LICENSED CENTERS AND FAMILY CHILD CARE HOMES

RHODE ISLAND EARLY LEARNING WORKFORCE STUDY

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Erin Oldham and Susy Hawes

Oldham Innovative Research

Rhode Island
Early Learning Council

exceed
Rhode Island's Early Childhood Commitment

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I. Introduction

The Early Learning Workforce Study was commissioned by the Rhode Island Department of Human Services (DHS) in context of the larger effort of the Race to the Top-Early Learning Challenge (RTT-ELC). RTT-ELC aims to improve the quality of early learning programs and to close the achievement gaps for all Rhode Island children, especially for children with high needs. Rhode Island's RTT-ELC grant focuses on improving early learning and development outcomes for young children by supporting efforts to increase the number and percentage of children enrolled in high-quality early learning programs. In alignment with the goals of the RTT-ELC, DHS recognizes the importance of an early learning workforce that is knowledgeable, competent and appropriately credentialed. The charge of the Early Learning Workforce Study was to conduct an assessment of the individuals employed in the existing early learning workforce[1] in Rhode Island by surveying directors and center staff in child care centers and family child care educators. Specifically, the study focused on:

1. Child care workforce characteristics of center directors and center staff educators,
2. Child care workforce characteristics of family child care educators,
3. Information about the populations served by centers and family child care educators, and;
4. Current child care workforce education and professional development as well as future needs.

Examining the characteristics of the current early childhood workforce allows Rhode Island's DHS to effectively invest state and federal resources and strategies to address the future educational needs of the workforce based on baseline data. While the State of Rhode Island has conducted surveys in the past, the Early Learning Workforce Study specifically focuses on the workforce serving children aged birth to five years to assess and inform the development of effective statewide policies, programs and initiatives to support individuals working in early learning programs. Such policies, programs and

[1] This study focused on licensed centers and family child care homes, including full-day and part-day child care, preschools and Head Start and Early Head Start programs. This study did not include programs that only work with young children in public schools, Early Intervention programs or home visiting programs.

initiatives include, but are not limited to, the provision of TEACH scholarships, the development of the professional development/technical assistance center (PD/TA) and the BrightStars Quality Improvement System which works to improve the quality of early learning programs throughout the state. The data collected for this study provides a "point in time" look at the demographics, credentials, and compensation of the early care and education workforce. Ongoing data on credentials, compensation and needed supports will be collected by the Early Care and Education Data System/Workforce Registry and the Rhode Island Professional Development/Technical Assistant Center's annual needs assessment. Findings and recommendations from this report will be shared with the Rhode Island Early Learning Council and State Agency Representatives to inform policy decisions and professional development opportunities for the Rhode Island early childhood workforce.

II. Methodology

Oldham Innovative Research (OIR), an independent research and evaluation company based in Portland, Maine, was hired to design, conduct and analyze the results of the study. Utilizing a participatory and utilization-focused approach, OIR worked in close collaboration with Rhode Island's Department of Human Services, Department of Education and the Race to the Top-Early Learning Challenge Workforce Core Team[2], with additional input from the Early Learning Council Subcommittee[3], on the design and development of the Early Learning Workforce Study surveys. In addition, the Core Team contributed significantly to the process for gathering survey information, including ideas related to marketing and pilot testing. To address the charge of the study, three distinct surveys were developed: one survey for center directors, one survey for center staff and one survey for family child care (FCC) educators. Surveys were developed over a two-month period with multiple rounds of reviews and were designed to gather detailed information about child care programs, professional development, education, compensation and supports.

Survey Administration

Once designed, the surveys were piloted with staff at three centers and three family child care educators. BrightStars staff assisted in identifying pilot participants. After completing the survey, pilot participants were asked about their understanding of each question. The information gathered through this semi-structured interview format was used to reword survey questions, as needed, to clarify and facilitate ease of reading.

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[2] The Race to the Top- Early Learning Challenge Workforce Core Team ("The Core Team") is comprised of members from the core state agencies: Rhode Island Department of Human Services (DHS), Department of Children, Youth and Families (DCYF), Department of Health (DOH), Executive Office of Health and Human Services (OHHS) and the Rhode Island Department of Education (RIDE). The Core Team is charged with overseeing the work associated with the RTT-ELC grant.

[3] The Early Learning Council Subcommittee is charged with using a data driven approach to understand gaps and barriers and make policy recommendations to the Early Learning Council around their focus area of the Early Learning Council's Strategic Plan. The Subcommittee is also responsible for gathering and providing stakeholder input to key related initiatives.

Administration of the surveys began in August of 2013. Online surveys were first launched with directors and center staff. Paper surveys were mailed by a survey company. Each center director was mailed a packet containing one center director survey and 5-30 center staff surveys[4]. The number of surveys sent to each director was based on estimates from licensing. Center directors were asked to fill out the center director survey on paper or online and to distribute the center staff surveys to their staff. The center staff could return the survey in the envelopes provided or complete the survey online. Some center directors collected paper surveys from their staff and returned them to the research team. Other center staff individually mailed the surveys to the research company. Since it was not possible to determine which centers had Spanish speaking staff that wanted to complete the survey in Spanish, a telephone number was provided for Spanish speaking staff to complete the center staff survey over the telephone in Spanish. Since the primary language of licensed family child care educators was available to the research team, surveys were sent, either via email or in paper format, in either English or Spanish to FCC educators. In addition, FCC educators were given the option of completing the survey over the telephone with an English or Spanish speaker.

Throughout the survey administration period, ongoing marketing and outreach efforts were conducted by the research team and the Core Team. Participants were offered a chance, through a lottery, to win 1 of 10 gift certificates valued at $250. Routine efforts to increase response rates included: (1) reminder postcards, (2) multiple email reminders to family child care educators and center directors, (3) multiple follow-up phone call reminders to directors and center staff, and (4) site visits and reminders through face-to-face meetings. In addition, center staff surveys were widely distributed at the annual Rhode Island Early Childhood Conference held in October 2013. Because the initial response rate was low, it was decided to extend the survey completion deadline twice in order to obtain a higher response rate. Ultimately, providers were given two full months to complete the surveys.

[4] While many center directors who completed the director survey asked their staff to fill out the center staff survey, additional center staff surveys were completed by other means; for example, center staff were asked to complete the survey at a state training conference. As a result, it cannot be assumed that the center staff responses included in this analysis all came from individuals who work at the centers.

Response Rate

The Rhode Island Department of Children, Youth and Families provided the research team with the most up-to-date list of all licensed child care centers and family child care educators in the state. This list formed the basis for the population of programs to be surveyed and was updated and revised throughout the survey administration process, including while sending paper surveys and making phone calls. There were 1,147 licensed providers in the original list provided to the research team in July 2013. Since the focus of the study was on providers who serve children birth to 5 years of age, those providers who only offer school-age care were removed from the list. In addition, it was discovered that some programs had closed and that while others were a part of the Rhode Island Comprehensive Community Action Program (CCAP) they were located outside of the state. These programs were removed from the list and not included in the response rate calculations. After removing all ineligible providers and programs, the total sample size for the Early Learning Workforce Study was 959 programs. 295 of these programs were child care centers and 664 were family child care homes. Of the 295 child care centers, 178 center directors completed the survey[5]. This is a 60.3% response rate.

Of the 295 child care centers, the survey was administered to between 2,059 and 2,380 center staff (based on data from the 2013 Kids Count Factbook). 1,042 center staff completed the survey. 78 survey respondents identified themselves as assistant directors, 138 as education coordinators, 418 as teachers and 377 as assistant teachers. 31 respondents did not list their position. Of the 964 teachers[6] that completed the survey, the response rate is estimated at between 40.5% and 46.8%.

[5] Although 178 center directors completed the survey, 11 surveys did not have enough data to consider them in the analysis. Analysis of center director surveys was completed with 167 surveys.

[6] Teachers in this context includes education coordinators, teachers and assistant teachers but does not include assistant directors. There is not an estimate of how many assistant directors or directors there are in the state of Rhode Island. Thus, a precise response rate for this population cannot be determined and is based only on the range of population published in the 2013 Kids Count Factbook.

Of the 664 family child care homes that were sent the survey, 217[7] returned the survey. 112 were from English speaking family child care educators and 105 from Spanish speaking family child care educators. This is a 32.7% response rate for family child care educators.

TABLE 1. RESPONDENTS TO SURVEY			
Early Childhood Setting	**# Paper Copies Received**	**# Online Responses Received**	**Total Received**
Center Directors	63	115	178
Center Staff	812	230	1042
FCC-English	89	23	112
FCC-Spanish	92	13	105
TOTAL	**1056**	**391**	**1437**

Generalizability

This study was not designed as a random sample and thus results cannot be generalized to the entire early learning workforce in the state. The results of this study are representative of the responding center directors, center staff and family child care educators.

The following data points provide context for the overall generalizability of the survey in terms of how the surveys and corresponding data that were received are related generally to child care programs in the state. Surveys were received from 32 of the 39 towns and cities in Rhode Island. 100% of the Rhode Island BrightStars programs and 20 of the 28 Rhode Island programs accredited by the National Association for the Education of Young Children (NAEYC) responded to the survey. According to state record, 92% of Rhode Island family child care homes accept child care subsidies; 86% of the responding family child care educators report accepting child care subsidies. Examining alignment between national trends and state-based trends is also helpful in determining generalizability of data. As described throughout this report, similar trends are seen in the Rhode Island data and the National Survey of Early Care and Education (NSECE) data.

[7] Although 217 family child care educators completed the survey, 16 surveys did not have enough data to consider them in the analysis. Analysis of family child care educator surveys was completed with 201 surveys.

Confidence intervals are an additional method to help determine how confident one can be in the data. For centers, 178 surveys out of 295 were received, for a confidence interval of +/-4.63. This indicates that the percentages throughout the report are accurate within +/- 4.63 percentage points. For family child care homes, 217 out of 664 were received, for a confidence interval of +/-5.46. For teaching staff, 964 out of a conservative estimate of 2,380 were received, for a confidence interval of +/-2.44.

Subgroup Analyses

In key places throughout the report, variables are examined by subgroup. Four key center subgroups are defined in table 2. The subgroups are: program enrollment, engaged programs, core city and Head Start.

TABLE 2. DEFINITIONS OF CENTER SUBGROUPS FOR SUBGROUP ANALYSES			
SUBGROUPS	DEFINITIONS OF CATEGORIES AND SAMPLE SIZE (n=sample size)		
Program Enrollment	**Small** 1 to 59 children n = 78	**Medium** 60 to 100 children n = 36	**Large** More than 100 children n = 28
Engaged Programs	**Engaged** Involved in national accreditation, BrightStars or the RIDE Program Approval n = 91	**Not Engaged** Not involved in national accreditation, BrightStars or the RIDE Program Approval n = 75	
Core City	**Core City** Located in Central Falls, Pawtucket, Providence or Woonsocket n = 47	**Not Core City** Not located in Central Falls, Pawtucket, Providence or Woonsocket n = 116	
Head Start	**Head Start** Receives Head Start or Early Head Start funding n = 16	**Not Head Start** Does not receive Head Start or Early Head Start funding n = 151	

National Comparisons

In key places throughout the report, comparisons are made between the Rhode Island data analyzed for this study and data from the National Survey of Early Care and Education (NSECE), a survey that provides the first nationally representative portrait of early care and education teachers and caregivers working directly with young children. The NSECE gathered information through four integrated surveys from individuals and programs providing early care and education in center-based and home-based settings to children birth through five years, not yet in Kindergarten, and from households with children birth through less than 13 years. Data were collected for the study in the first half of 2012. At the time this report was written, the NSECE had yet to analyze the data by region of the country. Even with the knowledge that it lacked a regional data comparison, the NSECE was determined to be the most appropriate comparison point for the purposes of this study at the time of analysis. Once the full NSECE is released, it may include variations by region that may provide valuable information to advance this study.

Methodological Limitations

- Although directors were asked to hand out the survey to their staff, some may not have followed through with this request. In addition to asking directors to hand out the survey to their staff, center staff completed the survey at a state training conference. Because of the methodology used to increase the response rate, it cannot be assumed that all center staff responses can be directly linked to director responses.
- Surveys created for this study were complex and lengthy[8]. In addition to reporting the overall response rate, individual sample sizes are included for each question. This is because not every question was answered by every respondent and some respondents did not complete the surveys.

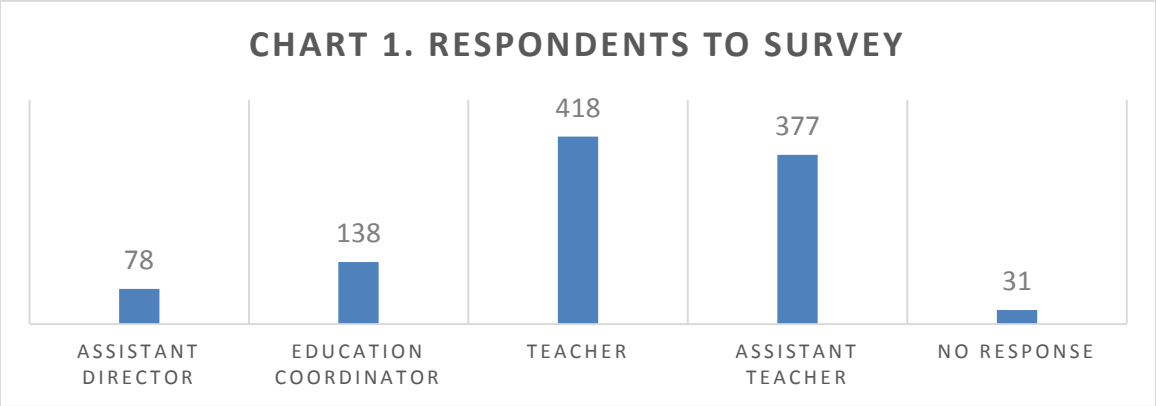
[8] Surveys are included in Appendix C

Sample size by question varies. Data for each question is based on the total number of respondents to that question.

- Due to space limitations, some survey questions did not include a *Not applicable* (*N*/A), or *No* responses. This limited some analyses.
- The original list of centers to be included in the study contained some centers located out of state and some that only served school-age. These centers were removed once the databases were cleaned.

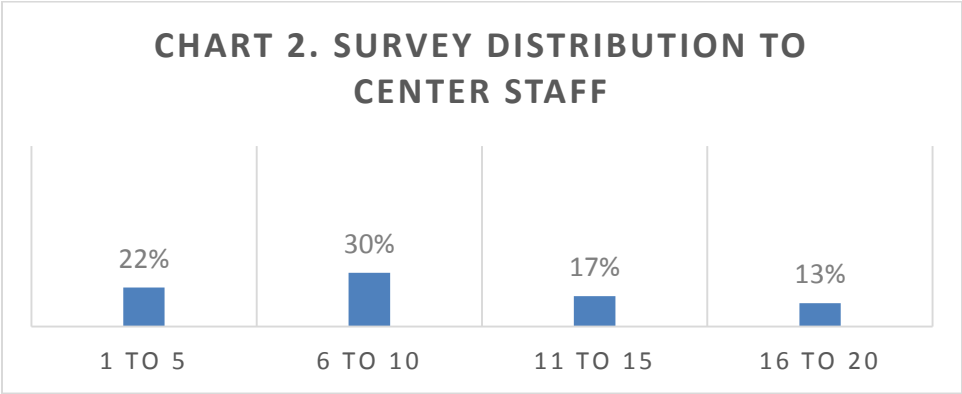
III. Center-Based Survey

Two surveys were created to gather information from staff at center-based programs: the center director survey and the center staff survey. The center director survey[9] was completed by 178[10] directors of child care centers. 115 surveys were completed online through Survey Monkey and 63 were completed on paper. The center staff survey was completed by 1,042 staff; 230 surveys were completed online and 812 were completed on paper. Surveys were received from 78 assistant directors, 138 education coordinators, 418 teachers and 377 assistant teachers and aides. 31 respondents did not list their position.



Directors were asked to report the number of staff to whom they distributed the center staff survey. This provided an indication of program sizes and encouraged directors to distribute the survey. Almost half (47%[11]) of the respondents indicated they distributed surveys to 1 to 5 staff members. 23% distributed surveys to between 6 and 10 staff members; 11% distributed surveys to 11 to 15 staff members. 19% distributed more than 15 surveys to staff. A range of 1 to 60 surveys was distributed to staff, with a median of 6 surveys.

[9] Once the director had filled out the director survey, they were instructed to give the rest of their staff the center staff survey. Some organizations with larger infrastructures (e.g. with a CEO) may have had their "directors" fill out the center staff survey.
[10] Although 178 center directors completed the survey, 11 surveys did not have enough data to consider them in the analysis. Analysis of center director surveys was complete with 167 surveys.
[11] For ease of reading, data labels have been rounded to the nearest whole number.



In charts and graphs…
- *Head Teachers and Education Coordinators are referred to as Education Coordinators*
- *Assistant Teachers and Teacher's Aides are referred to as Assistant Teachers*

A. Demographics of centers

Location of Centers

Directors were asked in what town their program is located. The largest number of respondents work at centers in Providence, Warwick, Johnston, and Pawtucket. In the remainder of the report, analyses were conducted to determine whether there are differences between the four "core cities" where child poverty is concentrated (Providence, Pawtucket, Central Falls, and Woonsocket) and the rest of the state. 47 programs were located in the core cities while the remainder of programs that reported their location (n=122) were located in other parts of the state.

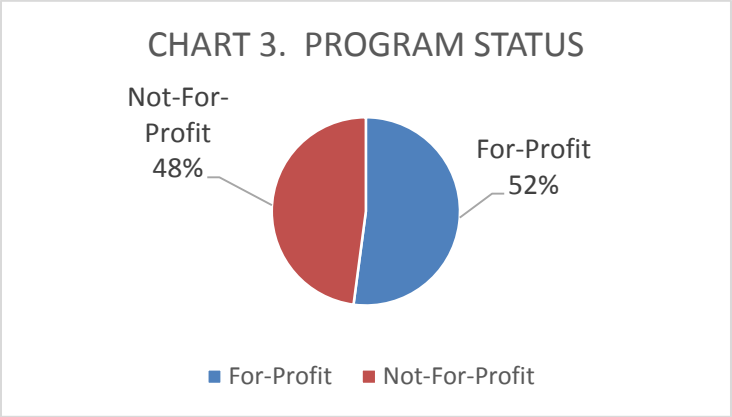
TABLE 3. CENTER LOCATIONS

Location	Number of Centers	Location	Number of Centers
Barrington	2	Lincoln	3
Bristol	1	Middletown	6
Burrillville	1	Newport	3
Central Falls	3	North Kingstown	4
Charlestown	3	North Providence	3
Coventry	5	Pawtucket	11
Cranston	9	Portsmouth	1
Cumberland	3	Providence	28

TABLE 3. CENTER LOCATIONS			
East Greenwich	7	Smithfield	5
East Providence	9	South Kingstown	7
Exeter	2	Tiverton	2
Foster	1	Warwick	20
Glocester	1	West Warwick	4
Hopkinton	1	West Greenwich	1
Jamestown	1	Westerly	6
Johnston	11	Woonsocket	5

Program Status (Not-For-Profit or For-Profit) (n = 165)

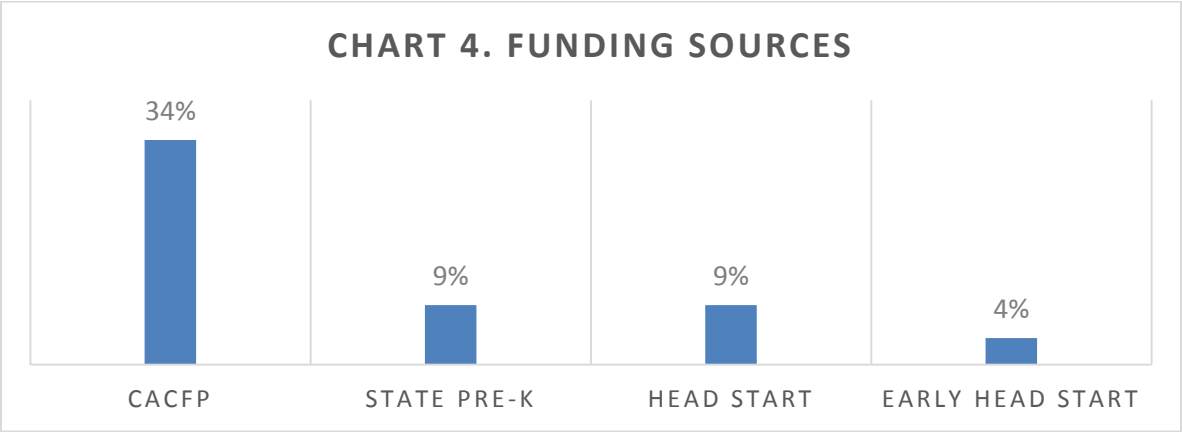
Findings from the study indicate that about half of programs are not-for-profit (48%) and about half are for-profit (52%).



Funding Sources (n = 167)

Directors were asked whether they received specific types of funding. For this question, multiple categories could be chosen. 34% of directors indicated their program receives funding from the Child and Adult Care Food Program (CACFP) (n = 57 programs). 9% reported receiving funding from the State Funded Pre-Kindergarten Program (n = 15 programs)[12]. 9% reported receiving funding from Head Start (n = 15) and 4% of respondents reported they receive funding from Early Head Start (n = 7).

[12] Although 15 of the responding 167 directors report their program receives funding from the State Funded Pre-Kindergarten Program, the 2013 Rhode Island Kids Count Factbook reports that there were only 8 classrooms receiving funding as of January 2013. Directors either misunderstood the question or are unaware of the types of funding they receive.



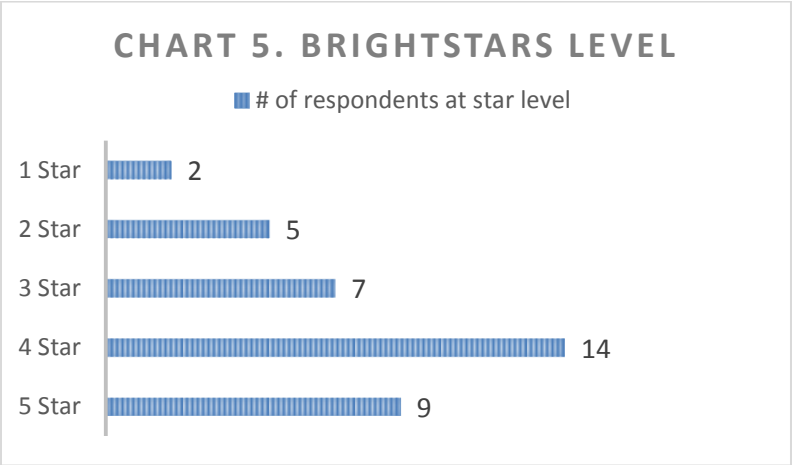
16 programs reported that they receive Head Start or Early Head Start funding, meaning that six of the Early Head Start programs also receive Head Start funding. In later analyses, these programs were compared to those programs that do not receive Head Start funding.

Accreditation Status (n = 167)

Directors were asked if their program is currently NAEYC accredited or seeking accreditation. 16% of respondents (n = 26) indicated their program is seeking NAEYC accreditation. 12% are NAEYC accredited (n = 20). According to the 2013 Rhode Island Kids Count Factbook, there were 28 licensed centers that were accredited as of January 2013.

BrightStars (n = 167)

52 programs (31% of programs) reported participating in BrightStars. Of those that participate, 6 out of 10 (62%) programs are at a star level 4 or above. In addition to the star levels reported below, 7 programs are in the process of receiving a star level. The 2013 Rhode Island Kids Count Factbook indicates that as of January 2013, there were 48 centers participating in BrightStars.



RIDE Comprehensive Early Childhood Education Program Approval (n = 166)

The data show that 34 programs (21% of programs) participate the Rhode Island Department of Education (RIDE) Comprehensive Early Childhood Education (CECE) Program Approval.

Engaged Programs (n = 166)

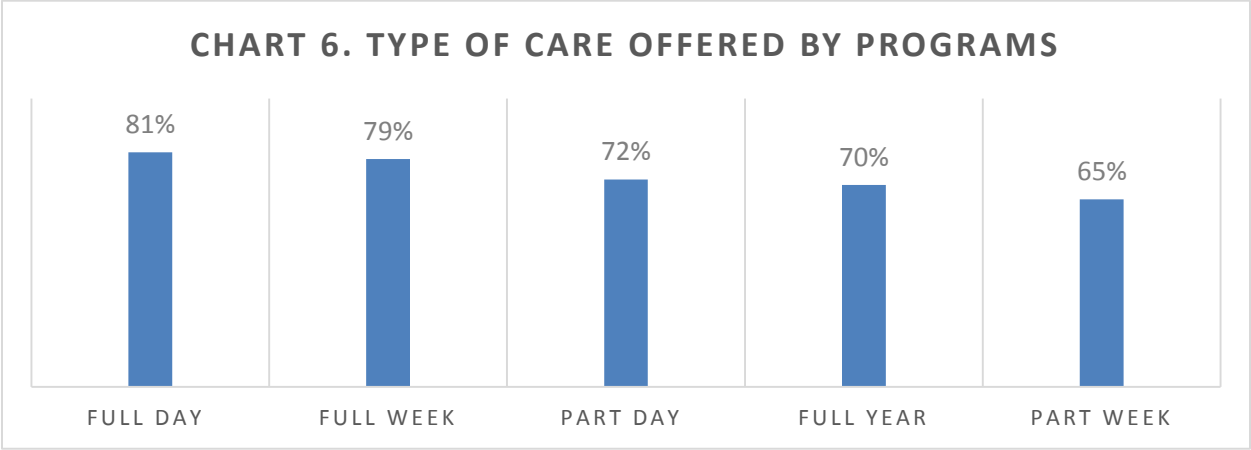
In the report, programs that are engaged in state funded quality initiatives are compared to programs that are not engaged. Engagement is defined as being a part of either BrightStars, the NAEYC accreditation process or the RIDE Program Approval. The data show that 91 programs are engaged according to this definition[13].

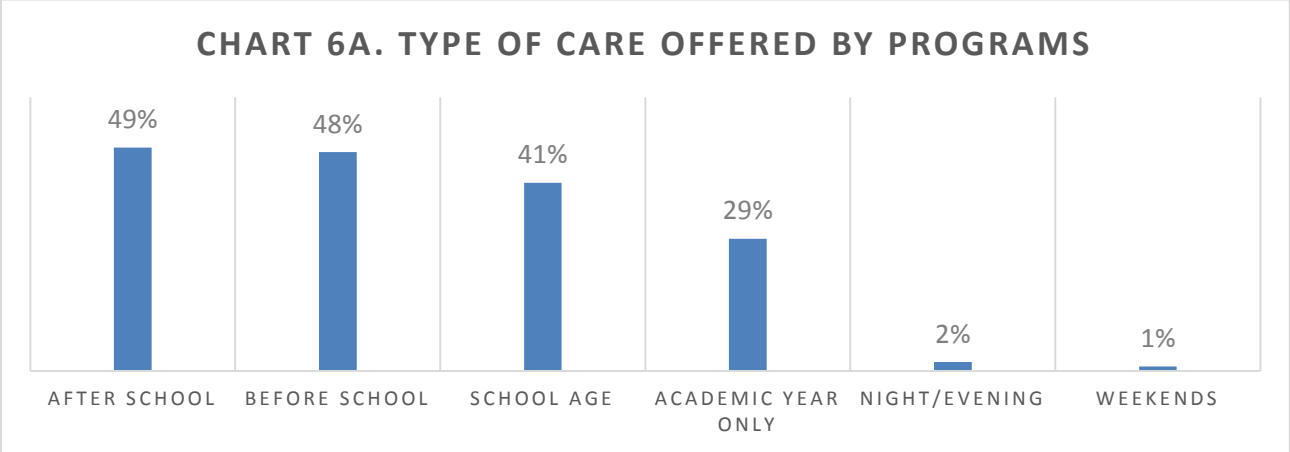
Type of Child Care Offered (n = 167)

Directors were asked what type of care their program offers. For this question, multiple categories could be chosen. The largest number of respondents indicated they provide full-day care (81%) and/or full-week care (79%). Fewer reported they offer part-day care (72%), full-year care (70%) and/or partial week care (65%). Fewer offer after school care (49%), before school care (48%), school age care (41%)

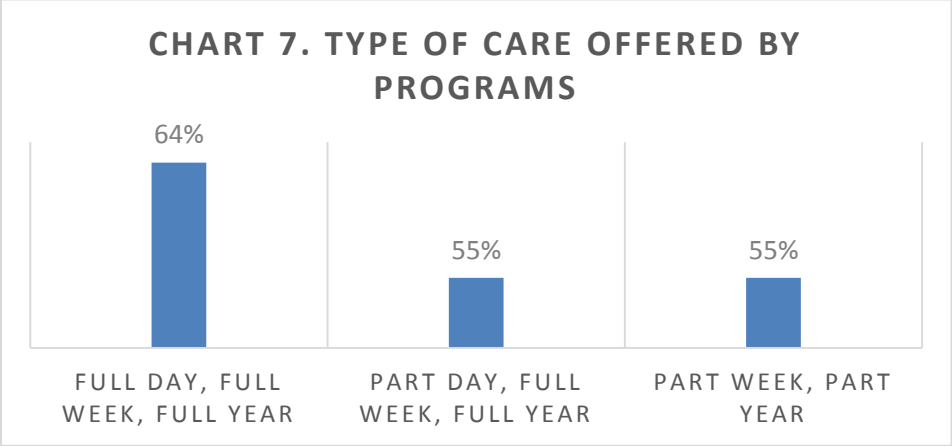
[13] All Head Start programs except for 2 are included in the "engaged" programs.

and/or academic year only care (29%). Few programs offer night/evening care (2%) and/or weekend care (1%).





From combining key categories, that 64% of programs offer full day, full week, full year care, 55% offer part day, full week, full year care and 55% offer part week, part year care.

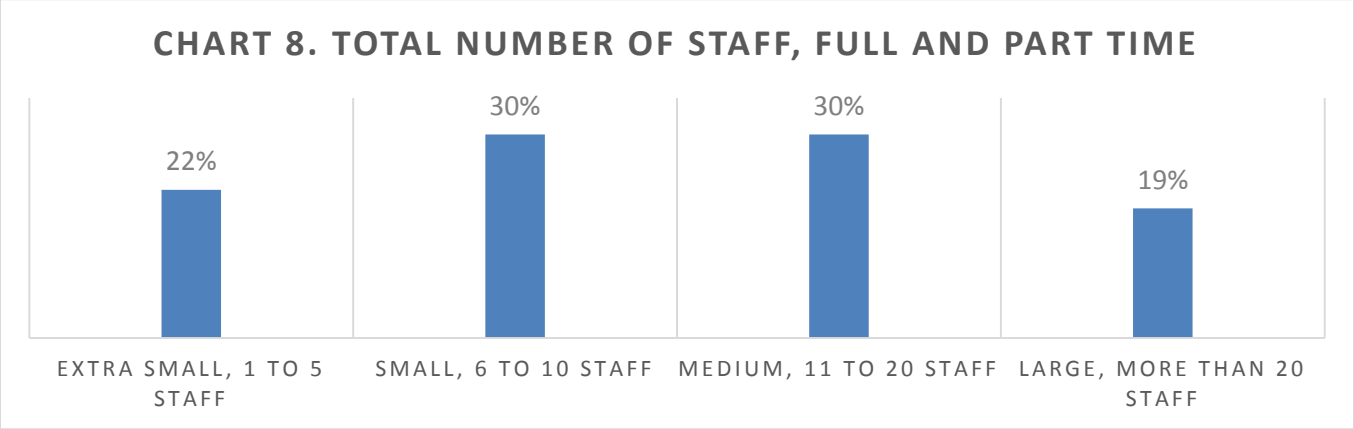


15 respondents commented on other types of care they offer; these include:

- School vacations and professional development days (3)
- Summer Programs (3)
- Preschool only (2)
- Kindergarten after school (2)
- Head Start
- Partnership with Family Providers to provide before/after school care
- Pre-K State Funded
- Backup care
- School Calendar

Number of Full-Time and Part-Time Staff[14] (n = 144)

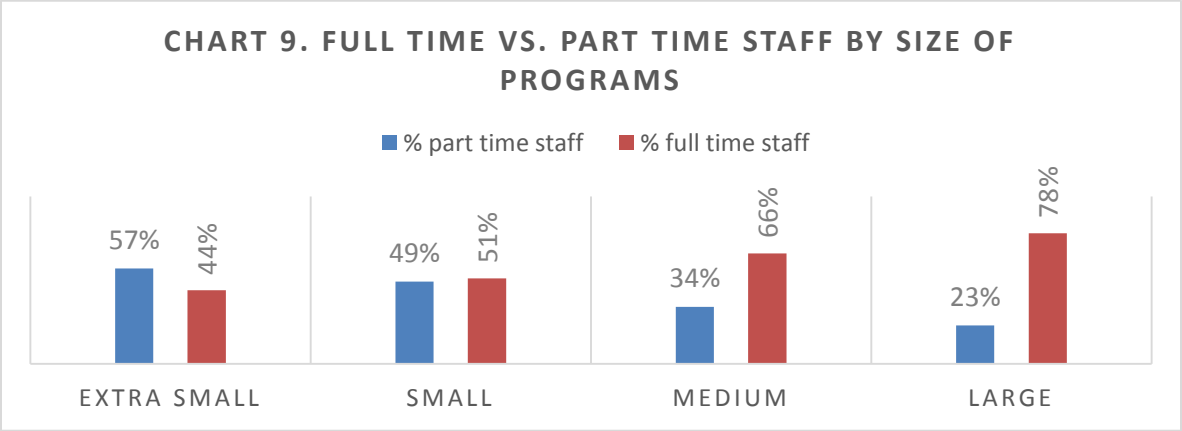
Directors were asked how many full and part time[15] staff their center employs. Based on the responses, programs range in size from one staff member to 119. Over 50% of the programs employ 10 or fewer staff. 1 in 3 (30%) employ between 11 and 20 staff members. 19% of responding programs employ more than 20 staff.



When looking across all programs, what percentage of staff are full time and what percentage is part time?[16] As programs grow in the number of staff they employ, the percentage of full time staff

[14] 19 respondents did not report the total number of staff in their program.
[15] Full time was defined in the survey as 30 hours or more per week and part time was defined as 29 hours or less per week.
[16] Paired sample t-test was used to conduct statistical analysis. Sample: Extra Small (n=24), Small (n=37), Medium (n=35), Large (n=24)

increases. The smallest programs have more part time than full time staff (57% part time versus 44% full time) while the larger programs have more full time staff (23% versus 78%).



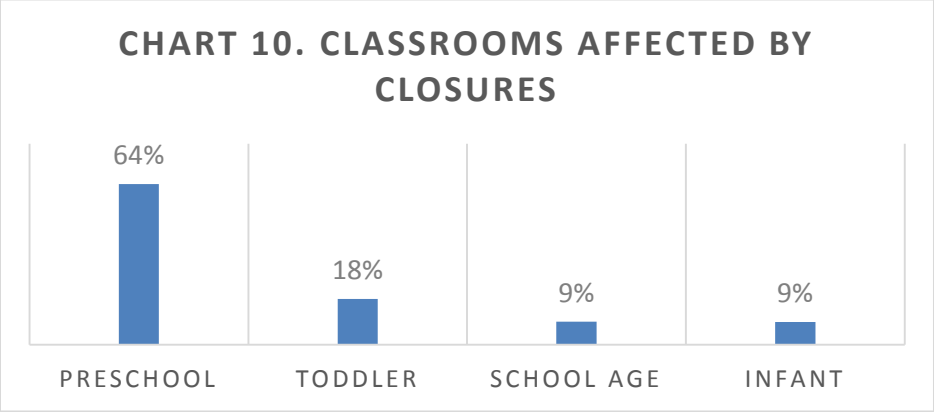
Hardships Affecting Centers (n = 160)

Survey respondents were asked to select from a list of hardships that affected their center in the past 12 months. Respondents were most likely to report families being behind on paying their child care fees (62%) and low enrollment (47%). 4 out of 10 directors said they had to limit or stop purchasing equipment or materials. Additional hardships that were listed by programs were "sequestration" and "limited funding".

TABLE 4. HARDSHIPS AFFECTING PROGRAMS	
Affected by families behind on paying their child care fees	62%
Affected by low enrollment	47%
Affected by limits or no purchasing of equipment and/or materials	41%
Affected by stagnant salaries	37%
Affected by limits or no support for attending professional development opportunities	31%
Affected by difficulty finding qualified staff	30%
Affected by cutting staff salaries and/or hours	22%
Affected by layoffs	16%
Affected by cutting staff benefits	11%

Classroom Closures (n = 147)

When asked if their center had to close any classrooms in the last year, 8 out of 10 directors (82%) said no. Of the 18% of directors who report their center did close classrooms, the majority (78%) closed 1 classroom. 3 centers closed 2 classrooms. Preschool classrooms were most affected by the classroom closures; of the 33 classrooms that were reportedly closed, 64% were preschool classrooms.



Subgroup Analyses

The study examined key variables by specific subgroups: (1) Head Start as compared to Non-Head Start programs, (2) Engaged programs as compared to non-engaged programs ("engaged programs" are defined as having or pursuing NAEYC accreditation and/or having a BrightStars rating or rating in process, and/or being engaged in the RIDE Comprehensive Early Childhood Education Program Approval), (3) Core City (Central Falls, Providence, Pawtucket, and Woonsocket) as compared to Non-Core City locations and (4) Small (1-59 children), Medium (60-100 children) and large (101+ children) programs.

Regardless of program size, the most often reported problem was families being delinquent paying child care fees. The other most commonly reported problems across all programs include: low enrollment, limits on or an inability to purchase equipment/materials, stagnant salaries, and limited or no support to attend professional development opportunities.

The following findings detail the most commonly reported hardships by program size.

- In addition to late payments (67%), small programs report they are most affected by low enrollment (63%), limits on or an inability to purchase equipment/materials (50%) and stagnant salaries (41%).
- In addition to late payments (78%), medium-sized programs report being most affected by stagnant salaries (42%), limited or no support to attend professional development opportunities (42%), limits on or an inability to purchase equipment/materials (39%) and difficulty finding qualified staff (39%).
- 71% of large programs report they are affected by families' late payments. The next most commonly reported problems include limits on or an inability to purchase equipment/materials (46%), difficulty finding qualified staff (46%) and low enrollment (46%).

TABLE 5. HARDSHIPS BY SIZE OF PROGRAM

Size of Program	Small (n = 78)	Medium (n = 36)	Large (n = 28)
Closed classroom in last year?	14.1%	13.9%	28.6%
Affected by layoffs	17.9%	8.3%	32.1%
Affected by low enrollment	62.8%	33.3%	46.4%
Affected by difficulty finding qualified staff	26.9%	38.9%	46.4%
Affected by stagnant salaries	41.0%	41.7%	42.9%
Affected by cutting staff salaries and/or hours	28.2%	22.2%	21.4%
Affected by cutting staff benefits	9.0%	19.4%	14.3%
Affected by families behind on paying their child care fees	66.7%	77.8%	71.4%
Affected by limits or no purchasing of equipment and/or materials	50.0%	38.9%	46.4%
Affected by limits or no support for attending professional development opportunities	30.8%	41.7%	42.9%

Table 6 presents subgroup analyses for three groupings. Statistical analyses were conducted to determine whether there was a statistical difference between the two numbers in each grouping. When comparing data between two groups, Head Start programs versus non-Head Start programs, for example, it is important to consider whether the two numbers are statistically significant. A statistical test is conducted to see if the two numbers are statistically or meaningfully different. A "*" next to a number

indicates that there is a statistical difference at the p < .05 level[17] and "+" indicates there is a statistical difference at the p < .10 level. If there is no indicator, the difference between the two numbers is not statistically significant and the numbers should be considered equivalent.

Comparing non-Head Start to Head Start programs, there were two statistically distinct results. Head Start programs are less likely to have closed classrooms and were not as affected by low enrollment, reduction of staff salaries and/or hours or by families being delinquent in paying their child care fees. Please note that while statistical differences were found the number of Head Start programs in the sample is small.

Engaged programs have been more affected by layoffs than non-engaged programs and less affected by cutting staff salaries and/or hours. It is possible that engaged programs have chosen to layoff staff rather than cut salaries or hours.

With one exception, programs in the core cities experience hardships similar to programs in the remainder of the state. The exception is that programs in the core cities report less difficulty finding qualified staff.

TABLE 6. HARDSHIPS BY THREE SUBGROUPS

	Not Head Start (n =144)	Head Start (n = 13)	Not Engaged (n = 74)	Engaged (n = 86)	Not Core City (n=112)	Core City (n = 45)
Classrooms closed	1.86[18]	1.22*	1.84	1.80	1.83	1.81
Affected by layoffs	15%	31%	9%	22%*	17%	16%
Affected by low enrollment	52%	15%*	55%	43%	49%	51%
Affected by difficulty finding quality staff	32%	23%	28%	34%	35%	22%+
Affected by stagnant salaries	37%	54%	38%	40%	38%	40%
Affected by cutting staff salaries and/or hours	25%	0%*	30%	17%*	25%	20%
Affected by cutting staff benefits	12%	8%	11%	12%	13%	9%

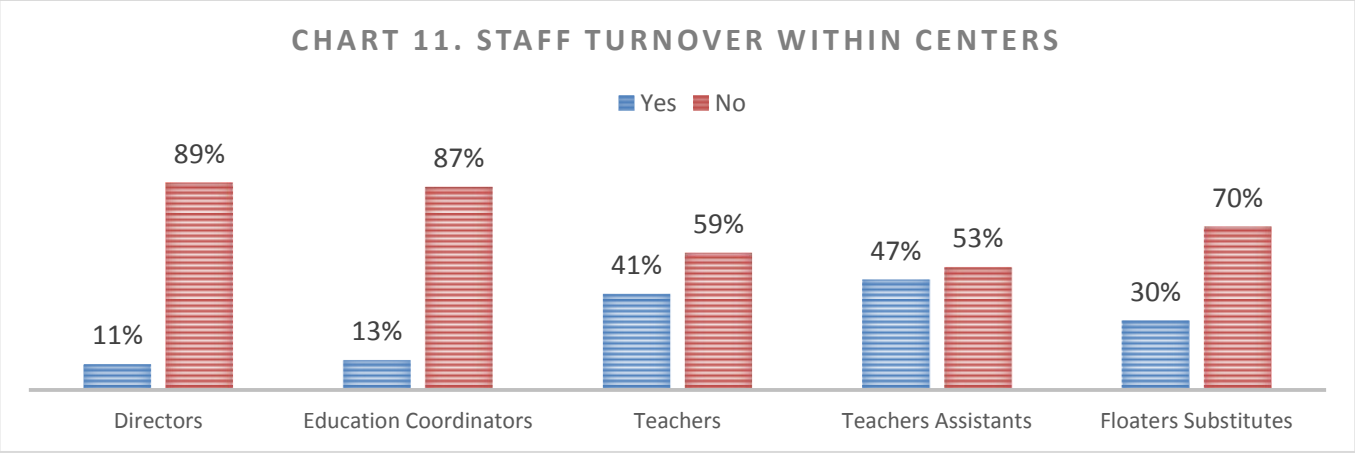
[17] P levels help to determine if two numbers are statistically different. When P equals .05 that means there is only a 5% chance that the two numbers are not statistically different (or a 95% chance that the two numbers are statistically different.)
[18] A higher number indicates a higher rate of classrooms closing.

