

California Early Care and Education Workforce Study

*CCSESA Regional TA
Workshop on Development
of County Preschool Plans
Irvine, California
November 8-9, 2006*

- *Center for the Study of Child Care Employment, at the Institute of Industrial Relations, at the University of California, Berkeley*
- *California Child Care Resource and Referral Network*

Background and Purpose

- Funded by First 5 California.
- Identify the characteristics of the current licensed child care workforce, particularly its demographics and educational background.
- Assess the potential need and demand for further professional development opportunities for the next generation of workers who will care for our young children, particularly in future public preschool programs.



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Background and Purpose

- Statewide study documents the workforce for the state as a whole and for four regions:
 - Central Valley
 - Bay Area
 - Northern California
 - Southern California
 - *Imperial, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, Ventura*



California Early Care and Education Workforce Study

Five key study questions

1. Who constitutes the active, licensed early care and education workforce in California?
2. What are the characteristics of the children served by the licensed workforce?



Five key study questions

3. What is the level of educational attainment and early childhood development-related training among the early care and education workforce?
4. How do levels of educational attainment and early childhood development-related training vary by demographic characteristics and regions of the State?
5. How well prepared is the workforce to care for and educate children who are dual language learners or have special needs?

Study Methodology

- Sample based on the R&R databases of active, licensed family child care homes and child care centers.
- Questionnaire thoroughly pre-tested.
- Interviews conducted by telephone, by Field Research Corporation, Inc., a professional survey research firm.
- Interviewed a random sample of 1,800 licensed family child care homes statewide; **600 in Southern California.**
- Interviewed 1,921 child care centers statewide; **685 in Southern California.**
- We analyzed the data statewide, and compared the data by region and by various program and demographic characteristics.

Study Methodology: Who did we interview?

- English and Spanish speaking licensed family child care home providers on behalf of themselves and their assistants.
- Directors of licensed child care centers on behalf of themselves, the teachers and the assistant teachers.
- The centers interviewed had a license to serve infants and/or preschool children. These centers might or might not also have a license to serve school-age children.
- Centers not included were child care centers licensed to serve only school-age children.

The ECE workforce and the children served: statewide and in Southern California

- Workforce includes about:
 - *69,160 people, predominantly female, in Southern California*
 - 130,000 people, predominantly female, statewide
- Caring for about*:
 - *388,735 children, in Southern California*
 - 750,000 children, statewide



*Not including school-age children in centers

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Estimated size of the family child care home workforce

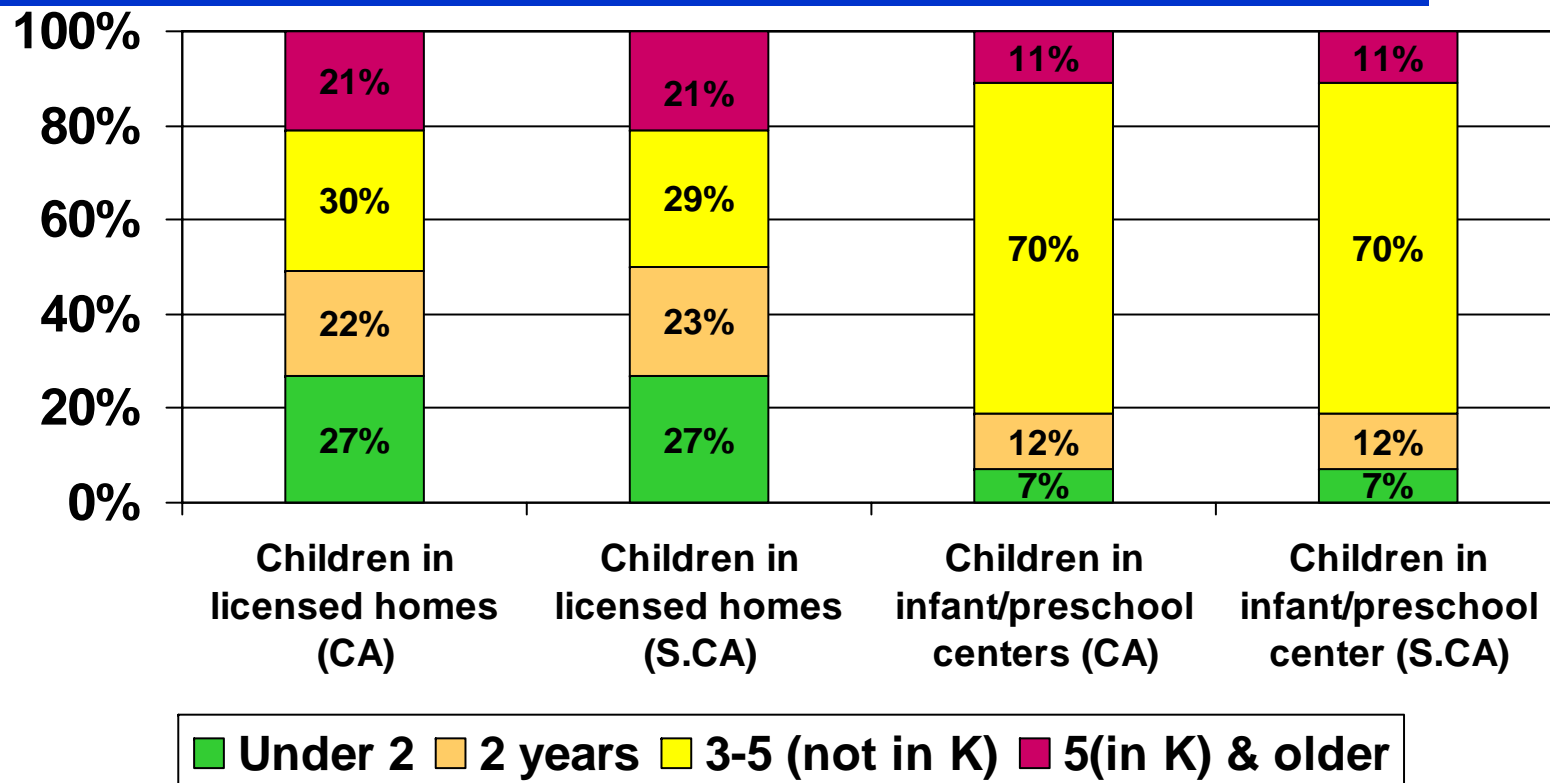
	Southern California	California
Active, licensed providers	18,834	37,366
Paid assistants (estimate)	10,036	18,460
Total family child care home workforce	28,870	55,826

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Estimated number of child care center teaching staff and directors, in infant/preschool centers

	Southern California	California
Assistant teachers	13,070	22,630
Teachers	23,326	44,580
Directors	3,894	6,907
Total	40,290	74,117

Percentage of children served, by age group, by licensed providers and infant/preschool centers, statewide and in Southern California

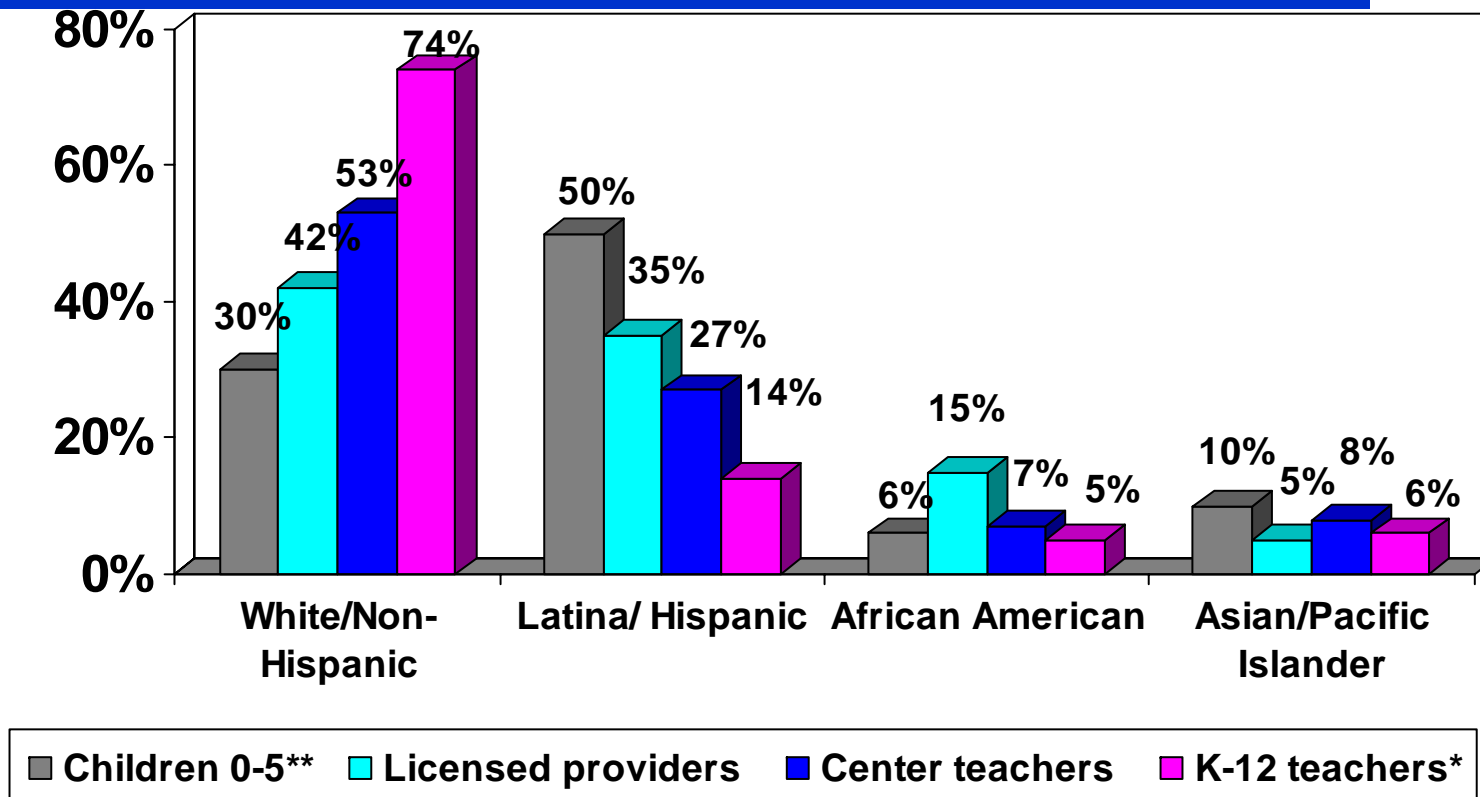


Finding 1: California's licensed ECE workforce is ethnically and linguistically diverse.

- A. More ethnically diverse than California's K-12 public school teachers.
- B. More closely reflects the ethnic distribution of the state's young children than K-12 teachers.
- C. However, there are substantial divisions by ethnicity, within the ECE workforce.



