their parenting abilities.” (SS Impact Report) - “the number of children receiving higher quality child care has increased from 20% to nearly 80%.” (National Tech Assistance center overview)		
CARES (Compensation and Retention Encourage Stability) Training and Technical Assistance Project (CA)	Created to increase workforce development through The Child Development Corps and Resources for Retention	Funded by the First 5 California Children and Families Commission	- staff retention increased - promoted professional development - “Among those who remained in the field after 2 years, CARES program participants were more than twice as likely to remain in their centers as were non participants” (Lessons from Cares, p. 23)	- “The quality of training and coursework offerings varied” (Lessons from Cares, p. 24)	- Stipend increments are based on CA’s professional developmental system for ECE professionals (CARES: about the project)
REWARD (Rewarding Education with Wages and Respect for Dedication) (OK, WI)	Provides salary supplements based on level of education to ECE professionals	- In OK, funded by the OKDHS Oklahoma Child Care Services - In WI, funded by the Wisconsin Early Childhood Association through the state budget, from the Child Care Development Block Grant	- in Wisconsin, only a 6.7% turnover rate with participants (and of those only 8 reported leaving the field completely) - given from \$400-2,000 a year based on level of education	- professionals can only stay in each level one to four years until they either stop receiving the salary supplement or must be eligible for the next level (there are ten levels)	- salary supplements: “paid directly to the early care and education professional and can be spent as he/she chooses.” (CECPD)

<p>Gateways to Opportunities Scholarship Program (Illinois)</p>	<ul style="list-style-type: none"> - Replaced the Illinois TEACH program - Gateways is an individual-based scholarship program for people working in the ECE field (how much funding they provide is based on a sliding income scale) - compliments the Great START Wage Supplement program 	<p>Funded by the Illinois Dept of Human Services</p>	<ul style="list-style-type: none"> - GSP pays a certain portion of the tuition, fees and books (depending on the professional's hourly wage) for those who wish to increase their level of education (GSP pays 50-90%; participants pay 10-50%) - they also provide various bonuses, such as a cumulative GPA bonus and a work commitment bonus 	<ul style="list-style-type: none"> - there is a commitment period to EEC once one participates in the GSP, but it is only 6 months to 2 years depending on the level of education achieved, (CDA/CCP to BS and MS)and once you complete that work commitment you receive a bonus of \$100-\$1,000 - "If you leave during a contract to work in another child care program, you will need to work for 6 months before re-applying to the GSP." (increases stability for the children but those 6 months could affect the EEC students in continuing their education) 	<ul style="list-style-type: none"> - scholarships
<p>Great START (Strategy to Attract and Retain Teachers) Wage Supplement Program (Illinois)</p>	<ul style="list-style-type: none"> - Rewards professionals working in licensed centers who have attained education above their requirements and are staying in their program or center 	<p>Funding comes from the Illinois Department of Human Services</p>	<ul style="list-style-type: none"> - staff retention went from 17%-13% in '02-'03 - "98% of participants felt more valued as a child care professional because of Great START" 	<ul style="list-style-type: none"> - "about 2 out of 5 participants reported they had encountered barriers to pursuing more education" - Since it's funded by IDHS, "priority is given to programs funded by IDHS, with greater priority given to those with 25% or more of their enrollment consisting of IDHS-funded children." - "all ECE/CD courses must be passed with a 'C' or higher" 	<ul style="list-style-type: none"> - wage-supplements

