

October 2021

# Compensation Scale for the DC Child Care Workforce

*As required by Birth-to-Three for All DC Act*



Division of Early Learning

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

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## Glossary of Terms

For the purposes of this report, below is a glossary of terms for the related human resources and early care and education topics.

<b>Term</b>	<b>Definition</b>
Benefits	Benefits generally include paid leave, sick leave, health insurance and retirement plans.
Child Development Center	A child development center provides non-residential licensed care and education to seven or more children who are not related by blood or marriage to the caregiver and who are present for less than 24 hours per day.
Compensation	Base salary compensation includes salary/wages
Compensation Scale	A sequential pay increase following a particular logic model, determined on an individual basis by position, duties, education level, experience and professional development. Also referred to as a salary scale.
Grade (see page 11)	Base salary for each position, based on roles and responsibilities, duties, required professional development and supervised experience.
Level (see page 11)	Determined by credential and/or education of individual.
Living Wage	According to DC's Living Wage Act, the Living Wage as of July 1, 2021 is \$15.20 per hour. This translates to an annual salary of \$31,616 for a full-time year-round worker.
Minimum Wage	Per the Fair Shot Minimum Wage Act of 2016 (D.C. Official Code § 32-1003; D.C. Law 22-196), the minimum wage for DC is \$15.20 per hour and is adjusted annually in July. This translates to an annual salary of \$31,616 for a full-time year-round worker.
Parity	Per the Birth to Three for All DC Act (D.C. Official Code § 4-401; D.C. Law 22-179) parity means compensation for an individual that includes compensation equivalent to the average base salary and fringe benefits of an elementary school teacher employed by District of Columbia Public Schools with the equivalent role, credentials and experience.
Step	Determined by years of total experience in this position, paired with longevity at center of employment, and quality points earned through other indicators.
Subsidized Child Care	Child care subsidies are provided to eligible families in the form of vouchers. Licensed child development facilities that have a contract with the Office of the State Superintendent of Education may provide care for eligible children under the Subsidized Child Care Program; however, all children enrolled at these facilities are not necessarily participants in the subsidy program.

## Executive Summary

The District of Columbia is committed to increasing access to quality child care for our youngest learners. High-quality early care and educational experiences build the foundations for future learning and equip young children to thrive in school and life. From better social and working relationships to higher earnings and improved health, participation in quality early learning improves a child's outcomes into and through adulthood. Achieving the benefits of quality early care and education requires a well-trained and supported early childhood workforce, which in turn requires compensating early childhood educators at levels that are sufficient to attract and retain skilled workers and reflect the importance of their work.

This report complies with the Birth-to-Three for All DC Act of 2018 (D.C. Official Code § 4-410.01; D.C. Law 22-192) which requires the Office of the State Superintendent of Education (OSSE) to “develop a competitive lead teacher and teacher assistant compensation scale (“salary scale”) for child development facilities that achieves parity.” Further, the Act defines as parity “compensation equivalent to an elementary school teacher employed by the District of Columbia Public Schools (DCPS) with the equivalent role, credentials, and experience.”<sup>1</sup> The salary scale must be accompanied by a schedule that incorporates a cost modeling analysis to establish a rate of reimbursement for lead teacher and teacher assistant compensation at child development facilities that achieves parity.

In compliance with these requirements, this report presents compensation scales for infant and toddler teachers and teacher assistants in early child development centers that reflect parity. These salary scales are based on those used in DCPS and existing laws governing the minimum wage and living wage.

The report then provides an estimate, developed using the DC Cost Estimation Model, of how these increased salaries from the compensation scales would increase the cost for child development facilities to deliver infant and toddler care. Using this estimate, the report calculates the infant and toddler subsidy rates that would be required to enable child care providers to cover the costs of compensation parity. The estimated cost to the District's subsidy program to fully implement subsidy payments that reflect the costs of the parity compensation scale for infant and toddler teachers in child development facilities participating in the District's subsidy program would be \$58.3 million for fiscal year 2022 (FY22). This is an annual estimated cost that would need to increase in future years to maintain parity with DCPS compensation.

OSSE does not recommend the approach to increasing teacher compensation through increases in the child care subsidy rates outlined in the Birth-to-Three for All DC Act proposes, which could create unintended negative consequences to the child care market. Specifically, this approach could reduce the number of providers participating in the subsidy program, increase child care costs for families not in the subsidy program, and destabilize the labor market for early child care workers across the entire sector. During legislative consideration of the FY22 Budget Support Act of 2021, the Council recognized many of these concerns and voted to form a taskforce to reexamine the Birth-to-Three for All DC Act's approach to early educator compensation, in order to identify a more viable and sustainable approach to increasing compensation of early childhood educators that strengthens the child care sector and

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<sup>1</sup> The law defines parity as the compensation for an individual that includes compensation equivalent to the average base salary and fringe benefits of an elementary school teacher employed by DCPS with the equivalent role, credentials and experience.

advances District stakeholders' shared goals for child care access, quality and affordability while avoiding the potential adverse consequences of the Birth-to-Three for All DC Act's approach for child care providers, families and the labor market. The legislation makes OSSE a part of that taskforce, along with a broad range of early childhood stakeholders, and we hope that the data and analysis in this report can provide a resource for those discussions.

## Introduction

The District of Columbia leads the nation in early childhood education as demonstrated by the number of children and families who access high-quality pre-kindergarten (pre-K) programs and infant and toddler care. In FY20, licensed child care facilities had a total licensed capacity for 11,662 infants and toddlers with 3,344 of those available slots utilized by children receiving subsidized childcare.<sup>2</sup> Roughly 40 percent of licensed child care slots District-wide are infant and toddler slots.<sup>3</sup> The Bowser Administration has placed special emphasis on access to high-quality, affordable child care, and has supported this goal by increasing health and safety standards for child development facilities, increasing payment rates for subsidized child care rates to cover the cost of care, and investing \$11 million in grants to create more than 1,000 new quality child care slots for infants and toddlers. Through these efforts, the District of Columbia has made solid strides over the past six years to offer more high-quality, affordable child care and support strong families. Although the coronavirus (COVID-19) public health emergency created new challenges for the District’s child care sector that temporarily slowed our progress, the District has invested substantial local and federal funds—totaling nearly \$25 million in FY20 and FY21, with another \$38.8 million to come in FY22— in grants to support child care during the public health emergency and is now poised to build an even stronger child care sector as we move into and through recovery from the public health emergency.

