# Child Care Workforce Study

*Certified Family Child Care Homes*

Kim Hooks, Beth Rous, Patti Singleton, Amy Booth, Amy Clark, Tami Gross

ChildCare Aware® OF KENTUCKY

*Spring 2013*

# 2013 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 one in a series of three examining factors in the child care workforce. Additional reports are available on Licensed Child Care Directors and Child Care Teachers and Assistants, available online. Additional copies of this report are available by request.

www.kentuckypartnership.org/workforce

Recommended Citation:
Hooks, K., Rous, B., Singleton, P., Booth, A., Clark, A., &Gross, T. (2013). *Kentucky's 2013 child care workforce study – certified child care homes.*  Lexington, KY: Human Development Institute, University of Kentucky

# Contents

# Table of Tables

# Table of Figures

# Background and Methodology

The 2012 Workforce survey request was sent to the population of 554 Certified Family Child Care homes in the state of Kentucky.

In May of 2012, using email addresses provided by the Early Care and Education Training Records Information System (ECE-TRIS) 404 certified providers with known email addresses were sent a cover letter and link to an online survey using Qualtrics Survey Software, with a request to complete the survey within 3 weeks.  Using procedures outlined by Dillman (2009), e-mail reminders were sent 2 and 4 weeks after the initial request.  Due to a low return rate (2%), an additional e-mail reminder was sent 8 weeks after the initial request.  A total of 43 surveys were completed (see Table 1 for response rate).

Four weeks after the initiation of the email survey, certified providers with invalid or no email addresses were sent a survey by mail, along with a cover letter and postage-paid return envelope.  A total of 150 certified providers received surveys, with a request to complete the survey within 3 weeks.  Using procedures outlined by Dillman (2009), reminder post-cards were sent at 2 and 4 weeks after initial mailing to those who had not yet returned the surveys.  A total of 23 surveys were returned (see Table 1 for response rate)

As incentive, all certified providers who submitted a completed Workforce Survey for Certified Family Child Care Homes received a book on early childhood topics and were entered into a drawing for early childhood materials worth up to $50.  DVD's were sent upon receiving the survey, and the drawing was completed two weeks following the last reminder post card.

Four (4) surveys were returned due to invalid address/phone.  This resulted in an adjusted sample of 550, for an overall response rate of 12%, as described in Table 1. Response Rate and N.

Table 1. Response Rate and N

|  | Survey Sample | Survey Sample Size | Valid Surveys: Online* | Valid Surveys: Paper* | Response Rate |
|---|---|---|---|---|---|
| Certified Homes | population | 550 | 43 | 23 | 12% |

Using county designations provided by DCC, results were examined by region.  Sixty-five percent (43) of respondents were from the Central region of the state, 24%(16) from the Western region and the remaining 11%(7) from the Eastern region.  As illustrated in Figure 1, the percentage of respondents from the Eastern region closely aligns with the percentage of homes currently operating in that region.  However, the percentage of

respondents from Western KY is slightly higher than for the region, while respondents representing Central KY is slightly lower than the regional population of certified homes. The representativeness of the respondents and low response rate limit the degree to which findings can be disaggregated by region.  Limitations will be discussed in the conclusions section of this report.  Table 2 details counties in a region and Figure 1 illustrates the return rate by region.

Table 2.  Regional County Designation

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

Figure 1. Distribution of Facilities by Region and Returned Surveys by Region
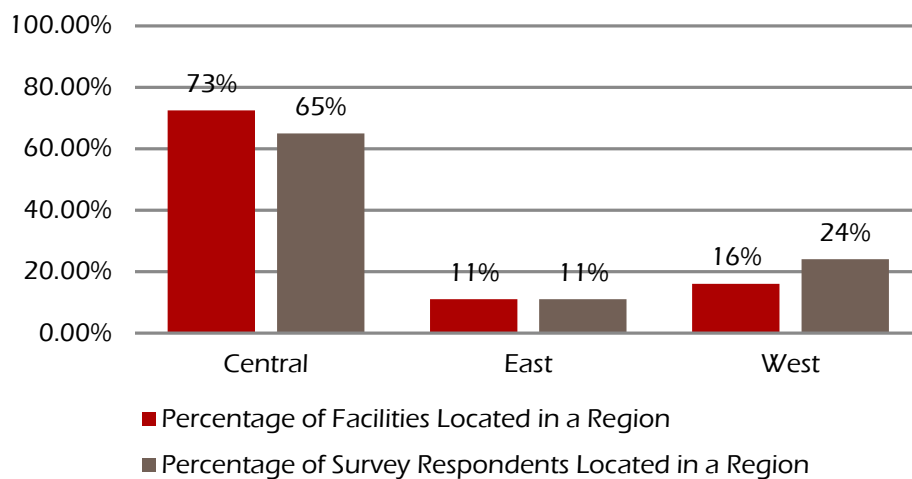


**Respondent Characteristics**

This section provides information on the characteristics of the respondents.  It should be noted that not all respondents answered all questions on the survey.  Therefore sample sizes will be provided where necessary by characteristic.

All respondents were female (100%, N=66).  A total of 24%(16) of respondents provided demographic information needed to obtain additional information about their level of

education from ECE-TRIS which was used as a secondary data source.  Of these 19%(3) had a Masters degree, 31%(5) a Bachelors degree, 31%(5)  an Associates degree, and 19%(3) a High School diploma or equivalent.

On average, participants had been in their positions 12.9 years and worked in child care 18.8 years.

A total of 54%(37) of respondents provided information related to number of college courses.  The mean number of college courses completed over the past 7 years was 4.8 (range 0 to 45) and 13.6 hours with the majority taking no courses in Early Childhood or Child Development. Table 3 illustrates these results.

Table 3. Experience and Education

|  | N | % | Mean | Median | Sd | Min | Max |
|---|---|---|---|---|---|---|---|
| How long have you held your current position? | 58 | 89% | 12.9 | 13.2 | 8.8 | .4 | 39 |
| How long have you worked in the child care profession including this job? | 58 | 89% | 18.8 | 16.3 | 9.7 | 2.3 | 47 |
| In the past 7 years, how many college courses have you completed in Early Childhood or Child Development? | 37 | 56% | 4.8 | 0 | 10.1 | 0 | 45* |
| In the past 7 years, how many college semester credits have you completed in Early Childhood or Child Development?* | 37 | 56% | 13.6 | 0 | 28.0 | 0 | 120** |

*One write in response stated "too many"
**One write in response stated "Completed Associates degree".


