

North Early Learning Center Head Start



HEAD START EARLY CHILDHOOD PROGRAM

WAGE COMPARABILITY AND WORKFORCE STUDY 2020



Prepared by
Essential Elements, LLC



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Non-Discrimination Policy

West Orange-Cove Consolidated ISD does not discriminate on the basis of race, color, sex/gender, religion, national origin, marital status, disability, age or genetic information in its educational programs, services or activities, or in its hiring and employment practices.

INTRODUCTION

To establish and maintain high quality program operations and services, the Head Start program must have the capacity to attract and retain qualified personnel. An important component of any organization's ability to maintain a skilled and motivated work force is employee compensation. This can be accomplished by conducting a comprehensive wage comparability study. A good wage comparability study will provide an agency with information about how its wages compare to other similar programs in their local community and surrounding area.

Although there are no prescriptive requirements for Head Start wage and salary plans, regulatory guidance in the Head Start Act exists regarding employee compensation in Head Start and Early Head Start programs.

Head Start Act

- Head Start Act Sec. 644. [42 U.S.C. 9839] (3) (a) mandates that each such agency establishes specific standards governing salaries, salary increases, travel and per diem allowances, and other employee benefits.
- Head Start Act Section 653. [42 U.S.C. 9848]
 - (a) Comparability of Wages - The Secretary shall take such action as may be necessary to assure that persons employed in carrying out programs financed under this subchapter shall not receive compensation at a rate which is (1) in excess of the average rate of compensation paid in the area where the program is carried out to a substantial number of persons providing substantially comparable services, or in excess of the average rate of compensation paid to a substantial number of the persons providing substantially comparable services in the area of the person's immediately preceding employment, whichever is higher; or (2) less than the minimum wage rate prescribed in section 6(a)(1) of the Fair Labor Standards Act of 1938. The Secretary shall encourage Head Start agencies to provide compensation according to salary scales that are based on training and experience.
 - (b) Limitation-
 - (1) IN GENERAL- Notwithstanding any other provision of law, no Federal funds may be used to pay any part of the compensation of an individual employed by a Head Start agency, if such compensation, including non-Federal funds, exceeds an amount equal to the rate payable for level II of the Executive Schedule under section 5313 of title 5, United States Code.
 - (2) COMPENSATION- In this subsection, the term "compensation"--

(A) includes salary, bonuses, periodic payments, severance pay, the value of any vacation time, the value of a compensatory or paid leave benefit not excluded by subparagraph (B), and the fair market value of any employee perquisite or benefit not excluded by subparagraph (B); and (B) exclude any Head Start agency expenditure for a health, medical, life insurance, disability, retirement, or any other employee welfare or pension benefit.

Fringe Benefits

An organization's personnel policies and procedures should include an explanation of fringe benefits, and which groups of employees are entitled to a particular type of benefit(s). Organizational policies should also clearly state whether certain types of increases in salaries and wages are one-time awards or part of ongoing base pay.

Non-Cash Compensation

It is helpful for organizations to consider non-cash compensation. This is particularly true when a program wants to reward employees but funding is not available. Examples of non-cash compensation include opportunities for travel or trainings; formal/informal recognition; job flexibility; flexible hours or work location; greater latitude in making decisions and choices; additional time off; opportunities to participate in professional activities; and receiving special assignments. According to information retrieved from the ECLKC website, research on employee motivation has long held that salary and benefits are only part of what motivates an individual to perform his or her job. Responsibility, recognition and other non-cash incentives and rewards are also important elements of employee compensation.

METHODOLOGY

The purpose of this Wage Comparability Study is to provide the administrators at West Orange-Cove CISD North Early Learning Center Head Start program with a tool for objectively evaluating the wages and salaries of their staff relative to other similar programs within the state. The analyzed data in this report is based on wage and salary reports supplied from two (2) area employers with positions similar to those in West Orange-Cove North Early Learning Center Head Start programs. Wage and fringe benefits comparability data were collected from Beaumont ISD and Port Arthur Head Start programs.

In addition to collecting information about each organization in the survey, employee level data was gathered. Positions common across Head Start were identified. Respondents were asked to review the short descriptions to help them choose the title that most closely corresponded to similar positions in their agencies. The benchmark positions represent a broad spectrum of jobs in Head Start and can be used to assist in determining comparability for both those positions and others that are similarly classified and have similar requirements, qualifications and levels of responsibility. Once organizations identified the positions in their agencies that were comparable to the positions identified in the list of selected positions, they were asked to provide information on several variables describing each incumbent employee. For each position, respondents were asked to provide information on the hourly wage or annual salary, hours worked per week, hours worked per year and number of days each position worked per year.

This report is divided into two sections. The first part, using data from the two (2) independent sources, offers a general overview of program characteristics, analysis and graphics. The second part of the report provides West Orange-Cove North Early Learning Center Head Start programs with wage and salary comparisons by key positions and program location. This section is intended to provide administrators with a comparative tool to evaluate where their staff's wage and salaries are relative to their peers. It is best to interpret the data by examining how closely the data clusters together. This section will also provide fringe benefits profile for West Orange-Cove North Early Learning Center Head Start programs.

Information from this study can be used by West Orange-Cove North Early Learning Center Head Start programs and its comparable organizations to support the development of salary schedules, design employee compensation plans, develop wage and salary administration plans, plan for and justify use of program and quality enhancement funds, and compare their compensation levels as well as fringe benefits with those of other similar organizations. This data provides a context within which West Orange-Cove North Early Learning Center Head Start programs can examine its organizational policies regarding compensation. The study provides information so that each organization can see how its wage administration plan stacks up against those of other comparable organizations in the relevant labor market. Finally, data describing specific variables provides information to compare the salaries of individual workers with others in the same or similar positions with

similar levels of education, experience, and licensure, certification or credentials. Information that was collected during this study will also help the agency determine how similar the comparability group is to their staff and will provide valuable information about the wages necessary to attract the best qualified staff. Information regarding fringe benefits will also provide West Orange-Cove North Early Learning Center Head Start programs with pertinent data concerning total compensation to assist management in making informed decisions. This report is not intended to offer recommendations regarding wage and salary changes. Those decisions are more appropriately made by administrators who are familiar with the context of each individual situation. Rather, this report is intended to offer those administrators who evaluate wage and salaries an objective measure to assist them in making informed decisions regarding comparable wage and salaries.

A survey entitled “Wage Comparability Study Survey” was administered by email to agencies and organizations within the service area and surrounding cities. This was accomplished by accessing websites of local agencies and organizations, by e-mail inquiries and by telephone. The school district respondents from the above referenced agencies provided pertinent data to assist with this study. Analysis of the salary data occurred in two primary stages. First, salary and fringe benefits data from the two (2) programs was compared and analyzed. Second, graphic illustrations were designed to provide the agency with a visual presentation of the data. This will assist administrative personnel or other readers with a quick view and assessment of pertinent data. Information in this report was categorized by individual agency and reported as follows:

- ❖ Program level data
- ❖ Program type (community action, Head Start/Early Head Start, health care provider, school district, Institute of higher education, social services organization, other)
- ❖ Program category (not for profit, for profit, independent school district, Indian tribe, institute of higher education, government entity, special district, other)
- ❖ Sources of funding (federal, state, local, private, other)
- ❖ Program budget
- ❖ Number of children served
- ❖ Level of education
- ❖ Credential, certification or licensure
- ❖ Number of hours worked per week
- ❖ Number of hours worked per year
- ❖ Number of days employed per year
- ❖ Hourly wage or annual salary
- ❖ Fringe benefits data
- ❖ Positions description (director, teacher, administrative assistant, and custodian)
- ❖ Demographics (urban, suburban or rural)

ORGANIZATION PROFILE

Agency Name	West Orange-Cove CISD North Early Learning Center Head Start
Street Address	801 Cordrey
City	Orange
State	Texas
Zip Code	77631
Program type	School District
Funding Profile	Federal
Total Budget	\$1636,018
Total Number of Students	239 (HS)
Program Demographics	Rural

Early Childhood Programs Overview

North Early Learning Center offers three pre-school programs to eligible youngsters. The Head Start and Pre-Kindergarten programs introduce four year-olds to the concepts of learning. Both programs are designed for children of low-income families. North Early Learning Center also offers Preschool Programs for children with disabilities. This program largely serves eligible three -year- old children and older who are referred by county and state agencies. Over 300 children are usually enrolled in North Early Learning Center programs during the school year.

North Early Learning Center offers a broad range of services to meet the individual needs of the whole child and family. The program's primary curriculum resource is the research-based, comprehensive curriculum that covers all domains of early childhood. North ELC provides an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition. Classroom activities are designed to foster children's cognitive and language development by enhancing emerging literacy and numeracy skills as well as to promote the development of positive mental health, health/safety and nutrition habits. Our Individualization and Assessment Plans recognize the individual rates of learning and plans for the inclusion of children with disabilities. The progress of each child's skill development is tracked through ongoing-monitoring. Two home visits and two parent conferences are held during the school year to inform parents of their child's progress in school. Parent involvement is encouraged through field trips, classroom volunteering, campus activities, committee membership, weekly class newsletters and our parent curriculum, Ready Rosie. North Early Learning Center enables children to gain the social competence, skills and confidence necessary for success in school and life.

Pre-K

National research shows that early exposure can make a significant, positive impact on a child's later school and life success, especially for children with certain socio-economic and health risks. North Early Learning Center provides a full day Pre-Kindergarten programs for 4 - year old children that live within our school district. The program offers a rich curriculum that includes language and early literacy, math, science and social studies. The children are exposed to many experiences designed to enhance cognitive, motor, social and emotional development.

Preschool Program for Children with Disabilities

North Early Learning Center provides services to children who have been identified as in need of special education services, or are suspected of needing special education services prior to age three. These services must be provided on their third birthday. An Admission, Review, and Dismissal (ARD) committee determines

these services. The special education services that are provided may include instruction, Speech Therapy, Physical Therapy, Occupational Therapy, as well as specialized services for students with vision and hearing deficits.

VISION, MISSION AND BELIEF STATEMENTS

Vision Statement

Empowering Lives Through Excellence Every Day!

BELIEF STATEMENTS

We believe:

- That families are an integral part of the education process.
 - In our tradition of excellence.
 - That diversity is valued.
- That learning should be our highest priority.
- That faith is the foundation of our community.
- That teachers are foundational to student success.

West Orange-Cove Consolidated Independent School District Mission Statement

In partnership with our community, our mission is to transform lives through an exceptional educational experience.

