

Vermont's Early Childhood & Afterschool Workforce

Findings from the Vermont Early Childhood & Afterschool
Workforce Surveys

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Summary

The State of Vermont was awarded a federal Early Learning Challenge - Race-to-the-Top (ELC-RTT) grant in 2014. As part of this effort, Vermont designed the Workforce Survey Project as a way to gather information regarding the demographics, education and credentials, wages, benefits, and aspirations of the early childhood and afterschool workforce. Working collaboratively with stakeholders across the field of early childhood and afterschool in Vermont, the Child Development Division (CDD) worked closely with their contractor, Education Development Center, Inc. (EDC) and the Agency of Education (AOE) to develop and administer three workforce surveys, analyze and interpret data, and compile the current report.

Key findings include:

Key Finding #1: Educational degree attainment varies by sector.

Every sector surveyed includes individuals who have obtained Associate, Bachelor's or Master's degrees although the numbers vary as follows:

- 50.6% of 644 respondents to the Early Childhood & Afterschool Survey report that they have obtained an Associate, Bachelor's or Master's degree. A similar percentage of early childhood staff reported having an Associate or higher on the National Survey of Early Care and Education (NSECE; 53 percent).ⁱ
- 33.7% of 306 respondents to the Family Provider Survey indicate that they have obtained an Associate, Bachelor's or Master's degree. A similar percentage of home-based providers reported having an Associate or higher on the NSECE (30.3 percent).ⁱⁱ
- 78.2% of 417 respondents to the Public School Survey indicate that they have obtained an Associate, Bachelor's or Master's degree.

Key Finding #2: Wages in family child care homes and early childhood and afterschool licensed centers are lower than wages in public school settings.

While variation in wages exists within family child care homes and licensed centers not managed by the public school districts, the general pattern shows higher wages in public school settings. The overall median hourly wage for the respondents to the Early Childhood & Afterschool Survey (\$15.21) was \$2.18 lower than the Vermont median hourly wage for all occupations (\$17.39). In addition, the median 2014 net profit for family home providers (\$12,664) was \$3,066 below the 2014 threshold of poverty for a family of two (threshold = \$15,730). In contrast, the median hourly wage for Public School Survey respondents (\$25.48) was \$8.09 above the Vermont median hourly wage for all occupations. Hourly wages for teachers and caregivers working in licensed programs or public school settings are higher than those found in

the National Survey of Early Care and Education (NSECE), which ranged between \$9.80 and \$20.60 for respondents with an Associate degree or higher.ⁱⁱⁱ

Key Finding #3: Few benefits are provided to people working in family child care homes and licensed centers that are not managed by the public schools.

With the exception of those working in public school settings, the early childhood and afterschool workforce reported that few benefits such as health insurance, dental insurance, and retirement plans were provided to them through their employers or primary job working with young children. Very few family child care providers reported building in benefits as part of their job working with young children. As expected, most respondents to the Public School Survey *did* report receiving comprehensive benefits.

Key Finding #4: The early childhood and afterschool workforce reports high job satisfaction and plans to continue working in the field.

Ninety percent or more of respondents from each of the three surveys indicated that they were either very satisfied or somewhat satisfied with their job. In addition, the majority of Early Childhood & Afterschool Survey respondents plan to continue to work in the early childhood and afterschool field for six or more years, with many (42 percent) of them planning to be in the same position they are currently for at least another three to five years. Although the questions in the early childhood and afterschool workforce survey and the NSECE differ, both found that the majority of the workforce stay in the early childhood field and tend to move to different positions within the early childhood field. This finding goes against the perception held by many that most workers leave the early childhood field after a short tenure to pursue a career in an entirely different field or leave the home or center-based setting to work in the public school.

Key Finding #5: Low wages and few benefits are the top reasons why individuals might leave the field of early childhood and afterschool.

While 58.2 to 82.3 percent of respondents across all three surveys indicated they do not plan to leave the field of early childhood, the majority (61.0 to 83.2 percent) of respondents across all three surveys selected “low wages” as one of the top three reasons why they *might* leave the field of early childhood and afterschool. “Few benefits provided” was also selected as one of the top three reasons for Early Childhood & Afterschool Survey and Family Provider Survey respondents.

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Introduction

In 2014, the state of Vermont was awarded a federal Early Learning Challenge - Race-to-the-Top (ELC-RTT) grant with the primary aim of making ambitious and achievable progress in building Vermont's early childhood systems for children birth to eight years old, particularly those with high needs. Supporting a knowledgeable and skilled early childhood education workforce is a key component of the ELC-RTT grant and the Workforce Survey Project is one of several of Vermont's efforts to understand and support the early childhood and afterschool workforce. The early childhood and afterschool workforce is a critical contributor to the overall goal of supporting optimal growth and development of children. The Workforce Survey Project was designed to allow for a better understanding of this workforce in order to gauge what is working and what may need to be enhanced or changed to most effectively support the workforce in providing high quality early care and education services.

In summer/fall 2014, a Request for Proposals to conduct the Workforce Survey Project was announced, and the project was awarded to Education Development Center, Inc. (EDC). EDC has worked closely with the Child Development Division (CDD), Agency of Education (AOE) and many other partners and stakeholders to accomplish the following:

- Develop a survey to take a point-in-time "snapshot" of the early childhood and afterschool workforce in Vermont through the collection of comprehensive information in the following areas:
 - Demographics;
 - Wages;
 - Benefits;
 - Education and credentials; and,
 - Aspirations.
- Produce a comprehensive public report that:
 - Highlights survey findings; and,
 - Outlines recommendations for the implementation of future early childhood and afterschool workforce surveys.

The Bright Futures Information System (BFIS) is an online data system managed by the CDD. BFIS contains information about the education, credentials, and professional development of early childhood and afterschool professionals who work in Vermont's licensed and registered programs. To date, it is a voluntary system in that Vermont has not required individuals to enter information about their education, credentials and professional development into BFIS.

The Workforce Survey Stakeholder Group that contributed to the development and design of this survey was interested in obtaining information about the workforce including demographics, wages and benefits, and hopes for the future among other helpful information that will contribute to a better understanding of the critically important early childhood and afterschool workforce in Vermont. BFIS was not designed to capture information on wages, benefits and aspirations. The Workforce Survey Project was therefore intended to provide an overview, at this point in time, of the early childhood and afterschool workforce in the five areas listed previously.

Additional projects and policies will be put in place over the next year that are designed to increase the verified information in BFIS. CDD will be able to make comparisons between the Workforce Survey data and the more formal verified information that should be available in the future.

Vermont is not alone in focusing on the early childhood and afterschool workforce—the wages and benefits of the early childhood workforce have been a particular focus of several survey efforts and political discourse in recent years. Recent efforts such as the National Survey of Early Care and Education, Head Start wages and fringe benefits studies, and studies conducted by the Economic Policy Institute and Institute for Research on Labor and Employment highlight the low compensation of early childhood workers compared to individuals in comparable fields.^{iv} In particular, a recent study by the Economic Policy Institute found that the median hourly wage for child care workers was merely \$10.31 per hour, well below the \$17.00 per hour median wage of other professions. Furthermore, the study found that few benefits are provided to child care workers and that many live below the federal poverty line and struggle to pay for the child care costs of their own dependents.^v

[Survey Development Methodology and Response Rates](#)

EDC and CDD collaborated with AOE and other early childhood and afterschool stakeholders across the state of Vermont to develop the Early Childhood and Afterschool Workforce Surveys. In all, three surveys were created:

- **Early Childhood & Afterschool Survey:** Intended for individuals working in licensed child care centers, regulated and non-regulated afterschool care, non-recurring care, summer programs, Children's Integrated Services (CIS), Parent Child Centers, and other child development support organizations.
- **Family Provider Survey:** Intended for owners and staff of Registered Child Care Programs, Licensed Family Child Care Programs, and Legally Exempt Providers.

- **Public School Survey:** Intended for individuals working in public school settings including publicly-funded prekindergarten in a public school and elementary schools.

The content covered by each of these surveys is the same, however, nuanced differences in how each type of early childhood professional could report wages (as an example), required the survey development team to produce three similar, yet distinct surveys that better reflected how the data should be reported. Each survey was administered either electronically via Survey Monkey or in traditional paper-and-pencil format. A detailed overview of the development of the surveys is provided in Appendix A and documents produced during survey development are provided in Appendix B through D. The final surveys appear in Appendix E of the current report.

The CDD sought to obtain information from as many early childhood and afterschool practitioners as possible—the ultimate goal being a population survey of this workforce across the state. Because a direct mailing was not possible due to lack of contact information for much of this workforce (for example, CDD does not have the email addresses of all teachers and assistant teachers), a method similar to a “snowball sampling method” was employed. Specifically, CDD and the larger Workforce Survey Stakeholder Group spent early winter 2015 advertising the survey to their constituents, gathering ideas regarding early childhood and afterschool electronic mailing lists that might post the survey, and organizing the contact information of as many individuals as possible to allow for some direct mailing. The rationale for this methodology is that advocates and those receiving the direct mailing would then send the survey link onto to others that they work with or know to be in the field. Because the survey administration was anonymous, anyone with the survey link could access the survey. Paper versions of the survey were mailed to public schools and made available at various professional development support organizations across the state. The survey was launched on May 29, 2015 and closed on June 19, 2015. An incentive for survey respondents to participate was having two drawings for them to potentially win an iPad.

Respondents were asked to specify the type of early childhood or afterschool program for which they worked. For purposes of the Workforce Survey Project, each program type falls within one of six areas of early childhood and afterschool field: (1) early childhood direct care, (2) early childhood support services, (3) family provider, (4) publically-funded prekindergarten, (5) kindergarten and early elementary, and (6) afterschool programs. Descriptions for each program type are provided in Table 1.

Table 1. Program type descriptions for the Workforce Survey Project.

Program Type	Description
EARLY CHILDHOOD DIRECT CARE	
Licensed Early Childhood	The individuals who work at these programs provide direct care with children in state-licensed Early Childhood Programs.
Head Start	The Head Start Program promotes the school readiness of children from three-year olds up to five-year-olds not age-eligible for kindergarten by providing a comprehensive range of education, child development, health, nutrition, and family support services to Head Start enrolled children and their low-income families.
Early Head Start	The Early Head Start Program provides full day, full year, early, continuous, intensive, and comprehensive child development and family support services to infants and toddlers and pregnant women and their low-income families.
Early Head Start - Child Care Partnerships	In Early Head Start - Child Care Partnerships Programs, Early Head Start programs partner with local child care centers and family child care providers to provide full day, full year Early Head Start services to infants and toddlers from low-income families and to raise the wages of child care staff toward those of Early Head Start staff.
Non-recurring care	These state-licensed child care programs are typically at ski resorts.
EARLY CHILDHOOD SUPPORT SERVICES	
Child Development Support Organization	The individuals who work for these organizations typically do not provide direct care to children; however, they do provide support and consultation to programs. Examples include: Resource Development Specialists, Education/Special Education Coordinators, etc.
Children's Integrated Services (CIS)	This program provides child health promotion, prevention, and early intervention services to pregnant and postpartum women, infants and children birth to age six, their families and specialized child care providers.
Parent Child Centers	Parent Child Centers serve as clearinghouses for general information about child and family issues, provide home visits to families with young children who request home-based support, offer playgroups, provide opportunities for parent education, and advocate for family-centered services in the community. Source: http://dcf.vermont.gov/cdd/pcc
FAMILY PROVIDER	
Registered Child Care Program	Individuals who provide child care services from their own home which is regulated by the State.
Licensed Family Child Care Program	Individuals from these programs work with an assistant to provide licensed child care from their own home and are regulated by the State.
Legally Exempt Provider	This is an individual who cares for children from no more than two families per state law.
AFTERSCHOOL	

Program Type	Description
Non-regulated Afterschool	These programs offer afterschool services in a variety of settings and comply with licensing exemptions from regulation, including 21 st Century Programs.
Licensed Afterschool	These programs provide direct care to children birth to age 12 in state-licensed Afterschool Programs.
Summer Recreation Program	These are school-age programs that operate in the summer and fall under licensing exemptions.
PUBLICALLY-FUNDED PREKINDERGARTEN	
Licensed Public Preschool Program	These programs are licensed by the State to offer educational services to children ages 3-5 in public school settings.
KINDERGARTEN & EARLY ELEMENTARY	
Public School, Kindergarten and up	These are publicly funded facilities that provide local and regional education services to children in their catchment area.

Respondents were also asked to identify which of the following job roles (Table 2) best described their position. Job roles were defined in order to allow for comparability across the three surveys and across various areas within early childhood and afterschool.

Table 2. Job role descriptions for the Workforce Survey Project.

Survey Job Title	Other Job Titles in This Category	Description
Administrator	Owner, Principal, Manager, Chief Operating Officer, Executive Director, Multi-Site Coordinator, Business Manager, Special Education Coordinator	The person who has administrative oversight or responsibilities for the program but is not the program director who is in charge of the day to day activities.
Manager	Home Visiting Coordinator/ Supervisor, Head Start Education Manager, Disabilities Service Manager, Health/Nutrition Manager, Family Services Manager, Professional Development Director	The individual has oversight of programs within an agency/educational facility.
Director (of a licensed program)	Program Director, Education Manager, Education Specialist, Site Coordinator, Assistant Director, Head/Lead Teacher of a school-based licensed program, Education Manager of a school-based licensed program	The person who is on-site at the program and has oversight of the curriculum and day-to-day activities and usually has supervisory responsibilities.
Family Child Care Registrant	Owner, Family Child Care Provider, Registrant, Caregiver	The individual who owns and operates a registered family child care program.
Family Child Care Licensee	Owner, Family Child Care Provider, Caregiver	The person who owns and operates a licensed family child care program.

Survey Job Title	Other Job Titles in This Category	Description
Teacher	Lead Teacher, Head Teacher, K-3 Teacher, Educator, Pre-K Teacher, Lead Caregiver, Caregiver, Lead Care provider, Care provider, Primary Staff Person, Teaching Associate, Summer School Counselor, Afterschool Program Leader, Early Childhood Special Educator	The person who is responsible for implementing curriculum with a group of children.
Assistant Teacher	Paraeducator, Caregiver, Care provider, Family Child Care Assistant, Assistant Summer School Counselor, Afterschool Core Program Staff	The individual who works with a teacher in implementing a curriculum with a group of children.
Support staff	Cook, Bookkeeper, Custodian, Janitor, Housekeeper, Bus Monitor, etc.	The person who provides support services for an early childhood or afterschool program but does not have direct responsibilities with children.
Activity Specialist	Instructor	Individual who provides curriculum or activity instruction on a particular topic (may also be called enhancement) and works in addition to core program staff.
Child Development Specialist	Head Start and CIS Home Visitors, including Early interventionist, family support staff, ECFMH staff, CIS Child Care Coordinator, Early Childhood Mental Health Specialist, Social Worker, Family Advocate, Parent Involvement Specialist	The individual who provides services related to specific health or specialty services needed by children.
Child Health Specialist	Nurse, nutritionist, etc.	A person who provides health-related services to children while participating at a program.
Aide	Trainee, Counselor-In-Training, Teacher's Aide	A person who is assisting a program but may not count in the ratio.
Substitute	Substitute teacher	A person who is employed to work directly with children on a limited basis and does not have a regular schedule at a program except in place of a regular staff member who is absent for a length of time.
Legally Exempt Child Care Provider		A person who cares for the children of two families or fewer and is not regulated by the State.
Bus Driver	Transportation Provider	A person who transports children to and from a program.

Response Rates. In all, the Early Childhood & Afterschool Survey received 646 responses, 644 of which were valid. CDD estimates there are approximately 3,136 early childhood and afterschool professionals in the target population for the Early Childhood & Afterschool Survey, resulting in a response rate of approximately 20.5

percent. The Family Provider Survey received 333 responses, 306 of which were valid (a handful of respondents should have completed either of the other two workforce surveys). Given CDD's estimate of 1,075 family child care professionals in the target population, this resulted in an estimated response rate of 28.5 percent. The Public School Survey received 424 responses, 417 of which were valid. The total number of faculty and staff across all Vermont public schools serving the early elementary grades is 5,266, for an estimated response rate of 7.9 percent. This estimate is most likely largely underestimated because almost all of Vermont's elementary schools serve children through grade six or eight, thus inflating the estimated target population. Taking only the Public School Survey respondents who indicated that they work for a publically-funded prekindergarten program ($N = 112$), and assuming an estimated target population of approximately 457 (estimated number of staff working in publically-funded prekindergarten programs, provided by CDD), this makes an estimated response rate of 24.5 percent for publically-funded preschool in a public school setting.

Survey Findings

This section of the report presents the results of the three surveys in the following topics: program characteristics, respondent demographics, education and credentials, wages, benefits, and aspirations. Some survey questions lent themselves nicely to comparisons across the three surveys and/or across the six early childhood and afterschool areas; however, there are also questions (most notably, wages) for which this type of direct comparison was inappropriate—in these cases, analyses are presented separately for each survey. In addition, additional data tables are provided for some analyses to allow readers to dive more deeply into the results as they see fit (see Appendix F).

What do Vermont early learning and development programs look like?

Respondents were asked to provide information regarding the early learning programs, agencies, or schools for which they worked. Because the surveys were administered anonymously, respondents were not asked to provide the name of their employer or program and it is not possible to know which respondents work for the same program, agency, or school. It is important to keep this in mind because, especially for the Early Childhood & Afterschool Survey and the Public School Survey, it is probable that multiple employees from the same program, agency, or school completed the survey.

As can be seen in Table 3, the majority of Early Childhood & Afterschool Survey respondents worked in Licensed Early Childhood (65.2 percent) in Early Childhood Direct Care (75.6 percent). A fair number of respondents also worked for Early Childhood Support Services (20.5 percent), in particular, Children's Integrated

Services (CIS; 12.9 percent). A smaller number of respondents reported working for afterschool programs (10.9 percent).

Table 3. The majority of respondents to the Early Childhood & Afterschool Survey reported working in a licensed early childhood center.

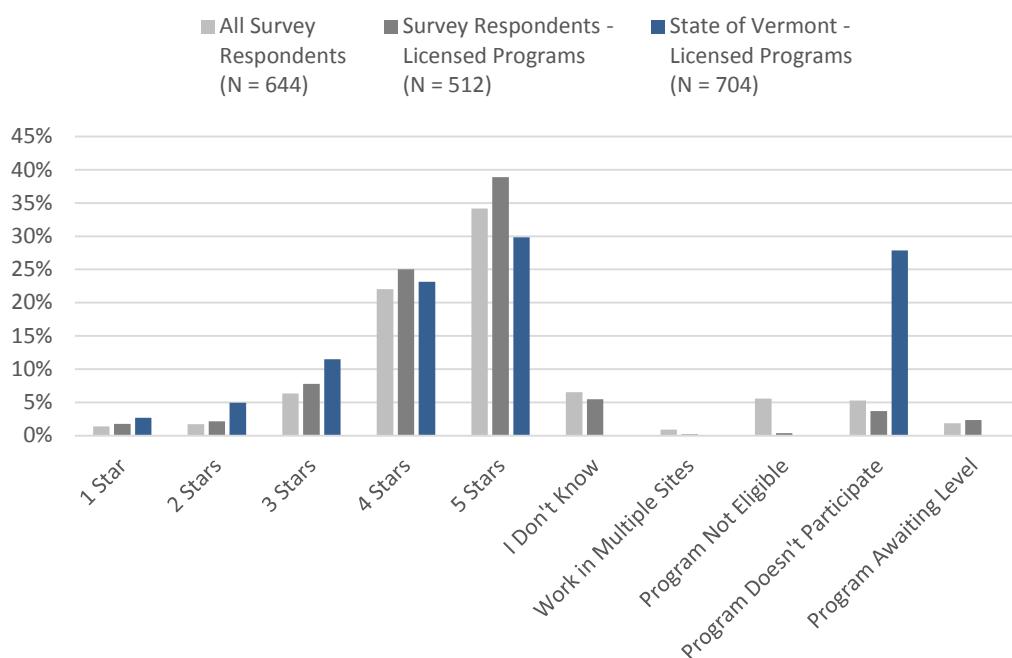
Program Type	N	Percentage of Survey Respondents
EARLY CHILDHOOD DIRECT CARE	487	75.6%
Licensed Early Childhood	420	65.2%
Head Start	60	9.3%
Early Head Start	18	2.8%
Early Head Start-Child Care Partnership	14	2.2%
Early Childhood Special Education (619)	8	1.2%
Non-recurring care	7	1.1%
EARLY CHILDHOOD SUPPORT SERVICES	132	20.5%
Children's Integrated Services (CIS)	83	12.9%
Child Development Support Organization	17	2.6%
Parent Child Center	41	6.4%
University	1	0.2%
Health Agency	1	0.2%
State Agency	1	0.2%
Building Bright Futures	1	0.2%
AFTERSCHOOL	70	10.9%
Licensed Afterschool	58	9.0%
Summer Recreation Program	12	1.9%
Non-regulated Afterschool	10	1.6%

Note. The overall sample size was 644. N represents the number of respondents (individuals) who reported working for each type of early childhood or afterschool program. Program types are not mutually exclusive, so an individual respondent may have reported working for more than one program type; however, each respondent is counted only once within each of these three categories: Early Childhood Direct Care, Early Childhood Support Services, and Afterschool.

Respondents to the Early Childhood & Afterschool Survey worked in all levels of STARS participating programs with the largest percentage of respondents working in programs with 4 or 5 stars. Respondents provided information regarding their program, agency, or school's STARS level. This information can provide insight as to whether the respondents were disproportionately from programs with higher or lower star ratings than in the field of early childhood and afterschool as a whole. Figure 1 shows the STARS levels reported by respondents to the Early Childhood & Afterschool Survey in comparison to the STARS data held in the State of Vermont's database of licensed programs. When interpreting Figure 1, it is important to keep in mind that while it is expected that the percentage of respondents who report working at each stars level is approximately the same as the percentage of programs at each stars

level across Vermont, the comparison is not exact; meaning, the possibility exists that higher-rated programs have more staff, thus a higher percentage of the early childhood workforce would be working at higher-rated programs (increasing the percentage of the workforce at these levels). However, based on the data presented in Figure 1, there seem to be more survey respondents working at programs with 4 and 5 star levels than one might expect in the population. In particular, the majority of survey respondents working for licensed programs reported working for programs at a level 4 (25.0 percent) or 5 (38.9 percent). Approximately 23.2 percent and 29.8 percent of all Vermont licensed programs are at a level 4 and 5, respectively.

Figure 1. A higher percentage of Early Childhood & Afterschool Survey respondents than expected reported working in 4 or 5 star programs.



Note. Values for “All Survey Respondents” and “Survey Respondents – Licensed Programs” are at the level of the individual. Values for “State of Vermont – Licensed Programs” are at the program level. Comparisons between the grey bars and the blue bar are not exact. While one may expect the percentage of respondents who report working at each stars level to be approximately the same as the percentage of programs at each stars level across Vermont, the comparison is not exact; meaning, the possibility exists that higher-rated programs have more staff, thus a higher percentage of the early childhood workforce would be working at higher-rated programs (increasing the percentage of the workforce at these levels).

In addition, 147 respondents working in a licensed program (including licensed early childhood, afterschool, Head Start, etc.) reported that the program they work for is accredited by the National Association for the Education of Young Children (NAEYC). This represents 28.7 percent of the 512 respondents who reported working in a licensed program.

Most Early Childhood & Afterschool Survey respondents work for non-profit programs, agencies, or schools. Figure 2 highlights that 66 percent of respondents work for a

non-profit, while 26 percent work for a for-profit company. A handful of respondents (7 percent) reported that they do not know what kind of company they work for and 1 percent of respondents chose not to respond. One respondent indicated that the company she works for is not-for-profit/for-profit hybrid.

Figure 2. The majority of respondents to the Early Childhood & Afterschool Survey reported working in a non-profit program.



Note. *N* = 644. One respondent indicated working for a “L3C Low-profit Hybrid.”

The majority of respondents to the Family Provider Survey reported working for or being the owner of a Registered Child Care Program (see Table 4). Approximately the same number of respondents reported working for, owning, or being a Licensed Family Child Care Program and Legally Exempt Provider.

Table 4. The majority of respondents to the Family Practitioner Survey reported working for or being the owner of a Registered Child Care Program.

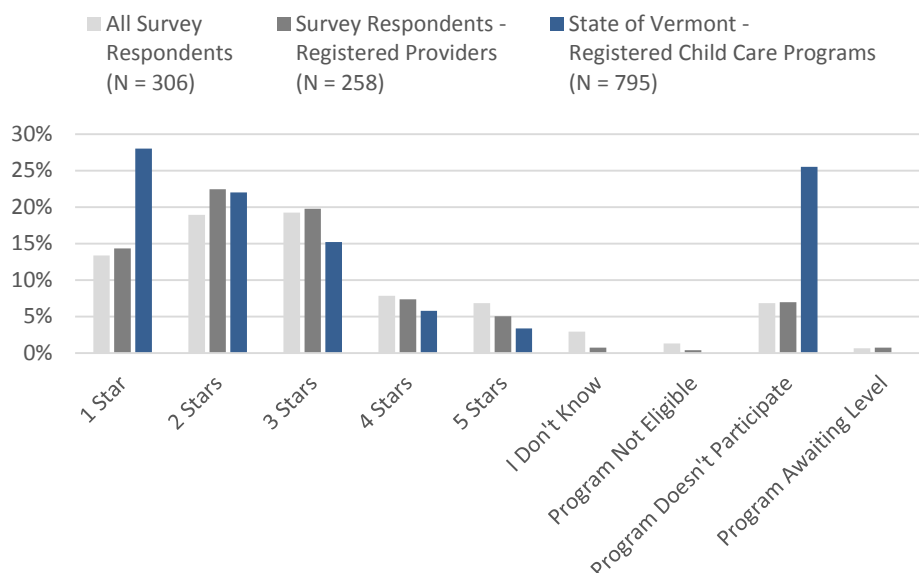
Program Type	<i>N</i>	Percentage of Survey Respondents
Registered Child Care Program	262	85.6%
Licensed Family Child Care Program	23	7.5%
Legally Exempt Provider	21	6.9%

Note. The overall sample size was 306. *N* represents the number of respondents (individuals) who reported working for (or owning) each type of family provider program. Program types are mutually exclusive, so an individual respondent could only report working for one program type.

More Family Provider Survey respondents than expected participate in STARS. Whereas 25.5 percent of Registered Child Care Homes in Vermont do not participate in STARS, only 7 percent of Provider/Teachers from Registered Child Care Homes indicated that their program does not participate in STARS. Figure 3 also shows that

Family Provider Survey respondents and respondent Registered Child Care Programs have slightly higher STARS ratings than across the state as a whole. The comparison between the Registered Provider survey respondents and State of Vermont Registered Child Care Programs is more appropriate than comparing the State of Vermont to all survey respondents. This is because each Registered Child Care Program may be represented more than once by all survey respondents and includes individuals working at Licensed Family Child Care Programs, but each Registered Child Care Program should be represented by only one Registered Provider respondent.

Figure 3. A higher percentage of Family Provider Survey respondents than expected reported that their program participated in STARS based on the percentage of registered providers in the state participating in STARS.



Note. The 258 Registered Providers included in this analysis consist of survey respondents who indicated that they work in a registered home *and* are the “provider/teacher” – this was done to reduce the chance that more than one respondent was providing STARS information for a given program. However, values for “All Survey Respondents” and “Survey Respondents – Registered Providers” are at the level of the individual and values for “State of Vermont – Registered Child Care Programs” are at the program level. Comparisons between the grey bars and the blue bar are not exact, however, it is most likely the case that most programs had only one respondent.

In addition, 12 provider/teachers reported that their program is accredited by NAEYC and 17 were accredited by the National Association of Family Child Care (NAFCC). This represents four percent and six percent of the 281 respondents who identified as provider/teachers.

Most Family Provider Survey respondents work for or own a for-profit program. Unlike respondents to the Early Childhood & Afterschool Survey, 87 percent of Family Provider Survey respondents report working for or owning a for-profit program (see Figure 4). Only 5 percent work for or own a non-profit program.

Figure 4. The majority of Family Provider Survey respondents reported working for a for-profit program.



Public School Survey respondents were asked to indicate only one type of public school program or school for which they worked. Table 5 shows the results of that item. The majority of survey respondents indicate working in a public school serving kindergarten and up (59.7 percent), with the next largest group of respondents working for licensed public prekindergarten program (26.9 percent).

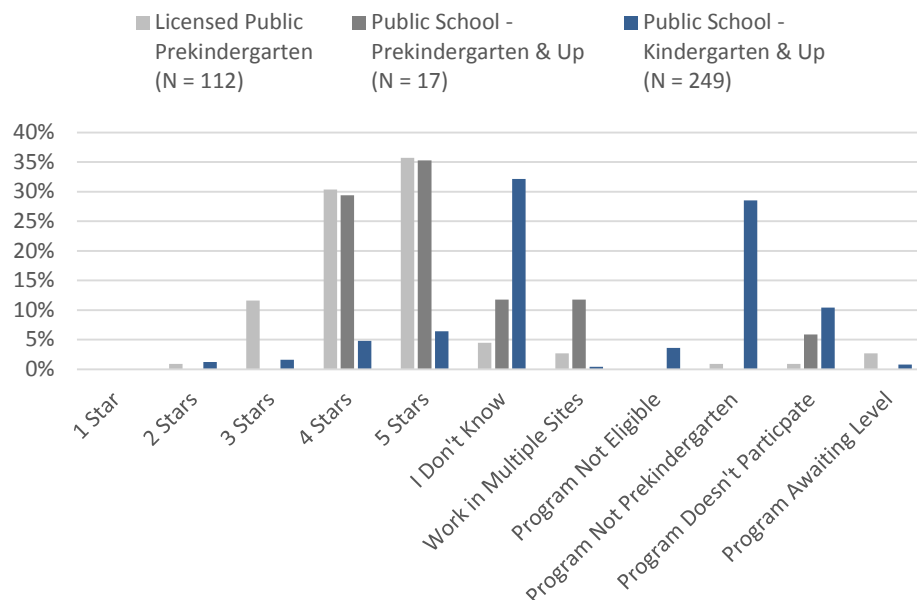
Table 5. Most of the Public School Survey respondents reported working in a school serving children in kindergarten and up.

Public School Type	N	Percentage of Survey Respondents
Licensed Public Prekindergarten Program	112	26.9%
Public School (Prekindergarten and Up)	17	4.1%
Public School (Kindergarten and Up)	249	59.7%
Supervisory Union	8	1.9%

Note. The overall sample size was 417. *N* represents the number of respondents (individuals) who reported working for each type of public school program. Program types are mutually exclusive, so an individual respondent could only report working for one program type.

Most Public School Survey respondents working in prekindergarten report a 4 or 5 STARS level. Figure 5 shows the results of these analyses, where 35.3 and 35.7 percent of respondents working for public schools with a prekindergarten and publically-funded prekindergarten programs reported that their program had 5 stars (respectively). Similarly, 29.4 and 30.4 of respondents working for public schools with a prekindergarten and publically-funded prekindergarten programs reported that their program had 4 stars (respectively). Unfortunately, state data were not available for comparison.

Figure 5. Most respondents working in publically-funded prekindergarten programs report their programs have achieved a 4 or 5 stars level.



Note. Due to the low number of respondents who reported working for a supervisory union ($N = 8$), their responses were omitted from this figure.

In addition, 13 respondents working in a program that serves prekindergarten children and 19 respondents working in a program that serves children kindergarten and up reported that the program they work for is accredited by NAEYC. This represents 10.1 percent of the 129 respondents who reported working in a program serving prekindergarten children and 7.6 percent of the 249 respondents who reported working in a program serving kindergarten and up.

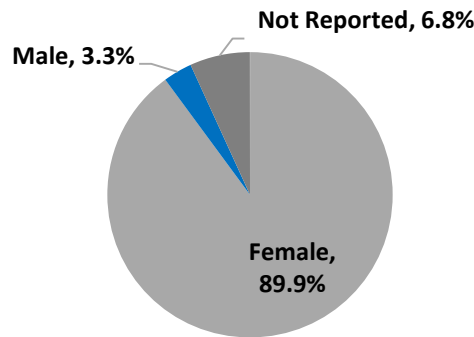
Who makes up Vermont's early childhood and afterschool workforce?

Basic demographic information for survey respondents is presented in this section. Where reasonable, data is presented across all three surveys together for ease of comparability.

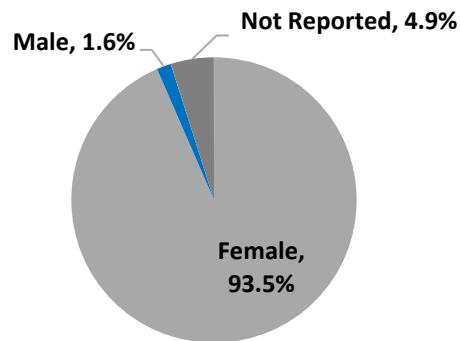
The majority of respondents across all three surveys were female. As Figure 6 shows, the percentage of female survey respondents ranges from 87.1 percent on the Public School Survey to 93.5 percent on the Family Provider Survey. This finding comports with expectations based on common knowledge that women make up much of the early childhood and elementary school workforce.

Figure 6. The majority of respondents across all three surveys were female.

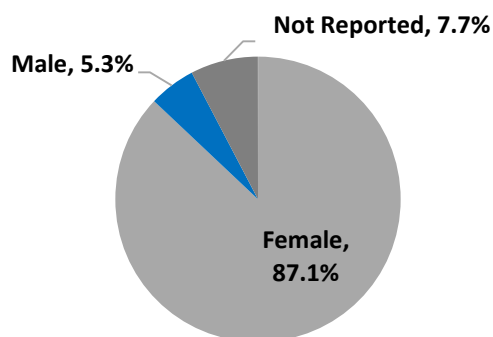
EARLY CHILDHOOD & AFTERSCHOOL SURVEY



FAMILY PROVIDER SURVEY



PUBLIC SCHOOL SURVEY

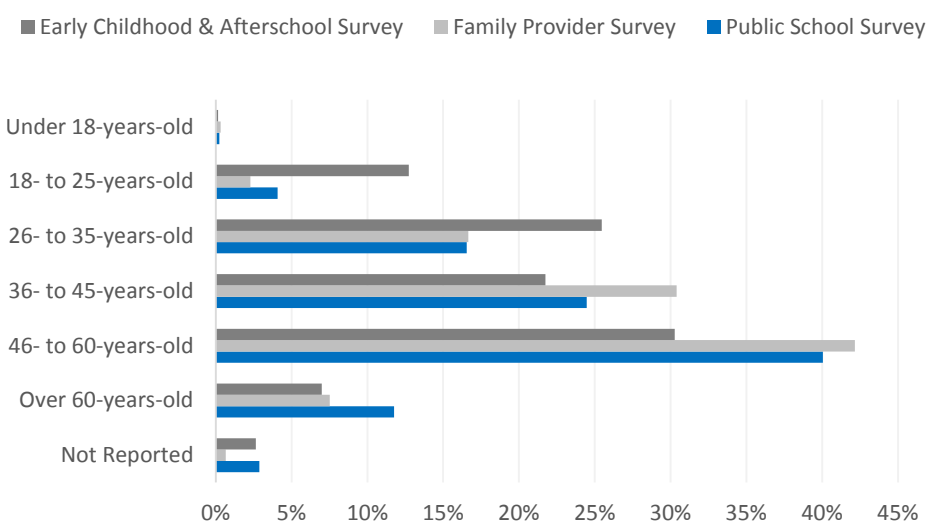


Note. *N* = 644 for the Early Childhood & Afterschool Survey. *N* = 306 for the Family Provider Survey. *N* = 417 for the Public School Survey.

The age distributions of respondents vary across surveys. Figure 7 shows that, in general, respondents to the Early Childhood & Afterschool Survey were younger than Family Provider Survey respondents and Public School Survey respondents. Over 42.2 percent of respondents to the Family Provider Survey and 40 percent of Public School Survey respondents reported being in the 46- to 60-year-old age range while

30.3 percent of Early Childhood & Afterschool Survey respondents reported being in the 46- to 60-year-old age range. In addition, while 38.4 percent of Early Childhood & Afterschool Survey respondents reported being under the age of 36, only 19.3 percent of Family Provider Survey respondents and 20.9 percent of Public School Survey Respondents reported being under the age of 36.

Figure 7. The age distributions of respondents varied across the three surveys.



Note. *N* = 644 for the Early Childhood & Afterschool Survey. *N* = 306 for the Family Provider Survey. *N* = 417 for the Public School Survey.

The majority of survey respondents were white and non-Hispanic. Across all three workforce surveys, the majority of respondents reported they were not of Hispanic or Latino descent. For the Early Childhood & Afterschool Survey, approximately 93.9 percent (*n* = 605) indicated they were non-Hispanic/Latino, 1.6 percent (*n* = 10) indicated they were Hispanic/Latino, and 4.5 percent (*n* = 29) did not answer this survey item. Approximately 96.7 percent (*n* = 296) of Family Provider Survey respondents and 95.9 percent (*n* = 400) of Public School Survey respondents indicated they were non-Hispanic/Latino. The majority of respondents to the Early Childhood & Afterschool Survey, Family Provider Survey, and Public School Survey reported their race as white (96.0, 98.4, and 95.2 percent, respectively). These results are similar to the percentage of white (95.0 percent) and Hispanic/Latino (1.8 percent) Vermonter's estimated in 2014^{vi}.

The majority of survey respondents speak only English. Survey respondents were asked to select the languages they speak fluently, with 96.6 percent of Early Childhood & Afterschool Survey respondents, 95.8 percent of Family Provider Survey respondents, and 94.5 percent of Public School Survey respondents indicating that they speak only English. The percentage of respondents who reported speaking each language are presented in Table 6. For those respondents indicating that they speak

a language other than English, French, or Spanish, responses included American Sign Language, German, Dutch, Italian, Japanese, Polish, and Latin.

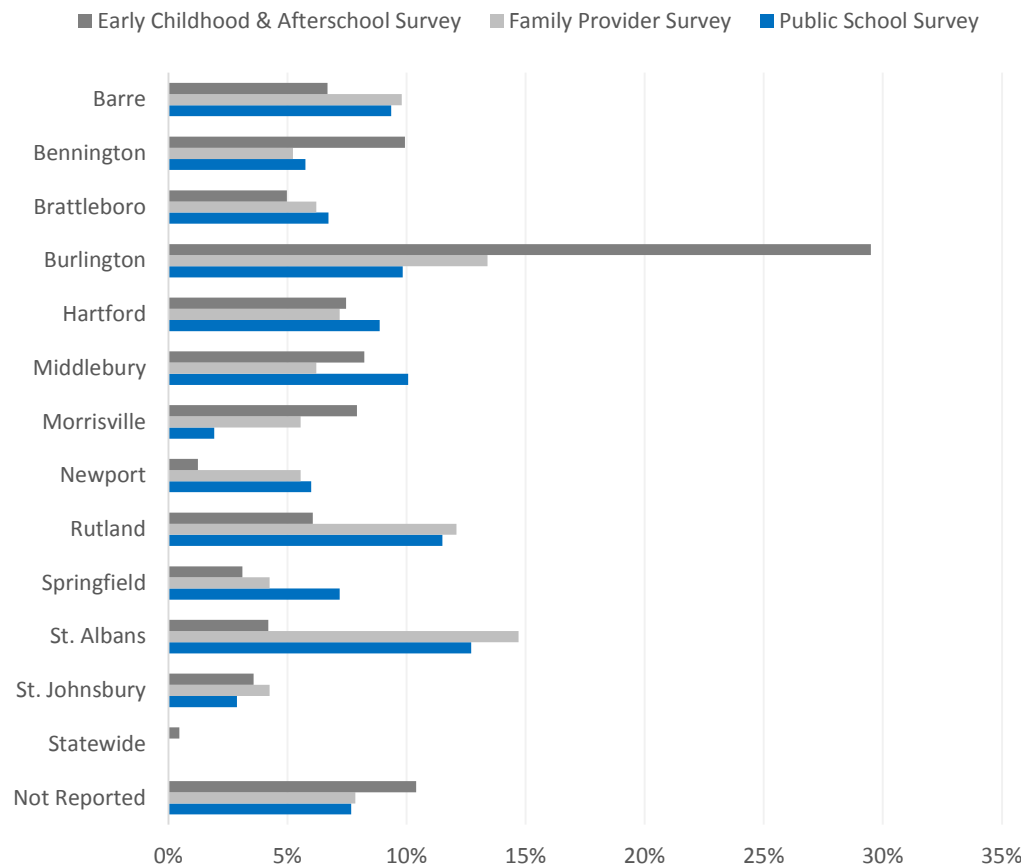
Table 6. The majority of survey respondents speak English.

	Early Childhood & Afterschool Survey	Family Provider Survey	Public School Survey
English	97.5%	99.3%	97.1%
French	1.6%	1.3%	3.1%
Spanish	0.6%	0.3%	1.4%
Other	1.4%	2.6%	1.7%
Not Reported	2.3%	0.7%	2.9%

Note. *N* = 644 for the Early Childhood & Afterschool Survey. *N* = 306 for the Family Provider Survey. *N* = 417 for the Public School Survey.

Survey respondents work across all 12 Agency of Human Services districts in Vermont. Figure 8 shows that there is a fairly even distribution of where survey respondents work across the state. The only exception to this is that there seem to be a cluster of Early Childhood & Afterschool Survey respondents working in Burlington. This is not a surprise, however, since a large number of bigger early childhood centers are based in the Burlington area.

Figure 8. Survey respondents reported working in all 12 AHS Districts in the state.



Note. N = 644 for the Early Childhood & Afterschool Survey. N = 306 for the Family Provider Survey. N = 417 for the Public School Survey.

Most survey respondents live within 25 miles of their job. In addition to indicating where in the state they work, Early Childhood & Afterschool and Public School Survey respondents were asked to indicate how far they travelled to work. Insofar as most Family Provider Survey respondents worked at home, this question was not asked of them. Table 7 shows that the majority of survey respondents live within 25 miles of their job.

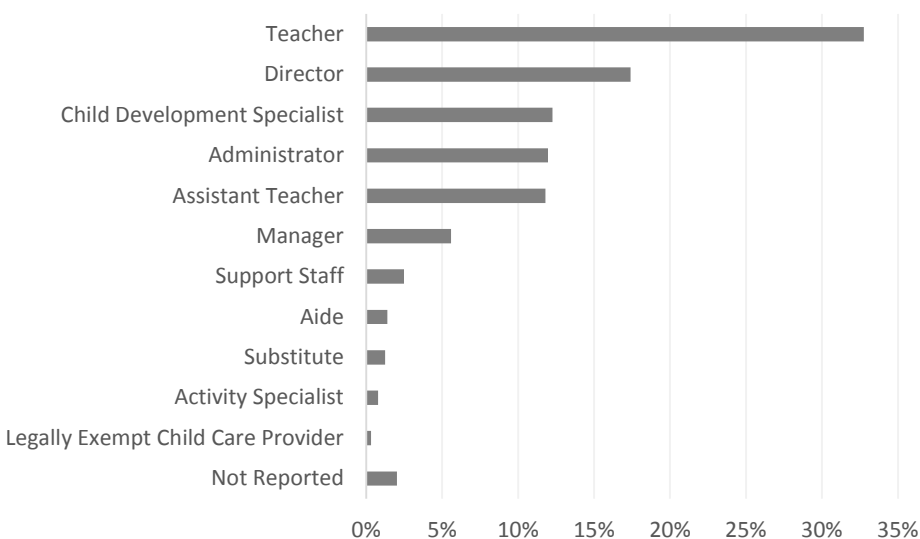
Table 7. The majority of respondents to the Early Childhood & Afterschool and Public School surveys report living within 25 miles of work.

