Child Care Workforce Study

Child Care Teachers and Assistants

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

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 Certified Family Child Care Homes, 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 – licensed child care directors.* 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 teachers and assistant teachers at Licensed Type I and Type II centers and certified Family Child Care homes in the state of Kentucky. Information on these teachers was obtained through a data export from the Early Care and Education Training Records Information System (ECE-TRIS). Only employees who were not assigned the role of Director or Owner were included in this export. ECE-TRIS is a centralized database which maintains training records for Early Care and Education professionals in Kentucky. This resulted in an estimated population of 40,399 teachers and assistants in licensed and certified early care and education.

In May of 2012, using email addresses provided by ECE-TRIS, 27,116 individuals 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 at 2 and 4 weeks. Due to a low return rate (2%, N=745), an additional e-mail reminder was sent 8 weeks after the initial request. A total of 924 surveys were completed using the online version (see Table 1 for response rate).

Eight weeks after the initiation of the original survey, assistance was sought from the STARS Quality Coordinators (SQC's), from the Quality Enhancement Initiative. The SQC's were able to make contact with center directors and to request that teachers/assistants (particularly those from the underrepresented rural and Type II Centers) be provided with a hard copy of the survey, it is estimated these contacts resulted in an additional 24,000 teachers and assistants. Of those, 260 were completed and returned (see Table 1 for response rate).

As an incentive for completing the survey, all teachers/assistants who submitted a completed survey form were entered into a drawing for early childhood materials. In total, 50 prizes worth up to $20 each were awarded from the drawing. Prizes were given out three weeks following the last group of surveys sent out through the SQCs.

Table 1. Response Rate and N

	Estimated Population	Adjusted Sample Size	Valid Surveys: Online	Valid Surveys: Paper	Response Rate
Teachers	40,399	31,116	924	260	4%

Responses were first examined by region. Using the county designations provided by DCC, statewide data were disaggregated by East, West, and Central regions. Ninety-three percent (1,101) respondents provided enough information that region was identifiable. Analyses disaggregated by region will be based on these surveys.

Sixty-four percent (714) of respondents were from the Central region of the state, 13% (144) from the Eastern region of the state and the remaining 25% (243) from the Western region. Table 2 details designated counties included in each region. Figure 1 illustrates the percentage of facilities currently operating in each of these regions and

the return rates by regions. Return rates are closely aligned to the percentages of facilities in each 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 Teachers by Region and Returned Surveys by Region

■ Percentage of Staff Located in a Region
■ Percentage of Survey Respondents Located in a Region
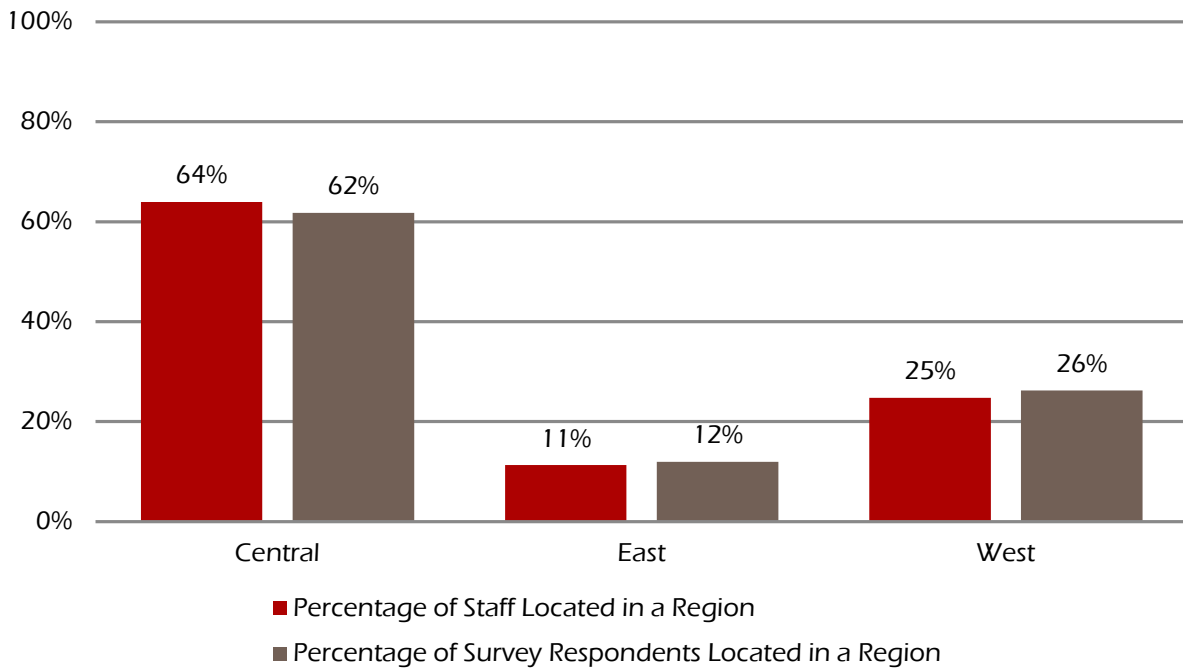
Respondent Characteristics

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.

Ninety one percent (1,070) of respondents provided information necessary to obtain their gender from ECE-TRIS. Of these, 98.3% (1052) were female and 1.7% (18) were male.

A total of 39% (436) of respondents provided demographic information to obtain additional information about their level of education from ECE-TRIS. Of these, 0.5% (2) had a PhD, 19% (82) had a Masters degree, 43.1% (188) a Bachelors degree, 29.4% (128) an Associates degree, and 8.3% (36) a High School diploma or equivalent.

On average, respondents in this survey have been in their current position for 5.2 years, with a range between 1 month and 43 years. Respondents reported having worked in early care and education an average of 10.6 years with a range between 1 month and 46 years (Table 2).   Most frequently, respondents thought of their current teacher or assistant position as a career (44.7%) as opposed to a job (32.8%)

Table 2. Experience in Early Care and Education

	N	%	Mean	Median	SD	Minimum	Maximum
How long have you held your current position?	909	76.8	5.2	3.0	6.3	.08	43.0
How long have you worked in the child care profession, including this job?	906	76.5	10.6	8.3	8.6	.08	46.0

The majority of responding teachers and assistants indicated that if they had the opportunity to do it all over again, they would choose the field of early care and education (56.3%, N=666). The top reasons for remaining in the field included loving the work with children and making a difference in young children's lives. The reasons for not wanting to remain included low pay and no benefits.

Hours Worked

Most respondents reported that they worked between 35 and 40 hours weekly. Over half (52%), worked 35 or more hours a week. Figure 2 details these responses.

Figure 2. Number of Hours Worked per Week
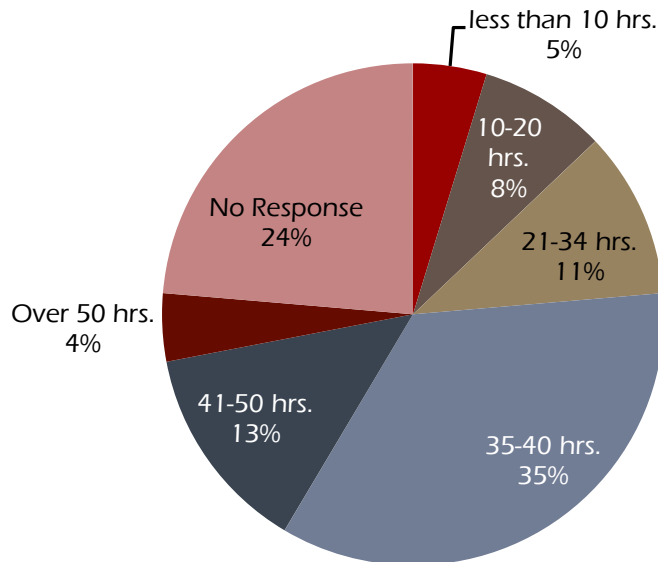
Higher Education

Respondents were asked to indicate the number of college courses and college semester credits they had completed in Early Childhood or Child Development over the past 7 years. Responses indicated that 29.9 % (355) had taken courses. Table 3 describes these responses with a median number of credits as 18 (range between 1 and 210) and the median number of courses as 5 (range of 1 to 12).

Table 3. College Credits and Courses

	N	%	Mean	Median	SD	Min	Max
Number of Courses	355	29.9	10.8	5.0	16.5	1.0	12.0
Total Semester Credits	342	28.9	33.7	18.0	35.7	1.0	210.0

A small percentage of respondents (13.6%, N=161) reported that they were required by their employer to obtain an additional degree in order to maintain their current position. This was cited most frequently as the requirement to obtain the Child Development Associate (CDA). A total of 37.9% (61) chose this response (see Table 4).