In 2018, the District of Columbia Council passed, and Mayor Bowser signed, the Birth-to-Three for All DC Act of 2018, an expansive piece of legislation that encompasses numerous provisions intended to expand access to or improve the quality of a variety of health and child care programs serving young children and their families in the District. When Mayor Bowser signed the Birth-to-Three for All DC Act of 2018, she pointed to the significant fiscal impact of the bill and noted that it would likely be unfunded without additional tax revenue or significantly curtailing other priorities. While several District government agencies operate programs implicated by the Birth-to-Three for All DC Act, the Act specifically requires OSSE to take the following actions:

1. Submit a report to the DC Council that includes a cost model analysis to determine the cost of care by Feb. 1, 2019, Feb. 1, 2024, and triennially thereafter. This provision is funded.<sup>4</sup>
2. Requires reimbursement of the subsidy providers at the cost of care as determined by the cost modeling analysis over the next four years. This provision is unfunded.
3. Develop a salary scale that achieves parity with DCPS elementary school teachers employed by DCPS with the equivalent role, credentials and experience. This provision is funded, and this report complies with that requirement.
4. Requires increases to the subsidy reimbursement rate over the next four years that includes the cost of paying the early child care workforce according to the salary scale outlined in this report. This provision is unfunded.

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<sup>2</sup> [“FY20 Performance Oversight Questions.”](#) OSSE.

<sup>3</sup> Data as of April 2021, from Division of Early Learning Licensing Tool.

<sup>4</sup> OSSE Published [“Modeling the Cost of Care in the District of Columbia”](#) on Oct. 31, 2018, satisfying requirement for a report by Feb. 1, 2019. As discussed below, OSSE updated its cost model analysis in 2021 and used the cost model to estimate the cost of implementing the parity compensation schedules presented in this report.

5. Gradually expands the subsidized child care program to include all children in the District of Columbia under the age of 3 by FY28 and limits families copayments using a sliding schedule based on household income. This provision is unfunded.

OSSE produced this report to meet the requirement to develop a salary scale that, if adopted by individual child development facilities, would reflect parity with DCPS elementary school teachers with the equivalent role, credentials and experience. This report provides background knowledge on existing wage requirements in the child care workforce, considerations for developing a compensation scale, and background on the existing DCPS salary scale used to anchor the proposed compensation scale. The report also provides an estimate of how the cost of care would change due to the implementation of the salary scale.

## Background on Wages in the Early Child Care Workforce

This section provides an overview of the wages and qualifications of early child care workers. Early child care in the District of Columbia is delivered through a mixed delivery system that includes licensed child development facilities (including both centers and homes) as well as pre-K offered in public and public charter schools in the District. The District of Columbia invests significant resources to help families access quality early care and education, through the child care subsidy program, which assists low-income working families in paying for the costs of child care, as well as universal pre-K. Approximately half of the District's licensed child development facilities accept child care subsidies. In addition to universal pre-K offered in public and public charter schools in the District, community-based organizations (CBOs) that are licensed child development centers can offer publicly funded pre-K by participating in the Pre-Kindergarten Enhancement and Expansion Program (PKEEP).

Within this mixed delivery system, the early child care workforce encompasses a variety of roles, including:

- lead teachers in school- and center-based settings;
- teacher assistants in school- and center-based settings;
- child development center directors;
- child development home educators;
- child development home associate caregivers; and
- group leaders in school-aged before- and after-care programs.

All of these individuals play crucial roles in supporting a child's learning and development, but their working conditions, job responsibilities and compensation vary by role, setting and the age of children with whom they work. Per the requirements of the Birth-to-Three for All DC Act, this report focuses on teachers and teacher assistants working with infants and toddlers (i.e., children ages birth-3) in child development centers.

### Child Care Facilities

Child care facilities are privately owned businesses in the District of Columbia. As private businesses and nonprofits, child care providers are responsible for their own personnel decisions including hiring, scheduling, management and compensation, subject to local and federal labor laws that apply to all employers (e.g., minimum wage). As of July 1, 2021, the minimum wage in the District of Columbia is

\$15.20 per hour and will be adjusted in future years based on the cost of living. Child care providers that receive more than \$100,000 in government funds annually (through child care subsidies or other programs) must also comply with the Living Wage Act.<sup>5</sup> The living wage is currently the same as the minimum wage.

## Universal Pre-K in Public and Public Charter Schools in the District

As noted above, the early childhood workforce includes pre-K teachers employed by DCPS and public charter local education agencies (LEAs). Employee relations for teachers in DCPS are governed by the Collective Bargaining Agreement between the Washington Teachers Union Local #6 of the American Federation of Teachers and DCPS.<sup>6</sup> Salary schedules are established in the agreement. Employee relations for educational aides are governed by the Collective Bargaining Agreement between the American Federation of State, County, and Municipal Employees (AFSCME) and DCPS. Currently, salaries for teachers and educational aides are set by the salary schedules in Appendix B. As independent nonprofit organizations, public charter LEAs are responsible for their own personnel decisions, including hiring, scheduling, management and compensation, subject to local and federal labor laws.

## Pre-Kindergarten Enhancement & Expansion Program

CBOs that operate licensed child development centers may also offer universal pre-K to 3- and 4-year-olds by participating in PKEEP, established by the Pre-k Enhancement and Expansion Amendment Act of 2008 (D.C. Law 17-202; D.C. Official Code §§ 38-271.01 et seq.) and its implementing regulations, 5A DCMR Chapter 35, and managed by OSSE. In fiscal year 2021, 29 CBOs participated in the program, serving nearly 1,000 PKEEP students. CBOs participating in the PKEEP program receive funding per enrolled PKEEP student equal to the District of Columbia Uniform Per Student Funding Formula (“UPSFF”) for pre-K education services provided for a 6.5-hour day. PKEEP teachers employed by these CBOs must hold a bachelor’s degree with specialized coursework in early childhood education, and teacher assistants must hold an associate degree with coursework in early childhood.<sup>7</sup> Under the PKEEP legislation, teachers and assistant teachers must be paid wages equivalent to DCPS pre-K teachers or education aides, respectively, based on years of experience. Because the PKEEP program is limited to 3- and 4-year-olds, these provisions do not apply to teachers or teacher assistants serving infants and toddlers.

## Parity Considerations

In the Birth-to-Three for All DC Act of 2018, the DC Council offers broad guidance to OSSE for developing a compensation scale for teachers and teacher assistants (early childhood educators) employed at licensed DC child development centers providing care for infants and toddlers and defines “parity” as “compensation for an individual that includes compensation equivalent to the average base salary and

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<sup>5</sup> Nonprofit child care providers that employ fewer than 50 people are exempt from this requirement, but are still required to pay the minimum wage.

<sup>6</sup> “Collective Bargaining Agreement Between the Washington Teachers Union Local #6 and the District of Columbia Public Schools. Oct. 1, 2016- Sept. 30, 2019.

<sup>7</sup> [OSSE Pre-K Enhancement and Expansion Funding Application, 2017.](#)

fringe benefits of an elementary school teacher employed by District of Columbia Public Schools with the equivalent role, credentials, and experience.”<sup>8</sup> In order to comply with this definition, in developing the required salary scale, OSSE must take into account both the existing DCPS compensation scales for teachers and teacher assistants, as well as differences in the working conditions and required qualifications for DCPS teachers and those for early childhood educators working in child development centers.