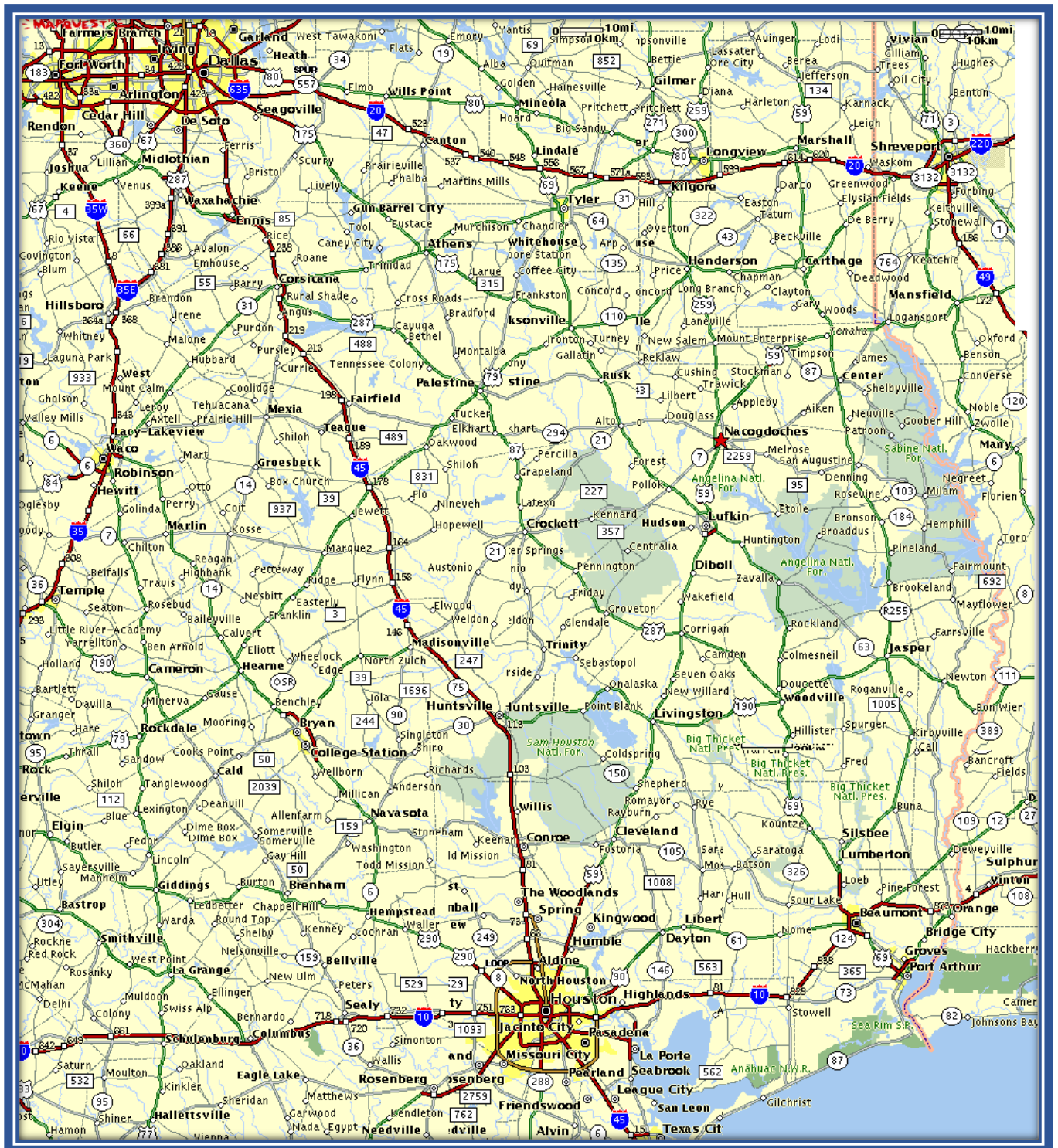
North Early Learning Mission Statement:

The Mission of North Early Learning Center as a progressive, multicultural family-focused community is to produce physically healthy five-year-old children to succeed within the formal educational systems with effective communication and social-emotional skills through developmentally appropriate environment, housed in outstanding facilities which involves parents, staff, area resources and partnerships with business/industry.

MAP - TEXAS



MAP – SOUTH EAST TEXAS REGION



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PROGRAM CHARACTERISTICS

Table 1: Program Characteristics

Name of the Organization	Program Type	Number of Children	Program Demographics	Annual Program Budget
		Head Start		Head Start
1. West Orange-Cove Consolidates ISD North Early Learning Center	School District	239	Rural	\$1,636,018
2. Beaumont ISD Bingham Head Start	School District	510	Urban	\$3,292,567
3. Port Arthur ISD	School District	333	Urban	\$2,919,505

WORK SCHEDULE AND STATUS OF COMPARABLE AGENCIES

Table 2: Work Schedule and Status of Comparable Agencies West Orange-Cove CISD North Early Learning Center

West Orange-Cove CISD North Early Learning Center	Number of Hours worked per Week	Number of Days Employed per Year	Educational Level (e.g. HS/GED, Associate Bachelor, Master's Degree)	Certification Credential	Part-Time/ Full-Time (<35 hours per week >35 hours per week)	Contract Position
Head Start Director	40	226	Master's	Principal	F	Y
Child Development Coordinator	40	212	Master's	Teacher Leadership	F	Y
Health and Safety Coordinator	40	193	Bachelor's	RN	F	Y
Mental Health/Disability Coordinator	40	212	Master's	Counseling	F	Y
Family Engagement Coordinator	40	212	HS	Family Engagement Credential	F	N
ERSEA Coordinator	40	212	HS	ERSEA Credential	F	N
Financial Specialist	40	226	Bachelor	Accounting	F	N
Family Service Worker	40	187	HS	Family Engagement Credential	F	N
Teachers	40	187	Bachelor	EC-4	F	Y
Teachers w/Masters	40	187	Master's	EC-4	F	Y
Teacher's Assistant	40	187	HS	CDA	F	N
Substitute Teacher	<20	As Needed			PT	N
Custodian	40	260	HS/GED		F	N
Head Custodian	40	260	HS/GED		F	N
Bus Aides		176	HS/GED		F	N

Table 3: Work Schedule and Status of Comparable Agencies Bingham Head Start Beaumont ISD

Bingham Head Start Beaumont ISD	Number of Hours worked per Week	Number of Days Employed per Year	Educational Level (e.g. HS/GED, Associate Bachelor, Master's Degree)	Certification Credential	Part-Time/ Full-Time (<35 hours per week >35 hours per week)	Contract Position
Head Start Director	40	220	Master's			Y
Child Development Coordinator	40	193	Master's			Y
Health and Safety Coordinator	40	183	High School			
Mental Health/Disability Coordinator	40	193	Master's			Y
Family Engagement Coordinator	40	200	Bachelor's			Y
ERSEA Coordinator	40	200	Bachelor's			Y
Financial Specialist	40	200	High School			
Family Service Worker	40	193	HS	Family Service		
Teachers	40	187	Bachelor			Y
Teachers w/Masters						
Teacher's Assistant	40	183	HS	CDA		
Substitute Teacher	<20	As Needed				N
Custodian						
Head Custodian						
Bus Aides						

Table 4: Work Schedule and Status of Comparable Agencies Port Arthur ISD

Port Arthur ISD	Number of Hours worked per Week	Number of Days Employed per Year	Educational Level (e.g. HS/GED, Associate Bachelor, Master's Degree)	Certification Credential	Part-Time/ Full-Time (<35 hours per week >35 hours per week)	Contract Position
Head Start Director	40	220	Master's	Principal	F	
Child Development Coordinator	40	220	Master's	Early Childhood/Principal	F	
Health and Safety Coordinator	40	187	LVN	LVN	F	
Mental Health/Disability Coordinator	40	187	Bachelor's	Social Work	F	
Family Engagement Coordinator	40	187	Masters/LBSW	LBSW	F	
ERSEA Coordinator	40	187	Masters/LBSW	LBSW	F	
Financial Specialist						
Family Service Worker	40	210	Bachelor's	Family Service	F	
Teachers	40	187	Bachelor's	Early Childhood	F	
Teachers w/Masters (Mentor Coach)	40	187	Master's	Early Childhood	F	
Teacher's Assistant	40	187	HS	CDA	F	
Substitute Teacher	<20	As Needed			PT	
Custodian	40	260	HS		F	
Head Custodian						
Bus Aides	40	180	HS		F	

HEAD START WAGE COMPARABILITY BY PROGRAM

Table 5: Pre-School Head Start Wage Comparability by Program

	Bingham Beaumont ISD (510)					Port Arthur ISD (333)			
Positions	Degree	Min Start	Avg Start	Max Start		Degree	Min Start	Avg Start	Max Start
Executive Director						PHD	\$91,243.00	\$107,345.00	\$123,446.00
Director	MA	\$88,182.00	\$88,182.00	\$88,182.00		MA	\$72,427.00	\$85,243.00	\$98,030.00
Education/Development Coordinator	MA	\$52,291.00	\$52,291.00	\$52,291.00		MA	\$64,486.00	\$75,867.00	\$87,248.00
Social Services / ERSEA	BA	\$48,710.00	\$48,710.00	\$48,710.00		MA	\$49,832.00	\$58,625.00	\$67,419.00
Program Coordinator	MA	\$64,214.00	\$64,214.00	\$64,214.00					
School Nurse	RN	\$48,522.00	\$48,522.00	\$48,522.00					
Mental Health Coordinator	MA	\$53,283.00	\$53,283.00	\$53,283.00		BA	\$49,832.00	\$58,625.00	\$67,419.00
Health Safety Coordinator						LVN	\$26,000.00	\$31,132.00	\$36,263.00
Family Engagement Coordinator						BA	\$21,958.00	\$26,292.00	\$30,626.00
Education Assistant	CDA	\$10.78	\$12.98	\$15.22					
Education Assistant (Bilingual)	HS	\$14.91	\$14.91	\$14.91					
Teacher Mentor	MA					MA	\$54,813.00	\$64,487.00	\$67,419.00
Teacher	BA	\$48,000.00	\$54,243.00	\$66,800.00		BA	\$50,000.00	\$50,000.00	\$66,272.00
Teaching Assistant						CDA	\$16,905.00	\$20,256.00	\$23,607.00
Head Custodian									
Custodian						HS	\$9.53	\$11.42	\$13.31
Health Assistant	HS	\$17.26	\$17.26	\$17.26					
Family Service Worker	Fam. Serv.	\$15.37	\$16.36	\$17.87					
Clerk						HS	\$12.10	\$14.49	\$16.88
Secretary /Book Keeper	HS	\$ 18.92	\$ 18.92	\$ 18.92		HS	\$1.10	\$14.48	\$16.88
Receptionist	HS	\$11.93	\$11.93	\$11.93					
Data Entry	HS	\$14.06	\$14.06	\$14.06					
Fiscal Specialist/Accountant									
Substitute									
Bus Aides						HS	\$ 9.53	\$ 11.42	\$ 13.31

