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California Early Care and Education Workforce Study

Licensed Family Child Care Providers

Los Angeles County 2006

By Marcy Whitebook, Laura Sakai, Fran Kipnis, Yuna Lee, Dan Bellm, Richard Speiglman, Mirella Almaraz, LaToya Stubbs, and Paulina Tran

Center for the Study of Child Care Employment,
Institute of Industrial Relations, University of California at Berkeley

California Child Care Resource and Referral Network

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Introduction

Purpose of the Study

Recognizing the critical role that early childhood educators play in the lives of California's children and families, First 5 California commissioned in 2004 a statewide study of the early care and education (ECE) workforce in licensed child care centers and licensed family child care homes. The overall goal of the study was to collect information on the current characteristics of this workforce – particularly its educational background, and its potential need and demand for further opportunities for professional development.

The statewide study sample included providers from every county in the state, but there were not sufficient numbers of providers in the sample to generate county-specific reports. Counties were invited, however, to contract for additional local interviews in order to build a representative county sample, and Los Angeles Universal Preschool (LAUP) and the Los Angeles Office of Child Care[1] together agreed to commission a local study of its early care and education workforce, building on the statewide study.

An identical procedure was used for statewide and county data collection, although the statewide study interviews were conducted earlier in 2005, and the county interview included one question about home ownership not included in the statewide study. The statewide and county surveys were built upon numerous workforce studies conducted by the Center for the Child Care Workforce over the last three decades (Center for the Child Care Workforce, 2001).[2] Prior to data collection, the survey instrument and data collection procedures were approved by the Committee for the Protection of Human Subjects at the University of California at Berkeley, and were then pre-tested in the field.

The following description applies to the sample and response rate for the Los Angeles County-commissioned component of the study. For information about the statewide completion and response rate, see the statewide study at the First 5 California web site, http://www.ccfc.ca.gov.

In partnership, the Center for the Study of Child Care Employment (CSCCE) at the University of California at Berkeley, and the California Child Care Resource and Referral Network (Network), have gathered this information to help Los Angeles County policymakers and planners assess current demand at teacher training institutions; plan for further investments in early childhood teacher preparation; and gain a baseline for measuring progress toward attaining a well-educated ECE workforce whose ethnic and linguistic diversity reflects that of Los Angeles County's children and families.

This report contains study findings for licensed family child care providers in Los Angeles County. In studying the county's population of licensed family child care providers, our primary objectives were to:

1 The Office of Child Care is located within the Service Integration Branch of the County Chief Administrative Office.

2 Specifically, the survey instrument was adapted from the 2001 California Child Care Workforce Study, an eight-county effort funded by the David and Lucile Packard Foundation as a pilot for this statewide survey (Whitebook, Kipnis, Sakai, Voisin & Young, 2002). For its use in 2005, certain changes were made to the 2001 survey in order to shorten the interview time, and to capture specific information requested by First 5 California to assist in its workforce development planning related to preschool services.

- Compile baseline data on licensed providers' demographic and educational characteristics;
- Identify the extent to which providers' educational backgrounds vary with respect to their age, ethnicity, linguistic characteristics, and tenure as licensed providers;
- Profile the children that providers with varying characteristics serve, in terms of numbers, ages, subsidy status, and special needs;
- Document the professional preparation of licensed providers for working with children who are dual language learners and/or have special needs; and
- Develop a sound estimate of the number of paid assistants working in licensed family child care, and the extent to which they have engaged in professional development.

Licensed Family Child Care in California

Many providers care for their own children, as well as children from other families, in their own homes. When an individual cares for children from more than one unrelated family, the California Department of Social Services requires that the provider obtain a license to provide child care services. In order to receive a family child care home license, providers must meet a number of requirements. These include:

- Fingerprint, criminal background and California Child Abuse Central Index clearances for everyone 18 years or older living in the home;
- 15 hours of training on preventative health practices, which must include pediatric CPR; pediatric first aid; the recognition, management and prevention of infectious diseases; and the prevention of childhood injuries;
- A tuberculosis clearance; and
- Home inspection by someone from the licensing agency to ensure that it meets basic health and safety requirements.

There are also regulations on both the number of children that can be cared for in a licensed family child care home and the number of assistants in the home, based on the number of children served.

Family child care homes in California can be licensed as either small or large. The number of allowable children in small and large homes includes children under age 10 who live in the licensee's home. The license for small homes allows providers to serve up to eight children if two of them are of school age (over six years old) and no more than two are infants (0-23 months). (Alternatively, if small-home providers do not care for school-age children, they can care for up to six children, three of whom can be infants.) Large family child care homes can serve up to 14 children if at least two of them are of school age, and no more than three are infants. (Alternatively, if large-home providers do not care for school-age children, they can care for up to 12 children, four of whom can be infants.)

Los Angeles County

More than one in four Californians reside in Los Angeles County, including the City of Los Angeles as well as many other localities, the largest of which are Glendale, Long Beach, Pasadena, Pomona, Santa Clarita, and Torrance. The county anchors Southern California economically as well as culturally. Its economic base focuses on information, professional, and technical services; manufacturing; finance, insurance, and real estate; health services; and retail trade.

In 2004, Los Angeles County's population of 10,103,000 represented a 6.1 percent increase over the 2000 Census (US Census Bureau, 2000a). The county is projected to increase in population by 9.4 percent between 2000 and 2010, with a 1.7 percent increase in the number of children ages 0 – 4 (California Department of Finance, 2004).

Population estimates for 2005 describe the county as 46.0 percent Hispanic; 31.7 percent White, Non-Hispanic; 10.8 percent Asian; 9.5 percent Black; 1.5 percent Multiethnic; 0.3 percent American Indian; and 0.2 percent Pacific Islander (California Department

of Finance, 2005). At the time of the 2000 Census, almost half (49.2 percent) of county households were estimated to be speaking English, 32.3 percent as speaking Spanish, and 10.3 percent as speaking an Asian or Pacific Island language (US Census Bureau, 2000b).

