

# The Impact of Compensation on Recruitment and Retention of Child Care Resource and Referral Technical Assistance Providers

## Data Analysis Summary

March 2015

## **Acknowledgements**

The Indiana Association for Child Care Resource and Referral (IACCRR) wishes to thank the CCR&Rs who took time to submit position and survey data.

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## **About the Indiana Association for Child Care Resource and Referral**

The Indiana Association for Child Care Resource and Referral (IACCRR) is the premier source of data and information about the state of child care systems throughout Indiana. IACCRR serves as a resource to the Indiana General Assembly, the Indiana Family and Social Services Administration, public officials, media representatives, social service providers, and others. IACCRR develops strategic partnerships, builds innovative programs, sets national best practice standards, and advocates on behalf of families at the local, statewide, and national policy level.

IACCRR initiatives in early care and education provide the leadership, infrastructure, and resources to strengthen the standards and quality of Child Care Resource and Referral services throughout Indiana and the nation.

**VISION:** High quality child care, early education, and out-of-school-time care are embraced as essential cornerstones to healthy Indiana communities.

**MISSION:** To advance a comprehensive system of Child Care Resource and Referral resulting in high quality, accessible and affordable child care and out-of-school time care for all Indiana families.

To learn more about IACCRR, visit [www.iaccrr.org](http://www.iaccrr.org).

## **Introduction**

The Indiana Association for Child Care Resource and Referral (IACCRR) and 9 local Child Care Resource and Referral (CCR&R) agencies work in all 92 Indiana counties to increase family access to high-quality, affordable early care and education and out of school time options. CCR&Rs serve as Indiana's largest and most comprehensive source of community-based training and technical assistance to early care and education and out of school time staff and programs

CCR&Rs work to translate knowledge into practice by delivering technical assistance to thousands of child care programs with a strategic focus on best practices in infant/toddler care, inclusive child care, and school age care. Further, Indiana's CCR&R system plays an integral role in coaching programs enrolled in Path to QUALITY, Indiana's nationally recognized quality rating and improvement system. Further, in 2014, the Indiana CCR&R system provided 79,508 child care searches to families and delivered professional development to 12,438 members of the early care and education workforce for a total of 93,844 training clock hours.

The Indiana CCR&R system employs a large network of technical assistance (TA) providers. Specific positions include Infant Toddler Specialists, Inclusion Specialists, School Age Specialists, and Paths to QUALITY Coaches. Regardless of position title, all TA providers in the CCR&R system support early care and education and out of school time programs and staff by using coaching as a primary strategy for quality improvement. The Indiana Professional Development Network (INPDN) defines coaching as a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group.

Studies show TA providers have the capacity to have a profound impact on increasing the quality of early care and education and out of school time programs. IACCRR, which serves CCR&Rs and funders through statewide CCR&R service coordination, training, and technical assistance, believes CCR&Rs must obtain resources and set policies to recruit and retain highly qualified CCR&R TA provider workforce. Therefore, IACCRR initiated an analysis of TA provider education, experience, and salary.

The Indiana Youth Institute conducted data analysis between September 2014 and February 2015. The analysis examined recruitment, retention, and compensation for CCR&R technical assistance TA providers. Specifically, the analysis was designed to explore the question, "is compensation a barrier to recruiting and retaining a highly-quality, well-trained CCR&R technical assistance workforce?"

Because the TA provider position is relatively new in the field of early care and education, data about recruitment, retention, and compensation is limited. This study, therefore, is a starting point for public and private funders, and CCR&R organizations who invest in activities aimed to improve the outcomes for families and children throughout Indiana.

The following report summarizes the results of the IYI data analysis. IACCRR presents recommendations for CCR&Rs and those who initiate or wish to initiate public/private investments in the CCR&R infrastructure. We hope this briefing will increase awareness of the impactful role of technical assistance providers and will lead to more informed decision making in regards to recruitment, retention and compensation.

## **Executive Summary**

According to Child Care Aware of America, nearly 12 million children under the age of 5 spend time in some form of child care home, child care center, or preschool each week. Compelling evidence supports the notion that early childhood experiences will have long lasting impact on both the children themselves and the communities they create as citizens. Research indicates that the environments children are exposed to will have significant impact on a child's safety, growth, and future success.

There are currently 5,660 regulated early education and out of school time programs in Indiana and an unknown number of unregulated programs. Quality levels vary from setting to setting and from facility to facility. Studies show program quality increases when professional development and technical assistance are available to this workforce. The Child Care Resource and Referral (CCR&R) infrastructure is designed to increase the quality and capacity of the workforce using both strategies. Each CCR&R employs technical assistance providers to support implementation of best practices for infant/toddler care, inclusive care, and school age care. Additionally, all 9 CCR&Rs employ technical assistance providers who serve as coaches to nearly 2,500 programs participating in Paths to QUALITY™, Indiana's nationally-recognized voluntary quality rating and improvement system (QRIS).

Governments, businesses, and stakeholders are paying increased attention to the importance of early childhood experiences in achieving child and family outcomes, workforce productivity, and economic development. After much research, it is generally accepted that children who receive high quality early education between ages 0 and 5 are more likely to graduate from high-school and are less likely to engage in criminal activity.

The CCR&R infrastructure is uniquely positioned to leverage its existing relationships and supports to increase the capacity and quality of early learning and out of school time programs. Strong evidence supports the idea that TA providers are effective in increasing program quality. IACCRR believes the most successful CCR&Rs will be those with policies and resources in place to recruit and retain highly qualified technical assistance (TA) providers.

Between September 2014 and February 2015, IACCRR engaged the Indiana Youth Institute (IYI) to analyze data about recruitment, retention, and compensation of TA providers within the CCR&R system. The following report includes key findings, recommendations, and data tables from the IYI data analysis.

## **Technical Assistance Defined**

The National Association of Child Care Resource and Referral Agencies and Nation Association for the Education of Young Children define technical assistance as the provision of targeted and customized supports by professionals with subject matter and adult learning knowledge and skills to develop or strengthening processes, knowledge application, or implementation of services by recipients. TA provider strategies include modeling, professional development planning, observing, assessing, and goal setting and planning.

## **The Impact of Technical Assistance on Improving Program Quality**

The training and technical assistance offered by TA providers deliver on the most promising practices in professional development and adult learning by allowing early childhood educators and providers to work one-on-one with TA providers in order to learn and improve practices. Further, the work of TA

providers is designed to combat the high rates of turnover in the early childhood field and lack of opportunities for consistent professional development.

