



**Rhode Island Department of Human Services**

25 Howard Avenue, Building 57

Cranston, RI 02920

Phone: (401) 462-2121 Fax: (401) 462-6594

February 21, 2024

Valued Providers,

The Department of Human Services (DHS) is pleased to share the enclosed 2023 Early Childhood Educator Compensation Report. Ensuring fair compensation for educators working with young children is a priority for the DHS Office of Child Care. As a result, understanding the state of compensation in the field is important data for the agency to regularly collect and review. This is particularly true following the COVID-19 pandemic, in which the early childhood field – similar to all sectors – experienced unprecedented staffing challenges.

The report, based on the survey responses of over 1,000 educators, numerous focus groups, and feedback from stakeholders, provides vital information about the demographics, longevity, educational attainment, and compensation among early educators. I would encourage policymakers and stakeholders across the early childhood system to read the report and use the data to inform action, as it is the most recent and broadly collected data currently available.

Additionally, it is important to understand the context in which this survey occurred. Since 2020, responding to wage inflation and competition for employees, child care operators have used pandemic-specific federal and state programs to fund increased compensation for early educators. While this is aligned with DHS's policy priorities and goals for the sector, the increased compensation may not be sustainable without dedicated additional funding streams. As the funding for the pandemic programs has been fully expended by the field, child care operators may be continuing to pay increased wages that their revenue cannot support going forward. Similar to the national landscape, Rhode Island child care operators may soon be in a position of raising tuition for families or closing classrooms, particularly infant/toddler classrooms, as they are most expensive to staff to ensure viability.

At DHS, we are committed to supporting an accessible, affordable, and high-quality early childhood sector that supports child development, meets working families' needs, and fairly compensates educators. As the next step, we will use the findings of this report and the proposed target wage scale as an input to our upcoming Cost of Care Study, which will provide critical information to inform future Child Care Assistance Program rate setting and the state's federally required Child Care Development Fund Plan.

Sincerely,

A handwritten signature in blue ink that reads "Nicole Chiello".

Nicole Chiello

Assistant Director

Office of Child Care, RI Department of Human Services

# 2023 Early Childhood Educator Compensation Study

Final Report and Recommendations Prepared by  
Public Consulting Group for the RI Department of  
Human Services (DHS)

January 2024

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## ACKNOWLEDGEMENTS

This study was funded by the federal Administration for Children and Families Preschool Development Birth through Five Planning Grant (PDG) and is one of several activities Rhode Island is pursuing with the grant funds. For more information on PDG, please see [kids.ri.gov/cabinet](https://kids.ri.gov/cabinet).

Public Consulting Group LLC (PCG) would like to thank the many providers and individuals who contributed to the compensation study and final report. We greatly appreciate the time and effort of the educators and providers who completed the survey, participated in an interview or focus group, the Rhode Island Department of Human Services (DHS) staff, DHS' community partners and the following members of the 2023 Early Childhood Educator Compensation Study Advisory Group:

- Alexandra Flores, Family Child Care Provider
- Alyson Panzarella, RIAEYC
- Amanda Blazka, RI Department of Education (RIDE)
- Amy Henderson, DHS Staff
- Amy Vogel, Child Care Center Provider
- Andrea Engle, Child Care Center Provider
- Casey Ferrara, Child Care Center Provider
- Catherine Green, DHS Staff
- Charlene Barbieri, Child Care Center Provider
- Courtney Read, Professor, CCRI
- Divya Nair, Economic Progress Institute
- Emma Villa, Family Child Care Provider
- Erica Saccoccio, Child Care Center Provider
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- Jessica Mayernik, RIDLT
- Julie Boutwell, Program Director, CELP (RIDE)
- Kara Rocha, Interdepartmental Project Manager, DHS
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- Khadija Lewis Khan, Child Care Center Provider
- Kristy Whitcomb, Program Director, CELP (DHS)
- Leanne Barrett, RI KIDS Count
- Leslie Sevey, Professor, Rhode Island College
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- Nicole Chiello, Assistant Director, DHS Office of Child Care
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# EXECUTIVE SUMMARY

## OVERVIEW

The 2023 Early Childhood Educator Compensation Study utilized a mixed-method research design to collect both quantitative data on the existing workforce (through a statewide survey), as well as qualitative data through a series of Focus Groups and Key Informant interviews. This was coupled with a national landscape review and peer state interviews to gather a comprehensive look at Rhode Island's workforce and workforce support.

## KEY FINDINGS

- Quantitatively, a total of 1,162 survey responses were received by educators, representing a statistically significant response and representation threshold. In addition, PCG conducted six focus groups and nine key informant interviews.
- *Current Wages & Benefits:*
  - Based on survey responses, 62% of educators are earning \$18 or more per hour in Rhode Island. The weighted median wage for providers who knew their BrightStars rating is \$18.00 - \$19.99 per hour.
  - When comparing Head Start, RI Pre-K, and preschool teachers in child care programs, those in Head Start and RI Pre-K are earning a median wage of \$23 or more per hour. This is at least three dollars more than preschool teachers working in classrooms not funded by contract-based state and federal programs, where the median wage is \$18-\$19.99/per hour.
- *Desired Wages & Benefits:*
  - A large majority of respondents (58.5% for center-based educators and 48.5% of family child care providers) indicated an ideal wage would be \$23 or more per hour. The proposed wage scale in the Recommendation sections drives towards these wages at the ECE Level II and works to solve the challenges articulated through this study.
  - Educators report wanting additional foundational benefits including medical insurance, paid vacation time, dental insurance, 401K/retirement benefits, and sick time.
- *Strengths & Opportunities:*
  - An overwhelming number of survey respondents indicated they planned to stay in the field, with 91.7% of center-based educators and 88.2% of family child care respondents indicating they did not plan to leave the field. Of those who reported plans to leave the field, reasons included a desire to increase job skills (41%), a desire for increased compensation (24%), and dissatisfaction with leadership (6%). An additional 43% cited burnout and job-related stress as a reason for considering leaving the field.
  - Approximately one third of center-based educators did not know their program's BrightStars rating, indicating an opportunity for additional education about the program for the workforce.
- *National Research Key Takeaways:*
  - Any compensation initiative should be inclusive of both wages and benefits.
  - Reducing turnover and promoting the stabilization of the field occurs through increased wages. The higher the wages in a sector, the lower the turnover. Fields with strong benefits, job security, and wages at or above \$30 an hour have the lowest turnover across the industries analyzed, according to the U.S. Bureau of Labor Statistics.

## SUMMARIZED RECOMMENDATIONS

This research informed a series of recommendations to the State, informed by educator voice and national best practices.

- **PCG proposed a wage scale** that drives towards the Power to the Profession Unifying Framework credentials, established as ECE I, ECE II, and ECE III. Doing so would align Rhode Island to a growing trend in states aligning to this national framework and establish benchmarks both for education levels and tenure. This framework further promotes equity across teaching roles, regardless of the age of children.
  - In developing the wage scale, PCG explored wage related data across a variety of sectors to inform what made a livable wage, what wages and sectors posed the greatest competition with early care and education, and what wages and benefits appeared to stabilize a profession. PCG more specifically looked at K-12 public school educator pay, State Medium Income (SMI), and cost of living calculators such as those published by the Massachusetts Institute for Technology (MIT).
  - PCG utilized data from the survey responses, as well as the Pandemic Retention Bonus Round number 5 (completed December 2023) to inform the cost model. It is estimated to cost \$51,405,086 to fully fund educator compensation at the levels estimated within this report. This includes the additional revenue needed on top of what educators currently make.
- **PCG recommended the creation of an HR Hub** with its cost estimates. An HR Hub can create a pooled benefits system whereby businesses can access benefits with greater buying power, across programs. This type of program would drive toward benefit parity as a component of compensation.
- **PCG also recommends Rhode Island consider ongoing administration of a compensation initiative.** Rhode Island should leverage their new workforce data system to track educators and wages within the state on an ongoing basis. The state could also consider state-to-program, rather than state-to-educator based payment. This approach would reduce transactions and strengthen overarching program operations by providing revenue to programs directly. This system would require monitoring, which could be done using the data system, and existing staff capacity such as through the Child Care Licensing office.

These recommendations work to solve some of the existing challenges within the sector, including market-based constraints, equity challenges (such as those between infant and toddler, preschool and public-school educators), and set progressive goals towards meeting these targets. PCG recognizes additional revenue would be required to support the compensation goals articulated through this model. As a result, PCG included information on a sample of city and state revenue generation sources within its analysis, as well as has provided an example of what a tiered, phased in approach could look like at the 60<sup>th</sup>, 80<sup>th</sup>, and finally 100% funding as modeled.

# COMPENSATION STUDY AND ANALYSIS:

## INTRODUCTION

In 2023, the Rhode Island Department of Human Services (DHS) contracted Public Consulting Group LLC (PCG) to conduct a mixed-methods Early Childhood Educator Compensation Study to gather comprehensive data pertaining to the compensation of educators teaching in DHS-licensed child care facilities in Rhode Island. Key questions driving the study included:

- What is the current state of compensation and benefits for early educators?
- What compensation level is needed to sustainably attract and retain early educators in the field?  
And
- What are the potential strategies and costs for achieving that compensation?

PCG conducted the study between October and November 2023. This final study report documents the methodology, findings, analysis, and recommendations.

This study provides vital data to support Rhode Island's Early Childhood Strategic Plan priority of ensuring early educators are fairly compensated. A 2019 Early Educator Workforce Survey demonstrated RI early educators – similar to their colleagues nationally – faced persistent low wages. The COVID-19 Pandemic exacerbated an already undercompensated and understaffed field. The State engaged in multiple initiatives to support early educators' compensation, reduce staff turnover, and increase retention, including but not limited to the [Pandemic Retention Bonus Program](#), [Step Up to WAGE\\$ pilot](#), [CCAP for Child Care Educators](#), and the [Family Child Care Start-Up Grants](#). With this context, DHS sought to understand the current state of compensation to establish new baseline information following the pandemic and to understand what is needed to support and strengthen the early educator field, retain existing educators, and attract new educators to the workforce.

## METHODOLOGY



**Population:** The focus population for this Study is early education and child care providers and administrators working at DHS licensed facilities. These include Center-based operators, Family Child Care owners, and individual early educators working in child care centers (including educators in Head Start and RI Pre-K within community-based settings).



**Research methods:** PCG used a mixed-methods approach, employing multiple data sources and collection methods to evaluate compensation and triangulate findings. These methods included a web-based survey tool tailored to engage and collect data from unique subsets of the population; a personnel roster form for use by center-based providers to collect program level data; focus groups with various subsets of the population; and interviews with key informants identified by DHS. The interviews and focus groups allowed for quantitative data collected through the survey and personnel rosters to be contextualized and confirmed by qualitative information.



**Ethical research practices:** The evaluation approach pertained to research involving human subjects (participants) and was designed to ensure ethical research practices, transparency in research activities and expectations, and clarity on participant privacy. All eligible individuals who expressed interest in participating in the qualitative approach of the study were provided with a Participant Consent form. Prior to participation in key informant interviews and/or focus groups, participants were asked to sign a copy of the consent form, acknowledging their review and understanding of the compensation study design and evaluation protocols. Before each focus group or interview, the facilitator ensured all attending participants had completed a consent form. If participants had not, verbal consent was obtained.



**Literature and policy research:** In addition to these approaches, PCG conducted a literature review and peer state analysis to better understand the landscape of the early childhood workforce and to support and inform potential strategies for this report. The findings of the literature review and peer state analysis were presented to DHS in an alternate report. Findings from this research will be used to inform the recommendations in this report.



**Advisory Group:** PCG engaged with an Advisory Group throughout the study to shape the process, provide insight on the results, and inform recommendations. The members of this group were identified by DHS. They included active providers in the workforce and key informants from the child care community including advocacy groups, representatives from higher education, and others working to support the child care community.

## DRAFTING THE TOOLS

PCG developed overarching research questions in collaboration with DHS, aligned with the scope of the project. These questions drove the development of the research protocols for the quantitative survey, focus groups, and key informant interviews. The table below details the overarching research questions.

**TABLE 1. LIST OF QUESTIONS GUIDING THE STUDY**

Overarching Research Questions	
What barriers do program administrators face in raising employee wages and/or benefits?	
What is the current state of compensation for the early care and education and out of school time workforce in Rhode Island? Including: What are their current wages? Do they participate in public benefit programs, and if so, which ones? What types of benefits, bonuses, and other compensation do they receive? What State compensation programs do they participate in?	
What is the makeup of the workforce and how does compensation vary according to: race, geographic location, provider type, education level, and other demographic factors?	
What are educators' preferred compensation strategies, for example, solely increased wages, additional benefits, reduced cost child care for their own children, or other approaches?	
What compensation and/or benefit targets are necessary to retain and attract early educators to the field in Rhode Island?	
What lessons can be gathered from other stable workforce sectors about the wages that support stability?	
What should a target wage scale look like in Rhode Island that can serve as a scalable and living model?	
What could a scaling strategy look like to support investments needed to reach target wages?	
What would be the total cost for the suggested strategies proposed? What potential sources of funding should be considered?	

**TABLE 2. DATA COLLECTION METHODS USED IN THE STUDY**

#	Data Type	Data Source	Data Collection Mode	Information Collected	Engagement Mode
1	Quantitative	Child Care Center Operators	1. Personnel Roster (MS Excel) 2. Online Web Survey	Detailed wage and benefit information for each staff employed by program.	1. Email 2. Phone Outreach
2	Quantitative	Individual Early Educators Employed by	Online Web Survey	Demographic, wage, and other information employers would not have.	1. Email 2. Requests from Program Operators to Complete Survey

#	Data Type	Data Source	Data Collection Mode	Information Collected	Engagement Mode
		Child Care Centers			
3	Quantitative	Family Child Care Homes	Online Web Survey	All relevant wage and demographic information for the FCC Home Operator	1. Email 2. Phone Outreach
4	Qualitative	Key Informant Interviews	Virtual Conferencing	Open ended questions about the current state and desired state of compensation in RI	1.Email 2. ZOOM
5	Qualitative	Focus Groups	Virtual Conferencing	Open ended questions about the current state and desired state of compensation in RI	1.Email 2. ZOOM

## DATA COLLECTION

### Quantitative Approach

#### Online Web Survey

DHS and PCG chose to utilize a census survey approach for the quantitative aspect of the work. The online web survey was released on October 17, 2023, and ran through November 17, 2023. In addition to sending the survey link to all center-based and family child care providers using the DHS Licensed Providers list, PCG leveraged available data from the Pandemic Retention Bonus to distribute the survey to known individual educators by email and encourage participation. All communication was sent from [RIDHSOCC@pcgus.com](mailto:RIDHSOCC@pcgus.com) in both English and Spanish. A reminder email was sent, and the bilingual call team made direct outreach to as many educators as possible throughout the collection period. In addition to these direct outreach efforts, PCG provided the survey link and a communications template to the Advisory Group and DHS to distribute to their networks and for use on social media channels.

PCG provided a live dashboard of the report online for DHS and the Advisory Group to access at any time, which provided analysis of responses to each question in real time. PCG monitored the response rates to prioritize outreach calls to respondents. This allowed for the intentional follow-up of targeted populations to ensure the survey responses included a representative sample of providers. Near the end of the survey, the call team focused outreach efforts on respondents who had only submitted a partial response to encourage their full participation.

#### Personnel Roster

The personnel roster was released on October 26<sup>th</sup>, 2023, and ran through November 17, 2023. This tool was sent to all center-based providers via email using the contact email from the DHS Licensed Providers list. The tool was accompanied by detailed instructions and a pre-recorded training video. Participation in the personnel roster was messaged as voluntary. The call team made one phone call and followed up email to every center-based provider to encourage participation.

Due to low response, DHS reopened the collection period allowing for submissions through November 30, 2023. Despite these efforts, the data returned was not sufficient to achieve statistical significance and as such did not inform findings and recommendations.

### Qualitative Approach

The qualitative research was conducted over multiple virtual sessions during the time period of October 14, 2023- November 3, 2023. It included six one-hour virtual focus groups, with up to 10 participants

each. PCG also conducted 10 key informant interviews. Focus groups and interviews were conducted in English and Spanish.

PCG worked with DHS to identify priority populations for the focus groups. DHS provided a list of key informants for participation in the interviews. All activities were optional and voluntary. Participants were advised they could skip or refuse to participate in any part of the study they did not wish to complete and could remove themselves from the study at any time. All participants were offered contact information to provide any additional feedback or comments they may not have had the opportunity to share during the information gathering session.

### **Focus Groups**

PCG and DHS utilized available grant data (from the Pandemic Retention Bonus) about educators to identify individual early educators to invite to participate in the focus groups. PCG sent an email from [RIDHSOCC@pcgus.com](mailto:RIDHSOCC@pcgus.com) in English and Spanish to request volunteers to participate in focus groups. PCG requested they complete an interest form designed to gather information about their availability and preferences for participation, as well as the need for potential supports required to increase participation (such as interpretation services). In addition to this direct outreach effort, PCG provided the interest form and a communications template to the Advisory Group and DHS to distribute to their networks and for use on social media channels.

From the response to this interest form, PCG invited a representative sample of individuals to participate in the focus groups. Invitations included language explaining the purpose and value of their participation. PCG sent one initial e-mail invitation with a meeting link and participant consent form with one-week advance notice of the focus group, and one follow up e-mail the day prior to the focus group. The focus group sessions were offered during day and evening times throughout the course of a week or weekend. PCG provided at least two staff in each group to support facilitation, note-taking, and technology needs. The PCG facilitator followed a strict protocol for each focus group and reviewed the participant consent form before proceeding with information gathering.

### **Interviews**

DHS provided a list of potential key informants, made up of leaders in the field, providers, and advocacy groups. As interviews were limited to ten sessions, PCG worked with DHS to divide their desired participants into small groups for interviews. Participants were notified via email of the study and the request for their voluntary participation for an individual or small group interview. Participants were asked to complete an availability form to assist with scheduling. Invitations included language explaining the purpose and value of their participation. PCG sent one initial e-mail invitation with a meeting link and participant consent form with as much advance notice as possible for each interview. The interviews were offered during times that were self-selected by participants. PCG provided two staff in each group to support facilitation, note-taking, and technology needs. The PCG facilitator followed a strict protocol for each interview, reviewing the participant consent form before proceeding with information gathering and asking the same set of questions in each session.

Several center-based directors expressing interest in participating in a focus group or interview were unable to attend the session offered. These individuals were provided a copy of the key informant interview questions and offered the opportunity to provide written responses to be included in the analysis of the qualitative data.

## **DATA CLEAN UP AND ANALYSIS**

### **Quantitative Approach**

Once the survey concluded, PCG exported the survey results from the online survey tool on November 20, 2023. They cleaned and prepared the data in an Excel format in preparation for analysis. This

process included removal of duplicate and partial responses. PCG converted several open narrative text fields relating to paid time off to a normalized format that could be used for analysis.

Once data were cleaned, outliers +/- 2 standard deviations from the mean were removed before analysis. After this clean-up was completed, the survey data was analyzed to produce the remainder of this report.

### **Qualitative Approach**

PCG conducted six focus groups and nine key informant interviews with stakeholders in the child care field. Participants were asked for their perspectives on the current wage and benefit landscape, ideas for improvement, and feedback on the child care compensation programs offered by DHS. Transcripts were coded using thematic analysis. The PCG team conducted an initial round of rigorous analysis to identify key themes emerging in each transcript. After reviewing all themes and identifying patterns, PCG developed a coding scheme with the most prominent themes. Then, PCG conducted a second round of coding employing the coding scheme. This multistep approach allowed for a thorough analysis of the most pertinent patterns emerging across the data.

These sessions brought together diverse perspectives to inform discussions on compensation in Rhode Island. Responses can be seen in the [KEY METRICS](#) section of this document.

## QUANTITATIVE APPROACH FINDINGS

### RESPONSE RATES

A total of 1,162 educator responses were received as a part of this survey. The majority of respondents (90%) were Center-based educators.

TABLE 3. COUNT AND PERCENT OF TOTAL SURVEY RESPONDENTS BY PROVIDER TYPE

Provider Type	Count of Respondents	Percent of Respondents
Center-based	1050	90%
Family Child Care	112	10%
<b>Total</b>	<b>1162</b>	<b>100%</b>

It is currently undefined how many active educators are currently working within DHS licensed child care programs across the state. However, of the 6,089 direct email invitations sent to known educators, the count of responses is approximately 19% of known early educators. If it can be assumed the total population of the workforce is approximately 5,500 (based off of PCG's cost modelling) with 1,162 responses, this survey can be found to be statistically significant, with a margin of error of +/- 2.55% at a confidence level of 95%.

### DEMOGRAPHIC DATA

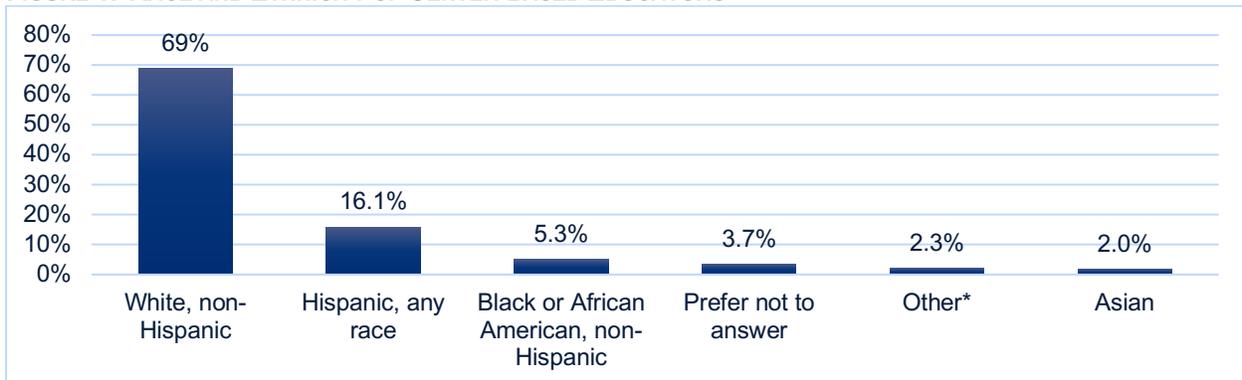
#### Workforce Demographics

The following outlines characteristics of the survey respondents from both the center-based and family child care providers related to race, ethnicity, age, gender, and family size. PCG is confident the survey response is representative of the demographics of the known Rhode Island early childhood workforce based on the Pandemic Retention Bonus participation.<sup>1</sup>

#### Center-Based

The majority of center-based educators responding to the survey were White, non-Hispanic females (69%) between the ages of 41-45 yrs. and 51-55 yrs.

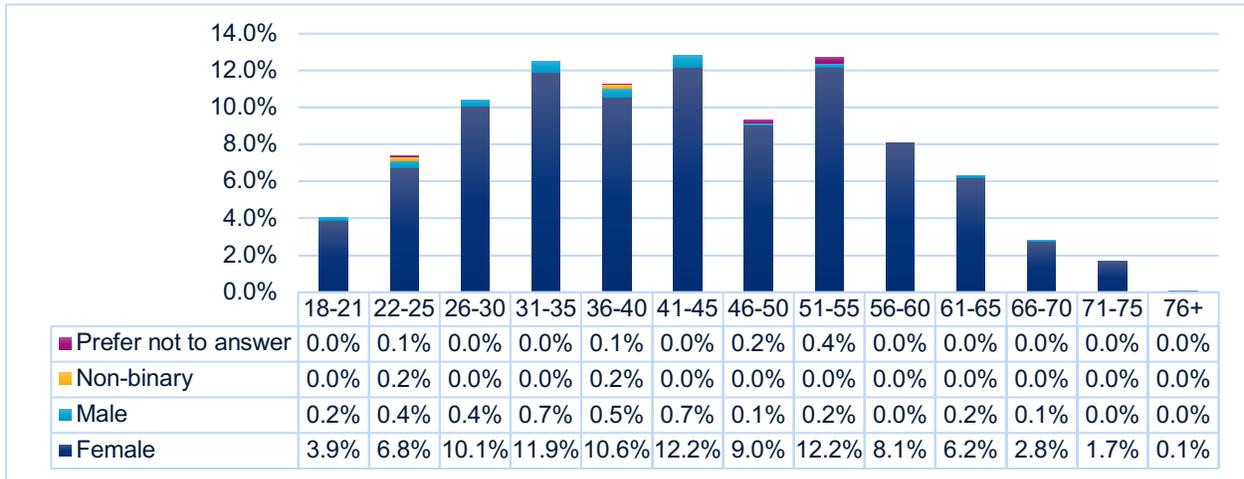
FIGURE 1. RACE AND ETHNICITY OF CENTER-BASED EDUCATORS



*Note:* Race and ethnicity categories identified by center-based survey respondents. Due to the small numbers of responses in some categories, "Other" includes participants who selected Other, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander.

<sup>1</sup> PCG has data available about the educator workforce in Rhode Island who have participated in the Pandemic Retention Bonus grants. The demographics of the educator workforce responding to this survey are aligned with the data we have about this community when considering race, ethnicity, and educational background.

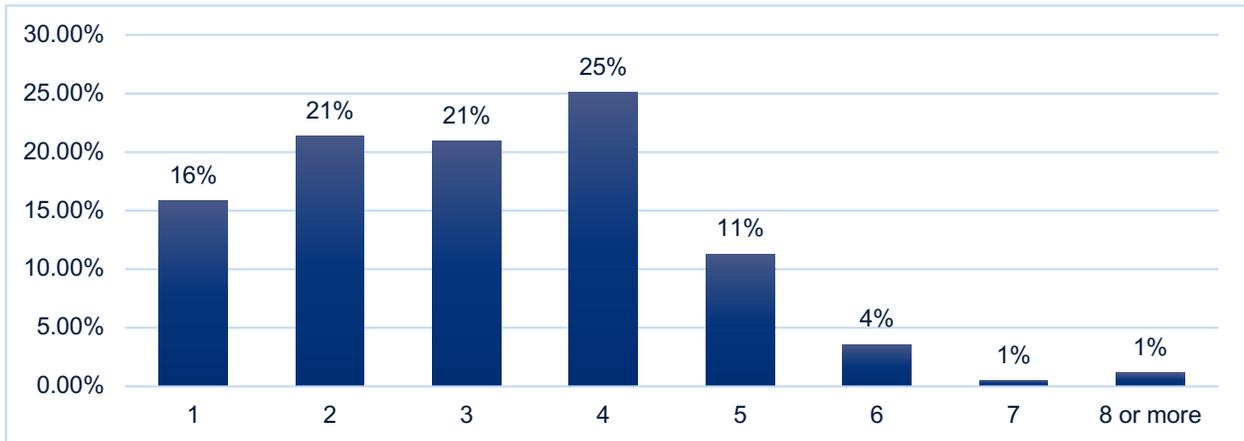
**FIGURE 2. AGE AND GENDER OF CENTER-BASED EDUCATORS**



Note: Age and gender categories identified by center-based survey respondents.

The workforce reports family sizes ranging from one to greater than eight persons, with 42% of educators having family sizes of four or more persons.

**FIGURE 3. FAMILY SIZE OF CENTER-BASED EDUCATORS**



Note: Percent of center-based educators with family sizes of 1, 2, 3, 4, 5, 6, 7, or more than eight persons.

Of interest to the Advisory Board was understanding how demographics break out when considering educator role. PCG grouped educators into four subgroups<sup>2</sup>: Head Start, RI Pre-K, Child Care Programs,

<sup>2</sup> These groups were based on self-selection in the survey. Head Start is made up of both Head Start and Early Head Start Assistant Teachers and Teachers. RI Pre-K is made up of State Preschool Assistant Teachers and Teachers. Child Care Programs is made up of Floater/Support Staff, Infant Assistant Teacher and Teacher, Preschool Assistant Teacher and Teacher, Toddler Assistant Teacher and Teacher, Teacher Aide, School Age Assistant Teacher and Teacher. Administrative Roles included Administrator/Director, Assistant Director, Owner/Executive, coordinator roles.

and Administrative Roles to help disaggregate the data further. Below are some of the most prevalent characteristics of these educators.

**TABLE 4. DEMOGRAPHIC CHARACTERISTICS BY PROGRAM TYPE OF EDUCATORS**

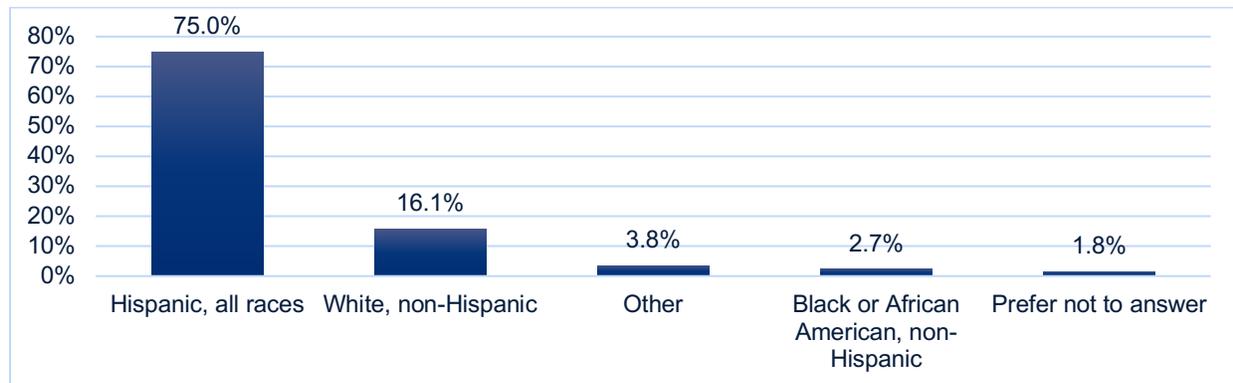
Educator Program	Age	Race and Ethnicity
Head Start (n=96)	36-40 (13.5%) 61-65 (13.5%)	White, non-Hispanic (59.4%) Hispanic, All Races (22.9%) Black or African American, non-Hispanic (6.3%) Other (2.1%) Asian (2%)
RI Pre-K (n=54)	31-35 (20.4%) 51-55 (20.4%)	White, non-Hispanic (62.9%) Hispanic All Races (18.5%) Black or African American, non-Hispanic (7.4%) Asian (3.7%)
Child Care Programs (n=538)	31-35 (20.4%) 51-55 (20.4%)	White, non-Hispanic (66.5%) Hispanic, all races (17.8%) Black or African American, non-Hispanic (5%) Asian (2.8%) Other (2.8%)
Administrative Roles (n=289)	41-45 (16.7%)	White, non-Hispanic (77.2%) Hispanic, all races (10.4%) Black or African American, non-Hispanic (4.8%) Other (1%)

*Note:* Due to the small numbers of responses in Child Care Programs for some categories for “Other” includes participants who identified as American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander. Similarly for Administrative roles, “Other” includes participants who identified as Asian, Native Hawaiian or Other Pacific Islander.

### Family Child Care

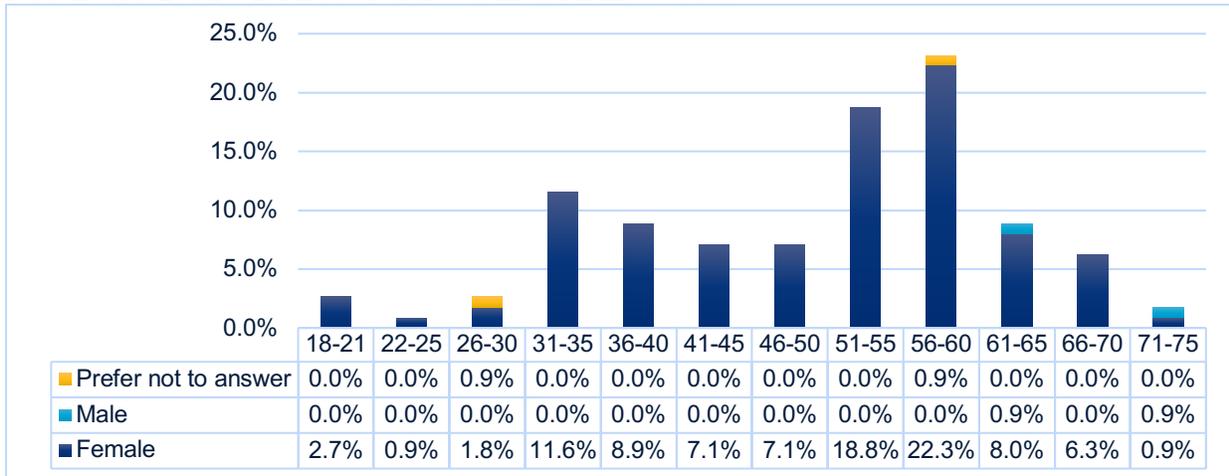
Most Family Child Care (FCC) educators responding to the survey identified as Hispanic (75%) female. Forty-two percent report being between the ages of 51-60 yrs. Less than 30% of FCC educators are 40 years of age and under (25.9%).

