



Maine ECE Workforce Salary Supplement System Evaluation Report



Center for
Early Learning
Funding Equity
NORTHERN ILLINOIS UNIVERSITY

This report was written by the Center for
Early Learning Funding Equity for the Maine
DHHS Office of Child and Family Services.

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Introduction

The Center for Early Learning Funding Equity (CELFE) at Northern Illinois University contracted with Maine's Office of Children and Family Services (OCFS) to evaluate the efficacy of its Early Childhood Educator Workforce Salary Supplement System. The results were encouraging and provided evidence that the program is having the **intended effects of 1) stabilizing the early care and education workforce in the state and 2) incentivizing further training and credentialing among the workforce.** As several center directors and home-based owners reported, the salary supplements "*make it possible for [early childhood educators] to continue to choose this career.*"

The Early Childhood Salary Supplement System – referred to as the Salary Supplement System or the salary supplements in this report – offers salary supplements to early childhood educators in licensed child care facilities or licensed family child care providers, based on their level of education and experience. Funding goes directly from funds appropriated to the OCFS, which are then distributed to licensed child care programs. The programs are required to pass the salary supplement to staff with the specific purpose of increasing worker compensation. Monthly supplements range from \$240 to \$540, depending on the educator's registered qualifications with the Maine Roads to Quality Professional Development Network (MRTQ PDN), and educators are encouraged to earn further credentials to move up the program's tiered lattice system.

The Salary Supplement System reached 93 percent of eligible programs by the summer of 2025. The goals of the program are to 1) increase early childhood educators' regular pay through monthly salary supplements, 2) reduce turnover rates for the profession in the state, 3) incentivize continuing education of the early childhood workforce, and 4) raise the continuity and quality of care for young children in the state. CELFE evaluated the Salary Supplement System's efficacy in achieving these goals in the spring and summer of 2025.

Data Collection and Methodology

In collaboration with OCFS and the [Survey Lab](#) at the University of Chicago, CELFE designed and disseminated a survey to all early childhood educators in the state receiving the salary supplements. OCFS supplied CELFE with administrative data, which CELFE and Survey Lab used to email survey invitations to 7,925 workers receiving the salary supplements. Three follow-up emails were sent to non-respondents. Survey Lab also randomly selected a subsample of 1,000 individuals (30 percent owners/directors and 70 percent staff) to conduct follow-up phone outreach.

Survey respondents included 1,903 members of the early childhood workforce in the state – 24 percent of the total 7,925 survey recipients. Respondents were proportionally represented across the state's geographic regions, with response rates ranging from 21 percent to 28 percent across urban and rural counties.¹ Of the center-based directors and home-based owners who received the survey, 40 percent responded, while 21 percent of other educators who received the survey responded.

Of the total 1,903 survey respondents:

- 23% (n = 438) were program leaders
 - 48% (n = 210) were center-based directors
 - 52% (n = 228) were home-based owners
- 77% (n = 1,465) of respondents were educators
 - 94% (n = 1,373) were employed in centers
 - 6% (n = 92) were employed in home-based programs

¹ County Group 1: Aroostook, Franklin, Kennebec, Oxford, Penobscot, Piscataquis, Somerset, Washington. County Group 2: Androscoggin, Hancock, Knox, Lincoln, Waldo. County Group 3: Sagadahoc, York. County Group 4: Cumberland.

CELFE also conducted four focus groups in July of 2025 as part of our evaluation. Participants included 14 educators, 10 center directors, and 6 home-based owners from across the state. We selected participants whom we had not previously engaged in past evaluations and oversampled participants outside Cumberland and York counties to obtain a representative sample of the state.

Participants in the focus groups were offered an honorarium of \$75 for a one-hour discussion. Survey respondents who were directors or owners received a \$20 electronic gift card for a survey estimated to take 15-35 minutes. The survey administered to staff was shorter – estimated to take 10-15 minutes. For this reason, the first 500 staff respondents received the same electronic gift card, while staff who completed the survey after the first 500 respondents were entered into a raffle to receive a gift card.

Focus groups and survey responses were coded and analyzed. All participants were deidentified in our analysis.

Results

Retention

The Salary Supplement System appears to have had a stabilizing effect on the early care and education workforce in the state. Over 80 percent of both center-based and home-based educators reported that the salary supplements have encouraged them to continue to work in early childhood, while 62 percent of center directors and 67 percent of home-based owners reported the same. Younger staff, who may be newer to the field, were especially likely to endorse the importance of the salary supplements, with 84 percent of 19–24-year-olds and 86 percent of 25-34-year-olds reporting that the supplement encouraged them to stay in the field.

Focus group participants reported: *“We've retained a lot more staff. We've helped staff go back to school and start getting better educations... And it's been a driving factor for them to be able to stay on and to stay in this field.”* Similarly, a survey respondent reflected the sentiments of many when they wrote,

“The salary supplement program is allowing me to continue to work in Early Childhood. Without it, I would be forced to leave the field I love, unfortunately.”

