

Overview

About ECIC

The Early Childhood Investment Corporation is charged with implementing the Great Start Blueprint.

Great Start Vision

A Great Start to make every child in Michigan safe, healthy, and eager to succeed in school and in life.

Great Start Mission

The purpose of Great Start is to assure a coordinated system of community resources and supports to help all Michigan families provide a great start for their children from birth to age five.

The Early Childhood Investment Corporation (ECIC) retained Public Sector Consultants Inc. (PSC) to obtain current, valid, and reliable information on Michigan's early childhood care and education (ECCE) workforce. The study was guided by a Project Steering Group with representation from organizations and agencies concerned with ECCE.¹

Since Michigan is one of 22 states that have never conducted a comprehensive study of their early childhood education and care workforce, the ECIC will use the findings of this report to establish a baseline of measures describing the characteristics generally found in Michigan's ECCE workforce and to support the development of initiatives to strengthen the quality of Michigan's emerging Great Start early childhood system.

This study provides information on four main provider groups:

- ★ Family and group home owners and operators
- ★ Daycare aides and relative care providers
- ★ Childcare center program directors
- ★ Childcare center teaching staff and direct care providers

PSC collected data on demographic characteristics of providers; rates of pay and staff benefits; previous childcare experience of staff; staff educational attainment; staff job satisfaction; staff turnover; and provider recruitment and retention policy/strategy.

FINDINGS

Demographics

In all four provider groups, the providers are overwhelmingly (94–99 percent) female. Daycare aides and relative care providers report an older age, with 64 percent of respondents over the age of 45. Childcare center teaching staff and direct care providers report a younger age; 64 percent of respondents are 44 years of age or younger, including nearly one out of five (17 percent) who are 24 years of age or younger.

Childcare centers and family and group home providers most commonly report caring for preschoolers. A majority of aide and relative care providers report caring for school-age children. Child care centers are the most likely to serve children with special needs or disabilities.

¹ A list of Project Steering Group members is provided in Appendix 1 of the report.

Among all provider groups, the majority of providers report caring for white children, followed by those who report caring for black and Latino children; very few respondents report serving the children of migrant workers. A majority (59 percent) of program directors report having children under six years of age who receive a child care subsidy from DHS.

Pay and Benefits

- ★ Childcare center program directors have the highest median hourly wage (\$14 per hour) and median annual salary (\$34,000).
- ★ Daycare aides and relative care providers are the lowest paid provider group, with a reported

median hourly wage of \$2 per hour and reported median annual salary of \$6,150.

- ★ Just 22 percent of childcare center teaching staff and direct care providers and 41 percent of program directors report receiving health insurance through their employment at a licensed Michigan childcare center.
- ★ Nearly two-thirds (63 percent) of family and group home operators report having health insurance through someone else in their family.

Experience and Education

Family and group home operators and program directors are the most experienced provider groups. Nearly three-fourths (71 percent) of childcare center program directors and more than half (60 percent) of family and group home operators have been in the childcare profession for 11 years or more.

Rates of Pay and Benefits

	Daycare aides and relative care providers	Childcare center teaching staff and direct care providers	Family and group home owners/operators	Childcare center program directors
Rates of pay				
Hourly (median)	\$2	\$9	NA*	\$14
Annual salary (median)	\$6,150	\$20,000	\$25,000	\$34,000
Current benefits				
Paid breaks	NA	39%	NA	50%
Paid time for training	NA	39	NA	59
Paid educational/training expenses	NA	51	NA	67
Paid preparation or planning time	NA	45	NA	43
Additional pay or other compensation for working more than 40 hours in a week	NA	20	NA	14
Free or reduced tuition for my children	NA	19	NA	32
Do you have health insurance?				
Yes, I have my own (paid partially or in full by employer)	NA	22%	NA	41%
Yes, I have insurance that I pay for	13%	6	9%	4
Yes, I have insurance through someone in my family	28	41	63	38
Yes, I have insurance from somewhere else (Medicare/Medicaid, other job)	30	6	7	4
No	30	26	21	13

SOURCE: Day Care Aides and Relative Care Providers Survey, Childcare Center Teaching Staff and Direct Care Provider Survey, Family and Group Home Owner/Operator Survey, and Childcare Center—Program Director Survey, Public Sector Consultants, 2006, and subsequent mailing/follow-up telephone calls through 2008

NOTE: NA = not applicable. Certain response categories do not apply to all provider groups; therefore, some questions were not repeated for every provider group.

*Family and group home owners/operators were asked about their monthly and annual rates of pay. The median monthly rate is \$1,600.

- ★ Childcare center program directors report the highest level of education, with nearly half (47 percent) holding a bachelor's degree and another 29 percent holding a master's degree.
- ★ In contrast, 87 percent of daycare aides and relative care providers do not have a college degree.
- ★ Neither the Early Childhood Certificate nor the Child Development Credential is common among any of the four provider groups.

Job Satisfaction

Large majorities of respondents in all four provider groups report that they are satisfied with their current position. Nevertheless, only one in four respondents (or fewer) has long-term plans to remain in the profession. Childcare center program directors are the most likely (25 percent) to continue working in their current position for 11 years or more. Nearly half (42 percent) of daycare aides and relative care providers plan to work in their current position for only two more years or less. While the top response for daycare aides and relative care providers as to why they would leave their current position is “family may no longer need my services,” all four provider groups report “want a higher paying job” and “want better benefits” among their top three reasons.