**FIGURE 4. RACE AND ETHNICITY OF FAMILY CHILD CARE EDUCATORS**



*Note:* Race and ethnicity categories identified by family child care survey respondents. Due to the small numbers of responses in some categories, “Other” includes participants who identified as Asian, American Indian or Alaska Native.

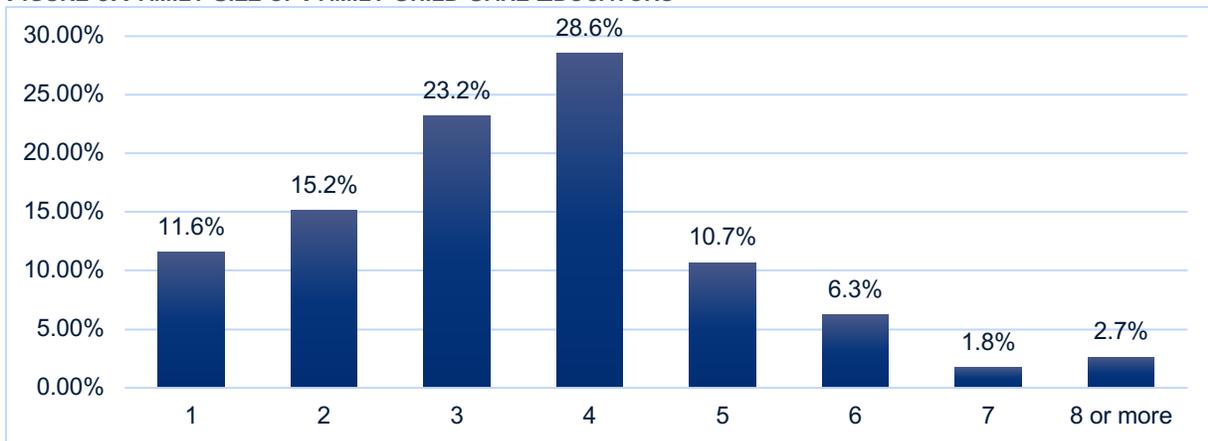
**FIGURE 5. AGE AND GENDER OF FAMILY CHILD CARE EDUCATORS**



Note: Age and gender categories identified by family child care survey respondents.

This subset of the workforce has family sizes split evenly with 50% having less than four and 50% having four or more persons.

**FIGURE 6. FAMILY SIZE OF FAMILY CHILD CARE EDUCATORS**



Note: Percent of family child care educators with family size of 1,2,3,4,5,6,7 or more than eight persons.

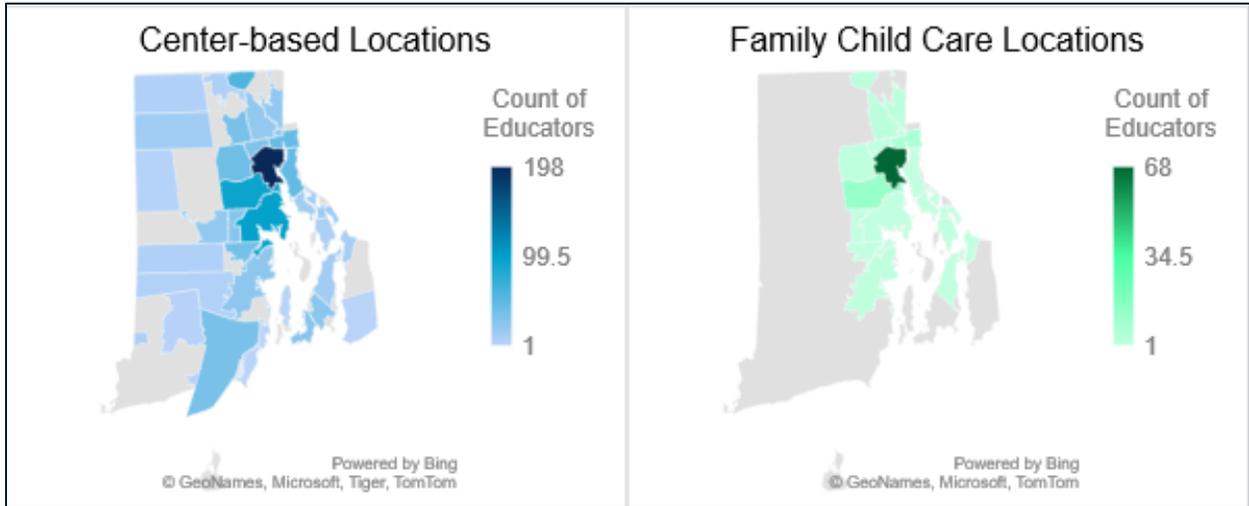
### Workforce Program Level Information

The following outlines characteristics of the survey respondents from both the center-based and FCC providers related to geographic location, BrightStars rating, ages of children served, and educator role.

#### Geographic Location

The center-based educators represented a wider geographic footprint than FCC educators; however, educators across all program types were predominantly located in Providence.

**FIGURE 7. GEOGRAPHIC LOCATION OF EDUCATORS**



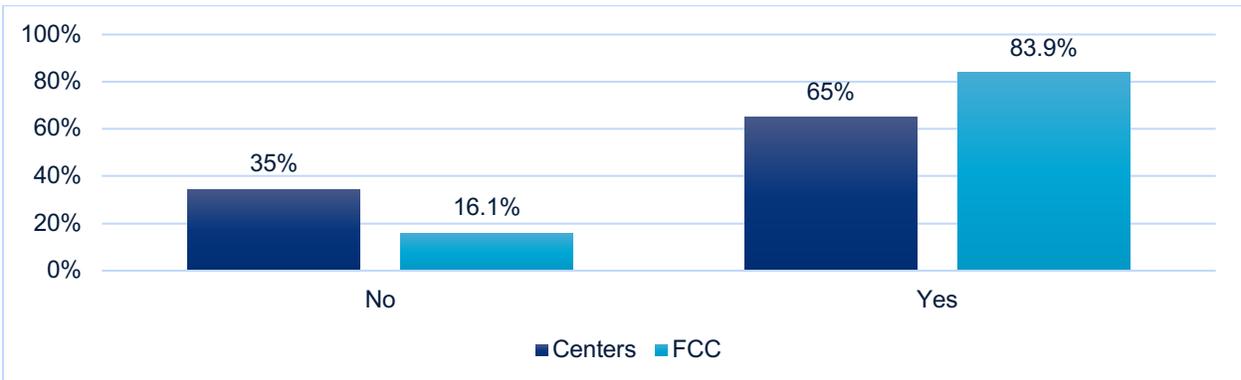
*Note:* Map of Rhode Island with a count of educators completing the survey by town and provider type.

**BrightStars**

When asked, FCC providers were more likely to know their program’s BrightStars quality rating than center-based educators. Sixty-five percent of individuals in the center-based workforce knew the program’s rating. The majority of those are working in a four or five star rated programs. In contrast, 83.9% of the family child care workforce reported knowing their program’s rating, which is predominantly rated as a one or two.

When considering the population of all licensed providers by their BrightStars rating, the center-based workforce working in one- or two-star programs was under represented as well as FCC providers in one-star programs, as the majority of BrightStars-participating providers are one- or two-star programs.

**FIGURE 8. KNOWLEDGE OF BRIGHTSTARS RATING**



*Note:* Percent of educators by provider type who responded yes or no to knowing the BrightStars rating of the program in which they work.

**TABLE 5. BRIGHTSTARS DATA BY CENTER-BASED AND FAMILY CHILD CARE PROVIDERS**

BrightStars Rating	% of All Centers (n=356)	Center-Based Survey Responses (n=674)	% of All FCC (n=359)	FCC Survey Responses (n=94)
5 Star	11.2%	25.9%	0.3%	1.1%
4 Star	18.3%	31.3%	1.1%	1.1%
3 Star	14.9%	15.8%	2.8%	7.6%
2 Star	26.7%	16.7%	37.1%	56.5%
1 Star	28.9%	10.1%	58.7%	33.7%

Note: The *BrightStars Active Program Report 11.30.2023* was used as a source of data to calculate the percentage of center and family child care providers in the Rhode Island child care community. Items shaded red represent a survey population less than actual population based on available data.

### Roles and Ages Served

The survey gathered information about the role of educators. As expected for FCC programs, 91% are operators of the family child care home with a small percentage representing family child care assistants. FCC providers responding serve nearly equal proportions of the various age groups including infants, toddlers, preschool and school age children.

**TABLE 6. PERCENTAGE OF FCC PROVIDERS BY ROLE**

FCC Roles	Percent of Respondents
Family Child Care Assistant	8.9%
Family Child Care Provider	91.1%

For the center-based educators, the roles most frequently selected were Administrator/Director (14.2%) and Preschool Teacher (14.5%).

**TABLE 7. PERCENTAGE OF CENTER-BASED EDUCATORS BY ROLE**

Center-Based Roles	Percent of Respondents
Preschool Teacher	14.5%
Administrator/Director	14.2%
Preschool Assistant Teacher	8.6%
Toddler Lead Teacher	8.0%
Infant Teacher	6.7%
Education Coordinator	5.8%
Other	4.9%
Floater/Support Staff	3.8%
Assistant Director	3.8%
Head Start Teacher	3.5%
RI Pre=K Teacher	3.3%
Infant Assistant Teacher	2.9%
Toddler Assistant Teacher	2.8%
Early Head Start Teacher	2.2%
School Age Assistant Teacher	2.1%
Head Start Assistant Teacher	2.0%

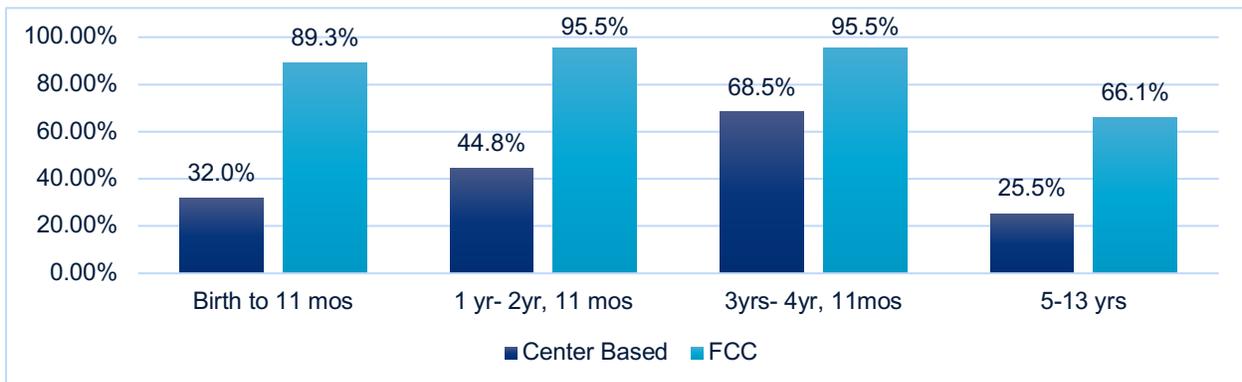
Center-Based Roles	Percent of Respondents
RI Pre-K Assistant Teacher	1.8%
Owner/Executive Lead	1.6%
Early Head Start Assistant Teacher	1.4%
School Age Teacher	1.4%
School Age Site Coordinator	1.3%
Substitute Teacher	1.1%
Non-teaching Leadership	0.8%
Nurse/Health Care Consultant/Specialist	0.7%
Teacher Aide	0.6%
Kitchen/Cooking Staff	0.2%
Transportation Provider	.1%

### Ages of Children Served

The survey asked educators to identify the ages of children they serve in their program. The responses appear representative of the field for Family Child Care providers, except for school-age (of note: FCC providers can serve multiple ages within their program). For center-based educators, all ages served were underrepresented, except for educators serving infants.

While still underrepresented, educators serving the 3–5-year-old group had the highest response rate to the survey, which may be due to overall greater licensed capacity for this age group across DHS licensed child care providers.

**FIGURE 9. AGES SERVED BY PROVIDER TYPE**



Note: Percent of survey respondents by provider type and the age groups served by educator.

**TABLE 8. ALL LICENSED PROVIDERS BY AGES SERVED AND PROVIDER TYPE**

Ages Served	Center-Based Providers (n=419)	Center-Based Survey Responses (n=1050)	FCC Providers (n=383)	FCC Provider Survey Responses (n=112)
Birth to 11 mos.	27.9%	32.0%	93.7%	89.3%
1yr to 2yrs. 11mos.	57.5%	44.8%	98.2%	95.5%
3 yrs.to 4yrs. 11mos.	78.0%	68.5%	99.2%	95.5%

Ages Served	Center-Based Providers (n=419)	Center-Based Survey Responses (n=1050)	FCC Providers (n=383)	FCC Provider Survey Responses (n=112)
5yrs.to 13 yrs.	51.6%	25.5%	98.7%	66.1%

Note: RI DHS December 2023 Licensing Data is the source of the number of providers by age served. Items shaded red represent a survey population less than actual population based on available data.

### Workforce Education and Experience

The following outlines characteristics of the survey respondents from both the center-based and family child care providers related to educators' education and experience in the field.

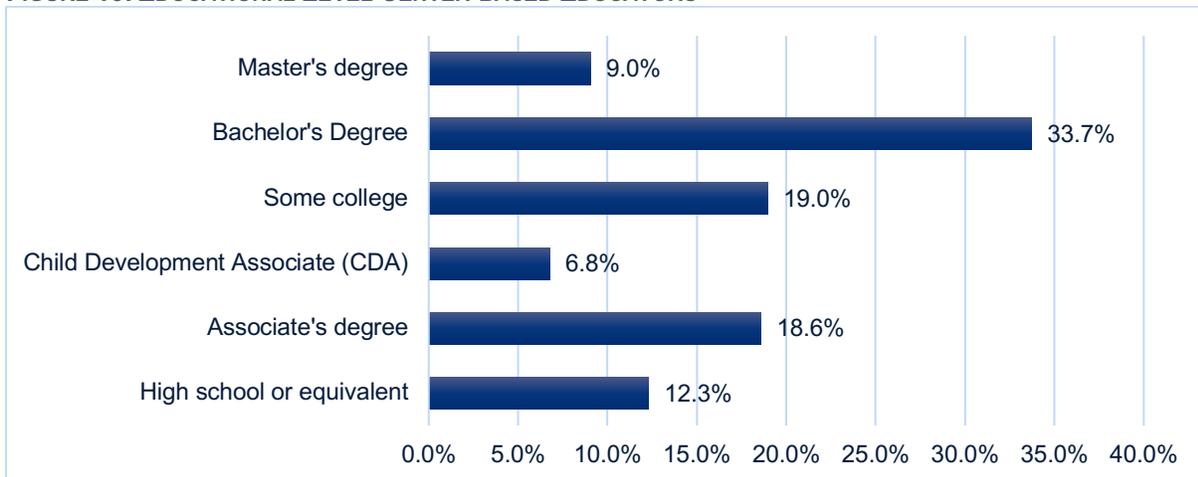
#### Center-Based

The majority (80%) of center-based educators have some college education, including 19% completing "some college", 19% holding an associate degree, one third (33%) holding a bachelor's degree, and 9% with a master's degree. Most (82%) center-based educators reported holding at least one child care certificate or credential. The most held credential is the RIELDS Certificate.

In considering education by educator role, 64% of educators in Head Start programs have an associate or bachelor's degree, while 71% of RI Pre-K educators hold an associate or bachelor's degree (with a bachelor's being more prevalent). Educators in child care programs not funded by contract-based state and federal programs have more widely varied education backgrounds with 67% having completed some college, associate, or bachelor's (with some college being most prevalent at 26%).

The majority of educators in administrative roles have a bachelor's (47%) or master's degree (20%).

FIGURE 10. EDUCATIONAL LEVEL CENTER-BASED EDUCATORS



Note: Percentage of center-based educators by highest level of education completed.

TABLE 9. EDUCATORS' CREDENTIALS AND CERTIFICATES CENTER-BASED

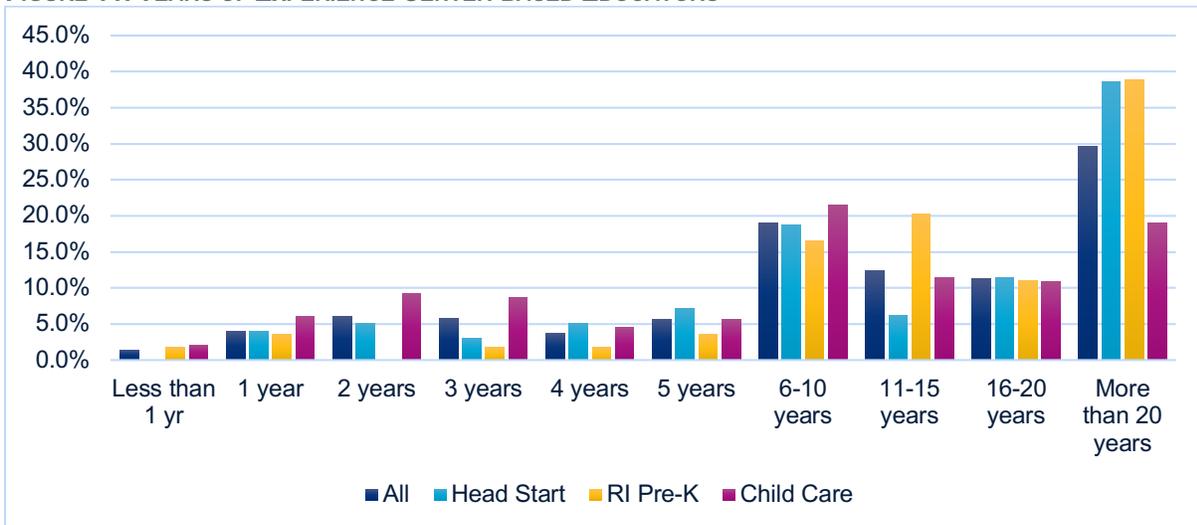
Certificate and Credentials Held by Educators	Percent of Respondents
RIELDS Certificate	54.0%
Rhode Island State Teacher Certification	18.1%
Certification, Other	16.7%
Child Development Associate (CDA), Preschool	11.3%
Child Development Associate (CDA), Infant Toddler	9.3%

Certificate and Credentials Held by Educators	Percent of Respondents
Credential, Other	8.1%
License, Other	3.6%
Child Development Associate (CDA), Family Child Care Provider	0.7%

The majority (72.6%) of survey respondents have worked in the field for six or more years. While 5.6% of center-based educators have spent a year or less working in the child care and early education field, 25% have worked 5-10 years in the field, 12.5% have worked 11-15 years, and 29.7% have worked more than 20 years in the field.

In looking at years of experience by educator role, half the educators working in Head Start and RI Pre-K programs have been in the field for more than 16 years compared to 30% of educators from other child care programs. Fifty-seven percent of educators in administrative roles have been in the field for more than 16 years. Child care programs had the most educators (8.3%) with the least amount of experience, 1yr or less, while the majority of child care program educators responding to the survey have 6-10 years of experience.

FIGURE 11. YEARS OF EXPERIENCE CENTER-BASED EDUCATORS



Note: Percentage of all center-based educators, Head Start educators, RI Pre-K educators and other child care programs educators by length of time they have worked in ECE.

The majority of center-based survey respondents (approximately 72%) reported having worked in other industries prior to entering the early childhood field. The most common industry types included:

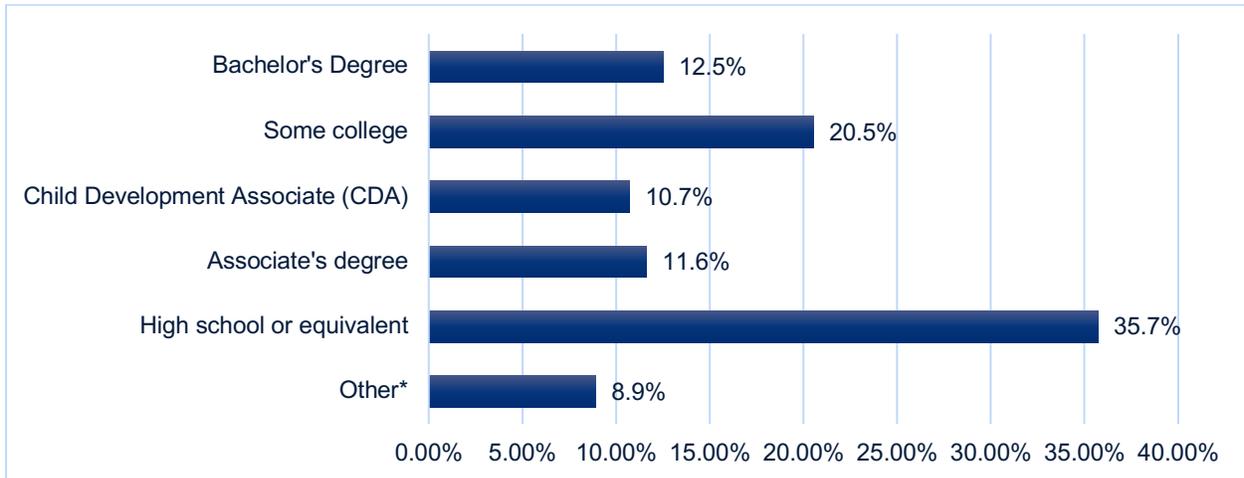
- Retail
- Customer Service
- Food Service
- Healthcare/Nursing
- Hospitality
- Factory/Manufacturing

### Family Child Care

Over one third (35.7%) of FCC providers report high school or the equivalent as the highest level of education attained. Nearly half (49%) of FCC providers hold some degree of college education, with 11.6% holding an associate degree, 20.5% completing “some college”, and 12.5% holding a bachelor’s

degree. When compared to center-based educators, FCC providers are more likely to hold a CDA (10% vs. 6.8% for center educators).

**FIGURE 12. EDUCATIONAL LEVEL FAMILY CHILD CARE**



*Note:* Percent of educators by highest level of education attained. Due to small responses in some categories, “Other” includes middle school, master’s degree, Ph.D., Ed.D., or other professional degree.

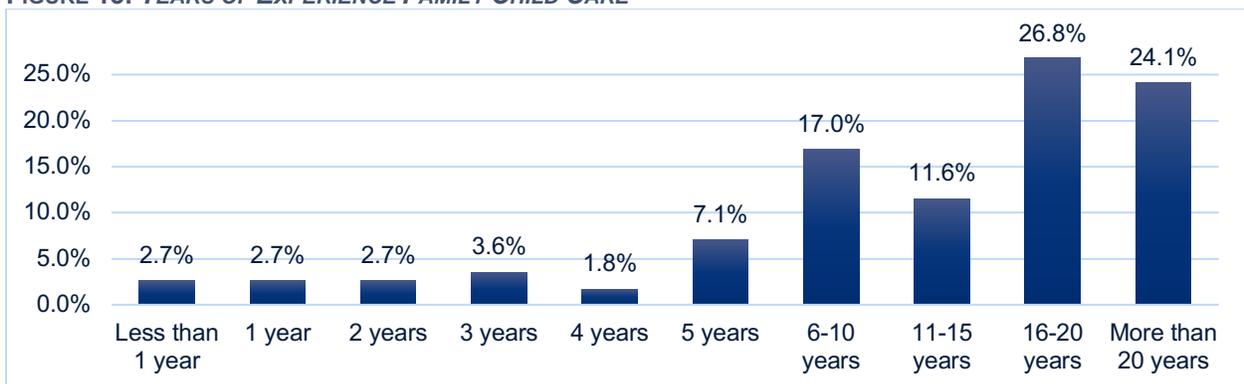
Of the 112 FCC respondents, 88% reported holding at least one certification or credential. The most common was the CDA, Infant/Toddler.

**TABLE 10. EDUCATORS’ CREDENTIALS AND CERTIFICATES FAMILY CHILD CARE**

Certificate and Credentials	Percent
Child Development Associate, Infant/Toddler	27.7%
License, Other	28.6%
Child Development Associate, Preschool	25.0%
Child Development Associate, Family Child Care Provider	21.4%
RIELDS Certificate	17.9%
Certification, Other	16.1%
RI State Teacher Certification	8.0%
Credential, Other	8.0%

Just over half (50.9%) of FCC providers have worked in the child care and early education field for 16 years or more.

**FIGURE 13. YEARS OF EXPERIENCE FAMILY CHILD CARE**



Note: Percentage of all family child care provider survey respondents by length of time they have worked in ECE.

Prior to working in the field, the most common fields FCC providers report working in were:

- Factory work
- School age education
- Retail
- Caregiver roles

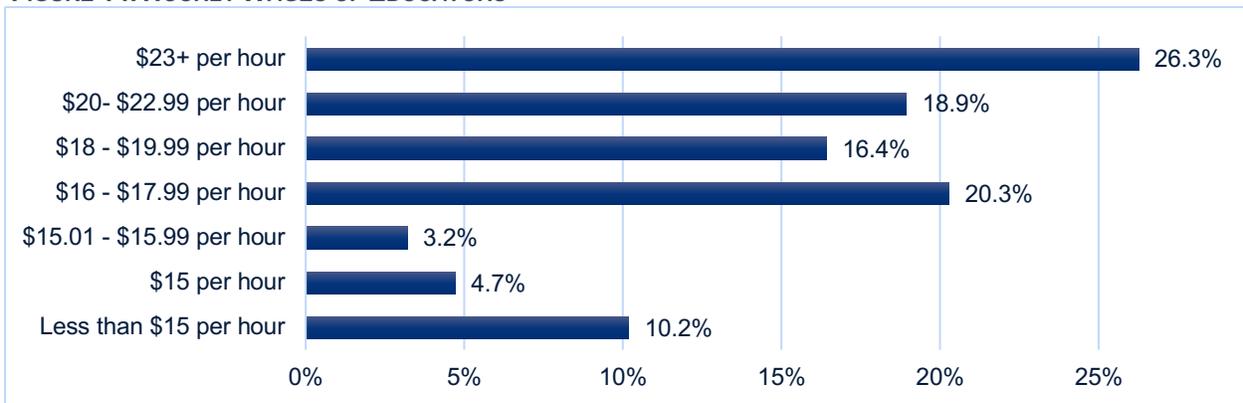
## CENTER BASED FINDINGS

### Wages

The following section outlines wage data reported by the survey respondents from the center-based educators. The wage data is broken out by various characteristics of the workforce including by BrightStars rating, education, years of experience, race and ethnicity, role, and geographic location.

Of the 1,050 center-based educators responding to the survey, the majority (62%) report earning \$18 or more per hour. Ten percent report earning less than \$15 dollars an hour. The median wage across all survey respondents is \$18-19.99 per hour.

FIGURE 14. HOURLY WAGES OF EDUCATORS



Note: Percent of center-based educators by wage range indicated in the survey.

TABLE 11. MEDIAN WAGE RANGE OF EDUCATORS BY SPECIFIC ROLE

Educator Role	Median Wage Range
RI Pre-K Teachers	\$23+ per hour
RI Pre-K Assistant Teachers	\$20-22.99 per hour
Head Start and Early Head Start Teachers	\$23+ per hour
Head Start and Early Head Start Assistant Teachers	\$16-17.99 per hour
Infant, Toddler, School Age Teachers	\$16-17.99 per hour
Preschool Teacher	\$18-19.99 per hour

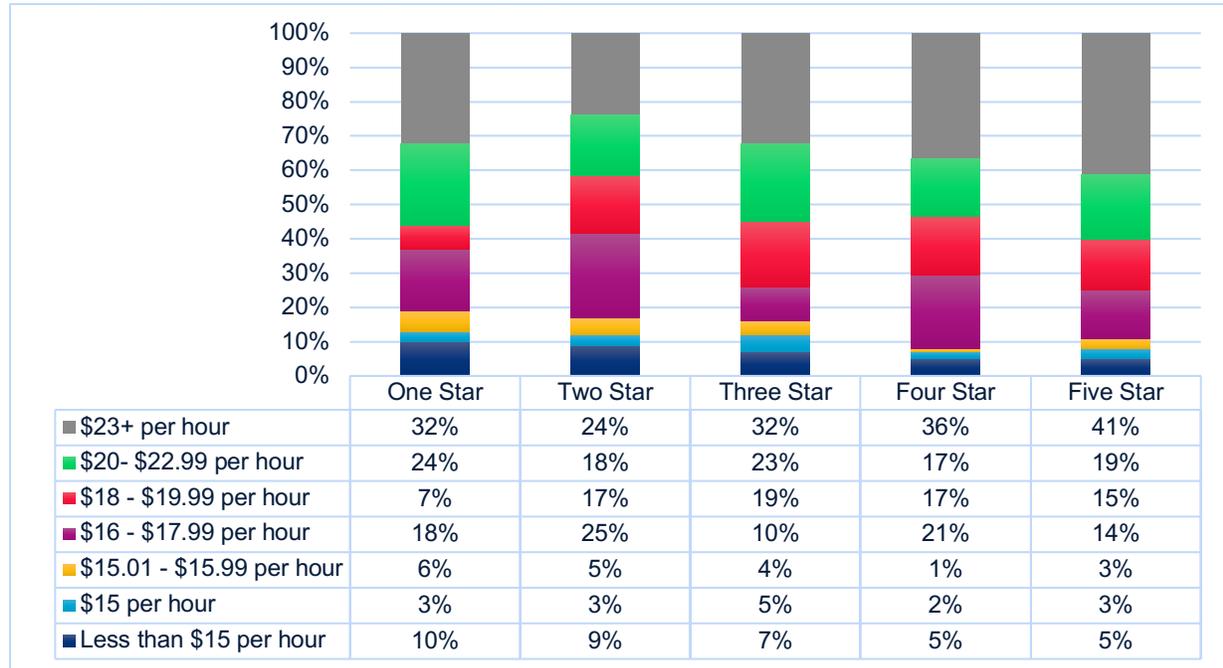
### By BrightStars Rating

As indicated in the [Workforce Program Level Information](#), only 674 educators reported their program's BrightStars rating. Of those who knew the rating, there was a disproportionate representation of four- and five-star center educators.

The following figure shows the distribution of wages within centers at each BrightStars rating. Across all BrightStars rated programs, about 80% of the workforce are earning at least \$16-\$17.99 per hour.

Overall, educators working at higher BrightStars rated centers are generally earning higher wages. However, one-star centers' wage distribution does not follow this trend.

**FIGURE 15. EDUCATORS' WAGES BY PROVIDER BRIGHTSTARS RATING**

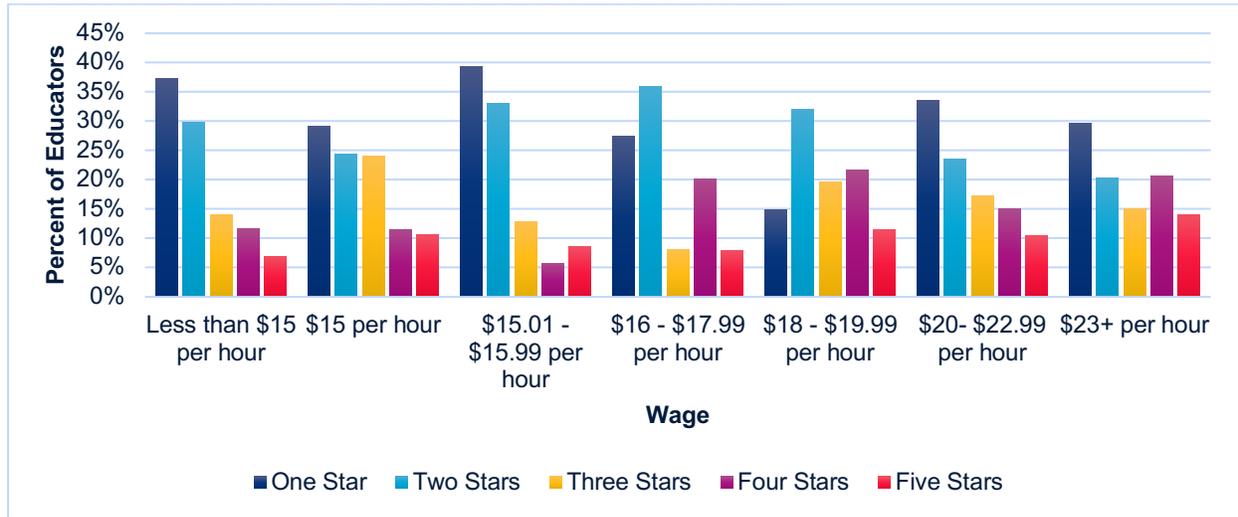


*Note:* Percent of educators by their program's BrightStars rating for each wage group category.

