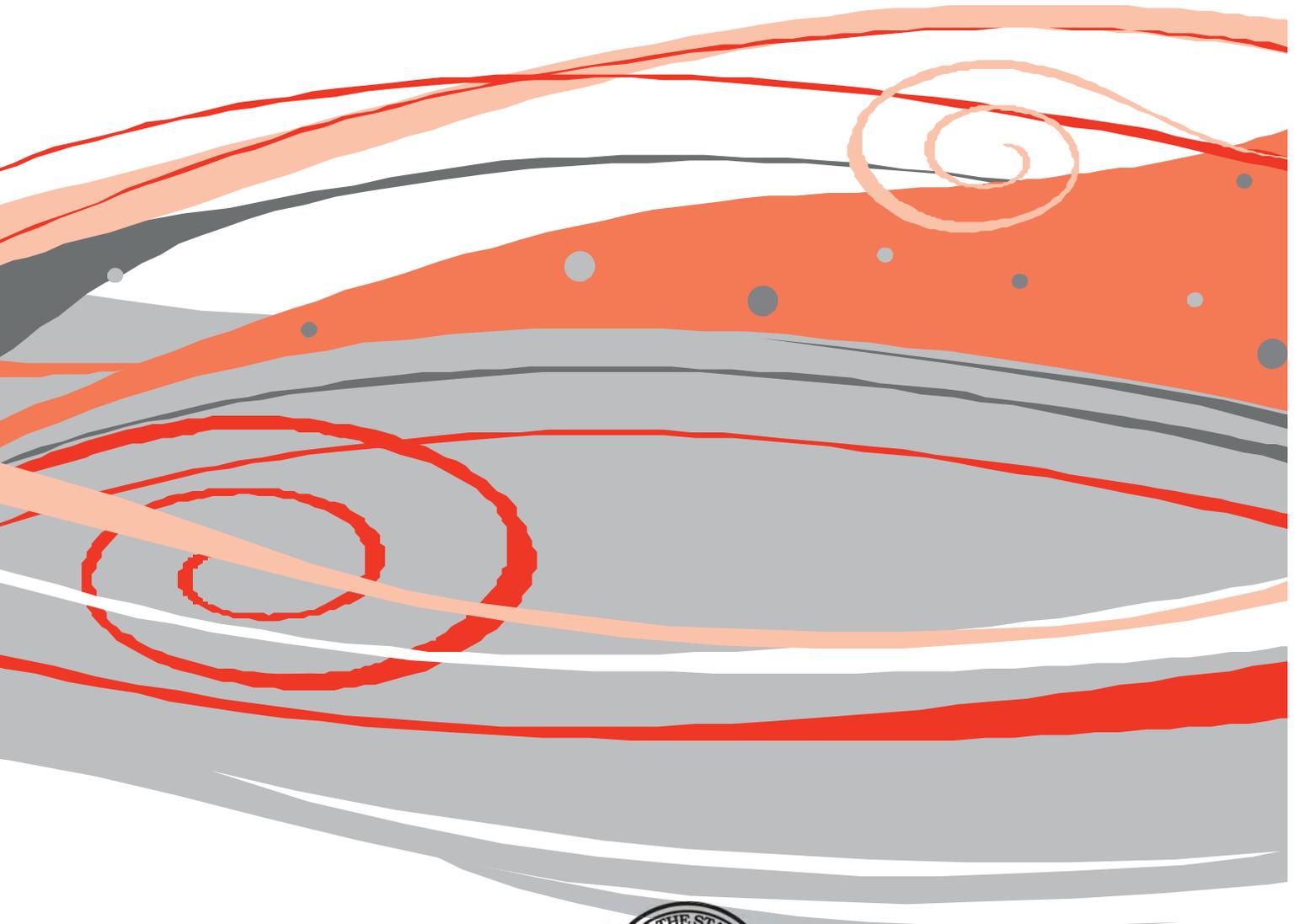


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# A Decade of Data

*The Compensation and Credentials  
of Arizona's Early Care and  
Education Workforce*



**FIRST THINGS FIRST**  
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Division for School Readiness  
Governor's Office for Children, Youth and Families

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## A Decade of Data: The Compensation and Credentials of Arizona's Early Care and Education Workforce

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Published 2008

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This report was commissioned by the Arizona Governor’s Office for Children, Youth and Families - Division for School Readiness, to update knowledge about Arizona’s early care and education workforce.

— And —

Was made possible through generous financial support from

The Governor’s Office for Children, Youth and Families - Division for School Readiness  
with funding from the Child Care Development Fund,

The Arizona Head Start State Collaboration Office,

and First Things First

An Advisory Committee of early care and education experts provided the vision, direction, editing, and hard work needed for the development of this report. Thank you for contributing your time and knowledge.

- Rhian Evans Allvin, The Brecon Group
- Amy Corriveau, Arizona Department of Education
- Irene Jacobs, Governor’s Office of Children, Youth and Families
- Amy Kemp, First Things First
- Eva Lester, Governor’s Office for Children, Youth and Families – Division for School Readiness
- Bruce Liggett, Arizona Child Care Association
- Donna Migliore, First Things First
- Sonya Montoya, Arizona Head Start Association
- Dana Wolfe Naimark, Children’s Action Alliance
- Charity Russell, Head Start State Collaboration Office
- Alicia Smith, First Things First
- Jillynn Stevens, Children’s Action Alliance
- Susan Wilkins, Association for Supportive Child Care
- Karen Woodhouse, First Things First
- Tony Zabicki, Arizona Department of Economic Security, Child Care Administration

The Advisory Committee wishes to thank Ken Andersen and the staff of the Maricopa County Office of Research and Reporting for conducting the survey and compiling the results.

We would also like to thank Jillynn Stevens, Ph.D., MSW, and Children’s Action Alliance for analyzing the survey results and writing the final report.

Our appreciation to Donna Migliore for the graphic design, illustration and technical editing of this report.

Special thanks to the early care and education professionals who took the time to participate in this survey. We appreciate your dedication to the field and to the education of young children.



**E**arly care and education (ECE) in Arizona helps not only children and families, but businesses and communities to prosper. As a fundamental infrastructure support, ECE is similar to transportation, housing, roads, and health care in supporting working families to get ahead. Not only does ECE enable parents to maintain employment by providing a safe, dependable environment for their children, but high quality ECE also provides opportunities to young children for their healthy development so they are ready to succeed in school and in life.

Between 2000 and 2006, Arizona's population grew by an astounding 20.2%. During that same period, there was remarkable growth in the number of children birth through age five in Arizona, which increased by 25% to 576,938.<sup>1</sup> In 2006, an estimated 321,000 of these children spent a portion of their day in the care of a non-parent relative or in a more formal child care setting.<sup>2</sup>

The ECE center-based workforce in Arizona is substantial; there are over 20,000 staff including Assistant Teachers, Teachers, Teacher Directors, and Administrative Directors. *A Decade of Data: The Compensation and Credentials of Arizona's Early Care and Education Workforce* has reached a ten-year milestone. Beginning in 1997, data were gathered based on telephone surveys of all licensed ECE centers throughout the state (excluding home-based businesses).

Additional surveys were conducted in 2001, 2004 and 2007. Together, the four surveys provide a decade of trend data on key indicators pertaining to the status of ECE professionals, while also identifying future needed improvements in the field. The term "early care and education" or ECE, is used throughout this report to reflect the variety of services available to young children birth through age eight and those enrolled in licensed school age programs.

A major occurrence over the course of the surveys was the passage of Proposition 203 in November, 2006. This statewide ballot initiative approved an 80 cent tax on tobacco products to fund First Things First, a system to finance comprehensive quality improvements for early childhood development and health. The tax revenue received—an estimated \$150 million annually—will infuse resources statewide to achieve the mission of First Things First to increase the quality of, and access to, the early childhood development and health system that will work to ensure a child entering school comes healthy and ready to succeed. First Things First marks an unprecedented opportunity in Arizona to make early childhood development a priority by involving families, the ECE field, allied health professionals, businesses, policy makers, and communities in working together to ensure that future generations are equipped with the skills necessary to compete in a global market.





## A Decade of Data

The top news stories in 1997 included the deaths of both Princess Diana and Mother Teresa, the British hand-over of Hong Kong to the Chinese, and a cloned sheep named Dolly. The last decade brought a new President, the attack on the World Trade Center, two wars and the Red Sox victory in the World Series for the first time in 86 years.

Exciting technological advances in the past decade have allowed scientists to study the brain, leading to new understanding about how young children develop—about their capabilities and vulnerabilities—and how their development is influenced by the work of caregivers and teachers.<sup>3</sup> With the recognition of the importance of brain development in providing a foundation for the full range of human competencies including cognitive, linguistic, social, and emotional<sup>4</sup> states across the nation are moving to develop or strengthen early care and education systems to support each child—their most precious resource—in reaching his or her potential. Arizona has joined this new wave by focusing on the brain development of young children and its many implications. Central to quality early care and education is a highly skilled and educated workforce. Together with parents, ECE staff are critical in developing positive, responsive relation-

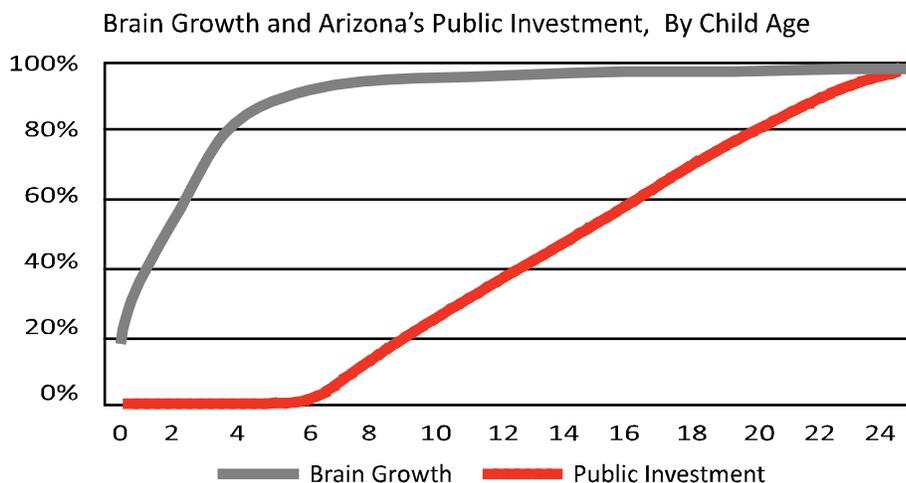
ships with children that serve as the basis for lifelong learning, behavior and health.

At no time in their lives will their brains develop more quickly, but children from birth through age five do not have significant public investments made on their behalf that acknowledge that development. Chart 1 depicts brain growth and public investments by age in Arizona. Eighty-five percent of a child's core brain structure is formed by age three, however less than 4% of public investments in education and development occur during the same time period.<sup>5</sup>

The future of Arizona depends on its ability to foster the well-being of the next generation. Today's young children will be tomorrow's citizens, workers, and parents. Wise investments in children and families now, will be paid back by the next generation through a lifetime of productivity and responsible citizenship.<sup>6</sup>

*A Decade of Data: The Compensation and Credentials of Arizona's Early Care and Education Workforce* marks ten years in which trends can be identified by comparing survey results from 1997 to 2007. Longitudinal findings in the areas of wages, benefits, length of employment, and education levels of the ECE workforce were analyzed.

Chart 1.<sup>7</sup>





## Key Findings

### Wages

In Arizona, early care and education staff earn salaries lower than many other professions, including Kindergarten teachers, pest control workers, hairstylists, landscape workers and even coatroom attendants. The comparison with Kindergarten teachers is particularly relevant. Early care and education teachers interact with children during the time when they experience the most dramatic brain development of their lives yet ECE teachers are paid less than half of what Kindergarten teachers earn.

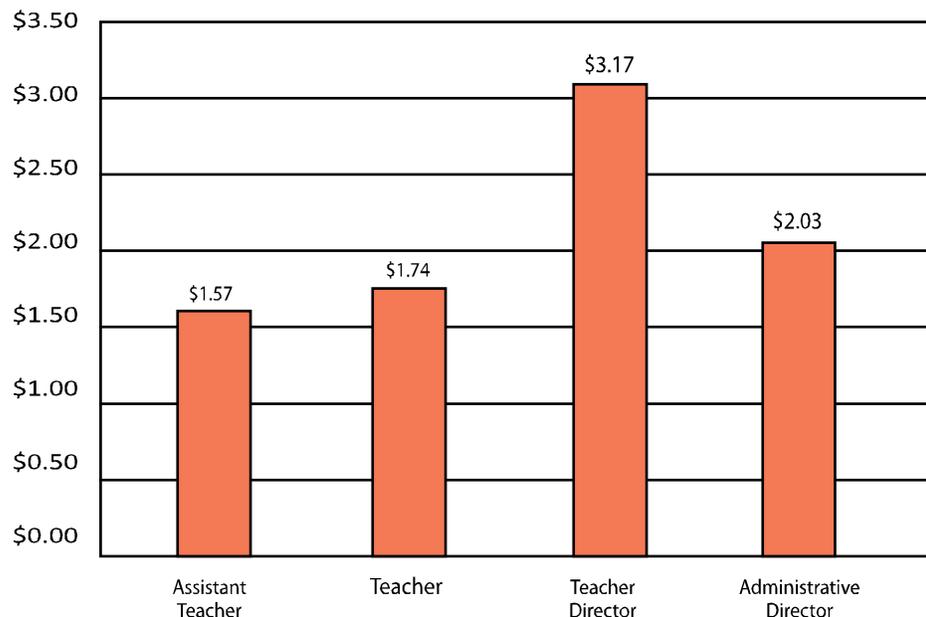
Children who participate in high quality, early care and education settings enter school more ready to succeed because of the skills of early care and education professionals. In order to attract and retain highly trained and experienced ECE staff, there is a critical need to invest in the early care and education workforce in a way that reflects the value they add to the education continuum of young children.

The median salary for Assistant Teachers is \$9.00 per hour and the median salary for Teachers, only \$9.75 per hour. Working full-time and full-year, these hourly wages are below poverty level income for a family of four. The median salary for Teacher Directors is \$13.50 per hour and for Administrative Directors, \$16.82 per hour.

Adjusting for inflation, hourly wages among ECE professionals made little progress over the last ten years, ranging from an increase of \$1.57 for Assistant Teachers to \$3.17 for Teacher Directors.<sup>8</sup>

Level of education can be an important factor in compensation. In the 2007 survey, employers pay higher median salaries when they require a higher minimum level of education for each job category. For example, for early care and education Teachers the median salary paid by employers who require only a high school education is \$9.00 per hour. This rises to \$13.50 per hour for employers who require some college and to \$20.00 per hour for those that require a college degree.

Chart 2.  
Growth in Median Hourly Wages for ECE Professionals 1997-2007,  
Adjusted for Inflation





## Benefits

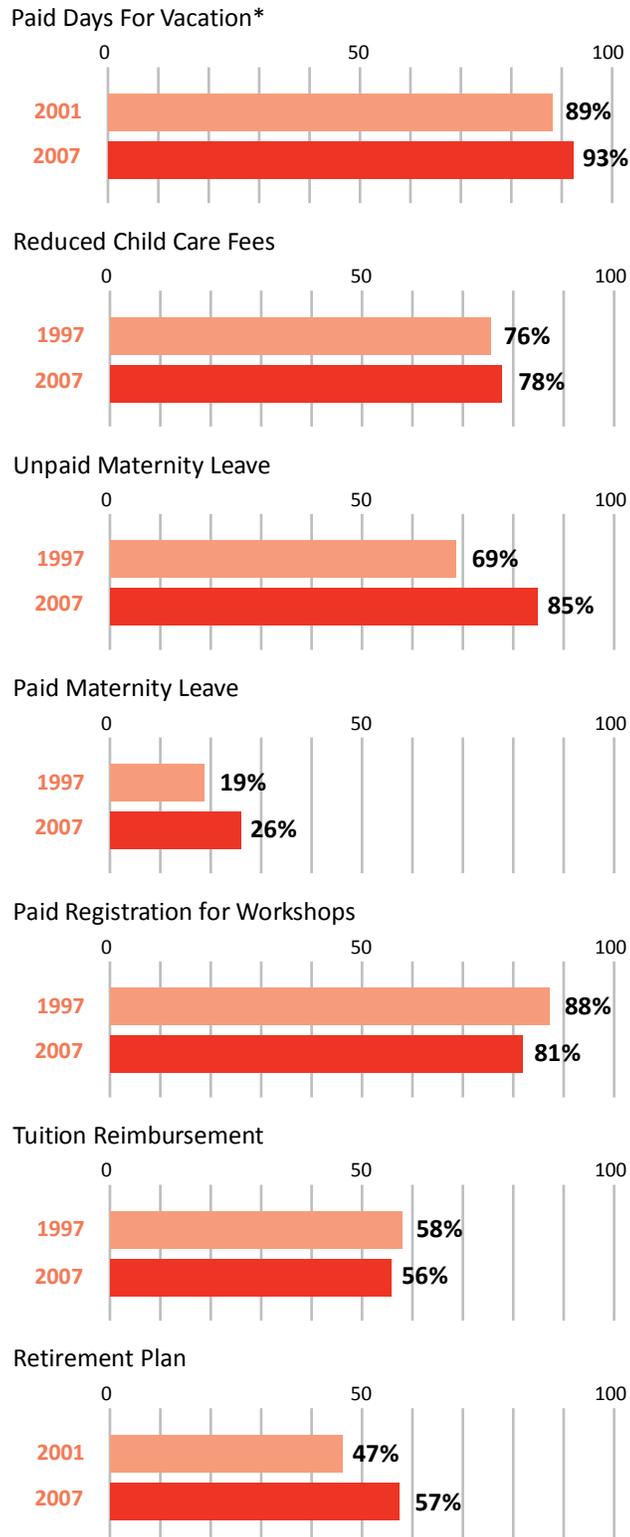
Most ECE professionals working full-time have access to some benefits from their employer such as health and dental insurance and paid days off. The percentage of early education professionals with employers who pay a portion of health and dental insurance remained largely constant over the decade.