Provider Retention and Recruitment Strategies

The most commonly cited recruitment and/or retention policies among program directors include

- ★ emphasis on teamwork and positive staff morale (74 percent),
- ★ opportunities for professional growth (57 percent),
- ★ flexible work schedules (56 percent),
- ★ regular opportunities for recognition and appreciation (51 percent), and
- ★ free or reduced-price childcare for children of staff (50 percent).

Professional Development

Respondents were asked to select the top three training topics they are interested in. “Challenging behaviors” and “positive discipline” were the top two choices among all four provider groups. Other top choices included:

- ★ Infant and toddler development (30 percent of family and group home providers)
- ★ Learning through play (34 percent of childcare center teaching staff and direct care providers)
- ★ Building positive relationships with parents and parent involvement (26 percent of childcare center program directors)
- ★ Computers (22 percent of day care aides and relative care providers)

Previous Childcare Experience

	Daycare aides and relative care providers	Childcare center teaching staff and direct care providers	Family and group home owners/operators	Childcare center program directors
Years in current position				
Less than 1 year	30%	20%	8%	15%
1-3 years	40	31	22	24
4-5 years	12	14	11	15
6-10 years	19*	17	21	22
11-15 years	NA	10	15	11
16-20 years	NA	5	10	8
21 years or more	NA	4	13	5
Total years in profession*				
Less than 1 year	20%	4%	2%	1%
1-3 years	30	13	9	4
4-5 years	18	15	9	6
6-10 years	17	23	20	18
11-15 years	6	20	21	21
16-20 years	3	12	15	19
21 years or more	6	14	24	31

SOURCE: Day Care Aides and Relative Care Providers Survey, Childcare Center Teaching Staff and Direct Care Provider Survey, Family and Group Home Owner/Operator Survey, and Childcare Center—Program Director Survey, Public Sector Consultants, 2006, and subsequent mailing/follow-up telephone calls through 2008.

NOTE: Percentages may not equal 100% due to rounding. NA = not applicable. Certain response categories do not apply to all provider groups; therefore, some questions were not repeated for every provider group.

*Day care aides and relative care providers were given the category “More than 5 years,” not the detailed age categories given to other respondents.

Educational Attainment

	Daycare aides and relative care providers	Childcare center teaching staff and direct care providers	Family and group home owners/operators	Childcare center program directors
Highest level of education				
Some high school	16%	NA	NA	NA
High school diploma/GED	45	19%	30%	NA
Some college	26	27	38	NA
Associate’s degree	10	19	18	24%
Bachelor’s degree	3	28	12	47
Master’s degree	1	7	1	29
Doctorate (PhD/EdD)	0	0	0	0
If college, is degree in early childhood/child development (or related field)?				
Yes, early childhood or child development	3%	39%	19%	52%
Yes, related field	5	21	8	37
No	92	40	73	11
Do you have an Early Childhood Certificate from a community college?				
Yes	2%	15%	9%	27%
No	98	85	91	73
Do you have a Child Development Associate (CDA) credential?				
Yes	3%	21%	13%	31%
No	97	79	87	69

SOURCE: Day Care Aides and Relative Care Providers Survey, Childcare Center Teaching Staff and Direct Care Provider Survey, Family and Group Home Owner/Operator Survey, and Childcare Center—Program Director Survey, Public Sector Consultants, 2006, and subsequent mailing/follow-up telephone calls through 2008.

NOTE: Percentages may not equal 100% due to rounding. NA = not applicable. Certain response categories do not apply to all provider groups; therefore, some questions were not repeated for every provider group.

Recommended Next Steps

1. The findings of the workforce study should be fully utilized to educate policymakers about the key demographic characteristics and conditions of the Michigan early care and education workforce and to serve as baseline information for assessing changes in the workforce over time.
2. The workforce study should be repeated in three to five years so that changes can be measured as efforts are undertaken to strengthen Michigan's early childhood care and education system.
3. A communications strategy should be designed to inform providers of the importance of participation in workforce studies and new incentives for participation should be tested.
4. ECIC should consider the six essential policy areas for early childhood professional development systems of the National Association for the Education of Young Children (NAEYC), particularly the data policy, to help guide future and ongoing workforce studies.
5. Future workforce studies should be expanded to provide:
 - a. Disaggregated data on the workforce by role, program setting, credential, experience, compensation, etc.
 - b. Data on compensation by provider groups and by different ages of children cared for
 - c. Non-duplicated data collection and cross-sector data sharing and alignment
 - d. Workforce and professional development data that are verified by workforce/ practitioner registries rather than self-reported

A Special Note About This Study

This workforce study is based on Michigan's first comprehensive survey of demographic and other key characteristics of four types of early childhood care and education providers. Since there is no prior survey of this magnitude and all the data are based on respondent self-reporting, it is difficult to assess the degree to which the findings are representative of the entire early childhood care and education workforce. Therefore, the data collected for this study were compared to other sources, such as similar studies in other states. These comparisons indicate that the findings from Michigan's first comprehensive workforce study are representative of the study respondents and can be used for planning and policy development in support of professional development efforts.

Methodology

The main mode of data collection for this study was a mail survey sent to each of the four provider groups; a subsequent round of surveys was sent by mail to randomly selected providers in five low-responding counties. The survey instruments were developed from a collaborative process in consultation with the Project Steering Group. A sample was drawn from Michigan Department of Human Services (DHS) lists of licensed or registered providers in the four groups being studied. The final response rates ranged from 10 percent to 20 percent, with a margin of error of ± 2 percent to ± 4 percent at the 95 percent confidence interval.

The survey instruments and response frequencies for each group are provided in Appendix 2 of the report.