

2019

KENTUCKY CHILD CARE WORKFORCE STUDY



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Child Care Aware of Kentucky is funded through the Kentucky Cabinet for Health and Family Services, Division of Child Care (DCC). The goals of Child Care Aware of Kentucky are to provide information to families seeking child care in Kentucky, assist providers in locating professional development opportunities and participation in Kentucky ALL STARS, as well as meet licensing standards and facilitate community involvement through participation in community organizations and in outreach activities.

This report is the third study examining the child care workforce. This report, additional whitepapers, and previous reports are available online:

www.kentuckypartnership.org/workforce



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This report is the third study examining factors in the child care workforce since 2012. This report and previous reports are available online:

<https://www.kentuckypartnership.org/products/mrs>

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Executive Summary

Every day, in child care centers and family child care homes, approximately thirteen thousand people, mostly women, are paid to provide education and care to children. These child care providers are responsible for facilitating cognitive and social development, as well as providing a strong base for lifelong learning. Yet, across almost all the child care settings in the state, child care teachers and directors are in economic distress, especially in rural areas.

In 2019, progress toward better compensation and workforce support remains limited and uneven across the state and among different roles in child care. The findings from this study are reflective of national trends and attest to persistent low wages, household income, and earning disparities of the child care workforce, including directors, teachers and family child care providers.

Nationwide, the median wage for early childhood educators across settings is \$10.72 (Bureau of Labor Statistics, 2017). Although the state of Kentucky raised the minimum wage, an average median wage is only \$2.51 higher than median wages across the country. Furthermore, these increases are insufficient to bring early childhood educator incomes in line with that of teachers of older children. With lower wages positively correlating with limited access to health care and other employment benefits received directly from whom they work, the Kentucky child care workforce will continue to experience attrition as only less than half of the population aspire to remain in the field of early childhood care and education. From this study we learned the following.

- ⇒ The biggest challenges for program directors are finding qualified staff, turnover, and low wages.
- ⇒ Directors, teachers, and family child care providers experience significant wage differences by region and area, especially for providers from rural counties in the East.
- ⇒ Very few child care providers have health insurance covered by their employer or have employers who contribute to the cost of health insurance.
- ⇒ Overall, there was an increase from 2014 in those pursuing secondary income opportunities.
- ⇒ Despite the low wages and benefits, child care providers view their jobs as a career.
- ⇒ Retirement and aspirations for a new job or career are two primary reasons child care providers will leave the field.
- ⇒ Overall, child care providers have used supports and services provided and are satisfied with the services. FCC providers are most satisfied with the services.
- ⇒ Providers indicate an interest in more professional learning opportunities in the areas of working with homeless populations and formal curriculum.
- ⇒ Providers overwhelmingly know about the ALL STARS program and the benefits toward improving quality.
- ⇒ A small percentage of child care programs are accredited by a recognized organization.

Methodology

Sample & Data Sources

The 2019 Kentucky Workforce Survey (WFS) included three types of child care workforce population: directors, teachers, and family child care homes (FCC).

Contact information for survey respondents was obtained through the Early Care and Education Training Records Information System (ECE-TRIS), the database to store and maintain professional development and training records for early care and education professionals in Kentucky. Obtained data consisted of active records for 1,502 child care directors, 13,252 teachers, and 232 certified homes. The data included participants' first and last name, address, email address, office phone number, position title, and organizational affiliation.

Data Collection

Data collection was administered via survey designed individually for three types of study participants. A web-based survey format was used for the study. Surveys were replicated from the 2014 Kentucky Workforce Study and included sections as presented in Table 1.

Table 1. Survey sections

Directors	FCC	Teachers
Program Characteristics	Program Characteristics	Position Characteristics
Staff Levels & Turnover	Assistant Caregivers	Children You Serve
Employee Wages & Benefits	Wages & Benefits	Training & Professional Development
Work Environment & Support for Professional Development	Training & Professional Development	Quality Improvement
Staff Training	Quality Improvement	Personal Profile
Quality Improvement	Personal Profile	
Personal Profile		

The surveys were administered through a web-based platform Qualtrics (Qualtrics, Provo, UT). A multiple-contact approach was used to increase the response rate. In February 2019, using the list of child care directors, teachers, and certified homes, a personalized email was distributed via Qualtrics. The email contained background information about the study and a direct survey link.

In March 2019, providers who had not yet completed the survey were sent a reminder email asking them to complete the survey. Two weeks later, a second reminder was sent to those who had not responded. An anonymous survey link was also posted on the Kentucky Partnership for Early Childhood Services/Child Care Aware website (<https://www.kentuckypartnership.org/survey>), shared on the

Partnership's official social media accounts (Facebook and Twitter), sent via DCC Listserv, and shared by Child Care Aware field staff.

To increase participation rates, a random drawing for incentives was offered to all child care providers who completed the survey. One child care director, one teacher, and one family child care provider was selected at a random from respondents to receive a \$100 gift card. In total three gift cards were offered to respondents.

Survey Population

The 2019 Kentucky Workforce survey was completed by 1,573 participants. Table 2 illustrates the response rate by survey respondent.

Table 2. Response rate by respondent type

	Total	Directors	Teachers	FCC
Population	14,986	1,502	13,252	232
Bounced	1,067	85	966	16
Adjusted Population	13,919	1,417	12,286	216
Partial Completes	513	181	328	4
Completes	1,059	267	748	44
Overall Response	1,572 (11.3%)	448 (31.7%)	1,076 (8.76%)	48 (22.2%)

The distribution of responses was also calculated based on geographic region (East, Central, and West) and demographic area (Urban and Rural) for each respondent type and among all respondents (Tables 3 & 4).

Table 3. Response rate by geographic region designation

	Total	Directors	Teachers	FCC
East	232 (1.67%)	56 (4%)	167 (1.36%)	9 (4.17%)
Central	923 (6.63%)	242 (17.1%)	654 (5.32%)	27 (12.5%)
West	318 (2.28%)	105 (7.41%)	205 (1.67%)	8 (3.7)
Region Not Provided	99 (0.7%)	45 (3.25%)	50 (1.67%)	4 (1.85%)

Table 4. Response rate by demographic area designation

	Total	Directors	Teachers	FCC
Urban	934 (6.71%)	261 (18.42%)	648 (5.27%)	25 (11.57%)
Rural	539 (3.88%)	142 (10.1%)	378 (3.08%)	19 (8.8%)
Area Not Provided	99 (0.71%)	45 (3.18%)	50 (0.41%)	4 (1.85%)

Data Characteristics & Entry Procedures

Data were exported from Qualtrics into Microsoft Excel and edited for duplication based on provided participant's email address, date of birth, and the last four digits of Social Security number. In case of duplicate entries, data were reviewed for completeness and recency. Entries that were least current and/or complete were removed from the database. Once duplicate entries were removed, participant email address, date of birth and the last four digits of the Social Security number (when provided) were used to identify organizational affiliation. Organizational affiliation was used to determine participant county, region, area, and ALL STARS rating level. After adding the aforementioned fields, identifying information was deleted from the database.

Each participant was asked to report salary and identify whether the reported salary was hourly, weekly, monthly, or annual. To ensure consistency in analysis of reported salaries, all weekly, monthly and annual salaries were converted to an hourly wage, whereas provided hourly, weekly, and monthly wages were converted to an annual salary. Due to the inconsistency of indicated hours and the wide range of responses, the following averages were used in the calculation (see Table 5).

Table 5. Hourly workload conversion

Hours Per Week	Average Used in Calculation
less than 10 hours per week	20 hours per week
10-20 hours per week	
21-34 hours per week	
35-40 hours per week	40 hours per week
41-50 hours per week	
more than 50 hours per week	

For example, if the respondent reported earning \$200.00 per week working 21-34 hours/week, the hourly wage was determined by dividing by 20 and recorded as \$10.00 per hour. If a respondent's annual salary was reported as \$20,000.00 working 41-50 hours per week, the annual salary was calculated by dividing by 2080 and recorded as \$9.62. Similarly, to allow comparisons between 2014 and 2019 annual salary data, hourly, weekly, and monthly salaries were converted to an annual wage by multiplying by the average hourly rate. For instance, if a respondent indicated earning \$9.50 per hour and working more than 50 hours per week, that hourly wage was multiplied by 2080 (40 hours * 52 work weeks) and recorded as \$19,760.00.

Converted hourly and annual salaries were calculated at the 75th percentile, meaning 75 percent of participants received hourly/annual compensation at or below this level. All salaries were rounded to the nearest \$0.005. Hourly/annual salaries were calculated by blending county responses by geographic region and demographic area designations provided by the Division of Child Care (DCC; Tables 6 & 7).

Table 6. Geographic region designation

	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, 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, Carlisle, Christian, Crittenden, Daviess, Edmonson, Fulton, Graves, Grayson, Hancock, Hardin, Hart, Henderson, Hickman, Hopkins, LaRue, Livingston, Logan, Lyon, Marion, Marshall, McCracken, McLean, Meade, Metcalfe, Monroe, Muhlenberg, Nelson, Ohio, Simpson, Todd, Trigg, Union, Warren, Washington, Webster

Table 7. Demographic area designation

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

When analyzing hourly and annual salaries at the 75th percentile, only those hourly/annual wage entries that were +/- 1 standard deviation (SD) were included in the analysis. Outliers above and beyond 1 SD were removed. The hourly/annual salary ranges varied by respondent type (Table 8). Table 9 presents the total number of removed and remaining salaries by wage and respondent type.

Table 8. Standard deviation salary ranges

	Hourly Wage		Annual Wage	
	-1 SD Salary	+1 SD Salary	-1 SD Salary	+1 SD Salary
Directors	\$8.28	\$25.12	\$16,245.00	\$57,727.00
FCC	\$5.50	\$22.10	\$15,374.73	\$36,821.27
Teachers	\$7.68	\$15.14	\$15,685.70	\$31,415.16

Table 9. Adjusted salary entries

	Hourly Wage			Annual Wage	
	N	Removed	Total After Adjustment	Removed	Total After Adjustment
Directors	228	48 (21.1%)	180	35 (15.35%)	193
FCC	41	5 (12.2%)	36	13 (31.7%)	27
Teachers	698	147 (21.1%)	551	89 (12.75%)	609

Study Limitations

The study has several limitations. First, the response rate of 11.3% is below recommendations. However, the survey was disseminated to the overall population of child care directors, teachers (including assistant teachers and aides) and family child care homes rather than to a representative sample.

Second, findings on participants' gender, age, and level of education were excluded from the analyses due to inconsistent ECE-TRIS data. In addition, due to lack of consistent data on participants' hourly workload, an average of 20 hours per week for part-time and 40 hours per week for full-time child care providers was used to standardize hourly and annual wage.

Last, as with all online surveys, access issues exist, especially in the child care provider population. Issues included survey invitations marked as "spam", deleted by potential participants as "unwanted" or "junk" email, and/or not working email addresses (N=1,067). To help mitigate these issues and increase the response rate for the study, an anonymous survey link was created and posted on the Kentucky Partnership for Early Childhood Services website (<https://www.kentuckypartnership.org/survey>), shared on the Partnership's official social media accounts (Facebook and Twitter), sent via DCC Listserv, and shared by Child Care Aware field staff.

Key Findings

Kentucky Child Care Workforce Compensation & Benefits

This section reports unstandardized median annual and hourly salaries of child care providers based on facility type, funding source, license type, household income, geographic region, and demographic area. This section includes findings on participants' secondary employment, child care workforce benefits, and household income.

Annual and Hourly Compensation

The survey included a series of questions about compensation, such as number of hours worked per week/month/year; type of wage (hourly, weekly, monthly or annual), and compensation in secondary employment.

Two types of analyses were conducted to explore the annual and hourly wage of survey respondents: unstandardized and standardized. Unstandardized analysis included calculations of the median and was based on all wage entries. Standardized analysis included salary calculations at the 75th percentile and included wage entries above and beyond 1 standard deviation (see Tables 1 & 2, Appendix A). In this section, findings from unstandardized salary analyses are presented.

When compared to 2014, median directors' income decreased nearly \$2,000 (Figure 1). Directors' salaries varied by region and area. Directors from the Central part of the state made on average \$8,500 more than those from the East and West. Directors from rural child care centers made nearly 20 percent less than urban directors (Table 10).

For FCC providers, the overall median salary increased approximately \$3,500. Salaries for this population also varied by area. FCC providers in rural areas earned \$4,300 more than their urban colleagues.

Increases in annual median salary were also seen in the teacher population. Teacher income increased from \$18,720 in 2014 to \$22,620 in 2019. However, this wage increase of \$3,900 is insufficient to adjust for inflation within the given time period.

An analysis of hourly median salary indicates a \$5.45 difference in the hourly wage of directors and teachers. Teachers from facilities located in rural East and West made on average \$10.53 per hour, which is at 50th percentile of national average (see Table 3, Appendix A).