**Background on the DCPS Compensation Scale:** DCPS pays its teachers according to a salary schedule that defines the annual salary for a position based on education level and a grade. In DCPS, each position is matched to a grade. Teachers are assigned to the ET 15 Salary Schedule,<sup>9</sup> and educational aides are assigned to the EG-4 Salary Schedule.<sup>10</sup> The ET15 Salary Schedule is further divided by education level, with a graduated scale for each of the following education levels: Bachelor's, Bachelor's + 15, Bachelor's +30/Masters, Masters + 30, Masters + 60/PhD. The EG-4 Salary Schedule has only one scale for all educational aides. Both salary schedules are divided into steps. A teacher can earn more compensation by advancing from one step to the next step. The number of steps a teacher earns is determined by years of experience and continuous professional growth, as illustrated by professional development and other activities, which are measured through “professional points.”

**Early Childhood Educator Minimum Qualifications:** The District’s comprehensive, robust licensing regulations for child development facilities are designed to ensure the health and safety of children and staff at child development facilities. These include regulations around the environment, child-teacher ratios and qualifications and requirements for staff. The licensing regulations revised in 2016 require teachers in licensed child development centers to have an associate degree in early childhood education, or an associate degree in a different area with at least 24 semester credit hours in early childhood education, by December 2023. DCPS teachers must have a bachelor’s degree and a current teaching license.

Teacher assistants in child development centers must have an associate degree in any area or a Child Development Associate (CDA) credential by December 2023. Meanwhile, educational aides in DCPS must have a high school diploma and pass a general aptitude test known as the ParaPro Assessment, or they must have an associate degree in any area.<sup>11</sup>

OSSE supports teachers and teacher assistants in child development facilities with meeting credentialing requirements through various supports. Facilities may also apply for a waiver of credential requirements for individual teachers, based on 10 or more years of continuous experience or other considerations, on a case-by-case basis.

Because the credential requirements for teacher and teacher assistant roles differ between DCPS and child development facilities, OSSE cannot simply apply the existing DCPS teacher and educational aide

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<sup>8</sup> Birth to Three for All DC Act (D.C. Official Code § 4-401; D.C. Law 22-179)

<sup>9</sup> [FY 2019 ET 15 Salary Schedule](#). District of Columbia Public Schools.

<sup>10</sup> [District of Columbia Public Schools: Educational Aides and Clerical Compensation Scales](#). American Federation of State, County, and Municipal Employees. AFSCME Local 2921. 2020.

<sup>11</sup> [“Educational Aides.”](#) District of Columbia Public Schools.

salary schedules to the child care workforce and comply with parity as defined in the Birth to Three for All DC Act, but must adjust the schedules to account for differences in credentials, as discussed further below.

**Annual Schedule:** Most DCPS teachers work 10 months each year, while teachers at child development centers typically work 12 months a year. However, DCPS maintains a 12-month teacher salary schedule for teachers who work in extended year schools. This report uses the 12-month salary schedule for the purposes of developing the compensation scale since child development facilities operate year-round.

**Hours:** DCPS teachers are scheduled for eight hours of work per day, while the hours worked in child development centers may vary between full-time, part-time and non-traditional hours. Given the variety of hours worked, the compensation scale provides both annual salaries and the hourly wage equivalent for each step.

**Years of Experience/Annual Salary Increase:** DCPS offers higher salaries to teachers based on their years of experience in the classroom. In the DCPS salary scales, these are referred to as step increases, and they are associated with the completion of required years of service. Early childhood educator compensation is not typically determined by years of experience. To promote pay parity for early childhood educators, the salary scales developed by OSSE use the same step increase percentages used in the DCPS salary schedule for a teacher with a bachelor's degree (for teachers) and educational aides (for teacher assistants).

Table 1 compares working conditions and required qualifications and DCPS and child development facilities.

Table 1: Comparison Chart

Feature	DC Public Schools	Child Development Centers
<b>Teacher Education Qualifications</b>	Bachelor’s degree, completion of state-approved teacher preparation program, and pass the Praxis CORE and Early Childhood Education Praxis exams (required for teacher credential) <sup>12</sup>	Associate degree in early childhood education or another area with at least 24 semester credit hours in early childhood education by December 2023
<b>Teacher Assistant Education Qualifications (DCPS equivalent is an Educational Aide)</b>	High school diploma and passing score on the ParaPro Assessment or associate degree in any area, 12 credit hours in early childhood education preferred <sup>13</sup>	Child Development Associate (CDA) credential by Dec. 2, 2019 or associate degree in any area by December 2023
<b>Annual Work Schedule</b>	10 months each year	12 months each year
<b>Expected Daily Work Schedule</b>	8 hours a day	Hours may vary from part-time to full-time, and may include non-traditional hours (i.e., overnight care)
<b>Years of Experience/Annual Salary Increase</b>	Increase a salary step with completion of required years of service, with IMPACT rating of effective or higher	Determined by owner or leadership of private for-profit businesses or nonprofit and faith-based organizations.

## Methods

Per the Birth to Three for All DC Act (D.C. Official Code § 4-401; D.C. Law 22-179) parity means compensation for an individual that includes compensation equivalent to the average base salary and fringe benefits of an elementary school teacher employed by DCPS with the equivalent role, credentials and experience. This section outlines the steps taken to develop a compensation scale that provides for parity for lead teachers and teacher assistants in child development facilities serving infants and toddlers, as defined in the Act.

### Lead Teacher Compensation Scale

Responsibilities of teachers in child development centers are outlined in DCMR 5A 165. Broadly, responsibilities include providing or overseeing the provision of appropriate care, planning and initiating daily activities, assisting the center director in implementing facility policies and procedures and communicating with the parents of each child and supervising subordinate staff.<sup>31</sup> These responsibilities

<sup>12</sup> [DCPS Licensure Compliance, 2018.](#)

<sup>13</sup> [DCPS Educational Aides, 2018.](#)

are comparable to a teacher in DCPS; therefore, we anchor the scale for lead teachers in child development facilities serving infants and toddlers to the DCPS teacher scale.

However, teachers in child development facilities and those in DCPS classrooms have different credential requirements. A teacher in a child development facility with a bachelor's degree or higher would be able to use the ES-15 salary scale for the 12-month contract with no further adjustments made; however, most infant and toddler teachers in child development facilities do not have a bachelor's degree. Currently, individuals may work as teachers in child development centers if they hold a Child Development Associate (CDA), an associate degree in early childhood education or an associate degree with sufficient coursework in early childhood; as of December 2023, the minimum requirement will be an associate degree. DCPS's teacher salary scale does not include an education level for teachers with a CDA or associate degree because teachers in DCPS are required to hold at least a bachelor's degree. Therefore, OSSE needed to create two additional education levels for teachers with a CDA and an associate degree.

