

ARIZONA'S UNKNOWN EDUCATION ISSUE



Early Learning Workforce Trends



FIRST THINGS FIRST
Ready for School. Set for Life.

A WORLD-CLASS EDUCATION STARTS *BEFORE* KINDERGARTEN



News stories, public debate and private conversations are filled with discussions on how to achieve the best education for Arizona’s children. The topics vary – common core standards, greater school accountability, and increased per-pupil funding among them – but the focus is generally the same: K-12 schools.

While all of those issues are important, one critical component to ensuring that children can meet our expectations is rarely discussed: the teaching they receive *before* kindergarten. A growing body of research demonstrates that the stability of a child’s relationships with early caregivers – as well as the quality of those interactions – is one of the greatest predictors of school readiness.

Why are early caregivers so important? Because 90 percent of a child’s brain develops by the time they are 5 years old, and the foundation for all future learning is largely built *before* a child enters kindergarten. A strong foundation – shaped by meaningful interactions with adults – means the child has the greatest opportunity for success. Conversely, a weak foundation means the child will struggle to keep up in grade school and beyond. Numerous studies demonstrate the importance of young children’s relationships with their teachers to their future success in school.ⁱ High quality teacher-child interactions have been found to predict academic skills, language skills and social skills among young children.ⁱⁱ

Meaningful interactions go way beyond the nurturing touch and soft smiles of a good babysitter; they are the result of a caregiver who is educated about the complex ways in which kids 5 and younger learn and who is skilled and experienced in applying that education.

Arizona’s education system already has acknowledged that children’s learning from birth to age 5 is critical to their success in kindergarten and beyond. This is evidenced by the development of *Infant and Toddler Guidelines* and *Early Learning Standards* that are aligned to the state’s Common Core Standards, and which provide critical guidance for early learning programs in preparing young children for success.ⁱⁱⁱ

Our view of the early childhood workforce as a critical component of quality early learning, however, has not kept up with our increased expectations for young kids. The latest research shows that in Arizona, those working with kids at their most critical stage of brain development are poorly paid and struggle to attain higher education, both critical components of hiring and retaining the best teachers.

This essay explains the importance of a skilled early childhood workforce to educational success, examines the current qualifications and compensation of our state’s early childhood teachers, and suggests ways that early learning program providers and policymakers can enhance school readiness for all kids by supporting efforts to ensure that Arizona’s best educators are where they can make the biggest impact: with our youngest kids.

A SMART START: BIRTH-5 STUDENT/TEACHER RELATIONSHIPS & EDUCATIONAL SUCCESS

Research demonstrates that when child care and other early learning programs are of high quality and developmentally appropriate, children score higher on school readiness measures and do better in school. They also have better relationships with their peers and are more likely to graduate. But the quality of early care and education depends on the professionalism, education and skills of the teacher.^{iv}

Research has shown that well-educated and highly skilled early childhood teachers are strongly linked with children successfully transitioning to kindergarten.^v Highly qualified early childhood teachers can significantly affect a child's cognitive outcomes, specifically early literacy and language development, letter knowledge, and writing skills.^{vi} Furthermore, in a recent study, researchers found that children's experiences in positive relationships with teachers may also have a positive effect on behaviors such as aggression, hyperactivity, non-compliance, depression and anxiety. Children appear capable of learning new positive behavioral strategies through their relationship with their teacher.^{vii}

Competitive wages are critical to the recruitment and retention of great early childhood teachers and care providers. Combined with benefits and opportunities for pay increases, competitive wages can reduce staff turnover rates. Turnover is not only a business challenge for providers; it is a learning challenge for children. Research shows that children are better prepared to learn when they have consistent relationships with teachers.^{viii} Large swings in teacher turnover make it difficult for children to form the secure attachments to consistent caregivers that are so critical to their learning and development.^{ix} Research also shows that when there is high teacher turnover, children's social, emotional, and language development, all essential components of school readiness, are negatively impacted.^x

Teacher turnover in the early care and education field remains high; averaging 30 percent or more.^{xi} A national study found that teacher turnover is highest in child care centers with lower wages and lower levels of teacher education.^{xii}



EARLY CHILDHOOD WORKFORCE: EDUCATORS, NOT BABYSITTERS

Early childhood educators support children in developing the skills and capacities that they need in order to succeed at each subsequent stage of their learning.

The abilities outlined below must start being developed in young children in order for them to be prepared to meet Arizona's high educational standards once they reach kindergarten.

Language Development and Communication

- Listening and Understanding
- Communicating and Speaking
- Emergent Literacy
- Pre-reading (3-5 years old)
- Pre-writing (3-5 years old)

Cognitive Development

- Exploration and Discovery
- Memory
- Problem Solving
- Imitation and Symbolic Play
- Math, Social Studies and Science (3-5 years old)
- Fine Arts (3-5 years old)

Physical and Motor Development

- Gross and Fine Motor Skills
- Physical Health, Well-Being and Safety

Social & Emotional Development

- Trust and Emotional Security
- Self-Awareness
- Self-Control
- Relationships with Other Children
- Expression of Feelings
- Respect

Approaches to Learning

- Persistence
- Initiative and Curiosity
- Creativity and Inventiveness
- Reasoning

The early care and education workforce is among the most poorly paid professionals in the United States, with the median wages for child care workers and preschool teachers being between \$7.90 and \$9.53 per hour.^{xiii} Nationally, this is nearly one half of the salary earned by a kindergarten teacher, and lower than wages for parking attendants, cooks or cashiers.^{xiv}

This low level of compensation and recognition for the important work of these professionals contributes to the high turnover rates that have plagued this field for years. This is compounded by the problem that when teachers manage to obtain additional education and training, they often leave for the higher paying K-12 workforce, or other higher paying professions.^{xv} In fact, one study found that in a sample of first-year early childhood education students, only 9 percent said they intended to work in early care and education settings after graduation, 43 percent preferring kindergarten for reasons of compensation and workload.^{xvi}

ARIZONA'S TRACK RECORD: TRENDS IN THE EARLY LEARNING WORKFORCE

The 2012 *Early Care and Education Workforce Survey* shows that – while early childhood teachers and assistant teachers are earning more college degrees – Arizona continues to struggle in two of the areas impacting retention of skilled early educators: wages and benefits.

The survey – first administered in Arizona in 1997 and subsequently in 2001, 2004 and 2007 – provides a basis for better understanding evolving characteristics and conditions of Arizona's early care and education workforce. The most recent survey, conducted in 2012, is the basis for the summary on the status of Arizona's early childhood workforce.

Additional data and analysis are provided in the Research Report, beginning on page 7.

Educational Attainment¹

The number of assistant teachers obtaining a credential or degree, including completion of a Child Development Associate² credential, an associate's degree, a bachelor's degree, or a master's degree was 21 percent in 2007 and **29 percent in 2012**.

Nearly half of all teachers in 2007 (47 percent) had obtained a college degree (associate's, bachelor's or master's degree); in **2012 this number had risen slightly to 50 percent**, again, indicating a positive trend toward higher educational attainment for early care and education teachers.

Administrative directors were most likely to have a college degree. In 2007, 74 percent were reported to have obtained an associate's degree or higher; in **2012, this number was relatively unchanged at 73 percent**, although the number of administrators with a bachelor's degree rose very slightly between the two time periods. This suggests that about three-quarters of Arizona early care and education administrative directors have an associate's degree or higher, and has been a stable level of educational achievement in the field over the last eight years.

Teachers with an associate's degree were significantly more likely to have remained with their current employer for a longer period of time.

¹ It is important to note, that because of the limitations of the *Early Care and Education Workforce Survey*, only percentages of degree attainment can be reported. Because economic circumstances may have led to decreases in the total number of early care and education professionals between 2007 and 2012, even with an increase in the percentage of degree attainment, fewer professionals in the workforce may hold those degrees and certificates.

² **Child Development Associate** (CDA) credential is awarded by the Council for Professional Recognition to those who have completed a list of requirements around a core set of competency standards, including 120 hours of training, and successfully passing a verification visit.

Due to limitations of the study, it is not possible to identify the factor or factors that led to this increase in degree attainment for early childhood professionals, however, the data in this report correspond to the implementation of T.E.A.C.H. Early Childhood Arizona, a higher education scholarship program for early educators sponsored by First Things First.

Of the individuals participating in the survey, 5 percent of assistant teachers, 7 percent of teachers and 6 percent of administrative directors reported receiving a scholarship. And, in the three years since the T.E.A.C.H. program began in Arizona, 55 Child Development Associate credentials and 36 associate’s degrees have been earned by T.E.A.C.H. participants.

Wages & Benefits

When adjusted for inflation, wages for assistant teachers, teachers, and administrative directors working in all types of licensed early care and education settings in Arizona have actually *decreased* over the past five years. While there were nominal hourly increases, they did not keep pace with inflation. For example, the median hourly wage for teachers in 2012 was \$10.00, however, to keep up with inflation, and make the same wage as 2007 (\$9.75), teacher hourly wage would have needed to be at \$10.83.^{xvii}

TABLE 1. CHANGES IN HOURLY WAGES, 2007-2012

ECE Workforce All Provider Types	Median Hourly Wage 2007	Median Hourly Wage 2012	Needed Hourly Wage to Keep Pace with Inflation	Change When Adjusted for Inflation, 2007-2012 ³
Assistant Teachers	\$9.00	\$9.66	\$9.99	-\$0.33
Teachers	\$9.75	\$10.00	\$10.83	-\$0.83
Administrative Directors	\$16.82	\$16.80	\$18.68	-\$1.88

And, while data show that wages for teachers working in Head Start and public preschool settings are slightly higher than those working in child care centers, early childhood educators on average earn considerably less than other teachers.^{xviii} **Average annual wages for Arizona’s early childhood educators are about half of the yearly earnings for kindergarten and elementary school teachers**, even though their work sets the stage for later success.

In addition, further analysis shows that teachers with higher wages (both starting wages and current wages) were significantly more likely to remain with their current employer, and teachers paid the lowest starting wage were significantly less likely to remain with their current employer over time.

As with wages, most of the benefits provided to the teachers of our youngest kids also are decreasing. Reduced benefits include:

- Health insurance – down 2 percent;
- Paid holidays – down 3 percent;
- Reduced child care fees – down 4 percent; and,
- Tuition reimbursement – down 3 percent.

The only benefit that appears to have increased is the availability of retirement plans, which is up by 5 percent. However, due to the limitations of the study, it is not possible to analyze the breadth or quality of any benefit.

³ Adjusted change estimates in this column were calculated by taking the difference between the hourly wage needed to keep pace with inflation (Consumer Price Index) in 2012 and the actual median hourly wage received in 2012 (e.g. teachers: \$10.83-\$10.00). Because the median hourly wage has not kept with pace of inflation, between 2007 and 2012, teachers are making an estimated \$0.83 less per hour than they were in 2007.

As expected, the benefits paid to full-time employees were much higher than benefits provided to part-time employees.

Consistent with national data, the receipt of benefits impacts retention. For example, this study showed that teachers receiving paid tuition reimbursements were significantly more likely to remain with their current employer. Also, for full-time teachers, receiving reduced child care fees was also a significant predictor of length of employment.

In addition, early care and education teachers receiving First Things First Professional REWARD\$ – a stipend paid to participating early educators that rewards longevity and degree attainment – were significantly more likely to report remaining with their current employer.

Retention

For all types of early care and education professionals, retention rates of five or more years were higher in 2012 than in 2007. Although there have been modest improvements, the fact remains that only 1 in 4 assistant teachers, less than half of teachers, and about two-thirds of assistant directors (those who work the least with young kids directly) have been in the field for 5 years or more.