Distance from Work	Early Childhood & Afterschool Survey	Public School Survey
Fewer than 10 miles	50.0%	48.0%
11 – 25 miles	36.3%	32.4%
26 – 50 miles	8.7%	12.2%
More than 50 miles	1.1%	2.6%
Not Reported	3.9%	4.8%

Note. *N* = 644 for the Early Childhood and Afterschool Survey. *N* = 417 for the Public School Survey. Respondents to the Family Provider Survey were not asked to provide this information.

Teachers and Provider/Teachers were the majority of respondents across all three surveys. Figures 9, 10, and 11 show the job roles represented by respondents to each of the three surveys. Teachers (32.8 percent), directors (17.4 percent), child development specialists (12.3 percent), administrators (12.0 percent), and assistant teachers (11.8 percent) were the top respondents to the Early Childhood & Afterschool Survey (see Figure 9).

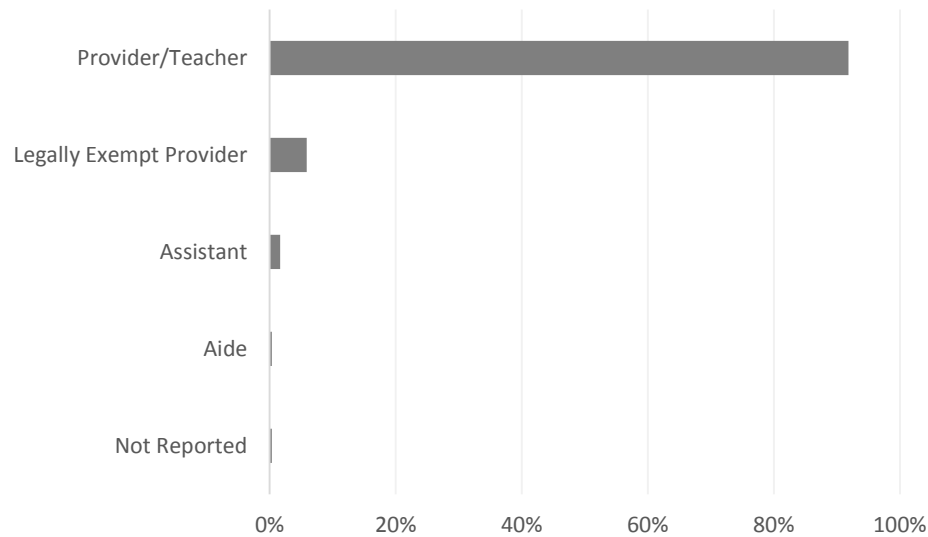
Figure 9. Teacher was the highest-selected job role by respondents to the Early Childhood & Afterschool Survey.



Note. The total number of respondents to the Early Childhood & Afterschool Survey = 644. Respondents could specify only one job role.

The majority of respondents to the Family Provider Survey were teachers/providers (91.8 percent; see Figure 10). Figure 10 also shows how few Family Provider Survey respondents reported being Legally Exempt Providers (5.9 percent), assistants (1.6 percent), and aides (0.3 percent).

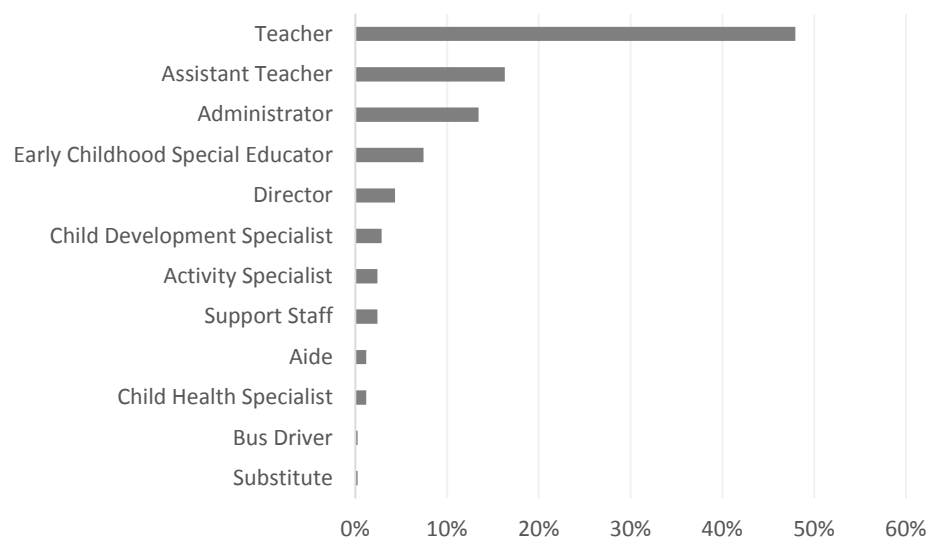
Figure 10. The majority of respondents to the Family Provider Survey indicated that they were provider/teachers.



Note. The total number of respondents to the Family Provider Survey = 306. Respondents could specify only one job role.

Slightly different than the Early Childhood & Afterschool Survey, teachers (48.0 percent), assistant teachers (16.3 percent), and administrators (13.4 percent) were the highest chosen job roles on the Public School Survey. A comparison of Figures 9 and 11 show that fewer child development specialists and directors completed the Public School Survey than the Early Childhood & Afterschool Survey.

Figure 11. Teacher was the highest-selected job role by respondents to the Public School Survey.

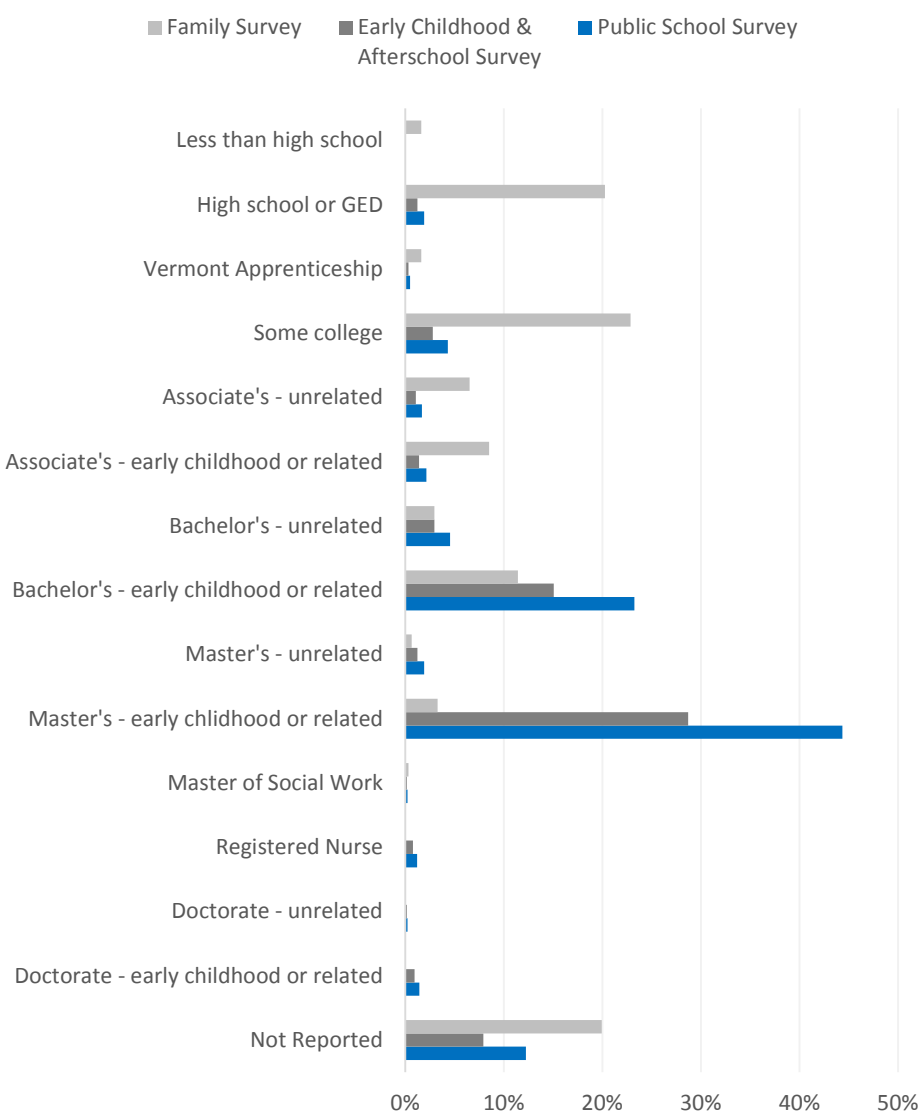


Note. The total number of respondents to the Public School Survey = 417. Respondents could specify only one job role.

What are the education and credentials of Vermont's early childhood and afterschool workforce?

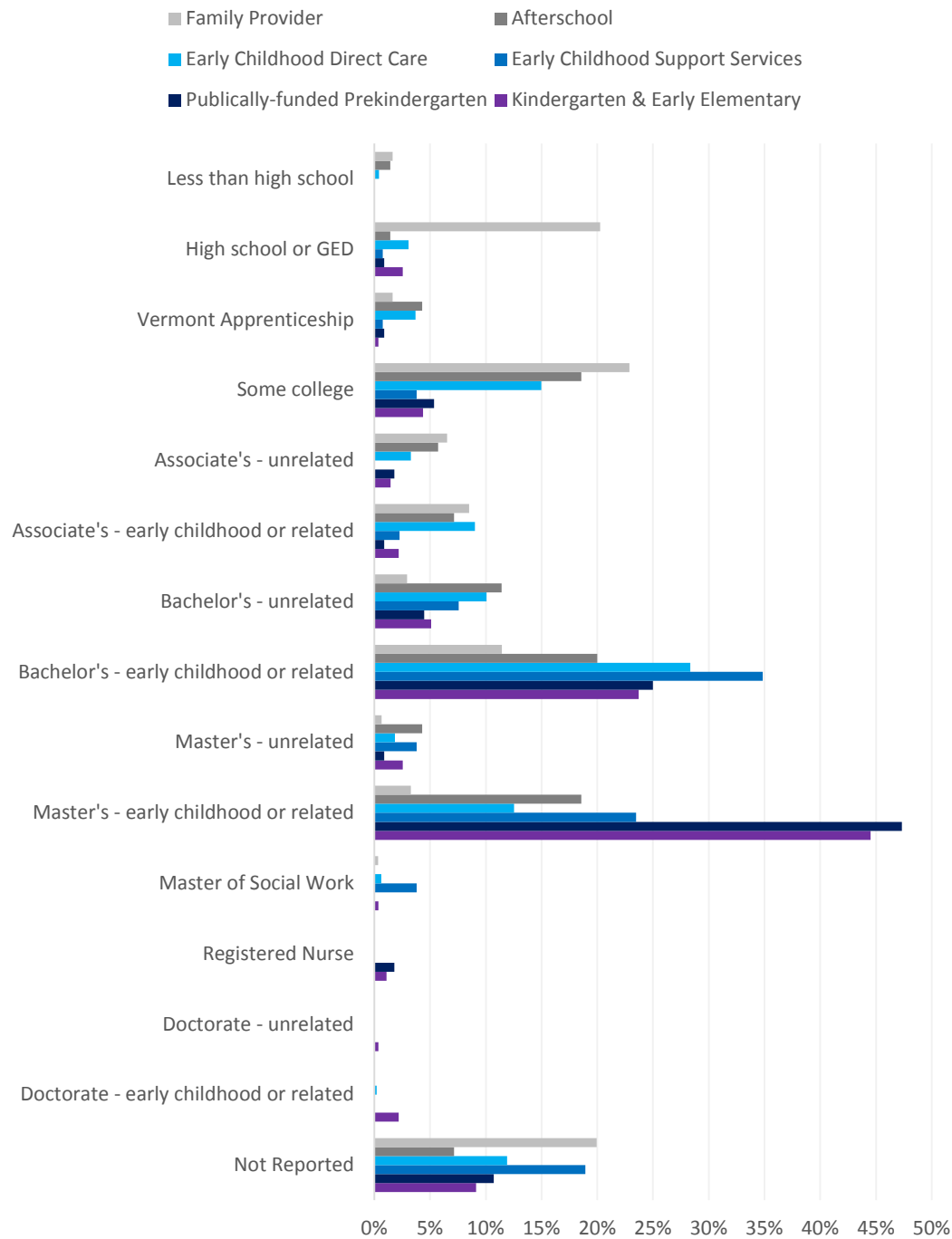
There are differences in the education level, credentials, and licensures of survey respondents across the three surveys. Specifically, higher percentages of Family Provider Survey respondents reported completing high school or a GED (20.3 percent), some college (22.9 percent) than respondents to the other two surveys (see Figure 12). In addition, Public School Survey respondents have higher rates of Master's (44.4 percent) and Bachelor's in early childhood or a related field (23.3 percent) degrees in early childhood or a related field. This is most likely due to education requirements for teachers and administration in the public school system.

Figure 12. Respondents to the Early Childhood & Afterschool and Public School surveys reported higher levels of education than respondents to the Family Provider Survey.



It was possible that education levels might vary within each of the surveys, based on the six areas defined in the first section of the report: (1) early childhood direct care, (2) early childhood support services, (3) family provider, (4) publically-funded prekindergarten, (5) kindergarten and early elementary, and (6) afterschool programs. Figure 13 shows that in addition to the differences highlighted in Figure 12, there are differences between afterschool and early childhood direct care and support services. Most notably, higher percentages of respondents in early childhood direct care (28.3 percent) and support services (34.8 percent) have Bachelor's degrees in early childhood or a related field than respondents in afterschool (20 percent). Also, fewer respondents working in early childhood direct care report having a Master's degree in early childhood or a related field (12.5 percent) as compared to those working in early childhood support services (23.5 percent), which may be due to different requirements. Finally, there doesn't seem to be a large difference in education levels between respondents working in kindergarten and early elementary settings and those working in publically-funded prekindergarten settings.

Figure 13. Publically-funded Prekindergarten and Kindergarten & Early Elementary had the highest percentages of respondents with master's degrees.



Note. *N* = 306 for Family Providers. *N* = 70 for Afterschool. *N* = 487 for Early Childhood Direct Care. *N* = 132 for Early Childhood Support Services. *N* = 112 for Publically-funded Prekindergarten. *N* = 274 for Kindergarten & Early Elementary. While a respondent can only be represented once within each of the three categories from the Early Childhood & Afterschool Survey: Early Childhood Direct Care, Early Childhood Support Services, and Afterschool; a respondent may be represented multiple times across those categories.

Given the likelihood that job roles such as teacher, administrator, manager, and director have fairly stringent educational requirements, additional analyses were conducted to hone-in on these job roles across the Early Childhood & Afterschool Survey and Public School Survey. In addition to the detailed view of these job roles and the highest tiers of education seen in Table 8, Tables F.1, F.2, and F.3 in Appendix F have detailed data regarding the education levels of survey respondents. The most notable difference in Table 8 is that 71.4 percent of administrators have a Master's degree in early childhood or a related field.

Table 8. Percentage of public school administrators, directors, and teachers that have master's degrees compared to similar positions in early childhood and afterschool.

Job Role	Bachelor's - unrelated	Bachelor's - early childhood or related	Master's - unrelated	Master's - early childhood or related	Doctorate - any
EARLY CHILDHOOD & AFTERSCHOOL SURVEY					
Teacher	11.8%	37.4%	0.0%	8.5%	0.0%
Administrator	6.5%	22.1%	9.1%	24.7%	1.3%
Manager	13.9%	41.7%	0.0%	22.2%	0.0%
Director	7.1%	29.5%	3.6%	25.0%	0.0%
PUBLIC SCHOOL SURVEY					
Teacher	2.0%	33.5%	1.5%	49.5%	0.5%
Administrator	0.0%	3.6%	7.1%	71.4%	7.1%
Director	16.7%	22.2%	5.6%	33.3%	11.1%

Note. N = 211 for Early Childhood & Afterschool Survey teachers. N = 77 for Early Childhood & Afterschool Survey administrators. N = 36 for Early Childhood & Afterschool Survey managers. N = 112 for Early Childhood & Afterschool Survey directors. N = 200 for Public School Survey teachers. N = 56 for Public School Survey administrators. N = 18 for Public School Survey directors.

A small percentage of respondents reported graduating from a human services training program in a Vermont technical center high school. Specifically, 4.5 percent, 4.9 percent, and 1.2 percent of respondents from the Early Childhood & Afterschool Survey, Family Provider Survey, and Public School Survey. In addition, Family Provider Survey respondents have higher percentages of Northern Lights Certificates than respondents from the two other surveys (see Table 9).

Table 9. Higher percentages of respondents to the Family Provider Survey reported having a Northern Lights Certificate than respondents to the other two surveys.

Northern Lights Certificate	Early Childhood & Afterschool Survey	Family Provider Survey	Public School Survey
Level I	11.3%	13.7%	1.4%
Level II	8.2%	12.7%	1.4%
Level IIIA	5.0%	5.2%	1.4%
Level IIIB	4.0%	5.9%	0.5%

Northern Lights Certificate	Early Childhood & Afterschool Survey	Family Provider Survey	Public School Survey
Level IVA	3.7%	4.9%	0.2%
Level IVB	4.8%	2.6%	0.2%
Level V	2.8%	0.3%	0.2%

Note. An individual respondent may be represented more than once across certificate levels. Percentages represent respondents who actively indicated that “yes” they have a level certificate out of the total number of respondents to each survey. *N* = 644 for the Early Childhood & Afterschool Survey. *N* = 306 for the Family Provider Survey. *N* = 417 for the Public School Survey.

Similarly, Family Provider Survey respondents report higher percentages of Child Development Associate (CDA) Credentials than the other survey respondents (see Table 10). Perhaps these results, though small, indicate alternative pathways that family providers are taking to get training and education around early childhood.

Table 10. Across the three surveys, the highest percentage of current Child Development Associate (CDA) was in the sample of Family Provider Survey respondents.

Certification	Early Childhood & Afterschool Survey	Family Provider Survey	Public School Survey
Child Development Associate (CDA)	9.0%	16.0%	1.0%
Child Care Certificate	1.9%	1.0%	0.2%
Vermont Director Credential - Step 3	2.0%	0.3%	0.0%
Registered Child Care Apprenticeship Certificate	1.9%	2.3%	0.0%
Vermont Afterschool Foundations Certificate	0.0%	1.0%	0.5%
Vermont Afterschool Essentials Certificate	0.3%	0.0%	0.2%
Vermont Afterschool Professional Certificate	0.6%	0.3%	0.7%

Note. An individual respondent may be represented more than once across certificates. Percentages represent respondents who actively indicated that “yes” they have a particular certificate out of the total number of respondents to each survey. *N* = 644 for the Early Childhood & Afterschool Survey. *N* = 306 for the Family Provider Survey. *N* = 417 for the Public School Survey. Respondents were asked to respond “yes” for “Child Development Associate (CDA)” only if their CDA was current. “Child Care Certificate” = Child Care Certificate from Community College of Vermont (CCV).

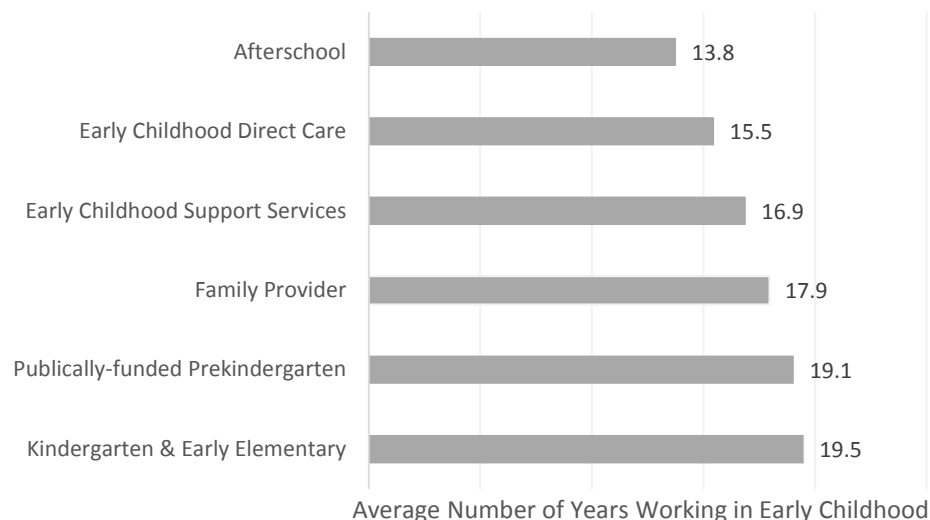
Not surprisingly, Public School Survey respondents have the highest percentages of Vermont teaching licensures (see Table 11) than respondents to the other two surveys.

Table 11. Teacher Licensure and Endorsements.

Licensures	Early Childhood & Afterschool Survey	Family Provider Survey	Public School Survey
Vermont Teaching License			
Early Childhood endorsement	12.1%	2.3%	17.7%
Early Childhood Special Education endorsement	2.2%	0.3%	11.8%
Elementary Education endorsement	8.5%	3.3%	39.3%
Other type of endorsement	3.4%	2.0%	24.2%
Teaching License from another State			
Early Childhood endorsement	1.9%	1.0%	2.9%
Early Childhood Special Education endorsement	0.5%	0.3%	1.2%
Elementary Education endorsement	1.6%	0.7%	6.7%
Other type of endorsement	0.8%	0.3%	4.8%

Note. An individual respondent may be represented more than once across licensures. Percentages represent respondents who actively indicated that “yes” they have a particular certificate out of the total number of respondents to each survey. *N* = 644 for the Early Childhood & Afterschool Survey. *N* = 306 for the Family Provider Survey. *N* = 417 for the Public School Survey.

The average years of experience in early childhood education and afterschool varied slightly across the six areas of early childhood and afterschool. In particular, respondents working in afterschool have been working in early childhood an average of 13.8 years, 5.7 fewer years than those working in kindergarten and early elementary (19.5 years; see Figure 14). See also Table F.4 in Appendix F for the average (or mean) number of years working by program type.

Figure 14. Afterschool respondents had the lowest average number of years of experience working in early childhood.

Note. *N* = 69 for Afterschool. *N* = 475 for Early Childhood Direct Care. *N* = 124 for Early Childhood Support Services. *N* = 298 for Family Provider. *N* = 109 for Publically-funded Prekindergarten. *N* = 266 for Kindergarten and Early Elementary.

What are the wages of Vermont's early childhood and afterschool workforce?

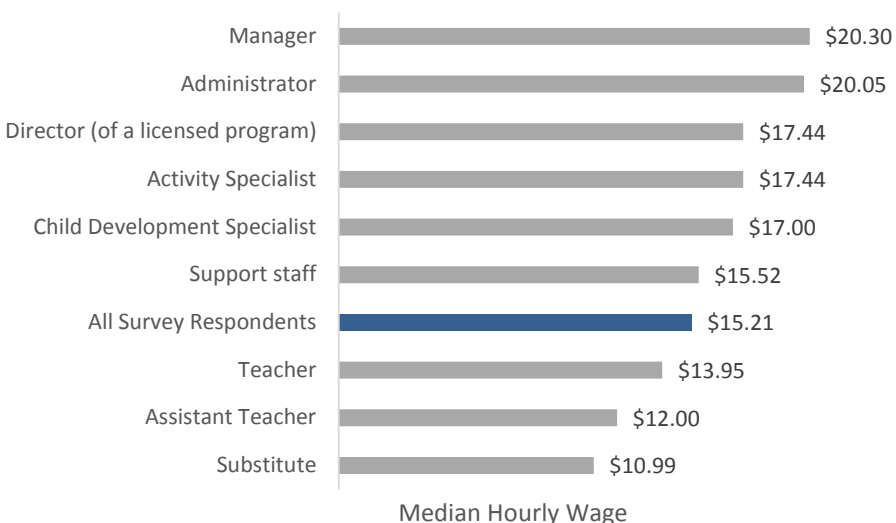
The median hourly wage reported by respondents to the Early Childhood & Afterschool Survey was \$15.21 per hour, but wages varied by job role and program type. The median hourly wage for all survey respondents is more than the estimated Vermont median preschool (non-special education) wage reported by the Bureau of Labor Statistics of \$13.79 per hour and less than the median for all occupations of \$17.39 per hour.^{vii} In addition, the mean yearly wage reported by respondents to the Early Childhood & Afterschool Survey was \$30,408 (median = \$28,896). The mean yearly wage for all survey respondents is less than the estimated Vermont mean yearly wage for preschool (\$31,790) and for all occupations (\$44,540).^{viii} One possible explanation for the higher hourly wage vs. the lower yearly wage as compared to the Vermont figures presented by the Bureau of Labor Statistics is that respondents reporting part-time employment in early childhood were included in the wage calculations, thus bringing down the yearly wage.

Respondents to the Early Childhood & Afterschool Survey included individuals working in multiple job roles including bus drivers, substitute teachers, aides, classroom teachers, and administrators. In addition, respondents worked for a variety of programs, including licensed centers, afterschool programs, Head Start, and Children's Integrated Services. Because of the variety of job roles and program types reported by survey respondents, it was important to examine if wages varied among these different job roles and program types. An examination of the median hourly (Figure 15) and yearly wages (Figure 16) of survey respondents by job role reveals that wages did vary by job role (see also Table F.5 in Appendix F). Respondents identifying themselves as managers had the highest median hourly wage, with a median hourly wage of \$20.30 (\$5.09 more per hour than the median for all respondents to the Early Childhood & Afterschool Survey). Teachers, assistant teachers, and substitutes all had a median hourly wage less than the median hourly wage for all survey respondents.

The hourly wages reported in Figure 15 are lower than those found in Vermont's recent Head Start Wages and Fringe Benefits Study^{ix} of an average hourly rate of \$16.31 for preschool classroom teachers and \$14.10 for preschool assistant teachers. Rates for Early Head Start teachers were reported at \$14.92 and assistant teachers at \$14.04 in the recent Head Start Wages and Fringe Benefits Study. Similarly, recent wages data collected by the Federal Office of Head Start in its 2014-2015 Program Information Report show that nationally teacher wages in Head Start average \$18.70 per hour and in Early Head Start teachers average \$13.89 per hour. The same federal data show that nationally assistant teacher wages in Head Start average \$11.99 per hour and in Early Head Start assistant teachers average \$11.43 per hour (wages that

are similar to results shown in Figure 15). The Federal Office of Head Start 2014-2015 Program Information Report data show that across all Head Start and Early Head Start programs in Vermont, Head Start and Early Head Start classroom teachers make an average of \$16.06 per hour and \$15.17 per hour, respectively (both are higher than results presented in Figure 15), and Head Start and Early Head Start assistant teachers make an average of \$12.52 per hour and \$12.50 per hour, respectively (similar to results presented in Figure 15).^x

Figure 15. Median hourly wage varied by job role for respondents to the Early Childhood & Afterschool Survey.



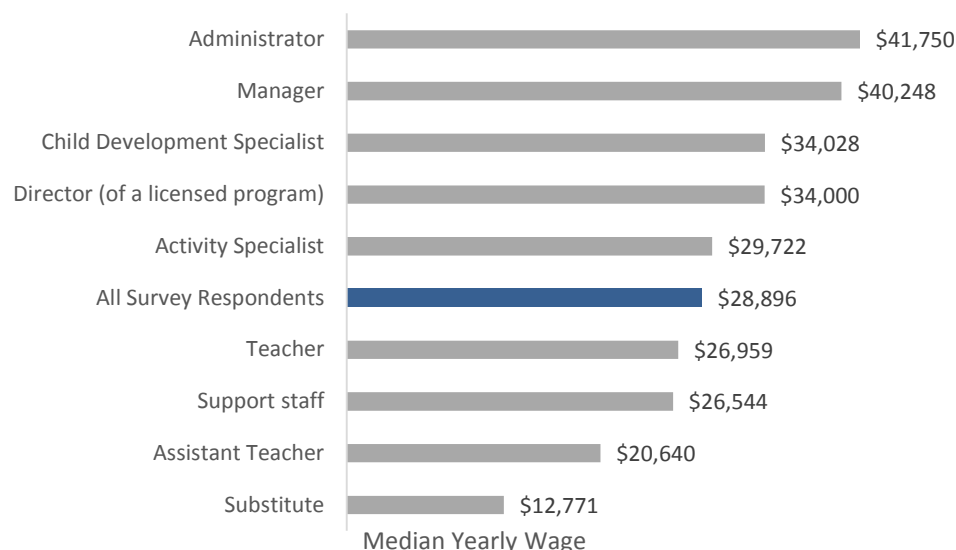
Note. Job roles with fewer than 5 respondents were omitted from Figure 15, which included Legally Exempt Childcare Provider and Aide. Though included in Figure 15, interpret results for Support Staff, Activity Specialist, and Substitute with caution as these represent fewer than 20 respondents. *N* = 538 for All Survey Respondents. *N* = 66 for Administrator. *N* = 29 for Manager. *N* = 97 for Director. *N* = 181 for Teacher. *N* = 70 for Assistant Teacher. *N* = 9 for Support Staff. *N* = 5 for Activity Specialist. *N* = 68 for Child Development Specialist. *N* = 8 for Substitute.

Respondents identifying themselves as administrators had the highest median yearly wage (see Figure 16), with a median yearly wage of \$41,750 (\$12,854 more per year than the median for all respondents to the Early Childhood & Afterschool Survey). Teachers, support staff, assistant teachers, and substitutes all had a median yearly wage less than the median yearly wage for all survey respondents. It is important to note that yearly wages for respondents reporting full- and part-time work were included in analyses, which may have implications for the results for job roles that are typically associated with part-time work (for example, substitute teachers). For this reason, median hourly wage may be a more accurate way to compare across job roles as it accounts for the number of hours per week a respondent reported working.

The yearly wages reported in Figure 16 are lower than those found in Vermont's recent Head Start Wages and Fringe Benefits Study^{xi} for management staff (average director salary = \$73,316, average executive director salary = \$89,070), but similar

to the yearly wages reported for classroom staff (average teacher salary = \$29,765, average assistant teacher salary = \$21,862). Similarly, recent wages data collected by the Federal Office of Head Start in its 2014-2015 Program Information Report show that nationally, executive director and director wages in Head Start average \$108,710 and \$73,797 per year, respectively. In Early Head Start executive directors and directors average \$113,182 and \$74,801 per year, respectively. The same federal data show that national teacher and assistant teacher wages in Head Start average \$30,409 and \$19,369 per year, respectively. In Early Head Start, nationally, teachers and assistant teachers average \$26,488 and \$20,870 per year, respectively (wages that are similar to results shown in Figure 16). The Federal Office of Head Start's 2014-2015 Program Information Report data show that across all Head Start and Early Head Start programs in Vermont, Head Start and Early Head Start executive directors make an average of \$101,678 per year and \$93,950 per year, respectively, and Head Start and Early Head Start directors make an average of \$72,653 per year and \$74,640 per year, respectively. Head Start and Early Head Start classroom teachers make an average annual salary of \$29,478 and \$24,052, respectively and Head Start and Early Head Start assistant teachers make an average annual salaries of \$21,427 and \$20,546, respectively. As with the national figures, the Vermont data presented by the Federal Office of Head Start show that management staff are paid substantially more per year than reported in Figure 16 and classroom/teaching staff are paid similarly to what is reported in Figure 16.^{xii}

Figure 16. Median yearly wage varied by job role for respondents to the Early Childhood & Afterschool Survey.

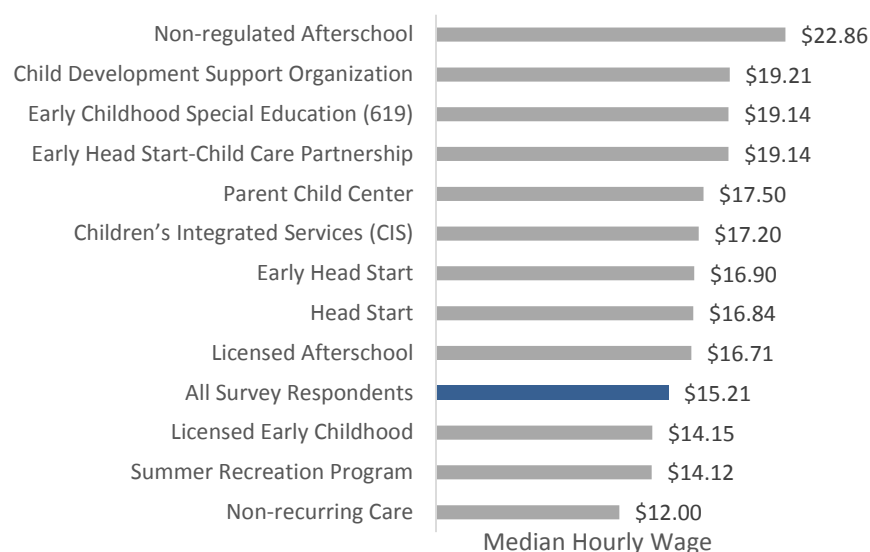


Note: Job roles with fewer than 5 respondents were omitted from Figure 16, which included Legally Exempt Childcare Provider and Aide. Though included in Figure 16, interpret results for Support Staff, Activity Specialist, and Substitute with caution as these represent fewer than 20 respondents. N = 528 for All Survey Respondents. N = 66 for Administrator. N = 28 for Manager. N = 97 for Director. N = 178 for Teacher. N = 67 for Assistant Teacher. N = 8 for Support Staff. N = 5 for Activity Specialist. N = 68 for Child Development Specialist. N = 7 for Substitute. Yearly wages for respondents reporting full- and part-time work were included in analyses, which may have implications for

the results for job roles that are typically associated with part-time work (for example, substitute teachers). Hourly wage may be a more accurate way to compare across job roles as it accounts for the number of hours per week a respondent reported working.

An examination of the median hourly (Figure 17) and yearly wages (Figure 18) of survey respondents by program type reveals that wages also varied by program type (see also Table F.6 in Appendix F). Respondents working in non-regulated afterschool programs (such as 21st Century) had the highest median hourly wage, with a median hourly wage of \$22.86 (\$7.65 more per hour than the median for all respondents to the Early Childhood & Afterschool Survey). Respondents working in licensed early childhood programs or centers (in community settings), summer recreation programs, and non-recurring care had a median hourly wages less than the median hourly wage for all survey respondents. It is difficult to compare these numbers with those of Vermont’s Head Start Wages and Fringe Benefits study because the Head Start study does not provide an overall “Head Start” wage, but only breaks wage out by job roles and other factors. The same is true for the data provided by the Federal Office of Head Start.

Figure 17. Median hourly wage varied by program type for respondents to the Early Childhood & Afterschool Survey.

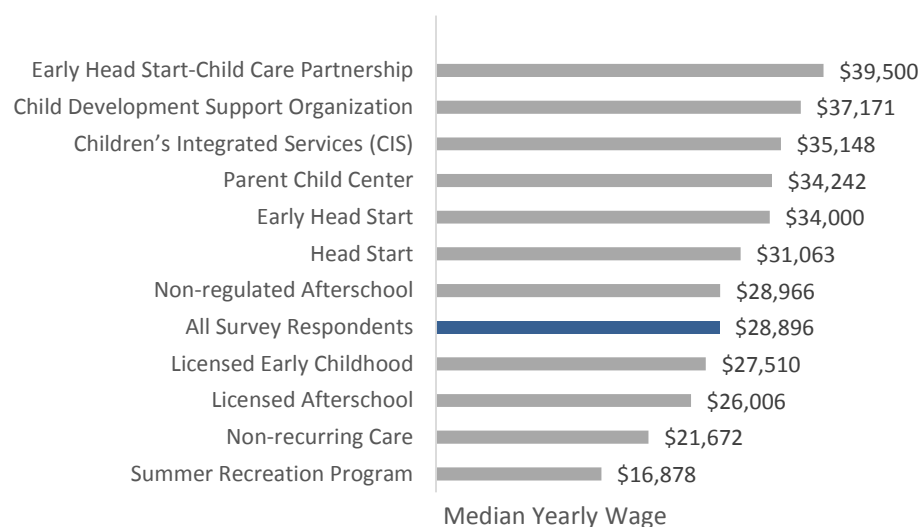


Note. Program types with fewer than 5 respondents were omitted from Figure 17, which included State Agencies and Building Bright Futures. Though included in Figure 17, interpret results for Non-regulated Afterschool, Non-recurring Care, Early Head Start, Early Head Start—Child Care Partnership, Early Childhood Special Education (619), Summer Recreation Program, and Child Development Support Organization with caution as these represent fewer than 20 respondents. *N* = 52 for Licensed Afterschool. *N* = 10 for Non-regulated Afterschool. *N* = 5 for Non-recurring Care. *N* = 353 for Licensed Early Childhood. *N* = 34 for Parent Child Center. *N* = 48 for Head Start. *N* = 14 for Early Head Start. *N* = 11 for Early Head Start—Child Care Partnership. *N* = 68 for Children’s Integrated Services. *N* = 5 for Early Childhood Special Education (619). *N* = 10 for Summer Recreation Program. *N* = 13 for Child Development Support Organization.

Respondents working in Early Head Start—Child Care Partnership had the highest median yearly wage, with a median yearly wage of \$39,500 (\$10,604 more per year than the median for all respondents to the Early Childhood & Afterschool Survey; see Figure 18). Respondents working in licensed early childhood programs, licensed afterschool programs, non-recurring care, and summer recreation programs had

median yearly wages less than the median yearly wage for all survey respondents. It is important to note that yearly wages for respondents reporting full- and part-time work were included in analyses, which may have implications for the results for program types that are typically associated with part-time work (for example, afterschool programs). For this reason, median hourly wage may be a more accurate way to compare across program types as it accounts for the number of hours per week a respondent reported working.

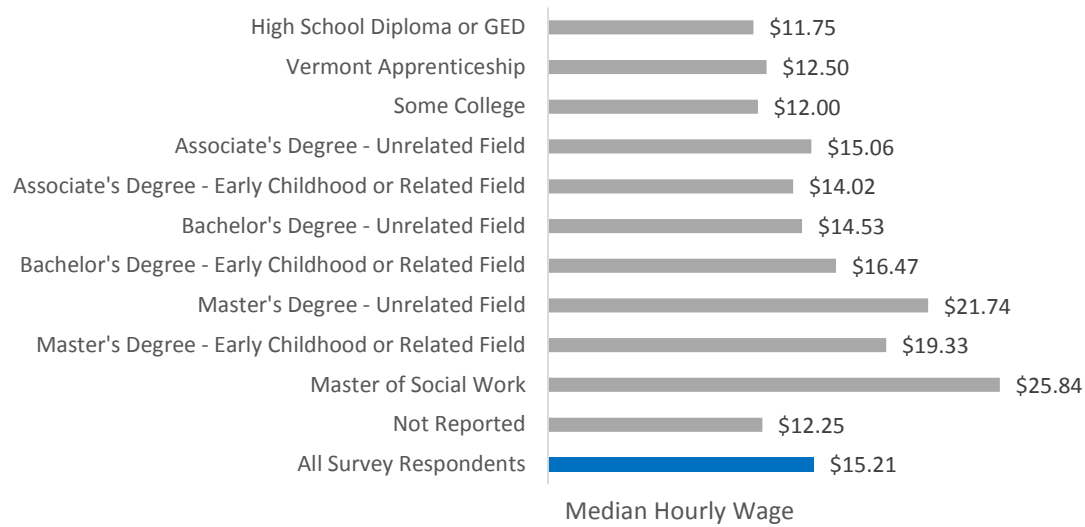
Figure 18. Median yearly wage varied by program type for respondents to the Early Childhood & Afterschool Survey.



Note. Program types with fewer than 5 respondents were omitted from Figure 18, which included Early Childhood Special Education (619), State Agencies, and Building Bright Futures. Though included in Figure 18, interpret results for Non-regulated Afterschool, Non-recurring Care, Early Head Start, Early Head Start—Child Care Partnership, Summer Recreation Program, and Child Development Support Organization with caution as these represent fewer than 20 respondents. *N* = 51 for Licensed Afterschool. *N* = 10 for Non-regulated Afterschool. *N* = 5 for Non-recurring Care. *N* = 347 for Licensed Early Childhood. *N* = 33 for Parent Child Center. *N* = 46 for Head Start. *N* = 13 for Early Head Start. *N* = 11 for Early Head Start—Child Care Partnership. *N* = 68 for Children's Integrated Services. *N* = 10 for Summer Recreation Program. *N* = 13 for Child Development Support Organization. Yearly wages for respondents reporting full- and part-time work were included in analyses, which may have implications for the results for program types that are typically associated with part-time work (for example, afterschool programs). Hourly wage may be a more accurate way to compare across program types as it accounts for the number of hours per week a respondent reported working.

Early Childhood & Afterschool Survey wages varied by respondent highest level of education. As one might expect, the general trend shows an increase in hourly (Figure 19) and yearly (Figure 20) wage as respondent level of education goes up. A detailed table of these results is presented Table F.7 in Appendix F.

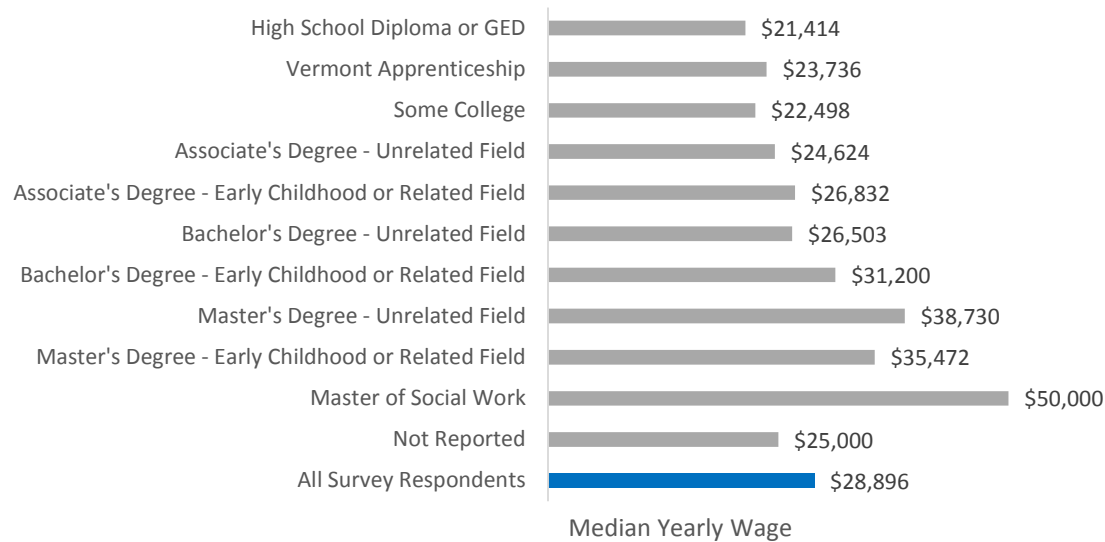
Figure 19. Median hourly wage varied by highest level of education for respondents to the Early Childhood & Afterschool Survey.



