

Early Care and Education Workforce Study

Workforce Study Introduction

A significant number of individuals currently work with children 0-5 years of age, as well as older children, in a variety of settings. The early care and education setting is one environment that continually influences the overall development of children, and has the potential to significantly impact learning, development, socialization and opportunities for children over years. A recent study by the RAND Corporation suggests that quality early care and education programs for preschool age children can substantially impact society through created opportunities, higher achievement rates, low crime rates, increases in higher education and individual earnings, an increased tax base, lower rates of child neglect and abuse.

The professional development of the current early care and education workforce is an important indicator for measuring quality care and education regardless if this care revolves around infants and toddlers, preschool age-children, and/or a variety of age groups including those beyond 5 years of age. Therefore a profile of the early care and education workforce is fundamental to understanding the needs of early care and education professionals, and can meaningfully work toward assessing and implementing strategies that entail educational attainment, professional development opportunities, accreditation support, and identify gaps in services available to the profession. The purpose of the *Early Care and Education Workforce Study* will begin by serving as this profile, and assist agencies, organizations, childcare centers, childcare homes and individuals by providing information relevant to the personnel working with our youngest residents; individuals that are important in and of themselves and even more important for the essence and possibilities purveyed to our community through their labor.

Workforce Study Background

The Imperial County Children and Families First Commission (Commission), created through voter approved Proposition 10, provides funding directed toward services that target children 0-5 years of age and their families. Strategies supported through Commission funds are related to child health, early childhood education, family functioning and systems change efforts that impact young children. This year the Commission has funded 13 large projects and 6 mini-grants that range from child/family literacy and breastfeeding to court advocacy and childcare provider trainings.

Efforts to better serve children 0-5, their families and individuals providing caregiver services to these children are identified strategically and need to be based on relevant information that could readily be measured. Services for children 0-5 years of age are

unmistakably linked to early care and education. The basis of conducting the *Early Care and Education Workforce Study* for Imperial County clearly supports the strategy to identify specific needs in the early care and education profession throughout the county. This workforce comprises childcare and development professionals working in both family childcare homes and center based programs. Family childcare homes consist of early care and education services provided by caregivers licensed to operate out of their own home. Childcare centers consist of facilities that strictly offer childcare or early care and education and are licensed for those services. Childcare centers may operate under State and Federal subsidized contracts, as well as offer contract services (private care) directly to families. At the time that the data collection process began for this study, Imperial County Office of Education's Child Development Services had identified 308 family childcare homes and 79 childcare/development centers. The Commission's objective was to conduct interviews with family child care providers and childcare/development centers throughout the county, with the goal of capturing comprehensive information from a majority of these homes and centers. Two separate data collection instruments were developed that took into consideration the dynamics, differences and similarities of these well-defined work environments. The data collected through these surveys will assist the Commission and other agencies in planning capacity building services for early care and education professionals working locally. For example, strategies identified through findings of this study may focus on providing outreach support, educational opportunities, professional development stipends, or other professional development needs identified through the process. The overall results of the survey will further provide caregivers and other child development professionals with an important tool for measuring the characteristics of their childcare home or center to the profiles established under the findings of the *Early Care and Education Workforce Study*. The intention of this report is to collect information that can help all stakeholders in their efforts to better serve young children.

The Commission began this process in July 2005; this process included collecting information over the telephone or through site visitations. The basis of the information gathering efforts furnished the Commission with the data necessary to create a profile of center staff by specific characteristics and service areas. The information collection pieces for the *Early Care and Education Workforce Study* consisted in data sets under three distinct measurement groups: a) Child Care Center Characteristics, b) Educational Characteristics, and c) Center Demographics/Staff information.

Child Care Center Characteristics: This section was used to collect information related to the capacity and breakdown of children served, in addition to the type of payments received for caregiver services to these children, such as CalWORKS or Alternative Payment.

Educational Characteristics: This section included detailed information on the actual educational attainment of center staff surveyed by the Commission. Elements within this section incorporated information on both professional development hours and college level coursework (units) from an accredited institution of higher education. The study also focused on identifying institutions of higher education attended by center staff, as well as workshops attended by the center staff that focus on children with disabilities/special needs.

Provider Demographics: This section was used to collect information to develop a profile of the age, ethnicity and languages used by the center staff in the child care center, as well as rates of pay and staff retention.

The information provided to the Commission has been used only for the purpose of developing an early care and education report that can assist in identifying needs of the current workforce, and can serve as a baseline study for other studies in years to come. This endeavor was strictly based on the voluntary participation of family childcare homes and childcare/development centers in Imperial County. The results of the *Early Care and Education Workforce Study* are identified below.

Family Child Care Home Workforce

The Imperial County Children and Families First Commission, through its partnerships with the Early Care and Education Planning Council and Imperial County Office of Education's Child Development Services, mailed copies of the *Family Child Care Provider Survey* to a total of 308 family child care providers in Imperial County. Through a series of individual telephone interviews to all family child care homes, Commission staff realized surveys with 60% or 184 providers, of which 4 survey participants opted out of the survey during the actual workforce study interview. As a result, data collection efforts for this segment of the workforce included 180 providers in the analysis of information in the development of the family child care profile, though the overall information gathering efforts of the study reveal that divergent groups of providers had expressed reservations about sharing information under separate elements of the survey. Reasons for opting out of specific data sets for individual providers varied due to circumstances and information readily available during the interview; for example, circumstances cited included: current employment status; individuals felt that particular questions did not apply; information was deemed confidential; did not feel comfortable sharing specific data. Numerically this condition creates a "zigzag" effect, though calculations for standard deviations and confidence intervals suggest that the overall profile for providers is consistent throughout. Included below is an analysis for the following three distinct data collection subgroups of the study: a) Child Care Home Characteristics, b) Educational Characteristics, and c) Provider Demographics/Other information.

