

## NIEER Pre-K Data Snapshot:

### ***Lead Teacher Workforce: Qualifications, Pay and Parity***

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Teachers are a strong direct determinant of preschool program quality, and state pre-k program policies influence who becomes and stays a teacher as well as the competencies they acquire.<sup>1</sup> This fact sheet reviews state policies regarding lead teacher qualifications, compensation, and professional development.

Each policy is important, but the constellation of such policies for each state pre-K program also matters because these policies are interrelated. For example, high qualifications requirements without adequate pay is unlikely to yield a highly capable work force; and similarly, the amount of support for professional development and planning time can affect teacher capabilities, morale, and performance for even the best paid, most highly qualified teachers.<sup>2</sup>

The 2016 State of Preschool survey obtained information on the policies regarding required teacher qualifications, compensation (including salary, fringe benefits, vacation time, and sick days), and paid time for planning and/or professional development.<sup>3</sup> For each of these policies, the survey asked if there was parity with elementary school teachers for public preschool teachers in both public school and private providers. The results are displayed in Table 1 for each state.

As seen in Table 1, state-funded pre-k teachers are far from parity. Just 35 of 60 programs required all lead teachers to have a four-year college degree. Many more (52 programs) required specialized preparation in early childhood. A small number of states have policies requiring pay parity. Typically, state pay parity policies do appear to raise pre-K teacher salaries substantially. Some salary differential may remain for several reasons. For example, the average pre-K teacher may be younger and lower on the salary schedule because the preschool program has grown to its present size only recently.

In some states, parity policies extend only to pre-K teachers in the public school. This can result from explicit exemption of private program from these state policies or from school district employee contracts that apply equally to all teachers employed by the public schools regardless of grade level (at least within P-6). Full parity for salary, benefits, and paid time for planning and professional development is much more common for pre-K teachers employed by the public schools.

Actual teacher pay and qualifications can vary from the policy requirements, and some states can report this information (see Table 1). As noted earlier, teacher parity policy does not guarantee that average salary is equal. Pre-k teachers may be paid less because they have less seniority, on average. Pre-k teachers in the public schools may be paid equally even when there is no state policy for parity. In states that do not require a BA, the percentage of teachers with a BA varies from a high of 98 percent (Virginia) to a low of 13 percent (Florida).

Clearly, in some states the cost of requiring a BA (and perhaps issuing waivers for a few teachers to recognize special circumstances) would be extremely low. In other states, the cost would be substantial, especially those in which many teachers do not have even a two-year degree.

Snapshot of teacher policy details across the 60 programs in 43 states, the District of Columbia, and Guam in 2016:

- BA required: 35 of 60 programs -- up 1 program from the prior year.
- Most lead teachers may have BA degrees even in states that do not require it. In the 16 programs that do not require a BA and reported teacher degree levels, an average of 72% of teachers had a BA or higher.
- Some state pre-k programs have much higher levels of qualifications with substantial percentages of teachers, sometimes a majority, having an MA degree.
- In a few states, most teachers may have only a high school diploma.
- Specialized training in early childhood was required by 52 of 60 programs, five more than in the prior year.
- Seven programs required starting salary parity with primary school teachers for pre-K teachers in both public and private providers.
- Five programs provided services predominantly in the public schools and required parity there.
- Fifteen programs provided services through a substantially mixed delivery system and required parity only in public schools.
- Four programs (one more than in 2015) required full salary schedule parity in all settings.
- All but one program that required starting salary parity for public school pre-K teachers also required long-term salary parity (across the full salary schedule).
- Most but not all programs requiring salary parity also required prorating salary for difference in annual hours (for example, if some teachers work longer hours and a full year rather than a school year).
- Just one state extended fringe benefit parity to pre-K teachers in private settings. Fringe benefit parity in public schools was much more common but still fell short of half the programs.
- Paid planning and/or professional development parity for pre-K teachers in private providers as well as public schools was reported by 10 programs (and increase of two from 2015) with just over half requiring this in public schools.

### **About NIEER**

The National Institute for Early Education Research ([NIEER](#)) at the Graduate School of Education, Rutgers University, New Brunswick, NJ, conducts independent, objective research to inform early childhood education policy promoting physical, cognitive and social development for all young children to succeed in school and later life.

