

Texas Early Childhood Workforce Compensation Study

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INTRODUCTION

The Texas Early Childhood Workforce Compensation Study provides objective evidence regarding the compensation and retention rates of child care professionals in Texas. Sponsored by the Texas Early Learning Council, data collection and analysis were conducted by researchers at the University of Texas at Austin's Child and Family Research Institute and the Ray Marshall Center. Data were collected from center providers (n=679), center directors (n=227) and home providers (n=294) via telephone and mail surveys. Surveys captured information on child care professional demographic characteristics, work history, compensation, benefits, and retention-related factors. Results were analyzed using descriptive statistics and weighted based on a non-response weighting scheme to correct for low response rates. Findings from this study suggest that Texas child care professionals are not well paid, despite their many years of experience and commitment to the child care labor force. Geographic patterns in the outcomes documented here suggest some differences can be traced to urban-rural distinctions, as expected, but also, interesting differences emerge among child care workforces in the handful of large metropolitan areas that characterize the state of Texas.

LITERATURE REVIEW

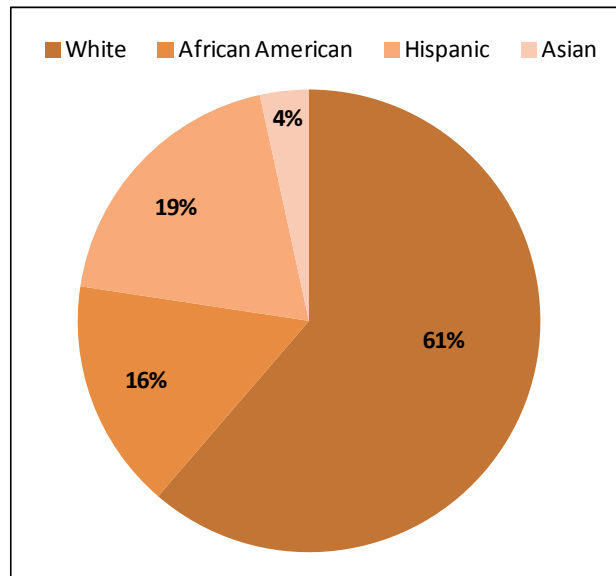
Approximately 12.7 million American children under age five receive an average of 35 hours of child care each week (U.S. Census Bureau, 2010). With more than 58% of mothers with children under the age of six in the workforce (Cornille, Mullis, Mullis, & Shriner, 2006), many families rely on child care providers in order to maintain employment. Despite the need and demand for child care services, child care providers generally earn low wages and have little benefits (Cornille et al., 2006, p. 631). As such, employee turnover in the child care workforce is reportedly high. High turnover is associated with compromised development of children and lower-quality service (Helburn, 1995; Howes & Hamilton, 1993; Howes, Phillips, & Whitebook, 1992; Phillips, Mekos, Scarr, McCartney, & Abbott-Shinn, 2000; Whitebook & Sakai, 2003; Whitebook, Sakai, & Howes, 1997). Thus, high turnover and low wages are crucial issues related to child development. This literature review examines the characteristics of the child care workforce, compensation and retention issues, both nationally and among Texas providers, in order to inform the development of a survey for Texas child care professionals.

Child Care Workforce Nationwide

In the United States, approximately 2.3 million individuals earn a living caring for children under the age of five (National Association of Child Care Resource & Referral Agencies [NACCRRA], 2012). The child care workforce is diverse in terms of its education, training and work settings. The child care workforce contains child care providers who are formally trained in child care and/or early childhood education as well as providers who do not have formal training. Providers may work in their own homes, homes run by other providers or centers. As such, some providers are business owners with the responsibility of managing a home-based or center-based child care program while other providers are employees of those programs.

Demographics. While there is diversity in the child care workforce in relation to education and job setting, there is little diversity in terms of gender. Approximately 94.7% of the child care workforce is female (Bureau of Labor Statistics, 2011). For home-based child care providers, 99% of the providers are women (NACCRRRA, 2012). In terms of race, 61% of the child care workforce is White, 16% is African American, 19.1% is Hispanic and 3.4% is Asian.

Figure 1. Race of Child Care Professionals Nationwide



Source: Bureau of Labor Statistics, 2011

Education. The education and training of child care professionals have been linked to positive outcomes for children in child care (NACCRRRA, 2012). Specialized training signals a commitment by child care professionals to early education and generally indicates greater intentionality or sense of purpose with their work (NACCRRRA, 2012; the concept of intentionality is discussed in greater detail below). In a study of over 200 family child care professionals, education and training was the strongest predictor of quality care, accounting for the providers' experience, group size, and the ratio of children to adults (Burchinal, Howes, and Kontos, 2002).

Unlike other industrialized countries which consider teacher training and education prior to employment in child care settings essential (Olmsted & Montie, 2001), the U.S. has yet to adopt minimum educational standards for those who provide child care (Gable, Rothrauff, Thornburg, Mauzy, 2007). In fact, only 13 states require child care professionals to have pre-service training in early

childhood education before working in the field, and 32 states require only a high school diploma for lead teachers (NACCRRRA, 2012). Additionally, 14 states do not require any pre-service training for family child care providers prior to licensing (NACCRA, 2012). Despite the lack of education requirements, many providers do have education or training in early childhood education. The Center for the Child Care Workforce (2002) estimates that 55% of home-based child care providers have obtained some form of college education while an estimated 80% of center-based providers have taken some college-level coursework, not necessarily in early childhood education.

Many states have begun to utilize career development systems to create incentives for child care professionals, such as cash incentives like the Workforce Incentive Project (WIN), North Carolina's Child Care WAGE\$ Project and the Bay Area Child-Care Retention Incentive Evaluation (Gable et al., 2007). These programs encourage educational attainment through financial incentives and reduced turnover rates within the child care workforce (Gable et al., 2007, p. 365).

Work Settings. Child care providers generally work in either centers or family child care homes. There are 231,705 family child care homes ("homes") in the U.S. Home providers care for children in their own home or they are employed to work in someone else's home. They maintain traditional work hours and are charged with ensuring their homes and staffs meet all regulations for their area (Bureau of Labor Statistics, 2011). In addition to the daily functions of the child care facility, home-based providers are often also responsible for maintaining the purchasing, advertising and accounting roles of their facilities (Bureau of Labor Statistics, 2011).

There are 119,550 child care centers in the U.S. Child care providers who work in centers generally work in larger-scale facilities in a more formal setting (Bureau of Labor Statistics, 2011). Additionally, many facilities offer extended hours and drop-in care for children who are not enrolled in the facility. Center providers are also charged with maintaining all regulations for staff and educational standards.

Compensation

Despite the high demand for child care services, child care professionals generally receive low rates of compensation. The child care workforce is dominated by women, and women are generally paid less than men. Further, child care is often viewed as an extension of traditional “women’s work” and thus, it is not considered a profession by society (Tuominen, 2003).

Table 1. Child Care Professional Compensation

	Texas	United States	Poverty level (Family of three)
Median hourly wage	\$9.16	\$10.25	-----
Median annual salary	\$19,050	\$21,320	\$18,530

*(BLS, 2011)

Salary. Table 1 directly above compares the hourly wages and annual salary rates for child care professionals in Texas and the United States. The U.S. Bureau of Labor Statistics (BLS, 2011) reports that nationally, child care professionals earn a median hourly wage of \$10.25 and a median annual salary of \$21,320. In Texas, which has one of the highest employment levels of child care professionals due to its size, the median hourly wage is \$9.16 and the median annual salary is \$19,050. Compensation in Texas is below the national median rates. Both the Texas and national median rates are close to the poverty line for a family of three, which is \$18,530 per year (BLS, 2011).

Providers of pre-kindergarten education in homes and centers earn significantly less than professionals in other education settings. Public school pre-kindergarten teachers earn a median hourly wage of \$19.46 or \$43,130 a year (BLS, 2011).

Benefits. According to Whitebook and Sakai (2003), there are many factors that improve child care workforce stability, such as job benefits. However, compared to available data regarding

compensation, less is known regarding the benefits child care professionals receive, such as health insurance and retirement benefits. A 2002 study of the Kansas workforce suggests that only 41% of child care professionals receive partially or fully paid health benefits. The benefits received by professionals in that study were characterized as “minimal and inconsistent” (NACCRRRA, 2012).

In addition to traditional benefits, another benefit for child care professionals may be accessibility for child care for their own children. For instance, many child care professionals care for their own children in the facilities in which they work. These arrangements may or may not include free or discounted rates (Chronicle Guidance Publications, 2006). For home providers, they may be able to provide care for their own children while running a business.

Retention

In the child care profession, turnover is high and a large number of professionals leave the field entirely to enter other professions. A longitudinal study by Whitebook and Sakai (2003) suggests that when providers left a center, only half continued to work in child care. The providers who left the field subsequently worked in a wide variety of occupations including high tech industries, retail and other human services.

Turnover Rates. Unfortunately, quality, stable caregiving is continuously threatened by high turnover rates among child care professionals. The annual turnover rate for child care professionals is estimated to be between 30% and 40% (Baumgartner, Carson, Apavaloaie, & Tsouloupas, 2009; Whitebook & Sakai, 2003). Turnover in child care centers far exceeds that of other teaching settings. For example, turnover rates of center-based child care providers are more than four times greater than the 7% rate found among elementary school teachers (Whitebook & Sakai, 2003).

Factors Related to Turnover. There are multiple factors that may influence a provider’s decision to leave their position. Salary is often noted as a key contributing factor to turnover (Cornille et al., 2006). Child care professionals’ wages are lower than other occupations with similar education levels

and thus, neither education nor experience are adequately rewarded through salary (Cornille et al., 2006). If child care professionals have other job opportunities, particularly if they are highly trained, they are likely to leave their position (Whitebook & Sakai, 2003). Turnover might also be impacted by poor health insurance and other employee benefits, and lack of supplies and equipment (Cornille et al., 2006; Holochwost, DeMott, Buell, Yannetta & Amsden, 2009). The availability of health, disability, and pension benefits are associated with long term commitment to a child care job (Holochwost et al., 2009). Finally, opportunities for educational advancement that are supported by the employer are related to decreased likelihood of turnover (Holochwost et al., 2009).

Personal characteristics also influence turnover, particularly when they interact with workplace factors such as low pay and benefits (Holochwost et al., 2009). A statewide survey of child care professionals in a small mid-Atlantic state found that married providers intended to remain in the field longer, as did older and more experienced providers. Young college students or graduates with credits unrelated to the field are at particular risk of leaving the field.

Work related stress is a chief factor explaining high employee turnover in the child care industry (Baumgartner et al., 2009). Stress factors for child care professionals include low wages, poor benefits and difficult working conditions combined with high expectations (Goelman & Guo, 1998). Child care professionals are expected to both plan and implement curricula, communicate with parents and provide for the children's daily needs in terms of meals, diapering and emotional support (Goelman & Guo, 1998). Being pulled in so many directions leads to child care provider depersonalization, lack of sense of accomplishment and emotional exhaustion (Manlove, 1994).

Personal factors such as education level, social support, specific personality constructs, age, and job tenure are described as moderators of stress (Barford, 2010; Goelman & Guo, 1998; Todd & Deery-Schmitt, 1996). Child care professionals who had lower levels of the aforementioned characteristics and have challenges in coping with stress were seen to experience higher levels of burnout (Barford, 2010;

Goelman & Guo, 1998; Manlove, 1993). In particular, providers with lower education levels who were also caring for their own preschool age children experience high stress levels (Todd & Deery-Schmitt, 1996). Additionally, those providers with lower education levels who have fewer training opportunities experience high stress levels.

Organizational and work related conditions are also stressors for child care professionals. Specifically, job demands, job control, and job resources create stress for child care providers (Curbow, Spratt, Ungaretti, McDonnell, & Breckler, 2000). For instance, working conditions including noise, isolation from other adults and diminished privacy are work related stressors for child care professionals (Baumgartner et al., 2009; Todd & Deery-Schmitt, 1996). Non-instructional activities such as paperwork have also been noted as a stressor (Baumgartner et al., 2009). Lack of social support in the workplace can be another stressor (Goelman & Guo, 1998; Hamre & Pianta, 2004), particularly for those who work from their homes (Curbow et al., 2000). Home-based child care providers may experience additional feelings of isolation from other adults because they often lack colleagues.

Intentionality: Why Providers Stay. An important aspect in understanding retention is intentionality, a multi-dimensional construct that reflects providers' commitment to and sense of purpose regarding their work, specifically through their commitment to educating young children (Doherty, Forer, Lero, Golman & LaGrange, 2006). This commitment and purpose ties them to the profession despite low wages, benefits, and work-related stressors (Gerstenblatt et al, 2012). Ultimately, provider motivation and intentionality have been found to be robust predictors of intention to stay in the field (Torquati, Raikes, & Huddleston-Casas, 2007).