Without a robust State of Arizona registry system to track early childhood professionals across all early care and education provider types, it is unclear exactly what factors contributed to the increase in retention. It is possible that as providers reduced staff in response to the economic crisis, they kept the teachers with the greatest seniority. In addition, national data reveal that far fewer people have left jobs willingly since the economic crisis began. In 2007, “voluntary quits” were 28.7 percent of total employment. By 2009, voluntary quits were down to 17.8 percent (the number then rose to 18.6 percent in 2010).^{xix} These factors may have impacted retention in the child care industry.

As indicated in the previous sections, data from the survey support the positive impact efforts to improve wages and benefits can have on retention, including:

- Teachers with an associate’s degree were significantly more likely to have remained with their center for a longer period of time.
- Those participating in REWARD\$ or receiving reduced child care fees or tuition reimbursements also reported higher retention.
- Finally, teachers with higher wages (both starting wages and current wages) were significantly more likely to remain with their current employer.

IMPLICATIONS FOR ARIZONA’S EDUCATIONAL REFORM EFFORTS

High expectations are necessary for Arizona’s kids to be college and career ready. In order for young kids in Arizona to be ready to meet those expectations, they need early caregivers and educators who are skilled in the ways children birth to 5 years old learn.

Yet, the latest information shows that wages and benefits paid to the early childhood workforce are not commensurate with our expectations for this workforce and dis-incentivize the most skilled teachers from remaining with our youngest kids.

The survey also shows that efforts to support the early childhood workforce – such as increasing wages, benefits and degree attainment – can have a very positive impact on retention among early educators.

The information contained in this report – along with information regarding best practices and innovative strategies for improving credentialing and compensation of early educators – can be used by child care providers and policymakers alike in support of developing a highly skilled workforce to support children during their most critical stage of brain development.

Specifically, the following recommendations emerge:

- State-level policy changes and programs like Professional REWARD\$ that provide incentives and supports for early care and education professionals should continue to be supported and expanded as appropriate.
- A State of Arizona registry system – much like the information collected on K-12 teachers by the Arizona Department of Education – should be developed and improvements in quality and availability of data on Arizona’s early childhood teachers should be supported.
- Early childhood coursework and degrees should have clear articulation, and educational pathways should be streamlined to remove obstacles to degree attainment.
- Policies and programs such as T.E.A.C.H. that provide incentives and supports for degree attainment should continue to be supported and expanded as appropriate.
- Policy changes should be made so that child care subsidies currently provided through federal funds to help low-income children access early learning programs may only be used in quality early learning settings. The amount of the subsidy should reflect the actual cost of providing quality early learning to young kids, including the cost of hiring highly skilled educators.

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INTRODUCTION & METHODOLOGY



The credentials and compensation of the early childhood workforce are key issues that must be addressed as part of Arizona's education reform efforts. Given the critical role that skilled educators play in the preparation of children to meet our state's vigorous K-12 standards, their skills must be supported and rewarded at the same levels as those working with older children.

The 2012 *Early Care and Education Workforce Survey* was launched to address three interrelated questions:

- What are current characteristics and conditions of Arizona's early care and education workforce?
- How have these characteristics and conditions changed over time?
- What implications do these findings have for the Arizona early care and education system, and how might the presence or absence of desired change potentially affect Arizona's children, families, and communities?

The final survey sample consisted of 2,226 licensed sites, and an additional 158 sites on tribal lands which do not require Arizona Department of Health Services licensure, for a total of 2,384 sites.

Additional information about methodology and analytic procedures are included in Appendix A.

EARLY CARE AND EDUCATION WORKFORCE SURVEY: 2012

This report is the most recent in a series of reports developed in Arizona since 1997 based on data collected through the administration of a survey of licensed early care and education centers (see Appendix A for a full description of the survey participants). The survey provides key data measures used to monitor changes over time in working conditions within the field of early care and education throughout Arizona.

What you'll find in this report:

- **Summary of key 2012 survey findings** in three areas: 1) wages and benefits, 2) retention, and 3) education and professional development of early care and education professionals.
- **Summary of key trends emerging** that highlight changes in wages and benefits, retention, and education and professional development of early care and education professionals.
- **Analysis** of significant predictors contributing to teacher retention.
- **A discussion of study implications** and recommendations for moving forward in creating a strong early care and education system workforce within Arizona.

WAGES & BENEFITS PAID TO EARLY CHILDHOOD PROFESSIONALS

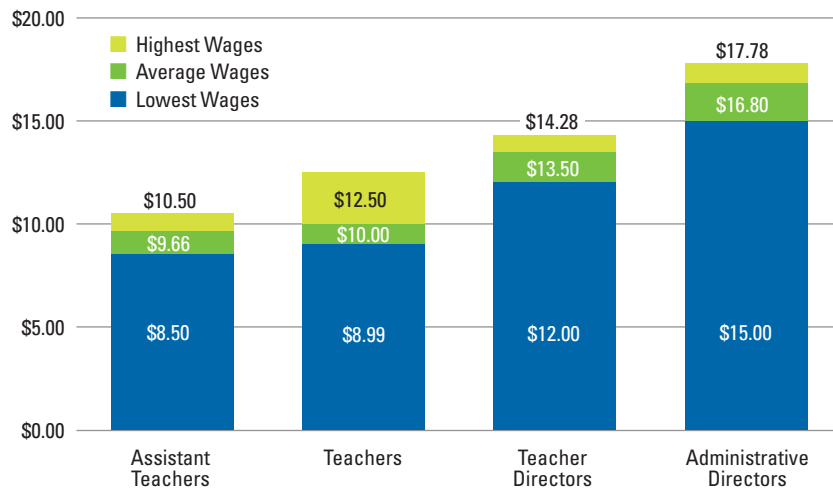


Fair compensation – annual wages and benefits paid to early care and education professionals, including assistant teachers, teachers, administrators and other support staff – is important to the development of a high quality early care and education system in Arizona. Compensation commensurate with education and experience plays a role in recruitment and retention, and contributes to the morale of a workforce tasked with providing the best possible care and education for young children. Nationally, early care and education teachers have rated salary, health care, and retirement benefits as incentives for remaining in the early care and education professions.^{xx}

2012 SURVEY FINDINGS: ARIZONA WAGES

From 1997 to 2012, in data from the *Early Care and Education Workforce Survey*, wages for Arizona professionals in early care and education have increased. Wages for staff varied according to the level of job responsibility (e.g. assistant teacher, teacher). In 2012, the highest paid teachers earned an average of \$2.00 more per hour than the highest paid assistant teachers (Figure 1). By comparison, the lowest paid teachers earned little more than the lowest paid assistant teachers.

FIGURE 1. MEDIAN LOWEST, AVERAGE, AND HIGHEST WAGES FOR EARLY CARE AND EDUCATION WORKFORCE, 2012



Trends in Hourly Wages for the Arizona Early Care and Education Workforce

In data from the *Early Care and Education Workforce Survey*, the median hourly wage for assistant teachers has grown steadily over the last fifteen years, with a low of \$5.75 in 1997 to a high of \$9.66 in 2012 (Figure 2). However, from 2007 to 2012, median hourly wages for assistant teachers increased only 66 cents from \$9.00 to \$9.66. As seen in Figure 3, teacher wages across all provider settings are only slightly higher in 2012 than they were in 2007, with the 2012 median hourly wage for early care and education teachers at \$10.00, only .25 cents higher than the 2007 median. The median hourly wage for administrative directors in 2012 is \$16.80, essentially the same as the 2007 median hourly wage of \$16.82. Overall, 2012 wages for assistant teachers, teachers, and administrative directors working in all types of licensed early care and education settings remain about the same as 2007 wages. When adjusted for inflation, these small increases in wages failed to keep up with cost of living changes. For example, the median hourly wage for teachers in 2012 was \$10.00, however, to keep up with inflation, and make the same wage as 2007 (\$9.75), teacher hourly wage would have needed to be at \$10.83.^{xxi}

Nonprofit centers, including public schools and Head Start, consistently paid higher wages to administrative directors from 1997-2012 than for profit centers. In 2001 (\$23.85) and 2004 (\$25.00), public school administrative director's hourly wages peaked at the highest levels and decreased over the past 8 years to \$22.00 in 2012. For profit centers with less than 4 sites consistently paid the lowest hourly wages to their administrative directors (Figure 4).

Across all early care and education professional workforce categories, there was approximately a one to two dollar increase in hourly wages between 1997-2001, 2001-2004, and 2004-2007, with a leveling off in hourly increases to a dollar or less between 2007-2012. The U.S. national economic downturn over the last four years is predicted to be a contributing factor to these lower hourly wage increases.