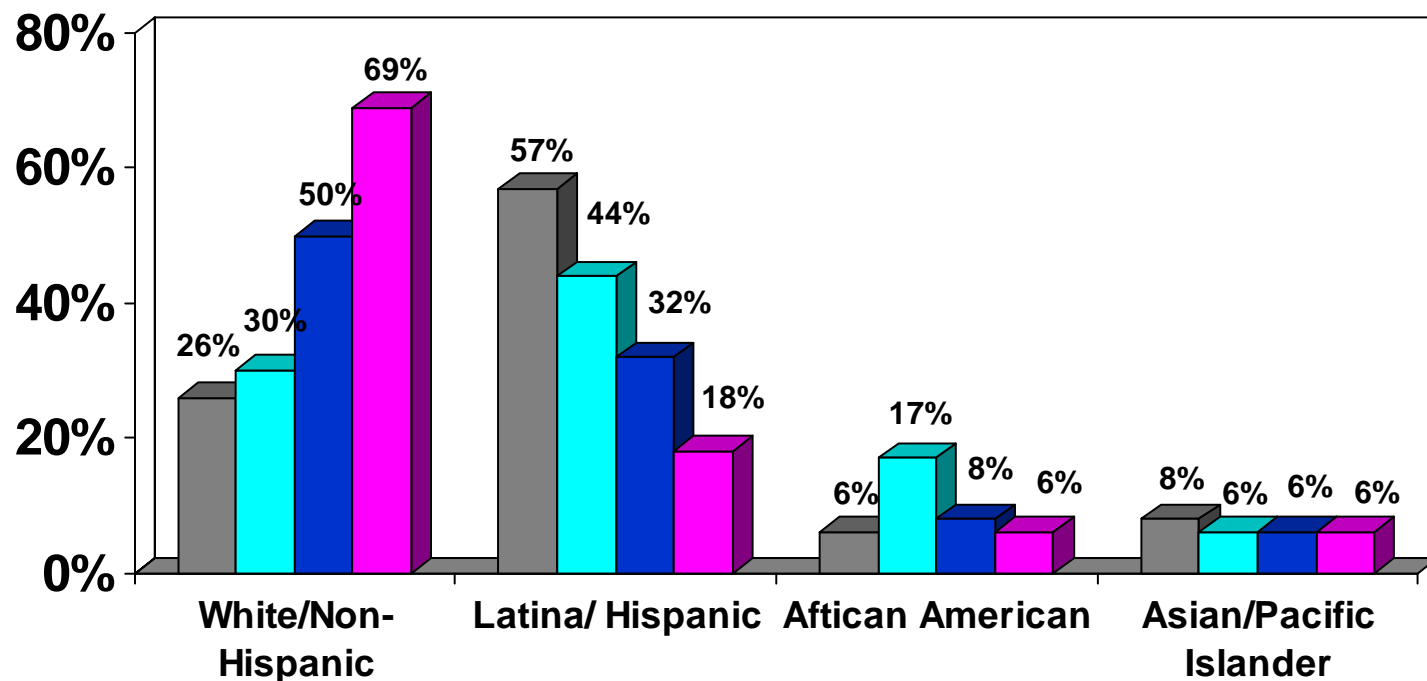
Ethnic distribution of licensed providers and center teachers, compared to K-12 teachers and children birth-five years, statewide



*CA DOE, 2004 and **CA DOF, 2004

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Ethnic distribution of licensed providers and center teachers, compared to K-12 teachers and children birth-five years, Southern California

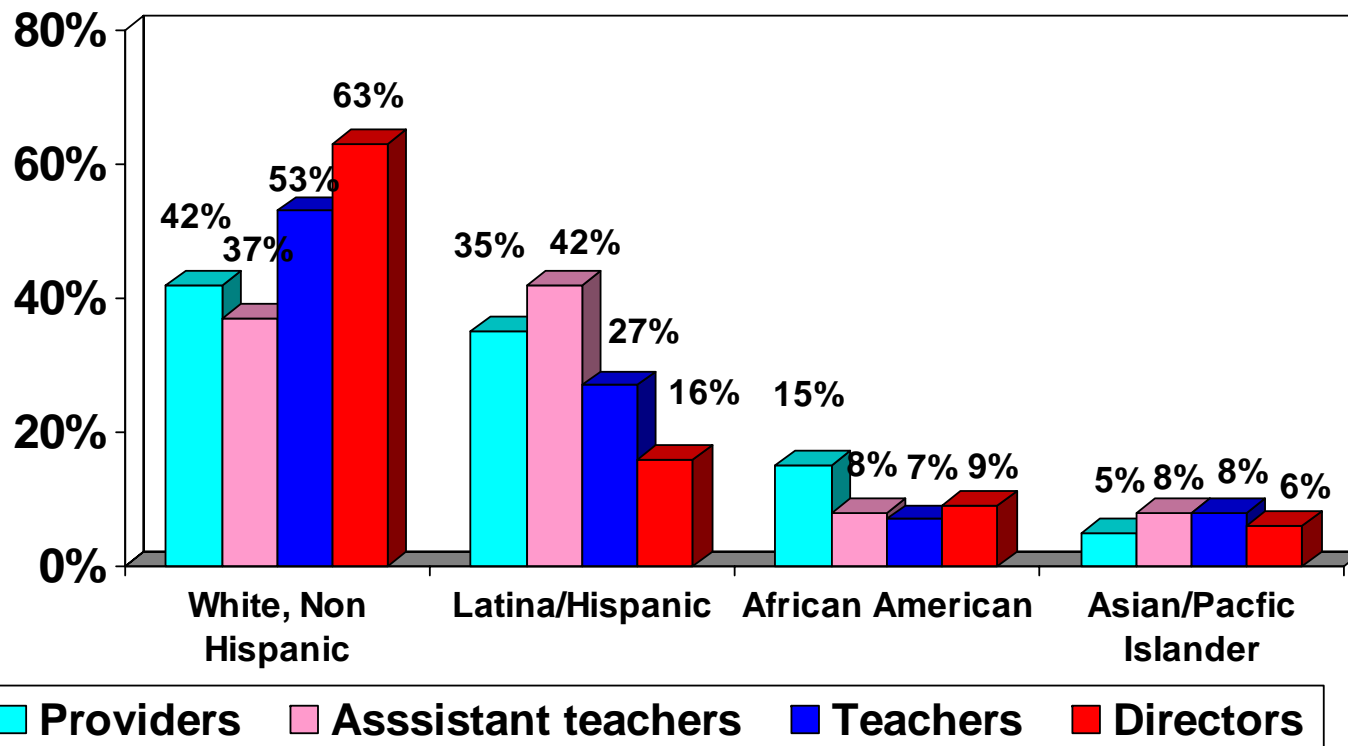


Children 0-5**
 Licensed providers
 Center teachers
 K-12 teachers*

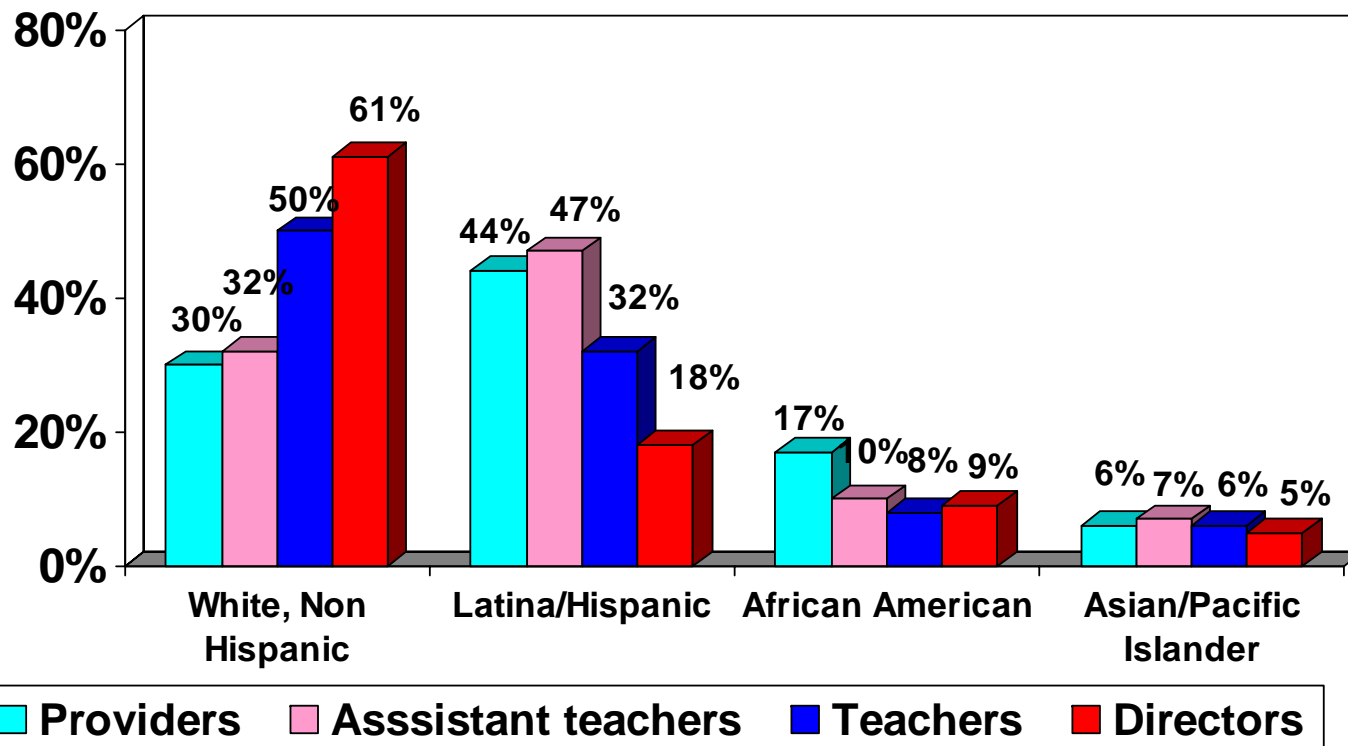
*CA DOE, 2004 and **CA DOF, 2004

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Statewide, providers and assistant teachers are the most ethnically diverse, followed by teachers and then directors.



In Southern California, providers and assistant teachers are the most ethnically diverse, followed by teachers and then directors.