Furthermore, in survey responses, 60 percent of directors and owners reported that if the salary supplement amounts were reduced, they would be “very worried” that current staff would leave. In contrast, only 22 percent of directors and owners reported they are currently “very worried” that staff will leave with the salary supplement amounts currently in place.²

Nearly all focus group participants expressed deep concern that the Salary Supplement System might be defunded and speculated about what that would mean for them personally and for their programs. One home-based owner's question captures the anxiety expressed by many participants: *“Is it going to be ripped out from underneath us in the blink of an eye because somebody had a bad day?”* Others told us that *“it would be devastating if it went away.”* Both center directors and home-based owners reported that, *“If it goes away, I will have to increase prices [for families].”*

Moreover, educators and owner/directors fear losing staff and closing classrooms if the supplements go away. Center directors were most concerned about losing educators with the highest degrees and levels of experience. One center director of a Head Start program reported that their program had done an internal

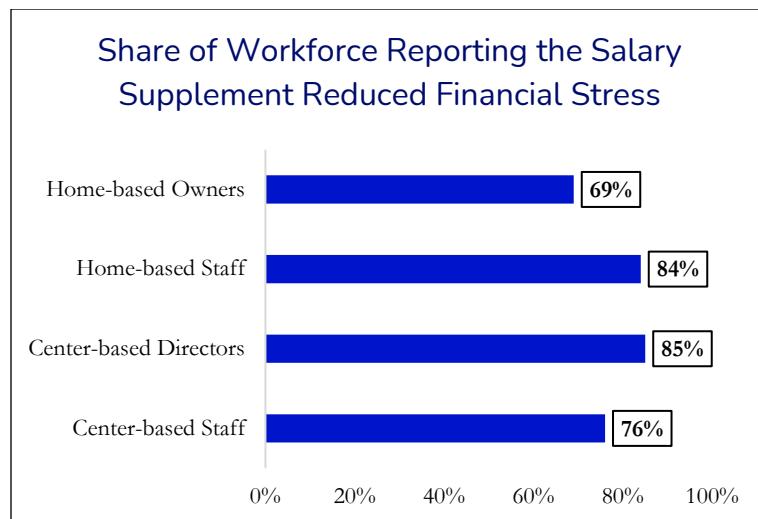
² See Appendix Table 1.

analysis of who would leave if the supplements were gone and found that they would lose Pre-K teachers and senior teachers in the highest MRTQ PDN tiers. They noted that these two groups are “*desperately important for our program [and the early childhood field], as models and as mentors.*”

Increasing Compensation and Reducing Financial Stress

The majority of survey respondents and focus group participants reported that the salary supplements are reducing the overall financial stress of the early childhood workforce. Focus group participants reported using the additional income for basic life expenses like child care, car payments, groceries, and utilities. Many home-based owners reported putting the additional income back into their programs—using it to pay for supplies for children, utilities, or to avoid increasing parent fees. Center directors also reported that the supplements allowed them to avoid raising parent fees and retain their highest-credentialed teachers by keeping salaries closer to parity with the K-12 system.

Figure 1



Continued Education and Training

The program also appears to be having the intended effect **of encouraging the workforce – especially those newer to the field – to complete trainings and work toward further credentials**, with 86 percent of center-based staff, 54 percent of center-based directors, 88 percent of home-based staff, and 80 percent of home-based owners reporting on the survey that the program encouraged them to complete further training. As shown in Figure 2, young adult workers were most likely to report that the tiered qualification levels encouraged them to attain higher degrees. Additionally, 86 percent of center-based staff, 50 percent of center-based directors, 87 percent of home-based staff, and 78 percent of home-based owners reported that the program encouraged them to submit transcripts or credentials that they had previously completed but had not submitted to MRTQ PDN. These findings suggest that the Salary Supplement System **encouraged early childhood educators to pursue further training and degrees and register trainings and degrees with MRTQ PDN**, which bolstered the state’s workforce registry and the accuracy of Maine’s child care workforce data.³

Nearly all focus group participants reported the same. As one educator told us, many of her colleagues learned about the salary supplement tiers and started uploading their transcripts. When they did, the educator

