

working in child care in indiana

2007 Special Report on Teachers and Directors Working in Licensed Child Care Centers
& Unlicensed Registered Child Care Ministries



Acknowledgements

Special thanks...

To the licensed child care center and unlicensed registered child care ministry teachers and directors who participated in the survey and have dedicated themselves to providing quality care for young children across the state. We appreciate all you do for young children in Indiana.

To our early childhood partners who provided advice and encouraged provider participation.

To Child Care Services Association, Inc., Chapel Hill, North Carolina who provided us with permission to use and modify their copyrighted survey instruments and report template.

To The Anderson Group Consulting Firm, Anderson, Indiana, for data entry services.

To The Indiana Business Research Center, Kelly School of Business at Indiana University in Bloomington, Indiana, for technical assistance and analysis of the data.

To The Purdue University Center for Families and The Indiana University Center for Survey Research for review of and assistance with the survey instruments.

To the teachers, directors, and children who appear on the cover and throughout this publication.

This survey was conducted by the Indiana Association for the Education of Young Children, Inc. with funding and support from the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care.

For more information about the 2007 Special Report on Teachers and Directors Working in Licensed Child Care Centers & Unlicensed Registered Child Care Ministries, please contact the Indiana Association for the Education of Young Children, Inc.

Indiana Association for the Education of Young Children, Inc.
4755 Kingsway Drive, Suite 107
Indianapolis, IN 46205
(317) 356-6884 or (800) 657-7577
www.iaeyc.org



Table of Contents

Introduction	4
Key Findings	5
Methods	7
Survey Participants	9
2007 Special Report on Teachers and Directors Working in Licensed Child Care Centers & Unlicensed Registered Child Care Ministries	10
Funding Sources	11
Staffing	11
Employment Benefits	12
Demographic Profile of Teachers and Directors	13
Education of Teachers and Directors	13
Earnings of Teachers and Directors	16
Accreditation	17
Professional Support for Teachers and Directors	18
T.E.A.C.H. Early Childhood® INDIANA Project	19
Other Professional Support	20
Experience and Turnover of Teachers and Directors	21
Potential Turnover	22
Final Comments	22
References	23
Glossary	24
Appendix: Facility Summary Review by Auspice	25



List of Tables

Table 1	Licensed Child Care Center/Unlicensed Registered Child Care Ministry Director Survey Respondents by Auspice	10
Table 2	Employment Benefits in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries	12
Table 3	Demographic Profile of Teachers and Directors	13
Table 4	Educational Attainment of Teachers in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries	14
Table 5	Educational Attainment of Directors in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries	15
Table 6	Self-Reported Earnings of Teachers in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries	16
Table 7	Earnings of Directors in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries	16
Table 8	Pay Rates of Lead and Assistant Teachers in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries and <i>Accredited</i> Licensed Child Care Centers/Unlicensed Registered Child Care Ministries	18
Table 9	Professional Support Benefits for Teachers in Licensed Child Care Centers/ Unlicensed Registered Child Care Ministries	20
Table 10	Median Years of Experience of Teachers and Directors in Licensed Child Care Centers/ Unlicensed Registered Child Care Ministries	21
Table 11	Actual and Potential Turnover of Teachers and Directors in Licensed Child Care Centers/ Unlicensed Registered Child Care Ministries	21

List of Figures

Figure 1	Teacher and Director Wage Increases, 2005-2007	5
Figure 2	Insurance Benefits Offered, 2005-2007	5
Figure 3	Educational Attainment of Teachers, 2005-2007	6
Figure 4	Educational Attainment of Directors, 2005-2007	6
Figure 5	Annual Turnover Rates for Full-Time Teachers, 2005-2007	6
Figure 6	Number of Child Care Facilities Regulated by the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care, for Fiscal Years 2004-2006	9
Figure 7	Percentage of Children Enrolled in and Waiting for Care in Licensed Child Care Centers/ Unlicensed Registered Child Care Ministries with Waiting Lists in February 2007 by Age Group	10
Figure 8	Median Hourly Wage of Directors in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries by Educational Attainment	17
Figure 9	Median Hourly Wages of Teachers With and Without a T.E.A.C.H. Early Childhood® Indiana Scholarship by Educational Attainment	19
Figure 10	Teachers Planning to Leave the Child Care Field Within Three Years by Number of Professional Support Benefits Received	20



Introduction

The 2007 Special Report on Teachers and Directors Working in Licensed Child Care Centers & Unlicensed Registered Child Care Ministries focuses on teachers and directors in licensed child care centers (including licensed Head Start centers) and unlicensed registered child care ministries. This Special Report is a continuation of efforts that began in 2005 and reports the facts concerning education, wages, benefits, and turnover of teachers and directors in licensed child care centers and unlicensed registered child care ministries.

Most young children in the United States now spend at least a portion of their time in non-parental child care¹. An estimated 311,655 children under the age of six in Indiana require some kind of child care while their parents work². These child care arrangements can range from informal care provided by a relative or friend to a more formalized setting¹.

The child care industry is vital to Indiana's social stability and economic growth. According to an article published by the Minneapolis Federal reserve, "The quality of a child's adult life and the contributions he will make to his community are linked to the care and education received as a young child³." Yet, the men and women who educate and nurture Indiana's young children earn low wages and have only limited benefits to help support their own families.

Understanding the vital role that early childhood teachers and directors play and the importance of current data, the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care commissioned the Indiana Association for the Education of Young Children (IAEYC), Inc. to coordinate the 2007 Special Report on Teachers and Directors Working in Licensed Child Care Centers & Unlicensed Registered Child Care Ministries.



Key Findings

DATA COMPARISON OF TEACHERS AND DIRECTORS IN LICENSED CHILD CARE CENTERS AND UNLICENSED REGISTERED CHILD CARE MINISTRIES

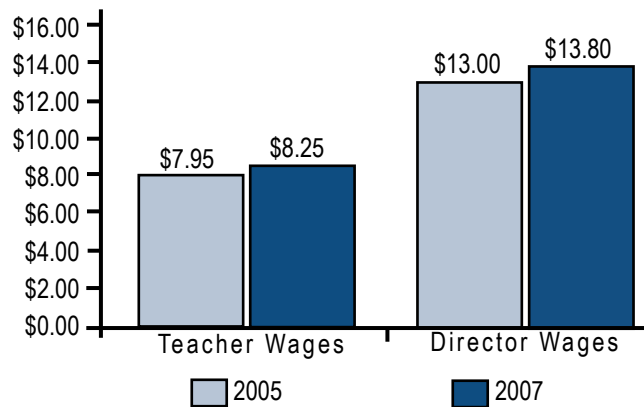
There are relatively few significant changes seen when data from 2005 and 2007 is compared. However, small changes were reported in the areas of wages, benefits, education and turnover. Many factors could contribute to the gains shown from 2005 to 2007.