Family Child Care Characteristics

The section on Family Child Care Characteristics focuses on licensing, number and ages of children served, services to children with disabilities or special needs, and if homes are receiving subsidies for care. This level of information is relevant because it provides a picture of the apparent workload for family child care homes. During the period covering the data collection stage of the study, 23 (of the 180) licensed family child care homes were not providing care and education services to children, though many had indicated that they were contemplating the possibility of re-entering the workforce. Reasons for not offering provider services ranged from scarcity of families with needs for child care, rebuilding facilities, attending school, personal issues and the fact that the child development license was on hold (1 Provider). Though approximately 13% of providers surveyed were not serving children, it is meaningful to include these individuals in the study since many stated their intention to re-enter the workforce and/or

are deemed as a dormant segment of the workforce that has the potential to participate in childcare service delivery in the near future.

Of the 180 Providers that were involved in the study, all were issued a license by Community Care Licensing through the California Department of Social Services, though one had indicated that their license was on hold.

Licensed Capacity of the Home

All providers surveyed responded to the question pertaining to the licensed capacity of their child care home. The capacity of the participating childcares ranged from 6 to 14 children. The most common licensed capacity among these providers was 8 children. The average number of children that a provider cared for was 10. The childcare license capacity limits the total number of children that a family child care home may serve at one time. In many cases these providers may care for a number of children greater than the actual licensed capacity as the in and out flow of children changes through the course of the child care home's hours of operation (different shifts), thus exceeding the stated maximum license capacity number while continuing to be in compliance with the limit.

Licensed capacities for providers range from 6, 8 or 14 children. The count of family child care providers per most common license capacity was as follows:

- 10 Providers with a license capacity of 6 children (5.6%) – a licensing limitation for a home that can serve up to 8 children though only serves children that are not school-age
- 105 Providers with a license capacity of 8 children (58.7%)
- 64 Providers with a license capacity of 14 children (36.7%)

Children Served

The 179 homes that were licensed during the interview accounted for a total of 1,796 consecutive childcare slots. The total number of family child care providers that were serving children during the data collection period is 157 and made up approximately 88% of these slots; as noted above the remaining 23 providers were not providing childcare services during the interview for various reasons. The 157 providers that were operating were serving a total of 1,012 children; thus total group was operating at 64% of the total licensed capacity. This estimate further includes those providers that served more children than noted on their license during a given day due to in and out flows during business hours. For example, a provider that was licensed to serve 8 children may have actually served 12 during the day. The maximum amount of children served for a provider was 20.

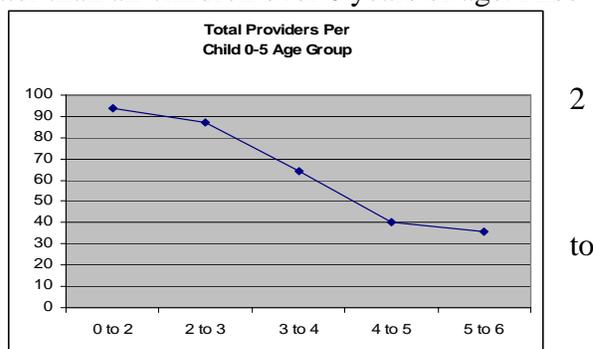
Family childcare providers generally serve children less than 13 years of age, though it may be possible for these providers to care for children that are older, such as an exception made for a child with special needs. Therefore data was segmented into groups for ages of children reported by family childcare providers, and were broken down as follows:

- ages 0 to 2
- ages 2 to 3
- ages 3 to 4
- ages 4 to 5
- ages 5 to 6
- ages 6 and up

Information on ages of children served was provided for 86% of the sample. The most abundant number of children pertained to the group identified as ages 6 and up; this group accounted for 295 or 34% of the total, though it is important to highlight those children 0-5 years of age (made up of five age groupings) accounted for 66% of all children served. Therefore family childcare providers served children from diverse ages, of which 62% to 70% are children were under 6 years of age. Characteristics for age-groups of children under six included the following:

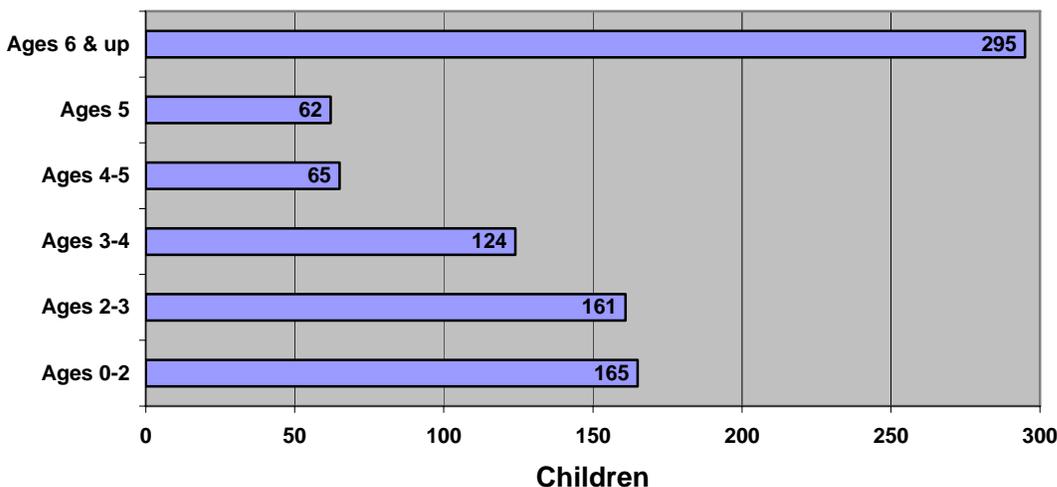
- 94 providers served 165 children 0-2 years of age
- 87 providers served 161 children 2-3 years of age
- 64 providers served 124 children 3-4 years of age
- 40 providers served 65 children 4-5 years of age
- 36 providers served 62 children 5 years of age

For the purpose of data collected at the time of this study, it is evident that family childcare providers cared for more children in the youngest age groups; children in groups 0-2 and 2-3 represented 37% of the total, which is greater than all children over 6 years of age. Also more providers were caring for children in these groups. For example 60% of the 157 providers caring for young children served 165 children 0-years of age; whereas 23% indicated that they were serving children 4-5 years of age. The number of providers serving at least one child in the 0 to 2 age group was 92 providers and the 2 3, 3 to 4, 4 to 5 and 5 to 6 age groups with 87, 64, 40, and 36 providers, respectively. The diagram on the right reveals this pattern.

