

EARLY LEARNING COALITION OF  
**SEMINOLE**

*Good beginnings last a lifetime*



*Child Care Workforce Study*  
*2006*

# Acknowledgments

The Children's Forum extends sincere appreciation to the child care centers and family child care homes that returned completed surveys to us. Their participation made this study possible.

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Finally, the Early Learning Coalition of Seminole is to be commended for embracing the challenge of preparing its children for success in school and life. The supportive role of Executive Director Karen Willis and the Coalition staff was important to the completion of this study.

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# Executive Summary

In an effort to gain greater understanding of its child care early learning workforce, the Early Learning Coalition of Seminole commissioned a workforce study in April, 2006.

This report presents the results of the survey conducted with both center-based personnel and family child care home providers. Understanding the characteristics of the workforce is the first step in establishing a baseline, developing and implementing targeted strategies, measuring results, and benchmarking progress. The results are not dissimilar to state and national data sets investigating similar characteristics. The annual turnover rate in Seminole County is approximately 34% for teachers and 39% for assistant teachers calculated by the number of staff who left their jobs within the 12-month period preceding the survey. High turnover rates such as these affect the ability of children to develop meaningful sustained relationships with their teachers, an important factor in the learning process. The costs of hiring and re-training teachers are an ongoing concern for child care directors as well.

Family child care providers responding to the survey reported greater stability indicated by an average of almost 11 years in business.

Approximately 67% report that they plan to remain in business for the next three years or longer. These data are encouraging. Education levels reported in family child care indicate that 46% have a high school diploma as their highest education credential and relatively few have access to computers in their homes.

The survey results show that more than half of the teachers in child care centers have a high school diploma, a GED or less as their highest educational achievement. The challenge to educate the workforce and provide compensation to retain them is an issue to be confronted.

As the demand for higher standards and accountability in early childhood programs rises, there must be equal attention given to the practitioners who deliver services to children. These results are intended to inform policy and decision-making to assist the Coalition in addressing these fundamental issues critical to the success of the child care and early learning system.

## Introduction

### WHY CONDUCT A WORKFORCE STUDY?

There is no longer much room for doubt that the key to high quality child care and early learning opportunities for young children is consistent, caring, and skilled caregivers. Although this finding has long been evident, minimal progress has been made toward increasing the wages, benefits, education levels and working conditions of the national child care workforce. It has become commonplace for the public to hear that child care personnel typically earn a lower wage than parking lot attendants so that comparisons of this kind no longer attract attention. The general public seems to understand that working conditions in child care and early learning settings are below the standards of most professions, yet there is little impetus to change the status quo of a national system of care that is nonetheless operational.

In order to raise public interest and concern about the linkage between child care quality and the characteristics of caregivers, it is necessary to have accurate information about the current state of the workforce. It is difficult to argue that child care wages should be raised, for example, when current wages are not known or to plan for better benefits when data on current benefits is unavailable. A workforce study is the starting point for discussions and programs that can lead to improved wages, benefits, education levels and working conditions that are directly linked to improved care for young children.

### WHY CONDUCT A WORKFORCE STUDY IN SEMINOLE COUNTY?

Under state law, the Early Learning Coalition of Seminole is charged with the oversight and enhancement of child care and early learning opportunities in Seminole County. In its Early Learning Coalition Plan (Agency for Workforce Innovation, 2006), the Coalition must set forth the Quality Activities and Services (Section 5) it will pursue to meet its obligations under federal Child Care and Development Fund (CCDF) guidelines. Included among the activities that may be implemented are (a) "grants or loans to providers to assist in meeting state and local standards;" (b) "professional development, including training, education, and technical assistance;" and (c) "improving salaries and other compensation for early learning providers." With current data in hand on the wages, benefits, education levels and working conditions of the Seminole County workforce, the Coalition is well-positioned to address these Quality Activities.

A second reason to pursue workforce data is to boost the ability of the Coalition to approach local government, civic organizations and the business community in Seminole County for assistance in meeting the collective needs of its child care personnel. With the understanding that the child care workforce supports the economy of entire communities, agencies and organizations are in a position to work together with the Coalition to move this agenda forward. Hard data is needed to capture the attention of private and public sector decision-makers and enlist their support and cooperation.

It is often said that knowledge is power. Using the information presented in these pages, the Early Learning Coalition of Seminole has the power to make the informed, meaningful decisions needed to impact the future of its child care and early learning workforce.



# Population

In its broadest sense, the entire U.S. “caregiving population” is defined as all non-parental individuals caring for children ages birth to 5 in the U.S. at any given time, whether paid or unpaid. Within that population, there is a subgroup of people who can be considered members of a bona fide, paid “child care workforce.” (Center for the Child Care Workforce, 2002).

Included in this national paid workforce are:

- the teaching staff of center-based programs, including Head Start programs, pre-kindergarten programs, preschools, and community-based private and public child care centers;
- family child care providers who are licensed or regulated to care for young children in their own homes;
- nannies and other paid in-home caregivers;
- paid relatives caring for children on a regular basis;
- paid non-relatives (friends, neighbors, etc.) caring for children on a regular basis; and
- non-teaching staff of child care centers (cooks, office workers, etc.)

For purposes of the Seminole County workforce study, we have defined the child care workforce under examination as the first two categories listed above, that is:

- the teaching staff of center-based programs, including Head Start programs, pre-kindergarten programs, preschools, and community-based private and public child care centers; and
- family child care providers who are licensed or regulated to care for young children in their own homes.

The remaining four categories were excluded from examination due to a lack of adequate sources for this data and the fact that the Early Learning Coalition of Seminole does not directly fund these caregiving arrangements (with the exception of a relatively small number of relatives caring for children).

We further limited the population of interest in all center-based programs to the directors of those facilities; therefore, the population surveyed consisted of:

- the directors of all center-based programs in Seminole County, and
- the owners of all family child care homes in Seminole County.

We obtained the names and addresses of all child care centers (CCC) and family child care homes (FCCH) in the county from the Enhanced Field System database (Florida’s CCDF statewide data system) on May 5, 2006. From that data source, a total list of 283 CCCs and FCCHs was generated. Of those:

- 142 were licensed child care centers or licensed-exempt child care centers, and
- 141 were licensed or registered family child care homes.

When the program list was examined and “cleaned,” 6 CCCs and 2 FCCHs were found to be duplicated on the list. As a result, the beginning number of cases in the population of interest was 275 (136 CCCs and 139 FCCHs).

Because the population of interest was relatively small, we surveyed the entire population of 275 programs and did not use representative sampling methods of any kind.



*“To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness.”*  
*John Dewey*



# Method

Two surveys were developed for the study. Both surveys were adapted from earlier work done by the Center for the Child Care Workforce (CCW), Washington, DC, and copyrighted by CCW in 2000. The surveys were used with the permission of CCW.

- The Seminole County Child Care Center Workforce Survey (adapted from the CCW Child Care Center Salary and Working Conditions Survey).
- The Seminole County Family Child Care Home Workforce Survey (adapted from the CCW Family Child Care Provider Income and Working Conditions Survey).

The CCC Survey contained 19 sections with a total of 107 questions. The FCCH survey contained four sections with a total of 55 questions.

## Child Care Center Survey Details

Sections	Number of Questions
A: Center Description	2
B-E: Teachers	23
F-I: Assistant Teachers	23
J-M: Teacher-Directors	23
N-Q: Administrative Directors	22
R: Center Characteristics	10
S: Final Questions	4

*“The great aim of education is not knowledge but action.”*  
*Herbert Spencer*

## Response Rate

There is no agreement among survey researchers as to what percentage of returned surveys constitutes an acceptable response rate. It is generally acknowledged that the response rate is dependent on many factors, including type of survey and nature of the population of interest. Acceptable response rates presented in recent textbooks range from 50% to 75%. (Hager, Wilson, Pollack & Rooney, 2003).

Based on the length of the surveys and knowledge of the demanding daily activities of child care providers, we proposed a conservative response rate of 50%. The amount of time available for the survey collection phase of the study was also taken into consideration. Accordingly, we set out to collect surveys from a minimum of 50% of the total number of child care programs in the county, equivalent to some combination of CCCs and FCCHs totaling that percentage, and not 50% of each group.

## Family Child Care Home Survey Details

Sections	Number of Questions
A: Your Child Care Program	17
B: Your Expenses	15
C: Your Professional Profile	12
D: Your Personal Profile	11

At the beginning of May 2006, copies of the appropriate paper survey booklet were mailed to all directors of the 136 CCCs and to all operators of the 139 FCCHs, respectively, by first-class U.S. mail. Stamped, self-addressed return envelopes were included with the survey booklets. The booklets were coded using numerical codes to protect the identity of the recipients and ensure confidentiality.

At the same time, an on-line version of each survey was posted on the Children’s Forum website for electronic submission of surveys for those survey recipients who wished to select that option.

As an incentive to complete the survey, \$25.00 gift certificates for Kaplan Early Learning Company merchandise were offered to each survey recipient upon submission of a completed survey.

Two weeks later, follow-up post cards were mailed to the survey recipients who had not yet submitted a survey. One week after the post cards were mailed, follow-up phone calls were made by Children’s Forum staff members to remind recipients to complete and submit their surveys.

A database was developed for the entry of survey responses. Following the completion of data entry, all survey data was imported into the Statistical Package for the Social Sciences (SPSS v. 13.0) for analysis.

During our attempts to collect completed surveys, we learned that certain programs were no longer open for business. We designated programs as “out-of-business” when their mailed surveys were sent back to us as “undeliverable,” when their telephone numbers were disconnected, and when they were no longer listed in the Florida Department of Children and Families (DCF) child care provider database. After these programs were removed as eligible, a total of 263 programs (132 CCCs and 131 FCCHs) remained (see table, p. 5).

By the end of the survey collection phase in June 2006, a total of 135 surveys, or 51.33%, had been returned. Surveys were returned by 90 of 132 CCCs, or 68.18%. Surveys were returned by 45 of 131 FCCHs, or 34.35%.



We also learned that certain programs appeared to be open for business but were “unreachable.” We designated programs as unreachable when their mailed surveys were sent back to us as “undeliverable” and when their telephone numbers were never answered or out of service, but they were still listed in the DCF database. After these programs were removed as “reachable,” a total of 259 programs (128 CCCs and 131 FCCHs) remained. The adjusted response rates in the table below are based on these numbers.

### Response Variables by Program Type

Program Type	Number of Programs	Number of Completed Surveys	Response Rate*	Adjusted Response Rate**
Child Care Centers	132	90	68.18%	70.31%
Family Child Care Homes	131	45	34.35%	34.35%

\* The response rate is the number of completed surveys divided by the number of existing programs.

\*\* The adjusted response rate is the number of completed surveys divided by the number of “reachable” programs.

Based on these respective response rates, we can have a relatively high degree of confidence that the results obtained from the child care centers (68.18%) are representative of all centers in the county. We can be less confident, however, of the results obtained from the FCCHs. With only 34.35% of the existing homes responding, we cannot know if these results are representative of all homes in the county, or only those who responded, because the threat of *nonresponse bias* is present.



## Limitations of the Survey Data

Several types of *error* or *bias* can influence the results of any survey research study. In the present case, the risk of introducing sampling error was avoided by surveying the entire population of interest. The results obtained here have the potential to be representative of the entire population because they come directly from the entire population.

A second source of error is *nonsampling error*, of which *nonresponse bias* is one type. In virtually all survey research studies, a proportion of the selected cases will choose not to participate. If the cases that respond to the survey are somehow different from the cases that do not respond, error is introduced into the results. In the present case, the possibility of nonresponse bias among the FCCHs must be considered.

We did not attempt to establish why some Seminole County providers responded and others did not. A few FCCH providers, however, offered reasons as to why they did not complete the surveys:

- One FCCH provider reported that the questions were “inappropriate.”
- One FCCH provider reported that she is primarily Spanish-speaking and could not easily respond to the survey questions. Although not directly reported, we believe that the English-only survey may have been a barrier for several other FCCH providers as well.
- One FCCH provider reported that her family child care

services were in transition and she felt she could not adequately answer the survey questions.

- Two FCCH providers reported that they simply did not want to complete the survey.
- Other FCCH providers indicated during telephone conversations that they planned to complete the survey, but did not follow through on their plans.
- Other FCCH providers indirectly revealed that they did not plan to complete the survey by choosing not to return messages left on their home answering machines.

An additional source of error can arise when respondents do not provide responses to all questions. In the present case, some providers returned their surveys with unanswered questions. We made the decision to exclude from analysis any surveys showing responses to less than 75% of the questions. On this basis, two CCCs and one FCCH home were excluded. In the end, analysis was conducted on 88 CCC surveys and 44 FCCH surveys.

It should also be noted that the findings described here represent a point in time. The survey results were collected in May and June, 2006, and were considered to be accurate at that time. Because early education and care is an ever-changing field, there can be no assurance that the results will remain static over time.







# Findings

The survey results yield a rich source of information about child care providers in Seminole County. For ease of understanding, findings will be presented separately for child care centers and for family child care homes.



## Child Care Centers

The findings reported here are based on the responses of 88 child care centers in Seminole County. Definitions of the four categories of child care personnel targeted in the survey are:

- **Teachers** – refers to persons in charge of a group or classroom of children, often with supervisory responsibilities.
- **Assistant Teachers** – refers to persons working under the supervision of a teacher.
- **Teacher-Directors** – refers to persons with both teaching and administrative duties.
- **Administrative Directors** – refers to persons with primarily administrative duties.

### WHO WORKS IN CHILD CARE CENTERS IN SEMINOLE COUNTY?

The 88 returned surveys represent 894 teachers, 334 assistant teachers, 71 teacher-directors, and 94 directors, for a total of 1,393 personnel. Their sex, ethnic background, and ages are shown on the two pages that follow.

More than 98% of the workforce in Seminole's child care centers are female, and 60% are Caucasian, followed by providers who are Latino (19%) and African American (16%). By age, more than 75% of the providers are between the ages of 20 and 50 years, with the average age of directors tending to be older than that of teachers.<sup>a</sup>



<sup>a</sup> Note: When the term "teachers" is used, it combines the categories of teachers and assistant teachers. When the term "directors" is used, it combines the categories of teacher-directors and administrative directors.

## DEMOGRAPHIC CHARACTERISTICS BY POSITION TYPE

### TEACHERS (n=894)

#### Sex

Female	98.22%
Male	1.78%

#### Ethnicity

Caucasian	58.39%
Latino	20.80%
African American	15.98%
Asian	1.72%
Bi/Multiracial	1.61%
Other	1.38%
American Indian	.12%

#### Age

< 20 years	4.03%
20 - 29 years	24.51%
30 - 39 years	29.00%
40 - 49 years	24.16%
50 - 59 years	14.27%
> 60 years	4.03%

### ASSISTANT TEACHERS (n=334)

#### Sex

Female	98.87%
Male	1.13%

#### Ethnicity

Caucasian	57.80%
Latino	19.08%
African American	18.50%
Bi/Multiracial	2.02%
Asian	1.44%
Other	1.16%

#### Age

< 20 years	17.78%
20 - 29 years	28.06%
30 - 39 years	20.83%
40 - 49 years	22.50%
50 - 59 years	8.05%
> 60 years	2.78%

*“There is nothing in a caterpillar that tells you it’s going to be a butterfly.”*  
*R. Buckminster Fuller*



## TEACHER-DIRECTORS (n=71)

### Sex

Female	100%
Male	0%

### Ethnicity

Caucasian	64.79%
Latino	15.49%
African American	15.49%
Asian	1.41%
Bi/Multiracial	1.41%
Other	1.41%

### Age

< 20 years	1.43%
20 - 29 years	21.42%
30 - 39 years	21.42%
40 - 49 years	31.43%
50 - 59 years	21.42%
> 60 years	2.88%

## ADMINISTRATIVE DIRECTORS (n=94)

### Sex

Female	96.81%
Male	3.19%

### Ethnicity

Caucasian	76.60%
African American	10.64%
Latino	8.51%
Bi/Multiracial	3.19%
Asian	1.06%

### Age

< 20 years	0%
20 - 29 years	9.38%
30 - 39 years	16.67%
40 - 49 years	39.58%
50 - 59 years	28.12%
> 60 years	6.25%



# Where Do They Work?

The 88 responding centers identified themselves in five categories of business organization:

## Number of Positions by Type of Organization

Organization Type <i>n</i> =88	Percentage of CCC Workforce	Number of Teachers	Number of Assistant Teachers	Number of Teacher- Directors	Number of Admin. Directors
For-Profit, Independent ( <i>n</i> =47)	51.40%	444	174	47	51
For-Profit, National Chain ( <i>n</i> =10)	11.85%	144	3	7	11
For-Profit, Corporate-Sponsored ( <i>n</i> =4)	5.81%	53	19	5	4
Non-Profit, Independent ( <i>n</i> =2)	2.01%	14	10	2	2
Non-Profit, Church-Sponsored ( <i>n</i> =25)	28.93%	239	128	10	26
		<i>n</i> =894	<i>n</i> =334	<i>n</i> =71	<i>n</i> =94

More than 51% of the 1,393 individuals represented in the survey work in private, for-profit centers, with the second largest group working in nonprofit, church-sponsored centers. A far smaller number of individuals work for national umbrella organizations (chains), local corporate-sponsored programs, or independent nonprofit organizations.

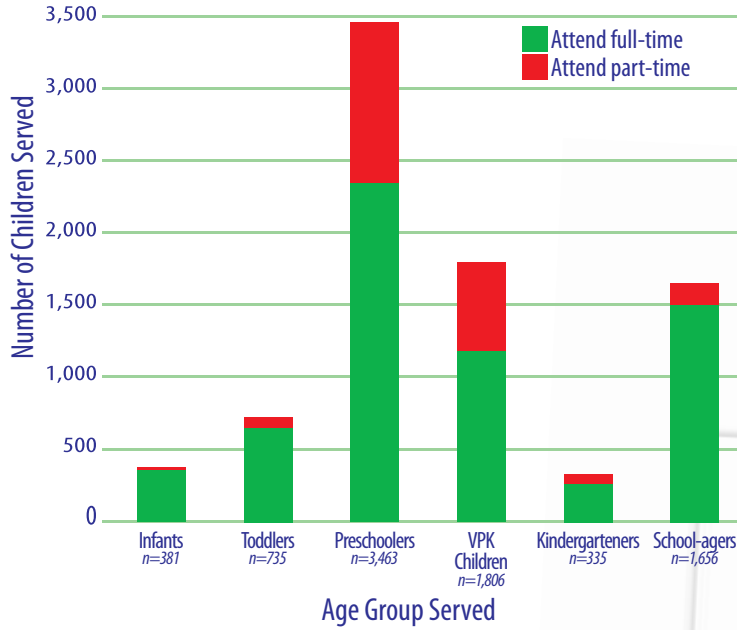
*“How does one become a butterfly?” she asked pensively. “You must want to fly so much that you are willing to give up being a caterpillar.”*  
Trina Paulus



# What are the Characteristics of Their Centers?

The 88 CCCs responding to the survey reported information about the children they serve, the sources of their funding, licensure, accreditation, non-teaching staff, and percent of their budgets spent on personnel.