WAGES

- Reported median salaries of teachers and directors working in licensed child care centers and unlicensed registered child care ministries have increased since 2005. The 2007 Special Report data indicates an increase of about 4% for teachers and 6% for directors.

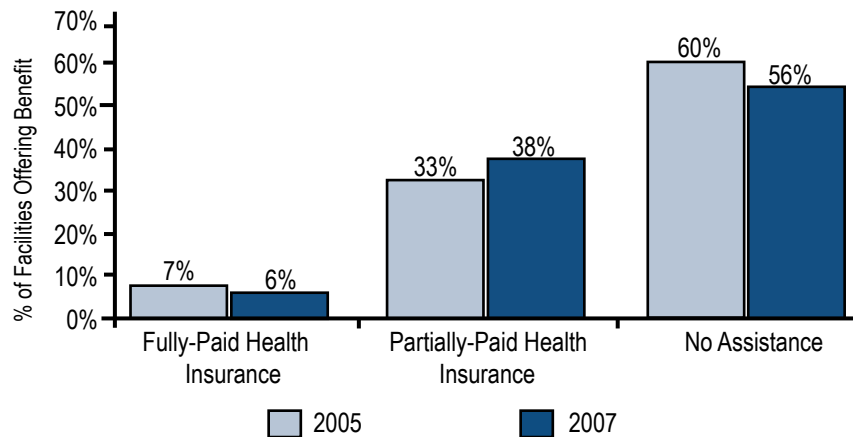
Figure 1 - Teacher and Director Wage Increases, 2005- 2007



BENEFITS

- A majority of licensed child care centers/unlicensed registered child care ministries still do not assist employees with health insurance coverage. In 2005, 60% of facilities did not provide health insurance assistance; in 2007, 56% of facilities did not provide health insurance assistance.

Figure 2 - Insurance Benefits Offered, 2005-2007



EDUCATION

- The number of teachers and directors reporting a valid Child Development Associate (CDA) Credential has decreased slightly. However, the number of teachers and directors reporting an Associate’s Degree or higher in Early Childhood Education has increased.

Figure 3 - Educational Attainment of Teachers, 2005-2007

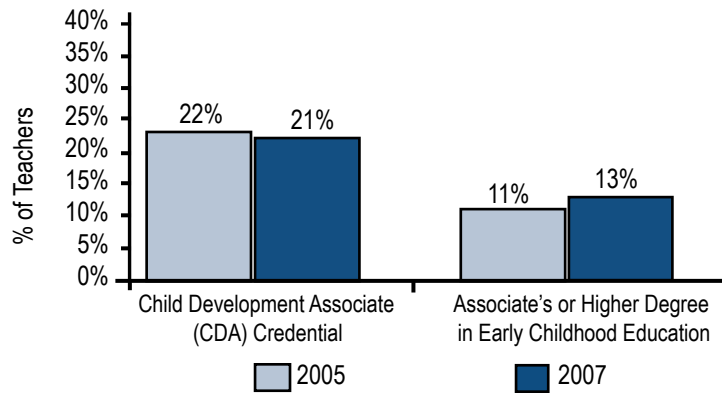
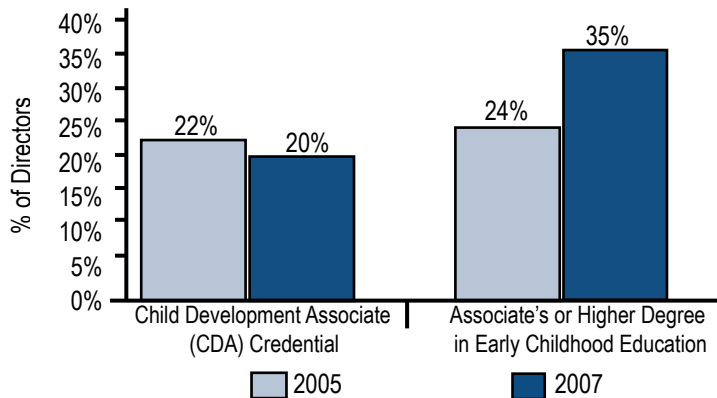


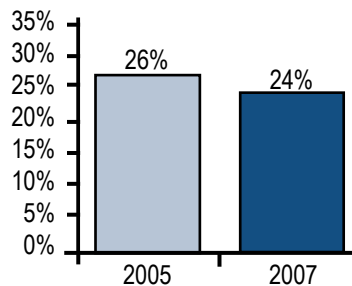
Figure 4 - Educational Attainment of Directors, 2005-2007



TURNOVER

- The turnover rate for full time teachers in Indiana has decreased by 2% since 2005 and remains below the national average rate of teacher turnover, reported to be between 25% and 40%⁴.

Figure 5 - Annual Turnover Rate for Full-Time Teachers, 2005-2007



Methods

SURVEY INSTRUMENTS

Two written questionnaires, one for teachers and one for directors, were used to collect information from licensed child care centers (including Head Start/Early Head Start programs) and unlicensed registered child care ministries⁵.

SAMPLING PROCEDURES

Licensed and registered child care program information was downloaded on February 12, 2007, from www.childcarefinder.IN.gov, a statewide database for licensed and registered programs. One hundred percent of providers on the list were included in the original sampling. The sample included child care programs in 89 of Indiana's 92 counties. Three counties did not have any licensed child care centers or unlicensed registered child care ministries operating at the time of the download.

SURVEY MAILING AND DATA COLLECTION

Survey packets were mailed to 1,235 directors and contained one director survey and the appropriate number of teacher surveys. The original number of teacher surveys mailed was determined by phone interviews with licensed child care centers and unlicensed registered child care ministries. A total of 14,834 teacher surveys were distributed. All packets contained stamped and pre-addressed business reply envelopes so that surveys could be returned to a designated post office box. In addition, those who completed the survey within the deadline were eligible for an incentive.

The initial mailing occurred between March 28, 2007, and April 4, 2007. After the initial mailing, 957 reminder postcards were mailed, 2,221 reminder calls were placed, and 533 survey packets were re-mailed. Indiana Child Care Resource and Referral agencies promoted survey participation through newsletter articles and flyers. During the last two weeks of data collection, a strategic effort was made to boost response rates in ten counties with large teacher populations and response rates of less than 30%. In these 10 counties, any site with a return rate of less than 30% of teachers was contacted and offered the opportunity for survey delivery and pick up. A total of 353 sites were offered delivery and pick up; 96 of those sites were visited. The data collection and data entry phase culminated on July 16, 2007. Survey response rates were 39% of teachers (n=5,102) and 59% of directors (n=668).