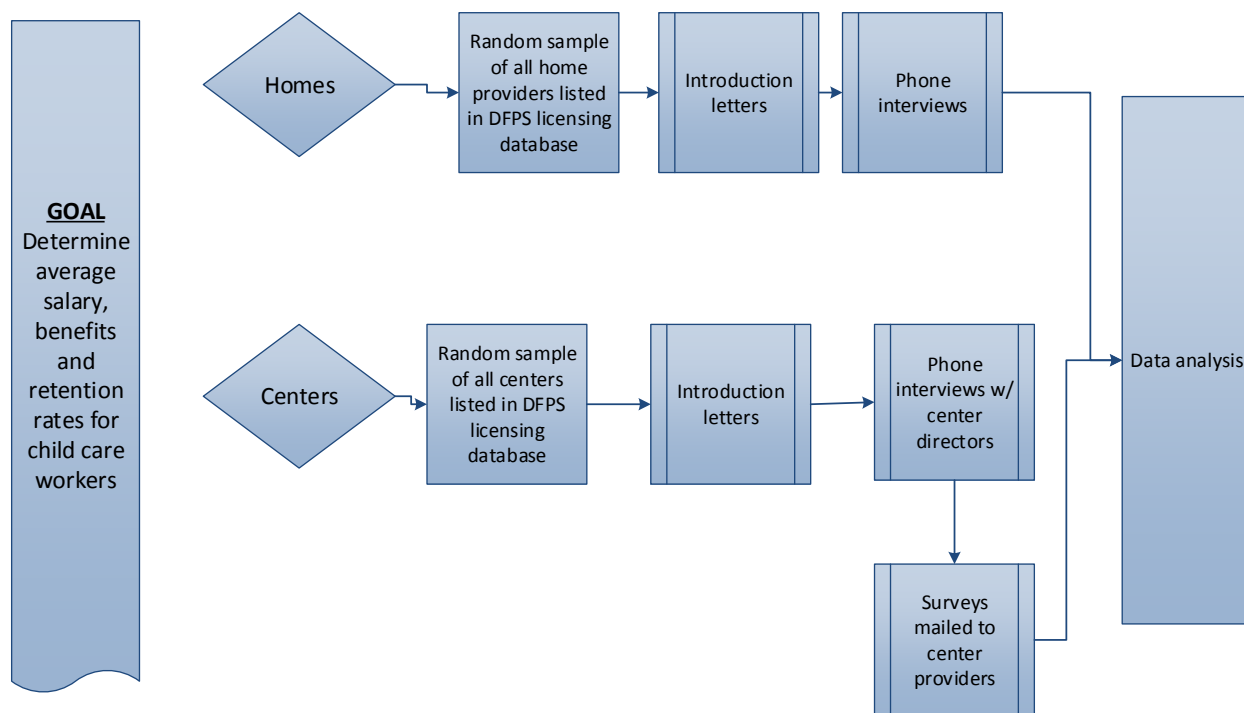
Summary

In summary, studies have shown that the national child care workforce is characterized by low wages and high turnover. Child care professionals are overwhelmingly female, and their education and training vary widely. Benefits available to child care professionals are spotty. High turnover is often the result of these factors, whether defined as those leaving a given facility or leaving the profession entirely, but it can be moderated by feelings of intentionality or commitment to one's work. Next we present the methodology for this study of the Texas child care workforce.

METHOD

The purpose of this project was to conduct a survey to provide reliable and current estimates of compensation and retention rates of child care professionals in Texas. Figure 2 provides an overview of the survey methodology.

Figure 2. Methodology Overview



Sampling

Home Sample. In the case of home-based providers, a stratified random sample was drawn from an online, public list of all home providers available through the child care licensing division at the Texas Department of Family and Protective Services (DFPS). The sample was stratified by type of home: licensed or registered. Listed homes, which are not subject to licensing requirements, were not included in the sample. The sample was drawn from the list as it existed on June 6, 2012. A statewide sample of

1,000 home providers was randomly selected, including 773 registered homes and 227 licensed homes. A total of 294 home providers (87 licensed and 207 registered) completed the survey. The response rate to this portion of the survey was 29.4%. The majority of providers who did not complete the survey were considered non-responsive in that multiple attempts were made to reach them, but no response was received. Only a small number of providers refused to participate in the study.

Center Sample. As there is not a readily available list of child care professionals who work in centers, a different sampling approach was used for centers. A random sample of 670 centers was selected from the DFPS registry database on June 6, 2012. Based on the number of employees, directors were then sent paper copies of surveys for the providers at that center. Centers that were Head Start/Early Head Start (HS/EHS) programs and centers that did not offer regular child care were excluded from the sample. Head Start/Early Head Start centers were excluded both at the creation of the sample, and by the inclusion of additional questions to ensure that all HS/EHS centers were removed.¹ A total of 227 centers and 679 center providers participated in the survey. The response rate for centers was 33.9%. As the exact number of potential center providers is not known, it is not possible to calculate a response rate for center providers. The majority of center directors who did not complete the survey were considered non-responsive in that multiple attempts were made to reach them, but no response was received. Only a small number of directors refused to participate in the study.

Table 2 below outlines the minimum standards for care professionals in child care centers, and home-based care. Home-based providers are subject to these regulations when they provide care for at least four hours a day, three or more days a week, and for more than nine consecutive weeks.

¹ Information on HS/EHS provider salary and retention information for the aggregate of HS/EHS providers is available through the Office of Head Start Program Information Report (PIR) which provides comprehensive data on the services, staff, children, and families served by HS/ESH programs nationwide. All grantees and delegates are required to submit Program Information Reports for HE/EHS programs. Information from the PIR is included in the results and discussion sections of this paper.

Table 2. Licensed, Registered and Listed Day Care Home Minimum Requirements

Characteristic	Center	Licensed Home	Registered Home	Listed Home
Number and ages of children unrelated to the caregiver	13 or more children aged younger than 14 years old	7-12 children - aged younger than 14 years old	Up to 6 children aged younger than 14 years old & after school care for up to 6 additional children	1-3 children - aged younger than 14 years old
Minimum Standards	Must be met at the time of the on-site inspection prior to receiving license	Must be met at the time of the on-site inspection prior to receiving license	Must be met at the time of the on-site inspection prior to receiving registration certificate	No Minimum Standards requirement. No on-site inspection prior to receiving listed certificate
Inspections	At least once every 12 months and in response to allegations of child abuse or neglect	At least once every 12 months and in response to allegations of child abuse or neglect	Every 1-2 years and in response to allegations of child abuse or neglect	No inspection unless responding to allegations of child abuse or neglect
Primary Care Provider orientation and training	Orientation, 8 hours pre-service and 15 annual hours of training	Provider must complete license orientation & 20 annual training hours	Provider must complete license orientation & 20 annual training hours	No orientation nor training requirements
Background check	Clearance required	Clearance required	Clearance required	Clearance required
Minimum Primary Care Provider Age requirement	18	21	21	18

Source: Texas Department of Family and Protective Services, Child Care Licensing Minimum Requirements.

Data Collection

Homes. In prior studies surveying home providers, online surveys and paper surveys were found to yield extremely low response rates. Therefore, home providers were interviewed over the phone to increase participation. Phone interviews were conducted at the call center located at the Child and Family Research Institute at The University of Texas at Austin. The call center consisted of eleven interviewers with experience conducting interviews with child care providers. Every interviewer was bilingual. Two interviewers were fluent in Vietnamese and the remaining interviewers were fluent in Spanish. The call center operated from 8 AM to 7 PM, with evening calls primarily made to homes.

Providers were divided into three “blocks” to better manage calls. Home providers were sent an introductory letter approximately one week prior to being called by an interviewer. Copies of introduction letters in English, Spanish and Vietnamese are available in Appendices A and D. Calls were managed by a computer assisted telephone interviewing system (CATI). Providers were called on multiple occasions, twice in the morning and twice in the afternoon, before being removed from the sample as a non-response. Interviews lasted approximately 15 minutes. Providers were compensated for their participation in the survey. For those providers in block one of the survey, \$15 gift cards were provided. For providers in blocks two and three of the survey, participants who completed interviews were entered into a drawing to win one of ten \$200 gift cards to Lakeshore Learning, an educational store for teachers. The change in compensation was due to budgetary issues, and subsequent analysis showed no significant difference in response rates.

Centers. The methodology for surveying centers was more complex and involved interviewing both center directors and care providers at that center. From the random sample of centers, directors of centers were contacted for a phone interview. They were sent an introductory letter (Appendix D) approximately one week prior to being contacted. If center directors agreed to participate, a 15 minute phone interview was conducted. At the end of the survey, directors were asked to have their staff complete paper surveys. Surveys were mailed to centers with individual packets for each center care provider. Packets were stamped with a study identification number to track surveys returned from each center. Packets contained a paper copy of the survey and a self-addressed stamped envelope for each provider to mail their survey back separately. Providers mailed their own surveys back in order to enhance their sense of the confidentiality of their responses.

Centers, center directors and center providers were compensated for their participation in the survey. As with home providers, the means of compensation changed after block one of the surveys due to budgetary issues. In block one of the survey, center directors and center providers were

compensated with \$15 gift cards for completing the survey. Centers were provided \$5 gift cards for each provider from their center who completed the survey. For blocks two and three, center directors and center providers were entered into a drawing to win one of ten \$200 gift cards. Centers received one entry into a drawing for each center provider who completed a survey. Five centers were chosen to receive a \$400 gift card. In an analysis of response rates of the two different incentive structures, the response rate was slightly higher for providers entered into the drawing, as compared to those with certainty of receiving a smaller reward, though the difference in rates was not found to be statistically significant.

Surveys

Home and Center Providers. The home and center provider surveys contain similar information (Appendices B and F). The first section of the survey explains the survey process. The second and third sections ask for basic demographic information and work information. The fourth section asks for information about compensation and benefits. The fifth section includes questions regarding retention and job stress, and the sixth section ends the survey by asking for information necessary for providing compensation.

Multiple questions were asked to obtain salary information about providers. Providers were asked about the payments they receive for each child's care, how much staff members are paid, their own salary (if any) and the amount of time they spend working.

Center Directors. The survey for center directors asked the same questions listed above and additional questions about the center (Appendix E). The additional questions asked for information about the number of employees at the center, employee openings and titles and salaries of providers.

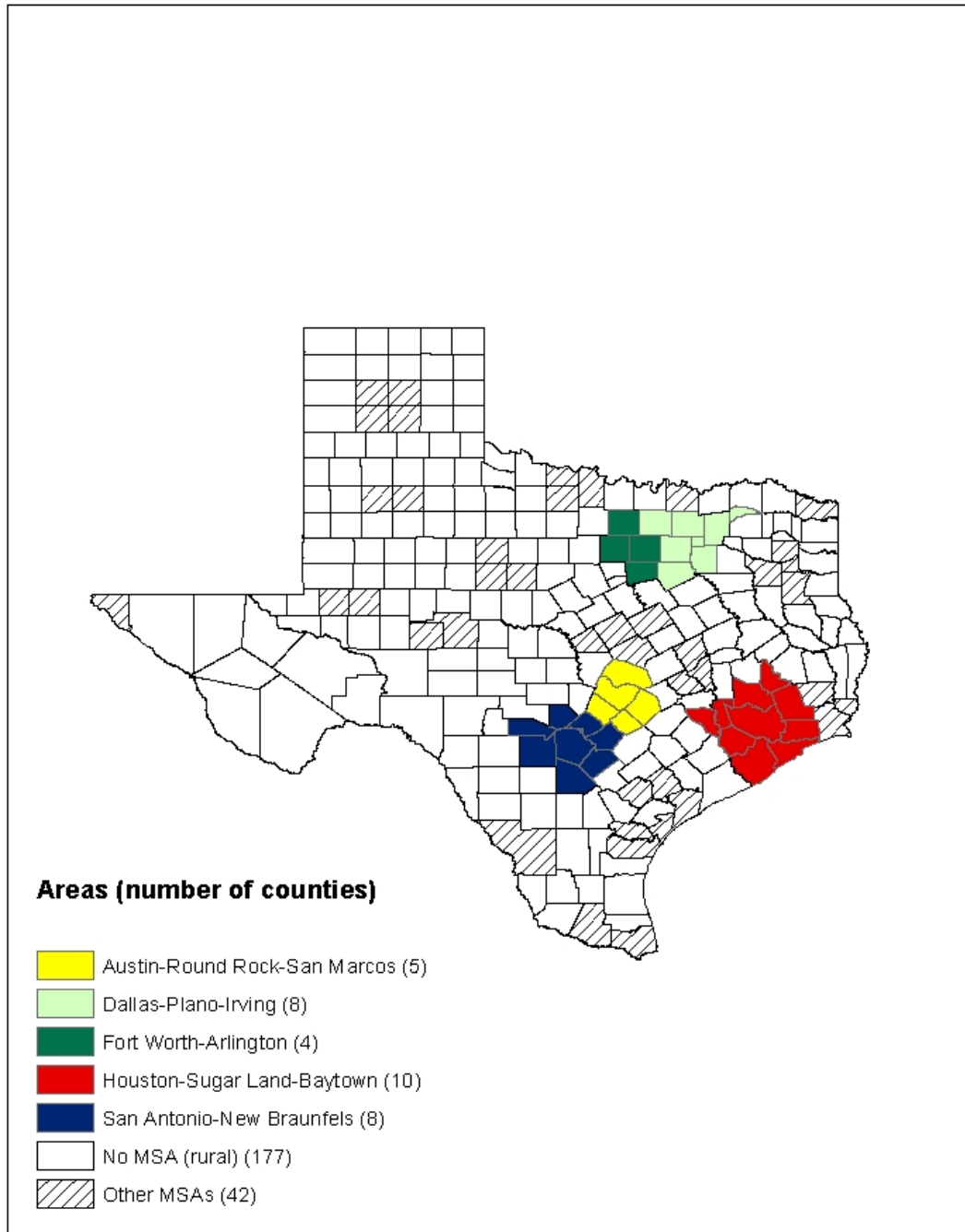
Child Care Worker Job Stress Inventory. Because job stress has been linked to retention rates, questions related to job stress were included in the three surveys. Ten questions from the Child Care Worker Job Stress Inventory (CCWJS; Curbow et al., 2000) which address job control were included ($\alpha =$

0.776). The full CCWJS contains 51 items and three subscales related to job demands, job control and job resources. The scale was found to have high reliability and validity in samples of home and center providers (Curbow et al., 2000). However, the entire inventory was too long to include in this survey. Thus, 10 questions related to job control were used. The question selection was done based on data collected this year from child care providers in Texas who completed the entire CCWJS (n=196). A factor analysis of these responses was conducted to determine which 10 of the 51 questions fit together for a condensed version of the CCWJS.

Data Analysis

Data from phone interviews were entered directly into the CATI system and exported into Statistical Analysis Software (SAS) for analysis. Data from the paper surveys were entered into an Excel spreadsheet and exported into SAS. Basic descriptive analyses were run to provide estimates for compensation and retention. Data were analyzed on a statewide basis as well as for select geographic regions that were determined to have sufficient sample sizes to make reasonably precise estimates. Figure 3 on the following page details the selected geographic regions identified for the data analysis.