Note. Levels of education with fewer than 5 respondents were omitted from Figure 19, which included Less than High School Diploma and Doctorate—Early Childhood or Related Field. Though included in Figure 19, interpret results for High School Diploma or GED, Vermont Apprenticeship, Associate's—Unrelated Field, Master's—Unrelated Field, Master of Social Work, and Not Reported with caution as these represent fewer than 20 respondents. *N* = 16 for High School or GED. *N* = 16 for Vermont Apprenticeship. *N* = 80 for Some College. *N* = 18 for Associate's—Unrelated Field. *N* = 48 for Associate's—Early Childhood or Related Field. *N* = 57 for Bachelor's—Unrelated. *N* = 182 for Bachelor's—Early Childhood or Related Field. *N* = 14 for Master's—Unrelated Field. *N* = 89 for Master's—Early Childhood or Related Field. *N* = 5 for Master of Social Work. *N* = 11 for Not Reported. *N* = 538 for All Survey Respondents.

Similar trends are seen when looking at median yearly wage by respondent highest level of education (Figure 20). In addition, care should be taken when interpreting yearly wages as they do not take into account variations in hours worked per week or months worked per year.

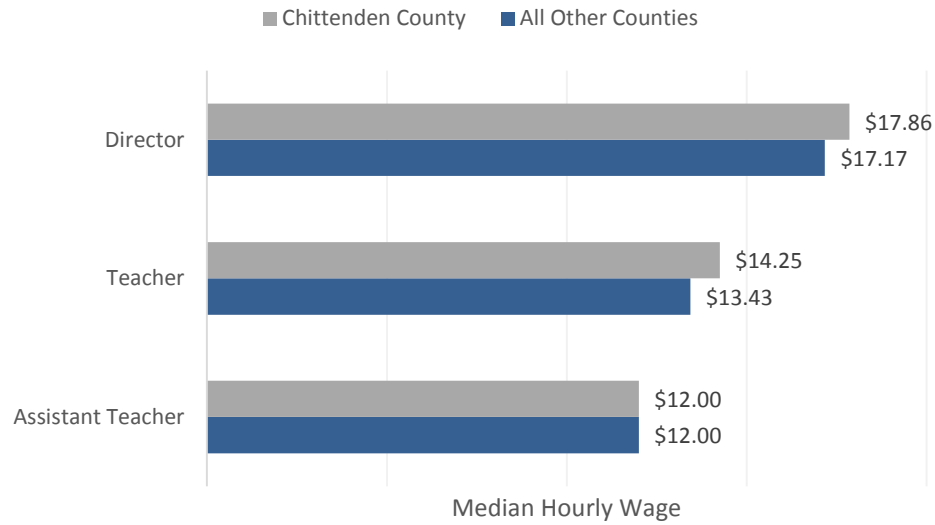
Figure 20. Median yearly wage varied by highest level of education for respondents to the Early Childhood & Afterschool Survey.



Note. Levels of education with fewer than 5 respondents were omitted from Figure 20, which included Less than High School Diploma and Doctorate—Early Childhood or Related Field. Though included in Figure 20, interpret results for High School Diploma or GED, Vermont Apprenticeship, Associate's—Unrelated Field, Master's—Unrelated Field, Master of Social Work, and Not Reported with caution as these represent fewer than 20 respondents. *N* = 16 for High School or GED. *N* = 16 for Vermont Apprenticeship. *N* = 76 for Some College. *N* = 18 for Associate's—Unrelated Field. *N* = 47 for Associate's—Early Childhood or Related Field. *N* = 56 for Bachelor's—Unrelated. *N* = 181 for Bachelor's—Early Childhood or Related Field. *N* = 14 for Master's—Unrelated Field. *N* = 88 for Master's—Early Childhood or Related Field. *N* = 5 for Master of Social Work. *N* = 9 for Not Reported. *N* = 528 for All Survey Respondents. Yearly wages for respondents reporting full- and part-time work were included in analyses, which may have implications for the results. Hourly wage may be a more accurate way to compare wages as it accounts for the number of hours per week a respondent reported working.

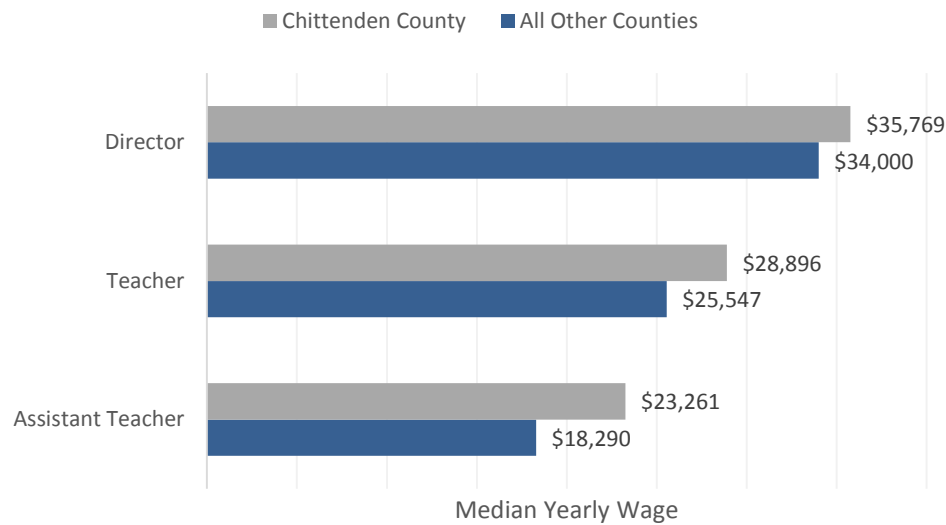
Median wages were slightly different for directors, teachers, and assistant teachers working in Chittenden County versus those working in the rest of the state. Figures 21 and 22 show the differences on median hourly and yearly wages, respectively. Additional data that allows for the comparison of the wages of directors, teachers, and assistant teachers across all counties (AHS districts) in Vermont are provided in Table F.8 in Appendix F.

Figure 21. Median hourly wages were slightly higher for directors and teachers in Chittenden County versus those in the rest of the state for the Early Childhood & Afterschool Survey.



Note. $N = 28$ for directors in Chittenden County, $N = 82$ for teachers in Chittenden County, $N = 23$ for assistant teachers in Chittenden County, $N = 69$ for directors in All Other Counties, $N = 99$ for teachers in All Other Counties, and $N = 47$ for assistant teachers in All Other Counties.

Figure 22. Median yearly wages were higher for directors, teachers, and assistant teachers in Chittenden County versus those in the rest of the state for the Early Childhood & Afterschool Survey.



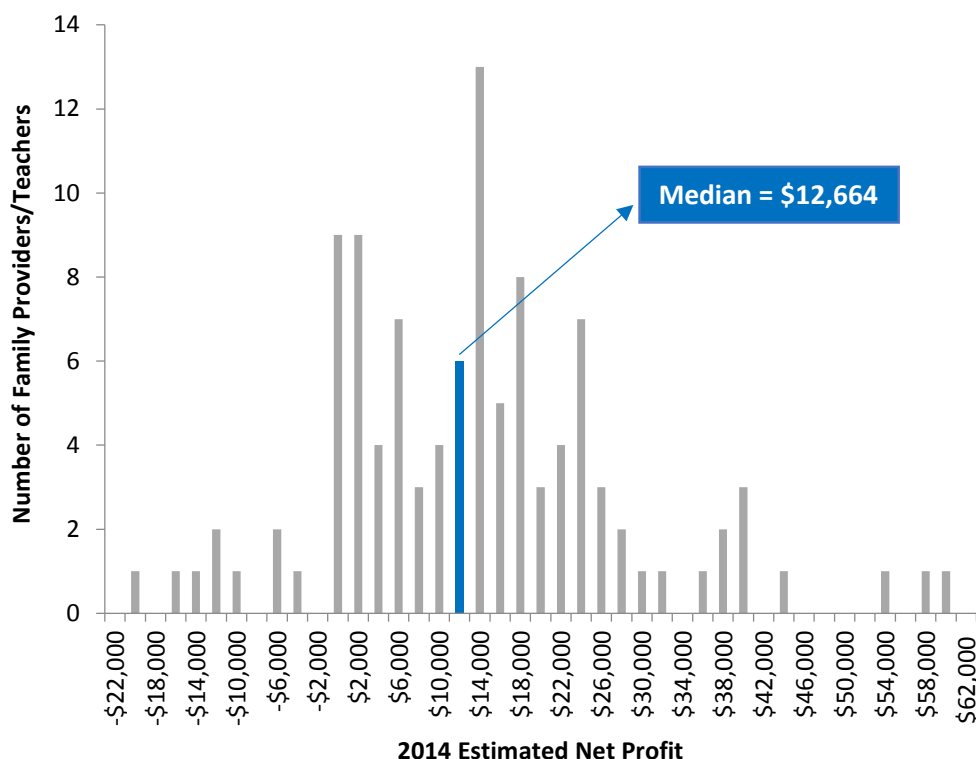
Note. $N = 27$ for directors in Chittenden County, $N = 82$ for teachers in Chittenden County, $N = 21$ for assistant teachers in Chittenden County, $N = 70$ for directors in All Other Counties, $N = 96$ for teachers in All Other Counties, and $N = 46$ for assistant teachers in All Other Counties.

The median estimated 2014 net profit for family providers was \$12,664, though Family providers varied widely on their estimated net profit for 2014. Figure 23

depicts the variability in estimated 2014 net profit where some programs lose money (minimum net profit = -\$20,684) and others make more than the median income for the state (maximum net profit = \$58,819). The median 2014 net profit estimated for the current study is \$3,603 higher than the average salary for Head Start/Early Head Start family child care provider in Vermont (\$9,061) reported by the Federal Office of Head Start and \$16,466 less than the national average salary for Head Start/Early Head Start family child care providers (\$29,130) reported by the Federal Office of Head Start.^{xiii}

While most Provider/Teachers who provided wage information specified their 2014 profit, a handful provided hourly wage information. The median hourly wage for the six Provider/Teachers providing hourly wage information was \$12.05 per hour. In addition, five Assistants provided hourly wage information and their median hourly wage was \$11.00 per hour. Several Legally Exempt Providers and one Aide provided wage information, however, there were fewer than five respondents in these job roles, so data have been suppressed. Wage information across job roles for the Family Provider Survey is also presented in Table F.9 in Appendix F.

Figure 23. On the Family Provider Survey, Provider/Teachers varied substantially in their estimated 2014 net profit.

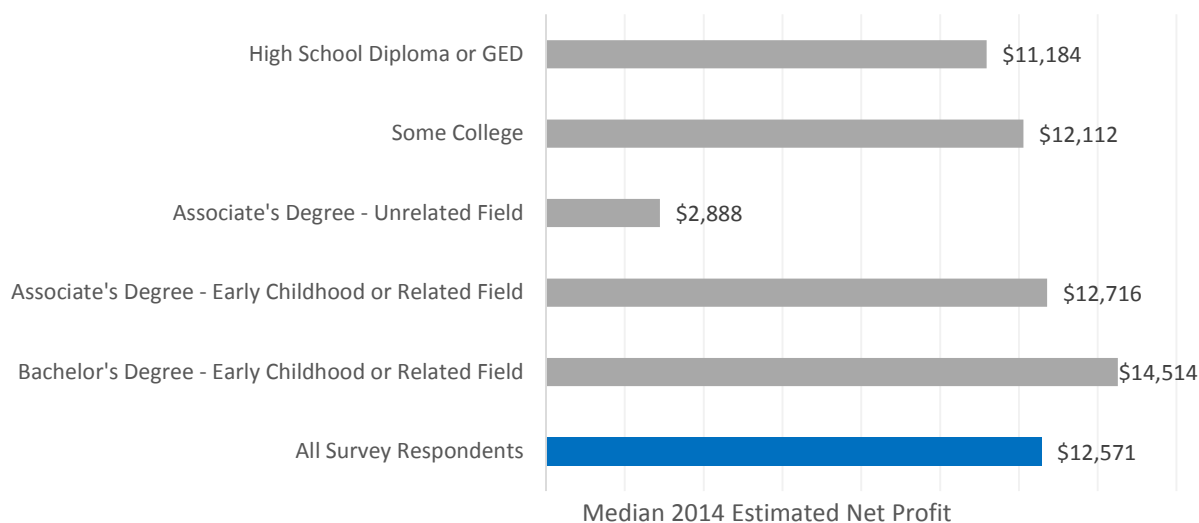


Note. $N = 108$, mean = \$12,987, and standard deviation = \$14,486. Net Profit was estimated according to IRS form 1040 Schedule C, where Net Profit = Gross Profit - Total Expenses - Expenses for Business Use of Home. While 146 respondents provided Gross Profit information, only 106 had the data necessary to estimate Net Profit.

There were differences in estimated 2014 net profit across family provider types, where Provider/Teachers from Licensed Family Child Care Programs have a higher median estimated 2014 net profit (\$25,995; $N = 8$) than those in Registered Child Care Programs (\$12,321; $N = 98$). Seven respondents working at Licensed Family Child Care Programs provided hourly wage information (median = \$13.00 an hour) and seven respondents working as Legally Exempt Providers also provided hourly wage information (median = \$9.15). A full data table with hourly wage and estimated 2014 net profit is provided in Appendix F (see Table F.10).

The majority of respondents to the Family Provider Survey who provided wage information indicated their 2014 gross profit rather than hourly wage. This was appropriate insofar as the majority of respondents to the Family Provider Survey were owners of their program. Because so few respondents provided hourly wage information, hourly wage data was not presented by highest level of education. Estimated 2014 net profit data by highest level of education is provided in Figure 24 (see also Table F.11 in Appendix F). While the general trend is that with increasing education the median estimated 2014 net profit increases, the eight respondents with an Associate's degree in an unrelated field have a median estimated 2014 net profit substantially lower than that for the overall sample of 108 respondents with this data (\$2,888 and \$12,571, respectively). Both of these values are below the 2014 poverty threshold for a family of two (threshold = \$15,730) and the median estimated 2014 net profit for respondents with an Associate's degree in an unrelated field is below the 2014 poverty threshold for a family of one (threshold = \$11,670).^{xiv}

Figure 24. Family Provider Survey respondents with an Associate's degree in an unrelated field had substantially lower median estimated 2014 net profit than all Family Provider Survey respondents.

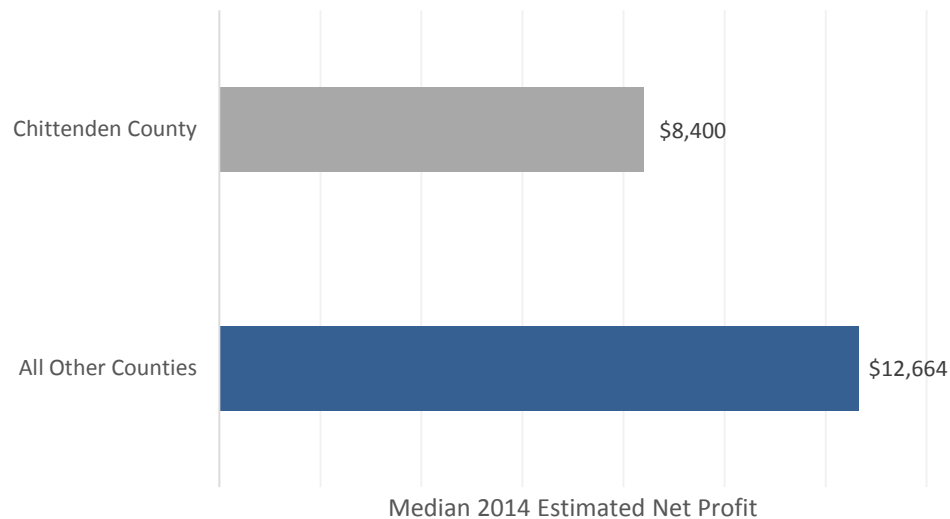


Note. Levels of education with fewer than 5 respondents were omitted from Figure 24. Though included in Figure 24, interpret results for Associate's—Unrelated Field, Associate's—Early Childhood or Related Field, and Bachelor's—Early Childhood or Related Field with caution as

these represent fewer than 20 respondents. $N = 27$ for High School or GED. $N = 31$ for Some College. $N = 8$ Associate's—Unrelated Field. $N = 13$ for Associate's—Early Childhood or Related Field. $N = 13$ for Bachelor's—Early Childhood or Related Field. $N = 108$ for All Survey Respondents. Net Profit was estimated according to IRS form 1040 Schedule C, where Net Profit = Gross Profit – Total Expenses – Expenses for Business Use of Home.

Figure 25 depicts the differences between the median 2014 estimated net profit for family provider/teachers in Chittenden County versus those working in the rest of the state. Family providers/teachers working in Chittenden County had a median 2014 estimated net profit \$4,264 less than those working in the rest of the state. It is important to note, however, that there were only 12 family provider/teachers in Chittenden County. Additional data that allows for the comparison of 2014 estimated net profit across all counties (AHS districts) in Vermont are provided in Table F.12 in Appendix F.

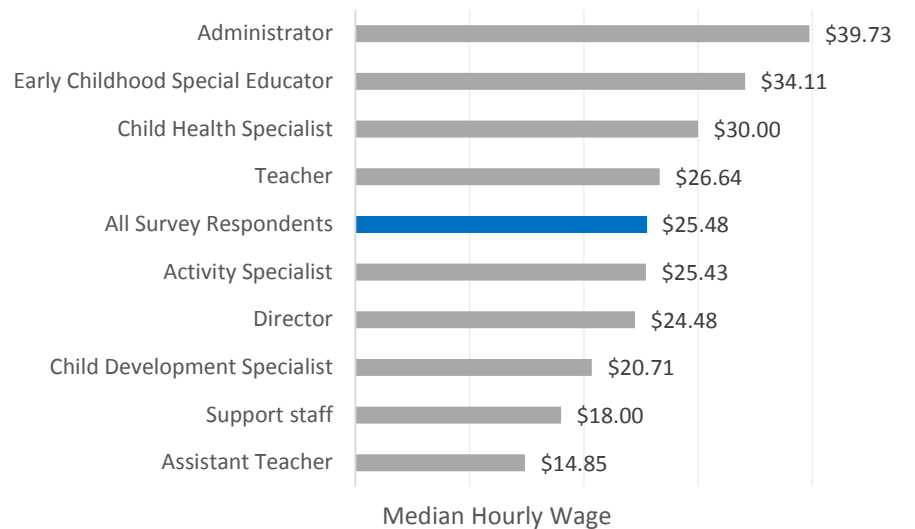
Figure 25. Family provider/teachers in Chittenden County had a lower median 2014 estimated net profit than those working across all other counties in the state.



Note. $N = 12$ for family provider/teachers in Chittenden County and $N = 96$ for family provider/teachers working in all other counties in the state.

Public School Survey Wages varied by job role, public school type, level of education, and county. Figure 26 shows that administrators have the highest median hourly wage (\$39.73), \$14.25 more than the \$25.48 in median hourly wage for Public School Survey respondents. While activity specialists, directors, child development specialists, support staff, and assistant teachers making less than the median hourly wage for all Public School Survey respondents. Assistant teachers reported the lowest median hourly wage (\$14.85 per hour; see detailed Table F.13 in Appendix F).

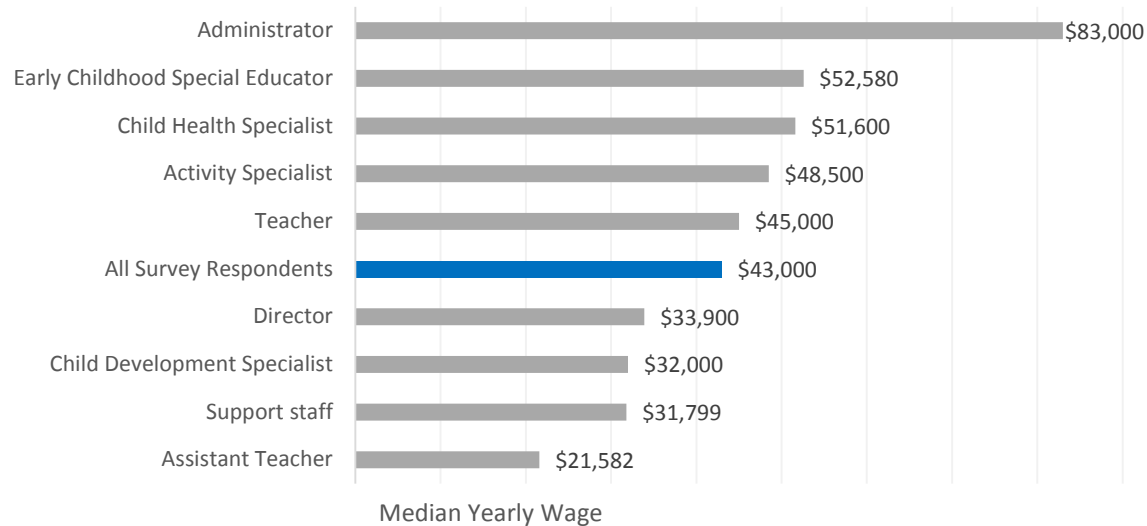
Figure 26. Median hourly wage varied by job role for Public School Survey respondents.



Note. Job roles with fewer than 5 respondents were omitted from Figure 26, which included Aide and Bus Driver. Though included in Figure 26, interpret results for Director, Support Staff, Activity Specialist, Child Development Specialist, and Child Health Specialist with caution as these represent fewer than 20 respondents. *N* = 306 for All Survey Respondents. *N* = 34 for Administrator. *N* = 17 for Director. *N* = 139 for Teacher. *N* = 52 for Assistant Teacher. *N* = 9 for Support Staff. *N* = 8 for Activity Specialist. *N* = 11 for Child Development Specialist. *N* = 27 for Early Childhood Special Educator. *N* = 5 for Child Health Specialist.

Figure 27 shows that administrators have the highest median yearly wage (\$83,000), \$40,000 more than the \$43,000 in median yearly wage for Public School Survey respondents. This difference may be inflated, however, because while teachers make up the majority of Public School Survey respondents and generally get paid for approximately 10 months of work per year, administrators are generally on 12-month contracts. Again, assistant teachers (median = \$21,582) make the least (see detailed Table F.13 in Appendix F).

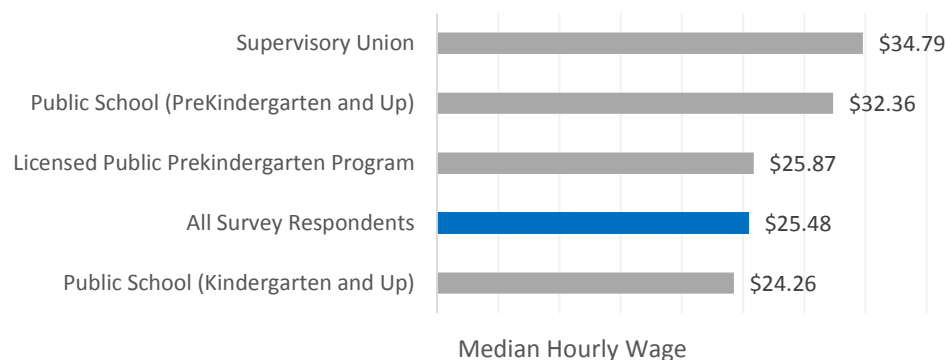
Figure 27. Median yearly wage varied by job role for Public School Survey respondents.



Note. Job roles with fewer than 5 respondents were omitted from Figure 27, which included Aide and Bus Driver. Though included in Figure 27, interpret results for Director, Support Staff, Activity Specialist, Child Development Specialist, and Child Health Specialist with caution as these represent fewer than 20 respondents. $N = 324$ for All Survey Respondents. $N = 43$ for Administrator. $N = 18$ for Director. $N = 151$ for Teacher. $N = 49$ for Assistant Teacher. $N = 8$ for Support Staff. $N = 8$ for Activity Specialist. $N = 11$ for Child Development Specialist. $N = 27$ for Early Childhood Special Educator. $N = 5$ for Child Health Specialist. Yearly wages for respondents reporting full-time, part-time, full-year, and part-year work were included in analyses, which may have implications for the results for job roles that are typically associated with part-time or part-year work vs. those job roles that typically are year-round (for example, teachers vs. administrators). Hourly wage may be a more accurate way to compare across job roles as it accounts for the number of hours per week and months per year a respondent reported working.

Public School Survey wages vary by public school program type, where respondents working in schools serving kindergarten and up report higher wages. As one might expect, respondents working in licensed public prekindergarten programs make \$6.49 less per hour (median = \$25.87) than respondents working in public schools serving children prekindergarten at up (median = \$32.36). Figure 28 displays this data and a detailed table is provided in Appendix F, Table F.14.

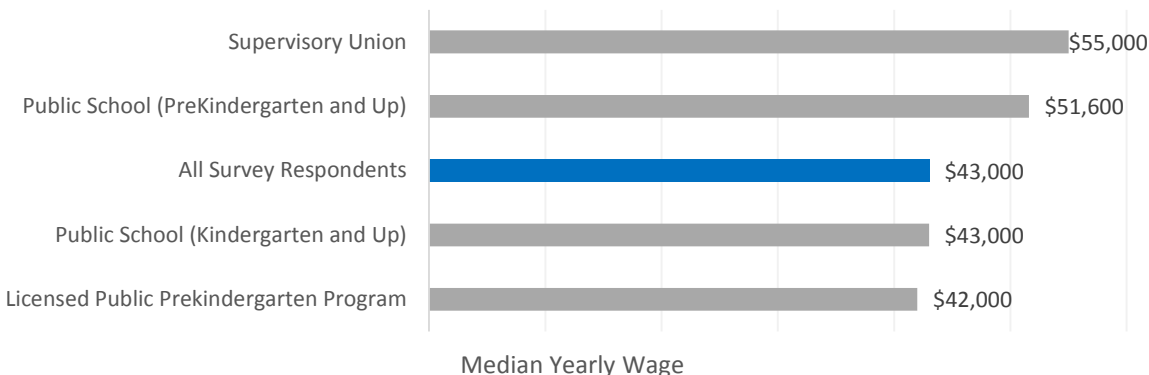
Figure 28. Public School Survey respondents working at the supervisory union had the highest median hourly wage.



Note. Interpret results for Supervisory Union and Public School (Prekindergarten and Up) with caution as these represent fewer than 20 respondents. *N* = 6 for Supervisory Union. *N* = 184 for Public School (Kindergarten and Up). *N* = 90 for Licensed Public Prekindergarten Program. *N* = 14 for Public School (Prekindergarten and Up). *N* = 306 for All Survey Respondents.

When looking at yearly wage, respondents working in licensed public prekindergarten have the lowest wage (median = \$42,000) among respondents to the Public School Survey (see Figure 29).

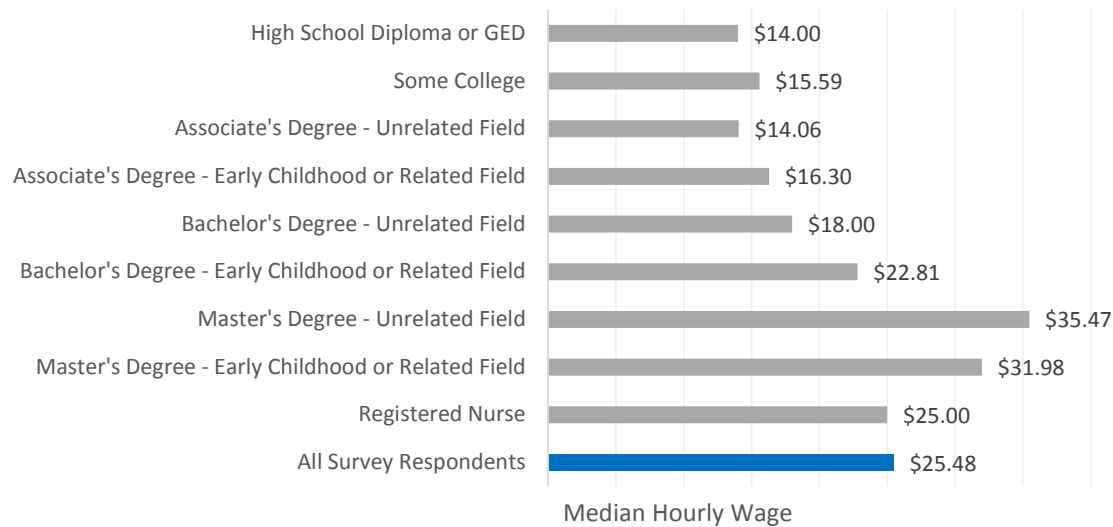
Figure 29. Public School Survey respondents working at the supervisory union and public school (prekindergarten and up) have the highest median yearly incomes.



Note. Interpret results for Supervisory Union and Public School (Prekindergarten and Up) with caution as these represent fewer than 20 respondents. *N* = 7 for Supervisory Union. *N* = 199 for Public School (Kindergarten and Up). *N* = 90 for Licensed Public Prekindergarten Program. *N* = 15 for Public School (Prekindergarten and Up). *N* = 324 for All Survey Respondents. Yearly wages for respondents reporting full-time, part-time, full-year, and part-year work were included in analyses, which may have implications for program types that are typically associated with part-time or part-year work vs. those program types that typically are year-round (for example, school building staff vs. supervisory union staff). Hourly wage may be a more accurate way to compare across program types as it accounts for the number of hours per week and months per year a respondent reported working.

Median wages vary across level of education for Public School Survey Respondents. Specifically, as a respondent's highest level of education increased, so did his or her wage. Interestingly, the median hourly wage is higher for a Master's degree in an unrelated field (\$35.47) than for one in early childhood or a related field (\$31.98; see Figure 30).

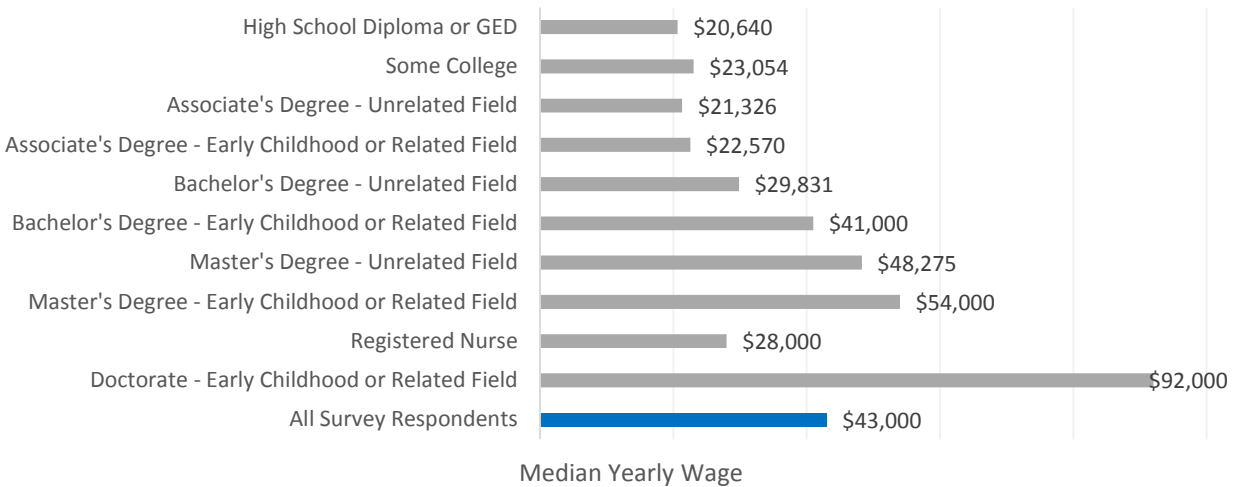
Figure 30. Median hourly wages varied by highest level of education for Public School Survey respondents.



Note. Levels of education with fewer than 5 respondents were omitted from Figure 30, which included Less than High School Diploma, Vermont Apprenticeship, Master of Social Work, Doctorate—Unrelated Field, Doctorate—Early Childhood or Related Field, and Not Reported. Though included in Figure 30, interpret results for High School Diploma or GED, Some College, Associate's—Unrelated Field, Associate's—Early Childhood or Related Field, Bachelor's—Unrelated Field, Master's—Unrelated Field, and Registered Nurse with caution as these represent fewer than 20 respondents. *N* = 7 for High School or GED. *N* = 17 for Some College. *N* = 6 Associate's—Unrelated Field. *N* = 8 for Associate's—Early Childhood or Related Field. *N* = 17 for Bachelor's—Unrelated. *N* = 79 for Bachelor's—Early Childhood or Related Field. *N* = 5 for Master's—Unrelated Field. *N* = 151 for Master's—Early Childhood or Related Field. *N* = 5 for Registered Nurse. *N* = 306 for All Survey Respondents.

Median yearly wage also varied by highest level of education. Whereas there were not enough respondents with a Doctorate to include in the analysis of hourly wage (cells with fewer than 5 respondents were omitted), they were included in the analysis presented in Figure 31 (see also Table F.15 in Appendix F). Respondents with a Doctorate in early childhood or a related field have a median yearly income of \$92,000 per year, \$49,000 more than the median yearly income for all Public School Survey respondents.

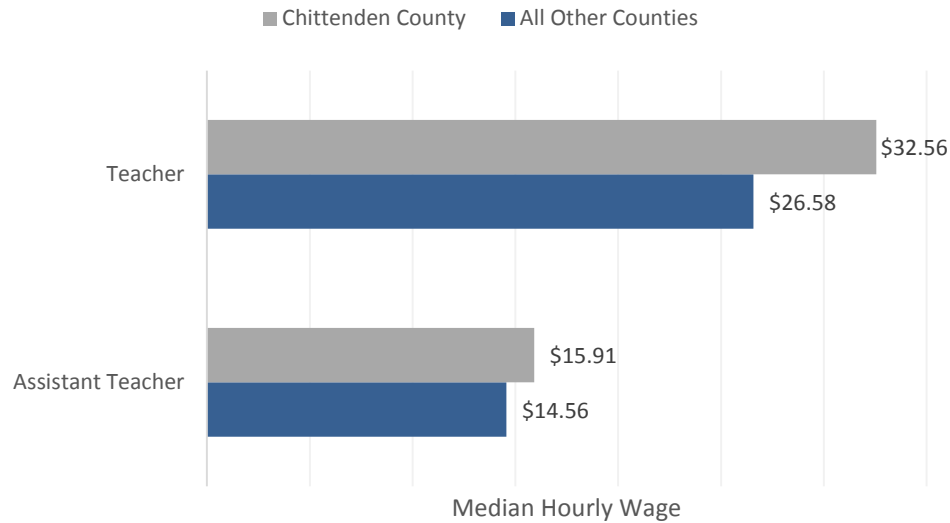
Figure 31. Median yearly wage varied by highest level of education for Public School Survey respondents.



Note. Levels of education with fewer than 5 respondents were omitted from Figure 31, which included Less than High School Diploma, Vermont Apprenticeship, Master of Social Work, Doctorate—Unrelated Field, and Not Reported. Though included in Figure 31, interpret results for High School Diploma or GED, Some College, Associate's—Unrelated Field, Associate's—Early Childhood or Related Field, Bachelor's—Unrelated Field, Master's—Unrelated Field, Registered Nurse, and Doctorate—Early Childhood or Related Field with caution as these represent fewer than 20 respondents. *N* = 7 for High School or GED. *N* = 17 for Some College. *N* = 5 Associate's—Unrelated Field. *N* = 7 for Associate's—Early Childhood or Related Field. *N* = 16 for Bachelor's—Unrelated. *N* = 82 for Bachelor's—Early Childhood or Related Field. *N* = 6 for Master's—Unrelated Field. *N* = 165 for Master's—Early Childhood or Related Field. *N* = 5 for Registered Nurse. *N* = 6 for Doctorate—Early Childhood or Related Field. *N* = 306 for All Survey Respondents. Yearly wages for respondents reporting full- and part-time work were included in analyses, which may have implications for the results. Hourly wage may be a more accurate way to compare wages as it accounts for the number of hours per week and months per year a respondent reported working.

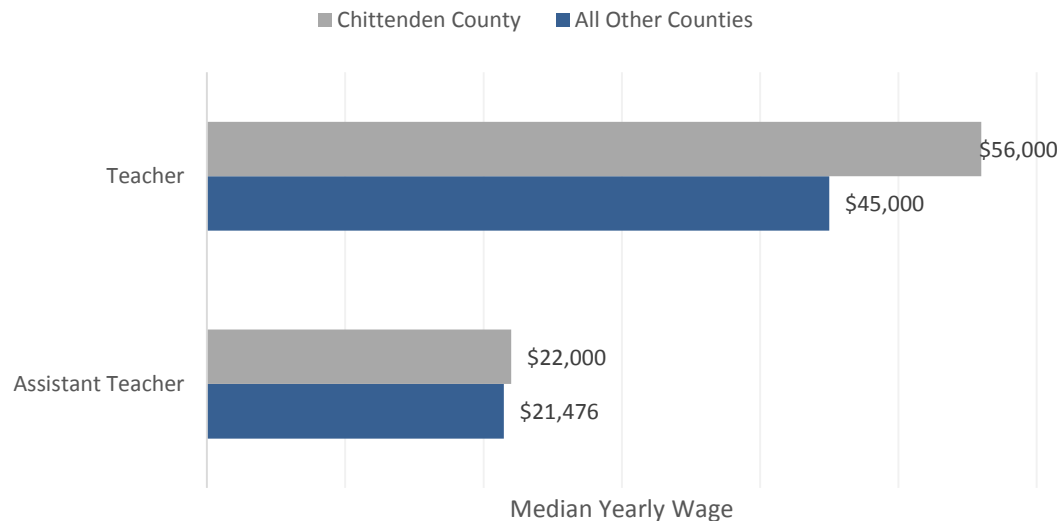
Median hourly and yearly wages for assistant teachers varied slightly between Public School Survey respondents working in Chittenden County versus those working in the rest of the state, but the difference was most pronounced between teachers working in public school settings in Chittenden County versus the rest of the state (see Figures 32 and 33). Public school teachers working in Chittenden County had a median hourly wage \$5.98 higher than those in the rest of the state (Figure 32) and a median yearly wage \$11,000 more than the rest of the state (Figure 33). When interpreting results, it is important to keep in mind that there were only 10 or fewer respondents working in Chittenden County. Additional data that allows for the comparison of the wages of teachers and assistant teachers across all counties (AHS districts) in Vermont are provided in Table F.16 in Appendix F.

Figure 32. Median hourly wages for Public School Survey teachers and assistant teachers in Chittenden County were higher than for those working in the rest of the state.



Note. $N = 9$ for teachers working in Chittenden County, $N = 10$ for assistant teachers working in Chittenden County, $N = 130$ for teachers working in All Other Counties, $N = 42$ for assistant teachers working in All Other Counties.

Figure 33. Median yearly wages for Public School Survey teachers and assistant teachers in Chittenden County were higher than for those working in the rest of the state.



Note. $N = 9$ for teachers working in Chittenden County, $N = 9$ for assistant teachers working in Chittenden County, $N = 142$ for teachers working in All Other Counties, $N = 40$ for assistant teachers working in All Other Counties.

Distributions of household income vary slightly across the six early childhood and afterschool areas. Because the analyses presented previously regarding hourly and yearly wages could not be compared across the three surveys, household income was used as a proxy to see if there were differences in income based on a respondent's

area of early childhood or afterschool. While Vermont's median household income (2009-2013) was estimated at \$54,267,^{xv} it seems as though more than half of respondents in the public school areas reported a household income above the Vermont median household income (half of the population of Vermont should fall above the median household income for the state; see Figure 34). Family providers seem the most evenly distributed around the where the state median household income would fall on the graphs in Figure 34.

Figure 34. The distributions of household income vary slightly across the six areas of early childhood and afterschool.



Note. The blue bar represents the household income range that includes Vermont's median household income. $N = 248$ for Kindergarten & Early Elementary. $N = 95$ for Publically-funded Prekindergarten. $N = 104$ for Early Childhood Support Services. $N = 415$ for Early Childhood Direct Care. $N = 65$ for Afterschool. $N = 165$ for Family Provider. Percentages represent the percentage of respondents indicating a certain level of household income out of the total number of respondents answering this survey item.

Over ¼ of respondents working for family providers, early childhood support services, and afterschool report that someone their household receives government assistance. This is substantially higher (at least 20 percent higher) than Irving's 2010 estimate that projects that 4.9 percent of Vermont residents were on public assistance.^{xvi} Table 12 shows that a large proportion of survey respondents report receiving public assistance. It is unclear if these high percentages are due to respondent need or interpretation of the survey question; however, given the low wages reported in the last section, especially for family providers, it could be both.

Table 12. The percentage of respondents who reported utilizing government assistance varied across the six areas of early childhood and afterschool.

Area of Early Childhood and Afterschool	Percentage Utilizing Government Assistance
Family Provider	38.6%
Early Childhood Support Services	27.6%
Afterschool	25.0%
Early Childhood Direct Care	23.2%
Publically-funded Prekindergarten	8.9%
Kindergarten & Early Elementary	6.0%

Note. N = 241 for Family Provider. N = 105 for Early Childhood Support Services. N = 64 for Afterschool. N = 427 for Early Childhood Direct Care. N = 101 for Publically-funded Prekindergarten. N = 248 for Kindergarten & Early Elementary. Percentages represent the percentage of respondents indicating that someone in their household receives government assistance out of the total number of respondents answering this survey item.

A substantial proportion of respondents reported working at another job for pay. The highest percentage of respondents reporting having other jobs for pay were in the area of afterschool, which is intuitive considering positions in afterschool are often part-time (see Table 13).

Table 13. Early Childhood Support Services and Afterschool have the highest percentage of respondents who report currently working another job for pay.