EXCLUSIONS

The original sample for each type of survey was adjusted through the data collection phase. Sample size was reduced from 1,235 directors to 1,185 directors by locating closures of licensed child care centers/ unlicensed registered child care ministries (*center/ministry*), center/ministry facilities where no children were enrolled, and directors coordinating multiple sites who reported multiple site information on a single survey. The center/ministry teacher sample was reduced from 14,834 to 13,003 by locating center/ministry closures and in response to the number of surveys distributed to teachers, as reported by directors.

REPORTING DATA

Median numbers have been reported in this document. For purposes of this report, percentages have been rounded, which may cause the variables in tables and figures to equal more or less than 100%.



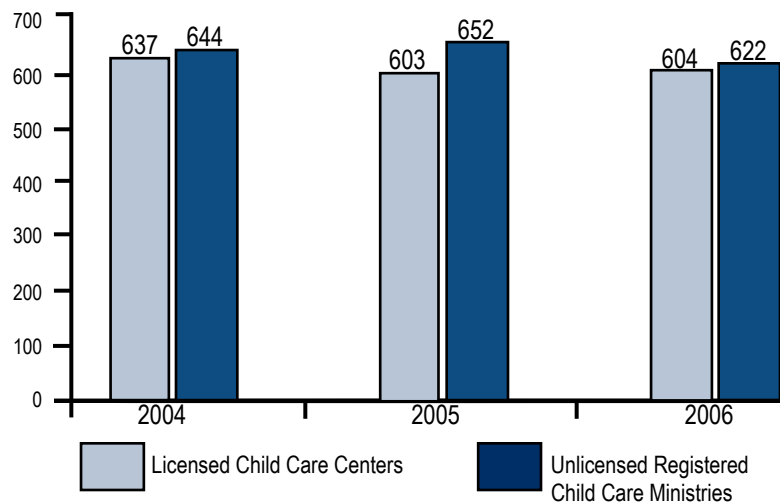
Survey Participants

The survey participants included teachers and directors working in licensed child care centers and unlicensed registered child care ministries. For clarification purposes, a definition provided by the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care Child Care Licensing Regulations and Laws (Indiana Administrative Code) follows:

- Licensed Child Care Center- a nonresidential building where at least one child receives child care from a provider while unattended by a parent, legal guardian, or custodian for regular compensation for more than four hours but less than 24 hours in each of ten consecutive days per year, excluding intervening Saturdays, Sundays, and holidays.
- Unlicensed Registered Child Care Ministry- a child care operated by a church or religious ministry that is a religious organization exempt from federal income taxation under Section 501 of the Internal Revenue Code.

Figure 6 shows the number of child care facilities regulated by the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care, for Fiscal Years 2004-2006⁶.

Figure 6 - Number of Child Care Facilities Regulated by the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care, for Fiscal Years 2004-2006



2007 Special Report on Teachers and Directors Working in Licensed Child Care Centers & Unlicensed Registered Child Care Ministries

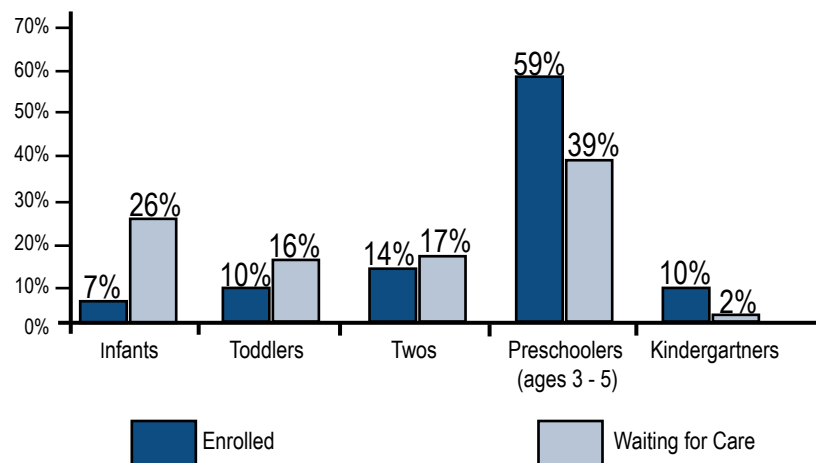
Licensed child care centers and unlicensed registered child care ministries participating in the survey operated under several auspices. Most of the director surveys represented not-for-profit facilities (68%). Programs included not-for-profit centers sponsored by faith communities or by a community/board, and not-for-profit government-sponsored centers, such as Head Start/Early Head Start programs. For-profit centers included privately run single centers and corporations/companies that operated multiple centers enrolling hundreds of children (see Table 1).

Table 1 - Licensed Child Care Center/Unlicensed Registered Child Care Ministry Director Survey Respondents by Auspice

Center and Ministry Organizational Structure	Percentage of Return
Private, for-profit (single center)	18%
Private, for-profit (multi-center)	10%
Private, not-for-profit (community/board-sponsored)	16%
Private, not-for-profit (sponsored by faith communities)	41%
Employer-sponsored program	2%
Head Start/Early Head Start	10%
Public school and other public programs	2%

In February 2007, centers/ministries reported a per-site median enrollment of 55 children (birth to five years of age, not including school age children), and employed a median of six full-time and one part-time teachers. Sixty percent of the facilities had at least one child on a waiting list for enrollment. Infants and toddlers were 17% of the total number of children enrolled in centers/ministries but represented 42% of the children on waiting lists for care. Preschool children (three to five years of age) were 59% of the total number of children enrolled and represented 39% of children waiting for care (see Figure 7).

Figure 7 - Percentage of Children Enrolled in and Waiting for Care in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries with Waiting Lists in February 2007 by Age Group



FUNDING SOURCES

Licensed child care centers and unlicensed registered child care ministries rely on a combination of funding sources to cover their operating expenses. The primary sources of income include fees paid by families, child care voucher program payments (provided through the Child Care and Development Fund, U.S. Department of Health & Human Services, Administration for Children & Families), and food-cost reimbursements (provided through the Child and Adult Care Food Program, U.S. Department of Agriculture).

Weekly child care fees charged by facilities ranged from a median of \$145 for infant care to a median of \$120 for three to five year-old children. Sixty-seven percent of all centers/ministries reported having at least one child from a family utilizing child care subsidy assistance enrolled in February 2007.

STAFFING

Child care facility teacher respondents represented a wide variety of positions in the child care field and worked with children of all ages. For purposes of this report, the term “teachers” refers to all teacher survey respondents. “Lead teacher” refers to self-reported titles of lead teacher and teacher, and “assistant teacher” refers to self-reported title of assistant teacher. Respondents held titles of lead teacher (37%), teacher (26%), assistant teacher (26%), and other positions (11%). Most teachers responding worked with children birth to five years of age. Seven percent worked with school-age children, and 12% worked in more than one classroom. Those who completed a director survey held titles such as director (84%), director/owner (8%), and other positions (8%).