Studies have demonstrated technical assistance is an effective practice that can result in quality improvement in early childhood education and care settings. IYI's literature review results yielded evidence demonstrating TA providers are effective and critical resources for initiatives designed to improve program quality. Four studies are summarized below:

- In a meta-analysis of evaluations of TA provision in the early childhood settings, the vast majority of studies (87%) observed the quality of teaching and practices with children improved as a result of coaching. Of 21 studies that looked at impact on outcomes for children, 57% found positive language and literacy outcomes for children, and six found positive outcomes on behavioral measures.<sup>1</sup>
- A Wisconsin study that examined the impact of an early childhood educator mentoring program found that those served by coaches increased their child development qualifications. Further, those served indicated that the program helped to counter the isolation that they often felt due to a lack of opportunities for collaboration and sharing. Bridging this isolation may be a step in combatting turnover in the early childhood education and care sector. Overall, the program was found to have had a critical impact on the training and support of early childhood educators who participated.<sup>2</sup>
- A study that looked at technical assistance provided to K-12 educators found that high quality and ongoing technical assistance resulted in significant impact on student outcomes, as well as on the levels of research-based practices that were being offered in the schools.<sup>3</sup>
- Finally, evaluations of the Paths to QUALITY program in Indiana have demonstrated similar results in looking at the impact of coaching on improving program quality. A study of the pilot implementation of Paths to QUALITY indicated that participants reported that mentoring and training provided by TA providers was a critical component in being successful in advancing through Paths to QUALITY levels. Increased participation in training and professional development made the greatest difference in moving to higher levels in the Paths to QUALITY system. The pilot programs provided evidence that reaching higher levels of Paths to QUALITY

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<sup>1</sup> Isner, T.; Tout, K.; Zaslow, M.; Soli, M.; Quinn, K.; Rothenberg, L. & Burkhauser, M. (2011). Coaching in early care and education programs and Quality Rating and Improvement Systems (QRIS): Identifying promising features. Retrieved from <http://www.childtrends.org/wp-content/uploads/2014/09/2011-47CoachingEarlyCareEducation.pdf>.

<sup>2</sup> Center for the Child Care Workforce (2000). Recruiting and retaining low-income child care workers in Wisconsin: The Wisconsin child care mentoring project evaluation. A summary of the findings. Retrieved from <http://www.ccw.org/storage/ccworkforce/documents/publications/wiscsummary.pdf>.

<sup>3</sup> American Institutes for Research (2003). Providing technical assistance to local school districts: Lessons learned. Elementary and Middle Schools Technical Assistance Center. Retrieved from <http://www.emstac.org/lessonslearned.pdf>.

did result in increased quality of services offered.<sup>4</sup> Evaluations that are currently being conducted in Indiana mirror the pilot results. Focus group participants have indicated that Paths to QUALITY coaches were extremely important in working with early childhood educators. Further, the TA offered by Paths to QUALITY coaches resulted in a positive impact on teachers providing more developmentally appropriate care and giving teachers and staff a sense of professionalization in their work.<sup>5</sup>

### **Key Findings from Data Analysis**

Indiana Youth Institute analyzed literature review results; salary, qualification, and experience data provided by IACCRR; selected US, regional, and Indiana position salaries against TA providers' salaries; and recruitment and retention survey responses from Indiana CCR&R Executive and Program Directors. The key findings were as follows:

- TA specialists are well-educated and have a large number of years of relevant experience
- TA providers are typically educated in fields that are relevant to their jobs (e.g., early childhood education, child and family development, or elementary education)
- Individuals with similar degrees and who work in similar industries have higher median salaries than TA Specialists
- Most CCR&R organizations offer benefits and incentives that are commensurate with or slightly higher than other nonprofit organizations in Indiana
- Recruitment is a moderate challenge for CCR&R organizations. It takes an average of 2.6 months between position posting and hiring for a TA specialist.
- Wages are perceived to be a factor in the ability of organizations to effectively recruit TA specialists

### **IACCRR's Recommendations**

Indiana CCR&Rs play an integral role on Indiana's nationally recognized quality rating and improvement system, Paths to QUALITY. Research from Purdue University indicates CCR&R coaches are among the most valuable resources in supporting their efforts to offer high quality care. IACCRR recommends the following actions to improve CCR&Rs' ability to recruit and retain highly qualified TA Specialists:

1. Ensure TA specialists are compensated at levels commensurate with individuals with similar degrees and in similar industries.

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<sup>4</sup> Elicker, J.; Langill, C.; Ruprecht, K. & Kwon, K.A. (2007). Paths to Quality: A child care quality rating system for Indiana. What is its scientific basis? Purdue University Center for Families and Department of Child Development and Family Studies.

<sup>5</sup> Langill, C.; Elicker, J.; Ruprecht, K.; Anderson, T. & Choi, J.Y. (2014). Child care providers' perspectives in quality rating and improvement systems (QRIS). Purdue University.

2. Incorporate pay policies that reward increased education and longevity in the field
3. Complete regular reviews of the external regional market and establish equitable pay scales for all employees, including TA specialists.
4. Continue to offer benefits packages comparable to nonprofits in Indiana; ensure offerings include benefits aligned with preferences of employees, such as flexible schedules and telecommuting when appropriate.
5. Ensure TA Specialists have higher education and greater relevant experience to those to whom they are providing technical assistance.
6. Support TA Specialists in the attainment of advanced degrees.

# Data Analysis Charts and Tables

Table 1 is a master table that provides descriptions of typical job responsibilities, typical education levels, and sample job titles for each selected comparison position as well as TA provider positions. Tables in section IV provide more detail on salary and education level comparisons.

**Table 1: TA Providers and Comparable Positions: Job Duties and Education Levels<sup>6</sup>**

Position Title	Typical Job Duties	Typical Education Level	Sample Job Titles	Data Source
Kindergarten teacher	Instructs students and adapts methods to meet individual needs. Teaches basic skills. Observes and evaluates performance, behavior, and development. Prepares materials and resources for children to promote development. Establishes objectives for lessons, units, and projects. Identifies children showing signs of emotional, mental, or health problems and discusses with supervisors, parents, and child development specialists.	Bachelor's degree	Bilingual Kindergarten Teacher, Kinder Teacher, Kindergarten/First Grade Teacher, Kindergarten Teacher, Title One Kindergarten Teacher	ONET
Elementary teacher	Instruct students individually and in groups, using various teaching methods. Adapts teaching methods and materials to meet individual needs. Establishes clear objectives for lessons, units, and projects. Meets with parents and guardians to discuss progress and determine priorities. Observes and evaluates students' performance, behavior, social development, and physical health.	Bachelor's degree	1 <sup>st</sup> Grade Teacher, 6 <sup>th</sup> Grade Teacher, Classroom Teacher, Elementary Education Teacher, Elementary School Teacher, Elementary Teacher	ONET
Training and development specialist	Assesses training needs through interactions with employees, focus groups, or managers, instructors, or customer representatives. Designs and organizes orientation and training programs. Offers specific training programs to help workers maintain or improve job skills. Presents information using a variety of instructional techniques. Obtains, organizes, or develops training materials; evaluates training materials. Keeps up with developments in area of expertise by reading current journals, books, or magazine articles.	Bachelor's degree	Corporate Trainer, Job Training Specialist, Management Development Specialist, Senior Instructor, Supervisory Training Specialist, Trainer, Training Specialist	ONET
Instructional coordinator	Plans and conducts teacher training programs. Observes work of teaching staff to evaluate performance and recommend changes. Researches, evaluates, and prepares recommendations on curricula, instructional methods, and materials. Advises teaching and administrative staff in curriculum development, use of materials and equipment, and implementation of state and federal programs and procedures. Interprets and enforces provisions of state education codes and rules and regulations of state boards.	Master's degree	Career Technical Supervisor, Curriculum and Assessment Director, Curriculum and Instruction Director, Curriculum Coordinator, Education Specialist, Program Administrator, School Standards Coach	ONET
Child	Instructs parents of children with disabilities in therapy techniques and behavior	Equivalent to four year	Not available	ERI