HEAD START DATA COMPILATIONS

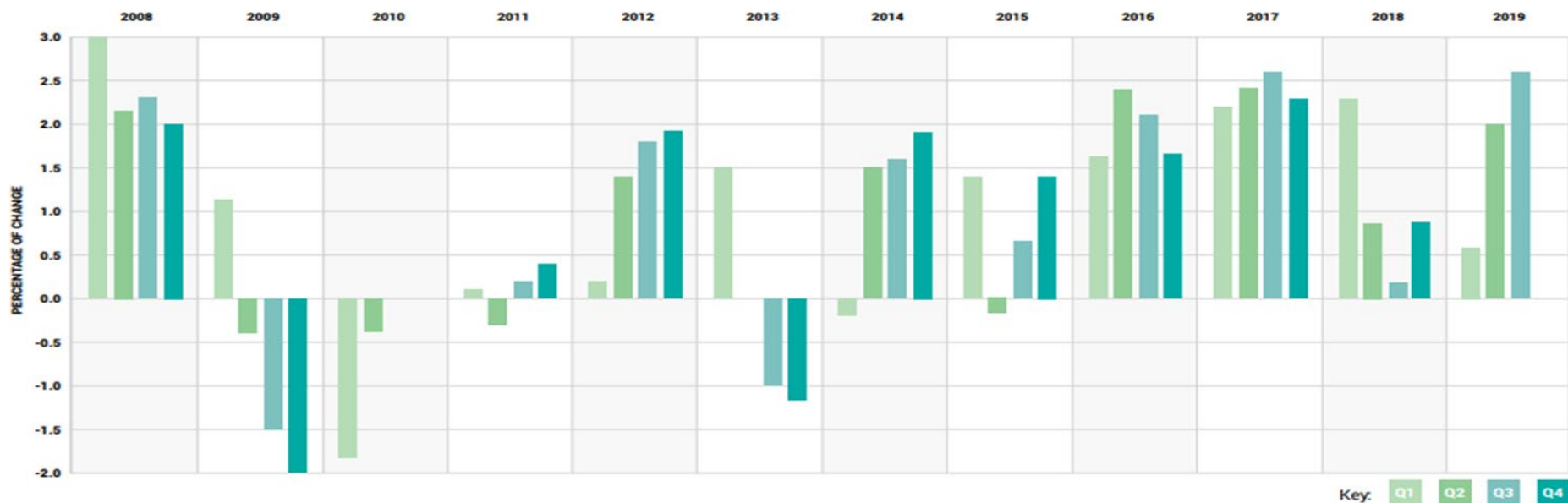
Table 6: Head Start Data Compilations

POSITION	AVERAGE SALARY RANGES			AVG MEDIAN	DEGREE	WEST ORANGE COVE CISD			AVG MEDIAN	MEDIAN	AVERAGE
	Starting	Avg Start	Max Start			Starting	Avg Start	Max Start			
Executive Director	\$91,243.00	\$107,345.00	\$123,446.00	\$107,344.50						-\$107,344.50	PHD
Director	\$80,304.50	\$86,712.50	\$93,106.00	\$86,705.25	MA	\$60,180.00	\$73,380.00	\$86,604.00	\$73,392.00	-\$13,313.25	MA
Education/Development Coord	\$58,388.50	\$64,079.00	\$69,769.50	\$64,079.00	MA	\$53,889.00	\$65,734.00	\$77,556.00	\$65,722.50	\$1,643.50	MA
Social Services / ERSEA	\$49,271.00	\$53,667.50	\$58,064.50	\$53,667.75	ERSEA CF	\$29,934.00	\$36,515.00	\$43,095.00	\$36,514.50	-\$17,153.25	BA
Program Coordinator	\$64,214.00	\$64,214.00	\$64,214.00	\$64,214.00						-\$64,214.00	MA
School Nurse	\$48,522.00	\$48,522.00	\$48,522.00	\$48,522.00						-\$48,522.00	RN
Mental Health Coordinator	\$51,557.50	\$55,954.00	\$60,351.00	\$55,954.25	MA	\$47,070.00	\$57,408.00	\$67,747.00	\$57,408.50	\$1,454.25	MA
Health Safety Coordinator	\$26,000.00	\$31,132.00	\$36,263.00	\$31,131.50	BA	\$40,930.00	\$49,920.00	\$58,910.00	\$49,920.00	\$18,788.50	BA
Family Engagement Coordinator	\$21,958.00	\$26,292.00	\$30,626.00	\$26,292.00	FAS CRE	\$29,934.00	\$36,515.00	\$43,095.00	\$36,514.50	\$10,222.50	BA
Education Assistant	\$10.78	\$12.98	\$15.22	\$13.00						-\$13.00	CDA
Education Assistant (Bilingual)	\$14.91	\$14.91	\$14.91	\$14.91						-\$14.91	HS/GED
Teacher Mentor	\$54,813.00	\$64,487.00	\$67,419.00	\$61,116.00	MA	\$47,500.00	\$65,500.00	\$71,000.00	\$59,250.00	-\$1,866.00	MA
Teacher	\$49,000.00	\$52,121.50	\$66,536.00	\$57,768.00	BA	\$46,000.00	\$64,000.00	\$69,500.00	\$57,750.00	-\$18.00	BA
Teaching Assistant	\$16,905.00	\$20,256.00	\$23,607.00	\$20,256.00	CDA	\$13,988.00	\$17,054.00	\$20,121.00	\$17,054.50	-\$3,201.50	CDA
Head Custodian	\$0.00	\$0.00	\$0.00	\$0.00	HS	\$24,357.00	\$29,702.00	\$35,048.00	\$29,702.50	\$29,702.50	HS
Custodian	\$9.53	\$11.42	\$13.31	\$11.42	HS	\$9.00	\$11.25	\$14.00	\$11.50	\$0.08	HS
Health Assistant	\$17.26	\$17.26	\$17.26	\$17.26						-\$17.26	HS
Family Service Worker	\$15.37	\$8.18	\$8.94	\$12.15	FAM CRE	\$11.20	\$13.67	\$16.13	\$13.67	\$1.51	FAM CRED
Clerk	\$12.10	\$14.49	\$16.88	\$14.49	HS					-\$14.49	HS
Secretary /Book Keeper	\$10.01	\$16.70	\$17.90	\$13.96	HS					-\$13.96	HS
Receptionist	\$11.93	\$11.93	\$11.93	\$11.93						-\$11.93	HS
Data Entry	\$14.06	\$14.06	\$14.06	\$14.06						-\$14.06	HS
Fiscal Specialist/Accountant	\$0.00	\$0.00	\$0.00	\$0.00	BA	\$31,911.00	\$38,926.00	\$45,941.00	\$38,926.00	\$38,926.00	BA
Bus Aides	\$9.53	\$11.42	\$13.31	\$11.42	HS	\$9.00	\$11.25	\$14.00	\$11.50	\$0.08	HS
Denotes West Orange Cove positions that the other HS don't have so no comparison can be made.											
Denotes positions that the other HS agencies have that West Orange Cove don't currently have.											
Denotes West Orange Cove positions that are overstated by more than \$2,000.00 annually or \$1.00 hourly..											
Denotes West Orange Cove positions that are understated by more than \$2,000.00 annually.											