Table 10. Annual salary median¹

			N	Median (\$)	SD (\$)
Directors	Statewide		228	31,828.80	16,256.77
	ALL STARS	Rated	115	32,344.00	14,366.20
		Not-Rated	5	-	-
	Funding	Profit	82	31,200.00	17,547.75
		Non-Profit	124	34,660.00	15,330.32
	License	Type I	119	32,000.00	14,611.25
		Type II	1	-	-
	Household Income	Under \$20,000	5	-	-
		\$20,000-40,000	56	27,560.00	8,222.25
		\$40,000-70,000	63	31,657.60	11,908.25
		Over \$70,000	94	39,500.00	20,240.88
	Region	East	31	27,643.20	19,591.25
		Central	131	36,700.00	16,129.49
		West	60	28,880.80	13,144.56
	Area	Urban	141	34,000.00	15,375.00
		Rural	81	29,120.00	17,516.00
FCC	Statewide		40	27,560.00	10,723.3
	ALL STARS	Rated	14	26,520.00	8,816.22
		Not-Rated	1	-	-
	Household Income	Under \$20,000	7	15,000.00	8,500.74
		\$20,000-40,000	14	26,020.00	7,379.15
		\$40,000-70,000	12	30,210.00	9,945.326
		Over \$70,000	6	36,000.00	18,010.84
	Region	East	7	30,000.00	10,362.89
		Central	24	29,300.00	11,882.46
		West	8	20,800.00	5,959.9
	Area	Urban	23	25,000.00	11,790.00
		Rural	16	29,300.00	9,593.37
Teachers	Statewide		698	22,620.00	7,819.58
	ALL STARS	Rated	509	22,152.00	7,918.73
		Not-Rated	14	25,698.40	5,192.96
	License	Type I	520	22,308.00	7,871.11
		Type II	3	-	-
	Household Income	Under \$20,000	150	18,720.00	6,780.85
		\$20,000-40,000	247	22,880.00	6,198.09
		\$40,000-70,000	154	24,000.00	7,643.90
		Over \$70,000	119	24,960.00	10,087.26
	Region	East	112	21,920.00	8,122.89
		Central	435	22,880.00	7,914.24
		West	138	20,945.60	7,282.10
	Area	Urban	432	22,880.00	7,707.88
		Rural	253	22,000.00	8,094.35

¹ Data on variables with 5 or fewer responses are not included.

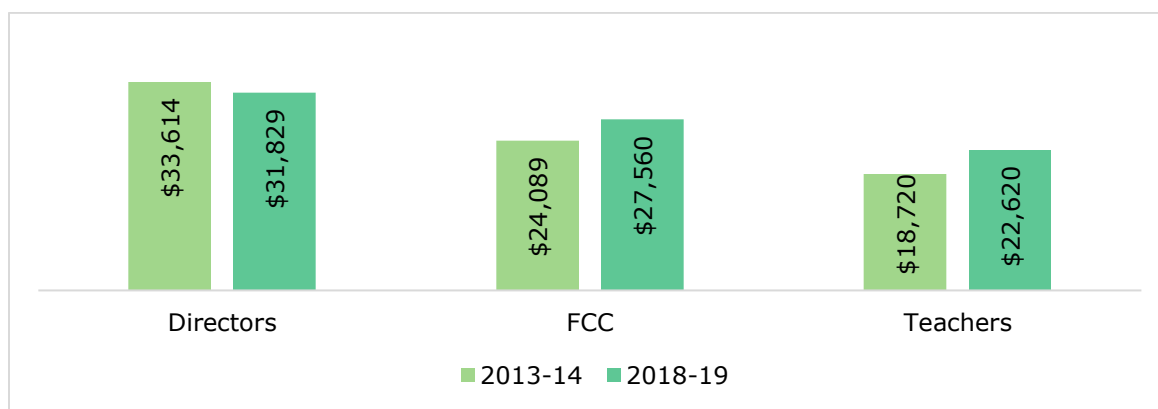


Figure 1. Annual compensation (median) trend by respondent type.

Directors were asked to provide suggestions on the lowest and highest hourly and annual salaries that should be offered to directors, teachers and staff. Table 11 presents the range of suggested annual wages (median) with comparisons to reported salaries by provider type. Director annual median salary was \$4,500 below the suggested wage. Similarly, the reported teacher annual income was \$3,380 lower than the suggested annual wage. An analysis of hourly compensation for early childhood educators as reported by directors is included in Table 4 (Appendix A).

Table 11. Suggested annual compensation (median)¹

			Lowest		Highest		Actual Salary (\$)
			N	Median (\$)	N	Median (\$)	
Directors	Statewide		216	27,040.00	117	35,300.00	31,828.80
	ALL STARS	Rated	117	28,700.00	65	37,000.00	32,344.00
		Not-Rated	4	-	3	-	-
	Funding	Profit	75	25,000.00	41	34,000.00	31,200.00
		Non-Profit	114	30,000.00	63	38,000.00	34,660.00
	License	Type I	119	28,500.00	67	37,000.00	32,000.00
		Type II	2	-	1	-	-
	Region	East	29	24,044.80	11	26,000.00	27,643.20
		Central	127	29,500.00	81	39,200.00	36,700.00
		West	51	25,000.00	23	33,000.00	28,880.80
	Area	Urban	129	28,700.00	72	37,000.00	34,000.00
		Rural	78	25,000.00	43	31,200.00	29,120.00

Continued on page 10

¹ Data on variables with 5 or fewer total responses are not included.

Table 11. Suggested annual compensation (median) (continued)

			Lowest		Highest		Actual Salary (\$)
			N	Median (\$)	N	Median (\$)	
Teachers	Statewide		103	18,720.00	75	26,000.00	22,620.00
	ALL STARS	Rated	57	19,200.00	29	29,000.00	22,152.00
		Not-Rated	2	-	1	-	-
	Funding	Profit	33	20,000.00	23	24,000.00	-
		Non-Profit	55	19,156.00	39	30,000.00	-
	License	Type I	58	19,600.00	43	29,000.00	22,308.00
		Type II	1	-	1	-	-
	Region	East	13	17,680.00	9	20,000.00	21,920.00
		Central	64	20,000.00	50	30,000.00	22,880.00
		West	24	17,368.00	16	20,400.00	20,945.60
Assistant Teachers/Aides	Area	Urban	58	19,600.00	43	30,000.00	22,880.00
		Rural	43	18,720.00	32	22,420.00	22,000.00
	Statewide		85	17,000.00	54	18,720.00	-
	ALL STARS	Rated	46	17,840.00	29	20,000.00	-
		Not-Rated	2	-	1	-	-
	Funding	Profit	30	15,860.00	16	18,570.00	-
		Non-Profit	41	17,680.00	26	20,400.00	-
	License	Type I	47	17,680.00	29	20,000.00	-
		Type II	1	-	1	-	-
	Region	East	12	15,540.00	8	17,500.00	-
		Central	50	18,310.00	34	19,360.00	-
		West	21	15,704	12	18,000.00	-
	Area	Urban	45	17,680	30	19,380.00	-
		Rural	38	15,652.00	24	17,306	-

When asked about differential pay, 40.4% of directors indicated director (N=181) and teacher (N=196) differentiated pay was offered. Pay was differentiated primarily based on the type and amount of training in which staff participated (Table 12). Most respondents who selected 'Other' indicated "Years of experience" as an additional consideration to base differential pay.

Table 12. Base for differential pay

	Directors		Teachers		Assistant Teachers/Aides	
	N	%	N	%	N	%
Level of education	39	8.7	39	8.7	21	4.7
Type and amount of training	113	25.2	141	31.5	85	19.0
Demonstrated cultural competency	45	10.0	56	12.5	35	7.8
Languages spoken	22	4.9	33	7.4	21	4.7
Other	29	6.5	34	7.6	27	6.0

Household Income

Survey respondents were asked to indicate their household income using a provided range from under \$20,000 to over \$70,000. Generally, directors reported a higher household income than FCC providers or teachers. The highest percentage of FCC providers (38.6%) reported household income between \$40,000 and \$70,000, followed by 27.3% reporting \$20,000 to under \$40,000. A majority of teachers (54.2%) reported their household income in the under \$40,000 a year range (Table 13). Since 2014, the number of directors who reported a household income of over \$70,000 increased from 29.0% to 42% (Figure 2). In 2019, there was a 1.7% increase of FCC providers with the household income between \$20,000 and \$40,000, and 5.8% for FCCs with over \$70,000 in household income. The percent of teachers having a household income between \$20,000 and \$40,000 also increased from 25.6% in 2014 to 27.3% in 2019, along with the four percent decrease in participants with the household income of lower than \$20,000 (see Figure 2).

Table 13. Household income by respondent type

	Directors		FCC		Teachers	
	N	%	N	%	N	%
Under \$20,000	7	2.9	7	15.9	158	22.5
\$20,000 – under \$40,000	49	20.3	12	27.3	223	31.7
\$40,000 – under \$70,000	85	35.3	17	38.6	200	28.4
Over \$70,000	100	41.5	8	18.2	122	17.4
TOTAL	241		44		703	

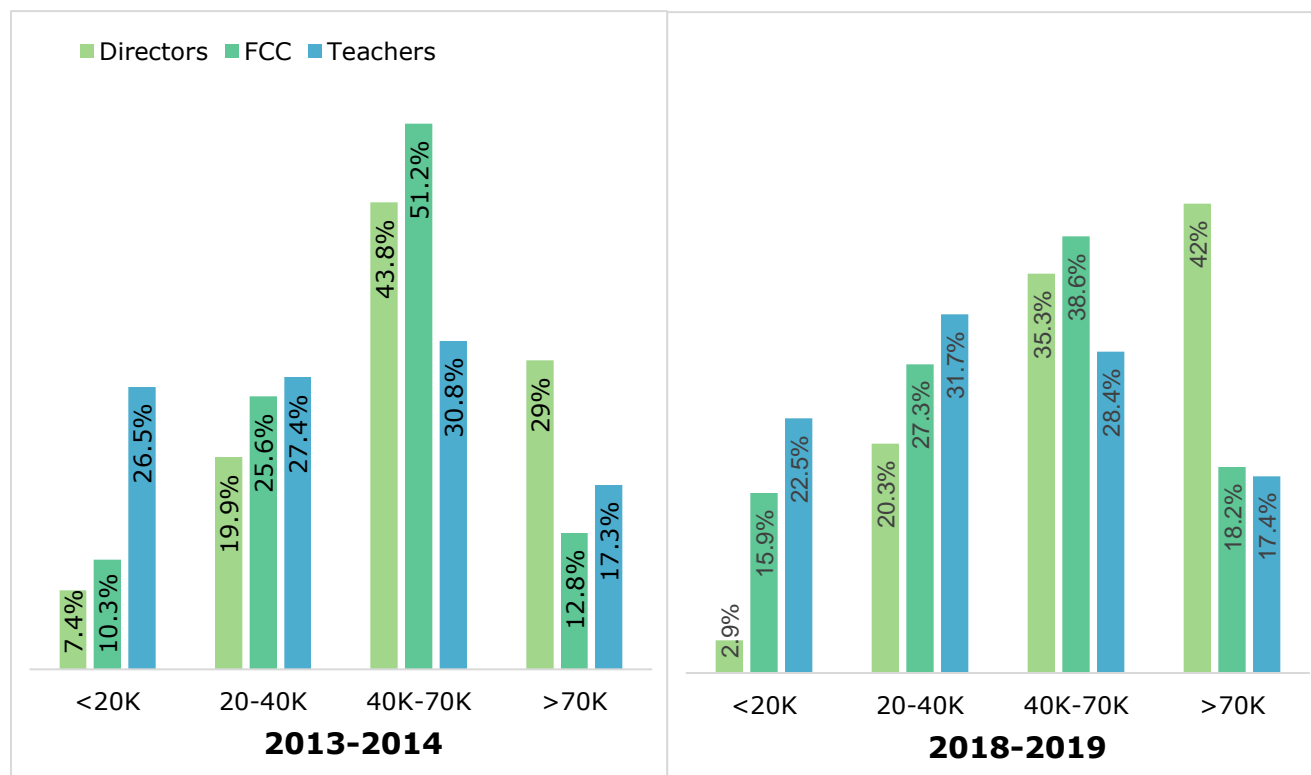


Figure 2. Trends in household income of respondents.

Respondents were asked if they had a secondary income. Less than one fourth of overall respondents (19.2%) reported having a secondary income (Table 14). The statewide median hourly wage for directors having a second job was \$13.68 (Table 15). As shown in Table 15, 18.7% of directors and 19.7% of teachers reported having a secondary income. As for the FCC providers, about 1 in 8 indicated having an additional job outside of child care (Table 14). These numbers are slightly higher than in 2014 (Figure 3).

Table 14. Respondents with secondary jobs

	N	%	Total N
Directors	43	18.7	230
FCC	5	12.5	40
Teachers	138	19.7	701

Table 15. Secondary employment compensation (median)

		N	Median (\$)	SD (\$)
Directors	Annual	32	10,500.00	22,839.76
	Hourly	32	13.68	25.77
FCC	Annual	5	7,800.00	12,844.22
	Hourly	5	15.00	9.52
Teachers	Annual	124	10,400	11,254.33
	Hourly	124	12.50	13.87

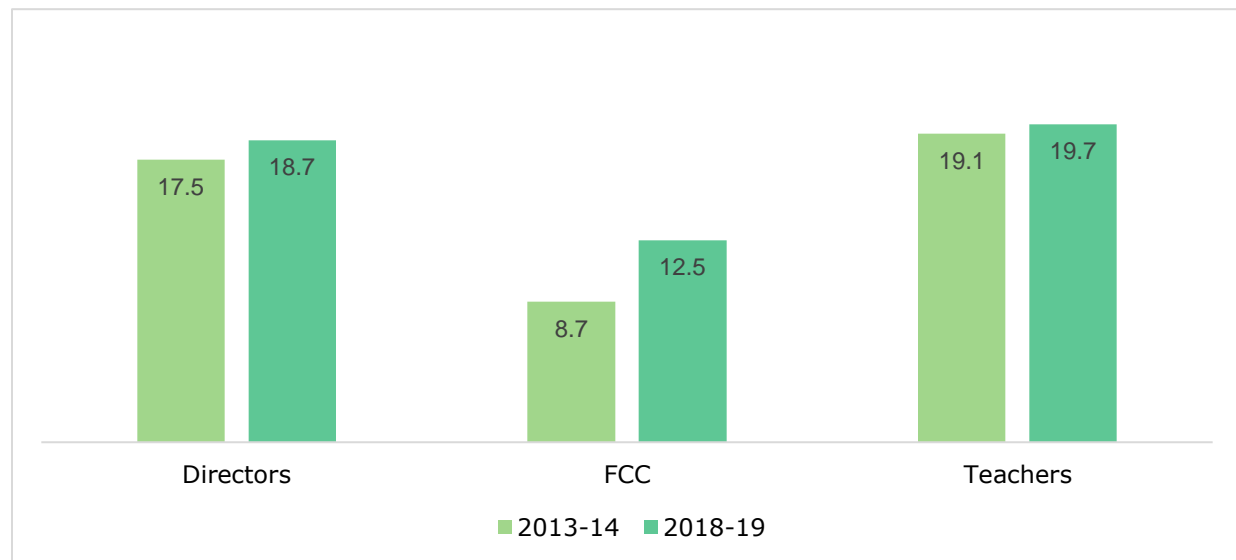


Figure 3. Percent of respondents reporting a secondary income.