<p>STARS (State Training and Registry System) (West Virginia, Idaho, Washington)</p>	<p>- increase training for ECE professionals so as to increase the quality of care and early education in WV (Core Knowledge and Core Competencies) - recognizing the achievements and skills of the professionals working in the ECE field</p>	<p>Began under the Governor’s Early Childhood Implementation Commission; WV Early Childhood Training Connections and Resources; WV Center Accreditation Support System</p>	<p>- “Idaho-STARS’ Professional Development Registry is a voluntary, statewide system to recognize and document the professional achievement of people who work in the ECE field.” (Early Childhood Workforce Personnel) - WV’s “Registry and Credentialing system tracks, establishes, and formally recognizes a practitioner’s level of skill and accomplishment on WV’s Career Pathway”</p>		<p>- Idaho: incentives and scholarships - Washington: scholarships</p>
<p>INCENTIVES (GA)</p>	<p>Created to increase compensation and level of education for ECE professionals, and to encourage them to remain in the field through biannual payments and an academic enrollment bonus</p>	<p>Funded by Bright from the Start, using federal Child Care Development funds, as well as the support of Smart Start, the Early Learning Division of the United Way of Metropolitan Atlanta</p>	<p>- Average wage increase is: certificate: +2%; technical college diploma: +3.8%; Associate degree: +6.3%; Bachelor’s degree: +7.6% - Retention rate was 85% in FY06 - receive between \$400-\$2,000 annually, depending on level of education achieved</p>	<p>- your GPA must be 3.0 or higher, otherwise you become ineligible (but most of the participants work at least 25 hours a work and their average age is 37 (Program Summary and Caresolutions)</p>	<p>- salary supplement</p>
<p>SCHOLARSHIPS (GA)</p>	<p>Created to help ECE professionals increase their level of education through tuition assistance and stipends</p>	<p>Funded by Bright from the Start, using federal Child Care Development funds, as well as the support of Smart Start, the Early Learning Division of the United Way of Metropolitan Atlanta</p>	<p>- in FY06 the program had 730 ECE members pursuing degrees and certificates - it “has encouraged 1,841 individual teachers/ caregivers with tuition and stipend awards of more than \$2.07 mill in its 1st 3 years of operation.” (Bright from the Start)</p>	<p>- you are ineligible if you only have a GED and you graduated high school before 1993 - 90% of the recipients worked in licensed child care centers and 9% worked in family child care homes</p>	<p>- scholarships and stipends to the individual</p>

Notes

-
- ¹ Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., Yazejian, N., Byler, P., Rustici, J., & Zelazo, J. (1999). *The Children of the Cost, Quality, and Outcomes Study go to School: Executive summary*. Chapel Hill, NC: Frank Porter Graham Child Development Center.
- ² Barnett, W. S. (2003). *Low Wages = Low Quality: Solving the Real Preschool Teacher Crisis*. New Brunswick, NJ: NIEER.
- ³ Mithcell, Ann. (2009). *4 Good Reasons why ECE is not just Important, but Essential*. Redmond, WA: ChildCare Exchange. (p. 2). And Whitebook, M. (2003) *Early Education Quality: Higher- teacher qualifications for better learning environments – A review of the literature*. Berkley, CA: Institute of Industrial Relations at University of California, Center for the Study of Child Care Employment. (p. 5-6)