Figure 1: The PayScale Index

THE PAYSACLE INDEX: HIGHLIGHTS

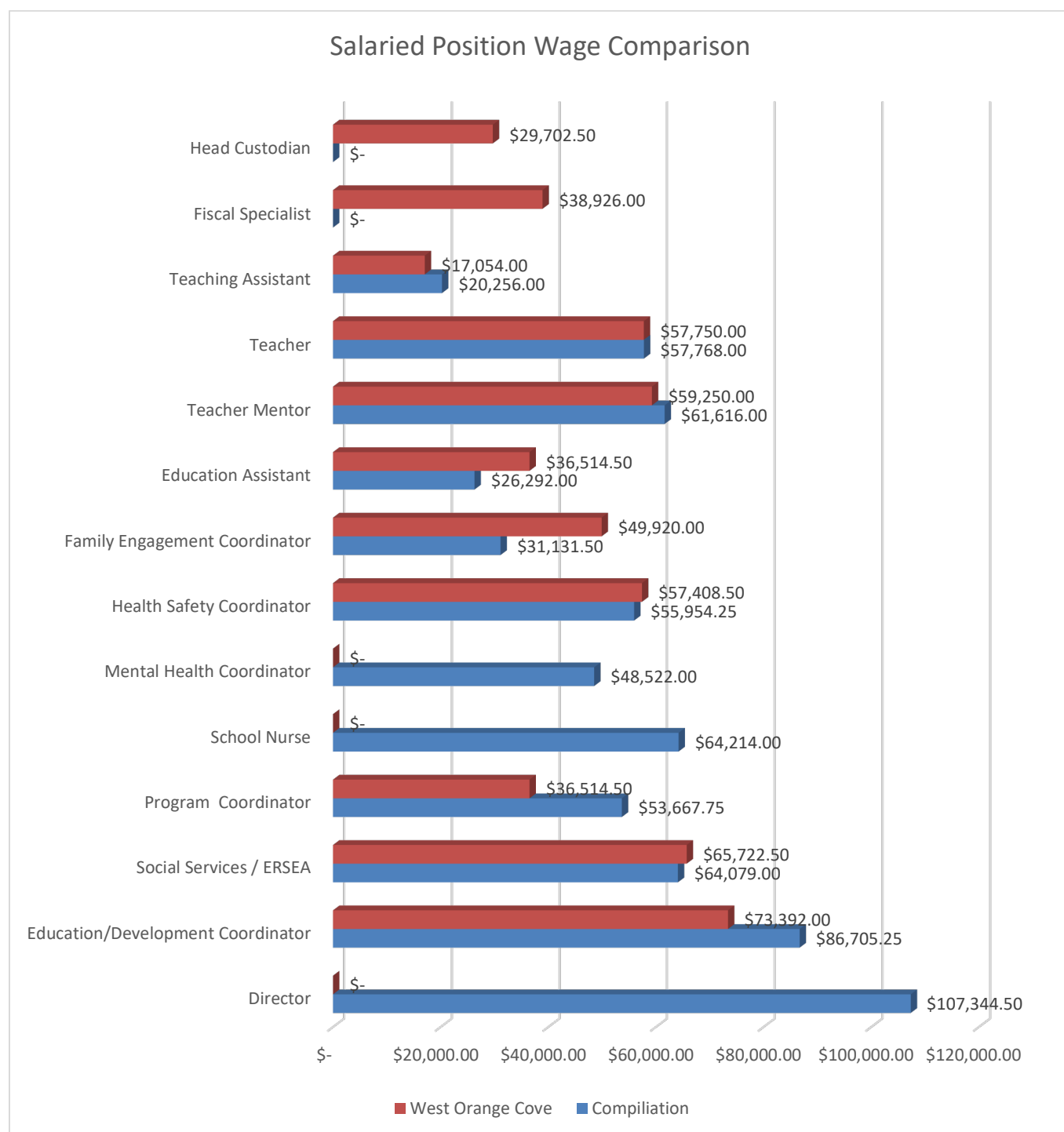
Year over Year Nominal Wage Growth



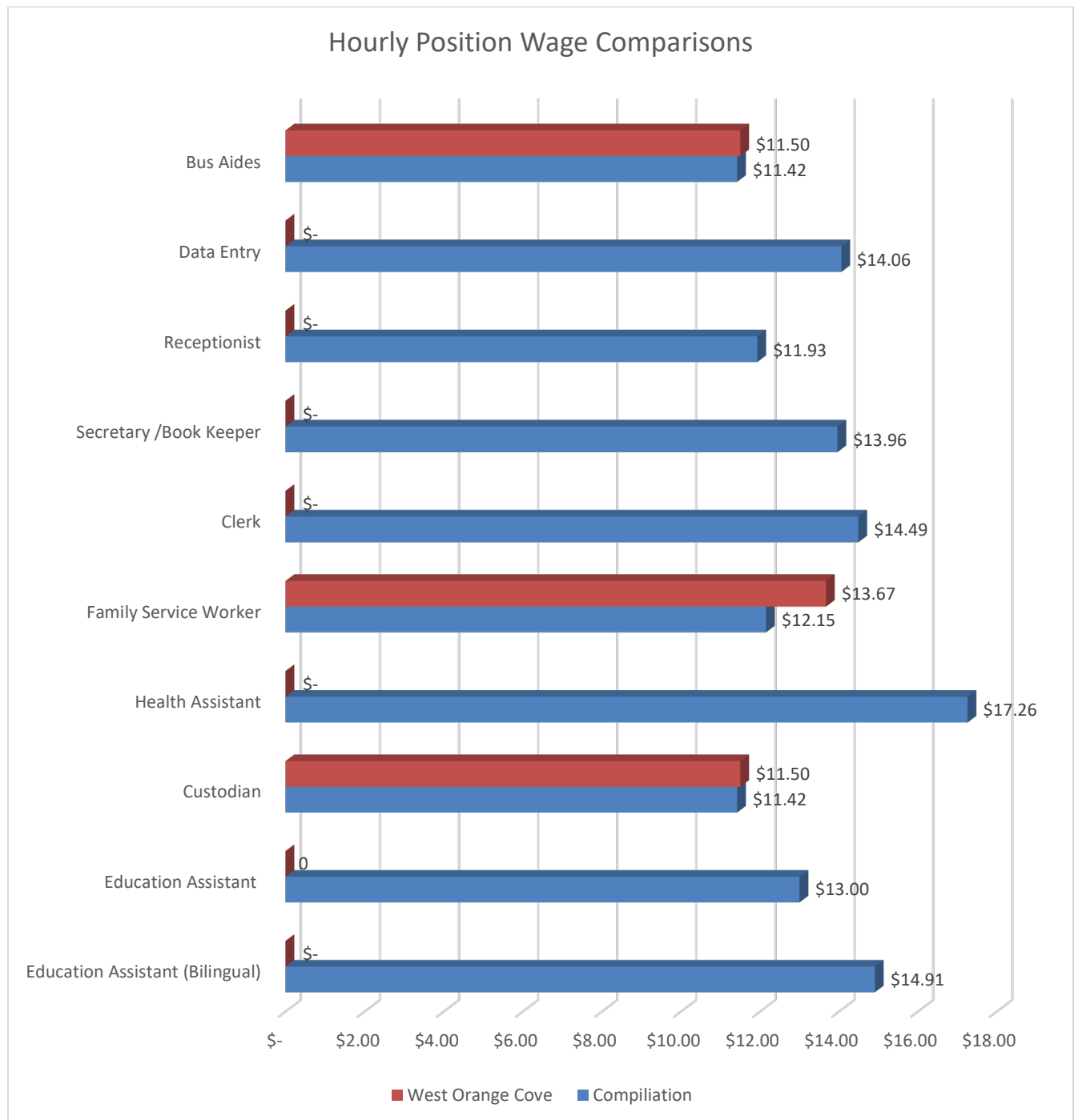
This growth shows how annual wage growth has changed since 2006, with annual growth in the year ending October 1, 2019 of 2.6 percent.

Source: www.payscale.com

HEAD START POSITIONS WAGE COMPARISON GRAPHS



**\$-The single blue lines on the graphs denote the average salary ranges of all of the participating agencies except West Orange-Cove ISD North Early Learning Center Head Start Programs.



**\$-The single blue lines on the graphs denote the average hour salary ranges of all of the participating agencies except West Orange-Cove ISD North Early Learning Center Head Start Programs.

HEAD START WAGE ANALYSIS

The information for this study was obtained from two (2) Head Start funded School Districts: Bingham Head Start in Beaumont ISD and Port Arthur ISD. Port Arthur ISD is funded for 333 children at \$2,919,505, and Beaumont ISD Bingham Head Start is funded for 510 children at \$3,292,567. West Orange-Cove CISD North Early Learning Center Head Start is funded for 239 children at \$1,636,018. The cost per child for Port Arthur ISD Head Start Children is \$8,767.28, the cost per child for Beaumont ISD Bingham Head Start is \$6,456.01 and West Orange-Cove ISD North Early Learning Center cost per child is \$6,845.26.

The average for each starting category was determined from the information supplied by the wage comparison of the two (2) Head Start funded School Districts. The average rate of the starting salaries and maximum salaries was then compiled for each position from the data supplied by the surveys. If information was not provided in a particular category of starting, average, and maximum salaries, the missing data was not included in any compilation so as not to unnecessarily skew the information compiled. If salary information was only provided for the average start, the assumption was made that the average start was also the same for the minimum and maximum starts. Some wage information was provided as an hourly rate and some positions were provided as a salaried position. The average or median of the starting and maximum starting for each position was also compiled for West Orange-Cove CISD North Early Learning Center for each position.

The compiled median for the two (2) districts was then compared to the median of the starting and maximum starting for West Orange-Cove ISD. The rate for three of the West Orange-Cove ISD positions was slightly overvalued for the positions of Health/Safety Coordinator, Family Engagement Coordinator, and Family Service Worker according to the average median. The degree requirements for those positions were the same except for the overvalued Family Engagement Coordinator, which West Orange-Cove ISD requires a Family Service Credential and the other agencies require a Bachelor's Degree.

The rate for two of West Orange-Cove ISD positions was slightly undervalued for the positions of Director, Social Services/ERSEA Coordinator, and the Teaching Assistant according to the average median. The degree requirements for those positions were the same except for the undervalued Social Services/ERSEA Coordinator, which West Orange-Cove ISD requires an ERSEA Certificate and the other agencies require a Bachelor's Degree, thus explaining the under valuation of the Social Services/ERSEA Coordinator position by West Orange-Cove ISD.

The median number of children in the compilation of the two (2) school districts completing the surveys was 422 children. The number of children being served in West Orange-Cove ISD is almost half the average median in the amount of 239 children being served, which can account for some of the undervaluation in the positions. The median difference noted in yellow (Executive Director, Program Coordinator, School Nurse,

Education Assistant, Education Assistant (Bilingual), Health Assistant, Clerk, Secretary/Book keeper, Receptionist, and Data Entry are all positions offered by the other two agencies but not by West Orange-Cove ISD. However, the median difference is included if West Orange-Cove ISD decided to utilize those types of positions and a starting wage/salary would then be included in this study. The median rate difference in blue are positions that have the same degree requirement but are overvalued by West Orange-Cove ISD, with the greatest difference being the Health /Safety Coordinator and the Family Engagement Coordinator positions. The median rate difference in light peach color are positions that have the same degree requirement but are undervalued by West Orange-Cove ISD, with the greatest difference being the Director and Social Services/ERSEA positions. The median difference in green, Head Custodian and Fiscal Specialist are the positions offered by West Orange-Cove ISD that had no corresponding information provided by the other two agencies so comparisons was not made on those positions.

The average for the Social Services/ERSEA position with an ERSEA credential and the same position with a Bachelor's Degree was undervalued compared to the other agencies by \$17,000 annually and can be explained due to the education requirements being not as strict for West Orange-Cove ISD. The West Orange-Cove ISD position for the Director with an Master's Degree and the Teaching Assistant with a CDA pays a lower rate of approximately \$13,000 annually and \$3,000 annually respectively from the median of the other agencies and can be explained by the number of children served by West Orange-Cove ISD being almost half the average median of children served by the other two agencies.

The position of West Orange-Cove ISD's Health Safety Coordinator position, requiring the same degree requirements, is overvalued by approximately \$19,000 annually. The greatest position overvalued is the Family Engagement Coordinator by approximately \$10,000 annually which only requires a Family Services Credential by West Orange-Cove ISD, but a Bachelor's Degree is required by the other agencies. The Family Service Worker's position, with the same degree requirements, is overvalued by West Orange-Cove ISD by \$1.50 an hour, which equates to approximately \$3,000 annually.

A Head Start Wage Rate sheet was developed based on the compilation of the median rate of West Orange-Cove ISD information and the compilation of the other two agencies median rate. The rate card was developed using the average median rate of all agencies, including West Orange-Cove ISD and the average degree required as the starting basis of the valuation. Each step up or down from the average degree requirement resulted in a \$5,000.00 annual step or a \$2.00 hourly step. The rate card was also reviewed for positions that had the same education requirements to show conformity