FIGURE 2. MEDIAN HOURLY WAGES FOR ASSISTANT TEACHERS BY CENTER TYPE FOR 1997-2012

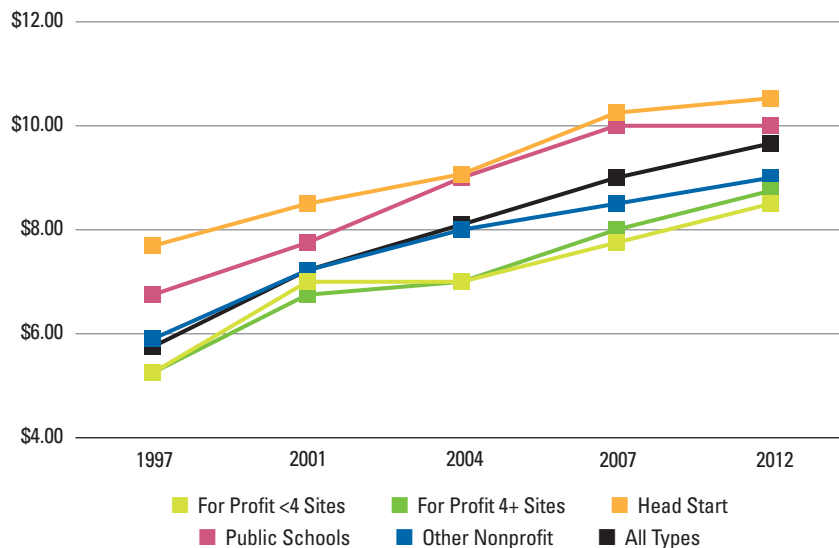


FIGURE 3. MEDIAN AVERAGE WAGES FOR TEACHERS BY CENTER TYPE FOR 1997-2012

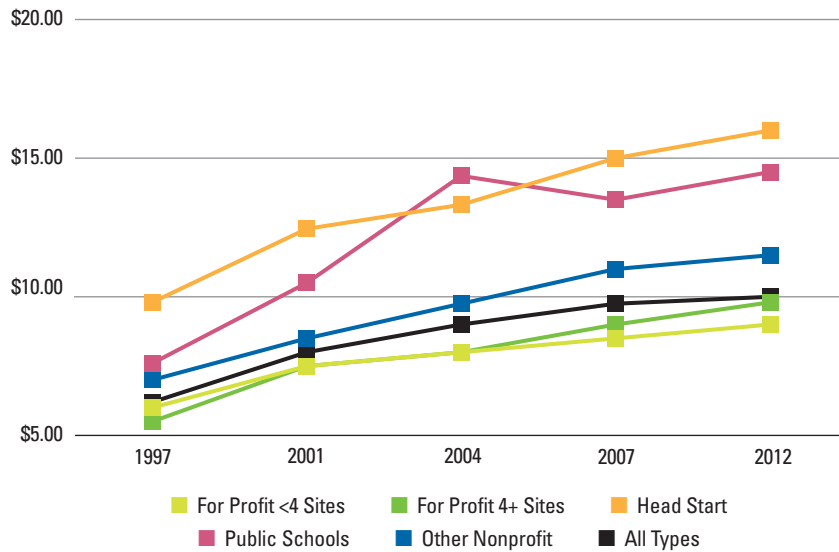
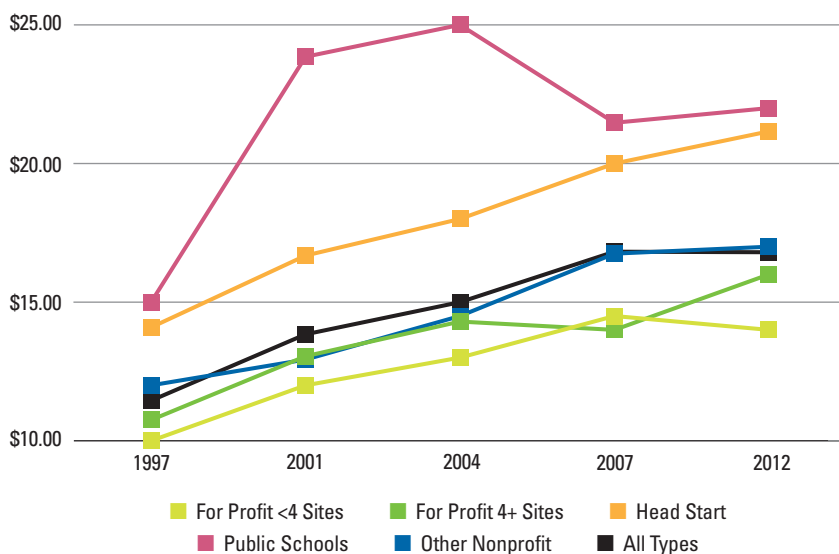


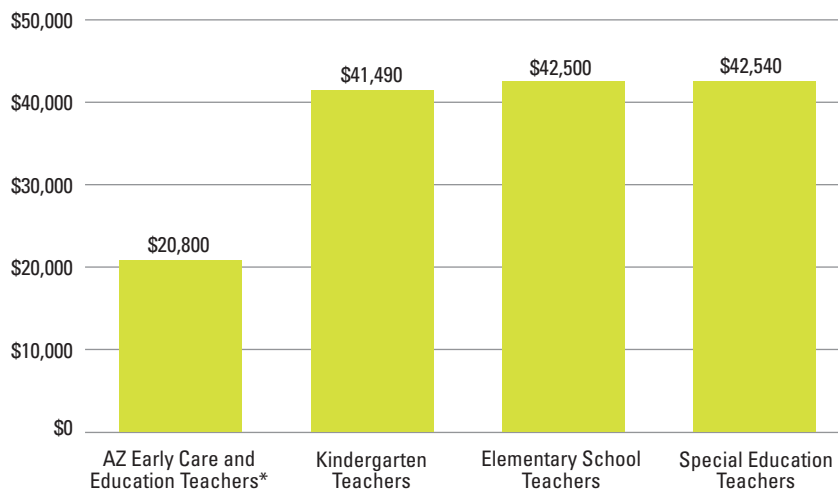
FIGURE 4. MEDIAN WAGES FOR ADMINISTRATIVE DIRECTORS BY CENTER TYPE FOR 1997-2012



Comparison of Annual Wages Paid to Education Professionals

Historically, wages for early care and education teachers have been considerably lower than wages for kindergarten, elementary, and special education teachers. As depicted in Figure 5, data collected by the current 2012 *Early Care and Education Workforce Survey* indicated the annual salary of Arizona’s early care and education teachers to be considerably lower than that received by public school teachers.^{xxii} **Average annual wages for Arizona’s early educators are about half of the yearly earnings for kindergarten and elementary school teachers** (Figure 5). This yearly salary translates to \$10.00 per hour for a 40 hour work week. Wages for early care and education teachers are very similar to those of the average high school graduate (\$9.45).^{xxiii} Low wages may prove to be a disincentive for early care and education professionals, especially for those obtaining a bachelor’s degree and/or engaging in ongoing professional development training. Many early education teachers may seek employment opportunities in educational settings providing higher wages, and a more comprehensive set of benefits. In short, competitive wages for teachers are critical to the education of our youngest children.

FIGURE 5. AVERAGE ANNUAL WAGES FOR ARIZONA TEACHERS^{xxiv}



* This column represents annual salary findings from the current (2012) *Early Care and Education Workforce Survey*. All other columns are annual salaries reported from the Bureau of Labor Statistics.

Relationship Between Retention and Wages

Given the established importance of teacher stability to child outcomes, further analysis was completed to determine if there were any key predictors of teacher retention.^{xxv} Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, both full-time teacher retention and part-time teacher retention. Specifically, teachers with higher wages (both starting wages and current wages) are significantly more likely to remain at their current employer. Also noteworthy, teachers paid the lowest starting wage were significantly less likely to remain with their current employer over time.

2012 SURVEY FINDINGS: BENEFITS FOR EARLY CARE AND EDUCATION PROFESSIONALS

Overall, early care and education centers surveyed offered a range of benefits to their full-time employees.

- **Child Care.** Most centers (74 percent) offered reduced fees or free child care for staff.
- **Health Insurance.** Most public schools (74 percent) and half of Head Start programs (49 percent) offered health insurance to employees but not their dependents.
- **Paid Time Off.** 84 percent of centers offered paid holidays.
- **Professional Development.** More than half of early care and education centers (53 percent) reimbursed employees for college tuition.
- **Professional Development.** 81 percent of centers paid for workshop registration fees and 78 percent paid for staff development days.
- **Retirement Plan.** Two-thirds (62 percent) of early child care and education programs offered employee retirement plans.

Overall, employees working in Head Start, public school settings, and large, multi-site for profit provider settings are more likely to report receiving more benefits than those working in single-site, for profit and nonprofit settings. Also, benefits provided to part-time employees were much lower in all areas than benefits provided to full-time employees. Additionally, there were some general trends in benefits from 2007 to 2012. Benefits for full-time employees were slightly less in 2012 than 2007 with 2 to 4 percent fewer employees reporting that they were provided benefits in areas of health insurance, paid holidays, reduced child care fees and tuition reimbursement, and an increase of 5 percent in employees reporting contributions to an employee retirement plan (Table 2).

TABLE 2. PERCENTAGE OF FULL-TIME EMPLOYEES WITHOUT BENEFITS, 2007 AND 2012

Type of Benefit Lacking	2007	2012	% Change
Health Insurance	No insurance offered: 24%	No insurance offered: 26%	-2%
Retirement Plan	No retirement plan: 43%	No retirement plan: 38%	+5%
Paid Holidays	No paid holidays: 13%	No paid holidays: 16%	-3%
Reduced Child Care Fees	No reduced fees: 22%	No reduced fees: 26%	-4%
Tuition Reimbursement (for post-secondary education)	No tuition reimbursements: 44%	No tuition reimbursements: 47%	-3%

Relationship Between Retention and Benefits

Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, for both full-time and part-time teachers. Specifically, teachers receiving paid tuition reimbursements were significantly more likely to have remained with their current employer. Also, for full-time teachers, receiving reduced child care fees was also a significant predictor of length of employment at their current center.

IMPLICATIONS FOR ARIZONA’S EARLY CARE AND EDUCATION WORKFORCE

- Attracting quality staff requires an investment.** Early care and education teacher wages continue to be low especially in comparison with other teaching professionals, and early childhood teacher wages are similar to those for high school graduates with no post-secondary degree attainment.^{xxvi} Providing adequate wages and competitive benefits for Arizona’s early care and education professionals is imperative to building and maintaining a high-quality early learning workforce and to providing the best early education for children.

RETENTION OF EARLY CHILDHOOD PROFESSIONALS

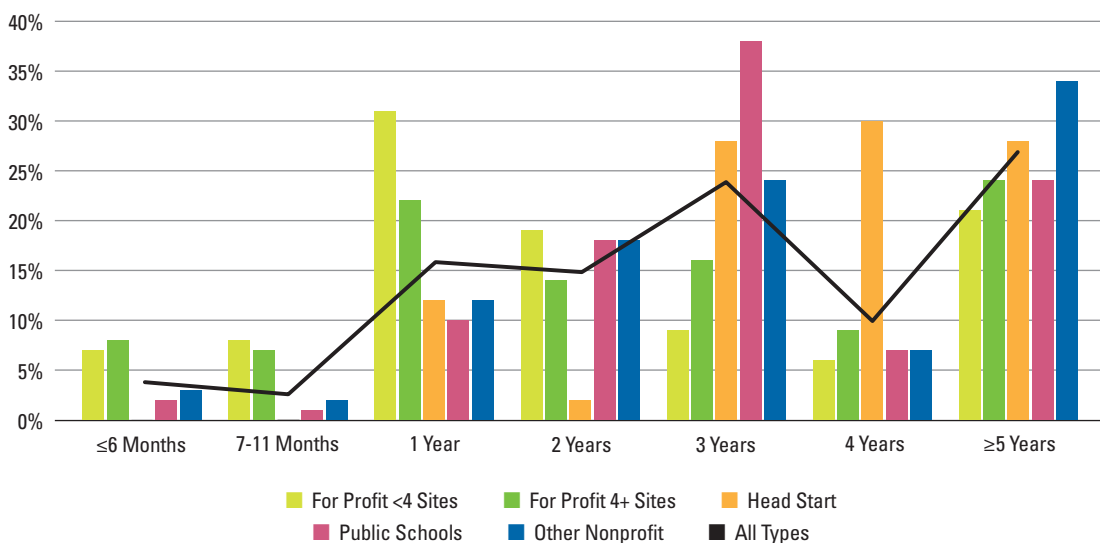
Teacher retention is fundamental to the development of long-lasting, positive relationships; teacher retention strengthens both teacher-child relationships as well as teacher-family relationships. High staff turnover can hinder the development of healthy, secure attachment between children and teachers.^{xxvii} Quality teacher-child relationships that grow over time, on the other hand, lead to developmental and educational benefits.^{xxviii}

2012 SURVEY FINDINGS: RETENTION

Retention of Assistant Teachers

In data from the 2012 *Early Care and Education Workforce Survey*, retention rates varied by type of center and type of professional. As depicted in Figure 6, more than half (61 percent) of assistant teachers had been with their current employer three years or more. Comparing center types, Head Start had the strongest retention rate, with a majority (86 percent) of teacher assistants being at the center three years or more.

