

## Memorandum of Support for SB 199

To: Senator Judy Robson, Chair, and Members, Senate Health and Human Services Committee

From: Patricia Mapp  
1927 Commonwealth Ave.  
Madison, WI 53705

Subject: Critical Child Care Needs in Wisconsin

Date: October 21, 1999

First, I wish to congratulate my own Senator, Senator Fred Risser and his staff for the encouragement and support they have given to working parents, employers and others interested in quality child care for all families who need it at a price they can afford. In its comprehensiveness, this bill, SB 199, improves the affordability, access and quality of early child development services.

I have been involved with the child care task force which developed the bill for about 20 years, and would like to take the perspective of Wisconsin's historic leadership in child care policy. The three areas I will briefly address include: **a) basic training requirement for care purchased with public funds; b) affordability, through reduced co-payments for publicly supported child care and increased eligibility for low income parents, and c) incentive for employers who support child care options in their communities.**

- a) **Trained providers.** Governor Thompson included in the 1989-91 budget that regulated child care (which included 15 hours of training for those minimally regulated) was a requirement for those home providers who cared for publicly funded children. A parent would identify the provider, and that person would be given 6 months to obtain the training, under a provisional certificate. The person could have been friend, relative or neighbor. Some exceptions were granted for relatives. Under W-2, we were told by the Hudson Institute, that in order to increase the supply of child care, and decrease the cost, custodial care would be an option for parents, with no training or other regulation. As health and safety concerns were voiced, that provision was changed to include a criminal record check and a home visit, but no training requirement. This category is now called, "Provisionally certified", and the provider is reimbursed at ½ the amount that a licensed family child care provider receives.

Because the training of the provider is the single most important variable in measuring quality, we urge that a training requirement be reinstated at 20 hours, as defined in SB199. The Vocational Colleges, Resource and Referral Agencies and others in Wisconsin are prepared to provide the training. It is not a restriction, but becomes more of an investment in terms of care givers understanding their responsibilities and basic characteristics and needs of children at various stages of development. One sad footnote here is that 6 children have died while in dangerous and obviously inadequate care while their mothers were in W-2 assignments, 5 in Milwaukee and 1 in Madison.

- b) **Affordability/eligibility.** Prior to W-2, the co-payment, at 165% of poverty was 7 ½ % of a family income. W-2 changed that originally to 45% , then lowered it to 16%, and the current budget reduces it to 12%, still a considerable chunk of a low income family income. The proposal in this bill is still a compromise, based on some speculation on what percentage of income a middle income family pays for child care. In terms of eligibility, we urge you to change the eligibility, as is permitted in the federal law, to 85% of the state's median income. This figure is a more accurate reflection of the Wisconsin economy than a federal poverty level. 32 states now provide eligibility at 85% (or higher) of their state's median. SB199 will help the thousands of families who were eligible prior to W-2, when the criteria was set at 75% of the state median and continued until the family reached 82% of the median.
- c) **Employer Benefits.** At the W-2 hearings the Wisconsin Manufacturers and Commerce testified that based on focus groups they had around the state, that employers need reliable child care. More recently that agency and I have collaborated on a survey of the child care practices and potential for development of benefits among the WMC members. Relevant to the provision for tax credits for employers who invest in child care in the community, employers responded in the top three categories as follows when asked what might motivate them to become more involved in child care benefits:

**The question reads: Which of the following would you consider to be incentives to your potential support of child care options for employees?**

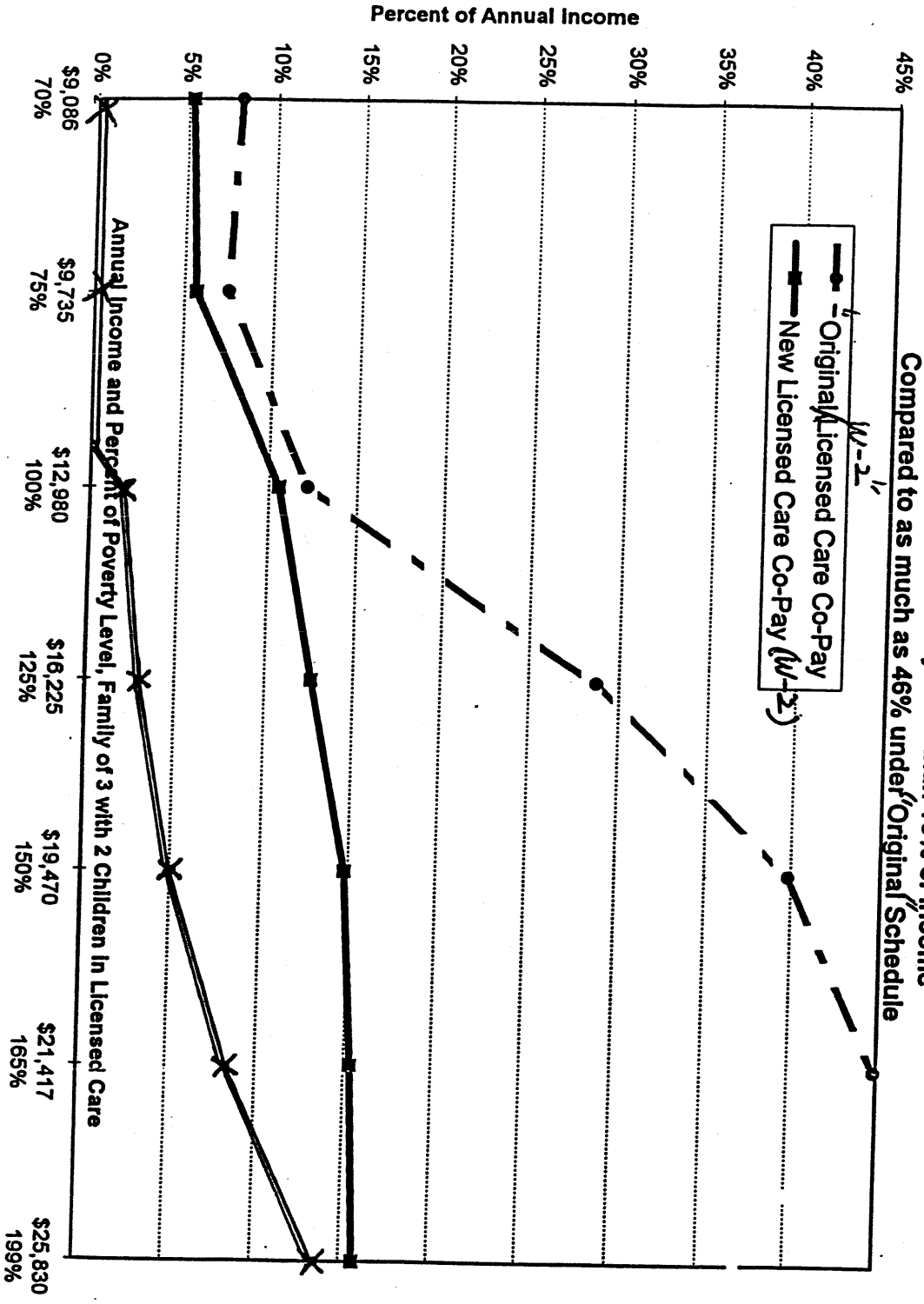
- 60% - Tax advantages for employer
- 45% - Tax advantages for the employee
- 41% - Knowledge of employee need

*Need to Restore this.*

**X** PRE-W-2 CHILD CARE CO-PAYMENT SYSTEM (PARENT WITH TWO CHILDREN)

### W-2 Child Care Co-Payment Schedule

Means No One Will Pay More than 16% of Income Compared to as much as 46% under Original Schedule



\* Chart originally distributed by the Department of Workforce Development. Pre-W-2 line added by Child Care Task Force, Wisconsin Women's Network, based on sliding fee, co-payment schedule in effect before W-2.  
4/20/98

# W-2 severing of mother-child bond a no-win deal

By Midge Miller

I have been following with some dismay the development of Wisconsin's welfare reform bill called W-2. There are many criticisms of the current system, but we need to be certain that the changes we make are well thought out.

In W-2, Wisconsin has taken a Draconian step that threatens the normal development of infants born into poor families receiving public assistance.

One of my most serious concerns is that W-2 requires new mothers to be out in the workplace at 12 weeks after giving birth.

This means that we have made a public policy decision that a child who is born into a poor family will not get the nurturing needed to form the bonding that produces a secure personality.

It also means that mothers will be effectively denied the right to nurse their babies past the first few weeks. Nursing is not only the most sanitary and healthy way to feed a child, but it is one of the best ways to establish a strong bond between mother and child. The '97 Spring-Summer Special Edition of Newsweek entitled "Your Child" has a lot of interesting information. One headline jumps out: "Breast-feeding is good for health and bonding, and mother's milk may have another payoff: boosting a child's IQ scores."

Neurobiologist Dr. Esther Thelen in an April 17 article in the New York Times states, "Experience in the first year of life lays the basis for networks of neurons that enable us to be smart, creative and adaptable in all the years that follow."

In the same article Matthew Melmed, executive director of Zero to Three, said, "It's not the activities that are important. The most important thing is connecting with the baby and creating an emotional bond." Even in those cases where the mother does not nurse the baby, affectionate continuity of care is required for healthy development by an infant during that first year.

Child development studies have long established the importance of secure bonding as a vital base for a healthy, secure personality. Less has been said about the importance of bonding in the develop-

ment of a mother's commitment to the long-term care of her child. This commitment will be sorely needed for the years of child rearing ahead.