Area of Early Childhood and Afterschool	Percentage Currently Working Another Job for Pay
Family Provider	22.5%
Kindergarten & Early Elementary	25.1%
Early Childhood Direct Care	28.5%
Publically-funded Prekindergarten	30.9%
Early Childhood Support Services	36.0%
Afterschool	37.9%

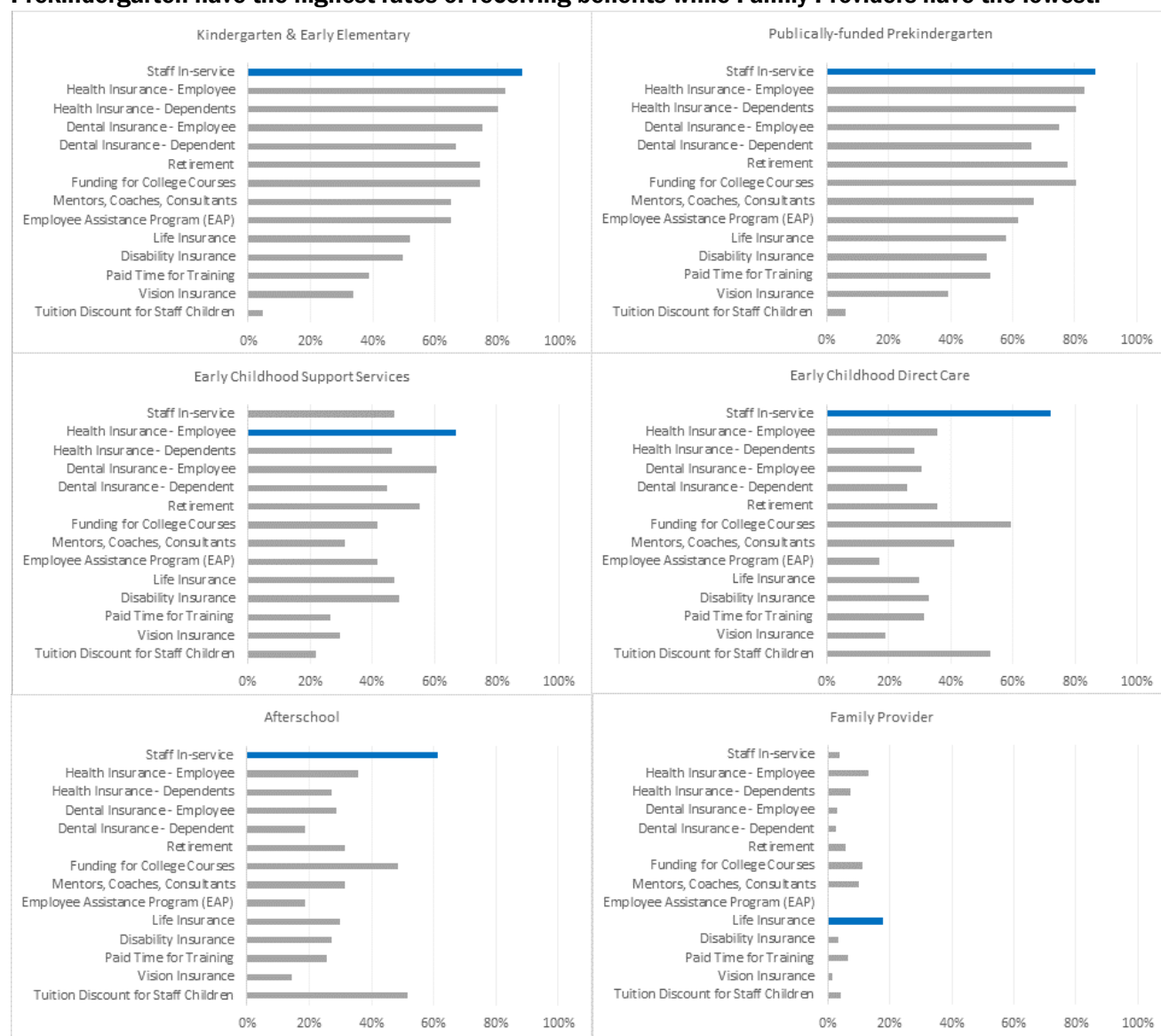
Note. N = 285 for Family Provider. N = 259 for Kindergarten & Early Elementary. N = 445 for Early Childhood Direct Care. N = 110 for Publically-funded Prekindergarten. N = 111 for Early Childhood Support Services. N = 66 for Afterschool. Percentages represent the percentage of respondents indicating that they currently are working in another job for pay out of the total number of respondents answering this survey item.

Publically-funded Prekindergarten employees and Kindergarten & Early Elementary employees are more likely to be offered regular wage increases than other employees. Early Childhood & Afterschool and Public School Survey respondents were asked if their program or school offers regular wage increases. While only 6 percent of Publically-funded Prekindergarten employees and only 8 percent of Kindergarten & Early Elementary employees indicated that no regular wage increases were offered, more respondents working in Early Childhood Direct Care (18 percent), Early Childhood Support Services (28 percent), and Afterschool (31 percent) reported working at programs or schools that do not offer regular wage increases.

What benefits are received by Vermont's early childhood and afterschool workforce?

Public School Survey respondents receive the most comprehensive benefits. Early Childhood & Afterschool Survey respondents receive a fair amount of benefits, while Family Provider Survey respondents receive (or provide themselves with) very few benefits (see Figure 35 and Table F.17 in Appendix F). Staff in-service days were most frequently reported as a benefit provided to public school, afterschool, and early childhood direct care respondents. Health insurance was the highest-reported benefit by early childhood support services staff and life insurance for family providers. While over 80 percent of public school respondents (both prekindergarten and elementary) reported receiving health insurance through their jobs, fewer than 40 percent of early childhood direct care respondents and 20 percent of family providers reported receiving health insurance through their jobs. In addition, approximately 76 percent of Early Childhood & Afterschool Survey respondents, 66 percent of Family Provider survey respondents, and 85 percent of Public School Survey respondents indicated that they have some kind of paid time off.

Figure 35. Respondents working in Kindergarten & Early Elementary and Publically-funded Prekindergarten have the highest rates of receiving benefits while Family Providers have the lowest.



Note. $N = 274$ for Kindergarten & Early Elementary. $N = 112$ for Publically-funded Prekindergarten. $N = 132$ for Early Childhood Support Services. $N = 487$ for Early Childhood Direct Care. $N = 70$ for Afterschool. $N = 306$ for Family Provider. Percentages represent the percentage of respondents indicating “yes,” that they program or school that they work for offers each listed benefit out of the total number of respondents working in each area of early childhood and afterschool.

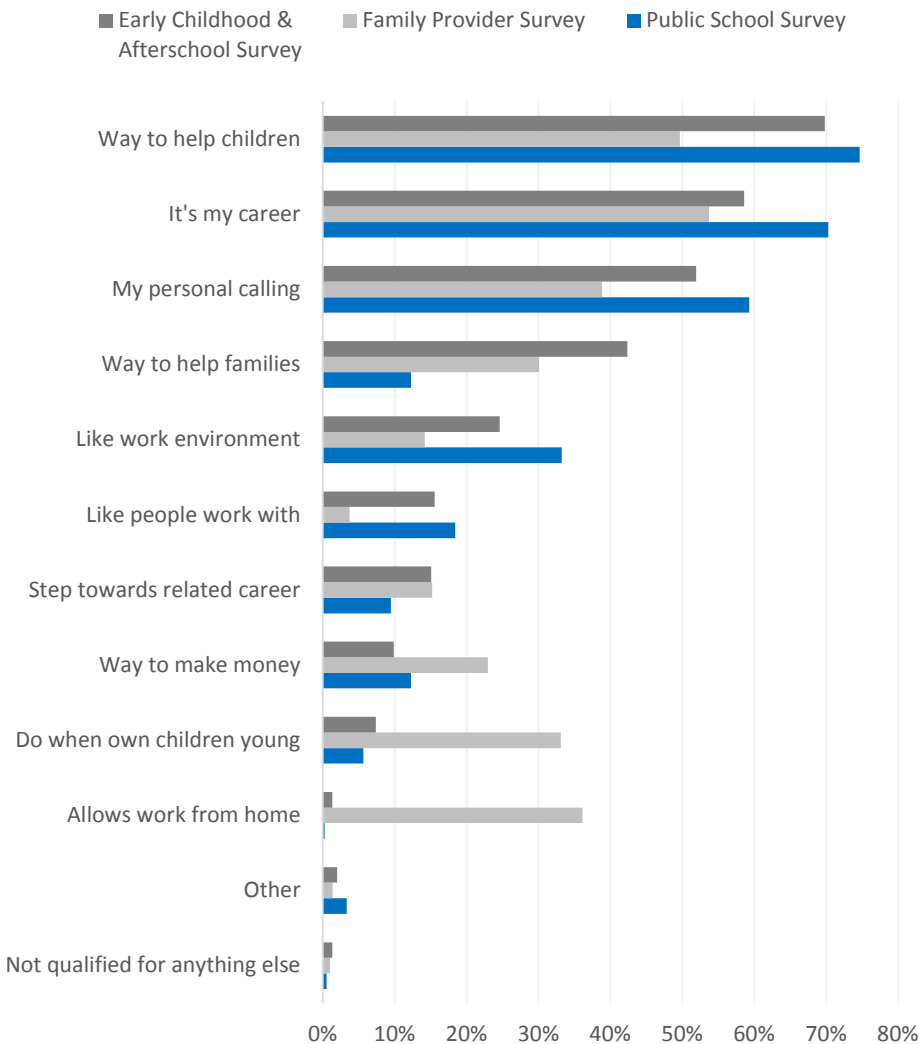
What are the aspirations of Vermont’s early childhood and afterschool workforce?

It was important to the Vermont Workforce Survey Stakeholder Group to gain an understanding of why early childhood and afterschool professionals work in this field, how satisfied they are in their jobs, how long they plan to stay in early childhood and

afterschool, as well as their professional goals. This section provides an overview of the aspirations of Vermont's early childhood and afterschool workforce.

The top three reasons respondents work in the field include: "It's a way to help children," "It's my career," and "It's my personal calling." Each survey asked respondents to choose the top three reasons why they work in early childhood and afterschool. The results are summarized in Figure 36. The figure shows the percentage of respondents, by survey, who selected each reason as either their first, second, or third top reason for being in early childhood or afterschool. Results indicate that although there are slight differences across the three surveys (for example, Family Provider Survey respondents selected "Allows me to work from home" more often than the other survey respondents.), the pattern of choices is similar. "It's a way to help children," "It's my career," and "It's my personal calling" topped the list for all three surveys.

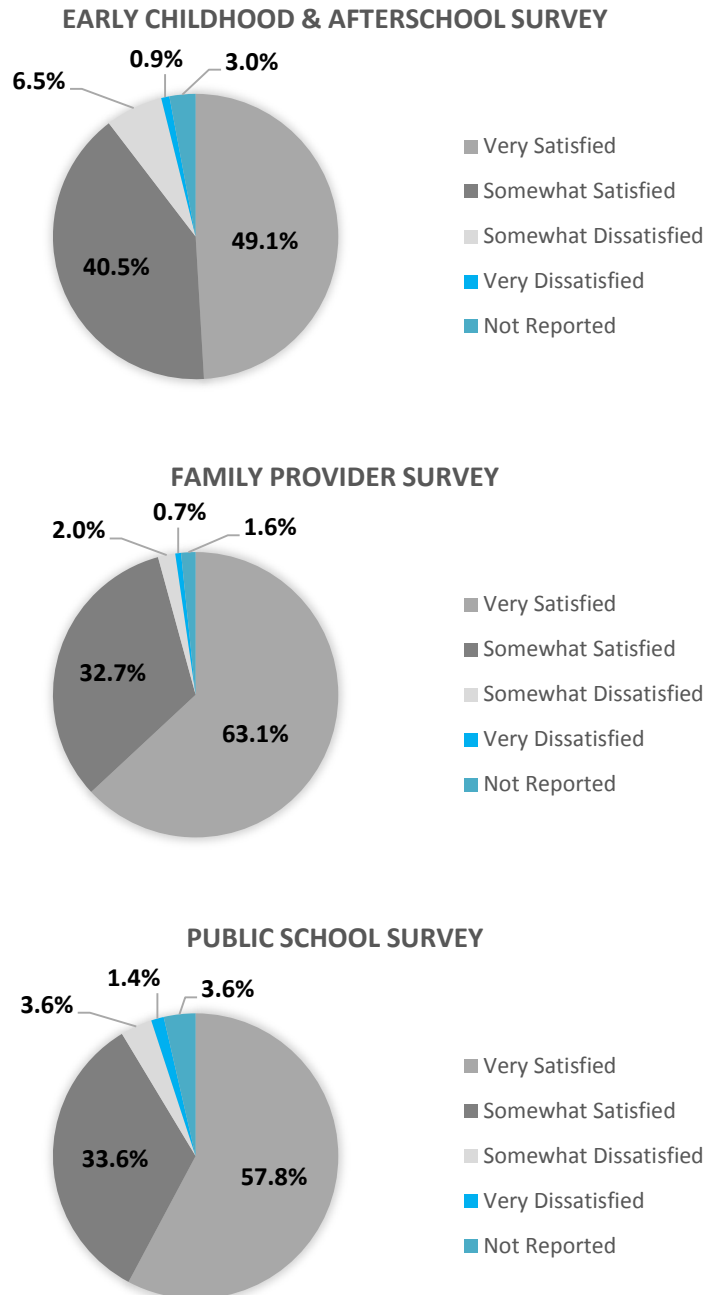
Figure 36. Respondents to each of the three surveys chose similar reasons why they work in early childhood and afterschool.



Note. Data reflect the percentage of respondents who rated each choice as one of their top three reasons for working in early childhood and afterschool out of the total number of respondents to this survey item. *N* = 597 for the Early Childhood & Afterschool Survey. *N* = 296 for the Family Provider Survey. *N* = 391 for the Public School Survey.

The majority of survey respondents are very satisfied or somewhat satisfied with their jobs. While there is some variation across the three surveys, the majority of all survey respondents are satisfied with their jobs (see Figure 37). In addition, less than 1.5 percent of all survey respondents reported being very dissatisfied with their job. Early Childhood & Afterschool Survey respondents reported the highest level of dissatisfaction with their jobs, with 7.4 percent either “Somewhat Dissatisfied” or “Very Dissatisfied.”

Figure 37. The majority of respondents across all three surveys are either Very Satisfied or Somewhat Satisfied with their job.

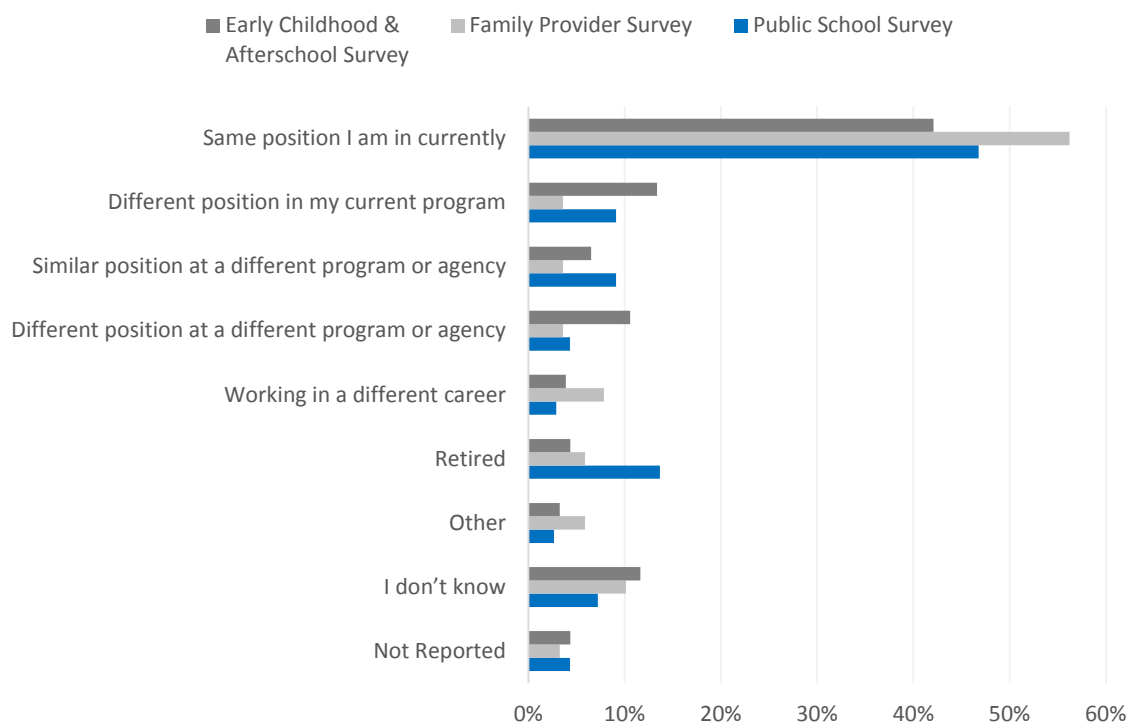


Note. N = 644 for the Early Childhood & Afterschool Survey. N = 306 for the Family Provider Survey. N = 417 for the Public School Survey.

A large percentage of respondents see themselves in the same position in the next three to five years. Family Provider Survey respondents were the most likely to indicate that they plan to be working in another field in the next three to five years, though this represented less than 10 percent of Family Provider Survey respondents

(7.8 percent; see Figure 38). The data presented in Figure 38 also show that 13.7 percent of Public School Survey respondents plan to retire in the next three to five years (second only to “Same position I am currently in”). This may be an artifact of the sample who chose to complete the survey, or it may be indicative of an “aging-out” of this population.

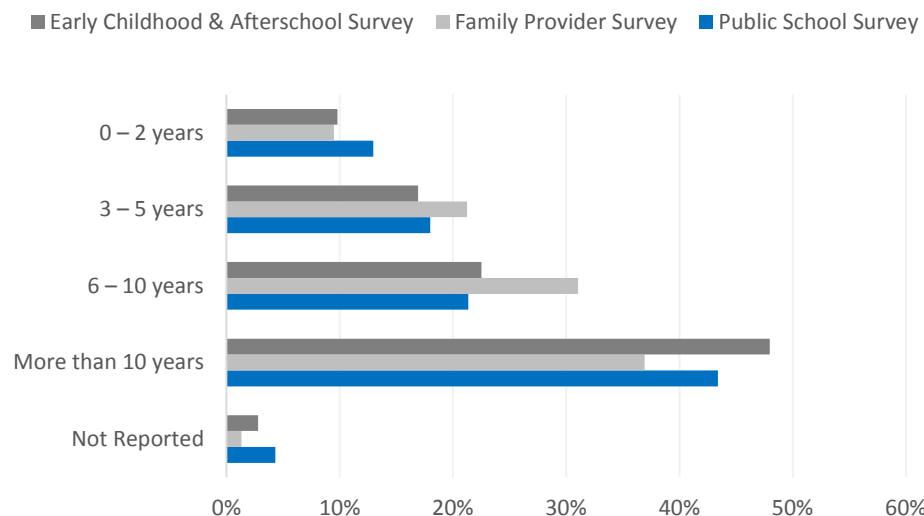
Figure 38. A substantially higher percentage of survey respondents see themselves in the same position they are in currently in three to five years than in any other position.



Note. N = 644 for the Early Childhood & Afterschool Survey. N = 306 for the Family Provider Survey. N = 417 for the Public School Survey.

The majority of survey respondents plan to work in early childhood or afterschool for another six or more years. Forty-eight, 36.9, and 43.4 percent of Early Childhood & Afterschool, Family Provider, and Public School Survey respondents plan to stay in the field for 10 or more years, respectively (see Figure 39). An additional 22.5, 31.0, and 21.3 percent of Early Childhood & Afterschool, Family Provider, and Public School Survey respondents plan to stay in the field for six to 10 years, respectively.

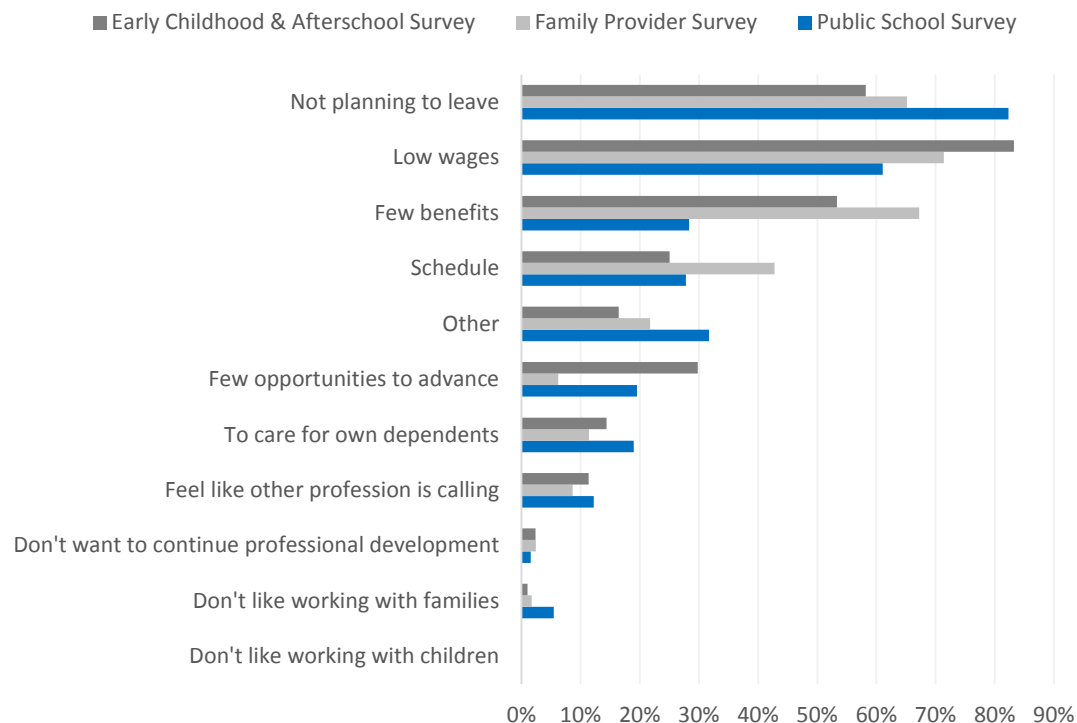
Figure 39. The majority of survey respondents plan on staying in early childhood and afterschool for more than five years.



Note. *N* = 644 for the Early Childhood & Afterschool Survey. *N* = 306 for the Family Provider Survey. *N* = 417 for the Public School Survey.

Although most respondents are not planning to leave the field, “Low Wages,” and “Few Benefits” top the list of reasons why respondents might leave the field of early childhood and afterschool. Survey respondents were asked to indicate the top three reasons why they might leave the field of early childhood and afterschool. Figure 40 shows the percentage of respondents who indicated that each reason was one of their top three choices. The largest percentage of Early Childhood & Afterschool Survey respondents indicated that “Low Wages” (83.2 percent) was one of their top three reasons to leave the field, while 58.2 percent put “Not planning to leave” in their top three reasons, and 53.3 percent chose “Few Benefits” as one of their top three reasons. Family Provider Survey respondents endorsed “Low Wages,” “Few Benefits,” and “Not planning to leave” more than other reasons they might leave the field of early childhood or afterschool (71.4, 67.2, and 65.2 percent, respectively). And while a large percentage of Public School Survey respondents also rated “Not planning to leave field” (82.3 percent) and “Low Wages” (61.0 percent) among the top three reasons they would leave the field, “Few Benefits” was not among the highest-rated reasons they might leave. Notably, no survey respondents selected “Don’t like working with children” as one of their top three reasons to leave the field of early childhood and afterschool.

Figure 40. The majority of respondents chose “Not planning to leave” as one of their top three reasons why they might leave the field of early childhood and afterschool.



Note. Data reflect the percentage of respondents who rated each choice as one of their top three reasons they might leave the field of early childhood and afterschool out of the total number of respondents to this survey item. N = 591 for the Early Childhood & Afterschool Survey. N = 290 for the Family Provider Survey. N = 385 for the Public School Survey.

Summary of Key Findings

During a follow-up meeting with the Workforce Survey Stakeholder Group, the survey development team presented preliminary findings from the surveys. The Workforce Survey Stakeholder Group was then asked to articulate what they thought were the key takeaways from the survey project. In short, the group indicated that they thought this data showed higher levels of educational attainment, lower turnover, and higher levels of job satisfaction than they originally thought would characterize the field. Close examination of the survey data presented above indicates that, as expected, early childhood and afterschool professionals make relatively low wages, especially those in family child care. This is less true of individuals working in public school settings. The early childhood and afterschool workforce also tended to receive fewer benefits, except for those working in public school settings, many of whom reported receiving comprehensive benefits. Interestingly, despite the relatively low wages of Early Childhood & Afterschool Survey and Family Provider Survey respondents, their reported household incomes are fairly normally distributed around the median household income for Vermont (\$54,267). The following are five key findings from the Workforce Survey Project.

Educational degree attainment varies by sector.

The majority of the workforce working in public school settings reported having attained a Bachelor's or Master's degree. Similarly, much of the workforce completely the Early Childhood & Afterschool Survey have completed a Bachelor's or Master's degree, but at a lower percentage. Finally, while respondents to the Family Provider Survey reported the lowest levels of educational attainment, the majority of whom attained a high school diploma or some college, there is some evidence that they are exploring alternate pathways to obtaining added skills and training through Child Development Associates and Northern Lights Level I and II Certificates.

Wages in family child care homes and early childhood and afterschool licensed centers are lower than wages in public school settings.

While variation in wages exists within family child care homes and licensed centers that are not managed by the public school districts, the general pattern shows higher wages in public school settings. The overall median hourly wage for the respondents to the Early Childhood & Afterschool Survey (\$15.21) was \$2.18 lower than the Vermont median hourly wage for all occupations (\$17.39). In addition, the median 2014 net profit for family home providers (\$12,664) was \$3,066 below the 2014 threshold of poverty for a family of two (threshold = \$15,730). In contrast, the median hourly wage for Public School Survey respondents (\$25.48) was \$8.09 above the Vermont median hourly wage for all occupations. Hourly wages for teachers and caregivers working in licensed public school program settings are higher than those found in the National Survey of Early Care and Education (NCECE), which ranged between \$9.80 and \$20.60 for respondents with an Associate degree or higher

Few benefits are provided to people working in family child care homes and licensed centers that are not managed by the public schools.

With the exception of those working in public school settings, the early childhood and afterschool workforce reported that few benefits such as health insurance, dental insurance, and retirement plans were provided to them through their employers or primary job working with young children. Very few family providers reported building in benefits as part of their job working with young children. As expected, most respondents to the Public School Survey *did* report receiving comprehensive benefits.

The early childhood and afterschool workforce reports high job satisfaction and plans to continue working in the field.

Ninety percent or more of respondents from each of the three surveys indicated that they were either very satisfied or somewhat satisfied with their job. In addition, the majority of Early Childhood & Afterschool Survey respondents plan to continue to

work in the early childhood and afterschool field for six or more years, with many (42 percent) of them planning to be in the same position they are currently for at least another three to five years. Although the questions in the early childhood and afterschool workforce survey and the NSECE differ, both found that the majority of the workforce stay in the early childhood field and tend to move to different positions within the early childhood field. This finding goes against the perception held by many that most workers leave the early childhood field after a short tenure to pursue a career in an entirely different field or leave the home or center-based setting to work in the public school.

Low wages and few benefits are the top reasons why individuals might leave the field of early childhood and afterschool.

While 58.2 to 82.3 percent of survey respondents across all three surveys indicated they do not plan to leave the field of early childhood, the majority (61.0 to 83.2 percent) of respondents across all three surveys selected “low wages” as one of the top three reasons why they *might* leave the field of early childhood and afterschool. “Few benefits provided” was also selected as one of the top three reasons for Early Childhood & Afterschool Survey and Family Provider Survey respondents.

Recommendations for Future Survey Efforts

While the Workforce Survey Project has provided a lot of valuable information regarding the demographics, education and credentials, wages, benefits, and aspirations of Vermont’s early childhood and afterschool workforce, several recommendations for future survey efforts are provided below.

Limit the amount of information collected by the surveys.

The current survey effort was broad in its scope. In addition to exploring the wages and benefits of the early childhood and afterschool workforce, the surveys were designed to address the aspirations of this critical workforce. Doing so has provided extremely useful information, particularly around why individuals choose the field of early childhood and afterschool, if they are satisfied, as well as some indicators of turn-over such as their plans for the future. However, the resulting surveys were 41 to 44 items long, taking approximately 20 minutes or more to complete. This length most likely deterred some respondents from completing or taking the surveys. Future survey efforts could be broken up so that each survey addresses only a couple of topic areas. Or, optimally, the information about wages and benefits can be collected via BFIS or through surveys completed by supervisors (see the next recommendation).

Information about wages and benefits should be collected by administration.

With the exception of family providers, survey efforts such as the National Survey of Early Care and Education and many Head Start Wages and Fringe Benefits studies ask directors or other administrators to complete information regarding their staff's hourly wage, benefits received, hours worked, and other similar information. This approach is preferable as it isn't clear the degree to which respondents in the current survey effort were consistent in the way(s) in which they estimated their wages. For example, some survey respondents were most likely providing rounded estimates of their wages while others provided exact hourly amounts. In addition, some provided hourly wages information while others provided yearly, monthly, or weekly wage information and using additional information provided regarding hours worked per week and months worked per year, hourly estimates were created. Family Provider Survey respondents were asked to provide exact information from IRS forms, however, the response rates on these items were substantially lower than those for the other items on that survey, indicating that this may have deterred some respondents from completing these items. Targeting a smaller, random sample of administrators, program directors, and family providers may provide Vermont with more accurate wages and benefits information (see next recommendation for further potential benefits of a smaller, targeted sample).

Target a smaller, random sample of administrators, program directors, and family providers.

Targeting a smaller sample of respondents will allow Vermont to provide greater incentives for the completion of surveys, ability to disseminate directly to respondents, and allow for more focused follow-up to ensure higher response rates on the surveys. Using a random sample of respondents will ensure generalizability of the results to the full population of the early childhood and afterschool workforce in Vermont.

Adjust the timing of the surveys.

The administration of the three workforce surveys occurred during late May and June 2015. Due to the timeline of the full workforce survey project, this administration window was optimal, however, future administrations should occur either earlier in the spring (before programs running on school year calendar are nearing the close of the year) or sometime during mid-fall. April, early May, October, and early November tend to be good times for surveys in school settings. The benefit of administering the survey so late in the spring, however, was that respondents who were completing a degree in the spring semester could indicate their new degree on the survey. As with any survey administration effort, the timing of the survey should be informed by

school calendars, holidays, information from practitioners around assessment and other data collection efforts, and the necessary timing of reports related to the survey data to be collected.

Strengths

The primary strength of the Workforce Survey Project is in the collaborative process that was used to systematically develop the surveys. Engaging over 30 early childhood and afterschool stakeholders from across sectors and asking them to brainstorm and prioritize survey topics allowed the survey development team to develop a survey that could gather a wide range of information of interest to the field. By using and adapting survey items from existing, vetted early childhood and afterschool surveys, the developed surveys are based off of many items that have previously been shown to have evidence of reliability and validity. Furthermore, the developed surveys were subjected to 15 cognitive interviews with stakeholders across different areas of early childhood and afterschool, where interview participants were asked to think out loud while completing the surveys and provide detailed feedback on the surveys and survey items—feedback which was then used to make changes to the surveys. Finally, EDC and CDD have worked collaboratively together and continuously included AOE at critical decision points throughout the development of the surveys, analysis of data, and interpretation of results.

Limitations

There are two important limitations of the Workforce Survey Project:

- The data provided by respondents represents a “snap shot” of the workforce during the spring of 2015. Many of the variables discussed in the report can change over short periods of time and results may look different even as of the writing of this report.
- Although the number of respondents completing each survey was promising, the response rates were less than optimal. While it is difficult to get a gauge of the exact response rates for each of the surveys due to the wide scope of the population of interest—all individuals working in early childhood or afterschool in any capacity—it is most likely the case that the response rates were each below 30 percent. This response rate calls into question the representative nature of those who did complete the survey—do they represent the workforce as a whole, or is there something unique about the respondents that makes their responses different than what would be seen in the population? For this reason, Vermont may consider targeting a smaller, randomly selected sample of respondents during the next survey administration, hopefully allowing for better generalizability to the field beyond the survey respondents.

Appendix A: Methodology

Survey development

The Workforce Survey Project was a collaborative effort between the Child Development Division (CDD), Agency of Education (AOE), Education Development Center, Inc. (EDC), and multiple early childhood and afterschool stakeholders across Vermont. The survey development process was undertaken in the following steps:

- Convenes stakeholder group to brainstorm and prioritize survey topics. This brainstorming session was a full-day session that took place in early December 2014 and included over 30 early childhood and afterschool stakeholders.
- Compiled results from brainstorming session into a survey blueprint, outlining the topics and subtopics to be covered by the survey (see Appendix B for the survey blueprint).
- Used survey blueprint to search for existing survey items on other early childhood and afterschool surveys and draft items based on the blueprint and compiled survey items. Obtained stakeholder feedback on draft items (see Appendix C for the draft items and stakeholder feedback form).
- Revised items based on stakeholder feedback and developed draft surveys in Microsoft Word (for paper versions) and Survey Monkey (for online versions).
- Conducted cognitive interviews with 15 early childhood and afterschool professionals to gather detailed feedback on the survey and survey items. Interviews were conducted online/over-the-phone as well as in-person. All interviews were recorded, transcribed, and coded (see Appendix D for the cognitive interview protocol). Cognitive interviewing is a method for identifying and correcting problems with surveys that involves administering a draft survey to an individual respondent while concurrently interviewing them to determine if the survey items are eliciting the information that their author intends.^{xvii} This methodology can be used to go beyond content expert and stakeholder feedback and can improve the clarity, relevance, length, and coverage of survey items. The goal was to reduce potential sources of confusion by identifying and correcting problems prior to conducting the large-scale survey.
- Based on feedback from cognitive interviews and further review from CDD, split the original survey into three separate surveys: Early Childhood & Afterschool, Family Provider, and Public School.
- Finalized surveys, created survey link for online survey, and printed paper versions of the surveys.

Data cleaning

Once the survey window closed, paper responses were manually entered into Survey Monkey (a total of approximately 30 surveys were completed on paper). Survey data was then downloaded from Survey Monkey into SPSS, a statistical package used for data analysis. Prior to conducting data analyses, data were checked to be sure values were valid, variables were recoded where necessary, and new variables were calculated (for example, hourly wage was calculated for respondents who only provided yearly wage).

Data analysis

All analyses were descriptive in nature. Most of the analyses conducted were frequency distributions or cross tabulations. Some additional analyses included finding measures of central tendency (for example, mean, median). In the case of wage information, the median was chosen as the best measure of central tendency (rather than the mean or average) because the mean can be easily skewed by outliers, that is, individuals with unusually high or low reported wages.

Appendix B: Survey Blueprint

The survey blueprint outlines the topics to be addressed by the survey, subtopics and/or questions to be included on the survey, and notes related to each subtopic or question. It was created using input from the kick-off stakeholder meeting on December 8, 2014, as well as input from the team at the Child Development Division (CDD). The overarching topical areas include:

- Demographics
- Employment
- Education, Credentials, and Training
- Professional Development and Resources
- Wages and Earnings
- Benefits
- Aspirations

Topic	Subtopic/Question	Notes
Demographics	Sex	Female/Male
Demographics	Age	In years The National Survey of Early Care and Education (NSECE) asks the year in which the individual was born.
Demographics	Race/Ethnicity	To be consistent with other surveys, might want to ask in two separate questions, such as the way NSECE asks it: E3. Are you of Hispanic or Latino descent? YES NO

Topic	Subtopic/Question	Notes
		<p>E4. Which of the following are you? Please select one or more.</p> <p>White</p> <p>Black or African American</p> <p>Asian</p> <p>Native Hawaiian or Other Pacific Islander</p> <p>American Indian or Alaska Native</p> <p>OTHER</p>
Demographics	Primary language	English, French, Spanish, Other (with opportunity to specify)
Demographics	Town of residence	
Demographics	Town where work	
Demographics	Marital status	<p>This is not that critical/Could go either way.</p> <p>The National Survey of Early Care and Education (NSECE) asks:</p> <p>E11. What is your current marital status?</p> <p>Never married, not living with a partner</p> <p>Married or living with a partner</p> <p>Separated</p> <p>Divorced</p> <p>Widowed</p>
Demographics	Household make-up	<p>Number of adults and number of children in household. Look at how census asks this question.</p> <p>Census asks:</p> <p>1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?</p>

Topic	Subtopic/Question	Notes
		<p>2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?</p> <ul style="list-style-type: none"> • Children, such as newborn babies or foster children • Relatives, such as adult children, cousins, or in-laws • Nonrelatives, such as roommates or live-in baby sitters • People staying here temporarily • No additional people <p>NSECE asks:</p> <p>E12. How many children age 5 or less are living in your household? _____Number</p> <p>E13. How many children between 6 and 12 are living in your household? _____Number</p>
Employment	Job role(s)/Title(s)	We will provide job role definitions. As part of these definitions, we will specify whether or not that position works directly/primarily with children. Possibly use OHS' list of possible job positions.
Employment	Name of organization	For those working in regulated care settings, use the title of the program that appears on the License Certificate. This will be used to merge with other data to identify number of employees and other organization information. Will also be used to ensure non-duplication of survey responses.

Topic	Subtopic/Question	Notes
Employment	Setting	Public school, Head Start, center-based program, registered home, licensed home, after school, non-recurring care, legally exempt; public/private Prekindergarten partnership. Check all that apply.
Employment	Employer designation	Nonprofit, sole proprietor, partnership, public school, corporation, self, combination of, other.
Employment	Number of people who report to each employee/Number of supervises (if applicable)	
Employment	Number of services coordinating	Dental/health, Children's Integrated Services (CIS), Special education, nutrition, social work, other
Employment	How many years have you been working with children birth-age 8?	Total number of years of experience
Employment	How many years at current place of employment?	
Employment	How many years in current role(s)?	
Employment	Part/full time (weekly)	Hours worked per week?
Employment	Full/part year	# weeks worked per year?
Employment	Primary age group served	Infants, toddlers, preschool, school age, after school
Employment	Are there opportunities for advancement from your current position?	Yes, No, Not Sure, Not looking to change positions
Employment	Do you have annual performance evaluations?	Yes, No, there are performance evaluations but they are not annual (specify how frequently they occur)

Topic	Subtopic/Question	Notes
Employment	Is your work schedule predictable?	Yes, No
Employment	Are you asked to leave due to low enrollment?	Never, sometimes, often
Education, Credentials, and Training	Highest level of education/Degree(s)/Credential(s) attained	Diploma/GED, credential, AA/AS, BA/BS, MA/MS, Ph.D./Ed.D. or other terminal degree
Education, Credentials, and Training	Area of study/Area in which obtained degree or credentials	Early Childhood Education, Early Childhood Special Education, Elementary Education, Human Development, Psychology, Social Work, etc. Check all that apply.
Education, Credentials, and Training	Number of college credits	Related and unrelated fields
Education, Credentials, and Training	Where obtained degree(s)	
Education, Credentials, and Training	Degree(s)/credential(s) currently pursuing	Current enrollment in degree/training program. E.g., apprenticeship, TEACH, AA, BA, Master's or other career pathway.
Education, Credentials, and Training	Plans for future educational attainment	Should explore possibility of dropdown list. Eg: meet licensing requirements, pursue credential, pursue degree, etc.
Education, Credentials, and Training	Preparation prior to entering field	Tech center, child care certificate, teacher preparation, apprenticeship, AA in ECE, BA in ECE, MA+ in ECE, health/nursing program, social work
Education, Credentials, and Training	Where attend high school?	
Education, Credentials, and Training	Licensure endorsement	AOE endorsement. List to be provided by AOE.
Education, Credentials, and Training	Credential(s)/Career level	Level certificates. List of job-related certifications.

Topic	Subtopic/Question	Notes
Education, Credentials, and Training	Are credentials related to current position/job role(s)?	
Education, Credentials, and Training	What would facilitate continuing education/training?	Time of day, release schedule, substitutes, cost, part/full time options
Professional Development and Resources	Where do you get PD?	
Professional Development and Resources	Awareness of career and development resources	<p>How get information about PD offerings in your area? (e.g., directly/electronically from RDS, Starting Points network, RDS newsletter is posted, BFIS course calendar, other)</p> <p>How get PD information in general? (RDS, BFIS, BBF, NLCDC)</p>
Wages and Earnings	Starting pay at current position	Hourly (?)
Wages and Earnings	Wage increases in current position	Or: Does your program offer wage increases? How often? Are wage increases connected with performance evaluations?
Wages and Earnings	Current wage at job(s) in question	Hourly wage
Wages and Earnings	Number of hours worked	Per week, per year
Wages and Earnings	Total household income	Yearly (?)
Wages and Earnings	Second/other job(s)	To supplement income?
Wages and Earnings	Income/wages from other source(s)	Includes other jobs. Yearly? Hourly?

Topic	Subtopic/Question	Notes
Wages and Earnings	Are you the primary wage earner in your household?	Y/N
Benefits	What benefits <u>are offered</u> by your employer?	<p>Drop down list to include (probably not broken-out by “percentage-based” or “flat rate” as respondents may not understand these terms):</p> <p>Percentage-based fringe benefits:</p> <ul style="list-style-type: none"> • FICA/Medicare • Worker’s compensation • Disability and unemployment insurance • Retirement/Pension <p>Flat Rate Benefits:</p> <ul style="list-style-type: none"> • Health insurance • Dental insurance • Life insurance • Disability • Pension <p>Also:</p> <p>reduced cost of child care, substitutes for PD, I am not sure of all of the benefits offered by my employer</p> <p>Option here that includes an option that gets at cafeteria plan with certain amount attached to it.</p>
Benefits	What employer-offered benefits <u>do you use</u> ?	Same list as above.
Benefits	Leave provided by employer/accrued by employees	Annual Sick leave, Annual leave, Vacation (paid/unpaid), Paid holidays per year

Topic	Subtopic/Question	Notes
Benefits	What other benefits do you have access to?	Spouse/partner, parent, other?
Benefits	Do you take advantage of public assistance/government benefits?	Child Care Financial Assistance Program, 3SquaresVT, WIC, ReachUp, Fuel Assistance, VT Health Connect subsidy (not sure if there are others)
Benefits	Do you receive health care through your domestic partner/spouse?	Yes/No
Benefits	What supports do you have?	<p>Need to clarify what “supports” means...suggested: Does your employer offer other non-financial supports (such as a flexible schedule, the opportunity to take on extra work, etc.?)</p> <p>Should have drop-down list of supports.</p>
Benefits	What supports do you wish you had?	Need to clarify what “supports” means and also need to provide a drop-down list to structure responses.
Aspirations	What keeps you in your role/in EC field?	<p>Need a drop down list – I love working with children, my partner is the primary wage-earner, I am valued by the people/program at which I work, I am supported in my work, I earn enough money to pay my expenses</p> <p>“I enjoy the work setting/environment/working relationships.”</p> <p>NSECE asks:</p>

Topic	Subtopic/Question	Notes
		<p>A11. Which one of the following best describes the main reason that you work with young children? CODE ONE ONLY.</p> <p>It is my career or profession</p> <p>It is a step towards a related career</p> <p>It is my personal calling</p> <p>It is a job with a paycheck</p> <p>It is work I can do while my own children are young</p> <p>It is a way to help children</p> <p>It is a way to help parents</p> <p>None of these reasons apply</p> <p>DK/REF</p>
Aspirations	What factors would cause you to leave the field?	Income/wages, hours, support, etc.
Aspirations	How long do you plan to continue working in EC field?	0-2 years, 3-5 years, 5-10 years, > 10 years
Aspirations	Where do you want to be in your career in 3-5 years?	Need to come up with list here
Aspirations	Are you interested in increasing education/credentials/career ladder?	Yes, No
Aspirations	If don't want to increase education/credentials, why not?	What other supports would you like?
Aspirations	What are your PD goals for the next 5 years?	Meet licensing regulations, no goals, college course work, college degree, credential
Aspirations	Job satisfaction	Rating scale

Appendix C: Draft Survey Items and Stakeholder Review Form

The following document was sent to a core team of stakeholders in order to gather detailed feedback regarding draft survey items. This feedback was used to rework items and to delete items that were deemed unnecessary (thus keeping the survey administration time to no more than 20-25 minutes). Items adapted from other surveys include a note indicating the original survey.

VT Early Childhood Workforce Survey – Draft Items and Stakeholder Review Form

Please review the following table of draft items and response options (column #2) for the VT Early Childhood Workforce Survey and **provide your feedback in the last 3 columns of the table according to the following rubric:**

Column #3: How important is this item for measuring the topic in relation to the goals of the VT Early Childhood Workforce Project?