EMPLOYMENT BENEFITS

Benefits play a crucial role in the stability of the early childhood workforce and the quality of early childhood programs. To this point, the National Association for the Education of Young Children says, “Early childhood personnel who are satisfied with their jobs and whose individual and family members’ health is protected are more likely to convey positive feelings toward children, are more able to give utmost attention to teaching and caring for children, and are more likely to remain in their positions for longer periods of time⁷.” Fifty-six percent of directors reported that their centers/ministries do not help employees pay for health insurance coverage. Twenty-seven percent of teachers reported that they do not have insurance from any source, which is identical to the national average of child care workers with no health insurance⁸. Fifty-one percent of teachers reported that they are covered by their spouse’s or guardian’s policy. Ten percent purchase their own insurance, and 6% are covered by Hoosier Healthwise Health Care Program.

Employment benefits offered by licensed child care centers and unlicensed registered child care ministries in Indiana are shown in Table 2. According to center/ministry directors, 18% percent of their programs offer free child care to staff and 55% offer reduced child care fees. Thirty-four percent of the teaching staff indicated that their children were enrolled in the child care facilities where they work.

Preschool-age children are the first to signal that the flu season has arrived⁹. Indiana child care licensing requires that sick children remain home. Despite this, ill children can still be found in child care when parents cannot take needed time off¹⁰. Thus, teachers work with young children who are frequently ill. Fifty-eight percent of center/ministry directors reported that they offer paid sick leave to staff. Nationally, only 51% of workers have paid sick leave¹¹. Forty-nine percent of the teaching staff reported that they had worked more than 40 hours per week at some point; fifty-five percent of those who worked more than 40 hours said that their centers paid them at a higher rate for the overtime that they worked.

Table 2 - Employment Benefits in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries

Benefit	Percentage of Facilities Offering Benefit
Fully-Paid Health Insurance	6%
Partially-Paid Health Insurance	38%
Free Child Care	18%
Reduced Child Care Fee	55%
Parental Leave	52%
Sick Leave	58%
Paid Vacation	84%
Paid Holidays	86%
Paid Retirement Benefits	29%



Demographic Profile of Teachers and Directors

Ninety-eight percent of the teachers and directors in licensed child care centers and unlicensed registered child care ministries are female. Sixty-four percent of teachers and 81% of directors have children of their own. A total annual family income of less than \$30,000 was reported by 52% of teachers and 13% of directors. Of those in the \$30,000 or less bracket, 59% percent of teachers and 68% of directors reported that they had children of their own. Twenty-two percent of teachers and 17% of directors reported that they were single parents.

Table 3 - Demographic Profile of Teachers and Directors

	Teachers	Directors
Median Age	31	43
Female	98%	98%
People of Color	22%	16%
Have Children	64%	81%
At Least One Child, 0-18	45%	49%
Single Parent of at Least One Child, 0-18	17%	10%
Annual Family Income Below \$30,000	52%	13%

Education of Teachers and Directors

There is a growing body of knowledge that supports the idea that early childhood teachers play a key role in preparing young children for school readiness and lifelong learning. Longitudinal research suggests that the formal education levels and specialized early childhood training of those who work directly with children has an impact on the quality of care offered by a program and, in turn, on children's development¹².

Educational requirements for teachers and directors in licensed child care centers and licensed Head Start/Early Head Start programs are mandated by state child care regulations as defined by the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care (Bureau of Child Care)¹³. In 2003, the Bureau of Child Care raised the educational requirements for lead teachers. Lead teachers must hold a minimum of a Child Development Associate (CDA) Credential. Directors working in licensed child care centers and licensed Head Start/Early Head Start programs must hold a minimum of an Associate's Degree in Early Childhood Education and have a minimum of three years of experience in an early childhood program. Like a licensed child care center, an unlicensed registered child care ministry must conduct a criminal history check of its employees¹⁴. However, there are no educational requirements for employees of unlicensed registered child care ministries.

Thirteen percent of teachers and 35% of directors have an Associate's Degree or higher in Early Childhood Education. Twenty percent of teachers and 57% of directors have Associate's Degree or higher in another field.



Table 4 - Educational Attainment of Teachers in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries

Education	Teachers	Lead Teachers	Assistant Teachers
Highest Education Completed***			
Bachelor Degree or Higher in ECE/CD*	4%	5%	1%
Bachelor Degree or Higher in Other Field	15%	16%	8%
Associate Degree or Higher in ECE/CD*	9%	12%	3%
Associate Degree in Other Field	5%	5%	4%
High School + Any College Courses	33%	32%	36%
High School + Workshops	14%	12%	17%
High School Diploma or G.E.D.	21%	18%	26%
Some High School	3%	2%	5%
Other Educational Credits			
Child Development Associate (CDA)	21%	15%	6%
Educational Pursuits			
Currently Taking ECE/CD* Courses	19%	20%	18%
Interested in Attending College to Earn a Degree**	41%	38%	50%

*ECE/CD = Early Childhood Education/Child Development

**Percentages were drawn from the survey respondents currently not taking courses

***Percentages do not total 100% due to multiple responses possible

Indiana child care teachers and directors who participated in the survey reported an interest in achieving higher levels of education. Many teachers and directors have completed college courses. Of the survey respondents who were not taking courses, 41% of teachers and 20% of the directors said they were interested in attending college to earn a degree (see Table 4 and 5, pages 14 &15).



Table 5 - Educational Attainment of Directors in Licensed Child Care Centers/
Unlicensed Registered Child Care Ministries

Education	Center/Ministry Directors
Highest Education Completed***	
Bachelor or Higher in ECE/CD*	16%
Bachelor Degree or Higher in Other Field	49%
Associate Degree in ECE/CD*	19%
Associate Degree in Other Field	8%
High School + Any College Courses	16%
High School + Workshops	5%
High School Diploma or G.E.D.	3%
Some High School	0%
Other Educational Credits	
Child Development Associate (CDA)	20%
Educational Pursuits	
Currently Taking ECE/CD* Courses	16%
Interested in Attending College to Earn a Degree**	20%

*ECE/CD = Early Childhood Education/Child Development

**Percentages were drawn from the survey respondents currently not taking courses

***Percentages do not total 100% due to multiple responses possible



Earnings of Teachers and Directors

The earnings of teachers and directors in licensed child care centers and unlicensed registered child care ministries in Indiana remain low (see Tables 6 and 7). The national median annual earnings for child care workers are \$17,050¹⁵. Median annual earnings for child care teachers in Indiana are \$17,160.