Several demographic measures, as well as summary statistics concerning economic wellbeing suggest the breadth of need for early care and education in Los Angeles County:

- Median family income in 1999 was $46,452 (California Department of Finance, 2003).
- In 1999 17.9 percent of residents had incomes below the poverty level (California Department of Finance, 2003).
- These figures disguise families' economic stress, which increasingly is driven by high housing costs. The County's 2005 annual fair market rent for a two-bedroom unit was $13,488 (US Department of Housing and Urban Development, 2005).
- At the time of the 2000 Census, 25.6 percent of children 0-5 years of age lived in poverty[3] (California Child Care Resource and Referral Network, 2003).
- In 2000 2,125,915 children under the age of 14 resided in the county, almost half (48.0 percent) of whom had both parents in the labor force or a single head of household in the labor force[4] (California Child Care Resource and Referral Network, 2003).
- Among those children were 896,143 children under age six, 44.3 percent of whom had working parents[5] (California Child Care Resource and Referral Network, 2003).
- 24.8 percent of 0 – 5 year-old children resided in a single-parent household[6] (California Child Care Resource and Referral Network, 2003).

In 2004, 229,448 licensed child care slots were available in Los Angeles County, one-third (34.5 percent) were in family child care homes and two-thirds in child care centers (California Child Care Resource and Referral Network, 2005).

3 Data derived from 2000 U.S. Census (universe: population for whom poverty status is determined). Poverty threshold varies by family size and composition. For a family of four, two adults and two children under 18, the 1999 poverty threshold used for the 2000 Census was $16,895.

4 Data derived from 2000 U.S. Census (custom tabulation). Number of children with either both parents or a single head of household in the labor force (universe: own children in families and subfamilies).

5 Data derived from 2000 U.S. Census (custom tabulation). Number of children with either both parents or a single head of household in the labor force (universe: own children in families and subfamilies).

6 Data derived from 2000 U.S. Census (universe: own children).

Study Design

Survey Population and Study Sample

LAUP and OCC sought information about licensed family child care providers in the county as a whole, as well as regional comparisons within the county with respect to demographics and child care supply. We divided the county into the eight Service Planning Areas (SPAs) as shown below.

The survey population included all 7,791 active, licensed family child care homes that were listed as of January 2004 with the ten state-funded child care resource and referral (R&R) programs in Los Angeles County. These data were aggregated, cleaned and verified by the Network, and updated in late fall 2004 and early winter 2005. Due to cost and time constraints, we surveyed a stratified random sample of these licensed providers across the county, targeting a total of 1,200, or 150 per SPA. Random sampling is the best way to obtain a sample that is representative of the entire population, and is a process that ensures that each provider has an equal chance of being selected for the sample.

The Los Angeles County study builds upon the previously described statewide study of licensed family child care providers commissioned by First 5 California. Two hundred interviews conducted as part of the statewide study were added to the 955 surveys conducted for the county study for a total of 1,155 completed interviews. Random sampling was used for all interviews, both those collected in Los Angeles County for the statewide study and those collected during the county study. For a breakdown of the proportion of interviews generated by the statewide and county data collection, see Table 2.1. (For SPAs, see Tables A1-A8).

We developed the sampling plan to ensure that there were enough completed interviews in each of the eight SPAs to provide a reliable profile of each area, and to compare the data across regions. As shown in Table 2.2, the numbers of licensed homes vary considerably by SPA, ranging from 1,532 in SPA 2 to 276 in SPA 5. In order to generate county population estimates that accurately reflect the variations among SPAs in numbers of providers, we weighted each interview. Data were weighted by SPA, and were based on the proportion of family child care providers contacted for the study to licensed providers in the region.

Note: All results presented throughout this report are based on weighted data.

Survey Instrument

Telephone interviews were conducted in English or Spanish with the owner of the family child care home. A small percentage of providers (4.6) percent of eligible providers in the county were unable to complete an interview because

Table 2.1. *Los Angeles County Sample Composition*

	Los Angeles County licensed providers	Percentage of final sample
Completed interviews: statewide study	200	17.3%
Completed interviews: county study	955	82.7%
Final sample	1,155	100.0%

