



**Manitoba Child Care
Association**

MCCA

MINIMUM SALARY GUIDELINE SCALE

FOR GROUP CHILD CARE CENTRES

PHASE IV

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HISTORY OF MCCA GUIDELINE SCALES

In 1999, MCCA identified a mounting workforce shortage in the child care sector. Child care wages, historically low, had been stagnant for a 10 year period. Manitoba's economy was booming, and better paying, less demanding jobs were plentiful. Enrolment in ECE training programs had plummeted. Almost 40% of MCCA member centres could not meet the legislated requirements for proportion of trained staff. A few centres had no trained staff at all. Job ads generated few candidates and directors felt they had no real choice when hiring. In some facilities, caregivers worked 10 hour days, came to work sick, relinquished vacations, all because of the workforce shortage. The link between quality of care and qualifications of the caregiver was well known, and concern was mounting.

MCCA's first guideline scale for group child care centres was developed in 1999. It was designed to be a first step in elevating wages beyond the average earned in 1998, by directors, supervisors, ECEs and child care assistants. The goal was to design a scale at a level high enough that caregivers would notice a difference on their paycheque, but would not require an unrealistic increase to the operating grant and/or parent fees.

In 1999, the Child Day Care Regulatory Review Committee used MCCA's Guideline Scale, Phase II to calculate a "unit funding" model recommendation. The funding change was implemented by government in 2000, and an impressive number of centres adopted the guideline scale as is; others customized it to reflect job titles and responsibilities of their staff. It quickly became the benchmark for child care wages in Manitoba. Phase III was released in 2002. Centres that maintain high enrolment, charge maximum fees, receive an operating grant, and incur average operating expenses should generate sufficient revenue to pay employees at Phase III levels in 2003.

Minimum Guideline Salary Scale for Group Child Care Centres, Phase IV

Phase IV was designed to reflect recommendations in *Building the Career Corridor: Manitoba's Early Childhood Labour Market Strategy Project Report, 2001*. We have built progressive qualifications, role progression, and a professional development recommendation into the scale, to ensure there are financial rewards attached to training and professionalism. We have included information to assist board of directors determine a fair compensation package for directors.

Enhancements to the scale, such as the child care assistant in training level and ECE with specialized training, will present implementation challenges for facilities that choose to use it. We recommend the board and the centre director develop a plan to harmonize the existing wage scale into Phase IV, as finances permit. Phase IV was distributed to boards of directors in the fall of 2003 and then to all MCCA members with the winter issue of *Child Care Bridges*, December, 2003.

MCCA has presented a recommendation to government to increase grant funding to all licensed infant, preschool, school age, and nursery school facilities, so that the majority are able to compensate employees at Phase IV, or better. We need your support for this recommendation, which you can demonstrate by:

- pass a motion of support for the Phase IV Minimum Salary Guideline Scale at a board of directors meeting
- contact the Minister of Family Services and Housing and your local Member of the Legislative Assembly (MLA) via phone, fax, or email (call Citizens Inquiry at 945-3744 for contact information) and indicate your support for Phase IV. Request an increase to the operating grant at a level sufficient to enable the majority of facilities to implement Phase IV or better



MANITOBA CHILD CARE ASSOCIATION
Minimum Salary Guideline Scale
For Group Child Care Centres
Phase IV, 2004

Classification:		Level 1	Level 2	Level 3	Level 4	Level 5	
Early Childhood Educator II or III	Director II	\$42,972.00 (20.66)	\$44,261.00 (21.28)	\$45,589.00 (21.92)	\$46,957.00 (22.58)	\$48,366.00 (23.25)	Annual Hourly
	Director I	\$37,068.00 (17.82)	\$38,180.00 (18.36)	\$39,325.00 (18.91)	\$40,505.00 (19.47)	\$41,720.00 (20.06)	Annual Hourly
	Supervisor, or ECE with specialized training	\$31,367.00 (15.08)	\$32,308.00 (15.53)	\$33,277.00 (16.00)	\$34,275.00 (16.48)	\$35,303.00 (16.97)	Annual Hourly
	Early Childhood Educator (ECE)	\$27,057.00 (13.01)	\$27,869.00 (13.40)	\$28,705.00 (13.80)	\$29,566.00 (14.21)	\$30,453.00 (14.64)	Annual Hourly
Child Care Assistant	Child Care Assistant in ECE training	\$19,567.00 (9.41)	\$20,154.00 (9.69)	\$20,759.00 (9.98)	\$21,382.00 (10.28)	\$22,023.00 (10.59)	Annual Hourly
	Child Care Assistant	\$16,879.00 (8.11)	\$17,385.00 (8.35)	\$17,907.00 (8.61)	\$18,444.00 (8.87)	\$18,997.00 (9.13)	Annual Hourly