According to the U.S. Department of Labor information on industry wages, jobs with salaries that compare to the wages of child care teachers include parking lot attendants and food preparation workers¹⁶. Fourteen percent of teachers reported that they worked another paid job in addition to their job in child care. The median number of hours worked in these additional jobs was 12.

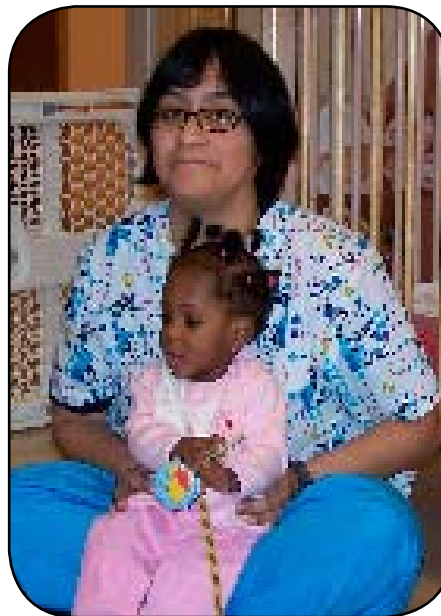


Table 6 - **Self-Reported Earnings of Teachers in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries**

	Teachers	Lead Teachers	Assistant Teachers
Highest Hourly Earnings (90th Percentile)	\$11.63	\$12.05	\$9.99
Median Hourly Earnings (50th Percentile)	\$8.25	\$8.50	\$7.50
Lowest Hourly Earnings (10th Percentile)	\$6.50	\$6.50	\$6.25

Median annual earnings for center/ministry directors were \$28,704, and 56% of center/ministry directors reported that they worked more than 40 hours per week. The median self-reported wages of directors working in centers/ministries barely competes with the \$31,000 annual starting salary of an Indiana public school teacher, despite the added responsibility of running a business and working year-round¹⁷.

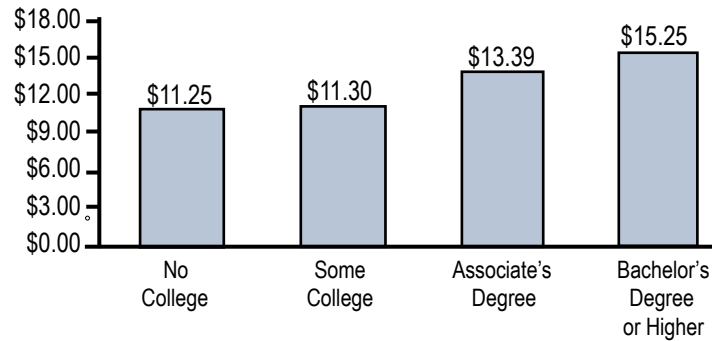
Table 7 - **Earnings of Directors in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries**

	Center/Ministry Directors
Highest Hourly Earnings (90th Percentile)	\$19.71
Median Hourly Earnings (50th Percentile)	\$13.80
Lowest Hourly Earnings (10th Percentile)	\$9.50



Figure 8 shows the median hourly wages earned by center/ministry directors at four levels of educational attainment.

Figure 8 - Median Hourly Wage of Directors in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries by Educational Attainment



Accreditation

Licensed child care centers and unlicensed registered child care ministries can choose to pursue nationally recognized accreditation, denoting a standard of excellence. Nationally accredited programs invest in early childhood education because they believe in the benefits for children and families. Accredited early childhood programs benefit children by providing school readiness, which contributes to later academic success¹⁸. Since 2004, the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care, has financially supported centers and ministries through the accreditation processes. The survey asked directors if the sites they managed were accredited through the National Association for the Education of Young Children (NAEYC) or the National AfterSchool Association (NAA). Nineteen percent of the directors who responded reported that they were accredited by NAEYC, and 9% reported that they were in the process of becoming accredited through either NAEYC or NAA.



Accreditation criteria address components needed for high quality early childhood programs. Accredited licensed centers/ministries serving children eligible for the Child Care and Development Fund voucher program receive a higher reimbursement rate from the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care¹⁹.



Table 8 - Pay Rates of Lead and Assistant Teachers in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries and *Accredited* Licensed Child Care Centers/Unlicensed Registered Child Care Ministries

Lead Teachers	Median Starting Wage	Median Highest Wage
Licensed Child Care Centers & Unlicensed Registered Child Care Ministries	\$7.43	\$10.00
<i>Accredited</i> Licensed Child Care Centers & Unlicensed Registered Child Care Ministries	\$8.50	\$11.00
Assistant Teachers	Median Starting Wage	Median Highest Wage
Licensed Child Care Centers & Unlicensed Registered Child Care Ministries	\$7.00	\$8.00
<i>Accredited</i> Licensed Child Care Centers & Unlicensed Child Care Ministries	\$7.25	\$8.50

In Table 8 the earnings growth potential for teachers within licensed child care centers and unlicensed registered child care ministries is compared to licensed child care centers and unlicensed registered child care ministries that have achieved accreditation by the National Association for the Education of Young Children (NAEYC).

Directors in licensed child care centers/unlicensed registered child care ministries reported pay rates for teaching staff, including the typical starting wages and the typical highest wages paid to lead teachers and assistant teachers. Unlike self-reported earnings, these data highlight wage ranges within child care centers and child care ministries. The median starting wage reported for a lead teacher in a non-accredited facility was \$7.43 per hour; the median starting wage reported for a lead teacher in an accredited facility was \$8.50 per hour. The median highest wage reported for a lead teacher in a non-accredited facility was \$10.00 per hour; the median highest wage for a lead teacher in an accredited facility was \$11.00 per hour. This pattern of increase was also found among assistant teacher wages. The difference between the starting wage and the highest wage provides insight into the possibilities for earnings growth.

Professional Support for Teachers and Directors

Teachers and directors are responsible for the safety of the children in their care, and for creating opportunities for physical, emotional, cognitive and social development. In order to succeed, staff are required to be knowledgeable and keen observers, critical thinkers, competent organizers, and facilitators who can help children master the skills needed to succeed in school and life.

Programs such as the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project have addressed the education and compensation of teachers and directors while lowering turnover. Since 1998, licensed child care centers/unlicensed registered child care ministries have had the opportunity to sponsor their employees on the T.E.A.C.H. Early Childhood® INDIANA Project. Financial support for the T.E.A.C.H. Early Childhood® INDIANA Project is provided by the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care.