Figure 2.1. *Los Angeles County*

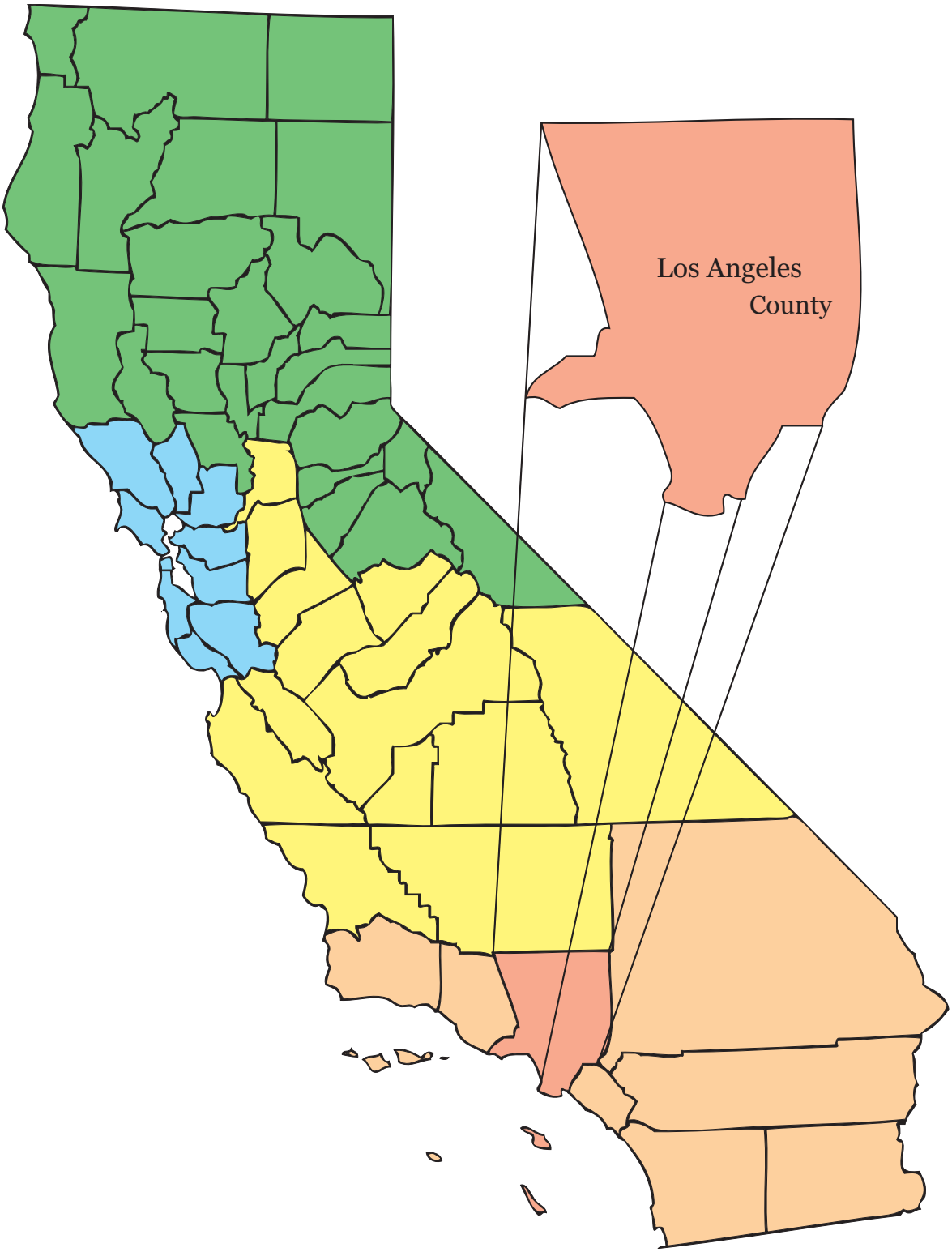


Figure 2.2. *SPAs Within Los Angeles County*

http://www.childrensplanningcouncil.org/map.asp

Table 2.2. *Sampling and Weighting Plan*

SPA	Family child care home population	Family child care home targeted and completed interviews	SPA sample weight *
1	733	151	2.88
2	1,532	150	6.25
3	1,215	150	5.48
4	609	149	2.98
5	276	101	1.86
6	866	150	3.41
7	1,188	154	5.15
8	1,146	150	6.41

* The weight factor times the number of complted interviews equals the estimated number of eligible homes in our study sample (4279). For a full description of the weighting procedures used in this tstudy, including a discussion of how the total number of eligible homes in our sample varies from the total number of licensed family child care homes in Los Angeles County, see Appendix B. See below for a discussion of eligible and ineligible homes in our sample.

of a communication barrier. The results reported below, therefore, provide a portrait of providers who speak either English or Spanish, and do not extend to those who do not speak either language.

The survey questions addressed:

- Provider demographics: age, ethnicity, and languages spoken in addition to the interview language;
- Levels of education and training: highest level of education; type of degree, if any; credit and non-credit training, including training to work with children with special needs and English language learners; and accreditation status.
- Career longevity;
- Business and program characteristics: numbers and ages of children served, including children with special needs; participation in government subsidy programs; and home ownership status; and
- Paid assistants' characteristics: numbers of assistants, and their level of education and training.

Data Collection Procedures

The Network mailed a notification letter, describing the purpose of the survey and encouraging participation, to all providers likely to be interviewed based on their order in the random sample. The letter was signed by representatives of CSCCE, the Network, and First 5 California. Providers were informed that they would receive a copy of the latest version of First 5's Kit for New Parents as an incentive for completing the interview.

Field Research Corporation, Inc. (FRC), a professional public opinion research firm, conducted the interviews using computer-assisted telephone interviewing (CATI). During the CATI process, the interviewer reads the survey question from a computer screen and enters the survey data directly into the computer. This promotes uniformity of interview technique as well as accuracy and consistency during data input. FRC completed 955 interviews over a six-week period beginning in June 2005.

Licensed family child care providers were contacted during the work day, and whenever they requested it, were called

Table 2.3. *Survey Response Rate*

	Los Angeles County number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	2,982	100.0%	
Ineligible: out of business	364	12.2%	
Presumed ineligible*	680	22.8%	
Eligible	1,938	65.0%	100.0%
County surveys completed	955	32.0%	49.3%
No response, presumed eligible**	360	12.1%	18.6%
Refusals	292	9.8%	15.1%
Respondent not available/ target reached***	213	7.1%	11.0%
Communication barrier	89	3.0%	4.6%
Other reasons for non-completion	29	1.0%	1.5%

* Disconnected, wrong number, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles County, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

back in the evening or during the weekend to complete the interview. Interviews took an average of 10.5 minutes to complete. FRC made up to eight attempts to complete an interview with each provider.

Survey Completion and Response Rate

FRC completed the target number of interviews in all but one of the SPAs, dialing 2,982 provider names to reach this goal. (For a breakdown of response rates by SPAs, see Appendix Tables A9-A16). Of these contacts, 35 percent were determined to be ineligible, either because they were out of business (12.2 percent) or were presumed to be (22.8 percent). (See Table 2.3.) Because of unanticipated delays, several months passed after the sample was updated before the survey began. For that reason, we assume that many of the providers with "unresolved phone numbers" were actually out of business. Among those eligible, 49.3 percent completed the survey. Those who did not complete the survey included 15.1 percent who refused, and another 18.6 percent whose answering machine or voice mail prevented successful contact. Eleven percent of the providers contacted were not available to complete the survey during the study period, or did not receive eight attempts because the target was reached, 4.6 percent presented communication barriers we were unable to surmount, and 1.5 percent reported some other reason for not completing the survey.

To assess our sample, we compared the provider population of Los Angeles County to the providers who completed interviews by SPAs. We calculated the extent to which providers participating in our study were representative of the entire county in terms of geographical distribution and licensed capacity. As shown in Appendix Tables A17-A24, our survey closely approximates the countywide distribution. There were some differences in the distribution of

small and large family child care homes in SPAs 3, 5, 6 and 7.

Data Analysis

Data analysis sought to address the goals of the study as outlined in the introduction to this report. All analyses were performed using SPSS (Statistical Package for the Social Sciences) 12.0 and StataSE 8, the latter software designed for complex sample surveys and weighted data. First, we compiled statistics that described characteristics of the workforce, including each provider's age, ethnicity, tenure, language(s) spoken and assistants employed. Second, we conducted analyses of the number of children of various age ranges served, as well as the number of children with special needs and of children receiving public child care subsidies. Third, we examined providers' educational backgrounds, making comparisons among educational levels and provider characteristics. Fourth, we examined whether providers had completed non-credit or college credit-bearing training to care for children with special needs and/or English language learners. To more closely examine differences among SPAs and between providers licensed to operate small or large homes, we conducted inferential statistical tests (e.g., chi-square, t-test, ANOVA). All significant results are reported, including group differences at a p value of .05 or less.

