

# San Mateo County Early Childhood Education Teacher Compensation Study

November 2017

## Introduction

The availability of local high-quality early childhood care is a critical component of a healthy 21<sup>st</sup> century community. It benefits the entire community.

- It provides a safe and stimulating place for young children where they develop mentally, socially, emotionally and physically. It is a place where they build skills for later success in school.
- It enables parents to participate in the workforce, confident that their children are getting the care they deserve. This is critical in a nation where 65% of mothers and 93% of fathers of children under six works<sup>1</sup>.
- It helps employers. Employees with inadequate childcare are more likely to be late for work, absent, or distracted on the job than parents who are confident about their children's child care arrangements.<sup>2</sup>

San Mateo County has a vibrant economy that benefits many sectors. But how is the sector that provides child care for working families in San Mateo County faring? Their importance is nationally recognized, but is being a child care provider sustainable?

*“Despite research recognizing the importance of high-quality early education to healthy child development, and research that indicates that high quality providers and educators are the single most important factors in these early experiences, too many individuals within the early*

---

<sup>1</sup>Employment Characteristics of Families Summary for 2016, Bureau of Labor Statistics.  
<https://www.bls.gov/news.release/famee.nr0.htm>

<sup>2</sup> Economic Opportunity Institute. (2002) *How Does High Quality Child Care Benefit Business and the Local Economy?* <http://www.eoionline.org/wp/wp-content/uploads/early-learning/ELCLinkBusinessEconomy-Jul02.pdf>

*learning workforce earn low wages – sometimes at or near the Federal poverty line – even when they obtain credentials and higher levels of education.”<sup>3</sup>*

The Child Care Partnership Council (CCPC) wanted to understand local work force sustainability. Together with First 5 San Mateo County (F5SM) they contracted with Davis Consultant Network (DCN) to investigate current child care workforce compensation practices in the county. The scope of work was to include only center-based programs and to ask program administrators to provide summary data (ranges and averages) rather than to collect data directly from individual employees. The study was conducted with advice and guidance from the CCPC Coordinator Nirmala Dillman, the State Preschool Project Specialist Donna Yuriar, the CCPC Workforce Committee, and F5SM.

The study pursued the following research questions:

1. What are current compensation rates, benefits, and turnover rates for the early childhood workforce in San Mateo child care centers in four classifications: (a) teacher’s aides; (b) assistant teachers; (c) teachers; and (d) site supervisor/site directors?
2. What additional compensation do local providers offer their staff?
3. How do these rates vary by type of agency, participation in the Quality Rating and Improvement System (QRIS), and union representation?
4. How do the San Mateo child care workforce compensation rates compare with: the local cost of living; others in the state child care workforce; and similarly educated professionals in the region?

The first three questions were addressed through an online survey of administrators of child care programs. The fourth question was addressed by comparing of the reported child care workforce compensation with local cost of living and what other positions with comparable educational requirements were receiving.

---

<sup>3</sup> *High-Quality Early Learning Settings Depend on a High-Quality Workforce: Low Compensation Undermines Quality*. U.S. Department of Health and Human Services, U.S. Department of Education, June 2016. <https://www2.ed.gov/about/inits/ed/earlylearning/files/ece-low-compensation-undermines-quality-report-2016.pdf>



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### Closing Page

May we include the name of your organization in the acknowledgment section of our final report?

Yes

No

Is there anything else related to early childhood workforce compensation you'd like to tell us?

**YOU DID IT!** You will be entered into a survey to win one of 20 Starbucks gift cards or a \$300 gift certificate for school supplies. We'll let you know when we've assembled our report. Thank you!

## Survey Findings by Classification

### Teacher's Aides

For this study, teacher's aides were defined by the CCPC Workforce Committee and described in the survey "as an entry-level position which supports care and supervision of children under the direct supervision of a teacher or higher position. Aides may not supervise children on their own."

- 62% (37) of respondents reported employing a total of 268 teacher's aides. The remaining did not utilize teacher's aides.
- 53% of these aides work full-time.
- Starting salaries ranged from \$9.50-\$14.00/hour, with an average wage of \$15.47/hour. (See Table 2 and Figure 1.)
- The highest reported teacher's aide salaries were from private faith-based and Head Start providers.
- Educational attainment ranged from less than a high school diploma to a master's degree. The lower bound of educational attainment most frequently reported was a high school diploma or GED. The upper bound was often some college or a Bachelor's degree. (See Figure 2.)
- 86% of the programs provide aides with paid time off.
- These employers reported an annual turnover rate<sup>4</sup> of 15%, represented by 39 aides that left in the previous 12 months.
- At the time of the survey, there was a 9% vacancy rate<sup>5</sup>, represented by a total of 24 vacant aide positions among the 37 licensees.
- Between those that left in the previous 12 months and the point-in-time position vacancies, programs were challenged to address a combined 24% change in teacher's aides staffing.

---

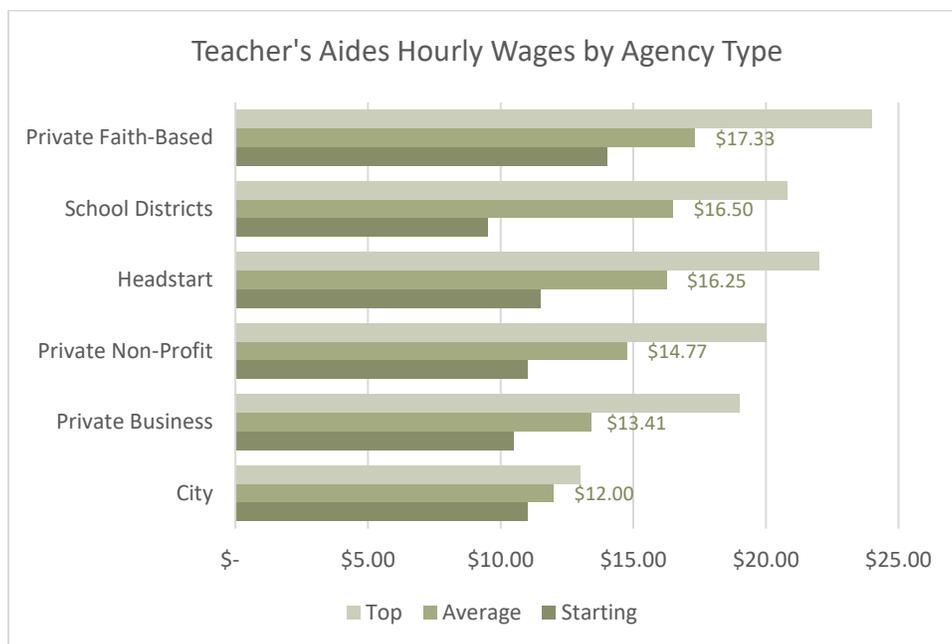
<sup>4</sup> Throughout this study, annual turnover rates were calculated by dividing number who left the position in the previous 12 months (total of responses to the question "How many <position type> left their position in the past 12 months?") by the number of available positions (calculated by adding the number reported in response to "How many <position type> are employed in the child care program/s your agency runs in San Mateo County" and "How many current <position type> are vacant?").

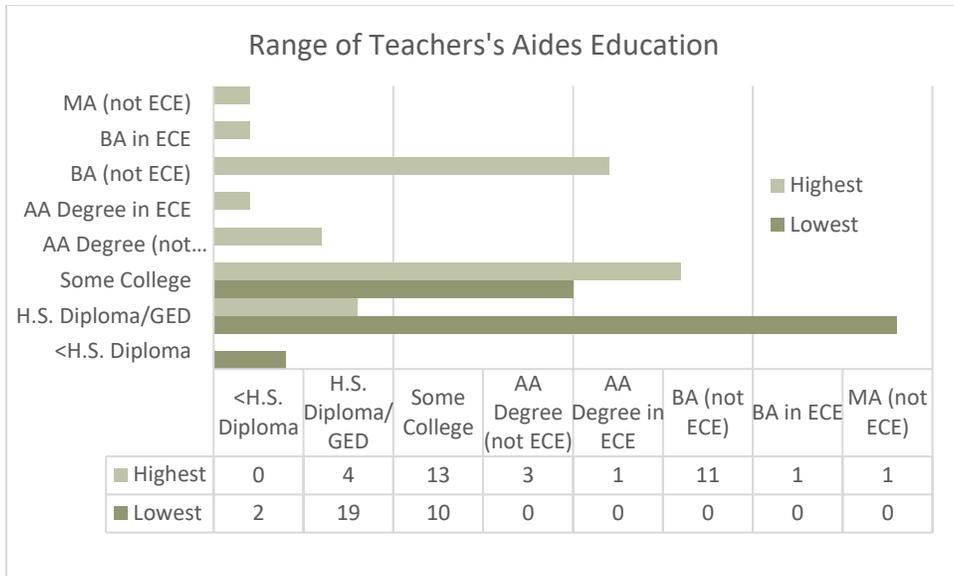
<sup>5</sup> Throughout this study, vacancy rates were calculated by dividing the number of reported vacancies by the number of available positions (calculated as the sum of the number of currently employed plus current vacancies.)

**Table 2: Reported teacher’s aides’ hourly wages by the type of hiring agency,** ranked from lowest to highest average salary. The overall average hourly wage was calculated using the number of aides represented for each agency type’s average wage.

Agency Type	# of Respondents	# of Aides Employed	Hourly Wages		
			Lowest	Average	Highest
City	1	16	\$ 11.00	\$ 12.00	\$ 13.00
Private Business	8	29	\$ 10.50	\$ 13.41	\$ 19.00
Private Non-Profit	19	63	\$ 11.00	\$ 14.77	\$ 20.00
Head Start	2	40	\$ 11.50	\$ 16.25	\$ 22.00
School Districts	8	113	\$ 9.50	\$ 16.50	\$ 20.78
Private Faith-Based	4	7	\$ 14.00	\$ 17.33	\$ 24.00
<b>Summary</b>	<b>37</b>	<b>268</b>		<b>\$ 15.47</b>	

**Figure 1: Hourly wages for teacher’s aides by agency type, ranked from the highest to lowest average wage payers.**





**Figure 2:** This chart and table summarize the responses to a multiple-choice question: “Please check the lowest and highest educational attainment level of your current aides.” It represents the frequency of reported highest and lowest educational attainment of teacher’s aides for 37 responding agencies, and demonstrates the general range of San Mateo County teacher’s aides’ education.

