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Michigan Association for the Education of Young Children (Michigan AEYC)

Statewide Survey on Perceptions of Early Childhood Educators and Caregivers and Compensation in the Field

Executive Summary and Demographic Analysis

- Educational
- Political
- Industrial
- Consumer

- Market
- Research
- Analysis

September 2018

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METHODOLOGY

EPIC ▪ MRA administered live telephone interviews with 600 adult residents of Michigan, age 18 or older. The interviews were conducted from June 21st to June 25th, 2018. Respondents were included in the sample if they were adult men or women who reside in Michigan. The sample was further stratified so that a representative number of interviews from each County in Michigan were obtained, representative to their contribution to the population state-wide; as well as by gender and by age.

Respondents for the interviews were selected utilizing an interval method of randomly selecting records of households of people who have commercially listed landlines, with 30 percent of the respondents obtained using available cell phone numbers.

Generally speaking, in interpreting survey results, all surveys are subject to error; that is, the results of the survey may differ from that which would have been obtained if the entire population was interviewed. The size of the sampling error depends on the total number of respondents asked a specific question. The table on the next page represents the sampling error for different percentage distributions of responses based on sample size.

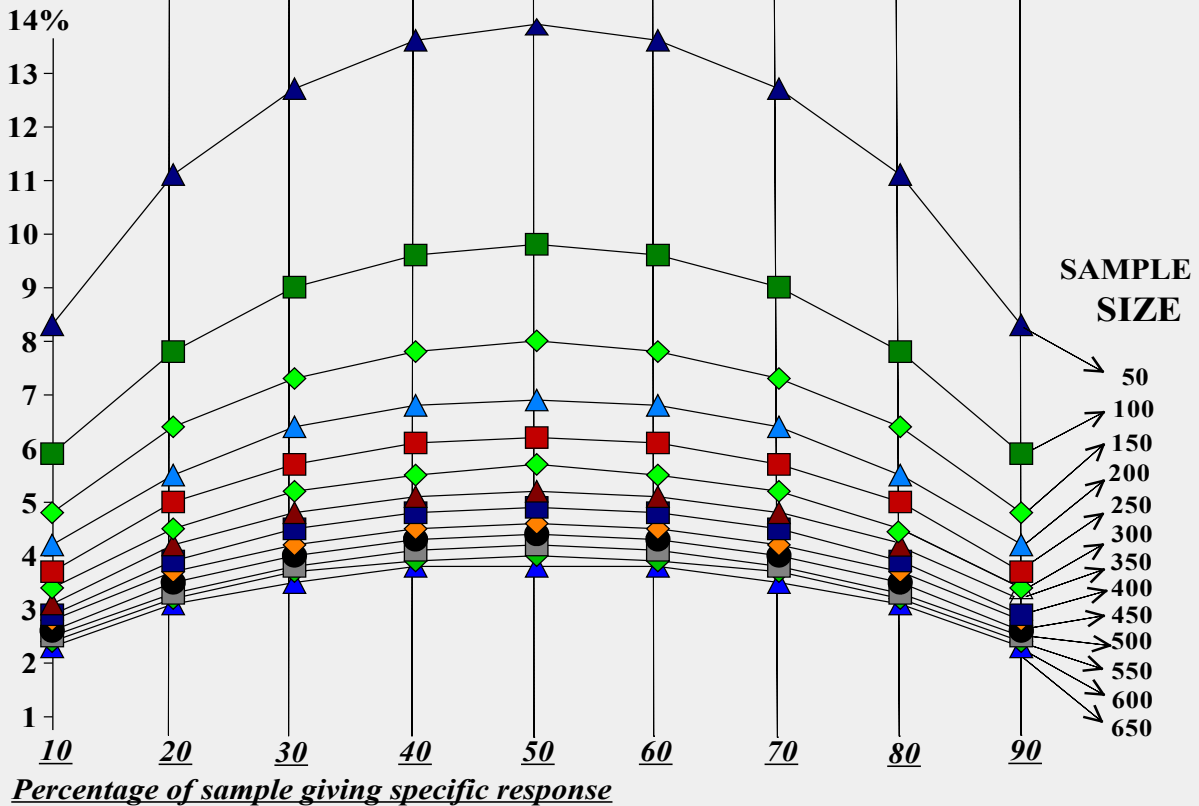
For example, when asked to indicate how important it is in “Implementing a curriculum that aligns with state developed learning standards,” 48 percent said it was “very important” (Question 7). As indicated in the chart below, this percentage would have a sampling error of plus or minus 4 percent. That means, with repeated sampling, it is very likely (95 out of every 100 times), that the response percentage for that question for the entire population would fall between 44 percent and 52 percent, hence 48 percent ± 4.0 percent.

EPIC • MRA SAMPLING ERROR BY PERCENTAGE (AT 95 IN 100 CONFIDENCE LEVEL)

Percentage of sample giving specific response

	<u>10</u>	<u>20</u>	<u>30</u>	<u>40</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>
SAMPLE SIZE	% margin of error ±								
700	2.2	3.0	3.3	3.7	3.6	3.7	3.3	3.0	2.2
650	2.3	3.1	3.5	3.8	3.8	3.8	3.5	3.1	2.3
600	2.4	3.2	3.7	3.9	4	3.9	3.7	3.2	2.4
550	2.5	3.3	3.8	4.1	4.2	4.1	3.8	3.3	2.5
500	2.6	3.5	4	4.3	4.4	4.3	4	3.5	2.6
450	2.8	3.7	4.2	4.5	4.6	4.5	4.2	3.7	2.8
400	2.9	3.9	4.5	4.8	4.9	4.8	4.5	3.9	2.9
350	3.1	4.2	4.8	5.1	5.2	5.1	4.8	4.2	3.1
300	3.4	4.5	5.2	5.5	5.7	5.5	5.2	4.5	3.4
250	3.7	5	5.7	6.1	6.2	6.1	5.7	5	3.7
200	4.2	5.5	6.4	6.8	6.9	6.8	6.4	5.5	4.2
150	4.8	6.4	7.3	7.8	8	7.8	7.3	6.4	4.8
100	5.9	7.8	9	9.6	9.8	9.6	9	7.8	5.9
50	8.3	11.1	12.7	13.6	13.9	13.6	12.7	11.1	8.3

