

# Kentucky's 2014 Workforce Study



An examination of the  
Kentucky early care &  
education workforce



KentuckyPartnership  
for early childhood services

## 2014 Child Care Workforce Study

The Kentucky Partnership for Early Childhood Services is a multi-project consortium housed at the University of Kentucky, Human Development Institute (HDI). The partnership's goal is to provide research, training and outreach to support and enhance quality early care, intervention and education. Services are provided through a variety of state and national grants and contracts.

Child Care Aware of Kentucky and the Quality Enhancement Initiatives are within the Kentucky Partnership through funds through the Kentucky Cabinet for Health and Family Services, Division of Child Care (DCC). Child Care Aware of Kentucky provides information to families seeking child care in Kentucky, assists providers with locating professional development opportunities as well as meeting licensing standards, and facilitates community involvement through participation on community organizations and in outreach activities.

This report is the second bi-annual study examining factors in the child care workforce. This report, additional whitepapers and previous reports are available online:

[www.kentuckypartnership.org/workforce](http://www.kentuckypartnership.org/workforce)



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Additional copies of this report are available by request.

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## Overview

In 2012, a baseline Kentucky Early Care and Education Workforce Study was conducted, with continuation of the study every two years to provide longitudinal data to the Division of Child Care. This report presents data from the biannual Kentucky Early Care and Education Workforce Study conducted in Fall of 2013, with data collection through February 2014. The three target populations for the study included Directors of Licensed Type I and II child care centers, Family Child Care Home (FCC) providers, and teachers and teaching assistants, later exclusively referred to as teachers.

## Data Sources

The Division of Regulated Child Care (DRCC) coordinates licensure of child-caring facilities across the Commonwealth. DRCC maintains an electronic list of currently licensed child care facilities and certified child care homes. This list is available online at <http://chfs.ky.gov/os/oig/drcc.htm>.

ECE-TRIS (Early Care and Education Training Records Information System) is a database to store and maintain professional development and training records for early care and education professionals in Kentucky. Data collected includes personnel information for licensed and certified homes. At the time of this report, ECE-TRIS maintained active records for 2796 licensed or certified facilities and 43,200 Early Care and Education (ECE) professionals.

## Methodology

The survey was emailed to directors, teachers and family certified homes via email addresses provided by the Early Care and Education Training Records Information System (ECE-TRIS). A total of 1477 responses were received. An anonymous link to complete the online survey was also available on the Kentucky Partnership for Early Childhood Services website ([www.kentuckypartnership.org/workforce](http://www.kentuckypartnership.org/workforce)) and participation was solicited by regional Child Care Aware staff. This link resulted in an additional 230 responses. Table 1 provides response rate data.

Table 1. Response Rate

	DIRECTORS	FCC	TEACHERS	TOTAL
Total Population	2,009	403	45,155	47,567
Emails Available	1,985	365	32,817	35,167
Returned Undeliverable	409	62	7,439	7,910
Adjusted Population	1,576	303	25,378	27,257
Responses Received	285	48	1144	1477
Response Rate	18.1%	15.8%	4.5%	5.4%
Completed via Anonymous Link	149	23	58	230
Adjusted Response Rate	27.5%	23.4%	4.7%	8.4%

Responses were generally higher than at baseline, with a director response rate of 15%, FCC response rate of 12% and teacher response rate 4%.

## Study Population

After an introduction to the scope of the survey, respondents were asked to identify their willingness to participate. Under the rules of IRB, consent on surveys is implied with completion, therefore a response to the question is not required, see Table 2.

Table 2. Participation in Study

	YES		NO		NO RESPONSE		TOTAL
	N	%	N	%	N	%	
Director	368	84.8	62	14.3	4	0.9	<b>434</b>
FCC	61	85.9	9	12.7	1	1.4	<b>71</b>
Teacher	1148	96.9	39	2.2	15	0.9	<b>1,202</b>
<b>TOTAL</b>	<b>1577</b>		<b>110</b>		<b>20</b>		<b>1707</b>

Respondents were asked to provide their unique identifiers used by ECE-TRIS, including date of birth and last four digits of their social security number. Those who provided this information were matched to data available in ECE-TRIS and used to examine additional demographic and training factors. Table 3 describes the number and percent of respondents who provided this information. Teachers were more likely to provide this information than other respondents.

Table 3. Identifying Information for ECE-TRIS Match

	YES	%
Director	318	85.5
FCC Provider	51	82.3
Teacher	1,096	94.2
<b>TOTAL</b>	<b>1,465</b>	

## Program Characteristics

Program characteristic data were matched to a unique licensing number when available as presented in Table 4.

Table 4. Responses with a Matching Facility

	N	%
Directors	361	97.0
FCC Provider	60	96.8
Teachers	507	43.6

## Regions

Data are reported by region, including Central, East, North, and West. Counties included in each region are listed in Table 5. The percent (number) of respondents by region and total population of child care providers are provided in Table 6 and Table 7. All regions were represented with the West region generating the lowest participation.

Table 5. Regions

	COUNTIES
<b>Central</b>	Breckinridge, Bullitt, Grayson, Hardin, Henry, Jefferson, Larue, Marion, Meade, Nelson, Oldham, Shelby, Spencer, Trimble, Washington
<b>East</b>	Adair, Bell, Breathitt, Casey, Clay, Clinton, Cumberland, Floyd, Green, Harlan, Jackson, Johnson, Knott, Knox, Laurel, Lee, Leslie, Letcher, Magoffin, Martin, McCreary, Owsley, Perry, Pike, Pulaski, Rockcastle, Russell, Taylor, Wayne, Whitley, Wolfe
<b>North</b>	Anderson, Bath, Boone, Bourbon, Boyd, Boyle, Bracken, Campbell, Carroll, Carter, Clark, Elliott, Estill, Fayette, Fleming, Franklin, Gallatin, Garrard, Grant, Greenup, Harrison, Jessamine, Kenton, Lawrence, Lewis, Lincoln, Madison, Mason, Menifee, Mercer, Montgomery, Morgan, Nicholas, Owen, Pendleton, Powell, Robertson, Rowan, Scott, Woodford
<b>West</b>	Allen, Ballard, Barren, Butler, Caldwell, Calloway, Carlisle, Christian, Crittenden, Daviess, Edmonson, Fulton, Graves, Hancock, Hart, Henderson, Hickman, Hopkins, Livingston, Logan, Lyon, Marshall, McCracken, McLean, Metcalfe, Monroe, Muhlenberg, Ohio, Simpson, Todd, Trigg, Union, Warren, Webster

Table 6. Study Participation by Region

	DIRECTORS	FCC	TEACHERS	TOTAL
<b>Central</b>	26.1 (85)	30.2(16)	29.9 (286)	29.0 (387)
<b>East</b>	16.0 (52)	18.9(10)	9.0 (86)	11.2 (148)
<b>North</b>	37.4 (122)	28.3(15)	39.8 (381)	38.8 (518)
<b>West</b>	20.6 (67)	20.8(11)	21.3 (204)	21.1 (282)
<b>TOTAL</b>	<b>326</b>	<b>53</b>	<b>957</b>	<b>1335</b>

Table 7. Population of Child Care Centers

	DIRECTORS	FCC	TEACHERS	TOTAL
<b>Central</b>	33.3 (661)	43.3 (158)	33.7 (11,065)	33.8 (11,884)
<b>East</b>	12.3 (244)	12.9 (47)	8.6 (2,810)	8.8 (3,101)
<b>North</b>	35.9 (713)	33.4 (122)	40.1 (13,144)	39.8 (13,979)
<b>West</b>	18.5 (367)	10.4 (38)	17.7 (5,798)	17.7 (6,215)
<b>TOTAL</b>	<b>1,985</b>	<b>365</b>	<b>32,817</b>	<b>35,167</b>



## Funding Status

A slight majority of directors described their centers as Not-For-Profit (56.3%, N=170). The remaining 43.7% (N=132) reported being for-profit, with a majority of those reporting they were independently owned and operated (35.8%, N=108) (see Table 8).

Table 8. Type of Program

		N	%
<b>For-Profit</b>	Independently owned and operated	108	35.8
	Sponsored: corporate/business/hospital	19	6.3
	National chain	4	1.3
	Local chain	1	0.3
	Worker Cooperative	0	0
	<b>For Profit Sub-Total</b>	<b>132</b>	<b>43.7</b>
	Sponsored: church or religious organization	57	18.9
<b>Not-For Profit</b>	Independent	29	9.6
	Head Start/Early Head Start	28	9.3
	Sponsored: public primary/secondary school	33	10.9
	Sponsored: state or local governmental agency	10	3.3
	Sponsored: private primary/secondary school	7	2.3
	<b>Not-for Profit Sub-Total</b>	<b>170</b>	<b>56.3</b>
	<b>TOTAL</b>	<b>302</b>	

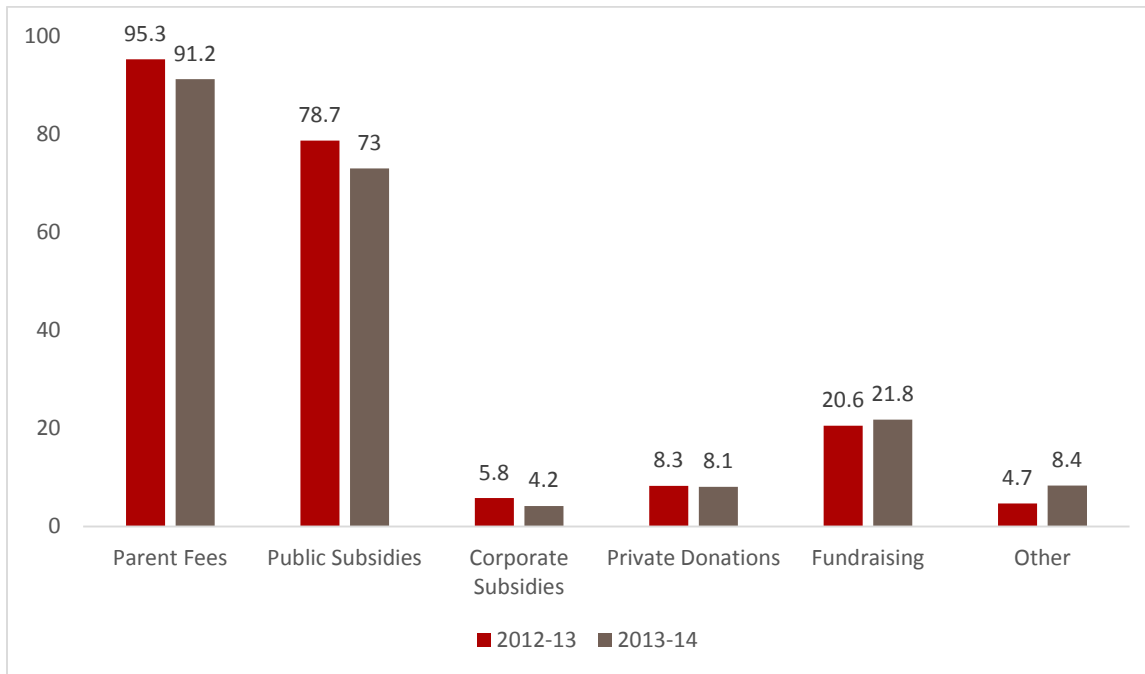
### Funding Source

A comparison to the baseline Kentucky Early Care and Education Workforce Study shows parent fees continue to be the primary source of funding for child care centers. Data indicate a decrease in parent fees (-4.1%) and in revenues through public subsidies (-5.7%), as presented in Table 9.