An associate degree typically consists of 60 credit hours of postsecondary coursework, or half as much coursework as required for a bachelor's degree. To address the difference in credentials for an early childhood teacher with an associate degree and an early childhood teacher with a bachelor's degree, the parity compensation scale sets the base salary for a teacher with an associate degree at the midpoint between the living wage (\$15.20 per hour), which is the minimum bound of compensation for all employees, and the base salary for a teacher with a bachelor's degree.

For a teacher with a CDA credential, OSSE considered the responsibilities for a teacher with a CDA compared to a *teacher assistant* with a CDA. As described in the "Compensation Scale for Teacher Assistants" section below, a teacher assistant with a CDA has a base salary that matches the DCPS educational aide scale. Even though the credential is the same for both, the increased responsibilities of a teacher, compared to a teacher assistant, justify a higher starting salary. Therefore, the parity compensation scale sets the base salary for teacher with a CDA credential 25 percent higher than the base salary for a teacher assistant with a CDA credential.

Acknowledging that teachers in child development facilities may be full or part time, the salary scales for teachers in a child development facility include both an annual salary and an hourly rate equivalent.

Table 2 shows the parity compensation schedules for teachers in child development facilities.

**Table 2: Parity Compensation Schedule for Teachers in Child Development Facilities Serving Infants and Toddlers**<sup>14</sup>

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<sup>14</sup> These compensation scales are for illustrative/discussion purposes only.

Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
Grade: Teacher Level: CDA/48 Credit Hours (At Least 15 Credit Hours in ECE)	\$41,158	\$41,286	\$42,049	\$43,445	\$44,831	\$46,226	\$47,996	\$49,753	\$51,524	\$53,281	\$55,044	\$58,578
	\$19.79/ hour	\$19.85/ hour	\$20.22/ hour	\$20.89/ hour	\$21.55/ hour	\$22.22/ hour	\$23.08/ hour	\$23.92/ hour	\$24.77/ hour	\$25.62/ hour	\$26.46/ hour	\$28.16/ hour
	Increase	\$128	\$764	\$1,396	\$1,386	\$1,394	\$1,770	\$1,757	\$1,771	\$1,757	\$1,764	\$3,534
	Percent Increase	0.31%	1.85%	3.32%	3.19%	3.11%	3.83%	3.66%	3.56%	3.41%	3.31%	6.42%
Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
Grade: Teacher Level: Associate Degree in ECE/At Least 24 Credit Hours in ECE	\$49,171	\$49,323	\$50,236	\$51,904	\$53,559	\$55,225	\$57,340	\$59,439	\$61,555	\$63,654	\$65,761	\$69,983
	\$23.64/ hour	\$23.71/ hour	\$24.15/ hour	\$24.95/ hour	\$25.75/ hour	\$26.55/ hour	\$27.57/ hour	\$28.58/ hour	\$29.59/ hour	\$30.6/ hour	\$31.62/ hour	\$33.65/ hour
	Annual Increase	\$152	\$912	\$1,668	\$1,656	\$1,666	\$2,115	\$2,099	\$2,116	\$2,099	\$2,107	\$4,222
	Percent Increase	0.31%	1.85%	3.32%	3.19%	3.11%	3.83%	3.66%	3.56%	3.41%	3.31%	6.42%
Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
Grade: Teacher Level: Bachelor's Degree in ECE/At Least 24 Credit Hours in ECE (Matches DCPS Teachers Scale)	\$66,735	\$66,940	\$68,176	\$70,440	\$72,688	\$74,951	\$77,823	\$80,673	\$83,543	\$86,391	\$89,253	\$94,984
	\$32.08/ hour	\$32.18 / hour	\$32.78/ hour	\$33.87/ hour	\$34.95/ hour	\$36.03/ hour	\$37.41/ hour	\$38.79/ hour	\$40.16/ hour	\$41.53/ hour	\$42.91/ hour	\$45.67/ hour
	Annual Increase	\$205	\$1,236	\$2,264	\$2,248	\$2,263	\$2,872	\$2,850	\$2,870	\$2,848	\$2,862	\$5,731
	Percent Increase	0.31%	1.85%	3.32%	3.19%	3.11%	3.83%	3.66%	3.56%	3.41%	3.31%	6.42%
Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
Grade: Teacher Level: Bachelor's Degree with + 30 Graduate Credit Hours/ Master's Degree (Matches the DCPS Teachers Scale)	\$70,731	\$72,196	\$75,067	\$77,928	\$80,782	\$83,652	\$87,187	\$90,742	\$94,307	\$97,844	\$100,474	\$108,500
	\$34.01/ hour	\$34.71/ hour	\$36.09/ hour	\$37.47/ hour	\$38.84/ hour	\$40.22/ hour	\$41.92/ hour	\$43.63/ hour	\$45.34/ hour	\$47.04/ hour	\$48.30/ hour	\$52.16/ hour
	Annual Increase	\$1,465	\$2,871	\$2,861	\$2,854	\$2,870	\$3,535	\$3,555	\$3,565	\$3,537	\$2,630	\$8,026
	Percent Increase	2.07%	3.98%	3.81%	3.66%	3.55%	4.23%	4.08%	3.93%	3.75%	2.69%	7.99%
Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
Grade: Teacher Level: Doctoral	\$76,728	\$77,928	\$80,782	\$83,652	\$86,514	\$89,381	\$92,924	\$96,480	\$100,023	\$103,575	\$107,109	\$114,530
	\$34.01/ hour	\$34.71/ hour	\$36.09/ hour	\$37.47/ hour	\$38.84/ hour	\$40.22/ hour	\$41.92/ hour	\$43.63/ hour	\$45.34/ hour	\$47.04/ hour	\$48.30/ hour	\$52.16/ hour

Degree (Matches the DCPS Teachers Scale)	Annual Increase	\$1,200	\$2,854	\$2,870	\$2,862	\$2,867	\$3,543	\$3,556	\$3,543	\$3,552	\$3,534	\$7,421
	Percent Increase	1.56%	3.66%	3.55%	3.42%	3.31%	3.96%	3.83%	3.67%	3.55%	3.41%	6.93%

## Teacher Assistant Compensation Scale

Teacher assistant responsibilities, per DCMR-5A166, include providing supervision and appropriate care to children in the classroom under the supervision of a teacher or center director, as well as assisting the lead teacher in planning and initiating daily activities and communicating with parents of each child.<sup>15</sup> Teacher assistants therefore start at a lower base rate than lead teachers. Teacher assistants in child development facilities have roles comparable to those of educational aides in DCPS.

As such, the compensation scale for teacher assistants in child development facilities serving infants and toddlers is anchored to the existing salary scale for educational aides in DCPS.