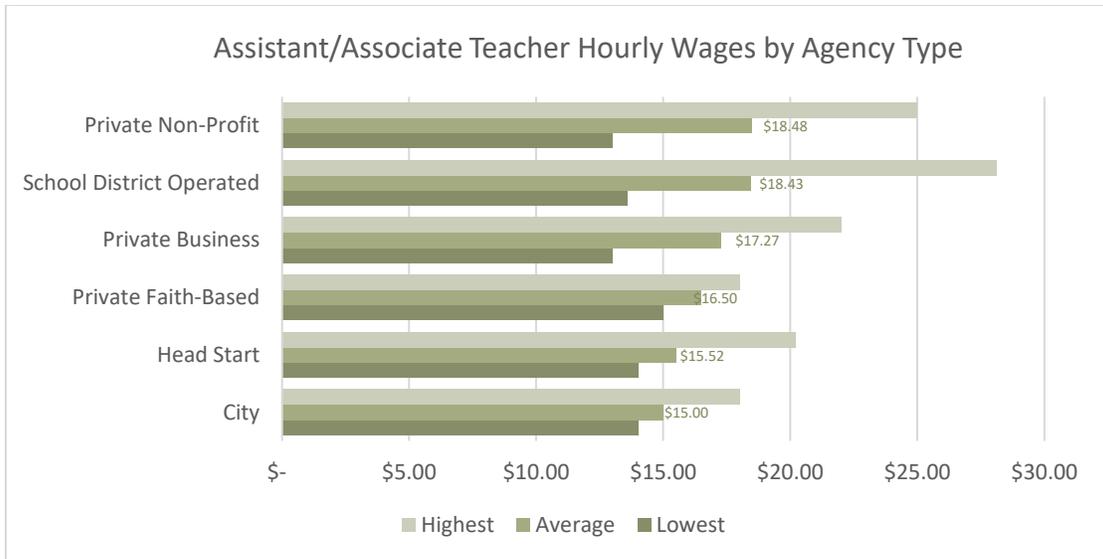
## Assistant/Associate Teachers

For this study, the positions of assistant teacher and associate teacher were combined in accordance with the definition by the CCPC Workforce Committee and listed in the survey “as one which supports the day to day operation of the early childhood classroom or program. Assistant/Associate teachers provide care and supervision for young children and assist in the instruction under the supervision of a teacher or persons of a higher position.”

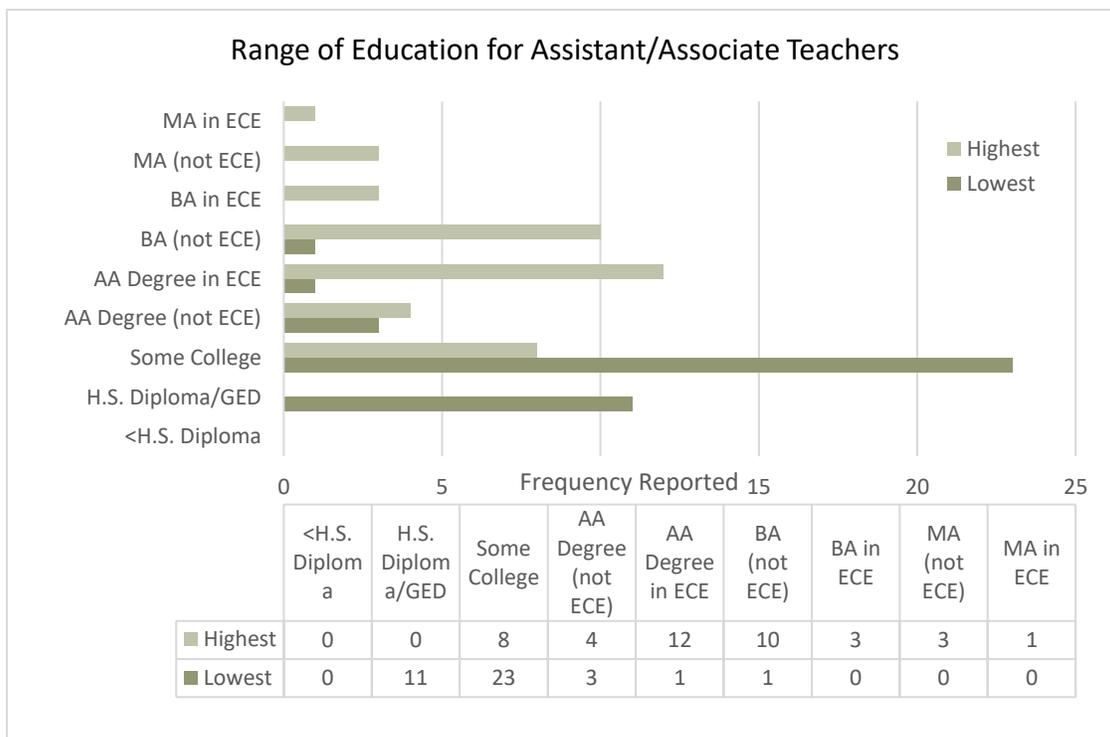
- 67% (40) of respondents reported employing a total of 205 assistant/associate teachers, 27 of whom had been hired within the previous 12 months. The remaining did not classify any staff as assistant/associate teachers.
- 75% of these assistant/associate teachers work full-time.
- Salaries ranged from \$13.00-\$28.12/hour, with an average of \$17.35/hour. (See Table 3 and Figure 3.)
- Educational attainment ranged from a high school diploma to a master’s degree in early childhood education. (See Figure 4.)
- 73% of programs reporting having assistant/associate teachers with associates degrees and 41% with bachelor degrees.
- 94% of sites offered their assistant/associate teachers paid time off.
- These employers reported an annual turnover rate of 12%, represented by 28 assistant/associate teachers that left in the previous 12 months.
- At the time of the survey there was a 10% vacancy rate, represented by a total of 23 vacant assistant/associate teacher positions among the 41 licensees that use assistant/associate teachers.
- Between those that left in the previous 12 months and the point-in-time position vacancies, programs were challenged to address an effective combined 22% change in assistant/associate teacher staffing.

**Table 3:** Assistant/associate teacher hourly wages by the type of hiring agency, ranked from lowest to highest. The overall average hourly wage was calculated using the number of assistant/associate teachers represented for each agency type’s average wage.

Agency Type	# Respondents	# Asst./Assoc. Teachers Employed	Hourly Wages		
			Starting	Average	Highest
City	1	17	\$ 14.00	\$ 15.00	\$ 18.00
Head Start	2	37	\$ 14.00	\$ 15.52	\$ 20.19
Private Faith Based	2	2	\$ 15.00	\$ 16.50	\$ 18.00
Private Business	13	47	\$ 13.00	\$ 17.27	\$ 22.00
School District Operated	8	46	\$ 13.60	\$ 18.43	\$ 28.12
Private Non-Profit	14	56	\$ 13.00	\$ 18.48	\$ 25.00
<b>Summary</b>	<b>40</b>	<b>205</b>		<b>\$ 17.35</b>	



**Figure 3:** Hourly wages for assistant/associate teachers by agency type, ranked from the highest to lowest average wage payers.



**Figure 4:** This chart and table summarize the responses to a multiple-choice question: “Please check the lowest and highest educational attainment level of your current associate/assistant teachers.” It represents the frequency of reported highest and lowest educational attainment of associate/assistant teachers for 40 responding agencies and demonstrates the general range of child care associate/assistant teachers’ education.

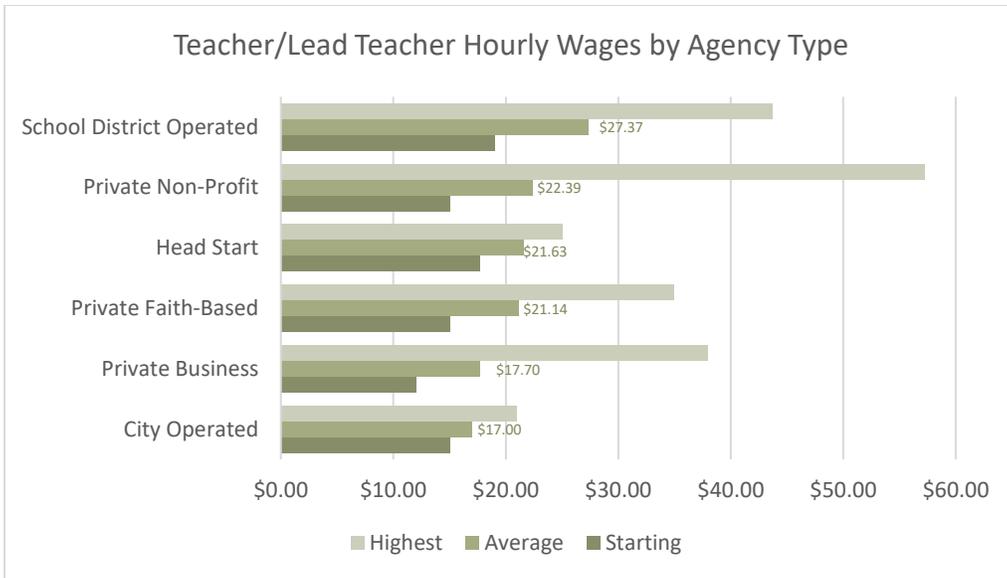
## Teachers/Lead Teachers

For this study, teachers and lead teachers are grouped together. The position was defined by the CCPC Workforce Committee and listed in the survey as follows: “Teachers develop curriculum, complete child observations and assessments, and meet with parents regularly to discuss the development of a child. Teachers supervise their assistant teachers and the day to day operation of their classroom.”

