



New Mexico Wage Scale and Career Lattice Change Task Force

Proposed Unified Wage Scale and Career Lattice Update

ECECD Strategic Plan

Goal 1 – School Readiness

ECECD will create and implement equitable, culturally responsive policies, programs, and services that will ensure all children have the skills and knowledge needed to enter kindergarten ready to succeed.

Objective 1.1

All early childhood professionals are supported by a fully implemented equitable career and compensation system.

Activity

- 1.1.1 Complete the design of the career and compensation lattice in collaboration with providers, advocates, and policymakers
- 1.1.2 Complete the full implementation plan, including communications, cost model update, information technology, and infrastructure needs
- 1.1.3 Secure the resources and implement



Aims for the Wage Scale and Career Lattice

- Establish an aligned wage scale and career lattice that rewards the experience, competencies, and education of the current early childhood workforce
- Incentivize increased qualifications across all sectors of the early childhood workforce
- Inclusive of center and home-based educators, PreK, Head Start, Infant and Toddler Educators, Early Interventionists, and Home Visitors.
- Develop an **implementation plan** for the aligned wage scale and career lattice that identifies required policy changes, maximizes funding structures, elevates educator voice, reduces barriers to implementation, and integrates the multiple compensation related initiatives underway in New Mexico.

National Support for this Work



Task Force Purpose and Role

- **A small cross-role, cross-sector group to inform a Unified Wage Scale and Career Lattice and Implementation Plan**
- **Encompasses the full early childhood workforce under the purview of ECECD**
 - Child Care, PreK, Head Start, Home Visiting, Family Infant Toddler
- **Build from and align with current initiatives**
 - University of New Mexico Cradle to Career Policy Institute's Early Care and Education Workforce Considerations
 - Early Childhood Wage and Career Lattice Cost Estimates for New Mexico
 - Growing Up New Mexico Wage Scale Work
 - New Mexico Pay Parity Initiatives
 - Cost Modeling with Prenatal to Five Fiscal Strategies
- **Connectors to a larger population for the initiatives they represent**

DRAFT Wage Scale Framework

- **Role Categories**
 - Which positions might fall into each category?
- **Essential Responsibilities**
 - What are the essential functions for these types of roles?
- **Shared Competencies**
 - What are the foundational and shared knowledge and skills needed to perform those functions?
- **Qualifications**
 - What are the credentials and experiences that develop the competencies?
- **Minimum Salaries**
 - Salary floors across Entry to Advanced levels within each Role Category

Draft Wage Scale Framework

Outlines qualifications, credentials, experience, and minimum salary for five role categories

- Leadership
- Lead Early Childhood Professional
- Early Childhood Professional
- Specialist
- Support Staff

Inclusive of all early childhood sectors for which ECECD has regulatory oversight

- Child care
- PreK
- Head Start
- Home Visiting
- Family Infant Toddler (FIT) program



Draft Wage Scale – Leadership

Example Positions	Qualifications, Credentials, & Experience	Minimum Salary
Home Visiting Program Manager, Executive Director, Program Supervisor, Nurse Manager	Level 5 Doctoral degree & 5+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 5+ years' experience	\$95,251
	Level 4 Doctoral degree & 0-5 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-5 years' experience	\$91,588
Child Care/PreK/Head Start Director, Assistant Director, Executive Director, Owner, CEO, Family Child Care Director/Owner/Operator, Program Manager	Level 3 Master's degree & 5+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 5+ years' experience	\$87,925
	Level 2 Master's degree & 0-5 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-5 years' experience	\$84,262
FIT Manager, Executive Director	Level 1 Bachelor's degree & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$80,598
	Entry Bachelor's degree & 0-3 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-3 years' experience	\$73,271

Draft Wage Scale – Lead Early Childhood Professional

Example Positions	Qualifications, Credentials, & Experience	Minimum Salary
Home Visiting Lead Home Visitor, Home Visitor, Mentor, Nurse Home Visitor, Clinical Home Visitor Child Care/PreK/Head Start Teacher/Lead Teacher, Family Child Care Provider, PreK Coordinator, Early Head Start Home Visitor FIT Dual Role Positions, Family Service Coordinator, Developmental Specialist (II/III)	Level 4 Master's degree & 5+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 5+ years' experience	\$77,000
	Level 3 Master's degree & 0-5 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-5 years' experience	\$74,874
	Level 2 Bachelor's degree & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$72,747
	Level 1 Bachelor's degree & 0-3 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-3 years' experience	\$66,685
	Entry Associate's degree & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$62,122