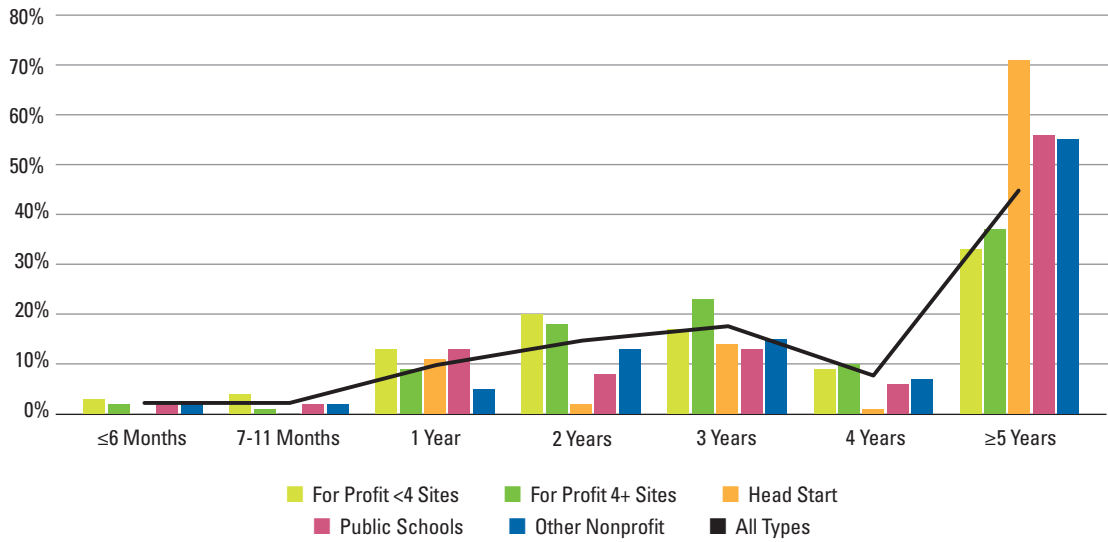
FIGURE 6. AVERAGE LENGTH OF EMPLOYMENT FOR ASSISTANT TEACHERS BY PROGRAM TYPE



Retention of Teachers

Early care and education teachers generally had greater employment stability than assistant teachers. Almost half (45 percent) of all teachers were employed at their current employer for five years or more and another one-fourth (26 percent) sustained employment for three or four years; this is a total of almost three-quarters (71 percent) retained at their current employer for three years or more. Head Start also had the highest teacher retention rate, with 71 percent of teachers employed five years or more (Figure 7).

FIGURE 7. AVERAGE LENGTH OF EMPLOYMENT FOR TEACHERS BY CENTER TYPE



Retention of Administrative Directors

As depicted in Figure 8, administrative directors had the strongest retention at their current employer across all types of care settings. Two-thirds of administrative directors (66 percent) were reported with an average length of employment of five or more years.

Across all setting types, administrative directors were more than twice as likely to have sustained employment for five or more years as assistant teachers (see Table 3). Across all professional categories, Head Start employees were more likely to have been with their current employer for five or more years. Head Start administrative directors were most likely to have sustained employment for five or more years (89 percent), and administrative directors of for profit provider centers with four or more sites were least likely to have sustained employment for five or more years (56 percent).

FIGURE 8. AVERAGE LENGTH OF EMPLOYMENT FOR ADMINISTRATIVE DIRECTORS BY CENTER TYPE

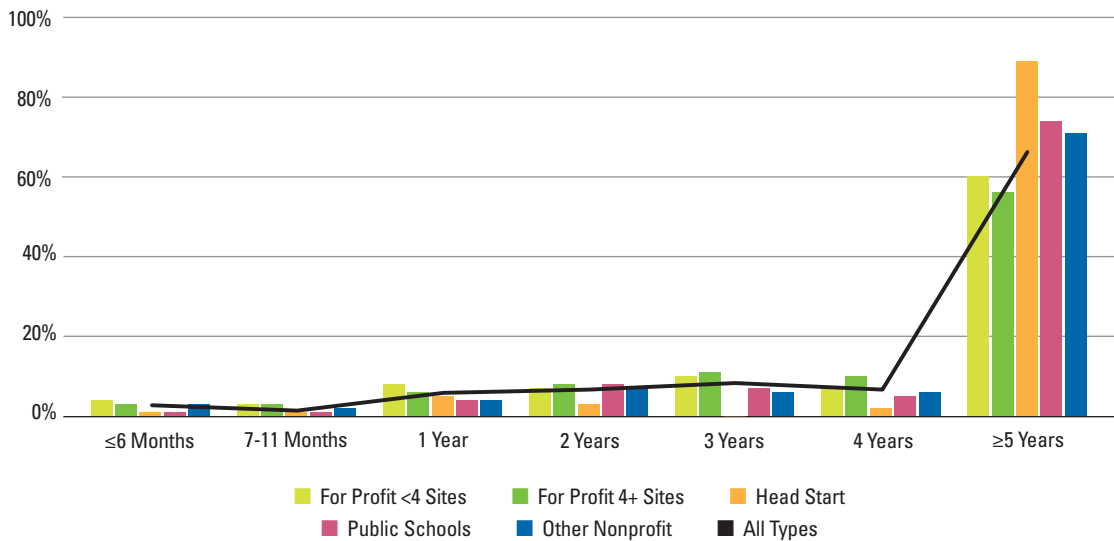


TABLE 3: EARLY CARE AND EDUCATION PROFESSIONALS EMPLOYED FIVE YEARS OR MORE WITHIN A SINGLE PROVIDER SETTING

	For Profit Centers < 4 Sites	For Profit Centers 4+ Sites	Head Start	Public Schools	All Types
Assistant Teachers	21%	24%	28%	24%	27%
Teachers	33%	37%	71 %	56%	45%
Administrative Directors	60 %	56 %	89 %	74 %	66 %

Retention rates of early care and education professionals were relatively stable between 1997-2007, with slight increases in retention of all employee types. Comparing five-year retention rates between 2007-2012, rates of retention in 2012 were between 5 and 12 percentage points higher than in 2007 across employee types; earlier periods saw increases of only 2-3 percentage points across all employee types. These increases may be due more to employees seeking to retain positions in a severely recessed economy, rather than changes in work conditions or compensation packages that might potentially encourage retention.

For example, the number of early care and education providers in Arizona has fluctuated over the past four years. Between 2009 and 2011 there were decreases in the overall number of early care and education providers across all provider types, as well as a decreased overall licensed capacity of providers to provide care to Arizona’s young children.^{xxix} This pattern likely reflects the impact of the economic downturn on the early care and education industry in Arizona, when from 2009-2011, approximately 250 early care and education programs closed their doors. Other influencing factors may have been state policy changes, such as budget cuts to Arizona Department of Economic Security child care assistance along with a substantive increase in licensing fees.

Changes in the early care and education industry impact its teachers. While survey results indicate teacher retention is stronger in 2012 than previous years, this may reflect a preference of early care and education providers to retain teachers with seniority when cuts are necessary or the potential for teachers with less seniority to be more likely to leave the industry overall.

Relationship Between Retention and Wages, Benefits and Education

Teacher retention was found to be significantly related to degree attainment, benefits and wages. In this survey, teachers with an associate’s degree were significantly more likely to have remained with their current employer for a longer period of time. Those participating in REWARD\$ or receiving reduced child care fees or tuition reimbursements also reported stronger retention. Finally, teachers with higher wages (both starting wages and current wages) were significantly more likely to remain with their current employer for longer. Teachers paid the lowest starting wage were significantly less likely to remain with their current employer over time.

IMPLICATIONS FOR ARIZONA’S EARLY CARE AND EDUCATION WORKFORCE

Although the 2012 survey indicates that almost three-quarters (71 percent) of teachers were retained for three years or more in their current position, this still means that about one-quarter are no longer at their current employer or in the early childhood workforce. This retention rate is also still much lower than the 85 percent retention rate for teachers working in the public K-12 system found by the National Center for Education Statistics.^{xxx} Employee retention is a priority for early care and education programs and the early childhood system, in that it can promote a more experienced work force. Furthermore, the quality of the teacher-child relationship — and therefore the quality of education — depends upon consistency of care by knowledgeable professionals.^{xxxi} The 2012 survey data indicate that Head Start teachers are much more likely to be retained for five years or more as compared to teachers serving in other types of early care and education. Head Start teachers are also compensated at a higher rate and degree requirements to hold that position are higher. Policies and programs that provide these same high standards and commensurate compensation should be available for all teachers and early care and education professionals.

EDUCATION & PROFESSIONAL DEVELOPMENT OF THE EARLY CHILDHOOD WORKFORCE

High quality education for the professionals serving young children is central to ensuring the kindergarten readiness of children. Increasing overall numbers of providers/educators who have attained a Child Development Associates credential⁴, an associate’s degree, or a bachelor’s degree suggests development within the field and strengthening of the profession. Incentives and supports for ongoing professional development can also pave the way for a more highly educated and competent workforce. Post-secondary and professional development educational opportunities may increase teacher/provider motivation to stay in the early childhood field.

2012 SURVEY FINDINGS: EDUCATION AND PROFESSIONAL DEVELOPMENT REQUIREMENTS

Findings from the 2012 *Early Care and Education Workforce Survey* suggest that minimum education requirements of the early care and education workforce vary according to the type of center (see Table 4). For example, minimum education requirements for teachers were very high for Head Start: 96 percent of Head Start programs required teachers to have at least some college. However, other centers had much lower minimum education requirements; nearly 66 percent of centers required teachers to only have attained the minimum of a high school graduation degree or a GED.

TABLE 4. MINIMUM LEVEL OF EDUCATION REQUIRED FOR TEACHERS BY CENTER TYPE

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit
None or HS/GED	76%	87%	4%	45%	61%
Some College	16%	11%	80%	15%	25%
College Degree	7%	2%	16%	39%	14%

The level of educational attainment for early care and education teachers varied widely as well (see Table 5). For example, most teachers in Head Start (83 percent) and public school (78 percent) centers had earned an associate’s degree or higher. Public school early care and education teachers had the highest level of educational attainment, and were three times more likely to have a master’s degree (21 percent) than other types of centers. Across all types of settings, almost half (41 percent) of early child care and education teachers had not earned a college degree.

TABLE 5. EDUCATION LEVEL OF TEACHERS BY CENTER TYPE

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master’s Degree	6%	4%	6%	21%	9%	9%
Bachelor’s Degree	18%	18%	31%	45%	33%	26%
Associate’s Degree	16%	12%	46%	12%	16%	15%
CDA	9%	9%	16%	4%	11%	9%
No Degree or CDA	51%	57%	1%	18%	32%	41%

⁴ **Child Development Associate** (CDA) credential is awarded by the Council for Professional Recognition to those who have completed a list of requirements around a core set of competency standards, including 120 hours of training, and successfully passing a verification visit.

Relationship Between Retention and Education

Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, for both full-time and part-time teachers. Specifically, teachers with an A.A. degree were significantly more likely to have remained at their center for a longer period of time.

2012 SURVEY FINDINGS: SCHOLARSHIPS FOR EARLY CHILDHOOD AND EDUCATION PROFESSIONALS

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Arizona is a scholarship program funded by First Things First that provides financial and other supports for early care and education assistant teachers, teachers, and administrators who are employed by licensed or regulated private, public, and Tribal programs. Participants are able to work toward the completion of college coursework while earning a degree or certificate in early childhood education or a related field. In addition to assistance with tuition and books, T.E.A.C.H. provides a stipend to defray child care and travel costs as well as a bonus upon completion of coursework. T.E.A.C.H. also pays the cost of earning a Child Development Associate national credential. The early care and education program which employs the scholar must also provide support (e.g. flexible work schedules, child care). In exchange, the T.E.A.C.H. scholar agrees to continue working at that program for a specified time period.

T.E.A.C.H. scholarships were evenly distributed among assistant teachers, teachers, and administrative directors, with 5 percent, 7 percent, and 6 percent, respectively, reporting receiving a scholarship (see Table 6). Public school settings were least likely to have T.E.A.C.H. scholars (4 percent of teachers), and Head Start centers were most likely (11 percent of teachers).



ARIZONA EARLY CARE AND EDUCATION PROFESSIONAL REQUIREMENTS

In Arizona, basic requirements mandated by licensing for early care and education teachers include having a high school or high school equivalency diploma and six months of child care experience (Arizona Administrative Code § R9-5-401). Assistant teachers must be (a) attending high school, (b) have a high school diploma or equivalent, or (c) have experience as a teacher or volunteer at a child care facility for at least 12 months.