Child rearing is often stressful, even under the best circumstances. It is especially stressful in poverty conditions, and even more so in the case of a single parent who has no one to help relieve that stress.

Human beings were created with a perfect way to provide healthful, sanitary food for the infant and long-term emotional bonding between mother and child. It is unthinkable that an enlightened state like Wisconsin would set up a policy that insists on breaking that bond.

It does not save money. The cost to the taxpayer of paying for the child care grant in addition to the cost of the W-2 grant will often be greater than the cost of supporting mothers to care for infants at home. In spite of increased costs to the taxpayers, the household income of recipients will be reduced. We lose four ways:

- Taxpayers lose by spending more money.
- Poor families lose by having less money to spend on food, clothing and shelter.

- Infants lose by receiving less nurturing.
- Our society loses when we deal with the delayed effects of neglected children as they progress through our schools, hospitals and prisons.

I am not a child psychologist, but I am an anthropologist whose area of study is culture and personality. Throughout time, almost all cultures are arranged so that mothers can nurse and spend significant amounts of time with infants. This is true even though many mothers have husbands and extended families which provide additional nurturing for children.

When I visited women's prisons in Japan they allowed women prisoners to keep their babies with them during the first year. Studies of children born under war circumstances affirm that they often come through with less psychological damage when they were consistently kept close to their mothers. I know how difficult it is to raise children as a single parent. I was a widow for nine years when my children were young. My fourth baby was born after



his father died. I was luckier than most because I had some insurance money so I was able to be at home the first year, and my mother and sisters were wonderfully helpful with the children when I went back to graduate school.

Far too many single mothers do not have those resources. But they and their children have the same needs.

What really prompted me to write this article was a recent WHA talk show where a researcher stated

that children cared for at home and in day care in early years showed equal verbal and cognitive skills on tests in early years. The researcher was very careful in explaining that this only applied to verbal and cognitive skills, but even as skilled an interviewer as Tom Clark immediately translated that to the fact that children in day care do just as well as children that are cared for at home. I heard the same comment later that day in a news report about the same study.

The researcher's study did not address emotional or behavioral traits at all and had not studied outcome in later years. Nor did it consider the stress in a single parent family where not only is there no partner to share child care, but there is often the additional stress of poverty.

During World War II, when the government wanted women to work, it set up day care centers across the country. I worked in one of these centers during the war. I later sent my own children to day care. I think a good day care center is a good experience for older children but not for infants unless absolutely necessary.

There has recently been a great deal of information about infant development and child care on TV, radio and in print emphasizing the importance of early child rearing. However, this information has not been related to the public policy decisions currently being made by state and federal governments.

The situation here in Wisconsin is serious, yet it could be easily corrected by the Legislature and the governor. All that needs to be done is to change the Wisconsin law to allow women to return to work at one year after the birth of a child instead of 12 weeks. This conforms with federal welfare reform law.

In the long run it is not only the most humane thing to do, but it will also be the most economical.

Midge Miller served in the Legislature representing the west side of Madison from 1970 to 1984 and co-founded the Madison Institute.

The Capital Times  
Monday, May 5, 1997



# State of Wisconsin • DEPARTMENT OF REVENUE

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*Tommy G. Thompson*  
Governor

*Cate Zeuske*  
Secretary of Revenue

## Senate Committee on Health, Human Services and Aging Public Hearing Thursday, October 21, 1999

### Senate Bill 199 – Income and Franchise Tax Credits for Expenses Related to Day Care

The bill would create three nonrefundable credits against income and franchise taxes. Two credits would be for employers providing child care services to employees and one credit would be for individuals with children in daycare.

#### 1. Credits for Businesses

##### a. Day Care Center Credit

Employers could claim nonrefundable credits for the following expenses related to child care of employees' children during employees' working hours:

- (1) up to 50% of amounts paid or incurred in a taxable year to construct and equip a licensed day care center;
- (2) \$50 per month for each child enrolled in the employer's day care center during a taxable year; and
- (3) up to 50% of amounts paid to another licensed day care center during a taxable year.

Each employer's claim is limited to \$50,000 per taxable year and total claims by all employers are capped at \$1.5 million in a fiscal year.

##### b. Child Care Credit

A nonrefundable credit for 5% of qualified child care expenditures, not to exceed \$15,000 per year, would be available to employers. Qualified expenditures are any amounts, not already used in calculating the development zone day care center credit or the day care center credit provided in this bill, used to:

- (1) acquire, construct or rehabilitate property for a qualified day care center;
- (2) pay for operating costs of a qualified day care facility, including salary and training costs;
- (3) pay a child care facility under contract to provide child care services to employees; and
- (4) pay for child care resource and referral services to employees.

c. Analysis of Credits for Business

It appears that the same employers could be eligible for either of these credits, producing inequitable results. Examples of overlapping expenditures include constructing a center or amounts paid to another facility. If one employer files before the day care center credit total cap of \$1.5 million is reached, it would get 50% of its expenses in credit, up to \$50,000, while the later filing employer would get only 5% of the same type of expenses in credit, up to \$15,000, under the child care credit.

The credits may not be effective in encouraging many employers to provide child care services to their employees for three reasons. First, some credits will undoubtedly be awarded to businesses already operating day care facilities. This will reduce the amount available to encourage new facilities. Second, the caps on the day care center credit, \$50,000 per employer and \$1.5 million in total credits, limit the benefit of this program, perhaps to as few as 30 employers. Third, grants are already available to assist businesses in developing child care programs, many of them more generous than the 5% of expenditures available with the child care credit. According to staff at the Department of Workforce Development, grant programs have not significantly increased the number of employer-sponsored child care programs.

The two employer credits contain considerable ambiguities that would require extensive interpretation and explanation by the Department in its administration of the credits. These problems are outlined in a technical memorandum accompanying the fiscal note.

The two credits also contain inconsistencies. One example is that the day care center credit is available for care for the children of employees during the employees' working hours, while the child care credit is not restricted to working hours. Working hours is not defined for purposes of the former credit. Another example is provision of the child care credit for acquisition, construction or rehabilitation of a facility, while the day care center credit is for constructing and equipping a facility.

**2. Credit for Individuals**

a. Child and Dependent Care Credit

The bill would create a credit equal to 50% of the federal child and dependent credit. The federal credit equals 30% of child care expenses up to \$2,400 for one child and \$4,800 for two or more children, when federal adjusted gross income (FAGI) is \$10,000. Thus, the maximum credit is \$720 for one child and \$1,440 for two or more children. For each additional \$2,000, or increment thereof, of FAGI over \$10,000, the credit declines by one percentage. Thus, the credit percentage is 29% for those with FAGI of \$10,000 to \$12,000, 28% for those with FAGI of \$12,000 to \$14,000, and so on. When FAGI exceeds \$28,000, the credit is 20%, and maximum credits are \$480 for expenses for one child and \$960 for expenses for two or more children.

Maximum state credits, equal to 50% of the federal credit, would decline from \$360 for one child when FAGI is less than \$10,000 to \$240 when FAGI is more than \$28,000, and from \$720 for two or more children to \$480 over the same income range.

b. Analysis of Credit for Individuals

Child care is a cost of earning income frequently incurred by married couples when both spouses are working and by single parents. A credit for child care expenses would help to defray some of these expenses. Further, the credit seeks to target the benefit to lower-income taxpayers by providing a credit rate that declines as income rises. However, persons whose income is so low that they do not have any tax liability, for whom child care expenses can be very burdensome, would not benefit at all from the credit.

In addition, the child and dependent care credit would not provide any benefit to families that provide their own child care. For example, the credit would not benefit couples when only one spouse works or when the spouses work at different times so that one parent is always home with the children, or to single parents who obtain free care from the children's grandparent or another family member.

An alternative to the credit that would address some of the criticisms is a combination of grant programs assisting lower-income families for whom child care can be a substantial burden, and tax benefits targeted at families with children, regardless of whether or not they have child care programs. Current programs providing assistance for child care expenses are examples of potential grant programs. An example of a tax benefit targeted at families with children are the new personal exemptions, equal to \$600 per dependent in 2000 and \$700 per dependent in 2001, that will be provided by Assembly Bill 133, the budget bill. Channeling additional money into these existing programs might be a preferred approach.

3. Fiscal Effect

The bill would reduce revenues by \$17.5 million annually. The revenue loss, broken down by type of credit, is as follows:

Day care center credit (businesses)	-\$ 1.125 million
Child care credit (businesses)	-\$ 1.275 million
Child and dependent care credit (individuals)	-\$15.100 million

October 21, 1999

PW:skr:tmb



**Public Testimony - October 21, 1999**  
**Peggy Haack, Center for the Child Care Workforce**  
**608-244-3529**

The Center for the Child Care Workforce is a national nonprofit research, education and advocacy organization committed to improving child care jobs by improving compensation, working conditions and access to training, in order to improve the quality of child care. We entered the national scene in 1988 when we undertook the first nationwide study that linked caregiver wages to the quality of care children receive. Every research study done since that time has driven home the point that good child care jobs are the cornerstone of good care for children. (leave them with the salary compendium and the highlights of the 1998 NCCSS update highlights).

I am here to speak specifically on the workforce issues addressed in this compassionate child care bill. Here's what child care jobs look like in Wisconsin, a reflection of what they look in the nation. The average child care teacher makes a little better than \$7/hour - less than a self-sufficiency wage -- while many teacher assistants make even less. Less than 1/4 of these have fully paid health insurance and those who get a fraction of their insurance needs paid often still forego health insurance because their wages are too low to make up the difference. This is the structure upon which our child care system is built and it is failing. Child care staff are leaving the field at the rate of 31% or more each year, surviving until they can't and jeopardizing the health and well-being of Wisconsin's children every time they go.