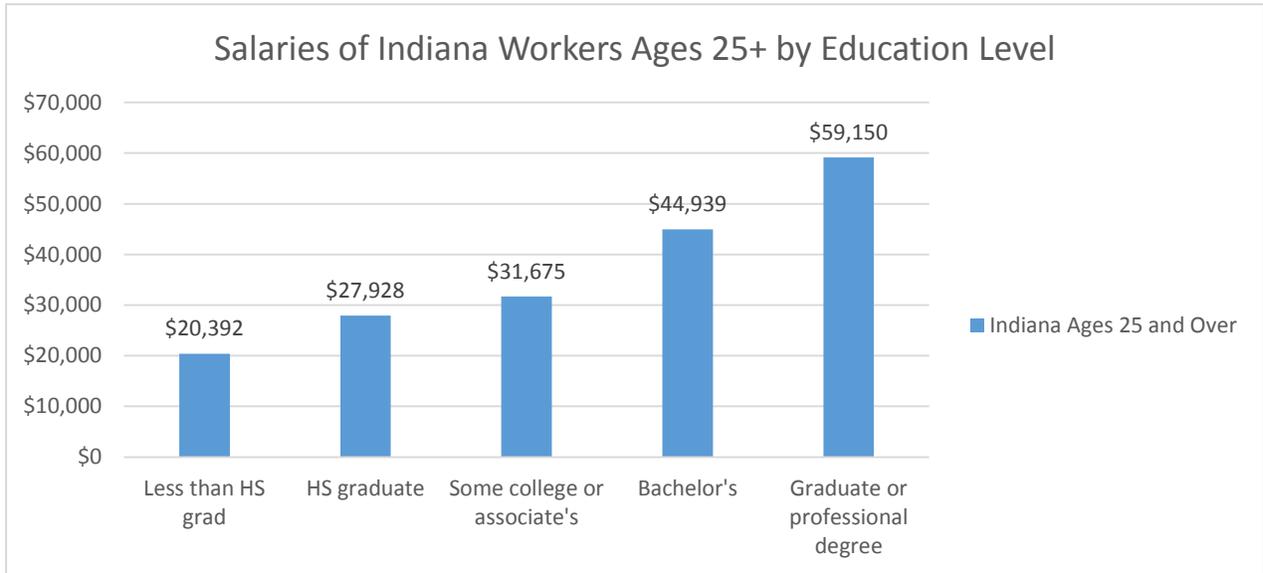
<sup>6</sup> Job responsibilities, education levels, and job titles for positions other than TA providers are sourced from national data available through National Center for O\*Net Development (*O\*Net Resource Center*); and Economic Research Institute (2014). Data sourced from O\*Net resource center is referred to as ONET in the table. Data sourced from Economic Research Institute is referred to as ERI. Note that positions sourced from ERI do not include sample job titles. Job responsibilities, education levels, and job titles for TA provider positions are sourced from data provided to the Indiana Youth Institute by IACCRR for the purpose of this study. This is referred to as IACCRR in the table.

Position Title	Typical Job Duties	Typical Education Level	Sample Job Titles	Data Source
development specialist	modification. Assesses child to determine developmental levels. Observes and interacts with child and coordinates with child's parents and other professionals to obtain information. Develops individual teaching plan. Instruct parents individually or in groups in behavior modification and development.	college degree in a non-technical field		
Evaluator, special needs	Assesses type and degree of disability of children with special needs to determine programs and services to meet their educational needs. Reviews referrals of children suspected of having special needs. Communicates with school or other personnel and reviews educational records. Observes student behavior. Selects and administers tests and communicates results. May evaluate student readiness to transfer from special classes to regular classroom.	Equivalent to a four year college degree in a technical field	Not Available	ERI
<b>CCR&amp;R TECHNICAL ASSISTANCE PROVIDERS FUNDED BY INDIANA FSSA, OFFICE OF EARLY CHILDHOOD AND OUT OF SCHOOL LEARNING (OECOSL)</b>				
Paths to QUALITY Coach	Provide comprehensive technical assistance that is relationship- and research-based. This technical assistance includes baseline assessments of the programs; collaborative action plans; ongoing communication; opportunities for providers to reflect on practices and make modifications; and utilizing a variety of strategies to promote program improvement. Paths to QUALITY coaches also work with programs to build their capacity to make effective decisions, prioritize, and work toward program goals. They also ensure that programs are enrolled in and following Paths to QUALITY policies, procedures, and standards and work to promote continuous quality improvement and sustainability for child care programs.	Bachelor's Degree	N/A	IACCRR
Infant/Toddler Specialist	Responsible for providing and coordinating professional development to ensure high quality infant/toddler care settings. Infant/toddler Specialists also provide technical assistance to providers, promote best practices in infant/toddler care, and ensure that child care programs have the information and resources necessary to meet federal and state caregiving requirements. Infant/toddler Specialists provide support to families seeking child care in the form of enhanced child care referrals and consultation. Finally, Infant/Toddler Specialists conduct trainings/presentations for families in the child care setting and through local/regional community partners.	Bachelor's Degree	N/A	IACCRR
Inclusion Specialist	Deliver professional development and technical assistance specifically focused on ensuring the successful inclusion of children with special needs early learning settings. Further, Inclusion Specialists coordinate local supports to assist programs and families. They also conduct baseline assessments and develop plans designed to ensure high quality inclusive environments. Inclusion Specialists engage child care programs in intensive professional development and technical assistance, resulting in programs utilizing behavior management strategies and environments promoting positive social/emotional development, which decreases challenging behaviors. Inclusion Specialists provide enhanced referrals and consultation to families seeking child care and also engage in activities designed to increase the capacity of providers to offer high quality care to children with special needs.	Bachelor's Degree	N/A	IACCRR