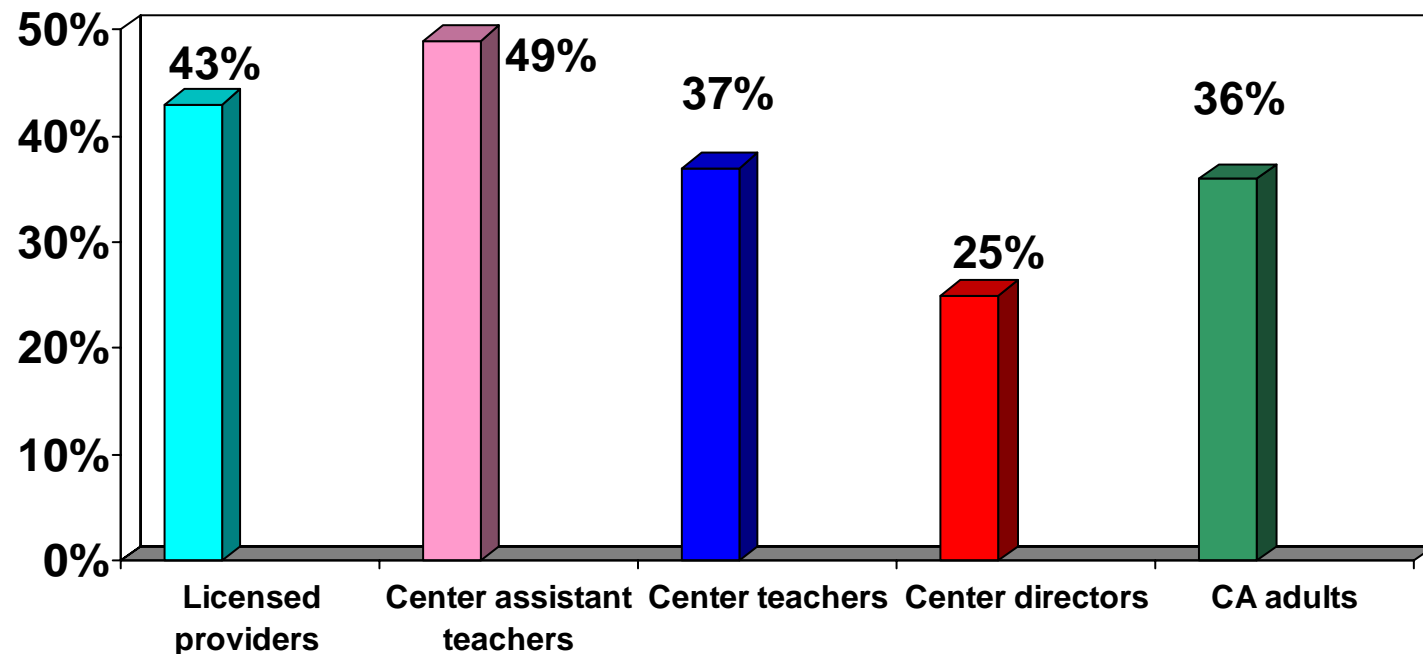


Finding 1, cont: California's licensed ECE workforce is ethnically and linguistically diverse.

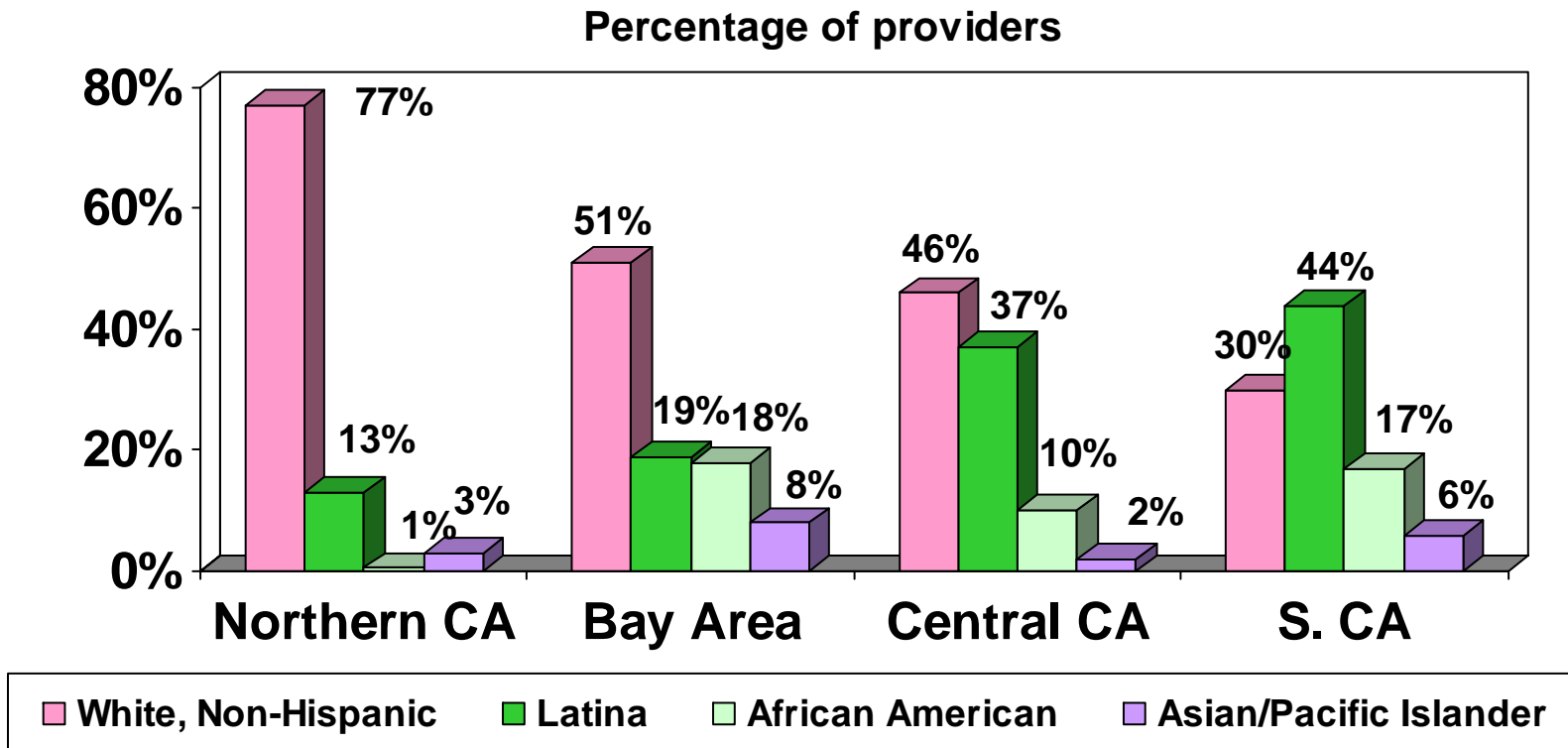
- D. Many in the ECE workforce are more linguistically diverse than the California adult population.
- E. However, there are substantial divisions by linguistic background within the ECE workforce
- F. Ethnic and linguistic diversity vary by region of the state.

Licensed providers and assistant teachers are the most linguistically diverse, followed by teachers and then directors (statewide).

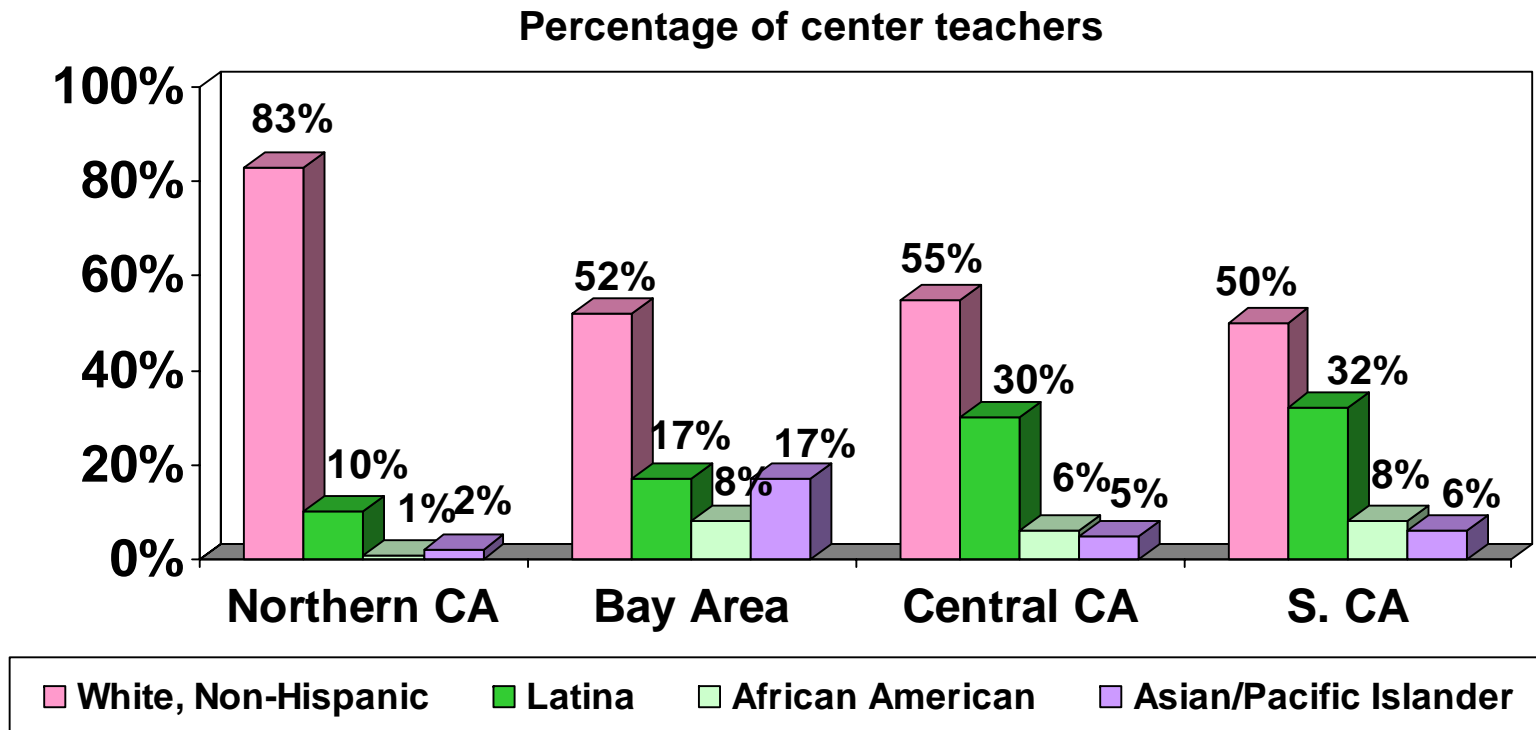
Percentage speaking a language other than English



