

VERMONT
EARLY CHILDHOOD WAGE
AND FRINGE BENEFIT
COMPARABILITY STUDY
Final Report



ACKNOWLEDGEMENTS

Authors: Kristina Rodriguez, M.P.P., Laura E. Hawkinson, Ph.D, Aisha Pittman Fields, MS.Ed, Sallie Strueby, M.A., M.S.W.

Reviewers and Contributors: Renee Kelly (VT Head Start Collaboration Office, Project Lead), study Advisory Group including representatives of the following agencies and organizations: Vermont Head Start Collaboration Office (VTHSCO), Vermont Child Development Division (CDD), Children’s Integrated Services (CIS), Vermont Association for the Education of Young Children (VTAEYC), T.E.A.C.H Early Childhood Vermont, Let’s Grow Kids, Office of Head Start Region I T/TA Network, and Vermont Afterschool, Lindsey Allard Agnamba (School Readiness Consulting, Project Advisor)



The School Readiness Consulting team thanks all reviewers and contributors to this study and the final report, including the Vermont Head Start Collaboration Office and Vermont Child Development Division for funding this work and the Vermont Bright Futures Information System for supplying program contact and characteristic data.

Suggested citation: Rodriguez, K., Hawkinson, L., Pittman, A.F., Strueby, S (2021). Vermont early childhood wage and fringe benefit comparability study final report. Silver Spring, MD: School Readiness Consulting.

Authors Note: Although this work product was funded in whole or in part with monies provided by or through the State of Vermont, the State does not necessarily endorse the researchers' findings, conclusions and/or recommendations. The findings, conclusions and/or recommendations may be inconsistent with the State's policies, programs, and objectives.

TABLE OF CONTENTS

INTRODUCTION	07
THE OPPORTUNITY: UNDERSTANDING WAGES AND FRINGE BENEFITS IN VERMONT	10
KEY TAKEAWAYS	15
FINDINGS: CENTER-BASED PROGRAMS	19
FINDINGS: FAMILY CHILD CARE HOMES	28
FINDINGS: INDIVIDUAL CHARACTERISTICS	31
FINDINGS: CHANGES OVER TIME AND COVID-19 IMPACTS	33
ADDITIONAL FINDINGS: CHILDREN’S INTEGRATED SERVICES (CIS) AND AFTERSCHOOL	36
LOOKING AHEAD: THE AUTHORS’ RECOMMENDATIONS	39
REFERENCES	46
APPENDIX A: STUDY METHODOLOGY	48
APPENDIX B: CHARACTERISTICS OF PARTICIPATING PROGRAMS	52
APPENDIX C: ADDITIONAL TABLES	58
APPENDIX D: CLASSIFICATION MEMO	65
APPENDIX E: SURVEY FORMS	105



EXECUTIVE SUMMARY



High-quality early childhood education is linked with development benefits for children, and early educators are a key driver of program quality. However, national evidence suggests that the early childhood workforce is poorly paid and has minimal access to benefits (McLean et al., 2021), contributing to health challenges, high job turnover, and barriers to program quality. High-quality early childhood education and care requires a stable and well-supported workforce.

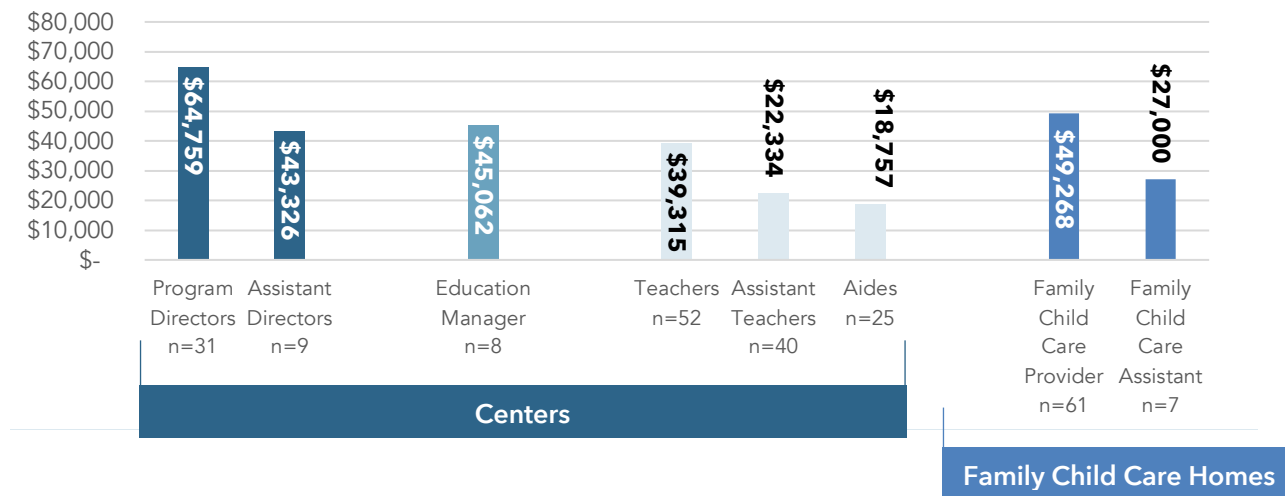
The state of Vermont has demonstrated a strong commitment to strengthening its early childhood education (ECE) system, including significant investments in supporting the well-being of the workforce. For instance, the recently passed Act 45 dedicated millions in funding to educator compensation and tuition support, and the 2020 Vermont Early Childhood Action Plan outlines several priorities for supporting stabilization and financial security of the workforce. In order to better understand the compensation landscape of the ECE workforce in Vermont, the state's Child Development Division (CDD) and the Vermont Head Start Collaboration Office (VHSCO) contracted School Readiness Consulting (SRC) to conduct the Vermont Early Childhood Wage and Fringe Benefit Study. While the Child Development Division and the Vermont Head Start Collaboration Office are interested in this study, the report and recommendations by the contractor may not necessarily reflect the views of the State of Vermont. The aims of the study were to define and classify the key positions in Vermont's early childhood workforce, and to describe and compare wages and fringe benefits of the workforce across program type and funding streams, including center-based (Head Start, Universal Pre-K, and Private), home-based (Universal Pre-K), afterschool, and Children's Integrated Services (CIS) programs. For this study, SRC conducted a web-based survey in spring 2021 that collected data on employee compensation and benefits from 165 randomly selected programs in Vermont. This final report summarizes the findings and recommendations from the study.

KEY FINDINGS AND TAKEAWAYS

- **A tiered career path exists for early childhood workforce members in Vermont, particularly those working in center-based programs.** Center-based program staff have access to a tiered career path with increasing qualifications, responsibilities, and pay. In our study sample, we observed sizable differences in annual compensation in three major center-based positions: on average, Program Directors earned approximately \$25,000 more per year than Teachers, and Teachers earned approximately \$17,000 more per year than Assistant Teachers (Figure 1). Furthermore, data from this study indicate that annual pay increases steadily with higher education and credentials. This tiered career path has the potential to support the stability of the early childhood workforce. Family child care homes do not have a career path in the same way because there are few or no employees.
- **Annual compensation is low for Vermont's early childhood workforce, especially compared to professions with similar job requirements and responsibilities.** Although the ECE workforce in Vermont has access to a tiered career path, with opportunities for advancement and higher pay, overall pay level for the ECE workforce is relatively low for skilled professionals and falls short of pay for occupations with similar requirements for education and experience. On average, kindergarten teachers in Vermont earn \$16,200 more annually than early childhood teachers, and registered nurses earn

\$30,040 more (Bureau of Labor Statistics, 2021). The study also revealed pockets of vulnerability, with some workers earning less than a living wage. The issue of low compensation in ECE is critical because economic insecurity has the potential to negatively impact teacher retention, program quality, and child learning outcomes (Caven et al., 2021; Johnson et al., 2021).

Figure 1. Median annual compensation in 2020 for key positions in center-based programs and family child care homes



- Vermont’s early childhood workforce has limited access to benefits in most positions, except employees of Head Start programs.** Most early childhood workforce members in Vermont have limited or no fringe benefits. A notable exception is that most employees of Head Start centers in our study received a variety of fringe benefits, including those relating to health and financial security. Fringe benefits support employee well-being across several dimensions, including physical health, mental and emotional health, and financial health. These benefits increase the total value of employee compensation packages (although salaries may be lower in jobs with generous fringe benefits). Research suggests that fringe benefits increase employee satisfaction and retention, and that benefit increases for early childhood workers can create better working conditions and reduce turnover (Artz, 2010; Smith & Lawrence, 2019). This is particularly critical for family child care providers, who had access to very few benefits in this study.

LOOKING AHEAD: THE AUTHORS’ RECOMMENDATIONS

The recommendations from the Vermont Early Childhood Wage and Fringe Benefit Study align with the larger picture of Vermont’s early childhood strategy and investments.

- Continue statewide efforts to support the professionalization of the early childhood workforce in Vermont.** In recent years, Vermont has engaged in significant efforts to strengthen the professionalization of the early childhood workforce through strategies in the Vermont Early Childhood Action Plan, funding for early educator scholarships and loan repayments in Vermont’s Act 45, and policy

alignment with the NAEYC Power to the Profession initiative. Vermont's early childhood workforce will also benefit from future steps in the state's strategy to create a career infrastructure for early childhood educators, such as supporting the early care and education coursework and credentials offered by secondary and technical schools in Vermont, expanding stackable and portable credentials that can be obtained through professional development and lead toward degrees, and marketing for early childhood careers.

- **Move forward with action steps to improve compensation of the early childhood workforce, especially for the lowest earners, without passing costs on to families.** The findings of this study suggest that higher compensation is needed across the workforce, and there is a critical need for targeted income supports for the lowest earners in the field. Systemwide information about workforce compensation provides a foundation for improving pay of early educators, and this study is the first step toward Vermont's strategy to conduct a biannual study of workforce trends, needs, compensation, and benefits. An important next step for Vermont is to determine the optimal funding mechanisms and approaches to increase pay for early educators. The American Rescue Plan Act presents time-limited funds that could be used in Vermont to pilot and implement new strategies to strengthen compensation of the early childhood workforce, and the state has plans to explore funding mechanisms for a statewide wage supplement program. To achieve sustainability of workforce compensation supports, long-term funding strategies are also needed. For instance, tax credits for early educators are a long-term strategy to offset the low wages of early educators without increasing the cost of child care.
- **Learn from workforce members and small child care business owners about their needs for fringe benefits and other shared services, and explore strategies to address these needs.** Increasing access to health and financial security benefits is an important way for Vermont to strengthen the early childhood workforce, and the Vermont Early Childhood Action Plan includes an action step to expand access to healthcare for the workforce. To provide a more comprehensive set of supports to the workforce, the state may wish to explore strategies to increase access to other types of benefits. To ensure that the state's resources can be focused on the greatest needs, a valuable next step is collecting information about the need for specific types of benefits in the workforce. In addition, family child care homes in Vermont can benefit from additional supports to manage their businesses. The state may leverage its existing infrastructure, including Starting Points family child care networks at the local level and Let's Grow Kids statewide shared services resources, to explore ways to potentially integrate other needed supports locally, such as technical assistance and additional business management support that is individualized.

FUTURE RESEARCH

As Vermont moves forward with next steps to support the early childhood workforce, it is important to have thorough information and high-quality data to support decision-making. The study team recommends exploring the following avenues for future research:

- Conduct research that is representative of Vermont's early childhood workforce and examines workforce members' employer-provided benefits, benefits available through other family members, and need and preferences for benefits.
- Expand the information collected from workforce members to include data on compensation and benefits, in order to maintain a high-quality database.
- Leverage valuable information from planned systems analysis and financing study that are part of Act 45.



INTRODUCTION

The first years of a child’s life are foundational to their future learning, health, and social-emotional development; and early childhood education plays a critical role in this foundation. Rich learning

environments and caring relationships with parents and other family and community caregivers are fundamental in the development process (Early Milestones, 2021). Early childhood education (ECE) is a significant part of these experiences because many parents in the US are working and rely on affordable, quality ECE care for their young children (High-Quality Early Learning, 2016). Research on the impacts of ECE experiences indicates that participation in high-quality early education opportunities is associated with positive short- and long-term outcomes in critical areas such as school readiness, social-emotional and cognitive development, reduction in grade retention, and academic success into adulthood—among other long-term benefits (Center on the Developing Child, n.d.; Colorado Office of Early Childhood, 2019; McLean et al., 2016; Schweinhart et al., 2005; Yoshikawa et al., 2013).

Teachers and other program staff are a key driver of ECE program quality. Interactions between ECE program staff and the children in their care is a particularly important aspect of quality in early childhood programs (Yoshikawa et al., 2013). Interactions that create supportive and nurturing learning environments empower children to acquire new skills and find enjoyment in learning (Yoshikawa et al., 2013). Research has found that the quality of adult-child interactions in classrooms is more predictive of children’s developmental outcomes than other “structural” aspects of quality, such as student to teacher ratios or use of a curriculum (e.g., Mashburn et al., 2008; Yoshikawa et al., 2013).

The ECE workforce is poorly paid in comparison to other fields, contributing to high rates of turnover and barriers to program quality. Early childhood program staff, particularly teachers, receive lower pay on average than other professions, including teachers in K-12 classrooms (Early Milestones, 2021; McLean et al., 2021).

The Early Childhood Workforce

The early childhood workforce for this study includes the following positions. See the Classification Memo in Appendix # for additional detail.

Teaching Staff

- Aide
- Assistant Teacher
- Family Child Care Assistant
- Family Child Care Provider
- Substitute
- Teacher
- Trainee

Program Administrators

- Afterschool Child Care Program Administrator
- Afterschool Site Coordinator
- Assistant Director
- CIS Program Coordinator
- Program Director
- Site Manager

Specialists

- Early Intervention Provider
- Education Manager
- Health Manager
- Mental Health Specialist

Comprehensive Family Support Staff

- Family Support Worker
- Home Visitor
- Nurse Home Visitor

Auxiliary Staff

- Admin Assistant
- Bus Driver
- Cook
- Custodian
- Maintenance Worker

Advocates have pointed out that many members of the early childhood workforce are not compensated enough to meet their basic needs, leading to high utilization of public income support benefits such as the Earned Income Tax Credit, Medicaid, and Temporary Assistance for Needy Families (McClellan et al., 2020). Degrees and credentials may lead to higher pay but do not guarantee livable wages. The Center for the Study of Child Care Employment (CSCCE) (2020) found that early educators who hold a bachelor's degree experience a pay penalty for working with children from ages birth to five years old, earning less than teachers with similar credentials in K-8 classrooms. Low workforce compensation has consequences for the early childhood field. For instance, researchers have found that low pay and challenging work conditions contribute to high rates of turnover within the early childhood workforce (Caven et al., 2021) and poor classroom quality outcomes, including classroom management and quality of instruction (Johnson et al., 2021).

What it means to be “low-income” and how this relates to the ECE workforce.

In 2021, The Department of Housing and Urban Development (HUD) reported that the national median household income for the US is \$79,900.00 (HUD, 2021). According to HUD, there are varying degrees or “limits” for living in a low-income household—low household incomes do not exceed 80% (low-income), 50% (very low-income), or 30% (extremely low-income) of the median household income in the area. In 2020, UC Berkeley reported \$30,520 as the median annual wage nationally for preschool teachers and \$24,230 for childcare workers (McClellan et al., 2020). These figures suggest, on a national level, that preschool teachers and early childhood workers are financially between very low-income and extremely low-income. Early childhood educators across the country may experience significant economic insecurity.

Minimal or lack of fringe benefits negatively affects ECE workers’ health and well-being. In addition to low pay, the early childhood workforce has minimal access to fringe benefits. For instance, early childhood educators have less access to medical insurance, retirement benefits, and paid sick time than their peers who work in K-12 classrooms (Whitebook, McClellan, Austin, & Edwards, 2018). Research shows that inadequate fringe benefits, combined with low pay, are linked to workers’ increased stress over their financial insecurity, health, and well-being (Whitebook et al., 2018). Minimal health benefits can also have a negative impact on health outcomes. A Colorado study found that 43% of teaching staff and 52% of family child care providers postponed medical treatment because of the cost of care, and most did not have access to an employer-sponsored retirement plan (Schaack & Le, 2017). Furthermore, this study found that some workers with employer-sponsored health insurance had difficulty accessing needed care because they did not have paid time off for sick leave (Schaack & Le, 2017).

THE OPPORTUNITY

// ABOUT THIS STUDY



THE OPPORTUNITY: UNDERSTANDING WAGES AND FRINGE BENEFITS IN VERMONT



KEY TERMINOLOGY

Program Types

Center-based program: Early care and education program operated in school or center-based settings (including UPK, Head Start, and Private centers)

Family child care home (FCCH): Early care and education program operated in the provider's home (including UPK and Private centers)

Afterschool program: Programs that care for school-aged children after the school day ends

Children's Integrated Services program (CIS): Programs offering early intervention, family support, and prevention services to children and families

Funding Streams

Head Start program: Center-based programs that are federal Head Start grantees (many Head Start centers also participate in UPK, but are classified as Head Start if they receive any Head Start funding)

Universal Pre-K (UPK): Center-based and FCCH programs that participate in UPK, Vermont's public prekindergarten initiative (and are not Head Start grantees)

Private: Center-based and FCCH programs that do not participate in Head Start or UPK

Black, Indigenous & Persons of Color (BIPOC): Label used in this study in reference to employees who were identified as Black or African American, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, Mixed Race, or Latino/a/x regardless of race

THE VERMONT CONTEXT

Vermont offers ECE experiences in a variety of settings. As of 2018, Vermont served children and families in approximately 1,255 public and private regulated ECE programs, including registered and licensed family child care homes (FCCH), licensed center-based childcare programs and preschool programs (including Head Start and Early Head Start) (Vermont PDG Project Summary, 2018). Vermont's early childhood system uses a mixed-delivery approach, which provides public funding for eligible families through a variety of mechanisms including child care assistance, early intervention programs, preschool funding through Title I

and local funds, Head Start and Early Head Start, and a Universal Preschool Program (UPK). Vermont's UPK program started in 2014 via Act 166, which required all public-school districts to offer UPK for all 3-, 4-, and 5-year-old children not already enrolled in kindergarten (Friedman-Krauss et.al., 2021). The state also offers specialized childcare through programs like Children's Integrated Services (CIS), which offers support to expectant mothers and new families. CIS provides families in Vermont with a range of services including access to pre-/post-natal care, nurse or home visitors, and early intervention programs. Services are provided by local professionals and are located in-home, at the family's preferred child care location, or wherever the family is most comfortable. In addition, child care is available to school-age children in Vermont through Afterschool programs.

THIS STUDY

Vermont values high-quality early childhood programs and the ECE workforce. High-quality early childhood programs require a high-quality workforce yet early childhood workers are often undercompensated in pay and fringe benefits, contributing to high rates of turnover, challenges in filling vacant early childhood positions, and potential negative effects on program quality and children's developmental outcomes. To support Vermont's Head Start workforce and better understand the compensation landscape of the ECE workforce in the state, the Vermont Head Start Collaboration office sought to conduct a wage and fringe benefit study of Vermont's early childhood workforce.

In Summer 2020, the state contracted with School Readiness Consulting (SRC) to conduct the Vermont Early Childhood Wage and Fringe Benefit Comparability Study. The aims of the study were to define and classify the key positions held by members of Vermont's early childhood workforce and collect data via survey to describe and compare wages and fringe benefits of this workforce. The study included several service delivery settings, including public/private center-, school-, and home-based, as well as afterschool programs. In Fall 2020, SRC collaborated with VTHSCO to develop a comprehensive workplan and shared vision of how to execute the study. In 2020 and 2021, SRC worked in partnership with VTHSCO and an Advisory Group,¹ comprised of representatives from multiple agencies and delivery settings, to develop position classifications and a survey instrument that align with the workforce landscape and project needs in Vermont.

A foundational piece of work for this study was crafting a plan for identifying and classifying key position types in the ECE field. SRC reviewed extant data from multiple sources, including existing job descriptions, state regulations, and program standards to compile a comprehensive list of position types for inclusion in the survey. The goal of this classification plan was to create a mutual understanding between SRC and the state of the wide variety of roles in the field and facilitate reasonable comparisons between job types and delivery settings during analysis. This classification plan is described in the Classification Memo in Appendix D.

¹ The Advisory Group included representatives of the following agencies and organizations: Vermont Head Start Collaboration Office (VTHSCO), Vermont Child Development Division (CDD), Children's Integrated Services (CIS), Vermont Association for the Education of Young Children (VTAEYC), T.E.A.C.H Early Childhood Vermont, Let's Grow Kids, Office of Head Start Region I T/TA Network, and Vermont Afterschool.

This final report presents the study findings about compensation of the ECE workforce in Vermont and provides recommendations and next steps. The report uses data from a web-based survey that collected employee compensation data from a random sample of programs in Vermont, including center-based early childhood programs, FCCCHs, CIS, and afterschool programs. The study team developed the survey in partnership with the Vermont Child Development Division’s Head Start State Collaboration Office, and members of the Advisory Group. Figure 1 includes the research questions for the study, and a brief description of the methodology (detailed methodology is included in Appendix A). The findings section of this report describes wages and fringe benefits of the employees in each program type, by position type. The report concludes with takeaways summarizing the key findings, a series of recommendations that align with current efforts around the early childhood system in Vermont and suggested next steps for the state.



Figure 1. Research questions and methodology summary

RESEARCH QUESTIONS

1. What are position classifications of Vermont's early childhood workforce?
2. What are the wages of Vermont's early childhood workforce?
3. Which benefits are available to Vermont's early childhood workforce?
4. How do wages and benefits in Vermont vary by position classification?
5. How do wages and benefits in Vermont vary by program characteristics such as sector and geographic region?
6. How do wages and benefits in Vermont vary by worker characteristics such as race/ethnicity, education, and experience?
7. How do the wages and benefits of Vermont's early childhood workforce compare to estimates in other states or nationally, and to previous estimates in Vermont?
8. What are the potential impacts of wages and benefits on members of the early childhood workforce?

METHODOLOGY

For this study, the project team conducted a web-based survey that collected data from a random sample of programs in Vermont, including center-based early childhood programs, FCCHs, CIS, and afterschool programs. The purpose of the survey was to learn about the compensation of early childhood workforce members and identify disparities in compensation, with the goal of informing state policies related to workforce pay and benefits. In order to ensure survey completion and accuracy of the data, surveys were completed at the program level by a representative from each program, usually an administrator with access to employee information. *As a result, data from this study are not necessarily representative of individuals within the ECE workforce, but rather illustrate wages and benefits in Vermont at the program level.*

A total of 300 early childhood programs were invited to participate in the study and 165 programs submitted completed survey responses, a 56% response rate. Rather than collect data for every employee in each position in programs, the project team used data provided by the program and a randomization feature in the survey software to randomly select one employee to represent each position, in an effort to ease the burden of survey completion and obtain complete responses. Once the survey was finalized, four versions were adapted for the different program types: center-based, home-based, afterschool, and CIS programs.

To analyze the survey data, the project team used descriptive analysis methods including frequencies, percentages, medians, quartiles, and ranges. Additional information about the study methodology is provided in Appendix #, and a detailed description of participating programs is provided in Appendix A.

LIMITATIONS



This study represents a first step in understanding early childhood workforce compensation in Vermont.

This study summarizes how participating early childhood programs in Vermont compensate their employees. The information from this study can be used to examine the landscape of early childhood compensation statewide and compare compensation across programs in Vermont. The study was designed to be representative of early childhood programs in the state, but not necessarily of workforce members across the state. It is important to recognize that the study design gives equal weight to each participating program, even though some programs have more employees than others. The median pay reported in this study describes what a typical program in Vermont pays, but average pay for early childhood workforce members may differ from the average pay for programs if, for instance, larger programs tend to pay more than smaller programs.

The authors are confident that the compensation estimates are representative of programs in the state because the survey used random sampling of programs and of staff members within programs and had a moderate overall response rate of 56% (see additional detail in Appendix A). However, the sample size of programs is small, with 165 survey responses in total. The amount of data available for specific position types varies, since each program has a different combination of positions. For some position types that are not common in early childhood programs, the estimates draw from very small numbers of responses and have limited reliability. Sample sizes were also small for BIPOC employees in the sample, which limited how race could be examined in analyses. For example, the study team grouped all BIPOC employees together into one category in order to increase sample size, which likely obscures patterns for individual races and ethnic groups.

This study represents the first step in understanding early childhood workforce compensation in Vermont. As Vermont implements state strategies around early childhood workforce compensation, this initial study can be complemented by analysis of data on compensation, benefits, and needs that are representative of the workforce. Future research could leverage statewide information sources, such as the Bright Futures Information System, to collect data on compensation of all workforce members and determine the average pay of workforce members across the state.

KEY TAKEAWAYS

// CONTEXT AND SUMMARY



KEY TAKEAWAYS



A tiered career path exists for early childhood workforce members in Vermont, particularly those working in center-based programs.

In Vermont, center-based programs employ a variety of position levels that correspond with increasing qualification requirements, job responsibilities (see Classification Memo in Appendix D), and average compensation levels. This progression of position opportunities in center-based programs represents a tiered career path for workforce members, providing a variety of entry points for those joining the workforce and opportunities for growth and advancement for many who remain in the workforce. In our study sample, we observed sizable differences in annual compensation in three major positions: on average, Program Directors earned approximately \$25,000 more per year than Teachers, and Teachers earned approximately \$17,000 more per year than Assistant Teachers. Furthermore, data from this study indicate that annual pay increases steadily with higher education and credentials. A tiered career path has the potential to support stability of the early childhood workforce by increasing retention of workforce members, and the quality of early childhood care as workforce members grow their skills and knowledge over time (Irvine et. al, 2016; Limardo et. al, 2016; Power to the Profession, 2020). Vermont offers a number of resources to support early educators as they navigate this career path, such as the [Northern Lights career ladder](#), [the Bright Futures Information System workforce registry](#), and [guidance from the Vermont Association for the Education of Young Children](#) about position options and requirements.

There are fewer tiers of positions in family child care homes, including only the provider and, in some homes, another employee in an assistant or other role. Family child care providers own their own business and have flexibility in planning and designing their own program, and may prefer this flexibility over a tiered career path. However, workforce members in family child care homes may have the opportunity to access the career paths available in center-based programs at other times in their careers if they are able to meet the qualifications requirements for center-based positions.

Annual compensation is low for Vermont’s early childhood workforce, especially compared to professions with similar job requirements and responsibilities.

Although the ECE workforce in Vermont has access to a tiered career path, with opportunities for advancement and higher pay, overall pay level for the ECE workforce is relatively low for skilled professionals and falls short of pay for similar occupations. For example, a Kindergarten teacher earns an estimated \$55,900 annually in Vermont, about \$16,200 more than the ECE teachers in our sample despite similar education requirements and job responsibilities (Bureau of Labor Statistics, 2021). A lack of parity is also evident in comparisons to similar occupations in other industries. For example, registered nurses in Vermont must have a bachelor’s degree, but often do not need previous work experience or previous training at entry level, which aligns generally with entry-level ECE teachers in Vermont. However, the median annual compensation for registered nurses is \$69,670–\$30,040 more than ECE teachers (Bureau of Labor Statistics, 2021).

The issue of low compensation in ECE is critical because economic insecurity has the potential to negatively impact teacher retention, program quality, and child learning outcomes (Caven et al., 2021; Johnson et al., 2021). Data from the current study demonstrate that Assistant Teachers are particularly vulnerable, as their annual compensation falls below the federal poverty threshold for a family of four (\$26,200). The disparities in compensation between program and funding types described in this study also illustrate pockets of vulnerability in Vermont's ECE workforce. For example, the median annual compensation for Assistant Teachers in UPK and Private centers was about \$10,000 less than in Head Start centers (Table 1) and well below the federal poverty threshold for a family of four. Further, the program closures and layoffs prompted by the COVID-19 pandemic exacerbated the financial struggles facing ECE workers. The true impact of the pandemic is yet to be fully understood, although many program closures and layoffs are expected to be permanent.

Vermont's early childhood workforce has limited access to benefits in most positions, except employees of Head Start centers.

Most early childhood workforce members in Vermont have limited or no fringe benefits. A notable exception is that most employees of Head Start centers in our study received a variety of fringe benefits, including those relating to health and financial security. Fringe benefits support employee wellbeing across several dimensions, including physical health, mental and emotional health, and financial health. These benefits increase the total value of employee compensation packages (although salaries may be lower in jobs with generous fringe benefits). Studies have linked fringe benefits with increases in employee satisfaction and retention (Artz, 2010).

Research suggests this association exists within the ECE field as well; specifically that benefit increases can create better working conditions and reduce turnover (Smith & Lawrence, 2019). Further, in the ongoing pursuit to professionalize and stabilize the ECE field, adequate benefits packages are cited as key components of fair compensation (Power to the Profession, 2020). This is particularly critical for family child care providers, who had access to very few benefits in this study and who generally face more dire economic insecurity than center-based staff.

FINDINGS

// ABOUT EMPLOYEE PAY AND BENEFITS





An Overview of Differences in Pay

In center-based programs, employee compensation increased as expected with higher levels of responsibility and position requirements.

There were sizable differences in compensation by position type in center-based programs, and these differences were consistent with each position's level of job requirements and responsibilities. In general, program administrators had higher median hourly pay than classroom staff (Figure 2). Within administration roles, positions with greater responsibility had higher median hourly pay. For instance, the median hourly pay for Program Directors was \$7.27 higher than Assistant Directors, which aligns with the increased level of responsibility for Program Directors versus Assistant Directors (see position descriptions in the Classification Memo in Appendix D). Similar differences were also evident when examining median annual pay (Figure 3).

