

Cost Modeling for Maine

May 3 and 4, 2024



Center for Early Learning Funding Equity

The Center for Early Learning Funding Equity (CELFE) builds capacity for assessing and ensuring adequacy and equity in early learning funding systems through research and transformative partnerships. We create innovative approaches and funding mechanisms that support the diverse needs of children and families



celfe.org

CELFE's Work

What We Do

Our mission is to partner with states and communities to design more equitable, efficient, and effective early childhood education and care systems.

We believe all children deserve a high-quality early learning experience that is funded and governed as a public good.

We work to build this system by **defining** funding adequacy, **mapping** funding equity, and **designing** funding strategies.

Where We Partner



Illinois *

Led Illinois' ECEC funding Commission and created an **Early Learning Funding Equity Map** to zero in on inequities across early childhood funding. Established a **Regional Infrastructure Blueprint** to 'scaffold up' parent and community input. Informed the design of **Compensation Contracts** to address the child care workforce. Led the Board of Education's strategy to expand inclusive environments for children with special needs.



Massachusetts

Worked with state's Department of Early Education and Care to conduct a **Market Rate Survey** and **Comprehensive Cost Estimation Model** to inform overall financing strategy for the child care system.



Colorado

Worked with state's Department of Early Childhood to address the workforce crisis by building comprehensive **Salary Scale**. Ongoing work involves establishing a cost estimate and strategy for retirement benefits for child care providers.



Nebraska*

Working to help transition the state's early childhood strategic plan into an **Action Agenda** that builds greater coordination and impact across the system, with measurable improvements for children and families.



Maine*

Working with Governor's office, DHHS and Department of Education to develop an early childhood strategic plan inclusive of a cross-system financing strategies and a **Cost Estimation Model** for child care and public preschool.

* Denotes PDG-related system-building efforts



Presenters



Theresa Hawley, Ph.D.

Our Team

brings decades of experience in developing and implementing early learning systems at the state and local levels and are driven by our deep belief in the power of early experiences to shape the trajectory of children's lives.



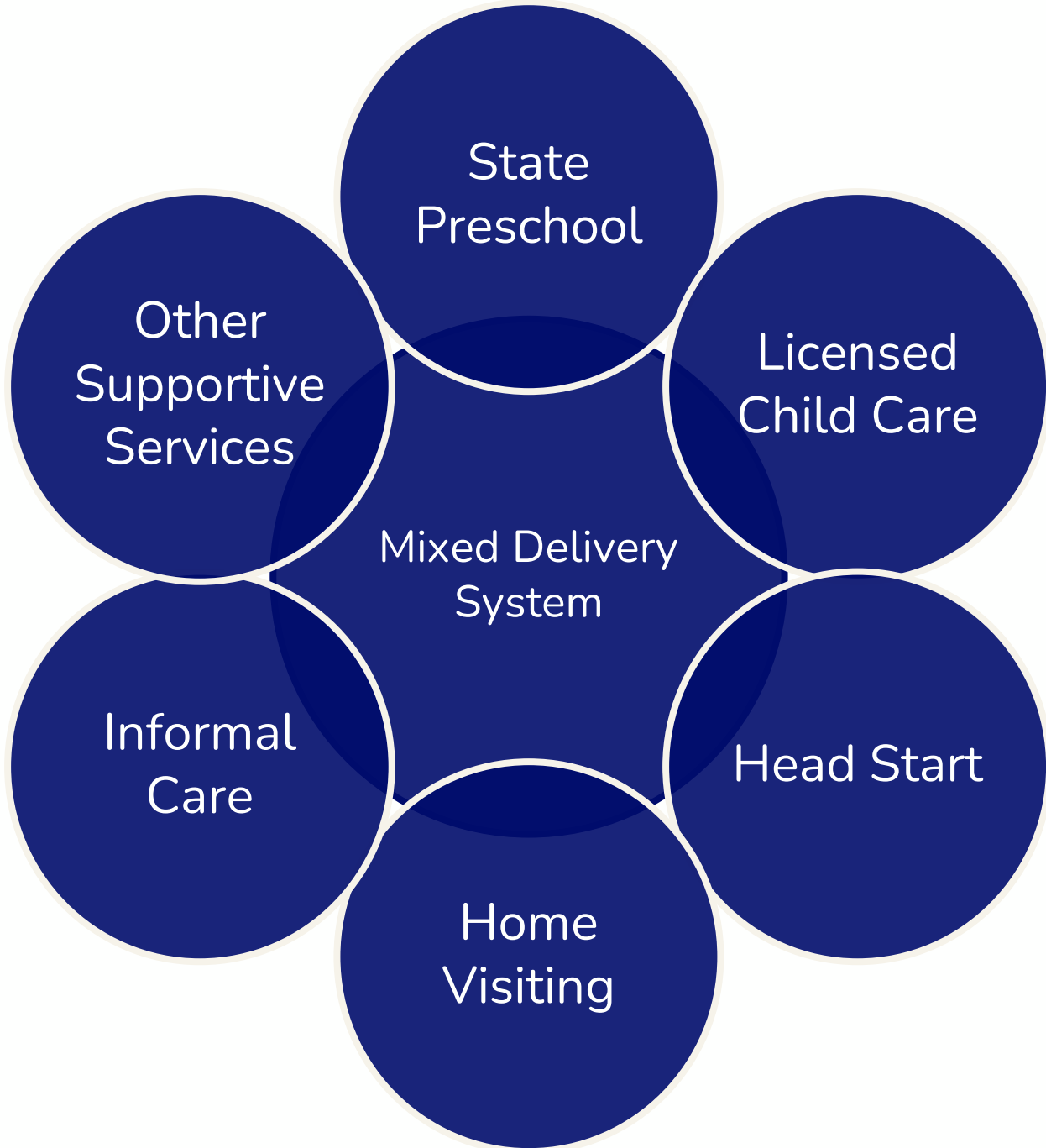
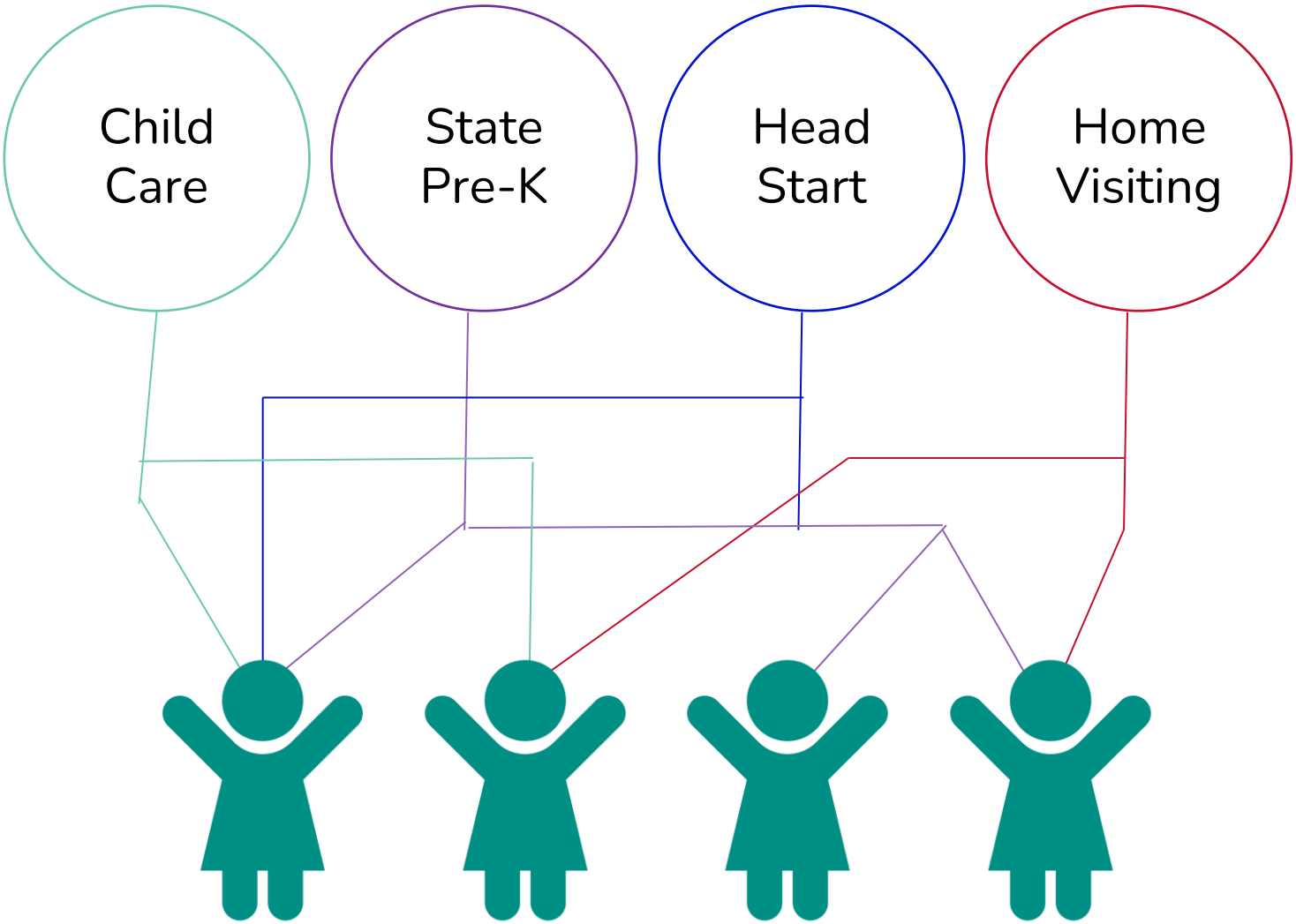
Autumn Hagstrom, MSW



Is this child care, or is it early education?

In our country, early childhood education has evolved into a system where funding decisions are siloed, even though the same children often receive multiple services.

Our goal is to support states in developing a more unified and coherent “mixed delivery ECEC system”.



Maine has committed to important investments in ECE:



Increased Child Care
Subsidy Eligibility



Infrastructure
Grants



ECE Workforce
Salary Supplements



Preschool
Expansion



Infant/Toddler
Subsidy Bumps

We need to look at the entire picture of the ECE system when making new investments.

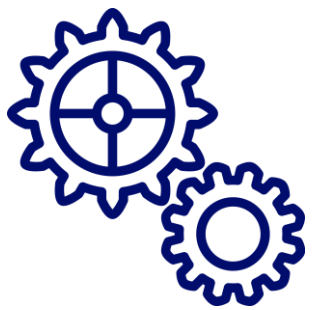
Building a Strategic Financing Plan for ECEC requires digging deep into key questions



Which children need which services, and in what settings do they need them?



What total resources are needed, and what are the mechanisms to get them out the door?



How can the system of services available and their funding streams work together to ensure young children have access to early learning and care opportunities they need to thrive?