Margin of error ±



KEY FINDINGS

- A 70 percent majority of survey respondents said they were “very familiar” (30 percent) or “somewhat familiar” (40 percent) with a defined list of early childhood education and care programs. Thirty percent said they were “not familiar at all”.
- A 96 percent near unanimous majority said it was “very important” (82 percent) or “somewhat important” (14 percent) for parents to have access to quality and affordable early childhood education and care programs outside their homes.
- A 95 percent near unanimous majority said it was “very important” (75 percent) or “somewhat important” (20 percent) to have quality early childhood education and care programs for a child’s learning and development prior to entering Kindergarten.
- When asked who is primarily responsible for paying for young children to attend or participate in such programs prior to entering kindergarten, 56 percent said “the parent, through tuition or fees”; 15 percent said “grants or subsidies based on income or ability to pay”; 13 percent said “the public, through public tax dollars”; with 12 percent saying a combination of all of these sources.
- When asked what the minimum level of education is educators or caregivers who work in early education and care programs, 32 percent said a “college graduate”, 26 percent said “some college or an Associate degree”, and 21 percent said a “high school graduate”, with all other respondents in the single digits.
- When asked about the importance of the different kinds of services that are performed or provided by the educators or caregivers who work in early childhood education and care programs:
 - A 99 percent majority said “providing a safe and healthy space for children” is important (96 percent said “very important”).
 - A 99 percent majority also said “promoting social interaction through group activities and interactive play” is important (83 percent “very important”).
 - A 97 percent majority said “giving children the necessary skills to succeed in Kindergarten” is important (79 percent “very important”).
 - A 96 percent majority said “guiding children’s behavior” was important (78 percent “very important”).
 - A 95 percent majority said “assessing children’s development and coordinating intervention services if a delay is identified” was important (76 percent “very important”).
 - Finally, an 86 percent majority said “implementing a curriculum that aligns with state developed learning standards” was important (48 percent “very important”).

- Two-thirds of respondents (66 percent), said educators and caregivers who work in early childhood education and care programs are paid “too little”, with two percent saying they are paid “too much”, and 12 percent saying they are paid the right amount.
- When asked, in an open-ended question, how much caregivers or educators who work in such programs are paid, 42 percent said under \$15 per hour, 22 percent said from \$15 to \$19 per hour, 11 percent said \$20 or more per hour, and 25 percent were undecided.
- After respondents were informed that Michigan’s minimum wage is \$9.25 per hour, and that caregivers and educators who work in early childhood education and care programs are, on average, paid \$10 per hour or less - even though many have earned advanced degrees in Early Childhood Education - when asked again if these educators and caregivers are paid “too much, too little, or about the right amount for the work they perform”, 85 percent of respondents said they are paid too little (up 19 points).
- When asked, in an open-ended question, to describe the main reason why respondents “feel caregivers or educators who work in early childhood and paid too little”, 24 percent of respondents said “it is an important/difficult/taxing/time-consuming job,” 18 percent said “they educate/ raise our kids/teach life/motor skills and discipline,” 14 percent said “they should be compensated in line with the education level required for the job,” and 10 percent said “they deserve a living wage/should paid better than fast food educators and caregivers.”
- When asked to rate the importance of various ranges of education and qualifications educators and caregivers should have:
 - A 97 percent majority said it is important for early education educators and caregivers to have a high school diploma;
 - 94 percent said it is important to have a credential or certificate in early childhood education;
 - 92 percent said it is important to have an Associate’s Degree in early childhood education;
 - 83 percent said it is important to have a Bachelor’s Degree in early childhood education;
 - 58 percent thought it is important to have a degree in any other field other than early childhood education, and;
 - 57 percent said it is important to have a Post Graduate degree.

- When presented with two statements that described some of the potential benefits and drawbacks of increased wages for caregivers or educators who work in early childhood, a 66 percent majority of respondents said that the statement in favor of increased wages was a positive idea which came closer to their view, and only 21 percent said the statement opposed to increased wages saying came closer to their view.
- A 75 percent majority of respondents supported the use of public funds (in the form of tax dollars) to be used to increase wages for caregivers and educators who work in early childhood education programs.
- And finally, when asked how much early education educators and caregivers should be paid, 41 percent of respondents offered a range of \$15 to \$19 per hour, 28 percent said over \$20 per hour, and only 17 percent said under \$15 per hour.

EXECUTIVE SUMMARY

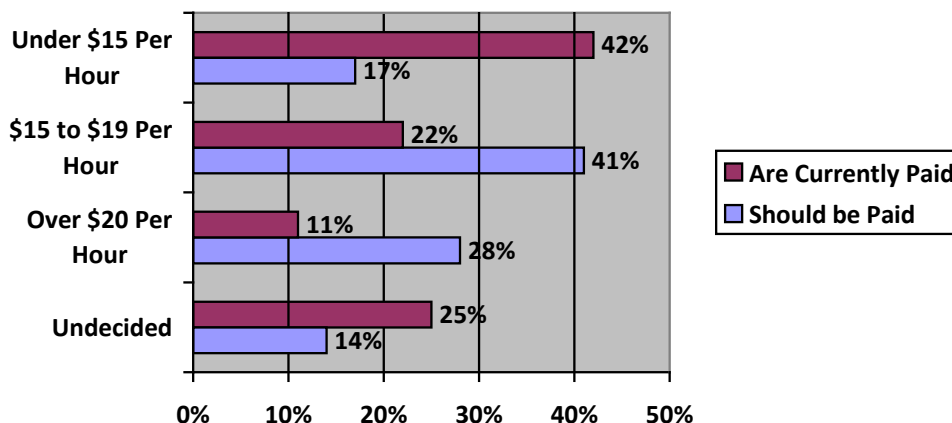
The purpose of the immediate study was to assess Michigan residents' views on early childhood education, and of the educators and caregivers that work in the field; and to determine residents' understanding of the level of education required of, and salaries offered to, those that work in the field. The data gathered is intended to be used as a baseline from which to measure future public education and outreach efforts to promote higher wages for early childhood educators and caregivers in the state.

Seventy percent of respondents were familiar with early childhood “center-based” settings and programs; including 84 percent of respondents with children who said they are familiar. A 96 percent majority said it's important for parents to have access to quality and affordable early childhood programs, and 95 percent said it's important for a child's learning and development to have quality early childhood programs prior to entering Kindergarten.

While it is critical that the public understand the importance of having early childhood education and child development - as many publicly available studies indicate that during early childhood is when most brain development occurs - one striking finding in the survey is that 66 percent of respondents believe that early childhood educators and caregivers are paid too little for the work that they do, taking into account the level of education most have earned prior to working in the positions they currently hold. Moreover, after respondents learn how much early childhood educators and caregivers *actually* earn on an hourly basis, the percentage of respondents who say that they are paid too little dramatically increases to 85 percent.