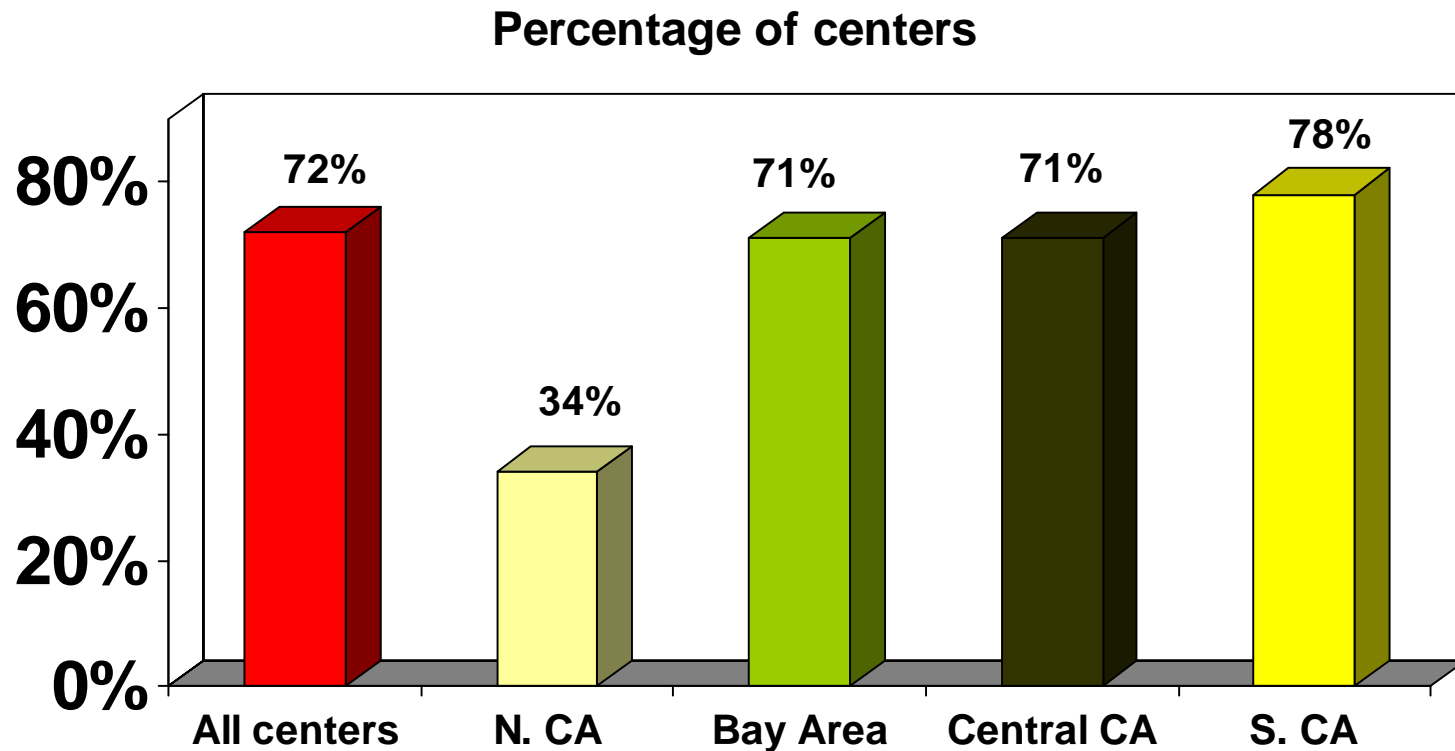
Licensed providers: Ethnic diversity varies by region and reflects the ethnicity of the region.



Center teachers: Ethnic diversity varies by region and reflects the ethnicity of the region.

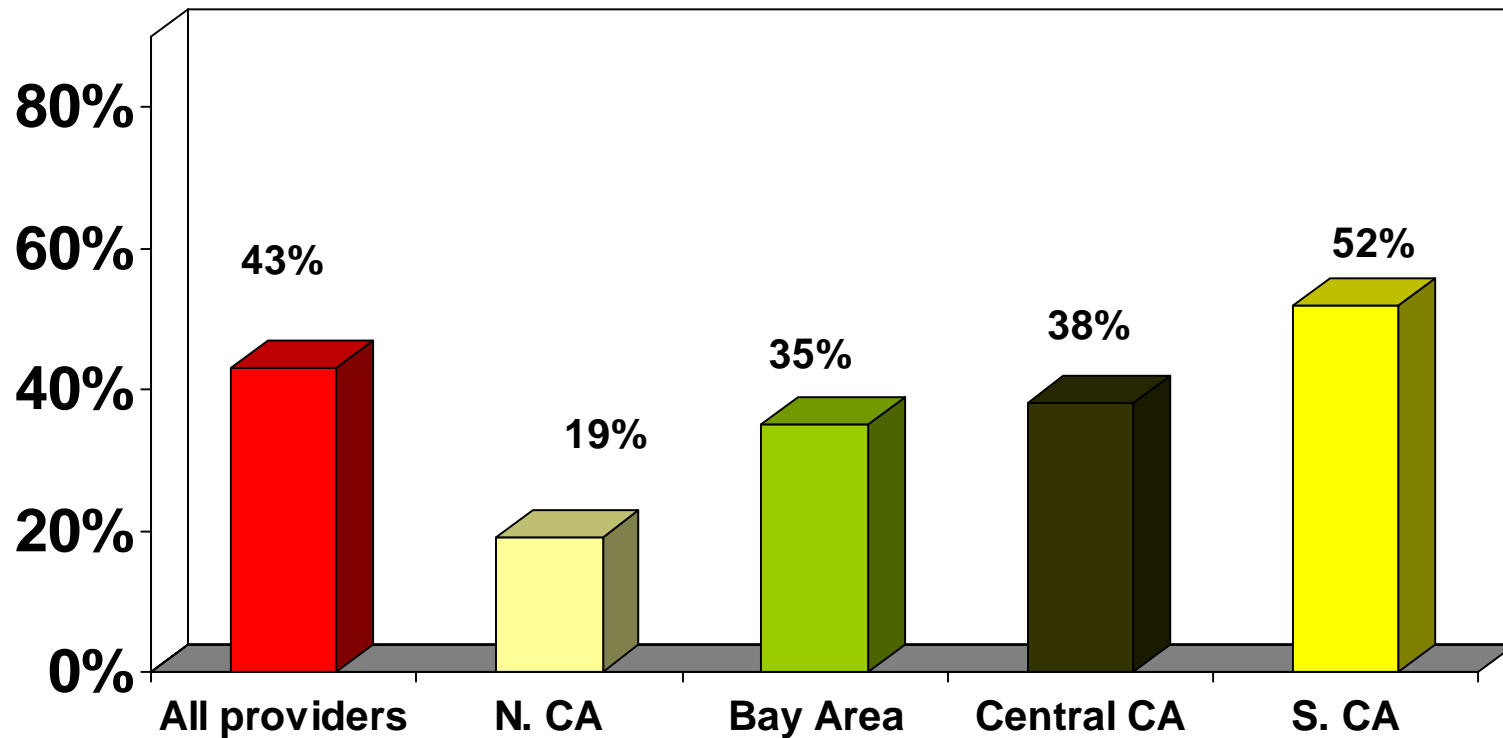


Percentage of centers employing at least one teacher who speaks a language other than English, by statewide and by region



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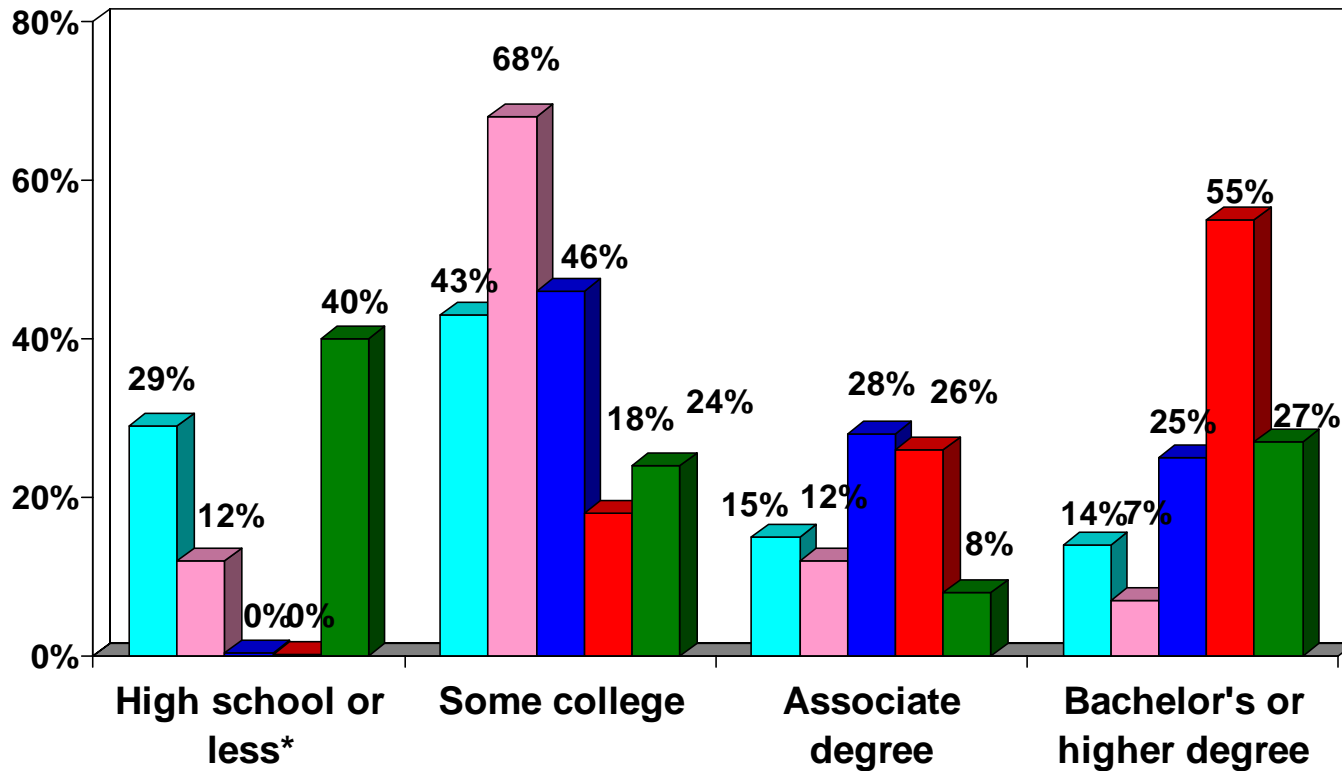
Percentage of licensed providers who speak a language other than English, statewide and by region



Finding 2: For much of the ECE workforce, current levels of education and training exceed what the law requires.