Comparing Maine to National Best Practices

Source: National Women's Law Center, 2023



Income Eligibility Limit

Families qualify for child care assistance with an annual income up to the federally recommended 125% percent of state median income (SMI). \$70,625/family size of 3



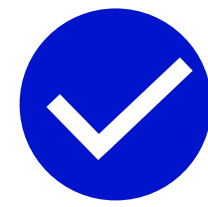
State Payment Rates

Rates are set at the 75th percentile of current market rates (the federally recommended level)



Tiered Payment Rates

Maine pays higher payment rates for higher-quality care (ex. Center-based care for a 4-year-old in Cumberland County at the highest quality tier was 15% higher than the rate at the lowest quality tier)



Waiting Lists

There are no waiting lists for child care assistance



Eligibility for Parents Searching for a Job

Allows parents already receiving child care assistance to maintain care during a 3-month job search

Parent Copayments

Parent copayments are 10% or less of family income. The state will be moving towards a new federal benchmark of 7%.

Pre-K Quality Standards

Source: National Institute for Early Education Research State of Preschool Yearbook, 2022

Quality Category	ME Pre-K Requirement	Meets NIEER Benchmark?
Early Learning & Development Standards	Comprehensive, aligned, supported, culturally sensitive	Yes
Curriculum Supports	Approval process & supports	Yes
Teacher Educational Requirement	BA-level teacher requirement	Yes
Teacher Specialized Training	ECE	Yes
Assistant Teacher Educational Requirement	Educator Technician II (at least 9 ECE credits)	Close
Maximum Class Size	16 (4-year-olds)	Yes
Staff-Child Ratio	Requirement: 1:8 (4-year-olds)	Yes
Screening and Referral	Vision, hearing, health & more	Yes
Continuous Quality Improvement System	Structured classroom observations; data used for program improvement	Yes

Where do we need to focus next?



ECE Workforce

Child care provider wages are too low to attract and retain a qualified workforce.



Cost of Care

Child care is expensive, and parents' cost of care far exceeds the recommended 7% of a family's income.



Access

Maine met 9 out of 10 NIEER quality standards for preschool, but only 41% of 4-year-olds and no 3-year-olds are currently served.

PDG funding can be used to

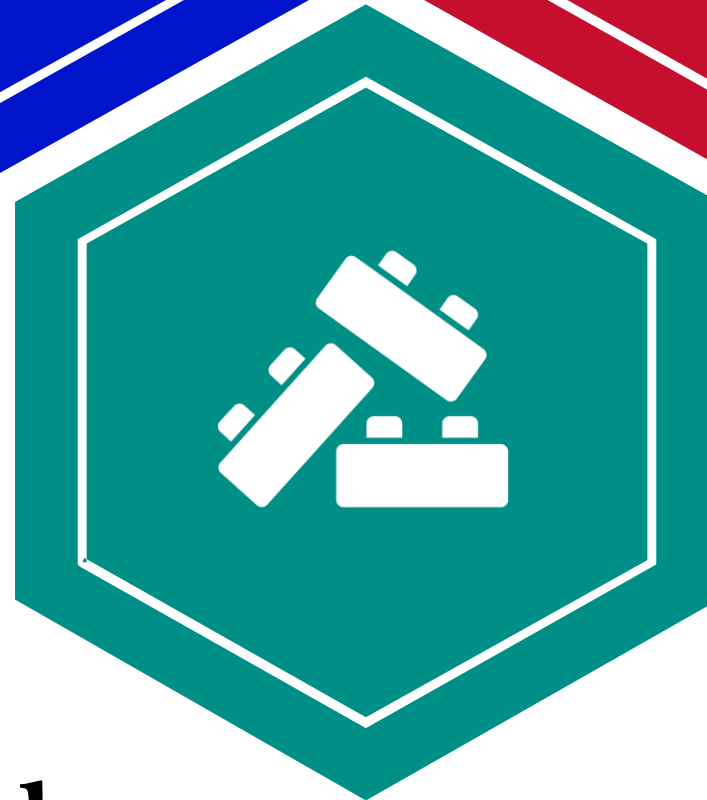
Learn

Study financing issues,
including potential new
funding sources



Innovate

Design and pilot new
strategies and mechanisms



Build

Build tools that your state can
use for years to come

Maine is using the PDG to do all of these,
by taking stock of their ECEC funding
system and innovating to address access,
affordability, and the workforce crisis.

Components of our Project

Building cost modeling tools for:



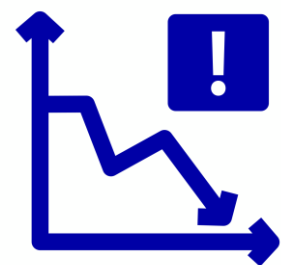
Center-based child care
Family child care
School-based preschool
Early Childhood Special Education

Landscape analysis



Review of policies and comparison to benchmark states
Review of current participation levels as compared to goals

Building tools to estimate demand for:



Child care
Preschool
Broken out by age and region

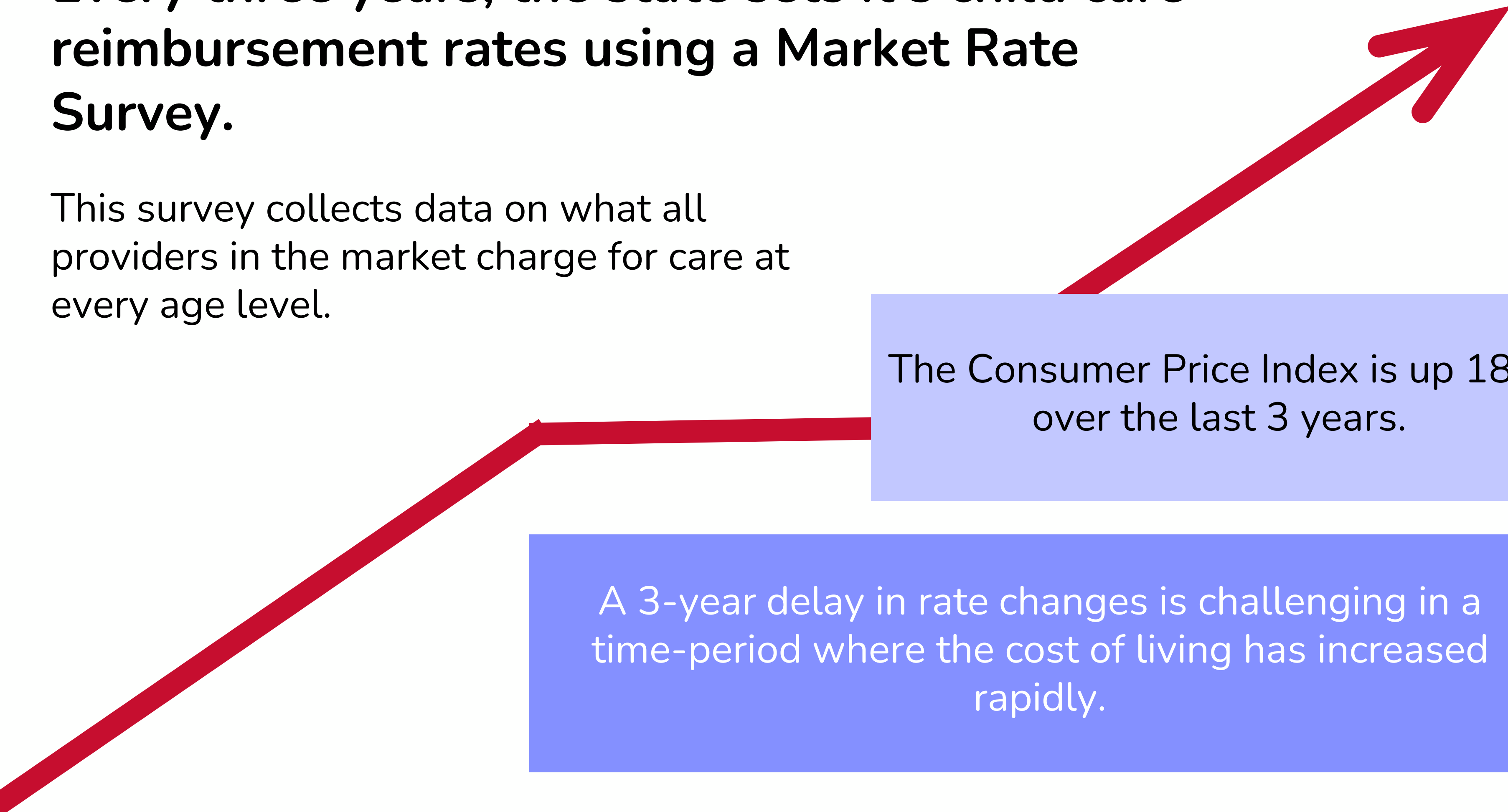
Strategic financing plan for ECE



Estimate the needed investment
Identify potential pathway for investment over time

Every three years, the state sets its child care reimbursement rates using a Market Rate Survey.

This survey collects data on what all providers in the market charge for care at every age level.