I can tell you that the compassionate child care bill is but a first step to remedy the national child care staffing crisis. This legislation is about giving the child care workforce the tools they need to do a good job, specifically access to education through the proposed scholarship and loan forgiveness programs, and some of the resources they need to stay, like a health insurance plan. One of our jobs at CCW is to track policy initiatives as they relate to the child care workforce. By moving forward on this child care agenda I can assure you that we will be joining other states around the country in pursuing compensation initiatives for the child care workforce. The reason: for the past 10 years we have been steadily increasing the public investment in child care, yet staff turnover is on the rise and child care quality continues to be assessed as mediocre if not poor. Wisconsin can join a myriad of other states in securing real dollars to make a real difference in children's lives -- investing in their caregivers. The marketplace will not and cannot bridge the gap between what good child care costs and what parents can afford to pay. It is time to be on the cutting edge by joining the growing number of states who have scholarship programs, who are tackling health care concerns, and who are testing out wage enhancement strategies. It's time to be strategic in the use of our public dollars and invest where it will have the greatest impact...



Lillian Katz, a renowned child development expert has this to say about a public investment in child care:

*Each of us must come to care about everyone else's children. We must recognize that the welfare of our children and grandchildren is intimately linked to the welfare of all other people's children. After all, when one of our children needs lifesaving surgery, someone else's child will perform it. If one of our children is threatened or harmed by violence, someone else's child will be responsible for the violent act. The good life for your own children can be secured only if a good life is also secured for all other people's children.*

This is what the compassionate child care bill is about.

Thank you for your time to listen and act on behalf of Wisconsin children and their caregivers..

# WORTHY WORK, UNLIVABLE WAGES: THE NATIONAL CHILD CARE STAFFING STUDY, 1988-1997

Center for the Child Care Workforce, Washington, D.C.

**Principal Investigators:** Marcy Whitebook, Ph.D., Co-Director, Center for the Child Care Workforce; Carollee Howes, Ph.D., Professor of Education, University of California, Los Angeles; Deborah Phillips, Ph.D., Director, Board on Children, Youth and Families, National Academy of Sciences.

In 1988, the National Child Care Staffing Study first gathered information on staffing and quality from a sample of child care centers in five metropolitan areas--Atlanta, Boston, Detroit, Phoenix and Seattle--and returned to the study sites for updated information in 1992. In 1997, we again had the opportunity to contact the directors of the original sample of centers still in operation in order to collect basic information on staffing and funding nine years after the first data collection. The NCCSS offers a unique opportunity to look at the characteristics and stability of a segment of the child care workforce during a decade when significant new funding was infused into the US child care system. It also offers insight into the differences between centers that did and did not remain in operation during this period. The 1997 sample consisted of 158 centers providing full-day care that were still in operation and willing to participate in a follow-up interview, constituting 70 percent of the original sample.

## Highlights of 1997 Findings

**Child care teaching staff continue to earn unacceptably low wages, even in a sample of relatively high-quality centers.**

- Real wages for most child care teaching staff have remained stagnant over the past decade. Teachers at the lowest-paid level earn an average of \$7.50 per hour or \$13,125 per year. Teaching assistants at the lowest-paid level earn an average of \$6.00 per hour or \$10,500 per year, and \$7.00 per hour or \$12,250 per year at the highest-paid level. (Figures are based on a 35-hour week and 50-week year.)\*
- Real wages for the highest-paid teachers within child care centers, who constitute a small segment of the overall child care workforce, average \$10.85 per hour or \$18,988 per year. This translates to a very modest improvement over the past decade of approximately \$1.32 per hour.

**Approximately one third of child care centers (35 percent) employ welfare (TANF) recipients, sometimes at less than the prevailing wage and often with limited training.**

- Centers employing TANF recipients are more likely to pay lower wages across all positions, and to experience higher teaching staff turnover.
- Eighty percent of for-profit chain centers, 40 percent of independent nonprofit centers, 30 percent of church-sponsored centers, and 20 percent of independent for-profit centers currently employ Temporary Assistance for Needy Families (TANF) recipients.
- Only 16 percent of programs currently offer TANF recipients college-credit-bearing training, which is nearly always required by the better-paying child care jobs that offer the best hope of achieving economic independence.

**More child care centers received public dollars in 1997 than in 1988, allowing more of them to assist low-income families with child care costs. But because this increased public funding for child care was rarely targeted to quality improvements or increased compensation, these dollars have not resulted in better wages or lower staff turnover.**

- Centers paying the lowest wages are experiencing the greatest increase in public subsidies. For-profit chain centers have experienced a threefold increase in revenue from public subsidies over the past decade, and independent for-profit centers have seen such revenue double. Independent nonprofit centers, by contrast, experienced a four-percent decrease in revenue from public subsidies, and church-sponsored programs received a modest four-percent increase.

**Child care centers continue to experience very high turnover of teaching staff, threatening their ability to offer good-quality, consistent services to children.**

- More than a quarter of child care teachers (27 percent) and 39 percent of assistants left their jobs during the past year--for an average turnover rate of 31 percent for all staff--at a time when the demand for their services has grown dramatically.
- One-fifth of centers reported losing half or more of their teaching staff during the past year.
- Only 14 percent of child care teachers have remained on the job in the same center over the past decade, and only 32 percent have been employed in their centers for five years or more.
- Independent nonprofit centers are more likely to retain their teaching staff than are other types of programs, particularly those run by for-profit chains. Thirty-nine percent of teaching staff in the independent nonprofits have been employed in their centers for five years or more, compared to 20 percent in the for-profit chains and 29 percent in independent for-profit and church programs. These turnover figures are related to the significantly higher average salaries paid by independent nonprofit vs. for-profit chain centers.

**Centers which paid better wages in 1997, as in 1988, experienced less teaching staff turnover. These are also the centers which were rated higher in quality in 1988.**

- Centers which are accredited by the National Association for the Education of Young Children (NAEYC) pay higher wages to teaching staff, report lower teacher turnover for the past year, and have retained twice as many staff over ten years.
- Centers that have remained in business over the nine-year span of the study pay higher wages, employ more college-educated staff, and report lower staff turnover than did centers that have ceased operation. Preschool classrooms in centers that remained open were rated higher in quality in the initial study.

**A substantial number of centers have improved their level of health coverage, especially for teachers, during a period of declining levels of coverage by U.S. employers as a whole. The majority of centers, however, still offer their teaching staff limited or no health insurance, despite heavy exposure to illness in child care employment.**

- Twenty percent of centers offer fully-paid health coverage to teachers only, and 21 percent of centers offer fully-paid health coverage to teachers and assistants. Of those centers, fewer than 23 percent provide dependent health coverage.

\*All dollar amounts used in this report are 1997 dollars, thus adjusting for the impact of inflation.

The best long-term solution to the problems identified in this study is a well-targeted new investment of public funding to ease the child care burden on parents and caregivers alike--and the mobilization of a well-informed American public that is ready to support this investment. Such a solution will be costly, and yet we must recognize that the status quo carries an even higher cost, in continuing to place the healthy development of young children at serious risk.

The answer is not simply to grow more programs, but rather, as Military Child Care and Head Start have shown, to foster higher-quality programs staffed by better-trained and better-paid adults. Nor is the answer to shift the burden onto consumers, but instead, to address at once the twin needs of improved workforce compensation and of greater affordability of services for parents. Our recommendations fall into four categories:

- ⇒ **An increase in public funds for child care, targeted to quality and compensation.** Any federal child care legislation should include specific language on targeting funds for child care workforce compensation. As was done in the Head Start Expansion and Quality Improvement Act, at least 25 percent of new child care funds should be targeted to improving the quality of services, and at least half of that amount should go directly to raising child care teacher and family child care provider salaries.
- ⇒ **Linkages between training and financial reward.** Public funding for child care professional development and teacher credentialing programs should be linked to concrete rewards, such as wage supplements or "retention grants," for teachers and providers who pursue further training and education. Without this linkage, such programs will continue to spend an undue proportion of funds on constantly re-training new groups of caregivers, as the best-trained personnel continue to leave the field for better opportunities elsewhere.
- ⇒ **Reimbursement rate reform.** Public reimbursements of child care programs fall far short of covering the true cost of providing quality care; at present, many states pay less than the going market rate. States receiving federal child care funds should be required to pay programs no less than the current market rate, and experimental efforts should encourage differential rates to programs based on such quality indicators as higher wages, low staff turnover, higher educational attainment of teaching staff, and center accreditation.
- ⇒ **Stronger standards tied to public funding.** All child care programs receiving public funds should be required to demonstrate a commitment to the education, training, financial reward and job stability of their teaching personnel--the key element of program quality.