Specific early care and education programs also have staff qualification standards. Accredited early care and education programs must adhere to the more rigorous staff qualification standards of the accrediting organization. For example, the National Association for the Education of Young Children (NAEYC, 2011) established a high school diploma minimum requirement for early care and education assistant teachers. Furthermore, the NAEYC teacher minimum degree requirement is a Child Development Associate (CDA). NAEYC administrative director minimum education requirements include either a bachelor's degree in Early Childhood Education or a CDA plus 3 years of experience (NAEYC, 2011). Assistant teachers who work in Title I schools are required to have an associate's degree, and as of July 1, 2012, all preschool teachers working in Arizona Department of Education (ADE) preschool programs must hold an early childhood certification or endorsement, which requires a bachelor's degree (Title 15, A.R.S. R7-2-608 and R7-2-615).

In addition, early care and education teachers working in center-based Head Start programs must have, at minimum, an associate's degree in Early Childhood Education (ECE); OR baccalaureate or advanced degree in Early Childhood Education (ECE); OR associate, baccalaureate or advanced degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. Additionally current teachers must have a minimum of 15 hours of classroom focused training annually (per program year; Head Start Act, 2007).

Teacher requirements for Quality First centers at the three to five star ratings require classroom teachers to have 12 college credit hours in early childhood or related fields, OR certificate of completion in ECE or child development from a community college, OR CDA, AND 1 year of teaching in or administration of an early care and education program.

TABLE 6. T.E.A.C.H. SCHOLARSHIPS BY CENTER TYPE

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Assistant Teachers	3%	13%	10%	4%	3%	5%
Teachers	7%	7%	11%	4%	7%	7%
Administrative Directors	7%	9%	4%	3%	4%	6%

2012 SURVEY FINDINGS: RECOGNITION OF PROFESSIONAL EXCELLENCE

The First Things First Professional REWARD\$ program recognizes exceptional contributions and excellence among early care and education staff. This may include such things as employment longevity, the adoption of innovative teaching practices, or mastery of skills, competencies and knowledge relevant to working in the field of early care and education. Through the recognition of educational achievements and continuity of care and education within a provider setting, REWARD\$ aims to increase the skills and retention of the early care and education workforce.

Findings from the 2012 Survey indicate that center representatives across 13 First Things First regions reported that staff members received REWARD\$ incentives. As indicated in Table 7, Administrative Directors were most likely to be a REWARD\$ recipient (16 percent), and assistant teachers were least likely (9 percent). A substantial minority of professionals reported receiving a REWARD\$ stipend; 16 percent of administrative directors, 15 percent of teachers, and 9 percent of assistant teachers benefitted.

For profit centers with fewer than four sites reported the highest number of overall staff recipients (18 percent of teachers), while public school programs reported having the fewest number of REWARD\$ recipients (10 percent of teachers).

TABLE 7. REWARD\$ RECIPIENTS BY CENTER TYPE

FTF REWARD\$	For Profit < 4 sites	For Profit 4+ sites	Head Start	Public Schools	Other Nonprofit	All Types
Assistant Teachers	13%	8%	4%	5%	8%	9%
Teachers	18%	14%	11%	10%	15%	15%
Administrative Directors	23%	20%	4%	1%	12%	16%

Relationship Between Retention and Professional REWARD\$ Participation

Regression analysis indicated that wages, education level and benefits were all significant predictors of teacher retention, for both full-time and part-time teachers. Specifically, teachers receiving REWARD\$ were significantly more likely to report remaining with their current employer.

2012 SURVEY FINDINGS: QUALITY FIRST PARTICIPATION

Quality First is funded by First Things First and designed to support quality improvements in early care and education licensed settings. The program consists of multiple components, including an initial assessment of strengths and needed improvements, and the development of a specific plan for quality improvement. With the understanding that improvements may require funding, as well as staff coaching and mentoring, various supports are available, including a comprehensive coaching process, and various financial supports in the form of enrollment incentives, program improvement grants, and quality improvement awards.

Findings from the 2012 Survey indicate that about half (52 percent) of all centers surveyed reported participating in Quality First (see Table 8 below). Nearly three out of four (73 percent) for profit centers with four or more sites and 59 percent of Head Start centers reported participating in Quality First. Fewer public schools (35 percent) reported participating in Quality First than any other type of center.

TABLE 8. QUALITY FIRST PARTICIPANTS BY CENTER TYPE

Participation* in Quality First	For Profit 4+ sites	Head Start	For Profit < 4 sites	Other Nonprofit	Public Schools	All Types
Reported Participation	73%	59%	56%	41%	35%	52%

* Participation in Quality First was reported by the survey respondent. Centers may have been on the Quality First waiting list, receiving Quality First Scholarships, participating in the early stages of assessment, or an ongoing participant.

IMPLICATIONS FOR ARIZONA’S EARLY CARE AND EDUCATION WORKFORCE

Improving the educational level of the early care and education workforce has the potential to positively impact the quality of early care and education for Arizona’s children. Providing scholarships and other educational supports to assist working early childhood professionals to actively engage in advanced educational and professional development pursuits can lead to a more competent early childhood workforce, and also strengthen the system of early child care and education services throughout the state of Arizona. Additionally, taking steps to expand access to higher education for early childhood professionals, and ensuring that coursework articulates across the various institutions of higher education, will make it easier for professionals to complete degrees.

Participation in Professional REWARD\$, T.E.A.C.H., and Quality First is widespread in the early care and education community. There is some variation in the type of centers and type of teachers that participate; however, in this survey of all licensed centers, participation in these important programs, which aim to improve quality of early education and strengthen early care and education teachers, is strong.

SUMMARY OF FINDINGS & RECOMMENDATIONS

Clearly, Arizona has made progress over the last four years when it comes to early childhood system building, although there is still much to be accomplished. Strengthening the early care and education workforce is one part of closing early education and opportunity gaps that prevent all children in Arizona from receiving important learning experiences in the first years of life.

As Arizona continues to innovate with teacher support programs such as T.E.A.C.H. and REWARD\$, and refines and develops Quality First – Arizona’s quality improvement and rating system – we may very well continue to see further advances of the positive trend in early care and education teacher and director retention. These programs, coupled with renewed investments in developing the early care and education workforce, can move Arizona closer to achieving school readiness for all children.

Data from the 2012 *Early Care and Education Workforce Survey* suggest that Arizona’s early childhood workforce should continue to be supported to ensure high-quality, well-prepared, fairly compensated professionals. Recommended approaches include:

- State-level policy changes and programs like Professional REWARD\$ that provide incentives and supports for early care and education professionals should continue to be supported and expanded as appropriate.
- A State of Arizona registry system – much like the information collected on K-12 teachers by the Arizona Department of Education – should be developed and improvements in quality and availability of data on Arizona’s early childhood teachers should be supported.
- Early childhood coursework and degrees should have clear articulation, and educational pathways should be streamlined to remove obstacles to degree attainment.
- Policies and programs such as T.E.A.C.H. that provide incentives and supports for degree attainment should continue to be supported and expanded as appropriate.
- Policy changes should be made so that child care subsidies currently provided through federal funds to help low-income children access early learning programs may only be used in quality early learning settings. The amount of the subsidy should reflect the actual cost of providing quality early learning to young kids, including the cost of hiring highly skilled educators.

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APPENDIX A: METHODOLOGY

The objective of this study was to gather information on the wages paid to, benefits offered to, educational attainment and participation in First Things First of child care providers in the state of Arizona. The goal was to collect these data from all centers licensed by the Arizona State Department of Health Services. The number of licensed sites as of December 14, 2011 was 2,206. When this survey was first conducted in 1997 it became very obvious that collecting information for each individual 'licensed site' was not meaningful for Head Start programs nor for programs based at public schools. For these types of providers, licensed sites were individual classrooms administered by a regional office. Data were collected for these programs from the administrative offices rather than the service site and each completed interview contained information for multiple sites or classrooms.

Of the original 2,206 sites 58 were no longer providing care or had no paid employees. Seventy-eight additional sites were identified during the interview process. These sites were on tribal lands or were programs sharing a state licenses. For the resulting 2,226 sites, 1,427 center or program administrators were identified and 1,365 individual interviews completed for a participation rate of 96%. The 1,365 interviews provided data for 2,384 sites. This number is greater than the number of licensed sites because sites on tribal lands do not require an ADHS License.

Of the respondents, 33.3% were from for profit employers with fewer than four sites; 7.8% were from Arizona-based, for profit employers with four or more sites; 10.8% were from for profit national employers with four or more sites; 2.21% were from Head Start programs; 15.9% were from public/charter school programs; 19.7% were from religious nonprofit organizations; 1.4% were from YMCA organizations; and 9.1% were from other nonprofit sites.

The Maricopa County Office of Research and Reporting collected the data. Interviews were conducted by phone between January 5, 2012 and March 23, 2012 using staff who were both experienced and well trained in these types of interviews. An explanatory letter and a copy of the questionnaire were emailed or faxed to center or program administrators only when requested by the administrator.

For purposes of the study the following definitions were provided to the respondents: **teachers** – persons in charge of a group or classroom of children, often with staff supervisory responsibilities; **assistant teachers** – persons working under the supervision of a teacher; **teacher directors** – persons with both teaching and administrative duties; **administrative directors** – persons with primarily administrative duties; **full time** – 30 hours a week or more; and **part time** – fewer than 30 hours per week. The unit of analysis for all of the data reported is the specific type of employee and the data have been weighted accordingly. For example, data on the median salary for teachers were collected from 1,268 child care providers employing 10,245 teachers. The numbers of each type of employee reported by each provider were used as weighting factors in order to be able to talk about each type of employee rather than 'sites'. This weighting is imperative given the great diversity in numbers of paid staff.

APPENDIX B: 2012 EARLY CARE AND EDUCATION WORKFORCE SURVEY

Prepared and Conducted by the Maricopa County Office of Research & Reporting

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

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

ASSISTANT TEACHERS – persons working under the supervision of a teacher

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

TEACHER-DIRECTORS – persons with both teaching and administrative duties

ADMINISTRATIVE DIRECTORS – persons with primarily administrative duties

	ASSISTANT TEACHERS	TEACHERS	TEACHER DIRECTORS	ADMINISTRATIVE DIRECTORS
1. Using these definitions; A. How many ASSISTANT TEACHERS are currently on your payroll? B. How many TEACHERS? C. How many TEACHER DIRECTORS? D. How many ADMINISTRATIVE DIRECTORS (including you)? So you have a total of (____) employees on your payroll?	NUMBER ON PAYROLL _____	NUMBER ON PAYROLL _____	NUMBER ON PAYROLL _____	NUMBER ON PAYROLL _____
2. How many of the (____) work only part time , that is fewer than 30 hours a week?	NO. PART TIME _____	NO. PART TIME _____	NO. PART TIME _____	NO. PART TIME _____
3. So you have (q1 – q2 = ____) (____) who work full time ?	NO. FULL TIME _____	NO. FULL TIME _____	NO. FULL TIME _____	NO. FULL TIME _____
4. What is the minimum level of education required to be a (____) at your center?	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD	NONE HS / GED SOME COLLEGE / A.A. COLLEGE GRAD
5a. How many of the (____) have a master's degree or higher from a college or university?	NO. W/ MASTER'S _____	NO. W/ MASTER'S _____	NO. W/ MASTER'S _____	NO. W/ MASTER'S _____
5b. How many other (____) have a bachelor's degree ?	NO. W/ BACHELOR'S _____	NO. W/ BACHELOR'S _____	NO. W/ BACHELOR'S _____	NO. W/ BACHELOR'S _____
6a. And how many other (____) have an associate's degree ?	NO. W/ ASSOCIATE'S _____	NO. W/ ASSOCIATE'S _____	NO. W/ ASSOCIATE'S _____	NO. W/ ASSOCIATE'S _____
6b. So you have (q1 – q5a – 5b – q6a = ____) (____) who have less education than a college degree.	NO. W/ NO DEGREE _____	NO. W/ NO DEGREE _____	NO. W/ NO DEGREE _____	NO. W/ NO DEGREE _____
7. And how many of these (____) (____) who do not have a college degree have a Childhood Development Associate credential (C.D.A)?	NO. W/ CDA _____	NO. W/ CDA _____	NO. W/ CDA _____	NO. W/ CDA _____
7a. How many of the (____) have received, or are receiving, a T.E.A.C.H. Scholarship? (Teacher Education and Compensation Helps)	NO. PARTICIPATING _____	NO. PARTICIPATING _____	NO. PARTICIPATING _____	NO. PARTICIPATING _____
7b. How many of the (____) have participated in or are currently participating in the First Things First REWARDS\$?	NO. RECEIVING _____	NO. RECEIVING _____	NO. RECEIVING _____	NO. RECEIVING _____
8. What is the average length of employment for (____) at your center/program? Would you say most (____) work there 6 months or less, from 7 to 11 months, about 1 year, about 2 years, about 3 years, about 4 years, or 5 years or more?	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS	6 MOS. OR LESS 7-11 MOS. ONE YEAR TWO YEARS THREE YEARS FOUR YEARS FIVE PLUS YEARS
9. What is the lowest starting salary for (____) per hour?	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour
10. What hourly wage does your highest paid (____) earn?	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour
11. What would you say the average hourly wage is for (____)?	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour	\$ _____ Per Hour