Access to key benefits for full-time employees has increased over the past decade in all other areas except tuition reimbursement and payment for workshops or conferences.

- Access to paid vacation days went up 4% from 2001 to 2007.
- Access to reduced child care fees increased slightly from 76% to 78% between 1997 and 2007.
- Access to unpaid maternity leave increased 16% from 1997 to 2007.
- Access to paid maternity leave went up 7% from 1997 to 2007.
- Access to paid registrations for workshops decreased by 7% since the 1997 survey.
- Access to tuition reimbursement also declined slightly from 58% in 1997 to 56% in 2007.
- Access to retirement plans went up 10% since the 1997 survey.

Chart 3.

### Full-Time Early Care and Education Professionals With Selected Benefits, 1997-2007



\*Includes designated vacation leave and paid time off that can be used for vacation. 1997 data was not comparable.



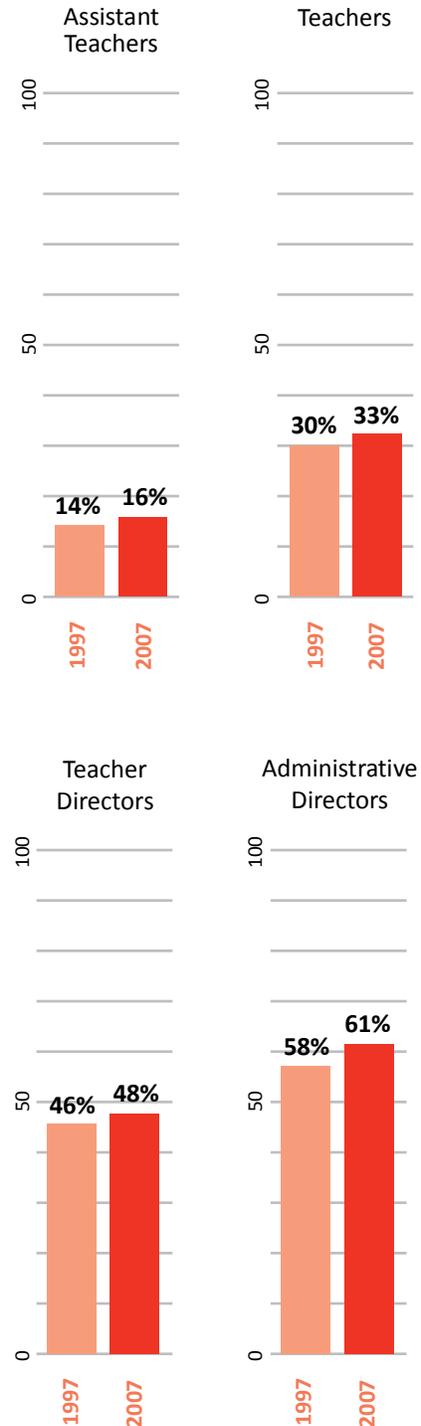
## Length of Employment

Over the decade of surveys, Assistant Teachers experienced the greatest turnover in the first two years of employment. Teachers, Teacher Directors and Administrative Directors had greater longevity. Longer tenures of employment are the highest among employees of Head Start, public schools and other non-profits, particularly for Assistant Teachers and Teachers. Longevity is lower overall in for-profit centers.

- From 1997 to 2007, there was a modest increase in retention among all four job roles surveyed.
- The percentage of Assistant Teachers still on the job after five years was 14% in 1997 and 16% in 2007.
- In 1997, 30% of Teachers stayed on the job for at least five years. In 2007, 33% of Teachers were still on the job after five years.
- The percentage of Teacher Directors still on the job after five years was 46% in 1997, and 48% in 2007.
- In 1997, 58% of Administrative Directors were still on the job after five years. In 2007, 61% of Administrative Directors were still on the job after five years.

Chart 4.

Early Care and Education Staff Employed Five Years or More, 1997-2007





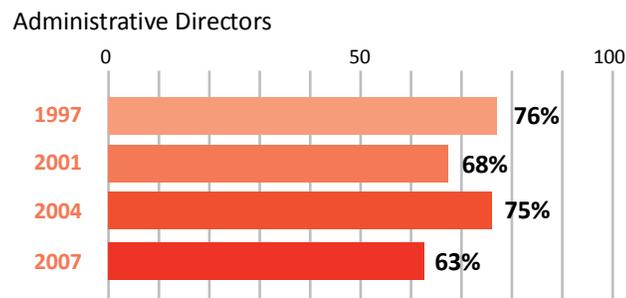
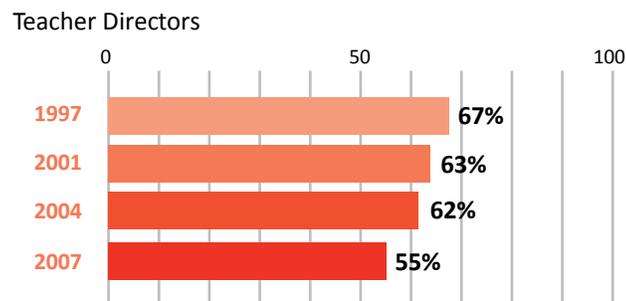
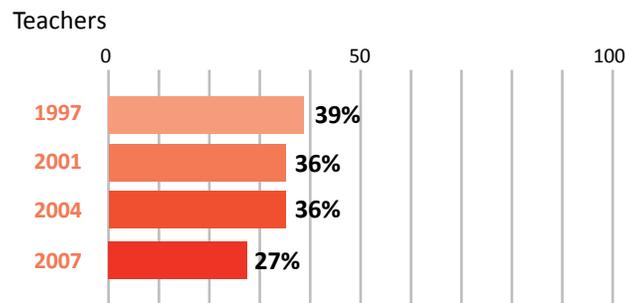
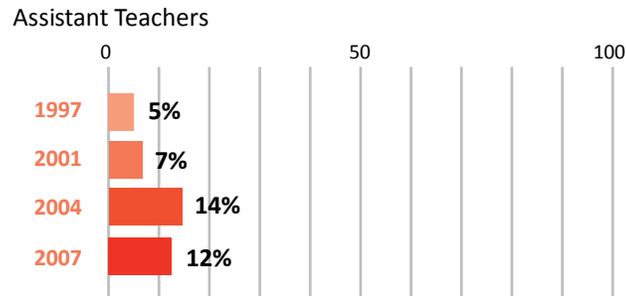
## Education

The Arizona Department of Health Services (DHS) sets the foundation for minimum education levels for early care and education staff in licensed child care centers. Some employers required education levels above those set by DHS. With the exception of Assistant Teachers, the trend data (Chart 5) indicates that all other ECE staff realized decreases in employer-required educational levels over the past 10 years.

- Assistant Teachers:** During the decade since our first survey, there has been a slight increase in the proportion of employers who require Assistant Teachers to have some college education or a college degree, rising from 5% in 1997 to 12% in 2007.
- Teachers:** In 1997, 39% of early care and education employers required Teachers to have some college or be a college graduate, while in 2007 only 27% had similar educational requirements. The biggest drop in this requirement occurred between 2004 and 2007.
- Teacher Directors:** From 1997 to 2007, fewer Teacher Directors were required to have some college education or be a college graduate. In 1997, 67% of ECE employers required Teacher Directors to have some college or be a college graduate compared with only 55% in 2007.
- Administrative Directors:** Higher minimum education requirements are set for Administrative Directors. In 1997, 76% of Administrative Directors were required by their employers to have at least some college or a college degree, with that percentage dropping to 63% in 2007.

Chart 5.

Percentage of Employers That Require “Some College” or “College Degree” for Positions Listed Below





## Key Indicators Then and Now

Key performance indicators for 1997 and 2007 are summarized below.

Median Wage for Teachers <i>(adjusted for inflation)</i>	
1997	\$5.75
2007	\$7.49

ECE Teachers on the Job for Five Years or More	
1997	30%
2007	33%

Full Time ECE Teachers With Employer Paid Health Insurance <i>(includes fully and partially paid by employer)</i>	
1997	67%
2007	71%

Employers Who Require That Teachers Have Some College or a College Degree	
1997	39%
2007	27%

ECE Teachers on the Job for One Year or Less	
1997	25%
2007	26%





## Conclusion

A decade of data gathered about the early care and education workforce in Arizona reflects that, for the majority of ECE workers, wages continue to be low and turnover high—particularly for Assistant Teachers and Teachers. Although wages have increased somewhat since 1997, when adjusted for inflation, Teachers are paid only \$1.74 per hour more than they were ten years ago.

Access to most benefits has improved slightly, although tuition reimbursement and payment for workshops and conferences has decreased since 1997. Finally, employers are reducing educational requirements even though recent neurobiology researchers recommend higher educational attainment for ECE staff, and especially for teachers, to meet the developmental needs of young children.

It is clear that providers who receive a significant monetary investment from sources in addition to parent-paid tuition and fees—such as state public school funds, federal funds, or private, faith-based or charitable donations—can pay higher wages and benefits for a more qualified, stable workforce. Without such investments, Teachers’ wages, benefits, education levels, and length of employment are dramatically lower. *A Decade of Data: The Compensation and Credentials of Arizona’s Early Care and Education Workforce* finds that most teachers—and therefore most children—are in for-profit child care centers or other types of nonprofit classrooms. That means most Arizona children are in classrooms with teachers who earn lower wages.

Arizona should pursue strategies to maximize new and existing resources to enhance the education, training, compensation, and stability of the ECE workforce to ensure that high quality, early care and education services are available to all of Arizona’s young children.

Table 1.

2007 Wages, Benefits and Tenure of Teachers Working in Head Start Programs and Public Schools Compared to Teachers Working in Other Settings

	Head Start, Public Schools	For Profit, Non-Profit, Other
Median Wage Per Hour	\$14.00	\$9.00
Employer Paid Health Insurance	97%	72%
Employer Paid Dental Insurance	80%	50%
Employer Paid Life Insurance	87%	37%
Retirement Benefits	97%	42%
Teachers With Bachelor’s Degrees	38%	20%
On the Job Two Years or Less	36%	46%
On the Job Five Years or More	49%	38%



## Recommendations

### *Access and Affordability*

- Protect current investments and increase child care subsidy rates for reimbursing ECE services to children with low-income working parents. Index rates to the 75th percentile of the current Market Rate Survey so that early care and education programs will be better able to attract and retain a more highly qualified workforce and ECE professionals can be paid a worthy wage.
- Provide financial resources and leadership to pilot alternative funding strategies for subsidized child care in order to strengthen investments in the ECE workforce.

### *Early Care and Education Workforce*

- Develop methods, including scholarships and wage supplements that encourage early care and education professionals to obtain specialized training and education beyond a high school diploma.
- Employ proven strategies such as internships, career counseling and higher wages that attract additional, educated professionals into the early care and education field.
- Raise the required minimum level of education and training of early childhood practitioners through Department of Health Services, Office of Child Care Licensure regulations.
- Establish a data system for ongoing tracking of the compensation and credentialing of the early care and education workforce.
- Provide access to lower-cost health insurance for early care and education employers.

### *Quality Improvements*

- Support the quality improvement and rating system being developed by First Things First.



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The Arizona early care and education (ECE) workforce is critical to the economic well-being of this state as well as the future of its children. Early care and education is the necessary ingredient to support parents of young children while they go to work. And quality early care—care that has the most developmental benefits to young children—is dependent upon a stable, qualified and adequately compensated workforce.

Between 2000 and 2006, Arizona’s population grew by an astounding 20.2%. During that same period, there was remarkable growth in the number of children birth through age five in Arizona, which increased by 25% to 576,938.<sup>9</sup> In 2006, an estimated 321,000 of these children spent a portion of their day in the care of a non-parent relative or in a more formal child care setting.<sup>10</sup>

The ECE profession is responding to this population growth. The State projects that the number of child care workers and preschool teachers will increase by 32.2% and 41.1%, respectively, between 2005 and 2015. In fact, preschool teachers are projected to be among the top 26 high growth occupations statewide during that time frame.<sup>11</sup> Despite the clear demand for ECE programs, low-wages, high turnover and low levels of staff education continue to plague the child care profession. Serious attention to the ECE

workforce is called for in order to recruit and retain high caliber staff with the skills and education needed to prepare Arizona’s young children for the future.

In 2007, the Governor’s Office for Children, Youth and Families, Division for School Readiness commissioned this study to provide a clear description of the compensation and education level of the ECE workforce, and to identify areas where improvement is needed.

*A Decade of Data: The Compensation and Credentials of Arizona’s Early Care and Education Workforce* summarizes information collected from surveys of licensed early care and education employers (excluding home-based businesses) conducted in 1997, 2001, 2004, and 2007. The data establishes a series of key performance indicators used to monitor changes in working conditions in the early care and education field over time. This report provides information on wages, employee benefits, length of employment and education levels over the 10 year period and concludes with recommendations to improve quality by strengthening the ECE workforce.

The term “early care and education” or ECE, is used throughout this report to reflect the variety of services available to young children birth through age eight and those





enrolled in licensed school age programs. Data is drawn from the responses given by Arizona’s ECE employers to the survey questions. The 2007 findings represent the experience of 2,293 ECE sites. A review of the respondents shows that the composition of ECE professionals and children vary significantly by setting.

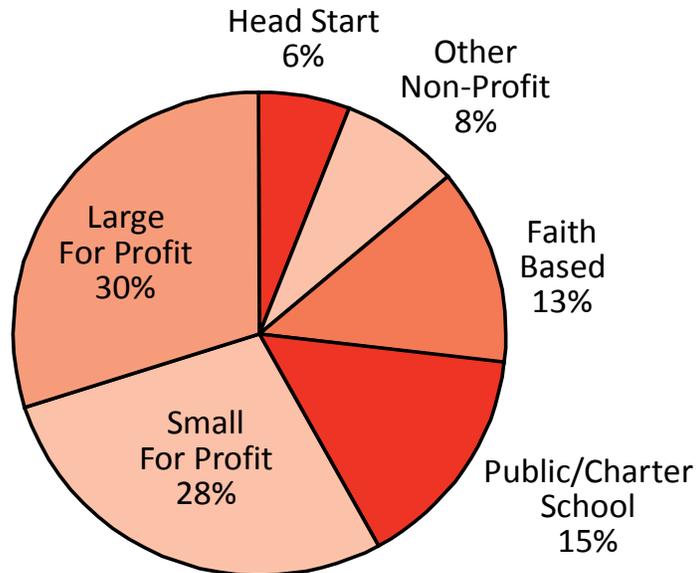
Over half of all Teachers in the 2007 survey work in for-profit settings, about one-fifth work for non-profit or religious organizations and about one-fifth work in public school or Head Start settings. Detailed tables of survey responses can be found in the appendices.

## Arizona’s Unique Opportunity

In 2006, Proposition 203, a statewide ballot initiative, passed with broad voter support. The initiative imposed an 80 cent tax on tobacco products to fund First Things First, a system to finance quality improvements for early childhood development and health. The tax revenue received will infuse resources statewide to achieve the mission of First Things First to increase the quality of, and access to, the early childhood development and health system that will work to ensure a child entering school comes healthy and ready to succeed. The six goals of First Things First are to:

- Improve the quality of early childhood development and health programs.
- Increase access to quality early childhood development and health programs.
- Increase access to preventive health care and health screenings for children through age five.
- Offer parent and family support and education concerning early child development and literacy.
- Provide professional development and training for early childhood develop-

Chart 6.  
Percentage of Teachers Surveyed Who Work in Various Early Childhood Education Settings



*\*Small for-profit employers are those with fewer than four separate sites; large for-profits are those with four or more separate sites.*

ment and health providers.

- Increase coordination of early childhood development and health programs and public information about the importance of early childhood development and health.

With estimated revenues of over \$150 million annually, First Things First will make funding decisions at the state and regional levels that should have a profoundly positive impact on the early childhood development and health system for years to come.