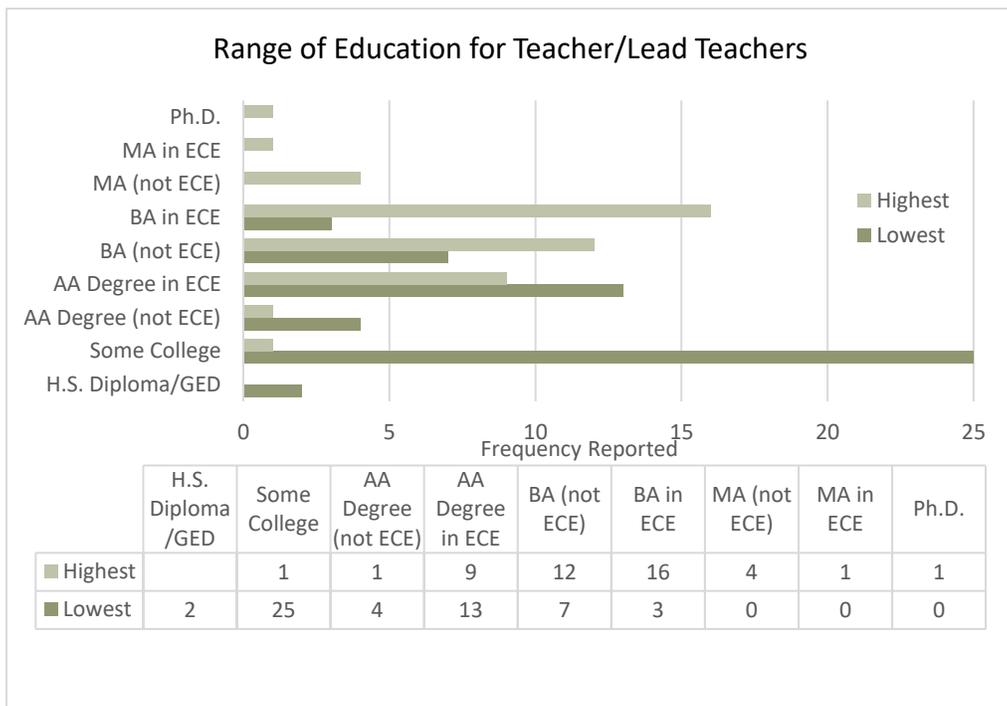
- All 60 respondents (100%) reported employing a total of 455 teachers.
- 96% of these teachers work full-time.
- Hourly wages ranged from \$12.00-\$57.22/hour, with an average of \$22.07/hour. (See Table 4 and Figure 5.)
- On average, the School Districts offer teachers and lead teachers the highest salaries. However, private non-profits reported the highest salaries, ranging up to \$57.22/hour.
- Educational attainment ranged from a high school degree to a Ph.D., with virtually all respondents indicating that teachers minimally had some college experiences. (See Figure 6.)
- 95% of sites offer their teachers paid time off.
- At the time of the survey, there was a 11% vacancy rate represented by a total of 55 vacant teacher positions.
- These employers reported a 10% annual turnover rate, represented by 52 teachers that left in the previous 12 months.
- Between those that left in the previous 12 months and current position vacancies, programs were challenged to address an effective combined 21% change in teacher staffing.

**Table 4:** Hourly wages for teachers/lead teachers. The overall average hourly wage was calculated using the number of teachers/lead teachers represented for each agency type’s average wage.

Agency Type	# Respondents	# Teachers Employed	Hourly Wages		
			Starting	Average	Highest
City Operated	1	8	\$ 15.00	\$ 17.00	\$ 21.00
Private Business	21	108	\$ 12.00	\$ 20.25	\$ 38.00
Private Faith-Based	8	38	\$ 15.00	\$ 21.14	\$ 35.00
Head Start	2	63	\$ 17.66	\$ 21.63	\$ 25.08
Private Non-Profit	19	169	\$ 15.00	\$ 22.39	\$ 57.22
School District	9	69	\$ 19.00	\$ 27.37	\$ 43.71
<b>ALL</b>	<b>60</b>	<b>455</b>		<b>\$22.07</b>	



**Figure 5:** Hourly wages for teachers/lead teachers, ranked from the highest to lowest average wage payers.



**Figure 6:** This chart and table summarize the responses to a multiple-choice question: “Please check the lowest and highest educational attainment level of your current teachers/lead teachers.” It represents the frequency of reported highest and lowest educational attainment for 60 responding agencies and demonstrates the general range of child care teachers’ education.

## Site Supervisors/Site Directors

For this study, site supervisor and site director positions were combined and defined by the CCPC Workforce Committee and listed in the survey as one who “supervises the care and operation, maintains records, and coordinates the staffing and operation of each classroom at a single site. Site Supervisors/Directors oversee curriculum, parent and community relations, and regulatory compliance for the site.”

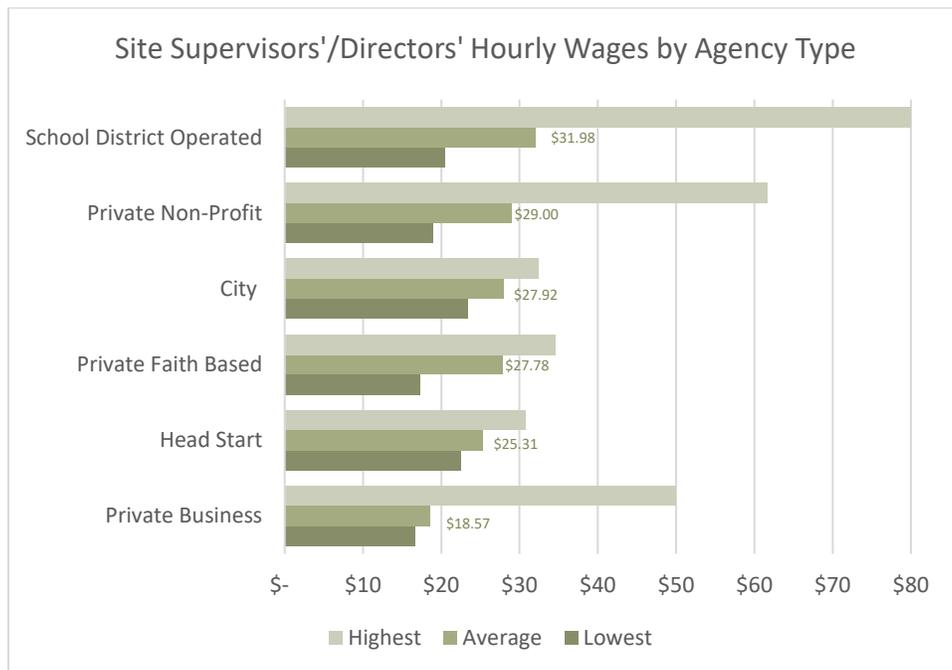
- 98% (59) of the respondents reported employing a total of 145 site supervisors or site directors.
- 16 had been hired within the previous 12 months.
- 93% of these site supervisors/site directors work full-time.
- Salaries were converted to hourly wages for comparability with other positions.<sup>6</sup> These ranged from \$16.62 at a private center to \$80.00/hour at a Community College, with the overall average of \$27.11/hour. Fifty-six agencies provided information on salaries. (See Table 5 and Figure 7.)
- Highest average salaries are paid by the Community College and private non-profits.
- Educational attainment ranged from some college to a Ph.D. (See Figure 8.)
- 98% of sites offer their site supervisors/site directors paid time off.
- Site supervisors and site directors had the widest range in salaries of all studied positions.
- Overall, they are the best compensated, highest educated, and most stable members of the child care workforce relative to the other three positions studied.
- At the time of the survey, there was a 2% vacancy rate represented by a total of 3 vacant site supervisor/site director positions.
- These employers reported an 11% annual turnover rate, represented by 16 site supervisors/site directors that left in the previous 12 months.
- Between those that left in the previous 12 months and current position vacancies, programs had to address an effective combined 13% change in site supervisors/site directors.

---

<sup>6</sup>Respondents offered hourly, weekly, monthly and annual salary figures. The assumption used for converting salaries was for a 52-week year and a 40-hour work week.

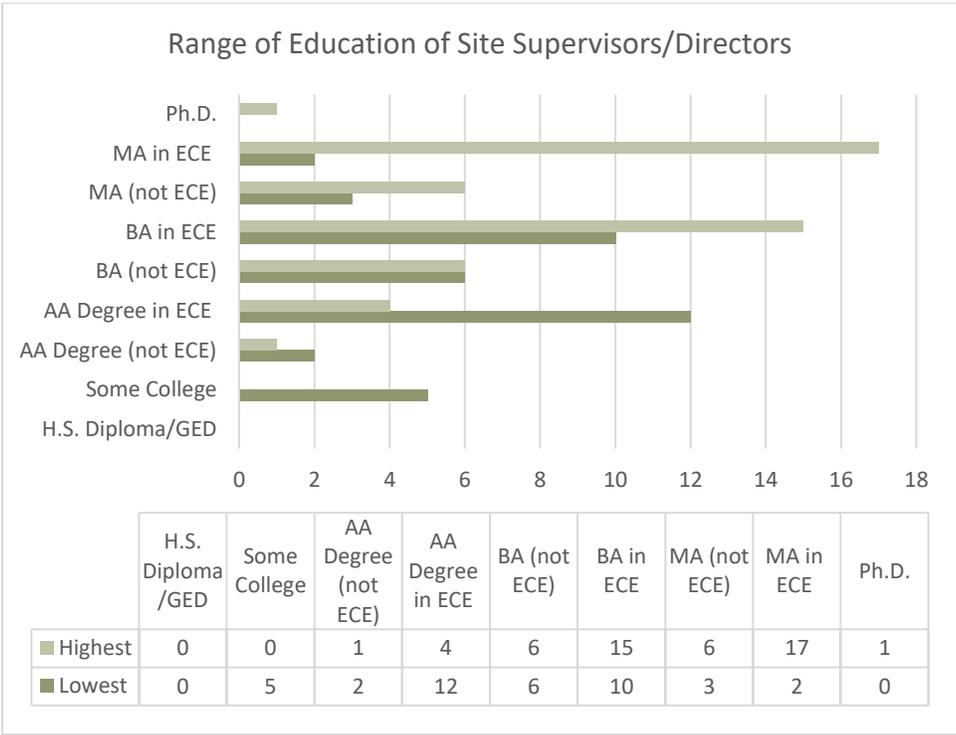
**Table 5:** Range and average of reported site supervisors/directors' salaries reported as hourly wages by the type of hiring agency, from lowest to highest average salary. Agencies which reported that more than 15% of their supervisors/directors worked less than 35 hours per week were excluded from the calculations.

Agency Type	# of Respondents	# Site Supervisor/Directors Employed	Hourly Wages		
			Lowest	Average	Highest
Private Business	21	35	\$ 16.62	\$ 18.57	\$ 50.00
Head Start	2	24	\$ 22.48	\$ 25.31	\$ 30.74
Private Faith Based	7	7	\$ 17.31	\$ 27.78	\$ 34.62
City	1	5	\$ 23.45	\$ 27.92	\$ 32.39
Private Non-Profit	16	42	\$ 19.00	\$ 29.00	\$ 61.70
School District Operated	9	28	\$ 20.50	\$ 31.98	\$ 80.00 <sup>7</sup>
<b>ALL</b>	<b>56</b>	<b>141</b>		<b>\$ 27.11</b>	



**Figure 7:** Salaries converted to hourly wages for site supervisors/site directors, from the highest to lowest average wage payers.