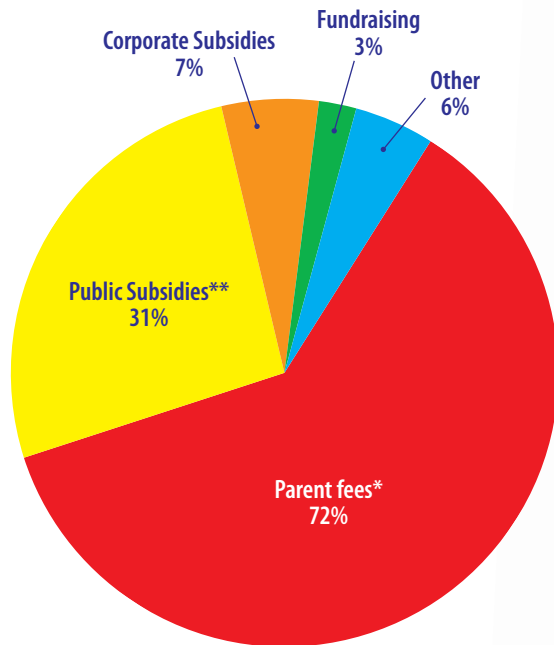
## Children Served



## Age Groups Defined

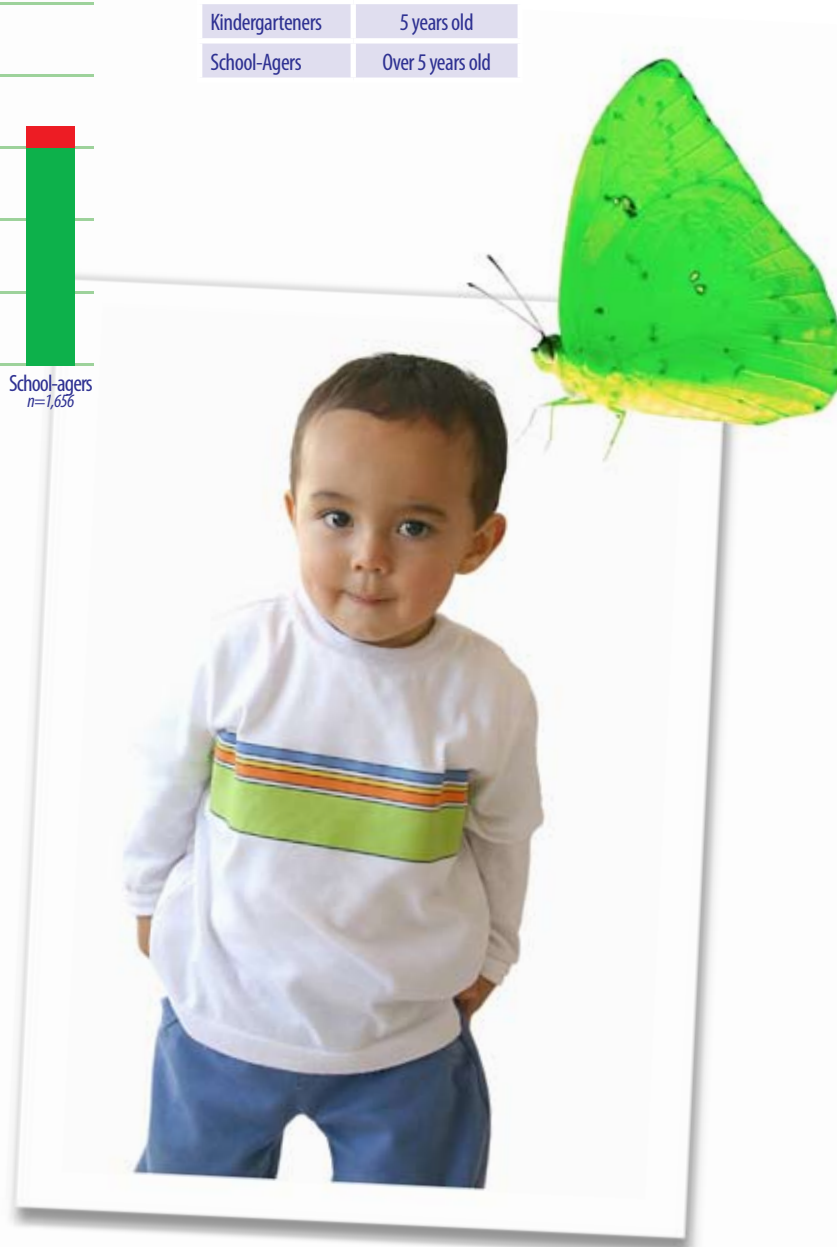
Infants	6 weeks - 12 months
Toddlers	13 - 24 months
Preschoolers	2-4 years old
VPK Children	4 years old
Kindergarteners	5 years old
School-Agers	Over 5 years old

## Funding: Mean Percentage of Income by Funding Source



\* Excludes vouchers provided through public funds.

\*\* Includes federal, state or local money, including vouchers.



*“The foundation of every state is the education of its youth.” Diogenes*



## Licensing

Licensed Centers	78
Centers not Licensed	5
Centers who did not respond to this question	5

## Accreditation

Accredited Centers	32
Centers not Accredited	50
Centers who did not respond to this question	6

### Of the 32 accredited centers, their accrediting bodies include:<sup>b</sup>

Association of Christian Schools International (ACSI)	1
Accredited Professional Preschool Learning Environment (APPLE)	11
National Accreditation Commission (NAC)	3
National Association for the Education of Young Children (NAEYC)	6
Southern Association of Colleges and Schools (SACS)	7
United Methodist Association of Preschools (UMAP)	1

In addition, 23 other centers reported that they are in the process of seeking accreditation.

## Gold Seal Designation<sup>c</sup>

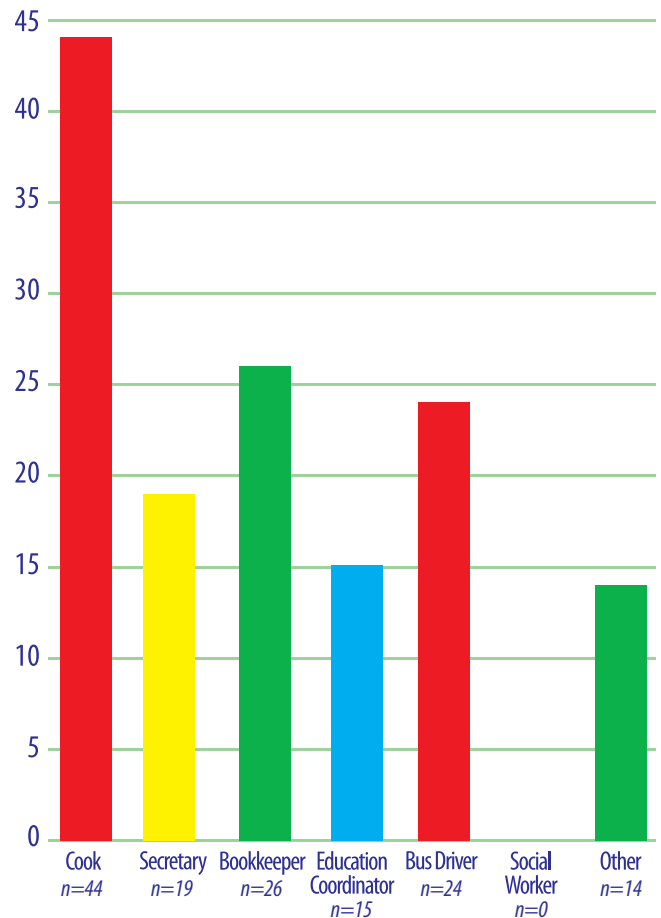
Gold Seal Centers	28
Centers with no Gold Seal Designation	55

Several centers reported that they are accredited by the following organizations; however, these organizations are not recognized by the Florida Department of Children and Families as accrediting bodies under Gold Seal legislation:

American Montessori Society (AMS)	1
Association of Independent Schools of South Florida (AISF)	5
Commission on International and Trans-Regional Accreditation (CITA)	1
Children and Family (CSF)	1
Florida Kindergarten Council (FKC)	1
Montessori Accreditation Council for Teacher Education (MACTE)	1
National Lutheran School Accreditation (NLSA)	1
National Center for Montessori Education (NCME)	1

## Non-Teaching Staff

### Types of Non-Teaching Staff Across Centers



“Other” positions included administrative assistants, maintenance/custodial staff, receptionists, substitute teachers, grocery shoppers, school nurses, and school counselors.

## Personnel Expenses

The CCCs reported that, on average across centers, they spend 62.73% of their total operating budget on salaries, fringe benefits, payroll taxes, and other personnel costs for their employees. The range of percentages across centers spent on these costs varied from 35% to 91%.

<sup>b</sup> Some centers are accredited by more than one agency.

<sup>c</sup> There is inconsistency noted between the centers reporting accreditation and those reporting Gold Seal designation.



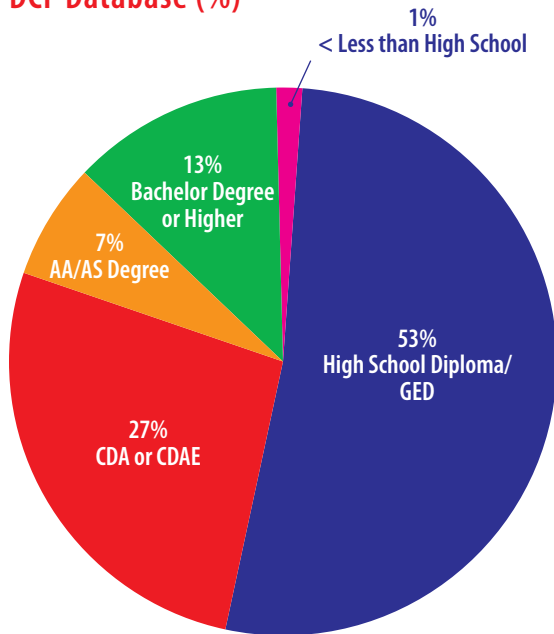
# What Are Their Educational Levels?

The teaching staff working in the 88 responding centers have a wide range of educational credentials. More than 26% of the teachers and more than 53% of the assistant teachers have a high school diploma as their highest credential. A modest percentage of the teachers, 27%, have earned a CDA or Florida CDA Equivalency (CDAE), and 24% have earned a 2-year or a 4-year degree in any field of study.

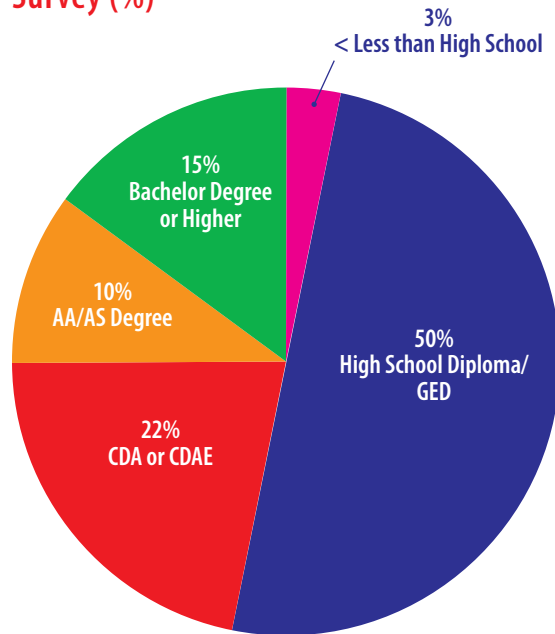
The directors have a similar level of educational attainment as the teachers in their programs. Of this group, 27% have earned the CDA/CDAE, and 33% have earned a 2-year or a 4-year degree in any field of study.

These figures presented are comparable data extracted from the Department of Children and Families (DCF) child care database. The similarity of the two data sets lends credibility to the survey findings.

DCF Database (%)



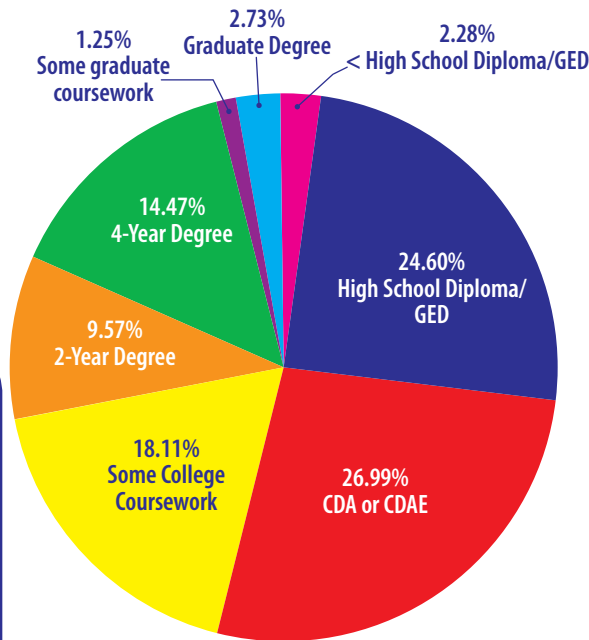
Survey (%)



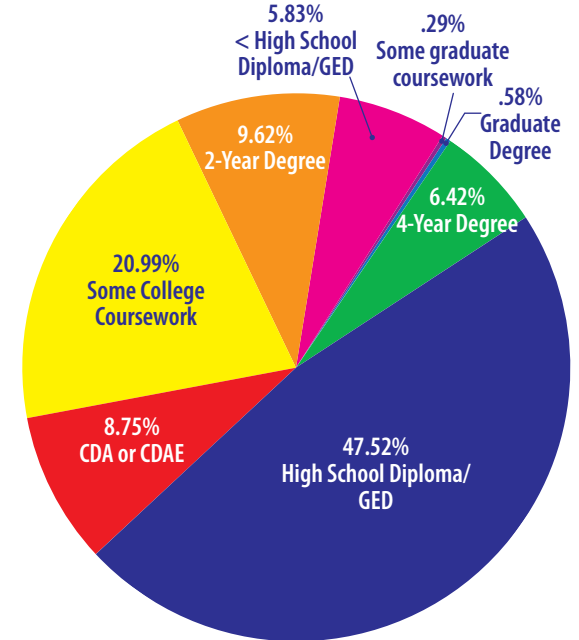
## EDUCATION VARIABLES BY POSITION TYPE

### Highest Level of Education in any Field (%)

#### TEACHERS (n=878)

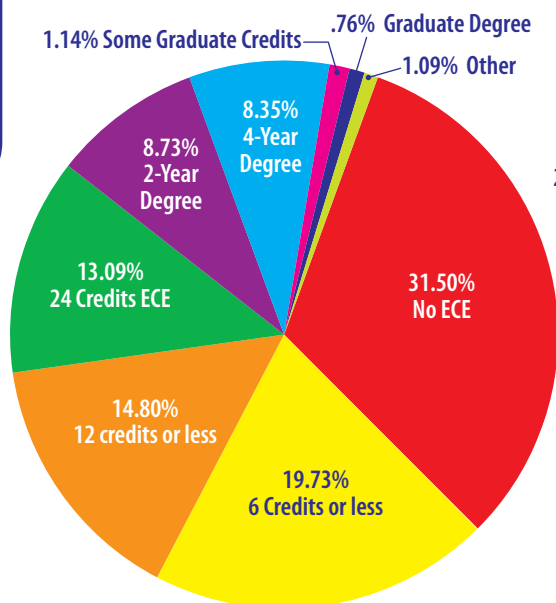


#### ASSISTANT TEACHERS (n=343)

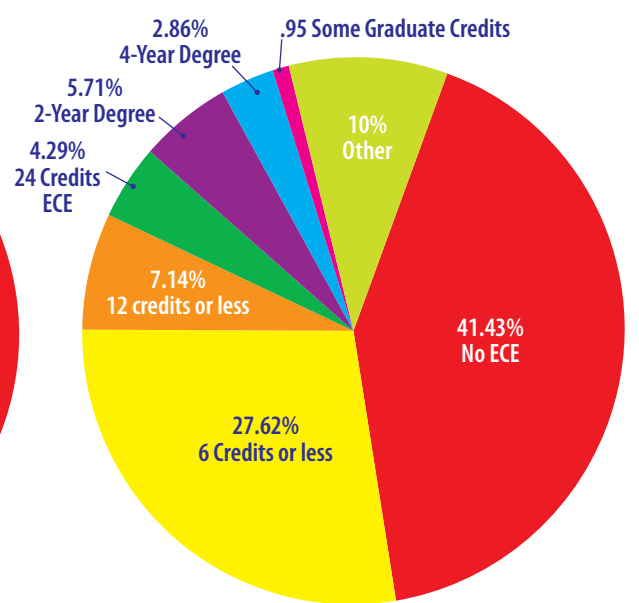


### Highest Level of Education in Early Childhood Education (ECE) (%)

#### TEACHERS (n=878)



#### ASSISTANT TEACHERS (n=343)



“Other” types of educational achievements included Director’s Credentials, degrees in other areas of education (e.g., elementary, special education), degrees in related fields (e.g., speech pathology, recreation/leisure services, psychology, social work), and Montessori training certification.

With regard to formal education that has been earned in the field of early childhood education (ECE), it is notable that more than 50% of the teachers and 69% of the assistant teachers have earned no credits or less than 6 ECE credits, indicating that many individuals have earned their

### COMPARATIVE FACTS

**Florida statewide data indicate:**

- 13% with bachelors or higher among teachers and assistants
- 9% have an associates degree
- 27% have some college but no degree
- 51% have high school degree or less

**National data indicate:**

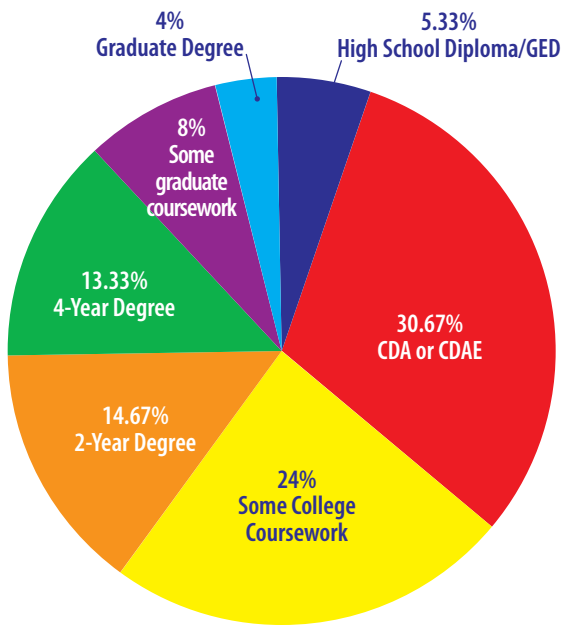
- 17% have college degree among teachers and assistants
- 9% have associates degrees
- 32% have some college but no degree
- 42% have high school degree or less

Source: Herzenberger, Price, & Bradley, 2005.

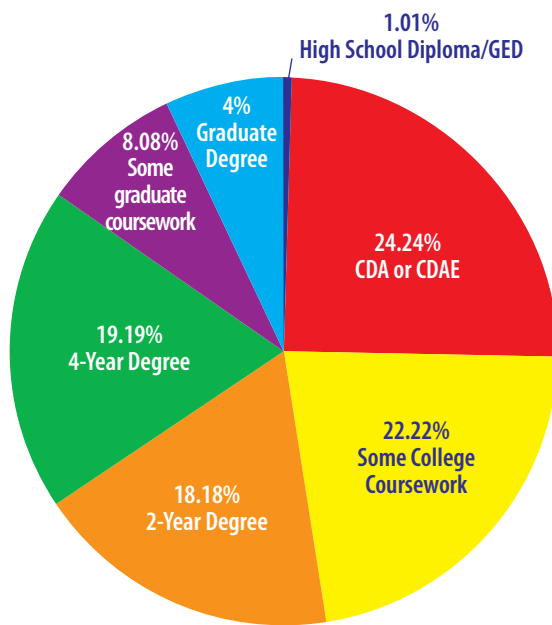


Highest Level of Education in any Field (%)

TEACHER-DIRECTORS (n=75)

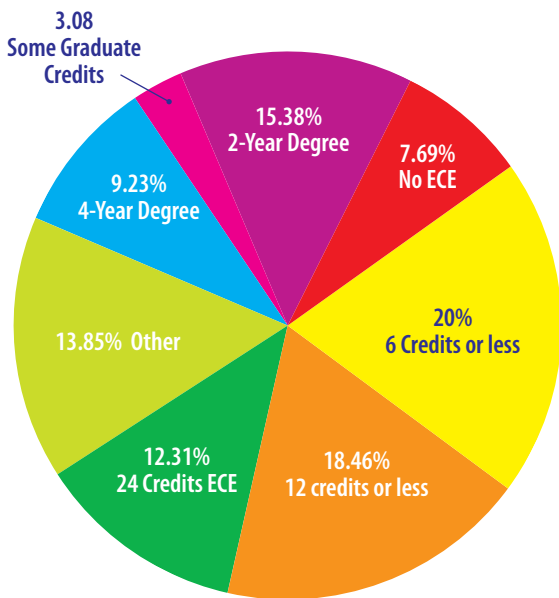


ADMINISTRATIVE DIRECTORS (n=99)

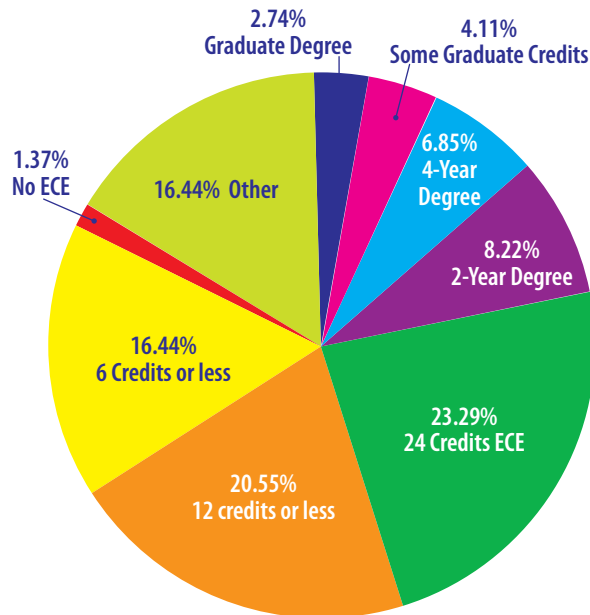


Highest Level of Education in Early Childhood Education (ECE) (%)

TEACHER-DIRECTORS (n=75)



ADMINISTRATIVE DIRECTORS (n=99)



CDA/CDAE credentials through local training programs and not college-based programs.