## The Importance of Compensation and Education

There are many factors that influence positive outcomes for children in early care and education settings. High quality care and education increases the chances of learning success for children. Factors such as small group size, high staff-to-child ratios, and competent, consistent caregivers are the key components of quality early care and education.<sup>12</sup>



In fact, the most predictive factor of overall quality in ECE is the educational level, experience and skill of teachers.<sup>13</sup> However, attracting and retaining qualified staff is challenging when compensation fails to provide a living wage.

Several facets help to characterize the early care and education workforce and provide important insights into the ability to attract and retain highly qualified staff. These include wages, benefits, employee turnover, and education levels.

### Wages

Nationally, wages for ECE staff, 97% of whom are women, continue to be low compared to the wages of other female workers.<sup>14</sup> On an individual level, poor compensation contributes to the cycle of poverty for many of these women. From a broader, systems perspective, low wages attract low-skilled employees, fail to retain higher qualified staff, and continue a cycle of inadequacy in the ECE field as a whole.

Alternatively, if Arizona determines that it is critical and necessary to assure that each child reaches her or his highest potential, then adequate compensation is a necessary component to attract and retain educated, qualified staff.

### Benefits

Another element of worker retention and stability is the availability of employee benefits. Benefits for early care and education teachers improve the quality of care to children by lessening the turnover rate in the field. A study of Los Angeles area low-wage workers found that the provision of health insurance benefits increased stability and decreased turnover.<sup>15</sup>

### Employee Turnover

Low wages, high job stress and lack of prestige not only contribute to high rates of staff turnover in ECE settings, but also discourage potential early education professionals from entering the field at all. Child care

teachers who have education and training levels comparable to that of public school teachers earn less than half that of their elementary teacher counterparts and they tend to work more hours per day, more annual hours and have fewer benefits.<sup>16</sup> As a result, highly qualified ECE teachers often leave the occupation to teach kindergarten or elementary grades in public schools, particularly during difficult economic times.

High turnover rates have long-lasting negative effects on children. Brain research scientists and child development specialists confirm that a child's brain develops faster between birth and age five than at any other time in life. The quality and continuity of caregiver and child relationships, including out-of-home care, translate to secure attachments which are related to optimal social and cognitive growth. High turnover rates among child care staff disrupt the continuity of care that children depend on and can have detrimental effects on a child's development and adjustment.<sup>17</sup>

The seminal National Child Care Staffing Study found that high turnover rates meant that children spent less time engaged in social activities with peers and more time aimlessly wandering. These children subsequently scored lower on language development assessments, which are important predictors of future success in school.<sup>18</sup> *A Decade of Data: The Compensation and Credentials of Arizona's Early Care and Education Workforce* assesses average length of employment as an indicator of employee turnover rates.

### Education

According to research, higher levels of education for ECE professionals are positively correlated with higher quality learning experiences for children in their care. These studies link formal education, especially coursework in the early care and education field, to improvements in a teacher's ability to assess a child's needs and identify appropriate activities to stimulate a child



and encourage healthy development. The research shows:

- Teachers with a college degree are better at individualizing teaching to suit a child's temperament, learning style, home language, culture, and other factors that can be critical to a child's learning.<sup>19</sup>
- Teachers with a bachelor's college degree specializing in early care and education created a more positive emotional climate, were more responsive to children, had more stimulating interactions with children and provided more activities than teachers with no formal training in early childhood.<sup>20</sup>
- Children whose teachers are more highly trained and better compensated

experience more developmentally appropriate activities in their classrooms, appear happier, have closer and more secure attachments to caregivers, and perform better on standardized cognitive and language assessments.<sup>21</sup>

Wages, benefits and education levels are critical factors to depicting and understanding the quality of ECE professionals in Arizona. This information is useful for several reasons. First, it enables us to better understand the challenges faced by the state's early care and education system. Second, ECE is a growing profession and these challenges will continue. Third, thousands of children are in ECE settings outside of their homes and this number will continue to grow. The early care and education children receive sets the course for how they will perform in school and their adult life.



### A Decade of Wage Data

This summary examines trends between 1997 and 2007, compares salaries of child care workers to salaries in other professions, and examines wages and trends for specific ECE job categories based on the 2007 survey. Wages earned by ECE employees were examined from several perspectives including average salary, starting salary, and highest salary.

Arizona ECE wage and benefit information was surveyed four times between 1997 and 2007, making it possible to examine how wages have changed over a decade. The following wage increases have been adjusted for inflation.<sup>22</sup>

In the ten years since the first survey, Assistant Teachers' median hourly wages grew by a mere \$1.57 per hour, or roughly 16 cents per hour each year since 1997. Only slightly higher was the increase in Teachers' median hourly wage of \$1.74 per hour since 1997, or 17 cents per hour each year. Teacher Directors saw the largest increase

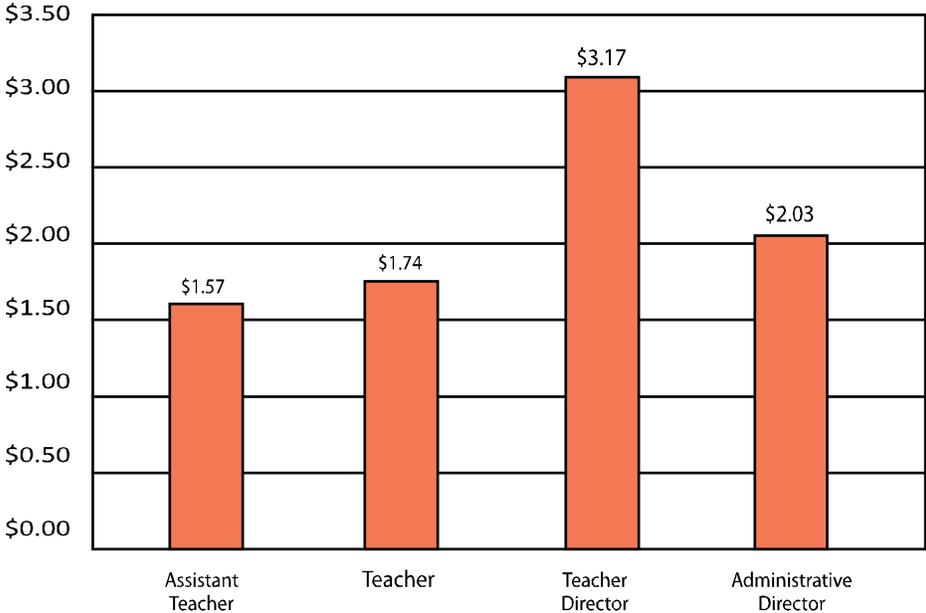
**1997 - 2007**  
**Key Performance Indicator**  
When adjusted for inflation, the ten year increase in the median hourly wage for Teachers was only \$1.74.

in median hourly wages, at \$3.17 per hour over the decade, and Administrative Directors' median wages increased by \$2.03 per hour from 1997 to 2007.

This small, positive trend in wages was likely caused by two main factors. First, minimum wages were raised through two pieces of legislation. A new federal minimum wage went into effect in September 1997 (after the 1997 data was collected) increasing the minimum from \$4.75 to \$5.15 per hour and Arizona adopted a new state minimum wage that increased the lowest wage from \$5.15 per hour to \$6.75 beginning January 1, 2007. Because a substantial portion of Assistant Teachers and a number of Teachers earn at or near the minimum wage, it

Chart 7.

Growth in Median Hourly Wages for ECE Professionals 1997-2007, Adjusted for Inflation





is likely that this minimum wage increase pushed overall wages higher.

Second, since the wage data was first collected in 1997, the Arizona State Legislature has increased the child care subsidy rate five times, although rates are still substantially below the current Market Rate Survey. Today, child care subsidy rates are based on the 2000 Market Rate Survey, the costs centers charged parents in 2000, plus 5%.

Low reimbursement rates contribute significantly to low wages for early care and education staff. Child care subsidies use state and federal funds to reimburse ECE employers (excluding Head Start) for part of the cost of caring for low-income children of qualified working parents. The child care subsidy offsets the amount that parents pay and applies to large numbers of children participating in ECE programs—an average of nearly 45,000 children each month in fiscal year 2006-2007.<sup>23</sup>

When the child care subsidy amounts are increased, employers have the capacity to increase wages for their teaching staff. Subsidized child care accounts for nearly 15% of all children receiving services in child care settings in Arizona.<sup>24</sup>

## Early Care and Education Compared to Other Professions

The average annual wages earned by Arizona’s ECE staff are lower than those earned by many other professionals. According to the U.S. Bureau of Labor Statistics, child care workers in Arizona earned an average of \$16,260 in 2006. This is lower than the wages earned by coatroom attendants, hair stylists, landscape workers and other professions. In fact, the 2006 average annual

Table 2.  
How Does Early Care  
and Education Compare?

Average Annual Wages in Arizona, 2006	
Kindergarten Teacher	\$36,160
Pest Control Worker	\$26,610
Slot Key Person	\$25,510
Hair Stylist	\$25,240
Mail Clerk	\$22,650
Landscaping Worker	\$20,710
<b>Poverty Level, Family of Four</b>	<b>\$20,444</b>
Coatroom Attendant	\$18,810
<b>Child Care Worker</b>	<b>\$16,260</b>
Crossing Guard	\$15,750
Dishwasher	\$15,100
<i>Source: Bureau of Labor Statistics, 2006. State Occupational, Employment and Wage Data; U.S. Census, 2006 Poverty Threshold.</i>	

wages earned by a child care worker were 26% lower than the 2006 poverty level wages for a family of four.<sup>25</sup>

The annual wages for various types of workers in Arizona are show in Table 2 above. As illustrated, ECE Teachers who have a college degree in early childhood education can earn more than twice their annual salary by moving out of the underpaid early education system to teach kindergarten or elementary education in public schools.



## Arizona Early Education Wages – 2007 Survey Results

Chart 8 illustrates the starting, middle and highest median wages across ECE staff levels. Differences between the lowest starting salary and highest median salaries range from \$2.00 for Assistant Teachers to \$4.31 for Administrative Directors.

### Assistant Teachers

Assistant Teachers earn the lowest wages of ECE employees with a median wage of just \$9.00 per hour. Their lowest median starting salary is \$8.00 per hour while the highest median salary rises to \$10.00 per hour. There is a mere \$2.00 per hour difference between the lowest starting salary and the highest salary for Assistant Teachers in Arizona.

There is variation in the wages among ECE employers according to setting. Head Start programs provide the highest salaries for

Assistant Teachers. The lowest salaries are earned by Assistant Teachers in for-profit centers.

### Teachers

Early care and education Teachers earn a median salary of \$9.75 per hour with a starting median salary of \$8.25. The highest median salary is \$12.00 per hour—for a difference of \$3.75 per hour between a Teacher’s starting salary and highest salary.

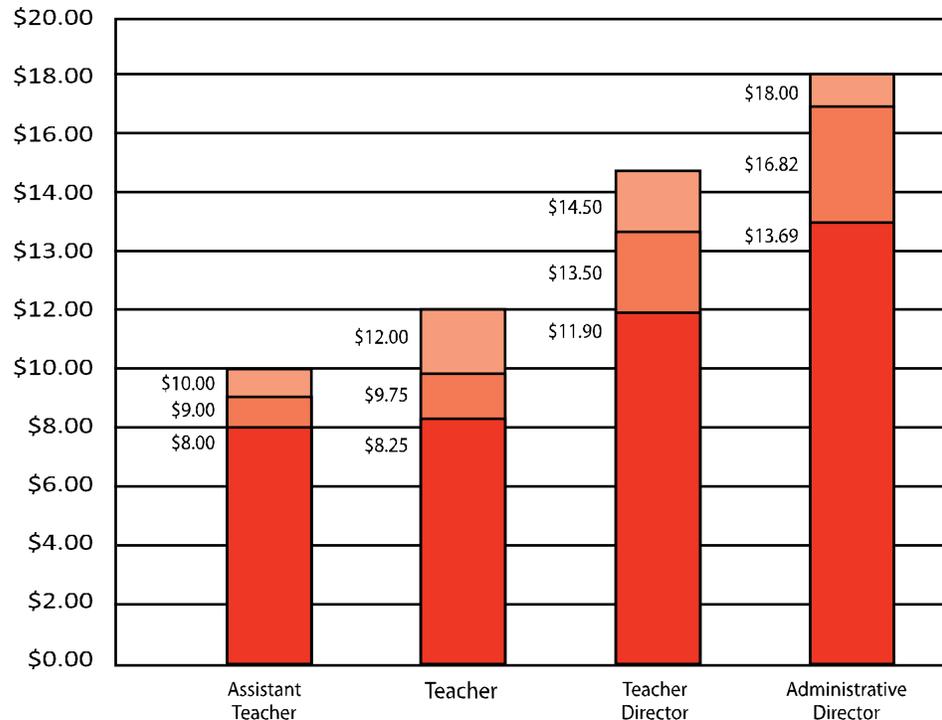
Again, significant variation across types of ECE employers exists, with Head Start paying the highest salaries for Teachers—with a median of \$15.00 per hour—and small, for-profit early care and education employers paying the lowest salaries with a median of \$8.50 per hour.

### Teacher Directors

Teacher Directors earn a median hourly wage of \$13.50 per hour with a starting median salary of \$11.90 per hour. The

Chart 8.

Lowest Starting, Middle, and Highest Median Hourly Wages of Arizona Early Care and Education Professionals, 2007





highest median salary is \$14.50 per hour—for a difference of \$2.60 per hour between a Teacher Director’s starting salary and highest salary.

Variation across types of ECE employers exists with Head Start providing the highest salaries for Teacher Directors—with a median of \$15.00 per hour—and for-profit early education employers, both small and large, paying the lowest salaries.

### *Administrative Directors*

Administrative Directors earn a median hourly wage of \$16.82 with a starting median salary of \$13.69 per hour. The highest median salary is \$18.00 per hour for a difference of \$4.31 per hour between an Administrative Director’s starting salary and highest salary.

Consistent with other staff levels, there is variation across types of ECE employers with public schools providing the highest median salaries for Administrative Directors at \$21.47 per hour. The lowest salaries for Administrative Directors are paid by large, for-profit employers with a median of \$14.00 per hour.

An interesting finding in the current 2007 data is that the median hourly salary for Administrative Directors in public school settings decreased from \$25.00 in 2004 to \$21.47.

There are several factors related to the Early Childhood Block Grant (ECBG) that may contribute to lowered salaries for Administrative Directors in public school settings. The Early Childhood Block Grant is a type of state funding intended to provide programs to high risk children from birth through the third grade in public schools. Early Childhood Block Grant funds are divided among many schools statewide. Early Childhood Block Grant funding has remained largely stagnant over the years although there has been an increase in the number of schools receiving the funding.

Early Childhood Block Grant funding limits administrative costs to 5%. In response, some schools have eliminated Administrative Director positions and have hired coordinators for programs instead in order to decrease administrative costs.

Schools also have different types of ECE programs. Some programs follow the public school teacher salary schedules, which pay higher wages, while others do not. Additionally, there is some turnover in the field with teachers at higher salary levels either retiring or changing employers.

Another factor may be that more charter schools are offering ECE services. Charter schools typically pay lower salaries than public schools paying at district levels. The result is a net decrease in the median wage of Administrative Directors.

### **Paid Wages Differ Significantly Based on Setting**

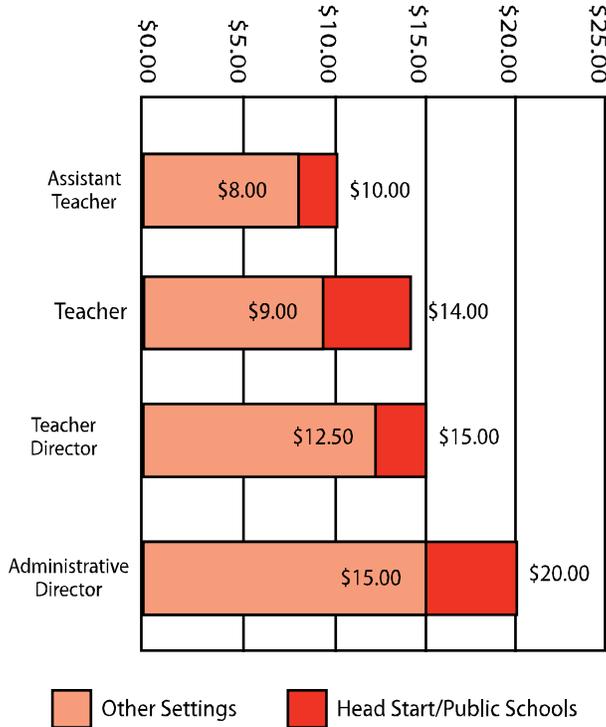
There is significant variation in wages among the different types of ECE employers. Head Start and public school settings pay higher wages than other employers. For example, Assistant Teachers in Head Start or public school settings earn about \$2.25 more per hour than their counterparts in other settings. Administrative Directors in Head Start or public school settings earn an average of \$5.75 more per hour than their counterparts in other settings. These higher wages are possible because additional funding sources such as federal funds or school district funds replace or supplement payments from parents.

