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Sonoma County Early Childhood Education Professional Workforce Survey Summary of Results: Full Report

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**With funding from First 5 Sonoma County
and the Child Care Planning Council of Sonoma County**



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I. Introduction and Methods

The Sonoma County Early Childhood Education (ECE) Workforce Survey is a collaborative project of First 5 Sonoma County, Sonoma County Child Care Planning Council, Community Child Care Council (4Cs) and River to Coast Children's Services (RCCS). The project was designed to generate a profile of the ECE provider population in the County, including information about providers' background, experience, education, professional development, wages and benefits. Ultimately, the collaborative will use this information to advocate for improved wages, benefits, and resources for the ECE professional workforce in Sonoma County. As part of this process, the collaborative hired LFA Group (LFA, formerly LaFrance Associates, LLC) to conduct this community-wide survey of the child care provider population in Sonoma County.

Research Methods

In partnership with the collaborative, LFA developed and administered the Workforce Survey to registered family child care (FCC) homes and child care centers in the County. The list of survey recipients included all owners of licensed family child care homes and Directors of all licensed and license-exempt Centers. Two weeks before administering the survey, a postcard announcement was sent to all intended recipients, notifying them of the upcoming survey they would be asked to complete. In addition, the LFA team pilot tested the online survey instrument with a small sample of FCC providers and Center Directors to ensure that the language, formatting, and structure of the survey made sense for respondents.

The survey was administered to a total of 649 FCC homes and child care centers via a mixed-mode method: online using email addresses and as a mailed paper survey. LFA emailed surveys online to a total of 296 FCC home owners and 68 Center Directors. Simultaneously, the collaborative mailed surveys to 157 FCC home owners and 128 Center Directors for whom no email address was available. This mailing included 54 FCC Spanish-language surveys. All other surveys were administered in English. To increase the likelihood of response, LFA staff continued to send out reminder emails each week that the survey was in the field and an incentive was provided for the earliest respondents: the first 200 respondents received a \$10 Target gift card. A total of 139 surveys were received from FCC providers and 63 surveys from Center Directors, resulting in a 31% FCC response rate and 32% Center response rate.¹

In addition to asking survey respondents to share information about their own professional characteristics and familiarity of community resources, the survey asked respondents to share information about their employees. The LFA team created a separate database for employee-level information, which reflects a total of 173 FCC employees, and 450 Center employees. This report includes results for the sample of FCC owner and Center Director respondents as well as a section on employee-level survey results. The LFA team also incorporated, wherever applicable, findings from the 2006 Sonoma County Child Care Provider survey as comparison data to the 2009 survey results.²

Strengths of the Study

- **Most comprehensive countywide effort to date to survey the early child care workforce:** This study represents the most comprehensive effort of its kind in Sonoma County and provides a thorough profile of the child care workforce population serving the County. Previous surveys of the child care workforce in Sonoma County were conducted in 2001 and 2006 and focused mainly on collecting data on the workforce's demographic and professional profiles, and on connections to specific programs in Sonoma County. This survey has greater breadth and depth than the previous studies; it includes questions about employee-level wages and credentials as well as providers' connection to community resources, for example. In addition, the survey methodology is well matched to the purpose of the study in that it provides information not previously available to the County, including information on wages and benefits.

¹ Less than one quarter (22%) of Center Director survey respondents represent state or federally funded child care programs. Evaluators tested to see whether educational attainment, wages, and child development permit status significantly differs depending on funding status, given that state/federal contracts require certain standards in these areas. Only one significant relationship was found: Center Directors from state/federally funded programs are significantly more likely to hold a child development permit than respondents from non-funded programs. This finding is expected: Center Directors at state/federally funded centers are required to hold a child development permit. P further explanation of findings where comparisons are presented using these data.

² "The 2006 Sonoma County Child Care Provider Professional Profile." Prepared by LFA Group for the First 5 Sonoma County Children and Families Commission (2007).

- **Mixed-mode survey:** The survey was administered using a mixed-mode design with surveys sent electronically via email and as paper copies sent via mail. Using both modes increases the likelihood that the survey would reach a larger population than if only sent electronically to those child care providers who utilize email.
- **Collaborative process in designing the survey instrument:** The LFA team worked with members of the collaborative to link data collection instruments and methods closely to the key research questions, to confirm that the survey reflected the goals of the study. Collaborative members were highly involved throughout the process. This ensures that LFA used language familiar to the child care providers and phrased questions in the most appropriate manner.

Limitations of the Study

- **Sample bias:** While the survey was administered county-wide, Spanish-speaking providers appear to be underrepresented in the sample. Spanish and English versions of a pre-survey postcard were sent to all licensed FCC owners, all licensed Center Directors and most license-exempt Center Directors for whom we had contact information. Though Spanish surveys were administered to a comprehensive list of FCC providers in need of Spanish-language surveys, few were completed and returned (of the 54 surveys administered, 7 were returned). This meant that the final sample of survey respondents does not include a large proportion of Spanish-speaking providers, and results may be biased toward English-speaking providers.

Generalizing the Survey Results

When determining the extent to which survey results can be generalized, the two main criteria are 1) response rate and, 2) the degree to which the sample is reflective of the overall population.

When surveying the general public, it is most commonly expected to generate a response rate of 5-10%. A higher response rate is not typically expected in such community-wide survey efforts given that the group being studied has minimal to no investment in participating in the research. This is in contrast to surveying a population that is receiving a service from a particular program, in which case a higher response rate (usually at least 50%) is expected because of the added investment – participating in the research can help improve services they are receiving.

In the case of the Sonoma County survey, a professional population such as the child care workforce has some investment in participating in the research, but not to the extent that one might have if receiving a direct service connected to the research. Thus, a 25-30% response rate is needed generalize findings from the sample to the larger population with confidence. While the Workforce Survey did generate a response rate in this range, the extent to which the sample reflects the overall population is not quite as high. Due to a low response rate from Spanish-speaking providers, the sample may under-represent this population.

Given these characteristics of the sample, LFA believes the results of the 2009 Sonoma County ECE Workforce Survey can be generalized with a moderate to high level of confidence.

Important Notes about the Center Director Sample

Less than one quarter (22%) of Center Director survey respondents represent state or federally funded child care programs. Evaluators tested to see whether educational attainment, wages, and child development permit status significantly differs depending on funding status, given that state/federal contracts require certain standards in these areas. Only one significant relationship was found: Center Directors from state/federally funded programs are significantly more likely to hold a child development permit than respondents from non-funded programs. This finding is expected: Center Directors at state/federally funded centers are required to hold a child development permit. P further explanation of findings where comparisons are presented using these data.

All data comparisons for Center respondents utilize data collected from Center Directors and employees at licensed child care centers. Data collected from license-exempt Center respondents are included wherever results are presented for 2009 alone. Findings are charted wherever data comparisons were found to be statistically significant.

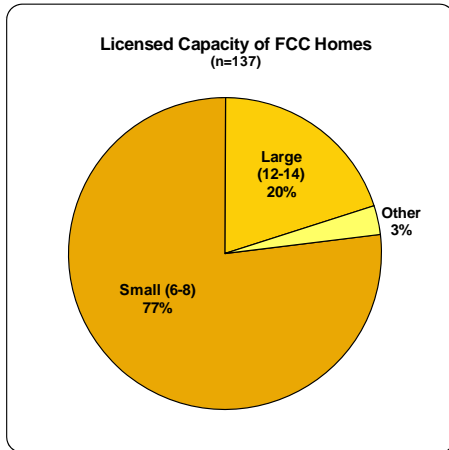
II. Profile of the Sonoma County Child Care Workforce

This section of the report highlights the individual and organizational characteristics of survey respondents' child care programs or centers.

Licensing and Language Capacity of Survey Respondent Organizations

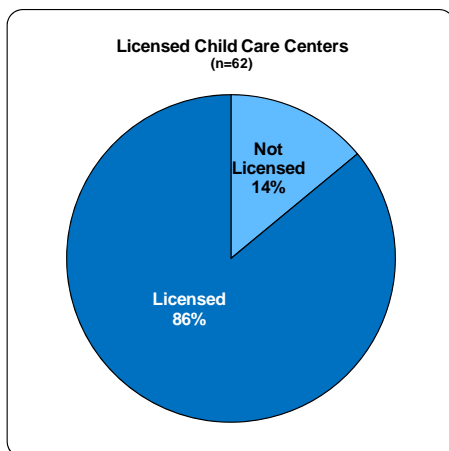
Licensed Capacity

Exhibit 1



The majority of family child care (FCC) provider respondents (77%) are licensed for small child care homes, serving 6-8 children.

Exhibit 2



The majority of Center Director respondents (86%) represent licensed child care centers. (Child care centers may be exempt from general licensing requirements if they are a public recreation program, or are before and/or after-school programs for school-age children operated by a public or private school.)

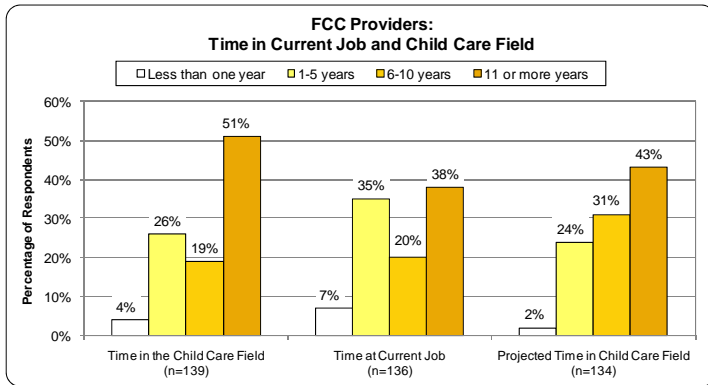
The Community Care Licensing Division of the California State Department of Social Services requires that child care centers have one adult per 12 children (ages 2-6 years) on site at all times. On average, Center Director respondents report that in a typical classroom within their center there is one adult provider per 11 children ages 3-4 years old, and nine children ages 4-5 years old.

Language Capacity

- 87% of FCC provider respondents report that English is their primary language and 12% report Spanish as their primary language (nine respondents report being bilingual in both English and Spanish).
- 98% of responding Center Directors indicated that their primary language is English, and 2% report Spanish (n=56). In addition, 84% report having employees who speak fluent Spanish in their classrooms (n=37).

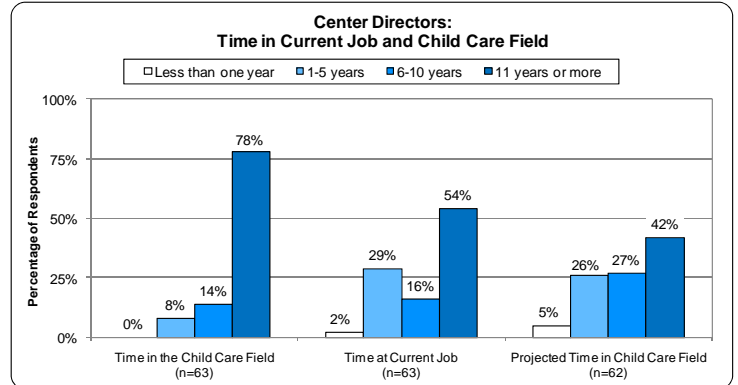
Experience in the Child Care Field

Exhibit 3



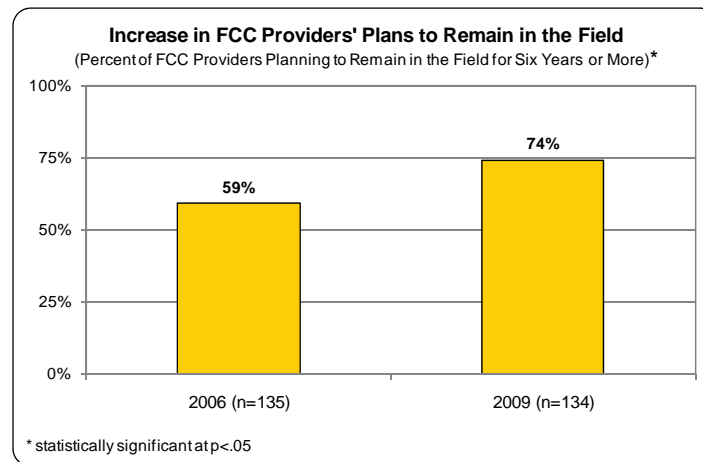
About half of FCC provider respondents (51%) have worked in the child care field for 11 years or more (51%), although a smaller proportion (38%) has been operating their current programs for that length of time. Three-quarters of respondents (74%) plan to stay in the field for six or more years.

Exhibit 4



A large majority of Center Director respondents have worked in the child care field for 11 years or more (78%), although only half (54%) have been in their current position for that length of time. Over two-thirds of respondents (69%) plan to stay in the field for six or more years.³

Exhibit 5

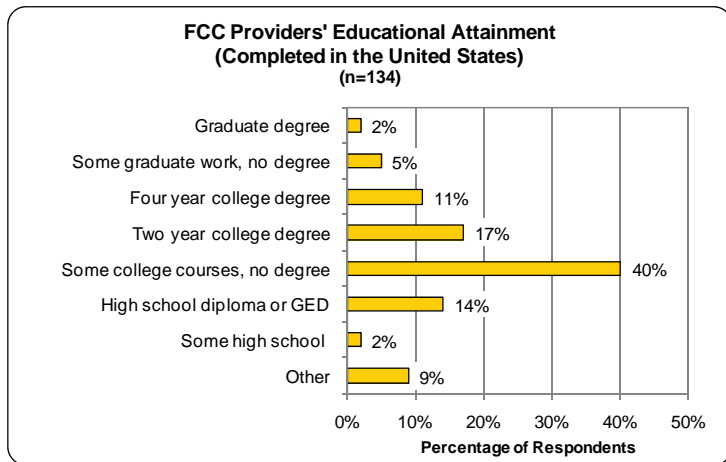


Looking across time at FCC providers' plans to remain in the field, three-quarters (74%) of FCC provider respondents plan to stay in the field for six or more years compared to only 59% in 2006. This difference is statistically significant (p<.05).

³ There were no statistically significant differences in these results when compared to data collected in 2006.

Educational Attainment

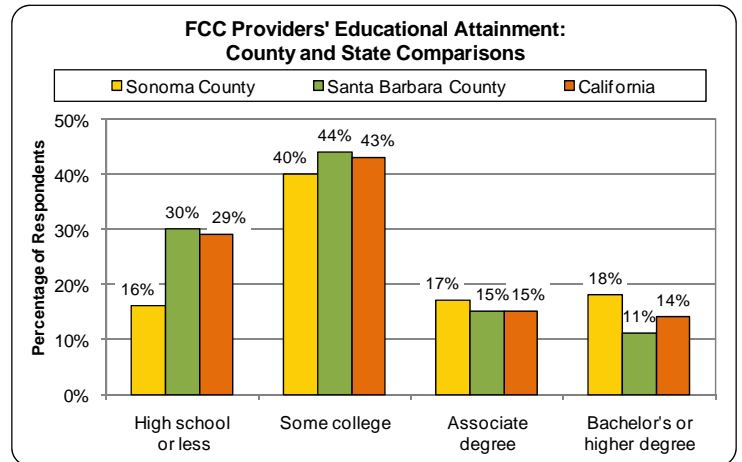
Exhibit 6



Just over half of FCC provider respondents (54%) have not received a degree higher than their high school diploma or GED, although a large percentage (40%) has taken some college courses without attaining a college degree.⁴

FCC provider respondents who have completed education in another country show similar attainment than those completing their schooling in the United States; a plurality (47%) have not received a degree beyond high school or vocational school.

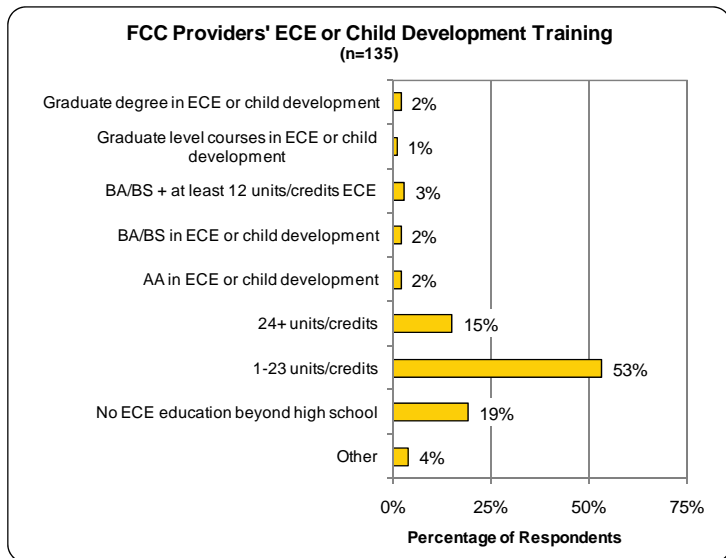
Exhibit 7



When compared to Santa Barbara County⁵ or California, Sonoma County shows similar levels of education among FCC provider respondents, with slightly higher levels of attainment.

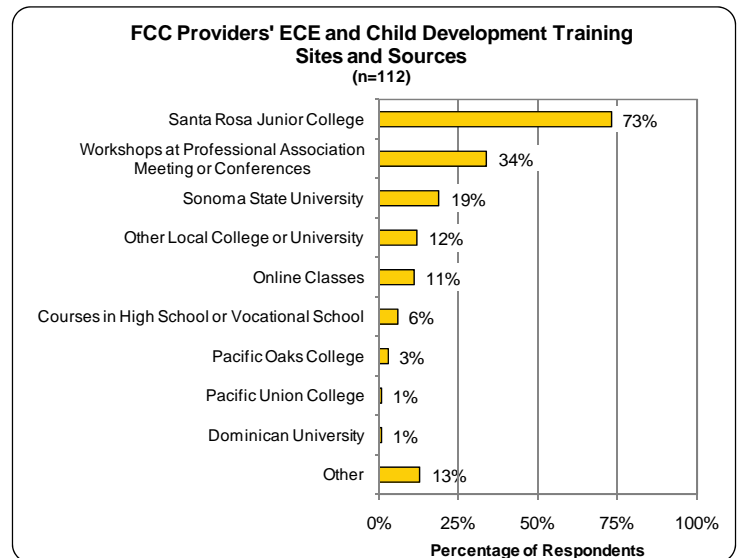
A smaller proportion (16%) of respondents fall into the lowest education category than do providers in Santa Barbara (30%) or statewide (29%). In addition, a slightly higher proportion of Sonoma County providers (18%) have attained a BA or higher, as compared to 11% in Santa Barbara and 14% statewide.

Exhibit 8



Over two-thirds of FCC provider respondents (68%) have received a number of units in early child care or child development training; however only 10% have received a college or graduate degree in this area.⁶

Exhibit 9



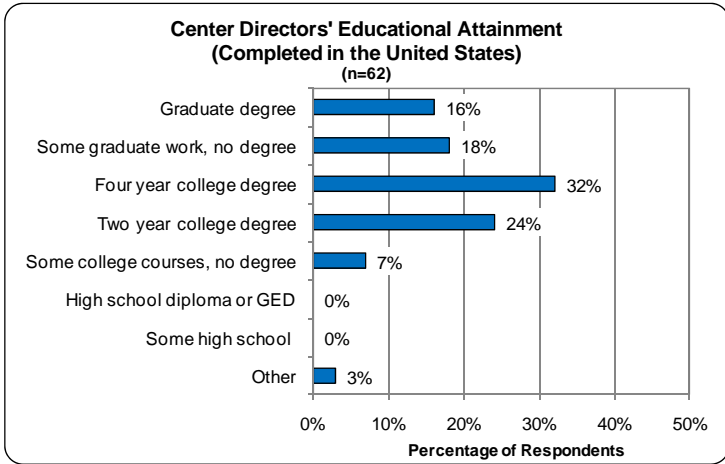
Santa Rosa Junior College is the most common place for providers to access ECE or child development training, where nearly three-quarters of FCC providers who have taken ECE training (73%) say they have taken credit/unit-bearing coursework.