Similarly, the median hourly pay for Teachers was \$6.65 higher than Assistant Teachers and \$7.33 higher than Aides, and differences were also observed in median annual pay (Figure 2). These differences align with increased levels of responsibility and more advanced education requirements for Teachers than for Assistant Teachers and Aides. For example, Teachers generally lead classroom instruction with support from Assistants and Aides. In Vermont, Teachers also must have at least a bachelor's degree while Assistants and Aides have lower education requirements (see the Classification Memo in Appendix D).

Education Managers in Vermont are responsible for supervising education services and guiding how programs plan instruction (see the Classification Memo in Appendix D). This position may serve as a stepping-stone for Teachers who are seeking increased responsibility or who would like to apply their teaching experience more globally in a program. The median hourly pay and median annual pay for Education Managers reflects this potential, as they are paid more on average than Teachers, but less than Program Directors (see Figure 2 and Figure 3).

Although median pay increased as expected in centers, there was considerable variability in compensation within each position type, resulting in overlapping ranges between position types. For example, the median hourly pay for Program Directors at the 25th and 75th percentiles was \$25.93 and \$36.06 compared to \$20.83 and \$32.21 for Assistant Directors, so it is likely that median hourly pay was similar for some individuals in these positions, or that some Assistant Directors earned more than Program Directors in other programs. A similar pattern was also evident for classroom staff positions. Some of this variation may be due to regional cost-of-living differences or other program characteristics.

Figure 2. Median hourly pay in 2020 for key positions in center-based programs

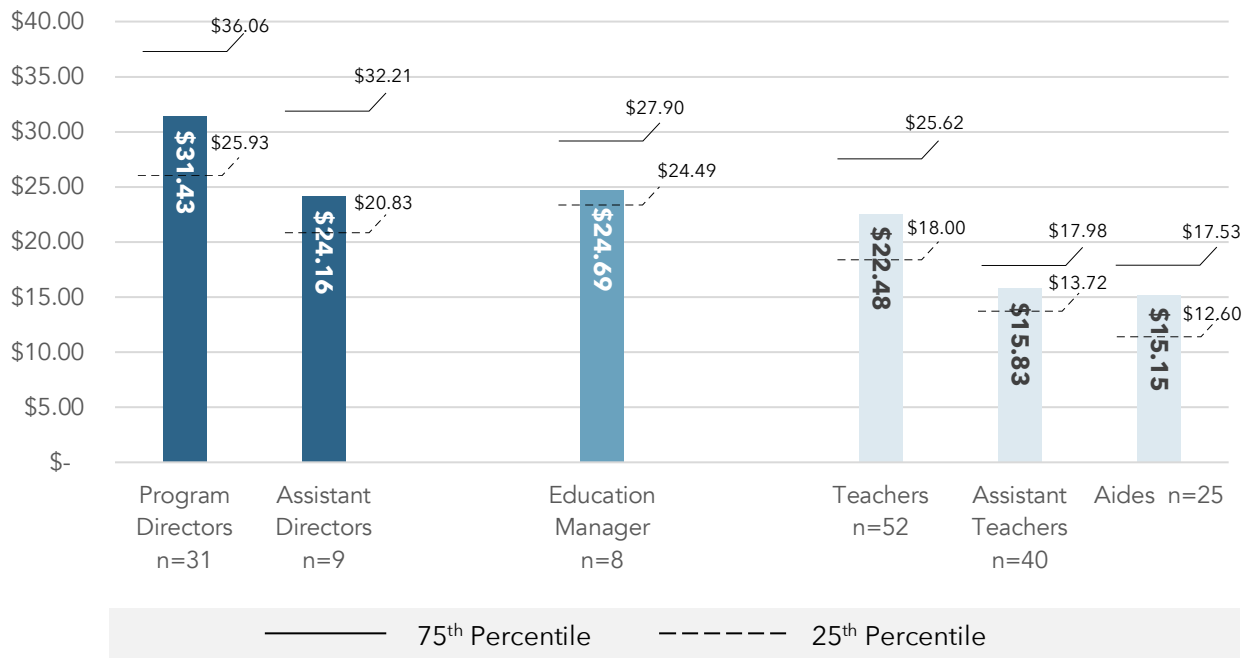
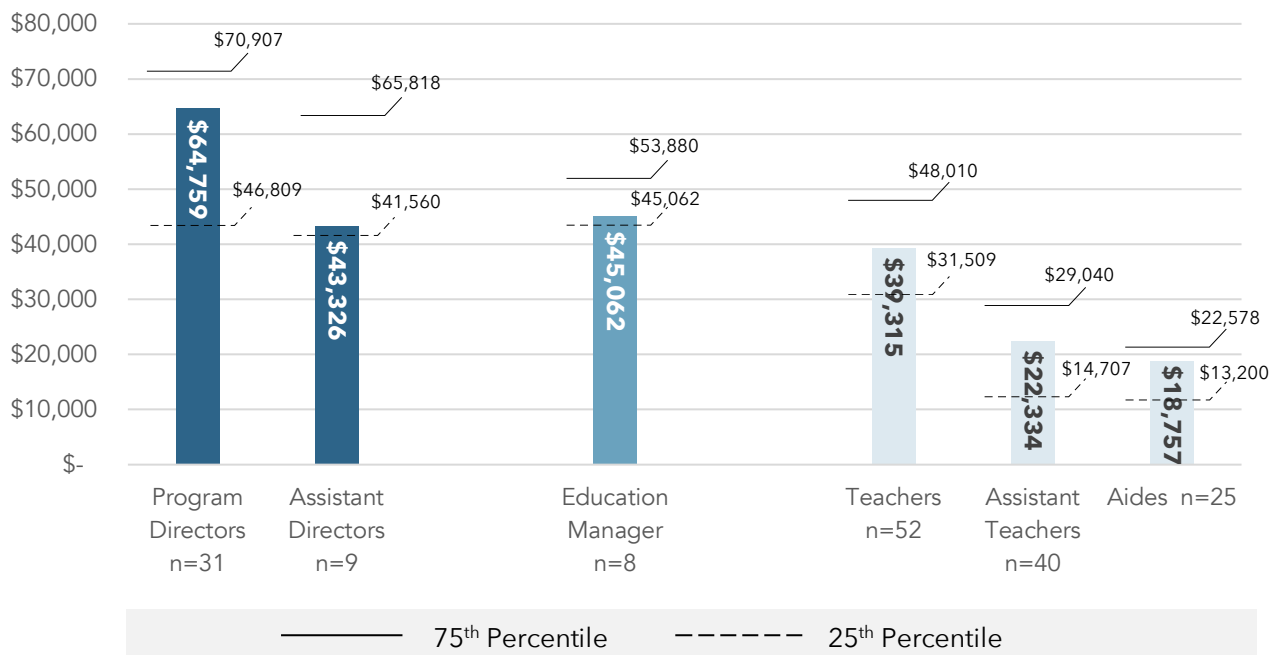


Figure 3. Median annual pay in 2020 for key positions in center-based programs



Note: In Figures 2 and 3, the blue bars indicate the median, or 50th percentile, which is the midpoint of the data on pay for each position type. The solid line indicates the 75th percentile, and the dotted line indicates the 25th percentile; half of the data on pay falls between these two amounts.

A Deep Dive into Program-Level Differences

Among centers with different funding streams, Head Start centers had the highest median annual pay for most positions except Teachers.

For Program Directors, median annual pay in Head Start centers was \$12,907 higher than in Private centers and \$16,199 higher than in UPK centers (Table 1). Similarly, the median annual pay for Assistant Directors in Head Start was \$25,630 higher than in Private centers and \$26,447 higher than in UPK centers.² It is important to note that these differences were not statistically significant, perhaps due in part to the small number of observations, but they were fairly large in magnitude. This pattern may be driven by differences in programmatic requirements between funding streams. It is possible that Program Directors in Head Start centers may have more complex responsibilities than UPK or Private centers, such as managing multiple sites.

For Assistant Teachers, median annual pay was also higher in Head Start than in other center-based programs, although again these differences were not statistically significant (Table 1).³ Among Teachers, in contrast, median annual pay was slightly lower in Head Start centers than in other center-based programs.⁴ In Vermont, teaching staff have similar requirements and responsibilities across funding streams (see Classification Memo in Appendix D), so observed differences in pay of classroom teachers are probably not due to differences in responsibilities.

The median annual pay for Aides was lower than for Assistant Teachers (a \$10,320 difference) in Head Start centers, but not in other center-based programs. The median annual pay for these two roles was comparable in Private and UPK centers. The difference between these positions in Head Start centers may be partly explained by job requirements. Assistant Teachers in Head Start must meet more stringent requirements than Aides; this was not the case in UPK and Private centers (see Classification Memo in Appendix D).

Table 1. Median annual pay for center-based programs by funding type*

Staff Type	Head Start	UPK	Private
Program Administrators			
Program Director	\$70,907	\$54,708	\$58,000
	n=9	n=19	n=3*
Assistant Director	\$68,890	\$42,443	\$43,260
	n=2*	n=6	n=1*
Site Manager	\$41,655	\$41,600	
	n=9	n=1*	

² While these differences are large in magnitude, they should be interpreted cautiously due to small sample sizes; see Table 1. Further, the results of a nonparametric equality-of-medians test between Head Start and UPK centers suggests the differences in median wages for Program Directors were not statistically significant ($p=0.106$).

³ The differences between median Assistant Teacher wages between Head Start and UPK centers specifically was not statistically significant ($p=0.417$).

⁴ These differences were not statistically significant ($p=0.404$).

Table 2 (Continued). Median annual pay for center-based programs by funding type*

Teaching Staff			
Teacher	\$36,371	\$39,630	\$41,601s
	n=18	n=27	n=7
Assistant Teacher	\$29,040	\$18,732	\$19,621
	n=17	n=18	n=3*
Aide	\$18,720	\$18,757	\$20,171
	n=11	n=11	n=3*
Trainee		\$7,079	\$6,219
		n=4*	n=2*
Substitute	\$10,966	\$6,143	
	n=3*	n=9	

*Some position types had very few observations in the sample and so these findings should be interpreted with caution. For position types with one observation in the sample, the data for that position are reported rather than the median.

A higher percentage of Head Start staff were offered medical, paid leave, and financial security benefits than in other types of center-based programs.

All Program Administrator positions⁵ in Head Start had health and dental insurance for themselves and their families available in 2020 (Table 3). They also had access to the Employee Assistance Program. More employees in Head Start centers had access to these benefits than in other center-based programs, especially UPK centers, where only 38% of Program Administrators had health insurance for themselves and only 27% had access to the Employee Assistance Program. Access to vision insurance for self and family was low across funding streams.

Head Start teaching staff also had more access to medical benefits than those in other center-based programs (Table 3). For instance, 89% of Head Start Teachers had health insurance for themselves versus only 29% in Private centers. Vision insurance was less common across all funding streams. Overall, Private centers offered medical benefits to fewer Teaching Staff than other funding streams.

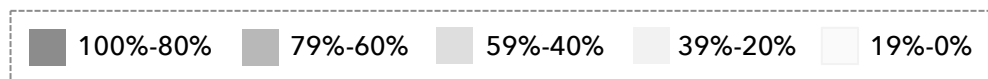
Types of Medical and Paid Leave Benefits

- Health Insurance - Self
- Health Insurance - Family
- Dental Insurance - Self
- Dental Insurance - Family
- Vision Insurance - Self
- Vision Insurance - Family
- Employee Assistance
- Family Leave
- Parental Leave
- Sick Time
- Vacation Time

⁵ Program Administrator position types were combined during this benefits analysis to account for small sample sizes for some positions and allow for comparisons between different funding streams.

Table 3. Percent of individuals with medical benefits by position type by funding stream

	Health insurance, self	Health insurance, family	Dental insurance, self	Dental insurance, family	Vision insurance, self	Vision insurance, family	Employee assistance program
Program Administrators							
Head Start n=19	100%	100%	100%	100%	58%	58%	100%
Private n=4	75%	50%	50%	75%	50%	50%	75%
UPK n=26	38%	35%	31%	31%	27%	27%	27%
Teachers							
Head Start Teacher n=18	89%	78%	83%	83%	44%	39%	78%
Private Teacher n=7	29%	14%	14%	29%	14%	14%	14%
UPK Teacher n=27	59%	41%	44%	33%	30%	26%	30%
Head Start Assistant Teacher n=28	82%	79%	79%	79%	54%	54%	86%
Private Assistant Teacher n=6	17%	17%	33%	33%	33%	33%	33%
UPK Assistant Teacher n=29	41%	38%	38%	34%	28%	41%	31%



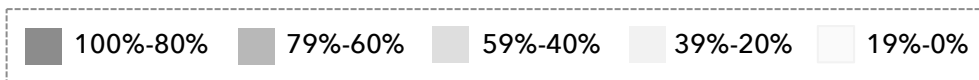
Types of Financial Security Benefits

Employee Retirement Contribution
 Employer Retirement Contribution
 Short-Term Disability
 Long-Term Disability
 Tuition Assistance
 Life Insurance
 Unemployment
 Discount for a Child in the Program

Paid leave benefits were also more common in Head Start centers, with the exception of family leave and sick time for teachers (Table 3). All Program Administrators in Head Start and Private centers received paid sick and vacation time. Program Administrators in Private centers received no paid family and parental leave and no Program Administrators in UPK centers received paid parental leave. Paid parental leave was also rare for Teaching Staff, even in Head Start centers. No Teachers or Assistant Teachers in Private centers received paid parental leave. Paid sick time for Teachers was a highlight across funding streams, as at least 71% of Teachers received this benefit.

Table 4. Percent of individuals with paid leave benefits by position type by funding stream

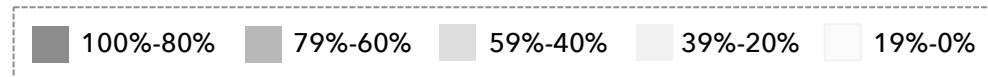
	Family leave	Parental leave	Sick time	Vacation time
Program Administrators				
Head Start n=19	63%	37%	100%	100%
Private n=4	0%	0%	100%	100%
UPK n=26	42%	0%	85%	81%
Teachers				
Head Start Teacher n=18	44%	28%	83%	83%
Private Teacher n=7	29%	0%	71%	57%
UPK Teacher n=27	63%	19%	89%	59%
Head Start Assistant Teacher n=28	64%	29%	96%	82%
Private Assistant Teacher n=6	17%	0%	67%	67%
UPK Assistant Teacher n=29	48%	10%	83%	59%



Head Start Program Administrators were generally offered more financial security benefits than in other funding streams, especially UPK centers (Table 5). Notably, all Head Start Program Administrators received employer retirement contribution, unemployment, life insurance, and long-term disability, while only 23% of Program Administrators in UPK centers received employer retirement contribution and only 27% received long-term disability. Teaching Staff in Head Start also had more access to many of the financial security benefits than in other funding streams, particularly Assistant Teachers. There were notable disparities in offerings for long-term disability and employer retirement contribution.

Table 5. Percent of individuals with financial security benefits by position type by funding stream

	Employee retirement contribution	Employer retirement contribution	Short-term disability	Long-term disability	Tuition assistance	Unemployment	Life insurance	Discount for child in program
Program Administrators								
Head Start n=19	68%	100%	47%	100%	95%	100%	100%	32%
Private n=4	50%	75%	75%	75%	75%	25%	75%	75%
UPK n=26	27%	23%	38%	27%	38%	31%	35%	46%
Teachers								
Head Start Teacher n=18	44%	72%	44%	83%	78%	83%	83%	17%
Private Teacher n=7	29%	57%	57%	14%	57%	57%	14%	71%
UPK Teacher n=27	52%	41%	33%	22%	63%	48%	41%	33%
Head Start Assistant Teacher n=28	68%	86%	50%	82%	89%	89%	86%	32%
Private Assistant Teacher n=6	17%	17%	50%	33%	83%	50%	17%	83%
UPK Assistant Teacher n=29	24%	24%	31%	24%	38%	28%	31%	45%



While Specialist positions were paid more than Teachers, Comprehensive Family Support Worker position pay was generally on par with Teachers. Regardless of position type, employees in Head Start centers received more medical and leave benefits in these position categories.

Specialist and Comprehensive Family Support Worker positions were also identified only in Head Start and UPK centers (Table 6)⁶. Specialist pay was higher than pay for Comprehensive Family Support Staff, and was also higher than pay for Teachers in center-based programs. These positions in Head Start centers had access to more medical and leave benefits than in UPK centers, with the exception of paid family leave. However, the availability of leave and financial security benefits was comparable between the two funding streams. See tables in Appendix C for detailed information about all types of benefits.

Table 6. Median annual pay for specialist and comprehensive family support staff in center-based programs*

Position Type	Head Start	UPK	Private
Specialist			
Education Manager	\$45,062	\$44,510	
	n=8	n=2*	
Early Intervention Provider		\$61,810	
		n=2*	
Health Manager	\$42,725		
	n=9		
Mental Health Specialist	\$47,748		
	n=7		
Comprehensive Family Support Staff			
Family Support Worker	\$33,743	\$29,818	
	n=9	n=2*	
Home Visitor	\$36,308		
	n=4*		

*Some position types had very few observations in the sample and so these findings should be interpreted with caution. For position types with one observation in the sample, the data for that position are reported rather than the median.

The median hourly pay for Auxiliary Staff positions was generally low, and access to benefits was limited.

Admin Assistants, Cooks, and Custodians were identified in all three center-based programs (Table 7). While the hourly pay estimates were lowest in Head Start centers, very limited pay data were available for these positions in UPK and Private centers, so comparisons between funding streams are not reliable.

⁶ These position types had very few observations in the sample and so these findings should be interpreted with caution.

Available benefits for Auxiliary Staff varied widely by funding stream and position type and Auxiliary Staff did not necessarily have benefits available to them to offset low pay. For instance, few custodians in Head Start and Private centers received any medical benefits. However, access to paid sick time was widely available for Auxiliary Staff, as at least 86% of employees received this benefit. Tables in Appendix C provide detailed information about benefits for auxiliary staff in center-based programs.

Table 7. Median hourly pay for Auxiliary Staff in center-based programs*

Position Type	Head Start	UPK	Private
Admin Assistant	\$16.59	\$20.88	\$23.08
	n=9	n=2*	n=1*
Cook	\$12.86	\$19.39	\$14.42
	n=12	n=3*	n=1*
Custodian	\$11.49	\$18.00	\$25.00
	n=6	n=1*	n=1*
Maintenance Worker	\$18.00	\$21.63	
	n=7	n=3*	
Driver	\$20.28		
	n=1*		

*Some position types had very few observations in the sample and so these findings should be interpreted with caution. For position types with one observation in the sample, the data for that position are reported rather than the median.

WHY THESE FINDINGS MATTER

Wages for ECE occupations are among the lowest of any industry. Workers do not earn a livable wage in many states and often face other challenges that contribute to high levels of financial insecurity. For a single adult with no children, there are only 10 states where ECE workers earn a livable wage, including Vermont (McLean et al., 2021). However, as demonstrated by the data in this study, there is also a lack of wage parity across occupations in different delivery settings within ECE, leaving some members of the workforce particularly vulnerable. Fringe benefits should also be considered in discussion of financial security and compensation for ECE workers. For many occupations and industries, fringe benefits are included in compensation packages to help attract and retain employees. For workers that are not offered a livable wage, as is the case with many ECE workers, fringe benefits may also serve to provide additional financial security.

The issue of a livable wage impacts not only individual educators, but the children and families they serve. A lack of financial security can create an incredibly heavy burden for ECE workers, especially those with no other sources of stability (other family, partners, spouses, etc.), and can create obstacles for educators hoping to provide high-quality instruction. For example, low pay is linked to high rates of turnover within the early childhood workforce (Caven et al., 2021) and poor classroom quality (Johnson et al., 2021).

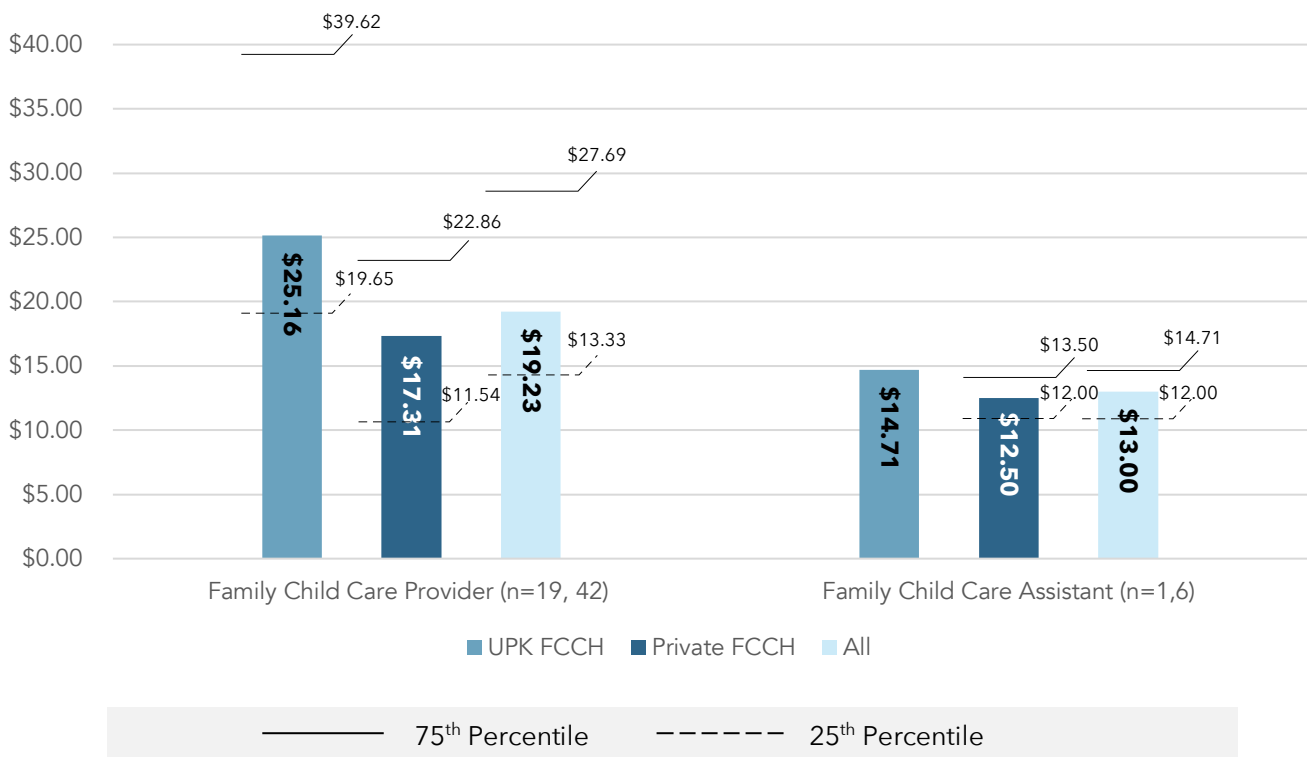
FINDINGS: FAMILY CHILD CARE HOMES



UPK FCCH Providers had a higher median annual pay and median hourly pay than Private FCCH Providers. Generally, FCCH Providers earned more than Teachers, but less than Program Directors in center-based programs.

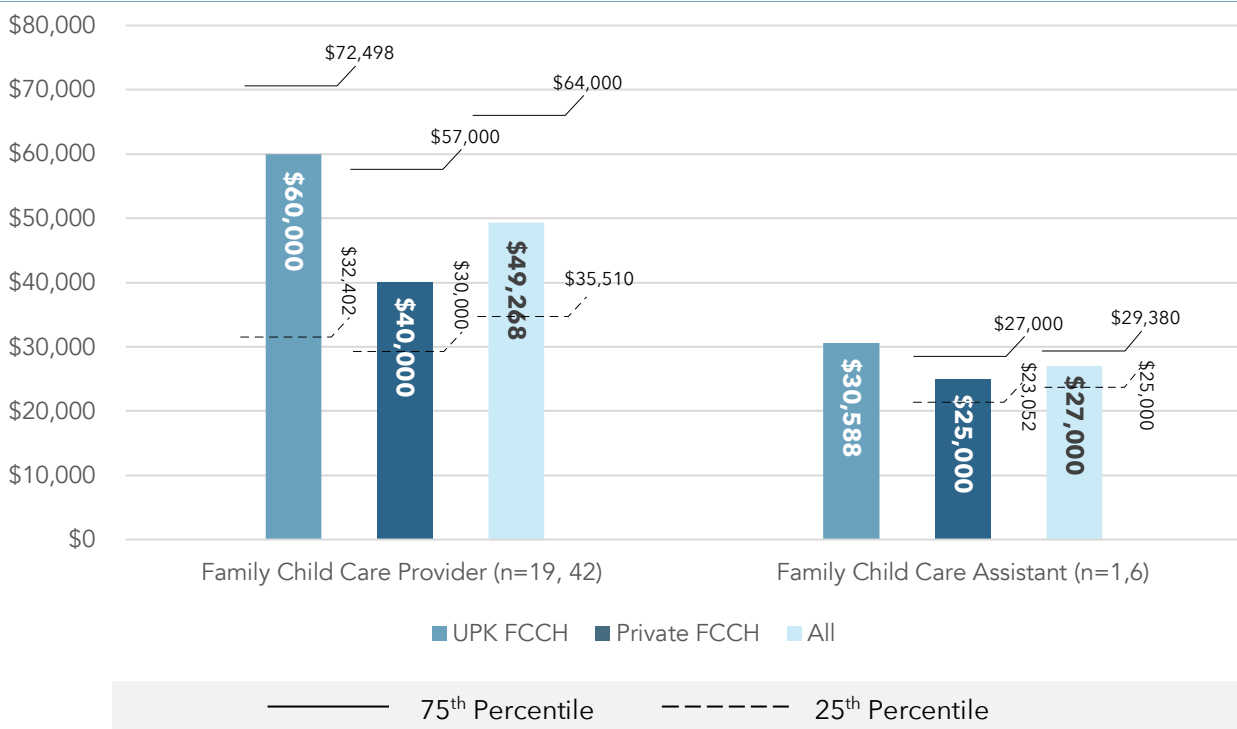
The difference in median annual pay between UPK and Private FCCH programs was \$20,000 and the difference in median hourly pay was \$7.85 (Figure 4 and Figure 5).⁷ The median annual pay and median hourly pay for FCCH Providers generally fell between center-based Program Directors and Teachers, despite the responsibilities of FCCH Providers encompassing the responsibilities of Program Directors and Teachers combined (see Classification Memo in Appendix D). The disconnect between pay and labor for FCCH Providers is best illustrated by the median hourly pay data. On average, FCCH Providers in the sample worked about 2,198 hours in 2020, while Program Directors worked 1,699 hours and Teachers worked 1,439 hours. As a result, pay for FCCH Providers was spread over a much larger number of hours. This disparity in hours illustrates the lack of alignment between the responsibilities of FCCH Providers and their level of pay.

Figure 4. Median hourly pay for main position types in FCCH programs



⁷ While the value of this difference is large, it is not statistically significant (p=0.149).

Figure 5. Median annual pay for main position types in FCCH programs



Note: In Figures 4 and 5, the blue bars indicate the median, or 50th percentile, which is the midpoint of the data on pay for each position type. The solid line indicates the 75th percentile, and the dotted line indicates the 25th percentile; half of the data on pay falls between these two amounts.

FCCH Providers have far less access to medical or financial security benefits than employees in center-based programs.

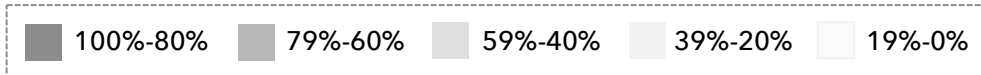
Medical benefits were rare for FCCH Providers and none of the UPK Providers in the sample had access to health insurance (Table 8). No Providers had access to any kind of vision insurance. The only financial security benefits FCCH Providers had any level of access to were employer retirement contribution, short-term disability, tuition assistance, life insurance, and program discount, though the percentages were low.

Table 8. Health and Financial Security benefits for FCCH Providers by funding type⁸

	Private FCCH Provider n=42	UPK FCCH Provider n=19
Health Benefits		
Health insurance, self	24%	0%
Health insurance, family	12%	5%
Dental insurance, self	7%	5%

⁸FCCH providers were not asked about leave or unemployment benefits.

Dental insurance, family	7%	5%
Vision insurance, self	5%	5%
Vision insurance, family	0%	0%
Employee assistance program	0%	0%
Financial Security Benefits		
Employee retirement contribution	0%	0%
Employer retirement contribution	10%	32%
Short-term disability	0%	5%
Long-term disability	0%	0%
Tuition assistance	0%	5%
Life insurance	14%	11%
Discount for child in program	0%	26%



WHY THESE FINDINGS MATTER

In the landscape of ECE occupations, FCCH Providers have the broadest set of responsibilities but relatively low pay. FCCH Providers have the benefit of owning their own businesses and making decisions that work best for their circumstances and the families they serve. However, they must balance providing care and instruction to the children in their programs with the administrative requirements of their businesses, with minimal or no assistance. As business owners, they are also often responsible for covering overhead costs of the programs out of the same revenue that would be used to pay their salaries. Further, FCCH programs typically have few or no employees, making it difficult to participate in group benefits structures. This combination of low wages and lack of fringe benefits leaves many FCCH Providers, especially those without any other safety net such as a spouse or partner, facing financial insecurity.