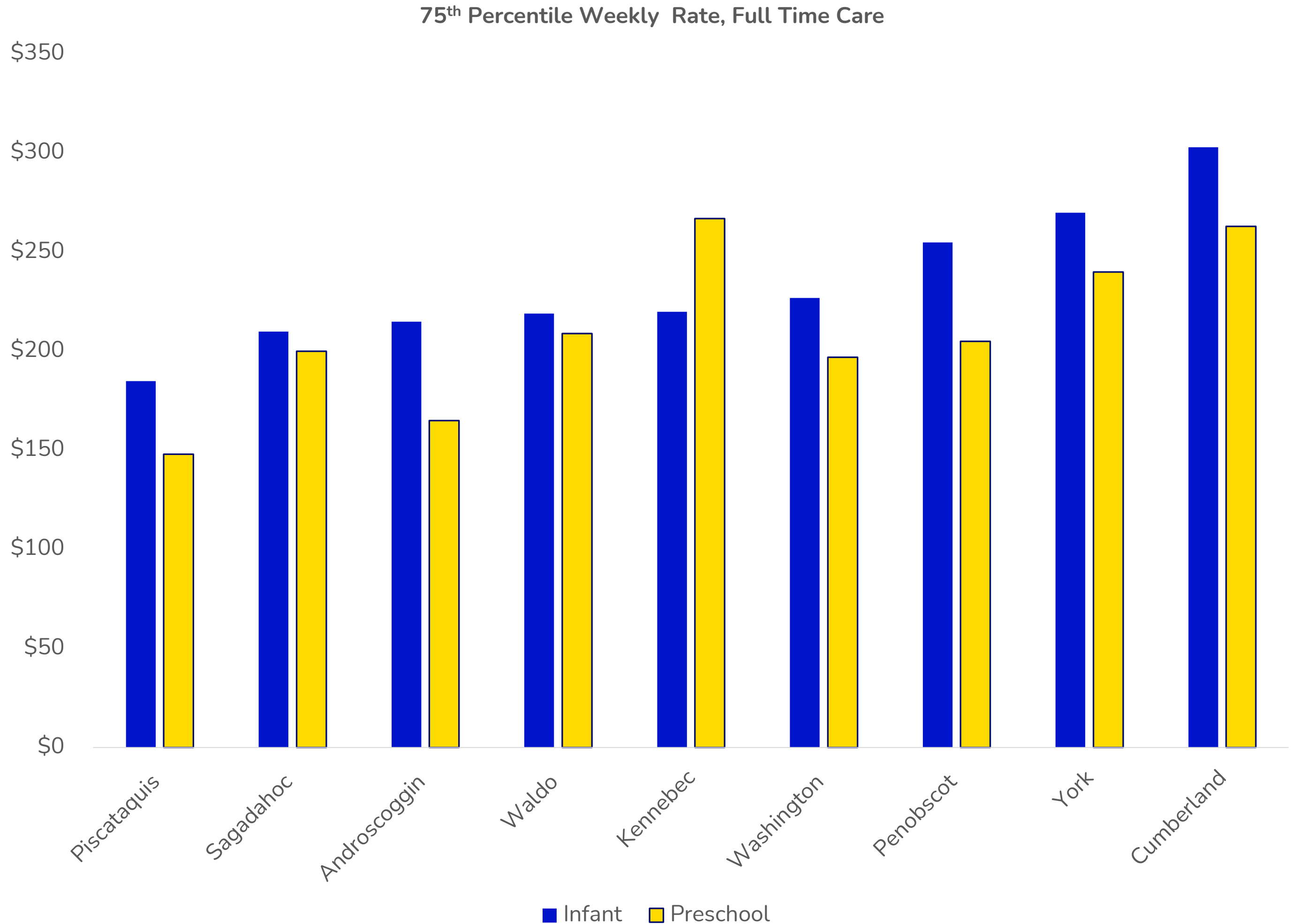


The Consumer Price Index is up 18% over the last 3 years.

A 3-year delay in rate changes is challenging in a time-period where the cost of living has increased rapidly.

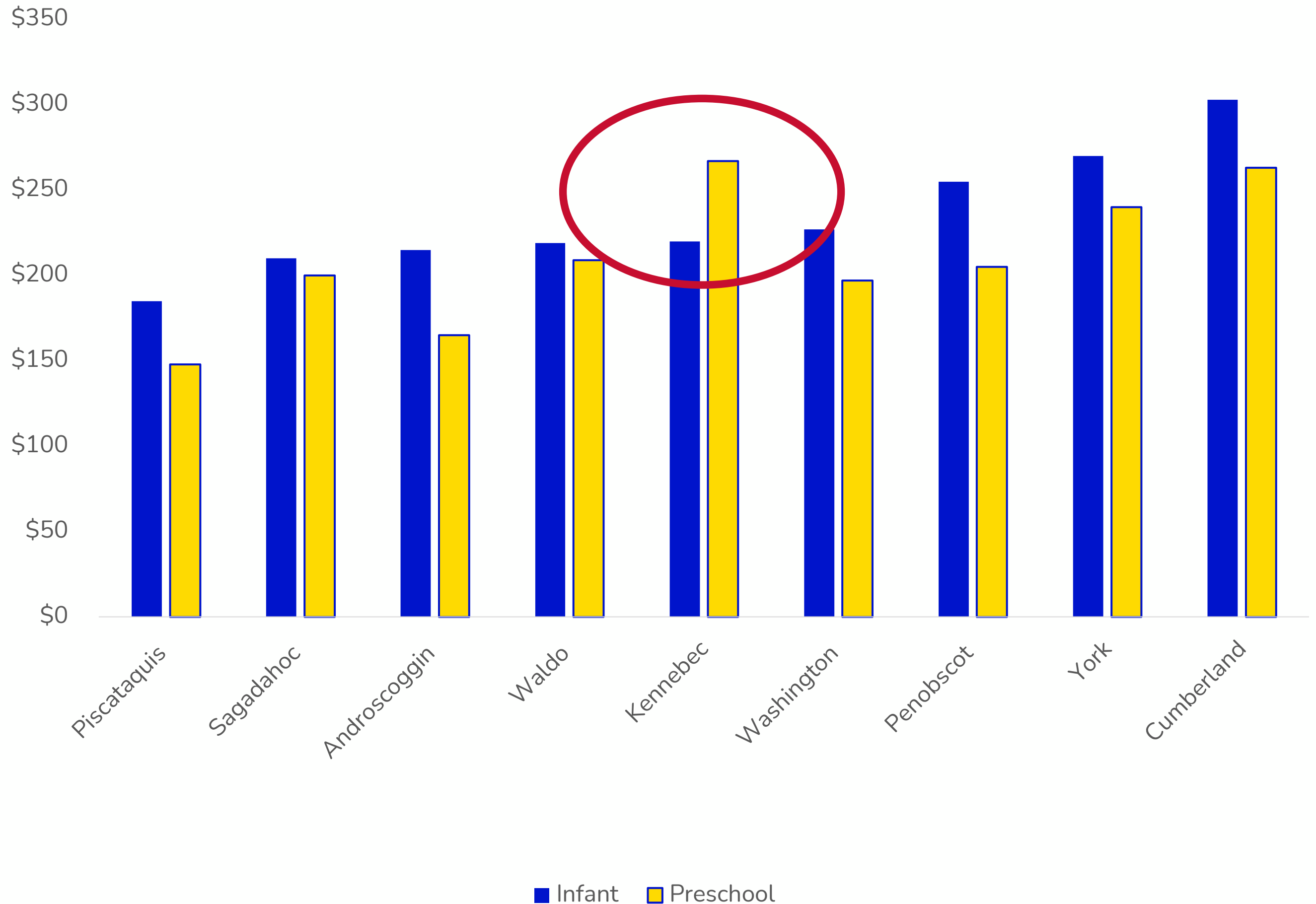
Market-based reimbursement rates can cause challenges:

In the market, we see vast variations in price across the state, that likely are not driven entirely by cost...



75th Percentile Weekly Rate, Full Time Care

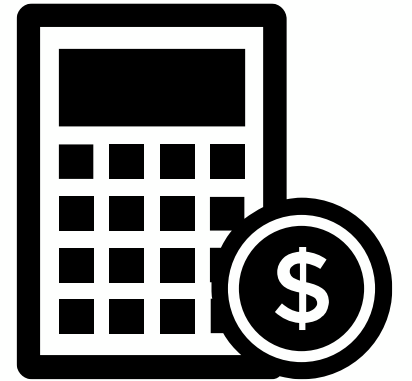
We also see puzzling patterns, such as in Kennebec County where the preschool rate is higher when we know infant care costs as much as twice as much to provide as preschool care.





Historically, the federal Administration for Children and Families (ACF) has guided states to focus on comparing reimbursement rates to market **prices**.



Goal: 75th percentile of market rates



Now, federal regulations also require states to look at the **cost** of providing services.

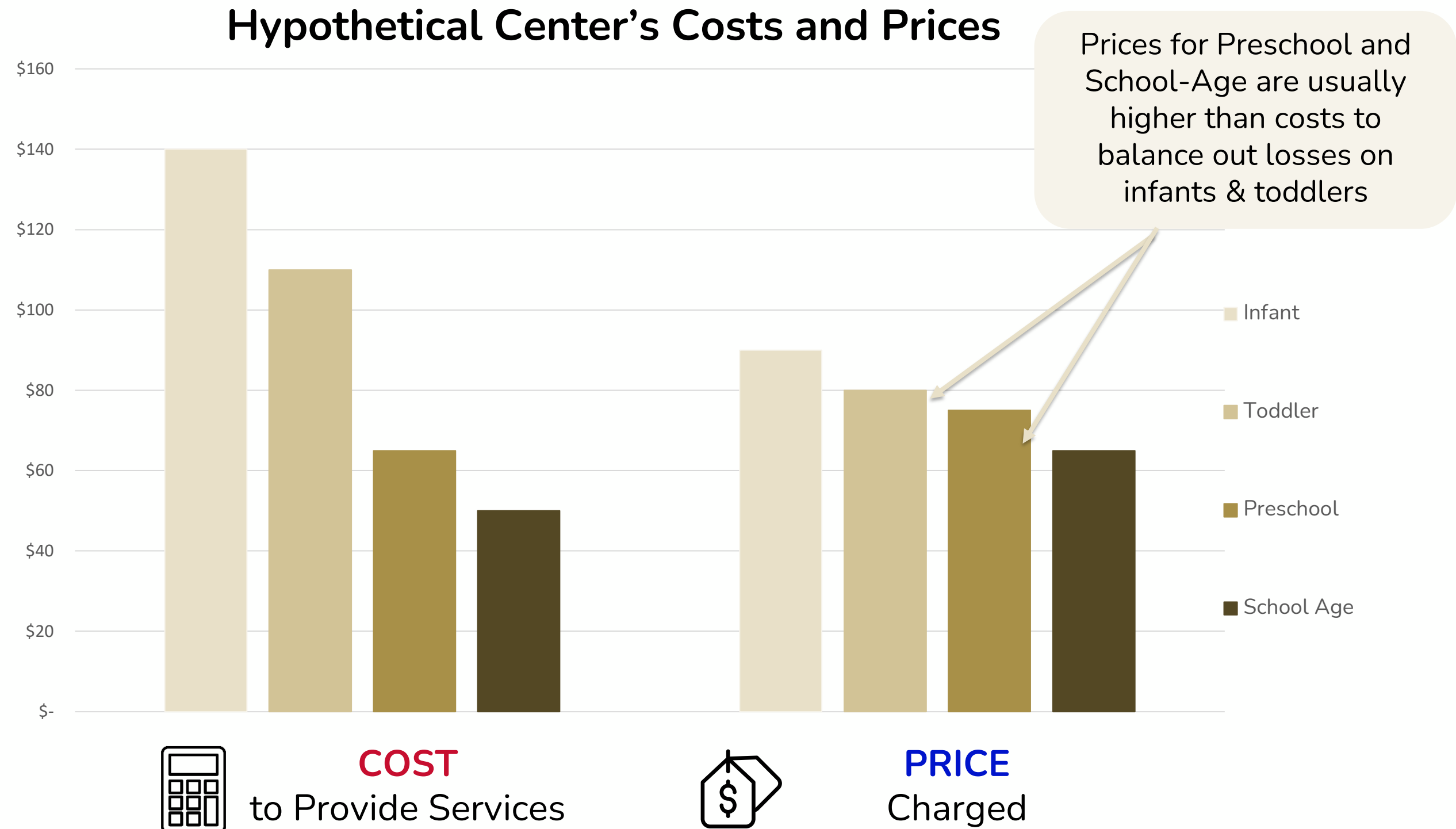
Goal: Meeting the “true cost of care” for high-quality services

Prices and **Costs** are two primary sets of information needed to set subsidy rates and overall funding policy for child care