Table 9. Number of Child Care Facilities by Funding Source

	2012-13	2013-14
Parent Fees	95.3 (283)	91.2 (260)
Public Subsidies	78.7 (229)	73.0 (208)
Corporate Subsidies	5.8 (16)	4.2 (12)
Private Donations	8.3 (23)	8.1 (23)
Fundraising	20.6 (57)	21.8 (62)
Other	4.7 (13)	8.4 (24)

Figure 1. Percent of Child Care Facilities by Funding Source



## STAR Rating

Kentucky's STARS for KIDS NOW is a voluntary quality rating and improvement system. Throughout this report, facilities have been aggregated by STAR Rated and Not STAR-Rated, meaning they are not currently participating in STARS for KIDS NOW. Because the survey was disseminated to a known population and also available to complete online, the STAR – Rating status of anonymous respondents was not included in the STAR-Rating status.

Using facility license number, data were pulled from the official state licensing list (KICCS) to identify STARS participation. Based on matched data, a higher percentage of directors (54.8%) and teachers (67.0%) responded from facilities with a STAR Rating. For FCC, a lower percentage of respondents were STAR-Rated, with 39.2% from STAR-Rated facilities (see Table 10).

Over half of respondents (56.1%) were from STAR-Rated facilities, proportionately higher than the 36.8% of STAR Rated child care facilities statewide at the time of this report (see Table 11).

Further analysis by STAR Level (Level 1, 2, 3, and 4) is included in the Appendix.

Table 10. Study Participation by STAR Rating Status

	STAR RATED		NOT STAR RATED		TOTAL
	N	%	N	%	
Director	176	54.8	145	45.2	321
FCC	20	39.2	31	60.8	51
Teacher	77	67.0	38	33.0	115
<b>TOTAL</b>	<b>273</b>	<b>56.1</b>	<b>214</b>	<b>43.9</b>	<b>487</b>

Table 11. Total Population of STAR-Rated Facilities

	STAR RATED		NOT STAR RATED		TOTAL
	N	%	N	%	
Licensed Type I and II	904	40.9	1308	59.1	2212
FCC	93	18.8	401	81.2	494
<b>TOTAL</b>	<b>997</b>	<b>36.8</b>	<b>1709</b>	<b>63.2</b>	<b>2706</b>

## Accreditation

Directors of Type I and II child care facilities were asked about their accreditation status. A total of 11.0% reported being nationally accredited (see Table 12). Data were not available to determine the representativeness of responses.

Table 12. Accreditation

	N	%
Yes	31	11.0
No	249	89.0
<b>TOTAL</b>	<b>280</b>	

Of those currently accredited, 42.0% were accredited by the National Association for the Education of Young Children (NAEYC), a 12.1% decrease from baseline. Additionally decreases were noted in accreditation by the Southern Associate for Colleges and Schools, and the Council on Accreditation (8.1%, and 1.5% respectively). An increase was found in the number of accreditations by the National Early Childhood Program Accreditation, National Accreditation for Early Care and Education Programs and Association of Christian Schools International Preschool Accreditation Program (3.9%, 2.5%, and 5.75% respectively). Table 13 provides comparison data by number and percent of those accredited.

Table 13. Accrediting Body

	N	% (OF ACCREDITED)
NAEYC	13	42.0
National Early Childhood Program Accreditation (NECPA)	4	12.9
National School-Age Child Care Alliance (NSACCA)	0	-
Southern Association for Colleges and Schools (SACS)	4	12.9
National Accreditation Commission for Early Care and Education Programs (NAC)	2	6.5
Association of Christian Schools International Preschool Accreditation Program (ACSI)	3	9.7
Council on Accreditation (COA)	2	6.5

For those who indicated they were accredited, a follow up question was asked to determine if they were currently seeking accreditation. A total of 17 programs (6.9%) responded positively, a 7.2% decrease from baseline (see Table 14).

Table 14. Seeking Accreditation

	N	%
Yes	17	6.9
No	230	93.1
<b>TOTAL</b>	<b>247</b>	

### Hours of Operation

Both directors and FCC providers were asked to indicate the schedule of their facility, with the majority (72.4%) reporting they were open year-round, similar to baseline reports (Table 15).

Table 15. Hours of Operation – Weeks per Year Open

		SCHOOL YEAR ONLY	YEAR-ROUND	TOTAL
2012-13	Directors	27.5 (69)	72.5 (182)	251
	FCC	18.5 (12)	81.5 (53)	65
	<b>2012-13 Total</b>	<b>25.6 (81)</b>	<b>74.4 (235)</b>	<b>316</b>
2013-14	Directors	29.9 (85)	70.1 (199)	284
	FCC	13.0 (6)	87.0 (40)	46
	<b>2013-14 TOTAL</b>	<b>27.6 (91)</b>	<b>72.4 (239)</b>	<b>330</b>

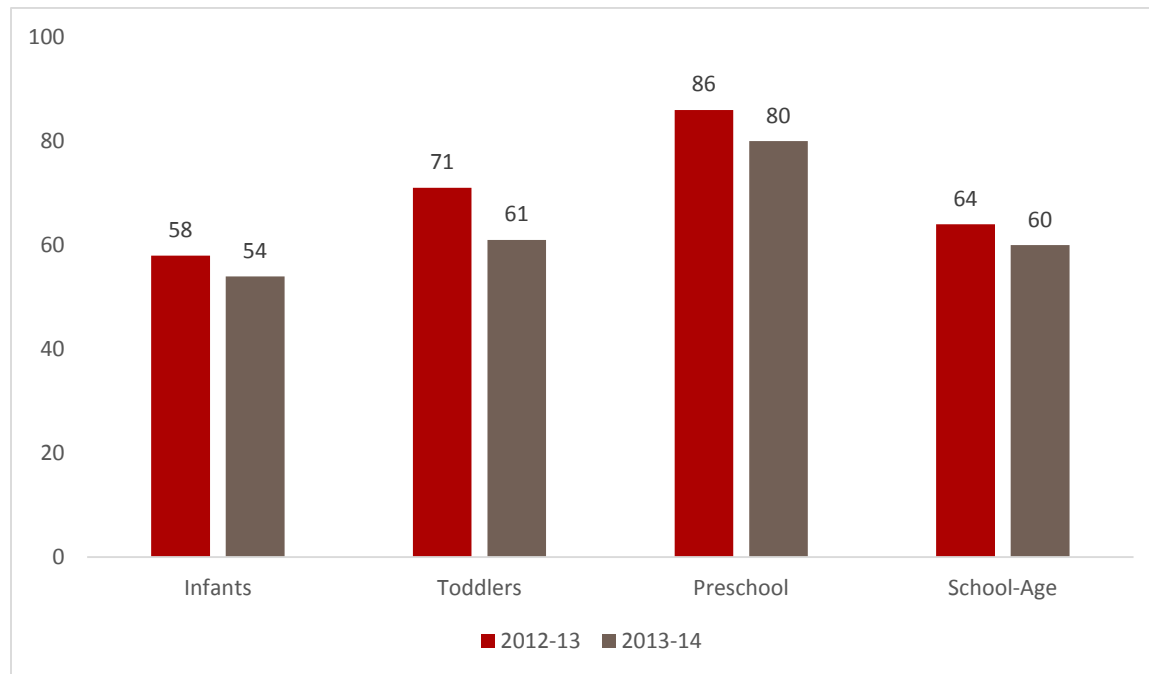
## Enrollment

Directors were asked which age group(s) were currently enrolled. A vast majority reported having Preschool and School-Age populations (79.9% and 60.1% respectively; Table 16 and Figure 2).

Table 16. Which Age Group(s) do you have children enrolled?

	YES		NO	
	N	%	N	%
Infant	152	53.7	131	46.3
Toddler	172	60.8	111	39.2
Preschool	226	79.9	57	20.1
School-Age	170	60.1	113	39.9

Figure 2. Percent Enrollment Trend, 2012-13 and 2013-14



Teachers were asked to indicate the age(s) of children under their care. One third (35.2%, N=561) reported working with Preschoolers, 21.4% toddlers, 15.8% school-agers, 14.2% infants and 13.4% more than one age group (Table 17).

Table 17. Ages Teachers Currently Work with

	N	%
Infants	227	14.2
Toddlers	341	21.4
Preschool	561	35.2
School-Age	252	15.8
More than 1	214	13.4
<b>TOTAL</b>	<b>1595</b>	<b>100</b>

### Enrollment by Subgroup

Enrollment of children by subgroup was also examined. Providers were asked to indicate whether they served children with a family member active in the military or guard. A total of 39.9% indicated they were active in the military, a slight decrease (3%) from baseline.

Teachers were asked to indicate if they had children with a physical or social-emotional condition that affected the way their program served them. Teacher data was aggregated by license number and the number of child centers serving children in these subgroups determined. Additional questions focused on whether teachers served children with an Individual Family Service Plan (children 0-3 years) or an Individual Education Plan (children 3+ years). A total of 39.9% (n=116) of facilities reported they has at least one child enrolled that fit these criteria. Of those, 2.1% (n=13) had special education training indicated in their ECE-TRIS training record.

Finally, 34.6% (n=109) of teachers reported they had at least one child whose primary language was not English. Of those teachers, ECE-TRIS demographic data indicated four had a primary language that was not English and 17 had a secondary language other than English (total of 7.5% of respondents; see Table 18).

Table 18. Enrollment by Subgroups

	YES	%	NO	%	TOTAL
Family in Active Military or Guard	116	39.9	175	60.1	291
A physical condition that affects the way your program serves them	81	24.0	256	76.0	337
An emotional, developmental, or behavioral condition that affects the way your program serves them	172	51.0	165	49.0	337
With an Individual Family Service Plan (IFSP) or is being served by First Steps	94	27.9	243	72.1	337
With an Individual Education Plan (IEP) and is receiving services through the local Preschool, either at the program or not.	111	32.9	226	67.1	337
Children whose primary language is not English?	109	34.6	206	65.4	315

## Staff Characteristics

### Gender

Demographic data from respondents was matched with data from ECE-TRIS. Overall, 98.2% of respondents were female, a slight decrease from baseline and a slightly higher percentage than reported for the total population in ECE-TRIS (95.4%; see Table 19).

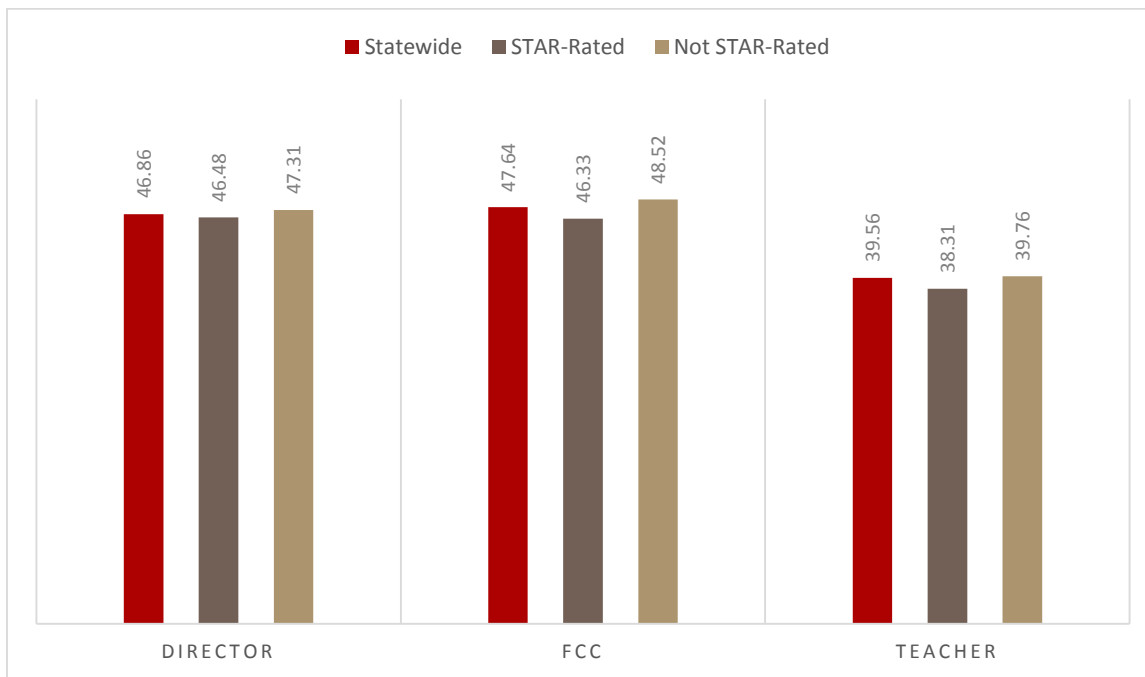
Table 19. Gender

	MALE	FEMALE	TOTAL
Directors	1.6 (5)	98.4 (301)	306
FCC	0	100.0 (40)	40
Teachers	1.9 (20)	98.1 (1022)	1,042
<b>TOTAL</b>	<b>1.8 (25)</b>	<b>98.2 (1363)</b>	<b>1,388</b>

### Age

Using the date of birth and the date the survey was completed, age was calculated for each respondent. The average age of Directors was 46 years, FCC providers 47 years and Teachers 39 years. For each respondent type, those working in STAR-Rated centers were on average 1½ years younger than those in Not STAR-Rated facilities (Figure 3).