Table 7: Funded Enrollment

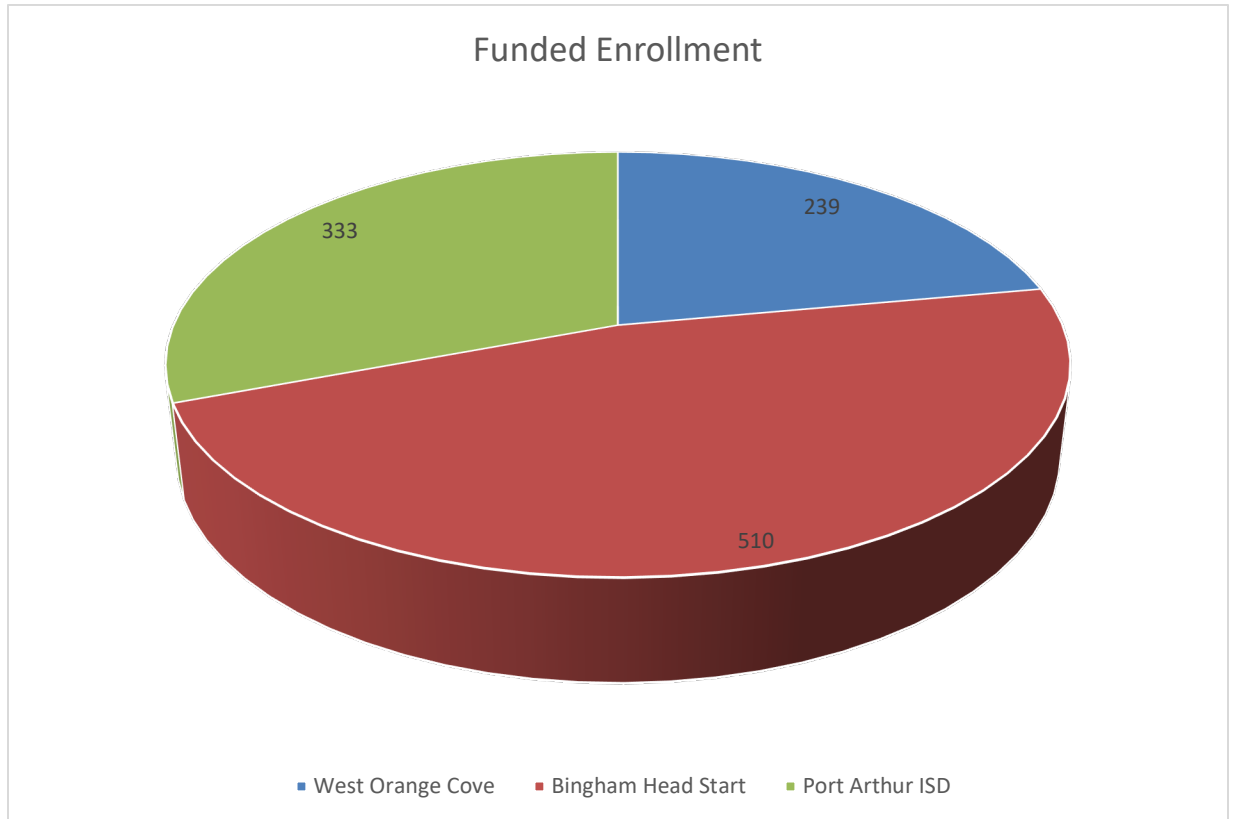


Table 8: Head Start Funding

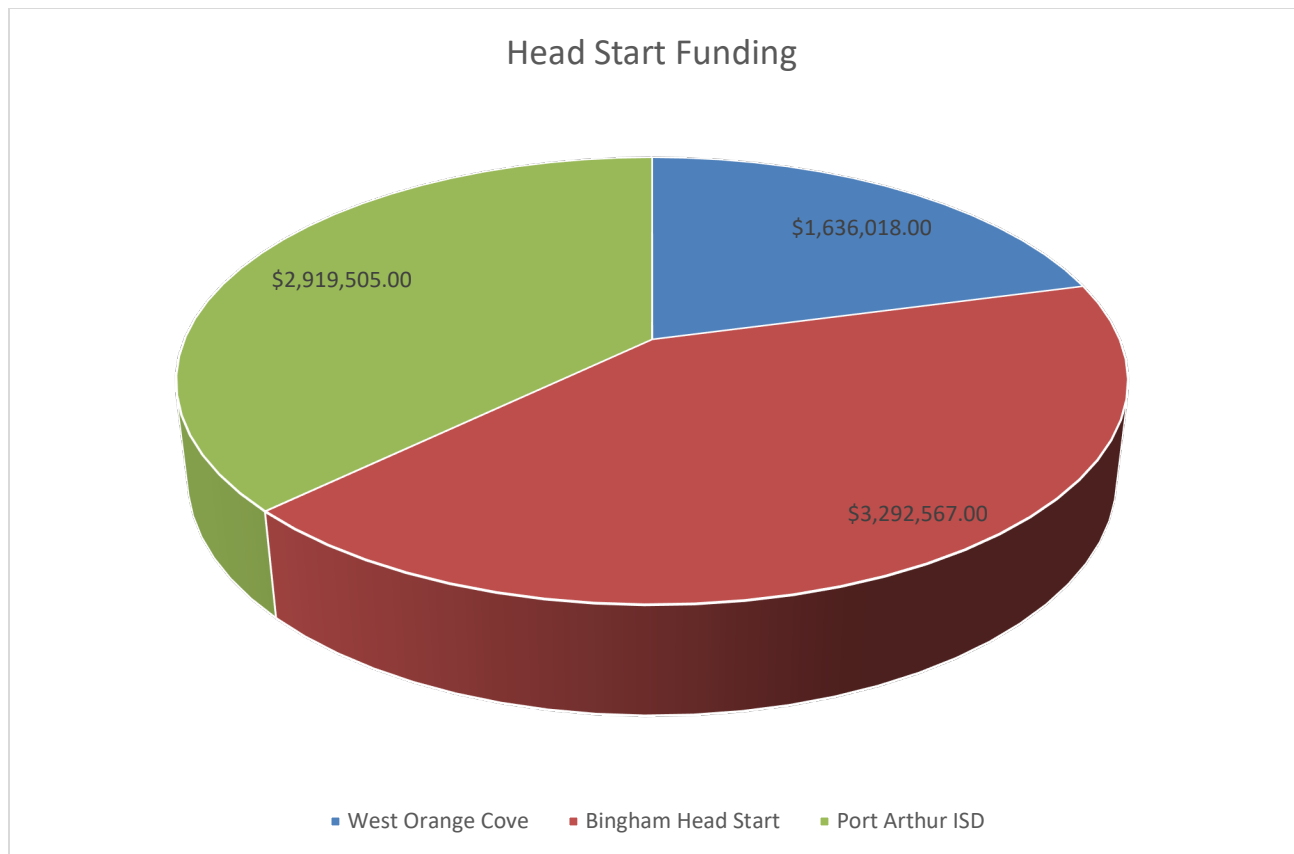
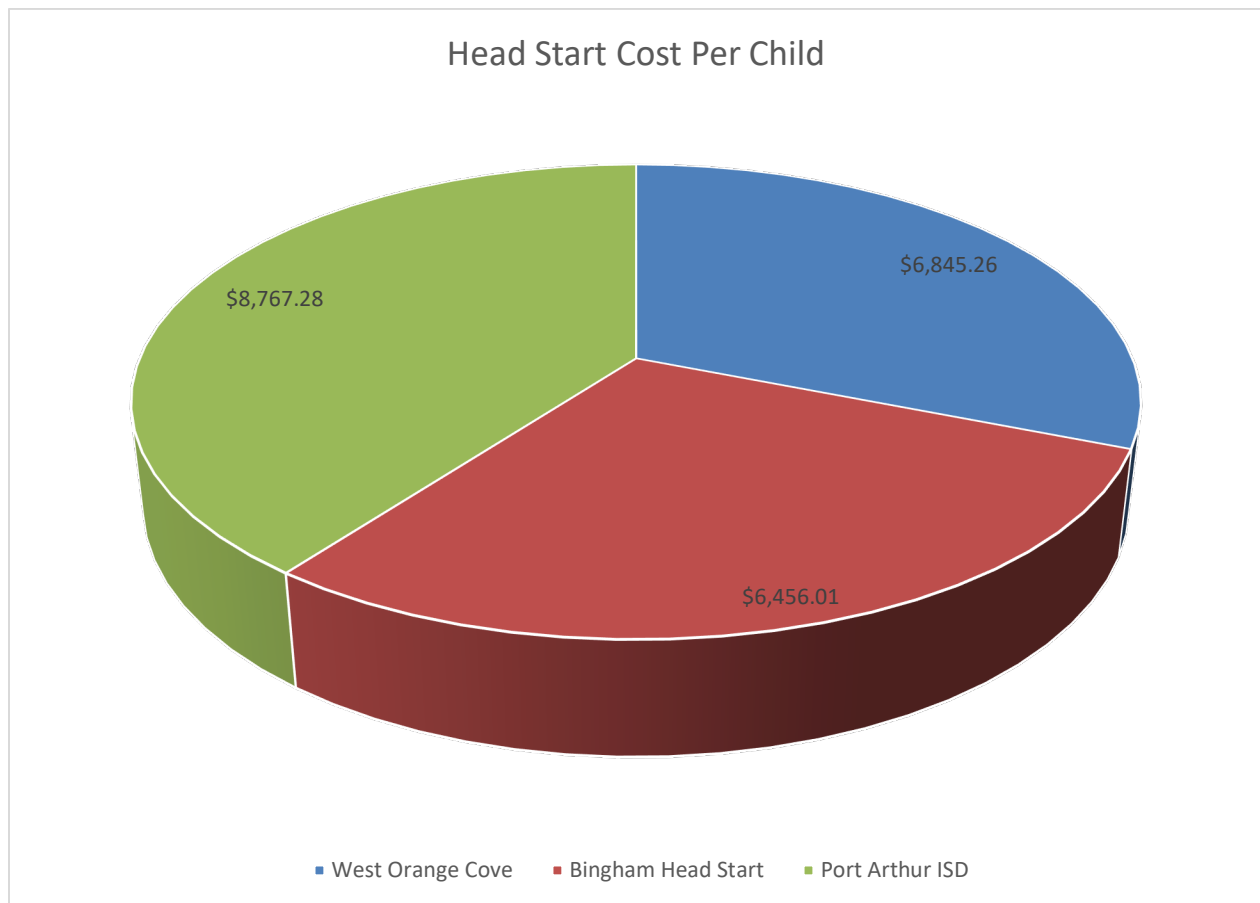


Table 9: Head Start Cost Per Child



FRINGE BENEFITS PROFILE

Table 10: Fringe Benefits Profile

Name of Organization	Health	Dental	Vision	Life	Retirement Plan 401-k, 403-B, etc.	Education Reimbursement (partial or full)	Employee Assistance for Employee Wellness
West Orange-Cove CISD/North Early Learning Center	Yes	Yes	Yes	Yes	Yes	Yes (Full)	No
Beaumont ISD/Bingham Head Start	Yes	Yes	Yes	Yes	Yes	No	Yes
Port Arthur ISD	Yes	Yes	Yes	Yes	Yes	Partial	Yes

As West Orange-Cove ISD North Early Learning Center evaluate their compensation package, it will be important to consider not only wage data detailed in this report, but also benefit packages that will aid in the recruitment and retention of qualified staff. Offering a competitive salary combined with benefits and perks can prove to be a win-win combination in promoting improved work habits and reducing employee turnover. Participation in employer benefit packages tend to drive employee engagement while providing a sense of security, encouraging workers to stay on the job, even during tough times. According to the Bureau of Labor Statistics' article entitled "*EMPLOYEE BENEFITS IN THE UNITED STATES—MARCH 2019*", The access rate to medical care benefits for full-time workers was 87 percent. For part-time workers, access to medical care benefits was 22 percent. The share of premiums workers paid for family medical coverage was 33 percent and employers paid 67 percent. In the Northeast the employee share was 26 percent, and in the South, it was 37 percent. Short-term disability insurance was available to 40 percent of workers and long-term disability insurance was available to 34 percent of workers.

Private Industry Workers

- For single coverage medical care, the share of premiums paid by workers was 21 percent and employers paid 79 percent. Seventy-three percent of workers made flat dollar contributions with a median monthly amount of \$122.33. Sixteen percent of workers had a variable premium.
- The median flat dollar monthly employee contribution for family coverage medical care was \$473.36.
- Ninety-four percent of union workers had access to medical care benefits and 83 percent had access to life insurance. Eighty-two percent had access to both benefits.
- Wellness programs were available to 41 percent of workers.

State and Local Government Workers

- Life insurance was available to 91 percent of full-time workers and 89 percent participated in the benefit. Twenty-four percent of part-time workers had access to life insurance benefits and 23 percent participated in the benefit.
- Sixty-one percent of workers had access to paid vacation days. After one year of service, 56 percent of workers had between 10 and 14 days available and 17 percent of workers had between 15 and 19 days.
- Fifty-seven percent of workers had access to defined benefit retirement survivor benefits for same-sex unmarried domestic partners and 56 percent of workers had access for opposite-sex unmarried domestic partners.