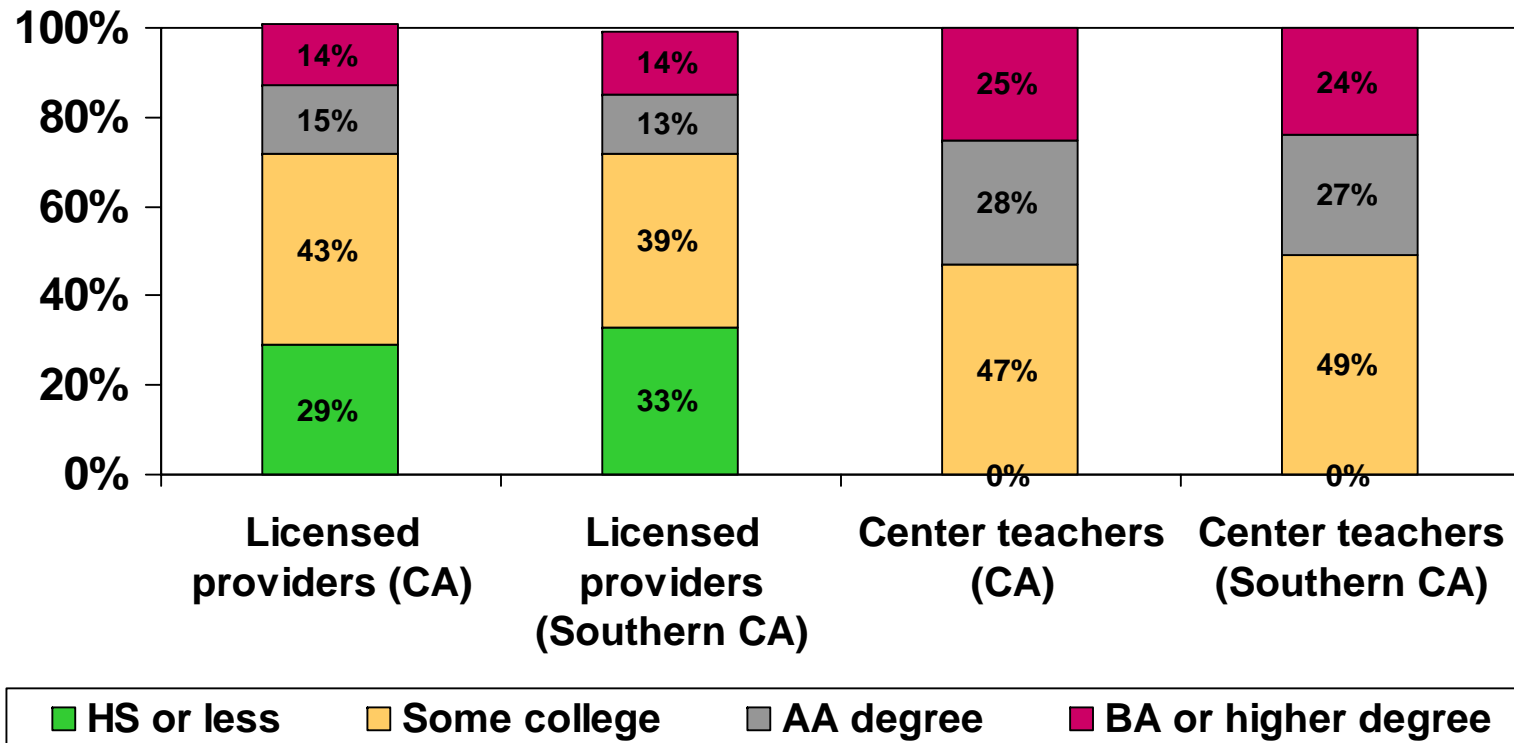
- A. Licensed family child care providers are not required to obtain any college-level training, but nearly three-quarters of providers have done so.
- B. Center teachers are not required to have a college degree, but about one-quarter of teachers have completed an AA degree and another one-quarter have completed a BA or higher degree.
- C. Levels of education and training vary by regions of the state.

Educational attainment of the licensed ECE workforce, statewide, compared to women in California

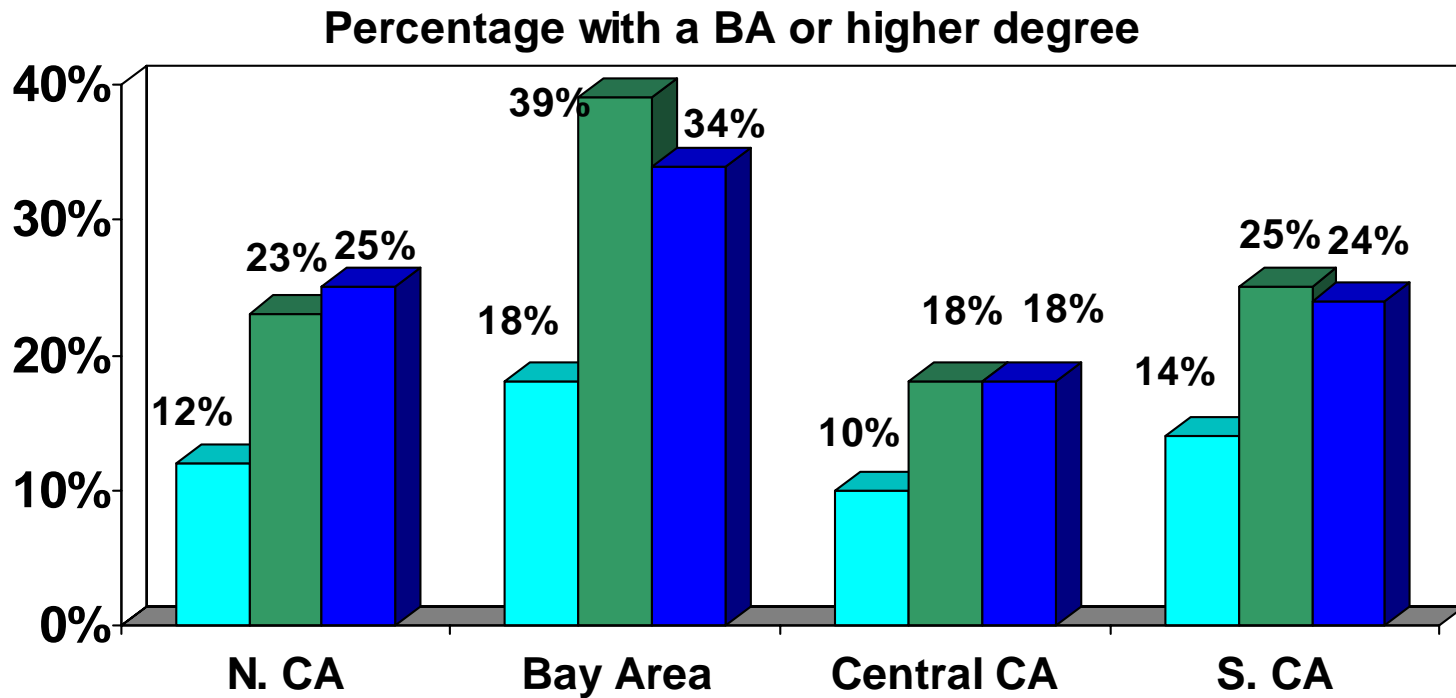


■ Providers
 ■ Assistant teachers
 ■ Teachers
 ■ Directors
 ■ CA women

Educational attainment of licensed providers and infant/preschool center teachers: statewide and in Southern California



Degree attainment in the ECE workforce varies by region and reflects the overall educational attainment of women in the region.



■ Licensed providers

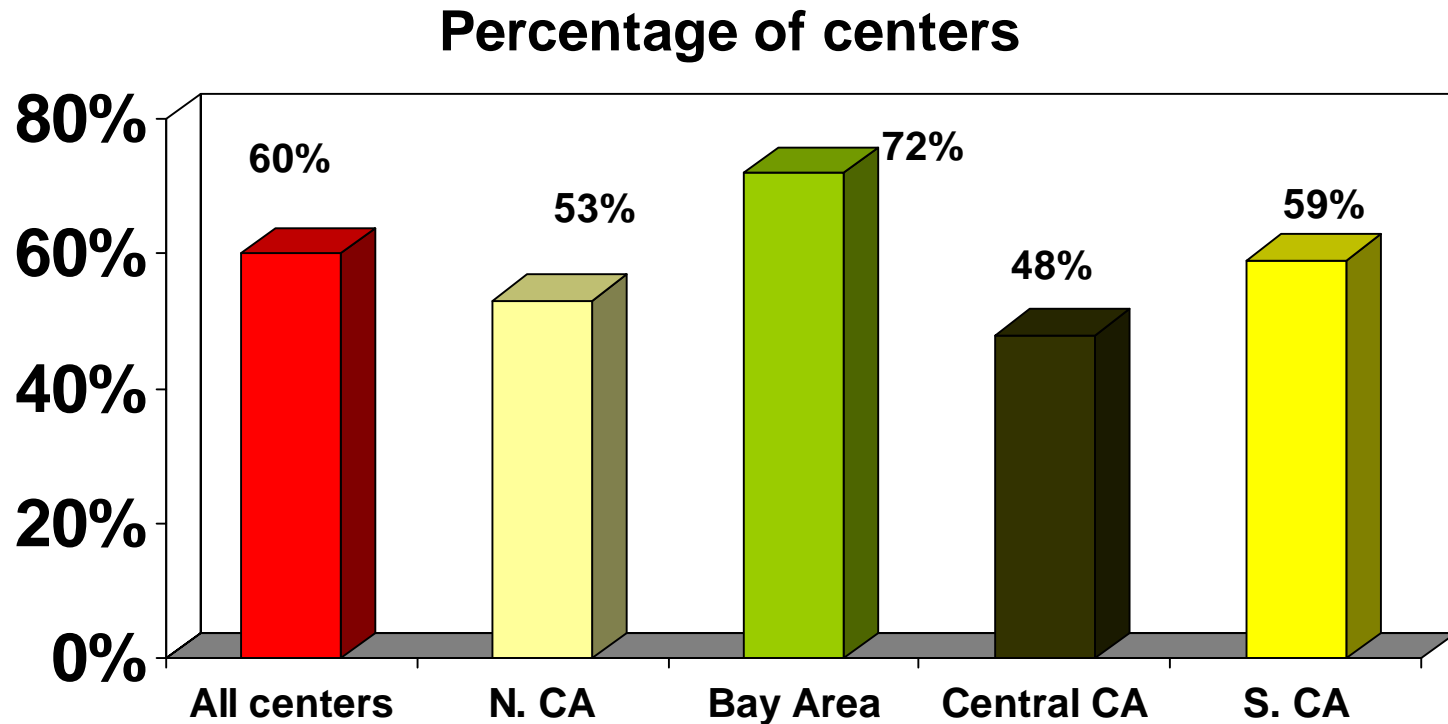
■ Women in region*

■ Center teachers

*U.S. Census, 2000

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Percentage of licensed infant/preschool centers employing at least one teacher with a BA degree or higher, statewide and by region