When initially asked how much early childhood educators and caregivers *are currently* paid per hour, 42 percent said under \$15 per hour, 22 percent said \$15 to \$19 per hour, 11 percent said \$20 or more per hour, and 25 percent were undecided. When asked later in the survey how much early childhood educators and caregivers *should* be paid, 41 percent said \$15 to \$19 per hour, 28 percent said \$20 or more per hour, 17 percent said under \$15 per hour, with 14 percent undecided.

Perception of Early Childhood Educator and Caregiver Pay



In order to test the theory that increased educator and caregiver pay would result in an increase in the cost of early childhood programs - thereby making it more difficult for families to be able to afford such programs for their children - the argument was presented to respondents in the survey (Question 23). However, when tested, a 66 percent majority said the statement suggesting that increased wages for early childhood educators and caregivers is a positive idea that came closer to their view; including a 70 percent majority of respondents with children.

A 56 percent majority of survey respondents said that “parents; through tuition and fees” are primarily responsible for paying for young children to attend or participate in programs prior to entering kindergarten, with 15 percent citing “grants or subsidies based on income or the ability to pay”, 13 percent citing “the public; through public tax dollars”, and 12 percent saying a combination of all sources.

Moreover, as a way of addressing the issue of potentially increased costs for early childhood education and care programs as a result of an increase in pay, a 75 percent majority supports using public funds (tax dollars) to pay for the increased costs; including an 83 percent majority of respondents with children. While 13% survey respondents *currently*, and somewhat incorrectly, believe that the costs of early childhood education and care programs are shouldered by “the public; through public tax dollars”, the survey findings suggest solid support, at least in a general sense, for the possibility of using public funds (tax dollars) to pay for the increased costs that would result in an increase in pay for the educators and caregivers of the field.

There is an understanding among a 58 percent majority that early childhood educators and caregivers, including teachers and primary caregivers, must complete a post-high school education in order to be able to hold such a position. Thirty-two percent believed that early childhood educators and caregivers were required to hold a college graduate, 26 percent said at least some college or an Associate Degree was required, while only 21 percent said early childhood educators and caregivers needed to be a high school graduate.

When respondents were asked how important six specific services are in early education and care programs; 99 percent said “providing a safe and healthy space for children” is important (96 percent very important) and 99 percent said that “promoting social interaction through group activities and interactive play” is important (83 percent very important); 97 percent said “giving children the necessary skills to succeed in kindergarten” is important (79 percent very important); 96 percent said “guiding children’s behavior” is important (78 percent very important); 95 percent said “assessing children’s development and coordinating intervention services if a delay is identified” is important (76 percent very important); and a somewhat lower 86 percent said “implementing a curriculum that aligns with state developed learning standards” is important (only 48 percent very important).

Respondents were also asked how important six different qualifications are for early childhood educators or caregivers to have in their role. A 97 percent majority said “a high school diploma” is important (93 percent very important); 94 percent said “a credential or certificate in early childhood education” (74 percent very important); 92 percent said “an Associate’s Degree in early childhood education” (57 percent very important); 83 percent said “a Bachelor’s Degree in early childhood education” (36 percent very important); “58 percent said “a degree in any other field other than early childhood education” (13 percent very important); and 57 percent said “a Post Graduate degree” is important (13 percent very important).

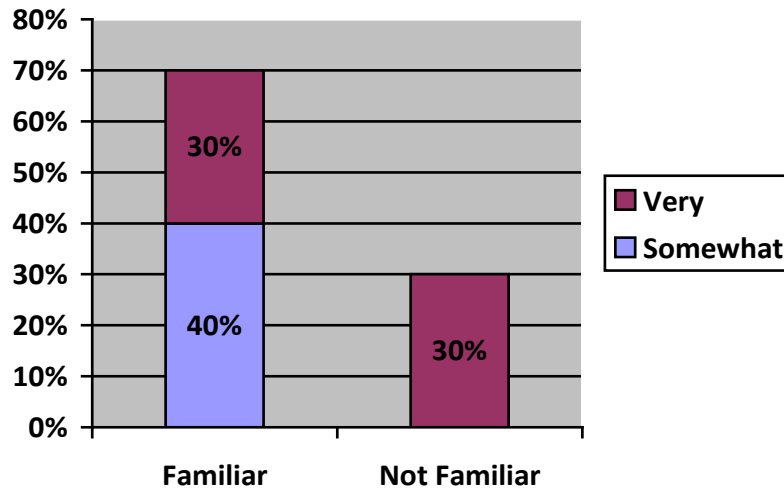
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MORE DETAILED ANALYSIS OF SURVEY RESULTS

7-in-10 familiar with early childhood programs

After hearing a description of the types of early care and education programs available to young children from birth until they enter kindergarten, including child cares, preschools, head start programs, and licensed family or group home child cares, all respondents were asked how familiar they are with these types of programs. Seventy percent said they were familiar (30 percent very familiar), and 30 percent said they were not familiar with such early childhood programs.

Familiarity with Early Childhood Education and Care Programs



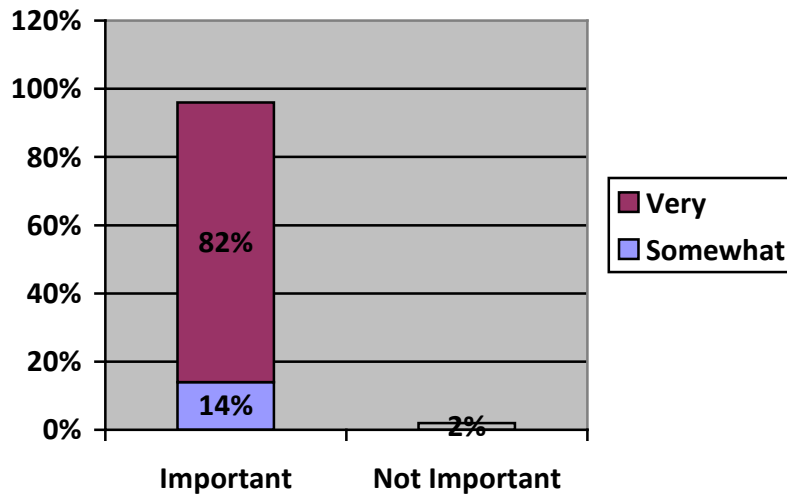
While 7-in-10 Michigan residents are familiar with these programs, the survey data suggests that there are some demographic groups that are not as familiar, including; men - especially older men, all older residents, and less educated residents in the state.