Figure 3. Average Age in Years



## Highest Level of Education

Self-reported data provided by ECE-TRIS for survey respondents was matched to survey respondents based on date of birth and last four digits of the social security number. Kentucky's career lattice includes a number of credentials and degrees, including the Commonwealth Child Care Credential (CCCC), the Child Development Associate, associates, bachelor and master's degrees. In addition, a director's credential is available. For this study, the directors' credential was considered the highest level of education for directors who did not hold other credentials or degrees. For Directors, 41.1% held a degree, while 32% held a credential. One in four (26.5%) held a bachelor's degree, followed by associates (21.7%), CDA (17.8%), master's or above (14.6%). While 12% (N=172) of respondents held a Director's Credential, few (5.1%) held the Director's Credential as their highest credential.

FCC providers were almost equally split between those who held a degree (42.8%) and those who held a credential (41.9%). This credential was most often a CDA.

Overall, the majority of teachers in this study held a degree (59.4%) rather than a credential (17.9%). The percent of Kentucky child care teachers that report having a degree is higher than the national average of 53% (Administration for Children and Families, 2014).

Based on information about the population of early care and education staff from ECE-TRIS, the respondents to the workforce study are generally representative of the entire population, as demonstrated in Figure 4, Figure 5 and 6. Slight differences include a lower study representation in high school or equivalent in all categories, and a higher percentage of masters or higher across all categories. Finally, a higher percentage of FCC with a CDA responded, with a 23 point difference between the population and the study respondents.

Results for all respondent types is described in Table 20.



Figure 4. Director Education Level

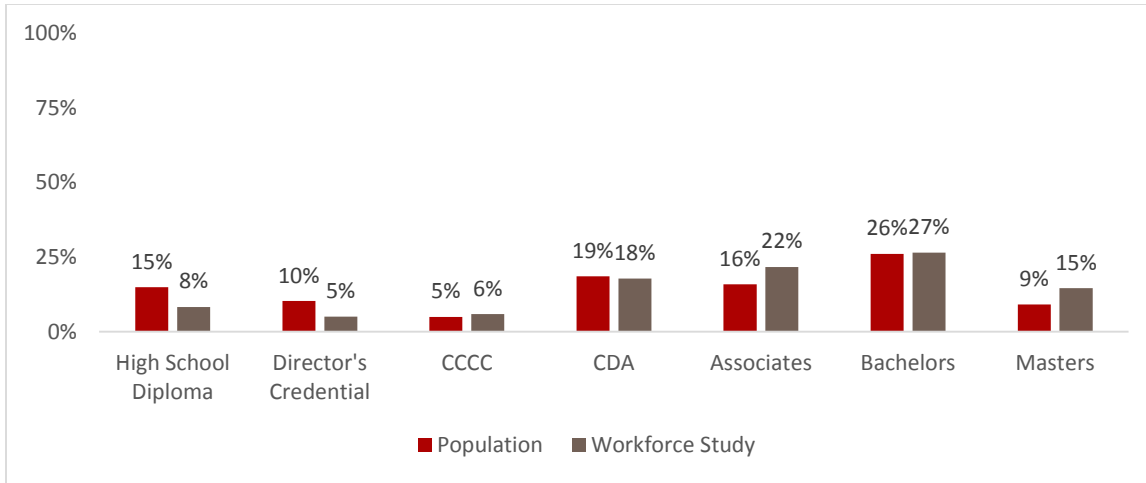


Figure 5. FCC Education Level

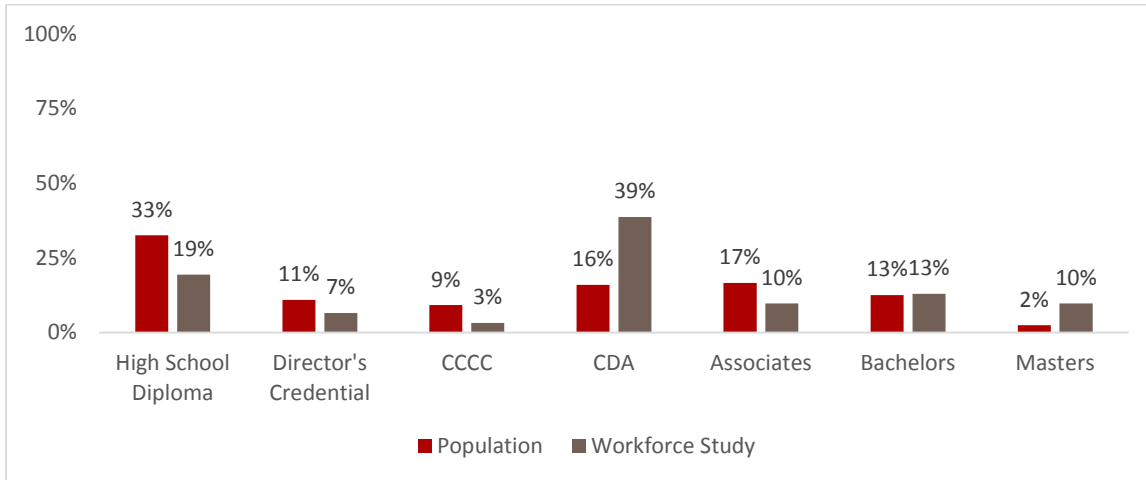


Figure 6. Teacher Education Level

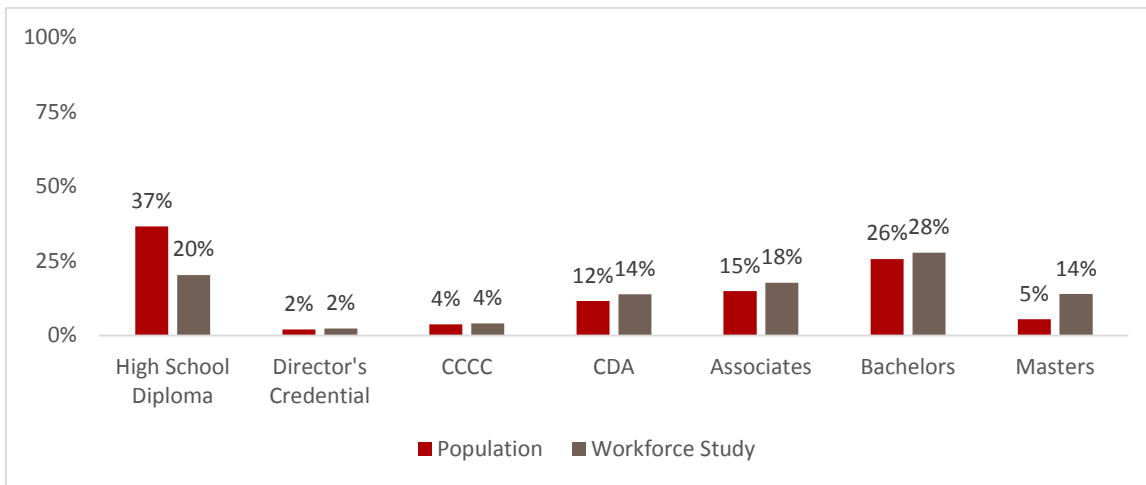


Table 20. Highest Level of Education

		HIGH SCHOOL	DIRECTORS CREDENTIAL	CCCC	CDA	ASSOCIATES	BACHELORS	MASTERS +	TOTAL
Director	<b>Statewide</b>	<b>8.3 (21)</b>	<b>5.1 (13)</b>	<b>5.9 (15)</b>	<b>17.8 (45)</b>	<b>21.7 (55)</b>	<b>26.5 (67)</b>	<b>14.6 (37)</b>	<b>253</b>
	STAR-Rated	4.9 (7)	8.5 (12)	7.7 (11)	20.4 (29)	29.9 (34)	22.5 (32)	12.0 (17)	142
	Not STAR-Rated	13.2 (14)	0.9 (1)	3.8 (4)	15.1 (16)	17.0 (18)	31.1 (33)	18.9 (20)	106
	Central	8.96 (6)	4.48 (3)	2.99 (2)	10.45 (7)	25.37 (17)	28.36 (19)	19.4 (13)	67
	East	11.11 (4)	0 (0)	13.89 (5)	19.44 (7)	38.89 (14)	13.89 (5)	2.78 (1)	36
	North	6.32 (6)	2.11 (2)	2.11 (2)	22.11 (21)	13.68 (13)	35.79 (34)	48.57 (17)	95
	West	9.09 (5)	14.55 (8)	10.91 (6)	18.18 (10)	20 (11)	16.36 (9)	10.91 (6)	55
FCC	<b>Statewide</b>	<b>19.4 (6)</b>	<b>6.5 (2)</b>	<b>3.2 (1)</b>	<b>38.7 (12)</b>	<b>9.7 (3)</b>	<b>12.9 (4)</b>	<b>9.7 (3)</b>	<b>31</b>
	STAR-Rated	6.3 (1)	12.5 (2)	6.3 (1)	50.0 (8)	6.3 (1)	18.8 (3)	0	16
	Not STAR-Rated	35.7 (5)	0	0	21.4 (3)	14.3 (2)	7.1 (1)	21.4 (3)	14
	Central	8.3 (1)	0	0	41.7 (5)	16.7 (2)	16.7 (2)	16.7 (2)	12
	East	14.3 (1)	0	14.3 (1)	71.4 (5)	0	0	0	7
	North	50.0 (3)	16.7 (1)	0	16.7 (1)	0	16.7 (1)	0	6
	West	16.7 (1)	16.7 (1)	0	16.7 (1)	16.7 (1)	16.7 (1)	16.7 (1)	6
Teacher	<b>Statewide</b>	<b>20.3 (144)</b>	<b>2.4 (17)</b>	<b>4.1 (29)</b>	<b>13.8 (98)</b>	<b>17.7 (126)</b>	<b>27.8 (198)</b>	<b>13.9 (99)</b>	<b>711</b>
	Full-Time	13.9 (60)	2.8 (12)	4.4 (19)	16.9 (73)	19.4 (84)	30.6 (132)	12.0 (52)	432
	Part-Time	31.4 (53)	0.6 (1)	4.1 (7)	7.7 (13)	11.8 (20)	24.3 (41)	20.1 (34)	169
	STAR-Rated	17.1 (24)	5.7 (8)	7.1 (10)	18.6 (26)	16.4 (23)	15.0 (21)	20 (28)	140
	Not STAR-Rated	26.0 (38)	0.7 (1)	1.4 (2)	11.0 (16)	16.4 (24)	31.5 (46)	13.0 (19)	146
	Central	30.9 (38)	0.8 (1)	4.9 (6)	6.5 (8)	17.9 (22)	29.2 (36)	9.8 (12)	123
	East	14.3 (7)	0	8.2 (4)	22.4 (11)	22.4 (11)	18.4 (9)	14.3 (7)	49
	North	16.5 (40)	3.3 (8)	3.3 (8)	13.2 (32)	14.9 (36)	36.8 (89)	12.0 (29)	242
West	20.3 (27)	4.5 (6)	5.3 (7)	15.8 (21)	24.8 (33)	15.8 (21)	13.5 (18)	133	
<b>TOTAL</b>		<b>17.2 (171)</b>	<b>3.2 (32)</b>	<b>4.5 (45)</b>	<b>15.6 (155)</b>	<b>18.4 (184)</b>	<b>27.0 (269)</b>	<b>14.0 (139)</b>	<b>995</b>

## Service in Early Care and Education

Per the recommendation of the Administration for Children and Families (2013), years' experience was reported using the median years. The baseline had reported the average, thus the number previously reported was recalculated to represent the median.