TABLE 6. HARDSHIPS BY THREE SUBGROUPS						
	Not Head Start (n =144)	**Head Start (n = 13)**	**Not Engaged (n = 74)**	**Engaged (n = 86)**	**Not Core City (n=112)**	**Core City (n = 45)**
Affected by families behind on paying their child care fees	68%	31%*	59%	70%	69%	58%
Affected by limits or no purchasing of equipment and/or materials	41%	54%	38%	47%	39%	53%
Affected by limits or no support for attending professional development opportunities	33%	23%	31%	34%	34%	29%

+/* = statistically significant difference

Staff Turnover (n = 67)

Directors were asked if there had been staff turnover at their center in the past year. It was most common for teachers' assistants/teachers' aides to leave centers; 47% of responding directors reported turnover in teachers' assistants or aides. It is least common for directors to leave their position; 11% of directors say there was been turnover in directors in the last year.



As reported by directors, the overall turnover rate for responding centers is 27%. Turnover was examined by calculating the total number of staff who had left the center in the last 12 months as

compared to the total number of staff present in the programs that reported turnover. Calculations included turnover in education coordinators, teachers and assistant teachers combined[19].

Subgroup Analyses

Subgroup analyses indicate that small programs have a statistically significant higher turnover rate than medium or large programs. However, there are not statistically significant differences between the turnover rate in the core cities and outside of the core cities or in engaged and not engaged programs[20].

TABLE 7. TURNOVER BY SIZE OF PROGRAM			
	Small (n = 29)	**Medium (n = 19)**	**Large (n = 16)**
Turnover Rate	44.0%*	21.4%	16.1%

+/* = statistically significant difference

TABLE 8. TURNOVER BY THREE SUBGROUPS						
	Not Head Start (n = 65)	**Head Start (n = 3)[21]**	**Not Core City (n = 52)**	**Core City (n = 16)**	**Not Engaged (n = 32)**	**Engaged (n = 36)**
Turnover Rate	NA	NA	31.8%	22.1%	31.9%	27.4%

[19] Only 67 programs reported on their turnover rates. There were too few programs reporting on each position to reliably determine turnover rates for each type of teacher.
[20] Even though the turnover rates appear different, statistically the two numbers are considered the same.
[21] An insufficient number of Head Start programs reported their turnover numbers, thus this data is not reported.

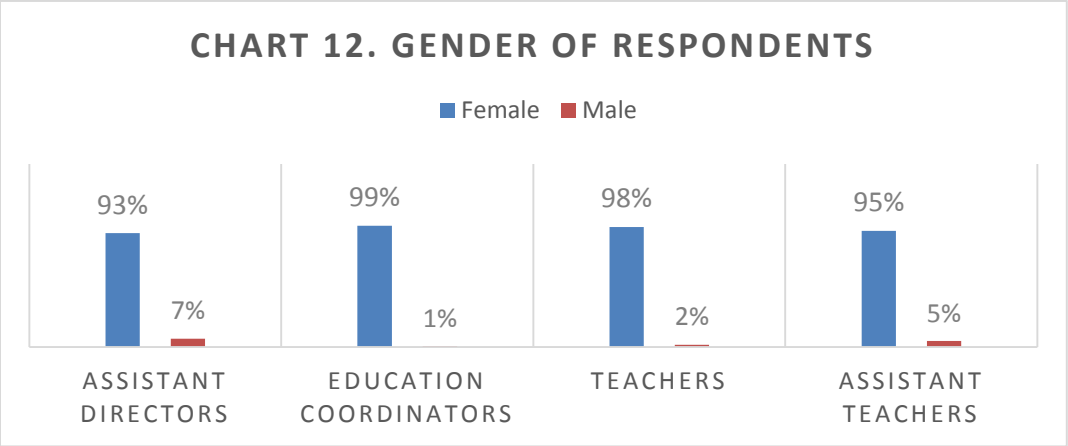
B. What are the characteristics of the early child care workforce in centers?

The first research question in the early childhood workforce study was "What are the characteristics of the child care workforce?". This question examined individual characteristics, employment characteristics and compensation and benefits.

Demographics of Center Staff

Gender *(Total sample n=960. Breakdown: Assistant directors n= 73; Education coordinators n=126; Teachers n=388; Assistant teachers n=350)*

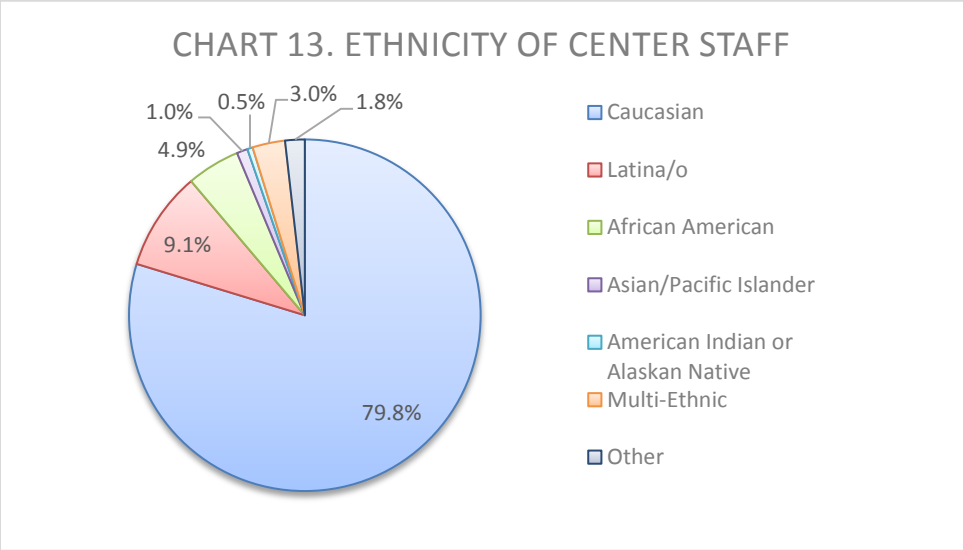
The staff responding to the survey is primarily female. For assistant directors and directors, about 93% are female and 7% are male. For education coordinators, 99% are female and 1% are male. For teachers, 98% are female and 2% are male. For assistant teachers and aides, 95% are female and 5% are male.



Ethnicity of Staff *(Total sample n=987. Breakdown: Assistant directors n= 75; Education coordinators n=137; Teachers n=409; Assistant teachers n=366)*

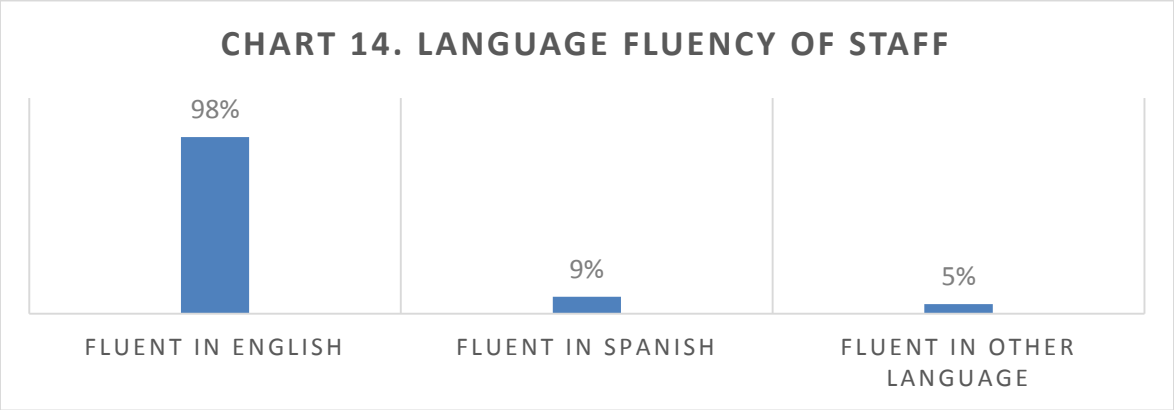
The data are that about 8 out of 10 staff identify as Caucasian. 9% identify as Latino/a. 5% of staff identify as African American, 3% as multi-ethnic and 2% as other. 1% of respondents identify as

Asian or Pacific Islander and 0.5% as American Indian or Alaskan Native. Staff who identified as other indicated they are Cape Verdean, Haitian, Middle Eastern and Portuguese.



Languages *(Total sample n=1002. Breakdown: Assistant directors n= 77; Education coordinators n=136; Teachers n=417; Assistant teachers n=372)*

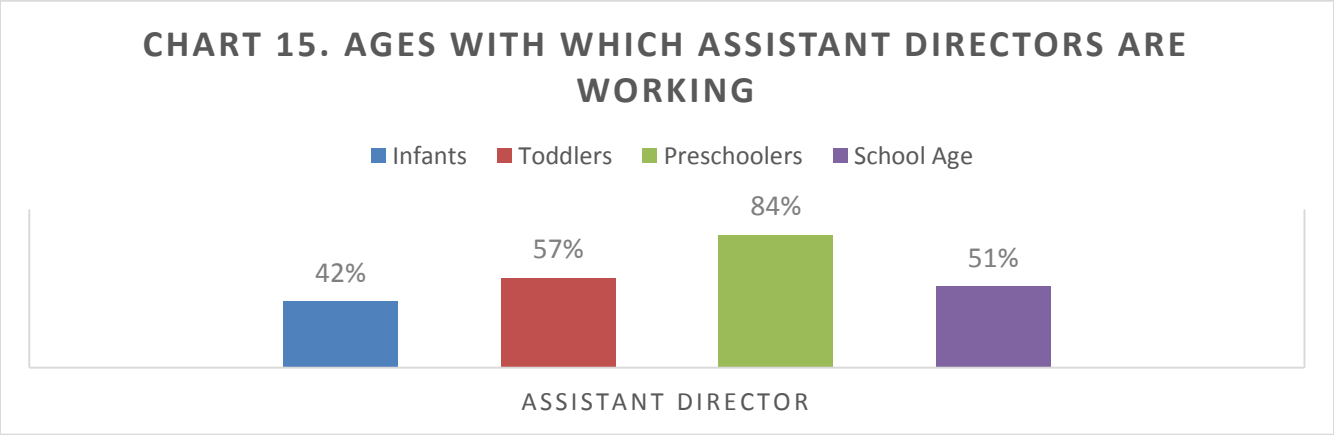
Staff were asked to report languages in which they have fluency. 98% of staff are fluent in English and 9% of staff are fluent in Spanish. 8% report being fluent in both English and Spanish. 5% of staff are fluent in a different language[22].

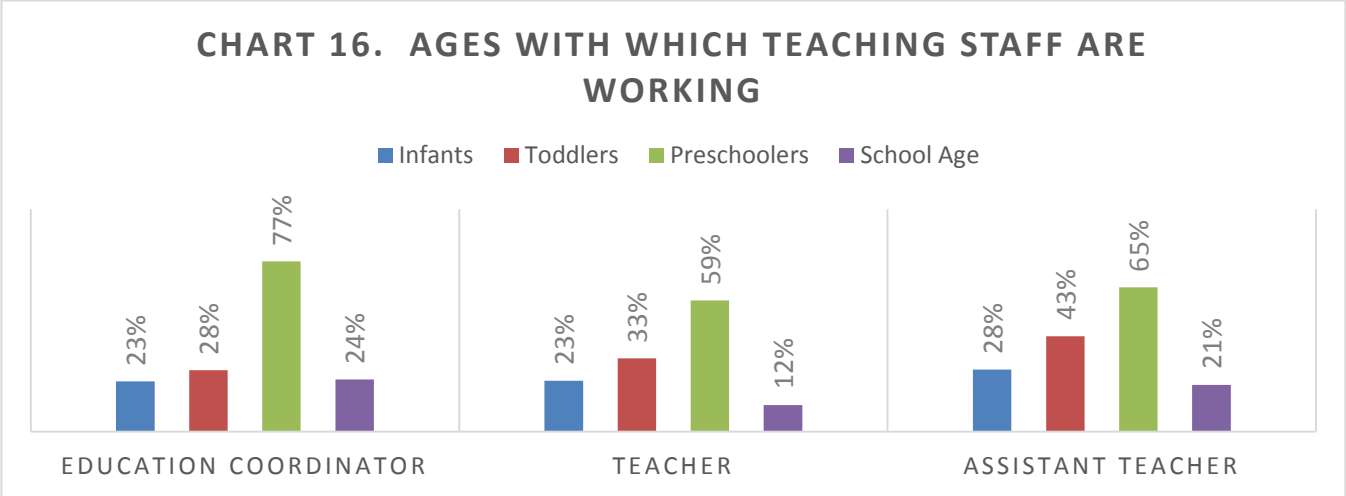


[22] Staff reported being fluent in more than one language thus the number of languages is more than the number of people reporting them. Other language spoken include: Portuguese (21), Creole (11), French (7), ASL (5), Tagalog/Filipino (5), Italian (3), Cape Verdean (2), Creole (2), Arabic (1), Russian (1), Banga (1), Cambodian (1), German (1), Greek (1), Hindi (1), Russian (1), Sinhala (1), Spanish (1), Tamil (1), Telugu Marathi (1), Urdu (1).

Age group *(Total sample n=1006. Breakdown: Assistant directors n= 74; Education coordinators n=137; Teachers n=418; Assistant teachers n=377*

Staff were asked with which age group they work at their center: infants (birth to 18 months), toddlers (18 to 36 months), preschoolers (3-5 years) and/or school age children (age 5 and up, including kindergarteners). The study found that assistant directors and directors work with all ages. 8 out of 10 report working with preschoolers, which likely reflects the population of children served by the center at which they are employed.





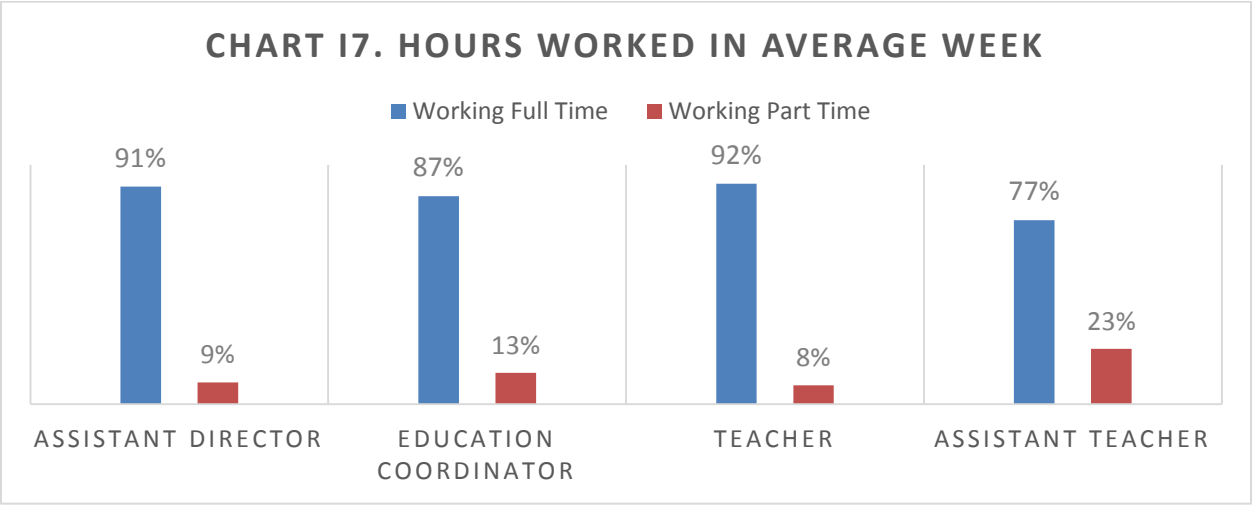
Education coordinators report working with all age groups; the highest percentage of those reporting (almost 8 out of 10) work with preschool age children. Teachers report working with all ages with about 6 out of 10 working with preschool age children, a third working with toddlers, a quarter working with infants and 12% working with school age children. Assistant teachers also report working

across all ages with two-thirds working with preschool age children, 43% working with toddlers, 28% with infants and 21% with school age children.

Employment Characteristics

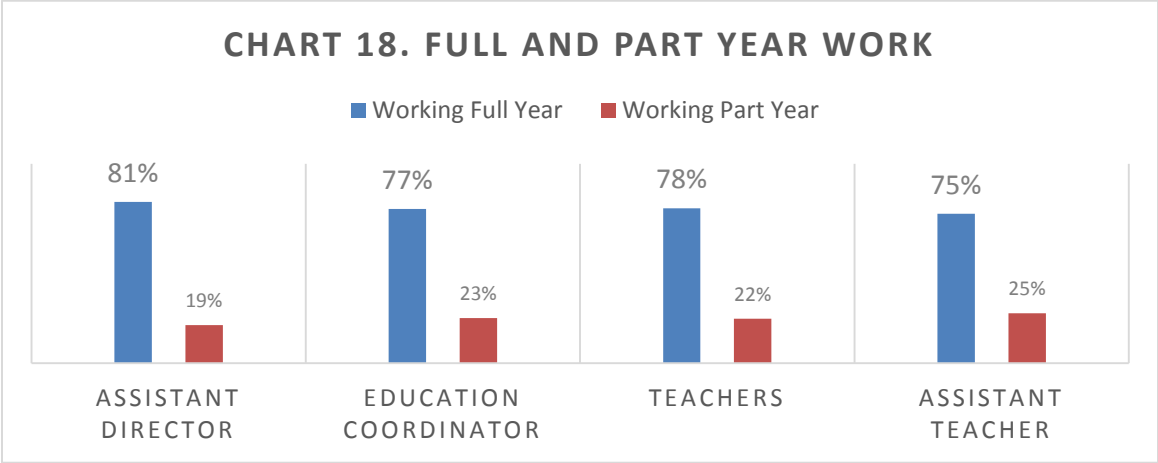
Hours Worked *(Total sample n=988. Breakdown: Assistant directors n= 76; Education coordinators n=136; Teachers n=410; Assistant teachers n=366)*

Staff were asked the number of hours they worked during an average week. Based on guidelines provided by the Core Team, part time work was defined in the survey as working between 1 and 29 hours. Those working 30 or more hours were defined as full time. Respondents reported that 91% of assistant directors and directors, 87% of education coordinators and 92% of teacher are working full time. Fewer assistant teachers, at 77%, are working full time. Staff working more than 40 hours a week include 17% of assistant directors, 9% of education coordinators, 6% of teachers and 3% of assistant teachers.



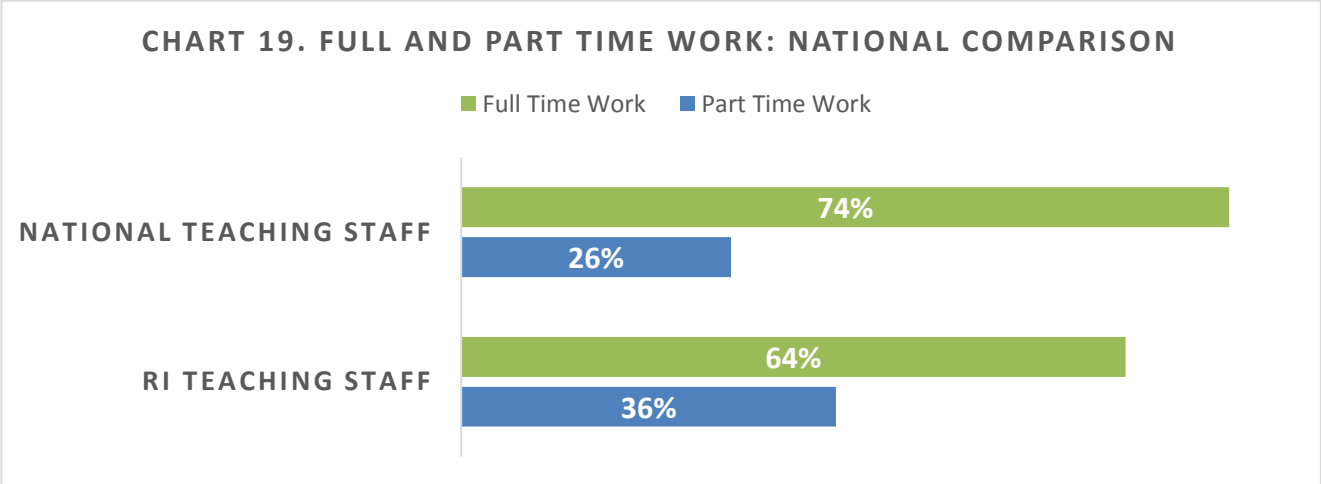
The study examined full year and part year employment. Full year employment was defined between 48 and 52 weeks, accommodating for vacations. Part year employment was defined between 1 and 47 weeks. Almost 8 out of 10 staff worked full year. The 20% of respondents who report working part year may be employees of Head Start or similar programs that are only open part year. More than

other teaching positions, assistant teachers are more likely to work part year; 25% of assistant teachers work part year as compared to 19% of assistant directors/directors.



National Comparison

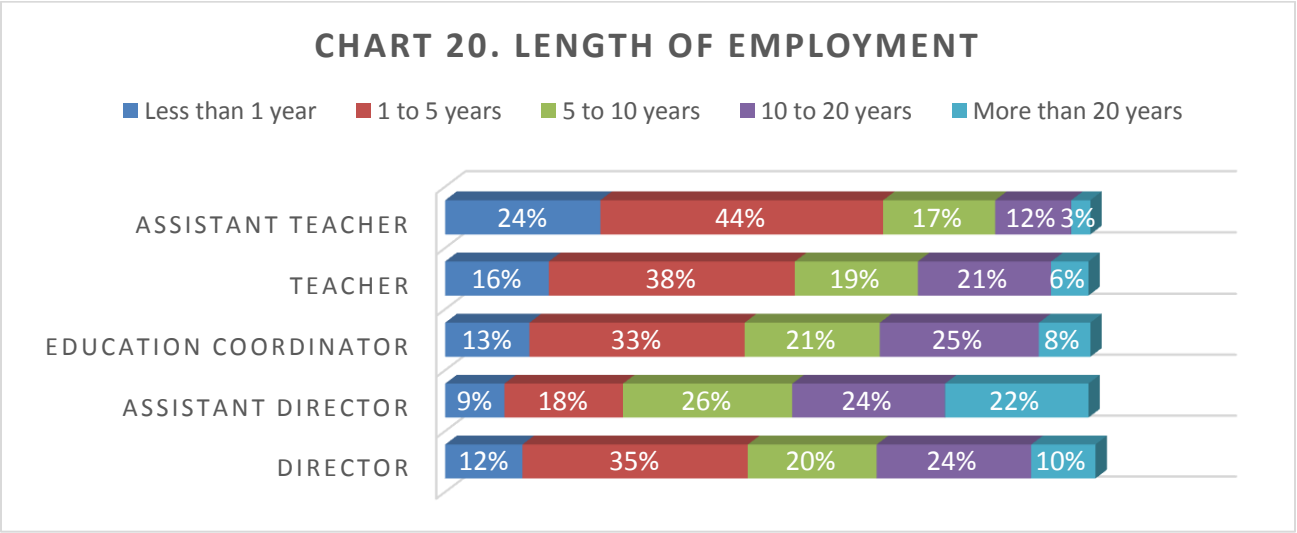
The National Survey of Early Care and Education (NSECE) provides comparisons from a national sample of early care and education teachers. The NSECE study defines full time work as 35 or more hours. Using this metric, 64% of Rhode Island early care and education staff work full time as compared to 74% of staff at the national level. Thus, there are more teachers working part time in Rhode Island than teachers working part time nationally.



Length of Employment *(Total sample n=1002. Breakdown: Directors n= 165; Assistant directors n= 76; Education coordinators n=138; Teachers n=414; Assistant teachers n=374)*

The study examined how long staff had been working at their current employer. Directors were asked the length of time they have been the director of their program. Half of directors (54%) have worked as the director of their program for 5 or more years. 12% of directors have worked in their job for less than a year, a third of directors have worked for 1 to 5 years, 20% from 5 to 10 years, 24% from 10 to 20 years and 10% for more than 20 years.

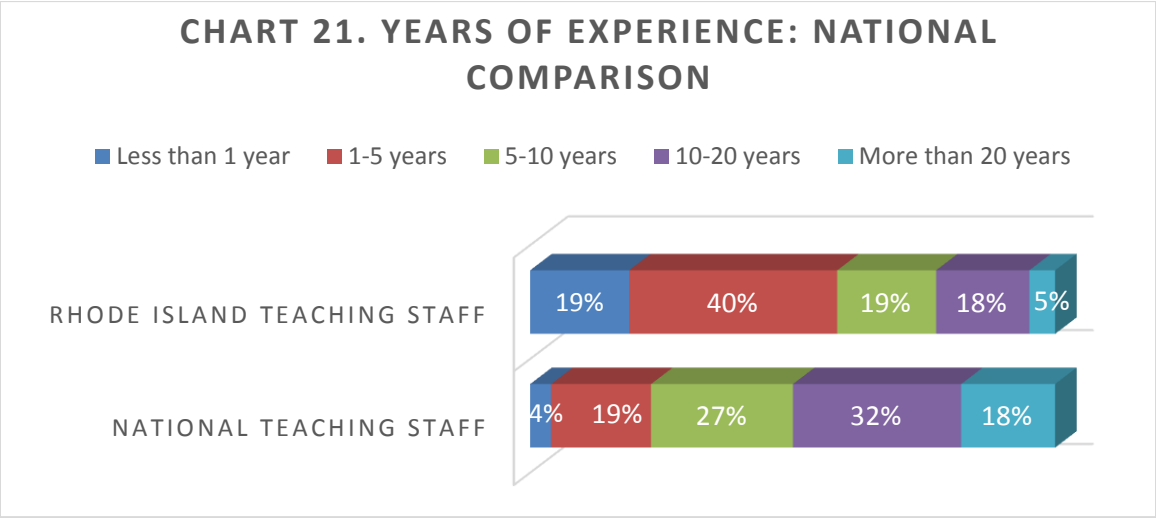
The study results indicate that assistant teachers are more likely to be newer to their job and have worked in it for less time than staff in the other positions. Staff in the more senior positions have worked in their job for longer periods of time. For example, 34% of directors and 46% of assistant directors have worked in their jobs for 10 or more years, and 15% of assistant teachers have worked in their positions for 10 or more years.



National Comparison

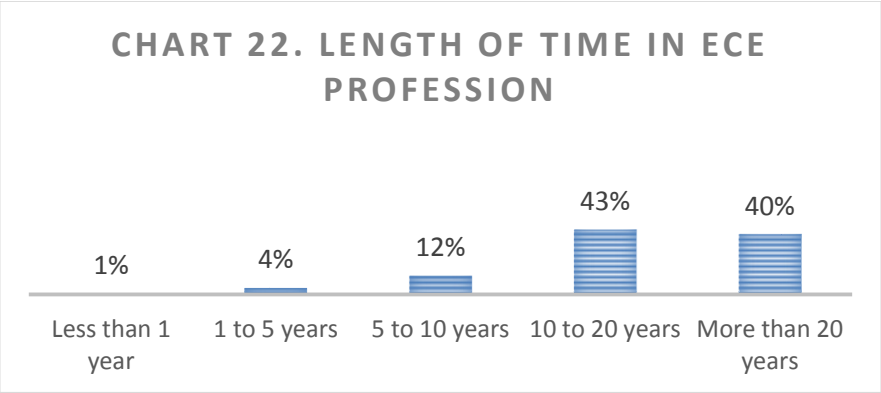
Years of experience for teaching staff, including education coordinators, teachers and assistant teachers, was compared to results from the NSECE. Teaching staff in Rhode Island have fewer years of experience as compared to a national sample of teachers. For example, while 23% of national teaching

staff have 5 or fewer years of experience, 59% of Rhode Island staff have 5 or fewer years of experience.



Length of Time Working in Early Childhood Education Profession (n = 163)

Directors were asked how long they had worked in the early childhood education profession. The vast majority of directors (95%) have been working in the early childhood profession for 5 or more years. Four out of 10 report having worked in the profession for 20 or more years.

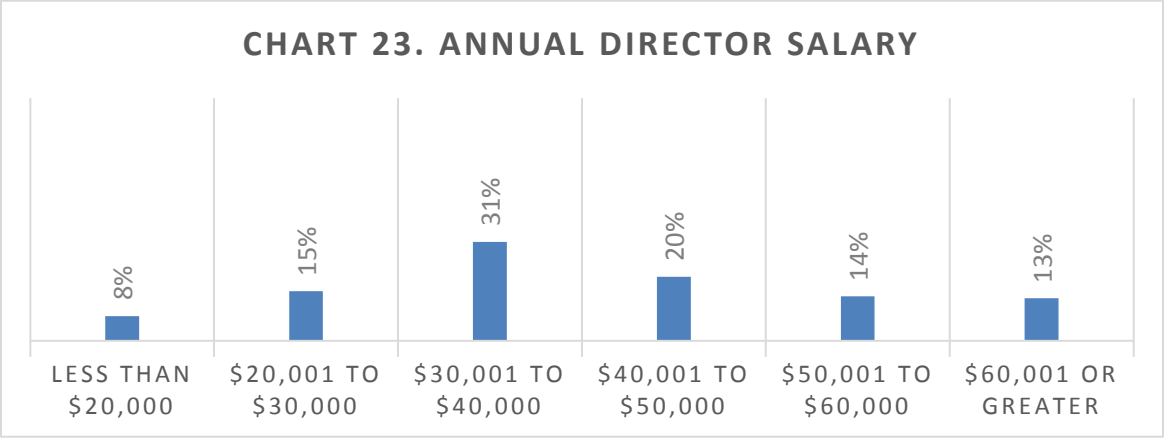


<u>Compensation and Supports</u>

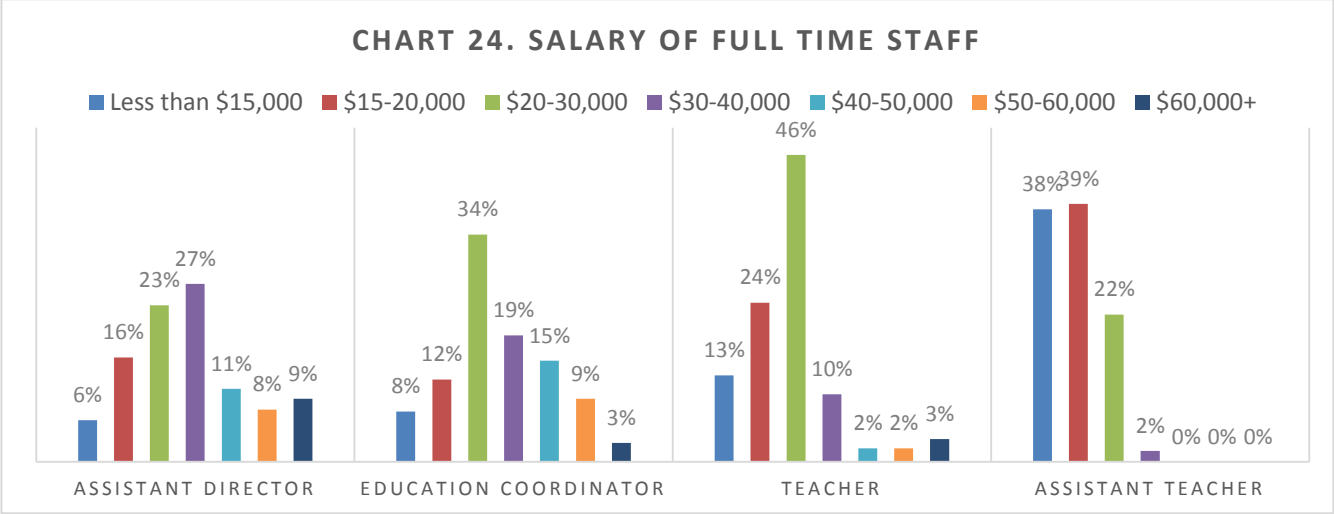
Annual Salary (n = 131)

Directors were asked to report their annual salary. Of the 131 that responded, more than half (53%) reported their salary to be $40,000 a year or less. The largest group of respondents (31%) make

between $30,001 and $40,000. Fewer respondents reported having an annual salary between $50,001 and $60,000 (14%) and $60,000 or greater (13%).

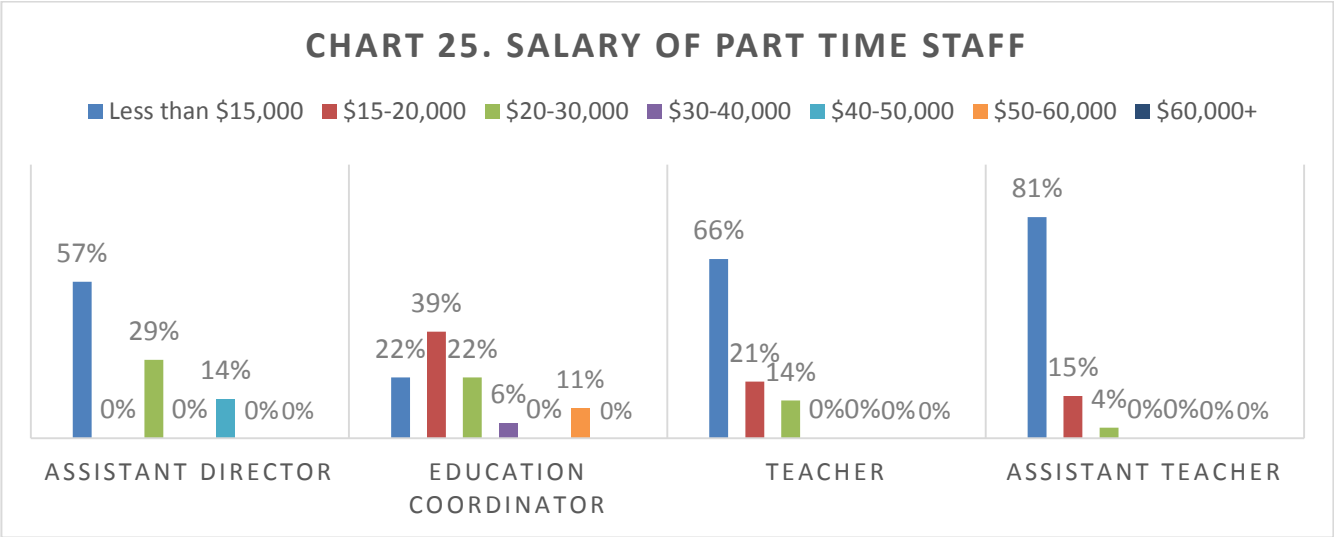


Center staff were asked to report their annual salary. 920 staff[23] responded to the question. Salaries are first presented for full time[24] staff followed by part time staff. Salaries are in alignment with the position of staff; assistant directors earn more than teachers and assistant teachers.



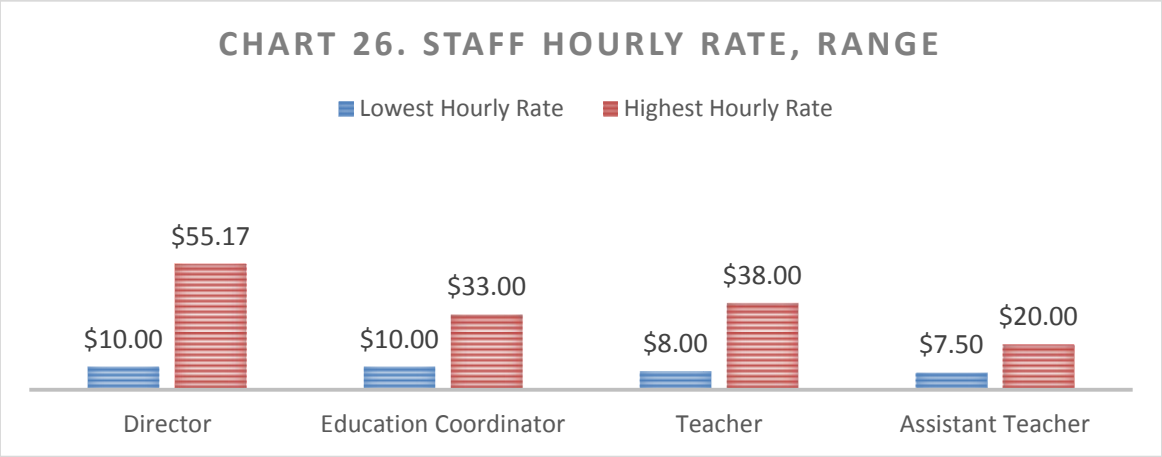
For part time staff, annual salaries skew lower[25]. For example, 96% of part time assistant teachers are making $20,000 or less versus 77% of full time assistant teachers. 87% of part-time teachers, 61% of part-time education coordinators and 57% of part-time assistant directors make $20,000 or less.

[23]Assistant directors n= 72; Education coordinators n=125; Teachers n=387; Assistant teachers n=366
[24] Full time is defined as 30 or more hours.
[25] Note that averages for assistant directors are only based on 7 respondents. There were 18 education coordinators, 29 teachers and 78 assistant teachers reporting annual salaries.



Hourly Rate (n = 90)

Directors were asked to report the lowest and highest hourly rate of pay for teaching staff at their center. Of the 90 directors who responded, the lowest average hourly wage for directors was $10.00 and the highest was $55.17; the lowest for education coordinators was $10.00 and the highest was $33.00; the lowest for teachers was $8.00 and the highest was $38.00; and for assistant teachers the lowest was $7.50 and the highest was $20.00.



Teaching staff were also asked to report their hourly rate (n = 853). Hourly wages increase as position responsibilities increase. Mean hourly wages for full time staff ranged from $10.19 for assistant teachers to $17.40 for assistant directors. Mean hourly wages for part time staff were lower than full time staff and ranged from $10.03 for assistant teachers to $15.78 for education coordinators.

TABLE 9. HOURLY WAGE FOR FULL AND PART TIME CENTER STAFF				
	Mean Hourly Wage Full time Staff	**Sample size (n) for Full time Staff**	**Mean Hourly Wage Part time Staff**	**Sample size (n)for Part time Staff**
Assistant Director (n = 55)	$17.40	48	NA[26]	7
Education Coordinator (n = 110)	$17.16	92	$15.78	18
Teacher (n = 355)	$13.46	324	$11.96	30
Assistant Teacher (n = 333)	$10.19	248	$10.03	81

Subgroup Analyses

Programs reported the highest hourly wage paid to each position within their program. Large programs report paying the highest wages to directors, education coordinators and teachers.

TABLE 10. MEAN HIGHEST HOURLY WAGE BY SIZE OF PROGRAM			
	Small (n = 40)[27]	**Medium (n = 22)**	**Large (n = 15)**
Highest director pay rate	$21.29	$18.95	$27.30
Highest education coordinator pay rate	$18.29	$15.61	$20.93
Highest teacher pay rate	$15.06	$14.03	$15.37
Highest assistant teacher pay rate	$11.60	$10.77	$11.32

Comparing means of the highest hourly wages between the three subgroups, there are statistically higher wages being paid by the engaged programs. Programs in the core cities also pay their assistant teachers a higher pay rate as compared to programs not in the core cities. Otherwise, there are no statistical differences in the highest paid wage.

Table 11. Mean Highest Hourly Wage of Director by Three Subgroups						
	Not Head Start (n = 71)	**Head Start (n = 4-6)[28]**	**Not Engaged Program (n=35)**	**Engaged Program (n = 43)**	**Not core city (n = 61)**	**Core city (n = 18)**
Highest director pay rate	$21.63	$28.88	$18.44	$24.74*	$21.63	$23.50
Highest education coordinator pay rate	$17.65	$24.58	$16.33	$19.60*	$17.52	$19.60

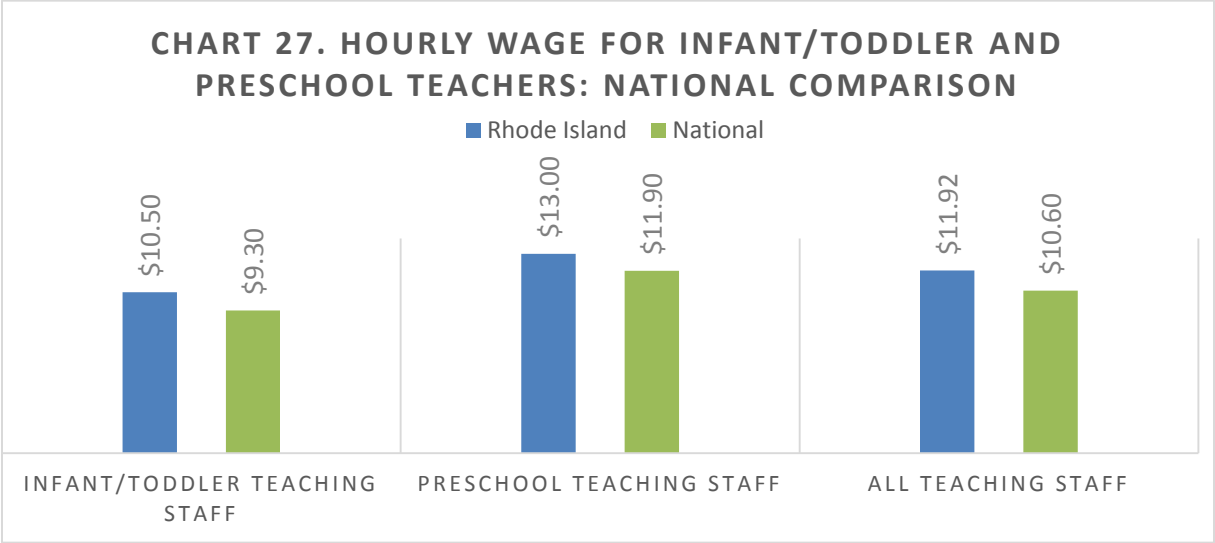
[26] Estimate is unreliable due to low sample size.
[27] The number of programs reporting on each position varied. This is an indication of the average sample size.
[28] The sample size for Head Start programs is too small to determine statistical differences between the Head Start and non-Head Start programs. However, data shows that Head Start pay is higher than non-Head Start programs.