It is important to note that the children in Head Start and public schools do not represent the majority of children in licensed early care and education centers. Most children participate in for-profit and non-profit settings that are not supported by outside funds. It is also noteworthy that Head Start and public school programs together employ only 21% of all ECE Teachers in the



Chart 9.

Median Hourly Wages for Arizona Early Care and Education Professionals in Different Settings, 2007



survey. Most teachers —like most children in licensed centers—are in for-profit child care centers or nonprofit classrooms that do not benefit from additional funding revenues. Consequently, most Arizona children are in classrooms with Teachers earning lower wages.

### Paid Wages Differ Based on Level of Education Required by Employer

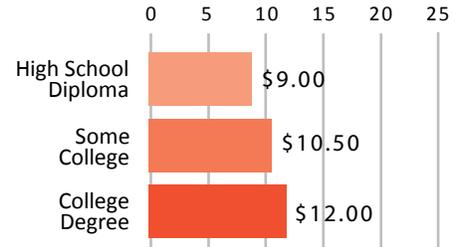
The level of education employers require is an important factor in compensation. In the 2007 survey, employers pay higher median salaries when they require higher minimum levels of education for each job category.

For example, for Teachers the median salary paid by employers who require only a high school education is \$9.00 per hour. This rises to \$13.05 per hour for employers who require some college and to \$20.00 per hour for those who require a college degree.

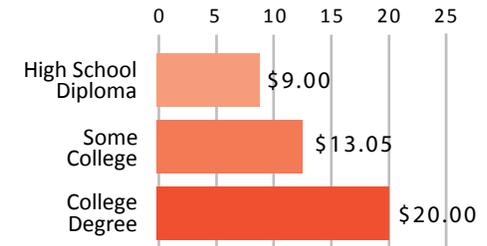
Chart 10.

Wage Paid to Arizona ECE Professionals by Education Level Required by Employer, 2007

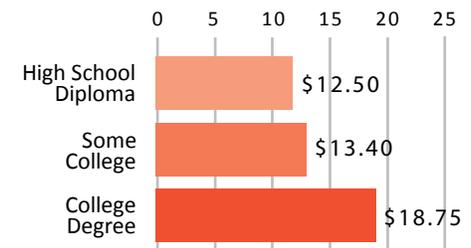
#### Assistant Teachers



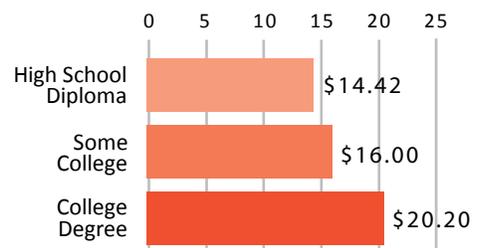
#### Teacher



#### Teacher Directors



#### Administrative Directors





## 1997 - 2007 Key Performance Indicator

The percentage of full-time ECE staff offered health insurance either partially or fully paid by employers rose from 67% in 1997 to 71% in 2007.

## Health, Dental and Life Insurance

Health and dental insurance are among the most sought after employee benefits. The percentage of ECE staff offered health and dental insurance rose between 1997 and 2001 but has fallen since then. For example, the percentage of full-time employees offered health insurance with any portion of the cost paid by the employer dropped from 78% in 2001 to 70% in 2004 and has remained largely stagnant through 2007. Similar patterns exist for dental insurance.

## A Decade of Benefits Data

There are a host of benefits that employers package together to provide support to their workforce, attract new workers, and reduce turnover of existing employees. Benefits can be grouped into these basic categories: health and dental insurance, life insurance, retirement, vacation, maternity/paternity leave, and other benefits. The information reported here includes specific types of benefits available to full-time and part-time early care and education staff.

The general availability of life insurance benefits for ECE staff where the cost is partially or fully paid for by employers has been decreasing since 1997, when 67% of full-time employees were offered life insurance. In 2007, only 50% of ECE staff were offered life insurance partially or fully paid for by their employer. Another 10% of ECE staff could purchase life insurance through their employers' plan by paying the entire cost themselves.

Chart 11.

Availability of Health and Dental Coverage for ECE Employees and Dependents, 1997 and 2007

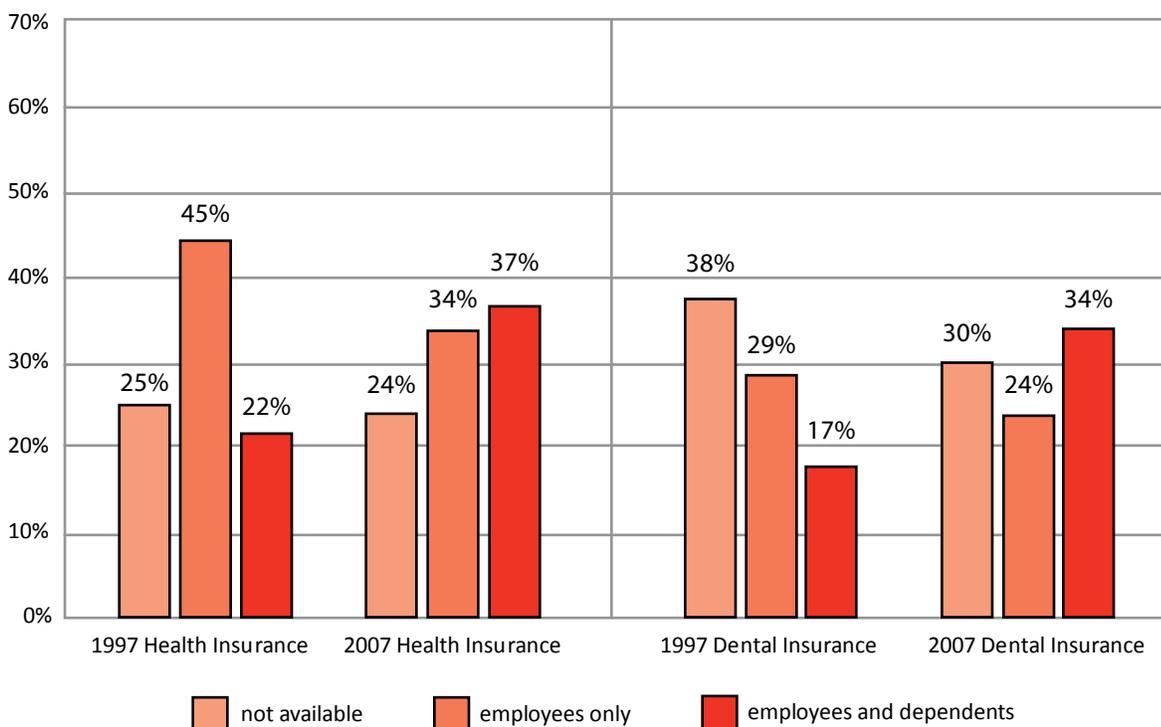
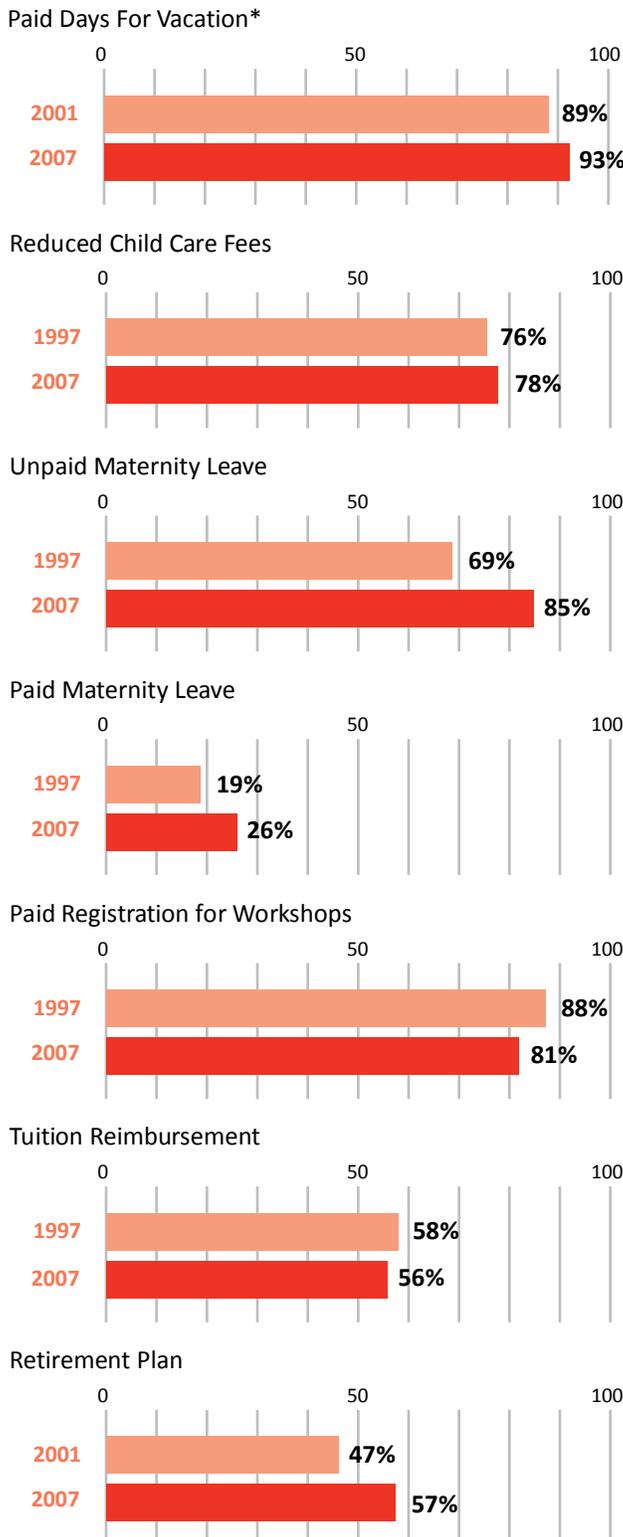




Chart 12.

## Full-Time Early Care and Education Professionals With Selected Benefits, 1997-2007



\*Includes designated vacation leave and paid time off that can be used for vacation. 1997 data was not comparable.

### Changes in Other Benefits

In 2007, fewer employees were offered tuition reimbursement or paid workshop registration fees compared to a decade earlier. On the other hand, the availability of retirement plans, maternity leave, and reduced child care fees increased between 1997 and 2007. The percentage of full-time employees with paid days off that could be used for vacation leave rose from 89% in 2001 and 2004 to 93% in 2007.<sup>26</sup>

### Benefits – 2007 Data

#### Health, Dental and Life Insurance

In Arizona, 75% of full-time ECE staff are offered some type of health insurance and 69% are offered some type of dental insurance. Twenty-three percent of part-time employees are offered some type of health insurance and 20% of are offered some type of dental insurance.

Health and dental insurance policies can vary dramatically, both in terms of the out-of-pocket costs charged to employees and in the range of services that are covered. Thirty-seven percent of full-time employees are offered health insurance for both themselves and their dependents with full or partial costs paid by the employer, up from 27% in 2004. Another 34% are offered health coverage for themselves with full or partial costs paid by the employer, but no costs paid for coverage of dependents. Four percent can access health insurance through their employers' plan by paying the entire cost themselves.

The rates of coverage are lower for dental insurance. In 2007, 34% of full-time employees were offered dental insurance for both themselves and their dependents with full or partial costs paid by the employer. This is an increase in coverage from 27% in 2004. Another 24% of ECE staff are offered dental insurance for themselves with full or partial costs paid by the employer, but no costs paid for coverage of their dependents. In 2004, these percentages were 26% and 24%



respectively, indicative of an expansion to include dependents in coverage.

As with other categories of benefits, there is variation between the value and scope of health and dental insurance coverage among the different types of ECE employers. Employees in public school settings are most likely to be offered full or partially-paid health and dental insurance for themselves. Employees in large, for-profit early care and education centers are most likely to be offered full or partial payments for coverage for both themselves and their dependents. Employees working for small, for-profit employers are the least likely to be offered any health insurance at all.

Sixty percent of Arizona's full-time early care and education staff and 18% of part-time employees are offered some form of life insurance benefits. When life insurance is analyzed across employer categories, almost all (99%) of Head Start employees are offered life insurance benefits. In comparison, only 21% of full-time staff working for small, for-profit employers are offered life insurance, up from 16% in 2004.

### *Retirement Plans*

More than half (57%) of full-time ECE employees have a retirement plan. Nearly 40% of part-time employees have this benefit. There is substantial variation in retirement coverage among types of employers. All Head Start employees have retirement plans whereas only 23% of employees in small for-profit centers have this benefit.

### *Vacation, Holidays and Sick Leave*

Eighty-six percent of full-time ECE employees have paid holidays, and most (93%) have paid days off that can be used for vacation leave. These numbers represent an increase in the portion of employers offering paid time off. Staff working for small, for-profit ECE employers are much less likely to receive paid holidays (68%) or paid days off for vacation (84%) than staff

working for other types of employers in the early care and education field.

### *Maternity and Paternity Leave*

Eighty-five percent of full-time employees are offered unpaid maternity or paternity leave, while only 26% have paid leave. Some employers offer a combination of paid and unpaid days for maternity and paternity leave. Fourteen percent of ECE employers offer neither paid nor unpaid maternity leave. This benefit is much less prevalent for part-time employees. Seventy-two percent of part-time employees had unpaid maternity or paternity leave and only 12% had paid leave.<sup>27</sup>

Full-time employees in Head Start and public schools are the most likely to have either paid or unpaid maternity or paternity leave while full-time employees in small, for-profit ECE centers are the least likely to have this benefit. The Family Medical and Leave Act of 1993 allows up to 12 weeks of unpaid, job-protected maternity and paternity leave (among other types of leave). Employers with 50 fewer or employees and employees working less than 1,250 hours per year are exempt from this benefit.

### *Continuing Education*

Many employers encourage the continuing education of their workforce by subsidizing tuition costs for higher education or workshop registration fees. For example, 81% of full-time employees can get reimbursed for workshop registration fees and 56% can get reimbursed for tuition. For part-time employees, 80% can get reimbursed for workshop registration fees and 42% can get tuition reimbursement.

### *Access to Early Care and Education for Staff*

A special advantage of working for an ECE employer can be assistance with the cost of care for one's own child. Over three-quarters of both full-time and part-time employees have access to this valuable benefit which often facilitates staff recruitment.



## A Decade of Length of Employment Data

Length of employment is a major concern in early care and education because employee consistency is critical to outcomes for children. The stability of the early care and education workforce can be difficult to measure and interpret. In *A Decade of Data: The Compensation and Credentials of Arizona's Early Care and Education Workforce*, professional stability is examined by looking at the length of time current staff members have been on the job.

Over the decade of data collection between 1997 and 2007, variations regarding length of employment in the ECE workforce stand out. The highest rates of turnover were found in 2001 when half of Teachers had been in their job for two years or less. In 2004, that number decreased to 33%. The most recent survey saw a rise in turnover from 2004 with 45% of Teachers employed for two years or less in 2007.

Increased turnover is also evident for Assistant Teachers. Fifty-eight percent of Assistant Teachers were on the job for two

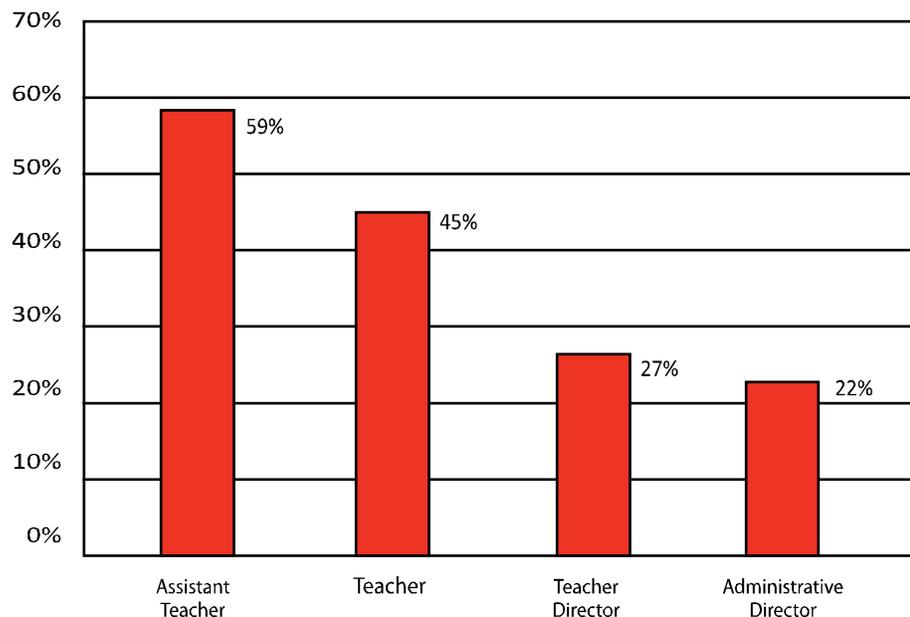
**1997 - 2007**  
**Key Performance Indicator**  
Between 1997 and 2007, turnover rates among Teachers have fluctuated. Since 2004, the proportion of Teachers employed two years or less has increased from 33% to 46%.

years or less in 2007, up from 55% in 2004. Data in 1997 was collected in different time intervals but the turnover rate among Teachers employed for one year or less was 25%.

