



2026 Vermont Early Childhood Wage and Fringe Benefit Comparability Report

Audrey Franchett, Patti Banghart, and Kate Steber

Table of Contents

Acknowledgments	ii
Executive Summary.....	1
Introduction.....	2
About This Study	3
Methodology Overview.....	5
Study Limitations.....	6
Findings	7
Conclusions and Recommendations.....	31
Appendix A. Updated Classification Memo.....	34
Next steps.....	46
Appendix B: Updated Classification Memo- Minimum Qualifications and Requirement Tables.....	47
Appendix C: Workforce Survey Methods	75
Appendix D: Workforce Survey	78
Appendix E: Workforce Survey Comparative Analysis Memo Summary Tables	88
References	110

Acknowledgments

The authors are grateful for the contributions to this project made by Renee Kelly, the Vermont Head Start Collaboration Office, and members of the Project Advisory Committee, which included representatives from the following organizations and agencies: Building Bright Futures, Burlington Children's Space, Vermont Child Development Division (CDD), Capstone Community Action Head Start/Early Head Start, Early Education Services Head Start/Early Head Start, First Children's Finance, New England Head Start Training and Technical Assistance Network, Southwest Vermont Supervisory Union, Vermont Association for the Education of Young Children, Vermont Head Start Association, Winooski Valley Superintendents Association. The authors also thank Janet McLaughlin at the Vermont Child Development Division (CDD) within the Department for Children and Families (DCF) for her review and feedback on this report. The authors are also grateful for the support of our Child Trends colleagues in preparing this report. Thank you to Phoebe Harris and Maggie Haas for their contributions to and review of Appendices A and B. Finally, the authors would like to thank Mallory Warner, Holly Keaton, Hannah Rackers, and Child Trends' communications department for their reviews of and contributions to the overall report. This project was funded by the Vermont Department for Children and Families; its contents are solely the responsibility of the authors and do not represent the views of DCF.

Suggested citation: Franchett, A., Banghart, P., & Steber, K. (2026). 2026 Vermont early childhood wage and fringe benefit comparability report. Child Trends. DOI: 10.56417/71s3536y

Executive Summary

To better understand—and help address—any compensation disparities among Vermont’s early care and education (ECE) workforce across settings, ages of children served, and roles, Vermont’s Head Start Collaboration Office (VHSCO) is partnering with Child Trends to understand the current landscape of wages and benefits. This project aims to use primary data collection (i.e., a survey of the ECE workforce) and existing data sources to conduct a comparative analysis of the wages and benefits received by Vermont’s ECE workforce, with a focus on comparing compensation between Head Start staff and public preschool and kindergarten staff. Child Trends conducted an online survey of staff who regularly work with children in licensed or registered ECE programs, including center-based child care programs (CBCCPP), family child care (FCC) programs, preschool and kindergarten classrooms in public schools, Head Start (HS) and Early Head Start (EHS) programs, and Universal Prekindergarten (UPK) programs across these settings. The survey included questions about wages and salaries, fringe benefits (e.g., insurance, paid time off, financial supports), professional characteristics, and demographics. A total of 732 respondents were included in our final survey sample. This report summarizes the findings from the comparative analyses.

Key findings

- **ECE wages vary substantially by setting, especially for preschool and kindergarten teachers.** Overall, EHS/HS had lower wages than public school staff but higher wages than CBCCPP staff in similar roles. Preschool and kindergarten teachers in public schools had the highest reported wages among teaching roles, followed by HS preschool teachers, with CBCCPP preschool teachers reporting significantly lower wages.
- **EHS infant/toddler teachers earned significantly more than infant/toddler teachers in CBCCPP settings.**
- **FCC providers reported wide income variation and access to very few benefits.** FCC program owners reported that, on average, about 60 percent of their household income comes from their FCC program, and their estimated annual FCC income ranged from \$12,000 to \$150,000, or an average of \$60,511.
- **Access to benefits is strongest in EHS/HS and public school settings.** Staff in these settings were much more likely than CBCCPP staff to report access to health, dental, and vision insurance, as well as better access to paid time off and financial supports, including retirement contributions, tuition reimbursement, and professional development supports. However, CBCCPP staff were most likely to receive free or reduced-price child care through their employer.
 - **There were some differences between the benefits provided to EHS/HS and public school staff.** EHS/HS staff reported more access to retirement benefits and more paid holidays and vacation time than their public school counterparts. Assistant teachers and aides in EHS/HS reported greater overall access to benefits compared to staff serving in similar roles in public school. Preschool and kindergarten teachers in public schools reported more paid family and medical leave and tuition or course reimbursement compared to HS preschool teachers.

Overall, the findings suggest that the greatest variability in wages in Vermont’s ECE sector was among preschool and kindergarten teachers across settings, with public school preschool and kindergarten teachers earning the highest wages. EHS/HS and public school staff receive comparable benefits, with some differences: CBCCPP staff tend to receive lower wages and fewer benefits, with the notable exception of child care discounts.

Introduction

While the early care and education (ECE) workforce is vital to children's early learning,¹ families' employment, and the U.S. economy,² the ECE workforce nationally is underpaid and receives fewer benefits relative to other fields.^{3,4} Early educators' wages (median of \$13.07/hour) are significantly less than the national median wage (\$22.92/hour).⁵ Low levels of compensation and lack of workplace benefits are associated with burnout and low retention in the field⁶ and a shortage of ECE workers in the United States.⁷ An environmental scan⁸ found that wages for the ECE workforce vary by 1) setting (workers in public schools have the highest wages compared to Head Start and other settings);⁹ 2) ages of children served (preschool teachers typically earn more than infant/toddler teachers); and 3) role (assistants are paid less than lead teachers and center directors are paid more than lead teachers).¹⁰ Wages also vary by sources of public funding, rurality, educational attainment, years of experience, languages spoken, and race/ethnicity.^{11,12,13} Fair compensation and financial relief are key to building a stable, well-qualified ECE workforce, but this requires substantial public financial support.¹⁴

To help address compensation disparities within the ECE workforce in Vermont across settings, ages of children served, and roles, Vermont's Head Start Collaboration Office (VHSCO) is partnering with Child Trends to understand the current landscape of wages and benefits for Vermont's ECE workforce. The goal of this work is to equip the VHSCO and Vermont's Child Development Division (CDD) with data on the wages and benefits of the ECE workforce. This data will help Vermont Head Start programs work toward pay parity for Head Start staff with public preschool and kindergarten teacher wages, pay scale development, and wage and benefit comparability for Head Start staff.^a

Vermont context

In 2023, Vermont enacted a widescale expansion of its Child Care Financial Assistance Program (CCFAP) as part of Act 76. This legislation expanded eligibility for families, making more middle-income families eligible, increased payment rates for child care providers participating in CCFAP, provided capacity payments to open, expand, and/or support programs, and offered professional development bonuses. This means that more money is directed to child care programs, which often have tight budgets.¹⁵ In total, the state has increased its investments by \$125 million annually, most of which is funded by a new dedicated payroll tax.¹⁶ Together, these changes aim to increase the availability and affordability of child care in Vermont while ensuring that providers can sustainably expand services, including better compensating the ECE workforce. A survey of licensed and registered ECE programs conducted by Child Trends in 2025 found that most (78%) center-based programs had increased wages as a result of the increased reimbursement rates (unpublished); nearly half (49%) said they offered bonuses for staff; some (32%) had new or improved paid

ECE Program Types

- Early Head Start and Head Start Preschool (EHS/HS)
- Center-based child care preschool programs (CBCCPP)
- Family child care home (FCC)
- Public schools (Pub)
- Children's Integrated Services program (CIS)

ECE Funding Streams

- Early Head Start/Head Start
- Universal Pre-Kindergarten (UPK)
- Child Care Financial Assistance Program (CCFAP)

^a These were compensation and benefit requirements for Head Start grantees in the 2024 Head Start Program Performance Standards requirements. However, a recent Notice of Proposed Rule Making (May 12, 2026) proposed rescissions of the wages and benefits parity requirements.

time off; some (25%) had a new or improved retirement plan; some (21%) had a new or improved health insurance plan; and 14 percent had new or improved dental insurance (unpublished).

Vermont has taken several steps toward the professionalization of the ECE workforce. The state currently has a six-level career ladder, which requires a combination of education, credentials, licensure, and work experience, to promote the growth and retention of the ECE workforce.¹⁷ While Vermont's career ladder is not currently tied to a wage scale, the state has taken steps to plan for a system that ties qualifications, job responsibilities, and compensation. In 2026, Vermont introduced the ECE Profession Bill (S.206) which proposed to require the Office of Professional Regulation (OPR) to license early childhood educators working in regulated center-based and family child care programs.¹⁸ The proposed licensure system has three designations with increased qualifications, responsibilities, and compensation.¹⁹ While the bill wasn't passed during the 2026 legislation, the bill lays the potential groundwork for implementing a system for compensation tied to qualifications, experience, and job responsibilities.

Vermont has a mixed-delivery child care system, which includes licensed center-based child care and preschool programs (CBCCPPs), licensed/registered home-based child care programs (HBCCP)/family child care providers (FCCs), and Early Head Start/Head Start (EHS/HS) programs for income-eligible families. It also has a public pre-K program for three- and four- year-olds which provides ten hours of care per week and is located across child care settings and in public schools.

As of June 2026, Vermont has 1,054 licensed child care providers, of which 490 are CBCCPPs, 31 are licensed FCCs, 371 are registered FCCs, and 148 are afterschool programs.²⁰ For programs offering Universal Prekindergarten (UPK), there are 151 public schools with public pre-k classrooms and 225 CBCCPPs and licensed and registered FCCs with public pre-k classrooms. There are 51 EHS/HS center- and home-based providers. Table 1 shows the number of child care programs across child care settings.

Table 1. Number of child care programs in Vermont by setting

Program Type	# of programs
CBCCPP	490*
Licensed FCC	31
Registered FCC	371
EHS/HS centers and home-based	51*
Public schools offering UPK	151*
CBCCPP and licensed/registered FCCs offering UPK	225

Source: Vermont Child Care Provider Data, Department for Children and Families, Child Development Division; July 13, 2026. Head Start Program Information Report, 2026.

***Note:** The 151 public schools are part of the count of 490 CBCCPPs, and the 51 EHS/HS programs are part of the CBCCPP and FCC counts.

About This Study

Study goals and research questions

The goal of this project is to use primary data collection and existing data sources to conduct a comparative analysis of the compensation (i.e., wages and benefits) received by Vermont's ECE workforce. Primary data collection includes a survey of the Vermont ECE workforce at the individual level and centered around questions on wages and benefits. These survey data serve as the primary data source to conduct

comparative analysis. To inform the survey sample and design, we reviewed and updated the 2020 classification memo²¹ to include positions in public school settings (e.g., pre-K and kindergarten roles). We also updated the minimum qualifications and requirements for each position. These updates will help ensure accurate comparisons between the Head Start workforce, public school, and community-based programs based on similar requirements and aligned job descriptions.

The workforce survey addressed the following research questions:

RQ1. What compensation (i.e., wages and benefits) do Vermont ECE Workforce members (in Head Start, public schools, and community-based programs) receive?

- a. What wages are center-based workforce members currently receiving?
- b. What percentage of family child care (FCC) providers' total household income comes from their FCC program?
- c. What benefits (e.g., health insurance, dental insurance, vision insurance, retirement contributions, etc.) are available to ECE workforce members through their workplace?
- d. What benefits (e.g., health insurance, dental insurance, vision insurance, retirement contributions, etc.) do ECE workforce members receive?

RQ2. To what extent do the wages and benefits of Head Start staff align with public school staff and community-based ECE providers and staff in similar roles?

RQ3. What changes would Vermont Head Start need to make to the wages and benefits of Head Start staff to align with the [2024 Final Rule](#) related to compensation and pay parity?^b

^b Updates relevant to this work focus on workforce supports, including wages (e.g., progress to pay parity, pay scale development, and wage comparability) and benefits (e.g., access to health insurance, paid leave and behavioral health services) for Head Start staff who are either employees or contractors.

Methodology Overview

This report is informed by a review of existing data sources and through primary data collected through a survey of the ECE workforce in Vermont. The existing data review culminated in an Updated Classification Memo, outlining the ECE roles present in Vermont's workforce and their corresponding requirements and qualifications. This Updated Classification Memo informed the design of primary data collection design and materials and contributed background knowledge. Primary data collection included a survey of the Vermont ECE workforce at the individual level and focused on questions about the wages and benefits each respondent received. These survey data serve as the primary data source to conduct comparative analysis presented in this report. The development of both the Updated Classification Memo and the Vermont ECE Workforce Wage and Fringe Benefits Survey was informed by guidance from the Project Advisory Committee (PAC). The PAC is composed of members of Vermont's ECE workforce across a variety of roles and settings, and stakeholders steeped in Vermont's ECE system.

Workforce wage and benefit survey

In March 2026, we conducted an online survey using REDCap, a secure web-based survey platform, of staff who regularly work with children in licensed or registered child care programs, such as CBCCPPP settings and FCC programs; preschool and kindergarten teachers in public schools; staff in Head Start and Early Head Start programs; and staff in UPK programs across these settings. The survey included questions about wages and salary, fringe benefits (e.g., insurance, paid time off, financial supports), professional characteristics, and demographics. We included respondents who identified the setting they work in, their role, and answered at least one of the questions in the wages section of the survey for a total of 732. We used descriptive analyses to analyze survey responses, including percentages, means, and standard deviations. We also used tests of statistical significance, specifically t-tests for means and Fisher's exact test for proportions (indicated throughout with *), to understand the differences in wages and benefits across staff roles in ECE settings and public schools (see Appendix B for more information about the survey methods).

The survey asked respondents to identify their roles from a provided list (see Appendix D for survey questions). We then recoded similar roles into one broader role category in order to protect the confidentiality of the respondents (see Table 2 for the role titles included in the recoded category). Before combining role titles into a larger category, we verified the roles had similar qualification requirements using the qualification tables from the Updated Classification Memo. In some cases, respondents selected roles in multiple categories; in those instances we recoded them under the role category that likely had the highest pay. We assumed administrator roles were the highest paid, followed by teaching roles, then specialist roles, then auxiliary roles. See Table 2 for the role categories and role titles we'll use throughout this memo.

Table 2. Role classification used in analysis

Administrators	Teachers	Specialists	Auxiliary staff
• Directors. Includes: directors, assistant directors, FCC owners, UPK coordinators • Managers. Includes: education manager, health manager, special education coordinator, etc.	• Pre-K and K teachers. Includes: lead teacher, licensed teacher, co-teacher • I/T teachers. Includes: lead teacher, licensed teacher, co-teacher • Assistant teachers and aides. Includes: associate teacher, assistant teacher, aide • FCC providers. Includes: registered FCC provider, licensed FCC provider, FCC assistant • Trainees, substitute, and other. Includes: trainees, substitutes, or any respondents that selected none of the above.	• Specialists. Includes: family service staff, home visitor, social worker, child development specialist, health practitioner, special education provider, early intervention provider	• Auxiliary staff. Includes: cook, bus driver, administrative assistant, fiscal staff, custodian, maintenance worker

Note: Roles listed in bold are the recoded roles used in analysis and are composed of the non-bolded roles.

Study Limitations

Our study has several limitations to consider that shape the findings. First, while we identified additional roles for comparison through the new classification work, capturing adequate survey data across each role and setting was challenging. Therefore, we needed to combine similar roles (e.g., preschool and kindergarten teachers) to have adequate wage and benefit data. Further understanding of how wages and benefits may vary across individual roles and settings will require additional data collection. Second, we intended to look at how wages for teachers in UPK classrooms may have varied by setting; however, most respondents indicated that their program receives UPK funding. Third, the survey data is not weighted and should not be considered representative of the full Vermont workforce. Lastly, small sample sizes also limited how much we could look at variations within regions or counties in the state.

Findings

Classification memo findings

Through conversations with the PAC, we identified roles to add to the Updated Classification Memo. These positions include public school positions in pre-K and kindergarten classrooms, as well as any positions across the other ECE settings that were not reflected in the 2020 Classification Memo (HS/EHS, community-based centers and FCCs, and Children's Integrated Services (CIS). The position additions include:

- **Teaching staff:** Pre-K teacher, kindergarten teacher, and infant/toddler teacher
- **Program administrators:** Business manager, education manager, and health manager^c
- **Specialists:** Child development specialist, social worker, special education coordinator, special education provider, and health practitioners
- **Comprehensive family support staff:** Family service staff
- **Auxiliary staff:** Fiscal staff

The full list of positions and comparable titles is listed in the position crosswalk (Table 1) included in Appendix A.

We also tabled the minimum qualifications, license requirements, and regulatory requirements across roles. These qualifications and requirements are summarized below in Tables 3-5. Overall, for teachers we found that only preschool teachers in public schools were required to hold a bachelor's degree and Vermont Agency of Education (AOE) teaching license in early childhood education, early childhood special education, or elementary education. Education requirements vary across teaching roles in EHS/HS, with preschool teachers having the highest education requirements. Education requirements did not vary across preschool and infants/toddler teachers in CBCCPPs, although assistant teachers have fewer requirements (e.g., they can hold a VT Early Childhood Career Ladder Level 2 or 3 certificate vs a Level 4 certificate that is an optional requirement for preschool and infant/toddler lead teachers). All settings (except for public schools) required 15 hours of annual, ongoing professional development (PD). Principals in public school settings had the highest education and other requirements (e.g., requires a master's degree and leadership coursework) compared to directors in EHS/HS and CBCCPPs. We found very little qualification information for assistant directors in EHS/HS and CBCCPP settings. Assistant directors/principals in public schools appeared to have the same qualifications as principals. Licensed and registered family child care providers have comparable but slightly different qualifications, which may also vary if they participate in UPK.

^c* The education manager and health manager roles were moved from the specialist category to the administrator category.

Table 3. Minimum qualifications across teaching roles and settings

	Required education level	Requires a VT Agency of Education teaching license in ECE, EC special ed, or elementary ed?	Required experience	Professional development required?
Preschool teacher				
EHS/HS	Associate's degree in child development, ECE, or equivalent	No		Yes, must have an individual PD plan, complete 15 hours of PD/year, and complete annual training on mandatory reporting and social emotional development
CBCCPP	Bachelor's (BA) degree in ECE or related field or a bachelor's degree and 30 credits in 3 Core Knowledge Areas. However, "teacher associates" who are not required to have a BA may also lead classrooms.	No but is an optional qualification in place of a BA.	If a teacher has a BA, then 12 months experience working with groups of children from grade 3 or younger	Yes, 15 hours of annual PD
Public school	Bachelor's degree	Yes	Unspecified	No
UPK	Same as CBCCPP requirements	Yes		Yes, 15 hours of annual PD
Infant toddler teacher				
EHS/HS	Requires a Child Development Associate (CDA) or comparable credential	No		Yes , must have an individual PD plan, complete 15 hours of PD/year, and complete annual training on mandatory reporting and social emotional development
CBCPP	No, but a BA in early childhood, child or human development, elementary education, special education with a birth to 8 years of age focus, or child and family services or 30 credits in early childhood or school-age focus is an optional qualification. However, "teacher associates" who do not have to have a BA may also lead classrooms.	No but is an optional qualification in place of a BA		
Associate teacher/Assistant teacher/Aides				
EHS/HS	Requires either a CDA, enrollment in a CDA program, a state-awarded certificate that meets or exceeds CDA requirements, or enrolled in an associates or baccalaureate degree program.			Yes , must have an individual PD plan, complete 15 hours of PD/year, and complete annual training on mandatory reporting and social emotional development

	Required education level	Requires a VT Agency of Education teaching license in ECE, EC special ed, or elementary ed?	Required experience	Professional development required?
CBCCPP^d	High school degree or GED			
Public school	Unspecified	Unspecified	Unspecified	Unspecified
UPK	(Same as preschool teacher qualifications)			Yes, 15 hours of annual PD

Table 4. Minimum qualifications across director roles and settings

	Required education level	Requires a VT Agency of Education teaching license in ECE, EC special ed, or elementary ed?	Required experience	Professional development required?
Directors				
EHS/HS	Bachelor's degree	No	Have experience in supervision of staff, fiscal management, and administration	Yes, complete 15 hours of PD/year
CBCCPP	Qualified as a teacher; (depending on size of program) has an Early Childhood and Afterschool Program Director Certificate or completion of a 3-credit college course in program management for ECE or school-age care and education and 3-credit college course in curriculum.	Same as for teacher	Same as for teacher	Yes, 15 hours of annual PD
Public school	Master's degree and leadership coursework		300 hours of supervised field experience that shows competency in the Core Leadership Standards; Have 3 or more years of PK-12 teaching experience as a licensed educator	

^d Associate teachers in CBCCPPs can lead classrooms.

	Required education level	Requires a VT Agency of Education teaching license in ECE, EC special ed, or elementary ed?	Required experience	Professional development required?
Assistant Director				
EHS/HS	No information available	No information available	No information available	No information available
CBCPP	No information available	No information available	No information available	No information available
Public school	Same as director role	Same as director role	Same as director role	Same as director role

Table 5. Minimum qualifications for FCC providers

	Required education level	Requires a VT Agency of Education teaching license in ECE, EC special ed, or elementary ed?	Required experience	Professional development required?
FCC Providers				
Registered FCC provider	High school diploma or GED; and a VT Early Childhood Career Ladder Level 1 certificate, or Fundamentals for Early Childhood Professionals' course, or a CDA credential, or a Child Care Certificate from Community College of Vermont; and 12 college credits in core knowledge areas in the NLCDC	No, unless they participate in UPK	None	Yes, 15 hours of annual PD
Licensed FCC provider	High school diploma or GED and a VT Early Childhood Career Ladder Level 2 or 3 certificate, or a CDA, or a Child Care Certificate from Community College of Vermont, or Certificate of Completion from Vermont Registered Child Care Apprenticeship program, or 12 college credits in core knowledge areas in the NLCDC	No, unless they participate in UPK	12 months of experience working with groups of children grade 3 or younger	Yes, 15 hours of annual PD

Survey sample

The survey findings presented below represent 732 respondents who reported the setting they work in, their role, and answered at least one of the questions in the wages section of the survey. Because we did not require any questions in the survey and we are not conducting any complex statistical models that would require an analytic sample without missingness, the sample sizes for the wage analysis and the benefits analyses differ. We wanted to include as much data as possible in the analytic samples.

Compared with 2024 data on Vermont's ECE workforce published in the [CDD Workforce Report \(2026\)](#), the survey sample represents a relatively small percentage of the overall workforce population. The most well-represented roles include directors/licensees, and teachers/teacher associates. However, our sample includes staff from public schools while the CDD data does not, which could lead to potential overestimation. Table 6 compares the survey sample with estimates of the Vermont workforce. The green columns show 2024 data from the CDD Workforce Report (2026) and describes the survey sample represented in the wages and benefits analyses as a proportion of the total workforce population in the green columns.

Table 6. Survey sample compared with Vermont workforce estimates

2026 CDD Workforce Report			Wage and Fringe Study			
Center-based child care and preschool programs	Total	Total (collapsed)	Survey sample: Benefits		Survey sample: Wages	
			N	% of population	N	% of population
Aide	245	1690	78	5%	71	4%
Assistant	1445					
Business manager	76	76	51*	67%*	22*	29%*
Director	550	640	159	25%	80	13%
Licensee	90					
Trainee	660	2371	11	0.5%	9	0.4%
Substitute	1711					
Teacher	1022	1853	198	11%	174	9%
Teacher associate	831					
Family child care homes	Total	Total (collapsed)	Survey sample: Benefits		Survey sample: Wages	
Aide	8	533	52	10%	26	5%
Assistant	113					
Registered FCC provider	385					
Licensed FCC provider	27					
Substitute	335	335	NA	NA	NA	NA

Note: * We compare the business manager role with all manager and coordinator roles within the administrator category for this study. The percent of the population represented by the survey sample for this category is likely an overestimation. Source: [CDD Workforce Report \(2026\)](#), Vermont Wage and Fringe Benefit survey (2026).