### **The National Child Care Staffing Study, 1988 Highlights of Major Findings From the Original Study**

**The quality of services provided by most centers is barely adequate. Better-quality centers have:**

- ❖ higher wages
- ❖ better adult work environments
- ❖ lower teaching staff turnover
- ❖ better educated and trained staff
- ❖ more teachers caring for fewer children

**Better-quality centers are more likely to be:**

- ❖ operated on a nonprofit basis
- ❖ accredited by the National Association for the Education of Young Children
- ❖ located in states with higher quality standards

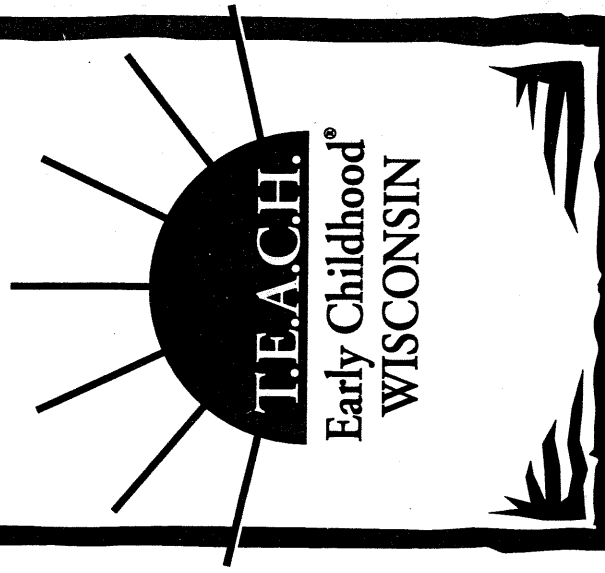
**Children attending lower-quality centers and centers with more staff turnover are less competent in language and social development.**

- ❖ Staff turnover nearly tripled from 15 percent in 1977 to 41 percent in 1988.
- ❖ The most important determinant of staff turnover among the adult work environment variables is staff wages. Teaching staff earning the lowest wages are twice as likely to leave their jobs as those earning the highest wages.

**The education of child care teaching staff and the arrangement of their work environment are essential determinants of the quality of services children receive.**

- ❖ Teaching staff provide more sensitive and appropriate caregiving if they complete more years of formal education, receive early childhood training at the college level, earn higher wages and better benefits, and work in centers devoting a higher percentage of the operating budget to teaching personnel.
- ❖ In 1988, child care teaching staff earned less than half as much as comparably educated women and less than one-third as much as comparable educated men in the civilian labor force. Real child care staff wages (adjusted for inflation) decreased more than 20 percent between 1977 and 1988.

**INFANT  
TODDLER  
INITIATIVE  
SCHOLARSHIP  
PROGRAM**



**T.E.A.C.H. Early Childhood WISCONSIN**

**WECA**  
2040 Sherman Ave.  
Madison, WI 53704

## **What is the T.E.A.C.H. Early Childhood® WISCONSIN Infant Toddler Initiative Scholarship Program?**

The T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Scholarship Program:

- Links training, compensation and commitment to improving the quality of early childhood care and education experiences for young children and their families.
- Provides scholarships for infant toddler teachers, family child care providers and center directors and administrators to work toward earning the Wisconsin Infant Toddler Credential, the Wisconsin Professional Credential for Child Care Administrators, and for mentoring.
- Involves a partnership for the sharing of expenses by the caregiver receiving the scholarship, the sponsoring child care center or family child care home, and the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship program.

## **Who benefits from the T.E.A.C.H. Early Childhood® WISCONSIN Infant Toddler Initiative Scholarship Program?**

### **Programs:**

Child care programs benefit by having staff members who are more knowledgeable about good early childhood practices. Programs will experience reduced turnover which increases the quality and marketability of the program.

### **Participants:**

Teachers, family child care providers and directors and administrators increase their knowledge as they attend classes and are better compensated through participation in the program. In turn, they experience increased professional status and job satisfaction.

### **Children:**

Children are the main beneficiaries of the T.E.A.C.H. Early Childhood® WISCONSIN program. Children benefit by being able to have consistent caregivers who have a commitment to the field. They benefit from caregivers who are specialists in early childhood education, who understand child development, and who are sensitive to the needs of the very young.

## **Who Is Eligible for a Scholarship?**

Child care center teachers, family child care providers, center directors and administrators who meet the following criteria may be eligible for a scholarship:

- A desire to earn an Infant Toddler Credential, or the Wisconsin Professional Credential for Child Care Administrators.
- Be employed full-time (30 hours per week minimum) in an early childhood center (licensed or exempt) or a family child care program (licensed or certified).
- Serve infants and toddlers in the early childhood program.
- Support of their sponsoring early childhood program.
- A high school diploma or GED.

Scholarships are awarded on the basis of need and commitment to the early childhood field.

## **What Kind of Support Does The T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program Provide?**

The T.E.A.C.H. Early Childhood® WISCONSIN scholarship program provides:

- The majority of the cost of tuition and books.
- A per semester travel stipend for the participant.
- A bonus for caregivers and directors/administrators who complete a credential.
- Counseling and administrative support for the program.
- In some scholarship models, reimbursement to the early childhood program or family child care program for a portion of the release time required for the participant to attend classes or study.

## **What Kind of Commitments Are Early Childhood Programs Required to Make?**

Early childhood programs agree to sponsor a scholarship teacher by:

- Contributing a portion of the cost of tuition.
- In some scholarship models, giving the participating teacher paid release time each week (T.E.A.C.H. Early Childhood® WISCONSIN reimburses the center for a part of that cost.)
- In some scholarship models, awarding the participating teacher a bonus or raise upon completion of the credential.

## **What Kind of Commitments Are Scholarship Teachers, Family Child Care Providers and Directors/Administrators Required to Make?**

Scholarship recipients must:

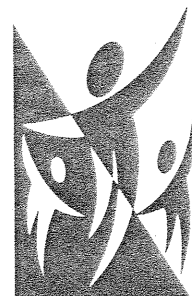
- Attend classes and successfully complete courses.
- Pay a portion of the cost of tuition and books.
- Agree to remain in the sponsoring early childhood program or family child care program for one year following completion of a credential.

## **How can I get more information?**

Please call or write to.

**T.E.A.C.H. Early Childhood® WISCONSIN**  
Wisconsin Early Childhood Association  
2040 Sherman Ave.  
Madison, WI 53704  
(608) 240-9880 or 800-783-9322

# Current Data on Child Care Salaries and Benefits in the United States



Center for the  
Child Care Workforce

March 1999

This report presents the most recent salary and benefits data available for the U.S. child care workforce. Although such data are not collected comprehensively or consistently across the country, certain types of occupational information are collected by the federal Bureau of Labor Statistics (BLS), and a number of independent child care salary and benefits studies have been conducted in recent years at the state, regional and local levels.

Center-based child care staff are described by the BLS 's Occupational Employment Statistics Survey either as preschool teachers or as child care workers.<sup>1</sup> A "preschool teacher" is defined in this survey as a person who instructs children (normally up to five years of age) in a preschool program, day care center or other child development facility, in activities designed to promote social, physical and intellectual growth in preparation for elementary school. A "child care worker," on the other hand, is defined as a person who performs such duties as dressing, feeding, bathing and overseeing play. Unfortunately, these categories create a misleading division of the child care workforce, when in fact most teaching staff, regardless of title, take part both in promoting intellectual growth and in the caretaking duties described above.

The BLS also aggregates child care data across program types and regions, making it impossible to study variations among such sectors of the child care field as for-profit and nonprofit centers, infant and school-age programs, or licensed and unlicensed family child care. This compendium, therefore, represents

the best information available at the present time, but also points to the need for more consistent, reliable and comprehensive data collection about the child care workforce.

Additional data have also been collected by the Center for the Child Care Workforce (CCW) and other organizations in a variety of states and communities, and these studies are referenced in the Appendices to this report. A number of these studies do compile data on the variations noted above among workers and sectors in the field. Appendix 1 presents compensation and turnover data collected in various states during or after 1996, and Appendix 2 contains a resource list of studies conducted prior to 1996 in those states which have not updated their data more recently. Less information is available, unfortunately, about family child care providers than about child care center employees. Only six states have documented family child care provider earnings.

Appendix 1 describes the average wages of "teachers" and "assistant teachers" (called assistants here), as documented in recent studies. Teachers are defined as those who have primary responsibility for a classroom or group of children, and who are often responsible for supervising other staff. Assistants are defined as those who work under a teacher's supervision. These job descriptions more accurately represent the occupational titles of child care teaching staff than do the somewhat artificial categories of "preschool teacher" and "child care worker."

For the first time in this report, we have included data on child care center directors' salaries when available. Directors are defined as

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<sup>1</sup>The BLS collects child care workforce data through numerous surveys in addition to the Occupational Employment Statistics (OES) Survey and uses such occupational titles for child care center employees as aides, child care assistants, day care assistants, teacher assistants, child care attendants, day care attendants, and early childhood teacher assistants. The OES definitions and data are used in this report instead of other surveys because these other titles are not mutually exclusive and are not used consistently across states.

center staff whose primary responsibilities are administrative and who supervise classroom teaching staff and other center employees.

Appendix 1 also contains data about the health benefits which child care centers offer to teaching staff, in either fully-paid or partially-paid insurance plans. Because many child care employees report that they find co-payments and additional premiums unaffordable, partially-paid health insurance plans may be of little benefit to this workforce. Except in Rhode Island,<sup>2</sup> most family child care providers nationwide must either purchase their own health insurance plans, depend on coverage from a spouse or domestic partner, or have no health benefits whatsoever. The data provided here describe the percentage of family child care providers who receive health coverage from any source.

Where available, annual turnover rates of child care teaching staff, as estimated by center directors, are also presented in Appendix 1. Turnover rates are calculated by dividing the number of staff who have left a center in a single year by the total number of center staff employed.