Charts 13 and 14 provide information on longevity. Longevity increases at each level of employment with Teachers employed longer than Assistant Teachers; Teacher Directors employed longer than Teachers; and Administrative Directors employed longer than Teacher Directors. It is noteworthy that since 2004, a slight decrease in the percentage of staff employed four years or more occurred at all levels. While it is unclear what factors have contributed to decreases in longevity for Teachers since

Chart 13.

Arizona Early Care and Education Employees on the Job for Two Years or Less, 2007





the 2004 survey, we can speculate that low wages, lack of opportunities for promotion, movement of highly qualified teachers into more lucrative public kindergarten and elementary education positions, and retirements have all played a part in increased turnover among ECE staff.

## Length of Employment - 2007 Data

### Assistant Teachers

Fifty-eight percent of ECE Assistant Teachers had been employed by their centers for two years or less, while 25% had been employed for four or more years. Large, for-profit early care and education employers had the highest concentration of staff employed for the shortest time. An alarming 84% of Assistant Teachers working in large, for-profit early care and education centers were on the job two years or less.

Head Start programs, on the other hand, had the highest concentration of staff members who had been employed for the longest period of time. Thirty-nine percent of Head Start Assistant Teachers were employed for four or more years.

### Teachers

There were also high turnover rates among Teachers. On average, 45% of Teachers had been working for two years or less, with large, for-profit centers experiencing a turnover rate of 59%. Again, the data show that Head Start had the largest concentration of Teachers (74%) with long-term employment of four or more years.

### Teacher Directors

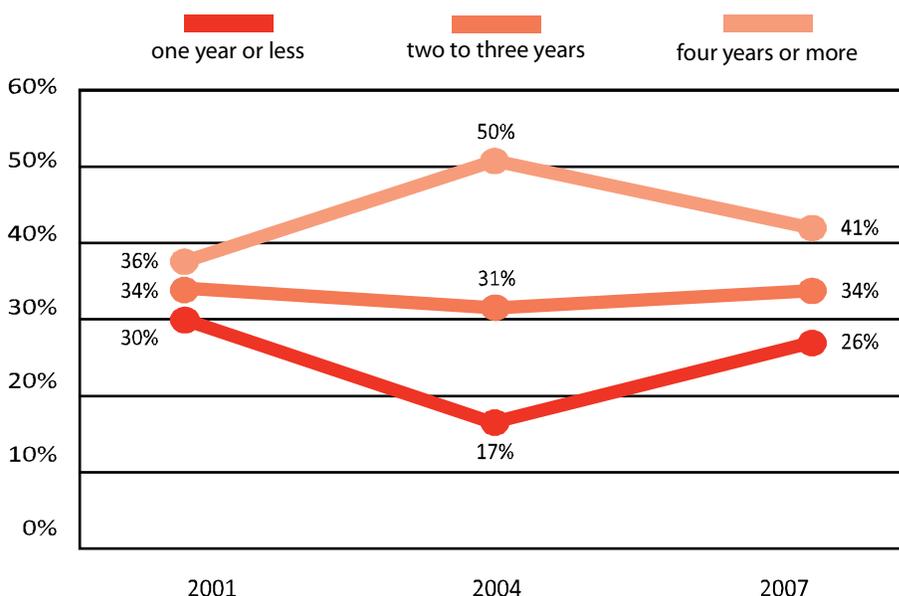
There was substantial longevity among Teacher Directors in all settings with 59% having been employed for four or more years. Large, for-profit employers had the highest concentration of Teacher Directors who had been on the job the shortest amount of time (43%). The majority of Head Start Teacher Directors (88%) were on the job for four or more years.

### Administrative Directors

Administrative Directors also demonstrated employment longevity across employment settings. Nearly 7 out of 10 Administrative Directors (67%) had been employed for four or more years.

Chart 14.

Average Length of Employment for Arizona ECE Teachers, 2001-2007



\* 1997 survey data on length of employment is not comparable to later surveys.



## A Decade of Education Level Data

The Arizona Department of Health Services (DHS) sets the foundation for minimum education levels required for early care and education staff in licensed settings. Some employers require education levels above those set by DHS. The more education and training an ECE professional has, the better the outcomes for children.

*A Decade of Data: The Compensation and Credentials of Arizona's Early Care and Education Workforce* examines workforce education levels in two ways: 1) the minimum level of education required by the employer; and 2) education levels of current staff. The survey collected data about the education credentials earned by employees and their participation in formal post-secondary education.

The 2007 survey instrument departed from previous surveys by gathering information about the number of ECE staff with a Child Development Associate Certificate (CDA). The CDA, awarded to ECE staff completing a number of requirements including 120 hours of training, is recognized nationally as a credential that enhances quality in early care and education settings. This variable was not measured on 1997, 2001 and 2004 surveys. As a result, information about education levels attained by early care and

### 1997 - 2007

#### Key Performance Indicator

In 1997, 39% of Teachers were required by employers to complete some college or graduate from college. In 2007, the percentage of Teachers required to complete some college or have a college degree dropped to 27%.

education staff is not comparable to data collected in previous years. Only 2007 data regarding education levels attained is included in this report.

## State Minimum, Required Education Levels for ECE Staff

Arizona child care regulations (Administrative Code R9-5-401) establish the minimum levels of education needed to work in licensed, early care and education centers. Employers, as part of their state licensure, must ensure that staff meet minimum educational requirements.

In Arizona, Assistant Teachers must have completed or be enrolled in high school or GED courses. Early care and education Teachers must have high school diploma or GED. Directors of early care and education facilities must have a high school diploma or GED and 3 credit hours of early childhood education at an accredited college.





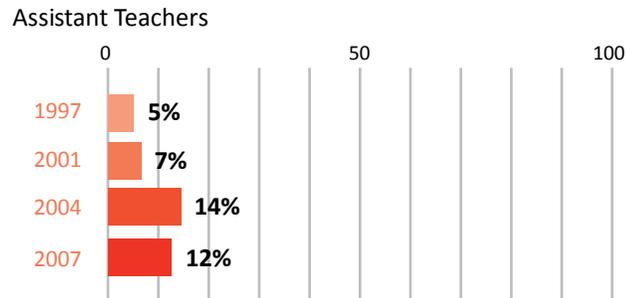
Chart 15.

## Education Required by Employers

### Assistant Teacher

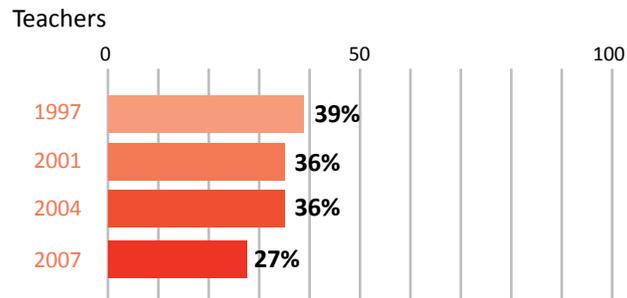
Over the decade since our first survey, there has been a slight increase in the proportion of employers who require Assistant Teachers to have some college experience. In 1997 only 5% of ECE employers required that Assistant Teachers have a college degree or some college experience. In 2007, the percentage of ECE employers requiring that Assistant Teachers have a college degree or some college experience increased to 12%.

Percentage of Employers That Require “Some College” or “College Degree” for Positions Listed Below



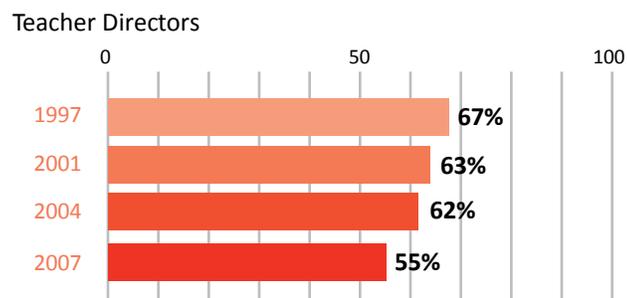
### Teachers

In 1997, 39% of early care and education employers required Teachers to have some college or be a college graduate, while in 2007 only 27% had similar educational requirements. The biggest decline in this requirement occurred between 2004 and 2007. A reduction in the educational requirement could reflect the degree of difficulty ECE centers have in recruiting and retaining teachers. The requirement for Teachers to have some college experience or a college degree shifted downwards across all settings except Head Start programs.



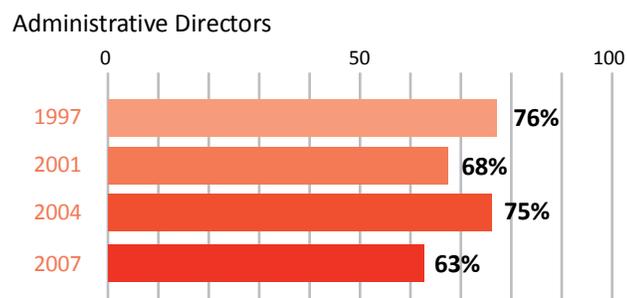
### Teacher Directors

The education level requirements have also decreased for Teacher Directors. From 1997 to 2007, fewer Teacher Directors were required to have some college education or be a college graduate. In 1997, 67% of ECE employers required Teacher Directors to have some college or be a college graduate compared with only 55% in 2007. Specifically, the requirement that Teacher Directors have a Bachelor’s degree decreased from 28% in 1997 to 20% in 2007.



### Administrative Directors

Between 1997 and 2007, the data demonstrate a net trend for lower educational requirements for Administrative Directors at all educational levels. In 1997, 76% of Administrative Directors were required by their employers to have at least some col-





lege credits or a college degree, with that percentage dropping to 63% in 2007.

### **Minimum Education Levels Required by Employer – 2007 Data**

#### *Assistant Teachers*

Seventy-two percent of Assistant Teachers work for early care and education employers who require a high school diploma or GED. Twelve percent of ECE employers, primarily in two settings—Head Start and public schools—required some college.

#### *Teachers*

Nearly three out of four Teachers (72%) are only required to have a high school diploma or GED. Twenty-seven percent of Teachers are required by their employers to have some college or to have a college degree. There was somewhat greater variation across types of employers for Teachers than for Assistant Teachers. For example, 76% of Head Start Teachers must have some college compared to only 4% of Teachers in large, for-profit centers.

#### *Teacher Directors*

Forty-three percent of Teacher Directors are only required to have a high school diploma or GED. Thirty-five percent are required to have at least some college and 20% are required to be college graduates. Education requirements for Teacher Directors are lowest in large, for-profit employers.

#### *Administrative Directors*

Higher minimum education requirements are set for Administrative Directors. Thirty percent of Administrative Directors are required by their employers to have some

college and 33% are required to have a college degree; however, over half (54%) of Administrative Directors working in large, for-profit employers were not required to have any education beyond a high school diploma or GED.

### **Current Level of Education – 2007 Data**

The 2007 survey collected data about the level of education attained by the current ECE workforce. At every level from Assistant Teachers to Administrative Directors, staff exceeded the minimum educational requirements of DHS and their employers. This category of data was expanded from previous years to capture more in-depth information about the education levels of the ECE workforce. Completion of the Child Development Associate Certificate or CDA was also included. However, because the data categories changed, it is not possible to compare the data over time.

#### *Assistant Teachers*

Seventy-six percent of Assistant Teachers lack a college degree or CDA. Assistant Teachers in for-profit centers are more likely to have no more than a high school education. Assistant Teachers working for public schools are more likely to have an Associate's degree (19%) compared with Assistant Teachers in all settings combined (8%). Only 5% of Assistant Teachers had a CDA.

#### *Teachers*

Nearly half (47%) of all Teachers are college graduates: 15% have an Associate's degree, 23% have a Bachelor's degree and 9% have a Master's degree. Nine percent of Teachers have a CDA. Teachers in public schools,



Head Start and non-profit settings were more likely to have a college degree, yet, nearly half of all Teachers (45%) have not obtained a college degree or a CDA.

### Teacher Directors

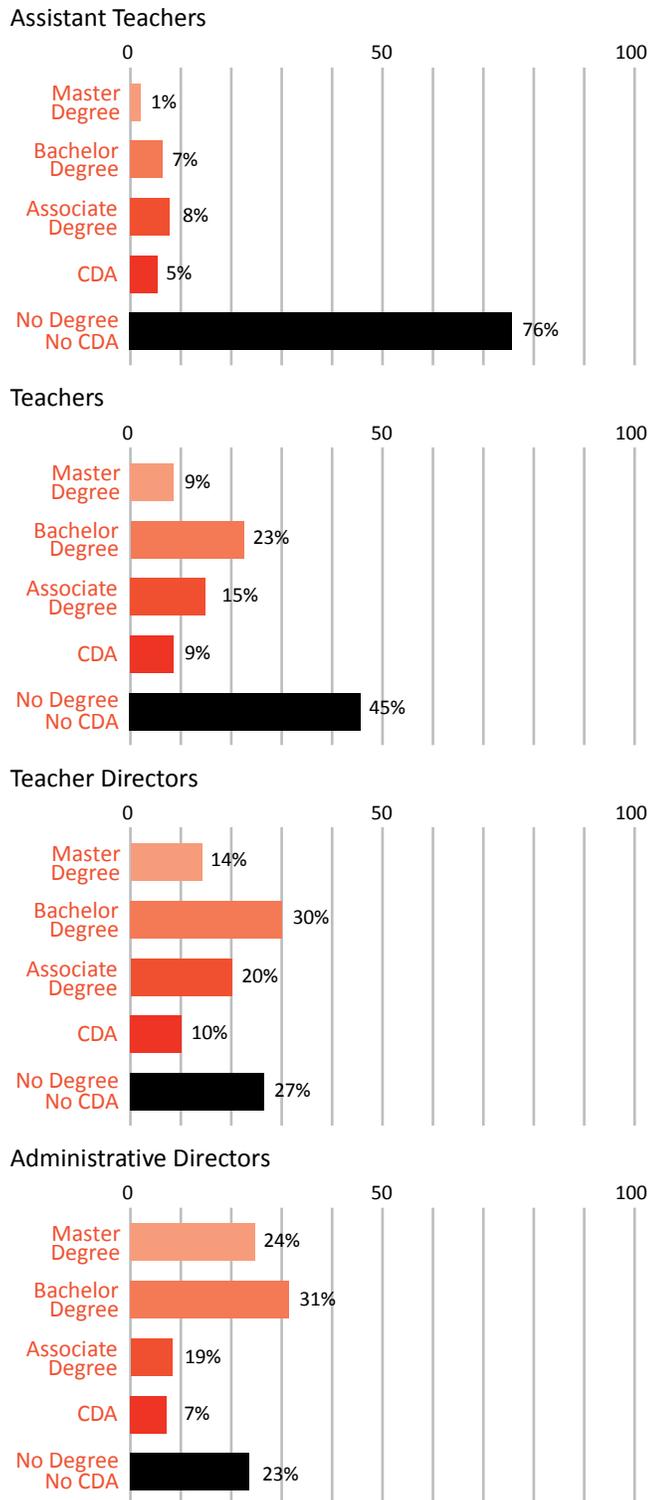
Teacher Directors tended to have higher education levels. Sixty-four percent of Teacher Directors have a college degree. Among those with a degree, 20% have an Associate's Degree, 30% have a Bachelor's degree, and 14% have a Master's degree. Ten percent of Teacher Directors have a CDA but not a college degree. Teacher Directors in Head Start and public schools were more highly educated than their for-profit counterparts.

### Administrative Directors

Administrative Directors were the most likely to have a college degree, with 71% of staff achieving this level of education. Nineteen percent have an Associate's degree, 31% have a Bachelor's degree and 24% have a Master's degree, yet only 33% were required by their employers to have a college degree. Seven percent of Administrative Directors have a CDA but no college degree. Administrative Directors in public schools, Head Start, and other/nonprofit settings were more highly educated.

Chart 16.

Education Levels Attained by Arizona Early Care and Education Employees, 2007





**H**igh quality early care and education sets the foundation for life-long learning and school success. Qualified early childhood teachers are the cornerstones. Examining wages, benefits, length of employment, and the educational levels of the early care and education workforce in Arizona over the ten year period between 1997 and 2007 provides insight about the profession, employee stability, and potential outcomes of services for children. The data contained in *A Decade of Data: The Compensation and Credentials of Arizona's Early Care and Education Workforce* clearly indicates:

### Wages

Wages, which are very low, have grown little in recent years. Adjusted for inflation, the median hourly wage for ECE teachers increased by only \$1.74—keeping wages below poverty level for a family of four.