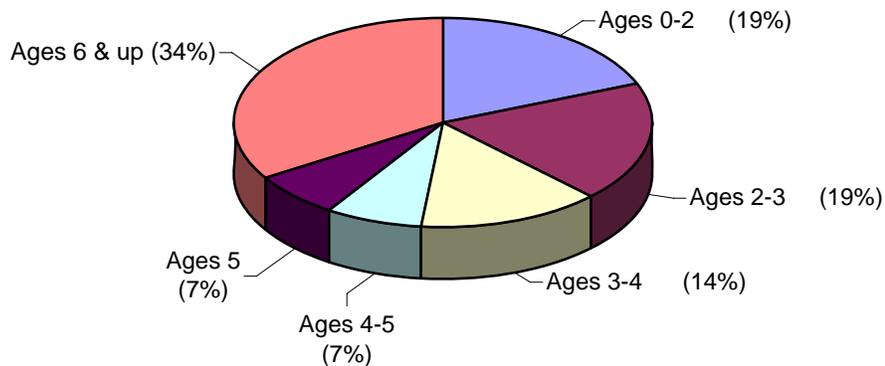


Furthermore, the subsequent charts illustrate the number of children served for each identified group and the respective percentages for these groups as they relate to information collected on providers during the study.

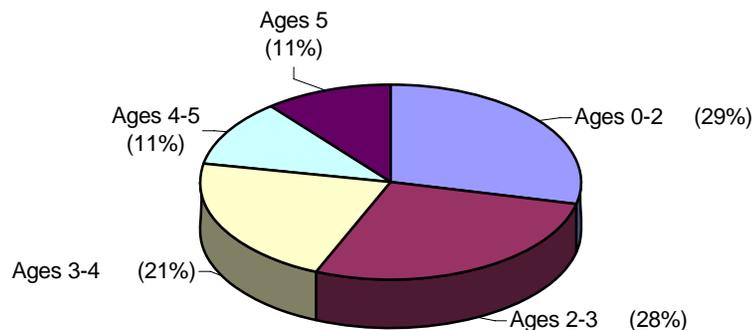
Children served per Age Group



Percentage of Children served per Age Group



Percentage of Children served per Age Group (0-5 Only)

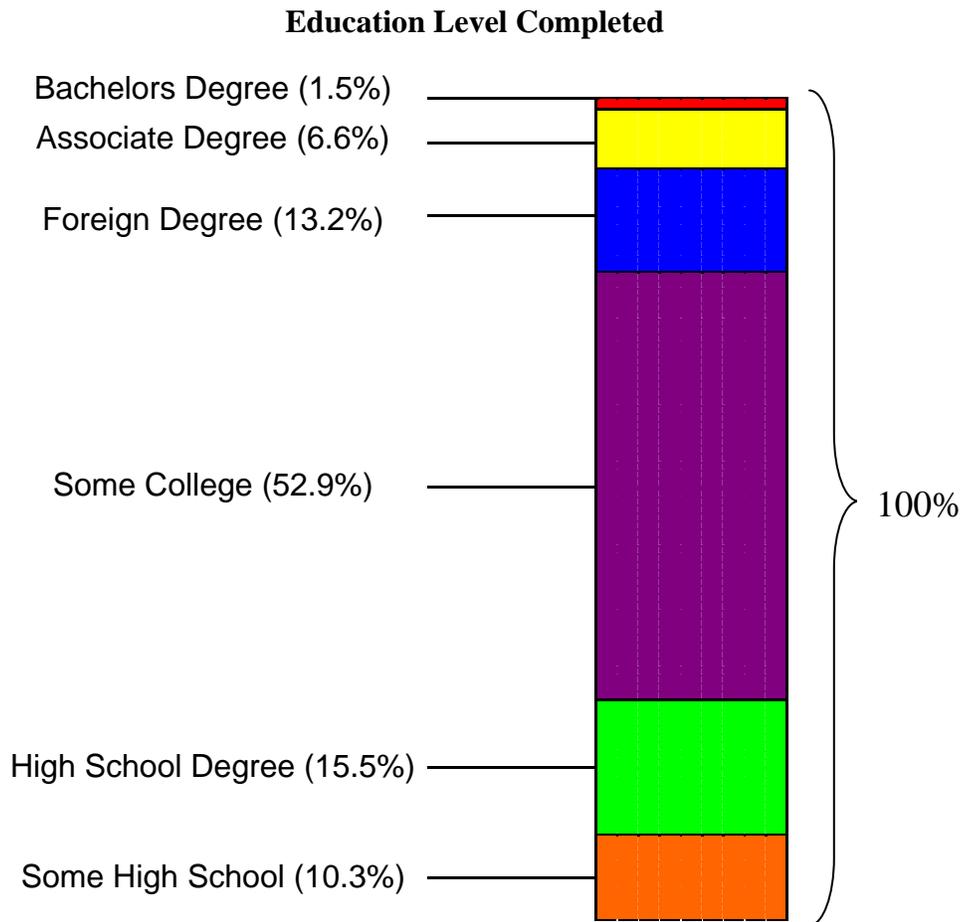


Additional Childcare Home Characteristics

Of the 180 providers interviewed a total of 175 providers responded to additional questions characteristics related to their childcare home and the children served. Results of the information gathered were as follows:

- A total of 57 (32%) family childcare providers have the capabilities of serving children with disabilities or special needs. The total number of children with disabilities or special needs that receive childcare services is 13. Only 9 providers were currently serving those children, and the average number of children served was 1 to 2 per provider.
- A total of 144 providers said that they were offering care to families receiving subsidized payments for childcare (AP Programs/CalWORKs).
- A total of 65 providers indicated that they have subcontracted with Head Start/Migrant Head Start.