For the purpose of examining the range of wages across BrightStars ratings, responses were weighted to better reflect the true population of one- and two-star programs, as four- and five-star programs were overrepresented in the survey's sample. The weighted median wage for providers who knew their BrightStars rating is \$18.00 - \$19.99 per hour.

The following shows what percent of individuals making a certain wage are employed by centers at each BrightStars rating. The majority of the workforce for each wage level (except \$18-\$19.99 per hour) work within one- or two- star settings, which aligns with the fact that 55.6% of all child care centers are rated one- or two-stars. Of note, while only 11.2% of centers are rated five-stars, 14% of educators making \$23+ per hour work at five-star centers.

**FIGURE 16. WEIGHTED WAGE DISTRIBUTION BY BRIGHTSTARS RATING**

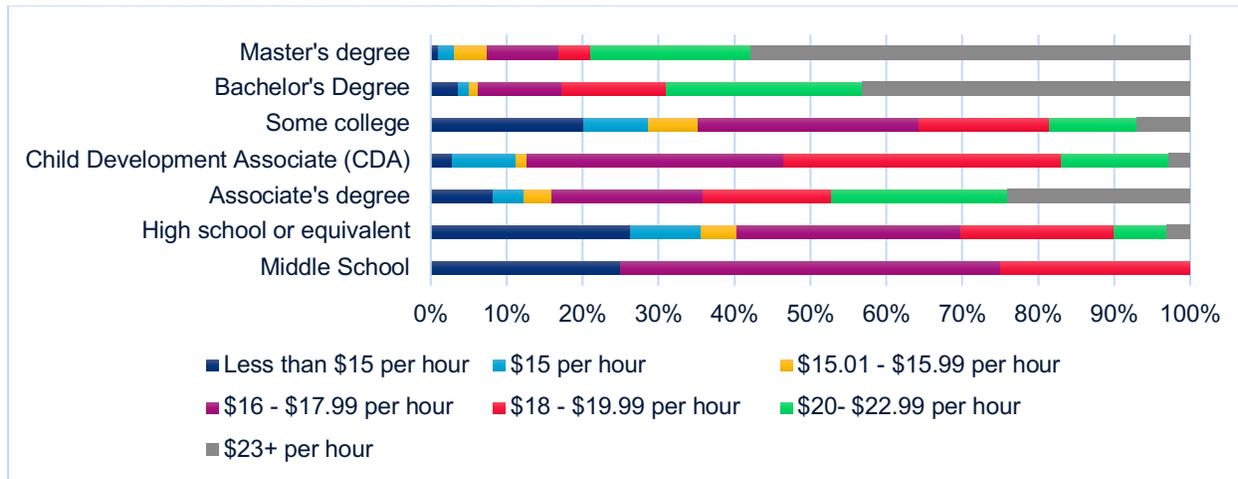


Note: Percent of center-based educators in each wage range category by their program’s Bright Stars rating, weighted to be representative of the population of BrightStars centers in the child care community.

**By Education**

As noted, in *Workforce Demographics*, there is confidence the survey respondents are representative of the actual workforce in the known child care community. The following figure shows of the center-based educators with some college education level and above, the majority are earning at least \$23 an hour. The majority of educators with a CDA are earning less than \$20 an hour. Over half (55%) of those with a high school diploma or equivalent earn \$15 an hour or less.

**FIGURE 17. WAGES BY EDUCATIONAL LEVEL ATTAINED**

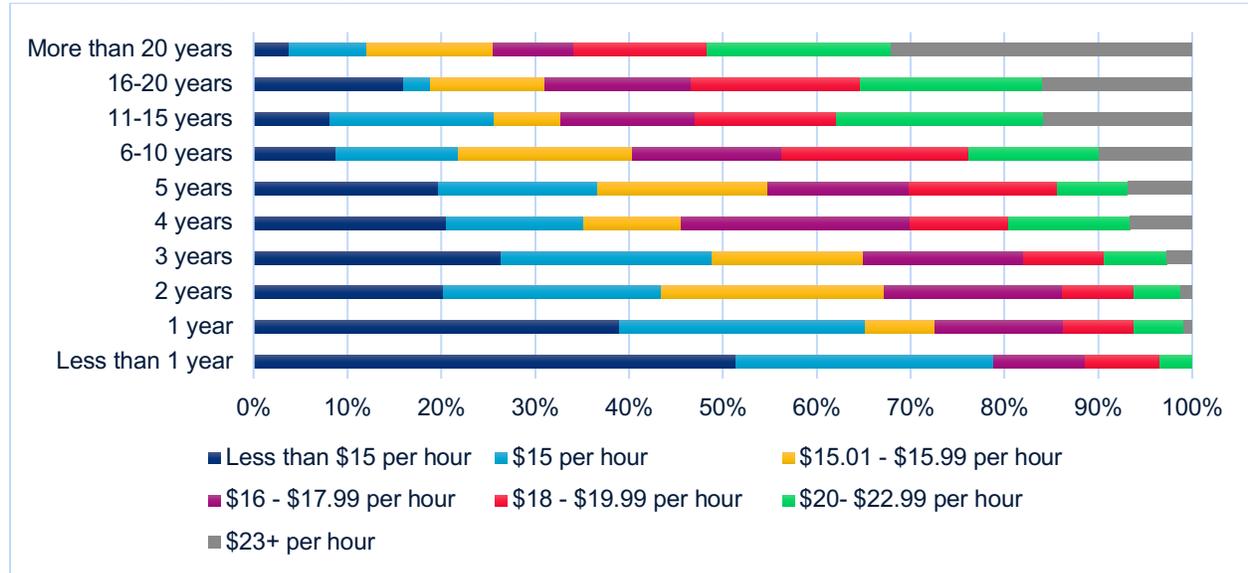


Note: Distribution of wage groupings by educational level attained for center-based educators. Due to the small response in some categories, wage data for those who have earned a Ph.D., Ed.D., or other professional degree was excluded from this chart.

**By Years of Experience**

The survey showed wages are higher for those with more years of experience in the field. Wages increase consistently across hourly rates greater than \$15 per hour once educators reach five years of experience.

**FIGURE 18. WAGES BY YEARS OF EXPERIENCE**

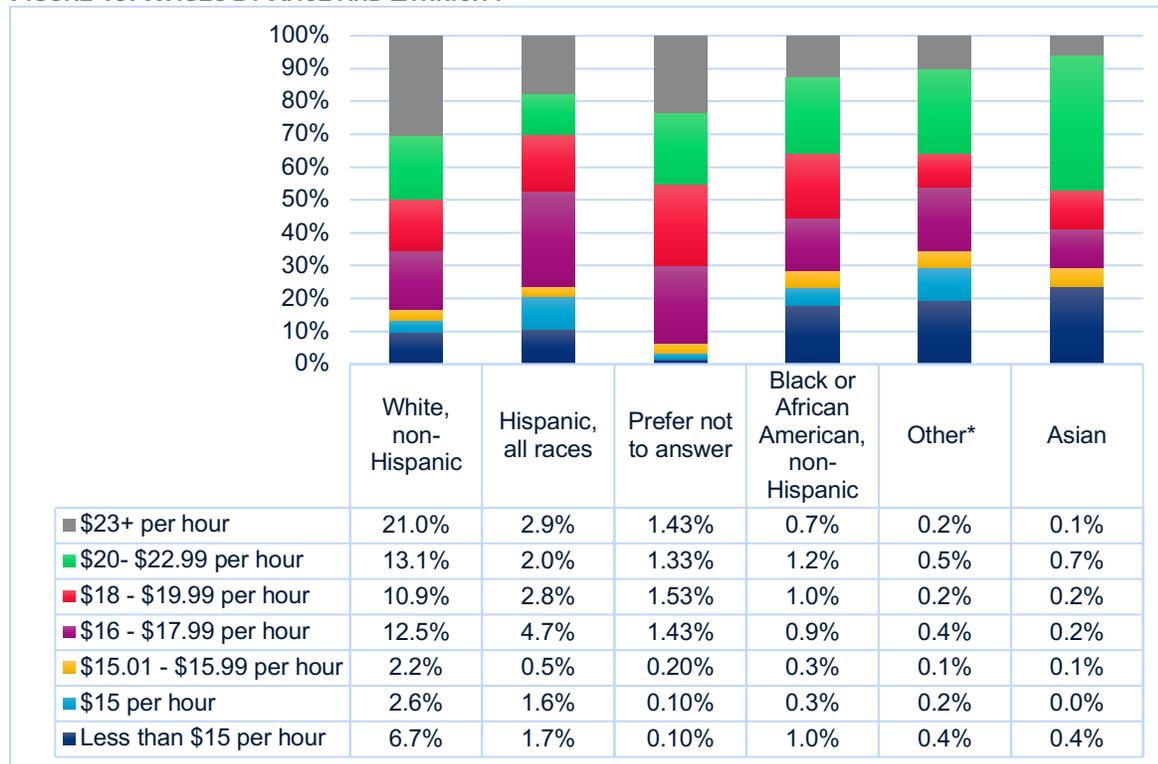


*Note:* Distribution of wage groupings by educational level attained for center-based educators

**By Race and Ethnicity**

As shown in the figure that follows, about 69% of center-based educators are White, non-Hispanic, 16.1% are Hispanic, all races, 6% preferred not to answer, and 5.3% are Black or African American, non-Hispanic. Educators earning \$23+ per hour are primarily White, non-Hispanic (21%). Educators who are Hispanic are most frequently earning \$16-\$17.99 per hour (4.7%). Educators who are Black or African American, non-Hispanic have wages that are more widely distributed across all wage ranges and 3.8% are making at least \$16-17.99 per hour.

**FIGURE 19. WAGES BY RACE AND ETHNICITY**

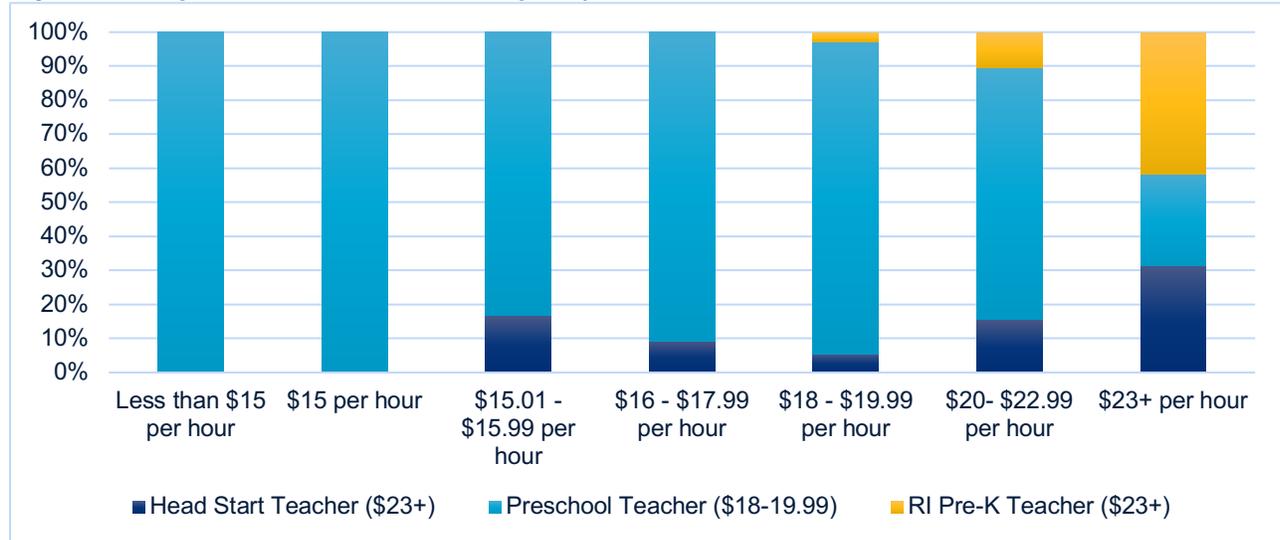


*Note:* Distribution of wage groupings by center-based educators identified race and ethnicity. Due to small responses in some categories, “Other” includes Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native

**By Role**

PCG disaggregated wage distribution by educator role into several subgroups. When comparing Head Start, RI Pre-K, and preschool teachers in child care programs, those in Head Start and RI Pre-K are earning a median wage of \$23+ per hour. This is at least three dollars more than those preschool teachers working in classrooms not funded by contract-based state and federal programs, whose median wage is \$18-\$19.99/per hour.

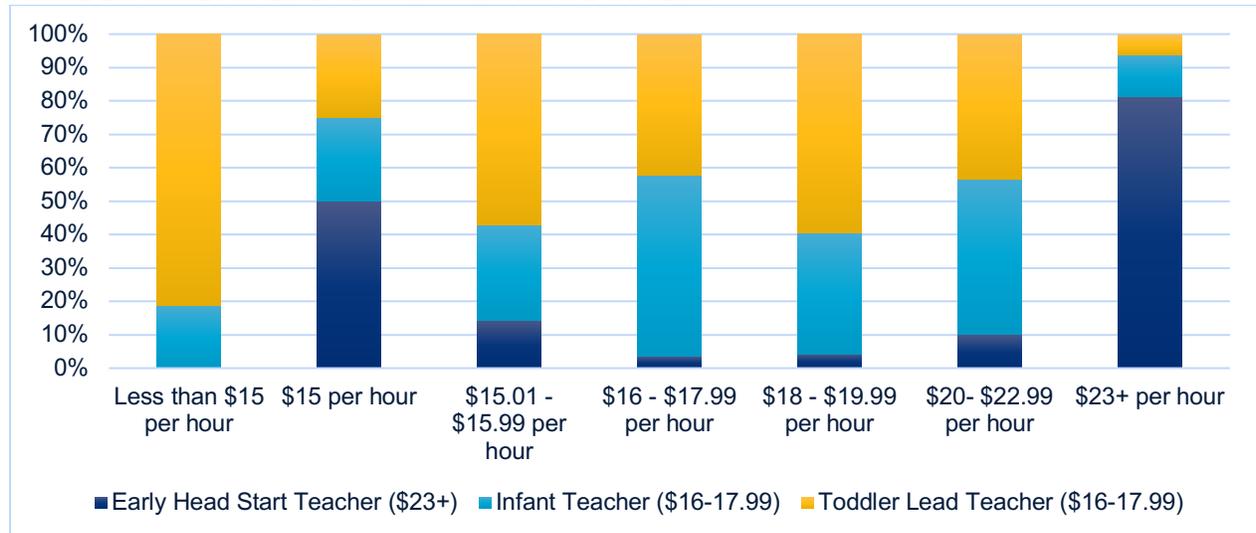
Figure 20: Wages of Lead Teachers Serving 3-5 yr. olds.



Note: Percent of center-based educators in each wage group by Head Start teacher, RI Pre-K teacher and Preschool teacher. The median wage for each role is included in the legend.

In comparing Early Head Start teachers to infant and toddler teachers working in child care programs, the majority of those working in Early Head Start are more likely to earn \$23+ per hour than their peers working with the same age children. Infant and toddler teachers have the widest distribution of pay across all the wage groups. Toddler teachers are the most likely to have wages of less than \$15 per hour. The difference in median wage between Early Head Start and teachers serving similarly aged children is at least \$5 dollars per hour.

FIGURE 21. WAGES OF LEAD TEACHERS SERVING 0-2 YR. OLDS.

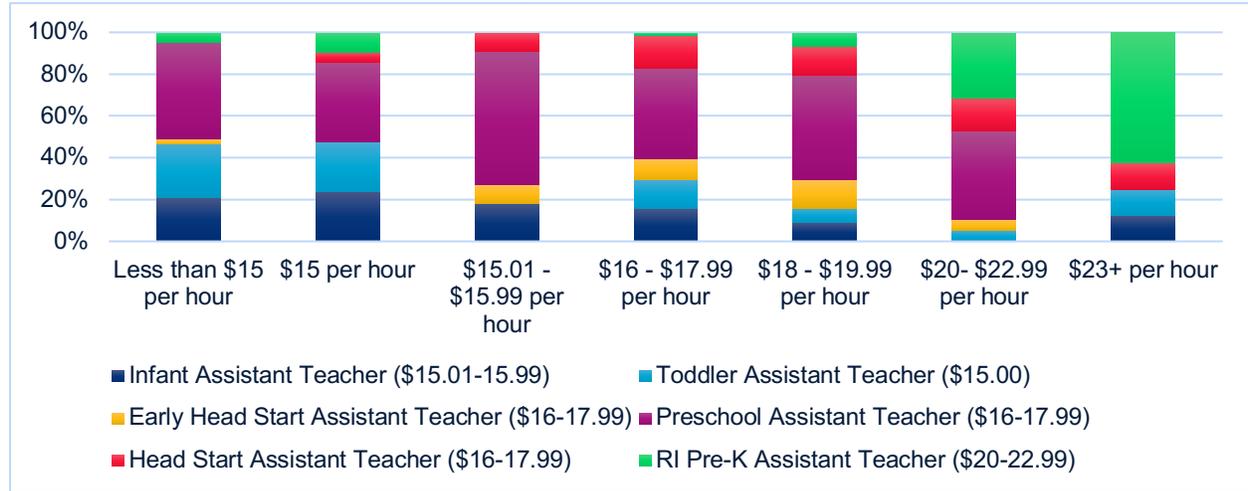


Note: Percent of center-based educators in each wage group by Early Head Start teacher, Infant and Toddler. The median wage for each role is included in the legend.

In comparing assistant teachers across program types, infant/toddler assistant teachers are most likely to be earning less than \$16 per hour compared to Early Head Start teachers (who are most likely to earn greater than \$16 per hour).

Preschool teachers had the most variable earnings, while RI Pre-K teacher assistants are most likely to earn \$23+ per hour.

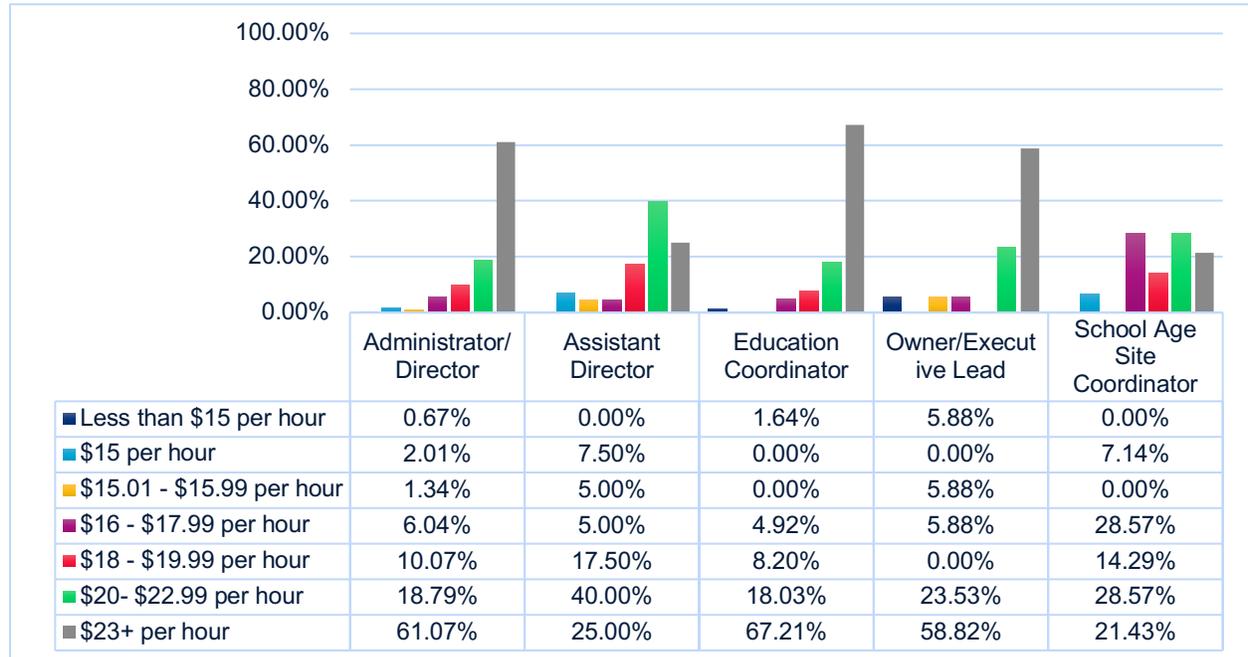
**FIGURE 22. WAGES OF ASSISTANT TEACHERS, ALL AGES**



*Note:* Percent of center-based educators in each wage group by various assistant teacher roles. The median wage for each role is included in the legend.

Educators identifying themselves as administrators, assistant directors, owners, and other roles identified as administrative in nature make up the majority earning more than \$23 per hour.

**FIGURE 23. WAGES OF ADMINISTRATIVE ROLES**



*Note:* Percent of center-based educators by administrative role in each wage group.

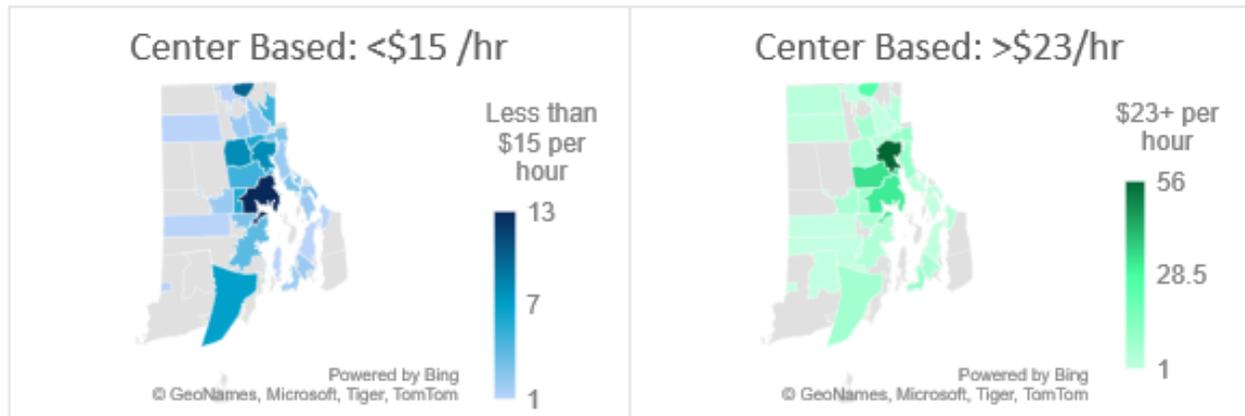
### Geographic Location<sup>3</sup>

When considering wages for center-based providers based on geography, there were no significant differences between educators working in rural versus urban communities.

**TABLE 12. CENTER-BASED WAGES BY LOCATION**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour
<b>Rural</b>	10.2%	2.9%	4.5%	25.6%	19.2%	20.9%	16.5%
<b>Urban</b>	11.7%	3.8%	3.9%	21.2%	17.2%	21.9%	20.3%

**FIGURE 24. LOWEST AND HIGHEST WAGE GROUPS BY LOCATION**



*Note:* Map of Rhode Island with a count of center-based educators earning less than \$15 and greater than \$23 per hour by town

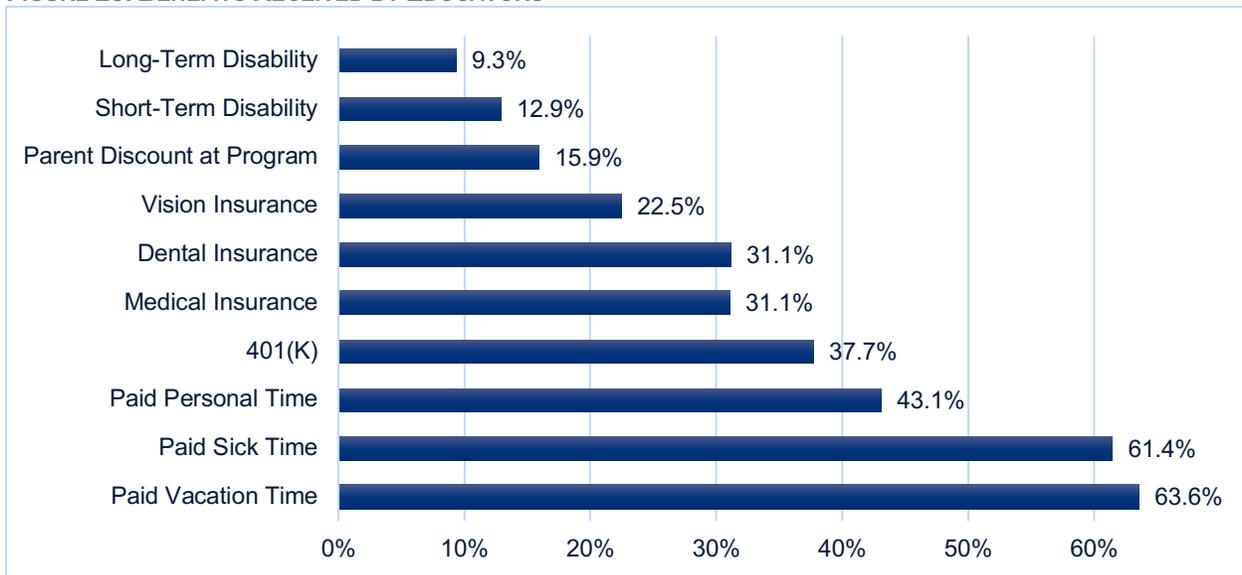
### Employer Sponsored Benefits

When asked which employer-sponsored benefits they receive, the most common responses among center-based educators (n=1050) were Paid Vacation Time (64%), Paid Sick Time (61%) and Paid Personal Time (43%). The least likely benefit reported was Long-Term Disability (9%).

Less than one-third (31%) of respondents reported having access to medical benefits (including dental). Center-based educators were more likely to report access to retirement savings in a 401k (38%) than access to medical (31%), dental (31%), or vision insurance (22%).

<sup>3</sup> <https://health.ri.gov/publications/definitions/2022Rural-definition.pdf>

**FIGURE 25. BENEFITS RECEIVED BY EDUCATORS**



Note: Percent of center-based educators receiving benefits by benefit category.

Of the Paid Personal, Sick, and Vacation time benefit received, educators reported accruing an average of 6.1 hours of paid sick time monthly, compared to an average of 9.2 hours of vacation time accrued monthly. In both cases, educators believe they should be accruing more time, preferably increasing paid sick time to an average of 12.2 hours monthly and 15.8 hours of vacation time monthly.

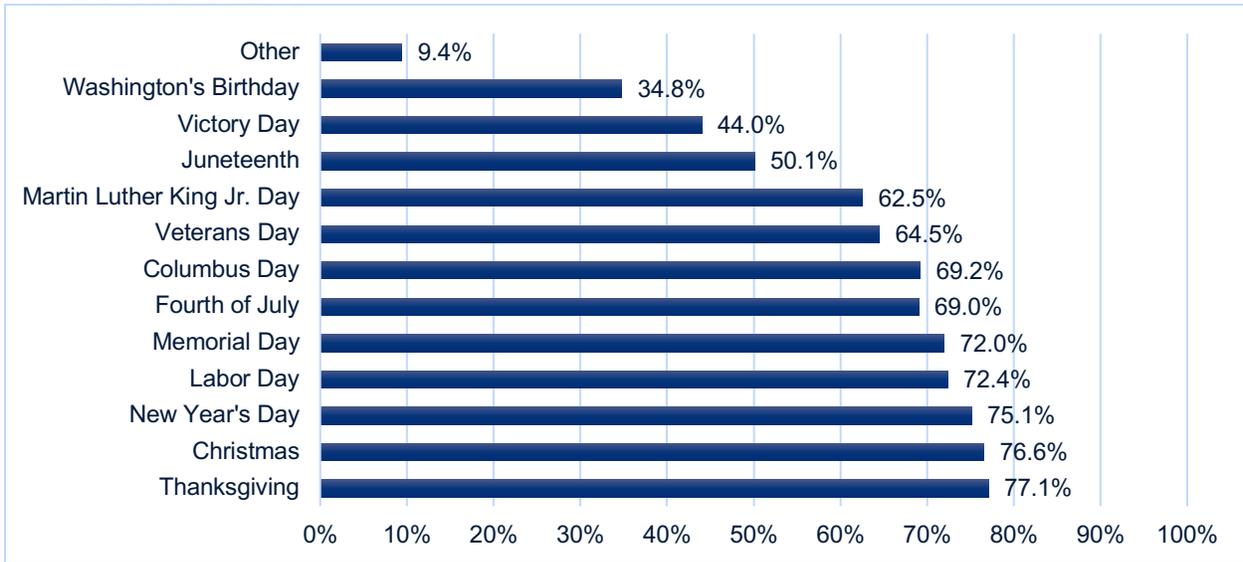
When accounting for the BrightStars rating of the program, programs varied slightly on the average amount of Paid Sick Time earned by educators, with both one-star and five-star programs providing an average of 6.4 hours monthly to employees. However, a larger variance was seen by quality rating on the amount of Vacation Time accrued. Here, one-star programs offer an average of 7.6 hours monthly and five-star programs offer an average of 12.4 hours of vacation time monthly.

**TABLE 13. SICK AND VACATION TIME BY PROGRAM QUALITY RATING**

Quality Rating	Average hours of paid sick time accumulated monthly	Average hours of paid sick time educators believe <u>should be</u> accumulated monthly	Average hours of vacation time accumulated monthly	Average hours of vacation time educators believe <u>should be</u> accumulated monthly
<b>Five Stars</b>	6.4	13.0	12.4	16.1
<b>Four Stars</b>	5.4	10.4	9.3	14.3
<b>Three Stars</b>	6.4	10.1	8.3	12.4
<b>Two Stars</b>	7.2	14.4	8.4	19.6
<b>One Star</b>	6.4	17.1	7.7	14.6
<b>No Star Rating</b>	5.7	11.8	7.6	16.8
<b>Overall Average</b>	<b>6.1</b>	<b>12.2</b>	<b>9.2</b>	<b>15.8</b>

The majority of center-based educators (80%) reported receiving paid holidays. Most commonly, these were Thanksgiving (77%), Christmas (77%), and New Year's Day (75%).

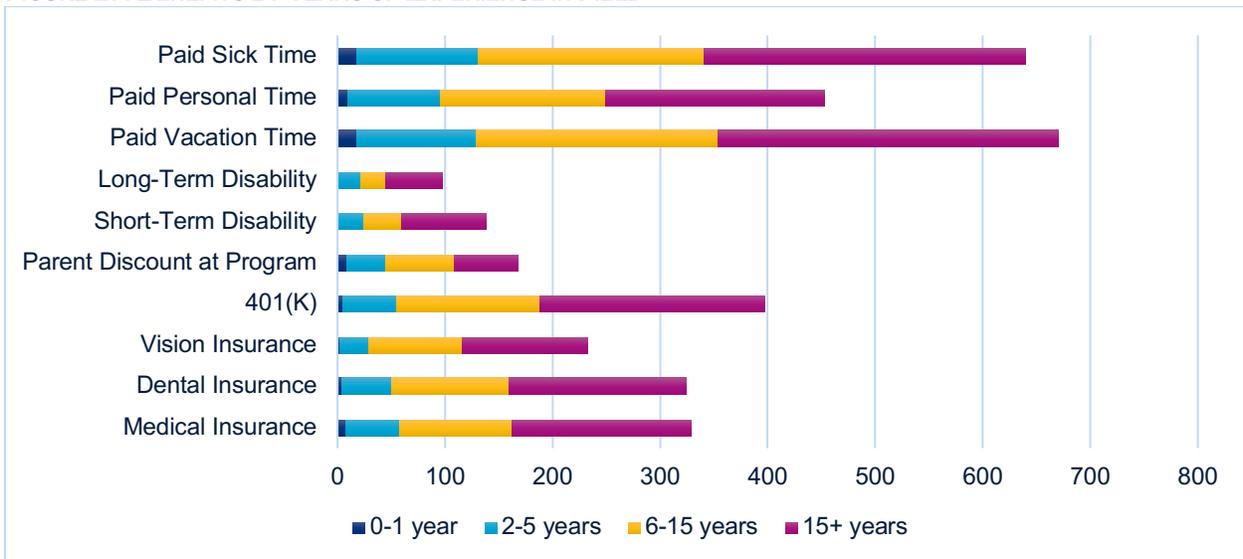
**FIGURE 26. PAID HOLIDAYS**



*Note:* Percent of center-based educators who receive the holidays listed as paid.