Health Insurance

Survey respondents were asked to indicate if they had access to health care insurance from any source. Overall, the majority of child care providers (91.3%) reported having access to health insurance (Table 16). Having health insurance was reported most often by directors, teachers, and FCCs primarily from non-profit Licensed Type I facilities in urban settings. More directors, teachers, and FCC providers reported having health insurance coverage compared to previous years, an increase of 9%, 26.6%, and 22.6% respectively (see Figure 4).

Just 7.5% of employers paid for health insurance, while 19.2% contributed to the cost of insurance. Directors, teachers, and assistant teachers/aides primarily obtained health insurance through 1) a spouse or 2) Medicaid or Medicare (see Table 17).

Table 16. Access to health care insurance¹

			Yes		No		Total
			N	%	N	%	
Directors	Statewide		241	92.3	19	7.3	261
	ALL STARS	Rated	117	51.5	11	4.8	128
		Not-Rated	4	-	-	-	4
	Funding	Profit	89	57.1	6	3.8	95
		Non-Profit	123	56.7	12	5.5	135
	License	Type I	121	52.2	10	4.3	131
		Type II	-	-	1	50	1
	Region	East	39	69.6	4	7.1	43
		Central	135	55.8	8	3.3	143
		West	61	58.1	6	5.7	67
FCC	Statewide		43	97.7	1	3.3	44
	ALL STARS	Rated	16	88.8	1	5.6	17
		Not-Rated	1	-	-	-	1
	Region	East	8	88.9	-	-	8
		Central	25	92.6	1	3.7	26
		West	8	100.0	-	-	8
	Area	Urban	23	92.0	1	4.0	24
		Rural	18	94.7	-	-	18
Teachers	Statewide		682	90.6	71	9.4	753
	ALL STARS	Rated	483	60.0	54	6.7	537
		Not-Rated	15	75.0	-	-	15
	License	Type I	495	60.2	54	6.6	549
		Type II	3	-	-	-	3
	Region	East	116	69.5	10	6.0	126
		Central	411	62.8	46	7.0	457
		West	138	67.3	13	6.3	151
	Area	Urban	412	63.6	50	7.7	462
		Rural	253	66.9	19	5.0	272

¹ Data on variables with 5 or fewer total responses are not included.

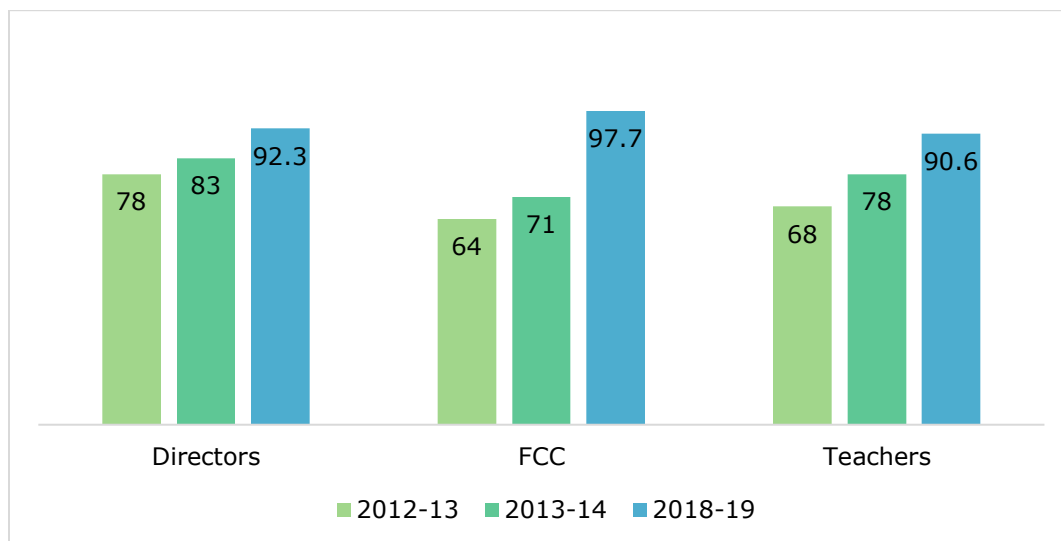


Figure 4. Trends on percent of respondents with access to health insurance.

Table 17. Providers of health insurance

	Directors		FCC		Teachers	
	N	%	N	%	N	%
I have my own health insurance policy	37	15.4	7	16.3	61	9.0
I am covered through Medicare/Medicaid	34	14.2	14	32.6	140	20.6
I purchase insurance through my employer	12	5.0	-	-	129	19.0
I am covered by my spouse's policy	86	35.8	17	39.5	194	28.6
My insurance is fully paid by my employer	18	7.5	-	-	18	2.7
My insurance is partially paid by my employer	46	19.2	-	-	76	11.2
Other	7	2.9	5	11.6	61	9.0
TOTAL	240		43		679	

Other Benefits and Working Conditions

Directors and teachers were asked to indicate additional benefits/working conditions available to them. As in previous years, directors most often reported positive working conditions as those with written job description, written personnel policies, and an annual evaluation. The least offered benefits and working conditions included paid lunch break, annual cost of living increase in wages, and stipends for professional development activities or materials. Teachers were most interested in having an annual evaluation, written job description, and program orientation when hired (Figure 5).

Additionally, directors were asked about the type of assistance and benefits they provide to their employees. As presented in Table 9 (Appendix A), paid break, paid vacation, and financial assistance for workshops/conferences were the most common benefits provided to directors, teachers and assistant teachers/aides. Very little assistance was provided to support formal mentoring and training or educational loans. Additional analyses on provided health and dental insurance benefits and additional benefits and assistance are included in Tables 7-9 (Appendix A).

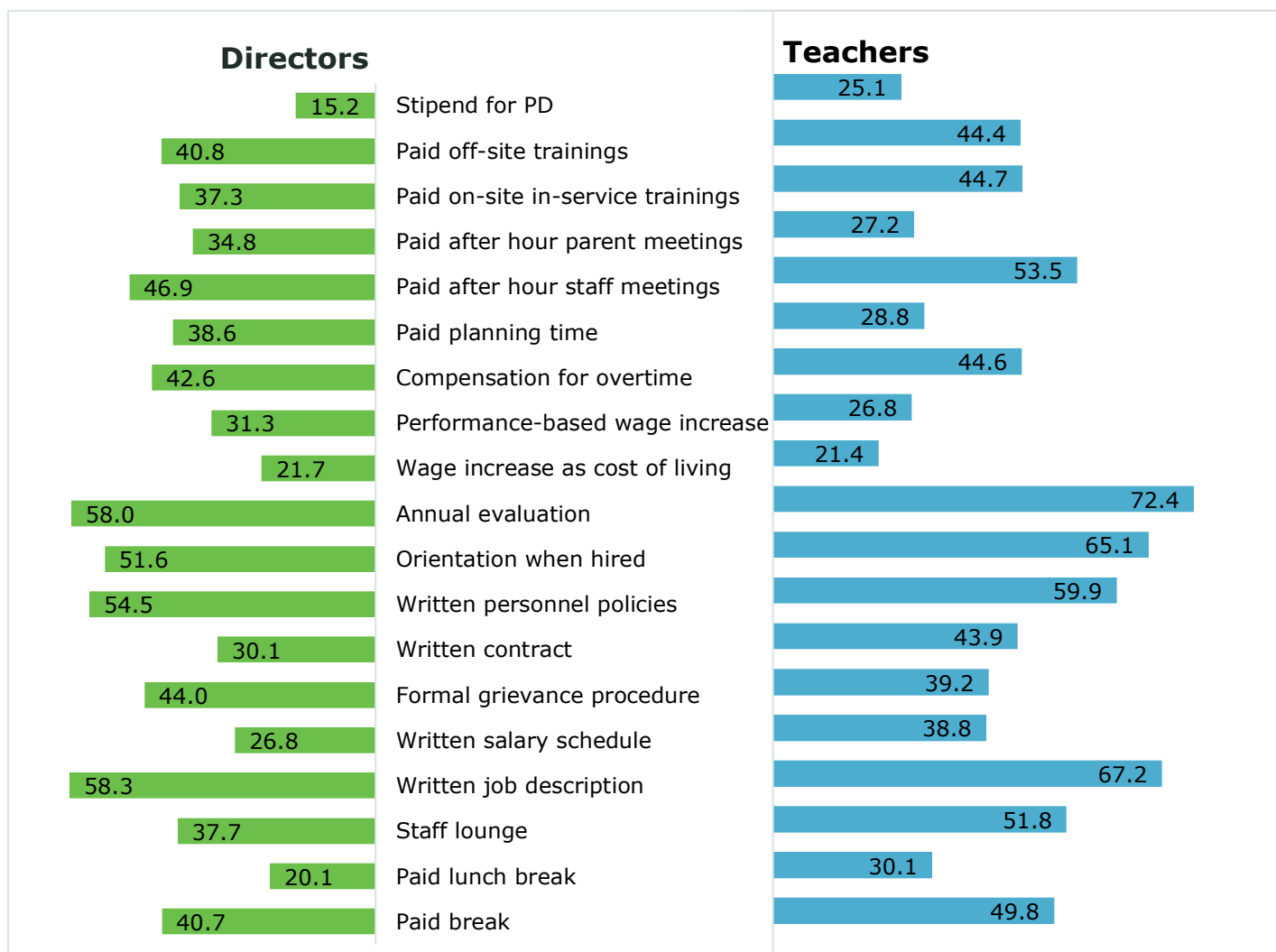


Figure 5. Other benefits/working conditions (%).

Program Characteristics

This section highlights findings on characteristics of child care and family child care home programs, including program accreditation and operation, program capacity and enrollment, staff level, and program funding.

Program Accreditation and Operation

Child care directors were asked about their program accreditation status. A total of 15.1% reported being nationally accredited and 7.28% were seeking accreditation (Table 18). The majority of the programs (47.76%) were accredited by the National Association for the Education of Young Children, a 5% increase from 2014. An increase of 6.45% was also noted in programs accredited by the National Accreditation Commission for Early Care and Education Programs (NAC) (10.45%). Overall, the number of programs seeking accreditation has increased slightly (0.38%; N=10) from previous reporting.

Table 18. Child care program accreditation

Accrediting Body	N	%
National Association for the Education of Young Children (NAEYC)	32	47.76
National Early Childhood Program Accreditation (NECPA)	6	8.96
National School-Age Child Care Alliance (NSACCA)	1	1.49
Southern Association for Colleges and Schools (SACS)	3	4.48
National Accreditation Commission for Early Care and Education Programs (NAC)	7	10.45
Association of Christian Schools International Preschool Accreditation Program (ACSI)	2	3
Council on Accreditation (COA)	3	4.48
Total Accredited	67	15.1
Total Seeking Accreditation	27	7.28

When examining program operation, child care directors and FCC providers were asked to indicate the schedule of their facility. The majority of respondents reported their facilities as being open year-round, similar to the previous years (Table 19).

Table 19. Program operation

Study Year	Respondents	School Year Only	Year-Round	Total
2012-13	Directors	27.5% (69)	72.5% (182)	251
	FCC	18.5% (12)	81.5% (53)	65
	Total	25.6% (81)	74.4% (235)	316
2013-14	Directors	29.9% (85)	70.1% (199)	284
	FCC	13.0 % (6)	87.0% (40)	46
	Total	27.6% (91)	72.4% (239)	330
2018-19	Directors	29.7% (130)		438
	FCC	14.9% (7)	85.1% (40)	47
	Total	28.3% (137)	71.8% (348)	485

Program Capacity and Enrollment

Respondents reported enrollment on the following categories as presented in Table 20. Overall, respondents indicated serving fewer preschoolers than in previous years, while the other age groups have remained relatively stable over time (see Figure 6).