According to the Bureau of Labor Statistics, employer-sponsored benefits for civilian workers by worker characteristics are explained as follows:

- Access to life insurance benefits was 85 percent for union workers and 54 percent for nonunion workers.
- For workers with an average wage in the lowest 25 percent category, 41 percent had access to paid sick leave, 51 percent had access to paid vacations, and 53 percent had access to paid holidays.
- For workers with an average wage in the highest 25 percent category, 87 percent had access to paid sick leave, 79 percent had access to paid vacations, and 83 percent had access to paid holidays.
- Primary, secondary, and special education teachers typically have a work schedule of 37 or 38 weeks per year. Because of this work schedule, they are generally not offered vacations or holidays.

(Bureau of Labor Statistics United States Department of Labor 2019)

WORKFORCE DATA INDICATORS AND ASSESSMENT BY STATES

Figure 2: Workforce Data Indicators and Assessment by States

State	Formal Data Mechanism	Includes Compensation	Reports Data Publicly	Comprehensive	Overall Assessment
Montana	X				Stalled
Nebraska	X	X			Edging forward
Nevada	X	X	X	X	Making headway
New Hampshire	X	X			Edging forward
New Jersey	X	X			Edging forward
New Mexico					Stalled
New York	X	X			Edging forward
North Carolina	X	X	X	X	Making headway
North Dakota	X	X	X		Edging forward
Ohio	X	X	X		Edging forward
Oklahoma	X		X		Edging forward
Oregon	X	X	X	X	Making headway
Pennsylvania	X				Stalled
Rhode Island	X	X	X	X	Making headway
South Carolina	X	N/A		X	Edging forward
South Dakota	X				Stalled
Tennessee	X	N/A	X		Edging forward
Texas	X	X	X	X	Making headway
Utah	X	N/A			Stalled
Vermont	X	X	X	X	Making headway
Virginia	X	X			Edging forward
Washington	X	X	X	X	Making headway
West Virginia	X	X	X	X	Making headway

Source: <https://cscce.berkeley.edu/files/2018/06/2018-Index-Texas.pdf>

TRENDS DRIVING TRANSPARENCY IN COMPENSATION

Transparency is a topic we hear about often, but in a variety of contexts. Over the past few years, the concept of transparency has become even more pervasive due to several cultural, technological, and social shifts:

- Social media
- Always-on news
- Scandals and corporate corruption
- Sites that attempt to create clarity around financial decisions
- Social/crowdsourced reviews
- Greater demand for pay equity

This group of trends has contributed to the increased demand for transparency in the workforce arena. Culturally, compensation is treated differently throughout the world. In some European countries, people are not hesitant to share their earnings. On the flip side, the United States has a population that is generally very protective of wage information. The concept of pay transparency is not mutually exclusive with this cultural norm. Companies can strike a balance between employee needs and company culture to offer the right amount of transparency for engaging workers without causing unintended consequences. In addition, we have seen the growth of conversations around pay transparency in recent years. While this owes some of its origins to the trends above, other specific points that drive this include legislative change and the appearance of new, high-profile companies with open salary data in the corporate arena. This group of trends is creating pressure for organizations to be more transparent, and that can deliver positive rewards if managed appropriately (www.salary.com, 2017 Lighthouse Research and Advisory).

An organization may not aspire to fanatical levels of openness; however, there are ways to increase the level of transparency in an organization without scrapping the current approach completely. The following PRESS framework can help any company to improve relative transparency, regardless of size, industry, or geography with five key strategies.

Figure 2 - PRESS Framework for Pay Transparency

Process	Have a clearly defined compensation process and be open about how it works. The last thing you want is a “black box” approach where nobody understands the outputs.
Ranges	Even if you don’t publish publicly, having internal pay ranges available during salary discussions can help employees to feel more informed and engaged.
Equity	Put fairness front and center. Help employees to see that your organization is committed to ensuring that all employees, regardless of race or gender, are on a level playing field.
Stretch	Always be looking for ways to share something, even if it makes leaders a bit uncomfortable. Remember: default to transparency unless there’s a compelling reason not to.
Solicit	Be willing to solicit feedback (whether in the form of an audit or a survey) to understand the evolution of expectations and perceptions around transparency.

Source: Lighthouse Research & Advisory

The State of the Early Childhood Workforce (SECW) Initiative is a groundbreaking multi-year project to shine a steady spotlight on the nation’s early childhood workforce. The SECW Initiative is designed to challenge entrenched ideas and policies that maintain an inequitable and inadequate status quo for early educators and for the children and families who depend on them. Through the dissemination of data and analysis, the Initiative identifies new strategies and tracks promising advocacy efforts to secure livable and equitable wages, supportive work environments, and educational opportunities for all early educators.

Earnings and Economic Security

While child care providers have one of the most important roles in society, that of caring for children, they are among the lowest-paid workers. At these low wages, few child care providers can afford to stay in their profession for very long. As a result, turnover rates are staggeringly high, short changing the providers and the children themselves. According to the National Women Law Center, the Early Childhood Education (ECE) child care workforce is 97 percent female, and many are women of color. A national study of child care workers (including center- and home-based) found that 37 percent are women of color. A study of early childhood programs for three and four-year-old across the United States found that almost one-quarter of child care teachers are women of color. The demographics of the ECE workforce responding to the Early Childhood Survey can be characterized as:

- Primarily female (97%).
- Typically, at least 30 years old
- Over 40% White (43%) with equal distributions (27%) of African American and Hispanic.

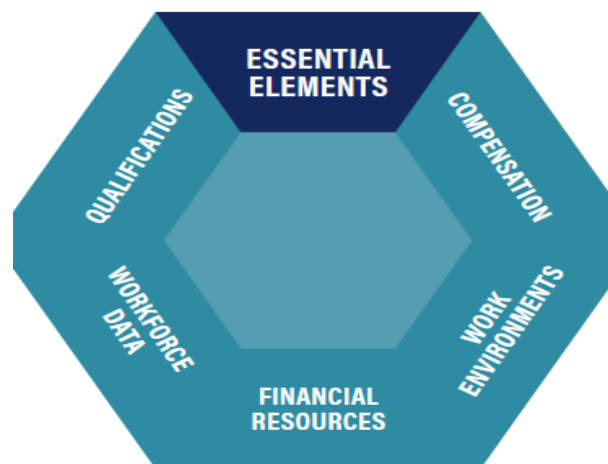
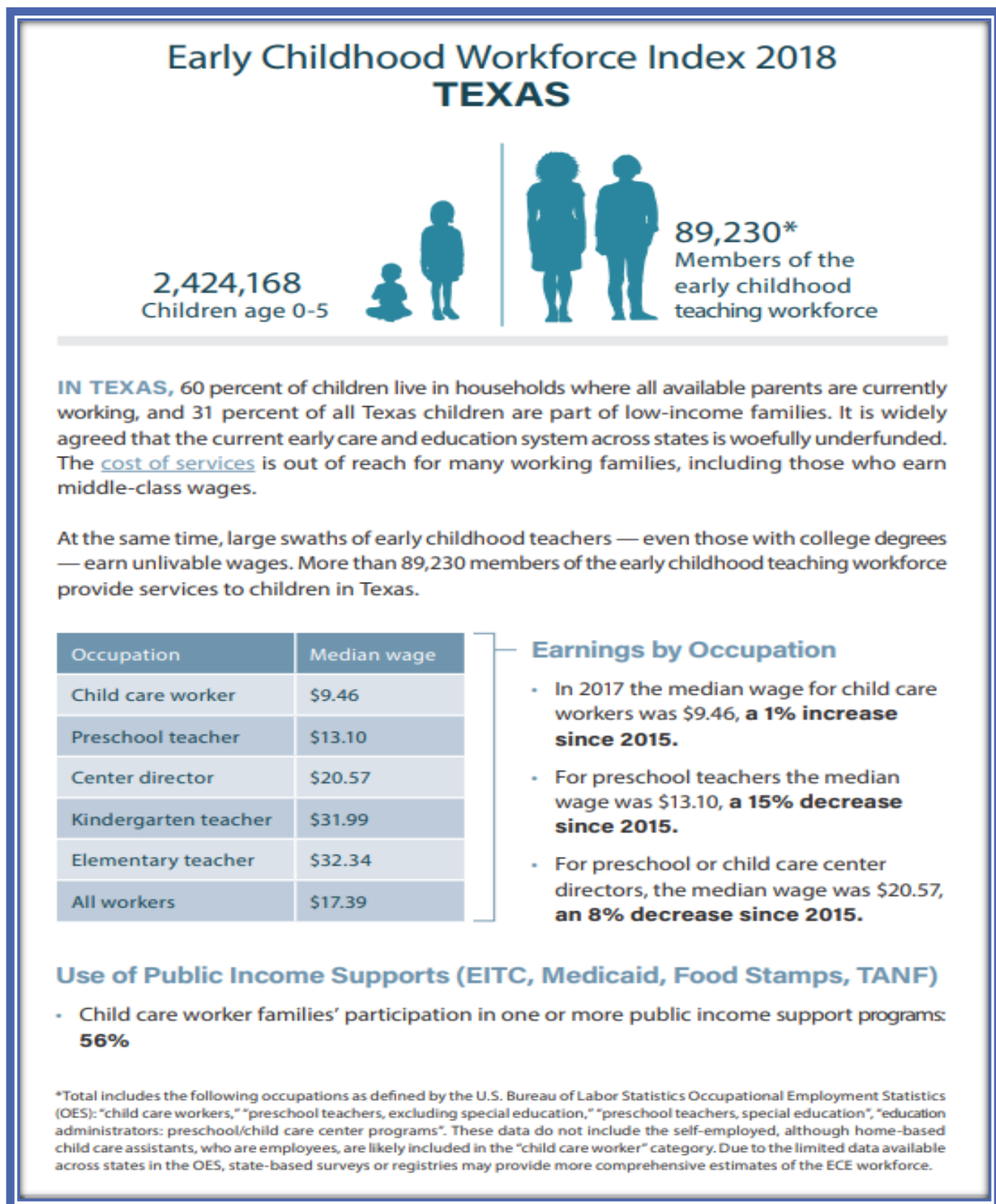


Figure 3: Texas - Early Childhood Workforce Index 2018



Source: <https://cscce.berkeley.edu/files/2018/06/2018-Index-Texas.pdf>

Figure 4: Early Childhood Workforce Policies

Early Childhood Workforce Policies			
Qualifications & educational supports: Edging Forward	Pre-K	BA minimum for lead teacher?	Yes
		CDA/equivalent minimum for assistant teacher?	No
	Licensed centers	BA minimum for director?	No
		BA minimum for lead teacher?	No
		CDA/equivalent minimum for assistant teacher?	No
	Licensed homes	BA minimum for lead teacher?	No
		CDA/equivalent minimum for assistant teacher?	No
	Scholarships to support educational pathways	BA?	Yes
		AA?	Yes
		CDA or equivalent?	Yes
		Collects data on scholarship recipients?	Yes
Work environments: Stalled	Centers	Paid time in professional development?	No
		Paid planning and/or preparation time?	No
		Salary schedule/benefits?	No
	Homes	Paid time in professional development?	No
		Paid planning and/or preparation time?	No
		Salary schedule/benefits?	No
Compensation & financial relief strategies: Stalled		Salary parity for publicly funded pre-K teachers?	Parity (public only)
		Compensation standards required?	No
		Compensation guidelines or plans to develop?	No
		Earmarks for salaries in public funding?	No
		Financial relief: stipend or tax credit?	No
		Financial relief: bonus?	Yes

Source: <https://cscce.berkeley.edu/files/2018/06/2018-Index-Texas.pdf>

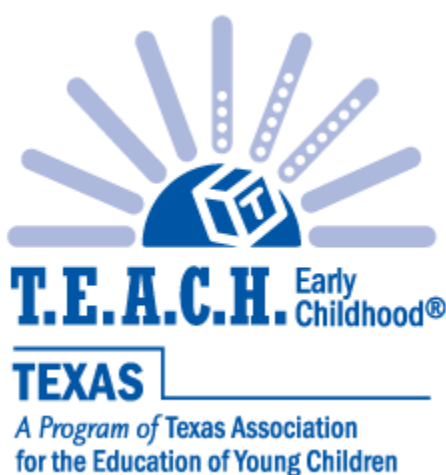
Eighty-five percent of teachers indicate that they expect to remain in their current position or move into a higher position at their place of employment. The remainder will look for a different job or further their education. Six percent intend to remain in-field whereas 5% report plans to leave the ECE field. By region, there is some variation in the percentage of teachers that expect to remain in their current or higher position ranging from 75% to 94% with the highest in the Northeast region and lowest in the Southeast region.