<sup>7</sup> When excluding the San Mateo County Community College District, the top site supervisor/site director wages for school district operated agencies was \$61.50.

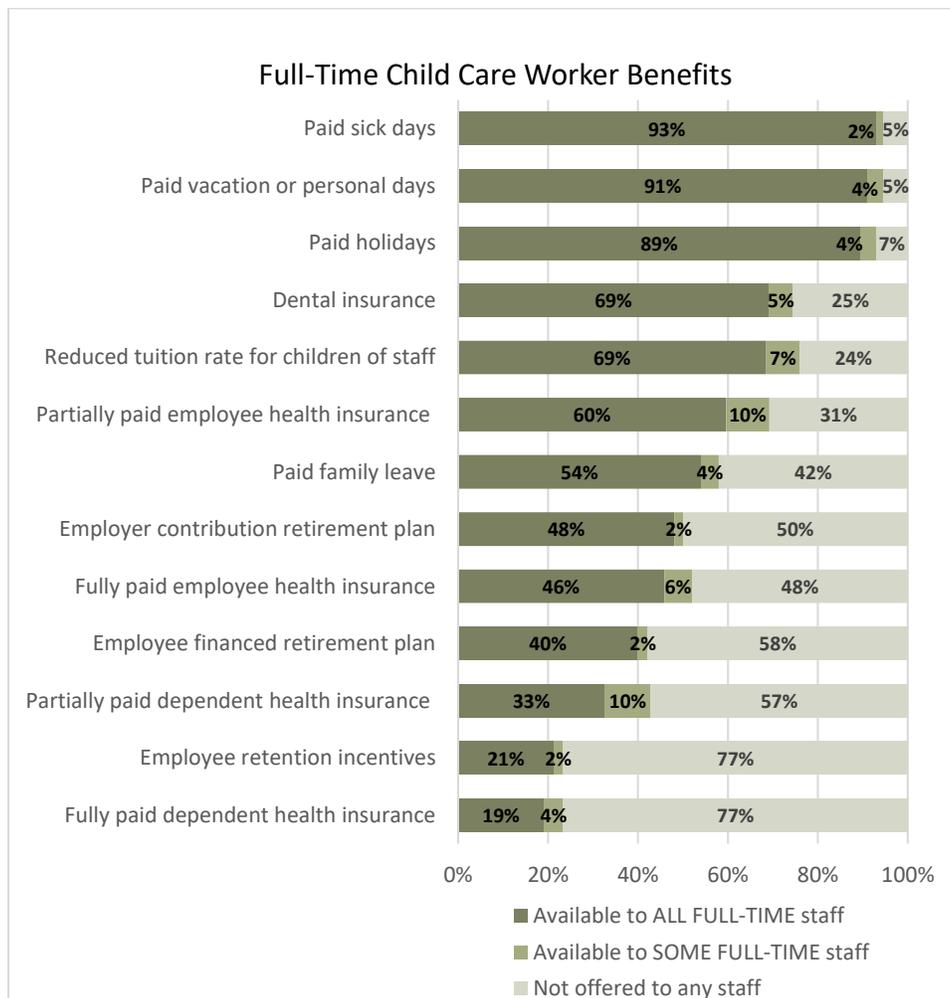


**Figure 8:** This chart and table summarize the responses to a multiple-choice question: “Please check the lowest and highest educational attainment level of your current site supervisors/site directors.” It represents the frequency of reported highest and lowest educational attainment for 31 agencies which answered this question and demonstrates the general range of site supervisors/site directors’ education.

## Additional Human Resources Policies

### Full-Time Employee Benefits

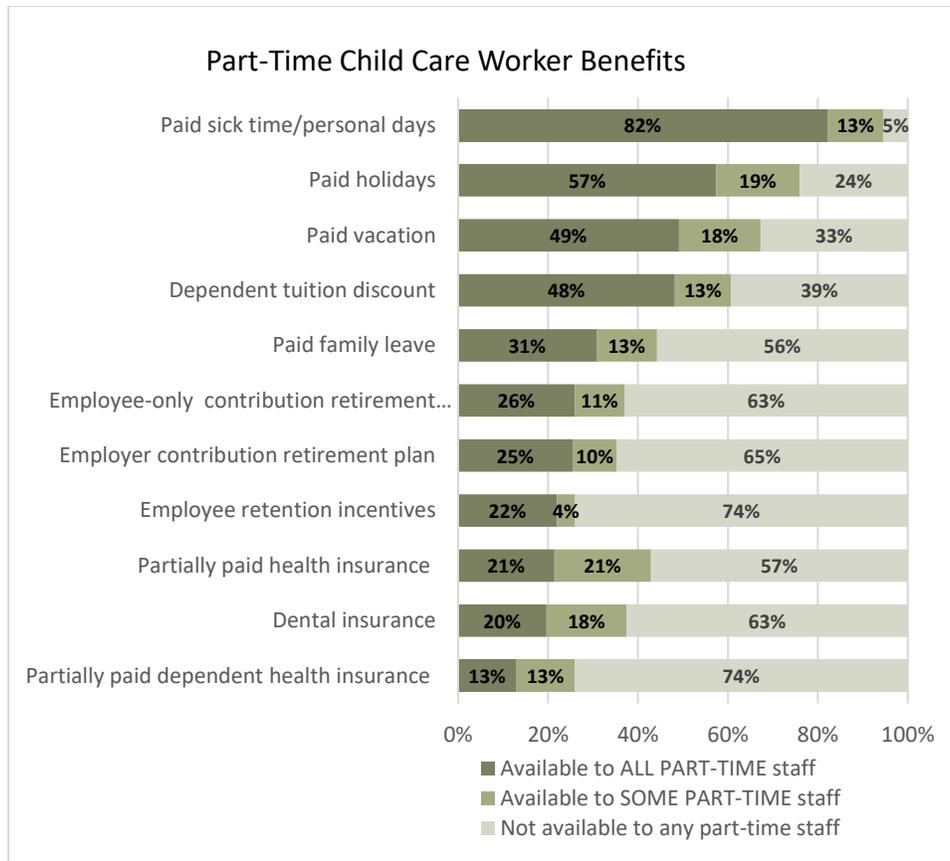
Nine in ten reporting employers offer their full-time employees paid personal days and holidays. Other common benefits included: dental insurance (69%), reduced tuition for dependents (69%), partially paid health insurance (60%), paid family leave (54%), employer contributions for retirement plan (48%), and fully paid health insurance (46%). Other benefits mentioned in the comment section included: merit bonuses, “above and beyond” bonuses, holiday bonuses, long and short-term disability insurance, life insurance, professional development, membership in professional associations, year-end buy-out of unused sick time, 100% college tuition reimbursement, monthly agency-wide staff development, coaching, staff parties, stipends for leading parent workshops, leadership bonuses, and longevity bonuses. (See Figure 9.)



**Figure 9:** Respondents were asked to check a list of possible benefits available to their full-time staff. (n=57)

## Part-Time Employees

Part-time employees are less likely to receive benefits, other than paid days off (Figure 10). One quarter of reporting programs contribute to a retirement plan, and one in five offer their part-time employee some health and dental insurance options.



**Figure 10:** Respondents were asked to check a list of possible benefits available to their part-time staff. (n=58)

## Health Insurance Probationary Period

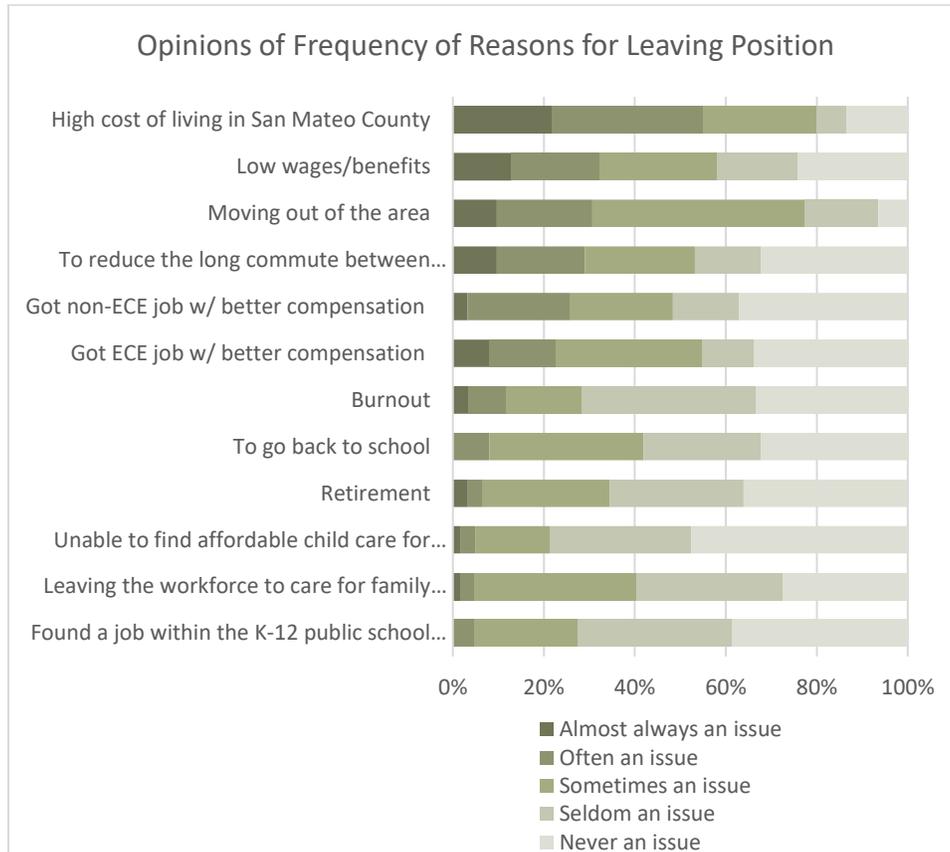
Of programs that offer health insurance 34% enroll employees at time of hire, the remaining 66% have probationary periods between 30 and 90 days.