FINDINGS: INDIVIDUAL CHARACTERISTICS

Median annual pay increases as expected with education level.

As demonstrated in the Classification Memo (Appendix D), increased education levels are often associated with increased levels of job responsibilities and specialized position types for the ECE workforce in Vermont. Further, these responsibilities often translate into higher pay. This pattern is reflected in the data collected via this survey. Across all members of the sample, median annual pay increases as education level increases (Table 9). For example, individuals with a high school diploma or GED earned \$24,329 while those with a bachelor’s degree earned \$39,798. These differences in median annual pay between education level are also statistically significant, based on the results of a nonparametric equality-of-medians test ($p = .002$).

Table 9. Median annual pay by education level

Education	Median Annual Pay
HS diploma or GED n=68	\$24,329
Some college n=58	\$27,016
Associate degree n=45	\$34,109
Bachelor's degree n=141	\$39,798
Master's degree n=55	\$47,748

A higher percentage of BIPOC employees in the sample held Program Administrator and Teaching Staff positions than White employees. However, no BIPOC employees in the sample held Specialist positions.

Analyses exploring race and pay and race and education revealed no significant differences between White and BIPOC individuals in the sample; however, the pattern of position type by race suggests a lack of representation for Specialists specifically. The BIPOC employees generally held Program Administrator and Teaching Staff positions, while White employees held a wider variety of positions. Thirty percent of BIPOC employees held Program Administrator positions compared to 19% of White employees and 60% of BIPOC employees held Teaching Staff positions compared to 55% of White employees. No BIPOC employees held Specialist positions, compared with 8% of White employees. While the sample size for the Specialist position was small, these data may suggest a lack of racial and ethnicity diversity among Specialists. This finding may raise concerns over equity and representation in these positions, as Specialists in Vermont have advanced degrees (Appendix B) and the median annual wage for Specialists in this sample was among the highest of all position types. However, there was no statistically significant difference in median annual or hourly pay between White (\$41,472; \$19.28/hr) and BIPOC (\$35,318; \$19.10/hr) workforce members. Since many Specialists have job responsibilities where they are providing intervention or mental health services, which are often very sensitive, it would be important for children and families to feel represented while receiving these services.

Table 10. Percentage of employees by position type by race and ethnicity

Position Type	White n=330	BIPOC n=20
Auxiliary n=44	13%	5%
Comprehensive Family Support n=18	5%	5%
Program Administrator n=69	19%	30%
Specialist n=26	8%	0%
Teaching Staff n=193	55%	60%

WHY THESE FINDINGS MATTER

Many individual-factors may contribute to the pay ECE workers receive, including the factors examined for this study (education and race). The ECE field faces an ongoing struggle with misperceptions of the skills required to provide high quality instruction and care for young children. As a result, education requirements are generally low across the country and often translate into low pay for ECE educators, specifically. However, the pattern of wages and education in this study shows promise for rigorous requirements and compensation in Vermont. Consideration of these factors is also critical for conversations regarding equity and the ECE workforce. A racial wage gap is especially evident between Black ECE workers and their White peers, estimated to be about \$0.78 (McLean et.al., 2021). This gap is even larger for Black preschool teachers, who earn \$1.71 less than White peers (McLean et.al., 2021). While a racial wage gap was not evident for this sample, the results indicating a lack of BIPOC representation in critical family-facing roles suggests that other inequities may face the Vermont ECE workforce.





Survey participants also provided 2019 data for their employees wherever possible. The study team reviewed these data and examined changes in estimated median annual pay and median hourly pay between 2019 and 2020 to investigate possible impacts of the COVID-19 pandemic.

Generally, the majority of employees in the sample did not experience decreased pay between 2019 and 2020, but many did experience increased labor hours. For those who did experience decreased pay, the magnitude of the decrease was moderate.

The study team examined changes in both median annual wage and median hourly pay. Overall, the pattern of changes was similar, with the majority of employees experiencing earning more in 2020 than in 2019 (Table 11). However, there were some employees who received higher annual pay in 2020, but lower hourly pay than in 2019, indicating that they worked more hours without the same level of compensation for those extra hours. A higher percentage of employees had increased hours in 2020 (34%) than decreased hours (19%), which may partially explain this pattern. This could be due to staffing changes in response to the COVID-19 pandemic.

While only a subset of employees experienced decreased pay, the magnitude of these changes may have impacted their financial security during the pandemic. For example, a decrease of \$3,304 is 18% of the median annual wage for an Assistant Teacher in a UPK center-based programs (Table 11).

Table 11. Percentage of all employees with decreased, increased, or no change in pay and hours worked

	Decreased		No change		Increased	
	%	N	%	N	%	N
Annual wage	15%	41	10%	26	75%	201
Hourly wage	20%	53	8%	22	72%	193
Hours worked	19%	50	47%	126	34%	92

Table 12. Amount and ranges of changes in wage for all employees

	Decrease			Increase		
	Median	Range	N	Median	Range	N
Annual wage	\$3,304	\$6 - \$25,000	41	\$3,035	\$97 - \$60,000	201
Hourly wage	\$1.31	\$3 - \$17	53	\$1.54	\$0.05 - \$25	193

WHY THESE FINDINGS MATTER

The COVID-19 pandemic exacerbated many of the financial issues already facing ECE programs across the country and ECE workers absorbed much of these burdens through reduced pay, decreased hours, and termination or program closures (NAEYC, 2020). In this period of stabilization for the ECE field, it is critical for states to understand how the pandemic has impacted wages and staffing in order to help the workforce recover, particularly how employees may be taking on additional responsibilities and working more hours. The results of this survey can only estimate the pandemic's impact to a limited extent, as participants in this survey included only those programs that were open in 2020, so our data do not reflect the impact of any program closures on the workforce.



ADDITIONAL FINDINGS

// EXPLORATION OF LIMITED DATA



ADDITIONAL FINDINGS: CHILDREN'S INTEGRATED SERVICES (CIS) AND AFTERSCHOOL



Median annual pay and median hourly pay were highest for Early Intervention Providers in Children's Integrated Services (CIS) programs. Employees in CIS programs received many health benefits, but fewer financial security benefits.

The sample included data for five positions in CIS programs: CIS Coordinator, Early Intervention Provider, Family Support Work, Home Visitor, and Nurse Home Visitor (Table 12). There were two Coordinators in the sample while the remaining positions only had data for one employee. The Early Intervention Provider was the highest paid of the employees in CIS programs, which aligns with the advanced education and certification requirements for Early Intervention Providers (see Classification Memo in Appendix D for position details).

Table 13. Annual pay and median hourly pay for employees in CIS programs⁹

Position Type	Annual pay	Hourly pay
CIS Coordinator n=2	\$55,638	\$26.75
Early Intervention Provider n=1	\$76,599	\$36.83
Family Support Worker n=1	\$37,523	\$18.04
Home Visitor n=1	\$46,707	\$23.69
Nurse Home Visitor n=1	\$53,350	\$25.65

Nearly all CIS employees had all available medical and health benefits (with the exception of a CIS Coordinator and the Family Support Worker). The financial security benefits were not as prevalent in our sample and when they were offered, it was mainly to the CIS coordinators (though there were only two in our sample). No CIS employees in the sample received parental leave or tuition assistance. See tables in Appendix C for detailed benefits data.

⁹ Since the sample sizes for these positions are less than three, median annual or hourly pay cannot be reported.

Median annual pay and median hourly pay in Afterschool programs aligned with responsibilities for each position type, but employees in the sample received few benefits overall.

The sample included data for six positions in Afterschool programs: Afterschool Child Care Program Administrator, Child Care Program Staff, Site Coordinator, Aide, Driver, and Cook. The positions with the most data were Administrator (n=5), Child Care Program Staff (n=4), and Site Coordinator (n=3). The median annual pay ranged from \$16,865 to \$46,138 and the median hourly pay ranged from \$13.00 to \$22.24 (Table 13). Very few benefits were reported for Afterschool employees. The most widely offered benefits were sick time and vacation time. The only employees who were offered a wide range of benefits were the Administrators, but not all Administrators were offered benefits. None of the Afterschool employees were offered tuition assistance. See tables in Appendix C for detailed benefit data.

Table 14. Median annual pay and median hourly pay for employees in Afterschool programs¹⁰

Position Type	Median annual pay	Median hourly pay
Afterschool Child Care Program Administrator n=5	\$40,545	\$22.24
Child Care Program Staff n=4	\$16,865	\$16.29
Site Coordinator n=3	\$28,000	\$16.22
Aide n=2	\$17,880	\$19.09
Driver n=1	\$46,138	\$22.18
Cook n=1	\$27,031	\$13.00



¹⁰For position types with one observation in the sample, the data for that position are reported rather than the median.

LOOKING AHEAD:

// THE AUTHORS' RECOMMENDATIONS



AUTHORS' RECOMMENDATIONS



Vermont has invested and continues to invest significant resources into building and strengthening its early childhood system. In recent years, the state's Preschool Development Grant funding created an opportunity to analyze and strengthen Vermont's early childhood system. Most recently, in 2021, the Vermont legislature passed Vermont's Act 45, which provides tremendous resources to support the state's early childhood system (Act 45, 2021; Let's Grow Kids, 2021). The bill establishes goals for the state that families will spend no more than 10% of their income on child care and that the early childhood workforce will be well compensated and supported. The bill includes \$2.5 million to stabilize and strengthen Vermont's early childhood workforce through tuition supports for education and credentials. The recent federal American Rescue Plan Act will bring additional resources to Vermont to further support the state's early childhood system, including child care stabilization funds that may be used to support personnel costs such as employee compensation and benefits. The following recommendations offer options for directing these funds toward strategies that can further strengthen the state's early childhood workforce—the backbone of the early childhood system.

The recommendations from the Vermont Early Childhood Wage and Fringe Benefit Study, presented below, align with the larger picture of Vermont's early childhood strategy and investments. In 2020, Vermont conducted a needs assessment for its early childhood system, in response to requirements of the Vermont legislature and the federal Preschool Development Grant. The needs assessment identified several priority areas, including the *need to develop and sustain a pipeline of early childhood professionals, while recognizing the costs and challenges in doing so* (Building Bright Futures, 2020). The 2020 Vermont Early Childhood Action Plan provides a roadmap for addressing the priorities identified in the needs assessment (Building Bright Futures, 2020). It lays out key goals for the system and a structure for coordinated action across the state to support the system. One objective in the plan is to *stabilize and sustain the early childhood workforce through policies and structures that promote professional advancement and economic security*. The recommendations resulting from this wage and fringe benefit study support this action plan and can be integrated into the strategic direction of the plan. The recommendations also align with strategies for use of new federal investment funds that were identified during statewide discussions convened by Building Bright Futures, the State Advisory Council on Early Childhood, in 2021.

Recommendation 1: Continue statewide efforts to support the professionalization of the early childhood workforce in Vermont.

In recent years, Vermont has engaged in significant efforts to strengthen the professionalization of the early childhood workforce. For instance, organizations such as Let's Grow Kids and the Vermont Association for the Education of Young Children (VT AEYC) have taken steps to align state policy agendas and other initiatives with the NAEYC Power to the Profession initiative, which provides a framework for supporting professionalism with integrated workforce preparation, competencies, job roles and responsibilities, and compensation (Power to the Profession, 2020; NAEYC, 2020). In addition, the Vermont Early Childhood Action Plan includes a specific strategy to support professionalism as part of the objective to stabilize and sustain the workforce: *Establish an infrastructure that recruits, retains, and advances early*

childhood and afterschool professionals as an essential workforce (Building Bright Futures, 2020). A key action step for this strategy includes increasing opportunities to support career advancement for the early childhood workforce through scholarships and loan repayment supports; the state's Act 45 provides funding and a pathway for this action step.

Vermont's early childhood workforce will benefit from future steps in the state's strategy to create a career infrastructure for early childhood educators. Other action steps for the state's strategy include supporting the early care and education coursework and credentials offered by secondary and technical schools in Vermont, expanding stackable and portable credentials that can be obtained through professional development and lead toward degrees, and marketing for early childhood careers. Continued implementation of these action steps, combined with supports for workforce compensation (discussed further below), create an opportunity to strengthen and uphold the early childhood workforce in Vermont.



Strategy Spotlight: Supporting Early Educator Career Infrastructure

States have used a number of approaches to build out a strong infrastructure for early childhood careers. Below we include an example of a highly localized approach in Colorado.

Colorado: Early Childhood Workforce Innovation Grants

Early Milestones Colorado has now awarded two cycles of Early Childhood Workforce Innovation Grants. These grants support local innovative solutions to compensation, recruitment, education and career pathways, and working conditions within the state, and are aligned to Colorado's 2020 Workforce Strategic Plan (<https://earlymilestones.org/wp-content/uploads/2020/01/Colorados-Early-Childhood-Workforce-2020-Plan.pdf>). These grants have focused on compensation, and education and career pathways, along with recruitment and retention, and have shown significant promise in a state context where the workforce has been at the center of the early childhood education discussion.

Recommendation 2: Move forward with action steps to improve compensation of the early childhood workforce, especially for the lowest earners, without passing costs on to families.

The findings of this study suggest that higher compensation is needed across the workforce, and there is a critical need for targeted income supports for the lowest earners in the field. In Vermont, as in many states, early childhood educators are not highly compensated despite the critical role this workforce plays in supporting the overall economy, by allowing parents of young children to work. The findings of this study align with other research findings that the ECE workforce is underpaid, especially in comparison to other professions that require similar levels of skills and credentials (McClellan et. al., 2021). This study also finds pockets of particular vulnerability within the workforce—some early childhood educators are moderately compensated while others earn very little. Positions at the entry level, such as assistants and aides, have particularly low pay that leaves this part of the workforce vulnerable to financial insecurity. Increasing compensation at the entry level will create a more robust early educator pipeline and establish conditions

that may allow entry-level educators to engage in tuition supports and credentialing opportunities that are a key part of the state's efforts to strengthen the workforce. Increasing compensation across the early childhood career path will help to sustain and retain this workforce over the long term.

Vermont has already recognized the need to increase workforce compensation while balancing the cost of care for families. It is important to establish a financially secure, well-paid workforce to ensure the quality and stability of early care and education in Vermont. The Vermont Early Childhood Action Plan recognizes this need, while acknowledging that Vermont families with young children—who already spend a significant proportion of their earnings on child care—cannot and should not shoulder additional costs. The Vermont Early Childhood Action Plan includes a strategy to support workforce compensation within the objective to stabilize and sustain the workforce: *Promote strategies to increase early childhood workforce compensation and benefits without shifting costs to families.* The state's Act 45 dedicates \$5.5 million to expand child care assistance, helping to improve affordability of child care for Vermont families even as the system is strengthened.

Systemwide information about workforce compensation provides a foundation for improving pay of early educators. One action step in the Vermont Early Childhood Action Plan's workforce compensation strategy is a biannual study of workforce trends, needs, compensation, and benefits. This study, the Vermont Early Childhood Wage and Fringe Benefit Comparability Study, is a first step toward this objective. This study gathered information about employee compensation and benefits from a representative sample of programs in Vermont, providing information about how programs in the state compensate members of the early childhood workforce. Future studies may leverage statewide data systems, such as the Bright Futures Information System, to gather information from all participating workforce members about compensation, benefits, and related needs.

An important next step for Vermont is to determine the optimal funding mechanisms and approaches to increase pay for early educators. In the Vermont Early Childhood Action Plan, a key action step for the workforce compensation strategy is exploration of funding mechanisms for a statewide wage supplement program. [Building Bright Futures, the State Advisory Council on Early Childhood](#), convened statewide meetings in 2021 that identified workforce compensation supports as a key priority for use of new federal investment funds for early childhood. The American Rescue Plan Act presents time-limited funds that could be used to pilot and implement new strategies to strengthen compensation of the early childhood workforce. To achieve sustainability of workforce compensation supports, long-term funding strategies are also needed. States have explored a variety of short-term and long-term strategies to increase pay of early educators, such as those described below.



Strategy Spotlight: Supplementing Early Educator Pay

States have employed a variety of approaches and initiatives to supplement compensation of the ECE workforce. **Tax credits** are a long-term strategy to offset the low wages of early educators without increasing the cost of child care. Refundable tax credits can reduce state tax liabilities or increase state tax refunds by a fixed amount, in this instance for taxpayers who work in early childhood programs or are owners of child care businesses. Tax credits become part of the tax code and are less impacted over time by policy and budgetary changes. **Income supplements** are a strategy to use public funds to augment pay of early educators, such as ensuring a minimum hourly wage for specific positions or increasing pay for specific positions by a fixed amount. Income supplements require allocation of dedicated funds and represent a possible use of federal early childhood investment dollars. Income supplements are an efficient way to increase educator pay in the short term but may be difficult to sustain over time as public funding priorities shift.

Nebraska: WAGE\$ Tax Credit and Stipend

Nebraska offers a tax credit in addition to a stipend. The tax credit is available for early educators who have a CDA. The amount of the credit is determined by four different classification levels and ranges from \$540 to \$1,620.

Louisiana: School Readiness Tax Credits

Since 2008, Louisiana has offered four distinct, refundable tax credits: to families with children enrolled in child care, child care providers, child care teachers and directors, and businesses that provide financial support to a child care program. The amount of the credit is determined by the program's quality rating and improvement system level.

North Carolina: WAGE\$ and AWARD\$ Supplements

These programs provide salary supplements to teachers, directors, and family child care providers who make below a specific income cap (\$15, \$17, or \$19/hr as determined by the funding partnership).

Recommendation 3: Learn from workforce members and small child care business owners about their needs for fringe benefits and other shared services, and explore strategies to address these needs.

Vermont's early childhood workforce has limited access to fringe benefits and the state has prioritized increasing their access to healthcare, but an important next step is collecting information about the need for benefits in the workforce. Fringe benefits, particularly those that support employee health and financial security, impact the well-being and stability of the workforce (Schaack & Le, 2017; Whitebook et al., 2018). Workforce members are almost always happy to have access to benefits, and high-quality benefits packages can improve workforce retention. Findings of this study indicate that in most early childhood program types, a relatively small percentage of employers provide fringe benefits, especially those related to health and financial security (such as health insurance, disability insurance, and retirement benefits). Most

centers offer tuition assistance and paid leave for illness and vacation, and employee discounts for children attending the program are offered by many private programs. Very few family child care homes are able to provide any of these benefits. Increasing access to health and financial security benefits is an important way for Vermont to strengthen the early childhood workforce, and the Vermont Early Childhood Action Plan partially recognized this need by including an action step to expand access to healthcare for the workforce. To provide a more comprehensive set of supports to the workforce, the state may wish to explore strategies to increase access to other types of benefits. To ensure that the state's resources can be focused on the greatest needs, a valuable next step is collecting information about the need for specific types of benefits in the workforce. This study did not collect information about whether workforce members had access to health insurance and other key benefits through partners or other family members, whether they felt they needed these benefits from their own employer, and which benefits were most important to them. This information is critical in understanding what the most pressing needs are for employee supports and would be useful as the state strategizes around how to best strengthen and stabilize the early childhood workforce.

Family child care homes in Vermont can benefit from additional supports to manage their businesses.

This study found that family child care providers earn moderate annual pay but low hourly wages, driven by long working hours as providers carry out the tasks of both teacher and administrator in their programs. Vermont has an opportunity to strengthen the family child care component of the workforce by augmenting supports for family child care homes through existing networks and systems. Through [Starting Points](#), Vermont's unstaffed family child care network grant initiative, the state has established provider networks that currently focus primarily on networking, professional development, and information sharing for family child care providers. In addition, Vermont's Let's Grow Kids has created a [statewide shared services resource](#) for early childhood programs that provides business management software (for tasks such as billing, purchasing, and family data management), marketing supports, information sharing, and supports for comprehensive family services. This existing infrastructure offers an opportunity to potentially integrate other needed supports locally, such as technical assistance and additional business management support that is individualized.

A key strategy to strengthen the early childhood system involves increasing access to fringe benefits and other supports for small businesses.

It is important to acknowledge that small businesses, particularly family child care homes or small centers with few employees, face many obstacles in obtaining and managing benefit programs. As the state works toward increasing access to healthcare for the early childhood workforce, as an action step in the Vermont Early Childhood Action Plan, it is important to consider the limitations small businesses experience in offering health benefits and other types of benefits, and in accessing the supports they need. In 2021, a statewide policy discussion held by Building Bright Futures identified shared services models as a possible priority for use of federal investment funds for early childhood. To further support small programs, especially FCCHs, Vermont may wish to build upon the existing unstaffed family child care networks by creating staffed networks that offer direct advising and support with business administration. States may fund the cost of Family Child Care Networks through federal quality set aside dollars, and family home providers may pay into shared services models, creating efficiencies of scale that help control costs to these small business owners. States have explored ways to increase access to benefits among members of the early childhood workforce, and to provided shared services that support family child care homes and small businesses within a specific network of programs.



Strategy Spotlight: Increasing Access to Benefits and Other Supports

States have explored different strategies to help early childhood programs, especially family child care providers, access benefits and supports for their work. Two examples are provided below.

Washington: Fair Start for Kids Act

In May 2021, Washington state's Governor Inslee signed the Fair Start for Kids Act, which aims to address ECE access, affordability, and workforce issues. In addition to providing increased funds for ECE, this legislation will also increase providers' access to health insurance via state sponsorship of providers on the Washington Health Benefit Exchange and providing consumer assistance through navigators.

New Haven, Connecticut: All Our Kin

All Our Kin is a model of a dedicated staffed family child care network (serving New York and Connecticut) that provides no-cost supports to members to become licensed, and to improve business and instructional practices. The network offers its members technical assistance, instructional consultation, peer networking, training opportunities, financial management support, and access to interest-free loans and grants.



FUTURE DIRECTIONS



Next Steps. The next steps to implement the study’s recommendations are closely tied to existing state priorities identified in the Vermont Early Childhood Action Plan and other state policy resources, such as Building Bright Futures policy discussions and the Let’s Grow Kids policy agenda. Vermont stakeholders can move forward with and build upon action steps in the Vermont Early Childhood Action Plan, including:

1. Supporting the early care and education coursework and credentials offered by secondary and technical schools in Vermont, expanding stackable and portable credentials that can be obtained through professional development and lead toward degrees, and marketing for early childhood careers;
2. Determining optimal funding mechanisms and approaches to increase compensation of the early childhood workforce, considering tax credit models in addition to wage supplements;
3. Leveraging existing infrastructure of family child care home supports to enhance networks and resources for providers; and
4. Developing strategies to increase access to health and other fringe benefits for the early childhood workforce, with a particular focus on how to increase the availability of benefits for employees of small businesses.

Future Research. As Vermont moves forward with next steps to support the early childhood workforce, it is important to have thorough information and high-quality data to support decision making. To support state decisions about initiatives to support workforce compensation and benefits, the state should conduct research that is representative of Vermont’s early childhood workforce and examines workforce members’ employer-provided benefits, benefits available through other family members, and need and preferences for benefits. This research can build upon what was learned in this program-level study and implement the state’s action step to conduct a biannual study of workforce trends, needs, compensation, and benefits. As the Bright Futures Information System is updated as part of Act 45, the state may wish to expand the information collected from workforce members to include data on compensation and benefits, in order to have a high-quality database that can be used as a starting point for future research on early childhood workforce compensation.

Vermont will also gain valuable information from planned studies that are part of Act 45, including a systems analysis that will provide recommendations on approaches to strengthen Vermont’s early childhood system overall, and a financing study examining the economic impacts and potential financing mechanisms for the state’s goals to 1) limit child care spending to 10% or less of family income, 2) ensure child care providers are compensated comparably to other fields, and 3) implement a cost of care model rather than a market rate model in the Child Care Financial Assistance Program.



REFERENCES

- Artz, B. (2008). Fringe benefits and job satisfaction. *International Journal of Manpower*, 31(6).
- Bureau of Labor Statistics. (2021). Wages by occupation and area. <https://www.bls.gov/bls/blswage.htm>
- Caven, M., Khanani, N., Zhang, X., & Parker, C. E. (2021). *Center- and program-level factors associated with turnover in the early childhood education workforce* (REL 2021-069). US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. <http://ies.ed.gov/ncee/edlabs>
- Center on the Developing Child at Harvard University. (n.d.). *Five numbers to remember about early childhood*. http://developingchild.harvard.edu/resources/multimedia/interactive_features/five-numbers/
- Colorado Office of Early Childhood & Colorado Health Institute. (2019). Colorado Shines Brighter: Opportunities for Colorado's Early Childhood System. <https://dcfs.my.salesforce.com/sfc/p/410000012srR/a/4N000000AGxx/QPNqI9n15kNbYRhObm7zKcWoPajUElvqWkrdaeSJdHY>
- Early Milestones (2021). Making the case for ideal learning. <https://earlymilestones.org/wp-content/uploads/2021/01/Making-the-Case-for-Ideal-Learning.pdf>
- Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G. & Gardiner, B. A. (2021). The state of preschool 2020: State preschool yearbook. National Institute for Early Education Research.
- Irvine, S., Thorpe, K., McDonald, P., Lunn, J., Sumison, J. Money, love and identity: Initial findings from the National ECEC Workforce Study. QUT, Queensland. https://eprints.qut.edu.au/101622/1/Brief_report_ECEC_Workforce_Development_Policy_Workshop_final.pdf
- Johnson, A. D., Phillips, D. A., Schochet, O. N., Martin, A., Castle, S., & The Tulsa SEED Study Team. (2021). To whom little is given, much is expected: ECE teacher stressors and supports as determinants of classroom quality. *Early Childhood Research Quarterly*, 54, 13-30.
- Limardo, C., Sweeney, T., and Taylor, L. (2016). Early Learning Career Pathways Initiative: Credentialing in the early care and education field. https://www.acf.hhs.gov/sites/default/files/ece/altcredentialingelcpi_06_16_2016_ada.pdf
- Mashburn, A. J., LoCasale-Crouch, J., & Pears, K. (2018). *Kindergarten transition and readiness*. Springer.
- McLean, C., Austin, L. J. E., Whitebook, M., & Olson, K. L. (2021). *Early childhood workforce index-2020*. Center for the Study of Child Care Employment, University of California. <https://cscce.berkeley.edu/workforce-index-2020/report-pdf/>

McLean, C., Austin, L., & Whitebook, M. (2016). *High-quality early education and care requires high standards for early educator qualifications*. Center for the Study of Child Care Employment. <https://cscce.berkeley.edu/high-quality-early-education-and-care-requires-high-standards-for-early-educator-qualifications/>

Power to the Profession. (2020). Unifying framework for the early childhood education profession. <http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf>

Schaack, D., & Le, V. (2017). Colorado Early Childhood Workforce Survey 2017 final report. University of Colorado at Denver.

Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool Study through age 40*. High/Scope Press.

Sprent, P. & Smeeton, N. (2007). *Applied Nonparametric statistical methods*. Chapman and Hall

Smith, S., & Lawrence, S. (2019). Early care and education teacher well-being: Associations with children's experience, outcomes, and workplace conditions: A research-to-policy brief. http://www.nccp.org/wp-content/uploads/2020/05/text_1224.pdf

US Department of Education, National Center for Education Statistics. (2016). *Early childhood program participation survey of the 2016 National Household Education Surveys program* (ECPN-NHES:2016).

US Department of Housing and Urban Development. (2021). *Estimated median family incomes for fiscal year (FY) 2021*. <https://www.huduser.gov/portal/datasets/il/il21/Medians2021.pdf>

Vermont Department for Children and Families, Child Development Division. (2018). *Vermont PDG project summary*. https://dcf.vermont.gov/sites/dcf/files/CDD/PDG/Vermont_B-5_Systems_Improvement_Project_File_1.pdf

Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., Ludwig, J., Magnuson, K. A., Phillips, D., & Zaslow, M. J. (2013). *Investing in our future: The evidence base on preschool education*. <http://fcdus.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

APPENDIX A: STUDY METHODOLOGY



Appendix A provides detailed information about the methodology used for the study, including the survey instrument development, the sampling of survey participants, data collection procedures, and data analysis methods.

DEVELOPMENT OF THE CLASSIFICATION MEMO

Prior to survey development, the SRC team partnered with the VTHSCO and the study’s Advisory Group to develop a classification memo with definitions of position types in the Vermont early childhood workforce. First, the SRC team collaborated with VTHSCO and the Advisory Group to identify the program types (center-based programs, FCCs, CISs, and afterschool) and funding streams (Head Start, UPK, and private) to include in the study, and identified a list of key position types within each program type (Table 15). Next, the SRC team used documents and information shared by Advisory Group members to develop detailed position descriptions and crosswalk similar positions across program types. The SRC team shared a draft classification memo with VTHSCO and the Advisory Group and incorporated their feedback into a final memo in December 2020 (Appendix D). The position types in the classification memo are those that were included in the program survey.