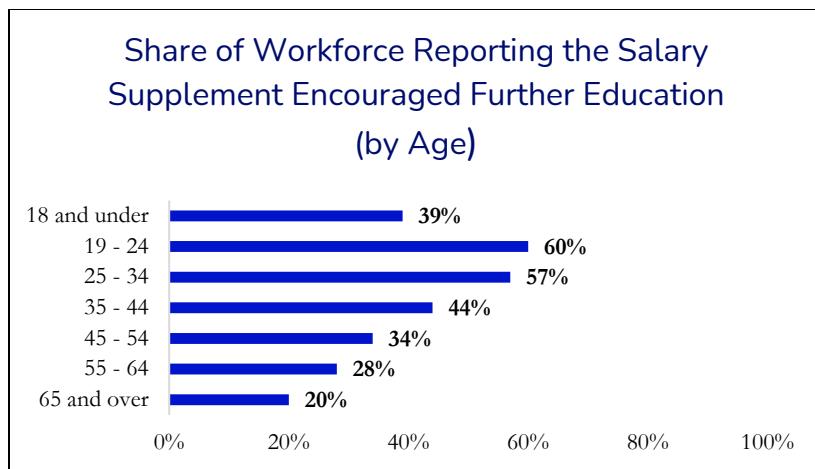
³ See Appendix Chart 1.

reported their response: “*they were like, ‘oh, my gosh! I don’t need that much more, and I get bumped up to the next level.’*” She concluded,

“I think it really has encouraged a lot of people to not only do more but also make sure those classes are getting into MRTQ.”

Other respondents told us that the MRTQ PDN courses are very helpful. As one participant noted, “*I really get a lot from those classes.*” However, three home-based program owners felt strongly that their decades of experience should be more accurately reflected in the MRTQ PDN and stated they were not interested in further training or advancing in the tiered lattice at this point in their careers.

Figure 2



Staffing Patterns

The Salary Supplement System does not appear to have significantly altered programs’ staffing patterns—most owner/director survey respondents reported that their mix of full-time and part-time staff has remained unchanged since its implementation, with a slight increase to full-time workers in both settings. Overall, we found the majority of early childhood educators are working full-time, with home-based programs reporting employing a slightly higher proportion of part-time workers than centers. Respondents reported that staff who work part-time do so for a variety of reasons, including that it better suits the program’s financial or staffing needs and that it better meets the personal and family needs of staff.

Figure 3

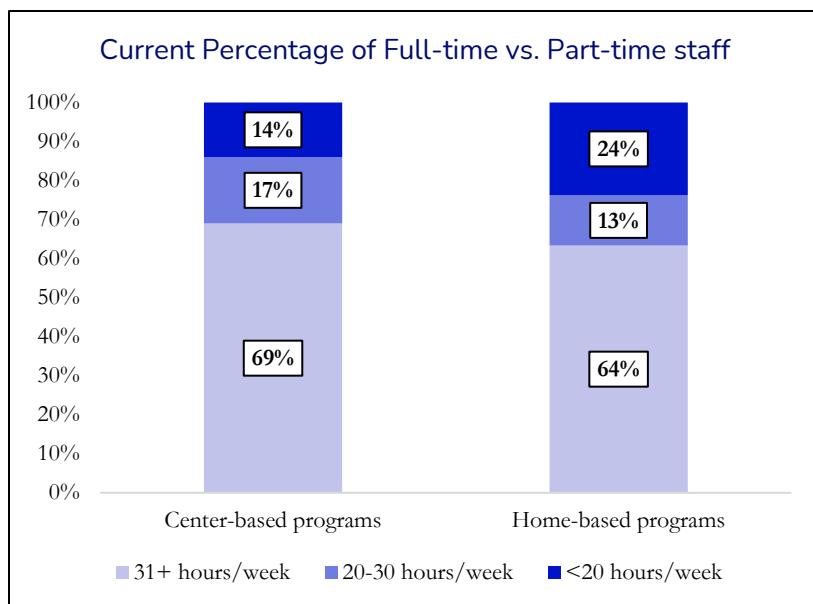


Table 1

How has the mix of full and part-time staff changed since the Salary Supplement System was implemented?	Center-based	Home-based
More full-time (31+ hours/week) educators	19%	5%
More part-time (20-30 hours/week)	11%	3%
More part-time (<20 hours/week)	7%	4%
No change	63%	88%

Benefits

OCFS also asked CELFE to evaluate which workplace benefits would have the greatest impact on the state's early childhood workforce. Survey respondents were asked to rank which benefits would be the most important for the State of Maine to provide.⁴ There was significant agreement about healthcare being the workplace benefit that could make the most difference, with 90 percent of survey respondents listing it as one of their top three most important benefits. This was also evident in focus groups, where participants overwhelmingly stated that healthcare is the workplace benefit that would make the most significant difference for them and their staff. Retirement benefits, subsidized child care, and paid time off also ranked highly in the survey and were mentioned in the focus groups. One survey respondent advised that in addition to the salary supplements, *"The next step that would be helpful for retention is coming up with affordable insurance benefits for childcare providers to choose from, similar to the DOE."*

Additionally, CELFE evaluated the extent to which the early childhood workforce in the state relies on public benefits and the impact of the additional income provided by the salary supplements on workers' ability to

⁴ Options listed were: retirement benefits, healthcare benefits, dental benefits, vision benefits, mental health and wellness, paid time off, life insurance, child care subsidies, or something else: please list. The majority of write-in responses named higher pay.

access these benefits. Survey results showed that over 22 percent of respondents reported receiving assistance from at least one government program. The most commonly reported programs were Child Care Subsidies (18 percent of respondents), SNAP benefits (12 percent of respondents), and WIC benefits (9 percent of respondents).