⁴ There were no statistically significant differences in these results when compared to data collected in 2006.

⁵ Santa Barbara was chosen as a comparison county because it has ECE professional workforce data and because, like Sonoma County, it is a Class III county. The Class III county designation is based on average daily school attendance (ADA). Class III counties have an ADA of 60,000 to 139,999.

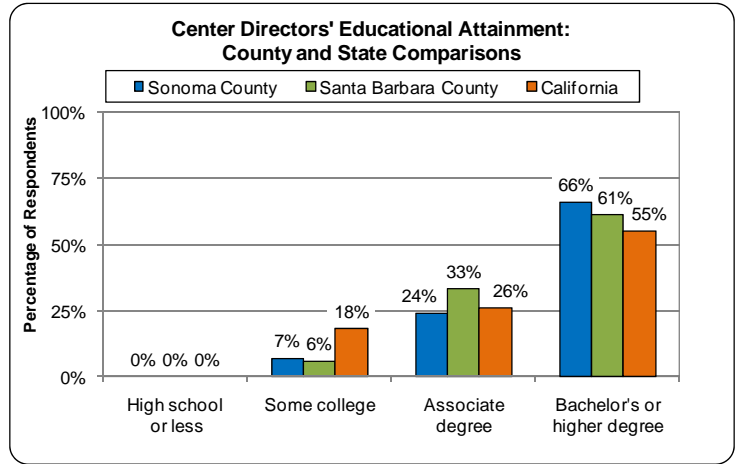
⁶ There were no statistically significant differences in these results when compared to data collected in 2006.

Exhibit 10



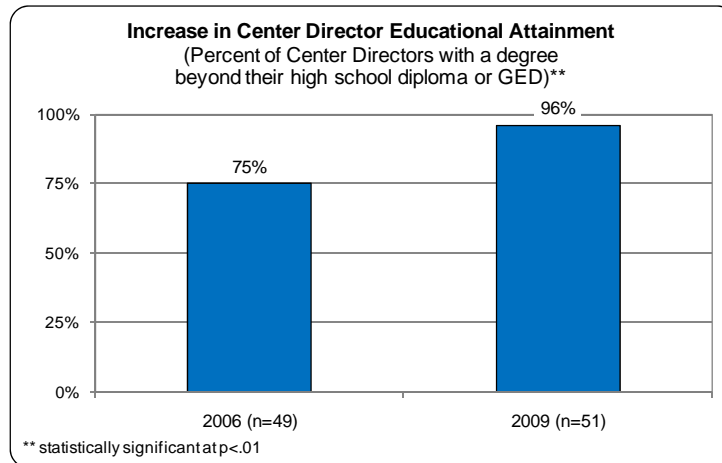
Nearly two-thirds of Center Director respondents (66%) have received a four-year college degree or higher. All Center Director respondents (100%) have received a degree above their high school diploma or GED.

Exhibit 11



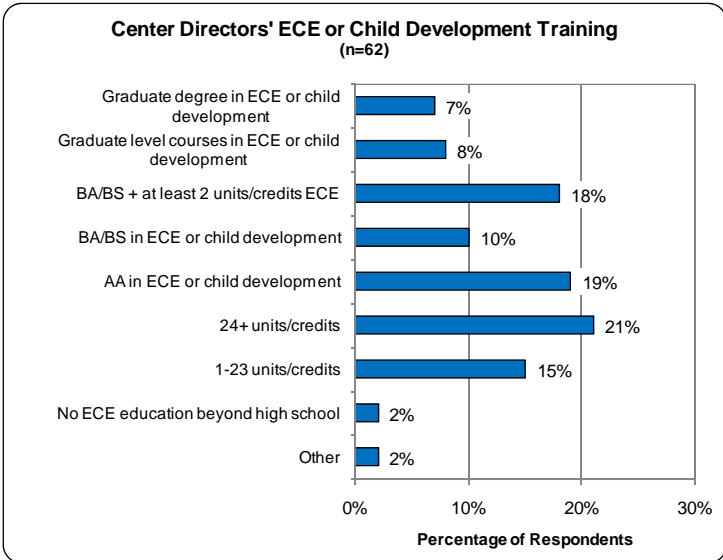
When compared to Santa Barbara County and California, Sonoma County shows similar levels of education among Center Director respondents, with slightly higher levels of attainment. A higher proportion (66%) of Sonoma County providers has attained a BA or higher, as compared to 61% in Santa Barbara County and 55% statewide.

Exhibit 12



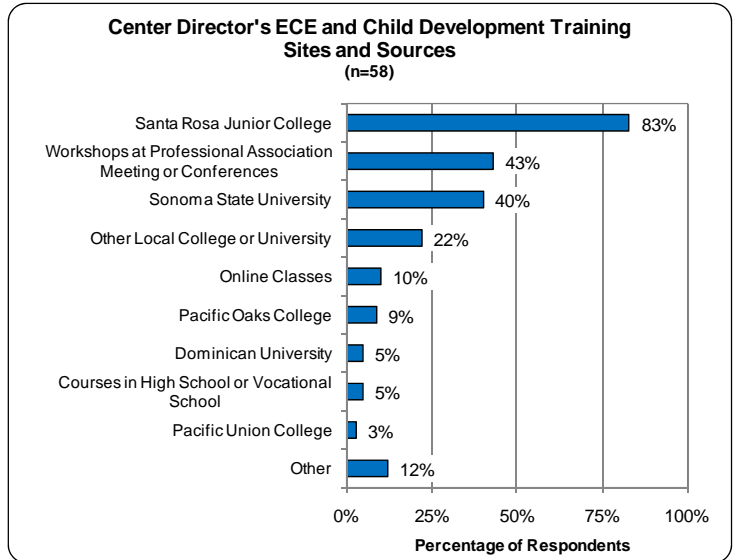
Nearly all (96%) Center Director respondents surveyed in 2009 had received a degree beyond their high school diploma or GED, compared to 75% of respondents in 2006. This difference is statistically significant (p<.01).

Exhibit 13



Looking specifically at ECE / Child Development Training, the majority (62%) of Center Director respondents have attained an Associate's degree or higher. Nearly one-third of Center Director respondents (36%) have earned some number of units in ECE or child development training.

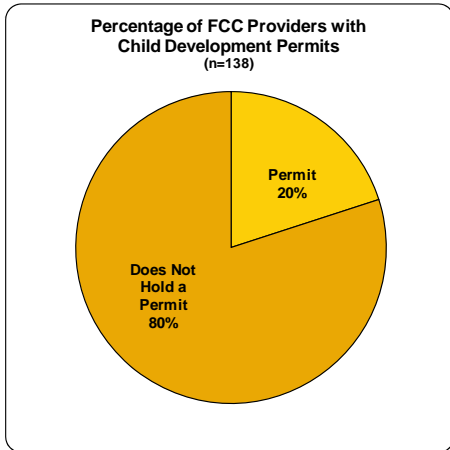
Exhibit 14



Santa Rosa Junior College is the most common place for Center Directors to access ECE or child development training, where a majority of respondents (83%) who have taken ECE training says they have taken credit/unit-bearing coursework.

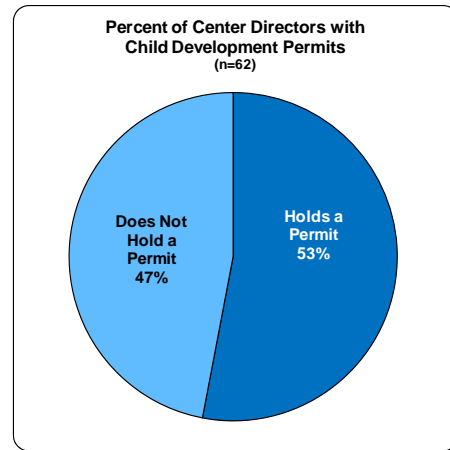
California offers six levels of Child Development Permits, each with its own set of requirements and each authorizing different levels of child care service.

Exhibit 15



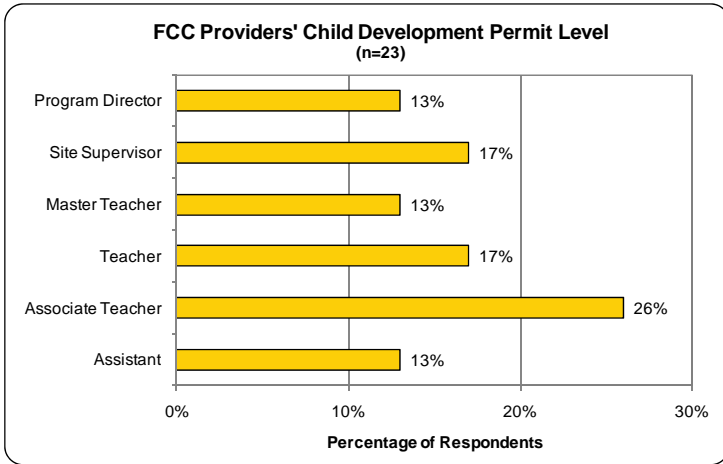
Only one-fifth of FCC provider respondents hold a child development permit. In comparison, 13% of FCC providers surveyed in 2006 held child development permits.

Exhibit 16



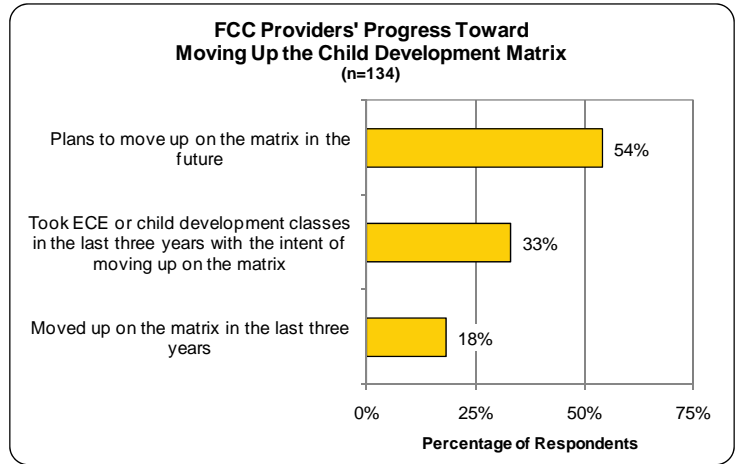
Over half (53%) of Center Director respondents hold a child development permit. In 2006, half (50%) of Center Director respondents held child development permits.

Exhibit 17



Of the 23 FCC provider respondents with a child development permit, specific permit levels vary across respondents. Respondents most commonly hold an Associate Teacher level permit. In comparison, about half (53%) of FCC providers surveyed in 2006 held Associate Teacher level permits.⁷

Exhibit 18

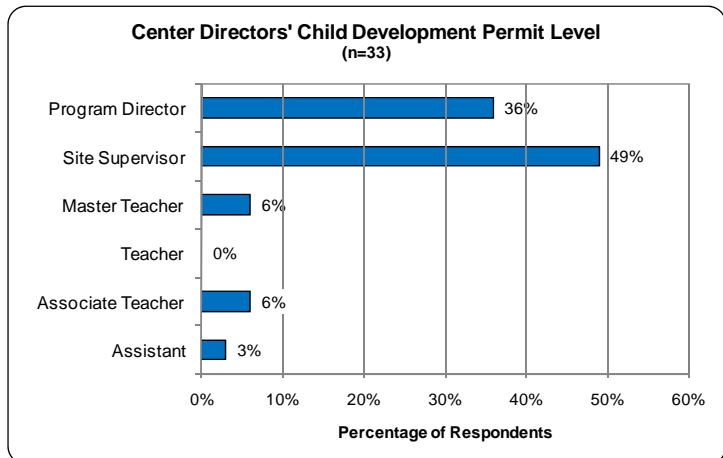


A majority of FCC provider respondents with a permit are hopeful of moving up the Child Development Permit matrix in the near future and one-third have taking classes in the last three years for that purpose. A small percentage (18%) has moved up the matrix during that time.

When asked to explain why they do not plan to move up to the next level on the Child Development Permit matrix, FCC provider respondents most commonly report the following reasons:

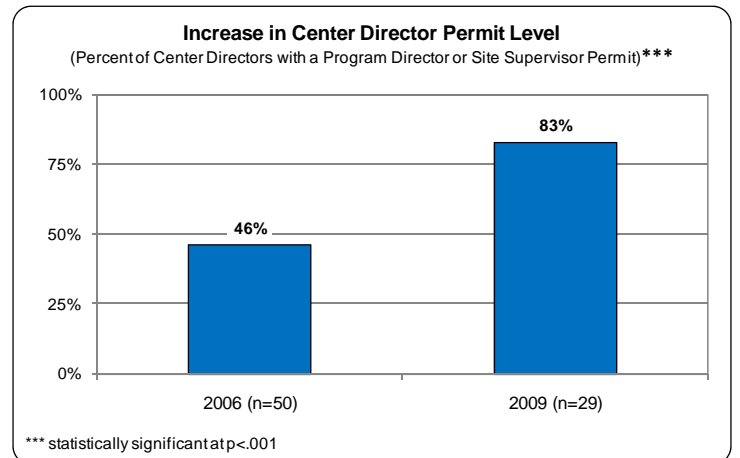
- Do not see benefit of having a child development permit, given that it is an added expense which does not increase one's income level or position, parents do not seem to ask about this type of certification. As one respondent says, "I am not sure how it would benefit me. ...It is an expense that I am not able to pay for at the moment. If it would benefit me, and I could get assistance with applying for it, and paying for it, I would do it;"
- Timing is not right due to current job/life situation or because have not yet decided future career plans;
- Currently content with job situation and do not see a need to move up a level;
- Planning to leave the field, whether to retire or to find a position in a more lucrative industry that has not been hit as hard by current economic crisis; and
- Not familiar with the Child Development Permit Matrix.

Exhibit 19



Of those Center Director respondents with a Child Development Permit, more than one-third (36%) have reached the Director level (the highest level on the permit matrix), and most others are at the Site Supervisor level.

Exhibit 20

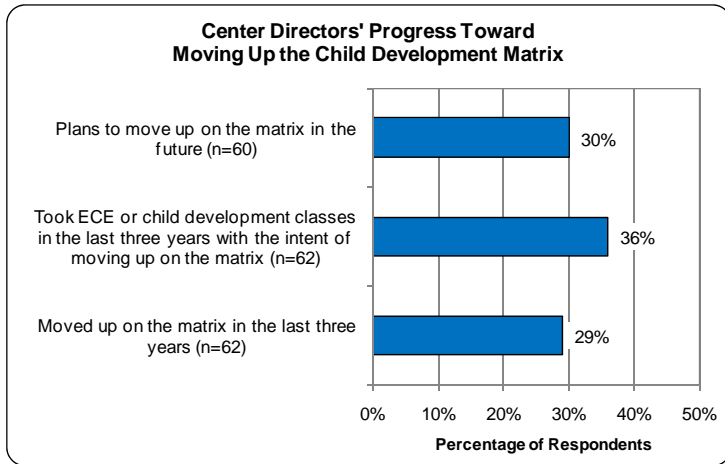


In 2009, 83% of Center Director respondents were at the top two levels of the 6-level permit matrix (Program Director or Site Supervisor), as compared to 46% in 2006. This difference is statistically significant

⁷ There were no statistically significant differences in these results when compared to data collected in 2006.

(p<.001).⁸

Exhibit 21

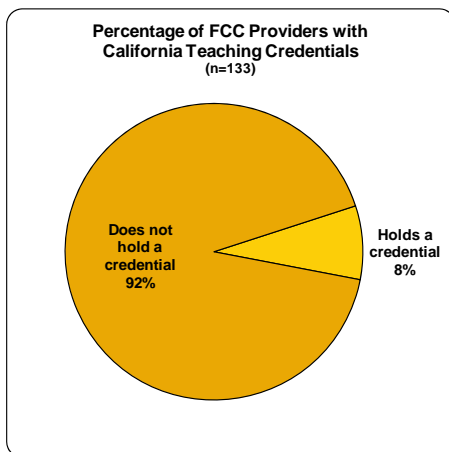


More than one-quarter (29%) of Center Director respondents have moved up the matrix in the last three years and 30% plan to move up the matrix in the future. This makes sense given that most respondents have reached the highest permit level.

When asked to explain why they do not plan to move up to the next level on the Child Development Permit matrix, Center Director respondents not yet at the top of the matrix most commonly report the following reasons:

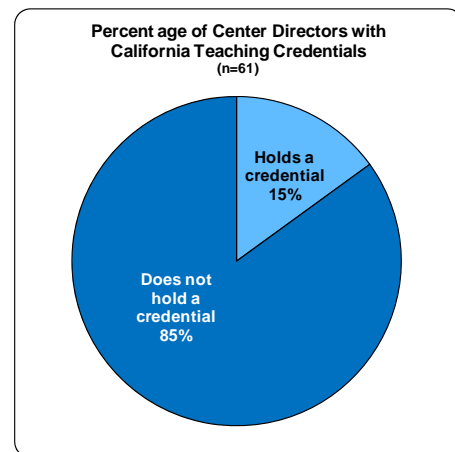
- Nearing retirement;
- Feel that they have already met all needed educational or professional requirements for current position; and
- Timing is not right due to current job/life situation or because have not yet decided future career plans.

Exhibit 22



It is not required for early child care providers to hold a California teaching credential to work in the field; thus, it makes sense that only 8% of FCC provider respondents currently hold a credential.

Exhibit 23



Center Directors also do not need to hold a teaching credential to manage a child care center; however, 15% of survey respondents do hold such a credential.

FCC provider respondents note other relevant child development credentials which they hold, including:

- Waldorf Early Childhood Teacher Certification
- Child Development Teacher Certificate from Santa Rosa Junior College
- Child Development Associate Credential

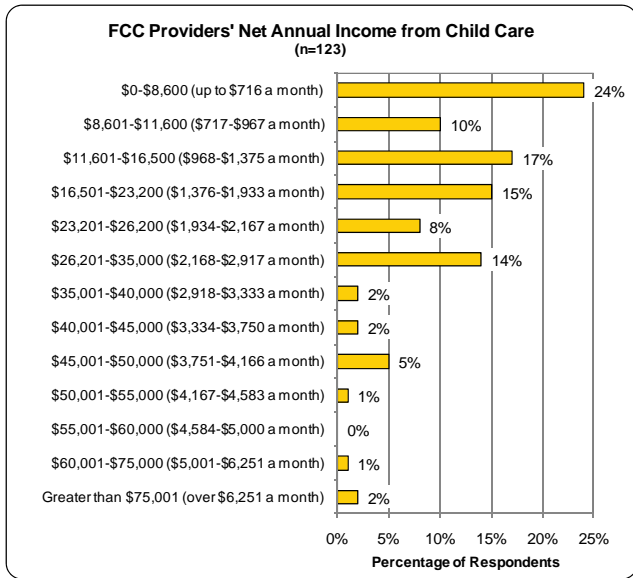
⁸ Only licensed child care centered were included in comparisons of Center data over time, thus 2009 data in Exhibit 20 is somewhat different than that presented in Exhibit 19.