Table 15. Position types by program type

	Program Type			
	Center-Based	Family Child Care Homes	Afterschool	CIS
Positions	Program Director	Family Child Care Provider	Afterschool Child Care	CIS Program
	Assistant Director	Family Child Care Assistant	Program Administrator	Coordinator
	Site Manager	Aide	Afterschool Site	Early Intervention
	Teacher	Trainee	Coordinator	Provider
	Assistant Teacher	Substitute	Afterschool Child Care	Family Support
	Aide		Program Staff	Worker
	Trainee		Aide	Home Visitor
	Substitute		Cook	Nurse Home Visitor
	Education Manager		Driver	
	Health Manager			
	Mental Health Specialist			
	Home Visitor			
	Family Support Worker			
	Early Intervention Provider			
	Admin Assistant			
	Maintenance Worker			
	Custodian			
	Cook			
	Bus Driver			

SURVEY INSTRUMENT DEVELOPMENT

The SRC team developed a web-based program survey in partnership with the VTHSCO and the Advisory Group. The survey was designed to collect data on wages and benefits in Vermont's early childhood workforce across different program types and funding streams. The purpose of the surveys was to learn about the compensation of early childhood workforce members and identify disparities in compensation, with the goal of informing state policies related to workforce pay and benefits. In order to ensure survey completion and accuracy of the data, surveys were completed at the program level by a representative from each program, usually an administrator with access to employee information. As a result, data from this study are not necessarily representative of individuals within the ECE workforce but illustrate wages and benefits at the program level. Rather than collect data for every employee in each position in programs, one employee was randomly selected to represent each position, in an effort to ease the burden of survey completion and obtain complete responses.

Instrument development. The survey instruments were designed to be completed at the program level, with a program administrator completing the survey for each randomly selected staff member. The study team developed a list of constructs, or specific topics to measure for each survey, which was reviewed and approved by VTHSCO and the Advisory Group. Next, the SRC team reviewed existing surveys to identify example items for the included constructs that had been validated and used to collect workforce data previously. The SRC team edited the existing items, developed new items as needed, and arranged these items into draft surveys. SRC shared a draft of the survey instrument with VTHSCO and the Advisory Group in late fall 2020 and met with these partners to discuss adjustments to the survey questions. The SRC team then drafted a revised version of the survey incorporating these edits in early winter 2021. Once the survey draft was finalized, four versions were adapted for the different program types: center-, home-based, afterschool-, and Child Integrated Services programs (the four survey instruments are included in Appendix D).

Survey programming. The SRC study team programmed the survey into Qualtrics, the project's web-based survey software, and conducted usability testing. To minimize the length of time to complete the survey, the study team utilized a randomization feature in Qualtrics that randomly selected one employee for each position in the program (such as randomly selecting one teacher to provide data for, rather than providing data for all teachers working in the program). Program administrators were asked to enter up to 10 staff members (initials were entered in place of names) for every position type listed in the survey, if applicable.

For each position type, Qualtrics randomly selected one staff member from the list of 10 individuals. Next, the program administrator was prompted to complete the survey on behalf of the randomly selected staff member for each position type.

Survey piloting. The SRC team piloted the survey with volunteer ECE workforce members in other states prior to administering the survey to the Vermont workforce. Volunteers included center-based program directors and teachers in Maryland, DC, and Virginia. Pilot participants were asked to complete the survey and report on how long the survey took to complete as well as any concerns, challenges, or questions that were difficult to answer. The SRC study team reviewed the pilot responses and made minor edits to the web-based surveys before finalization.

Survey content. The survey began with questions about the participant's program information including service area, total expenditures for 2020, and the number of staff per position type (e.g., the number of teachers in the program, number of assistant teachers, number of cooks). The following sections of each survey were separated by position type, each of which contained the same set of questions. Program administrators completed one section at a time, each one focused on one position type. For example, the first position section (e.g., Teachers) asked for Teacher compensation information. After completing the Teacher section, program administrators moved to the next section for Assistant Teachers, then the next for Aides, and so on until they completed sections for each position type in their program.

SURVEY SAMPLING

Workforce data from the state's integrated data system, the Bright Futures Information System, was used for the sampling frame. An Advisory Group member provided the SRC team with a complete list of all ECE programs in the state, and data on program characteristics and contact information, from the Bright Futures Information System. The SRC team used this list to randomly select a sample of 300 ECE programs for the survey, using stratified random sampling to ensure adequate representation of programs in each program type and funding source that was included in the study (including center-based, FCCH, CIS, and afterschool programs and Head Start, UPK, and private funding sources).

DATA COLLECTION PROCEDURES

Communications about the project. Prior to administering the survey, the SRC study team requested that VTHSCO and the Advisory Group send out a series of communications to ECE workforce members through multiple channels, including email, newsletters, and social media. The SRC team developed email/newsletter text, graphics, and social media blurbs about the study, and a timeline for sending out specific versions of these communications. The purpose of these communications was to raise awareness of the upcoming survey and encourage participation.

Incentives. The study included incentives for survey participation. Survey participants received a \$50 Lakeshore gift card upon completing the survey and were also entered into a drawing for additional gift cards totaling \$250. In total, 176 gift cards were emailed to 171 participants.

Survey Administration. The survey was administered in web-based format, in English only. The web-based survey opened on March 3, 2021 and closed on April 16, 2021. Survey invitations were delivered to programs that were selected for the study, using Microsoft Word mail merge to send invitations to the contact email address listed for each program in the Bright Futures Information System. The SRC team sent seven email reminders after the initial email invitation to complete the survey and extended the completion deadline twice. The reminder emails were sent to all individuals in the survey sample who partially completed the survey or who never started the survey. In addition, the study team made one reminder telephone call to members of the sample with a valid telephone number who had partially completed the survey.

DATA ANALYSIS METHODS AND LIMITATIONS

The SRC study team used descriptive quantitative methods to analyze the survey data. First, the SRC team cleaned the survey data and generated analysis variables for the study. Descriptive analyses of the survey data included counts, percentages, medians, quartiles, and ranges. Statistical comparisons were made between key position types by funding stream using an equality-of-medians test and subgroup analyses were conducted for program size, program quality, and race/ethnicity (Sprenst & Smeeton, 2007).

Limitations. It is important to note that the survey sample was designed to be representative of programs in Vermont, not of workforce members. The study data are most useful in understanding compensation and benefits offered by programs in the state. The survey response rate was moderate overall (56%), with higher response rates in center-based (47% - 67%) and FCCH (59% - 72%) programs and lower rates in CIS (22%) and Afterschool (22%) programs (Table 15). As a result, the study team is not able to make generalizable statements about CIS and Afterschool programs. In center-based and FCCH programs, the available data on each position type are limited to the number of programs that responded to the survey and had at least one employee in that position type. For that reason, there are adequate data to conduct reliable descriptive analysis for FCCH providers and most teaching and administrative positions in centers, but data are more limited for other position types. This report summarizes all data that were collected in the survey, primarily using medians to report averages but recognizing that such averages are not reliable with fewer than 5 observations.

APPENDIX B: CHARACTERISTICS OF PARTICIPATING PROGRAMS



This chapter summarizes response rates and program characteristics for the sample of programs that participated in the survey. Data were collected at the program level, for one randomly selected employee in each position in the program (for instance, if a program had 1 director, 3 teachers, and 3 assistant teachers, we collected data on the 1 director, 1 randomly selected teacher, and 1 randomly selected assistant teacher). This program-level survey was completed by a program representative using employee records on characteristics, hours worked, compensation, and benefits in 2020 and 2019. This chapter also describes the characteristics of the program employees who were randomly selected within each program.

RESPONSE RATE

The survey was administered to 296 programs and 165 programs provided responses to the survey, a 56% response rate. Response rates were moderate in center-based programs and FCCHs, ranging from 47% to 72% when broken out by program type and funding stream (Table 15). Center-based programs and FCCHs also make up the majority of the sample of participating programs. The response rates for CIS and afterschool programs were low (both 22%), which raises concerns about the representativeness of the survey data for these program types. Due to the low response rates and the small total amount of data for CIS and afterschool programs, the study team summarized their responses in the findings chapter, but did not include them in comparisons with other program types.

Table 16. Survey response rates by program type and funding stream

Program Type	# of Surveys Administered	# of Responses	Response Rate
Head Start Center	43	29	67%
UPK Center	68	40	59%
Private Center	34	16	47%
UPK FCCH	32	23	72%
Private FCCH	83	49	59%
CIS	9	2	22%
Afterschool	27	6	22%
Total	296	165	56%

The programs that participated in the survey were asked to provide wage and benefit data for one randomly selected employee in each position type that the program reported employing. The position types are described in detail in Appendix D. The survey collected data on a total of 371 employees in the 165 participating programs. In the tables below, we summarize the number and percentage of programs that

provided data for each position type. Programs did not necessarily have employees in every position type we asked about, and some participating programs chose not to provide detailed compensation and benefits data on employees, so the number of survey responses for compensation and benefits data in each position is smaller than the total number of participating programs. In centers, the study collected the most data on Teachers, Assistant Teachers, and Program Directors (Table 17). All FCCHs have a Provider, and 86% of FCCHs that participated in the survey provided data on providers; relatively few FCCHs provided data on other position types (Table 18). Table 18 indicates the percentage of CIS and Afterschool programs that provided data for each position type.

Table 17. Number and percentage of center-based programs that provided compensation and benefits data for each position type

Position Type	All Centers (# of programs)	All Centers (% of programs)	Private Centers (# of programs)	Private Centers (% of programs)	UPK Centers (# of programs)	UPK Centers (% of programs)	Head Start (# of programs)	Head Start (% of programs)
Teacher	53	62%	7	44%	28	70%	18	62%
Assistant Teacher	40	47%	3	19%	20	50%	17	59%
Program Director	31	36%	3	19%	19	48%	9	31%
Aide	25	29%	3	19%	11	28%	11	38%
Cook	16	19%	1	6%	3	8%	12	41%
Admin Assistant	12	14%	1	6%	2	5%	9	31%
Substitute	12	14%	0	0%	9	23%	3	10%
Family Support Worker	11	13%	0	0%	2	5%	9	31%
Site Manager	10	12%	0	0%	1	3%	9	31%
Education Manager	10	12%	0	0%	2	5%	8	28%
Maintenance Worker	10	12%	0	0%	3	8%	7	24%
Health Manager	9	11%	0	0%	0	0%	9	31%
Assistant Director	9	11%	1	6%	6	15%	2	7%
Custodian	8	9%	1	6%	1	3%	6	21%
Mental Health Specialist	7	8%	0	0%	0	0%	7	24%
Trainee	6	7%	2	13%	4	10%	0	0%
Home Visitor	4	5%	0	0%	0	0%	4	14%

Early Intervention Provider	2	2%	0	0%	2	5%	0	0%
Bus Driver	1	1%	0	0%	0	0%	1	3%

Table 18. Number and percentage of FCCHs that provided data for each position type

Position Type	All FCCH (# of programs)	All FCCH (% of programs)	Private FCCH (# of programs)	Private FCCH (% of programs)	UPK FCCH (# of programs)	UPK FCCH (% of programs)
Family Child Care Provider	61	85%	42	86%	19	83%
Family Child Care Assistant	7	10%	6	12%	1	4%
Aide	2	3%	1	2%	1	4%
Substitute	2	3%	0	0%	2	9%
Trainee	1	1%	1	2%	0	0%

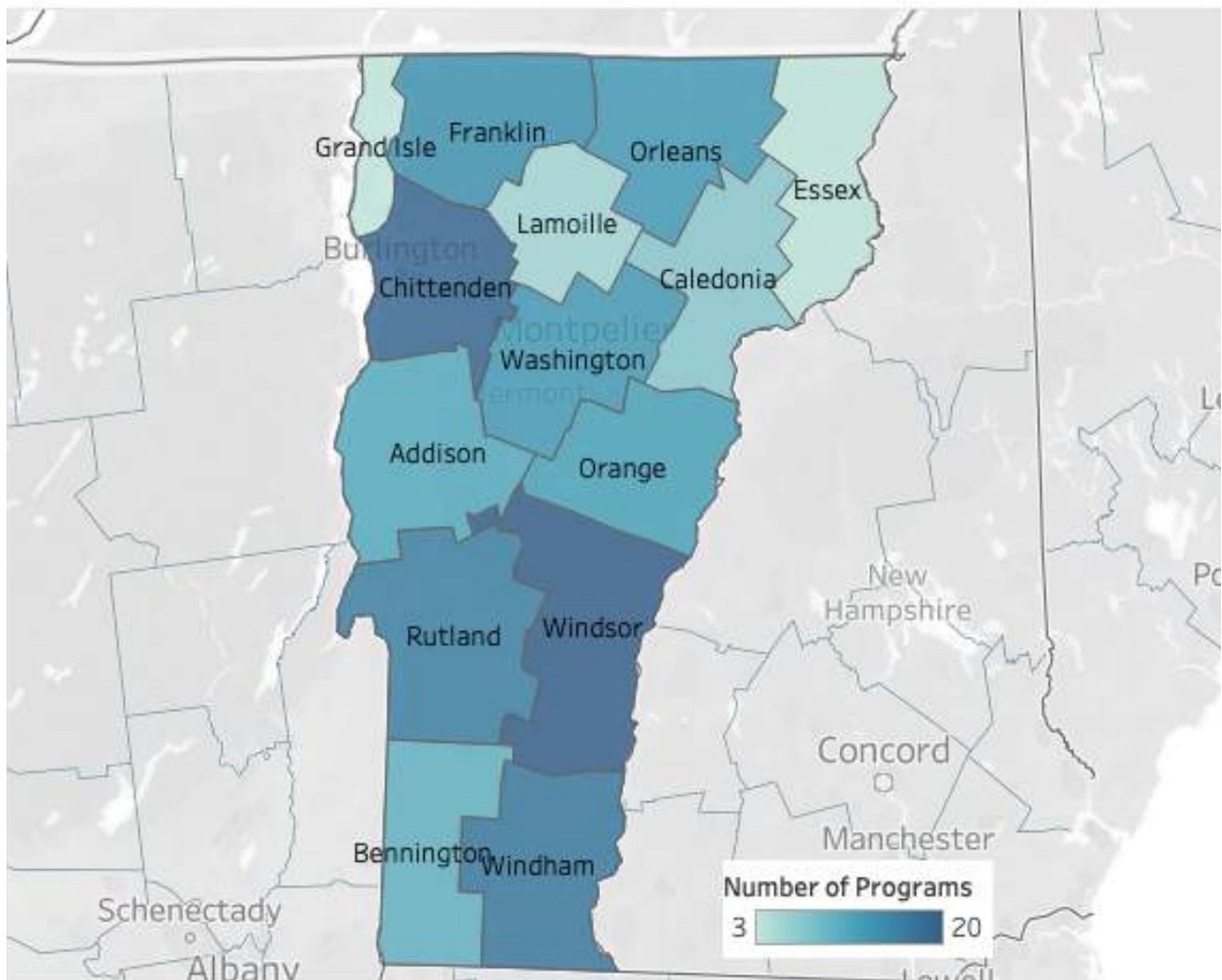
Table 19. Number and percentage of CIS and Afterschool programs that provided data for each position type

Position Type	# of programs	% of programs
Children's Integrated Services (CIS)		
CIS Program Coordinator	2	100%
Early Intervention Provider	1	50%
Family Support Worker	1	50%
Home Visitor	1	50%
Nurse Home Visitor	1	50%
Afterschool		
Afterschool Child Care Program Administrator	5	83%
Afterschool Child Care Program Staff	4	67%
Afterschool Site Coordinator	3	50%
Aide	2	33%
Cook	1	17%
Driver	1	17%

PROGRAM CHARACTERISTICS

Geography. Programs in the sample were located across the state, with some regional variation. Programs were most concentrated in counties in the southern part of the state, with the exception of a cluster of programs around Burlington (Chittenden County). The counties with the lowest concentration of programs are located in the northern region of the state, particularly the northeastern region (Caledonia and Essex counties). The locations of programs in the sample align with population estimates for the state (US Census Bureau, 2019). Figure 6 shows the locations of programs by county.

Figure 6. Heat map of program locations by county



Program Size and Quality Rating. Program size in the sample ranged from a total capacity of 8 children to 102 children.¹¹ The average total capacity was about 32 children.

Vermont’s quality rating and improvement system, STARS (Step Ahead Recognition System), is composed of four recognition areas for program quality: staff qualifications and training; interaction with and overall support of children, families, and communities; how thoroughly providers assess what they do and plan for improvements; and the strength of the program’s operating policies and business practices. Participating programs earn points based on these four areas and are given quality ratings ranging from one star to five stars. Among programs with available quality ratings,¹² 69% had ratings of at least four stars, representing high levels of quality (Table 19). Head Start centers, UPK Centers, and UPK FCCHs had quality ratings of four stars or higher. Private centers, private FCCHs, and afterschool programs had ratings spanning a broader range.¹³

Table 20. Quality rating by program type and funding stream

Program Type	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Head Start n=29				2%	16%
UPK Center n=40				12%	13%
Private Center n=15	2%		2%	6%	
Private FCCH n=49	10%	2%	13%	3%	1%
UPK FCCH n=23				7%	7%
Afterschool n=6	1%		1%	1%	1%
Total n=162	14%	2%	15%	31%	38%

EMPLOYEE CHARACTERISTICS

In this section, we describe the characteristics of the employees who were randomly selected for data collection within each participating program. These data are not representative of all employees in participating programs, because they only include one employee from each position type. The data were provided by a program representative using employee records to complete the survey.

¹¹ Total capacity data for FCCH programs was incomplete.

¹² The study team did not have quality rating data for CIS programs.

¹³ All programs participating in the STARS automatically earn one star for being fully licensed.

Race and ethnicity. The majority of employees that were selected for the survey were identified as White (96%), with 0.57% identified as Asian, 1.43% identified as Black or African American, 1.43% identified as mixed race, and 0.57% identified as other race (Figure 7). Additionally, 1.90% of the employees were identified as Latino/a/x, regardless of race. For the purposes of this study, we analyzed the data using two groups, White and BIPOC (Asian, Black or African American, mixed race, other race and Latino/a/x ethnicity), because there was not enough data to analyze each group separately.¹⁴

Education level. Approximately half of the employees that were selected for the survey had at least a Bachelor’s degree, including 38% with a Bachelor’s and 15% with a Master’s. Almost all had at least a high school diploma (Figure 8).

Figure 7. Race/ethnicity of program employees that were selected for the survey (n=350)

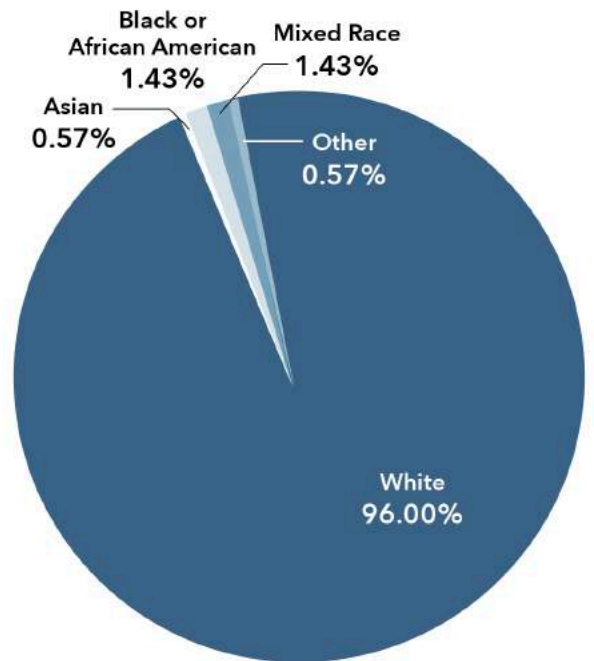
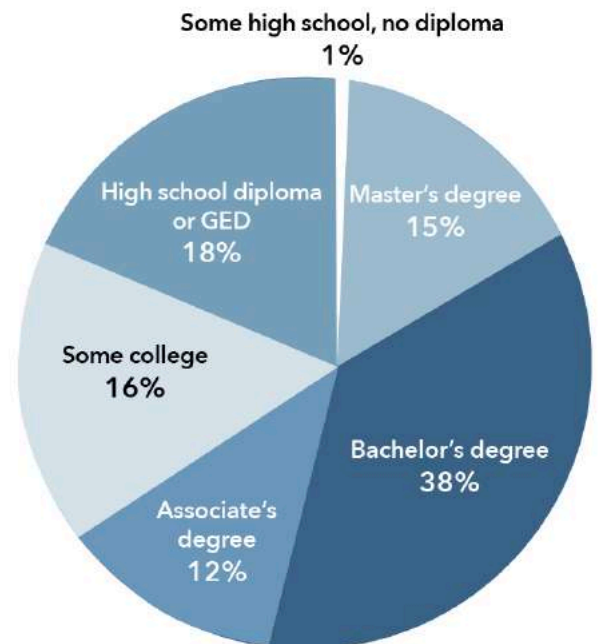


Figure 8. Education level of program employees that were selected for the survey (n=369)



¹⁴ No race/ethnicity response was provided for two staff members.

APPENDIX C: ADDITIONAL TABLES



Table 21. Percent of Specialists and Comprehensive Family Support Workers with medical benefits by position type, program type, and funding stream

	Health insurance, self	Health insurance, family	Dental insurance, self	Dental insurance, family	Vision insurance, self	Vision insurance, family	Employee assistance program
Specialists							
Head Start Education Manager n=8	88%	88%	100%	100%	88%	88%	100%
UPK Education Manager n=2	0%	0%	50%	50%	50%	50%	50%
Head Start Health Manager n=9	100%	100%	100%	100%	78%	78%	100%
Head Start Mental Health Specialist n=7	86%	86%	86%	86%	86%	86%	86%
UPK Early Intervention Provider n=2	50%	50%	50%	50%	50%	50%	100%
Comprehensive Family Support Workers							
Head Start Family Support Worker n=9	100%	0%	100%	100%	100%	100%	100%
UPK Family Support Worker n=2	0%	0%	33%	33%	33%	33%	100%
Head Start Home Visitor n=4	100%	100%	100%	100%	0%	0%	100%

Table 22. Percent of Specialists and Comprehensive Family Support Workers with leave benefits by position type, program type, and funding stream

	Family leave	Parental leave	Sick time	Vacation time
Specialists				
Head Start Education Manager n=8	88%	63%	100%	100%
UPK Education Manager n=2	100%	0%	100%	100%
Head Start Health Manager n=9	78%	56%	100%	89%
Head Start Mental Health Specialist n=7	86%	71%	86%	86%
UPK Early Intervention Provider n=2	50%	0%	100%	100%
Comprehensive Family Support Workers				
Head Start Family Support Worker n=9	100%	56%	100%	100%
UPK Family Support Worker n=2	67%	0%	100%	100%
Head Start Home Visitor n=4	0%	0%	100%	100%

Table 23. Percent of Specialists and Comprehensive Family Support Workers with financial security benefits by position type, program type, and funding stream

	Employee retirement contribution	Employer retirement contribution	Short-term disability	Tuition assistance	Unemployment	Life insurance	Long-term disability	Discount for child in program
Head Start Education Manager n=8	100%	100%	75%	88%	100%	100%	100%	63%
UPK Education Manager n=2	100%	100%	50%	100%	100%	50%	0%	100%
Head Start Health Manager n=9	100%	100%	67%	89%	78%	89%	100%	44%
Head Start Mental Health Specialist n=7	86%	86%	71%	86%	86%	86%	86%	57%
UPK Early Intervention Provider n=2	100%	100%	50%	50%	50%	100%	50%	50%
Head Start Family Support Worker n=9	100%	100%	89%	100%	100%	100%	100%	44%
Family Support Worker n=2	100%	100%	100%	100%	100%	100%	50%	50%
Head Start Home Visitor n=4	0%	100%	0%	100%	100%	100%	100%	0%

Table 24. Percent of Auxiliary staff with medical benefits by position type, program type, and funding stream

	Health insurance , self	Health insurance , family	Dental insurance , self	Dental insurance , family	Vision insurance , self	Vision insurance , family	Employee assistance program
Head Start Admin Assistant n=9	89%	89%	89%	89%	78%	78%	89%
Private Admin Assistant n=1	100%	0%	0%	100%	0%	0%	0%
UPK Admin Assistant n=2	100%	100%	67%	67%	67%	67%	50%
Head Start Cook n=12	83%	75%	83%	83%	58%	58%	92%
Private Cook n=1	100%	100%	100%	100%	100%	100%	100%
UPK Cook n=3	0%	0%	33%	33%	33%	33%	33%
Head Start Custodian n=6	17%	0%	17%	0%	0%	0%	100%
Private Custodian n=1	0%	0%	0%	0%	0%	0%	0%
UPK Custodian n=1	100%	100%	100%	100%	100%	100%	0%
Head Start Maintenance Worker n=7	86%	100%	86%	100%	71%	71%	100%
UPK Maintenance Worker n=3	100%	100%	67%	67%	67%	67%	33%
Head Start Driver n=1	0%	100%	100%	100%	100%	100%	100%

Table 25. Percent of Auxiliary staff with leave benefits by position type, program type, and funding stream

	Family leave	Parental leave	Sick time	Vacation time
Head Start Admin Assistant n=9	78%	56%	100%	89%
Private Admin Assistant n=1	0%	0%	100%	100%
UPK Admin Assistant n=2	67%	33%	100%	100%
Head Start Cook n=12	58%	33%	100%	92%
Private Cook n=1	100%	0%	100%	100%
UPK Cook n=3	67%	0%	100%	100%
Head Start Custodian n=6	0%	0%	83%	17%
Private Custodian n=1	0%	0%	100%	100%
UPK Custodian n=1	100%	100%	100%	100%
Head Start Maintenance Worker n=7	71%	71%	100%	100%
UPK Maintenance Worker n=3	67%	33%	100%	100%

Table 26. Percent of Auxiliary staff with financial security benefits by position type, program type, and funding stream

	Employee retirement contribution	Employer retirement contribution	Short-term disability	Tuition assistance	Unemployment	Life insurance	Long-term disability	Discount for child in program
Head Start Admin Assistant n=9	89%	89%	67%	89%	89%	89%	89%	56%
Private Admin Assistant n=1	0%	0%	0%	0%	0%	0%	0%	100%
UPK Admin Assistant n=2	50%	50%	100%	50%	100%	50%	0%	50%
Head Start Cook n=12	58%	92%	58%	100%	100%	83%	83%	42%
Private Cook n=1	100%	100%	100%	100%	0%	100%	100%	0%
UPK Cook n=3	67%	67%	33%	67%	67%	33%	0%	67%
Head Start Custodian n=6	17%	67%	0%	0%	83%	50%	33%	0%
Private Custodian n=1	100%	100%	0%	0%	0%	0%	0%	100%
UPK Custodian n=1	100%	100%	100%	100%	100%	100%	100%	0%
Head Start Maintenance Worker n=7	100%	100%	57%	71%	86%	100%	100%	57%
UPK Maintenance Worker n=3	100%	67%	67%	67%	67%	100%	33%	33%
Head Start Driver n=1	100%	100%	100%	100%	100%	100%	100%	0%

Table 27. Percent of CIS and Afterschool staff with medical benefits by position type and program type

	Health insurance, self	Health insurance, family	Dental insurance, self	Dental insurance, family	Vision insurance, self	Vision insurance, family	Employee assistance program
CIS							
CIS Coordinator n=2	100%	50%	100%	100%	100%	100%	50%
Early Intervention Provider n=1	100%	100%	100%	100%	100%	100%	100%
Family Support Worker n=1	100%	100%	100%	100%	100%	100%	0%
Home Visitor n=1	100%	100%	100%	100%	100%	0%	100%
Nurse Home Visitor n=1	100%	100%	100%	100%	100%	100%	100%
Afterschool							
Site Coordinator n=3	0%	0%	0%	0%	0%	0%	33%
Afterschool Child Care Program Administrator n=5	40%	20%	40%	20%	40%	20%	20%
Child Care Program Staff n=4	0%	0%	0%	0%	0%	0%	25%
Aide n=2	0%	0%	0%	0%	0%	0%	0%
Driver n=1	100%	0%	100%	0%	100%	0%	0%
Cook n=1	0%	0%	0%	0%	0%	0%	0%

Table 28. Percent of CIS and Afterschool staff with leave benefits by position type and program type

	Family leave	Parental leave	Sick time	Vacation time
CIS				
CIS Coordinator n=2	50%	0%	100%	100%
Early Intervention Provider n=1	0%	0%	100%	100%
Family Support Worker n=1	0%	0%	100%	100%
Home Visitor n=1	100%	0%	100%	100%
Nurse Home Visitor n=1	100%	0%	100%	100%
Afterschool				
Site Coordinator n=3	33%	0%	100%	67%
Afterschool Child Care Program Administrator n=5	40%	0%	80%	80%
Child Care Program Staff n=4	25%	0%	75%	50%
Aide n=2	0%	0%	100%	100%
Driver n=1	0%	0%	100%	100%
Cook n=1	0%	0%	100%	100%

Table 29. Percent of CIS and Afterschool staff with financial security benefits by position type and program type

	Employee retirement contribution	Employer retirement contribution	Short-term disability	Tuition assistance	Unemployment	Life insurance	Long-term disability	Discount for child in program
CIS								
CIS Coordinator n=2	100%	50%	50%	0%	100%	50%	50%	50%
Early Intervention Provider n=1	100%	0%	0%	0%	100%	0%	0%	0%
Family Support Worker n=1	100%	100%	0%	0%	100%	0%	0%	100%
Home Visitor n=1	100%	0%	0%	0%	100%	0%	0%	0%
Nurse Home Visitor n=1	100%	0%	0%	0%	100%	0%	0%	0%
Afterschool								
Site Coordinator n=3	33%	33%	0%	0%	33%	0%	0%	33%
Afterschool Child Care Program Administrator n=5	40%	40%	40%	0%	40%	20%	40%	0%
Child Care Program Staff n=4	0%	0%	0%	0%	50%	0%	0%	25%
Aide n=2	0%	0%	0%	0%	50%	0%	0%	0%
Driver n=1	100%	100%	100%	0%	100%	0%	100%	0%
Cook n=1	0%	0%	0%	0%	100%	0%	0%	0%



Introduction

In August 2020, the Child Development Division (CDD) and the Vermont Head Start Collaboration Office (VHSCO) contracted with School Readiness Consulting (SRC) to collect statewide data on compensation of the early childhood workforce. As part of the Vermont Early Childhood Wage and Fringe Benefit Comparability Study, CDD and VHSCO are interested in gathering insights about staff qualifications, wages, and benefits among early childhood workforce members in Vermont, and variation in compensation by program type, particularly for comparable positions. SRC developed this early childhood position classification memo with the goal of identifying and defining the types of programs and staff that will be included in a survey we will develop to collect these data. The survey instrument will be designed to collect data on each defined position within each program type.