Draft Wage Scale – Early Childhood Professional

Example Positions	Qualifications, Credentials, & Experience	Minimum Salary
Home Visiting Parent Educator, Home Visitor Child Care/PreK/Head Start Assistant Teacher, Floater/Substitute, Family Child Care Provider FIT Intake Coordinator, Developmental Specialist (I/II)	Level 6 - Bachelor's degree & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$66,685
	Level 5 - Bachelor's degree & 0-3 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-3 years' experience	\$64,404
	Level 4 - Associate's degree & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$62,122
	Level 3 - Associate's degree & 0-3 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-3 years' experience	\$59,533
	Level 2 - CDC/CDA & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$56,945
	Level 1 - CDC/CDA & 0-3 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-3 years' experience	\$51,768
	Entry - High school diploma & 0-3 years' experience <i>OR</i> High school equivalency credential & 0-3 years' experience	\$44,928

Draft Wage Scale – Specialist

Example Positions	Qualifications, Credentials, & Experience	Minimum Salary
Home Visiting Lactation Specialist, Infant Mental Health Specialist	Level 7 - Doctoral degree in field of specialty & 5+ years' experience specific to early childhood	\$103,994
	Level 6 - Doctoral degree in field of specialty & 0-5 years' experience specific to early childhood	\$94,540
Child Care/PreK/Head Start Disabilities Coordinator, Mental Health Coordinator, Education Manager, Nutrition Coordinator, Family Services Coordinator, FOCUS Consultant, Curriculum Coordinator, Behavior/Speech Therapist	Level 5 - Master's degree in field of specialty & 5+ years' experience specific to early childhood	\$92,688
	Level 4 - Master's degree in field of specialty & 0-5 years' experience specific to early childhood	\$84,262
	Level 3 - Bachelor's degree in field of specialty & 3+ years' experience specific to early childhood	\$80,598
	Level 2 - Bachelor's degree in field of specialty & 0-3 years' experience	\$73,271
FIT Speech & Language Pathologist, Physical Therapist, Occupational Therapist, Audiologist, Nutritionist, Social Worker (LCSW/MSW), Nurse (RN/LPN), Psychologist	Level 1 - Associate's degree in field of specialty & 3+ years' experience specific to early childhood	\$61,524
	Entry - Associate's degree in field of specialty & 0-3 years' experience specific to early childhood	\$55,931

Draft Wage Scale – Support Staff

Example Positions	Qualifications, Credentials, & Experience	Minimum Salary
Home Visiting Administrative Support	Level 4 Bachelor's degree & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$52,260
Child Care/PreK/Head Start Floater/Substitute, Administrative Support, Cook, Bus Driver, Maintenance Staff, Custodian, Apprentice, Assistant Teacher	Level 3 Bachelor's degree & 0-3 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-3 years' experience	\$46,223
	Level 2 Associate's degree & 3+ years' experience <i>OR</i> Competency-Based Assessment Equivalency & 3+ years' experience	\$43,056
FIT Administrative Assistant, Quality Assurance Staff, Data Entry Specialist	Level 1 Associate's degree & 0-3 years' experience <i>OR</i> Competency-Based Assessment Equivalency & 0-3 years' experience	\$40,186
	Entry High school diploma <i>OR</i> High school equivalency credential	\$37,440

Focus Groups

Gathering feedback on the Unified Wage Scale and Career Lattice from educators and direct service providers across New Mexico.