Figure 3. Geographic Regions used in Analysis



RESULTS

Due to low response rates, results in this section were weighted by a factor to correct for non-response bias. This was done by first estimating, for each facility in the provider universe, the probability of responding using a regression model whose predictors included factors such as facility type, capacity, geographic indicators, and other indicators for accreditation and services offered by the facilities. For those facilities that responded to the survey, weights were created using the inverse of the probability of responding, as estimated in this regression. By applying these weights to the analysis that follows, facilities that were estimated to be unlikely to respond were given greater weight, and thus the weighted results are more representative of the universe of facilities statewide.

Demographics

Table 3 on the following page compares the demographic characteristics of the home providers, center directors, and center providers. Providers in home-based child care facilities tend to be the oldest, averaging over 51 years, while center providers are the youngest, around 36 years.

Center directors are most likely to be white (53%). Although a plurality of other provider types is also white (33-45%), providers in these roles are more diverse than center directors. Home providers are quite likely to be African American (24%), Hispanic (25%) or Asian (14%), and center providers are quite likely to be Hispanic (30%).

Most center directors (70%) and home providers (72%) are married. Only about half of center providers (49%) are married, with single status accounting for a substantial share (35%) of this group.

Finally, child care professionals are overwhelmingly female, including 95% of center directors and 96% of center providers. And confirming the national patterns cited earlier in the literature review for family providers (NACCRRRA, 2012), 99% of home providers in our sample are female.

Table 3. Demographics by Provider Type

	Home Provider	Center Director	Center Provider
Age	(n=286)	(n=223)	(n=643)
Mean	51.3	45.7	36.3
Up to 30	3.4%	11.5%	41.8%
31 to 50	45.0%	49.9%	40.9%
51 and up	51.6%	38.6%	17.3%
Race/Ethnicity	(n=294)	(n=227)	(n=679)
White	32.8%	53.3%	44.9%
African American	24.0%	13.4%	16.7%
Asian	13.7%	2.2%	1.0%
Hispanic	24.7%	22.0%	30.2%
Other	3.8%	8.2%	2.3%
Multiple races	1.1%	1.0%	4.0%
Marital Status	(n=294)	(n=227)	(n=679)
Single	13.2%	18.5%	35.1%
Partnered	0.6%	0.7%	3.6%
Married	71.6%	70.3%	48.7%
Separated	2.0%	1.2%	3.4%
Divorced	8.1%	5.6%	6.4%
Widow/er	4.5%	3.7%	1.5%
Gender	(n=294)	(n=227)	(n=679)
Female	98.7%	95.0%	96.1%

Table 4 on the following page lists these same demographic characteristics by area of the state, collapsed across provider types. Austin² has the youngest child care professionals, averaging about 36 years, while the smaller MSAs that were lumped into the ‘other MSA’ category for analysis have the oldest, averaging almost 45 years.

Based on these data, child care professionals in rural areas and in Fort Worth were the least diverse, in racial and ethnic terms, while Houston was the most diverse. Pluralities of providers in other MSAs tend to be white (43-50%), except for San Antonio where the workforce is largely Hispanic (53%). Child care professionals in Fort Worth are overwhelmingly married (71%), while those in Austin were least likely to be married (48%). Houston (35%) and Austin (38%) have the largest share of single child care professionals.

² For ease of description we follow the convention of referring to MSAs by their major city only, though it should be understood to represent the entire Metropolitan Statistical Area.

Table 4. Demographics by Area

	Houston-Sugar Land-Baytown	Dallas-Plano-Irving	Austin-Round Rock-San Marcos	Fort Worth-Arlington	San Antonio-New Braunfels	Other MSAs	No MSA (rural)	Statewide
Age	(n=234)	(n=261)	(n=124)	(n=90)	(n=74)	(n=224)	(n=145)	(n=1152)
Mean	41.3	43.1	36.2	42.5	44.0	44.6	43.0	42.3
Up to 30	30.5%	18.7%	40.1%	20.9%	13.6%	23.9%	27.8%	25.2%
31 to 50	37.6%	51.5%	45.5%	53.2%	59.3%	35.0%	37.7%	43.8%
51 and up	31.9%	29.8%	14.5%	25.9%	27.1%	41.2%	34.5%	31.0%
Race/Ethnicity	(n=243)	(n=277)	(n=127)	(n=93)	(n=78)	(n=230)	(n=152)	(n=1200)
White	28.7%	48.8%	49.7%	59.7%	26.0%	43.1%	60.1%	43.1%
African American	22.9%	27.8%	13.3%	13.9%	7.2%	10.3%	12.9%	18.1%
Asian	8.6%	6.0%	0.7%	8.5%	4.0%	0.4%	0.6%	4.8%
Hispanic	34.4%	8.3%	26.5%	14.5%	52.8%	38.9%	23.2%	27.1%
Other	4.6%	6.8%	4.8%	2.4%	1.0%	1.5%	1.2%	3.8%
	0.7%	1.8%	4.9%	0.9%	6.4%	5.0%	1.9%	2.6%
Marital Status	(n=243)	(n=277)	(n=127)	(n=93)	(n=78)	(n=230)	(n=152)	(n=1200)
Single	35.1%	23.1%	37.9%	12.2%	22.4%	22.8%	17.6%	25.9%
Partnered	2.6%	1.4%	2.3%	5.8%	1.1%	1.3%	3.1%	2.3%
Married	51.3%	63.2%	48.1%	71.0%	63.6%	60.0%	64.8%	59.1%
Separated	2.5%	3.0%	2.3%	2.5%	4.4%	2.0%	2.4%	2.6%
Divorced	5.1%	8.1%	7.9%	3.4%	5.9%	8.9%	6.2%	6.7%
Widow/er	3.0%	1.0%	0.8%	4.1%	2.7%	3.8%	4.7%	2.7%
Gender	(n=243)	(n=277)	(n=127)	(n=93)	(n=78)	(n=230)	(n=152)	(n=1200)
Female	96.2%	96.2%	95.1%	97.7%	96.7%	97.6%	96.8%	96.6%

Education and Pre-Service Training

Table 5 below compares the educational attainment levels of home providers, center directors, and center providers. The typical or most common educational level among home providers is a high school education, a college degree among center directors, and some college among center providers. Nearly all child care professionals have at least a high school diploma, and on the high end, some center directors have graduate degrees (11%) or have taken some graduate coursework (7%).

Table 5. Education by Provider Type

	Home Provider (n=294)	Center Director (n=227)	Center Provider (n=679)
Less than High School	0.7%	0.0%	0.8%
High School	44.9%	11.3%	28.1%
Some College	31.0%	28.3%	46.8%
College Degree	21.3%	49.7%	20.5%
Associate	7.4%	17.8%	6.4%
Bachelors	16.3%	46.9%	17.8%
Some Graduate School	0.4%	7.3%	0.5%
Graduate Degree	1.8%	10.7%	1.7%
Masters	1.8%	10.7%	1.7%
Doctorate	0.0%	0.3%	0.1%
Degree Subject	(n=67)	(n=135)	(n=168)
Business, Accounting, etc	8.7%	15.2%	15.6%
Education	22.9%	35.2%	23.0%
Early Childhood	27.7%	23.4%	21.5%
Sociology, Psychology, Social Work	17.7%	12.6%	7.9%
Health Care	0.0%	0.6%	2.1%
Other Liberal Arts	20.4%	5.9%	18.0%
Computers, Natural Sciences	4.1%	4.0%	8.2%
Other	0.0%	3.1%	4.8%

The subjects of child care professionals' degrees, among those who have them, were analyzed by classifying them into one of several categories of relevance to the child care profession. They were found to vary considerably by type of provider. Center Directors with degrees, for example, tend to be

concentrated among the early childhood and education areas (58% total). These also tended to be common subject areas among home providers (51%) and center providers (45%) with degrees. Interestingly, given that they run their own businesses, home providers were least likely (9%) to have degrees in a business-related field, while center directors and providers were nearly twice as likely to have business degrees.

Table 6 on the following page shows educational characteristics of the child care workforce by area of the state. Houston (34%), San Antonio (36%), and rural areas (37%) have the greatest share of child care professionals with only high school diplomas, and correspondingly small shares of those with some college or a college degree. Dallas has the most educated child care workforce, with 34% having Bachelor's degrees and another 39% with some college.

Degree subjects, among child care professionals with degrees, were also found to vary considerably across geographic areas of the state. Although the numbers of respondents were small in some instances, meaningful patterns still emerged. In San Antonio, for example, child care professionals with degrees were much more likely to concentrate on early childhood (51%) than those in other areas of the state (10-31%). Education was the most common degree among providers in rural areas (34%), but was also common in other areas of the state as well (20-30%). Austin child care professionals with degrees were least likely to concentrate in education or early childhood, focusing instead on Sociology, Psychology, or Social work (26%) or other liberal arts (23%).

Table 6. Education by Area

	Houston-Sugar Land-Baytown (n=243)	Dallas-Plano-Irving (n=277)	Austin-Round Rock-San Marcos (n=127)	Fort Worth-Arlington (n=93)	San Antonio-New Braunfels (n=78)	Other MSAs (n=230)	No MSA (rural) (n=152)	Statewide (n=1200)
Less than High School	0.4%	0.0%	2.3%	3.0%	0.0%	0.0%	0.7%	0.6%
High School	34.2%	22.0%	29.1%	26.5%	36.2%	28.3%	37.2%	29.6%
Some College	41.6%	38.7%	39.4%	38.1%	29.8%	39.6%	37.8%	38.9%
College Degree	19.3%	34.2%	23.3%	29.0%	27.0%	28.8%	19.2%	26.1%
Associate	7.5%	7.5%	6.6%	9.7%	16.4%	10.4%	8.0%	8.8%
Bachelors	18.7%	30.2%	25.3%	22.1%	24.9%	21.4%	15.2%	22.8%
Some Graduate School	2.1%	1.8%	0.7%	1.2%	5.4%	1.1%	0.7%	1.7%
Graduate Degree	4.2%	3.3%	3.6%	2.3%	5.4%	2.4%	3.2%	3.4%
Masters	4.2%	3.3%	3.6%	2.3%	5.4%	2.4%	3.2%	3.4%
Doctorate	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.7%	0.1%
Degree Subject	(n=65)	(n=116)	(n=38)	(n=28)	(n=26)	(n=65)	(n=32)	(n=370)
Business, Accounting, etc	20.3%	14.8%	14.0%	16.6%	9.5%	7.2%	10.2%	14.0%
Education	30.1%	26.6%	22.2%	27.2%	19.7%	29.3%	34.3%	27.5%
Early Childhood	18.4%	23.5%	10.2%	15.7%	51.2%	25.0%	31.6%	23.5%
Sociology, Psychology, Social Work	8.4%	9.3%	26.4%	17.1%	3.3%	16.6%	3.3%	11.8%
Health Care	1.3%	0.0%	0.0%	6.2%	0.0%	1.4%	0.0%	1.1%
Other Liberal Arts	14.4%	12.8%	22.9%	14.0%	8.0%	14.9%	11.7%	14.1%
Computers, Natural Sciences	5.9%	10.5%	4.3%	6.9%	0.0%	2.9%	0.0%	5.8%
Other	1.3%	3.3%	2.6%	0.0%	8.4%	2.7%	8.8%	3.1%

Table 7 below shows child care professional credentials, certificates, and certifications gained by provider type. Generally speaking, home providers are mostly likely to have no credential (65%), but when they have one it is likely to be a Child Development Associate (CDA) credential. Not surprisingly, center directors are most likely (49%) to have the Director’s Credential, but only 5% of home providers have this credential. Center directors also commonly have preschool (29%) or infant-toddler (18%) endorsed CDAs. Center providers also typically have no credential (56%), but among those who do, a certificate in child development (11%) or some credential or certificate not listed here (12%) are most common.

Table 7. Credentials by Provider Type³

	Home Provider (n=294)	Center Director (n=227)	Center Provider (n=679)
No credentials, certificates or certifications,	64.5%	25.4%	55.5%
Director’s Credential	5.4%	48.7%	3.6%
Child Development Associate Credential – Preschool Endorsed	20.8%	28.8%	9.8%
Child Development Associate Credential – Infant Toddler Endorsed	15.9%	18.0%	8.4%
1 or 2 year certificate in child development	2.8%	4.1%	11.1%
1 or 2 year certificate in child development infant toddler	1.7%	1.2%	8.4%
1 or 2 year certificate in child development preschool	1.4%	0.0%	6.3%
1 or 2 year certificate in early childhood	2.0%	1.1%	6.4%
1 or 2 year certificate in early childhood education	1.1%	0.9%	6.5%
1 or 2 year certificate for Child Care Administrator	0.2%	1.9%	2.2%
Other	4.9%	13.0%	12.2%

Table 8 on the following page shows credentials by area of the state, collapsed across provider types. Child care professionals in San Antonio and Dallas were least likely to have no credential, while those in Fort Worth were most likely to have no credential.

³ In this and the following table, numbers in columns may add up to more than 100%, as providers may have more than one credential or certificate.