### Benefits

Most early care and education professionals working full-time have access to some benefits from their employer, including health and dental insurance and paid days off. Those working part-time have few benefits. Access to key benefits for full-time employees has remained the same or improved slightly, although tuition reimbursement and paid workshop registration have declined over the past decade.

### Length of Employment

Too many early care and education professionals have been on the job for two years or less. High staff turnover rates disrupt staff and child relationships which can have a negative impact on a child's development.

### Education

Assistant Teachers, Teachers, Teacher Directors and Administrative Directors exceed educational requirements contained in Arizona's child care regulations. However, many Assistant Teachers and Teachers—early care and education staff who have the most direct contact with children—continue to have low educational attainment.

## Recommendations

These findings serve to illuminate the state of the profession and provide guideposts for action. The following recommendations, if adopted, would strengthen the ECE workforce, and result in improved outcomes for Arizona's children.

### Access and Affordability

- **Protect current child care investments and eligibility levels so that no waiting list is created and families receiving child care do not lose services.**
- **Increase child care subsidy rates for reimbursing early care and education services to children of low-income parents and index subsidy rates to the 75th percentile of the most current Market Rate Survey so that early care and education programs will be better able to attract and retain a more highly qualified workforce and ECE professionals can be paid a worthy wage.**

The data in Arizona and around the nation is clear that the vast majority of working parents cannot afford to pay the full cost of quality early education. Early education employers who receive significant funding from sources that augment parent tuition and fees, such as public schools, federal funding, or private, faith-based or philanthropic funds, can pay higher wages and benefits for a more qualified, stable workforce. Without such investments, teachers' wages, education levels, and length of employment are dramatically lower and the education of young children suffers.

One source of additional funding is child care subsidies for qualified low-income working parents. These subsidies, paid with a combination of federal and state funds, have supplemented parent payments in Arizona for the last 46 years. But the subsidy rate today is still based on the market rate charged by early education businesses



in 2000. Although the Arizona State Legislature added 5% to the 75th percentile of the 2000 level in 2007, subsidy rates remain well below current market rates. This low reimbursement rate depresses the wages and benefits paid by many early education employers and prohibits them from hiring and retaining teachers with more education and training.

- **Provide financial resources and leadership to pilot alternative funding strategies for subsidized child care in order to strengthen investments in the ECE workforce.**

Child care subsidies provided through the Department of Economic Security (DES) are currently allocated through vouchers for individual children based on the work hours of their parents. Fluctuations in work schedules can result in irregular attendance at early care and education programs. Erratic classroom attendance is not in the best interests of young children whose developmental well-being depends on continuity of care and consistency. Irregular attendance also has a programmatic and financial impact on providers who are unable to adequately plan curriculum and staffing patterns in the face of uncertain attendance. Alternative funding strategies should be piloted to measure the impact on providers, staff and children. Two examples of alternative funding are:

- 1) **Center-Based Contracting:** Center-based contracting means that DES would contract with providers for a certain number of child care slots. Rather than funding following individual children, funding would go directly to programs resulting in more stable funding. With reliable funding, providers could improve wages and benefits which would increase staff retention while assuring that children receive continuity of care and improved learning opportunities.
- 2) **Extended Eligibility:** Sustained eligibility would allow families who qualify for DES

subsidies to receive services for 12 months rather than the current six months and without respect to changes in a family's situation. Temporary fluctuations in work hours or changes in income due to overtime should not impact the continuity of care for children. When parents lose their subsidy they may also lose their child care arrangements. Parents may not be able to place the child in the same classroom or facility causing unnecessary disruptions to a child's daily routine and potentially his or her development. Extended eligibility would support working families with fewer interruptions in service, again helping to stabilize both the workforce and the learning experience of young children by providing consistent, continuous early care and education.

## Early Care and Education Workforce

- **Develop methods, including scholarships and wage supplements that encourage ECE professionals to obtain specialized training and education beyond a high school diploma.**

Barriers exist for ECE staff to obtain higher education. One barrier is low pay. Arizona should develop a plan to phase-in a state-wide wage incentive program that provides early childhood teachers with wage supplements or bonuses when they obtain higher levels of education. Systems of support can overcome additional barriers to higher education. These may include scholarship programs that provide financial assistance for tuition, books, materials, and transportation; individual counseling and assistance in navigating the higher education system; and flexible class schedules. Model programs include:

- 1) **T.E.A.C.H.:** First Things First recently approved funding for a Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project. T.E.A.C.H. provides scholarships to the ECE workforce to complete college course work in early childhood education and includes bonuses to those



## Conclusion and Recommendations

reaching educational milestones as a way to increase their compensation, and;

2) WAGE\$: The Child Care WAGE\$® Project provides education-based salary supplements to low paid teachers, directors and family child care providers working with children between the ages of 0-5. The project is designed to provide preschool children more stable relationships with better educated teachers by rewarding teacher education and continuity of care.

In addition, training and education programs should allow for maximum articulation and transfer of college credits, creating educational ladders from selected workshops to community colleges that continue on through university settings.

- **Employ proven strategies that bring additional, educated professionals into the ECE field.**

Wages must be improved to attract potential employees to ECE. In addition, Arizona should do more to encourage young people to choose the field of early care and education as a career. This could be accomplished through exposing greater numbers of high school students to opportunities in the field through career and technical education programs and college students through career counseling, seminars, leadership development and internships.

- **Raise the required minimum level of education and training of early childhood practitioners through the Department of Health Services, Office of Child Care Licensure regulations.**

Arizona should adopt licensing standards that require higher levels of education for ECE staff and more pre-service and/or in-service training.

- **Establish a data system for ongoing tracking of the compensation and credentialing of the ECE workforce.**

Comprehensive data on the ECE workforce in Arizona will provide opportunities for trend analyses and research. Periodic reports and assessments will inform the public and policy makers on strengths and needed improvements and inform decision making and system building. The impact of improvements on recruitment and retention should be identified in particular because they foretell improvements in child outcomes. Data can be used to provide feedback on where future investments should be targeted. The S\*CCEEDS registry currently tracks education and training for participating professionals.

- **Provide access to lower-cost health insurance for early care and education employers.**

Health insurance is an important benefit for employee recruitment and retention. Arizona should help more ECE employers provide employees with affordable, meaningful health insurance through existing public or private coverage.

### Quality Improvements

- **Support a quality improvement and rating system.**

Arizona leaders and community organizations should support First Things First in the development and implementation of a voluntary quality improvement rating system. The rating system will provide financial incentives to employers who attain higher levels of teacher education and training among their staff and who achieve other measures of quality such as effective group sizes and staff to child ratios. Technical assistance and resources will be made available to ECE employers to help raise the quality of their programs and reward them for reaching important milestones.

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25. Note: "Child care worker" includes those who "Attend to children at schools, businesses, private households, and child care institutions and perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes Preschool Teachers and Teacher Assistants."
26. The data from 1997 is not comparable due to language changes in the survey.
27. Available at: <http://www.dol.gov/esa/whd/fmla/>

## Appendix A - Methodology

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This study was commissioned in 2007 by the Governor's Office for Children, Youth and Families, Division for School Readiness. The project was guided by an Advisory Committee that included the Governor's Office, Arizona Department of Economic Security, Arizona Department of Education, Arizona Child Care Association, Association for Supportive Child Care, the Arizona Head Start Association, Children's Action Alliance, First Things First and the Head Start State Collaboration Office.

The Maricopa County Office of Research and Reporting was hired to conduct the survey of licensed, center-based early care and education employers. The objective was to provide information on the wage levels, benefits, length of employment, and education levels of Arizona's early care and education teachers and administrators.

The goal was to collect these data from all early education employers (excluding home-based businesses) that are licensed by the Arizona State Department of Health Services. These employers include child care centers, Head Start programs and programs operated by public schools. The number of licensed sites as of October 23, 2007 was 2,223. Data from child care centers was collected from individual sites, and data from Head Start programs and programs based at public schools was collected from the administrative offices which reported information for multiple sites or classrooms.

Of the 2,223 original sites, 54 were no longer providing care or had no paid employees. For the remaining 2,169 sites, 1,491 center or program administrators were identified and 1,358 individual interviews completed for a participation rate of 97%. These interviews provided data for 2,293 sites. This number is greater than the number of licensed sites for two reasons: (1) licensed public school sites sometimes have multiple programs sharing the license; (2) sites on tribal lands do not require a license from the Arizona State Department of Health Services.

The Maricopa County Office of Research and Reporting collected the data via telephone interviews between November 11, 2007 and

February 14, 2008 using experienced and well-trained staff. An introductory letter and a copy of the questionnaire were mailed to centers or faxed to program administrators when requested.

For purposes of the study the following definitions were provided to the respondents:

Teachers - persons in charge of a group or classroom of children, often with staff supervisory responsibilities;

Assistant Teachers - persons working under the supervision of a teacher;

Teacher Directors - persons with both teaching and administrative duties;

Administrative Directors - persons with primarily administrative duties;

Full-Time work - 30 hours a week or more; and

Part-Time work - fewer than 30 hours per week.

Of the respondents, 31.4% were from for-profit employers with fewer than four sites; 9.0% were from Arizona-based, for-profit employers with four or more sites; 10.5% were from for-profit national employers with four or more sites; 1.8% were from Head Start programs; 15.8% were from public/charter school programs; 19.4% were from religious non-profit organizations; 1.5 % were from YMCA organizations; and 10.5% were from other nonprofit sites. Please note that throughout the report, rounding sometimes results in percentages not adding up to 100%.

The unit of analysis for all of the data reported is related to the specific type of employee and the data have been weighted accordingly. For example, data on the average salary for teachers were collected from 1,271 ECE providers employing 11,070 teachers. The numbers of each type of employee reported by each provider were used as weighting factors in order to be able to discuss medians for each type of employee rather than for employment "sites." This weighting is imperative given the great diversity in the numbers of paid staff.

# Appendix B - 2007 Survey Questions

## Compensation and Credentials Survey Questions Prepared and conducted by the Maricopa County Office of Research & Planning

Childcare centers rely on the skills and services of many employees, i.e. cooks, bus drivers, secretaries, and professional staff without teaching responsibilities. In this survey, however, you will be asked only about teaching staff and administrative director(s) with executive-level responsibilities for your center.

Please use the following titles to describe your staff for the purposes of this survey:

TEACHERS - persons in charge of a group or classroom of children, often with staff supervisory responsibilities

ASSISTANT TEACHERS - persons working under the supervision of a teacher

TEACHER-DIRECTORS - persons with both teaching and administrative duties

ADMINISTRATIVE DIRECTORS - persons with primarily administrative duties

	TEACHERS	ASSISTANT TEACHERS	TEACHER DIRECTORS	ADMIN. DIRECTORS
1. Using these definitions: A. How many TEACHERS are currently on your payroll? B. How many ASSISTANT TEACHERS? C. How many TEACHER DIRECTORS? D. How many ADMINISTRATIVE DIRS. (including you)? So you have a total of (____) employees on your payroll?	NUMBER ON PAYROLL  _____	NUMBER ON PAYROLL  _____	NUMBER ON PAYROLL  _____	NUMBER ON PAYROLL  _____
2. How many of the (____) work only part-time, that is fewer than 30 hours a week?	NUMBER PART-TIME  _____	NUMBER PART-TIME  _____	NUMBER PART-TIME  _____	NUMBER PART-TIME  _____
3. So you have (q1 – q2 = ____)(____) who work full-time?	NUMBER FULL-TIME  _____	NUMBER FULL-TIME  _____	NUMBER FULL-TIME  _____	NUMBER FULL-TIME  _____
4. What is the minimum level of education required to be a (____) at your center?	NONE H.S. / G.E.D. SOME COL AA COLLEGE GRAD			
5a. How many of the (____) have a master's degree or higher from a college or university?	NUMBER WITH MASTERS  _____	NUMBER WITH MASTERS  _____	NUMBER WITH MASTERS  _____	NUMBER WITH MASTERS  _____
5b. How many other (____) have a bachelor's degree?	NUMBER WITH BACHELORS  _____	NUMBER WITH BACHELORS  _____	NUMBER WITH BACHELORS  _____	NUMBER WITH BACHELORS  _____
6a. And how many other (____) have an AA degree?	NUMBER WITH A. A. DEGREE  _____			
6b. So you have (q1 – q5a – 5b – q6a = ____)(____) who have less education than a college degree.	NUMBER WITH NO DEGREE  _____			
7. And how many of these (____) (____) who do not have a college degree have Childhood Development Accreditation (C.D.A.)?	NUMBER WITH C.D.A.  _____	NUMBER WITH C.D.A.  _____	NUMBER WITH C.D.A.  _____	NUMBER WITH C.D.A.  _____

## Appendix B - 2007 Survey Questions

8. What is the average length of employment for ( ) at your center? Would you say most ( ) work there 6 months or less, from 7 to 11 months, about 1 year, about 2 years, about 3 years, about 4 years, or 5 years or more?	6 MOS. OR LESS 7 – 11 MOS. ONE YR TWO YRS THREE YEARS FOUR YEARS FIVE PLUS YRS	6 MOS. OR LESS 7 – 11 MOS. ONE YR TWO YRS THREE YEARS FOUR YEARS FIVE PLUS YRS	6 MOS. OR LESS 7 – 11 MOS. ONE YR TWO YRS THREE YEARS FOUR YEARS FIVE PLUS YRS	6 MOS. OR LESS 7 – 11 MOS. ONE YR TWO YRS THREE YEARS FOUR YEARS FIVE PLUS YRS
9. What is the lowest starting salary for ( ) -- per hour?	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour
10. What hourly wage does your highest paid ( ) earn?	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour
11. What would you say the average hourly wage is for ( )?	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour

	PART-TIME TEACHING / ADMINISTRATIVE STAFF	FULL-TIME TEACHING / ADMINISTRATIVE STAFF
12. INTERVIEWER: ENTER NUMBERS OF PART-TIME AND FULL-TIME EMPLOYEES ( QUESTIONS 2 & 3)	NUMBER OF _____	NUMBER OF _____
13. The next questions are about benefits that some child care centers offer their employees. Do you have reduced child care fees for your (PART-TIME / FULL-TIME) employees?	NO    YES	NO    YES
14. Unpaid, job-protected maternity and/or paternity leave?	NO    YES	NO    YES
15. Paid maternity and/or paternity leave?	NO    YES	NO    YES
16. Retirement or pension plan?	NO    YES	NO    YES
17. Do you pay registration fees for workshops, conferences, etc.?	NO    YES	NO    YES
18. What about tuition reimbursement for education?	NO    YES	NO    YES
19. Do you offer Paid Time Off (PTO) or paid personal days that can be used as sick days and/or vacation time?	NO    YES	NO    YES
20a. Paid vacations (not included in PTO)?	NO    YES	NO    YES
20b. Paid sick leave (not included in PTO)?	NO    YES	NO    YES
21. Paid holidays?	NO    YES	NO    YES
22. Do you offer your (PART-TIME / FULL-TIME) employees <b>Health Insurance</b> benefits of any kind? (What kind of benefits?)	NO HEALTH INSURANCE FULL OR PART PAID FOR EMPLOYEES & DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, <b>NOT</b> DEPENDENTS AVAILABLE, UNPAID	NO HEALTH INSURANCE FULL OR PART PAID FOR EMPLOYEES & DEPENDENTS FULL OR PART PAID FOR EMPLOYEES, <b>NOT</b> DEPENDENTS AVAILABLE, UNPAID



# Appendix C - Survey Responses

## Median Hourly Salary

### Assistant Teachers:

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$7.75	\$8.00	\$10.25	\$10.00	\$8.50	\$9.00
# of Responses	325	212	23	160	355	1,075
# Assistant Teachers	1,528	1,119	730	2,088	2,041	7,506
2004 Median	\$7.00	\$7.00	\$9.07	\$9.00	\$8.00	\$8.10
# of Responses	262	169	31	191	317	970
# Assistant Teachers	1,141	941	908	1,795	1,864	6,649
2001 Median	\$7.00	\$6.75	\$8.50	\$7.75	\$7.22	\$7.22
# of Responses	280	72	38	168	262	820
# Assistant Teachers	1,549	1,006	748	1,486	1,779	6,568
1997 Median	\$5.25	\$5.25	\$7.69	\$6.75	\$5.90	\$5.75
# of Responses	227	123	39	46	288	723
# Assistant Teachers	1,109	825	651	333	1,687	4,605

### Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$8.50	\$9.00	\$15.00	\$13.50	\$11.00	\$9.75
# of Responses	409	261	24	183	394	1,271
# of Teachers	3,034	3,305	705	1,654	2,372	11,070
2004 Median	\$8.00	\$8.00	\$13.32	\$14.36	\$9.75	\$9.00
# of Responses	339	219	32	193	377	1,160
# of Teachers	2,407	2,586	969	1,566	2,316	9,844
2001 Median	\$7.50	\$7.50	\$12.45	\$10.50	\$8.50	\$8.00
# of Responses	365	85	42	161	326	979
# of Teachers	3,166	2,179	734	1,115	2,366	9,560
1997 Median	\$6.00	\$5.50	\$9.80	\$7.60	\$7.00	\$6.20
# of Responses	278	159	38	46	327	848
# of Teachers	1,990	1,590	601	267	2,028	6,476