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### **Acknowledgements**

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solely those of the authors. For more information and detailed state-by-state profiles on quality access, and funding, please visit <http://nieer.org/state-preschool-yearbooks>

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Program	Qualifications		% of Teachers with a BA Degree or Higher	2015-2016 Lead Teacher Average Annual Salary ^		Kindergarten Teacher Average Salary (excluding SpEd) ^^	Difference Between Pre-K and Kindergarten Teacher Average Salaries	
	BA Required	ECE Certification Required		In Public Schools	In Nonpublic Schools		Public Pre-K	Private Pre-K
Alabama	✓	✓	100%	\$36,867	\$36,867	\$44,020	-\$7,153	-\$7,153
Alaska	✓	✓	N/A	N/A	N/A	\$73,190	N/A	N/A
Arizona	N/A	N/A	24%	N/A	N/A	\$42,350	N/A	N/A
Arkansas	N/A	N/A	91%	\$38,132	\$30,820	\$45,850	-\$7,718	-\$15,030
California SPP	N/A	✓	N/A	N/A	N/A	\$63,590	N/A	N/A
California TK	✓	N/A	N/A	N/A	N/A	\$63,590	N/A	N/A
Colorado	N/A	✓	N/A	N/A	N/A	\$49,330	N/A	N/A
Connecticut CDCC	N/A	✓	60%	N/A	\$33,574	\$73,470	N/A	-\$39,896
Connecticut SRP	N/A	✓	73%	\$55,328	\$34,570	\$73,470	-\$18,142	-\$38,900
Connecticut Smart Start	✓	✓	97%	\$55,926	N/A	\$73,470	-\$17,544	N/A
Delaware	N/A	✓	N/A	N/A	N/A	\$56,590	N/A	N/A
District of Columbia	N/A	N/A	N/A	N/A	N/A	\$67,500	N/A	N/A
Florida	N/A	N/A	13%	N/A	N/A	\$46,410	N/A	N/A
Georgia	✓	✓	95%	\$34,095	\$34,095	\$52,630	-\$18,535	-\$18,535
Hawaii	✓	N/A	100%	\$52,874	N/A	\$44,310	\$8,564	N/A
Illinois	✓	✓	100%	\$48,419	\$34,776	\$58,180	-\$9,761	-\$23,404
Indiana	N/A	N/A	N/A	N/A	N/A	\$46,760	N/A	N/A
Iowa Shared Visions	N/A	✓	94%	\$49,177	\$31,487	\$50,230	-\$1,053	-\$18,743
Iowa SWVPP	✓	✓	100%	\$40,463	\$36,903	\$50,230	-\$9,767	-\$13,327
Kansas Preschool	✓	✓	100%	N/A	N/A	\$49,320	N/A	N/A
Kansas State Pre-K	✓	✓	100%	\$40,000	N/A	\$49,320	-\$9,320	N/A
Kentucky	✓	✓	N/A	\$52,618	N/A	\$52,540	\$78	N/A
Louisiana 8(g)	✓	✓	100%	N/A	N/A	\$48,150	N/A	N/A
Louisiana LA 4	✓	✓	100%	\$48,000	N/A	\$48,150	-\$150	N/A
Louisiana NSECD	✓	✓	100%	N/A	\$23,000	\$48,150	N/A	-\$25,150