Table 8. Credentials by Area

	Houston-Sugar Land-Baytown (n=243)	Dallas-Plano-Irving (n=277)	Austin-Round Rock-San Marcos (n=127)	Fort Worth-Arlington (n=93)	San Antonio-New Braunfels (n=78)	Other MSAs (n=230)	No MSA (rural) (n=152)	Statewide (n=1200)
No credentials, certificates or certifications,	51.0%	47.9%	56.4%	64.6%	46.4%	53.4%	55.3%	52.4%
Director’s Credential	11.7%	11.2%	8.4%	11.0%	12.2%	17.2%	13.9%	12.5%
Child Development Associate Credential – Preschool Endorsed	15.7%	18.6%	14.0%	7.2%	23.1%	18.5%	14.6%	16.4%
Child Development Associate Credential – Infant Toddler Endorsed	10.9%	14.9%	10.4%	5.8%	17.4%	14.8%	8.2%	12.3%
1 or 2 year certificate in child development	7.3%	8.4%	3.3%	5.8%	11.6%	7.8%	7.3%	7.5%
1 or 2 year certificate in child development infant toddler	5.2%	6.5%	4.1%	3.6%	2.7%	5.6%	5.7%	5.2%
1 or 2 year certificate in child development preschool	3.4%	4.6%	3.2%	2.8%	3.2%	5.1%	2.0%	3.8%
1 or 2 year certificate in early childhood	3.9%	5.6%	3.1%	3.7%	4.3%	3.9%	3.3%	4.2%
1 or 2 year certificate in early childhood education	3.9%	5.8%	2.4%	4.7%	2.5%	2.7%	3.9%	4.0%
1 or 2 year certificate for Child Care Administrator	1.6%	2.0%	0.7%	1.9%	0.0%	2.2%	1.3%	1.6%
Other	8.9%	11.5%	19.3%	10.8%	15.3%	5.1%	8.6%	10.3%

Table 9. Degree and Certification Options

<p>Child Development Associate (CDA)</p> <p>The Child Development Associate a nationally recognized credential awarded to individuals who have demonstrated competency through both education and experience and working with young children ages 0-5. The Council for Early Childhood Professional Recognition administers the CDA credentialing program and awards the CDA credential. The credential is valid for three years. Candidates for the CDA must meet the following four criteria: be 18 years or older, have a high school diploma or equivalent, have 480 hours of experience working with young children within the past five years and have 120 hours of formal child care education and training within the past five years in the CDA training content areas. In order to receive the CDA credential, an individual must meet the eligibility requirements and complete or facilitate the completion of the following: a professional resource file, parent opinion questionnaires, a formal observation, an oral interview and a written assessment.</p>
<p>Day Care Administrator’s Credential</p> <p>TDFPS Child Care Licensing recognizes administrator’s credentials awarded through programs that meet six general guidelines intended to ensure that the administrator acquires competencies in administering a day care program.</p>
<p>Associates of Applied Science (A.A.S.)</p> <p>The Child Development/Early Childhood Associate’s degree (A.A.S.) contains as much as 42 credits of child development and 18 credits of general core curriculum. The specific courses are chosen uniquely by the community college from the broader Workforce Education Course Manual (WECM) course guide.</p>
<p>Associates of Arts in Teaching (A.A.T.)</p> <p>The Education degree (A.A.T.) has 42 credits of core curriculum and 18 credits in education recommended courses and related content which may include a number of courses in early childhood education chosen by the individual community college. The A.A.T. is a relatively new degree option at the community college level and some community colleges offer education through a general studies degree plan instead of the A.A.T.</p>
<p>Bachelor of Applied Arts and Sciences (B.A.A.S.)</p> <p>The four year completion of a two-year degree typically in a vocational or technical field. Many universities refer to this as an interdisciplinary study. This degree plan offers great flexibility to the student and the university, increasing graduation success for the student. Child Development Degree at the community college, child development is typically offered as a technical degree with a code of Child Development/Early Childhood. Because this is offered as a vocational or technical program, the courses come from the Workforce Education Course Manual (WECM), short certificates and full associate’s degrees are offered.</p>
<p>Early Childhood Education Degree</p> <p>At the community college, education degrees are offered as an associate of arts and teaching (A.A.T.) which is articulated with a four-year university education degree or, in some cases, a four year early childhood education degree. In rare instances, the vocational/technical two-year Child Development/Early Childhood degree can articulate into the bachelor of early childhood education.</p>

Sources: Texas Association for the Education of Young Children, Texas Administrative Code, Texas Early Learning Council.

A number of different types of early childhood certifications are available across the state. The most typical certification held by the home providers and center directors is the Child Development Associate credential. Other one and two year certification programs offering a focus on infant/toddler or preschool-aged children vary across the state. Some programs are accredited by the National Association for the Education of Young Children (NAEYC), while others describe their programs as aligned with core competencies for early childhood education and care providers. Table 9 on the previous page describes a number of the degree and certification options available across the state.

Day Care Licensing requires center directors to meet a combination of education and experience that varies depending upon the size of the center they administer. Centers licensed to care for 12 or fewer children require fewer hours of education and experience compared to centers licensed to care for 13 or more children.

Job Characteristics

Table 10 on the following page shows selected job characteristics by provider type for home and center providers, while Table 11 shows slightly different characteristics for center directors. The bulk of providers are parents themselves. Almost all home providers have children of their own (94%), slightly fewer center directors do (85%), and more than two thirds of center providers are parents (68%).

Caring for one's own children is a well-known benefit of running a home-based child care facility. And as expected, over 40% of home owners report caring for their own children. Substantial numbers of center directors (23%) have their own children in care at their facility, but fewer center providers have their children in care at the facilities where they work (3%). Of those center directors and providers who do have children enrolled in care where they work, very few of them pay the same rate as other children, and most (87% or more) pay a discounted rate.

Table 10. Job Characteristics by Provider Type, Home and Center Providers

	Home Provider (n=294)	Center Provider (n=679)
Is a parent or legal guardian	94.0%	67.6%
Cares for own children/ own children enrolled at center*	40.7%	3.1%
Own children pay same rate as others*	-	12.5%
Number of children cared for (not your own)	6.9	-
Control Measure	4.1	3.0
Have help/staff	29.0%	-

* Among those who are parents

Home providers care for an average of seven children, and 29% of them have a staff or additional help. Centers have an average of just over six classrooms, 1.5 teachers per classroom, 1.2 floaters and 1.2 other staff members. Floaters do not have primary day-to-day responsibilities for a specific classroom, rather they assist various classrooms around the center when a teacher needs extra help or is absent. Center directors also report, on average, half of a position open for hire; or from another perspective, half of them have an open position. Most of them (45%) report having positions open once or twice a year.

All providers were asked to complete a subscale derived from the CCWJS (Child Care Worker Job Stress Inventory, Curbow et al., 2000). Items in this subscale asked for information on the amount of control providers felt over various aspects of their work environments such as the availability of supplies, the times when parents pick up children, and their ability to take breaks during the day. As might be expected given their self-employment, home providers report feeling the most control over their jobs, according to their scores (4.1) on the control subscale. Center directors report nearly the same levels of control over their jobs (3.9), while center providers report the least control (3.0)⁴.

⁴ Standard deviations for the control measure among the three groups range from 1.16 to 1.39, so the mean differences between center providers and the other two groups are substantial. In each of the three groups the control scores ranged from zero to five.

Table 11. Job Characteristics, Center Directors

	Center Director (n=227)
Is a parent or legal guardian	85.4%
Own children enrolled at center*	23.2%
Own children pay same rate as others†	12.5%
Number of classrooms	6.2
Number of teachers per classroom	1.5
Number of teachers as floaters	1.2
Number of other staff	1.2
Number of positions open for hire	0.55
How often positions are open for hire	(n=227)
weekly	0.7%
monthly	3.4%
once every couple of months	11.7%
once or twice a year	45.4%
less than once a year	38.9%
Control Measure	3.9
Number of staff	13.1

* Among those who are parents,

† Among those who care for own children

Table 12 on the following page lists job characteristics by geographic area, collapsed across provider types. Fort Worth child care professionals are most likely to be parents themselves (86%), while those in Austin and San Antonio are least likely to be parents (70%). Child care professionals in Fort Worth and Houston are more likely to care for their own children (29%, 24%), while those in Austin and rural areas are least likely to do so (14%). Centers in Dallas have the largest number of classrooms (8), but Fort Worth has the most teachers per classroom (1.9). Fort Worth, smaller MSAs, and rural area centers have the fewest classrooms (5.3 to 5.5). Rural child care professionals felt the least control over their jobs, though they were only a little below the state average.

Table 12. Job Characteristics by Area

	Houston-Sugar Land-Baytown (n=243)	Dallas-Plano-Irving (n=277)	Austin-Round Rock-San Marcos (n=127)	Fort Worth-Arlington (n=93)	San Antonio-New Braunfels (n=78)	Other MSAs (n=230)	No MSA (rural) (n=152)	Statewide (n=1200)
Is a parent or legal guardian	72.9%	82.7%	70.0%	85.7%	70.3%	81.5%	82.8%	78.3%
Cares for own children/ own children enrolled at center	24.0%	19.1%	13.9%	29.2%	22.2%	15.3%	13.8%	19.8%
Own children pay same rate as others§	18.6%	19.5%	0.0%	0.0%	0.0%	10.1%	10.3%	10.8%
Number of children cared for (not your own) ¶	5.8	5.9	9.6	6.8	6.2	8.6	8.8	6.9
Number of classrooms¥	6.3	8.0	6.0	5.4	6.3	5.5	5.3	6.2
Number of teachers per classroom¥	1.5	1.6	1.5	1.9	1.4	1.4	1.3	1.5
Number of teachers as floaters¥	1.4	1.0	1.1	1.1	1.0	0.9	1.9	1.2
Number of other staff¥	1.0	1.9	0.7	0.6	1.0	0.8	2.6	1.2
Number of positions open for hire¥	0.8	0.5	0.3	0.3	1.1	0.4	0.3	0.5
How often positions are open for hire¥	(n=45)	(n=42)	(n=23)	(n=17)	(n=19)	(n=51)	(n=30)	(n=227)
Weekly	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	0.0%	0.7%
Monthly	0.0%	2.3%	13.5%	4.6%	5.2%	4.1%	0.0%	3.4%
once every couple of months	10.6%	8.3%	14.8%	27.0%	13.8%	9.0%	8.9%	11.7%
once or twice a year	57.4%	63.2%	41.1%	38.3%	30.1%	32.9%	38.0%	45.4%
less than once a year	32.1%	26.2%	30.6%	30.1%	51.0%	51.1%	53.1%	38.9%
Control Measure	3.6	3.4	3.4	3.4	3.5	3.6	3.2	3.5
Have help/staff¶	26.4%	27.4%	29.2%	25.5%	13.2%	44.5%	14.7%	29.0%
Number of staff	16.1	16.8	11.7	11.9	12.0	9.9	9.9	13.1

§ Home Providers not included, ¶ Only Home Providers included

¥ Only Center Directors included

Benefits

In this section we discuss benefits and compensation received by child care professionals. Table 13 below lists job benefits by provider type. Center providers are least likely (17%) and center directors most likely (32%) to have retirement savings accounts. In general, both center directors and to a lesser extent center providers are more likely to receive formal benefits such as paid sick days and vacation. Home providers, in contrast, tend to close when on vacation (81%), though a substantial share may get a substitute for vacations (12%) or when sick (32%).

Only about half of child care professionals have health insurance, with this figure slightly lower for center providers.⁵ The bulk of this coverage is provided by spousal insurance, though public insurance covers around 10% of center directors and providers and 23% of home providers. Health insurance coverage for one's children is highest among center providers, with public insurance covering over 40% of children of center providers and home providers, and a much smaller share (14%) of center directors' children.

⁵ The survey did not inquire as to whether the providers' insurance was provided as an employment benefit, or whether it was acquired outside the employment relationship.

Table 13. Job Benefits by Provider Type

	Home Provider (n=294)	Center Director (n=227)	Center Provider (n=679)
Paid sick days for yourself	30.5%	65.8%	33.9%
Substitute available when you are sick	31.5%	-	-
Paid vacation for yourself	34.0%	73.1%	45.0%
Retirement savings account	24.8%	32.0%	17.4%
When on vacation	(n=294)		
Close facility	81.2%	-	-
Substitute	12.3%	-	-
Not applicable	6.6%	-	-
Health Insurance for yourself	55.9%	54.9%	48.2%
	(n=170)	(n=127)	(n=345)
Private	21.6%	54.5%	43.0%
Spouse	55.1%	39.8%	47.6%
Public	23.3%	10.1%	9.4%
Health Insurance for your children	(n=275)	(n=198)	(n=483)
	33.0%	45.6%	71.5%
Type of Insurance	(n=90)	(n=93)	(n=349)
Private*	14.4%	35.8%	15.5%
Spouse*	45.1%	50.1%	43.2%
Public*	40.5%	14.2%	41.4%

* Among those who are parents

Table 14 on the following page lists job benefits by geographic area of the state, collapsed across provider types. Paid sick days are most common among child care professionals in Dallas (54%) and least common among those in smaller MSAs (31%). Paid vacation is also common in Dallas (56%) but not in Houston (39%). Dallas, Austin, and Fort Worth child care professionals are most likely to have retirement accounts (26-28%). Austin and Fort Worth child care professionals have the highest rates of health insurance coverage for themselves (62%), while those in Austin and Dallas have the highest rates of coverage for their children (60-67%). Rural home providers are most likely to close when on vacation (94%).