When considering benefits received by an educators' years of experience in the field, those who have been in the field greater than six years make up more than 70% of the workforce receiving all the types of benefits. Educators who have been in the field less than two years are least likely to receive any type of paid leave or insurance coverage.

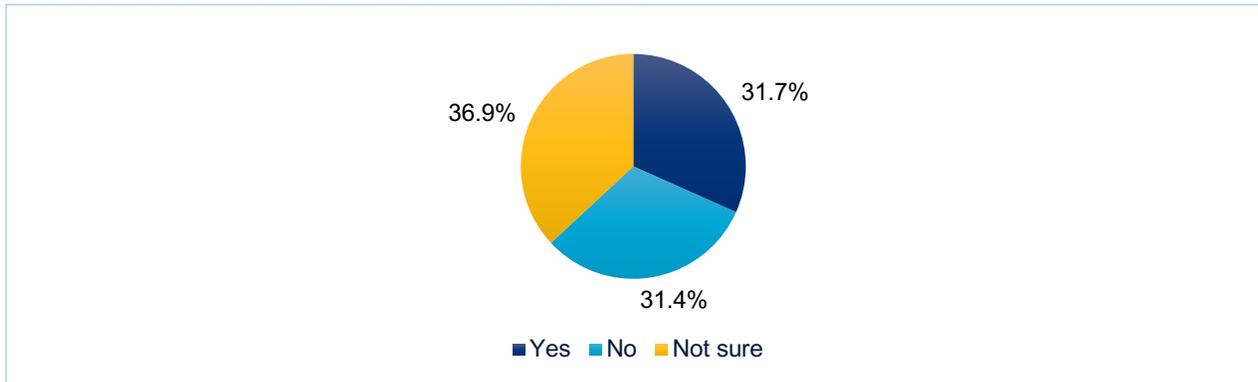
**FIGURE 27. BENEFITS BY YEARS OF EXPERIENCE IN FIELD**



*Note:* Count of educators by length of experience in the field receiving each type of benefit

The survey did not explicitly ask the workforce about the status of their employment (as full-time or part-time). As a result, data about benefits cannot be disaggregated to provide this analysis. However, when asked if employer benefits were based upon the length of employment, responses were near an even split across "Yes" (31%), "No" (31%), and "Not sure" (37%).

**FIGURE 28. BENEFITS BASED ON LENGTH OF EMPLOYMENT**



*Note:* Percent of educators who know if benefits are based upon length of employment

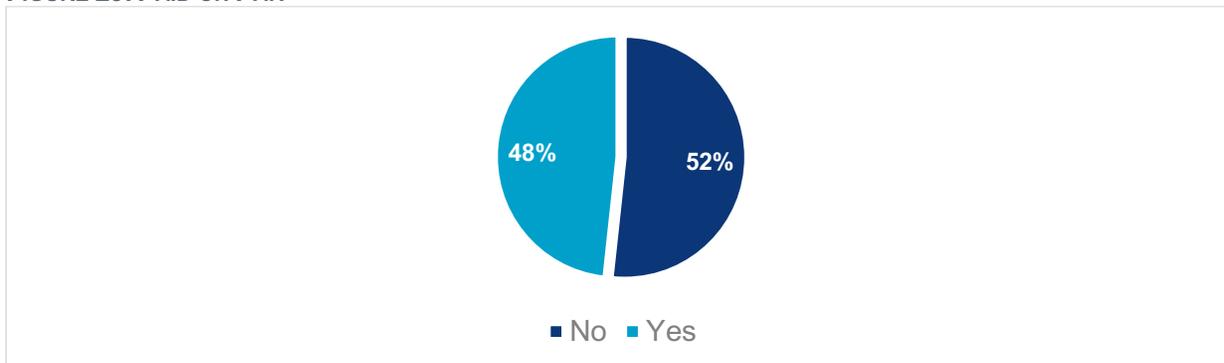
Among the providers who indicated “Yes” (n=310), many described tiered approaches to benefits accrual, including:

- At one, three, five, and 10 years, employees get a boost in PTO
- Three months’ employment required to receive benefits.
- Accrual rates increase the longer an employee is in their position
- Retirement benefits after two years

### **Preferred Wages**

Fifty two percent (n=543) of respondents noted they do not feel they are paid on par with other programs or others with similar education level as themselves. The count of educators who responded yes was positively correlated with years of experience an educator has in the field.

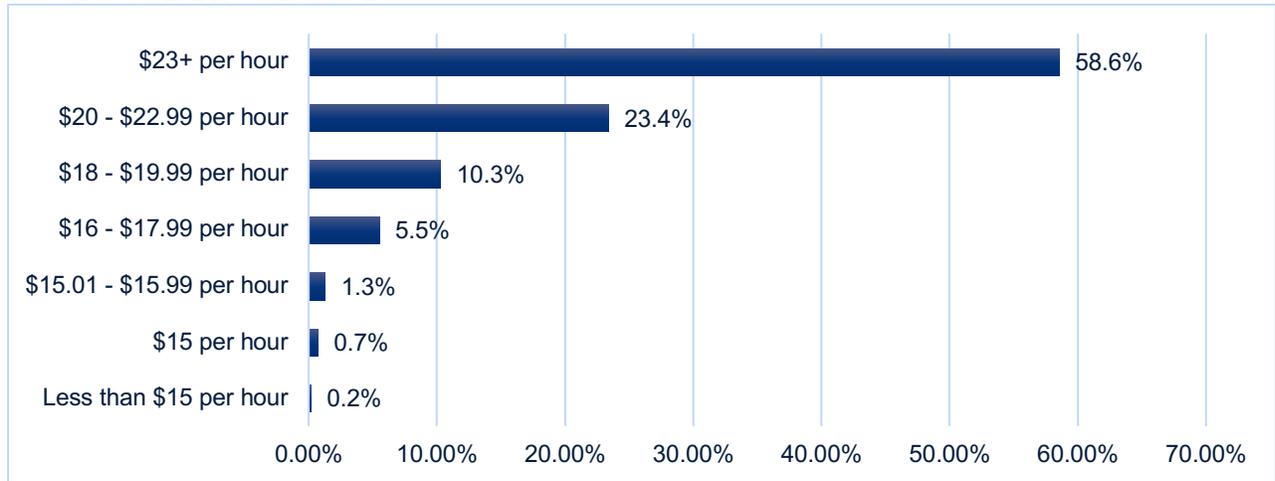
**FIGURE 29. PAID ON PAR**



*Note:* Percentage of respondents indicating yes or no to the question, “do you feel that you are paid on par with other programs or others with a similar education level as yourself?”

The majority (59%) of center-based providers who felt they are not paid on par indicated an ideal wage is \$23/hour or higher. Only 2% of respondents reported a wage of \$15.99 or lower would be ideal; these respondents are primarily located in Warwick, Cranston, and Providence and are mostly Teacher Assistants.

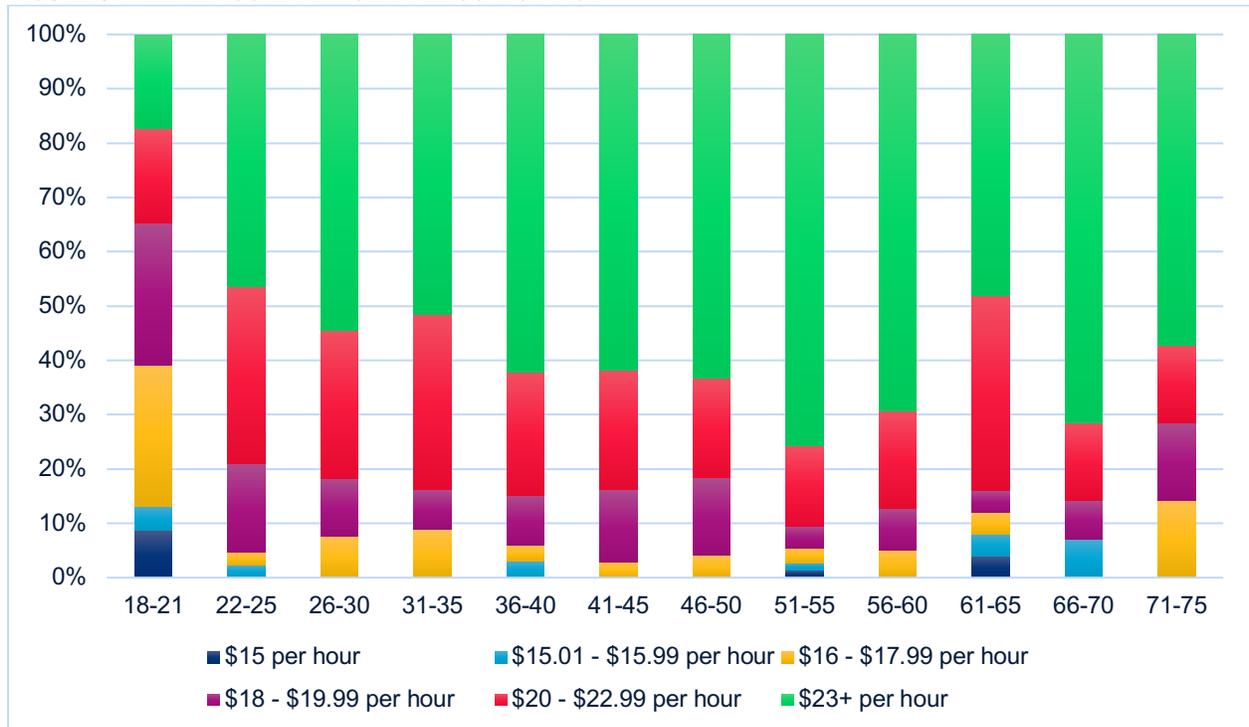
**FIGURE 30. IDEAL HOURLY WAGE**



*Note:* Percent of center-based educators by ideal hourly wage to keep in the field long term.

When broken down by age, 18–21-year-old respondents primarily indicated ideal wages of less than \$20/hour. All other age ranges (22-76+ years old) predominantly reported wages of at least \$20 were necessary to retain them in the field long term.

**FIGURE 31. IDEAL HOURLY WAGE BY EDUCATOR AGE**

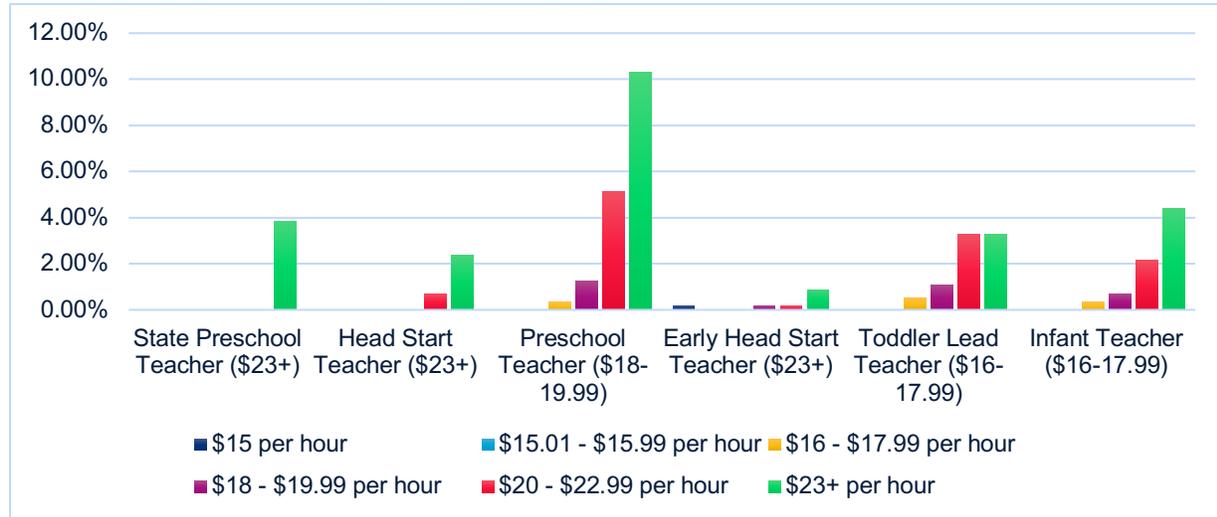


*Note:* Distribution of ideal hourly wage by center-based educators' age.

Breaking responses down by role reveals the ideal wage at different levels of leadership in a child care program. Preschool teachers indicate a wage preference that would bring them to parity with the median wage salary of their peers in Head Start and RI Pre-K, while infant and toddler lead teachers show

preference for increases that will bring their earnings from the current median wage of \$16-17.99 per hour to \$20-\$22.99 per hour or higher.

**FIGURE 32. IDEAL HOURLY WAGES FOR LEAD TEACHERS**



Note: Comparison of ideal wage range of educators in specific roles with the current median wage range identified.

### Preferred Benefits

For center-based providers, medical insurance was the most highly ranked preferred benefit, with 47% of respondents ranking it first. Dental and vision insurance were also preferred, with most respondents ranking them in second and third place, respectively.

Other top-ranking benefits include 401(k) or other retirement, with about 54% of respondents ranking it in their top four. Paid vacation, sick time, and personal time ranked consistently across positions one to nine. Respondents indicated the lowest levels of interest in discounted child care, free child care through CCAP, and access to a substitute pool.

**FIGURE 33. RANKING OF PREFERRED BENEFITS**



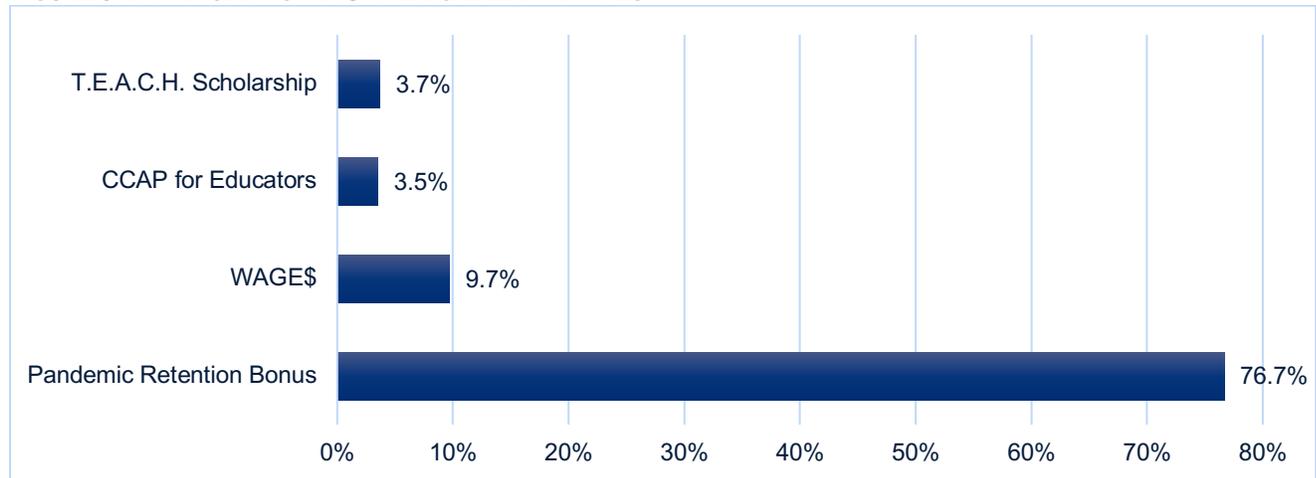
Note: Ranking of preferred benefits center-based educators would like to receive, most preferred at the bottom.

### Participation In Rhode Island Child Care Initiatives

The following outlines characteristics of the survey respondents working in centers who report participation in a variety of Rhode Island Child Care Initiatives, including T.E.A.C.H, Step Up to WAGE\$ pilot, CCAP for Child Care Educators, and the Pandemic Retention Bonuses. Participation in these programs is disaggregated by race and ethnicity, age, education, years of experience, and program BrightStars rating.

The majority (77%) of center-based educators are receiving the Pandemic Retention Bonus (which was available to all educators who remained in the field for longer than four months, except windows one and two which required six months' time in the field, regardless of education and experience). Due to limited pools of funding, 10% of respondents are receiving the Step Up to WAGE\$ pilot funds and about 4% are receiving T.E.A.C.H. Scholarship and CCAP for Child Care Educators each.

FIGURE 34. PARTICIPATION IN STATE FUNDED INITIATIVES



Note: Percent of center-based educators reporting to have participated in state funded initiatives.

Across the different demographic factors, participation in the Pandemic Retention Bonus was aligned consistently with the survey respondent population shown in the following table.

However, there was a consistent increase in representation of people of Hispanic ethnicity in the T.E.A.C.H Scholarship and the CCAP for Child Care Educators when compared to the survey respondent population. Among Black or African American, non-Hispanic educators, representation in state funded initiatives was consistent with the survey population in most programs; however, representation in Step up to WAGE\$ pilot was double that of the survey population.

TABLE 14. STATE FUNDED INITIATIVES PARTICIPATION BY RACE

Race and Ethnicity	Survey Population	T.E.A.C.H Scholarship	CCAP for Child Care Educators	Step Up to WAGE\$ pilot	Pandemic Retention Bonus
White, non-Hispanic	69%	51%	57%	68%	69%
Hispanic, all races	16%	26%	30%	11%	16%
Prefer not to answer	4%	5%	5%	6%	6%
Black or African American, non-Hispanic	5%	5%	5%	10%	5%
Other*	2%	8%	3%	6%	2%

Race and Ethnicity	Survey Population	T.E.A.C.H. Scholarship	CCAP for Child Care Educators	Step Up to WAGE\$ pilot	Pandemic Retention Bonus
Asian	2%	5%	0%	0%	2%

Note: Items shaded red represent participation that is less than the survey population. Due to small responses in some categories, “Other” includes Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native

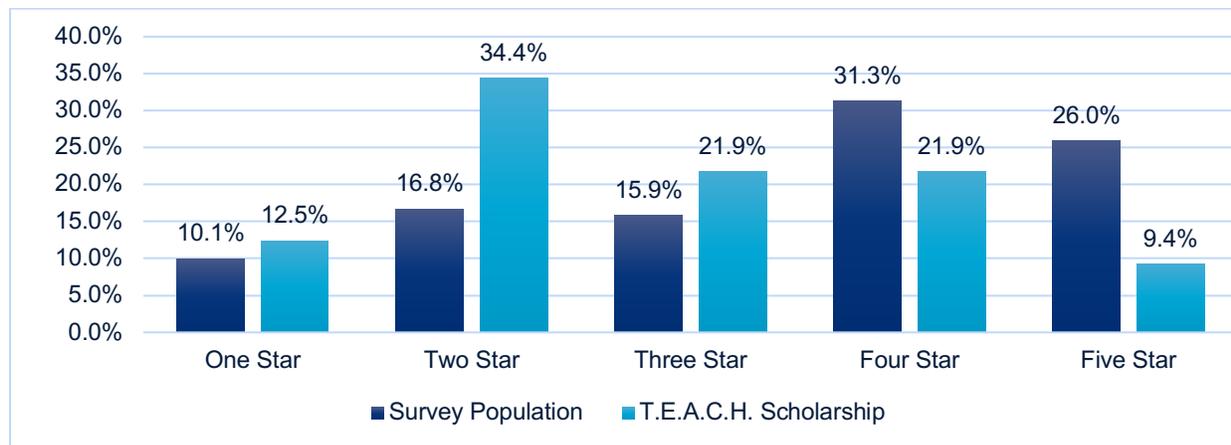
Educators across all roles had high participation rates in the Pandemic Retention Bonus Programs and equally low participation in T.E.A.C.H. CCAP for Child Care Educators had more participation at 7% from Head Start educators than any other roles.

TABLE 15. STATE FUNDED INITIATIVES PARTICIPATION BY EDUCATOR ROLE

Educator Role	Step Up to WAGE\$ pilot	Pandemic Retention Bonus	CCAP for Child Care Educators	T.E.A.C.H. Scholarship
Head Start/Early Head Start	10%	76%	7%	3%
RI Pre-K	4%	81%	0%	6%
Child Care Programs	12%	75%	3%	4%
Administrative Roles	8%	80%	4%	4%

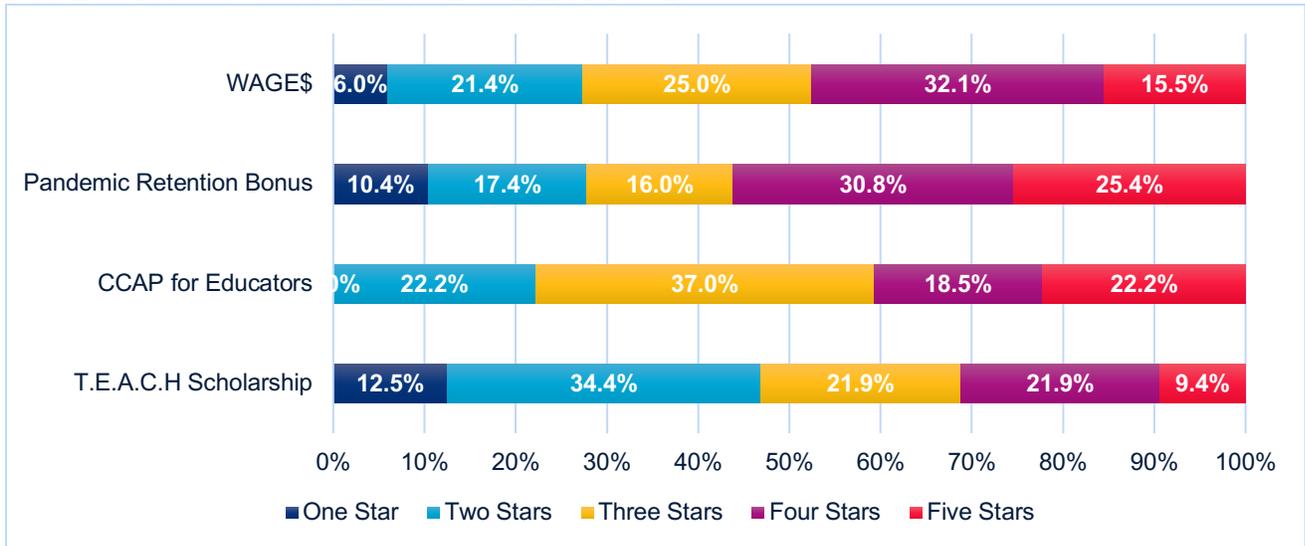
When reviewed by program BrightStars ratings, educators working in star level one, two, and three programs appeared to participate at a higher proportion than four- and five-star programs in the T.E.A.C.H. Scholarship and CCAP for Child Care Educators Program.

FIGURE 35. PARTICIPATION IN T.E.A.C.H. SCHOLARSHIP



Note: Percent of center-based educators in the survey population compared to those participating in T.E.A.C.H. Scholarship by BrightStars rating.

**FIGURE 36. PARTICIPATION IN ALL STATE FUNDED INITIATIVES**



Note: Percent of center-based educators participating in each initiative (Figure 34. *Participation in State Funded Initiatives*) broken out by BrightStars rating.

In the T.E.A.C.H Scholarship, the majority of participants (56%) are under the age of 40 years old (slightly higher than the survey population). In the CCAP for Child Care Educators program, the participation rate for staff with two or less years' experience is 19%, higher than the survey population of 12%. The table below outlines some of the most common demographic characteristics of program participation.

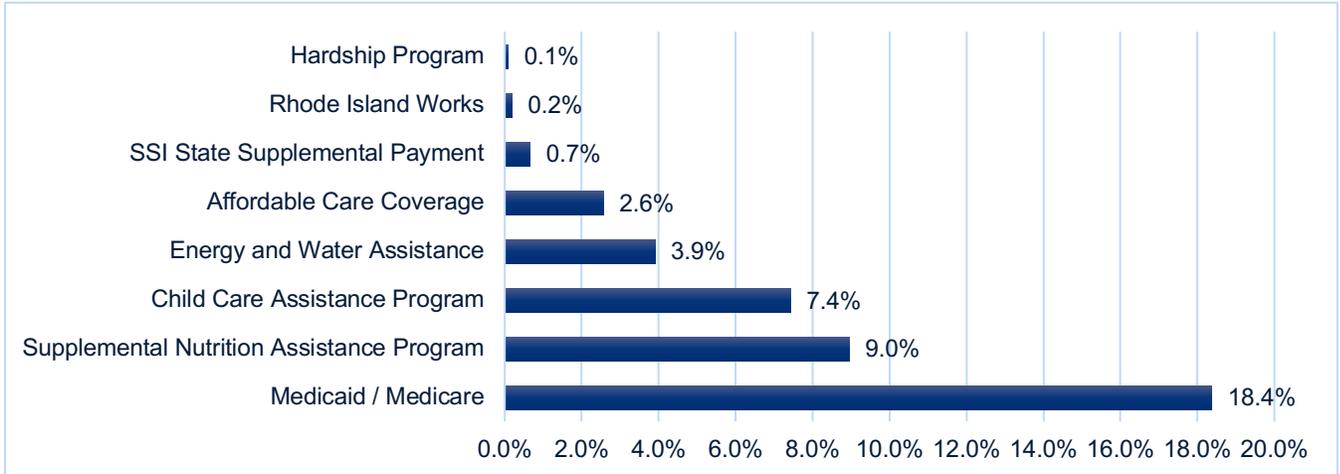
**TABLE 16. COMMON DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS**

Program	Age Category	Experience Level	Education Level
T.E.A.C.H. Scholarship	31-35 years: 20.5%	6-10 Years: 25.6% More than 20 Years: 25.6%	Some College: 41%
CCAP for Child Care Educators	26-30 years: 27%	6-10 Years: 24.3%	Some College, Bachelor's Degree: 27%
Pandemic Retention Bonus	41-45 years: 13%	More than 20 years: 30.1%	Bachelor's Degree: 36%
Step Up to WAGE\$ pilot	41-45 years: 18.6%	More than 20 years: 22.5%	Bachelor's Degree: 28%

### Participation In Public Benefits

Educators were asked if they receive government assistance programs generally available to the public and not tied to specific employment in early education. These government assistance programs each have specific eligibility criteria, including income limits. Sixty-six percent selected it was not applicable and another 6.5% preferred not to answer. Of those who responded to accessing government assistance, 18.4% are receiving Medicaid/Medicare assistance, 9% are receiving SNAP, and 7.4% are receiving child care assistance.

**FIGURE 37. PUBLIC BENEFITS UTILIZATION**

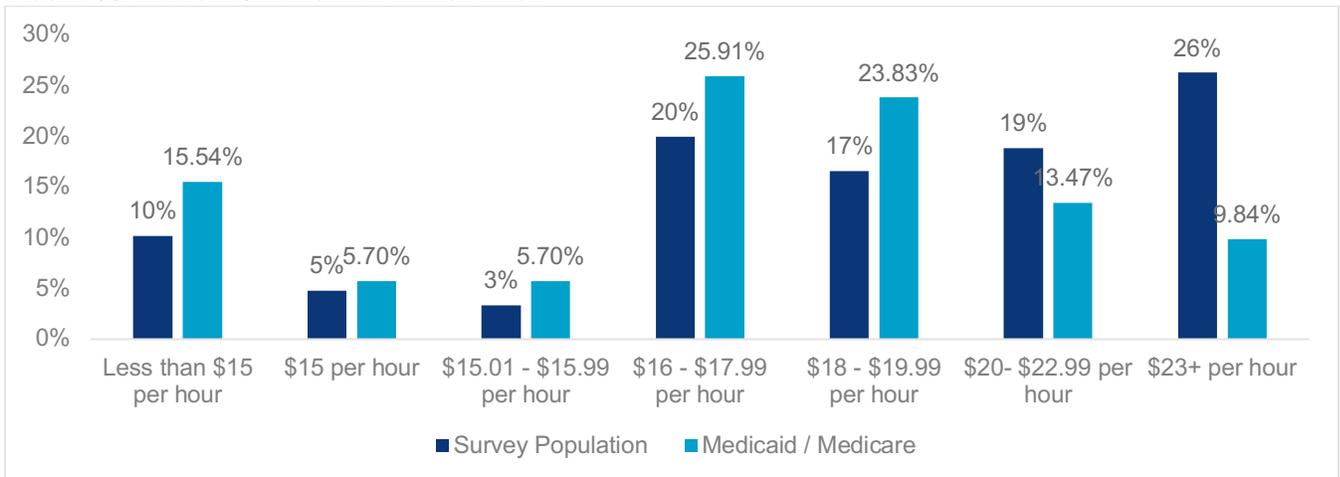


*Note:* Percentage of center-based educators who reported receiving each type of public benefit program.

As anticipated due to the income limits of government assistance programs, as educator income level increases, benefits utilization decreased. Among the 15% of center-based educators reported earning \$15 or less per hour, they make up 21% of Medicaid/Medicare participants, 28.5% of SSI Supplemental income participants, 24% of SNAP participants, and 50% of Rhode Island Works (RIW) participants.

For the most commonly utilized public benefit, Medicaid/Medicare, participation in the benefit drops below the overall survey representation at the \$20 per hour mark (where 19% of the survey respondents earn \$20-22.99 per hour, but only 13% participate in Medicaid/Medicare). As income rises to \$23 per hour, the benefit utilization continues to drop. Even at the highest wage level (\$23 per hour), 2% of providers are still participating in the Supplemental Nutrition Assistance Program.

**FIGURE 38. MEDICAID/MEDICARE PARTICIPATION**



*Note:* Comparison of percentage of educators in survey versus those participating in Medicaid/Medicare by wage group.

### **Educator Retention and Job Outlook**

When asked if they are currently looking for another job in the profession, 91% of respondents (n=1044) responded “No”. Of those indicating “Yes”, more than 40% were from BrightStars programs with four stars. In considering those who answered “Yes” by educator role, there was no significant variation between RI Pre-K, Head Start, and all other child care program educators.

Of the 87 respondents currently looking for another job, 8% have been in the field for 1 year or less, and 25% have been in the field between 2-5 years. Reasons educators cite for looking for another job include:

- Looking to increase their job skill or role (41% of comments), such as:
  - “I would like to become a lead teacher”
  - “I would like to be a director or assistant”
  - “I would like to move up within my center”
- Other (27% of comments), such as:
  - “Looking in another state”
  - “Not 100% sure yet”
  - “Just keeping an eye on jobs”
- Desire/need for higher compensation (24% of comments), such as:
  - “Don’t make enough money”
  - “Financial hardship in ECE”
  - “Not being paid enough”
- Dissatisfaction with leadership (6% of comments), such as:
  - “My center is struggling, and the methods of staff and leadership do not align with my methods”
  - “I love working with kids, but the company is not good”
  - “I am extremely dissatisfied with the way our administration handles infection control”

The majority of center-based educators believe they will stay more than three years in the early education field (61%). Around 4% believe they will leave within the year. Nearly a quarter (24%) of educators are unsure.

Educators with 5 years or less experience in the field make up 15% of those who will stay more than 3 years, and 6% of those who are not sure how long they will stay in the profession. Those who have already been in the field more than 20 years account for 18% of those who still stay longer than 3 years and 8% of those who are unsure how long they will stay.