### Teacher Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$11.56	\$11.50	\$15.00	\$14.31	\$14.50	\$13.50
# of Responses	245	137	11	87	227	707
# Teacher Directors	321	189	70	284	307	1,171
2004 Median	\$10.00	\$10.20	\$13.00	\$11.25	\$11.00	\$10.92
# of Responses	181	125	13	88	192	599
# Teacher Directors	245	212	68	238	262	1,025
2001 Median	\$9.00	\$9.09	\$14.00	\$13.58	\$10.00	\$10.19
# of Responses	221	50	18	114	182	585
# Teacher Directors	347	133	137	296	364	1,277
1997 Median	\$7.75	\$6.75	\$10.50	\$10.83	\$8.50	\$8.00
# of Responses	171	75	3	43	196	488
# Teacher Directors	246	105	3	100	256	710

### Administrative Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$14.50	\$14.00	\$20.00	\$21.47	\$16.75	\$16.82
# of Responses	225	198	24	121	246	814
# Admin. Directors	305	321	168	188	311	1,293
2004 Median	\$13.00	\$14.30	\$18.00	\$25.00	\$14.50	\$15.00
# of Responses	200	175	29	147	276	827
# Admin. Directors	262	215	127	197	334	1,135
2001 Median	\$12.00	\$13.05	\$16.68	\$23.85	\$12.93	\$13.84
# of Responses	236	64	29	137	221	687
# Admin. Directors	352	186	96	198	329	1,161
1997 Median	\$10.00	\$10.75	\$14.09	\$15.00	\$12.00	\$11.45
# of Responses	168	125	36	23	238	590
# Admin. Directors	223	185	106	32	289	835

# Appendix C - Survey Responses

## Average Wages by Specific Type of Employer

		For Profit < 4 Sites	For Profit 4+ Sites AZ	For Profit 4+ Sites US	Head Start	Schools	Religious Org.	YMCA	Other Non- Profit	All Types
Average Hourly Wage For Assistant Teachers	Minimum	\$6.00	\$6.00	\$6.25	\$7.50	\$6.00	\$6.00	\$7.00	\$6.75	\$6.00
	Median	\$7.75	\$8.00	\$8.00	\$10.25	\$10.00	\$8.50	\$7.50	\$8.50	\$9.00
	Maximum	\$17.50	\$18.00	\$11.50	\$15.27	\$18.00	\$25.00	\$9.00	\$19.00	\$25.00
	Mean	\$8.15	\$8.45	\$8.08	\$10.36	\$10.02	\$9.01	\$7.82	\$8.77	\$9.09
	Mode	\$7.00	\$8.00	\$8.00	\$11.00	\$10.50	\$8.00	\$7.50	\$9.00	\$8.00
	# of Responses	325	103	109	23	160	221	17	117	1075
	# Assistant Teachers	1528	590	529	730	2088	1195	142	704	7506
Average Hourly Wage For Teachers	Minimum	\$5.85	\$6.75	\$7.00	\$11.00	\$6.00	\$6.70	\$7.30	\$6.75	\$5.85
	Median	\$8.50	\$9.00	\$9.00	\$15.00	\$13.50	\$11.50	\$8.50	\$10.75	\$9.75
	Maximum	\$33.30	\$35.00	\$18.00	\$19.79	\$36.60	\$36.00	\$12.00	\$33.00	\$36.60
	Mean	\$9.37	\$9.53	\$9.38	\$14.96	\$15.27	\$12.36	\$8.97	\$11.91	\$11.19
	Mode	\$8.00	\$9.00	\$9.00	\$17.00	\$9.00	\$11.00	\$8.00	\$10.75	\$9.00
	# of Responses	409	119	142	24	183	239	21	134	1271
	# of Teachers	3034	1249	2056	705	1654	1455	149	768	11070
Average Hourly Wage For Teacher Directors	Minimum	\$5.78	\$6.75	\$8.50	\$14.15	\$10.50	\$6.25	\$8.50	\$7.50	\$5.78
	Median	\$11.56	\$12.00	\$11.03	\$15.00	\$14.31	\$13.86	\$11.00	\$18.00	\$13.50
	Maximum	\$48.00	\$32.00	\$23.00	\$25.48	\$45.50	\$42.50	\$20.20	\$43.25	\$48.00
	Mean	\$13.22	\$14.09	\$11.84	\$15.99	\$16.89	\$15.28	\$11.16	\$18.87	\$14.96
	Mode	\$10.00	\$12.00	\$11.00	\$15.00	\$12.70	\$12.50	\$11.00	\$24.00	\$11.00
	# of Responses	245	63	74	11	87	139	13	75	707
	# Teacher Directors	321	83	106	70	284	154	40	113	1171
Average Hourly Wage For Admin. Directors	Minimum	\$5.85	\$6.95	\$8.70	\$15.86	\$9.13	\$5.75	\$9.61	\$7.00	\$5.75
	Median	\$14.50	\$14.00	\$14.42	\$20.00	\$21.47	\$15.45	\$15.00	\$19.85	\$16.82
	Maximum	\$42.00	\$30.32	\$32.40	\$36.53	\$53.51	\$44.90	\$21.63	\$43.00	\$53.51
	Mean	\$15.66	\$14.82	\$14.91	\$21.02	\$25.05	\$16.66	\$15.45	\$20.98	\$18.11
	Mode	15	13	12	20	20	10	12	27	20
	# of Responses	225	83	115	24	121	149	16	81	814
	# Admin. Directors	305	133	188	168	188	182	21	108	1293

## Appendix C - Survey Responses

Average Wages in Head Start and Public Schools Compared to Other Employers				
		HS & PS	Other	All Types
Average Hourly Wage For Assistant Teachers	Minimum	\$6.00	\$6.00	\$6.00
	Median	\$10.00	\$8.00	\$9.00
	Maximum	\$18.00	\$25.00	\$25.00
	Mean	\$10.11	\$8.48	\$9.09
	Mode	\$10.50	\$8.00	\$8.00
	# of Responses	183	892	1,075
	# Assistant Teachers	2,818	4,688	7,506
Average Hourly Wage For Teachers	Minimum	\$6.00	\$5.85	\$5.85
	Median	\$14.00	\$9.00	\$9.75
	Maximum	\$36.60	\$36.00	\$36.60
	Mean	\$15.18	\$10.11	\$11.19
	Mode	\$15.00	\$9.00	\$9.00
	# of Responses	207	1,064	1,271
	# of Teachers	2,359	8,711	11,070
Average Hourly Wage For Teacher Directors	Minimum	\$10.50	\$5.78	\$5.78
	Median	\$15.00	\$12.50	\$13.50
	Maximum	\$45.50	\$48.00	\$48.00
	Mean	\$16.71	\$14.20	\$14.96
	Mode	\$15.00	\$11.00	\$11.00
	# of Responses	98	609	707
	# Teacher Directors	354	817	1,171
Average Hourly Wage For Admin. Directors	Minimum	\$9.13	\$5.75	\$5.75
	Median	\$20.00	\$15.00	\$16.82
	Maximum	\$53.51	\$44.90	\$53.51
	Mean	\$23.15	\$16.19	\$18.11
	Mode	\$20.00	\$15.00	\$20.00
	# of Responses	145	669	814
	# Admin. Directors	356	937	1,293

# Appendix C - Survey Responses

## Lowest Starting Salary

### Assistant Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$7.00	\$7.25	\$9.22	\$8.75	\$7.50	\$8.00
# of Responses	328	212	24	162	359	1,085
# Assistant Teachers	1,548	1,119	743	2,109	2,063	7,582
2004 Median	\$6.50	\$6.50	\$8.16	\$8.00	\$7.00	\$7.25
# of Responses	263	168	31	193	315	970
# Assistant Teachers	1145	938	908	1835	1859	6685
2001 Median	\$6.00	\$6.00	\$8.21	\$7.12	\$6.50	\$6.50
# of Responses	285	72	38	175	263	833
# Assistant Teachers	1611	1006	748	1552	1786	6703
1997 Median	\$5.00	\$4.75	\$6.76	\$6.43	\$5.25	\$5.25
# of Responses	237	128	40	47	299	751
# Assistant Teachers	1147	858	663	351	1744	4763

### Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$7.50	\$8.00	\$11.75	\$11.71	\$9.50	\$8.25
# of Responses	412	262	25	187	399	1,285
# of Teachers	3,063	3,313	711	1,725	2,436	11,248
2004 Median	\$6.50	\$7.00	\$11.32	\$12.42	\$8.00	\$7.50
# of Responses	339	218	32	197	374	1160
# of Teachers	2418	2579	969	1667	2309	9942
2001 Median	\$6.50	\$6.25	\$10.02	\$10.00	\$7.00	\$7.00
# of Responses	368	86	42	172	327	995
# of Teachers	3330	2201	734	1223	2376	9864
1997 Median	\$5.00	\$5.00	\$8.90	\$6.91	\$6.25	\$5.50
# of Responses	295	166	39	52	343	895
# of Teachers	2099	1716	646	288	2129	6878

### Teacher Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$10.00	\$10.00	\$16.38	\$13.00	\$12.19	\$11.90
# of Responses	242	136	11	86	219	694
# Teacher Directors	318	189	70	293	298	1,168
2004 Median	\$9.00	\$9.00	\$12.00	\$10.60	\$10.00	\$9.79
# of Responses	179	123	13	82	185	582
# Teacher Directors	243	210	68	231	254	1006
2001 Median	\$8.00	\$8.11	\$12.45	\$12.00	\$8.50	\$9.05
# of Responses	224	52	18	121	179	594
# Teacher Directors	368	137	137	303	362	1307
1997 Median	\$6.75	\$6.25	\$7.27	\$9.01	\$7.50	\$7.00
# of Responses	159	77	4	41	177	458
# Teacher Directors	231	113	4	99	235	682

### Administrative Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$12.00	\$12.00	\$15.92	\$18.00	\$14.40	\$13.69
# of Responses	215	195	24	113	233	780
# Admin. Directors	293	322	168	179	297	1,259
2004 Median	\$11.50	\$12.00	\$15.00	\$21.48	\$12.50	\$13.75
# of Responses	192	168	29	126	262	777
# Admin. Directors	252	208	127	174	320	1081
2001 Median	\$10.00	\$11.49	\$14.41	\$17.88	\$10.54	\$11.50
# of Responses	250	67	29	142	221	709
# Admin. Directors	372	190	98	204	328	1192
1997 Median	\$8.00	\$8.85	\$11.42	\$11.00	\$10.41	\$9.31
# of Responses	158	115	33	23	202	531
# Admin. Directors	213	171	103	32	257	776

# Appendix C - Survey Responses

## Highest Salary

### Assistant Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$8.25	\$8.50	\$12.77	\$12.00	\$9.50	\$10.00
# of Responses	328	212	23	162	359	1,084
# Assistant Teachers	1,548	1,119	730	2,109	2,063	7,569
2004 Median	\$8.00	\$7.75	\$10.95	\$10.00	\$9.00	\$9.00
# of Responses	262	169	31	193	316	971
# Assistant Teachers	1142	941	908	1835	1860	6686
2001 Median	\$7.00	\$7.50	\$9.87	\$8.76	\$8.00	\$8.00
# of Responses	282	72	38	172	263	827
# Assistant Teachers	1595	1006	748	1514	1781	6644
1997 Median	\$5.50	\$5.30	\$8.94	\$7.50	\$6.47	\$6.20
# of Responses	236	126	39	46	297	744
# Assistant Teachers	1144	850	651	341	1721	4707

### Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$10.00	\$11.00	\$18.33	\$17.00	\$13.39	\$12.00
# of Responses	412	261	25	191	397	1,286
# of Teachers	3,060	3,305	711	1,730	2,407	11,213
2004 Median	\$9.50	\$9.75	\$15.44	\$16.76	\$11.50	\$11.00
# of Responses	340	218	32	198	376	1164
# of Teachers	2427	2574	969	1669	2312	9951
2001 Median	\$8.75	\$9.35	\$15.00	\$14.00	\$10.00	\$9.78
# of Responses	364	84	42	170	327	987
# of Teachers	3284	2168	734	1208	2382	9776
1997 Median	\$7.00	\$6.75	\$12.29	\$8.34	\$8.30	\$7.25
# of Responses	296	165	40	51	340	892
# of Teachers	2098	1703	654	281	2092	6828

### Teacher Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$13.00	\$12.60	\$18.25	\$15.76	\$15.00	\$14.50
# of Responses	246	138	11	88	227	710
# Teacher Directors	322	191	70	295	307	1,185
2004 Median	\$11.00	\$11.00	\$14.00	\$13.32	\$12.00	\$12.00
# of Responses	181	125	13	87	192	598
# Teacher Directors	245	212	68	223	262	1010
2001 Median	\$10.00	\$10.00	\$14.62	\$15.00	\$10.98	\$11.32
# of Responses	220	50	17	120	183	590
# Teacher Directors	363	133	136	302	366	1300
1997 Median	\$8.00	\$7.15	\$9.04	\$10.75	\$9.00	\$8.75
# of Responses	173	79	4	44	199	499
# Teacher Directors	248	116	4	102	262	732

### Administrative Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
2007 Median	\$15.00	\$16.00	\$23.44	\$28.93	\$17.30	\$18.00
# of Responses	225	200	24	121	246	816
# Admin. Directors	305	325	168	188	311	1,297
2004 Median	\$14.18	\$14.36	\$25.38	\$25.56	\$15.00	\$16.02
# of Responses	200	175	29	146	276	826
# Admin. Directors	262	215	127	196	334	1134
2001 Median	\$12.60	\$15.45	\$18.63	\$25.70	\$16.88	\$15.45
# of Responses	236	65	29	140	226	696
# Admin. Directors	353	187	96	200	334	1170
1997 Median	\$10.00	\$11.69	\$14.50	\$14.23	\$13.00	\$12.50
# of Responses	172	128	37	23	246	606
# Admin. Directors	227	188	107	32	305	859

# Appendix C - Survey Responses

## Average Length of Employment

### Assistant Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
6 Months or Less	18%	16%	0%	0%	3%	7%
7 - 11 Months	10%	14%	0%	5%	4%	7%
One Year	26%	41%	22%	19%	23%	25%
Two Years	21%	13%	9%	20%	25%	19%
Three Years	11%	10%	29%	20%	11%	15%
Four Years	5%	2%	11%	15%	11%	9%
Five Years or More	8%	3%	28%	19%	21%	16%
Don't Know/Refused	2%	1%	0%	2%	2%	2%
# of Responses	329	212	24	163	359	1,087
# Assistant Teachers	1,549	1,119	743	2,111	2,063	7,585

### Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
6 Months or Less	6%	5%	0%	1%	2%	4%
7 - 11 Months	6%	6%	0%	7%	1%	5%
One Year	15%	25%	1%	18%	13%	17%
Two Years	20%	23%	12%	19%	14%	19%
Three Years	15%	16%	17%	14%	14%	15%
Four Years	10%	6%	18%	9%	5%	8%
Five Years or More	28%	19%	56%	31%	51%	33%
Don't Know/Refused	0%	0%	0%	1%	1%	0%
# of Responses	414	262	25	191	402	1,294
# Teachers	3,068	3,313	711	1,730	2,448	11,270

### Teacher Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
6 Months or Less	6%	7%	0%	2%	4%	4%
7 - 11 Months	3%	3%	0%	1%	3%	2%
One Year	8%	14%	11%	4%	11%	9%
Two Years	13%	19%	0%	12%	8%	12%
Three Years	10%	9%	0%	18%	11%	11%
Four Years	8%	6%	1%	17%	12%	11%
Five Years or More	49%	42%	87%	44%	47%	48%
Don't Know/Refused	3%	1%	0%	2%	4%	3%
# of Responses	278	158	11	91	241	779
# Teacher Directors	355	213	70	299	322	1,259

### Administrative Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
6 Months or Less	5%	4%	0%	2%	3%	3%
7 - 11 Months	2%	5%	0%	2%	2%	2%
One Year	6%	11%	1%	7%	10%	8%
Two Years	8%	12%	0%	18%	9%	9%
Three Years	5%	12%	9%	10%	7%	8%
Four Years	4%	9%	4%	7%	7%	6%
Five Years or More	68%	45%	86%	53%	61%	61%
Don't Know/Refused	2%	3%	0%	3%	2%	2%
# of Responses	276	221	25	129	265	916
# Admin. Directors	362	352	169	196	333	1,412