Table 14. Job Benefits by Area

	Houston-Sugar Land-Baytown (n=243)	Dallas-Plano-Irving (n=277)	Austin-Round Rock-San Marcos (n=127)	Fort Worth-Arlington (n=93)	San Antonio-New Braunfels (n=78)	Other MSAs (n=230)	No MSA (rural) (n=152)	Statewide (n=1200)
Paid sick days for yourself	32.4%	54.0%	36.0%	32.4%	40.9%	30.9%	43.1%	38.9%
Substitute available when you are sick¶	30.5%	38.4%	44.5%	22.3%	26.4%	30.7%	23.8%	31.5%
Paid vacation for yourself	38.7%	56.4%	47.8%	52.7%	44.0%	44.1%	50.7%	47.2%
Retirement savings account	20.6%	26.3%	27.7%	26.1%	18.4%	17.8%	19.2%	22.2%
When on vacation¶	(n=76)	(n=51)	(n=22)	(n=24)	(n=19)	(n=70)	(n=32)	(n=294)
Close facility	82.5%	80.4%	87.2%	67.9%	87.9%	79.0%	94.3%	81.2%
Substitute	11.9%	11.5%	12.8%	16.6%	12.1%	14.7%	2.4%	12.3%
Not applicable	5.6%	8.1%	0.0%	15.5%	0.0%	6.3%	3.4%	6.6%
Health Insurance for yourself	47.1%	55.2%	61.6%	62.0%	44.0%	46.0%	53.1%	51.6%
	(n=119)	(n=161)	(n=78)	(n=59)	(n=38)	(n=107)	(n=80)	(n=642)
Private	34.0%	46.1%	55.8%	27.8%	30.4%	32.1%	42.9%	38.8%
Spouse	45.3%	49.0%	34.6%	58.0%	61.3%	54.0%	40.1%	48.3%
Public	23.4%	4.9%	9.6%	14.2%	10.7%	14.6%	17.0%	13.7%
Health Insurance for your children *	(n=189)	(n=230)	(n=89)	(n=79)	(n=59)	(n=185)	(n=125)	(n=956)
	52.3%	60.0%	66.6%	53.6%	56.3%	46.6%	40.1%	53.3%
Type of Insurance	(n=101)	(n=148)	(n=60)	(n=46)	(n=35)	(n=91)	(n=51)	(n=532)
Private	14.1%	21.1%	21.8%	20.0%	26.8%	14.7%	21.6%	18.8%
Spouse	41.1%	50.7%	44.2%	50.6%	44.9%	40.3%	37.7%	44.8%
Public	44.8%	28.2%	33.9%	29.4%	28.3%	45.0%	40.8%	36.5%

¶ Only Home Providers included

* Among those who are parents

Compensation

Table 15 below shows compensation by provider type. Earnings of home providers were expected to be essentially impossible to estimate accurately with this brief survey, unless they paid a salary to themselves. Only 18 percent of home providers reported paying themselves a salary, and among them, the average salary was \$23,269 per year. Center providers reported an average annual salary of \$25,189 while center directors reported an average annual salary of \$33,404. We also computed median salaries, the point at which half of all respondents earn more and half earn less. Only one of the median annual earnings rates substantially differed from the averages; among home providers, the median of \$18,660 is well below the mean of \$23,269, suggesting that the average was elevated by a small number of higher-paid providers, whereas most home providers earn less.

Table 15. Compensation by Provider Type

	Home Provider (n=294)	Center Director (n=227)	Center Provider (n=679)
Paid Hourly	-	13.2% (n=29)	82.3% (n=552)
Median	-	\$13.00	\$8.87
Average	-	\$12.93	\$9.34
Up to \$9 per hour	-	23.5%	61.4%
\$9.01 to \$12 per hour	-	22.5%	31.6%
\$12.01 and more per hour	-	54.0%	7.0%
Paid Salary	18.3% (n=56)	30.5% (n=68)	12.2% (n=91)
Median	\$18,660	\$34,000	\$26,000
Average	\$23,269	\$33,404	\$25,189
Up to \$15,000	36.6%	1.5%	18.9%
\$15,001 to \$30,000	39.9%	45.2%	52.2%
\$30,001 and up	23.4%	53.3%	28.8%
Hour per week working	67.2	52.9	36.1
Hours per week providing care	54.8	45.3	28.5
Hours per week prepping and cleaning	12.4	8.7	7.6

Center providers are overwhelmingly (82%) paid hourly, while center directors are most frequently (30%) paid a salary.⁶ Median hourly rates among center providers, at \$8.87 per, are very close to the \$9.16 median rate reported by the Bureau of Labor Statistics for Texas child care professionals. However, over 61 percent make less than \$9 per hour. The small fraction of center directors paid hourly makes close to \$13 per hour.

Both home providers and center directors put in long hours, averaging 67 and 53 hours per week, respectively, while the statistic for center providers, averaging around 36 hours per week, is more likely to include those working part time.

Table 16 on the following page shows child care professional compensation by geographic area of the state, collapsed across provider types. This table should be interpreted carefully, as some of the sample sizes are too small to infer meaningful differences, particularly among those paid salaries. Hourly providers surveyed in Dallas tend to be paid the highest rates (\$10.66), while hourly providers in smaller MSAs (\$8.39) and rural areas (\$8.14) tend to be paid the lowest rates.

Fort Worth child care professionals report the longest workweeks, with those in Austin reporting the shortest, both in terms of hours spent in preparation time as well as time providing care.

⁶ Percentages paid hourly and salary are only reported for those who provided usable data, and thus do not add up to 100%. This problem is most acute for center directors, among whom almost half did not report compensation.

Table 16. Compensation by Area

	Houston-Sugar Land-Baytown (n=243)	Dallas-Plano-Irving (n=277)	Austin-Round Rock-San Marcos (n=127)	Fort Worth-Arlington (n=93)	San Antonio-New Braunfels (n=78)	Other MSAs (n=230)	No MSA (rural) (n=152)	Statewide (n=1200)
Paid Hourly§	47.5% (n=111)	42.4% (n=132)	56.2% (n=72)	43.4% (n=44)	51.8% (n=39)	43.6% (n=106)	49.0% (n=77)	46.5% (n=581)
Median	\$9.00	\$10.00	\$8.50	\$9.46	\$9.00	\$7.75	\$7.75	\$9.00
Average	\$9.93	\$10.66	\$9.27	\$9.83	\$9.43	\$8.39	\$8.14	\$9.53
Up to \$9 per hour	51.4%	39.9%	56.9%	47.8%	55.3%	87.9%	88.6%	59.4%
\$9.01 to \$12 per hour	38.0%	41.9%	36.0%	40.7%	38.5%	9.1%	8.9%	31.1%
\$12.01 and more per hour	10.6%	18.3%	7.1%	11.5%	6.2%	3.0%	2.5%	9.5%
Paid Salary	14.5% (n=37)	23.2% (n=69)	15.6% (n=20)	11.6% (n=11)	18.6% (n=15)	15.8% (n=33)	19.6% (n=30)	17.3% (n=215)
Median	\$28,300	\$28,000	\$30,000	\$28,800	\$35,000	\$18,660	\$25,000	\$26,648
Average	\$28,894	\$28,527	\$32,715	\$27,695	\$31,267	\$21,480	\$22,837	\$27,320
Up to \$15,000	19.1%	15.0%	17.7%	9.1%	13.6%	30.2%	17.2%	18.4%
\$15,001 to \$30,000	34.5%	45.2%	37.9%	56.7%	24.8%	57.3%	72.6%	46.3%
\$30,001 and up	46.4%	39.8%	44.4%	34.2%	61.6%	12.5%	10.3%	35.3%
Hour per week working	46.5	48.1	42.5	53.7	50.5	50.0	47.3	48.1
Hours per week providing care	37.1	39.6	33.8	43.8	41.4	40.8	39.1	39.1
Hours per week prepping and cleaning	9.4	9.0	9.2	9.9	9.1	9.3	8.2	9.2

§ Home Providers not included

Experience and Future Plans

Table 17 on the following page shows experience and future plans by provider type. Generally speaking, average years at the current home or center among child care professionals of all types is greater than would be expected if the reported 30-40% turnover rates cited in the previous literature review (Baumgartner, Carson, Apavaloaie, & Tsouloupas, 2009; Whitebook & Sakai, 2003) were true for all provider types in this sample. It does call into question what type of providers responded to this survey, a point we return to on the following page. Home providers and center directors reported the longest tenures in child care, averaging over fifteen years. Even among center providers, with the shortest average tenure at 8 years, over half of them have been working in child care for more than 5 years.

Plans for continuing with a present facility or in the child care industry also suggest longer tenures among Texas child care professionals than expected. Less than 30 percent of center providers expect to move to another child care facility in the next two years, and less than 20 percent expect to leave child care. Even smaller percentages of center directors (9%) or home providers (18%) expect to make such changes in the next two years.

Center directors and providers are most likely to have previously worked at other facilities. Across provider types, previously working at other centers was far more likely than prior work at other homes.

Table 17. Experience and Future Plans by Provider Type

	Home Provider (n=294)	Center Director (n=227)	Center Provider (n=679)
Years in child care	15.4	16.8	8.1
Up to 5 years	18.2%	12.5%	48.8%
6 to 10 years	23.0%	19.9%	25.8%
11 to 20 years	29.1%	34.5%	17.6%
21 or more years	29.8%	33.1%	7.9%
Worked elsewhere?			
Other homes	9.3%	14.0%	23.6%
Other centers	32.9%	60.6%	56.4%
Years at current center (home)	12.4	9.1	3.9
Up to 5 years	33.3%	46.4%	76.4%
6 to 10 years	21.1%	20.4%	15.1%
11 to 20 years	22.3%	23.0%	6.7%
21 or more years	23.2%	10.2%	1.8%
Plan to continue at this center (home) next 2 years?	82.5%	91.2%	71.7%
Plan to continue work in child care next 2 years?	-	91.1%	81.0%
Future Plans	(n=225)	(n=169)	(n=497)
Continue in child care	49.8%	32.6%	25.6%
Advance in child care, open own facility	11.9%	10.8%	14.7%
Expand or improve the facility	8.1%	19.6%	0.5%
Go back to school, gain credential	12.8%	20.8%	44.0%
Retire	10.2%	9.5%	3.4%

Detailed analysis of open-ended responses was utilized to categorize responses to the question about future plans into one of five categories. Some respondents covered more than one of these themes; in those cases they were categorized according to the dominant theme. Continuing in child care was a frequently mentioned theme, discussed by 50% of home providers, but only 33% of center directors and 26% of center providers. Advancing within the child care field, or even opening one’s own facility, was a common aspiration, but more so among center providers (15%) than among home providers and center directors (11-12%). A common concern among center directors (20%) was expanding or improving the facility. Going back to school or training for a credential was most common

among center providers (44%). Finally, looking ahead to retirement was most common among center directors (10%) and home providers (10%).

Table 18 on the following page shows experience and future plans by geographic area of the state. Interestingly, Austin and Fort Worth seem to have the least experienced child care professionals, among metro areas, averaging about ten years, while those in San Antonio and smaller MSAs have the most experience at 13 or more years.

Child care professionals in Austin are most likely to have worked at other facilities in the past, particularly other centers (68%). Fort Worth child care professionals and those in smaller MSAs are least likely to report having worked at other facilities.

Tenure at the current facility is highest among child care professionals in smaller MSA, at over 9 years. Austin child care professionals report low tenures with their current facility, likely due in part to changing jobs within the child care industry more frequently.

The distribution of future plans by geographic areas of the state was fairly uniform but with a few exceptions. Austin child care professionals, for example, reported low levels of interest in continuing in child care, but the highest rates of wanting to go back to school or gain a credential (44%). Child care professionals in San Antonio (38%) and Fort Worth (35%) were also focused on going back to school or gaining a credential. A significant share of child care professionals in smaller MSAs and rural areas (10%) seemed concerned with plans for retirement.

Table 18. Experience and Future Plans by Area

	Houston-Sugar Land-Baytown (n=243)	Dallas-Plano-Irving (n=277)	Austin-Round Rock-San Marcos (n=127)	Fort Worth-Arlington (n=93)	San Antonio-New Braunfels (n=78)	Other MSAs (n=230)	No MSA (rural) (n=152)	Statewide (n=1200)
Years in child care	11.1	11.6	9.9	10.4	13.8	13.3	12.3	11.8
Up to 5 years	38.5%	28.0%	40.8%	37.6%	26.2%	28.3%	38.5%	33.5%
6 to 10 years	21.8%	29.6%	25.7%	25.3%	15.6%	22.7%	21.0%	23.9%
11 to 20 years	21.9%	26.0%	20.1%	22.7%	31.1%	25.4%	21.0%	23.9%
21 or more years	17.8%	16.4%	13.4%	14.3%	27.2%	23.6%	19.6%	18.7%
Worked elsewhere?								
Other homes	21.8%	16.9%	16.0%	15.4%	18.5%	15.8%	16.8%	17.9%
Other centers	49.8%	55.1%	63.6%	46.8%	60.1%	38.2%	51.6%	50.6%
Years at current center(home)	6.4	6.6	5.2	6.7	8.2	9.4	8.4	7.2
Up to 5 years	61.9%	62.1%	70.7%	53.7%	57.3%	46.7%	61.2%	58.8%
6 to 10 years	16.7%	17.8%	14.7%	25.6%	10.5%	21.9%	13.1%	17.8%
11 to 20 years	14.2%	12.3%	9.7%	13.8%	19.3%	17.2%	12.9%	14.1%
21 or more years	7.3%	7.8%	4.9%	6.8%	13.0%	14.3%	12.8%	9.3%
Plan to continue at this center (home) next 2 years?	74.3%	80.6%	80.4%	80.9%	85.2%	78.2%	74.9%	78.4%
Plan to continue work in child care next 2 years?§	78.6%	87.1%	83.8%	82.2%	93.3%	82.0%	83.9%	83.6%
Future Plans	(n=191)	(n=214)	(n=94)	(n=68)	(n=58)	(n=156)	(n=110)	(n=891)
Continue in child care	30.2%	38.4%	24.2%	26.8%	33.9%	40.0%	37.8%	33.9%
Advance in child care, open own facility	13.3%	14.2%	12.0%	18.3%	13.2%	12.2%	7.1%	13.1%
Expand or improve the facility	10.8%	6.0%	3.7%	5.9%	4.1%	2.9%	4.6%	6.3%
Go back to school, gain credential	28.0%	27.9%	44.2%	35.0%	38.4%	26.4%	30.9%	30.7%
Retire	7.1%	4.6%	1.9%	5.1%	5.4%	10.3%	9.6%	6.5%

§ Home Providers not included

DISCUSSION

The purpose of this study was to produce evidence to understand the compensation and retention rates of child care providers in Texas. Despite the limitations of this study, it provides unique information that can be used to shape child care related policy and programs. This section summarizes the main finding of the study related to low compensation and retention, provides background information about Head Start providers who were not surveyed in this study and suggests policy and program strategies for strengthening the child care workforce based on these findings.