Maine	✓	✓	100%	N/A	N/A	\$50,830	N/A	N/A
Maryland	✓	✓	100%	\$44,128	\$44,128	\$58,930	-\$14,802	-\$14,802
Massachusetts IPLE	N/A	✓	93%	\$63,647	\$32,815	\$69,050	-\$5,403	-\$36,235
Massachusetts UPK	N/A	✓	N/A	N/A	N/A	\$69,050	N/A	N/A
Michigan	✓	✓	99%	\$35,620	\$32,164	\$58,930	-\$23,310	-\$26,766
Minnesota HdSt	N/A	✓	N/A	N/A	N/A	\$57,470	N/A	N/A
Mississippi	✓	✓	100%	\$39,000	\$20,259	\$40,560	-\$1,560	-\$20,301
Missouri	✓	✓	100%	N/A	N/A	\$51,870	N/A	N/A
Nebraska	✓	✓	N/A	N/A	N/A	\$54,840	N/A	N/A
Nevada	✓	✓	N/A	\$43,000	\$40,000	\$52,910	-\$9,910	-\$12,910
New Jersey Abbott	✓	✓	100%	\$57,000	\$55,000	\$65,830	-\$8,830	-\$10,830
New Jersey ECPA	✓	✓	100%	\$57,000	N/A	\$65,830	-\$8,830	N/A
New Jersey ELLI	✓	✓	100%	N/A	N/A	\$65,830	N/A	N/A
New Mexico	N/A	✓	66%	N/A	N/A	\$58,660	N/A	N/A
New York	✓	✓	N/A	N/A	N/A	\$72,510	N/A	N/A
North Carolina	✓	✓	100%	N/A	N/A	\$42,380	N/A	N/A
Ohio	N/A	✓	88%	N/A	N/A	\$54,920	N/A	N/A
Oklahoma	✓	✓	100%	\$44,921	N/A	\$40,370	\$4,551	N/A
Oregon HdSt	N/A	✓	66%	\$28,388	\$28,388	\$63,850	-\$35,462	-\$35,462
Pennsylvania RTL	N/A	✓	N/A	N/A	N/A	\$54,070	N/A	N/A
Pennsylvania HSSAP	N/A	✓	65%	N/A	N/A	\$54,070	N/A	N/A
Pennsylvania K4 & SBPK	✓	N/A	N/A	N/A	N/A	\$54,070	N/A	N/A
Pennsylvania Pre-K Counts	✓	✓	81%	N/A	N/A	\$54,070	N/A	N/A
Rhode Island	✓	✓	100%	\$53,317	\$41,466	\$57,720	-\$4,403	-\$16,254
South Carolina 4K/EIA	✓	✓	N/A	N/A	N/A	\$51,050	N/A	N/A
South Carolina CDEP	N/A	✓	99%	N/A	N/A	\$51,050	N/A	N/A
Tennessee	✓	✓	N/A	N/A	N/A	\$50,210	N/A	N/A
Texas	✓	✓	100%	\$50,521	N/A	\$52,790	-\$2,269	N/A
Vermont	N/A	N/A	N/A	\$47,000	\$29,000	\$57,120	-\$10,120	-\$28,120
Virginia	N/A	✓	98%	N/A	N/A	\$64,450	N/A	N/A
Washington	N/A	✓	N/A	\$36,184	\$33,992	\$58,540	-\$22,356	-\$24,548
West Virginia	✓	✓	N/A	\$42,502	N/A	\$47,340	-\$4,838	N/A
Wisconsin 4K	✓	✓	99%	\$50,401	N/A	\$54,040	-\$3,639	N/A
Wisconsin HdSt	N/A	✓	N/A	N/A	N/A	\$54,040	N/A	N/A
Guam	N/A	✓	25%	\$36,057	N/A	\$45,260	-\$9,203	N/A
Programs that have the policy -->	35	51						
Total # programs -->	60	60						
Share of programs with the policy-->	58%	85%						