- ⁴ State-by-State Wages for Child Care Workers, Preschool and Kindergarten Teachers, 2003. (2004). *Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce*. Washington, D.C.: Center for the Childcare Workforce. (pg. 9) and United States Department of Health and Human Services. (2009). *The 2009 HHS Poverty Guidelines: One version of the [U.S.] federal poverty measure*. Washington, DC.
- ⁵ Barnett, W. S. (2003). *Low Wages = Low Quality: Solving the real preschool teacher crisis*. New Brunswick, NJ: National Institute for Early Education Research (NIEER).
- ⁶ Mithcell, Ann. (2009). *4 Good Reasons why ECE is not just Important, but Essential*. Redmond, WA: ChildCare Exchange. (p. 2)
- ⁷ Whitebook, M. (2003) *Early Education Quality: Higher- teacher qualifications for better learning environments – A review of the literature*. Berkley, CA: Institute of Industrial Relations at University of California, Center for the Study of Child Care Employment. (p. 5-6)
- ⁸ Ibid.
- ⁹ Ibid.
- ¹⁰ National Women’s Law Center. (2008). *Child Care Providers: Increasing compensation raises women’s wages and improves child care quality*. Washington, DC: NWLC (p. 1-2)
- ¹¹ Friedman, D. *Closing the Science-Policy Gap: A conversation with Council Chair Jack P. Shonkoff*. Cambridge, MA: National Scientific Council on the Developing Child.
- ¹² Marshall, N. L., Dennehy, J., Johnson-Staub, C., & Robeson, W. W. (2005). *MA Capacity Brief: Characteristics of the Current Early Education and Care Workforce Serving 3-5 Year Olds*. Wellesley, MA: Center for Research on Women. (p. 31)
- ¹³ Ibid. (p. 31)
- ¹⁴ Marshall, N. L., Creps, C. L., Burstein, N. R., Roberts, J., Glantz, F. B., & Robeson, W. W. (2004). *The Cost and Quality of Full-Day Year-Round Early Care and Education in Massachusetts: Infant and toddler classrooms*. Wellesley, MA: Center for Research on Women. (p. 11). And Hart, K., & Schumacher. (2005). *Making the Case: Improving Head Start teacher qualifications requires increased investment*. Washington, DC: Center for Law and Social Policy (CLASP)(pg. 4)
- ¹⁵ Zero to Three. (2009). *Brain Development*. Washington, DC: National Center for Infants, Toddlers, and Families. And Marshall, N. L., Creps, C. L., Burstein, N. R., Roberts, J., Glantz, F. B., & Robeson, W. W. (2004). *The Cost and Quality of Full-Day Year-Round Early Care and Education in Massachusetts: Infant and toddler classrooms*. Wellesley, MA: Center for Research on Women. (p. 10)
- ¹⁶ Rose, E. (1999). *A Mother’s Job: The history of day care 1890-1960*. New York: Oxford University Press.
- ¹⁷ Massachusetts Department of Early Education and Care. (2001). *Enforcement Standards for Licensing Regulations*. Boston, MA.
- ¹⁸ National Women’s Law Center. (2008). *Affordability: Women and their families need help paying for child care*. Washington, DC: NWLC (pg. 1).
- ¹⁹ Weis, L., Altbach, P. G., Kelly, G. P., & Petrie, H. G. (eds.). *Critical Perspectives on Early Childhood Education*. NY: State University of New York Press. (pg. 31)
- ²⁰ Barnett, W. S., Epstein, D. J., Friedman, A. H., Boyd, J.S., & Hustedt, J. T. (2008). *The State of Preschool 2008: State Preschool Yearbook*. New Brunswick, NJ: The National Institute for Early Education Research. (p. 194)
- ²¹ Ibid. (p. 190)