**TABLE 17. EDUCATOR RETENTION TO THE FIELD**

Length of Time	How long do you think you will stay in this profession?
Less than 3 months	0.6%
3-6 months	1.1%
6-12 months	2.5%
1-2 years	7.0%
2-3 years	4.5%
More than 3 years	60.6%
Not sure	23.8%

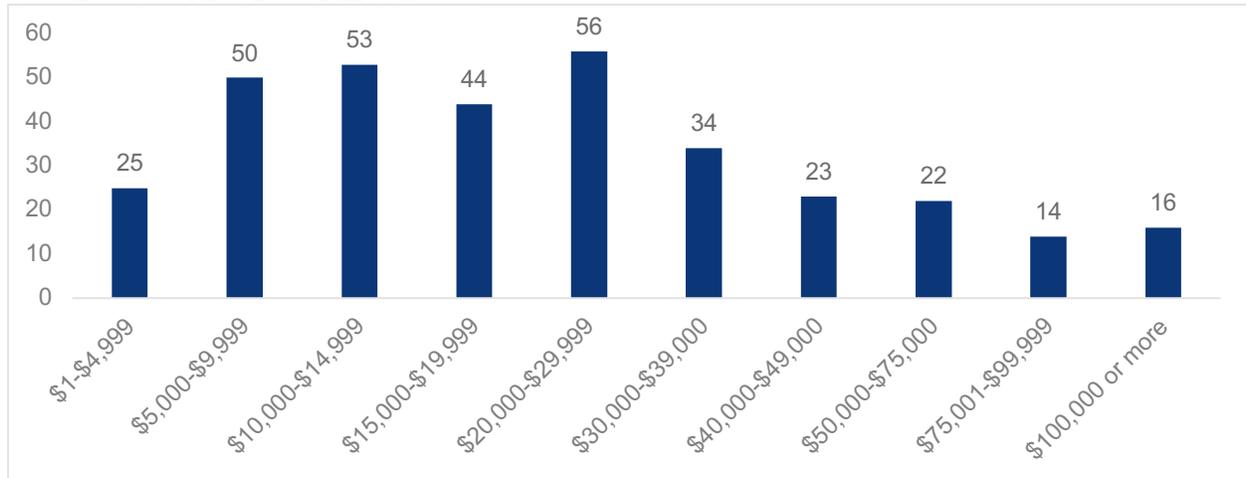
More than half (53%) of center-based educators would stay in the field of early care and education were they to leave their current job. One third of providers (33%) were “Not Sure”. When asked why they would not remain in the field if they left their job (n=141), educators most cited the following reasons:

- Experiencing burnout and stress/ lack of support from the program (43%)
- Low Pay in the field/better pay in other industries (43%)
- Seeking education or a career in a new field (22%)
- They would retire (16%)

### **Student Loans**

The majority of educators (65%, n=1050) are not presently holding any student loans. Of the 305 respondents with student loans (29%), 22% hold \$9,999 or less. A small portion (9%) holds more than \$75,000 in loans.

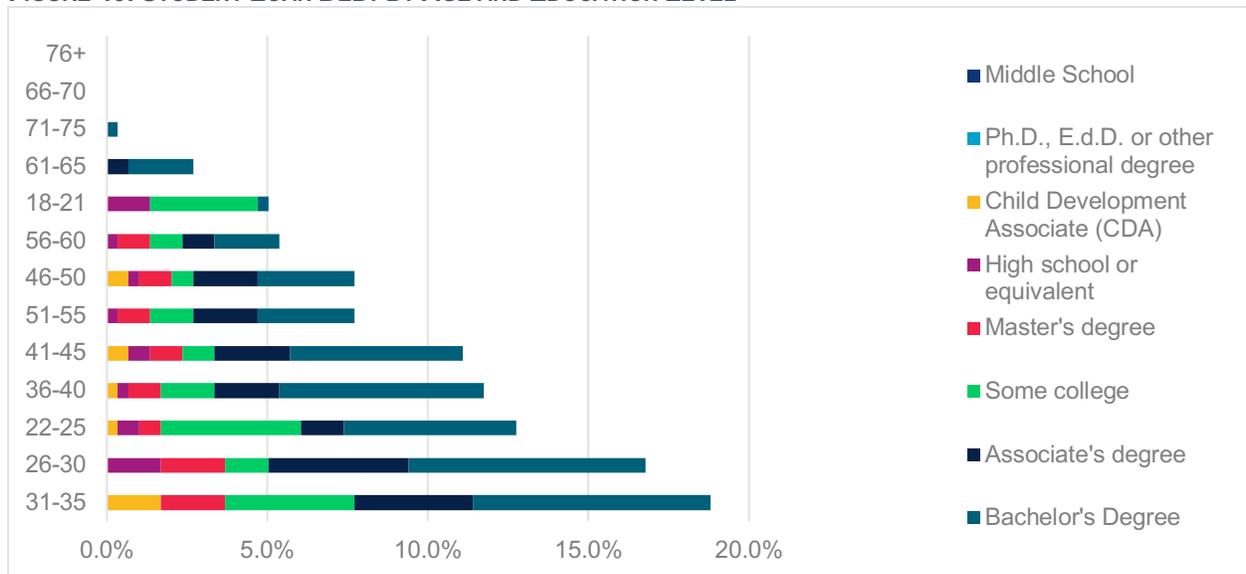
**FIGURE 39. STUDENT LOAN DEBT AMOUNT**



Note: Count of center-based educators holding student loans by range of debt

Educators between the ages of 31 and 35 make up the majority of those with student loan debt. Of those educators who report debt greater than \$75,000, 46% have their master's degree.

**FIGURE 40. STUDENT LOAN DEBT BY AGE AND EDUCATION LEVEL**



Note: Percent of center-based educators with student loan debt by age group and educational level attained.

## FAMILY CHILD CARE FINDINGS

### Wages and Benefits

Unlike center-based staff, Family Child Care (FCC) providers are usually sole proprietor businesses. As a result, FCC educators may not pay themselves a wage but instead calculate their earnings as a business profit. For this reason, within the survey, Family Child Care providers' responses were varied in both how they pay themselves and what amount they pay themselves. It should be noted the wages reported here may not be inclusive of certain personal expenses covered with program revenues, such as rent/mortgage and utilities. Further, due to the smaller sample size, the data for FCC provider wages could not be disaggregated in a meaningful manner as was center-based educators.

Of the 37 FCC providers who reported they pay themselves a monthly salary, 21 providers provided the amount of their monthly salary. The reported average salary is \$1,039.62.

FIGURE 41. FAMILY CHILD CARE WAGES: CONSISTENT MONTHLY SALARY



Note: Bell distribution of the monthly salary reported by family child care providers who reported taking a consistent monthly salary. The average equals \$1039.62.

Of the 44 FCC providers reporting they pay themselves with the remaining dollars the program earned after their expenses, 17 providers actually provided an amount. The average payment to program operators after program expenses were paid was \$1,161.76.

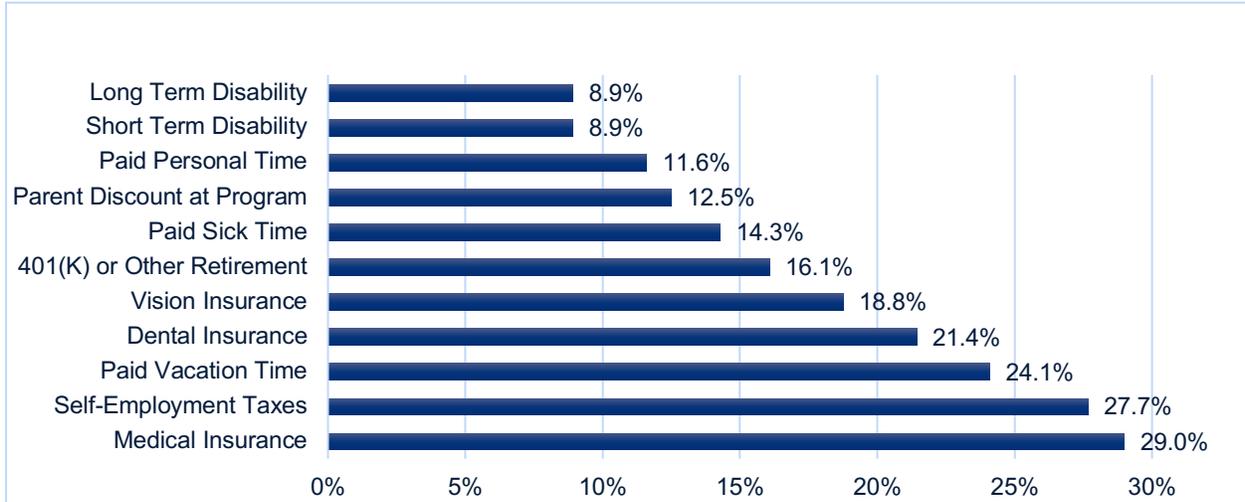
FIGURE 42. FAMILY CHILD CARE WAGES: MONTHLY AFTER EXPENSES



Note: Bell distribution of the monthly salary reported by family child care providers who report taking a salary after expenses. The average equals \$1161.76

Among FCC providers, the most common benefits they report receiving are medical insurance (29%), self-employment taxes (28%), and Paid Vacation Time (24%). The least common benefit reported was Long Term and Short-Term Disability (9%). Only 16% of FCCs report a 401K or Retirement Account as an active benefit.

**FIGURE 43. BENEFITS RECEIVED BY EDUCATORS' FAMILY CHILD CARE**

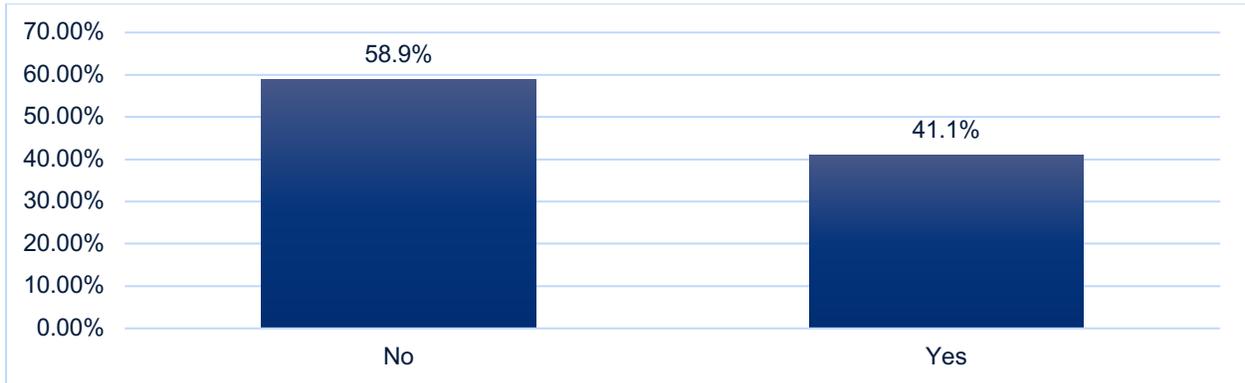


Note: Percent of family child care educators receiving benefits by benefit category.

### Preferred Wages

Only 41% (n=46) of FCC's feel they are able to pay themselves a comfortable wage (i.e., ability to pay bills, purchase groceries, etc.).

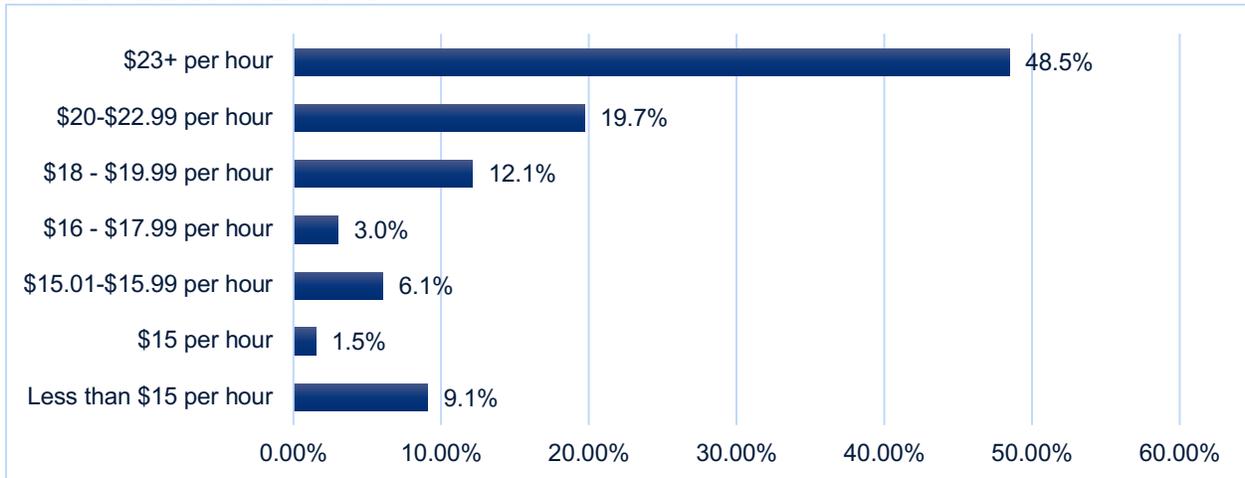
**FIGURE 44. PAID COMFORTABLE WAGE**



Note: Percentage of respondents indicating yes or no to the question, "Do you feel that you are able to pay yourself a comfortable wage (ex. are able to pay bills, purchase groceries)?"

Of those who reported they could not pay themselves a comfortable wage (n=66), the majority (68%) of providers note an ideal wage which would keep them in the profession long term starts at \$20 an hour. Nine percent of respondents said an ideal wage would be \$15 or less.

**FIGURE 45. IDEAL HOURLY WAGE**



Note: Percent of family child care educators by ideal hourly wage to keep in the field long term.

### Preferred Benefits

Forty seven percent of FCC providers ranked medical insurance as the most desired benefit. Dental insurance and vision insurance were also highly preferred. Twenty one percent of respondents ranked 401(k) or other retirement first and another 33% ranked it fourth. Offering discounted child care presented mixed results: 26% ranked it fifth while 38% ranked it from 10<sup>th</sup>-12<sup>th</sup> place. Interest in offering short- and long-term disability was consistently spread across the rankings while access to a substitute pool and free child care through CCAP both ranked lowest across responses.

**FIGURE 46. RANKING OF PREFERRED BENEFITS FAMILY CHILD CARE**



Note: Ranking of preferred benefits family child care educators would like to receive, most preferred at the bottom.

### Participation in Rhode Island Child Care Initiatives

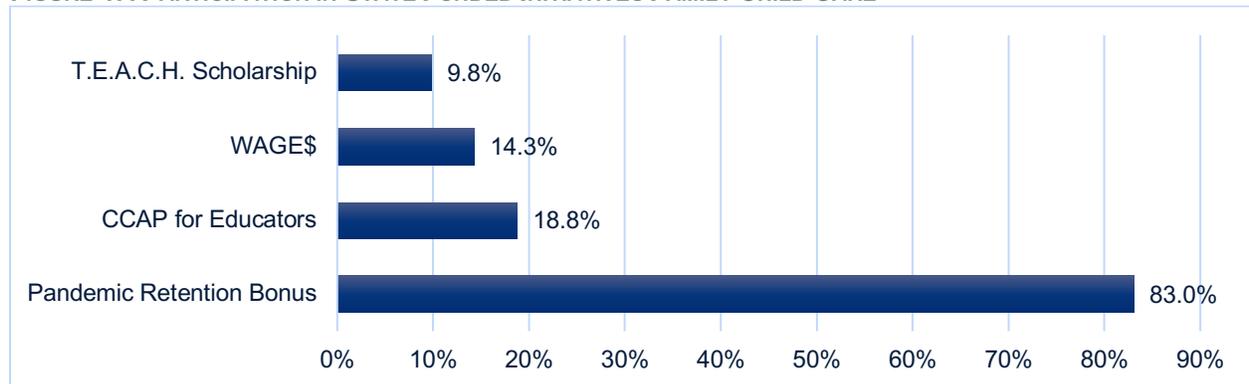
The following outlines characteristics of the survey respondents working in FCC who report participation in a variety of Rhode Island Child Care Initiatives, including T.E.A.C.H, Step Up to WAGES\$ pilot, CCAP

for Child Care Educators, and the Pandemic Retention Bonuses. Participation in these programs is disaggregated by race and ethnicity, age, education, years of experience, and program BrightStars rating.

The majority (83%) of FCC providers are receiving the Pandemic Retention Bonus, available to all educators who remained in the field for longer than three months, regardless of education and experience.

A larger portion of FCC providers report participating in the other State Funded Initiatives than center-based educators. Comparatively, 19% of FCC providers report participating in the CCAP for Child Care Educators program (vs 4% of center-based educators), 14% report participating in Step Up to WAGE\$ pilot (vs. 10% of center-based educators), and 10% report participating with TEACH Scholarships (vs. 4% of center-based educators).

**FIGURE 47. PARTICIPATION IN STATE FUNDED INITIATIVES FAMILY CHILD CARE**



*Note:* Percent of family child care educators reporting to have participated in state funded initiatives.

When reviewing State Funded Initiative participation by racial demographics, participation in the Pandemic Retention Bonus most similarly represents the survey population. Educators working in family child care who identify as Hispanic have greatest participation in T.E.A.C.H. Scholarship. Those identified as Other (4% of the survey population) show an increased representation in the CCAP for Child Care Educators program (5%).

**TABLE 18. STATE FUNDED INITIATIVES PARTICIPATION BY RACE (FAMILY CHILD CARE)**

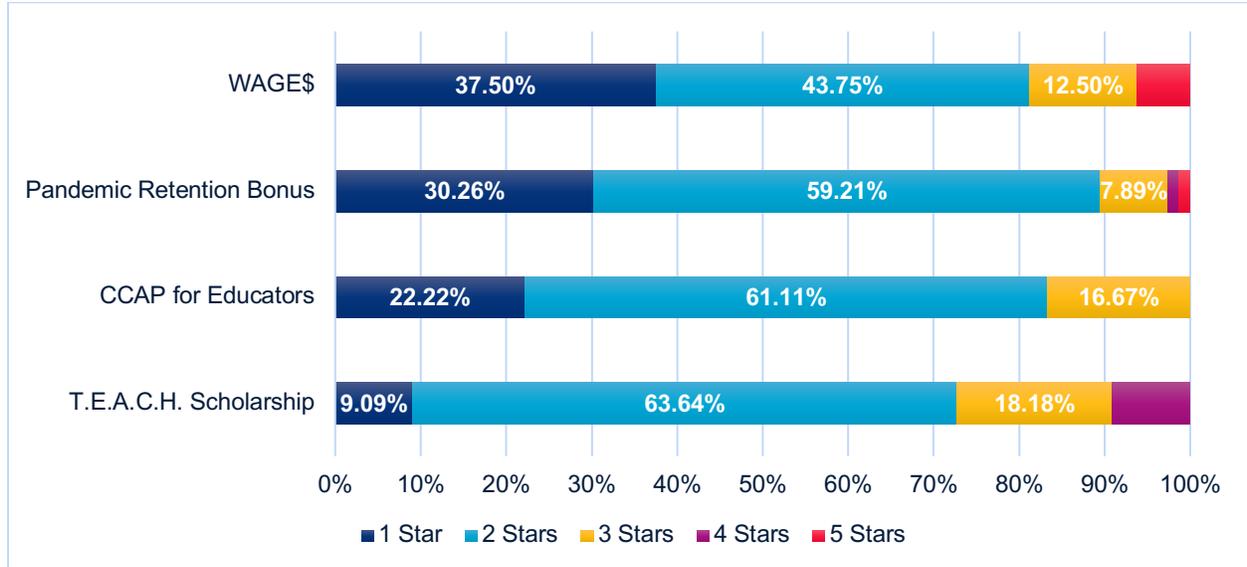
Race and Ethnicity	Survey Population	T.E.A.C.H. Scholarship	CCAP for Child Care Educators	Step Up to WAGE\$ pilot	Pandemic Retention Bonus
Hispanic, all races	75%	100%	81%	81%	74%
White, non-Hispanic	16%	0%	5%	13%	16%
Prefer not to answer	2%	0%	0%	6%	3%
Other	4%	0%	5%	0%	3%
Black or African American, non-Hispanic	3%	0%	10%	0%	3%

*Note:* Items shaded red represent participation that is less than the survey population. Due to small responses in some categories, “Other” includes those participants who selected Asian.

However, while approximately 8% of FCC educators have worked in early education for two years or less, none reported participating in T.E.A.C.H. Scholarship or Step Up to WAGE\$ pilot. In those programs, more than half of participants (55% in T.E.A.C.H. Scholarships and 69% in Step Up to WAGE\$ pilot) have worked 16 years or more in early education.

Related to BrightStars ratings, level one- or two-star rated programs make up 90% of the FCC survey population, yet they represent 72% of participants in the T.E.A.C.H Scholarships. The other 27% of participants come from three- or four-star programs (which is only 8% of the survey population).

**FIGURE 48. PARTICIPATION IN ALL STATE FUNDED INITIATIVES FAMILY CHILD CARE**



Note: Percent of family child care educators participating in each initiative Figure 47. *Participation in State Funded Initiatives Family Child* broken out by BrightStars rating.

By education, those with a high school or equivalent education make up 52% of CCAP for Child Care Educator participants, higher than 36% of the total survey population. Among participants in the WAGE\$ program, 25% of participants hold a bachelor’s degree, 25% hold a CDA, and 18.75% hold an associate degree. These figures are overrepresented when compared to the general survey population by educational level; however, this suggests the intended goal of the program to incentivize retention of educators of varying credentials in the field is being met.

Additional common characteristics of FCC participation by program are detailed below.

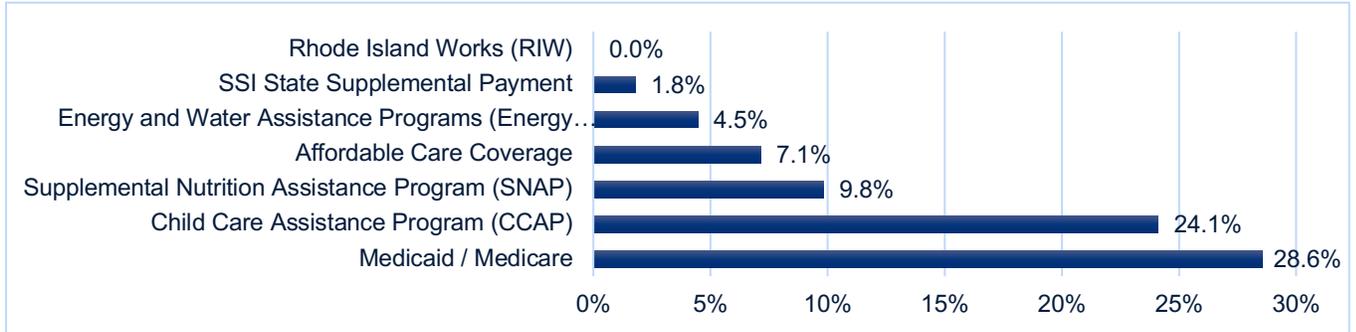
**TABLE 19. COMMON DEMOGRAPHIC CHARACTERISTICS FOR FAMILY CHILD CARE PARTICIPANTS**

Program	Age Category	Experience Level	Education Level
T.E.A.C.H. Scholarship	56-60 years: 36%	More than 20 years: 36%	Some College: 27% Associate degree: 27%
CCAP for Child Care Educators	18-25 years: 10%	5 years: 14%	High School or Equivalent: 52%
Pandemic Retention Bonus	56-60 years: 23%	16-20 years: 31%	High School or Equivalent: 33%
Step Up to WAGE\$ pilot	51-60 years old: 62%	More than 20 years: 38%	CDA: 25% Bachelor’s Degree: 25%

**Participation in Public Benefits**

In response to the question on the survey about receipt of government assistance, about 42% responded it was not applicable and another 8% preferred not to answer. Of the government assistance programs shown below, 29% of providers receive Medicaid/Medicare and 24% receive Child Care Assistance (CCAP).

**FIGURE 49. PUBLIC BENEFITS UTILIZATION FAMILY CHILD CARE**



*Note:* Percentage of family child care educators who reported receiving each type of public benefit program.

While 35.7% of the FCC survey population's highest level of education is a high school diploma or equivalent, they make up 80% of FCCs participating in Energy and Water Assistance Programs and 44% of those participating in Child Care Assistance Program.

### **Educator Retention and Job Outlook**

Notably, only 12% of FCC (n=110) are actively seeking another job outside of the child care profession. For those currently looking for a new job, the most commonly cited reasons were:

- Pursuing a job in another field (41%)
- Need for higher income (16%)

Over half (53%) of FCC plan on staying in the child care profession for more than three years. About 5% intend to leave within the year. While more than a quarter (28%) of FCC providers are unsure how long they will stay in the profession.

**TABLE 20. EDUCATOR RETENTION TO THE FIELD FAMILY CHILD CARE**

Length of Time	How long do you think you will stay in this profession?
Less than 3 months	0.9%
3-6 months	1.8%
6-12 months	0.9%
1-2 years	5.5%
2-3 years	9.2%
More than 3 years	53.2%
Not sure	28.4%

The majority (58%) of FCC providers would remain in the early education and child care field were they to find a new job. More than one third (37%) were "Not Sure". Reasons for leaving include retirement and low pay/lack of benefits.

### **Student Loans**

Similar to center-based providers, the majority of FCC providers do not have student loan debt (71%). Sixteen percent of respondents (n=18), attested to holding student debt and the amount of debt is most often less than \$50,000.

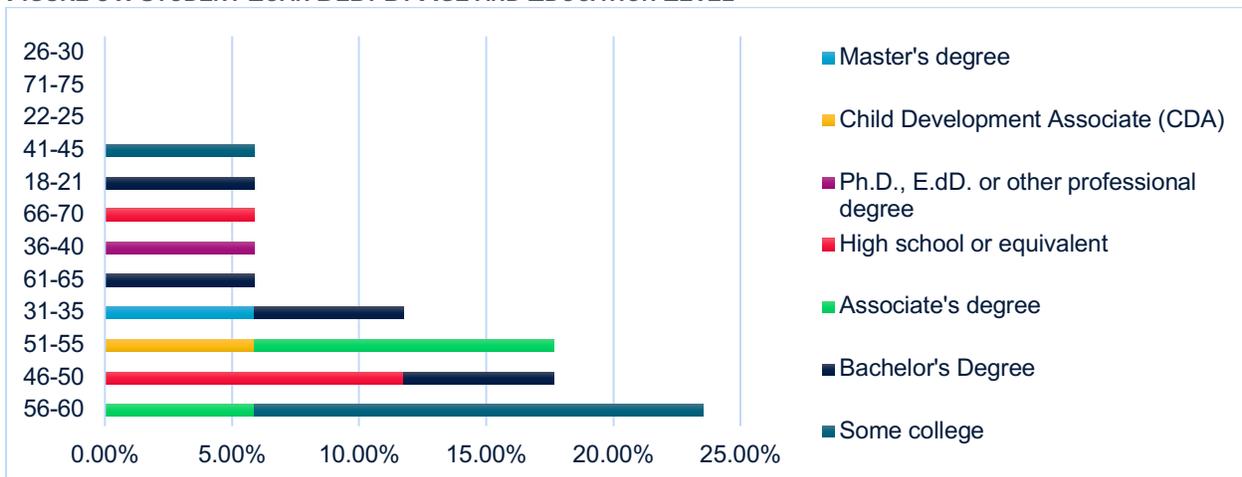
**FIGURE 50. STUDENT LOAN DEBT AMOUNT- FAMILY CHILD CARE**



*Note:* Percent of family child care educators holding student loans by range of debt

In contrast to the center-based educators, those between the ages of 56 and 60 make up the majority of those with student loan debt. Those ranging in age from 22 yrs. to 30 yrs. have no reported debt.

**FIGURE 51. STUDENT LOAN DEBT BY AGE AND EDUCATION LEVEL**



*Note:* Percent of family child care educators holding student debt by age and educational level attained.

## QUALITATIVE APPROACH FINDINGS

### KEY METRICS

PCG conducted six focus groups and nine key informant interviews with stakeholders in the child care field. Participants represented diverse perspectives and experiences within the field, these details are broken down in the below table for focus group and interview participants.

**TABLE 21. COUNT OF ATTENDANCE FOR EACH FOCUS GROUP BY ROLE AND LANGUAGE WITH DEMOGRAPHICS**

Total	Role	Demographic	Demographic Details
7	Center Based Owner/Admin	Gender	Female - 7
		Race	White - 7
		Educational Level	High School - 1 Associate - 1 Bachelor's - 3 Master's - 2
		Geographic Location	Smithfield, Tiverton, East Greenwich, Kingston, Glocester, North Kingstown, Bristol
5	Educators Head Start/ Pre-K	Gender	Female - 5
		Race	White - 1 Black/AA - 2 Asian - 1 Prefer not to answer - 1
		Educational Level	High School - 1 Associate - 2 Bachelor's - 2
		Geographic Location	Cumberland, Central Falls, Providence, East Providence, West Warwick
4	Educators- (English)	Gender	Female - 4
		Race	White - 3 Other - 1
		Educational Level	High School - 1 Bachelor's - 1 Master's - 2
		Geographic Location	North Scituate, Cranston. Smithfield, Johnston
2	Educators- (Spanish)	Gender	Female - 2
		Race	Other - 2
		Educational Level	High School - 1 Associate - 1
		Geographic Location	Johnston, Providence
1	FCC- (English)	Gender	Female - 1
		Race	White - 1
		Educational Level	Master's - 1
		Geographic Location	Providence
6	FCC-(Spanish)	Gender	Female - 6

Total	Role	Demographic	Demographic Details
		Race	White - 2 Black/AA - 1 Other - 1 Prefer not to answer - 2
		Educational Level	Middle School - 1 High School - 3 Associate - 1 Bachelor's - 1
		Geographic Location	Providence, Cranston

**TABLE 22. KEY INFORMANT INTERVIEW METRICS**

Key Informant Interview Metrics	
Count of interviews	9 2 individuals; 7 small group
Count of educators/participants invited for interviews	29
Count of center-based owners who were not a part of an interview or focus group that responded to questionnaire	13
Count of educators/participants in attendance for each informant interview	25

## FINANCIAL COMPENSATION

Both program administrators and educators expressed dissatisfaction with low wages across the industry. Lack of a livable wage was one of the most frequently mentioned downsides of working in child care.

Many respondents described challenges covering bills and necessities; costs exacerbated by rising inflation; and the cost of living in Rhode Island. Especially given the challenging and stressful nature of child care work and the demanding schedule, many felt as though they were not compensated fairly or accurately.

**“I can’t keep any employees for more than three or four years. And they’re awesome...they’re so magical with kids, but they can’t stay because they can’t pay their bills”. - Educator**

Program administrators struggle with wanting to raise wages for staff but not having a source of funding to do so. Directors frequently mentioned they need funding from the state or federal government to cover raises because they cannot raise tuition for families (to increase their revenue) any higher. Many reported a tension between raising wages and accessing state benefits; if wages reach a certain threshold, staff may not be eligible for the state-provided benefits they receive, putting educators into the benefits cliff.

Respondents provided many suggestions for the future compensation landscape of the industry. The goal of achieving a “livable wage” emerged across interviews and focus groups. Namely, wages should be linked to the K-12 system to raise compensation and decrease competition between the two fields. Many indicated that achieving wage parity with K-12 would help professionalize the field and increase recruitment and retention.

Respondents also want to see a wage ladder that recognizes education and experience levels. While detailed responses on ideal wages can be found in **Error! Reference source not found. Error! Reference source not found.**, respondents indicated wages must account for higher education and

years of experience in the field. Many also wanted bonuses, like the Pandemic Relief Bonus, to continue in the future, stating the funds were helpful and began to feel like part of the salary and less like a bonus.

### **NON-FINANCIAL COMPENSATION**

Many respondents reported benefits are not offered by their programs. Where they were offered, they are too expensive to access. Educators said the co-payments for medical, dental, and vision insurance are often too expensive to opt into. Directors reported wanting to offer benefits for their staff, but they could not afford to.

Educators stressed wanting benefits which are both affordable and accessible. A detailed breakdown of preferred benefits can be found in [Error! Reference source not found.](#) Most respondents suggested paid time off, medical insurance, transportation support, and retirement plans. Respondents also proposed professional development opportunities, discounted child care, and tuition reimbursement (many of which are available currently, but as noted in PRIOR STRATEGIES/GRANTS section, not all educators are able to access due to funding limitations or eligibility).

**“We do have sick time where I work, but...because we’re so understaffed... we don’t have the flexibility to use the time that we are given”. - Educator**

### **PRIOR STRATEGIES/GRANTS**

**“The retention bonus...has been very helpful. I look forward to that every time it comes around”. - Educator**

Overall, prior strategies and grants to improve compensation were well-received by directors and educators. For the Pandemic Retention Bonus (PRB), respondents indicated the funding was incredibly helpful and a useful source of extra money to allow staff to “make ends meet”. However, one main concern was sustaining the wage increases once the PRB program closes. While well received and a contributing factor to retention, respondents did not feel the bonuses were supporting recruitment of new educators to the field.

Participants praised CCAP for Child Care Educators for expanding access to affordable child care to a larger population than traditional CCAP. While the pilot is still new and therefore its full effects are not yet evident, respondents suggested it will have positive impacts on recruitment and retention and help stabilize the workforce. Some focus group participants said it may be useful to explore an alternative to CCAP for early childhood educators who do not meet income eligibility requirements for the pilot or traditional program.