Low wages, high turnover

The main finding of this study confirms that child care professionals are paid low wages and have few benefits. National statistics cited previously state that child care professionals in Texas earn \$9.16 an hour while providers nationally earn \$10.25 an hour (Bureau of Labor and Statistics, 2011). The present study found that center providers earned \$9.34 per hour, slightly higher than the number reported from 2011. However, this number is still far below the national average.

Whitebrook (2011) used Bureau of Labor Statistics data to compare hourly wages and turnover rates among professions primarily dominated by females. In her study, as shown in Table 19 on the following page, the hourly rate for child care professionals is the lowest of all helping professions and is only slightly higher than food service workers. In this study, the hourly rate of \$9.34 is roughly twenty cents higher than food service workers nationally. Possibly tied to the low wages, Whitebrook (2011) found that child care professionals also had the highest turnover rate (29%) of any helping profession. While the present study did not examine turnover rates specifically, roughly 29% of center providers reported they would not remain in their job for the next two years. In addition, center providers in the present study reported the lowest years of experience with the current facility, both of which suggest a

similar turnover rate to that reported by Whitebrook. Interestingly, however, home providers and center directors both reported lower potential turnover and higher years of experience with the current facility, suggesting that the Whitebrook findings are not as applicable to providers in these positions.

Table 19. Wages and Turnover Rates among Female-Dominated Professions

Occupation	Mean Hourly Wage	Turnover Rate
Registered nurses	\$31.99	5%
K-8 teachers	\$30.60	10%
Social workers	\$24.26	10%
Preschool teachers	\$13.20	15%
Home health aides/nurse aides	\$10.39	18%
Child care professional	\$10.07	29%
Food counter worker	\$9.13	42%

Source: Whitebook, 2011; Based on U.S. Department of Labor, Bureau of Labor Statistics, 2009

Despite the low wages and high turnover rates, child care professionals indicated that they were committed to early childhood education. In discussing their future plans, child care professionals frequently reported their intentions to open their own facility, expand their current facility, and in general, to continue working in the child care field.

Head Start comparison

Although Head Start professionals were not surveyed as part of this study, their information is included here as a means to compare another portion of the early child care workforce. Head Start (HS) and Early Head Start (EHS) are comprehensive child development programs that serve economically disadvantaged children from birth through age four, pregnant women and their families. The HS and EHS programs are administered through U.S. Department of Health and Human Services (HHS) grants awarded to local public and private nonprofit and for-profit agencies. These agencies are referred to as grantees and may operate a number of program sites. Grantees provide comprehensive services in the areas of early childhood education and development; medical, dental, and mental health; nutrition; and

parent involvement focused on increasing school readiness. In 2011-2012 HS/EHS provided services in 224 of the 254 Texas counties. Services were provided through 85 HS grantees, 52 EHS grantees, and one Migrant program grantee at 1,186 sites including public schools, stand-alone child development centers and home-based services.⁷ The HS/EHS annual Program Information Report (PRI) provides information on HS/EHS providers' job titles, education levels and average pay rates. Table 20 directly below shows the number of providers working in HS/EHS classrooms during 2011-2012 by job title.

Table 20. HS/EHS Providers by Title, 2011-2012

Preschool Teacher	4,227
Preschool Assistant Teacher	3,954
Infant Toddler Teacher	2,077
Infant Toddler Teacher Assistant	102
Total	10,360

Source: U.S. Department of Health and Human Services.
Administration for Children and Families. Office of Head Start
Program Information Report 2011-2012.

Head Start and Early Head Start provider education and certification requirements are outlined in the 2007 revisions to the Head Start Act. According to the Head Start Act, by September 30, 2013 at least 50% of Head Start teachers nationwide must have a bachelor's or advanced degree in Early Childhood Education or a bachelor's or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children. All teaching assistants in center-based programs must: 1) have a child development associate (CDA) credential; or be enrolled in a CDA credential program that will be completed within 2 years; or 3) have

⁷ U.S. Department of Health and Human Services. (n.d.) Early Childhood Learning and Knowledge Center. Head Start Locator.

an associate or bachelor's degree (in any area) or 4) be enrolled in a program leading to such a degree. Early Head Start teachers must have, at a minimum, a CDA credential and have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development. The PIR for 2011-2012 reported that the total number of center-based classes serving preschool-age children (three- and four-year olds) 3,923 and the number of these classrooms with at least one teacher has an advanced, bachelor's or associate degree in Early Childhood Education or related field with experience teaching preschool-aged children or any bachelor's degree and Teach for America certification is 3,353. Eighty-five percent of the Texas Head Start preschool-aged classroom teachers have met the education requirement as reported in the 2011-2012 PIR.⁸

By way of comparison with compensation results from this survey, in 2011-2012 Texas HS/EHS centers reported an average teacher hourly rate of \$17.02 and an average assistant teacher hourly rate of \$10.04. The typical HS/EHS assistant teacher is making \$0.70 per hour more than the average center care provider. The average salary for a center director of \$33,404 compares with the average HS/EHS teacher with a baccalaureate degree (\$33,902).

Table 21 below shows the average education and salary rate for HS/EHS Teachers.

⁸ By comparison, public school Pre-K teachers are required by the Texas Education Agency Division of Educator Certification and Standards to obtain a Generalist EC-6 certificate. (Source: email communication with Keri Elzie, Certification Specialist, Texas Education Agency, April 11, 2013).

Table 21. Head Start/Early Head Start Average Teacher Salary by Education, 2011-2012

Average Classroom Teacher Salary By Level Of Education	
Classroom Teacher Average Salary - with Advanced Degree	\$41,471
Classroom Teacher Average Salary - with Baccalaureate Degree	\$33,902
Classroom Teacher Average Salary - with Associate Degree	\$21,555
Classroom Teacher Average Salary - with CDA	\$21,128
Classroom Teacher Average Salary - with No Credential	\$21,743

Source: U.S. Department of Health and Human Services, Administration for Children and Families. Office of Head Start Program Information Report 2011-2012.

Of the 10,360 HS/EHS providers, the PIR reports an 8.3% turnover in these positions. Table 22 below presents information on the reasons HS/EHS providers leave their positions.

Table 22. Turnover among HS/EHS Providers

Reasons for leaving position	
Compensation	237 (27%)
Change field	125 (14%)
Other reasons	501 (72%)
Total Provider Turnover	863

Source: U.S. Department of Health and Human Services. Administration for Children and Families. Office of Head Start Program Information Report 2011-2012.

Limitations

Despite the extensive findings of this study, caution should be exercised in utilizing these results due to limitations inherent in most research studies. While the samples of home providers and centers consisted of stratified random samples, the response rates were low in comparison with other child care

studies. Thus, some of the geographical areas had small numbers of providers which limits the interpretability of the statistics produced. The results section notes several instances of small numbers; these results should be interpreted with caution.

Recommendations for future research

Future studies should include a larger sample of child care providers to ensure that comparisons can be made across geographic areas. Studies should examine the impact of benefits, compensation and work stress on caregiving and child outcomes. Finally, additional research is necessary on how to improve salary rates and benefits for childcare providers.

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APPENDIX A.

INTRO LETTER: HOME PROVIDERS



The University of Texas at Austin
Child and Family Research Institute
School of Social Work
1925 San Jacinto Boulevard
1 University Station, D3500
Austin, TX 78712-6038

Dear Child Care Provider:

The **Child and Family Research Institute** at the **University of Texas at Austin** is conducting telephone interviews on behalf of the **Texas Early Learning Council (TELC)** to find out how much child care providers in Texas are paid and how long they stay in their jobs. This study is called the Early Childhood Workforce Professional Study.

Your name was randomly selected from public lists of home providers available on the child care licensing website. An interviewer from our staff will be contacting you within the next two weeks to see if you would like to participate in this study. Your participation in the survey is completely voluntary. Upon completion of the survey, we will enter your name into a raffle to win a \$200 gift card to Lakeshore Learning.

If you do choose to participate, **the information you provide will be strictly confidential** and no information about a specific facility will be released; only summary information will be reported. For more information about the survey, please visit: <http://www.childcareworkersurvey.org> or call us at 1-888-740-0242.

Thank you for your assistance in this project.

Sincerely,

A handwritten signature in cursive script that reads "Monica Faulkner".

Monica Faulkner, Ph.D., LMSW
Co-Principal Investigator and Project Manager



The University of Texas at Austin
Child and Family Research Institute
School of Social Work
1925 San Jacinto Boulevard
1 University Station, D3500
Austin, TX 78712-6038

Estimado(a) Director(a) del Centro para el Cuidado de Niños:

El Instituto de Investigación de Niños y Familias de la Universidad de Texas en Austin está conduciendo encuestas telefónicas para el Consejo de Aprendizaje de Temprana Edad de Texas (Texas Early Learning Council (TELC)) para determinar el salario de los proveedores de cuidado infantil en Texas y el tiempo que permanecen en sus trabajos. Este estudio se titula “Los Profesionales de la Fuerza Laboral de la Primera Infancia.”

Su centro fue seleccionado aleatoriamente de una lista pública de centros certificados disponible en la página web de licencias de cuidado infantil... Un(a) investigador(a) de nuestro equipo le contactará en las próximas dos semanas para averiguar si usted desea participar en este estudio. . Su participación en esta encuesta es completamente voluntaria. Al completar la encuesta se le ofrece la oportunidad de entrar en una rifa para ganar un bono de regalo de \$200 a Lakeshore Learning. Detalles adicionales le serán proporcionados cuando le contactemos.

Si usted elige participar, **la información que usted proporcione será estrictamente confidencial** y no se dará a conocer el nombre de los establecimientos que participen en este estudio. Solo publicaremos un resumen de la información. Para más información acerca de la encuesta, por favor visitar nuestra pagina web <http://www.childcareworkersurvey.org/> o [llamarnos al 1-888-740-0242.](tel:1-888-740-0242)

Agradecemos su cooperación en este proyecto.

Atentamente,

A handwritten signature in cursive script that reads "Monica Faulkner".

Monica Faulkner, Ph.D., LMSW
Co-Investigadora y Directora del Proyecto



The University of Texas at Austin
Child and Family Research Institute
School of Social Work
1925 San Jacinto Boulevard
1 University Station, D3500
Austin, TX 78712-6038

Kính Thưa Quý Vị Giữ Trẻ:

Trung Tâm Nghiên Cứu về Trẻ Em và Gia Đình ở đại học **University of Texas tại Austin** đang làm việc với Hội Lao Động để phỏng vấn những người giữ trẻ trong tiểu bang Texas để tìm hiểu về số tiền mà công chúng trả cho việc giữ trẻ vào năm 2012. Thông tin này sẽ được sử dụng để xác định những số tiền trợ cấp cho những trẻ em đang ở nhà trẻ.

Trung Tâm Nghiên Cứu về Trẻ Em và Gia Đình sẽ phỏng vấn những người giữ trẻ từ tháng 5 cho đến tháng 12. Chúng tôi sẽ chọn người để phỏng vấn từ một danh sách đăng ký nhà trẻ. Nếu bạn được lựa chọn, một người phỏng vấn từ trường đại học University of Texas tại Austin sẽ gọi cho bạn và hỏi bạn những câu hỏi về công việc giữ trẻ của bạn. Nếu bạn làm xong cuộc phỏng vấn, chúng tôi sẽ đặt tên của bạn trong xổ số để thắng một giftcard \$400 cho Lakeshore Learning. Chúng tôi sẽ biết ơn sự tham gia của bạn.

Những câu trả lời mà bạn cung cấp sẽ được giữ kín. Nếu bạn muốn biết thêm về cuộc phỏng vấn, hãy lên trang web của chúng tôi: <http://www.childcareworkersurvey.org> hay gọi số điện thoại của chúng tôi tại 1-888-740-0242.

Chân thành,

A handwritten signature in cursive script that reads 'Monica Faulkner'.

Monica Faulkner, Ph.D., LMSW
Quản Lý Dự Án và Nhà Nghiên Cứu Phụ

APPENDIX B.

SURVEY: HOME PROVIDERS

Questionnaire: TELC Child Care Compensation Survey Homes (PHONE INTERVIEW)

Legend

DK	Don't know
NA	Not applicable
RF	Refusal
→	Skip or jump

Overall Structure

Section #	Title
1.	Introduction and Screening
2.	Personal Demographics
3.	Work and Business Information
4.	Compensation and Benefits
5.	Retention
6.	Final Questions and Closing

SECTION 1 - Introduction and Screening

Ask for the Director.

Hello. My name is _____ and I'm calling from the University of Texas at Austin. I am calling in reference to a letter we mailed you about the Child Care Compensation Survey. What we're doing is trying to collect information about child care teachers- how much they earn and how long they stay in their position. The information collected will be used to come up with average salary and turnover rates for Texas child care workers. We are offering \$15 gift cards to those who complete the survey. Would you be willing to participate in the survey?

If the respondent is reluctant, you may mention any of the following:

- The survey will only take about 10 minutes of your time.
- Would there be a better time to call you back? Maybe early in the morning, during naptime or in the evening?
- Your home was randomly chosen to be included in this study. All your responses are strictly confidential, and if you don't feel like answering a particular question, just let me know. Remember, the interview should take about 10 minutes. Is this a good time for you?
- If you choose to participate, we will send you the results of the survey when our survey is completed (free of charge).

If yes: **Thank you.** Let's go ahead and start. If you need to hang up at any time during the interview, just let me know and I can call you back at your convenience.

If finally "no": Thank you. *Choose the right call disposition* and proceed to the next piece of sample.

Please ensure that you thank the provider regardless of whether they choose to participate in this survey or not; we will probably need to call them back for future surveys so building a good rapport is important.

SECTION 2 – Personal Demographics

INTERVIEWER NOTE: In this section, please do not read the responses, let the participant answer and select the best choice.