Directors in not-for-profit centers reported slightly more experience in both their current position and career than those in for-profit centers. For both directors and FCC providers, those in Non STAR Rated facilities had on average a longer length of time in career and current position than those in STAR Rated facilities (Table 21).

All three respondent groups reported slightly higher average length in position than at baseline, with FCC increasing by two years, directors by one year, and teachers by less than 1 year. This may suggest greater turnover rates for teachers.

Kentucky teachers fall within the range of national studies, who report median experience of teachers ranging between 10 and 14 years, with 4% having less than 1 year of experience; Kentucky FCC providers also fall with the range reported by national studies with a median of 13.7 years of experience (Administration for Children and Families, 2014; National Survey of Early Care and Education Project Team, 2013). See Appendix for additional analysis by length of service by region and education level (Tables A.6 and A.7).

Table 21. Average Length in Current Position (in years)

	CURRENT POSITION		ENTIRE CAREER		
	N	Median	N	Median	
Director	<b>Statewide</b>	<b>200</b>	<b>7.00</b>	<b>200</b>	<b>15.75</b>
	STAR-Rated	119	7.00	119	15.00
	Not STAR-Rated	81	7.42	81	17.42
	Not For-Profit	110	7.50	110	16.71
	For-Profit	90	6.46	90	15.00
FCC	<b>Statewide</b>	<b>43</b>	<b>11.00</b>	<b>43</b>	<b>15.00</b>
	STAR-Rated	18	9.50	18	15.00
	Not STAR-Rated	24	14.00	24	18.00
Teacher	<b>Statewide</b>	<b>824</b>	<b>2.92</b>	<b>783</b>	<b>9.46</b>
	Full-Time	558	3.21	534	10.13
	Part-Time	231	1.50	214	5.56

Teachers were asked to indicate age(s) groups they had previously worked with and their years' experience with that age group. Teachers reported more experience with preschool and school-age groups, and less experience with toddler and infant groups (Table 22). Teachers and FCC providers were asked whether they had their own children in care, with approximately 30% of FCC providers and 21% of teachers responding yes (see Table 23).

Table 22. Experience with Age Groups

	N	%	MEDIAN YEARS EXPERIENCE
Infants	624	59.6	3.00
Toddlers	728	69.5	4.00
Preschool	861	50.0	6.00
School-Age	635	60.6	5.00

Table 23. Own Children in Care

	N YES	%	RANGE OF # CHILDREN	AVG. # ENROLLED
FCC Providers	14	29.8	2-3	2.21
Teachers	212	20.7	1-5	1.63

## Work Week

Forty-six (22.2%) Directors and 30 (56.6%) FCC providers reported they work over 50 hours/week. This was consistent with baseline data. For teachers, Kentucky results are consistent with national studies, where 69-74% report working full-time (Smith & Baughman, 2007; National Survey of Early Care and Education Project Team, 2013). Teachers who report working less than 34 hours/week were considered Part-Time (PT). Those who reported working over 35 hours/week were considered Full-Time (FT), consistent with the national recommendation (National Survey of Early Care and Education Project Team, 2013).

Table 24. Number of hours worked/week

		LESS THAN 35	35 TO 40	OVER 40	TOTAL
Directors	<b>Statewide</b>	<b>7.2 (15)</b>	<b>23.5 (47)</b>	<b>69.0 (138)</b>	<b>200</b>
	STAR-Rated	7.6 (9)	18.5 (22)	73.9 (88)	<b>119</b>
	Not STAR-Rated	7.4 (6)	30.9 (25)	61.7 (50)	<b>81</b>
	Central	2.08 (1)	27.08 (13)	70.83 (34)	<b>48</b>
	East	9.09 (3)	33.33 (11)	57.58 (19)	<b>33</b>
	North	8.2 (6)	19.2 (14)	72.6 (53)	<b>73</b>
	West	10.9 (5)	19.6 (9)	69.6 (32)	<b>46</b>
FCC	<b>Statewide</b>	<b>7.3 (3)</b>	<b>4.9 (2)</b>	<b>87.8 (36)</b>	<b>41</b>
	STAR-Rated	5.9 (1)	5.9 (1)	88.2 (15)	<b>17</b>
	Not STAR-Rated	8.7 (2)	4.3 (1)	87.0 (20)	<b>23</b>
	Central	0	6.7 (1)	93.3 (14)	<b>15</b>
	East	0	0	100.0 (8)	<b>8</b>
	North	0	0	100.0 (10)	<b>10</b>
	West	37.5 (3)	12.5 (1)	50.0 (4)	<b>8</b>
Teachers	<b>Statewide</b>	<b>31.0 (247)</b>	<b>44.7 (355)</b>	<b>24.3 (193)</b>	<b>795</b>
	Central	31.1 (61)	40.3 (79)	28.6 (56)	<b>196</b>
	East	26.2 (16)	49.2 (30)	24.6 (15)	<b>61</b>
	North	32.0 (96)	46.3 (139)	21.7 (65)	<b>300</b>
	West	27.1 (38)	41.4 (58)	31.4 (44)	<b>140</b>
	STAR-Rated	32.7 (54)	41.8 (69)	25.5 (42)	<b>165</b>
	Not-STAR Rated	34.6 (62)	37.4 (67)	27.9 (50)	<b>179</b>
<b>TOTAL</b>		<b>25.6 (265)</b>	<b>39.0 (404)</b>	<b>35.4 (367)</b>	<b>1,036</b>

## Compensation and Benefits

### Annual Salary

The survey included a series of questions about compensation which were converted for analysis based reported number of hours/week. Not all respondents answered the hours/week question or salary, thus, the N reflects the number of respondents including enough information to convert the salary to an annual rate for comparison.

For Family Certified Homes, those Not STAR-Rated made on average \$4,500 more than those who were STAR-Rated. Salaries differed widely by region, with those in the North region reporting an average salary nearly \$10,000 more than those in the East region. Salary levels for Directors increased with education (see Table 25, Table 26 and Figure 6). Increases were seen in salary levels for all respondents from baseline, with FCC providers reporting an average increase in median salary of \$3,289.

Nationally, in 2012, child care teachers reportedly earned a median of \$10.60/hour, approximately \$22,048/annually (Administration for Children and Families, 2014). The median annual teacher salary for Kentucky study was lower than the national average and just below the federal poverty guideline for a family of three of \$19,790 (Department of Health and Human Services, 2014). The average salary for a K-12 Kentucky teacher in 2013-14 was \$51,099.55 (Kentucky Department of Education, 2014), for a preschool teacher it was \$26,270.40 (American Federation of Teachers Educational Foundation, 2008). Additional analysis of annual salary by region and STAR Rating is available in the Appendix.

Table 25. *Converted Annual Salary*

		N	MEDIAN
Directors	<b>Statewide</b>	<b>73</b>	<b>\$33,613.74</b>
	STAR-Rated	39	33,800.00
	Not STAR-Rated	33	30,000.00
	For-Profit	26	30,000.00
	Not For-Profit	46	35,000.00
	Central	19	35,000.00
	East	9	25,000.00
	North	31	36,050.00
	West	13	30,000.00
FCC	<b>Statewide</b>	<b>39</b>	<b>24,089.00</b>
	STAR-Rated	17	19,679.00
	Not STAR-Rated	21	28,080.00
	Central	15	22,308.00
	East	8	23,398.50
	North	8	31,245.50
	West	8	21,300.00
	<b>Statewide</b>	<b>933</b>	<b>18,720.00</b>
Teachers	STAR-Rated	196	18,785.00
	Not-STAR Rated	215	16,848.00
	Central	242	19,760.00
	East	68	16,640.00
	North	333	20,000.00
	West	170	17,840.00
	Full-Time	620	22,401.60
	Part-Time	274	9,490.00

Figure 7. Compensation by STAR-Rated Status

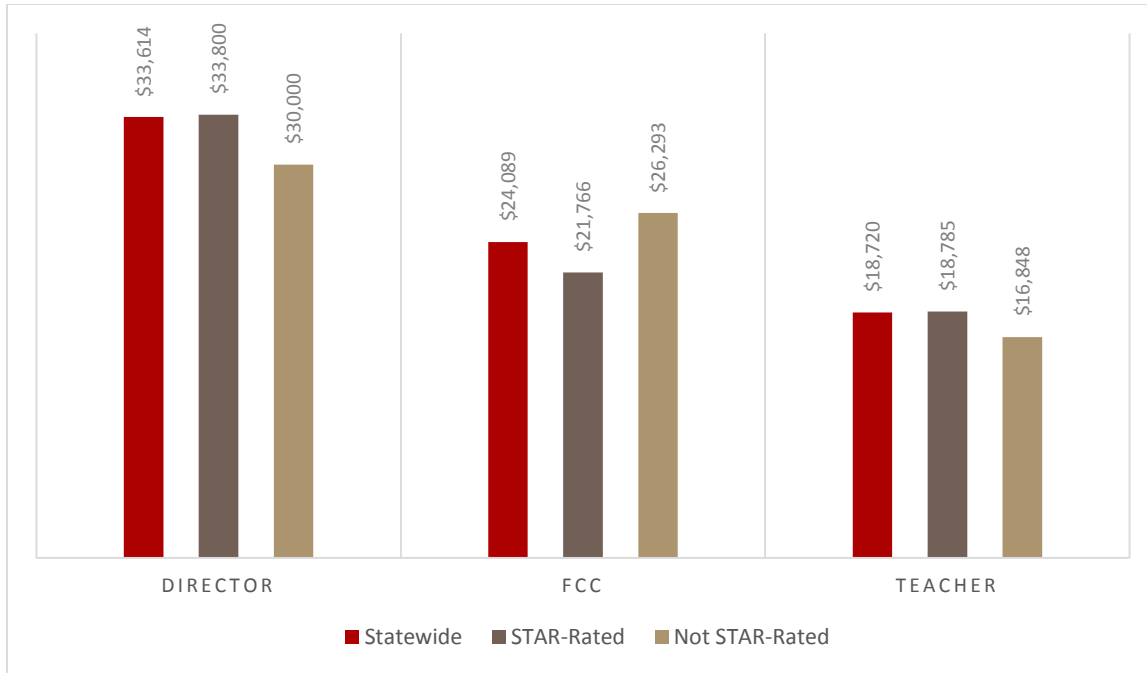


Table 26. Compensation by Education

		N	MEDIAN
Directors	<b>Statewide</b>	<b>73</b>	<b>\$33,613.74</b>
	High School or Equivalent	2	25,000.00
	Director's Credential	2	32,500.00
	Associates	14	31,000.00
	Bachelors	21	37,710.00
FCC	Masters	10	34,268.50
	<b>Statewide</b>	<b>39</b>	<b>24,089.00</b>
	High School or Equivalent	4	25,740.00
	Associates	3	20,000.00
	Bachelors	4	22,000.00
Teachers	Masters	3	30,000.00
	<b>Statewide</b>	<b>933</b>	<b>18,720.00</b>
	High School or Equivalent	116	14,215.50
	Director's Credential	13	20,566.00
	CCCC	26	17,420.00
	CDA	87	20,800.00
	Associates	107	22,380.80
	Bachelors	166	24,051.00
Masters	78	25,614.40	



## Household Income

Survey respondents were asked to indicate their household income based on a range from Under \$20,000 to Over \$70,000. Directors generally reported a higher overall household income, followed by FCC providers, and teachers (see Table 27).