Table 4. Degree Required to Obtain

	N	%
Commonwealth Child Care Credential	18	11.2
Child Development Associate (CDA)	61	37.9
Associates	23	14.3
Bachelors	24	14.9
Other	24	14.9
No response	11	6.8

The majority (62.1%, 735) of respondents indicated they have increased their educational level while working. Most frequently, they reported receiving no additional benefits as a result of this change (30.6%, N=362). As illustrated in Figure 3, those that did report receiving a benefit stated most often that their salary was increased (14.1%, N=67). When respondents were asked what effect these benefits had on their motivation for completing a higher education level, 16.9% (124) indicated it was not at all important, and 16.2%(119) were neutral, as illustrated in Figure 4.

Figure 3. Benefits of Increasing Educational Level
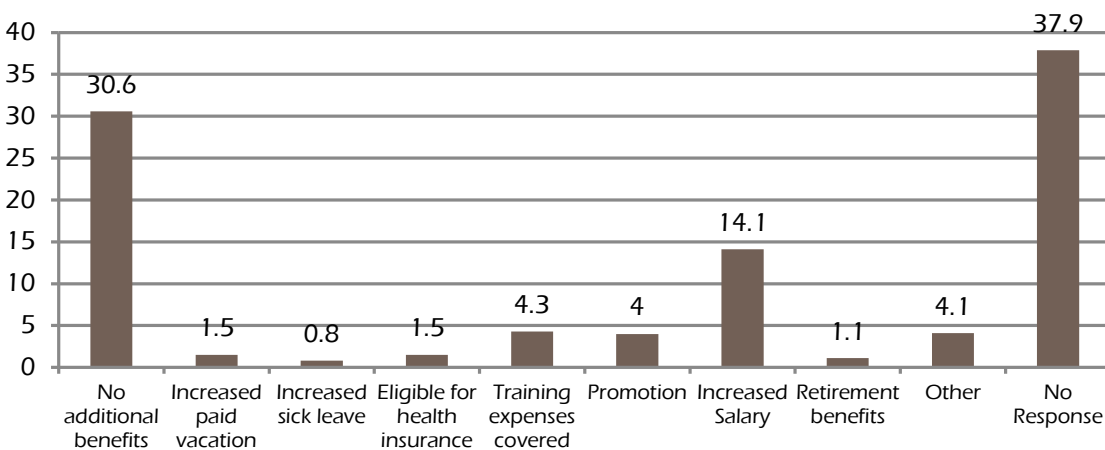
Figure 4. Motivation for Completing Higher Education
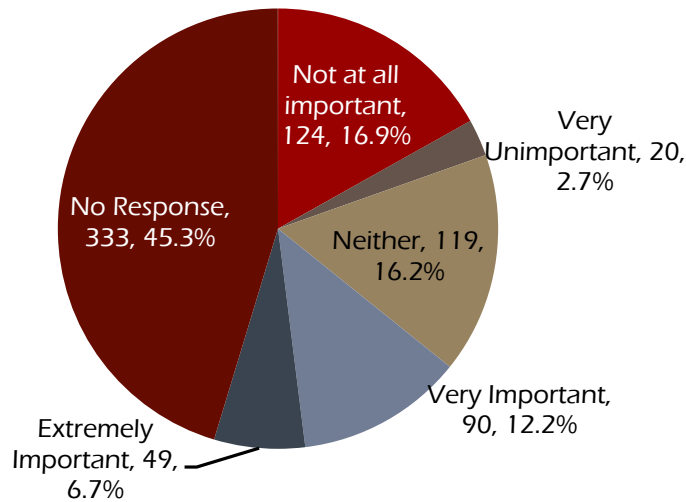
Professional Groups

When asked if they belong to any early care and education professional groups, 8.4%(100) of respondents indicated they belonged to the National Association for the Education of Young Children (NAEYC) and 3.6%(43) indicated they were members of the Kentucky Association of Early Childhood Education (KAECE), as described in Table 5.

Table 5. Membership in Professional Groups

	N	%
NAEYC (National Association for the Education of Young Children)	100	8.4
Division of Early Childhood (DEC)	11	0.9
COA (Council on Accreditation)	7	0.6
NECPA (National Early Childhood Program Accreditation)	5	0.4
AMI (Association of Montessori International-USA)	2	0.2
NAFCC (National Association for Family Child Care)	5	0.4
Local Provider Support Group or Child Care Network	34	2.9
KAECE (Kentucky Association for Early Childhood Education)	43	3.6
SECA (Southern Early Childhood Association)	36	3.0
Kentucky Out of School Alliance	12	1.0
Other	98	8.3

Internet Usage

The majority of teachers/assistants returning this survey accessed the internet at home (41.6%, N=492). An additional 14.2% (168) said their primary access was at work, and 11.9% (141) said their primary access was through a mobile device. Infrequently, the internet was accessed at the public library (1.6%, N=19). Some respondents said they accessed the internet over two or more of the above routes (1.3% N=15). One respondent each said they accessed the internet: at school, at parents or friends house, Wi-Fi hotspot, or other job. Two respondents reported that they did not use the internet.

Most teachers/assistants responding to the survey access the internet daily (63.7%, N=754). Figure 5 illustrates these results.

Figure 5. Frequency of Internet Use
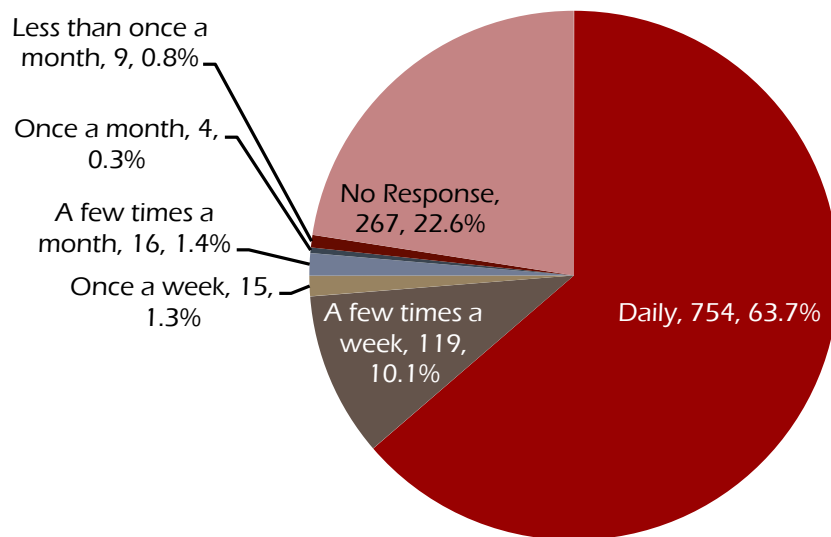
About Your Position

Table 6 describes respondent positions. Respondents included 43.8% (519) teachers and 18.8% (223) assistant teachers.

Table 6. Position at Center

	N	%
Teacher	511	42.6
Assistant Teacher or Aide	210	17.8
Other	453	38.9
No Response	8	0.7

The majority of individuals who selected the "Other" category indicated that they either functioned as a floater or sub for their center (42), were involved directly with child care/teaching in addition to their other duties (generally office, bus, food services, or administrative) (382) , or had multiple roles at the center (4). A few (9) did not specify what their "Other" role was.

Experience

Respondents were asked to indicate the age group(s) they work with on a regular basis. 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. Nearly half (49.8%) indicated they worked with preschoolers, 33.1% with Toddlers, 25.5% with school age and 24.6% with infants. Another 20.8% indicated they were floaters, as described in Table 7.

Table 7. Age Group(s) Currently Working With

	N	%
Infants	291	24.6%
Toddlers	392	33.1%
Preschoolers	590	49.8%
School Age	302	25.5%
Floaters	247	20.8%

Respondents were then asked to indicate what age group(s) they had worked with throughout their early childhood career and to specify approximately how many years they have worked with that group. Results are described in Tables 8 and 9.

Table 8. Experience with Age Group(s)

	N	%
Infants	704	59.5%
Toddlers	845	71.4%
Preschoolers	940	79.4%
School Age	714	60.3%

Table 9. Years' Experience in Age Group(s)

	Mean	Median	SD	Min	Max
Infant	5.88	3..00	6.66	0	50
Toddler	5.98	3.00	6.49	0	45
Preschool	7.71	5.00	7.53	0	56
School-Age	7.50	5.00	7.78	0	40

Compensation and Benefits

Ability to Enroll Children at Workplace

Twenty-one percent (258) of respondents indicated "Yes", they had their own children enrolled in the center where they worked (Table 10). Generally only one or two children were enrolled by any one teacher/assistant, but this number ranged between 1 and 5 children, as described in Table 11.