While Step Up to WAGE\$ pilot was not discussed as much as other programs throughout the interviews, several center directors noted it incentivized their staff to pursue higher education. The program has also helped retain qualified individuals in the field. However, some educators expressed frustration with the application process and the rigidity of eligibility requirements.

Regarding grant administration of Step Up to WAGE\$ and Pandemic Retention Bonuses, feedback reflected some people applied but did not receive confirmation of receipt. Additionally, some indicated that when they followed up on their application, they were informed that the cycle was closed.

### **OTHER FACTORS RELATED TO RETENTION**

Participants noted several other factors affecting retention unrelated to financial compensation or benefits. Many educators indicated their love for the job and working with children are motivating them to stay in the industry, despite their dissatisfaction with their salaries and benefits. Others cited supportive work environments and the flexibility or convenience of working in child care as reasons they choose to stay in the field.

**“I love what I do. I love making a difference in their (the children’s) lives and being a safe space for them”.  
- Educator**

However, participants reported negative aspects of working in child care motivating educators to leave the field. For one, the idea of leaving the field for a job in a higher paying and less stressful sector like retail or food service emerged consistently throughout interviews. Also cited was the demanding nature of the job due to difficult work hours, staffing crises, and an increase in children with Individualized Education Plans (IEP) requiring specialized care and lack of supports to care for these children.

## **POLICY**

Participants offered many suggestions for policy initiatives to improve child care workforce compensation. Regarding funding, the most common suggestion was to increase investments from both the state and the federal government in child care programs to support wage increases. Participants from child care advocacy organizations proposed that Rhode Island establish child care funding as a line item in the state legislative budget as Washington, D.C. has done to ensure child care remains a priority in the budget.

Many suggested increasing taxes to generate revenue for the State to allocate to child care. Respondents proposed levying wealth taxes on top earners in the state, or taxes on goods such as sugary beverages. Many stressed the need for a wage scale to ensure fair compensation commensurate with experience; however, it was recommended that this be based on state median income (SMI) to account for changes in cost of living. Other policy suggestions include loan forgiveness, state-subsidized health insurance, and extending programs like the Pandemic Retention Bonus.

## **DETAILED ANALYSIS AND DISCUSSION OF THE FINDINGS**

### ***What barriers do program administrators face in raising employee wages and or benefits?***

In every interview, program administrators said they struggle to find funding to raise wages or offer benefits despite genuinely wanting to increase compensation for their staff. Administrators acknowledged the financial struggles of their staff and how many child care salaries are insufficient to cover the rising cost of living in Rhode Island. However, they stressed they have no source of funding to help increase salaries. Administrators frequently said they cannot raise tuition for families any higher as they will lose clients, but with the cost of operating a program, there is no other way to afford raises. One director explained the families her center serves already ask for extensions on payment, so raising tuition would be detrimental to her business.

Costs to run business are also a significant barrier in raising wages. Between taxes, utility and rent expenses, and child care insurance, many directors already struggle to cover the basic costs of running a program and therefore cannot afford raises. Similarly, many administrators cannot afford to offer benefits like medical insurance because of the high costs to the business.

**“The cost to run a childcare center is very high and it's difficult to balance high staff wages, business taxes, utility expenses and childcare insurance is extremely expensive.”. - Educator**

Staffing crises are also a barrier to providing benefits like sick leave or paid personal time because programs lack the staff to operate. Additionally, program administrators find it difficult to compensate fairly for education levels and credentials. There are significant credentialing requirements to enter the child care field, yet directors struggle to raise wages enough to reflect an individual’s education level. Directors also struggle to recruit and retain staff given competition from other industries that can afford to pay better and offer better benefits in a less demanding environment than child care. Many noted that they have had staff leave for jobs in retail or food service for the higher compensation despite their passion for working in child care.

## **What is the current state of the early care and education and out of school time workforce in Rhode Island? Including:**

### **What does their compensation look like?**

Providers and educators jointly expressed dissatisfaction with low wages across the industry, with lack of livable wage being one of the most frequently discussed downsides to working in child care. They described challenges with covering bills and providing necessities for their families, especially with the rising inflation and cost of living in Rhode Island.

Center-based directors expressed the desire to raise wages for staff but are unable to do so without state or federal funding. Amongst participating center-based educators, the majority (62%) of survey respondents report earning \$18 or more per hour. Fifteen percent report earning \$15 or less per hour. The median wage across all center-based educators is \$18-\$19.99 per hour. The majority of center-based educators (52%) do not feel they are paid on par with other programs or others with similar education.

Depending on how family child care providers pay themselves, on average, they are earning a monthly salary of \$1,161.76 after expenses or \$1,039.62 when paying themselves a consistent monthly salary. The majority of FCC respondents (59%) do not feel they are able to pay themselves a comfortable living wage (where they are able to pay their bills or purchase groceries).

Based on MIT's Living Wage Calculator, \$17.52 per hour and \$3036.80 a month is considered a livable wage without any dependents. When compared to the reported compensation of early educators in Rhode Island, it appears the average FCC provider and a sizeable amount (38%) of center-based educators are earning less than a livable wage. This is emphasized by the fact that 84% of center-based and 88% of family child care educators have family sizes greater than one person.

### **What levels of education do they have?**

The majority (80%) of center-based educators have some degree of college education, including 19% completing "some college", 19% holding an associate degree, one third (33%) holding a bachelor's degree, and 9% with a master's degree. A small portion (12.7%) have a high school diploma or equivalent, or a middle school education as their highest level of education.

**Have completed some degree of college:  
80% Center-based & 49% of FCC.**

**Have a Middle School, High School Diploma  
or equivalent: 12.7% Center-based & 40%  
FCC.**

Of the 112 FCC providers responding, 40% note their highest level of education is middle school or high school or equivalent. The other half of providers (49%) have completed some degree of college education, including 12% with an associate degree and 13% with a bachelor's degree.

**The average FCC provider  
earns less than the MIT's  
Living Wage Calculator's  
monthly livable wage.**

**For Center-based educators,  
only 62% earn more than the  
MIT's Living Wage  
Calculator's livable hourly  
wage.**

### **Do they participate in public benefit programs, and if so, which ones?**

Center-based educators most commonly participate in Medicaid/Medicare (18.4%), Supplemental Nutrition Assistance Program (9%), and Child Care Assistance Program (7.4%).

Among the 15% of center-based educators reported earning \$15 or less per hour, they make up 21% of Medicaid/Medicare participants, 28.5% of SSI Supplemental income participants, 24% of SNAP participants, and 50% of RIW participants.

For the most utilized public benefit, Medicaid/Medicare, center-based participation in the benefit drops below the overall survey representation at the \$20 per hour mark (where 19% of the survey respondents earn \$20-22.99 per hour, but only 13% participate in Medicaid/Medicare). As income rises to \$23 per hour, the benefit utilization continues to drop. Even at the highest wage level (\$23 per hour), 2% of providers are still participating in Supplemental Nutrition Assistance.

**“I feel fortunate for the benefits I receive because I know that they are rare in this field.” - Educator**

**“I just recently lost my Medicaid because I “make too much money” even though I am barely surviving. I just wish I either made more to afford to buy health care or was offered benefits through my job.” - Educator**

For FCC providers, the most used public benefits are Medicaid/Medicare (29%) , Child Care Assistance (24%), and Supplemental Nutrition Assistance Program (10%). Providers who pay themselves using whatever funds are left over at the end of the month are slightly more likely to utilize Medicaid/Medicare (25%) than those who pay themselves a consistent salary (19%).

#### ***What types of benefits, bonuses, and other compensation do they receive?***

When asked about which benefits, they receive, the most common responses among center-based educators (n=1050) were Paid Vacation Time (64%), Paid Sick Time (61%) and Paid Personal Time (43%). The least likely accessible benefit reported was Long-Term Disability (9%).

Access to medical benefits (including dental) was reported in less than one third of respondents (31%). Center-based educators were more likely to report access to retirement savings in 401k (38%) than access to medical (31%), dental (31%), or vision insurance (22%). Of the Paid Personal, Sick, and Vacation time benefit received, educators reported accruing an average of 6.1 hours of paid sick time monthly, compared to an average of 9.2 hours of vacation time accrued monthly. In both cases, educators believe they should be accruing more time, preferably increasing paid sick time to an average of 12.2 hours monthly and 15.8 hours of vacation time monthly.

The majority (77%) of center-based educators are receiving the Pandemic Retention Bonus, which was offered to all educators in the field. Regarding programs with more limited funding, 10% of educators are receiving Step Up to WAGE\$ pilot and about 4% are receiving T.E.A.C.H. Scholarship and CCAP for Child Care Educators each.

**“I think early educators should get higher compensation. We pay a big role in the community by taking care of other people's children so they can go work and make a living for their families.” - Educator**

Among FCC providers, the most common benefits they report receiving are medical insurance (29%), self-employment taxes (28%), and Paid Vacation Time (24%). The least common benefit reported was Long Term and Short-Term Disability (9% each). Only 16% of FCC report a 401K or Retirement Account as an active benefit.

Similar to center-based educators, the majority of FCC providers (83%) are receiving the Pandemic Retention Bonus. Among the other state funded initiatives, 19% of FCCs are participating in CCAP for Child Care Educators, 14% in Step Up to WAGE\$ pilot,

and 10% in T.E.A.C.H. Scholarships.

#### ***What is the makeup of the workforce?***

The following characteristics describe the early childhood educators who responded to this survey:

- Of the 1162 respondents, 90% were center-based Educators and 10% were FCC providers.

- Of the 112 FCC providers responding to the survey, 91% were providers/licensees and 9% were FCC Assistants.
- The majority of center-based educators may be described as White, non-Hispanic females (68.9%) between the ages of 41-45 and 51-55 years old.
- The majority of FCC providers (75%) may be described as Hispanic females, and 42% were between the ages of 51-60 years old.
- About one third (33%) of center-based educators hold a bachelor's degree, while 35% of FCC providers report a high school diploma or equivalent as their highest degree of education.
- The majority of all educators hold some type of certification (82% of center-based, 88% of FCC). Among center-based educators, this is most commonly the RIELDS Certificate (54%) and among FCC providers, this is most commonly the CDA, Infant/Toddler (28%).
- Over a quarter of all educators have worked in the field of early education and child care for 20 years or more (center-based: 29.7%, FCC: 24%). Half of all FCC providers participating in this survey have worked in the field for 16 years or more.

**Does compensation vary according to:**

**Race**

- In the highest hourly wage category (\$23+ per hour) for center-based educators, 21% of those identifying as White, non-Hispanic, which is 69% of the survey population, are earning this highest wage. This group is earning this higher wage at a greater rate than any other group. Educators identifying as Hispanic, all races makeup 16% of the population but only 2.9% are earning \$23+ per hour. Only .7% in this wage category identify as Black or African American, while they are representing 5.3% of the survey population.
- For those center-based educators earning less than \$15 an hour, there is an overrepresentation of Black, non-Hispanic providers, as while they make up 5.3% of the survey population, 20% of the wages earned in this group fall into the lowest wage range.
- Across the different demographic factors for center-based educators (such as race, gender, age, BrightStars rating, etc.) the participation in the Pandemic Retention Bonus was aligned fairly consistently with the survey respondent population. However, there was a consistent increase in representation of people of color in the T.E.A.C.H Scholarship when compared to the survey respondent population.

Among FCC Providers, the following table outlines the count and average monthly pay by race. FCC providers identifying as White, non-Hispanic pay themselves two and three times more on average than those who identify as a Hispanic or any other person of color.

**TABLE 23. FAMILY CHILD CARE PAYMENT TYPES BY RACE**

Payment Type	White, non-Hispanic		American Indian or Native Alaskan, Asian, Black or African American, non-Hispanic, Other		Hispanic, all races		Prefer not to answer	
	Count	Average Monthly Pay	Count	Average Monthly Pay	Count	Average Monthly Pay	Count	Average Monthly Pay
I pay myself a consistent monthly salary. (n=37)	4	\$2150.00	2	\$920.27	25	\$842.13	6	\$1250.00
I pay myself the money that remains after subtracting	10	\$2966.67	2	\$900.00	25	\$655.00	7	\$1250.00

Payment Type	White, non-Hispanic		American Indian or Native Alaskan, Asian, Black or African American, non-Hispanic, Other		Hispanic, all races		Prefer not to answer	
	Count	Average Monthly Pay	Count	Average Monthly Pay	Count	Average Monthly Pay	Count	Average Monthly Pay
expenses from my revenue. (n=44)								

**Geographic location**

When considering wages for center-based providers geographically, there were no significant differences between educators working in rural versus urban communities.

**Role**

Amongst educators in lead teacher roles, those working in programs with external funding (Early Head Start, Head Start and RI Pre-K) are most likely to be earning \$23 or more per hour compared to those in other child care programs whose median wage is between \$16-\$19.99 per hour.

Within those child care programs without external funding, lead teachers working with infants and toddlers are paid less than those working with preschool aged children. Infant and toddler assistant teachers are most likely to be earning less than \$16 per hour compared to Early Head Start assistant teachers who are most likely to earn greater than \$16 per hour. Preschool assistant teachers had the most variable earnings, while RI Pre-K assistant teachers are most likely to earn \$23+per hour.

The results of the survey indicate the role one has within the field does have an impact on the compensation received. There is an age-served “penalty” in the field, meaning educators who work with the youngest children earn the least and those working with preschoolers earn the most.

Survey results also indicated programs receiving stable, external funding such as those provided through Head Start, Early Head Start, and RI Pre-K didn’t necessarily pass on this increased revenue to wages for programs. Overall, educators working at higher BrightStars rated centers are in general earning higher wages. However, one-star centers’ wage distribution does not follow this trend, as the wage distribution was similar to four-star centers. Of educators who knew their program’s BrightStars rating and accounting for the overrepresentation of four- and five- star centers in the survey, the weighted median wage range across all educators was \$18-19.99 per hour.

**Education level**

- Among center-based educators with a bachelor’s degree, they are most commonly earning \$23+ per hour (43%). Only 3% of center-based educators with a high school diploma or equivalent earn \$23+per hour.
- For the wage category less than \$15 per hour, the most common education categories represented by center-based providers are high school diploma or equivalent (31%) and some college (37%)
- For FCC providers with a middle school or high school diploma or equivalent pay themselves on average monthly salary of \$991.72 (for those who “Pay themselves a consistent salary) and \$916.66 (for those who “Pay themselves what money remains”).
- For FCC providers with some degree of college education (some college, associate degree, bachelor’s degree, master’s degree, or doctoral degree), they pay themselves an average

monthly salary of \$1239 (for those who “Pay themselves a consistent salary) and \$1400 (for those who “Pay themselves what money remains”).

***What are educators’ preferred compensation strategies, ex. solely increased wages, additional benefits, reduced cost child care for their own children, or other approaches?***

**Center-Based Programs**

Educators were invited to share their preferred compensation strategies via a question on the survey, asking them to prioritize the following 12 benefits from greatest to least preference: Access to a Substitute Pool, Free Child care for My Own Children Through CCAP, Parent Discount at Program, Long-Term Disability, Short-Term Disability, Vision Insurance, Paid Personal Time, Paid Sick Time, 401(K) or Other Retirement, Dental Insurance, Paid Vacation Time, and Medical Insurance.

Based on survey responses, center providers identified medical insurance as their top priority followed by paid vacation time and dental insurance. This data is supported by focus group responses, also identifying healthcare as an important benefit to support retention.

One center director respondent recommended revisiting opportunities for state supported health insurance. Attitudes regarding wellness support were mixed amongst focus group participants. One participant cautioned that wellness support alone is unlikely to significantly impact recruitment and retention. Another participant provided an alternative view indicating that mental health services must be included as part of a comprehensive healthcare benefits package. There was at least one reference to healthcare in all the focus groups and key informant interviews conducted. It is important to note that paid sick and personal time ranked high in prioritization. Regarding lesser preferences, the benefit center-based providers viewed as least attractive was access to a substitute pool.

**Family Child Care**

Family Child Care educators were also asked to rank the same 12 benefits in order of preference. FCC educators identified medical insurance as their top priority as well, but this was followed by 401(K) or Other Retirement and dental insurance.

An FCC owner expressed she would like to offer free healthcare to her staff as accessible healthcare is a human right, however, budget constraints prevent her from doing so. Another FCC owner shared her family is covered through her spouse’s insurance, but the cost is greater than the monthly mortgage payment.

Regarding retirement, the survey data is supported by focus group responses wherein some FCC educators indicated retirement benefits are increasingly important as they near this stage of life. A consideration raised during a focus group is retirement funds typically require out-of-pocket contributions, which will likely decrease take home pay. Given that early educators’ salaries are relatively low, this expense may be too burdensome to some, making it a less attractive benefit. Additionally, younger educators are not likely to prioritize this long-term benefit in favor of increased take home pay or other immediate benefits.

Paid sick time was relatively important to FCC providers in both the survey and focus group responses. One participant indicated she must determine if her need for a day’s pay outweighs the need to prioritize her health. One consideration an FCC focus group participant recommended was the creation of a communal pool for paid time off. In essence, this is a shared allocation of time amongst a group of people. For example, if Staff A is given a specific number of hours for paid time off but does not wish to use it, they can share it with Staff B or Staff C even if doing so means that Staff B or Staff C exceed the number of hours individually allocated to them.

Like center-based programs, the benefit identified as least attractive to FCC’s was also access to a substitute pool. Though this ranked least, the advantages of a substitute pool for use by FCC’s was

raised by a participant in one of the focus groups. However, this may also be due to the fact it is a current benefit offered by the family child care union. Additionally, professional development was not listed as a benefit to be ranked, but some FCC focus group participants expressed a desire to financially support professional development opportunities for their staff but noted it is cost prohibitive given budget constraints.

### ***What compensation and/or benefit targets are necessary to retain and attract early educators to the field in Rhode Island?***

A little over half of center-based educators (52%) indicated they do not feel as though they are paid on par with other programs or others with similar education. When asked what hourly rate would keep them in the field long term, nearly 60% reported that a minimum of \$23+/ per hour is required. The educator's position plays an important role in considering an ideal wage. Educators from child care programs not funded through Head Start and RI Pre-K indicated a lower ideal wage range (\$20-\$22.99 per hour) would keep them in the field. A review of FCC responses shows nearly 60% feel they are unable to pay themselves a comfortable wage. Nearly half (48%) indicate that \$23+/per hour is an ideal hourly wage to keep them in the field.

Per the MIT Cost of Living Calculator, a living wage for someone without children is \$17.52/per hour. If one dependent is added to the household, the living wage increases to \$35.61 and rises as the number of dependents increases. The reported \$23+/per hour would only be sufficient to cover the cost of living for those educators in the workforce without dependents.

In focus groups, center directors expressed the federal- and state-funded grants and bonuses strongly supported retention of existing staff. There was some concern they were not attractive enough to persuade someone to enter the field since other sectors often provide wages exceeding educators' compensation despite the bonuses.

Many focus group and key informant interview participants reported that the continuance of grants like Step Up to WAGE\$ pilot and the Pandemic Retention Bonus are necessary components of stabilization in the field. The positive feedback regarding the Pandemic Retention Bonuses included the usefulness of the money, the idea of fostering staff appreciation, and the flexibility of funding. The Step Up to WAGE\$ pilot program received similar feedback with additional references to the fact that the program is evidenced-based. While the feedback was mostly positive for all grant programs, some concerns were raised about the clarity of the eligibility requirements and application process. Some participants reported applying for programs but never receiving any acknowledgement that their application was received. Others shared when they followed up on the opportunities after applying, they were told the application period had closed. Given these programs are seen as beneficial to supporting recruitment and retention, it is in the interest of the state to examine the administrative procedures in place to facilitate ease of use for educators.

Other recommended compensation and benefit targets included providing educators access to the existing state pension system to ensure that they have a safety net in retirement. Also, recognizing a large majority of educators are working mothers, some focus group participants asked if the state would consider an alternative to CCAP for Child Care for educators who do not qualify for the CCAP program. The proposed system would provide tiered discounts for child care based on the number of hours worked and other factors. It is interesting to note while several focus groups and key interview participants advocated for this support, it was ranked second to least as a preferred benefit in survey data collected.

### ***What lessons can be gathered from other stable workforce sectors about the wages that support stability?***

All industries, regardless of wages, have staff turnover. Those industries with the least turn over are those which are in the government sector, specifically federal (.6% turnover), state jobs (.9% turnover), and local government jobs (1% turnover) which often provide union support and protections and generally have very favorable benefits. In industries including arts, entertainment, recreation, healthcare, social

assistance, professional and business services, trade, transportation, utilities, among others, the average turnover rate is 2.4%, with the highest turnover rates being between 11.4% and 13.4% in sectors often considered competing with early care and education. These include professional services, tech and media, entertainment, accommodations, and retail.<sup>4</sup>

In looking at the data for industries where there is lower turnover, it appears wages close to \$30/hour reduce average turnover rates. To determine this hourly dollar amount, we looked at data collected by the Bureau of Labor Statistics (BLS) and LinkedIn for the job sectors having the highest and lowest turnover rates. While there are some factors such as the ability to work from home and benefits which are factors which contribute to these decisions, the analysis of wages was the informative factor for the analysis.

Careers in industries such as entertainment, helping careers, and retail make on average half of the more stable fields in government, and trades such as manufacturing and construction (i.e., \$15 compared to \$30 an hour). In an analysis across 31 studies, findings consistently demonstrated wages at or on average at the \$30/hour level proved a tipping point in worker turnover.<sup>5</sup> However, to understand this data, it is important to note it is not wages alone that create this impact. These are also positions which are often protected through union support and/or offer a comprehensive benefits package.<sup>6 7</sup>

## RECOMMENDATIONS AND COST ANALYSIS:

### WHAT SHOULD A TARGET WAGE SCALE LOOK LIKE IN RHODE ISLAND THAT CAN SERVE AS A SCALABLE AND LIVING MODEL?

As part of this study, PCG developed a potential target wage scale for early educators to support increased retention and recruitment. Based on the review of peer states, literature review, feedback from the survey and focus groups, PCG developed a potential wage scale centered around State Median Income (SMI) Calculations. Defined by the U.S. Census Bureau, the SMI is defined by the family/household size from the most recently available census and calculates the halfway point between what people are earning on the wealth spectrum to calculate what the average American family is earning by size.<sup>8</sup> To promote readability among the public, PCG also included an hourly and salary wage calculations within the scale.

For the 2022-2023 year, SMI (100%) is as follows for the state:

**TABLE 24. SMI CHART FOR RI 2022-2023**

Family Size	1 Earner	2 Earners	3 Earners	4 Earners
	\$81,370	\$118,398	\$141,545	\$160,412

Source: Census Bureau Median Family Income by Family Size

SMI calculations shift and change each year, as they scale with the change in the overall earnings for all individuals in the state. As a result, the proposed wage scale is positioned to remain up to date, even as

<sup>4</sup> U.S. Bureau of Labor Statistics (2023). Table 4. Quits Levels and Rates by Industry and Region, Seasonally Adjusted. [Table 4. Quits levels and rates by industry and region, seasonally adjusted - 2023 M11 Results \(bls.gov\)](#)

<sup>5</sup> Improving U.S. Labor Standards and the Quality of Jobs to Reduce the Costs of Employee Turnover to U.S. Companies. (2020). [Improving U.S. labor standards and the quality of jobs to reduce the costs of employee turnover to U.S. companies - Equitable Growth](#)

<sup>6</sup> U.S. Bureau of Labor Statistics (2023). Quits levels and rates by industry and region, seasonally adjusted. [Table 4. Quits levels and rates by industry and region, seasonally adjusted - 2023 M08 Results \(bls.gov\)](#)

<sup>7</sup> Lewis, G. (2022). Industries with the Highest (and Lowest) Turnover Rates. [Industries with the Highest \(and Lowest\) Turnover Rates \(linkedin.com\)](#)

<sup>8</sup> National Center for Children and Poverty. (2023). Income Converter. [NCCP | Income Converter](#)

economic conditions change. Additional considerations which have been built into the RI wage scale include variation by years of experience, credentials and degrees, and positions or roles within the field.

One element not yet accounted for within the proposed wage scale is the hours worked per year/week for those working a non-traditional (52 weeks per year) schedule. For example, how would an 8 hour 12-month position vary from a 10-month 6 hour per day position? This issue was raised during the focus group conversations for the State to consider in future models.

The following considerations are included in the wage scale, informed by the peer states reviewed:

- Pay parity with public schools to reduce competition between licensed child care and K-12 positions.
- Alignment to the [Power to the Profession Unifying Framework](#). This establishes a clear three-tiered structure for credentials as well as wage enhancements connected to degree completion. However, years of experience should be considered also. In Rhode Island, tenure across positions and the need to consider years of experience have been a feedback theme across the 2014, 2019, and 2023 needs assessments. As a result, PCG included a metric for recognizing tenure within the proposed scale. Additionally, given lessons learned from peer states (specifically Washington, D.C.) related to the inequities caused when a wage scale exists for educators, but not administrators, PCG has included proposed wages for Directors/Administrators into this scale.

When updating the scale, helpful tools (in addition to SMI) include revised K-12 compensation scales and the MIT Cost of Living Calculator. Together, these informed assumptions regarding whether the rate of pay in child care is minimally meeting cost of living requirements and how closely wages compare to public school educators. Additionally, PCG built in benefits details within the compensation scale in recognition that compensation includes both wages and benefits. A desire for essential benefits, such as health insurance, sick time, and retirement, emerged from the 2023 Needs Assessment. These offerings are essential elements of a well-rounded and foundational benefits package.

## TARGET COMPENSATION FOR EARLY EDUCATORS THAT WOULD EFFECTIVELY ATTRACT AND RETAIN EDUCATORS IN THE FIELD, BASED ON THE KEY FINDINGS

### Wages

To effectively attract and retain educators to the workforce, the field needs to consider both wages and benefits. While the early education field in Rhode Island pays on average between minimum wage (\$14 per hour) and the low \$20 an hour range, research indicates benefit access and affordability is highly variable. Many educators are not receiving basic health insurance or sick time. Additionally, research indicates child care wages are on par with competing sectors, paying between \$15.82 an hour (the baseline established for the proposed Rhode Island Wage Scale) and \$20 an hour. Competing sectors include Personnel Care and Service, Food Preparation and Service, Sales and Retail, and Healthcare support. What may be unique or different among these jobs is the nature of the work is less physically demanding and these positions likely include better basic benefits.

When evaluating stable positions with reduced turnover, there are several commonalities. These include positions which are unionized, provide various job-related protections and benefits, and pay close to \$30 an hour.

The proposed wage scale for Rhode Island, particularly for Assistant and Lead Teachers, centers the suggested wages around this benchmark. The \$30 per hour wage also is comparable wages for pay parity for K-12 teachers. Based on our analysis, the lowest, average, and highest pay parity salaries for K-12 teachers are as follows below.

### TABLE 25. PAY PARITY COMPARISON

Teacher Assistants:	Teachers:
<ul style="list-style-type: none"> <li>• Lowest: \$32,938.36</li> <li>• Highest: \$45,690.84</li> <li>• Average: \$38,544.83</li> </ul>	<ul style="list-style-type: none"> <li>• Lowest: \$51,730.90</li> <li>• Highest: \$101,257.00</li> <li>• Average: \$83,923.66</li> </ul>

Source: [State of Rhode Island: Transparency: State of Rhode Island - Purchasing Bids \(ri.gov\)](https://www.ri.gov)

These pay parity wages were coupled with the 100% SMI single wage of \$81,370 to determine a proposed pay rate to reduce turnover for Classroom Aides/Family Child Care Assistants, Teacher Assistants, Lead Teachers, Family Child Care educators, and Master Teacher roles.<sup>9</sup>

**TABLE 26. EARLY CHILDHOOD EDUCATION SALARY SCALE**

NAEYC Level					
	Entry Level Pre-service required by Licensing	ECE I Professional Training Program in Early Childhood Education (CDA)	ECE II Associate Degree Program in Early Childhood Education	ECE III Bachelor's Degree Program in Early Childhood Education Master's Degree Program in Early Childhood Education	
	HS Diploma/Some College	CDA/College ECE Certificate	A.A./A.S. in ECE	B.A./B.S. in ECE	M.A./M.S. in ECE
<b>Classroom Aide/ Family Child Care Assistant</b>	<b>Salary Range SMI Hourly/Salary</b>	<b>Salary Range SMI Hourly/Salary</b>			
0-2 years of experience	39% \$15/ \$31,200	41% \$16/ \$33,361			
3-5 years of experience	42% \$16.43/ \$34,175	44% \$17.21/ \$35,802			
5 or more years of experience	45% \$17.60 / \$36,616	47% \$18.38/ \$38,243			
<b>Teacher Assistant</b>	<b>Salary Range SMI Hourly/Salary</b>	<b>Salary Range SMI Hourly/Salary</b>			
0-2 years of experience	40% \$15.64/ \$32,548	43% \$16.82/ \$34,989			
3-5 years of experience	44% \$17.21 / \$35,802	47% \$18.38/ \$38,243			
5 or more years of experience	48% \$18.77/ \$39,057	50% \$19.56/ \$40,685			
<b>Lead Teacher /Family Child Care</b>			<b>Salary Range SMI Hourly/Salary</b>	<b>Salary Range SMI Hourly/Salary</b>	<b>Salary Range SMI Hourly/Salary</b>
0-2 years of experience			51% \$19.95/ \$41,498	55% \$21.51/ \$44,753	59% \$23.08/ \$48,008
3-5 years of experience			60% \$23/ \$48,822	65% \$25.41/ \$52,890	69% \$26.99 / \$56,145

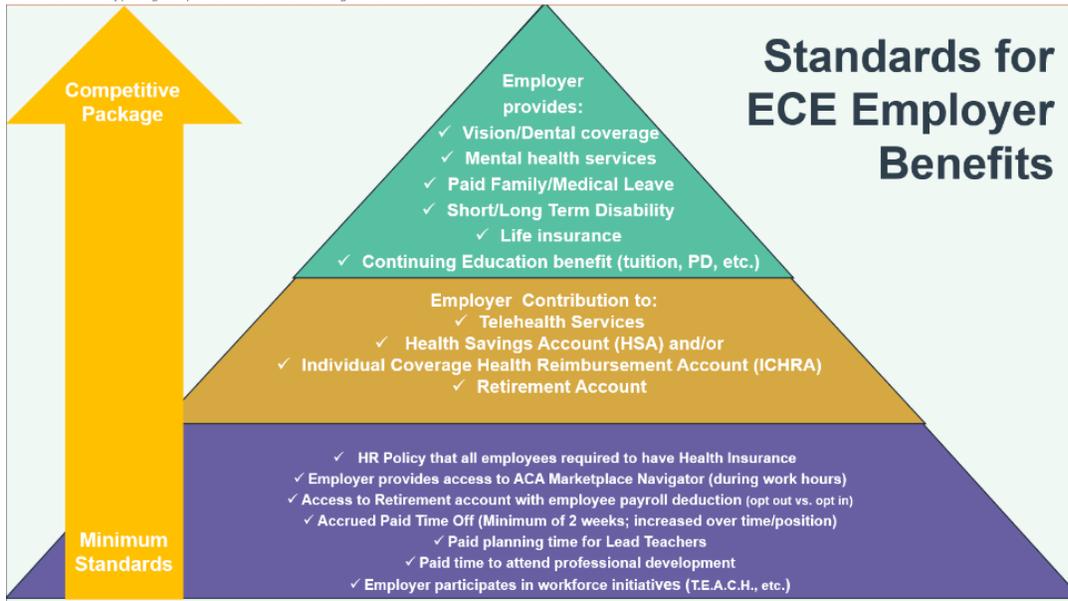
<sup>9</sup> U.S. Census Bureau (2023). Quick Facts Rhode Island. [U.S. Census Bureau QuickFacts: Rhode Island](https://www.census.gov/quickfacts/RI)

5 or more years of experience			70% \$27.38/ \$56,959	75% \$29.34/ \$61,027	79% \$30.90/ \$64,282
Master Teacher (with Teacher certification)				<b>Salary Range SMI</b> Hourly/Salary	<b>Salary Range SMI</b> Hourly/Salary
0-2 years of experience				80% \$31.29/ \$65,096	89% 34.8 / \$72,419
3-5 years of experience				90% \$35.20/ \$73,233	96% \$37.55/ \$78,115
5 or more years of experience				97% \$37.94/ \$78,928	104% \$40.68/ \$84,624
	<b>Entry Level Pre-service required by Licensing</b>	<b>ECE I Professional Training Program in Early Childhood Education (CDA)</b>	<b>ECE II Associate Degree Program in Early Childhood Education</b>	<b>ECE III Bachelor's Degree Program in Early Childhood Education Master's Degree Program in Early Childhood Education</b>	
	HS Diploma/Some College	CDA/College ECE Certificate	A.A./A.S. in ECE	B.A./B.S. in ECE	M.A./M.S. in ECE
<b>Program Size</b>	<b>Small</b> (20-50 children)	<b>Medium</b> (50-100 children)	<b>Large</b> (100-250 children)	<b>Extra Large</b> (250+ children)	
<b>Program Director</b>	<b>Salary Range SMI</b> Hourly/Salary	<b>Salary Range SMI</b> Hourly/Salary	<b>Salary Range SMI</b> Hourly/Salary	<b>Salary Range SMI</b> Hourly/Salary	
<b>0-2 years of experience</b>	63-69% \$24.64- \$26.99 \$51,251- \$56,145	70-79% \$30.90- \$27.38 \$56,959- \$64,282	80-89% \$31.29- \$34.81 \$65,096- \$72,419	90-99 % \$35.20- \$38.72 \$73,233- \$80,556	
<b>3-5 years of experience</b>	69-75%/ \$26.99- \$29.34 \$56,145- \$61,027	80-89% \$31.29- \$34.81 \$65,096- \$72,419	90-99 % \$35.20- \$38.72 \$73,233- \$80,556	110%-120% \$43.03- \$46.94 \$89,507- \$97,644	
<b>5+ years of experience</b>	76-83% \$29.73- \$32,466 \$61,841- \$67,531	93-96% \$36.38- \$37.55 \$75,674- \$78,115	106-112% \$41.46- \$43.81 \$86,252- \$91,134	121- 128% \$47.33- \$50.07 \$98,457- \$104,153	

### Benefits

Rhode Island has a long history of exploring benefit options for child care providers, such as in the 1998 Starting Right Legislation. As discussed above, benefits are an important aspect of the overall compensation package that encourages recruitment and retention in the field.