Compared to baseline, teachers' household income increased in 2014. While FCC providers' household income did not show a significant increase, there were more FCC providers reporting household incomes in the \$ 40-\$50,000 range (i.e., 4.9% increase from baseline) (see Figure 8 and Figure 9).

Table 27. Household Income

	DIRECTORS	FCC	TEACHERS	TOTAL
Under \$20,000	7.4 (13)	10.3 (4)	26.5 (249)	23.0 (266)
\$20,000 to under \$25,000	5.1 (9)	5.1 (2)	11.3 (106)	10.1 (117)
\$25,000 to under \$30,000	9.1 (16)	12.8 (5)	7.7 (72)	8.1 (93)
\$30,000 to under \$35,000	5.7 (10)	7.7 (3)	8.4 (79)	8.0 (92)
\$35,000 to under \$40,000	8.0 (14)	5.1(2)	7.0 (66)	7.1 (82)
\$40,000 to under \$50,000	14.8 (26)	28.2 (11)	10.6 (100)	11.9 (137)
\$50,000 to under \$70,000	21.0 (37)	17.9 (7)	13.2 (124)	14.5 (168)
Over \$70,000	29.0 (51)	12.8 (5)	15.3 (144)	17.3 (200)
<b>TOTAL</b>	<b>176</b>	<b>39</b>	<b>940</b>	<b>1,155</b>

Figure 8. Household Income of FCC

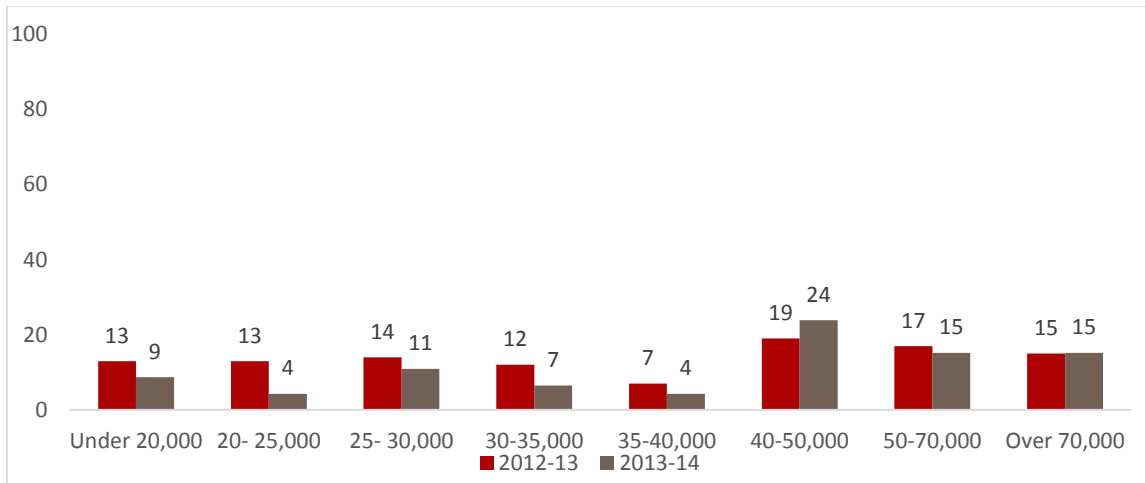
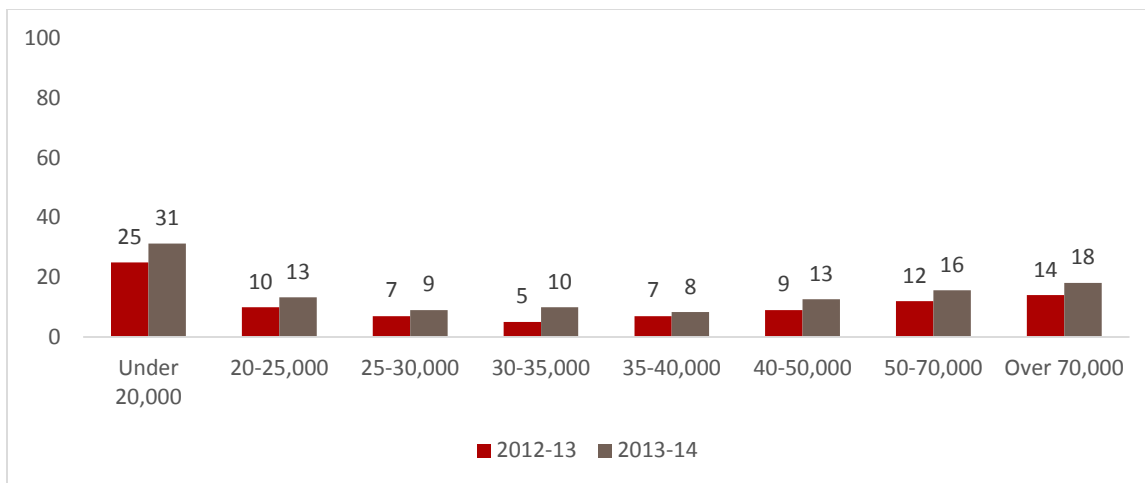


Figure 9. Household Income of Teachers



### Health Care Coverage

Survey respondents were asked to indicate if they have health care insurance from any source and to provide a description of type of coverage. Overall, Directors reported the highest access to health care insurance, with 83.0% reporting some form of coverage. Of those, nearly half (43.4%) reported being covered by their spouses plan and 33.7% reported having health care coverage through their employer. More teachers and FCC providers reported having access to health care insurance in 2014 as compared to baseline, an increase of 10.2% and 6.5% respectively.

Other studies report approximately 75% of child care teachers reported have some form of health care insurance (Administration for Children and Families, 2014; Smith & Baughman, 2007; National Survey of Early Care and Education Project Team, 2013). Studies report a wide range of coverage for FCC, with between 67-78% reporting health care coverage (Smith & Baughman, 2007; National Survey of Early Care and Education Project Team, 2013). Results are summarized in Table 28 and Table 29 and a comparison to baseline is provided in Figure 7.

Table 28. Access to Health Care

		YES	NO	TOTAL
Directors	<b>Statewide</b>	<b>83.0 (166)</b>	<b>17.0 (34)</b>	<b>200</b>
	STAR-Rated	83.2 (99)	16.8 (20)	<b>119</b>
	Not STAR-Rated	82.7 (67)	17.3 (14)	<b>81</b>
	Central	85.4 (41)	14.6 (7)	<b>48</b>
	East	72.7 (24)	27.3 (9)	<b>33</b>
	North	83.6 (61)	16.4 (12)	<b>73</b>
	West	87.0 (40)	13.0 (6)	<b>46</b>
FCC	<b>Statewide</b>	<b>70.5 (31)</b>	<b>29.5 (13)</b>	<b>44</b>
	STAR-Rated	78.9 (15)	21.1 (4)	<b>19</b>
	Not STAR-Rated	62.5 (15)	37.5 (9)	<b>24</b>
	Central	73.3 (11)	26.7 (4)	<b>15</b>
	East	66.7 (6)	33.3 (3)	<b>9</b>
	North	63.6 (7)	36.4 (4)	<b>11</b>
	West	77.8 (7)	22.2 (2)	<b>9</b>
Teachers	<b>Statewide</b>	<b>78.3 (763)</b>	<b>21.7 (211)</b>	<b>974</b>
	Full-Time	77.8 (498)	22.2 (142)	<b>640</b>
	Part-Time	80.1 (230)	19.9 (57)	<b>287</b>
	Central	77.9 (194)	22.1 (55)	<b>249</b>
	East	71.2 (52)	28.8 (21)	<b>73</b>
	North	79.3 (276)	20.7 (72)	<b>348</b>
	West	79.1 (140)	24.5 (37)	<b>177</b>
	STAR-Rated	75.5 (154)	24.5 (50)	<b>204</b>
	Not STAR-Rated	77.7 (171)	22.3 (49)	<b>220</b>

Figure 10. Access to Health Care Comparison, 2012-13 and 2013-14

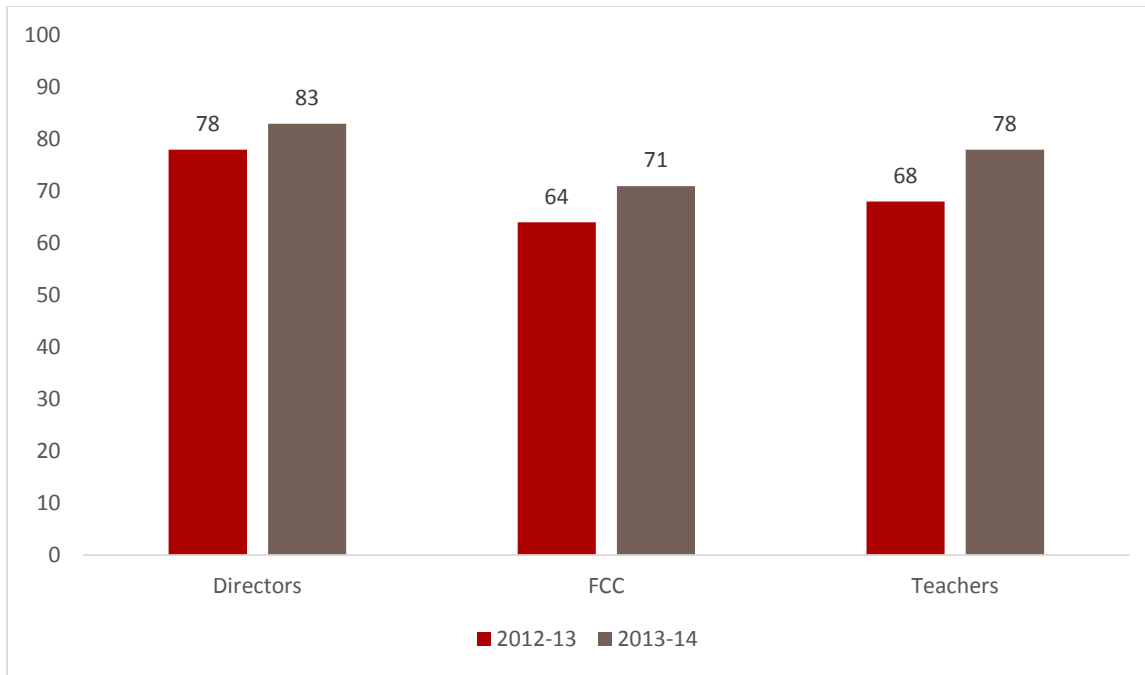


Table 29. Type of Health Care

	DIRECTORS	FCC	TEACHERS
I have my own health insurance policy	8.1 (30)	32.3 (10)	9.9 (74)
I am covered through Medicare/Medicaid	2.4 (4)	9.7 (3)	5.8 (43)
I purchase insurance through my employer	6.0 (10)	-	12.2 (91)
I'm covered by my spouse's policy	43.4 (72)	58.6 (18)	35.7 (267)
My insurance is fully paid by my employer	9.6 (16)	-	7.0 (52)
My insurance is partially paid by my employer	18.1 (30)	-	16.9 (126)
Other	1.2 (2)	0	12.0 (90)
No Response	1.2 (2)	0	0.5 (4)
<b>TOTAL</b>	<b>166</b>	<b>31</b>	<b>747</b>

## Additional Benefits

Directors were asked to indicate additional benefits available to full- and part-time teachers. Most often reported by Directors were written personnel policies, written job descriptions, annual evaluation and orientation program when hired. The least offered benefits included paid lunch break, periodic wage increases based on performance, and paid preparation time (see Table 30). It is important to note that access to health insurance, paid leave and disability/retirement benefits have been linked to retention of child care teachers (Cornille, Mullis, Mullis, & Shriner, 2006).