- 0 = not at all important, do not include item
- 1 = somewhat important, item may be useful
- 2 = important, item should probably be included
- 3 = very important, item needs to be included

Column #4: To what extent is this item clearly written?

- 0 = not clear at all
- 1 = somewhat clear
- 2 = very clear

Column #5: Comments

Please include any comments or further clarification if necessary.

Note: The items are currently not in the order that they will be in on the survey. They are currently organized by topic. If you have advice regarding where you think an item should be placed on the survey, please let us know in Column 5. The final version of the survey will not be in tabular format.

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
Unique “Identifier” for Non-Duplication of Responses - Question 1	What is the name of your favorite teacher? (Your answer will ensure that each respondent completes this survey once.) _____	0, 3, 0	2, 2, 3, 0	Good question if it is clear why it is being asked Simplify language, had to read twice, Say why asking for this information
Unique “Identifier” for Non-Duplication of Responses - Question 2	What is your paternal grandmother’s first name (your father’s mother)? (Your answer will ensure that each respondent completes this survey once.) _____	0, 3, 0	2, 2, 3, 0	Not every knows this – I assume they could make it up? Simplify language, had to read twice, Say why asking for this information
Demographics	1. What is your sex? <ul style="list-style-type: none"> • Female • Male • Prefer not to answer 	3, 3, 3, 3, 3	2, 2, 3, 2, 3	
Demographics	2. What is your age? <ul style="list-style-type: none"> • Under 18-years-old • 18- to 25-years-old • 26- to 35-years-old • 36- to 45-years-old • 46- to 60-years-old • Over 60-years-old • Prefer not to answer Adapted from: VT PD Survey	2, 3, 3, 3, 3	1, 2, 3, 2, 3	What is your age? May be better language
Demographics	3. Are you of Hispanic or Latino descent? <ul style="list-style-type: none"> • Yes • No • Prefer not to answer 	2, 3, 1, 1, 3	2, 2, 3, 2, 3	

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
Adapted from: National Survey of Early Care and Education (NSECE)				
Demographics	4. Please specify your race. Select as many as apply. <ul style="list-style-type: none"> • White • Black or African American • Asian • Native Hawaiian or Other Pacific Islander • American Indian or Alaska Native • Other • Prefer not to answer Adapted from: NSECE	2, 3, 1, 3, 3	2, 2, 3, 2, 3	
Demographics	5. What languages do you speak fluently? (Check all that apply.) <ul style="list-style-type: none"> • English • French • Spanish • Other (please specify: _____) Adapted from: NSECE	2, 3, 2, 2, 3	2, 3, 2, 3	Good!
Demographics	6. About how much of the time that you are working with children do you speak English? <ul style="list-style-type: none"> • None of the time • Some of the time • About half of the time • Most of the time • All of the time Adapted from: NSECE	1, 3, 2, 3, 3	1, 2, 3, 2, 3	What if they don't work with children – they work primarily with adults? Might want to add an option: My job does not require me to talk with children
Demographics	7. How many children age 5 or younger are living in your household? _____ Adapted from: NSECE	2, 1, 3, 1, 2	2, 2, 3, 2, 2	Make this type of question one question.
Demographics	8. How many children between the ages of 6 and 12 are living in your household? _____ Adapted from: NSECE	1, 3, 1, 2	2, 3, 2, 2	Make this type of question one question.

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
Demographics	9. How many children between the ages of 13 and 18 are living in your household?_____	1, 3, 1, 2	2, 3, 2, 2	Make this type of question one question.
Demographics	10. How many children living in your household are attending child care or afterschool care? _____	3, 2, 1, 1, 3	3, 2, 3, 2, 1, 1	Might be confusing – you have kids at home who are not attending these programs, or you have no kids at home? Does it matter? Do you mean other than the program that they are working with?
Employment	The following questions ask about your work with children under the age of 13. If you have more than one job working with children under the age of 13, please answer these questions for <i>only</i> your primary job working with children. Your primary job is the job at which you are scheduled to spend the most amount of time. For purposes of this survey, “your program” is considered where you have your primary job working with children.	3, 3	2, 3, 1	Not great.... too long... how about giving people a chance to answer the job/ where you work question twice or more Job #1, #2 #3 and ask the number of average hours /week - Formatting issue, bold and italicize?
Employment	11. Given the following job categories, what is your role at your primary job working with children? A full description of each of the job categories can be found here: [hyperlink to list of positions]. Please see the hyperlink list of positions to identify the position category that most closely matches the question. [Final list of job categories will be inserted here with example titles. STAKEHOLDERS - PLEASE REVIEW THE MS	3, 3, 3, 3, 3, 3	3, 2, 3, 2, 1, 3	Under “teacher” lead teacher is listed twice and head teacher should be inserted. I was unsure why teaching assistant included: assistant counselor, counselor, afterschool core program staff. By

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	WORD DOCUMENT WITH JOB CATEGORIES AND PROVIDE FEEDBACK]			counselor do you mean summer camp counselor or guidance counselor?...Would a potter who works in afterschool once a week be included if so, how?
Employment	12. About how far do you travel to get to your primary job working with children? <ul style="list-style-type: none"> • Less than 10 miles • 11 – 25 miles • 26 – 50 miles • More than 50 miles 	2, 3, 2, 2, 3	2, 2, 3, 2, 3	Good to know I think but it is not uncommon for Vermonters to travel so it may not be critical....
Employment	13. Where in Vermont is your primary job working with children? <ul style="list-style-type: none"> • Barre area (Washington County) • Bennington area (Bennington County) • Brattleboro (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 • Other (please specify): _____ 	3, 3, 3, 3	2, 3, 2, 3	Brattleboro and surrounding area, including Bellows Falls communities Wondering if you would want this to be by supervisory district rather than counties

Adapted from: VT PD Survey

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
Employment	<p>14. What type of program or agency do you work in? (Check all that apply.)</p> <ul style="list-style-type: none"> • Registered home • Licensed home • Licensed afterschool program • Afterschool program that is not regulated • Non-recurring care program (for example, ski resort) • Licensed early childhood program (in a community setting) • Licensed public preschool program (in a public school) • Public school (kindergarten and up) • Head Start • Early Head Start • Early Head Start Child Care Partnership • CIS – Early intervention agency (PCC or community-based agency) • CIS – Early Childhood and Family Mental health agency • CIS – Family Support • CIS Nursing – Home Health Agency • CIS Nursing – PCC • Early Childhood Special Education (619) • Legally Exempt Provider • Summer Recreation Program • Other (please specify): _____ <p>Adapted from: VT PD Survey and Common Education Data Standards (CEDs)</p>	3, 3, 3, 3	2, 3, 2, 2	<p>Work <u>in</u> is more appropriate for home providers I think this question should come earlier in this section and the region and miles driven should be later if we decide to keep it Resource and Referral Agency. Parent-Child Center classroom.</p> <p>You may want to incorporate hyperlinks for these definitions as not all staff may know which type</p>
Employment	<p>15. In what kind of building is your program located?</p> <ul style="list-style-type: none"> • Religious building • Public K-12 school • Private K-12 school 	2, 1, 1, 3, 3	1, 2, 3, 2, 1, 3	Not sure this is the best or most meaningful question

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> • University or college • Hospital • Community center or municipal building (for example, library or recreation center) • Commercial structure (for example, owned or rented space in a commercial building) • Home, apartment, or other residential structure • Other (Please specify: _____) <p>Adapted from: NSECE and CEDS</p>			Does the “home” mean where I live or that I work in residential structure or does it matter?
Employment	<p>16. Does your program have a contract or partnership with one or more school districts to provide prekindergarten or kindergarten education?</p> <ul style="list-style-type: none"> • Yes • No • I don’t know <p>Adapted from: Child Care Resource Survey</p>	3, 3, 3, 3, 3	2, 3, 1, 2, 3	
Employment	<p>17. Which of the following age groups does your program serve? (Check all that apply.)</p> <ul style="list-style-type: none"> • Infants • Toddlers • Preschoolers (ages 3 – 5) • School Age (ages 6+) <p>Adapted from: Child Care Resource Survey</p>	2, 3, 3, 3, 3	2, 1, 3, 2, 2	I think we should ask what age of child the respondent cares for/teaches Suggest changing “age groups” to categories Assuming you will format with selection buttons.
Employment	<p>18. About how many children does your program serve?</p> <ul style="list-style-type: none"> • Fewer than 12 children • 13 – 59 children • 60 or more children • I don’t know 	2, 2, 3, 3, 3	2, 2, 3, 2, 2	“About” what do you mean? What are you looking for? Can you be more specific?
Employment	<p>19. What is your program’s current STARS rating?</p> <ul style="list-style-type: none"> • 1 Star • 2 Stars 	3, 3, 3, 2, 3	2 (see note), 2, 3, 2, 3	“star level” is better wording

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> • 3 Stars • 4 Stars • 5 Stars • Currently awaiting a STARS rating • My program does not participate in STARS • I don't know • My program is not eligible to participate in STARS <p>Adapted from: Child Care Resource Survey</p>			
Employment	<p>20. Does your program have any of the following accreditations?</p> <ul style="list-style-type: none"> • National Association for the Education of Young Children (NAEYC) • National Association of Family Child Care (NAFCC) • Other (Please specify: _____) • I don't know • None 	3, 2, 3, 3, 3	2, 2, 3, 2, 3	
Employment	<p>21. Is your program for profit, not for profit, run by a government agency, or run by a public school system?</p> <ul style="list-style-type: none"> • For profit (for example, LLC, privately owned, etc.) • Not for profit (501c3) • Run by a government agency • Run by a public school system • Other (Please specify: _____) • I don't know <p>Adapted from: NSECE</p>	3, 2, 3, 3, 3	3, 1, 3, 2, 3	I think we take out the Government agency...Vermont government doesn't run programs ; Suggested "Supervisory Union/Supervisory District" instead of "public school system"
Employment	<p>22. Please indicate additional tasks you perform <u>beyond</u> the stated responsibilities in your primary job description?</p> <ul style="list-style-type: none"> • Provide transportation (for example, driving a van or bus) • Meal preparation 	2, 3, 3, 3, 3	1, 2, 3, 2, 1, 1	Meal preparation may not be clear for some and it would be more helpful for medical care to be separated. Perhaps these could be

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> Administrative work separate from work related to child care (for example, record keeping needed by your program, scheduling) Medical care (for example, insulin pump, nebulizer) Cleaning (for example, bathrooms, floors) Laundry Grounds care (for example, snow removal, lawn mowing) Other (Please specify: _____) 			3 or 4 quick question "yes or no" How would family child care answer this and what would it tell us? this question should go near the other question on job responsibilities/program should go near You might want to add beyond the "stated" responsibilities...
Employment	<p>23. How many years of experience do you have working with children under age 13? Please do not count any experience raising your own children or through babysitting.</p> <p>_____ years</p> <p>Source: NSECE</p>	3, 1, 3, 3, 3	2, 2, 3, 2, 2	Should we add the word "professionally" Do we want to include babysitting? With this definition it could be... You may want to use select buttons with year ranges rather than a blank.
Employment	<p>24. Approximately how long have you worked in your current program?</p> <p>_____ Years, _____ Months</p> <p>Adapted from: NSECE</p>	3, 3, 3, 3	2, 3, 2, 2	Same as above [ranges rather than open response]
Employment	<p>25. Approximately how long have you worked in your current role at your program?</p> <p>_____ Years, _____ Months</p> <p>Adapted from: NSECE</p>	3, 3, 2, 3	2, 3, 2, 2	Same as above [ranges rather than open response]
Employment	<p>26. Prior to your current role, what other job roles have you had working with children under the age of 13?</p> <p>[INSERT JOB CATEGORIES HERE (from attachment)]</p>	3, 3, 2, 3	2, 3, 2, 2	

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
Employment	27. Approximately how many hours per week are you paid to work at your program? _____ Hours Adapted from: NSECE	3, 3, 3, 3	2, 3, 2, 2	Should we give choices? Suggested choices: less than 10 hrs/wk, 10-20 hrs/wk, 21-34 hrs/wk, 35 – 40 hrs/wk, more than 40 hrs/wk
Employment	28. Approximately how many hours per week do you spend performing duties related to your work at your primary job? _____ Hours	3, 3, 2, 3, 3	2, 3, 1, 2, 2	Same ranges as item 27? Or percentages? Excellent
Employment	29. Approximately how many months do you work at this job each year? _____ Months Adapted from: NSECE	3, 3, 3, 3, 3	2, 3, 2, 1, 2	If you just changed jobs or plan to change jobs, not sure how to answer this
Employment	30. With what age group(s) do you work most often? (Check all that apply.) <ul style="list-style-type: none"> • Infants • Toddlers • Preschoolers (ages 3 – 5) • School Age (ages 6+) Adapted from: NSECE	3, 3, 3, 3	2, 3, 2, 1, 2	This is confusing age and work place. School age and afterschool and summer program – can't we correlate this in the query instead? Select buttons
Employment	31. Are there opportunities for advancement at your program? <ul style="list-style-type: none"> • Yes • No • I don't know 	3, 3, 3, 3, 3	2, 3, 2, 2, 2	This question wouldn't work for family child care and they need to be able to be recognized for their PD instead Take out the word above and just leave "advancement"

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
				Suggested adding another item that asks about opportunities for advancement that the respondent is interested in.
Employment	32. Do you receive a formal review and feedback on your performance at least once per year? <ul style="list-style-type: none"> • Yes • No, there are no formal performance evaluations • No, performance evaluations are not yearly (Please specify how often performance evaluations occur: _____) • I don't know Adapted from: NSECE	1, 2, 1, 2, 3, 3	1, 2, 3, 2, 2, 2	Not sure this is critical to our mission
Employment	33. Is your work schedule predictable? <ul style="list-style-type: none"> • Yes • No 	3, 1, 2, 3, 3, 3	2, 2, 3, 2, 2	
Employment	34. Are your hours reduced because of low enrollment? <ul style="list-style-type: none"> • Never • Sometimes • Often 	3, 1, 2, 3, 3, 3	2, 2, 3, 2, 2	
Employment	35. In the past, what types of the following programs or agencies have you worked for? (Check all that apply.) <ul style="list-style-type: none"> • Registered home • Licensed home • Licensed afterschool program • Afterschool program that is not regulated • Non-recurring care program (for example, ski resort) • Licensed early childhood program (in a community setting) 	3, 3, 2, 3, 3	1, 2, 3, 2, 1	This is OK but is there some way to see progression and get to why the changes in work setting Put with other questions on program type. Change to "what type or early childhood

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments																								
	<ul style="list-style-type: none">• Licensed public preschool program (in a public school)• Public school (kindergarten and up)• Head Start• Early Head Start• Early Head Start Child Care Partnership• CIS – Early intervention agency (PCC or community-based agency)• CIS – Early Childhood and Family Mental health agency• CIS – Family Support• CIS Nursing – Home Health Agency• CIS Nursing – PCC• Early Childhood Special Education (619)• Legally Exempt Provider• Summer Recreation Program• None• Other (please specify): _____ <p>Adapted from: VT PD Survey and Common Education Data Standards (CEDS)</p>			afterschool or program types..." worked Should you add "none" as a response Select buttons?																								
Education, Credentials, and Training	<p>36. What levels of education have you achieved (A), what education are you currently working on (W), and what do you plan to pursue (F) in the future? (Check all that apply.)</p> <table><tr><td>Level of education</td><td>A</td><td>W</td><td>F</td></tr><tr><td>Up to 8th grade</td><td></td><td></td><td></td></tr><tr><td>9th to 11th grade</td><td></td><td></td><td></td></tr><tr><td>12th grade, but no diploma</td><td></td><td></td><td></td></tr><tr><td>High school diploma, or equivalent (GED)</td><td></td><td></td><td></td></tr><tr><td>Vocational or technical program after high school</td><td></td><td></td><td></td></tr></table>	Level of education	A	W	F	Up to 8 th grade				9 th to 11 th grade				12 th grade, but no diploma				High school diploma, or equivalent (GED)				Vocational or technical program after high school				3, 3, 3, 3, 3	2, 2, 3, 1, 2	I wonder if you want to add a bachelor or associate in human services, since those are pretty common degrees in this field?
Level of education	A	W	F																									
Up to 8 th grade																												
9 th to 11 th grade																												
12 th grade, but no diploma																												
High school diploma, or equivalent (GED)																												
Vocational or technical program after high school																												

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	Some college courses but not a degree			
	VT Child Care Apprenticeship program Certificate of Completion			
	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 V Certificate			
	Associate's degree, in a field related to education and/or child development			
	Associate's degree in human services			
	Associate's degree, in a field unrelated to education and/or child development			
	Bachelor's degree, in a field related to education and/or child development			
	Bachelor's degree in human services			
	Bachelor's degree, in a field unrelated to education and/or child development			
	Master's degree, in a field related to education and/or child development			
	Master's degree, in a field unrelated to education and/or child development			
	Doctoral degree, in a field related to education and/or child development			

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments																
	<table><tr><td>Doctoral degree, in a field unrelated to education and/or child development</td><td></td><td></td><td></td></tr><tr><td>Master of Social Work (or equivalent)</td><td></td><td></td><td></td></tr><tr><td>Registered Nurse (RN) or</td><td></td><td></td><td></td></tr><tr><td>Other (Please specify: _____)</td><td></td><td></td><td></td></tr></table> <p>Adapted from: VT PD Survey</p>	Doctoral degree, in a field unrelated to education and/or child development				Master of Social Work (or equivalent)				Registered Nurse (RN) or				Other (Please specify: _____)						
Doctoral degree, in a field unrelated to education and/or child development																				
Master of Social Work (or equivalent)																				
Registered Nurse (RN) or																				
Other (Please specify: _____)																				
Education, Credentials, and Training	37. Do you have training outside of higher education in child development or early care and education? <ul style="list-style-type: none">• Yes• No Source: NSECE	1, 3, 3, 3, 0, 3	0, 2, 3, 2, 1, 2	All providers have to have training so this question is confusing Unclear: Do you mean have you ever completed training (excluding college coursework) in child development or early care and ed? (and what about afterschool?) Since every has to take some training...																
Education, Credentials, and Training	38. Did you graduate from a human services training program in a Vermont technical center? <ul style="list-style-type: none">• Yes• No	3, 3, 1, 2, 3	2, 3, 2, 1	Do you need to provide an example of a technical center name?																
Education, Credentials, and Training	39. What certifications have you obtained (O) , are you currently working on (W) , and what certifications do you plan to pursue (F) in the future? (Check all that apply. Not that “current” means not expired) <table><tr><td>Certification</td><td>O</td><td>W</td><td>F</td></tr><tr><td>Current Child Development Associate (CDA) – Infant/Toddler</td><td></td><td></td><td></td></tr></table>	Certification	O	W	F	Current Child Development Associate (CDA) – Infant/Toddler				3, 3, 2, 3, 3, 3	2, 2, 3, 2, 1, 2	Asked if we could combine with 36. This will get too unwieldy. Add VT Afterschool Essentials Certificate								
Certification	O	W	F																	
Current Child Development Associate (CDA) – Infant/Toddler																				

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments																																																
	<table><tr><td>Current Child Development Associate (CDA) – Preschool</td><td></td><td></td><td></td></tr><tr><td>Current Child Development Associate (CDA) – Family Child Care</td><td></td><td></td><td></td></tr><tr><td>Current Child Development Associate (CDA) – Home Visitor</td><td></td><td></td><td></td></tr><tr><td>Child Care Certificate from Community College of Vermont (CCV)</td><td></td><td></td><td></td></tr><tr><td>Vermont Director Credential – Step 1</td><td></td><td></td><td></td></tr><tr><td>Vermont Director Credential – Step 2</td><td></td><td></td><td></td></tr><tr><td>Vermont Director Credential – Step 3</td><td></td><td></td><td></td></tr><tr><td>Registered Child Care Apprenticeship Certificate of Completion</td><td></td><td></td><td></td></tr><tr><td>Vermont Afterschool Professional Credential</td><td></td><td></td><td></td></tr><tr><td>Vermont Afterschool Essentials Certificate</td><td></td><td></td><td></td></tr><tr><td>Vermont Afterschool Foundations Certificate</td><td></td><td></td><td></td></tr><tr><td>Other (Please specify: _____)</td><td></td><td></td><td></td></tr></table> <p>Adapted from: VT PD Survey</p>	Current Child Development Associate (CDA) – Preschool				Current Child Development Associate (CDA) – Family Child Care				Current Child Development Associate (CDA) – Home Visitor				Child Care Certificate from Community College of Vermont (CCV)				Vermont Director Credential – Step 1				Vermont Director Credential – Step 2				Vermont Director Credential – Step 3				Registered Child Care Apprenticeship Certificate of Completion				Vermont Afterschool Professional Credential				Vermont Afterschool Essentials Certificate				Vermont Afterschool Foundations Certificate				Other (Please specify: _____)						and VT Afterschool Foundations Certificate What about lapsed CDA that is not current? Do you care? (obtained would include this)
Current Child Development Associate (CDA) – Preschool																																																				
Current Child Development Associate (CDA) – Family Child Care																																																				
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Other (Please specify: _____)																																																				
Education, Credentials, and Training	<p>40. What Education licensures and endorsements have you obtained, are you currently working on, or are planning to pursue in the future? (Check all that apply.) [Include option for “I do not have a teaching license and do not plan on obtaining one in the future.”]</p> <table><tr><td>Licensure/Endorsement</td><td>O</td><td>W</td><td>F</td></tr><tr><td>Vermont teaching license – Early Childhood endorsement</td><td></td><td></td><td></td></tr><tr><td>Vermont teaching license – Early Childhood Special Education endorsement</td><td></td><td></td><td></td></tr><tr><td>Vermont teaching license – Elementary Education endorsement</td><td></td><td></td><td></td></tr></table>	Licensure/Endorsement	O	W	F	Vermont teaching license – Early Childhood endorsement				Vermont teaching license – Early Childhood Special Education endorsement				Vermont teaching license – Elementary Education endorsement				3, 3, 3, 3	2, 2, 3, 1	Add teaching license from another state (not VT) with the endorsements you list; this is important data as the issue of transferring teacher license to VT is an issue for many. Not sure what “other” is. Might need to be clear if obtained means you																																
Licensure/Endorsement	O	W	F																																																	
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Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments																				
	<table><tr><td>Vermont teaching license – Other type of endorsement</td><td></td><td></td><td></td></tr><tr><td>Teaching license from another state – Early Childhood endorsement (Please list state(s):_____)</td><td></td><td></td><td></td></tr><tr><td>Teaching license from another state – Early Childhood Special Education endorsement (Please list state(s):_____)</td><td></td><td></td><td></td></tr><tr><td>Teaching license from another state – Elementary Education endorsement (Please list state(s):_____)</td><td></td><td></td><td></td></tr><tr><td>Teaching license from another state – other type of endorsement (Please list state(s):_____)</td><td></td><td></td><td></td></tr></table> <p>Adapted from: VT PD Survey</p>	Vermont teaching license – Other type of endorsement				Teaching license from another state – Early Childhood endorsement (Please list state(s):_____)				Teaching license from another state – Early Childhood Special Education endorsement (Please list state(s):_____)				Teaching license from another state – Elementary Education endorsement (Please list state(s):_____)				Teaching license from another state – other type of endorsement (Please list state(s):_____)						have ever had, or is current (people have lapsed credentials) Item stem reworded based on suggestion.
Vermont teaching license – Other type of endorsement																								
Teaching license from another state – Early Childhood endorsement (Please list state(s):_____)																								
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Teaching license from another state – Elementary Education endorsement (Please list state(s):_____)																								
Teaching license from another state – other type of endorsement (Please list state(s):_____)																								
Education, Credentials, and Training	41. Are specific credentials required for your current job role? <ul style="list-style-type: none">• Yes• No• I don't know	1, 3, 3, 3, 2, 3	1, 2, 3, 2, 2, 2	This may not be critical to ask could be confusing Do we want to know what those are? Otherwise not sure why ask?																				
Education, Credentials, and Training	42. What factors would help you continue your education? (Check all that apply.) <ul style="list-style-type: none">• Reduced cost of tuition• Tuition scholarships• Course offerings at various times of day• Attending school part-time• Being provided with substitutes or time off to attend school• Access to the courses I need in my region	2, 3, 3, 3, 3	2, 2, 3, 2, 1	Add: Access to the courses I need in my region Add: access to internet and confidence? taking online course Add: transportation access (see also Q68)																				

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> • Access to the Internet • Access to transportation • Other (Please specify: _____) 			Consider making this a ranking question. To figure out which are most important? Should you include "getting paid more"?
Education, Credentials, and Training	<p>43. Are you a member of a professional association focused on caring for young children? (For example, the National Association for the Education of Young Children, the National Family Child Care Association, the National Afterschool Association, or similar organization.)</p> <ul style="list-style-type: none"> • Yes • No <p>Adapted from: NSECE</p>	3, 1, 3, 2, 3	2, 3, 2, 2, 2	<p>Is this critical? Wages seemed to vary by program accreditation (NAEYC) in 2002 survey. Suggested deleting this item.</p> <p>Add Starting Points?</p>
Education, Credentials, and Training	<p>44. Are you a member of a union? (For example, Service Employees International Union, American Federation of Teachers, American Federation of State, County, and Municipal Employees, or similar organization.)</p> <ul style="list-style-type: none"> • Yes, my union membership relates to my primary job working with children • Yes, my union membership relates to another job • No <p>Adapted from: NSECE</p>	3, 3, 3, 2	2, 3, 2, 2	<p>Is this critical? Wages might vary by union membership.</p> <p>Suggested deleting this item.</p> <p>Add Starting Points?</p>
Professional Development and Resources	<p>45. Where in Vermont do you prefer to get your professional development? (Check all that apply.)</p> <ul style="list-style-type: none"> • Barre area (Washington County) • Bennington area (Bennington County) • Brattleboro (Windham County) • Burlington area (Chittenden County) • Flexible (will travel statewide) • Hartford area (Orange/North Windsor Counties) • Middlebury area (Addison County) 	0, 2, 3, 3	3, 2, 1, 2	<p>Not sure about this....I'd rather know where they work/live Suggested deleting this item.</p> <p>What the difference between "statewide" and "flexible"? If you</p>

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments																											
	<ul style="list-style-type: none">• 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• Online• Other (please specify): _____ <p>Adapted from: VT PD Survey</p>			<p>keep flexible it should be listed at the end of the list does flexible mean offered in my general region?</p> <p>Suggested adding "Bellows Falls" to Brattleboro (see other question with regions for her comment)</p>																											
Professional Development and Resources	<p>46. In the past 12 months have you engaged in any of the following professional development activities to help you maintain or improve your skills and knowledge in working with children?</p> <table border="1"><thead><tr><th></th><th>Y</th><th>N</th></tr></thead><tbody><tr><td>Participated in a workshop by a community agency or family child care network</td><td></td><td></td></tr><tr><td>Participated in coaching, mentoring or ongoing consultation with a specialist</td><td></td><td></td></tr><tr><td>Made visits to classrooms in other programs</td><td></td><td></td></tr><tr><td>Attended a meeting of a professional organization (such as VAEYC, Starting Points, Regional Director's Group)</td><td></td><td></td></tr><tr><td>Enrolled in a course at a community college or four-year college or university</td><td></td><td></td></tr><tr><td>Enrolled in an online course for credit</td><td></td><td></td></tr><tr><td>Enrolled in an online course not for credit</td><td></td><td></td></tr><tr><td>Regional Building Bright Futures Council</td><td></td><td></td></tr></tbody></table>		Y	N	Participated in a workshop by a community agency or family child care network			Participated in coaching, mentoring or ongoing consultation with a specialist			Made visits to classrooms in other programs			Attended a meeting of a professional organization (such as VAEYC, Starting Points, Regional Director's Group)			Enrolled in a course at a community college or four-year college or university			Enrolled in an online course for credit			Enrolled in an online course not for credit			Regional Building Bright Futures Council			3, 1, 2, 3	1, 3, 2, 1, 2	<p>Not sure this is a priority question in this survey</p> <p>Is "online course" for college credit or not? Should specify as they are very different. Could include online college courses with college course listed below.</p> <p>Does professional organization mean your regional BBF council? Do we want to know that?</p> <p>Had help from home visitor or coach is unclear from coaching, mentoring on ongoing</p>
	Y	N																													
Participated in a workshop by a community agency or family child care network																															
Participated in coaching, mentoring or ongoing consultation with a specialist																															
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Enrolled in an online course not for credit																															
Regional Building Bright Futures Council																															

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments						
	<table><tr><td>Had help from a home visitor/ coach/mentor/Resource Development Specialist/etc.</td><td></td><td></td></tr><tr><td>Other (Please specify: _____)</td><td></td><td></td></tr></table> <p>Adapted from: NSECE</p>	Had help from a home visitor/ coach/mentor/Resource Development Specialist/etc.			Other (Please specify: _____)					consultation with specialist. What is the difference and what is the goal of the question? Is one about help with a specific child question (specialist?) no sure PLEASE ADD What regional director's groups
Had help from a home visitor/ coach/mentor/Resource Development Specialist/etc.										
Other (Please specify: _____)										
Professional Development and Resources	<p>47. How do you currently find out about professional development in your area? (Check all that apply.)</p> <ul style="list-style-type: none">• Call my local child care support agency/trainer• Read my local child care support agency newsletter• Ask my director/supervisor/principal, etc.• Check the Bright Futures Information System course calendar• Talk to my advisor at the college I attend• Search the Internet for "distance" learning through colleges or other sponsors of training (in and out of state)• Hear from my colleagues/co-workers• Learn about training through professional networks (for example, Starting Points groups, VNEA, VAEYC, etc.)• Receive emails from various sponsors of training/education• Head Start Training and Technical Assistance System• CIS State/Regional Teams• CIS blog	3, 3, 3, 3, 3	1, 3, 2, 1, 2	Again, clarify if you mean online college courses or online training not for college credit May "hear" from colleagues or see posted at workplace or from internal work email – do we want to distinguish or include these options?						

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> I don't know who to ask or where to go for professional development Other (please specify): _____ <p>Adapted from: VT PD Survey</p>			
Wages and Earnings	<p>48. Does your program offer wage increases?</p> <ul style="list-style-type: none"> Yes No I don't know <p>48a. [If answered "Yes" to 47] How often are wage increases offered?</p> <ul style="list-style-type: none"> At least yearly Every two years Every three years or more No regular schedule <p>48b. [If answered "Yes" to 47] Are wage increases tied to performance evaluations?</p> <ul style="list-style-type: none"> Yes No I don't know 	2, 3, 3, 3, 3	1, 3, 2, 2, 2	<p>"Regular "</p> <p>How often does...vs. does your program...</p>
Wages and Earnings	<p>49. Approximately how much do you make at your primary job working with children before taxes and deductions (gross income)?</p> <p>\$_____ per hour</p> <p>\$_____ per day</p> <p>\$_____ per week</p> <p>\$_____ every two weeks</p> <p>\$_____ per month</p> <p>\$_____ per year</p> <p>Other: \$_____ every _____</p> <p>Adapted from: NSECE</p>	3, 3, 3, 3, 3	2, 3, 2, 1, 2	<p>Keep it simple and put the household question next to it</p> <p>Can we compare how much someone makes per hour vs per year? How will we distinguish these?</p>
Wages and Earnings	<p>50. Approximately how much of your personal income did you contribute to your work with children in 2014; for</p>	2, 3, 3, 3, 3	1, 1, 3, 1, 2	<p>may be a bit challenging for family</p>

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<p>example, on food, equipment, supplies, wages for assistants, or payments for other services?</p> <ul style="list-style-type: none"> • \$0. • Under \$250 • \$251 – \$750 • \$751-\$1,500 • More than \$1,500 <p>Adapted from: NSECE</p>			home but not bad for most others...
Wages and Earnings	<p>51. What was your total household income in calendar year 2014 before taxes and deductions? Please include income from wages and salaries earned by you or other adults in your household. Also include government assistance, gifts, or other income you may have had.</p> <ul style="list-style-type: none"> • \$0 to \$7,500 • \$7,501 to \$15,000 • \$15,001 to \$22,500 • \$22,501 to \$30,000 • \$30,001 to \$45,000 • \$45,001 to \$60,000 • \$60,001 to \$75,000 • \$75,001 to \$90,000 • \$90,001 to \$105,000 • More than \$105,000 • I prefer not to answer (however, to get a true picture, we hope you will choose one of the above) <p>Adapted from: NSECE</p>	3, 3, 3, 3, 3	1, 1, 3, 2, 2	<p>Skip all the tax sounding language and just go with estimate of total household.</p> <p>Simple is good, but worried about taking too much out because it tells people how they should respond to this question.</p> <p>Suggested adding the language to “I prefer not to answer”</p>
Wages and Earnings	<p>52. Do you work at other jobs for pay in addition to your primary job working with children?</p> <ul style="list-style-type: none"> • Yes • No <p>52a. [If answered “Yes” to 51] About how many hours do you usually work at your other job(s) each week?</p> <p>_____ Hours</p>	3, 3, 2, 2, 3, 3, 3	1, 1, 1 3, 1, 2	<p>Questions 52-52b are in present tense while others are in past tense. Perhaps change to past tense.</p> <p>The surrounding questions are in past</p>

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<p>52b. [If answered "Yes" to 51] About how much do you make at your other job(s)?</p> <p>\$_____ per hour/day/week/month/year/other: _____</p> <p>Adapted from: NSECE</p>			<p>tense because they are asking about 2014 while this is asking about current activities, perhaps changing the order of the questions will make this less confusing.</p> <p>On distinguishing between per hour vs. per year, etc.</p> <p>Would make select buttons with hour ranges (easier data collection than manually pulling?)</p>
Wages and Earnings	<p>53. About how much of your household income in calendar year 2014 came from your primary job working with children?</p> <ul style="list-style-type: none"> • All • Almost all • More than half • About half • Less than half • Very little • None <p>Adapted from: NSECE</p>	2, 2, 3, 3, 3	1, 2, 3, 2, 2	
Wages and Earnings	<p>54. Would you consider yourself the primary wage earner in your household?</p> <ul style="list-style-type: none"> • Yes • No 	3, 3, 3, 3, 3, 3	3, 2, 3, 2, 2	"Are you the primary wage earner?"

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments												
	<ul style="list-style-type: none">I don't know															
Benefits	<div>55. How many days of paid time off do you have each year? (Please enter "0" for any paid time off that you do not receive.)</div> <table><tr><th>Type of Paid Time Off</th><th>Number of Days Given Each Year</th></tr><tr><td>Vacation</td><td></td></tr><tr><td>Sick</td><td></td></tr><tr><td>Personal</td><td></td></tr><tr><td>Holiday</td><td></td></tr><tr><td>Total Paid Time Off</td><td></td></tr></table> <div>Adapted from: Child Care Resource Survey</div>	Type of Paid Time Off	Number of Days Given Each Year	Vacation		Sick		Personal		Holiday		Total Paid Time Off		3, 3, 3, 3, 3	2, 3, 2, 1	Option for "None" if not full time, may not have any or do you want them to put "0"? Should include none?
Type of Paid Time Off	Number of Days Given Each Year															
Vacation																
Sick																
Personal																
Holiday																
Total Paid Time Off																
Benefits	<div>56. Please select all benefits currently <u>offered</u> to you through your primary job working with children. (Check all that apply.)</div> <ul style="list-style-type: none">Health insurance for myselfHealth insurance for my dependentsDental insurance for myselfDental insurance for my dependentsTuition discount for my children enrolled at the programFunding to participate in college courses or other trainingPaid time off to participate in college courses or other trainingStaff in-service daysMentors, coaches, or consultantsRetirement program such as a retirement annuity, 401(K) or 403(B) plan	3, 3, 3, 3, 3	2, 3, 2, 2	<div>Not sure if we need both 56 and 57 but it may be OK Could also ask about benefits offered in 2014</div> <div>Be clear the funding is could be for "college courses or other training not for college credit" Want to add meals?</div>												

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> • Other (Please specify: _____) • My program does not currently offer any of these benefits • I am the owner of my program and don't build in these benefits through my work with children <p>Adapted from: NSECE and Child Care Resource Survey</p>			
Benefits	<p>57. Please select all benefits that are currently offered to you through your primary job working with children <u>that you use</u>. (Check all that apply.)</p> <ul style="list-style-type: none"> • Health insurance for myself • Health insurance for my dependents • Dental insurance for myself • Dental insurance for my dependents • Retirement program such as a retirement annuity, 401(K) or 403(B) plan • Tuition discount for my children enrolled at the program • Funding to participate in college courses or other training • Paid time off to participate in college courses or other training • Staff in-service days • Mentors, coaches, or consultants • Flexible work schedule options • Other (Please specify: _____) • Not applicable (for example, my employer does not offer any of these benefits) • I do not use or need any of these benefits through my primary job working with children 	3, 3, 3, 3, 3	2, 3, 2, 2	<p>We could ask also about what was used in 2014</p> <p>Can this be put with item 56 with an "offered" and "used" column?</p>
Benefits	<p>58. Do you have access to health insurance, dental insurance, or other benefits through a spouse, partner, or parent?</p> <ul style="list-style-type: none"> • Yes 	3, 3, 3, 3, 3, 3	2, 3, 2, 2	We could ask about 2014 as well.

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> No Not applicable 			
Benefits	59. Do you currently have health insurance for yourself? <ul style="list-style-type: none"> Yes No 	3, 3, 3, 3, 3, 3	3, 2, 2	We could ask about 2014 as well. This seems similar to question 57
Benefits	60. Do you currently have health insurance for your dependents? <ul style="list-style-type: none"> Yes No Not applicable 	3, 3, 3, 3, 3, 3	3, 2, 2	We could ask about 2014 as well. This seems similar to question 57
Benefits	61. Do you or does your family currently receive financial or in-kind assistance from any government programs? For example, through programs like cash assistance for disabilities, housing assistance, free-reduced lunch for your children, child care financial assistance, food stamps, WIC, ReachUp, Fuel Assistance, or VT Health Connect subsidy. <ul style="list-style-type: none"> Yes No Adapted from: NSECE	3, 3, 3, 3, 3, 2	2, 2, 3, 2, 2	
Aspirations	62. What types of programs or agencies would you like to work for in the future? (Check all that apply.) <ul style="list-style-type: none"> Registered home Licensed home Licensed afterschool program Afterschool program that is not regulated Non-recurring care program (for example, ski resort) Licensed early childhood program (in a community setting) Licensed public preschool program (in a public school) 	3, 3, 2, 2, 3	2, 3, 3, 2, 2	Good

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> Public school (kindergarten and up) Head Start Early Head Start Early Head Start Child Care Partnership CIS – Early intervention agency (PCC or other agency) CIS – Early Childhood and Family Mental health agency CIS – Family Support Agency CIS Nursing – Home Health Agency CIS Nursing – PCC Early Childhood Special Education (619) Legally Exempt Provider Summer Recreation Program Community Agency Government (municipal, state, or federal) College/university Other (please specify): _____ <p>Adapted from: VT PD Survey and Common Education Data Standards (CEDs)</p>			
Aspirations	<p>63. Which one of the following <u>best</u> describes the main reason that you work with young children?</p> <ul style="list-style-type: none"> It is my career or profession It is a step towards a related career It is my personal calling It is a way to earn money It is work I can do while my own children are young It allows me to work from home It is a way to help children It is a way to help parents I enjoy the work setting or environment I like the people I work with 	3, 3, 3, 3, 3	2, 3, 2, 1, 2	<p>"I am not qualified to do anything else"</p> <p>They can only pick one? (unclear)</p> <p>Some bullet language changed based on comments.</p> <p>Wonder if this should be a ranking question.</p>

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> I am not qualified to do anything else Other (Please specify: _____) <p>Adapted from: NSECE</p>			
Aspirations	<p>64. If you considered leaving your line of work, which one of the following best describes why you might leave this field?</p> <ul style="list-style-type: none"> Low wages Work hours/schedule Few opportunities for advancement I do not enjoy working with young children I do not enjoy working with the parents I do not want to continue to get professional development To focus on caring for my own children I feel like another profession is my calling Other (Please specify: _____) I do not plan on leaving the field of early childhood care and education or afterschool care 	2, 3, 3, 3, 3, 3	2, 2, 3, 2, 2	<p>Good</p> <p>Emphasize that they can only pick one (why limit it?)</p> <p>Consider adding: I want to work with different people</p>
Aspirations	<p>65. How many more years do you plan to work with children under the age of 13?</p> <ul style="list-style-type: none"> 0 – 2 years 3 – 5 years 5 – 10 years More than 10 years <p>Adapted from: NSECE</p>	1, 3, 3, 3, 3, 3	2, 2, 3, 2, 2	
Aspirations	<p>66. Where do you see yourself professionally in 3 to 5 years?</p> <ul style="list-style-type: none"> In the same position I am in currently In a different position in my current program In a similar position at a different program In a different position at a different program Working in a different career Retired 	3, 3, 3, 3, 3	2, 2, 3, 2, 1, 2	<p>This is better than #65</p> <p>Choose one?</p>

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> Other (Please specify: _____) 			
Aspirations	<p>67. If you do not have a degree, do you have a professional development plan that includes the goal of attaining a college degree?</p> <ul style="list-style-type: none"> Yes No Not applicable <p>Adapted from: VT PD Survey</p>	3, 3, 3, 1, 3	2, 3, 2, 2	<p>I think we capture this in other places Think we could capture this in item 69</p> <p>This seems redundant to the earlier question 36.</p>
Aspirations	<p>68. What keeps you from attaining or increasing your degrees and credentials? (Check all that apply.)</p> <ul style="list-style-type: none"> I do not wish to attain a degree or credential Limited time Limited money Limited transportation I do not have the support I need Other (Please specify: _____) 	2, 3, 3, 3, 3	2, 2, 3, 2, 2	<p>Put with earlier question 36 and redundant to 42</p> <p>transportation listed her and not in 42</p> <p>Add: The program I want is not available (think teacher licensure)</p>
Aspirations	<p>69. What are your professional development goals for the next 5 years? (Check all that apply.)</p> <ul style="list-style-type: none"> Meet licensing regulations College course work Obtain college degree Obtain credential Obtain teacher license No goals Other (Please specify: _____) 	3, 3, 3, 2, 3	2, 2, 3, 2, 2	<p>Vermont Career Ladder Certificate</p> <p>Redundant to 39, 40, 46, if keep, add obtain teacher license.</p>
Aspirations	<p>70. How satisfied are you in your current job role?</p> <ul style="list-style-type: none"> Very satisfied Somewhat satisfied Neither satisfied nor dissatisfied 	3, 3, 3, 3, 3, 3	1, 2, 3, 2, 2	<p>Just say job not also "role"</p>

Topic	Item	Import for measuring the topic?	Clarity of item & response choices	Comments
	<ul style="list-style-type: none"> Somewhat dissatisfied Very dissatisfied 			
Aspirations	71. How satisfied are you at your current program? <ul style="list-style-type: none"> Very satisfied Somewhat satisfied Neither satisfied nor dissatisfied Somewhat dissatisfied Very dissatisfied 	3, 3, 1, 3, 3, 3	1, 2, 3, 2, 2	See note above

Appendix D: Cognitive Interview Codebook and Protocol

Cognitive interviewing is a method of collecting detailed information regarding the clarity, coverage, and importance of survey items and overall flow of the survey prior to finalizing and administering the survey. In cognitive interviewing, interviewees are asked to “think out loud” while they complete the survey and a researcher records their reactions to survey items, difficulties they may have, and thought processes in coming up with responses to survey items. Below are two documents used for the Vermont Workforce Survey cognitive interviews. The first is the codebook used to systematically record findings from the interviews to ensure consistent interpretation of interview data. The second is the protocol used to guide researchers in conducting the interviews.