Table 20. Program capacity by population mean

Population	Directors			FCC		
	Capacity	Enrolled*	Ratio (Child:Teacher)	Capacity	Enrolled*	Ratio (Child:Teacher)
Infant	9	5	1:4	3	3	1:3
Toddler	20	12	1:5	5	3	1:3
Preschool	44	25	1:9	4	3	1:3
School Age	35	18	1:10	3	2	1:2

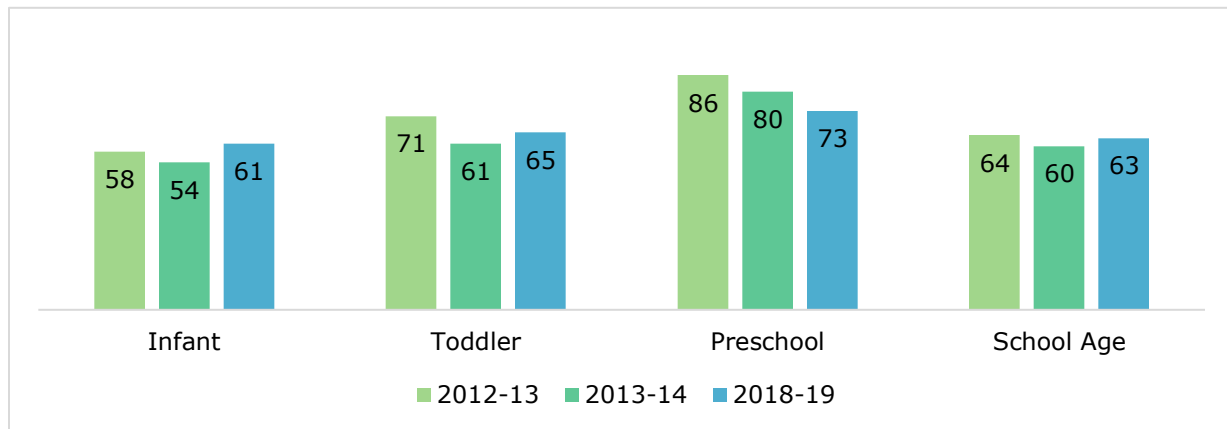


Figure 6. 2012-2019 child care enrollment (%) trend as reported by directors.

Table 21. Age groups and population mean experience as reported by teachers

Age Group	N	%	Years of Teaching Experience (μ)
Infant	222	20.63	4.92
Toddler	362	33.64	5.2
Preschool	587	54.44	7.73
School Age	137	12.73	6.4
>1 age group	129	12	-

Child Care Program Type and Funding

Directors responding to the survey represented both nonprofit (58.12%) and for-profit (41.8%) programs. The most common program type was independently owned for-profit organizations (33.78%) followed by non-profit church-based or religious organization sponsored programs (22%; Table 22).

* Full- and part-time enrollment

Funding sources for child care programs have remained relatively stable since data collected was initiated in 2012, with programs being financially supported primarily by parent fees (93.75%) and public subsidies (75.0%) (see Table 23 & Figure 7).

Table 22. Child care program type

	Program Type	N	%
For-Profit	Independently owned and operated	126	33.78
	Sponsored: corporate/business/hospital	18	4.83
	National chain	8	2.1
	Local chain	4	1.1
	Worker Cooperative	-	-
	For Profit Sub-Total	156	41.82
Not-For Profit	Sponsored: church or religious organization	82	22.0
	Parent cooperative	3	0.8
	Independent	48	12.87
	Head Start/Early Head Start	7	1.88
	Sponsored: public primary/secondary school	43	11.53
	Sponsored: state or local governmental agency	16	4.3
	Sponsored: private primary/secondary school	6	1.6
	Sponsored: non-governmental agency	8	2.1
	Sponsored: university or college	4	1.1
	Not-for Profit Sub-Total	217	58.18
TOTAL		373	

Table 23. Child care facilities funding sources¹

Funding Sources	2012-13	2013-14	2018-19
Parent Fees	95.3% (283)	91.2% (260)	93.75% (420)
Public Subsidies	78.7% (229)	73.0% (208)	75.0% (306)
Corporate Subsidies	5.8% (16)	4.2% (12)	6.1% (25)
Private Donations	8.3% (23)	8.1% (23)	9.6% (39)
Fundraising	20.6% (57)	21.8% (62)	21.1% (86)
Other	4.7% (13)	8.4% (24)	7.8% (32)

¹ Totals do not equal 100% as respondents could select more than one option.

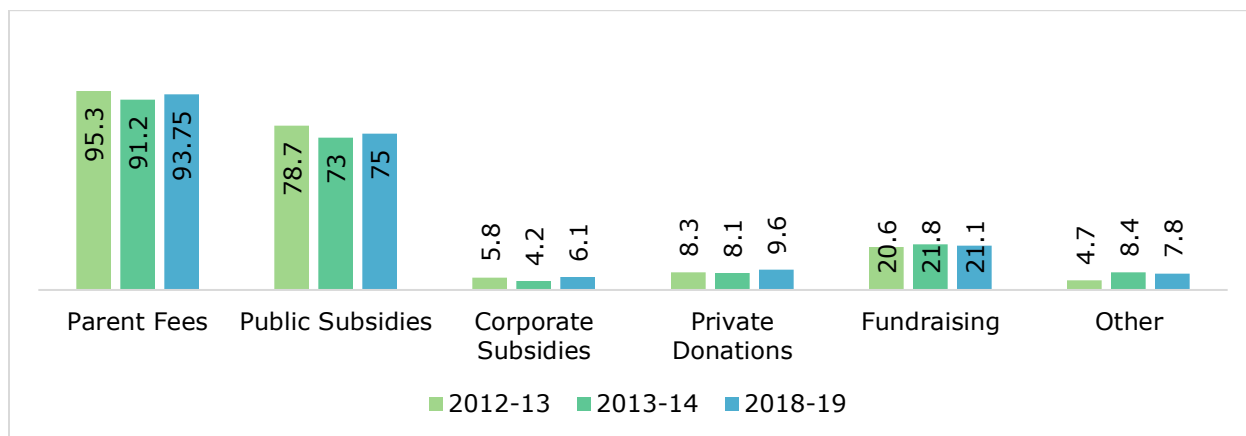


Figure 7. Percent of child care facilities by funding source.

Kentucky ALL STARS Rating

Kentucky's ALL STARS is a mandatory five-level quality rating and improvement system. Throughout this report, respondents' organizations were aggregated by level: Level 1-2, Level 3, and Level 4-5. Because the survey was distributed via personalized and anonymous links, ALL STARS rating status for anonymous respondents was not included.

Over half of respondents indicated they were from an ALL STARS-rated facility (Table 24). The majority of respondents represented Licensed Type I facilities with the ALL STARS rating levels of 1 and 2. A low percentage (2.6%) were respondents from non-rated facilities (Table 25). The lowest representation was observed in FCC with the ALL STARS rating level of 3.

Table 24. Study participation by ALL STARS rating status and level

Respondent	Not Rated		Level 1-2		Level 3		Level 4-5		Total
	N	%	N	%	N	%	N	%	
Directors	7	3.0	90	38.5	64	27.4	73	31.2	234
FCC	1	5.3	9	47.4	3	15.8	6	31.6	19
Teachers	20	2.4	275	33.3	149	18.1	381	46.2	825
TOTAL	28	2.6	374	34.7	216	20.0	460	42.7	1078

Table 25. Population of ALL STARS-rated facilities by levels

Facility Type	Not Rated		Level 1-2		Level 3		Level 4-5		Total
	N	%	N	%	N	%	N	%	
Licensed Type I	21	2.4	302	33.9	166	18.7	401	45.1	890
Licensed Type II	5	3.8	50	37.0	31	23.0	49	36.3	135
FCC	1	5.3	9	47.4	3	15.8	6	31.6	19
TOTAL	27	2.6	361	34.6	200	19.2	456	43.7	1,044

Respondents were asked about their awareness of Kentucky's ALL STARS and its primary purpose. Nearly all directors (99.6%; n=263) and FCC providers (100%; N=43) have heard about ALL STARS, followed by eighty-nine percent of teachers (n=678). An overwhelming majority of the respondents identified improvement of

early care and education program quality as the main purpose of the ALL STARS system (see Table 26).

Table 26. Perceptions on purpose of KY ALL STARS

	Directors		FCC		Teachers	
	N	%	N	%	N	%
Provide information to parents about program quality	16	6.2	5	12.2	92	14.1
Improve early care and education program quality	222	85.4	32	78.0	504	77.1
Provide marketing materials to programs	1	0.4	2	4.9	13	2.0
Provide monetary incentives to programs	16	6.2	2	4.9	31	4.7
Other	5	1.9	-	-	14	2.1

Staff Characteristics & Retention

This section includes findings on participants' employment history in the field, their current workload and professional organization affiliation. Findings on staff retention, staffing concerns, and voluntary unpaid workforce support are presented in this section as well.

Service in Early Care and Education

Respondents were asked to indicate the number of years they spent in their current position and across their career. On average, FCC providers and directors spent about 20 years in the profession, whereas teachers reported being in the profession for an average of 12.6 years (Table 27). When compared to 2014, the median for years in position for directors increased across all three groups (Figure 8). Overall, respondents from the East worked as an early childhood educator longer than their colleagues from Central and Western parts of the state (see Table 10, Appendix A).

Table 27. Population mean of years in position and profession

	Position (years)			Career (years)		
	N	μ	Median	N	μ	Median
Directors	239	10.6	8.6	261	19.0	18.6
FCC	42	17.0	20.6	42	20.0	21
Teachers	628	6.6	3.6	727	12.6	10.6

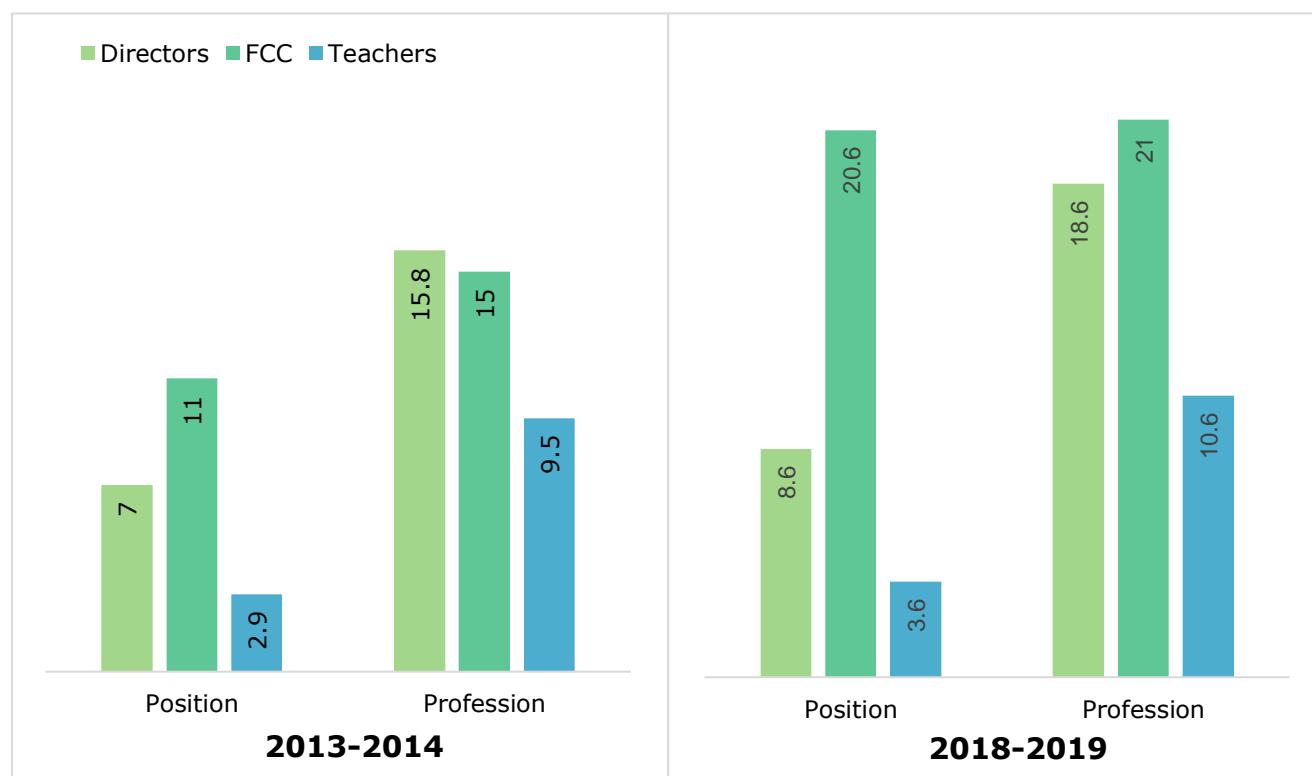


Figure 8. Years in position and profession trend (median).

Survey participants were also asked to report the number of hours they worked per week (Table 28). A majority of directors (70.5%) and FCC providers (85.4%) reported working more than 40 hours per week, while the majority of teachers (64.6%) reported working 35-40 hours per week. For directors and FCC providers, this was true regardless of program type, location, and household income. Teachers reported work hours were more variable dependent on ALL STARS rating, household income, region and area (see Table 28).