Center Director respondents report having the following other credentials:

- Waldorf Early Childhood Teacher Certification
- Masters of Education in Infant Studies from Erikson Institute
- Early Childhood Special Education

Income

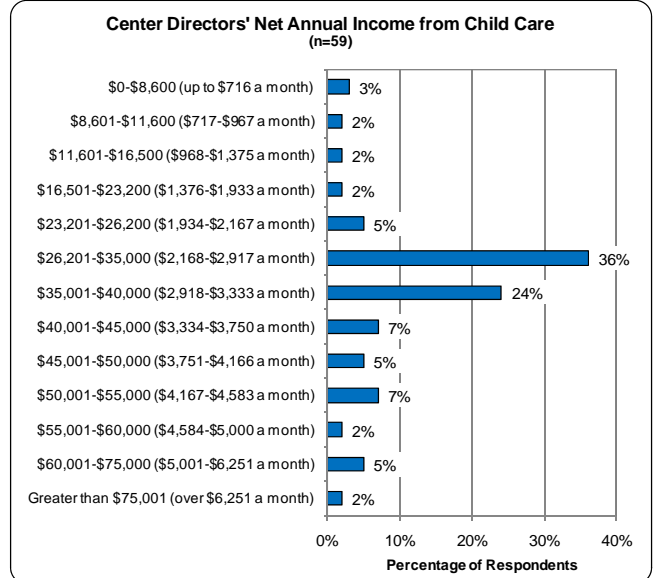
Exhibit 24



Wages are low among FCC provider respondents, two-thirds of whom (66%) earn a net annual income of \$16,501 - \$23,300 or less.

12% of FCC provider respondents report having another job outside of the child care field, including jobs in a variety of different fields: engineering, education, health and social services, the arts, or retail.

Exhibit 25

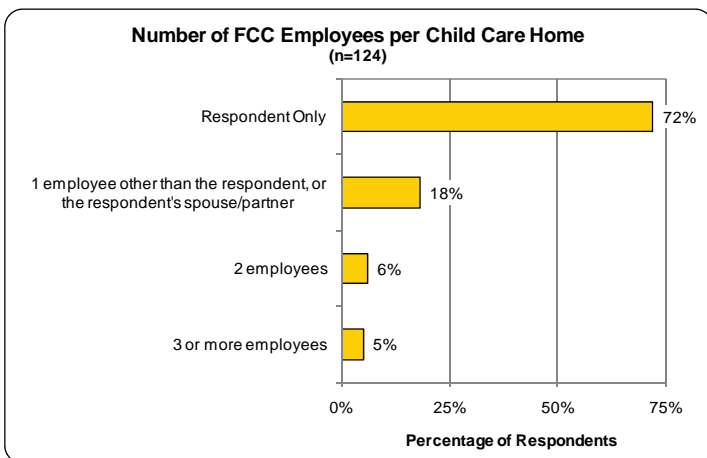


More than half of Center Director respondents (60%) earn net incomes between \$26,201 and \$40,000 a year.

20% of Center Director respondents have another job outside of the child care field, including jobs in retail, mental health, arts, and business management.

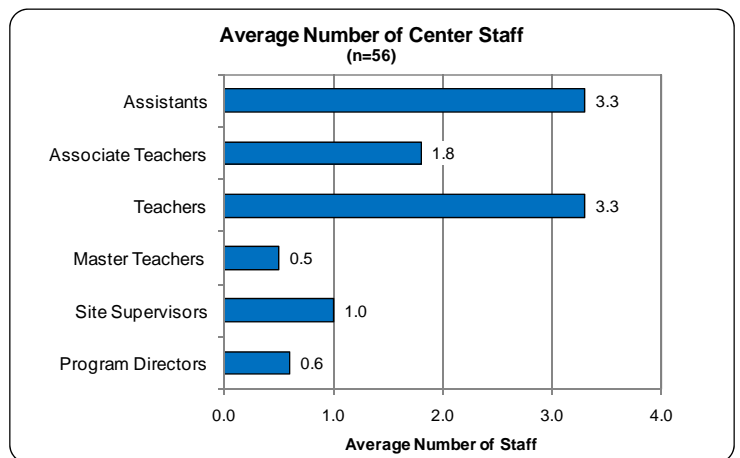
Employee Characteristics

Exhibit 26



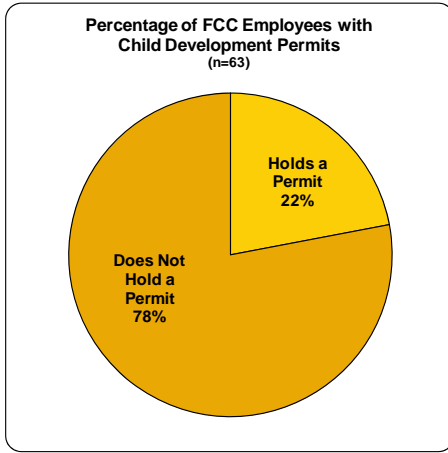
Of the FCC homes represented in the survey sample, most (72%) are staffed by the respondent alone. Only 5% of FCC provider respondents employ three or more staff members.

Exhibit 27



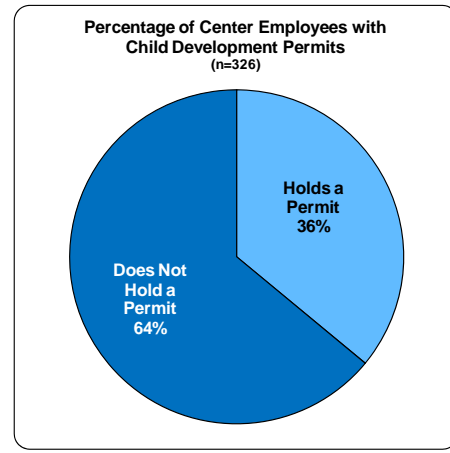
The average Center in the survey sample employs 10 staff. There is a wide range of Center sizes, with some small Centers staffing only two employees and larger Centers with over 50 staff.

Exhibit 28



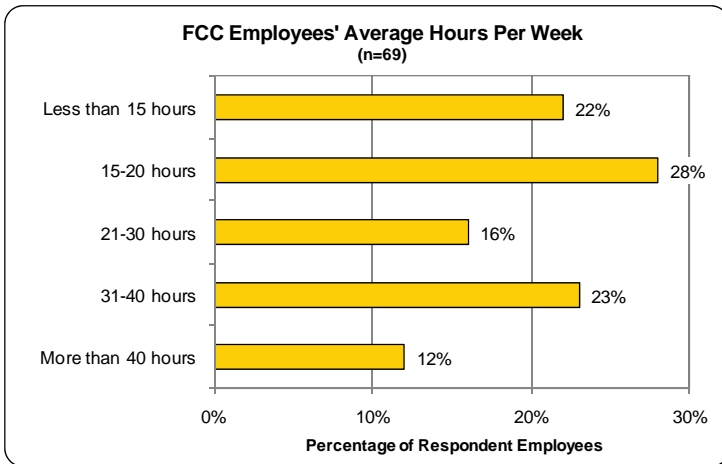
Similar to FCC provider respondents, less than one-quarter of FCC employees (22%) have child development permits.

Exhibit 29



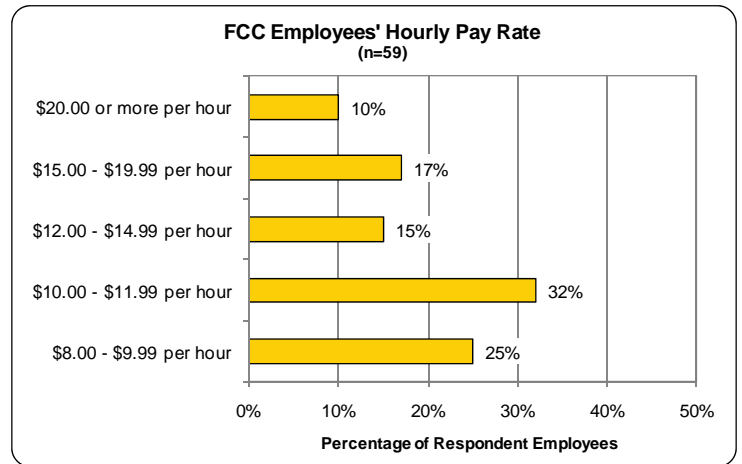
More than one-third (36%) of Center employees hold child development permits, which is substantially less than Director respondents, over half of whom hold a permit.

Exhibit 30



On average, FCC employees work 26.7 hours a week. Most (70%) are employed part time and work fewer than 40 hours a week.

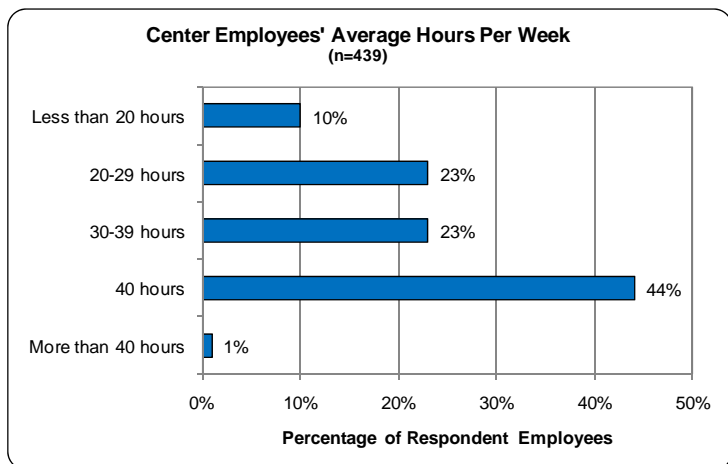
Exhibit 31



FCC provider respondents report that employees earn an average of \$12.37 per hour. One-fourth of FCC employees earn less than \$10.00 per hour.

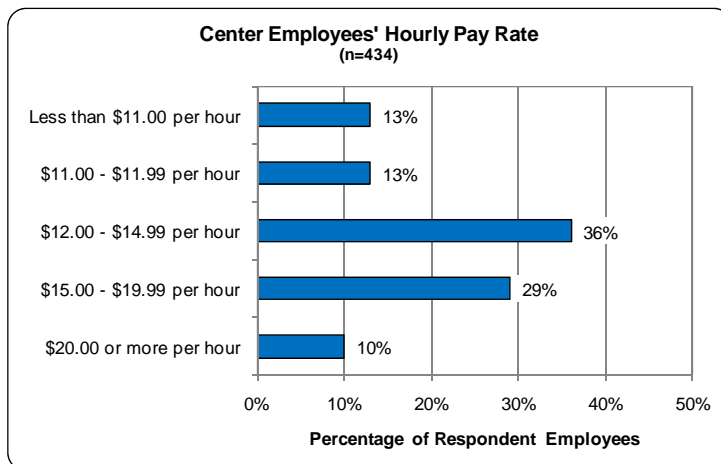
With an average wage of \$12.37 an hour and 26.7 hours a week, FCC employees are earning an average of \$1,321 a month (\$15,852 a year). This compares to 17% of FCC survey respondents (i.e. FCC owners) who earn between \$968 and \$1,375 a month (between \$8,601 and \$11,600 a year) and the majority of whom earn \$1,376 and \$1,933 (\$16,501 - \$23,300 or less per year).

Exhibit 32



On average, Center employees work 32.0 hours a week. More than half (56%) are part-time employees.⁹

Exhibit 33



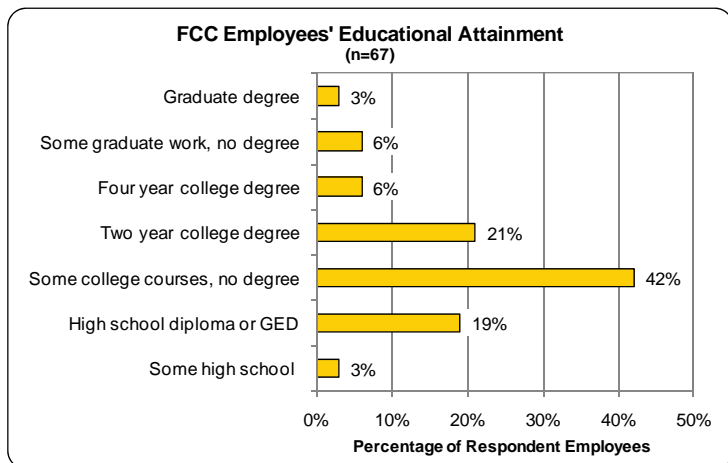
Center Directors report that employees earn an average of \$14.83 per hour. Three-fourths (75%) of Center employees earn \$12.00 an hour or more.

With an average wage of \$14.83 an hour and 32.0 hours a week, Center employees are earning an average of \$1898.24 a month. This is substantially lower than Center Director respondents, more than half of which earn between \$2,168 and \$3,333 a month.

87% of **FCC provider respondents** indicated that their teaching staff are **not members of unions**. 9% indicated that some staff are union members and 4% indicated that all of their teaching staff are union members (n=68).

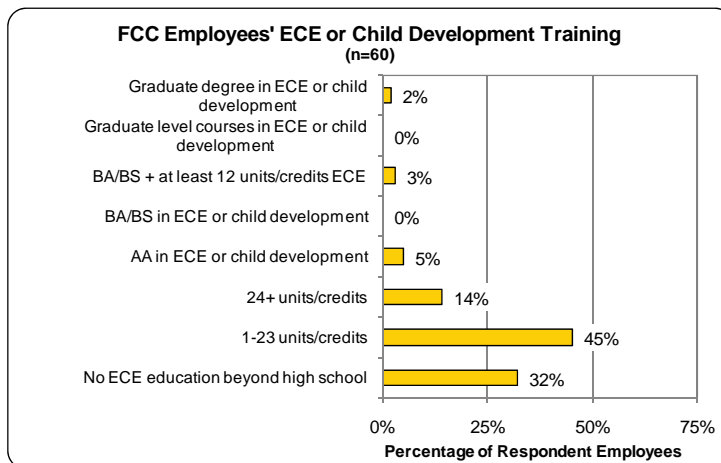
71% of **Center Director respondents** indicated that their teaching staff are **not members of unions**. 16% indicated that some staff are union members and 13% indicated that all of their teaching staff are union members (n=56).

Exhibit 34



FCC employees show somewhat higher levels of educational attainment in proportion to FCC provider respondents themselves. Three-quarters of FCC respondents have received a degree higher than their high school diploma or GED, compared to 78% of FCC employees.

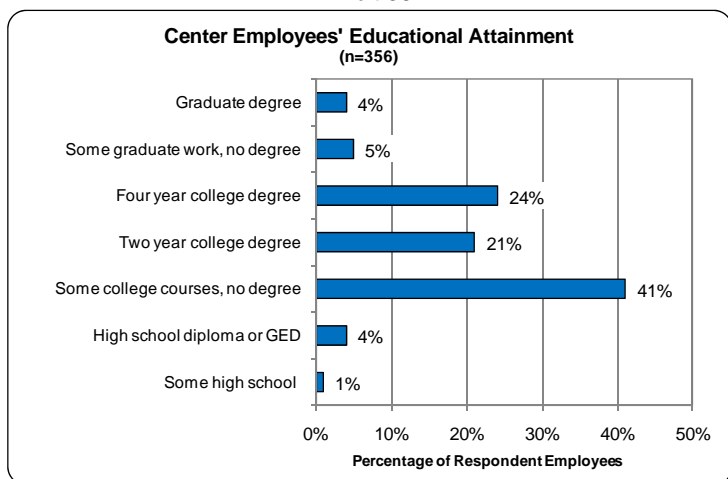
Exhibit 35



While education levels for FCC employees appear relatively high, nearly one-third of FCC employees (32%) have not completed any early child care education beyond high school, and another 45% have only completed some ECE units.

⁹ These data represent only a portion of responding Centers. Center Director respondents were asked to report the average number of hours worked per week and average hourly pay rate for each of their employees. Not all respondents provided these data. Ten Center Director respondents did not provide any employee-level data.

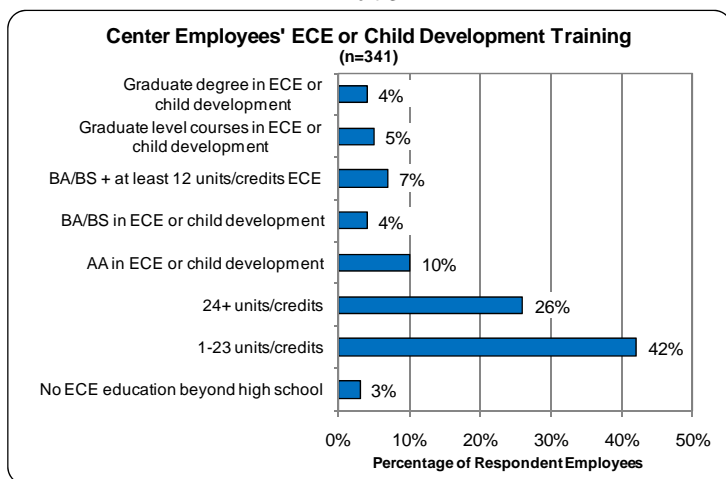
Exhibit 36



Center employees show slightly lower levels of educational attainment than Center Directors, with the majority of employees (62%) having completed some college courses or a two-year college degree. One-third of employees (33%) have received a four-year college degree or higher, as compared to 66% of Center Director respondents.

In 2006, 64% of Center employees reported having completed some college courses or a two-year college degree. Less than one-third (28%) had received a four-year college degree or higher.¹⁰

Exhibit 37

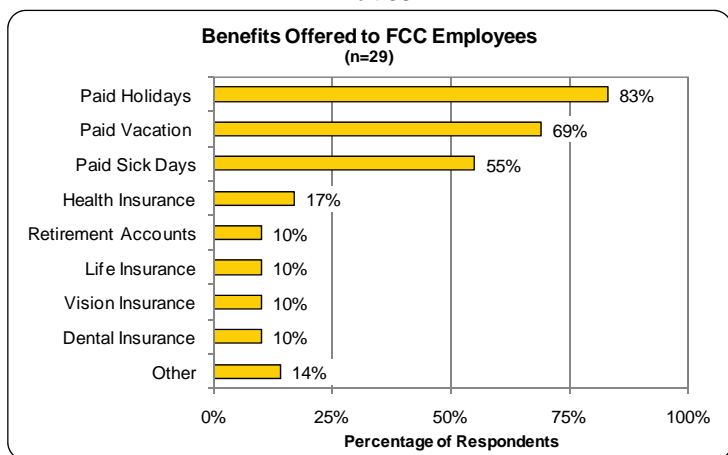


More than two-thirds of center employees (68%) have completed units in early child education or child development. As compared to 62% of Center Directors, 30% of employees have attained higher levels of education, with an Associate's degree or higher in ECE or child development.

In comparison, about half (46%) of Center employees surveyed in 2006 had completed more than 24 units of ECE or child development.¹¹

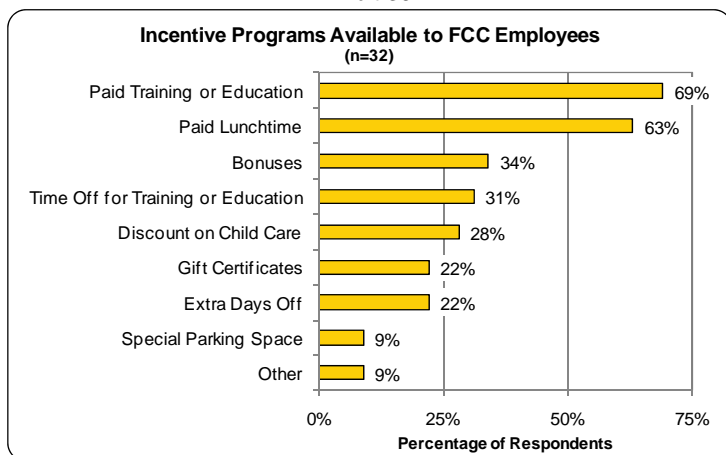
Benefits Offered to Employees

Exhibit 38



A little less than one-third of FCC provider respondents (28%) have employees other than themselves. Of the 34 FCC owners with employees, 85% of them offer some benefits to their employees. Of the 29 providers that do offer benefits, more than two-thirds offer paid holidays (83%) and paid vacation (69%), and more than half (55%) offer paid sick days.¹²

Exhibit 39



FCC providers offer a number of other incentive programs for their employees. Providers most commonly offer paid training or education and paid lunchtime.