Educational aides in DCPS must have one of the following educational backgrounds: An associate degree, 48 hours of postsecondary credit, or a high school diploma (or equivalent) and successfully passed the ParaPro Assessment. A teacher assistant in a child development facility may have one of the following educational backgrounds: no child development credential or associate degree, a CDA credential or an associate degree. As of December 2023, all assistant teachers in child development facilities will be required to hold a CDA. While credentials for teacher assistants in child development facilities differ from those of educational aides in DCPS, they are more comparable than credentials for lead teachers. The EG/DS pay scale, which applied to educational aides in DCPS, has one education level, which applies to all employees on this scale.

The base salary rate for teacher assistants is set at \$15.83 per hour, or an annualized salary of \$32,926 for a full-time worker. Although this compensation scale is based on the DCPS compensation scale for educational aides, it should be noted that some teacher assistants in child care settings may currently earn wages that are higher than those in the lower steps of this salary schedule.

Table 3 shows the parity compensation schedule for teacher assistants.

<sup>15</sup> [DC Municipal Regulations, 2018.](#)

**Table 3: Parity Compensation Schedule for Teacher Assistants in Child Development Facilities Serving Infants and Toddlers<sup>16</sup>**

Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Grade: Teacher Assistant Level: All levels	\$32,926	\$33,779	\$34,798	\$35,818	\$36,837	\$37,856	\$38,875	\$39,894	\$40,893	\$41,912
	15.83/ hour	16.24/ hour	16.73/ hour	17.22/ hour	17.71/ hour	18.2/ hour	18.69/ hour	19.18/ hour	19.66/ hour	20.15/ hour
	Increase	\$853	\$1,019	\$1,019	\$1,019	\$1,019	\$1,019	\$1,019	\$998	\$1,019
	Percent Increase	2.59%	3.02%	2.93%	2.85%	2.77%	2.69%	2.62%	2.50%	2.49%

## Analyzing Child Care Provider Costs to Implement the Pay Parity Scale

Every three years, OSSE conducts an analysis of the costs to deliver child care in the District of Columbia, in accordance with federal Child Care and Development Fund (CCDF) requirements. In 2021, OSSE completed this analysis as part of the District’s 2022-2024 CCDF state plan. The results of this analysis are presented in a separate report, *Modeling the Cost of Child Care in the District of Columbia 2021*.<sup>17</sup> Findings from this report are used to inform policies and programs to support the child care sector, including OSSE’s distribution of federal COVID-19 relief funds for child care and inform the subsidy rates OSSE pays to providers, which are set in 5A DCMR 203.

To analyze the costs to deliver child care, OSSE uses the DC Child Care Cost Estimation Model, a tool developed in consultation with national experts and updated with input from local stakeholders. The DC Child Care Cost Estimation Model is a flexible tool that incorporates assumptions about child care program revenues and cost drivers, which can be adjusted to reflect variations in program size, quality, ages of children served or other factors, and data inputs that can be updated to reflect changes in costs or policies over time. Personnel costs are among the major cost drivers included in the model, which incorporates assumptions and data for adult-to-child ratios, teacher and other staff salaries, and benefits, as well as non-personnel items. In addition to estimating providers’ current *actual* costs to deliver care, OSSE can also use the DC Child Care Cost Estimation Model to project how *potential* changes in policies or other factors could affect child care operator costs and revenues. For this report, OSSE used the DC Child Care Cost Estimation Model to model a new set of scenarios that incorporate the lead teacher salary, assistant teacher salary and benefit levels in the parity salary schedule, while keeping other cost and revenue drivers the same. In this way, it is possible to estimate the increased costs child development facilities would incur to pay teachers and teacher assistants at parity

<sup>16</sup> These scales are for illustrative/discussion purposes only.

<sup>17</sup> District of Columbia Office of the State Superintendent of Education, *Modeling the Cost of Child Care in the District of Columbia 2021*. (Washington, D.C.: Office of the State Superintendent of Education. August, 2021) [osse.dc.gov/page/modeling-cost-child-care-district-columbia](https://osse.dc.gov/page/modeling-cost-child-care-district-columbia)

compensation levels, as well as the increase in child care subsidy payments that would be needed to cover those costs for children participating in the District’s child care subsidy program.

Although the parity salary schedule differentiates salaries for individuals based on education and experience, cost modeling scenarios must use assumptions about average compensation levels for different roles. To estimate the cost to implement the parity pay schedule, the new scenarios used salaries at step 5 of the “Teacher; Associate Degree” salary scale (\$53,559) and step 5 of the “Teacher assistant; CDA” salary scale (\$36,837).<sup>18</sup> This reflects an assumption that teachers in child development facilities will have varying levels of experience distributed across the salary schedule, as opposed to every teacher earning the base salary, but that there will be slightly more teachers at the lower steps (e.g., less experience in the profession) than the highest ones (because fewer workers remain in their roles long enough to reach the highest step levels; this is also true for DCPS teachers). The parity compensation scenario also assumes that all child care facilities offer fringe benefits at a rate of 16.5 percent, which reflects the DCPS fringe benefit rate for FY22. The scenarios modeled estimate the expected costs for a “typical” child care center to implement the parity compensation schedule—actual costs for any given facility might be lower or higher based on teachers’ experience levels and center characteristics (such as facility size and enrollment efficiency).

Under these assumptions, the cost of delivering care to infants and toddlers would increase relative to current cost. The infant and toddler subsidy reimbursement rates required to match this increased cost of care are outlined in Table 4 below.<sup>19</sup> This report calculates these costs only for infant and toddler reimbursements, because the Birth-to-Three for All DC Act requires OSSE to “establish payment rates for child development facilities providing care for infants and toddlers” that are sufficient to cover the costs incurred as a result of implementing the parity salary schedule developed by OSSE.<sup>20</sup>

OSSE also updated estimates of the cost to deliver care in child care homes, using the teacher salary schedule for child development home educators and the teacher assistant schedule for associate caregivers.

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<sup>18</sup> The 2018 cost model used the salary for a child care worker from the Bureau of Labor and Statistics as the basis for calculating salaries for teachers and teacher assistants. The base salary used in the 2018 cost model was \$29,450 for a child care worker.

<sup>19</sup> These rates assume full-time traditional programs and 260 days per year.