Table 11. Mean Highest Hourly Wage of Director by Three Subgroups						
Highest teacher pay rate	$14.53	$19.22	$12.86	$16.36*	$14.41	$16.26
Highest assistant teacher pay rate	$11.20	$13.29	$10.69	$11.82*	$10.90	$12.57*

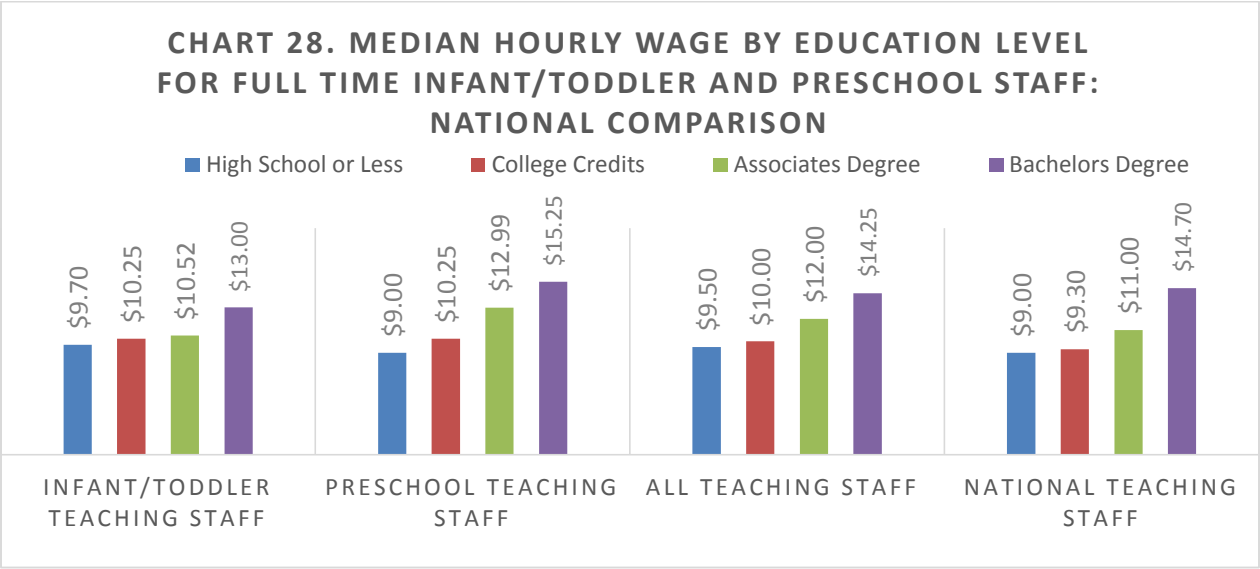
+/* = statistically significant difference

National Comparison

Hourly wages in Rhode Island are higher than hourly wages for a national sample of teachers. The median hourly wage for a full time teaching staff in Rhode Island is $11.92 while the median hourly wage for the national sample of teachers is $10.60. In addition, hourly wages for preschool teachers are higher than for infant/toddler teachers. A preschool teacher working full time in Rhode Island makes $13.00 an hour while an infant/toddler teacher makes $10.50 an hour.

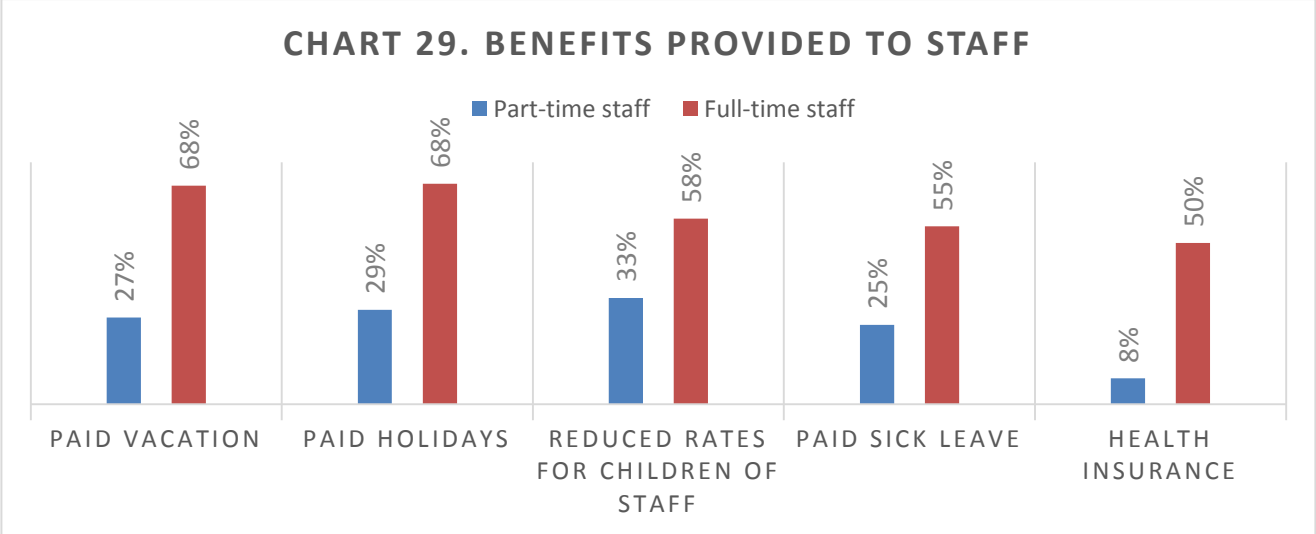


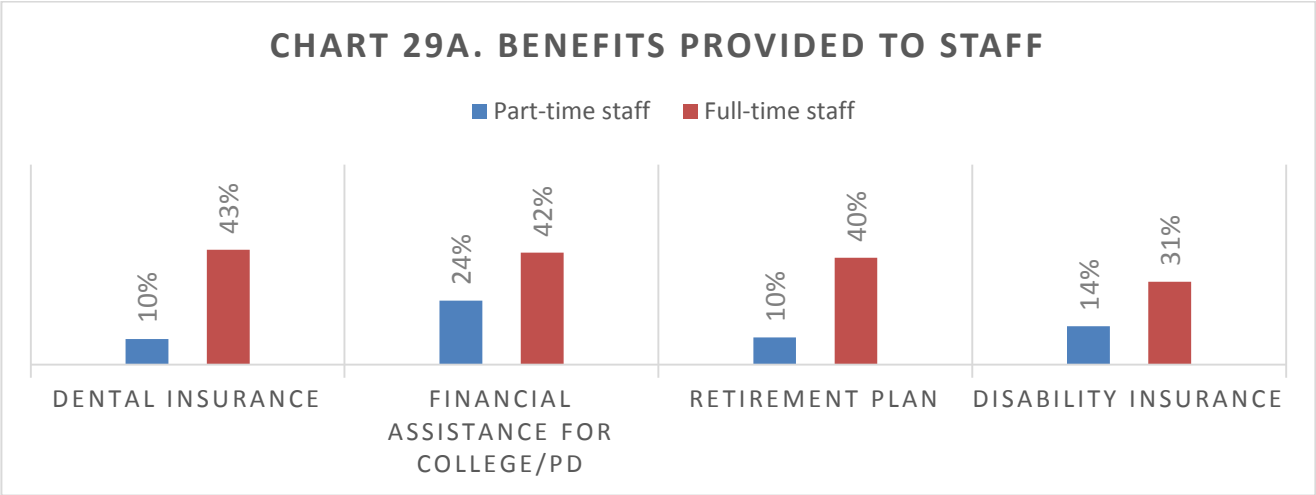
Hourly wages increase with increasing education levels across each category of teacher. Even when an infant/toddler teacher has a comparable level of education (e.g. a Bachelor's degree), the teacher is still paid less than a preschool teacher. Teaching staff across all education levels, except for those with a Bachelor's degree, make more than a national sample of teachers with comparable education. A teacher with a Bachelor's degree in Rhode Island makes $14.25; a teacher with a Bachelor's degree in the national sample makes $14.70.



Insurance and Retirement Plans: Program Perspective (n = 166)

Directors were asked what benefits their center provides to full and part time staff. Full time staff are most likely to be offered paid vacations and holidays (68%), reduced rates for their children to attend the center (58%), and paid sick leave (55%). Part time staff are most likely to be offered reduced rates for their children to attend the center (33%), paid holidays (29%), and paid vacations (27%). Comments on other benefits for staff include: birthday off with pay, extended sick time, and part-time staff can pay into benefits and vision plans available to full time staff.

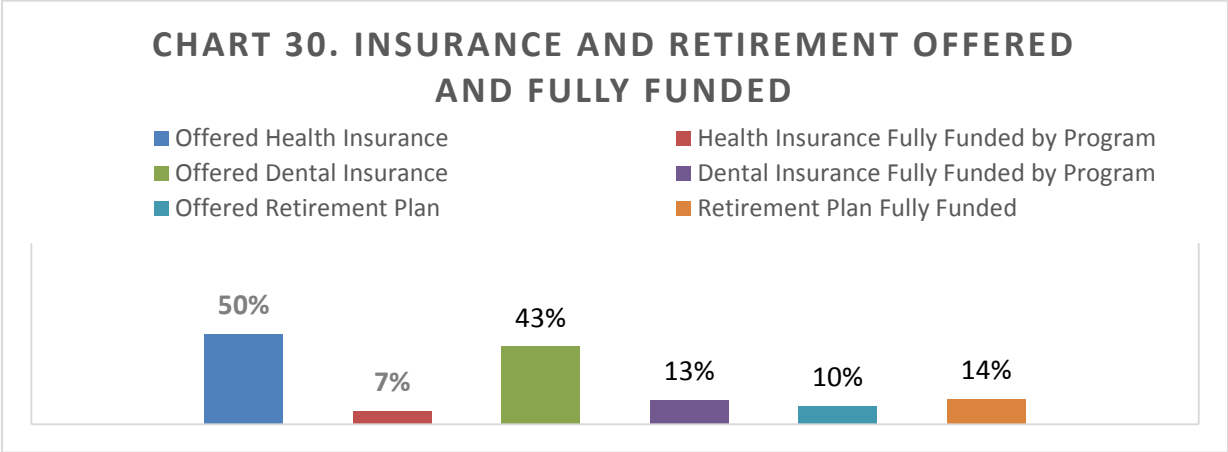




Funding Health Insurance: 93% of programs that offer health insurance to their employees partially fund the plan such that employees have to pay a portion of the cost. 7% of programs fully fund the health insurance plan. Employees have to pay anywhere from 10% to 85% of the plan. While programs most commonly pay 50%[29] of the plan, the average percentage paid by the program is 42%.

Funding Dental Insurance: 87% of programs that offer dental insurance to their full time employees partially fund the dental plan. 13% fully fund the dental plan offered. Employees have to pay anywhere from 10% to 85% of the plan. Similar to health insurance, programs commonly pay 50% of the plan's costs. The average percentage paid by programs is 41%.

Funding the Retirement Plan: 14% of programs fully fund the offered retirement plan.



[29] 50% was the most commonly report percentage, representing the mode within this set of numbers. The median, 42%, is the average of all.

Insurance and Retirement Plans: Staff Perspective (n = 986)

Health Insurance: Including all full time center staff responses, three-quarters (76%) report being offered health insurance. 91% of all staff report having to pay for a part of their health insurance plans. Assistant directors are less likely to have to pay for a portion of their health insurance plan; 77% of assistant directors have to pay for some of their plan. Examining part time center staff, 36% are offered health insurance. Most of those staff (89%) do not use the offered health insurance.

Dental Insurance: As compared to health insurance, fewer full time staff are offered dental insurance. 65% of all full time staff are offered dental insurance. 84% of full time staff have to pay for part of the dental insurance and 36% choose not to use the dental insurance offered. 20% of part time staff is offered dental insurance. The majority of part time staff (86%) do not use the offered dental insurance.

TABLE 12. INSURANCE OFFERED TO FULL TIME EMPLOYEES

	Offered Health Insurance	Have to Pay for Part of Health Insurance	Don't use Health Insurance Offered	Offered Dental Insurance	Have to Pay for Part of Dental Insurance	Don't use Dental Insurance Offered
Assistant Directors (n =67)	68.7%	77.4%	31.1%	46.9%	66.7%	32.3%
Education Coordinators (n=117)	76.3%	90.9%	23.3%	65.7%	87.7%	21.9%
Teachers (n=377)	81.1%	93.1%	40.5%	70.2%	86.8%	37.3%
Assistant Teachers (n = 276)	71.1%	91.0%	49.7%	62.8%	81.0%	42.1%
All Staff (n = 837)	76.2%	90.8%	40.1%	65.2%	84.0%	36.1%

TABLE 13. INSURANCE OFFERED TO PART TIME EMPLOYEES

	Offered Health Insurance	Have to Pay for Part of Health Insurance	Don't use Health Insurance Offered	Offered Dental Insurance	Have to Pay for Part of Dental Insurance	Don't use Dental Insurance Offered
Assistant Directors (n =7)	(28.6%)[30]	n/a[31]	(100.0%)	(16.7%)	n/a	(100.0%)

[30] Estimates from very small sample sizes are presented in parentheses and are for illustrative purposes only. They are not accurate estimates.
[31] Sample size is too small to present valid estimates

TABLE 13. INSURANCE OFFERED TO PART TIME EMPLOYEES						
Education Coordinators (n=18)	(33.3%)	n/a	(40.0%)	(22.2%)	n/a	(50.0%)
Teachers (n=32)	29.6%	n/a	(85.7%)	12.5%	n/a	(60.0%)
Assistant Teachers (n = 83)	40.6%	n/a	96.8%	22.9%	n/a	100.0%
All Staff (n = 140)	36.2%	n/a	88.9%	19.8%	n/a	85.7%

Disability and Retirement Plans: 65% of all full time center staff report being offered disability insurance[32] and 91% report being offered a retirement plan. While retirement plans are reported to be offered equitably across type of staff, disability insurance is reported to offered less to assistant teachers than to teachers or education coordinators. Many staff reported they do not know if their program offers disability insurance. 27% of full time center staff report their employer fully funds their retirement plans, although many staff do not know whether their employer fully funds their retirement plan. Fewer part time staff are offered disability or retirement plans.

TABLE 14. INSURANCE AND RETIREMENT BY POSITION FOR FULL TIME STAFF						
	Offered Disability Insurance	**Don't know if Program Offers Disability**	**Offered Retirement Plan**	**Don't know if Program Offers Retirement**	**Employer Fully Funds Retirement Plan**	**Don't know if Program Fully Funds**
Assistant Directors (n = 64)	58.9%	8 staff	77.4%	3 staff	10.7%	6 staff
Education Coordinators (n = 114)	70.2%	30 staff	90.9%	12 staff	26.9%	21 staff
Teachers (n = 367)	69.4%	151 staff	93.1%	61 staff	27.2%	98 staff
Assistant Teachers (n = 65)	57.3%	122 staff	91.0%	73 staff	32.6%	81 staff
All Staff (n = 810)	64.9%	311 staff	90.8%	148 staff	27.1%	206 staff

[32] Rhode Island has a state-run short-term disability insurance program managed by the Department of Labor and Training. The majority of private employers/employees are required to participate in this program. In responding to this question, center staff may have been unaware of this program or misunderstood the question since disability insurance is offered through the state and not directly by the center.

TABLE 15. INSURANCE AND RETIREMENT BY POSITION FOR PART TIME STAFF						
	Offered Disability Insurance	**Don't know if Program Offers Disability**	**Offered Retirement Plan**	**Don't know if Program Offers Retirement**	**Employer Fully Funds Retirement Plan**	**Don't know if Program Fully Funds**
Assistant Directors (n = 7)	(60.0%)[33]	2 staff	(33.3%)	1 staff	0%	0 staff
Education Coordinators (n = 18)	(50.0%)	4 staff	(43.8%)	2 staff	0%	3 staff
Teachers (n = 31)	27.8%	13 staff	23.1%	5 staff	0%	5 staff
Assistant Teachers (n = 81)	29.5%	37 staff	25.0%	30 staff	(9.1%)	30 staff
All Staff (n = 137)	34.6%	56 staff	28.0%	38 staff	27.1%	38 staff

Vacation Days, Sick Days and Holiday

14% of all full time staff report having no days of vacation. This includes 22% of assistant teachers, 9% of teachers, and 6% of education coordinators. About a third of full time staff (36%) have more than 10 days of vacation while 19% have 6-10 days and 31% have 1-5 days. Staff have fewer sick days. 88% of full time staff report being paid for holidays.

TABLE 16. VACATION DAYS BY POSITION FOR FULL TIME STAFF				
	0 days	**1-5 Days**	**6-10 Days**	**More than 10 Days**
Assistant Directors (n = 66)	16.7%	19.7%	19.7%	43.9%
Education Coordinators (n = 110)	6.1%	25.4%	14.9%	53.5%
Teachers (n = 346)	9.3%	32.9%	23.4%	34.3%
Assistant Teachers (n = 252)	21.7%	34.6%	14.4%	29.3%
All Staff (n = 769)	13.5%	31.4%	19.0%	36.2%

TABLE 17. SICK DAYS BY POSITION FOR FULL TIME STAFF				
	0 days	**1-5 Days**	**6-10 Days**	**More than 10 Days**
Assistant Directors (n =61)	31.1%	36.1%	23.0%	9.8%
Education Coordinators (n=110)	16.4%	37.3%	21.8%	24.5%
Teachers (n=346)	21.4%	40.1%	19.1%	19.4%

[33] Estimates from very small sample sizes are presented in parentheses. Numbers are presented for illustrative purposes but should not be considered accurate estimates.

TABLE 17. SICK DAYS BY POSITION FOR FULL TIME STAFF				
Assistant Teachers (n = 252)	32.5%	35.3%	14.3%	17.9%
All Staff (n = 769)	25.1%	37.8%	18.2%	18.9%

TABLE 18. HOLIDAYS BY POSITION FOR FULL TIME STAFF	
	Paid for Holidays
Assistant Directors (n =61)	87.3%
Education Coordinators (n=110)	96.4%
Teachers (n=346)	91.7%
Assistant Teachers (n = 252)	79.5%
All Staff (n = 769)	88.0%

62% of all part time center staff have no vacation days compared to 14% of full time staff. 60% of part time center staff have no sick days compared to 25% of full time staff. 43% of part time center staff are offered paid holidays.

TABLE 19. VACATION DAYS BY POSITION FOR PART TIME STAFF				
	0 days	**1-5 Days**	**6-10 Days**	**More than 10 Days**
Assistant Directors (n = 7)	57.1%	28.6%	14.3%	0.0%
Education Coordinators (n = 17)	52.9%	11.8%	5.9%	29.4%
Teachers (n = 29)	62.1%	27.6%	3.4%	6.9%
Assistant Teachers (n = 77)	63.6%	27.3%	5.2%	3.9%
All Staff (n = 130)	61.5%	25.3%	5.4%	7.7%

TABLE 20. SICK DAYS BY POSITION FOR PART TIME STAFF				
	0 days	**1-5 Days**	**6-10 Days**	**More than 10 Days**
Assistant Directors (n = 7)	57.1%	28.6%	0.0%	14.3%
Education Coordinators (n = 17)	35.3%	47.1%	5.9%	11.8%
Teachers (n = 28)	67.9%	28.6%	3.6%	0.0%
Assistant Teachers (n = 76)	63.3%	31.7%	5.1%	0.0%
All Staff (n = 128)	60.3%	32.8%	4.6%	2.3%

TABLE 21. HOLIDAYS BY POSITION FOR PART TIME STAFF	
	Paid for Holidays
Assistant Directors (n = 7)	57.1%
Education Coordinators (n = 17)	76.5%
Teachers (n = 28)	42.9%
Assistant Teachers (n = 76)	34.2%
All Staff (n = 128)	43.0%

Additional Employment

Survey respondents were asked if they work another job in addition to their job at a child care center. 17% of directors report they work another job (139 directors responded to this question). Of those who do work another job, the hours worked range from 1 hour/week to 40 hours/week, with an average of 14.4 hours/week.

Hourly Wage at Other Job: Of the 20 directors who reported their hourly wage at their second job, pay per hour ranged from $7.75 to $50.00/hour, with an average hourly wage of $15.66.

14% to 19% of full time staff, across all types of positions, report working another job. Of part time staff, 26% to 47% of part time staff work another job.

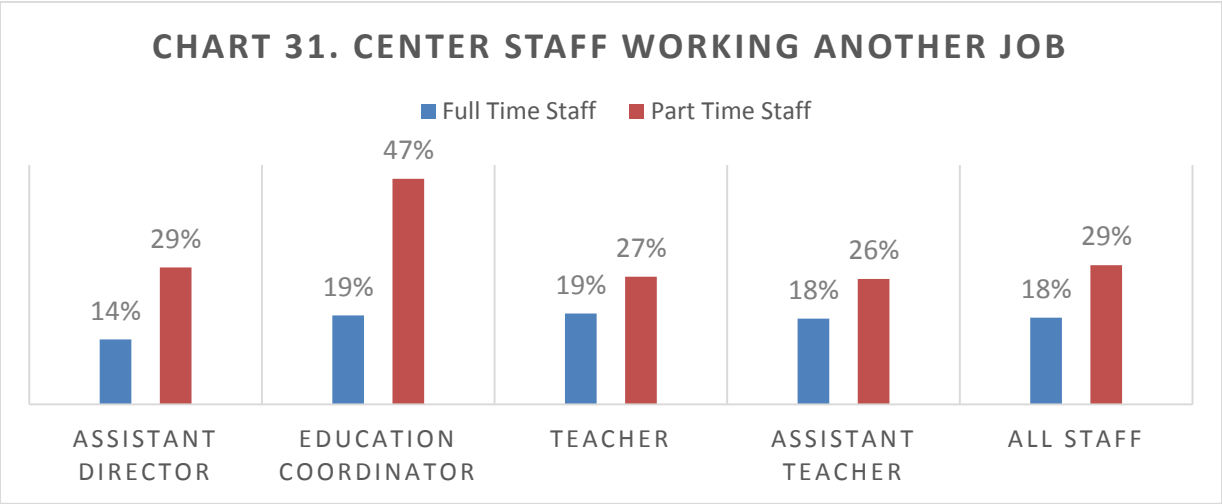


TABLE 22. STAFF WORKING ANOTHER JOB BY POSITION				
	Full Time Staff with another job	**Sample Size**	**Part Time Staff with another job**	**Sample Size**
Assistant Directors	13.6%	66	28.6%	7
Education Coordinators	18.6%	113	47.1%	17
Teachers	19.0%	363	26.7%	30
Assistant Teachers	17.9%	268	26.2%	80
All Staff	18.1%	810	29.1%	134

Of those working full time within the center setting, 17% are working another job. The median number of hours at the second job is 14.5 hours. The median hourly wage is $10.55. For those working part time, 32% have another job. The median number of hours at the second job is 16 hours; the median hourly wage is $13.00.

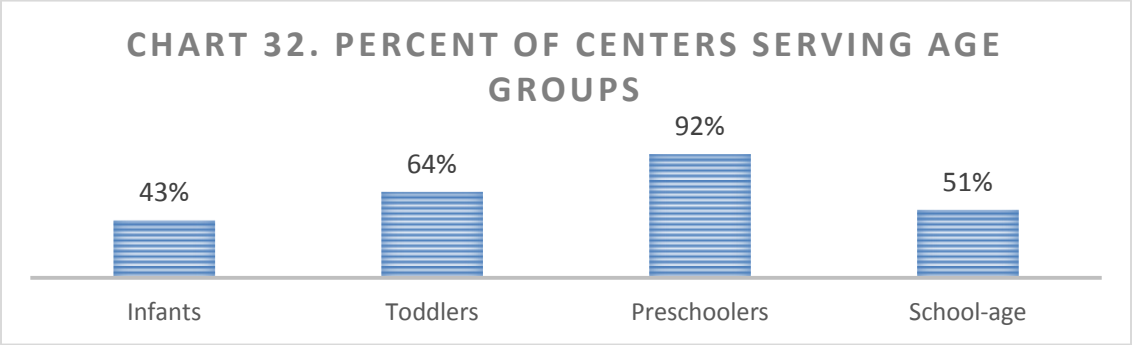
TABLE 23. SECOND JOB FOR FULL AND PART TIME WORKERS		
	Full Time Workers (n = 825)	**Part Time Workers (n = 142)**
Number working a second job	151 (17.2% of all staff)	46 (32.4% of part time staff)
Range of hours worked	1 to 75 hours	2 to 52 hours
Mean number of hours	16.5 hours	19.8 hours
Median number of hours	14.5 hours	16 hours
Range of hourly wage	$2.49 to $72.00/hour	$7.45 to $55.00
Mean hourly wage	$12.42	$15.24
Median hourly wage	$10.55	$13.00

C. Who are the populations served by the centers?

The second research question in the early childhood workforce study was "Who are the populations served by the centers?". This question examined age groups served as well as low income children and Dual Language Learners within center based programs.

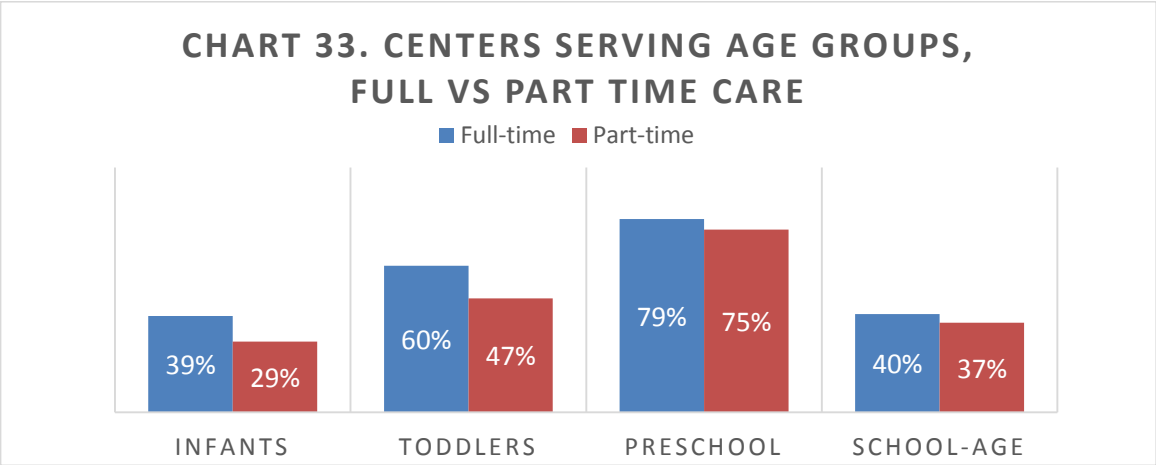
Child Enrollment (n = 105)

92% of programs serve preschoolers, 64% serve toddlers, 51% serve school age children and 43% are serve infants[34].



39% of program have full time infants enrolled while 29% of programs have part time infants enrolled. 60% of programs have full time toddlers enrolled while 47% of programs have part time toddlers enrolled. 79% of programs have full time preschoolers enrolled while 75% of programs have part time preschoolers enrolled. 40% of programs have full time school age children enrolled while 37% of programs have part time school age children enrolled.

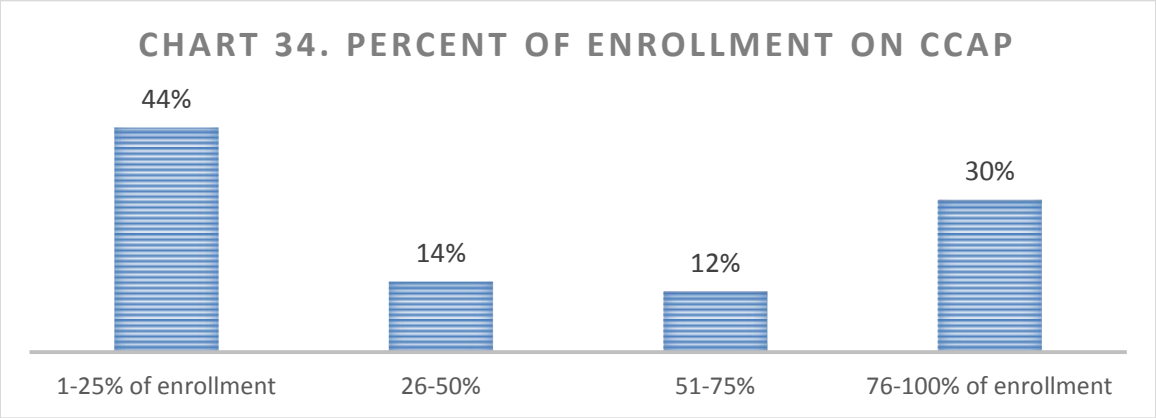
[34] Calculations of enrollment are based on the number of survey respondents who provided details on the numbers of infants, toddlers, preschoolers and/or school age children enrolled in their programs (n=142).



DHS' Child Care Assistance Program (CCAP) (n = 152)

The data show that 130 of the 152 responding centers accept CCAP (86%). 22 of the 152 (14%) centers do not[35].

Of those programs who have CCAP children enrolled, what percentage of total enrollment (infants, toddlers and preschoolers) are receiving subsidies from CCAP? Of the programs that accept children who receive CCAP subsidies, 2 out of 10 report that all of the children enrolled at their center receive a CCAP subsidy. 44% report between 1-25% of their total enrollment receives CCAP subsidies.

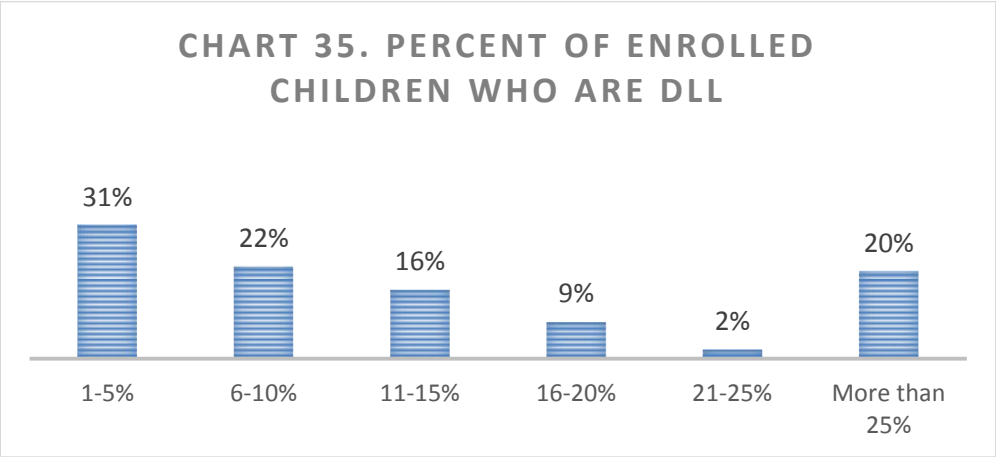


[35] Currently, 19 centers do not have any CCAP children, even though their program does accept these children.

Children Who Speak a Language Other Than English in Their Homes (n = 147)

The data are that 76% of centers have children who speak a language other than English when at home. 24% of programs have English-only speaking children.

Of the centers that have children who speak a language other than English at home, what percentage of total enrollment (infants, toddlers, preschoolers and school-age) are these children? The following graph details the percentage of total enrollment of children who are Dual Language Learners (DLL). 80% of providers report DLL children make up 25% or less of their total enrollment. 2 in 10 say 25% or more of their children are DLL.



D. What are the current and future educational and professional development needs of the child care workforce in center-based programs?

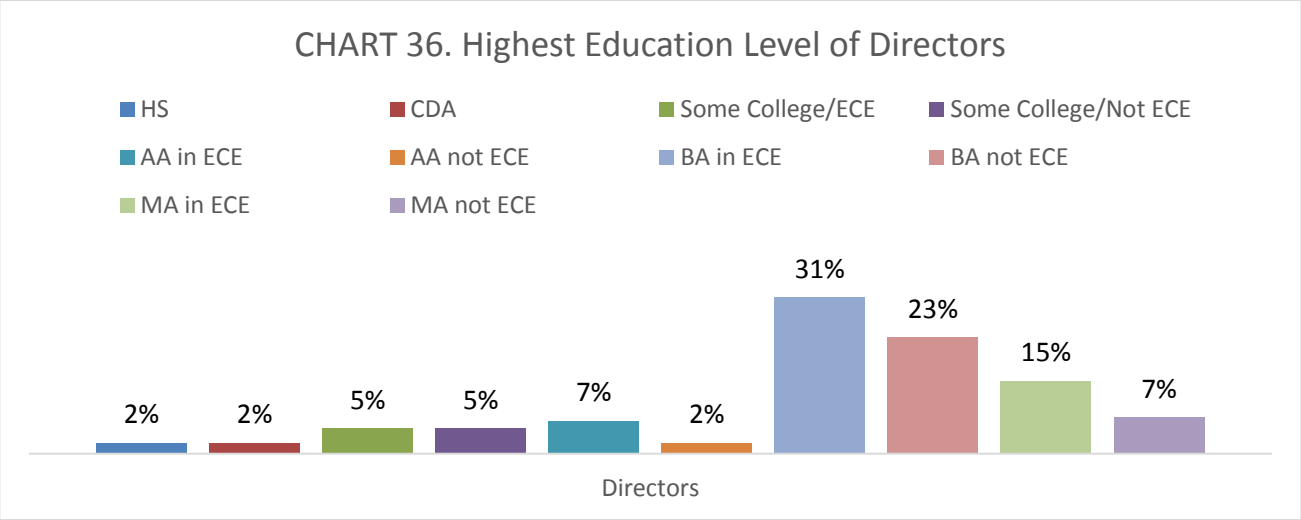
The third research question in the early childhood workforce study was "What are the current and future educational and professional development needs of the child care workforce?" This question examined the educational levels and goals among all staff, the current level of participation in professional development and the need for support for staff to reach their professional development goals.

Education of Staff

Directors were asked about their current education levels. Additionally, they were asked whether they were currently pursuing additional education or interested in pursuing additional education. Finally, they were asked what supports they would need in order to obtain any additional education.

Current Education Level of Director (n = 137)

Directors reported on the highest level of education they had completed. Of the 137 respondents who reported their current education level, three quarters (76%) have a Bachelor's degree or a higher degree, either in early childhood education (ECE) or another field. 9% have an Associate's degree in ECE or another field and 10% have college credits toward a degree. 2% of respondents report they have a CDA. 2% report their highest level of completed education is high school or a GED.



Subgroup Analyses

Examining the education level of the Director by the three subgroups, the finding indicate that Head Start programs are more likely to have a director with at least a Bachelor's degree than non-Head Start programs. Engaged programs are more likely to have a director with at least a Master's degree than non-engaged programs. Programs in the core cities are more likely to have a director with a Master's degree. There is no difference in the type of degree held by directors in small, medium and large programs.

TABLE 24. EDUCATION LEVEL OF DIRECTOR BY THREE SUBGROUPS						
	Not Head Start (n = 129)	**Head Start (n = 8)**	**Not Engaged Program (n = 65)**	**Engaged Program (n = 71)**	**Not core city (n = 98)**	**Core city (n = 38)**
At least Bachelor's degree	75.2%	100%*	78.5%	74.6%	74.5%	81.6%
At least Master's degree	20.2%	50.0%	15.4%	28.2%+	17.3	34.2+

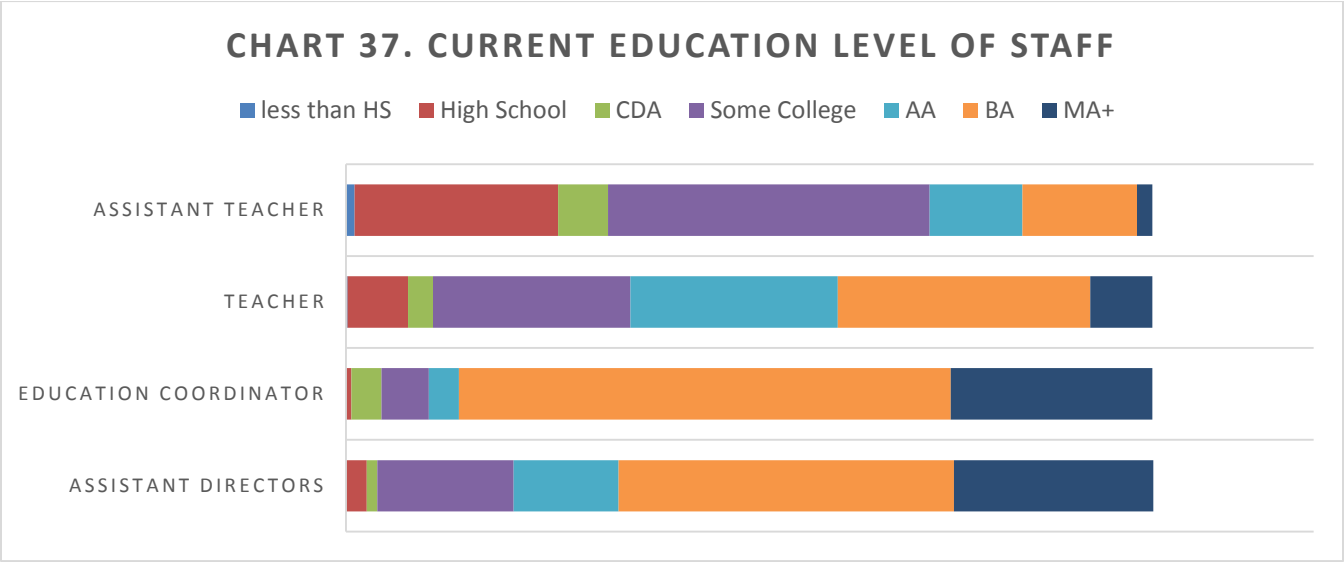
*Indicates a statistically significant difference at the p < .05 level; + indicates a statistically significant difference at the p < .10 level.

TABLE 25. EDUCATION LEVEL OF DIRECTOR BY SIZE OF PROGRAM			
	Small (n = 71)	**Medium (n = 34)**	**Large (n = 25)**
At least Bachelor's degree	74.6%	73.5%	80.0%
At least Master's degree	23.9%	17.6%	24.0%

Current Education Level of Center Staff *(Total sample n=1002. Breakdown: Assistant directors n= 77; Education coordinators n=136; Teachers n=416; Assistant teachers n=373)*

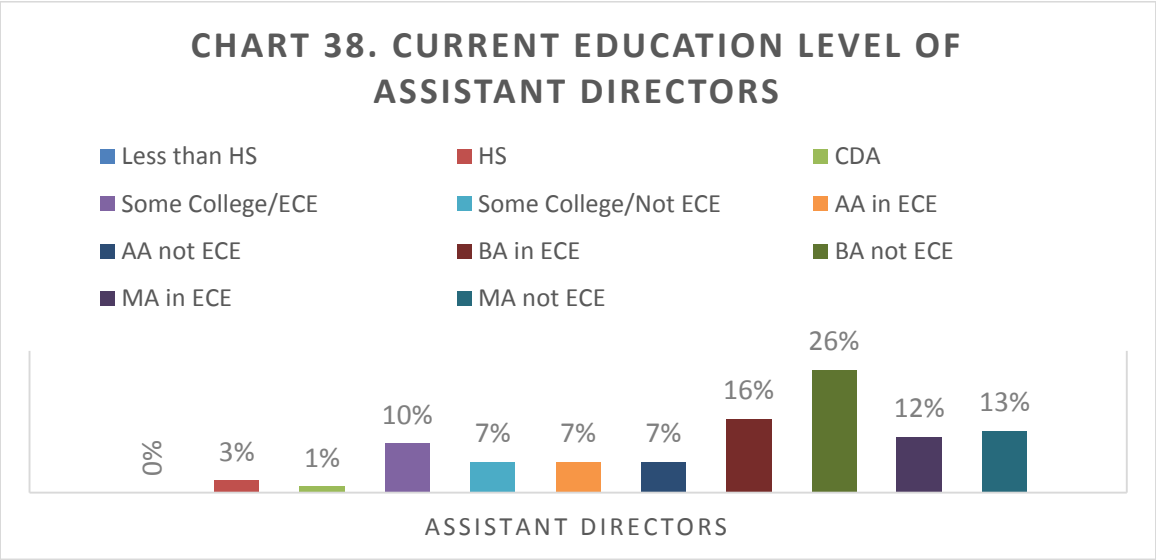
Chart 37 gives a sense of the relative levels of education in each group of staff. Charts 38 to 41 are useful to ascertain the levels of education within each group of staff. Chart 41 indicates that having a high school diploma as the highest level of education is prevalent among the assistant teachers. Assistant teachers are more likely to have "some college credits" and less likely to have a Bachelor's or Master's degree.

There are a substantial percentage of education coordinators and assistant directors who have Bachelor's and Master's degree, more so than teachers or assistant teachers. Looking at the relative percentages, education coordinators as a group have a higher level of education than assistant directors and directors; there are higher percentages of Bachelor's and Master's degrees among the education coordinators and a higher percentage of "some college credits" and Associate's degrees among the assistant directors and directors.