Approximately the same percentage of directors (combined group) hold the CDA as their highest ECE credential as the teachers, at 27%. A somewhat larger percentage of

directors have earned degrees in ECE, with 12% earning a 2-year degree and 8% earning a 4-year degree.



# Are They Participating in Training Opportunities?

During the 2005-2006 fiscal year, the Early Learning Coalition of Seminole held a number of Curriculum Training sessions on various early childhood curricula recommended by the Coalition for use in funded programs.

According to the survey results, a total of 457 teachers and directors from the responding centers participated in the Curriculum Training sessions. Of those, 385, or 84%, are still employed at their centers. This finding could suggest that a relatively large number of the employees who attend training sessions are those who tend to remain in their positions.

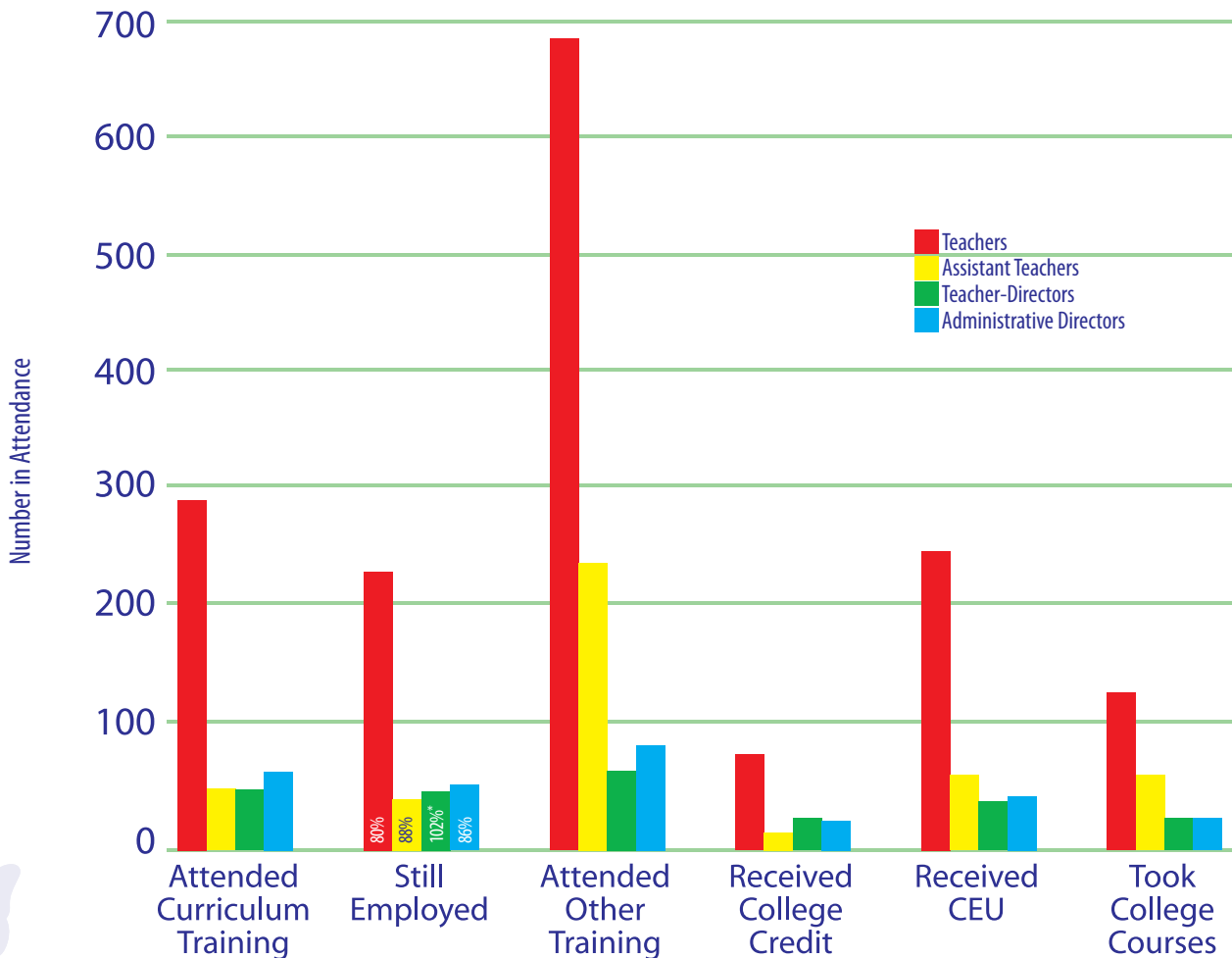
Given that the overall survey results represent a total of 1,393 employees, it appears that approximately 33% of the personnel working in these 88 centers participated in the Curriculum Training sessions.

A large percentage of the total 1,393 employees working in the responding centers also participated in other training during the 2005-2006 fiscal year. It was reported that 1,097, or 79% of those teachers and directors attended other training venues, presumably to fulfill their annual in-service training hour requirements, CDA credential requirements and renewals, and other educational objectives.

Although a large number of employees are attending training sessions, it appears that a relatively small percentage are earning college credit (13%) or Continuing Education Units (CEU) (37%) for their work. Approximately 18% of all employees represented in the survey took college courses during the previous 12-month period.

*“Effort only fully releases its reward after a person refuses to quit.”*  
*Napoleon Hill*

**Training Attendance in 2005-2006 by Position Type**



\* May be due to a survey recording error by a respondent or one Teacher-Director who attended a training session may have moved to another center and been counted there.





# What Are Their Turnover Rates?

The annual national turnover rate for child care teachers is generally reported to be between 30% - 40%, calculated by dividing the total number of teachers who leave their employment within one year by the total number of teacher positions within the child care program.

In Seminole County, it appears that the teacher turnover rate among the 88 responding centers falls within the range of the national average for the 12-month period preceding the administration of the survey, with a 34.56% rate among teachers and a 39.31% rate among assistant teachers.

The turnover rate for teacher-directors and administrative directors is much lower, with 9.86% and 7.45% rates, respectively. The national turnover rate for center directors is not well-established at this time, but is generally held to be lower than that of teachers.

The low turnover rate for directors appears to be a strength in Seminole County. Data indicate that more than 72% of directors have been employed for more than 3 years, with more than 58% employed for more than 5 years and more

than 31% more than 10 years. These findings appear to lend consistency and continuity to the leadership of CCCs in the county.

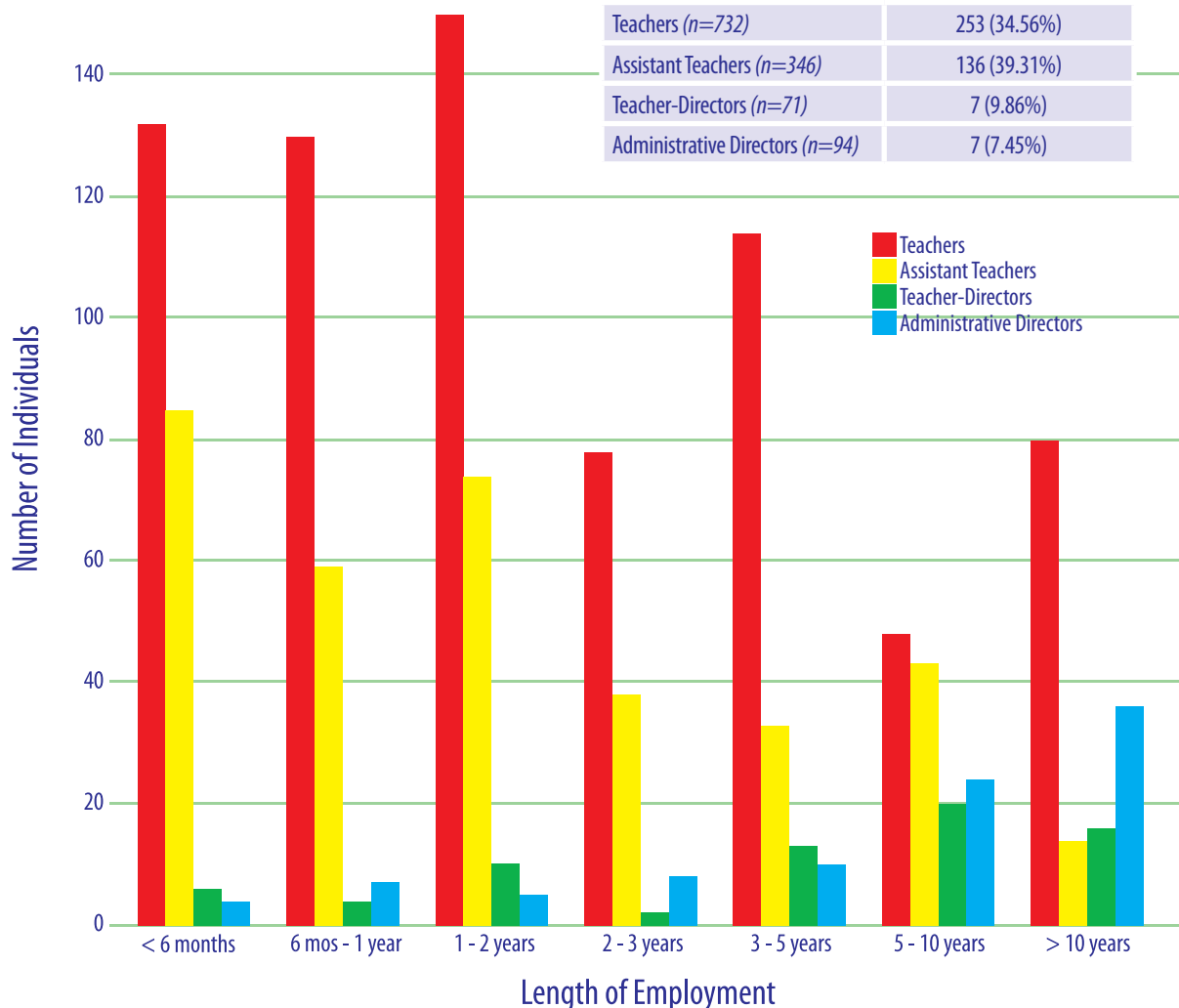
By contrast, more than 53% of teachers have been employed for less than 2 years (49.53% for teachers and 63.00% for assistant teachers), indicating relative instability of the individuals who work directly with children each day. More than 18%, or almost one-fifth of all classroom teachers, have been employed for less than 6 months.

The amount of time needed to replace departing employees may also present a barrier to the stability of care in the county's CCCs. Almost one-half, or 45%, of the vacancies reported by the 88 responding CCCs took 3 weeks or more to fill, indicating there may be a shortage of qualified and/or interested applicants to replace departing employees. Under-staffing of positions within child care centers can place the remaining employees under stress, cause the center to be out of compliance with adult:child ratio requirements, and endanger children.

## Left Employment in Past 12 months

Position	# of Turnovers/% Rate
Teachers (n=732)	253 (34.56%)
Assistant Teachers (n=346)	136 (39.31%)
Teacher-Directors (n=71)	7 (9.86%)
Administrative Directors (n=94)	7 (7.45%)

## Length of Employment by Position Type





# Why Do They Leave?

The respondents reported the following reasons for the loss of teachers (teacher and assistant teacher data combined) and the loss of directors (teacher-director and administrative director data combined):

## Reasons Given for Loss of Teaching Staff Members

Reason for Leaving	# of Teachers	# of Directors
Got job at another center	84 (21.99%)	1 (7.69%)
Transferred to another center with organization	10 (2.62%)	0
Went on leave (e.g., maternity) and did not return	24 (6.28%)	0
Opened a family child care home	1 (0.26%)	1 (7.69%)
Left to care for own children at home	39 (10.21%)	0
Accepted job in another field of work	98 (25.65%)	5 (38.46%)
Moved to another city or state	43 (11.26%)	1 (7.69%)
Other	83 (21.73%)	5 (38.46%)
Fired/Let go for performance reasons	38	1
Had family problems	1	
Had illness	1	1
Accepted position in public school system	4	
Became a full-time student	10	
Retired	1	1
Became a nanny	1	
Burnout		1
Unknown	7	1
Reason not reported on survey	20	

Turnover statistics are often discussed in terms of:

- **Position turnover** - Occurs when a teacher moves to a different classroom within a center, or when a teacher or director moves to a different site within an agency.
- **Job turnover** - Occurs when a teacher or director leaves a child care center but does not leave the child care field.
- **Occupational turnover** - Occurs when a teacher or director leaves a job at a child care center and also departs from the child care field.

Source: Whitebook & Sakai, 2003.

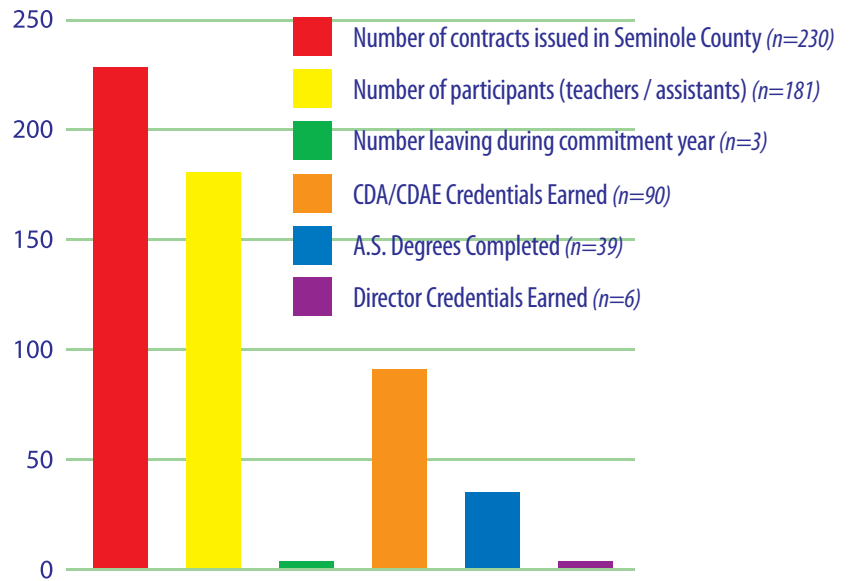
Although position turnover and job turnover both have an important impact on the daily care of children, occupational turnover has a significant effect on the overall quality of child care services in a community. Of the departing employees from Seminole's centers in the past year, more than 25% of the teachers and 38% of the directors left the field of child care completely when they left their positions. This finding lends credibility to the amount of time required to fill vacated positions with qualified applicants, since departing employees take their training and experience with them when they leave the field. Each time a center employee leaves the field, the pool of potential applicants becomes smaller unless new individuals come into the pool to replace them.

*“Like the butterfly,  
I have the strength  
and the hope to believe  
In time I will emerge from my  
cocoon... Transformed.”*  
*Kirsti A. Dyer, MD, MS*



# How Does the Turnover Rate for Participants in the T.E.A.C.H. Early Childhood® Scholarship Program Compare with Nonparticipating Staff?

The T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Scholarship program is an initiative targeting compensation, education, retention, and commitment of staff in child care programs. The program requires a three-way contract among teachers, sponsors (center owner/directors), and the T.E.A.C.H. program. The program provides funds for classes, release time, books, travel stipends, and a bonus / raise for completion of the scholarship contract. Participants agree to remain with their sponsoring center for 12 months beyond the completion of their contracts. The program is designed to reduce turnover and increase the education of those working with young children.



Data obtained from the T.E.A.C.H. database maintained at the Children's Forum for Seminole County in July 2006 indicated that the turnover rate for Seminole T.E.A.C.H. participants was 1.7% during their contract year. Compared with the 35-39% turnover rate for other respondents in the survey, the T.E.A.C.H. participants demonstrated a far superior retention rate.



# How Much Do They Earn?

Of the responding centers, most do not pay the same starting wage to all employees in the same position. Rather, they pay different starting wages depending on education and/or experience.

## Hourly Wage Indicators by Position Type

Type of Position	Same Starting Wage	Range of Starting Hourly Wages		Highest Wage Currently Paid	Hours Worked per Week
		Lowest	Highest		
Teachers (83 Centers)	7% Yes 93% No	\$5.45	\$20.00	Range \$7.50 to \$23.40	Range 5 to 48 hours
Assistant Teachers (52 Centers)	23% Yes 77% No	\$5.45	\$11.11	Range \$6.50 to \$13.00	Range 6 to 48 hours
Teacher-Directors (49 Centers)	20% Yes 66% No 14% Only one position	\$7.00	\$30.00	Range \$7.00 to \$25.00	Range 8 to 60 hours
Administrative Directors (71 Centers)	7% Yes 30% No 63% Only one position	\$7.50	\$38.00	Range \$9.00 to \$34.00	Range 30 to 86 hours

The range of wages paid across centers varies widely. There were no centers reporting starting wages at the current state minimum wage of \$5.15, and only a few centers (n=2) reported \$5.45 as the starting wage for teachers. Only 5 centers reported \$7.00 to \$7.50 as the starting wage for directors. Hourly wages generally fell into the \$7.50 to \$10.00 range for teachers, the \$6.50 to \$9.00 range for assistant teachers, the \$8.00 to \$12.00 range for teacher-directors, and the \$10.00 to \$15.00 range for administrative directors.

Although the number of hours worked per week was also highly variable for positions across the 88 responding centers, the 40-hour work week was most common, with 43% of employees working the standard week. Not surprisingly, the directors worked the longest hours. Of the teacher-directors, 49% worked a 40-hour week and 29% worked more than 40 hours per week. Of the administrative directors, only 29% worked a standard 40-hour week, while 59% worked more than 40 hours per week.

None of the responding centers reported having employees who work under a collective bargaining agreement.



## COMPARATIVE FACTS

### Florida statewide data indicate:

Median hourly earnings for teachers in centers: \$8.05

39% of center-based teachers and assistant teachers live below 200% of the poverty threshold.

### National data indicate:

Median hourly earnings for teachers in centers: \$8.34

35% of center-based teachers and assistant teachers live below 200% of the poverty threshold.

Source: Herzenberger, Price, & Bradley, 2005.

*One hundred years from now, it will not matter what my bank account was, how big my house was, or what kind of car I drove. But the world may be a little better, because I was important in the life of a child.” Forest Witcraft*



# What Benefits Do They Receive?

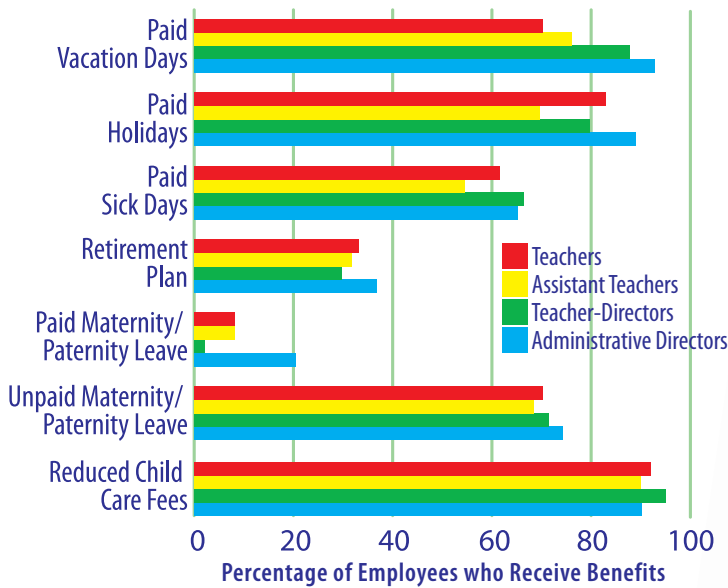
## NON-MEDICAL BENEFITS

The employees of the 88 child care centers receive non-medical benefits in the categories of reduced child care fees, maternity/paternity leave, retirements plans, and paid days off in varying degrees.