In addition, 9% of providers reported that they offer other incentives such as free meals or flexible scheduling for employees.

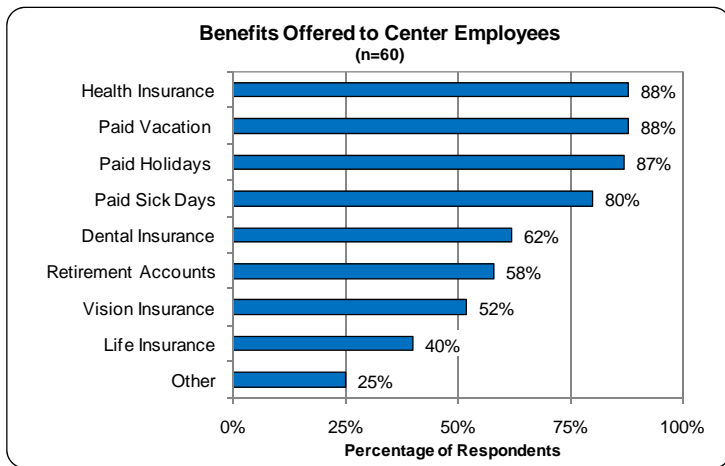
¹⁰ There were no statistically significant differences in these results when compared to data collected in 2006.

¹¹ Ibid.

¹² Due to the limited number of responses, results are not reported on the number of hours employees must work to qualify for health insurance benefits.

When asked why eligible employees may not take advantage of offered benefits, FCC provider respondents focus specifically on health care benefits, suggesting that many do not take advantage of this benefit because of the cost. In addition, some employees are covered under a spouse's health care benefits. Some respondents also explained that they do not offer benefits at all because it is too costly for them to do so.

Exhibit 40

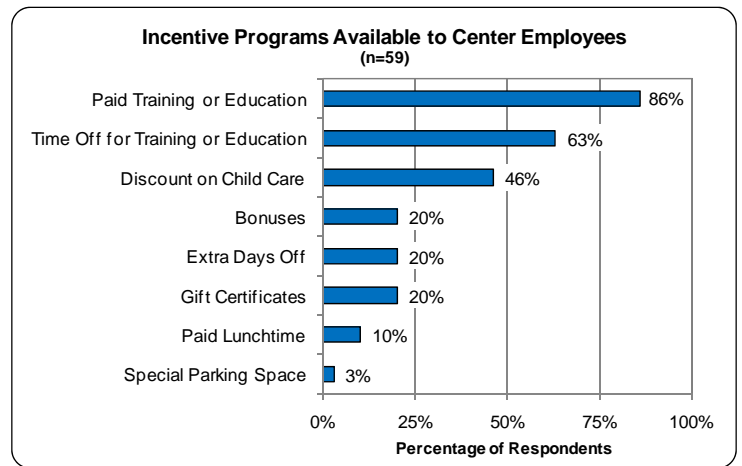


Nearly all (95%) Center Director respondents provide benefits to their employees. Of those that offer benefits, health insurance, paid vacation, paid holidays, and paid sick days are the most commonly provided benefits. Half or more of Centers offer dental insurance, vision insurance, or retirement accounts. Other benefits include disability insurance and child care assistance.

On average, Center employees must work 30 hours per week in order to qualify for health insurance benefits.

Similar to FCC provider responses, Center Director respondents say that some eligible employees do not sign up for health care benefits because they are covered under a spouse or parent, or because health insurance premiums are often prohibitively expensive, causing employees to decline coverage. Respondent comments do not focus on employees' access of other types of benefits, although the survey did ask the question in terms of benefits overall.

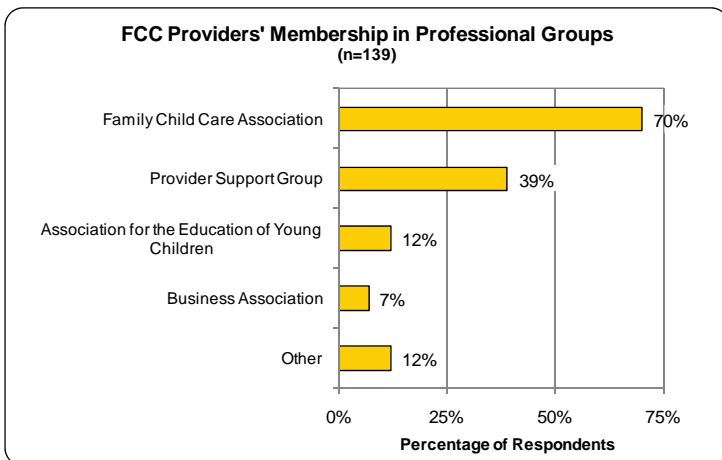
Exhibit 41



In addition to formal benefits, Center Directors offer a number of other incentives to their employees, including, most commonly: paid training or education (86%), time off for training or education (63%), or discounts on child care (46%). Some providers also offer incentives other than those listed above, such as free meals and lodging to attend conferences.

Professional Development of Survey Respondents

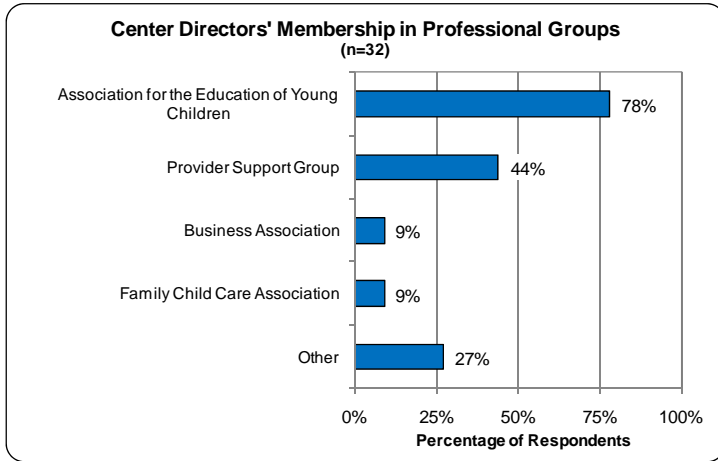
Exhibit 42



FCC respondents report that they are members of a few professional groups, most commonly the Family Child Care Association, to which 70% of respondents belong.

Other groups in which FCC provider respondents hold membership include United Child Care Union, the Sonoma County Child Care Association, and the Association for Family Child Care Home Education Network.

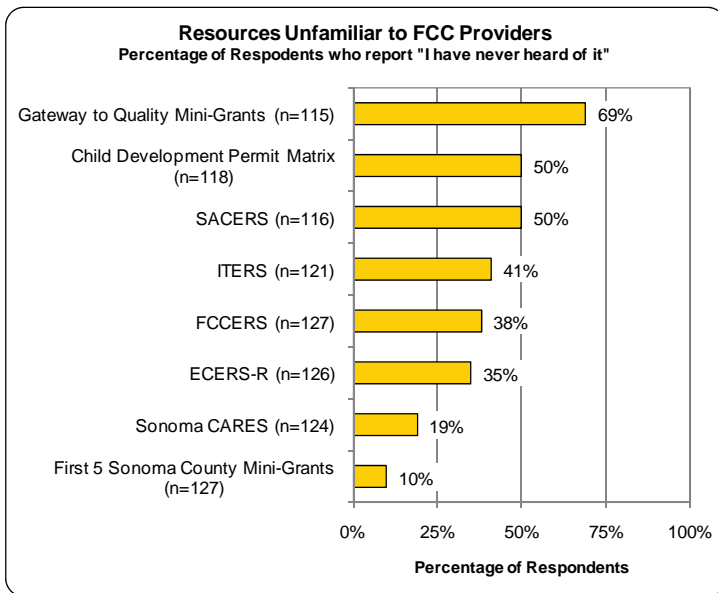
Exhibit 43



The majority of Center Director respondents (78%) are members of the professional group, Association for the Education of Young Children.

Other groups in which Center Director respondents hold membership include the California Parks and Recreation Society, and the Boys and Girls Clubs of America.

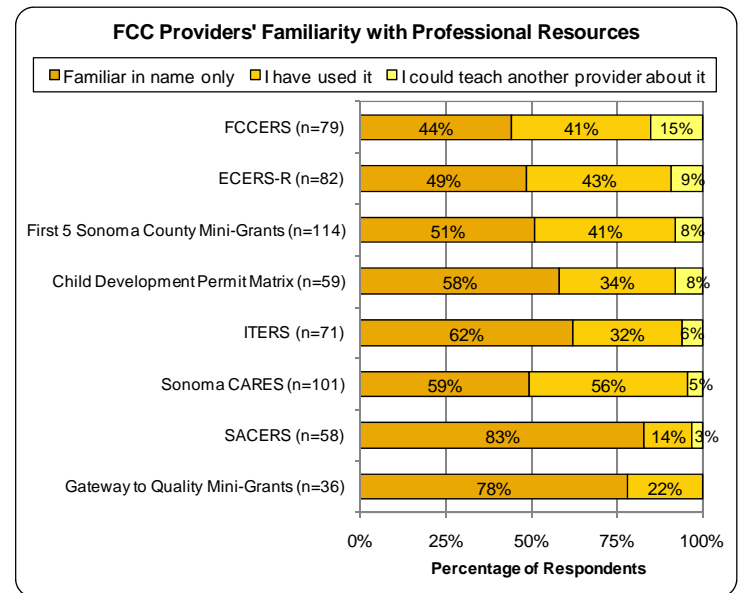
Exhibit 44



FCC providers report being least familiar about the Gateway to Quality Mini-Grants, with over two-thirds of respondents (69%) saying they have never heard of the program. Being a relatively new program to Sonoma County, it is not surprising that few providers know of it. FCC providers are much more likely to be familiar with First 5 Sonoma County's mini-grant program and the data shows this; only 10% of respondents are unfamiliar with these grants.

Half of respondents (50%) report not being familiar with the Child Development Permit Matrix, which in part explains why so many FCC providers report not having a permit.

Exhibit 45

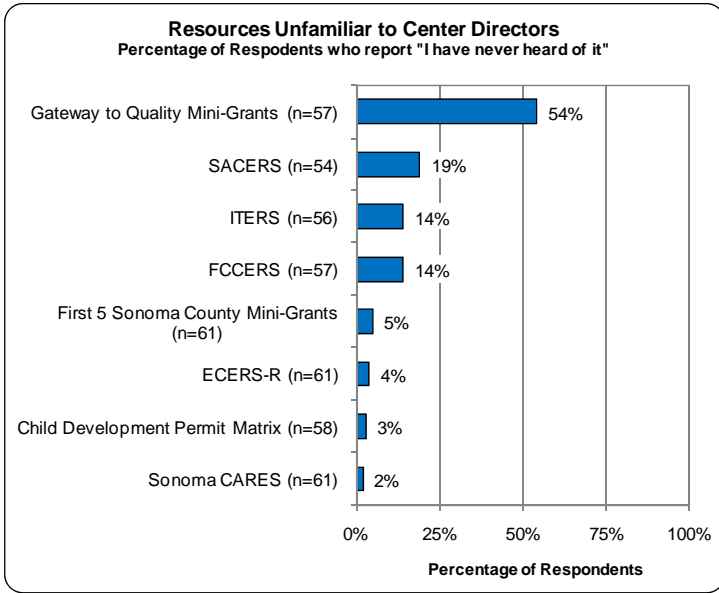


When asked about their familiarity with various professional resources available in Sonoma County, FCC provider respondents most commonly reference the Family Child Care Environmental Rating Scale, with 41% having used it and another 15% feeling familiar enough with the tool to teach another provider about it.

Similar results were found in 2006, in which FCC provider respondents were most familiar with the FCCERS, with 15% who were comfortable using it and another 22% who could teach a peer about it.¹³

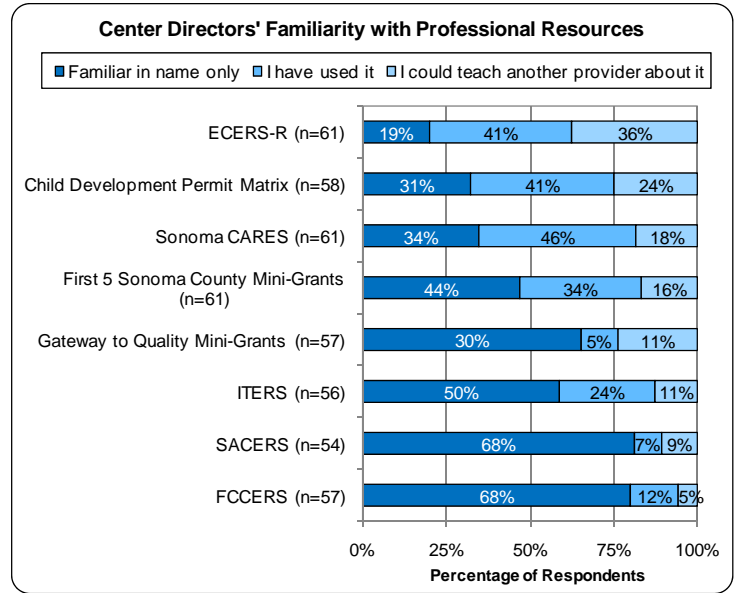
¹³ There were no statistically significant differences in these results when compared to data collected in 2006.

Exhibit 46



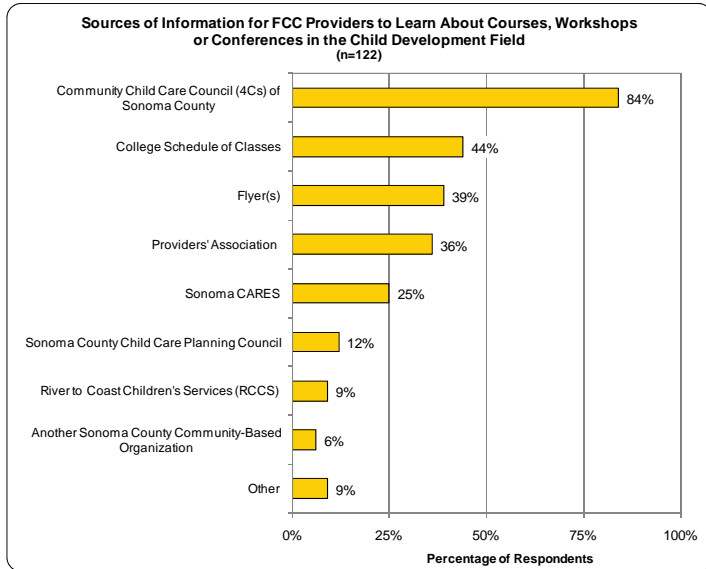
Similar to FCC providers, Center Directors are least familiar about the Gateway to Quality Mini-Grants, with half of respondents (54%) saying they have never heard of the program. Far fewer Center Directors are unfamiliar with other resources in the County.

Exhibit 47



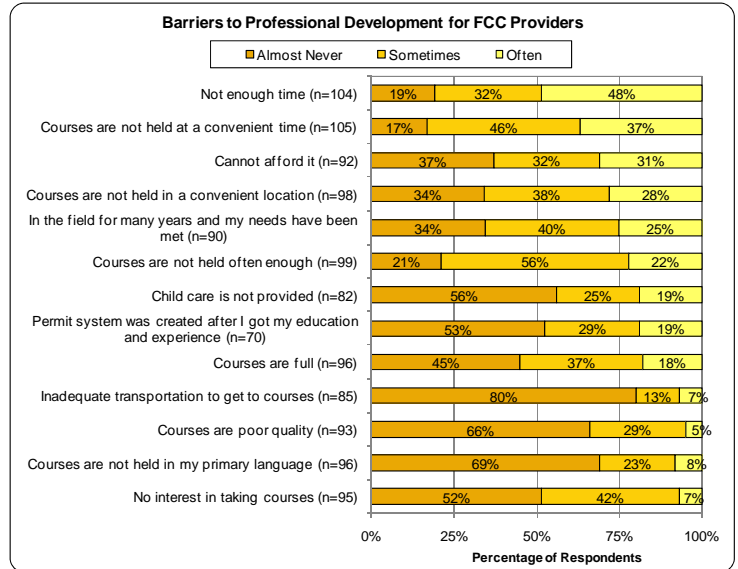
Center Director respondents are most familiar with the Early Child Care Environmental Rating Scale. Nearly half (41%) have used the rating scale and over one-third (36%) would be comfortable teaching another to use it.

Exhibit 48



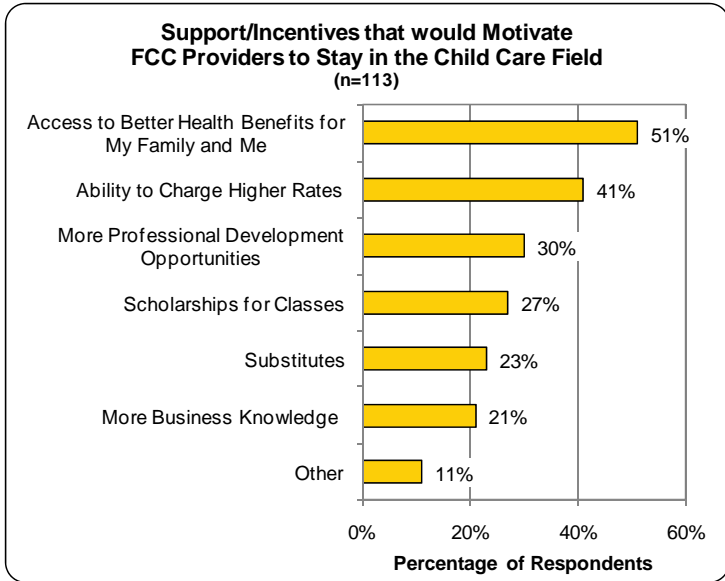
More than three-fourths of FCC providers turn to 4C's for information about courses, workshops, or conferences in the child development field. More than one-third of these providers get additional information from college schedules of classes, flyers, and providers' associations.

Exhibit 49



FCC providers indicated that they face many barriers to participating in professional development activities. Nearly half (48%) of FCC providers report that they often do not have enough time to pursue professional development. Other common barriers are inconvenient course times (31% experiencing this 'often'), lack of affordability (31% 'often'), and inconvenient course locations (28% 'often').

Exhibit 50



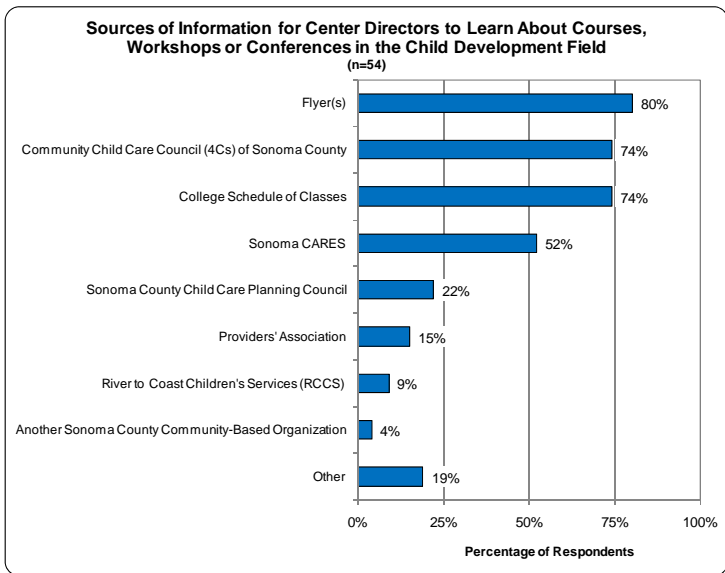
More than half (51%) of FCC providers report that access to better health benefits for themselves and their families would motivate them to stay in the field.