Findings

The findings described in this report are based on interviews with 1,155 licensed family child care providers across Los Angeles County who spoke English or Spanish sufficiently well to participate in a telephone interview. Participants were randomly selected in each of the county's eight SPAs. All data reported here were weighted to reflect the proportion of providers in various SPAs of Los Angeles County who speak English or Spanish.

The following profile, therefore, is based on these weighted estimates of the population of licensed family child care providers in Los Angeles County. Significant differences are reported at a *p* level of .05 or less. Figures and tables included in this chapter summarize data referred to in the text. Standard errors for all findings represented in this chapter, as well as additional data not discussed in the text, can be found in the Appendix Tables. After reporting the countywide findings, we report statistical differences among providers residing in various SPAs, and between providers licensed to care for 14 children (large homes) or eight children (small homes).

Who constitutes the licensed family child care workforce in Los Angeles County?

In Los Angeles, the typical licensed family child care provider is a woman of color in her late forties who has been taking care of children in her home for nearly nine years. She is more likely to be Latina than of any other ethnicity. She is equally likely to work with or without a paid assistant. She is less likely than the average Los Angeles County adult to speak English only, and more likely to speak English and Spanish.

This profile varies, however, depending on the licensed capacity of her home and the area of the county in which she lives. For example, those operating small homes are more likely than operators of large homes to be Latina, to be younger than 55, and to have worked fewer years in the child care field. Compared to other SPAs, a provider in SPAs 2 or 5 is more likely to be White, Non-Hispanic, in SPA 6 to be African American, and in SPAs 4 or 7 to be Latina, reflecting in part the ethnic distribution of all adults in each SPA. In SPAs 4 and 7, a licensed provider typically speaks Spanish, whereas in SPAs 1, 6 and 8, providers are more likely to speak English only.

Gender and Age

Los Angeles County's licensed family child care workforce is overwhelmingly female. To ascertain gender, since the interview did not specifically include this question, we analyzed the names of providers in our sample. Eighty-seven percent of the names in our sample were female, one percent was male, and 8.5 percent of the listings contained two names, typically a man and a woman. We were unable to classify 3.5 percent of the names.

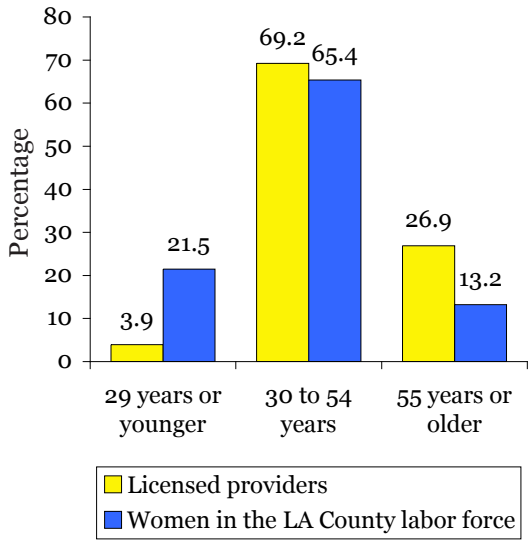
This almost exclusively female workforce was typically middle-aged. Compared to women in the California labor force overall, licensed family child care providers were less likely to be younger than 30 (3.9 percent vs. 21.5 percent) and more likely to be over 55 (26.9 percent vs. 13.2 percent). (See Figure 3.1.) On average, licensed providers were 47.6 years of age, with the youngest provider 22 years old and the oldest 80. New entrants (those who had been serving children in their homes for 12 months or less) were, on average, eight years younger than providers who had been serving children in their homes longer than 12 months.[7]

The age distribution of licensed providers differed by their licensed capacity. (See Figure 3.2.) Providers operating smaller licensed homes were more likely to be between the ages of 30 and 54 (73.3 percent) than were providers licensed to operate larger homes (63.8 percent). Twenty-seven percent of all licensed providers were age 55 or older; providers licensed to operate larger homes were more likely to be 55 years or older (33.7 percent) than were those licensed to operate smaller homes (21.8 percent).

The age distribution of licensed providers also varied across SPAs. (See Figure 3.3.) SPA 1 providers were several years younger, on average, than providers in all other SPAs but SPA 7. As shown in Table 3.1, SPA 7 providers were also younger than providers residing in SPAs

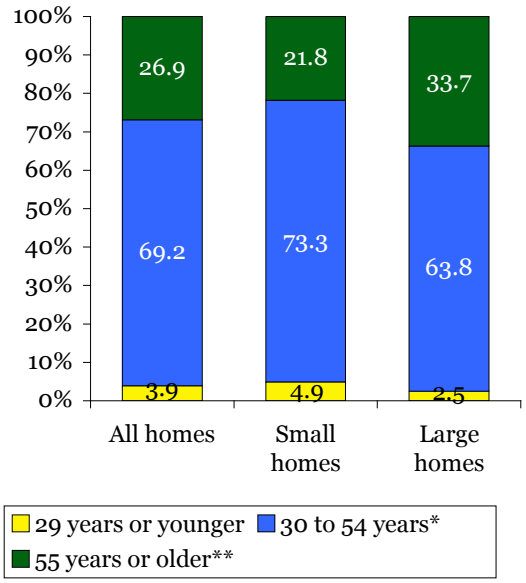
7 See Table 3.11 on page 27.

