

# Contents

Acknowledgments	ix
<b>Part I Staff Departures and Center Quality</b>	
<b>1 An Overview of the U.S. Child Care Industry</b>	<b>1</b>
A Growing Demand	1
A Growing Industry	2
An Expanding and Diverse Workforce	4
An Imperfect Market	7
<b>2 Here Today, Gone Tomorrow</b>	<b>11</b>
The Consequences of high turnover for Child Care Centers	13
A Profile of Centers in Our Sample	15
The Dimensions of Job Turnover in Child Care Centers	18
Center Characteristics Associated with High Turnover	21
Changes in Professional Preparation of Teaching and Administrative Staff, 1994–2000	27
Summary	29
Notes	31
<b>3 The Role of Staffing in Improving and Sustaining Center Quality</b>	<b>33</b>
Improving Center Quality	34
Achieving High-Quality Ratings	38
Barriers to Improving Quality: Baseline Quality and Staff Stability	39
Sustaining Quality: The Role of Teaching Staff Background and Stability	40
Summary	43
Notes	45
<b>4 Turnover and the Quality of Child Care Services</b>	<b>47</b>
Turnover As a Challenge to Achieving and Maintaining High-Quality Care	47
Turnover Begets Turnover	49
A Shortage of Qualified Staff	50
The Role of Wages	52
Summary	53

## **Part II The Experience of Child Care Employment**

<b>5 Who Leaves? Who Stays? Who Joins?</b>	57
Workforce Characteristics	59
Professional and Demographic Characteristics of Leavers and Stayers	64
Characteristics of Newcomers	65
Where Do Directors and Teachers Go When They Leave?	67
Summary	69
Notes	71
<b>6 Work and Family Issues as Factors in Career Decisions</b>	73
Profiles of Individual Career Decisions	73
Summary	80
<b>7 Rewards and Stresses of Child Care Work</b>	83
The Rewards of Working with Young Children	83
Colleagues as a Source of Support or Stress	86
Cultural and Linguistic Diversity as a Reward or Stress	90
Invisibility of Professional Skills	93
Teachers and Directors as Advocates for Professional Recognition	97
Summary	98
<b>8 Conclusions and Recommendations</b>	101
Conclusions	101
Recommendations	107
Appendix: Study Design	111
References	131
Index	141
About the Institute	145

## Figures

1.1	Child Care Workforce Earnings in Perspective	5
2.1	Stability Rates of All Teaching Staff, 1996–2000	19
2.2	Percentage of Programs with Different Rates of One-Year Turnover, 1999–2000	20
2.3	Wages in 2000 for All Teaching Staff by Center Year-to-Year Turnover Rates	21
2.4	Staff Stability and Year-to-Year Turnover in Centers Where the Director Stayed or Left	24
A.1	Description of the Sample, 1994 and 1996	114
A.2	Description of the Sample, 2000	116

## Tables

2.1	College-Level Educational Attainment of Teaching Staff and Directors	18
2.2	Current Wages of Teaching Staff and Directors	18
2.3	Discriminant Function Analyses: Predicting Highly and Less-Trained Teaching Staff who Stay or Leave from Wages, Background Climate, and Turnover Climate Variables	28
2.4	College-Level Educational Attainment of Teaching Staff and Directors Who Left, Stayed In, or Were New to the 75 Centers in the 2000 Sample	30
3.1	Comparison of Observed Quality among Centers Achieving Accreditation, Centers Seeking Accreditation, and Centers Not Seeking Accreditation in 1994 and 1996	34
3.2	Multiple Regression Predicting Quality in 1996 from Control Variables, Characteristics of the Center, and Accreditation	38
3.3	Logistic Regression Predicting Sustained Quality from Center Characteristics (Center Level)	42
3.4	Multiple Regression Predicting the Presence of Highly Trained Staff from Wages and Turnover Climate	43

5.1	Number of Current and Former Teaching and Administrative Staff Interviewed in 2000	58
5.2	Demographic Characteristics of Teaching Staff: Leavers, Stayers, and Newcomers	60
5.3	Where Do Teachers Go?	67
A.1	Center Participation and Refusal Rates, 1994 and 1996	113
A.2	2000 Status of Teaching Staff Who Participated in 1996	123
A.3	Descriptions of Written Surveys	125