FIGURE 52. STANDARDS FOR ECE EMPLOYER BENEFITS



Note: Source: Opportunities Exchange [OppEx\\_Employee+Benefits.pdf \(squarespace.com\)](https://www.opportunitiesexchange.com/employee-benefits/)

To inform recommendations on benefits, PCG is using the Standards for ECE Employer Benefits, developed by [Opportunities Exchange](https://www.opportunitiesexchange.com/).<sup>10</sup> Opportunities Exchange is a national non-profit organization, focusing on supporting the early care and education system, to ensure that educators are well-compensated and work in supportive environments. As there is limited national information on early childhood educator benefits, the Opportunities Exchange framework provides a useful starting point.

The framework includes:

TABLE 27. EC BENEFITS FRAMEWORK

Standards for ECE Employer Benefits	Current Status in Rhode Island
<i>Access to federally subsidized health insurance plans offered through the state's benefits ACA Exchange</i>	Educators have access to federally subsidized health insurance plans through Health Source RI, the state's ACA Exchange
<i>Access to a retirement account with employee payroll deduction</i>	Dependent on employer
<i>Accrued paid time off</i>	Dependent on employer for accruals; however, RI law provides 6-weeks paid leave and Temporary Caregivers/Temporary Disability Insurance
<i>Paid Planning Time</i>	Dependent on employer
<i>Opportunities to engage in <a href="https://www.teach.org/">T.E.A.C.H.</a></i>	RI has a robust T.E.A.C.H program, but limited funding means that it is available only to a subset of the early educator population

<sup>10</sup> Boston Federal Reserve (2023). No Retirement? Child Care Sector Hobbled By Lack of Retirement Benefits. Can That Change? [No retirement? Child care sector hobbled by lack of retirement benefits. Can that change? - Federal Reserve Bank of Boston \(bostonfed.org\)](https://www.bostonfed.org/economic/child-care-sector-hobbled-by-lack-of-retirement-benefits-can-that-change/)

While Rhode Island has several of the benefits at the state level as noted in the table above, there are opportunities to improve benefits through state actions.

*Supporting education retirement benefits:*

For access to retirement accounts, one option for consideration is expanding the current state contracted contribution system used for state employee supplemental retirement to the early educator workforce. This system is different than the pension system, as the state would not be committed to providing pension payments to child care providers. Rather, this approach would allow for child care providers to access a 403b/401k. The State may consider an option whereby they establish and make a small deposit into the account for anyone actively working in the field. States such as Oregon<sup>11</sup> and California<sup>12</sup> have implemented a similar practice. Oregon recently elected to take a proration of their pandemic relief funding and instead of providing cash, deposit it into a retirement account fund where it can grow.<sup>13</sup>

*Supporting provision of employer-level benefits:*

Provision of paid planning time and paid time off would need to come from the employer directly. However, there are potential state-level policy and program levers for consideration:

- Sponsoring a state-level substitute pool would encourage and allow providers to offer paid planning time and paid time off.
- Another consideration for the state may include, as a condition of provider's accepting state contracts or other funding, a requirement for benefit offerings, participation in a sub pool, providing paid time to attend continuing education, and/or paid planning time. This would allow for the benefit to be provided directly by the child care business, with state sponsored financial support.

The state could also consider opportunities to support employers in creating, managing, and maintaining their benefits offerings.

- Based upon current national best practice discussions<sup>141516</sup>, Rhode Island could consider investing in or supporting child care programs in using a child care management software system to assist programs with first understanding and maximizing revenue, expenses, and in tracking provision of benefits to staff.
- Rhode Island may also want to consider the creation of a Human Resources "HR" hub, which would provide access to a pooled set of resources for HR benefits. As the Hub would serve a larger market share, it would lower providers' costs. An HR Hub is a shared services network, specifically focused on human resources related components. According to the U.S. Chamber of Commerce Foundation, a shared services alliance or HR hub "is a partnership of child care providers working together to share costs and deliver services in a streamlined and efficient way."<sup>17</sup> Services provided, may include:
  - Telehealth services

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<sup>11</sup> Oregon Child Care Alliance (2023). Retirement Options for Child Care Providers. [Retirement Options for Child Care Providers - Oregon Child Care Alliance](#)

<sup>12</sup> Nguyen, D. (2023). California Close to Launching \$80 Billion Child care Worker Retirement Fund. [California Close to Launching \\$80 Billion Child Care Worker Retirement Fund | KQED](#)

<sup>13</sup> Schulman, K. (2022). Child care Rescue: How States are Using their American Rescue Plan Act Funds. [Child-Care-Rescue-State-Uses-of-ARPA-Funds-NWLC-Report.pdf](#)

<sup>14</sup> Opportunities Exchange (2020). CCMS: Frequently Asked Questions. [OppEx\\_2020\\_CCMS\\_FAQ.pdf \(squarespace.com\)](#)

<sup>15</sup> Opportunities Exchange (2020). Iowa Leads the Way: How Modern Technology Can Improve Access to High-Quality Childcare. [OppEx\\_2023\\_Issue+Brief\\_Iowa\\_ModernTech.pdf \(squarespace.com\)](#)

<sup>16</sup> Opportunities Exchange (2022). Crafting an ECE System for the 21<sup>st</sup> Century: A Technology Pathway for Colorado's Department of Early Childhood. [OppEx\\_2022\\_Report\\_CO\\_Summary.pdf \(squarespace.com\)](#)

<sup>17</sup> U.S. Chamber of Commerce (2021). The Value of Shared Services. [The Value of Shared Services \(childcareaware.org\)](#)

- Health Savings Account
- Individual Coverage Health Reimbursement Account
- Retirement Account

The support of an HR Hub could also assist program directors in establishing program policies and procedures to ensure a culture of benefit enrollment and utilization. They also require reduced administrative resources while ensuring program administrators and staff can gain access to essential services. To establish these foundational benefits, the HR Hub can engage in targeted technical assistance with programs to understand and access available options for their employees. A small initial investment and employer match initiative can be leveraged within programs. For those with access to a platform, such as for offering a retirement, the HR Hub could serve as a broker, establishing a contract or menu of options at reduced costs.

### Additional Supports for Consideration

Rhode Island may also want to consider approaches to support educator recruitment and retention focused on wellness and work climate. Survey responses and focus group data indicated reasons for potentially leaving the field were connected to program climate and well-being.

As a result, additional support outside of direct wages or benefits may reduce turnover among those already in the field as well. Two innovative approaches which may be of interest to the State include the [Be Well Care Well](#) initiative and the [Happy Teachers Project](#).



Be Well Care Well is an initiative which began in South Carolina and is now being piloted in Arkansas and New Hampshire. The initiative focuses on 8 overall domains of wellness, with a 12-month intervention period. During the 12-month period, child care programs work with a wellness coach, establishing a wellness committee within each program. The

wellness coach works together with the early childhood mental health consultation team to create a program specific wellness plan. The plan is program led, individualized, and the goals and activities are evaluated as part of the broader program evaluation. The estimated cost to pilot the initiative is approximately \$150,000 for 12 programs, which includes one full time coach.



The Happy Teachers project began in Oklahoma. It includes an optional 4-tier intervention, whereby coaching staff work to promote a culture of personal self-care within the program. The program takes a holistic approach to wellness, focusing on physical, psychological, and professional well-being. Cost estimates for implementing the program include four tiers of intervention, across the 10-week program for up to 50 educators for a total cost of \$220,000.

### NATIONAL MODELS FOR FUNDING COMPENSATION INITIATIVES

Potential implementation considerations include funding, phasing, and structuring of compensation enhancements. Through the peer state analysis, no identified state was able to systematically increase wages in a meaningful way without additional revenue. Some states, such as Connecticut, have established a specific goal within their 2023 Blue Ribbon Commission on Child care Report to<sup>18</sup> explicitly

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<sup>18</sup> Office of Early Childhood (2023). 2023 Connecticut's Blue-Ribbon Panel on Child Care Report. [oec-blue-ribbon-panel-report-2023-12.15.pdf](https://oec-blue-ribbon-panel-report-2023-12.15.pdf) (ctoec.org)

outline action steps related to funding and creation of a fiscal model. Examples of other states' revenue sources are listed below:

**TABLE 28. EXAMPLES OF STATE AND LOCAL REVENUE GENERATION**

State	Year Passed	Revenue	Revenue Generated
New Mexico	2022	Constitutional Amendment to utilize land grant funding (Sanchez & Bennett, 2023)	\$100 million per year (Office of the Governor, 2023), (Robillard, 2022), (Povich, 2023), (Zinkula, 2023), (Ballotpedia, 2022).
Arizona	2006	Cigarette tax	\$188 million per year, first year (Arizona Department of Revenue, 2007), (ASPE, 2022), (Sequeira, 2023).
Vermont	2023	House Bill 217, enacting a 0.44% payroll tax (Stebbens & Calderon, 2023), (RAND, 2021), (Vermont Legislature, 2023).	\$125 million annually (Let's Grow Kids, 2023).
Colorado	2020	Nicotine Tax, Proposition EE.	\$276 million per year (Wedgeworth-Hollowell, 2020).
Philadelphia	2016	.015 Sugary Drink Tax (City of Philadelphia, 2023).	\$242.2 million since 2020/ \$91 million annually (Choices, 2016).
D.C.	2021	Wealth Tax	\$100 million per year. Single people who earn between \$250,000 and \$500,000 per year pay a 9.25% tax rate, up from 8.5%, those making between \$500,000 and \$1 million pay 9.75% and those earning more than \$1 million per year pay 10.75% (Conley, 2021), (Kaplan, 2023).
California	1998	Cigarette and tobacco product tax.	\$348 million in FY24 (Ibarra, 2023).

As evidenced by the state table, revenue generation sources are as varied as the localities and states themselves. For example, Vermont decided generated revenue should come from a source closely related to what it would be funding. They decided on a Payroll Tax to fund employment and wages. Throughout this project's focus groups, participants mentioned advocacy discussions of [Revenue for Rhode Island](#), an effort to institute a wealth tax in the state to cover important costs, including those related to child care.

Another consideration in the adoption of a wage lattice is how it might be phased in. For example, the established timeline could be a three-year plan to bring compensation to these established benchmarks. This would allow the state to develop the needed infrastructure for administration as well as collect any data needed to inform subsequent years. The only challenge with an extended timeline is it delays the impact on stabilizing a field already in crisis.

An example phased in approach could be:

- A 60% commitment in year 1

- An 80% commitment in year 2, and
- By the end of year 3, a 100% commitment, or expanding to a five-year commitment to increases.

As mentioned previously, PCG recommends Rhode Island move to a program-based payment structure rather than an educator-based payment structure for the wage increases. Rhode Island can leverage and learn from Washington D.C.'s approach. They make payments to programs in partnership with the child care subsidy program. Then providers manage revenue, expenses, and pay their educators' wages as outlined in the scale, in addition to the minimally established benefits. This would allow the State to move away from models such as the recently piloted Step Up to WAGE\$ initiative and to a cost of care rate setting structure.

In addition, Rhode Island could potentially reach segments of the workforce through existing contracting mechanisms, such as ensuring the RI Pre-K contracts account for the proposed wage scale. The administrative costs (which were spent on stipends, wage enhancements and related programming) can then be allocated to supporting the monitoring of wage allocations to staff per the program scale. For example, Washington D.C. initially used their child care licensors to support this oversight. This funding mechanism also communicates an important message across the field; appropriate wages are related to program revenue. The state is supporting program revenue challenges, rather than providing supplements directly to educators.

## **COST ANALYSIS FOR THE TOTAL INVESTMENT NEEDED TO ACHIEVE THE PROPOSED TARGET COMPENSATION BASED ON RECOMMENDED STRATEGIES**

At full implementation, PCG's cost estimate for bringing compensation to the proposed wage scale targets would be \$ 51,405,086 per year. While the actual figure may be less than estimated, PCG conducted calculations using a conservative approach.

Based on the 2023 Compensation Study results, most educators (62%) in Rhode Island already earn \$18 an hour or more. Additionally, Rhode Island is on the horizon of increasing its minimum wage to \$15 an hour, which will increase those educators who indicated earning less than in the survey.

To approach the cost model and increases for the existing workforce, PCG first looked at the total estimated number of educators working in the field.

PCG used data from the most recent November (2023) Pandemic Retention Bonus award phase (Window 7) to inform these metrics. This, to PCG's knowledge, is the most accurate current estimate of the workforce. The November 2023 Pandemic Retention Bonuses were awarded to 4,223 educators. Recognizing not every educator is eligible or chooses to participate in the Pandemic Retention Bonuses, PCG inflated the total number to reflect an additional estimated 20% of the workforce for budgeting purposes. PCG is using a metric of 5,067 educators as its benchmark for the number of educators in the field.

From there, the total number of survey respondents (1,162 responses) were used to adjust the percentile responses for the purposes of better understanding years of experience and educational attainment. PCG calculated the percentage of workers across multiple data points to determine averages. Additionally, PCG leveraged the Department of Human Services licensing data for information regarding state license capacity when projecting the total number of Family Child Care providers in the model and the director compensation by program size.

While PCG did have data around the number of infant, toddler, preschool, and out of school time slots, the ages of children were not used for cost calculations. However, PCG suggests ensuring there is parity for infant and toddler teachers to preschool and has as a result proposed this within the scale. Based on this analysis, these metrics are as follows below.

Based on the approach above, PCG estimated the number of educators (based on education and years of experience) who would fall at each level of the wage ladder. These calculations indicate some

educators are already meeting the established wage in the scale. However, others would need to have wages increased significantly to meet the established scale

**TABLE 29. ESTIMATED NUMBER OF EDUCATORS IN EACH WAGE CATEGORY, BY YEARS OF EXPERIENCE**

Years of Experience	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour
Less than 1 year	38	9.5	0	14.25	9.5	4.75	0
1 year	76	23.75	4.75	52.25	23.75	19	4.75
2 years	61.75	33.25	23.75	114	38	28.5	9.5
3 years	71.25	28.5	14.25	90.25	38	33.25	19
4 years	28.5	9.5	4.75	66.5	23.75	33.25	23.75
5 years	47.5	19	14.25	71.25	61.75	33.25	42.75
6-10 years	61.75	42.75	42.75	218.5	228	180.5	180.5
11-15 years	33.25	33.25	9.5	114	99.75	166.25	166.25
16-20 years	57	4.75	14.25	109.25	104.5	128.25	147.25
More than 20 years	33.25	33.25	38	147.25	199.5	313.5	717.25

**TABLE 30. ESTIMATED NUMBER OF EDUCATORS IN EACH WAGE CATEGORY, BY EDUCATION LEVEL**

By Education Level	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour
Middle School	4.8			9.6	4.8		
High school or equivalent	163.2	57.6	28.8	182.4	124.8	43.2	19.2
Associate degree	76.8	38.4	33.6	187.2	158.4	216	225.6
Child Development Associate (CDA)	9.6	28.8	4.8	115.2	124.8	48	9.6
Some college	192	81.6	62.4	278.4	163.2	110.4	67.2
Bachelor's degree	62.4	24	19.2	187.2	235.2	436.8	734.4
Master's degree	4.8	9.6	19.2	43.2	19.2	96	264
Ph.D., E.d.D. or other professional degree				4.8	4.8		4.8

Due to a lack of definitive data regarding part-time versus full-time employees, all calculations have been made based on the assumption staff are full-time.

A full analysis of the calculations can be found in the Appendix C: COST ESTIMATION. This accounts for a portion of the overestimation. PCG utilized a sample of the reported educator wages to determine how many educators would need to have their wages increased to meet the established rates outlined on the ladder.

Based on education levels and corresponding current wages, all educators would need an increase. Those with the lowest education levels would require the smallest increase, and those with the highest education levels requiring the most.

**TABLE 31. WAGE COST ESTIMATION**

Total Number of Educators	Year 1 Salary Increase (60% of goal)	Year 2 Salary Increase (80% of goal)	Year 3 Salary Increase (100% of goal)
549 Classroom Aides and Family Child Care	\$978,272	\$1,304,363	\$1,630,454
1,271 Teacher Assistants	\$2,308,275	\$3,077,700	\$3,847,125
1,539 Teachers	\$10,069,707	\$13,426,276	\$16,782,845
896 Master Teachers	\$10,757,014	\$14,342,686	\$17,928,358
709 Directors	\$6,729,782	\$8,973,043	\$11,216,304
<b>Total- 5,067 total, including Directors and FCC's</b>	<b>\$30,843,050</b>	<b>\$41,124,068</b>	<b>\$ 51,405,086</b>

**TABLE 32. OVERALL COST ESTIMATION**

Line Item	Description	Estimated Costs			
		Year 1	Year 2	Year 3	Steady State
<b>Salary Increases- Year One</b>	Using a graduated approach to staff salary increases, year 1 costs would bring existing educators into the 60 <sup>th</sup> percentile of the proposed scale.	\$30,843			
<b>Salary Increases- Year 2</b>	Using a graduated approach to staff salary increases, year 2 costs would bring existing educators into the 80 <sup>th</sup> percentile of the proposed scale.		\$41,124,068		
<b>Salary Increases- Year 3</b>	Using a graduated approach to staff salary increases, year 3 costs would bring existing educators into the 100 <sup>th</sup> percentile of the proposed scale			\$ 51,405,086	\$51,405,086
<b>HR Hub Costs</b>	These include start-up costs for the creation of an HR Hub which would assist programs with accessing and enrolling staff on benefit programs, as well as serving as a hub for service options.	\$250,000	\$250,000	\$250,000	\$250,000

Line Item	Description	Estimated Costs			
		Year 1	Year 2	Year 3	Steady State
<b>DHS/State Agency Capacity for Administration</b>	These costs would include any additional capacity required to oversee the provision of funds to programs for additional staff wages, including monitoring, data collection, and technical assistance.	\$100,000	\$100,000	\$100,000	\$100,000
<b>DHS/State Technology Infrastructure</b>	These funds are for administration of the additional compensation program components, including improvements to the workforce registry or another technological platform which would allow for monitoring and oversight.	\$300,000			

## CONCLUSION

This final report builds upon and presents an updated view of the early care and out of school time workforce since the 2019 Workforce Needs Assessment. These results reiterated many of the previously noted strengths which remain present in Rhode Island, including employers are working to pay wages higher than minimum wage and most of the educators working in the sector would prefer to remain working in early education and child care.

These strengths provide several foundational building blocks for consideration of a proposed wage scale. The proposed wage scale provides a path toward improving recruitment and retention of the workforce. It establishes a roadmap toward stabilizing the profession and moving the field forward towards equitable wages and benefits. We hope these results inform policy and fiscal discussions and begin to inform a roadmap moving forward for the state.

## APPENDIX A: SURVEY INSTRUMENT

### SURVEY DEVELOPMENT

PCG drew upon prior work done in Rhode Island to evaluate the early childhood sector, including the 2014 Workforce Study, 2019 ECCE Workforce Study, and Moving the Needle Task Force Recommendations. Given the success of using an online survey tool in prior work with Rhode Island and the child care community, PCG and DHS decided to conduct the survey online. The online web survey tool was developed in collaboration with DHS to collect detailed wages and benefit information from the individual educators working in both center-based and family child care centers. The survey questions were designed to collect data around the current state and desired state of compensation and with the ability to stratify this data for key segments of the population identified as important to DHS including:

- Years of experience and credentials
- Race/ethnicity
- Program role
- BrightStars quality rating of current employer
- Type of provider in the mixed delivery system, and
- Geographic location of the child care provider

As part of the survey development process, PCG engaged with a group of active providers and other key informants identified by DHS, hereafter referred to as the Advisory Group, who had the opportunity for testing and to suggest revisions. The feedback from this group informed the final version of the survey tool, which was uploaded to Alchemer, a web-based survey management tool, in English and Spanish. To support providers to complete the survey tool, PCG assembled a call team of English and Spanish speakers to provide technical assistance and assist any who needed to complete the survey by phone.

### RI DHS CHILD CARE AND FAMILY CHILD CARE COMPENSATION SURVEY

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#### *Rhode Island Child Care/Provider Information*

**1) Are you employed by a child care center, school age program, or do you operate or work in a family child care home?\***

- Child Care Center
- Family Child Care Home
- School Age

**2) Please enter your e-mail address. Your e-mail will only be used for survey tracking purposes, and your responses to the survey will be confidential.\***

---

Page entry logic: This page will show when: #1 Question "Are you employed by a child care center, school age program, or do you operate or work in a family child care home?" is one of the following answers ("Child Care Center", "School Age")

#### *Center Child Care Provider/Educator Program Questions*

Logic: Show/hide trigger exists.

**3) Do you know your program's quality rating (BrightStars rating)?\***

- Yes
- No

Logic: Hidden unless: #3 Question "Do you know your program's quality rating (BrightStars rating)?" is one of the following answers ("Yes")

**4) What is your program's BrightStars rating?**

- One Star
- Two Stars
- Three Stars
- Four Stars
- Five Stars

**5) What city/town is your program based in?\***

- Barrington
- Bristol
- Burrillville
- Central Falls
- Charlestown
- Coventry
- Cranston
- Cumberland
- East Greenwich
- East Providence
- Exeter
- Foster
- Glocester
- Hopkinton
- Jamestown
- Johnston
- Lincoln
- Little Compton
- Middletown
- Narragansett
- Newport
- New Shoreham
- North Kingstown
- North Providence
- North Smithfield
- Pawtucket
- Portsmouth
- Providence
- Richmond
- Scituate
- Smithfield
- South Kingstown
- Tiverton
- Warren
- Warwick
- Westerly
- West Greenwich
- West Warwick
- Woonsocket

**6) What ages of children do you teach? Select all that apply.\***

- Infants (Birth to 11 months)
- Toddlers (1 year- 2 years 11 months)
- Preschool (3 years- 4 years 11 months)

- School Age (5-13 years)

**7) What role do you fill at your program?\***

- Administrator/Director
- Assistant Director
- Early Head Start Assistant Teacher
- Early Head Start Teacher
- Education Coordinator
- Floater/Support Staff
- Head Start Assistant Teacher
- Head Start Teacher
- Nurse/Health Care Consultant/Specialist
- Infant Assistant Teacher
- Infant Teacher
- Kitchen/Cooking Staff
- Non-teaching Leadership
- Night Time Coordinator
- Other
- Owner/Executive Lead
- Preschool Assistant Teacher
- Preschool Teacher
- School Age Assistant Teacher
- School Age Site Coordinator
- School Age Teacher
- State Preschool Assistant Teacher
- State Preschool Teacher
- Substitute Teacher
- Teacher Aide
- Toddler Assistant Teacher
- Toddler Lead Teacher
- Transportation Provider

**8) Please indicate your age.\***

- 18-21
- 22-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- 66-70
- 71-75
- 76+

**9) What is your ethnicity?\***

- Hispanic or Latino
- Not Hispanic or Latino
- Prefer not to answer

**10) What is your race?\***

- American Indian or Alaska Native
- Asian

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

**11) Select the gender with which you most closely identify.\***

- Female
- Male
- Non-binary
- Prefer not to answer

**12) What is your family size, including any dependents?**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8 or more

**13) What is the highest level of education you have attained?\***

- Middle School
- High school or equivalent
- Some college
- Child Development Associate (CDA)
- Associate's degree
- Bachelor's Degree
- Master's degree
- Ph.D., E.d.D. or other professional degree

**14) How many years have you worked in the child care and early education field?\***

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

**15) Before working in the early childhood and school age field, what other fields did you work in?**

**16) What child care certifications and credentials have you earned? Select all that apply.**

- Child Development Associate (CDA), Infant Toddler
- Child Development Associate (CDA), Preschool
- Child Development Associate (CDA), Family Home Provider
- RIELDS Certificate
- Rhode Island State Teacher Certification
- Certification, Other - Write In:
- License, Other - Write In:

- Credential, Other - Write In:

**17) Have you been a part of or received any of the following? Select all that apply.**

- T.E.A.C.H. RI Scholarship
- Registered Apprenticeship (RA) Program
- CCRI Early Care and Education Training Program (ECETP) CDA Cohort Training
- CCRI Early Care and Education Training Program (CECTP) 12-Credit ECE Cohort Model
- CCRI Early Childhood Education and Child Development Concentration (CHLD), Associate in Arts Degree in Education (AA)
- RIC Early Childhood Education Certificate
- RIC 16-Credit Infant Toddler Certificate (B3CUS)

**18) Do you receive any of the following government assistance? Select all that apply.\***

- Not applicable
- Supplemental Nutrition Assistance Program (SNAP)
- Rhode Island Works (RIW)
- SSI State Supplemental Payment
- Medicaid / Medicare
- Affordable Care Coverage
- Energy and Water Assistance Programs (Energy Support RI, LIHEAP, WAP, HSRRP, LIHWAP)
- Child Care Assistance Program (CCAP)
- Refugee Assistance
- Bridge Fund (GPA-Bridge)
- Hardship Program (GPA-Hardship)
- Prefer not to answer

**19) Are you currently looking for another job in this profession?**

- Yes, please share more:
- No

**20) How long do you think you will stay in this profession?**

- Less than 3 months
- 3-6 months
- 6-12 months
- 1-2 years
- 2-3 years
- More than 3 years
- Not sure

**21) If you left your job, would you stay in the early care and education and/or school age field?**

- Yes
- If no, please explain:
- Not sure

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Page entry logic: This page will show when: #1 Question "Are you employed by a child care center, school age program, or do you operate or work in a family child care home?" is one of the following answers ("Family Child Care Home")

***Family Home Provider Program Information***

Logic: Show/hide trigger exists.

**22) Do you know your program's quality rating (BrightStars rating)?\***

- Yes
- No

Logic: Hidden unless: #22 Question "Do you know your program's quality rating (BrightStars rating)?" is one of the following answers ("Yes")

**23) What is the BrightStars Quality Rating of your Program?**

- My program does not participate in BrightStars
- 1 Star
- 2 Stars
- 3 Stars
- 4 Stars
- 5 Stars

**24) What town/city is your program based in?\***

- Barrington
- Bristol
- Burrillville
- Central Falls
- Charlestown
- Coventry
- Cranston
- Cumberland
- East Greenwich
- East Providence
- Exeter
- Foster
- Glocester
- Hopkinton
- Jamestown
- Johnston
- Lincoln
- Little Compton
- Middletown
- Narragansett
- Newport
- New Shoreham
- North Kingstown
- North Providence
- North Smithfield
- Pawtucket
- Portsmouth
- Providence
- Richmond
- Scituate
- Smithfield
- South Kingstown
- Tiverton
- Warren
- Warwick
- Westerly
- West Greenwich
- West Warwick
- Woonsocket

**25) What role do you fill at your program?\***

- Family Child Care Assistant
- Family Child Care Emergency Assistant
- Substitute Teacher
- Family Child Care Provider
- Floater/Support Staff
- License-Exempt Provider
- Other - Write In:

**26) What ages of children do you serve? Select all that apply.\***

- Infants (Birth to 11 months)
- Toddlers (1 year- 2 years 11 months)
- Preschool (3 years- 4 years 11 months)
- School Age (5-13 years)

**27) Please indicate your age.\***

- 18-21
- 22-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- 66-70
- 71-75
- 76+

**28) What is your ethnicity?\***

- Hispanic or Latino
- Not Hispanic or Latino
- Prefer not to answer

**29) What is your race?\***

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

**30) Select the gender with which you most closely identify.\***

- Female
- Male
- Non-binary
- Prefer not to answer

**31) What is your family size, including any dependents?**

- 1
- 2
- 3
- 4

- 5
- 6
- 7
- 8 or more

**32) What is the highest level of education you have attained?\***

- Middle School
- High school or equivalent
- Some college
- Child Development Associate (CDA)
- Associate's degree
- Bachelor's Degree
- Master's degree
- Ph.D., E.d.D. or other professional degree

**33) How many years have you worked in the child care and early education field?\***

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

**34) Before working in the early childhood and school age field, what other fields did you work in?**

**35) What child care certifications and credentials have you earned? Select all that apply.**

- Child Development Associate (CDA), Infant Toddler
- Child Development Associate (CDA), Preschool
- Child Development Associate (CDA), Family Home Provider
- RIELDS Certificate
- Rhode Island State Teacher Certification
- Certification, Other - Write In:
- License, Other - Write In:
- Credential, Other - Write In:

**36) Have you been a part of or received any of the following? Select all that apply.**

- SEIU Apprenticeship Program
- T.E.A.C.H. RI Scholarship
- Registered Apprenticeship (RA) Program
- CCRI Early Care and Education Training Program (ECETP) CDA Cohort Training
- CCRI Early Care and Education Training Program (CECTP) 12-Credit ECE Cohort Model
- CCRI Early Childhood Education and Child Development Concentration (CHLD), Associate in Arts Degree in Education (AA)
- RIC Early Childhood Education Certificate
- RIC 16-Credit Infant Toddler Certificate (B3CUS)

**37) Do you receive any of the following government assistance? Select all that apply.\***

- Not applicable
- Supplemental Nutrition Assistance Program (SNAP)
- Rhode Island Works (RIW)

- SSI State Supplemental Payment
- Medicaid / Medicare
- Affordable Care Coverage
- Energy and Water Assistance Programs (Energy Support RI, LIHEAP, WAP, HSRRP, LIHWAP)
- Child Care Assistance Program (CCAP)
- Refugee Assistance
- Bridge Fund (GPA-Bridge)
- Hardship Program (GPA-Hardship)
- Prefer not to answer

Page entry logic: This page will show when: #1 Question "Are you employed by a child care center, school age program, or do you operate or work in a family child care home?" is one of the following answers ("Family Child Care Home")

**Family Home Provider Wages and Benefits**

**38) Are you a part of the SEIU1199 Union for Family Child Care Providers?\***

- Yes
- No

**39) If you pay yourself a salary, please provide the average cost for your program (do not include any additional taxes or benefits you may pay for, such as health insurance). Indicate "yes" for which option pertains to you.**

	Yes	Amount
	Yes	
I pay myself a consistent monthly salary. The monthly amount is:	( )	___
I pay myself the money that remains after subtracting expenses from my revenue.	( )	___
Other, please explain	( )	___
If you don't pay yourself, please explain	( )	___

**40) Do you pay yourself for any benefits, or self-employment taxes in addition to your salary? Please select "yes" for all that applies.**

	Yes	Amount (if known)
	Yes	
Medical Insurance	( )	___
Dental Insurance	( )	___
Vision Insurance	( )	___
401(K) or Other Retirement	( )	___
Parent Discount at Program	( )	___
Short-Term Disability	( )	___
Long-Term Disability	( )	___
Paid Vacation Time	( )	___

Paid Personal Time	( )	___
Paid Sick Time	( )	___
Self-employment Taxes	( )	___

**41) What benefits do you receive from the state?**

- WAGE\$
- Pandemic Retention Bonus
- CCAP for Educators
- T.E.A.C.H. Scholarship
- Other - Write In:

Logic: Show/hide trigger exists.