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

25. We have just a few questions about your center/program to allow us to compare data with other centers with similar characteristics. Is the center/program run by a nonprofit organization such as a church or public school?

[0] NO, FOR PROFIT [1] YES, NONPROFIT / PUBLIC SCHOOL (skip to q 28)

26. Is the center part of a corporation, organization or business with 4 or more centers?

[0] NO (skip to q 29) [1] YES

27. Does the corporation, organization or business have centers in states other than Arizona?

[0] NO (skip to q 29) [1] YES (skip to q 29)

28. Is the center/program funded by Head Start, the public school system, a charter school, a religious or faith based organization, a corporate or business employer, a university or college, state or local government, a community based organization or is it a parent cooperative?

- | | |
|--|--|
| [01] HEAD START | [02] PUBLIC/CHARTER SCHOOL INCLUDING TITLE ONE |
| [03] RELIGIOUS OR FAITH BASED ORGANIZATION | [04] CORPORATE OR BUSINESS EMPLOYER |
| [05] UNIVERSITY OR COLLEGE | [06] STATE OR LOCAL GOVERNMENT AGENCY |
| [07] YMCA | [08] OTHER COMMUNITY BASED ORGANIZATION |
| [09] COOPERATIVE | [96] OTHER RESPONSE _____ |

29. And does your center/program provide care ONLY for school aged children, ONLY for children too young to attend school, or do you provide care for both age groups.

- | | |
|--|--|
| [1] ONLY SCHOOL AGED CHILDREN | [2] NO SCHOOL AGED CHILDREN / ONLY YOUNGER CHILDREN |
| [3] SCHOOL AGED AND YOUNGER | [6] OTHER RESPONSE _____ |

30. When you hire new staff, how often do you verify diplomas, degrees or other coursework by reviewing the applicants' transcripts? Would you say always, most of the time, some of the time or hardly ever?

- [1] ALWAYS [2] MOST OF THE TIME [3] SOME OF THE TIME [4] HARDLY EVER
[6] OTHER RESPONSE _____

31. And how often do you track the ongoing professional development of your employees? Would you say always, most of the time, some of the time or hardly ever?

- [1] ALWAYS [2] MOST OF THE TIME [3] SOME OF THE TIME [4] HARDLY EVER
[6] OTHER RESPONSE _____

32. Does your center/program participate in **Quality First**?

- [0] NO [1] YES

33. What is the zip code of child care facility (or geographic area covered by your office)?

ZIP CODE _____ GEOGRAPHIC AREA COVERED _____

Thank you very much for your time and cooperation with this study. Do you have any questions or any comments you would like to make about the study?

If you have any questions about this study you can call Kristin Kaylor Richardson at the Arizona Early Childhood Development and Health Board (First Things First) at (602) 771-5008.

To reach the Maricopa County Office of Research & Reporting please call (602) 506-1600 or toll free 1(877) 499-6100.

APPENDIX C: SURVEY RESPONSES, 2012 EARLY CARE AND EDUCATION WORKFORCE SURVEY

Funded by the state of Arizona's First Things First

Prepared and Conducted by the Maricopa County Office of Research & Reporting

MEDIAN SALARY

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$8.50	\$8.75	\$10.53	\$10.00	\$9.00	\$9.66
<i># of Responses</i>	298	160	28	174	318	978
<i># Assistant Teachers</i>	1,153	699	864	1,629	1,834	6,179
2007 Median	\$7.75	\$8.00	\$10.25	\$10.00	\$8.50	\$9.00
<i># of Responses</i>	325	212	23	160	355	1,075
<i># Assistant Teachers</i>	1,528	1,119	730	2,088	2,041	7,506
2004 Median	\$7.00	\$7.00	\$9.07	\$9.00	\$8.00	\$8.10
<i># of Responses</i>	262	169	31	191	317	970
<i># Assistant Teachers</i>	1,141	941	908	1,795	1,864	6,649
2001 Median	\$7.00	\$6.75	\$8.50	\$7.75	\$7.22	\$7.22
<i># of Responses</i>	280	72	38	168	262	820
<i># Assistant Teachers</i>	1,549	1,006	748	1,486	1,779	6,568
1997 Median	\$5.25	\$5.25	\$7.69	\$6.75	\$5.90	\$5.75
<i># of Responses</i>	227	123	39	46	288	723
<i># Assistant Teachers</i>	1,109	825	651	333	1,687	4,605

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$9.00	\$9.80	\$16.00	\$14.50	\$11.50	\$10.00
<i># of Responses</i>	431	251	29	176	381	1,268
<i># of Teachers</i>	2,825	2,936	868	1,206	2,410	10,245
2007 Median	\$8.50	\$9.00	\$15.00	\$13.50	\$11.00	\$9.75
<i># of Responses</i>	409	261	24	183	394	1,271
<i># of Teachers</i>	3,034	3,305	705	1,654	2,372	11,070
2004 Median	\$8.00	\$8.00	\$13.32	\$14.36	\$9.75	\$9.00
<i># of Responses</i>	339	219	32	193	377	1,160
<i># of Teachers</i>	2,407	2,586	969	1,566	2,316	9,844
2001 Median	\$7.50	\$7.50	\$12.45	\$10.50	\$8.50	\$8.00
<i># of Responses</i>	365	85	42	161	326	979
<i># of Teachers</i>	3,166	2,179	734	1,115	2,366	9,560
1997 Median	\$6.00	\$5.50	\$9.80	\$7.60	\$7.00	\$6.20
<i># of Responses</i>	278	159	38	46	327	848
<i># of Teachers</i>	1,990	1,590	601	267	2,028	6,476

MEDIAN SALARY (CONTINUED)

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$11.00	\$12.00	\$20.00	\$14.00	\$14.00	\$13.50
<i># of Responses</i>	302	136	15	101	236	790
<i># Teacher Directors</i>	428	192	119	337	428	1,504
2007 Median	\$11.56	\$11.50	\$15.00	\$14.31	\$14.50	\$13.50
<i># of Responses</i>	245	137	11	87	227	707
<i># Teacher Directors</i>	321	189	70	284	307	1,171
2004 Median	\$10.00	\$10.20	\$13.00	\$11.25	\$11.00	\$10.92
<i># of Responses</i>	181	125	13	88	192	599
<i># Teacher Directors</i>	245	212	68	238	262	1,025
2001 Median	\$9.00	\$9.09	\$14.00	\$13.58	\$10.00	\$10.19
<i># of Responses</i>	221	50	18	114	182	585
<i># Teacher Directors</i>	347	133	137	296	364	1,277
1997 Median	\$7.75	\$6.75	\$10.50	\$10.83	\$8.50	\$8.00
<i># of Responses</i>	171	75	3	43	196	488
<i># Teacher Directors</i>	246	105	3	100	256	710

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$14.00	\$16.00	\$21.16	\$22.00	\$17.00	\$16.80
<i># of Responses</i>	286	218	25	92	253	874
<i># Administrative Directors</i>	371	317	119	143	337	1,287
2007 Median	\$14.50	\$14.00	\$20.00	\$21.47	\$16.75	\$16.82
<i># of Responses</i>	225	198	24	121	246	814
<i># Administrative Directors</i>	305	321	168	188	311	1,293
2004 Median	\$13.00	\$14.30	\$18.00	\$25.00	\$14.50	\$15.00
<i># of Responses</i>	200	175	29	147	276	827
<i># Administrative Directors</i>	262	215	127	197	334	1,135
2001 Median	\$12.00	\$13.05	\$16.68	\$23.85	\$12.93	\$13.84
<i># of Responses</i>	236	64	29	137	221	687
<i># Administrative Directors</i>	352	186	96	198	329	1,161
1997 Median	\$10.00	\$10.75	\$14.09	\$15.00	\$12.00	\$11.45
<i># of Responses</i>	168	125	36	23	238	590
<i># Administrative Directors</i>	223	185	106	32	289	835

LOWEST STARTING SALARY

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$7.98	\$8.00	\$9.71	\$8.77	\$8.25	\$8.50
<i># of Responses</i>	298	160	28	174	318	978
<i># Assistant Teachers</i>	1,153	699	864	1,629	1,834	6,179
2007 Median	\$7.00	\$7.25	\$9.22	\$8.75	\$7.50	\$8.00
<i># of Responses</i>	328	212	24	162	359	1,085
<i># Assistant Teachers</i>	1,548	1,119	743	2,109	2,063	7,582
2004 Median	\$6.50	\$6.50	\$8.16	\$8.00	\$7.00	\$7.25
<i># of Responses</i>	263	168	31	193	315	970
<i># Assistant Teachers</i>	1,145	938	908	1,835	1,859	6,685
2001 Median	\$6.00	\$6.00	\$8.21	\$7.12	\$6.50	\$6.50
<i># of Responses</i>	285	72	38	175	263	833
<i># Assistant Teachers</i>	1,611	1,006	748	1,552	1,786	6,703
1997 Median	\$5.00	\$4.75	\$6.76	\$6.43	\$5.25	\$5.25
<i># of Responses</i>	237	128	40	47	299	751
<i># Assistant Teachers</i>	1,147	858	663	351	1,744	4,763

LOWEST STARTING SALARY (CONTINUED)

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$8.00	\$8.00	\$14.83	\$13.46	\$9.89	\$8.99
# of Responses	430	251	29	176	380	1,266
# of Teachers	2,822	2,936	868	1,206	2,387	10,219
2007 Median	\$7.50	\$8.00	\$11.75	\$11.71	\$9.50	\$8.25
# of Responses	412	262	25	187	399	1,285
# of Teachers	3,063	3,313	711	1,725	2,436	11,248
2004 Median	\$6.50	\$7.00	\$11.32	\$12.42	\$8.00	\$7.50
# of Responses	339	218	32	197	374	1160
# of Teachers	2,418	2,579	969	1,667	2,309	9,942
2001 Median	\$6.50	\$6.25	\$10.02	\$10.00	\$7.00	\$7.00
# of Responses	368	86	42	172	327	995
# of Teachers	3,330	2,201	734	1,223	2,376	9,864
1997 Median	\$5.00	\$5.00	\$8.90	\$6.91	\$6.25	\$5.50
# of Responses	295	166	39	52	343	895
# of Teachers	2,099	1,716	646	288	2,129	6,878