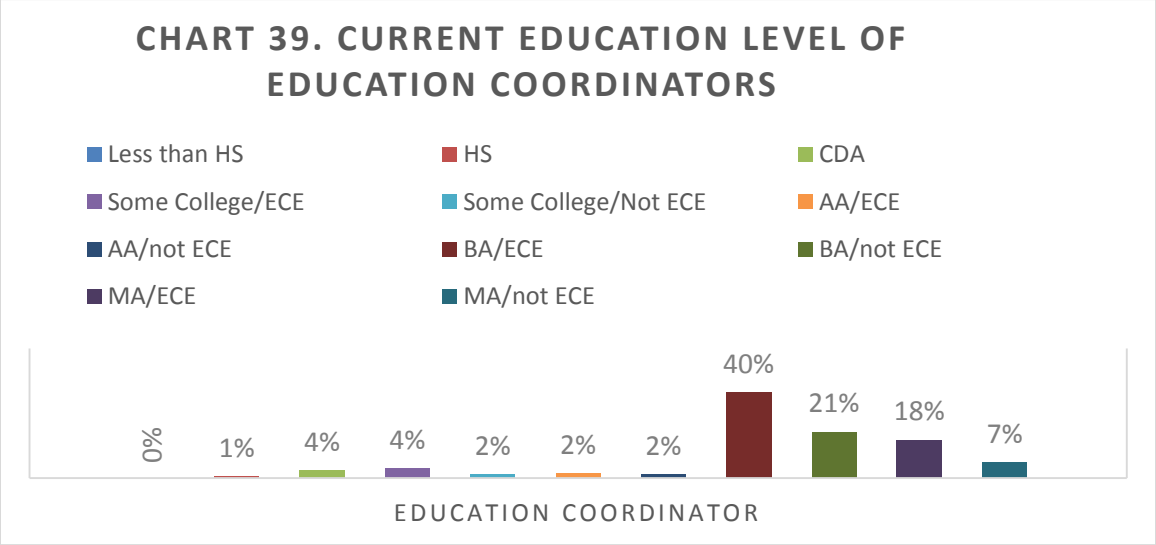


Assistant directors and directors were asked to report their highest level of education achieved. A quarter (25%) have achieved a Master's degree. Another 42% have achieved a Bachelor's degree – 16% in early childhood[36]. 7% have an Associate's degree in early childhood and 7% have an Associate's degree in another field. One out of 10 (10%) report having some college credits in early childhood while 7% report having some college credits in another field. Very small numbers of the assistant directors or directors have only a high school diploma or CDA degree.

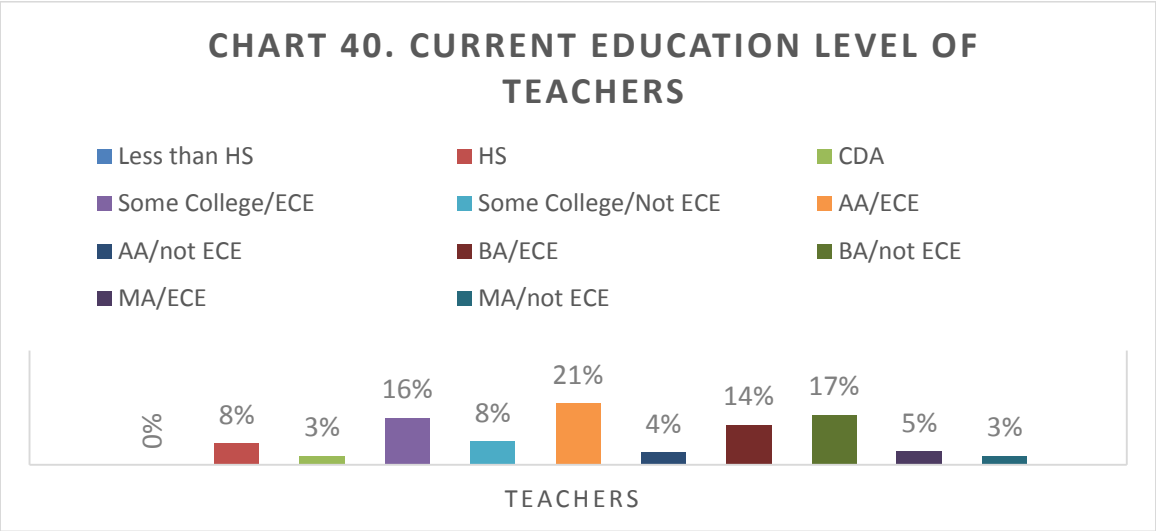
[36] A degree in early childhood education could have been in early childhood or child development.



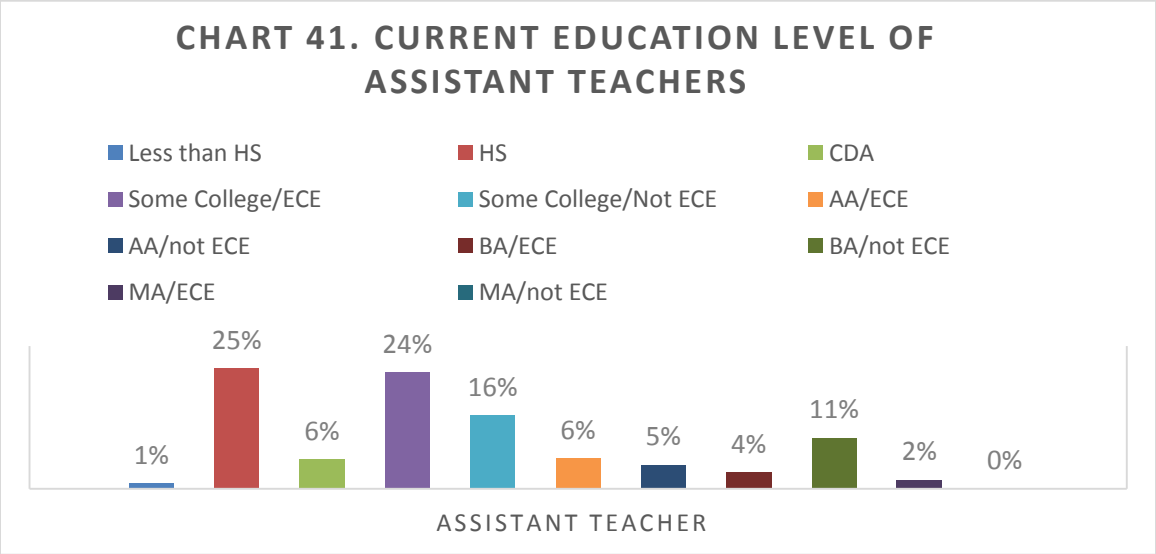
Six of 10 education coordinators have a Bachelor's degree, four of those in early childhood. A quarter of education coordinators have a Master's degree, 17% of whom have a Master's in early childhood. Small numbers of education coordinators have a credential below a Bachelor's degree.



A quarter of teachers have some college credits; another quarter have an Associate's degree. Almost a third (31%) have a Bachelor's degree while 8% have a Master's degree. 8% have a high school diploma and 3% have a CDA.



A quarter of assistant teachers and aides have a high school diploma as their highest earned level of education. Four out of 10 have some college credits. 12% have an Associate's degree, 14% have a Bachelor's degree and 2% have a Master's degree. 63% have a CDA and 1% have less than a high school diploma.

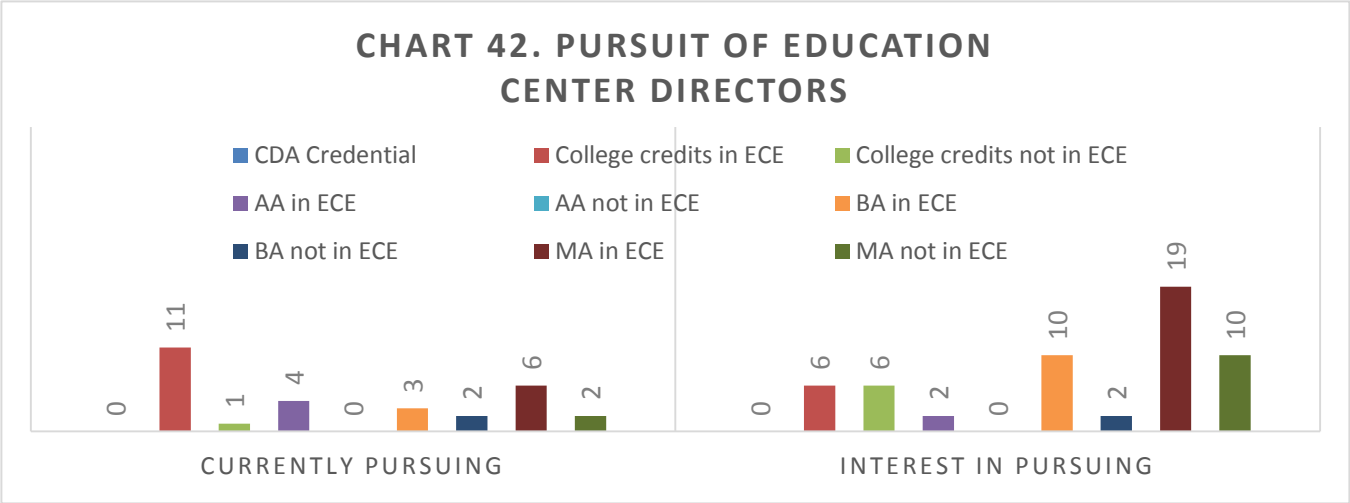


<u>Pursuit of Education</u>

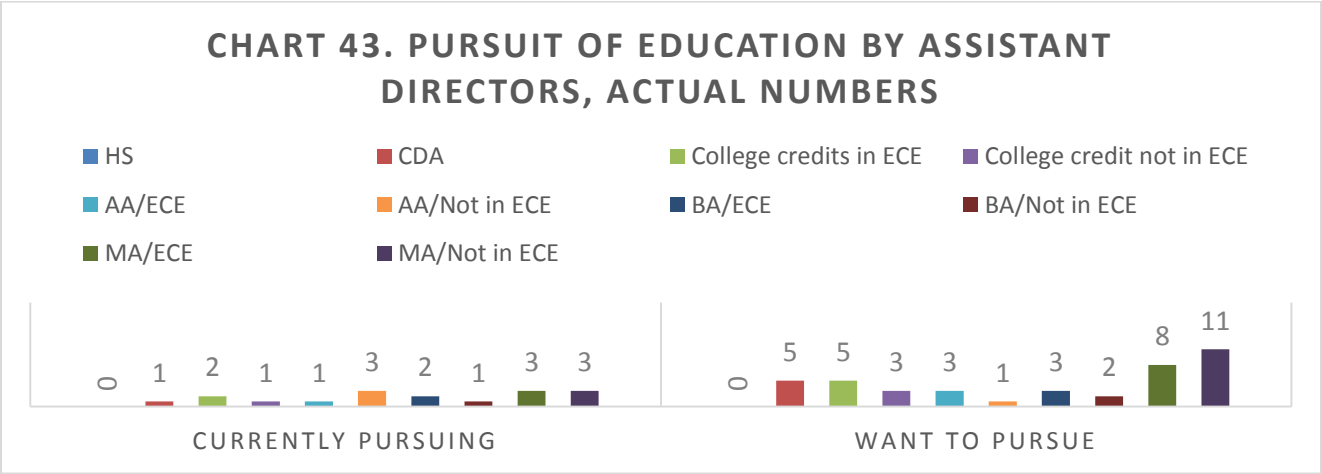
Directors were asked whether they are currently pursuing or interested in pursuing any additional education. Due to low percentages, data are shown using actual numbers of directors who want to pursue

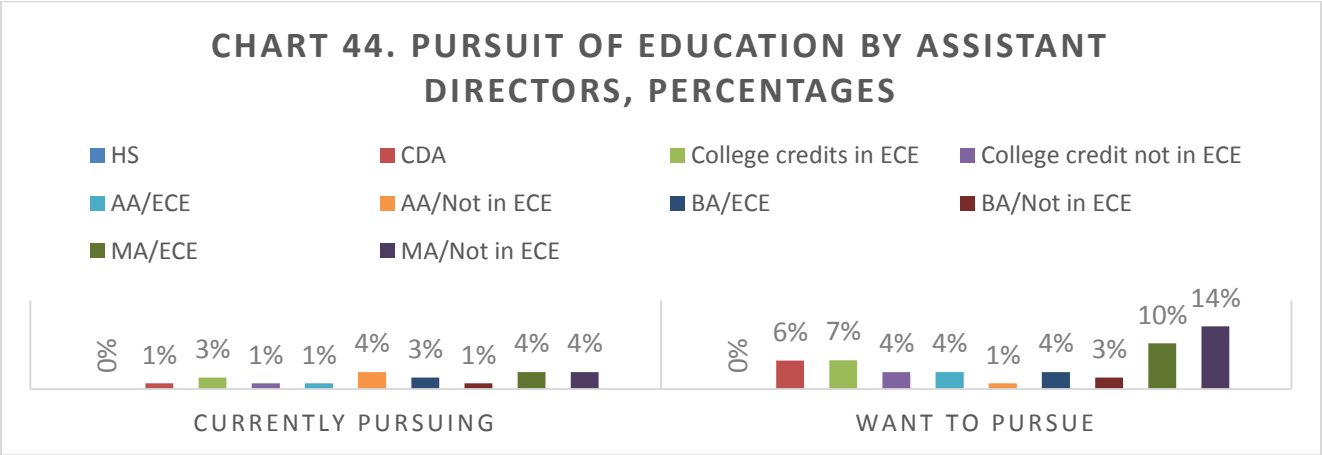
each degree rather than percentages. These numbers, within the context of the response rate, can be used to estimate demand for certain programs.

11 respondents, the largest number in any one category, report they are currently pursuing college credits in early childhood education. 6 are currently pursuing an advanced degree in early childhood education and 19 are interested in such a degree. Additional interest in shown in pursuing a Bachelor's degree in ECE (10 respondents) or an advanced degree in a field besides ECE (10 respondents).

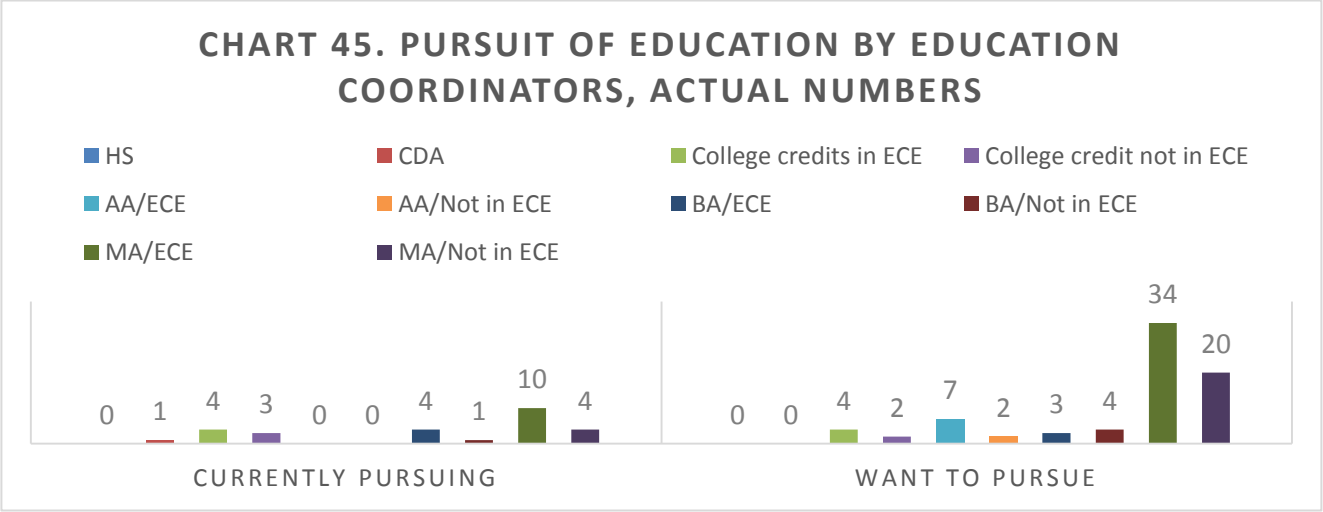


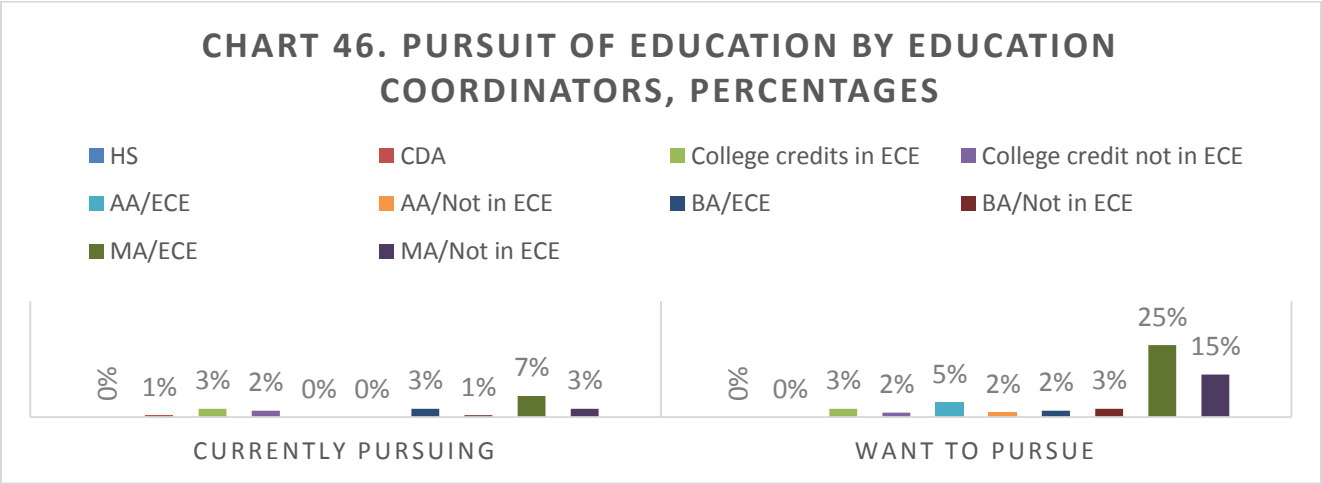
Center staff were asked whether they are currently pursuing or interested in pursuing any additional education. Due to low percentages, data are shown in both actual numbers (chart 43) and percentages (chart 44) of staff who want to pursue each degree. These numbers, within the context of the response rate, can be used to estimate demand for certain programs. Small numbers of assistant directors and directors are pursuing Associate's, Bachelor's and Master's degrees. For assistant directors and directors, many of whom have already achieved the educational levels they desire, there is the greatest demand for Master's degrees both in early childhood and in other fields.



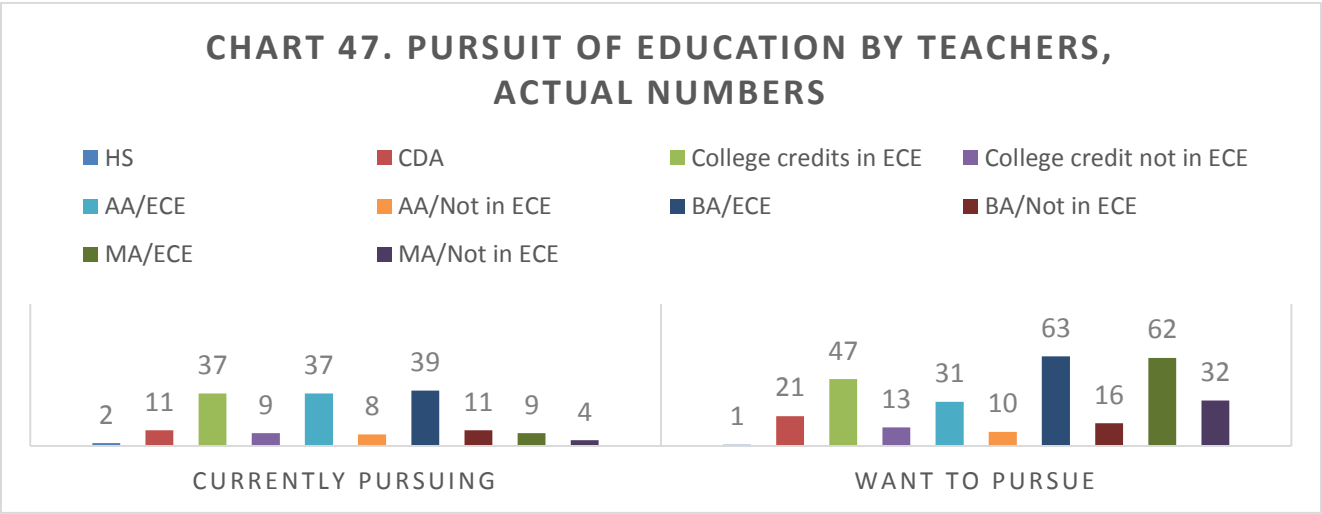


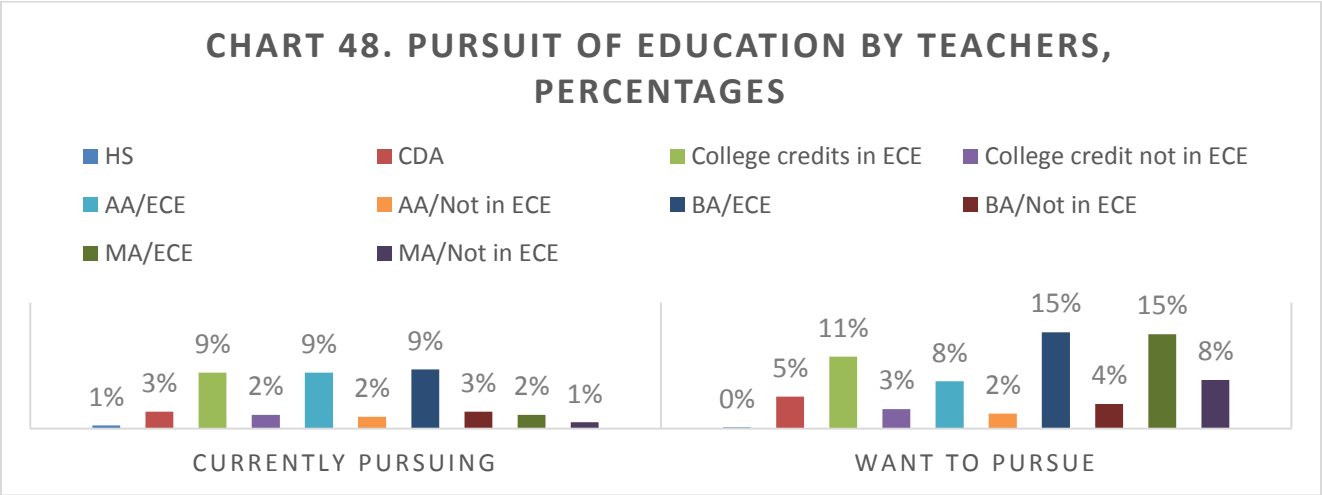
Education coordinators report an interest in pursuing a Master's degree, both in early childhood and other fields; 1 in 10 education coordinators are working on their Master's degree and 4% are working on their Bachelor's degrees. Four out of 10 education coordinators report wanting to work on a Master's degree. There is less demand for Associate's and Bachelor's degrees.



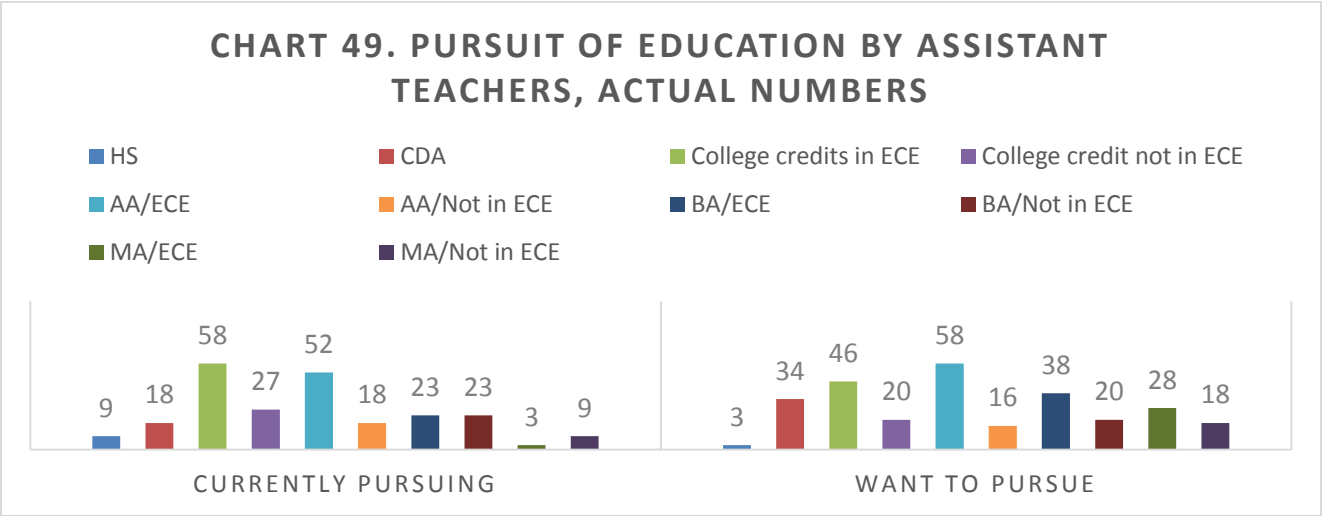


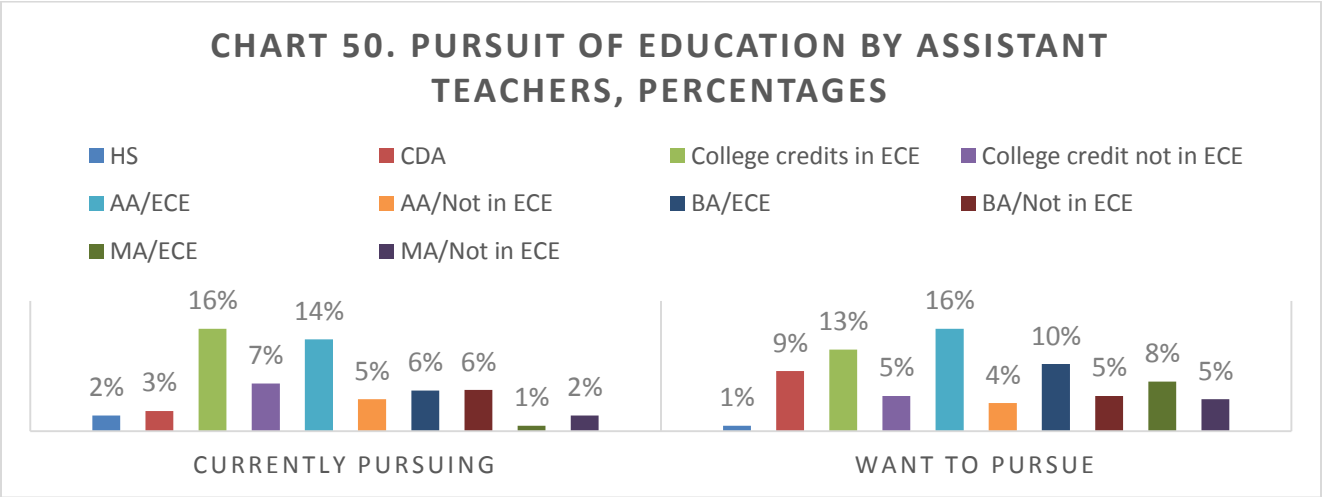
About one in 10 teachers are pursuing college credits, mainly in early childhood. 11% are working on their Associate's degree, the majority focused on early childhood. 12% are working on their Bachelor's degree, again, the majority focused on early childhood. In terms of demand for educational opportunities, there is demand across the spectrum of educational options. 5% of teachers would like to work on their CDA, 14% on college credits, 10% on their Associate's degree, 19% on their Bachelor's degrees and 23% on their Master's. There is a strong preference for degrees related to early childhood.





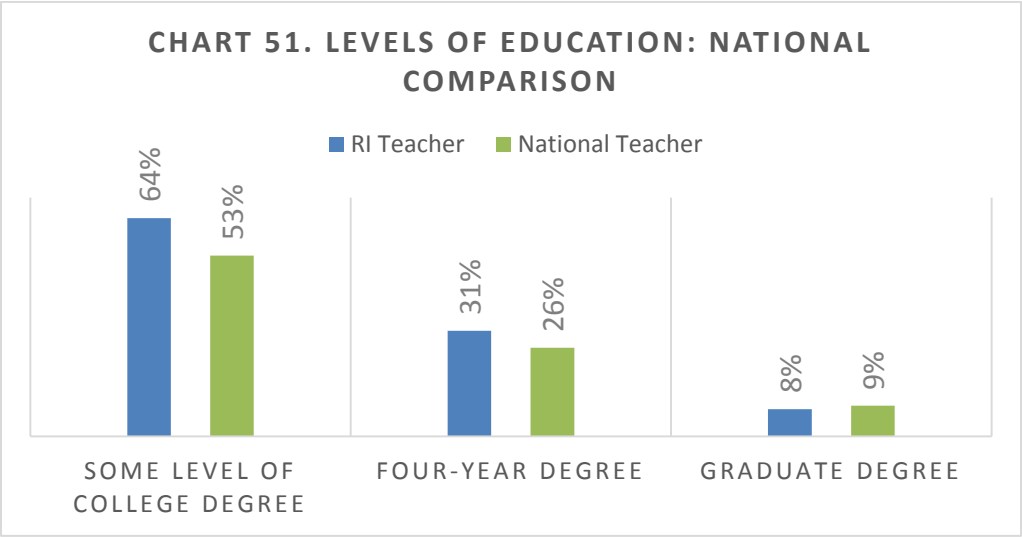
Among assistant teachers and aides, many are pursuing higher education. 2% are pursuing their high school diploma, 3% their CDA, 23% some college credits, 19% an Associate's degree, 12% a Bachelor's degree and 3% a Master's degree. Among assistant teachers and aides, there is also a broad range of demand for a variety of higher education options. 9% want to work on their CDA, 18% on college credits, 20% on an Associate's degree, 15% on a Bachelor's degree and 13% on a Master's degree. There is a preference for degrees in early childhood.





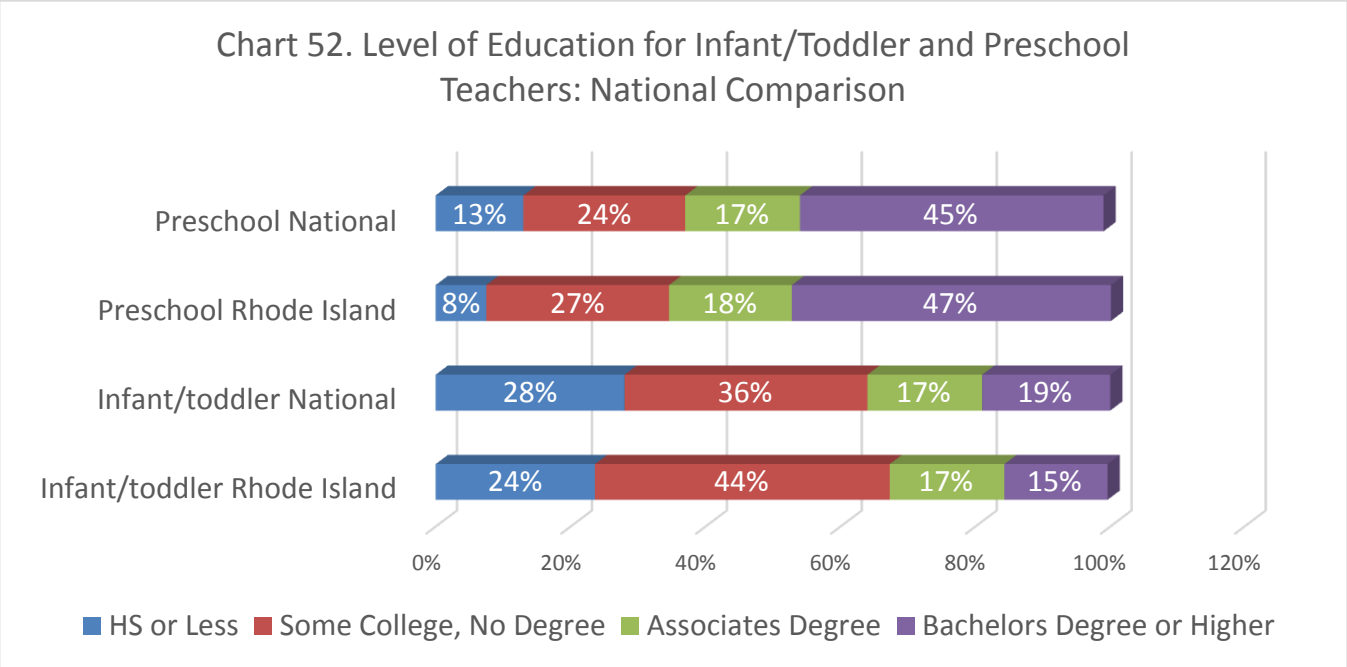
National Comparison

There are more teaching staff in Rhode Island with Bachelor's degree than in a national sample of teachers. 31% of Rhode Island teaching staff have a Bachelor's degree compared to 26% of a national teaching sample. 9% of Rhode Island teaching staff have a Master's degree compared to 9% of a national teaching sample.



Fewer infant/toddler teaching staff in Rhode Island have a Bachelor's degree but more have some college than a national sample. 15% of the Rhode Island infant/toddler teaching staff have a Bachelor's degree compared to 19% of a national sample; however, 44% of the Rhode Island infant/toddler teaching staff have some college (with no degree) compared to 36% of a national sample.

Rhode Island infant/toddler teaching staff have less education than preschool teaching staff. This is similar to national trends. 24% of the infant/toddler teaching staff have a high school diploma or less compared to 8% of the preschool teaching staff. 15% of the infant/toddler teaching staff have a Bachelor's degree compared to 47% of the preschool teaching staff. These trends are similar to national data. 47% of the Rhode Island preschool teaching staff has a Bachelor's compared to 45% of the national preschool teaching sample. 15% of the Rhode Island infant/toddler teaching staff has a Bachelor's compared to 19% of the national infant/toddler teaching sample.



Teacher Certification

Table 26 presents the number and percentage of staff, by position, who have Rhode Island teacher certification. Of the 137 directors responding, 45% report they have a RI Teacher Certification; 55% of directors do not. 67% of education coordinators, 34% of assistant directors, 25% of teachers and 6% of assistant teachers have Rhode Island teacher certification. Certification in early childhood PK-2 is the most common, followed by certification in elementary education, grades 1-6. However, assistant teachers are more likely to have certification in elementary education or another area than early childhood.

TABLE 26. ATTAINMENT OF RHODE ISLAND TEACHING CERTIFICATE BY POSITION						
	Have RI teacher certificate	**Early childhood PK-2**	**Early childhood special education**	**Elementary education Grades 1-6**	**Certificate in other area** [37]	**What areas?**
Directors (n = 137)	61 or 44.5%	50 / 61 82.0%	4 / 61 6.6%	18 / 61 29.5%	4 / 61 6.6%	Certification in Early Childhood Administration, RIELS and Special Education Administration.
Assistant Director (n = 73)	25 or 34.2%	23 / 25 92.0%	1 / 25 0.4%	9 / 25 36.0%	1 / 25 4.0%	Teacher Assistant certificate
Education Coordinator (n=130)	87 or 66.9%	79 / 87 90.8%	5 / 87 5.7%	12 / 87 13.8%	5 / 87 5.7%	Art: PK-12th; Lit coach K-12; PK-5 life certificate; substitute teacher PK-12
Teachers (n=363)	92 or 25.3%	65 / 92 70.7%	16 / 92 17.4%	40 / 92 43.5%	16 / 92 17.4%	Admin in spec ed; elem special ed (9); ELL (2); K-12 health and physical educe; library media; music PK-12; Praxis I & II; assistant teacher certificate (1)
Assistant Teachers (n = 310)	20 or 6.5%	6 / 20 30%	1 / 20 5%	8 / 20 40%	8 / 20 40%	Paraprofessional assistant teacher certification; reading specialist; ELL; elementary spec education (1); Assistant teacher certificate (4)

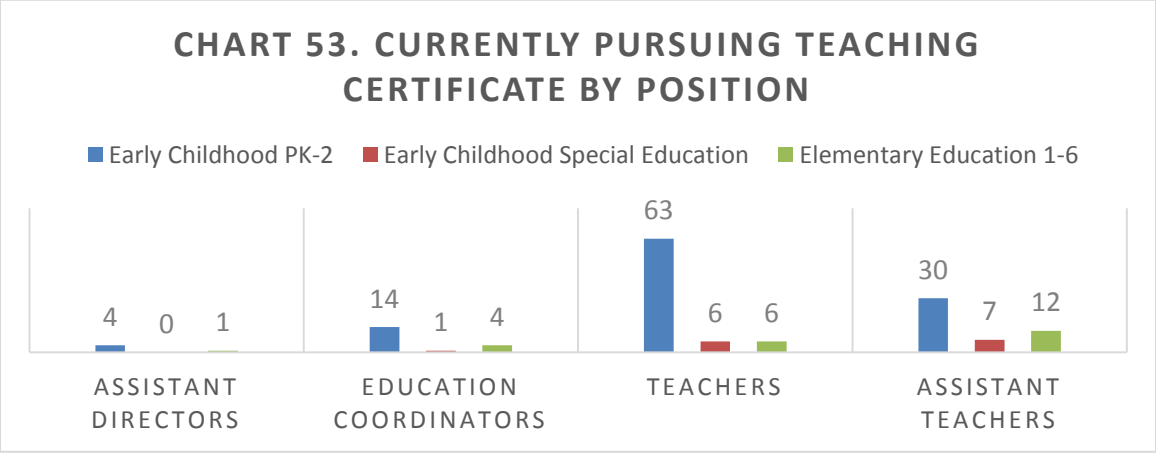
Table 27 presents the percentage of staff, by position, who are currently certified, pursuing certification, or interested in pursuing certification. Table 28 presents the number of staff who currently hold each type of certification, are pursuing each type of certification and are interested in pursuing each type of certification. There is substantial interest in pursuing the early childhood PK-2 certification, across all positions.

[37] Staff also reported on what "other" teaching certificates they have. This data is reported in Appendix A.

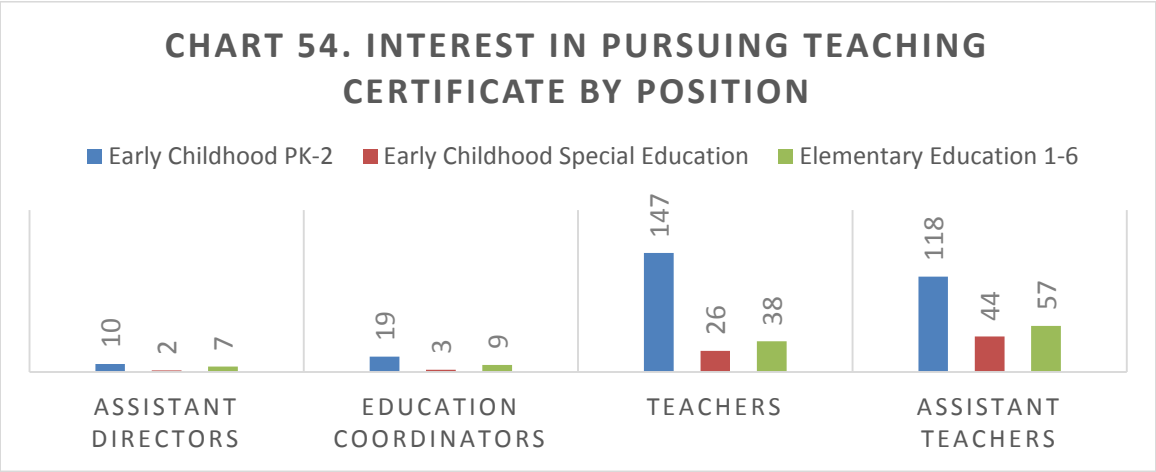
TABLE 27. TEACHER CERTIFICATION BY POSITION			
	Currently Have Teaching Certification	**Pursuing Teacher Certification[38]**	**Want to Pursue Teacher Certification**
Center Directors	61 / 137 44.5%	5 / 76 6.6%	9 / 76 11.8%
Assistant Directors	25 / 73 34.2%	6 / 68 8.8%	19 / 52 36.5%
Education Coordinators	87 / 130 66.9%	18 / 116 15.5%	32 / 59 35.2%
Teachers	92 / 363 25.3%	66 / 376 17.6%	179 / 291 61.5%
Assistant Teachers	20 / 310 6.5%	43 / 343 12.5%	185 / 296 62.5%

TABLE 28. TYPE OF TEACHER CERTIFICATION BY POSITION									
	Early Childhood PK-2			**Early Childhood Special Education**			**Elementary Education Grades 1-6**		
	Current	*Pursue*	*Interest*	*Current*	*Pursue*	*Interest*	*Current*	*Pursue*	*Interest*
Center Directors	50	9	5	4	1	1	18	0	0
Assistant Directors	23	4	10	1	0	2	9	1	7
Education Coordinators	79	14	19	5	1	3	12	4	9
Teachers	65	63	147	16	6	26	40	6	38
Assistant Teachers	6	30	118	1	7	44	8	12	57

Chart 53 visually presents the number of staff who are currently pursuing each type of teaching certification and chart 54 present the number of staff who are interested in pursuing each certificate.