The continued development of any workforce is the key to its success over time. Actual educational attainment and/or the potential for further educational attainment are key indicators to professional development, especially in today’s early care and education workforce. For the purpose of this study education and professional development is measured through the overall education obtained by childcare providers, either through high school or postsecondary institutions of higher education, and other professional development activities that these providers participate in, such as workshops, conferences, specialized trainings, or other levels of education. The family childcare provider education summary is based on information obtained from 176 providers that participated in the Education section of the survey and is depicted as follows:



The graph above illustrates educational attainment by percentage through six levels of education for the 176 family childcare providers, where provider surveys indicated that: 10.3% had acquired “Some High School”; 15.5% had acquired a “High School Degree”; 52.9% had acquired “Some College”; 13.2% had a “Foreign Degree”; 6.6% had an “AA Degree”; and 1.5%

had a “Bachelor’s Degree.” Information obtained through individual provider interviews further reveals that 63 of 176 family childcare providers answered as having earned Early Childhood Education (ECE) and Child Development (CD) units. Within this group of 63 providers that have obtained postsecondary education units in ECE or CD, the maximum number of units that a given provider had earned in ECE was 60 and 39 in CD. The average number of units a provider had in ECE was 18 and the average in CD was 39. There were more providers that had earned units in ECE (58) than in CD (7). This suggests that a significant number of family childcare providers obtaining postsecondary education are interested in ECE and CD coursework; 59% of providers that have taken college level courses.

Family childcare providers involved in college level coursework were further asked to share information on the institution of higher education they attended. The following table presents a breakdown of the 107 providers that gave the name of the institution they attended:

Name of Higher Ed. Institution	Total Providers that Attended
Arizona Western College	21
Imperial Valley College	58
San Diego Community Colleges	1
San Diego State University	4
UABC (Mexicali, Mexico)	11
Other	12

Fifty-four percent of these providers identified Imperial Valley College as the institution of higher education they attended; 20% indicated Northern Arizona University, 1% attended a San Diego Community College; 4% attended San Diego State University; whereas the remaining 22% indicated “Other” or UABC in Mexicali, Mexico.

Other professional development opportunities are meaningful to the overall education of childcare providers. These types of opportunities apply to the general services provided to children under the care of the provider, enable the provider to increase knowledge levels, assist in business development and can apply toward the future accreditation of the childcare home. One-hundred and eight or 60% of providers indicated that they attended non-college professional development trainings in ECE and CD during the last year. Of providers accumulating professional development hours, the maximum hours that a provider had accumulated in trainings were 240 and the minimum was 2. The average number of hours that these providers had accumulated is 56 and the most common number accumulated was 90 hours.

Many childcare providers have increased their knowledge in serving children with disabilities or special needs. Seventeen or 9% of family childcare providers have obtained specialized units that emphasized serving children with special needs. The maximum number of units a provider obtained in this area was 12, and the average number of units for the 17 providers was 5.5 units. In addition, several providers stated that they had worked to increase their knowledge on serving children with special needs through workshops focusing on children with special needs/disabilities.

A total of 101 providers responded as having attended some of these workshops. The range of hours accumulated under this category reported by providers was from 2 being the minimum to 60 being the maximum, and the average hours per family childcare home totaled 15. Providers were also asked about participation in special trainings for working with English Language Learners. A total of 12 providers indicated their involvement in this type of

specialized training. This reflects 9% of the workforce answering this question, of which an average of 9 hours was obtained by these providers with a maximum of 18 hours. Other important educational characteristics to consider when assessing the educational and professional development of family childcare providers are:

- No family childcare providers hold a California Public School Teaching Credential
- No family childcare providers hold a Public School Teaching Credential from another State
- Twelve or 6.6% of family childcare providers have been accredited by the National Association for the Education of Young Children; and another 22 have indicated that they are working toward their accreditation.
- Eighteen family childcare providers have obtained a degree from an institution of higher education in a foreign country.

Provider Demographics Staff Information

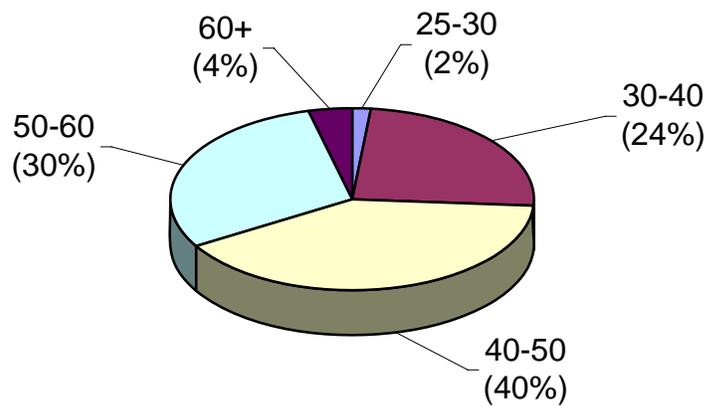
Data collection contingent to the demographic makeup of family childcare providers will contribute to the overall picture of who these providers are by looking at age, ethnicity, and language(s) spoken, in addition to determining how many of these providers hire additional caregivers or “assistants.” Furthermore, an assessment of demographic characteristics can assist in developing strategies for stakeholders offering services to this workforce. Under this section of the interview, a total of 176 family childcare providers contributed to the data collection efforts.

The “age” of the overall workforce is clearly an important factor in developing a profile of the family childcare workforce. The following table provides a breakdown in ages for the workforce for five distinct age ranges.

Age Range	Total Providers
25 to 30	3
30 to 40	43
40 to 50	71
50 to 60	52
60 to 70	7
Total	176

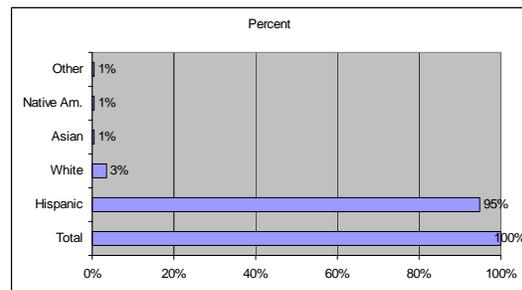
The information in this table suggests that the workforce is relatively mature. Less than 2% of the workforce is under 30 years of age, where the youngest provider is identified as being 26 years old. As much as 73% of the workforce is over 40 years of age, and 33% is between 50 to 70 years old, where the oldest provider is 69 years of age. The average age is 45 years, which is also consistent with the median age for the group. The percentage per age range is depicted on the following pie chart.