Participation:

- Over 200 individuals attended 10 focus groups both virtually and in-person
- 150 individual digital feedback forms submitted
- All roles and sectors represented
- Overall feedback was positive
- Strong support for the competency-based equivalency option
- Most questions and concerns related to implementation of the wage scale
 - Strong communication strategy
 - Include clear, plain language explanations and examples
 - Clarity on what is voluntary and what is required
 - Fund administrative costs

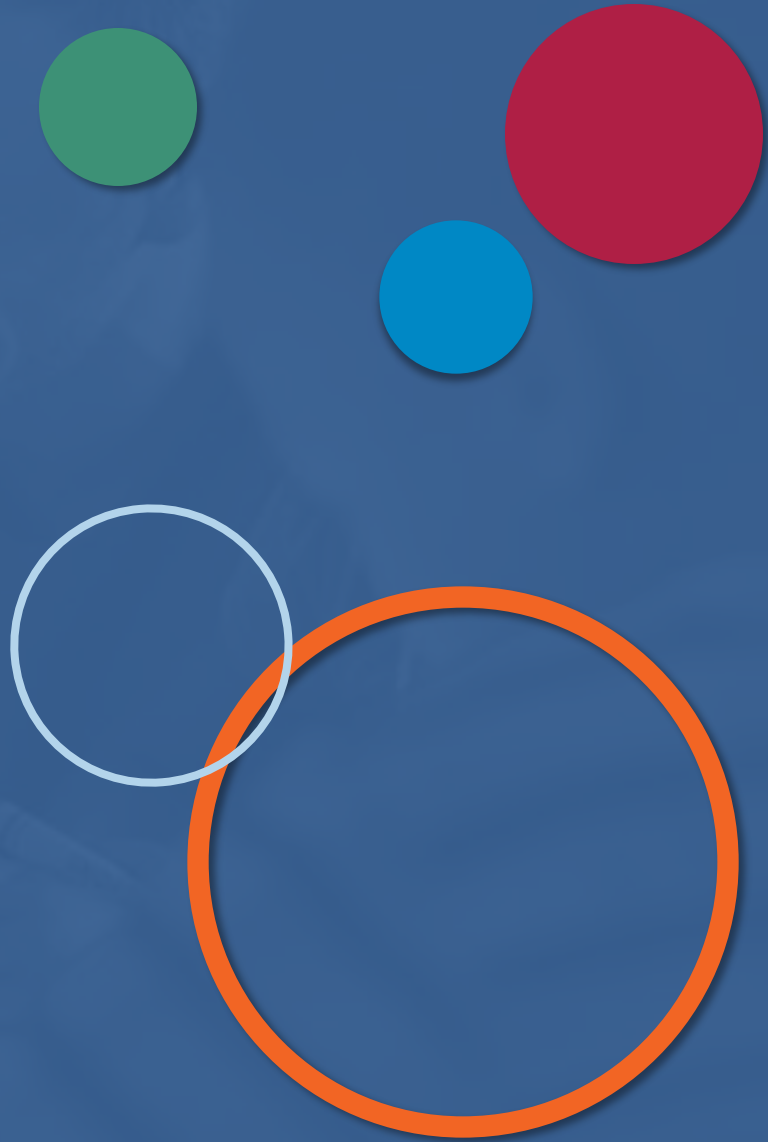
Wage Scale Task Force Process





National
Early Care & Education
WORKFORCE CENTER

Intersections of Wage Scale and Higher Education



Key Research Questions

- Reach and scope of aligned higher education programs
- Accessibility of these programs (language, geography, etc.)
- Barriers and facilitators for student progress and completion
- Competency-based credit for prior learning
- Higher education capacity to meet demand



Survey Data Overview

- 84 programs were invited to respond to the Higher Education Inventory Survey
- 51 responded to the survey
- Missing data considerations

Reach and Scope of Programs

Programs included in wage scale and reflected in survey data:

- Master's Degree, n=7
- Bachelor's Degree, n=10
- Associate's Degree, n=16
- CDC, n=14
- CDA, n/a



Access for Spanish Speakers

- Zero BA programs reported offering their degree in a language other than English (1 program indicated some courses available)
- Some programs reported offering AA (3) and CDC (4) in Spanish or Navajo

Student Experience

What are barriers and facilitators for educators to progress in and complete certifications and degrees?