	Prices 	Costs 	
Tool used	Market Rate Survey	Preliminary Cost Analysis	“Cost of Quality” Analysis
What it answers	How much are providers charging private-pay families for care?	How much does it cost providers to operate their programs while meeting required health and safety standards?	How much does it cost providers to operate their programs with high quality and adequate compensation?
Why we use it	To understand the extent to which subsidy rates allow parents to access the full market of available care	To understand the extent to which subsidy rates and market rates allow providers to cover the current cost of care	To understand the funding that will be needed to sustainably implement high quality services

When setting rates, you should consider costs and prices, because the market “smooths” prices across age groups

- Even in a well-functioning market, the relationship between prices and costs will not be the same across all age groups.
- The private market typically “smooths prices” across the age ranges, such that the **price for infant care is typically lower than the cost, while the price for preschool and school-age care is higher than the cost.**
- Across a full program budget, these costs and revenues balance out.
- This has implications for rate setting and pre-k expansion





Cost Modeling 101



A cost model is not:

- A representation of actual daily costs of any one program
- Meant to be used by providers for budgeting purposes
- Meant to be used as the sole driver of reimbursement rates paid to providers by the state

A cost model is:

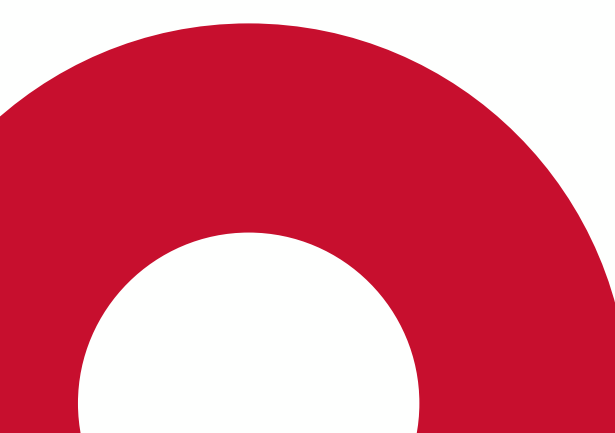
- A representation of a 'typical' child care center or home-based program using strong business practices
- Meant to inform state funding and policy decision-making

Cost models can be used to:

- Evaluate the potential impact of salary supports
- Understand the viability of opening new programs
- Inform Child Care Subsidy Rates
- Inform a financing strategy

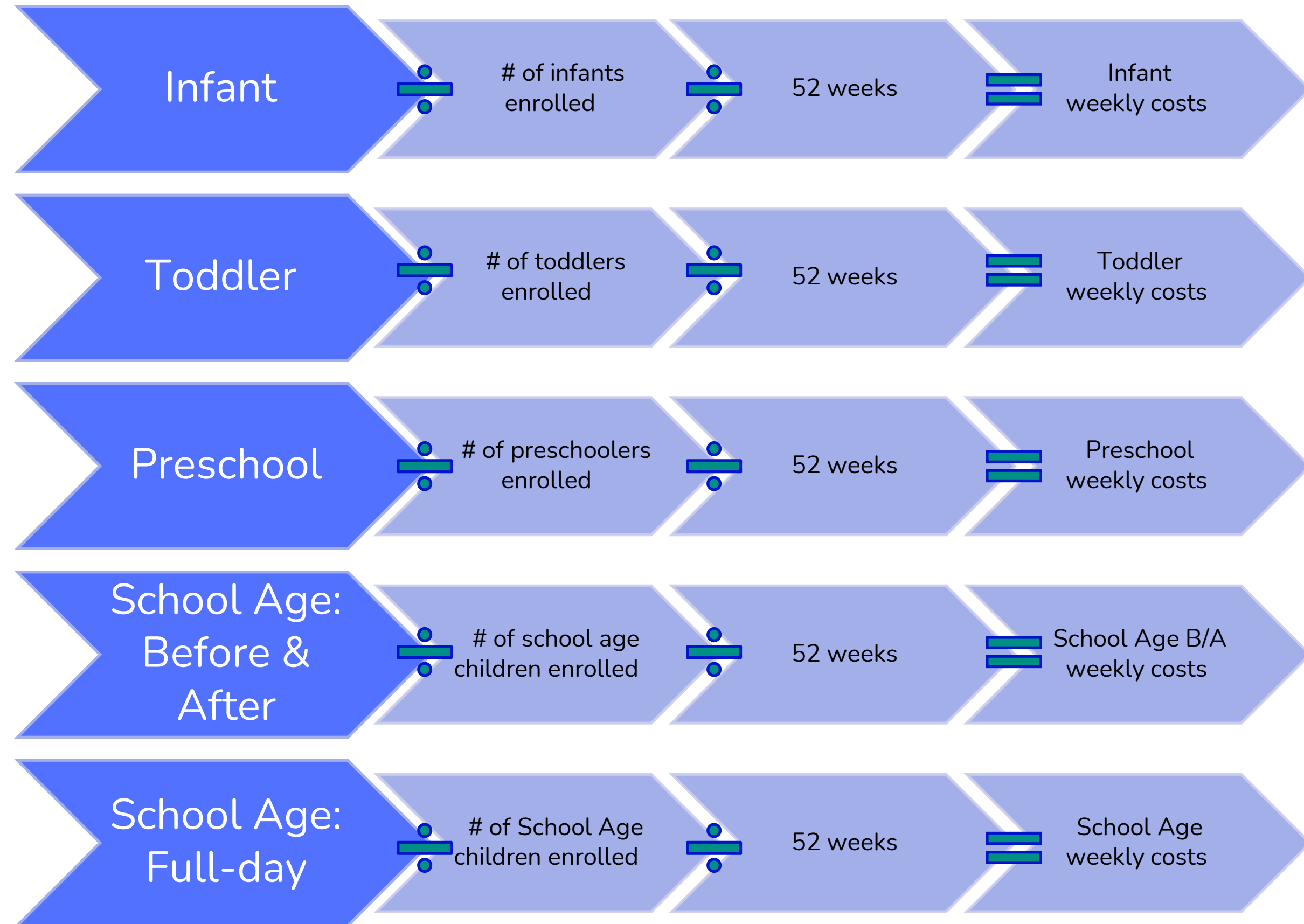


Calculating Cost (Centers)



●●● Calculating Weekly Costs Per Child (Centers)

Total Costs is approximated by age group

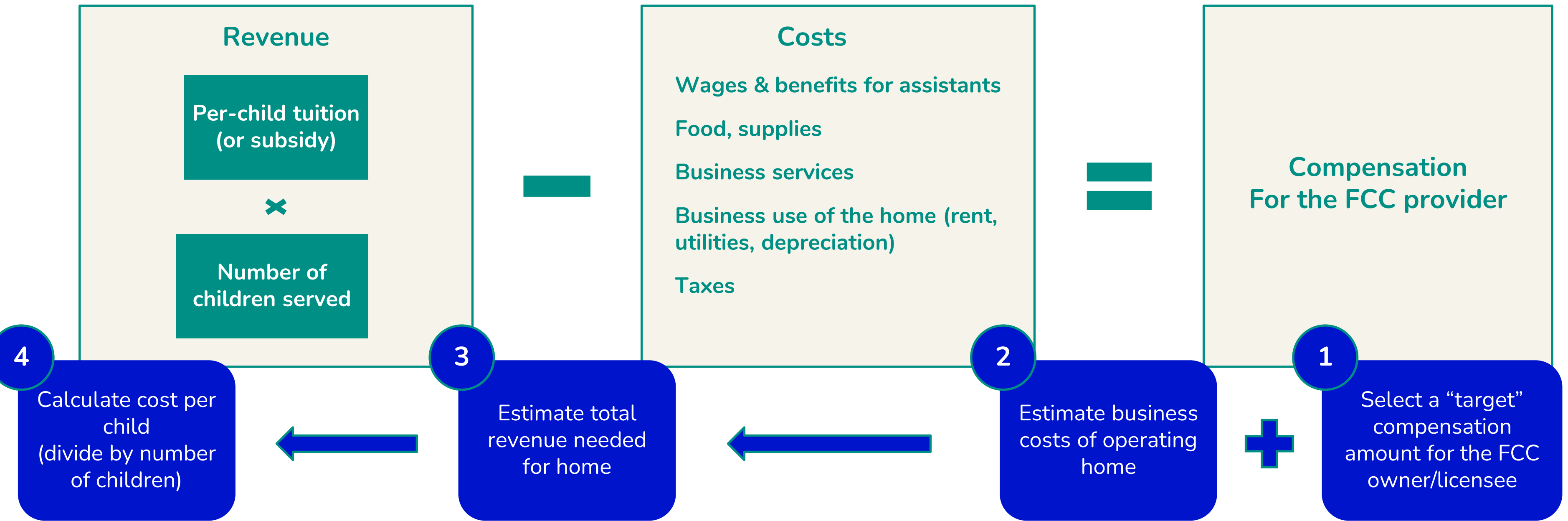


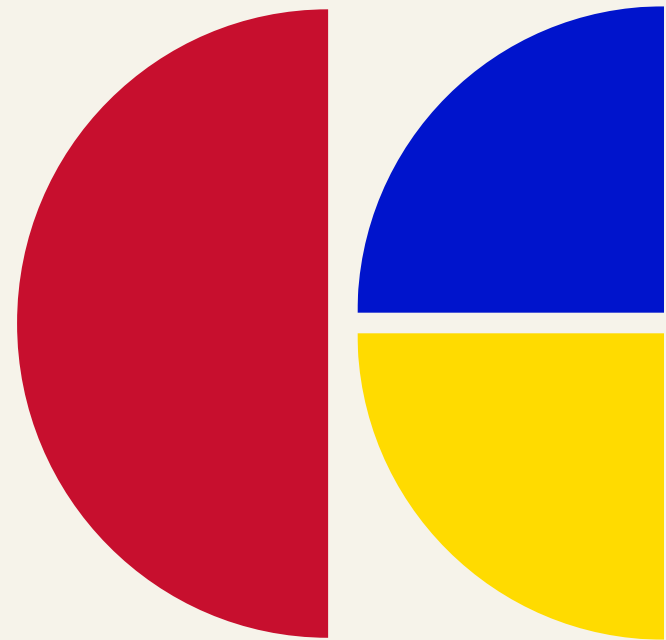
Calculating Cost (Family Child Care)





Calculating Cost (Family Child Care)



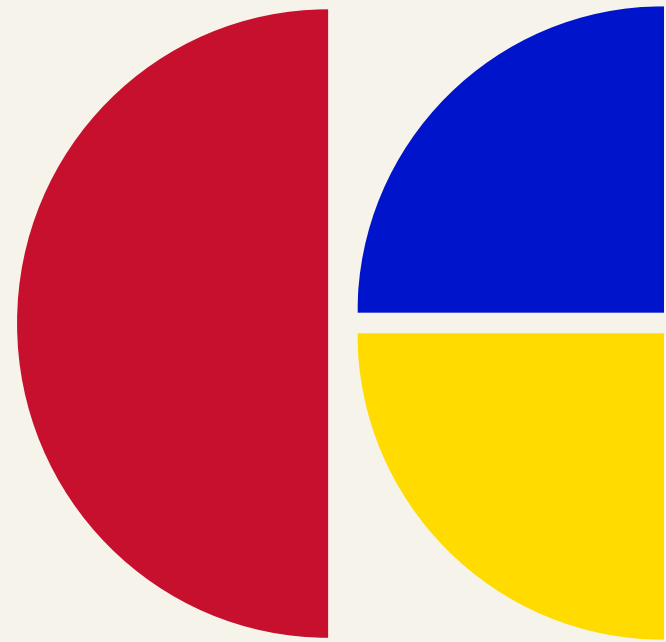


Discussion

How many of you build a budget for your program?