Less than 3 percent of survey respondents reported that the salary supplements affected their ability to access these or other programs. Although the survey data indicated that its impacts were small, several center directors in the focus groups reported knowing staff who had lost access to MaineCare or declined the salary supplements due to concerns that they would lose access to MaineCare.

Program Eligibility

OCFS also requested that CELFE evaluate whether and how the early childhood workforce would recommend amending the Salary Supplement System's eligibility requirements. Currently, the program has very broad eligibility requirements and can be accessed by any early childhood educator working in a licensed program, regardless of the number of hours they work per month. CELFE found that focus group participants were reticent to say that anyone currently receiving funding should be made ineligible. When pressed, educators sometimes distinguished between staff who work part-time with children on a regular basis and substitutes who may only see the same children a few times a year.

Some center directors saw value in a prorated rate for part-time or substitute employees. As one center director wrote in the survey, *"I think the salary supplement should be a certain amount for full-time employees and less for people who work 25 hours or less. Or I don't think subs should get the full amount. That funding would be better spent on full-time employees and money towards helping quality programs offer more benefits and maintain quality care."*

However, home-based owners in rural areas argued that having the ability to increase substitutes' pay with supplements is the only way they can attract these workers who help them to keep their doors open if they are sick or otherwise unable to be present in their programs.

Recruitment

While the salary supplements appear to have lowered turnover rates and increased staff retention, they seem to be having a more modest effect on recruiting new staff to the field. While over 50 percent of home-based staff, home-based owners, and center-based staff survey respondents reported that the supplements reduced staffing shortages, only 27 percent of center-based directors agreed.⁵ As one center-based educator wrote in the survey, *"We are very grateful for the wage supplements over the past several years. They definitely have made a difference in staff retention, and without that, we would surely have had to close our business. However, it does not seem to have helped us attract new applicants regardless of qualifications. I think as the cost of living has skyrocketed these last few years, the wage supplements would be more impactful if they had increased rather than decreased."*

Conclusion

The Salary Supplement System appears to be achieving its intended goal of retaining a qualified early childhood workforce in Maine. It is encouraging younger workers to stay in the field and to pursue further degrees and training. As one center-based director reported,

⁵ See Appendix Chart 2.

“The size, quality, retention, and commitment of our team is directly related to the stipend that is augmenting their salaries.”

Survey respondents and focus group participants reported that the program was easy to apply for and that they could easily comply with the requirements.⁶

There is widespread concern within the early care and education workforce that the program will be reduced or defunded altogether. Early childhood educators report that cuts to the program would have a detrimental impact on the entire field. As many staff reported, *“The subsidy checks are the only thing keeping me and 90% of my coworkers in childcare. Without it, we would simply not make enough to live, and even with the subsidy, we are all barely getting by and are relying on the state and/or a significant other to get by in this economy.”*

⁶ See Appendix Tables 5 and 6.

Appendix A: Survey Results

Chart 1: Share of Workforce Encouraged by Salary Supplement to Submit Credentials or Complete Trainings

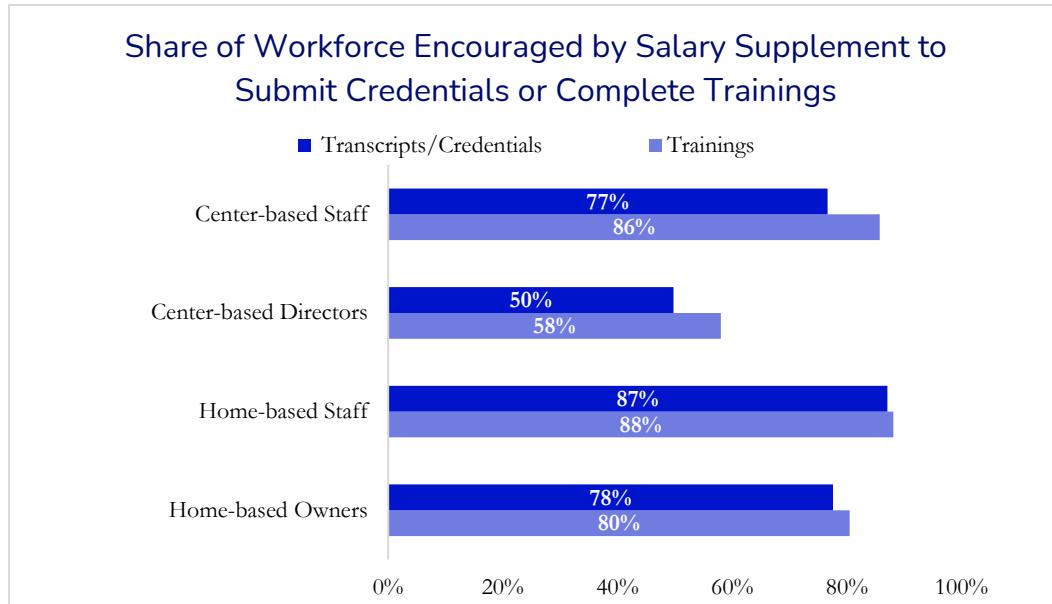


Chart 2: Share of Workforce Reporting that Salary Supplement Reduced Staffing Shortages