Survey sample characteristics

In general, the composition of the wage and benefits subsamples are similar; therefore, this section summarizes the benefits subsample in text but includes both wages and benefits subsample data in the tables.

The following tables describe the program characteristics of the ECE staff represented in this report. As seen in Table 7, staff who work at center-based child care programs (CBCCPPs) have the largest representation in the sample (40%), followed by EHS/HS program staff (26%), public school staff (18%), FCC providers (12%), and finally, CIS staff (4%). The majority (74%) of respondents work outside of the urban counties in Vermont (Chittenden and Rutland counties; see Table 8). The majority of respondents (74%) also reported working at Universal PreK Programs (UPK), and less than one-fifth of respondents work in non-

UPK programs. Respondents who work in non-UPK programs primarily work in CBCCPP and FCC settings (see Table 9).

Table 7. Settings represented in sample

	n	%
EHS/HS	189	26
CBCCPP	291	40
FCC	86	12
Public school	134	18
CIS	32	4
Total	732	100

Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Table 8. Samples by setting and geography

	All other counties (74% of total sample)		Chittenden and Rutland counties (26% of total sample)		Total	
Wages Sample	n	%	n	%	n	%
EHS/HS	122	34	24	20	146	31
CBCCPP	125	35	61	50	186	39
FCC	22	6	--	--	29	6
Public school	69	19	20	17	89	19
CIS	17	5	--	--	26	6
Total	355	100	121	100	476	100
Benefits Sample	n	%	n	%	n	%
EHS/HS	154	29	33	18	187	26
CBCCPP	192	36	96	51	288	40
FCC	62	12	13	7	75	10
Public school	101	19	33	18	134	19
CIS	19	4	12	6	31	4
Total	528	100	187	100	715	100

Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Table 9. Programs with UPK designations in sample

	UPK		Non-UPK		Missing		Total	
Wages Sample	n	%	n	%	n	%	n	%
EHS/HS	138	37	<11	--	<11	--	146	30.7
CBCCPP	124	34	37	52.1	25	69.4	186	39.1
FCC	<11	--	22	31	<11	--	29	6.1
Public school	88	23.8	0	0	<11	--	89	18.7
CIS	13	3.5	<11	--	<11	--	26	5.5
Total	369	100	71	100	36	100	476	100

Benefits Sample	UPK		Non-UPK		Missing		Total	
	n	%	n	%	n	%	n	%
EHS/HS	175	33	<11	--	<11	--	187	26
CBCCPP	193	37	62	46	33	65	288	40
FCC	14	3	56	41	<11	--	75	10
Public school	130	25	<11	--	<11	--	134	19
CIS	16	3	<11	--	<11	--	31	4
Total	528	100	136	100	51	100	715	100

Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

The following figures describe the characteristics of the individual staff represented in this report. Characteristics include education level, years of experience, and credential levels of respondents. As seen in Table 10, EHS/HS teachers and administrators most commonly reported have a BA degree (20% and 28%, respectively). Similarly, teachers and administrators in center-based child care programs (CBCCPP) also most commonly reported having a BA (32% and 35%, respectively). Teachers and administrators in public school settings, however, most commonly reported having a graduate or professional degree (33% and 42%, respectively). Specialists in EHS/HS reported having a BA most often (32%).

Table 10. Highest level of education completed by setting and role

Demographic Category	EHS/HS			CBCCPP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
What is the highest level of education you have completed?															
High school diploma or equivalent (e.g., GED)															
Teacher	15	98	15	11	116	10	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Some college, no degree															
Teacher	19	98	19	18	116	16	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	12	50	24	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Associate degree (e.g., A.A. or A.S.)															
Teacher	21	98	21	13	116	11	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	27	165	16	11	50	22	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Bachelors degree (e.g., B.A. or B.S.)															
Teacher	20	98	20	37	116	31	<11	34	--	21	77	27	<11	10	--
Administrator	13	46	28	58	165	35	<11	50	--	<11	41	--	<11	6	--
Specialist	11	34	32	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Some graduate school, no degree															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	24	165	15	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	

Demographic Category	EHS/HS			CBCCPP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
Graduate or professional degree (e.g., M.A., M.S., Ph.D., Ed.D., JD)															
Teacher	<11	98	--	15	116	13	<11	34	--	25	77	33	<11	10	--
Administrator	<11	46	--	43	165	26	<11	50	--	17	41	42	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	

Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Additionally, as seen in Table 11, the majority of staff across settings had at least one license or credential ranging from 77 percent to 97 percent, with the exception of assistant teachers in public schools (57%).

Table 11. Respondents with at least one license or credential, by setting and role category

Demographic Category	EHS/HS			CBCCP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
Yes at least one license or credential															
Any FCC	<11	7	--	<11	2	--	23	32	72	<11	0		<11	0	
Pre-k and K teachers	22	27	82	43	53	81	<11	0		41	44	93	<11	10	--
I/T teachers	25	31	81	21	34	62	<11	1	--	<11	2	--	<11	0	
Assistant teacher or Aide	23	30	77	<11	21	--	<11	1	--	16	28	57	<11	0	
Trainee, substitute or other role	<11	3	--	<11	5	--	<11	0		<11	3	--	<11	0	
Director / assistant director	16	19	84	120	142	85	21	28	75	34	35	97	<11	2	--
Other admin roles (managers)	20	25	80	16	22	73	<11	3	--	<11	6	--	<11	4	--
Specialist (any)	28	34	82	<11	6	--	<11	0		<11	12	--	<11	16	--

Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Respondents also reported how many years they had been in their current role. Teachers most commonly reported less than 1 year or 2 years (15%), although about the same proportion (15%) reported more than 10 years. Administrators reported more than 10 years most often (28%), as did specialists (28%).

Workforce survey findings

In this section we present the findings from the wages and benefits sections of the survey by setting and role. Given small sample sizes (i.e., less than 11) for many of the role titles, we are unable to report percentages and averages for every individual role identified in the classification memo. As a result of small sample sizes, we collapsed similar roles into one larger category (e.g., combining roles such as “site manager” or “business manager” under a “manager” title), or we collapsed the entire category (e.g., specialists).

The results of the survey are shared by the following roles (for more details see Table 2 in the Methods Overview section):

- Preschool and kindergarten teachers
- Infant/toddler (I/T) teachers
- Assistant teachers or aides
- Trainees, substitutes, or other roles
- Directors (center director, assistant directors, FCC directors, CIS coordinators, and principals)
- Other administrator roles (managers, coordinators)
- Specialists (any)
- Auxiliary staff (any)

Compensation by role

We asked survey respondents (except for FCC providers/owners) to report their wages, including respondents' pay before taxes and deductions, the unit of their pay (i.e., yearly, monthly, weekly, hourly), how many months per year they worked, and how many hours per week they worked. Using these fields, we were able to convert all reported pay to hourly wages. Among all survey respondents, 476 completed wage questions. We combined FCC EHS/HS staff with center-based FCC staff for our analyses to account for small cell sizes and because FCC EHS/HS programs reported their pay as wages. For FCC providers, we asked them to report a proportion of their annual household income from their child care program.

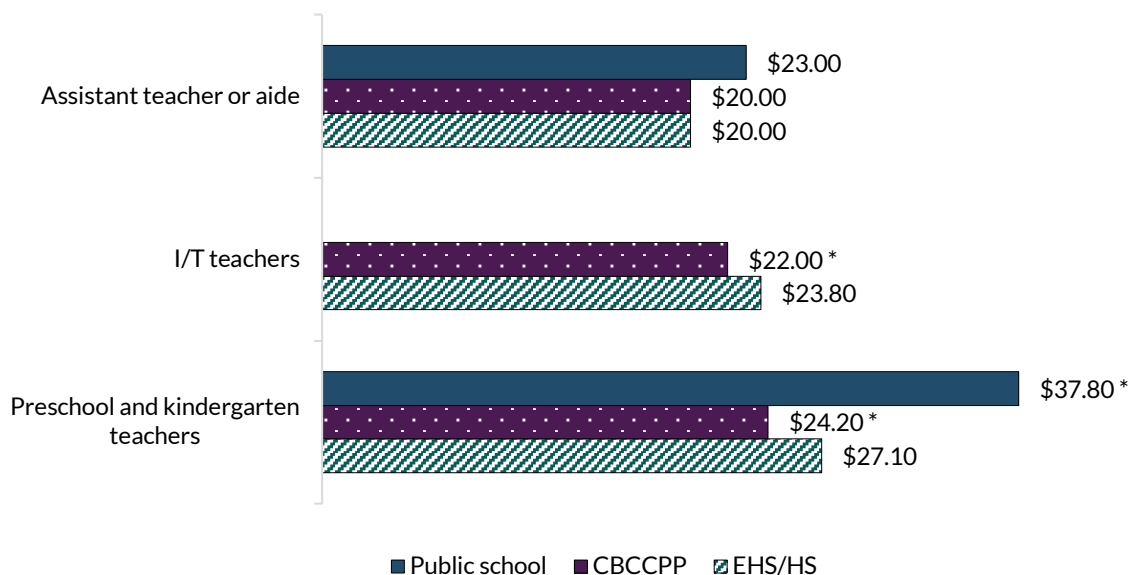
We then asked respondents a series of questions to understand which benefits they receive from their employer. We grouped information about benefits into three categories 1) **insurance**, which includes health insurance, vision insurance, and dental insurance; 2) **paid time off** (PTO), which includes sick time, vacation time, holidays, and paid family and medical leave; and 3) **financial well-being supports**, which includes employer contributions to retirement, optional professional development paid for by employer, tuition or course reimbursement, and free or reduced price child care.

Teaching roles in center-based programs

Wages

Median hourly wages varied by teaching role and setting with some significant differences (denoted with *; see Figure 1). Among **preschool and kindergarten teachers**, public school staff reported the highest median wage at \$37.80*/hour (n=33, range: \$19.20–\$57.50), compared with \$27.10/hour (n=22, range: \$15.60–\$59.30) for HS preschool teachers and \$24.20*/hour (n=48, range: \$15.20–\$53.20) for teachers in CBCCPP settings. CBCCPP preschool teachers earned significantly lower wages than their HS counterparts, and public school teachers earned significantly higher wages than HS preschool teachers. Among **I/T teachers**, those in EHS programs reported significantly higher median hourly wages (\$23.80/hour; n=29, range: \$13.30–\$35.00) than I/T teachers in CBCCPP settings (\$22.00*/hour; n=32, range: \$13.80–\$29.00). **Assistant teachers and aides** in EHS/HS and CBCCPP settings reported similar median wages of \$20.00/hour (EHS/HS: n=25, range: \$16.30–\$43.30; CBCCPP: n=20, range: \$17.00–\$29.00), while assistant teachers and aides in public schools reported the highest median wage at \$23.00/hour (n=26, range: \$14.10–\$31.60).

Figure 1. Median hourly wage of teaching roles by setting



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

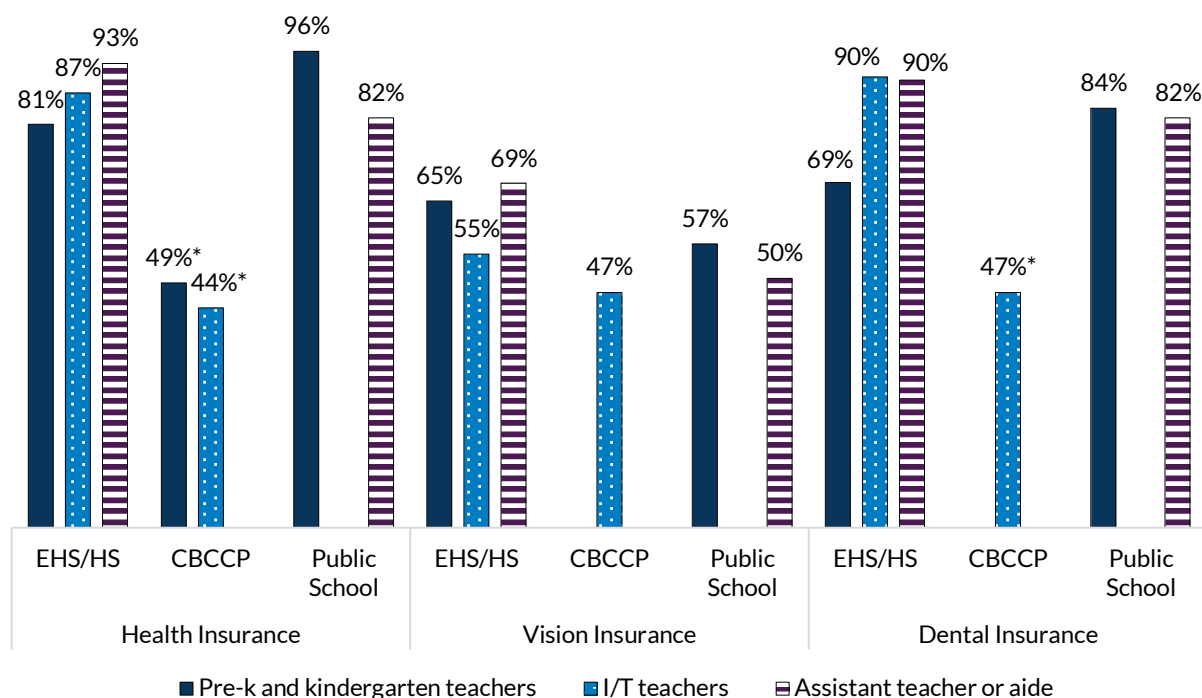
Benefits: Insurance

Preschool and kindergarten teachers in public schools reported the highest access to health insurance (96%, n=42), compared with 81percent (n=21) of HS preschool teachers and 49 percent* (n=26) of teachers in center-based programs. Access to vision insurance was similar among preschool and kindergarten teachers in public schools (57%, n=25) and EHS/HS programs (65%, n=17). Dental insurance followed a pattern similar to health insurance, with 84 percent (n=37) of public school preschool teachers reporting employer-sponsored dental insurance, compared with 69 percent (n=18) of HS preschool teachers; rates for center-based preschool teachers were suppressed.

I/T teachers in EHS/HS programs generally reported greater access to insurance than their counterparts in center-based programs. Eighty-five percent of EHS I/T teachers reported employer-sponsored health insurance, compared with 44 percent* of I/T teachers in center-based programs. Access to vision insurance was similar between EHS/HS (54%) and center-based programs (47%). EHS I/T teachers also reported one of the highest rates of dental insurance (88%, n=29), compared with 47 percent* (n=16) of I/T teachers in center-based programs.

Assistant teachers and aides in EHS/HS programs generally reported the greatest access to employer-sponsored insurance among teaching roles. Almost all (93%) HS/EHS assistant teachers and aides reported access to health insurance, compared with 82 percent of assistant teachers and aides in public schools. HS/EHS assistant teachers and aides also reported greater access to vision insurance (69%, n=20) than assistant teachers and aides in public schools (50%, n=21), and the highest rate of dental insurance among teaching roles (90%, n=26).

Figure 2. Insurance received through employer, by setting and teacher role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Note: The following roles are suppressed. Health insurance: assistant teachers and aides in CBCCPPs. Vision insurance: pre-K teachers and assistant teachers and aides. Dental insurance: pre-K teachers and assistant teachers and aides.

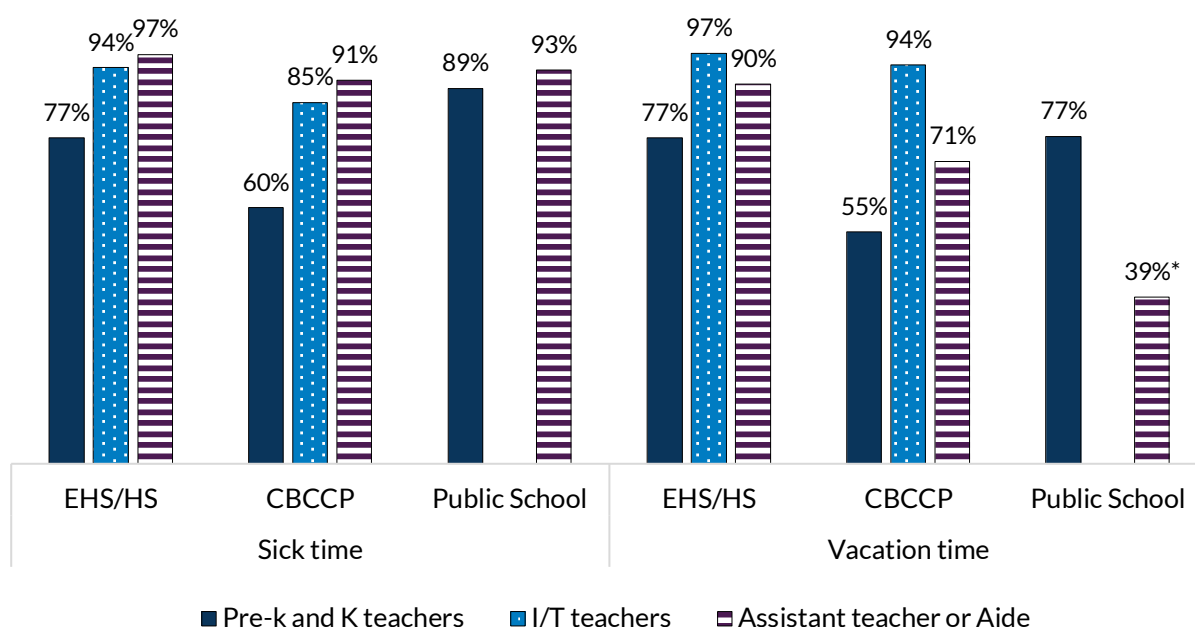
Benefits: Paid time off

Preschool and kindergarten teachers in public schools were the most likely to receive paid sick leave (89%), averaging 14 sick days per year. In comparison, 69 percent of preschool and kindergarten teachers in EHS/HS programs and 60 percent in CBCCPP settings reported paid sick leave, averaging 10.8 and 11.3 sick days per year, respectively. Paid vacation was reported by 77 percent of public school preschool and kindergarten teachers, while about half (55%, n=29) of preschool and kindergarten teachers in CBCCPP settings received paid vacation, averaging 16 days per year. Among preschool teachers, access to paid holidays ranged from 55 percent in CBCCPP settings (n=29) to 69 percent in EHS/HS programs (n=22) and 73 percent in public schools (n=32). Paid family and medical leave (PFML) was less common, with 68 percent* (n=30) of public school preschool and kindergarten teachers reporting access compared with 38 percent (n=12) of HS preschool teachers.

I/T teachers in EHS/HS and CBCCPP settings generally reported greater access to paid leave than preschool teachers within the same settings. Paid sick leave was reported by 94 percent of EHS/HS infant-toddler teachers and 85 percent of CBCCPP infant-toddler teachers. Nearly all infant-toddler teachers in both EHS/HS and CBCCPP settings (94% in each) reported receiving paid vacation, and most also reported paid holidays (91%, n=30 and 94%, n=32, respectively). Within EHS/HS programs, 52 percent (n=17) of infant-toddler teachers reported access to PFML, compared with 32 percent (n=11) of I/T teachers in CBCCPP settings.

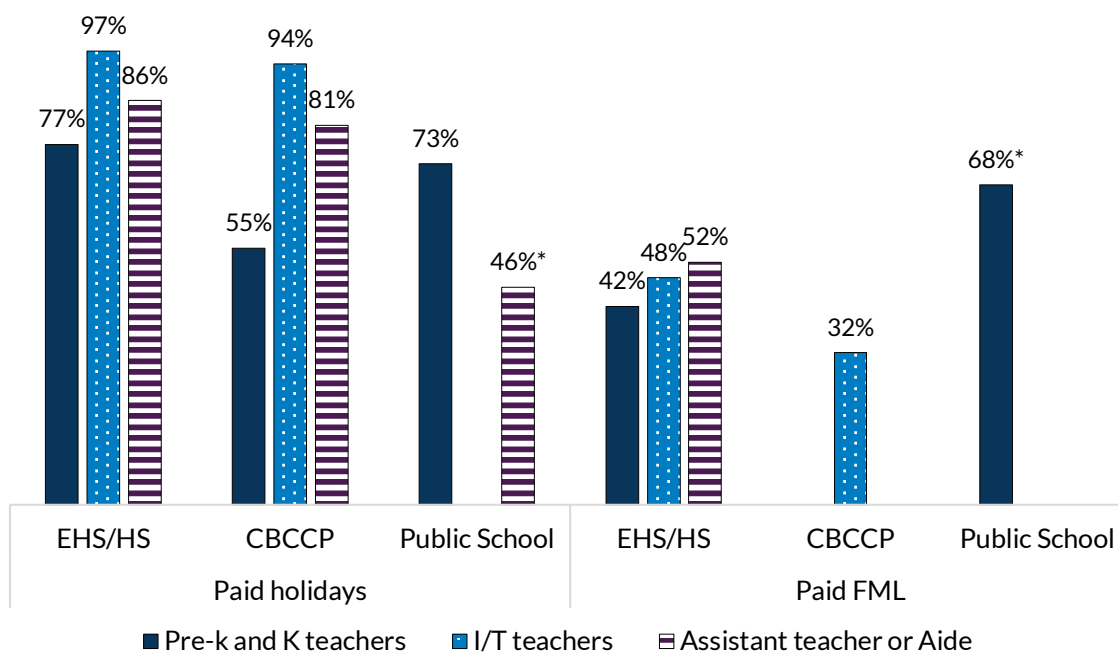
Assistant teachers and aides generally reported high access to paid sick leave across settings, with 97 percent (n=28) in EHS/HS programs, 93 percent (n=26) in public schools, and 90 percent (n=19) in CBCCPP settings receiving this benefit. Access to paid vacation varied more, with 90 percent of assistant teachers in EHS/HS programs and 71 percent of those in CBCCPP settings reporting paid vacation, compared with 39 percent* of assistant teachers and aides in public schools. Similarly, paid holidays were reported by 86 percent (n=25) of assistant teachers and aides in EHS/HS programs and 81 percent (n=17) in CBCCPP settings, while significantly fewer assistant teachers and aides in public schools (46%*, n=16) reported receiving paid holidays. About half of assistant teachers and aides in EHS/HS programs (52%, n=15) reported access to PFML.

Figure 3. Sick and vacation time received from employer, by setting and teacher role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Figure 4. Paid holidays and paid family and medical leave received from employer, by setting and teacher role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Note: The following roles are suppressed. Pre-K teachers and assistant teachers/aides in CBCCPPs.