The majority of respondents stated they will (42%, N=28) or definitely will (36%, N=24) be in the child care field three years from now, with 8% (N=5) indicating they probably or definitely would not be in the field.

Most survey respondents (77%, N=51) indicated they worked 40 or more hours a week. A summary of the number of hours worked per week is presented in Table 4.

Table 4. Number of Hours Worked per Week

| | N | % |
|---|---|---|
| less than 10 hrs/week | 0 | 0% |
| 10-20 hrs/week | 2 | 3% |
| 21-34 hrs/week | 2 | 3% |
| 35-40 hrs/week | 2 | 3% |
| 41-50 hrs/week | 16 | 24% |
| Over 50 hrs/week | 35 | 53% |
| No Response | 9 | 14% |

## Internet Usage

The majority of respondents accessed the internet at home (66%, N=44), with (5%, N=3) using a smartphone/mobile device, and 6% (4) indicating " other" (e.g., both home and i-phone, someone else's internet, don't use the internet (2).

Forty-Seven percent (31) of respondents said they accessed the internet daily; 17%(11) stated they accessed it a few times per week, 3%(1) accessed it 1 time per week, 2%(3) accessed it a few times per month, 5%(3) accessed it once a month, and 5%(3) accessed it less than one time per month.  24%(16) did not respond to this question.

## Program Characteristics and Capacity

Of the 66 certified homes who responded, a majority (80%, N=53) reported they were open year-round. A smaller percentage (18%, N=12) indicated they were only open during the school year. Schedules are shown in Table 5.

Table 5. Schedule

| | N | % |
|---|---|---|
| Between 12 and 14 (summer only) | 0 | 0% |
| Between 14 and 50 (school year only) | 12 | 18% |
| 52 weeks (year round) | 53 | 80% |
| No Response | 1 | 2% |

## Child Capacity

For each age group, respondents were first asked the number of children they have the capacity to serve, then the number of children enrolled 25 hours per week or less (part-time) and the number enrolled more than 25 hours per week (full-time).   Infants were those children 0-11 months of age; toddlers ranged from 12-24 months; preschoolers were 2-4 years old and school age children were 5 or more years old.

Sixty-two percent (N=41) of the 66 certified homes responded to survey questions regarding Capacity, Enrollment, and Staff: Child Ratios.  Only one(2%) reported only

part-time enrollment and 23(55%) reported <u>only</u> full-time enrollment.  The 17 (41%) remaining certified homes had children in both full and part-time enrollment.  All information on capacity, number, and age(s) of the children in the certified home is calculated based on 41 responses. This is summarized in Table 6 and Table 7.

Table 6. Child Care Capacity

| Capacity | N | % | Mean | SD | Min | Max |
|---|---|---|---|---|---|---|
| Infant [1] | 32 | 78% | 2.2 | 2.0 | 0 | 6 |
| Toddler [2] | 35 | 85% | 3.3 | 2.3 | 0 | 6 |
| Preschool [3] | 34 | 83% | 3.3 | 2.3 | 0 | 6 |
| School-Age [4] | 28 | 68% | 2.7 | 2.4 | 0 | 6 |
| Enrollment | | | | | | |
| Part Time | N | %(N)* | Mean | SD | Min | Max |
| Infant [1] | 7 | 17% | .2 | .5 | 0 | 2 |
| Toddler [2] | 11 | 27% | .5 | .9 | 0 | 3 |
| Preschool [3] | 10 | 24% | .4 | .9 | 0 | 3 |
| School-Age [4] | 4 | 10% | .2 | .9 | 0 | 4 |
| Total Part-Time | 19 | 46% | 1.4 | 1.8 | 0 | 6 |
| Full Time | N | % | Mean | SD | Min | Max |
| Infant [1] | 17 | 41% | .5 | .6 | 0 | 2 |
| Toddler [2] | 30 | 73% | 1.6 | 1.5 | 0 | 5 |
| Preschool [3] | 31 | 76% | 1.6 | 1.4 | 0 | 6 |
| School-Age [4] | 21 | 51% | 1.2 | 1.4 | 0 | 4 |
| Total Full-Time | 40 | 98% | 4.9 | 2.1 | 0 | 11 |

*This percentage calculated by (Number of Centers with at least one child from age group enrolled)/(Number of Centers saying they had capacity for children from that age group.

Table 7. Staff- Child Ratio

| | N | % | Mean | Median | Min | Max |
|---|---|---|---|---|---|---|
| Infant [1] | 27 | 66% | 3.9 | 1.9 | 1 | 6 |
| Toddler [2] | 31 | 76% | 3.9 | 2.0 | 1 | 6 |
| Preschool [3] | 28 | 68% | 5.0 | 1.6 | 2 | 6 |
| School-Age [4] | 23 | 56% | 4.1 | 2.2 | 1 | 6 |

The average number of children enrolled full-time in certified homes was 4.9.

## Children of Active Duty Military or National Guard/Reserve Served

Fifteen percent (N=10) of certified family child care homes reported serving the children of parents who were Active Duty Military or in the National Guard/Reserve (Table 8). The certified homes that served these children on average had one child in their home. However, this number ranged from 0 (none CURRENTLY) to 5.

Table 8. Children of Active Duty Military in Care

|  | N | % |
|---|---|---|
| Infant | 1 | 1% |
| Toddler | 4 | 6% |
| Preschool | 4 | 6% |
| School-Age | 1 | 1% |

## Other Persons in Home

The Median household size was two adults, with 38%(25) of certified homes reporting children under the age of 17 living at the home. Table 9 describes these results.