Table 28. Hours worked per week¹

			Work Hours Per Week			
			< 35	35-40	> 40	Total
			% (N)	% (N)	% (N)	N
Directors	Statewide		11.2 (29)	18.2 (47)	70.5 (182)	258
	ALL STARS	Rated	11.1 (14)	19.0 (24)	69.8 (88)	126
		Not-Rated	-	-	-	5
	Funding	Profit	5.3 (5)	17.0 (16)	77.7 (73)	94
		Non-Profit	13.3 (18)	21.5 (29)	65.2 (88)	135
	Household Income	Under \$20,000	14.3 (1)	14.3 (1)	71.4 (5)	7
		\$20,000-40,000	3.1 (2)	21.9 (14)	75.0 (48)	64
		\$40,000-70,000	15.2 (10)	21.2 (14)	63.6 (42)	66
		Over \$70,000	14.1 (14)	14.1 (14)	71.7 (71)	99
	License	Type I	12.3 (16)	19.2 (25)	68.5 (89)	130
		Type II	-	-	-	1
	Region	East	7.0 (3)	27.9 (12)	65.1 (28)	43
		Central	10.7 (15)	14.3 (20)	75.0 (105)	140
		West	16.4 (11)	22.4 (15)	61.2 (41)	67
FCC	Area	Urban	13.6 (21)	16.9 (26)	69.5 (107)	154
		Rural	8.3 (8)	21.9 (21)	69.8 (67)	96
	Statewide		6.7 (3)	6.7 (3)	85.4 (35)	45
	ALL STARS	Rated	6.7 (1)	6.7 (1)	86.7 (13)	15
		Not-Rated	-	-	-	1
	Household Income	Under \$20,000	-	28.6 (2)	71.4 (5)	7
		\$20,000-40,000	6.3 (1)	6.3 (1)	87.5 (14)	16
		\$40,000-70,000	-	-	100.0 (10)	10
		Over \$70,000	28.6 (2)	-	71.4 (5)	7
	Region	East	-	12.5 (1)	87.5 (7)	8
		Central	8.6 (2)	8.6 (2)	82.6 (19)	23
		West	-	-	100.0 (8)	8
	Area	Urban	4.3 (1)	13.0 (3)	82.6 (23)	23
		Rural	- (1)	-	93.8 (15)	16

Continued on page 23

¹ Data on variables with 5 or fewer total responses are not included.

Table 28. Hours worked per week¹
(continued)

			Work Hours Per Week			
			< 35	35-40	> 40	Total
			% (N)	% (N)	% (N)	N
Teachers	Statewide		28.0 (271)	64.6 (625)	7.4 (72)	968
	ALL STARS	Rated	29.4 (213)	63.0 (457)	7.6 (55)	725
		Not-Rated	78.9 (15)	21.0 (4)	-	19
	Household Income	Under \$20,000	32.1 (50)	61.5 (96)	6.4 (10)	156
		\$20,000-40,000	14.8 (37)	77.2 (193)	8.0 (20)	250
		\$40,000-70,000	22.7 (35)	69.5 (107)	7.8 (12)	154
		Over \$70,000	44.1 (52)	46.6 (55)	9.3 (11)	118
	License	Type I	30.8 (228)	61.8 (458)	7.4 (55)	741
		Type II	-	-	-	3
	Region	East	13.2 (20)	80.8 (122)	6.0 (9)	151
		Central	31.8 (186)	59.6 (348)	8.6 (50)	584
		West	30.1 (58)	65.8 (127)	4.1 (8)	193
	Area	Urban	32.9 (192)	59.1 (345)	8.0 (47)	584
		Rural	20.9 (72)	73.3 (252)	5.8 (20)	344

Respondents' membership in early childhood professional organizations was low across all groups, with the highest participation rates for FCC providers (see Table 29). The National Association for the Education of Young Children (NAEYC) was the most common early childhood organization among all respondent types. In addition, directors were affiliated with two other organizations: local provider support groups (also common among FCC providers) and Kentucky Association for Early Childhood Education. The latter one was selected by teachers as well.

Table 29. Professional organization affiliation

	Directors		FCC		Teachers	
	N	%	N	%	N	%
NAEYC (National Association for the Education of Young Children)	32	7.1	7	14.6	98	9.1
Division of Early Childhood (DEC)	10	2.2	3	6.3	13	1.2
COA (Council on Accreditation)	1	0.2	-	-	12	1.1
NECPA (National Early Childhood Program Accreditation)	-	-	-	-	5	0.5
AMI (Association of Montessori International-USA)	1	0.2	-	-	4	0.4
NAFCC (National Association for Family Child Care)	2	0.5	4	8.3	3	0.3
Local Provider Support Group or Child Care Network	22	4.9	7	14.6	7	0.7
KAECE (Kentucky Association for Early Childhood Education)	22	4.9	1	2.1	25	2.3
SECA (Southern Early Childhood Association)	15	3.3	1	2.1	11	1.0
Kentucky Out of School Alliance (KYOSA)	7	1.6	1	2.1	1	0.1

Teachers and FCC providers were asked if they have their own children in their program, as well as the number of children enrolled in the program (Table 30).

¹ Data on variables with 5 or fewer total responses are not included.

Compared to 2014, the number of teachers and FCC providers who have their own children enrolled in the program declined slightly (Figure 9). On average, FCC providers had one child enrolled in their program compared to 2 children in 2014, whereas teachers report an average of 2 children in the program compared to 1 in 2014.

Table 30. Own children in care

	Enrollment		Number Enrolled		
	N	%	N	Range	Mean
FCC	12	25.5	23	1-3	1.4
Teachers	193	18.1	440	1-2	2.4

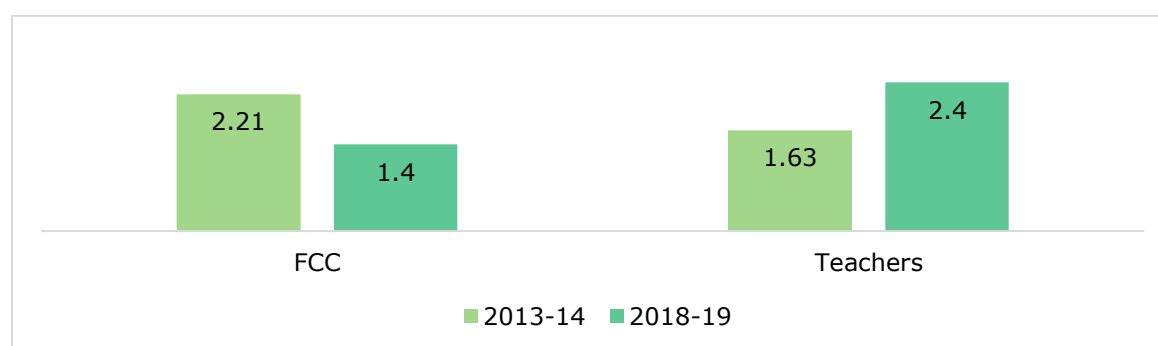


Figure 9. Trend of provider's children attending the program.

Retention

Teachers were asked if they viewed their current position as a job or a career. More respondents indicated they viewed their position as a career (70.1%) than in 2014 (62%) (see Figure 10). Those who worked in urban Licensed Type I facilities were more likely to consider their position as a career than those from the rural areas (see Table 31).

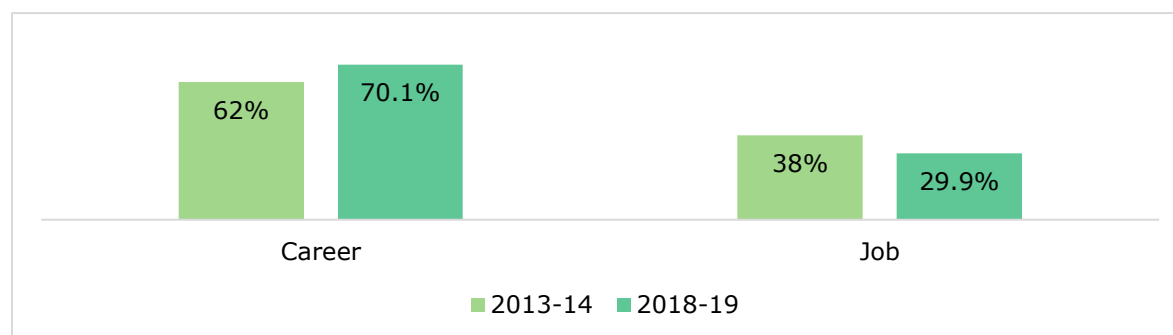


Figure 10. Trend data on teacher view of current position.

Table 31. Teacher view of current position¹

		Career		Job		Total
		N	%	N	%	N
Statewide		747	70.1	318	29.9	1065
ALL STARS	Rated	527	66.0	271	34.0	798
	Not-Rated	9	47.4	10	52.6	19
Household Income	Under \$20,000	100	63.3	58	36.7	158
	\$20,000-40,000	201	77.0	60	23.0	261
	\$40,000-70,000	117	72.2	45	27.8	162
	Over \$70,000	86	70.5	36	29.5	122
License	Type I	533	65.5	281	34.5	814
	Type II	3	-	-	-	3
Region	East	129	77.2	38	22.8	167
	Central	424	65.5	223	34.5	647
	West	152	74.5	52	25.5	204
Area	Urban	442	69.0	199	31.0	641
	Rural	263	69.8	114	30.2	377

An examination of respondents' intention to remain in the field suggests the majority of directors, teachers, and FCC providers will probably be retained in the field over the next three years. Of all respondent types, 24.5% indicated they will definitely stay in the field, with 3.3% indicating they will definitely leave the field. More FCC providers indicated they will definitely stay in the field (46.3%) compared to directors (41.4%), and teachers (32.3%). Table 32 provides a summary of responses by ALL STARS rating, household income, center type, region and area.

No strong patterns emerged with respect to ALL STARS rating, household income, center type, region or area and respondent's intention to stay or leave the field (see Table 11, Appendix A). Of the 10.7% of respondents who indicated they probably or definitely will not be in the field in three years, getting 'Better Pay' was the most common factor that would help them consider staying in the field (see Table 33). Retirement was a factor in many respondent's desire to leave the field, with 38.2% of directors, 50% of FCC providers and nearly 9% teachers indicating a desire to retire. For teachers, 13% would not return to the child care field because of a new job or career in a different field.

¹ Data on variables with 5 or fewer total responses are not included.

Table 32. Plan to be in the field in the next three years

			Definitely Yes	Probably Yes	Probably No	Definitely No	Total N
			% (N)	% (N)	% (N)	% (N)	
Directors	Statewide		41.4 (108)	45.6 (119)	12.3 (32)	0.8 (2)	261
	ALL STARS	Rated	39.1 (50)	46.1 (59)	14.1 (18)	0.8 (1)	128
		Not-Rated	40.0 (2)	60.0 (3)	-	-	5
	Funding	Profit	47.4 (45)	42.1 (40)	9.5 (9)	1.1 (1)	95
		Non-Profit	33.3 (45)	51.9 (70)	14.1 (19)	0.7 (1)	135
	Household Income	Under \$20,000	57.1 (4)	28.6 (2)	14.3 (1)	-	7
		\$20,000-40,000	39.4 (26)	47.0 (31)	12.1 (8)	1.5 (1)	66
		\$40,000-70,000	34.8 (23)	56.1 (37)	9.1 (6)	-	66
		Over \$70,000	45.5 (45)	41.4 (41)	12.1 (12)	1.0 (1)	99
	License	Type I	38.6 (51)	47.0 (62)	13.6 (18)	0.8 (1)	132
		Type II	100.0 (1)	-	-	-	1
	Region	East	43.2 (19)	40.9 (18)	13.6 (6)	2.3 (1)	44
		Central	39.0 (55)	51.8 (73)	8.5 (12)	0.7 (1)	141
		West	42.6 (29)	38.2 (26)	19.1 (13)	-	68
	Area	Urban	41.7 (65)	48.1 (75)	9.6 (15)	0.6 (1)	156
		Rural	39.1 (38)	43.3 (42)	16.5 (16)	1.0 (1)	97
FCC	Statewide		46.3 (19)	39.0 (16)	14.6 (6)	-	41
	ALL STARS	Rated	46.7 (7)	40.0 (6)	13.3 (2)	-	15
		Not-Rated	-	100.0 (1)	-	-	1
	Household Income	Under \$20,000	28.6 (2)	71.4 (5)	-	-	7
		\$20,000-40,000	62.5 (10)	25.0 (4)	12.5 (2)	-	16
		\$40,000-70,000	45.5 (5)	36.4 (4)	18.2 (2)	-	11
		Over \$70,000	33.3 (2)	33.3 (2)	33.3 (2)	-	6
	Region	East	66.7 (6)	22.2 (2)	11.1 (1)	-	9
		Central	39.1 (9)	47.8 (11)	13.0 (3)	-	23
		West	50.0 (4)	25.0 (2)	25.0 (2)	-	8
	Area	Urban	52.2 (12)	39.1 (9)	8.7 (2)	-	23
		Rural	41.2 (7)	35.3 (6)	23.5 (4)	-	17

Continued on page 27

Table 32. Plan to be in the field in the next three years
(continued)

			Definitely Yes	Probably Yes	Probably No	Definitely No	Total N
			% (N)	% (N)	% (N)	% (N)	
Teachers	Statewide		32.3 (228)	48.4 (342)	14.7 (104)	4.5 (32)	706
	ALL STARS	Rated	29.4 (149)	49.1 (249)	16.4 (83)	5.1 (26)	507
		Not-Rated	26.7 (4)	33.3 (5)	26.7 (4)	13.3 (2)	15
	Household Income	Under \$20,000	28.8 (44)	51.6 (79)	13.7 (21)	5.9 (9)	153
		\$20,000-40,000	33.7 (84)	51.0 (127)	12.9 (32)	2.4 (6)	249
		\$40,000-70,000	35.5 (54)	45.4 (69)	13.8 (21)	5.3 (8)	152
		Over \$70,000	28.3 (32)	44.2 (50)	20.4 (23)	7.1 (8)	113
	License	Type I	29.3 (152)	48.6 (252)	16.8 (87)	5.4 (28)	519
		Type II	33.3 (1)	66.7 (2)	-	-	3
	Region	East	33.1 (39)	50.8 (60)	13.6 (16)	2.5 (3)	118
		Central	29.7 (129)	50.0 (217)	15.4 (67)	4.8 (21)	434
		West	38.1 (53)	41.7 (58)	14.4 (20)	5.8 (8)	139
	Area	Urban	29.7 (130)	50.6 (221)	15.1 (66)	4.6 (20)	437
		Rural	35.8 (91)	44.9 (114)	14.6 (37)	4.7 (12)	254

Table 33. Reasons to stay

	Directors		FCC		Teachers	
	N	%	N	%	N	%
Better pay	8	23.5	1	16.7	65	48.1
Better working conditions	2	5.9	1	16.7	8	5.9
Fewer hours per week	1	2.9	1	16.7	3	2.2
More stable hours	2	5.9	1	16.7	7	5.2
Better benefits	1	2.9	-	-	1	0.7
More opportunities for professional growth	-	-	-	-	8	5.9
More respect for my profession	5	14.7	1	16.7	7	5.2
Nothing	15	44.1	4	66.7	36	26.7

Directors were asked to rate their agreement with a series of statements about finding qualified staff, using a scale of strongly disagree (1), to neither agree nor disagree (3) to strongly agree (5). Mean ratings ranged from 2.65 to 3.02. Overall, directors reported the most difficulty in finding infant staff, staff to work with children from culturally diverse backgrounds and staff with early childhood experience (see Table 34).