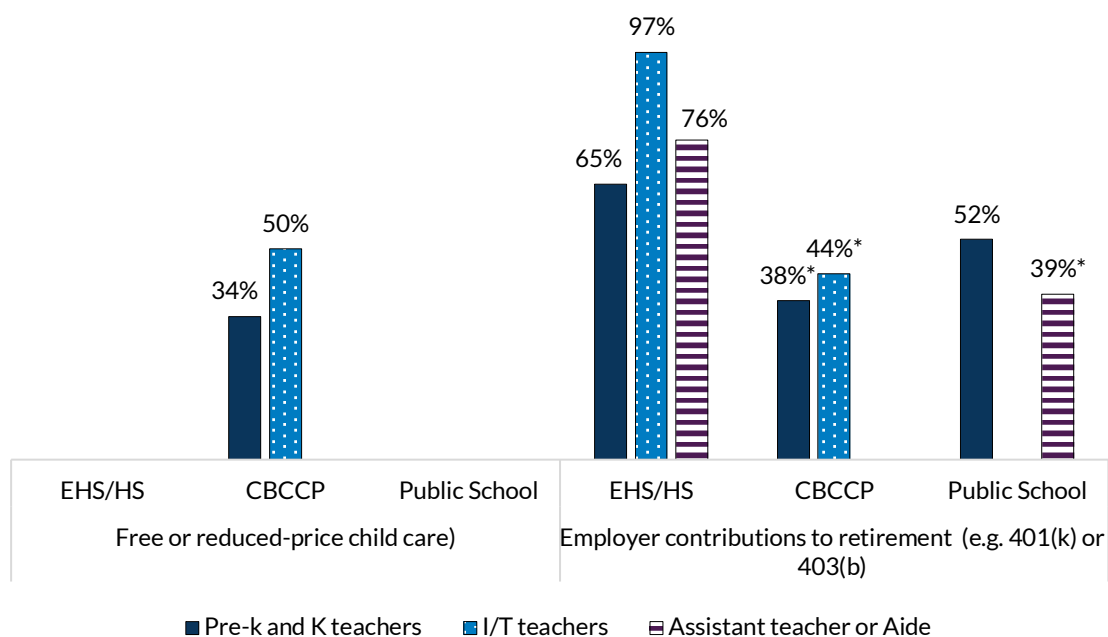
Benefits: Financial supports

Preschool and kindergarten teachers in EHS/HS programs were more likely to report employer retirement contributions (63%, n=20) than teachers in CBCCPP settings (38%, n=20). Although 52 percent* (n=23) of public school teachers reported receiving employer retirement contributions, this data should be interpreted cautiously because these staff may be eligible for Vermont State Teachers Retirement System (VSTRS) – a state sponsored pension plan.. Optional professional development paid for by employers was reported by similar proportions of Head Start (69%, n=22) and public-school preschool teachers (71%, n=31), compared with significantly fewer preschool teachers in CBCCPP settings (45%, n=24). Tuition or course reimbursement was available to just over half (53%, n=32) of preschool teachers in HS programs and most public-school preschool teachers (75%, n=44); sample sizes were too small to report for CBCCPP preschool teachers. Free or reduced-price child care was reported by about one-third (34%, n=53) of preschool teachers in CBCCPP settings, while sample sizes were too small to report for EHS/HS and public-school preschool teachers, suggesting this benefit was uncommon.

I/T teachers in EHS/HS programs were much more likely to report employer retirement contributions (97%, n=34) than infant-toddler teachers in CBCCPP settings (44%*, n=15). Professional development was reported by 64 percent (n=21) of EHS/HS I/T teachers and 50 percent (n=17) of those in CBCCPP settings. About half of I/T teachers in EHS/HS programs (49%, n=33) reported receiving tuition or course reimbursement; sample sizes for CBCCPP I/T teachers were too small to report. Free or reduced-price child care was reported by half (50%, n=34) of I/T teachers in CBCCPP settings, while sample sizes were too small to report for EHS/HS programs.

Assistant teachers and aides in EHS/HS programs generally reported greater access to financial supports than their counterparts in public schools. More than three-quarters (76%, n=22) reported employer retirement contributions. Although 40 percent* (n=11) of public school assistants and aides reported receiving employer retirement contributions, this data should be interpreted cautiously because these staff may be eligible for VSTRS – a state sponsored pension plan. About half of assistant teachers in EHS/HS programs (55%, n=16) and public schools (50%, n=14) reported employer-paid optional professional development. Just over half (55%, n=29) of assistant teachers in EHS/HS programs also reported receiving tuition or course reimbursement, while sample sizes for public school and CBCCPP assistant teachers were too small to report. Data on free or reduced-price child care for assistant teachers were also too limited to report.

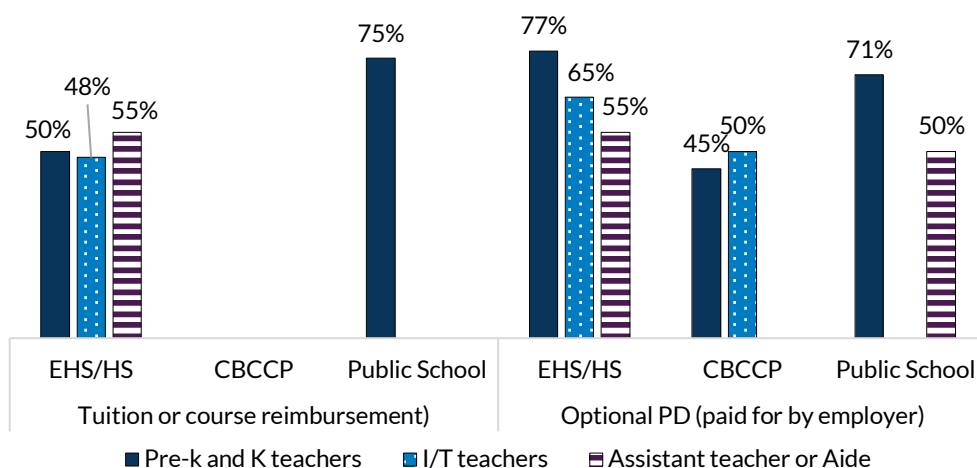
Figure 5. Financial supports received from employer, by setting and teacher role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Note: The following roles are suppressed. Free or reduced-price child care: All teacher roles in EHS/HS and public schools are suppressed.

Figure 6. Financial supports received from employer, by setting and teacher role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

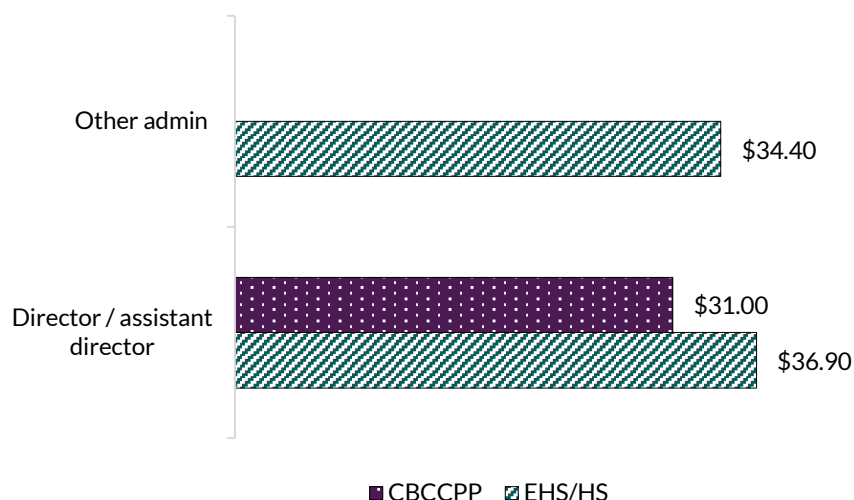
Note: The following roles are suppressed. Tuition and course reimbursement: All teacher roles in CBCCPPs are suppressed, assistant teachers and aides are suppressed in public schools. Optional PD and Employer contributions to retirement: Assistant teachers and aides in CBCCPPs.

Administrator roles in center-based programs

Wages

Administrator wages were generally comparable across EHS/HS and CBCCPP settings, and administrator wages were suppressed in public school settings. Directors and assistant directors in EHS/HS programs reported a median hourly wage of \$36.90/hour (n=14, range: \$13.30–\$64.80), compared with \$31.00/hour (n=59, range: \$11.30–\$83.10) among directors and assistant directors in CBCCPP settings. Wage data for public school principals were not reported separately. Respondents serving in **manager** roles (e.g., business managers, education managers, site managers, and special education coordinators) in EHS/HS programs reported a median hourly wage of \$34.40/hour (n=11, range: \$29.30–\$48.20).

Figure 7. Median hourly wage of administrator roles by setting



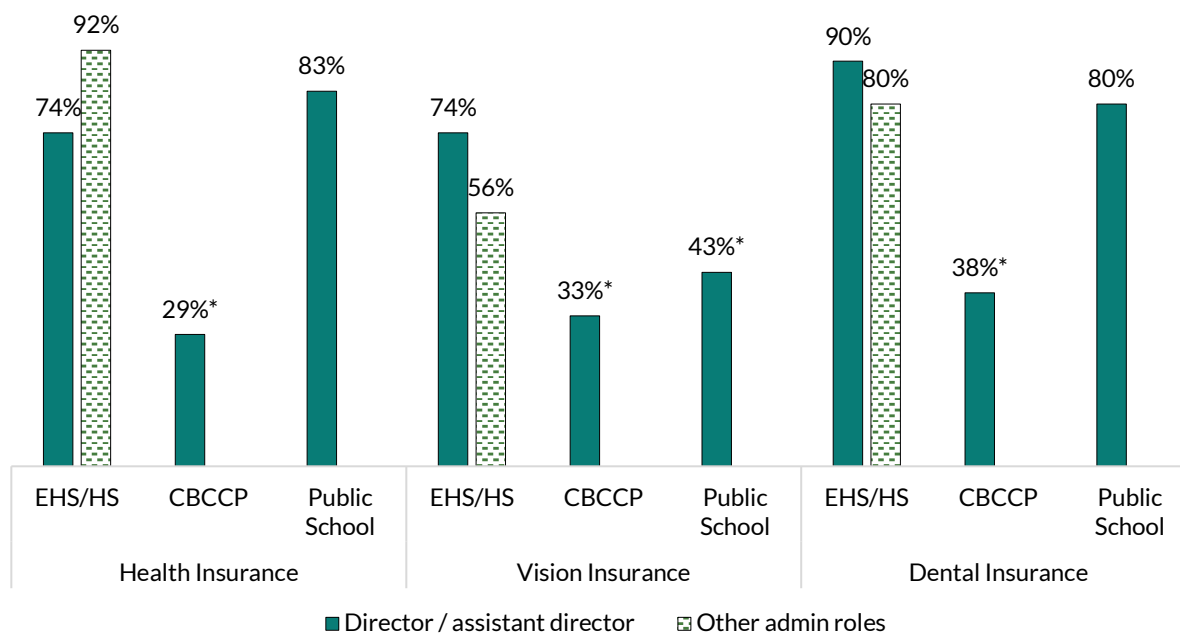
Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Note: The following roles are suppressed: other administrative roles (managers) in CBCCPPs.

Benefits: Insurance

Administrators generally reported high access to employer-sponsored insurance, similar to those in teaching roles, although access varied by setting. Health insurance was reported by 83 percent of public school principals and 74 percent of EHS/HS directors, compared with 29 percent* of CBCCPP directors. Vision insurance was most common among EHS/HS directors and assistant directors (74%, n=14), followed by public school principals (43%*, n=15) and CBCCPP directors and assistant directors (33%*, n=47). Dental insurance followed a similar pattern, with 90 percent (n=17) of EHS/HS directors and assistant directors reporting employer-sponsored dental insurance, compared with 80 percent (n=28) of public school principals and 38 percent* (n=54) of CBCCPP directors and assistant directors. Among respondents serving in **manager roles**, 92 percent (n=23) of EHS/HS managers reported employer-sponsored health insurance, 56 percent reported receiving vision insurance, and 80 percent reported receiving dental insurance.

Figure 8. Insurance received through employer, by setting and teacher role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

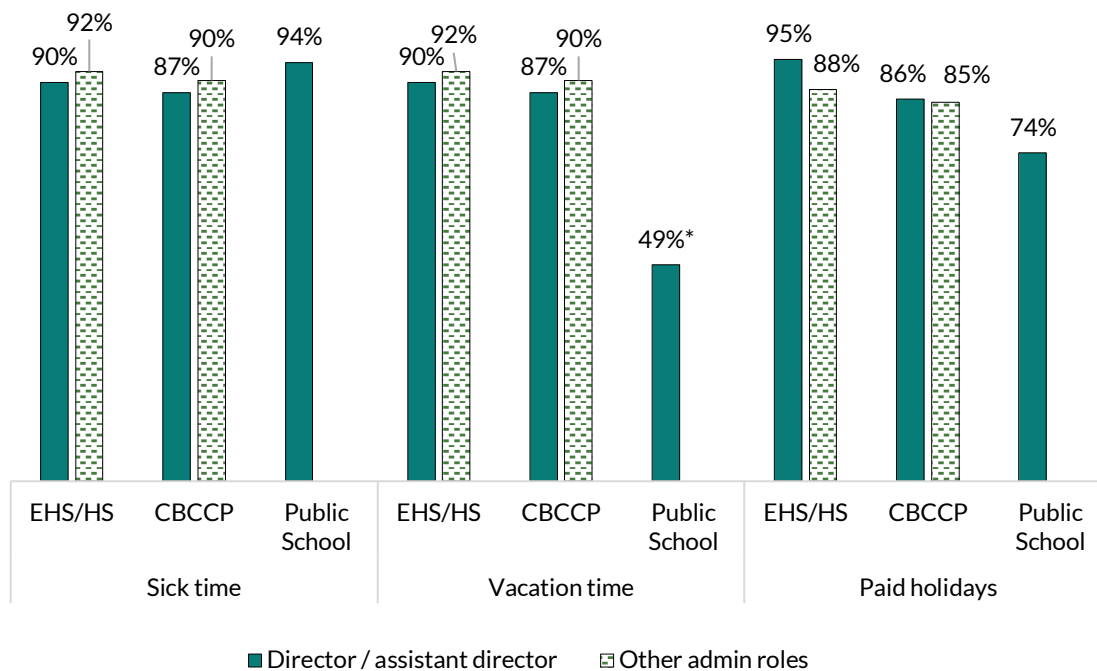
Note: The following roles are suppressed: All other administrative roles (managers) in CBCCPPs

Benefits: Paid time off

Administrators generally reported high access to paid leave. All EHS/HS **directors and assistant directors** (n=19) reported paid sick leave, averaging 12 sick days per year. Similarly, 94 percent (n=33) of public school principals reported paid sick leave, also averaging 11.8 days per year, while 88 percent (n=124) of CBCCPP directors reported paid sick leave and averaged 8.1 sick days per year. Paid vacation was common among EHS/HS directors and assistant directors (90%, n=17), who averaged 16 vacation days annually, and among CBCCPP directors (87%, n=123), who also averaged 16 vacation days. Public school principals were less likely to report paid vacation (49%*, n=17) than EHS/HS directors and assistant directors, although this comparison should be interpreted cautiously because paid leave structures may differ for unionized public school employees. Paid holidays were reported by almost all EHS/HS directors and assistant directors (95%, n=18), 86 percent (n=121) of CBCCPP directors, and 71 percent (n=25) of public school principals. Paid family and medical leave (PFML) was reported by 74 percent (n=14) of EHS/HS directors and assistant directors, compared with 51 percent (n=18) of public school principals and 25 percent* (n=35) of CBCCPP directors.

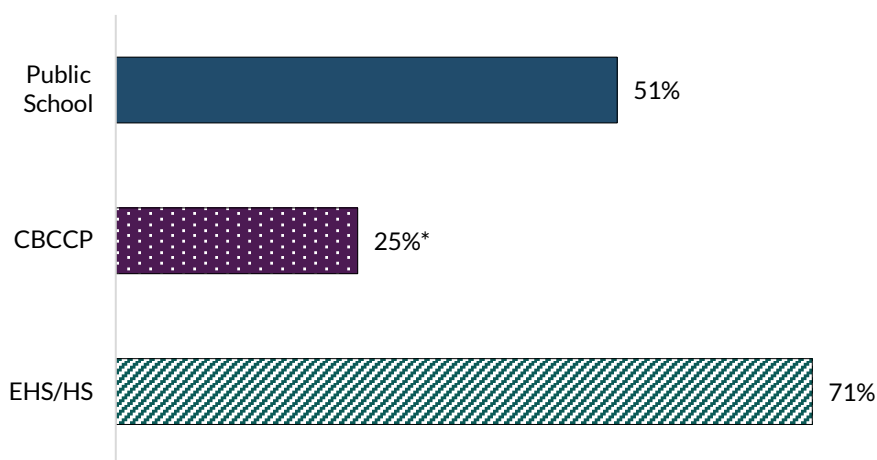
Nearly all EHS/HS **management staff** (n=24) reported paid sick leave, while 75 percent (n=15) of CBCCPP managers reported this benefit. Paid vacation was common in both EHS/HS (92%, n=23) and CBCCPP (90%, n=18) management roles, averaging 19 and 15 days per year, respectively. Paid holidays were reported by similar proportions of EHS/HS (88%, n=22) and CBCCPP (85%, n=17) managers. Nearly half (48%, n=12) of EHS/HS managers reported access to PFML; comparable data were not reported for CBCCPP managers.

Figure 9. PTO received from employer, by setting and teacher role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Figure 10. Paid family and medical leave received from employer among directors and assistant directors, by setting.



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

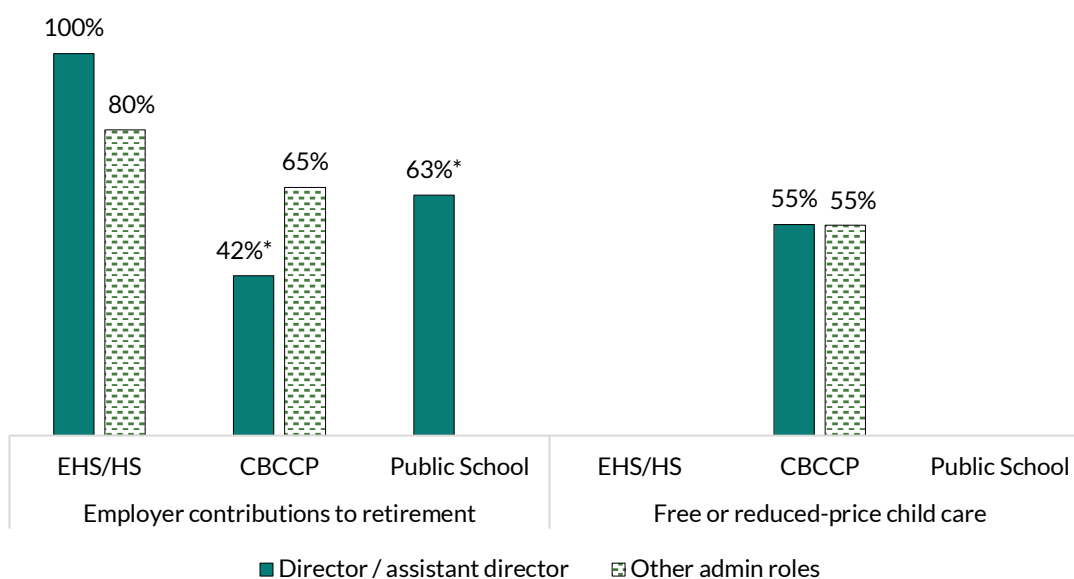
Note: The following roles are suppressed. Paid FML: Other administrative roles (managers) in CBCCPPs and EHS/HS programs.

Benefits: Financial supports

Access to employer-sponsored financial supports varied across settings. All EHS/HS **directors** (n=19) reported employer retirement contributions, compared with 42 percent* (n=59) of CBCCPP directors. Although 63 percent* (n=22) of public school principals reported receiving employer retirement contributions, this data should be interpreted cautiously because public school principals are eligible for VSTRS – a state sponsored pension plan. Optional professional development paid by employers was common across settings, reported by 78 percent (n=14) of EHS/HS directors, 77 percent (n=26) of public school principals, and 70 percent (n=98) of CBCCPP directors. Tuition or course reimbursement was reported by 88 percent (n=34) of public school principals, 78 percent (n=18) of EHS/HS directors, and 45 percent (n=141) of CBCCPP directors. Free or reduced-price child care was reported by 55 percent of CBCCPP directors (n=78), while cell sizes for EHS/HS directors and public school principals were too small to report, suggesting this benefit was uncommon.

Most EHS/HS **manager roles** (80%, n=20) reported receiving employer contributions to retirement, and 65%(n=13) of manager roles in CBCCPPs reported receiving employer contributions to retirement. Similar proportions of staff in manager roles in EHS/HS (68%, n=17) and CBCCPPs (70%, n=14) reported receiving optional professional development paid for by their employer. Tuition or course reimbursement was slightly less common among CBCCPPs (55%, n=11) compared to EHS/HS staff in manager roles (75%, n=19). Over half of manager roles in CBCCPPs (55%, n=11) reported receiving free- or reduced-price child care. Cell sizes for manager roles receiving free- or reduced-price child care in EHS/HS programs were too small to report, suggesting this benefit was uncommon.

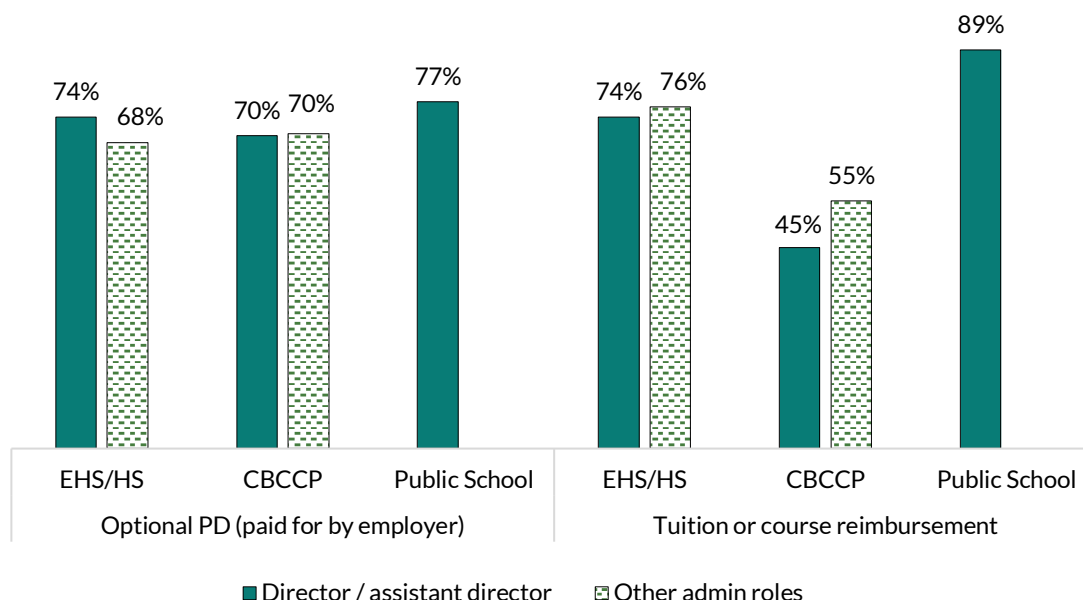
Figure 11. Financial supports received from employer, by setting and administrator role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Note: The following roles are suppressed: Both administrative roles in EHS/HS programs and public schools

Figure 12. Learning-related financial supports received from employer, by setting and administrator role



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Specialist roles in center-based programs

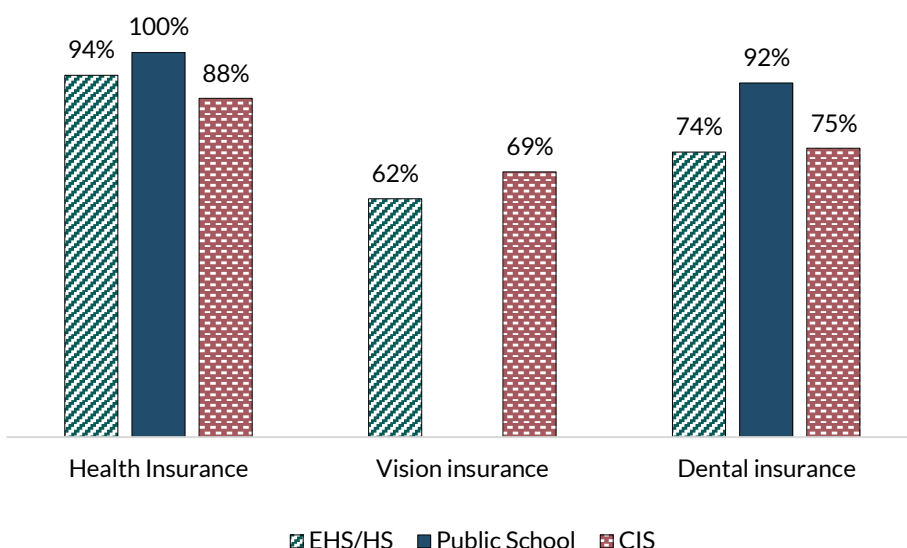
Wages

Specialists in EHS/HS programs reported the highest median hourly wage of available settings at \$28.00/hour (n=32, range: \$20.00–\$177.60). In comparison, CIS staff reported a significantly lower median hourly wage of \$23.00*/hour (n=13, range: \$19.50–\$29.00). Wage data for specialists in public schools and CBCCPPs are suppressed.