Do you calculate and know the per-child cost of the program?

How well does the state rate meet these costs?



Our Cost Modeling Process

Our Approach to Estimating Costs



Quantitative

Gather administrative data to understand current staffing patterns, salaries and other program specifics that drive cost.



Qualitative

Dig deeper and understand from providers, state leaders, and advocates about how programs in the state operate.



Analysis

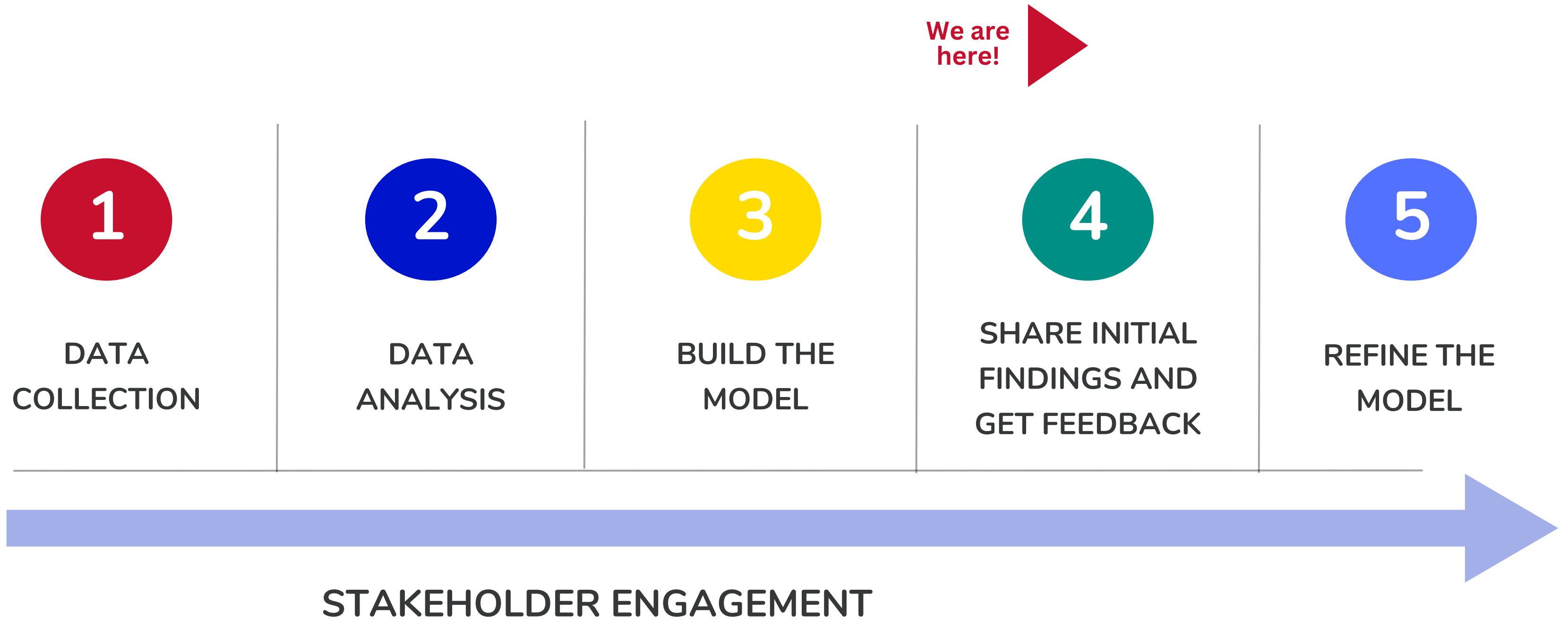
Bring the data together and establish a path forward to inform alternative financing that could provide a more equitable and adequate early education and care system in Maine.

Guided by the

ECE Business Collaboratory

A group of representatives from provider groups, state leaders, advocates that has served as our advisor and liaison to the provider community at every step of the project.

●●● Process



1

Data Collection

Key Data Inputs

Bureau of Labor
Statistics

Stabilization Grant
Data

Fair Market Rent
Data

CCSP
Data

Maine Department
of Education Data

Maine Roads to
Quality Data

CACFP

Market Rate
Survey



Market Rate Survey

Provider data from the 2024 Market Rate Survey heavily informed our cost analysis.

We heard from over 60% of the field, or over 1,500 providers!



Price

Price charged to private pay families



Revenue Sources

Funding streams your program uses
Head Start, Pre-K, Child Care, CACFP



Wages and Benefits Paid

Wages paid to all staff
Benefits offer and used by staff



Staffing Patterns

Child:Adult Ratios
Substitutes and Floaters
Teacher Qualifications

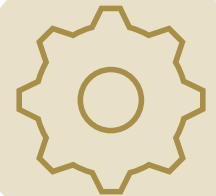


Other Expenses

Rent, Food Costs, Association Fees, Taxes,


2 Data Analysis

What are the typical costs and revenue streams of programs in Maine?



Costs
Model staffing patterns?
Staffing Ratios?
Salaries?
Benefits?
Non-personnel costs (rent, food, etc.)
Additional Services (special ed, ELL, etc.)


Representative of:
Geographic Areas
Program Type
Quality Levels



Revenue Sources
Typical revenue sources that providers are drawing down?
Modeling for additional revenue sources the state will be offering in the future?

3

Build the Model

	COST MODELL - DATE			
	Master Inputs & Outputs- Center-Based			
	Back to Model Index			
	DRAFT - SUBJECT TO CHANGE - FOR INTERNAL USE			
INPUTS				
<i>Instructions: User can edit the cells that are yellow but not gray. The "Original" column are locked and will enable the user to reference back to see how the outputs change on the right hand side</i>		<i>User should not change these cells</i>	<i>User can change these cells if they are yellow</i>	<i>User can change these cells if they are yellow</i>
		ORIGINAL	LICENSED	COMPREHENSIVE
FACILITY SIZE & STAFF				
Classrooms				
	Infant			
	Toddler			
	Preschool			
	School-Age			
	<i>Total Classrooms</i>		<i>0.00</i>	<i>0.00</i>

Cost Models are responsive to the user!

4

SHARE INITIAL FINDINGS AND GET FEEDBACK

- We internally test the model with our partners in state government and provider associations
- We will rely on provider listening sessions to:
 1. **better understand the available data,**
 2. **test assumptions, and**
 3. **learn more about the on-the-ground costs**
- We will hold sessions with a representative group of Center- and Home-Based providers across the state



Listening Sessions

We heard from over 60 providers in February who provided feedback and guidance on our cost model assumptions.

Listening sessions covered four topics:

1. Occupancy
2. Food
3. Current and Target Compensation
4. Staffing Patterns

5

REFINE THE MODEL

Once the models are complete, we will “*report-back*” with the participants.

It is important to us providers see how their feedback informed and sometimes even change the model(s)

Preliminary Feedback

We've highlighted changes we made to the model based on the feedback we heard.



We heard...	We changed...
Utilities are a significant cost, and higher in child care than other businesses due to its nature	Utility estimates were increased.
Administrative and “extra” help beyond the classroom was a huge need for programs of all sizes. This is currently managed through volunteer hours, and teachers and directors pitching in.	We changed our model to include an administrative assistant, regardless of program size.
Programs always hire floaters at a lead teacher level qualification. We also may be underestimating floaters.	We will only model for a floater with lead teacher qualifications, not assistant floaters. We also slightly increased the amount of floaters in a classroom.
FCC provider’s price charged to families is largely driven by what they feel families can afford rather than what providers need to cover costs or reach a target level of revenue or “salary”	We will tie our current and target wage to what an assistant director makes in the center-based cost model.

● ● ● Ongoing Input

ECE Business Collaboratory



Collaboratory

Representative of the ECEC Field
Meets regularly to guide our process
Provides ongoing input and feedback



State Government

DHHS Office of Child and Family Services
Governor's Office
Maine Road to Quality
Licensing
Department of Education



Provider Representatives and Experts

Association for the Education of Young Children
Coastal Enterprises Inc., Maine
University of Maine Farmington

Provider Participation



Market Rate Survey

The greater the response rate, the better data we will have to work with.



Listening Sessions

Providers will have the opportunity to react and respond to our model.

We have also met with key stakeholders, including government and provider associations.

Over the past 6 months, CELFE has engaged in extensive data analysis to build a model that is representative of Maine's ECE system.