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$10.00	\$11.00	\$16.25	\$13.80	\$12.13	\$12.00
# of Responses	301	136	15	101	236	789
# Teacher Directors	427	192	119	337	428	1,503
2007 Median	\$10.00	\$10.00	\$16.38	\$13.00	\$12.19	\$11.90
# of Responses	242	136	11	86	219	694
# Teacher Directors	318	189	70	293	298	1,168
2004 Median	\$9.00	\$9.00	\$12.00	\$10.60	\$10.00	\$9.79
# of Responses	179	123	13	82	185	582
# Teacher Directors	243	210	68	231	254	1,006
2001 Median	\$8.00	\$8.11	\$12.45	\$12.00	\$8.50	\$9.05
# of Responses	224	52	18	121	179	594
# Teacher Directors	368	137	137	303	362	1,307
1997 Median	\$6.75	\$6.25	\$7.27	\$9.01	\$7.50	\$7.00
# of Responses	159	77	4	41	177	458
# Teacher Directors	231	113	4	99	235	682

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$12.00	\$14.40	\$15.32	\$19.00	\$15.86	\$15.00
# of Responses	286	218	24	92	253	873
# Administrative Directors	371	317	118	143	337	1,286
2007 Median	\$12.00	\$12.00	\$15.92	\$18.00	\$14.40	\$13.69
# of Responses	215	195	24	113	233	780
# Administrative Directors	293	322	168	179	297	1,259
2004 Median	\$11.50	\$12.00	\$15.00	\$21.48	\$12.50	\$13.75
# of Responses	192	168	29	126	262	777
# Administrative Directors	252	208	127	174	320	1,081
2001 Median	\$10.00	\$11.49	\$14.41	\$17.88	\$10.54	\$11.50
# of Responses	250	67	29	142	221	709
# Administrative Directors	372	190	98	204	328	1,192
1997 Median	\$8.00	\$8.85	\$11.42	\$11.00	\$10.41	\$9.31
# of Responses	158	115	33	23	202	531
# Administrative Directors	213	171	103	32	257	776

HIGHEST SALARY

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$9.00	\$9.50	\$13.35	\$11.77	\$10.00	\$10.50
# of Responses	298	160	28	174	318	978
# Assistant Teachers	1,153	699	864	1,629	1,834	6,179
2007 Median	\$8.25	\$8.50	\$12.77	\$12.00	\$9.50	\$10.00
# of Responses	328	212	23	162	359	1,084
# Assistant Teachers	1,548	1,119	730	2,109	2,063	7,569
2004 Median	\$8.00	\$7.75	\$10.95	\$10.00	\$9.00	\$9.00
# of Responses	262	169	31	193	316	971
# Assistant Teachers	1,142	941	908	1,835	1,860	6,686
2001 Median	\$7.00	\$7.50	\$9.87	\$8.76	\$8.00	\$8.00
# of Responses	282	72	38	172	263	827
# Assistant Teachers	1,595	1,006	748	1,514	1,781	6,644
1997 Median	\$5.50	\$5.30	\$8.94	\$7.50	\$6.47	\$6.20
# of Responses	236	126	39	46	297	744
# Assistant Teachers	1,144	850	651	341	1,721	4,707

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$10.75	\$11.50	\$21.12	\$16.80	\$13.50	\$12.50
# of Responses	431	250	29	176	381	1,267
# of Teachers	2,825	2,921	868	1,206	2,410	10,230
2007 Median	\$10.00	\$11.00	\$18.33	\$17.00	\$13.39	\$12.00
# of Responses	412	261	25	191	397	1,286
# of Teachers	3,060	3,305	711	1,730	2,407	11,213
2004 Median	\$9.50	\$9.75	\$15.44	\$16.76	\$11.50	\$11.00
# of Responses	340	218	32	198	376	1,164
# of Teachers	2,427	2,574	969	1,669	2,312	9,951
2001 Median	\$8.75	\$9.35	\$15.00	\$14.00	\$10.00	\$9.78
# of Responses	364	84	42	170	327	987
# of Teachers	3,284	2,168	734	1,208	2,382	9,776
1997 Median	\$7.00	\$6.75	\$12.29	\$8.34	\$8.30	\$7.25
# of Responses	296	165	40	51	340	892
# of Teachers	2,098	1,703	654	281	2,092	6,828

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$11.52	\$13.00	\$23.75	\$15.38	\$15.00	\$14.28
# of Responses	302	136	15	101	236	790
# Teacher Directors	428	192	119	337	428	1,504
2007 Median	\$13.00	\$12.60	\$18.25	\$15.76	\$15.00	\$14.50
# of Responses	246	138	11	88	227	710
# Teacher Directors	322	191	70	295	307	1,185
2004 Median	\$11.00	\$11.00	\$14.00	\$13.32	\$12.00	\$12.00
# of Responses	181	125	13	87	192	598
# Teacher Directors	245	212	68	223	262	1,010
2001 Median	\$10.00	\$10.00	\$14.62	\$15.00	\$10.98	\$11.32
# of Responses	220	50	17	120	183	590
# Teacher Directors	363	133	136	302	366	1,300
1997 Median	\$8.00	\$7.15	\$9.04	\$10.75	\$9.00	\$8.75
# of Responses	173	79	4	44	199	499
# Teacher Directors	248	116	4	102	262	732

HIGHEST SALARY (CONTINUED)

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
2012 Median	\$15.00	\$17.30	\$24.35	\$24.00	\$18.70	\$17.78
<i># of Responses</i>	286	218	25	92	253	874
<i># Administrative Directors</i>	371	317	119	143	337	1,287
2007 Median	\$15.00	\$16.00	\$23.44	\$28.93	\$17.30	\$18.00
<i># of Responses</i>	225	200	24	121	246	816
<i># Administrative Directors</i>	305	325	168	188	311	1,297
2004 Median	\$14.18	\$14.36	\$25.38	\$25.56	\$15.00	\$16.02
<i># of Responses</i>	200	175	29	146	276	826
<i># Administrative Directors</i>	262	215	127	196	334	1,134
2001 Median	\$12.60	\$15.45	\$18.63	\$25.70	\$16.88	\$15.45
<i># of Responses</i>	236	65	29	140	226	696
<i># Administrative Directors</i>	353	187	96	200	334	1,170
1997 Median	\$10.00	\$11.69	\$14.50	\$14.23	\$13.00	\$12.50
<i># of Responses</i>	172	128	37	23	246	606
<i># Administrative Directors</i>	227	188	107	32	305	859

AVERAGE LENGTH OF EMPLOYMENT

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	7%	8%		2%	3%	4%
7-11 Months	8%	7%		1%	2%	3%
One Year	31%	22%	12%	10%	12%	16%
Two Years	19%	14%	2%	18%	18%	15%
Three Years	9%	16%	28%	38%	24%	24%
Four Years	6%	9%	30%	7%	7%	10%
Five Years or More	21%	24%	28%	24%	34%	27%
Don't Know/Refused	0%	0%		0%	0%	0%
<i># of Responses</i>	299	161	28	175	319	982
<i># Assistant Teachers</i>	1,156	701	864	1,631	1,835	6,187

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	3%	2%		2%	2%	2%
7-11 Months	4%	1%		2%	2%	2%
One Year	13%	9%	11%	13%	5%	10%
Two Years	20%	18%	2%	8%	13%	15%
Three Years	17%	23%	14%	13%	15%	18%
Four Years	9%	10%	1%	6%	7%	8%
Five Years or More	33%	37%	71%	56%	55%	45%
Don't Know/Refused	0%	1%			0%	1%
<i># of Responses</i>	431	252	29	176	382	1,270
<i># Teachers</i>	2,825	2,949	868	1,206	2,412	10,260

AVERAGE LENGTH OF EMPLOYMENT (CONTINUED)

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	4%	6%	3%	2%	4%	4%
7-11 Months	5%	1%		1%	1%	2%
One Year	8%	10%	19%	5%	3%	7%
Two Years	9%	7%	17%	4%	10%	8%
Three Years	11%	13%	29%	10%	17%	14%
Four Years	10%	12%		29%	15%	15%
Five Years or More	52%	49%	31%	48%	50%	49%
Don't Know/Refused	1%	1%		1%	0%	1%
<i># of Responses</i>	<i>315</i>	<i>137</i>	<i>15</i>	<i>103</i>	<i>241</i>	<i>811</i>
<i># Teacher Directors</i>	<i>443</i>	<i>193</i>	<i>119</i>	<i>339</i>	<i>434</i>	<i>1,528</i>

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
6 Months or Less	4%	3%	1%	1%	3%	3%
7-11 Months	3%	3%	1%	1%	2%	2%
One Year	8%	6%	5%	4%	4%	6%
Two Years	7%	8%	3%	8%	7%	7%
Three Years	10%	11%		7%	6%	8%
Four Years	7%	10%	2%	5%	6%	7%
Five Years or More	60%	56%	89%	74%	71%	66%
Don't Know/Refused	2%	2%		1%	2%	2%
<i># of Responses</i>	<i>319</i>	<i>225</i>	<i>25</i>	<i>102</i>	<i>262</i>	<i>933</i>
<i># Administrative Directors</i>	<i>410</i>	<i>326</i>	<i>119</i>	<i>155</i>	<i>346</i>	<i>1,356</i>

MINIMUM LEVEL OF EDUCATION REQUIRED

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	10%	3%	5%	6%	4%	6%
High School or GED	75%	87%	63%	65%	80%	74%
Some College	12%	8%	33%	26%	13%	18%
College Graduate	2%	2%		1%	2%	1%
Don't Know / Refused	1%			3%	0%	1%
<i># of Responses</i>	<i>299</i>	<i>161</i>	<i>28</i>	<i>175</i>	<i>319</i>	<i>982</i>
<i># Assistant Teachers</i>	<i>1,156</i>	<i>701</i>	<i>864</i>	<i>1,631</i>	<i>1,835</i>	<i>6,187</i>

MINIMUM LEVEL OF EDUCATION REQUIRED (CONTINUED)

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	0%			0%	2%	1%
High School or GED	76%	87%	4%	45%	59%	66%
Some College	16%	11%	80%	15%	25%	22%
College Graduate	7%	2%	16%	39%	14%	12%
Don't Know / Refused	0%				0%	0%
<i># of Responses</i>	431	252	29	176	382	1,270
<i># Teachers</i>	2,825	2,949	868	1,206	2,412	10,260

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	1%	2%	8%	1%	1%	2%
High School or GED	44%	61%		52%	37%	42%
Some College	37%	26%	71%	33%	41%	39%
College Graduate	18%	11%	20%	14%	20%	17%
Don't Know / Refused	0%				1%	0%
<i># of Responses</i>	315	137	15	103	241	811
<i># Teacher Directors</i>	443	193	119	339	434	1,528

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Educational Requirement	1%			3%	3%	1%
High School or GED	33%	49%	1%	18%	27%	31%
Some College	34%	27%	55%	24%	19%	29%
College Graduate	32%	24%	45%	54%	50%	38%
Don't Know / Refused	1%			1%	1%	1%
<i># of Responses</i>	319	225	25	102	262	933
<i># Administrative Directors</i>	410	326	119	155	346	1,356