Figure 3.1. *Estimated Age Distribution of Licensed Providers Compared to Women in the Los Angeles Labor Force[a]: Countywide*



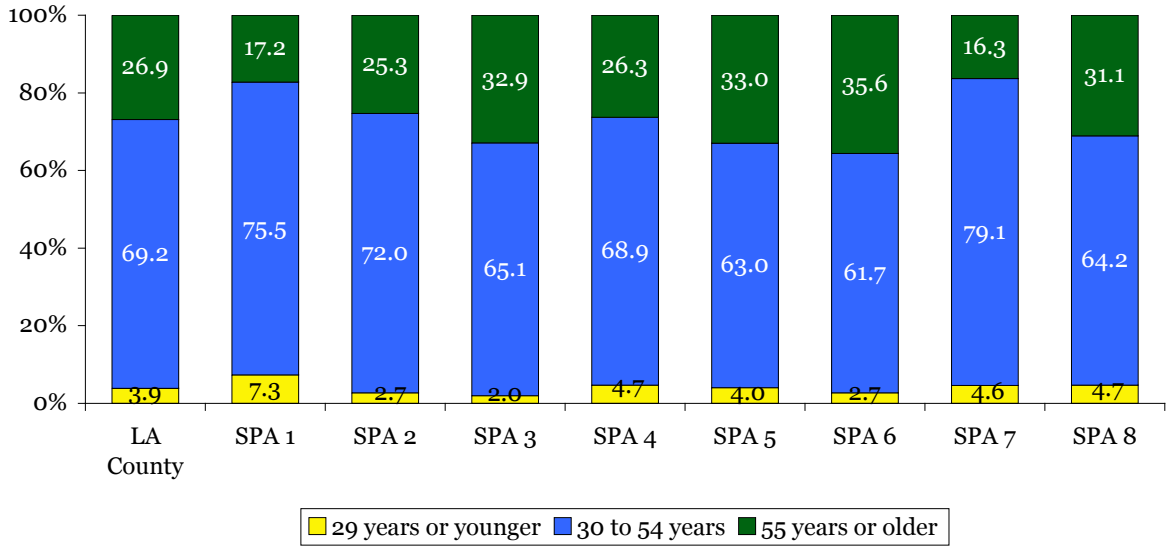
Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] US Census Bureau (2000a).

Figure 3.2. *Estimated Age Distribution of Licensed Providers: Countywide and by Licensed Capacity*



Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Small homes > large homes.
**$p < .001$, Small homes < large homes.

Figure 3.3. *Estimated Age Distribution of Licensed Providers: Countywide and by SPA*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table 3.1. *Estimated Mean Age of Licensed Providers: Countywide and by SPA*

	Estimated mean (SE)								
	LA County	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Mean age of licensed providers*	47.6 (0.32)	43.8 (0.81)	47.9 (0.82)	49.3 (0.78)	48.6 (0.89)	48.6 (1.04)	50.0 (0.85)	45.1 (0.74)	47.5 (0.93)
Number of providers	5,062	435	937	817	441	186	509	788	949

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, SPA 1 < SPA 2, SPA 3, SPA 4, SPA 5, SPA 6, SPA 8; SPA 7 < SPA 3, SPA 4, SPA 6

3, 4 and 6. Consistent with their average younger age, SPA 1 providers were more likely to be 29 years of age or under, and less likely to be 55 years or older, than were providers in other SPAs.

Ethnic Background

As shown in Figure 3.4, licensed family child care providers in Los Angeles County are very diverse. Compared to the county's adult female population, African Americans and Latinas were more represented, and White, Non-Hispanic and Asian/Pacific Islanders were less represented, in the licensed family child care population. Because interviews were conducted only in Spanish or English, however, it is likely that Asian American licensed providers were under-represented in this study, due to language barriers.

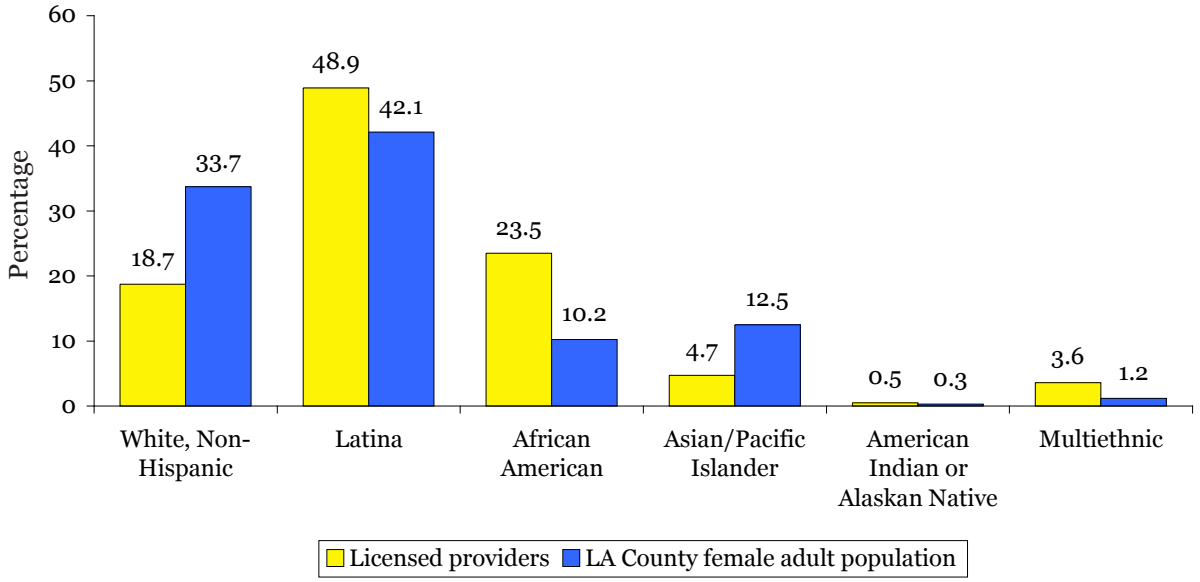
We found that 81.2 percent of licensed family child care providers in Los Angeles County were people of color. (See Figure 3.4.) Latinas (48.9 percent) constituted a plurality among the county's licensed providers, and African Americans were the second largest group (23.5 percent). White, Non-Hispanic providers (18.7 percent) were the next largest group, followed by Asians/Pacific Islanders (4.7 percent) and those identifying themselves as Multiethnic (3.6 percent). American Indian or Alaskan Native providers comprised less than one percent of the licensed population.

We identified slight differences in age by ethnicity. On average, Latina providers were younger (M=46.2 years, SE=.45) than White, Non-Hispanic (M=49.0 years, SE=.72) and Asian/Pacific Islander providers (M=49.9 years, SE=1.4).