<sup>20</sup> Official Code of the District of Columbia, Title 4, Chapter 6B, [§ 4-410.02](#)

**Table 4: FY21 Subsidy Reimbursement Rates Compared to Subsidy Reimbursement Rates Incorporating Cost of Compensation Parity for Teachers and Teacher Assistants in Child Development Facilities Serving Infants and Toddlers**

Capital Quality Rating	Age	FY21 Rate	FY21 Annual Reimbursement per Child	Target Parity Rate	Target Parity Rate Equivalent Annual Reimbursement Per Child
<b>Child Development Centers</b>					
High-Quality	Infant and Toddler	\$93.91	\$24,417	\$127.30	\$33,099
Quality	Infant and Toddler	\$76.78	\$19,963	\$120.91	\$31,436
Progressing	Infant and Toddler	\$68.32	\$17,763	\$111.70	\$29,043
Developing	Infant and Toddler	\$65.43	\$17,012	\$108.41	\$29,187
<b>Child Development Homes</b>					
High-Quality	Infant and Toddler	\$69.78	\$18,143	\$97.85	\$25,442
Quality	Infant and Toddler	\$59.78	\$15,543	\$95.17	\$24,743
Progressing	Infant and Toddler	\$55.02	\$14,305	\$92.48	\$24,045
Developing	Infant and Toddler	\$50.46	\$17,012	\$89.80	\$23,347

*Note: All rates included in the chart above reflect full-time, traditional care.*

Based on historical trends in subsidy enrollments, the projected cost to the District’s subsidy program to cover the cost of implementing the parity compensation schedule in child development facilities that serve infants and toddlers and participate in the subsidy program is approximately \$175.4 million, which is an increase of \$58.3 million over FY21 funding levels.

This estimated cost to the District’s subsidy program is lower than the actual costs that child development facilities would incur to implement the parity compensation schedule, because it reflects only the cost to increase payments made by the District for children participating in the District’s child care subsidy program, who are a minority of the children receiving care across the District. Only half of child development facilities participate in the child care subsidy program, and many of those that do so serve a mix of subsidy and private pay students. Forty-nine percent of child development centers participating in subsidy have fewer than half of their seats occupied by children receiving subsidies, as do 45 percent of homes.<sup>21</sup> Because increasing staff compensation would increase the costs to deliver care for both subsidy and non-subsidy children, these child development facilities would need to either raise parent tuition payments or identify additional revenue sources to cover the increased costs to deliver care to non-subsidy children.

<sup>21</sup> As of February 2020; OSSE internal data analysis, completed April 2020.

This estimated cost also does not include the costs of increasing compensation for other staff in child development facilities serving infants and toddlers, such as center directors or preschool teachers, because the Birth-to-Three for All DC Act does not address compensation for these staff. However, facilities that increased compensation for infant and toddler teachers and assistants would likely need to increase compensation for these staff as well, which would further increase the costs for child care providers.

## Implications of the Birth-to-Three for All DC Act's Approach to Salaries

Increasing compensation for early childhood educators is an important lever for the District to consider in our efforts to improve the quality of the District's early care and education programs. Improved compensation is necessary given the increased minimum education requirements for early childhood educators and together, these two policy levers have the potential to dramatically increase the quality of early care and education programs in DC.

This report, carried out in compliance with the Birth-to-Three for All DC Act, can inform efforts to increase early childhood educator compensation. The salary scales provide benchmarks that can be used to measure progress toward parity compensation for infant and toddler teachers. Further, the report estimates the additional costs that child care facilities serving infants and toddlers would incur to pay lead teachers and teacher assistants at parity. The Birth to Three Act, as written, funds compensation parity through increasing subsidy payment rates. Prior to the fiscal year 2022 budget cycle, sufficient appropriations were not provided to cover the increase to subsidy rates to pay for compensation at parity. Yet, the absence of funds was not the only barrier to increasing the compensation of infant and toddler teachers and teachers assistants as outlined in the Birth to Three for All DC Act.

Implementing a parity compensation scale as prescribed by the Birth to Three Act for All would result in a number of significant unintended consequences and make it harder for District families to access or afford child care they need.

Unlike DCPS schools, which are fully publicly funded through the Uniform Per Student Funding Formula, child development facilities are private businesses or nonprofits, and their revenues come from a combination of public and private sources. OSSE makes subsidy payments on behalf of eligible children from low-income families, and some child development facilities receive funding from other government or philanthropic programs. Government funding, however, accounts for a minority of child care sector revenue—the majority of which comes from parent tuition payments.

The Birth-to-Three for All DC Act's compensation requirements are limited to child development facilities serving infants and toddlers that participate in the District's child care subsidy program. Currently, half of the District's child development facilities accept child care subsidy payments, and the percentage of subsidized children varies across participating facilities. The Birth-to-Three for All DC Act would require any child care provider that accepts child care subsidies and serves infants and toddlers to pay teachers and teaching assistants according to the compensation schedule—whether subsidized children account for 1 percent or 100 percent of their enrollment. However, the increased subsidy rates called for by the Birth-to-Three for All DC Act apply only to infants and toddlers participating in the

subsidy program. As a result, the many providers who serve a mix of subsidy and non-subsidy children would need to increase the rates charged to private pay parents in order to cover the costs of increased compensation. Some might choose instead to exit the child care subsidy program entirely, which would reduce access for low-income families.

Further, because both subsidy and non-subsidy child care facilities hire staff in the same labor market, increasing compensation for teaching staff in subsidized programs will place wage pressure on non-subsidy programs, even though these programs do not benefit from increased subsidy rates. To pay for increased compensation, non-subsidy providers would need to increase prices charged to parents; those serving families who could not afford to pay higher costs might be forced to close. Any of these outcomes could reduce affordability of and access to child care in the District.

These considerations suggest a need for a careful approach to increasing compensation for infant and toddler educators in the District of Columbia, with substantial engagement from child development facilities, families, child care staff and other potentially affected.

## Considerations for Early Childhood Educator Equitable Compensation Task Force

The Fiscal Year 2022 Budget Support Act established the Early Educator Pay Equity Fund. The Fiscal Year 2022 Local Budget Act appropriated \$53.9 million into the fund. The appropriation placed into the fund would be used to fund increased compensation for the childcare workforce; however, the method in which to distribute the funds is unresolved. To address that question, the Fiscal Year 2022 Budget Support Act also establishes an Early Childhood Educator Compensation Taskforce that will provide recommendations on how to implement an employee compensation for early childhood workers. The parity compensation scales presented in this report can help to inform those efforts.

Implementing any compensation scale, however, requires addressing technical questions about how the District can distribute public funds to providers in a way that is feasible, efficient, and meets the desired policy goal of raising wages in the childcare workforce. This section provides a broad framework for how to distribute these funds and hold providers accountable for paying their staff increased wages. It concludes with questions that would be helpful for the taskforce to engage during its convenings.