There is a 3% increase between positions, except supervisor to director which increases by 5%. Each increment increases by 3%.
 The hourly is calculated at 40 hours per week, and has been rounded off .

DEFINITIONS

Child Care Assistant:

- As defined in The Community Child Day Care Standards Act, Manitoba Regulation 62/86
- Participates in at least 24 hours of professional development in early childhood education per year

Child Care Assistant in Training:

- Is actively pursuing an ECE classification and working with the supervision and support of an ECE
- There is a written formal contract agreement with the employer, mapping out a professional development plan which leads to an ECE credential through a CCEPAC approved or equivalent training program. The contract outlines an agreed upon end date for training, as well as the support provided by the centre during training (i.e. payment for courses, incremental rates of pay during training, etc).

Early Childhood Educator (ECE)

- As defined in The Community Child Day Care Standards Act, Manitoba Regulation 62/86
- Duties are primarily those performed by a front line practitioner or primary caregiver for infants, preschool, school-age children, or a nursery school teacher without administrative duties
- Participates in at least 24 hours of ECE professional development per year

Supervisor or Early Childhood Educator with Specialized Training:

- A supervisor, whose job description includes a portion of the child care program administration. Examples include orientating and directing staff; managing employee records; developing staffing schedules, assist in identifying professional development opportunities, record keeping

OR

- An ECE III, having completed a CCEPAC approved, ECE post diploma program, and whose duties are primarily those performed by an ECE working with children with special needs, infants, school-agers, aboriginal children, or any other recognized specialization

OR

- An ECE II or III working in a nursery school, whose duties are primarily those performed by an ECE working with children, and whose job description includes a portion of the child care program administration duties

AND

- Participates in at least 24 hours of ECE professional development per year

Director I:

- As defined in The Community Child Day Care Standards Act, Manitoba Regulation 62/86
- Manages a facility of 50 spaces or less
- Participates in at least 24 hours of ECE professional development per year
- MCCA recommends that centre directors acquire a relevant credential in management

Director II:

- As defined in The Community Child Day Care Standards Act, Manitoba Regulation 62/86
- Manages a facility of 100 spaces or less
- Participates in at least 24 hours of ECE professional development per year
- MCCA recommends that centre directors acquire a relevant credential in management

TIPS FOR DETERMINING A DIRECTOR'S WAGE

The salary range for Director I and II is recommended for most centres of up to 100 spaces. Centres larger than 100 spaces generally negotiate a wage and benefit package with their director that is higher than the maximum on MCCA's Guideline Scale.

The work of most Early Childhood Educators is fairly consistent from centre to centre, however, administrative responsibilities of the Executive Director vary widely depending on the expectations of the board of directors and the mission of the organization. Therefore, MCCA cannot design a standard directors guideline wage scale that will fit the profile of every facility. We provide this background information as a guideline for reference.

There are many factors to consider when deciding on a compensation and benefit package for a centre director. An obvious place to begin is analyzing the combination of education and experience. A centre director of an infant or preschool program in Manitoba is required to be an ECE III and the director of a school age program or nursery school must be an ECE II. Over the past 2 decades, training requirements for ECEs have changed significantly, so the board needs to identify the credentials held by the director, as well as review the list of professional development experiences the director has engaged in. Experience is indeed a great teacher and there is no doubt that an experienced director with excellent references is more likely to perform at a high level of competence. The board of directors should also consider the duties and responsibilities of the position. Referred to as "compensable factors", these are the aspects of a job that make it worth a certain amount of money. This includes such things as:

- number of persons served by the centre
- scope of operations
- number and type of staff
- annual budget
- specialized skills
- other benefits

ANNUAL BUDGET

Although the size of the budget doesn't always correlate to the skills and talents needed by organizational staff, it is of primary consideration when developing a wage scale that compensates all employees as fairly as possible.