**42) Do you feel that you are able to pay yourself a comfortable wage (ex. are able to pay bills, purchase groceries)? \***

- Yes
- No

Logic: Hidden unless: #42 Question "Do you feel that you are able to pay yourself a comfortable wage (ex. are able to pay bills, purchase groceries)? " is one of the following answers ("No")

**43) What is an ideal hourly wage that would keep you in the profession long term?\***

- Less than \$15 per hour
- \$15 per hour
- \$15.01-\$15.99 per hour
- \$16 - \$17.99 per hour
- \$18 - \$19.99 per hour
- \$20-\$22.99 per hour
- \$23+ per hour

Logic: Hidden unless: #42 Question "Do you feel that you are able to pay yourself a comfortable wage (ex. are able to pay bills, purchase groceries)? " is one of the following answers ("No")

**44) What additional benefits would you like to be able to offer yourself for operating your program? (Please rank by order of preference, with 1 being of greatest priority and 12 being of the least). \***

- Medical Insurance
- Dental Insurance
- Vision Insurance
- 401(K) or Other Retirement
- Parent Discount at Program
- Short-Term Disability
- Long-Term Disability
- Paid Vacation Time
- Paid Personal Time
- Paid Sick Time
- Free child care for my children through CCAP
- Access to a substitute pool (for non SEIU union members) (Select 12 if already a member of SEIU)

Logic: Hidden unless: #42 Question "Do you feel that you are able to pay yourself a comfortable wage (ex. are able to pay bills, purchase groceries)? " is one of the following answers ("No")

**45) What other benefits not listed above would you like to receive?**

Logic: Show/hide trigger exists.

**46) Are you presently holding (in repayment, deferred, or forbearance) any student loans?\***

- Yes
- No
- Not sure/prefer not to answer

Logic: Hidden unless: #46 Question "Are you presently holding (in repayment, deferred, or forbearance) any student loans?" is one of the following answers ("Yes")

**47) If yes, please indicate how much student loan debt you presently have?**

- \$1-\$4,999
- \$5,000-\$9,999
- \$10,000-\$14,999
- \$15,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$39,000
- \$40,000-\$49,000
- \$50,000-\$75,000
- \$75,001-\$99,999
- \$100,000 or more

**48) Are you currently looking for another job outside of the profession?**

- Yes, please share more:
- No

**49) How long do you think you will stay with this employer in this position/or operating your family child care home?**

- Less than 3 months
- 3-6 months
- 6-12 months
- 1-2 years
- 2-3 years
- More than 3 years
- Not sure

**50) If you left your job, would you stay in the early care and education and/or school age field?**

- Yes
- No, please explain:
- Not sure

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Page entry logic: This page will show when: #1 Question "Are you employed by a child care center, school age program, or do you operate or work in a family child care home?" is one of the following answers ("Child Care Center", "School Age")

***Child Care Center Educator/Provider Wages and Benefits***

**51) What is your current hourly wage range?\***

- Less than \$15 per hour
- \$15 per hour
- \$15.01 - \$15.99 per hour
- \$16 - \$17.99 per hour
- \$18 - \$19.99 per hour
- \$20- \$22.99 per hour
- \$23+ per hour

**52) Do you receive any benefits from your employer? If you do, please select "Yes" for each one's you receive and provide any additional information.**

	Yes	Amount (if known)
	Yes	
Medical Insurance	( )	___
Dental Insurance	( )	___
Vision Insurance	( )	___
401(K) or Other Retirement	( )	___
Parent Discount at Program	( )	___
Short-Term Disability	( )	___
Long-Term Disability	( )	___
Paid Vacation Time	( )	___
Paid Personal Time	( )	___
Paid Sick Time	( )	___

**53) Are your employer benefits based upon the length of your employment (i.e., the longer you are employed, the more you receive)?**

- If yes, please explain:
- No
- Not sure

**54) What benefits do you receive from the state?**

- WAGE\$
- Pandemic Retention Bonus
- CCAP for Educators
- T.E.A.C.H. Scholarship
- Other - Write In:

Logic: Show/hide trigger exists.

**55) Do you feel that you are paid on par with other programs or others with a similar education level as yourself?\***

- Yes
- No

Logic: Hidden unless: #55 Question "Do you feel that you are paid on par with other programs or others with a similar education level as yourself?" is one of the following answers ("No")

**56) What is an ideal hourly wage that would keep you in the profession long term?\***

- Less than \$15 per hour
- \$15 per hour
- \$15.01 - \$15.99 per hour
- \$16 - \$17.99 per hour
- \$18 - \$19.99 per hour
- \$20 - \$22.99 per hour

- \$23+ per hour

**Logic: Hidden unless: #55 Question "Do you feel that you are paid on par with other programs or others with a similar education level as yourself?" is one of the following answers ("No")**

**57) Please rank the following benefits you would like to receive from your employer in order of your priorities, with 1 being of greatest priority and 12 being of the least. \***

- Medical Insurance
- Dental Insurance
- Vision Insurance
- 401(K) or Other Retirement
- Parent Discount at Program
- Short-Term Disability
- Long-Term Disability
- Paid Vacation Time
- Paid Personal Time
- Paid Sick Time
- Free child care for my own children through CCAP
- Access to a substitute pool

**Logic: Hidden unless: #55 Question "Do you feel that you are paid on par with other programs or others with a similar education level as yourself?" is one of the following answers ("No")**

**58) What other benefits not listed above would you like to receive?**

**Logic: Show/hide trigger exists.**

**59) Are you presently holding (in repayment, deferred, or forbearance) any student loans?\***

- Yes
- No
- Not sure/prefer not to answer

**Logic: Hidden unless: #59 Question "Are you presently holding (in repayment, deferred, or forbearance) any student loans?" is one of the following answers ("Yes")**

**60) If yes, please indicate how much student loan debt you presently have?**

- \$1-\$4,999
- \$5,000-\$9,999
- \$10,000-\$14,999
- \$15,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$39,000
- \$40,000-\$49,000
- \$50,000-\$75,000
- \$75,001-\$99,999
- \$100,000 or more

**Logic: Show/hide trigger exists.**

**61) Does your employer provide paid sick leave?**

- Yes
- No

**Logic: Hidden unless: #61 Question "Does your employer provide paid sick leave? " is one of the following answers ("Yes")**

**62) How many hours of paid sick time do you accumulate per month?**

**Logic: Hidden unless: #61 Question "Does your employer provide paid sick leave? " is one of the following answers ("Yes")**

**63) How many hours of paid sick time do you believe you should accumulate?**

Logic: Show/hide trigger exists.

**64) Does your employer provide paid vacation time?**

- Yes
- No

Logic: Hidden unless: #64 Question "Does your employer provide paid vacation time? " is one of the following answers ("Yes")

**65) How many hours of vacation time do you accumulate per month?**

Logic: Hidden unless: #64 Question "Does your employer provide paid vacation time? " is one of the following answers ("Yes")

**66) How many hours of vacation time do you believe you should accumulate?**

Logic: Show/hide trigger exists.

**67) Do you receive paid holiday pay?**

- Yes
- No

Logic: Hidden unless: #67 Question "Do you receive paid holiday pay?" is one of the following answers ("Yes")

**68) What paid holidays do you receive?**

- New Year's Day
- Martin Luther King Jr. Day
- Washington's Birthday
- Memorial Day
- Juneteenth
- Fourth of July
- Victory Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving
- Christmas
- Other:

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***Additional Feedback***

**69) Is there anything else that you would like to share with us as it relates to your current, and/or desired compensation offerings?**

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**Thank You!**

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## APPENDIX B: DATA ANALYSIS

### CENTER & SCHOOL AGE WAGE DATA

TABLE 1B WAGE DATA ALL CENTER-BASED RESPONDENTS

	Count of What is your current hourly wage range?2	Count of What is your current hourly wage range?
Less than \$15 per hour	10%	107
\$15 per hour	5%	50
\$15.01 - \$15.99 per hour	3%	35
\$16 - \$17.99 per hour	20%	210
\$18 - \$19.99 per hour	17%	174
\$20- \$22.99 per hour	19%	198
\$23+ per hour	26%	276
Grand Total	100%	1050

TABLE 2B WAGE DISTRIBUTION BY EDUCATION LEVEL

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand total
Middle school	1			2	1			4
High school or equivalent	34	12	6	38	26	9	4	129
Associate's degree	16	8	7	39	33	45	47	195
Child development associate (cda)	2	6	1	24	26	10	2	71
Some college	40	17	13	58	34	23	14	199
Bachelor's degree	13	5	4	39	49	91	153	354
Master's degree	1	2	4	9	4	20	55	95
Ph.d., e.d.d. or other professional degree				1	1		1	3
Grand total	107	50	35	210	174	198	276	1050

AS A PERCENT OF COLUMN

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand total
Middle school	0.93%	0.00%	0.00%	0.95%	0.57%	0.00%	0.00%	0.38%
High school or equivalent	31.78%	24.00%	17.14%	18.10%	14.94%	4.55%	1.45%	12.29%
Associate's degree	14.95%	16.00%	20.00%	18.57%	18.97%	22.73%	17.03%	18.57%
Child development associate (cda)	1.87%	12.00%	2.86%	11.43%	14.94%	5.05%	0.72%	6.76%
Some college	37.38%	34.00%	37.14%	27.62%	19.54%	11.62%	5.07%	18.95%
Bachelor's degree	12.15%	10.00%	11.43%	18.57%	28.16%	45.96%	55.43%	33.71%
Master's degree	0.93%	4.00%	11.43%	4.29%	2.30%	10.10%	19.93%	9.05%
Ph.d., e.d.d. or other professional degree	0.00%	0.00%	0.00%	0.48%	0.57%	0.00%	0.36%	0.29%
Grand total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

AS A PERCENT OF ROW

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand total
--	-------------------------	---------------	----------------------------	-------------------------	-------------------------	------------------------	----------------	-------------

Middle school	25.00%	0.00%	0.00%	50.00%	25.00%	0.00%	0.00%	100.00%
High school or equivalent	26.36%	9.30%	4.65%	29.46%	20.16%	6.98%	3.10%	100.00%
Associate's degree	8.21%	4.10%	3.59%	20.00%	16.92%	23.08%	24.10%	100.00%
Child development associate (cda)	2.82%	8.45%	1.41%	33.80%	36.62%	14.08%	2.82%	100.00%
Some college	20.10%	8.54%	6.53%	29.15%	17.09%	11.56%	7.04%	100.00%
Bachelor's degree	3.67%	1.41%	1.13%	11.02%	13.84%	25.71%	43.22%	100.00%
Master's degree	1.05%	2.11%	4.21%	9.47%	4.21%	21.05%	57.89%	100.00%
Ph.d., e.d.d. or other professional degree	0.00%	0.00%	0.00%	33.33%	33.33%	0.00%	33.33%	100.00%
Grand total	10.19%	4.76%	3.33%	20.00%	16.57%	18.86%	26.29%	100.00%

**TABLE 3B WAGE DISTRIBUTION BY RACE**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand total
White	74	33	23	154	128	148	240	800
Prefer not to answer	2	3	4	16	10	11	15	61
Other	12	7	4	20	16	11	6	76
Native Hawaiian or other pacific islander	1						1	2
Black or African American	13	6	3	14	16	16	12	80
Asian	4	1	1	3	3	9	1	22
American Indian or Alaska native	1			3	1	3	1	9
Grand total	107	50	35	210	174	198	276	1050

**AS A PERCENT OF COLUMN**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
White	69.2%	66.0%	65.7%	73.3%	73.6%	74.7%	87.0%	76.2%
Prefer not to answer	1.9%	6.0%	11.4%	7.6%	5.7%	5.6%	5.4%	5.8%
Other	11.2%	14.0%	11.4%	9.5%	9.2%	5.6%	2.2%	7.2%
Native Hawaiian or other pacific islander	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.2%
Black or African American	12.1%	12.0%	8.6%	6.7%	9.2%	8.1%	4.3%	7.6%
Asian	3.7%	2.0%	2.9%	1.4%	1.7%	4.5%	0.4%	2.1%
American Indian or Alaska native	0.9%	0.0%	0.0%	1.4%	0.6%	1.5%	0.4%	0.9%
Grand total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

**AS A PERCENT OF ROW**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
White	9.3%	4.1%	2.9%	19.3%	16.0%	18.5%	30.0%	100.0%
Prefer not to answer	3.3%	4.9%	6.6%	26.2%	16.4%	18.0%	24.6%	100.0%
Other	15.8%	9.2%	5.3%	26.3%	21.1%	14.5%	7.9%	100.0%
Native Hawaiian or Other Pacific Islander	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%

Black or African American	16.3%	7.5%	3.8%	17.5%	20.0%	20.0%	15.0%	100.0%
Asian	18.2%	4.5%	4.5%	13.6%	13.6%	40.9%	4.5%	100.0%
American Indian or Alaska Native	11.1%	0.0%	0.0%	33.3%	11.1%	33.3%	11.1%	100.0%
Grand Total	10.2%	4.8%	3.3%	20.0%	16.6%	18.9%	26.3%	100.0%

**TABLE 4B WAGE DATA BY ETHNICITY**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Hispanic or Latino	18	17	5	49	29	21	30	169
Not Hispanic or Latino	88	32	29	146	130	163	232	820
Prefer not to answer	1	1	1	15	15	14	14	61
<b>Grand Total</b>	<b>107</b>	<b>50</b>	<b>35</b>	<b>210</b>	<b>174</b>	<b>198</b>	<b>276</b>	<b>1050</b>

AS A PERCENT OF COLUMN

Row Labels	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Hispanic or Latino	16.82%	34.00%	14.29%	23.33%	16.67%	10.61%	10.87%	16.10%
Not Hispanic or Latino	82.24%	64.00%	82.86%	69.52%	74.71%	82.32%	84.06%	78.10%
Prefer not to answer	0.93%	2.00%	2.86%	7.14%	8.62%	7.07%	5.07%	5.81%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

AS A PERCENT OF ROW

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Hispanic or Latino	10.7%	10.1%	3.0%	29.0%	17.2%	12.4%	17.8%	100.0%
Not Hispanic or Latino	10.7%	3.9%	3.5%	17.8%	15.9%	19.9%	28.3%	100.0%
Prefer not to answer	1.6%	1.6%	1.6%	24.6%	24.6%	23.0%	23.0%	100.0%
<b>Grand Total</b>	<b>10.2%</b>	<b>4.8%</b>	<b>3.3%</b>	<b>20.0%</b>	<b>16.6%</b>	<b>18.9%</b>	<b>26.3%</b>	<b>100.0%</b>

**TABLE 5B WAGE DISTRIBUTION BY PROGRAM ROLE**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Administrator/Director	1	3	2	9	15	28	91	149
Assistant Director		3	2	2	7	16	10	40
Early Head Start Assistant Teacher	1		1	6	6	1		15
Early Head Start Teacher		2	1	2	2	3	13	23
Education Coordinator	1			3	5	11	41	61

Floater/Support Staff	12	5		11	3	6	3	40
Head Start Assistant Teacher		1	1	9	6	3	1	21
Head Start Teacher			1	4	2	9	21	37
Infant Assistant Teacher	9	5	2	9	4		1	30
Infant Teacher	3	1	2	31	17	14	2	70
Kitchen/Cooking Staff	1					1		2
Non-teaching Leadership			1	2	3	1	1	8
Nurse/Health Care Consultant/Specialist						1	6	7
Other	5	3	2	5	7	15	15	52
Owner/Executive Lead	1		1	1		4	10	17
Preschool Assistant Teacher	20	8	7	25	22	8		90
Preschool Teacher	10	4	5	39	33	43	18	152
School Age Assistant Teacher	10	1	3	6	1	1		22
School Age Site Coordinator		1		4	2	4	3	14
School Age Teacher	2	3		4	2	2	2	15
State Preschool Assistant Teacher	2	2		1	3	6	5	19
State Preschool Teacher					1	6	28	35
Substitute Teacher	3	2		2	1	1	2	11
Teacher Aide	2			3	1			6
Toddler Assistant Teacher	11	5		8	3	1	1	29
Toddler Lead Teacher	13	1	4	24	28	13	1	84
Transportation Provider							1	1
<b>Grand Total</b>	<b>107</b>	<b>50</b>	<b>35</b>	<b>210</b>	<b>174</b>	<b>198</b>	<b>276</b>	<b>1050</b>

**TABLE 6B WAGE DISTRIBUTION BY BRIGHTSTARS RATING**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Five Stars	9	5	6	24	26	34	71	175
Four Stars	11	4	3	44	36	36	77	211
Three Stars	8	5	4	11	20	25	34	107
Two Stars	10	3	6	28	19	20	27	113
One Star	7	2	4	12	5	16	22	68
<b>Grand Total</b>	<b>45</b>	<b>19</b>	<b>23</b>	<b>119</b>	<b>106</b>	<b>131</b>	<b>231</b>	<b>674</b>

PERCENT BY ROW

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Five Stars	5.1%	2.9%	3.4%	13.7%	14.9%	19.4%	40.6%	100.0%
Four Stars	5.2%	1.9%	1.4%	20.9%	17.1%	17.1%	36.5%	100.0%
Three Stars	7.5%	4.7%	3.7%	10.3%	18.7%	23.4%	31.8%	100.0%
Two Stars	8.8%	2.7%	5.3%	24.8%	16.8%	17.7%	23.9%	100.0%
One Star	10.3%	2.9%	5.9%	17.6%	7.4%	23.5%	32.4%	100.0%

<b>Grand Total</b>	<b>6.68%</b>	<b>2.82%</b>	<b>3.41%</b>	<b>17.66%</b>	<b>15.73%</b>	<b>19.44%</b>	<b>34.27%</b>	<b>100.00%</b>
<b>PERCENT BY COLUMN</b>								
	<b>Less than \$15 per hour</b>	<b>\$15 per hour</b>	<b>\$15.01 - \$15.99 per hour</b>	<b>\$16 - \$17.99 per hour</b>	<b>\$18 - \$19.99 per hour</b>	<b>\$20- \$22.99 per hour</b>	<b>\$23+ per hour</b>	<b>Grand Total</b>
Five Stars	20.0%	26.3%	26.1%	20.2%	24.5%	26.0%	30.7%	26.0%
Four Stars	24.4%	21.1%	13.0%	37.0%	34.0%	27.5%	33.3%	31.3%
Three Stars	17.8%	26.3%	17.4%	9.2%	18.9%	19.1%	14.7%	15.9%
Two Stars	22.2%	15.8%	26.1%	23.5%	17.9%	15.3%	11.7%	16.8%
One Star	15.6%	10.5%	17.4%	10.1%	4.7%	12.2%	9.5%	10.1%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

**TABLE 7B WEIGHTED WAGE DISTRIBUTION BY WAGE GROUPING**

<b>WAGE</b>	<b>FIVE STARS</b>	<b>FOUR STARS</b>	<b>THREE STARS</b>	<b>TWO STARS</b>	<b>ONE STAR</b>
Less than \$15 per hour	7%	12%	14%	30%	37%
\$15 per hour	11%	12%	24%	24%	29%
\$15.01 - \$15.99 per hour	9%	6%	13%	33%	39%
\$16 - \$17.99 per hour	8%	20%	8%	36%	27%
\$18 - \$19.99 per hour	12%	22%	20%	32%	15%
\$20- \$22.99 per hour	11%	15%	17%	24%	34%
\$23+ per hour	14%	21%	15%	20%	30%

**TABLE 8B WEIGHTED WAGE DISTRIBUTION BY BRIGHTSTARS RATING**

<b>STAR RATING</b>	<b>FIVE STARS</b>	<b>FOUR STARS</b>	<b>THREE STARS</b>	<b>TWO STARS</b>	<b>ONE STAR</b>
Less than \$15 per hour	5%	5%	7%	9%	10%
\$15 per hour	3%	2%	5%	3%	3%
\$15.01 - \$15.99 per hour	3%	1%	4%	5%	6%
\$16 - \$17.99 per hour	14%	21%	10%	25%	18%
\$18 - \$19.99 per hour	15%	17%	19%	17%	7%
\$20- \$22.99 per hour	19%	17%	23%	18%	24%
\$23+ per hour	41%	36%	32%	24%	32%

**TABLE 9B WAGE DISTRIBUTION BY FAMILY SIZE**

	<b>Less than \$15 per hour</b>	<b>\$15 per hour</b>	<b>\$15.01 - \$15.99 per hour</b>	<b>\$16 - \$17.99 per hour</b>	<b>\$18 - \$19.99 per hour</b>	<b>\$20- \$22.99 per hour</b>	<b>\$23+ per hour</b>	<b>Grand Total</b>
<b>1</b>	12	10	5	38	23	32	45	165
<b>2</b>	19	8	6	43	41	49	56	222
<b>3</b>	25	14	8	28	42	38	63	218
<b>4</b>	27	10	9	50	46	47	72	261
<b>5</b>	13	6	3	34	12	23	27	118
<b>6</b>	5		3	9	8	6	7	38
<b>7</b>	2			2		2		6
<b>8 or more</b>	2	2	1	4	1		2	12

(blank)	2			2	1	1	4	10
Grand Total	107	50	35	210	174	198	276	1050

**TABLE 10B WAGE DISTRIBUTION BY YEARS IN INDUSTRY**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
1 year	16	5	1	11	5	4	1	43
11-15 years	7	7	2	24	21	35	35	131
16-20 years	12	1	3	23	22	27	31	119
2 years	13	7	5	24	8	6	2	65
3 years	15	6	3	19	8	7	4	62
4 years	6	2	1	14	5	7	5	40
5 years	10	4	3	15	13	7	9	61
6-10 years	13	9	9	46	48	38	38	201
Less than 1 year	8	2		3	2	1		16
More than 20 years	7	7	8	31	42	66	151	312
Grand Total	107	50	35	210	174	198	276	1050

**PERCENT BY ROW**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
1 year	37%	12%	2%	26%	12%	9%	2%	100%
11-15 years	5%	5%	2%	18%	16%	27%	27%	100%
16-20 years	10%	1%	3%	19%	18%	23%	26%	100%
2 years	20%	11%	8%	37%	12%	9%	3%	100%
3 years	24%	10%	5%	31%	13%	11%	6%	100%
4 years	15%	5%	3%	35%	13%	18%	13%	100%
5 years	16%	7%	5%	25%	21%	11%	15%	100%
6-10 years	6%	4%	4%	23%	24%	19%	19%	100%
Less than 1 year	50%	13%	0%	19%	13%	6%	0%	100%
More than 20 years	2%	2%	3%	10%	13%	21%	48%	100%
Grand Total	10%	5%	3%	20%	17%	19%	26%	100%

**PERCENT BY COLUMN**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
1 year	15%	10%	3%	5%	3%	2%	0%	4%
11-15 years	7%	14%	6%	11%	12%	18%	13%	12%
16-20 years	11%	2%	9%	11%	13%	14%	11%	11%

2 years	12%	14%	14%	11%	5%	3%	1%	6%
3 years	14%	12%	9%	9%	5%	4%	1%	6%
4 years	6%	4%	3%	7%	3%	4%	2%	4%
5 years	9%	8%	9%	7%	7%	4%	3%	6%
6-10 years	12%	18%	26%	22%	28%	19%	14%	19%
Less than 1 year	7%	4%	0%	1%	1%	1%	0%	2%
More than 20 years	7%	14%	23%	15%	24%	33%	55%	30%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%

**TABLE 11B WAGE DISTRIBUTION BY GEOGRAPHIC LOCATION OF THE PROGRAM**

	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Barrington	23.08%	7.69%	7.69%	15.38%	7.69%	23.08%	15.38%	100.00%
Bristol	25.00%	12.50%	12.50%	12.50%	25.00%	0.00%	12.50%	100.00%
Burrillville	0.00%	0.00%	0.00%	0.00%	33.33%	16.67%	50.00%	100.00%
Central Falls	0.00%	0.00%	4.17%	20.83%	37.50%	12.50%	25.00%	100.00%
Charlestown	0.00%	0.00%	0.00%	20.00%	20.00%	60.00%	0.00%	100.00%
Coventry	9.52%	4.76%	0.00%	14.29%	14.29%	23.81%	33.33%	100.00%
Cranston	5.38%	4.30%	4.30%	18.28%	12.90%	18.28%	36.56%	100.00%
Cumberland	22.73%	0.00%	4.55%	13.64%	22.73%	18.18%	18.18%	100.00%
East Greenwich	7.89%	5.26%	5.26%	23.68%	23.68%	18.42%	15.79%	100.00%
East Providence	4.26%	6.38%	6.38%	14.89%	12.77%	31.91%	23.40%	100.00%
Exeter	0.00%	0.00%	0.00%	40.00%	40.00%	0.00%	20.00%	100.00%
Foster	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%	0.00%	100.00%
Glocester	7.14%	7.14%	14.29%	35.71%	14.29%	7.14%	14.29%	100.00%
Hopkinton	12.50%	12.50%	0.00%	50.00%	0.00%	12.50%	12.50%	100.00%
Jamestown	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	100.00%
Johnston	19.51%	4.88%	0.00%	26.83%	24.39%	9.76%	14.63%	100.00%
Lincoln	9.52%	19.05%	4.76%	14.29%	19.05%	28.57%	4.76%	100.00%
Little Compton	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Middletown	7.69%	3.85%	3.85%	23.08%	7.69%	26.92%	26.92%	100.00%
Narragansett	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Newport	7.14%	0.00%	0.00%	21.43%	10.71%	21.43%	39.29%	100.00%
North Kingstown	16.67%	4.17%	0.00%	29.17%	4.17%	25.00%	20.83%	100.00%

North Providence	18.75%	6.25%	0.00%	25.00%	25.00%	12.50%	12.50%	100.00%
North Smithfield	14.29%	0.00%	14.29%	28.57%	14.29%	14.29%	14.29%	100.00%
Pawtucket	6.67%	2.22%	6.67%	15.56%	22.22%	22.22%	24.44%	100.00%
Portsmouth	7.14%	0.00%	0.00%	21.43%	35.71%	28.57%	7.14%	100.00%
Providence	4.04%	6.57%	2.53%	17.17%	18.18%	23.23%	28.28%	100.00%
Richmond	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	50.00%	100.00%
Scituate	33.33%	0.00%	33.33%	33.33%	0.00%	0.00%	0.00%	100.00%
Smithfield	5.71%	0.00%	0.00%	31.43%	25.71%	14.29%	22.86%	100.00%
South Kingstown	20.00%	0.00%	0.00%	25.71%	5.71%	25.71%	22.86%	100.00%
Tiverton	10.00%	0.00%	10.00%	10.00%	20.00%	10.00%	40.00%	100.00%
Warren	18.75%	0.00%	6.25%	12.50%	31.25%	12.50%	18.75%	100.00%
Warwick	13.27%	6.12%	2.04%	19.39%	14.29%	12.24%	32.65%	100.00%
West Greenwich	16.67%	0.00%	0.00%	16.67%	50.00%	0.00%	16.67%	100.00%
West Warwick	21.43%	3.57%	0.00%	14.29%	7.14%	17.86%	35.71%	100.00%
Westerly	8.33%	25.00%	0.00%	41.67%	0.00%	8.33%	16.67%	100.00%
Woonsocket	17.24%	3.45%	6.90%	15.52%	3.45%	8.62%	44.83%	100.00%
Grand Total	10.19%	4.76%	3.33%	20.00%	16.57%	18.86%	26.29%	100.00%

**TABLE 12B WAGE DISTRIBUTION BY AGE OF CHILDREN TAUGHT**

Ages of Children Taught	Less than \$15 per hour	\$15 per hour	\$15.01 - \$15.99 per hour	\$16 - \$17.99 per hour	\$18 - \$19.99 per hour	\$20- \$22.99 per hour	\$23+ per hour	Grand Total
Count of Infants (Birth to 11 months):	31	15	10	62	44	65	109	336
Count of Toddlers (1year-2 years 11 months)	47	23	12	79	79	89	141	470
Count of Preschool (3 years- 4 years 11 months)	58	28	21	118	103	155	236	719
Count of School Age (5-13 years)	30	15	12	43	31	54	83	268

## FAMILY CHILD CARE

**TABLE 13B FCC WAGES DATA BY PAYMENT STRATEGY**

Wages of Providers that Pay Themselves a Monthly Salary				
	Count of I pay myself a consistent monthly salary. The monthly amount is:	On average I pay myself a consistent monthly salary. The monthly amount is:	Min of I pay myself a consistent monthly salary. The monthly amount is:	Max of I pay myself a consistent monthly salary. The monthly amount is
Yes	37	1039.619048	23	2800
<b>Grand Total</b>	<b>37</b>	<b>1039.619048</b>	<b>23</b>	<b>2800</b>

<b>Wages of Providers that Pay Themselves With Remaining Dollars after Expenses</b>				
	<b>Count of I pay myself the money that remains after subtracting expenses from my revenue.</b>	<b>Average of I pay myself the money that remains after subtracting expenses from my revenue.</b>	<b>Min of I pay myself the money that remains after subtracting expenses from my revenue.</b>	<b>Max of I pay myself the money that remains after subtracting expenses from my revenue.</b>
Yes	44	1161.764706	100	4500
<b>Grand Total</b>	<b>44</b>	<b>1161.764706</b>	<b>100</b>	<b>4500</b>

**TABLE 14B. FCC ABILITY TO PAY THEMSELVES AND IDEAL WAGES.**

<b>Do you feel that you are able to pay yourself a comfortable wage (ex. are able to pay bills, purchase groceries)?</b>	
No	66
Yes	46
<b>Grand Total</b>	<b>112</b>
<b>What is an ideal hourly wage that would keep you in the profession long term?</b>	
\$15 per hour	1.52%
\$15.01-\$15.99 per hour	6.06%
\$16 - \$17.99 per hour	3.03%
\$18 - \$19.99 per hour	12.12%
\$20-\$22.99 per hour	19.70%
\$23+ per hour	48.48%
Less than \$15 per hour	9.09%
<b>Grand Total</b>	<b>100.00%</b>

## APPENDIX C: COST ESTIMATION

### TOTAL COST ESTIMATES FOR WAGE INCREASES

Spending Category	Percent of What is your current hourly wage range?	Count of "What is your current hourly wage range?" (Survey)	Yearly Hours Worked	Assumed Hourly Wage	Est Avg Annual Wage	Total Annual Salary Expense Based on Survey	Percent of Total-Annual Salary Expense	Count of "What is your current hourly wage range?" (Total Workforce)	Total Annual Wage Expense Based on Total Workforce Projections	Total Additional Amount Needed to Compensate Based on the Scale	Total Child Care Workforce Wage Estimate
Less than \$15 per hour	10%	107	2080	\$14.00	\$29,120	\$3,115,840	7%	506.70	\$14,755,104	\$485,938	\$14,756,527
\$15 per hour	5%	50	2080	\$15.00	\$31,200	\$1,560,000	4%	253.35	\$7,904,520	\$975,782.08	\$8,880,302
\$15.01 - \$15.99 per hour	3%	35	2080	\$15.50	\$32,240	\$1,128,400	3%	152.01	\$4,900,802.40	\$605,863	\$5,506,665.00
\$16 - \$17.99 per hour	20%	210	2080	\$17.00	\$35,350	\$7,423,416	17%	1013.40	\$35,823,284.64	\$720,893	\$36,544,177.64
\$18 - \$19.99 per hour	17%	174	2080	\$19.00	\$39,510	\$6,874,670	16%	861.39	\$34,033,174.34	\$30,091,983	\$64,125,157.34
\$20- \$22.99 per hour	19%	198	2080	\$21.50	\$44,710	\$8,852,501	21%	962.73	\$43,043,273.21	\$14,218,539	\$57,261,812.21
\$23+ per hour	26%	276	2080	\$24.00	\$49,920	\$13,777,920	32%	1317.42	\$65,765,606.40	\$4,306,088	\$70,071,694.40
<b>Grand Total</b>	<b>100%</b>	<b>1050</b>				<b>\$42,732,747</b>		<b>5067.00</b>	<b>\$206,225,765</b>	<b>\$51,405,086</b>	<b>\$257,146,336</b>