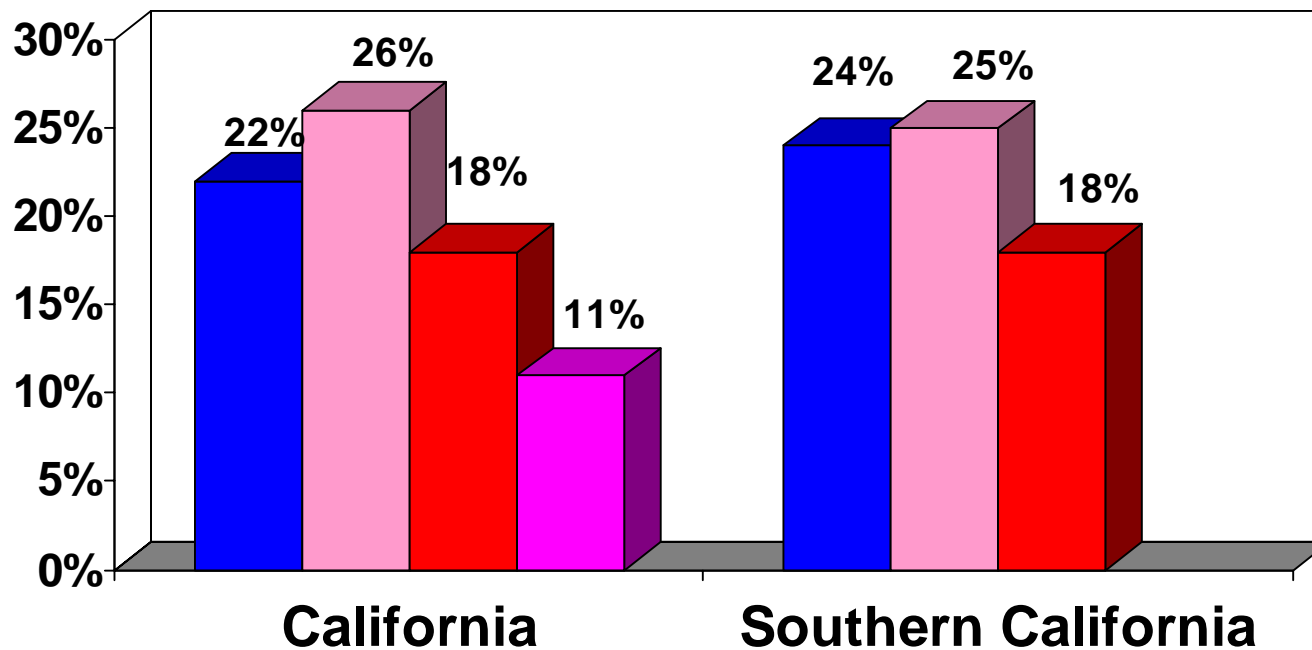
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Finding 3: California faces serious recruitment and retention issues for its licensed ECE workforce.

- A. Center staff turnover is significantly higher than turnover for K-12 teachers.
- B. Salaries for center teachers with a BA or higher degree are significantly lower than salaries for K-12 teachers.

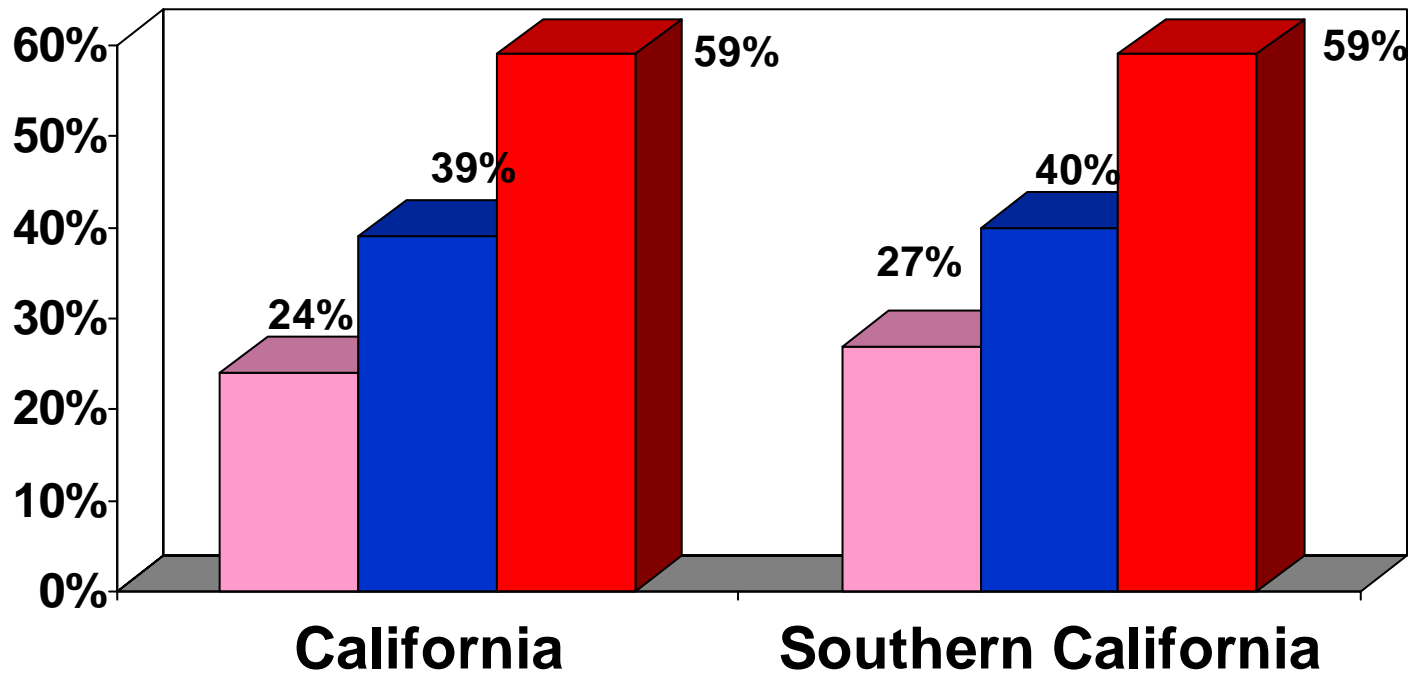


Annual turnover of infant/preschool center staff, compared to K-12 teachers, statewide and in Southern California



■ Center teachers ■ Center assistant teachers ■ Center directors ■ K-12 teachers

Percentage of infant/preschool center staff who have been employed at their centers for more than five years, statewide and in Southern California



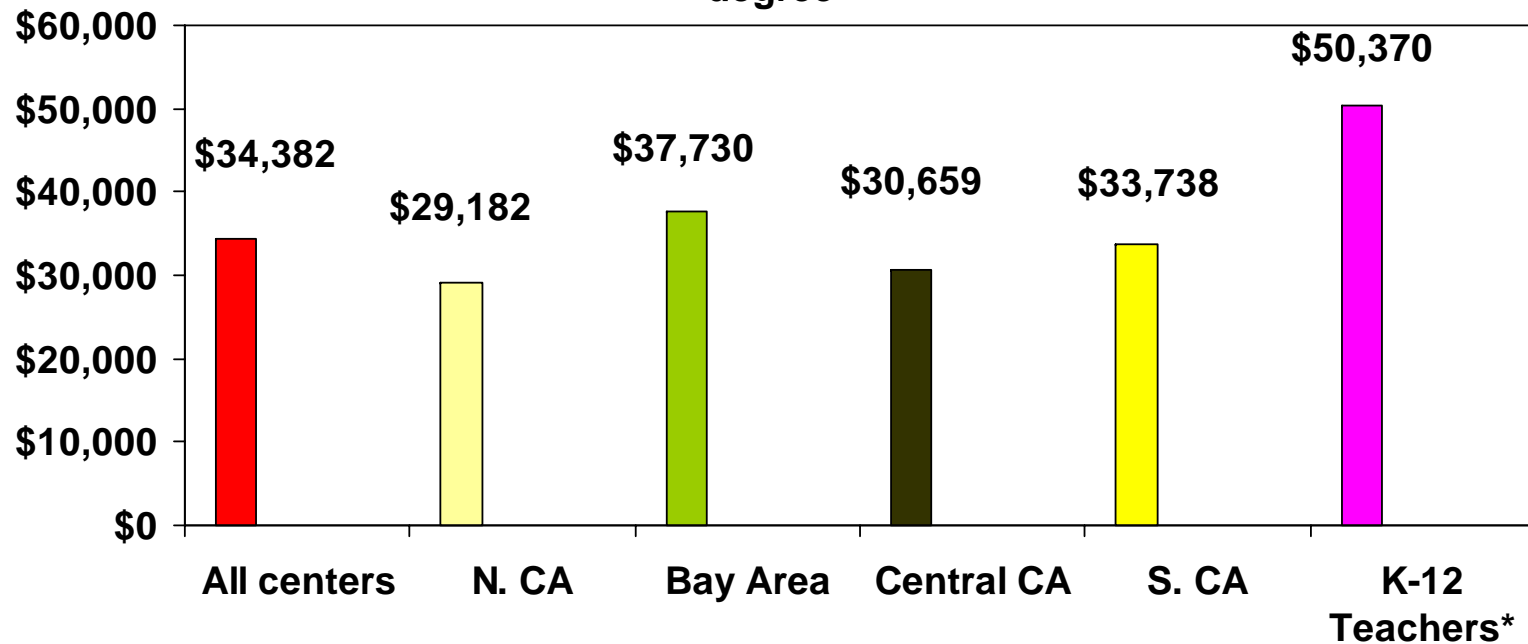
Center assistant teachers

Center teachers

Center directors

Salaries paid to teachers with a BA or higher degree are substantially lower than salaries paid to K-12 teachers.