Currently, there are two funding mechanisms through which OSSE distributes funding to child care providers: child care subsidies and grants. Both methods of funding programs present potential challenges as a means for increasing compensation. In the case of childcare subsidies, OSSE makes monthly payments to child care providers on behalf of children from low-income families participating in the District's child care subsidy program. These payments are tied to individual, subsidy eligible children and based on the child's attendance in care. In order to receive subsidy funds, child care providers must enter into a written subsidy agreement with OSSE and must report monthly attendance, but are not required to submit regular reports on how subsidy funds are used. The Birth to Three Act of 2018 envisioned increasing child care worker compensation by increasing subsidy rates paid to child care providers to reflect the costs of higher compensation. However, this approach has many limitations, as described above. Further, because child care subsidy payments are based on individual children, they are not an optimal way to fund expenses, such as increased staff compensation, that support the entire program.

OSSE also makes grants to a range of entities for a range of purposes, including for child care providers participating in the District's Pre-k Enhancement and Expansion Program (PKEEP). Grants are managed through the Enterprise Grants Management System (EGMS). Entities receiving grants from OSSE must complete a grant application in EGMS, including a budget outlining how funds will be used, and submit quarterly or monthly reports. OSSE distributes grant funds on a reimbursement basis (upon receipt of documented expenditures). Grants require considerable paperwork and documentation. This would be a burdensome way for child care providers to access funds. Experience with the PKEEP program shows that child care providers need substantial technical assistance and support to navigate the annual grant process and submit required financial reports. In addition, administering a grant program to support staff compensation for the over 400 child care providers that would likely be eligible is beyond OSSE's existing grant-making capacity. Although OSSE has distributed COVID relief grants to nearly all licensed child care providers, those were one-time emergency payments, not the kind of ongoing funding required to support permanent changes in staff compensation.

Due to these limitations, achieving the goals of increasing child care provider wages requires an alternative funding mechanism that is not tied to individual children like the subsidy payments and allows ongoing (e.g. monthly) payments to be made to both subsidy and non-subsidy providers without burdensome paperwork. Such a mechanism could also be useful in the future for other purposes, such as distributing financial relief in the event that a future public health or if some other emergency disrupts the operations of child care facilities. Distributing payments through such a mechanism would also require developing a formula to determine how much funding each provider receives based on the staff they employ.

The Task Force will also need to consider monitoring and enforcement mechanisms to ensure that payments made to providers translate into increased staff pay. Such mechanisms are necessary to ensure the funds achieve the goal of raising child care worker pay, but should be designed to minimize burden on child care providers. Participating child care providers should be required to sign a funding agreement in order to receive early educator pay equity funds, just as subsidy providers now sign an agreement to participate in that program. Such an agreement would include terms for participating providers, for example, payment rates, methods, and how requirements would be monitored. This would establish clear expectations for OSSE, providers, and child care staff. Further, it would allow OSSE to monitor providers' compliance with the agreement. All providers who meet basic eligibility criteria (e.g. being licensed by OSSE, serving infants and toddlers) and agree to adopt the compensation schedule should have the opportunity to enter into such an agreement. Participation in the agreement would still be voluntary, and some providers may not choose to participate. However, given the challenges that many child care providers face in attracting and retaining workers, the opportunity to receive significant, predictable funding for staff compensation will likely attract many to the program.

In addition, OSSE will need to provide technical assistance and supports to assist providers in implementing the compensation scale, either directly or through grants and contracts with organizations that have expertise in employment and child care business practices, and will need resources to support this.

The Early Childhood Educator Compensation Taskforce should consider the following questions:

- ***What compensation schedule or benchmarks should be used for the Pay Equity Fund?*** The compensation schedule presented in this report presents a starting point, but the Task Force may wish to consider whether adjustments are needed to simplify program administration or fit within the funds available.
- ***What payment process will allow for effective government administration of the program while minimizing burdens on child care providers?*** Given the limitations of both child care subsidies and grants, as outlined above, it may be necessary to create a new funding mechanism that can make ongoing payments to providers to support child care worker compensation.
- ***How should the amount of funding each child care provider receives for staff compensation be determined?*** A formula, based on the number and other characteristics of staff employed, will likely be less burdensome for providers than other approaches. The Task Force may wish to consider the factors that should be included in such a formula.
- ***What reporting makes sense for effective government administration of the program, public transparency, and for providers?*** Public stakeholders will likely want to know about the program's performance and its impact on compensation, yet, reporting considerations should minimize burdens on child care providers and government.

- ***What steps should be taken to monitor compliance?*** OSSE, as the likely program provider, will need to monitor staff compensation. Any monitoring approach should ensure accountability while limiting unnecessary burden on providers and government.
- ***What should be the consequences for non-compliance?*** It is important to be thoughtful about the types of sanctions used for non-compliance since the use of sanctions can result in unintended consequences, for example, the loss of child care seats.
- ***What kinds of guidance, technical assistance, and business supports will child care providers need in order to implement new compensation scales and policies?*** This would be new work for providers and government, and technical assistance and supports will be important as the program is implemented.

Implementing the Early Educator Pay Equity Fund will likely require OSSE to put in place new data and technology infrastructure to support funding distribution and monitoring, as well as to adopt regulations for the program. This may take some time to implement, and the Task Force may wish to consider interim options to provide short-term compensation enhancements or bonuses for child care workers in early or mid-FY2022 while the full program is being put in place.

## Conclusion

In 2018, when Mayor Bowser signed the Birth-to-Three for All DC Act of 2018, she stated that the goals of the bill were laudable and encouraged cooperation between her Administration and the Council to focus on providing child care resources to District residents in a fiscally responsible manner. Now that funds have been set aside in the budget to address child care workforce compensation, OSSE looks forward to working with the taskforce to determine the most effective and responsible way to distribute these funds for increased wages without destabilizing the child care market in the District. All of these questions should be examined by a broad range of stakeholders including government administrators, child care providers, and child care workers.

## Appendices

### **Appendix A: Complete Parity Compensation Scale**

The table in Appendix A is the complete parity compensation scale for full-time, 12-month employees. The scale includes teacher assistants, co-teachers and teachers.

### **Appendix B: DCPS Compensation Scale**

This table displays DCPS's full-time, 12-month compensation scale for educational aides and teachers with varying levels of education.