Table 34. Perceptions on staff finding¹

	Directors		
	M	n	% Agree/ Strongly Agree
I can find qualified Infant staff	3.02	272	30.1
I can find qualified Toddler staff	2.91	281	28.1
I can find qualified staff with degrees and training in ECE	2.65	291	28.6
I can find qualified staff with abilities to teach and nurture children with special needs	2.76	289	29.4
I can find qualified staff to work with children from culturally diverse backgrounds	3.01	294	38.1
I can find staff with experience in the field of early childhood	3.05	298	38.9

Family child care providers and directors were asked whether they have volunteers who work in their programs. Seventeen percent of directors and 11.4% of FCC providers reported having unpaid volunteers on a weekly basis. Volunteers at FCC facilities provided on average nearly three times more hours ($M = 7.4$ hours) than in Licensed Type I and II facilities ($M = 2.8$ hours).

¹ 1 = strongly disagree; 2 = disagree; 3 = neither disagree nor agree; 4 = agree; 5 = strongly agree

Training & Professional Development

This section presents findings on child care workforce training, as well as opportunities and barriers for professional development.

Education and Training

Child care providers were asked about their perspectives and experiences related to early childhood education and training. As shown in Table 35, the majority of respondents had used ECE-TRIS to track the hours of their early childhood related professional development and training. Compared to 2014 findings, directors, FCC providers, and teachers used the system to record their training more often than past reports (see Figure 11).

Table 35. Percent of respondents using ECE-TRIS

			Use ECE-TRIS
			% (n)
Directors	Statewide		99.6 (267)
	ALL STARS	Rated	56.8 (129)
		Not-Rated	71.4 (5)
	Region	East	80.4 (45)
		Central	58.7 (142)
		West	65.7 (69)
	Area	Urban	61.3 (160)
		Rural	67.6 (96)
FCC	Statewide		83.3 (40)
	ALL STARS	Rated	83.3 (15)
		Not-Rated	100.0 (1)
	Region	East	88.9 (8)
		Central	88.9 (24)
		West	87.5 (7)
	Area	Urban	88.0 (22)
		Rural	89.5 (17)
Teachers	Statewide		75.9 (818)
	ALL STARS	Rated	74.4 (599)
		Not-Rated	80.0 (16)
	Region	East	82.0 (137)
		Central	75.4 (493)
		West	81.5 (167)
	Area	Urban	77.0 (499)
		Rural	78.8 (298)

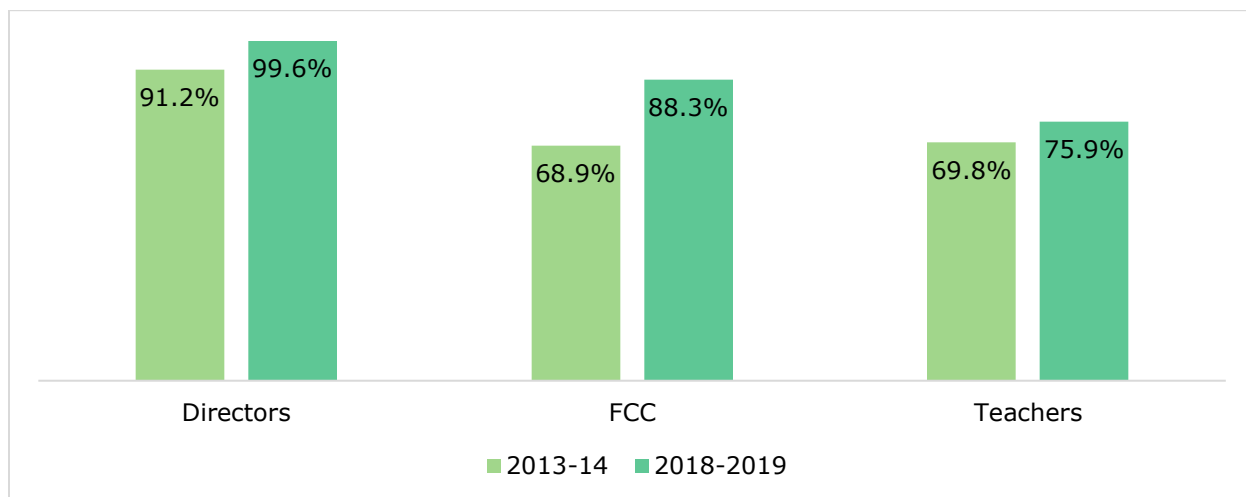


Figure 11. Trends in use of ECE-TRIS.

Respondents were asked if they had used a series of professional development supports and if so, to rate their satisfaction with those supports using a scale of 1 (very dissatisfied) to 6 (very satisfied) (see Table 36). An overwhelming majority of directors, FCC providers and teachers have used the services or supports presented. Directors among other respondents were the most satisfied with the services and supports provided (Mean range from 3.54 to 4.82). FCC providers were less satisfied with the services and supports (Mean range of 2.51 to 4.34), with teachers reporting the least satisfaction with the services (Mean range from 2.83 to 3.95). All three groups had the highest satisfaction for ECE-TRIS and the lowest satisfaction with the Related Educational Reimbursement Award.

Table 36. Satisfaction with service/support¹

	Level of Satisfaction (mean)					
	Directors		FCC		Teachers	
	M (n)	Not Used % (N)	M (n)	Not Used % (N)	M (n)	Not Used % (N)
Kentucky ALL STARS Technical Assistance	4.68 (255)	2.5 (11)	3.67 (42)	2.1 (1)	3.29 (667)	2.9 (31)
Milestone Achievement Award	3.9 (203)	1.3 (6)	2.89 (35)	2.1 (1)	2.94 (545)	3.1 (33)
Related Educational Reimbursement Award	3.54 (179)	0.9 (4)	2.51 (35)	-	2.83 (534)	3.7 (40)
KIDS NOW scholarships	4.13 (195)	0.7 (3)	2.75 (32)	-	2.86 (504)	3.3 (36)
CDA and CDA-K mini-grants	4.03 (190)	0.7 (3)	3.20 (30)	-	3.36 (546)	2.4 (26)
Early Childhood Scholarship Program	4.25 (195)	0.4 (2)	3.0 (27)	-	2.91 (494)	3.0 (32)
Continued on page 31						

¹ 1 = very dissatisfied; 2 = dissatisfied; 3 = neither dissatisfied nor satisfied; 4 = satisfied; 5 = very satisfied

Table 36. Satisfaction with service/ support (continued)	Level of Satisfaction (mean)					
	Directors		FCC		Teachers	
	M (n)	Not Used % (N)	M (n)	Not Used % (N)	M (n)	Not Used % (N)
Director's Credential	4.32 (193)	0.7 (3)	2.73 (26)	-	3.15 (508)	2.6 (28)
Commonwealth Child Care Credential	4.12 (185)	1.6 (7)	-	-	-	-
Kentucky Early Childhood Trainer's Credential	3.73 (173)	0.9 (4)	-	-	3.14 (505)	2.1 (23)
Early Care and Education Training Records Information System (ECE-TRIS)	4.82 (250)	2.2 (10)	4.34 (41)	-	3.95 (724)	2.6 (28)
Early Childhood Core Content	4.07 (201)	1.3 (6)	2.94 (31)	4.2 (2)	3.49 (569)	2.5 (27)
Use of Early Childhood Professional Core Content Self-Assessment Form	3.79 (186)	2.0 (9)	3.06 (31)	2.1 (1)	3.25 (536)	2.5 (27)
Individual Growth Plans/ Professional Development Plans	4.21 (227)	2.7 (12)	3.15 (33)	4.2 (2)	3.39 (613)	3.2 (35)
Professional mentor, coach, or consultant	4.15 (201)	1.6 (7)	3.68 (34)	-	3.13 (536)	3.5 (38)
Kentucky Early Childhood Continuous Assessment Guide	3.7 (174)	1.3 (6)	2.54 (28)	2.1 (1)	3.09 (497)	2.2 (24)
Kentucky Early Childhood Standards	4.28 (223)	2.0 (9)	3.38 (34)	2.1 (1)	3.55 (616)	3.1 (33)
Quality Self-Study	3.71 (181)	1.3 (6)	3.35 (31)	-	3.15 (509)	2.2 (24)
Community Early Childhood Council	4.15 (196)	1.3 (6)	3.22 (32)	2.1 (1)	3.16 (519)	2.6 (28)

When asked about directors' and FCC providers' interest in types of support, training and early childhood education, the majority indicated that they would be interested in getting a certificate and learning more about the process of accreditation (Table 37). Directors also expressed their interest in learning about nuances of work with homeless student populations (91.7%) and how to use formal curriculum in school and classroom (81.9%), whereas FCC providers were more interested in learning how to work with specific cultural groups (83.3%) and how to improve their administrative competencies, such as bookkeeping, business management, or billing (72.9%).

Table 37. Early childhood education interests

	Directors		FCC		Teachers	
	N	%	N	%	N	%
Behavior management and guidance	234	52.2	24	50.0	457	42.2
Child development	304	67.9	26	54.2	688	63.8
Working with children with special needs	298	66.5	30	62.5	643	59.6
Working with specific age groups	327	73.0	34	70.8	755	70.0
Working with specific cultural groups	376	83.9	40	83.3	892	82.7
Bookkeeping, business management, or billing	373	83.3	35	72.9	949	88.0
Getting a certificate	418	93.3	39	81.3	924	85.7
Stress management	322	71.9	33	68.8	720	66.8
Working with parents	305	68.1	29	60.4	693	64.3
Working with schools, other agencies, programs, or systems for referrals and support	347	77.5	37	77.1	827	76.7
The core competencies defined by KIDS NOW	356	79.5	34	70.8	892	82.7
Use of formal curriculum	367	81.9	31	64.6	897	83.2
Child assessment and observation	320	71.4	31	64.6	702	65.1
Working with homeless populations	411	91.7	-	-	-	-
Helping with school readiness and school success	302	67.4	22	45.8	741	68.7
Accreditation	388	86.6	42	87.5	954	88.5
Other	442	98.7	-	-	809	75.0

Continuing Education and Professional Development

In the past seven years, less than half of respondents (44.4%; n=360) indicated they have taken at least one course in early childhood or child development. Of these, on average, directors took 11.4 semester credits, FCC providers 19.7, and teachers had nearly 18 semester credits respectively (see Table 38).

Table 38. Completed college courses and credits

	Mean Number of College Courses	Mean Number of Semester Credits
Directors	4.1	11.4
FCC	3.2	19.7
Teachers	5.5	17.8

Participants were asked to rate the degree to which early care and education training was challenging due to various factors using a scale of 1 (strongly disagree) to 5 (strongly agree). Over half of respondents (n=550, 55.9%) agreed or strongly agreed on the presence of barriers to their involvement in professional learning experiences.

Not having enough time for additional training was consistently identified across directors (M=3.44), FCC providers (M=3.94), and teachers (M=3.49) as the most common barrier (see Table 39). As a group, FCC providers identified more barriers than directors or teachers with 6 of the 12 barriers receiving a mean of 3.0 or higher. Overall, respondents from the Eastern, Central, and Western Kentucky, and

urban and rural areas had similar perceptions on the barriers. These findings mirror the 2014 study.

Table 39. Perceptions on barriers to participate in early childhood training¹

	Level of Agreement (mean)					
	Directors		FCC		Teachers	
	M	N	M	N	M	N
I don't have enough information about opportunities available to me	2.83	244	3.26	35	3.1	702
I don't have enough time	3.44	246	3.94	36	3.49	709
The cost of training is too high	3.16	245	3.56	34	3.13	691
I don't like the trainings available	2.83	238	2.53	32	2.68	654
It is not useful enough to be worth my time/energy/resources	2.71	222	2.58	31	2.58	638
I don't plan on being in the child care field long term	1.81	184	1.8	28	2.14	589
I have concerns about the relevance of training available to me	2.74	219	2.71	28	2.74	623
I do not have transportation to get to available trainings	1.66	184	1.52	29	1.91	540
I cannot get a substitute	2.9	215	3.77	35	2.69	589
Available training is not offered at convenient times	3.01	223	3.65	34	2.92	621
The location of offered training is inconvenient	3.0	227	3.39	33	2.77	591
I have difficulty accessing online training opportunities	2.26	205	2.66	32	2.39	564

Motivation to acquire additional knowledge and skills plays an important role in the quality of child care services and instruction. Respondents were asked about factors motivating them to pursue professional development opportunities. As shown in Table 40, directors who responded indicated they were most concerned with program quality improvement (21.4%), while 46.1% of teachers and 47.9% of FCC providers wanted to improve their job performance. Similar to the 2014 study, supporting business or career remained the least motivating factor.