-
- ²² National Women’s Law Center. (2008). *Child Care Providers: Increasing compensation raises women’s wages and improves child care quality*. Washington, DC: NWLC (p. 2)
- ²³ Bowman, B. D., Donovan, S., & Burns, M. S. (Eds.). (2001). *Eager to Learn: Educating our preschoolers*. Washington, D.C.: National Research Council, Committee on Early Childhood Pedagogy.
- ²⁴ Whitebook, M. (2003) *Early Education Quality: Higher- teacher qualifications for better learning environments – A review of the literature*. Berkley, CA: Institute of Industrial Relations at University of California, Center for the Study of Child Care Employment.
- ²⁵ Ibid. (p. 5-6)
- ²⁶ Ibid. (p. 16)
- ²⁷ Ginsburg, K. R. (2007). “The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds,” *American Academy of Pediatrics* 119, 1. (p. 183)
- ²⁸ Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., et al. (1999). *The Children of the Cost, Quality, and Outcomes Study go to School: Executive summary*. Chapel Hill, NC: Frank Porter Graham Child Development Center. (p. 10)
- ²⁹ Texas Early Childhood Education Coalition. (2008). *Cost Benefit Summary: Investing in high quality early childhood education programs*. Austin, TX: TECEC. (p. 1)
- ³⁰ U.S. Department of Health and Human Services: Administration for Children and Families. (2008). *Statutory Degree and Credentialing Requirements for Head Start Teaching Staff*. Washington, DC: Office of Head Start.
- ³¹ Witte, A. D., Schmidt, P., Horrace, W., Sweeney, M., & Corso, C. (2006). *The Massachusetts 2006 Market Rate Survey*. Wellesley, MA: Wellesley College. (p. 18)
- ³² Marshall, N. L., Creps, C. L., Burstein, N. R., Roberts, J., Glantz, F. B., & Robeson, W. W. (2004). *The Cost and Quality of Full-Day Year-Round Early Care and Education in Massachusetts: Infant and toddler classrooms*. Wellesley, MA: Center for Research on Women. (p. 6-7)
- ³³ Park-Jadotte, j., Gollin, S., & Gault, B. (2002). *Building a stronger child care work force: A review of studies of the effectiveness of public compensation initiatives*. Washington, D.C.: Institute for Women’s Policy Research. (pg. 9)
- ³⁴ Azar, B. (2009). *Consistent Parenting Helps Children Regulate Emotions*. American Psychological Association.
- ³⁵ Marshall, N. L., Dennehy, J., Johnson-Staub, C., & Robeson, W. W. (2005). *MA Capacity Brief: Characteristics of the Current Early Education and Care Workforce Serving 3-5 Year Olds*. Wellesley, MA: Center for Research on Women. (p. 23)
- ³⁶ Whitebook, M. (2003) *Early Education Quality: Higher- teacher qualifications for better learning environments – A review of the literature*. Berkley, CA: Institute of Industrial Relations at University of California, Center for the Study of Child Care Employment. (p. 5-6)
- ³⁷ State-by-State Wages for Child Care Workers, Preschool and Kindergarten Teachers, 2003. (2004). *Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce*. Washington, DC: Center for the Childcare Workforce. (pg. 9)
- ³⁸ United States Department of Health and Human Services. (2009). *The 2009 HHS Poverty Guidelines: One version of the [U.S.] federal poverty measure*. Washington, DC.
- ³⁹ Workforce Development Plan (2008). Building a Better Workforce: Closing the skills gap on the road to economic resurgence. Regional Employment Board of Hampden County, Inc. 9 Aug. 2009 <http://www.rebhc.org/uploadedfiles/reb-cos_workforce_plan_final.pdf> And CompNewsNetwork. (2009). *Secretary Bump Announces Trust Fund Grants*. Aug. 2009 <<http://www.workerscompensation.com/compnewsnetwork/news/3112.html>>.
- ⁴⁰ T.E.A.C.H. Early Childhood. *The T.E.A.C.H. Early Childhood & Child Care WAGE\$ Projects Annual Program Report 2007-2008*. The Early Childhood Workforce: Making the Case for Compensation. Chapel Hill, NC: Child Care Services Association. (p. 3)
- ⁴¹ Center for Law and Social Policy. (2008). *North Carolina T.E.A.C.H. Early Childhood & Child Care WAGE\$*. Washington, DC: CLASP. (p. 2)
- ⁴² T.E.A.C.H. Early Childhood. *The T.E.A.C.H. Early Childhood & Child Care WAGE\$ Projects Annual Program Report 2007-2008*. The Early Childhood Workforce: Making the Case for Compensation. Chapel Hill, NC: Child Care Services Association. (p. 4)
- ⁴³ Center for Law and Social Policy. (2008). *North Carolina T.E.A.C.H. Early Childhood & Child Care WAGE\$*. Washington, DC: CLASP. (p. 1)