Benefits: insurance

Specialists generally reported high access to employer-sponsored health insurance across settings. Health insurance access ranged from 88 percent among CIS staff (n=14) to 94 percent among specialists in EHS/HS programs (n=32) to 100 percent among specialists in public schools (n=12). Access to vision insurance was lower than health insurance, with 62 percent (n=21) of EHS/HS specialists and 69 percent (n=11) of CIS staff reporting this benefit. Dental insurance was more commonly reported than vision insurance, with public school specialists reporting the highest rate (92%, n=11), followed by specialists in EHS/HS programs (74%, n=25) and CIS staff (75%, n=12). Insurance data for specialists in CBCCPP settings were not reported separately.

Figure 13. Insurance received through employer, by specialist setting



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

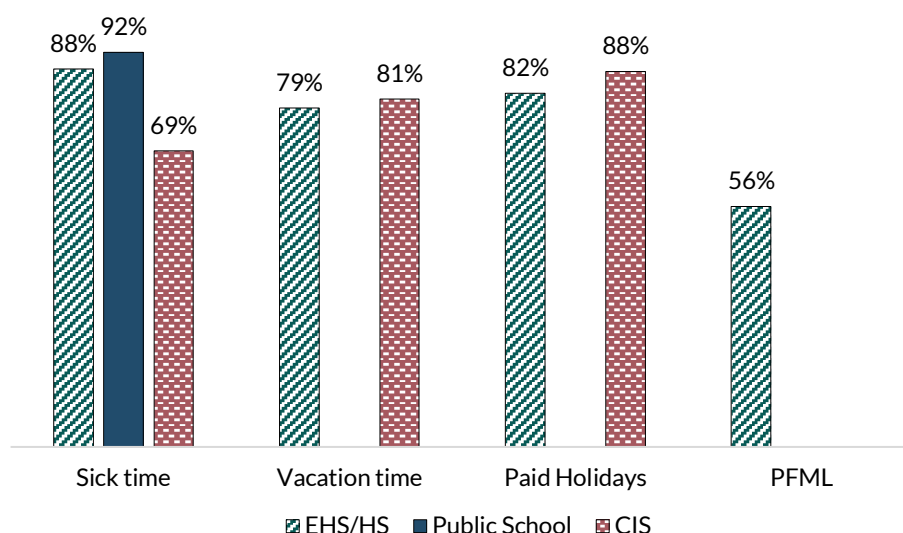
Note: The following roles are suppressed. Vision insurance: public school specialists.

Benefits: Paid time off

Specialists generally reported high access to paid sick leave, vacation, and holidays, while access to paid family and medical leave (PFML) was less common. Paid sick leave was reported by 88 percent (n=30) of EHS/HS specialists, 92 percent (n=11) of public school specialists, and 69 percent (n=11) of CIS staff. EHS/HS specialists averaged 12.3 sick days per year, while the number of sick days reported by public school specialists and CIS staff was suppressed.

Paid vacation was reported by similar proportions of EHS/HS specialists and CIS staff (79%, n=27; and 81%, n=13, respectively). CIS staff reported an average of 21 vacation days per year, compared with 16 days among EHS/HS specialists. Paid holidays were also common among EHS/HS specialists (82%, n=27) and CIS staff (88%, n=14). Data for public school and CBCCPP specialists receiving paid holidays were suppressed. Approximately half of EHS/HS specialists (56%, n=19) reported access to PFML.

Figure 14. PTO received from employer, by specialist setting



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

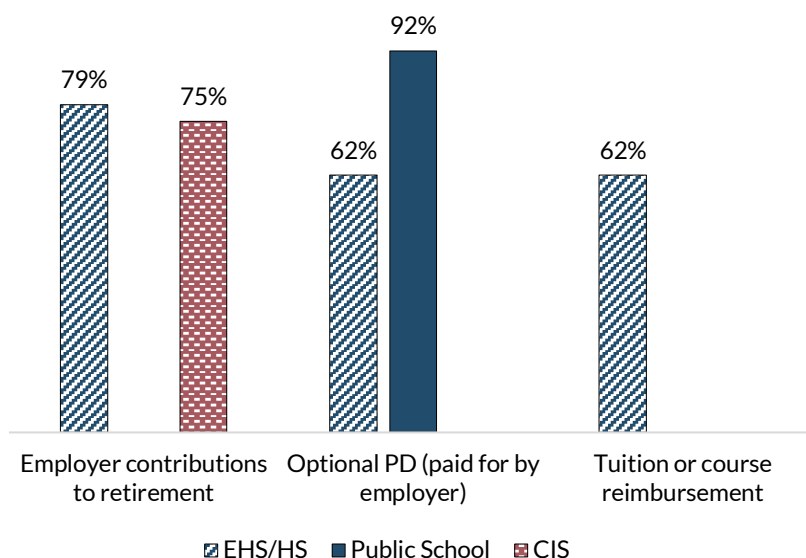
Note: The following roles are suppressed. Vacation time: specialists in public schools. Paid holidays: specialists in public schools. PFML: specialists in public schools and CIS staff.

Benefits: Financial supports

Access to financial supports varied by benefit type and setting. Most specialists in EHS/HS programs (79%, n=27) and CIS staff (75%, n=12) reported receiving employer contributions to a retirement account. Employer-paid optional professional development was reported by 62 percent (n=21) of EHS/HS specialists, compared with significantly more specialists in public schools (92%*, n=11). Tuition or course reimbursement was reported by 62% (n=21) of EHS/HS specialists; sample sizes for specialists in other settings were too small to report.

Sample sizes for specialists reporting free or reduced-price child care were too small to report across settings, suggesting that few specialists received this benefit.

Figure 15. Financial supports received from employer, by specialist setting



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey.

Note: The following roles are suppressed. Retirement: specialists in public schools; optional PD: CIS staff; tuition or course reimbursement: specialists in public schools and CIS staff.

Compensation for FCC providers

Salary

For FCC providers/owners, we asked providers to select their household income from a list of income ranges and then asked FCC respondents to estimate the percent of their total household income that came from their child care business. A total of 26 FCC providers responded to the wage questions in the survey. On average, FCC providers reported that 60 percent of their household income came from their FCC program. However, the estimates reported ranged from 25 percent to 100 percent of their total household income. The average annual income from FCC programs was \$60,511, ranging from \$12,000 to \$150,000.

Benefits: Insurance

Few FCC providers or staff reported receiving health insurance through their business or employer. Instead, the most common source of health insurance for FCC staff was through a spouse or partner's insurance (39%, n=12). Sample sizes were too small to report vision or dental insurance for FCC providers.

Benefits: Paid time off

Paid leave benefits were less common among FCC providers and staff compared with most center- and school-based roles. Less than half of FCC providers and staff (43 percent, n=12) reported receiving paid sick leave, averaging 8.5 days per year. Paid vacation was also reported by 43 percent (n=12) of FCC providers and staff, who averaged 16 vacation days annually. Access to paid holidays was similar, with 43 percent (n=12) or providers reporting this benefit. Few FCC providers and staff reported access to paid family and medical leave (PFML), although exact counts were suppressed.

Benefits: Financial supports

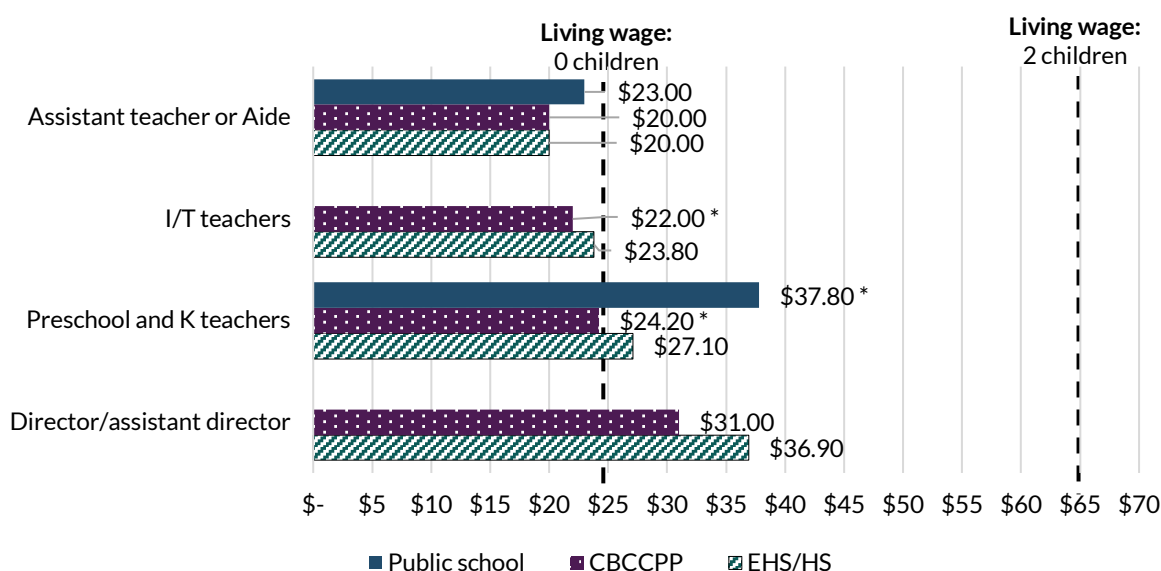
Access to financial supports was limited among FCC providers. Sample sizes for FCC staff and owners receiving employer-sponsored retirement contributions, optional professional development, tuition or course reimbursement, and free or reduced-price child care were too small to report. FCC directors are included in the director counts for financial support measures.

Living wage and historical wage comparisons

According to the MIT living wage calculator for Vermont, which provides an hourly rate needed to earn enough to meet an individual or family's basic needs, the living wage for an adult working full-time with no children is \$24.92/hour, and \$64.51/hour for an adult with 2 children.²² About half of survey respondents reported no children under 18 years old in their household, while respondents with children under 18 had an average of 1.75 children in their household. As seen in Figure 15, directors and some preschool and kindergarten teachers earned median hourly wages above the living wage for an adult with no children. Assistant teachers and aides, I/T teachers, and CBCCPP preschool teachers earned less than a living wage for one adult with no children. However, across all roles, the median hourly wages were less than the living wage for an adult with two children, which may indicate that staff with children could be struggling to afford basic needs. Additionally, most staff in CBCCPPs had hourly wages below the living wage except for directors and assistant directors.

While there are ECE workers earning below the living wage, there are indications that wages for ECE workers have increased in the last few years. For example, the Vermont Department of Labor reported that 2024 hourly wages for child care workers were \$18.93/hour on average and that wages for preschool teachers were an average of \$22.35/hour.²³ In 2025, wages for child care workers remained similar at \$18.23 per hour on average but average wages for preschool teachers rose to \$23.91/hour.^{24,25}

Figure 16. Median hourly wages by role and setting compared to living wage in Vermont



Source: Analyses of 2026 Vermont Wage and Fringe Benefit survey, MIT Living Wage Calculator – Vermont.

Conclusions and Recommendations

Overall findings from our analyses of the workforce survey revealed the following insights related to the parity of wages and benefits across staff roles and ECE settings, particularly for EHS and HS staff:

1. **Overall, EHS/HS staff had lower wages than public school staff but had higher wage rates than CBCCPP staff.**
 - a. When looking at median hourly wages of teachers, preschool teachers in HS programs make significantly less than preschool and kindergarten teachers in public schools (\$27.10/hour compared to \$37.80/hour), and significantly more than teachers in those roles in CBCCPPs (\$24.20/hour).
 - b. EHS I/T teachers reported earning a significantly higher median wage (\$23.80/hour) than I/T teachers in CBCCPP settings (\$22.10*/hour).
2. **Staff at EHS/HS programs and public schools reported greater access to benefits compared to staff at CBCCPPs.** We found some statistically significant differences between the benefits of EHS/HS and public school staff in similar roles. Some of those statistically significant differences included:
 - a. EHS/HS staff received contributions to retirement accounts at higher rates than public school and CBCCPP staff.
 - b. Preschool teachers in HS programs reported significantly less access to tuition or course reimbursement through their employer and paid family and medical leave compared to preschool and kindergarten teachers in public schools.
3. **Assistant teachers and aides in EHS/HS programs reported receiving benefits at higher rates compared to assistant teachers and aides in other programs,** including both health and dental insurance. Assistant teachers and aides in public schools reported the lowest rates of benefits among staff in similar roles.
4. **CBCCPP staff were least likely to report receiving health, dental, and vision insurance and financial supports (e.g., employer contributions to retirement, professional development, tuition reimbursement) compared to public school and EHS/HS staff overall.** However, CBCCPP staff were most likely across settings to report receiving free or reduced-cost child care through their employer.
5. **FCC providers have access to very few benefits.** While our sample of FCC providers and staff was relatively small (n=52), very few reported having any benefits, including health insurance—either through an employer or another source (e.g., Medicaid, Medicare, state health exchange). FCC providers and staff also reported no access to vision and dental insurance. Few reported employer contributions to a retirement plan.

Recommendations

- **Better alignment of qualifications, role responsibilities, experience, and wage scales across ECE settings could help strengthen pay parity and retention.** Wage differences across settings were especially pronounced for preschool and kindergarten teachers, likely reflecting differences in qualification requirements. In public schools, prekindergarten teachers are required to hold a BA and a Vermont educator license. In CBCCPPs, Vermont licensing regulations allow more flexibility: a preschool classroom may be led by either a qualified “teacher,” which requires a BA, or a “teacher

associate,” who is not required to hold a BA. HS preschool teachers may hold either an associate’s degree or a BA in child development or ECE, in accordance with HS and Vermont licensing requirements, although many HS preschool teachers hold a BA. Further aligning wages with qualifications and role responsibilities across settings may help improve pay parity, particularly for teachers with a BA. The proposed licensure system with designations of increased qualifications, responsibilities, and compensation proposed in the ECE Profession Bill (S.206)²⁶ could help address this challenge.

- **EHS/HS benefit levels could be the benchmark for the ECE workforce in the state to move toward.** Staff in EHS/HS programs receive some of the best benefits among the ECE workforce in the field. CBCCPP staff received fewer benefits, with the exception of child care discounts for staff.
- Given how few FCC providers and staff reported access to benefits, **Vermont can explore ways to help FCC staff access benefits, such as by:**
 - Continuing to conduct targeted outreach to connect eligible FCC providers and staff to Medicaid or through Vermont’s health insurance marketplace;
 - Offering health insurance subsidies for FCC providers and other child care providers to pay for their health plan; or
 - Offering [Vermont Saves](#), a state-sponsored retirement savings program that is available to workers whose employer does not offer a retirement plan or those who are self-employed.
- **Vermont could consider making all ECE workers in a licensed child care program eligible for CCFAP with a zero-dollar copay.** This is an approach a few other states are using and/or considering. For example, all staff working 20 or more hours in a licensed or registered child care program in Kentucky receive free or largely subsidized child care through their [Child Care Assistance Program](#).
- **Vermont can explore additional strategies to support the wages of the ECE workforce and pay parity across positions.** Another Child Trends’ study found that many providers reported they increased wages and benefits following Act 76 because of increased reimbursement rates and capacity and readiness payments.²⁷ While these reported uses of the increased funds for programs are promising, Vermont could consider additional ways to ensure that various funding streams and programs (e.g., HS, CCFAP, and UPK) are encouraging increased wages, such as through the following:
 - Leveraging Step Ahead Recognition System (STARS) to recognize providers that meet compensation standards;
 - Ensuring that programs know that various program funds (e.g., from CCFAP, Head Start, and UPK) can be layered to support programs’ overall financial stability and ability to increase compensation and offering technical assistance on the logistics of layering funding; or
 - Basing reimbursement rates for both CCFAP and UPK on a cost model that accounts for higher compensation and benefits that are more aligned with public school staff wages and public school or EHS/HS benefits.
- **Over time, Vermont could expand data collection to include the wage and benefit information** needed to fully capture differences across the state by roles, setting types, and regions or counties, as well as to track changes to wages and benefits following Act 76 and any other workforce supports. Currently, Vermont’s Bright Futures Information System (BFIS) collects some education and professional development information but does not capture wage and benefit information. As CDD transitions away from BFIS, Vermont could explore the following options for additional data collection:
 - Consider collecting wage and benefit information from HS programs, CBCCPPs, and FCCs during the annual Quality and Capacity Incentive Program (QCIP) payment process, or through additional data fields collected from providers in Child Development Division Information Services (CDDIS).

- Explore expanding Vermont's early childhood workforce registry to further collect information at the individual level, including wage and benefit information for ECE workforce members. This could help the state better track individual education, credentials, professional development, employment, and compensation.

Appendix A. Updated Classification Memo

Introduction

Vermont's Head Start Collaboration Office is partnering with Child Trends to understand the current landscape of wages and benefits for Vermont's early care and education (ECE) workforce. The goal of this work is to equip the Vermont Head Start Collaboration Office and Vermont's Child Development Division (CDD) with the most recent workforce data as they support Vermont Head Start recipients to meet the 2024 Head Start Program Performance Standards requirements related to compensation and benefits. These updates focus on wages (e.g., progress to pay parity with public preschool and kindergarten teacher wages, pay scale development, and wage comparability) and benefits (e.g., access to health insurance, paid leave, and behavioral health services) for Head Start staff.

The purpose of the updated classification memo is to build on the 2020 Classification Memo^e by 1) adding public school program positions (i.e., pre-K and kindergarten) and 2) updating the minimum qualifications and requirements for each position. These updates will help ensure accurate comparisons between the Head Start workforce (i.e., Head Start Preschool and Early Head Start) and public pre-K and community-based programs based on similar requirements and aligned job descriptions. In this memo, we focus on the following setting types:

- Head Start Preschool and Early Head Start programs (HSP and EHS)
- Community-based licensed centers
- Community-based licensed and registered Family Child Cares (FCCs)
- Public schools (pre-K and kindergarten)
- Universal pre-K (UPK) programs across the settings listed above
- Children's Integrated Services (CIS)

Methodology

To guide this work, we used a revised position crosswalk table based on the 2020 Classification Memo position crosswalk table. The position crosswalk table (see Table 1 below) outlines where similar positions exist between program settings within Vermont's ECE system. The crosswalk table is organized into five position categories:

1. **Program administrator roles:** Any leadership or supervisory positions
2. **Teaching staff:** Any positions responsible for educating and caring for children daily
3. **Comprehensive family support staff:** Positions dedicated to supporting both children and their families
4. **Specialists:** Positions that provide a limited and specialized service to children or their families, for example, a social worker or an early intervention provider
5. **Auxiliary staff:** Positions that support program operation but may not work directly with children (e.g., cook, fiscal staff, or bus driver)

^e Rodriguez, K., Hawkinson, L., Pittman, A.F., & Strueby, S. (2021). *Vermont early childhood wage and fringe benefit comparability study final report*. Silver Spring, MD: School Readiness Consulting.
<https://www.schoolreadinessconsulting.com/resources/vt-compensation-wage-report>

In fall 2025, Child Trends met with the project advisory committee (PAC) to revise and review the positions included in the position crosswalk table, add any missing positions, reclassify supervisory positions, and add positions associated with public schools. The PAC is composed of leaders across Vermont's ECE settings, and their input was essential to understanding the nuances of Vermont's ECE system.

After finalizing the position crosswalk table, the PAC shared job descriptions and qualification resources to include in the Updated Classification Memo. We used these resources to review job descriptions from the 2020 Classification Memo for accuracy and to ensure new public-school roles were properly categorized. Lastly, we updated the minimum qualifications and licensing requirements (see Appendix B for attached tables) for each role by setting. We updated the minimum qualifications and licensing requirement information for all settings to reflect any licensing regulation changes that occurred within the past five years. To the extent possible, we included the minimum age, degree or certification, experience, and training hours required for each role. We used the following data sources to inform the minimum qualifications and licensing requirements tables:

- **HSP and EHS programs:** HSP Performance Standards [staff qualifications](#) and [training requirements](#).
- **Community-based centers:** [Child Care Licensing Regulations – Center-based Child Care and Preschool Programs](#) (page 95)
- **Community-based licensed and registered FCCs:** [Child Care Licensing Regulations – Family Child Care Homes](#) (page 88)
- **Public schools:** [Educator Licensing Rules](#)
- **UPK programs:** [Vermont State Board of Education Manual of Rules and Practices - Staff qualifications](#) (page 5)
- **CIS:** Requirements listed in relevant job postings

Roles included in the 2020 Classification Memo

The following roles were included in Appendix D: Classification Memo of the [2020 Vermont Early Childhood Wage and Fringe Benefit Comparability Study Final Report](#):

- **Teaching staff:** Teacher, associate teacher, assistant teacher, registered FCC provider, licensed family child care provider, FCC assistant, aide, trainee, and substitute
- **Program administrators:** Program director, site manager, assistant director, and early intervention coordinator
- **Specialists:** Education manager, health manager, mental health specialist, early intervention provider, and child care coordinator
- **Comprehensive family support staff:** Home visitor, nurse home visitor, and family support worker
- **Auxiliary staff:** Administrative assistant, cook, bus driver, custodian, and maintenance worker

Positions added in the 2025 update

Through conversations with the PAC, we identified roles to add to the Updated Classification Memo. These positions include public school positions in pre-K and kindergarten classrooms, as well as any positions across the other ECE settings that were not reflected in the 2020 Classification Memo (HSP/EHS, community-based centers and FCCs, and CIS). These position additions include:

- **Teaching staff:** Pre-K teacher and infant/toddler teacher
- **Program administrators:** Business manager, education manager*, and health manager*

* These roles were moved from the specialist category to the administrator category.

- **Specialists:** Child development specialist, social worker, special education coordinator, special education provider, and health practitioners
- **Comprehensive family support staff:** Family service staff
- **Auxiliary staff:** Fiscal staff

The full list of positions and comparable titles is listed in the position crosswalk table included in the following section.