Geographic Regions



Program Size

Quality Markers



Revenue Sources

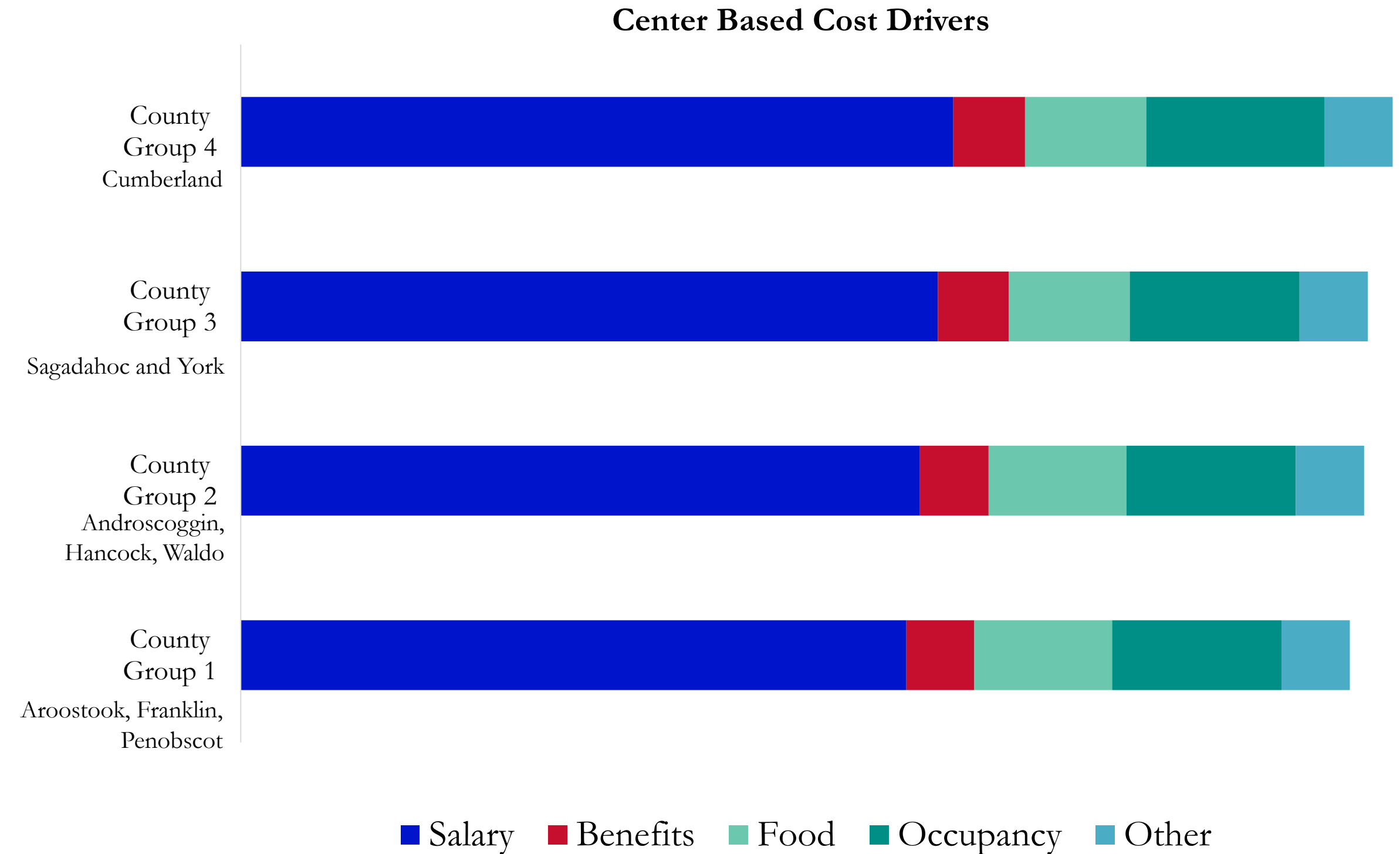
Staffing Ratios and Qualifications

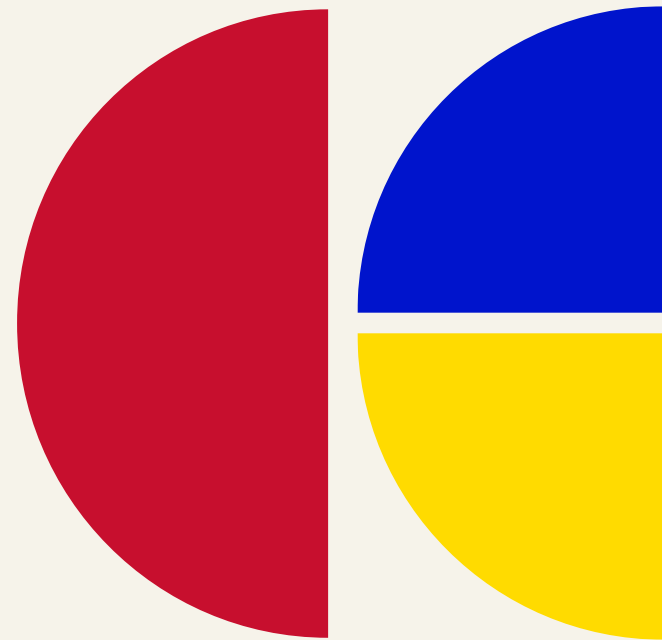


Salary Targets

Cost Study Findings

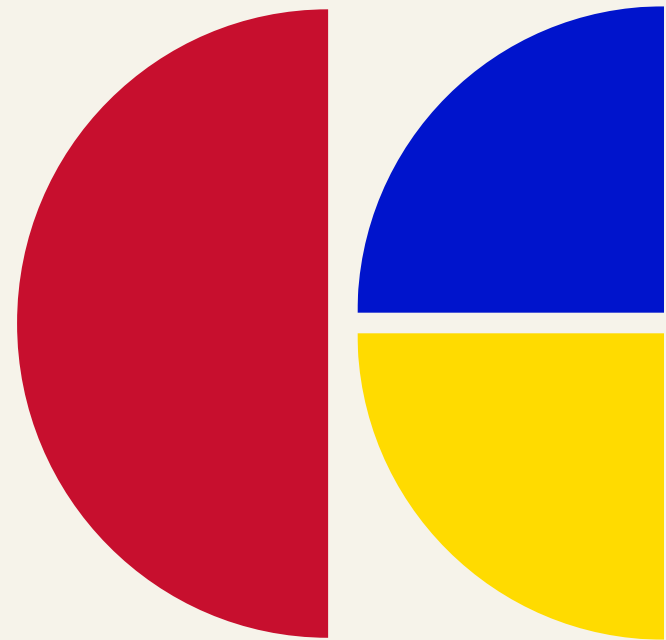
- Employee wages and benefits are the largest drivers of cost
 - Wages vary by only about 6% from County Group 1 to County Group 4
- There are variations in housing and food costs across counties, but not enough to drive cost differences significantly





Discussion

What jumps out at you so far?



Looking towards the future:

**Building a Salary Scale to inform
efforts to improve wages**

Salary Scales: A Crucial Cost Modeling Tool

A Salary Scale Is:

- A general guide for how wages should function in a given market by anchoring to economic indicators
- Designed to honor educators' credentials
- Reflective of differences in labor and cost of living via regionality
- Aligned with distinctions among roles

A Salary Scale Can:

- Serve as an input for cost modeling
- Inform policy development
- Serve as a benchmark for measuring progress towards an adequately compensated ECEC workforce
- Serve as a potential budget planning tool for providers
- With successful communication, help retain and attract the workforce

Salary Scale Key Principals

1 *Education and Experience Considerations*

- Staff should make more as they gain experience and education

2 *Differentiating Salary by Roles and Responsibilities*

- Teachers should make more than teacher assistants with the same experience and education

3 *Parity with the K-12 System and Competitive Wages*

- A lead ECEC teacher should receive comparable wages to a K-12 teacher with the same degree attainment
- Wages should be anchored to and responsive to local economies

4 *Geographic Boundaries*

- Wages across the state should mimic the variation we see in the statewide labor market

1

Education and Experience Considerations

A salary scale should support higher pay for those with higher credentials and experience

The salary scale must work in harmony with state compensation and professional development initiatives, such as:



Rising Stars for ME (5 Levels)



Maine Roads to Quality Credentials (8 Levels)



Early Childhood Educator Workforce Salary Supplement (Three Tiers)

Decision

Align target salary scale to Salary Supplement Tiers.

Salary Supplement Tier	MRTQ Lattice	High School	CDA	1 Year credit	Associates	Bachelors	Masters	Doctorate
Tier 3	Level 8						With 5 years of experience	With 2 years of experience
	Level 7					With 5 years of experience	With 2 years of experience	Entry Level
Tier 2	Level 6				With 5 years of experience	With 2 years of experience	Entry Level	
	Level 5		With 6 years of experience	With 5 years of experience	With 2 years of experience	Entry Level		
Tier 1	Level 4	5 years experience 135 training hours 9 college credits	With 3 years of experience	With 2 years of experience	Entry Level			
	Level 3	3 years experience & 90 hours training or 6 college credits	With 1 year of experience	Entry Level	<div data-bbox="1999 1285 3265 1622" style="border: 1px solid red; padding: 10px; text-align: center;"> <p>The Maine Roads to Quality Career Lattice offers multiple pathways of experience and education to reach the next level.</p> </div>			
	Level 2	1 year of experience & 45 training hours or 3 college credits						
	Level 1				<div data-bbox="1599 1660 3265 1829" style="border: 1px solid lightblue; padding: 10px; text-align: center;"> <p>Using MRTQ data and this lattice, we know that most Tier 3 teachers have at least 5 years of experience and BA.</p> </div>			

2

Differentiating Salary by Roles and Responsibilities



A teacher should make than a teacher assistant with the **same credentials**, due to the increased responsibility of the role.

Decision

Target wages are **10% higher** for teachers vs. assistant teachers at the same Tier level.

3

Parity and Competitive Wages

Our scale is benchmarked to economic factors such as:



Parity With Other Professions



Regional Living Wage



State and Local Minimum Wage

4

Our model uses four-county groupings based on **economic factors**, such as county median income and housing costs.

County Group 1

Aroostook Franklin, Kennebec, Oxford, Penobscot, Piscataquis, Somerset, Washington

County Group 2

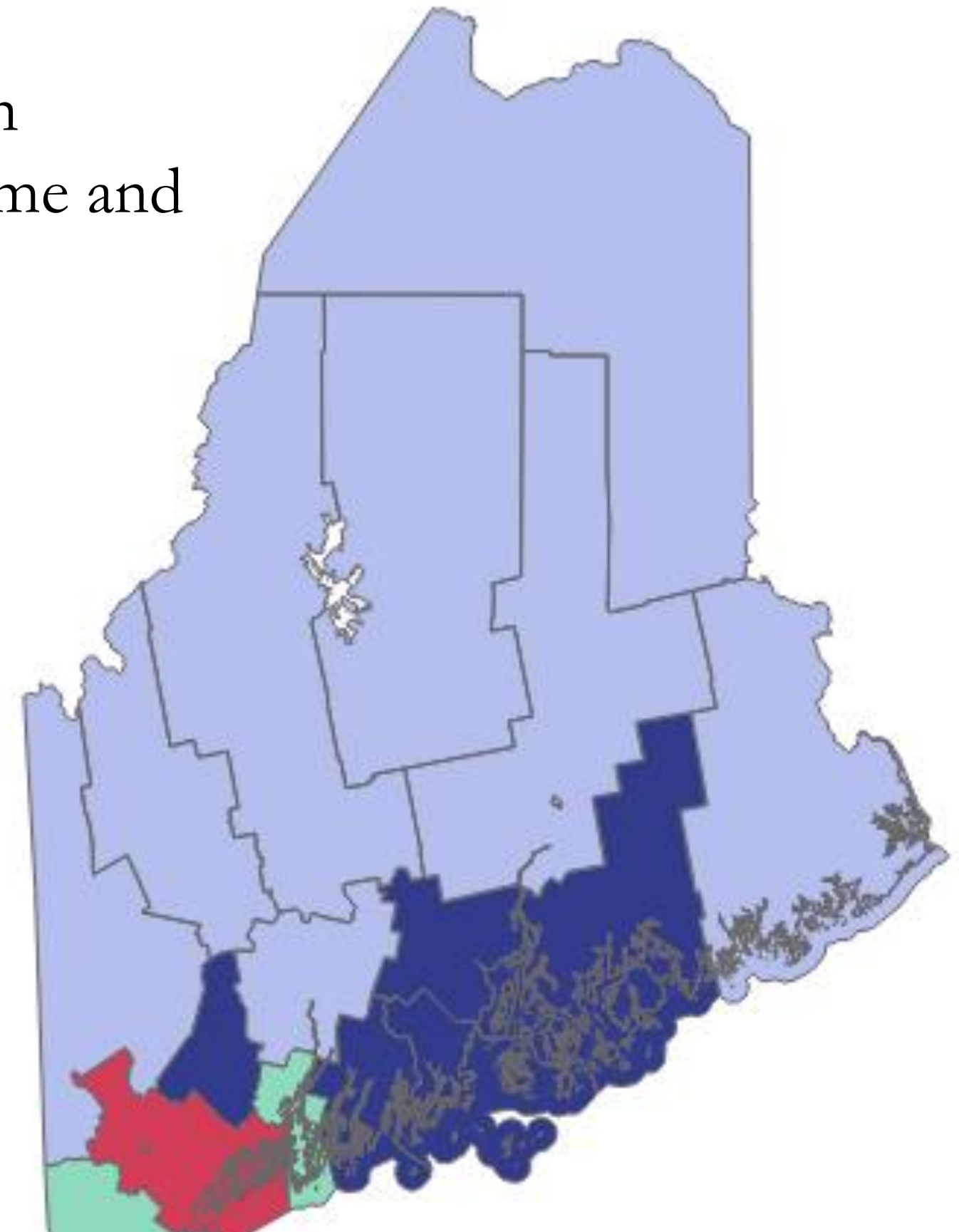
Androscoggin, Hancock, Knox, Lincoln, Waldo