Table 9. Number of Adults in Household

|  | N | % | Mean | Median | Std. Deviation | Min | Max |
|---|---|---|---|---|---|---|---|
| Adults | 56 | 92% | 1.9 | 2 | .76 | 1 | 4 |
| Children | 25 | 38% | .9 | .00 | 1.2 | 0 | 5 |

Thirty percent (N=20) of respondents stated they were providing care to at least one of their own children (<=12 years) during their regular operating hours.

## Staffing: Assistant Caregivers and Volunteers

Sixteen percent (N=10) of certified home respondents had paid assistants. The number of paid assistants ranged from 0(CURRENT) to 4 with the majority of certified homes only having one paid assistant. See Table 10.

The average salary for assistants was $7.96/hour. Two facilities reported providing training funds for their personal assistants and one provided personal time. No other respondents with paid assistants reported providing any benefits.

Table 10. Assistant Caregiver Details

| | N | % | Mean | Median | Std. Deviation | Min | Max |
|---|---|---|---|---|---|---|---|
| *If yes*, how many paid assistant caregivers do you have? | 62 | 94% | 1.3 | 1.00 | 1.2 | 0 | 4 |
| *If yes*, if you were hiring today, what would be the lowest starting hourly wage for each position? | 10 | 16% | $7.96 | $8.00 | $0.97 | $7.25 | $10.00 |

Certified home providers responded to six questions on staff availability. Those that responded most frequently agreed or strongly agreed they could find qualified staff for infants (23%, N=15) and toddlers (23%). Information about reported staff availability is provided in Table 11.

Table 11. Staff Availability

| | No Response | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| I can find qualified infant staff. | 70% (46) | 2%(1) | 21%(14) | 8%(5) | - | - |
| I can find qualified toddler staff. | 70% (46) | 2%(1) | 23%(15) | 6%(4) | - | - |
| I can find staff with experience in the field of early childhood. | 71% (47) | - | 9%(6) | 15%(10) | 3%(2) | 2%(1) |
| I can find qualified staff with abilities to teach and nurture children with special needs. | 71% (47) | - | 11%(7) | 17%(11) | 2%(1) | - |
| I can find qualified staff to work with children from culturally diverse backgrounds. | 71% (47) | - | 12%(8) | 12%(8) | 5%(3) | - |
| I can find qualified staff with degrees and training in early childhood education. | 71% (47) | 3%(2) | 15%(10) | 9%(6) | 2%(1) | - |

## Volunteers

Eleven percent (7) of certified homes responding to this survey stated they had unpaid volunteers that regularly work at their program. The number of hours worked by volunteers in a typical week ranged from 1 to 40. The average was 15 hours.

# Benefits and Compensation

The annual salary of certified home providers responding to this survey ranged from $3,120 to $53,450 with an average of $22,754, as described in

Table 12.

Table 12. Child Care Home Director Wages

|  | N | % | Mean | Median | Std. Deviation | Min | Max |
|---|---|---|---|---|---|---|---|
| Current Salary | 52 | 79% | $22,754 | $20,800 | $11,674 | $3,120 | $53,450 |

Figure 2 compares salaries of certified home providers, KY licensed child care center directors, and the National Average for Childcare Administrators from the U. S. Bureau of Labor Statistics (2013).  As can be seen, the Median Annual Salary for certified providers is substantially lower than that for Childcare Administrators across the nation as well as licensed child care directors in the state.

Figure 2. Salary Comparison



| | Family Care Home | KY Licensed Care Center* | National Average |
|---|---|---|---|
| ▬ 75th Percentile | $27,476.00 | $40,000.00 | $60,780.00 |
| ▬ 25th Percentile | $15,000.00 | $23,712.00 | $34,050.00 |
| ◼ Median-50th Percentile | $20,800.00 | $28,000.00 | $43,950.00 |
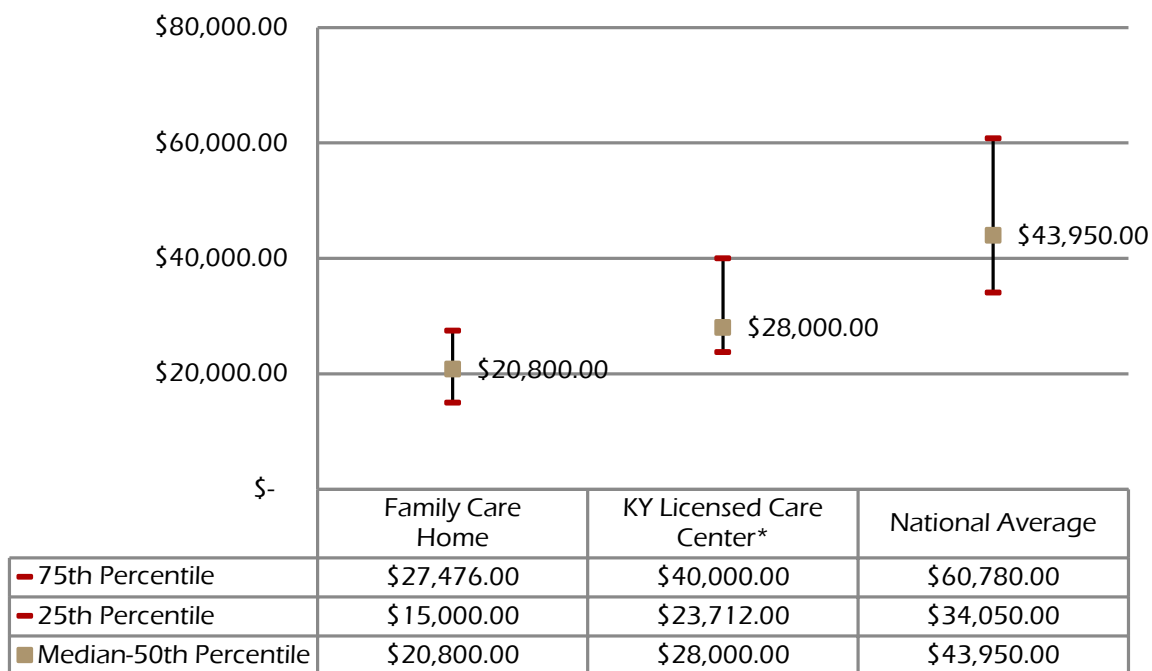
*Information on Salary of KY Licensed Care Center Directors taken from Licensed Director version of Workforce survey (2012-2013).