^ Reported to NIEER in yearbook survey

^^ From Bureau of Labor Statistics Occupational Employment Statistics report

-- = Not an option given program not available in this type of setting

N/A = Data unavailable or not reported to NIEER

Yellow cell = New policy/not reported in prior yearbook

Program	Teacher Parity with K-3 Teachers									
	Same Starting Salary		Same Salary Schedule		Prorating For Differences in Length of Day?		Same Fringe Benefits		Same Paid Planning &/or PD	
	Public	Non-Public	Public	Non-Public	Public	Non-Public	Public	Non-Public	Public	Non-Public
Alabama	✓	✓	✓	✓	✓	✓	✓	N/A	✓	N/A
Alaska	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Arizona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Arkansas	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
California SPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
California TK	✓	--	✓	--	N/A	--	✓	--	✓	--
Colorado	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	✓	✓
Connecticut CDCC	--	N/A	--	N/A	--	N/A	--	N/A	--	N/A
Connecticut SRP	N/A	N/A	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A
Connecticut Smart Start	✓	--	✓	--	N/A	--	✓	--	✓	--
Delaware	✓	N/A	✓	N/A	✓	N/A	✓	N/A	✓	N/A
District of Columbia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Florida	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Georgia	✓	✓	✓	N/A	✓	N/A	N/A	N/A	✓	✓
Hawaii	✓	--	✓	--	N/A	--	✓	--	✓	--
Illinois	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Indiana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Iowa Shared Visions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	✓	N/A
Iowa SWVPP	✓	N/A	✓	N/A	✓	✓	✓	N/A	✓	N/A
Kansas Preschool	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kansas State Pre-K	N/A	--	N/A	--	N/A	--	✓	--	✓	--
Kentucky	✓	N/A	✓	N/A	N/A	N/A	✓	N/A	✓	N/A
Louisiana 8(g)	✓	--	✓	--	✓	--	N/A	--	N/A	--
Louisiana LA 4	N/A	--	N/A	--	N/A	--	N/A	--	N/A	--
Louisiana NSECD	--	N/A	--	N/A	--	N/A	--	N/A	--	✓
Maine	✓	N/A	✓	N/A	✓	N/A	N/A	N/A	N/A	N/A
Maryland	✓	✓	✓	N/A	✓	✓	✓	N/A	✓	N/A
Massachusetts IPLE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Massachusetts UPK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Michigan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Minnesota HdSt	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mississippi	✓	N/A	✓	N/A	N/A	N/A	✓	N/A	✓	✓
Missouri	✓	N/A	✓	N/A	✓	N/A	✓	N/A	✓	N/A
Nebraska	✓	N/A	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nevada	✓	N/A	✓	N/A	✓	N/A	N/A	N/A	N/A	N/A
New Jersey Abbott	✓	✓	✓	✓	✓	N/A	✓	N/A	✓	✓
New Jersey ECPA	✓	N/A	✓	N/A	✓	N/A	✓	N/A	✓	N/A
New Jersey ELLI	✓	✓	✓	✓	✓	N/A	✓	N/A	✓	N/A
New Mexico	✓	N/A	✓	N/A	✓	N/A	✓	N/A	✓	✓
New York	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
North Carolina	✓	N/A	✓	N/A	N/A	N/A	✓	N/A	✓	N/A
Ohio	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Oklahoma	✓	N/A	✓	N/A	✓	N/A	✓	N/A	✓	N/A
Oregon HdSt	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pennsylvania RTL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pennsylvania HSSAP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pennsylvania K4 & SBPK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pennsylvania Pre-K Counts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rhode Island	✓	✓	N/A	N/A	N/A	N/A	✓	✓	✓	✓
South Carolina 4K/EIA	✓	--	✓	--	✓	--	✓	--	✓	--
South Carolina CDEP	✓	N/A	✓	N/A	N/A	N/A	✓	N/A	✓	N/A
Tennessee	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓
Texas	✓	N/A	✓	N/A	✓	N/A	✓	N/A	✓	N/A
Vermont	✓	N/A	✓	N/A	✓	✓	✓	N/A	✓	N/A
Virginia	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Washington	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
West Virginia	N/A	N/A	✓	N/A	N/A	N/A	✓	N/A	✓	✓
Wisconsin 4K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	✓	✓
Wisconsin HdSt	--	N/A	--	N/A	--	N/A	--	N/A	--	N/A
Guam	✓	--	✓	--	N/A	--	✓	--	✓	--
Programs that have the policy-->	29	7	28	4	19	6	24	1	29	10
Total # programs -->	57	52	57	52	57	52	57	52	57	52
Share of programs with the policy-->	51%	13%	49%	8%	33%	12%	42%	2%	51%	19%