It is also important to emphasize that these data about current average wages and benefits of child care teachers and providers should not be construed as recommendations of what the child care workforce ought to be paid. In fact, with annual job turnover rates hovering between thirty and forty percent throughout the country, current market wages in the child care field have clearly been insufficient to secure a skilled and stable workforce or to guarantee high-quality services for children and families. This 98% female workforce—many of whom are parents of young children themselves, better-educated than the general population, and/or women of color—suffers a higher concentration of poverty-level jobs than almost any other occupation in the United States.<sup>3</sup> Child care programs are much more successful at retaining skilled staff when they model their wage scales after the salaries of workers in other fields who have comparable levels of education and training.<sup>4</sup>

The data on “average wages” of child care staff should also be interpreted with caution in the studies listed below. When data are grouped under “average lowest hourly wage” and “average highest hourly wage,” it is important to note that the majority of teachers and providers are concentrated at the lower end of the scale, with only a small number earning the highest-level incomes—a disparity which tends to produce inflated estimates of overall average wages. For more information about the distribution of salaries within a particular workforce, please refer to the original reports as cited.

Child care salary and benefits studies conducted by the Center for the Child Care Workforce over the past two decades are based on representative samples of the various types of child care programs, and employ a uniform instrument which is available upon request from our office. CCW also offers technical assistance to state and local groups who are interested in collecting salary and benefits data, and compiles the most current data available each year for use by policy makers, researchers and advocates. We will revise this report in early 2000, and we encourage readers to supply any data we may have overlooked.

Looking to the future, we will be exploring the wages of pre-kindergarten (Pre-K) teaching staff, who represent a growing portion of the child care workforce staffing new state-funded preschool programs. While it is commonly assumed that Pre-K teachers are paid the same wages as kindergarten teachers, few Pre-K programs actually track staff wages and we do not currently know how these teachers’ salaries rank. In next year’s edition of this report, we will include the findings of the Center for the Child Care Workforce’s survey of state-funded Pre-K programs.

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*For more information about our reports, our survey instrument, or our technical assistance and research services, please contact the Center for the Child Care Workforce at 733 15th Street, N.W., Suite 1037, Washington, DC 20005-2112; telephone: 202-737-7700; fax: 202-737-0370.*

<sup>2</sup>As a result of a multi-year advocacy effort, family child care providers who serve publicly-subsidized children in Rhode Island have become classified as state employees and thus have access to the state employee health insurance plan. In January 1999, the plan was extended to some center employees.

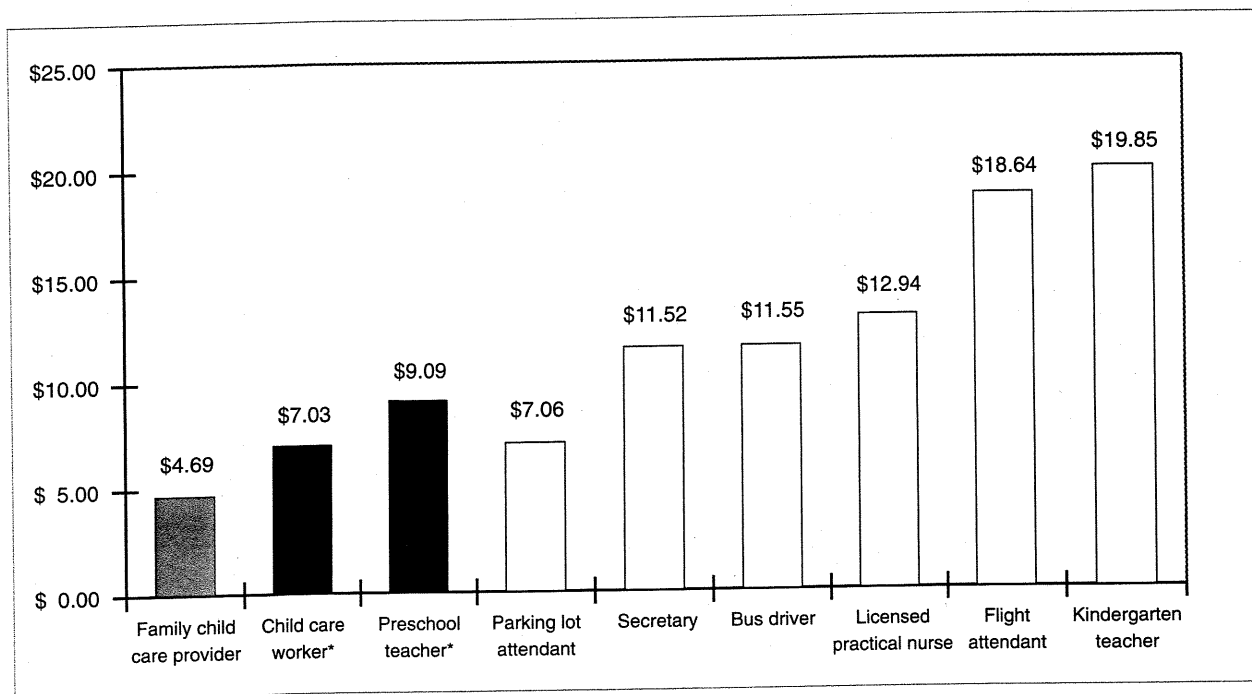
<sup>3</sup>T.R. Swartz and K.M. Weigert, eds. *America's Working Poor: 1980-1990*. Notre Dame, Ind.: University of Notre Dame Press, 1995.

<sup>4</sup>See *Creating Better Child Care Jobs: Model Work Standards for Teaching Staff in Center-Based Child Care* and *Creating Better Family Child Care Jobs: Model Work Standards* (Center for the Child Care Workforce, 1998, 1999), which offer more detailed guidance about appropriate child care wages, benefits and job conditions, and how to estimate a self-sufficiency or living wage for one's community.

The Center For the Child Care Workforce would like to thank the Foundation for Child Development, the David and Lucile Packard Foundation, and Teaching Strategies, Inc., for making this resource possible.

## Child Care Workforce Earnings in Perspective

A comparison of median hourly wages between child care jobs and other occupations  
 Based on Bureau of Labor Statistics Data 1997  
 Compiled by the Center for the Child Care Workforce



\* "Preschool teachers" and "child care workers" are job titles defined by the Bureau of Labor Statistics. For more information about occupational classifications, see page 1, paragraph 2 of this report.

The Bureau of Labor Statistics of the U.S. Department of Labor reports the median wage for 764 occupations, as surveyed by the Occupational Employment Statistics (OES) program. (A "median wage" indicates that 50 percent of workers in an occupation earn wages below this figure, and 50 percent earn wages above it.) The median wage for family child care providers is surveyed through the Bureau's Office of Current Employment Analysis. According to the most recent OES survey, based on data from 1997, only 14 occupations report having lower median wages than child care workers. Those who earn higher wages than child care workers include service station attendants, messengers and food servers.

These data are based on the OES occupational title definitions, which include the categories of managerial, professional, sales, clerical, service, agricultural and production employment. Unfortunately, the OES categories create a misleading division of the child care workforce into "preschool teachers" and "child care workers." Employees of

before- and after-school child care programs may be included in the "child care worker" category, or in other categories such as "teacher's aides," which also includes K-12 classroom assistants and aides.

Only 2.8 percent of the professional occupations, among which preschool teachers are classified, earn an average wage of less than \$10.00 per hour, and nearly 74 percent of professional workers earn a mean wage above \$19.24 per hour. Child care workers are classified as service workers, the lowest-paid division, in which 55 percent of workers earn less than \$8.50 per hour, placing them at the low end of the wage range for all occupations surveyed by the OES.

The median weekly wage for family child care providers is \$258.00, based on the 1997 Current Population Survey (CPS) definition of usual weekly earnings of full-time wage-earning and salaried workers. The figure of \$4.69 per hour reflects a 55-hour week, the typical work week for U.S. family child care providers.

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## Average Wages for Preschool Teachers and Child Care Workers

State	Preschool Teachers*	Child Care Workers*	Additional data available (see key below)
Alabama	\$ 7.25	\$ 6.03	1
Alaska	\$11.01	\$ 8.09	2
Arizona	\$ 7.67	\$ 6.39	1
Arkansas	\$ 7.00	\$ 5.87	
California	\$ 9.66	\$ 7.76	1, 2
Colorado	\$ 9.14	\$ 6.87	1, 2
Connecticut	\$10.80	\$ 8.71	2
Delaware	\$ 8.66	\$ 7.03	
District of Columbia	\$12.74	\$10.22	
Florida	\$ 7.58	\$ 6.81	1
Georgia	\$10.46	\$ 6.41	1
Hawaii	\$ 9.38	\$ 6.75	2
Idaho	\$ 7.51	\$ 6.57	
Illinois	\$10.47	\$ 7.75	1, 2
Indiana	\$ 8.05	\$ 6.71	1
Iowa	\$ 7.46	\$ 6.35	
Kansas	\$ 7.85	\$ 6.35	1
Kentucky	\$ 8.60	\$ 6.37	
Louisiana	\$ 8.11	\$ 5.92	
Maine	\$ 8.27	\$ 7.70	
Maryland	\$10.70	\$ 7.24	1, 2, 3
Massachusetts	\$10.10	\$ 8.58	1, 3
Michigan	\$ 9.30	\$ 7.38	1
Minnesota	\$10.35	\$ 7.90	1
Mississippi	\$ 7.44	\$ 5.73	
Missouri	\$ 7.58	\$ 6.71	1
Montana	\$ 6.14	N/A	1
Nebraska	\$ 7.61	\$ 6.46	

\* "Preschool teachers" and "child care workers" are job titles defined by the Bureau of Labor Statistics. For more information about occupational classifications, see page 1, paragraph 2 of this report.