Table 10. Own Children Enrolled in Center

	N	%
Yes	258	21.8
No	901	57.9
No Response	29	2.4

Table 11. Number of Own Children Enrolled in Center

	N	%
1	135	53.1
2	85	33.5
3	18	7.1
4	7	1.6
5	3	1.2
No Response	6	2.4

Wages

Sixty-nine percent (821) of respondents indicated their current salary, with an overall average salary of$22,728.33 and a median of $20,342.40. Results are described in Figure 6.

The position held by the survey respondent <u>did</u> make a difference in average pay (Figure 6). Teachers reported a higher median wage ($17,923) than assistants ($16640) but a lower wage than administrators who taught in addition to their duties ($27,020). Substitutes ($15,080) and floaters ($15,080) had salaries lower than the other three positions.

The U. S. Bureau of Labor Statistics (2013) provides national data on the median preschool teacher salary ($27,130), child care workers ($19,510), and substitutes ($25,930). In each case the national median was more than that of survey respondents holding similar positions, as described in Figure 6.

Figure 6. Annual Salary of Teachers/Assistants

	Teachers	Teacher's Aides/Assistants	Administrator with Teacher/Asst Duties	Floaters	Substitutes
▬ 75th Percentile	$22,105.00	$19,760.00	$34,465.00	$18,320.00	$20,800.00
▬ 25th Percentile	$15,600.00	$15,080.00	$20,624.00	$13,780.00	$15,080.00
■ Median-50th Percentile	$17,923.00	$16,640.00	$27,020.00	$15,080.00	$17,680.00
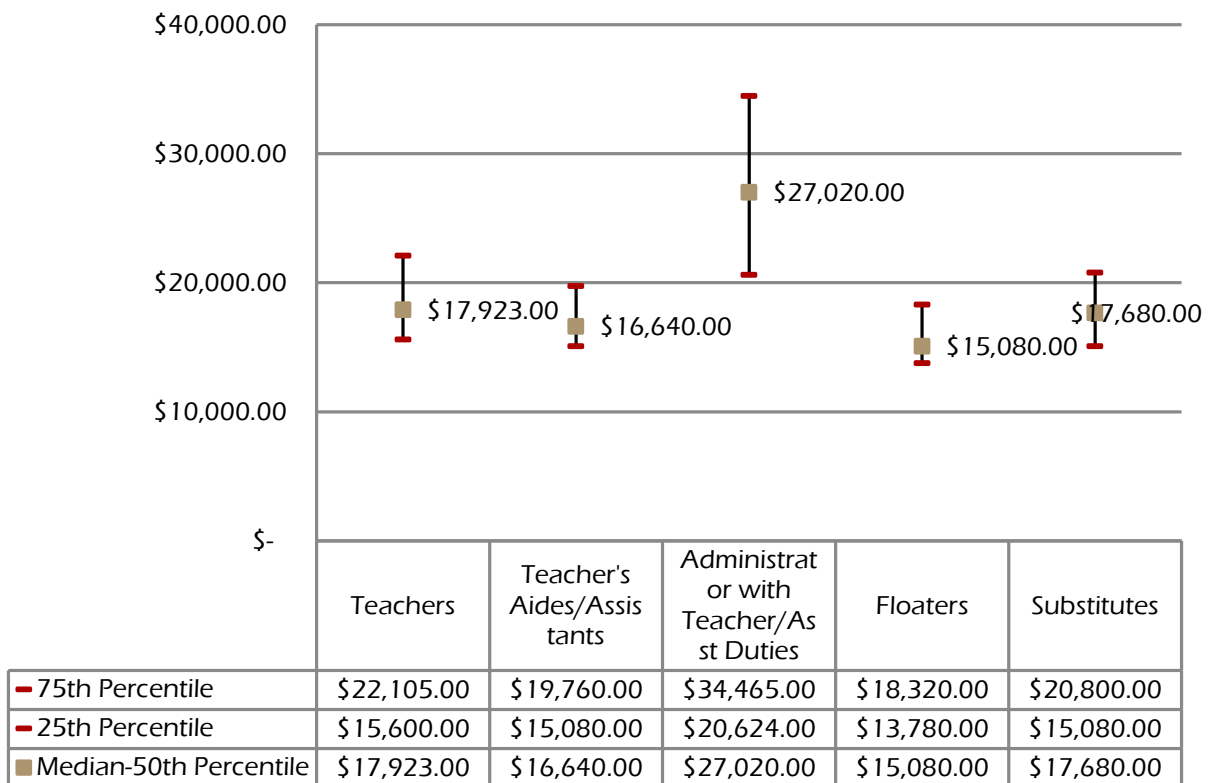
Additional Employment

A minority of respondents supplemented their child care income by working a second job (17.1%, N=203). Table 12 reflects the mean number of hours worked by and wages earned at these second jobs.

Table 12. Number of Hours and Salary for Other Paid Job

	N	% of those Reporting Second Job	Mean	Median	Std. Deviation	Minimum	Maximum
Hours per week	183	90.1	18.60	15.00	13.269	0	50.00
Hourly Rate	158	77.8	12.31	10.00	8.25934	0	50.00

Eighty-nine percent (1054) of respondents indicated their household's total income before taxes from all sources and all members the household in 2011 (including income from child care). As illustrated in Figure 7, the majority of households reported making more than $25,000 per year.

Figure 7. Household Income
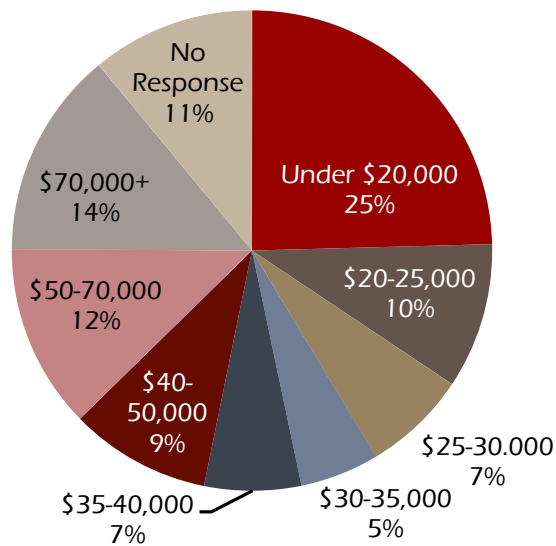
Health Insurance

A majority of respondents indicated they do have health insurance (68.2%, N=808). Of these, 35.0% (283) indicated they were covered by a spouse's policy and 36.4%(294) indicated that their insurance (in some way) was provided through their employer, as described in Table 13. This figure is higher than the national estimates for child care workers of 33% provided by Herzenberg, Price, and Bradley (2005) and 21% from Smith and Baughman (2007). It is still significantly lower than the 66% for the nation as a whole (Herzenberg, Price, and Bradley, 2005).

Table 13. Health Insurance Explanation

	N	%
I am covered by Spouse	283	35.0%
My Insurance is partially paid by Employer	148	18.3%
I purchase Thru Employer	97	12.0%
I have my Own Policy	75	9.3%
My insurance is fully paid by Employer	49	6.1%
I am Covered through Medicare/Medicaid	31	3.8%
Other	106	13.1%
No Response	19	2.4%

Working Environment

Center Policies

Respondents were presented with a list of conditions and policies that affect the work environment and asked to check those which are offered, as summarized in Table 14. Generally, policies regarding organizational structure and staff performance (i.e. personnel policies, job descriptions, evaluation, and orientation to work) are provided most frequently. Policies requiring increase in expenses to the center (i.e. cost of living increase, paid lunch, and performance based raises) are less likely to be provided. See Table 14 for the summary of responses.