## Appendix C - Survey Responses

### Average Length of Employment in Head Start and Public Schools Compared to Other Employers

		HS & PS	Other	All Types
Average Length Assistant Teacher Employment	One Year or Less	24%	47%	39%
	Two Years	17%	21%	19%
	Three Years	22%	11%	15%
	Four Years	14%	7%	9%
	Five Years or More	21%	13%	16%
	Don't Know/Refused	1%	2%	2%
	# of Responses	187	900	1,087
	# Assistant Teachers	2,854	4,731	7,585
Average Length Teacher Employment	One Year	19%	27%	26%
	Two Years	17%	19%	19%
	Three Years	15%	15%	15%
	Four Years	11%	7%	8%
	Five Years or More	38%	31%	33%
	Don't Know/Refused	1%	0%	0%
	# of Responses	216	1,078	1,294
	# Teachers	2,441	8,829	11,270
Average Length Teacher Director Employment	One Year	8%	19%	15%
	Two Years	9%	13%	12%
	Three Years	15%	10%	11%
	Four Years	14%	9%	11%
	Five Years or More	52%	47%	48%
	Don't Know/Refused	2%	3%	3%
	# of Responses	102	677	779
	# Teacher Directors	369	890	1,259
Average Length Administrative Director Employment	One Year	6%	16%	13%
	Two Years	10%	9%	9%
	Three Years	9%	8%	8%
	Four Years	5%	7%	6%
	Five Years or More	68%	58%	61%
	Don't Know/Refused	1%	2%	2%
	# of Responses	154	762	916
	# Admin. Directors	365	1,047	1,412

# Appendix C - Survey Responses

## Minimum Level of Education Required

### Assistant Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Educational Requirement	17%	17%	0%	17%	15%	15%
High School or GED	78%	81%	78%	58%	75%	72%
Some College	5%	1%	22%	25%	7%	12%
College Grad	0%	0%	0%	0%	1%	0%
Don't Know / Refused	0%	0%	0%	0%	2%	1%
# of Responses	329	212	24	163	359	1,087
# Assistant Teachers	1,549	1,119	743	2,111	2,063	7,585

### Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Educational Requirement	1%	0%	0%	6%	1%	1%
High School or GED	84%	94%	24%	48%	56%	72%
Some College	11%	4%	76%	14%	27%	17%
College Grad	4%	2%	0%	33%	14%	10%
Don't Know / Refused	0%	0%	0%	0%	2%	0%
# of Responses	414	262	25	191	402	1,294
# Teachers	3,068	3,313	711	1,730	2,448	11,270

### Teacher Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Educational Requirement	1%	0%	0%	0%	0%	0%
High School or GED	49%	58%	56%	38%	30%	43%
Some College	31%	33%	37%	36%	40%	35%
College Grad	18%	8%	7%	25%	30%	20%
Don't Know / Refused	1%	0%	0%	0%	1%	1%
# of Responses	278	158	11	91	241	779
# Teacher Directors	355	213	70	299	322	1,259

### Administrative Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Educational Requirement	0%	0%	0%	0%	0%	0%
High School or GED	41%	54%	22%	24%	28%	36%
Some College	31%	32%	47%	14%	26%	30%
College Grad	27%	14%	31%	62%	44%	33%
Don't Know / Refused	1%	0%	0%	0%	2%	1%
# of Responses	276	221	25	129	266	917
# Admin. Directors	362	352	169	196	334	1,413

# Appendix C - Survey Responses

## Hourly Wages By Minimum Required Education

		Minimum Level Education					All Types
		None	HS or GED	Some College	College Grad	Don't Know / Refused	
Hourly Wage For Assistant Teachers	Minimum	\$6.00	\$6.00	\$6.50	\$6.42	\$6.75	\$6.00
	Median	\$8.00	\$9.00	\$10.50	\$12.00	\$9.50	\$9.00
	Maximum	\$13.00	\$25.00	\$17.50	\$19.00	\$15.00	\$25.00
	Mean	\$8.25	\$9.04	\$10.35	\$11.44	\$10.52	\$9.09
	Mode	\$8.15	\$8.00	\$10.50	\$6.42	\$15.00	\$8.00
	# of Responses	179	782	103	6	5	1,075
	# Assistant Teachers	1,127	5,404	927	20	28	7,506
Hourly Wage For Teachers	Minimum	\$8.50	\$6.00	\$5.85	\$8.30	\$10.00	\$5.85
	Median	\$9.00	\$9.00	\$13.05	\$20.00	\$11.00	\$9.75
	Maximum	\$12.35	\$36.00	\$31.00	\$36.60	\$11.00	\$36.60
	Mean	\$9.49	\$9.67	\$13.42	\$19.58	\$10.72	\$11.19
	Mode	\$9.00	\$9.00	\$15.00	\$20.00	\$11.00	\$9.00
	# of Responses	7	864	225	173	2	1,271
	# of Teachers	154	8,016	1,875	986	39	11,070
Hourly Wage For Teacher Directors	Minimum	\$5.78	\$5.78	\$6.00	\$7.00	\$12.00	\$5.78
	Median	\$7.89	\$12.50	\$13.40	\$18.75	\$20.00	\$13.50
	Maximum	\$10.00	\$27.00	\$32.12	\$48.00	\$22.00	\$48.00
	Mean	\$7.89	\$12.84	\$14.30	\$20.56	\$18.08	\$14.96
	Mode	\$5.78	\$15.00	\$11.00	\$38.45	\$20.00	\$11.00
	# of Responses	2	295	215	189	6	707
	# Teacher Directors	2	500	425	238	6	1,171
Hourly Wage For Admin. Directors	Minimum	0	\$5.75	\$5.85	\$6.75	\$9.50	\$5.75
	Median	0	\$14.42	\$16.00	\$20.20	\$19.81	\$16.82
	Maximum	0	\$53.51	\$44.90	\$44.90	\$25.00	\$53.51
	Mean	0	\$15.03	\$16.81	\$22.81	\$18.10	\$18.11
	Mode	0	\$20.00	\$20.25	\$19.26	\$9.50	\$20.00
	# of Responses	0	283	219	309	3	814
	# Admin. Directors	0	473	398	419	3	1,293

# Appendix C - Survey Responses

## Level of Education Attained

### Assistant Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
Masters Degree	2%	0%	0%	1%	1%	1%
Bachelors Degree	6%	2%	1%	8%	12%	7%
AA Degree	5%	3%	6%	19%	8%	8%
C.D.A.	5%	3%	21%	8%	4%	5%
No Degree / No C.D.A.	79%	90%	72%	64%	71%	76%

### Teachers:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
Masters Degree	6%	5%	1%	21%	8%	9%
Bachelors Degree	15%	13%	16%	40%	29%	23%
AA Degree	12%	11%	47%	14%	18%	15%
C.D.A.	10%	7%	30%	7%	9%	9%
No Degree / No C.D.A.	58%	64%	5%	20%	35%	45%

### Teacher Directors:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
Masters Degree	12%	6%	9%	24%	17%	14%
Bachelors Degree	23%	19%	39%	43%	39%	30%
AA Degree	21%	24%	36%	15%	19%	20%
C.D.A.	11%	10%	11%	8%	9%	10%
No Degree / No C.D.A.	32%	41%	4%	11%	18%	27%

### Administrative Directors

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
Masters Degree	16%	9%	23%	59%	27%	24%
Bachelors Degree	28%	28%	42%	26%	38%	31%
AA Degree	19%	23%	26%	8%	20%	19%
C.D.A.	8%	7%	2%	2%	9%	7%
No Degree / No C.D.A.	28%	33%	7%	8%	20%	23%

## Appendix C - Survey Responses

### Educational Attainment by Specific Type of Employer

	For Profit < 4 Sites	For Profit 4+ Sites AZ	For Profit 4+ Sites US	Head Start	Schools	Religious Org.	YMCA	Other Non-Profit	All Types
Assistant Teachers No Degree	79%	88%	91%	72%	64%	70%	80%	72%	76%
Assistant Teachers With CDA	5%	2%	3%	21%	8%	4%	3%	3%	5%
Teachers With Masters Degree	6%	7%	3%	1%	21%	7%	3%	10%	9%
Teachers With Bachelors Degree	15%	17%	10%	16%	40%	29%	13%	31%	23%
Teachers With AA Degree	12%	10%	12%	47%	14%	21%	17%	15%	15%
Teachers No Degree	58%	60%	67%	5%	20%	34%	63%	32%	45%
Teachers With CDA	10%	6%	8%	30%	7%	8%	5%	12%	9%
Teacher Directors With Masters Degree	12%	8%	4%	9%	24%	13%	29%	21%	14%
Teacher Directors With Bachelors Degree	23%	17%	20%	39%	43%	37%	44%	42%	30%
Teacher Directors With AA Degree	21%	23%	24%	36%	15%	21%	59%	9%	20%
Teacher Directors No Degree	32%	42%	40%	4%	11%	18%	33%	17%	27%
Teacher Directors With CDA	11%	9%	11%	11%	8%	8%	23%	8%	10%
Admin. Directors With Masters Degree	16%	11%	7%	23%	59%	27%	0%	32%	24%
Admin. Directors With Bachelors Degree	28%	29%	28%	42%	26%	43%	25%	31%	31%
Admin. Directors With AA Degree	19%	18%	26%	26%	8%	23%	22%	13%	19%
Admin. Directors No Degree	28%	35%	32%	7%	8%	20%	21%	19%	23%
Admin. Directors With CDA	8%	6%	8%	2%	2%	10%	20%	6%	7%

# Appendix C - Survey Responses

## Benefits Available to Full Time Employees

### Reduced Child Care Fees:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	11%	2%	92%	34%	13%	22%
Yes	89%	98%	8%	65%	87%	78%
Don't Know / Refused	0%	0%	0%	1%	0%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Unpaid Maternity Leave:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	18%	10%	0%	17%	22%	14%
Yes	82%	90%	100%	82%	77%	85%
Don't Know / Refused	1%	0%	0%	1%	1%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Paid Maternity Leave:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	90%	78%	60%	49%	70%	73%
Yes	9%	22%	40%	50%	29%	26%
Don't Know / Refused	1%	0%	0%	1%	1%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Retirement Plan:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	77%	47%	0%	5%	43%	43%
Yes	23%	53%	100%	95%	54%	57%
Don't Know / Refused	0%	0%	0%	0%	2%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Pay Registration For Workshops:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	21%	38%	0%	5%	9%	18%
Yes	79%	62%	100%	95%	90%	81%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Tuition Reimbursement:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	63%	40%	4%	43%	48%	44%
Yes	37%	60%	96%	57%	50%	56%
Don't Know / Refused	0%	0%	0%	0%	2%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

# Appendix C - Survey Responses

## Leave and Insurance for Full Time Employees

### Paid Vacation:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	15%	2%	1%	6%	7%	7%
Yes	23%	11%	24%	2%	9%	14%
Personal Time Off	61%	87%	75%	93%	84%	79%
Don't Know /Refused	1%	0%	0%	0%	1%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Paid Sick Leave:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	34%	6%	0%	2%	9%	13%
Yes	5%	7%	25%	5%	7%	8%
Personal Time Off	61%	87%	75%	93%	84%	79%
Don't Know / Refused	1%	0%	0%	0%	0%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Paid Holidays:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	32%	8%	0%	6%	9%	13%
Yes	68%	91%	100%	91%	90%	86%
Don't Know / Refused	0%	1%	0%	4%	1%	1%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Health Insurance:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Insurance	59%	11%	0%	4%	27%	24%
Full or Part Paid for Emp. & Dep.	17%	60%	37%	29%	40%	37%
Full or Part Paid for Emp. Only	20%	20%	62%	66%	30%	34%
Available Unpaid	4%	9%	0%	1%	2%	4%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Dental Insurance:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Insurance	67%	17%	0%	7%	34%	30%
Full or Part Paid for Emp. & Dep.	13%	54%	37%	28%	38%	34%
Full or Part Paid for Emp. Only	14%	16%	44%	50%	17%	24%
Available Unpaid	6%	13%	18%	13%	10%	11%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

### Life Insurance:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Insurance	79%	34%	1%	7%	44%	40%
Full or Part Paid for Emp. & Dep.	8%	34%	38%	23%	24%	24%
Full or Part Paid for Emp. Only	6%	16%	61%	55%	23%	26%
Available Unpaid	7%	16%	0%	15%	8%	10%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	409	262	25	192	382	1,270
# Full Time Employees	3,716	3,935	1,690	2,084	2,766	14,191

# Appendix C - Survey Responses

## Benefits Available to Part Time Employees

### Reduced Child Care Fees:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	21%	13%	0%	29%	20%	22%
Yes	79%	87%	0%	71%	80%	78%
Don't Know / Refused	0%	0%	0%	0%	0%	0%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Unpaid Maternity Leave:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	27%	17%	0%	32%	27%	27%
Yes	72%	83%	0%	67%	72%	72%
Don't Know / Refused	1%	0%	0%	1%	1%	1%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Paid Maternity Leave:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	91%	88%	0%	84%	89%	88%
Yes	8%	12%	0%	16%	10%	12%
Don't Know / Refused	1%	0%	0%	0%	1%	0%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Retirement Plan:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	87%	72%	0%	28%	69%	61%
Yes	13%	28%	0%	72%	30%	39%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Pay Registration For Workshops:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	25%	41%	0%	15%	12%	20%
Yes	75%	59%	0%	85%	88%	80%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Tuition Reimbursement:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	70%	56%	0%	57%	52%	58%
Yes	30%	44%	0%	43%	48%	42%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

# Appendix C - Survey Responses

## Leave and Insurance for Part Time Employees

### Paid Vacation:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	45%	53%	0%	44%	36%	43%
Yes	13%	6%	0%	0%	5%	5%
Personal Time Off	37%	39%	0%	49%	57%	48%
Don't Know / Refused	4%	2%	0%	6%	2%	4%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Paid Sick Leave:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	55%	52%	0%	38%	37%	44%
Yes	3%	7%	0%	6%	4%	5%
Personal Time Off	37%	39%	0%	49%	57%	48%
Don't Know / Refused	4%	2%	0%	0%	2%	4%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Paid Holidays:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No	53%	57%	0%	45%	42%	48%
Yes	46%	43%	0%	50%	57%	50%
Don't Know / Refused	1%	0%	0%	5%	1%	2%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Health Insurance:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Insurance	84%	75%	0%	72%	78%	77%
Full or Part Paid for Emp. & Dep.	10%	17%	0%	9%	11%	11%
Full or Part Paid for Emp. Only	4%	3%	0%	12%	7%	7%
Available Unpaid	2%	5%	0%	6%	3%	4%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Dental Insurance:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Insurance	88%	76%	0%	76%	81%	80%
Full or Part Paid for Emp. & Dep.	7%	16%	0%	9%	10%	10%
Full or Part Paid for Emp. Only	2%	2%	0%	7%	4%	4%
Available Unpaid	2%	6%	0%	8%	5%	5%
Don't Know / Refused	0%	0%	0%	0%	1%	0%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

### Life Insurance:

	For Profit <4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Non-Profit	All Types
No Insurance	90%	81%	0%	74%	84%	82%
Full or Part Paid for Emp. & Dep.	7%	9%	0%	7%	6%	7%
Full or Part Paid for Emp. Only	1%	3%	0%	7%	3%	4%
Available Unpaid	2%	6%	0%	11%	5%	7%
Don't Know / Refused	0%	1%	0%	0%	1%	1%
# of Responses	347	226	0	131	358	1,062
# Part Time Employees	1,581	1,047	0	2,239	2,376	7,243

# Appendix C - Survey Responses

## Selected Benefits for Full Time Employees in Head Start and Public Schools Compared to Other Employees

		HS & PS	Other	All Types
Paid Vacation For Full Time Staff	No	4%	8%	7%
	Yes	11%	15%	14%
	PTO	85%	77%	79%
	Don't Know / Refused	0%	1%	0%
	# of Responses	219	1,057	1,276
	# Full Time Employees	3,779	10,445	14,224
Paid Sick Leave For Full Time Staff	No	1%	17%	13%
	Yes	14%	6%	8%
	PTO	85%	77%	79%
	Don't Know / Refused	0%	0%	0%
	# of Responses	219	1,057	1,276
	# Full Time Employees	3,779	10,445	14,224
Paid Holidays For Full Time Staff	No	3%	17%	13%
	Yes	95%	83%	86%
	Don't Know / Refused	2%	1%	1%
	# of Responses	217	1,053	1,270
	# Full Time Employees	3,774	10,417	14,191
	Health Ins Benefits For Full Time Staff	No Insurance	2%	32%
Full or Part Paid for Emp. & Dep.		33%	39%	37%
Full or Part Paid for Emp. Only		64%	23%	34%
Available Unpaid		0%	5%	4%
Don't Know / Refused		0%	0%	0%
# of Responses		217	1,053	1,270
# Full Time Employees		3,774	10,417	14,191
Dental Ins Benefits For Full Time Staff	No Insurance	4%	39%	30%
	Full or Part Paid for Emp. & Dep.	32%	35%	34%
	Full or Part Paid for Emp. Only	48%	15%	24%
	Available Unpaid	16%	10%	11%
	Don't Know / Refused	0%	0%	0%
	# of Responses	217	1,053	1,270
	# Full Time Employees	3,774	10,417	14,191