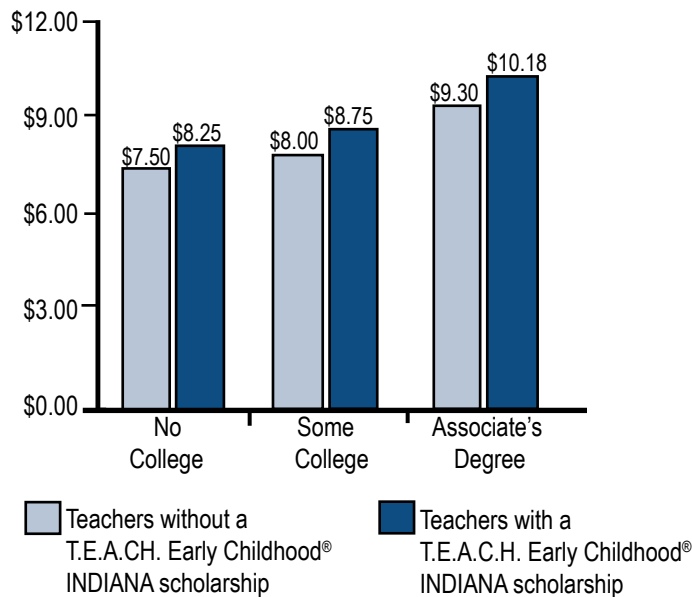
T.E.A.C.H. EARLY CHILDHOOD® INDIANA PROJECT

Sixty percent of center/ministry directors reported that at least one staff member had received a T.E.A.C.H. Early Childhood® INDIANA scholarship at some point since the program's implementation in 1998.

Figure 9 compares the median hourly wages of teachers that have not received a T.E.A.C.H. Early Childhood® INDIANA Project scholarship with those that have. T.E.A.C.H. scholarships are available for eligible candidates who are pursuing a Child Development Associate (CDA) Credential or an Associate's or Bachelor's Degree in Early Childhood Education.



Figure 9 - Median Hourly Wages of Teachers With and Without a T.E.A.C.H. Early Childhood® INDIANA Scholarship by Educational Attainment



OTHER PROFESSIONAL SUPPORT

Licensed child care centers and unlicensed registered child care ministries can support the professional and personal development of their teachers and directors by providing supports that raise the standards of professionalism in the workplace. The addition of these types of supports does not necessarily mean increased spending, but it may mean increased respect for and self-esteem of child care staff.

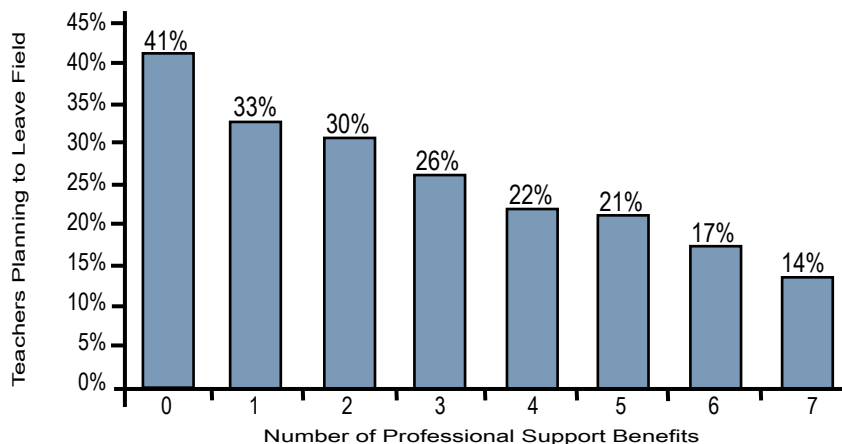
There are many ways that licensed child care centers and unlicensed registered child care ministries can support the professional development of their teachers. The survey asked about seven key types of professional support: paid breaks, paid time off for training, paid planning or preparation time, paid education and training expenses, orientation programs, written job descriptions, and written personnel policies (see Table 9). Over 98% of centers/ministries offered at least one of these types of benefits.

Table 9 - Professional Support Benefits for Teachers in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries

	Percentage of Centers/Ministries Offering Benefit
Paid Breaks	57%
Paid Time off for Training	63%
Paid Planning/Preparation Time	71%
Paid Education/Training	79%
Orientation	85%
Written Job Description	87%
Written Personnel Policy	90%

Providing these types of professional support benefits may be a means for centers/ministries to reduce teacher turnover. Whereas 25% of teachers statewide said that they would leave the child care field within three years, only 14% of the teachers in centers/ministries offering all seven of the benefits listed in Table 9 said the same (see Figure 10). Although it is not clear whether these alone lower turnover, there is a definite pattern established with increased benefits.

Figure 10 - Teachers Planning to Leave the Child Care Field Within Three Years by Number of Professional Support Benefits Received



Experience and Turnover of Teachers and Directors

Young children need consistent, experienced, well-educated child care teachers with whom they can form close attachments. In a field where continuity is of primary importance, the child care workforce experiences an annual job turnover rate between 25 and 40 percent nationally⁴. Indiana has a combination of child care professionals who have remained with their current programs for several years and those who have either just entered the field or started in a new child care program (see Table 10). The median number of years that center/ministry directors have worked in the field is 13. The median number of years that center/ministry directors have worked in their present position is four. The range included directors who have worked in their position less than a year and directors who have worked in their position for 35 years.

Table 10 - Median Years of Experience of Teachers and Directors in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries

Lead Teachers	
Median Years in Current Facility	2.5
Median Years in Child Care Field	7
Assistant Teachers	
Median Years in Current Facility	1.2
Median Years in Child Care Field	3.3
Directors	
Median Years in Current Facility	4
Median Years in Child Care Field	13

The survey included two measures of turnover: (1) the percentage of lead teachers and assistants who left their centers/ministries during the previous year, and (2) the percentage of teachers and directors who are planning to leave the child care field within the next three years (see Table 11). As a proportion of all full-time teachers, 24% left their centers during the previous 12 months. Of the facilities that responded, 31% had no full-time staff turnover during the previous year while 5% of the facilities had turnover at or above 100% of current full-time staff.

Table 11 - Actual and Potential Turnover of Teachers and Directors in Licensed Child Care Centers/Unlicensed Registered Child Care Ministries

Full-Time Teacher Turnover in the Past Year	24%
Part-Time Teacher Turnover in the Past Year	35%
Teachers Planning to Leave the Field within Three Years	25%
Lead Teachers Planning to Leave the Field within Three Years	23%
Assistant Teachers Planning to Leave the Field within Three Years	30%
Directors Planning to Leave the Field Within Three Years	12%



Potential Turnover

The survey asked teachers and directors to assess the likelihood that they would still be working in the child care field in three years. Twenty-five percent of teachers and 12% of directors reported that they planned to leave the field within three years. Of those planning to leave, 76% percent of teachers and 47% of directors commonly indicated that higher earnings would encourage them to stay. Different motivators among the groups stemmed from the unique roles and responsibilities of each group, though both teachers and directors were generally interested in additional support for the work they do, such as better employment benefits and more opportunity for professional growth. Of those planning to leave the field, some teachers (21%) and directors (35%) reported that they were leaving for other reasons. Seventy-five percent of teachers and 88% of directors reported that they were likely to be working in the child care field in three years.