Currently, the state of Vermont serves children and families through a variety of program types, with classroom, family support, administrative, specialist, and auxiliary positions designed to meet the goals and needs of the program. This classification memo will include information about staff requirements, based on state or federal regulations, for the following program types:

- Head Start
- Licensed centers
- Universal Prekindergarten (UPK)
- Registered and licensed family child care (family child care)
- Children’s Integrated Services (CIS)
- Afterschool programs

These programs (and their regulations related to staffing) often overlap within organizations that serve young children. For instance, licensed centers may receive funding from both Head Start and UPK. This memo will focus on the staff positions and requirements of each program separately.

The positions that will be included in the Vermont Early Childhood Wage and Fringe Benefit Comparability Study fall into the following categories:

- **Teaching staff** (teacher, associate teacher, assistant teacher, registered family child care provider, licensed family child care provider, family child care assistant, aide, trainee, substitute)
- **Program administrators** (program director, site manager, assistant director)
- **Specialists** (education manager, health manager, mental health specialist, early intervention coordinator, early intervention provider, child care coordinator)
- **Comprehensive family support staff** (home visitor, nurse home visitor, family support worker)
- **Auxiliary staff** (administrative assistant, cook, bus driver, custodian, maintenance worker)

The memo that follows describes the methodology for creating the position classifications, provides a position description for each of the positions that will be included in the study, summarizes which positions occur in each program type as well as the most common job titles and required qualifications for each position in each program type, and outlines SRC's next steps.

Methodology

SRC developed the position classifications in partnership with a project Advisory Group that includes stakeholders from CDD, VHSCO, and several early childhood organizations and agencies in Vermont. In a series of initial meetings between SRC and the Advisory Group, the two teams identified the different program types that will be included in the survey and agreed upon the specific positions that should be included in the study. The Advisory Group provided SRC with the regulatory requirements and examples of job descriptions for positions in each program type. SRC reviewed this information as well as existing position classification systems that have been developed previously in Vermont, including classification systems used for the Education Development Center and Central Vermont Community Action Council studies. In addition, a staff attorney at the Vermont Department of Labor reviewed the position classifications and provided general information about how the Fair Labor Standards Act (FLSA) may apply to these types of positions.

SRC used these resources to generate position descriptions for each position, including information about essential job functions, distinguishing characteristics, and supervisory responsibilities. SRC also reviewed these resources to determine which positions are applicable to each program type, the typical job titles for each position in each program type, and the required qualifications for each position in each program type, including information about minimum qualifications, license requirements, and regulatory requirements. SRC used information from the Vermont Department of Labor to identify positions that may have FLSA exemptions available and positions that are rarely exempt.

Position Descriptions

In the pages that follow, we provide position descriptions for each position organized by staff type category. The position descriptions include essential job functions, distinguishing characteristics, and supervisory responsibilities associated with the position. Note that individual programs may describe responsibilities differently for these positions or may have additional required responsibilities for a specific role. The position descriptions below are intended to be general and to describe the typical responsibilities and characteristics for the role.

Teaching Staff

Teaching staff positions include teachers, associate teachers, assistant teachers, registered family child care providers, licensed family child care providers, family child care assistants, aides, trainees, and substitutes.

Teacher. The teacher position is characterized by the following description:

- Managing the operational activities of the classroom
- Ensuring the implementation of the curriculum or curricula
- Monitoring children’s developmental progress and needs, and responding as appropriate
- Overseeing communication with families
- Ensuring that classroom complies with licensing requirements and other applicable regulations
- Maintaining a safe and healthy classroom environment
- Working in partnership with the classroom teaching team, center or program supervisors, and other colleagues

Associate Teacher and Assistant Teacher. The associate teacher and assistant teacher positions have the same position description and are differentiated by their required qualifications in the Vermont child care licensing regulations. These two positions are characterized by the following description:

- Supporting the operational activities of the classroom
- Contributing to the implementation of the curriculum
- Responding appropriately in interactions with children
- Supporting communication with families
- Engaging in the classroom in a way that complies with licensing requirements and other applicable regulations
- Contributing to a safe and healthy classroom environment
- Working in alignment with the teacher or program supervisors
- Collaborating with the classroom teaching team and other colleagues

Registered Family Child Care Provider and Licensed Family Child Care Provider. The registered and licensed family child care provider positions have the same position description and are differentiated by the number of children that may be cared for as well as their required qualifications in the Vermont child care licensing regulations. These two positions are characterized by the following description:

- Overseeing the operation of the family child care home and daily instruction of children
- Managing staff, facility, and budget
- Managing goal setting, planning, curriculum development, communications, and relationships with families
- Overseeing recruitment and enrollment of children
- Ensuring the health, safety, and quality of instruction for all children within the program’s care
- Maintaining licensing and ensuring compliance with all applicable regulations
- Training and providing guidance to staff on instructional approaches and interactions with children
- Ensuring the implementation of the curriculum
- Monitoring children’s developmental progress and needs, and responding as appropriate
- Maintaining communication and relationships with families
- Maintaining a safe and healthy environment for children and staff

Family Child Care Assistant. The family child care assistant position is characterized by the following description:

- Assisting with the operation of the family child care home and daily instruction of children
- Contributing to goal setting, planning, curriculum development, communications, and relationships with families
- Ensuring the health, safety, and quality of instruction for all children within the program's care
- Maintaining licensing and ensuring compliance with all applicable regulations
- Participating in training on instructional approaches and interactions with children
- Ensuring the implementation of the curriculum
- Monitoring children's developmental progress and needs, and responding as appropriate
- Maintaining communication and relationships with families
- Maintaining a safe and healthy environment for children and staff

Aide. The aide position is characterized by the following description:

- Ensuring adequate staffing by covering teaching staff during breaks, planning time, and time off
- Assisting with classroom / family child care operations and activities as needed
- Responding appropriately in interactions with children
- Engaging in the classroom / family child care in a way that complies with licensing requirements and other applicable regulations
- Contributing to a safe and healthy classroom / family child care environment
- Working in alignment with the teacher or program supervisors
- Collaborating with the teaching team and other colleagues

Trainee. The trainee position is characterized by the following description:

- Assisting with classroom / family child care operations and activities as needed
- Responding appropriately in interactions with children
- Engaging in the classroom / family child care in a way that complies with licensing requirements and other applicable regulations
- Contributing to a safe and healthy classroom / family child care environment
- Working in alignment with the teacher or program supervisors
- Collaborating with the teaching team and other colleagues

Substitute. The substitute position is characterized by the following description:

- Ensuring adequate staffing in case of the absence or lack of a regularly employed staff member
- Assisting with classroom / family child care operations and activities as needed
- Responding appropriately in interactions with children
- Engaging in the classroom / family child care in a way that complies with licensing requirements and other applicable regulations
- Contributing to a safe and healthy classroom / family child care environment
- Working in alignment with program supervisors and the teaching team

Program Administrators

Program administrator positions include program directors, site managers, and assistant directors.

Program Director. The program director position is characterized by the following description:

- Overseeing the operation of the program
- Managing program staff, facilities, and budget
- Engaging in leadership of the program, including goal setting, planning, curriculum development, communications, and relationships with families
- Overseeing recruitment and enrollment of children
- Ensuring the health, safety, and quality of education for all children within the program's care
- Maintaining licensing and ensuring program-wide compliance with all applicable regulations
- Training and providing guidance to staff on instructional approaches and interactions with children

Site Manager. The site manager position is characterized by the following description:

- Overseeing the operation of the center or site in programs with multiple sites
- Managing site staff, facilities, and budget
- Contributing to goal setting, planning, curriculum development, communications, and relationships with families
- Contributing to recruitment and enrollment of children
- Ensuring the health, safety, and quality of education for all children within the site's care
- Maintaining licensing and ensuring site-wide compliance with all applicable regulations
- Training and providing guidance to staff on instructional approaches and interactions with children

Assistant Director. The assistant director position is characterized by the following description:

- Supporting the management and operation of the center
- Assisting with management of center staff, facilities, and budget
- Supporting goal setting, planning, curriculum development, communications, and relationships with families
- Supporting the recruitment and enrollment of children
- Ensuring the health, safety, and quality of education for all children within the center's care
- Collaborating with center director in maintaining licensing and ensuring center-wide compliance with all applicable regulations
- Training and providing guidance to staff on instructional approaches and interactions with children
- Standing in as director during the director's absence

Specialists

Expert and specialist positions include content area managers, early childhood family mental health experts, early intervention providers, and paraeducators.

Education Manager. The education manager position is characterized by the following description:

- Supervising the educational services and guiding curriculum and program planning, development, and training for a particular age or ability group (e.g., early childhood, infant, toddler, school age)
- Serving as a resource for education specialists and/or teachers

- Analyzing data and completing reports related to provision of educational services; may supervise classroom and other education staff
- Observing and monitoring classroom activities and children’s records; reviewing and analyzing data on child outcomes

Health Manager. The health manager position is characterized by the following description:

- Managing overall health and/or nutrition/food service activities of the organization
- Supervision of staff in health roles
- Reporting, writing and maintaining, monitoring, tracking, overseeing, and assuring confidentiality of health records
- May perform nursing, dietician, or health care duties (supervisor or director of nursing, health services manager, health coordinator, health services director)

Mental Health Specialist. The mental health specialist position is characterized by the following description:

- Providing early detection of social, emotional, and/or behavioral developmental needs and challenges
- Providing preventative and early intervention supportive services to address children and family needs
- Supporting and strengthening the capacity of parents, caregivers, CIS and related service providers, and early care and learning providers to support the social, emotional, and behavioral health and development of young children across settings, as well as to support access for young children and families to community mental health Medicaid services
- Supporting and building the capacity of caregivers and service providers to gain the knowledge, skills, and abilities needed to understand and meet the social and emotional development of young children up to the age of six

Early Intervention Coordinator. The early intervention coordinator position is characterized by the following description:

- Providing service coordination for early intervention services with child’s parent(s) or guardian(s)
- Upholding rights of client’s parent/guardian in accordance with Part C of the Individuals with Disabilities Education Act (IDEA)
- Supporting peers as they help parent(s) or guardian(s) access needed evaluations, determine eligibility, and identify goals, services, and supports as part of child’s plan to improve the child’s functional skills in the areas of positive social emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language and communication), and use of appropriate behaviors to meet the child’s needs

Early Intervention Provider. The early intervention provider position is characterized by the following description:

- Delivering developmental services to parents/caregivers and children eligible for early intervention services
- Supporting the physical and/or cognitive needs of one particular child or a small group of children
- Upholding rights of client’s parent/guardian in accordance with Part C of IDEA
- Ensuring child receives adequate and appropriate support throughout the day

- Modeling, coaching, and supporting children’s caregivers to use strategies identified in the child’s early intervention program to help them help the child develop and learn
- Coordinating services, developing strategies, and providing specialized instruction that caregivers can implement within the child’s daily routines to improve the child’s functional skills in areas such as positive social emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language and communication), and use of appropriate behaviors to meet the child’s needs

Child Care Coordinator. The child care coordinator position is characterized by the following description:

- Providing direct care services to support families with identified child care needs and developing specialized child care providers
- Working alongside families and child development professionals to build relationships to improve outcomes for children and families
- Supporting skill development and capacity of child development professionals within child care programs to meet the specialized needs of children and families
- Arranging and conducting on site consultations for specialized child care providers
- Maintaining confidentiality consistent with program/agency regulations, licensing regulations, and/or law

Comprehensive Family Support Staff

Comprehensive family support staff positions include home visitors, family support workers, and family resource coordinators.

Home Visitor. The home visitor position is characterized by the following description:

- Planning, carrying out, and keeping records of home-based education
- Providing educational activities for child and parent in the child’s home
- Maintaining consistent communication and positive relationships with families

Nurse Home Visitor. The nurse home visitor position is characterized by the following description:

- Providing high-quality, comprehensive, community-based home visiting services that are evidence-based or evidence-informed to prenatal and postpartum people, families, and infants and children ages birth up to six
- Maintaining the highest clinical standards in maternal child and family health nursing practice, including safe, competent, effective nursing care based on sound scientific principles and the nursing process
- Coordinating services and care and ongoing evaluation of medical, educational, psychological, social/environmental, economic, or other identified needs of all assigned clients
- Providing prevention, health promotion, and early intervention supports to people and their families eligible for CIS services

Family Support Worker. The family support worker position is characterized by the following description:

- Coordinating and providing social service activities through case management and/or counseling
- Contacting and making referrals to community resources

- Monitoring and keeping client records and notes, writing reports, and maintaining confidentiality of records
- Supporting families in transitions in and out of programs and services; may be involved with clients in counseling and/or carrying a caseload
- Supervising social workers and/or case managers
- Serving as a resource for families, family service staff, center staff, and volunteers
- Collaborating with community agencies

Auxiliary Staff

Auxiliary staff positions include administrative assistants, cooks, bus drivers, custodians, and maintenance workers.

Administrative Assistant. The administrative assistant position is characterized by the following description:

- Supporting the program directors and staff with administrative tasks
- Responding to inquiries and requests from prospective and current families, vendors, and other parties
- Maintaining communication with families and directing information to program directors
- Providing support services to the program directors and staff such as budgets, personnel, purchasing, and communications needs
- Managing program supplies and classroom needs

Cook. The cook position is characterized by the following description:

- Preparing meals and snacks during program operating hours
- Ensuring compliance with state and federal regulations for serving food
- Maintaining standards of sanitation, safety, and food preparation as required by licensing regulations
- Ensuring the health and safety of children by maintaining records of food allergies and sensitivities of the enrolled children
- Maintaining records and submitting reports as required
- Ensuring all food orders are completed and/or submitted
- Managing food storage and menu planning
- Communicating with program staff and supervisors

Driver. The driver position is characterized by the following description:

- Transporting children or adults to school, center, or program-related activities
- Communicating drop-off and pickup times and locations with families and program staff
- Creating and keeping updated log of pickup and drop-off times, communicating any delays or closings to families
- Ensuring proper staffing to keep vehicle in licensing regulations at all times
- Ensuring all children have appropriate child restraint seats, if necessary
- Maintaining cleanliness and safety of vehicle, and performing routine maintenance such as filling the gas tank, changing or having oil changed, checking/filling tires with air, washing car, and so on
- Communicating and reporting to supervisors regarding any issues in a timely manner

Custodian. The custodian position is characterized by the following description:

- Cleaning building rooms and spaces, including but not limited to vacuuming, sweeping, mopping, dusting, washing, waxing, and buffing
- Moving furniture, equipment, and supplies as needed
- Providing setup and breakdown of large spaces for special events
- Performing groundskeeping, snow and ice removal, and recycling
- Assuming responsibility for general security of building and/or spaces assigned
- Maintaining custodial and housekeeping supplies and reordering supplies through supervisor as needed
- Communicating and reporting to supervisors regarding safety hazards and custodial issues in a timely manner

Maintenance Worker. The maintenance worker position is characterized by the following description:

- Performing the general maintenance and repair of all center buildings and equipment, including upkeep for facilities, vehicles, and/or equipment
- Maintaining the internal and external grounds; performing scheduled maintenance on mechanical equipment
- Maintaining records of maintenance procedures
- Maintaining maintenance supplies and reordering supplies through supervisor as needed
- Communicating with supervisors regarding maintenance and building issues

Positions by Program Type

The following table provides information about which positions occur in each program type and what the typical job title is for the position within each program type.

Position Type	Position Title by Program Type					
	Head Start	Licensed Centers	UPK	Family Child Care	CIS	After School
Teaching Staff						
Teacher	Teacher, Lead Teacher	Teacher, Lead Teacher, Co-Teacher	Teacher, Lead Teacher	-	-	-
Associate Teacher	-	Associate Teacher	Associate Teacher	-	-	-
Assistant Teacher	Assistant Teacher	Assistant Teacher	Assistant Teacher	-	-	Afterschool Child Care Program Staff
Registered Family Child Care Provider	Head Start Family Child Care Provider	-	-	Family Child Care Provider	-	-
Licensed Family Child Care Provider	Head Start Family Child Care Provider	-	-	Family Child Care Provider	-	-
Family Child Care Assistant	Family Child Care Assistant	-	-	Family Child Care Assistant	-	-
Aide	Program Aide	Classroom Aide, Floater	Classroom Aide, Floater	Classroom Aide	-	-
Trainee	-	Trainee	Trainee	Trainee	-	Afterschool Aide, Leader-in-Training, Afterschool Activities Specialist
Substitute	Substitute	Substitute	Substitute	Substitute	-	Substitute
Program Administrators						
Program Director	Head Start Program Director	Program Director	Principal, UPK Program Director, UPK Coordinator	Family Child Care Provider	CIS Coordinator	Afterschool Child Care Program Administrator
Site Manager	Center Manager, Center Supervisor	-	-	-	-	Afterschool Site Coordinator
Assistant Director	Assistant Director	Assistant Director	-	-	-	-

Specialists						
Education Manager	Education Manager	Curriculum Manager	-	-	-	-
Health Manager	Health Manager	-	School Nurse	-	-	-
Mental Health Specialist	Mental Health Consultant	-	-	-	Early Childhood Family Mental Health Expert	-
Early Intervention Coordinator	-	-	-	-	Community Resource Parent/Family Resource Coordinator	-
Early Intervention Provider	-	-	Paraeducator	-	Early Interventionist/ Developmental Educator	-
Child Care Coordinator	-	-	-	-	Specialized Child Care Coordinator	-
Comprehensive Family Support Staff						
Home Visitor	Home Visitor, Home Educator	-	-	-	Family Support Home Visitor	-
Nurse Home Visitor	-	-	-	-	Maternal Child and Family Health Nurse Home Visitor	-
Family Support Worker	Family Support Worker	-	-	-	Family Support Worker	-
Auxiliary Staff						
Administrative Assistant	Administrative Assistant	Administrative Assistant	Administrative Assistant	-	-	-
Cook	Cook	Cook	Cook	-	-	Cook
Bus Driver	Bus Driver	Bus Driver	Bus Driver	-	-	Bus Driver
Custodian	Custodian	Custodian	Custodian	-	-	Custodian
Maintenance Worker	Maintenance Worker, Facilities Assistant/Associate	Maintenance Worker	Maintenance Worker	-	-	Maintenance Worker

Requirements for Each Position by Program Type

For each position included in the study, we provide a table with information about the minimum qualifications and regulatory requirements for each program type, and the FLSA status for each position. These tables allow comparison of the minimum qualifications for the position across program types. The tables are organized by type of position: teaching staff, program administrators, specialists, comprehensive family support staff, and auxiliary staff.

In this memo, the minimum qualifications and regulatory requirements describe the minimum requirements for each position based on program regulations, and it is important to note that in practice, employers may have additional requirements for these positions beyond what is included in the regulations. As such, specific employees' job descriptions may differ from the general position descriptions in this memo.

An employee's FLSA status indicates whether or not the employee is exempt from requirements of the Fair Labor Standards Act. FLSA exemption excludes the employee from employment regulations that are part of the Act, such as minimum wage and overtime pay. FLSA status does not apply universally to any of the position types that are included in this study, because exemption status is determined by a variety of employee-specific factors such as amount of pay and required duties. Organizations must determine the appropriate and legal FLSA status for their own employees. In this memo, each position's FLSA status is categorized as "exemptions available" or "rarely exempt" based on a review by a staff attorney at the Vermont Department of Labor. "Exemptions available" indicates that employees in this position type may be exempt if they meet specific criteria related to pay and job duties; the type of FLSA exemption that may apply is also indicated. "Rarely exempt" indicates that employees in this position type are usually not exempt because of the type of job duties they typically have. However, it is important to note that FLSA does not apply to contracted workers who perform the job function of a position under a contractual relationship, rather than an employment relationship.

Teaching Staff

Table 30. Required Qualifications and FLSA Status for the Teacher Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start programs must meet licensing requirements in Vermont. Although Head Start Performance Standards require a minimum of an associate’s degree in child development or early childhood education or equivalent for teachers, Head Start teachers in Vermont must meet the licensing requirements for teachers in licensed centers, with a minimum of a bachelor’s degree. See the information in the “Licensed Centers” column for additional detail.</p> <p>Head Start Performance Standards indicate Head Start teachers must complete fifteen (15) clock hours of professional development per year.</p>	<p>Licensing requirements indicate that teachers must be at least 20 years of age, pass a health screening and background check, and meet one of the following qualifications:</p> <ul style="list-style-type: none"> • At least a Vermont Early Childhood Career Ladder Level Four (4) A or B Certificate; or • At least a bachelor degree from an accredited college with a major or concentration in early childhood, child or human development, elementary education, special education with a birth to eight (8) years of age focus, or child and family services and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or • At least a bachelor degree from an accredited college with at least successful completion of thirty (30) college credits with an early childhood or school-age focus and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or • Hold at least a current Vermont Agency of Education teaching license with an endorsement in early childhood, early childhood special education, or elementary education. <p>Additionally, teachers must maintain current infant/child CPR and First Aid certification and complete fifteen (15) clock hours of annual professional development activities.</p>	<p>Universal Prekindergarten classrooms must meet licensing requirements in Vermont (see the information in the “Licensed Centers” column for additional detail). In addition, UPK regulations indicate that teachers must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education.</p> <p>UPK teachers must complete fifteen (15) clock hours of annual professional development activities.</p>
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.			

Table 31. Required Qualifications and FLSA Status for the Associate Teacher Position, in Each Applicable Program Type

	Licensed Centers	UPK
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Licensing requirements indicate that associate teachers must be at least 20 years of age, be a high school graduate or have completed a GED, pass a health screening and background check, and meet one of the following qualifications:</p> <ul style="list-style-type: none"> • At least a Vermont Early Childhood Career Ladder Level Three (3) Certificate; or • At least an associate degree from an accredited college with a major or concentration in early childhood, child or human development, elementary education, or child and family services and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or • At least a Certificate of Completion from the Registered Child Care Apprenticeship Program; or • At least a Child Care Certificate from the Community College of Vermont and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or • At least successful completion of twenty-one (21) college credits with an early childhood or school-age focus and at least twelve (12) months experience working with groups of children from grade three (3) or younger. <p>Additionally, teachers must maintain current infant/child CPR and First Aid certification and complete fifteen (15) clock hours of annual professional development activities.</p>	<p>UPK classrooms must meet licensing requirements in Vermont. See the information in the “Licensed Centers” column for additional detail.</p>
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Table 32. Required Qualifications and FLSA Status for the Assistant Teacher Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK	Afterschool
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start programs must meet licensing requirements in Vermont. Although Head Start Performance Standards require a minimum of a CDA or state-awarded certificate that meets or exceeds the requirements for a CDA credential, Head Start assistant teachers in Vermont must meet the licensing requirements for assistant teachers in licensed centers. See the information in the “Licensed Centers” column for additional detail.</p> <p>Head Start Performance Standards indicate Head Start teachers must complete fifteen (15) clock hours of professional development per year.</p>	<p>Licensing requirements indicate that assistant teachers must be at least 18 years of age, be a high school graduate or have completed a GED, pass a health screening and background check, and meet one of the following qualifications:</p> <ul style="list-style-type: none"> • At least a Vermont Early Childhood Career Ladder Level One (1) or Two (2) Certificate; or • At least a current CDA (Child Development Associate) and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or • At least a State Board of Education–approved Human Services Program Certificate that emphasizes child development or early childhood education and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or • At least successful completion of the Fundamentals for Early Childhood Professionals course or the Vermont Afterschool Essentials Certificate and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or • At least successful completion of a three (3) college credit course in child or human development or a three (3) college credit course for school-age care and education and at least twelve (12) months experience working with groups of children from grade three (3) or younger. <p>Additionally, teachers must maintain current infant/child CPR and First Aid certification and complete fifteen (15) clock hours of annual professional development activities.</p>	<p>Universal Prekindergarten classrooms must meet licensing requirements in Vermont (see the information in the “Licensed Centers” column for additional detail). In addition, UPK regulations indicate that teachers must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education.</p> <ul style="list-style-type: none"> • Must complete fifteen (15) clock hours of annual professional development activities • Must clear full background check 	<p>Afterschool licensing regulations indicate that afterschool program staff must be at least 18 years of age, be a high school graduate or have completed a GED, pass a health screening and background clearance, and meet one of the following within the first year of employment:</p> <ul style="list-style-type: none"> • Vermont Afterschool Foundations Certificate; or • Vermont Afterschool Essentials Certificate; or • Vermont On-the-Job Training Certificate; or • Vermont Afterschool Professional Credential; or • Vermont Program Director Credential; or • Vermont Teacher Licensure; or • BA/BS or associate’s degree

FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.				

Table 33. Required Qualifications and FLSA Status for the Registered Family Child Care Provider, in Each Applicable Program Type

	Head Start	Family Child Care
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start family child care providers must meet licensing requirements in Vermont. See the information in the "Family Child Care" column for additional detail.</p> <p>Head Start family child care providers must have previous early child care experience and, at a minimum, be enrolled in a Family Child Care CDA program or state equivalent, or an associate's or baccalaureate degree program in child development or early childhood education, prior to beginning service provision, and for the credential acquire it within eighteen (18) months of beginning to provide services.</p>	<p>Licensing requirements indicate that registered family child care providers must be at least 18 years of age, be a high school graduate or have completed a GED, maintain current infant/child CPR and First Aid certification, and pass a background check. Additionally, providers must meet one of the following:</p> <ul style="list-style-type: none"> • At least a Vermont Early Childhood Career Ladder Level One (1) Certificate or higher; • Successful completion of the Fundamentals for Early Childhood Professionals course; • A current CDA (Child Development Associate) credential from the National Council for Professional Recognition; • A Child Care Certificate from Community College of Vermont; or • At least successful completion of twelve (12) college credits in content consistent with the core knowledge areas identified by Northern Lights Career Development Center (NLCDC). <p>All staff, except substitutes, must complete fifteen (15) clock hours of annual professional development activities.</p>
FLSA Status	Exemptions available (learned employee exemption may apply), if the provider is not the business owner	Exemptions available (learned employee exemption may apply), if the provider is not the business owner
Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.		

Table 34. Required Qualifications and FLSA Status for the Licensed Family Child Care Provider, in Each Applicable Program Type

	Head Start	Family Child Care
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start licensed family child care providers must meet licensing requirements in Vermont. See the information in the “Family Child Care” column for additional detail.</p> <p>Head Start family child care providers must have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate’s or baccalaureate degree program in child development or early childhood education, prior to beginning service provision, and for the credential acquire it within eighteen (18) months of beginning to provide services.</p>	<p>Licensing requirements indicate that licensed family child care providers must be at least 18 years of age, be a high school graduate or have completed a GED, maintain current infant/child CPR and First Aid certification, and pass a background check. Additionally, providers must meet one of the following:</p> <ul style="list-style-type: none"> • At least a Vermont Early Childhood Career Ladder Level Two (2) or Level Three (3) A Certificate; or • At least a current CDA (Child Development Associate) credential from the National Council for Professional Recognition and twelve (12) months experience working with groups of children grade three (3) or younger; or • At least a Child Care Certificate from Community College of Vermont and twelve (12) months experience working with groups of children grade three (3) or younger; or • At least a Certificate of Completion from the Vermont Registered Child Care Apprenticeship Program; or • At least successful completion of twelve (12) college credits in content consistent with the core knowledge areas identified by NLCDC and twelve (12) months experience working with groups of children grade three (3) or younger. <p>All staff, except substitutes, must complete fifteen (15) clock hours of annual professional development activities.</p>
FLSA Status	Exemptions available (learned employee exemption may apply), if the provider is not the business owner	Exemptions available (learned employee exemption may apply), if the provider is not the business owner
Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.		