School Age Specialist	Ensure the quality of out of school time child care. These specialists coordinate professional development for school age programs; connect school age programs to a variety of resources; and promote ongoing professional development for these programs. In addition, School Age Specialists offer technical assistance to providers to support attainment of Paths to QUALITY and Indiana Afterschool standards. Finally, School Age Specialists work to increase access for families to school age data.	Bachelor's Degree	N/A	IACCRR
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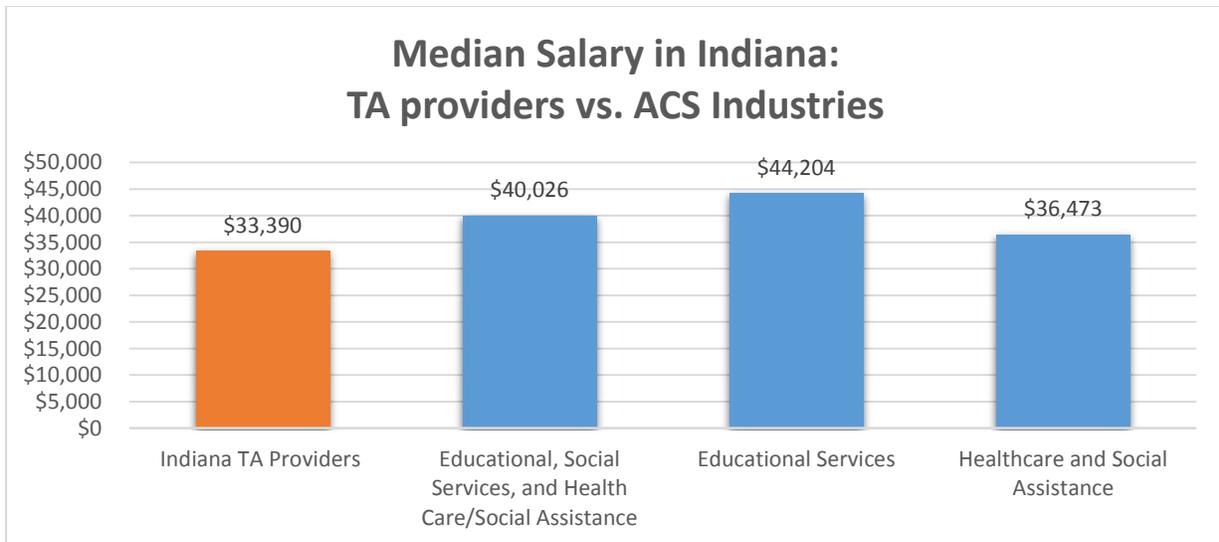
### Chart 1: All Indiana Workers Median Salary

Chart 1 shows median salaries sourced from the U.S. Census Bureau's 2013 American Community Survey (2014).



### Chart 2: Median Indiana Salaries for Similar Industry Codes<sup>7</sup>

Chart 2 displays median salaries of individuals working in Indiana in the same industry or a similar industry as TA specialists.



<sup>7</sup> U.S. Census Bureau, 2013 American Community Survey. (2014). Table S2404: Industry By Sex And Median Earnings In The Past 12 Months (In 2013 Inflation-Adjusted Dollars) For The Full-Time, Year-Round Civilian Employed Population 16 Years And Older

**Table 2: Annual Salaries for Selected Positions (U.S.)**

Table 2 provides a complete listing of selected positions' U.S. salaries (median, average, and at various percentiles), compared against Indiana TA providers' salaries.

Occupation	Source	Median	25th percentile	75th percentile
<b>IN CCR&amp;R TA Providers</b>	<b>IACCRR</b>	<b>\$33,390</b>	<b>\$30,888</b>	<b>\$35,520</b>
Education Administrators, Preschool & Childcare Center/Program	ONET	\$44,900	n/a	n/a
Kindergarten Teachers, not Special Education	ONET	\$50,230	n/a	n/a
Special Education Teachers, Kindergarten & Elem.	ONET	\$53,900	n/a	n/a
Evaluator Special Needs	ERIPD	\$54,887	\$41,539	\$71,030
	ERIA	\$52,316	\$48,425	\$57,375
Child Development Specialist	ERIPD	\$57,481	\$44,592	\$72,612
	ERIA	\$52,358	\$48,464	\$57,421
Training and Development Specialists	ONET	\$56,800	n/a	n/a
Instructional Coordinators	ONET	\$60,600	n/a	n/a

**Table 3: Annual Salaries for Selected Positions (Indiana)**

Table 3 provides comparisons between Indiana salaries for selected positions and TA provider salaries.

Occupation	Source	Median	25th percentile	75th percentile
<b>TA Providers</b>	<b>IACCRR</b>	<b>\$33,390</b>	<b>\$30,888</b>	<b>\$35,520</b>
Education Administrators, Preschool & Childcare Center/Program	ONET	\$39,200	n/a	n/a
Evaluator Special Needs	ERIA	\$46,231	\$42,792	\$50,701
Kindergarten Teachers, not Special Education	ONET	\$50,200	n/a	n/a
Special Education Teachers, Kindergarten & Elem.	ONET	\$50,600	n/a	n/a
Elementary Teachers, not Special Education	ONET	\$50,700	n/a	n/a
Training and Development Specialists	ONET	\$51,800	n/a	n/a
Instructional Coordinators	ONET	\$55,900	n/a	n/a
Child Development Specialist	ERIPD	\$58,306	\$45,232	\$73,655
	ERIA	\$45,552	\$42,164	\$49,957

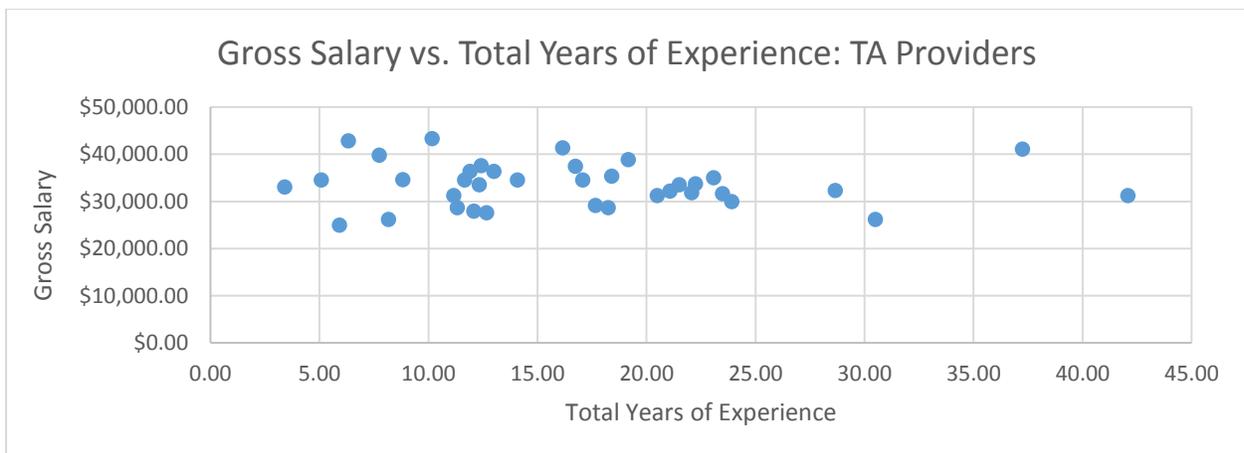
**Table 4: Annual Salary: Technical Assistance Providers Currently or Recently Employed in Indiana**

Table 4 shows median, 25th and 75th percentile salaries for CCR&R TA specialists were employed at some point in 2014.