Table 14. Working Conditions and Policies

	% (N) Who Responded	Yes		No	
		N	%	N	%
Paid Break	88.9 (1053)	712	67.6	341	32.4
Paid Lunch Break	93.1 (1102)	331	30.0	771	70.0
Staff Lounge	88.2 (1044)	588	56.3	456	43.7
Written Job Description	90.4 (1070)	956	89.3	114	10.7
Written Salary Schedule	88.3 (1045)	598	57.2	447	42.8
Formal Grievance Procedure	89.0 (1054)	750	71.2	304	28.8
Written Contract	88.2 (1044)	612	58.6	432	41.4
Written Personnel Policies	88.9 (1052)	950	90.3	102	9.7
Orientation Program	90.5 (1071)	908	84.8	163	15.2
Annual Evaluation	92.4 (1094)	931	85.1	163	14.9
Yearly Cost of Living Increase	87.4 (1035)	272	26.3	763	73.7
Periodic increase in wage based on performance	88.0 (1042)	404	34.1	638	53.9
Compensation for overtime	88.4 (1047)	658	62.8	389	37.2
Paid preparation/ planning time	97.0 (1149)	598	52.0	551	48.0
Payment for attendance at staff meetings after work hours	89.1 (1055)	773	73.3	282	26.7
Payment for attendance at parent meeting after work hours	90.0 (1066)	552	51.8	514	48.2
Paid release time for attendance at on-site in-service trainings	88.5 (1048)	771	73.6	277	26.4
Paid release time for attendance at off-site trainings / workshops	88.5 (1048)	759	72.4	289	26.6
Stipend for professional development activities or materials	86.2 (1021)	479	46.9	542	53.1

Future in Child Care

As described in Figure 8, most respondents indicated that they "probably" or "definitely" would be working in the childcare field three years from now (69.6%, N=825). Those who answered "No, Definitely Not" or "No, Probably not", were then asked what would make them stay in child care. The most frequently chosen response was better pay followed by better benefits, as described in Table 15.

Figure 8. Future in Child Care
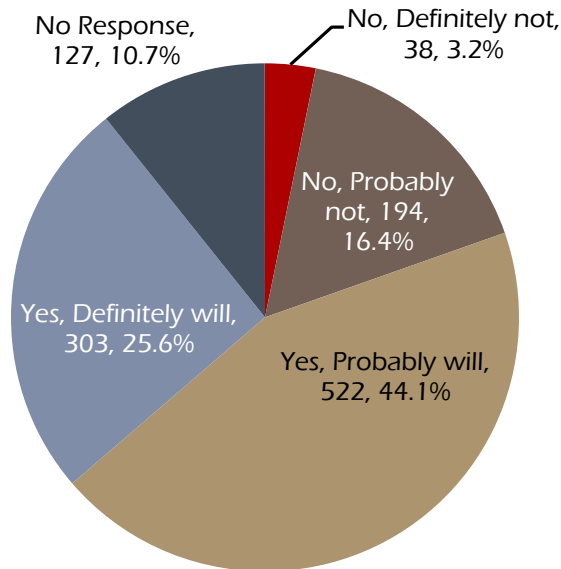
Table 15. Conditions that Would Make you stay in Child Care

	N	%
Better Pay	158	68.1
Better Benefits	77	33.2
Nothing	48	20.7
More Opportunities for Professional Growth	38	16.4
More Respect for my Profession	29	12.5
Better Working Conditions	23	9.9
More Stable Hours	16	6.9
Fewer Hours Per week	4	1.7

Characteristics of Children Served

Ethnic Distribution

Respondents were asked to indicate the percent of children served across racial categories. The average for these categories included 74.2% Caucasian/White, 13.9% African/American/Black, 6.5% Multi-Racial, 4.2% Hispanic, 1.5% Asian, 1.5% Other and 0.4% American Indian, as described in Table 16 and Figure 9

Figure 9. When compared to the Ethnic Distribution of Children from Kentucky's 2011 KIDS COUNT data, there was a slightly higher percentage of African American and Multi-Racial children and a lower percentage of Caucasian children reported in child care centers than in Kentucky's population of children as a whole (Annie E. Casey Foundation, 2011).

Table 16. Percent Enrollment across Racial Categories

	Number Teachers/Aides with at Least One Child From Group in Center	Mean	Median	SD	Minimum	Maximum
	%(N)	% of Population in Center from Group				
African American/Black	60 (709)	13.9%	5.0%	22.85%	0%	100%
American Indian	5 (61)	0.4%	0%	1.93%	0%	20%
Asian	21 (247)	1.5%	0%	4.65%	0%	60%
Hispanic	39 (459)	4.2%	0%	8.9%	0%	98%
Multi-Racial	47 (558)	6.5%	1%	10.91%	0%	94%
Caucasian	82 (975)	74.2%	88.0%	29.32%	0%	100%
Other	8 (90)	1.5%	0%	9.14%	0%	100%

Figure 9. Ethnic Distribution: Children in Childcare Settings versus Kentucky's child population
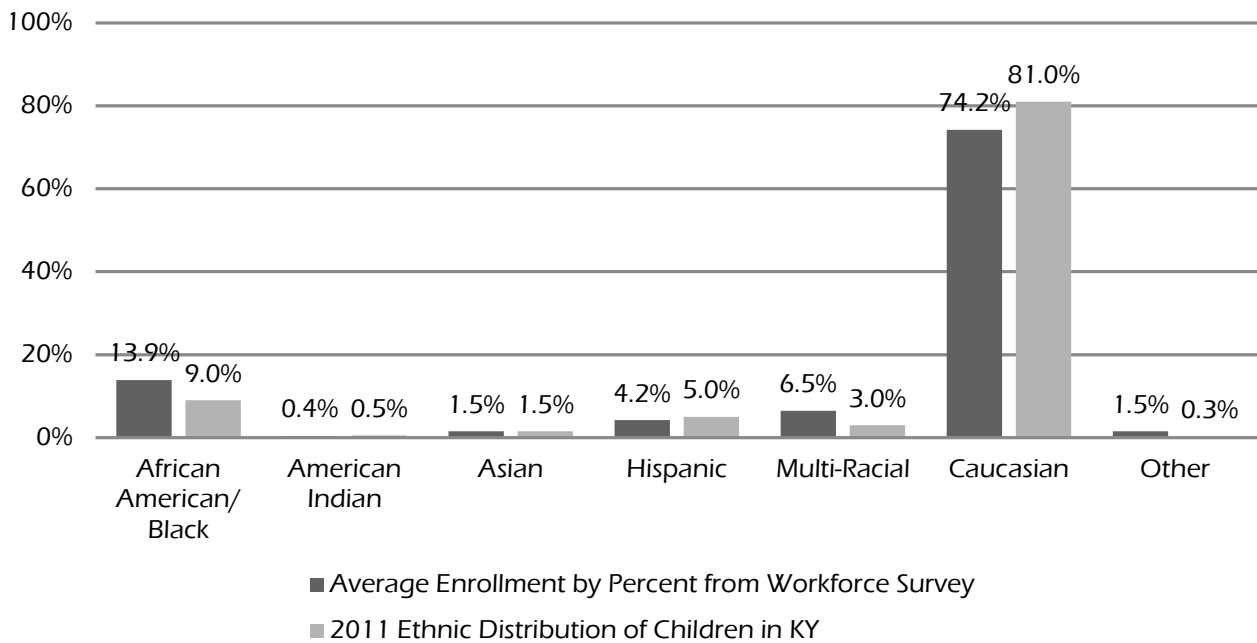
Children with Special Needs

Respondents were asked to describe the number of children served with physical, emotional, developmental or behavioral conditions. This included children with Individual Family Service Plans (ages birth to age 3, served by First Steps, Kentucky's Early Intervention Program) or an Individual Education Plan (ages 3 and older) that allow programs to better address their needs.

Twenty-two percent (262) indicated they had at least one child with a physical condition, 38.0% (480) indicated they had at least one child with an emotional, developmental or behavioral condition, 25.8% (305) indicated they had at least one child with an IFSP and 32.9% (390) indicated they had at least one child with an IEP. Results are summarized in Table 17 and Figure 10.