### **Additional Data Available**

1) Appendix 1 contains summaries of statewide, regional or local data collected since 1996.

2) Appendix 2 contains summaries of data collected prior to 1996.

3) Indicates that family child care data are available for this state, or for a metropolitan area located in the state, in either Appendix 1 or 2.

**N/A:** Not Available. States where there is no listing for preschool teachers and/or for child care workers may collect information, but the data are not published by Bureau of Labor Statistics (BLS) for reasons such as inadequate sample size or that the state combines these occupations with others (e.g. preschool teachers are surveyed with other teacher groups).

Source: Bureau of Labor Statistics, 1997 State Occupational Employment and Wage Data. 1998 BLS data are projected to be available in Spring, 2000.

## Average Wages for Preschool Teachers and Child Care Workers (continued)

State	Preschool Teachers*	Child Care Workers*	Additional data available (see key below)
Nevada	\$ 8.97	\$7.06	
New Hampshire	\$ 8.98	\$7.15	2
New Jersey	\$10.03	\$8.08	
New Mexico	\$ 8.88	\$6.49	2
New York	\$10.91	\$7.86	1,2
North Carolina	\$ 7.89	\$6.69	1, 2, 3
North Dakota	\$ 6.18	N/A	1, 2
Ohio	\$ 8.35	\$6.85	1
Oklahoma	\$ 7.60	\$6.38	
Oregon	\$ 8.52	\$7.31	2
Pennsylvania	\$ 8.51	\$7.11	1, 2, 3
Rhode Island	\$10.08	\$7.28	1, 2, 3
South Carolina	\$ 8.15	\$6.24	
South Dakota	\$ 8.78	\$6.61	
Tennessee	\$ 7.25	\$6.03	
Texas	\$ 7.96	\$6.42	1
Utah	\$ 6.54	N/A	
Vermont	\$ 9.72	\$7.45	
Virginia	\$ 9.30	\$6.70	2, 3
Washington	\$ 9.49	\$7.30	1
West Virginia	\$ 9.70	\$6.00	
Wisconsin	\$ 8.99	\$7.05	1, 2
Wyoming	\$10.25	\$6.05	
Head Start Programs	N/A	N/A	2
Before and After School Programs	N/A	N/A	2, see also Massachusetts
Federal General Services Adminis'n (GSA) Programs	N/A	N/A	1

\* "Preschool teachers" and "child care workers" are job titles defined by the Bureau of Labor Statistics. For more information about occupational classifications, see page 1, paragraph 2 of this report.

### Additional Data Available

- 1) Appendix 1 contains summaries of statewide, regional or local data collected since 1996.
- 2) Appendix 2 contains summaries of data collected prior to 1996.
- 3) Indicates that family child care data are available for this state, or for a metropolitan area located in the state, in either Appendix 1 or 2.

**N/A:** Not Available. States where there is no listing for preschool teachers and/or for child care workers may collect information, but the data are not published by Bureau of Labor Statistics (BLS) for reasons such as inadequate sample size or that the state combines these occupations with others (e.g. preschool teachers are surveyed with other teacher groups).

Source: Bureau of Labor Statistics, 1997 State Occupational Employment and Wage Data. 1998 BLS data are projected to be available in Spring, 2000.

**Current Compensation and Turnover Data  
From Selected States Collected in 1996 or Later\***

Compiled by the Center for the Child Care Workforce

**Alabama**

**Jefferson, Shelby, Walker & Blount Counties, 1996**

Position	Average Hourly Wage	Annual Turnover Rate
Teacher	\$5.84	32%
Assistant	\$4.94	
Director	\$8.80	

1996 Child Care Survey on Wages, Benefits, Costs and Turnover in Child Care Centers, Childcare Resources in Conjunction with UAB, Birmingham, Alabama

**Arizona**

**Statewide, 1997**

Position	Median Lowest Hourly Wage	Median Highest Hourly Wage
Teacher	\$5.50	\$ 7.25
Assistant	\$5.25	\$ 6.20
Director	\$9.31	\$12.50

Health: Forty-five percent of centers offered fully- or partially-paid health benefits for full-time staff. Twenty-two percent offered fully- or partially-paid health benefits for full-time staff and their dependents.

Arizona Wage and Benefit Survey of Child Care/Early Childhood Center Based Personnel, Maricopa County Office of Research and Reporting, for the Arizona Child Care Wage and Benefit Coalition, Tempe, AZ.

**Phoenix, 1997**

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$6.71	\$5.58	37%
Assistant	\$9.79	\$6.46	56%

Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997, Center for the Child Care Workforce, Washington, DC.

*\*The year cited is the year in which the data were collected, and not necessarily when the report was published.*

# California

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## Statewide, 1996

### PRIVATE FOR-PROFIT PROGRAMS

Position	Median Hourly Wage	Annual Turnover Rate
Teacher	\$ 7.25	31%
Assistant	\$ 6.43	34%
Director	\$18.83	

Health: Twenty-nine percent of teachers and twenty-six percent of directors were offered fully-paid health benefits. Eighteen percent of teachers and thirty-three percent of directors were offered a partially-paid plan.

### PRIVATE NONPROFIT PROGRAMS

Position	Median Hourly Wage	Annual Turnover Rate
Teacher	\$ 8.50	28%
Assistant	\$ 6.50	39%
Director	\$14.30	

Health: Thirty-one percent of teachers and fifty percent of directors were offered fully-paid health benefits. Thirty-six percent of teachers and twenty-four percent of directors were offered a partially-paid plan.

### PUBLICLY SUBSIDIZED PROGRAMS

Position	Median Hourly Wage	Annual Turnover Rate
Teacher	\$14.86	11%
Assistant	\$ 8.40	14%
Director	\$27.41	

Health: Forty-one percent of teachers and one-hundred percent of directors were offered fully-paid health benefits. Forty percent of teachers were offered a partially-paid plan.

California Child Care and Development Compensation Study: Towards Promising Policy and Practice, prepared by the American Institutes for Research and the Center for the Child Care Workforce for the California Department of Education, Sacramento, CA.

## Alameda County, 1998

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$ 8.28	\$12.27	28%
Assistant	\$ 7.04	\$ 8.71	31%
Director	\$14.02	\$17.67	

Health: Forty-eight percent of centers offered teachers fully-paid health coverage and fifty-two percent of centers offered assistants fully-paid health coverage. Forty percent of centers offered teachers partially-paid health coverage and thirty-one percent offered assistants partially-paid health coverage.

A Profile of the Alameda County Child Care Workforce: Findings from the 1998 Survey of Child Care Centers, prepared by the Center for the Child Care Workforce for the Alameda County Child Care Planning Council, Oakland, CA.

## Sacramento County, 1998

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$ 7.49	\$10.97	39%
Assistant	\$ 6.36	\$ 7.30	44%
Director	\$14.50	\$21.02	

Health: Forty-nine percent of centers offered teachers fully-paid health coverage and fifty-five percent offered assistants fully-paid health coverage. Forty percent of centers offered teachers partially-paid health coverage and twenty-seven percent of centers offered assistants partially-paid health coverage.

A Profile of the Sacramento County Child Care Workforce: Findings from the 1998 Survey of Child Care Centers and Family Child Care Homes, prepared by the Center for the Child Care Workforce for Child Action, Inc., Sacramento, CA.

## San Francisco County, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage
Teacher	\$9.05	\$12.37
Assistant	\$6.74	\$ 7.86

Salaries of Child Care Workers, Wu Yee Children's Services, San Francisco, CA.

## Santa Clara County, 1998

Position	Average Highest Hourly Wage
Teacher	\$10.85
Assistant	\$ 8.29
Director	\$17.51

Health: Ninety percent of centers offered health coverage to teachers and sixty-seven percent of centers offered health coverage to assistants. The report does not specify whether the coverage is fully or partially paid.

1998 Child Care Wage and Benefit Study, prepared by the Nonprofit Development Center for the Santa Clara Local Child Care Planning Council, San Jose, CA.

## Colorado

### City and County of Boulder, 1997

Position	Average Lowest Wage	Average Highest Wage
Teacher, County	\$6.85/hr.	\$7.82/hr.
Assistant, County	\$5.57/hr.	\$6.82/hr.
Director, County	\$19,708/yr.*	\$26,243/yr.*
Teacher, City	\$7.26/hr.	\$9.44/hr.
Assistant, City	\$6.35/hr.	\$7.72/hr.
Director, City	\$25,522/yr.*	\$31,015/yr.*

*\*No hourly data provided. Hours may vary for annual salary.*

Child Care Center Staff Salary Survey 1997-98, City of Boulder Children's Services Division, Boulder, CO.

### Colorado Springs, 1998

Position	Average Lowest Wage	Average Highest Wage
Teacher	\$5.50	\$12.00
Assistant	\$5.15	\$ 7.00
Director	\$6.93	\$18.75

Salary Survey, Child Care Connections, Colorado Springs, CO.

## Florida

### Pinellas County,\* 1997

Position	Average Hourly Wage
All Teaching Staff	\$6.95

Health: Twenty-eight percent of teaching staff reported receiving health benefits. The report does not specify whether the coverage is fully or partially paid.

*\*1997 information available for eighteen additional counties in Florida including Brevard, Broward, Charlotte, Duval, East Pasco, Gadsden, Hillsboro, Lee, Leon, Marion, Martin, Monroe, Okeechobee, Orange, Palm Beach, Sarasota, Seminole, and St. Lucie.*

Summary Analysis: Early Childhood Association of Florida Caregiver's Survey, prepared by the Juvenile Welfare Board of Pinellas County Research & Development Center, Pinellas Park, FL.