Position Crosswalk

The position crosswalk table aligns comparable position titles across setting types (see bulleted list on page 1). Throughout this memo, we use the general position titles to summarize job descriptions and qualification information. We will first outline position descriptions of each position type, then we will provide detail, by program setting, about the qualifications for each position type. This table will inform the positions we ask about in the upcoming workforce survey and help ensure appropriate comparisons are made in our subsequent analyses. Roles denoted with an asterisk may be held in combination with other official titles (e.g., a director or lead teacher may also serve as a UPK coordinator).

Table A1. Position crosswalk table (*Table begins on the next page*)

Position type	HSP and EHS programs	Community-based centers	Community-based FCCs	Public schools (pre-K and K)	CIS
	(UPK and non-UPK)	(UPK and non-UPK)	(UPK and non-UPK)	(UPK and non-UPK)	
Program administrators					
Director	Director	Director	FCC provider, owner	Principal, center director	CIS coordinator
Assistant director	Assistant director	Assistant director	-	Assistant principal	-
Site manager	Site manager; UPK coordinator*; Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) coordinator	Site manager, UPK coordinator*	-	UPK coordinator*	-
Business manager	Fiscal officer, fiscal specialist, chief financial officer	Fiscal officer, finance manager	FCC provider, owner	Finance manager	Fiscal agent
Education manager	Content area manager, education coordinator, coach	Education manager, curriculum manager	-	Child care coordinator, curriculum manager, instructional coach	-
Health manager	Health manager, mental health manager, behavior specialist	-	-	Health manager, behavior specialist	-
Early intervention coordinator	Early intervention coordinator	Early intervention coordinator	-	-	Community resource parent/family resource coordinator
Special education coordinator	Special education coordinator, disabilities coordinator	-	-	Special education coordinator, special education services director	-

Position type	HSP and EHS programs	Community-based centers	Community-based FCCs	Public schools (pre-K and K)	CIS
	(UPK and non-UPK)	(UPK and non-UPK)	(UPK and non-UPK)	(UPK and non-UPK)	
Teaching staff					
Preschool teacher	Teacher, Preschool teacher, Lead Teacher, Licensed teacher	Teacher, preschool teacher, lead teacher, co-teacher, licensed teacher, associate teacher	-	Pre-K teacher (licensed), kindergarten teacher	-
Infant/toddler teacher	Infant/toddler teacher, licensed infant/toddler teacher	Infant/toddler teacher, lead teacher, co-teacher, licensed teacher, associate teacher	-	Infant/toddler teacher	-
Assistant teacher	Assistant teacher	Assistant teacher	FCC assistant	Paraeducator	-
Aide	Program aide	Floater, instructional aide	-	Paraeducator	-
Trainee	Trainee	Trainee	Trainee	Trainee	Trainee
Substitute	Substitute	Substitute	Substitute	Substitute	-
Registered FCC provider	HSP FCC option providers	-	Registered FCC provider	-	-
Licensed FCC provider	HSP FCC option providers	-	Licensed FCC provider	-	-
FCC assistant	-	-	FCC assistant	-	-
Comprehensive family support staff					
Home visitor	Home visitor, home-based model staff	-	-	-	Home visitor
Family service staff	Family service staff, family support specialist, family advocate	Family liaison	-	Family liaison, family engagement coordinator	-

Position type	HSP and EHS programs	Community-based centers	Community-based FCCs	Public schools (pre-K and K)	CIS
	(UPK and non-UPK)	(UPK and non-UPK)	(UPK and non-UPK)	(UPK and non-UPK)	
Specialists					
Child development specialist	Child development specialist	-	-	-	-
Social worker	Social worker	-	-	Social worker, school psychologist, guidance counselor	Social worker
Early intervention provider	Early intervention provider	Early intervention provider	-	Paraeducator	-
Special education provider	Special education provider, disabilities specialist, disabilities coordinator	-	-	Special education provider	-
Health practitioners	Health specialist, mental health specialist, nurse, nurse home visitor, dietician, nutrition specialist, nutritionist	-	-	School nurse, occupational therapist, speech therapist	Occupational therapist, speech therapist, nurse home visitor, maternal and child health nurse home visitor
Auxiliary staff					
Administrative Assistant	Administrative assistant	Administrative assistant	-	Administrative assistant	Administrative assistant
Fiscal staff	Staff accountant, bookkeeper, fiscal coordinator/assistant	-	-	Central office staff, business office staff	-
Cook	Cook	Cook	-	Cook	-
Bus driver	Bus driver	Bus driver	-	Bus driver	-
Custodian	Custodian	Custodian	-	Custodian	-
Maintenance worker	Maintenance worker, facilities assistant	Maintenance worker	-	Maintenance worker	-

Position descriptions

The following sections provide position descriptions for each general position type (the left-most column in the position crosswalk table). These descriptions do not include the nuances of specific role titles by setting, but serve as a general description of what comparable roles would include. Since this memo is an update to the 2020 Classification Memo, we include information and content from the 2020 Classification Memo that has been reviewed for necessary updates. The new position descriptions we added were informed by conversations with the PAC; job description information shared by PAC members; and through reviews of online resources available through the Head Start Program Performance Standards (HSPPS), Vermont Head Start Association, and current public school job posts on [SchoolSpring](#) (the online recruiting service used by the Agency of Education). The new position descriptions are marked with “new” to distinguish them from the positions that were in the 2020 Classification Memo.

Teaching staff

Teacher (revised). The teacher and teacher associate⁸ positions are characterized by the same position description and are differentiated by their required qualifications in the Vermont child care licensing regulations. These two positions are characterized by the following description:

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

Pre-K teacher (new). This position shares the characteristics of the general teacher position above, with the additional specification of tailoring these services specific to children ages 3-5 years old.

Infant/toddler teacher (new). This position shares the characteristics of the general teacher position above, with the additional specification of tailoring these services specific to children ages 0-3 years old.

Assistant teacher (revised). The assistant teacher position is characterized by the following description:

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

⁸ The teacher associate position was previously reflected under the assistant teacher position but has been reclassified according to the [2022 Vermont child care licensing regulations](#).

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

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

FCC assistant. The FCC assistant position is characterized by the following description:

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

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

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

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

- Assisting with classroom / FCC operations and activities as needed
- Responding appropriately in interactions with children
- Engaging in the classroom / FCC in a way that complies with licensing requirements and other applicable regulations
- Contributing to a safe and healthy classroom / FCC environment

- Working in alignment with the teacher or program supervisors
- Collaborating with the teaching team and other colleagues

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

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

Program administrators

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

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

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

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

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

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

Business manager (new). The business manager position is characterized by the following description:

- Ensuring the sustainable business operation and financial management of the organization
- Preparing and tracking organizational budgets
- Managing incoming funds (e.g., tuition, grants, donations) and outgoing funds (e.g., vendor invoices, staff expenditures, payroll)
- May perform other duties, such as human resources management

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

- Assisting with and supervising the educational services; curriculum selection and implementation; and program planning, development, and training for a particular age or ability group (e.g., early childhood, infant, toddler, school age)
- Serving as a resource for education specialists and/or teachers
- Analyzing data and completing reports related to provision of educational services; may supervise classroom and other education staff
- Observing and monitoring classroom activities and children's records; reviewing and analyzing data on child outcomes

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

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

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

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

Special education coordinator (new). The special education coordinator position is characterized by the following description:

- Consulting with public pre-K partners to ensure appropriate referral of children with developmental concerns and address placement needs
- Providing service coordination for special education services with child's parent(s) or guardian(s)
- Upholding rights of client's parent/guardian in accordance with Part C of the IDEA

Specialists

Child development specialist (new). The child development specialist position is characterized by the following description:

- Conducting regular visits to FCC provider homes, some of which are unannounced
- Periodically verifying compliance with either contract requirements or agency policy
- Facilitating ongoing communication between program staff, FCC providers, and enrolled families

- Providing recommendations for technical assistance and support the FCC provider in developing relationships with other child care professionals

Social worker (new). The social worker position is characterized by the following description:

- Providing individual and group counseling to support students' mental health and social development
- Conducting assessments to identify student needs and develop intervention plans
- Collaborating with teachers, administrators, and families to create supportive learning environments
- Connecting students and families to community resources and services
- Participating in multidisciplinary team meetings to discuss student progress and strategies

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

- Delivering developmental services to parents/caregivers and infants/toddlers (0 - 3 years old) eligible for early intervention services
- Supporting the physical and/or cognitive needs of one particular child or a small group of children
- Upholding rights of client's parent/guardian in accordance with Part C of IDEA
- Ensuring child receives adequate and appropriate support throughout the day

Special education provider (new). The special education provider role is characterized by the following description:

- Developing and implementing individualized education plans (IEPs) for pre-K and up students with special needs
- Adapting curriculum and instructional methods to meet various learning styles and abilities
- Collaborating with general education teachers, support staff, and families to ensure cohesive student support
- Monitoring student progress and adjusting strategies to maximize educational outcomes
- Upholding rights of client's parent/guardian in accordance with Part C of IDEA

Health practitioner (new). The health practitioner position is characterized by the following description:

- Providing health services, mental health services, or home visiting services to support the wellbeing of prenatal and postpartum people, families, and infants and children 0-6 years old
- Coordinating services and care and ongoing evaluation of medical, educational, psychological, social/environmental, economic, or other identified needs of all assigned clients
- Providing prevention, health promotion, and early intervention supports to CIS eligible children and their families

Comprehensive family support staff

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

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

Family service staff. The family service staff position is characterized by the following description:

- Supporting families by assessing needs, strengths, and interests; and helping families set goals and access community resources
- Contributing to recruitment and enrollment of children, including transition planning and referrals, may be involved with clients in counseling and/or carrying a caseload
- Coordinating and providing wellbeing supports through case management and/or counseling

- Monitoring and keeping client records and notes, writing reports, and maintaining confidentiality of records
- Supervising social workers and/or case managers
- Serving as a resource for families, family service staff, center staff, and volunteers
- Collaborating with community agencies

Auxiliary staff

Fiscal staff (new). The fiscal staff position is characterized by the following description:

- Supporting business manager with key functions
- Assisting in preparing and tracking organizational budgets
- Assisting in managing incoming funds (e.g., tuition, grants, donations) and outgoing funds (e.g., vendor invoices, staff expenditures, payroll)
- May perform other duties, such as human resources management

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

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

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

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

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

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

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

- Cleaning building rooms and spaces, including but not limited to vacuuming, sweeping, mopping,

- dusting, washing, waxing, and buffing
- Moving furniture, equipment, and supplies as needed
- Providing setup and breakdown of large spaces for special events
- Performing groundskeeping, snow and ice removal, and recycling
- Assuming responsibility for general security of building and/or spaces assigned
- Maintaining custodial and housekeeping supplies and reordering supplies through supervisor as needed
- Communicating and reporting to supervisors regarding safety hazards and custodial issues in a timely manner

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

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

Requirements for each position by program type

Appendix A outlines the minimum qualifications, license requirements, regulatory requirements, and the Fair Labor Standards Act (FLSA) status (whether or not the employee is exempt from requirements of the FLSA) for each program setting by position.

Next steps

Using the information and roles included in this Updated Classification Memo, Child Trends will develop and conduct a survey of the ECE workforce in Vermont to collect additional information about ECE workforce members' demographics, professional backgrounds, and wage and benefit information that is not available through state administrative data or other publicly available data. We will aim to recruit survey respondents from all of the roles outlined in this memo and across all settings (i.e., licensed community-based centers, licensed and registered FCC providers, CIS, public school settings, UPKs, and HSP/EHS programs). We will collaborate with the PAC to finalize key constructs for the workforce survey. Preliminary topics include: 1) program characteristics (e.g., child age groups served, hours of operation, enrollment, and benefits offered to staff), which program administrators will be asked about and 2) workforce characteristics (e.g., demographics, professional characteristics, and wages and benefits), which all ECE workforce staff members will be asked about. The PAC will help support outreach to ECE workforce members across all of the roles outlined in this Updated Classification Memo.

Appendix B: Updated Classification Memo- Minimum Qualifications and Requirement Tables

Table begins on the next page.

Director		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Have a baccalaureate degree • Have experience in supervision of staff, fiscal management, and administration • Complete 15 hours of professional development per year	Exemptions available (executive employee or administrative employee exemptions may apply)
Community-based centers (licensed)	• Be at least 21 years of age The program director of a Center Based Child Care & Preschool Program (CBCCPP) licensed to serve up to 12 children shall be qualified as a teacher associate. The program director of a CBCCPP licensed to serve 13-59 children shall be qualified as a teacher associate, and shall have completed either: • A Vermont Early Childhood and Afterschool Program Director Step One (1) Certificate; or • Successful completion of a 3 college credit course in program management for early care and education or for school age care and education, or in staff supervision related to early care and education of children; and a 3 college credit course in curriculum The program director of a CBCCPP licensed to care for 60 or more children shall be qualified as a teacher, shall have at least an additional 24 months of experience working with groups of children from grade 3 or younger, and shall have completed either: • A Vermont Early Childhood and Afterschool Program Director Step Two (2) Certificate or Vermont Early Childhood and Afterschool Program Director Credential, Step Three (3); or • Successful completion of a 3 college credit course in curriculum, and an additional 9 college credits in program management, staff supervision, administration, or human resource management The program director of a CBCCPP licensed for 13 or more children shall complete within 1 year of employment start date a 3 college credit course in managing an early care and education program that includes budgeting and financial management, approved by the Division; or the licensee shall employ a business manager as in the rule 7.6.1 of these regulations • Complete 15 hours of professional development per year	

Community-based FCCs (licensed)	• Be at least 18 years of ageA high school graduate or has completed a GED, and meets or exceeds 1 of the following qualifications: • At least a Vermont Early Childhood Career Ladder Level Two (2) or Level Three (3) A Certificate - OR • At least a current CDA (Child Development Associate Credential) from the National Council for Professional Recognition and 12 months experience working with groups of children grade 3 or younger - OR • At least a Child Care Certificate from Community College of Vermont and 12 months experience working with groups of children grade 3 or younger - OR • At least a Certificate of Completion from the Vermont Registered Child Care Apprenticeship Program - OR • At least successful completion of 12 college credits in content consistent with the core knowledge areas identified by Northern Lights Career Development Center (NLCDC) and 12 months experience working with groups of children grade 3 or younger • Have 15 hours of professional development per year	
Public schools	• Have a master's degree • Have leadership coursework • Have the coursework required for the specific administrator license • Have knowledge and application of school law, state regulations, and school board process to develop policies • Have leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders • To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented • An ETS Test Code 6990 is required for all educators seeking any administrator endorsement unless they have completed a post-baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement • Have 3 or more years of PK-12 teaching experience as a licensed educator	

CIS	• Have a bachelor's degree in a human services–related field • Have at least 3 years of professional experience with young children and their families • Have at least 2 years supervisory experience	
Assistant director		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	No information identified	Exemptions available (executive employee or administrative employee exemptions may apply)
Community-based centers (licensed)	No information identified	
Community-based FCCs (licensed)	No information identified	
Public schools	• Have a master's degree • Have leadership coursework • Have the coursework required for the specific administrator license • Have knowledge and application of school law, state regulations, and school board process to develop policies • Have leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders • To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented • An ETS Test Code 6990 is required for all educators seeking any administrator endorsement unless they have completed a post-baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement • Have 3 or more years of PK-12 teaching experience as a licensed educator	

CIS	No information identified	
Site manager		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Have a bachelors or advanced degree in early childhood education OR • Bachelors or advanced degree and equivalent coursework in early childhood education with early education teaching experience	Exemptions available (executive employee or administrative employee exemptions may apply)
Community-based centers (licensed)	No information identified	
Community-based FCCs (licensed)	No information identified	
Public schools	No information identified	
CIS	No information identified	
Business manager		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Be a certified public accountant OR • Have a baccalaureate degree in accounting, business, fiscal management, or a related field	Exemptions available (executive employee or administrative employee exemptions may apply)
Community-based centers (licensed)	• Have an associates degree in business	
Community-based FCCs (licensed)	No information identified	
Public schools	No information identified	

CIS	No information identified	
Education manager		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Have a baccalaureate or advanced degree in early childhood education OR • Baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience • Complete 15 hours of professional development per year	Exemptions available (executive employee or administrative employee exemptions may apply)
Community-based centers (licensed)	No information identified	
Community-based FCCs (licensed)	Not applicable	
Public schools	• Have a master's degree • Have leadership coursework • Have coursework required for the specific administrator license • Have knowledge and application of school law, state regulations, and school board process to develop policies • Have leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders • To add this endorsement as an additional administrator endorsement, a 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented • An ETS Test Code 6990 is required for all educators seeking any administrator endorsement unless they have completed a post-baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement • Have 3 or more years of licensed PK-12 teaching experience • Have advance study and experiences in curriculum instruction and assessment	
CIS	No information identified	
Health manager		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Have a baccalaureate degree, preferably related to the discipline they oversee • Complete 15 hours of professional development per year	Exemptions available

Community-based centers (licensed)	Not applicable	(learned employee exemptions may apply)
Community-based FCCs (licensed)	Not applicable	
Public schools	No information identified.	
CIS	• Have a bachelor’s degree or master’s degree in social work, psychology, counseling, nursing, child development, or other related human service field • Have licensure in clinical field or be working toward licensure	
Special education coordinator		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Have a baccalaureate degree, preferably related to the discipline they oversee • Complete 15 hours of professional development per year	Exemptions available (learned employee exemptions may apply)
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	

Public schools	• Have a master's degree • Have leadership coursework • Have coursework required for the specific administrator license • Have leadership experience evidenced by documentation of 300 hours of supervised field experience that shows competency in the Core Leadership Standards through evidence aligned to each of the Professional Standards for Educational Leaders • A 60-hour practicum is required when 60 hours of professional experience in the endorsement area is not documented • An ETS Test Code 6990 is required for all educators seeking any administrator endorsement unless they have completed a post-baccalaureate degree in educational leadership, completed a ROPA-approved teacher leadership program, or hold a current administrator endorsement • Complete 15 hours of professional development per year	
CIS	• Have a bachelor's degree in special education, early education, or early childhood development; or physical or occupational therapy, speech and language the social work, or other related human services field • Have a minimum of at least 2 years of experience providing direct services to children under the age of 2 with disabilities or special needs and their families • Have current Vermont CIS-EI certification, another state's equivalent, or an Early Childhood Special Education license endorsement	
Early intervention coordinator		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Have a baccalaureate degree, preferably related to the discipline they oversee • Complete 15 hours of professional development per year	Exemptions available (learned employee exemptions may apply)
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	
Public schools	Unspecified/not applicable	

CIS	• Have a bachelor's degree in special education, early education, or early childhood development; or physical or occupational therapy, speech and language the social work, or other related human services field • Have a minimum of at least 2 years of experience providing direct services to children under the age of 3 with disabilities or special needs and their families • Have current Vermont CIS-EI certification, another state's equivalent, or an Early Childhood Special Education license endorsement	
------------	--	--

Teaching Staff Roles			
Preschool teacher			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Head Start programs must meet licensing requirements in Vermont; see the information in the “Licensed Centers” column for additional detail <u>HSP</u> • Have an associate’s degree in child development or early childhood education or equivalent • Have the competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children’s progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five • Create individual professional development plans • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development	UPK classrooms must meet licensing requirements in Vermont; see the information in the “Licensed Centers” column for additional detail • Teachers must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education • In private center-based programs, there must be at least one teacher who holds a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education • UPK teachers must complete 15 hours of annual professional development activities	Exemptions available (learned employee exemption may apply)

Community-based centers (licensed)	<u>Teacher</u> • Be at least 20 years of age • Have a Vermont Early Childhood Career Ladder Level Four (4) A or B Certificate OR • Bachelor's degree from an accredited college with a major or concentration in early childhood, child or human development, elementary education, special education with a birth to 8 years of age focus, or child and family services and at least 12 months experience working with groups of children from grade 3 or younger OR • At least a bachelor degree from an accredited college with at least successful completion of 30 college credits with an early childhood or school-age focus and at least 12 months experience working with groups of children from grade 3 or younger OR • Hold at least a current Vermont Agency of Education teaching license with an endorsement in early childhood, early childhood special education, or elementary education • Have current infant/child CPR and First Aid certification • Complete 15 hours of annual professional development activities <u>Teacher Associate</u> • Be at least 20 years of age • Have a Vermont Early Childhood Career Ladder Level 3 Certificate; OR • Associate degree from an accredited college with a major or concentration in Early Childhood, Child or Human Development, Elementary Education, or Child and Family Services and at least twelve (12) months experience working with groups of children from grade three (3) or younger; OR • At least a Certificate of Completion from the Registered Child Care Apprenticeship Program; OR • At least a Child Care Certificate from the Community College of Vermont and at least twelve (12) months experience working with groups of children from grade three (3) or younger; OR • At least successful completion of twenty-one (21) college credits with an early childhood or school age focus and at least twelve (12) months experience working with groups of children from grade three (3) or younger.		Exemptions available (learned employee exemption may apply)
Community-based FCCs (licensed)	See FCC-specific role below		Exemptions available (learned employee exemption may apply)

Public schools	• Have a bachelor's degree • Have a passing score on the ETS Praxis Early Childhood Education Test: Multiple Subjects or Elementary Education test: Multiple Subjects • Teachers must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education		Exemptions available (learned employee exemption may apply)
Infant/toddler teacher			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Head Start programs must meet licensing requirements in Vermont; see the information in the "Licensed Centers" column for additional detail <u>EHS</u> • Have a CDA credential or comparable credential • Have training or equivalent coursework in early childhood development with a focus on infant and toddler development • Have competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five • Create individual professional development plans • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development	Not applicable	Exemptions available (learned employee exemption may apply)

Community-based centers (licensed)	<u>Teacher</u> • Be at least 20 years of age • Have a Vermont Early Childhood Career Ladder Level Four (4) A or B Certificate OR • Bachelor's degree from an accredited college with a major or concentration in early childhood, child or human development, elementary education, special education with a birth to 8 years of age focus, or child and family services and at least 12 months experience working with groups of children from grade 3 or younger OR • At least a bachelor's degree from an accredited college with at least successful completion of 30 college credits with an early childhood or school-age focus and at least 12 months experience working with groups of children from grade 3 or younger OR • Hold at least a current Vermont Agency of Education teaching license with an endorsement in early childhood, early childhood special education, or elementary education • Have current infant/child CPR and First Aid certification • Complete 15 hours of annual professional development activities <u>Teacher Associate</u> Same as teacher associate requirements listed in preschool teacher category.		Exemptions available (learned employee exemption may apply)
Community-based FCCs (licensed)	See FCC-specific role below		Exemptions available (learned employee exemption may apply)
Public schools	Not applicable		Exemptions available (learned employee exemption may apply)
Registered FCC provider			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Not applicable	UPK classrooms must meet licensing requirements in Vermont; see the information in the "Licensed Centers" column for additional detail	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	Not applicable	• Licensed or registered FCC home operators must hold a	Exemptions available (learned employee exemption may apply)

Community-based FCCs (licensed)	• Be at least 18 years of age • Be a high school graduate or have completed a GED • Have a Vermont Early Childhood Career Ladder Level One (1) Certificate or higher OR • Fundamentals for Early Childhood Professionals' course OR • CDA Credential OR • Child Care Certificate from Community College of Vermont • Have 12 college credits in content consistent with the core knowledge areas identified by NLCDC • Complete 15 hours of annual professional development activities	valid Vermont educator license with an endorsement in either early childhood education or early childhood special education • Licensed or registered FCC home operators must ensure unlicensed teachers must receive 3 hours of training and supervision from a licensed teacher per week • UPK teachers must complete 15 hours of annual professional development activities	Exemptions available (learned employee exemption may apply)
Public schools	Unspecified/not applicable		Exemptions available (learned employee exemption may apply)
Licensed FCC provider			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	• Have previous ECE experience • Have the competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five • Be enrolled in FCC CDA program or state equivalent OR • Be enrolled in an associate or baccalaureate degree program in child development or early childhood education prior to beginning service provision AND • Acquire FCC CDA within 18 months of beginning to provide services • Create individual professional development plans • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development	UPK classrooms must meet licensing requirements in Vermont; see the information in the "Licensed Centers" column for additional detail • Licensed or registered FCC home operators must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education • Licensed or registered FCC home operators must ensure unlicensed teachers must receive 3 hours of training and supervision from a licensed teacher per week	Exemptions available (learned employee exemption may apply)