Position	Median	25th percentile	75th percentile	Total Count
Infant/ Toddler Specialist	\$34,986	\$34,500	\$36,358	n=9
Paths to QUALITY Coach	\$31,824	\$28,683	\$35,433	n=27
School Age Specialist <sup>8</sup>				n=2
Inclusion Specialist	\$32,635	\$31,314	\$34,200	n=10
<b>TA Providers</b>	<b>\$33,390</b>	<b>\$30,888</b>	<b>\$35,520</b>	<b>n=48</b>

**Chart 3: TA Provider Gross Salary vs. Total Years of Experience**

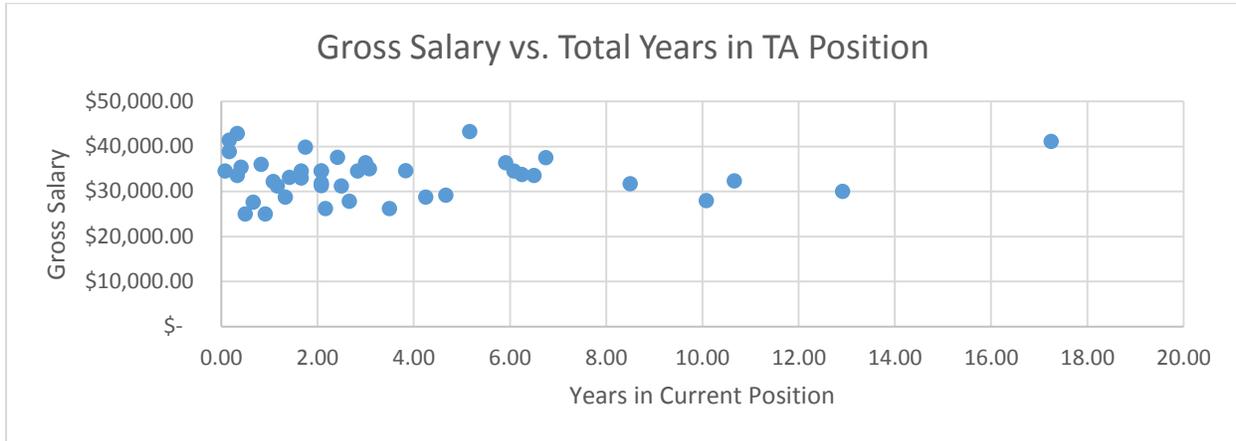
Chart 3 shows total years of experience (current + years upon hire) against annual gross salary (for full-time employees only and those who had both current and years upon hire data reported, as well as salary data reported, n=37). As seen in the chart, individuals with more experience than the median are no more likely to be at or above the median annual salary for TA providers. There is virtually no correlation between total years of experience and salary ( $r = -0.07$ , close to zero).



<sup>8</sup> Due to very small n size for School Age Specialists and in order to protect privacy, median, 25<sup>th</sup> and 75<sup>th</sup> percentiles are omitted.

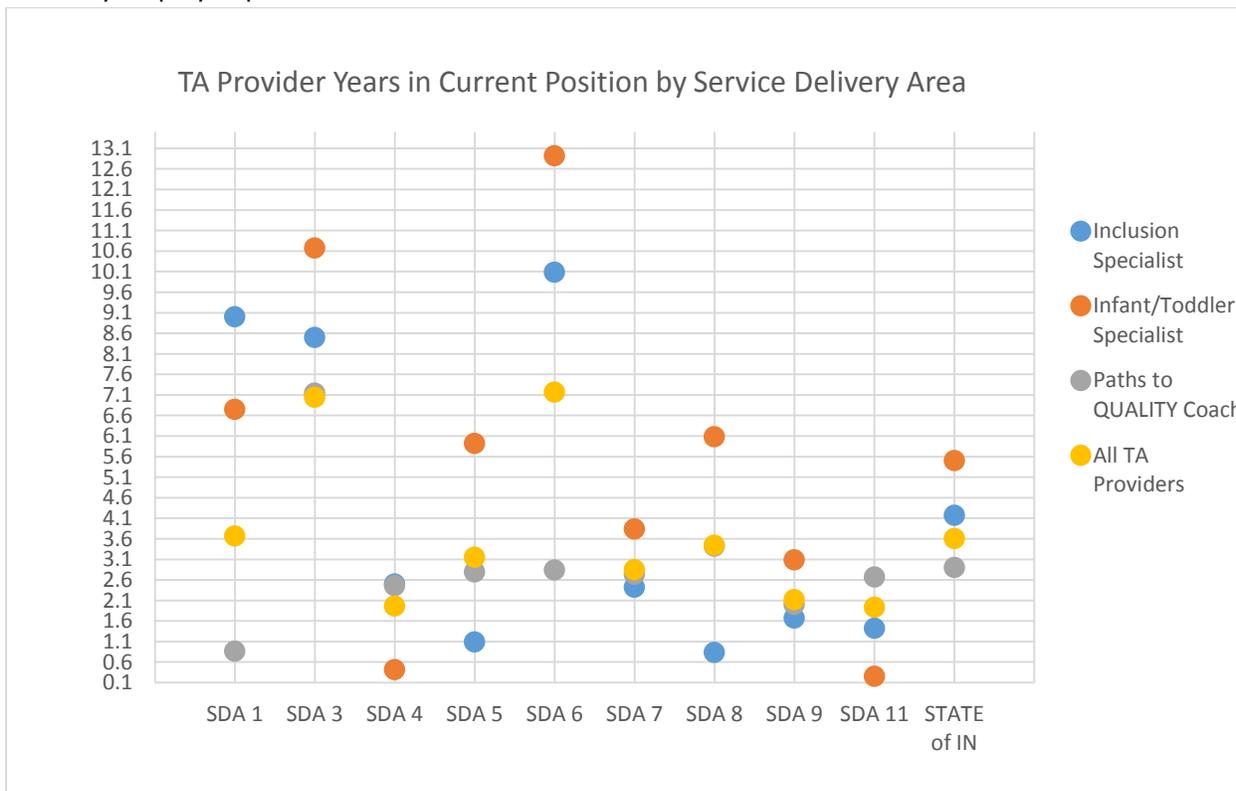
**Chart 4: TA Provider Gross Salary vs. Years in TA Position**

Chart 4 shows the number of years the individual has been in the current TA provider position against annual gross salary. The number of years the individual has held the current TA position is not associated with a higher salary, and there is virtually no correlation between years in current position and salary ( $r = 0.06$ , close to zero).



**Chart 5: TA provider years in current position by service delivery area**

Chart 5 shows length of employment by calculating date of hire for the current position against the date of termination (for formerly employed individuals) or against the current date (November of 2014) for currently employed positions.