Key demographic groups that were NOT familiar with early childhood programs, by higher percentages than the statewide results of 30 percent, included: Macomb County (47 percent); men age 50 and over (44 percent); age 65 and older, Detroit City residents (39 percent each); unemployed, all men (37 percent each); respondents without children, HS or less education (36 percent each); retired, other races, age 50 and over (35 percent each); homemakers (33 percent); age 50-64, and incomes under \$25K (32 percent).

Majority says it is important to have quality, affordable programs

After being asked how important it is for parents to have access to quality, affordable, early childhood and care programs outside of their own home for their children, a 96 percent near unanimous majority of respondents said they thought it important, including 82 percent who said it is “very important”.

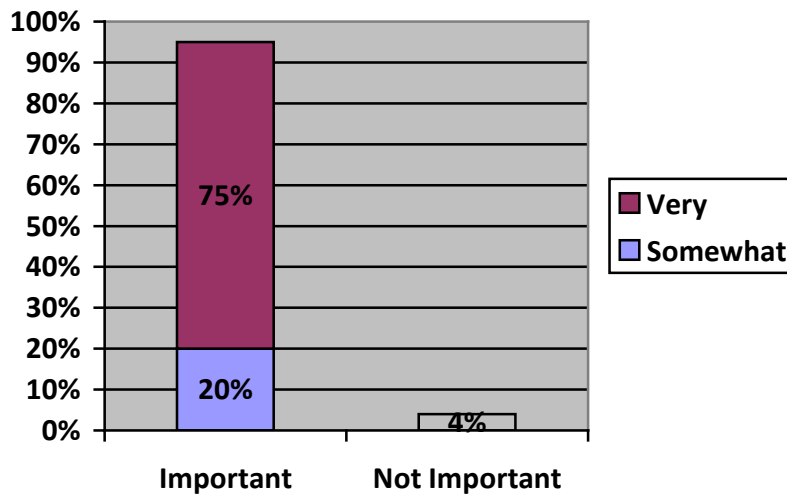
Importance of Access to Early Childhood Education and Care Programs



Majority says programs are important for learning and development prior to kindergarten

When asked how important early childhood education and care programs are for a child’s learning and development prior to entering kindergarten, a 95 percent majority said it is important, including 75 percent who said it was “very important”.

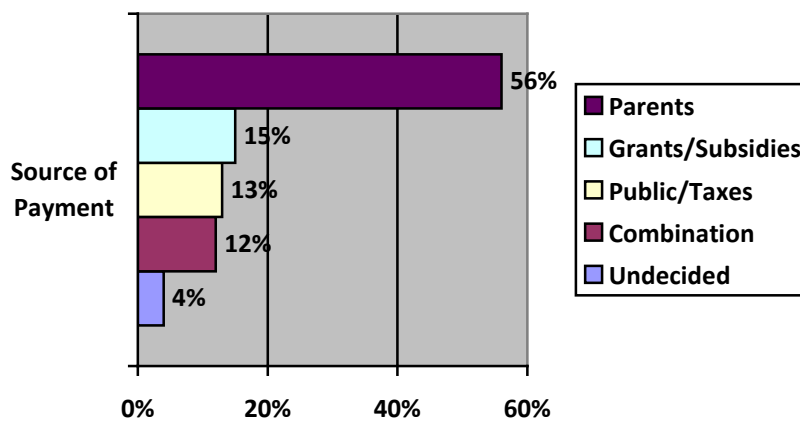
Importance of Early Childhood Education Programs to Learning and Development



Parents seen as most responsible for paying for early childhood programs

All respondents were asked “who is *primarily* responsible for paying for young children to attend or participate in programs prior to entering kindergarten?” A 56 percent majority said “parents, through tuition and fees”; 15 percent said “grants or subsidies based on income or the ability to pay”; 13 percent said “the public, through public tax dollars”; and 12 percent volunteered that it is a combination of all sources.

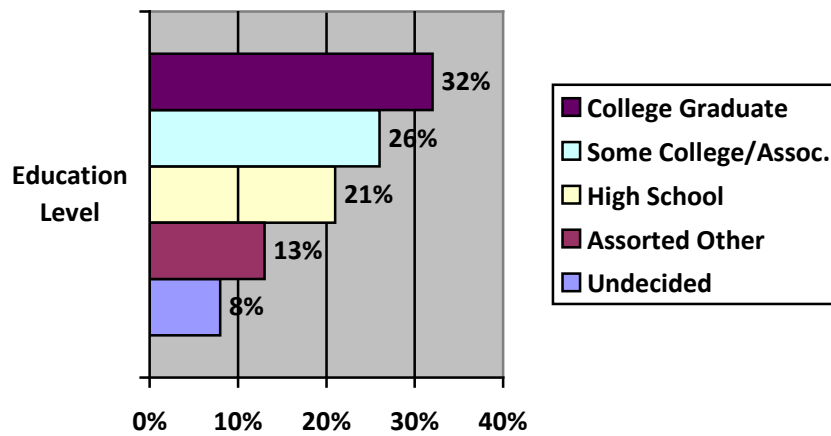
Financial Responsibility for Early Childhood Education and Care Programs



Nearly 6-in-10 believe early childhood educators and caregivers have at least “some” college

All respondents were asked “thinking about the lead teachers or primary caregivers who work in early childhood education and care programs, what is the minimum level of education required in order to work in that position? Thirty-two percent said “college graduate,” 26 percent said “some college/Associates Degree,” 21 percent said high school graduate,” with 13 percent offering other responses and 8 percent undecided.

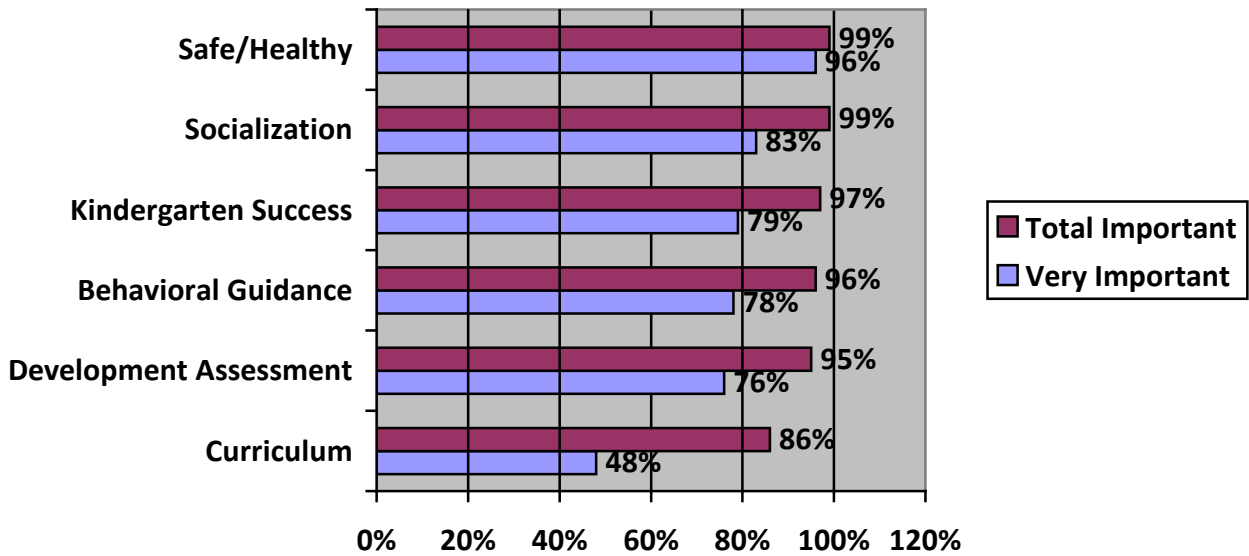
Minimum Education Level Required of Early Childhood Educators and Caregivers