## Paid In-Service, Continuing Education

Paid in-service was defined as onsite training when children are not present. Ninety-three percent of all reporting agencies, and 100% of reporting public agencies offer paid in-service. Financial assistance for continuing education is offered by 71% of the reporting licensed agencies.

## Reasons for Leaving

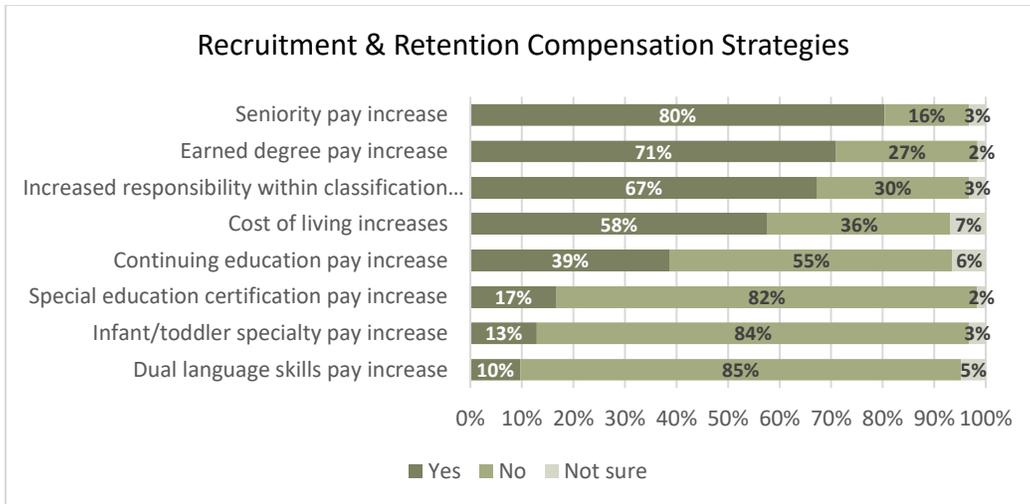
The top reasons (“often” and “always”) administrators reported for staff turnover was the high cost of living in San Mateo County (55%), low wages/benefits (32%), staff moving out of the area (31%), wanting to reduce their commute (29%), or found a job with better compensation in early childhood education (ECE) (26%) or one outside of the ECE field (23%). (See Figure 11.)



**Figure 11:** Respondents were asked “In your opinion, how common are the following reasons staff leave your organization”. The responses are ranked by frequency of reporting “often” or “almost always an issue”. (n=62)

## Increased Compensation Triggers

The most reported compensation increases were for seniority (80%), earned degrees (71%), increased responsibility (67%), and cost of living adjustments (COLA) (58%). Some individual respondents added in the comment notes that they offered 1-4% COLA increases when their budgets allowed. The Community College District mentioned that salaries were negotiated through collective bargaining agreements. Several respondents stated they pay for performance and only offer salary increases when merited. (See Figure 12.)



**Figure 12:** Respondents were asked “Does your organization utilize any of the following recruitment and retention strategies?” (n=62)

## Comparison by QRIS and Union Status

### QRIS Status

The Child Care Planning Council was interested in describing how compensation and staff retention compared between sites that had and had not participated in the Quality Rating and Improvement System (QRIS). San Mateo County also has preschool quality initiative called the Big Lift which has invested in some of the QRIS sites. While we did not analyze staff compensation by Big Lift status per se, it should be noted that all Big Lift sites do participate in QRIS.

Fifteen of the reporting agencies had participated in QRIS. Their average wages were higher for teacher's aides and site supervisors, lower for assistant/associate teachers, and equivalent for teachers/lead teachers.<sup>8</sup> Their effective replacement rates (sum of turnover and vacancy rates) for all positions were lower than non-QRIS sites. Effective replacement rate is an indicator of the total burden on sites for staffing disruptions and the burden on site administrators for recruiting, hiring, training and supporting new personnel. This was most pronounced for assistant/associate teachers who were more likely to be retained despite having lower hourly wages than non-QRIS sites. (See Table 6.)

This finding suggests that further study regarding the role of professional development in staff retention is warranted.

**Table 6:** Comparison of median wages and effective replacement rates between sites participating in QRIS with the full survey sample.

	Average Hourly Wage			Effective Replacement Rate		
	Non-QRIS Sites	QRIS Sites	Δ	Non-QRIS Sites	QRIS Sites	Δ
<b>Teacher's Aides</b>	\$14.96	\$16.04	+\$1.08	30%	21%	-9%
<b>Assistant/Associate Teachers</b>	\$17.60	\$16.33	-\$1.27	32.7%	19.4%	-13.3%
<b>Teachers</b>	\$22.04	\$22.12	+\$0.08	26.3%	22.3%	-4%
<b>Site Supervisors/Directors</b>	\$26.49	\$28.97	+\$2.48	15.2%	8.7%	-6.5%

<sup>8</sup> The reason for lower average wages for assistant/associate teachers at QRIS sites merits further investigation. It may be related to the difference in number of full time positions: only 55% of assistant/associate teachers at QRIS sites were reported as full-time, as opposed to 95% at non-QRIS sites.

Please explain any of your compensation polices indicated above.

Are any of your teaching staff represented by a union

	Yes	No	Not Sure
Aides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant/Associate Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site Supervisors/Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Click below to to the final page!

Click here

## Closing Respondent Comments

The survey ended with a comment box for any further comments. Notable comments include:

### *Policy Suggestions for Publicly Funded Compensation*

- *There must be standardized pay for all staff of state and federally-funded preschools. While staff come with varying skill & education levels, all are held accountable to the same standards in overall performance (QRIS), environment design (ECERS), child assessments (ASQs, DRDP) and parent outreach (Parent Advisory Committee). The truth is that it doesn't matter what educational background our staff come with. They are all expected to perform at the highest level possible in service of the community.*
- *We are finding that candidates with the Teacher Permits (which are required for our contract) are not prepared to do the job. They find the DRDPs too cumbersome and the children we serve from low income families too difficult to work with. I have had to pass up very qualified teachers without the permit. It is a struggle that the state needs to look at. The permit in itself does not produce a quality teacher.*

### *San Mateo County is Expensive*

- *Though our center compensates competitively, the current cost of living in the San Mateo County area is still too high for teachers to live independently. Most are living in small spaces or with family.*

### *Ensure Non-Teaching Hours*

- *Ensuring early care and education professionals have planning, preparation, meeting and reflection time is extremely important and impacts program quality.*

### *Agencies Want to Retain Teachers and Pay Competitively*

- *I believe that the teacher shortage is getting stronger. I work very hard to retain teachers by creating a desired environment and competitive salaries.*
- *We are a small Parent Cooperative that had to struggle when we lost funding in 2011, but we have continued and have great staff that on [have been] with us for many years. For many years staff did not receive any increases but, over the last five years, we have worked hard to change that.*
- *We have increased our pay for employees significantly over the past couple years due to teacher shortage.*

## Comparative Compensation

### Living Wage

Living wages in San Mateo are reported below from two sources: The 2016 Living Wage Calculator, developed by Massachusetts Institute of Technology (MIT)<sup>10</sup>, and the 2013 California Budget Project (CBP)<sup>11</sup> Family Budget Calculator. These are compared to the average wages for workers in the current sample. (See Table 9.)

*Table 9: San Mateo County Living Wages MIT's Living Wage Calculator and California Budget Project Family Budget Calculator.*

Family Size	MIT	CBP
Single Adult	\$16.13	\$ 18.11
Adult with one child	\$32.90	<i>Data assumes 2 children</i>
Adult with two children	\$37.71	\$ 45.40
Two working adults with two children	\$20.32	\$ 46.64

*Table 10: Survey findings of reported average hourly wage by position.*

Position	Average Hourly Wage
<b>Teacher's Aides</b>	\$15.47
<b>Assistant/Associate Teachers</b>	\$17.35
<b>Teachers</b>	\$22.07
<b>Site Supervisors/Directors</b>	\$27.17

Clearly, members of the child care workforce serving San Mateo County are challenged living in the county without other sources of family income. Even at higher level positions, child care staff in San Mateo County are on average, receiving wages lower than the living wage for a family with one child. The high cost of living in San Mateo County and relatively low wages are likely contributors to high turnover and vacancy rates, particularly for workers with children.

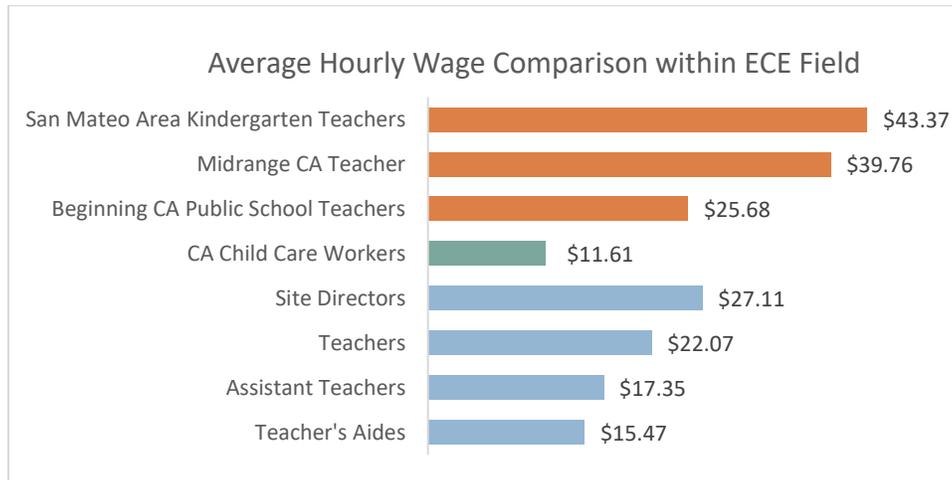
<sup>10</sup> <http://livingwage.mit.edu/counties/06081>

<sup>11</sup> <http://calbudgetcenter.org/MakingEndsMeet/>

## Comparable Wages

The California Department of Education<sup>12</sup> reports that for 2015-2016 the midrange teacher annual salary for medium sized districts is \$68,910/year or \$39.76/hour for a 10-month year.

The Center for the Study of Child Care Employment, University of California Berkeley reports the median wage of California child care workers was \$11.61 in 2015.<sup>13</sup> So while San Mateo County child care workers struggle with low wages relative to the local cost of living, their employers have managed to offer wages considerably higher than child care agencies elsewhere in California. (See Figure 13.)