^ Reported to NIEER in yearbook survey

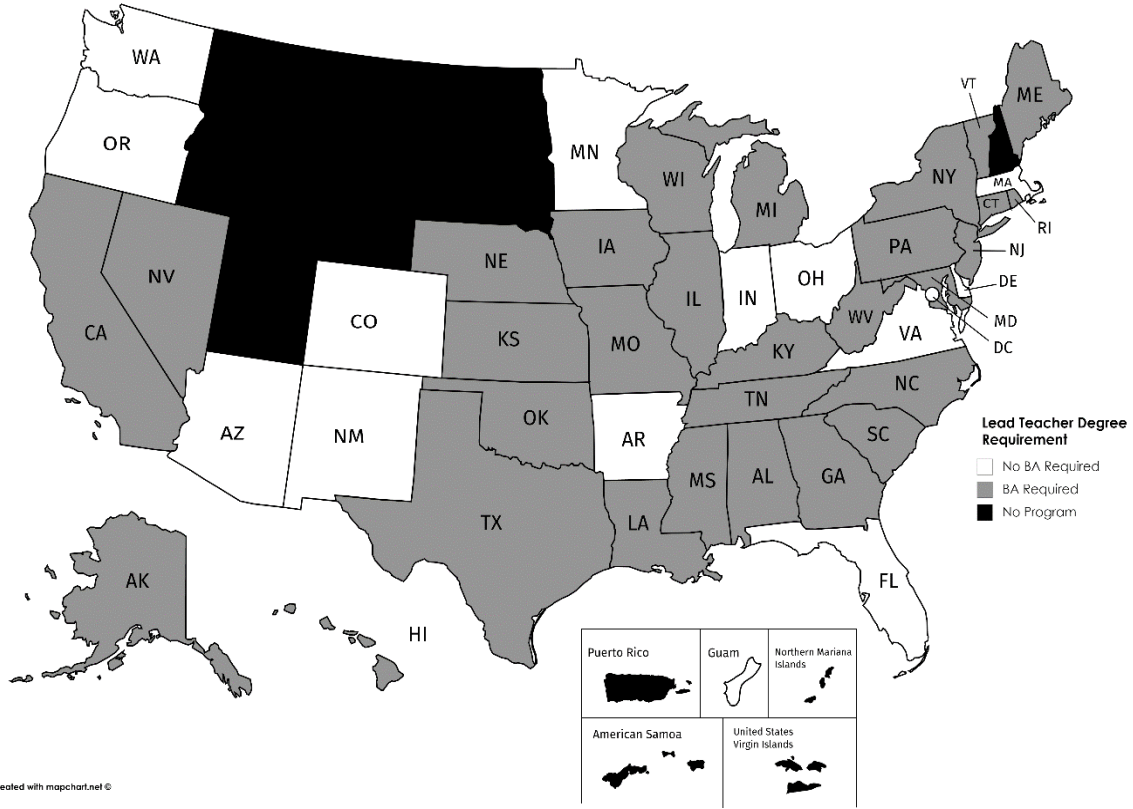
^^ From Bureau of Labor Statistics Occupational Employment Statistics report

-- = Not an option given program not available in this type of setting

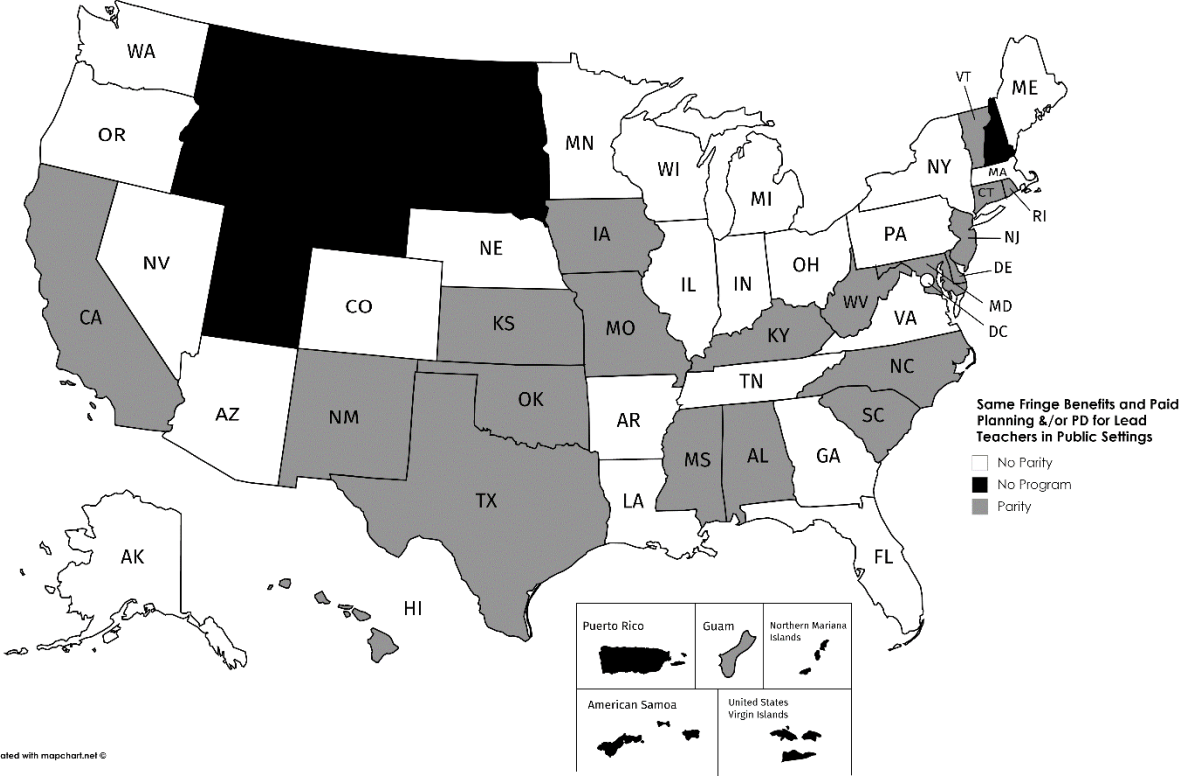
N/A = Data unavailable or not reported to NIEER