Table 30. Additional Benefits

	DIRECTORS	TEACHERS	
		FT	PT
Paid break	86.1 (167)	73.3 (441)	53.3 (136)
Paid lunch break	36.5 (69)	36.6 (219)	28.5 (72)
Staff lounge (break room)	70.7 (133)	56.7 (342)	43.5 (113)
Written job description	99.0 (197)	91.5 (562)	77.8 (207)
Written salary schedule	59.7 (111)	59.6 (358)	54.1 (140)
Formal grievance procedure (for complaints)	87.2 (170)	71.6 (463)	62.3 (160)
Written contract	63.0 (121)	64.0 (386)	67.9 (178)
Written personnel policies	99.5 (197)	92.6 (565)	85.6 (226)
Orientation program when hired	95.0 (188)	86.1 (528)	83.1 (221)
Annual evaluation	99.5 (200)	91.1 (561)	81.4 (215)
Yearly cost of living increase in wages	38.5 (72)	28.2 (166)	26.9 (68)
Periodic increase in wages based on performance	58.38 (108)	41.4 (249)	46.9 (167)
Compensation for overtime (either financial or time off)	80.75 (151)	61.7 (374)	48.6 (124)
Paid preparation/planning time (not counting set-up or clean-up)	61.98 (119)	47.4 (283)	40.2 (101)
Payment for attendance at staff meetings after working hours	83.07 (157)	69.3 (419)	69.0 (180)
Payment for attendance at parent meetings after working hours	72.11 (137)	51.4 (305)	41.6 (106)
Paid release time for attendance at on-site in-service trainings	80.54 (149)	72.8 (437)	67.1 (173)
Paid release time for attendance at off-site trainings and workshops	82.29 (158)	71.1 (429)	67.2 (174)
Stipend for professional development activities or materials	50.27 (93)	47.8 (284)	43.0 (108)

## Other Paid Jobs

As shown in Table 33, nearly 1 in 5 teachers (19.1%, N=191) reported having another paid job, compared to 17.5% of directors. As expected, a higher percentage of part-time teachers reported having additional jobs (33.2% part-time as compared to 12.9% of full-time). Fewer FCC providers (8.7%) reported having an additional job outside of child care. This number for FCC providers indicates a 5.3% decrease from baseline. These results are consistent with similar studies which have found 76.3% of teachers did not have a second paid job (Cornille, Mullis, Mullis, & Shriner, 2006).

Table 31. Other Paid Jobs

		YES	NO	TOTAL
DIRECTORS		17.5 (35)	82.5 (165)	200
FCC		8.7 (4)	91.3 (42)	46
TEACHERS	Statewide	19.1 (191)	80.9 (809)	1,000
	Full-Time	12.9 (84)	87.1 (567)	651
	Part-Time	33.2 (99)	66.8 (199)	298
TOTAL		18.5 (230)	81.5 (1,016)	1,246

## Future in Child Care

### About Your Position

Teachers were asked how they viewed their current position, as either a Job or a Career. A majority (62.0%) responded a career. Not surprisingly, those who are full-time are more likely to consider their position a career than those working part-time (71.8% and 39.6% respectively). These results, including results by region and STAR-Rating status, are presented in Table 32.

Table 32. Teacher View of Current Position

	A JOB	A CAREER	TOTAL
Statewide	38.0 (313)	62.0 (510)	823
FT	28.2 (157)	71.8 (400)	557
PT	60.4 (139)	39.6 (91)	230
Central	38.0 (78)	62.0 (127)	205
East	29.0 (18)	71.0 (44)	62
North	36.7 (112)	63.3 (193)	305
West	35.4 (52)	64.6 (95)	147
STAR-Rated	31.4 (54)	68.6 (118)	172
Not STAR-Rated	44.3 (82)	55.7 (103)	185

Teachers were asked if they had the opportunity to do it all over again, would they choose to go into the field of early childhood education. Three-fourths of teachers responded yes with little difference in response between full-time and part-time teachers (see Table 33). These results are slightly lower than other studies, where 88% responded they would have made the same decision if given the opportunity to do it all over again (Cornille, Mullis, Mullis, & Shriner, 2006)

Table 33. If you could go back and do it all over again, would you choose to go into the field of early childhood education?

	YES	NO	TOTAL
<b>Statewide</b>	<b>76.0 (625)</b>	<b>24.0 (197)</b>	<b>822</b>
FT	77.0 (429)	23.0 (128)	557
PT	72.6 (167)	27.4 (63)	230
<b>Central</b>	<b>76.5 (156)</b>	<b>23.5 (48)</b>	<b>204</b>
East	83.9 (52)	16.1 (10)	62
North	74.4 (227)	25.6 (78)	305
West	79.7 (118)	20.3 (30)	148
<b>STAR-Rated</b>	<b>72.1 (124)</b>	<b>27.9 (48)</b>	<b>172</b>
<b>Not STAR-Rated</b>	<b>73.8 (138)</b>	<b>26.2 (49)</b>	<b>187</b>

### Retention

The majority of respondents indicated they would likely to be in the field 3 years from now. Table 36 provides a summary of responses by region, star rating, and full and part time employment of teachers.

Directors reported that 30% of assistant teachers and 20% of teachers were mostly likely to have left their job within the past 12 months. This is consistent with national reports, which indicate approximately 65% of child care teachers remain in the field year to year (Smith & Baughman, 2007). Multiple studies have linked low teacher turnover with higher quality of the child care environment and access to benefits (Porter, 2012; Smith & Baughman, 2007). Additional analysis by region and education level is included in the Appendix.

Table 34. Plan to be in the field in the next three years

		YES, DEFINITELY WILL	YES, PROBABLY WILL	NO, PROBABLY WILL NOT	NO, DEFINITELY WILL NOT	TOTAL
<b>Directors</b>	<b>Statewide</b>	<b>49.3 (102)</b>	<b>38.6 (80)</b>	<b>7.2 (15)</b>	<b>1.4 (3)</b>	<b>200</b>
	STAR-Rated	31.5 (63)	22.5 (45)	5 (10)	0.5 (1)	119
	Not STAR-Rated	19.5 (39)	17.5 (35)	2.5 (5)	1.0 (2)	81
	Central	56.25 (27)	35.42 (17)	6.25 (3)	2.08 (1)	<b>48</b>
	East	54.55 (18)	36.36 (12)	9.09 (3)	0 (0)	<b>33</b>
	North	46.48 (33)	49.30 (35)	4.23 (3)	0 (0)	<b>71</b>
	West	52.17 (24)	34.78 (16)	8.7 (4)	4.35 (2)	<b>46</b>
<b>FCC</b>	<b>Statewide</b>	<b>34.1 (15)</b>	<b>61.4 (27)</b>	<b>2.3 (1)</b>	<b>0</b>	<b>43</b>
	STAR-Rated	44.4 (8)	55.6 (10)	0	0	<b>18</b>
	Not STAR-Rated	29.2 (7)	66.7 (16)	4.2 (1)	0	<b>24</b>
	Central	20.0 (3)	73.3 (11)	6.7 (1)	0	<b>15</b>
	East	50.0 (4)	50.0 (4)	0	0	<b>8</b>
	North	54.5 (11)	45.5 (5)	0	0	<b>11</b>
	West	22.2 (2)	77.8 (7)	0	0	<b>9</b>
<b>Teachers</b>	<b>Statewide</b>	<b>29.0 (279)</b>	<b>45.1 (434)</b>	<b>17.3 (167)</b>	<b>4.7 (45)</b>	<b>925</b>
	Central	30.4 (72)	46.0 (109)	17.7 (42)	5.9 (14)	<b>237</b>
	East	31.4 (22)	48.6 (34)	18.6 (13)	1.4 (1)	<b>70</b>
	North	29.4 (98)	46.8 (156)	19.2 (64)	4.5 (15)	<b>333</b>
	West	36.9 (62)	48.8 (82)	12.5 (21)	1.8 (3)	<b>168</b>
	STAR-Rated	35.8 (68)	42.6 (81)	16.3 (31)	5.3 (10)	<b>190</b>
	Not-STAR Rated	28.8 (60)	48.6 (101)	20.2 (42)	2.4 (5)	<b>208</b>
	Full-Time	34.1 (215)	45.2 (285)	15.1 (95)	3.3 (21)	<b>616</b>
	Part-Time	19.7 (55)	44.4 (124)	24.0 (67)	7.5 (21)	<b>267</b>
<b>TOTAL</b>	<b>33.9 (396)</b>	<b>46.3 (541)</b>	<b>15.7 (183)</b>	<b>4.1 (48)</b>	<b>1,168</b>	

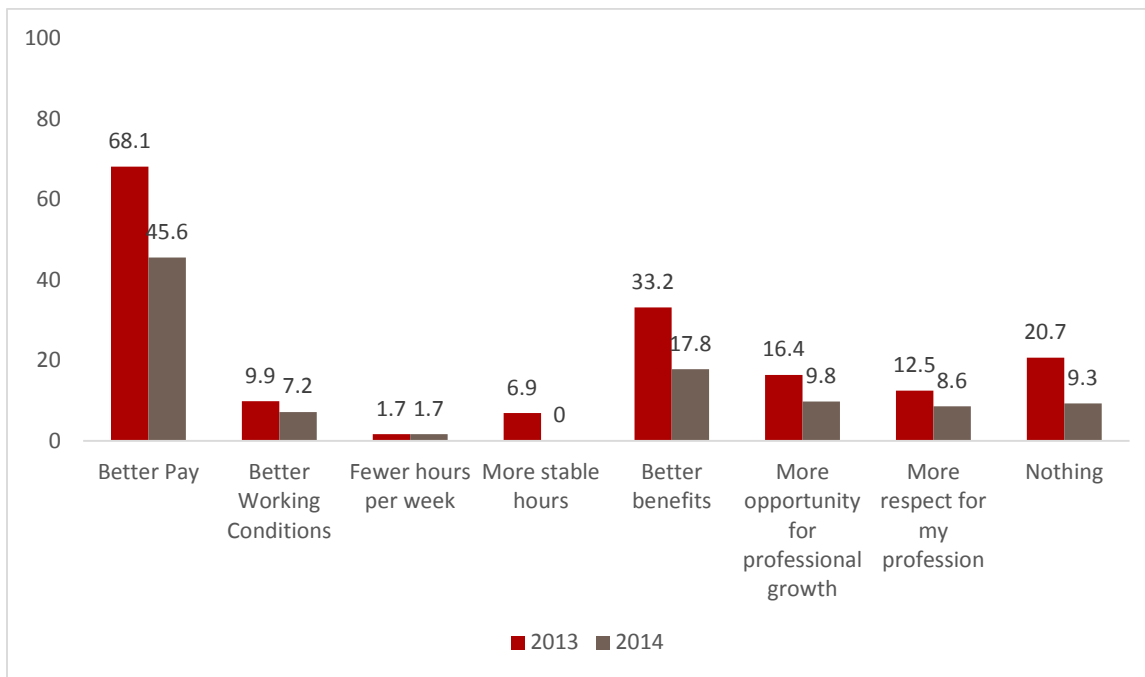
Respondents who reported they would **not** likely stay in the field were asked to indicate what would keep them in child care. Respondents could choose up to two options (see Table 35). Consistent with baseline data, better pay was the most common response, yet represented a 22.5% decrease from baseline.