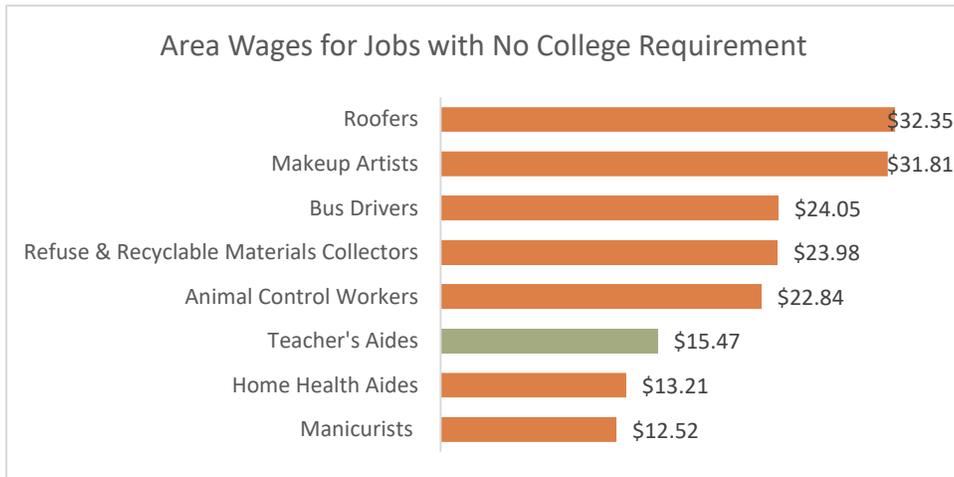


**Figure 13:** This chart shows a comparison of the survey respondents' average reported hourly wages with other early childhood educators. (Sources: area kindergarten teachers calculated as a 10-month work-year from 2016 Occupational Employment Statistics (OES) survey for San Francisco and San Mateo Counties [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov); CA public school teachers calculated as a 10-month work-year from California Department of Education CalEdFacts for medium sized districts; CA child care workers as reported by the Center for the Study of Child Care Employment, Early Childhood Workforce Index, <http://cscce.berkeley.edu/files/2016/Index-2016-California.pdf>)

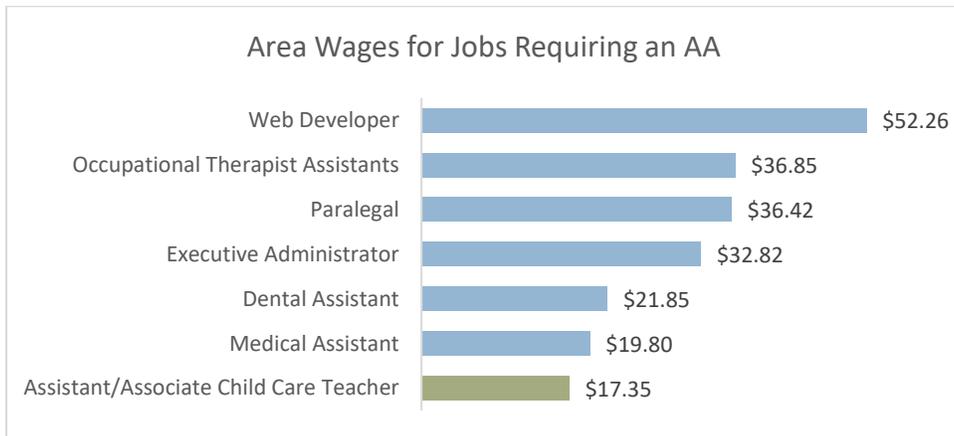
When looking at wages paid in the first quarter of 2017 in San Francisco and San Mateo Counties by educational requirements, child care workers were among the lowest paid for jobs with no educational requirements. The compensation contrast widens for those with higher degrees. (See Figures 15-17.)

<sup>12</sup> <http://www.cde.ca.gov/fg/fr/sa/cefavg salaries.asp>

<sup>13</sup> <http://cscce.berkeley.edu/files/2016/Index-2016-California.pdf>



**Figure 14:** Comparative wages for positions in San Mateo and San Francisco County with no college requirements. Source: U.S. Department of Labor Occupational Employment Statistics Survey, updated for first quarter of 2017. [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)



**Figure 15:** Comparative wages for positions in San Mateo and San Francisco County requiring an associate's degree. Source: U.S. Department of Labor Occupational Employment Statistics Survey, updated for first quarter of 2017. [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)



**Figure 16:** Comparative wages for positions in San Mateo and San Francisco County requiring a bachelor degree. Source: U.S. Department of Labor Occupational Employment Statistics Survey, updated for first quarter of 2017. [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)

## Conclusions

As is true throughout the nation, the members of the San Mateo County child care workforce provide substantive support for child development, working families, and the local economy without much in the way of financial incentives. Local agencies that employ child care workers have managed to offer salaries above the state average, but still below the living wages needed for a family with children to live within the county.

The early childhood field offers tiers of positions, from entry-level aides and assistant teachers to teachers and site directors. Unfortunately, among even senior level teachers, few achieve a living wage. Unions have achieved wages 16-25% higher than those earned by non-represented staff, but these are still not equivalent to those teaching in public elementary schools.

As one would expect, this has made it very challenging to retain child care workers causing a high administrative burden as well as disruptions in classroom and center culture and continuity. (See Table 11.) The retention rates of unionized staff who earn higher wages and those receiving additional quality improvement support exceed county averages. This suggests that the high costs of turnover could be mitigated with increased compensation and professionalization of early childhood teaching.

*Table 11: Summary table of effective replacement rates by position of all responding agencies.*

	# Available Positions	# Filled Positions	Left in prior 12 months		Vacancies		Effective Replacement Rate
			#	%	#	%	
Teacher's Aides	261	237	39	15%	24	9%	<b>24%</b>
Assistant/Associate Teachers	228	205	28	12%	23	10%	<b>22%</b>
Teachers	510	455	52	10%	55	11%	<b>21%</b>
Site Supervisors/Site Directors	148	145	15	10%	3	2%	<b>12%</b>

San Mateo County early childhood employers should be commended for their accomplishments in providing compensation above state averages. The work to provide a stable professional early childhood workforce for the future will require strategies to increase compensation and to continue to support the professionalization of early childhood educators.

## Special Thanks

We would like to thank the following programs that have granted us permission to acknowledge their contribution by name in this report.

- All Five
- Building Kidz of South San Francisco, Inc.
- Bunker Hill Parent Participation Preschool
- Chai Preschool, Inc.
- Church of The Holy Cross
- City of Pacifica
- Pamela G. Clarke
- James H. and Kristine U. Feldman
- Footsteps Child Care
- Arlene Freutel & Tammy Lancaster
- Genius Learning, LLC
- Hope Lutheran Nursery School - Hope Lutheran Church
- Institute for Human & Social Development, Inc.
- Jefferson Elementary School District
- Ku Champions, LLC
- Little Hugs Preschool
- Los Niños Preschool
- Norma Gist Child Development Program, Inc.
- Nueva School
- Open Gate Nursery School
- Peninsula Family Services
- Tina Marie Prozell
- R & H Investments, LLC
- Ravenswood City School District
- Redwood City Child Development Program Inc.
- Redwood City School District
- Redwood Parents Nursery School
- Roman Catholic Archbishop of San Francisco, Inc.
- Roots N Wings Montessori of Woodside, LLC
- San Bruno Park School District
- San Carlos School District
- San Mateo Community College District
- Sequoia Preschool
- St Andrew's Episcopal Church
- St. Andrew Presbyterian
- Temporary Tot Tending
- Vista Del Mar Baptist Church
- Ward & Associates Management

We also want to thank Dominique Reynaga and Lorna Strachan from the San Mateo County Human Services Agency who provided local comparative wage data.

## Appendix One: Compensation Studies Reviewed

### NATIONAL STUDIES

*Early Childhood Workforce Index 2016<sup>i</sup>* is the first in a series of publications within the State of the Early Childhood Workforce Initiative<sup>ii</sup>, conducted by the Center for the Study of Child Care Employment at UC Berkeley. It “represents the first effort to establish a baseline description of early childhood employment conditions and policies in every state and to track progress on a state-by-state basis to improve early childhood jobs.” This study has rich data in national compensation trends. The California Index<sup>iii</sup> reports that 47% of child care workers in CA participate in one or more public income support programs (EITC, Medicaid, Food Stamps, TANF) at a cost of \$166.4 million.

*Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce (2004)* was published by the Center for the Childcare Workforce, a project of the American Federation of Teachers Educational Foundation. The study summarizes Occupational Employment Statistics collected by the federal Bureau of Labor Statistics. Occupational Employment and Wage Data and some additional independent studies, including ones from the California Counties of Alameda, Kern, Monterey, Orange, San Benito, Santa Clara, Santa Cruz, and San Francisco.

*Worthy Work: Still Unlivable Wages<sup>iv</sup>* is 2014 study conduct by the Center for the Study of Child Care Employment at UC Berkeley that arrays national child care worker compensation, economic insecurity, and retention data. The study demonstrates policy trends and innovations, public and economic benefits of high-quality early care and education and concludes with recommendations.

*Economic Policy Institute* published a brief<sup>v</sup> in November 2015 which analyzed Census data (from the Annual Social and Economic Supplement of the Current Population Survey). The report summarized provider demographics, wages, the lack of health and pension benefits, and provider’s economic insecurity. “As society looks for ways to make child care more affordable for American families, it is crucial to keep in mind that in the child care sector -unlike in other sectors- it is impossible to improve productivity (and hence decrease costs) without lowering quality.”

*National Survey of Early Care and Education (NSECE), 2012<sup>vi</sup>* is a set of four nationally representative surveys conducted in 2012. The Center-Based Provider Interview Survey covered: enrollment and characteristics of children served, staffing, prices charged, schedules of service, participation in government programs, and staff compensation and professional development policies. This could be considered as potential comparative data, but it is 5 years old.

### STATE STUDIES

*Florida Statewide Early Care and Education Workforce Study<sup>vii</sup>* This 2015 study includes demographic and program characteristics, job satisfaction, turnover rates, wage and benefit information, professional development opportunities and needs, technology access and needs. The study was drawn from multiple sources: state and national data as well as survey, interview, and focus group data. Stratified random sampling was used for the survey.

*Early Childhood Care and Education Workforce Study<sup>viii</sup>* was a result of provider and director surveys in Michigan. The Center Director survey included a section on center staffing (pp. 63-64) which asked for

numbers of employees by classification, number who left in past 12 months, average length of time to secure a permanent replacement, recruitment and retention strategies used, benefits.