Age



Ethnicity

As noted above, another significant factor for assessing provider demographics is the ethnicity of the provider. Of the 176 providers contributing information under this category, an overwhelming majority has indicated that they are Hispanic/Latino; this majority reflects 167 or 95% of all providers responding. The second largest ethnicity is White (non Hispanic) with a total of 6 providers. One provider answered as being of Asian ethnicity and one Native American. Only one answered “Other” under the ethnicity category. In conclusion, 94.8% of providers are Hispanic/Latino and 5.2% belong to other (non Hispanic) ethnicities (6 White -non Hispanic; 1 Asian; 1 Native American; 1 Other).

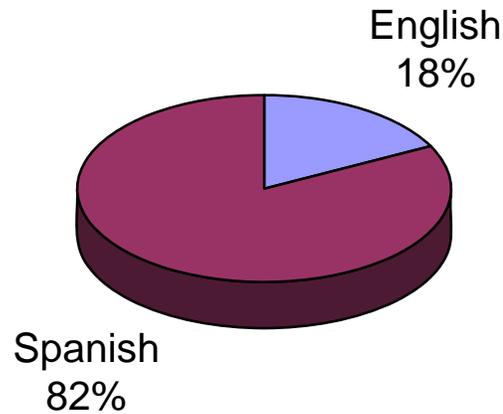


to

Language

Another important demographic measure to consider is the language(s) spoken by providers, especially in this county where the context of cultural development is highly influenced by both English and Spanish. Consistent with this statement, and the ethnic breakdown of providers surveyed, the primary language of providers surveyed in the study is either English or Spanish. Of the 176 providers, a total of 145 providers said their primary language is Spanish and 31 English. A total of 111 providers speak more than one language. The most common secondary languages of providers are English and Spanish with 85 and 22, respectively. Three providers noted that they spoke another secondary language; 1-Chinese, 1-Quechuan and 1-Arabic. Furthermore, four providers indicated that they spoke more than two languages; 1-English; 1-French; and 1-Unknown.

Primary Language of Providers



A total of 171 providers shared information on languages that are spoken to children they serve. Of those, 133 providers primarily speak to children in Spanish, 37 in English and 6 communicate to children in another language (1-Chinese, and 5 undisclosed). Of these providers, 58% stated that they speak to children in more than one language.

Assistants

A number of providers employed childcare assistants to help care for children, namely in family childcare homes licensed to serve more than 8 children. Sixteen percent of providers stated that they worked with paid childcare assistants; 20 providers employed one assistant, and 9 providers employed 2 assistants. In addition 58% of these assistants had obtained training in the areas of Early Care Education or Child Development.

Childcare Center Workforce

The Imperial County Children and Families First Commission, through its partnerships with the Early Care and Education Planning Council and Imperial County Office of Education's Child Development Services, mailed copies of the *Center Director Survey* to a total of 79 childcare centers in Imperial County. As with the *Family Child Care Provider Survey*, Commission staff and the Early Care and Education Planning Council worked to collect workforce information from Centers offering childcare services in the area. Through interviews with Center Directors, site visitations and/or data submitted independently, the data collection efforts were realized for 65 of the 79 State, Federal and Private Childcare Centers. As with the *Family Child Care Provider Survey*, the information obtained through the *Center Director Survey* includes analysis for particular areas related to the workforce. Though the basis of information assessment for the workforce study is the same, due to the nature of Childcare Centers, and the differences between Centers and Family Childcare Homes, the data gathered during the *Center Director Survey* is unique to Centers and will vary in scope from the *Family Child Care Provider Survey*. Therefore information was gathered for the following four data collection subgroups of the study: a) Childcare Center Characteristics, b) Educational Characteristics, c) Staff Wages and d) Provider Demographics/Other information.

Even though a total of 65 Centers participated in the study, not all of these Centers provided complete information, and therefore the information gathered for each section will vary accordingly. Below is a summary of these interviews.

Childcare Center characteristics

Licensed Capacity Centers

The section on Childcare Center Characteristics focuses on licensing, number and ages of children served, services to children with disabilities or special needs, and if the Center is receiving subsidies for care. This level of information is relevant because it provides a snapshot of the workload for the identified Centers. During the period covering the data collection stage a total of 63 Centers answered questions pertaining to childcare characteristics. The individual licensed capacity of the Centers ranged from 12 to a maximum of 115 slots for children. The aggregate capacity of the 63 Centers totaled 2,942 slots for children. The average capacity for all Centers was 47 childcare slots, whereas the most common capacity was for centers licensed to serve up to 30 children; 16% of Centers were within this category. Nineteen Centers were noted as serving more children than their reported capacity.

Children Served

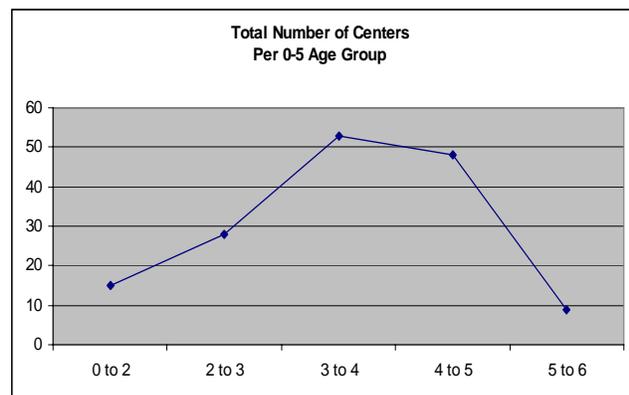
The 63 Centers that participated in the study accounted for 2,942 childcare slots, and the total number of children served by these Centers was 2,602. Therefore Centers were operating at 88% of their total reported capacity. The maximum number of children served by a provider was 155 and the minimum was 12. Centers primarily served children less than six years of age, though in some cases Centers would serve children that were older. Therefore data on the ages of children served was segmented into the following groups:

- ages 0 to 2
- ages 2 to 3
- ages 3 to 4
- ages 4 to 5
- ages 5 to 6
- ages 6 and up