The following factors most often influence staff decisions to change jobs:

Low Wages (79%)	Lack of benefits (55%)
Inflexible hours (26%)	Burnout (24%)

According to administrators, the most prevalent turnover reasons experienced at facilities are:

Got another job offer that better fit their needs (24%)	Moved out of the area (17%)	Family Issues (16%)
Went to work at a different child care center (15%)	Low wages and/or benefits (13%)	Staying home with their own children (10%)



T.E.A.C.H. is a research based comprehensive strategy to educate and retain early childhood practitioners, positively impacting outcomes for the children in their care. The T.E.A.C.H. Early Childhood® Scholarship Program began in 1990 in North Carolina as a small pilot program providing a single comprehensive scholarship model to 21 early childhood teachers and has grown to providing scholarships in 23 states across the country. T.E.A.C.H. is a proven effective strategy through its use of four key elements: Scholarships,

Education, Compensation and Commitment. T.E.A.C.H. Early Childhood® TEXAS provides scholarships for those working in licensed child care centers and registered or licensed family child care homes in Texas. The goals of T.E.A.C.H. Early Childhood® are:

- ❖ To provide educational scholarship opportunities for people working in regulated child care centers and family child care homes,
- ❖ To increase the knowledge base of early childhood professionals working with young children, thus improving the care these children receive,
- ❖ To encourage child care programs to support the continuing education of their staff,
- ❖ To provide increased compensation that is directly related to increased education,
- ❖ To reduce staff turnover by supporting the above goals while also requiring from participants a specified time commitment to their sponsoring program after their scholarship year,
- ❖ To provide a sequential professional development path for teachers and family child care home providers currently in the field,
- ❖ To create a model of partnership for improving the quality of care that children in child care programs receive.

Table 11: Hourly Wages of Center Based Teachers and Caregivers Serving Children from Birth to Age Five

Hourly Wages of Center-Based Teachers & Caregivers Serving Children from Birth to Age Five by Sponsorship & Funding of Center-Based Program of Employment					
Highest Degree Received		High School or Less	Some College, No Degree	Associate of Arts Degree	Bachelor's Degree or Higher
School Sponsored	Median Wage	\$11.80	\$13.80	\$13.30	\$20.60
	Weighted Frequency	2,500*	10,100	8,800	33,200
Head Start (funded, not school sponsored)	Median Wage	\$10.00	\$10.20	\$12.20	\$14.80
	Weighted Frequency	17,600	31,000	39,600	43,200
Public Pre-K (funded, not school sponsored or Head Start funded)	Median Wage	\$8.50	\$9.40	\$9.80	\$15.00
	Weighted Frequency	36,800	55,500	32,900	69,300
All Other ECE	Median Wage	\$8.70	\$9.00	\$10.70	\$13.50
	Weighted Frequency	116,000	165,000	76,100	176,000

Source: Early Childhood Workforce Index 2016 Center for the Study of Child Care Employment, University of California, Berkeley. <http://cscce.berkeley.edu/index-2016-state-profiles/>

Figure 5: Selected Occupations Ranked by Earnings

Occupation	Percentile	Median wage
Surgeon	99th	≥ \$90
Kindergarten teacher	60th	\$24.48
Preschool teacher	26th	\$14.90
Child care worker	3rd	\$9.12

Selected Occupations Ranked by Earnings

- In 2015, the median wage for child care workers was \$9.12, a **2% decrease since 2010.**
- For preschool teachers, the median wage was \$14.90, a **26% increase since 2010.**

Source: Early Childhood Workforce Index 2016 Center for the Study of Child Care Employment, University of California, Berkeley. <http://cscce.berkeley.edu/index-2016-state-profiles/>

Table 12: Texas - Selected Occupations Ranked by Earnings

Occupation	Percentile	Median Hourly Wage
Surgeon	99 th	≥ \$90
Kindergarten teacher	59th	\$21.95
Preschool teacher	13th	\$11.65
Child care worker	4th	\$9.53

Source: Early Childhood Workforce Index 2016 Center for the Study of Child Care Employment, University of California, Berkeley. <http://cscce.berkeley.edu/index-2016-state-profiles/>

Figure 6: Median Hourly Wages by Occupation, 2017

Median Hourly Wages by Occupation, 2017							
Child Care Worker Employees, All Settings ³⁹	Self-Employed Home Care Providers ⁴⁰	Preschool Teachers, All Settings	Preschool Teachers in Schools Only	Preschool/Child Care Center Directors, All Settings	Kindergarten Teachers	Elementary Teachers	All Occupations
\$10.72	\$10.35 ⁴¹	\$13.94	\$26.88	\$22.54	\$31.29	\$32.98	\$18.12

Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>.

Note: All teacher estimates exclude special education teachers. Hourly wages for preschool teachers in schools only, kindergarten teachers, and elementary school teachers were calculated by dividing the annual salary by 40 hours per week, 10 months per year, in order to take into account standard school schedules. All other occupations assume 40 hours per week, 12 months per year.

Figure 7: National Median Wage by Occupation, 2015 - 2017

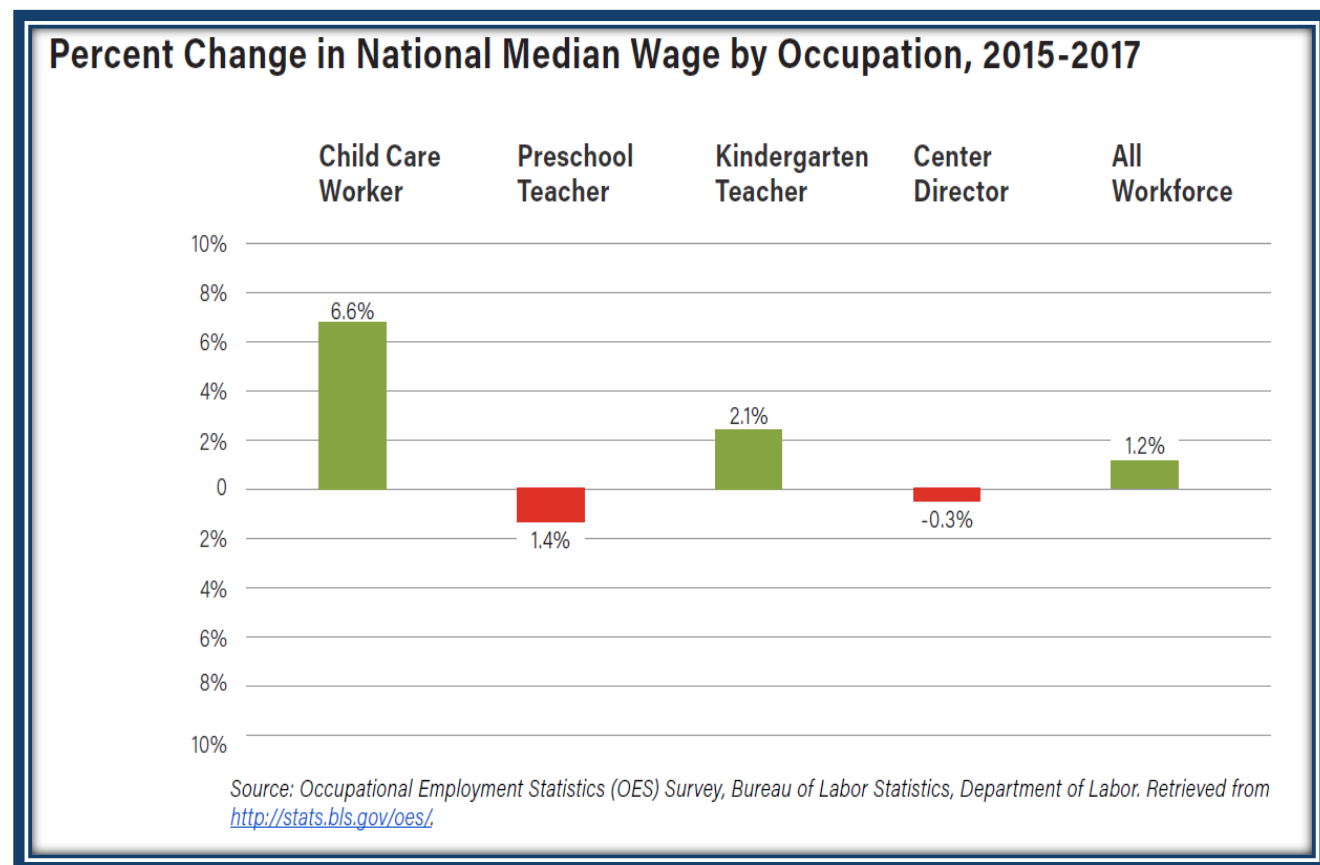


Table 13: Texas Employment Estimates

States	Child Care Workers	Teacher Assistants	Preschool Teachers	Kindergarten Teachers
Florida	\$20,160	\$22,740	\$25,940	\$49,580
California	\$24,590	\$29,960	\$32,380	\$61,150
Minnesota	\$21,470	\$27,200	\$32,050	\$50,850
North Carolina	\$19,300	\$22,240	\$24,090	\$41,610
Texas	\$19,050	\$21,500	\$31,810	\$49,570

Source: *Statewide Early Care and Education Workforce Study January 2013*

Table 14: National Employment Estimates

Child Care Worker	Preschool Teachers	Head Start Teacher	Special Education Preschool	Kindergarten Teacher	Elementary School Teacher
\$20,320	\$28,570	\$28,995	\$53,990	\$51,640	\$54,890

Source: *Bureau of Labor Statistics (May 2015)*

Table 15: National Percentile Wage Estimates for Child Care Workers

Percentile	10%	20%	50% (Median)	75%	90%
Hourly Wage	\$8.53	\$9.44	\$11.17	\$13.41	\$16.55
Annual Wage	\$17,750	\$19,640	\$23,240	\$27,900	\$34,430