*Texas Early Childhood Workforce Compensation Study*<sup>x</sup> conducted in 2013 included telephone interviews of center directors that collected information on the respondent, center staffing information, the directors' compensation and benefits, and potential for retention and similar paper surveys of staff. Benefits surveyed included: paid sick days, substitute available when sick, paid vacation, retirement savings account, health insurance for self, and health insurance for children. Compensation trends were reported by director and provider status.

*Illinois Salary and Staffing Survey of Licensed Child Care Facilities*<sup>x</sup> is a biennial mandated report of new hires in child care, their qualifications, average wages and salaries and benefits paid throughout the state on a regional basis. A 15-page survey is mailed to all licensed centers. It collects profile information on the respondent, extensive questions about the program, staffing patterns, professional development, and staff turnover.

*Maine Child Care Market Rate and Workforce Study*<sup>xi</sup> was conducted in 2002 of both centers and family care homes. The paper administrator survey inquired about center location and accreditation, enrollment, hours of operation, rates, staff information, center budgets, and center insurance. Some relevant questions from their child care administrator interviews have are as follows.

## CALIFORNIA STUDIES

The Center for the Child Care Workforce at U.C. Berkeley is the leader in California in child care workforce studies. They have conducted numerous county-level profiles. Most notably, they were funded by The David and Lucile Packard Foundation to gather information in 2001 on wages, qualifications and tenure of all licensed center staff and family home provider in eight California counties: Alameda, Kern, Monterey, San Benito, San Francisco, San Mateo, Santa Cruz and Santa Clara Counties. They will be resurveying California licensed center and family home providers in fall of 2018.<sup>xii</sup> Three studies in Alameda County were reviewed.

*Alameda County Child Care Workforce: Growing Evidence of as Staffing Crisis*<sup>xiii</sup> is one of several Center for the Child Care Workforce (CCCW) county-level studies and a one of several conducted for Alameda County. It was based on a stratified random sample of centers, who were mailed a paper survey in the fall of 1998. The survey collected staff demographic data, educational attainment for teachers, Assistants and Directors, ongoing training, hourly wages by staff role and by center ownership type (for-profit, religiously-based, private nonprofit, subsidized nonprofit), health insurance, paid pensions, maternity/paternity leave, reduced-fee child care services. Working conditions studied included written salary schedule, paid preparation and planning time, paid lunch. Data was collected regarding: turnover by role; length of time teaching staff have been employed; and number of weeks required to hire a permanent replacement. The survey used was not discovered.

*A Profile of the Alameda County Child Care Center Workforce: 1995-2001*<sup>xiv</sup>, was also prepared by CCCW, and published in 2002 for the Alameda County Child Care Planning Council, Oakland, Calif.

*2016 Alameda County Early Care and Education Workforce Study* addressed similar domains as previous studies: characteristics of center-based staff, staff experience and educational attainment, staff compensation and working conditions, workforce stability, and characteristics of children served. Data were analyzed by program auspices (Title 22 for-profit, Title 22 non-profit, Title 5 school district, Title 5 non-school district, Head Start/Early Head Start.) The study was based on a 35-minute online survey of center program administrators. It provides comparison data for sites providing pay raise for degree completion, and paid time off. Survey instrument was not included in report.

*Humboldt County Child Care Centers: Staff Compensation and Turn Over*<sup>xv</sup> summarizes finding from two 2001 surveys conducted by Daniel Chandler. The first was a survey of child care center administrators regarding wage and benefit policies and the qualifications, wages and benefits of specific employees by class of work, and perceptions of reasons for turnover. Administrators specified the lowest possible wage for each job type as well as the most that could be earned in each job type. Benefits surveyed included: paid time off policies by tenure with agency (holidays, vacations, sick time, bereavement, etc.); health insurances (basic plus vision and dental); retirement benefits by contributor and type; waiting period for benefits. The second was a parallel employee survey of qualifications, wages and benefits by class of work. The first survey discovered a large percentage of part-time employees. Actual surveys were not included in the report.

*A Profile of the Child Care Center Workforce in Los Angeles County*<sup>xvi</sup> summarizes findings from a 2002 survey of child care staff salaries, benefits and working conditions. It reports average lowest and highest wages by center type (for-profit, religious, independent nonprofit, subsidized nonprofit) and role (teacher, assistants, directors) and compares to self-sufficiency standards.

*Los Angeles County Model Compensation Scale for Child Care Workers*<sup>xvii</sup> utilized surveys of site administrators regarding position qualifications, hourly pay, and provision of health benefits by role (site supervisor, head/lead teacher, teacher, and assistant teacher/aide). It then collected numbers of employees by role and appropriateness of suggested pay scale.

- 
- <sup>i</sup> Whitebook, M., McLean, C., and Austin, L.J.E. (2016). *Early Childhood Workforce Index - 2016*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/files/2016/Early-Childhood-Workforce-Index-2016.pdf>
- <sup>ii</sup> SECW Initiative interactive database can be found at <http://cscce.berkeley.edu/state-of-the-early-childhood-workforce/interactive-map/>
- <sup>iii</sup> *Early Childhood Workforce Index 2016: California*. Retrieved from <http://cscce.berkeley.edu/files/2016/Index-2016-California.pdf>
- <sup>iv</sup> Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.
- <sup>v</sup> Gould, E. (2015) 'Child care workers aren't paid enough to make ends meet.' Economic Policy Institute Issue Brief #405 Retrieved from 4.10.17 from <http://www.epi.org/publication/child-care-workers-arent-paid-enough-to-make-ends-meet/>
- <sup>vi</sup> National Survey of Early Care and Education Project Team. (2013). *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE)*. OPRE Report #2013-38, Washington DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from [https://www.acf.hhs.gov/sites/default/files/opre/nsece\\_wf\\_brief\\_102913\\_0.pdf](https://www.acf.hhs.gov/sites/default/files/opre/nsece_wf_brief_102913_0.pdf) with survey instrument downloaded from <https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>
- <sup>vii</sup> Clements, M.C., Esposito, B., Grass, S., Kalifeh, P., Brown, N., Roberts, L., Davis, I., As-Siddiq, J. (2015). *Florida Statewide Early Care and Education Workforce Study*. Tallahassee, FL, Children's Forum.
- <sup>viii</sup> Public Sector Consultants, Inc. (2009) *Early Childhood Care and Education Workforce Study*. Early Childhood Investment Corporation, Lansing, MI. Retrieved from [http://www.ecic4kids.org/sites/default/files/workforce-study\\_0.pdf](http://www.ecic4kids.org/sites/default/files/workforce-study_0.pdf)
- <sup>ix</sup> Texas Early Learning Council (2013) *Texas Early Childhood Workforce Compensation Study*. Texas Early Learning Council. Retrieved 4/12/17 from: <http://www.earlylearningtexas.org/media/23683/texas%20early%20childhood%20workforce%20compensation%20study.pdf>
- <sup>x</sup> Whitehead, J., Anderson, K., Ernst, J.D., Presley, D. (2015) *Illinois Salary and Staffing Survey of Licensed Child Care Facilities*. Illinois Dept. of Human Services. Retrieved from <http://www.dhs.state.il.us/OneNetLibrary/27897/documents/HCD%20Reports/Child%20Care/IllinoisSalaryandStaffingSurveyofLicensedChildCareFacilitiesFY2015.pdf>
- <sup>xi</sup> Mills, L., Boston, S., Reindel, H., Goodman, I., Mohrle, K. (2002) *Maine Child Care Market Rate and Workforce Study*. Dept. of Human Services State of Maine. Retrieved from <https://www1.maine.gov/dhhs/ocfs/ec/occhs/workforcereport.pdf>

---

<sup>xii</sup> Email communication with Elena Montoya, CSCCE Research and Policy Associate, 4/14/17

<sup>xiii</sup> Burton, A., Whitebook, M., Lawrence, J. (1999) *A Profile of the Alameda County Child Care Workforce: Growing Evidence of a Staffing Crisis*. Washington, DC. Retrieved from <http://www.ceo.lacounty.gov/ccp/pdf/Model%20Comp%20Salary%20Scale%20Brief%20Revised%20-%20June%202005%20-%20Final.pdf>

<sup>xiv</sup> Center for the Child Care Workforce. (2002) *A Profile of the Alameda County Child Care Center Workforce: 1995-2001*, Alameda County Child Care Planning Council, Oakland, Calif. Retrieved from [https://www.acgov.org/ece/documents/alameda\\_cccw\\_2002.pdf](https://www.acgov.org/ece/documents/alameda_cccw_2002.pdf)

<sup>xv</sup> Chandler, D. (2001) *Humboldt County Child Care Centers: Staff Compensation and Turn Over*. Humboldt County Office of Education. Retrieved from <http://apps.humboldt.k12.ca.us/sites/lccpc/wp-content/uploads/sites/19/2014/07/StfComp.pdf>

<sup>xvi</sup> Center for the Child Care Workforce and Los Angeles County, Office of Childcare (2002) *A Profile of the Child Care Center Workforce in Los Angeles County*. Retrieved from [http://ceo.lacounty.gov/ccp/pdf/OCC\\_5a\\_Workforce%20Rpt%20Dec02.pdf](http://ceo.lacounty.gov/ccp/pdf/OCC_5a_Workforce%20Rpt%20Dec02.pdf)

<sup>xvii</sup> Moreno, M., Joshi, V., Beardsley, J., Toros, H., Stevens, M., Salem, N. (2005) *Model Compensation Scale for Child Care Workers Study*. County of Los Angeles, Los Angeles. Retrieved from <http://www.ceo.lacounty.gov/ccp/pdf/Model%20Comp%20Salary%20Scale%20Brief%20Revised%20-%20June%202005%20-%20Final.pdf>

---

## Appendix Two: Survey Instrument

<Found on subsequent pages>



**SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION**

## San Mateo County Child Care Workforce Compensation Survey

### INTRODUCTION

**This survey is designed to collect workforce compensation information from licensed child care administrators in San Mateo County. Your responses will be compiled with others and arrayed by program type and employee position level, not by center. No risks can be foreseen for participation. Benefits include knowing that you are working in partnership with others to create greater awareness of the how the child care field is currently compensated. Plus you'll be entered in a raffle for one of 21 prizes!**

**Should you have any questions or concerns, kindly contact the consultant, Francesca Wright, [cesca@davisconsultants.net](mailto:cesca@davisconsultants.net), 530.220.4049.**

**\* We have identified you as the person knowledgeable about employee compensation for your organization. Is that correct?**

Yes

No



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### About your organization

Which type of child care provider is your organization? *(Please select the single best fit.)*

- Title 22 Private Proprietor
- Title 22 Nonprofit
- Title 5 Public School District or City
- Title 5 Nonprofit
- Headstart or Early Headstart

Does your program or programs run year round?