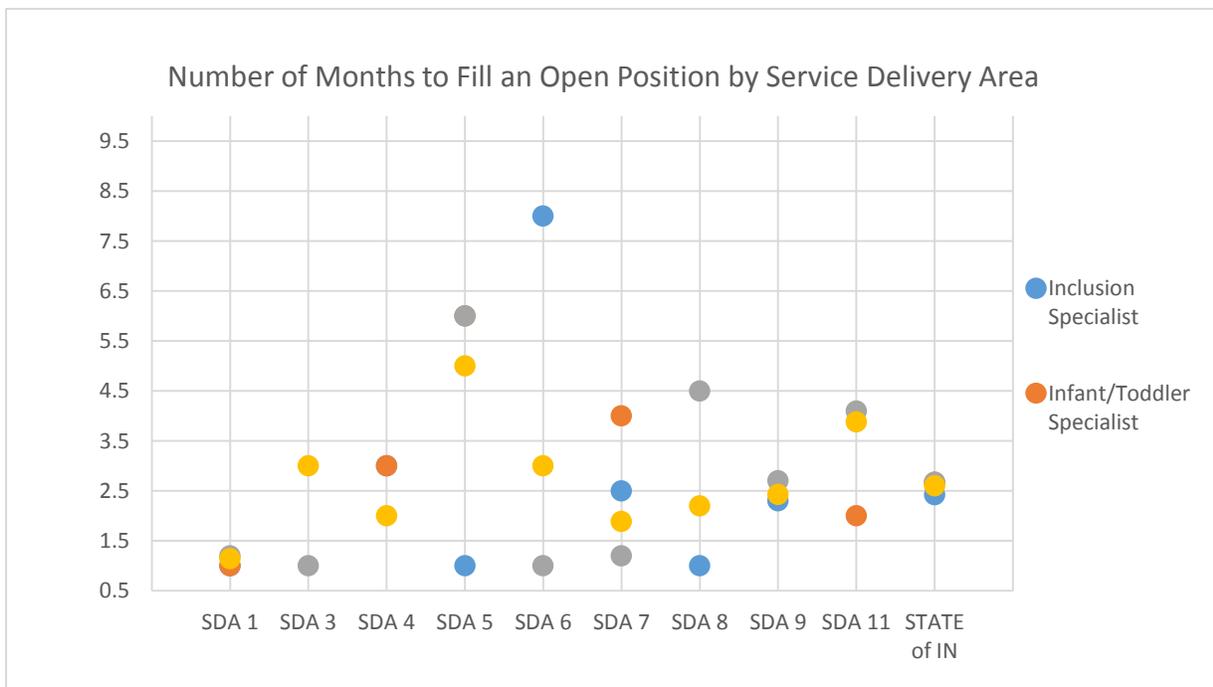


\*In SDA 4, the years in position for both the Inclusion Specialist and PATHS TO QUALITY coach is 2.5. In SDA 8, the years of experience for PATHS TO QUALITY coach is 3.4, the same as the years of experience for all TA providers.

### Chart 7: Number of Months to Fill Open Positions by Service Delivery Area<sup>9</sup>

Chart 7 shows, by region, the average number of months it took to fill open positions by position type. Length of time ranged from less than one month to fifteen months.

**NOTE:** Research has shown that employee turnover can result in significant costs to organizations. The first type of cost is direct cost, which includes human resources activities such as exit interviews, severance pay (where applicable), the cost of temporarily covering the employee’s duties, replacement costs such as advertising the position, screening applicants, and interviewing and selecting employees, and training costs. The second category is indirect costs, such as lost productivity for the departing employee; giving additional work to other employees to cover the departing employee’s workload; costs incurred as the new hire learns his or her job; and the potential for reduced morale.<sup>10</sup> In addition, the potential for errors made by overburdened workers covering the unoccupied position (while a search is done for a new employee) and the inefficiencies of both the departing employee and the new employee are difficult to quantify.<sup>11</sup>



\*In SDA 1, months to fill Inclusion Specialist and Infant/Toddler Specialist were both 1.0. In SDA 4, months to fill Inclusion Specialist and Infant/Toddler Specialist were both 3.0. In SDA 5, months to fill Infant/Toddler Specialist and PATHS TO QUALITY coach were both 5.

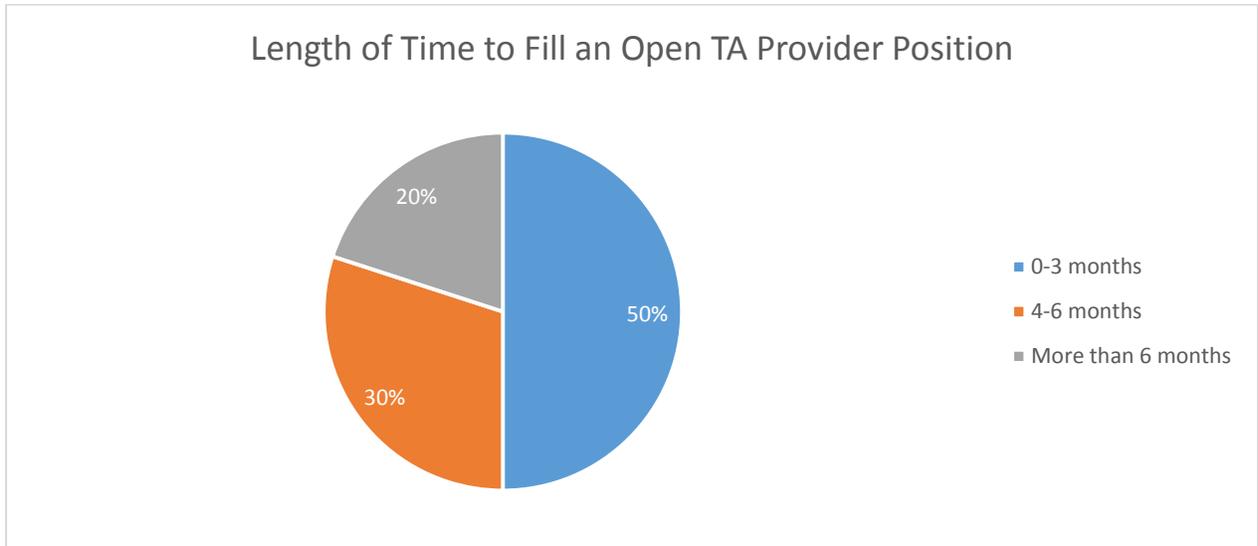
<sup>9</sup> Note that in some cases a region may not have a data point due to not having data listed for date of position posting and/or date of hire.

<sup>10</sup> Ibid.

<sup>11</sup> O’Connell, M. & Kung, M.C. (2007). The cost of employee turnover. *Industrial Management*, v.49(1), pp 14-19.

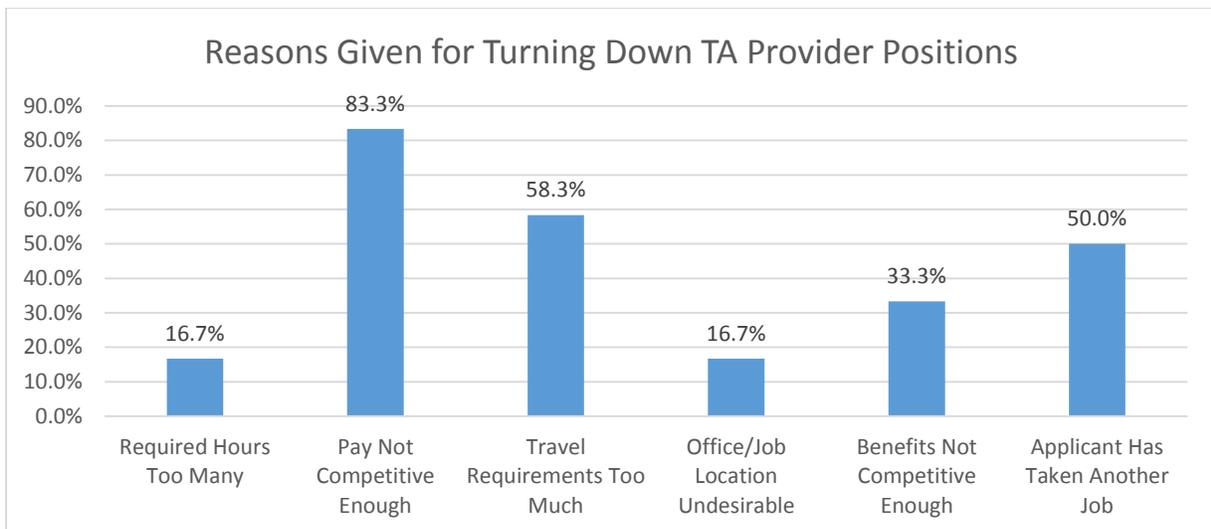
**Chart 8: Average Length of Time Reported to Fill a TA Provider Position**