Table 35. Reason to Stay

	N	%
Better pay	299	32.2
Better working conditions	47	5.1
Fewer hours per week	11	1.2
More stable hours	1	0.8
Better benefits	116	12.5
More opportunities for professional growth	64	6.9
More respect for my profession	56	6.1
Nothing	61	6.6

Figure 11. Reason to Stay Change



### Staffing Concerns

Directors were asked to rate their agreement with statements about staffing issues. Due to a low response rate for FCC providers, only Director responses are included. Overall, Directors were most likely to agree with the statement “I can find staff with experience in the field of early childhood” with 59.9% of directors indicating they agree or strongly agree with this statement. Directors were least like to agree with the statement “I can find qualified staff with degrees and training in ECE” with 36.7% of directors indicating they disagree or strongly disagree with this statement.

Results are summarized in Table 36.

Table 36. Staffing Concerns - Directors

	N	SA/A (%)	SD/D (%)	DIFFERENCE
I can find qualified Infant staff.	215	38.1 (82)	19.1 (41)	19.0
I can find qualified Toddler staff.	213	41.3 (88)	21.6 (46)	19.7
I can find qualified staff with degrees and training in ECE.	226	36.7 (83)	39.8 (90)	-3.1
I can find qualified staff with abilities to teach and nurture children with special needs.	228	32.9 (75)	34.6 (79)	-1.7
I can find qualified staff to work with children from culturally diverse backgrounds.	229	48.0 (110)	24.0 (55)	24.0
I can find staff with experience in the field of early childhood	227	59.9(136)	18.9 (43)	41.0

### Volunteers

Directors and FCC providers were asked if they had regular unpaid volunteers in their facilities. A quarter of Directors (25.8%) and 10.6% of FCC providers reported having volunteer hours (see Table 37).

Table 37. Unpaid Volunteers

	DIRECTORS	FCC
Yes	25.8 (61)	10.6 (5)
No	74.2 (175)	89.4 (42)
<b>TOTAL</b>	<b>236</b>	<b>47</b>

### Number of Volunteer Hours

When asked about the number of volunteer hours available, FCC providers reported a range of 2-30 hours a week, with a mode of 20 hours per week. Directors reported a range of 2-100 hours, with a mode of 30 hours per week.

## Professional Development

### ECE-TRIS

All respondents were asked about their use of the Early Care and Education Training Records Information System (ECE-TRIS), which has been required for all Early Care and Education Training in the Commonwealth beginning in 2012 (Division of Child Care, 2012). Nearly three-fourths (72.3%) indicated they were using ECE-TRIS to track their professional development (Table 38). This represented an increase since baseline for all groups: 37% for directors, 21.3% for teachers, and 15% for FCC providers.

Table 38. Use of ECE-TRIS

		YES	NO	TOTAL
Directors	Statewide	91.2 (186)	8.8 (18)	204
	Central	85.7 (42)	14.3 (7)	49
	East	97.0 (32)	3.0 (1)	33
	North	94.7 (71)	5.3 (4)	75
	West	87.2 (41)	12.8 (6)	47
FCC	Statewide	68.9 (31)	31.1 (14)	45
Teachers	Statewide	69.8 (617)	30.2 (267)	884
TOTAL		73.6 (834)	26.4 (299)	1,133

### Support for Professional Development

Teachers were asked to rate the level of support their director provides toward their professional development. Two-thirds (66.4%) indicated they felt very supported or supported most of the time. While 12.1% indicated they did not feel supported or were not always supported (see Table 39).

Table 39. Rate level of support for professional development

	N	%
Very	395	44.2
Most of the time	198	22.2
Somewhat	164	18.4
Not always	49	5.5
Not at all	59	6.6
No Response	28	3.1
TOTAL	893	100

Respondents were asked about their motivation for participation in professional development. The most common response for all respondents was using PD to gain skills and knowledge to improve job performance, followed by “to meet individual or program requirements” (See Table 40).

Table 40. Motivation for Involvement in Professional Development

	DIRECTORS	FCC	TEACHERS
To support quality improvement of center	21.2 (44)	13.6 (6)	11.1 (94)
To gain skills and knowledge to improve my job performance	32.7 (68)	45.5 (20)	54.0 (458)
To meet individual or program requirements	28.9 (60)	22.7 (10)	23.3 (198)
To support my business or career	8.7 (18)	13.6 (6)	8.1 (69)
Other	4.8 (10)	2.3 (1)	3.4 (29)
No Response	3.8 (8)	2.3 (1)	
<b>TOTAL</b>	<b>208</b>	<b>44</b>	<b>848</b>

### Core Content

Teachers were asked to answer Yes or No on a series of questions related to the Kentucky Early Childhood Core Content, part of the Kentucky Early Childhood Professional Development Framework (Rous, Howard, Chance, DeJohn, & Hoover, 2011; 2008). A majority (60.3%) indicated their director did not use core content to select professional development, half (53.3%) did not know if the director had used core content to refine their job description, and about the same (52.5%) did not know if the director used core content in conducting their evaluation. These results are summarized in Table 41.

Table 41. Use of Core Content

	YES	NO	DON'T KNOW	TOTAL
Uses Core Content to select PD	38.7 (325)	61.3 (515)	-	840
Director uses CC to refine job description	24.1 (204)	21.1 (179)	53.3 (452)	848
Directors uses CC in conducting evaluation	24.1 (207)	21.3 (181)	52.5 (445)	848

## Opinion of Professional Development

Respondents were asked a series of questions about the availability of professional development. This included availability based on proximity to work or home, affordability, and high quality. Comparison across respondents shows teachers were more likely to agree that professional development was near their work or home than directors or FCC providers. . Results are summarized in Table 42 and are aggregated by STAR-Rating status, region and for teachers, part- and full- time status in Table 43.

Respondents were also asked to indicate barriers to professional development. The most common reason cited across all respondents was not having enough time, followed by high cost for Directors and Teachers and not being able to get a substitute for FCC providers. Responses are summarized in Table 43.

Table 42. Availability of Professional Development

	PROXIMITY TO HOME OR WORK				AFFORDABLE				HIGH QUALITY				
	N	SA/A(%)	SD/D(%)	Difference	N	SA/A(%)	SD/D(%)	Difference	N	SA/A(%)	SD/D(%)	Difference	
Directors	<b>Statewide</b>	<b>195</b>	<b>67.2</b>	<b>21.5</b>	<b>45.7</b>	<b>196</b>	<b>67.3</b>	<b>17.3</b>	<b>50.0</b>	<b>198</b>	<b>59.1</b>	<b>14.6</b>	<b>44.5</b>
	STAR-Rated	116	65.5	22.4	43.1	117	65.0	17.1	47.9	119	56.3	16.8	39.5
	Not STAR-Rated	79	69.6	20.3	49.3	79	70.9	17.7	53.2	79	63.3	11.4	51.9
	Central	47	70.2	21.3	48.9	47	66.0	23.4	42.6	49	71.4	16.3	55.1
	East	33	45.5	27.3	18.2	33	60.6	21.2	39.4	32	50.0	12.5	37.5
	North	70	70.0	21.4	48.6	71	69.0	16.9	52.1	72	54.2	15.3	38.9
	West	45	75.6	17.8	57.8	45	71.1	8.9	62.2	45	60.0	13.3	46.7
FCC	<b>Statewide</b>	<b>41</b>	<b>65.9</b>	<b>26.8</b>	<b>39.1</b>	<b>40</b>	<b>75.0</b>	<b>20.0</b>	<b>55.0</b>	<b>41</b>	<b>73.2</b>	<b>14.6</b>	<b>58.6</b>
	STAR-Rated	18	72.2	22.2	50.0	18	72.2	22.2	50.0	18	72.2	22.2	50.0
	Not STAR-Rated	22	63.6	27.3	36.3	21	76.2	19.0	57.2	22	77.3	9.1	68.2
	Central	15	73.3	26.7	46.6	15	86.7	13.3	73.4	15	66.7	13.3	53.4
	East	7	57.1	28.6	28.5	7	71.4	14.3	57.1	7	71.4	14.3	57.1
	North	11	63.6	27.3	36.3	10	60.0	40.0	20.0	11	72.7	27.3	45.4
	West	8	62.5	25.0	37.5	8	75.0	12.5	62.5	8	87.5	0.0	87.5
Teacher	<b>Statewide</b>	<b>833</b>	<b>67.6</b>	<b>13.6</b>	<b>54.0</b>	<b>831</b>	<b>57.4</b>	<b>14.6</b>	<b>42.8</b>	<b>828</b>	<b>57.6</b>	<b>12.0</b>	<b>45.6</b>
	STAR-Rated	173	74.6	8.1	66.5	172	68.0	10.5	57.5	170	64.7	8.8	55.9
	Not STAR-Rated	192	65.1	14.1	51.0	190	55.8	17.9	37.9	191	55.5	17.3	38.2
	Central	211	65.4	13.7	51.7	210	51.4	18.6	32.8	209	55.0	14.8	40.2
	East	63	66.7	11.1	55.6	62	61.3	17.7	43.6	63	68.3	7.9	60.4
	North	306	72.2	12.7	59.5	307	59.9	13.7	46.2	306	59.2	11.1	48.1
	West	148	66.9	13.5	53.4	147	66.0	10.2	55.8	146	61.0	13.0	48.0

Table 43. Barriers to participate in Professional Development

	DIRECTORS				FCC				TEACHER			
	N	SA/A(%)	SD/D(%)	Difference	N	SA/A(%)	SD/D(%)	Difference	N	SA/A(%)	SD/D(%)	Difference
I don't have enough information about opportunities available to me.	193	28.5	36.3	-7.8	37	35.1	37.8	-2.7	799	41.8	31.8	10.0
I don't have enough time.	194	53.6	20.6	33	39	64.1	17.9	46.2	805	56.3	20.0	36.3
The cost is too high.	194	44.3	23.2	21.1	41	65.9	14.6	51.3	801	42.9	22.5	20.4
I don't like the trainings available.	195	24.1	32.3	-8.2	39	15.4	46.2	-30.8	801	20.2	22.5	-2.3
It is not useful enough to be worth my time/energy/resources.	195	26.7	35.4	-8.7	39	25.6	46.2	-20.6	803	21.4	45.5	-24.1
I don't plan on being in the child care field long term.	193	4.1	74.6	-70.5	38	2.6	78.9	-76.3	799	12.4	63.0	-50.6
I have concerns about the relevance of trainings available to me.	195	32.5	31.4	1.1	38	21.1	34.2	-13.1	799	30.7	34.3	-3.6
I do not have transportation to get to available trainings.	194	3.6	77.3	-73.7	39	5.1	74.4	-69.3	797	5.1	80.6	-75.5
I cannot get a substitute.	192	20.8	56.8	-36	38	60.5	23.7	36.8	796	21.7	51.4	-29.7
Available trainings are not offered at convenient times.	193	36.8	35.2	1.6	40	55	20	35	798	29.6	36.1	-6.5
The location of offered trainings is inconvenient.	193	30.6	34.7	-4.1	40	47.5	20	27.5	803	25.5	37.7	-12.2
I have difficulty accessing online training opportunities.	189	13.8	50.3	-36.5	38	28.9	47.4	-18.5	802	18.5	48.5	-30.0

## Internet Access

All survey respondents were asked to indicate how they typically accessed the internet and the frequency of access. Most directors (59.9%) reported accessing the internet at their center, while FCC providers (88.6%) and teachers (48.5%) reported accessing at home (see Table 44). Survey respondents were then asked to indicate the frequency with which they accessed the internet. Overwhelming, respondents accessed the internet daily (see Table 47).