Table 35. Required Qualifications and FLSA Status for the Family Child Care Assistant Position, in Each Applicable Program Type

	Head Start	Family Child Care
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start programs must meet licensing requirements in Vermont. See the information in the “Family Child Care” column for additional detail.</p> <p>Head Start Performance Standards indicate Head Start staff must complete fifteen (15) clock hours of professional development per year.</p>	<p>Licensing requirements indicate that family child care assistants must be at least 18 years of age, pass a background check, and meet one of the following:</p> <ul style="list-style-type: none"> • Is a high school graduate or has completed a GED and the Fundamentals for Early Childhood Professionals course within the first twelve (12) months of employment; or • Is a high school graduate or has completed a GED and has successfully completed at least three (3) college credits in content consistent with the core knowledge areas identified by NLCDC within the first twelve (12) months of employment; or • Is enrolled in or is a high school graduate and a graduate of a State Board of Education–approved human services certificate program that emphasizes child development or early childhood education. <p>All staff, except substitutes, must complete fifteen (15) clock hours of annual professional development activities.</p>
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Table 36. Required Qualifications and FLSA Status for the Aide Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK	Family Child Care
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start programs must meet licensing requirements in Vermont. See the information in the “Family Child Care” column for additional detail.</p> <p>Head Start Performance Standards indicate Head Start staff must complete fifteen (15) clock hours of professional development per year.</p>	<p>Licensing requirements indicate that aides must be at least 18 years of age, be able to comprehend basic written format, pass a health screening and background check, and meet one of the following qualifications:</p> <ul style="list-style-type: none"> • Is a high school graduate or has completed a GED; or • At least completion of the Fundamentals for Early Childhood Professionals course or the Vermont Afterschool Essentials Certificate within the first twelve (12) months of employment; or • At least successful completion of a three (3) college credit course in child or human development or in school-age care and education within the first twelve (12) months of employment. <p>In addition, aides:</p> <ul style="list-style-type: none"> • Must complete fifteen (15) clock hours of annual professional development activities • Maintain current infant/child CPR and First Aid certification. 	<p>UPK classrooms must meet licensing requirements in Vermont (see the information in the “Licensed Centers” column for additional detail).</p>	<p>Licensing requirements indicate that family child care aides must be at least 18 years of age, be able to comprehend basic written format, maintain current infant/child CPR and First Aid certification, pass a background check and meet one of the following:</p> <ul style="list-style-type: none"> • At least a high school graduate or has completed a GED and completion of the Fundamentals for Early Childhood Professionals course or the Vermont Afterschool Essentials Certificate within the first twelve (12) months of employment • At least a high school graduate or has completed a GED and successful completion of a three (3) college credits in content consistent with the core knowledge areas identified by NLCDC within the first twelve (12) months of employment. <p>All staff, except substitutes, must complete fifteen (15) clock hours of annual professional development activities.</p>
FLSA Status	Rarely exempt	Rarely exempt	Rarely exempt	Rarely exempt
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>				

Table 37. Required Qualifications and FLSA Status for the Trainee Position, in Each Applicable Program Type

	Licensed Centers	UPK	Afterschool	Family Child Care
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Licensing requirements indicate that trainees must be at least 15 years of age, be able to comprehend basic written format, pass a health screening and background check, and meet one of the following qualifications:</p> <ul style="list-style-type: none"> • At least a high school graduate or has completed a GED and completion of the Fundamentals for Early Childhood Professionals course or the Vermont Afterschool Essentials Certificate within the first twelve (12) months of employment; or • At least a high school graduate or has completed a GED and successful completion of a three (3) college credit course in child or human development or in school-age care and education within the first twelve (12) months of employment; or • At least is enrolled in or has received a State Board of Education–approved human services program certificate that emphasizes child development or early childhood education. • Must complete fifteen (15) clock hours of annual professional development activities. 	<p>UPK classrooms must meet licensing requirements in Vermont (see the information in the “Licensed Centers” column for additional detail).</p>	<p>Afterschool licensing regulations indicate that afterschool trainees must be at least 16 years of age and pass a health screening and background check.</p>	<p>Licensing requirements indicate that family child care trainees must be at least 17 years of age, be able to comprehend basic written format, maintain current infant/child CPR and First Aid certification, pass a background check and meet one of the following:</p> <ul style="list-style-type: none"> • Is enrolled in a State Board of Education–approved human services certificate program that emphasizes child development or early childhood education; • Is a graduate of a State Board of Education–approved human services certificate program that emphasizes child development or early childhood education; or • Is 18 years of age and enrolled in a State Board of Education–approved human services certificate program that emphasizes child development or early childhood education.
FLSA Status	Rarely exempt	Rarely exempt	Rarely exempt	Rarely exempt
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>				

Table 38. Required Qualifications and FLSA Status for the Substitute Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK	Afterschool	Family Child Care
Minimum Qualifications, License Requirements, and Regulatory Requirements	Head Start programs must meet licensing requirements in Vermont. See the information in the “Licensed Centers” column for additional detail.	Licensing requirements indicate that substitutes must be at least 18 years of age, pass a health screening and background check, and be a high school graduate or have completed a GED.	UPK classrooms must meet licensing requirements in Vermont (see the information in the “Licensed Centers” column for additional detail).	Afterschool licensing regulations indicate that afterschool substitutes must be at least 18 years of age and pass a health screening and background check. If the person works more than thirty (30) days in the Afterschool Child Care Program in a twelve-month period, the person shall comply with the minimum requirements for any position they are filling.	Licensing requirements indicate that family child care substitutes must be at least 18 years of age, be a high school graduate or have completed a GED, be able to comprehend basic written format, maintain current infant/child CPR and First Aid certification, and pass a background check.
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.					

Program Administrators

Table 39. Required Qualifications and FLSA Status for the Program Director Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start programs must meet licensing requirements in Vermont. See the information in the “Licensed Centers” column for additional detail. However, Head Start program directors must have at least a bachelor’s degree and experience in supervision of staff, fiscal management, and administration.</p> <p>Head Start Performance Standards indicate Head Start staff must complete fifteen (15) clock hours of professional development per year.</p>	<p>Licensing requirements indicate that program directors must be at least 21 years of age, pass a health screening and background check, and qualify as a teacher associate (serving up to 12 children).</p> <p>If licensed to serve thirteen (13) to fifty-nine (59) children, the director must meet one of the following:</p> <ul style="list-style-type: none"> • A Vermont Early Childhood and Afterschool Program Director Step One (1) Certificate; or • Successful completion of a three (3) college credit course in program management for early care and education or for school-age care and education, or in staff supervision related to early care and education of children; and a three (3) college credit course in curriculum. <p>If licensed to serve sixty (60) or more children, the director must meet the following:</p> <ul style="list-style-type: none"> • Shall have at least an additional twenty-four (24) months of experience working with groups of children from grade three (3) or younger; • Shall have completed either: <ul style="list-style-type: none"> - A Vermont Early Childhood and Afterschool Program Director Step Two (2) Certificate or Vermont Early Childhood and Afterschool Program Director Credential, Step Three (3); or - Successful completion of a three (3) college credit course in curriculum and an additional nine (9) college credits in program management, staff supervision, administration, or human resource management. <p>If licensed to serve thirteen (13) or more children, the director shall complete within one (1) year of employment start date a three (3) college credit course in managing an early care and education program that includes budgeting and financial management, approved by the Division; or the licensee shall employ a business manager as in rule 7.6.1 of these regulations.</p> <ul style="list-style-type: none"> • Maintain current infant/child CPR and First Aid certification. • Must complete fifteen (15) clock hours of annual professional development activities. 	<p>UPK classrooms must meet licensing requirements in Vermont (see the information in the “Licensed Centers” column for additional detail).</p> <p>In addition, UPK regulations indicate that the operator must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education; or the operator employs or contracts with the services of a teacher who holds a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education for at least ten (10) hours per week for 35 weeks annually.</p>
FLSA Status	Exemptions available (executive employee or administrative employee exemptions may apply)	Exemptions available (executive employee or administrative employee exemptions may apply)	Exemptions available (executive employee or administrative employee exemptions may apply)
Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.			

Table 40 (continued). Required Qualifications and FLSA Status for the Program Director Position, in Each Applicable Program Type

	Family Child Care	CIS	Afterschool
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Licensing requirements indicate that licensed family child care providers must be at least 18 years of age, be a high school graduate or have completed a GED, maintain current infant/child CPR and First Aid certification, and pass a background check. Additionally, providers must meet one of the following:</p> <ul style="list-style-type: none"> • At least a Vermont Early Childhood Career Ladder Level Two (2) or Level Three (3) A Certificate; or • At least a current CDA (Child Development Associate) credential from the National Council for Professional Recognition and twelve (12) months experience working with groups of children grade three (3) or younger; or • At least a Child Care Certificate from Community College of Vermont and twelve (12) months experience working with groups of children grade three (3) or younger; or • At least a Certificate of Completion from the Vermont Registered Child Care Apprenticeship Program; or • At least successful completion of twelve (12) college credits in content consistent with the core knowledge areas identified by NLCDC and twelve (12) months experience working with groups of children grade three (3) or younger. <p>All staff, except substitutes, must complete fifteen (15) clock hours of annual professional development activities.</p>	<p>CIS coordinators must meet the following qualifications:</p> <ul style="list-style-type: none"> • Have a bachelor’s degree in a human services-related field. • Have at least three (3) years of professional experience with young children and their families. • Have at least two (2) years supervisory experience. 	<p>Afterschool licensing regulations indicate that the afterschool child care program administrator must be at least 18 years of age, possess a BA or BS, pass a health screening and background check, and meet one of the following:</p> <ul style="list-style-type: none"> • Have at least twenty (20) months of experience working directly with school-age children; or • Have a Vermont Afterschool Professional Credential; or • Have a Vermont Program Director Credential; or • Have a Vermont Teacher Licensure; or • Have a master’s degree in a youth-related field.
FLSA Status	Exemptions available (executive employee or administrative employee exemptions may apply)	Exemptions available (executive employee or administrative employee exemptions may apply)	Exemptions available (executive employee or administrative employee exemptions may apply)
Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.			

Table 41. Required Qualifications and FLSA Status for the Site Manager Position, in Each Applicable Program Type

	Head Start	UPK	Afterschool
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start programs must meet licensing requirements in Vermont. In addition, site managers must meet one of the following qualifications:</p> <ul style="list-style-type: none"> • Have a baccalaureate or advanced degree in early childhood education; or • Have a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience. 	<p>UPK classrooms must meet licensing requirements in Vermont (see the information in the “Licensed Centers” column for additional detail).</p> <p>In addition, UPK regulations indicate that the operator must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education; or the operator employs or contracts with the services of a teacher who holds a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education for at least ten (10) hours per week for 35 weeks annually.</p>	<p>Afterschool licensing regulations indicate that afterschool site coordinators must be at least 18 years of age, possess a BA or BS, pass a health screening and background check, and have one of the following:</p> <ul style="list-style-type: none"> • At least ten (10) months of experience working directly with school-age children; or • Vermont On-the-Job Training Certificate; or • Vermont Afterschool Professional Credential; or • Vermont Program Director Credential; or • Vermont Teacher Licensure; or • Master’s degree in a youth-related field.
FLSA Status	Exemptions available (executive employee or administrative employee exemptions may apply)	Exemptions available (executive employee or administrative employee exemptions may apply)	Exemptions available (executive employee or administrative employee exemptions may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>			

Table 12. Required Qualifications and FLSA Status for the Assistant Director Position, in Each Applicable Program Type

	Head Start	Licensed Centers
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start programs must meet licensing requirements in Vermont. See the information in the "Licensed Centers" column for additional detail. However, Head Start program directors must have at least a bachelor's degree and experience in supervision of staff, fiscal management, and administration.</p> <p>Head Start Performance Standards indicate Head Start staff must complete fifteen (15) clock hours of professional development per year.</p>	<p>Licensing requirements indicate that program directors must be at least 21 years of age, pass a health screening and background check, and qualify as a teacher associate (serving up to 12 children).</p> <p>If licensed to serve thirteen (13) to fifty-nine (59) children, the director must meet one of the following:</p> <ul style="list-style-type: none"> • A Vermont Early Childhood and Afterschool Program Director Step One (1) Certificate; or • Successful completion of a three (3) college credit course in program management for early care and education or for school-age care and education, or in staff supervision related to early care and education of children; and a three (3) college credit course in curriculum. <p>If licensed to serve sixty (60) or more children, the director must meet the following:</p> <ul style="list-style-type: none"> • An additional twenty-four (24) months of experience working with groups of children from grade three (3) or younger; or • Completion of either a Vermont Early Childhood and Afterschool Program Director Step Two (2) Certificate or a Vermont Early Childhood and Afterschool Program Director Credential, Step Three (3); or • Successful completion of a three (3) college credit course in curriculum and an additional nine (9) college credits in program management, staff supervision, administration, or human resource management. <p>If licensed to serve thirteen (13) or more children, the director shall complete within one (1) year of employment start date a three (3) college credit course in managing an early care and education program that includes budgeting and financial management, approved by the Division; or the licensee shall employ a business manager as in rule 7.6.1 of these regulations.</p> <ul style="list-style-type: none"> • Maintain current infant/child CPR and First Aid certification. • Must complete fifteen (15) clock hours of annual professional development activities.
FLSA Status	Exemptions available (executive employee or administrative employee exemptions may apply)	Exemptions available (executive employee or administrative employee exemptions may apply)
<p>Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Specialists

Table 42. Required Qualifications and FLSA Status for the Education Manager Position, in Each Applicable Program Type

	Head Start	Licensed Centers
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start Performance Standards indicate education managers or coordinators, including those that serve as curriculum specialists, must meet the following qualifications:</p> <ul style="list-style-type: none"> • Have a bachelor’s or advanced degree in early childhood education; or • Have a bachelor’s or advanced degree with equivalent coursework in early childhood education and early education teaching experience. <p>Head Start Performance Standards indicate Head Start staff must complete fifteen (15) clock hours of professional development per year.</p>	<p>Curriculum managers at licensed centers in the state of Vermont must meet the following qualifications:</p> <ul style="list-style-type: none"> • Have at least a bachelor’s degree, preferably in early childhood education.
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Table 43. Required Qualifications and FLSA Status for the Health Manager Position, in Each Applicable Program Type

	Head Start	UPK
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start Performance Standards indicate health managers must meet the following qualifications:</p> <ul style="list-style-type: none"> • Have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee. 	<p>Nurses in UPK programs must meet the following:</p> <ul style="list-style-type: none"> • Maintain current Vermont Registered Nurse license. • Maintain current Vermont Agency of Education license with appropriate endorsement.
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
<p>Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Table 44. Required Qualifications and FLSA Status for the Mental Health Specialist Position, in Each Applicable Program Type

	Head Start	CIS
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start Performance Standards indicate mental health consultants must meet the following qualifications:</p> <ul style="list-style-type: none"> • Have, at a minimum, a master’s degree, preferably related to mental health. • Hold a current license and/or certification in consultant’s field of study. 	<p>CIS early childhood family mental health expert at the master’s level must pass a background check and meet the following:</p> <ul style="list-style-type: none"> • Have a master’s degree in social work, psychology, counseling, nursing, child development, or other related human service field. • Licensure in clinical field or working toward licensure. <p>CIS early childhood family mental health expert at the bachelor’s level must pass a background check and meet the following:</p> <ul style="list-style-type: none"> • Have a bachelor’s degree in social work, psychology, nursing, early childhood, or another related human services field.
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Table 45. Required Qualifications and FLSA Status for the Early Intervention Coordinator Position, in Each Applicable Program Type

CIS	
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>CIS early intervention providers must meet the following:</p> <ul style="list-style-type: none"> • Have a bachelor's degree in special education, early education, or early childhood development; or physical or occupational therapy, speech therapy, social work, or other related human services field. • Have a minimum of at least two (2) years of experience providing direct services to children under the age of three (3) with disabilities or special needs and their families. • Hold a current Vermont CIS-EI certification, another state's equivalent, or an Early Childhood Special Education license endorsement.
FLSA Status	Exemptions available (learned employee exemption may apply)
<p>Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.</p>	

Table 46. Required Qualifications and FLSA Status for the Early Intervention Provider position, in Each Applicable Program Type

	UPK	CIS
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Paraeducators in UPK programs must pass a health screening and background check and meet the following qualifications:</p> <ul style="list-style-type: none"> • Have at least a Child Development Associate (CDA) certification. • Have at least two (2) years of post-secondary education. • Maintain current infant/child CPR and First Aid certification. <p>UPK staff must complete fifteen (15) clock hours of annual professional development activities.</p>	<p>CIS Early Intervention Providers must meet the following qualifications:</p> <ul style="list-style-type: none"> • Have a bachelor's degree in special education, early education, or early childhood development; or physical or occupational therapy, speech and language therapy, social work, or other related human services field. • Have a minimum of at least two years of experience providing direct services to children under the age of three with disabilities or special needs and their families. • Hold a current Vermont CIS-EI certification, another state's equivalent, or Early Childhood Special Education license endorsement.
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
<p>Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Table 47. Required Qualifications and FLSA Status for the Child Care Coordinator Position, in Each Applicable Program Type

CIS	
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>CIS specialized child care specialists must meet the following:</p> <ul style="list-style-type: none"> • Have a bachelor’s degree from an accredited college or university with major work in social work, psychology, health, child development, and/or special education. • Persons with degrees in related education/human services fields must have a minimum of four years of social work or related experience in a human services field serving young children and their families.
FLSA Status	Exemptions available (learned employee exemption may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>	

Comprehensive Family Support Staff

Table 48. Required Qualifications and FLSA Status for the Home Visitor Position, in Each Applicable Program Type

	Head Start	CIS
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start Performance Standards indicate home visitors must meet one of the following qualifications:</p> <ul style="list-style-type: none"> • Have a minimum of a home-based CDA credential or comparable credential, or • Have equivalent coursework as part of an associate’s or bachelor’s degree. <p>Head Start Performance Standards indicate Head Start staff must complete fifteen (15) clock hours of professional development per year.</p>	<p>CIS family support home visitors at the bachelor’s level must meet the following:</p> <ul style="list-style-type: none"> • Have a bachelor’s degree in social work, psychology, nursing, or other related human services field with limited experience. • Have a CDA or other relevant certification. <p>CIS family support home visitors at the master’s level must meet the following:</p> <ul style="list-style-type: none"> • Have a master’s degree in social work, psychology, nursing, or other related human services field with at least two years of relevant experience. • Have licensure in clinical field or working toward licensure.
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)

Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.

Table 49. Required Qualifications and FLSA Status for the Nurse Home Visitor Position, in Each Applicable Program Type

CIS	
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>CIS nurse home visitors must meet the following qualifications:</p> <ul style="list-style-type: none"> • Have a bachelor’s degree. • Have a current Vermont registered nursing license. • Have a current CPR certification. • Have a valid Vermont driver’s license and insured automobile. • Have professional liability insurance. • Meet all required qualifications specific to the state-required and applicable evidence-based model.
FLSA Status	Exemptions available (learned employee exemption may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>	

Table 50. Required Qualifications and FLSA Status for the Family Support Worker position, in Each Applicable Program Type

	Head Start	CIS
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start Performance Standards indicate family services staff:</p> <ul style="list-style-type: none"> Responsible for management and oversight of family services must have at least a baccalaureate degree, preferably related to one or more of the disciplines they oversee. Responsible for working directly with families on the family partnership process have, within eighteen (18) months of hire, at least, a credential or certification in social work, human services, family services, counseling, or a related field. <p>Head Start Performance Standards indicate Head Start staff must complete fifteen (15) clock hours of professional development per year.</p>	<p>CIS family support workers must meet the following qualifications:</p> <ul style="list-style-type: none"> Have a bachelor’s degree in social work, psychology, nursing, or other related human services field. Have a CDA or other relevant certification.
FLSA Status	Exemptions available (learned employee exemption may apply)	Exemptions available (learned employee exemption may apply)
<p>Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.</p>		

Auxiliary Staff

Table 51. Required Qualifications and FLSA Status for the Administrative Assistant position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Vermont Head Start Association indicates Head Start administrative assistants must meet the following:</p> <ul style="list-style-type: none"> • Have an associate's degree in business technology, secretarial science, or office management; or • Have a high school diploma or equivalent and three years of office clerical experience. (Completion of a one-year vocational/technical training program in business and office occupations or related area may be substituted for one year of the work experience. College coursework may be substituted for the work experience on a semester-for-six-months basis.) 	<p>Specific regulations for administrative assistants are not available.</p>	<p>Specific regulations for administrative assistants are not available.</p>
FLSA Status	Rarely exempt	Rarely exempt	Rarely exempt
<p>Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.</p>			

Table 52. Required Qualifications and FLSA Status for the Cook Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK
Minimum Qualifications, License Requirements, and Regulatory Requirements	Head Start cooks must have: <ul style="list-style-type: none"> • At least a high school diploma or GED. • Passed a health screening and background check. 	Cooks in licensed centers must have: <ul style="list-style-type: none"> • At least a high school diploma or GED. • Passed a health screening and background check. 	Cooks in UPK programs must have: <ul style="list-style-type: none"> • At least a high school diploma or GED. • Passed a health screening and background check.
FLSA Status	Rarely exempt	Rarely exempt	Rarely exempt
Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.			

Table 53. Required Qualifications and FLSA Status for the Driver Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK	Afterschool
Minimum Qualifications, License Requirements, and Regulatory Requirements	<p>Head Start bus drivers must have:</p> <ul style="list-style-type: none"> • At least a high school diploma or GED. • Valid driver’s license. • Passed a health screening and background check. • Current First Aid/CPR certification 	<p>Bus drivers at licensed centers must have:</p> <ul style="list-style-type: none"> • At least a high school diploma or GED. • Valid driver’s license. • Passed a health screening and background check. • Current First Aid/CPR certification. 	<p>Bus drivers for UPK programs must be at least 21 years of age and must have:</p> <ul style="list-style-type: none"> • At least a high school diploma or GED. • Valid state-issued driver’s license. • Passed a health screening and background check. • Current First Aid/CPR certification. 	<p>Afterschool program bus drivers must have:</p> <ul style="list-style-type: none"> • At least a high school diploma or GED. • Valid driver’s license. • Passed a health screening and background check. • Current First Aid/CPR certification.
FLSA Status	Rarely exempt	Rarely exempt	Rarely exempt	Rarely exempt

Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.s

Table 54. Required Qualifications and FLSA Status for the Custodian Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK	Afterschool
Minimum Qualifications, License Requirements, and Regulatory Requirements	Head Start custodians must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current license and clean driving record. • Cleared full background check. • Passed health screening. 	Custodians at licensed centers must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current license and clean driving record. • Cleared full background check. • Passed health screening. 	Custodians in UPK programs must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current license and clean driving record. • Cleared full background check. • Passed health screening. 	Custodians in afterschool programs must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current license and clean driving record. • Cleared full background check. • Passed health screening.
FLSA Status	Rarely exempt	Rarely exempt	Rarely exempt	Rarely exempt

Note: "Required qualifications" includes minimum qualifications, license requirements, and regulatory requirements.

Table 55. Required Qualifications and FLSA Status for the Maintenance Worker Position, in Each Applicable Program Type

	Head Start	Licensed Centers	UPK	Afterschool
Minimum Qualifications, License Requirements, and Regulatory Requirements	Head Start maintenance workers must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current driver’s license and clean driving record. • Cleared full background check. • Passed health screening. 	Maintenance workers at licensed centers must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current driver’s license and clean driving record. • Cleared full background check. • Passed health screening. 	Maintenance workers in UPK programs must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current driver’s license and clean driving record. • Cleared full background check. • Passed health screening. 	Afterschool program maintenance workers must have: <ul style="list-style-type: none"> • High school diploma or GED. • At least one (1) year of related experience. • Current driver’s license and clean driving record. • Cleared full background check. • Passed health screening.
FLSA Status	Rarely exempt	Rarely exempt	Rarely exempt	Rarely exempt
Note: “Required qualifications” includes minimum qualifications, license requirements, and regulatory requirements.				

Next Steps

The study team will use the position classifications in this memo to develop a survey instrument for the Vermont Early Childhood Wage and Fringe Benefit Comparability Study. The included positions will be listed on the survey form for each program type, along with the job description, to help participants provide accurate information for roles in their own programs that best match the listed positions. The study team will develop the survey instrument, and will then administer the survey to selected programs in spring 2021.





Vermont Early Childhood Wage and Fringe Benefit Study

Survey for Center-Based Child Care and Preschool Programs

About This Survey

On behalf of the Vermont Child Development Division, we are conducting a survey of wages and fringe benefits in Vermont's early childhood and afterschool workforce. The survey includes early childhood centers, family child care providers, public preK education programs, Head Start programs, afterschool programs, Children's Integrated Services, and more. **Your program was chosen to provide important information related to employee wages and fringe benefits, and you will receive a Lakeshore egift card upon completion of the survey.**

Your responses are confidential and will only be reported in aggregate with responses from other programs. The results will provide programs like yours with local data on position-specific average compensation, which we plan to publish in a final project report by fall of 2021. **Every completed survey will help** determine the Vermont averages. This contribution will help your program and other peer programs compare employee compensation to other programs in Vermont. This information will also help the state understand compensation of Vermont's early childhood workforce and needed supports. It is very important that your program completes this survey.

Completing the Survey

- You may complete the survey any time before **March 31, 2021**. You may pause and continue where you left off as often as needed before that date. The time it takes to complete the survey will range from approximately 30 to 60 minutes, depending on the types of employees that work in your organization's early childhood program.
- The survey begins with questions about your organization and the number of employees in your early childhood program, by position type. We will randomly select one employee from each position type in your early childhood program and ask you to provide more detailed information about that employee.
- As you know, 2020 was not a typical year for most programs, and the early childhood workforce has been greatly impacted by COVID-19. For this reason, we will be asking you to provide information about annual wages and fringe benefits in 2020, and also in 2019 for selected employees who were employed in the same position in any part of 2019.

- In order to complete the survey, you will need access to the following information about each employee: employment records including employee self-reported demographic information (if available), employment history in your organization, employee qualifications, and annual wages and fringe benefits in 2019 and 2020. You will also be asked to provide information about your organization's total annual budget, the number of employees in your early childhood program, and your service area.

Upon completion of the survey, you will receive a **Lakeshore egift card** in the amount of \$50 to thank you for your time. The gift card will be emailed to you within two weeks.

If you have any questions about the survey, please contact Sallie Strueby, the researcher conducting the study, at strueby@schoolreadinessconsulting.com.

By proceeding with this survey, you are providing consent to take part in the Vermont Early Childhood Wage and Fringe Benefit Study.



Section I: About Your Program

Program Contact Information

The Bright Futures Information System (BFIS) has the following name, address, telephone number, and email address listed for your program:

[SURVEY WILL DISPLAY PROGRAM'S CONTACT INFORMATION]

If this information is incorrect, please update your contact information directly in BFIS.

Respondent Information

1. Please provide your name and direct contact information. The Lakeshore gift card will be sent to this email address, and we may contact you for clarification about survey responses. We will not share this information with anyone outside of the study team.

First and Last Name: _____

Title: _____

Email Address: _____

Telephone Number: _____

Program Service Area

2. Which areas of Vermont are served by your program?

Select all that apply.

- Barre area (Washington County)
- Bennington area (Bennington County)
- Brattleboro area (Windham County)
- Burlington area (Chittenden County)
- Hartford area (Orange/North Windsor Counties)
- Middlebury area (Addison County)
- Morrisville area (Lamoille County)
- Newport area (Orleans/North Essex Counties)
- Rutland area (Rutland County)
- Springfield area (South Windsor/North Windham Counties)
- St. Albans area (Franklin & Grand Isle Counties)
- St. Johnsbury area (Caledonia/South Essex Counties)
- Statewide (no specific region)
- Other (*please specify*): _____

Organization Expenditures

3. What were your organization’s total annual expenditures in 2020? *Please select one response from the options below, representing the total budget including all programs that your organization operates.*

- ___ Under \$200,000
- ___ \$200,000 to \$399,999
- ___ \$400,000 to \$699,999
- ___ \$700,000 to \$999,999
- ___ \$1,000,000 to \$1,499,999
- ___ \$1,500,000 to \$1,999,999
- ___ \$2,000,000 to \$3,999,999
- ___ \$4,000,000 to \$5,999,999
- ___ \$6,000,000 to \$7,999,999
- ___ \$8,000,000 to \$9,999,999
- ___ \$10,000,000 and higher

Number of Employees by Position Type

4. Below, please indicate the number of employees in your early childhood program **in December 2020**, for each of the following position categories. Please also provide initials for each employee counted in that position type (if two employees have the same initials, please add a number at the end of each to differentiate them, such as MLK1 and MLK2).

Please review the position categories and descriptions below to identify how many employees your organization has in each position (please count each employee in the category that best aligns with their job responsibilities, even if their job title is different). Please do not include unfilled positions. Enter a whole number, counting each employee once regardless of the number of hours they work. Separately enter initials for each employee.