Table 17. Number of Teachers who work in a classroom with a Special Needs Child/Children

	Physical Condition		Emotional, Developmental or Behavioral Condition		Individual Family Service Plan (0-3 years)		Individual Education Plan (Ages 3+ years)	
	N	%	N	%	N	%	N	%
0	536	45.3	329	27.8	482	40.7	479	40.5
1	127	10.7	90	7.6	96	8.1	80	6.8
2	56	4.7	105	8.9	84	7.1	61	5.2
3	40	3.4	79	6.7	52	4.4	57	4.8
4	9	0.8	47	4.0	20	1.7	32	2.7
5	21	1.8	75	6.3	29	2.4	41	3.5
6	2	0.2	23	1.9	12	1.0	13	1.1
7	3	0.3	15	1.3	5	0.4	9	0.8
8	1	0.1	14	1.2	6	0.5	12	1.0
9	3	0.3	2	0.2	1	0.1	2	0.2
10 or more	48	4.1	104	8.8	0	0.0	83	7.0
No Response	338	28.5	301	25.4	397	33.5	315	26.6

Figure 10. Percent of Teachers who work in a classroom with a Special Needs Child/Children

pg. 23
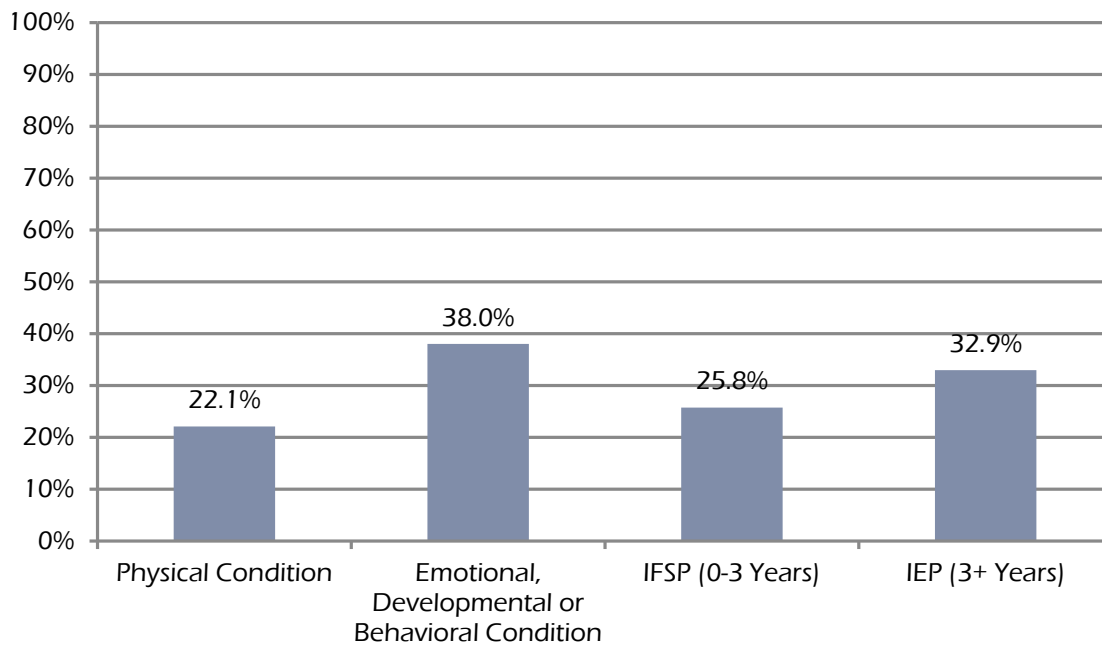
Limited English Proficiency

Twenty-eight percent (334) of respondents indicated that they do have at least one child in their classroom whose primary language is not English (Table 18). Those who responded "Yes" were asked to indicate the age groups of the children whose primary language is not English, as well as the number with parents or guardians who do not speak English. The highest percentage of groups/classrooms with children and/or families who do not speak English are of Preschool age with 14.9% (177) having at least one child who did not speak English and 15.1% (179) having a parent who does not speak English (Table 18).

Table 18. Age Group of Children and/or Families who do not Speak English

	Number of children who are non-English speaking		Number of children who have parents or guardians who do not speak English	
	N	%	N	%
Infants	43	3.6	51	4.3
Toddlers	96	8.1	88	7.4
Preschool	177	14.9	179	15.1
School-Age	58	4.9	69	5.8

Professional Development and Training

Professional Development Supports

Respondents indicated most frequently that their motivation for professional development was "to gain skills and knowledge to improve my job performance" (52.3%, N=492). This was followed by "to meet individual or program requirements" (22.8%, N=214) and "to support quality improvement of the center" (13.3%, N=125). An additional 8.4% (79) indicated that they were primarily motivated by "improving my business or career" and 3.2% (30) chose "Other". Of those choosing "Other", the reasons given were: "All of the Above" (9), because I like children/want to help children (7), None (3), need/keep my job (2), to support the center and gain knowledge (1), my calling (1), I enjoy it (1), for Pay (1),

Most respondents did feel supported by the child care director at their center when seeking professional development (59.2%, N=701). This is illustrated in Figure 11.

.
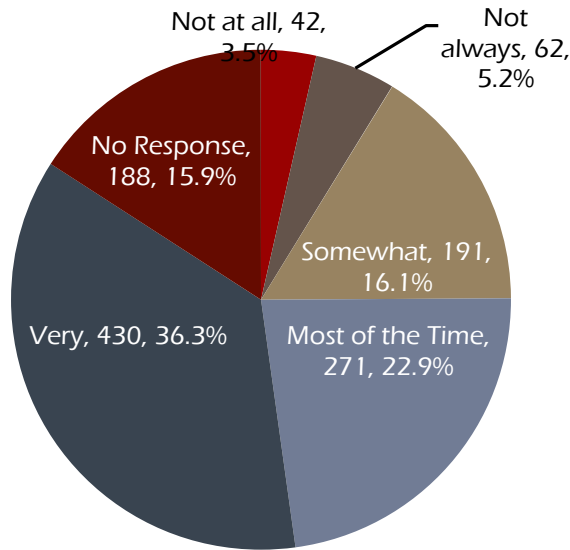
Respondents were asked to indicate which professional development supports they were aware of or have used. For those supports they had used, they were then asked to rate their level of satisfaction. Respondents were most familiar with Individual Growth Plans, STARS for KIDS NOW Technical Assistance, the Early Childhood Standards, and Early Childhood Core Content. They were least familiar with KDE Traineeship Scholarship (for special needs training) and Professional Mentoring/Coaching. Teachers were most satisfied with the Early Childhood Scholarship Program (average of 4.29 on a 5-point scale), and least satisfied with the KDE Traineeship Scholarship (average of 3.80 on a 5-point scale). Results are summarized in Table 19.

Table 19. Use and Satisfaction with Professional Development Supports

	If you have used, please rate level of satisfaction						I'm not aware of %(N)	I'm aware of but haven't used %(N)	No Response %(N)
	Have Used %(N)	Very dissatisfied %	Dissatisfied %	Neither Agree or Disagree %	Satisfied %	Very Satisfied %	Average			
Individual Growth Plans/ Professional Development Plans	48.2 (571)	1.4	3.2%	24.5%	47.5%	23.5%	3.88	22.5 (266)	13.4 (159)	15.9 (188)
STARS for KIDS NOW Technical Assistance	47.9 (567)	1.1	3.7	19.4	41.3	34.6	4.05	14.8 (175)	22.8 (270)	14.5 (172)
Early Childhood Standards	44.1 (522)	0.4	2.1	20.3	49.0	28.2	4.02	22.7 (269)	15.6 (185)	17.6 (208)
Early Childhood Core Content	41.6 (493)	1.2	1.6	24.9	47.7	24.5	3.93	24.7 (292)	18.4 (218)	15.3 (181)
ECE-TRIS	40.1 (475)	1.5	1.1	21.5	42.9	33.1	4.05	24.5 (290)	18.6 (220)	16.8 (199)
Early Childhood Professional Core Content Self-Assessment Form	34.9 (413)	1.5	1.5	30.5	45.0	21.5	3.84	29.9 (354)	18.0 (213)	17.2 (204)
Early Childhood Council	34.1 (404)	1.0	2.2	20.8	42.6	33.4	4.05	28.0 (332)	18.8 (222)	19.1 (226)
KIDS NOW Initiative	33.4 (396)	1.3	1.5	18.2	45.2	33.8	4.09	31.2 (369)	18.6 (220)	16.8 (199)
CDA/CDA-K mini-grants	31.2 (369)	1.6	1.1	14.1	33.6	49.6	4.28	26.8 (317)	24.6 (291)	17.5 (207)
Early Childhood Scholarship Program	29.2 (346)	2.0	1.4	11.8	35.3	49.4	4.29	30.2 (358)	22.8 (270)	17.7 (210)
KIDS NOW scholarships	28.4 (336)	1.8	1.5	16.4	29.5	50.9	4.26	32.9 (390)	204 (241)	18.3 (217)
Milestone Achievement Award	25.9 (307)	1.3	1.3	19.2	30.9	47.2	4.21	42.6 (505)	13.0 (154)	18.4 (218)
Director's Credential	25.3 (299)	2.3	2.0	19.4	29.1	47.2	4.17	25.4 (301)	29.6 (351)	19.7 (233)
Quality Self-Study	24.7 (293)	1.0	1.7	30.4	38.2	28.7	3.92	40.1 (475)	13.9 (164)	21.3 (252)
Early Childhood Trainer's Credential	24.2 (287)	1.4	2.1	28.2	34.5	33.8	3.97	31.3 (371)	25.0 (296)	19.4 (230)
Related Educational Reimbursement Award	23.1 (274)	1.8	1.8	23.0	28.8	44.5	4.12	43.8 (519)	13.9 (165)	19.1 (226)
Early Childhood Continuous Assessment Guide	22.7 (269)	0.7	1.1	33.5	39.4	25.3	3.87	38.1 (451)	17.7 (210)	21.5 (254)
Professional mentor, coach, or consultant	22.0 (261)	1.9	4.2	30.3	37.5	26.1	3.82	37.8 (447)	19.9 (236)	20.3 (240)
KDE Traineeship Scholarship (for special needs training)	10.6 (125)	2.4	0.8	42.4	23.2	31.2	3.8	50.8 (602)	17.4 (206)	21.2 (251)

Use of ECE-TRIS

Almost half (47.6%, N=564) of respondents indicated that they CURRENTLY use the Early Care and Education Training Records Information System (ECE-TRIS) to track Professional Development. The remaining 37% (438) do not use the system and 15.4% (182) did not respond to the question. Of those who <u>DO</u> use ECE-TRIS, several admitted to having hours completed that had not been entered into the system (Table 20).