Most teachers and directors receive reduced child care fees when their own children attend the center in which they work. Approximately the same percentage of both teachers and directors receive this benefit at greater than 90% for all groups.

Maternity/paternity leave is somewhat less readily available to the employees. Although unpaid leave is given to two-thirds to three-fourths of all employees, a much smaller number of employees receive this leave as a paid benefit.

### Non-Medical Benefits by Type of Position



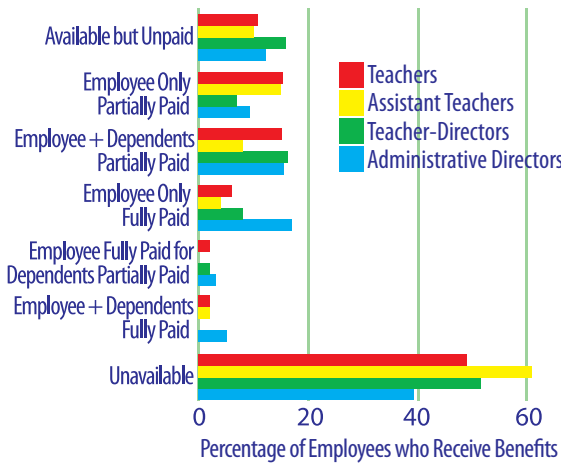
Approximately one-third of all employees have retirement plans through their centers, regardless of their position at the center.





## MEDICAL BENEFITS

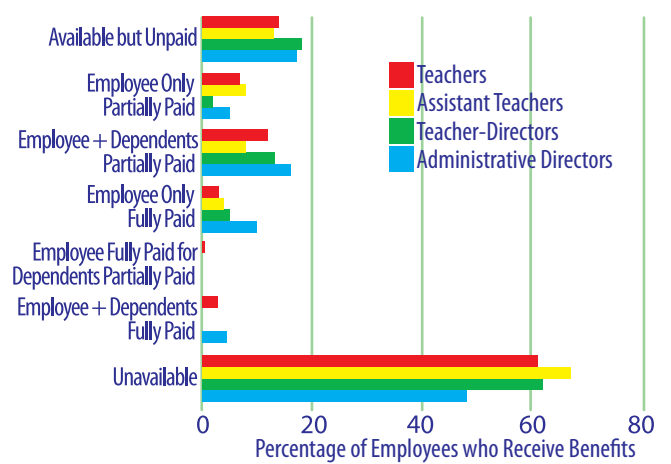
### Health Insurance Benefits by Type of Position



Fifty percent of all employees at the 88 centers do not have any health insurance benefits available to them. Another 10 to 16% have access to health insurance only at full cost to the employee. The remaining employees have various levels of health insurance benefits, ranging from full payment for employees and dependents to partial payment for the employee only. The administrative directors are most likely to have access to paid health insurance coverage.

## DENTAL BENEFITS

### Dental Insurance Benefits by Type of Position



Overall, center employees are slightly less likely to have dental insurance benefits than health insurance benefits, with benefits being unavailable or only available at full cost to approximately two-thirds to three-fourths of all employees. Once again, the administrator directors are most likely to have access to paid dental insurance benefits.

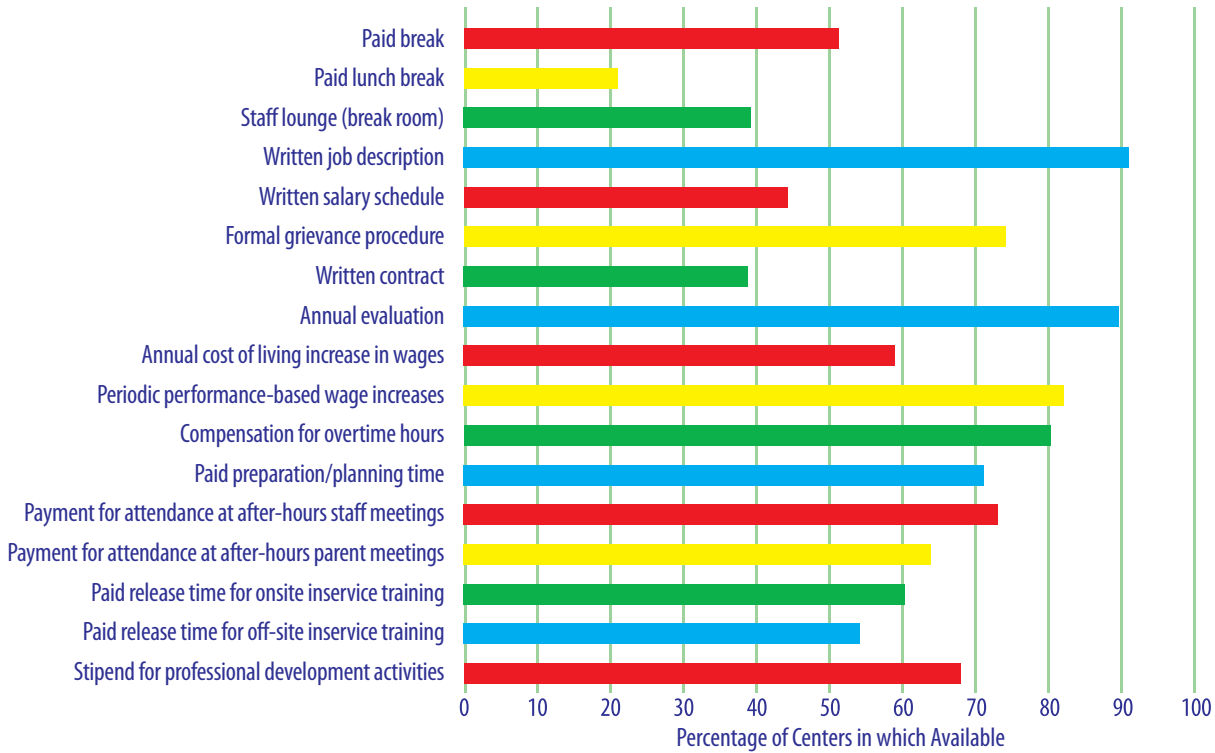
In general, when health and dental benefits are available through the child care centers, full-time employees are more likely to be eligible than part-time employees.



# What are Their Working Conditions?

Working conditions within child care centers help to determine the quality of the daily experience for both employees and children. In the list of indicators that follows, if an indicator is present for one group of employees, it tends to be present for all groups.

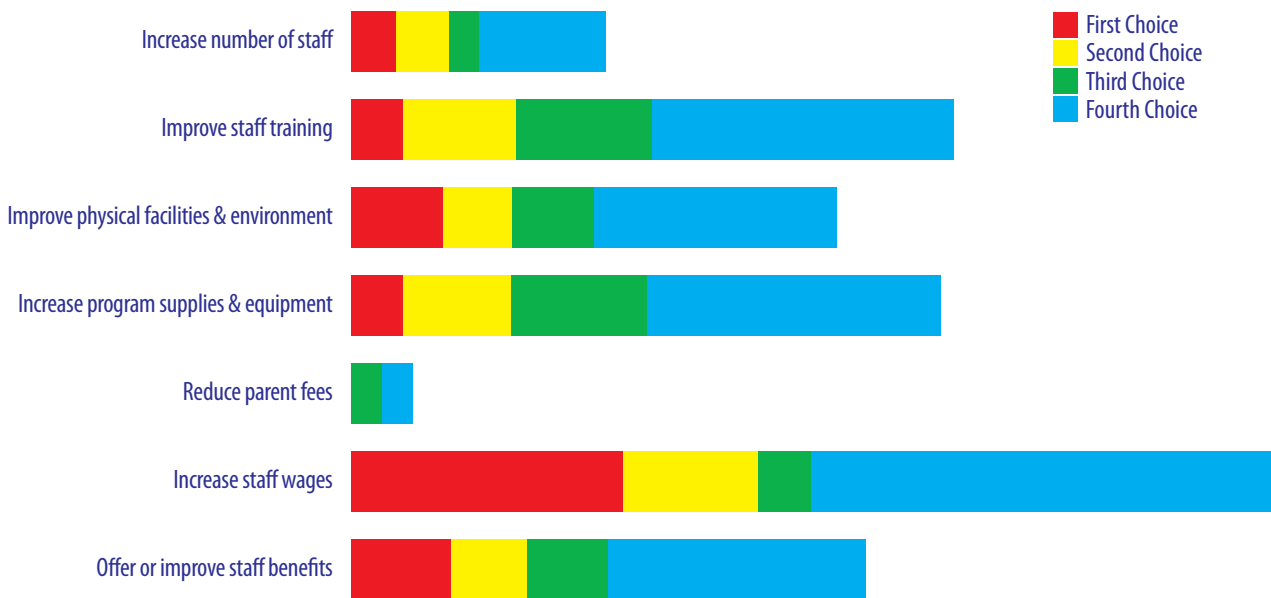
## Working Conditions by Percentage of Centers



# What Would Their Directors Do If They Could?

The center directors responded to the question “If increased funds were available for your center, how would you use the added funds?” by rank-ordering their top three choices. By far, the directors indicated that they would use additional funds to “Increase staff wages,” (36 first-choice votes) with “Improve staff benefits” receiving the second highest number of first-choice votes (13).

## Projected Use of Additional Funds by Frequency of Choice





# Family Child Care Homes

The findings reported here are based on the responses of 44 family child care homes in Seminole County and therefore represent the 44 family child care providers who responded to the survey.

*“When your work speaks for itself,  
don’t interrupt.” Henry J. Kaiser*



# Who Operates Family Child Care Homes in Seminole County?

## FAMILY CHILD CARE PROVIDERS (n=44)

### Sex

Female	100%
Male	0%

### Ethnicity

Caucasian	48.84%
Latino	16.67%
African American	16.28%
Other	9.30%
Bi/Multiracial	6.98%
Asian	2.32%

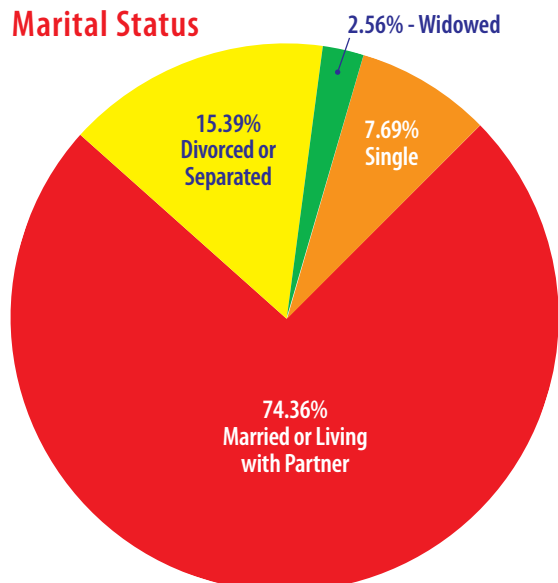
### Age

< 20 years	2.38%
20 - 29 years	4.76%
30 - 39 years	16.67%
40 - 49 years	28.57%
50 - 59 years	28.57%
> 60 years	19.05%

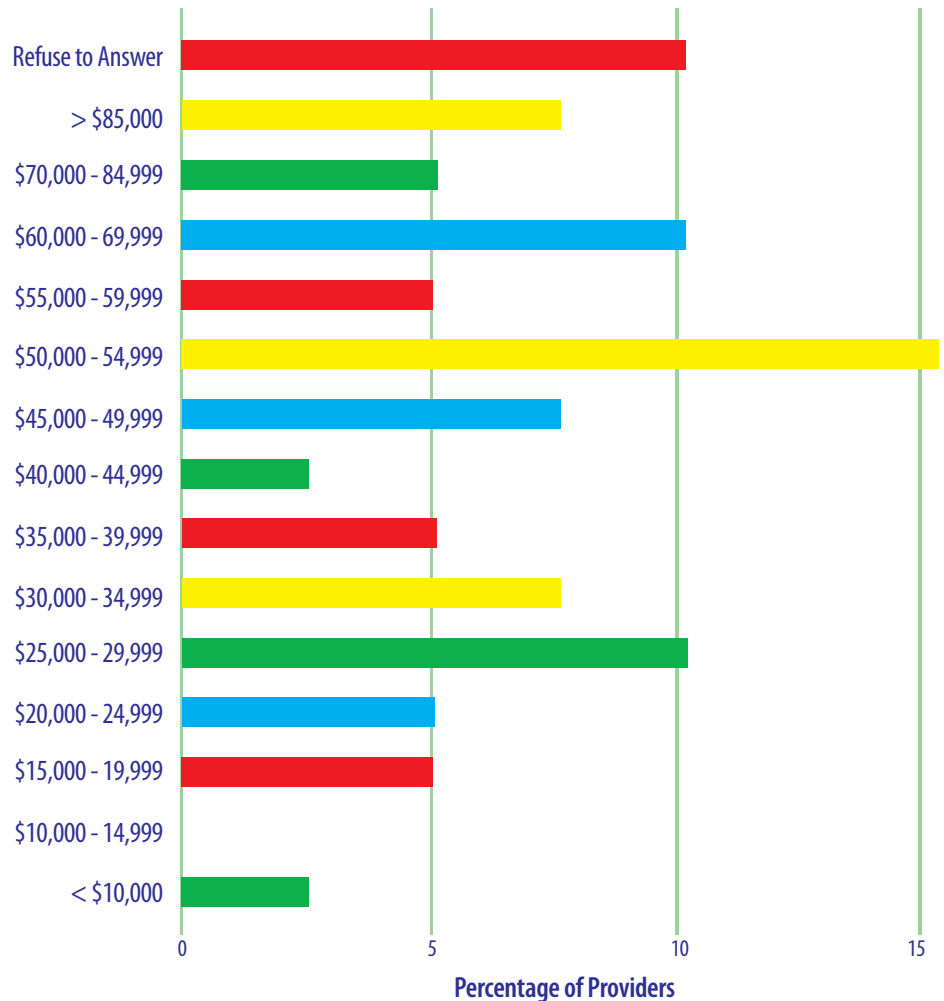
### Number of Adults Contributing to Income

One	30.77%
Two	69.23%

### Marital Status



### Total Household Income



All of the 44 responding family child care providers are female, and almost 50% are Caucasian, followed by providers who are Latino (17%) and African American (16%). By age, more than 75% of the providers are between the ages of 30 and 60 years, with more than 57% between the ages of 40 and 60 years.

Almost 75% of the family child care providers are married or living with a significant other, and another 15% are divorced or separated. Approximately 31% of the providers are the sole source of income in their household, while 69% of the households have two individuals contributing to income. Median household income is in the \$40,000 - \$44,500 range, with approximately 50% of the household's earning more than \$40,000.



# How Long Have They Been in Business?

The 44 responding family child care providers have been providing care for children in their homes for an average of almost 11 years, with 8 months as the shortest length of time in business and 32 years as the longest.

## Length of Time in Business

Average	10.79 Years
Range	8 months - 32 years

# How Many Hours Do They Work?

On average, the family child care providers reported that they work 54 hours per week in direct service to the children in their care, with the one provider working as few as 11 hours per week and another provider working as many as 123 hours per week.

They also reported that they work additional hours to accomplish tasks related to their business (before the children arrive or after they leave each day) such as food preparation, shopping, laundry, bookkeeping, and planning for children's activities. The average number of additional hours reported is

approximately 13.5 hours, with a range of 4 hours to 55 hours. Only 9% of the providers hold other jobs in addition to the family child care activities.

## Length of Work Week

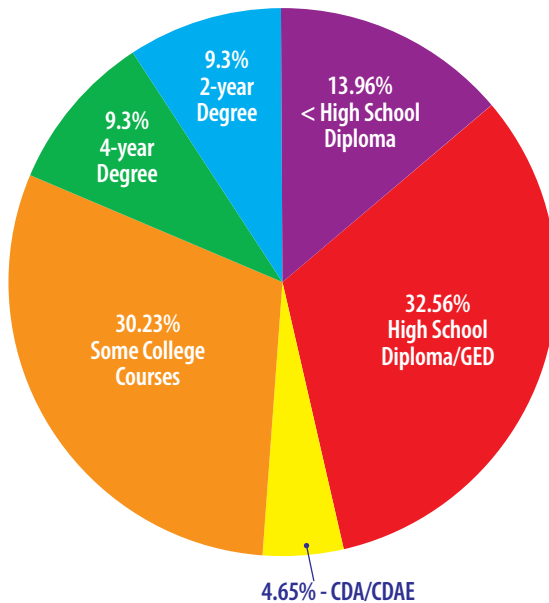
Hours in Direct Care with Children	Hours in Related Activities	Other Paid Jobs?
Average = 54.16 Hrs	Average = 13.55 Hrs	Yes = 9.09
Range = 11 to 123 Hrs	Range = 4 to 55 Hrs	No = 90.91

# What Are Their Educational Levels?

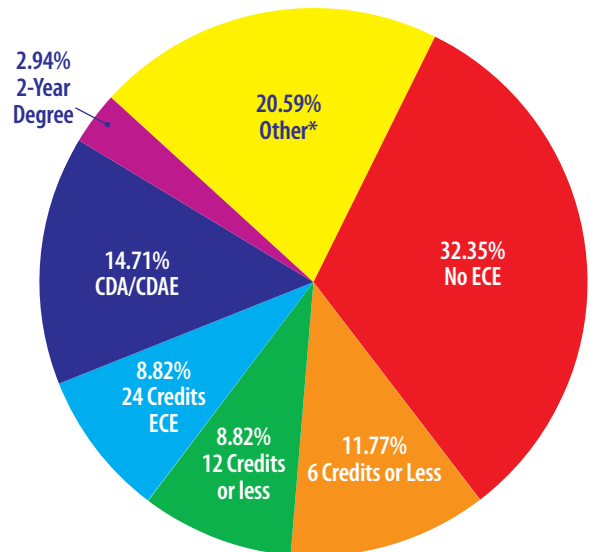
The 44 responding family child care providers have a modest level of educational credentials. More than 46% of the providers have a high school diploma as their highest credential. Almost 5% have earned a CDA or Florida CDA

Equivalency (CDAE), and 30% have taken some college courses. Almost 19% have earned a 2-year or a 4-year degree in any field of study.

## Highest Level of Education in Any Field of Study



## Highest Level of Education in Early Childhood Education (ECE)



\* Other includes those who have completed more than 24 college credit hours but have not completed a degree.

Note: There were no individuals who received a 4-year degree or a graduate degree.

With regard to formal education that has been earned in the field of early childhood education (ECE), more than 44% of the providers have earned no credits or less than 6 ECE credits within the field. Of the providers responding to this question,

only 15% have earned a Child Development Associate (CDA) Credential or its Florida Equivalency. Nevertheless, almost 30% of the providers have taken 24 college credit hours or more in early childhood education courses.