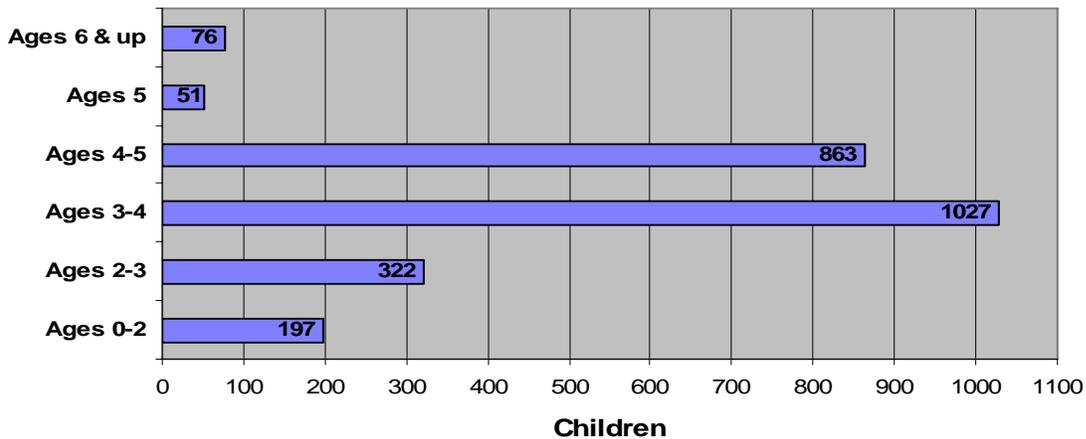
Information on ages of children cared for in these Centers was provided for 97% of the sample. According to the information provided, the most abundant child age group that was served was the ages 3 to 4; this age group accounted for 1,027 or 40% of the total number of children. The age group that had the least number of children served by Centers was the group that had children ages 5 to 6, which accounted for only 51 or 2% of all children. Children in the age group range from 0 to 5 further comprised 97% of the total or 2,460 children. Characteristics for age-groups for children under six included the following:

- 15 Centers served 197 children 0-2 years of age
- 28 providers served 322 children 2-3 years of age
- 53 providers served 1,027 children 3-4 years of age
- 48 providers served 833 children 4-5 years of age
- 9 providers served 51 children 5 years of age

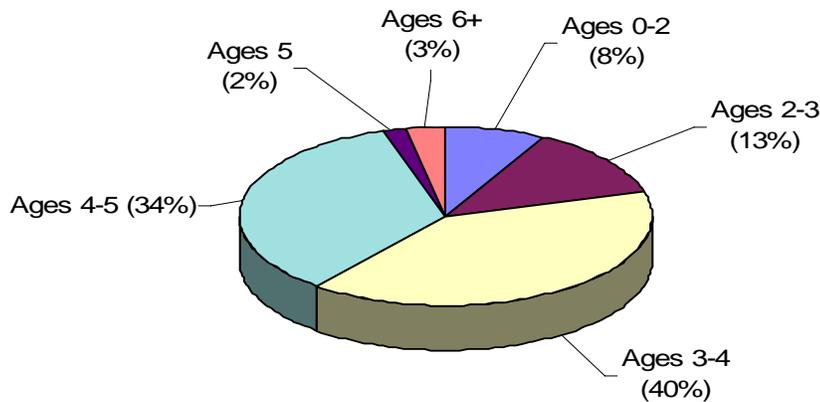
For the purpose of data collected at the time of this study, it is evident that Centers provided services to a significant number of children 0 to 5 years of age, where children in age groups 3-4 and 4-5 represented 74% of the total. Also more Centers were caring for children in these two groups. For example 84% of the 63 Centers cared for 1,027 children 3 to 4 years of age; and 76% indicated that they were serving children 4-5 years of age. Thus the number of Centers serving children by age group were: 15 Centers for ages 0 to 2; 28 Centers for ages 2 to 3; 53 Centers for ages 3 to 4; 48 Centers for ages 4 to 5; 9 Centers for ages 5 to 6; and 6 Centers served children ages 6 and up. The subsequent charts illustrate the number of children served for each identified group and the respective percentages for these groups as they related information collected on Centers during the study.



Children Served per Age Group



Percentage of Children served per Age Group



Additional questions pertaining to the Centers’ serving families receiving subsidized payments and contracting were included in the survey. Results from these questions are as follows:

- A total of 39 Centers are offering services to families receiving subsidized payments for childcare (AP Programs/Cal Works).
- A total of 15 Centers indicated that they were Head Start Centers or Migrant Head Start Centers and are identified as “Federal” Preschools
- A total of 38 Centers are contracted with the California Department of Education Services and are identified as “State” Preschools.
- There were an additional 11 Centers that were identified as “Private” Preschools, though this would not entail that such preschools could not contract for state contracts.

A number of questions sought to collect information related to Center staff education and professional development. For the purpose of this study education and professional development is measured through the overall education obtained by childcare staff, either through high school or postsecondary institutions of higher education, and other professional development activities that these providers participate in, such as workshops, conferences, specialized trainings, or other levels of education. Questions varied from staff's highest level of education obtained to the number with foreign degrees, out-of-state teaching credential, specialized trainings, etc.

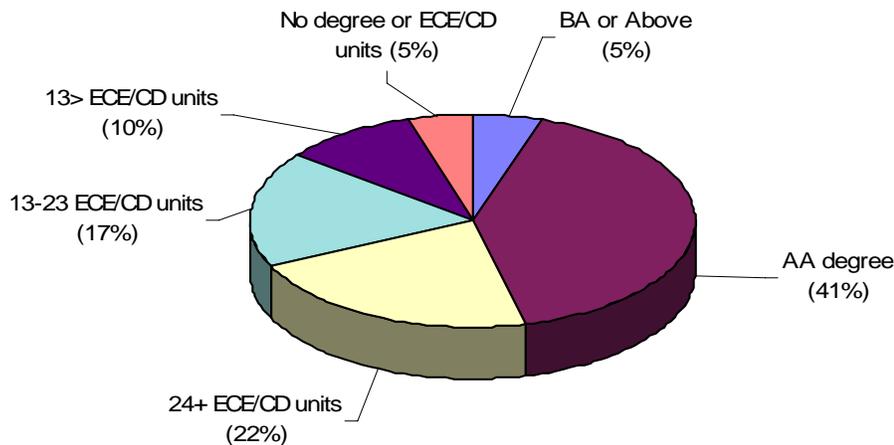
Sixty-four Centers provided information on the educational attainment levels of 363 staff members. A review of this information shows that:

- The total number of teaching staff and directors with a degree and child development permit from all participating centers totaled 128.
- Eighty-two teaching staff and directors have a child development permit but have not obtained a degree.
- Nine staff were identified as having obtained a degree and California Teaching Credential.
- Of all Centers, there is only one individual that has a degree and an out-of-state Teaching Credential.