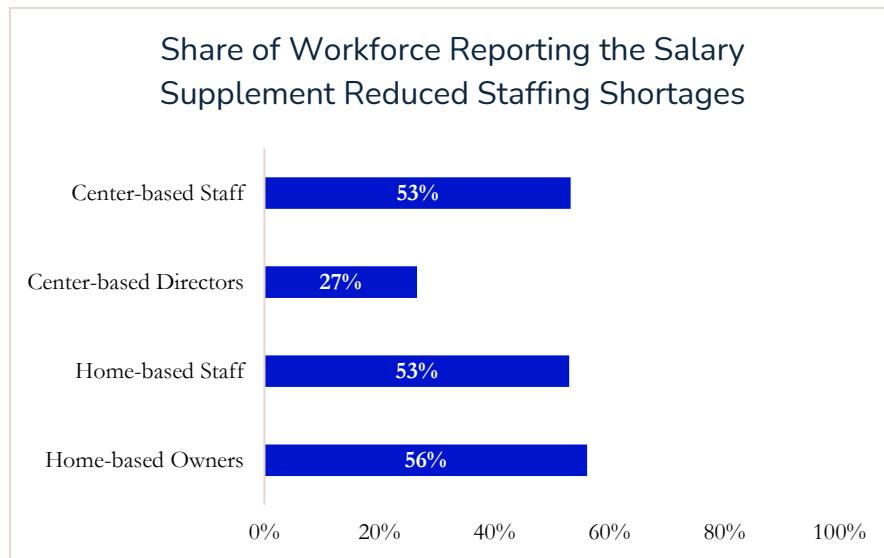


Chart 3: Share of Workforce Reporting the Salary Supplement Helped Them Stay in Child Care