-
- ⁴⁴ Dennehy, J., & Marshall, N. (2005). *Workforce Characteristics of Infant Toddler Caregivers in Centers, Family Child Care Homes, and Early Head Start Programs: A Massachusetts capacity study research brief*. Wellesley, MA: Center for Research on Women. (pg. 19)
- ⁴⁵ State-by-State Wages for Child Care Workers, Preschool and Kindergarten Teachers, 2003. (2004). *Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce*. Washington, DC: Center for the Childcare Workforce. (pg. 9)
- ⁴⁶ T.E.A.C.H. Early Childhood. *The T.E.A.C.H. Early Childhood & Child Care WAGE\$ Projects Annual Program Report 2007-2008*. The Early Childhood Workforce: Making the Case for Compensation. Chapel Hill, NC: Child Care Services Association. (p. 4)
- ⁴⁷ Early Education for All. (2009). *Investing in Early Educators: Policy brief*. Boston, MA: Strategies for Children.
- ⁴⁸ National Women's Law Center. (2008). *Child Care Providers: Increasing compensation raises women's wages and improves child care quality*. Washington, DC: NWLC. (p. 2)
- ⁴⁹ Center for Law and Social Policy. (2008). *North Carolina T.E.A.C.H. Early Childhood & Child Care WAGE\$*. Washington, DC: CLASP. (p. 2)
- ⁵⁰ Kerlin, J., Reid, E., & Auer, J. (2004). *Looking Beyond Government: The transfer of the T.E.A.C.H. Early Childhood model across states*. Washington, DC: Urban Institute's Center on Nonprofits and Philanthropy. (pg. 4)
- ⁵¹ Center for Law and Social Policy. (2008). *North Carolina T.E.A.C.H. Early Childhood & Child Care WAGE\$*. Washington, DC: CLASP. (p. 2)
- ⁵² Child Care WAGE\$ Project. (2006). *Tiers of Supplement Rates*. Chapel Hill, NC: Child Care Services Association.
- ⁵³ T.E.A.C.H. (2006). *T.E.A.C.H. Early Childhood Project*. Chapel Hill, NC: Child Care Services Association. (p. 2)
- ⁵⁴ T.E.A.C.H. Early Childhood. *The T.E.A.C.H. Early Childhood & Child Care WAGE\$ Projects Annual Program Report 2007-2008*. The Early Childhood Workforce: Making the Case for Compensation. Chapel Hill, NC: Child Care Services Association. (p. 5)
- ⁵⁵ Gateways to Opportunity: Scholarship Program. (2008). *Gateways to Opportunity Scholarship Program: Frequently Asked Questions (FAQ's) Program Requirements and Guidelines*. Bloomington, IL: Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). (p. 1)
- ⁵⁶ Ibid. (p. 2)
- ⁵⁷ Ibid. (p. 2)
- ⁵⁸ Ibid. (p. 1)
- ⁵⁹ Ibid. (p. 3)
- ⁶⁰ Great START Wage Supplement Program. (2007). *Supplemental Scale*. Bloomington, IL: Illinois INCCRRA. (p. 2)
- ⁶¹ Gateways to Opportunity: Illinois Professional Development System. *Gateways Financial Opportunities*. Bloomington, IL: INCCRRA. (p. 1)
- ⁶² Ramsburg, D. (2004). *Great START (Strategies to Attract and Retain Teachers) Program Evaluation*. Bloomington, IL: INCCRRA.
- ⁶³ Ramsburg, D. (2004). *Great START (Strategies to Attract and Retain Teachers) Program Evaluation*. Bloomington, IL: INCCRRA. And Gateways to Opportunity: Scholarship Program. (2008). *Overview*. Bloomington, IL: INCCRRA. (p. 3)
- ⁶⁴ Whitebook, M. (2003) *Early Education Quality: Higher- teacher qualifications for better learning environments – A review of the literature*. Berkley, CA: Institute of Industrial Relations at University of California, Center for the Study of Child Care Employment.
- ⁶⁵ Georgia Department of Early Care and Learning: Bright from the Start. (2007). *Shining Brighter: SCHOLARSHIPS AND INCENTIVES: Supporting professional development in early care & education*. Atlanta, GA. (p. 6)
- ⁶⁶ Georgia Department of Early Care and Learning: SCHOLARSHIPS and INCENTIVES. (2009). *SCHOLARSHIPS Program: Supporting professional development*. Atlanta, GA. (p. 1)
- ⁶⁷ SCHOLARSHIPS/INCENTIVES. (2009). *SCHOLARSHIPS*. Atlanta, GA: Care Solutions, Inc.
- ⁶⁸ Georgia Department of Early Care and Learning: Bright from the Start. (2007). *Shining Brighter: SCHOLARSHIPS AND INCENTIVES: Supporting professional development in early care & education*. Atlanta, GA. (p. 3)