Other supports that would incent FCC providers to remain in child development include the ability to charge higher rates (41%), more professional development opportunities (30%), and scholarships for classes (27%). FCC providers also indicated that more support for increasing child enrollment in their FCC would motivate them to stay in the field.

When asked to indicate the types of courses, workshops or conferences that are not available in Sonoma County but would be helpful to their development in the field, FCC provider respondents suggest:

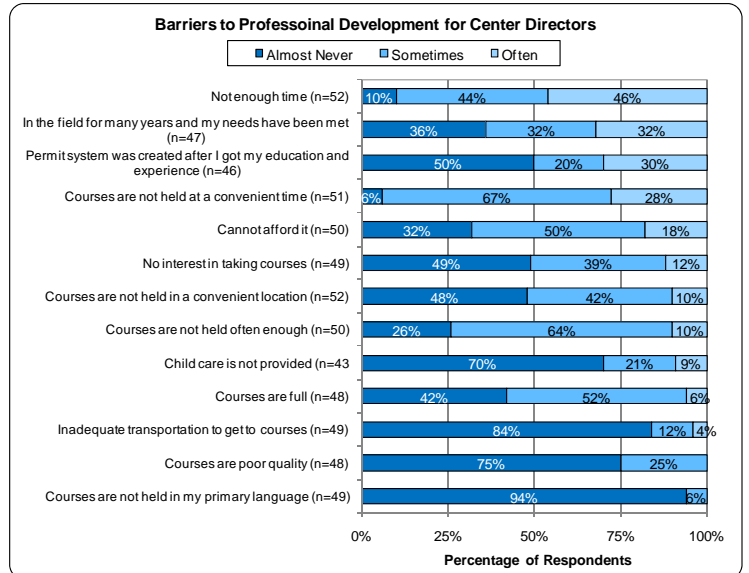
- Preschool curriculum resources
- Workshops and information on supervision or Baby Signs
- More online classes
- A mentoring program

Exhibit 51



More than three-fourths (80%) of Center Directors report learning about information in the child development field from flyers. Nearly three-fourths (74%) learned about professional development opportunities from 4Cs of Sonoma County or a college schedule of classes. Just over half (54%) learned of them through Sonoma CARES. Other sources of professional development opportunities include the Sonoma County Office of Education, the Consultation Project newsletter, and the First 5 Commission of Sonoma County.

Exhibit 52

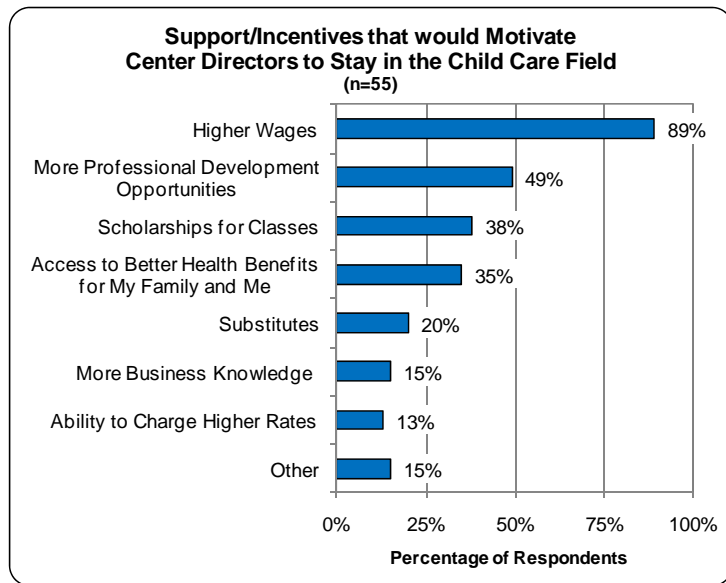


Center Directors report facing multiple barriers to professional development. The most common barrier is not having enough time to pursue professional development opportunities (46% experience this barrier 'often'). In addition, nearly one-third (32% 'often') of Center Directors feel that, having been in the field for many years, their needs have already been met.

Center Directors suggest the following services they would find helpful to their own professional development:

- Classes dealing with autism, sensory integration, and auditory processing
- CPR and first aid courses year round
- Workshops on inclusion of children with special needs

Exhibit 53

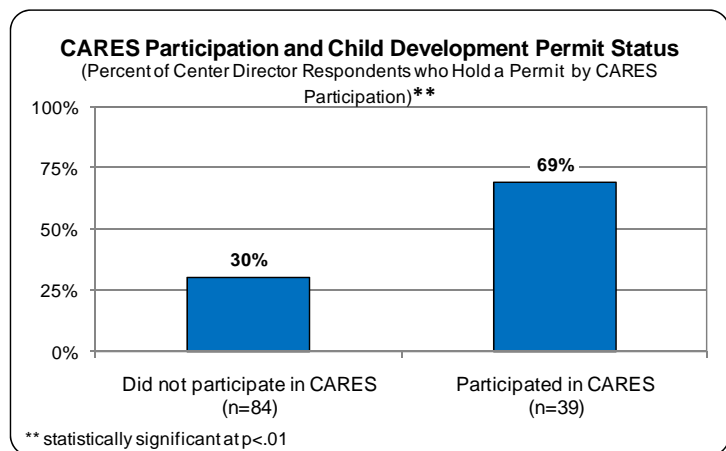


Almost all (89%) Center Directors report that the greatest incentive for staying in the child development field would be an increase in wages. Nearly half (49%) indicated that more professional development opportunities would motivate them to continue in the field. In addition, more than one-third of Center Directors indicated that scholarships for classes (38%) and access to better health benefits (35%) would incent them to remain in child development. Center Directors also indicated that greater job security and better retirement plans would motivate them to stay in the field.

Comprehensive Approach to Raising Educational Standards (CARES)

Administered by the Sonoma County Child Care Planning Council (SCCCPC), the Sonoma CARES program rewards and encourages continued professional development by providing \$50 to \$2,500 stipends to qualified providers working in early care and education programs. Evaluators explored the relationship between participation in CARES and providers' efforts to increase their professional development.

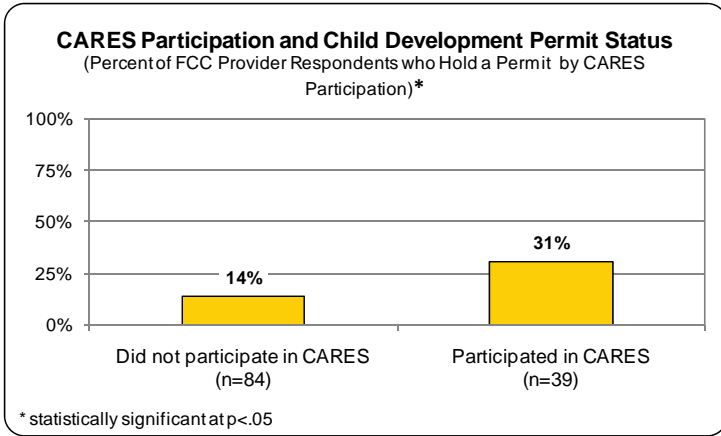
Exhibit 54



Overall, 64% of Center Director respondents report accessing CARES in the last 12 months. Of these 39 Center Directors, 69% hold a child development permit, as compared to 30% of non-participant respondents. This difference is statistically significant ($p < .01$).¹⁴

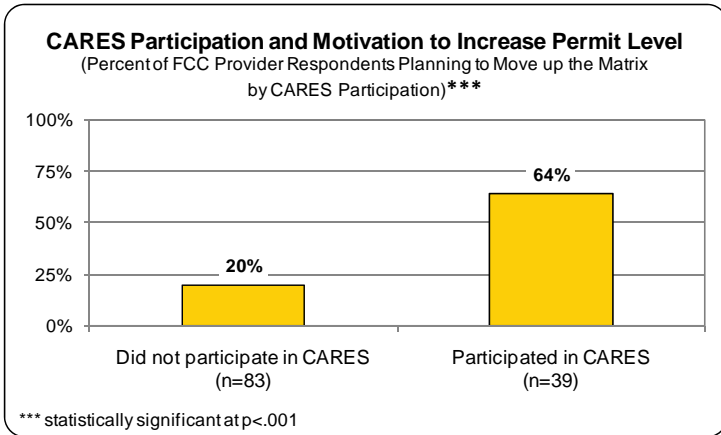
¹⁴ Evaluators tested whether this difference can be explained by the fact that CARES participation is correlated with the funding status of the respondent's Center. In other words, do Center Directors who participated in CARES also happen to work at state- or federally-funded Centers? Results show that this is not the case. Even when controlling for Center funding status, the difference in permit status between CARES participants and non-participants remains large and statistically significant.

Exhibit 55



Overall, 32% of FCC provider respondents report accessing CARES in the last 12 months. Of these 39 FCC providers, 31% hold a child development permit, as compared to 14% of non-participant respondents. This difference is statistically significant ($p < .05$).

Exhibit 56

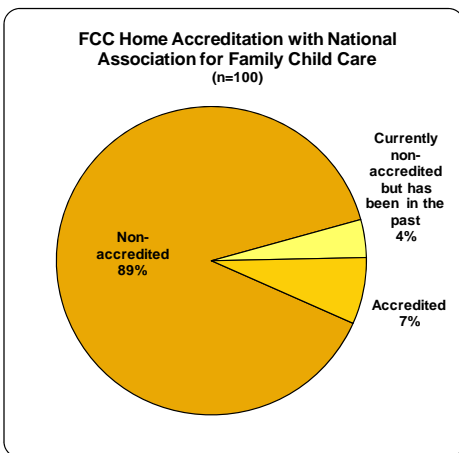


Nearly two-thirds (64%) of FCC provider respondents who have participated in CARES report that they plan to move to the next level on the child development matrix, as compared to only 20% of non-participants. This difference is statistically significant ($p < .001$).

Child Care Quality and Practice

Accreditation

Exhibit 57

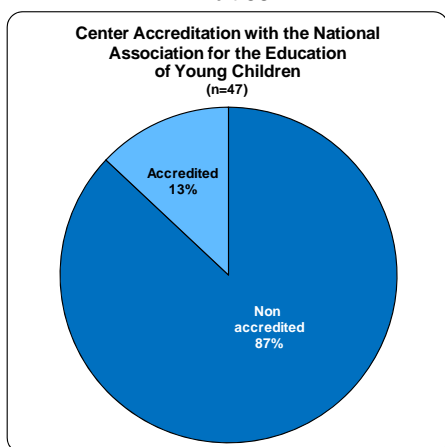


The vast majority of family child care programs represented in the survey sample (89%) are not accredited by the National Association for Family Child Care (NAFCC).

For those FCC provider respondents who say they will not seek accreditation or re-accreditation, the following explanations are most frequently reported:

- Unfamiliar with the process and would like more information;
- Prohibitive cost of accreditation;
- Do not see value or added benefits of accreditation;
- Spanish-speaking providers do not feel accreditation process provides adequate language support.

Exhibit 58



13% of child care centers represented in the survey sample are accredited by the National Association for the Education of Young Children (NAEYC), while the majority are not.

For those Center Director respondents who say they will not seek accreditation or re-accreditation, the following explanations are most frequently reported:

- New set of standards involved complex and time-consuming process that providers do not feel is worth the effort;
- Prohibitive cost of accreditation; and
- Do not see value or added benefits of accreditation.

Measuring Child Care Quality with Harms-Clifford Environmental Rating Scales

The **Harms-Clifford rating scales** are designed to assess environmental quality in an early childhood or school setting. Child care providers are encouraged to utilize the tool most relevant for their program in order to assess ways in which they may increase quality of care.

Of 30 **FCC provider respondents**, 22% have had their child care programs assessed using the applicable Harms-Clifford environmental rating scale. Of these, 30% did their own assessment, 30% used an external assessor, and 40% used both a self- and an external assessment.

Multiple assessments were reported by 20 FCC provider respondents. Of these:

- 5% had decreased scores from time one to time two;
- 30% had the same scores; and
- 65% had increased scores.

FCC provider respondents provide further explanation about why their scores increased, stayed the same, or decreased after multiple assessments. The most common themes among responses are presented below:

- After a first assessment, providers were intentional about implementing changes into their program that reflect feedback from the evaluation. In making changes, providers increased their score on a second assessment;
- Self-assessments produced a lower score than those later received with an external assessor;
- Consistency of the program location and type of children served has an impact on the assessment score. Providers who moved their program to a new home or who started serving older children since their first assessment saw their scores decrease on the second assessment as a result.

Of 61 **Center Director respondents**, 56% have had their child care environments assessed using the applicable Harms-Clifford rating scale. Of these, 37% did their own assessment, 10% used an external assessor, and 21% used both self- and an external assessment.

Multiple assessments were reported by 23 Center Directors. Of these:

- 0% had decreased scores from time one to time two;
- 35% had the same scores; and
- 35% had increased scores.

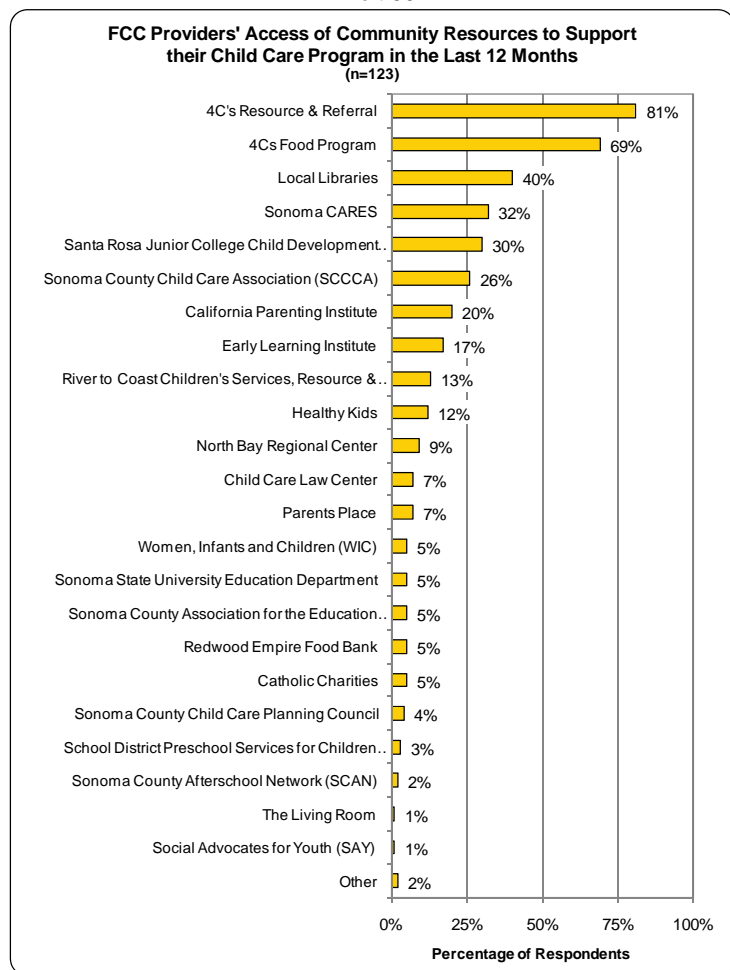
When asked why their scores increased, stayed the same, or decreased after multiple assessments, Center Director respondents most explain the following:

- External assessors were more rigorous and objective in their use of the instrument than center staff, leading to decreased scores over time.

- Center staff utilize the assessment as a professional development tool, completing ongoing rotations of the assessment among staff. This has meant that multiple scores are based on different classrooms and not always consistent; and
- Center staff implement changes to their classrooms to improve in areas where they scored low on the assessment, and this has meant increased scores over time.

Access of Community Resources to Support Quality of Care

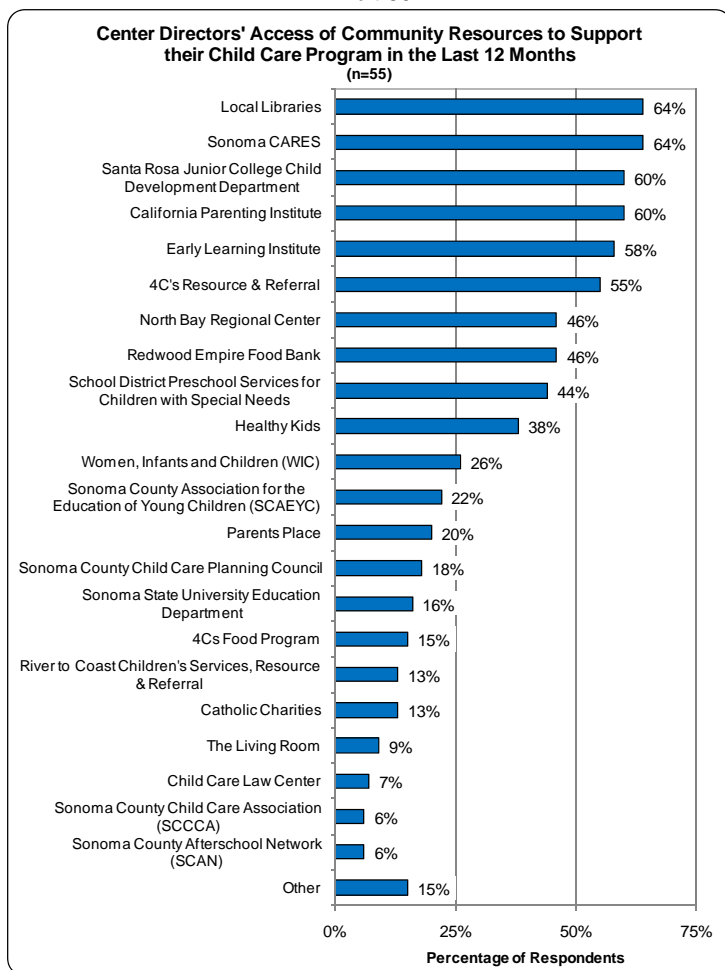
Exhibit 59



FCC provider respondents access a number of different community resources to support their child care programs. More than two-thirds of respondents say they access 4C's Resource & Referral services (81%) and 4C's Food Program services (69%). More than one-fourth of respondents use services from Local Libraries (40%), Sonoma CARES (32%), Santa Rosa Junior College Child Development Department (30%), and the Sonoma County Child Care Association (26%).

In 2006, 21% of FCC provider respondents were accessing services through the Sonoma CARES program.¹⁵

Exhibit 60



Center Director respondents report accessing a variety of community resources in the past year to support their child care programs. More than half of Center Directors access support from local libraries (64%), Sonoma CARES (64%), Santa Rosa Junior College Child Development Department (60%), the California Parenting Institute (60%), the Early Learning Institute (58%), and 4C's Resource & Referral (55%). Center Directors also indicated accessing support from The Consultation Project and Child Protective Services.

In 2006, 28% of Center Director respondents were accessing services through the Sonoma CARES program.¹⁶

¹⁵ There were no statistically significant differences in these results when compared to data collected in 2006.