Table 44. Internet Access

	DIRECTORS	FCC	TEACHERS	TOTAL
At Home	22.7(47)	88.6(39)	48.5(399)	45.2 (485)
Smartphone or mobile device	9.7(20)	6.8(3)	27.7 (228)	23.4 (251)
Internet access at center	59.9(124)	-	19.3 (159)	26.4 (283)
Internet access at public library	(1)	0	1.3 (11)	1.1 (12)
Other	3.9(8)	0	2.2 (18)	2.4 (26)
No Response	3.4(7)	4.5(2)	0.9 (7)	1.5 (16)
<b>TOTAL</b>	<b>207</b>	<b>44</b>	<b>822</b>	<b>1,073</b>

Table 45. Frequency of Internet Use

	DIRECTORS	FCC	TEACHERS	TOTAL
Daily	92.3 (191)	76.2 (32)	89.4 (735)	958
A few times a week	1.4 (3)	16.7 (7)	7.5 (62)	72
Once a week	0	2.4 (1)	1.3 (11)	12
A few times a month	0	0	0.6 (5)	5
Once a month	0	0	0	0
Less than once a month	0.5 (1)	0	0	1
No Response	5.8 (12)	4.8 (2)	1.0 (8)	24
<b>TOTAL</b>	<b>207</b>	<b>42</b>	<b>822</b>	<b>1072</b>



## Recommendations

1. Future studies should include Head Start and Public Preschool populations to capture the full population of early care and education providers in Kentucky. Of those states who conduct a statewide child care workforce study, most include these staff in their populations.
2. Consider using scales which more accurately ask the agreement of items without the use of a neutral choice.
3. Inclusion of additional factors for teacher satisfaction (Porter, 2012).
4. Include additional factors that influence PD to strengthen the workforce (e.g., use of scholarships, administrative support) (Porter, 2012).
5. Track students who began ECE Career in the UK Extension office targeted program (Center for the Study of Child Care Employment)
6. Using the data collected in 2013-14, develop the following white papers
  - a. Aggregate by those using the EC Scholarship (college and non-college)
  - b. If min wage is increased, what is the % currently making less/hour?
  - c. Are there differences across settings (Administration for Children and Families, 2014)
  - d. Are there differences by age group of children (e.g., 0-3,3-5 and mixed age groups) (Administration for Children and Families, 2014)
  - e. What languages are spoken in the workforce, implications for access to training and coursework (Administration for Children and Families, 2014)
  - f. Potential impact of CCAP cuts in July 2013 (Administration for Children and Families, 2014)
  - g. Access to key benefits – does it make a difference (Center for the Study of Child Care Employment)
  - h. High poverty vs Low poverty areas (National Survey of Early Care and Education Project Team, 2013)
  - i. Ages served and degrees (National Survey of Early Care and Education Project Team, 2013)

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## Appendix

### A. 1. Compensation by Region and STAR-Rating Status

		STAR-RATED		NOT STAR-RATED	
		N	MEDIAN	N	MEDIAN
Directors	<i>Statewide</i>	<b>39</b>	<b>33,800.00</b>	<b>33</b>	<b>30,000.00</b>
	Central	7	40,000.00	12	31,500.00
	East	7	25,000.00	2	17,700.00
	North	17	40,000.00	14	34,268.50
	West	8	31,000.00	5	27,000.00
FCC	<i>Statewide</i>	<b>17</b>	<b>19,679.00</b>	<b>21</b>	<b>28,080.00</b>
	Central	3	9,600.00	11	30,000.00
	East	5	23,400.00	3	28,080.00
	North	3	20,000.00	5	28,600.00
	West	6	21,500.00	2	22,000.00
Teachers	<i>Statewide</i>	<b>196</b>	<b>18,785.00</b>	<b>215</b>	<b>16,848.00</b>
	Central	34	18,649.80	101	18,720.00
	East	16	17,680.00	9	15,080.00
	North	86	19,305.00	75	17,160.00
	West	60	19,120.00	30	14,215.50

A. 2. Stay in the Field by Education Level

		YES, DEFINITELY WILL	YES, PROBABLY WILL	NO, PROBABLY WILL NOT	NO, DEFINITELY WILL NOT	TOTAL
Directors	<b>Statewide</b>	49.3 (102)	38.6 (80)	7.2 (15)	1.4 (3)	<b>200</b>
	High School	46.2 (6)	46.2 (6)	7.7 (1)	0	<b>13</b>
	Director Credential	100.0 (9)	0	0	0	<b>9</b>
	CCCC	75.0 (9)	25.0 (3)	0	0	<b>12</b>
	CDA	46.7 (14)	43.3 (13)	6.7 (2)	3.3 (1)	<b>30</b>
	Associates	49.7 (19)	43.6 (17)	7.7 (3)	0	<b>39</b>
	Bachelors	57.1 (24)	31.0 (13)	9.5 (4)	2.4 (1)	<b>42</b>
	Masters	30.0 (6)	55.0 (11)	15.0 (3)	0	<b>20</b>
FCC	<b>Statewide</b>	34.1 (15)	61.4 (27)	2.3 (1)	0	<b>43</b>
	HS or Equivalent	71.4 (5)	28.6 (2)	0	0	<b>7</b>
	Associates	0	100.0 (3)	0	0	<b>3</b>
	Bachelors	50.0 (2)	50.0 (2)	0	0	<b>4</b>
	Masters	0	66.7 (2)	33.3 (1)	0	<b>3</b>
Teachers	<b>Statewide</b>	29.0 (279)	45.1 (434)	17.3 (167)	4.7 (45)	
	HS or Equivalent	29.1 (32)	48.2 (53)	17.3 (19)	5.5 (6)	<b>110</b>
	Director Credential	46.2 (6)	43.8 (7)	0	0	<b>13</b>
	CCCC	46.8 (11)	41.7 (10)	12.5 (3)	0	<b>24</b>
	CDA	37.5 (33)	50.0 (44)	12.5 (11)	0	<b>88</b>
	Associates	31.0 (31)	45.0 (45)	22.0 (22)	2.0 (2)	<b>100</b>
	Bachelors	26.6 (46)	53.2 (92)	16.2 (28)	4.0 (7)	<b>173</b>
	Masters	28.3 (79)	44.1 (123)	27.9 (61)	5.7 (16)	<b>279</b>

A. 3. Stay in the field by STAR-Rating Status and Region

		YES, DEFINITELY/PROBABLY		NO, DEFINITELY/PROBABLY		TOTAL	
		STAR-RATED	NOT	STAR-RATED	NOT	STAR-RATED	NOT
Directors	<i>Statewide</i>	<b>90.8 (108)</b>	<b>91.4 (74)</b>	<b>9.2 (11)</b>	<b>8.6 (7)</b>	<b>119</b>	<b>81</b>
	Central	95.8 (23)	87.5 (21)	4.2 (1)	12.5 (3)	24	24
	East	85.0 (17)	100.0 (13)	15.0 (3)	0	20	13
	North	95.1 (39)	90.6 (29)	4.9 (2)	9.4 (3)	41	32
	West	85.3 (29)	91.7 (11)	14.7 (5)	8.3 (1)	34	12
FCC	<i>Statewide</i>	<b>100.0 (18)</b>	<b>95.8 (23)</b>	<b>0</b>	<b>4.2 (1)</b>	<b>18</b>	<b>24</b>
	Central	100.0 (3)	90.9 (10)	0	9.1 (1)	3	11
	East	100.0 (5)	100.0 (3)	0	0	5	3
	North	100.0 (4)	100.0 (7)	0	0	4	7
	West	100.0 (6)	100.0 (3)	0	0	6	3
Teachers	<i>Statewide</i>	<b>78.4 (149)</b>	<b>69.7 (161)</b>	<b>21.6 (41)</b>	<b>20.3 (47)</b>	<b>190</b>	<b>231</b>
	Central	71.9 (23)	79.2 (76)	28.1 (9)	20.8 (20)	32	96
	East	88.2 (15)	80.0 (8)	11.8 (2)	20.0 (2)	17	10
	North	72.3 (60)	75.0 (54)	27.7 (23)	25.0 (18)	83	72
	West	87.9 (51)	74.2 (23)	12.1 (7)	25.8 (8)	58	31

A. 4. Annual Director Salary by STAR Level

	N	MEDIAN
Not STAR-Rated	33	30,000.00
Level 1	3	30,000.00
Level 2	16	34,640.00
Level 3	3	35,000.00
Level 4	1	70,000.00

A. 5. Support for Professional Development by Region

	VERY	MOST OF THE TIME	SOMEWHAT	NOT ALWAYS	NOT AT ALL	TOTAL
<i>Statewide</i>	<b>45.7 (395)</b>	<b>22.9 (198)</b>	<b>18.9 (163)</b>	<b>5.7 (49)</b>	<b>6.8 (59)</b>	<b>864</b>
Central	48.2 (105)	20.2 (44)	18.3 (40)	6.0 (13)	7.3 (16)	218
East	47.6 (30)	28.6 (18)	14.3 (9)	6.3 (4)	3.2 (2)	63
North	44.4 (139)	24.9 (78)	16.3 (51)	7.0 (22)	7.3 (23)	313
West	45.5 (71)	18.6 (29)	22.4 (35)	3.8 (6)	9.6 (15)	156

A. 6. Length of service by Region

		CURRENT POSITION		CAREER	
		N	MEDIAN	N	MEDIAN
Directors	<i>Statewide</i>	200	7.00	200	15.75
	Central	48	7.83	48	16.00
	East	33	9.00	33	16.00
	North	73	6.33	73	17.67
	West	46	6.63	46	14.00
FCC	<i>Statewide</i>	43	11.00	43	15.00
	Central	15	13.00	15	15.33
	East	8	9.67	8	9.50
	North	11	11.33	11	17.00
	West	9	9.00	9	15.00
Teachers	<i>Statewide</i>	824	2.92	783	9.46
	Central	205	3.00	194	10.00
	East	62	3.50	62	10.00
	North	306	2.67	289	9.00
	West	147	3.00	140	10.29

A. 7. Length of Service by Highest Level of Education

		N	MEDIAN	N	MEDIAN
Directors	<b>Statewide</b>	<b>200</b>	<b>7.00</b>	<b>200</b>	<b>15.75</b>
	High School	13	9.00	13	20.00
	Director Credential	9	7.50	9	13.33
	CCCC	12	9.04	12	17.04
	CDA	30	7.46	30	18.46
	Associates	39	7.00	39	16.00
	Bachelors	42	4.96	42	13.75
	Masters	20	12.50	20	17.25
FCC	<b>Statewide</b>	<b>43</b>	<b>11.00</b>	<b>43</b>	<b>15.00</b>
	High School	6	14.33	6	14.71
	Directors Credential	2	9.63	2	10.63
	CCCC	1	8.33	1	8.00
	CDA	12	10.00	12	15.67
	Associates	3	7.17	3	24.00
	Bachelors	4	11.92	4	22.50
	Masters	3	15.00	3	20.00
Teachers	<b>Statewide</b>	<b>824</b>	<b>2.92</b>	<b>783</b>	<b>9.46</b>
	High School	99	1.00	91	2.50
	Directors Credential	13	7.00	13	12.33
	CCCC	23	4.17	21	8.00
	CDA	69	8.00	67	15.00
	Associates	100	4.92	97	12.33
	Bachelors	154	3.25	148	9.46
	Masters	72	4.00	69	12.50

A. 8. Children in Active Guard by Region

	YES	%	NO	%	TOTAL
<b>Statewide</b>	116	39.9	175	60.1	291
<b>Central</b>	32	55.2	26	44.8	58
<b>East</b>	11	28.2	28	71.8	39
<b>North</b>	43	46.7	49	53.3	92
<b>West</b>	22	41.5	31	58.5	53