Position Type	Position Description	Number of Employees	Initials of Each Employee
Teaching Staff and Providers			
Teacher (Lead Teacher, Co-Teacher)	<ul style="list-style-type: none"> ● Managing the operational activities of the classroom ● Ensuring the implementation of the curriculum or curricula ● Monitoring children’s developmental progress and needs, and responding as appropriate ● Overseeing communication with families ● Ensuring that classroom complies with licensing requirements and other applicable regulations ● Maintaining a safe and healthy classroom environment ● Working in partnership with the classroom teaching team, center or program supervisors, and other colleagues 		
Associate Teacher or Assistant Teacher	<ul style="list-style-type: none"> ● Supporting the operational activities of the classroom ● Contributing to the implementation of the curriculum ● Responding appropriately in interactions with children ● Supporting communication with families ● Engaging in the classroom in a way that complies with licensing requirements and other applicable regulations 		

	<ul style="list-style-type: none"> • Contributing to a safe and healthy classroom environment • Working in alignment with the teacher or program supervisors • Collaborating with the classroom teaching team and other colleague 		
Aide (Program Aide, Classroom Aide, Floater)	<ul style="list-style-type: none"> • Ensuring adequate staffing by covering teaching staff during breaks, planning time, and time off • Assisting with classroom operations and activities as needed • Responding appropriately in interactions with children • Engaging in the classroom in a way that complies with licensing requirements and other applicable regulations • Contributing to a safe and healthy classroom environment • Working in alignment with the teacher or program supervisors • Collaborating with the teaching team and other colleagues 		
Trainee	<ul style="list-style-type: none"> • Assisting with classroom operations and activities as needed • Responding appropriately in interactions with children • Engaging in the classroom in a way that complies with licensing requirements and other applicable regulations • Contributing to a safe and healthy classroom environment • Working in alignment with the teacher or program supervisors • Collaborating with the teaching team and other colleagues 		
Substitute	<ul style="list-style-type: none"> • Ensuring adequate staffing in case of the absence or lack of a regularly employed staff member • Assisting with classroom operations and activities as needed • Responding appropriately in interactions with children • Engaging in the classroom in a way that complies with licensing requirements and other applicable regulations • Contributing to a safe and healthy classroom environment • Working in alignment with program supervisors and the teaching team 		
Program Administrators			
Program Director (Program Coordinator)	<ul style="list-style-type: none"> • Overseeing the operation of the program • Managing program staff, facilities, and budget • Engaging in leadership of the program, including goal setting, planning, curriculum development, communications, and relationships with families • Overseeing recruitment and enrollment of children • Ensuring the health, safety, and quality of education for all children within the program's care • Maintaining licensing and ensuring program-wide compliance with all applicable regulations • Training and providing guidance to staff on instructional approaches and interactions with children 		

Site Manager (Center Manager, Center Supervisor)	<ul style="list-style-type: none"> • Overseeing the operation of the center or site in programs with multiple sites • Managing site staff, facilities, and budget • Contributing to goal setting, planning, curriculum development, communications, and relationships with families • Contributing to recruitment and enrollment of children • Ensuring the health, safety, and quality of education for all children within the site's care • Maintaining licensing and ensuring site-wide compliance with all applicable regulations • Training and providing guidance to staff on instructional approaches and interactions with children 		
Assistant Director	<ul style="list-style-type: none"> • Supporting the management and operation of the center • Assisting with management of center staff, facilities, and budget • Supporting goal setting, planning, curriculum development, communications, and relationships with families • Supporting the recruitment and enrollment of children • Ensuring the health, safety, and quality of education for all children within the center's care • Collaborating with center director in maintaining licensing and ensuring center-wide compliance with all applicable regulations • Training and providing guidance to staff on instructional approaches and interactions with children • Standing in as director during the director's absence 		
Specialists			
Education Manager (Curriculum Manager)	<ul style="list-style-type: none"> • Supervising the educational services and guiding curriculum and program planning, development, and training for a particular age or ability group (e.g., early childhood, infant, toddler, school age) • Serving as a resource for education specialists and/or teachers • Analyzing data and completing reports related to provision of educational services; may supervise classroom and other education staff • Observing and monitoring classroom activities and children's records; reviewing and analyzing data on child outcomes 		
Health Manager (School Nurse)	<ul style="list-style-type: none"> • Managing overall health and/or nutrition/food service activities of the organization • Supervision of staff in health roles • Reporting, writing and maintaining, monitoring, tracking, overseeing, and assuring confidentiality of health records • May perform nursing, dietician, or health care duties (supervisor or director of nursing, health services manager, health coordinator, health services director) 		
Mental Health Specialist (Mental Health Consultant)	<ul style="list-style-type: none"> • Providing early detection of social, emotional, and/or behavioral developmental needs and challenges • Providing preventative and early intervention supportive services to address children and family needs 		

	<ul style="list-style-type: none"> • Supporting and strengthening the capacity of parents, caregivers, CIS and related service providers, and early care and learning providers to support the social, emotional, and behavioral health and development of young children across settings, as well as to support access for young children and families to community mental health Medicaid services • Supporting and building the capacity of caregivers and service providers to gain the knowledge, skills, and abilities needed to understand and meet the social and emotional development of young children up to the age of six 		
Early Intervention Provider (Paraeducator)	<ul style="list-style-type: none"> • Delivering developmental services to parents/caregivers and children eligible for early intervention services • Supporting the physical and/or cognitive needs of one particular child or a small group of children • Upholding rights of client's parent/guardian in accordance with Part C of IDEA • Ensuring child receives adequate and appropriate support throughout the day • Modeling, coaching, and supporting children's caregivers to use strategies identified in the child's early intervention program to help them help the child develop and learn • Coordinating services, developing strategies, and providing specialized instruction that caregivers can implement within the child's daily routines to improve the child's functional skills in areas such as positive social emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language and communication), and use of appropriate behaviors to meet the child's needs 		
Comprehensive Family Support Staff			
Home Visitor (Home Educator)	<ul style="list-style-type: none"> • Planning, carrying out, and keeping records of home-based education • Providing educational activities for child and parent in the child's home • Maintaining consistent communication and positive relationships with families 		
Family Support Worker	<ul style="list-style-type: none"> • Coordinating and providing social service activities through case management and/or counseling • Contacting and making referrals to community resources • Monitoring and keeping client records and notes, writing reports, and maintaining confidentiality of records • Supporting families in transitions in and out of programs and services; may be involved with clients in counseling and/or carrying a caseload • Supervising social workers and/or case managers • Serving as a resource for families, family service staff, center staff, and volunteers • Collaborating with community agencies 		
Auxiliary Staff			
Administrative Assistant	<ul style="list-style-type: none"> • Supporting the program directors and staff with administrative tasks 		

	<ul style="list-style-type: none"> • Responding to inquiries and requests from prospective and current families, vendors, and other parties • Maintaining communication with families and directing information to program directors • Providing support services to the program directors and staff such as budgets, personnel, purchasing, and communications needs • Managing program supplies and classroom needs 		
Cook	<ul style="list-style-type: none"> • Preparing meals and snacks during program operating hours • Ensuring compliance with state and federal regulations for serving food • Maintaining standards of sanitation, safety, and food preparation as required by licensing regulations • Ensuring the health and safety of children by maintaining records of food allergies and sensitivities of the enrolled children • Maintaining records and submitting reports as required • Ensuring all food orders are completed and/or submitted • Managing food storage and menu planning • Communicating with program staff and supervisors 		
Driver	<ul style="list-style-type: none"> • Transporting children or adults to school, center, or program-related activities • Communicating drop-off and pickup times and locations with families and program staff • Creating and keeping updated log of pickup and drop-off times, communicating any delays or closings to families • Ensuring proper staffing to keep vehicle in licensing regulations at all times • Ensuring all children have appropriate child restraint seats, if necessary • Maintaining cleanliness and safety of vehicle, and performing routine maintenance such as filling the gas tank, changing or having oil changed, checking/filling tires with air, washing car, and so on • Communicating and reporting to supervisors regarding any issues in a timely manner 		
Custodian	<ul style="list-style-type: none"> • Cleaning building rooms and spaces, including but not limited to vacuuming, sweeping, mopping, dusting, washing, waxing, and buffing • Moving furniture, equipment, and supplies as needed • Providing setup and breakdown of large spaces for special events • Performing groundskeeping, snow and ice removal, and recycling • Assuming responsibility for general security of building and/or spaces assigned • Maintaining custodial and housekeeping supplies and reordering supplies through supervisor as needed • Communicating and reporting to supervisors regarding safety hazards and custodial issues in a timely manner 		
Maintenance Worker	<ul style="list-style-type: none"> • Performing the general maintenance and repair of all center buildings and equipment, including upkeep for facilities, vehicles, and/or equipment 		

(Facilities Assistant, Facilities Associate)	<ul style="list-style-type: none"> ● Maintaining the internal and external grounds; performing scheduled maintenance on mechanical equipment ● Maintaining records of maintenance procedures ● Maintaining maintenance supplies and reordering supplies through supervisor as needed ● Communicating with supervisors regarding maintenance and building issues 		
Other Employees			
Other Employees	Please provide a count of any other employees in your organization who do not fit into the categories above.		
Total			
Total Staff Employed by Organization			

Section II: Staff Information (Repeated for Each Position Type with One or More Employees)

Now, we will ask you to provide information about the demographics, position, credentials, wages, and benefits of **one randomly selected employee from each position type** we asked about in the Number of Employees by Position Type question. Please provide responses for the employee with the initials displayed below.

Position type: [POSITION TYPE]

Initials of selected employee for this position type: [INITIALS]

1. Please indicate the employee's gender if that information is available in your employment records.

Select one response.

Female

Male

Other

This information is not available in employee records.

2. Please indicate whether the employee is Hispanic or Latinx if that information is available in your employment records.

Select one response.

Yes, employee is Hispanic or Latinx

No, employee is not Hispanic or Latinx

This information is not available in employee records.

3. Please indicate the employee's race if that information is available in your employment records.

Select all that apply or select Unknown.

White

Black or African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Other

This information is not available in employee records.

4. Please provide the employee's month and year of birth.

Please enter the month and year in the spaces provided.

Month: _____

Year: _____

5. Please indicate which age groups the employee works with regularly, as part of their primary job role.

Select all that apply, or Not Applicable.

- Infants
- Toddlers
- Preschoolers
- School-age (kindergarten and older)
- Pregnant or parenting individuals
- Not Applicable (employee does not work regularly with any of these age groups)

6. How many years has the employee worked in this position?

Please enter a whole number in the space provided. Round up to the nearest whole number.

_____ years

7. What is the highest level of education the employee has achieved?

Select one response.

- Up to 8th grade
- Some high school, no diploma
- High school diploma or equivalent (GED)
- Some college
- Associate's degree
- Bachelor's degree
- Master's Degree (e.g.: MA, MPH, MSW, M.Ed)
- Doctoral degree (e.g.: Ph.D., Ed.D)
- Professional degree (e.g.: JD, MBA)

8. Which of the following credentials does the employee have?

Select all that apply, or Not Applicable.

Northern Lights Certificates

- Northern Lights Level I Certificate
- Northern Lights Level II Certificate
- Northern Lights Level IIIA Certificate
- Northern Lights Level IIIB Certificate
- Northern Lights Level IVA Certificate
- Northern Lights Level IVB Certificate
- Northern Lights Level VA Certificate
- Northern Lights Level VB Certificate

Certifications

- Child Development Associate (CDA)
- Child Care Certificate from Community College of Vermont (CCV)
- Vermont Director Credential - Step 3
- Registered Child Care Apprenticeship Certificate of Completion
- Vermont Afterschool Foundations Certificate
- Vermont Afterschool Essentials Certificate
- Vermont Afterschool Professional Credential
- Vermont Afterschool Microcredential
- Children's Integrated Services Early Intervention Certificate

___ Other (please specify) _____

Education Licensures and Endorsements

- ___ VT teaching license - Early Childhood endorsement
- ___ VT teaching license - Early Childhood Special Education endorsement
- ___ VT teaching license - Elementary Education endorsement
- ___ VT teaching license - Other type of endorsement
- ___ Teaching license from another state - Early Childhood endorsement
- ___ Teaching license from another state - Early Childhood Special Education endorsement
- ___ Teaching license from another state - Elementary Education endorsement
- ___ Teaching license from another state - Other type of endorsement

Office of Professional Regulation Licensures

- ___ Licensed Master's Social Worker
- ___ Licensed Independent Clinical Social Worker
- ___ Clinical Mental Health Counselor
- ___ Non-Licensed Non-Certified Psychotherapist
- ___ Psychoanalyst
- ___ Speech-Language Pathologist
- ___ Occupational Therapy
- ___ Occupational Therapy Assistant
- ___ Physical Therapist
- ___ Physical Therapist Assistant
- ___ Registered Nurse
- ___ Advance Practicing Registered Nurse
- ___ Licensed Practical Nurse
- ___ Licensed Nursing Assistant
- ___ Not Applicable (employee does not have any of the above credentials)

9. Please provide the **total annual wages paid to the employee for this position in the 2020 calendar year** (January through December 2020).

Please enter a number in dollars and cents. Include the total amount paid in 2020 for this position, regardless of how many months were worked.

\$_____.

10. Please provide the **total number of hours the employee worked for this position in the 2020 calendar year** (January through December 2020).

Please enter a number in the space provided.

_____ hours

11. Did this employee work in this same position in 2019?

12. If the employee worked in this position at any time in 2019, please provide the **total annual wages paid to the employee for this position in the 2019 calendar year** (January through December 2019).

Please enter a number in dollars and cents or select Not Applicable. Include the total amount paid in 2019 for this position, regardless of how many months were worked.

\$_____.

Not Applicable

13. If the employee worked in this position at any time in 2019, please provide the **total number of hours the employee worked for this position in the 2019 calendar year** (January through December 2019).

Please enter a number in the space provided or select Not Applicable.

_____ hours

Not Applicable

14. Is this employee exempt from the Fair Labor Standards Act (FLSA), which includes provisions related to hours worked, overtime pay, minimum wage, recordkeeping, and youth employment?

Yes, the employee is exempt from FLSA

No, the employee is not exempt from FLSA

15. Please select the fringe benefits that were available to this employee in December 2019 and in December 2020.

Select all that apply in the column for each year or select "none of these benefits" in the last row of the table.

Fringe Benefit	Available in December 2019	Available in December 2020
Health insurance for employee		
Health insurance for employee's family		
Dental insurance for employee		
Dental insurance for employee's family		
Vision insurance for employee		
Vision insurance for employee's family		
Short-term disability insurance		
Long-term disability insurance		
Paid sick or personal days (or paid time off that can be used for these purposes)		
Paid vacation days (or paid time off for vacation)		
Paid parental / maternity leave (separate from disability insurance)		
Paid family and medical care leave (including Families First Coronavirus Response Act requirements)		
Life insurance		
Unemployment insurance		
Retirement benefit, employee contribution		
Retirement benefit, employer contribution or pension		
Employee assistance program		
Tuition assistance for employee		
Tuition discount for employee child enrolled in program		
None of these benefits		

Vermont Early Childhood Wage and Fringe Benefit Study

Survey for Family Child Care Homes

About This Survey

On behalf of the Vermont Child Development Division, we are conducting a survey of wages and fringe benefits in Vermont's early childhood and afterschool workforce. The survey includes early childhood centers, family child care providers, public preK education programs, Head Start programs, afterschool programs, Children's Integrated Services, and more. **Your program was chosen to provide important information related to family child care provider and employee wages and fringe benefits, and you will receive a Lakeshore egift card upon completion of the survey.**

Your responses are confidential and will only be reported in aggregate with responses from other programs. The results will provide programs like yours with local data on position-specific average compensation, which we plan to publish in a final project report by fall of 2021. **Every completed survey will help** determine the Vermont averages. This contribution will help your program and other peer programs compare provider and employee compensation to other programs in Vermont. This information will also help the state understand compensation of Vermont's early childhood workforce and needed supports. It is very important that your program completes this survey.

Completing the Survey

- You may complete the survey any time before **March 31, 2021**. You may pause and continue where you left off as often as needed before that date. The time it takes to complete the survey will range from approximately 30 to 60 minutes, depending on the number of employees that work in your family child care home.
- The survey begins with questions about your family child care home and the number of employees by position type. We will randomly select one employee from each position type in your family child care home, and ask you to provide more detailed information about that employee.
- As you know, 2020 was not a typical year for most programs, and the early childhood workforce has been greatly impacted by COVID-19. For this reason, we will be asking you to provide information about annual wages and fringe benefits in 2020, and also in 2019 for employees who were employed in the same position in any part of 2019.
- In order to complete the survey, you will need access to the following information: employment records for yourself and any employees, including self-reported demographic information (if available), employment history in your program, employee qualifications, and annual wages and fringe benefits in 2019 and 2020.

Upon completion of the survey, you will receive a **Lakeshore egift card** in the amount of \$50 to thank you for your time. The gift card will be emailed to you at this email address within two weeks.

If you have any questions about the survey, please contact Sallie Strueby, the researcher conducting the study, at strueby@schoolreadinessconsulting.com.

By proceeding with this survey, you are providing consent to take part in the Vermont Early Childhood Wage and Fringe Benefit Study.

Section I: About Your Program

Provider Contact Information

The Bright Futures Information System (BFIS) has the following name, address, telephone number, and email address listed for your program:

[SURVEY WILL DISPLAY PROGRAM'S CONTACT INFORMATION]

If this information is incorrect, please update your contact information directly in BFIS.

Respondent Information

1. Please provide your direct contact information for the purposes of the survey. The Lakeshore gift card will be sent to this email address, and we may contact you for clarification about survey responses. We will not share this information with anyone outside of the study team.

Email Address: _____

Telephone Number: _____

Program Service Area

2. Which areas of Vermont are served by your program?

Select all that apply.

- Barre area (Washington County)
- Bennington area (Bennington County)
- Brattleboro area (Windham County)
- Burlington area (Chittenden County)
- Hartford area (Orange/North Windsor Counties)
- Middlebury area (Addison County)
- Morrisville area (Lamoille County)
- Newport area (Orleans/North Essex Counties)
- Rutland area (Rutland County)
- Springfield area (South Windsor/North Windham Counties)
- St. Albans area (Franklin & Grand Isle Counties)
- St. Johnsbury area (Caledonia/South Essex Counties)
- Statewide (no specific region)
- Other (*please specify*): _____

Program Expenditures

3. What were your program’s total annual expenditures in 2020? *Please select one response from the options below, representing the total budget your program operates.*

- ___ Under \$40,000
- ___ \$40,000 to \$69,999
- ___ \$70,000 to \$99,999
- ___ \$100,000 to \$149,999
- ___ \$150,000 and higher

Number of Employees by Position Type

4. Below, please indicate the number of employees in your family child care home **in December 2020**, for each of the following position categories. Please also provide initials for each employee counted in that position type (if two employees have the same initials, please add a number at the end of each to differentiate them, such as MLK1 and MLK2).

Please review the position categories and descriptions below to identify how many employees your organization has in each position (please count each employee in the category that best aligns with their job responsibilities, even if their job title is different). Please do not include unfilled positions. Enter a whole number, counting each employee once regardless of the number of hours they work. Separately enter initials for each employee.

Position Type	Position Description	Number of employees	Initials of each employee
Registered Family Child Care Provider or Licensed Family Child Care Provider	<ul style="list-style-type: none"> ● Overseeing the operation of the family child care home and daily instruction of children ● Managing staff, facility, and budget ● Managing goal setting, planning, curriculum development, communications, and relationships with families ● Overseeing recruitment and enrollment of children ● Ensuring the health, safety, and quality of instruction for all children within the program’s care ● Maintaining licensing and ensuring compliance with all applicable regulations ● Training and providing guidance to staff on instructional approaches and interactions with children ● Ensuring the implementation of the curriculum ● Monitoring children’s developmental progress and needs, and responding as appropriate ● Maintaining communication and relationships with families ● Maintaining a safe and healthy environment for children and staff 		
Family Child Care Assistant	<ul style="list-style-type: none"> ● Assisting with the operation of the family child care home and daily instruction of children ● Contributing to goal setting, planning, curriculum development, communications, and relationships with families ● Ensuring the health, safety, and quality of instruction for all children within the program’s care ● Maintaining licensing and ensuring compliance with all applicable regulations ● Participating in training on instructional approaches and interactions with children 		

	<ul style="list-style-type: none"> ● Ensuring the implementation of the curriculum ● Monitoring children’s developmental progress and needs, and responding as appropriate ● Maintaining communication and relationships with families ● Maintaining a safe and healthy environment for children and staff 		
Aide	<ul style="list-style-type: none"> ● Ensuring adequate staffing by covering teaching staff during breaks, planning time, and time off ● Assisting with classroom / family child care operations and activities as needed ● Responding appropriately in interactions with children ● Engaging in the classroom / family child care in a way that complies with licensing requirements and other applicable regulations ● Contributing to a safe and healthy classroom / family child care environment ● Working in alignment with the teacher or program supervisors ● Collaborating with the teaching team and other colleagues 		
Trainee	<ul style="list-style-type: none"> ● Assisting with classroom / family child care operations and activities as needed ● Responding appropriately in interactions with children ● Engaging in the classroom / family child care in a way that complies with licensing requirements and other applicable regulations ● Contributing to a safe and healthy classroom / family child care environment ● Working in alignment with the teacher or program supervisors ● Collaborating with the teaching team and other colleagues 		
Substitute	<ul style="list-style-type: none"> ● Ensuring adequate staffing in case of the absence or lack of a regularly employed staff member ● Assisting with classroom / family child care operations and activities as needed ● Responding appropriately in interactions with children ● Engaging in the classroom / family child care in a way that complies with licensing requirements and other applicable regulations ● Contributing to a safe and healthy classroom / family child care environment ● Working in alignment with program supervisors and the teaching team 		
Other Employees	Please provide a count of any other employees in your family child care home who do not fit into the categories above.		
Total			
Total Staff Employed by Family Child Care Home			

Section II: Provider Information

Now, we will ask you to provide information about yourself as the licensed or registered family child care provider.

1. Were you operating your licensed or registered family child care at any time between January and December of 2019?

Select one response.

- Yes [*please continue with question 2*]
 No [*The survey is complete. Thank you!*]

2. Please indicate your gender.

Select one response.

- Female
 Male
 Other
 Prefer not to answer

3. Please indicate whether you are Hispanic or Latinx.

Select one response.

- Yes, I am Hispanic or Latinx
 No, I am not Hispanic or Latinx
 Prefer not to answer

4. Please indicate your race.

Select all that apply or select Unknown.

- White
 Black or African American
 Asian
 Native Hawaiian or Other Pacific Islander
 American Indian or Alaska Native
 Other
 Prefer not to answer

5. Please provide the month and year of your birth.

Please enter the month and year in the spaces provided.

Month: _____

Year: _____

6. Please indicate which age groups you work with regularly, as part of your primary job role.

Select all that apply.

- Infants
- Toddlers
- Preschoolers
- School-age (kindergarten and older)
- Pregnant or parenting individuals

7. For how many years have you operated a family child care home?

Please enter a whole number in the space provided. Round up to the nearest whole number.

_____ years

8. What is the highest level of education you have achieved?

Select one response.

- Up to 8th grade
- Some high school, no diploma
- High school diploma or equivalent (GED)
- Some college
- Associate's degree
- Bachelor's degree
- Master's Degree (e.g.: MA, MPH, MSW, M.Ed)
- Doctoral degree (e.g.: Ph.D., Ed.D)
- Professional degree (e.g.: JD, MBA)

9. Which of the following credentials do you have?

Select all that apply, or Not Applicable.

Northern Lights Certificates

- Northern Lights Level I Certificate
- Northern Lights Level II Certificate
- Northern Lights Level IIIA Certificate
- Northern Lights Level IIIB Certificate
- Northern Lights Level IVA Certificate
- Northern Lights Level IVB Certificate
- Northern Lights Level VA Certificate
- Northern Lights Level VB Certificate

Certifications

- Child Development Associate (CDA)
- Child Care Certificate from Community College of Vermont (CCV)
- Vermont Director Credential - Step 3
- Registered Child Care Apprenticeship Certificate of Completion
- Vermont Afterschool Foundations Certificate
- Vermont Afterschool Essentials Certificate
- Vermont Afterschool Professional Credential

- Vermont Afterschool Microcredential
- Children's Integrated Services Early Intervention Certificate
- Other (please specify) _____

Education Licensures and Endorsements

- VT teaching license - Early Childhood endorsement
- VT teaching license - Early Childhood Special Education endorsement
- VT teaching license - Elementary Education endorsement
- VT teaching license - Other type of endorsement
- Teaching license from another state - Early Childhood endorsement
- Teaching license from another state - Early Childhood Special Education endorsement
- Teaching license from another state - Elementary Education endorsement
- Teaching license from another state - Other type of endorsement

- Not Applicable (I do not have any of the above credentials)

10. Please provide the **total amount of income you personally received in the 2020 calendar year** (January through December 2020) through your family child care business.

Please enter a number in dollars and cents. Include the total amount you received in 2020, regardless of how many months were worked.

\$ _____.

11. Please estimate the **total number of hours you worked for your family child care home in the 2020 calendar year** (January through December 2020).

Please enter a number in the space provided.

_____ hours

12. Did you operate your family child care home during any part of 2019?

13. If you operated your family child care home during any part of 2019, please provide the **total amount of income you personally received in the 2019 calendar year** (January through December 2019) through your family child care business.

Please enter a number in dollars and cents or select Not Applicable. Include the total amount you received in 2019, regardless of how many months were worked.

\$ _____.

Not Applicable

14. If you operated your family child care home during any part of 2019, please estimate the **total number of hours you worked for your family child care home in the 2019 calendar year** (January through December 2019).

Please enter a number in the space provided or select Not Applicable.

_____ hours

Not Applicable

15. Please select the fringe benefits that you provided to yourself through your family child care business in December 2019 and in December 2020.

Select all that apply in the column for each year or select "none of these benefits" in the last row of the table.

Fringe Benefit	Available in December 2019	Available in December 2020
Health insurance for yourself		
Health insurance for your family		
Dental insurance for yourself		
Dental insurance for your family		
Vision insurance for yourself		
Vision insurance for your family		
Short-term disability insurance		
Long-term disability insurance		
Life insurance		
Retirement benefit		
Employee assistance program		
Tuition assistance for employee		
Tuition discount for child enrolled in program		
None of these benefits		

Section III: Employee Information (Repeated for Each Position Type with One or More Employees)

Now, we will ask you to provide information about the demographics, position, credentials, wages, and benefits of one randomly selected employee from each position type we asked about in the Number of Employees by Position Type question. Please provide responses for the employee with the initials displayed below.

Position type: [POSITION TYPE]

Initials of selected employee for this position type: [INITIALS]

1. Please indicate the employee's gender if that information is available in your employment records.

Select one response.

Female

Male

Other

This information is not available in employee records.

2. Please indicate whether the employee is Hispanic or Latinx if that information is available in your employment records.

Select one response.

Yes, employee is Hispanic or Latinx

No, employee is not Hispanic or Latinx

This information is not available in employee records.

3. Please indicate the employee's race if that information is available in your employment records.

Select all that apply or select Unknown.

White

Black or African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Other

This information is not available in employee records.

4. Please provide the employee's month and year of birth.

Please enter the month and year in the spaces provided.

Month: _____

Year: _____

5. How many years has the employee worked in this position?

Please enter a whole number in the space provided. Round up to the nearest whole number.

_____ years

6. What is the highest level of education the employee has achieved?

Select one response.

- Up to 8th grade
- Some high school, no diploma
- High school diploma or equivalent (GED)
- Some college
- Associate's degree
- Bachelor's degree
- Master's Degree (e.g.: MA, MPH, MSW, M.Ed)
- Doctoral degree (e.g.: Ph.D., Ed.D)
- Professional degree (e.g.: JD, MBA)

7. Which of the following credentials does the employee have?

Select all that apply, or Not Applicable.

Northern Lights Certificates

- Northern Lights Level I Certificate
- Northern Lights Level II Certificate
- Northern Lights Level IIIA Certificate
- Northern Lights Level IIIB Certificate
- Northern Lights Level IVA Certificate
- Northern Lights Level IVB Certificate
- Northern Lights Level VA Certificate
- Northern Lights Level VB Certificate

Certifications

- Child Development Associate (CDA)
- Child Care Certificate from Community College of Vermont (CCV)
- Vermont Director Credential - Step 3
- Registered Child Care Apprenticeship Certificate of Completion
- Vermont Afterschool Foundations Certificate
- Vermont Afterschool Essentials Certificate
- Vermont Afterschool Professional Credential
- Vermont Afterschool Microcredential
- Children's Integrated Services Early Intervention Certificate
- Other (please specify) _____

Education Licensures and Endorsements

- VT teaching license - Early Childhood endorsement
- VT teaching license - Early Childhood Special Education endorsement
- VT teaching license - Elementary Education endorsement

- VT teaching license - Other type of endorsement
- Teaching license from another state - Early Childhood endorsement
- Teaching license from another state - Early Childhood Special Education endorsement
- Teaching license from another state - Elementary Education endorsement
- Teaching license from another state - Other type of endorsement
- Not Applicable (employee does not have any of the above credentials)

8. Please provide the **total annual wages paid to the employee for this position in the 2020 calendar year** (January through December 2020). *Please enter a number in dollars and cents. Include the total amount paid in 2020 for this position, regardless of how many months were worked.*

\$_____.

9. Please provide the **total number of hours the employee worked for this position in the 2020 calendar year** (January through December 2020). *Please enter a number in the space provided.*

_____ hours

10. Did this employee work in this same position in 2019?

11. If the employee worked in this position at any time in 2019, please provide the **total annual wages paid to the employee for this position in the 2019 calendar year** (January through December 2019). *Please enter a number in dollars and cents or select Not Applicable. Include the total amount paid in 2019 for this position, regardless of how many months were worked.*

\$_____.

Not Applicable

12. If the employee worked in this position at any time in 2019, please provide the **total number of hours the employee worked for this position in the 2019 calendar year** (January through December 2019). *Please enter a number in the space provided or select Not Applicable.*

_____ hours

Not Applicable

13. Is this employee exempt from the Fair Labor Standards Act (FLSA), which includes provisions related to hours worked, overtime pay, minimum wage, recordkeeping, and youth employment?