Final Comments

The facts are in. An estimated 311, 655 children under the age of six in Indiana require some kind of child care while their parents work. Despite low wages and limited benefits, 75% of teachers and 88% of directors reported that they are planning to stay in the field. Many early childhood teachers and directors have degrees, and over 60% of those who don't report that they would like to further their education.

The Indiana Family and Social Services Administration supports several quality early childhood initiatives, such as T.E.A.C.H. Early Childhood® INDIANA, Indiana Association of Child Care Resource and Referral, and the Indiana Accreditation Project, through the use of federal block grant dollars.

Still, we must do more! Research tells us that well-educated early childhood teachers and directors are imperative to providing our youngest learners with the tools they need for success in school and life. States committed to improving school readiness and educational outcomes should invest in improving the quality of early childhood programs. Early childhood educators must have access to educational scholarships and the resources to achieve professional degrees and attend specialized early childhood training.

Research also tells us that bachelor-level teachers and directors are not the only predictors of quality early childhood programs. Appropriate classroom group sizes, low teacher to child ratios, developmentally appropriate practices, and increased compensation for teachers with degrees also contribute to early childhood program quality, and it is important to increase awareness of these issues.

Investments in the early childhood field will create a foundation to secure the futures of our children.



References

1. Warner, Mildred E. "Choice and Accommodation in Parental Child Care Decisions." *Community Development: Journal of the Community Development Society* 37.2 (Summer 2006): 53-70.
2. "Indiana Selected Economic Characteristics: 2005." American FactFinder. U.S. Census Bureau. Retrieved September 17, 2007, from the World Wide Web: <http://www.factfinder.census.gov/servlet/DatasetMainPageServlet?> (American Community Survey, 2005 American Community Survey, Data Profiles, State, Indiana, Economic, Own children under 6 year. "All parents in family in labor force).
3. Grunewald, R. & Rolnick, A. "Early Childhood Development: Economic Development with a High Public Return." *fedgazette* March 2003. Federal Reserve Bank of Minneapolis. Retrieved September 13, 2007, from the World Wide Web: <http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>
4. "2004 Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce." Center for the Child Care Workforce. 2004. (Page 9). American Federation of Teachers Educational Foundation. Retrieved September 11, 2007, from the World Wide Web: <http://www.ccw.org/pubs/2004Compendium.pdf>
5. Copyright Child Care Services Association (CCSA), modified by the Indiana Association for the Education of Young Children (IAEYC), Inc., with the permission of CCSA..
6. Indiana Family and Social Services Administration. Division of Family Resources. Bureau of Child Care. "Indiana Bureau of Child Care 2006 Annual Report." Indianapolis.
7. National Association for the Education of Young Children (NAEYC). Position Statement. "A Conceptual Framework for Early Childhood Professional Development." Washington, D.C.: 1993.
8. Smith, K. & Baughman, R. "Low Wages Prevalent in Direct Care and Child Care Workforce." Policy Brief No. 7. Carsey Institute summer 2007. Retrieved September 11, 2007, from the World Wide Web: http://www.carseyinstitute.unh.edu/documents/PB_caregivers.pdf
9. Brownstein, John S., Kleinman, Ken P. & Mandl, Kenneth D. "Identifying Pediatric Age Groups for Influenza Vaccination Using a Real- Time Regional Surveillance System," *American Journal of Epidemiology* 162 (October): 686-693, 2005. Fact Sheet #B250, "Paid Sick Days Improve Public Health by Reducing the Spread of Disease." Institute for Women's Policy Research. February 2006. (Page 1). George Washington University. Retrieved September 11, 2007, from the World Wide Web: <http://www.iwpr.org>
10. Heymann, S. Jody, Earle, A. & Egleston, B. "Parental Availability for the Care of Sick Children," *Pediatrics* 98 (August 1996): 226-230. Fact Sheet #B250, "Paid Sick Days Improve Public Health by Reducing the Spread of Disease." Institute for Women's Policy Research. February 2006. (Page 1). George Washington University. Retrieved September 11, 2007, from the World Wide Web: <http://www.iwpr.org>
11. Lovell, V. No Time to be Sick: Why Everyone Suffers When Workers Don't Have Paid Sick Leave. Fact Sheet #B250, "Paid Sick Days Improve Public Health by Reducing the Spread of Disease." Institute for Women's Policy Research. February 2006. (Page 1). George Washington University. Retrieved September 11, 2007, from the World Wide Web: <http://www.iwpr.org>
12. Peisner-Feinberg, E.S., Burchinal, M.R., Clifford, R.M., Culkin, M., Howes, C., Kagan, S.L., Yazejian, N., Byler, P. & Rustici, J. "The Children of the Cost, Quality & Outcomes Study Go to School." National Center for Early Development & Learning (NCEDL) Research. June 1999. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved September 27, 2007, from the World Wide Web: http://www.fpg.unc.edu/~ncedl/pages/project_summary.cfm?studyid=7
13. Indiana Family and Social Services Administration. Division of Family Resources. Bureau of Child Care. "Indiana Administrative Code, Child Welfare Services." Lead care giver qualifications. 470 IAC 3-4.7-25. Indianapolis.
14. Indiana Family and Social Services Administration. Division of Family Resources. Bureau of Child Care. "Indiana Administrative Code, Child Welfare Services." Chapter 6: Regulation of Child Care Ministries. : 12-17.2-6. Indianapolis.
15. "Occupational Employment and Wage Estimates." Occupational Employment Statistics Survey. U.S. Department of Labor. Bureau of Labor Statistics. (May 2006). Retrieved September 10, 2007, from the World Wide Web: <http://www.stat.bls.gov/oes/current/oes399011.htm> (Create customized tables, one occupation for multiple geographic area, state, Indiana, Personal Care & Service 390000, Child care workers 399011, select Indiana and continue, select Annual Median Wage, select HTML and continue).
16. "Occupational Employment and Wage Estimates." Occupational Employment Statistics Survey. U.S. Department of Labor. Bureau of Labor Statistics. (May 2006). Retrieved September 10, 2007, from the World Wide Web: http://stat.bls.gov/oes/current/oes_nat.htm#b39-0000
17. National Education Association. "Salaries for 2005-2006 School Year." Computed from NEA Research, Estimates Database. Retrieved September 19, 2007, from the World Wide Web: <http://www.nea.org/student-program/about/state.html#indiana> ("Indiana").
18. National Association for the Education of Young Children (NAEYC). "NAEYC Academy for Early Childhood Program Accreditation." Retrieved September 11, 2007, from World Wide Web: <http://www.naeyc.org/academy/AccreditationMattersWhyEarn.asp>
19. Indiana Family and Social Services Administration. State Plan for CCDF Services for the Period 10/1/06 - 9/30/07. "Part 3: Child Care Services Offered." Payment Rates for the Provision of Child Care (3.2. page 32). Retrieved September 14, 2007, from the World Wide Web: http://www.in.gov/fssa/family/children/pdf/State_Plan_06-07.pdf