Not all Centers answered questions pertaining to the highest level of education obtained by teaching staff and directors, the breakdown of the information that was obtained is as follows:

Number of Teaching Staff and Directors with:		Number
Bachelors degree or above		20
Associates degree		148
No degree, but completed:	24 or more ECE/CD units	80
	13 to 23 ECE/CD units	63
	Less than 12 ECE/CD units	35
No degree and no ECE/CD units		17
Total		363

Percentage of Educational Attainment Level for Staff and Directors



Participating Centers provided additional staff and director education information. The information provided by all Centers is summed up as:

- 30 have a degree in a related field of study
- 14 have obtained a foreign degree
 - Of those, 4 have a degree in a field related to ECE/CD
- 133 have received training to work with children that have special needs
- 152 have received training to work with English language learners

Center Demographics Staff Information

Data collection contingent to the demographic makeup of Center staff will contribute to the overall picture of who this workforce is by looking at age, ethnicity, language(s) spoken. Furthermore, an assessment of demographic characteristics can assist in developing strategies for stakeholders offering services to childcare staff. The Center Demographic/Staff Information section of the survey was divided into 3 subsections: Director, Teachers and Assistants. Each one of these subsections had questions on the total number of staff per subsection, their age, ethnicity, language and educational institution attended. Ninety-one percent of Centers provided information under this section. Furthermore, many Center Directors had limited access to all the information requested. A summary of the information collected is as follows:

- A total of 59 Centers provided information on Director-staff
 - The total number of staff working as Directors is 65
 - The average number of directors per Center is from 1 to 2
 - The maximum number of directors a Center recorded is 2
 - The average age of a director is 45

- A total of 53 Centers provided information on Teacher-staff
 - ◆ The total number of staff working as teachers is 164
 - ◆ The average number of teachers per Center is 3
 - ◆ The maximum number of teachers a Center recorded is 10
 - ◆ The average age of a teacher is 41

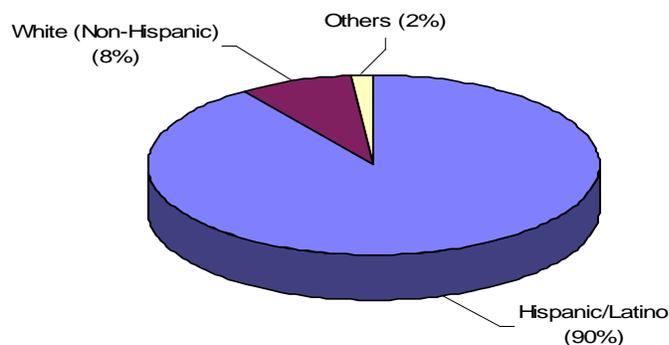
- A total of 52 Centers provided information on Assistant-staff
 - ◆ The total number of staff working as assistants is 126
 - ◆ The average number of assistants per Center is between 2-3
 - ◆ The maximum number of assistants a Center recorded is 9
 - ◆ The average age of an assistant is 38

Breakdowns of the answers of each of the questions per subsection are depicted below:

Ethnicity

	Directors	Teachers	Assistants	Total
Hispanic/Latino	52	143	125	320
White (Non Hispanic)	11	17	1	29
African American	1	3	0	4
Asian	1	0	0	1
Native American	0	1	0	1
Total	64	164	126	355

Overall Ethnic Breakdown Percentage for Centers



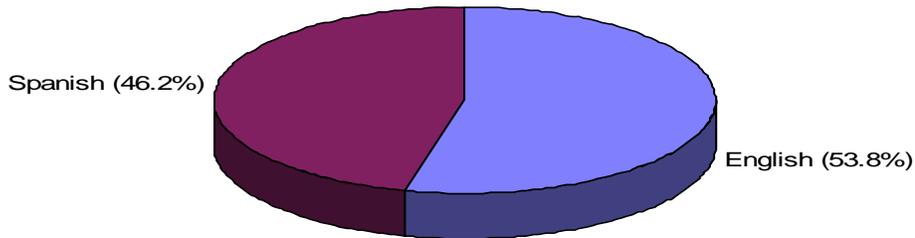
Educational Institutions Attended

	Directors	Teachers	Assistants	Total
Arizona Western College	1	2	0	3
Cal Poly	1	1	0	2
CCPV	2	1	0	3
CSUN	1	0	0	1
Imperial Valley College	43	152	110	305
SDSU	10	0	4	14
UC Berkeley	2	0	0	2
Foreign	0	1	1	2
Other	4	3	5	12
Total	64	160	120	344

Language

	Directors	Teachers	Assistants	Total
English	41	106	44	191
Spanish	24	58	82	164
Total	65	164	126	355

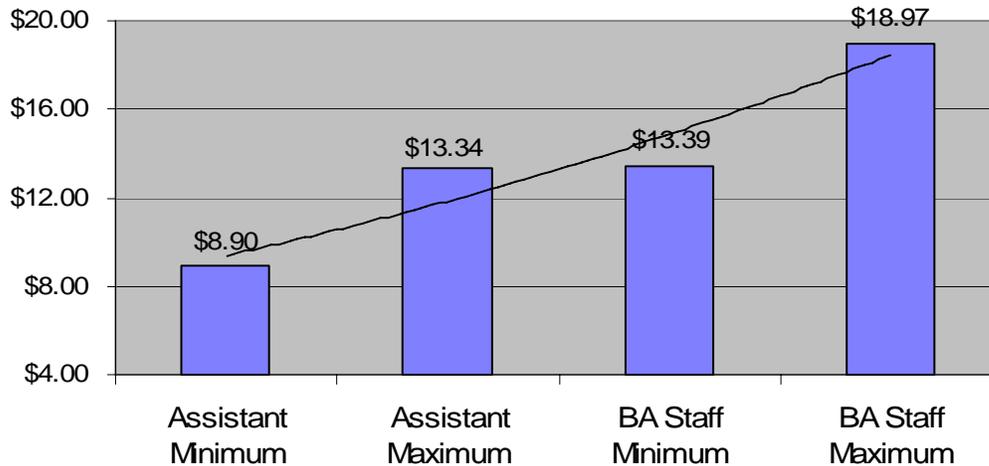
Language



Staff Wages

The following graph with trend line shows the minimum and maximum average hourly wage for Center staff with a bachelors' degree or above and those for assistants.