Table 40. Motivation for involvement in professional development

	Directors		FCC		Teachers	
	N	%	N	%	N	%
To meet individual or program requirements	65	14.5	8	16.7	191	17.7
To support quality improvement of center	96	21.4	5	10.4	57	5.3
To gain skills and knowledge to improve my job performance	76	17.0	23	47.9	497	46.1
To support my business or career	32	7.1	6	12.5	46	4.3
Other	5	1.1	1	2.1	18	1.7

Respondents were also asked to rate the degree to which training was offered close to their home/work, was affordable, and of high quality using a scale of 1 (strongly

¹ 1 = strongly disagree; 2 = disagree; 3 = neither disagree nor agree; 4 = agree; 5 = strongly agree

disagree) to 5 (strongly agree). FCC providers overall had higher levels of agreement with all three (Mean ranges from 3.73 to 3.95) compared to teachers (Mean range from 3.65 to 3.71), with directors having the lowest levels of agreement (Mean range from 3.57 to 3.6). For proximity to training, those in rural areas across respondents had lower levels of agreement than their urban colleagues. For affordability, directors and FCC providers in the East had lower levels of agreement, while teachers had the lowest level of agreement in the Central region. Agreement on the high quality training was highest for FCC providers in the central and urban areas.

Unlike findings in 2014, in this study FCC providers were more likely to agree available professional development opportunities were near their work or home than were directors or teachers (see Table 41). Results are aggregated by ALL STARS rating status, region, and area.

Table 41. Perceptions on accessibility of professional development^{1,2}

			Level of Agreement (mean)		
			Proximity M (N)	Affordability M (N)	High Quality M (N)
Directors	Statewide		3.57 (259)	3.55 (258)	3.6 (256)
	ALL STARS	Rated	3.54 (129)	3.49 (129)	3.52 (128)
		Not-Rated	-	-	-
	Region	East	3.42 (43)	3.44 (43)	3.65 (43)
		Central	3.7 (140)	3.62 (141)	3.68 (139)
		West	3.34 (65)	3.51 (63)	3.4 (63)
	Area	Urban	3.68 (155)	3.56 (152)	3.6 (151)
		Rural	3.34 (93)	3.56 (95)	3.61 (94)
FCC	Statewide		3.73 (40)	3.82 (39)	3.95 (40)
	ALL STARS	Rated	3.33 (15)	3.57 (14)	4.0 (14)
		Not-Rated	-	-	-
	Region	East	3.0 (8)	3.43 (7)	3.71 (7)
		Central	4.04 (25)	4.0 (25)	4.08 (25)
		West	3.43 (7)	3.57 (7)	3.71 (7)
	Area	Urban	3.96 (23)	3.91 (23)	4.17 (23)
		Rural	3.41 (17)	3.69 (16)	3.63 (16)
Teachers	Statewide		3.76 (474)	3.65 (737)	3.71 (741)
	ALL STARS	Rated	3.75 (328)	3.62 (532)	3.66 (535)
		Not-Rated	3.64 (11)	3.87 (15)	3.8 (15)
	Region	East	3.98 (89)	3.75 (119)	3.89 (121)
		Central	3.75 (284)	3.61 (449)	3.62 (451)
		West	3.64 (87)	3.67 (149)	3.81 (149)
	Area	Urban	3.79 (291)	3.64 (461)	3.68 (460)
		Rural	3.74 (169)	3.66 (256)	3.76 (261)

¹ 1 = strongly disagree; 2 = disagree; 3 = neither disagree nor agree; 4 = agree; 5 = strongly agree

² Data on variables with 5 or fewer total responses are not included.

Teachers were asked to rate the level of support provided by their program directors toward their professional development. Overall, teachers report being supported by their supervisors, with just over half (51.3%) of teachers indicating they had a lot to a great deal of support, consistent with findings from 2014 (see Table 42).

Table 42. Extent of support for professional development

	N	%
A great deal	361	33.5
A lot	192	17.8
A moderate amount	153	14.2
A little	89	8.3
None at all	19	1.8

Family home child care providers were asked about professional caregivers and their support. Ninety-one percent (n = 42) of FCC providers reported having a caregiver for support.

Quality Improvement

This section reports respondents' perspectives on areas and challenges to program quality improvement. Practices to improve children's outcomes and factors influencing high-quality practices are also discussed in this section.

Program Quality

Child care program quality improvement consists of systematic and continuous actions that lead to measurable improvement in child care services and children's learning outcomes. In this study, directors and FCC providers were asked to identify areas of concern for their program. As shown in Table 43, the top three areas of concern for directors were increasing staff wages, staff training and professional development, and the facility's outside equipment. For FCC providers, their top three concerns were equipment for outside, followed by learning resources, and curriculum tools.

Table 43. Areas of concern

	Directors (N=448)		FCC (N=48)	
	n	%	n	%
Staff training, education, professional development	127	28.3	6	12.5
Increase staff wage and/or benefits	167	37.3	7	14.6
Curriculum tools	60	13.4	17	35.4
Assessment tools	34	7.6	2	4.2
Materials specifically for children with special needs	51	11.4	5	10.4
Supplies, games, books, materials for the classroom	48	10.7	19	39.6
Equipment for outside	93	20.8	26	54.2
Enrichment programs for children (e.g. music, art, storyteller)	63	14.1	11	22.9
Renovations to the building or physical space	64	14.3	15	31.3
Relationships with families (e.g. newsletter, website)	25	5.6	6	12.5
NAEYC or other national accreditation	20	4.5	3	6.3

Directors and FCC providers were also asked about the top three resources that would best improve child outcomes in their programs (Table 44). Directors reported hiring additional staff, improvement of playground facilities, and hiring staff with advanced degrees as the top resources that would positively influence children's outcomes. For FCC providers, purchasing additional learning materials, improvement of playground facilities, and renovation of the physical space were the top contributors to impactful practice.

Table 44. Practices to improve children's outcomes

	Directors (N=448)		FCC (N=48)	
	n	%	n	%
Hire staff with advanced degrees	110	24.6	1	2.1
Hire additional staff	149	33.3	7	14.6
Provide professional development training to me or my staff (either in-house or reimbursement for)	78	17.4	7	14.6
Use a curriculum tool	33	7.4	11	22.9
Use an assessment tool	18	4.0	4	8.3
Purchase additional learning materials for children	102	22.8	29	60.4
Increase communication with families	30	6.7	8	16.7
Purchase/Improve playground facilities	131	29.2	28	58.3
Renovate the physical space	99	22.1	19	39.6
Other	4	0.9	2	4.2

When asked about obstacles to program quality improvement, directors and teachers both identified issues with staff qualifications and turnover as the main reasons for lack of quality improvement (see Table 45). For FCC providers, due to the nature of their business, lack of funding for program quality improvements and professional development were seen as detrimental to high-quality practice.

Table 45. Obstacles to program quality improvement

	Directors (N=448)		FCC (N=48)		Teachers (N=1078)	
	n	%	n	%	n	%
Finding qualified staff	175	39.1	6	12.5	481	44.6
Staff turnover	112	25.0	-	-	415	38.5
Lack of quality professional development opportunities for me or my staff	50	11.2	6	12.5	104	9.6
Lack of funding for professional development opportunities (e.g. curriculum & assessment training, continuing education)	72	16.1	17	35.4	159	14.7
Lack of funding for other quality improvements (e.g. applying for national accreditation, improvements to the physical space)	79	17.6	17	35.4	138	12.8
Constraints imposed by the physical location or building	62	13.8	7	14.6	99	9.2
Child turnover	8	1.8	5	10.4	43	4.0
Language barriers with families	4	0.9	3	6.3	25	2.3
Reimbursement for child care subsidy is too time-consuming and/or unreliable	27	6.0	5	10.4	26	2.4
Lack of parent involvement	48	10.7	7	14.6	211	19.6
Lack of prep time for me/staff	39	8.7	6	12.5	150	13.9
I am/Staff are required to work long hours	32	7.1	14	29.2	66	6.1
Other	16	3.6	1	2.1	62	5.8

Examination of participants' perceptions of top influencers on their practice showed consistency in the importance of colleagues, supervisors, and coaches/ consultants/ TA specialists in providers' thinking about high-quality practices (see Table 46).

Table 46. Influence on high-quality practices

	Directors		FCC		Teachers	
	N	%	N	%	N	%
A consultant / TA specialist	47	10.5	18	37.5	76	7.1
Supervisor or former supervisor	49	10.9	-	-	277	25.7
Co-worker or former co-worker	27	6.0	1	2.1	205	19.0
A family member	7	1.6	2	4.2	44	4.1
State agency	18	4.0	-	-	-	-
Professional Association	24	5.4	-	-	-	-
A local child care agency	9	2.0	3	6.3	22	2.0
A provider support network	14	3.1	1	2.1	9	0.8
Another child care professional	31	6.9	13	27.1	59	5.5
Other	31	6.9	3	6.3	66	6.1

Internet Access

All respondents were asked how they usually access the Internet and how frequently. A majority of directors (57.1%) and FCC providers (70.8%) report accessing the Internet daily. Similar to 2014 KY workforce study findings, access to the Internet is limited for the child care workforce. Directors were more likely to report accessing the Internet at the center, while FCC providers (66.7%) access it at home, and teachers (30.6%) on a tablet or mobile device (see Table 47).

Table 47. Internet access

	Directors		FCC		Teachers	
	N	%	N	%	N	%
Internet access at the center	165	36.8	-	-	100	9.3
Internet access at home	41	9.2	32	66.7	291	27.0
Internet access through my tablet or mobile device	42	9.4	10	20.8	330	30.6
Internet access at the public library	2	0.4	-	-	4	0.4
Other	12	2.7	-	-	10	0.9

Table 48. Frequency of Internet access

	Directors		FCC		Teachers	
	N	%	N	%	N	%
Daily	256	57.1	34	70.8	499	46.3
A few times a week	7	1.6	4	8.3	34	3.2
Once a week	-	-	1	2.1	5	0.5
A few times a month	-	-	1	2.1	4	0.4
Once a month	-	-	-	-	1	0.1
Less than once a month	1	0.2	-	-	1	0.1

Appendices

Appendix A

Table 1. Standardized annual wage by respondent type (75th percentile)¹

			N	Annual Salary (\$)	SD (\$)
Directors	Statewide		180	39,500.00	10,062.33
	ALL STARS	Rated	100	39,750.00	9,789.30
		Not-Rated	4	-	-
	Funding	Profit	73	38,095.00	10,440.88
		Non-Profit	104	42,000.00	9,824.62
	License	Type I	103	39,000.00	9,817.20
		Type II	1	-	-
	Household Income	Under \$20,000	3	-	-
		\$20,000-40,000	53	32,250.00	6,510.38
		\$40,000-70,000	59	37,814.40	10,151.40
		Over \$70,000	69	46,900.00	10,629.38
	Region	East	27	32,500.00	7,907.94
		Central	109	42,000.00	9,913.92
		West	53	36,300.00	9,410.86
Area	Urban	121	40,873.60	9,920.25	
	Rural	68	38,699.25	9,899.71	
FCC	Statewide		27	31,200.00	5,452.10
	ALL STARS	Rated	11	31,200.00	5,663.12
		Not-Rated	1	-	-
	Household Income	Under \$20,000	3	-	-
		\$20,000-40,000	12	30,940.00	5,063.46
		\$40,000-70,000	9	33,600.00	6,559.63
		Over \$70,000	2	-	-
	Region	East	5	31,200.00	1,275.74
		Central	14	33,300.00	5,672.05
		West	7	24,960.00	4,620.64
	Area	Urban	15	30,420.00	6,597.97
		Rural	11	31,200.00	3,130.21
Continued on page 40					

¹ Data on variables with 5 or less total responses are not included.

Table 1. Standardized annual wage
by respondent type (75th percentile)
(continued)

			N	Annual Salary (\$)	SD (\$)
Teachers	Statewide		609	26,197.60	5,018.79
	ALL STARS	Rated	445	26,197.60	5,094.77
		Not-Rated	13	28,800.00	4,681.06
	License	Type I	455	26,624.00	5,091.77
		Type II	3	-	-
	Household Income	Under \$20,000	125	22,880.00	3,482.95
		\$20,000-40,000	230	27,040.00	5,037.86
		\$40,000-70,000	135	28,000.00	5,060.93
		Over \$70,000	93	28,248.00	5,126.71
	Region	East	89	25,641.60	5,228.06
		Central	386	27,010.00	4,960.03
		West	123	24,700.00	4,845.67
	Area	Urban	381	26,769.60	4,971.27
		Rural	217	25,573.60	5,070.63

Table 2. Standardized hourly wage by respondent type (75th percentile)¹

			N	Hourly Wage (\$)	SD (\$)
Directors	Statewide		180	19.23	4.31
	ALL STARS	Rated	94	19.23	4.14
		Not-Rated	3	-	-
	Funding	Profit	68	18.34	4.61
		Non-Profit	96	20.19	4.07
	License	Type I	96	19.11	4.11
		Type II	1	-	-
	Household Income	Under \$20,000	4	12.01	0.98
		\$20,000-40,000	52	15.81	3.09
		\$40,000-70,000	52	19.23	4.26
		Over \$70,000	65	21.39	4.53
	Region	East	25	16.11	3.66
		Central	99	20.04	4.31
		West	53	17.77	4.24
	Area	Urban	112	19.11	4.19
		Rural	65	19.23	4.41
FCC	Statewide		36	15.00	4.13
	ALL STARS	Rated	14	15.47	4.32
		Not-Rated	1	-	-
	Household Income	Under \$20,000	7	13.50	3.95
		\$20,000-40,000	14	15.47	3.57
		\$40,000-70,000	11	17.79	4.04
		Over \$70,000	3	-	-
	Region	East	6	15.00	3.60
		Central	21	17.64	4.63
		West	8	11.81	2.68
	Area	Urban	21	16.06	4.71
		Rural	14	15.00	3.31
Teachers	Statewide		551	12.24	1.99
	ALL STARS	Rated	397	12.09	1.97
		Not-Rated	13	13.85	2.25
	License	Type I	407	12.24	1.99
		Type II	3	-	-
	Household Income	Under \$20,000	116	11.00	1.55
		\$20,000-40,000	206	12.50	1.95
		\$40,000-70,000	122	12.50	1.96
		Over \$70,000	85	13.00	2.16
	Region	East	79	12.24	2.10
		Central	348	12.50	1.93
		West	115	11.25	2.01
	Area	Urban	350	12.37	1.98
		Rural	192	12.00	2.00

¹ Data on variables with 5 or less total responses are not included.