**VT Early Childhood and Afterschool Workforce Survey
Cognitive Interviews
Code sheet and Analysis Procedures
March 2015**

Cognitive Interview Analysis Procedures

Through qualitative analysis of cognitive interview data, the research team seeks to: (1) explore respondents’ overall perceptions of the survey, (2) identify and revise items that lack clarity, relevance, flow or coverage, and (3) limit nonresponse bias and nonsampling error in the large-scale administrations of the final survey. This code sheet is intended to ensure the systematic and consistent coding of participants’ responses.

To code and then analyze the interview data, the team will use a coding hierarchy that identifies and classifies participants’ responses to standardized probes (i.e., anticipated and conditional probes) and follow-up questions. Data will be assigned codes (described more specifically below) based on the following coding hierarchy: (1) overall or item specific, (2) topical area of the feedback (e.g. relevance, clarity, etc.), and (3) classification as support, issue/question, or suggestion for improvement. Portions of interview data may be doubled-coded when necessary to ensure the proper capturing of depth and breadth of respondents’ feedback.

Data that a researcher is unsure of how to properly code will be highlighted for discussion between the two research team members. If research team members find portions of the interview data that do not seem to be covered by the pre-developed coding hierarchy, data will be marked as “other” and be reviewed by the research coding team. The team will decide which code fits the data or determine if another code should be created to cover the information provided. Researchers responsible for coding will meet throughout the process to ensure consistency, compare coded data, and discuss potential questions.

Coding by Hand with the Excel Workbook

Coding will be done by hand with the assistance of this code sheet. Codes will be entered into an Excel Workbook that will be used to review results and suggested changes and discuss the results of the cognitive interviewing process with the Vermont team.

List of Pre-determined Codes

To aid in completing the coding and filling out the Excel workbook, the following is a list of predetermined codes. Following this list are detailed descriptions regarding the codes and examples of what these might look like in practice.

Overall Survey Codes

Survey > Relevance > Support
Survey > Relevance > Issue/Question
Survey > Relevance > Suggestion

Survey > Length > Support
Survey > Length > Issue/Question
Survey > Length > Suggestion

Survey > Flow > Support
Survey > Flow > Issue/Question
Survey > Flow > Suggestion

Survey > Other > Support
Survey > Other > Issue/Question
Survey > Other > Suggestion

Specific Item Codes

Q# > Relevance > Support
Q# > Relevance > Issue/Question
Q# > Relevance > Suggestion

Q# > Clarity > Support
Q# > Clarity > Issue/Question
Q# > Clarity > Suggestion

Q# > Coverage > Support
Q# > Coverage > Issue/Question
Q# > Coverage > Suggestion

Q# > Other > Support
Q# > Other > Issue/Question
Q# > Other > Suggestion

Introduction Codes

Introduction > Relevance > Support
Introduction > Relevance > Issue/Question
Introduction > Relevance > Suggestion

Introduction > Clarity > Support
Introduction > Clarity > Issue/Question
Introduction > Clarity > Suggestion

Introduction > Coverage > Support
Introduction > Coverage > Issue/Question
Introduction > Coverage > Suggestion

Introduction > Other > Support
Introduction > Other > Issue/Question
Introduction > Other > Suggestion

Coding: Overall Perceptions of the Survey

Protocol questions targeting respondents overall perceptions can be found in both the “Overall Perception” section and “Wrap-up” section. Responses to these questions as well as information provided in the “think aloud” exercise will be categorized into three topical areas including: 1) relevance, 2) length and 3) flow. Feedback that does not fit into one or more of the topical categories will be coded as “other.” Researchers responsible for coding interview data will discuss items in the other category to determine whether they should be recoded into one of the three main categories or remain as items to be considered outside of the three topic areas identified. To assist with analysis, items coded into one of the topical areas will then be coded into one of the following subcategories: 1) “support” for survey, 2) “issue/question,” or, 3) “suggestion” for improvement.

Relevance: The extent to which the survey and its items tap into appropriate policies and practices.

Subcategory	Examples
Support	<i>This survey covers important aspects of the early childhood workforce. I think it is very relevant.</i>
Issue/Question	<i>It is sort of relevant for us, but I wasn't sure about the part that asked about opportunities for advancement. I am not sure that makes sense for my position.</i>
Suggestion for Improvement	<i>The survey questions were relevant for me, but I might add more options to some of the questions to make it work for other early childhood educators.</i>

Length: The number of items and the time taken to complete the survey

Subcategory	Examples
Support	<i>I think it went quickly. I had no problem with the length.</i>
Issue/Question	<i>I am not sure if teachers will take the time to complete all of these questions with their busy schedules.</i>
Suggestion for Improvement	<i>I think the survey is too long, I think it needs to be shortened.</i>

Flow: The survey format and/or the grouping and ordering of items

Subcategory	Examples
Support	<i>The questions made sense to be and seemed to be in the right order.</i>
Issue/Question	<i>I couldn't get the survey to let me go to the next page several times. I couldn't figure out how to make it work.</i>
Suggestion for Improvement	<i>Maybe you could put the questions about benefits offered by my employer before the question about benefits I get through a spouse.</i>

Coding: Specific Survey Items

Data coded for a survey item will reflect both information from the “think aloud” portion of the interview and the item-by-item follow-up section of the protocol. Protocol questions pertaining to specific survey items include both standardized and conditional probes. Responses will be categorized into three topical areas including: 1) clarity, 2) coverage, and 3) relevance. For the purpose of this project, these topics are defined as follows:

- **Clarity:** *The extent to which the survey item is readable and understandable to the respondent.*
- **Coverage:** *The extent to which the survey item and its response options are sufficient to cover the range of respondent experiences and situations.*
- **Relevance:** *The extent to which the survey item and its response options are pertinent to the topic and tap into appropriate policies and practices.*

Items that cannot be coded into one of the specified three topical areas will be coded as “Question X – other.” Researchers responsible for coding interview data will discuss items in the other category to determine whether they should be recoded into one of the main topical categories or remain as items to be considered outside of the three topic areas identified. To assist with analysis, items coded to one of the topical areas will then be further coded into subcategories including: 1) “support” for item, 2) “issue/question”, or 3) “suggestion” for improvement.

Introduction and Instruction page: One introduction/instructions page

Category	Subcategory	Example
Clarity	Support	<i>I didn't find anything confusing about what was presented.</i>
	Issue/Question	<i>I wasn't exactly sure what the survey was asking me to do.</i>

	Suggestion for Improvement	<i>Maybe make it clear that the page includes both an introduction and specific instructions on how to complete the survey.</i>
Coverage	Support	<i>This page made sense to me. I covered what I needed to know.</i>
	Issue/Question	<i>I'm not sure what kinds of questions will be asked of me during this survey.</i>
	Suggestion for Improvement	<i>I think the instructions were too long. I would suggest cutting it down and just cover the basics.</i>
Relevance	Support	<i>The introduction made it clear why it is important to participate in this survey.</i>
	Issue/Question	<i>These instructions don't seem relevant to someone in my position. I am not sure if I would fill out the survey after reading these.</i>
	Suggestion for Improvement	<i>It might make it clearer that people in my position should fill out the survey if you list the types of positions you'd like information from.</i>

Individual Questions*

Category	Subcategory	Example
Clarity	Support	<i>This question was pretty straightforward.</i> <i>I like the way this item was worded.</i> <i>This item makes it clear what is being asked of me.</i>
	Issue/Question	<i>I don't want to stop working in this field, am I supposed to answer this question?</i> <i>I have completed several levels of education, am I supposed to check all of them or just the highest degree achieved?</i>
	Suggestion for Improvement	<i>Maybe you could put this part of the question first so that it is clear what you are asking.</i>
Coverage	Support	<i>This question has what I need to answer it.</i>
	Issue/Question	<i>What if I am not sure if some of these responses pertain to me?</i>
	Suggestion for Improvement	<i>I would add "not sure" as an option here.</i>

Relevance	Support	<i>This question makes sense for someone in my position.</i>
	Issue/Question	<i>Hmm... I am not sure if this is relevant for us since I don't know if we participate in stars.</i>
	Suggestion for Improvement	<i>Maybe indicate that you should only answer this if you have another job.</i>

* Due to the large number of items in this survey, examples were not provided for each item. The table above provides several examples for each category and subcategory in order to assist with coding for each item.

**VT Early Childhood Workforce Survey
Cognitive Interviewing Protocol
March 2015**

Conducted online via WebEx (and in person)

Welcome and Introductions 3 Minutes

(RESEARCHER: Note start time: _____)

- Hello. My name is _____ and I am working with the Vermont Department for Children and Families, Child Development Division on the development of a survey of the experience, qualifications, wages, benefits, and aspirations of the Vermont early childhood and afterschool workforce.
- Thank you very much for participating in this session.
- We are asking you to complete a survey that has been developed in collaboration with Vermont early childhood and afterschool stakeholders and will be administered in early May. Your experience in your job is important to helping us make this project relevant for educators like yourself. Once you complete the survey, I will ask you a series of questions about the survey you just completed.
- This survey is a draft. Since the primary goal of these sessions is to improve the survey, it is important that we get your honest feedback and impressions of both the overall survey and the survey items.
- Remember: This is not a test. There are no right or wrong answers. As we are interested in whether or not the survey items are clear and relevant to you, during this session you always have the option to refrain from providing answers to questions that you feel uncomfortable answering in front of me. We do ask that you provide information to us regarding how the survey items may be improved. Also, once the survey is administered in May, we ask that you take the final survey and provide honest and complete answers to all of the questions. At that

time, your responses will be both anonymous and confidential and there will be no way for us to link any information you provide back to you.

- We are going to limit the session to an hour. (*Confirm time and end time with participant.*)
- Please take your time in completing the survey. You may feel a bit rushed because I am on the phone with you, but please complete the session at your own pace.
- If at any point you would like to stop this session, please let me know.

Setting up the technology

2 Minutes

- We are going to take just a minute to become familiar with WebEx. WebEx is an online meeting tool that allows us to share computer screens so that we can both see the survey as you complete it. I will not be able to see your screen. You will only be able to see mine.
(*RESEARCHER: Check to see if they are seeing your screen. HAVE CONSENT PAGE OPEN SINCE THEY WILL FIRST NEED TO INDICATE THEIR CONSENT ON THIS FORM*)
- I am now going to turn over control of my screen to you. You should receive a pop-up that asks you to accept control over my screen. Please accept control. Please test that you can move about the screen.
- This session will be recorded to help me take notes from our conversation. Any mention of your name or reference to your job will be removed from the audio recording. The audio will be securely stored so that those outside of the research team will not be able to access it. I am going to start the recording now. (*RESEARCHER: Start audio recording by pressing #7 and wait for prompt. Start WebEx recording by pressing the Record button.*)

Obtaining consent

3 Minutes

- Please take a minute to read the consent page. I'm happy to answer any questions you may have about the consent page or this process in general.
- After you've read the consent page, if you agree, please enter "I Consent" and date in the appropriate place.
- I will now briefly take back control of the screen.

Taking the survey

20 Minutes

(*RESEARCHER: Click on "Survey Link."*)

- I will now turn over control of my screen to you again.
- I'd like to begin by having you complete the survey.
- I would like you to complete the survey as you would if I were not with you, but I would like you to think out loud while completing the survey. For example, if the question says, "What type of pet do you have?" you may say, "hmm... I don't have a pet, so I will select, *Don't have a pet.*" Or if the question says, "What is your favorite color?" You might say, "I used to like red when I was young, but now it is blue, so I would pick *blue.*" And then make your selection.

- While you may ask me questions, I may or may not answer them. The intent of this session is to see how people would take the survey without someone watching. If you have any questions I do not answer, I will answer them after you have completed the session.

(RESEARCHER: During the session, mark any questions where the respondent was confused, hesitated, or did not respond to the question. Please use the condition probes for follow-up during the item response section. If the respondent responds “other” to any of the questions, ask them to enter text or explain why they entered “other.”)

Researcher Prompts for Use during Survey Taking

- **Sticking Point:** At this point, what would you do if you were not on the phone with me?
 - Clarifying Prompt (CP): If response is anything but “I’d close the survey,” say “Then why don’t you try that?”
 - CP: If response is “I would quit the survey at this point,” ask them to skip the question and move to the next question. (Note that question for follow-up.)
- **Think Aloud Reminder:** I know this may not be comfortable, but please remember to think aloud while you are answering the survey items.
- **General:** Please remember that there are no right or wrong answers. Just do your best.

Post-Survey Follow-Up: Overall Perceptions

10 Minutes

- Congratulations on completing the survey! How did that feel for you?
- I am now going to take back control over the screen. *(RESEARCHER: take back control over your computer screen.)*
- Now I’d like to ask you a few questions about your overall impressions of the survey. Then we will move to talking about individual survey items.

Relevance (extent to which survey items tap into appropriate policies and practices)

- On a scale of 1-10, how relevant were the survey questions to you? Tell me what made you to choose that number.
 - CP: What do you think were the most relevant components?
 - CP: What parts did not seem relevant to you?
- Using the same scale, how relevant do you think the survey questions are to someone else in your position?

Length (# of items, time to complete)

- In general, what did you think about the length of the survey?
- On a scale of 1-10 (10 = most successful), how successful did you feel in completing the survey?
 - CP: If less than 5, which parts of the survey posed the most difficulty for you?
 - *(RESEARCHER: Make note of these questions and follow-up during the item section.)*

- If you were completing this survey on your own, how many minutes do you think you would spend on it?
- Based on your experience, will other individuals in positions similar to yours be willing to complete this survey?

Flow (survey format, grouping and ordering of items)

- What did you think about the flow of the survey? Did any of the questions seem to not fit in with the others?
 - CP: *(Only if the respondent was not satisfied with the order)* Would you suggest any re-ordering of the questions?
- Thinking about the basic survey format, did you feel like you were successful in being able to use the survey?
 - CP: If no, please explain.

Questions about Specific Survey Items: Standardized Probes

20 Minutes

- *(RESEARCHER: Use make sure have Word version of the survey open so can quickly move between items for this section of the interview)*
- Now I'd like to ask you some specific questions about the survey content. As we go to each item, feel free to take a moment to reread and re-familiarize yourself with the survey item.
- My questions will focus primarily on the clarity, relevance and coverage of the survey items. I am going to scroll through the survey to focus on certain survey items. If there are items that we do not touch on that you would like to give feedback on, I will give you a chance to comment on them at the end of the session.

Let's start with the Instructions page.

(RESEARCHER: Allow time for participant to read through the Instructions page.)

- Coverage: Did the instructions cover what you needed to know?
 - CP: If no, what additional information would have been helpful to you?
- Clarity: What, if anything, was confusing about any of these sections?
- Coverage: What, if anything, did you feel was unnecessary in the overview/instructions?
- Clarity: After reading all of the instructions, was it clear what was being asked of you?
 - CP: If no, please explain.

Let's take look at question 10.

Are there opportunities for advancement at your program?

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: "directions, X/Y axis, how to fill in the boxes?")

- CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?

Let's take look at question 20.

Does your program offer wage increases based on education, credentials, or performance evaluations? (Check all that apply.)

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: "directions, X/Y axis, how to fill in the boxes?")
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?

Let's take look at question 26.

How many days of paid time off do you have each year? (Please enter "0" for any paid time off that you do not receive.)

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: "directions, X/Y axis, how to fill in the boxes?")
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?
- Coverage/Relevance: Can you think of any types of responses [i.e., types of time off] that should be added?

Let's take look at question 30.

Please select all benefits that are currently offered to you through your primary job working with children and all benefits that are offered to you that you currently use. (Check all that apply.)

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: "directions, X/Y axis, how to fill in the boxes?")
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?
- Coverage/Relevance: Can you think of any types of responses [i.e., benefits] that should be added?

Let's take look at question 31.

Do you or does your family currently receive financial assistance from any government programs? For example, through programs like cash assistance for disabilities, housing assistance, free-reduced lunch for your children, child care financial assistance, food stamps, WIC, ReachUp, Fuel Assistance, or VT Health Connect subsidy.

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: “directions, X/Y axis, how to fill in the boxes?”)
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?
- Sensitivity: Do you think that respondents will be willing to answer this question?

Let's take look at question 38.

What factors would help you continue your education? (Check all that apply.)

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: “directions, X/Y axis, how to fill in the boxes?”)
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?
- Coverage/Relevance: Can you think of any types of responses [i.e., other factors] that should be added?

Let's take look at question 39 & 40.

How satisfied are you in your current job? / How satisfied are you at your current program?

- Clarity: What was your initial impression of these questions?
- Clarity: Was it clear what the questions were asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: “directions, X/Y axis, how to fill in the boxes?”)
 - CP: What suggestions do you have for making these questions clearer?
- Clarity: What suggestions do you have for how these questions could be improved?
- Coverage/Relevance: Do you think that the option for “neither satisfied nor dissatisfied” is necessary?

Let's take look at question 42.

Where do you see yourself professionally in 3 to 5 years? (Check one.)

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: "directions, X/Y axis, how to fill in the boxes?")
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?
- Coverage/Relevance: Can you think of any types of responses that should be added?

Let's take look at question 46.

Please indicate the tasks you perform as part of your primary job working with children that go beyond the traditional responsibilities of an educator:

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: "directions, X/Y axis, how to fill in the boxes?")
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?
- Coverage/Relevance: Does this seem like an important question to you?

Let's take look at question 50.

In order of importance, please select the top 3 ways in which you currently find out about professional development in your area. Place a "1" next to your first choice, "2" next to your second choice, and "3" next to your third choice.

- Clarity: What was your initial impression of this question?
- Clarity: Was it clear what the question was asking you to do?
 - CP: If no, what was it about the question that was confusing to you?
 - CP: If respondent is not sure what was confusing, offer following possibilities: "directions, X/Y axis, how to fill in the boxes?")
 - CP: What suggestions do you have for making this question clearer?
- Clarity: What suggestions do you have for how this question could be improved?
- Coverage/Relevance: Can you think of any types of responses [i.e., other ways you find out about PD] that should be added?

Wrap-Up/Thank you**2 Minutes**

- Thinking about your experience taking this survey, what are two or three main suggestions that you would like the survey design team to consider?
- Do you have any additional thoughts that you would like to add?
- Thank you for your participation. Lynne Robbins from the Child Development Division will be contacting you via email soon regarding a \$75 thank you for your assistance today.
- Do you have any questions for me? If you think of anything after the session, feel free to email me. If not, have a great day!
- *(RESEARCHER: End the recording on WebEx and the audio recording by pressing #7.)*

Additional Conditional Probes

(RESEARCHER: Only to be used for questions noted while the respondent was taking the survey)

- When you were responding to this question, I noticed that you seemed to (...hesitate, spend a while on it, change your answer). Can you tell me what you were thinking about?
 - CP: Was there something about the question that was unclear to you?
 - CP: Was there a response option that you were looking for?
 - CP: Did you not know the answer to the question?
 - CP: Was the question too difficult to complete?
- When you were taking the survey, I noticed you skipped this question.
 - CP: Can you tell me what made you decide to skip this?
 - CP: Was there a response option that you were looking for?

CP: What can we do to improve this question?

Appendix E: Final Surveys



VERMONT

AGENCY OF EDUCATION
AGENCY OF HUMAN SERVICES

VT Early Childhood and Afterschool Professionals and Staff Survey

INTRODUCTION

The State of Vermont is conducting a survey of the wages, benefits, credentials, and other characteristics of individuals who work with young children and their families. The survey is also for other early childhood and afterschool specialists, such as those providing Children's Integrated Services (CIS) or (for example) afterschool program mentoring.

The results of this survey will help all Vermonters better understand the strengths, hopes and challenges of this critical workforce and will help the Agency of Human Services (AHS), Agency of Education (AOE), and partners target resources appropriately. The results of this survey will be presented in a report that will be released at the end of 2015.

INSTRUCTIONS

Complete this survey if you work in:

- A licensed early childhood education program, such as a licensed center, Head Start, Early Head Start, non-recurring care, or other similar program
- An afterschool program, such as licensed afterschool program, 21st Century program, summer recreation, or other similar program
- Children's Integrated Services (CIS), Vermont Afterschool, Community Child Care Support Agencies, or other similar professional service

If you work in a public prekindergarten, elementary school, or family child care, please go the Child Development Division website at www.dcf.vermont.gov/cdd for the survey designed for you.

The survey will take approximately 20 minutes to complete. Your responses will be anonymous and confidential. You may complete the survey any time before June 19, 2015.

Win an iPad! There will be two chances to win one of 6 iPads; May 29th and June 19th. People submitting their survey before May 29 will have chances to win at both drawings. After you complete the survey, contact Lynne Robbins to enter the drawing; this will keep your survey information separate from the iPad drawing.

Please return your completed survey to Lynne by June 19th, 2015 at: Lynne Robbins, Child Development Division, 103 So. Main St, 3 North, Waterbury, VT 05671-5500.

Thank you for your valuable participation in this important project! If you have any questions, please contact Lynne Robbins or Ben Allen at (800) 649-2642.

This survey is funded by the federal Race-To-the-Top: Early Learning Challenge Grant to the State of Vermont.

IMPORTANT:

If you have more than one job, **please answer these questions for only one of these jobs** unless otherwise specified.

For purposes of this survey, “your program” is considered the organization where you work or for which you work.

1. For what type of program or agency do you work? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Licensed afterschool program | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Afterschool program that is not regulated (for example, 21st Century programs) | <input type="checkbox"/> Early Head Start |
| <input type="checkbox"/> Non-recurring care program (for example, ski resort) | <input type="checkbox"/> Early Head Start-Child Care Partnership |
| <input type="checkbox"/> Licensed early childhood program/child care center (in a community setting) | <input type="checkbox"/> Children’s Integrated Services (CIS) |
| <input type="checkbox"/> Parent Child Center | <input type="checkbox"/> Early Childhood Special Education (619) |
| | <input type="checkbox"/> Summer Recreation Program |
| | <input type="checkbox"/> Other, please specify:
_____ |

2. Is your program for profit or not for profit?

- ☐ For profit (for example, LLC, privately owned, sole proprietor, etc.)
- ☐ Not for profit (501c3)
- ☐ I don’t know
- ☐ Other, please specify:_____

3. Given the following job categories, what is your role at your program? (Please check only one.)

Please see the full description of each of the job categories following the survey (pages 18 & 19).

- | | |
|---|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Child Development Specialist |
| <input type="checkbox"/> Manager | <input type="checkbox"/> Child Health Specialist |
| <input type="checkbox"/> Director (of a licensed program) | <input type="checkbox"/> Aide |
| <input type="checkbox"/> Legally Exempt Child Care Provider | <input type="checkbox"/> Substitute |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Bus Driver |
| <input type="checkbox"/> Assistant Teacher | <input type="checkbox"/> None of these accurately reflect my role. Please specify your role:
_____ |
| <input type="checkbox"/> Support Staff | |
| <input type="checkbox"/> Activity Specialist | |

4. What is your sex?

☐ Female

☐ Male

5. What is your age?

☐ Under 18-years-old

☐ 36- to 45-years-old

☐ 18- to 25-years-old

☐ 46- to 60-years-old

☐ 26- to 35-years-old

☐ Over 60-years-old

6. Are you of Hispanic or Latino descent?

☐ Yes

☐ No

7. Please specify your race. Select as many as apply.

☐ White

☐ Native Hawaiian or Other Pacific
Islander

☐ Black or African American

☐ American Indian or Alaska Native

☐ Asian

☐ Other

8. What languages do you speak fluently? (Check all that apply.)

☐ English

☐ Spanish

☐ French

☐ Other, please
specify: _____

9. How many years of experience do you have working in programs serving children under age 13 and/or their families? Please include student teaching and field study experience but do not count any experience raising your own children or through babysitting.

_____ Years

10. Approximately how long have you worked for your current program?

_____ Years, _____ Months

11. Approximately how long have you worked in your current role at your program?

_____ Years, _____ Months

12. How satisfied are you in your current job?

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

13. How many more years do you plan to work at a program that serves children under the age of 13, their families, or the professionals that support them?

- ☐ 0 – 2 years
- ☐ 3 – 5 years
- ☐ 6 – 10 years
- ☐ More than 10 years

14. Where do you see yourself professionally in 3 to 5 years? (Check one.)

- ☐ In the same position I am in currently
- ☐ In a different position in my current program
- ☐ In a similar position at a different program or agency
- ☐ In a different position at a different program or agency
- ☐ Working in a different career
- ☐ Retired
- ☐ I don't know
- ☐ Other, please specify:

15. Prior to your current job, have you worked for programs or schools that serve children under the age of 13, their families, or the professionals who support them? (Check all that apply.)

- ☐ This is my first job working in early childhood or afterschool
- ☐ I have worked in one or two roles in early childhood or afterschool
- ☐ I worked in a variety of roles in early childhood or afterschool
- ☐ I have worked in a variety of roles outside of early childhood or afterschool

16. About how far do you travel to get to your job?

- | | |
|--|---|
| <input type="checkbox"/> Fewer than 10 miles | <input type="checkbox"/> 26 – 50 miles |
| <input type="checkbox"/> 11 – 25 miles | <input type="checkbox"/> More than 50 miles |

17. Please indicate the tasks you perform as part of your job that go beyond the traditional responsibilities of an educator (Check all that apply.):

- ☐ Provide transportation
- ☐ Grounds care (for example, snow removal, lawn mowing)
- ☐ Cooking meals for children
- ☐ Administrative work (for example, record keeping needed by your program, scheduling; does not include taking attendance or administering child assessments, etc.)
- ☐ Medical care beyond routine care (for example, insulin pump, nebulizer)
- ☐ Cleaning (for example, bathrooms, floors)
- ☐ Laundry
- ☐ None
- ☐ Other, please specify: _____

18. In order of importance, please select the top 3 reasons that you work in early childhood or afterschool. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|---|--|
| ___ It is my career or profession | ___ It is a way to help children |
| ___ It is a step towards a related career | ___ It is a way to help families |
| ___ It is my personal calling | ___ I enjoy the work setting or environment |
| ___ It is a way to earn money | ___ I like the people I work with |
| ___ It is work I can do while my own children are young | ___ I don't feel like I am qualified to do anything else |
| ___ It allows me to work from home | ___ Other, please specify:
_____ |

19. In order of importance, please select the top 3 reasons that you might consider leaving your field of work. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|--|---|
| <input type="checkbox"/> I do not plan on leaving my field of work | <input type="checkbox"/> I do not enjoy working with the parents |
| <input type="checkbox"/> Low wages | <input type="checkbox"/> I do not want to continue to get professional development |
| <input type="checkbox"/> Few benefits provided (for example, health insurance not covered) | <input type="checkbox"/> To focus on caring for my own children or other dependents |
| <input type="checkbox"/> Work hours/schedule | <input type="checkbox"/> I feel like another profession is my calling |
| <input type="checkbox"/> Few opportunities for advancement | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> I do not enjoy working with young children | <hr/> |

20. In order of importance, please select the top 3 ways in which you currently find out about professional development in your area. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|---|---|
| <input type="checkbox"/> Call my local child care support agency/trainer | <input type="checkbox"/> Through professional networks (for example, Starting Points groups, Vermont Association for the Education of Young Children) |
| <input type="checkbox"/> Read my local child care support agency newsletter | <input type="checkbox"/> Receive emails or mailings from various sponsors of training/education |
| <input type="checkbox"/> Ask my director/supervisor/principal, etc. | <input type="checkbox"/> Head Start Training and Technical Assistance System |
| <input type="checkbox"/> Check the Bright Futures Information System course calendar | <input type="checkbox"/> Children’s Integrated Services State/Regional Teams |
| <input type="checkbox"/> Talk to my advisor at the college I attend | <input type="checkbox"/> Children’s Integrated Services blog |
| <input type="checkbox"/> Search the Internet for “distance” learning through colleges or other sponsors of training (in and out of state) | <input type="checkbox"/> I don’t know who to ask or where to go for professional development |
| <input type="checkbox"/> Hear from my colleagues/co-workers | <input type="checkbox"/> Other, please specify: |
| | <hr/> |

21. With whom do you work most often? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Infants | <input type="checkbox"/> Families of toddlers |
| <input type="checkbox"/> Toddlers | <input type="checkbox"/> Families of preschoolers (ages 3 – 5) |
| <input type="checkbox"/> Preschoolers (ages 3 – 5) | <input type="checkbox"/> Families of school age children (Kindergarten and up) |
| <input type="checkbox"/> School age children (Kindergarten and up) | <input type="checkbox"/> Providers, staff, and educators who work with children and their families |
| <input type="checkbox"/> Families of infants | |

22. Do you currently work at other jobs for pay in addition to this job?

- ☐ Yes ☐ No

22a. If you currently have another job, about how many hours per week do you usually spend at your other job(s)?

_____ Hours per week

22b. If you currently have another job, is it related to early childhood (birth through 3rd grade) or afterschool care?

- ☐ I have another job, but it is not related to early childhood or afterschool care
- ☐ I do not have another job
- ☐ Yes, I have another job related to early childhood or afterschool care (please specify):

23. Where in Vermont do you work (grouped by AHS district)?

- | | |
|--|--|
| <input type="checkbox"/> Barre area (Washington County) | <input type="checkbox"/> Rutland area (Rutland County) |
| <input type="checkbox"/> Bennington area (Bennington County) | <input type="checkbox"/> Springfield area (South Windsor/North Windham Counties) |
| <input type="checkbox"/> Brattleboro (Windham County) | <input type="checkbox"/> St. Albans area (Franklin & Grand Isle Counties) |
| <input type="checkbox"/> Burlington area (Chittenden County) | <input type="checkbox"/> St. Johnsbury area (Caledonia/South Essex Counties) |
| <input type="checkbox"/> Hartford area (Orange/North Windsor Counties) | <input type="checkbox"/> Statewide |
| <input type="checkbox"/> Middlebury area (Addison County) | <input type="checkbox"/> Other, please specify: _____ |
| <input type="checkbox"/> Morrisville area (Lamoille County) | |
| <input type="checkbox"/> Newport area (Orleans/North Essex Counties) | |

24. In which supervisory union or supervisory district is your program located? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Addison Central S.U. | <input type="checkbox"/> Orange East S.U. |
| <input type="checkbox"/> Addison Northeast S.U. | <input type="checkbox"/> Orange North S.U. |
| <input type="checkbox"/> Addison Northwest S.U. | <input type="checkbox"/> Orange Southwest S.U. |
| <input type="checkbox"/> Addison Rutland S.U. | <input type="checkbox"/> Orange Windsor S.U. |
| <input type="checkbox"/> Barre S.U. | <input type="checkbox"/> Orleans Central S.U. |
| <input type="checkbox"/> Battenkill Valley S.U. | <input type="checkbox"/> Orleans Southwest S.U. |
| <input type="checkbox"/> Bennington Rutland S.U. | <input type="checkbox"/> Rivendell Interstate S.D. |
| <input type="checkbox"/> Blue Mountain Union S.D. | <input type="checkbox"/> Rutland Central S.U. |
| <input type="checkbox"/> Burlington S.D. | <input type="checkbox"/> Rutland City S.D. |
| <input type="checkbox"/> Caledonia Central S.U. | <input type="checkbox"/> Rutland Northeast S.U. |
| <input type="checkbox"/> Caledonia North S.U. | <input type="checkbox"/> Rutland South S.U. |
| <input type="checkbox"/> Chittenden Central S.U. | <input type="checkbox"/> Rutland Southwest S.U. |
| <input type="checkbox"/> Chittenden East S.U. | <input type="checkbox"/> SAU 70 |
| <input type="checkbox"/> Chittenden South S.U. | <input type="checkbox"/> South Burlington S.D. |
| <input type="checkbox"/> Colchester S.D. | <input type="checkbox"/> Southwest Vermont S.U. |
| <input type="checkbox"/> Essex Caledonia S.U. | <input type="checkbox"/> Springfield S.D. |
| <input type="checkbox"/> Essex North S.U. | <input type="checkbox"/> St.Johnsbury S.D. |
| <input type="checkbox"/> Essex Town S.D. | <input type="checkbox"/> Two Rivers |
| <input type="checkbox"/> Franklin Central S.U. | <input type="checkbox"/> Washington Central S.U. |
| <input type="checkbox"/> Franklin Northeast S.U. | <input type="checkbox"/> Washington Northeast S.U. |
| <input type="checkbox"/> Franklin Northwest S.U. | <input type="checkbox"/> Washington South S.U. |
| <input type="checkbox"/> Franklin West S.U. | <input type="checkbox"/> Washington West S.U. |
| <input type="checkbox"/> Grand Isle S.U. | <input type="checkbox"/> Windham Central S.U. |
| <input type="checkbox"/> Hartford S.D. | <input type="checkbox"/> Windham Northeast S.U. |
| <input type="checkbox"/> Lamoille North S.U. | <input type="checkbox"/> Windham Southeast S.U. |
| <input type="checkbox"/> Lamoille South S.U. | <input type="checkbox"/> Windham Southwest S.U. |
| <input type="checkbox"/> Milton S.D. | <input type="checkbox"/> Windsor Central S.U. |
| <input type="checkbox"/> Montpelier S.D. | <input type="checkbox"/> Windsor Northwest S.U. |
| <input type="checkbox"/> North Country S.U. | <input type="checkbox"/> Windsor Southeast S.U. |

25. Does your program have a contract or partnership with one or more school districts, supervisory unions, or supervisory districts to provide prekindergarten education?

☐ Yes

☐ I don't know

☐ No

☐ Not applicable

26. What is your hourly, yearly, daily, weekly, or monthly wage or salary at your job, before taxes and deductions?

\$_____ per hour

\$_____ per year

\$_____ per day

\$_____ per week

\$_____ per month

27. Approximately how many hours per week are you paid to work at your program?

_____ Hours

28. Approximately how many months are you paid to work at this job each year?

_____ Months

29. Are your hours reduced because of low enrollment?

☐ Never

☐ Sometimes

☐ Often

30. What was your total household income in calendar year 2014? Please include income from wages and salaries earned by you and other wage earners in your household.

☐ \$0 to \$7,500

☐ \$75,001 to \$90,000

☐ \$7,501 to \$15,000

☐ \$90,001 to \$105,000

☐ \$15,001 to \$22,500

☐ \$105,001 to \$120,000

☐ \$22,501 to \$30,000

☐ \$120,001 to \$135,000

☐ \$30,001 to \$45,000

☐ \$135,001 to \$150,000

☐ \$45,001 to \$60,000

☐ More than \$150,000

☐ \$60,001 to \$75,000

31. Does your program offer regular wage increases?

- | | |
|---|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Yes, annually | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Yes, when funding is available | <input type="checkbox"/> Not applicable |

32. Does your program offer wage increases based on education, credentials, or performance evaluations? (Check all that apply.)

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Yes, based on increases in education or credentials | <input type="checkbox"/> No |
| <input type="checkbox"/> Yes, based on performance evaluations | <input type="checkbox"/> I don't know |

33. Approximately how much of your own money per year do you use for expenses related to your work? For example, on food, equipment, supplies, books, wages for assistants, or payments for other services.

- | | |
|--|--|
| <input type="checkbox"/> \$0 | <input type="checkbox"/> \$751-\$1,500 |
| <input type="checkbox"/> Under \$250 | <input type="checkbox"/> More than \$1,500 |
| <input type="checkbox"/> \$251 – \$750 | |

34. How many days of paid time off does your program give you each year?

Type of Paid Time Off	Days per Year
Vacation days	
Sick days	
Personal days	
"Combined Time Off"	
Holidays	
Other, please specify:_____	

35. Does your program offer the following benefits? (Check all that apply.)

Benefit	Yes	No
Health insurance for myself	<input type="checkbox"/>	<input type="checkbox"/>
Health insurance for my family	<input type="checkbox"/>	<input type="checkbox"/>
Dental insurance for myself	<input type="checkbox"/>	<input type="checkbox"/>
Dental insurance for my family	<input type="checkbox"/>	<input type="checkbox"/>
Disability insurance	<input type="checkbox"/>	<input type="checkbox"/>
Life insurance	<input type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>
Employee Assistance Program (EAP)	<input type="checkbox"/>	<input type="checkbox"/>
Retirement program such as a retirement annuity, teacher pension plan, 401(K) or 403(B) plan	<input type="checkbox"/>	<input type="checkbox"/>
Tuition discount for staff children enrolled at the program/school	<input type="checkbox"/>	<input type="checkbox"/>
Funding to participate in college courses or other training	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off to participate in college courses or other training	<input type="checkbox"/>	<input type="checkbox"/>
Staff in-service days	<input type="checkbox"/>	<input type="checkbox"/>
Mentors, coaches, or consultants	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

36. Do you or does your family currently receive financial assistance from any government programs? For example, through programs like cash assistance for disabilities, housing assistance, free-reduced lunch for your children, child care financial assistance, food stamps, WIC, ReachUp, Fuel Assistance, or VT Health Connect subsidy.

☐ Yes

☐ No

37. Please indicate the number of dependents living in your household who are:

_____ 5-years-old or younger

_____ Between 6- and 12-years-old

_____ Between 13- and 18-years-old

38. What is your program's current star level? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> 1 star | <input type="checkbox"/> My program does not participate in STARS |
| <input type="checkbox"/> 2 stars | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> 3 stars | <input type="checkbox"/> My program is not eligible to participate in STARS |
| <input type="checkbox"/> 4 stars | <input type="checkbox"/> I work in multiple program locations |
| <input type="checkbox"/> 5 stars | |
| <input type="checkbox"/> Currently awaiting a STARS level | |

39. Does your program have any of the following accreditations? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> National Association for the Education of Young Children (NAEYC) | <input type="checkbox"/> Other, please specify: _____ - _____ |
| <input type="checkbox"/> National Association of Family Child Care (NAFCC) | <input type="checkbox"/> I don't know |
| | <input type="checkbox"/> None |

40. Please indicate your highest level(s) of education. (Check all that apply.)

Level of Education	Achieved
High school, but no diploma	<input type="checkbox"/>
High school diploma or equivalent (GED)	<input type="checkbox"/>
Some college courses but not a degree	<input type="checkbox"/>
VT Child Care Apprenticeship program Certificate of Completion	<input type="checkbox"/>
Associate's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Associate's degree (unrelated field)	<input type="checkbox"/>
Bachelor's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Bachelor's degree (unrelated field)	<input type="checkbox"/>
Master's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Master's degree (unrelated field)	<input type="checkbox"/>
Doctoral degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Doctoral degree (unrelated field)	<input type="checkbox"/>
Master of Social Work (or equivalent)	<input type="checkbox"/>
Registered Nurse (RN)	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>

41. Did you graduate from a human services training program in a Vermont technical center high school?

☐ Yes

☐ No

42. Do you have any of the following *Northern Lights Certificates*? (Check all that apply.)

Certificate	Yes	No
Northern Lights Level I Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level II Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IIIA Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IIIB Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IVA Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IVB Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level V Certificate	<input type="checkbox"/>	<input type="checkbox"/>

43. Do you have any of the following *certifications*? (Check all that apply. Note that “current” means not expired.)

Certification	Yes	No
Current Child Development Associate (CDA)	<input type="checkbox"/>	<input type="checkbox"/>
Child Care Certificate from Community College of Vermont (CCV)	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Director Credential – Step 3	<input type="checkbox"/>	<input type="checkbox"/>
Registered Child Care Apprenticeship Certificate of Completion	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Foundations Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Essentials Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Professional Credential	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

44. Do you have any of the following *education licensures and endorsements*? (Check all that apply.)

Licensure/Endorsement	Yes	No
VT teaching license – Early Childhood endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Early Childhood Special Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Elementary Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Other type of endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Early Childhood endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Early Childhood Special Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Elementary Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Other type of endorsement	<input type="checkbox"/>	<input type="checkbox"/>



VERMONT

AGENCY OF EDUCATION
AGENCY OF HUMAN SERVICES

VT Family Child Care Provider and Staff Survey

INTRODUCTION

The State of Vermont is conducting a survey of the wages, benefits, credentials, and other characteristics of individuals who work with young children and their families. The survey is also for other early childhood and afterschool specialists, such as those providing Children's Integrated Services (CIS) or (for example) afterschool program mentoring.

The results of this survey will help all Vermonters better understand the strengths, hopes and challenges of this critical workforce and will help the Agency of Human Services (AHS), Agency of Education (AOE), and partners target resources appropriately. The results of this survey will be presented in a report that will be released at the end of 2015.

INSTRUCTIONS

Please help us by completing this survey if you:

- Are a registered family child care provider/teacher
- Are a licensed family child care provider/teacher
- Work in a registered or licensed family child care program

If you work in a public prekindergarten, elementary school, a licensed center, an afterschool program, Children's Integrated Services, or similar programs please go the Child Development Division website at www.dcf.vermont.gov/cdd for the survey designed for you.

The survey will take approximately 20 minutes to complete. Your responses will be anonymous and confidential. You may complete the survey any time before June 19, 2015.

Win an iPad! There will be two chances to win one of 6 iPads; May 29th and June 19th. People submitting their survey before May 29 will have chances to win at both drawings. After you complete the survey, contact Lynne Robbins to enter the drawing; this will keep your survey information separate from the iPad drawing.

Please return your completed survey to Lynne by June 19th, 2015 at: Lynne Robbins, Child Development Division, 103 So. Main St, 3 North, Waterbury, VT 05671-5500.

Thank you for your valuable participation in this important project! If you have any questions, please contact Lynne Robbins or Ben Allen at (800) 649-2642.

This survey is funded by the federal Race-To-the-Top: Early Learning Challenge Grant.

IMPORTANT:

If you have more than one job, **please answer these questions for only one of these jobs** unless otherwise specified.

For purposes of this survey, “your program” is considered the organization that you own or for which you work.

1. For what type of program or agency do you work?

- | | |
|--|---|
| <input type="checkbox"/> Registered home | <input type="checkbox"/> Other, please specify: _____ |
| <input type="checkbox"/> Licensed home | |
| <input type="checkbox"/> Legally exempt provider | |

2. Is your program for profit or not for profit?

- ☐ For profit (for example, LLC, privately owned, sole proprietor, etc.)
- ☐ Not for profit (501c3)
- ☐ I don't know
- ☐ Other, please specify: _____

3. Given the following job categories, what is your role at your program? (Please check only one.)

Please see the full description of each of the job categories following the survey (pages 18 & 19).

- | | |
|---|--|
| <input type="checkbox"/> Family child care provider/teacher | <input type="checkbox"/> Legally exempt provider |
| <input type="checkbox"/> Assistant | <input type="checkbox"/> None of these accurately reflect my role. Please specify your role: _____ |
| <input type="checkbox"/> Aide | |
| <input type="checkbox"/> Substitute | |

4. What is your sex?

- ☐ Female ☐ Male

5. What is your age?

- | | |
|--|--|
| <input type="checkbox"/> Under 18-years-old | <input type="checkbox"/> 36- to 45-years-old |
| <input type="checkbox"/> 18- to 25-years-old | <input type="checkbox"/> 46- to 60-years-old |
| <input type="checkbox"/> 26- to 35-years-old | <input type="checkbox"/> Over 60-years-old |

6. Are you of Hispanic or Latino descent?

☐ Yes

☐ No

7. Please specify your race. Select as many as apply.

☐ White

☐ Black or African American

☐ Asian

☐ Native Hawaiian or Other Pacific
Islander

☐ American Indian or Alaska Native

☐ Other

8. What languages do you speak fluently? (Check all that apply.)

☐ English

☐ French

☐ Spanish

☐ Other, please specify:

9. How many years of experience do you have working in programs serving children under age 13 and/or their families? Please include student teaching and field study experience but do not count any experience raising your own children or through babysitting.