Table 20. Yes, Using ECE-TRIS: Hours Not Recorded in ECE-TRIS

	N	%
Unknown	333	59.0
0-25	154	27.3
26-50	28	5.0
51-75	17	3.0
76-100	20	3.6
No Response	12	2.1

Almost all individuals who do <u>NOT</u> use the system indicated that they have received professional development (95%, N=415). The amount of training received by these individuals is reflected in Table 21.

Table 21. Not Using ECE-TRIS: Number of Training Hours in Past 12 Months

	N	%
Less than 15 hours	116	26.4
15 hours	124	28.3
16-17 hours	40	9.1
18 hours	25	5.7
19 hours or more	110	25.1

Use of Early Childhood Core Content

Of the 493 respondents who said they had used the Kentucky Early Childhood Core Content (Table 19), 41% (202) stated that their director used Core Content to develop or refine their job description, and 41% (203) stated their Director used Core Content in conducting their evaluation or staff review.

Availability of Professional Development by Region

Respondents were asked to use a 5-point scale to rate their level of agreement with statements about the availability of professional development opportunities. Most (56.2%, N=665) agreed that they were able to find professional development opportunities near their home or work, 48.2% (573) agreed they can find professional development that is affordable and 49.1%(581) agreed they could find professional development that is of high quality.

Respondents from Eastern Kentucky expressed more concern (disagreed/strongly disagreed) for finding professional development that is nearby (14.6%) and affordable (12.5%) than the other two regions, as illustrated in Table 22.

Table 22. Locating Professional Development Opportunities

		Strongly Agree %(N)	Agree %(N)	Neither Agree nor Disagree %(N)	Disagree %(N)	Strongly Disagree %(N)	No Response %(N)	Average
I can find opportunities for professional development near my home or work.	Central	21.3(152)	35.4(253)	12.9(92)	6.4(48)	3.6(26)	20.3(145)	2.19
	East	13.9(20)	37.5(54)	18.8(27)	13.2(19)	1.4(2)	15.3(22)	2.42
	West	22.6(55)	32.9(80)	13.6(33)	6.6(16)	3.7(9)	20.6(50)	2.19
	Statewide*	21.3 (252)	34.9 (413)	14.6 (173)	7.3 (87)	3.3 (39)	18.6(220)	2.22
I can find professional development that is affordable.	Central	18.9(134)	29.4(210)	19.2(137)	8.5(61)	3.5(25)	20.6(147)	2.35
	East	7.6(11)	36.8(53)	27.8(40)	9.7(14)	2.8(4)	15.3(22)	2.57
	West	17.3(42)	31.7(77)	20.2(49)	8.6(21)	1.6(4)	20.6(50)	2.32
	Statewide*	17.5 (207)	30.7 (363)	21.3 (252)	9.0(106)	2.8 (33)	18.8 (223)	2.36
I can find professional development that is high quality.	Central	16.1(115)	30.8(220)	20.6(147)	7.7(55)	3.5(25)	21.5(152)	2.39
	East	12.5(18)	40.3(58)	18.8(27)	12.5(18)	.7(1)	15.3(22)	2.39
	West	15.6(38)	36.2(88)	20.2(49)	4.1(10)	2.9(7)	21.0(51)	2.27
	Statewide*	16.2 (192)	32.9 (389)	21.3 (252)	7.5 (89)	2.8 (33)	19.3 (229)	2.35

*Statewide data include 83 Teachers/Assistant Teachers who did not provide the information required to identify "region" of state.

Interest in Professional Development by Region

Respondents were asked to indicate the types of support, training, or education they would be interested in receiving. The top 5 topics are identified by shading below for the state as a whole and then for each region of the state. The two topics that fell into the top 5 for all regions were Behavior Management and Guidance and Child Development, as described in Table 23.

Table 23. Interest in Professional Development Topics

	Statewide*	Central	East	West
	%(N)	%(N)	%(N)	%(N)
Behavior management and guidance	62.6(741)	60.8(434)	63.2(91)	65.4(159)
Working with Children with Special Needs	44.7(529)	41.0(293)	55.6(80)	46.5(113)
Stress Management	39.3(465)	36.8(263)	42.4(61)	42.4(103)
Child Development	38.9(461)	37.5(268)	35.4(51)	36.6(89)
Working with Parents	38.3(454)	38.4(274)	38.9(56)	41.6(101)
Child Assessment and Observation	37.3(442)	37.7(269)	32.6(47)	37.4(91)
Helping with School Readiness	36.7(435)	36.1(258)	40.3(58)	37.0(90)
Working with Specific Age Groups	33.8(400)	33.8(241)	33.3(48)	34.6(84)
Working with Schools, other Agencies, etc....	29.7(352)	29.3(209)	30.6(44)	29.6(72)
KIDS NOW	24.0(284)	23.7(169)	23.6(34)	22.6(55)
Bookkeeping, business management or billing	23.1(273)	22.5(161)	23.6(34)	25.1(61)
Use Formal Curriculum	22.5(266)	22.8(163)	20.8(30)	23.0(56)
Working with Specific Cultural Groups	20.9(247)	21.3(152)	18.1(26)	22.2(54)
Accreditation	18.3(218)	19.0(136)	19.4(28)	25(17)
Getting a Certificate	17.1(202)	16.9(121)	15.3(22)	16.9(41)
Other	2.9(34)	3.5(25)	1.4(2)	2.9(7)

*Statewide data include 83 Teachers/Assistant Teachers who did not provide the information required to identify "region" of state.
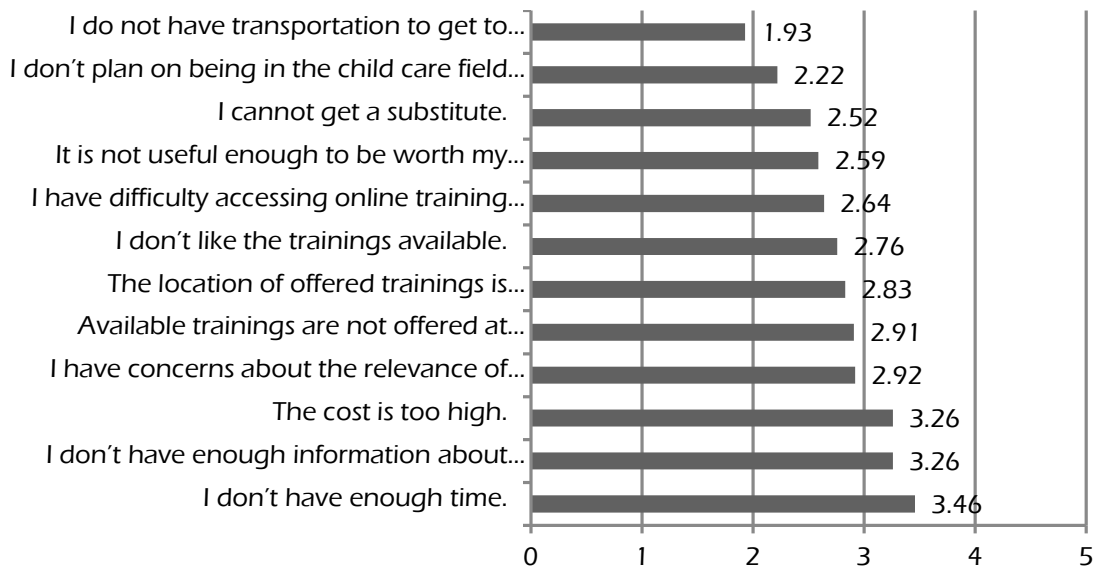
Barriers to Professional Development

When asked to indicate their level of agreement in response to the reasons child care providers don't get more involved in professional development training, the most highly rated item was "I don't have enough time," with an average agreement of 3.46 on a 5-point scale. Results are summarized in Table 24 and Figure 12.