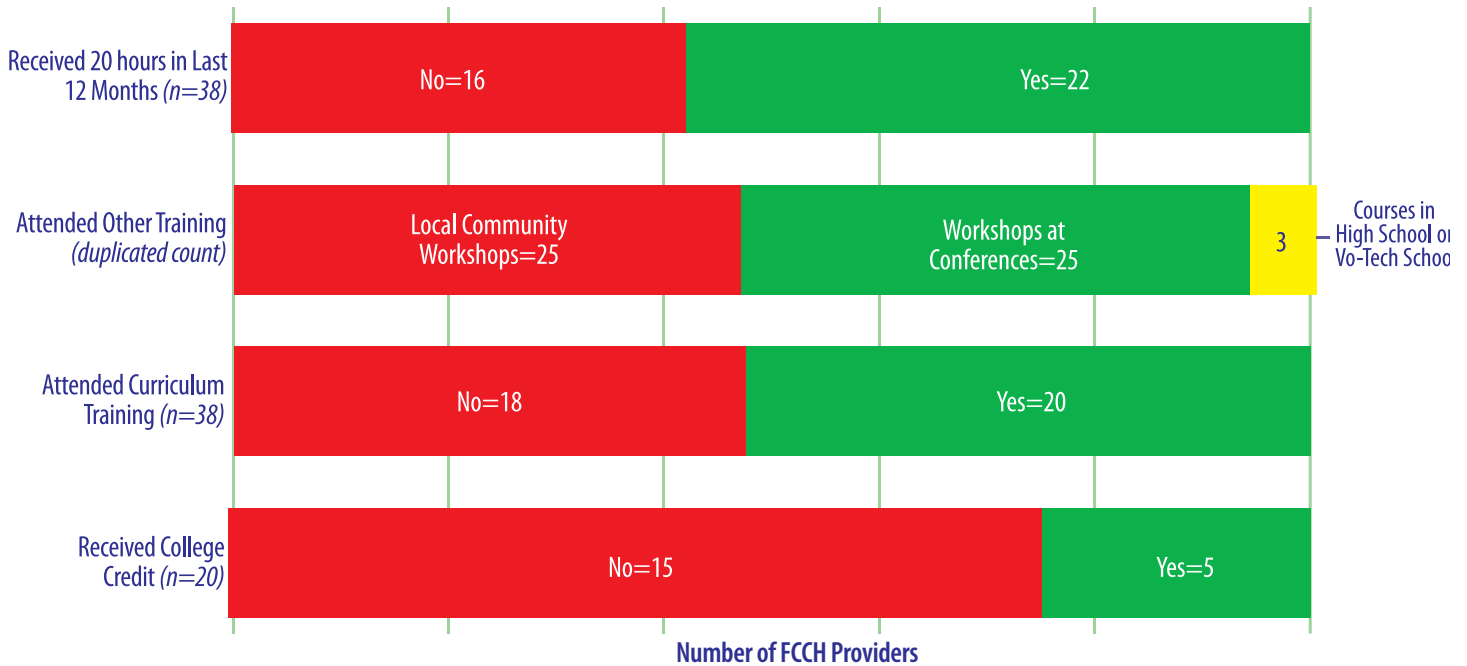


# Are They Participating in Training Opportunities?

During the 2005-2006 school year, the Early Learning Coalition of Seminole held a number of Curriculum Training sessions on various early childhood curricula recommended by the Coalition for use in funded programs.

According to the survey results, of the 38 providers responding to this question, 20 participated in the Curriculum Training sessions and 18 did not participate. It is not possible to determine from this survey how many providers who participated in the sessions have closed their businesses, since only current FCCH operators received the survey.

## Training Attendance in 2005-2006



The responding providers have also attended other types of training in ECE. More than 50% have received training through local community workshops and conference workshops. Three individuals received ECE training while in high school or vocational-technical school.

More than 57% of the respondents reported that they have received more than 20 hours of training in business or child development in the last 12 months. Of those, only 5 reported that they received college credit for their work.

# Are They Satisfied with Their Training Opportunities?

The family child care providers are generally satisfied with the training opportunities available to them, with only 2 of 39 respondents reporting that their opportunities are inadequate. The only problems reported with current training opportunities had to do with the issues of time and expense, and they were reported by less than 15% of the providers.

Do You Have Adequate Training Opportunities?	Problems with Current Training Opportunities
No = 2 Yes = 37	0 = My community does not have enough training opportunities. 2 = The cost of training is too high. 1 = The quality of existing training is poor. 5 = Daytime trainings are difficult to attend. 5 = I don't have time to attend. 0 = There is not benefit to getting more training. 0 = Other





# What Are Their Professional Affiliations?

It is frequently reported that family child care providers are at risk of isolation in their work. Membership in professional associations and pursuit of credentials are often cited as antidotes to isolation.

Of the responding providers in Seminole County, fewer than 15% have earned CDA or CDAE credentials, and approximately 32% have achieved accreditation for their family child care home, all obtained through the National Association for Family Child Care (NAFCC).

A significant number of the respondents reported that they are members of various professional organizations. It should be noted that several providers belong to two or more groups and, therefore, the figures reported represent duplicated counts. Analysis of the raw data reveals that 22, or 50%, of the 44 respondents belong to one or more professional organizations.

Of the 39 providers who answered a question regarding the availability of support from at least one other provider, 87% reported that they do have this type of support in their work.

## Credentials or Accreditation Achieved

National CDA	1
Florida CDA Equivalency	5
Public School Teaching Certificate (Active or Expired)	3
NAFCC Accreditation	14
Other	2

## Membership in Professional Groups

Local provider support group or business association	9
Florida Family Child Care Home Association	19
National Association for Family Child Care	10
National Association for the Education of Young Children (NAEYC)	2
Local NAEYC Affiliate	2
The Children's Forum (Florida)	3
Other*	3

## Availability of a Colleague

Yes	34
No	5

\*Other Professional Groups include Central Florida Association for Family Child Care (2) and Community Coordinated Care for Children, Inc. (1)



*“The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.”*

*Anatole France*



# Who Are They Serving?

## CHILDREN OF THEIR OWN

The family child care providers responding to the survey reported that they have an average of 1.74 children under age 18 of their own per home and an average of 1.10 children over 18 of their own. Children of 18 of the providers are present during all or some of the time they are caring for other children. It appears that only 7 of the providers are providing full-time care to their own children (infants to 5-year-olds) as well as the children of others. It is sometimes assumed that the primary reason that women (and some men) establish family child care homes is to spend time at home caring for their own children, but this does not appear to be a primary motivator of the responding providers in Seminole County.

The average number of children served in each home (excluding the provider's own children) is 5.90, with the number ranging from 2 to 15 children per home.

## Children of Their Own

Children of Their Own <i>(includes stepchildren, foster children and grandchildren)</i>		Number of Own Children Present During Child Care Hours
Under Age 18	Over Age 18	Age of Children
14 = No Children	15 = No Children	< 12 Months = None
7 = One Child	5 = One Child	12 - 25 months = 2
5 = Two Children	5 = Two Children	3 - 5 years = 5
3 = Three Children	1 = Four Children	6 - 12 years = 16
2 = Four Children	1 = Five Children	> 12 years = 9
1 = Five Children		
1 = Six Children		
1 = Seven Children		
1 = Nine Children		
Average = 1.1 children Range = 0 to 5 children		<i>Unduplicated Count: 18 providers have their own children present during all/some hours of the care they provide to others.</i>

## NON-FAMILIAL CHILDREN

The 44 responding family child care providers in Seminole County were providing care to 216 non-familial children during May/June 2006. On average, each home was providing care to 4.91 children excluding their own children. By age group, they were providing care to 48 infants, 83 toddlers, 71 preschool-age children, and 14 school-age children.

## Numbers of Children in FCCHs By Age Group

Age Group	Number of Children	Number of Providers
Infants (0 -11 months)	48	26
Toddlers (12 - 35 months)	83	34
Pre-Schoolers (3 - 4 years, 11 months)	71	31
School-Age Children (5 -12 years)	14	8

# How Much Do They Charge?

As with all child care providers, the rates of the 44 family child care providers vary according to the number of hours of care they provide. For each age group of children (infants, toddlers, preschoolers, school-agers), the number of hours of care received per week varies from less than 10 hours to more than

50 hours. Accordingly, the rates charged to each group varies according to the hours of attendance, from as little as \$16.00 per week for a few hours of care up to \$170.00 per week for as many as 60 hours of care.

## Cost of Care and Hours of Care by Age Group

	Infants (0-11 monts)	Toddlers (12 - 35 months)	Pre-Schoolers (3 - 4 years, 11 mos.)	School-Age Children (5 -12 years)
Average cost of care per week	\$111.06	\$101.83	\$98.61	\$66.07
Range of cost	\$47 - 150	\$19 - \$150	\$16 - \$170	\$30 - \$125
Average number of hours of care provided per week	43.11	37.75	38.88	23.07
Range of hours of care provided per week	8 - 55	7 - 55	4 - 60	7 - 50



# What Are Their Policies and Procedures?

The policies and procedures adopted by the family child care providers give a glimpse into the nature of their daily experience as business owners. The policies they set are likely related to the fact that these responding providers have remained in business for an overall average of almost 11 years.

Six of the 44 providers offer discounts or scholarships for the children and families they serve. Given that they must offer rates that are competitively viable, it is not unexpected that many cannot give reduced rates to their families.

Somewhat more unanticipated is the fact that only 9 of the providers are currently enrolling children through the state school readiness (subsidized) program. Although many are aware of the program, it is apparently the case that the providers are enrolling sufficient numbers of children in the private sector without prompting the need to investigate the subsidized program.

An even smaller number of the providers are participating in the Child and Adult Care Food Program (CACFP). Although they are generally aware of this federal reimbursement program, only 2 of the 44 providers are taking part in it.

Thirty-eight of the providers sign contracts with the families they serve with regard to their child care fees. The majority of the providers have policies that ensure that they receive fees for extra hours and for absences due to illnesses and vacations of the children. In addition, a high percentage of the providers received payments for holidays, sick days, vacation days, or training days.

Most of the providers had arrangements with a substitute provider in the event they cannot care for the children they serve due to their own illness, vacation, or emergency. On average, they pay these substitute caregivers \$6.75 per hour to temporarily step into their place.

Also somewhat unanticipated is the finding that 39 of the responding providers (88%) do not have ready access to a computer.

*“Education is not the filling of a pail, but the lighting of a fire.”  
William Butler Yeats*

## Policies and Procedures of FCCH Providers

Policy and/or Procedure	Percentage of Homes in which available
Do you provide any discounts or scholarships?	Yes = 6 No = 36
Do you enroll children receiving state child care subsidies?	Yes = 9 No = 33
• Range of amount of monthly reimbursement checks	\$273 to \$1,200
• Are you aware of the subsidy (school readiness) program?	Yes = 16 No = 1
Do you participate in the USDA Child and Adult Care Food Program (CACFP)?	Yes = 2 No = 41
• Range of amount of monthly reimbursement checks	\$100 to \$130
• Are you aware of CACFP?	Yes = 18 No = 6
Do you use a signed contract with parents for payment of fees?	Yes = 38 No = 6
Do you charge extra when children are picked up late or dropped off early?	Yes = 28 No = 16
Do you get paid when children are absent because they are sick?	Yes = 32 (full pay) Yes = 7 (partial pay) No = 5
Do you get paid when children are on vacation?	Yes = 17 (full pay) Yes = 7 (partial pay) No = 20
Do you close for any holidays, vacation, sick days, training or other days off?	Yes = 43 No = 1
• How many days per year?	Average = 9.52 Range = 3 to 25 days
• Are you paid for those days?	Yes = 13 Some, but not all = 17 No = 6
Do you have an ongoing arrangement with another person to substitute for you in case of illness or emergency?	Yes = 36 No = 8
• How much do you pay the substitute per hour?	Average = \$6.75 Range = \$0 to \$16
Do you have access to a computer?	No = 39 Yes = 2 (at home) Yes = 3 (through a school) Yes = 3 (through library or a community site)
Do you use the internet?	Yes = 30 No = 7



# What Are Their Expenses?

The family child care providers estimated the amount they spend each year on their direct business expenses.

## Direct Business Expenses by Annual Expenditure

Type of Expenses	Annual Expenditure (Estimated Range)
Food	\$5 - \$7,232
Toys, Art Materials, Other Supplies	\$3 - \$3,764
Child Care Equipment	\$0 - \$2,661
Household Supplies	\$100 - \$2,084
Office Supplies	\$0 - \$3,244
Marketing	\$0 - \$600
Professional Expenses	\$0 - \$950
Insurance	\$0 - \$4,000
Other	\$0 - \$4,910

The providers also reported the expenses they included on their last federal income tax return for the business use of their home.

## Business Use of Home Expenses by Annual Expenditure

Type of Expenses	Annual Expenditure (Estimated Range)
Real Estate Taxes	\$0 - \$2,500
Mortgage Interest	\$0 - \$12,000
Homeowners Insurance	\$100 - \$12,000
Household Supplies	\$200 - \$8,000
Repairs and Maintenance	\$400 - \$20,195
Utilities	\$4 - \$5,261
Other (e.g., rent, appliances, etc.)	\$0 - \$5,507
Total IRS Home Expense Allowance	\$0 - \$8,739
Depreciation	\$6 - \$1,126

The wide variability among the figures reported for their business expenses sheds some doubt that the family child care providers were all interpreting the expenses in the same way. Nevertheless, their responses give insight into the types of expenses involved in the provision of family child care services.

An additional business expense for family child care providers is the potential need for an assistant caregiver who can help to provide care or allow the primary caregiver to care for a greater number of children. Of the 42 providers who responded to this question, 39 reported that they do not have an assistant caregiver.

Substitute caregivers, however, appear to be necessary expenses for some of the family child care providers. Nine of the providers reported that they spend between \$20 and \$2,000 per month on substitute teachers, although 25 providers reported that they do not have any expenses for substitutes.

*“Our character is what we do when we think no one is looking.”*  
*H. Jackson Brown, Jr.*





# How Much Do They Earn?

The responding family child care providers in Seminole County reported either their exact income (from their federal income tax return) or their estimated gross and net 2005 income. Whether providing exact figures or their best estimate, they reported an average gross income of approximately \$24,000 and an average net income in the range from \$10,000 to \$11,000. The range between the lowest-earning and the highest-earning provider was wide, varying from \$27,000 to over \$69,000, depending on the income category.

Roughly one-half of the providers who answered a question about the Earned Income Tax Credit reported that they claimed the credit on their 2005 federal income tax returns. More than 78% of those who responded said they were aware of the credit; 26 of the respondents did not answer this question.

## Income Statistics of Family Child Care Providers

Family Child Care Providers n=44	Gross Income 2005		Net Income 2005		Earned Income Tax Credit
	Exact	Estimated	Exact	Estimated	Did You Claim? Yes = 17 No = 19
Average	\$24,132	\$24,042	\$11,190	\$10,285	Are You Aware? Yes = 14 No = 4
Range	\$19 - \$69,825	\$0 - \$47,000	\$-144 - \$40,000	\$0 - \$27,000	# Reporting
	n=22	n=12	n=19	n=13	

Although family child care is generally considered to be a low-paying profession, less than 20% of the respondents reported that they have ever received any type of public financial support for themselves and/or their family members. This finding suggests that, while not earning high incomes, some of these providers are nonetheless earning incomes that fall above the levels required for public assistance, which are typically 100% to 200% of the federal poverty level. Other providers may have earnings below the thresholds for public support but live in households with other sources of income, given that 69% of the respondents reported that their household has two wage earners. Finally, some providers with qualifying incomes may choose not to apply for public support.

## COMPARATIVE FACTS

### Statewide data show:

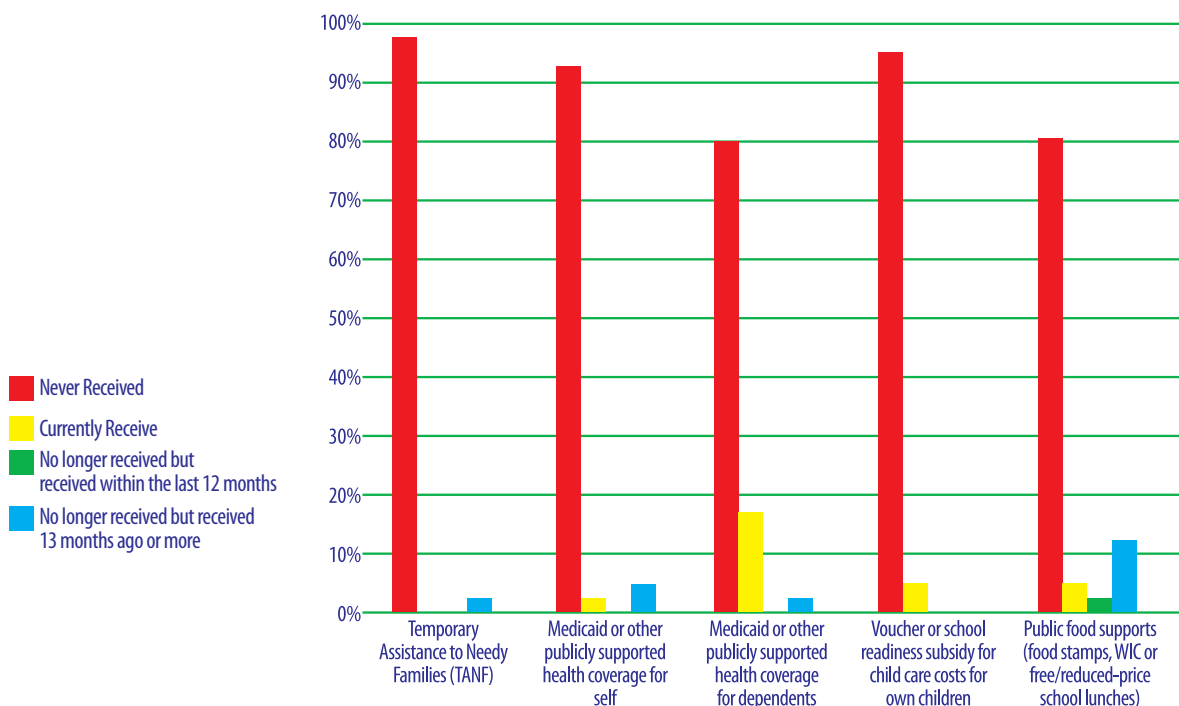
40% of family child care home providers live below 200% of the Federal Poverty Level.

### National data show:

41% of family child care home providers live below 200% of the Federal Poverty Level.

Source: Herzenberger, Price, & Bradley, 2005.

## Qualification for Public Financial Supports

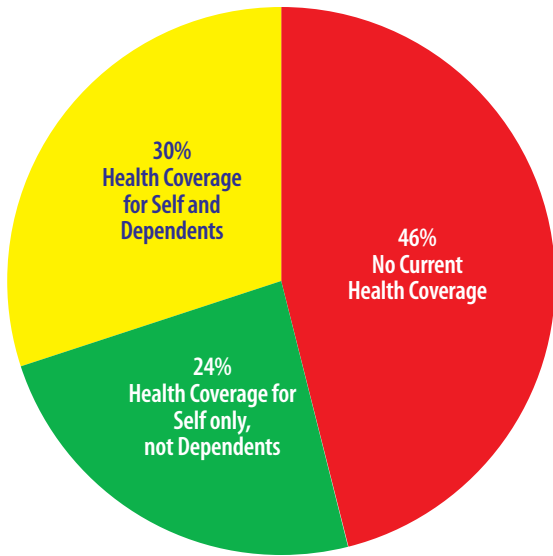


# Do They Have Health Insurance Coverage and Retirement Accounts?

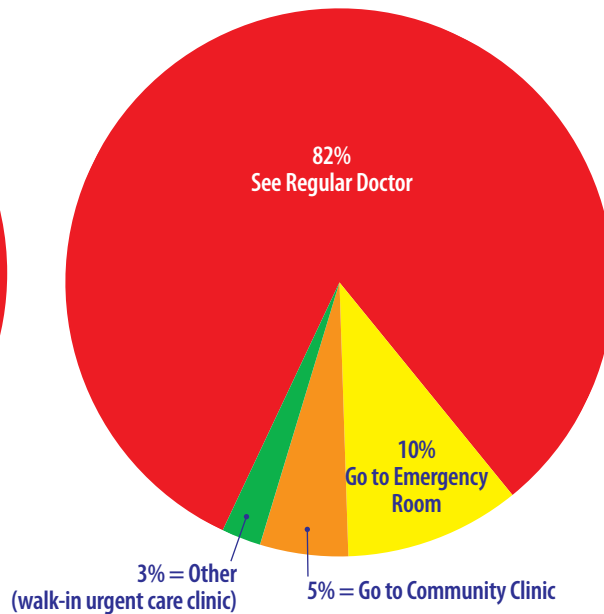
## HEALTH INSURANCE COVERAGE

Almost 50% of the family child care providers do not have any health insurance coverage. The majority of those who do have coverage receive that benefit through their spouse's employer.

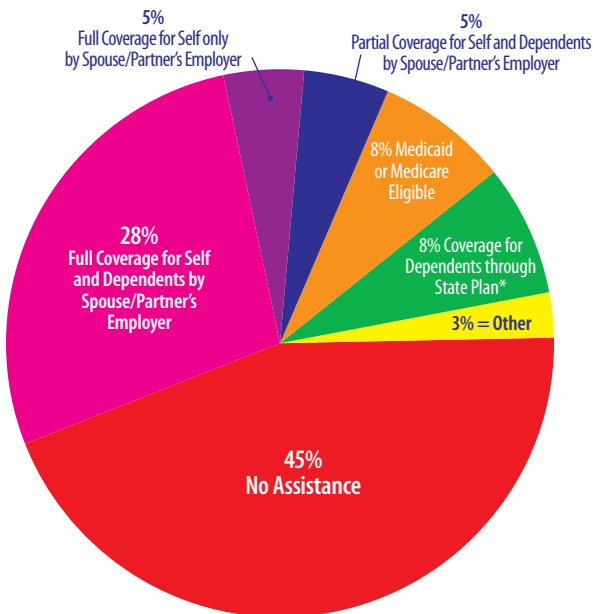
**Current Health Insurance Coverage (n=37)**



**Medical Care Option Most Commonly Used (n=39)**



**Sources of Assistance with Health Insurance (n=40)**



\*State Plans = Healthy Kids, Medicaid, etc.