Community-based centers (licensed)	Not applicable	• UPK teachers must complete 15 hours of annual professional development activities	Exemptions available (learned employee exemption may apply)
Community-based FCCs (licensed)	• Be at least 18 years of age • Be a high school graduate or have completed a GED • Have a Vermont Early Childhood Career Ladder Level Two (2) or Level Three (3) A Certificate OR • Current CDA from the National Council for Professional Recognition and 12 months experience working with groups of children grade 3 or younger OR • Child Care Certificate from Community College of Vermont and 12 months experience working with groups of children grade 3 or younger OR • Certificate of Completion from the Vermont Registered Child Care Apprenticeship Program OR • 12 college credits in content consistent with the core knowledge areas identified by NLCDC and 12 months experience working with groups of children grade 3 or younger • Complete 15 hours of annual professional development activities		Exemptions available (learned employee exemption may apply)
Public schools	Unspecified/not applicable		Exemptions available (learned employee exemption may apply)

Assistant teacher			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Head Start programs must meet licensing requirements in Vermont; see the information in the “Licensed Centers” column for additional detail HSP • Have a CDA credential or a State-awarded certificate that meets or exceeds the requirements for a CDA credential OR • Be enrolled in a program that will lead to an associate or baccalaureate degree OR • Be enrolled in a CDA credential program to be completed within two years of the time of hire • Have the competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children’s progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five • Create individual professional development plans • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development	UPK classrooms must meet licensing requirements in Vermont; see the information in the “Licensed Centers” column for additional detail • Teachers must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education • In private center-based programs, there must be at least one teacher who holds a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education • UPK teachers must complete 15 hours of annual	Exemptions available (learned employee exemption may apply)

Community-based centers (licensed)	• Be at least 18 years of age • Be a high school graduate or have completed a GED • Have a Vermont Early Childhood Career Ladder Level One (1) or Two (2) Certificate OR • current CDA and at least 12 months experience working with groups of children from grade 3 or younger OR • State Board of Education approved Human Services Program Certificate that emphasizes child development or early childhood education and at least 12 months experience working with groups of children from grade 3 or younger OR • Successful completion of the Fundamentals for Early Childhood Professionals' course or the Vermont Afterschool Essentials Certificate and at least 12 months experience working with groups of children from grade 3 or younger OR • Successful completion of a 3 college credit course in child or human development or a 3 college credit course for school age care and education and at least 12 months experience working with groups of children from grade 3 or younger • Have current infant/child CPR and First Aid certification • Complete 15 hours of annual professional development activities	professional development activities	Exemptions available (learned employee exemption may apply)
Community-based FCCs (licensed)	See FCC-specific role below		Exemptions available (learned employee exemption may apply)
Public schools	Unspecified/not applicable		Exemptions available (learned employee exemption may apply)
FCC Assistant			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Unspecified/not applicable	UPK classrooms must meet licensing requirements in Vermont; see the information in the "Licensed Centers" column for additional detail	Exemptions available (learned employee exemption may apply)

Community-based centers (licensed)	Not applicable		Exemptions available (learned employee exemption may apply)
Community-based FCCs (licensed)	• Be at least 18 years of age • Be a high school graduate or have completed a GED and the Fundamentals for Early Childhood Professionals' course within the first 12 months of employment OR • Be a high school graduate or have completed a GED and has successfully completed at least 3 college credits in content consistent with the core knowledge areas identified by NLCDC within the first 12 months of employment • Be enrolled in or is a high school graduate and graduate from a State Board of Education approved Human Services Certificate Program that emphasizes child development or early childhood education • Complete 15 hours of annual professional development activities	• Licensed or registered FCC home operators must hold a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education • Licensed or registered FCC home operators must ensure unlicensed teachers must receive 3 hours of training and supervision from a licensed teacher per week • UPK teachers must complete 15 hours of annual professional development activities	Exemptions available (learned employee exemption may apply)
Public schools	Unspecified/not applicable		Exemptions available (learned employee exemption may apply)
Aide			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Unspecified/not applicable	UPK classrooms must meet licensing requirements in Vermont; see the information in the "Licensed Centers" column for additional detail	Rarely exempt
Community-based centers (licensed)	• Be at least 18 years of age • Comprehend basic written format • Be a high school graduate or have completed a GED • Complete Fundamentals for Early Childhood Professionals' course or the Vermont Afterschool Essentials Certificate within the first 12 months of employment OR • Be a high school graduate or have completed a GED and successful completion of a 3 college credit course in child or human development or in school age care and education within the first 12 months of employment • Have current infant/child CPR and First Aid certification • Complete 15 hours of annual professional development activities		Rarely exempt

Community-based FCCs (licensed)	• Be at least 18 years of age • Comprehend basic written format • Be a high school graduate or have completed a GED • Complete Fundamentals for Early Childhood Professionals' course or the Vermont Afterschool Essentials Certificate within the first 12 months of employment OR • Be a high school graduate or have completed a GED and successful completion of a 3 college credit course in child or human development or in school age care and education within the first 12 months of employment • Complete 15 hours of annual professional development activities		Rarely exempt
Public schools	Unspecified/not applicable		Rarely exempt
Trainee			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Unspecified/not applicable	UPK classrooms must meet licensing requirements in Vermont; see the information in the "Licensed Centers" column for additional detail	Rarely exempt
Community-based centers (licensed)	• Be at least 15 years of age • Comprehend basic written format • Be a high school graduate or have completed a GED and Fundamentals for Early Childhood Professionals' course or the Vermont Afterschool Essentials Certificate within the first 12 months of employment OR • Be a high school graduate or have completed a GED and successful completion of a 3 college credit course in child or human development or in school age care and education within the first 12 months of employment - OR • Be enrolled in or have received a State Board of Education approved Human Services Program Certificate that emphasizes child development or early childhood education • Have current infant/child CPR and First Aid certification • Complete 15 hours of annual professional development activities		Rarely exempt

Community-based FCCs (licensed)	• Comprehend basic written format • Be at least 17 years of age and enrolled in a State Board of Education approved Human Services Certificate Program that emphasizes child development or early childhood education OR • Be at least 17 years of age and a graduate from a State Board of Education approved Human Services Certificate Program that emphasizes child development or early childhood education OR • Be at least 18 years of age and enrolled in a State Board of Education approved Human Services Certificate Program that emphasizes child development or early childhood education • Complete 15 hours of annual professional development activities		Rarely exempt
Public schools	Unspecified/not applicable		Rarely exempt
Substitute			
	Minimum qualifications, license requirements, and regulatory requirements		FLSA status
	Non-UPK	UPK	
HSP/EHS programs	Unspecified/not applicable	UPK classrooms must meet licensing requirements in Vermont; see the information in the “Licensed Centers” column for additional detail	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	• Be at least 18 years of age • Comprehend basic written format • Be a high school graduate or have completed a GED • Have current infant/child CPR and First Aid certification • Complete 15 hours of annual professional development activities		Exemptions available (learned employee exemption may apply)
Community-based FCCs (licensed)	• Be at least 18 years of age • Comprehend basic written format • Be a high school graduate or have completed a GED		Exemptions available (learned employee exemption may apply)
Public schools	• Be at least 18 years of age • Comprehend basic written format • Be a high school graduate or have completed a GED		Exemptions available (learned employee exemption may apply)

Family Support Staff Roles

Home visitor		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree - AND • Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families • Complete 15 hours of professional development per year	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	Not applicable	
Public schools	Not applicable	

CIS	• Have a bachelor's degree in social work, psychology, nursing, or other related human services field with limited experience AND • CDA or other relevant certification OR • Have a master's degree in social work, psychology, nursing, or other related human services field with at least two years of relevant experience • Have licensure in clinical field or be working toward licensure	
Family Service Staff		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Within eighteen months of hire, at a minimum, have a credential or certification in social work, human services, family services, counseling or a related field • Complete 15 hours of professional development per year	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	No information identified	
Public schools	Not applicable	
CIS	• Have a master's degree in social work OR • Bachelor's degree AND 18 months of human services casework, including at least 6 months with a child or youth services caseload where duties included direct responsibility for client intake, assessment, plan development, monitoring, service procurement, and case closure in a formal human services delivery system OR • Satisfactory completion of 12 to 18 months experience as a Family Services Worker trainee in DCF	

Specialist Roles

Child development specialists		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• (FCC only) Have a baccalaureate degree in child development, early childhood education, or a related field • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	
Public schools	Unspecified/not applicable	
CIS	Unspecified/not applicable	
Social worker		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Within 18 months of hire, have a credential or certification in social work, human services, family services, counseling or a related field • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	

Public schools	• Meet the provisions for professional practice set by NASW and possess knowledge and understanding basic to the social work profession as well as the education system • Have a master’s degree in social work from an accredited program, or the equivalent AND • Supervised internship experience (600 clock hours) in social work with a minimum of 60 hours of experience in school social work in each an elementary (PK-6) AND • A middle/secondary (7-12) setting, under the supervision of a licensed school social worker, or the school-based equivalent	
CIS	Unspecified/not applicable	
Early intervention provider		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	Unspecified/not applicable	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	
Public schools	Unspecified/not applicable	
CIS	Have a bachelor's degree in special education, early education, or early childhood development; or physical or occupational therapy, speech and language the social work, or other related human services field • Have current Vermont CIS-EI certification, another state’s equivalent, or an Early Childhood Special Education license endorsement	
Special education provider		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	Unspecified/not applicable	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	

Public schools	• Have a bachelor’s degree • Practicum (60 hours), or the equivalent, in early childhood special education at both the infant/toddler (birth to age 2) AND preschool (age 3 to age 6) levels • Have a passing score on the ETS Praxis Early Childhood Education Test: Multiple Subjects or Elementary Education test: Multiple Subjects	
CIS	Have a bachelor's degree in special education, early education, or early childhood development; or physical or occupational therapy, speech and language the social work, or other related human services field • Have current Vermont CIS-EI certification, another state’s equivalent, or an Early Childhood Special Education license endorsement	
Health practitioners		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Be a licensed or certified health professional • Be a registered dietician or nutritionist with appropriate qualifications • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development <u>Mental Health Consultants</u> • Be licensed or under the supervision of a licensed mental health professional • Have knowledge of, and experience in, serving young children and their families	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	
Public schools	• Have a nationally accredited, four-year nursing program degree	
CIS	Unspecified/not applicable	

Auxiliary Roles

Administrative assistant		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	No information identified	Rarely exempt
Community-based centers (licensed)	No information identified	
Community-based FCCs (licensed)	No information identified	
Public schools	No information identified	
CIS	No information identified	
Fiscal staff		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	• Be a certified public accountant OR • Have a baccalaureate degree in accounting, business, fiscal management, or a related field • Complete 15 hours of professional development per year • Complete annual trainings on mandatory reporting and social emotional development	Exemptions available (learned employee exemption may apply)
Community-based centers (licensed)	No information identified	
Community-based FCCs (licensed)	No information identified	
Public schools	No information identified	
CIS	No information identified	
Cook		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	Unspecified/not applicable	Rarely exempt

Community-based centers (licensed)	• Have knowledge of nutritional requirements, sanitary food preparation, storage and clean-up • Adhere to the CBCCPP's policies related to food safety and food and nutrition	
Community-based FCCs (licensed)	• Have knowledge of nutritional requirements, sanitary food preparation, storage and clean-up • Adhere to the CBCCPP's policies related to food safety and food and nutrition	
Public schools	Unspecified/not applicable	
CIS	No information identified	
Bus Driver		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	Unspecified/not applicable	Rarely exempt
Community-based centers (licensed)	• Have a valid operator's license that is appropriate for the vehicle • Have a valid commercial driver's license with a passenger endorsement required if transporting 16 or more persons, including the driver, at one time	
Community-based FCCs (licensed)	• Have a valid operator's license that is appropriate for the vehicle • Have a valid commercial driver's license with a passenger endorsement required if transporting 16 or more persons, including the driver, at one time	
Public schools	Unspecified/not applicable	
CIS	No information identified	
Custodian		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	Unspecified/not applicable	Rarely exempt
Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	
Public schools	Unspecified/not applicable	
CIS	No information identified	
Maintenance worker		
	Minimum qualifications, license requirements, and regulatory requirements	FLSA status
HSP/EHS programs	Unspecified/not applicable	Rarely exempt

Community-based centers (licensed)	Unspecified/not applicable	
Community-based FCCs (licensed)	Unspecified/not applicable	
Public schools	Unspecified/not applicable	
CIS	No information identified	

Appendix C: Workforce Survey Methods

In March 2026 we conducted an online, public survey of ECE and public-school staff working in Vermont using REDCap, a secure web-based survey platform. The survey serves as the primary method for comparing the wages and benefits of the Head Start workforce with the broader ECE workforce in Vermont.

Survey development

We developed the survey using the roles and role categories outlined in the *Updated Classification Memo*, as well as drawing survey questions from prior state workforce surveys conducted by Child Trends. We also consulted with the Project Advisory Committee (PAC) to identify key constructs of interest, and members of the PAC reviewed the full survey and provided feedback and revisions to improve questions for clarity and better reflect Vermont's ECE context.

Key survey constructs included:

- Wage and salary information
- Fringe benefits (including insurance, paid time off, financial supports, etc.)
- Demographics and professional characteristics

The survey focused on staff members who regularly work with children in licensed or registered child care programs, such as CBCCPP settings and FCC programs, preschool and kindergarten teachers in public schools, Head Start and Early Head Start programs, and Universal PreK (UPK) programs across these settings.

Survey recruitment

We used a two-pronged approach to recruit participants to complete the workforce survey. First, our project officer at VHSCO worked with CDD to obtain email addresses for directors and owners of ECE programs (center-based and FCCs) across the state. Using this contact information, we emailed these directors and owners public links to the survey and encouraged them to complete the survey and distribute the survey to their staff to complete. For the second approach, we disseminated the public survey link using trusted channels in Vermont, including established listservs, local conferences, and direct emails from PAC members to their colleagues in Head Start programs, public schools, UPK coordinators, etc.

We offered incentives to encourage survey responses. We provided a \$15 gift card to the first 150 respondents to complete the survey (after being initially screened for authenticity). We also raffled off an additional 50 \$15 gift cards, for which all other participants who completed the survey and were not part of the initial 150 respondents were eligible.

Survey analysis

Data cleaning and preparation

We kept the workforce survey open for five weeks (3/4/26 – 4/6/26). After closing the survey, we cleaned the data and created or recoded variables to more easily analyze the wages and benefits data. If a respondent did not answer a question, we coded the response as missing for that variable. If the respondent did not receive the question due to skip logic, we coded the response as “not applicable” instead of missing. For variables with the option of write-in text, we recoded the text responses as one of the existing

options when appropriate. If the text responses did not fit within the existing options, we recoded their response as “other.” Additionally, we reviewed the descriptive information for each variable. If we identified any unusual or impossible values (e.g., values out of the possible range), we either recoded the values as a missing value or as a corrected value (where obvious). We also removed any respondents who triggered a hidden question indicating a bot respondent.

During our detailed cleaning we noticed a collection of inauthentic responses through patterns in responses that were illogical. We flagged respondents as potential inauthentic respondents if they met any of the following criteria:

- Zip codes not located in Vermont or nearby surrounding states
- Zip codes that did not match respondents’ reported county
- Written-in role titles that exactly matched the examples provided in the survey question (including capitalization) and an email that combined jumbled letters and numbers
- Program names that use the naming pattern “[city or county name] [young child related phrase] Child Care or Preschool” (e.g. Canaan Tiny Tots Child Care) and were not found when searched via Google or Building Bright Futures’ child care search tool

We then reviewed those individual survey responses for verifiable information (e.g. a valid program name). After this detailed review process, we excluded a total of 217 respondents that met the inauthentic criteria. In preparation for our analyses, we also created new variables to standardize wage and salary data reported by respondents. In the survey, we gave respondents the option of reporting their income using a variety of units (i.e., annually, monthly, semi-monthly, bi-weekly, weekly, or hourly) and asked about their hours worked to convert their reported pay to their hourly wage. FCC providers reported their pay as an estimated percent of their annual household income.

Data analyses

We analyzed the survey data using primarily descriptive analyses (i.e., percentage, means, median, range and interquartile range and standard deviation). We also used tests of statistical significance, specifically the Mann-Whitney-Wilcoxon rank sum test for median wage and Fisher’s exact test for proportions, to understand the differences in wages and benefits across staff roles in ECE settings and public schools. Throughout the memo, statistical significance is at the alpha 0.05 level and indicated with an *. One member of our team conducted these analyses in Stata (a statistical analysis software) and met with the project team weekly to discuss methodological decisions. A different member of the team conducted a quality control review to ensure the coding and analyses were accurate and aligned with best practices.

After reviewing data tables, the project team met to identify and discuss key findings and learnings to present in this memo.

Analyses were conducted by self-reported setting and by role title. We identified these roles initially through the Updated Classification Memo and subsequently worked with the PAC to refine the list of roles into generalized roles titles that would likely have similar qualifications and job requirements. We recoded similar roles into one broader role category in order to protect the confidentiality of the respondents (see Table C1 for the role titles included in the recoded category). Before combining role titles into a larger categories, we verified the roles had similar qualification requirements using the qualification tables from the Updated Classification Memo. In some cases, respondents selected roles in multiple categories; when that happened, we recoded their role category under their likely highest paying role category. We assumed administrator roles were the highest paid, followed by teaching roles, then specialist roles, then auxiliary roles. See Table C1 for the role classification we used in analysis.

Table C1. Role classification used in analysis

Administrators	Teachers	Specialists	Auxiliary staff
• Directors: Directors, assistant directors, FCC owners, UPK coordinators • Managers: Education manager, health manager, special education coordinator, etc.	• Pre-k and K teachers: lead teacher, licensed teacher, co-teacher • I/T teachers: lead teacher, licensed teacher, co-teacher • Assistant teachers and aides: associate teacher, assistant teacher, aide • FCC providers: registered FCC provider, licensed FCC provider, FCC assistant • Trainees, substitutes, and other roles: Trainees, substitutes, or any respondents that selected none of the above.	• Specialists: family service staff, home visitor, social worker, child development specialist, health practitioner, special education provider, early intervention provider	• Auxiliary staff: cook, bus driver, administrative assistant, fiscal staff, custodian, maintenance worker

Throughout our analyses, small sub-sample sizes were a challenge across some role categories (e.g., specialists) and some settings (e.g., CIS). We compare findings across roles and settings when possible (i.e., when the ns for roles across settings are >10). However, when the sample sizes are too small to compare, we combined roles in role categories (e.g. teacher, administrator, specialist, auxiliary) for comparison. Although we initially planned to analyze wage and benefit data by settings that were designated as UPK settings and those that were not (e.g. UPK EHS/HS and Non-UPK EHS/HS), the majority of the sample reported that the programs they worked had UPK designations. We did not disaggregate the analyses by UPK status because the sub-sample became very small and potentially identifiable when analyzing by setting, UPK status, and role. Similarly, we do not disaggregate wage and benefit data by geography due to the sample size limitations.

Although weighting data is a common approach to dealing with small sub-sample sizes, some of the sample sizes were too small to use weights and the creation and definition of weights was out of the scope of our analysis (time and budget-wise). Therefore, the findings are not generalizable to the full ECE workforce in VT.

Appendix D: Workforce Survey

Consent information

Purpose of this survey: Child Trends, a non-profit research organization, is partnering with the Vermont Child Development Division (CDD) and the Head Start Collaboration Office to gather information about wages and benefits staff receive through their work in early care and education (ECE) programs and public schools across Vermont. The results from this survey will be used to inform possible adjustments to wages and benefits for staff working in Head Start programs in Vermont.

Choosing to participate in the survey:

- By completing the following survey, you are voluntarily choosing to participate. You can choose to skip any question that makes you uncomfortable or stop the survey at any time.
- This survey should take you less than 10 minutes to complete.
- Your choice to participate in the survey—and your responses—will not affect your relationship with CDD or your role working in an ECE program.
- **As a thank you for your participation**, the first 150 people to complete this survey will receive a \$15 electronic gift card. If you are not one of the first 150 people to complete the survey, you will be entered into a lottery for a chance to win one of fifty electronic gift cards. **Participants cannot receive more than one gift card.** Survey responses will be assessed for valid content before respondents receive their e-gift card or are entered into the gift card lottery, and no gift cards will be sent to those whose responses indicate they were not eligible to participate.

Possible benefits and risks: Your responses to this survey will help CDD understand what wages and benefits look like for staff working in ECE programs across the state. There is a chance that you may feel uncomfortable answering certain questions. There are no right or wrong answers. You can choose to skip any question(s) that you do not want to answer or end the survey at any time.

Your Privacy: We will make every effort to keep the data from this survey confidential; no one outside of Child Trends team will see your individual information. At the end of the project, we will write a report summarizing what we learned from the responses to this survey. The report will not include your name or any other information that would identify you or your program.

Questions: If you have any questions about the survey or the study, please contact Kate Steber, the study's Principal Investigator at Child Trends, at ksteber@childtrends.org. You may also contact the Child Trends Institutional Review Board that approved this study by email (irbparticipant@childtrends.org), phone (855-288-3506), or mail (12300 Twinbrook Parkway, Suite 235, Rockville, MD 20852).

I have read and understood the above and agree to participate in this survey. *[Required question to appear before launching into the Workforce Survey]*

- **Yes**, I agree to complete the survey
- **No**. I do not want to complete the survey
 - → Thank you for your interest in this survey! We understand that you would not like to complete the survey at this time. Please reach out to our study's Principal Investigator Kate Steber at ksteber@childtrends.org if you have any questions.

Role screener

Thanks for your interest in this study! These first few questions are about your **role** and **program setting**.