_____ Years

10. Approximately how long have you worked for your current program?

_____ Years, _____ Months

11. Approximately how long have you worked in your current role at your program?

_____ Years, _____ Months

12. How satisfied are you in your current job?

☐ Very satisfied

☐ Somewhat satisfied

☐ Somewhat dissatisfied

☐ Very dissatisfied

13. How many more years do you plan to work at a program that serves children under the age of 13, their families, or the professionals that support them?

☐ 0 – 2 years

☐ 6 – 10 years

☐ 3 – 5 years

☐ More than 10 years

14. Where do you see yourself professionally in 3 to 5 years? (Check one.)

☐ In the same position I am in currently

☐ Working in a different career

☐ In a different position in my current program

☐ Retired

☐ In a similar position at a different program or agency

☐ I don't know

☐ Other, please specify:

☐ In a different position at a different program or agency

15. Prior to your current job, have you worked for programs or schools that serve children under the age of 13, their families, or the professionals who support them? (Check all that apply.)

☐ This is my first job working in early childhood or afterschool

☐ I have worked in one or two roles in early childhood or afterschool

☐ I worked in a variety of roles in early childhood or afterschool

☐ I have worked in a variety of roles outside of early childhood or afterschool

16. Please indicate the tasks you perform as part of your job that go beyond the traditional responsibilities of an early educator/caregiver? (Check all that apply.):

- ☐ Provide transportation
- ☐ Grounds care (for example, snow removal, lawn mowing)
- ☐ Cooking meals for children
- ☐ Administrative work (for example, record keeping needed by your program, scheduling; does not include taking attendance or administering child assessments, etc.)
- ☐ Medical care beyond routine care (for example, insulin pump, nebulizer)
- ☐ Cleaning (for example, bathrooms, floors)
- ☐ Laundry
- ☐ None
- ☐ Other, please specify: _____

17. In order of importance, please select the top 3 reasons that you work in a registered or licensed home. Place a "1" next to your first choice, "2" next to your second choice, and "3" next to your third choice. (Please select up to three choices.)

- | | |
|---|--|
| ___ It is my career or profession | ___ It is a way to help families |
| ___ It is a step towards a related career | ___ I enjoy the work setting or environment |
| ___ It is my personal calling | ___ I like the people I work with |
| ___ It is a way to earn money | ___ I don't feel like I am qualified to do anything else |
| ___ It is work I can do while my own children are young | ___ Other, please specify: _____ |
| ___ It allows me to work from home | |
| ___ It is a way to help children | |

18. In order of importance, please select the top 3 reasons that you might consider leaving your field of work. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|--|---|
| <input type="checkbox"/> I do not plan on leaving my field of work | <input type="checkbox"/> I do not enjoy working with the parents |
| <input type="checkbox"/> Low wages | <input type="checkbox"/> I do not want to continue to get professional development |
| <input type="checkbox"/> Few benefits provided (for example, health insurance not covered) | <input type="checkbox"/> To focus on caring for my own children or other dependents |
| <input type="checkbox"/> Work hours/schedule | <input type="checkbox"/> I feel like another profession is my calling |
| <input type="checkbox"/> Few opportunities for advancement | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> I do not enjoy working with young children | <hr/> |

19. In order of importance, please select the top 3 ways in which you currently find out about professional development in your area. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|---|---|
| <input type="checkbox"/> Call my local child care support agency/trainer | <input type="checkbox"/> Through professional networks (for example, Starting Points groups, Vermont Association for the Education of Young Children) |
| <input type="checkbox"/> Read my local child care support agency newsletter | <input type="checkbox"/> Receive emails or mailings from various sponsors of training/education |
| <input type="checkbox"/> Ask my director/supervisor/principal, etc. | <input type="checkbox"/> Head Start Training and Technical Assistance System |
| <input type="checkbox"/> Check the Bright Futures Information System course calendar | <input type="checkbox"/> Children’s Integrated Services State/Regional Teams |
| <input type="checkbox"/> Talk to my advisor at the college I attend | <input type="checkbox"/> Children’s Integrated Services blog |
| <input type="checkbox"/> Search the Internet for “distance” learning through colleges or other sponsors of training (in and out of state) | <input type="checkbox"/> I don’t know who to ask or where to go for professional development |
| <input type="checkbox"/> Hear from my colleagues/co-workers | <input type="checkbox"/> Other, please specify: |
| | <hr/> |

20. With whom do you work most often? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Infants | <input type="checkbox"/> School age children (Kindergarten and up) |
| <input type="checkbox"/> Toddlers | |
| <input type="checkbox"/> Preschoolers (ages 3 – 5) | |

21. Do you currently work at other jobs for pay in addition to this job?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

21a. If you currently have another job, about how many hours per week do you usually spend at your other job(s)?

_____ Hours per week

21b. If you currently have another job, is it related to early childhood (birth through 3rd grade) or afterschool care?

- ☐ I have another job, but it is not related to early childhood or afterschool care
- ☐ I do not have another job
- ☐ Yes, I have another job related to early childhood or afterschool care (please specify):

22. Where in Vermont do you work (grouped by AHS district)?

- | | |
|--|--|
| <input type="checkbox"/> Barre area (Washington County) | <input type="checkbox"/> Rutland area (Rutland County) |
| <input type="checkbox"/> Bennington area (Bennington County) | <input type="checkbox"/> Springfield area (South Windsor/North Windham Counties) |
| <input type="checkbox"/> Brattleboro (Windham County) | <input type="checkbox"/> St. Albans area (Franklin & Grand Isle Counties) |
| <input type="checkbox"/> Burlington area (Chittenden County) | <input type="checkbox"/> St. Johnsbury area (Caledonia/South Essex Counties) |
| <input type="checkbox"/> Hartford area (Orange/North Windsor Counties) | <input type="checkbox"/> Statewide |
| <input type="checkbox"/> Middlebury area (Addison County) | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Morrisville area (Lamoille County) | _____ |
| <input type="checkbox"/> Newport area (Orleans/North Essex Counties) | |

23. In which supervisory union or supervisory district is your program located? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Addison Central S.U. | <input type="checkbox"/> Orange East S.U. |
| <input type="checkbox"/> Addison Northeast S.U. | <input type="checkbox"/> Orange North S.U. |
| <input type="checkbox"/> Addison Northwest S.U. | <input type="checkbox"/> Orange Southwest S.U. |
| <input type="checkbox"/> Addison Rutland S.U. | <input type="checkbox"/> Orange Windsor S.U. |
| <input type="checkbox"/> Barre S.U. | <input type="checkbox"/> Orleans Central S.U. |
| <input type="checkbox"/> Battenkill Valley S.U. | <input type="checkbox"/> Orleans Southwest S.U. |
| <input type="checkbox"/> Bennington Rutland S.U. | <input type="checkbox"/> Rivendell Interstate S.D. |
| <input type="checkbox"/> Blue Mountain Union S.D. | <input type="checkbox"/> Rutland Central S.U. |
| <input type="checkbox"/> Burlington S.D. | <input type="checkbox"/> Rutland City S.D. |
| <input type="checkbox"/> Caledonia Central S.U. | <input type="checkbox"/> Rutland Northeast S.U. |
| <input type="checkbox"/> Caledonia North S.U. | <input type="checkbox"/> Rutland South S.U. |
| <input type="checkbox"/> Chittenden Central S.U. | <input type="checkbox"/> Rutland Southwest S.U. |
| <input type="checkbox"/> Chittenden East S.U. | <input type="checkbox"/> SAU 70 |
| <input type="checkbox"/> Chittenden South S.U. | <input type="checkbox"/> South Burlington S.D. |
| <input type="checkbox"/> Colchester S.D. | <input type="checkbox"/> Southwest Vermont S.U. |
| <input type="checkbox"/> Essex Caledonia S.U. | <input type="checkbox"/> Springfield S.D. |
| <input type="checkbox"/> Essex North S.U. | <input type="checkbox"/> St.Johnsbury S.D. |
| <input type="checkbox"/> Essex Town S.D. | <input type="checkbox"/> Two Rivers |
| <input type="checkbox"/> Franklin Central S.U. | <input type="checkbox"/> Washington Central S.U. |
| <input type="checkbox"/> Franklin Northeast S.U. | <input type="checkbox"/> Washington Northeast S.U. |
| <input type="checkbox"/> Franklin Northwest S.U. | <input type="checkbox"/> Washington South S.U. |
| <input type="checkbox"/> Franklin West S.U. | <input type="checkbox"/> Washington West S.U. |
| <input type="checkbox"/> Grand Isle S.U. | <input type="checkbox"/> Windham Central S.U. |
| <input type="checkbox"/> Hartford S.D. | <input type="checkbox"/> Windham Northeast S.U. |
| <input type="checkbox"/> Lamoille North S.U. | <input type="checkbox"/> Windham Southeast S.U. |
| <input type="checkbox"/> Lamoille South S.U. | <input type="checkbox"/> Windham Southwest S.U. |
| <input type="checkbox"/> Milton S.D. | <input type="checkbox"/> Windsor Central S.U. |
| <input type="checkbox"/> Montpelier S.D. | <input type="checkbox"/> Windsor Northwest S.U. |
| <input type="checkbox"/> North Country S.U. | <input type="checkbox"/> Windsor Southeast S.U. |

24. Does your program have a contract or partnership with one or more school districts, supervisory unions, or supervisory districts to provide prekindergarten education?

☐ Yes

☐ I don't know

☐ No

☐ Not applicable

If you are a program employee, contractor, or substitute, please skip to question 28.

25. If you are the owner of your program, what was your gross profit for 2014 (for example, from IRS Schedule C, Line 1 or 5)?

\$ _____

26. If you are the owner of your program, what were your total business expenses for 2014 (for example, from IRS Schedule C, Line 28)?

\$ _____

27. If you are the owner of your program, what were expenses for business use of your home for 2014 (for example, from IRS Schedule C, Line 30)?

\$ _____

28. If you work for a family provider and are not the owner of the program, what is your hourly, yearly, daily, weekly, or monthly wage or salary at your job, before taxes and deductions?

\$ _____ per hour

\$ _____ per year

\$ _____ per day

\$ _____ per week

\$ _____ per month

29. Approximately how many hours per week do you spend performing duties related to this job?

_____ Hours

30. Approximately how many months do you work at this job each year?

_____ Months

31. Have you ever reduced your hours because of low enrollment?

☐ Never

☐ Sometimes

☐ Often

32. What was your total household income in calendar year 2014? Please include income from wages and salaries earned by you and other wage earners in your household.

☐ \$0 to \$7,500

☐ \$75,001 to \$90,000

☐ \$7,501 to \$15,000

☐ \$90,001 to \$105,000

☐ \$15,001 to \$22,500

☐ \$105,001 to \$120,000

☐ \$22,501 to \$30,000

☐ \$120,001 to \$135,000

☐ \$30,001 to \$45,000

☐ \$135,001 to \$150,000

☐ \$45,001 to \$60,000

☐ More than \$150,000

☐ \$60,001 to \$75,000

33. If you are the owner of your program, how many days of paid time off do you allow yourself as part of this job? If you are an employee/contractor, how many days of paid time off does your program offer each year?

Type of Paid Time Off	Days per Year
Vacation days	
Sick days	
Personal days	
"Combined Time Off"	
Holidays	
Other, please specify: _____	

34. If you are the owner of your program, do you provide yourself with these benefits as part of this job? If you are an employee/contractor, does your program offer the following benefits? (Check all that apply.)

Benefit	Yes	No
Health insurance for myself	<input type="checkbox"/>	<input type="checkbox"/>
Health insurance for my family	<input type="checkbox"/>	<input type="checkbox"/>
Dental insurance for myself	<input type="checkbox"/>	<input type="checkbox"/>
Dental insurance for my family	<input type="checkbox"/>	<input type="checkbox"/>
Disability insurance	<input type="checkbox"/>	<input type="checkbox"/>
Life insurance	<input type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>
Employee Assistance Program (EAP)	<input type="checkbox"/>	<input type="checkbox"/>
Retirement program such as a retirement annuity, teacher pension plan, 401(K) or 403(B) plan	<input type="checkbox"/>	<input type="checkbox"/>
Tuition discount for staff children enrolled at the program/school	<input type="checkbox"/>	<input type="checkbox"/>
Funding to participate in college courses or other training	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off to participate in college courses or other training	<input type="checkbox"/>	<input type="checkbox"/>
Staff in-service days	<input type="checkbox"/>	<input type="checkbox"/>
Mentors, coaches, or consultants	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

35. Do you or does your family currently receive financial assistance from any government programs? For example, through programs like cash assistance for disabilities, housing assistance, free-reduced lunch for your children, child care financial assistance, food stamps, WIC, ReachUp, Fuel Assistance, or VT Health Connect subsidy.

☐ Yes

☐ No

36. Please indicate the number of dependents living in your household who are:

_____ 5-years-old or younger

_____ Between 6- and 12-years-old

_____ Between 13- and 18-years-old

37. What is your program's current star level? (Check all that apply.)

- | | |
|----------------------------------|---|
| <input type="checkbox"/> 1 star | <input type="checkbox"/> Currently awaiting a STARS level |
| <input type="checkbox"/> 2 stars | <input type="checkbox"/> My program does not participate in STARS |
| <input type="checkbox"/> 3 stars | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> 4 stars | <input type="checkbox"/> My program is not eligible to participate in STARS |
| <input type="checkbox"/> 5 stars | |

38. Does your program have any of the following accreditations? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> National Association for the Education of Young Children (NAEYC) | <input type="checkbox"/> Other, please specify: _____ - _____ |
| <input type="checkbox"/> National Association of Family Child Care (NAFCC) | <input type="checkbox"/> I don't know |
| | <input type="checkbox"/> None |

39. Please indicate your highest level(s) of education. (Check all that apply.)

Level of Education	Achieved
High school, but no diploma	<input type="checkbox"/>
High school diploma or equivalent (GED)	<input type="checkbox"/>
Some college courses but not a degree	<input type="checkbox"/>
VT Child Care Apprenticeship program Certificate of Completion	<input type="checkbox"/>
Associate's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Associate's degree (unrelated field)	<input type="checkbox"/>
Bachelor's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Bachelor's degree (unrelated field)	<input type="checkbox"/>
Master's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Master's degree (unrelated field)	<input type="checkbox"/>
Doctoral degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Doctoral degree (unrelated field)	<input type="checkbox"/>
Master of Social Work (or equivalent)	<input type="checkbox"/>
Registered Nurse (RN)	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>

40. Did you graduate from a human services training program in a Vermont technical center high school?

☐ Yes

☐ No

41. Do you have any of the following *Northern Lights Certificates*? (Check all that apply.)

Certificate	Yes	No
Northern Lights Level I Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level II Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IIIA Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IIIB Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IVA Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IVB Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level V Certificate	<input type="checkbox"/>	<input type="checkbox"/>

42. Do you have any of the following *certifications*? (Check all that apply. Note that “current” means not expired.)

Certification	Yes	No
Current Child Development Associate (CDA)	<input type="checkbox"/>	<input type="checkbox"/>
Child Care Certificate from Community College of Vermont (CCV)	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Director Credential – Step 3	<input type="checkbox"/>	<input type="checkbox"/>
Registered Child Care Apprenticeship Certificate of Completion	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Foundations Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Essentials Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Professional Credential	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

43. Do you have any of the following *education licensures and endorsements*? (Check all that apply.)

Licensure/Endorsement	Yes	No
VT teaching license – Early Childhood endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Early Childhood Special Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Elementary Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Other type of endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Early Childhood endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Early Childhood Special Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Elementary Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Other type of endorsement	<input type="checkbox"/>	<input type="checkbox"/>



VERMONT

AGENCY OF EDUCATION
AGENCY OF HUMAN SERVICES

VT Public Prekindergarten and Elementary School Survey

INTRODUCTION

The State of Vermont is conducting a survey of the wages, benefits, credentials, and other characteristics of individuals who work with young children and their families. The survey is also for other early childhood and afterschool specialists, such as those providing Children's Integrated Services (CIS) or (for example) afterschool program mentoring.

The results of this survey will help all Vermonters better understand the strengths, hopes and challenges of this critical workforce and will help the Agency of Human Services (AHS), Agency of Education (AOE), and partners target resources appropriately. The results of this survey will be presented in a report that will be released at the end of 2015.

INSTRUCTIONS

Please help us by completing this survey if you work:

- In public school-based prekindergarten
- In an elementary school (Kindergarten through 3rd grade)
- As an elementary school or program administrator

If you work in a licensed child care center, Head Start, Early Head Start, Afterschool, Children's Integrated Services, or similar agency, or family child care program, please go the Child Development Division website at www.dcf.vermont.gov/cdd for the survey designed for you.

The survey will take approximately 20 minutes to complete. Your responses will be anonymous and confidential. You may complete the survey any time before June 19, 2015.

Win an iPad! There will be two chances to win one of 6 iPads; May 29th and June 19th. People submitting their survey before May 29 will have chances to win at both drawings. After you complete the survey, contact Lynne Robbins to enter the drawing; this will keep your survey information separate from the iPad drawing.

Please return your completed survey to Lynne by June 19th, 2015 at: Lynne Robbins, Child Development Division, 103 So. Main St, 3 North, Waterbury, VT 05671-5500.

Thank you for your valuable participation in this important project! If you have any questions, please contact Lynne Robbins or Ben Allen at (800) 649-2642.

This survey is funded by the federal Race-To-the-Top: Early Learning Challenge Grant.

IMPORTANT:

The following questions ask about your work in a public prekindergarten program, elementary school, or district.

If you have more than one job, **please answer these questions for only one of these jobs** unless otherwise specified.

1. Given the following job categories, what is your role at your school or district? (Please check only one.)

Please see the full description of each of the job categories following the survey (pages 18 & 19).

- | | |
|--|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Early Childhood Special Educator |
| <input type="checkbox"/> Manager | <input type="checkbox"/> Child Health Specialist |
| <input type="checkbox"/> Director (of a licensed facility) | <input type="checkbox"/> Aide |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Substitute |
| <input type="checkbox"/> Assistant Teacher | <input type="checkbox"/> Bus Driver |
| <input type="checkbox"/> Support Staff | <input type="checkbox"/> None of these accurately reflect my role. Please specify your role:
_____ |
| <input type="checkbox"/> Activity Specialist | |
| <input type="checkbox"/> Child Development Specialist | |

2. For what type of program or school do you work? (Check all that apply.)

- ☐ Licensed public preschool program
- ☐ Public school (kindergarten and up)
- ☐ Other, please specify: _____

3. What is your sex?

- ☐ Female ☐ Male

4. What is your age?

- | | |
|--|--|
| <input type="checkbox"/> Under 18-years-old | <input type="checkbox"/> 36- to 45-years-old |
| <input type="checkbox"/> 18- to 25-years-old | <input type="checkbox"/> 46- to 60-years-old |
| <input type="checkbox"/> 26- to 35-years-old | <input type="checkbox"/> Over 60-years-old |

5. Are you of Hispanic or Latino descent?

- ☐ Yes ☐ No

6. Please specify your race. Select as many as apply.

- | | |
|--|--|
| <input type="checkbox"/> White | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> American Indian or Alaska Native |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Other |

7. What languages do you speak fluently? (Check all that apply.)

- | | |
|----------------------------------|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> French | <input type="checkbox"/> Other, please specify: _____ |

8. How many years of experience do you have working in programs or schools serving children under age 13 and/or their families? Please include student teaching and field study experience but do not count any experience raising your own children or through babysitting.

_____ Years

9. Approximately how long have you worked for your current school or district?

_____ Years, _____ Months

10. Approximately how long have you worked in your current role at your school or district?

_____ Years, _____ Months

11. How satisfied are you in your current job?

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

12. How many more years do you plan to work at a program, school, or district that serves children under the age of 13, their families, or the professionals that support them?

☐ 0 – 2 years

☐ 6 – 10 years

☐ 3 – 5 years

☐ More than 10 years

13. Where do you see yourself professionally in 3 to 5 years? (Check one.)

☐ In the same position I am in currently

☐ Working in a different career

☐ In a different position in my current school or district

☐ Retired

☐ In a similar position at a different school, district, or agency

☐ I don't know

☐ Other, please specify:

☐ In a different position at a different school, district, or agency

14. Prior to your current job, have you worked for programs or schools that serve children under the age of 13, their families, or the professionals who support them? (Check all that apply.)

☐ This is my first job working in early childhood or afterschool

☐ I have worked in one or two roles in early childhood or afterschool

☐ I worked in a variety of roles in early childhood or afterschool

☐ I have worked in a variety of roles outside of early childhood or afterschool

15. About how far do you travel to get to your job?

☐ Fewer than 10 miles

☐ 26 – 50 miles

☐ 11 – 25 miles

☐ More than 50 miles

16. Please indicate the tasks you perform as part of your job that go beyond the traditional responsibilities of an educator (Check all that apply.):

- ☐ Provide transportation
- ☐ Grounds care (for example, snow removal, lawn mowing)
- ☐ Cooking meals for children
- ☐ Administrative work (for example, record keeping needed by your program, scheduling; does not include taking attendance or administering child assessments, etc.)
- ☐ Medical care beyond routine care (for example, insulin pump, nebulizer)
- ☐ Cleaning (for example, bathrooms, floors)
- ☐ Laundry
- ☐ None
- ☐ Other, please specify: _____

17. In order of importance, please select the top 3 reasons that you work in early childhood (birth – 3rd grade) or afterschool. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|--|---|
| <input type="checkbox"/> It is my career or profession | <input type="checkbox"/> It is a way to help children |
| <input type="checkbox"/> It is a step towards a related career | <input type="checkbox"/> It is a way to help families |
| <input type="checkbox"/> It is my personal calling | <input type="checkbox"/> I enjoy the work setting or environment |
| <input type="checkbox"/> It is a way to earn money | <input type="checkbox"/> I like the people I work with |
| <input type="checkbox"/> It is work I can do while my own children are young | <input type="checkbox"/> I don't feel like I am qualified to do anything else |
| <input type="checkbox"/> It allows me to work from home | <input type="checkbox"/> Other, please specify:
_____ |

18. In order of importance, please select the top 3 reasons that you might consider leaving your field of work. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|--|---|
| <input type="checkbox"/> I do not plan on leaving my field of work | <input type="checkbox"/> I do not enjoy working with the parents |
| <input type="checkbox"/> Low wages | <input type="checkbox"/> I do not want to continue to get professional development |
| <input type="checkbox"/> Few benefits provided (for example, health insurance not covered) | <input type="checkbox"/> To focus on caring for my own children or other dependents |
| <input type="checkbox"/> Work hours/schedule | <input type="checkbox"/> I feel like another profession is my calling |
| <input type="checkbox"/> Few opportunities for advancement | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> I do not enjoy working with young children | <hr/> |

19. In order of importance, please select the top 3 ways in which you currently find out about professional development in your area. Place a “1” next to your first choice, “2” next to your second choice, and “3” next to your third choice. (Please select up to three choices.)

- | | |
|---|---|
| <input type="checkbox"/> Ask my director/supervisor/principal, etc. | <input type="checkbox"/> Receive emails or mailings from various sponsors of training/education |
| <input type="checkbox"/> Talk to my advisor at the college I attend | <input type="checkbox"/> Through online sources such as Twitter or Facebook |
| <input type="checkbox"/> Search the Internet for “distance” learning through colleges or other sponsors of training (in and out of state) | <input type="checkbox"/> I don’t know who to ask or where to go for professional development |
| <input type="checkbox"/> Hear from my colleagues/co-workers | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Through professional networks | <hr/> |

20. With whom do you work most often? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Preschoolers (ages 3 – 5) | <input type="checkbox"/> 3 rd graders |
| <input type="checkbox"/> Kindergarteners | <input type="checkbox"/> 4 th graders and up |
| <input type="checkbox"/> 1 st graders | <input type="checkbox"/> Providers, staff, and educators who work with prekindergarten and/or elementary school children |
| <input type="checkbox"/> 2 nd graders | |

21. Do you currently work at other jobs for pay in addition to this job?

☐ Yes

☐ No

21a. If you currently have another job, about how many hours per week do you usually spend at your other job(s)?

_____ Hours per week

21b. If you currently have another job, is it related to early childhood (birth through 3rd grade) or afterschool care?

☐ I have another job, but it is not related to early childhood or afterschool care

☐ I do not have another job

☐ Yes, I have another job related to early childhood or afterschool care (please specify):

22. In which supervisory union or supervisory district do you work? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Addison Central S.U. | <input type="checkbox"/> Orange East S.U. |
| <input type="checkbox"/> Addison Northeast S.U. | <input type="checkbox"/> Orange North S.U. |
| <input type="checkbox"/> Addison Northwest S.U. | <input type="checkbox"/> Orange Southwest S.U. |
| <input type="checkbox"/> Addison Rutland S.U. | <input type="checkbox"/> Orange Windsor S.U. |
| <input type="checkbox"/> Barre S.U. | <input type="checkbox"/> Orleans Central S.U. |
| <input type="checkbox"/> Battenkill Valley S.U. | <input type="checkbox"/> Orleans Southwest S.U. |
| <input type="checkbox"/> Bennington Rutland S.U. | <input type="checkbox"/> Rivendell Interstate S.D. |
| <input type="checkbox"/> Blue Mountain Union S.D. | <input type="checkbox"/> Rutland Central S.U. |
| <input type="checkbox"/> Burlington S.D. | <input type="checkbox"/> Rutland City S.D. |
| <input type="checkbox"/> Caledonia Central S.U. | <input type="checkbox"/> Rutland Northeast S.U. |
| <input type="checkbox"/> Caledonia North S.U. | <input type="checkbox"/> Rutland South S.U. |
| <input type="checkbox"/> Chittenden Central S.U. | <input type="checkbox"/> Rutland Southwest S.U. |
| <input type="checkbox"/> Chittenden East S.U. | <input type="checkbox"/> SAU 70 |
| <input type="checkbox"/> Chittenden South S.U. | <input type="checkbox"/> South Burlington S.D. |
| <input type="checkbox"/> Colchester S.D. | <input type="checkbox"/> Southwest Vermont S.U. |
| <input type="checkbox"/> Essex Caledonia S.U. | <input type="checkbox"/> Springfield S.D. |
| <input type="checkbox"/> Essex North S.U. | <input type="checkbox"/> St.Johnsbury S.D. |
| <input type="checkbox"/> Essex Town S.D. | <input type="checkbox"/> Two Rivers |
| <input type="checkbox"/> Franklin Central S.U. | <input type="checkbox"/> Washington Central S.U. |
| <input type="checkbox"/> Franklin Northeast S.U. | <input type="checkbox"/> Washington Northeast S.U. |
| <input type="checkbox"/> Franklin Northwest S.U. | <input type="checkbox"/> Washington South S.U. |
| <input type="checkbox"/> Franklin West S.U. | <input type="checkbox"/> Washington West S.U. |
| <input type="checkbox"/> Grand Isle S.U. | <input type="checkbox"/> Windham Central S.U. |
| <input type="checkbox"/> Hartford S.D. | <input type="checkbox"/> Windham Northeast S.U. |
| <input type="checkbox"/> Lamoille North S.U. | <input type="checkbox"/> Windham Southeast S.U. |
| <input type="checkbox"/> Lamoille South S.U. | <input type="checkbox"/> Windham Southwest S.U. |
| <input type="checkbox"/> Milton S.D. | <input type="checkbox"/> Windsor Central S.U. |
| <input type="checkbox"/> Montpelier S.D. | <input type="checkbox"/> Windsor Northwest S.U. |
| <input type="checkbox"/> North Country S.U. | <input type="checkbox"/> Windsor Southeast S.U. |

23. What is your hourly, yearly, daily, weekly, or monthly wage or salary at your job, before taxes and deductions?

\$_____ per hour

\$_____ per year

\$_____ per day

\$_____ per week

\$_____ per month

24. Approximately how many hours per week are you paid to work at your school?

_____ Hours

25. Approximately how many months are you paid to work at this job each year?

_____ Months

26. If you are on contract, how many days does your contract specify you work each year?

_____ Days

27. What was your total household income in calendar year 2014? Please include income from wages and salaries earned by you and other wage earners in your household.

☐ \$0 to \$7,500

☐ \$7,501 to \$15,000

☐ \$15,001 to \$22,500

☐ \$22,501 to \$30,000

☐ \$30,001 to \$45,000

☐ \$45,001 to \$60,000

☐ \$60,001 to \$75,000

☐ \$75,001 to \$90,000

☐ \$90,001 to \$105,000

☐ \$105,001 to \$120,000

☐ \$120,001 to \$135,000

☐ \$135,001 to \$150,000

☐ More than \$150,000

28. Does your school or district offer regular wage increases?

- | | |
|---|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Yes, annually | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Yes, when funding is available | <input type="checkbox"/> Not applicable |

29. Does your school or district offer wage increases based on education, credentials, or performance evaluations? (Check all that apply.)

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Yes, based on increases in education or credentials | <input type="checkbox"/> No |
| <input type="checkbox"/> Yes, based on performance evaluations | <input type="checkbox"/> I don't know |

30. Approximately how much of your own money per year do you use for expenses related to your work? For example, on food, equipment, supplies, books, wages for assistants, or payments for other services.

- | | |
|--|--|
| <input type="checkbox"/> \$0 | <input type="checkbox"/> \$751-\$1,500 |
| <input type="checkbox"/> Under \$250 | <input type="checkbox"/> More than \$1,500 |
| <input type="checkbox"/> \$251 – \$750 | |

31. How many days of paid time off does your school or district give you each year? If you are on a contract to work a specific number of days each year please only include paid time off that is specifically mentioned in your contract.

Type of Paid Time Off	Days per Year
Vacation days	
Sick days	
Personal days	
"Combined Time Off"	
Holidays	
Other, please specify: _____	

32. Does your school or district offer the following benefits? (Check all that apply.)

Benefit	Yes	No
Health insurance for myself	<input type="checkbox"/>	<input type="checkbox"/>
Health insurance for my family	<input type="checkbox"/>	<input type="checkbox"/>
Dental insurance for myself	<input type="checkbox"/>	<input type="checkbox"/>
Dental insurance for my family	<input type="checkbox"/>	<input type="checkbox"/>
Disability insurance	<input type="checkbox"/>	<input type="checkbox"/>
Life insurance	<input type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>
Employee Assistance Program (EAP)	<input type="checkbox"/>	<input type="checkbox"/>
Retirement program such as a retirement annuity, teacher pension plan, 401(K) or 403(B) plan	<input type="checkbox"/>	<input type="checkbox"/>
Tuition discount for staff children enrolled at the program/school	<input type="checkbox"/>	<input type="checkbox"/>
Funding to participate in college courses or other training	<input type="checkbox"/>	<input type="checkbox"/>
Paid time off to participate in college courses or other training	<input type="checkbox"/>	<input type="checkbox"/>
Staff in-service days	<input type="checkbox"/>	<input type="checkbox"/>
Mentors, coaches, or consultants	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

33. Do you or does your family currently receive financial assistance from any government programs? For example, through programs like cash assistance for disabilities, housing assistance, free-reduced lunch for your children, child care financial assistance, food stamps, WIC, ReachUp, Fuel Assistance, or VT Health Connect subsidy.

☐ Yes

☐ No

34. Please indicate the number of dependents living in your household who are:

_____ 5-years-old or younger

_____ Between 6- and 12-years-old

_____ Between 13- and 18-years-old

35. What is your public preschool program's current star level? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> 1 star | <input type="checkbox"/> I do not work for a public preschool program |
| <input type="checkbox"/> 2 stars | <input type="checkbox"/> My program does not participate in STARS |
| <input type="checkbox"/> 3 stars | <input type="checkbox"/> My program is not eligible to participate in STARS |
| <input type="checkbox"/> 4 stars | <input type="checkbox"/> I work in multiple program locations |
| <input type="checkbox"/> 5 stars | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Currently awaiting a STARS level | |

36. Does your school have the following accreditation?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> National Association for the Education of Young Children (NAEYC) | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Other, please specify: _____ | <input type="checkbox"/> None |

37. Please indicate your highest level(s) of education. (Check all that apply.)

Level of Education	Achieved
High school, but no diploma	<input type="checkbox"/>
High school diploma or equivalent (GED)	<input type="checkbox"/>
Some college courses but not a degree	<input type="checkbox"/>
VT Child Care Apprenticeship program Certificate of Completion	<input type="checkbox"/>
Associate's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Associate's degree (unrelated field)	<input type="checkbox"/>
Bachelor's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Bachelor's degree (unrelated field)	<input type="checkbox"/>
Master's degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Master's degree (unrelated field)	<input type="checkbox"/>
Doctoral degree (related to education, early childhood, child development, or human services)	<input type="checkbox"/>
Doctoral degree (unrelated field)	<input type="checkbox"/>
Master of Social Work (or equivalent)	<input type="checkbox"/>
Registered Nurse (RN)	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>

38. Did you graduate from a human services training program in a Vermont technical center high school?

☐ Yes

☐ No

39. Do you have any of the following *Northern Lights Certificates*? (Check all that apply.)

Certificate	Yes	No
Northern Lights Level I Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level II Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IIIA Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IIIB Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IVA Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level IVB Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights Level V Certificate	<input type="checkbox"/>	<input type="checkbox"/>

40. Do you have any of the following *certifications*? (Check all that apply. Note that “current” means not expired.)

Certification	Yes	No
Current Child Development Associate (CDA)	<input type="checkbox"/>	<input type="checkbox"/>
Child Care Certificate from Community College of Vermont (CCV)	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Director Credential – Step 3	<input type="checkbox"/>	<input type="checkbox"/>
Registered Child Care Apprenticeship Certificate of Completion	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Foundations Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Essentials Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Vermont Afterschool Professional Credential	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

41. Do you have any of the following *education licensures and endorsements*? (Check all that apply.)

Licensure/Endorsement	Yes	No
VT teaching license – Early Childhood endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Early Childhood Special Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Elementary Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
VT teaching license – Other type of endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Early Childhood endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Early Childhood Special Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Elementary Education endorsement	<input type="checkbox"/>	<input type="checkbox"/>
Teaching license from another state – Other type of endorsement	<input type="checkbox"/>	<input type="checkbox"/>

Appendix F: Data Tables

Full data tables for select analyses presented and discussed in the body of the report are presented in this appendix.

Table F.1. Number of respondents at each highest reported level of education by program type.

Program Type	Less than high school	High school or GED	Vermont Apprentice	Some college	Associate's - unrelated	Associate's - early childhood or related	Bachelor's - unrelated	Bachelor's - early childhood or related	Master's - unrelated	Master's - early childhood or related	Doctorate - unrelated	Doctorate - early childhood or related	Master of Social Work	Registered Nurse	Not Reported	Total
EARLY CHILDHOOD DIRECT CARE	2	15	18	73	16	44	49	138	9	61	0	1	3	0	58	487
Licensed Early Childhood	2	13	16	69	13	39	43	116	8	50	0	1	3	0	47	420
Head Start	0	2	2	4	1	5	5	22	0	9	0	0	0	0	10	60
Early Head Start	0	0	0	4	1	4	1	5	0	2	0	0	0	0	1	18
Early Head Start-Child Care Partnership	0	0	0	1	0	1	0	5	0	5	0	0	0	0	2	14
Early Childhood Special Education (619)	0	0	0	2	0	0	0	0	1	2	0	0	0	0	3	8
Non-recurring Care	0	0	0	0	1	0	1	4	0	0	0	0	0	0	1	7
EARLY CHILDHOOD SUPPORT SERVICES	0	1	1	5	0	3	10	46	5	31	0	0	5	0	25	132
Child Dev. Support Organization	0	0	0	1	0	0	2	5	1	2	0	0	2	0	4	17
Children's Integrated Services (CIS)	0	0	1	3	0	1	6	31	4	22	0	0	2	0	13	83
Parent Child Center	0	1	0	1	0	3	4	17	0	10	0	0	0	0	5	41
University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Health Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
State Agency	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	3
Building Bright Futures	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
AFTERSCHOOL	1	1	3	13	4	5	8	14	3	13	0	0	0	0	5	70
Non-regulated Afterschool	0	0	0	1	1	0	2	3	1	2	0	0	0	0	0	10
Licensed Afterschool	0	1	3	8	3	5	6	13	3	11	0	0	0	0	5	58
Summer Recreation Program	1	0	0	5	1	0	0	3	0	1	0	0	0	0	1	12
FAMILY PROVIDER	5	62	5	70	20	26	9	35	2	10	0	0	1	0	61	306
Registered Child Care Program	3	56	3	61	17	22	9	26	1	7	0	0	1	0	56	262
Licensed Family Child Care Program	0	0	1	3	1	4	0	8	1	2	0	0	0	0	3	23
Legally Exempt Provider	2	6	1	6	2	0	0	1	0	1	0	0	0	0	2	21
PUBLICALLY-FUNDED PREKINDERGARTEN	0	1	1	6	2	1	5	28	1	53	0	0	0	2	12	112
KINDERGARTEN & EARLY ELEMENTARY	0	7	1	12	4	6	14	65	7	122	1	6	1	3	25	274
Public school (kindergarten and up)	0	6	1	12	4	6	14	59	5	112	1	4	1	1	23	249
Public School (Prek and up)	0	1	0	0	0	0	0	4	1	7	0	1	0	2	1	17
Supervisory Union	0	0	0	0	0	0	0	2	1	3	0	1	0	0	1	8

Note. Not all respondents to the Public School Survey indicated the type of public school program for which they worked, those individuals are not included in this table. "Public School (Prekindergarten and Up)" was included under "Kindergarten and Early Elementary" because it was assumed that those working directly for publically-funded prekindergarten chose that specific program type. Because respondents to the Early Childhood & Afterschool Survey could choose more than one program type, a given respondent may be represented more than once across program types; however, each respondent is counted only once within each of these three categories: Early Childhood Direct Care, Early Childhood Support Services, and Afterschool.

Table F.2. Early Childhood & Afterschool Survey: Number of respondents at each highest level of education by job role.

Job Role	Less than high school	High school or GED	Vermont Apprentice	Some college	Associate's - unrelated	Associate's - early childhood or related	Bachelor's - unrelated	Bachelor's - early childhood or related	Master's - unrelated	Master's - early childhood or related	Doctorate - early childhood or related	Master of Social Work	Not Reported	Total
Administrator	0	1	1	10	2	7	5	17	7	19	1	3	4	77
Manager	0	1	0	0	0	3	5	15	0	8	0	1	3	36
Director	0	0	3	8	5	13	8	33	4	28	0	0	10	112
Legally Exempt Child Care Provider	0	0	0	0	1	0	0	0	0	0	0	0	1	2
Teacher	0	5	8	29	5	19	25	79	0	18	0	0	23	211
Assistant Teacher	2	7	5	28	2	4	10	9	0	2	0	0	7	76
Support Staff	0	1	0	3	1	0	1	5	0	0	0	0	5	16
Activity Specialist	0	0	0	1	0	0	2	0	1	1	0	0	0	5
Child Development Specialist	0	1	0	2	0	4	4	30	2	20	0	4	12	79
Aide	0	0	1	1	1	0	1	0	0	0	0	0	5	9
Substitute	0	1	1	3	1	0	1	1	0	0	0	0	0	8
All Job Roles	2	17	19	85	18	50	62	189	14	96	1	8	70	631

Note. Not all respondent to the Early Childhood & Afterschool Survey indicated their job role, those individuals are not included in this table.

Table F.3. Public School Survey: Number of respondents at each highest level of education by job role.

Job Role	High school or GED	Vermont Apprentice	Some college	Associate's - unrelated	Associate's - early childhood or related	Bachelor's - unrelated	Bachelor's - early childhood or related	Master's - unrelated	Master's - early childhood or related	Doctorate - unrelated	Doctorate - early childhood or related	Master of Social Work	Registered Nurse	Not Reported	Total
Administrator	0	0	0	0	0	0	2	4	40	0	4	0	0	6	56
Director	0	0	1	0	0	3	4	1	6	0	2	0	1	0	18
Teacher	0	0	0	0	0	4	67	3	99	1	0	0	1	25	200
Assistant Teacher	6	2	12	6	7	7	11	0	4	0	0	0	0	13	68
Support Staff	2	0	4	0	1	2	0	0	0	0	0	0	1	0	10
Activity Specialist	0	0	0	0	0	0	6	0	3	0	0	0	0	1	10
Child Development Specialist	0	0	0	0	0	3	0	0	6	0	0	1	0	2	12
Early Childhood Special Educator	0	0	0	0	0	0	6	0	24	0	0	0	0	1	31
Child Health Specialist	0	0	0	0	0	0	1	0	2	0	0	0	2	0	5
Aide	0	0	1	1	1	0	0	0	0	0	0	0	0	2	5
Substitute	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Bus Driver	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
All Job Roles	8	2	18	7	9	19	97	8	185	1	6	1	5	51	417

Table F.4. Mean years working in early childhood by program type.

Program Type	N	Median	Mean	Standard Deviation	Minimum	Maximum
EARLY CHILDHOOD DIRECT CARE	475	13.0	15.48	10.12	0.0	48.0
Licensed Early Childhood	411	13.0	15.32	10.11	0.0	48.0
Head Start	57	15.0	15.97	9.85	0.8	42.0
Early Head Start	18	22.0	20.50	9.97	1.0	37.0
Early Head Start-Child Care Partnership	14	23.0	20.43	8.82	4.0	35.0
Early Childhood Special Education (619)	7	20.0	18.86	11.77	4.0	35.0
Non-recurring care	7	10.0	13.14	10.93	1.0	30.0
EARLY CHILDHOOD SUPPORT SERVICES	124	15.0	16.90	8.94	1.0	38.0
Children's Integrated Services (CIS)	79	15.0	15.95	9.29	1.0	38.0
Child Development Support Organization	16	20.0	18.75	9.13	3.0	35.0
Parent Child Center	40	19.0	19.18	7.41	2.0	37.0
State Agency	3	*	*	*	*	*
Building Bright Futures	1	*	*	*	*	*
AFTERSCHOOL	69	11.0	13.78	9.99	0.5	48.0
Licensed Afterschool	57	15.0	14.99	9.94	0.5	48.0
Non-regulated Afterschool	10	10.0	11.05	7.98	2.0	30.0
Summer Recreation Program	11	5.0	8.41	7.93	0.5	25.0
FAMILY PROVIDER	298	17.0	17.95	10.20	0.5	49.0
Registered Child Care Program	255	18.0	18.39	10.03	0.5	49.0
Licensed Family Child Care Program	22	15.0	17.55	11.06	1.0	47.0
Legally Exempt Provider	21	10.0	13.07	10.46	0.5	35.0
PUBLICALLY-FUNDED PREKINDERGARTEN	109	19.0	19.05	10.11	2.0	43.0
KINDERGARTEN & EARLY ELEMENTARY	266	20.0	19.49	10.68	1.0	42.0
Public School (Kindergarten and Up)	241	18.0	19.12	10.60	1.0	42.0
Public School (Prekindergarten and Up)	17	21.0	20.32	11.98	1.5	39.0
Supervisory Union	8	29.5	28.75	5.99	20.0	36.0

Note. Not all respondents to the Public School Survey indicated the type of public school program for which they worked, those individuals are not included in this table. "Public School (Prekindergarten and Up)" was included under "Kindergarten and Early Elementary" because it was assumed that those working directly for publically-funded prekindergarten chose that specific program type. Because respondents to the Early Childhood & Afterschool Survey could choose more than one program type, a given respondent may be represented more than once across program types; however, each respondent is counted only once within each of these three categories: Early Childhood Direct Care, Early Childhood Support Services, and Afterschool.