Table 24. Barriers to Professional Development

	No Response %(N)	Strongly Agree %(N)	Agree %(N)	Neither Agree nor Disagree %(N)	Disagree %(N)	Strongly Disagree %(N)	Average
I don't have enough time.	22.9 (271)	13.0 (154)	29.1 (345)	18.7 (221)	12.6 (149)	3.7 (44)	3.46
I don't have enough information about opportunities available to me.	23.4 (277)	11.8 (140)	22.9 (271)	20.3 (240)	16.5 (195)	5.2 (61)	3.26
The cost is too high.	23.6 (280)	9.4 (111)	22.9 (271)	26.9 (318)	12.9 (153)	4.3 (51)	3.26
I have concerns about the relevance of trainings available to me.	23.1 (274)	3.6 (43)	18.3 (217)	29.6 (350)	18.7 (221)	6.7 (79)	2.92
Available trainings are not offered at convenient times.	23.0 (272)	4.8 (57)	18.0 (213)	27.2 (322)	19.3 (229)	7.7 (91)	2.91
The location of offered trainings is inconvenient.	23.1 (274)	5.4 (64)	13.4 (159)	29.2 (346)	20.6 (244)	8.2 (97)	2.83
I don't like the trainings available.	23.5 (278)	2.2 (26)	11.5 (136)	34.0 (402)	23.6 (280)	5.2 (62)	2.76
I have difficulty accessing online training opportunities.	23.5 (278)	5.1 (60)	9.6 (114)	28.8 (341)	19.0 (225)	14.0 (166)	2.64
It is not useful enough to be worth my time/energy/resources.	23.2 (275)	2.6 (31)	10.9 (129)	25.9 (307)	27.0 (320)	10.3 (122)	2.59
I cannot get a substitute.	23.6 (279)	4.7 (56)	10.6 (125)	21.5 (254)	22.4 (265)	17.3 (205)	2.52
I don't plan on being in the child care field long term.	23.2 (275)	2.5 (30)	6.4 (76)	18.7 (221)	26.9 (318)	22.3 (264)	2.22
I do not have transportation to get to available trainings.	24.6 (291)	2.1 (25)	2.5 (30)	12.3 (146)	29.2 (346)	29.2 (346)	1.93

Figure 12. Barriers to Professional Development (1=Strongly Disagree to 5=Agree)

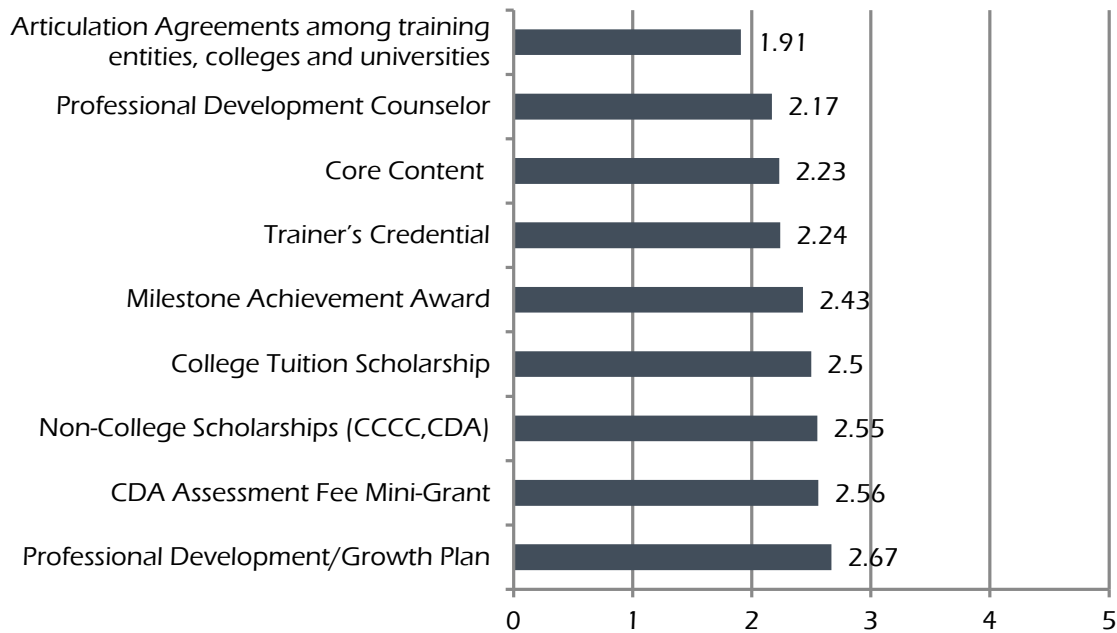| Barrier	Value
I do not have transportation to get to...	1.93
I don't plan on being in the child care field...	2.22
I cannot get a substitute.	2.52
It is not useful enough to be worth my...	2.59
I have difficulty accessing online training...	2.64
I don't like the trainings available.	2.76
The location of offered trainings is...	2.83
Available trainings are not offered at...	2.91
I have concerns about the relevance of...	2.92
The cost is too high.	3.26
I don't have enough information about...	3.26
I don't have enough time.	3.46

Components of Professional Development that are Supportive

When asked to rate the degree to which components have played a role in encouraging and supporting them to remain in the field, respondents most frequently chose the "Professional Development/Growth Plan". This response received an average rating of 2.67 on a 5-point scale. Responses are summarized in Table 25 and Figure 13.

Table 25. Role of Professional Development Components in Encouraging and Supporting to Remain in Early Childhood

	Don't know %(N)	Not at all %(N)	(2) %(N)	Somewhat %(N)	(4) %(N)	Highly %(N)	Average
Professional Development/Growth Plan	22.8 (270)	17.7 (209)	5.4 (64)	13.9 (165)	6.8 (80)	8.4 (100)	2.67
CDA Assessment Fee Mini-Grant	26.4 (312)	24.7(293)	1.9 (23)	5.5 (65)	4.7 (56)	12.6 (149)	2.56
Non-College Scholarships (CCCC,CDA)	24.9 (295)	24.2 (287)	2.5 (30)	6.9 (82)	4.6 (54)	11.9 (141)	2.55
College Tuition Scholarship	27.4 (324)	24.2 (286)	1.9 (23)	5.7 (68)	4.0 (47)	11.3 (134)	2.50
Milestone Achievement Award	30.7 (363)	23.6 (279)	1.8 (21)	5.3 (63)	3.8 (45)	10.0 (118)	2.43
Trainer's Credential	30.6 (362)	22.2 (263)	3.8 (45)	8.2 (97)	3.7 (44)	5.7 (67)	2.24
Core Content	29.6 (350)	21.3 (252)	4.6 (55)	10.7 (127)	3.5 (41)	4.6 (55)	2.23
Professional Development Counselor	30.6 (362)	24.1 (285)	3.6 (43)	6.0 (71)	4.3 (51)	5.6 (66)	2.17
Articulation Agreements among training entities, colleges and universities	36.1 (427)	23.1 (274)	3.5 (42)	6.0 (71)	2.6 (31)	2.9 (34)	1.91

Figure 13. Role of Professional Development Components in Encouraging and Supporting to Remain in Early Childhood (1=Strongly Disagree to 5=Agree)

Component	Value
Articulation Agreements among training entities, colleges and universities	1.91
Professional Development Counselor	2.17
Core Content	2.23
Trainer's Credential	2.24
Milestone Achievement Award	2.43
College Tuition Scholarship	2.5
Non-College Scholarships (CCCC,CDA)	2.55
CDA Assessment Fee Mini-Grant	2.56
Professional Development/Growth Plan	2.67

Quality Improvement

Familiarity

Most (71.8%, N=850) responses indicated that teachers/assistants had heard about Kentucky's Quality Rating and Improvement System (STARS for KIDS NOW). The overwhelming majority of these (75.3%, N=640) identified the purpose of STARS for KIDS NOW as to "Improve Early Care and Education Programs," (see Table 26).

Table 26. Primary Purpose of STARS for KIDS NOW

	N	%
Improve ECE program	640	75.3
Provide information to parents about program quality	114	13.4
Provide monetary incentives	41	4.8
Other	23	2.7
Provide marketing materials	19	2.2
No Response	13	1.5

Source of Information on Quality Initiatives

Twenty six percent (N=313) of participants responding to a question on the most important source of information/influence on their understanding of high quality practices answered "Supervisor or former supervisor". Other significant sources of support were co-workers/former co-workers (16%, N=184) and another child care professional (10%, N=122), summarized in Table 27).