Q2_1 **In what year were you born?**

Q2_2 **How would you describe your race or ethnicity? (Check all that apply)**

- White
- African American
- Vietnamese
- Hispanic
- Other _____

Q2_3 **What is your marital status?**

- Single
- Married
- Separated
- Divorced
- Widow/er

Q2_4 **What is your gender?**

- Male
- Female
- Other _____

Q2_5 **Are you a parent?**

- Yes
- No → Proceed to Q2_9

Q2_6 **How many of your children are under the age of 18?**

Q2_7 **Do you care for your own children in your home?**

- Yes
- No → Section complete. Proceed to Q2_9

Q2_8 **If yes, how many of your own children do you care for?**

Enter value _____

Q2_9 **What is your highest level of education?**

- Less than High School → Proceed to Question Q2_11
- High School → Proceed to Question Q2_11
- Some College → Proceed to Question Q2_11
- College degree Yes → Proceed to Question Q2_10
- Graduate studies (Degree not completed) Yes → Proceed to Question Q2_10

- Graduate degree Yes→Proceed to Question Q2_10
- Doctorate Yes→Proceed to Question Q2_10

Q2_10 **For each degree, what is the subject of study?**

- Associates degree in _____
- Bachelor degree in _____
- Master degree in _____
- PhD in _____

Q2_11 **Do you have any certifications in early childhood development?**

- Yes
- No→ Proceed to Section 3

Q2_12 **What certificates do you have in early child education?**

- Certificate in child development
- Certificate in early childhood
- Certificate in early childhood education
- Certificate for child development associate

SECTION 3 – Work and Business Information

Q3_1 **How many years have you worked in child care?**

Enter value _____

Q3_2 **Have you worked in other homes?**

- Yes
- No

Q3_3 **Have you worked in centers?**

- Yes
- No

Q3_4 **How long has your home been open as a child care facility?**

Enter value _____

SECTION 4 – Compensation and Benefits

Q4_1 **How many children did you have in your care last month?**

Enter value _____

For child # ____, (Repeat Q4_2a- Q4_2b)

Q4_2a **How much does this child's day care cost?**

Rate per... _____ [Hour] [Day] [Week] [Month] [Year]

Q4_2b (If per hour or day) How many hours/days is the child in care each month?

Q4_3 Do you have any employees?
 Yes
 No → Proceed to Q4_5a

Q4_4 How much is your staff paid?
Enter value _____

Q4_5 Do you pay yourself a salary?
 Yes
 No → Proceed to Q4_6

Q4_5b How much is your salary?
_____ [Hour] [Day] [Week] [Month] [Year]

Q4_6 How many hours a week do you provide care to children?
Enter value _____

Q4_7 How many hours a week to you spend prepping and cleaning your home?
Enter value _____

Q4_8 Do you get paid for days when you are sick?
 Yes
 No

Q4_9 Do you have a substitute for days when you are sick?
 Yes
 No

Q4_10 Do you get paid vacation?
 Yes
 No

Q4_11 Do you close or have a substitute when you go on vacation?
 Close
 Substitute
 Not applicable

Q4_12 Do you have health insurance?
 Yes -> Proceed to Q4_13
 No -> Proceed to Q4_14

Q4_13 If yes, is it private, through a spouse or public?
 Private
 Spouse
 Public

- Q4_14 **If you have children, are they insured?**
 Yes -> Proceed to Q4_15
 No -> Proceed to Q4_16
 Not applicable -> Proceed to Q4_16

- Q4_15 **If yes, is it private, through a spouse or public?**
 Private
 Spouse
 Public

- Q4_16 **Do you have a retirement savings account?**
 Yes
 No

SECTION 5 – Retention

- Q5_1 **In the next two years, do you plan to continue to have a home daycare?**
 Yes
 No

- Q5_2 **What are your future plans?**
 Don't know
Enter narrative _____

The following questions ask you about the amount of control you have over your work

- Q5_3a How much control do you have over getting the children to do what you want?
 Very little
 A little
 Some
 A lot
 Very much

- Q5_3b How much control do you have over the availability of supplies you need?
 Very little
 A little
 Some
 A lot
 Very much

- Q5_3c How much control do you have over getting parents to be consistent with you in how to deal with the child?
 Very little
 A little
 Some
 A lot
 Very much

- Q5_3d How much control do you have over getting parents to work with you on a behavior problem?
 Very little

- A little
- Some
- A lot
- Very much

Q5_3e How much control do you have over getting parents to follow the rules and policies?

- Very little
- A little
- Some
- A lot
- Very much

Q5_3f How much control do you have over how much you are paid?

- Very little
- A little
- Some
- A lot
- Very much

Q5_3g How much control do you have over the number of children you care for?

- Very little
- A little
- Some
- A lot
- Very much

Q5_3h How much control do you have over taking time off from work when you need it?

- Very little
- A little
- Some
- A lot
- Very much

Q5_3i How much control do you have over when parents pick up their children?

- Very little
- A little
- Some
- A lot
- Very much

Q5_3j How much control do you have over taking time by yourself during the workday?

- Very little
- A little
- Some
- A lot
- Very much

SECTION 6 – Final Questions and Closing

Q6_1 What address should we send your gift card to?

Name _____

Street Address _____

City _____

Zip _____

Email address _____

(In case we need to follow up about mailing)

Q6_2 Language mostly used during this interview

English

Spanish

Vietnamese

Q6_3 Interviewer: Please write your comments here (if any)

Q6_4 Interview completed

Yes

No

APPENDIX C.

FOLLOW-UP LETTER: HOME PROVIDERS

APPENDIX D.

INTRO LETTER: CENTER DIRECTORS



The University of Texas at Austin
Child and Family Research Institute
School of Social Work
1925 San Jacinto Boulevard
1 University Station, D3500
Austin, TX 78712-6038

Dear Child Care Director:

The **Child and Family Research Institute** at the **University of Texas at Austin** is conducting telephone interviews on behalf of the **Texas Early Learning Council (TELC)** to find out how much child care providers in Texas are paid and how long they stay in their jobs. This study is called the Early Childhood Workforce Professional Study.

Your center was randomly selected from public lists of licensed centers available on the child care licensing website. An interviewer from our staff will be contacting you within the next two weeks to see if you would like to participate in this study. Your participation in the survey is completely voluntary. Upon completion of the survey, we will enter your name into a raffle to win a \$400 gift card to Lakeshore Learning. Further details will be provided when we contact you.

If you do choose to participate, **the information you provide will be strictly confidential** and no information about a specific facility will be released; only summary information will be reported. For more information about the survey, please visit: <http://www.childcareworkersurvey.org/> or call us at 1-888-740-0242.

Thank you for your assistance in this project.

Sincerely,

A handwritten signature in cursive script that reads "Monica Faulkner".

Monica Faulkner, Ph.D., LMSW
Co-Principal Investigator and Project Manager



The University of Texas at Austin
Child and Family Research Institute
School of Social Work
1925 San Jacinto Boulevard
1 University Station, D3500
Austin, TX 78712-6038

Estimado(a) Director(a) del Centro para el Cuidado de Niños:

El Instituto de Investigación de Niños y Familias de la Universidad de Texas en Austin está conduciendo encuestas telefónicas para el Consejo de Aprendizaje de Temprana Edad de Texas (Texas Early Learning Council (TELC)) para determinar el salario de los proveedores de cuidado infantil en Texas y el tiempo que permanecen en sus trabajos. Este estudio se titula "Los Profesionales de la Fuerza Laboral de la Primera Infancia."

Su centro fue seleccionado aleatoriamente de una lista pública de centros certificados disponible en la página web de licencias de cuidado infantil.. Un(a) investigador(a) de nuestro equipo le contactará en las próximas dos semanas para averiguar si usted desea participar en este estudio. . Su participación en esta encuesta es completamente voluntaria. Al completar la encuesta se le ofrece la oportunidad de entrar en una rifa para ganar un bono de regalo de \$200 a Target o Walmart. Detalles adicionales le serán proporcionados cuando le contactemos.

Si usted elige participar, **la información que usted proporcione será estrictamente confidencial** y no se dará a conocer el nombre de los establecimientos que participen en este estudio. Solo publicaremos un resumen de la información. Para más información acerca de la encuesta, por favor visitar nuestra pagina web <http://www.childcareworkersurvey.org/> o [llamarnos al 1-888-740-0242.](tel:1-888-740-0242)

Agradecemos su cooperación en este proyecto.

Atentamente,

A handwritten signature in cursive script that reads "Monica Faulkner".

Monica Faulkner, Ph.D., LMSW
Co-Investigadora y Directora del Proyecto

APPENDIX E.

SURVEY: CENTER DIRECTORS

Questionnaire: TELC Child Care Compensation Survey

Center Directors (PHONE INTERVIEW)

Legend

DK	Don't know
NA	Not applicable
RF	Refusal
→	Skip or jump

Section #	Title
1.	Introduction
2.	Personal Demographics
3.	Work and Business Information
4.	Center Information
5.	Compensation and Benefits
6.	Retention
7.	Final Questions and Closing

SECTION 1 - Introduction

Ask for the Center Director

Hello. My name is _____ and I'm calling from the University of Texas at Austin. I am calling in reference to a letter we mailed you about the Child Care Compensation Survey. What we're doing is trying to collect information about child care teachers- how much they earn and how long they stay in their position. The information collected will be used to come up with average salary and turnover rates for Texas child care workers.. Would you be willing to participate in the survey?

If the respondent is reluctant, you may mention any of the following:

- The survey will only take about 10 minutes of your time.
- Would there be a better time to call you back? Maybe early in the morning, during naptime or in the evening?
- Your center was randomly chosen to be included in this study. All your responses are strictly confidential, and if you don't feel like answering a particular question, just let me know. Remember, the interview should take about 10 minutes. Is this a good time for you?
- If you choose to participate, we will send you the results of the survey for your area when our survey is completed (free of charge).

If yes: **Thank you.** Let's go ahead and start. If you need to hang up at any time during the interview, just let me know and I can call you back at your convenience.

If finally "no" **Thank you.** Choose the right call disposition and proceed to the next piece of sample.

Please ensure that you thank the provider regardless of whether they choose to participate in the survey or not; we will probably need to call them back for future surveys so building a good rapport is important

Q1_1 Is your facility any of the following:

(If the respondent answers "yes" to any of the following questions, they are ineligible so you may end the interview with: "Thank you, this is all the information I needed today" and select the call disposition: Ineligible/Terminated Not Qualified (indicate the reason))

NOTE: Facilities offering regular after-school programs are eligible

- 1) A facility not offering regular child care or after-school care?
- 2) A Head Start program?
- 3) Offering care at no cost to the parents (completely free)?

BEGIN INTERVIEW (end of screening)

SECTION 2 – Personal Demographics

CHANGE BASED ON ABOVE

Q2_1 In what year were you born?

Q2_2 How would you describe your race or ethnicity?

- White
- African American
- Vietnamese
- Hispanic
- Other _____

Q2_3 What is your marital status?

- Single
- Married
- Separated
- Divorced
- Widow/er

Q2_4 What is your gender?

- Male
- Female
- Other _____

Q2_5 Are you a parent or legal guardian?

- Yes
- No → Proceed to Q2_7

Q2_6 If yes, how many of your children are under the age of 18?

Enter value _____

Q2_7 What is your highest level of education?

- Less than High School → Proceed to Question Q2_9
- High School → Proceed to Question Q2_9
- Some College → Proceed to Question Q2_9
- College degree Yes → Proceed to Question Q2_8
- Graduate studies (Degree not completed) Yes → Proceed to Question Q2_8

- Graduate degree Yes→Proceed to Question Q2_8
- Doctorate Yes→Proceed to Question Q2_8

Q2_8 For each degree, what is the subject of study?

- Associates degree in _____
- Bachelor degree in _____
- Master degree in _____
- PhD in _____

Q2_9 Do you have any certifications in early childhood development?

- Yes
- No→ Proceed to Section 3

Q2_10 What certificates do you have in early child education?

- Certificate in child development
- Certificate in early childhood
- Certificate in early childhood education
- Certificate for child development associate

SECTION 3 – Work and Business Information

Q3_1 How many years have you been working at your current center?

Enter value _____

Q3_2 How many years have you worked in child care?

Enter value _____

Q3_3 Have you worked in homes?

- Yes
- No

Q3_4 Have you worked in other centers?

- Yes
- No

SECTION 4 – Center Information

Q4_1 How many employees are currently at your center?

Enter value _____

Q4_2 How many child care positions, if any, are you hiring for?

Enter value _____

Q4_3 How often do you have positions open?

- Every week

- Every month
- Every couple of months
- Once or twice a year

Q4_4 **How many classrooms do you have in your center?**
Enter value _____

Q4_5 **How many teachers are assigned to each classroom?**
Enter value _____

Q4_6 **How many teachers are assigned as floaters?**
Enter value _____

Q4_7 **How many other staff is employed at the center?**
Enter value _____

Q4_8 **What are the different titles for teachers at your center?**
Enter value _____

Q4_9 **Based on the positions specified, what are the minimum and maximum salaries?**

	Minimum	Maximum
Salary	_____	_____

SECTION 5 – Compensation and Benefits

Q5_1 **Are you paid hourly?**
 Yes → Proceed to Q5_2
 No. If not- skip to Q5_4

Q5_2 **How much are you paid per hour?**
Enter value _____

Q5_3 **About how many hours do you work per week?**
Enter value _____

Q5_4 **Are you paid a salary?**
 Yes → Proceed to Q5_5
 No → Proceed to Q5_6

Q5_5 **What is your current salary?**
Enter value _____

Q5_6 **Are your children in care at your center?**
 Yes
 No → Proceed to Q5_10

Q5_7 **Do you pay full price or discount for your own children?**

- Full price → Proceed to Q5_10
- Discount

Q5_8 **How much do you pay for your children?**

_____%

Free [THEY PROBABLY DON'T KNOW %- PROBABLY JUST KNOW AMOUNT- CAN ASK- HOW MUCH DO YOU PAY FOR YOUR CHILDREN? WHAT IS THE REGULAR RATE FOR A CHILD THAT AGE?]