- Yes
- No
- Some, but not all sites do

If you run part-year programs, how many months per year does your program provide early care and education?



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

The categories of child care staff we are using.

***In this study, we are focusing on four categories of staff as described below.***

**Aide** – This is an entry-level position which supports the care and supervision of children, under the direct supervision of a teacher or higher position. Aides may not supervise children on their own.

**Assistant Teacher / Associate Teacher** - This position supports the day to day operation of the early childhood classroom or program. Assistant/Associate Teachers provide care and supervision for young children and assist in the instruction under the supervision of a Teacher or persons of a higher position.

**Teacher/ Lead Teacher** -This position develops and leads instruction and care routines for a group of children. Teachers develop curriculum, complete child observations and assessments, and, meet with parents regularly to discuss the development of a child. Teachers supervise their assistant teachers and the day to day operation of their classroom.

**Site Supervisor/Director** - This position supervises the care and operation, maintains records, and coordinates the staffing and operation of each classroom at a single site. The Site Supervisor/Director oversees curriculum and parent/ community relations for the site.



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### Aides

\* Now, let's focus on Aides.

*For this study, we categorize **AIDES** as an entry level position which supports care and supervision of children under the direct supervision of a teacher or higher position. Aides may not supervise children on their own.*

Does your program or programs employ Aides?

Yes

No



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### About AIDES

How many Aides are employed in the child care program/s your agency runs in San Mateo County?

How many of these work full time (35 hours per week or more)?

How many current aide positions are vacant?

How many aides left their position in the past 12 months? *(Please include both full-time and part-time aides, but not temporary, substitute or seasonal staff.)*

What is the STARTING hourly pay rate for aides at your center/s?

What is the AVERAGE hourly rate paid to Aides at your center/s?

What is the HIGHEST hourly rate paid to Aides at your center/s?

EDUCATIONAL ATTAINMENT. Please check the lowest and highest educational attainment level of your current aides.

	LOWEST	HIGHEST
Less than a high school diploma	<input type="radio"/>	<input type="radio"/>
High school diploma or GED	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
Associates degree in field other than early care and education (ECE)	<input type="radio"/>	<input type="radio"/>
Associates degree in ECE	<input type="radio"/>	<input type="radio"/>
Bachelor's degree in field other than ECE	<input type="radio"/>	<input type="radio"/>
Bachelor's degree in ECE	<input type="radio"/>	<input type="radio"/>
Master's degree in field other than ECE	<input type="radio"/>	<input type="radio"/>
Master's degree in ECE	<input type="radio"/>	<input type="radio"/>

Does your organization offer paid time off for aides?

Yes

No



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### Associate Teachers

Does your program hire Assistant or Associate Teachers?

Yes

No



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### ASSISTANT or ASSOCIATE TEACHERS

Now, let's focus on Assistant or Associate Teachers.

*For this study, we describe the position of ASSISTANT TEACHER or ASSOCIATE TEACHER as one which supports the day to day operation of the early childhood classroom or program. Assistant/Associate Teachers provide care and supervision for young children and assist in the instruction under the supervision of a Teacher or persons of a higher position.*

How many Assistant or Associate Teachers are employed in the child care centers your agency runs in San Mateo County?

How many of these work full time (35 hours per week or more)?

How many Assistant/Associate Teacher positions are vacant?

How many Assistant/Associate Teachers left their position in the past 12 months? *(Please include both full-time and part-time staff, but not temporary, substitute or seasonal staff.)*

What is the STARTING hourly pay rate for Assistant/Associate Teachers at your center/s?

What is the AVERAGE hourly rate paid to Assistant/Associate Teachers at your center/s?

What is the HIGHEST hourly rate paid to Assistant/Associate Teachers at your center/s?

**EDUCATIONAL ATTAINMENT**

Please check the lowest educational attainment level at the time of hire and the highest education achieved by your current aides.

	LOWEST	HIGHEST
	<input type="radio"/>	<input type="radio"/>
High school diploma or GED	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Associates degree in field other than early care and education (ECE)	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Bachelor's degree in field other than ECE	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Master's degree in field other than ECE	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>

Does your organization offer paid time off for Assistant/Associate Teachers?

- Yes
- No



## San Mateo County Child Care Workforce Compensation Survey

### About TEACHERS and LEAD TEACHERS

Now we will focus on Teachers and Lead Teachers.

*For this study, we group TEACHERS and LEAD TEACHERS. This position develops and leads instruction and care routines for a group of children. Teachers develop curriculum, complete child observations and assessments, and, meet with parents regularly to discuss the development of a child. Teachers supervise their assistant teachers and the day to day operation of their classroom.*

How many Teachers are employed in the child care center/s your agency runs in San Mateo County?

How many of these work full time (35 hours per week or more)?

How many Teacher positions are vacant?

How many Teachers left their position in the past 12 months? *(Please include both full-time and part-time aides, but not temporary, substitute or seasonal staff.)*

Are teachers paid hourly or by annual salary?

- Hourly  
 Salary

What is the STARTING pay rate for Teachers at your center/s?

What is the AVERAGE rate paid to Teachers at your center/s?

What is the HIGHEST rate paid to Teachers at your center/s?

Please check the lowest educational attainment achieved at time of hire and highest level attained by your current Teachers

	LOWEST	HIGHEST
	<input type="radio"/>	<input type="radio"/>
High school diploma or GED	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Associates degree in field other than early care and education (ECE)	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Bachelor's degree in field other than ECE	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Master's degree in field other than ECE	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Ph.D.	<input type="radio"/>	<input type="radio"/>

Does your organization offer paid time off for Teachers?

Yes

No



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### Site Supervisor/Director Compensation

Finally, we focus on Site Supervisors and Directors.

*For this study, we group SITE SUPERVISORS and SITE DIRECTORS. This position supervises the care and operation, maintains records, and coordinates the staffing and operation of each classroom at a single site. Site Supervisors/Directors oversee curriculum and parent/ community relations, and regulatory compliance for the site.*

How many Site Supervisors/Directors are employed in the child care center/s your organization operates in San Mateo County?

How many of these Site Supervisors/Directors work 35 or more hours per week?

How many of these positions are currently vacant?

How many Site Supervisors/Directors left this position in the past 12 months?

Is this a salaried position?

yes

no

What is the starting monthly salary or hourly rate? *(If you selected "salaried" in question above, please provide gross monthly salary below)*

What is the average monthly salary or hourly rate?

What is the highest monthly salary or hourly pay for this position?

Please check the lowest educational attainment at the time of hire and the highest level achieved by current site supervisors or directors.

	LOWEST	HIGHEST
	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Associates degree in ECE or related field	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Bachelor's degree in ECE or related field	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
Master's degree in ECE or related field	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>

Do Site Supervisors/Directors have paid time off?

- Yes
- No



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### Benefit Policies for Full Time Employees

How long is the probationary period before employees receive health benefits?

- There is no probationary period
- Between a week and a month
- Between a month and 3 months
- Over 3 months
- Other (please specify)

Please check all the benefits available for you FULL-TIME childcare staff, or indicate if not available.

	Available to ALL FULL-TIME staff	Available to SOME FULL-TIME staff	Not offered to any staff
<u>Fully paid</u> health insurance for the <u>employee</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fully paid health insurance for employee <u>dependents</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Partially paid</u> health insurance for the the <u>employee</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Partially paid</u> health insurance for <u>dependents</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dental insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer contribution retirement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee contribution only retirement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced tuition rate for children of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid family leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee retention incentives (please explain below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid holidays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sick days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid vacation or personal days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Please check all the benefits available for you PART-TIME childcare staff, or indicate if not available

	Available to ALL PART-TIME staff	Available to SOME PART-TIME staff	Not available to any part-time staff
Partially paid health insurance for the the employee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partially paid health insurance for dependents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dental insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer contribution retirement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee contribution only retirement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced tuition rate for children of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid family leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee retention incentives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid vacation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sick time/personal days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid holidays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Do you offer paid in-service days for staff? (Onsite training when children are not present.)

- Yes
- No
- Don't know

Do you provide financial assistance to cover other continuing education for staff?

- Yes
- No
- Don't know

In your opinion, how common are the following reasons staff leave your organization?

	Never an issue	Seldom an issue	Sometimes an issue	Often an issue	Almost always an issue
Low wages/benefits	<input type="radio"/>				
Moving out of the area	<input type="radio"/>				
High cost of living in San Mateo County	<input type="radio"/>				
To reduce the long commute between work and home	<input type="radio"/>				
Leaving the workforce to care for family members	<input type="radio"/>				
Unable to find affordable child care for their own children	<input type="radio"/>				
Found a job with better compensation within early childhood field	<input type="radio"/>				
Found a job within the K-12 public school system	<input type="radio"/>				
Found a job with better compensation outside of the child care field	<input type="radio"/>				
To go back to school	<input type="radio"/>				
Burnout	<input type="radio"/>				
Retirement	<input type="radio"/>				



San Mateo County Child Care Workforce Compensation Survey

Other Compensation Policies & Unions

Does your organization utilize any of the following recruitment and retention strategies?

	Yes	No	Not sure
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased compensation special education certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased compensation for participation in other continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased compensation for infant/toddler specialty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of living increases (please explain below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

Please explain any of your compensation polices indicated above.

Are any of your teaching staff represented by a union

	Yes	No	Not Sure
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant/Associate Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site Supervisors/Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Click below to to the final page!

Click here



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

San Mateo County Child Care Workforce Compensation Survey

Please help us identify the correct person!

Please provide the name and email of the person in your organization who is knowledgeable about child care teacher compensation.

Name

Email



SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION

## San Mateo County Child Care Workforce Compensation Survey

### Closing Page

May we include the name of your organization in the acknowledgment section of our final report?

Yes

No

Is there anything else related to early childhood workforce compensation you'd like to tell us?

YOU DID IT! You will be entered into a survey to win one of 20 Starbucks gift cards or a \$300 gift certificate for school supplies. We'll let you know when we've assembled our report. Thank you!