According to the respondents, they use several different options when they (or one of their family members) become ill. Approximately 82% of the providers are able to visit their own doctor, while 18% use an emergency room, a community clinic, or a walk-in urgent care clinic.

## RETIREMENT ACCOUNTS

Under the IRS tax code, all self-employed individuals who have net annual earnings of \$400 or more must pay into the Social Security system through the self-employment tax. By paying into the system, self-employed individuals can qualify for Social Security and Medicare benefits later in life. Of the 41 family child care providers who responded to this question, almost 88% reported that they do pay the self-employment tax.

With regard to voluntary retirement accounts, however, far fewer providers are setting aside any savings for their retirement years. Only 22% of the providers reported that they are contributing to an Individual Retirement Account (IRA), Simplified Employee Pension (SEP), Keogh Plan or other pension plan.

### Contribution to Retirement Accounts

	Self-Employment Tax (n=41)	Voluntary Retirement Accounts (n=40)
Yes	87.80%	22.50%
No	12.20%	77.50%



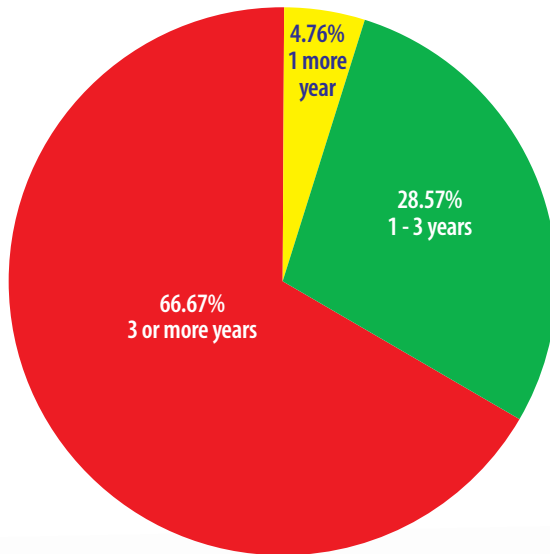


# Do They Plan to Stay in Business?

The stability of the child care workforce is important to the stability of the general workforce of a community. It is in the best interest of communities to support and sustain its child care workforce so that turnover can be minimized.

Of the responding family child care providers, 95% plan to continue to offer care for one to three more years, while a full two-thirds reported plans to offer care for more than 3 years. These percentages would seem to offer some insight into their job satisfaction, given that only 2 of the 42 providers reported that they will stop providing care in the next year.

## Plans to Continue Providing Family Child Care (n=42)



When asked what conditions would encourage them to offer care for longer periods of time, they cited various incentives. They also offered comments about their work in general.

## Incentives to Continued Child Care

Incentives to Continued Care (n=22)	General Comments
More Money (8)	Will continue as long as I can keep making enough money to pay my household bills.
Having enough room to provide care as my family grows (1)	Will probably be doing this forever, as this is what I love to do.
Having my daughter join me in the business (1)	I love being able to teach children and the fact that I am able to help parents with lower day care prices.
No liability risks (1)	Parent appreciation
	I will be doing child care until I retire.
	It's my source of income to live.
	I love caring for children and know there is a great need for child care.

As might be expected, their responses indicate that these providers remain engaged in the family child care business because they enjoy their work and their interactions with children. Although their primary motivation is not financial gain, 36% of the providers responding to this question reported the need for higher earnings.





## What does all this mean?

*“The test of the morality of a society  
is what it does for its children.”*

*Dietrich Bonhoeffer*



# Implications of Findings

A rich body of data emerged from the survey results. Overall, the findings in Seminole County are not significantly different from those found statewide and throughout the nation.

- Parents are the major funders of child care and early learning services in Seminole County, paying 72.43% of center-based costs through fees and tuition. Subsidies and public funding only pay a portion of the costs for families who meet eligibility criteria primarily based on family income. While similar to national statistics, this finding is important to understand when balancing costs and quality concerns. In a system that is largely market-driven, quality improvements that make substantial differences for young children may be unaffordable for parents.
- Although we know that quality experiences are the result of purposeful planning, we don't know how much, to what extent, and under what conditions professional preparation, training, and supports translate to quality experiences for young children. The educational levels of the early childhood workforce in Seminole County are similar to state and national averages, with a relatively small percentage possessing a bachelors degree or higher.
- While we know that retention rates are related to positive work environments that include appropriate supports, salary, and benefits, we don't know the degree of impact associated with various changes in settings, leadership, or caregivers themselves. These factors deserve attention and future study.
- The leadership in child care centers in Seminole County is relatively stable with the lowest rates of turnover, highest educational levels, and consequently the highest rates of both compensation and benefits seen among center directors. This is a consistent trend nationwide. The literature suggests that directors have assumed the mantle for leadership in an industry with high turnover to provide continuity and support for staff, children, and parents.
- The rate of turnover in the early childhood workforce in Seminole County, though not dissimilar to the state and nation, is not encouraging. The challenge for directors and owners to continually rehire and re-train staff has serious cost implications as well as negative consequences for children in their care.
- Eighty-eight percent (88%) of the center-based teachers trained on various curricula are still employed in the early childhood workforce, an encouraging finding. However, we do not know the impact of the training experiences on improved classroom practices and positive outcomes for children. Aggregated observation data may be able to determine if overall quality is impacted by training delivered.
- Family child care serves as a valuable resource for parents. Providers surveyed averaged more than 10 years of experience and 60% of the providers serve infants and toddlers, 31% serve preschoolers, and 8% serve school-age children. Considering the limited availability of infant and toddler care in center-based settings, family child care providers are meeting an important market niche.

*“The butterfly counts not months,*



# Next Steps for Consideration

The accumulation of facts and figures is never an end in itself. The findings presented in this report now stand ready as a springboard to action.

- Strategies should be explored to build leadership capacity for the child care and early learning system by providing career options for teachers committed to the field, and succession planning as directors ponder retirement.
- A mentoring program for directors might be considered as a mechanism for building leadership capacity with incentives provided for the mentor and protégé for completion of specific objectives. Expertise from higher education institutions in Seminole County could serve as a valuable resource in developing this concept.
- Strategies to help directors retain their best teachers should be considered through programs to enhance compensation, retention, and reward educational accomplishment. Programs such as T.E.A.C.H. and Child Care WAGES report success in increasing education and compensation and in reducing turnover rates among participants to 11% or less.
- Collaboration with the local school system to recruit teachers into the field should be implemented and/or expanded. Seminole County is recognized as one of the top school districts for exemplary programs in early childhood education. Lake Brantley High School was cited as a model. These relationships should be leveraged to increase the workforce capacity.
- Consider the next phase of a workforce study to include data from teachers themselves. While the voices of the directors and leaders in child care and

early learning settings are invaluable, the teachers are most affected by the decisions made and often the least heard as data collection is more complex. This phase, however, could potentially provide a deeper understanding of the complex issues of retaining a trained and qualified staff for the field including:

- Value of training and its application in the classroom
  - Depth of curriculum understanding, observation and assessment of children in their care
  - Motivation for working in the field
  - Impact of leadership on the work environment
  - Salaries and benefits
  - Tools needed to become more successful in the field
  - Why they leave
- Efforts to support family child care providers should be expanded and explored. Some respondents indicated difficulty in accessing training due to the nature of their work. Outreach activities, lending libraries, and other mechanisms to engage providers in training could be considered. Business training, computer and technological resource support as well as training focused on the needs of children should be incorporated into an overall strategy to retain this important segment of the workforce.

*but in moments and has time enough.”*  
*Author unknown*



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# Appendices

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# The Seminole County Child Care Center Workforce Survey

Adapted from the **Child Care Center Salary and Working Conditions Survey** developed by the **Center for the Child Care Workforce** • Washington, DC 20000

## Welcome!

The Early Learning Coalition of Seminole County has asked the Children's Forum to develop a survey for the purpose of gathering information about child care centers and homes in your county. The Coalition will use this information to help guide their plans and programs in the coming years. In order to develop effective plans, the Coalition needs accurate information about the strengths and needs of existing programs.

Each child care center and each family child care home will receive one survey. The survey should be completed by the Director and/or Owner of each program. Please make sure you have the correct type of survey for your program.

Do not write your name on the survey. We have given every survey a number to help us keep track of the programs that have responded and those that have not. All of the information you provide will be considered confidential and will not be shared with anyone outside of the project. Your answers are for data collection purposes only and will in no way be used for any type of monitoring or evaluation of your program. We are simply interested in the information you can provide to help the Coalition with future planning.

We appreciate your participation. Through a partnership with the Kaplan Early Learning Company, we are able to offer you a gift as a way of saying thank you. Each program returning a completed survey will receive a **\$25.00 gift certificate** for merchandise through the Kaplan Early Learning catalogue. Be sure to submit your survey soon to receive your gift certificate.

Thanks!

ID# \_\_\_\_\_



## INSTRUCTIONS

### Please Note:

You can complete the paper survey OR you can complete the survey online at <http://www.thechildrensforum.com/survey>. You will use the I.D. number on the front cover to access your survey online.

Here's what we're asking you to do:

- Please read and follow all directions carefully. Do not check more than one answer for each question unless you are instructed to do so.
- Please try to answer every question except those that we ask you to skip. If you're not sure of an answer, give us your best estimate.
- The survey will take approximately 30 minutes to complete. The time you invest will help to improve programs and services in Seminole County. Thanks for doing your part!
- For paper surveys – When you have finished the survey, please place it in the stamped envelope we have provided. Mail the survey to the address on the envelope. If you misplace the envelope, you can mail your completed survey to

**The Children's Forum**  
Attention: Beverly Esposito  
2807 Remington Green Circle  
Tallahassee, FL 32308

or you can fax it to Beverly Esposito at (850) 681-7048.

- For online surveys – You will automatically be instructed to submit your survey online as soon as you have completed it.
- Please return your survey no later than **May 26, 2006** in order to receive your free gift.

**If you have questions, please contact Beverly Esposito at (850) 681-7002.**

## SECTION A

### Center Description

**A1:** Indicate whether your program is operated on a for-profit or non-profit basis.

- for-profit  
 non-profit

**A2:** Please select the one label that best describes your program. Select only one.

#### FOR-PROFIT

- Independently owned and operated  
 Local chain  
 National chain  
 Sponsored: Corporate/business/hospital  
 Worker cooperative

#### NON-PROFIT

- Independent  
 Head Start  
 Parent cooperative  
 Sponsored: Church or religious organization  
 Sponsored: University or college  
 Sponsored: Public primary/secondary school  
 Sponsored: Private primary/secondary school  
 Sponsored: Corporate/business/hospital  
 Sponsored: State or local governmental agency  
 Sponsored: Non-governmental community organization

## First, we're going to ask questions about your teachers.

**TEACHERS:** Refers to persons in charge of a group or classroom of children, often with staff supervisory responsibilities. Sections B, C, D, and E all refer to teachers.

### Section B: Teachers Teacher Characteristics

**B1:** How many teachers are on your payroll? \_\_\_\_ #  
(If none, write 0 and skip to Section F).

**B2:** Indicate the number of teachers in your program who are:

- \_\_\_\_ female  
\_\_\_\_ male

(Total should equal your answer to Question B1).

**B3:** Indicate the number of teachers in your program who are:

- \_\_\_\_ African American/Black  
\_\_\_\_ Caucasian/White  
\_\_\_\_ Asian/Pacific Islander  
\_\_\_\_ Latino/Hispanic  
\_\_\_\_ American Indian/Alaskan Indian  
\_\_\_\_ Biracial/Multiracial  
\_\_\_\_ Other (please describe) \_\_\_\_\_

(Total should equal your answer to Question B1).

**B4:** Indicate the number of teachers in your program who are:

- \_\_\_ under 20 years of age
- \_\_\_ between 20 and 29 years
- \_\_\_ between 30 and 39 years
- \_\_\_ between 40 and 49 years
- \_\_\_ between 50 and 59 years
- \_\_\_ 60 years and older

*(Total should equal your answer to Question B1).*

**B5:** How many teachers attended Curriculum Training Sessions presented by the Early Learning Coalition last year (in 2005) when training on curricula like the Creative Curriculum and Beyond Centers and Circle Time was presented?

\_\_\_ # of teachers

**B6:** How many of the teachers who took the curriculum training in Question B5 are still employed at the center?

\_\_\_ # of teachers

**B7:** How many teachers attended other types of training in the last twelve months (such as local workshops, conferences, in-service training sessions)?

\_\_\_ # of teachers

**B8:** How many teachers received college credit or CEU for this training in Question B7?

\_\_\_ # of teachers receiving college credit

\_\_\_ # of teachers receiving CEU

*(The same teachers can be counted in each group).*

**B9:** How many teachers took college courses in the last 12 months?

\_\_\_ # of teachers

**B10:** Indicate the number of teachers on your staff who have attained the following level of education in any subject area. Indicate **only** the highest level of education achieved.

- \_\_\_ less than high school diploma or GED
- \_\_\_ high school diploma or GED
- \_\_\_ national CDA or CDA Equivalency
- \_\_\_ some college courses
- \_\_\_ two-year college degree (AA, AS, or AAS)
- \_\_\_ four-year college degree (BA or BS)
- \_\_\_ some graduate courses
- \_\_\_ graduate degree (MA, MS, Ed.S, or Ph.D.)

**B11:** Indicate the number of teachers on your staff who have attained the following level of education in Early Childhood Education (ECE) or Child Development (CD). Indicate **only** the highest level of education achieved.

- \_\_\_ no ECE/CD beyond high school
- \_\_\_ 6 credits or less of ECE/CD
- \_\_\_ 12 credits or less of ECE/CD
- \_\_\_ 24 credits or less of ECE/CD
- \_\_\_ AA in ECE or CD
- \_\_\_ BA/BS in ECE or CD
- \_\_\_ graduate credits in ECE or CD
- \_\_\_ graduate degree in ECE or CD
- \_\_\_ other (please describe) \_\_\_\_\_

### Section C: Teachers Teacher Tenure and Turnover

**C1:** We are interested in the length of time different teachers have been working in your program. Indicate the number of teachers who have been employed in your center for:

- \_\_\_ less than 6 months
- \_\_\_ at least 6 months but less than 1 year
- \_\_\_ at least 1 year but less than 2 years
- \_\_\_ at least 2 years but less than 3 years
- \_\_\_ at least 3 years but less than 5 years
- \_\_\_ at least 5 years but less than 10 years
- \_\_\_ more than 10 years

*(Total should equal your answer in Question B1).*

**C2:** How many teachers have left your center in the past 12 months?

\_\_\_ # of teachers

*If none of your teachers have left the center in the past 12 months, write 0 and skip to Question D1.*

**C3:** How many teachers in Question C2 left the center for the following reasons?

- \_\_\_ got a job at another center
- \_\_\_ was transferred to another center within your organization or chain of centers
- \_\_\_ went on leave (such as maternity leave) and did not return
- \_\_\_ opened a family child care home
- \_\_\_ left to care for own children at home (no outside employment)

- \_\_\_ left the child care field altogether (accepted a job in another field of work)
- \_\_\_ moved to another city or state
- \_\_\_ other (please describe) \_\_\_\_\_

**C4:** Thinking about the last time your center had to fill a teacher vacancy, how long was it from the time a teacher left until a permanent replacement was hired? Check **only** one answer.

- less than a week
- 1 to 2 weeks
- 3 to 4 weeks
- 5 to 6 weeks
- 6 weeks or more

### Section D: Teachers Teacher Wages

**D1:** Do all teachers receive the same starting wage, regardless of education and experience?

- yes Starting wage is \$\_\_\_\_/hour.
- no Range of starting wages is from \$\_\_\_\_/hour to \$\_\_\_\_/hour.

*(If your teachers receive annual salaries, you can divide the gross earnings for each pay period by the number of hours worked to find the hourly wage).*

**D2:** What hourly wage does the highest paid teacher currently earn?

\$ \_\_\_\_ per hour



D3: How many hours, on average, do teachers work each week? Include paid breaks and lunchtimes in your calculation.

\_\_\_\_\_ hours per week

D4: Do teachers in your center work under a collective bargaining unit (union)?

- yes
- no

### Section E: Teachers Teacher Benefits and Working Conditions

E1: Indicate which benefits are provided for full-time teachers.

**Note:** If benefits increase over the time of employment, indicate the starting benefits offered.

**Note:** Full-time hours may vary by center. If your center operates part-time only, complete these questions for teachers working the maximum hours permitted by your program.

- Reduced child care fees for teachers  yes  no
- Unpaid, job-protected maternity or paternity leave  yes  no
- Paid, job-protected maternity or paternity leave  yes  no
- Retirement plan  yes  no
- Number of paid sick days per year (write 0 if none) \_\_\_\_\_ # of days
- Number of paid holidays per year (write 0 if none) \_\_\_\_\_ # of days
- Number of paid vacation days per year; Include paid personal days here (write 0 if none) \_\_\_\_\_ # of days

E2: Indicate the following type of health and dental coverage offered to full-time teachers:

	Health	Dental
• Unavailable	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee, partially paid for dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Available but unpaid	<input type="checkbox"/>	<input type="checkbox"/>

(Check only one box in each column).

E3: Do part-time teachers receive the same health benefits as full-time teachers?

- yes
- no
- not applicable; center does not offer health benefits
- not applicable; center does not employ part-time teachers

E4: Following is a list of working conditions and policies that affect the child care work environment. Check those which are offered to full-time teachers.

- Paid break  yes  no
- Paid lunch break  yes  no
- Staff lounge (break room)  yes  no
- Written job description  yes  no
- Written salary schedule  yes  no
- Formal grievance procedure (for complaints)  yes  no
- Written contract  yes  no
- Annual evaluation  yes  no
- Yearly cost of living increase in wages  yes  no
- Periodic increase in wages based on performance  yes  no
- Compensation for overtime (either financial or time off)  yes  no
- Paid preparation/planning time (not counting set-up time and clean-up time)  yes  no
- Payment for attendance at staff meetings after working hours  yes  no
- Payment for attendance at parent meetings after working hours  yes  no
- Paid release time for attendance at on-site in-service training  yes  no
- Paid release time for off-site training and workshops  yes  no
- Stipend for professional development activities or materials (such as for registration fees)  yes  no

### Now, we're going to ask questions about your assistant teachers.

**ASSISTANT TEACHERS:** Refers to persons working under the supervision of a teacher. Sections F, G, H, and I all refer to assistant teachers.

### Section F: Assistant Teachers Assistant Teacher Characteristics

F1: How many assistant teachers are on your payroll? \_\_\_\_\_ #  
(If none, write 0 and skip to Section J).

F2: Indicate the number of assistant teachers in your program who are:

- \_\_\_\_\_ female
- \_\_\_\_\_ male

(Total should equal your answer to Question F1).

F3: Indicate the number of assistant teachers in your program who are:

- \_\_\_\_\_ African American/Black
- \_\_\_\_\_ Caucasian/White
- \_\_\_\_\_ Asian/Pacific Islander
- \_\_\_\_\_ Latino/Hispanic
- \_\_\_\_\_ American Indian/Alaskan Indian
- \_\_\_\_\_ Biracial/Multiracial
- \_\_\_\_\_ other (please describe) \_\_\_\_\_

(Total should equal your answer to Question F1).



**F4:** Indicate the number of assistant teachers in your program who are:

- under 20 years of age  
 between 20 and 29 years  
 between 30 and 39 years  
 between 40 and 49 years  
 between 50 and 59 years  
 60 years and older

*(Total should equal your answer to Question F1).*

**F5:** How many assistant teachers attended Curriculum Training Sessions presented by the Early Learning Coalition last year (in 2005) when training on curricula like the Creative Curriculum and Beyond Centers and Circle Time was presented?

# of assistant teachers

**F6:** How many of the assistant teachers who took the curriculum training in Question F5 are still employed at the center?

# of assistant teachers

**F7:** How many assistant teachers attended other types of training in the last twelve months (such as local workshops, conferences, in-service training sessions)?