## Additional Employment

Fourteen percent of respondents had a job in addition to child care.   Table 13 reflects mean number of hours worked by/wages earned at these second jobs.  The average is14.13 hours/week and $5.90 per hour.

Table 13. About Additional Employment

| | N | % | Mean | Median | Std. Deviation | Min | Max |
|---|---|---|---|---|---|---|---|
| *If yes*, how many hours per week, on average, do you spend in that job(s)? | 9 | 14% | 14.13 | 9.00 | $13.35 | 2 | 40 |
| *If yes*, how what is your current salary for that job? (reported as an hourly rate) | 9 | 14% | $5.90 | $5.77 | $4.04 | $1.92 | $10.00 |

The majority of households reported making $30,000 or more per year (54%, N=36) suggesting that the certified home provider's income for child care is not the only income in the majority of households. Figure 3 illustrates the results.

Figure 3. Household Income
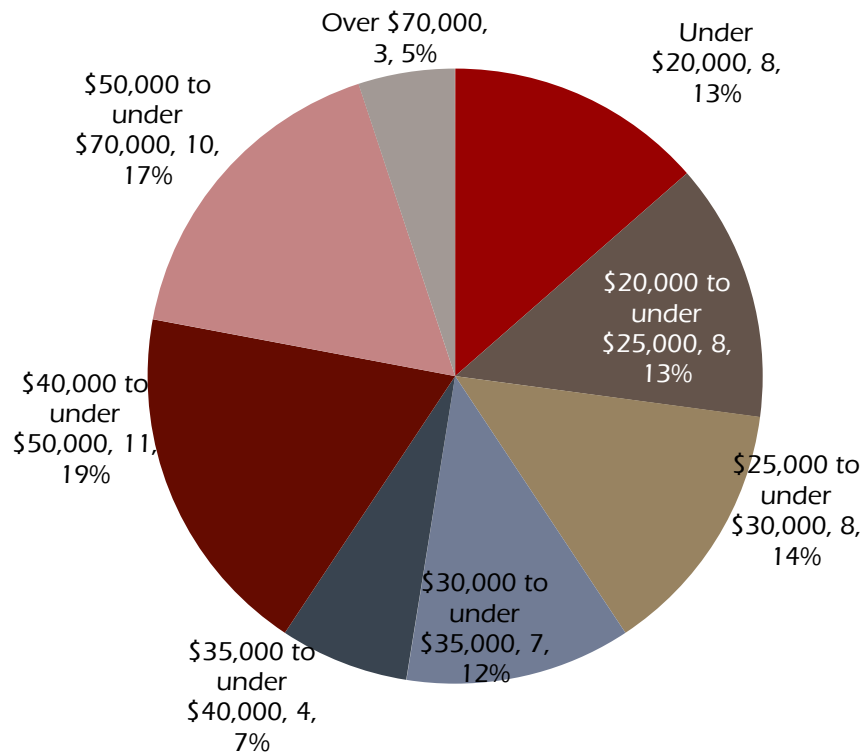


## Insurance

Sixty four percent (N=42) of certified home providers indicated that they do currently have health insurance.   The majority were covered by their spouse's insurance policy (55%, N=23).  Only 14%(6) had their own insurance policy.  This figure is similar to that

of other home-based providers of child care (12%) as cited by Smith and Baughman (2007).  However, it is only about one-fifth the percentage of workers in the national workforce whose employers provide for health insurance (66%) (Herzenberg, Price, and Bradley, 2005).

Table 14. Source of Health Insurance

|  | N | % |
|---|---|---|
| I have my own health insurance policy | 6 | 14% |
| I'm covered by my spouse's policy | 23 | 55% |
| I purchase insurance through my employer | 3 | 7% |
| My insurance is partially paid by my employer | - | - |
| My insurance is fully paid by my employer | - | - |
| I am covered through Medicare/Medicaid | 5 | 12% |
| Other, please specify* | 3 | 7% |

*1 respondent indicated had insurance through company retired from, 1 respondent indicated Anthem, and 1 respondent did not indicate where insurance was from

A majority (92%, N=61) of respondents indicated they did have general liability business insurance or some type of umbrella insurance coverage for their child care business, as described in Table 15.

Table 15. General Liability Insurance

|  | N | % |
|---|---|---|
| Yes | 61 | 92% |
| No | 1 | 2% |
| No Response | 5 | 6% |

## Other Support

The majority (73%, N=48) of respondents indicated that they have at least one other professional caregiver they can talk to for support (Table 16).

| Table 16. Other Professional Caregivers Available for Support | N | % |
|---|---|---|
| Yes | 48 | 73% |
| No | 14 | 21% |
| No Response | 4 | 6% |

# Professional Development

## Supports for Professional Development

When certified home providers were asked a question about their primary motivation in seeking professional development each year, the most frequent response was "to gain skills and knowledge to improve my job performance" (36%, N=24). This was followed by 21%(16) individuals who chose "to meet individual program requirements" and 11%(7) who chose "to support my business or career". One respondent wrote in "all of the above" as a response, two indicated it was because they love and want to help children, and two selected "other" without giving a reason.

Participants were presented with a list of professional development supports and asked to indicate which they had used. If they had used the support they were then asked to rate their level of satisfaction. These results are described in Table 17.