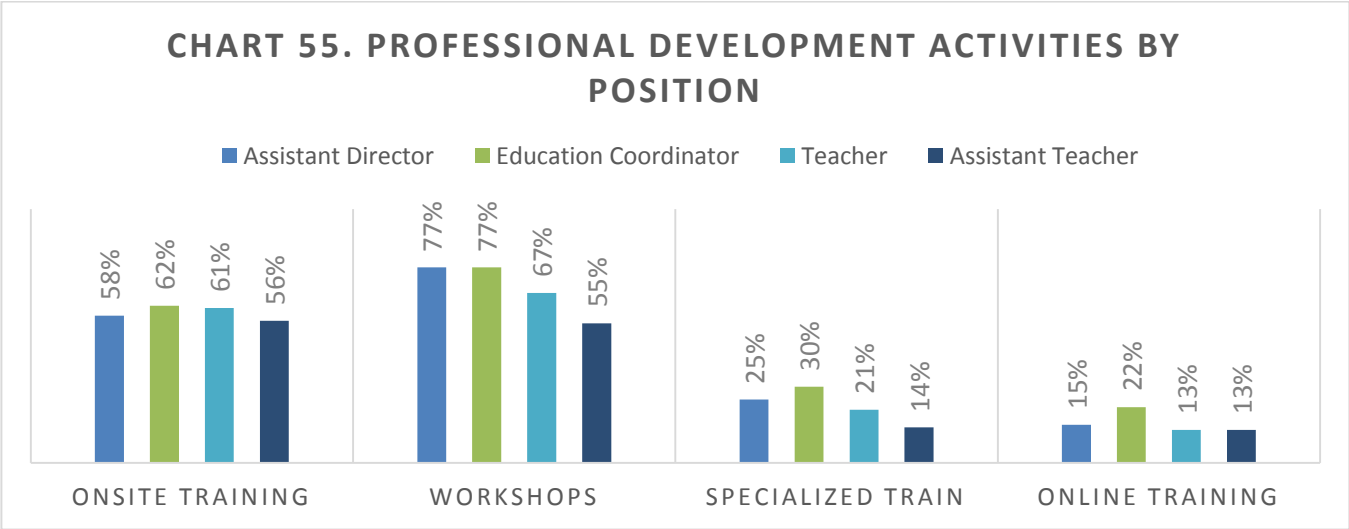


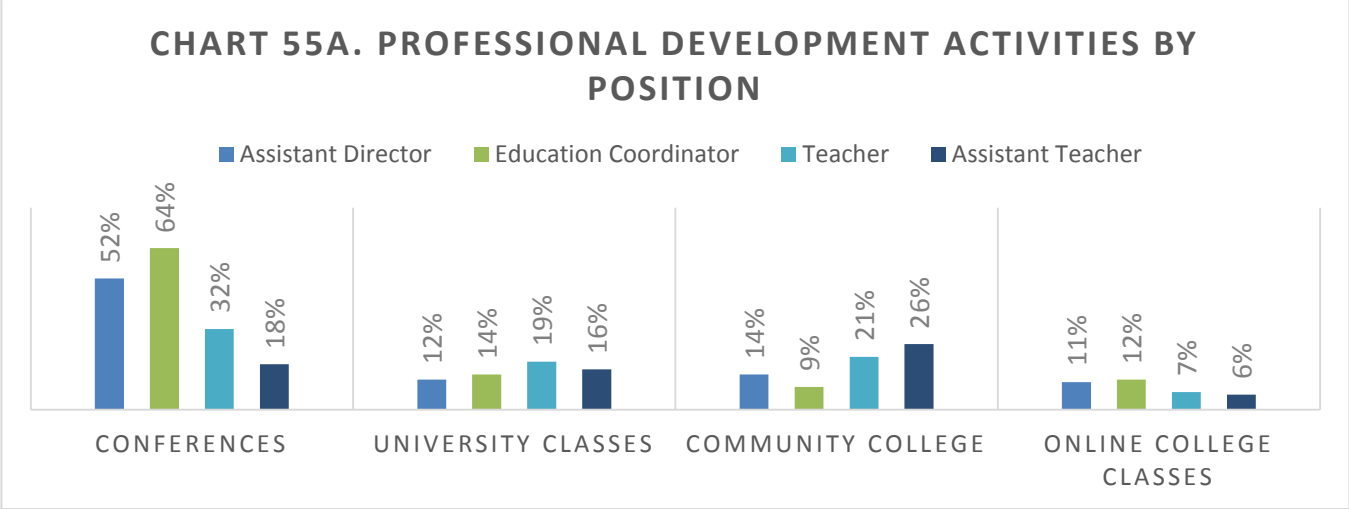
[38] Respondents answered each of the questions about teaching certificates separately. The "n" or sample size differed for each question.



Professional Development Activities *(Total sample n=949. Breakdown: Assistant directors n= 73; Education coordinators n=132; Teachers n=400; Assistant teachers n=344)*

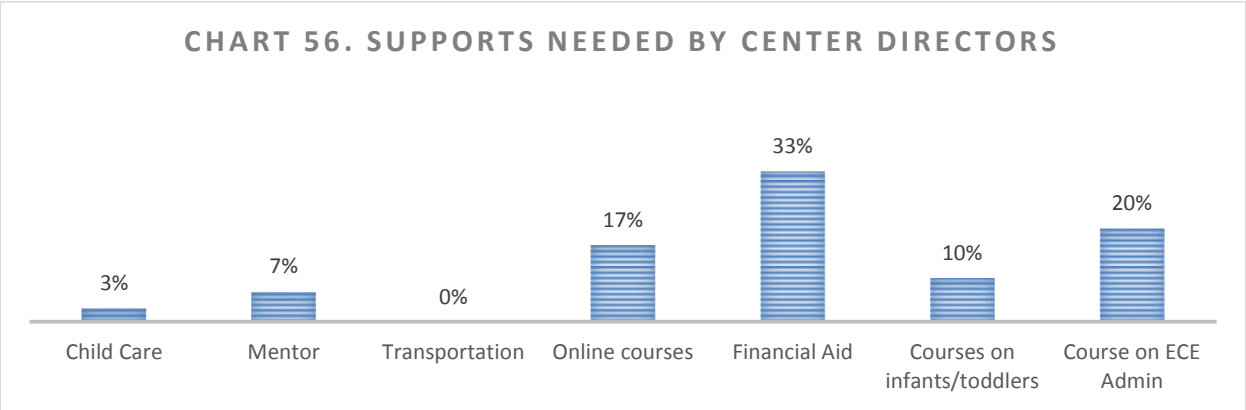
Across all staff, the most common professional development activities attended were onsite trainings and workshops. Participation in conferences was common among assistant directors and education coordinators. Teachers and assistant teachers were less likely to participate in this type of professional development. Assistant directors and education coordinators have similar patterns of participation in professional development activities. Teachers and assistant teachers were less likely to be attending specialized training, conferences and more likely to be taking community college classes. Online college classes were infrequent among all staff. Results on the reported types of specialized training and other professional development events attended by staff can be found in Appendix 1.

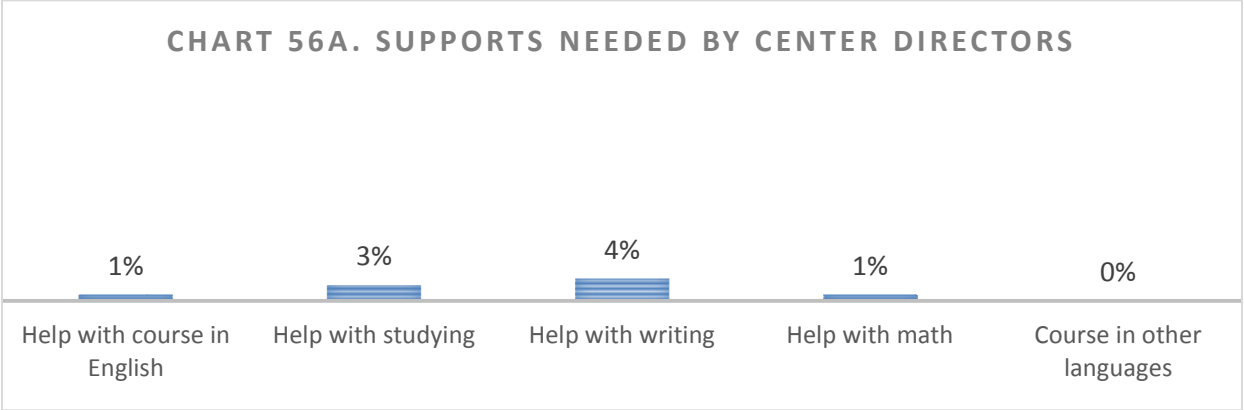




Supports Needed to Meet Educational Goals

Directors (n=165): Survey respondents were asked what supports they need to reach their professional development goals. Center directors reported a need for financial aid or scholarship money (33%), courses on early childhood education administration (20%) and/or online courses (17%) to help them reach their professional development goals.





Directors also indicated that they needed the following supports: time/paid time off, financial support for education/technology, advanced courses/online courses, coursework in Spanish, high quality in-state administrative peers and mentors and tax credits for work related purposes.

Center staff *(Total sample n=988. Breakdown: Assistant directors n= 76; Education coordinators n=136; Teachers n=412; Assistant teachers n=364)* Center staff have a different profile of supports needed than center directors. Financial aid and online courses were the most commonly requested supports. Assistant teachers requested help with studying, writing and math.

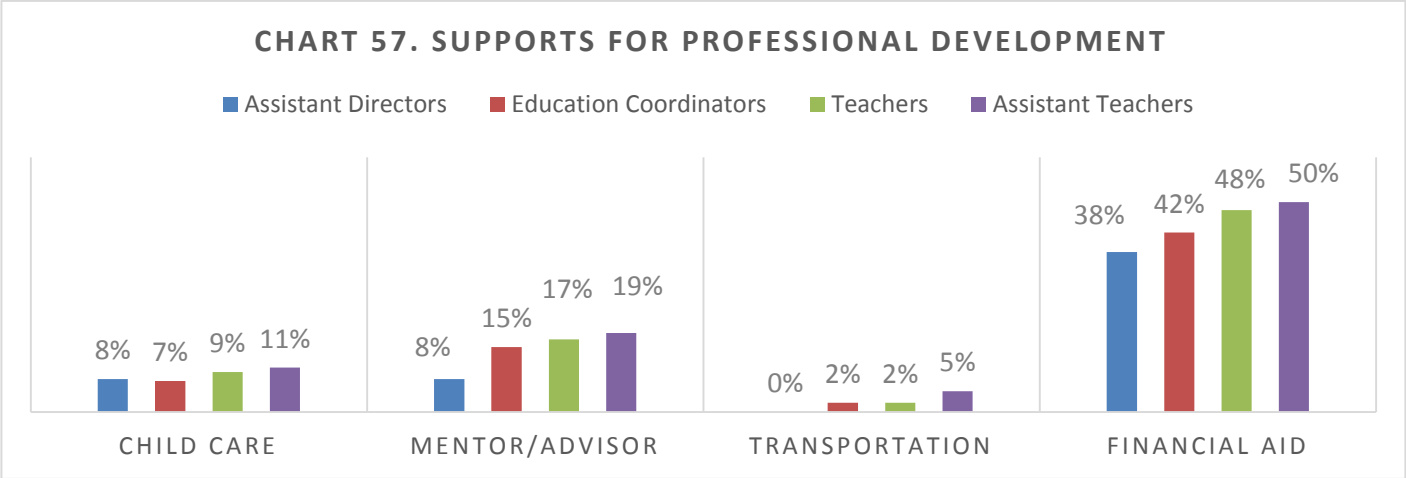
Child care: About 1 in 10 staff reported that child care for their own children while pursuing education would be helpful in meeting their professional development goals.

Mentor/Advisor: Staff noted that mentors or advisors to help with coursework and planning would help them reach their professional development goals. Assistant teachers requested this more than

teachers or assistant directors.

Transportation: Transportation to attend professional development opportunities was not noted by a large percentage of staff members as a support needed to help reach their professional development goals. Assistant teachers were the most likely to request this support; 5% of assistant teachers said transportation to PD opportunities would be helpful.

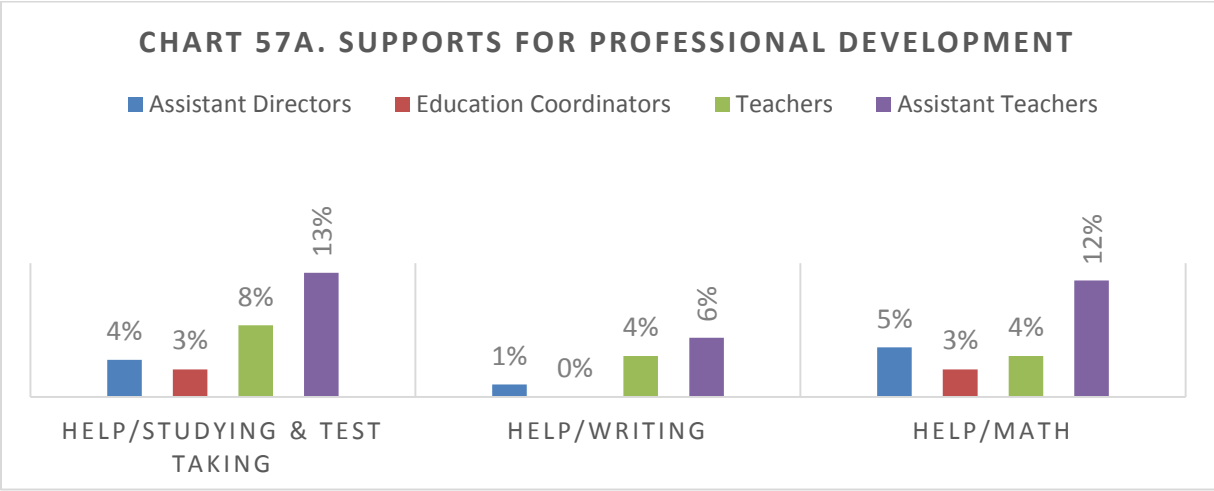
Financial aid: Half of assistant teachers, 48% of teachers, 42% of education coordinators and 38% of assistant directors and directors said financial support, including financial aid and scholarships, is needed in order to reach their professional development goals. Of all the supports staff were asked about, financial aid was selected as needed by the largest percentage of staff.



Help with study skills and test taking: 13% of assistant teachers and aides, 8% of teachers, 3% of education coordinators and 4% of assistant directors and directors reported need in this area.

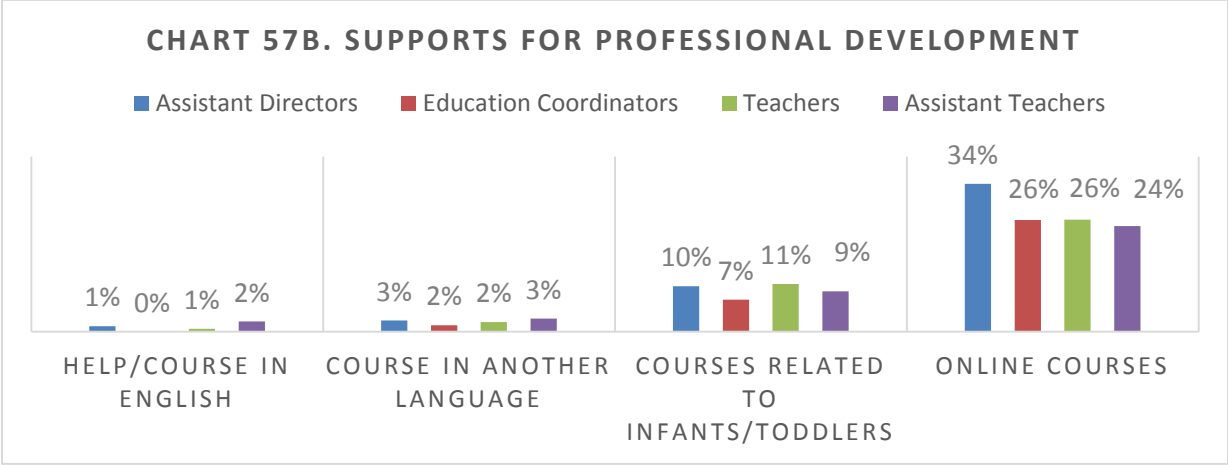
Help with writing assignments: Help with writing assignments was not requested by a large number of staff. 6% of assistant teachers and aides, 4% of teachers and 1% of assistant directors and directors requested help with writing assignments.

Help with math assignments: 12% of assistant teachers and aides, 4% of teachers, 3% of education coordinators and 5% of assistant directors and directors requested help with math assignments as a support to help them reach their professional development goals.



Help taking a course in English: Across all staff positions, few reported needing help taking a course in English.

Courses offered in another language: There was not a large population of staff requesting that courses be offered in other languages. However, it should be noted that the survey was offered in English and Spanish and thus would only have been filled out by staff that speak those languages. Those who did ask for courses in other languages specifically mentioned Spanish (12), French (1) and German (1).



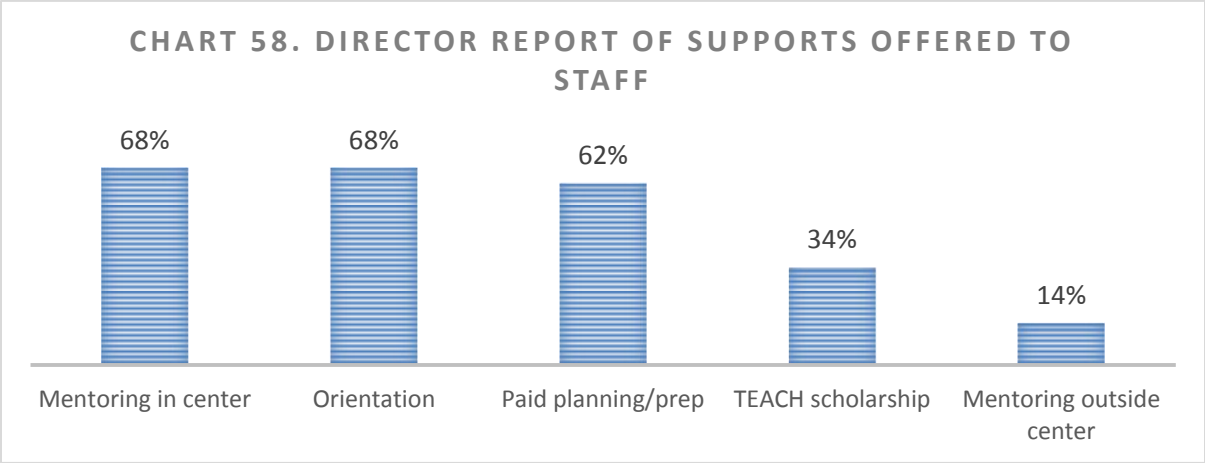
Courses related to infants and toddlers: About 10% of staff said more courses relevant to infants and toddlers would help them reach their professional development goals.

Online courses: Following financial aid as the most commonly selected support needed by staff to help reach their professional development goals, online courses were the second most requested support. A quarter of assistant teachers and aides, teachers and education coordinators requested more online

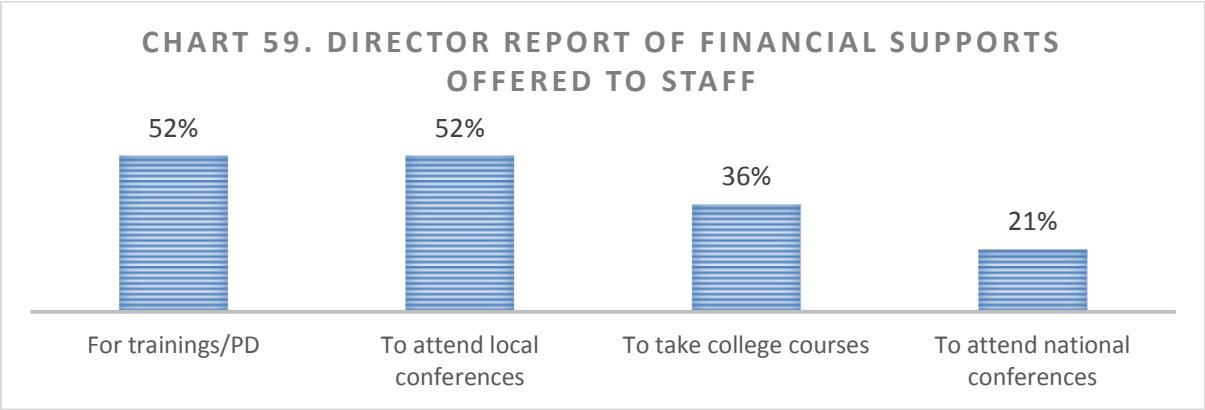
courses. A third of assistant directors and directors requested more online courses as a means to help reach their professional development goals.

Supports Offered to Staff

Of the 167 directors who responded to a question about the supports offered to staff at their center, 68% report their center offers mentoring or coaching by someone at the center and orientation for staff before beginning new responsibilities. 6 out of 10 directors report staff are offered paid planning or prep time. 34% of directors agree to support the TEACH Scholarship Program. 14% of centers report offering staff mentoring or coaching by an independent mentor/coach.



In addition to the supports detailed above, just over half of directors report their center offers financial support for staff to attend training, professional development opportunities and local conferences. 36% offer financial support to staff to take college courses. 2 out of 10 offer financial support to attend national conferences.



Supports Received by Staff *(Total sample n=988. Breakdown: Assistant directors n= 76; Education coordinators n=136; Teachers n=412; Assistant teachers n=364)*

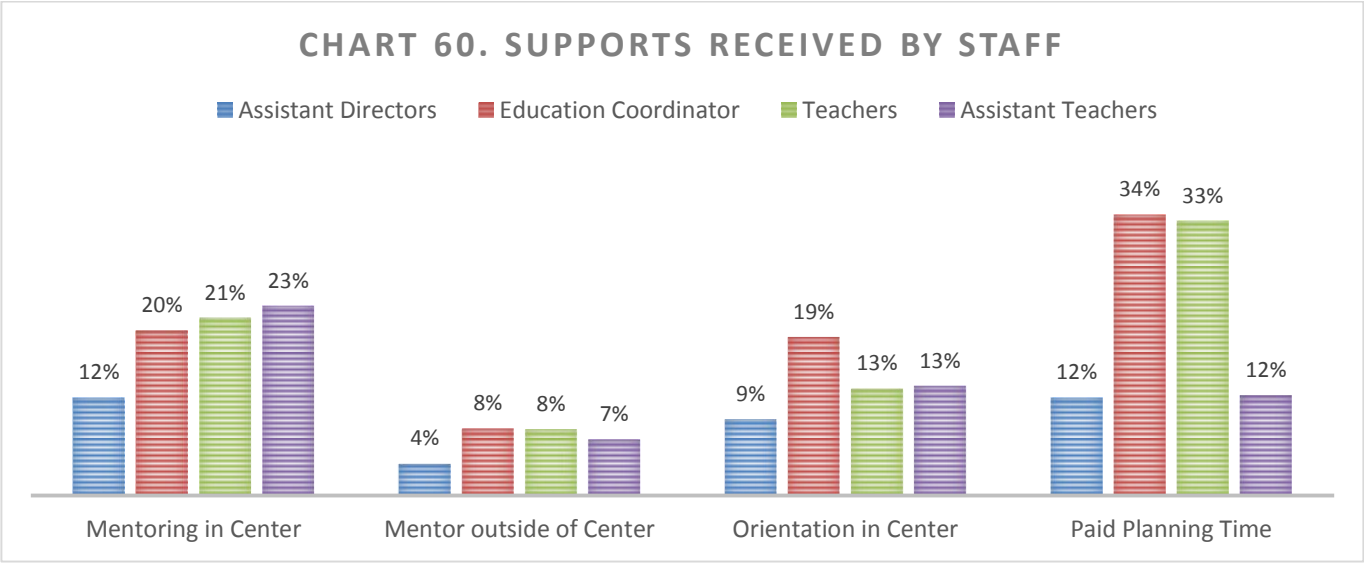
Center staff reported the supports they currently receive at their center.

Mentoring or Coaching by Someone in my Center: About 2 out of 10 assistant teachers and aides, teachers and education coordinators have received mentoring and coaching by someone in their center. 12% of assistant directors and directors have received mentoring or coaching.

Mentoring or Coaching by an independent mentor/coach: Less than 10% of staff report receiving mentoring and coaching by an independent mentor or coach. 4% of assistant directors or directors report receiving mentoring and coaching by an independent mentor or coach.

Orientation to the Program Before Beginning New Responsibilities: 13% of assistant teachers, 13% of teachers and 19% of education coordinators received an orientation before starting their responsibilities. 9% of assistant directors report receiving orientation before beginning new responsibilities at their center.

Paid Planning Time: A third of teachers and education coordinators receive paid planning time. 12% of assistant teachers and 12% of assistant directors receive paid planning time.

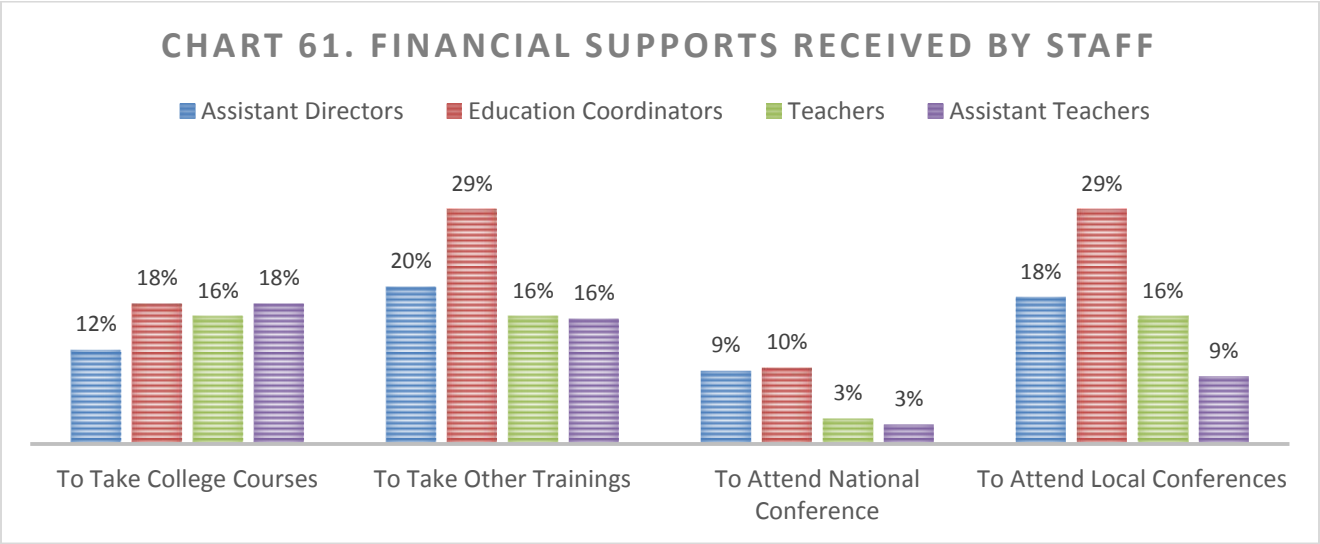


Financial Support to Take College Courses: 16-18% of assistant teachers or aides, teachers and education coordinators report receiving financial support to take college courses.

Financial Support for Other Training/Professional Development: 16% of assistant teacher and aides and 16% of teachers have received financial support for other trainings or professional development opportunities. 29% of education coordinators and 2 out of 10 assistant directors and directors received financial support to attend other training or professional development opportunities.

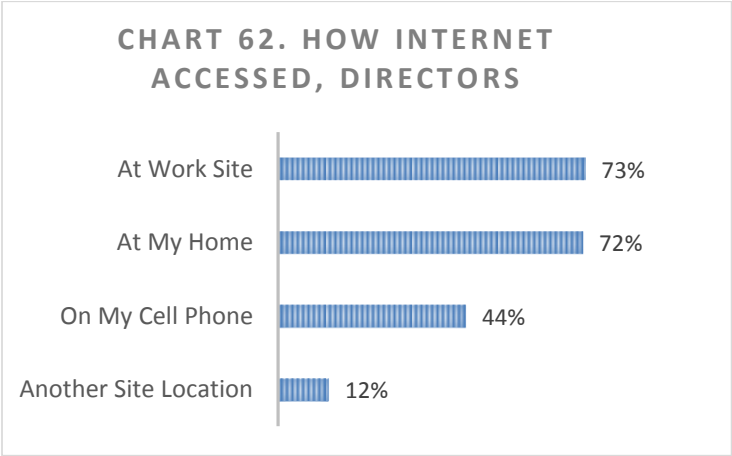
Financial Support to Attend National Conferences: As compared to financial support for college courses or trainings and professional development, fewer staff have received financial support to attend national conferences. 3% of assistant teachers and teachers, 10% of education coordinators and 9% of assistant directors and directors have received financial supports to attend national conferences.

Financial Support to Attend Local Conferences: 9% of assistant teachers and aides, 16% of teachers, 29% of education coordinators and 18% of assistant directors and directors have received financial support to attend local conferences.



Internet Access

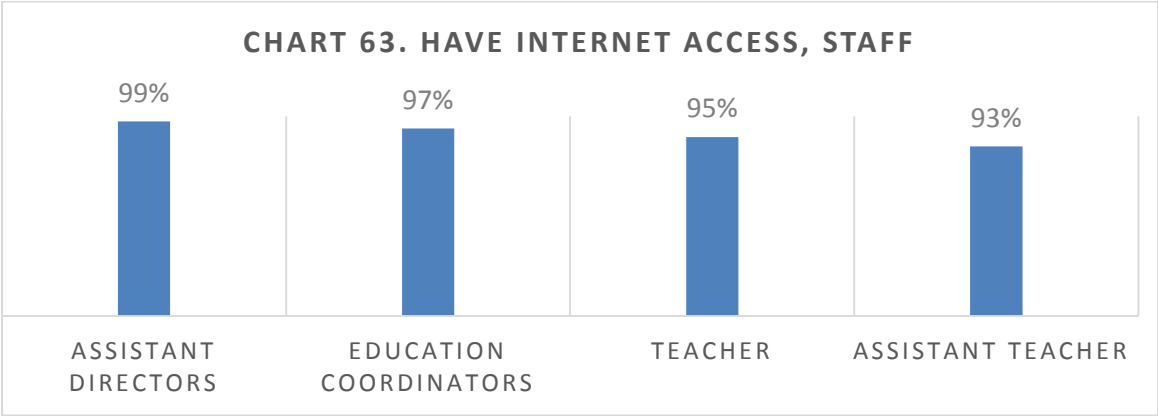
97% of directors (n = 140) report they have reliable (daily) Internet access; 3% do not. Directors most often[39] access the Internet at their work site (73%) and at their home (72%). 44% access the Internet on their phone and 12% report accessing the Internet at another location.

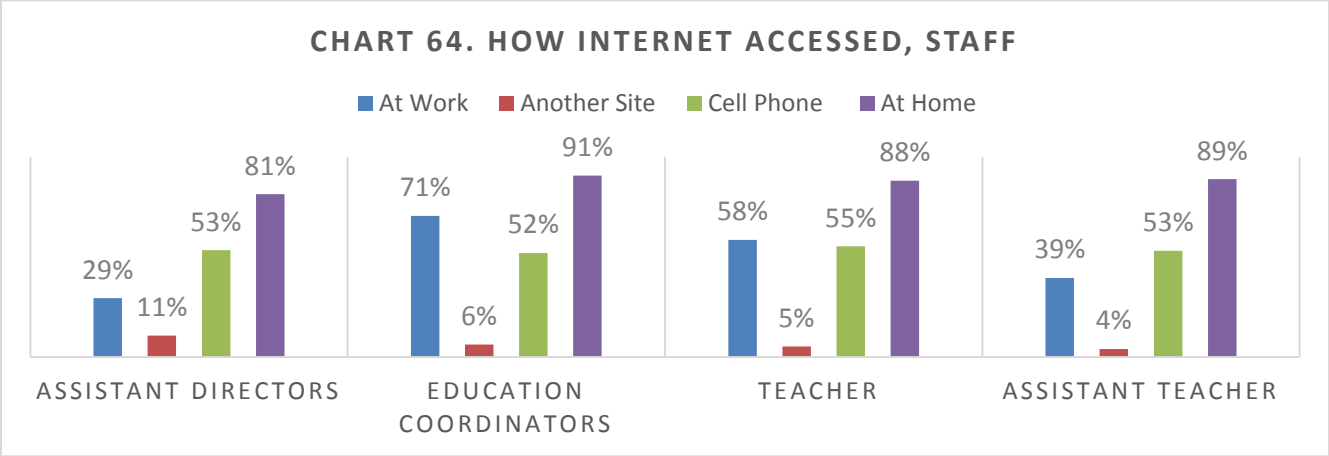


[39] Multiple responses could be selected.

Center Staff: *(Total sample n=974. Breakdown: Assistant directors n= 75; Education coordinators n=129; Teachers n=386; Assistant teachers n=331)*

Over 90% of all surveyed center staff report having reliable access to the Internet. The majority of center staff access the Internet at their home. 50% access the Internet on their phone and another 50% at work[40].





[40] Other places/ways internet is accessed as reported by staff include: School/College (6), Library (4), iPad (2), itouch (1), "Grandparents house", and "Office located in another building".

IV. Family Child Care Homes

The Family Child Care Workforce surveys was analyzed for 201 family child care educators. 29 surveys were completed online through surveymonkey.com. 172 providers completed the survey on paper. 102 surveys were completed in English and 99 in Spanish. In key places within the report, results for English speaking educators are presented in contrast to Spanish- speaking educators[41].

A. Demographics of family child care homes

Location of Family Child Care Homes (n = 193)

193 family child care (FCC) educators reported their location. 100 of the providers, 52%, are located in Providence.

TABLE 29. SURVEY LOCATIONS

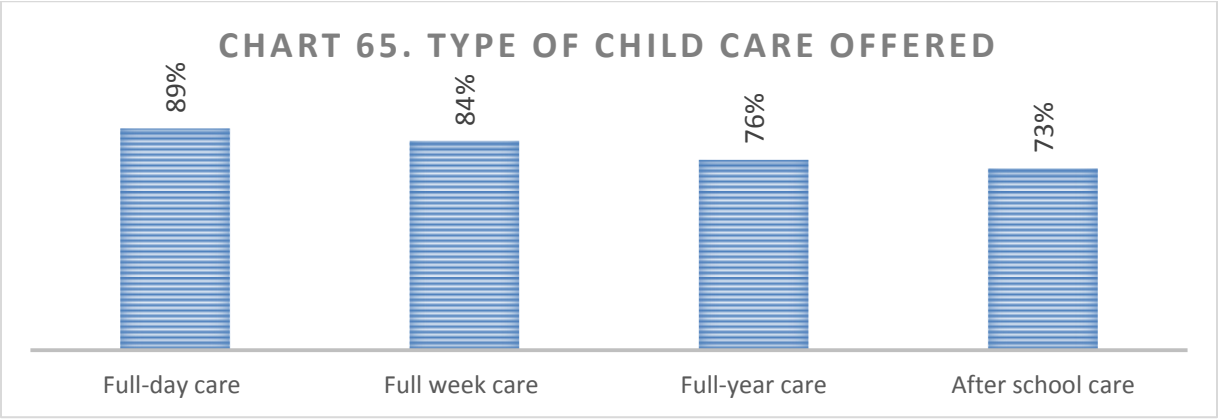
Location	Number of Family Child Care Homes		Location	Number of Family Child Care Homes
Barrington	2		New Shoreham	0
Bristol	0		Narragansett	0
Burrillville	1		North Kingstown	2
Central Falls	7		North Providence	4
Charlestown	0		North Smithfield	0
Coventry	3		Pawtucket	15
Cranston	18		Portsmouth	1
Cumberland	3		Providence	100
East Greenwich	0		Richmond	3
East Providence	3		Scituate	1
Exeter	1		Smithfield	3
Foster	0		South Kingstown	2
Glocester	1		Tiverton	2
Hopkinton	0		Warren	1
Jamestown	1		Warwick	5
Johnston	1		West Warwick	1
Lincoln	3		West Greenwich	0

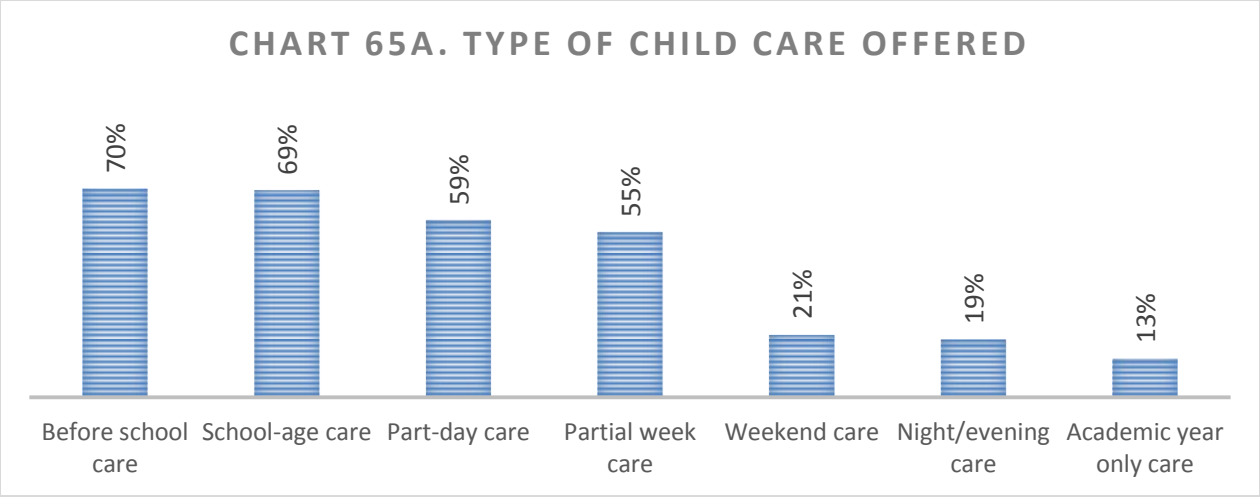
[41] Spanish speaking educators are defined as those who only report speaking Spanish. English speaking educators are defined as those who report speaking English and/or both English and Spanish.

TABLE 29. SURVEY LOCATIONS				
Little Compton	0		Westerly	1
Middletown	2		Woonsocket	4
Newport	0			

Type of Care Offered (n = 195)

FCC educators were asked what type of care is offered at their FCC. For this question, multiple categories could be chosen. Respondents to this survey are most likely to offer full day, full week and full year child care at their FCC. 89% of respondents offer full day care, defined as 6 hours or more. 84% offer full week care (5 days or more) and 76% offer full year care. In addition, 73% of respondents offer after school care. Two FCC educators report offering drop-in care (when enrollment permits). One provider offers a summer camp. The graph below details additional types of care offered by responding FCCs.



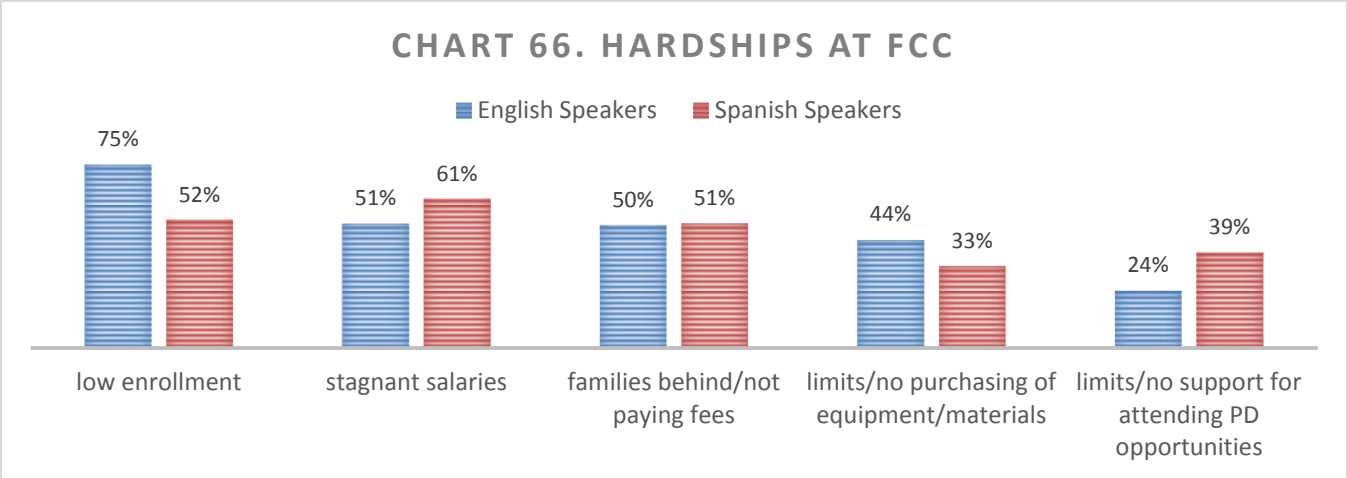


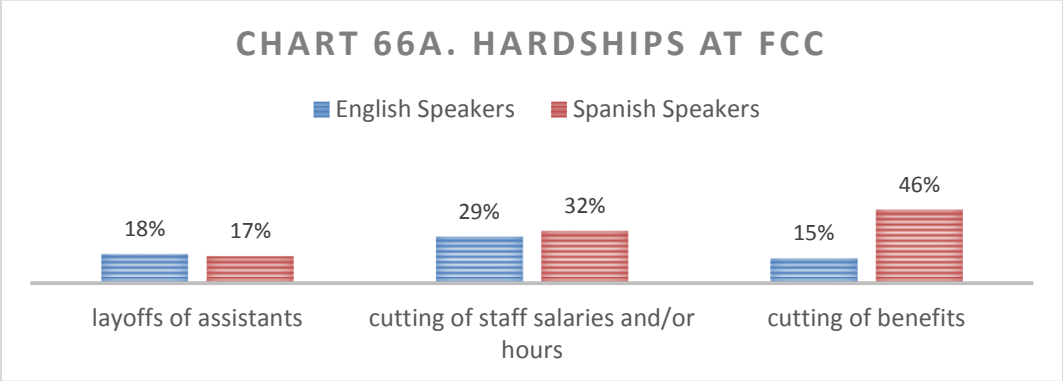
Hardships Affecting FCCs (n = 142)

FCC educators were asked to select from a list if any hardships had affected their FCC in the past 12 months.

English and Spanish Speaking Educators

75 English speaking and 67 Spanish speaking family child care educators responded. English speaking family child care educators report that low enrollment is a significant hardship while Spanish speaking family child care educators report that stagnant salaries for staff is the most salient issue. Additional hardships that were listed in "other hardships" included competition from other programs, parents being laid-off and parents not being eligible for child care subsidies.





Assistants (n = 185)

English and Spanish Speaking Educators

44% of English speaking and 46% of Spanish speaking family child care educators have assistants. Most family child care providers have just one assistant.