Chart 8 shows average time to fill and open TA provider position as reported by Program Directors and Executive Directors.



**Chart 9: Reasons Given When TA Provider Positions are Refused**

Chart 9 shows reasons applicants for TA provider positions turn down CCR&R employment as reported by Program Directors and Executive Directors.



## Data Sources and Methodology

## **Data Sources**

At the request of the Indiana Association of Child Care Resource & Referral (IACCRR), the Indiana Youth Institute (IYI) analyzed data to answer the following research question: Is compensation a barrier to recruiting and retaining a high-quality well-trained coaching and technical assistance (TA) workforce in Indiana's early childhood care and education sector? To answer this question, IYI utilized:

- TA provider salary, education, and experience data provided;
- TA provider dates of position postings and dates of hire;
- recruitment, retention, and compensation policy information obtained through an online survey of Indiana's 9 child care resource and referral organizations; and
- a review of several national, regional, and state level sources of data on workforce compensation.

### **Indiana CCR&R Workforce Data Points**

IYI reviewed data submitted by IACCRR to assess Indiana's child care and education TA workforce. The data from IACCRR comprises de-identified records about education, experience, and training levels of currently and recently employed TA providers; their length of employment; the length of time it took organizations to hire coaching and TA providers; and the current compensation of TA providers. Data were submitted by CCR&R agencies in nine regions throughout the state of Indiana. These organizations are located in Allen, Dearborn, Delaware, Howard, Lake, Marion, Tippecanoe, Vanderburgh, and Vigo counties.

### **Workforce/Occupational Comparison Data Points**

In addition to Indiana-specific datasets provided by IACCRR, IYI also reviewed compensation data obtained through salary databases and compensation surveys. To obtain data on comparable positions in the youth development and education field, IYI purchased the Economic Research Institute's (ERI) Youth Development Services Salary Survey for 2014. For additional state and national salary and education levels, IYI also utilized the publicly available 2013 data from the Occupational Information Network (O\*NET) Online tool and the U.S. Census Bureau's American Community Survey (2013 1-Year estimates). Comparison information on worker benefits was obtained through a compensation survey of nonprofit organizations conducted in 2014 within central Indiana and northern Indiana by Charitable Advisors. Each tool is described in this section.

ERI Youth Development Services Salary Survey data represent two sources, the ERI public databases and the ERI Assessor Series databases. The ERI public databases contain salary data from public domain IRS data, as well as information leased from the Urban Institute and GuideStar and information from the US OES Occupational Employment and Wage Survey. The ERI Assessor Series databases contain results of licensed US salary surveys and datasets collected and analyzed by ERI, as well as analyses from data points gathered from loan and employment applicant earnings verifications; digitized public records; and ERI patented online surveys.<sup>12</sup> ERI surveys are provided at three levels: the U.S., the North Central region, and Indiana.

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<sup>12</sup> Economic Research Institute. (2014). Youth Development Services Salary Survey. All Organizations. US – National; ERI. (2014). Youth Development Services Salary Survey. All Organizations. Indiana; ERI. (2014). Youth Development Services Salary Survey. All Organizations. North Central Region.

O\*NET is an online tool that is sponsored by the US Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce. Data provided on the public O\*NET site comes from the O\*NET database, which contains information on hundreds of standardized and occupation-specific descriptors. It is continually updated by surveying a broad range of workers from each occupation. Salary data come from the Bureau of Labor Statistics Occupational Employment Statistics (OES) program. O\*NET OnLine is a web application which allows for searching the O\*NET database.<sup>13</sup> For the purpose of this study, salary and education level data were searched by keyword in order to find O\*NET-SOC (Standard Occupational Classification) codes that corresponded to occupations selected as comparable to TA providers (see the Occupational Comparison Data section for more information on how occupations were selected).

The United States Census Bureau's American Community Survey (ACS) is an ongoing survey that provides data on a yearly basis. Data are collected yearly from communities in every U.S. state, District of Columbia, and Puerto Rico. 1-Year estimates represent 12 months of collected data and are the most current data available.<sup>14</sup>

The 2014 Central Indiana Nonprofit Salary Survey and the 2014 Northern Indiana Nonprofit Salary Report were prepared by Charitable Advisors in conjunction with various community partners and foundations. In addition to compensation information on various positions, the central Indiana report obtained benefit information for full-time and part-time employees. For the purposes of this study, only benefits data (no compensation data) were sourced from these surveys. There were 321 Central Indiana organizations that participated in the 2014 survey.<sup>15</sup> The Northern Indiana report, prepared by Charitable Advisors through support from the community foundations, United Ways, and United Funds of Northern Indiana, obtained similar information from Northern Indiana. There were 365 organizations that participated in the 2014 survey.<sup>16</sup>

### **Online Survey Tool**

Lastly, IYI collected and analyzed survey responses from Indiana's nine child care resource and referral agencies that hire TA providers using an online survey tool (Survey Monkey). These survey responses allowed us to examine organizational beliefs, policies and procedures in hiring TA providers, such as:

- education, experience, and training levels employers desire;
- current philosophies and practices behind hiring TA providers;
- employers' perceptions of TA providers' experience, education, and training compared to lead teachers;
- employers' perceptions of hiring difficulty; and
- benefits and incentives offered.