Table 17. Professional Development Supports

| | Have Used | If you have used, please rate your level of satisfaction | | | | | Mean/Average | I'm not aware of | I'm aware of but haven't used | No Response |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Very dissatisfied (1) | Dissatisfied (2) | Neither Agree or Disagree (3) | Satisfied (4) | Very Satisfied (5) | | | | |
| Kentucky Early Childhood Standards [17] | 45.5%(30) | 3% | 3% | 10% | 47% | 37% | 4.10 | 18.1%(12) | 15.2%(10) | 21.2%(14) |
| Kentucky STARS for KIDS NOW Technical Assistance [2] | 42.4%(28) | 4% | 4% | 18% | 46% | 28% | 3.93 | 7.5%(5) | 31.8%(21) | 18.1%(12) |
| Early Care and Education Training Records Information System (ECE-TRIS) [10] | 40.9%(27) | 0% | 7% | 12% | 48% | 33% | 4.07 | 13.6%(9) | 24.2%(16) | 21.2%(14) |
| KIDS NOW Initiative [1] | 37.9%(25) | 0% | 4% | 16% | 44% | 36% | 4.12 | 18.1%(12) | 22.7%(15) | 21.0%(14) |
| Early Childhood Council [19] | 37.9%(25) | 4% | 0% | 8% | 40% | 48% | 4.28 | 27.2%(18) | 13.6%(9) | 21.2%(14) |
| Kentucky Early Childhood Trainer's Credential [14] | 30.3%(20) | 5% | 0% | 25% | 35% | 35% | 3.95 | 22.7%(15) | 27.2%(18) | 19.6%(13) |
| KIDS NOW scholarships [5] | 28.8%(19) | 5% | 0% | 21% | 21% | 53% | 4.16 | 25.7%(17) | 28.7%(19) | 16.6%(11) |
| CDA and CDA-K mini-grants [6] | 28.8%(19) | 0% | 5% | 16% | 21% | 58% | 4.32 | 28.8%(19) | 22.7%(15) | 19.6%(13) |
| Use of Early Childhood Professional Core Content Self-Assessment Form [12] | 28.8%(19) | 0% | 0% | 21% | 47% | 32% | 4.11 | 39.4%(26) | 7.6%(5) | 24.2%(16) |
| Early Childhood Core Content [11] | 27.3%(18) | 0% | 6% | 22% | 39% | 33% | 4.00 | 39.3%(26) | 10.6%(7) | 22.7%(15) |
| Use of Individual Growth Plans/ Professional Development Plans [13] | 27.3%(18) | 6% | 0% | 33% | 33% | 28% | 3.78 | 31.8%(21) | 18.1%(12) | 22.7%(15) |
| Early Childhood Scholarship Program [7] | 25.8%(17) | 0% | 0% | 12% | 41% | 47% | 4.35 | 31.8%(21) | 21.2%(14) | 21.2%(14) |
| Milestone Achievement Award [3] | 24.2%(16) | 6% | 0% | 19% | 31% | 44% | 4.06 | 40.9%(27) | 9.0%(6) | 25.8%(17) |
| Related Educational Reimbursement Award [4] | 24.2%(16) | 6% | 0% | 25% | 25% | 44% | 4.00 | 42.4%(28) | 10.6%(7) | 22.7%(15) |
| Kentucky Early Childhood Continuous Assessment Guide [16] | 24.2%(16) | 6% | 0% | 19% | 56% | 19% | 3.81 | 39.3%(26) | 10.6%(7) | 25.8%(17) |
| Director's Credential [8] | 22.7%(15) | 0% | 7% | 20% | 27% | 41% | 4.13 | 30.3%(20) | 21.2%(14) | 26.7%(13) |
| Quality Self-Study [18] | 19.7%(13) | 8% | 0% | 15% | 46% | 31% | 3.92 | 40.9%(27) | 13.6%(9) | 25.8%(17) |
| Use of a professional mentor, coach, or consultant [15] | 18.2%(12) | 17% | 0% | 25% | 25% | 33% | 3.58 | 45.5%(30) | 12.1%(8) | 24.2%(16) |
| KDE Traineeship Scholarship (for special needs training) [9] | 9.1%(6) | 0% | 17% | 66% | 0% | 17% | 3.17 | 53.0%(35) | 13.6%(9) | 24.2%(16) |

Respondents were least aware of the KDE Traineeship Scholarship for special needs training (53%, N=30) and the use of a professional mentor, coach or consultant (46%, N=30). Participants were most aware of Kentucky Early Childhood Standards (45.5%, N=30), STARS for KIDS NOW Technical Assistance (42.4%, N=28) and ECE-TRIS (40.9%, N=27). Participants were most satisfied with the Early Childhood Scholarship Program (4.35), CDA and CDA-K mini-grants (4.32), and the Early Childhood Council (4.28).

## Use of ECE-TRIS

The majority of respondents from the sample stated that they do CURRENTLY use the Early Care and Education Training Records Information System (ECE-TRIS) to track Professional Development (54%, N=36).

Of those who DO use ECE-TRIS, several admitted to having hours completed that had not been entered into the system (Table 18).

Table 18. Number of Child Care Related Training Hours not recorded by those using ECE-TRIS

|  | N | % |
|---|---|---|
| Unknown | 21 | 58% |
| 0-25% | 2 | 6% |
| 26-50% | 2 | 6% |
| 51-75% | 0 | 0% |
| 76-100% | 5 | 14% |

Of those who DO NOT use ECE-TRIS, 38%(N=25) stated that they have received professional development.  This training is reflected in the following table (Table 19).

Table 19. Number of Child Care Related Training Hours Not Documented in ECE-TRIS

|  | N | % |
|---|---|---|
| Less than 15 hours | 19 | 76% |
| 15 hours | 2 | 8% |
| 16-17 hours | 2 | 8% |
| 18 hours | 0 | 0% |
| 19 hours or more | 2 | 8% |

## Use of Quality Self Study

Of the 13 respondents who stated that had used the Quality Self Study, 8%(1) indicated that they were not currently implementing the study, 54%(7) stated they were "somewhat" implementing the study" and 38%(5) stated that they were "very much" implementing the study.

## Use of KY Early Childhood Standards

Of the 30 respondents stating that they used the KY Early Childhood Standards, the purpose of using the standards was most frequently cited as "The KY EC Standards can

assist to ensure that all activities, materials, and experiences provided for children address all components of each benchmark and standard." (Table 21).