5-of-6 early services presented considered important to at least 95 percent of respondents

When asked how important various early childhood education and care services are, the most important, ranked from the highest to lowest percentages, were; “providing a safe and healthy space for children” (99% important/96% very important); “promoting social interaction through group activities and interactive play” (99% important/83% very important); “giving children the necessary skills to succeed in kindergarten” (97% important/79% very important); “guiding children’s behavior” (96% important/78% very important); “assessing children’s development and coordinating intervention services if a delay is identified” (95% important/76% very important); and “implementing a curriculum that aligns with state developed learning standards” (86% important/48% very important).

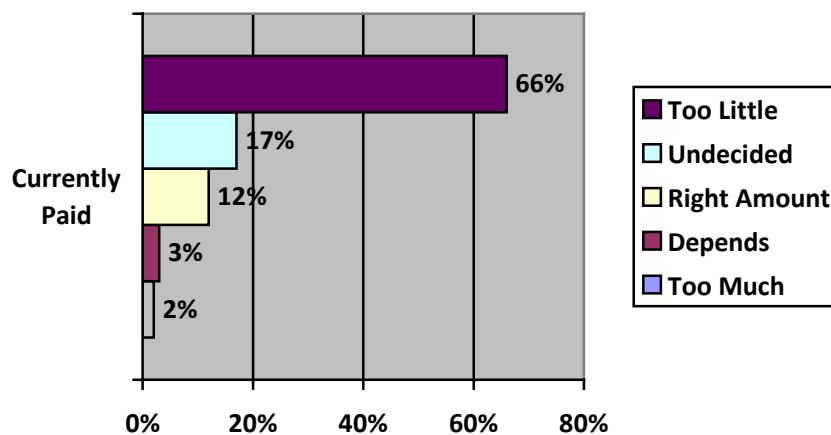
Ranked – Most Important Services Offered in Early Childhood Education and Care



Nearly two-thirds say early childhood educators and caregivers are paid “too little”

All respondents were asked “Thinking about the caregivers or educators who work in early education and care programs, in general, do you think they are paid too much, too little or about the right amount for the work they perform?” A 66 percent majority said “too little,” 12 percent said “the right amount,” only 2 percent said “too much,” with 3 percent volunteering “depends”, and 17 percent “undecided.”

Perception of Early Childhood Educator and Caregiver Pay



Demographic segments that believe early childhood educators and caregivers are paid “too little” by percentages above the statewide findings of 66 percent, included:

Small sample size = *

- 84 percent: Women age 18-49
- 83 percent: Homemakers *
 - Age 18-34
 - African Americans
- 81 percent: Students *
- 77 percent: Supports using public tax dollars for EC pay increase
- 76 percent: Early childhood paid for by a combination of sources
 - Parents that do not have children enrolled in EC programs
 - Age 18-49
 - City of Detroit
- 75 percent: Parents with children enrolled in EC programs
 - Incomes over \$100K
- 74 percent: Increased wages for early childhood educators and caregivers a positive idea

- 72 percent: Bay County area region
Employed part-time
College education
All women
- 71 percent: Familiar with early childhood programs
College education required for early childhood educators and caregivers
Incomes of \$50K-\$75K
Incomes of \$75K-\$100K
- 70 percent: Employed full-time
Wayne County
- 69 percent: Wayne, Oakland and Macomb County region
Western Michigan
Age 50-64
Macomb County
- 68 percent: Outer Metro area
Post HS technical education required for early childhood educators and caregivers
Age 35-49
Post HS technical education
Oakland County
- 67 percent: Registered voters
Public pays for early childhood programs
Men age 18-49
Outer Wayne County

More than 4-in-10 aware that early childhood educators and caregivers are paid under \$15 per hour

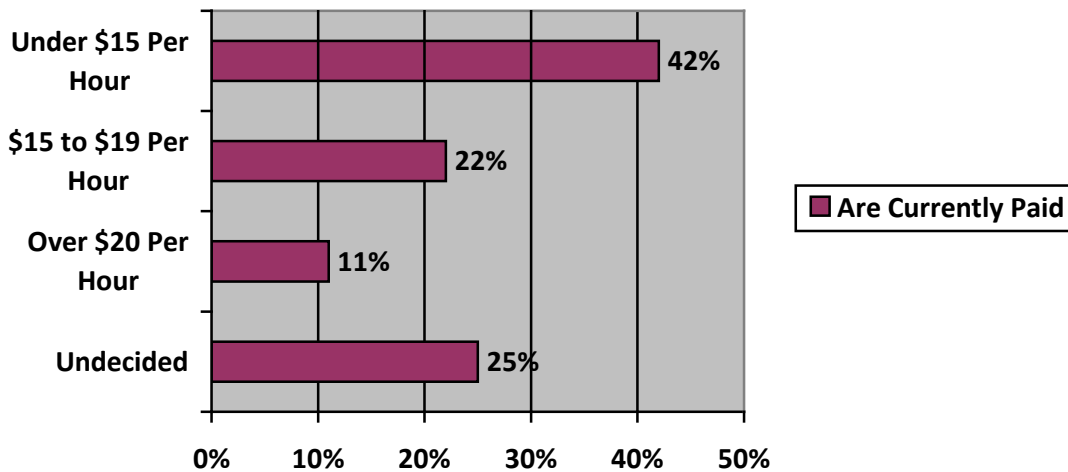
All respondents were asked “Thinking about the caregivers or educators who work in early education and care programs, on average, how much do you think they are paid hourly for their work?” A 42 percent plurality said they are paid under \$15 per hour, 22 percent say they are paid between \$15 to \$19 per hour, 11 percent said they are paid over \$20 per hour, and 25 percent were undecided. It should be noted that respondents were asked to name a specific dollar amount, not presented with the ranges seen in the chart below, and that the results were aggregated into the categories below as part of the data analysis strictly for presentation purposes.