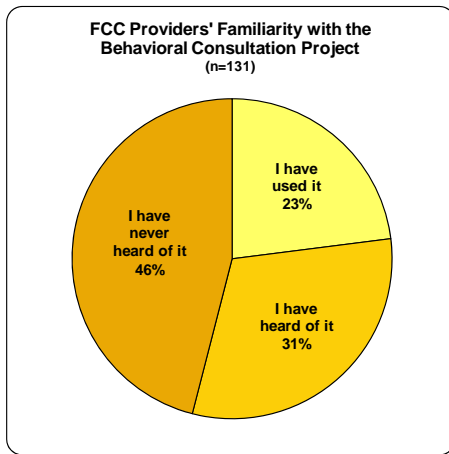
¹⁶ Ibid.

Over one-third (38%) of **FCC providers** have received a **First 5 Sonoma County Mini-Grant** (n=119). Nearly all (98%) report that the mini-grant they most recently received improved the quality of their child care environment. FCC provider respondents explain that the mini-grant helped them to purchase age-appropriate toys, music, and books that they would not have been able to afford otherwise. Some providers use the mini-grant to enhance indoor and outdoor play spaces by adding play structures and fences for safety.

Nearly half (48%) of **Center Directors** have received a **First 5 Sonoma County Mini-Grant**. All but one provider indicated that the mini-grant they most recently received improved the quality of their child care environment. Center Director respondents use the mini-grant to enhance their centers by purchasing new furniture and age-appropriate playground equipment. Some Directors use the mini-grant to invest in multi-cultural materials and trainings for staff.

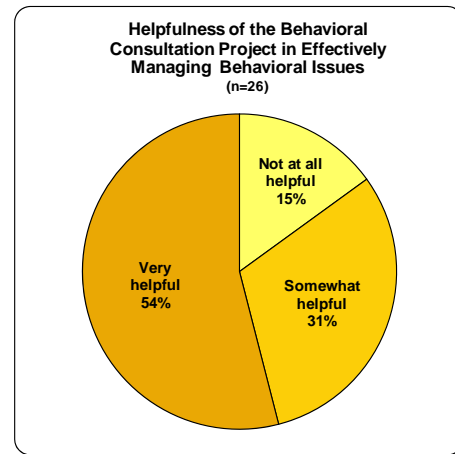
The Consultation Project is intended to connect consultation services with child care providers in Sonoma County who need support in serving children exhibiting behavioral, temperamental, and/or mental health issues.

Exhibit 61



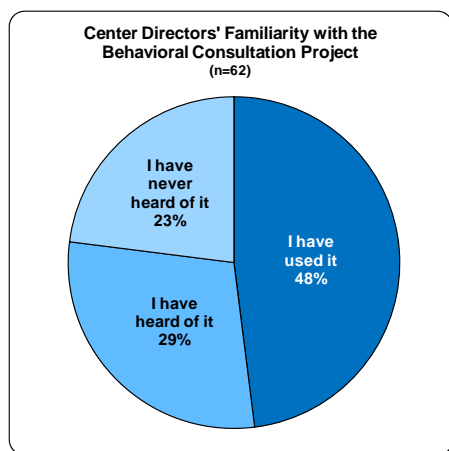
The majority of FCC provider respondents (77%) have never heard of the Behavioral Consultation Project or, if they have, they have not used it. Of the 23% who have used the service, providers report an average of 2-3 consultations.

Exhibit 62



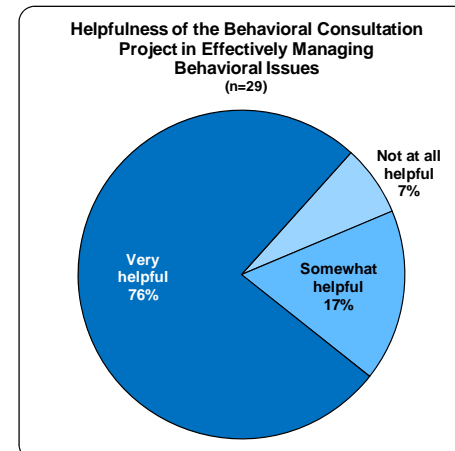
The majority of FCC provider respondents who have utilized this service say that the project was very helpful (54%) or somewhat helpful (31%) in effectively managing behavioral issues in their program.

Exhibit 63



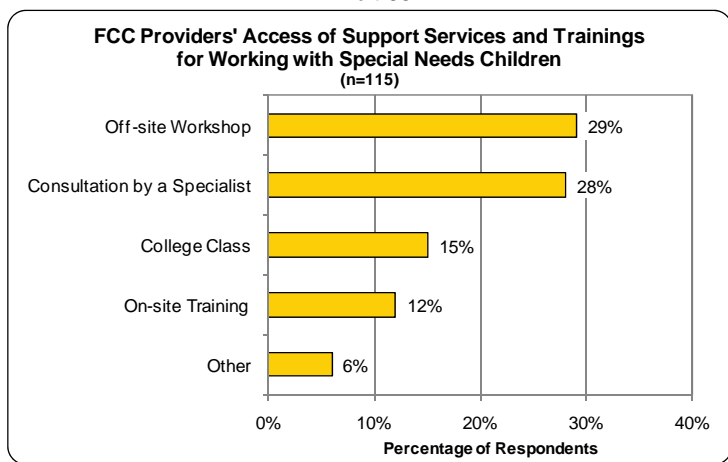
The majority of Center Director respondents (48%) have accessed the Behavioral Consultation Project. Of those who have used the service, respondents report an average of 7-8 consultations.

Exhibit 64



The majority of Center Director respondents who have utilized this service say that the project was very helpful (76%) in effectively managing behavioral issues in their classroom.

Exhibit 65



A little over half (53%) of FCC provider respondents know how to access screening services for children with special needs. Only 27% have actually accessed these screening services.

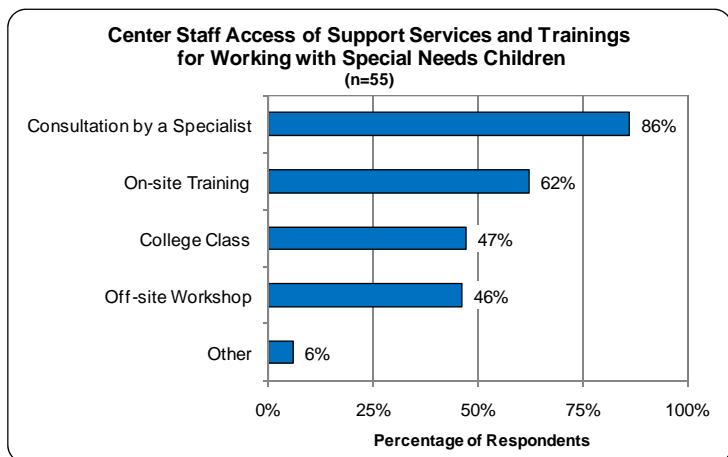
When including their staff, FCC providers have accessed multiple types of support and training for working with special needs children. The most commonly used resources are off-site workshops (29%) and consultations by specialists (28%). Staff also take college-level classes (15%) and participate in on-site trainings (12%).

FCC Providers' Participation in Activities to Better Support Children Served

About one-fourth (24%) of FCC providers participate in Individualized Education Plan (IEP) and Individual Family Service Plan (IFSP) development (n=115). Only 11% of FCC providers report that their staff participate in IEP and IFSP development (n=74).

About one-third (36%) of FCC providers have taken a class or classes that focus specifically on language development and/or literacy (n=124).

Exhibit 66



Nearly all (93%) Center Director respondents know how to access screening services for children with special needs, and 85% have actually accessed these services.

Center Directors report that their staff access a multitude of resources for working with special needs children. Consultation by a specialist (86%) is the most common type of support used by Center staff followed by on-site training (62%). About half also access college-level classes (47%), and off-site workshops (46%).

Center Directors' Participation in Activities to Better Support Children Served

More than two-thirds (70%) of Center Directors participate in IEP and IFSP development (n=55). Center Directors also reported staff participation in IEP and IFSP development at 70% (n=54).

Almost all (89%) Center Directors have taken a class or classes that focus specifically on language development and/or literacy (n=55).

Nearly two-thirds (64%) of Center Directors have participated in the Teachers Acquiring Language Learner Knowledge (TALLK) Program (n=55).

III. Profile of Relevant Sub-Populations within Sample

To look closer at particular sub-populations within the survey sample, and to better understand the extent to which certain professional characteristics may have an impact on the child care field, the LFA research team compared subgroups based on three factors: 1) commitment to the field, 2) possession of an ECE or child development degree, and 3) annual income. The following sections provides highlights of this analysis and a profile of those groups whom Sonoma County may plan to target with future services. Please see Appendix C for a detailed summary of the significant differences between providers in terms of these three factors.

Summary of Sub-Population Findings

In exploring the differences in survey results between sub-groups within the sample, one overarching finding can be extracted from the analysis. Among both FCC and Center respondents, efforts to improve the quality of their child care coincide with intentions of long term commitment to the child care field, as well as possession of an ECE or child development degree. For Center Directors, higher levels of income are also a significant factor.

- Long-term commitment to the child care field translates into greater access of and familiarity with educational courses and professional development opportunities, as well as community resources. Among FCC and Center survey respondents, providers who intend to stay in the field for six years or more were significantly more likely to have utilized services to increase the quality of their child care than providers intending to stay in the field for five years or less.
- There appears to be a significant distinction between child care providers who have an ECE or child development degree and those who do not, and this difference is true among both FCC and Center respondents. Providers with an ECE or child development degree are much more likely to access or be familiar with educational resources and professional development opportunities than providers who do not have such a degree (e.g. special needs training).
- Higher income levels seem to correlate significantly with familiarity and access of resources and professional development opportunities. This is mainly the case for higher income Center Director respondents, who are more likely to be familiar with the Behavioral Consultation Project and preschool services for children with special needs than those with lower income levels.

In summary, survey results show that these are three important factors to consider when exploring quality of child care and strategies for improvement.

IV. Summary and Conclusions

The results of the 2009 Sonoma County Early Childhood Education Workforce Survey reveal several key findings about the ECE provider population that can help to inform the planning and implementation of support services in the County:

- **There is a large pool within the ECE workforce who have some college units or credits in ECE and who may be able to attain a degree with support of a focused “degree-attainment” CARES program.** Results suggest that the CARES program is reaching a priority FCC provider population that has not significantly increased educational attainment over time but expresses the motivation to do so, as indicated by their expressed desire to move up on the child development permit matrix. Furthermore, Santa Rosa Junior College is a tremendous local asset for the Associate’s degree, but a Bachelor’s degree in child development is not currently available at Sonoma State University, the county’s only public 4-year institution.
- **The majority of FCC providers are unfamiliar with critical resources for quality improvement.** These include the Harms-Clifford rating scales, First 5 Sonoma County Gateway to Quality Mini-Grants and the Behavioral Consultation Project
- **In general, providers do not currently see the benefit of accreditation.** This presents a barrier to the implementation of First 5’s preschool scholarship program.
- **There are three important factors to consider when exploring quality of child care and strategies to support the ECE population.** Among both FCC and Center respondents, efforts to improve the quality of their child care coincide with intentions of long term commitment to the child care field, as well as possession of an ECE or child development degree. For Center Directors, higher levels of income are also a significant factor
- **There is a high need for increased earnings and benefits for the ECE population.** For both FCC providers and Center Directors, the most commonly reported incentives for staying in the child care field would be increased earnings and better health benefits.

The findings in this report help to highlight ways in which Sonoma County may want to focus its efforts in supporting the ECE workforce population, ensuring that the population of providers remains committed to the field and to the goal of ensuring they are providing the highest quality of care.

- A. Family Child Care Provider Survey Instrument
- B. Center Director Survey Instrument
- C. Summary of Sub-Population Significant Findings

A. Family Child Care Provider Survey Instrument



Sonoma County 2009 Early Childhood Education Professional Workforce Survey

Welcome to the 2009 Sonoma County Early Childhood Education Professional Workforce Survey!

This survey asks questions about the background, experience, education, professional development, wages and benefits of you and your employees. By responding to this survey, you will be helping to advocate for improved wages, benefits, and resources for the ECE professional workforce. **Your input is very valuable – please make sure your voice is heard to people who make funding and policy decisions about your workforce!**

The first 250 people who complete the survey will receive a \$10 Target gift certificate!

The survey should take between 15 and 20 minutes to complete. All identifying information will be disconnected from the data during the analysis phase of the project, so that the information you give about you and your employees will not be linked to your particular program.

Please complete the survey by June 30, 2009.

Please note: You will need information about you and your employees' education, wages and benefits. Please have your paycheck stub available.

This survey is a collaborative effort of First 5 Sonoma County, Sonoma County Child Care Planning Council, Community Child Care Council (4Cs) and River to Coast Children's Services (RCCS). LFA Group, an independent research firm, is working with the collaborative organizations to conduct this survey.

If you have questions about completing the survey, please contact Rachel Cuevas from LFA Group at (415) 392-2850 ext.304 or Rachel@LFAgroup.com. For all other questions, please call Community Child Care Council (4Cs) at (707) 544-3077 or River to coast Children's Services (RCCS) at (707) 869-3613 (or (800) 944-3613 from the Sonoma Coast) for an appointment.

Thank you so much for taking the time to complete this important survey!

PROFESSIONAL CHARACTERISTICS

The questions in this section will provide information about your child care background, education, activities, and job(s).

1. Please tell us about your length of time doing child care, and how long you plan to remain in the field. Please check one box per row.

Length of time in the field	Less than one year	1-3 years	4-5 years	6-10 years	11-19 years	20 years or more
How long have you worked in the child care field?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How long have you been at your current job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many years do you plan to remain in the child care field?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the licensed capacity for your Family Child Care facility? Please check only one answer.

- Small (6-8)
- Large (12-14)
- Other _____

3. Do you belong to any of the following professional groups? Please check all that apply.

Professional Group Membership	What year did you join?
<input type="checkbox"/> Local, state, or national provider support group	_____
<input type="checkbox"/> Local, state, or national business association	_____
<input type="checkbox"/> Local, state, or national family child care association	_____
<input type="checkbox"/> Local, state, or national Association for the Education of Young Children	_____
<input type="checkbox"/> Other	_____



If you indicated that you belong to some other professional group, please specify which group(s) below:

4. What is the highest level of education you have completed in the United States? Please check only one answer.

- Some High School
- High School diploma or GED
- Some college courses, no degree
- Two year college degree (AA)
- Four year college degree (BA, BS)
- Some graduate work, no graduate degree
- Graduate degree (MA, MS)
- Other (please specify) _____
- Not Applicable

5. What is the highest level of education you have completed in another country? Please check only one answer.

- Secondary / High School
- Trade or vocational degree or certificate
- Some college courses, no degree
- College degree
- Some graduate work, no graduate degree
- Graduate degree
- Other (please specify) _____
- Not Applicable



Has your transcript from another country been evaluated by an educational institution?

- Yes
- No

6. What is the highest level of Early Childhood Education (ECE) or child development training you have received from a community college or four year college? Please check only one answer.

- No ECE education beyond high school
- 1-5 units/credits of ECE or child development
- 6 units/credits of ECE or child development
- 12 units/credits ECE or child development
- 24 units/credits ECE or child development
- 32+ units/credits of ECE or child development
- AA in ECE or child development
- BA/BS in ECE or child development
- BA/BS + at least 2 units/credits ECE
- Graduate level courses in ECE or child development
- Graduate degree in ECE or child development
- Other (please specify) _____

7. Have you taken any credit / unit-bearing coursework in ECE or child development from the following? Please check all that apply.

- Dominican University
- Pacific Oaks College
- Pacific Union College
- Santa Rosa Junior College
- Sonoma State University
- Online Classes
- Other local college or university
- Workshops at professional association meeting or conferences
- Courses in high school or vocational school
- Other (please specify) _____

8. Do you hold a Child Development Permit? Please check only one answer.

- Yes
- No



What permit level do you hold?

- Assistant
- Associate Teacher
- Teacher
- Master Teacher
- Site Supervisor
- Program Director

9. Have you taken ECE or child development classes in the past 3 years with the intent of moving up on the Child Development Matrix? Please check only one answer.

- Yes
- No

10. Have you moved up on the Child Development Matrix in the past 3 years? Please check only one answer.

- Yes
- No

11. Do you plan to move up to the next level on the Child Development Matrix? Please check only one answer.

- Yes
- No
- Not Sure

If you do not plan to move up a level or are not sure, please explain:

12. Do you have a California teaching credential? *Please check only one answer.*

- Yes
 No



If you indicated that you have a California teaching credential, please tell us when you received your credential and what type of credential you have:

Date Received: _____

Credential Type: _____

13. Please list any other relevant child development credentials that you hold (for example, out of state credentials):

14. How familiar are you with the following? *Please check one box per row.*

		I have heard of it	I have used it	I am comfortable using it	I could teach another provider about it
	1	2	3	4	5
Family Child Care Environment Rating Scale (FCCERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Childhood Environment Rating Scale (ECERS-R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infant/Toddler Environment Rating Scale (ITERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-Age Care Environment Rating Scale (SACERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Development Permit Matrix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First 5 Sonoma County Mini-grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sonoma Cares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gateway to Quality Mini-grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Has your child care environment been assessed using the applicable Harms Clifford rating scale? *Please check only one answer.*

- Yes
 No



If your child care environment has been assessed, who assessed it?

- I did my own assessment
 Outside external assessor
 Both myself and an outside external assessor

16. If you have had multiple assessments, did your scores increase, stay the same, or decrease? *Please check only one answer.*

- Not Applicable – have not had multiple assessments
 Increase
 Stay the same
 Decrease

Please explain:

17. How familiar are you with the Behavioral Consultation Project? *Please check only one answer.*

- I have used it
 I have heard of it
 I have never heard of it



If you have used it, how many times have you received consultation from this program?

_____ times

If you have used it, how helpful has it been in effectively managing behavioral issues?

- Not at all helpful
 Somewhat helpful
 Very helpful
 Not Applicable

ACCREDITATION

18. Is your child care site accredited with the National Association for Family Child Care (NAFCC)? *Please check only one answer.*

- Yes
- No
- No, but it has been in the past
- Not Sure



If you indicated that your child care site is accredited, please tell us in what year your accreditation expires: _____

When accreditation expires, will you seek to be re-accredited?

- Yes
- No
- Not sure

19. If you are not accredited or you will not seek re-accreditation, why not?

FCC INCOME / EXPENSE INFORMATION

20. Based on last year's tax return (Schedule C, Form 1040, line 3), what was your net income per year from child care after deducting business expenses? *Please check only one answer.*

- \$0 - \$8,600 (up to \$716 a month)
- \$8,601 - \$11,600 (\$717 - \$967 a month)
- \$11,601 - \$16,500 (\$968 - \$1,375 a month)
- \$16,501 - \$23,200 (\$1,376 - \$1,933 a month)
- \$23,201 - \$26,000 (\$1,934 - \$2,167 a month)
- \$26,001 - \$35,000 (\$2,168 - \$2,917 a month)
- \$35,001 - \$40,000 (\$2,918 - \$3,333 a month)
- \$40,001 - \$45,000 (\$3,334 - \$3,750 a month)
- \$45,001 - \$50,000 (\$3,751 - \$4,166 a month)
- \$50,001 - \$55,000 (\$4,167 - \$4,583 a month)
- \$55,001 - \$60,000 (\$4,584 - \$5,000 a month)
- \$60,001 - \$75,000 (\$5,001 - \$6,250 a month)
- Greater than \$75,001 (over \$6,251 a month)

21. How many hours is your FCC open per week?

Approximate hours per week _____

22. How many hours per week do you work on your child care business in addition to the hours your program is open?

Approximate hours per week _____

23. Do you have another job outside of the field of child care? *Please check only one answer.*

- Yes
- No



If you indicated that you have another job outside the field of child care, please tell us what field your other job is in:

Field: _____

How many hours per week do you work at your other job?