Licensed family child care providers were far more diverse, and more closely reflected the ethnic distribution of children ages birth to five in Los Angeles County, than teachers of Grades K-12 in public schools. (See Figure 3.5.) More than one-half of Los Angeles County public school K-12 teachers (56.9 percent) were White, Non-Hispanic, compared to 18.7 percent of licensed family child care providers and 19.7 percent of children ages birth to five. (California Department of Education, 2005) Licensed providers were more than twice as likely to be Latina (48.9 percent) than were K-12 teachers (22.5 percent), but were less likely to be Latina than were children ages birth to five (61.4 percent). Licensed providers were more than twice as likely to be African American (23.5 percent) than were K-12 teachers (9.8 percent) and almost three times as likely to be African American as children ages birth to five (8.1 percent).

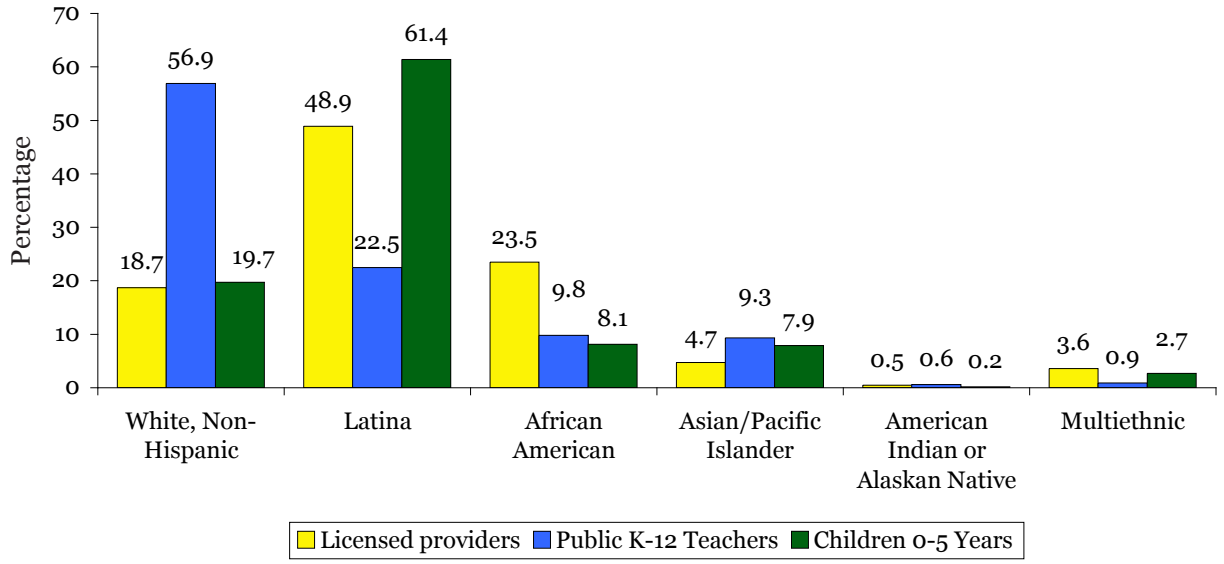
Provider ethnicity varied by licensed

Figure 3.4. *Estimated Ethnic Distribution of Licensed Providers Compared to the Los Angeles Female Adult Population[a]: Countywide*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] California Department of Finance (2004).

Figure 3.5. *Estimated Ethnic Distribution of Licensed Providers Compared to Los Angeles Public K-12 Teachers[a] and Children 0-5 Years[b]: Countywide*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] California Department of Education (2004).
[b] California Department of Finance (2004).

Table 3.2. *Estimated Ethnic Distribution of Licensed Providers: Countywide and by Licensed Capacity*

	Estimated percentage (SE)		
	LA County	Small homes	Large homes
White, Non-Hispanic	19.5 (1.24)	18.6 (1.64)	20.7 (2.01)
Latina*	51.1 (1.49)	55.1 (2.01)	45.6 (2.42)
African American	24.5 (1.20)	21.9 (1.61)	28.2 (2.10)
Asian/Pacific Islander	4.9 (0.72)	4.5 (0.91)	5.5 (1.16)
Total	100.0	100.0	100.0
Number of providers	4,739	2,731	2,008

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, and Asian/Pacific Islander provider groups.
*$p < .05$, Small homes > large homes.

Table 3.3. *Estimated Ethnic Distribution of Licensed Providers: Countywide and by SPA*

	Estimated percentage (SE)								
	LA County	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
White, Non-Hispanic*	19.5 (1.24)	29.4 (3.92)	40.9 (4.22)	18.9 (3.28)	9.0 (2.40)	38.5 (5.13)	1.4 (1.01)	6.7 (2.06)	17.0 (3.25)
Latina**	51.1 (1.49)	33.8 (4.07)	47.5 (4.28)	61.5 (4.08)	77.8 (3.48)	34.1 (5.00)	24.5 (3.66)	82.5 (3.12)	29.6 (3.94)
African American***	24.5 (1.20)	35.3 (4.11)	4.4 (1.75)	15.4 (3.03)	9.7 (2.48)	11.0 (3.30)	73.4 (3.76)	8.7 (2.32)	45.2 (4.30)
Asian/Pacific Islander****	4.9 (0.72)	1.5 (1.04)	7.3 (2.23)	4.2 (1.68)	3.5 (1.53)	16.5 (3.91)	0.7 (0.72)	2.0 (1.15)	8.1 (2.36)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of providers	4,738	391	855	785	430	170	474	767	866

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. . Tests of significance were only performed for White, Non-Hispanic, Latina, and African American provider groups.
*$p < .001$, SPA 2, SPA 5 > SPA 1, SPA 3, SPA 4, SPA 6, SPA 7, SPA 8.
**$p < .001$, SPA 4, SPA 7 > SPA 1, SPA 2, SPA 3, SPA 5, SPA 6, SPA 8.
***$p < .001$, SPA 6 > SPA 1, SPA 2, SPA 3, SPA 4, SPA 5, SPA 7, SPA 8.
****$p < .001$, SPA 5 > SPA 1, SPA 2, SPA 3, SPA 4, SPA 6, SPA 7.

capacity. Latina providers were more likely to be licensed to care for eight children (55.1 percent) than for 14 children (45.6 percent). (Table 3.2.) In addition, a smaller proportion of Latina providers (37.9 percent, SE=2.2) than African American providers (48.7 percent, SE=3.2) were licensed to care for 14 children. The ethnic composition of licensed providers differed significantly among SPAs in the county.[8] (See Table 3.3.) Generally, these SPA differences reflect differences in ethnicity for the adult population as a whole (Los Angeles County Children's Planning Council, 2000). SPAs 2 and 5, for example, had a greater proportion of White, Non-Hispanic providers than all other regions, while SPA 6 had a greater proportion of African American providers and SPAs 4 and 7 had a greater proportion of Latina providers than other regions of the county. SPA 5 had a greater proportion of Asian/Pacific Islander providers than all other SPAs except for SPA 8.