Yellow cell = New policy/not reported in prior yearbook

# Lead Teacher Degree Required



Same Fringe Benefits and Paid Planning And/or PD for Lead Teachers in Public Settings

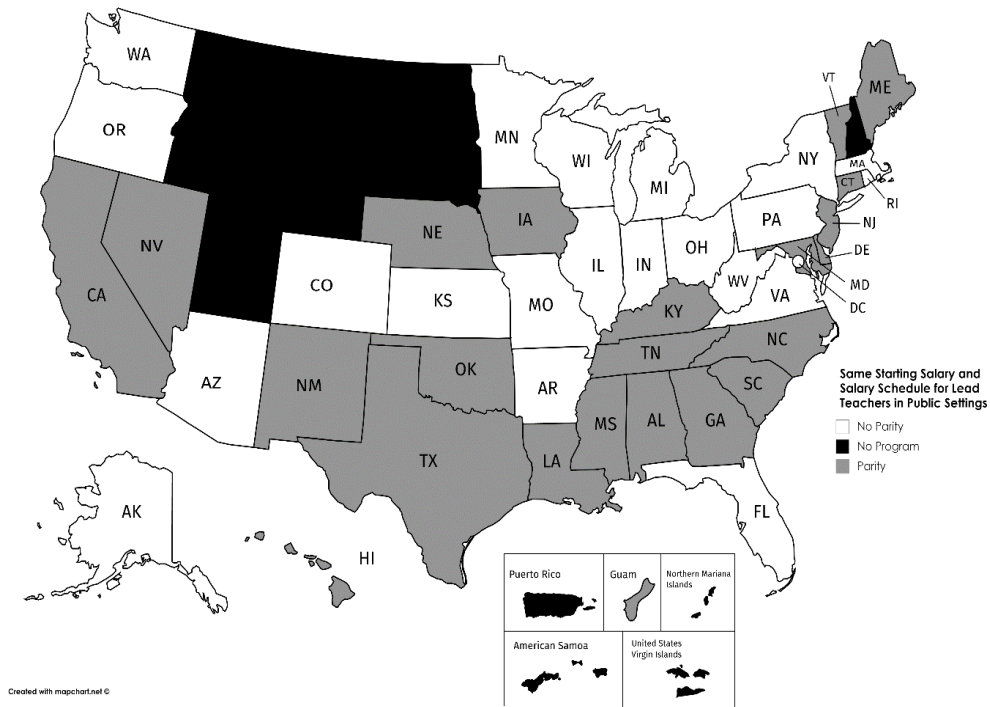


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## Same Starting Salary and Salary Schedule for Lead Teachers in Public Settings



<sup>1</sup> Manning, M., Garvis, S., Fleming, C., & Wong, G. T. (2017). The Relationship between Teacher Qualification and the Quality of the Early Childhood Care and Learning Environment: A Systematic Review. Campbell collaboration. Downloaded April 25, 2018 from [https://www.campbellcollaboration.org/media/k2/attachments/0224\\_ECG-Manning-Teacher\\_qualifications.pdf](https://www.campbellcollaboration.org/media/k2/attachments/0224_ECG-Manning-Teacher_qualifications.pdf)

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Wells, M. B. (2015). Predicting preschool teacher retention and turnover in newly hired Head Start teachers across the first half of the school year. *Early Childhood Research Quarterly*, 30, 152-159.

<sup>2</sup> Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce Years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley, especially "Chapter 3: Then and Now: Trends in Wages, Education, and Turnover Among Early Childhood Teachers" (pp.13-40).

Hall-Kenyon, K. M., Bullough, R. V., MacKay, K. L., & Marshall, E. E. (2014). Preschool teacher well-being: A review of the literature. *Early Childhood Education Journal*, 42(3), 153-162.

<sup>3</sup> Whitebook, M. and McLean, C. (2017). In Pursuit of Pre-K Parity: A Proposed Framework for Understanding and Advancing Policy and Practice. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley and New Brunswick, NJ: The National Institute for Early Education Research.