Table 20. Use of the Kentucky Early Childhood Standards

|  | N | % |
|---|---|---|
| The Kentucky Early Childhood Standards outline key learning goals in each of the major developmental domains, which are established as goals for children's development to age three (0-3 Standards) or through age 4 (3-4 year Standards). | 7 | 23% |
| The KY EC Standards may be used to ensure that assessment procedures cover all standards and benchmarks for a comprehensive understanding of a child's functioning. | 2 | 7% |
| The KY EC Standards can assist in planning experiences that promote children's progress toward achieving benchmarks and standards. | 3 | 10% |
| The KY EC Standards can assist to ensure that all activities, materials, and experiences provided for children address all components of each benchmark and standard. | 8 | 27% |
| I do not use the KY EC Standards. | 5 | 17% |
| Other | 0 | 0% |
| No Response | 6 | 20% |

## Availability of Professional Development

Respondents indicated their level of agreement about professional development opportunities using a 5-point scale(Table 21). About half of participants either "strongly agreed" or "agreed" with all three statements indicating that there are nearby opportunities (51%), that are affordable (50%), and of high quality (50%).

Table 21. Availability of Professional Development Opportunities

| | No Response | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Average |
|---|---|---|---|---|---|---|---|
| I can find opportunities for professional development near my home or work. | 16.7% (11) | 15.2% (10) | 36.4% (24) | 18.2% (12) | 6.1%(4) | 7.6%(5) | 2.58 |
| I can find professional development that is affordable. | 15.2%(10) | 12.1%(8) | 37.9%(25) | 21.2%(14) | 9.1%(6) | 4.5%(3) | 2.54 |
| I can find professional development that is high quality. | 19.7%(13) | 13.6%(9) | 36.4%(24) | 19.7(13) | 6.1%(4) | 4.5%(3) | 2.47 |

## Interest in Professional Development

Respondents indicated the type(s) of support, training, or education they would be interested in receiving (Table 22). The most popular responses include Behavior Management and Guidance (45.5%, N=30), Working with Specific Age Groups (42.4%, N=28), and Child Development (42.4%, N=28).

Table 22. Interest in Professional Development Topics

| | N | % |
|---|---|---|
| Behavior management and guidance | 30 | 45.50% |
| Child development | 28 | 42.40% |
| Working with Specific Age Groups | 28 | 42.40% |
| Working with Parents | 26 | 39.40% |
| Helping with School Readiness and School Success | 26 | 39.40% |
| Stress Management | 24 | 36.40% |
| Working with Children with Special Needs | 20 | 30.30% |
| Bookkeeping, business management, or billing | 18 | 27.30% |
| Child Assessment and Observation | 17 | 25.80% |
| Working with Schools, Other Agencies, Programs, or Systems for Referrals and Support | 16 | 24.20% |
| Use of formal curriculum | 15 | 22.70% |
| The core competencies defined by KIDS NOW | 9 | 13.60% |
| Getting a Certificate | 8 | 12.10% |
| Working with Specific Cultural Groups | 7 | 10.60% |
| Accreditation | 5 | 7.60% |
| Other: "None" | 1 | 1.50% |

## Barriers to Professional Development

Using a 5 point scale, respondents indicated the reasons they don't get more involved in professional development training. The most highly rated items were "I don't have enough time" (56% Strongly Agree/Agree), "I cannot get a substitute" (34.9% Strongly Agree/Agree) and "the cost is too high" (43.9% Strongly Agree/Agree). Results are summarized in Table 23.

Table 23. Barriers to Professional Development

| | No Response | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Average |
|---|---|---|---|---|---|---|---|
| I don't have enough time. | 18.2% (12) | 22.7%(15) | 33.3%(22) | 15.2%(10) | 9.1%(6) | 1.5%(1) | 2.19 |
| I cannot get a substitute. | 21.2% (14) | 19.7%(13) | 15.2%(10) | 19.7%(13) | 13.6%(9) | 10.6%(7) | 2.75 |
| The cost is too high. | 18.2%(12) | 19.7%(13) | 24.2%(16) | 28.8%(19) | 7.6%(5) | 1.5%(1) | 2.35 |
| Available trainings are not offered at convenient times. | 16.7% (11) | 18.2%(12) | 24.2%(16) | 21.2%(14) | 12.1%(8) | 7.6%(5) | 2.60 |
| The location of offered trainings is inconvenient. | 22.7% (15) | 18.2%(12) | 12.1%(8) | 28.8%(19) | 12.1%(8) | 6.1%(4) | 2.69 |
| I have concerns about the relevance of trainings available to me. | 27.3% (13) | 3.0%(2) | 9.1%(6) | 34.8% (23) | 16.7%(11) | 9.1%(6) | 2.87 |
| I don't have enough information about opportunities available to me. | 22.7% (15) | 6.1%(4) | 22.7%(15) | 24.2%(16) | 19.7%(13) | 4.5%(3) | 2.96 |
| I don't like the trainings available. | 24.2% (16) | 3.0%(2) | 7.6%(5) | 34.8%(23) | 27.3%(18) | 3.0%(2) | 3.26 |
| I have difficulty accessing online training opportunities. | 24.2%(16) | 7.6%(5) | 12.1%(8) | 25.8%(17) | 18.2%(12) | 12.1%(8) | 3.38 |
| It is not useful enough to be worth my time/energy/resources. | 25.8%(17) | 3.0%(2) | 10.6%(10) | 22.7%(15) | 30.3%(20) | 7.6%(5) | 3.39 |
| I do not have transportation to get to available trainings. | 25.8% (17) | 0%(0) | 3.0%(2) | 16.7%(11) | 24.2%(16) | 30.3%(20) | 4.10 |
| I don't plan on being in the child care field long term. | 24.2% (16) | 0%(0) | 6.1%(4) | 15.2%(10) | 25.8%(17) | 28.8%(19) | 4.02 |

# Quality Improvement Initiatives

## Familiarity

The majority of respondents (80%, N=53) indicated that they had heard about Kentucky's Quality Rating and Improvement System (STARS for KIDS NOW). Those who said they were familiar with STARS for KIDS NOW were asked about the primary purpose of the program. The majority stated that it was to "Improve Early Care and Education Program Quality (60%, N=32). Table 24 describes these results in more detail.

Table 24. Primary Purpose of STARS for KIDS NOW

| | N | % |
|---|---|---|
| Improve ECE (early care and education) program quality | 32 | 60.3% |
| Provide information to parents about program quality | 8 | 15.1% |
| Provide monetary incentives to programs | 5 | 9.4% |
| Provide marketing materials to programs | 4 | 7.5% |
| Other | 1 | 1.8% |
| No Response | 3 | 5.7% |

## Source of Information on Quality Initiatives

Respondents thought that the most important source of information or influence on quality practices in their program were their local child care agencies. This was followed by other child care professionals. Influences are reported in Table 25.