Yes, the employee is exempt from FLSA

No, the employee is not exempt from FLSA

14. Please select the fringe benefits that were available to this employee in December 2019 and in December 2020. *Select all that apply in the column for each year or select "none of these benefits" in the last row of the table.*

Fringe Benefit	Available in December 2019	Available in December 2020
Health insurance for employee		
Health insurance for employee's family		
Dental insurance for employee		
Dental insurance for employee's family		
Vision insurance for employee		
Vision insurance for employee's family		
Short-term disability insurance		
Long-term disability insurance		
Paid sick or personal days (or paid time off that can be used for these purposes)		
Paid vacation days (or paid time off for vacation)		
Paid parental / maternity leave (separate from disability insurance)		
Paid family and medical care leave (including Families First Coronavirus Response Act requirements)		
Life insurance		
Unemployment insurance		
Retirement benefit, employee contribution		
Retirement benefit, employer contribution or pension		
Employee assistance program		
Tuition assistance for employee		
Tuition discount for employee child enrolled in program		
None of these benefits		

Vermont Early Childhood Wage and Fringe Benefit Study

Survey for Afterschool Programs

About This Survey

On behalf of the Vermont Child Development Division, we are conducting a survey of wages and fringe benefits in Vermont's early childhood and afterschool workforce. The survey includes early childhood centers, family child care providers, public preK education programs, Head Start programs, afterschool programs, Children's Integrated Services, and more. **Your program was chosen to provide important information related to employee wages and fringe benefits, and you will receive a Lakeshore egift card upon completion of the survey.**

Your responses are confidential and will only be reported in aggregate with responses from other programs. The results will provide programs like yours with local data on position-specific average compensation, which we plan to publish in a final project report by fall of 2021. **Every completed survey will help** determine the Vermont averages. This contribution will help your program and other peer programs compare employee compensation to other programs in Vermont. This information will also help the state understand compensation of Vermont's early childhood workforce and needed supports. It is very important that your program completes this survey.

Completing the Survey

- You may complete the survey any time before **March 31, 2021**. You may pause and continue where you left off as often as needed before that date. The time it takes to complete the survey will range from approximately 30 to 60 minutes, depending on the types of employees that work in your organization's afterschool program.
- The survey begins with questions about your organization and the number of employees in your afterschool program, by position type. We will randomly select one employee from each position type in your afterschool program, and ask you to provide more detailed information about that employee.
- As you know, 2020 was not a typical year for most programs, and the early childhood workforce has been greatly impacted by COVID-19. For this reason, we will be asking you to provide information about annual wages and fringe benefits in 2020, and also in 2019 for selected employees who were employed in the same position in any part of 2019.
- In order to complete the survey, you will need access to the following information about each employee: employment records including employee self-reported demographic information (if available), employment history in your organization, employee qualifications, and annual wages and fringe benefits in 2019 and 2020. You will also be asked to provide information about your organization's total annual budget, the number of employees in your afterschool program, and your service area.

Upon completion of the survey, you will receive a **Lakeshore egift card** in the amount of \$50 to thank you for your time. The gift card will be emailed to you at this email address within two weeks.

If you have any questions about the survey, please contact Sallie Strueby, the researcher conducting the study, at strueby@schoolreadinessconsulting.com.

By proceeding with this survey, you are providing consent to take part in the Vermont Early Childhood Wage and Fringe Benefit Study.



Section I: About Your Program

Program Contact Information

The Bright Futures Information System (BFIS) has the following name, address, telephone number, and email address listed for your program:

[SURVEY WILL DISPLAY PROGRAM'S CONTACT INFORMATION]

If this information is incorrect, please update your contact information directly in BFIS.

Respondent Information

1. Please provide your name and direct contact information. The Lakeshore gift card will be sent to this email address, and we may contact you for clarification about survey responses. We will not share this information with anyone outside of the study team.

First and Last Name: _____

Title: _____

Email Address: _____

Telephone Number: _____

Program Service Area

2. Which areas of Vermont are served by your program?

Select all that apply.

- Barre area (Washington County)
- Bennington area (Bennington County)
- Brattleboro area (Windham County)
- Burlington area (Chittenden County)
- Hartford area (Orange/North Windsor Counties)
- Middlebury area (Addison County)
- Morrisville area (Lamoille County)
- Newport area (Orleans/North Essex Counties)
- Rutland area (Rutland County)
- Springfield area (South Windsor/North Windham Counties)
- St. Albans area (Franklin & Grand Isle Counties)
- St. Johnsbury area (Caledonia/South Essex Counties)
- Statewide (no specific region)
- Other (*please specify*): _____

Organization Expenditures

3. What were your organization's total annual expenditures in 2020? Please select one response from the options below, representing the total budget including all programs that your organization operates.

- ___ Under \$200,000
- ___ \$200,000 to \$399,999
- ___ \$400,000 to \$699,999
- ___ \$700,000 to \$999,999
- ___ \$1,000,000 to \$1,499,999
- ___ \$1,500,000 to \$1,999,999
- ___ \$2,000,000 to \$3,999,999
- ___ \$4,000,000 to \$5,999,999
- ___ \$6,000,000 to \$7,999,999
- ___ \$8,000,000 to \$9,999,999
- ___ \$10,000,000 and higher

Number of Employees by Position Type

4. Below, please indicate the number of employees in your afterschool program **in December 2020**, for each of the following position categories. Please also provide initials for each employee counted in that position type (if two employees have the same initials, please add a number at the end of each to differentiate them, such as MLK1 and MLK2).

Please review the position categories and descriptions below to identify how many employees your organization has in each position (please count each employee in the category that best aligns with their job responsibilities, even if their job title is different). Please do not include unfilled positions. Enter a whole number, counting each employee once regardless of the number of hours they work. Separately enter initials for each employee.

Position Type	Position Description	Number of employees	Initials of each employee
Teaching Staff and Providers			
Afterschool Child Care Program Staff	<ul style="list-style-type: none"> ● Supporting the operational activities of the afterschool program ● Contributing to the implementation of the curriculum ● Responding appropriately in interactions with children ● Supporting communication with families ● Engaging in the program in a way that complies with licensing requirements and other applicable regulations ● Contributing to a safe and healthy program environment ● Working in alignment with program supervisors ● Collaborating with the program team and other colleagues 		
Afterschool Aide, Leader-In-Training, Activities Specialist	<ul style="list-style-type: none"> ● Assisting with program operations and activities as needed ● Responding appropriately in interactions with children ● Engaging in the program in a way that complies with licensing requirements and other applicable regulations ● Contributing to a safe and healthy program environment ● Working in alignment with the program supervisors ● Collaborating with the program team and other colleagues 		
Substitute	<ul style="list-style-type: none"> ● Ensuring adequate staffing in case of the absence or lack of a regularly employed staff member ● Assisting with program operations and activities as needed 		

	<ul style="list-style-type: none"> • Responding appropriately in interactions with children • Engaging in the program in a way that complies with licensing requirements and other applicable regulations • Contributing to a safe and healthy program environment • Working in alignment with program supervisors and the program team 		
Program Administrators			
Afterschool Child Care Program Administrator	<ul style="list-style-type: none"> • Overseeing the operation of the program • Managing program staff, facilities, and budget • Engaging in leadership of the program, including goal setting, planning, communications, and relationships with families • Overseeing recruitment and enrollment of children • Ensuring the health, safety, and quality of care for all children within the program's care • Maintaining licensing and ensuring program-wide compliance with all applicable regulations • Training and providing guidance to staff on interactions with children 		
Afterschool Site Coordinator	<ul style="list-style-type: none"> • Overseeing the operation of the site in programs with multiple sites • Managing site staff, facilities, and budget • Contributing to goal setting, planning, communications, and relationships with families • Contributing to recruitment and enrollment of children • Ensuring the health, safety, and quality of care for all children within the site's care • Maintaining licensing and ensuring site-wide compliance with all applicable regulations • Training and providing guidance to staff on interactions with children 		
Auxiliary Staff			
Cook	<ul style="list-style-type: none"> • Preparing meals and snacks during program operating hours • Ensuring compliance with state and federal regulations for serving food • Maintaining standards of sanitation, safety, and food preparation as required by licensing regulations • Ensuring the health and safety of children by maintaining records of food allergies and sensitivities of the enrolled children • Maintaining records and submitting reports as required • Ensuring all food orders are completed and/or submitted • Managing food storage and menu planning • Communicating with program staff and supervisors 		
Driver	<ul style="list-style-type: none"> • Transporting children or adults to school, center, or program-related activities • Communicating drop-off and pickup times and locations with families and program staff • Creating and keeping updated log of pickup and drop-off times, communicating any delays or closings to families • Ensuring proper staffing to keep vehicle in licensing regulations at all times • Ensuring all children have appropriate child restraint seats, if necessary • Maintaining cleanliness and safety of vehicle, and performing routine maintenance such as filling the gas tank, changing or 		

	<p>having oil changed, checking/filling tires with air, washing car, and so on</p> <ul style="list-style-type: none"> • Communicating and reporting to supervisors regarding any issues in a timely manner 		
Custodian	<ul style="list-style-type: none"> • Cleaning building rooms and spaces, including but not limited to vacuuming, sweeping, mopping, dusting, washing, waxing, and buffing • Moving furniture, equipment, and supplies as needed • Providing setup and breakdown of large spaces for special events • Performing groundskeeping, snow and ice removal, and recycling • Assuming responsibility for general security of building and/or spaces assigned • Maintaining custodial and housekeeping supplies and reordering supplies through supervisor as needed • Communicating and reporting to supervisors regarding safety hazards and custodial issues in a timely manner 		
Maintenance Worker (Facilities Assistant, Facilities Associate)	<ul style="list-style-type: none"> • Performing the general maintenance and repair of all buildings and equipment, including upkeep for facilities, vehicles, and/or equipment • Maintaining the internal and external grounds; performing scheduled maintenance on mechanical equipment • Maintaining records of maintenance procedures • Maintaining maintenance supplies and reordering supplies through supervisor as needed • Communicating with supervisors regarding maintenance and building issues 		
Other Employees			
Other Employees	Please provide a count of any other employees in your organization who do not fit into the categories above.		
Total			
Total Staff Employed by Organization			

Section II: Staff Information (Repeated for Each Position Type with One or More Employees)

Now, we will ask you to provide information about the demographics, position, credentials, wages, and benefits of one randomly selected employee from each position type we asked about in the Number of Employees by Position Type question. Please provide responses for the employee with the initials displayed below.

Position type: [POSITION TYPE]

Initials of selected employee for this position type: [INITIALS]

1. Please indicate the employee's gender if that information is available in your employment records.

Select one response.

- Female
- Male
- Other
- This information is not available in employee records.

2. Please indicate whether the employee is Hispanic or Latinx if that information is available in your employment records.

Select one response.

- Yes, employee is Hispanic or Latinx
- No, employee is not Hispanic or Latinx
- This information is not available in employee records.

3. Please indicate the employee's race if that information is available in your employment records.

Select all that apply or select Unknown.

- White
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Other
- This information is not available in employee records.

4. Please provide the employee's month and year of birth.

Please enter the month and year in the spaces provided.

Month: _____

Year: _____

5. Please indicate which age groups the employee works with regularly, as part of their primary job role.

Select all that apply, or Not Applicable.

- Infants
- Toddlers
- Preschoolers
- School-age (kindergarten and older)
- Pregnant or parenting individuals
- Not Applicable (employee does not work regularly with any of these age groups)

6. How many years has the employee worked in this position?

Please enter a whole number in the space provided. Round up to the nearest whole number.

_____ years

7. What is the highest level of education the employee has achieved?

Select one response.

- Up to 8th grade
- Some high school, no diploma
- High school diploma or equivalent (GED)
- Some college
- Associate's degree
- Bachelor's degree
- Master's Degree (e.g.: MA, MPH, MSW, M.Ed)
- Doctoral degree (e.g.: Ph.D., Ed.D)
- Professional degree (e.g.: JD, MBA)

8. Which of the following credentials does the employee have?

Select all that apply, or Not Applicable.

Northern Lights Certificates

- Northern Lights Level I Certificate
- Northern Lights Level II Certificate
- Northern Lights Level IIIA Certificate
- Northern Lights Level IIIB Certificate
- Northern Lights Level IVA Certificate
- Northern Lights Level IVB Certificate
- Northern Lights Level VA Certificate
- Northern Lights Level VB Certificate

Certifications

- Child Development Associate (CDA)
- Child Care Certificate from Community College of Vermont (CCV)
- Vermont Director Credential - Step 3
- Registered Child Care Apprenticeship Certificate of Completion
- Vermont Afterschool Foundations Certificate
- Vermont Afterschool Essentials Certificate
- Vermont Afterschool Professional Credential
- Vermont Afterschool Microcredential

- Children's Integrated Services Early Intervention Certificate
- Other (please specify) _____

Education Licensures and Endorsements

- VT teaching license – Early Childhood endorsement
- VT teaching license – Early Childhood Special Education endorsement
- VT teaching license – Elementary Education endorsement
- VT teaching license – Other type of endorsement
- Teaching license from another state – Early Childhood endorsement
- Teaching license from another state – Early Childhood Special Education endorsement
- Teaching license from another state – Elementary Education endorsement
- Teaching license from another state – Other type of endorsement
- Not Applicable (employee does not have any of the above credentials)

9. Please provide the **total annual wages paid to the employee for this position in the 2020 calendar year** (January through December 2020).

Please enter a number in dollars and cents. Include the total amount paid in 2020 for this position, regardless of how many months were worked.

\$ _____.

10. Please provide the **total number of hours the employee worked for this position in the 2020 calendar year** (January through December 2020).

Please enter a number in the space provided.

_____ hours

11. Did this employee work in this same position in 2019?

12. If the employee worked in this position at any time in 2019, please provide the **total annual wages paid to the employee for this position in the 2019 calendar year** (January through December 2019).

Please enter a number in dollars and cents, or select Not Applicable. Include the total amount paid in 2019 for this position, regardless of how many months were worked.

\$ _____.

Not Applicable

13. If the employee worked in this position at any time in 2019, please provide the **total number of hours the employee worked for this position in the 2019 calendar year** (January through December 2019).

Please enter a number in the space provided, or select Not Applicable.

_____ hours

Not Applicable

14. Is this employee exempt from the Fair Labor Standards Act (FLSA), which includes provisions related to hours worked, overtime pay, minimum wage, recordkeeping, and youth employment?

Yes, the employee is exempt from FLSA

No, the employee is not exempt from FLSA

15. Please select the fringe benefits that were available to this employee in December 2019 and in December 2020.

Select all that apply in the column for each year, or select "none of these benefits" in the last row of the table.

Fringe Benefit	Available in December 2019	Available in December 2020
Health insurance for employee		
Health insurance for employee's family		
Dental insurance for employee		
Dental insurance for employee's family		
Vision insurance for employee		
Vision insurance for employee's family		
Short-term disability insurance		
Long-term disability insurance		
Paid sick or personal days (or paid time off that can be used for these purposes)		
Paid vacation days (or paid time off for vacation)		
Paid parental / maternity leave (separate from disability insurance)		
Paid family and medical care leave (including Families First Coronavirus Response Act requirements)		
Life insurance		
Unemployment insurance		
Retirement benefit, employee contribution		
Retirement benefit, employer contribution or pension		
Employee assistance program		
Tuition assistance for employee		
Tuition discount for employee child enrolled in program		
None of these benefits		

Vermont Early Childhood Wage and Fringe Benefit Study

Survey for Children's Integrated Services Programs

About This Survey

On behalf of the Vermont Child Development Division, we are conducting a survey of wages and fringe benefits in Vermont's early childhood workforce. The survey includes early childhood centers, family child care providers, public preK education programs, Head Start programs, afterschool programs, Children's Integrated Services, and more. **Your program was chosen to provide important information related to employee wages and fringe benefits, and you will receive a Lakeshore egift card upon completion of the survey.**

Your responses are confidential and will only be reported in aggregate with responses from other programs. The results will provide programs like yours with local data on position-specific average compensation, which we plan to publish in a final project report by fall of 2021. **Every completed survey will help** determine the Vermont averages. This contribution will help your program and other peer programs compare employee compensation to other programs in Vermont. This information will also help the state understand compensation of Vermont's early childhood workforce and needed supports. It is very important that your program completes this survey.

Completing the Survey

- You may complete the survey any time before **March 31, 2021**. You may pause and continue where you left off as often as needed before that date. The time it takes to complete the survey will range from approximately 30 to 60 minutes, depending on the types of employees that work in your organization's CIS program.
- The survey begins with questions about your organization and the number of employees in your CIS program, by position type. We will randomly select one employee from each position type in your CIS program, and ask you to provide more detailed information about that employee.
- As you know, 2020 was not a typical year for most programs, and the early childhood workforce has been greatly impacted by COVID-19. For this reason, we will be asking you to provide information about annual wages and fringe benefits in 2020, and also in 2019 for selected employees who were employed in the same position in any part of 2019.
- In order to complete the survey, you will need access to the following information about each employee: employment records including employee self-reported demographic information (if available), employment history in your organization, employee qualifications, and annual wages and fringe benefits in 2019 and 2020. You will also be asked to provide information about your organization's total annual budget, the number of employees in your CIS program, and your service area.

Upon completion of the survey, you will receive a **Lakeshore egift card** in the amount of \$50 to thank you for your time. The gift card will be emailed to you at this email address within two weeks.

If you have any questions about the survey, please contact Sallie Strueby, the researcher conducting the study, at strueby@schoolreadinessconsulting.com.

By proceeding with this survey, you are providing consent to take part in the Vermont Early Childhood Wage and Fringe Benefit Study.

Section I: About Your Program

Program Name, Address, and Telephone Number

1. We have the following name, address, and telephone number listed for your CIS program:

[SURVEY WILL DISPLAY PROGRAM'S CONTACT INFORMATION]

Is this information correct?

Select one response.

Yes *[please continue with question 2]*

No *[please continue with question 1a]*

1a. If No is selected, please enter the correct information for your CIS program in the space provided:

Program Name: _____

Street Address: _____

City: _____

State: _____

Zip Code: _____

Program Telephone Number: _____

Respondent Information

2. Please provide your name and direct contact information. The Lakeshore gift card will be sent to this email address, and we may contact you for clarification about survey responses. We will not share this information with anyone outside of the study team.

First and Last Name: _____

Title: _____

Email Address: _____

Telephone Number: _____

Program Service Area

3. Which areas of Vermont are served by your program?

Select all that apply.

Barre area (Washington County)

Bennington area (Bennington County)

Brattleboro area (Windham County)

Burlington area (Chittenden County)

Hartford area (Orange/North Windsor Counties)

Middlebury area (Addison County)

Morrisville area (Lamoille County)

- Newport area (Orleans/North Essex Counties)
- Rutland area (Rutland County)
- Springfield area (South Windsor/North Windham Counties)
- St. Albans area (Franklin & Grand Isle Counties)
- St. Johnsbury area (Caledonia/South Essex Counties)
- Statewide (no specific region)
- Other (please specify): _____

Organization Expenditures

4. What were your organization’s total annual expenditures in 2020? Please select one response from the options below, representing the total budget including all programs that your organization operates.

- Under \$200,000
- \$200,000 to \$399,999
- \$400,000 to \$699,999
- \$700,000 to \$999,999
- \$1,000,000 to \$1,499,999
- \$1,500,000 to \$1,999,999
- \$2,000,000 to \$3,999,999
- \$4,000,000 to \$5,999,999
- \$6,000,000 to \$7,999,999
- \$8,000,000 to \$9,999,999
- \$10,000,000 and higher

Number of Employees by Position Type

5. Below, please indicate the number of employees in your CIS program **in December 2020**, for each of the following position categories. Please also provide initials for each employee counted in that position type (if two employees have the same initials, please add a number at the end of each to differentiate them, such as MLK1 and MLK2).

Please review the position categories and descriptions below to identify how many employees your organization has in each position (please count each employee in the category that best aligns with their job responsibilities, even if their job title is different). Please do not include unfilled positions. Enter a whole number, counting each employee once regardless of the number of hours they work. Separately enter initials for each employee.

Position Type	Position Description	Number of employees	Initials of each employee
Program Administrators			

CIS Program Coordinator	<ul style="list-style-type: none"> • Overseeing the operation of the program • Managing program staff, facilities, and budget • Engaging in leadership of the program, including goal setting, planning, curriculum development, communications, and relationships with families • Overseeing recruitment and enrollment of children • Ensuring the health, safety, and quality of services for all children within the program's care • Maintaining licensing and ensuring program-wide compliance with all applicable regulations • Training and providing guidance to staff on interactions with children 		
Specialists			
Early Childhood Family Mental Health Expert	<ul style="list-style-type: none"> • Providing early detection of social, emotional, and/or behavioral developmental needs and challenges • Providing preventative and early intervention supportive services to address children and family needs • Supporting and strengthening the capacity of parents, caregivers, CIS and related service providers, and early care and learning providers to support the social, emotional, and behavioral health and development of young children across settings, as well as to support access for young children and families to community mental health Medicaid services • Supporting and building the capacity of caregivers and service providers to gain the knowledge, skills, and abilities needed to understand and meet the social and emotional development of young children up to the age of six 		
Community Resource Parent / Family Resource Coordinator	<ul style="list-style-type: none"> • Providing service coordination for early intervention services with child's parent(s) or guardian(s) • Upholding rights of client's parent/guardian in accordance with Part C of the Individuals with Disabilities Education Act (IDEA) • Supporting peers as they help parent(s) or guardian(s) access needed evaluations, determine eligibility, and identify goals, services, and supports as part of child's plan to improve the child's functional skills in the areas of positive social emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language and communication), and use of appropriate behaviors to meet the child's needs 		
Early Interventionist, Developmental Educator	<ul style="list-style-type: none"> • Delivering developmental services to parents/caregivers and children eligible for early intervention services • Supporting the physical and/or cognitive needs of one particular child or a small group of children • Upholding rights of client's parent/guardian in accordance with Part C of IDEA • Ensuring child receives adequate and appropriate support throughout the day • Modeling, coaching, and supporting children's caregivers to use strategies identified in the child's early intervention program to help them help the child develop and learn • Coordinating services, developing strategies, and providing specialized instruction that caregivers can implement within the child's daily routines to improve the child's functional skills in areas such as positive social emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language and communication), and use of appropriate behaviors to meet the child's needs 		

Specialized Child Care Coordinator	<ul style="list-style-type: none"> • Providing direct care services to support families with identified child care needs and developing specialized child care providers • Working alongside families and child development professionals to build relationships to improve outcomes for children and families • Supporting skill development and capacity of child development professionals within child care programs to meet the specialized needs of children and families • Arranging and conducting on site consultations for specialized child care providers • Maintaining confidentiality consistent with program/agency regulations, licensing regulations, and/or law 		
Comprehensive Family Support Staff			
Family Support Home Visitor	<ul style="list-style-type: none"> • Planning, carrying out, and keeping records of home-based education • Providing educational activities for child and parent in the child's home • Maintaining consistent communication and positive relationships with families 		
Maternal Child and Family Health Nurse Home Visitor	<ul style="list-style-type: none"> • Providing high-quality, comprehensive, community-based home visiting services that are evidence-based or evidence-informed to prenatal and postpartum people, families, and infants and children ages birth up to six • Maintaining the highest clinical standards in maternal child and family health nursing practice, including safe, competent, effective nursing care based on sound scientific principles and the nursing process • Coordinating services and care and ongoing evaluation of medical, educational, psychological, social/environmental, economic, or other identified needs of all assigned clients • Providing prevention, health promotion, and early intervention supports to people and their families eligible for CIS services 		
Family Support Worker	<ul style="list-style-type: none"> • Coordinating and providing social service activities through case management and/or counseling • Contacting and making referrals to community resources • Monitoring and keeping client records and notes, writing reports, and maintaining confidentiality of records • Supporting families in transitions in and out of programs and services; may be involved with clients in counseling and/or carrying a caseload • Supervising social workers and/or case managers • Serving as a resource for families, family service staff, center staff, and volunteers • Collaborating with community agencies 		
Other Employees			
Other Employees	Please provide a count of any other employees in your organization who do not fit into the categories above.		
Total			
Total Staff Employed by Organization			

Section II: Staff Information (Repeated for Each Position Type with One or More Employees)

Now, we will ask you to provide information about the demographics, position, credentials, wages, and benefits of one randomly selected employee from each position type we asked about in the Number of Employees by Position Type question. Please provide responses for the employee with the initials displayed below.

Position type: [POSITION TYPE]

Initials of selected employee for this position type: [INITIALS]

1. Please indicate the employee's gender if that information is available in your employment records.

Select one response.

- Female
- Male
- Other
- This information is not available in employee records.

2. Please indicate whether the employee is Hispanic or Latinx if that information is available in your employment records.

Select one response.

- Yes, employee is Hispanic or Latinx
- No, employee is not Hispanic or Latinx
- This information is not available in employee records.

3. Please indicate the employee's race if that information is available in your employment records.

Select all that apply or select Unknown.

- White
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Other
- This information is not available in employee records.

4. Please provide the employee's month and year of birth.

Please enter the month and year in the spaces provided.

Month: _____

Year: _____

5. Please indicate which age groups the employee works with regularly, as part of their primary job role.

Select all that apply, or Not Applicable.

- Infants

- Toddlers
- Preschoolers
- School-age (kindergarten and older)
- Pregnant or parenting individuals
- Not Applicable (employee does not work regularly with any of these age groups)

6. How many years has the employee worked in this position?

Please enter a whole number in the space provided. Round up to the nearest whole number.

_____ years

7. What is the highest level of education the employee has achieved?

Select one response.

- Up to 8th grade
- Some high school, no diploma
- High school diploma or equivalent (GED)
- Some college
- Associate's degree
- Bachelor's degree
- Master's Degree (e.g.: MA, MPH, MSW, M.Ed)
- Doctoral degree (e.g.: Ph.D., Ed.D)
- Professional degree (e.g.: JD, MBA)

8. Which of the following credentials does the employee have?

Select all that apply, or Not Applicable.

Northern Lights Certificates

- Northern Lights Level I Certificate
- Northern Lights Level II Certificate
- Northern Lights Level IIIA Certificate
- Northern Lights Level IIIB Certificate
- Northern Lights Level IVA Certificate
- Northern Lights Level IVB Certificate
- Northern Lights Level VA Certificate
- Northern Lights Level VB Certificate

Certifications

- Child Development Associate (CDA)
- Child Care Certificate from Community College of Vermont (CCV)
- Vermont Director Credential - Step 3
- Registered Child Care Apprenticeship Certificate of Completion
- Vermont Afterschool Foundations Certificate
- Vermont Afterschool Essentials Certificate
- Vermont Afterschool Professional Credential
- Vermont Afterschool Microcredential
- Children's Integrated Services Early Intervention Certificate

___ Other (*please specify*) _____

Education Licensures and Endorsements

- ___ VT teaching license - Early Childhood endorsement
- ___ VT teaching license - Early Childhood Special Education endorsement
- ___ VT teaching license - Elementary Education endorsement
- ___ VT teaching license - Other type of endorsement
- ___ Teaching license from another state - Early Childhood endorsement
- ___ Teaching license from another state - Early Childhood Special Education endorsement
- ___ Teaching license from another state - Elementary Education endorsement
- ___ Teaching license from another state - Other type of endorsement

Office of Professional Regulation Licensures

- ___ Licensed Master's Social Worker
 - ___ Licensed Independent Clinical Social Worker
 - ___ Clinical Mental Health Counselor
 - ___ Non-Licensed Non-Certified Psychotherapist
 - ___ Psychoanalyst
 - ___ Speech-Language Pathologist
 - ___ Occupational Therapy
 - ___ Occupational Therapy Assistant
 - ___ Physical Therapist
 - ___ Physical Therapist Assistant
 - ___ Registered Nurse
 - ___ Advance Practicing Registered Nurse
 - ___ Licensed Practical Nurse
 - ___ Licensed Nursing Assistant
- ___ Not Applicable (employee does not have any of the above credentials)

9. Please provide the **total annual wages paid to the employee for this position in the 2020 calendar year** (January through December 2020).

Please enter a number in dollars and cents. Include the total amount paid in 2020 for this position, regardless of how many months were worked.

\$ _____.

10. Please provide the **total number of hours the employee worked for this position in the 2020 calendar year** (January through December 2020).

Please enter a number in the space provided.

_____ hours

11. Did this employee work in this same position in 2019?

12. (If yes to the previous question) If the employee worked in this position at any time in 2019, please provide the **total annual wages paid to the employee for this position in the 2019 calendar year** (January through December 2019).

Please enter a number in dollars and cent or select Not Applicable. Include the total amount paid in 2019 for this position, regardless of how many months were worked.

\$_____.

Not Applicable

13. If the employee worked in this position at any time in 2019, please provide the **total number of hours the employee worked for this position in the 2019 calendar year** (January through December 2019).

Please enter a number in the space provided or select Not Applicable.

_____ hours

Not Applicable

14. Is this employee exempt from the Fair Labor Standards Act (FLSA), which includes provisions related to hours worked, overtime pay, minimum wage, recordkeeping, and youth employment?

Yes, the employee is exempt from FLSA

No, the employee is not exempt from FLSA

15. Please select the fringe benefits that were available to this employee in December 2019 and in December 2020. *Select all that apply in the column for each year or select "none of these benefits" in the last row of the table.*

Fringe Benefit	Available in December 2019	Available in December 2020
Health insurance for employee		
Health insurance for employee's family		
Dental insurance for employee		
Dental insurance for employee's family		
Vision insurance for employee		
Vision insurance for employee's family		
Short-term disability insurance		
Long-term disability insurance		
Paid sick or personal days (or paid time off that can be used for these purposes)		
Paid vacation days (or paid time off for vacation)		
Paid parental / maternity leave (separate from disability insurance)		
Paid family and medical care leave (including Families First Coronavirus Response Act requirements)		
Life insurance		
Unemployment insurance		
Retirement benefit, employee contribution		
Retirement benefit, employer contribution or pension		
Employee assistance program		

Tuition assistance for employee		
Tuition discount for employee child enrolled in program		
None of these benefits		