Role / job title

1. Do you currently work at any of the following settings? (Select all that apply)
 - a. Head Start Preschool center-based program
 - b. Head Start Preschool FCC program
 - c. Home-based Head Start (home visiting)
 - d. Early Head Start center-based program
 - e. Early Head Start Preschool FCC program
 - f. Community-based child care center
 - g. Community-based family child care
 - h. Pre-K program in a public school (PreK)
 - i. Children's Integrated Services
 - j. None of the above [**STOP survey; ineligible**]
2. Does the child care program/s you work at have a universal pre-K (UPK) designation?
 - a. Yes
 - b. No
 - c. I don't know
3. How many programs do you work at or provide services to?
_____ (must be integer)
4. Do you hold more than one role serving 0-6 year olds at your program? (For example, serving as a Lead teacher and your program's Universal PreK Coordinator.)
 - a. Yes
 - b. No
5. Please select which role category(ies) you currently work in. (select all that apply)
 - a. **Teaching staff:** Teacher, Associate teacher, Assistant teacher, Registered family child care provider, Licensed family child care provider, Family child care assistant, Aide, Trainee, Substitute
 - b. **Program administrators:** Program director, Site manager, Assistant director, Early intervention coordinator, CIS coordinator, fiscal manager
 - c. **Specialists and comprehensive family support staff:** Health practitioners, Mental health specialist, Early intervention provider, Child care coordinator, social worker, occupational therapist, nurse home visitor, Home visitor, Family support worker
 - d. **Auxiliary staff:** Administrative assistant, Cook, Bus driver, Custodian, Maintenance worker
 - e. None of the above [**STOP; ineligible**]
6. [**If 5b (Program administrators)**] Please select the role that best fits your main job duties:
 - a. **Director** (similar titles include: center director, FCC director, CIS coordinator, Principal)
 - b. **Assistant director** (similar titles include FCC manager, assistant principal, [add other CIS title here pending memo])
 - c. **Site manager** (similar titles include UPK coordinator, ERSEA coordinator)
 - d. **Business manager** (similar titles include Fiscal officer, finance manager, FCC owner, fiscal agent)

- e. **Education manager** (similar titles include: content area manager, education coordinator/manager, child care coordinator, curriculum manager, instructional coach)
 - f. **Health manager** (similar titles include: mental health manager, behavior specialist)
 - g. **Early intervention coordinator** (Early intervention coordinator, community/parent/family resource coordinator)
 - h. **Special education coordinator** (similar title include: Disabilities coordinator)
 - i. None of the above
7. **[If 5a (teaching staff)]** Please select the role that best fits your main job duties:
- a. **Registered family child care provider**
 - b. **Licensed family child care provider**
 - c. **Family child care assistant**
 - d. **Kindergarten teacher**
 - e. **Pre-K teacher** (similar titles include: Lead teacher, teacher, licensed teacher)
 - f. **Infant/toddler teacher** (similar titles include: Lead teacher, teacher, licensed teacher)
 - g. **Assistant teacher** (similar titles include: associate teacher)
 - h. **Aide** (similar titles include: program aide, floater, instructional aide, paraeducator)
 - i. **Trainee**
 - j. **Substitute**
 - k. None of the above
8. **[If 5c (specialists or comprehensive family support staff)]** Please select the role that best fits your main job duties:
- a. **Family service staff** (similar titles include: Family support specialist, family liaison, family engagement coordinator, family advocate)
 - b. **Home visitor**
 - c. **Social worker** (similar titles include: school psychologist, guidance counselor)
 - d. **Child development specialist**
 - e. **Health practitioner** (similar titles include: nurse home visitor, school nurse, mental health specialist, occupational, therapist, speech therapist, dietician)
 - f. **Special education provider** (similar title includes: disabilities specialist)
 - g. **Early intervention provider**
 - h. None of the above
9. **[If 5d (auxiliary staff)]** Please select the role that best fits your main job duties:
- a. **Administrative assistant**
 - b. **Fiscal staff** (includes: staff accountant, bookkeeper, fiscal coordinator/assistant)
 - c. **Cook**
 - d. **Bus driver**
 - e. **Custodian**
 - f. **Maintenance worker** (includes: facilities assistant)
 - g. None of the above
10. Please share your official position title:
- _____
11. Which age groups of children do **you regularly work with?** (*Select all that apply.*)
- a. Infants (0-15 months old)
 - b. Toddlers (16-35 months old)
 - c. 3-year-olds
 - d. 4- or 5-year-olds not yet in kindergarten
 - e. School-age children (i.e., kindergarten and up)

12. [If 5a, b, d (Admins, teaching staff, auxiliary staff)] What county is your program located in?
[drop down list of VT counties]
13. [If 5a, b, d (Admins, teaching staff, auxiliary staff)] What Zip code is your program located in?

14. [if 5c (Specialists, family support staff)] Do you work in more than one county? [yes/no]
15. [if 5c (Specialists, family support staff) and 14 is No] Please select the county you work in. [if 5c (Specialists, family support staff) and 14 is Yes] Please select the counties you work in. (select all that apply)

Professional characteristics

16. [If respondents works at 1 program] What is the name of the child care program you currently work at?
17. [Directors only]] What is the license number of the program you currently work at? _____
18. How many years have you worked in your current role?
- a. Less than 1 year
 - b. 1 year
 - c. 2 years
 - d. 3 years
 - e. 4 years
 - f. 5 years
 - g. 6 years
 - h. 7 years
 - i. 8 years
 - j. 9 years
 - k. 10 years
 - l. More than 10 years
19. How many years **total** do you have paid experience working with children in early care and education (including working at other programs, etc.)?
_____ (years – must be integer)
20. **To the best of your knowledge**, what sources of public funding does your program receive? (Select all that apply)
- a. Child Care Financial Assistance Program (CCFAP)
 - b. Public pre-K (UPK)
 - c. Head Start and/or Early Head
 - d. None of the above
21. On an average week, approximately how many hours do you work in your role that you are paid for?
_____hours per week
22. Approximately how many hours of overtime do you work per week?
_____hours per week

23. What type of compensation do you receive for overtime worked?

- a. **Time and a half** (employees earn 1.5 times (or 50% more than) their normal hourly wage for hours worked beyond the standard work week)
- b. **Straight pay** (employees earn their normal hourly wage for any overtime work)
- c. **Not paid for overtime work**

24. How many months per year do you work in your role? (If you're relatively new to this program, how many months per year are you expected to work?)

_____ months per year [validation: integer between 1-12]

Education and credentials

25. What is the **highest level** of education you have **completed**?

- a. 8th grade or less
- b. 9th-12th grade, no diploma
- c. High school diploma or equivalent (e.g., GED)
- d. Some college, no degree
- e. Associate degree (e.g., A.A. or A.S.)
- f. Bachelor's degree (e.g., B.A. or B.S.)
- g. Some graduate school, no degree
- h. Graduate or professional degree (e.g., M.A., M.S., Ph.D., Ed.D., JD)

26. **[If selected "d" - "h" in Q24]:** What was your major or field of study for the highest degree you have or studied for? *(select all that apply)*

- a. Business
- b. Child development, family studies/sciences, or psychology
- c. Early childhood education
- d. Elementary education
- e. Policy
- f. Social work
- g. Special education
- h. Other (please specify): _____

27. Which of the following early childhood professional credentials or certificates do you *currently* have? *(select all that apply)*

- a. Child Care Certificate from Community College of Vermont
- b. Program Director Credential from Community College of Vermont
- c. Child Development Associate (CDA) credential
 - i. What type of Child Development Associate (CDA) credential do you currently have? *(select all that apply)*
 - 1. Infant-Toddler
 - 2. Preschool
 - 3. Family Child Care
 - 4. Home Visitor
- d. Vermont Registered Child Care Apprenticeship Program Certificate of Completion
- e. Other professional credential/certificate that qualifies me to work with young children (not including a postsecondary degree).
- f. Vermont CIS-EI certification
- g. None

28. Which of the following early childhood professional licensure do you *currently* have? *(select all that apply)*
- a. Vermont Agency of Education teaching license: early childhood endorsement
 - b. Vermont Agency of Education license: Early Childhood Special Education license endorsement
 - c. Vermont Agency of Education teaching license: elementary education
 - d. Vermont Agency of Education license: Administrator endorsement
 - e. Clinical Mental Health Counselor license (LCMHC)
 - f. Clinical Social Worker license (LCSW)
 - g. Transferable license from another state
 - h. None
29. What type of diploma, degree, or credential program, if any, are you currently enrolled in or working toward?
- a. High school diploma or GED
 - b. Associate degree (e.g., A.A. or A.S.)
 - c. Bachelor's degree (e.g., B.A. or B.S.)
 - d. Graduate or professional degree (e.g., M.A., M.S., Ph.D., Ed.D.)
 - e. Child Development Associate (CDA) credential
 - i. Which type of Child Development Associate (CDA) credential are you currently working toward?
 - 1. Infant-Toddler
 - 2. Preschool
 - 3. Family Child Care
 - 4. Home Visitor
 - f. I am taking coursework at a 2- or 4-year college, but am not working toward a diploma, degree, or credential at this time
 - g. I am not enrolled in any of the above

Compensation: Wages

30. [FCC directors] What is your total **household income** from 2025 (before taxes and deductions)? Your best estimate is fine.
- a. Less than \$15,000 per year
 - b. Between \$15,000 and \$24,999 per year
 - c. Between \$25,000 and \$34,999 per year
 - d. Between \$35,000 and \$44,999 per year
 - e. Between \$45,000 and \$54,999 per year
 - f. Between \$55,000 and \$64,999 per year
 - g. Between \$65,000 and \$74,999 per year
 - h. Between \$75,000 and \$99,999 per year
 - i. Between \$100,000 and \$124,999 per year
 - j. Between \$125,000 and \$149,999 per year
 - k. Between \$150,000 and \$174,999 per year
 - l. \$175,000 per year or more

31. [FCC directors] Approximately, what percentage of your total household income in 2025 came from income generated by your FCC program (before expenses). Your best estimate is fine.

For example, if the income from your FCC program was the sole income for your household, your answer should be 100%. If your household had two incomes, including the income from your FCC program, and the two incomes were about the same, your answer should be 50%. (Please provide a number between 0 and 100.)

____%

32. [everyone except FCC directors] About how much are you paid in your role as a [pipe in role selected in screener] before taxes and deductions? (Please **do not** include wages or pay from another job or role.)
\$_____

Is that amount...

- a. Per hour
 - b. Per day
 - c. Per week
 - d. Biweekly (every other week)
 - e. Bimonthly (twice per month on set dates)
 - f. Per month
 - g. Per year
 - h. Other: _____
33. Do you have any other context, reflections, or feedback on the **wages** you receive for your work as [role title]?

Compensation: Benefits

34. Which of the following benefits are currently available to you from your program? Select all that apply.
- a. Health insurance
 - b. Vision
 - c. Dental insurance
 - d. Paid time off: sick time
 - e. Paid time off: Vacation time
 - f. Paid time off: Paid holidays
 - g. Paid family and medical leave (e.g., paid parental leave, paid leave to care for a sick family member)
 - h. Employer contributions to a retirement account (e.g. 401(k) or 403(b) plan)
 - i. Optional professional development (paid for by employer)
 - j. Tuition or course reimbursement
 - k. Free or reduced-price child care
 - l. I don't qualify for benefits at my program
 - m. Other (describe) _____
35. [If 33d (sick time)] How many sick days do you get per year?
36. [If 33e (vacation time)] How many vacation days do you get per year?
37. What type of **health insurance** or coverage do you currently have for yourself? (Select all that apply.)
- a. No coverage of any type
 - b. Through my employer for [pipe in current role]
 - c. Through another employer
 - d. Through my spouse's or partner's insurance
 - e. Through my parents' insurance
 - f. Through Medicare
 - g. Through Medicaid
 - h. Through the Affordable Care Act/Marketplace/"Obamacare"
 - i. Other (please specify): _____
38. What type of **dental insurance** or coverage do you currently have for yourself? (Select all that apply.)
- a. Through my employer for [pipe in current role]
 - b. Through another employer

- c. Through my spouse's or partner's insurance
- d. Through my parents' insurance
- e. Through Medicare
- f. Through Medicaid
- g. Through the Affordable Care Act/Marketplace/"Obamacare"
- h. Other (please specify): _____
- i. No coverage of any type

39. What type of **vision insurance** or coverage do you currently have for yourself? *(Select all that apply.)*

- a. No coverage of any type
- b. Through my employer for [pipe in current role]
- c. Through another employer
- d. Through my spouse's or partner's insurance
- e. Through my parents' insurance
- f. Through Medicare
- g. Through Medicaid
- h. Through the Affordable Care Act/Marketplace/"Obamacare"
- i. Other (please specify): _____

40. **[If health insurance available through employer and but not used]:** If you are comfortable, please share any details on why you use a health insurance plan other than what is available through your child care program. (select all that apply)

- a. Premium is too high
- b. Deductible or OOP is too high
- c. Doesn't cover providers I use
- d. Spouse or partner's plan is more affordable
- e. Spouse or partner's plan provides better coverage
- f. Other (Describe) _____

41. Do you have any other context, reflections, or feedback on the **benefits** available or not available to you through your work as a [roletitle]?

Demographics

We will use this information to better understand how experiences may differ across child care workers' characteristics. As a reminder, your individual responses will be kept confidential and not be shared with anyone. We will summarize the information across all individuals without including any identifying information.

42. In what year were you born? _____

43. What is your gender?

- a. Female (woman)
- b. Male (man)
- c. Non-binary, gender fluid, or gender expansive
- d. Two-Spirit
- e. Another gender (please specify): _____
- f. Prefer not to answer

44. What is the best description of your race/ethnicity? *(Select all that apply)*

- a. American Indian or Alaska Native
- b. Asian

- c. Black
 - d. Hispanic or Latino/a
 - e. Middle Eastern or North African
 - f. Native Hawaiian or other Pacific Islander
 - g. White
 - h. Other (please specify): _____
45. What is(are) the primary language(s) you speak at home? *(Select all that apply)*
- a. English
 - b. Spanish
 - c. Mandarin Chinese
 - d. French
 - e. Korean
 - f. Amharic
 - g. Vietnamese
 - h. Arabic
 - i. Other (please specify): _____
46. How many people in the following age ranges live in your household? Please enter numbers. If none, write "0."
- a. Age 5 or younger _____
 - b. Between ages 6 and 17 _____
 - c. Age 18 or older (include yourself and any other adults) _____
47. Are you currently married or living with a partner?
- a. No
 - b. Yes
48. **[If workforce staff and center director]** What is your total household income from 2025 (before taxes and deductions)? Your best estimate is fine.
- a. Less than \$15,000 per year
 - b. Between \$15,000 and \$24,999 per year
 - c. Between \$25,000 and \$34,999 per year
 - d. Between \$35,000 and \$44,999 per year
 - e. Between \$45,000 and \$54,999 per year
 - f. Between \$55,000 and \$64,999 per year
 - g. Between \$65,000 and \$74,999 per year
 - h. Between \$75,000 and \$99,999 per year
 - i. Between \$100,000 and \$124,999 per year
 - j. Between \$125,000 and \$149,999 per year
 - k. Between \$150,000 and \$174,999 per year
 - l. \$175,000 per year or more

Closing and thanks

Thank you for completing the survey!

If you are one of the first 150 people to complete this survey will receive a \$15 electronic gift card within two weeks of completing the survey. If you are not one of the first 150 people to complete the survey, you will be entered into a lottery for a chance to win one of fifty electronic gift cards. We'll notify winners of the raffle within two weeks following the close of the survey.

1. Please enter the email where you'd like to receive your e-giftcard (if eligible).
-

Appendix E: Workforce Survey Comparative Analysis Memo Summary Tables

Table begins on the next page.

Demographic Category	EHS/HS			CBCCP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
Race and ethnicity (recoded)															
BIPOC															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
white															
Teacher	92	98	93.9	102	116	87.9	34	34	100.0	68	77	88.3	<11	10	--
Administrator	46	46	100.0	159	165	96.4	46	50	92.0	40	41	97.6	<11	6	--
Specialist	32	34	94.1	<11	6	--	<11	0		13	14	92.9	16	16	100.0
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Demographic Category	EHS/HS			CBCCP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
Do you have a license or credential?															
No license and no credential															
Teacher	20	98	20.4	35	116	30.2	<11	34	--	15	77	19.5	<11	10	--
Administrator	<11	46	--	28	165	17.0	12	50	24.0	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Yes at least one license or credential															
Teacher	77	98	78.6	80	116	69.0	25	34	73.5	60	77	77.9	<11	10	--
Administrator	38	46	82.6	136	165	82.4	36	50	72.0	40	41	97.6	<11	6	--
Specialist	28	34	82.4	<11	6	--	<11	0		12	14	85.7	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	

Demographic Category	EHS/HS			CBCCP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
Yes at least one license or credential															
Any FCC	<11	7	--	<11	2	--	23	32	71.9	<11	0		<11	0	
Pre-k and K teachers	22	27	81.5	43	53	81.1	<11	0		41	44	93.2	<11	10	--
I/T teachers	25	31	80.6	21	34	61.8	<11	1	--	<11	2	--	<11	0	
Assistant teacher or Aide	23	30	76.7	<11	21	--	<11	1	--	16	28	57.1	<11	0	
Trainee, substitute or other role	<11	3	--	<11	5	--	<11	0		<11	3	--	<11	0	
Director / assistant director	16	19	84.2	120	142	84.5	21	28	75.0	34	35	97.1	<11	2	--
Other admin roles (managers)	20	25	80.0	16	22	72.7	<11	3	--	<11	6	--	<11	4	--
Specialist (any)	28	34	82.4	<11	6	--	<11	0		<11	12	--	<11	16	--
Demographic Category	EHS/HS			CBCCP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
What is your total household income from 2025 (before taxes and deductions)? You															
Less than \$15,000 per year															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$15,000 and \$24,999 per year															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--

Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$25,000 and \$34,999 per year															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$35,000 and \$44,999 per year															
Teacher	18	98	18.4	13	116	11.2	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$45,000 and \$54,999 per year															
Teacher	16	98	16.3	12	116	10.3	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$55,000 and \$64,999 per year															
Teacher	<11	98	--	20	116	17.2	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$65,000 and \$74,999 per year															
Teacher	11	98	11.2	15	116	12.9	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$75,000 and \$99,999 per year															
Teacher	11	98	11.2	13	116	11.2	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--

Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$100,000 and \$124,999 per year															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$125,000 and \$149,999 per year															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Between \$150,000 and \$174,999 per year															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
\$175,000 per year or more															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Demographic Category	EHS/HS			CBCCP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
Children under 18 in household															
0															
Teacher	53	98	54.1	49	116	42.2	17	34	50.0	43	77	55.8	<11	10	--
Administrator	26	46	56.5	72	165	43.6	22	50	44.0	19	41	46.3	<11	6	--
Specialist	17	34	50.0	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
1															
Teacher	24	98	24.5	36	116	31.0	<11	34	--	12	77	15.6	<11	10	--

Administrator	<11	46	--	39	165	23.6	<11	50	--	<11	41	--	<11	6	--
Specialist	15	34	44.1	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
2															
Teacher	13	98	13.3	17	116	14.7	<11	34	--	13	77	16.9	<11	10	--
Administrator	<11	46	--	41	165	24.8	12	50	24.0	12	41	29.3	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
3															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	11	165	6.7	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
4															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
5															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
6															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	

Demographic Category	EHS/HS			CBCCP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
Are you currently married or living with a partner?															
No															
Teacher	35	98	35.7	30	116	25.9	<11	34	--	13	77	16.9	<11	10	--
Administrator	13	46	28.3	25	165	15.2	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Yes															
Teacher	60	98	61.2	84	116	72.4	27	34	79.4	63	77	81.8	<11	10	--
Administrator	33	46	71.7	137	165	83.0	39	50	78.0	35	41	85.4	<11	6	--
Specialist	28	34	82.4	<11	6	--	<11	0		11	14	78.6	12	16	75.0
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Demographic Category	EHS/HS			CBCCPP			FCC			Public Schools			CIS		
	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%	Freq	Total N	%
What is the highest level of education you have completed?															
High school diploma or equivalent (e.g., GED)															
Teacher	15	98	15.3	11	116	9.5	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Some college, no degree															
Teacher	19	98	19.4	18	116	15.5	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	<11	165	--	12	50	24	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Associate degree (e.g., A.A. or A.S.)															
Teacher	21	98	21.4	13	116	11.2	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	27	165	16.4	11	50	22	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--

Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Bachelors degree (e.g., B.A. or B.S.)															
Teacher	20	98	20.4	37	116	31.9	<11	34	--	21	77	27.3	<11	10	--
Administrator	13	46	28.3	58	165	35.2	<11	50	--	<11	41	--	<11	6	--
Specialist	11	34	32.4	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Some graduate school, no degree															
Teacher	<11	98	--	<11	116	--	<11	34	--	<11	77	--	<11	10	--
Administrator	<11	46	--	24	165	14.5	<11	50	--	<11	41	--	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	
Graduate or professional degree (e.g., M.A., M.S., Ph.D., Ed.D., JD)															
Teacher	<11	98	--	15	116	12.9	<11	34	--	25	77	32.5	<11	10	--
Administrator	<11	46	--	43	165	26.1	<11	50	--	17	41	41.5	<11	6	--
Specialist	<11	34	--	<11	6	--	<11	0		<11	14	--	<11	16	--
Auxiliary	<11	11	--	<11	5	--	<11	1	--	<11	2	--	<11	0	

Sample Descriptives Tables

2026 CDD Workforce Report			Wage and Fringe Study							
Center-based child care and preschool programs	Total	Total (collapsed)	Survey sample: Benefits		Survey sample: Wages					
			N	%	N	%				
Aide	245	1690	78	5%	71	4%				
Assistant	1445									
Business Manager	76	76	51*	67%*	22*	29%*				
Director	550	640	159	25%	80	13%				
Licensee	90									
Trainee	660	2371	11	0.50%	9	0.40%				
Substitute	1711									
Teacher	1022	1853	198	11%	174	9%				
Teacher Associate	831									
Family Child Care Homes	Total	Total (collapsed)	Survey sample: Benefits		Survey sample: Wages					
			N	%	N	%				
Aide	8	533	52	10%	26	5%				
Assistant	113									
Registered FCC provider	385									
Licensed FCC provider	27									
Substitute	335	335	NA	NA	NA	NA				

Settings in sample		
	n	%
EHS/HS	189	25.8
CBCCPP	291	39.8
FCC	86	11.7

Public school	134	18.3
CIS	32	4.4
Total	732	100

	UPK		Non-UPK		Missing	
Wages Sample	n	%	n	%	n	%
EHS/HS	138	37	--	--	--	--
CBCCPP	124	34	37	52.1	25	69.4
FCC	--	--	22	31	--	--
Public school	88	23.8	0	0	--	--
CIS	13	3.5	--	--	--	--
Total	369	100	71	100	36	100
Benefits Sample	n	%	n	%	n	%
EHS/HS	175	33	--	--	--	--
CBCCPP	193	37	62	46	33	65
FCC	14	3	56	41	--	--
Public school	130	25	--	--	--	--
CIS	16	3	--	--	--	--
Total	528	100	136	100	51	100

	All other counties (74% of total sample)		Chittenden and Rutland counties (26% of total sample)		Total	
Wages Sample	n	%	n	%	n	%
EHS/HS	122	34.4	24	19.8	146	30.7
CBCCPP	125	35.2	61	50.4	186	39.1
FCC	22	6.2	7	5.8	29	6.1
Public school	69	19.4	20	16.5	89	18.7

CIS	17	4.8	9	7.4	26	5.5
Total	355	100	121	100	476	100
Benefits Sample	n	%	n	%	n	%
EHS/HS	154	29	33	18	187	26
CBCCPP	192	36	96	51	288	40
FCC	62	12	13	7	75	10
Public school	101	19	33	18	134	19
CIS	19	4	12	6	31	4
Total	528	100	187	100	715	100

	Teacher		Administrator		Specialist	
Wages Sample	n	%	n	%	n	%
EHS/HS	80	30.8	25	18	32	52.5
CBCCPP	107	41.2	69	49.6	5	8.2
FCC	1	0.4	28	20.1	0	0
Public school	65	25	11	7.9	11	18
CIS	7	2.7	6	4.3	13	21.3
Total	260	100	139	100	61	100
Benefits Sample	n	%	n	%	n	%
EHS/HS	104	30.9	45	15.3	32	47.1
CBCCPP	116	34.4	162	54.9	<11	--
FCC	31	9.2	42	14.2	0	0
Public school	77	22.8	40	13.6	14	20.6
CIS	<11	--	<11	--	16	23.5
Total	337	100	295	100	68	100