LEVEL OF EDUCATION ATTAINED

ASSISTANT TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	2%	1%	1%	0%	2%	2%
Bachelor's Degree	10%	7%	5%	12%	17%	12%
Associate's Degree	9%	7%	17%	19%	10%	9%
CDA	5%	4%	34%	7%	5%	6%
No Degree / No CDA	74%	81%	43%	62%	65%	69%
T.E.A.C.H. Scholarships	3%	13%	10%	4%	3%	5%
FTF REWARDS\$	13%	8%	4%	5%	8%	9%

LEVEL OF EDUCATION ATTAINED (CONTINUED)

TEACHERS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	6%	4%	6%	21%	9%	9%
Bachelor's Degree	18%	18%	31%	45%	33%	26%
Associate's Degree	16%	12%	46%	12%	16%	15%
CDA	9%	9%	16%	4%	11%	9%
No Degree / No CDA	51%	57%	1%	18%	32%	41%
T.E.A.C.H. Scholarships	7%	7%	11%	4%	7%	7%
FTF REWARDS\$	18%	14%	11%	10%	15%	15%

TEACHER DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	14%	5%	29%	28%	17%	16%
Bachelor's Degree	20%	26%	27%	34%	34%	27%
Associate's Degree	21%	11%	29%	13%	18%	17%
CDA	9%	12%	15%	7%	6%	8%
No Degree / No CDA	37%	47%	0%	18%	24%	32%
T.E.A.C.H. Scholarships	11%	8%	0%	3%	5%	8%
FTF REWARDS\$	19%	14%	7%	9%	11%	14%

ADMINISTRATIVE DIRECTORS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Master's Degree	20%	10%	43%	45%	29%	23%
Bachelor's Degree	32%	34%	37%	33%	35%	33%
Associate's Degree	20%	15%	18%	10%	17%	17%
CDA	7%	8%	2%	0%	6%	6%
No Degree / No CDA	21%	32%	0%	12%	14%	20%
T.E.A.C.H. Scholarships	7%	9%	4%	3%	4%	6%
FTF REWARDS\$	23%	20%	4%	1%	12%	16%

BENEFITS AVAILABLE TO FULL-TIME EMPLOYEES

REDUCED CHILD CARE FEES

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No	7%	5%	96%	29%	21%	26%
Yes	93%	95%	4%	71%	79%	74%
<i># of Responses</i>	<i>427</i>	<i>250</i>	<i>29</i>	<i>200</i>	<i>353</i>	<i>1,259</i>
<i># Full Time Employees</i>	<i>3,329</i>	<i>3,358</i>	<i>1,898</i>	<i>2,119</i>	<i>2,609</i>	<i>13,313</i>

BENEFITS AVAILABLE TO FULL-TIME EMPLOYEES (CONTINUED)

UNPAID MATERNITY LEAVE

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No	36%	14%	19%	7%	19%	20%
Yes	64%	86%	81%	93%	81%	80%

PAID MATERNITY LEAVE

No	89%	77%	41%	75%	69%	73%
Yes	11%	23%	59%	25%	31%	27%

RETIREMENT PLAN

No	83%	32%	1%	13%	37%	38%
Yes	17%	68%	99%	87%	63%	62%

PAY REGISTRATION FOR WORKSHOPS

No	25%	37%	4%	4%	10%	19%
Yes	75%	63%	96%	96%	90%	81%

PAID STAFF DEVELOPMENT DAYS

No	45%	23%	2%	6%	20%	22%
Yes	55%	77%	98%	94%	80%	78%

TUITION REIMBURSEMENT

No	69%	28%	7%	60%	59%	47%
Yes	31%	72%	93%	40%	41%	53%

PAID VACATION

No	31%	3%	13%	4%	6%	12%
Yes	15%	5%	21%		5%	9%
Personal Time Off	55%	91%	67%	96%	31%	31%
<i># of Responses</i>	427	250	29	200	353	1,259
<i># Full Time Employees</i>	3,329	3,358	1,898	2,119	2,609	13,313

PAID SICK LEAVE

No	41%	5%	1%	2%	7%	14%
Yes	4%	4%	33%	1%	3%	7%
Personal Time Off	55%	91%	67%	96%	89%	79%

PAID HOLIDAYS

No	44%	7%	2%	9%	9%	16%
Yes	56%	93%	98%	91%	91%	84%

BENEFITS AVAILABLE TO FULL-TIME EMPLOYEES (CONTINUED)

HEALTH INSURANCE

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No Insurance	68%	15%	1%	6%	20%	26%
Full or Part Paid for Emp & Dep	12%	57%	50%	15%	40%	35%
Full or Part Paid for Emp Only	13%	14%	49%	74%	34%	32%
Available Unpaid	7%	13%		5%	6%	7%

DENTAL INSURANCE

No Insurance	73%	19%	2%	8%	26%	30%
Full or Part Paid for Emp & Dep	12%	54%	47%	15%	39%	34%
Full or Part Paid for Emp Only	7%	13%	39%	62%	21%	25%
Available Unpaid	7%	14%	12%	15%	14%	12%

LIFE INSURANCE

No Insurance	83%	22%	2%	10%	32%	35%
Full or Part Paid for Emp & Dep	6%	46%	41%	11%	27%	26%
Full or Part Paid for Emp Only	4%	15%	40%	67%	26%	26%
Available Unpaid	7%	17%	18%	12%	14%	13%

BENEFITS AVAILABLE TO PART-TIME EMPLOYEES

REDUCED CHILD CARE FEES

No	14%	20%	53%	29%	24%	22%
Yes	86%	80%	47%	71%	76%	78%
<i># of Responses</i>	<i>349</i>	<i>199</i>	<i>6</i>	<i>125</i>	<i>334</i>	<i>1,013</i>
<i># Full Time Employees</i>	<i>1,495</i>	<i>806</i>	<i>72</i>	<i>1,195</i>	<i>2,407</i>	<i>5,975</i>

UNPAID MATERNITY LEAVE

No	44%	30%	29%	14%	40%	34%
Yes	56%	70%	71%	86%	60%	66%

PAID MATERNITY LEAVE

No	90%	84%	96%	92%	89%	89%
Yes	10%	16%	4%	8%	11%	11%

RETIREMENT PLAN

No	90%	64%	36%	37%	56%	62%
Yes	10%	36%	64%	63%	44%	38%

PAY REGISTRATION FOR WORKSHOPS

No	25%	47%	8%	8%	11%	19%
Yes	75%	53%	92%	92%	89%	81%

BENEFITS AVAILABLE TO PART-TIME EMPLOYEES (CONTINUED)

PAID STAFF DEVELOPMENT DAYS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No	39%	27%		10%	20%	23%
Yes	61%	73%	100%	90%	80%	77%

TUITION REIMBURSEMENT

No	75%	53%	36%	71%	72%	70%
Yes	25%	47%	64%	29%	28%	30%

PAID VACATION

No	55%	56%	46%	39%	47%	49%
Yes	4%	4%		2%	3%	3%
Personal Time Off	41%	40%	54%	59%	49%	48%
<i># of Responses</i>	<i>349</i>	<i>199</i>	<i>6</i>	<i>125</i>	<i>334</i>	<i>1,013</i>
<i># Full Time Employees</i>	<i>1,495</i>	<i>806</i>	<i>72</i>	<i>1,195</i>	<i>2,407</i>	<i>5,975</i>

PAID SICK LEAVE

No	58%	52%	46%	39%	48%	49%
Yes	2%	7%		2%	2%	3%
Personal Time Off	41%	40%	54%	59%	49%	48%

PAID HOLIDAYS

No	63%	58%	17%	58%	49%	55%
Yes	37%	42%	83%	42%	51%	45%

HEALTH INSURANCE

No Insurance	87%	55%	96%	79%	83%	80%
Full or Part Paid for Emp & Dep	4%	33%	4%	2%	5%	8%
Full or Part Paid for Emp Only	3%	5%		8%	5%	5%
Available Unpaid	6%	7%		11%	6%	7%

DENTAL INSURANCE

No Insurance	89%	58%	100%	79%	83%	81%
Full or Part Paid for Emp & Dep	4%	31%		2%	4%	7%
Full or Part Paid for Emp Only	2%	4%		8%	5%	4%
Available Unpaid	5%	7%		12%	8%	8%

LIFE INSURANCE

No Insurance	94%	59%	100%	82%	83%	82%
Full or Part Paid for Emp & Dep	2%	29%		1%	4%	6%
Full or Part Paid for Emp Only	0%	3%		7%	7%	5%
Available Unpaid	4%	9%		10%	6%	7%

OTHER INFORMATION

GEOGRAPHICAL DISTRIBUTION

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Central Valley	23%	21%	48%	16%	25%	23%
East Valley	28%	36%	3%	15%	23%	26%
West Valley	10%	19%	3%	13%	11%	12%
Pima County	16%	13%	7%	15%	20%	16%
Balance of State	23%	10%	38%	41%	21%	23%
<i># of Responses</i>	<i>454</i>	<i>253</i>	<i>29</i>	<i>217</i>	<i>412</i>	<i>1,365</i>

AGE DISTRIBUTION OF CHILDREN

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Only School Aged	3%	2%		17%	12%	8%
Only Younger than School Aged	19%	8%	93%	56%	41%	31%
School Aged and Younger	78%	90%	7%	27%	47%	61%
<i># of Responses</i>	<i>454</i>	<i>253</i>	<i>29</i>	<i>217</i>	<i>412</i>	<i>1,365</i>

VERIFICATION OF QUALIFICATIONS BY REVIEWING TRANSCRIPTS

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Always	91%	97%	93%	95%	91%	93%
Most of the Time	5%	2%	3%	2%	6%	4%
Some of the Time	2%	0%	3%	1%	2%	2%
Hardly Ever	2%	0%			0%	1%
Other Response	0%			1%	0%	0%
Don't Know / Refused				0%	0%	0%
<i># of Responses</i>	<i>454</i>	<i>253</i>	<i>29</i>	<i>217</i>	<i>412</i>	<i>1,365</i>

TRACK PROFESSIONAL DEVELOPMENT

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
Always	85%	89%	97%	84%	89%	87%
Most of the Time	10%	7%	3%	9%	8%	9%
Some of the Time	4%	3%		4%	1%	3%
Hardly Ever	1%	2%		0%	0%	1%
Other Response	0%			2%	0%	1%
Don't Know / Refused				0%	0%	0%
<i># of Responses</i>	<i>454</i>	<i>253</i>	<i>29</i>	<i>217</i>	<i>412</i>	<i>1,365</i>

PARTICIPATION IN QUALITY FIRST

	For Profit < 4 Sites	For Profit 4+ Sites	Head Start	Public Schools	Other Nonprofit	All Types
No	44%	27%	38%	65%	58%	48%
Yes	56%	73%	59%	35%	41%	52%
Don't Know / Refused			3%		0%	0%
<i># of Responses</i>	<i>454</i>	<i>253</i>	<i>29</i>	<i>217</i>	<i>412</i>	<i>1,365</i>

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FIRST THINGS FIRST

Ready for School. Set for Life.

VISION

ALL ARIZONA'S CHILDREN ARE READY TO SUCCEED IN SCHOOL AND IN LIFE.

MISSION

FIRST THINGS FIRST IS ONE OF THE CRITICAL PARTNERS IN CREATING A FAMILY-CENTERED, COMPREHENSIVE, COLLABORATIVE AND HIGH-QUALITY EARLY CHILDHOOD SYSTEM THAT SUPPORTS THE DEVELOPMENT, HEALTH AND EARLY EDUCATION OF ALL ARIZONA'S CHILDREN BIRTH THROUGH AGE 5.

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