Do they have other benefits?

Benefits

	Assistant Teachers	Teachers	Teacher Directors
Sick days	52%	63%	65%
Vacation days	58%	74%	77%
Health Benefits	50%	61%	61%
Dental Insurance	33%	41%	42%
Fully Paid Health Insurance	2%	2%	5%

Overall, the most common benefits offered to all staff across all programs are annual evaluations; formal grievance procedures; and unpaid, job-protected maternity leave for female employees. Publicly operated programs are able to offer more benefits, including retirement plans.

How often do staff leave?

Turnover

- The average turnover rate across all programs is 35 percent for assistant teachers, 29 percent for teachers, and 20 percent for teacher directors.
- The highest turnover rates occur in for profit programs; assistant teachers (57 percent), teachers (35 percent), and teacher directors (22 percent).
- The lowest turnover rates occur in publicly operated programs; assistant teachers (22 percent), teachers (14 percent), and teacher directors (18 percent).

How are the programs funded?

Program funding sources

- Nearly 3/4 of directors report 50 to 100 percent of funding from parent fees.
- Nearly half of directors report 1 to 49 percent of funding from public subsidies.
- Public subsidy comes in two forms; operating funds (which can affect quality), or purchase of child care (which does not affect quality).
- There is no corporate funding reported for 93 percent of the programs.
- Non-profit programs tend to receive a higher percentage of funding from public subsidies and lower percentage from parent fees.

Programs with higher percentage of public subsidies are more likely to:

- Be NAEYC-accredited.
- Offer more benefits to teachers.
- Pay teachers higher peak wages.

How do the Directors feel about current regulations?

Only 56 percent of respondents thought that current state regulations make it difficult to sustain their child care business.

How do the Directors feel about policy changes?

Approximately 80 percent of the respondents agreed that federal and state reimbursements should be tied to program quality, and to staff training and qualifications, and that the public has a responsibility to provide part of the training for practitioners.

A majority of respondents (>90 percent) strongly agree that:

- Current compensation levels for child care providers are not adequate.
- That compensation levels should be tied to knowledge, skills, and experience.
- That a professional development ladder would make it easier to educate parents and policymakers about the connection between quality of child care and provider training.

In summary, teacher wages are higher in...

- Accredited programs.
- Non-profit programs.
- Publicly operated programs (e.g., Head Start)
- More affluent counties.
- Larger counties.
- Programs with lower turnover rates.
- Programs with more educated teachers.

About the Study

Distribution

The survey was mailed to 967 center based programs identified by DHS, CCR&R, Head Start, and Title 1 program lists. 465 programs responded = (48 percent); also, programs in 84 of the 99 counties responded.

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Family child care home provider survey is under development.

Iowa Early Care and Education Professional Development

How much do you know about the people* caring for young children in Iowa?

Iowa Department of Education
2002

*Refers to center based programs only.

Who are they?

Who are they caring for?

What is their education?

What is their on-going training?

How are they compensated?

Do they have other benefits?

How often do staff leave?

How are the programs funded?

How do the Directors feel about current regulations?

How do Directors feel about public policy changes?

In Summary...

Who are they?

Practitioners

People who care for children in early care and education programs in Iowa.

Teacher — person in charge of a group or classroom of children, sometimes with staff supervisory responsibilities.

Assistant Teacher — person working under the supervision of a teacher.

Teacher Director — person with teaching and administrative duties, including site directors with teaching responsibilities.

Staff Description (predominately)

Female = 94 percent
Caucasian = 91 percent
Under 40 years-of-age = 64 percent

Programs

Center based early care and education programs in Iowa.

Director's Program Description

Preschool 25 percent
Child Care 44 percent
Both preschool and child care 17 percent
Other 14 percent

Program Types

Non-profit 59 percent
Profit 23 percent
Publicly-operated 18 percent

Program Accreditation (n=434)

- 78 percent programs are not accredited (20 percent of this group are pursuing accreditation).
- 21 percent programs are accredited (75 percent in this group are NAEYC accredited; n=67)
- 45 percent of publicly operated programs are accredited.
- 10 percent of non publicly funded programs accredited.

Who are they caring for?

Children

Center based early care and education programs in Iowa.

Numbers

Average number of children in full-time programs = 57 (range = 0 to 588 children)
Average number of children in part-time programs = 46 (range = 0 to 1,300 children)

Ages

Percentage of programs serving children

Infant	Toddler	Pre	Kdg.	SA	Special Needs
43%	47%	90%	55%	54%	70%

What is their education?

Educational Level

Percentage of programs reporting one or more staff's highest level of education is:

	Assistant Teachers	Teachers	Teacher Directors
H.S./G.ED	30%	9%	1%
H.S./G.E.D.	78%	54%	20%
CDA	10%	16%	10%
AA/AS in CD	78%	54%	20%
BA/BS in CD	16%	48%	42%

Specific Child Development Credentials

- Programs report a range from 56 percent (Head Start) to 22 percent (for-profit national chain) of staff with child development credentials.
- Teachers with child development credentials are more likely to be in accredited than in non-accredited programs.
- Head Start and school/college program teachers are more likely to have child development credentials.
- Teachers in preschool or combination programs are more likely to have child development credentials than those in child care programs.

What is their on-going training?

Where does the staff currently receive training? (listed in ranked order)

Child Care Resource and Referral
Area Education Agency
On-site from own staff
ISU Extension
Other
Community College
Child & Adult Care Food Program
College or University
Head start

Does training have a positive effect?

A majority of all programs report that the training the staff receives has a positive effect on the quality of care the program provides.

How many staff currently meet the 10 hour mandatory training requirement?

In the 12 months before the survey, approximately 40 percent of the assistant teachers, 18 percent of teachers, and 6 percent of the teacher directors did not receive the 10 hours of annual training required by licensing.

What are the barriers to receiving more training/education?

No substitutes
Doesn't increase earnings
Cost of training
Inconvenient time
Distance or location
Doesn't advance career

How are they compensated?

Wages

	Assistant Teachers	Teachers	Teacher Directors
Avg. start. wage	$6/hr.	$7/hr.	$1,500/mo.
Avg. peak wage	$7/hr.	$9/hr.	$1,800/mo.