Q5_9 **What is the regular rate for a child that age?**

Enter value _____

Q5_10 **How many hours a week do you provide care to children?**

Enter value _____

Q5_11 **How many hours a week do you spend prepping and cleaning?**

Enter value _____

Q5_12 **Do you get paid for days when you are sick?**

- Yes
- No

Q5_13 **Do you get paid vacation time?**

- Yes
- No

Q5_14 **Do you have health insurance?**

- Yes
- No → Proceed to Q5_16

Q5_15 **If yes, is it private, through a spouse or public?**

- Private
- Spouse
- Public

Q5_16 **If you have children, are they insured?**

- Yes -> Proceed to Q4_17
- No -> Proceed to Q4_18
- Not applicable → Proceed to Q5_18

Q5_17 **If yes, is it private, through a spouse or public?**

- Private
- Spouse
- Public

Q5_18 **Do you have a retirement savings account?**

- Yes
- No

SECTION 6 – Retention

Q6_1 **In the next two years, do you plan to continue work at this center?**

Yes

No

Q6_2 **In the next two years, do you plan to continue work in child care?**

Yes

No

Q6_3 **What are your future plans?**

Don't know

Enter narrative _____

The following questions ask you about the amount of control you have over your work

Q6_4a How much control do you have over getting the children to do what you want?

Very little

A little

Some

A lot

Very much

Q6_4b How much control do you have over the availability of supplies you need?

Very little

A little

Some

A lot

Very much

Q6_4c How much control do you have over getting parents to be consistent with you in how to deal with the child?

Very little

A little

Some

A lot

Very much

Q6_4d How much control do you have over getting parents to work with you on a behavior problem?

Very little

A little

Some

A lot

Very much

Q6_4e How much control do you have over getting parents to follow the rules and policies?

Very little

A little

Some

- A lot
- Very much

Q6_4f How much control do you have over how much you are paid?

- Very little
- A little
- Some
- A lot
- Very much

Q6_4g How much control do you have over the number of children you care for?

- Very little
- A little
- Some
- A lot
- Very much

Q6_4h How much control do you have over taking time off from work when you need it?

- Very little
- A little
- Some
- A lot
- Very much

Q6_4i How much control do you have over when parents pick up their children?

- Very little
- A little
- Some
- A lot
- Very much

Q6_4j How much control do you have over taking time by yourself during the workday?

- Very little
- A little
- Some
- A lot
- Very much

SECTION 7 – Final Questions and Closing

Q7_1 We are also interested in having center employees complete a paper survey similar to the survey you just completed. For each center employee who completes a survey, a \$5 gift card will be provided to your center and \$15 gift certificates will be available for the workers. Would it be possible for us to mail surveys for your staff?

If yes, how many _____

Q7_2 What address should we send your gift card to?

Name _____

Street Address _____

City _____

Zip _____

Email address _____

(In case we need to follow up about mailing)

Q7_2 **Language mostly used during this interview**

English

Spanish

Vietnamese

Q7_3 Interviewer: Please write your comments here (if any)

Q7_4 **Interview completed**

Yes

No

APPENDIX F.
SURVEY: CENTER PROVIDERS

PLEASE READ THE FOLLOWING INFORMATION ABOUT THIS SURVEY.

Identification of Investigators and Purpose of Study:

You are invited to participate in a research study, entitled “Early Childhood Workforce Compensation Study.” This study is sponsored by the Texas Early Learning Council. The study is being conducted by Drs. Dnika Travis and Monica Faulkner of the School of Social at The University of Texas at Austin and Dr. Daniel Schroeder of the Ray Marshall Center at The University of Texas at Austin. Dr. Faulkner can be reached at One University Station, Austin, TX, 78712, (512) 471-7191, or mfaulkner@austin.utexas.edu. The purpose of this research study is to examine child care providers’ salaries and rates of retention. Your participation in the study will contribute to a better understanding of the how much child care providers earn and how long they stay in their jobs. You are free to contact the investigators at the above address and phone number to discuss the study. You must be at least 18 years old to participate. Additional information about the study can be found at <http://earlylearningtexas.org/1475.aspx>.

If you agree to participate:

The survey will take approximately 20 minutes of your time. You will be asked questions about yourself, your job, stress and your mental health. You will be compensated with a \$15 gift card for completing the survey. At the end of the survey, you will be asked to provide a mailing address in order for us to send the gift card. You will also be asked to choose whether you would like a gift card to HEB, Target or Wal-Mart. Additionally, for each survey that is returned from your center, a \$5 gift card will be donated to your center. These will be mailed directly to your center director, but will not contain information about who took the survey

Risks/Benefits/Confidentiality of Data:

There are no known risks to participating in this survey. There will be no costs for participating, nor will you benefit from participating. Your name and email address will only be kept during the data collection phase for tracking purposes only and to ensure you are mailed your \$15 gift card. A limited number of research team members will have access to the data during data collection. Identifying information will be stripped from the final dataset. **Your employer will not have access to information reported from your center.**

Participation or Withdrawal:

Your participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. Withdrawal will not affect your relationship with The University of Texas in any way. If you do not want to participate either simply do not complete the survey. If you do not want to receive any more reminders, you may email us at mfaulkner@austin.utexas.edu.

Contacts:

If you have any questions about the study or need to update your contact information, contact Dr. Monica Faulkner of the School of Social at The University of Texas at Austin. Dr. Faulkner can be reached at One University Station, Austin, TX, 78712, (512) 471-7191 or mfaulkner@austin.utexas.edu. This study has been processed by the Office of Research Support and the study number is 2012-08-0010.

Questions About Your Rights as a Research Participant:

If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Office of Research Support by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu. If you agree to participate, please sign the line below.

Basic Information

1. What is your gender?

- Male Female

2. What year were you born?

3. What is your marital status:

- Single Married Divorced
 Partnered Separated Widowed

4. Are you a parent?

- Yes No

5. If yes, how many children do you have?

6. How many of your children are under the age of 18?

7. What is your highest level of education?

- Less than high school education Some college Master degree in _____
 High School diploma or GED Bachelor degree in _____
 Associates Degree in _____ Doctoral degree in _____

8. What credentials, certificates or certifications do you have? (check all that apply)

- No credentials, certificates or certifications, Child Development Associate Credential – Preschool Endorsed
Child Development Associate Credential – Infant Toddler Endorsed Director’s Credential
 1 or 2 year certificate in child development
 1 or 2 year certificate in child development infant toddler
 1 or 2 year certificate in child development preschool
 1 or 2 year certificate in early childhood
 1 or 2 year certificate in early childhood education
 1 or 2 year certificate for Child Care Administrator
 Other: _____

9. What is your race/ethnicity? (Please check all that apply.)

- White Hispanic Other (please specify): _____
 Black Asian

Work Information

The following questions ask you for information about your work experiences as a child care provider.

10. How many years have you been at your current center?

11. How many years have you worked in child care?

12. Have you worked in other homes?

Yes No

13. Have you worked in other centers?

Yes No

14. Are you paid hourly?

Yes No

15. How much are you paid per hour?

16. About how many hours do you work per week?

OR

17. Are you paid a salary?

Yes No

18. What is your current salary?

19. Are your children in care at your center?

Yes No

20. Do you pay full price or do you get a discount? How much is your discount?

Yes No

Discount _____

21. How many hours a week do you provide care to children?

22. How many hours a week do you spend prepping and cleaning?

23. Do you receive paid sick leave?

Yes No

24. Do you receive paid vacation?

- Yes No

25. Do you currently have health insurance?

- No Yes, through a private plan (work or other)
 Yes, through my spouse/partner Yes, through a public plan (Medicaid, Medicare)

26. Do your children currently have health insurance?

- No Yes, through a private plan (work or other)
 Yes, through my spouse/partner Yes, through a public plan (Medicaid, Medicare)

27. Do you currently have a retirement savings account?

- Yes No

Retention

The following questions ask you about your professional plans and wellbeing.

28. In the next two years, do you plan to continue work at your current center?

- Yes No

29. In the next two years, do you plan to continue work in childcare?

- Yes No

30. What are your future plans?

31. How much control do you have over the following things at work?

	Very Little	A Little	Some	A Lot	Very Much
Getting the children to do what you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of supplies you need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting parents to be consistent with you in how to deal with the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting the parents to work with you on a behavior problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting parents to follow the rules and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much you are paid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of children you care for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking time off from work when you need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When the parents pick up their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking time by yourself during the workday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compensation

Thank you for your time in completing this survey. Please provide us with your name and address so that we may mail you a \$15 gift card. Your name and address will be permanently deleted from our files after data collection is completed. Please allow two weeks to receive your gift card. If you have not received your gift card within two weeks of completing this survey, please give us a call at (512) 471-7191 or email MFaulkner@austin.utexas.edu.

32. I would like \$15 gift card to?

- HEB Wal-Mart Target

***33. Please provide us with your address so that we can mail you a gift card. We are asking you for your email address in case we have any issues mailing your card. Again, this information will be purged from our records as soon as we mail your gift card. Gift cards will be mailed by within two weeks of us receiving your survey. If you have any questions, please email us at mfaulkner@austin.utexas.edu.**

Please mail my gift card to:

Name _____
Address _____
City, State, ZIP Code _____
Email Address _____

Thank you for your participation!

Please mail this questionnaire back to us at the address below in a self-addressed stamped envelope.

The University of Texas at Austin
Child and Family Research Institute
School of Social Work
c/o Monica Faulkner
1 University Station, D3510
Austin, TX 78712-6038

APPENDIX G. LIST OF COUNTIES BY MSA/MD IN GEOGRAPHIC SCHEME
OTHER MSA AND NON-MSA COUNTIES

List of Counties by MSA/MD in Geographic Scheme

MSA/MD	Counties
Austin-Round Rock-San Marcos MSA	Bastrop Caldwell Hays Travis Williamson
Dallas-Plano-Irving MD	Collin Dallas Delta Denton Ellis Hunt Kaufman Rockwall
Fort Worth-Arlington MD	Johnson Parker Tarrant Wise
Houston-Sugar Land-Baytown MSA	Austin Brazoria Chambers Fort Bend Galveston Harris Liberty Montgomery San Jacinto Waller
San Antonio-New Braunfels MSA	Atascosa Bandera Bexar Comal Guadalupe Kendall Medina Wilson

Note: The Dallas-Fort Worth-Arlington Metropolitan Statistical Area is comprised of two metropolitan divisions – separately identifiable employment centers within the larger metropolitan area: the Dallas-Plano-Irving Metropolitan Division and the Fort Worth-Arlington Metropolitan Division. Appendix G identifies the counties included in the survey geographic areas labeled: Non-MSA Counties and Other MSA’s .

List of Counties in Other MSA category

MSA	County	MSA	County	MSA	County		
Abilene	Callahan	Killeen-Temple-	Bell	Sherman-Denison	Grayson		
	Jones		Fort Hood		Coryell	Texarkana	Bowie
	Taylor				Lampasas	Tyler	Smith
Amarillo	Armstrong	Laredo	Webb	Victoria	Calhoun		
	Carson		Longview		Gregg	Goliad	
	Potter				Rusk	Victoria	
	Randall				Upshur	Waco	McLennan
Beaumont-	Hardin	Lubbock	Crosby	Wichita Falls	Archer		
Port Arthur	Jefferson		Lubbock		Clay		
	Orange		McAllen-Edinburg-		Hidalgo	Wichita	
Brownsville-	Cameron	Mission					
Harlingen	Brazos	Midland	Midland				
College Station-	Burleson						
Bryan	Robertson	Odessa	Ector				
	Aransas		San Angelo	Irion			
Corpus Christi	Nueces		Tom Green				
	San Patricio						
	Collin						

NONMETROPOLITAN COUNTIES:

Anderson, Andrews, Angelina, Aransas, Armstrong, Atascosa, Austin, Bailey, Bandera, Baylor, Bee, Blanco, Borden, Bosque, Brewster, Briscoe, Brooks, Brown, Burleson, Burnet, Calhoun, Callahan, Camp, Carson, Cass, Castro, Cherokee, Childress, Clay, Cochran, Coke, Coleman, Collingsworth, Colorado, Comanche, Concho, Cooke, Cottle, Crane, Crockett, Crosby, Culberson, Dallam, Dawson, Deaf Smith, Delta, Dewitt, Dickens, Dimmit, Donley, Duval, Eastland, Edwards, Erath, Falls, Fannin, Fayette, Fisher, Floyd, Foard, Franklin, Freestone, Frio, Gaines, Garza, Gillespie, Glasscock, Goliad, Gonzales, Gray, Grimes, Hale, Hall, Hamilton, Hansford, Hardeman, Hartley, Haskell, Hemphill, Hill, Hockley, Hopkins, Houston, Howard, Hudspeth, Hutchinson, Irion, Jack, Jackson, Jasper, Jeff Davis, Jim Hogg, Jim Wells, Jones, Karnes, Kendall, Kenedy, Kent, Kerr, Kimble, King, Kinney, Kleberg, Knox, Lamar, Lamb, Lampasas, La Salle, Lavaca, Lee, Leon, Limestone, Lipscomb, Live Oak, Llano, Loving, Lynn, McCulloch, McMullen, Madison, Marion, Martin, Mason, Matagorda, Maverick, Medina, Menard, Milam, Mills, Mitchell, Montague, Moore, Morris, Motley, Nacogdoches, Navarro, Newton, Nolan, Ochiltree, Oldham, Palo Pinto, Panola, Parmer, Pecos, Polk, Presidio, Rains, Reagan, Real, Red River, Reeves, Refugio, Roberts, Robertson, Runnels, Rusk, Sabine, San Augustine, San Jacinto, San Saba, Schleicher, Scurry, Shackelford, Shelby, Sherman, Somervell, Starr, Stephens, Sterling, Stonewall, Sutton, Swisher, Terrell, Terry, Throckmorton, Titus, Trinity, Tyler, Upton, Uvalde, Val Verde, Van Zandt, Walker, Ward, Washington, Wharton, Wheeler, Wilbarger, Willacy, Winkler, Wise, Wood, Yoakum, Young, Zapata, Zavala