Table F.5. Early Childhood & Afterschool Survey: Hourly and yearly wages by job role.

Job Role		Hourly Wage	Yearly Wage
All survey respondents	<i>N</i>	538	528
	Median	\$15.21	\$28,896.00
	Mean	\$16.68	\$30,407.60
	Standard Deviation	\$6.62	\$15,102.34
	Minimum	\$2.00	\$34.40
	Maximum	\$70.47	\$150,000.00
Administrator	<i>N</i>	66	66
	Median	\$20.05	\$41,750.00
	Mean	\$20.93	\$43,506.07
	Standard Deviation	\$7.56	\$21,951.74
	Minimum	\$2.00	\$34.40
	Maximum	\$45.00	\$129,000.00
Manager	<i>N</i>	29	28
	Median	\$20.30	\$40,248.00
	Mean	\$21.17	\$38,360.45
	Standard Deviation	\$3.21	\$11,320.66
	Minimum	\$15.50	\$3,491.60
	Maximum	\$28.10	\$58,000.00
Director (of a licensed program)	<i>N</i>	97	97
	Median	\$17.44	\$34,000.00
	Mean	\$18.66	\$35,046.88
	Standard Deviation	\$7.52	\$16,740.79
	Minimum	\$2.33	\$6,000.00
	Maximum	\$70.47	\$150,000.00
Legally Exempt Child Care Provider	<i>N</i>	1	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Teacher	<i>N</i>	181	178
	Median	\$13.95	\$26,959.00
	Mean	\$14.36	\$26,040.42
	Standard Deviation	\$3.78	\$8,181.12
	Minimum	\$8.72	\$1,451.25

Job Role		Hourly Wage	Yearly Wage
Teacher (continued)	Maximum	\$40.05	\$62,000.00
Assistant Teacher	N	70	67
	Median	\$12.00	\$20,640.00
	Mean	\$12.32	\$18,572.21
	Standard Deviation	\$1.89	\$6,765.38
	Minimum	\$9.15	\$1,053.50
	Maximum	\$17.75	\$29,370.72
Support staff	N	9	8
	Median	\$15.52	\$26,544.48
	Mean	\$15.48	\$23,976.06
	Standard Deviation	\$4.42	\$11,430.44
	Minimum	\$9.87	\$3,600.00
	Maximum	\$24.00	\$38,534.88
Activity Specialist	N	5	5
	Median	\$17.44	\$29,721.60
	Mean	\$17.13	\$26,612.18
	Standard Deviation	\$4.66	\$12,822.25
	Minimum	\$12.00	\$8,804.25
	Maximum	\$24.20	\$39,959.04
Child Development Specialist	N	68	68
	Median	\$17.00	\$34,028.00
	Mean	\$19.55	\$34,302.85
	Standard Deviation	\$9.13	\$11,462.20
	Minimum	\$8.96	\$3,096.00
	Maximum	\$68.00	\$72,240.00
Aide	N	4	3
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Substitute	N	8	7
	Median	\$10.99	\$12,771.00
	Mean	\$11.17	\$11,773.89
	Standard Deviation	\$1.48	\$8,171.26
	Minimum	\$9.15	\$1,000.00

Job Role		Hourly Wage	Yearly Wage
Substitute (continued)	Maximum	\$14.25	\$22,230.00

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.6. Early Childhood & Afterschool Survey: Hourly and yearly wages varied by program type.

Program Type		Hourly Wage	Yearly Wage
Licensed afterschool program	<i>N</i>	52	51
	Median	\$16.71	\$26,006.40
	Mean	\$18.30	\$30,297.24
	Standard Deviation	\$7.41	\$19,021.69
	Minimum	\$2.00	\$34.40
	Maximum	\$36.82	\$72,240.00
Afterschool program that is not regulated (for example, 21st Century)	<i>N</i>	10	10
	Median	\$22.86	\$28,965.70
	Mean	\$22.02	\$25,396.25
	Standard Deviation	\$7.66	\$17,419.50
	Minimum	\$14.00	\$1,053.50
	Maximum	\$36.82	\$49,536.00
Non-recurring care program (for example, ski resort)	<i>N</i>	5	5
	Median	\$12.00	\$21,672.00
	Mean	\$15.88	\$26,160.62
	Standard Deviation	\$7.53	\$22,135.51
	Minimum	\$9.50	\$3,547.50
	Maximum	\$27.50	\$56,760.00
Licensed early childhood program/child care center (in a community setting)	<i>N</i>	353	347
	Median	\$14.15	\$27,510.02
	Mean	\$15.38	\$29,239.73
	Standard Deviation	\$5.50	\$14,282.20
	Minimum	\$2.33	\$1,000.00
	Maximum	\$70.47	\$150,000.00
Parent Child Center	<i>N</i>	34	33
	Median	\$17.50	\$34,241.76
	Mean	\$18.64	\$36,009.75
	Standard Deviation	\$6.31	\$17,924.77
	Minimum	\$10.00	\$3,491.60
	Maximum	\$45.00	\$116,100.00

Program Type		Hourly Wage	Yearly Wage
Head Start	<i>N</i>	48	46
	Median	\$16.84	\$31,063.20
	Mean	\$17.57	\$32,413.67
	Standard Deviation	\$5.67	\$15,883.65
	Minimum	\$9.87	\$4,334.40
	Maximum	\$45.00	\$116,100.00
Early Head Start	<i>N</i>	14	13
	Median	\$16.90	\$34,000.00
	Mean	\$18.95	\$40,370.38
	Standard Deviation	\$9.00	\$25,459.90
	Minimum	\$10.00	\$12,900.00
	Maximum	\$45.00	\$116,100.00
Early Head Start-Child Care Partnership	<i>N</i>	11	11
	Median	\$19.14	\$39,500.00
	Mean	\$18.92	\$36,716.19
	Standard Deviation	\$6.53	\$15,058.11
	Minimum	\$10.00	\$12,900.00
	Maximum	\$27.13	\$56,000.00
Children's Integrated Services (CIS)	<i>N</i>	68	68
	Median	\$17.20	\$35,148.00
	Mean	\$19.62	\$35,071.52
	Standard Deviation	\$8.87	\$11,508.99
	Minimum	\$8.96	\$3,600.00
	Maximum	\$68.00	\$70,176.00
Early Childhood Special Education (619)	<i>N</i>	5	4
	Median	\$19.14	*
	Mean	\$23.28	*
	Standard Deviation	\$14.54	*
	Minimum	\$10.00	*
	Maximum	\$40.05	*
Summer Recreation Program	<i>N</i>	10	10
	Median	\$14.12	\$16,877.58
	Mean	\$17.64	\$23,099.48
	Standard Deviation	\$9.36	\$19,051.64
	Minimum	\$9.15	\$2,254.00
	Maximum	\$36.82	\$55,000.00

Program Type		Hourly Wage	Yearly Wage
Child Development Support Organization	<i>N</i>	13	13
	Median	\$19.21	\$37,171.35
	Mean	\$20.94	\$41,273.43
	Standard Deviation	\$5.41	\$10,622.57
	Minimum	\$16.50	\$29,721.60
	Maximum	\$37.33	\$72,240.00
State Agency	<i>N</i>	1	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Building Bright Futures	<i>N</i>	1	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.7. Early Childhood & Afterschool Survey: Hourly and yearly wages by highest level of education.

Highest Level of Education		Hourly Wage	Yearly Wage
Less than High School Diploma	<i>N</i>	1	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
High School Diploma or GED	<i>N</i>	16	16
	Median	\$11.75	\$21,414.00
	Mean	\$12.15	\$21,197.56
	Standard Deviation	\$2.37	\$6,840.44
	Minimum	\$9.50	\$6,720.00
	Maximum	\$18.44	\$33,024.00
Vermont Apprenticeship	<i>N</i>	16	16
	Median	\$12.50	\$23,736.00
	Mean	\$12.67	\$22,399.34

Highest Level of Education		Hourly Wage	Yearly Wage
Vermont Apprenticeship (continued)	Standard Deviation	\$1.86	\$9,139.51
	Minimum	\$9.15	\$1,000.00
	Maximum	\$17.30	\$44,634.00
Some College	N	80	76
	Median	\$12.00	\$22,497.60
	Mean	\$12.69	\$22,001.12
	Standard Deviation	\$2.63	\$9,452.77
	Minimum	\$8.42	\$2,254.00
	Maximum	\$20.93	\$54,012.30
Associate's Degree - Unrelated Field	N	18	18
	Median	\$15.06	\$24,623.52
	Mean	\$15.29	\$23,918.89
	Standard Deviation	\$4.09	\$11,016.08
	Minimum	\$9.50	\$4,334.40
	Maximum	\$24.00	\$44,118.00
Associate's Degree - Early Childhood or Related Field	N	48	47
	Median	\$14.02	\$26,832.00
	Mean	\$14.57	\$27,447.91
	Standard Deviation	\$3.79	\$9,462.52
	Minimum	\$2.00	\$34.40
	Maximum	\$25.50	\$50,310.00
Bachelor's Degree - Unrelated Field	N	57	56
	Median	\$14.53	\$26,503.20
	Mean	\$16.16	\$28,373.30
	Standard Deviation	\$4.73	\$11,085.12
	Minimum	\$8.72	\$5,314.80
	Maximum	\$30.80	\$58,000.00
Bachelor's Degree - Early Childhood or Related Field	N	182	181
	Median	\$16.47	\$31,200.00
	Mean	\$17.23	\$32,809.60
	Standard Deviation	\$4.90	\$14,754.82
	Minimum	\$2.33	\$1,053.50
	Maximum	\$36.82	\$129,000.00
Master's Degree - Unrelated Field	N	14	14
	Median	\$21.74	\$38,729.52
	Mean	\$20.45	\$37,502.33
	Standard Deviation	\$7.88	\$14,720.86
	Minimum	\$5.98	\$16,200.00
	Maximum	\$37.21	\$64,000.00
Master's Degree - Early Childhood or Related Field	N	89	88
	Median	\$19.33	\$35,471.50
	Mean	\$21.21	\$37,197.96
	Standard Deviation	\$8.93	\$15,554.20
	Minimum	\$3.88	\$6,000.00

Highest Level of Education		Hourly Wage	Yearly Wage
	Maximum	\$68.00	\$116,100.00
Master of Social Work	<i>N</i>	5	5
	Median	\$25.84	\$50,000.00
	Mean	\$28.05	\$55,769.76
	Standard Deviation	\$10.19	\$20,766.89
	Minimum	\$17.95	\$37,000.00
	Maximum	\$40.00	\$82,560.00
Doctorate - Early Childhood or Related Field	<i>N</i>	1	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Not Reported	<i>N</i>	11	9
	Median	\$12.25	\$25,000.00
	Mean	\$17.83	\$35,403.22
	Standard Deviation	\$17.60	\$43,613.28
	Minimum	\$9.87	\$10,113.60
	Maximum	\$70.47	\$150,000.00
All Survey Respondents	<i>N</i>	538	528
	Median	\$15.21	\$28,896.00
	Mean	\$16.68	\$30,407.60
	Standard Deviation	\$6.62	\$15,102.34
	Minimum	\$2.00	\$34.40
	Maximum	\$70.47	\$150,000.00

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.8. Early Childhood & Afterschool Survey: Hourly and yearly wages by AHS district for directors, teachers, and teaching assistants.

AHS District	Job Role		Hourly Wage	Yearly Wage
Barre area (Washington County)	Director	<i>N</i>	9	10
		Median	\$17.00	\$37,879.33
		Mean	\$16.97	\$36,576.07
		Standard Deviation	\$4.57	\$11,994.85
		Minimum	\$8.42	\$13,932.00
		Maximum	\$25.14	\$50,310.00
	Teacher	<i>N</i>	9	9
		Median	\$13.60	\$27,368.64
		Mean	\$13.62	\$22,402.87

AHS District	Job Role		Hourly Wage	Yearly Wage
		Standard Deviation	\$3.28	\$12,840.88
		Minimum	\$8.72	\$1,451.25
		Maximum	\$19.35	\$42,434.55
	Assistant Teacher	N	3	3
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Bennington area (Bennington County)	Director	N	9	9
		Median	\$16.47	\$34,000.00
		Mean	\$15.97	\$30,445.20
		Standard Deviation	\$5.25	\$7,124.79
		Minimum	\$7.78	\$18,060.00
		Maximum	\$24.00	\$37,500.00
	Teacher	N	17	17
		Median	\$11.73	\$24,210.72
		Mean	\$12.38	\$23,027.98
		Standard Deviation	\$1.78	\$6,916.87
		Minimum	\$10.25	\$9,288.00
		Maximum	\$17.01	\$35,100.00
	Assistant Teacher	N	10	10
		Median	\$12.04	\$21,145.60
		Mean	\$12.55	\$19,420.55
		Standard Deviation	\$2.26	\$6,639.53
		Minimum	\$10.23	\$3,345.62
		Maximum	\$16.50	\$24,933.12
Brattleboro (Windham County)	Director	N	7	7
		Median	\$18.41	\$38,000.00
		Mean	\$19.56	\$37,623.28
		Standard Deviation	\$7.41	\$14,247.31
		Minimum	\$7.78	\$18,060.00
		Maximum	\$29.07	\$60,000.00
	Teacher	N	10	9
		Median	\$13.14	\$26,000.00

AHS District	Job Role		Hourly Wage	Yearly Wage
		Mean	\$13.35	\$24,957.71
		Standard Deviation	\$2.23	\$3,983.51
		Minimum	\$11.20	\$18,988.80
		Maximum	\$18.32	\$30,000.00
	Assistant Teacher	N	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Burlington area (Chittenden County)	Director	N	28	27
		Median	\$17.86	\$35,769.12
		Mean	\$18.18	\$35,760.57
		Standard Deviation	\$4.62	\$13,086.39
		Minimum	\$3.88	\$6,000.00
		Maximum	\$28.00	\$68,000.00
	Teacher	N	82	82
		Median	\$14.25	\$28,896.00
		Mean	\$14.72	\$27,479.96
		Standard Deviation	\$3.65	\$6,212.22
		Minimum	\$9.75	\$3,374.64
		Maximum	\$36.82	\$38,000.00
	Assistant Teacher	N	23	21
		Median	\$12.00	\$23,261.28
		Mean	\$12.31	\$21,538.10
		Standard Deviation	\$1.75	\$6,184.16
		Minimum	\$10.00	\$7,306.56
		Maximum	\$17.75	\$29,370.72
Hartford area (Orange/North Windsor Counties)	Director	N	11	10
		Median	\$19.38	\$30,927.75
		Mean	\$19.83	\$29,937.95
		Standard Deviation	\$5.05	\$11,725.38
		Minimum	\$14.53	\$6,000.00
		Maximum	\$30.00	\$45,000.00
	Teacher	N	11	11

AHS District	Job Role		Hourly Wage	Yearly Wage
		Median	\$14.25	\$22,704.00
		Mean	\$17.34	\$26,446.40
		Standard Deviation	\$8.58	\$13,378.82
		Minimum	\$10.25	\$14,483.00
		Maximum	\$40.05	\$62,000.00
	Assistant Teacher	<i>N</i>	11	11
		Median	\$13.00	\$17,400.00
		Mean	\$12.86	\$16,336.78
		Standard Deviation	\$2.26	\$6,134.99
		Minimum	\$9.75	\$4,024.80
		Maximum	\$17.65	\$24,768.00
Middlebury area (Addison County)	Director	<i>N</i>	9	9
		Median	\$21.62	\$33,560.64
		Mean	\$19.50	\$31,325.79
		Standard Deviation	\$5.16	\$9,140.72
		Minimum	\$9.13	\$13,527.80
		Maximum	\$25.50	\$46,440.00
	Teacher	<i>N</i>	19	19
		Median	\$14.53	\$28,000.00
		Mean	\$15.17	\$27,835.74
		Standard Deviation	\$2.79	\$6,601.83
		Minimum	\$10.47	\$14,700.00
		Maximum	\$19.38	\$40,000.00
	Assistant Teacher	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Morrisville area (Lamoille County)	Director	<i>N</i>	8	9
		Median	\$18.55	\$35,438.88
		Mean	\$18.93	\$38,141.81
		Standard Deviation	\$4.68	\$10,723.49
		Minimum	\$12.00	\$21,672.00
		Maximum	\$27.50	\$56,760.00

AHS District	Job Role		Hourly Wage	Yearly Wage
	Teacher	<i>N</i>	12	12
		Median	\$12.25	\$21,233.40
		Mean	\$12.87	\$19,653.46
		Standard Deviation	\$2.63	\$10,367.22
		Minimum	\$9.33	\$3,547.50
		Maximum	\$19.35	\$42,434.55
	Assistant Teacher	<i>N</i>	6	6
		Median	\$10.13	\$19,502.74
		Mean	\$10.98	\$16,695.69
		Standard Deviation	\$2.05	\$6,799.76
		Minimum	\$9.15	\$3,934.50
		Maximum	\$14.83	\$21,678.19
Newport area (Orleans/North Essex Counties)	Director	<i>N</i>	0	0
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Teacher	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Assistant Teacher	<i>N</i>	0	0
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Rutland area (Rutland County)	Director	<i>N</i>	8	8
		Median	\$15.72	\$27,781.44
		Mean	\$18.55	\$29,158.44
		Standard Deviation	\$8.05	\$13,386.39
		Minimum	\$12.00	\$10,797.30

AHS District	Job Role		Hourly Wage	Yearly Wage
	Teacher	Maximum	\$34.73	\$56,000.00
		<i>N</i>	9	8
		Median	\$14.28	\$28,556.47
		Mean	\$15.38	\$29,715.10
		Standard Deviation	\$2.70	\$3,814.53
		Minimum	\$12.40	\$25,593.60
		Maximum	\$20.00	\$36,120.00
	Assistant Teacher	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Springfield area (South Windsor/North Windham Counties)	Director	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Teacher	<i>N</i>	3	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Assistant Teacher	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
St. Albans area (Franklin & Grand Isle Counties)	Director	<i>N</i>	5	5
		Median	\$16.50	\$34,056.00
		Mean	\$16.37	\$36,473.34
		Standard Deviation	\$2.99	\$11,126.58

AHS District	Job Role		Hourly Wage	Yearly Wage
		Minimum	\$12.75	\$21,710.70
		Maximum	\$20.20	\$51,600.00
	Teacher	<i>N</i>	8	8
		Median	\$13.25	\$27,503.08
		Mean	\$12.97	\$26,676.30
		Standard Deviation	\$2.89	\$13,287.70
		Minimum	\$9.50	\$8,823.60
		Maximum	\$18.61	\$54,012.30
	Assistant Teacher	<i>N</i>	4	3
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
St. Johnsbury area (Caledonia/South Essex Counties)	Director	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Teacher	<i>N</i>	1	1
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Assistant Teacher	<i>N</i>	3	3
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.9. Family Provider Survey: Hourly wage and estimated 2014 net profit by job role.

Job Role		Hourly Wage	Net Profit
Provider/Teacher	<i>N</i>	6	106
	Median	\$12.05	\$12,663.50
	Mean	\$11.75	\$12,986.56
	Standard Deviation	\$1.89	\$14,486.48
	Minimum	\$9.15	-\$20,684.00
	Maximum	\$14.27	\$58,819.00
Legally Exempt Provider	<i>N</i>	4	2
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
Legally Exempt Provider (continued)	Maximum	*	*
Assistant	<i>N</i>	5	0
	Median	\$11.00	*
	Mean	\$11.69	*
	Standard Deviation	\$5.69	*
	Minimum	\$3.14	*
	Maximum	\$16.91	*
Aide	<i>N</i>	1	0
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.10. Family Provider Survey: Hourly wage and estimated 2014 net profit by program type.

Program Type		Hourly Wage	Net Profit
Registered Child Care Program	<i>N</i>	2	98
	Median	*	\$12,321.00
	Mean	*	\$11,862.50
	Standard Deviation	*	\$12,261.41
	Minimum	*	-\$17,911.00
	Maximum	*	\$44,000.00
Licensed Family Child Care Program	<i>N</i>	7	8
	Median	\$13.00	\$25,995.00

Legally exempt provider	Mean	\$13.48	\$26,756.25
	Standard Deviation	\$2.81	\$28,812.80
	Minimum	\$9.15	-\$20,684.00
	Maximum	\$16.91	\$58,819.00
	<i>N</i>	7	2
	Median	\$9.15	*
	Mean	\$7.00	*
	Standard Deviation	\$4.06	*
	Minimum	\$1.78	*
	Maximum	\$11.00	*

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.11. Family Provider Survey: Hourly wage and estimated 2014 net profit by highest level of education.

Highest Level of Education		Hourly Wage	Net Profit
Less than High School Diploma	<i>N</i>	1	2
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
High School Diploma or GED	<i>N</i>	3	27
	Median	*	\$11,184.00
	Mean	*	\$11,628.26
	Standard Deviation	*	\$11,855.35
	Minimum	*	-\$6,208.00
	Maximum	*	\$44,000.00
Vermont Apprenticeship	<i>N</i>	1	3
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Some College	<i>N</i>	4	31
	Median	*	\$12,112.00
	Mean	*	\$11,576.26
	Standard Deviation	*	\$12,824.68
	Minimum	*	-\$14,000.00
	Maximum	*	\$38,026.00

Highest Level of Education		Hourly Wage	Net Profit
Associate's Degree - Unrelated Field	<i>N</i>	2	8
	Median	*	\$2,887.50
	Mean	*	\$8,801.38
	Standard Deviation	*	\$10,247.69
	Minimum	*	\$0.00
	Maximum	*	\$25,300.00
Associate's Degree - Early Childhood or Related Field	<i>N</i>	0	13
	Median	*	\$12,716.00
	Mean	*	\$18,638.46
	Standard Deviation	*	\$18,524.09
	Minimum	*	\$0.00
	Maximum	*	\$58,819.00
Bachelor's Degree - Unrelated Field	<i>N</i>	0	4
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Bachelor's Degree - Early Childhood or Related Field	<i>N</i>	4	13
	Median	*	\$14,514.00
	Mean	*	\$14,086.69
	Standard Deviation	*	\$17,429.63
	Minimum	*	-\$20,684.00
	Maximum	*	\$39,148.00
Master's Degree - Unrelated Field	<i>N</i>	0	2
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Master's Degree - Early Childhood or Related Field	<i>N</i>	1	4
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Master of Social Work	<i>N</i>	0	1
	Median	*	*

Highest Level of Education		Hourly Wage	Net Profit
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
All Survey Respondents	<i>N</i>	16	108
	Median	\$10.25	\$12,570.50
	Mean	\$9.30	\$12,749.57
	Standard Deviation	\$5.11	\$14,454.78
	Minimum	\$1.78	-\$20,684.00
	Maximum	\$16.91	\$58,819.00

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.12. Family Provider Survey: 2014 estimated net profit for provider/teachers by AHS district.

AHS District	<i>N</i>	Median	Mean	Standard Deviation	Minimum	Maximum
Barre area (Washington County)	12	\$14,265.00	\$14,168.08	\$12,398.55	-\$6,208.00	\$39,179.00
Bennington area (Bennington County)	7	\$14,508.14	\$15,995.59	\$15,620.49	\$0.00	\$44,000.00
Brattleboro (Windham County)	7	\$13,929.00	\$12,692.57	\$12,194.18	\$1,222.00	\$34,203.00
Burlington area (Chittenden County)	12	\$8,399.50	\$7,362.00	\$12,875.68	-\$20,684.00	\$23,295.00
Hartford area (Orange/North Windsor Counties)	11	\$14,514.00	\$20,810.64	\$24,803.51	-\$14,000.00	\$58,819.00
Middlebury area (Addison County)	4	*	*	*	*	*
Morrisville area (Lamoille County)	4	*	*	*	*	*
Newport area (Orleans/North Essex Counties)	6	\$10,984.00	\$10,502.33	\$16,802.42	-\$13,421.00	\$36,389.00

AHS District	N	Median	Mean	Standard Deviation	Minimum	Maximum
Rutland area (Rutland County)	15	\$11,184.00	\$9,914.13	\$11,475.61	-\$10,000.00	\$39,148.00
Springfield area (South Windsor/North Windham Counties)	8	\$16,546.50	\$13,145.25	\$14,283.93	-\$14,000.00	\$32,000.00
St. Albans area (Franklin & Grand Isle Counties)	18	\$7,679.00	\$10,011.94	\$14,846.93	-\$17,911.00	\$38,026.00
St. Johnsbury area (Caledonia/South Essex Counties)	7	\$13,000.00	\$15,062.14	\$11,407.00	\$378.00	\$29,200.00

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.13. Public School Survey: Hourly and yearly wages by job role.

Job Role		Hourly Wage	Yearly Wage
All Survey Respondents	N	306	324
	Median	\$25.48	\$43,000.00
	Mean	\$27.27	\$45,931.28
	Standard Deviation	\$10.83	\$21,481.92
	Minimum	\$10.20	\$3,145.45
	Maximum	\$63.26	\$109,992.00
Administrator	N	34	43
	Median	\$39.73	\$83,000.00
	Mean	\$38.16	\$76,323.42
	Standard Deviation	\$8.14	\$22,951.02
	Minimum	\$23.26	\$12,000.00
	Maximum	\$53.29	\$109,992.00
Director	N	17	18
	Median	\$24.48	\$33,900.00
	Mean	\$26.88	\$40,755.36
	Standard Deviation	\$9.96	\$18,813.44
	Minimum	\$14.00	\$16,770.00
	Maximum	\$43.80	\$92,000.00
Teacher	N	139	151
	Median	\$26.64	\$45,000.00
	Mean	\$28.67	\$46,320.16

Job Role		Hourly Wage	Yearly Wage
	Standard Deviation	\$9.62	\$14,476.04
	Minimum	\$10.60	\$6,156.00
	Maximum	\$63.26	\$84,000.00
Assistant Teacher	<i>N</i>	52	49
	Median	\$14.85	\$21,581.70
	Mean	\$15.22	\$20,830.06
	Standard Deviation	\$2.74	\$7,251.63
	Minimum	\$10.20	\$3,145.45
	Maximum	\$23.00	\$35,604.00
Support staff	<i>N</i>	9	8
	Median	\$18.00	\$31,799.04
	Mean	\$17.96	\$30,060.36
	Standard Deviation	\$4.62	\$8,361.53
	Minimum	\$10.30	\$15,000.00
	Maximum	\$27.13	\$40,764.00
Activity Specialist	<i>N</i>	8	8
	Median	\$25.43	\$48,500.00
	Mean	\$27.62	\$49,062.50
	Standard Deviation	\$7.28	\$12,301.10
	Minimum	\$20.00	\$32,500.00
	Maximum	\$40.12	\$69,000.00
Child Development Specialist	<i>N</i>	11	11
	Median	\$20.71	\$32,000.00
	Mean	\$23.66	\$36,079.24
	Standard Deviation	\$7.88	\$16,359.77
	Minimum	\$15.44	\$10,750.00
	Maximum	\$39.07	\$63,000.00
Early Childhood Special Educator	<i>N</i>	27	27
	Median	\$34.11	\$52,580.00
	Mean	\$33.73	\$53,228.41
	Standard Deviation	\$9.39	\$12,559.77
	Minimum	\$19.77	\$34,000.00
	Maximum	\$53.16	\$82,000.00
Child Health Specialist	<i>N</i>	5	5
	Median	\$30.00	\$51,600.00
	Mean	\$34.21	\$49,407.72
	Standard Deviation	\$11.32	\$10,359.53
	Minimum	\$21.53	\$33,330.00

Job Role		Hourly Wage	Yearly Wage
	Maximum	\$47.49	\$61,259.00
Aide	<i>N</i>	3	3
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Bus Driver	<i>N</i>	1	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.14. Public School Survey: Hourly and yearly wages by program type.

Public School Type		Hourly Wage	Yearly Wage
Licensed Public Prekindergarten Program	<i>N</i>	90	90
	Median	\$25.87	\$42,000.00
	Mean	\$28.05	\$42,910.83
	Standard Deviation	\$11.11	\$20,892.27
	Minimum	\$10.60	\$3,145.45
	Maximum	\$53.16	\$90,000.00
Public School (Kindergarten and Up)	<i>N</i>	184	199
	Median	\$24.26	\$43,000.00
	Mean	\$25.89	\$46,111.07
	Standard Deviation	\$10.17	\$21,572.54
	Minimum	\$10.20	\$4,024.80
	Maximum	\$57.84	\$109,992.00
Public School (Prekindergarten and Up)	<i>N</i>	14	15
	Median	\$32.36	\$51,600.00
	Mean	\$33.05	\$55,243.91
	Standard Deviation	\$10.54	\$21,872.37
	Minimum	\$18.00	\$27,000.00
	Maximum	\$47.49	\$92,000.00
Supervisory Union	<i>N</i>	6	7
	Median	\$34.79	\$55,000.00
	Mean	\$35.20	\$52,938.29
	Standard Deviation	\$6.56	\$21,909.33

Public School Type		Hourly Wage	Yearly Wage
	Minimum	\$26.16	\$27,000.00
	Maximum	\$45.06	\$93,000.00

Table F.15. Public School Survey: Hourly and yearly wages by highest level of education.

Highest Level of Education		Hourly Wage	Yearly Wage
All Survey Respondents	<i>N</i>	306	324
	Median	\$25.48	\$43,000.00
	Mean	\$27.27	\$45,931.28
	Standard Deviation	\$10.83	\$21,481.92
	Minimum	\$10.20	\$3,145.45
	Maximum	\$63.26	\$109,992.00
High School Diploma or GED	<i>N</i>	7	7
	Median	\$14.00	\$20,640.00
	Mean	\$14.02	\$22,238.70
	Standard Deviation	\$2.74	\$7,273.18
	Minimum	\$10.20	\$15,345.00
	Maximum	\$18.00	\$37,152.00
Vermont Apprenticeship	<i>N</i>	2	2
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Some College	<i>N</i>	17	17
	Median	\$15.59	\$23,053.59
	Mean	\$15.57	\$22,250.94
	Standard Deviation	\$2.72	\$9,092.54
	Minimum	\$10.30	\$4,024.80
	Maximum	\$20.25	\$40,764.00
Associate's Degree - Unrelated Field	<i>N</i>	6	5
	Median	\$14.06	\$21,325.85
	Mean	\$14.06	\$20,356.15
	Standard Deviation	\$1.72	\$4,473.66
	Minimum	\$11.74	\$13,196.70
	Maximum	\$16.61	\$24,998.05
Associate's Degree - Early Childhood or Related Field	<i>N</i>	8	7
	Median	\$16.30	\$22,569.63

Highest Level of Education		Hourly Wage	Yearly Wage
	Mean	\$16.91	\$24,588.02
	Standard Deviation	\$2.91	\$5,258.89
	Minimum	\$13.48	\$17,419.84
	Maximum	\$20.48	\$30,822.40
Bachelor's Degree - Unrelated Field	<i>N</i>	17	16
	Median	\$18.00	\$29,831.25
	Mean	\$17.67	\$26,838.18
	Standard Deviation	\$3.97	\$9,559.96
	Minimum	\$11.00	\$3,370.13
	Maximum	\$26.00	\$41,000.00
Bachelor's Degree - Early Childhood or Related Field	<i>N</i>	79	82
	Median	\$22.81	\$41,000.00
	Mean	\$24.16	\$39,991.15
	Standard Deviation	\$7.94	\$14,163.44
	Minimum	\$10.60	\$6,156.00
	Maximum	\$48.45	\$72,240.00
Master's Degree - Unrelated Field	<i>N</i>	5	6
	Median	\$35.47	\$48,275.00
	Mean	\$32.81	\$52,825.00
	Standard Deviation	\$11.66	\$26,436.64
	Minimum	\$19.93	\$27,000.00
	Maximum	\$43.80	\$98,500.00
Master's Degree - Early Childhood or Related Field	<i>N</i>	151	165
	Median	\$31.98	\$54,000.00
	Mean	\$32.76	\$55,515.28
	Standard Deviation	\$10.14	\$19,909.91
	Minimum	\$12.21	\$9,675.00
	Maximum	\$63.26	\$109,992.00
Master of Social Work	<i>N</i>	1	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*
Registered Nurse	<i>N</i>	5	5
	Median	\$25.00	\$28,000.00
	Mean	\$28.57	\$31,335.92
	Standard Deviation	\$9.25	\$13,667.65
	Minimum	\$21.53	\$20,000.00
	Maximum	\$44.73	\$53,849.60
Doctorate - Unrelated Field	<i>N</i>	0	1
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*

Highest Level of Education		Hourly Wage	Yearly Wage
	Minimum	*	*
	Maximum	*	*
Doctorate - Early Childhood or Related Field	<i>N</i>	4	6
	Median	*	\$92,000.00
	Mean	*	\$78,034.00
	Standard Deviation	*	\$26,764.67
	Minimum	*	\$41,004.00
	Maximum	*	\$103,200.00
Not Reported	<i>N</i>	4	4
	Median	*	*
	Mean	*	*
	Standard Deviation	*	*
	Minimum	*	*
	Maximum	*	*

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.16. Public School Survey: Hourly and yearly wage by AHS district for teachers and assistant teachers.

AHS District	Job Role		Hourly Wage	Yearly Wage
Barre area (Washington County)	Teacher	<i>N</i>	13	17
		Median	\$30.52	\$45,000.00
		Mean	\$30.73	\$48,507.06
		Standard Deviation	\$9.28	\$15,534.59
		Minimum	\$18.09	\$21,500.00
		Maximum	\$48.45	\$72,240.00
	Assistant Teacher	<i>N</i>	3	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Bennington area (Bennington County)	Teacher	<i>N</i>	11	11
		Median	\$24.58	\$39,000.00
		Mean	\$24.88	\$41,727.27
		Standard Deviation	\$6.01	\$7,616.97
		Minimum	\$18.60	\$36,000.00
		Maximum	\$41.09	\$60,000.00

	Assistant Teacher	<i>N</i>	3	3
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Brattleboro (Windham County)	Teacher	<i>N</i>	14	16
		Median	\$28.05	\$50,800.00
		Mean	\$30.29	\$51,222.50
		Standard Deviation	\$7.58	\$9,798.82
		Minimum	\$20.00	\$36,000.00
		Maximum	\$47.99	\$66,000.00
	Assistant Teacher	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Burlington area (Chittenden County)	Teacher	<i>N</i>	9	9
		Median	\$32.56	\$56,000.00
		Mean	\$38.28	\$57,888.89
		Standard Deviation	\$17.66	\$19,636.98
		Minimum	\$17.44	\$30,000.00
		Maximum	\$63.26	\$84,000.00
	Assistant Teacher	<i>N</i>	10	9
		Median	\$15.91	\$22,000.00
		Mean	\$16.46	\$22,155.88
		Standard Deviation	\$3.13	\$10,237.31
		Minimum	\$11.74	\$4,024.80
		Maximum	\$23.00	\$35,604.00
Hartford area (Orange/North Windsor Counties)	Teacher	<i>N</i>	16	17
		Median	\$28.49	\$47,000.00
		Mean	\$29.53	\$45,876.06
		Standard Deviation	\$8.67	\$11,745.84
		Minimum	\$15.00	\$28,000.00
		Maximum	\$41.86	\$63,000.00

	Assistant Teacher	<i>N</i>	7	7
		Median	\$14.00	\$21,365.63
		Mean	\$13.65	\$16,029.33
		Standard Deviation	\$2.08	\$9,400.86
		Minimum	\$11.00	\$3,145.45
		Maximum	\$16.61	\$24,998.05
Middlebury area (Addison County)	Teacher	<i>N</i>	7	10
		Median	\$30.00	\$46,150.00
		Mean	\$29.34	\$43,497.50
		Standard Deviation	\$7.57	\$17,784.42
		Minimum	\$19.38	\$9,675.00
		Maximum	\$39.36	\$76,000.00
	Assistant Teacher	<i>N</i>	9	8
		Median	\$14.17	\$21,950.43
		Mean	\$14.89	\$21,875.77
		Standard Deviation	\$2.41	\$3,160.89
		Minimum	\$11.49	\$15,563.21
		Maximum	\$19.61	\$25,374.30
Morrisville area (Lamoille County)	Teacher	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Assistant Teacher	<i>N</i>	2	2
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Newport area (Orleans/North Essex Counties)	Teacher	<i>N</i>	8	9
		Median	\$18.30	\$33,000.00
		Mean	\$18.14	\$31,864.67
		Standard Deviation	\$5.47	\$10,536.85
		Minimum	\$10.76	\$18,000.00
		Maximum	\$29.07	\$50,000.00

	Assistant Teacher	<i>N</i>	4	4
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Rutland area (Rutland County)	Teacher	<i>N</i>	20	19
		Median	\$33.18	\$52,000.00
		Mean	\$32.76	\$52,545.21
		Standard Deviation	\$8.50	\$12,841.16
		Minimum	\$13.95	\$24,000.00
		Maximum	\$44.65	\$72,000.00
	Assistant Teacher	<i>N</i>	1	1
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
Springfield area (South Windsor/North Windham Counties)	Teacher	<i>N</i>	9	10
		Median	\$25.87	\$54,700.00
		Mean	\$26.89	\$48,395.60
		Standard Deviation	\$10.47	\$21,893.98
		Minimum	\$10.60	\$6,156.00
		Maximum	\$40.58	\$70,000.00
	Assistant Teacher	<i>N</i>	4	4
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
St. Albans area (Franklin & Grand Isle Counties)	Teacher	<i>N</i>	25	26
		Median	\$25.58	\$41,100.00
		Mean	\$25.62	\$42,746.93
		Standard Deviation	\$7.79	\$11,601.47
		Minimum	\$12.21	\$21,600.00
		Maximum	\$45.22	\$70,000.00

	Assistant Teacher	<i>N</i>	6	6
		Median	\$15.02	\$22,635.74
		Mean	\$15.43	\$22,594.05
		Standard Deviation	\$1.65	\$5,410.20
		Minimum	\$13.98	\$13,467.96
		Maximum	\$18.50	\$29,831.25
St. Johnsbury area (Caledonia/South Essex Counties)	Teacher	<i>N</i>	4	4
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*
	Assistant Teacher	<i>N</i>	1	1
		Median	*	*
		Mean	*	*
		Standard Deviation	*	*
		Minimum	*	*
		Maximum	*	*

Note. Data are suppressed for any cells with fewer than 5 respondents.

Table F.17. Percentage of respondents receiving benefits across the six areas of early childhood and afterschool.

Benefit	Kindergarten & Early Elementary	Publically-funded Prekindergarten	Early Childhood Support Services	Early Childhood Direct Care	Afterschool	Family Provider
Health Insurance - Employee	82.5%	83.0%	66.7%	35.5%	35.7%	13.1%
Health Insurance - Dependents	80.3%	80.4%	46.2%	28.1%	27.1%	7.2%
Dental Insurance - Employee	75.2%	75.0%	60.6%	30.6%	28.6%	2.9%
Dental Insurance - Dependent	66.8%	66.1%	44.7%	25.7%	18.6%	2.6%
Disability Insurance	49.6%	51.8%	48.5%	32.9%	27.1%	3.6%
Life Insurance	51.8%	58.0%	47.0%	29.6%	30.0%	18.0%
Vision Insurance	33.9%	39.3%	29.5%	18.9%	14.3%	1.6%
Employee Assistance Program (EAP)	65.0%	61.6%	41.7%	17.0%	18.6%	0.3%
Retirement	74.5%	77.7%	55.3%	35.5%	31.4%	5.9%
Tuition Discount for Staff Children	4.7%	6.3%	22.0%	52.8%	51.4%	4.2%
Funding for College Courses	74.5%	80.4%	41.7%	59.1%	48.6%	11.1%
Paid Time for Training	38.7%	52.7%	26.5%	31.2%	25.7%	6.5%
Staff In-service	88.0%	86.6%	47.0%	72.3%	61.4%	3.9%
Mentors, Coaches, Consultants	65.3%	67.0%	31.1%	40.9%	31.4%	10.1%

ⁱ Information retrieved from http://www.acf.hhs.gov/sites/default/files/opre/measuring_predictors_of_quality_mpoq_in_the_nsece_final_092315_b508.pdf

ⁱⁱ Ibid.

ⁱⁱⁱ Information retrieved from http://www.acf.hhs.gov/sites/default/files/opre/nsece_wf_brief_102913_0.pdf

^{iv} Several publications and reports from the 2010-2015 National Survey of Early Care and Education can be retrieved from <http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>. This document can be reviewed for more on the Head Start Wages and Fringe Benefits Comparability studies [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mang-sys/fiscal-mang/wage-tools/tools/fiscal_BI_30607a_111908_2_\(2\)_-10-1-09%5B1%5D.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mang-sys/fiscal-mang/wage-tools/tools/fiscal_BI_30607a_111908_2_(2)_-10-1-09%5B1%5D.pdf).

^v Gould, E. (2015, November). *Issue Brief #405: Child care workers aren't paid enough to make ends meet*. Economic Policy Institute. Read the full report here <http://www.epi.org/publication/child-care-workers-arent-paid-enough-to-make-ends-meet/>.

^{vi} Data retrieved from U.S. Census Bureau State and County QuickFacts for Vermont at <http://quickfacts.census.gov/qfd/states/50000.html>

^{vii} Data retrieved from http://www.bls.gov/oes/current/oes_vt.htm

^{viii} Ibid.

^{ix} Data from the Vermont Head Start Wages and Fringe Benefits Study were obtained by the Head Start Collaboration Director at CDD through direct communication. Hourly wage data were not available for management positions.

^x Federal Office of Head Start's 2014-2015 Head Start Program Information Report data obtained by the Director, Head Start State Collaboration Office at CDD through direct communication. Hourly wage data were not available for management positions.

^{xi} Data from the Vermont Head Start Wages and Fringe Benefits Study were obtained by the Head Start Collaboration Director at CDD through direct communication.

^{xii} Federal Office of Head Start's 2014-2015 Head Start Program Information Report data obtained by the Director, Head Start State Collaboration Office at CDD through direct communication.

^{xiii} Ibid.

^{xiv} 2014 Poverty Guideline Thresholds obtained from <http://aspe.hhs.gov/2014-poverty-guidelines#tresholds>

^{xv} Data retrieved from U.S. Census Bureau State and County QuickFacts for Vermont at <http://quickfacts.census.gov/qfd/states/50000.html>

^{xvi} Data retrieved from <http://www.census.gov/prod/2011pubs/acsbr10-13.pdf>

^{xvii} Beatty, P. C., & Willis, G. B. (2007). Research synthesis: The practice of cognitive interviewing. *Public Opinion Quarterly*, 71, 287–311.