Student Challenges

- Technology access
- Transportation
- Child care needs
- Work-life-school balance
- Course accessibility
- Practicum challenges
- Academic preparedness
- Cultural and community obligations
- Financial barriers

Student Supports

- Flexible course formats
- Targeted academic support
- Financial assistance
- Cohort models and peer support
- Workforce-alignment curriculum
- Field-based learning opportunities
- Cultural and linguistic relevance
- Credit for prior learning

Unpacking Credit for Prior Learning



Articulation Agreements

- Fewer AA programs than CDC programs reported formal articulation agreements into BA programs
- All 10 BA programs reported formal agreements with AA programs
- Fewer than half of all the AA programs report credit for CDA
- Credit for Career Technical Education (CTE) work is inconsistent and likely complex for students to navigate

Credit for Prior Learning

- Credit for prior learning is a key strategy in recognizing and competency of the existing workforce.
- While articulation agreements are in place to support Associate degree credit to transfer to Bachelor degree programs, most programs reported not awarding credit for prior work experience or for professional development completed.

Credit for Work Experience

- Most programs do not award credit for prior work experience or professional development
- Some programs indicate a portfolio option to demonstrate competencies and earn credit



Institutions of Higher Education Capacity for Increased Demand

What do we know about the capacity of institutions to meet increased demand?

Challenges and Opportunities

- Faculty recruitment and retention
- Administrative and operational overload
- Continue efforts for cross-institutional partnership
- Program streamlining for clarification
- Innovate to provide student flexibility



Facilitators for Student Progress and Completion

- Significant state-funded tuition supports
- Flexible course formats
- Targeted academic support
- Cohort models and peer support
- Workforce-aligned curriculum
- Cultural and linguistic relevance
- Credit for prior learning
- Articulation agreements

Barriers to Student Progress and Completion

- Technology access
- Child care needs
- Academic preparedness
- Cultural and community obligations
- Financial barriers
- Unique needs of family child care providers
 - Practicum and fieldwork options in home-based settings
 - Relevant course content
 - Faculty advising that is knowledgeable of the family child care role and setting

Capacity to Meet Demand

- Current higher education staff model results in an administrative and operational overload for full-time faculty.
- Increased demand for credentials and degrees through wage scale implementation will require increased recruitment and retention of higher education faculty.



Executive Leadership Contacts



Elizabeth Groginsky
Cabinet Secretary
Email: Elizabeth.Groginsky@ececd.nm.gov
Ph: 505-827-7684



Sandeep Patel
Chief Information Officer
Email: sandeep.patel@ececd.nm.gov
Ph: 505-660-8758



Ali Hedrick
Family Support and Early Intervention (FSEI) Division Director
Email: ali.hedrick@ececd.nm.gov
Ph: (505) 469-1742



Ariana Quinones-Miranda
Deputy Secretary
Email: ariana.quinones-miranda@ececd.nm.gov
Ph: 505-795-1786



Diana Sandoval-Tapia
Special Projects Coordinator
Email: diana.sandoval-tapia@ececd.nm.gov
Ph: 505-469-6912



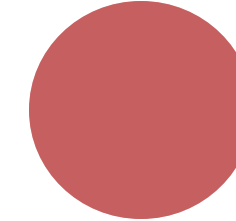
Sarah Grace
Human Resources Director
Email: sarah.grace@ececd.nm.gov
Ph: (505) 487-6584



Dr. Joannie Suina
Assistant Secretary for Native American Early Childhood Education and Care
Email: joannie.suina@ececd.nm.gov



Sandy Trujillo-Medina
Early Care Education and Nutrition (ECECN) Division Director
Email: sandy.trujillomedina@ececd.nm.gov
Ph: 505-231-3219



VACANT
Policy, Research, and Quality Initiatives (PRQI) Division Director



Shelley Strong
General Counsel
Email: shelley.strong@ececd.nm.gov
Ph: 505-670-3779



Sonya Martinez
Communications Director
Email: sonya.martinez@ececd.nm.gov
Ph: 505-670-8338



VACANT
Administrative Services Division Director

Stay Connected with the New Mexico Early Childhood Education and Care Department



NMECECD.org



Bi-weekly newsletter sign up:

<https://bit.ly/36kZEQC>.



800-832-1321



PO Drawer 5619

Santa Fe, NM

87502-5619



@NewMexicoECECD