Approximate hours per week _____

BENEFITS INFORMATION

24. What types of benefits do you offer your employees? *Please check all that apply.*

- Health insurance
- Paid vacation
- Paid holidays
- Paid sick days
- Dental insurance
- Vision insurance
- Life insurance
- Retirement accounts (such as 401(k))
- Other (please specify) _____
- None



How many hours per week are needed to qualify for health insurance?

_____ hours per week

Please specify what type of health insurance benefits you offer to your employees. *Please check all that apply.*

- Available, but not paid by employer
- Partially paid with no dependent coverage
(Please provide percentage covered: _____%)
- Partially paid with partial dependent coverage
(Please provide percentage covered: _____%)
- Fully paid with no dependent coverage
- Fully paid with partial dependent coverage
- Other (please specify) _____

25. Please provide any additional information to help us understand the benefits available to your employees.

26. What is your understanding of why some eligible employees do not sign up for benefits?

27. Do you offer any other incentive programs for your employees? *Please check all that apply.*

- Bonuses
- Gift certificates
- Extra days off
- Discount on child care
- Special parking space
- Paid lunchtime
- Paid training or education
- Time off for training or education
- Other (please specify) _____

FCC EMPLOYEE INFORMATION

28. How many employees work at your FCC? *Please check all that apply.*

- Only myself: I am the owner
- 1 employee other than myself, or my spouse/partner
- 2 employees
- 3 or more employees

29. How many regular FCC employees are on your payroll? (Please do not count yourself)

_____ Assistants or aides
 _____ Teachers
 _____ Other (please specify) _____

30. Indicate the number of staff in your child care who are male and the number who are female. The total should equal the total number of FCC employees.

	FCC Employees	Owner
Male	_____	_____
Female	_____	_____

31. Indicate the number of staff in your child care who fall into the following categories of ethnicity. The total should equal the total number of FCC employees.

	FCC Employees	Owner
African American	_____	_____
Caucasian / White	_____	_____
Latino / Hispanic	_____	_____
Asian	_____	_____
Pacific Islander	_____	_____
Alaska Native or American Indian	_____	_____
Multiple	_____	_____
Other	_____	_____

32. Indicate the number of staff in your child care who fall into the following age categories. The total should equal the total number of FCC employees.

	FCC Employees	Owner
Under 20 years	_____	_____
20 – 29 years	_____	_____
30 – 39 years	_____	_____
40 – 49 years	_____	_____
50 – 59 years	_____	_____
60 – 69 years	_____	_____
70 and above	_____	_____

33. Please share general information about your employees. This information will not be connected with your FCC. It will be combined with other data from other Sonoma County FCCs.

	Employee Title	Average hours per week	Hourly pay rate	How long has this employee worked at your FCC?
Employee 1		_____ hours/week	\$_____ per hour	_____
Employee 2		_____ hours/week	\$_____ per hour	_____
Employee 3		_____ hours/week	\$_____ per hour	_____
Employee 4		_____ hours/week	\$_____ per hour	_____
Employee 5		_____ hours/week	\$_____ per hour	_____
Employee 6		_____ hours/week	\$_____ per hour	_____
Employee 7		_____ hours/week	\$_____ per hour	_____
Employee 8		_____ hours/week	\$_____ per hour	_____
Employee 9		_____ hours/week	\$_____ per hour	_____
Employee 10		_____ hours/week	\$_____ per hour	_____
Employee 11		_____ hours/week	\$_____ per hour	_____
Employee 12		_____ hours/week	\$_____ per hour	_____

34. Please complete the table below using the same employee numbers as you assigned in the previous table. For example, the information you provide for Employee 1 below should be information for the same employee as Employee 1 above, etc. This information will not be connected with your FCC. It will be combined with other data from other Sonoma County FCCs.

<i>Instructions:</i> Please circle one		Please write in the <u>number</u> that corresponds to the following levels of education:	Please write in the <u>letter</u> that corresponds to the following levels of education:
		1 Some High School 2 High School diploma or GED 3 Some college courses, no degree 4 Two year college degree (AA) 5 Four year college degree (BA/BS) 6 Some graduate work, no graduate degree 7 Graduate degree (MA, MS) 8 Other 9 Not Applicable 10 Don't Know	A No ECE education beyond high school B 1-5 units/credits of ECE or child development C 6 units/credits of ECE or child development D 12 units/credits of ECE or child development E 24 units/credits of ECE or child development F 32+ units/credits of ECE or child development G AA in ECE or child development H BA/BS in ECE or child development I BA/BS + at least 12 units/credits ECE J Graduate level courses in ECE or child development K Graduate degree in ECE or child development L Don't know
Does this employee have a child development permit?	What is the highest level of education completed in the United States by this employee?	What is the highest level of Early Childhood Education (ECE) or child development training this employee has received from a community college or four year college?	
<i>Example</i> Yes / No / Don't Know	3	F	
Employee 1	Yes / No / Don't Know		
Employee 2	Yes / No / Don't Know		
Employee 3	Yes / No / Don't Know		
Employee 4	Yes / No / Don't Know		
Employee 5	Yes / No / Don't Know		
Employee 6	Yes / No / Don't Know		
Employee 7	Yes / No / Don't Know		
Employee 8	Yes / No / Don't Know		
Employee 9	Yes / No / Don't Know		
Employee 10	Yes / No / Don't Know		
Employee 11	Yes / No / Don't Know		
Employee 12	Yes / No / Don't Know		

35. What is your primary language? *Please check only one answer.*

- English
- Spanish
- Mandarin
- Cantonese
- Tagalog
- Korean
- Vietnamese
- Other (please specify) _____

36. Do you speak any additional languages? *Please check all that apply.*

- English
- Spanish
- Mandarin
- Cantonese
- Tagalog
- Korean
- Vietnamese
- Other (please specify) _____

37. What other languages are spoken fluently in the classroom by your program staff? *Please check all that apply.*

- English
- Spanish
- Mandarin
- Cantonese
- Tagalog
- Korean
- Vietnamese
- Other (please specify) _____

38. Are teaching staff at your program members of a union? *Please check only one answer.*

- None
- Some
- All
- I don't know

CHILD CARE PRACTICE

39. Do you know how to access screening services for children with special needs? *Please check only one answer.*

- Yes
- No

40. Have you accessed screening for children with special needs? *Please check only one answer.*

- Yes
- No

41. What types of support/training for working with children with special needs have you and/or your FCC employees accessed? Please check all that apply.

- None
- College class
- Consultation by specialist
- Workshop off-site
- On-site training
- Other (please specify) _____

42. Do you participate in the Individual Education Plan (IEP), Individual Family Service Plan (IFSP) development process? Please check only one answer.

- Yes
- No
- Sometimes
- I don't know

43. Do your FCC employees participate in the Individual Education Plan (IEP), Individual Family Service Plan (IFSP) development process? Please check only one answer.

- Yes
- No
- Sometimes
- I don't know

44. What community resources have you accessed to support your child care / development program in the past 12 months?

Please check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> 4Cs Food Program | <input type="checkbox"/> Social Advocates for Youth (SAY) |
| <input type="checkbox"/> 4Cs Resource & Referral | <input type="checkbox"/> Sonoma CARES |
| <input type="checkbox"/> California Parenting Institute | <input type="checkbox"/> Sonoma County Afterschool Network (SCAN) |
| <input type="checkbox"/> Catholic Charities | <input type="checkbox"/> Sonoma County Association for the Education of Young Children (SCAEYC) |
| <input type="checkbox"/> Child Care Law Center | <input type="checkbox"/> Sonoma County Child Care Planning Council |
| <input type="checkbox"/> Early Learning Institute | <input type="checkbox"/> Sonoma County Child Care Association (SCCCA) |
| <input type="checkbox"/> Healthy Kids | <input type="checkbox"/> Sonoma State University – Education Department |
| <input type="checkbox"/> Local Libraries | <input type="checkbox"/> The Living Room |
| <input type="checkbox"/> North Bay Regional Center | <input type="checkbox"/> Women, Infants, and Children (WIC) |
| <input type="checkbox"/> Parents Place | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Redwood Empire Food Bank | |
| <input type="checkbox"/> River to Coast Children's Services, Resource & Referral | |
| <input type="checkbox"/> Santa Rosa Junior College – Child Development Department | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> School district preschool services for children with special needs | |

45. Have you taken a class or classes that focus specifically on language development and/or literacy? Please check only one answer.

- Yes
- No

PROFESSIONAL DEVELOPMENT

These questions concern activities designed to improve your knowledge, skills, or practice in the field that you may have participated in like classes, workshops, or conferences.

46. What kinds of courses, workshops, or conferences are not available in Sonoma County that you believe would be helpful to your development in this field?

47. In general, how do you hear about courses, workshops, or conferences in the child development field? Please check all that apply.

- College Schedule of Classes
- Providers' Association
- Flyer(s)
- Community Child Care Council (4Cs) of Sonoma County
- Sonoma County Child Care Planning Council
- Sonoma CARES
- River to Coast Children's Services (RCCS)
- Another Sonoma County community-based organization
- Other (please specify) _____

BARRIERS TO ACCESSING PROFESSIONAL DEVELOPMENT

The following questions concern reasons why it may be difficult for you to take advantage of or find information about classes, workshops, and conferences.

48. Please indicate how often you have experienced each of the following barriers to seeking or participating in professional development courses on a scale of 1-5, with 1 being 'Almost Never' and 5 being 'Almost Always':

		Sometimes	About Half the Time	Often	Almost Always
	1	2	3	4	5
Courses are not held often enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are full	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are not held in my primary language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are poor quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care is not provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are not held in a location convenient to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate transportation to get to courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cannot afford it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are not held at a convenient time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No interest in taking courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the field for many years and my needs have been met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Permit system was created after I got my education and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. What kinds of support/incentives would motivate you or your staff to stay in the field? Please check up to 3.

- Higher wages
- More professional development opportunities
- Access to better health benefits for my family and me
- Ability to charge higher rates
- More business knowledge
- Scholarships for classes
- Substitutes
- Other (please specify): _____

FIRST 5 SONOMA COUNTY MINI-GRANTS

50. Have you received a mini-grant from First 5 Sonoma County since 2001, when the program began? *Please check only one answer.*

Yes



When did you receive your most recent mini-grant from First 5 Sonoma County?

No

Date Received: _____

Don't know

Did the mini-grant you most recently received improve the quality of your child care environment?

Yes

No

Don't know

How did the mini-grant you most recently received improve or not improve the quality of your child care environment?

51. In what zip code is your site located? _____

Thank you for taking the time to complete this survey!

B. Center Director Survey Instrument



Sonoma County 2009 Early Childhood Education Professional Workforce Survey

Welcome to the 2009 Sonoma County Early Childhood Education Professional Workforce Survey!

This survey asks questions about the background, experience, education, professional development, wages and benefits of you and your employees. By responding to this survey, you will be helping to advocate for improved wages, benefits, and resources for the ECE professional workforce. **Your input is very valuable – please make sure your voice is heard to people who make funding and policy decisions about your workforce!**

The first 250 people who complete the survey will receive a \$10 Target gift certificate!

The survey should take between 15 and 20 minutes to complete. All identifying information will be disconnected from the data during the analysis phase of the project, so that the information you give about you and your employees will not be linked to your particular program.

Please complete the survey by June 30, 2009.

Please note: You will need information about you and your employees' education, wages and benefits. Please have your paycheck stub available.

This survey is a collaborative effort of First 5 Sonoma County, Sonoma County Child Care Planning Council, Community Child Care Council (4Cs) and River to Coast Children's Services (RCCS). LFA Group, an independent research firm, is working with the collaborative organizations to conduct this survey.

If you have questions about completing the survey, please contact Rachel Cuevas from LFA Group at (415) 392-2850 ext.304 or Rachel@LFAgroup.com. For all other questions, please call Community Child Care Council (4Cs) at (707) 544-3077 or River to coast Children's Services (RCCS) at (707) 869-3613 (or (800) 944-3613 from the Sonoma Coast) for an appointment.

Thank you so much for taking the time to complete this important survey!

PROFESSIONAL CHARACTERISTICS

The questions in this section will provide information about your child care background, education, activities, and job(s).

1. Please tell us about your length of time doing child care, and how long you plan to remain in the field. Please check one box per row.

Length of time in the field	Less than one year	1-3 years	4-5 years	6-10 years	11-19 years	20 years or more
How long have you worked in the child care field?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How long have you been at your current job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many years do you plan to remain in the child care field?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In a typical classroom at your Center, what is the actual adult-to-child ratio? Please provide the number of children in each age category per one adult. Note: this is actual ratio, not licensed ratio.

Adult-to-child ratios vary greatly among classrooms (If checked, skip to question 3)

Age Category	Number of children per <u>one</u> adult
Infants 0 to 17 months	_____
Toddlers 18 to 23 months	_____
Toddlers 24 to 35 months	_____
Preschoolers 3 to 4 years	_____
Preschoolers 4 to 5 years	_____
Preschoolers 5 to 6 years	_____
School-age children 6 years and up	_____

3. Is (are) your child care center(s) licensed? Please check only one answer.

- Yes
 No



How many of your Centers are licensed?

Number of centers licensed _____

4. Do you belong to any of the following professional groups? Please check all that apply.

Professional Group Membership	What year did you join?
<input type="checkbox"/> Local, state, or national provider support group	_____
<input type="checkbox"/> Local, state, or national business association	_____
<input type="checkbox"/> Local, state, or national family child care association	_____
<input type="checkbox"/> Local, state, or national Association for the Education of Young Children	_____
<input type="checkbox"/> Other	_____



If you indicated that you belong to some other professional group, please specify which group(s) below:

5. What is the highest level of education you have completed in the United States? Please check only one answer.

- Some High School
 High School diploma or GED
 Some college courses, no degree
 Two year college degree (AA)
 Four year college degree (BA, BS)
 Some graduate work, no graduate degree
 Graduate degree (MA, MS)
 Other (please specify) _____
 Not Applicable

6. What is the highest level of education you have completed in another country? *Please check only one answer.*

- Secondary / High School
- Trade or vocational degree or certificate
- Some college courses, no degree
- College degree
- Some graduate work, no graduate degree
- Graduate degree
- Other (please specify) _____
- Not Applicable

Has your transcript from another country been evaluated by an educational institution?

-
- Yes
 - No

7. What is the highest level of Early Childhood Education (ECE) or child development training you have received from a community college or four year college? *Please check only one answer.*

- No ECE education beyond high school
- 1-5 units/credits of ECE or child development
- 6 units/credits of ECE or child development
- 12 units/credits ECE or child development
- 24 units/credits ECE or child development
- 32+ units/credits of ECE or child development
- AA in ECE or child development
- BA/BS in ECE or child development
- BA/BS + at least 2 units/credits ECE
- Graduate level courses in ECE or child development
- Graduate degree in ECE or child development
- Other (please specify) _____

8. Have you taken any credit / unit-bearing coursework in ECE or child development from the following? *Please check all that apply.*

- Dominican University
- Pacific Oaks College
- Pacific Union College
- Santa Rosa Junior College
- Sonoma State University
- Online Classes
- Other local college or university
- Workshops at professional association meeting or conferences
- Courses in high school or vocational school
- Other (please specify) _____

9. Do you hold a Child Development Permit? *Please check only one answer.*

- Yes
- No

→ **What permit level do you hold?**

- Assistant
- Associate Teacher
- Teacher
- Master Teacher
- Site Supervisor
- Program Director

10. Have you taken ECE or child development classes in the past 3 years with the intent of moving up on the Child Development Matrix? *Please check only one answer.*

- Yes
- No

11. Have you moved up on the Child Development Matrix in the past 3 years? *Please check only one answer.*

- Yes
- No

12. Do you plan to move up to the next level on the Child Development Matrix? *Please check only one answer.*

- Yes
- No
- Not Sure

If you do not plan to move up a level or are not sure, please explain:

13. Do you have a California teaching credential? *Please check only one answer.*

- Yes
- No



If you indicated that you have a California teaching credential, please tell us when you received your credential and what type of credential you have:

Date Received: _____

Credential Type: _____

14. Please list any other relevant child development credentials that you hold (for example, out of state credentials):

15. Based on last year's tax return (Schedule C, Form 1040, line 3), what was your net income per year from child care after deducting business expenses? *Please check only one answer.*

- \$0 - \$8,600 (up to \$716 a month)
- \$8,601 - \$11,600 (\$717 - \$967 a month)
- \$11,601 - \$16,500 (\$968 - \$1,375 a month)
- \$16,501 - \$23,200 (\$1,376 - \$1,933 a month)
- \$23,201 - \$26,000 (\$1,934 - \$2,167 a month)
- \$26,001 - \$35,000 (\$2,168 - \$2,917 a month)
- \$35,001 - \$40,000 (\$2,918 - \$3,333 a month)
- \$40,001 - \$45,000 (\$3,334 - \$3,750 a month)
- \$45,001 - \$50,000 (\$3,751 - \$4,166 a month)
- \$50,001 - \$55,000 (\$4,167 - \$4,583 a month)
- \$55,001 - \$60,000 (\$4,584 - \$5,000 a month)
- \$60,001 - \$75,000 (\$5,001 - \$6,250 a month)
- Greater than \$75,001 (over \$6,251 a month)

16. Do you have another job outside of the field of child care? *Please check only one answer.*

- Yes
- No



If you indicated that you have another job outside the field of child care, please tell us what field your other job is in:

Field: _____

How many hours per week do you work at your other job?

Approximate hours per week _____

17. How familiar are you with the following? Please check one box per row.

		I have heard of it	I have used it	I am comfortable using it	I could teach another provider about it
	1	2	3	4	5
Family Child Care Environment Rating Scale (FCCERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Childhood Environment Rating Scale (ECERS-R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infant/Toddler Environment Rating Scale (ITERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-Age Care Environment Rating Scale (SACERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Development Permit Matrix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First 5 Sonoma County Mini-grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sonoma Cares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gateway to Quality Mini-grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Has your child care environment been assessed using the applicable Harms Clifford rating scale? Please check only one answer.

- Yes
- No



If your child care environment has been assessed, who assessed it?

- I did my own assessment
- Outside external assessor
- Both myself and an outside external assessor

19. If you have had multiple assessments, did your scores increase, stay the same, or decrease? Please check only one answer.

- Not Applicable – have not had multiple assessments
- Increase
- Stay the same
- Decrease

Please explain:

20. How familiar are you with the Behavioral Consultation Project? Please check only one answer.

- I have used it
- I have heard of it
- I have never heard of it



If you have used it, how many times have you received consultation from this program?

_____ times

If you have used it, how helpful has it been in effectively managing behavioral issues?

- Not at all helpful
- Somewhat helpful
- Very helpful
- Not Applicable

ACCREDITATION

21. Is your child care site accredited with the National Association for the Education of Young Children (NAEYC)?

	NAEYC Accreditation?	What year does accreditation expire?
Center 1	Yes / No	_____
Center 2 (if applicable)	Yes / No	_____
Center 3 (if applicable)	Yes / No	_____
Center 4 (if applicable)	Yes / No	_____
Center 5 (if applicable)	Yes / No	_____

22. When accreditation expires, will you seek to be re-accredited?

	Will you seek re-accreditation when expired?
Center 1	Yes / No / Unsure
Center 2 (if applicable)	Yes / No / Unsure
Center 3 (if applicable)	Yes / No / Unsure
Center 4 (if applicable)	Yes / No / Unsure
Center 5 (if applicable)	Yes / No / Unsure

23. If you are not accredited or you will not seek re-accreditation, why not?

BENEFITS INFORMATION

24. What types of benefits do you offer your employees? Please check all that apply.

- Health insurance
- Paid vacation
- Paid holidays
- Paid sick days
- Dental insurance
- Vision insurance
- Life insurance
- Retirement accounts (such as 401(k))
- Other (please specify) _____
- None



How many hours per week are needed to qualify for health insurance?