Glossary

Child Care Services Association (CCSA): Located in Chapel Hill, North Carolina, CCSA is a non-profit, United Way agency committed to ensuring the affordability, accessibility and quality of child care. Through research, services and advocacy, CCSA works to improve child care systems across the United States. CCSA has developed several innovative and effective quality improvement initiatives, including the T.E.A.C.H. Early Childhood® Project in 1990.

Child Development Associate (CDA) Credential: The CDA is a national competency-based certification for individual child care providers awarded through the Council of Early Childhood Professional Recognition. The credentialing program focuses on the skills of early care and education professionals and is designed to provide performance-based training and assessment of child care staff, home visitors, and family child care providers.

Head Start/Early Head Start: The Head Start Preschool Program is a federally-funded, comprehensive child development program for children from age three to kindergarten entry and their families. Head Start is a child-focused program with the overall goal of increasing the school readiness of young children in low-income families. Early Head Start serves pregnant women, infants and toddlers up to age three. All programs provide early childhood educational, social, medical, dental, nutritional and mental health services to the enrolled children and are based on comprehensive child development services, parent involvement and community partnerships.

Hoosier Healthwise Health Care Program: Hoosier Healthwise is a health care program for low income families, pregnant women, and children. Sponsored through the Indiana Family & Social Services Administration, the program covers medical care such as doctor visits, prescription drugs, mental health care, dental care, hospitalizations, surgeries, and family planning at little or no cost to participants. Enrollment eligibility is based on family income; once eligibility is determined participants are able to choose a health plan, physicians and other medical/dental providers.

Indiana Family & Social Services Administration (FSSA): The Indiana FSSA, a health care and social service funding agency, was established by the General Assembly in 1991 to consolidate and better integrate the delivery of human services by State government. There are five care divisions in FSSA: Division of Family Resources, Office of Medicaid Policy and Planning, Division of Disability and Rehabilitative Services, Division of Mental Health and Addiction, and Division of Aging. With a budget made up of State funds, Federal grants and programs, FSSA administers services to one million Hoosiers.

National AfterSchool Association (NAA): The National AfterSchool Association, formerly the National School-Age Care Alliance, was founded in 1987. Since 1998 NAA has been granting Accreditation to programs serving children and youth that meet their national standards of quality. NAA's mission is to be the leading voice of the after-school profession dedicated to the development, education, and care of children and youth during their out-of-school hours.

National Association for the Education of Young Children (NAEYC): Founded in 1926, NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age eight. In 1985 NAEYC developed a national voluntary accreditation system to set professional standards for early childhood programs and to help families identify high-quality programs. The accreditation system is administered by the NAEYC office in Washington DC.

T.E.A.C.H. Early Childhood® INDIANA Project: T.E.A.C.H. Early Childhood® stands for Teacher Education and Compensation Helps Early Childhood, an umbrella for a variety of different scholarship programs. The T.E.A.C.H. Early Childhood® INDIANA Project provides scholarships for teachers, directors, and family child care providers who are working in legally exempt or regulated early childhood programs. All T.E.A.C.H. scholarships link continuing education with increased compensation and require that recipients and their sponsoring child care programs share in the cost. Project funding comes from the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care.

USDA Child and Adult Care Food Program (CACFP): CACFP is a Federal program that provides healthy meals and snacks to children and adults receiving day care. The facilities that receive reimbursement for their meal costs include child care centers, family child care homes, after school care programs, homeless shelters, and adult day care centers.



Appendix

FACILITY SUMMARY REVIEW BY AUSPICE

Child Care Facilities	State Total	For-Profit Facilities	Not-for-Profit Faith-Based Facilities	Not-for-Profit Facilities
	n=668	n=187	n=272	n=182
Median Facility (0-5) Enrollment	55	59	37	56
Accredited Facilities	124	32	10	67
Annual Turnover Rates for Full-Time Teachers	24.0%	28.6%	22.4%	20.3%
Median Starting Teacher Wage	\$7.50	\$8.00	\$7.00	\$9.00
Median Highest Teacher Wage	\$10.00	\$10.00	\$9.00	\$12.00
Fully-Paid Health Insurance	5.9%	2.2%	3.1%	14.6%
Annual Vacation Days (10 or More)	38.1%	35.9%	29.5%	51.7%
Monthly Sick Leave (1 Day or More)	24%	13.3%	15.2%	45.3%
Job-Protected Parental Leave	52.4%	50.3%	40.8%	70.9%
Retirement Contributions	29.3%	25.1%	10.7%	55.5%
Paid Education/Training Expenses	79.1%	80.7%	71.3%	88.3%
Paid Time Off for Training	62.7%	57.8%	55.2%	78.9%
Provide Orientation	84.9%	93.6%	71.6%	95.6%
Reduced-Cost Child Care	54.8%	64.7%	50.4%	47.8%
Free Child Care	18.3%	12.3%	28.3%	11.0%

Directors	State Total	For-Profit Facilities	Not-for-Profit Faith-Based Facilities	Not-for-Profit Facilities
	n=668	n=187	n=272	n=182
Median Hourly Wage	\$13.80	\$14.42	\$12.26	\$14.95
Median Number of Years in Center	4.0	3.7	4.0	3.5
Median Number of Years in Child Care Field	13.0	12.0	12.0	16.7
Associate's Degree or Higher in Early Childhood Education	35.4%	39.0%	21.3%	48.9%

Teachers	State Total	For-Profit Facilities	Not-for-Profit Faith-Based Facilities	Not-for-Profit Facilities
	n=5,103	n=1,388	n=1,299	n=1,364
Median Hourly Wage	\$8.25	\$8.49	\$7.50	\$8.64
No Health Insurance	27.3%	31.6%	31.5%	21.0%
Median Number of Years in Center	2.0	1.6	2.0	3.0
Median Number of Years in Child Care Field	5.9	4.7	5.0	7.4
Associate's Degree or Higher in Early Childhood Education	13.1%	9.4%	6.2%	20.2%



Indiana Association for the  Education of Young Children, Inc.