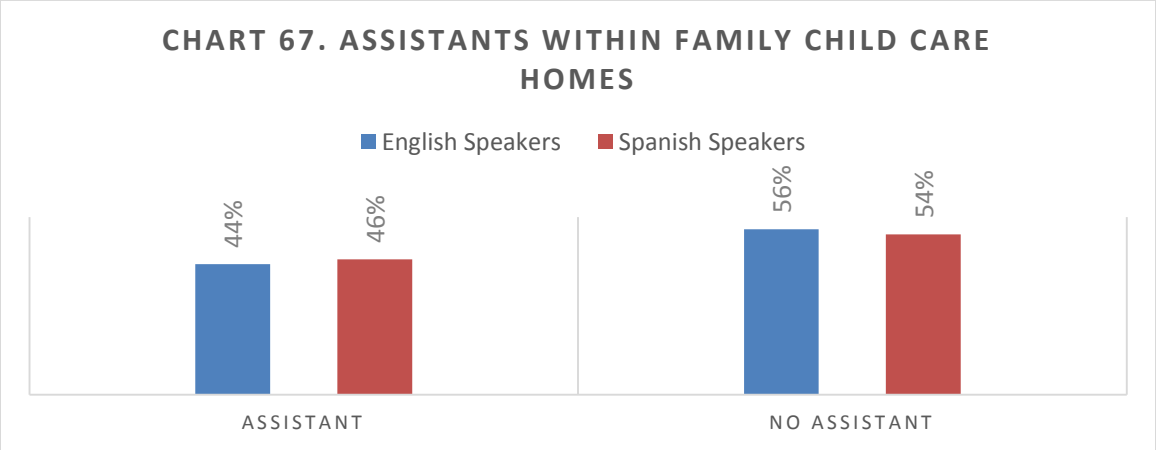


TABLE 30. NUMBER OF ASSISTANTS FOR ENGLISH AND SPANISH SPEAKING EDUCATORS		
Number of Assistants	English	Spanish
1 assistant	28/44 63.6%	6/15 40.0%
2 assistants	12/44 27.3%	3/15 20.0%
3+ assistants	4/44 9.1%	6/15 40.0%

- Wage: 73.7% of providers who have assistants report they pay their assistants a regular wage. Wages range from $5.00/hour to $17.00/hour. The median wage is $9.00/hour.
- Languages of fluency: 41.9% of assistants speak English only, 27.9% speak Spanish only, and 30.2% are bilingual in Spanish and English.
- Turnover: Of those providers who report having an assistant, 3.4% (or 6 providers) report that they have had an assistant leave the position in the last 12 months.

B. What are the characteristics of the early child care workforce in family child care homes?

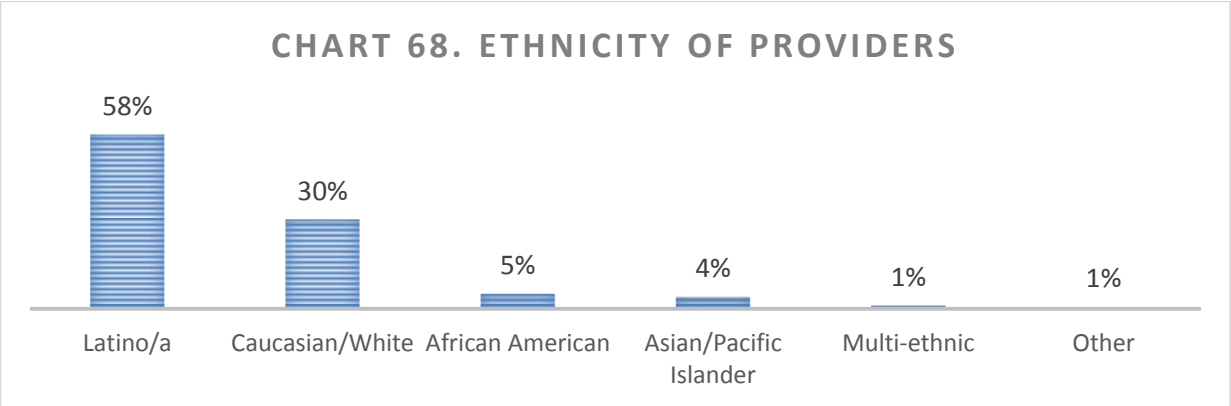
The first research question in the early childhood workforce study was "What are the characteristics of the child care workforce?" This question examined individual characteristics, employment characteristics and compensation and benefits.

Gender (n = 191)

FCC educators are predominantly female; 99% of respondents are female and 1% are male.

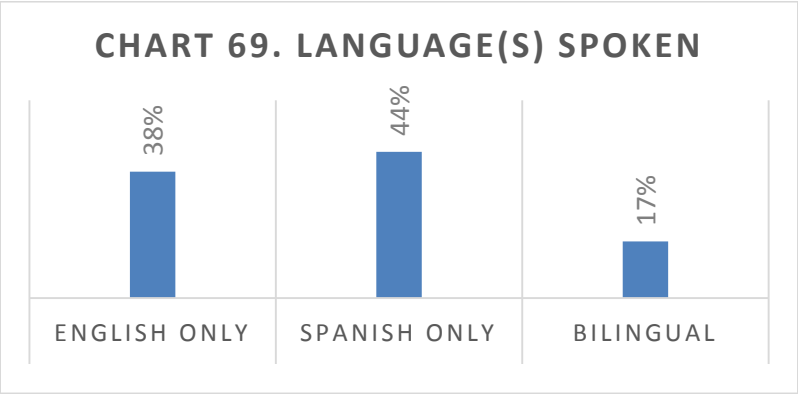
Ethnicity (n = 194)

58% of FCC educators identify as Latino/a and 30% as Caucasian/White. 5% identify as African American, 4% Asian/Pacific Islander, 1% multi-ethnic and 1% other.



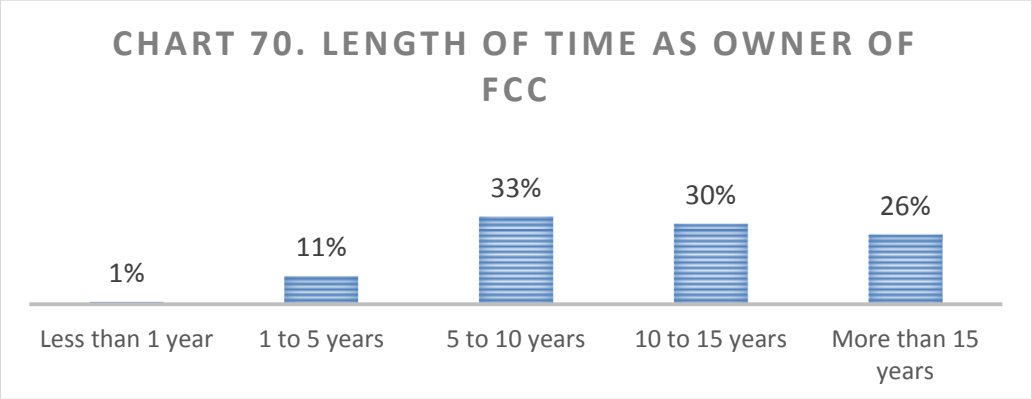
Language(s) Spoken (n = 188)

38% of FCC educators speak English only, 44% speak Spanish only and 17% are bilingual in English and Spanish. Additional languages that respondents speak include Cape Verdean, Chinese, French and Yoruba.



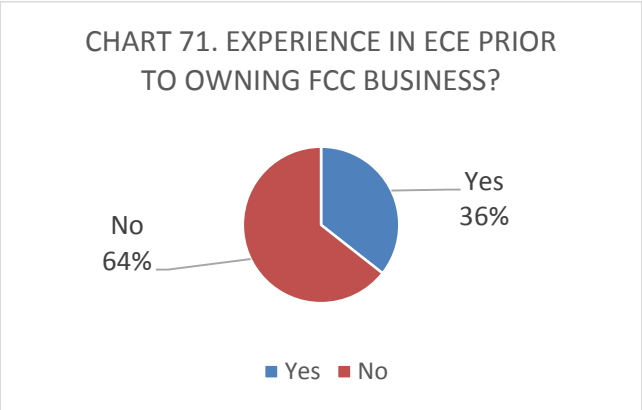
Length of Time as FCC Owner (n = 181)

Almost 9 out of 10 responding providers have owned their FCC business for 5 or more years. 12% have been an FCC business owner for less than 5 years.

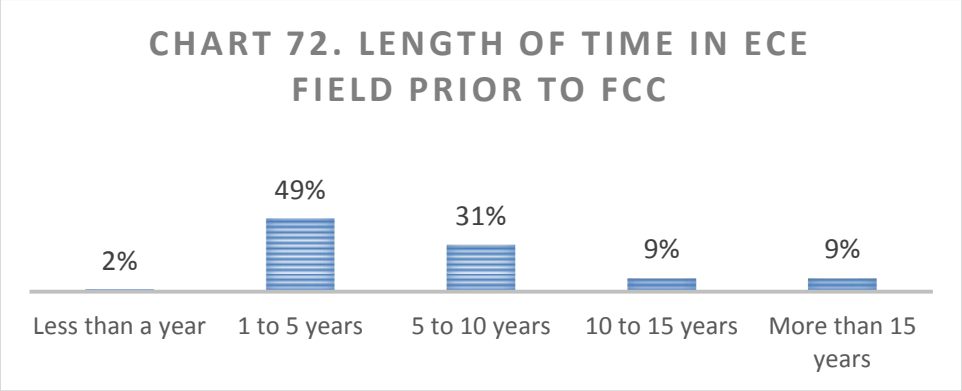


Experience in ECE (n = 191)

FCC educators were asked if they worked in the early childhood education field prior to owning their own family child care business. Of the 191 respondents who answered this question, more than 6 out of 10 (64%) had no prior experience in ECE. 36% report that they had experience in ECE prior to having their own business.

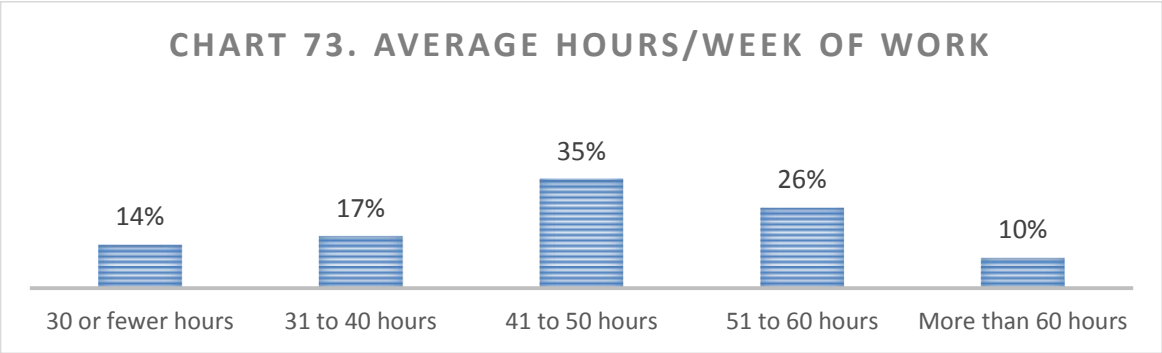


Of those who had prior experience in ECE, half (51%) had worked in ECE for 5 years or less. About 1 in 3 respondents worked in ECE for between 5 and 10 years before opening their own FCC business. The remaining 18% had 10 or more years of experience.



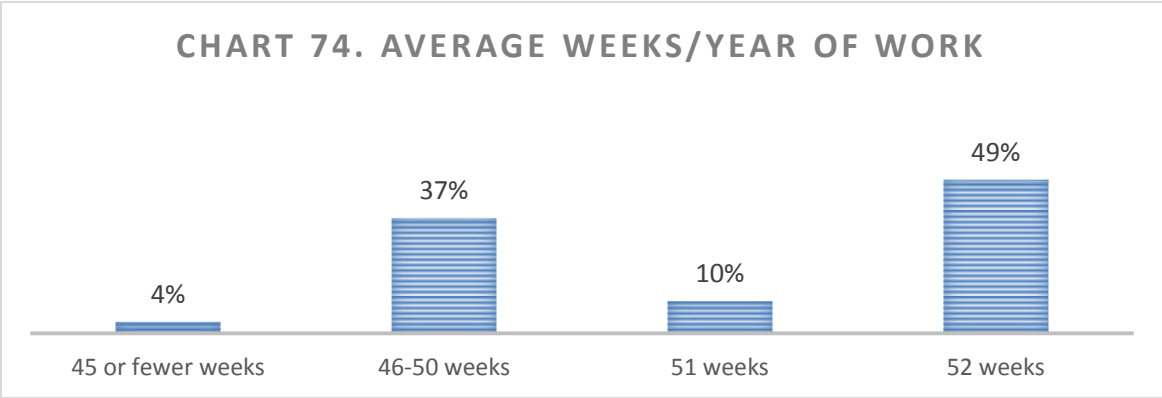
<u>Average Hours Worked per Week</u> (n = 188)

Educators were asked how many hours they work per week, on average. 7 out of 10 respondents work more than 40 hours a week. About 1 in 3 providers (35%) work an average of between 41 and 50 hours a week. 1 in 4 providers (26%) work 51 to 60 hours a week, on average. 17% work between 31 to 40 hours a week. The median number of hours worked per week is 50, with a range from 6 to 80 hours.



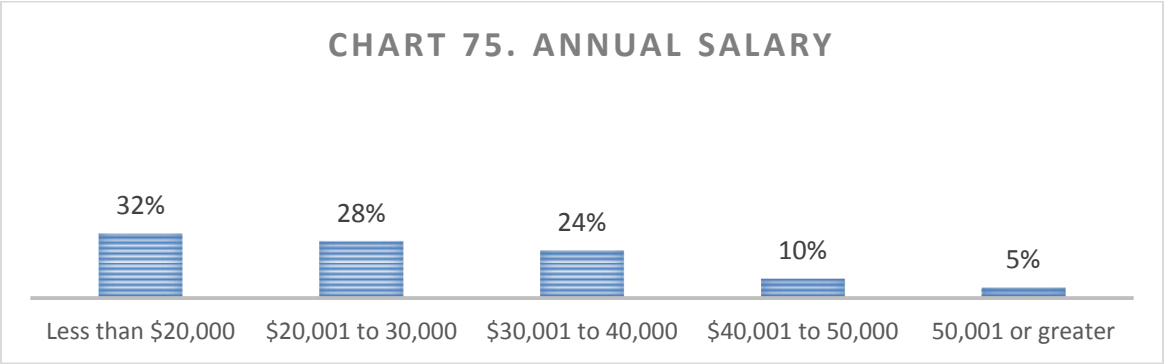
Average Weeks Worked per Year (n = 163)

49% of educators report working every week of the year. 1 in 10 providers (10%) work 51 weeks a year and 37% of providers work between 46 and 50 weeks a year. A much smaller percentage, 4% work 45 or fewer weeks a year. The median number of weeks worked per year is 51, with a range from 15 to 52.



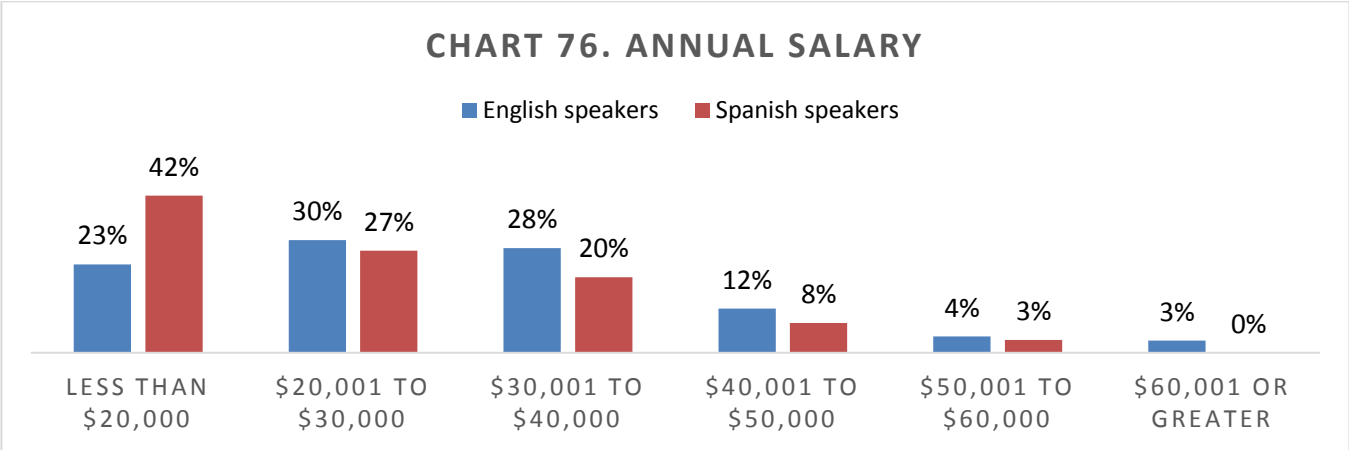
Annual Salary (n = 183)

84% of survey respondents earn $40,000 or less annually. Almost 1 in 3 report their annual salary is less than $20,000.



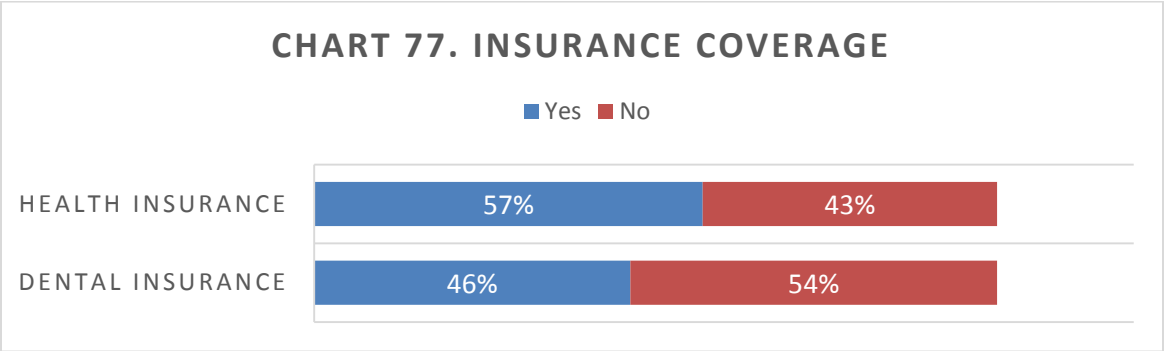
English and Spanish Speaking Educators (n = 94 English speaking and 89 Spanish speaking)

81% of English speaking family child care educators and 89% of Spanish speaking family child care educators earn $40,000 or less annually. A quarter (23%) of English speakers and four out of 10 (42%) report their annual salary is less than $20,000.



<u>Health and Dental Insurance</u> (n = 188)

Just over half of family child care educators report they have health insurance (57%). 43% do not. A smaller percentage report having dental insurance: 46%. The majority, 54%, do not have dental insurance.



Additional Employment (n = 191)

18 family child care educators (9%) report they work another job. The majority of educators, 91%, do not work another job. Those who do work another job work between 4 and 43 hours a week at this second job, with a median of 20 hours a week. When asked why they work another job, 6 of the 18 (33%) said they need the supplemental income. One person said she owns another business and another said she enjoys working another job.

English and Spanish Speaking Educators (n = 97 English speaking and 94 Spanish speaking)

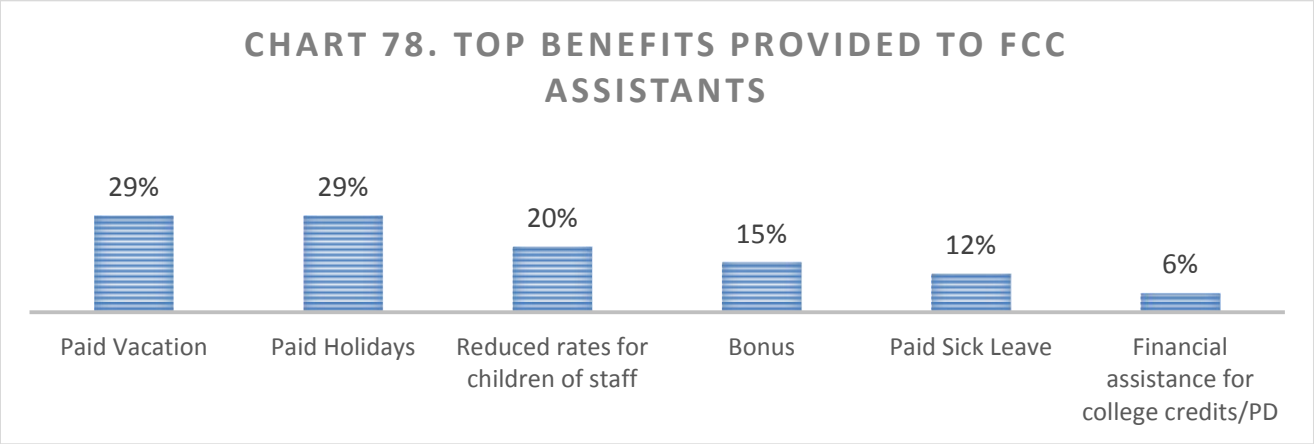
13% of English speaking family child care educators work another job while 5% of Spanish speaking family child care educators work another job.

TABLE 31. ADDITIONAL EMPLOYMENT AMONG FCC EDUCATORS		
FCC Educators	**Work another job**	**Average hours per week**
English Speakers	13/97 (13.4%)	18.25 hours Median = 20
Spanish Speakers	5/94 (5.3%)	15.20 hours Median = 15

Benefits Provided to Assistants (n = 87)

Of the 87 respondents who report they have an assistant at their FCC, 29% report they provide their assistants with paid vacations and paid holidays. 20% report providing their assistants with reduced rates for their children to attend the FCC. 15% give bonuses and 12% provide paid sick leave. 6% offer some type of financial assistance for college credits or professional development. One provider (1%)

reports offering dental insurance[42], one offers disability insurance and one offers a retirement plan. No providers offer health insurance to their assistants. Other benefits offered include: flexible hours, allowing staff to bring children to work, yearly physical exams and a gym membership.



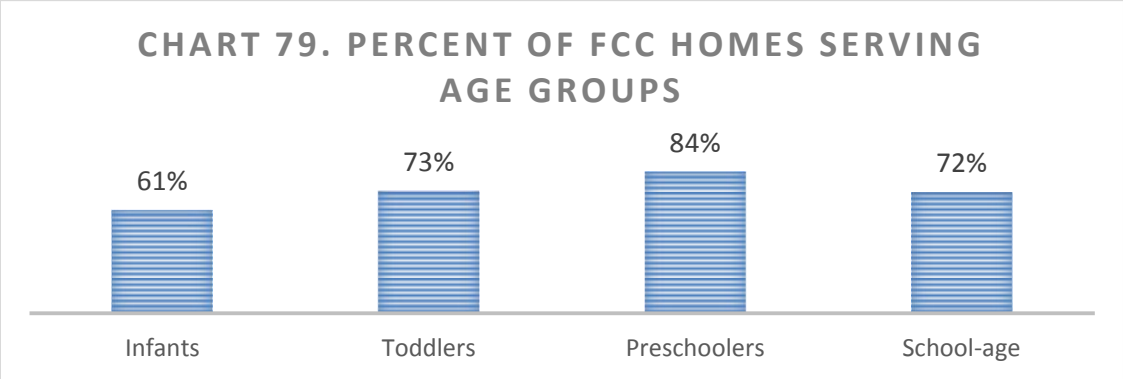
[42] The one provider who offers dental insurance does not fully fund the plan.

C. Who are the populations served by family child care homes?

The second research question in the early childhood workforce study was "Who are the populations served by the family child care homes?". This question examined age groups served as well as low income and English language learners within home based programs.

Enrollment (n = 124)

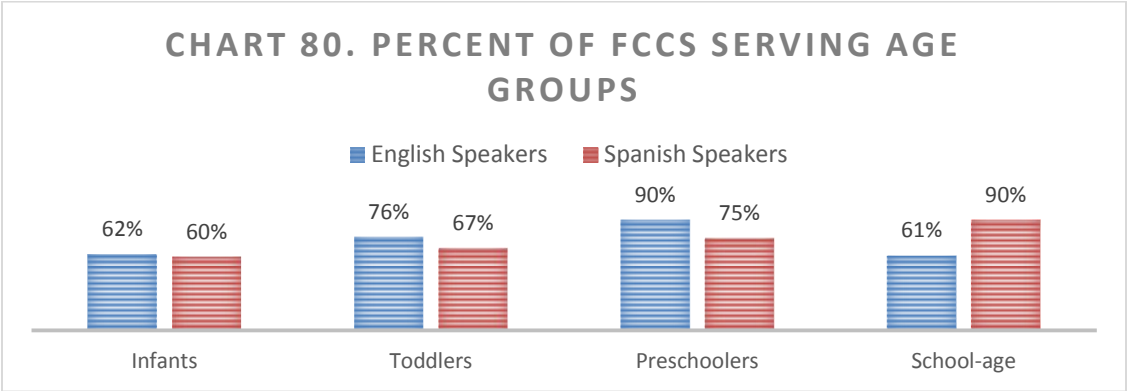
FCC educators were asked to list how many children of each age group they have enrolled full and part time. 124 FCC educators provided details of enrollment[43]. 61% of educators serve infants, 73% serve toddlers, 84% serve preschoolers and 72% serve school age children.



English and Spanish Speaking Educators (n = 104 English speaking and 97 Spanish speaking)

About 6 out of 10 English and Spanish speaking family child care homes serve infants. Between 67% to 76% serve toddlers. 90% of English speaking educators and 75% of Spanish speaking educators are serving preschoolers. 61% of English speaking educators and 90% of Spanish speaking educators are serving school age children.

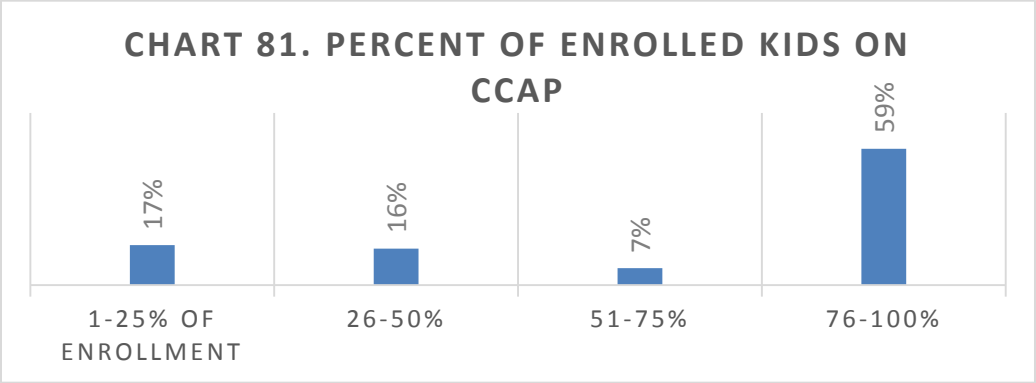
[43] Calculations of enrollment are based on the number of survey respondents who provided details on the numbers of infants, toddlers, preschoolers and/or school age children enrolled in their FCC (n=124).



DHS' Child Care Assistance Program (CCAP) (n = 189)

FCC educators were asked if they accept children receiving a subsidy from DHS' Child Care Assistance Program (CCAP). 86% report that their FCC does accept children receiving a subsidy from DHS' Child Care Assistance Program (CCAP)[44]. 14% do not.

Of those educators who have CCAP children enrolled, what percentage of total enrollment (infants, toddlers and preschoolers) are receiving subsidies from CCAP? More than half of FCC educators (54%), report that 100% of their enrollment are children who receive a CCAP subsidy. 1 in 3 educators report that less than half of their enrolled children receive a CCAP subsidy.

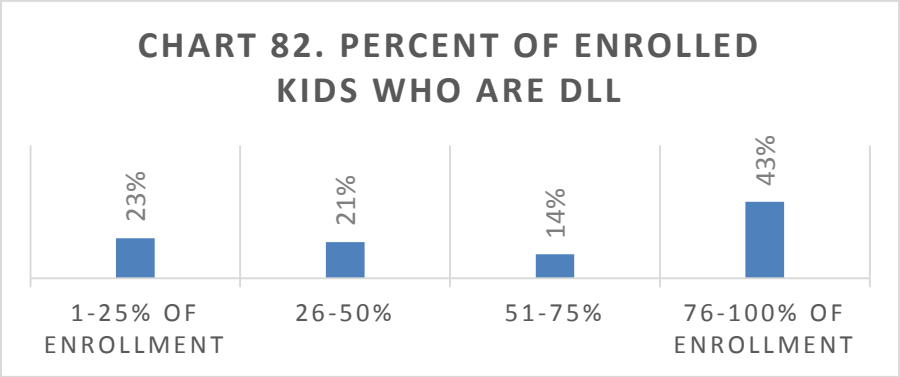


[44] Of those providers who accept children with a CCAP subsidy, 36 providers report they currently do not have any CCAP children enrolled.

Children Who Speak a Language Other Than English in Their Homes (n = 194)

When asked if their FCC has children who speak a language other than English in their home, 45% of family child care educators report having children who speak a language other than English in their home. 55% have English-only speaking children.

Of those educators who have children who speak a language other than English at home, what percentage of total enrollment (infants, toddlers, preschoolers and school-age) are these children? The following graph details the percentage of total enrollment of children who are Dual Language Learners (DLL). 43% of educators report 76-100% of their children are DLL. 44% of educators say that half or less of their enrolled children are DLL.



English and Spanish Speaking Educators (n = 99 English speaking and 95 Spanish speaking)

Examining English and Spanish speaking educators separately, 36% of English speaking educators and 54% of Spanish speaking educators have children who speak a language other than English in their homes. Spanish speaking educators have a greater proportion of their enrollment made up of children who speak a language other than English.

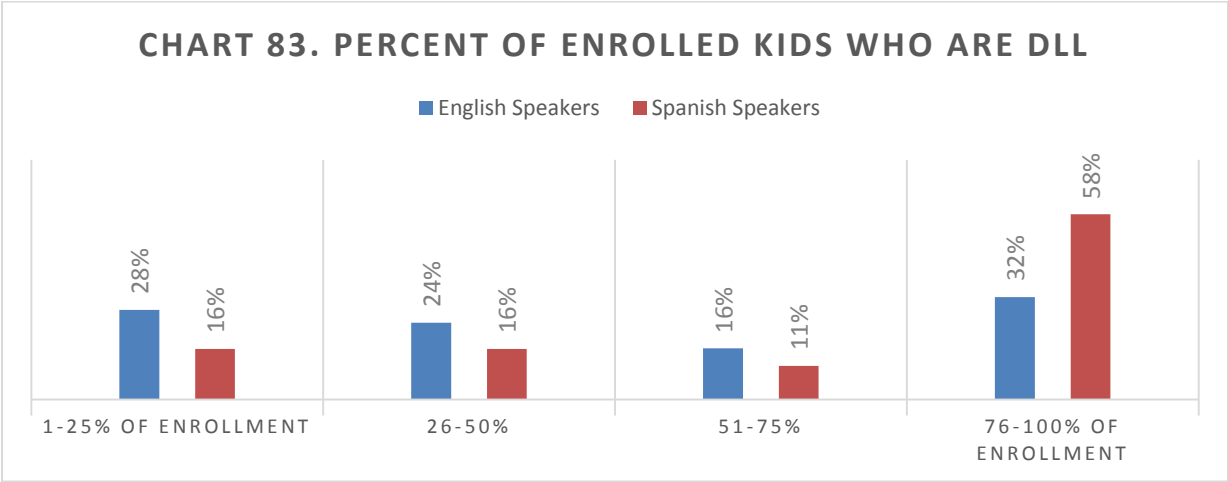
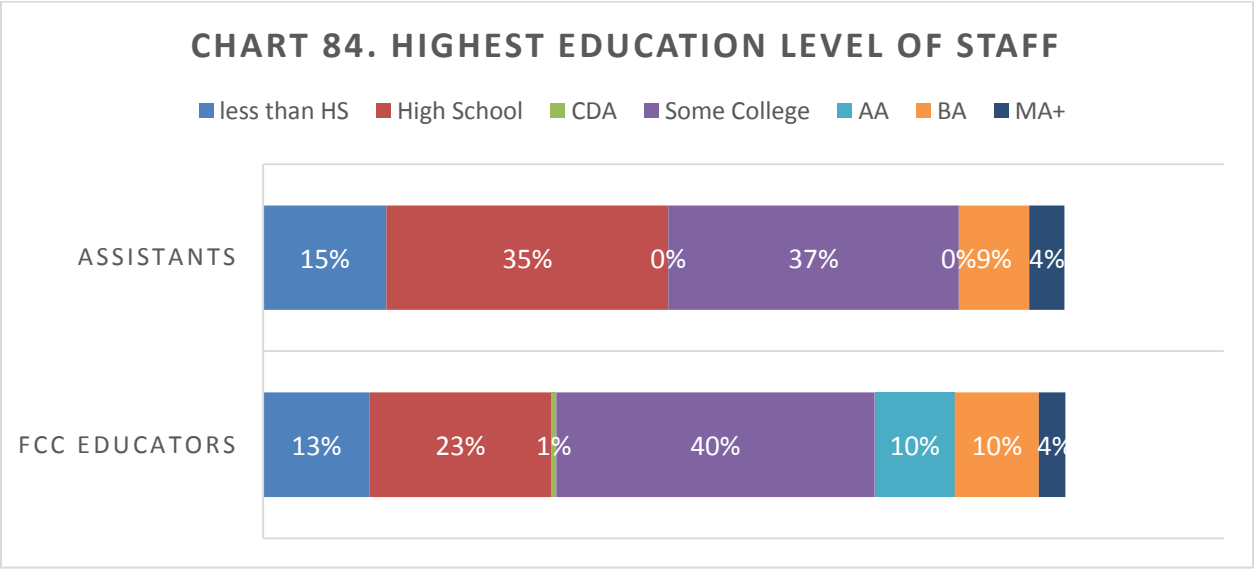


CHART 83. PERCENT OF ENROLLED KIDS WHO ARE DLL
English Speakers
Spanish Speakers
28%
16%
24%
16%
16%
11%
32%
58%
1-25% OF ENROLLMENT
26-50%
51-75%
76-100% OF ENROLLMENT

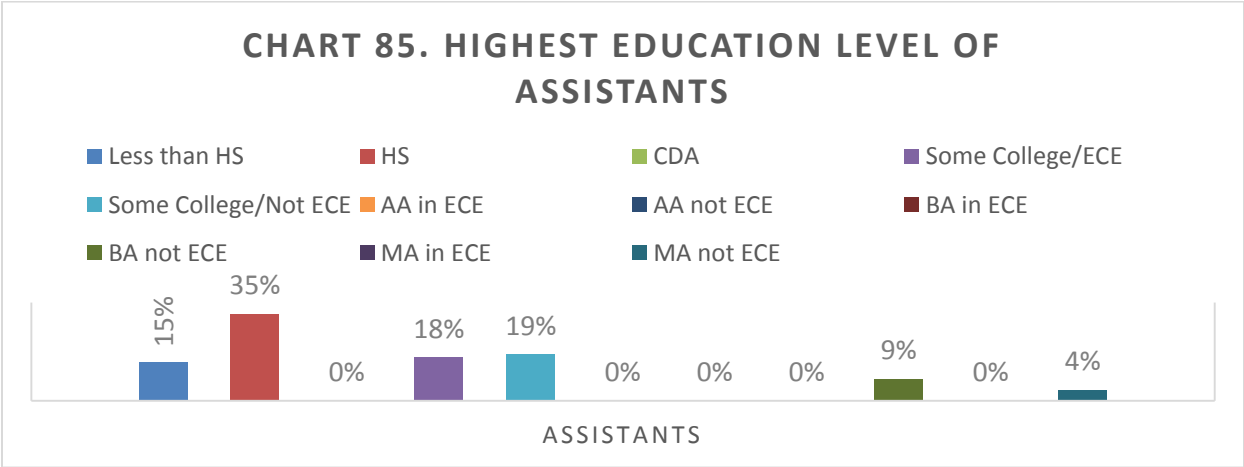
D. What are the current and future educational and professional development needs of the child care workforce in home-based settings?

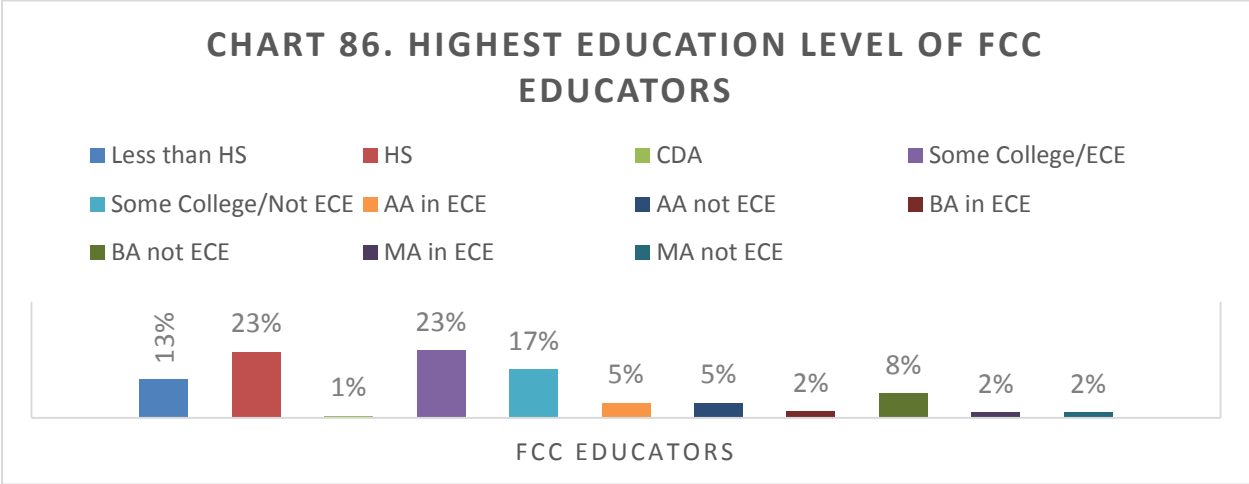
Current Education Level of FCC Educators and Assistants (n = 181)

Family child care educators reported on the highest level of education they had completed; 181 respondents answered this question. If they had one or more assistant(s), they were also asked to report their assistant(s)' highest level of education completed[45]. The education level of 91 assistants are represented in the graph below. FCC educators are more likely to have higher education levels than their assistants. For example, 24% of FCC educators have an Associate's degree or higher. This compares to 13% of assistants. Four in ten FCC educators have some college credits compared to 37% of FCC assistants.



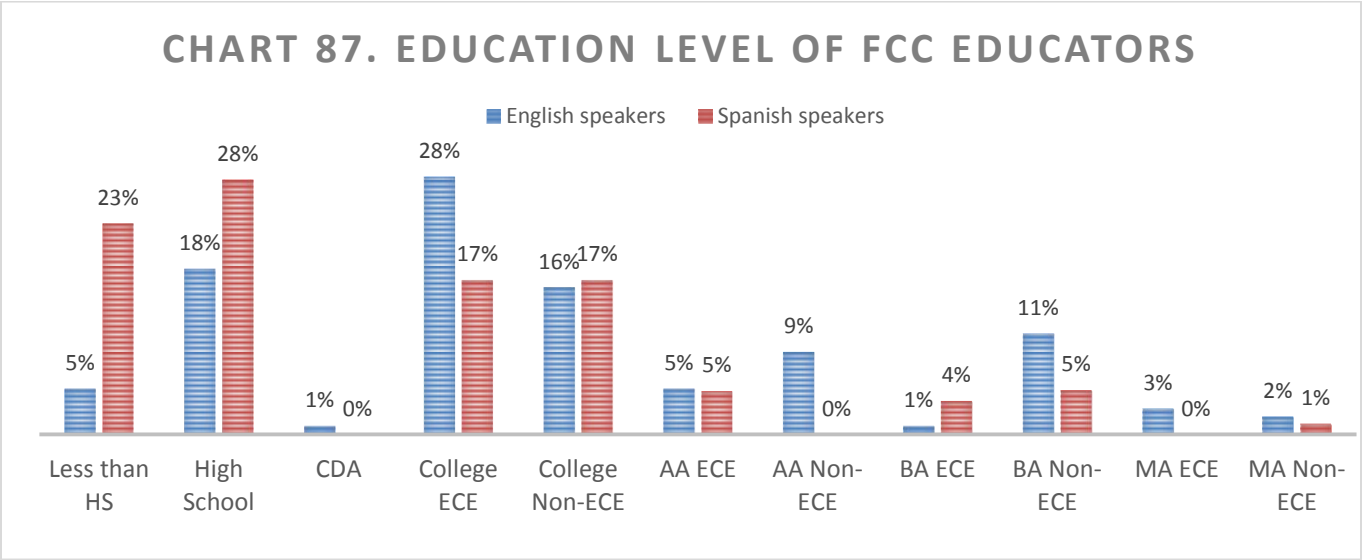
[45] Respondents were asked to report on the education level for each of their assistants individually. For purposes of presentation the graph aggregates results for all assistants.