- 42% Under \$15 per hour
- 22% \$15 to \$19 per hour
- 11% Over \$20 per hour
- 25% Undecided/Refused

MEAN: \$14.07

MEDIAN: \$13.00

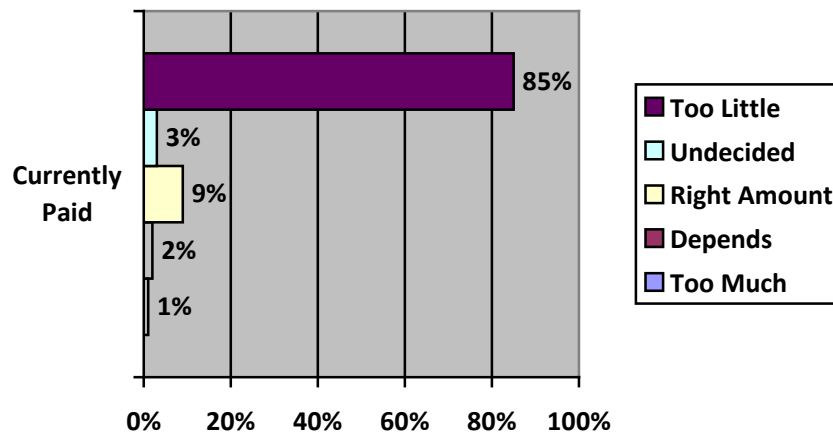
Perceived Current Pay of Early Childhood Educators and Caregivers



With more information, more than 8-in-10 said pay is “too little”

All respondents were told that Michigan’s minimum wage is \$9.25 per hour, and that the “majority of caregivers and educators that work in early childhood education and care are paid, on average, \$10 per hour or less, yet many have earned advanced degrees, such as Associates or a Bachelor’s degrees in early childhood education and care”. Respondents were then asked again if they feel the caregivers and educators that work in early childhood education and care are paid “too much,” “too little” or the “right amount.” The “too little” response increased from 66 to 85 percent.

Perception of Pay for Early Childhood Educators and Caregivers; after Information



Demographic segments that moved, by the highest percentage increase from the first to second asking (above 19 percent), that early childhood educators and caregivers are paid “too little” included:

Small sample size = *

- 35 percent: Northern Michigan
- 33 percent: Undecided about increased wages being a good/bad idea
Age 65 and over
- 32 percent: Other races
- 29 percent: Opposes use of public tax dollars to pay wage increase
- 27 percent: Not familiar at all with EC programs
- 26 percent: Retired
- 25 percent: Undecided about use of public tax dollars to pay wage increase
- 24 percent: Women age 50 and over
- 23 percent: Outer metro area
HS or less education

- 22 percent: EC programs paid for with grants and subsidies
Post HS technical education required for EC educators and caregivers
Age 50 and over
Men age 50 and over
- 21 percent: Not a registered voter *
Incomes of \$25K to \$50K
All men
Men age 18-49
- 20 percent: EC programs paid for with public tax dollars
Increased wages a good, positive idea
No children in household
Age 35-49
Post HS technical education
White respondents
Incomes of \$50K to \$75K

The demographic groups listed above moved the most, from the first to second asking, to indicate their belief that educators and caregivers are paid “too little”.

Top reason respondents say educators/caregivers are paid too little

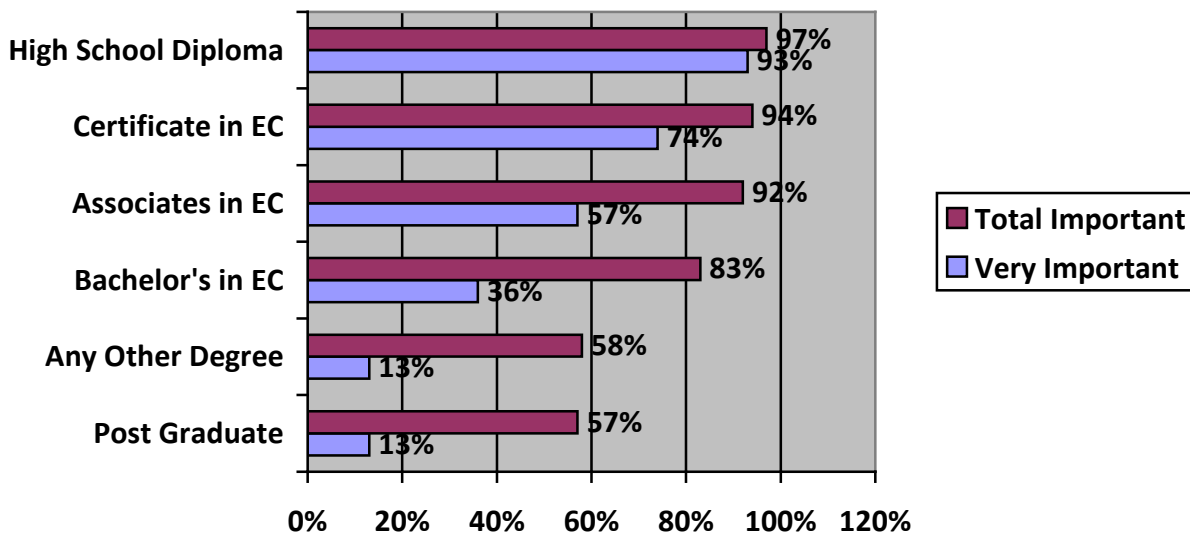
Respondents indicating their belief that early childhood educators and caregivers are paid too little were asked: “What is the main reason why you feel caregivers or educators who work in early childhood education and care programs are paid too little? The responses were:

- 24% It is a important/difficult/taxing/time-consuming job
- 18% They educate/raise our kids – they teach life/motor skills and discipline
- 14% They should be compensated in line with the education level required for the job
- 10% They deserve a living wage – be paid better than fast food educators and caregivers
- 7% I am pro-education/The children are our future
- 7% Society does not fully value/appreciate the field
- 4% Increase pay in order to retain/attract quality caregivers and educators
- 3% Government interference/cuts
- 3% Lack of educational funding in the state
- 3% Parents cannot afford to pay more
- 1% People are cheap
- 1% Society is uninformed about what they do and what they are paid
- 1% Other (*less than 1% each*)
- 4% Undecided/Refused

3-of-6 qualifications considered important by more than 90 percent of respondents

When asked how important several qualifications early childhood educators and caregivers may be required to have in order to work in early childhood education and care programs, the most important education levels, ranked from the highest to lowest percentages, were; “a high school diploma” (97% important/93% very important); “a credential or certificate in early education” (94% important/74% very important); “a Associates Degree in early childhood education” (92% important/57% very important); “a Bachelor’s Degree in early childhood education” (83% important/36% very important); “a degree in any other field other than early childhood education” (58 percent important/13 percent very important); and “a Post Graduate degree” (57 percent important/13 percent very important).