County Group 3

Sagadahoc, York

County Group 4

Cumberland

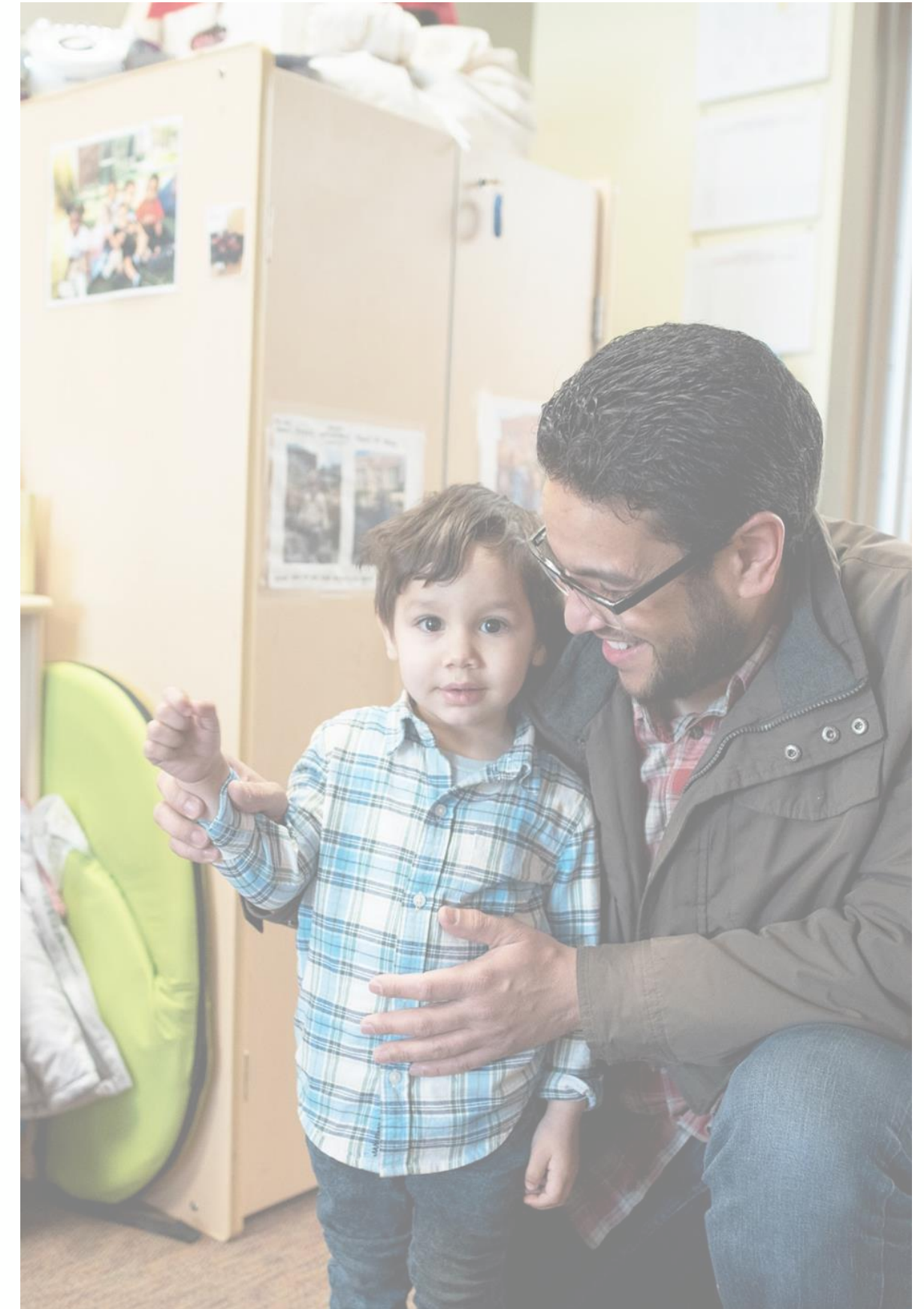


We estimated a 2% decrease in wages in each descending county group.

Additional notes on the salary scales

- The wages represent pay floors, or the minimum that individuals in these positions should be paid
- FCC Owner wages represent net pay, or “take home” pay
- The scales are intended to serve as a guide for all early childhood care and education settings
- The scales should be updated annually to reflect changes in cost of living
- Salary increases should be implemented as funding becomes available

These salary scales do not represent an unfunded mandate for providers nor do they represent a call for providers to increase the amount families pay.





Center **aspirational** salary scale:



Tier 1

Assistant Teachers: \$36,400 - \$38,480

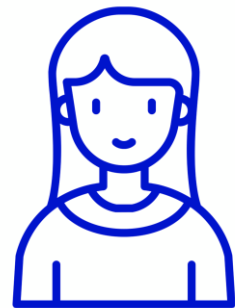
Lead Teachers: \$42,120 - \$44,200



Tier 2

Assistant Teachers: \$42,120 - \$44,720

Lead Teachers: \$46,800 - \$49,920



Tier 3

Lead Teacher: \$58,240 - \$60,840.

These are aspirational salaries that serve as a planning tool for the state.

These salary scales do not represent an unfunded mandate for providers, nor do they represent a call for providers to increase the amount families pay.

“Salaries” as part of the larger costs in Family Child Care



A FAMILY CHILD CARE
HOME IS A SMALL
BUSINESS



Increasing compensation for family child care providers is mainly about making their business more profitable, as *their salary is the profit from the home business.*

● ● ● Family Child Care **Aspirational Wages:**

Family Child Care aspirational wages were set using the Rising Stars for Maine levels rather than Salary Supplement Tiers.



Star 2

Net revenue between \$49,088 and \$52,166.



Star 3

Net revenue between \$53,506 and \$56,861.



Star 4 and 5

Net revenue between \$56,451 and \$59,991.

These are aspirational salaries that serve as a planning tool for the state.

These salary scales do not represent an unfunded mandate for providers, nor do they represent a call for providers to increase the amount families pay.

Aspirational Wages and the Salary Supplement

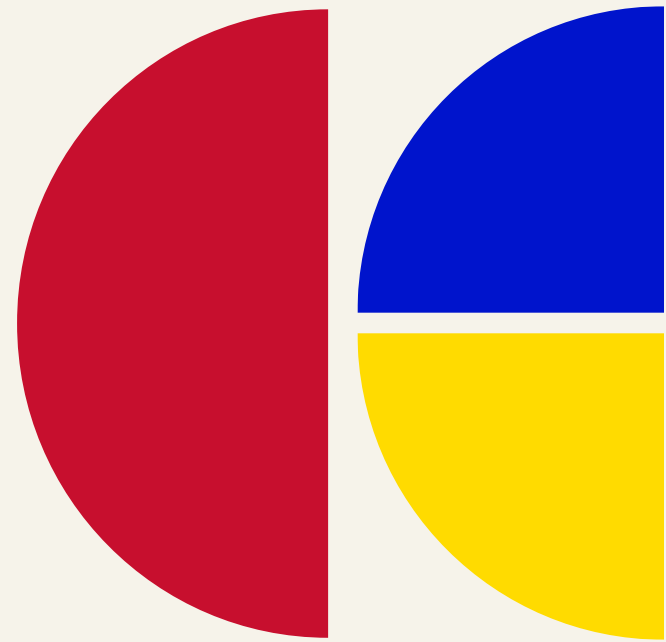


OCFS has worked towards more competitive wages for the workforce through its **Early Childhood Educator Salary Supplements**, which provide stipends based on a provider's education and experience.

	Gap Between Current and Target Hourly Wages		Value of current supplement
	Teacher	Asst Teacher	
Tier 1	\$3.25-3.50	\$1.75-2.00	\$1.56
Tier 2	\$4.75-5.00	\$5.75-6.25	\$2.39
Tier 3	\$11.00-11.50		\$3.60

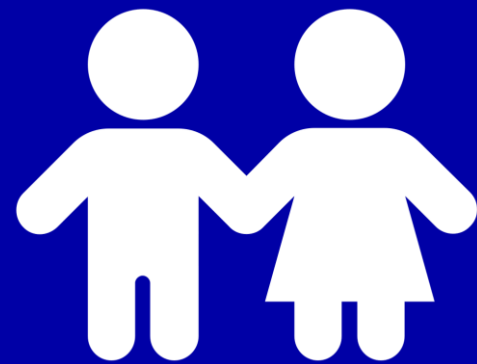
The salary supplements:

- Come close to covering gap between current wages and target wages for Asst Teachers at Tier 1
- Only cover about 1/3 of the gap between current and target wages for Teachers at Tier 3.

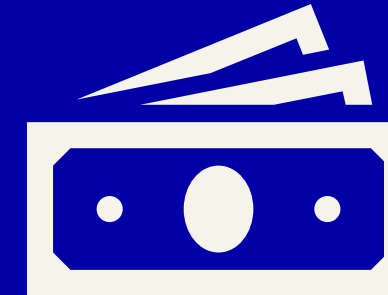


What's Next?

Once we understand...



Who are the children, and what early learning services do they need?



The cost of early education & care services:

- Preschool
- Child Care

How the child care market is functioning (prices and costs) across the state

...we will work with the administration and Collaboratory to put these things together to build Maine's early childhood strategic financing plan.

Subsidy rates are only one part of an ECEC funding strategy

Providers need to have enough stable revenue to **support whole classrooms and programs**, which is difficult with current per-child funding approaches.