Linguistic Background

Sixty-seven percent of interviews were conducted in English, with the remainder conducted in Spanish. As stated earlier, a small percentage of providers (4.6 percent) were unable to complete the interview in either English or Spanish due to language barriers. Results reported below, therefore, provide countywide and SPA portraits of providers who speak either English or Spanish, and do not extend to those who speak neither language.

Providers were asked whether they spoke any other languages fluently besides the interview language. If they answered affirmatively, they were asked which language(s) they would be able to speak fluently with children and families if necessary. Our description of providers' fluency in these other languages is based entirely on providers' self-assessments.

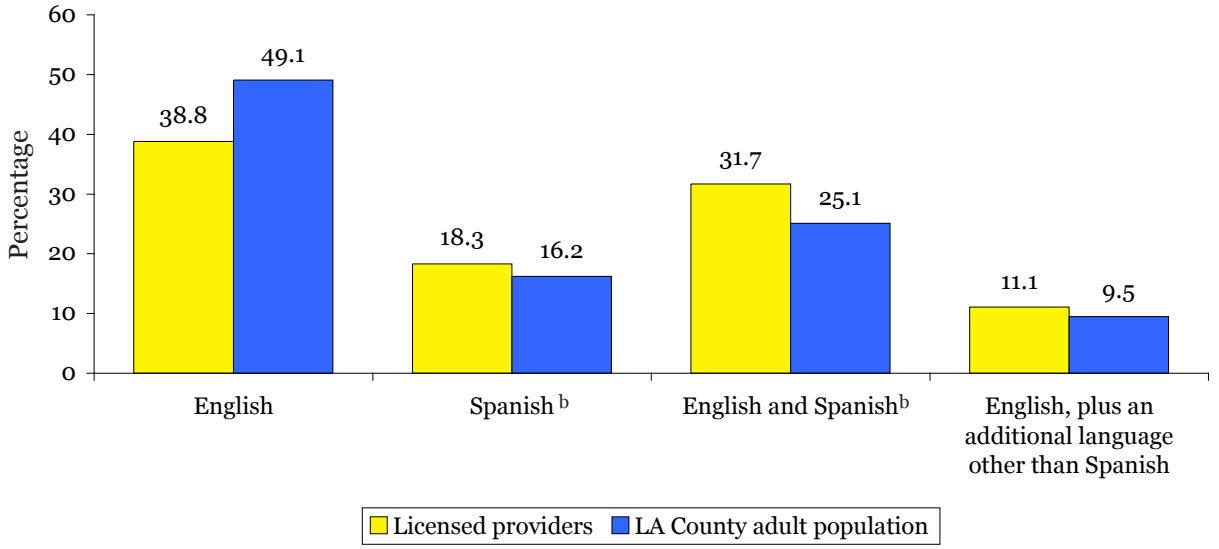
We found licensed family child care providers to be more linguistically diverse than Los Angeles County's adult population as a whole.[9] As shown in Figure 3.6, licensed providers were less likely than other adults in Los Angeles County to speak only English, and were more likely than the average Los Angeles County adult to speak English and Spanish. Slightly more than one-third of licensed providers (38.8 percent) spoke only English. Eighteen percent of those interviewed spoke only Spanish, or Spanish and another language besides English. Another 31.7 percent reported speaking English and Spanish fluently, or speaking English, Spanish and at least one additional language. One-half of all providers reported the capacity to communicate with children and families in Spanish.

More than one-tenth of interviewed providers (11.1 percent) reported self-assessed fluency in languages other than English or Spanish. In order of frequency, these other languages included Tagalog (3.8 percent), Sign (4.1 percent), French (3.2 percent), Hindi (2.4 percent), Armenian (2.2 percent), Russian (2.0 percent), Urdu (2.0 percent), Arabic (1.8 percent), Italian (1.8 percent), Farsi (1.4 percent), Gujarati (1.2 percent), and

8 Tests between regions were not conducted for Asian/Pacific Islander, Multiethnic or American Indian/Alaskan Native providers, due to the estimated small size of these groups within the overall licensed provider population.

9 The most recent data available at the county level on the language background of California adults are based on the 2000 U.S. Census. Further, these data are only available for all adults 18 to 64 years of age, whereas the licensed family child care population was composed predominantly of women ages 25 to 64.

Figure 3.6. *Reported Language Fluency of Licensed Providers Compared to the Los Angeles Adult Population:*[a] *Countywide*



Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] US Census Bureau (2000b).
[b] Provider may speak an additional language other than English.

Hebrew (1.2 percent). It is important to note the likelihood, however, that the frequency of various languages other than English or Spanish spoken by licensed providers would increase somewhat from this list if interviews had been conducted in additional languages.

We also found that the children served by Los Angeles County's licensed providers were linguistically diverse. Our summary of the language backgrounds of young children is based on 2004-05 data from the California Department of Education (CDE), which reported that 44.5 percent of kindergarteners attending Los Angeles County public schools spoke a language other than English and were classified as English Language Learners. Of the more than 52 different languages spoken by English Language Learners in Los Angeles public kindergarten classrooms, Table 3.4 lists the 15 most commonly spoken.

Table 3.4. *Los Angeles County Children in Public Kindergarten, 2004-2005: 15 Most Commonly Spoken Languages of English Language Learners*

Language	Percentage
Spanish	89.5
Cantonese	1.6
Armenian	1.4
Korean	1.4
Vietnamese	1.0
Filipino (Pilipino or Tagalog)	0.9
Mandarin (Putonghua)	0.8
Khmer (Cambodian)	0.4
Japanese	0.4
Arabic	0.4
Farsi (Persian)	0.2
Russian	0.2
Urdu	0.1
Chaozhou (Chaochow)	0.1
Thai	0.1
N	54,053

Source: California Department of Education (2006).