Table 3. Hourly salary median¹

			N	Median (\$)	SD (\$)
Directors	Statewide		228	16.45	9.30
	ALL STARS	Rated	115	16.83	7.29
		Not-Rated	5	15.79	9.91
	Funding	Profit	82	15.56	9.49
		Non-Profit	124	17.62	9.17
	License	Type I	119	16.83	7.40
		Type II	1	-	-
	Household Income	Under \$20,000	5	11.86	2.48
		\$20,000-40,000	56	13.50	3.68
		\$40,000-70,000	63	17.00	6.95
		Over \$70,000	94	19.64	11.34
	Region	East	31	13.70	10.04
		Central	131	18.27	8.51
		West	60	15.11	10.16
	Area	Urban	141	17.50	9.44
		Rural	81	14.90	8.91
FCC	Statewide		40	12.25	7.68
	ALL STARS	Rated	14	12.75	4.32
		Not-Rated	1	-	-
	Household Income	Under \$20,000	7	7.21	3.95
		\$20,000-40,000	14	12.51	3.56
		\$40,000-70,000	12	14.52	4.96
		Over \$70,000	6	17.31	16.53
	Region	East	7	14.42	4.98
		Central	24	14.09	9.20
		West	8	10.16	2.68
	Area	Urban	23	12.02	9.32
		Rural	16	14.09	4.69
Teachers	Statewide		698	11.00	3.71
	ALL STARS	Rated	509	10.65	3.76
		Not-Rated	14	12.36	2.50
	License	Type I	520	10.73	3.74
		Type II	3	10.00	1.46
	Household Income	Under \$20,000	150	9.00	3.23
		\$20,000-40,000	247	11.00	2.92
		\$40,000-70,000	154	11.54	3.66
		Over \$70,000	119	12.00	4.74
	Region	East	112	10.64	3.88
		Central	435	11.00	3.73
		West	138	10.09	3.51
	Area	Urban	432	11.00	3.64
		Rural	253	10.58	3.86

¹ Data on variables with 5 or less total responses are not included.

Table 4. Hourly compensation (median) as reported by directors¹

			Lowest		Highest		Actual Salary (\$)
			N	Median (\$)	N	Median (\$)	
Directors	Statewide		180	13.00	149	15.00	16.45
	ALL STARS	Rated	105	13.61	82	16.00	16.83
		Not-Rated	4	-	2	-	15.79
	Funding	Profit	61	12.00	56	13.63	15.56
		Non-Profit	93	15.00	69	17.50	17.62
	License	Type I	107	13.50	82	16.00	16.83
		Type II	2	-	2	-	12.02
	Region	East	26	11.39	22	13.88	13.70
		Central	101	14.18	82	16.87	18.27
		West	45	13.00	40	14.46	15.11
Area	Urban	104	13.00	87	16.00	17.50	
	Rural	68	12.00	57	14.50	14.90	
Teachers	Statewide		246	9.00	220	11.50	11.00
	ALL STARS	Rated	132	10.00	117	12.00	10.65
		Not-Rated	4	-	4	-	12.36
	Funding	Profit	94	8.50	84	11.00	-
		Non-Profit	121	10.00	106	12.55	-
	License	Type I	134	10.00	119	12.00	10.73
		Type II	2	10.00	2	11.00	10.00
	Region	East	32	8.13	29	10.00	10.64
		Central	142	10.00	128	12.75	11.00
		West	61	8.50	53	10.00	10.09
Area	Urban	151	9.50	134	12.00	11.00	
	Rural	84	8.50	76	10.45	10.58	
Assistant Teachers/ Aides	Statewide		225	8.50	186	10.00	-
	ALL STARS	Rated	118	9.00	100	10.00	-
		Not-Rated	3	-	3	-	-
	Funding	Profit	83	8.00	72	9.00	-
		Non-Profit	112	9.00	95	10.25	-
	License	Type I	119	9.00	101	10.00	-
		Type II	2	-	2	-	-
	Region	East	31	8.00	26	8.75	-
		Central	128	9.00	107	10.00	-
		West	56	8.00	47	9.00	-
Area	Urban	133	8.75	115	10.00	-	
	Rural	82	8.00	65	9.00	-	

¹ Data on variables with 5 or less total responses are not included.

Table 5. Compensation by region and ALL STARS rating status¹

			ALL STARS-Rated		Not Rated	
			N	Median (\$)	N	Median (\$)
Directors	Statewide		115	32,344.00	5	26,000.00
	Region	East	14	22,068.80	-	-
		Central	70	37,044.80	3	-
		West	31	30,000.00	2	-
	Area	Urban	77	33,000.00	3	-
		Rural	38	30,680.00	2	-
FCC	Statewide		14	26,520.00	1	-
	Region	East	2	-	-	-
		Central	6	31,410.00	1	-
		West	6	20,800.00	-	-
	Area	Urban	9	20,800.00	1	-
		Rural	5	30,000.00	-	-
Teachers	Statewide		509	22,152.00	14	25,698.00
	Region	East	65	20,000.00	-	-
		Central	348	22,880.00	11	27,000.00
		West	96	21,500.00	3	-
	Area	Urban	336	22,880.00	11	22,880.00
		Rural	173	21,840.00	3	-

Table 6. Annual director salary by ALL STARS level

	N	Median (\$)
Not ALL STARS-rated	5	26,000.00
Level 1	31	30,000.00
Level 2	11	30,000.00
Level 3	29	34,112.00
Level 4	28	35,510.00
Level 5	16	31,844.00

¹ Data on variables with 5 or less total responses are not included.

Table 7. Provided health insurance benefits

	Directors		Teachers		Assistant Teachers/Aides	
	Part-Time % (N)	Full-Time % (N)	Part-Time % (N)	Full-Time % (N)	Part-Time % (N)	Full-Time % (N)
Fully paid insurance for employee and dependents	0.7 (3)	4.2 (19)	1.3 (6)	3.1 (14)	1.1 (5)	2.5 (11)
Fully paid insurance for employees only (no dependents)	0.7 (3)	6.7 (30)	0.9 (4)	4.1 (19)	0.9 (4)	2.5 (11)
Partially paid insurance for employee and dependents	1.8 (8)	12.7 (57)	2.7 (12)	12.1 (54)	2.5 (11)	10.0 (45)
Partially paid insurance for employee only (no dependents)	1.3 (6)	11.4 (51)	2.2 (10)	9.8 (44)	1.6 (7)	7.6 (34)
Health insurance is available but unpaid	2.9 (13)	3.8 (17)	4.2 (19)	3.6 (16)	3.6 (16)	3.6 (16)
Health insurance is not available	18.1 (81)	19.9 (89)	22.1 (99)	20.3 (91)	21.0 (94)	18.5 (83)

Table 8. Provided dental insurance benefits

	Directors		Teachers		Assistant Teachers/Aides	
	Part-Time % (N)	Full-Time % (N)	Part-Time % (N)	Full-Time % (N)	Part-Time % (N)	Full-Time % (N)
Fully paid dental insurance for employee and dependents	0.2 (1)	2.5 (11)	0.4 (2)	1.8 (8)	0.2 (1)	1.3 (6)
Fully paid dental insurance for employees only (no dependents)	0.2 (1)	3.3 (15)	0.2 (1)	2.9 (13)	0.2 (1)	2.0 (9)
Partially paid dental insurance for employee and dependents	0.7 (3)	8.5 (38)	1.6 (7)	8.0 (36)	1.6 (7)	6.7 (30)
Partially paid dental insurance for employee only (no dependents)	0.2 (1)	4.0 (18)	0.7 (3)	3.8 (17)	0.7 (3)	2.5 (11)
Dental insurance is available but unpaid	3.1 (14)	10.5 (47)	5.1 (23)	8.9 (40)	4.9 (22)	7.4 (33)
Dental insurance is not available	19.2 (86)	23.0 (103)	0.4 (2)	1.8 (8)	21.0 (94)	19.9 (89)

Table 9. Provided benefits and assistance

	Directors		Teachers		Assistant Teachers/Aides	
	Part-Time % (N)	Full-Time % (N)	Part-Time % (N)	Full-Time % (N)	Part-Time % (N)	Full-Time % (N)
Financial assistance for workshops, institutes, conferences, etc.	14.7 (66)	38.2 (171)	25.4 (114)	36.4 (163)	25.2 (113)	30.4 (136)
On-site training during paid workday	14.5 (65)	36.6 (164)	27.0 (121)	34.4 (154)	25.9 (116)	28.3 (127)
Off-site training during paid workday	12.7 (57)	31.9 (143)	22.3 (100)	29.0 (130)	21.4 (96)	22.1 (99)
Tuition reimbursement not through the Early Childhood Scholarship	4.5 (20)	13.4 (60)	7.4 (33)	13.8 (62)	7.1 (32)	11.2 (50)
Formal mentoring	4.7 (21)	12.7 (57)	9.4 (42)	14.7 (66)	9.8 (44)	11.8 (53)
Reimbursement of training expenses (i.e., travel, hotel, food)	9.4 (42)	29.2 (131)	13.8 (62)	24.1 (108)	12.5 (56)	17.6 (79)
Training or educational loans	1.6 (7)	2.9 (13)	1.1 (5)	3.3 (15)	1.3 (6)	2.7 (12)
Wage supplement based on training and experience	5.4 (24)	15.0 (67)	9.2 (41)	15.2 (68)	8.9 (40)	12.1 (54)
Short-term disability insurance	3.1 (14)	18.8 (84)	5.4 (24)	16.5 (74)	4.5 (20)	14.1 (63)
Long-term disability insurance	2.5 (11)	16.5 (74)	4.2 (19)	14.1 (63)	3.1 (14)	10.9 (49)
Retirement Plan	5.6 (25)	23.7 (106)	8.7 (39)	20.1 (90)	7.6 (34)	16.3 (73)
Paid sick leave	9.2 (41)	33.9 (152)	14.7 (66)	30.1 (135)	12.1 (54)	21.9 (98)
Paid vacation	10.9 (49)	38.4 (172)	16.5 (74)	36.8 (165)	13.6 (61)	27.5 (123)
Paid holidays	12.5 (56)	46.4 (208)	20.8 (93)	43.3 (194)	18.3 (82)	34.2 (153)

Table 10. Length of service by region (years)

			Position		Career	
			N	Median	N	Median
Directors	Statewide		239	8.00	261	18.00
	Region	East	39	9.00	44	17.50
		Central	131	6.00	142	19.00
		West	61	8.00	67	18.00
FCC	Statewide		42	19.00	42	20.50
	Region	East	9	22.00	9	22.00
		Central	23	16.00	23	19.00
		West	8	15.50	8	20.50
Teachers	Statewide		628	3.00	727	10.00
	Region	East	108	6.00	123	12.00
		Central	382	3.00	437	9.00
		West	120	3.00	149	8.00

Table 11. Stay in the field by ALL STARS rating status

			ALL STARS Rated		Not Rated		Total N
			Definitely/ Probably Yes	Definitely/ Probably No	Definitely/ Probably Yes	Definitely/ Probably No	
			% (N)	% (N)	% (N)	% (N)	
Directors	Statewide		48.0 (109)	8.3 (19)	71.4 (5)	-	133
	Region	East	59.2 (16)	11.1 (3)	-	-	22
		Central	45.9 (66)	5.6 (8)	75.0 (3)	-	74
		West	61.0 (27)	15.4 (8)	66.7 (7)	-	42
	Area	Urban	48.6 (72)	7.5 (11)	60.0 (3)	-	86
		Rural	49.3 (37)	10.7 (8)	-	100.0 (2)	47
FCC	Statewide		72.2 (13)	11.1 (2)	100.0 (1)	-	16
	Region	East	100.0 (3)	-	-	-	3
		Central	55.5 (5)	11.1 (1)	100.0 (1)	-	7
		West	83.3 (5)	16.7 (1)	-	-	6
	Area	Urban	72.8 (8)	9.1 (1)	100.0 (1)	-	10
		Rural	72.5 (5)	14.2 (1)	-	-	6
Teachers	Statewide		49.4 (398)	13.5 (109)	45.0 (9)	30.0 (6)	522
	Region	East	35.0 (50)	15.7 (16)	-	-	66
		Central	49.9 (272)	13.4 (73)	43.8 (7)	31.3 (5)	357
		West	48.1 (76)	12.7 (20)	66.6 (2)	33.3 (1)	99
	Area	Urban	50.4 (265)	13.5 (71)	46.7 (7)	33.3 (5)	348
		Rural	47.7 (133)	13.6 (38)	40.0 (2)	20.0 (1)	174