Average of the highest salary paid to teachers with a BA or higher degree



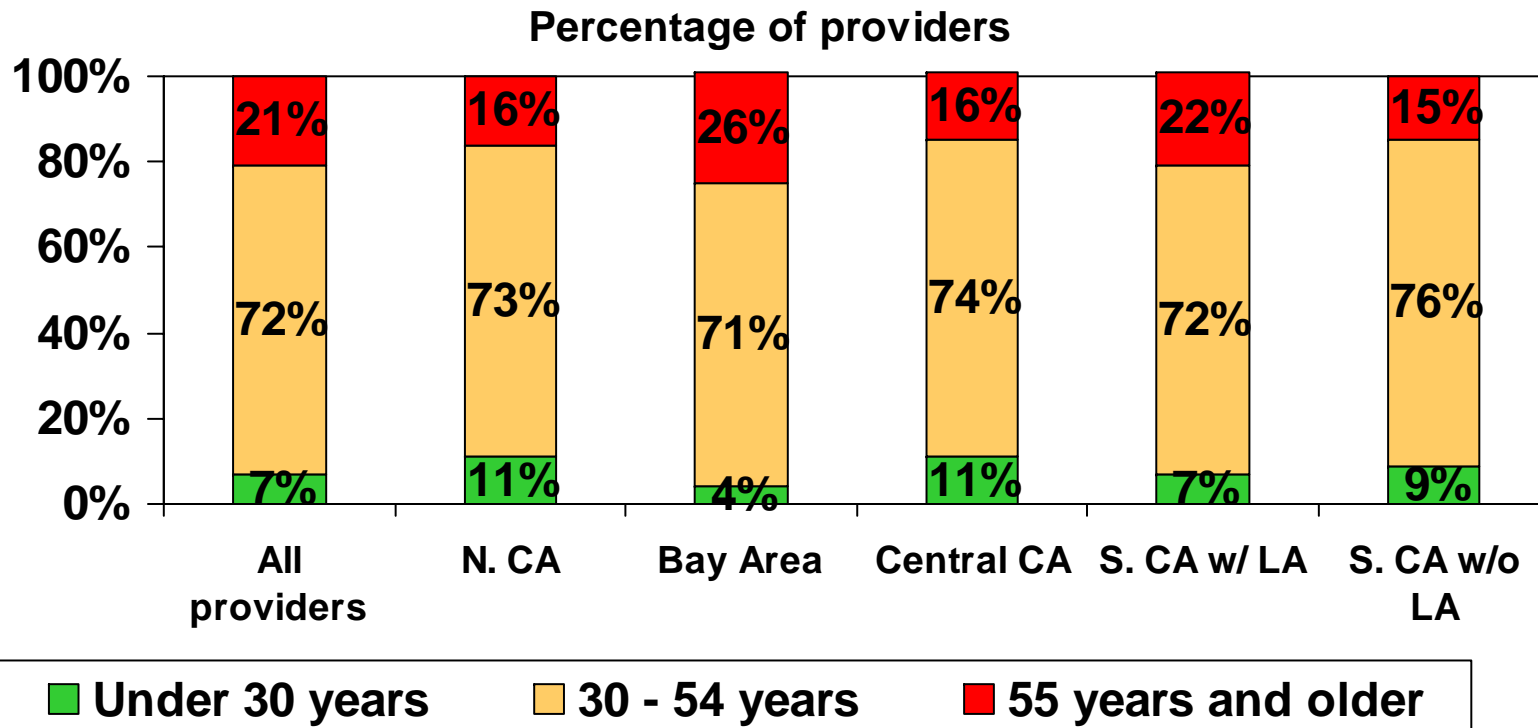
* CA Department of Education

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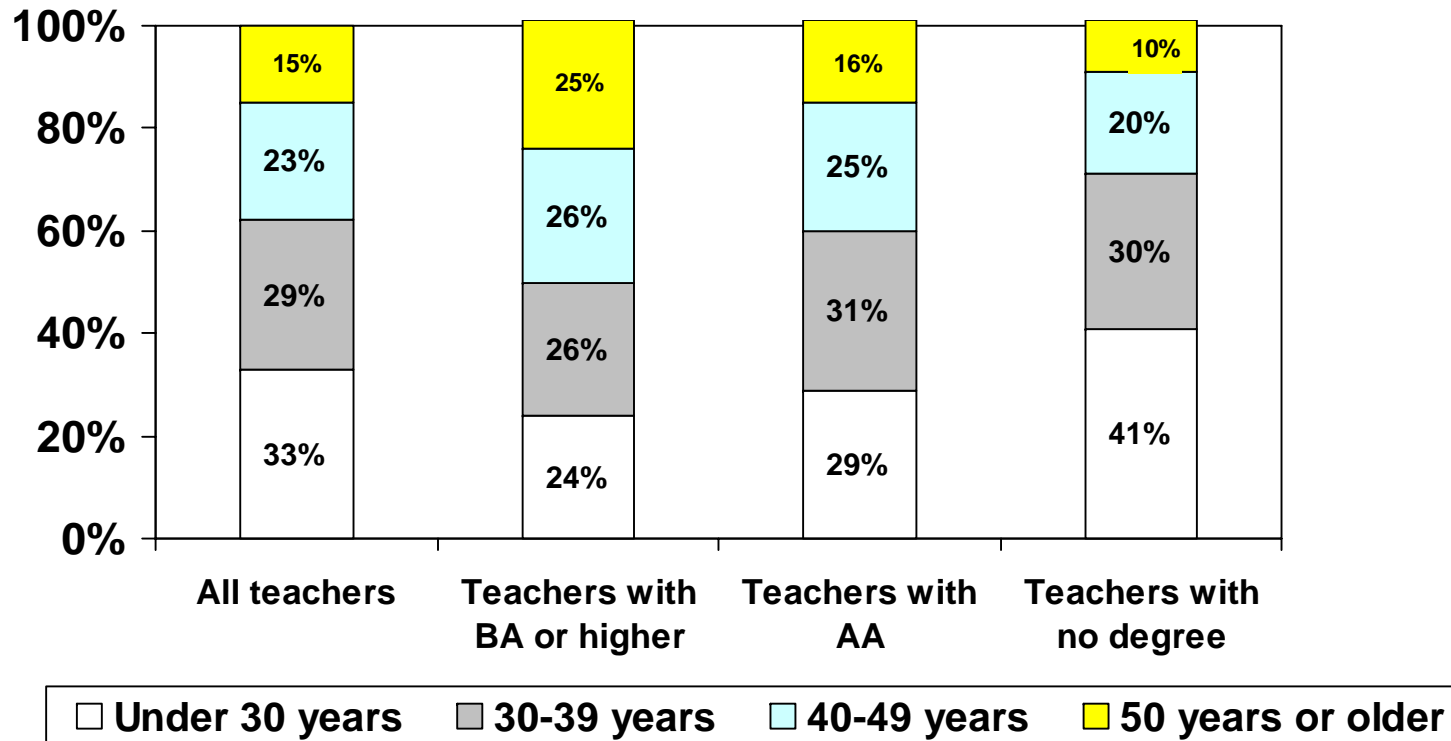
Finding 3, cont: California faces serious recruitment and retention issues for its licensed ECE workforce.

- c. Statewide, on average, licensed providers are middle-aged and less than 10% or under 30.
- d. Center teachers with a BA or higher degree are older, on average, than center teachers with less education.

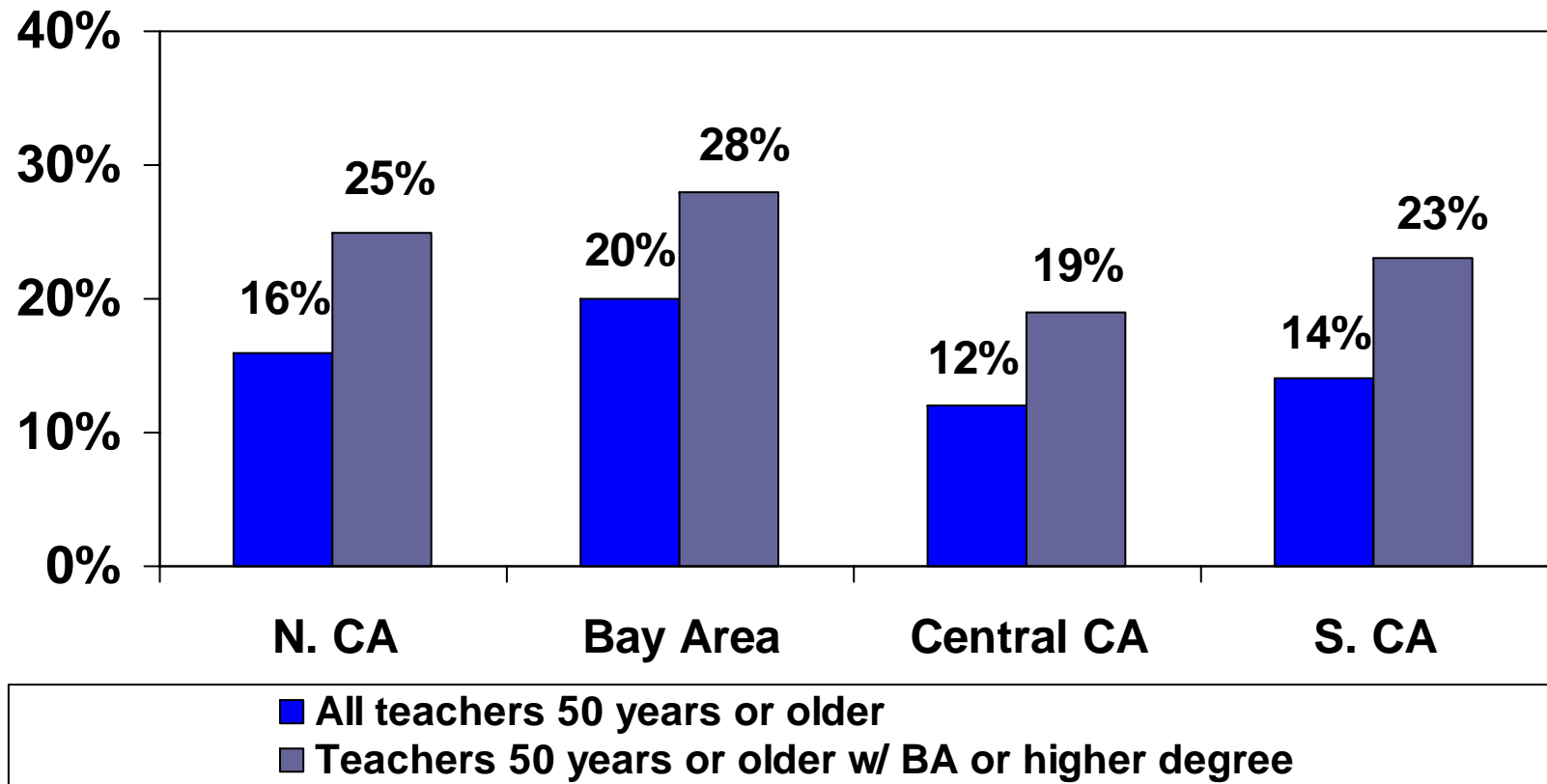
A larger percentage of providers are 55 years or older in the Bay Area and in Southern California than in the other regions.



Statewide, center teachers with a BA or higher degree are older, on average, than center teachers with less education.



Percentage of center teachers 50 years or older with a BA degree or higher, by region