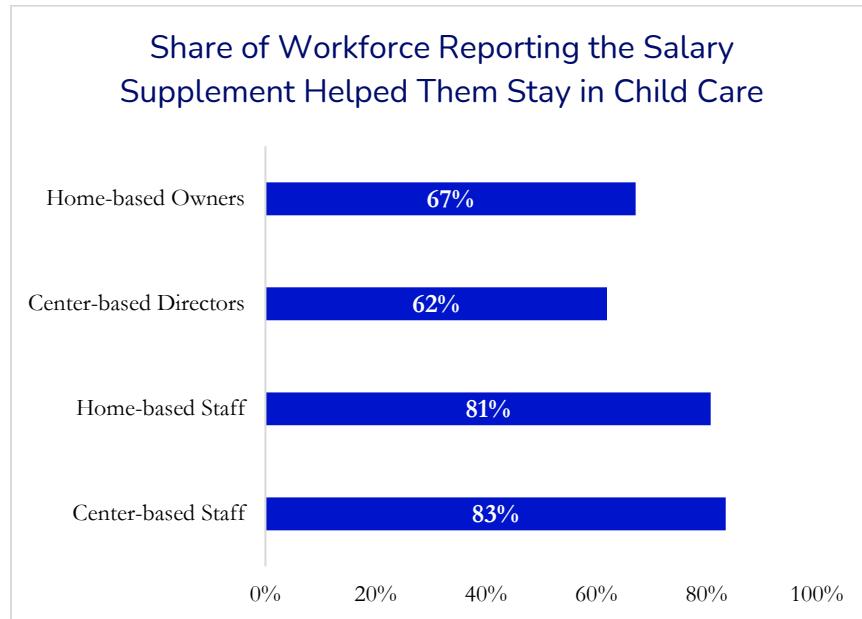


Chart 4: Size of Program by Facility Type

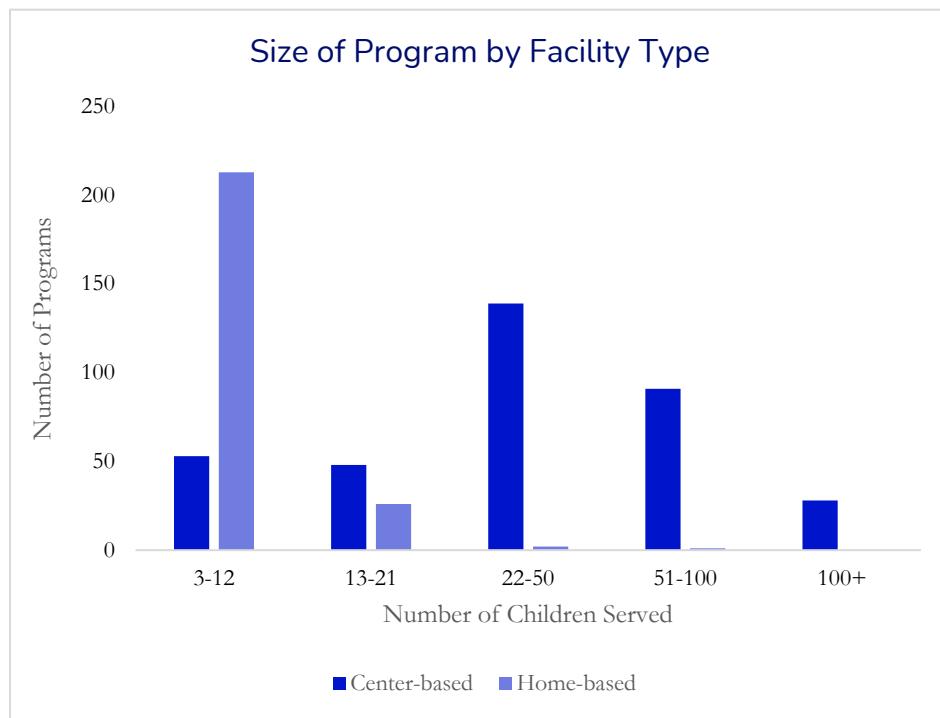


Table 1: Overall, how many of your child care educators at this site work a set schedule each month? (Director/Owner only)

	Center-based	Home-based	Overall
All	53%	58%	55%
Most	36%	8%	25%
Some	8%	4%	6%
None, they all work different shifts or days each month depending on demand	3%	30%	13%

Table 2: With the Current Salary Supplements in place now, how worried are you that current child care program staff will leave because of low pay or low or no benefits?

	Centers		Home-based	
	Directors	Staff	Owners	Staff
Very worried	26%	22%	19%	18%
Moderately worried	31%	32%	12%	15%
A little worried	28%	34%	15%	32%
Not worried at all	16%	12%	54%	35%

Table 3: If the ECE Workforce Salary Supplements were reduced, how worried would you be that current child care program staff would leave because of low pay or low or no benefits?

	Centers		Home-based	
	Directors	Staff	Owners	Staff
Very worried	67%	63%	36%	53%
Moderately worried	19%	21%	14%	17%
A little worried	8%	11%	10%	18%
Not worried at all	6%	4%	40%	13%

Table 4: How important have the Quality Improvement Awards been in motivating you to increase your star level? (Owner/director only)

	Centers	Home-based	Overall
Extremely important	27%	37%	30%
Very important	27%	26%	27%
Moderately important	28%	21%	26%
A little bit important	9%	11%	10%
Not important	8%	6%	7%

Table 5: How challenging is it to apply for the ECE Workforce Salary Supplement funding from the State of Maine? (Owner/director only)

	Centers	Home-based	Overall
Unsure, I do not work directly with the ECE Workforce Salary Supplement from the State of Maine	3%	7%	5%
Extremely challenging	3%	2%	2%
Very challenging	5%	0%	3%
Moderately challenging	30%	21%	26%
Not at all challenging	60%	70%	64%

Table 6: How challenging is it to comply with requirements for the ECE Workforce Salary Supplement funding from the State of Maine? (Owner/director only)

	Centers	Home-based	Overall
Extremely challenging	0%	0%	0%
Very challenging	5%	2%	4%
Moderately challenging	27%	20%	24%
Not at all challenging	67%	77%	72%

Table 7: What other benefits would be important for the State of Maine to provide for the child care workforce? Rank in order of importance.

Type of Benefit	Percent Ranking Benefit in Top 3		
	Overall	19-44 Year Olds	45-65+ Year Olds
Healthcare	90%	89%	91%
Retirement	61%	56%	70%
Dental	53%	52%	57%
Paid time off	37%	39%	32%
Child care subsidies	23%	26%	18%
Mental health and wellness	20%	22%	17%
Vision	10%	10%	9%
Life insurance	3%	3%	4%
Something else	3%	3%	2%

Table 8: Over the last 2 years, not including government programs that support your child care business, please indicate all government programs from which you have received assistance...

	% Yes
SNAP/ Food Stamps	12%
Cash assistance (TANF/General Assistance for Children)	3%
WIC	9%
Disability assistance	2%
Public housing or housing choice voucher	2%
Child care subsidy voucher or use of CCAP contract slot	18%
Other	4%

Table 9: If respondents answered yes to the question in Table 8: Which best describes how the above government program(s) were affected by receiving the salary supplement? (Select all that apply)

Now that I receive the salary supplement...	True for me	Not true for me	% True for me
My income is too high to access the program(s) I used in the past.	(n=35)	(n=16)	69%
I have reduced working hours to continue to access this program(s).	(n=4)	(n=47)	8%
A family member has reduced working hours to continue to access this program	(n=3)	(n=48)	6%
I worry that my access to this program(s) may be in jeopardy.	(n=28)	(n=24)	54%
Other	(n=6)	(n=42)	13%

Table 10: Do you know where to find information about the ECE Workforce Salary Supplement?