Appendix A: Complete Parity Compensation Scale

\*Note: These salary scales are for the analytical purposes of this report and not enacted by any statute including the Birth-to-Three for All DC Act. \*

Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
<b>Grade: Teacher Level: CDA/48 Credit Hours (At Least 15 Credit Hours in ECE)</b>	\$41,158	\$41,286	\$42,049	\$43,445	\$44,831	\$46,226	\$47,996	\$49,753	\$51,524	\$53,281	\$55,044	\$58,578
	\$19.79/hour	\$19.85/hour	\$20.22/hour	\$20.89/hour	\$21.55/hour	\$22.22/hour	\$23.08/hour	\$23.92/hour	\$24.77/hour	\$25.62/hour	\$26.46/hour	\$28.16/hour
	<i>Increase</i>	\$128	\$764	\$1,396	\$1,386	\$1,394	\$1,770	\$1,757	\$1,771	\$1,757	\$1,764	\$3,534
	<i>Percent Increase</i>	0.31%	1.85%	3.32%	3.19%	3.11%	3.83%	3.66%	3.56%	3.41%	3.31%	6.42%
Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
<b>Grade: Teacher Level: Associate Degree in ECE/At Least 24 Credit Hours in ECE</b>	\$49,171	\$49,323	\$50,236	\$51,904	\$53,559	\$55,225	\$57,340	\$59,439	\$61,555	\$63,654	\$65,761	\$69,983
	\$23.64/hour	\$23.71/hour	\$24.15/hour	\$24.95/hour	\$25.75/hour	\$26.55/hour	\$27.57/hour	\$28.58/hour	\$29.59/hour	\$30.60/hour	\$31.62/hour	\$33.65/hour
	<i>Annual Increase</i>	\$152	\$912	\$1,668	\$1,656	\$1,666	\$2,115	\$2,099	\$2,116	\$2,099	\$2,107	\$4,222
	<i>Percent Increase</i>	0.31%	1.85%	3.32%	3.19%	3.11%	3.83%	3.66%	3.56%	3.41%	3.31%	6.42%
Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
<b>Grade: Teacher Level: Bachelor's Degree in ECE/At Least 24 Credit Hours in ECE (Parity with Matches the DCPS Teachers Scale)</b>	\$66,735	\$66,940	\$68,176	\$70,440	\$72,688	\$74,951	\$77,823	\$80,673	\$83,543	\$86,391	\$89,253	\$94,984
	\$32.08/hour	\$32.18/hour	\$32.78/hour	\$33.87/hour	\$34.95/hour	\$36.03/hour	\$37.41/hour	\$38.79/hour	\$40.16/hour	\$41.53/hour	\$42.91/hour	\$45.67/hour
	<i>Annual Increase</i>	\$205	\$1,236	\$2,264	\$2,248	\$2,263	\$2,872	\$2,850	\$2,870	\$2,848	\$2,862	\$5,731
	<i>Percent Increase</i>	0.31%	1.85%	3.32%	3.19%	3.11%	3.83%	3.66%	3.56%	3.41%	3.31%	6.42%

Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
<b>Grade: Teacher Level: Bachelor's Degree with + 30 Graduate Credit Hours/Master's Degree (Matches the DCPS Teachers Scale)</b>	<b>\$70,731</b>	<b>\$72,196</b>	<b>\$75,067</b>	<b>\$77,928</b>	<b>\$80,782</b>	<b>\$83,652</b>	<b>\$87,187</b>	<b>\$90,742</b>	<b>\$94,307</b>	<b>\$97,844</b>	<b>\$100,474</b>	<b>\$108,500</b>
	\$34.01/hour	\$34.71/hour	\$36.09/hour	\$37.47/hour	\$38.84/hour	\$40.22/hour	\$41.92/hour	\$43.63/hour	\$45.34/hour	\$47.04/hour	\$48.30/hour	\$52.16/hour
	<i>Annual Increase</i>	\$1,465	\$2,871	\$2,861	\$2,854	\$2,870	\$3,535	\$3,555	\$3,565	\$3,537	\$2,630	\$8,026
	<i>Percent Increase</i>	2.07%	3.98%	3.81%	3.66%	3.55%	4.23%	4.08%	3.93%	3.75%	2.69%	7.99%
Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Steps 12 to 15
<b>Grade: Teacher Level: Doctoral Degree (Matches the DCPS Teachers Scale)</b>	<b>\$76,728</b>	<b>\$77,928</b>	<b>\$80,782</b>	<b>\$83,652</b>	<b>\$86,514</b>	<b>\$89,381</b>	<b>\$92,924</b>	<b>\$96,480</b>	<b>\$100,023</b>	<b>\$103,575</b>	<b>\$107,109</b>	<b>\$114,530</b>
	\$34.01/hour	\$34.71/hour	\$36.09/hour	\$37.47/hour	\$38.84/hour	\$40.22/hour	\$41.92/hour	\$43.63/hour	\$45.34/hour	\$47.04/hour	\$48.30/hour	\$52.16/hour
	<i>Annual Increase</i>	\$1,200	\$2,854	\$2,870	\$2,862	\$2,867	\$3,543	\$3,556	\$3,543	\$3,552	\$3,534	\$7,421
	<i>Percent Increase</i>	1.56%	3.66%	3.55%	3.42%	3.31%	3.96%	3.83%	3.67%	3.55%	3.41%	6.93%

Grade and Level	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
<b>Grade: Teacher Assistant Level: All Levels</b>	\$32,926	\$33,779	\$34,798	\$35,818	\$36,837	\$37,856	\$38,875	\$39,894	\$40,893	\$41,912
	\$15.83/ hour	\$16.24/ hour	\$16.73/ hour	\$17.22/ hour	\$17.71/ hour	\$18.20/ hour	\$18.69/ hour	\$19.18/ hour	\$19.66/ hour	\$20.15 /hour
	<i>Increase</i>	\$853	\$1,019	\$1,019	\$1,019	\$1,019	\$1,019	\$1,019	\$998	\$1,019
	<i>Percent Increase</i>	2.59%	3.02%	2.93%	2.85%	2.77%	2.69%	2.62%	2.50%	2.49%

## Appendix B: DCPS Compensation Scale

Below is a summary of DCPS published documents relating to teachers and educational aides (teacher assistants) compensation for individuals employed in a pre-K through grade 12 classroom position.

The full compensation related documents published by DCPS for teacher and educational aide positions can be found [here](#) and [here](#), respectively.

Position	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12-15
<b>DCPS Educational Aides</b> (AFSCME, 12-month, EG-4)	\$32,926	\$33,779	\$34,798	\$35,818	\$36,837	\$37,856	\$38,875	\$39,894	\$40,893	\$41,912		
<b>DCPS Teachers</b> (Bachelor's Degree FY2019, 12 month, ET-15)	\$66,735	\$66,940	\$68,176	\$70,440	\$72,688	\$74,951	\$77,823	\$80,673	\$83,543	\$86,391	\$89,253	\$94,984
<b>DCPS Teachers</b> (Bachelor's Degree + 15 FY2019, 12 month, ET-15)	\$68,735	\$69,714	\$71,007	\$73,260	\$75,518	\$77,782	\$80,649	\$83,511	\$86,372	\$89,240	\$92,806	\$97,829
<b>DCPS Teachers</b> (Bachelor's + 30/ Master's Degree FY2019, 12 month, ET-15)	\$70,731	\$72,196	\$75,067	\$77,928	\$80,782	\$83,652	\$87,187	\$90,742	\$94,307	\$97,844	\$100,474	\$108,500

*Note: The published DCPS salary scale for educational aides only includes an hourly wage. To create an annualized wage OSSE multiplied the hourly wage by 40 hours per week and 52 weeks per year.*