Hourly Wage Range (Averages)



Other Center Staff Characteristics are:

- A total of 53 teaching staff and directors from 13 Centers have received professional development stipends.
- Staff retention rates can be interpreted through the following information:
 - 167 staff members have worked at the Center for more than 5 years
 - 118 staff members have worked at current Center between 1 to 5 years
 - 29 staff members have worked at current Center for less than a year
 - 35 staff members have stopped working at Centers within the last year

Family Child Care & Center Based Workforce

Childcare Workforce Observations

In the wake of the national movement focusing on providing quality preschool opportunities to all eligible children that has gained momentum in recent years and that is supported by research and child outcomes, the value and status of the early care and education workforce cannot be diminished. Government entities, agencies (public and private) as well as individuals with a vested interest in improving the lives of young children would significantly benefit by promoting strategies that focus on preschool workforce improvements, opportunities for professional growth, and assessments of capacity. The California State Research Bureau indicates that of the 4,791 children 3-5 years of age in Imperial County, an estimate 45.3% were enrolled in preschool during the month of January 2004. If a universal preschool initiative is passed, either by legislative action or voter approved initiative, the impact on the early care and education workforce would be significant. Regardless, educators, administrators, and community members will benefit from the research based conclusions supporting the development of a quality, educated and culturally sensitive preschool workforce; one that virtually touches all areas related to early learning and child development from 0 to 5 years of age and beyond.

The two groups identified in this workforce study are a critical component to gaining positive child outcomes. Therefore it is important to view these two groups as meaningful partners and understand that each group (as well as each center based program and each home separately) will be defined by unique characteristics. Without identifying differences and similarities between these two groups, there would inherently be a predisposition to aggregate raw data that has been collected for the purpose of drawing specific assumptions. An analysis of defining characteristics, as they relate to data collection, could serve to draw deeper and healthier assumptions as they relate to the overall development of the workforce. Selected observations that have been drawn from the information collected from both family childcare homes and center based programs are:

Both groups have a complex workforce that in combination serves children from 0 to 13 years of age. During the workforce study centers and homes interviewed accounted for a reported 4,738 childcare slots and were serving up to 3,614 children at the time. On the aggregate level centers and homes were operating at 76.3% of the reported capacity. There is the potential to serve an additional 1,124 children; this value should be higher due to the confidence interval and the number of homes and centers that may serve children through separate shifts of care during the day.

The majority of children in childcare are 3 to 5 years of age; this group accounts for 61% of all children served in centers and homes up to 13 years of age, and 71% for all children 0-5 years of age. Children 0-5 years of age accounted for 2,894 childcare slots, where as children 3-5 years of age accounted for 2,049 childcare slots at the time of the study.

Under particular age groups more individual homes and centers combined serve children 3 to 4 years of age; this represents 48% of all providers. Only 18% of homes and centers served children 5 to 6 years of age, and 56% of all providers served children over 5 years of age.

Data by center versus provider group indicates that there is a proportional relationship between age and whether the child is cared for in a home or center. More homes are active in caring for children that are younger; there is a downward slop in the number of providers that care from children as the child reaches his/her 5th birthday. This downward slop is also consistent

with the number children served by age. Homes also serve a significantly higher number of children that are younger. Notably, this observation of childcare services by age is practically an inverse relationship between center-based and home care. More centers care for children between 3-5 years of age, and more children 3-5 years of age are served by these centers. Data over time may work to reveal a significant trend the relationship between the age of the child and the mode of childcare chosen by parents.

Educational attainment level information was provided for both groups, and the aggregate level of data is as follows: 4% indicated that they have BA Degrees; 29% have AA Degrees; 45% have obtained some college level coursework; where as 8% have high school diplomas; 3% did not complete high school; and 11% chose not to answer. The total number of early care and education providers combined show that up to 33% have at least an AA Degree or higher, though when looking at data relevant to center based care the percent meeting this criteria is significantly higher (46%) than individual educational attainment in family childcare homes (7.1%). The educational requirements for these two groups significantly varies, therefore what the data suggests is that there is a strong disposition to meet the minimum requirements, with less than 10% of the workforce completing educational objectives beyond those requirements. Furthermore a significant percent of early care and education providers

Provider demographic information reveals that only 22% of all providers are less than 30 years of age, suggesting a mature workforce. A overwhelming number of providers are Hispanic (92%), and 48% of providers stated that their primary language is English, and 52% stated that it was Spanish.

A significant number of family childcare homes and center based programs are predisposed to providing information relevant to their respective workforce – 60% of homes and 82% of centers contributed to the study; 245 distinct facilities serving children provided data, of which information was collected reflecting 572 individuals in the workforce: 126 childcare center assistants, 164 childcare center teachers, 64 childcare center directors, 38 family childcare assistants; and 180 family childcare homes.

Recommendations

As a result of the Imperial County Children and Families First Commission's *Early Care and Education Workforce Study* several recommendations for addressing the needs of early care and education providers (both center based and family childcare homes) were conveyed to the Commission during the February 2, 2006 meeting.

One of the recommendations that is of high priority would be to provide incentives and professional development opportunities to childcare providers that do not qualify for AB212 Stipends (a stipend program currently administered by the Early Care and Education Planning Council); in this case the providers that would primarily benefit from a new stipend program would be federal and some private childcare centers, in addition to family childcare homes. The Commission has committed \$60,000.00 per year for a period of up to three years for such stipends, which were contingent to results from the aforementioned workforce study. Therefore the recommendation will be to launch the stipend program directed at childcare center staff and family childcare homes that do not qualify for AB212 stipends.

Develop strategies that enhance learning opportunities for early care and education providers that are mono-lingual Spanish Speakers or are limited in their English proficiency.