	Centers		Home-based	
	Directors	Staff	Owners	Staff
Yes	93%	61%	87%	78%
No	7%	39%	13%	23%

Table 11: Where did you first learn about the ECE Workforce Salary Supplement?

	Centers		Home-based	
	Directors	Staff	Owners	Staff
My supervisor	7%	66%	7%	62%
A colleague	3%	5%	4%	1%
The Office of Children and Family Services (OCFS)	48%	3%	50%	10%
MRTQ PDN, MaineAEYC, FCCAM or another professional agency network	36%	22%	33%	23%
Other, please list:	6%	3%	6%	4%

Table 12: How confident are you that you will get child care funding from the State of Maine when you apply for it? (Owner/director only)

	Centers	Home-based	Overall
Extremely confident	6%	7%	7%
Very confident	15%	13%	14%
Moderately confident	35%	40%	37%
A little confident	24%	25%	25%
Not at all confident	20%	14%	17%

Table 13: When applying for and using child care funding from the State of Maine, how helpful are the staff when you have questions? (Owner/director only)

	Centers	Home-based	Overall
Extremely helpful	20%	25%	23%
Mostly helpful	39%	46%	42%
Somewhat helpful	36%	25%	31%
Not at all helpful	5%	4%	4%

Table 14: What Technical Assistance supports have you received from OCFS?

	% Yes
Workforce Navigation	11%
Program Navigation	9%
Rising Stars for ME	36%
Help Me Grow	14%
ECCP	20%
CCAP Specialist	21%
Licensing	49%
TEACH Scholarship	12%

Table 15: How helpful was the Workforce Navigation support you received from OCFS?

	Centers	Home-based	Overall
Extremely helpful	26%	23%	25%
Mostly helpful	37%	50%	38%
Somewhat helpful	26%	27%	26%
A little bit helpful	9%	0%	8%
Not at all Helpful	3%	0%	2%

Table 16: How helpful was the Program Navigation support you received from OCFS?

	Centers	Home-based	Overall
Extremely helpful	26%	21%	25%
Mostly helpful	37%	41%	38%
Somewhat helpful	29%	24%	28%
A little bit helpful	6%	10%	7%
Not at all Helpful	2%	3%	2%

Table 17: How helpful was the Rising Stars for ME support you received from OCFS?

	Centers	Home-based	Overall
Extremely helpful	23%	34%	26%
Mostly helpful	32%	35%	33%
Somewhat helpful	34%	21%	31%
A little bit helpful	9%	9%	9%
Not at all Helpful	2%	1%	2%

Table 18: How helpful was the Help Me Grow support you received from OCFS?

	Centers	Home-based	Overall
Extremely helpful	23%	28%	24%
Mostly helpful	38%	32%	37%
Somewhat helpful	29%	23%	28%
A little bit helpful	8%	15%	10%
Not at all Helpful	2%	2%	2%

Table 19: How helpful was the ECCP support you received from OCFS?

	Centers	Home-based	Overall
Extremely helpful	27%	31%	28%
Mostly helpful	38%	31%	37%
Somewhat helpful	24%	25%	24%
A little bit helpful	10%	8%	10%
Not at all Helpful	1%	4%	1%

Table 20: How helpful was the CCAP Specialist support you received from OCFS?

	Centers	Home-based	Overall
Extremely helpful	10%	10%	10%
Mostly helpful	28%	31%	29%
Somewhat helpful	37%	34%	37%
A little bit helpful	15%	22%	17%
Not at all Helpful	19%	3%	8%

Table 21: How helpful was the Licensing support you received from OCFS?

	Centers	Home-based	Overall
Extremely helpful	28%	28%	28%
Mostly helpful	34%	35%	34%
Somewhat helpful	27%	29%	28%
A little bit helpful	9%	9%	9%
Not at all Helpful	2%	1%	1%

Table 22: How helpful was the TEACH Scholarship support you received from MaineAEYC?

	Centers	Home-based	Overall
Extremely helpful	35%	45%	37%
Mostly helpful	35%	28%	34%
Somewhat helpful	20%	24%	20%
A little bit helpful	9%	3%	8%
Not at all Helpful	1%	0%	1%

Table 23: What support(s) have you received to increase your MRTQ career lattice level?

	% Yes
MRTQ TA	29%
Workforce Navigator	9%
Program Navigation	7%
Rising Stars for ME	28%

Table 24: How helpful was the MRTQ TA support you received to increase your MRTQ career lattice level?