Source: <https://www.bls.gov/oes/current/oes399011.htm>

CHILD CARE WORKFORCE INDUSTRY PROFILE

Table 16: Industries with the Highest Levels of Employment in this Occupation

Industry	Employment	Percent of Industry Employment	Hourly Mean Wage	Annual Mean Wage
Child Day Care Services	280,420	31.09%	\$11.11	\$23,110
Elementary and Secondary Schools	122,510	1.43%	\$13.33	\$27,720

Source: <https://www.bls.gov/oes/current/oes399011.htm>

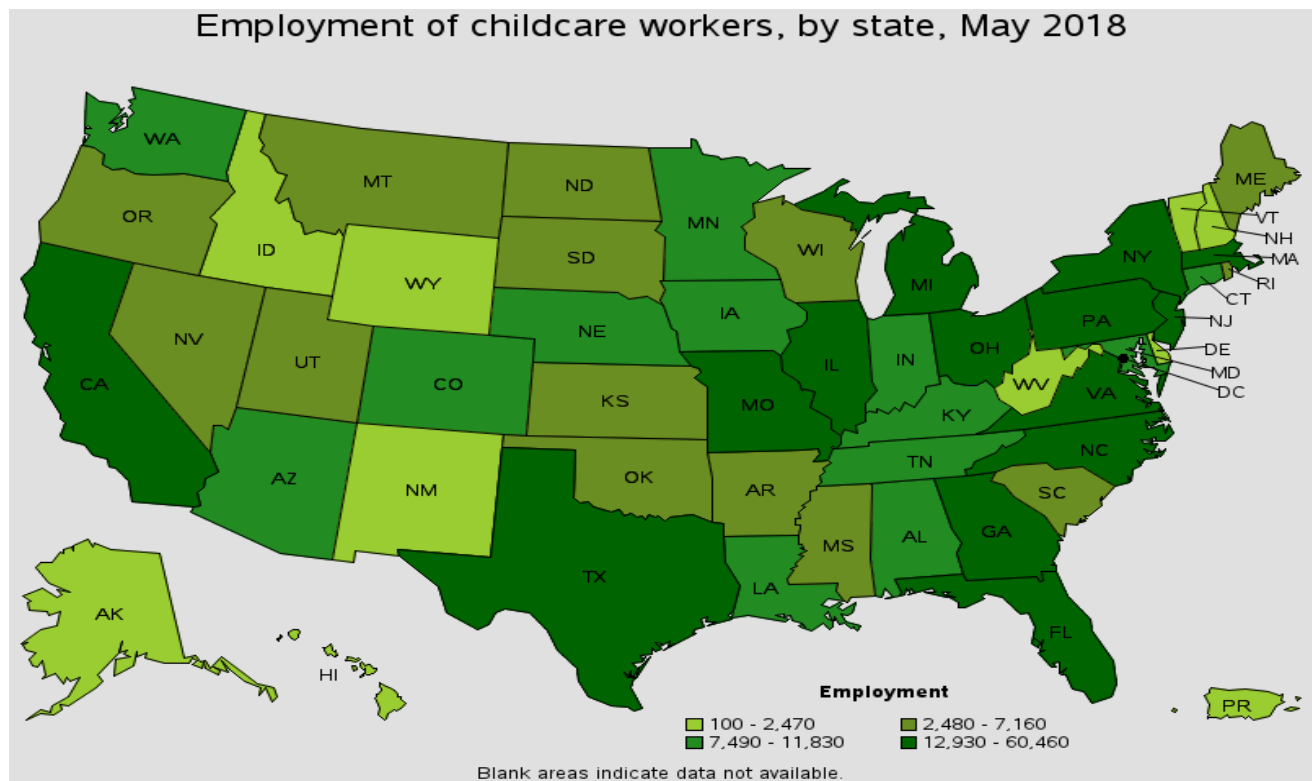
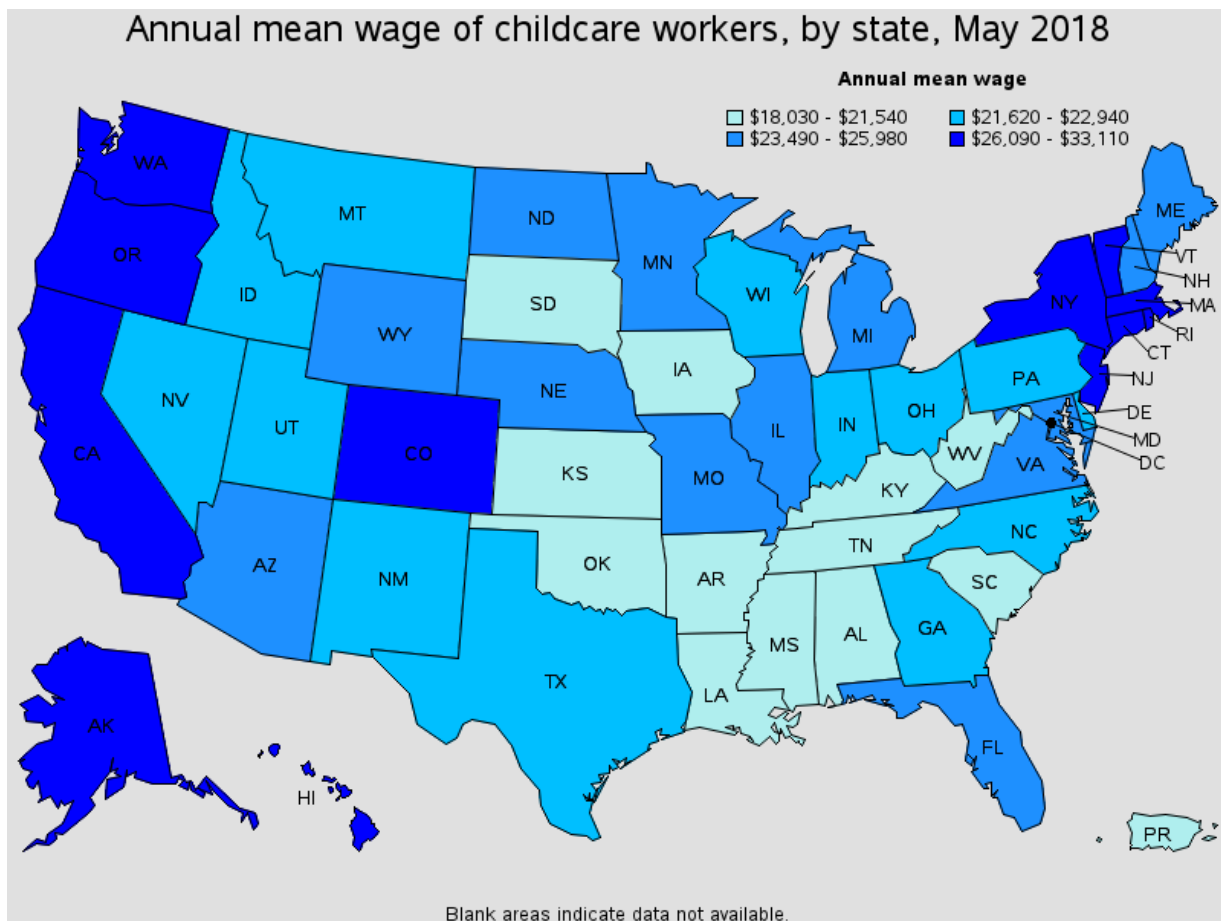


Table 17: States with the Highest Employment Level in this Occupation

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	60,460	3.55	0.91	\$13.77	\$28,630
New York	47,260	5.04	1.29	\$13.86	\$28,820
Texas	46,890	3.87	0.99	\$10.65	\$22,150
Florida	30,070	3.49	0.90	\$11.34	\$23,590
Pennsylvania	25,370	4.34	1.11	\$11.02	\$22,920

Source: <https://www.bls.gov/oes/current/oes399011.htm>

Figure 8: Annual Mean Wage of Childcare Workers by State



Source: www.bls.gov

U.S. Median Annual Workforce Earnings

In order for programs to be effective, early educators across all settings must be compensated at comparable rates to their elementary school counterparts. To truly attain a high-quality workforce across all sectors, the system requires an infusion of resources and adequate funding to support higher earnings

Improving Engagement, Performance, and Retention of Millennial Employees

The challenges managers face with younger generation employees are a point of discussion for organizations throughout the country. There is a key point that many managers may not take into consideration, which could significantly improve your approach and results with employees:

First, consider the professional support and overall experience you had as you were coming up the ranks. In many instances, we may have received little to no guidance in developing certain professional skills or work ethic while we were coming up. We may have learned from others or had a great mentor. What was your experience like? How did you learn about being a highly effective professional?

Second, many millennial employees typically do not possess the level of professional skills needed to perform many of the job tasks which are expected of them initially. This could be engaging coworkers, working collaboratively, returning phone calls timely, etc. The reasons for this vary, but this is widely observed.

Third, younger generation employees have significantly different needs than you did at the same point in your career. This is why we cannot approach staff from the standpoint of what was provided to you or use the approach "This is what worked for me.". Do not do this. A critical element of effectively leading others is being able to recognize individual strengths and areas of opportunities. Find out what they need and make it an expectation for them to come to you if they experience challenges. Further, be prepared to spend extra time reviewing professional expectations and helping the new employee identify how to receive the support they need. Assume new employees do not possess these skills, it will save you added frustration in the future. Today's manager needs to have knowledge about the programs they oversee, but also be well versed in developing employees. This is very different than in the past.

Source: *The Human Services Leadership Institute*

POSITION DESCRIPTIONS

Executive Director/Superintendent = responsible for all of the programs in the agency.

Head Start Director = Responsible for planning, organizing, coordinating and monitoring early childhood programs.

Child Development Coordinator = Responsible for the Education content area.

Health and Safety Manager = Responsible for the health content area.

Disabilities Manager = Responsible for the disabilities content area.

Family and Community Engagement Manager = Responsible for the Family Service content area.

Center Director = same as Head Start Director

Family Service Worker = Responsible for working with families to create a family partnership.

ERSEA Coordinator = Responsible for enrollment, recruitment, selection and attendance of children and families.

Mentor Coach = same as Child Development Coordinator.

Teacher with a Bachelor's Degree = Teacher who has a Bachelor's Degree. Responsible for teaching the children in the classroom.

Teacher Assistant = Acts as an assistant to the teacher in the classroom.

Center Clerk = performs clerical tasks in the center.

Substitute Teacher = Responsible for the duties of the teacher when the teacher is absent.

Secretary = Performs administrative tasks to assist the Head Start Director.

Custodian =

Head Custodian =

Bus Aide =

ACKNOWLEDGEMENT

The Board, Policy Council and Staff of West Orange-Cove ISD North Early Learning Center Head Start Program extend our appreciation to the agencies that participated in this Wage and Workforce Comparability Study. This document will greatly assist us in providing a guide to objectively evaluate wages and benefits for our Head Start Program.