Importance of Education Levels for Educators and Caregivers



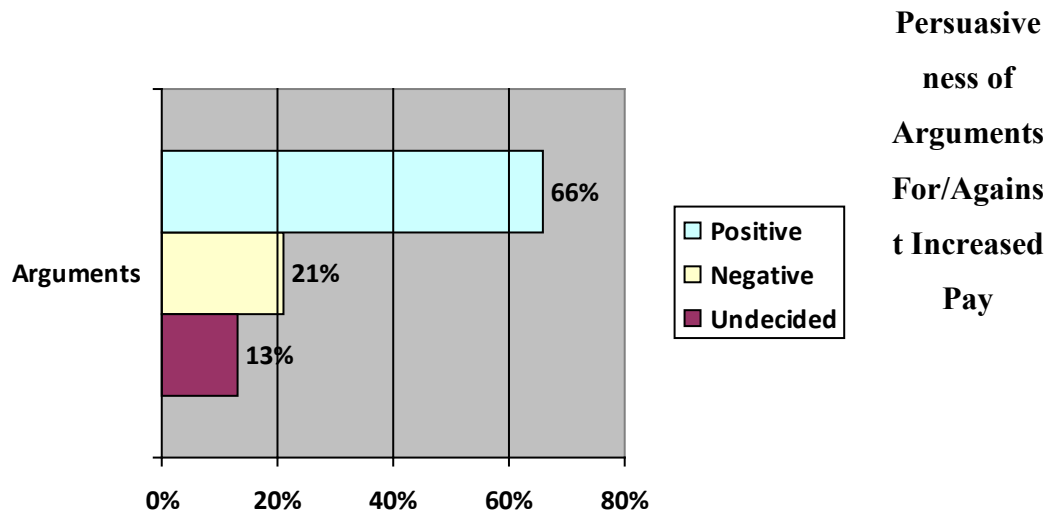
Nearly two-thirds said statement supporting pay increase resonates the most

The following two statements were read, in a rotated fashion, to all survey respondents:
 “The majority of early childhood educators and caregivers are paid just over ten dollars per hour, which is nearly the same pay rate as that of fast food educators and caregivers and other service industry jobs, despite many of them possessing advanced degrees. Children’s outcomes are better when they are in consistent care with a knowledgeable caregiver. Increased wages would result in lower turnover in the early education field, and help to retain highly qualified educators and caregivers.”

“Increasing wages for early childhood educators and caregivers will increase the cost of early childhood education programs. An increase in wages would also result in there being even fewer families that could afford such programs for their children; with residents of poorer rural areas, and residents of urban areas likely hit the hardest.”

Respondents were then asked which statement came closer to their point of view. The responses were:

- 66% Increased wages a positive idea
- 21% Increased wages a negative idea
- 13% Undecided/Refused



Demographic segments saying by higher percentages than the overall statewide average results (66 percent) that statement supporting pay increase came closer to their view were:

Small sample size = *

- 84 percent: Has children enrolled in EC programs *
- 81 percent: Incomes of \$75K to \$100K
- 78 percent: EC programs paid for with grants and subsidies
- 75 percent: Outer metro area
- 74 percent: Age 18-34
Women age 18-49
- 73 percent: EC educators and caregivers are paid too little
- 72 percent: Public pays for EC programs
Supports using public tax dollars to pay for pay increase
Employed full-time
- 71 percent: Age 18-49
- 70 percent: Has children in the household
Incomes over \$100K
- 68 percent: Western Michigan
Very or somewhat familiar with EC programs
College education required for EC jobs
Age 35-49
College educated
African Americans
Men age 18-49
Outstate area
- 67 percent: Students
Unemployed
White respondents
Outer Wayne County

Demographic segments saying by higher percentages than the overall statewide average results (21 percent) that statement opposing pay increase came closer to their view were:

Small sample size = *

- 42 percent: Opposes using public tax dollars to pay for pay increase
- 38 percent: EC educators and caregivers paid too much
- 37 percent: EC educators and caregivers paid about right
- 34 percent: Not registered to vote
- 30 percent: Unemployed *
Other races *
- 29 percent: Students *
Incomes under \$25K
- 27 percent: Central Michigan area
- 26 percent: HS or less education
Men age 50 and over
- 25 percent: Bay County area *
Northern Michigan area
EC programs paid for with combination of all sources
EC job requires HS education or less
Retired
Age 50-64
African Americans
Incomes of \$25K to \$50K
All men
Men age 18-49
Oakland County
- 24 percent: Age 50 and over
Detroit
- 23 percent: Not familiar with EC programs
Parents pay for EC programs with tuition and fees
No children in household
Post HS technical education
- 22 percent: Not familiar with EC programs
EC programs paid for with public tax dollars
Employed part-time
Age 65 and over

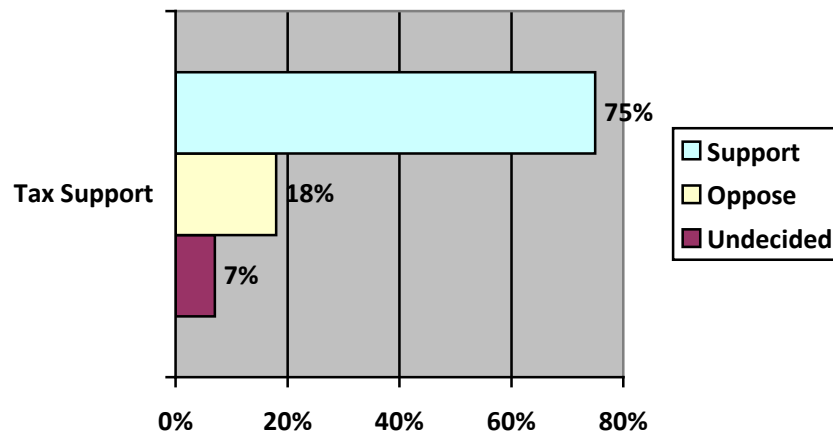
3-in-4 support the use of public tax dollars to pay for wage increases

All respondents were asked: “Generally speaking, would you support or oppose the use of public funds in the form of tax dollars being used to increase wages for caregivers and educators who work in early childhood education and care programs in Michigan?”