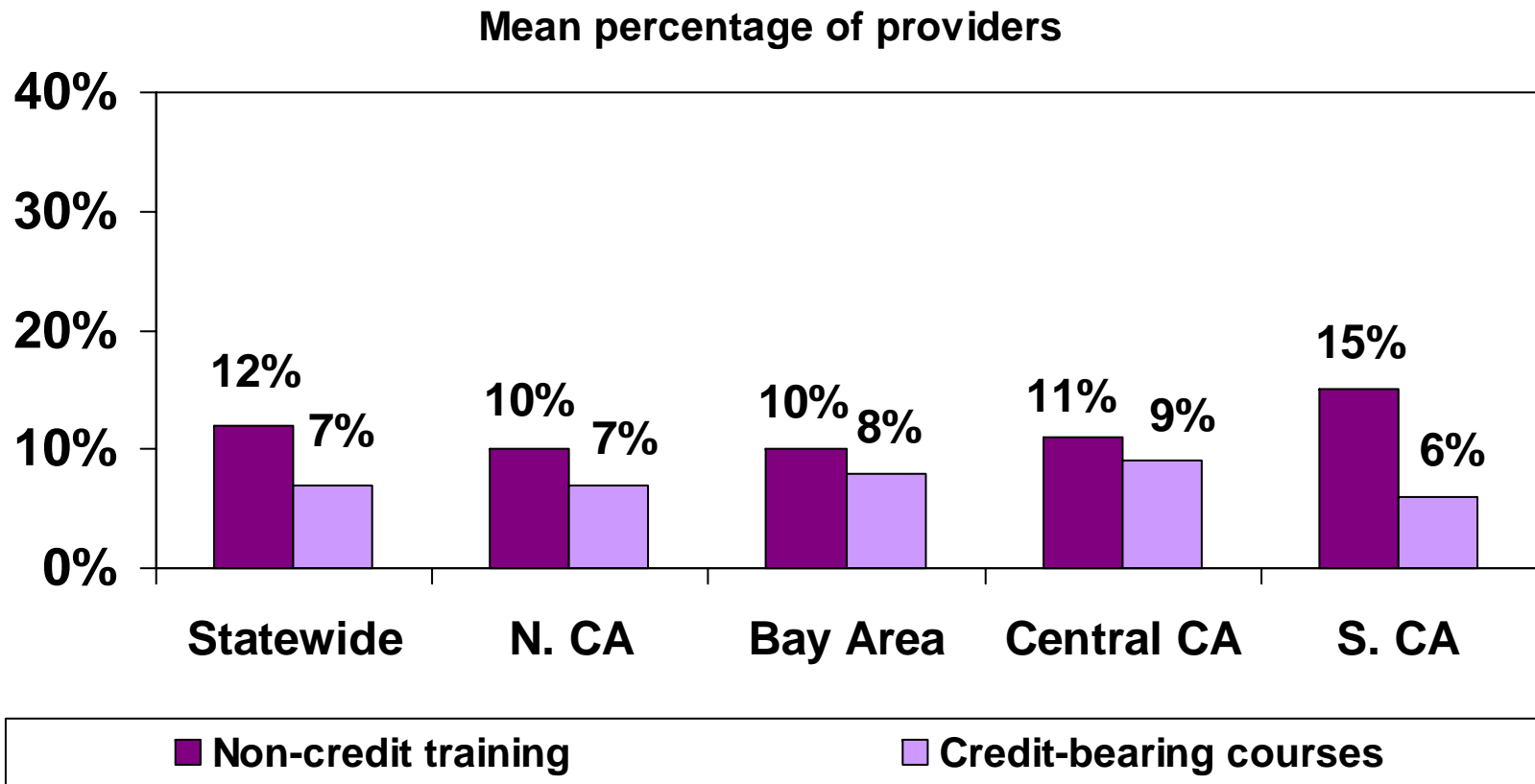


Finding 4: A substantially smaller percentage of the ECE workforce has education/training to care for children who are dual language learners than for children who have special needs.

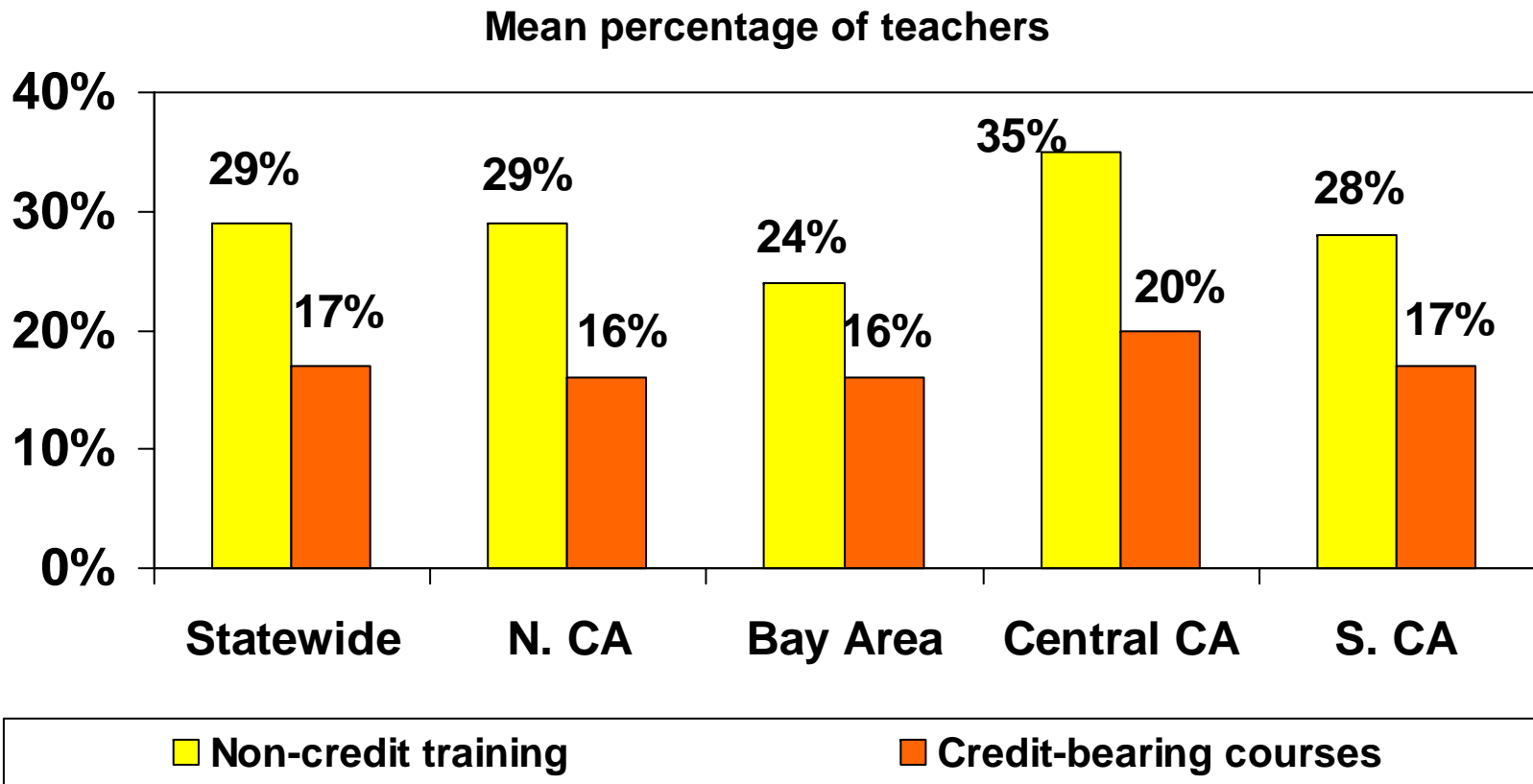
- A. More than one-third of children entering public kindergarten in CA were estimated to be dual language learners last year.
- B. Very few members of the ECE workforce have participated in non-credit or college coursework related to dual language learning.
- C. Licensed providers and center teachers are more likely to have education and/or training to care for children with special needs.



Mean percentage of licensed providers with education/ training to care for children who are dual language learners, statewide and by region



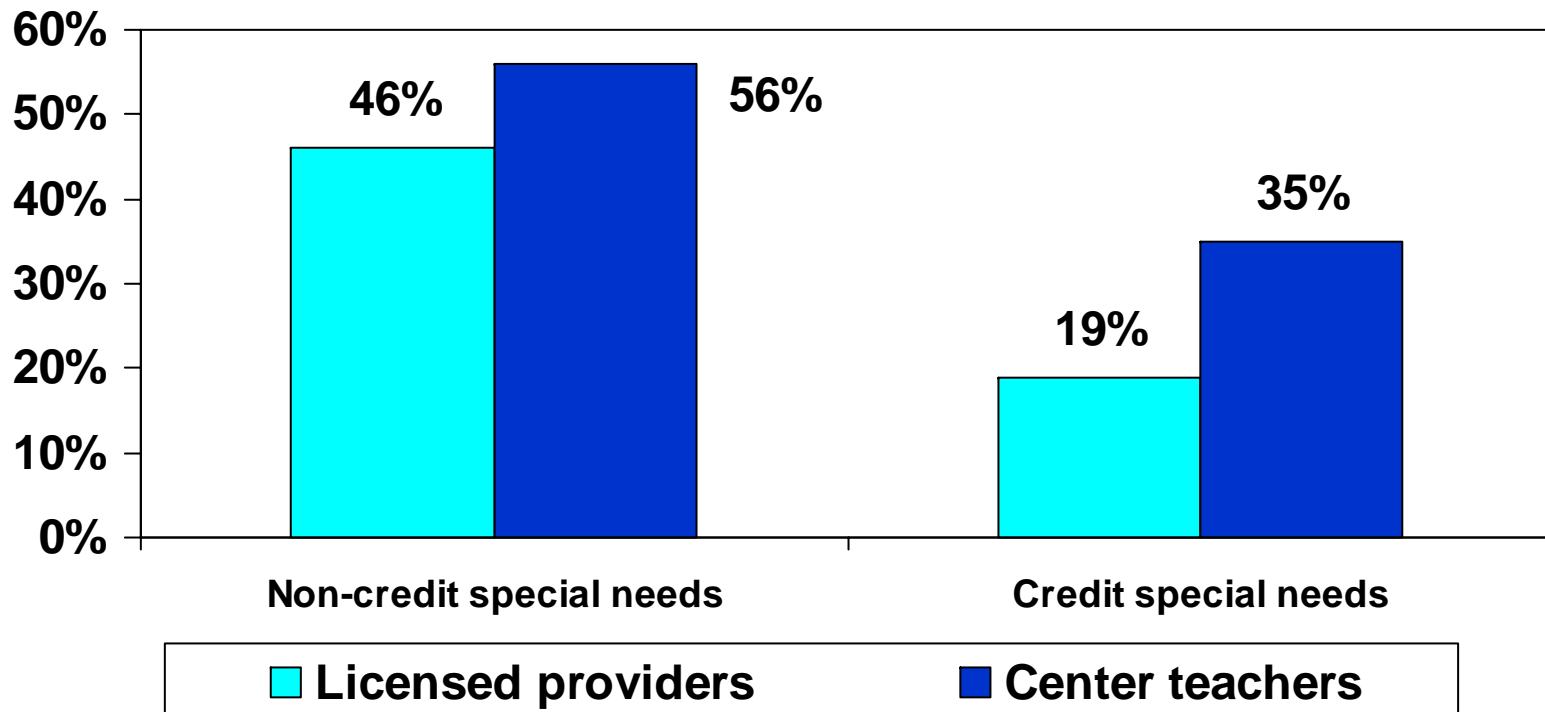
Mean percentage of infant/preschool center teachers with education/ training to care for children who are dual language learners, statewide and by region



Percentage of licensed providers and centers serving children with special needs

	Percentage serving children with special needs
All licensed providers	21%
● <i>Providers in Southern California</i>	● 23%
All centers	56%
● <i>Centers in Southern California</i>	● 57%

Percentage of licensed providers and infant/preschool center teachers with education/ training to care for children who have special needs, statewide



Highlights: ECE workforce strengths

- Educational motivation and achievement
- Ethnic and linguistic diversity
- Commitment to the ECE field

Highlights: ECE workforce challenges

- Leadership diversity
- Low pay
- Recruitment and retention
- Appropriate educational opportunities
 - Upper division courses
 - Dual Language Learning
- Substantial variations by region

Highlights: Study provides baseline data

- Setting targets for ECE professional development
- Measuring progress towards meeting targets

For questions or more information:

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 - <http://www.iir.berkeley.edu/cscce/>