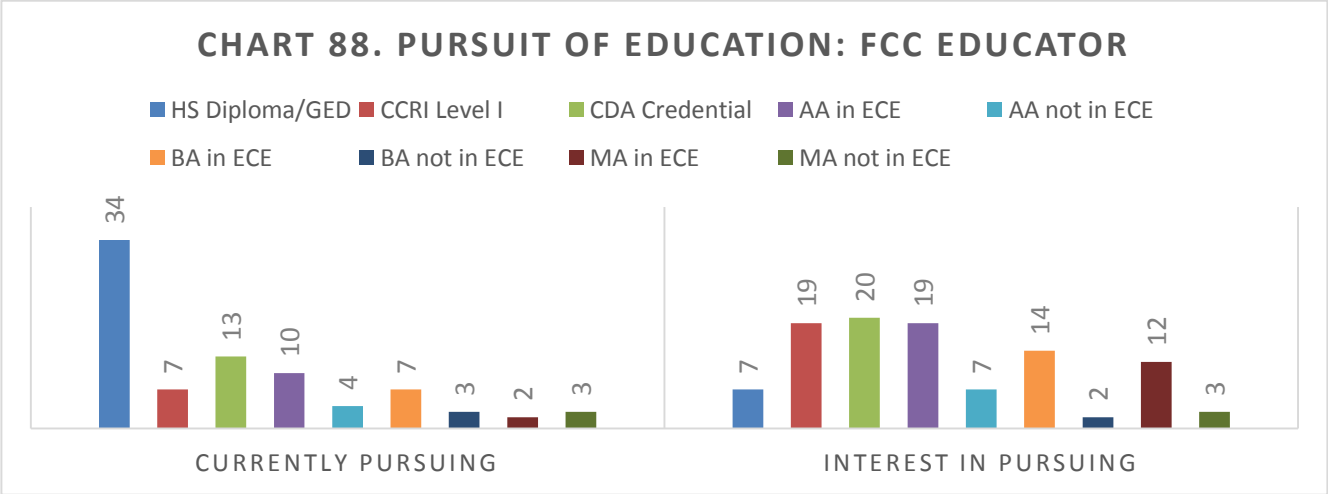
English and Spanish Speaking Educators (n = 99 English speaking and 82 Spanish speaking)

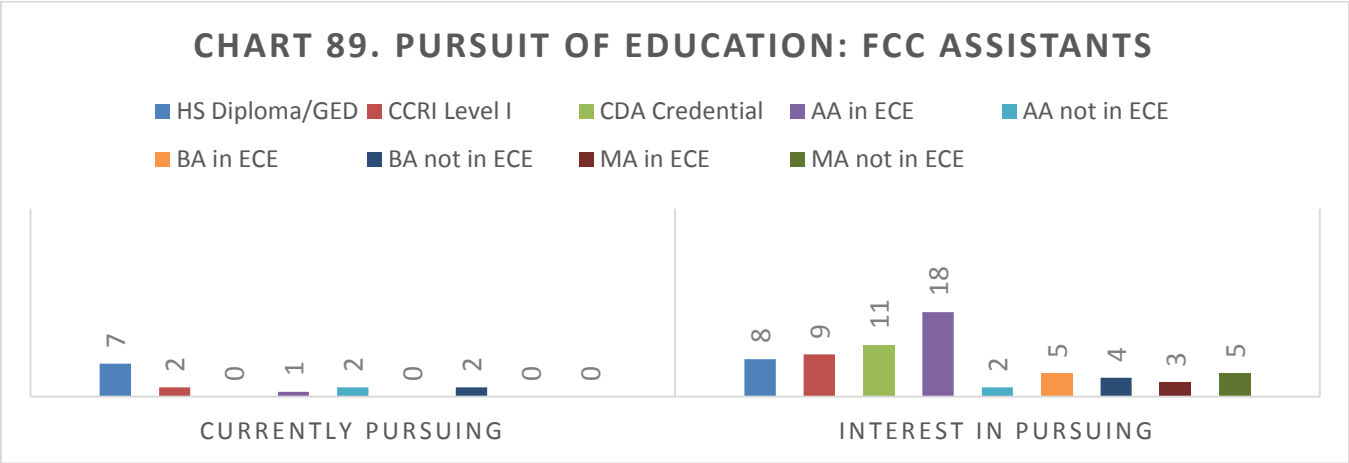
Different levels of education were reported by English speaking staff and Spanish speaking staff. 5% of English speaking educators report having less than a high school diploma and 23% of Spanish speaking educators report having less than a high school diploma. 31% of English speaking educators report at least a two year college degree and 15% of Spanish speaking family child care educators report at least a two year college degree



<u>Pursuit of Education</u> (n = 181)

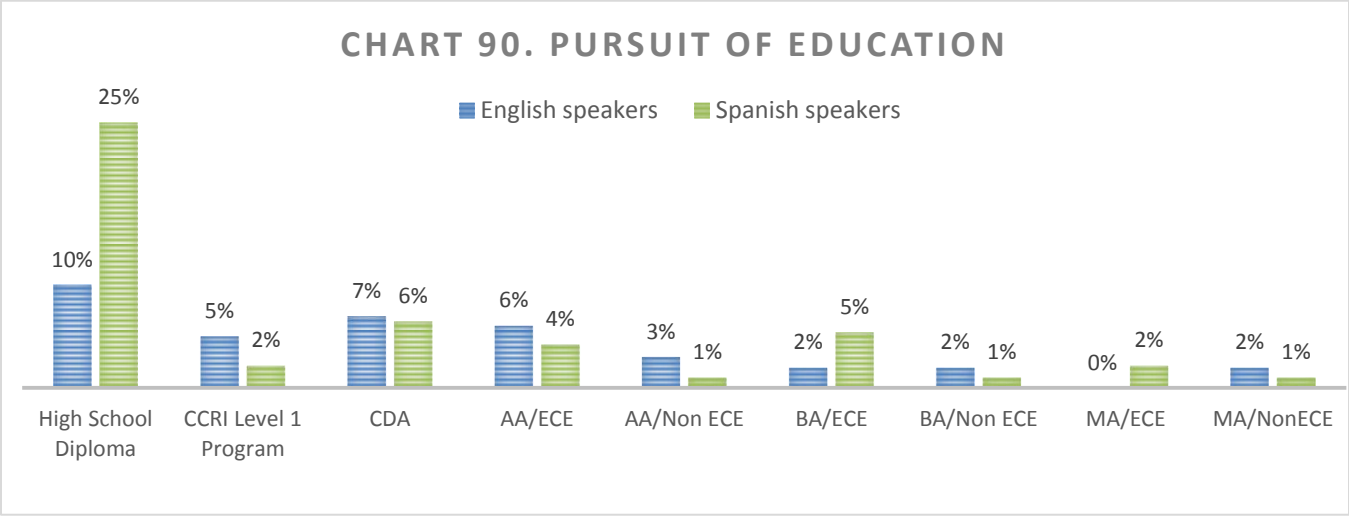
Family child care educators were asked whether they were currently pursuing or interested in pursuing any additional education. Numbers of family child care educators and their assistants pursing or interested in pursuing additional education are presented in charts 88 and 89.



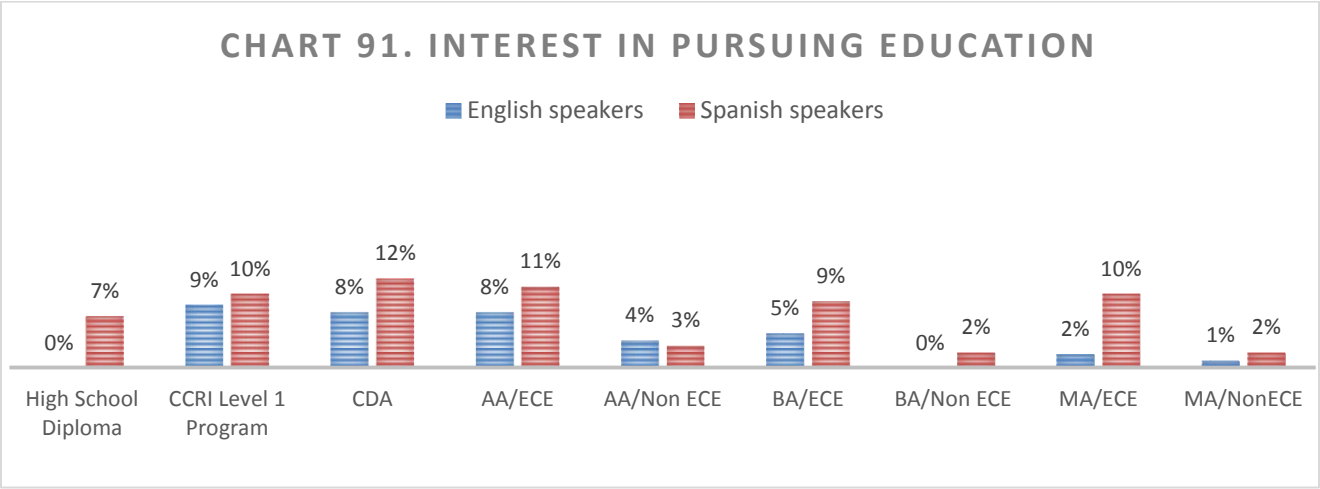


English and Spanish Speaking Educators (n = 99 English speakers and 82 Spanish speakers)

A quarter of Spanish speaking FCC educators are currently pursuing their high school diploma (10% of English speaking educators are as well). Smaller numbers of family child care educators are pursuing some college credits and/or other degrees.

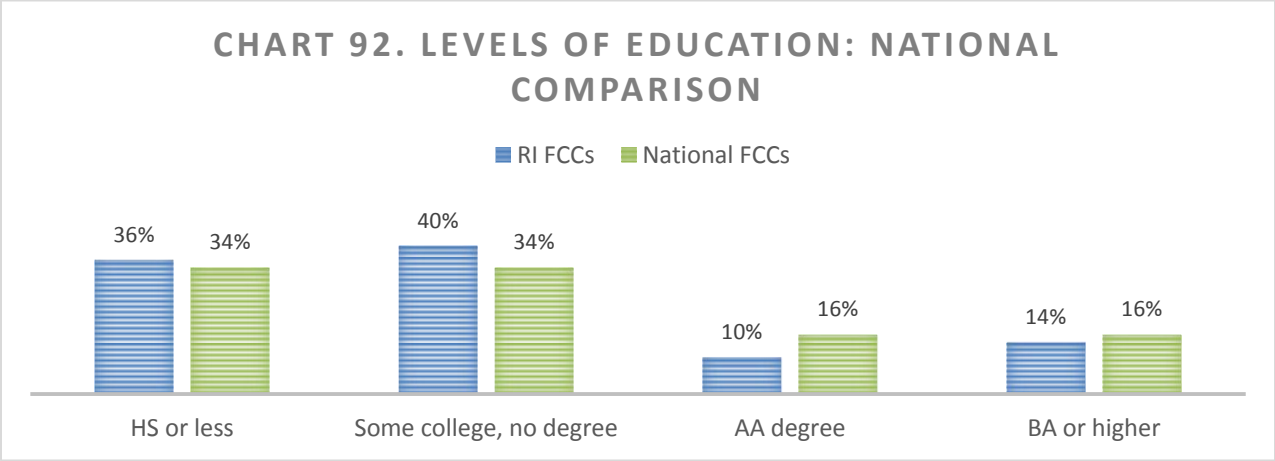


While Spanish speaking educators currently have lower levels of education, the data show there is substantial desire among the Spanish speaking educators to pursue additional education; 37% of the Spanish speaking educators report wanting to pursue at least a two year college degree compared to 20% of English speaking educators who report wanting to pursue at least a two year college degree.



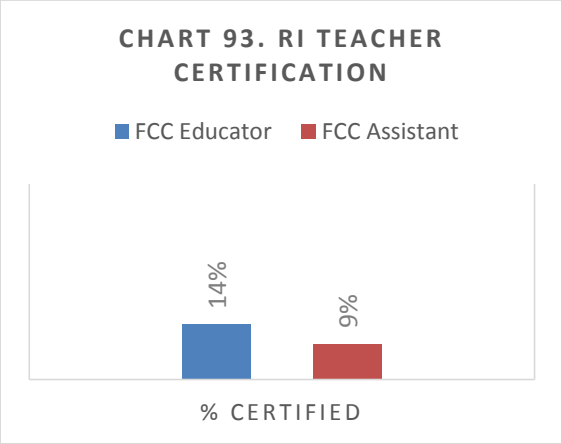
National Comparison

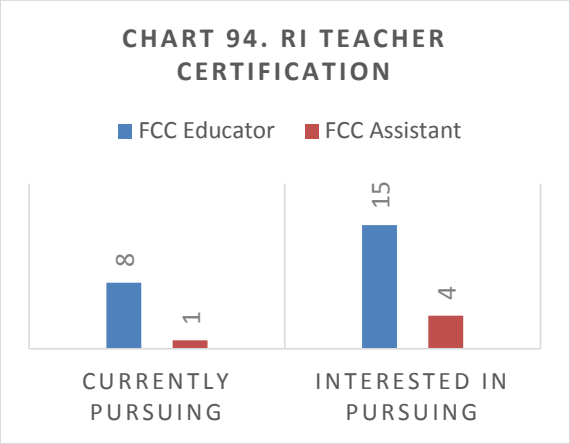
As compared to a national sample of FCC educators, there are fewer Rhode Island family child care educators with an Associate's or Bachelor's degree. 10% of family child care educators in Rhode Island have an Associate's degree compared to 16% of a national sample of family child care educators. 14% of family child care educators in Rhode Island have at least a Bachelor's degree compared to 16% of a national sample of family child care educators.



Teacher Certification (n = 181)

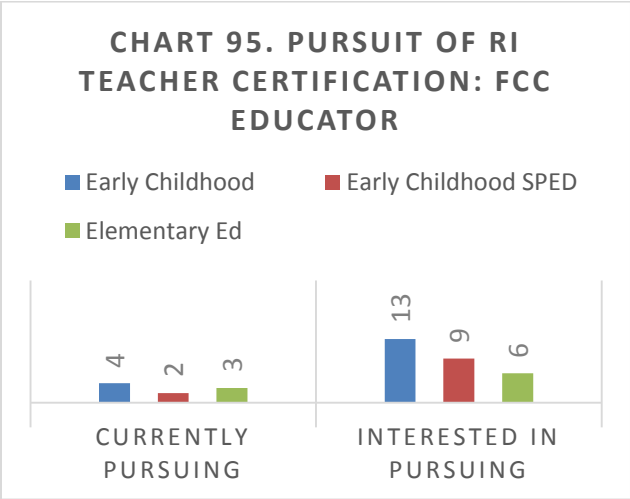
FCC educators were asked to indicate whether or not they had attained Rhode Island Teacher Certification and if so, what type of certificate(s) they have. 14% of FCC educators report they have RI Teacher Certification. 9%[46] of FCC assistants are reported to have a RI Teacher Certification.

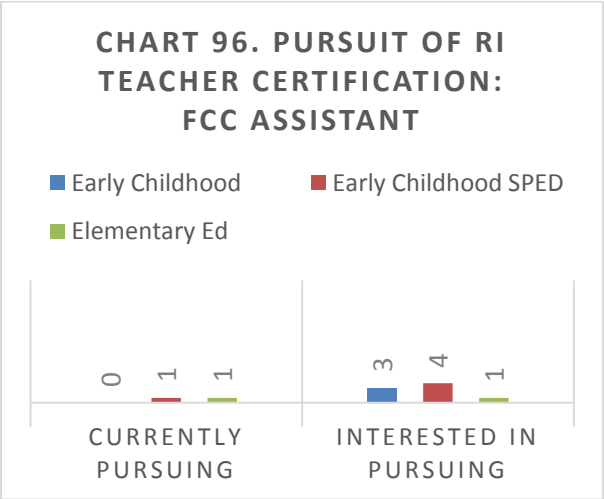




Of the 8 FCC educators who report they are currently pursuing certification, 4 are working toward certification in Early Childhood, 2 toward Early Childhood Special Education and 3 toward certification in Elementary Education (respondents can select to be pursuing certification in multiple areas). Of the 15 FCC educators who report being interested in pursuing RI Teacher Certification, certification in early childhood is the most popular, with 13 educators expressing interest. 9 are interested in early childhood special education and 6 in elementary education.

[46] Please note the small sample size for the analysis of assistants with certificates. 9% of the FCC assistants is only 8 assistants.





At the time of the survey, only 1 assistant reported pursuing RI Teacher Certification in both early childhood special education and elementary education. Of the 4 assistants who reported interest in pursuing certification, 3 are interested in early childhood, 4 in early childhood special education and 1 in elementary education.

English and Spanish Speaking Educators[47] (n = 99 English speaking and 82 Spanish speaking)

The The data show that 9% of English speaking family child care educators have a Rhode Island teaching certificate and that 20% of Spanish speaking family child care educators do. 4% of English speakers and 6% of Spanish speakers are pursuing a teaching certificate and 9% of English speakers and 11% of Spanish speakers would like to pursue a teaching certificate. There is the most interest in pursuing the early childhood PreK – Grade 2 teaching certificate.

[47] According to the data obtained from this question, Spanish speaking educators in Rhode Island are more likely than English speaking educators to have RI Teaching Certification. This discrepancy may be due to a misunderstanding of the intent of the question. Spanish speaking respondents may have confused a professional development certificate of completion in early childhood education with the Rhode Island Department of Education public school certification. These are two different certificates.

TABLE 32. ATTAINMENT OF RHODE ISLAND TEACHING CERTIFICATE BY POSITION					
Family Child Care Educators	**Have RI Teaching Certificate?**	**In Early Childhood PK-2**	**In Early Childhood special education**	**In Elementary education grades 1-6**	**Certificate in other areas?**
English Speakers (n = 99)	9/99 9%	3/9 33%	0/9 0%	3/9 33%	Elementary Teachers in Cape Verde
Spanish Speakers (n = 82)	16/82 20%	8/16 50%	0/16 0%	6/16 38%	

TABLE 33. TEACHER CERTIFICATION BY POSITION			
	Currently have Teaching Certification	**Pursuing Teacher Certification**	**Want to Pursue Teacher Certification**
English Speakers	9%	4/90 4%	8/90 9%
Spanish Speakers	20%	4/66 6%	7/66 11%

TABLE 34. TYPE OF TEACHER CERTIFICATION BY POSITION									
	Early Childhood PK-2			**Early Childhood special education**			**Elementary education grades 1-6**		
	Current	Pursue	Interest	Current	Pursue	Interest	Current	Pursue	Interest
English Speakers	3	2	8	0	1	1	3	1	1
Spanish Speakers	8	2	5	0	1	8	6	2	5

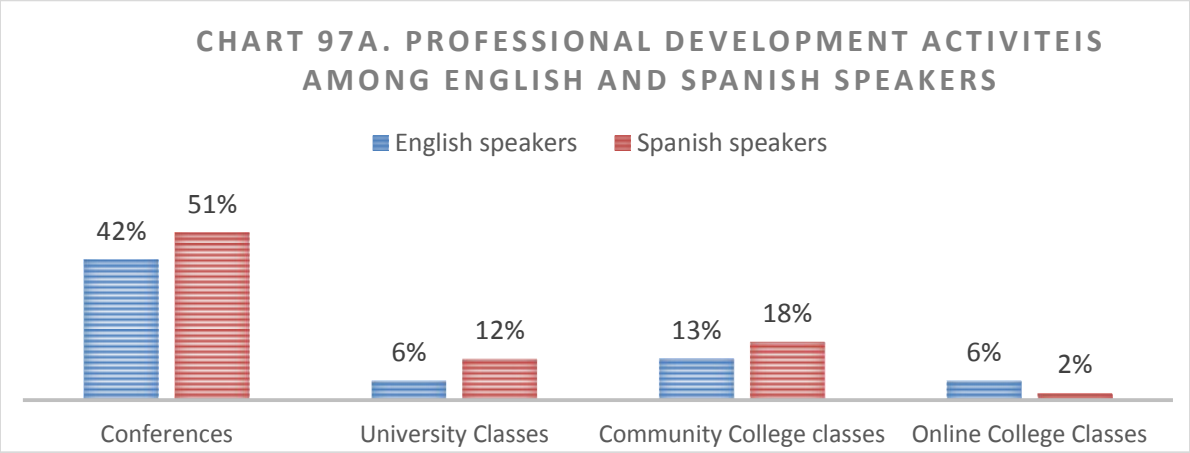
<u>Professional Development Activities</u> (n = 157)

The data show that workshops and conferences were the most common professional development activities among both English and Spanish speakers. “Other” professional development activities that respondents reported completing include: Care courses (3), The Incredible Years, 13 hour training on infant development & curriculum, and Early Learning Standards for Kindergarten.

English and Spanish Speaking Educators (n = 77 English speaking and 80 Spanish speaking)

A greater percentage of English speaking educators have attended workshops in the last year compared to Spanish speaking educators (73% vs 49%). A greater percentages of Spanish speaking

educators have completed onsite training, specialized training, university classes, college classes and have attended conferences compared to English speaking educators.



<u>Supports Needed to Meet Professional Development Goals</u>

Family child care educators responding to the survey were asked what supports they need in order to reach their professional development goals.

English and Spanish Speaking Educators: Financial aid or scholarships was the most commonly selected support needed by both English and Spanish speaking family child care educators. Online courses were also a needed support. As compared to English speakers, a larger percentage of Spanish speaking educators expressed a need for a mentor, courses on infant/toddlers, help with courses in English and help with studying, writing and math.

Child care: 15% of English speaking educators and 10% of Spanish speaking educators said that child care would help them reach their professional development goals.

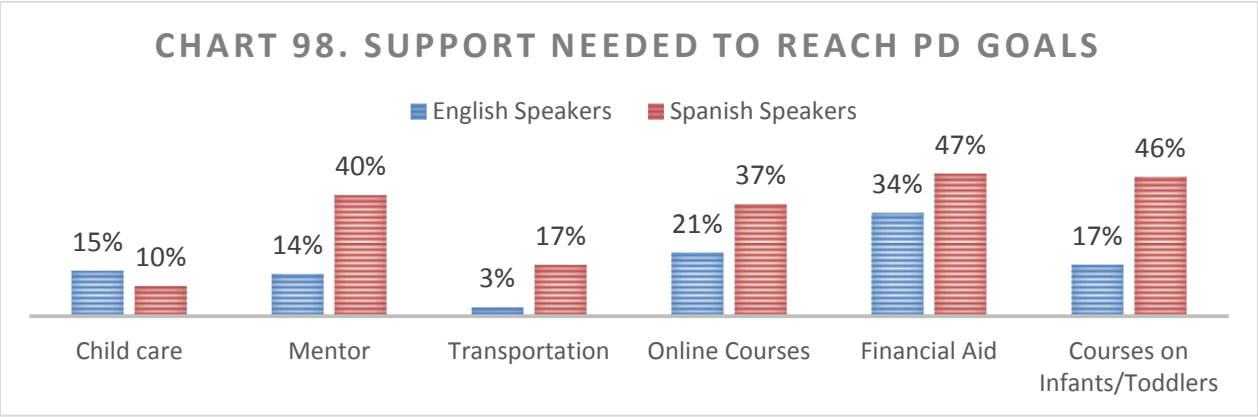
Mentor/Advisor: Mentors or advisors to help with coursework and planning were desired by 14% of English speaking educators and 40% of Spanish speaking educators.

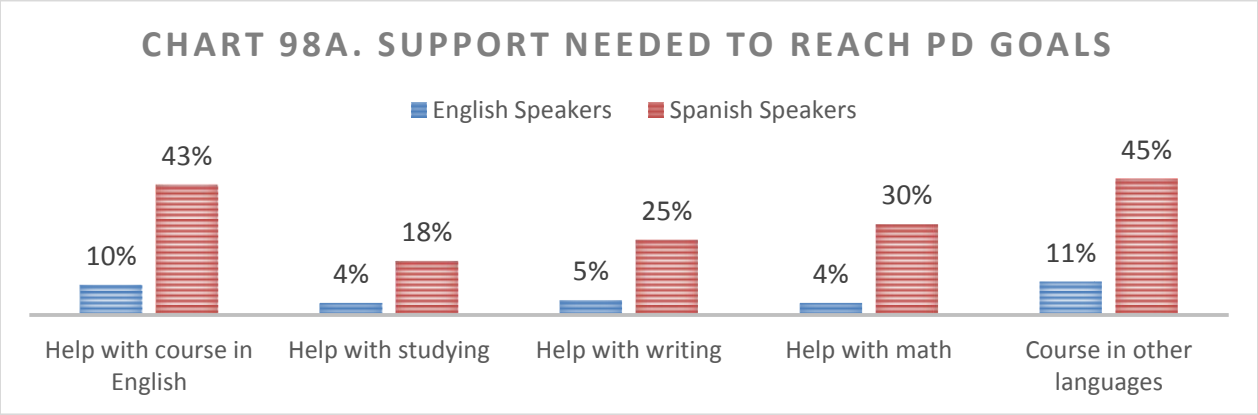
Transportation: Spanish speaking educators were the one group to request transportation to support them in their goals (17%).

Online Courses: 21% of English speaking educators and 37% of Spanish speaking educators requested online courses to support them in their goals.

Financial Aid: Financial support was requested by a third of English speaking educators and almost half of Spanish speaking educators as a support to help reach their professional development goals.

Courses related to infants and toddlers: Almost half (46%) of Spanish speaking educators and 17% of English speaking educators requested more courses relevant to infant/toddlers.





Help taking a course in English: Help taking a course in English was requested by 43% of Spanish speaking educators.

Help with study skills and testing taking: 4% of English speaking educators and 18% of Spanish speaking educators request help with study skills and test taking.

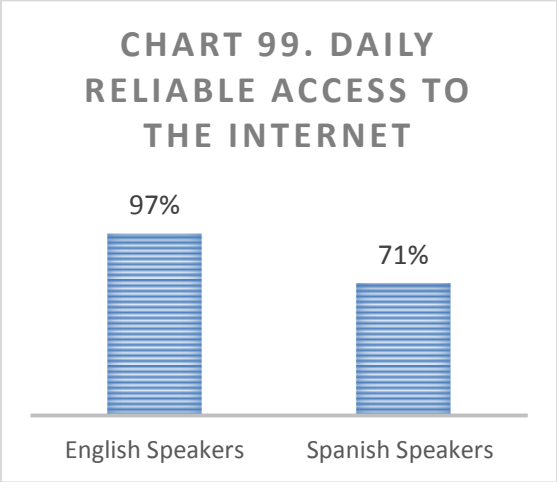
Help with writing: 5% of English speaking educators and 25% of Spanish speaking educators request help with writing.

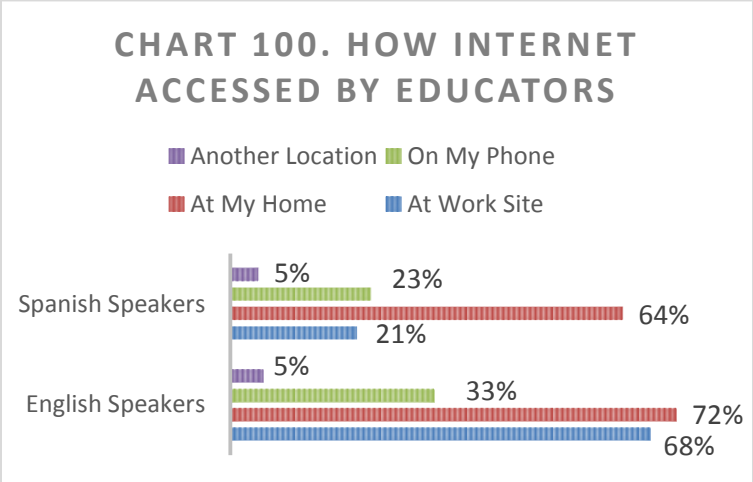
Help with math: 4% of English speaking educators and 30% of Spanish speaking educators request help with math.

Courses offered in other lanaguage: Courses in other languages was requested by 45% of Spanish speaking educators.

Internet Access

English and Spanish Speaking Educators: 97% of English speaking and 71% of Spanish speaking family child care educators report they have reliable, daily access to the internet. Respondents report accessing the internet most often at home and at the FCC (the "work site").





V. Key Findings

The Rhode Island Early Learning Workforce Study addressed three key research questions:

1. What are the key characteristics of the early child care workforce?
2. Who are the populations served by the centers and family child care programs?
3. What are the current and future educational and professional development needs of the child care workforce?

Before addressing the findings of each of the research questions, the following data points are presented to provide contextual information about the child care programs in which Rhode Island's early childhood workforce is employed.

- More than 33% of responding center directors report that their center has been affected by the following in the past year: families are behind on payment, enrollment has been low, their center has limits on purchasing or has been unable to purchase equipment and/or materials, and staff salaries have been stagnant.
- Engaged programs (defined as those accredited by in NAEYC, involved in BrightStars or involved in the RIDE Comprehensive Early Childhood Education (CECE) Program Approval) are more likely than non-engaged programs to report that in the last year staff at their center have been laid off and that staff salaries and/or hours have been cut.
- Center directors responding from centers in Rhode Island's core cities (Central Falls, Pawtucket, Providence and Woonsocket) are less likely than centers in non-core cities to report difficulty in finding qualified staff for their center. Center directors report that it is easier to find qualified staff in Rhode Island's core cities.
- As compared to Head Start programs, non-Head Start programs are more likely to report classroom closures, families who are behind on paying their child care fees, low enrollment, and they have cut staff salaries and/or hours.

- Center directors responding from larger programs (programs with more than 100 children) report more staff layoffs, classroom closures and difficulty in finding qualified staff than small or medium sized programs.
- As compared to medium or large programs, center directors responding from small programs (programs with less than 60 children) are more likely to report low enrollment and limits on purchases of equipment and/or materials.
- As compared to small or large programs, center directors responding from medium sized programs (programs with between 60 and100 children) are more likely to report their program had cut staff benefits.
- 18% of centers had to close a classroom in the last year; two-thirds of classroom closures affected preschool classrooms.
- As reported by family child care educators, more than a third of family child care programs have been affected by the following in the past year: low enrollment, families behind on paying fees, limited or no support for attending professional development activities, limits or an inability to purchase equipment and/or materials, stagnant staff salaries and cutting of staff benefits, salaries and/or hours.

Research Question 1: What are the key characteristics of the early child care workforce?

1. **As compared to a national sample, Rhode Island has a greater number of teaching staff working part time[48].**
    - 36% of Rhode Island center teaching staff[49] report working part time compared to 26% of teaching staff in a national sample of teachers. 64% of Rhode Island teaching staff work full

[48] As defined by the National Survey of Early Care and Education (NSECE), part time work is less than 35 hours per week. When comparing to the national sample, analyses of Rhode Island teaching staff hours are conducted with this definition. All other analyses of hours worked use the definitions outlined in the Early Learning Workforce Study center director survey: part time is less than 30 hours per week and full time is 30 hours or more per week.
[49] Teaching staff in Rhode Island includes education coordinators, teachers and assistant teachers.

time compared to 74% of teachers nationally.

- There is a greater percentage of assistant teachers working part time than assistant directors, education coordinators or teachers.

2. **As compared to center staff, family child care educators are more likely to work more than 40 hours per week.**
   - 71% of family child care educators report working more than 40 hours a week. 36% report working more than 50 hours a week. This compares to 17% of assistant directors, 9% of education coordinators, 6% of teachers and 3% of assistant teachers who report working more than 40 hours a week.

3. **As compared to a national sample of teachers, Rhode Island's workforce has fewer years of teaching experience.**
   - 19% of teaching staff in Rhode Island have less than a year of experience in the early childhood field as compared to 4% of teachers in a national sample who have less than a year of experience.
   - 23% of Rhode Island teaching staff have 10 or more years of experience compared to 50% of teachers from a national sample.

4. **Child care center administrators in Rhode Island have more years of experience than center teaching staff.**
   - Assistant directors in Rhode Island child care centers have more years experience than teaching staff. 46% of assistant directors have 10 or more years of experience compared to 15% of assistant teachers who have 10 or more years of experience.

5. **Family child care educators in Rhode Island have more years of experience than child care center directors.**
    - 56% of family child care educators report having 10 or more years of experience as compared to 34% of center directors who report 10 or more years of experience.

6. **27% of centers report turnover in teaching staff in the last year.**
    - Of those reporting turnover, 41% of child care centers experienced turnover in teachers and 47% experienced turnover in assistant teachers.
    - Small programs had a higher turnover rate than medium or large programs; there was a 44% turnover rate in small programs versus 21% in medium programs and 16% in large programs.
    - Turnover rates did not differ between engaged versus not-engaged programs or in programs in the core cities versus those not in the core cities. There was not a large enough sample to compare Head Start programs versus non-Head Start programs.

7. **Rhode Island teaching staff earn more money per hour than a national sample of teachers.**
    - Teaching staff in Rhode Island earn a median hourly wage of $11.92. Nationally, teaching staff earn a median hourly wage of $10.60.
    - Reported salaries are in alignment with the professional level of staff; assistant directors and directors earn more than teachers or assistant teachers.
    - 55% of assistant directors, 46% of education coordinators, 17% of teachers and 2% of assistant teachers earn $30,000 or more a year. 77% of assistant teachers, 37% of teachers and 20% of education coordinators earn less than $20,000 a year.
    - 42% of Spanish speaking family child care educators and 23% of English speaking family child care educators earn less than $20,000 a year.

8. Wages increase as education increases.

- Teaching staff in Rhode Island who have a high school diploma or less earn $9.50/hour compared to $10.00/hour for those with college credits, $12.00/hour for those with an Associate's degree and $14.25 for those with at least a Bachelor's degree.
- Nationally, teachers with a high school diploma or less earn $9.00/hour, $9.30/hour with college credits, $11.00/hour with an Associate's degree and $14.70/hour with at least a Bachelor's degree.

9. Infant/toddler teaching staff earn less than preschool teaching staff.

- Infant/toddler teaching staff in Rhode Island earn a median hourly wage of $10.50 compared to preschool teaching staff that earn $13.00/hour.
- Infant/toddler teachers have less education and are paid less than preschool teachers.
- Even when comparing infant/toddler teachers and preschool teachers with comparable education, infant/toddler teachers are paid less. Rhode Island infant/toddler teachers with at least a Bachelor's degree earn $13.00/hour. Preschool teachers with at least a Bachelor's degree earn $15.25/hour.

10. Half of full time center staff have access to health insurance. 57% of family child care educators have health insurance.

- 50% of child care centers offer health insurance to their full time staff. 8% offer health insurance to their part time staff. 93% of programs ask staff to partially pay for their health insurance.
- 57% of family child care educators report having health insurance. No family child care owners report offering health insurance to their assistants.

11. 32% of full time center staff do not have access to paid vacation and almost half do not have access to sick leave. In family child care homes, less than a third of assistants have access to paid vacation or sick leave.

- 68% of center programs offer paid vacation to full time staff and 27% offer paid vacation to part time staff. 55% of center programs offer paid sick leave to full time staff and 25% offer paid sick leave to part time staff.
- 29% of assistants within family child care homes are provided with paid vacation, 29% are provided paid holidays and 12% are provided paid sick leave.

12. Long term benefits from employment, including disability insurance and retirement plans, are offered to less than half of center staff.

- 40% of center programs offer a retirement plan to full time staff (only 14% of program fully fund the retirement program). 10% of center programs offer a retirement plan to part time staff.
- 31% of center programs offer disability insurance to full time staff[50]. 14% of center programs offer disability insurance to part time staff.
- Only one of the 87 family child care educators who employ assistants offers a retirement plan and disability insurance.

Research Question 2. Who are the populations served by the centers and family child care programs?

1. Preschoolers are the most commonly served population by centers and family child care homes.

[50] Rhode Island has a state-run short-term disability insurance program managed by the Department of Labor and Training. The majority of private employers/employees are required to participate in this program. In responding to this question, center staff may have been unaware of this program or misunderstood the question since disability insurance is offered through the state and not directly by the center. This context is important to keep in mind when responding to this data.

- 92% of responding centers serve preschoolers. Fewer programs serve toddlers (62%), school age children (51%) and infants (43%).
- 84% of family child care homes serve preschoolers, 73% serve toddlers, 72% serve school age and 61% serve infants. Spanish speaking family child care educators are more likely to serve school age children.

2. **The majority of centers and family child care homes have children enrolled who speak a language other than English.**
    - Three-quarters (76%) of centers have children enrolled who speak a language other than English in the home.
    - 57% of family child care educators report that more than half of their enrollment is children who speak a language other than English in the home.

Research Question 3. What are the current and future educational and professional development needs of the child care workforce?

1. **Three-quarters of center directors report having achieved a 4 year college degree, many in early childhood education.**
    - Three-quarters of center directors report having a Bachelor's degree or higher level degree.
    - 31% of center directors report having a Bachelor's degree in early childhood education. An additional 15% of center directors report having a Master's degree in early childhood education.
    - Engaged programs, those participating in national accreditation, BrightStars or the RIDE Comprehensive Early Childhood Education Program Approval, are more likely than non-engaged programs to have a director with a Master's degree.

- As compared to directors of programs in non-core cities, center directors who work at programs in the core cities (Central Falls, Pawtucket, Providence or Woonsocket) are more likely to have a Master's degree.

2. **Education level of Spanish speaking family child care educators is lower than the education level of English speaking family child care educators.**
   - 23% of Spanish speaking family child care educators have less than a high school diploma compared to 5% of English speaking family child care educators.
   - 15% of Spanish speaking family child care educators have at least a two year college degree compared to 31% of English speaking educators.
   - Although Spanish speaking family child care educators have lower levels of education than English speaking family child care educators, data shows Spanish speaking educators have a greater desire to pursue additional education; 37% of Spanish speaking educators want to pursue at least a two year college degree as compared to 20% of English speaking educators.

3. **There are more Rhode Island teaching staff with Bachelor's degrees than in a national sample of teachers.**
   - 31% of Rhode Island teaching staff have a Bachelor's degree compared to 26% of a national teaching sample. 9% of Rhode Island teaching staff have a Master's degree compared to 9% of a national teaching sample.

4. **As compared to a national sample of teachers, fewer infant/toddler teachers in Rhode Island have a Bachelor's degree. However, more Rhode Island infant/toddler teachers have some college credits when compared to a national sample.**

- 15% of the Rhode Island infant/toddler teaching staff have a Bachelor's degree as compared to 19% of a national sample.
- 44% of the Rhode Island infant/toddler teaching staff have some college credits compared to 36% of the national sample.

5. **Similar to national trends, Rhode Island infant/toddler teaching staff have less education than preschool teaching staff.**
   - 24% of the infant/toddler teaching staff in Rhode Island have a high school diploma or less compared to 8% of the preschool teaching staff.
   - 15% of the infant/toddler teaching staff have a Bachelor's degree compared to 47% of the preschool teaching staff.
   - These trends are similar to national data. 47% of the Rhode Island preschool teaching staff have a Bachelor's degree compared to 45% of a national teaching sample of preschool teachers. 15% of the Rhode Island infant/toddler teaching staff have a Bachelor's compared to 19% of the national infant/toddler teaching sample.

6. **As compared to a national sample of family child care educators, a smaller percentage of Rhode Island family child care educators have an Associate's or Bachelor's degree.**
   - 10% of family child care educators in Rhode Island have an Associate's degree compared to 16% of a national sample of family child care educators.
   - 14% of family child care educators in Rhode Island have at least a Bachelor's degree compared to 16% of a national sample of family child care educators.

7. **The Rhode Island child care workforce is interested in pursuing higher levels of education, particularly Bachelor's and Master's degrees.**

- 31% of assistant directors, 45% of education coordinators, 42% of teachers and 28% of assistant teachers are interested in pursuing a Bachelor's or Master's degree.
- 4% of assistant directors, 2% of education coordinators, 15% of teachers and 10% of assistant teachers are interested in pursuing a Bachelor's degree in early childhood education.
- 10% of assistant directors, 25% of education coordinators, 15% of teachers and 8% of assistant teachers are interested in pursuing a Master's degree in early childhood education.
- 8% of English speaking family child care educators and 23% of Spanish speaking family child care educators are interesting in pursuing a Bachelor's or Master's degree.
- 5% of English speaking family child care educators and 9% of Spanish speaking family child care educators are interested in pursuing a Bachelor's degree in early childhood education.
- 2% of English speaking family child care educators and 10% of Spanish speaking family child care educators are interested in pursuing a Master's degree in early childhood education.

8. The Rhode Island child care workforce is interested in pursuing teacher certification, primarily certification in early childhood, PreK to Grade 2.

- 45% of directors have a Rhode Island teaching certificate. 67% of education coordinators, 34% of assistant directors, 25% of assistant directors, 25% of teachers and 6% of assistant teachers have a Rhode Island teaching certificate.
- 10 assistant directors[51], 19 education coordinators, 147 teachers and 118 assistant teachers want to pursue a teaching certificate in early childhood PreK- Grade 2. Smaller numbers want a teaching certificate in early childhood special education and elementary education grades 1-6.

[51] Data are presented in actual numbers rather than percentages because of the small sample. These numbers within the context of the response rate can be used to estimate demand for certain programs.

- 14% of family child care educators and 9% of family child care assistants have a Rhode Island teaching certificate.
- 8 English speaking family child care educators and 7 of Spanish speaking family child care educators want to pursue teaching certification.

9. Participation in professional development primarily occurs thru onsite trainings, workshops and conferences.

- Participation in professional development for center staff primarily occurs thru onsite trainings and workshops. In addition to onsite trainings and workshops, administrative staff are also likely to attend conferences.
- Participation in professional development for family child care educators primarily occurs thru workshops and conferences.

10. Financial aid, online courses and mentors are the primary resources needed to support the family child care workforce in meeting their professional development goals[52].

- 34% of English speaking family child care educators and 47% of Spanish speaking family child care educators report they need financial aid to support them in reaching their professional development goals.
- 21% of English speaking family child care educators and 37% of Spanish speaking family child care educators need online courses to support their professional development goals.
- 14% of English speaking family child care educators and 40% of Spanish speaking family child care educators need mentors to support their professional development goals.

[52] Professional development goals may include goals related to educational advancement.

11. As compared to other teaching staff, assistant teachers and Spanish speaking family child care educators report needing specific supports to help them reach their professional development goals.

- Assistant teachers and Spanish speaking family child care educators report needing help with study skills and test taking, help taking courses in English, and help with math and writing assignments..
- 47% of Spanish speaking family child care educator report they need courses related to infants and toddlers to help them reach their professional development goals.

12. The level and type of supports offered by child care centers to staff range across centers and staff positions.

- About half of center directors report their center offers mentoring, orientation, paid planning and preparation time and financial support for trainings and local conferences.
- About a third of center teaching staff report being offered paid planning time. About a quarter report being offered mentoring within the program. Less than a quarter of teaching staff report they are offered orientation.
- Education coordinators are more likely than teachers and assistant teachers to be offered financial support to attend local and national conferences.

13. The majority of the child care workforce reports having reliable access to the Internet.

- 97% of directors, 99% of assistant directors, 97% of education coordinators, 95% of teachers and 93% of assistant teachers report reliable Internet access. Internet is primarily accessed in the home.
- 97% of English speaking family child care educators and 71% of Spanish speaking family child care educators report reliable Internet access. Internet is primarily accessed in the home.

VI. Recommendations and Considerations

The following recommendations are based on the findings from the Early Learning Workforce Study that are presented above and in the comprehensive final report. The objective of this study is to provide information that will help to inform the development of statewide policies, programs and initiatives to support individuals working in early learning programs to improve the school readiness of children.

1. Continue to track key variables over time through the Early Care and Education Data System/Workforce Registry.
2. Use the results of this study to align technical assistance and professional development that is provided to the early child care workforce.
3. Use the results of this study to inform ongoing data collection efforts.
4. Consider the larger context of the programs in which the workforce is employed when designing supports. Context may include, but is not limited to, financial constraints that affect staff, program location, program size, experience of directors and teaching staff and type of program funding.
5. Identify best practices for offering professional development opportunities to part time child care staff.
6. Investigate why infant/toddler teachers earn less than preschool teachers even when staff have comparable education levels.
7. Investigate why there is less availability of infant/toddler care within child care programs and whether there is demand for more spaces.
8. Tailor technical assistance and professional development to the unique needs of different positions and populations of the child care workforce.
9. Invest in online options for professional development opportunities.