SPECIALIZED SKILLS

Does the centre need the director to have specialized skills, such as expertise in inclusion of children with special needs, financial expertise, family counselling, knowledge of specific computer software, proposal writing? Does the executive director need the expertise required to represent the organization on related community boards, regional coalitions, or with a professional organization?

OTHER BENEFITS

Will the organization pay all or part of group insurance coverage, MCCA dues, RRSP contributions? Is there compensation for mileage while on organizational business, provision for earning of enhanced vacation time, paid overtime, sick leave?

NUMBER OF PERSONS SERVED BY THE CENTRE

Identify the number of children and adults served by the organization, as a measure of its' impact and scope of the executive directors responsibility. For example, adult education and family support programs are often provided in addition to the childrens program.

SCOPE OF OPERATIONS

Does the centre provide standard hours of care e.g. 7:00 am – 6:00 pm or does it operate extended hours therefore requiring the executive director to be available for more than 8 hours per day/5 days per week? If the centre's programs are located in a number of sites, this impacts on the kinds of management skills expected from the executive director.

NUMBER AND TYPE OF STAFF

A measure of organizational complexity, and hence executive director compensation, is the number of staff employed as well as the positions they hold. Core staff will include primary caregivers for the children and support staff such as child care assistants. According to Manitoba Regulation 8(2) the ratio requirements for a day care centre, except a nursery school which provides day care for less than four continuous hours per day are:

Infants:	12 weeks – 2 years	1:4
Preschool:	2 years – 6 years	1:8
School Age:	6 years – 12 years	1:15

According to Manitoba Regulation 8(3) the ratio requirements for a nursery school which provides day care for four or less continuous hours per day are:

Infants:	12 weeks – 2 years	1:4
Preschool:	2 years – 6 years	1:10

Other employees may include “special needs workers”, who may require significant supervision and support from the executive director. As the number of employees increases, so do the talents required from the executive director to provide leadership.

As noted in *Partners in Quality, Tools for Administrators in Child Care Settings*, Canadian Child Care Federation, 2000 the standards of practice required of the administrator of a child care program include:

- Standard One:

Hire, develop and maintain knowledgeable, sensitive, and motivated practitioners and support staff.
- Standard Two:

Ensure a safe, healthy, well organized environment and a purposeful daily program that meets the needs of the children being cared for and their families.
- Standard Three:

Undertake administration of the overall organization consistent with legislative requirements and with the direction of the organization's governing body while responding to political and other trends and changes in the external environment that may effect the short and long term quality of the services being provided.
- Standard Four:

Manage the program's financial resources so that they are used effectively.
- Standard Five:

Communicate positively and effectively with a broad range of stakeholders in a way that enables them to articulate their needs and furthers the objectives of the program and the quality of its services.

MCCA's *Human Resource Management Guide for Early Childhood Programs* provides a comprehensive job description for centre directors in each of the main areas of responsibility which usually include:

Program Management
Financial Management
Human Resource Management
Organizational Management
Public Relations
Professionalism

For further information on *Tools for Administrators in Child Care Settings* go to the publications section at www.cccf-fcsge.ca
For further information on the *Human Resource Management Guide* go to the resources section at www.mccahouse.org, or call 204-586-8587.

PROFESSIONAL DEVELOPMENT

In order to ensure child care practitioners competently support and encourage children's development and learning throughout their career, MCCA has adopted the recommendation from the National Association for the Education of Young Children and the recommendation from Wheelock College that all early childhood practitioners employed in centre based care complete 24 hours of professional development training each year. To help board of directors identify a personnel policy on professional development that is practical, achievable, and affordable, we recommend the following definition of training from the National Family Day Care Training Project:

Any opportunity provided to caregivers to learn new skills or enhance existing skills, or to learn information that builds caregivers' competence, self confidence, personal empowerment or network of support. We see training as an ongoing process of professional development or lifetime learning. By this definition, training and learning opportunities include a range of activities such as home visits, written resource materials, mentoring, workshops, and certificate courses.