Table 27. Influence on how you think about High Quality Practices

	N	%
Supervisor or former supervisor	313	26.4
Co-Worker or former Co-worker	184	15.5
Another child care Professional	122	10.3
Other	103	8.7
A consultant/TA	62	5.2
A Family Member	54	4.6
Local Child care agency	47	4.0
Provider support network	16	1.4
No Response	283	23.9

Barriers to Improvement

Respondents were asked to indicate their top three choices from a list of 13 obstacles to improving the quality of child care. The top obstacle reported was finding qualified staff. This was followed by lack of funding for quality improvements and staff turnover (see Table 28). Respondents were less likely to see a language barrier with families, long work hours, or reimbursements for child care subsidies as barriers to quality in their work place.

Table 28. Obstacles to Improving the Quality of Child Care

	Biggest Obstacle %(N)	Next Biggest Obstacle %(N)	Next Biggest Obstacle %(N)
Finding qualified staff	66.4 (401)	22.7 (137)	10.9 (66)
Lack of funding for other quality improvements (e.g. applying for national accreditation, improvements to the physical space)	39.2 (135)	30.8 (106)	29.9 (103)
Staff turnover	39.1 (182)	44.5 (207)	16.3 (76)
Other	35.1 (40)	16.7 (19)	48.2 (55)
Lack of funding for professional development opportunities (e.g. curriculum & assessment training, continuing education)	34.1 (107)	37.6 (118)	28.3 (89)
Lack of parent involvement	31.8 (96)	37.1 (112)	31.1 (94)
Lack of prep time for me/ staff	30.2 (81)	32.1 (86)	37.7 (101)
Constraints imposed by the physical location or building	29.4 (73)	37.1 (92)	33.5 (83)
Lack of quality professional development opportunities	28.1 (74)	39.2 (103)	32.7 (86)
Child turnover	28.0 (63)	35.1 (79)	36.9 (83)
Reimbursement for child care subsidy is too time-consuming and/or unreliable	26.8 (48)	38.5 (69)	34.6 (62)
I am / Staff are required to work long hours	26.5 (48)	34.8 (63)	38.7 (70)
Language barriers with families	13.2 (21)	33.3 (53)	53.5 (85)

Conclusion

Response Rate: The 2012 Teachers Workforce Survey was sent to all 31,116 teachers/assistants in licensed Type I and Type II centers and certified family child care home in the state of Kentucky. There were 1184 respondents, for a response rate of 4%.

The percent of returned surveys from each portion of the state very closely aligns to the percent of facilities operating in each of Kentucky's regions. Sixty two percent of respondents were located in Central Kentucky, with an estimated 64% of the population; 12% of respondents were located in Eastern Kentucky, with an estimated 13% of the population; and 25% of respondents were located in Western Kentucky, with 26% of the population. Where helpful, survey results were disaggregated by region to examine differences in responses.

Respondents: Respondents were largely female (98.3%). Of the 36.8% who provided information on educational background, 62.6% currently had a Bachelor's degree or higher.

Staff Characteristics: Sixty-two percent of respondents indicated that they have taken courses to increase their educational level in the past 7 years. The most completed degree from these courses was the Child Development Associate (CDA).

Fourteen percent of respondents stated that their salary had increased when their education level increased. Between 1% and 5% of respondents reported receiving other benefits such as increased vacation, sick leave, health insurance coverage, coverage for training, and more retirement benefits when they improved their educational status. However, the most frequently selected to a response to the question was that "no additional benefits" (30.6%) were provided following an increase in education level.

Forty four percent of the respondents to this survey stated they were teachers and an additional 18.8% were assistant teachers or aides. A large percentage of respondents fell into the "other" category (36.9%) which primarily consisted of individuals who identified themselves as "floaters" or "subs" or who held other titles at the facility but additionally taught/worked directly with children.

Most (79%) of the respondents stated that they had experience working with preschoolers on a regular basis, 71% worked with toddlers, and about 60% had worked with infants and/or school aged children.

Wages, Benefits: Respondents length of time in the child care field varied greatly (1 month to 46 years), with the average of 5.2 years.

Kentucky's Annual Wages for teachers as well as assistants were significantly and consistently below the national average as reported by the U. S. Bureau of Labor Statistics (2013). The Median salary for teachers responding to this survey was $17,923

and that for assistant teachers was $15,080. Subs were paid similarly to teachers ($17,680); floaters had lower salaries than any other of the positions ($15,080). These figures contrast with the Average Median Nationwide Salary of $27,130 for teachers, $19,510 for teacher's aides, and $25,930 for subs (The U. S. Bureau of Labor Statistics, 2013).

Administrators who taught in addition to their other duties reported making more than those individuals who only taught (Median=$27,020). However, the additional duties did not mean that their salaries were significantly higher than directors who responded to the Director's Workforce Survey (2013).

Most respondents relied on some income in addition to what they made at their job in child care. Fifty-four percent of respondents had a household income of $25,000 or more. Seventeen percent of respondents supplement their income by working an additional job. The remaining individuals rely on the income from another source (i.e. family member).

Approximately 36% percent of respondents had access to some level of Health Care provided by their employer. This exceeds nationwide figures of 33% and 21% (Herzenberg, Price, & Bradley, 2005; Smith & Baughman, 2007) but is still significantly below the percentage of the workforce as a whole (66%) (Smith & Baughman, 2007).

Working Environment. Most respondents reported being satisfied with their work in the early care and education, with 45% thinking of their position as a "career" rather than a "job" and 56% saying they would choose a career in the early care and education field if they had to "do it all over again". Ninety seven percent of respondents stated that they "probably" or "definitely" would be working in the early childhood field three years from now. Respondents who did not plan to stay in the field gave low pay and no benefits as their primary reason for leaving.

Respondents reported serving children from diverse backgrounds. Twenty-two percent of respondents reported serving at least one child with a physical disability and 38% served at least one child with an emotional or behavioral condition. Twenty-eight percent of those responding had at least one child in their classroom with English as a second language.

The ethnicity of children in centers largely reflects that of the state's population with the exception that there is a slightly lower percentage of Caucasian children enrolled and a slightly larger percentage of African American and Multi-Racial children enrolled in child care centers than in the state population of children at large. Survey results suggest that the state child care facilities currently have 14% African American, 4% Hispanic, 7% Multiracial, and 74% Caucasian children. This distribution varies widely by facility across the state.

Professional Development: Professional Development Supports most reported by respondents included: Individual Growth Plans (48%), KY STARS for KIDS NOW Technical Assistance (48%), KY Early Childhood Standards (44%), Early Childhood Core Content (42%), and the ECE-TRIS (40%). By contrast, they have least used: KDE Traineeship Scholarships (11%), a professional mentor or coach (22%), and the Early Childhood Continuous Assessment Guide (23%).

Generally, respondents indicate they were able to find professional development opportunities near their home or work (56%), to find affordable opportunities (48%), and to find high quality opportunities (49%).   Although still a low percentage, respondents from Eastern Kentucky did express some more concern than the other two regions for finding nearby (15%) and affordable opportunities (10%).

The most frequently requested topics for professional development in ALL regions of the state include Behavior Management (63%) and Guidance and Child Development (45%). The two most cited barriers were time (52%) and not enough information about available opportunities (33%).

Of the 13.6% of respondents who stated they were required by their employer to obtain an additional degree in order to maintain their current position, 37.9% indicted that they were required to obtain a Child Development Associate (CDA).

Respondents stated that Professional Development/Growth Plans (15.2%), CDA Assessment Fee Mini-Grants (17.3%), and Non-College Scholarships (16.5%) were the most helpful supports that played a role in helping them stay in the field. However, it is important to note, that about 40-50% of respondents to each item in this question stated that they "didn't know" or thought the listed support did not affect their decision to continue in the field at all.

Quality Improvement: The majority of teachers and assistants have heard about STARS for KIDS NOW (72%) and understand the purpose as being to improve the Early Care and Education Program for the State of Kentucky (75%). Most frequently, their source of information for this program is from a supervisor or former supervisor (26%) or a coworker or former coworker (16%).

The Barriers cited most frequently with regard to developing quality programs was to "find Qualified Staff" and lack of funding for quality improvements.

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/.

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.

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

The Annie E. Casey Foundation. (2011), Kids Count Data Center, Ethnic Data across States. Retrieved from http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx?ind=103o

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.