# of assistant teachers

**F8:** How many assistant teachers received college credit or CEU for this training in Question F7?

# of assistant teachers receiving college credit

# of assistant teachers receiving CEU

*(The same assistant teachers can be counted in each group.)*

**F9:** How many assistant teachers took college courses in the last 12 months?

# of assistant teachers

**F10:** Indicate the number of assistant teachers on your staff who have attained the following level of education in any subject area. Indicate **only** the highest level of education achieved.

- less than high school diploma or GED  
 high school diploma or GED  
 national CDA or CDA Equivalency  
 some college courses  
 two-year college degree (AA, AS, or AAS)  
 four-year college degree (BA or BS)  
 some graduate courses  
 graduate degree (MA, MS, Ed S, or Ph.D.)

**F11:** Indicate the number of assistant teachers on your staff who have attained the following level of education in Early Childhood Education (ECE) or Child Development (CD). Indicate **only** the highest level of education achieved.

- no ECE/CD beyond high school  
 6 credits or less of ECE/CD  
 12 credits or less of ECE/CD  
 24 credits or less of ECE/CD  
 AA in ECE or CD  
 BA/BS in ECE or CD  
 graduate credits in ECE or CD  
 graduate degree in ECE or CD  
 other (please describe) \_\_\_\_\_

### Section G: Assistant Teachers Assistant Teacher Tenure and Turnover

**G1:** We are interested in the length of time different assistant teachers have been working in your program. Indicate the number of assistant teachers who have been employed in your center for:

- less than 6 months  
 at least 6 months but less than 1 year  
 at least 1 year but less than 2 years  
 at least 2 years but less than 3 years  
 at least 3 years but less than 5 years  
 at least 5 years but less than 10 years  
 more than 10 years

*(Total should equal your answer in Question F1).*

**G2:** How many assistant teachers have left your center in the past 12 months?

# of assistant teachers

*If none of your assistant teachers have left the center in the past 12 months, write 0 and skip to Question H1.*

**G3:** How many assistant teachers in Question G2 left the center for the following reasons?

- got a job at another center  
 was transferred to another center within your organization or chain of centers  
 went on leave (such as maternity leave) and did not return  
 opened a family child care home  
 left to care for own children at home (no outside employment)

- left the child care field altogether (accepted a job in another field of work)  
 moved to another city or state  
 other (please describe) \_\_\_\_\_

**G4:** Thinking about the last time your center had to fill an assistant teacher vacancy, how long was it from the time an assistant teacher left until a permanent replacement was hired? Check **only** one answer.

- less than a week  
 1 to 2 weeks  
 3 to 4 weeks  
 5 to 6 weeks  
 6 weeks or more

### Section H: Assistant Teachers Assistant Teacher Wages

**H1:** Do all assistant teachers receive the same starting wage, regardless of education and experience?

- yes Starting wage is \$\_\_\_\_\_/hour.  
 no Range of starting wages is from \$\_\_\_\_\_/hour to \$\_\_\_\_\_/hour.

*(If your assistant teachers receive annual salaries, you can divide the gross earnings for each pay period by the number of hours worked to find the hourly wage).*

**H2:** What hourly wage does the highest paid assistant teacher currently earn?

\$ \_\_\_\_\_ per hour

**H3:** How many hours, on average, do assistant teachers work each week? Include paid breaks and lunchtimes in your calculation.

\_\_\_\_\_ hours per week

**H4:** Do assistant teachers in your center work under a collective bargaining unit (union)?

- yes
- no

**Section I: Assistant Teachers**  
Assistant Teacher Benefits and Working Conditions

**I1:** Indicate which benefits are provided for full-time assistant teachers.

**Note:** If benefits increase over the time of employment, indicate the starting benefits offered.

**Note:** Full-time hours may vary by center. If your center operates part-time only, complete these questions for assistant teachers working the maximum hours permitted by your program.

- Reduced child care fees for assistant teachers  yes  no
- Unpaid, job-protected maternity or paternity leave  yes  no
- Paid, job-protected maternity or paternity leave  yes  no
- Retirement plan  yes  no
- Number of paid sick days per year (write 0 if none) \_\_\_\_\_ # of days
- Number of paid holidays per year (write 0 if none) \_\_\_\_\_ # of days
- Number of paid vacation days per year; include \_\_\_\_\_ # of days
- Number of paid vacation days per year; include paid personal days here (write 0 if none) \_\_\_\_\_ # of days

**I2:** Indicate the following type of health and dental coverage offered to full-time assistant teachers:

	Health	Dental
• Unavailable	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee, partially paid for dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Available but unpaid	<input type="checkbox"/>	<input type="checkbox"/>

(Check only one box in each column).

**I3:** Do part-time assistant teachers receive the same health benefits as full-time assistant teachers?

- yes
- no
- not applicable; center does not offer health benefits
- not applicable; center does not employ part-time assistant teachers

**M:** Following is a list of working conditions and policies that affect the child care work environment. Check those which are offered to full-time assistant teachers.

- Paid break  yes  no
- Paid lunch break  yes  no
- Staff lounge (break room)  yes  no
- Written job description  yes  no
- Written salary schedule  yes  no
- Formal grievance procedure (for complaints)  yes  no
- Written contract  yes  no
- Annual evaluation  yes  no
- Yearly cost of living increase in wages  yes  no
- Periodic increase in wages based on performance  yes  no
- Compensation for overtime (either financial or time off)  yes  no
- Paid preparation/planning time (not counting set-up time and clean-up time)  yes  no
- Payment for attendance at staff meetings after working hours  yes  no
- Payment for attendance at parent meetings after working hours  yes  no
- Paid release time for attendance at on-site in-service training  yes  no
- Paid release time for off-site training and workshops  yes  no
- Stipend for professional development activities or materials (such as for registration fees)  yes  no

**Now, we're going to ask questions about your teacher-directors.**

**TEACHER-DIRECTORS:** Refers to persons with both teaching and administrative duties. Sections J, K, L, and M all refer to teachers-directors.

**Section J: Teacher-Directors**  
Teacher-Director Characteristics

**J1:** How many teacher-directors are on your payroll? \_\_\_\_\_ #  
(If none, write 0 and skip to Section N).

**J2:** Indicate the number of teacher-directors in your program who are:

- \_\_\_\_\_ female
- \_\_\_\_\_ male

(Total should equal your answer to Question J1).

**J3:** Indicate the number of teacher-directors in your program who are:

- \_\_\_\_\_ African American/Black
- \_\_\_\_\_ Caucasian/White
- \_\_\_\_\_ Asian/Pacific Islander
- \_\_\_\_\_ Latino/Hispanic
- \_\_\_\_\_ American Indian/Alaskan Indian
- \_\_\_\_\_ Biracial/Multiracial
- \_\_\_\_\_ Other (please describe) \_\_\_\_\_

(Total should equal your answer to Question J1).





**J4:** Indicate the number of teacher-directors in your program who are:

- \_\_\_ under 20 years of age
- \_\_\_ between 20 and 29 years
- \_\_\_ between 30 and 39 years
- \_\_\_ between 40 and 49 years
- \_\_\_ between 50 and 59 years
- \_\_\_ 60 years and older

*(Total should equal your answer to Question J1).*

**J5:** How many teacher-directors attended Curriculum Training Sessions presented by the Early Learning Coalition last year (in 2005) when training on curricula like the Creative Curriculum and Beyond Centers and Circle Time was presented?

\_\_\_ # of teacher-directors

**J6:** How many of the teacher-directors who took the curriculum training in Question J5 are still employed at the center?

\_\_\_ # of teacher-directors

**J7:** How many teacher-directors attended other types of training in the last twelve months (such as local workshops, conferences, in-service training sessions)?

\_\_\_ # of teacher-directors

**J8:** How many teacher-directors received college credit or CEU for this training in Question J7?

\_\_\_ # of teacher-directors receiving college credit

\_\_\_ # of teacher-directors receiving CEU

*(The same teacher-directors can be counted in each group).*

**J9:** How many teacher-directors took college courses in the last 12 months?

\_\_\_ # of teacher-directors

**J10:** Indicate the number of teacher-directors on your staff who have attained the following level of education in any subject area. Indicate **only** the highest level of education achieved.

- \_\_\_ less than high school diploma or GED
- \_\_\_ high school diploma or GED
- \_\_\_ national CDA or CDA Equivalency
- \_\_\_ some college courses
- \_\_\_ two-year college degree (AA, AS, or AAS)
- \_\_\_ four-year college degree (BA or BS)
- \_\_\_ some graduate courses
- \_\_\_ graduate degree (MA, MS, Ed S, or Ph.D.)

**J11:** Indicate the number of teacher-directors on your staff who have attained the following level of education in Early Childhood Education (ECE) or Child Development (CD). Indicate **only** the highest level of education achieved.

- \_\_\_ no ECE/CD beyond high school
- \_\_\_ 6 credits or less of ECE/CD
- \_\_\_ 12 credits or less of ECE/CD
- \_\_\_ 24 credits or less of ECE/CD
- \_\_\_ AA in ECE or CD
- \_\_\_ BA/BS in ECE or CD
- \_\_\_ graduate credits in ECE or CD
- \_\_\_ graduate degree in ECE or CD
- \_\_\_ other (please describe) \_\_\_\_\_

### Section K: Teacher-Directors Teacher-Director Tenure and Turnover

**K1:** We are interested in the length of time different teacher-directors have been working in your program. Indicate the number of teacher-directors who have been employed in your center for:

- \_\_\_ less than 6 months
- \_\_\_ at least 6 months but less than 1 year
- \_\_\_ at least 1 year but less than 2 years
- \_\_\_ at least 2 years but less than 3 years
- \_\_\_ at least 3 years but less than 5 years
- \_\_\_ at least 5 years but less than 10 years
- \_\_\_ more than 10 years

*(Total should equal your answer in Question J1).*

**K2:** How many teacher-directors have left your center in the past 12 months?

\_\_\_ # of teacher-directors

*If none of your teacher-directors have left the center in the past 12 months, write 0 and skip to Question L1.*

**K3:** How many teacher-directors in Question K2 left the center for the following reasons?

- \_\_\_ got a job at another center
- \_\_\_ was transferred to another center within your organization or chain of centers
- \_\_\_ went on leave (such as maternity leave) and did not return
- \_\_\_ opened a family child care home

- \_\_\_ left to care for own children at home (no outside employment)
- \_\_\_ left the child care field altogether (accepted a job in another field of work)
- \_\_\_ moved to another city or state
- \_\_\_ other (please describe) \_\_\_\_\_

**K4:** Thinking about the last time your center had to fill a teacher-director vacancy, how long was it from the time a teacher-director left until a permanent replacement was hired? Check **only** one answer.

- less than a week
- 1 to 2 weeks
- 3 to 4 weeks
- 5 to 6 weeks
- 6 weeks or more

### Section L: Teacher-Directors Teacher-Director Wages

**L1:** Do all teacher-directors receive the same starting wage, regardless of education and experience?

- yes Starting wage is \$\_\_\_\_/hour.
- no Range of starting wages is from \$\_\_\_\_/hour to \$\_\_\_\_/hour.

*(If your teacher-directors receive annual salaries, you can divide the gross earnings for each pay period by the number of hours worked to find the hourly wage).*

**L2:** What hourly wage does the highest paid teacher-director currently earn?

\$ \_\_\_\_ per hour

**L3:** How many hours, on average, do teacher-directors work each week? Include paid breaks and lunchtimes in your calculation.

\_\_\_\_ hours per week

**L4:** Do teacher-directors in your center work under a collective bargaining unit (union)?

- yes
- no

**Section M: Teacher-Directors**  
*Teacher-Director Benefits and Working Conditions*

**M1:** Indicate which benefits are provided for full-time teacher-directors.

**Note:** If benefits increase over the time of employment, indicate the starting benefits offered.

**Note:** Full-time hours may vary by center. If your center operates part-time only, complete these questions for teacher-directors working the maximum hours permitted by your program.

- Reduced child care fees for teacher-directors  yes  no
- Unpaid, job-protected maternity or paternity leave  yes  no
- Paid, job-protected maternity or paternity leave  yes  no
- Retirement plan  yes  no
- Number of paid sick days per year (write 0 if none) \_\_\_\_ # of days
- Number of paid holidays per year (write 0 if none) \_\_\_\_ # of days
- Number of paid vacation days per year; include \_\_\_\_ # of days
- Number of paid vacation days per year; include paid personal days here (write 0 if none) \_\_\_\_ # of days

**M2:** Indicate the following type of health and dental coverage offered to full-time teacher-directors:

	Health	Dental
• Unavailable	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee, partially paid for dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Available but unpaid	<input type="checkbox"/>	<input type="checkbox"/>

(Check only one box in each column).

**M3:** Do part-time teacher-directors receive the same health benefits as full-time teacher-directors?

- yes
- no
- not applicable; center does not offer health benefits
- not applicable; center does not employ part-time teacher-directors

**M4:** Following is a list of working conditions and policies that affect the child care work environment. Check those which are offered to full-time teacher-directors.

- Paid break  yes  no
- Paid lunch break  yes  no
- Staff lounge (break room)  yes  no
- Written job description  yes  no
- Written salary schedule  yes  no
- Formal grievance procedure (for complaints)  yes  no
- Written contract  yes  no
- Annual evaluation  yes  no
- Yearly cost of living increase in wages  yes  no
- Periodic increase in wages based on performance  yes  no
- Compensation for overtime (either financial or time off)  yes  no
- Paid preparation/planning time (not counting set-up time and clean-up time)  yes  no
- Payment for attendance at staff meetings after working hours  yes  no
- Payment for attendance at parent meetings after working hours  yes  no
- Paid release time for attendance at on-site in-service training  yes  no
- Paid release time for off-site training and workshops  yes  no
- Stipend for professional development activities or materials (such as for registration fees)  yes  no

**And, finally we're going to ask questions about you, the director.**

**ADMINISTRATIVE DIRECTORS:** Refers to persons with primarily administrative duties. Sections N, O, P, and Q all refer to administrative directors.

**Section N: Administrative Directors**  
*Administrative Director Characteristics*

**N1:** How many administrative directors are on your payroll? \_\_\_\_ #  
If none, write 0 and skip to Section R.

**N2:** Indicate the number of administrative directors in your program who are:

- \_\_\_\_ female
- \_\_\_\_ male

(Total should equal your answer to Question N1).

**N3:** Indicate the number of administrative directors in your program who are:

- \_\_\_\_ African American/Black
- \_\_\_\_ Caucasian/White
- \_\_\_\_ Asian/Pacific Islander
- \_\_\_\_ Latino/Hispanic
- \_\_\_\_ American Indian/Alaskan Indian
- \_\_\_\_ Biracial/Multiracial
- \_\_\_\_ other (please describe) \_\_\_\_\_

(Total should equal your answer to Question N1).



**N4:** Indicate the number of administrative directors in your program who are:

- \_\_\_ under 20 years of age  
 \_\_\_ between 20 and 29 years  
 \_\_\_ between 30 and 39 years  
 \_\_\_ between 40 and 49 years  
 \_\_\_ between 50 and 59 years  
 \_\_\_ 60 years and older

(Total should equal your answer to Question N1).

**N5:** How many administrative directors attended Curriculum Training Sessions presented by the Early Learning Coalition last year (in 2005) when training on curricula like the Creative Curriculum and Beyond Centers and Circle Time was presented?

\_\_\_ # of administrative directors

**N6:** How many of the administrative directors who took the curriculum training in Question N5 are still employed at the center?

\_\_\_ # of administrative directors

**N7:** How many administrative directors attended other types of training in the last twelve months (such as local workshops, conferences, in-service training sessions)?

\_\_\_ # of administrative directors

**N8:** How many administrative directors received college credit or CEU for this training in Question N7?

\_\_\_ # of administrative directors receiving college credit

\_\_\_ # of administrative directors receiving CEU

(The same administrative directors can be counted in each group).

**N9:** How many administrative directors took college courses in the last 12 months?

\_\_\_ # of administrative directors

**N10:** Indicate the number of administrative directors on your staff who have attained the following level of education in any subject area. Indicate **only** the highest level of education achieved.

- \_\_\_ less than high school diploma or GED  
 \_\_\_ high school diploma or GED  
 \_\_\_ national CDA or CDA Equivalency  
 \_\_\_ some college courses  
 \_\_\_ two-year college degree (AA, AS, or AAS)  
 \_\_\_ four-year college degree (BA or BS)  
 \_\_\_ some graduate courses  
 \_\_\_ graduate degree (MA, MS, Ed.S, or Ph.D.)

**N11:** Indicate the number of administrative directors on your staff who have attained the following level of education in Early Childhood Education (ECE) or Child Development (CD). Indicate **only** the highest level of education achieved.

- \_\_\_ no ECE/CD beyond high school  
 \_\_\_ 6 credits or less of ECE/CD  
 \_\_\_ 12 credits or less of ECE/CD  
 \_\_\_ 24 credits or less of ECE/CD  
 \_\_\_ AA in ECE or CD  
 \_\_\_ BA/BS in ECE or CD  
 \_\_\_ graduate credits in ECE or CD  
 \_\_\_ graduate degree in ECE or CD  
 \_\_\_ other (please describe) \_\_\_\_\_

## Section O: Administrative Directors

### Administrative Director Tenure and Turnover

**O1:** We are interested in the length of time different administrative directors have been working in your program. Indicate the number of administrative directors who have been employed in your center for:

- \_\_\_ less than 6 months  
 \_\_\_ at least 6 months but less than 1 year  
 \_\_\_ at least 1 year but less than 2 years  
 \_\_\_ at least 2 years but less than 3 years  
 \_\_\_ at least 3 years but less than 5 years  
 \_\_\_ at least 5 years but less than 10 years  
 \_\_\_ more than 10 years

(Total should equal your answer in Question N1).

**O2:** How many administrative directors have left your center in the past 12 months?

\_\_\_ # of administrative directors

If none of your administrative directors have left the center in the past 12 months, write 0 and skip to Question P1.

**O3:** How many administrative directors in Question O2 left the center for the following reasons?

- \_\_\_ got a job at another center  
 \_\_\_ was transferred to another center within your organization or chain of centers  
 \_\_\_ went on leave (such as maternity leave) and did not return  
 \_\_\_ opened a family child care home  
 \_\_\_ left to care for own children at home (no outside employment)

- \_\_\_ left the child care field altogether (accepted a job in another field of work)  
 \_\_\_ moved to another city or state  
 \_\_\_ other (please describe) \_\_\_\_\_

**O4:** Thinking about the last time your center had to fill an administrative director vacancy, how long was it from the time an administrative director left until a permanent replacement was hired? Check **only** one answer.

- less than a week  
 1 to 2 weeks  
 3 to 4 weeks  
 5 to 6 weeks  
 6 weeks or more

## Section P: Administrative Directors

### Administrative Director Wages

**P1:** Do all administrative directors receive the same starting wage, regardless of education and experience?

- yes Starting wage is \$\_\_\_\_/hour.  
 no Range of starting wages is from \$\_\_\_\_/hour to \$\_\_\_\_/hour.  
 We have only one administrative director.

(If your administrative directors receive annual salaries, you can divide the gross earnings for each pay period by the number of hours worked to find the hourly wage).



**P2:** What hourly wage does the highest paid administrative director currently earn?

\$ \_\_\_\_\_ per hour

**P3:** How many hours, on average, do administrative directors work each week? Include paid breaks and lunchtimes in your calculation.

\_\_\_\_\_ hours per week

**P4:** Do administrative directors in your center work under a collective bargaining unit (union)?

- yes
- no

**Section Q: Administrative Directors**  
*Administrative Director Benefits and Working Conditions*

**Q1:** Indicate which benefits are provided for full-time administrative directors.

**Note:** If benefits increase over the time of employment, indicate the starting benefits offered.

**Note:** Full-time hours may vary by center. If your center operates part-time only, complete these questions for administrative directors working the maximum hours permitted by your program.

- Reduced child care fees for administrative directors  yes  no
- Unpaid, job-protected maternity or paternity leave  yes  no
- Paid, job-protected maternity or paternity leave  yes  no
- Retirement plan  yes  no
- Number of paid sick days per year (write 0 if none) \_\_\_\_\_ # of days
- Number of paid holidays per year (write 0 if none) \_\_\_\_\_ # of days
- Number of paid vacation days per year; Include \_\_\_\_\_ # of days
- Number of paid vacation days per year; Include paid personal days here (write 0 if none) \_\_\_\_\_ # of days

**Q2:** Indicate the following type of health and dental coverage offered to full-time administrative directors:

	Health	Dental
• Unavailable	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee, partially paid for dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Fully paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee and dependents	<input type="checkbox"/>	<input type="checkbox"/>
• Partially paid for employee only (no dependent coverage available)	<input type="checkbox"/>	<input type="checkbox"/>
• Available but unpaid	<input type="checkbox"/>	<input type="checkbox"/>

(Check only one box in each column).