## Georgia

### Atlanta, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$7.38	\$11.93	20%
Assistant	\$6.07	\$ 8.17	29%

Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997, Center for the Child Care Workforce, Washington, DC.

## Illinois

### Statewide, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$ 7.50	\$ 9.10	43%
Assistant	\$ 5.80	\$ 6.60	69%
Director	\$12.00	\$13.20	24%

Health: Forty-eight percent of centers offered health coverage to teachers and thirty-eight percent of centers offered health coverage to assistants. The report does not specify whether the coverage is fully or partially paid.

1997 Report on Illinois Child Care, prepared by Marsh Management Consultants for the Illinois Department of Human Services, Chicago, IL.

## Indiana

### St. Joseph County, 1998

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$ 7.29	\$ 9.38	44%
Assistant	\$ 5.94	\$ 7.20	
Director	\$13.11	\$14.09	
Family Child Care Provider	\$ 6.55		

Health: Seven percent of centers provided teachers and assistants with fully-paid health coverage. Forty-five percent of centers provided teachers with partially-paid health coverage and thirty-six percent of centers provided assistants with partially-paid health coverage. Six percent of family child care providers had at least partially-paid health coverage.

Child Care Wages & Benefits in St. Joseph County, prepared by The Family Connection of St. Joseph County, Inc. for the Educare Council of St. Joseph County, South Bend, IN.

## Kansas

### Metropolitan Kansas City, \* 1998

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$6.00	\$ 7.45	42%
Assistant	\$5.73	\$ 6.36	
Director	\$9.75	\$11.00	

Health: Forty-one percent of teachers were offered health benefits. The report does not specify whether the coverage is fully or partially paid.

*\*Includes Kansas City, Missouri and Kansas City, Kansas programs.*

The Status of Early Childhood Care and Education, Metropolitan Council on Child Care, Kansas City, MO.



## Maryland

### Statewide, 1996

Position	Annual Average Salary
Senior staff/teacher	\$15,054*
Aide	\$11,422*
Director	\$23,179*
Family Child Care Provider	\$15,077*

Health: Eleven percent of center-based staff were offered fully-paid health insurance and twelve percent were offered a partially-paid plan. Twelve percent of family child care providers had health insurance paid through businesses.

*\*No hourly data provided. Hours may vary for annual salary.*

Child Care in Maryland, Maryland Committee for Children, Inc., Baltimore, MD.

## Massachusetts

### Boston, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$9.06	\$12.93	28%
Assistant	\$6.94	\$ 7.88	37%

Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997, Center for the Child Care Workforce, Washington, DC.

### Boston, Family Child Care and School-Age Child Care Providers, 1997

Position	Average Hourly Wage
Family Child Care Provider	\$6.16
School-Age Child Care Provider	\$8.75

Boston Inventory, Second Report, Boston EQUIP, Associated Day Care Services, Boston, MA.

## Michigan

### Detroit, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$7.64	\$10.30	18%
Assistant	\$6.12	\$ 7.34	22%

Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997, Center for the Child Care Workforce, Washington, DC.

## Minnesota

### Statewide, 1998

Position	Average Hourly Wage	Annual Turnover Rate
Teacher	\$ 9.37/hr.	21%
Assistant	\$ 7.19/hr.	43%
Director	\$11.66/hr.	11%
Family Child Care Provider	\$9,567/yr.*	

Health: Thirty-one percent of centers offered full-time employees fully-paid health insurance. Thirty-seven percent of centers offered full-time employees partially-paid health coverage.

*\*No hourly data provided. Hours may vary for annual salary.*

1998 Minnesota Early Childhood Workforce Study: I'm Not A Babysitter I Haven't Sat on a Baby Yet, prepared by the Alliance of Early Childhood Professionals, Minneapolis, MN.

### Hennepin County, 1997

Position	Average Starting Hourly Wage	Average Current Hourly Wage	Annual Turnover Rate
Teacher	\$8.50	\$10.71	19%
Assistant	\$7.15	\$ 8.29	13%

Health: Twenty-one percent of centers offered full-time employees fully-paid health insurance. Eighty-eight percent of centers offered full-time employees partially-paid health coverage, and twenty-four percent offered a partially-paid health plan to part-time employees.

Wages, Turnover, Benefits, and Working Conditions of Hennepin County Child Care Staff, Greater Minneapolis Day Care Association, Minneapolis, MN.

## Missouri

### Metropolitan Kansas City\*, 1998

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$6.00	\$ 7.45	42%
Assistant	\$5.73	\$ 6.36	
Director	\$9.75	\$11.00	

Health: Forty-one percent of teachers were offered health benefits. The report does not specify whether the coverage is fully or partially paid.

*\*Includes Kansas City, Missouri and Kansas City, Kansas programs*

The Status of Early Childhood Care and Education, Metropolitan Council on Child Care, Kansas City, MO.

## Montana

### Statewide, 1998

Position	Median Lowest Hourly Wage	Median Highest Hourly Wage	Six-Month Turnover Rate
Teacher	\$5.40	\$6.50	40%
Assistant	\$5.15	\$5.71	63%
Director	\$6.25	\$8.00	

Wages, Benefits, and Turnover in Montana Child Care Centers, prepared by the Montana Early Childhood Project, Montana State University, Bozeman, MT.

## New York

### Nassau County, 1998

Position	Average Hourly Wage	Annual Turnover Rate
Teacher	\$11.64	20%
Assistant	\$ 8.67	21%

Health: Six percent of centers provided fully-paid health coverage for teachers and assistants. Thirty-four percent of centers provided partially-paid health coverage for teachers and thirty-two percent of centers provided partially-paid health coverage for assistants.

The Survey of Child Care Salaries and Working Conditions in Nassau County, Child Care Council of Nassau, Franklin Square, NY.

### Suffolk County, 1998

Position	Average Hourly Wage	Annual Turnover Rate
Teacher	\$9.98	17%
Assistant	\$7.80	24%

Health: Sixteen percent of centers provided fully-paid health coverage for teachers and fourteen percent of centers provided fully-paid health coverage for assistants. Thirty percent of centers provided partially-paid health coverage for teachers and twenty-eight percent of centers provided partially-paid health coverage for assistants.

The Survey of Child Care Salaries and Working Conditions in Suffolk County, Child Care Council of Suffolk, Comack, NY.

## North Carolina

### Statewide, 1999

Position	Median Hourly Wage	No Health Insurance	Annual Turnover Rate
Teacher	\$ 6.25	30%	32%
Director	\$10.00		

Working in Child Care in North Carolina, Day Care Services Association, Chapel Hill, NC.

### Guilford County, 1999

Position	Median Hourly Wage	No Health Insurance	Annual Turnover Rate
Teacher	\$ 6.50	31%	38%
Director	\$11.52		
Family Child Care Provider	\$ 5.87	26%	

### Mitchell/Yancey Counties, 1999

Position	Median Hourly Wage	No Health Insurance	Annual Turnover Rate
Teacher	\$ 6.50	10%	22%
Director	\$10.00		
Family Child Care Provider	\$ 7.18	25%	

### Dare County, 1998

Position	Median Hourly Wage	No Health Insurance	Annual Turnover Rate
Teacher	\$7.00	16%	68%
Director	\$8.80		
Family Child Care Provider	\$5.73	53%	

### Orange County, 1998

Position	Median Hourly Wage	No Health Insurance	Annual Turnover Rate
Teacher	\$ 8.00	16%	22%
Director	\$12.30		
Family Child Care Provider	\$ 6.65	23%	

Working in Child Care, Day Care Services Association, Chapel Hill, NC. Individual reports prepared by Day Care Services for the counties of Guilford (1999), Mitchell/Yancy (1999), Dare (1998) and Orange (1998). Also available from Day Care Services are 1997 reports for the North Carolina counties of Catawba, New Hanover, Robeson and Wake, and 1996 reports for the counties of Davidson, Forsyth and Nash/Edcombe.

## Durham County, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$7.31	\$9.65	30%
Assistant	\$6.23	\$7.27	22%

Health: Twenty-eight percent of teachers and twenty-two percent of assistants were offered fully-paid health coverage. Thirty percent of teachers and thirty-three percent of assistants were offered partially-paid health benefits.

A Profile of the Durham County, North Carolina Child Care Work Force, 1997, prepared by the Center for the Child Care Workforce for the Durham County Child Care Council, Durham, NC.

## North Dakota

### Statewide, 1998

#### NONPROFIT

Position	Average Lowest Hourly Wage	Average Current Hourly Wage	Annual Turnover Rate
Teacher	\$ 6.81	\$ 7.61	24%
Assistant	\$ 5.49	\$ 6.04	42%
Director	\$12.44	\$13.27	

#### FOR-PROFIT

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$5.99	\$ 6.89	24%
Assistant	\$5.24	\$ 5.92	42%
Director	\$9.68	\$10.62	

Health: Twenty-three percent of centers offered teachers fully-paid health coverage and seventeen percent of centers offered assistants fully-paid health coverage. Twenty-six percent of centers offered teachers and assistants partially-paid health coverage.

North Dakota Child Care Center Staff Salary & Working Conditions, Child Care Resource & Referral, Fargo, ND.