-
- ⁶⁹ SCHOLARSHIPS/INCENTIVES. (2009). *INCENTIVES*. Atlanta, GA: Care Solutions, Inc.
- ⁷⁰ Georgia Department of Early Care and Learning: SCHOLARSHIPS and INCENTIVES. (2009). *SCHOLARSHIPS Program: Supporting professional development*. Atlanta, GA. (p. 1)
- ⁷¹ Georgia Department of Early Care and Learning: Bright from the Start. (2007). *Shining Brighter: SCHOLARSHIPS AND INCENTIVES: Supporting professional development in early care & education*. Atlanta, GA. (p. 3)
- ⁷² Ibid. (p. 3)
- ⁷³ Oklahoma Child Care Services. (2009). *REWARD Oklahoma*. Moore, OK: Center for Early Childhood Professional Development (p. 1)
- ⁷⁴ Oklahoma Child Care Services. (2007). *RWARD Oklahoma: Program overview effective January 1, 2008*. Moore, OK: Center for Early Childhood Professional Development.
- ⁷⁵ Ibid. (p. 1)
- ⁷⁶ Wisconsin Department of Children and Families: Bureau of Early Childhood Education. (2008). *R.E.W.A.R.D. Wisconsin*. (p. 1)
- ⁷⁷ Wisconsin Early Childhood Association. (2009). *R.E.W.A.R.D.: Program eligibilities and application*. Milwaukee, WI: WECA.
- ⁷⁸ Wisconsin Early Childhood Association. (2009). *R.E.W.A.R.D.: Frequently asked questions*. (2009). Milwaukee, WI: WECA.
- ⁷⁹ First 5 California Children and Families Commission. (2007). *CARES Training and Technical Assistance Project: CARES model*. Sacramento, CA.
- ⁸⁰ Ibid.
- ⁸¹ Whitebook, M., & Bellm, D. (2005). *Lessons from CARES and Other Early Care and Education Workforce Initiatives in California, 1999-2004: A review of evaluations completed by Fall 2004*. Berkley, CA: Center for the Study of Child Care Employment, Institute of Industrial Relations. (p. 22)
- ⁸² Whitebook, M. (2003) *Early Education Quality: Higher- teacher qualifications for better learning environments – A review of the literature*. Berkley, CA: Institute of Industrial Relations at University of California, Center for the Study of Child Care Employment. (p. 5-6)
- ⁸³ State-by-State Wages for Child Care Workers, Preschool and Kindergarten Teachers, 2003. (2004). *Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce*. Washington, DC: Center for the Childcare Workforce. (pg. 9)
- ⁸⁴ Grunewald, R., & Rolnick, A. (2006). *A Proposal for Achieving High Returns on Early Childhood Development*. Minneapolis, MN: Federal Reserve Bank of Minneapolis. (p. 7)
- ⁸⁵ Department of Early Education and Care. [EEC Child Care Homepage](http://www.eec.state.ma.us/). 2005. Aug. 2009 <<http://www.eec.state.ma.us/>>.
- ⁸⁶ Based on calculations based on the number of preschool and infant toddler staff in Massachusetts (23,085) multiplied by the difference of the annual salary of public school teachers (\$24,740) and the annual salary of private preschool teachers (\$21,730). And Department of Early Education and Care. [EEC Child Care Homepage](http://www.eec.state.ma.us/). 2005. Aug. 2009 <<http://www.eec.state.ma.us/>>. And State-by-State Wages for Child Care Workers, Preschool and Kindergarten Teachers, 2003. (2004). *Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce*. Washington, D.C: Center for the Childcare Workforce. (pg. 9)
- ⁸⁷ The Economic Promise of Investing in High-Quality Preschool. (2006). *Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation: Executive summary*. Washington, DC: Committee for Economic Development. (p. 1)
- ⁸⁸ Texas Early Childhood Education Coalition. (2008). *Cost Benefit Summary: Investing in high quality early childhood education programs*. Austin, TX: TECEC. (p. 1)
- ⁸⁹ Schweinhart, L. J. *The High/Scope Perry Preschool Study Through Age 40: Summary, conclusions and frequently asked questions*. Ypsilanti, MI: The High/Scope Educational Research Foundation. (p. 3)
- ⁹⁰ Grunewald, R., & Rolnick, A. (2006). *A Proposal for Achieving High Returns on Early Childhood Development*. Minneapolis, MN: Federal Reserve Bank of Minneapolis. (p. 7)
- ⁹¹ Marshall, N. L., Dennehy, J., Johnson-Staub, C., & Robeson, W. W. (2005). *MA Capacity Brief: Characteristics of the Current Early Education and Care Workforce Serving 3-5 Year Olds*. Wellesley, MA: Center for Research on Women. (pg. 18)

⁹² T.E.A.C.H. Early Childhood Health Insurance Program, (2007). *T.E.A.C.H. Early Childhood Health Insurance Program: Information factsheet*. Chapel Hill, NC: Child Care Services Association

⁹³ Transportation Finance in Massachusetts. (2007). *Volume 2 Building a Sustainable Transportation Financing System: Recommendations of the Massachusetts Transportation Finance Commission*. (p. 24)

⁹⁴ Timeline for Meeting Teacher Qualifications 2006-2010. (2006). Washington, DC: National Association for the Education of Young Children (NAEYC). (pg. 4)

⁹⁵ Park-Jadotte, j., Gollin, S., & Gault, B. (2002). *Building a stronger child care work force: A review of studies of the effectiveness of public compensation initiatives*. Washington, DC: Institute for Women's Policy Research. (pg. 7-8, 55)