Table 25. Influences for High Quality Practices

| | N | % |
|---|---|---|
| A consultant/TA specialist | 6 | 11.0% |
| Supervisor or former supervisor | 0 | 0% |
| Co-worker or former co-worker | 2 | 4.7% |
| A local child care agency | 16 | 30.3% |
| A provider support network | 7 | 13.2% |
| Another child care professional | 12 | 22.6% |
| A family member | 4 | 7.5% |
| Other* | 7 | 13.2% |

*Other responses included: 4C, CCC Web Sight, Church of God, Reading and Research, Training, Me wanting to give Quality Childcare, I've been with Children a long time, None.

## Top Priorities

Participants were provided a list of 11 targets for quality improvements and asked to indicate their top three concerns from this list; results are summarized in Table 26. The top three concerns were Equipment for Outside, Materials for the Classroom, and Staff Training or Professional Development.

Lowest in priority were Assessment Tools, National Accreditation, and Materials Specifically for Children with Special Needs.

**Table 26. Top 3 Concerns for Quality Improvement**

|  | Not Selected | First | Second | Third |
|---|---|---|---|---|
| Equipment for outside | 63.6%(42) | 16.7%(11) | 10.6%(7) | 9.1%(6) |
| Supplies, Games, Books, Materials for the classroom | 59.1%(39) | 15.2%(10) | 18.2%(12) | 7.6%(5) |
| Staff Training and/or Education, Staff Professional Development | 81.8%(54) | 9.1%(6) | 6.1 %(4) | 3.0%(2) |
| Renovations to the building or physical space | 75.8%(50) | 15.2%(10) | 3.0%(2) | 6.1%(4) |
| Relationships with families (e.g. newsletter, website) | 75.8%(50) | 13.6%(9) | 1.5%(1) | 9.1%(6) |
| Curriculum Tools | 75.8%(50) | 10.6%(7) | 9.1%(6) | 4.5%(3) |
| Enrichment Programs for Children (e.g. music, art, storyteller) | 69.7%(46) | 9.1%(6) | 9.1%(6) | 12.1%(8) |
| Increase staff wage, hire additional staff, increase staff benefits | 83.3%(55) | 7.6%(5) | 4.5%(3) | 4.5%(3) |
| Materials specifically for children with special needs | 83.3%(55) | 4.5%(3) | 9.1%(6) | 3.0%(2) |
| NAEYC or other national accreditation | 75.8%(50) | 4.5%(3) | 7.6%(5) | 12.1%(8) |
| Assessment Tools | 84.8%(56) | 3.0%(2) | 6.1%(4) | 6.1%(4) |

When asked how they would spend money if resources were limitless, respondents indicated they would first purchase additional learning materials for children.  Then they would provide professional development for themselves or staff and renovate their physical space.

Purchasing playground facilities, using an assessment tool, and hiring staff with advanced degrees were the items with the lowest rankings.

**Table 27. Top 3 Resources for Improving Child Outcomes**

|  | Not Selected | First | Second | Third |
|---|---|---|---|---|
| Purchase additional learning materials for children | 59%(39) | 13.9%(10) | 11.1%(8) | 12.5%(9) |
| Provide professional development training to me or my staff (either in-house or reimbursement for) | 77.2%(51) | 11.1%(8) | 6.9%(5) | 2.8%(2) |
| Renovate the physical space | 65%(43) | 9.7%(7) | 8.3%(6) | 13.9%(10) |
| Increase communication with families | 79%(52) | 9.7%(7) | 2.8%(2) | 6.9%(5) |
| Use a curriculum tool | 79%(52) | 8.3%(6) | 4.2%(3) | 6.9%(5) |
| Hire additional staff | 87.9%(58) | 5.6%(4) | 2.8%(2) | 2.8%(2) |
| Hire staff with advanced degrees | 87.9%(58) | 4.2%(3) | 2.8%(2) | 4.2%(3) |
| Use an assessment tool | 89.3%(59) | 2.8%(2) | 2.8%(2) | 4.2%(3) |
| Purchase/Improve playground facilities | 0%(0) | 0%(0) | 0%(0) | 0%(0) |
| Other | 87%(58) | 1.4%(1) | 4.2%(3) | 5.6%(4) |

# Barriers to Improvement

Respondents were asked to indicate the biggest obstacles to improving the quality of their child care.  Results are summarized in Table 28. The most popular response was lack of funding for other quality improvements.  Staff required working long hours and child turnover were the second and third most popular responses.

Table 28. Obstacles to Improving Quality

| | Not Selected | Biggest Obstacle | Next Biggest Obstacle | Next Biggest Obstacle |
|---|---|---|---|---|
| Lack of funding for other quality improvements (e.g. applying for national accreditation, improvements to the physical space) | 74.2%(49) | 13.9%(10) | 5.6%(4) | 4.2%(3) |
| I am / Staff are required to work long hours | 69.6%(46) | 11.1%(8) | 5.6%(4) | 11.1%(8) |
| Child turnover | 90.3%(53) | 8.3%(6) | 1.4%(1) | 8.3%(6) |
| Lack of funding for professional development opportunities (e.g. curriculum & assessment training, continuing education) | 78.8%(52) | 8.3%(6) | 9.7%(7) | 1.4%(1) |
| Constraints imposed by the physical location or building | 78.8%(52) | 4.2%(3) | 6.9%(5) | 8.3%(6) |
| Reimbursement for child care subsidy is too time-consuming and/or unreliable | 81.8%(54) | 4.2%(3) | 6.9%(5) | 5.6%(4) |
| Finding qualified staff | 86.4%(57) | 4.2%(3) | 4.2%(3) | 1.4%(3) |
| Staff turnover | 92.4%(61) | 4.2%(3) | 1.4%(1) | 1.4%(1) |
| Lack of prep time for me/ staff | 86.4%(57) | 2.8%(2) | 5.6%(4) | 4.2%(3) |
| Lack of quality professional development opportunities for me or my staff | 92.4%(61) | 1.4%(1) | 1.4%(1) | 4.2%(3) |
| Language barriers with families | 95.4%(63) | 1.4%(1) | 0%(0) | 2.8%(2) |
| Lack of parent involvement | 0%(0) | 0%(0) | 0%(0) | 0%(0) |
| Other | 0%(0) | 0%(0) | 0%(0) | 0%(0) |