The responses were:

- 75% Support
- 18% Oppose
- 7% Undecided/Refused

Use of Tax Dollars for Increased Educator and Caregiver Pay



4-in-10 now say early childhood educators and caregivers should be paid \$15 to \$19 per hour

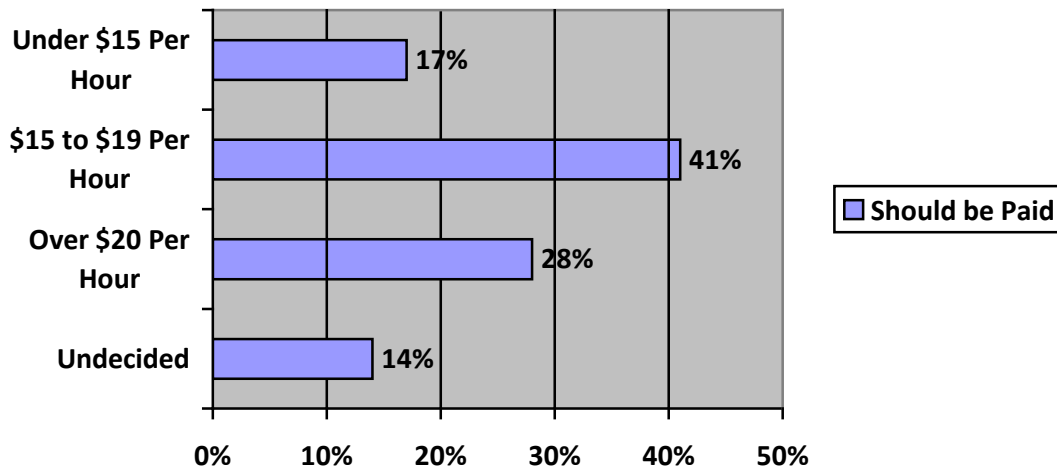
All respondents were asked: “After thinking a little more about early childhood programs, let me ask you... Thinking about the caregivers or educators who work in early childhood education and care programs, on average, how much do you think they *should* be paid hourly for their work?” Once again, it should be noted that respondents were asked to name a specific dollar amount, not presented with the ranges seen in the chart below, and that the results were aggregated into the categories below as part of the data analysis strictly for presentation purposes. The responses were:

- 17% Under \$15 per hour
- 41% \$15 to \$19 per hour
- 28% Over \$20 per hour
- 14% Undecided/Refused

MEAN: \$17.26

MEDIAN: \$15.00

Suggested Pay Levels for Early Childhood Educators and Caregivers



If early childhood educators and caregivers are able to earn greater pay than they receive now, the highest percentage of respondents (41 percent), say they should be paid between \$15 and \$19 per hour, which, with a mean response of \$17.26 per hour, would reflect more than a 70 percent increase in pay. Another 28 percent said they should be paid \$20 or more per hour, with only 17 percent saying they should be paid under \$15 per hour. An awareness and informational campaign in Michigan, focusing on the wage disparity for early childhood educators and caregivers that juxtapose their current pay level against their required duties and education levels, could safely garner enough support from the public for a \$15 per hour average wage.

SURVEY DEMOGRAPHICS

At the conclusion of the survey, all respondents were asked a set of demographic questions, for statistical uses only. The questions, and the responses to each, were:

Are you currently registered to vote at the address I am calling?

93%	Yes
6%	No
1%	Undecided/Refused

Do you have any children, age 18 or younger, living in your household?

32%	Yes
67%	No
1%	Undecided/Refused

Do you have any children currently enrolled in an early childhood education or care program as we have previously defined it in this survey?

N=191

23%	Yes
77%	No
---	Undecided/Refused

How much would you say you spend, on average, per week on early childhood education programs or child care? **[RECORD DOLLAR AMOUNT PER HOUR BELOW – ROUND TO THE NEAREST WHOLE DOLLAR AMOUNT – IF UNDECIDED/REFUSED, CODE “999”]**

N=40

MEAN: \$169.25

MEDIAN: \$157.50

Could you please tell me in what year you were born? **[IF REFUSED, ASK: ‘Would you please tell me into which of the following categories your age would fall? Please stop me when I get to a category that applies to you.’ AND READ 1 TO 4]**

[RECORD YEAR HERE _____ AND THEN CODE BELOW]

25%	18 to 34 years ----	(1984 to 2000)
24%	35 to 49 -----	(1969 to 1983)
26%	50 to 64 -----	(1954 to 1968)
23%	65 and over -----	(1953 or before)
2%	Undecided/Refused	

What is your employment status? Are you ... **[READ 1 TO 7]**

43%	Employed full-time (more than 30 hours a week)
27%	Retired
11%	Employed part-time (30 hours a week or less)
5%	Homemaker
4%	Student
4%	Unemployed, but looking for work
2%	Disabled
1%	Unemployed but not looking for work right now
1%	Other (<i>VOLUNTEERED</i>)
2%	Undecided/Refused

What is the last grade or level of schooling you completed? **[DO NOT READ – CODE BEST RESPONSE]**

4%	1st to 11th Grade
21%	High School Graduate
3%	Non-college post high school (technical training)
25%	Some college
31%	College graduate
14%	Post graduate
2%	Undecided/Refused

Which of the following racial or ethnic group best describes you -- White, African American or Black, Hispanic or Latino, Asian, Native American, of mixed-race or some other group or race?

80%	White
11%	African American/Black
2%	Hispanic or Latino (Puerto Rican, Mexican-American etc.)
2%	Mixed race
1%	Asian
---	Native American
1%	Other
3%	Undecided/Refused

Would you please tell me into which of the following categories your total yearly household income falls --- including everyone in the household? Please stop me when I get to the category that applies to you? **[READ 1 TO 6]**

11%	Under \$25,000
21%	\$25,000 to \$50,000
23%	\$50,000 to \$75,000
13%	\$75,000 to \$100,000
9%	\$100,000 to \$150,000
8%	Over \$150,000
---	Retired (VOLUNTEERED - ASK: "But is there an income category I read that would apply to your household?" AND CODE BEST RESPONSE)
15%	Undecided/Refused

Gender of respondent (**BY OBSERVATION ONLY**)

52%	Female
48%	Male

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