## Ohio

### Franklin County, 1997

Position	Average Hourly Wage	Annual Turnover Rate
Teacher	\$ 7.27	33%
Assistant	\$ 6.58	55%
Director	\$11.51	32%

Child Care Center Wages and Working Conditions, Action for Children, Columbus, OH.

## Pennsylvania

### Chester, Delaware, Bucks, Montgomery and Philadelphia Counties, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$ 7.38	\$10.62	29%
Assistant	\$ 5.99	\$ 7.22	33%
Director	\$12.42	\$15.78	19%

Health: Forty-four percent of teachers and forty-seven percent of assistants had no health benefits. Thirty-seven percent of teachers and thirty-four percent of assistants had partial coverage. Nineteen percent of teachers and assistants had full benefits.

### Philadelphia, Family Child Care Providers, 1997

Position	Average Hourly Earnings
Self-Employed Family Child Care Provider	\$2.96

A Profile of the Child Care Workforce in Southeastern Pennsylvania, 1997, prepared by the Center for the Child Care Workforce for the Delaware Valley Association for the Education of Young Children, Philadelphia, PA.

## Rhode Island

### Statewide, Family Child Care, 1997

This report on family child care providers' median family income contains information for subsidized providers only.

Race, Gender, and the Economics of Rhode Island's Subsidized Child Care System, An Industry Report on Family Child Care, Direct Action for Rights and Equality (DARE), Providence, RI.

## Texas

### Austin and Travis Counties, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$7.01	\$9.29	31%
Assistant	\$5.89	\$7.11	31%
Director	\$21,488*	\$29,088	

*\*No hourly data provided. Hours may vary for annual salary.*

Austin/Travis County Child Care Salary, Benefit and Tuition Survey Summary, December 1977.  
Austin/Travis County Health and Human Services Department, Austin, TX.

## Washington

### Seattle, 1997

Position	Average Lowest Hourly Wage	Average Highest Hourly Wage	Annual Turnover Rate
Teacher	\$8.04	\$10.90	29%
Assistant	\$6.36	\$ 7.55	55%

Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997, Center for the Child Care Workforce, Washington, DC.

## Wisconsin

### Dane County, 1997

Position	Average Lowest Hourly Wage	Annual Turnover Rate
Teacher	\$ 8.06	28%
Assistant	\$ 6.65	
Director	\$12.96	

Health: Eighty-six percent of centers provided health coverage to teaching staff. The report does not specify whether the coverage is fully or partially paid.

Child Care Employees: Wages and Benefits, 1998, Community Coordinated Child Care (4-C), Madison, WI.

# Federal General Services Administration (GSA), 1998

## **Programs which primarily serve children of federal employees**

<b>Position</b>	<b>Hourly Wage Range</b>	<b>Annual Turnover Rate</b>
Teaching staff	\$5.91-\$26.00	41%
Director	\$8.98-\$27.64	

Health: Ninety-nine percent of centers offered health coverage to all teaching staff. Seventy five percent of centers paid 50% or more of premiums.

Profile of Child Care Centers Located in GSA Space, January 1999, U.S. General Services Administration, New York, NY.



**Resource List: Salary Data Collected Prior to 1996\***

Compiled by the Center for the Child Care Workforce

**Alaska**

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**Statewide, 1994**

The Alaska Survey of Child Care Salaries, Benefits and Working Conditions, prepared by the Center for the Child Care Workforce for Child Care Connection, Anchorage, AK, Child Care Resources, Juneau, AK, and Child Care Options, Fairbanks, AK.

**California**

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**Los Angeles County, 1995**

A Profile of the Child Care Center Work Force in Los Angeles County, California, prepared by the Center for the Child Care Workforce for the Los Angeles County Child Care Advisory Board, Los Angeles, CA.

**Marin County, 1994**

Child Care Staff Salary and Working Conditions Survey, prepared by the Center for the Child Care Workforce for the Marin Child Care Planning Council, San Rafael, CA.

**San Mateo County, 1994**

San Mateo County Survey of Child Care Center Salaries, Benefits and Working Conditions, prepared by the Center for the Child Care Workforce for the Child Care Coordinating Council, San Mateo, CA.

**Santa Clara County, 1994**

A Profile of the Santa Clara County Work Force, prepared by the Center for the Child Care Workforce for the Community Coordinated Child Development Council of Santa Clara County, Inc., San Jose, CA.

**Santa Cruz, 1992**

Child Care Staff Salary and Working Conditions Survey, prepared by the Center for the Child Care Workforce for the Santa Cruz Office of Education, Capitola, CA.

**Colorado**

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**Front Range, 1993**

Cost, Quality and Child Outcomes in Child Care Centers, Technical Report, Department of Economics, Center for Research in Economic and Social Policy, University of Colorado at Denver.

*\*The year cited is the year in which the data were collected, and not necessarily when they were published.*

## Connecticut

### **New Haven/Hartford Corridor, 1993**

Cost, Quality and Child Outcomes in Child Care Centers, Technical Report, Department of Economics, Center for Research in Economic and Social Policy, University of Colorado at Denver.

## Hawaii

### **Hawaii County, 1994**

Early Childhood Centers Salary Survey, Hawaii County Economic Opportunity Council, Hilo, HI.

## Illinois

### **Southwest Region, 1994**

Putting the Pieces Together: A Report on the Early Childhood Compensation Survey, prepared by Regional Research and Development Services for the Children's Home and Aid Society of Illinois, Child Care Resource and Referral Program, and Southwestern Illinois Association for the Education of Young Children, Granite City and Alton, IL.

## New Hampshire

### **Seacoast Area, 1994**

Business Practices: A Survey of Seacoast New Hampshire Child Care Programs, University of New Hampshire Child Care Resource and Referral and Center Connections, Durham, NH.

## New Mexico

### **Statewide, 1995**

New Mexico Survey of Child Care Center Wages, Benefits, and Working Conditions, prepared by Data Works for the New Mexico Department of Children, Youth and Families, Santa Fe, NM.

## New York

### **Rockland County, 1995**

Child Care Staff Salary and Working Conditions Survey, Rockland County, New York, 1995, prepared by the Center for the Child Care Workforce for the Rockland Council for Young Children, Spring Valley, NY.

## North Carolina

### **Piedmont Triad, 1993**

Cost, Quality and Child Outcomes in Child Care Centers, Technical Report, Department of Economics, Center for Research in Economic and Social Policy, University of Colorado at Denver.

## North Dakota

### **Southeast Area, 1994**

Area Preschool Advocates 1994 Child Care Survey, Area Preschool Advocates, Fargo, ND.

## Oregon

### **Statewide, 1994**

The Oregon Survey of Child Care Center Salaries, Benefits and Working Conditions: 1994, prepared by the Center for the Child Care Workforce for the Oregon Association for the Education of Young Children, Tualatin, OR.

## Pennsylvania

### **Statewide, 1992**

The Pennsylvania Child Care Staffing Study, Pennsylvania Association for the Education of Young Children, Pittsburgh, PA.

## Rhode Island

### **Statewide, School Age Child Care, 1992**

The Rhode Island School Age Child Care Project, Providence, RI.

## Virginia

### **City of Alexandria, 1995**

A Profile of the Alexandria, Virginia Child Care Work Force, 1995, prepared by the Center for the Child Care Workforce for the Alexandria Early Childhood Commission, Alexandria, VA.

### **City of Alexandria, Family Child Care Providers, 1995**

A Profile of the Alexandria, Virginia Child Care Work Force, 1995, prepared by the Center for the Child Care Workforce for the Alexandria Early Childhood Commission, Alexandria, VA.

## Wisconsin

### **Statewide, 1994**

Child Care Staff Salary and Working Conditions Survey, prepared by the Center for the Child Care Workforce for the Wisconsin Department of Health and Social Services, Madison, WI.

## Head Start Programs

### **1994**

Salary Improvements for Head Start: Lessons for the Early Care and Education Field, prepared by the Center for the Child Care Workforce, Washington, DC.

## Before- and After-School Programs

### **1993**

National Study of Before- and After-School Programs, prepared by the RMC Research Corporation, Portsmouth, NH.

## The Center for the Child care Workforce (CCW)

CCW was founded in 1978 as the Child Care Employee Project, and was known as the National Center for the Early Childhood Work Force from 1994 to 1997. CCW is a nonprofit research, education and advocacy organization committed to improving child care quality by upgrading the compensation, working conditions and training of child care teachers and family child care providers. CCW coordinates two major efforts to promote leadership and career advancement for teachers and providers: the Worthy Wage Campaign and the Early Childhood Mentoring Alliance.

### CCW Resources

*Taking on Turnover: An Action Guide for Child Care Center Teachers and Directors*  
Washington, D.C. 1998, Center for the Child Care Workforce.

*Taking on Turnover* is a guide for center-based child care teachers and directors on managing and lessening the increasingly serious issue of job turnover in the child care profession. Contains hands-on activities for directors and teachers, and a list of resources for further reading and action.

Topics include: calculating what turnover is currently costing your center; managing turnover whenever it happens at your center, to maximize stability for

children and reduce stress for staff; reducing turnover in your center by improving compensation, hiring practices and the work environment; creating a workable substitute system for your center and community; and taking action on turnover beyond your center, including advocacy and public awareness activities on the need to stabilize the child care workforce.

Available from CCW for \$19.95.

### Current Data on Child Care Salaries and Benefits in the United States

Additional copies of this report are available for \$10.00, plus \$2.50 shipping and handling, 5.75% sales tax for DC residents only. Bulk rate available upon request.

Please call 1-800-UR-WORTHY to order these publications and/or to receive a complete list of CCW resources.



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