# Conclusion

**Response Rate**:   The 2012 Workforce Survey was sent to all 550 Certified Homes in the state of Kentucky.  Sixty-six returned a valid survey for a response rate of 12%.  <u>This is lower than our ideal return rate of (48%, N=285). However, this rate is only slightly lower than the acceptable 15% return rate reported for the workforce survey completed by directors of the Type I and Type II centers.</u>

**Program Characteristics**:  The percent of returned surveys from the Eastern portion of the state very closely aligns to the percent of facilities operating in that area.  The percentages returned from the Central and Western portions of the state do not align as well to the number of facilities in those parts of the state.  Because of this, and because the number of returned surveys across the state as a whole is lower than anticipated, results are presented for the state as a whole and not disaggregated by region. Results, while reflective of this sample, may not always be accurately generalized to every certified home in the state.

Reported staff to child ratios averages at certified homes were 1 staff to every:  3.9 infants, 3.9 toddlers, 5.0 preschoolers, and 4.1 school aged children.

Fifteen percent of certified homes reported serving the children of parents who were Active Duty Military or in the National Guard/Reserve.  The homes that served these children on average had one child.  However, this number ranged from 0 (none CURRENTLY) to 5.

**Staff Turnover, Wages, Benefits**:  The majority of certified family child care homes reported only one adult, the owner/director, present to supervise children.  Volunteers were available to assist in a minority of the homes (11%).  A small number of respondents reported they had a paid assistant (16%).  When a paid assistant was hired, they received, on average $7.96 per hour, slightly above minimum wage and with few to no benefits:  the assistant in two centers were provided with training funds, and one assistant received personal time.

Kentucky's Hourly and Annual Wages for certified home owners/directors were below those of the directors of licensed Type I and II centers (Rous, et. al., 2013) as well as below the national average as reported by the U. S. Bureau of Labor Statistics (2013).  The Median income reported by respondents was $20,800 per year.  This is lower compared to Type I and Type II directors who had a median income of $28,000 per year, and the National Median of Administrators in Preschool/Childcare settings of $43,950 (U. S. Bureau of Labor Statistics,2013).

Some respondents reported supplementing their income from child care by taking another job (14%).  Sixty percent reported a household income (including income from childcare) of $30,000 or more, suggesting that the majority do not depend on child care as their only source of income.

Sixty-four percent of certified owners/directors have access to health care coverage.  However, only 14% have <u>their own</u> health policy.  The majority (55%) rely on their spouse's job for health care coverage.

The percentage of owners/directors covered by their own health care policy (14%) is lower than that of Type I and Type II directors (39%).  However, it is similar to the figure of 12% cited for other home-based providers of child care (Smith & Baughman, 2007).   Still, health care coverage by employers for the workforce as a whole has been estimated at 66% and is in stark contrast to that of the child care field (Herzenberg, Price, & Bradley, 2005).

The most frequent benefits reported by respondents included: financial assistance for workshops, paid holidays, paid vacation, on-site workday training, and off-site workday training.

*Professional Development*:  Of the professional development supports provided for certified family child care homes, the most used were:  Kentucky Early Childhood Standards (46%), KY STARS for KIDS NOW Technical Assistance (42%), ECE-TRIS (41%), the KIDS NOW Initiative (38%), and the Early Childhood Council (38%).  By contrast, they have least used: KDE Traineeship Scholarships (9.1%), a professional mentor or coach (18.2%), and Quality Self Study (19.7%).

Generally, respondents indicated they were able to find professional development opportunities near their home or work (52%), find affordable opportunities (50%), and find high quality opportunities (50%).

The most frequently requested topics for professional development include Behavior Management and Guidance (46%) and Child Development (42%).  The two most cited barriers to professional development were time (56%) and inability to get a substitute (42%).

*Quality Improvement*:  The majority of respondents have heard about STARS for KIDS NOW (80%) and understand the purpose as being to improve the early care and education program for the state of Kentucky (60%).  Most frequently, their source of information for this program is from a consultant or local child care agency (30%) or another child care professional (13%).

The primary concern of respondents appears to be having the funding to purchase things that would improve the quality of their home.  They cited 1)buying equipment for outside use, 2)materials for the classroom, and 3)professional development as their top three priorities at present.  Obstacles to achieving quality were 1)lack of funding, 2)long working hours, and 3)child turnover.

# References

Dillman, D.A., Smyth, J.D. & Christian, L.M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method. 3rd Edition.* Hobokon, NJ: John Wiley & Sons. [ISBN 978-0-471-69868-5 cloth]

Herzenberg, Stephen; Price, Mark, and Bradley, David (2005). *Losing Ground in Early childhood Education:  Declining Workforce Qualifications in Expanding Industry (Executive Summary).*  Retrieved from http://www.epi.org/publication/study_ece_summary/.

Occupational Employment Statistics, Occupational Employment and Wages, May 2011, 11-9031 Education Administrators, Preschool and Childcare Center/Program. From www.bls.gov/oes/current/oes119031.htm. Accessed March 14, 2013.

Rous, Beth; Booth, Amy; Hooks, Kim; & Singleton, Patti (2013.  Childcare Workforce Study:  Licensed Child Care Directors, Unpublished Report.

Smith, Kristin and Baughman, Reagan (2007).  *Low Wages Prevalent indirect Care and Child Care Workforce (Policy Brief No. 7).* Durham: University of New Hampshire, Carsey Institute. Retrieved from http://www.carseyinstitute.unh.edu/publications/PB_caregivers.pdf.

U. S. Bureau of Labor Statistics. (2013).  *News Release on Occupational Employment and Wages—May 2012.*  Retrieved from http://www.bls.gov/news.release/ocwage.htm.