10. In considering the high demand for Bachelor's and Master's level programs, determine whether there are current programs to meet the demand, if this is a gap in services or if there are other obstacles that prevent the workforce from entering programs.
11. Align TEACH scholarships with the expressed demand for increased education.
12. Consider the impact increased education level has on wages, turnover and departure from the field.
13. Consider whether the child care workforce has adequate knowledge to serve children learning English and/or children who speak a language other than English. If this is a gap in workforce knowledge, create professional development supports to address this need.
14. Consider whether the child care workforce is adequately trained to serve infants/toddlers effectively. If this is a gap in workforce knowledge, create professional development supports to address this need.

VII. Appendices

Appendix A. Data from "Other" Questions

Various questions throughout all three surveys asked for narrative information referred to as "other" information. Detailed "other" information is presented from the three surveys below.

1. Number of College Credits.

Directors: Number of College Credits. If respondents reported they have college credits, either in ECE, childhood development or another field, they were asked to report how many credits they have. 14 respondents noted their current credit level.

1-12 credits	3 respondents (21.4%)
13-17 credits	2 respondents (14.3%)
18-23 credits	2 respondents (14.3%)
More than 24 credits	6 respondents (42.9%)

Directors that reported having some college credits in another field, reported the following fields: Business or Accounting degree (1) and Communications degree (1).

Center Staff: Number of College Credits. If respondents reported they have college credits, either in ECE, childhood development or another field, they were asked to report how many credits they have.

College Credits				
	1-12 credits	**13-17 credits**	**18-23 credits**	**24 or more credits**
Assistant Director (n = 7)	3 (42.9%)	1 (14.3%)	2 (28.6%)	1 (14.3%)
Education Coordinator (n = 5)	2 (40.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)
Teacher (n = 66)	26 (39.4%)	11 (16.7%)	7 (10.6%)	22 (33.3%)
Assistant Teacher (n = 83)	36 (43.4%)	13 (15.7%)	16 (19.3%)	18 (21.7%)

Staff who reported having some college credits in another field, reported the following fields: General Studies (21), Early Childhood Education (19), Psychology (9), Business (8), Nursing (8) (including

Licensed Practical Nursing and Pediatrics), Liberal Arts (5), Elementary Education (5), Criminal Justice (5), Special Education (4), Social Work (3), General Education (3), Accounting (2), Physical Education (2), Human Services (2), Associates in Art (1), Chemical Technology (1), Child Development (1), Communications (1), Culinary Arts (1), Education (1), English (1), Health Education (1), Human Services Management (1), Management (1), Massage Therapy (1), Medical Assistant (1), Medical Field (1), Music (1), Musical Theater (1), Network Engineer (1), Nutrition (1), Occupational Therapy (1), Pharmacy Technician (1), Political Science/Law (1), Respiratory Therapy (1), Social Services (1), Special Education K-6 (1), Speech Language Hearing Science (1), Studio Art (1), Assistant teacher Certificate (1), Women Studies (1) and X-Ray (1).

Family Child Care Educators: Number of College Credits. If respondents reported they have college credits, either in ECE, childhood development or another field, they were asked to report how many credits they have. The following table breaks down the number of credits reported by respondents. 62 survey respondents answered this question.

1-12 credits	37 providers (59.7%)
13-17 credits	4 providers (6.5%)
18-23 credits	5 providers (8.1%)
More than 24 credits	16 providers (25.8%)

Family child care educators that reported having some college credits in another field, reported the following fields: Pharmacy (1), Criminal Justice and Sociology (1), Administration (1), Travel and Tourism (1) and a Bachelors in Commerce and Administration (1).

Family Child Care Assistants: Number of College Credits. If respondents reported they have college credits, either in ECE, childhood development or another field, they were asked to report how many credits they have. The following table breaks down the number of credits reported by FCC assistants. 24 survey respondents answered this question.

1-12 credits	8 assistants (33.3%)
13-17 credits	5 assistants (20.8%)
18-23 credits	3 assistants (12.5%)
More than 24 credits	8 assistants (33.3%)

2. *Other* types of certificates

Directors: Current Rhode Island Teaching Certificates. Three directors specified "other" certificates they currently have. Directors reported: K-8 Special Education, Middle School Endorsement in English and Teacher of Hearing Disorders Grades PK-12.

Center Staff: Current Rhode Island Teaching Certificates. Staff were asked what "other" certificates they currently have. Some staff indicated multiple certificates; therefore the number of certificates indicated is greater than the number of staff who answered this question. Staff reported: Assistant teacher Certification (7), Literacy coach/specialist, K-12 (2), Elementary Education, K-8 (2), ELS (2), Reading Specialist (2), Adaptive Physical Education (1), Administration in Special Education (1), Art: Pre K-grade 12 (1), Early Childhood Education (1), K-12 Health and Physical Education (1), Library Media (1), Middle School / High School (1), Music PK-12 (1), PH-5 Life Certificate (1), PRAXIS I+II (1), Secondary English (1), Special Education (10) (including: K-12, K-8, Profound/Severe, 1st-6th and Mild/Moderate), State of Connecticut (1) and Substitute teacher PK-12 (1).

Family Child Care Educators: Current Rhode Island Teaching Certificates. Two educators specified "other" certificates they currently have. Educators reported: "Early childhood certificate at CCRI" and "elementary teacher/Cape Verde".

3. **"Other" types of associates degrees**

Directors: Associates degrees. Licensed Practical Nurse (1) and Liberal Arts (1).

Center Staff: Associates degrees. Staff who reported having an Associate's degree, reported the following fields: General Studies (7), Business (5), Art (4), Special Education (3), Science (3), Psychology (3), Nursing (3), Accounting (2), Education / Special Education (2), Elementary Education (2), Occupational Therapy Assistant (2), Administrative Assistant (1), Building and Architectural Engineering (1), Communication (1), Computer Programming Technology (1), Criminal Justice (1), Early Childhood Education (1), Fine Arts (1), General Education (1), Human Services (1), Interior Design (1), Liberal Arts (1), Marketing (1), Social Work (1) and Travel and Tourism (1).

Family Child Care Educators: Associates degrees. FCC educators who reported having an Associate's degree, reported the following fields: Science (1)**,** Business (1), Arts (1), Business administration (1), administrative assistant (1), animal science (1), general studies (1) and photography (1).

4. **"Other" types of Bachelor's Degrees**

Directors: Bachelor's degrees. Directors who reported having a Bachelor's degree, reported the following fields: Elementary Education (11), Psychology (6), Business Administration/Management (3), Human Services (3), Human Development & Family Studies (2), Art Education (1), Communication Disorders (1), Community Development (1), Corrections (1), Early Childhood Education (1), English (1), General Studies (core in education) (1), Mathematics (1), Social Science (1), Sociology (1) and Studio Arts (1).

Center Staff: Bachelor's Degrees. Staff who reported having a Bachelor's degree, reported the following fields: Elementary Education (35), Psychology (28), Family Studies (14), English (13), Business (10), Human Development (10), Arts (8), Special Education (7), Communications (5), Education (5), History (4), Marketing (4), Nursing (4), Sociology (4), Speech (3) (including: Hearing Science, Communication, and Language Pathology), Political science (3), Science (3), Art Education (2), Art History (2), Early Childhood Education (2), Environmental Science (2), Music (2), Spanish (2), Accounting (1), Ceramics (1), Civil Engineering (1), Communicative Disorders (1), Community Health Education (1), Engineering (1), Family Development (1), Family Service (1), Food Science and Nutrition (1), Food Service Management (1), French (1), General Studies (1), Hospitality Management (1), Hotel Management (1), Human Services (1), Information Technology (1), International Studies (1), Management (1), Middle School Education (1), Nuclear Medicine (1), Slavic Studies (1), Social and Health Services (1), Social Work (1), Sports Management (1), Studio Art (1), Theater (1), Travel and Tourism Management (1), Wildlife Conservation Biology (1) and Women's Studies (1).

Family Child Care Educator: Bachelor's degrees. Educators who reported having **a** Bachelor's degree, reported the following fields: Elementary Education (3), Elementary Education and Music (1), Severe and Profound Education (1), Criminal Justice & Sociology (1), Economics (1), Speech Communications (1), Social Work (1), Psychology and Religious Studies (1), Nursing (1), Administration (1), Retail Management (1), Psychology (1) and Marketing (1).

Family Child Care Assistant: Bachelor's degrees. Family Child Care Assistants who reported having a Bachelor's degree, reported the following fields: Elementary Education (1), Arts and Political Science (1), Accounting (1), Education (1), English (1) and Fine Arts (1).

5. "Other" types of Advanced Degrees

Directors: Advanced degrees. Directors who reported having an advanced degree, reported the following fields: Elementary Education (4), Special Education (3), Psychology (2), Cultural Studies, International Relations (1) and Education of the Deaf (1).

Center Staff: Advanced Degrees. Staff who reported having an advanced degree, reported the following fields: Special Education (8), Education (5), Psychology (3) (including: counseling, development and school), Elementary Education (3), Reading (2), Arts (1), Business Administration (1), Criminal justice (1), Educational Leadership (1), ESL (1), Finance (1), Foreign Languages (1), Health Education (1), Library science (1), Literacy (1), Music Performance (1), Nutrition (1), Social Work (1).

Family Child Care Educator: Advanced degrees. Family Child Care Educators who reported having an advanced degree, reported the following fields: Masters in Early Childhood Education (1), and Masters in Elementary Education (1) and Education of Science, grade 5-12 (1).

6. "Other" types of Specialized Training

Center Staff: Specialized Training. Of the staff who reported attending specialized training, the specific trainings indicated were: CPR/ First Aid (18), RIELS (General) (15), REILS 2 (13), Incredible Years Training (6), Autism (4), RIELS 1 (4), SIDS/Trauma (4), CLASS Training (3), Care Courses (3), CDA (3), PBIS (3), RIELS 3 (3), Therapeutic Behavior Training (3), Behavior Management (3), Handle with Care Restraint Training (2), Ready to Learn Providence Classes (2), Sign Language Training (2), Technology Training (2), Student Teacher Classes (2), Bright-Stars Classes (2), Administration (1), AIU online classes (1), Anxiety (1), ASL (1), BA in Psychology (1), Bradleys (1), Camp Training (1), CAN (1), Child Abuse (1), Child Care Support Network (1), Childcare Courses (1), Classroom Observations (1), College Courses (1), Communication Training (1), Data Team (1), Early Learning Standards (1), EC Conference (1), ECE Administration Fellowship at UCLA School of Management (1), ECERS Training (1), Education Psychology (1), Facilitating Staff Course (1), Family Fun Activities Instructor (1), Foster

Care Training (1), Foundations (1), Grant Training (1), Handwriting Without Tears (1), Middle School (1), Mid-Wifery Classes (1), Montessori (1), Moram Workshop (1), Next Steps (1), Nutrition for Toddlers (1), PECS Training (1), Planning/ Curriculum Training (1), Primary Orientation Training (Montessori) (1), Reading Professional Development Articles and writing summaries (1), Responsive Classroom (1), Rhode Island College Classes (1), School Wide Positive Behavioral Support Systems (1), Science with Water (1), Seminars (1), Special Needs Workshops (1), Statistical training in working with large scale weighted data sets (1), Teacher Strategies Gold Training (1) and Team Teaching workshop (1).

Family Child Care Educators: Specialized Training. Of the staff who reported attending specialized training, the specific trainings indicated were: CPR (1), First Aid (1), Nutrition Classes (4), Ready to Learn (2), At Home courses (1), Development and Growth of the Child (1), Autism/ How to work with Special Needs (1), CARE Courses (1), ELS (1), Enki Education Study (1), Home School (1), Curriculum written by RI resident (1), Sensory Integration (1).

7. "Other" types of Professional Development Activities

Center Staff: Other professional development activities. Staff were asked what other professional development activities they participated in. Other professional development activities staff reported attending include: CPR (7), Care Courses (6), CLASS (4), Workshops (4) (including: Math, Science and Literacy), RIELS Training (4), Correspondence Courses (3), CDA (3), RIELS 3 (2), TSG (2), Monthly written training (2), Director's Community of Practice (1), Autism Training (1), Behavioral & Social Emotional Trainings (1), Brightstar Conference (1), CCRI Warwick Lincoln (1), Child Development Course (1), Children's Friend Professional Development (1), Curriculum Planning (1), Community of Practice (1), Family Service Credentialing for Family Advocates (1), Infant Toddler Development (1), Internships (1), IYS Incredible Years (1), Job Trainings (1), On-site trainings through ERF (1), Online Research (1), PRAXIS prep (1), Presenter at the Rhode Island Early Education Conference (1), Professional Development Articles (1), Readings and discussions at faculty development meetings (1), Ready to Learn Associate (1), Rhode Island College –TEACH - Bachelor's degree (1), RI Early Childhood Conference (1), Supervisory Training (1), Waldorf Education (1), Webinars in ECE (1), Webteaching.com (1) and X-ray tech (1).

Family Child Care Educators: Other professional development activities. Educators were asked what other professional development activities they participated in. Other professional development activities

educators reported attending include: Care Courses (3), Early Leaning Standards (1), First Steps (1), Infant Development (1) and The Incredible Years (1).

8. **"Other" supports needed to accomplish professional development or educational goals**

Center staff: Other Supports Needed for Professional Development

Time/Flexibility

- Flexible work schedule (4)
- More time (in the day/ off from work) (4)

Financial Support

- Money (4)
- Financial Aid/ Scholarships (2)
- "Support for earning Master's degree (money, support, time, workplace support)"
- "This is my last year of aid benefits, then I have to pay 100% of tuition myself."

Classes (affordable)/Credits/Education

- "Advisor to help with the process to get teacher certification."
- "Guidance towards certification and classes to prepare."
- "Mentoring in advocacy work-doing workshops, research, grant writing."
- "Affordable classes in Sign Language."
- "Classes around my work schedule or time I spend at work being counted as credentials toward completion of the degree."
- "Classes at night or online that are free."
- "Computer grants / computer skills classes."
- "Credit for life experience."
- "Credit for life-long experiences."
- "Don't have the ability to work full time and do school."
- "Grant Training Programs."
- "Care Courses for on-line classes."

- “Would like to take a CDA & Courses related to infant/toddler but unable to afford it because make "too much" for assistant.”
- “Would like to transfer Montessori Credits into M. Ed., also interested in using Arts for Therapy.”
- “Interested in programs similar to TEACH program at CCRI.”
- “More college courses in Early Childhood in Newport area.”
- “More Human Services classed offered throughout the summer sessions or online.”
- “More professional development opportunities and or organizations.”
- “More school-age courses.”
- “New coursework available at the local state college level.”
- “Not sure what advanced degree I would like to pursue.”
- “PRAXIS”
- “Professional development geared towards my level of experience and that takes into account my experience and previous professional development.”
- “Professional development workshops.”
- “Quality professional development opportunities can be challenging to find at an appropriate time and for a reasonable fee.”
- “REALS Trainings.”
- “RI Teacher Certification.”
- “Support in getting RI teacher certification.”
- “Some deeper level courses.”
- “Staff Trainings and Leadership Support.”
- “TEACH program from Ready to Learn Providence.”
- “Teach scholar.”
- “Online courses would be great because I could work them into my schedule and not have to worry about losing hours at work and missing time at home, with my child.”

<u>Other</u>

- “CPR. More support in TSG.”
- “Greater opportunities.”
- “Someone to watch my elderly mom.”

Family Child Care Educators: Other Supports Needed for Professional Development

- Flexible course hours and work hours to complete course work (4)
- Mentors/Advisors (2)
- Classes in Spanish (2)
- Learn and write English (1)
- "Acceptance of Training hours for college credits. Since I received my degree more than 10 years ago my course credits are not acceptable towards an Associates or Bachelors in ECE. I have 100's of professional training hours that could be transferred to college credits therefore lessening the time frame and course work to attain a degree in the ECE field."
- "I have benefited from certain credit classes in Spanish, and parents prefer Spanish are taught [to] their children [so they will] learn another language other than [what] they will learn in school."

9. "Other" supports offered by centers

Directors: Other supports offered by centers. Ten directors reported other supports offered by their centers or made comments regarding supports:

- CPR and First Aid (2),
- Monthly staff meetings (2),
- Workshops (2),
- Care courses,
- Pre-service training and quarterly in-service trainings,
- Weekly 1 hour core meetings (Head teacher, lead Teachers and Director) and
- Head teacher observes each room for one morning every other month and offers observations.

Center Staff: Other supports offered by centers.

<u>Financial Support</u>

- Financial Aid/ Support (4)
- "TEACH program pays 80% of tuition."
- "As owner and co-teacher I do offer paid planning/ $$ reimbursement and paid time for co-teachers to attend classes or complete on-line courses. We mentor/coach each other."
- "Early Childhood Education Certification Grant"

- "Financial support for PD is provided as available and within budgetary limits; financial support for Comprehensive Member benefits to NAEYC are provided."

Other Support

- Mentoring/Consultation (4)
- TEACH (2)
- "Access to supplies classroom supplies."
- "Head Teacher & Director."
- "On-site training."
- "Reflective weekly supervision."
- "Resource Professionals from community"
- "Talking with co-teachers."
- "Teaching team meetings with Director of Center."

Appendix B. Response Rate for Center Based Teachers and Assistant Teachers by Scenario

In every scenario enrollment = 80% of licensed capacity and is based on licensed capacity by age from the *Rhode Island KIDS COUNT 2013 Factbook* (January 2013 capacity reported by the RI Department of Children, Youth and Families).

Ratios:

Age Group	Ratio
6 weeks – 18 mo.	1 to 4
18 mo. – 3 years	1 to 6
3	1 to 9
4	1 to 10
5	1 to 12

Maximum Teacher/TA Estimate – Based on Youngest Age Group in Licensed Slots
If enrollment in I/T slots is all 6 weeks – 18 mo. AND enrollment for preschool is all 3 year olds

Infant/Toddler Teachers	Preschool Teachers	Total Teachers/TAs	Total Teacher Surveys Received	Estimated Response Rate
1174	1205	2380	964	40.5%

Scenarios by Proportion of Each Age Group Enrolled
If licensed slots for each age range were split…

- **equally between 6mo-18mo. and 18mo.-3yrs and equally between 3 and 4 year olds**

Infant/Toddler Teachers	Preschool Teachers	Total Teachers/TAs	Total Teacher Surveys Received	Estimated Response Rate
979	1145	2124	964	45.4%

- **2/5 are between 6mo. – 18mo. * and 3/5 are 18mo-3yrs and equally between 3 and 4 year olds**

Infant/Toddler Teachers	Preschool Teachers	Total Teachers/TAs	Total Teacher Surveys Received	Estimated Response Rate
940	1145	2085	964	46.2%

*data from US HHS indicates that nationwide, of children younger than 3 in non-parental care, about 25% are younger than 1, 31% are between 1-2, and 44% are between 2-3. HHS did not have this data for 3 and 4 years olds.

- **1/3 are between 6mo. – 18mo. and 2/3 are 18mo-3yrs and equally between of 3 and 4 year olds**

Infant/Toddler Teachers	Preschool Teachers	Total Teachers/TAs	Total Teacher Surveys Received	Estimated Response Rate
913	1145	2059	964	46.8%

- **2/5 are between 6 mo. – 18 mo. and 3/5 are 18 mo. – 3yrs and 1/3 are 3 year olds and 2/3 are 4 year olds**

Infant/Toddler Teachers	Preschool Teachers	Total Teachers/TAs	Total Teacher Surveys Received	Estimated Response Rate
940	1125	2065	964	46.7%

Appendix C. Surveys

~ Child Care Center Early Workforce Survey for Administrators[53]~

Instructions: Please read through the entire survey before beginning to answer any questions. After reading through the survey, determine who could best complete the survey fully knowing that in some cases it could be more than one person at the site completing certain sections. **Please have all staff who work in classrooms or administrative positions complete the included "Center Staff Survey" enclosed.** Staff can complete the survey and return it to the center's director to send back with this survey; they can send their completed survey back on their own; they can complete the survey on-line through Survey Monkey; or they can drop off their survey at a local DHS office at *57 Howard Ave, Louis Pasteur Building #57, Cranston, RI or the RIDE office at 255 Westminster, 4th Floor, Providence, RI.*

Materials that will help you in filling out the survey include: the "Center Staff Survey", personnel records, professional development records, and demographic information on the children.

For the person(s) that helped to complete this particular survey, what is your job title(s)? _____

The Program

1. What is the name of the child care center where you are employed?

2. How many surveys did you distribute to staff?_____

3. What town is your program located in? _____

4. How long have you been the director of the center where you are currently working? (Please check one):
___less than a year ___1-3 years ___4-5 years
___6-10 years ___11-15 years ___16-20 years
___21-25 years ___more than 25 years

5. How long have you worked in the early childhood education profession? (Please check one):
___less than a year ___1-3 years ___4-5 years
___6-10 years ___11-15 years ___16-20 years
___21-25 years ___more than 25 years

6. Is your program…? (Check one):
___ not-for-profit ___ for-profit

7. Which of the following does your center offer? (Please check all that apply):

___full-day care (6 hours or more) ___academic year only care

___part-day care (less than 6 hours) ___after school care

___full week care (5 days or more) ___before school care

[53] Slight modifications were made to this version of the survey to reflect changes that we would recommend were someone to replicate parts of this survey.

___partial week care (4 days or less) ___night/evening care (after 7:00 pm)

___school-age care ___weekend care

___full-year care ___Other:_____

8. Do you receive funding from any of the following? (Check all that apply)

__Early Head Start
__Head Start
__State Funded Pre-Kindergarten Program
__Child and Adult Care Food Program (CACFP)
__None of the above

Does your program participate in the following quality initiatives? (Check all that apply):

9. NAEYC Accreditation: ___accredited ___currently seeking accreditation
10. BrightStars: ___Yes ___ No
11. If your program does participate in BrightStars, please specify current star level: ____
12. RIDE Comprehensive Early Childhood Education Approval: ___Yes ___ No

13. How many full-time staff members does your center employ?

	Full-time *(30 hours or more per week)*
Administrators/Directors	
Assistant Administrator/Director	
Head Teachers/Ed. Coordinators	
Teachers	
Assistant Teachers	
Floaters/Substitutes	
Total Paid Staff	

14. How many part-time staff members does your center employ?

	Part-time *(29 hours or less per week)*
Administrators/Directors	
Assistant Administrator/Director	
Head Teachers/Ed. Coordinators	
Teachers	
Assistant Teachers	
Floaters/Substitutes	
Total Paid Staff	

15. What is the total number of children enrolled full-time at your center for each of the age groups below?

Age Group	Full-Time Enrollment
Infants (birth-18 months)	
Toddlers (18 months-35 months)	
Preschoolers (3-5 year olds)	
School-age (age 5 and up, including Kindergarten)	

16. What is the total number of children enrolled part-time at your center for each of the age groups below?

Age Group	Part-Time Enrollment
Infants (birth-18 months)	
Toddlers (18 months-35 months)	
Preschoolers (3-5 year olds)	
School-age (age 5 and up, including Kindergarten)	

17. Does your program accept children receiving a subsidy from DHS' Child Care Assistance Program (CCAP)?: ___yes ___no

18. If yes, how many **infant, toddler, and/or preschool children ONLY** in your center are in the CCAP program?_____

19. Are there children who speak a language other than English in their home?: ___yes ___no
    a. If yes, how many?_____

20. In the past year, has your center closed any classrooms?: ___yes ___no
If yes, how many?: _____

21. If classrooms have been closed, what age groups were affected? (Please check all that apply):
___Infant classrooms
___Toddler classrooms
___Preschool classrooms
___School-age classrooms
Other: _____

22. Has your center been affected by any of the following in the past year? (Please check all that apply):
___layoff staff
___low enrollment
___ difficulty finding qualified staff
___stagnant salaries (no raises)
___cutting staff salaries and/or hours
___cutting staff benefits
___families behind on paying their child care fees
___limits or no purchasing of equipment and/or materials
___limits or no support for attending professional development opportunities

___Other:_____
___None of the above

Compensation and Supports

What is the range of the hourly rate of pay by job title at your center? :

23. Please indicate the **lowest** hourly rate of pay for the positions listed below.
24. Please indicate the **highest** hourly rate of pay for the positions listed below.

	Lowest Rate of Pay	**Highest Rate of Pay**
Administrators/Directors		
Head Teachers/ Education Coordinators		
Teachers		
Teacher Assistants/Teacher Aides		
Other, please specify: _____		

25. What benefits does your center provide to staff? (Please check all that apply for full and part time staff):

	Full-time (work 30 hours or more per week)	**Part-time** (work 29 hours or less per week)
Health Insurance		
Dental Insurance		
Disability Insurance		
Paid Vacation		
Paid Sick Leave		
Retirement Plan		
Paid Holidays (ex: New Year's Day)		
Financial assistance for college credits/professional development		
Reduced rates for children of staff		
Other Please Specify: _____		
None of the above		

26. If your center offers *health insurance*, is it fully funded by the center? ___ yes ___ no
    a. If no, what percentage does the employee pay for? _____%

27. If your center offers *dental insurance*, is it fully funded by the center? ___ yes ___ no
    a. If no, what percentage does the employee pay for? _____%

28. If your center offers a *retirement plan*, is it fully funded by the center? ___ yes ___ no

29. Has there been staff turnover (staff have left this center) in these positions in the past 12 months?

30. If yes, how many staff members from each position have left in the past 12 months?

	Turnover in past 12 months	**Number of Staff that Have Left in the Past 12 Months**
Administrators/Directors	__Yes __No __N/A	
Head Teachers/ Education Coordinators	__Yes __No __N/A	
Teachers	__Yes __No __N/A	
Teacher Assistants/Teacher Aides	__Yes __No __N/A	
Floaters/Substitutes	__Yes __No __N/A	

31. What types of supports are offered to staff? (Check all that apply):

Supports	**Offered**
Mentoring or coaching by someone in the center	
Mentoring or coaching by an independent mentor/coach	
Orientation before beginning new responsibilities	
Paid planning/prep time	
Financial support to take college courses	
TEACH Scholarship Program	
Financial support for other trainings/professional development	
Financial support to attend national conferences	
Financial support to attend local conferences	
Other supports Please specify: _____	
None of the above	

32. What do you consider to be your annual salary? (Check one)

___ Less than $15,000
___$15,001-$20,000
___$20,001-$30,000
___$30,001-$40,000
___$40,001-$50,000
___$50,001-$60,000
___$60,001-$70,000
___$70,001-$80,000
___$80,001-$90,000
___$90,001-$100,000
___ Above $100,001

33. Do you work another job? ____ yes ____ no
34. If yes, how many hours do you work each week? ____hours/week
35. If yes, what is your average hourly wage? $_____/hour

Professional Development

36. What is your current education level? (Please pick one that most closely describes):
___high school not completed
___high school diploma/GED
___CDA credential
___Some college credits in Early Childhood Education or Child Development
___Some college credits in another field
___Associates degree in Early Childhood or Child Development

___Associates degree in another field
In what field do you have an associate's degree? _____

___Bachelors degree in Early Childhood or Child Development
___Bachelors degree in another field
In what field do you have a bachelor's degree? _____
___Advanced degree in Early Childhood or Child Development
___Advanced degree in another field
In what field do you have an advanced degree? _____

37. If you have some college credits, how many credits do you have?
☐1-12 credits ☐13-17 credits ☐18-23 credits ☐24 or more credits

38. If your college credits are in another field, in what field do you have these credits?
_____

39. Do you have RI teacher certification? ____yes ____no

40. If yes, please indicate what type(s) of certificate(s) you have:
___Early Childhood, Grades PK-2 ___Early Childhood Special Education
___Elementary Education, Grades 1-6 ___Other: _____

41. Are you currently pursuing or interested in pursuing any of the following (please check below):

	Currently Pursuing	**Interested** in Pursuing
CDA credential		
College Credits in Early Childhood Education or Child Development		
College credits in another field		
Associates degree in Early Childhood or Child Development		
Associates degree in another field		
Bachelors degree in Early Childhood or Child Development		
Bachelors degree in another field		
Advanced degree in Early Childhood or Child Development		
Advanced degree in another field		
RI Teacher Certification a. Early Childhood (Grades PK-2) b. Early Childhood Special Education c. Elementary Education (Grades 1-6) d. Other:_____		
None of the above		

42. What supports would you need to reach your professional development goals? (Check any that apply)?

Child care for my children	
Mentor or Advisor to help with coursework and planning	
Transportation to class	
Help taking a course in English	
Help with study skills and test taking	
Help with writing assignments	
Help with math assignments	

Online courses	
Courses in another language Please specify: _____	
Financial Aid or Scholarship	
More courses related to infants and toddlers	
More courses specific to early childhood education administration	
None of the above	

43. Are there any other supports that were not listed in the previous question that you need to reach your professional goals?

44. Do you have reliable (daily access) internet access? ____yes ____no

45. If yes, how do you access the internet? (Please check all that apply):

___At work site
___Another site location
___On my cell phone
___At my home
___Other (please specify):_____

~Center Staff Survey[54]~

1. Describe your position at the center where you work (please pick the one choice that most closely describes your position)

____Assistant Administrator/Assistant Director
____Head Teacher/ Education Coordinator
____Teacher
____Teacher Assistant/ Teacher Aides

2. How many hours a week (on average) do you work at your center?: _____ hours

3. How many weeks a year do you work at your center?: _____ weeks

4. What is your gender?

___Male ___Female

5. How would you describe your race/ethnicity?

___Caucasian ___Latina/Latino
___African American ___Asian/Pacific Islander
___American Indian or Alaskan Native ___Multi-ethnic
___Other:_____

6. What languages are you fluent in?

___English _____Spanish Other(s) (please specify): _____

7. How long have you been working at the center where you are currently employed? (please pick one):

___less than a year ___1-3 years ___4-5 years
___6-10 years ___11-15 years ___16-20 years
___21-25 years ___more than 25 years

8. Which age group do you work with at this center? (check all that apply)

___ infants (birth-18 months) ____ toddlers (18-35 months) ___preschoolers (3-5 year olds)
___ school age (age 5 and up, including Kindergarten)

9. What is your current education level (please pick one that most closely describes):

___high school not completed ___high school diploma/GED
___CDA credential

___Some college credits in Early Childhood Education or Child Development (indicate below)

☐1-12 credits ☐13-17 credits ☐18-23 credits ☐24 or more credits

___Some college credits in another field (indicate below)

☐1-12 credits ☐13-17 credits ☐18-23 credits ☐24 or more credits

In what field do you have these credits? _____

___Associates degree in Early Childhood or Child Development
___Associates degree in another field

In what field do you have an associates degree? _____

___Bachelors degree in Early Childhood or Child Development
___Bachelors degree in another field

[54] Slight modifications were made to this version of the survey to reflect changes that we would recommend were someone to replicate parts of this survey.

In what field do you have a bachelors degree? _____

___Advanced degree in Early Childhood or Child Development
___Advanced degree in another field
In what field do you have an advanced degree? _____

10. Do you have RI teacher certification? ____yes ____no
11. If yes, please indicate what type(s) of certificate(s) you have:
    ___Early Childhood, Grades PK-2 ___Early Childhood Special Education
    ___Elementary Education, Grades 1-6 ___Other: _____

12. Are you currently pursuing or interested in pursuing any of the following (please check):

	Currently Pursuing	**Interested** in Pursuing
High School Diploma/GED		
CDA credential		
College Credits in Early Childhood Education or Child Development		
College credits in another field		
Associates degree in Early Childhood or Child Development		
Associates degree in another field		
Bachelors degree in Early Childhood or Child Development		
Bachelors degree in another field		
Advanced degree in Early Childhood or Child Development		
Advanced degree in another field		
None of the above		

13. What supports would you need to reach your professional development goals (check any that apply)?

Child care for my children	
Mentor or Advisor to help with coursework and planning	
Transportation to attend professional development opportunities	
Help taking a course in English	
Help with study skills and test taking	
Help with writing assignments	
Help with math assignments	
Online courses	
Courses in another language Please specify: _____	
Financial Aid or Scholarship	
More courses related to infants and toddlers	
Other supports Please specify: _____	
None of the above	

14. Are you currently pursuing RI teacher certification? ____yes ____no
15. If yes, please indicate what type(s) of certificate(s) you are pursuing:
    ___Early Childhood, Grades PK-2 ___Early Childhood Special Education
    ___Elementary Education, Grades 1-6 ___Other: _____

16. If you are not currently seeking RI teacher certification, would you be interested in pursuing certification in the future? ____yes ____no

17. If yes, please indicate what type(s) of certificate(s) you are interested in pursuing:
___Early Childhood, Grades PK-2 ___Early Childhood Special Education
___Elementary Education, Grades 1-6 ___Other: _____

18. In the past year, what professional development activities did you participate in (please check all that apply):
___On-site training at center ___Community College classes
___University classes ___On-line college classes
___Workshops ___On-line training
___Conferences
___Specialized training, please specify: _____
___Other:_____
___None

19. What types of supports do you currently receive (please check all that apply)?:

Mentoring or coaching by someone in my center	
Mentoring or coaching by an independent mentor/coach	
Orientation before beginning new responsibilities	
Paid planning/prep time	
Financial support to take college courses	
Financial support for other trainings/professional development	
Financial support to attend national conferences	
Financial support to attend local conferences	
Other supports Please specify: _____	
None of the above	

20. Do you have reliable (daily access) internet access? ____yes ____no
21. If yes, how do you access the internet? (Please check all that apply):
___At work site
___Another site location
___On my cell phone
___At my home
___Other (please specify):_____

22. Does your job at this child care center offer health insurance? ___ yes ___ no ___ don't know
23. If yes, do you have to pay for part of your health insurance?
____ yes ____ no ____ I do not use the health insurance offered through this job

24. Does your job at this child care center offer dental insurance? ___ yes ___ no ___ don't know
25. If yes, do you have to pay for part of your dental insurance?
____ yes ____ no ____ I do not use the dental plan offered through this job

26. Does your job at this child care center offer disability insurance? ___ yes ___ no ___ don't know

27. Does this job offer a retirement or pension plan? ___ yes ___ no ___ don't know
28. If yes, does your employer fully fund this plan? ___ yes ___ no ___ don't know

29. How many days of paid vacation do you receive each year? (check one)
    ___0 ___1-3 ___3-6 ___6-10 ___More than 10
30. How many days of paid sick leave do you receive each year? (check one)
    ___0 ___1-3 ___3-6 ___6-1 0 ___More than 10
31. Are you paid for holidays (4th of July, New Years, etc.) that you do not work? ___ yes____ no

32. What do you consider to be your hourly wage? $_____ per hour

33. How are your wages calculated? Please Check one
    Weekly ☐ Daily ☐Hourly ☐ Monthly ☐
    Other ☐ Explain: _____

34. What do you consider to be your annual salary? (check one)

___ Less than $15,000	___$50,001-$60,000
___$15,001-$20,000	___$60,001-$70,000
___$20,001-$30,000	___$70,001-$80,000
___$30,001-$40,000	___$80,001-$90,000
___$40,001-$50,000	___$90,001-$100,000
	___ Above $100,001

35. Do you work another job? ____ yes ____ no
36. If yes, how many hours do you work each week? ____hours/week
37. If yes, what is your average hourly wage? $_____/hour

~ Family Child Care Workforce Survey[55]~

You and Your Program

1. What town is your family child care located in? _____

2. Have you worked in Early Childhood Education prior to having your own family child care business?
   _____yes ____no

   b) If yes, how long did you work in Early Childhood Education?
   ___less than a year
   ___1- 2 years ___9- 10 years
   ___3-5 years ___11- 15 years
   ___6-8 years ___More than 15 years

3. How long have you been the owner of your family child care program (please check one):
   ___less than a year
   ___1- 2 years ___9- 10 years
   ___3-5 years ___11- 15 years
   ___6 -8 years ___More than 15 years

4. Do you have other paid staff members, such as an assistant? _____Yes ____No
If yes, how many? _____

5. How many hours a week (on average) do you work at your family child care?: _____ hours

6. How many weeks a year do you work at your family child care?: _____ weeks

7. What is your gender?
   ___Male ___Female

8. How would you describe your race/ethnicity?
   ___Caucasian ___Latina/Latino
   ___African American ___Asian/Pacific Islander
   ___American Indian or Alaskan Native ___Multi-ethnic
   ___Other:_____

9. What languages are you fluent in?
   ___English _____Spanish ____Other(s) (please specify):_____

10. Which of the following does your family child care offer? (please check all that apply):

    ___full-day care (6 hours or more) ___academic year only care
    ___part-day care (less than 6 hours) ___after school care
    ___full week care (5 days or more) ___before school care
    ___partial week care (4 days or less) ___night/evening care (after 7:00 pm)
    ___school-age care ___weekend care

[55] Slight modifications were made to this version of the survey to reflect changes that we would recommend were someone to replicate parts of this survey.

___full-year care ___Other:_____

11. Please list how many children in each age group are currently in your family child care:

Age Group	**Full-Time Enrollment**	**Part-Time Enrollment**
Infants (birth-18 months)		
Toddlers (18 months-35 months)		
Preschoolers (3-5 year olds)		
School-age (age 5 and up, including Kindergarten)		

12. Does your family child care accept children receiving a subsidy from DHS' Child Care Assistance Program (CCAP)?: ___yes ___no

If yes, how many **infant, toddler, and/or preschool children ONLY** in your family child care are in the CCAP program?_____

13. Are there children who speak a language other than English in their home: ___yes ___no
If yes, how many?: _____

Assistants

14. Do you have an assistant? _____Yes ____No *(if no, skip to section III)*
    1) If yes, how many? _____
    2) Do you pay them a regular wage? _____Yes ____No
    3) If you do pay them a regular wage, what is that wage? $_____/hour

15. What languages are your assistants fluent in (please check all that apply):
    _____English
    _____Spanish
    ____Other:_____

16. If you have assistants, what benefits does your family child care business provide? (please check all that apply):

Benefit	
Health Insurance	
Dental Insurance	
Disability Insurance	
Paid Vacation	
Paid Sick Leave	
Retirement Plan	
Paid Holidays (ex: New Year's Day)	
Financial assistance for college credits/professional development	
Reduced rates for children of staff	
Bonus	

Other Please Specify: _____	
None of the above	

17. If you offer *health insurance*, is it fully funded by your family child care home? ___ yes ___ no

18. If you offer *dental insurance*, is it fully funded by your family child care home? ___ yes ___ no

19. Have any of your assistants left their position in the past 12 months:
    ___yes ___no If yes, how many? _____

Education and Professional Development

What is…

20. Your current education level
21. The education levels of your assistant
22. The education levels of your assistant 2 (if you have more than 1 assistant)
23. The education levels of your assistant 3 (if you have more than 2 assistants)

Education Level	**You**	**Assistant 1**	**Assistant 2**	**Assistant 3**
High school not completed				
High school diploma/GED				
CDA credential				
Some college credits in Early Childhood Education or Child Development (indicate below) a. 1-12 credits b. 13-17credits c. 18-23 credits d. More than 24 credits				
Some college credits in another field (indicate below) a. 1-12 credits b. 13-30 credits c. More than 30 credits d. In what field are these credits?				
Associates degree in Early Childhood or Child Development				
Associates degree in another field a. In what field do you have an associate's degree?				
Bachelors degree in Early Childhood or Child Development				
Bachelors degree in another field a. In what field do you have a Bachelor's degree?				
Advanced degree in Early Childhood or Child Development				
Advanced degree in another field a. In what field do you have an advanced degree?				
Do you have a RI teacher certification a. Early Childhood, Grades PK-2				

b. Early Childhood Special Education c. Elementary Education, Grades 1-6 d. Other:_____				

24. Are you or your assistant(s) currently pursuing or interested in pursuing any of the following?
25. Is your assistant currently pursuing or interested in pursuing any of the following?
26. Is your assistant 2 currently pursuing or interested in pursuing any of the following?
27. Is your assistant 3 currently pursuing or interested in pursuing any of the following?

Education Level	**You**		**Assistant 1**		**Assistant 2**		**Assistant 3**	
	Current	Interested	Current	Interested	Current	Interested	Current	Interested
High school diploma/GED								
CCRI Level 1 Early Childhood Cohort Program								
CDA credential								
Associate's degree in ECE or Child Development								
Associate's degree in another field								
Bachelor's degree in ECE or Child Development								
Bachelor's degree in another field								
Advanced degree in ECE or Child Development								
Advanced degree in another field								
RI Teaching Certification a. Early Childhood b. Early Childhood Special Education c. Elementary Education d. Other:_____								
None of the above								

28. What supports would you need to reach your professional development goals (check any that apply)?

Child care for my children	

Mentor or Advisor to help with coursework and planning	
Transportation to class	
Training/courses offered in languages besides English What languages?_____	
Help taking a course in English	
Help with study skills and test taking	
Help with writing assignments	
Help with math assignments	
Online courses	
Financial Aid or Scholarship	
More courses related to infants and toddlers	
Other supports Please specify: _____	
None of the above	

29. In the past year, what professional development activities did you participate in (please check all that apply):

___On-site training
___University classes
___Workshops
___Conferences
___Specialized training, please specify: _____
___Other:_____
___None
___Community College classes
___On-line college classes
___On-line training

30. Do you have reliable (daily access) internet access? ____yes ____no
31. If yes, how do you access the internet? (Please check all that apply):

___At the family child care
___Another site location (please specify):_____
___On my cell phone
___At my home
___Other (please specify):_____

Compensation

32. What do you consider to be your annual salary? (check one)

___ Less than $15,000
___$15,001-$20,000
___$20,001-$30,000
___$30,001-$40,000
___$40,001-$50,000
___$50,001-$60,000
___$60,001-$70,000
___$70,001-$80,000
___$80,001-$90,000
___$90,001-$100,000
___ Above $100,001

33. Do you have health insurance for yourself? _____yes ____no

34. Do you have dental insurance for yourself? _____yes ____no

35. Have any of the following affected your family child care in that past year (please check all that apply):
___low enrollment
___layoffs of helpers/assistants
___stagnant salaries (no raises)
___cutting of staff salaries and/or hours
___cutting of benefits
___families behind on or not paying their child care fees
___limits or no purchasing of equipment and/or materials
___limits or no support for attending professional development opportunities
___Other:_____
___none of the above

36. Do you work another job? ____ yes ____ no

If yes, how many hours a week do you work at another job? _____

Why do you work another job (please explain): _____