**Q3:** Do part-time administrative directors receive the same health benefits as full-time administrative directors?

- yes
- no
- not applicable; center does not offer health benefits
- not applicable; center does not employ part-time administrative directors

In these last two sections, we're going to ask a few general questions about your center.

**Section R: Center Characteristics**

**R1:** How many children does your center currently serve in each of the following age groups?

	Full-time	Part-time
• Infants (6 weeks-12 months)	_____	_____
• Toddlers (13 months-24 months)	_____	_____
• Preschoolers (2-4 years)	_____	_____
• VPK Students (4 years)	_____	_____
• Kindergarteners (5 years)	_____	_____
• School-Age (over 5 years)	_____	_____

**R2:** Please estimate the percent of funds your center receives on average from the following sources:

- Parent fees, excluding vouchers provided through public funds \_\_\_\_\_%
- Public subsidies (federal, state, or local money; including vouchers) \_\_\_\_\_%
- Corporate subsidies \_\_\_\_\_%
- Private donations; such as United Way \_\_\_\_\_%
- Fundraising \_\_\_\_\_%
- Other \_\_\_\_\_%

(Total should equal 100%).

**R3:** Is your center licensed by the state of Florida?

- yes
- no

**R4:** Is your center currently accredited by a professional organization?

- yes
- no

**R5:** If yes, by which organization? \_\_\_\_\_

**R6:** If no, are you currently in the process of seeking accreditation?

- yes
- no

**R7:** If you are seeking accreditation, from which organization? \_\_\_\_\_

**R8:** Is your center recognized as a Gold Seal Program?

- yes
- no

**R9:** Many child care centers employ staff in a variety of non-teaching positions. Please indicate whether your center employs staff for the following positions.

- Cook  yes \_\_\_\_\_ how many?  no
- Secretary  yes \_\_\_\_\_ how many?  no



- Bookkeeper  yes \_\_\_ how many?  no
- Education Coordinator  yes \_\_\_ how many?  no
- Bus Driver  yes \_\_\_ how many?  no
- Social Worker  yes \_\_\_ how many?  no
- Other  yes \_\_\_ how many?  no

Please describe \_\_\_\_\_

**R10:** Approximately what percentage of your annual operating budget do you spend on salaries, fringe benefits, payroll taxes, and other personnel costs for all employees?

\_\_\_ % per year

**Section S: Final Questions**

**S1:** If increased funds were available for your center, how would you use the added funds? Indicate your **top three choices** by writing 1, 2, and 3 in the spaces provided.

- \_\_\_ increased number of staff
- \_\_\_ improve staff training
- \_\_\_ improve physical facilities and environment
- \_\_\_ increase program supplies and equipment
- \_\_\_ reduce parent fees
- \_\_\_ increase staff wages
- \_\_\_ offer or improve staff benefits
- \_\_\_ other (please describe) \_\_\_\_\_

**S2:** Indicate the number of sites for which you are responding.

\_\_\_ # of sites

**S3:** Comments (optional)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**S4:** Indicate the position of the person filing out the survey:

- Owner
- Director
- Owner/Director
- Teacher/Director
- other (please specify) \_\_\_\_\_

**Thank you for completing the survey!**

As a gift for sharing information about your program with us, we will send you a \$25.00 gift certificate for any merchandise of your choice in the Kaplan Early Learning catalogue. You can use the certificate to receive \$25.00 in merchandise at no cost or you can use the certificate to receive a \$25.00 discount on a more expensive order.



2807 Remington Green Circle • Tallahassee, Florida 32306-3752  
www.thechildrensforum.com  
MAY 2006





# The Seminole County Family Child Care Home Workforce Survey

Adapted from the Family Child Care Provider Income and Working Conditions Survey developed by the Center for the Child Care Workforce • Washington, DC 20000

## Welcome!

The Early Learning Coalition of Seminole County has asked the Children's Forum to develop a survey for the purpose of gathering information about child care centers and homes in your county. The Coalition will use this information to help guide their plans and programs in the coming years. In order to develop effective plans, the Coalition needs accurate information about the strengths and needs of existing programs.

Each child care center and each family child care home will receive one survey. The survey should be completed by the Director and/or Owner of each program. Please make sure you have the correct type of survey for your program.

Do not write your name on the survey. We have given every survey a number to help us keep track of the programs that have responded and those that have not. All of the information you provide will be considered confidential and will not be shared with anyone outside of the project. Your answers are for data collection purposes only and will in no way be used for any type of monitoring or evaluation of your program. We are simply interested in the information you can provide to help the Coalition with future planning.

We appreciate your participation. Through a partnership with the Kaplan Early Learning Company, we are able to offer you a gift as a way of saying thank you. Each program returning a completed survey will receive a **\$25.00 gift certificate** for merchandise through the Kaplan Early Learning catalogue. Be sure to submit your survey soon to receive your gift certificate.

Thanks!

ID# \_\_\_\_\_



## INSTRUCTIONS

### Please Note:

You can complete the paper survey OR you can complete the survey online at <http://www.thechildrensforum.com/sunaty>. You will use the I.D. number on the front cover to access your survey online.

Here's what we're asking you to do:

- Please read and follow all directions carefully. Do not check more than one answer for each question unless you are instructed to do so.
- Please try to answer every question except those that we ask you to skip. If you're not sure of an answer, give us your best estimate.
- The survey will take approximately 30 minutes to complete. The time you invest will help to improve programs and services in Seminole County. Thanks for doing your part!
- For paper surveys – When you have finished the survey, please place it in the stamped envelope we have provided. Mail the survey to the address on the envelope. If you misplace the envelope, you can mail your completed survey to

**The Children's Forum**  
Attention: Beverly Esposito  
2807 Remington Green Circle  
Tallahassee, FL 32308

or you can fax it to Beverly Esposito at (850) 681-7048.

- For online surveys – You will automatically be instructed to submit your survey online as soon as you have completed it.
- Please return your survey no later than **May 26, 2006** in order to receive your free gift.

If you have questions, please contact Beverly Esposito at (850) 681-7002.

## YOUR CHILD CARE PROGRAM

First, we want to ask you some general questions about your family child care home.

- How long have you been taking care of children in your home for pay?  
\_\_\_\_ # of years \_\_\_\_ # of months
- On average, how many hours per week do you take care of children for pay?  
\_\_\_\_ # hours per week
- Please estimate the number of hours per week you spend on different aspects of your child care business after the children leave or before they arrive. Include time spent on preparing food, shopping, cleaning, and/or doing laundry for child care children.  
\_\_\_\_ # of hours per week
- Do you have any other paid jobs, in addition to child care?  
 yes  no  
If yes, how many hours per week, on average, do you spend in that job?  
\_\_\_\_ # hours per week  
How much do you earn per hour in that job? \$ \_\_\_\_\_ per hour  
Is this job in the child care field?  yes  no
- How many of your own children (including stepchildren, foster children, and grandchildren) do you have? (Write 0, if none.)  
\_\_\_\_ # under 18 \_\_\_\_ # over 18
- How many of your own children (including stepchildren, foster children, and grandchildren) are present while you care for other children? Please give the number of your own children in each age range. (Write 0 if none).  
\_\_\_\_ less than 12 months  
\_\_\_\_ 12 – 35 months (1 or 2 years)

\_\_\_\_ 3 – 5 years

\_\_\_\_ 6 – 12 years

\_\_\_\_ over 12 years

- During a typical week, what is the total number of children you care for excluding your own children?  
\_\_\_\_ # of children
- Next is a question about the children other than your own that you take care of at least once a week.
  - Begin by writing the initials of each child in the first column of the appropriate box (by age group). This is to help you tally the children in your program, not for any research purpose. The number of children you list should be equal to your answer in number 7.
  - Next, write the amount you are usually paid per week for that child.
  - Finally, write the usual number of hours per week that child is in your care.

### BOX #1: INFANTS (0-11 months)

Initials of each child	Usual pay per week for child	Usual number of hours per week
1.	\$	# hours:
2.	\$	# hours:
3.	\$	# hours:
4.	\$	# hours:
5.	\$	# hours:

### BOX #2: TODDLERS (12-35 months)

Initials of each child	Usual pay per week for child	Usual number of hours per week
1.	\$	# hours:
2.	\$	# hours:
3.	\$	# hours:
4.	\$	# hours:
5.	\$	# hours:

**BOX #3: PRE-SCHOOL (3 years - 4 years 11 months)**

Initials of each child	Usual pay per week for child	Usual number of hours per week
1.	\$	# hours:
2.	\$	# hours:
3.	\$	# hours:
4.	\$	# hours:
5.	\$	# hours:

**BOX #4: SCHOOL-AGE (5 - 12 years)**

Initials of each child	Usual pay per week for child	Usual number of hours per week
1.	\$	# hours:
2.	\$	# hours:
3.	\$	# hours:
4.	\$	# hours:
5.	\$	# hours:

9. Do you provide discounts or scholarships for any of the children in your program?

yes  no

If yes, how many children? \_\_\_\_\_

10. Do any of the families in your program receive subsidies to pay for your services from Orlando 4-C or any other source?

yes  no

If yes, how many children? \_\_\_\_\_

If yes, about how much is your subsidy check each month?	If no, have you heard about this program?
\$_____ per month	<input type="checkbox"/> yes <input type="checkbox"/> no

11. Do you participate in the Child and Adult Care Food Program (USDA)?

yes  no

If yes, about how much is your CACFP check each month?	If no, have you heard about this program?
\$_____ per month	<input type="checkbox"/> yes <input type="checkbox"/> no

12. Do you use a signed contract with parents that explains your fees?

yes  no

13. Do you charge extra when children are picked up late or dropped off early?

yes  no

14. Do you get paid when children are absent because they are sick?

yes, full pay  yes, partial pay  no

15. Do you get paid when children are on vacation?

yes, full pay  yes, partial pay  no

16. Do you close for any holidays, vacation, sick days, training, or other days off?

yes  no

If yes, approximately how many days per year?

\_\_\_\_\_ # of days per year

Are you paid for these days?

yes  no  some but not all days or partial pay

17. Do you have an ongoing arrangement with another person to substitute for you in case of illness or emergency (including respite care)?

yes  no

If yes, how much do you pay the substitute per hour? \$ \_\_\_\_\_

**YOUR EXPENSES**

**Next, we want to ask you about your expenses – what it costs you to provide child care. Use business records including tax forms, or provide your best estimate of how much you spend.**

18. Do you know what your total deductible business expenses were last year? (IRS Schedule C, Line 28)

yes, they were \$ \_\_\_\_\_

no, not sure.

If no, please give your best estimate: \$ \_\_\_\_\_

19. Following is a list of your direct business expenses, as shown on Schedule C. For items that are shared by your child care business and your family, report only the child care portion of those expenses. For example, report the cost of food for the child care children, but not for your family. Write 0 if none.

Expense	Per month or	Per year
Food	\$	\$
Toys, art materials, other children's supplies	\$	\$
Child care equipment (e.g., climber, crib, computer)	\$	\$
Household supplies (e.g., bleach, paper towels)	\$	\$
Office supplies (e.g., paper, copies, postage)	\$	\$
Marketing (e.g., advertising, printing)	\$	\$
Professional expenses (e.g., dues, tuition, publications, conferences, travel, business and license fees)	\$	\$
Insurance (e.g., liability, health, accident)	\$	\$
Any other business expenses (e.g., business mileage, assistant's employee benefits, gifts for children or parents, accounting or tax preparation, lawyer, business entertaining, bank service fees, business loan payments). Do not include home expenses here.	\$	\$

20. Do you know your time-space formula, or business percentage as shown on IRS Form 8829, line 7?

yes If yes, please specify \_\_\_\_\_%

no

21. Following are expenses for the business use of your home, which appear on IRS Form 8829. What were your total expenses in the following categories? (Do not multiply by the time-space business percentage).

Expense	Per month or	Per year
Real estate taxes on your home (Line 17)	\$	\$
Mortgage interest (Line 16)		
Homeowners or apartment insurance (Line 17)		
Household supplies (e.g., bleach, paper towels)	\$	\$
Repairs and maintenance (Line 18)	\$	\$
Utilities (Line 19)		
Other, e.g., rent, appliances, furniture (Line 20)	\$	\$
Total IRS home expense allowance (Line 34)	\$	\$
Depreciation (Line 40)	\$	\$

22. Do you have any paid assistant caregivers?

yes  no Go to Question 23.

If yes, please provide the following information:

Assistant	# of hours per week assistant typically works for you	Hourly pay for assistant
Assistant 1	# hours:	\$
Assistant 2	# hours:	\$
Assistant 3	# hours:	\$

23. On average, how much do you spend per month on substitutes? Write 0 if none.

\$\_\_\_\_\_ per month

24. Did you claim the Earned Income Tax Credit?
- yes  no
- If no, do you know about this tax credit?
- yes  no
25. Do you know what your gross income (income before taxes and expenses) was from child care last year?
- yes Income was \$ \_\_\_\_\_
- no or not sure. Please give best estimate: \$ \_\_\_\_\_
26. Do you know your total net income or profit from child care last year? (Schedule C, Line 31)
- yes Net income was \$ \_\_\_\_\_
- no or not sure. Please give best estimate: \$ \_\_\_\_\_
27. Do you currently have health insurance coverage?
- no Go to Question 28.
- yes, for yourself only. Go to Question 29.
- yes, for dependents only. Go to Question 29.
- yes, for self and dependents. Go to Question 29.
28. If no, in the past year have you been covered by:
- Medicaid, Medicare or other public health insurance program
- other health insurance which is no longer in effect
- no plan for the last year or more

29. Do you receive assistance with health coverage costs from any of the following sources? Please read all options before selecting your response. (Check only one).
- no assistance
- yes, full coverage for self and dependents paid by spouse/partner's employer
- yes, full coverage for self only paid by spouse/partner's employer
- yes, partial coverage for self and dependents paid by spouse/partner's employer
- yes, partial coverage for self only paid by spouse/partner's employer
- yes, Medicaid/Medicare eligible
- yes, coverage for dependents only from state plan (e.g. Healthy Kids or Medicaid)
- other (please specify): \_\_\_\_\_
30. When you or one of your family members becomes ill (other than a life threatening emergency) which of the following are you most likely to do? (Check only one).
- see your regular doctor
- try to locate a doctor
- go to the emergency room
- go to a community clinic
- other (please specify): \_\_\_\_\_
31. Do you contribute to the self-employment tax (covers Social Security and Medicare) for yourself?
- yes  no

32. In the last year, have you set aside any savings for your retirement, for example an IRA, SEP, Keogh Fund or any other pension (not including Social Security)?
- yes  no
- If yes, amount last year: \$ \_\_\_\_\_

### YOUR PROFESSIONAL PROFILE

*Now, we would like to ask some questions about your professional life as a family child care home provider.*

33. What is the highest level of education you have completed in any subject area? (Check only one).
- less than high school diploma or GED
- high school diploma or GED
- national CDA or CDA Equivalency
- some college courses
- two-year college degree (AA, AS, or AAS)
- four-year college degree (BA or BS)
- some graduate courses
- graduate degree (MA, MS, Ed.S, or Ph.D.)
34. What is the highest level of education you have completed in Early Childhood Education (ECE) or Child Development (CD)? (Check only one).
- no ECE/CD beyond high school
- 6 credits or less of ECE/CD
- 12 credits or less of ECE/CD

- 24 credits or less of ECE/CD
- national CDA or CDA Equivalency
- AA degree in ECE or CD
- BA/BS degree in ECE or CD
- graduate credits in ECE or CD
- graduate degree in ECE or CD
- other (please describe): \_\_\_\_\_
35. Have you received training in early childhood education or child development from the following? (Check all that apply).
- local community workshops
- workshops at professional association meetings or conferences
- courses in high school or vocational school
36. Please check any of the following credentials or accreditation you have achieved. (Check all that apply).
- National CDA (Child Development Associate) Credential
- CDA Equivalency Certificate
- Public school teaching certificate (active or expired)
- Family Child Care Accreditation from NAFCC (National Association for Family Child Care)
- other (please specify): \_\_\_\_\_
37. Do you have at least one other child care provider you can talk to if you have a problem in your work?
- yes  no



38. Do you belong to any of the following professional groups? (Check all that apply).
- local provider support group or business association
- Florida Family Child Care Home Association
- National Association for Family Child Care
- local Association for the Education of Young Children
- National Association for the Education of Young Children
- The Children's Forum in Florida
- other (please specify): \_\_\_\_\_
39. Have you received 20 clock hours or more of business or child development related training in the last 12 months?
- yes  no
- If yes, did you receive college credit for any part of this training?
- yes  no
40. Do you feel that you have adequate training opportunities?
- yes  no
- If no, what problems are there with your current training opportunities? (Check all that apply).
- my community does not have enough courses or workshops.
- the cost of training is too high.
- the quality of existing training is poor.
- most opportunities are offered during the day. It is difficult to take time off from work for daytime training.

- because I work long hours, I don't have enough time for additional training
- there is no benefit to getting more training.
- other (please explain):
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
41. Do you plan to continue offering child care in your home for:
- 1 more year?
- 1-3 more years?
- 3 or more years?
42. What, if anything, would make you want to offer care for a longer time?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

43. Have you ever been employed as a teacher, assistant teacher or director of a child care center?
- yes  no
44. Do you have access to a computer? (Check all that apply).
- yes, through my job  no
- yes, through school
- yes, at my home
- yes, through a library or other community group
- If yes, do you use the internet for email or to get information?
- yes  no

#### YOUR PERSONAL PROFILE

**Finally, we would like to ask some questions about your personal life as a family child care home provider to help give us an accurate picture of providers in your community. As with all the questions, your answers will be considered strictly confidential.**

45. Please check your age range:
- under 20 years  40-49 years
- 20-29 years  50-59 years
- 30-39 years  60 years and over
46. You are: \_\_\_\_ female \_\_\_\_ male
47. What is your marital or relationship status?
- single
- married or living with a partner

- divorced or separated
- widowed
48. How many adults contribute to your household income?
- \_\_\_\_ # of adults
49. Last year, what was your TOTAL household income, including your own? (All information is confidential and used only for research purposes.)
- under \$10,000  \$30,000 - \$34,999  \$55,000 - \$59,999
- \$10,000 - \$14,999  \$35,000 - \$39,999  \$60,000 - \$69,999
- \$15,000 - \$19,999  \$40,000 - \$44,999  \$70,000 - \$84,999
- \$20,000 - \$24,999  \$45,000 - \$49,999  \$85,000 and above
- \$25,000 - \$29,999  \$50,000 - \$54,999  refuse to answer

**Now, we are going to ask you about public supports that you may receive now or have received in the past. Please check the one space that applies for each question:**

50. TANF or welfare payment (Check only one).
- never received
- currently receive
- no longer receive, but received within the last 12 months
- no longer receive but received 13 months ago or more

51. Medicaid or some other publicly supported health coverage for yourself. (Check only one).
- never received
- currently receive
- no longer receive, but received within the last 12 months
- no longer receive but received 13 months ago or more
52. Medicaid or some other public supported health coverage for your dependents. (Check only one).
- never received
- currently receive
- no longer receive, but received within the last 12 months
- no longer receive but received 13 months ago or more
53. Voucher or school readiness subsidy to cover child care costs for your own children (not child care children). (Check only one).
- never received
- currently receive
- no longer receive, but received within the last 12 months
- no longer receive but received 13 months ago or more
54. Public food supports, such as food stamps, WIC and/or free or reduced price school lunches for yourself and/or your family. (Check only one).
- never received
- currently receive
- no longer receive, but received within the last 12 months
- no longer receive but received 13 months ago or more

55. How do you identify yourself in terms of race or ethnicity? (Check only one).
- African American/Black
- Caucasian/White
- Asian/Pacific Islander
- Latino/Hispanic
- American Indian/Alaskan Indian
- Biracial/Multiracial
- other (please describe) \_\_\_\_\_

## Thank you for completing the survey!

As a gift for sharing information about your program with us, we will send you a \$25.00 gift certificate for any merchandise of your choice in the Kaplan Early Learning catalogue. You can use the certificate to receive \$25.00 in merchandise at no cost or you can use the certificate to receive a \$25.00 discount on a more expensive order.



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