	Centers	Home-based	Overall
Extremely helpful	31%	41%	33%
Very helpful	40%	35%	39%
Moderately helpful	22%	21%	22%
A little bit helpful	6%	2%	5%
Not at all Helpful	1%	1%	1%

Table 25: How helpful was the Workforce Navigator support you received to increase your MRTQ career lattice level?

	Centers	Home-based	Overall
Extremely helpful	26%	33%	27%
Very helpful	41%	44%	42%
Moderately helpful	21%	11%	20%
A little bit helpful	10%	11%	10%
Not at all Helpful	2%	0%	1%

Table 26: How helpful was the Program Navigation support you received to increase your MRTQ career lattice level?

	Centers	Home-based	Overall
Extremely helpful	22%	35%	25%
Very helpful	43%	40%	43%
Moderately helpful	26%	10%	23%
A little bit helpful	6%	5%	6%
Not at all Helpful	2%	10%	4%

Table 27: How helpful was the Rising Stars for ME support you received to increase your MRTQ career lattice level?

	Centers	Home-based	Overall
Extremely helpful	23%	31%	26%
Very helpful	36%	37%	36%
Moderately helpful	30%	24%	28%
A little bit helpful	9%	7%	8%
Not at all Helpful	2%	1%	2%

Appendix B: Survey Respondent Demographics

Table 28: Share of Total Respondents by Role

Share of Total Respondents	
Directors/Owners	23%
Other Staff	77%

Table 29: Percent of Respondents by Role and Setting

	Center-based	Home-based
Directors/Owners	48%	52%
Other Staff	94%	6%

Table 30: Response rates by urban and rural county groups

County Group	Share of Total Respondents
Group 1 (Aroostook, Franklin, Kennebec, Oxford, Penobscot, Piscataquis, Somerset, Washington)	24%
Group 2 (Androscoggin, Hancock, Knox, Lincoln, Waldo)	28%
Group 3 (Sagadahoc, York)	21%
Group 4 (Cumberland)	24%

Table 31: At your child care program, what is/are your job title(s)? (Select all that apply).

Title	Number of Respondents by Title		
	Center-based	Home-based	Overall
Director	15%	15%	15%
Owner	15%	18%	15%
Assistant Director	3%	5%	3%
Lead Teacher	31%	31%	31%
Assistant Teacher	16%	16%	16%
Teacher Aide/Substitute	8%	8%	8%
Other	11%	8%	11%

Table 32: What is the highest level of schooling that you completed?

Highest Education Level	Staff		Directors/Owners	
	Centers	Home-based	Centers	Home-based
Less than a high school diploma / GED or equivalent	1%	1%	0%	1%
High school graduate / GED or equivalent	18%	22%	4%	22%
Some college but no degree	23%	26%	19%	31%
Associate degree	15%	14%	20%	21%
Bachelor's degree	32%	28%	35%	18%
Graduate or professional degree	11%	9%	22%	8%

Table 33: Age of survey respondents

Age Range	Staff		Directors/Owners	
	Centers	Home-based	Centers	Home-based
18 and under	2%	1%	0%	0%
19-24	16%	21%	0%	0%
25-34	30%	25%	14%	10%
35-44	23%	22%	28%	31%
45-54	14%	14%	30%	23%
55-64	11%	10%	22%	25%

Table 34: Not including caring for your own children, how many years of experience do you have in the field of ECE?

Age Range	Staff		Directors/Owners	
	Centers	Home-based	Centers	Home-based
0-2	16%	14%	1%	2%
3-5	22%	20%	3%	7%
6-9	17%	16%	15%	12%
10-15	19%	23%	22%	13%
16-20	11%	11%	14%	14%
21+	15%	16%	45%	52%

Table 35: Please select all of the following that are part of your racial/ethnic identity.

	Center-based	Home-based	Overall
Asian American, East Asian, South Asian or Southeast Asian	1.3%	1.8%	1.4%
Black, African American, Afro-Caribbean, or Black American	2.8%	2.5%	2.8%
Hispanic, Latina, Latino, or Latinx	2.7%	0.7%	2.4%
Middle Eastern, Arab American or North African	0.6%	0.4%	0.6%
Native American, Indigenous, or Alaskan Native	2.7%	0.7%	2.4%
Native Hawaiian, Pacific Islander	0.5%	0.0%	0.4%
White, Caucasian, or European American	88.9%	93.9%	89.7%
Other, please specify:	0.4%	0.0%	0.3%

Table 36: As part of your job, what are all the languages you speak with children in your child care program? (Select all that apply).

	Center-based	Home-based	Overall
English	82.2%	88.5%	83.2%
Spanish	5.7%	3.3%	5.4%
Portuguese	1.3%	1.0%	1.3%
French	2.6%	3.0%	2.6%
Chinese	0.4%	0.0%	0.4%
Vietnamese	0.2%	0.0%	0.2%
Arabic	0.7%	0.0%	0.6%
Other	6.7%	4.3%	6.3%