_____ hours per week

Please specify what type of health insurance benefits you offer to your employees. Please check all that apply.

- Available, but not paid by employer
- Partially paid with no dependent coverage
(Please provide percentage covered: _____%)
- Partially paid with partial dependent coverage
(Please provide percentage covered: _____%)
- Fully paid with no dependent coverage
- Fully paid with partial dependent coverage
- Other (please specify) _____

25. Please provide any additional information to help us understand the benefits available to your employees.

26. What is your understanding of why some eligible employees do not sign up for benefits?

27. Do you offer any other incentive programs for your employees? Please check all that apply.

- Bonuses
- Gift certificates
- Extra days off
- Discount on child care
- Special parking space
- Paid lunchtime
- Paid training or education
- Time off for training or education
- Other (please specify) _____

CENTER EMPLOYEE INFORMATION

If you are the Director for multiple child care sites, please respond to the following questions regarding staff by combining all of your sites together.

28. How many teaching staff are on your payroll?

- _____ Assistant(s)
- _____ Associate Teacher(s)
- _____ Teacher(s)
- _____ Master Teacher(s)
- _____ Site Supervisor(s)
- _____ Program Director(s)
- = _____ Total number of teaching staff

29. Indicate the number of teaching staff and Directors in your center(s) who are male and the number who are female. The total should equal the total number of center(s) staff.

	Teaching Staff	Directors
Male	_____	_____
Female	_____	_____

30. Indicate the number of teaching staff and directors in your center(s) who fall into the following categories of ethnicity. The total should equal the total number of center(s) staff.

	Teaching Staff	Directors
African American	_____	_____
Caucasian / White	_____	_____
Latino / Hispanic	_____	_____
Asian	_____	_____
Pacific Islander	_____	_____
Alaska Native or American Indian	_____	_____
Multiple	_____	_____
Other	_____	_____

31. Indicate the number of teaching staff and directors in your center(s) who fall into the following age categories. The total should equal the total number of center(s) staff.

	Teaching Staff	Directors
Under 20 years	_____	_____
20 – 29 years	_____	_____
30 – 39 years	_____	_____
40 – 49 years	_____	_____
50 – 59 years	_____	_____
60 – 69 years	_____	_____
70 and above	_____	_____

32. Please share general information about your employees (not including substitutes). This information will not be connected with your center. It will be combined with other data from other Sonoma County Child Care Centers.

	Employee Title	Average hours per week	Hourly pay rate	How long has this employee worked at your center?
Employee 1		_____ hours/week	\$_____ per hour	_____
Employee 2		_____ hours/week	\$_____ per hour	_____
Employee 3		_____ hours/week	\$_____ per hour	_____
Employee 4		_____ hours/week	\$_____ per hour	_____
Employee 5		_____ hours/week	\$_____ per hour	_____
Employee 6		_____ hours/week	\$_____ per hour	_____
Employee 7		_____ hours/week	\$_____ per hour	_____
Employee 8		_____ hours/week	\$_____ per hour	_____
Employee 9		_____ hours/week	\$_____ per hour	_____
Employee 10		_____ hours/week	\$_____ per hour	_____
Employee 11		_____ hours/week	\$_____ per hour	_____
Employee 12		_____ hours/week	\$_____ per hour	_____

33. Please complete the table below using the same employee numbers as you assigned in the previous table. For example, the information you provide for Employee 1 below should be information for the same employee as Employee 1 above, etc. This information will not be connected with your center(s). It will be combined with data from other child care centers.

Instructions: Please circle one

Please write in the number that corresponds to the following levels of education:

- 1 Some High School
- 2 High School diploma or GED
- 3 Some college courses, no degree
- 4 Two year college degree (AA)
- 5 Four year college degree (BA/BS)
- 6 Some graduate work, no graduate degree
- 7 Graduate degree (MA, MS)
- 8 Other
- 9 Not Applicable
- 10 Don't Know

Please write in the letter that corresponds to the following levels of education:

- A No ECE education beyond high school
- B 1-5 units/credits of ECE or child development
- C 6 units/credits of ECE or child development
- D 12 units/credits of ECE or child development
- E 24 units/credits of ECE or child development
- F 32+ units/credits of ECE or child development
- G AA in ECE or child development
- H BA/BS in ECE or child development
- I BA/BS + at least 12 units/credits ECE
- J Graduate level courses in ECE or child development
- K Graduate degree in ECE or child development
- L Don't know

	Does this employee have a child development permit?	What is the highest level of education completed in the United States by this employee?	What is the highest level of Early Childhood Education (ECE) or child development training this employee has received from a community college or four year college?
Example	Yes / No / Don't Know	3	F
Employee 1	Yes / No / Don't Know		
Employee 2	Yes / No / Don't Know		
Employee 3	Yes / No / Don't Know		
Employee 4	Yes / No / Don't Know		
Employee 5	Yes / No / Don't Know		
Employee 6	Yes / No / Don't Know		
Employee 7	Yes / No / Don't Know		
Employee 8	Yes / No / Don't Know		
Employee 9	Yes / No / Don't Know		
Employee 10	Yes / No / Don't Know		
Employee 11	Yes / No / Don't Know		
Employee 12	Yes / No / Don't Know		

34. What is your primary language? *Please check only one answer.*

- English
- Spanish
- Mandarin
- Cantonese
- Tagalog
- Korean
- Vietnamese
- Other (please specify) _____

35. Do you speak any additional languages? *Please check all that apply.*

- English
- Spanish
- Mandarin
- Cantonese
- Tagalog
- Korean
- Vietnamese
- Other (please specify) _____

36. What other languages are spoken fluently in the classroom by your center staff? *Please check all that apply.*

- English
- Spanish
- Mandarin
- Cantonese
- Tagalog
- Korean
- Vietnamese
- Other (please specify) _____

37. Are teaching staff at your center(s) members of a union? *Please check only one answer.*

- None
- Some
- All
- I don't know

CHILD CARE PRACTICE

38. Do you know how to access screening services for children with special needs? *Please check only one answer.*

- Yes
- No

39. Have you accessed screening for children with special needs? *Please check only one answer.*

- Yes
- No

40. What types of support/training for working with children with special needs have you and/or your teaching staff accessed?

Please check all that apply.

- None
- College class
- Consultation by specialist
- Workshop off-site
- On-site training
- Other (please specify) _____

41. Do you participate in the Individual Education Plan (IEP), Individual Family Service Plan (IFSP) development process? Please check only one answer.

- Yes
- No
- Sometimes
- I don't know

42. Does your teaching staff participate in the Individual Education Plan (IEP), Individual Family Service Plan (IFSP) development process? Please check only one answer.

- Yes
- No
- Sometimes
- I don't know

43. What community resources have you accessed to support your child care / development program in the past 12 months?

Please check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> 4Cs Food Program | <input type="checkbox"/> Social Advocates for Youth (SAY) |
| <input type="checkbox"/> 4Cs Resource & Referral | <input type="checkbox"/> Sonoma CARES |
| <input type="checkbox"/> California Parenting Institute | <input type="checkbox"/> Sonoma County Afterschool Network (SCAN) |
| <input type="checkbox"/> Catholic Charities | <input type="checkbox"/> Sonoma County Association for the Education of Young Children (SCAEYC) |
| <input type="checkbox"/> Child Care Law Center | <input type="checkbox"/> Sonoma County Child Care Planning Council |
| <input type="checkbox"/> Early Learning Institute | <input type="checkbox"/> Sonoma County Child Care Association (SCCCA) |
| <input type="checkbox"/> Healthy Kids | <input type="checkbox"/> Sonoma State University – Education Department |
| <input type="checkbox"/> Local Libraries | <input type="checkbox"/> The Living Room |
| <input type="checkbox"/> North Bay Regional Center | <input type="checkbox"/> Women, Infants, and Children (WIC) |
| <input type="checkbox"/> Parents Place | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Redwood Empire Food Bank | |
| <input type="checkbox"/> River to Coast Children's Services, Resource & Referral | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Santa Rosa Junior College – Child Development Department | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> School district preschool services for children with special needs | |

44. Have you taken a class or classes that focus specifically on language development and/or literacy? Please check only one answer.

- Yes
- No

45. Have you participated in the Teachers Acquiring Language Learning Knowledge (TALLK) program? Please check only one answer.

- Yes
- No

PROFESSIONAL DEVELOPMENT

These questions concern activities designed to improve your knowledge, skills, or practice in the field that you may have participated in like classes, workshops, or conferences.

46. What kinds of courses, workshops, or conferences are not available in Sonoma County that you believe would be helpful to your development in this field?

47. In general, how do you hear about courses, workshops, or conferences in the child development field? Please check all that apply.

- College Schedule of Classes
- Providers' Association
- Flyer(s)
- Community Child Care Council (4Cs) of Sonoma County
- Sonoma County Child Care Planning Council
- Sonoma CARES
- River to Coast Children's Services (RCCS)
- Another Sonoma County community-based organization
- Other (please specify) _____

BARRIERS TO ACCESSING PROFESSIONAL DEVELOPMENT

The following questions concern reasons why it may be difficult for you to take advantage of or find information about classes, workshops, and conferences.

48. Please indicate how often you have experienced each of the following barriers to seeking or participating in professional development courses on a scale of 1-5, with 1 being 'Almost Never' and 5 being 'Almost Always':

	1	Sometimes 2	About Half the Time 3	Often 4	Almost Always 5
Courses are not held often enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are full	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are not held in my primary language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are poor quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care is not provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are not held in a location convenient to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate transportation to get to courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cannot afford it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are not held at a convenient time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No interest in taking courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the field for many years and my needs have been met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Permit system was created after I got my education and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. What kinds of support/incentives would motivate you or your staff to stay in the field? Please check up to 3.

- Higher wages
- More professional development opportunities
- Access to better health benefits for my family and me
- Ability to charge higher rates
- More business knowledge
- Scholarships for classes
- Substitutes
- Other (please specify): _____

FIRST 5 SONOMA COUNTY MINI-GRANTS

50. Have you received a mini-grant from First 5 Sonoma County since 2001, when the program began? *Please check only one answer.*

Yes



When did you receive your most recent mini-grant from First 5 Sonoma County?

No

Date Received: _____

Don't know

Did the mini-grant you most recently received improve the quality of your child care environment?

Yes

No

Don't know

How did the mini-grant you most recently received improve or not improve the quality of your child care environment?

51. In what zip code is your site located? _____

Thank you for taking the time to complete this survey!

C. Summary of Sub-Population Statistically Significant Findings

Commitment to the Child Care Field

Commitment to the child care field is defined as those respondents who report that they plan to remain in the field for six years or more, versus relatively less committed respondents who plan to stay in the field five years or less.

When **comparing “committed” FCC provider respondents to “relatively less committed” FCC providers**, results show the following statistically significant differences:

- Committed providers have been at their current job for less time than relatively less committed providers ($p < .05$), suggesting that those not committed to the field may be nearing retirement rather than a transition to a new field. Providers were asked to indicate how long they have been at their current jobs on a six-point scale where 1 = ‘less than one year’ and 6 = ‘20 years or more.’ On average, relatively less committed FCC providers have been in their current jobs for 6 to 10 years. Committed providers have been in their current jobs for an average of 4 to 5 years.
- 80% of committed providers have taken credit/unit bearing courses in ECE or child development from Santa Rosa Junior College, versus 57% of relatively less committed providers ($p < .05$).
- 13% of committed providers have taken credit/unit bearing courses in ECE or child development through online courses, versus none of the relatively less committed providers ($p < .05$).
- 41% of committed providers have taken ECE or child development courses with the intent of moving up on the Child Development Matrix, versus only 12% of relatively less committed providers ($p < .01$).
- 13% of committed providers have their California teaching credential, versus none of the relatively less committed providers ($p < .05$).
- Committed providers are less familiar about the Family Child Care Environmental Rating Scale (FCCERS) than are relatively less committed providers ($p < .01$), but more familiar about the Infant Toddler Environmental Rating Scale ($p < .05$) and the First 5 Sonoma County Mini Grants ($p < .01$). Providers were asked to indicate their familiarity on a five-point scale where 1 = ‘I have never heard of it’ and 5 = ‘I could teach another provider about it.’ On average, relatively less committed FCC providers are comfortable using the FCCERS while the average committed FCC provider has heard of the FCCERS but has not used it.
- 60% of committed providers or their staff have accessed support for working with children with special needs, versus 31% of relatively less committed providers ($p < .01$).
- Committed providers are more likely than relatively less committed providers to access the following community resources ($p < .05$):
 - 19% more of the committed providers access 4Cs Food program
 - 22% more of the committed providers access 4Cs Resource and Referral
 - 23% more of the committed providers access Local libraries
 - 21% more of the committed providers access Santa Rosa Junior College’s Child Development Department
- 42% of committed providers have taken a class that focuses specifically on language development and/or literacy, versus 19% of relatively less committed providers ($p < .05$).
- 17% of committed providers hear about courses in child development through the Sonoma County Child Care Planning Council, versus none of the relatively less committed providers ($p < .05$).
- 46% of committed providers have received a mini-grant from First 5 Sonoma County, versus only 14% of relatively less committed providers ($p < .01$).

FCC provider respondents who say they are relatively less committed the field, report experiencing the following barriers to professional development most frequently (in the order of most frequent):

- Do not have enough time
- Have been in the field for many years and feel that needs have been met
- Courses are not held at a convenient time
- Courses are not held in a convenient location

Relatively less committed FCC provider respondents also most commonly report that the following supports or incentives would motivate them to stay in the field (in the order of most commonly reported):

- Higher wages
- Access to better health benefits for themselves and their family
- Ability to charge higher rates
- Scholarships for classes

When **comparing “committed” Center Director respondents to “relatively less committed” Center Directors**, results show the following statistically significant differences:

- 43% of committed Directors have not had their child care sites assessed using a Harms Clifford rating scale, as compared to 74% of less committed Directors ($p < .05$).
- 82% of committed Directors report that they hear about courses, workshops, or conferences in the child development field through the Community Child Care Council (4Cs) of Sonoma County, as compared to 54% of less committed Directors ($p < .05$).

Center Director respondents who say they are relatively less committed the field, most frequently report the following reasons for not accessing professional development opportunities (in the order of most frequently reported):

- Have been in the field for many years and feel that needs have been met
- Do not have enough time
- Courses are not held at a convenient time
- Permit system was created after receiving education and experience

Relatively less committed Center Director respondents also most commonly report that the following supports or incentives would motivate them to stay in the field (in the order of most commonly reported):

- Higher wages
- More professional development opportunities
- Scholarships for classes
- Access to better health benefits for themselves and their family

Possession of an ECE or Child Development Degree

Evaluators explored differences between survey respondents based on different groupings of education level. The most striking differences were found for those who possess an ECE or child development degree. Having this type of degree, versus having no degree or even having a degree but not in this particular field, appears to make a significant difference in terms of experience in the child care field and connection to resources in Sonoma County.

When **comparing “ECE degree” FCC provider respondents to “non-ECE degree” FCC providers**, results show the following statistically significant differences:

- ECE degree providers are more likely to stay in the child care field for 11 years or more, versus non-ECE degree providers ($p < .01$).
- 39% of ECE degree providers hold a Child Development Permit, versus only 16% of non-ECE degree providers ($p < .05$).
- ECE degree providers are more familiar about the Family Child Care Environmental Rating Scale than are non-ECE degree providers ($p < .05$). Providers were asked to indicate their familiarity on a five-point scale where 1 = ‘I have never heard of it,’ 2 = ‘I have heard of it,’ 3 = ‘I have used it,’ 4 = ‘I am comfortable using it,’ and 5 = ‘I could teach another provider about it.’ On average, ECE degree providers report a mean of 2.89 and non-ECE degree providers report a mean of 2.13.
- 53% of ECE degree providers have accessed screening for children with special needs, versus 22% of non-ECE degree providers ($p < .01$).
- 87% of ECE degree providers have accessed special needs training or support, versus 49% of non-ECE degree providers ($p < .01$). When accessing these services, ECE degree providers are more likely to access them at an off-site workshop than are non-ECE degree providers ($p < .05$).

- 65% of ECE degree providers have taken a class that focuses specifically on language development and/or literacy, versus 32% of non-ECE degree providers ($p < .01$).

When **comparing “ECE degree” Center Director respondents to “non-ECE degree” Center Directors**, results show the following statistically significant differences:

- 70% of ECE degree Directors have received off-site special needs training, as compared to 31% of non-ECE degree Directors ($p < .01$).
- ECE degree Directors are more likely to report that their teaching staff participates in the Individual Education Plan or Individual Family Service Plan process, as compared to non-ECE degree Directors ($p < .05$).
- 20% of ECE degree Directors have accessed Healthy Kids for their child care in the past 12 months, as compared to 49% of non-ECE degree Directors ($p < .05$).
- ECE degree Directors are less likely to report that professional development courses are held at an inconvenient time, as compared to non-ECE degree Directors ($p < .05$).

Annual Income

When looking at the differences in survey responses based on respondents’ income level, a distinction became apparent between groups of providers falling into particular income categories. For FCC provider respondents, this division is between those with a net annual income of \$8,600 or below per year and those with more than \$8,600 per year. For Center Directors, there is a distinction between those with an annual income of \$26,000 or below versus those above \$26,000 per year.

When **comparing “higher-income” FCC provider respondents to “lower-income” FCC providers**, results show the following statistically significant differences:

- When accessing special needs support services, 35% of higher-income providers have accessed them at an off-site workshop versus 15% of lower-income providers ($p < .05$).
- Lower-income providers are slightly more likely to report that they have no interest in taking courses to further their professional development, as compared to higher-income providers ($p < .05$).

When **comparing “higher-income” Center Director respondents to “lower-income” Center Directors**, results show the following statistically significant differences:

- On average, higher-income Directors have been at their current job longer than lower-income Directors ($p < .01$).
- 48% of higher-income Directors have taken credit/unit bearing coursework in ECE or child development from workshops at professional association meetings, versus none of the lower-income Directors ($p < .05$).
- Higher-income Directors are more likely to be familiar with the Behavioral Consultation Project than are lower-income Directors ($p < .05$). Center Directors were asked to indicate their familiarity with the Behavioral Consultation Project using a three-point scale where 1 = ‘I have never heard of it’ and 3 = ‘I have used it.’ On average, higher-income Directors have used or heard of the Behavioral Consultation Project and lower-income Directors have never heard of it.
- 94% of higher-income Directors provide health insurance benefits to their employees versus 63% of lower-income Directors ($p < .01$).
- No higher-income Directors report that Tagalog is spoken fluently in their classroom, as compared to 25% of lower-income Directors ($p < .01$).
- 4% of higher-income Directors have accessed resources from the Child Care Law Center to support their program in the last 12 months, versus 29% of lower-income Directors ($p < .05$).

- Higher income Directors are more likely to have accessed school district preschool services for children with special needs in the last 12 months ($p < .01$).
- Higher-income Directors are less likely to report that the timing of courses offered has been a barrier to their professional development, as compared to lower-income Directors ($p < .01$)