Wage Tables

Median Hourly Wage																						
Role Category	EHS / HS				CBCCP						Public Schools						CIS					
	N	Median	IQR	Range	N	Median	IQR	Range	z vs HS	p	N	Median	IQR	Range	z vs HS	p	N	Median	IQR	Range	z vs HS	p
Preschool and K teachers	22	27.1	12.2	15.6 - 59.3	48	24.2	7.1	15.2 - 53.2	2.25	0.025	33	37.8	17.1	19.2 - 57.5	-2.89	0.004	<11	--	--	--	--	--
I/T teachers	29	23.8	9.0	13.3 - 35.0	32	22.0	4.5	13.8 - 29.0	2.19	0.029	<11	--	--	--	--	--	<11	--	--	--	--	--
Assistant teacher or aide	25	20.0	7.9	16.3 - 43.3	20	20.0	4.1	17.0 - 29.0	0.75	0.455	26	23.0	7.0	14.1 - 31.6	-1.76	0.079	<11	--	--	--	--	--
Trainee, substitute or other role	<11	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--
Director/assistant director	14	36.9	22.2	13.3 - 64.8	59	31.0	9.2	11.3 - 83.1	1.32	0.185	<11	--	--	--	--	--	<11	--	--	--	--	--
Other administrative roles (managers)	11	34.4	6.4	29.3 - 48.2	<11	--	--	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--
Specialist (any)	32	28.0	16.5	20.0 - 177.6	<11	--	--	--	--	--	<11	--	--	--	--	--	13	23.0	5.0	19.5 - 29.0	2.81	0.005
Auxiliary (any)	<11	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--

Mean Hourly Wage																						
Role Category	EHS / HS				CBCCP						Public Schools						CIS					
	N	Median	IQR	Range	N	Median	IQR	Range	z vs HS	p	N	Median	IQR	Range	z vs HS	p	N	Median	IQR	Range	z vs HS	p
Preschool and K teachers	22	30.3	11.1	15.6 - 59.3	48	24.6	6.2	15.2 - 53.2	2.79	0.007	33	38.3	9.9	19.2 - 57.5	-2.78	0.008	<11	--	--	--	--	--
I/T teachers	29	25.2	5.4	13.3 - 35.0	32	22.1	3.2	13.8 - 29.0	2.71	0.009	<11	--	--	--	--	--	<11	--	--	--	--	--
Assistant teacher or aide	25	22.8	6.9	16.3 - 43.3	20	20.4	3.0	17.0 - 29.0	1.43	0.161	26	23.5	4.3	14.1 - 31.6	-0.44	0.661	<11	--	--	--	--	--
Trainee, substitute or other role	<11	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--
Director/assistant director	14	39.3	15.6	13.3 - 64.8	59	33.0	11.5	11.3 - 83.1	1.72	0.089	<11	--	--	--	--	--	<11	--	--	--	--	--
Other administrative roles (managers)	11	34.7	5.3	29.3 - 48.2	<11	--	--	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--
Specialist (any)	32	41.6	33.6	20.0 - 177.6	<11	--	--	--	--	--	<11	--	--	--	--	--	13	23.7	3.0	19.5 - 29.0	1.90	0.064
Auxiliary (any)	<11	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--	<11	--	--	--	--	--

FCC Income	N	Mean	Min	Max
FCC provider earnings from business (mid-point)	26	\$60,510.60	\$12,000	\$150,000
Percent of income from FCC business	26	60%	10%	100%

Financial Support Tables

Which of the following benefits are currently available to you through your program?																	
Benefit / Role Category	EHS/HS			CBCCPP				FCC		Public schools				CIS			
Benefits: Employer contributions to a retirement account (e.g. 401(k) or 403(b))	Freq	Total N	%	Freq	Total N	%	Fish. p	Freq	Total N	Freq	Total N	%	Fish. p	Freq	Total N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<1 1	7	--	<11	3	--	--	<11	28	<11	0		--	<11	0		--
Preschool and K teachers	17	26	65.4	20	53	37.7	0.030	<11	0	23	44	52.3	0.326	<11	9	--	--
I/T teachers	30	31	96.8	15	34	44.1	0.000	<11	1	<11	2	--	--	<11	0		--
Assistant teacher or aide	22	29	75.9	<11	21	--	--	<11	1	11	28	39.3	0.007	<11	0		--
Trainee, substitue or other role	<1 1	3	--	<11	5	--	--	<11	0	<11	3	--	--	<11	0		--
Director/assistant director	19	19	100.0	59	141	41.8	0.000	<11	24	22	35	62.9	0.002	<11	2	--	--
Other administrative roles (managers)	20	25	80.0	13	20	65.0	0.320	<11	3	<11	6	--	--	<11	4	--	--
Specialist (any)	27	34	79.4	<11	6	--	--	<11	0	<11	12	--	--	12	16	75.0	0.728
Auxiliary (any)	<1 1	11	--	<11	5	--	--	<11	1	<11	2	--	--	<11	0		--
Benefits: Optional professional development (paid for by employer)	Freq	Total N	%	Freq	Total N	%	Fish. p	Freq	Total N	Freq	Total N	%	Fish. p	Freq	Total N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<1 1	7	--	<11	3	--	--	<11	28	<11	0		--	<11	0		--
Preschool and K teachers	20	26	76.9	24	53	45.3	0.009	<11	0	31	44	70.5	0.593	<11	9	--	--
I/T teachers	20	31	64.5	17	34	50.0	0.317	<11	1	<11	2	--	--	<11	0		--
Assistant teacher or aide	16	29	55.2	<11	21	--	--	<11	1	14	28	50.0	0.793	<11	0		--

Trainee, substitute or other role	<1 1	3	--	<11	5	--	--	<11	0	<11	3	--	--	<11	0		--
Director/assistant director	14	19	73.7	98	141	69.5	0.796	<11	24	27	35	77.1	1.000	<11	2	--	--
Other administrative roles (managers)	17	25	68.0	14	20	70.0	1.000	<11	3	<11	6	--	--	<11	4	--	--
Specialist (any)	21	34	61.8	<11	6	--	--	<11	0	11	12	91.7	0.073	<11	16	--	--
Auxiliary (any)	<1 1	11	--	<11	5	--	--	<11	1	<11	2	--	--	<11	0		--
Benefits: Tuition or course reimbursement	Freq	Total N	%	Freq	Total N	%	Fish. p	Freq	Total N	Freq	Total N	%	Fish. p	Freq	Total N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<1 1	7	--	<11	3	--	--	<11	28	<11	0		--	<11	0		--
Preschool and K teachers	13	26	50.0	<11	53	--	--	<11	0	33	44	75.0	0.041	<11	9	--	--
I/T teachers	15	31	48.4	<11	34	--	--	<11	1	<11	2	--	--	<11	0		--
Assistant teacher or aide	16	29	55.2	<11	21	--	--	<11	1	<11	28	--	--	<11	0		--
Trainee, substitute or other role	<1 1	3	--	<11	5	--	--	<11	0	<11	3	--	--	<11	0		--
Director/assistant director	14	19	73.7	63	141	44.7	0.026	<11	24	31	35	88.6	0.251	<11	2	--	--
Other administrative roles (managers)	19	25	76.0	11	20	55.0	0.205	<11	3	<11	6	--	--	<11	4	--	--
Specialist (any)	21	34	61.8	<11	6	--	--	<11	0	<11	12	--	--	<11	16	--	--
Auxiliary (any)	<1 1	11	--	<11	5	--	--	<11	1	<11	2	--	--	<11	0		--
Benefits: Free or reduced-price child care	Freq	Total N	%	Freq	Total N	%	Fish. p	Freq	Total N	Freq	Total N	%	Fish. p	Freq	Total N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<1 1	7	--	<11	3	--	--	<11	28	<11	0		--	<11	0		--
Preschool and K teachers	<1 1	26	--	18	53	34.0	--	<11	0	<11	44	--	--	<11	9	--	--
I/T teachers	<1 1	31	--	17	34	50.0	--	<11	1	<11	2	--	--	<11	0		--
Assistant teacher or aide	<1 1	29	--	<11	21	--	--	<11	1	<11	28	--	--	<11	0		--
Trainee, substitute or other role	<1 1	3	--	<11	5	--	--	<11	0	<11	3	--	--	<11	0		--

Director/assistant director	<1 1	19	--	78	141	55.3	--	<11	24	<11	35	--	--	<11	2	--	--
Other administrative roles (managers)	<1 1	25	--	11	20	55.0	--	<11	3	<11	6	--	--	<11	4	--	--
Specialist (any)	<1 1	34	--	<11	6	--	--	<11	0	<11	12	--	--	<11	16	--	--
Auxiliary (any)	<1 1	11	--	<11	5	--	--	<11	1	<11	2	--	--	<11	0		--

PTO Tables

Which of the following benefits are currently available to you through your program?																			
Benefit / Role Category	EHS/HS			CBCCPP				FCC				Public schools				CIS			
Benefits: Paid time off: sick time	Fre q	Tot al N	%	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<11	7	--	<11	3	--	--	12	28	42.9	--	<11	0	--	--	<11	0	--	--
Preschool and K teachers	20	26	76.9	32	53	60.4	0.207	<11	0	--	--	39	44	88.6	0.308	<11	9	--	--
I/T teachers	29	31	93.5	29	34	85.3	0.430	<11	1	--	--	<11	2	--	--	<11	0	--	--
Assistant teacher or aide	28	29	96.6	19	21	90.5	0.565	<11	1	--	--	26	28	92.9	0.611	<11	0	--	--
Trainee, substitue or other role	<11	3	--	<11	5	--	--	<11	0	--	--	<11	3	--	--	<11	0	--	--
Director/assistant director	19	19	100.0	124	141	87.9	0.226	<11	24	--	--	33	35	94.3	0.535	<11	2	--	--
Other administrative roles (managers)	24	25	96.0	15	20	75.0	0.074	<11	3	--	--	<11	6	--	--	<11	4	--	--
Specialist (any)	30	34	88.2	<11	6	--	--	<11	0	--	--	11	12	91.7	1.000	11	16	68.8	0.124
Auxiliary (any)	<11	11	--	<11	5	--	--	<11	1	--	--	<11	2	--	--	<11	0	--	--
Benefits: Paid time off: Vacation time	Fre q	Tot al N	%	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<11	7	--	<11	3	--	--	12	28	42.9	--	<11	0	--	--	<11	0	--	--
Preschool and K teachers	20	26	76.9	29	53	54.7	0.084	<11	0	--	--	34	44	77.3	1.000	<11	9	--	--

I/T teachers	30	31	96.8	32	34	94.1	1.000	<11	1	--	--	<11	2	--	--	<11	0		--
Assistant teacher or aide	26	29	89.7	15	21	71.4	0.140	<11	1	--	--	11	28	39.3	0.000	<11	0		--
Trainee, substitue or other role	<11	3	--	<11	5	--	--	<11	0	--	--	<11	3	--	--	<11	0		--
Director/assistant director	17	19	89.5	123	141	87.2	1.000	13	24	56.17	0.019	17	35	48.6	0.003	<11	2	--	--
Other administrative roles (managers)	23	25	92.0	18	20	90.0	1.000	<11	3	--	--	<11	6	--	--	<11	4	--	--
Specialist (any)	27	34	79.4	<11	6	--	--	<11	0	--	--	<11	12	--	--	13	16	81.2	1.000
Auxiliary (any)	<11	11	--	<11	5	--	--	<11	1	--	--	<11	2	--	--	<11	0		--
Benefits: Paid time off: Paid holidays	Fre q	Tot al N	%	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<11	7	--	<11	3	--	--	12	28	42.9	--	<11	0		--	<11	0		--
Preschool and K teachers	20	26	76.9	29	53	54.7	0.084	<11	0		--	32	44	72.7	0.783	<11	9	--	--
I/T teachers	30	31	96.8	32	34	94.1	1.000	<11	1	--	--	<11	2	--	--	<11	0		--
Assistant teacher or aide	25	29	86.2	17	21	81.0	0.706	<11	1	--	--	13	28	46.4	0.002	<11	0		--
Trainee, substitue or other role	<11	3	--	<11	5	--	--	<11	0		--	<11	3	--	--	<11	0		--
Director/assistant director	18	19	94.7	121	141	85.8	0.472	12	24	50.0	0.002	25	35	71.4	0.074	<11	2	--	--
Other administrative roles (managers)	22	25	88.0	17	20	85.0	1.000	<11	3	--	--	<11	6	--	--	<11	4	--	--

Specialist (any)	28	34	82.4	<11	6	--	--	<1 1	0	--	--	<1 1	12	--	--	14	16	87. 5	1.00 0
Auxiliary (any)	<11	11	--	<11	5	--	--	<1 1	1	--	--	<1 1	2	--	--	<1 1	0		--
Benefits: Paid family and medical leave (e.g. paid parental leave)	Fre q	Tot al N	%	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p	Fre q	Tot al N	%	Fish. p
Any FCC (teacher, assistant teach, regis or licensed)	<11	7	--	<11	3	--	--	<1 1	28	--	--	<1 1	0		--	<1 1	0		--
Preschool and K teachers	11	26	42.3	<11	53	--	--	<1 1	0		--	30	44	68. 2	0.04 6	<1 1	9	--	--
I/T teachers	15	31	48.4	11	34	32. 4	0.21 4	<1 1	1	--	--	<1 1	2	--	--	<1 1	0		--
Assistant teacher or aide	15	29	51.7	<11	21	--	--	<1 1	1	--	--	<1 1	28	--	--	<1 1	0		--
Trainee, substitue or other role	<11	3	--	<11	5	--	--	<1 1	0		--	<1 1	3	--	--	<1 1	0		--
Director/assistant director	14	19	73.7	35	141	24. 8	0.00 0	<1 1	24	--	--	18	35	51. 4	0.15 1	<1 1	2	--	--
Other administrative roles (managers)	12	25	48.0	<11	20	--	--	<1 1	3	--	--	<1 1	6	--	--	<1 1	4	--	--
Specialist (any)	19	34	55.9	<11	6	--	--	<1 1	0		--	<1 1	12	--	--	<1 1	16	--	--
Auxiliary (any)	<11	11	--	<11	5	--	--	<1 1	1	--	--	<1 1	2	--	--	<1 1	0		--

Number of paid sick days recieved
per year

Role Category	EHS/HS			CBCCPP					FCC					Public schools					CIS				
	N	Mean	SD	N	Mean	SD	t vs HS	p	N	Mean	SD	t vs HS	p	N	Mean	SD	t vs HS	p	N	Mean	SD	t vs HS	p
Any FCC (teacher, assistant teach, regis or licensed)	<1 1	--	--	<1 1	--	--	--	--	11	8.5	7.4	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Preschool and K teachers	16	10.6	5.1	26	11.3	15.4	0.20	0.845	<1 1	--	--	--	--	38	14.0	3.9	2.65	0.011	<1 1	--	--	--	--
I/T teachers	24	13.5	5.9	23	8.1	3.8	3.77	0.000	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Assistant teacher or aide	23	15.0	12.6	13	8.3	3.7	1.87	0.071	<1 1	--	--	--	--	24	12.2	3.7	1.03	0.309	<1 1	--	--	--	--
Trainee, substitue or other role	<1 1	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Director/assistant director	18	12.0	6.8	11 4	8.1	5.9	2.56	0.012	<1 1	--	--	--	--	32	11.8	4.9	0.11	0.911	<1 1	--	--	--	--
Other administrative roles (managers)	21	14.0	4.3	14	12.0	4.2	1.39	0.174	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Specialist (any)	26	12.3	6.7	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Auxiliary (any)	<1 1	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--

Number of paid vacation days
received per year

Role Category	EHS/HS			CBCCPP					FCC					Public schools					CIS				
	N	Mean	SD	N	Mean	SD	t vs HS	p	N	Mean	SD	t vs HS	p	N	Mean	SD	t vs HS	p	N	Mean	SD	t vs HS	p
Any FCC (teacher, assistant teach, regis or licensed)	<1 1	--	--	<1 1	--	--	--	--	11	16.5	8.2	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Preschool and K teachers	15	14.7	11.1	21	15.8	17.7	0.20	0.843	<1 1	--	--	--	--	26	11.5	13.3	0.80	0.427	<1 1	--	--	--	--
I/T teachers	23	19.2	8.1	27	13.5	5.7	2.90	0.006	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Assistant teacher or aide	18	12.4	10.9	12	11.6	5.3	0.25	0.802	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Trainee, substitute or other role	<1 1	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Director/assistant director	16	16.3	8.2	11 4	15.7	10.3	0.22	0.829	13	18.2	11.6	0.50	0.621	15	27.6	45.2	0.98	0.334	<1 1	--	--	--	--
Other administrative roles (managers)	19	19.0	7.5	17	15.2	7.8	1.50	0.142	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--
Specialist (any)	21	16.0	5.6	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	12	21.3	6.0	2.56	0.016
Auxiliary (any)	<1 1	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--	<1 1	--	--	--	--

References

- ¹ Davis Schoch, A., Simons Gerson, C., Halle, T., & Bredeson, M. (2023). Children's learning and development benefits from high-quality early care and education: A summary of the evidence. OPRE Report #2023-226. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://acf.gov/sites/default/files/documents/opre/%232023-226%20Benefits%20from%20ECE%20Highlight%20508.pdf>
- ² Daugherty, R. (2026). *The economic necessity of child care infrastructure, explained*. Bipartisan Policy Center. <https://bipartisanpolicy.org/explainer/the-economic-necessity-of-child-care-infrastructure-explained/>
- ³ U.S. Bureau of Labor Statistics. (2024). Occupational employment statistics [Data set]. <https://www.bls.gov/oes>
- ⁴ McLean, C., Austin, L. J. E., Whitebook, M., & Olson, K. L. (2021). Early childhood workforce index – 2020. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/report-pdf/>
- ⁵ Center for the Study of Child Care Employment. (2024). Early childhood workforce index. University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2024/>
- ⁵ Kim, H., Brand, S. T., & Zeltzer, B. (2025). Exploring the current landscape of the United States early childhood care and education workforce. *Early Childhood Education Journal*, 53, 2401–2419.
- ⁷ Whitebook, M., & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. *Early Childhood Research Quarterly*, 18(3), 273–293.
- ⁸ National Early Care and Education Workforce Center Team (2026). Building supportive systems for the ECE workforce: Research on compensation, career pathways, and working conditions. National Early Care and Education Workforce Center. <https://www.nationaleceworkforcecenter.org/wp-content/uploads/2026/04/Building-Supportive-Systems-for-the-ECE-Workforce-Research-On-Compensation-Career-Pathways-and-Working-Conditions.pdf>
- ⁹ Amadon, S., Maxfield, E., & McDoniel, M. (2023). Wages of center-based child care and early education teachers: Findings from the 2019 National Survey of Early Care and Education. OPRE Report #2023- 062. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://acf.gov/sites/default/files/documents/opre/workforce_compensation_snapshot_apr2023.pdf
- ¹⁰ Amadon, S., Maxfield, E., & McDoniel, M. (2023). Wages of center-based child care and early education teachers: Findings from the 2019 National Survey of Early Care and Education. OPRE Report #2023- 062. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://acf.gov/sites/default/files/documents/opre/workforce_compensation_snapshot_apr2023.pdf
- ¹¹ Amadon, S., Maxfield, E., & McDoniel, M. (2023). Wages of center-based child care and early education teachers: Findings from the 2019 National Survey of Early Care and Education. OPRE Report #2023- 062. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://acf.gov/sites/default/files/documents/opre/workforce_compensation_snapshot_apr2023.pdf
- ¹² Coffey, M. (2022). Still underpaid and unequal: Early childhood educators face low pay and a worsening wage gap. Center for American Progress. <https://www.americanprogress.org/article/still-underpaid-andunequal/>
- ¹³ Lee, Y., Zeng, S., Douglass, A., Reyes, A., & Johnson, N. (2022). Racial and ethnic wage disparities among center-based early educators. *Early Childhood Education*, 51(3), 493–502. <https://doi.org/10.1007/s10643-022-01317-2>
- ¹⁴ National Early Care and Education Workforce Center Team (2026). Building supportive systems for the ece workforce: research on compensation, career pathways, and working conditions. National Early Care and Education Workforce Center. <https://www.nationaleceworkforcecenter.org/wp-content/uploads/2026/04/Building-Supportive-Systems-for-the-ECE-Workforce-Research-On-Compensation-Career-Pathways-and-Working-Conditions.pdf>
- ¹⁵ Vermont General Assembly, 2023. HB 217 (Act 76) <https://legislature.vermont.gov/Documents/2024/Docs/ACTS/ACT076/ACT076%20As%20Enacted.pdf>
- ¹⁶ Let's Grow Kids. (n.d.). Vermont's historic child care bill. Let's Grow Kids. <https://letsgrowkids.org/vermont-child-care-bill-act-76educators-families-kids>
- ¹⁷ Northern Lights at CCV. (n.d.). Early childhood career ladder. <https://northernlightssccv.org/career-development/early-childhood-career-ladder/>
- ¹⁸ Vermont General Assembly. (2026). S.206: An act relating to licensure of early childhood educators by the Office of Professional Regulation (as introduced). <https://legislature.vermont.gov/Documents/2026/Docs/BILLS/S-0206/S-0206%20As%20Introduced.pdf>
- ¹⁹ Vermont Association for the Education of Young Children. (n.d.). What's in the bill: The ECE profession. Retrieved August 3, 2026, from <https://www.vtaeyc.org/our-recommendations/>
- ²⁰ Vermont Department for Children and Families, Child Development Division. (n.d.). Providers by STARS level dashboard. Retrieved August 3, 2026, from <https://dcf.vermont.gov/cdd/data/STARS>
- ²¹ Rodriguez, K., Hawkinson, L., Pittman, A. F., & Strueby, S. (2021). Vermont early childhood wage and fringe benefit comparability study: Final report. School Readiness Consulting.

https://outside.vermont.gov/dept/DCF/Shared%20Documents/CDD/Reports/VT-EC-Wage-and-Fringe-Report.pdf?_gl=1*15aiwhv*_ga*OTUzMDkxNTk5LjE3NDk2NjQ3OTk.*_ga_V9WQH77KLW*czE3NjE1NzE4OTEkbzgkZzEkdDE3NjE1NzE5MDEkajUwJGwwJGgw

²² Massachusetts Institute of Technology. (n.d.). Living wage calculator: Vermont. <https://livingwage.mit.edu/states/50>

²³ Vermont Department of Labor. (2025, December 31). Childcare provider wage memo [Memorandum]. Vermont General Assembly. https://legislature.vermont.gov/assets/Legislative-Reports/Childcare-Provider-Wage-Memo_VDOL_12.31.2025.pdf

²⁴ O*NET OnLine. (n.d.). 39-9011.00 — Childcare workers: Local salary info for Vermont. <https://www.onetonline.org/link/localwages/39-9011.00?st=VT>

²⁵ O*NET OnLine. (n.d.). 25-2011.00 — Preschool teachers, except special education: Local salary info for Vermont. <https://www.onetonline.org/link/localwages/25-2011.00?st=VT>

²⁶ Vermont Association for the Education of Young Children. (n.d.). What's in the bill: The ECE profession. <https://www.vtaeyc.org/our-recommendations/>

²⁷ Cleveland, J., Amadon, S., Richards, K., Tang, J., Banghart, P., Caballero-Acosta, S., Steber, K., Schaefer, C. (2026) Workforce trends in post-subsidy expansion in the early care and infant-toddler workforce [Poster presentation] The National Research Conference for Early Childhood; Arlington, VA.