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<sup>13</sup> National Center for O\*NET Development. (2010). *O\*NET Resource Center*. Retrieved from <http://www.onetcenter.org/overview.html>

<sup>14</sup> U.S. Census Bureau, 2013 American Community Survey. (2014). *Guidance for Data Users*. Retrieved from [http://www.census.gov/acs/www/guidance for data users/guidance main/](http://www.census.gov/acs/www/guidance%20for%20data%20users/guidance_main/)

<sup>15</sup> Charitable Advisors. (2014). 2014 Central Indiana Nonprofit Salary Report. Retrieved from <http://www.charitableadvisors.com/2014SalSurveyIndy.pdf>

<sup>16</sup> Charitable Advisors. (2014). 2014 Northern Indiana Nonprofit Salary Report. Retrieved from [http://www.portercountyfoundation.org/documents/2014NorthernIndianaNonprofitSalarySurvey\\_001.pdf](http://www.portercountyfoundation.org/documents/2014NorthernIndianaNonprofitSalarySurvey_001.pdf)

## **Methodology**

### **CCR&R Staff Qualifications and Salary Data**

The Indiana Association for Child Care Resource and Referral surveyed Indiana's 9 local CCR&Rs in October 2014 to collect data about staff qualifications and salary. CCR&Rs were asked to submit data for all CCDF funded staff who have been employed by the CCR&R between October 2009 and September 2014. Data collected included: Staff Name, whether the position was a new position or vacant position, initial position postdate, hire dates, termination dates, gross salary, hours worked per week, percent charged to CCDF, benefited employee (Y/N) education (degrees attained) and experience. The survey yielded a 100% response rate. Completed data was de-identified and shared with the Indiana Youth Institute for analysis.

In order to allow for analyses of retention, the data sets provided information on current employees as well as those who are no longer employed in each position. In total, 137 de-identified records were provided. There were 81 identified as TA providers; 17 as supervisory positions; and 39 as other CCR&R positions.

### **CCR&R Program Director and Executive Director Survey Data**

IYI surveyed CCR&R Program Directors and Executive Directors to learn about TA provider recruitment, retention, and benefits.

Survey data were downloaded from Survey Monkey. All nine Indiana CCR&R organizations were represented among the 12 responses received. Except where otherwise indicated, in order to honor each individual's response, regardless of organizational affiliation, all responses were aggregated together for survey result calculations. Open-ended responses were grouped together and coded into categories, where possible.

### **Occupational Comparison Data**

Because TA Provider is a relatively new position, it is difficult to find positions and occupations in existing salary data sets that correlate directly with the roles and responsibilities of TA providers. In order to identify occupations that may be similar to TA provider roles, the experience levels, education and training, and job expectations of TA providers were analyzed.

# Appendix

## **APPENDIX A: Program and Executive Director Survey Instrument**

The Office of Early Childhood and Out of School Learning is interested in studying the recruitment and retention of Technical Assistance Specialists funded by CCDF dollars. Technical Assistance Specialists include Paths to QUALITY Coaches, infant/toddler specialists, inclusion specialists, school age specialists, and TEACH counselors. Please take about 5 minutes to complete the survey. Your responses will be confidential. They will be aggregated to be used as part of a study on Technical Assistance Specialists in Indiana.

1. Please describe your position in your organization.
  - Program director
  - Executive director
  
2. What is the typical education and experience level that you are seeking for Technical Assistance Specialists at your organization? The term "Technical Assistance Specialists" includes Paths to QUALITY Coaches, infant/toddler specialists, inclusion specialists, school age specialists, and TEACH counselors.
  
3. Are you able to find applicants who meet those required education and experience levels?
  
4. When a Technical Assistance Specialist leaves, approximately how long does it take to rehire? (Consider the time that passes between an employee's termination date and the date the position is filled with a new Technical Assistance Specialist).
  - Less than one month
  - 1-3 months
  - 4-6 months
  - More than 6 months
  - Other (please specify)
  
5. When a Technical Assistance position is offered to an applicant, how often is the position turned down?
  - Very often
  - Somewhat often
  - Not very often
  - Very rarely
  - It's never happened
  
6. When a position is turned down, what are the reasons given? Please select all that apply.
  - Required hours are too many
  - Pay is not competitive enough
  - Travel requirements are too much

- Office/job location is not desirable
- Benefits are not competitive enough
- Applicant has already taken another position
- No reasons are given
- Other (please specify)

7. Does your organization prefer to hire Technical Assistance Specialists as:

- Full time, salaried employees
- Full time, hourly employees
- Part time, salaried employees
- Part time, hourly employees

8. Please provide more details for your response above.

9. How is base pay determined for newly hired Technical Assistance Specialists?

10. In relation to child care and preschool teachers, do your Technical Assistance Specialists have more, less, or the same:

- Experience (select one: more, less, same)
- Formal education (e.g., Associate or Bachelor's Degree) (select one: more, less, same)
- Informal education (e.g., training, non-credit professional development) (select one: more, less, same)
- Salary (select one: more, less, same)

11. What is the basis for pay increases in your organization? Please select all that apply.

- Merit-based (raises are based only on merit, not on years of experience or cost-of-living increases)
- Cost-of-living increases (employees receive a yearly cost-of-living increase that is not based on merit or seniority)
- Longevity (employees receive raises based on number of years worked at the organization)
- Other (please specify)

12. What types of benefits do you offer to employees? Please select all that apply.

- Medical insurance
- Dental insurance
- Vision insurance
- Long-term disability
- Short-term disability
- Group life insurance
- Accidental death/Dismemberment
- Employer defined contribution plan

13. What types of additional benefits or position enhancements do you offer? Please select all that apply.

- Attend local conferences
- Mileage reimbursement
- Working hours
- Flexible working hours
- Attend out-of-town conferences
- Cell phone or full/partial cell phone reimbursement
- At home or telecommuting option
- Continuing education
- Wellness programming
- College tuition or reimbursement
- Subsidized membership in a fitness facility
- Credit union membership

14. Does your organization offer:

- Separate vacation, sick, and personal time
- Combined leave time in a Paid Time Off (PTO) structure
- No formal leave policy

15. (If select option 1): As outlined in your employee handbook:

- How many days of vacation does your organization offer at: hiring, 1 year, 5 years, 10 years, 15 years, 20 years
- How many days of sick leave does your organization offer at: hiring, 1 year, 5 years, 10 years, 15 years, 20 years
- How many days of personal time does your organization offer at: hiring, 1 year, 5 years, 10 years, 15 years, 20 years

16. (If select option 2): As outlined in your employee handbook:

- How many days of PTO does your organization offer at: hiring, 1 year, 5 years, 10 years, 15 years, 20 years

17. Other than the benefits, position enhancements, and leave time policies described above, does your organization use other strategies or incentives to retain staff? If so, please describe.

18. Do the benefits, position enhancements, leave time policies, and incentives described in previous questions apply to (select all that apply):

- Full time staff
- Part time staff

19. To what extent does turnover of Technical Assistance Specialists cause challenges for your organization?

- A great deal
- Somewhat
- Not very much
- Not at all

20. Please provide more detail regarding your answer to the previous question.

21. What are the reasons that you feel contribute the most to turnover among Technical Assistance Specialists?

**APPENDIX B: List of Data Elements Collected from Indiana CCR&R Agencies**

Organization County
Individual Reference Number
Current Position Title
Date of Hire for Current Position
Average/Typical Hours Worked Per Week
Gross Salary for Current Position
Percent FTE Funded by CCDF
Date of Termination
Position Posting Date for Current Position
Is this a Benefited Employee?
#1 Degree Level
#2 Degree Level
#3 Degree Level
#1 Degree Area of Study
#2 Degree Area of Study
#3 Degree Area of Study
Hire Type for Current Position
Years of Relevant Experience Upon Hire for Current Position
Date of Original Hire at the Organization
Previous CCR&R Employment