Increasing subsidy rates is critical but will not generate the total revenue needed for stable financing.

Strategies like foundational grants and contracts will be needed to address the gap between the prices the market will bear and the true costs of operating high-quality child care programs.



You can't fix a market failure just by raising subsidy rates

Elements of Funding Design Strategy



Parent Copays



Wage
Enhancements



Pre-K and Child
Care Eligibility



Subsidy Rates

Progress and Initial Results

Analysis completed:

- Current Cost of Care Analysis
- “Target” wages—aspirational compensation
- Analysis of rates and other current funding mechanisms
- Analysis of demographics, estimating demand for early childhood programs

What’s Next:

- Share our findings
- Build out a strategic plan with our learnings



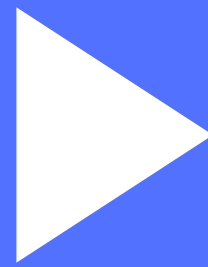
Does Maine’s current funding system provide enough resources for ECE providers to operate well across geography and program settings? How can the system be improved?



Question/Answer



Learn
more!



Cost Modeling in Maine

JOIN THE CONVERSATION

Maine is taking significant steps toward achieving its early childhood goals and bettering the lives of young children. The Office of Child and Family Services, in coordination with the Governor's Office on Policy, Innovation, and the Future and the Maine Department of Education, was awarded the Preschool Development Grant. One component of the grant is to expand upon the state's current plan by developing a cost model.

What does this mean?




A cost model estimates the related costs associated with providing early childhood education and care at different levels of quality across program setting and geography. Traditionally, government funding has relied heavily on federally required market rate surveys to measure the price of care across the state. But understanding the price is not enough. Cost modeling paints a more complete picture.

**THE PRICE OF CARE
IS VASTLY DIFFERENT
FROM THE COST OF CARE.**

Cost modeling assesses all the factors associated with delivering licensed services at different levels of quality. It considers staffing ratios, compensation, rent, food, and other costs and relies on input from providers, state agencies, and advocates—making stakeholder collaboration essential.



A cost model is a tool for states and system administrators to use to inform their overall financing strategy, including:

-  Understanding child care financial assistance reimbursement rates
-  Identifying and Quantifying specific 'cost-drivers' in a child care program
-  Understanding the difference between the typical costs providers incur and the prices they charge (*prices are studied separately in a Market Rate Survey*)

Thank you!

celfe.org

Questions?

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Maine hit it out of the park...

Where do we need to focus next?



1

ECE Workforce

Child care provider wages are too low to attract and retain a qualified workforce.

2

Cost of Care

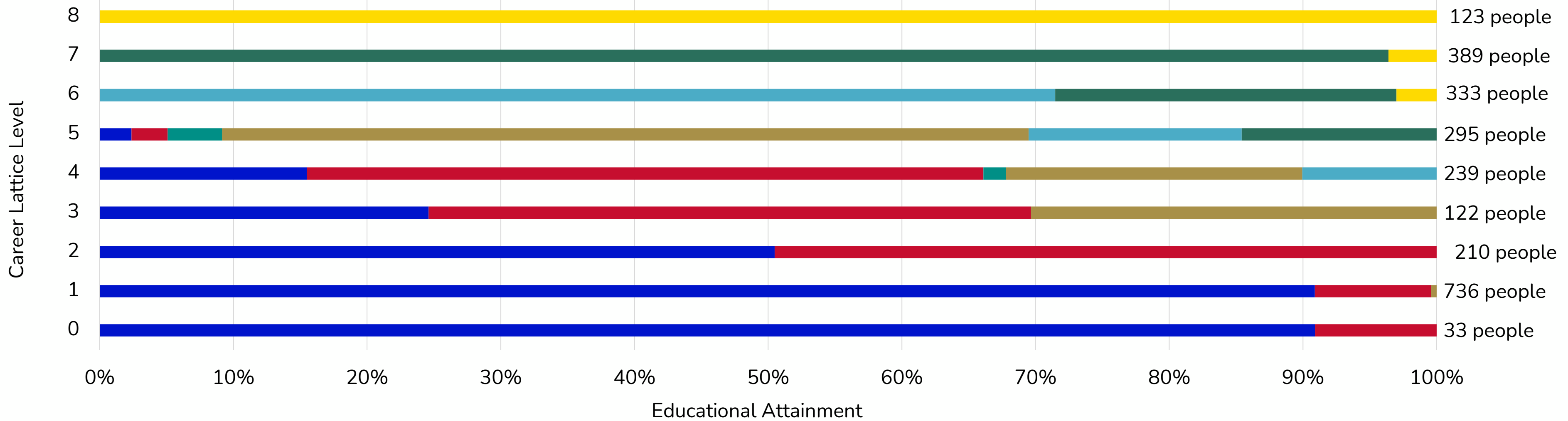
Child care is expensive parents' cost of care far exceeds the recommended 7% of a family's income

3

Access

Maine met 9 out of 10 NIEER quality standards for preschool, but only 41% of 4-year-olds and no 3-year-olds are currently served

Highest Level of Educational Attainment Lead Teacher and Assistant Teacher/Aide



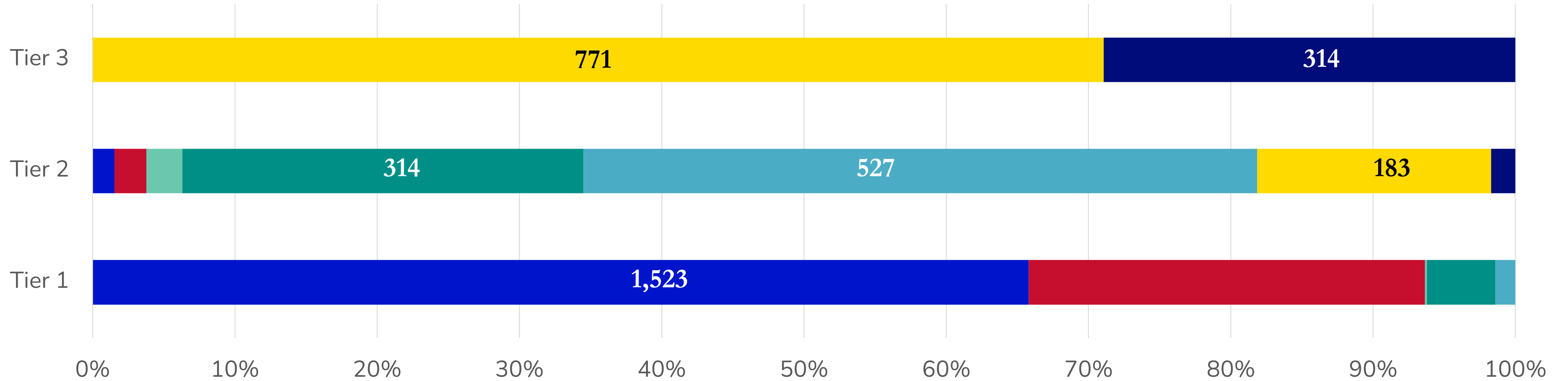
- High School Diploma or GED or HiSET
- Some college (less than two years)
- One year credit Certificate in ECE
- CDA or Approved Maine State Credential
- Associate's Degree (AA/AS) in ECE *
- Bachelor's Degree (BA/BS) in ECE
- Master's Degree (MA/MS) in ECE

Takeaway:

Most bachelor's level teachers are on lattice level 7
 Most associate's level directors are on lattice level 6.
 Level 5 is generally teachers with CDAs or less.

Tier 3 = BA + 5 yrs of Experience
 Tier 2 =

Direct Care Staff Highest level of Education



- High School Diploma or GED or HiSET
- Some college (less than two years)
- One year credit Certificate in ECE *
- CDA or Approved Maine State Credential
- Associate's Degree (AA/AS) in ECE *
- Bachelor's Degree (BA/BS) in ECE *
- Master's Degree (MA/MS) in ECE *

Takeaway:

Tier 3 is mostly comprised of BA and MA level teachers.

Tier 2 is mostly comprised of AA and CDAs.

Tier 1 is generally teachers with less than a CDA.

● ● ● Center **aspirational** salary scale (hourly):

2% decrease for each county group 

		Cumberland		County Group 3		County Group 2		County Group 1	
		Lead Teacher	Teacher Assistant	Lead Teacher	Teacher Assistant	Lead Teacher	Teacher Assistant	Lead Teacher	Teacher Assistant
<i>Anchored to K-12 salaries</i>	Tier 3-Average	\$29.25	\$26.25	\$28.75	\$26.00	\$28.00	\$25.25	\$27.50	\$24.75
	Tier 2-Average	\$24.00	\$21.50	\$23.25	\$21.00	\$22.75	\$20.50	\$22.50	\$20.25
<i>Use in cost model</i>	Tier 1-Average	\$21.25	\$19.50	\$20.75	\$19.00	\$20.25	\$18.25	\$20.00	\$18.00
<i>Anchored to living wage</i>	Tier 1-Minimum	\$20.25	\$18.50	\$19.75	\$18.00	\$19.25	\$17.50	\$19.00	\$17.25

Family Child Care Salary Scale

Our Listening Sessions told us:

FCC provider's price charged to families is largely driven by what they feel families can afford rather than what providers need to cover costs or reach a target level of revenue or "salary."



Because most FCC providers did not identify a "target wage", we will tie our current and target wage to what an **assistant director** makes in the center-based cost model.

Our Listening Sessions told us:

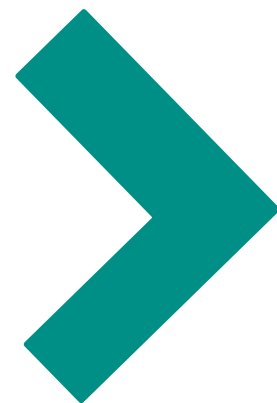
Most providers did not tend to think of their pricing in the context of their credentials or experience.



Because running a higher-quality program undoubtedly requires additional resources, our target salary for FCCs will increase based on the **QRIS level rather than the MRTQ level.**

Rising Stars for ME standards

do not require above an MRTQ level 4 to move to the highest star.



● ● ● **Family Child Care TARGET salary scale (hourly):**

2% decrease for each county group

QRIS Level	Cumberland		County Group 3		County Group 2		County Group 1	
	FCC Owner	Assistant	Lead Teacher	Assistant	Lead Teacher	Assistant	Lead Teacher	Assistant
Stars 4 and 5	\$28.84	\$19.80	\$28.16	\$19.26	\$27.48	\$18.73	\$27.14	\$18.46
Star 3	\$27.33	\$18.87	\$26.69	\$18.36	\$26.05	\$17.85	\$25.72	\$17.60
Star 1 and 2	\$25.08	\$18.50	\$24.49	\$18.00	\$23.90	\$17.50	\$23.60	\$17.25

Wages increase by quality level



Anchored to target center assistant director wage