As might be expected, linguistic background varied by ethnicity. African American providers were more likely to speak English only than all other providers. They were also more likely than Latinas, but less likely than White, Non-Hispanic and Asian/Pacific Islander providers, to speak English and another language other than Spanish. Latina providers were more likely to speak Spanish only than were White, Non-Hispanic providers. (See Table 3.5.)

Linguistic background also varied by licensed capacity. Providers licensed to care for eight children were more likely to speak Spanish only than were those licensed to care for 14 children. The language backgrounds of providers differed by SPA as well, as shown in Figure 3.7. In part reflecting ethnic differences among SPAs, a much larger percentage of providers in SPAs 4 and 7 spoke Spanish, either as their only language or in addition to English, than in other areas of the county. The majority of providers in SPAs 1, 6 and 8 spoke English only.

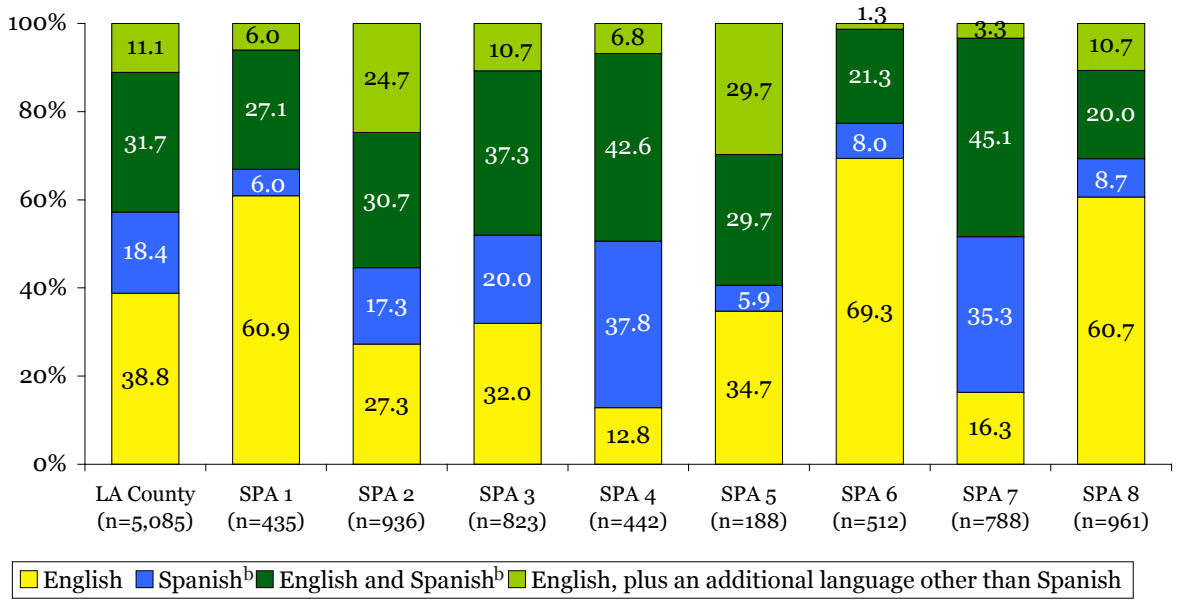
Further, linguistic background varied among licensed providers serving particular groups of children. Providers who reported serving at least one child who received public child care assistance were less likely to speak English and another language other than Spanish than were providers not caring for such children. (See Table 3.6.) Providers who did not care for any children with special needs were more likely to speak Spanish only than were providers who cared for at least one child with special needs. (See Table 3.7.)

Table 3.5. *Reported Language Fluency of English- and Spanish-speaking Licensed Providers, by Ethnicity: Countywide*

	Estimated percentage (SE)				
	LA providers	White, Non-Hispanic	Latina	African American	Asian/Pacific Islander
English only*	37.2 (1.44)	60.1 (3.66)	5.5 (1.06)	89.7 (1.88)	13.3 (5.22)
Spanish[a]**	19.2 (1.23)	3.4 (1.30)	36.4 (2.17)	0.0 -	0.0 -
English and Spanish[a]***	32.7 (1.49)	9.5 (2.20)	57.9 (2.24)	5.1 (1.33)	1.2 (1.23)
English, plus an additional language other than Spanish****	10.9 (1.01)	27.1 (3.35)	0.2 (0.23)	5.1 (1.39)	85.5 (5.32)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	4,730	923	2,410	1,163	234

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, and Asian/Pacific Islander provider groups.
[a] Provider may speak an additional language other than English.
*$p < .001$, African American > White, Non-Hispanic, Latina, Asian/Pacific Islander; White, Non-Hispanic > Latina, Asian/Pacific Islander;
**$p < .001$, White, Non-Hispanic < Latina.
***$p < .001$, White, Non-Hispanic, African American, Asian/Pacific Islander < Latina.
****$p < .001$, African American < White, Non-Hipanic, Asian/Pacific Islander; White, Non-Hispanic, African American, Asian/Pacific Islander > Latina; Asian/Pacific Islander > White, Non-Hispanic.

Figure 3.7. *Reported Language Fluency of English- and Spanish-speaking Licensed Providers: Countywide and by SPA*



Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] Provider may speak an additional language other than English.

Table 3.6. *Reported Language Fluency of English- and Spanish-speaking Licensed Providers, by Number of Children Receiving Publicly Subsidized Child Care: Countywide*

	Estimated Percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more	All providers
English	39.0 (2.68)	38.7 (1.72)	38.8 (1.41)
Spanish[a]	15.3 (1.96)	19.8 (1.48)	18.3 (1.17)
English and Spanish[a]	27.5 (2.46)	33.9 (1.77)	31.8 (1.43)
English, plus an additional language other than Spanish*	18.1 (2.15)	7.7 (1.04)	11.2 (0.99)
Total	100.0	100.0	100.0
Number of providers	1,689	3,350	5,039

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] Provider may speak an additional language other than English.
*$p < .001$, One or more < none.

Table 3.7. *Reported Language Fluency of English- and Spanish-speaking Licensed Providers, by Number of Children with Special Needs: Countywide*

	Estimated percentage of licensed providers, by number children with special needs (SE)		
	None	1 or more	All providers
English*	37.1 (1.66)	43.2 (2.98)	38.6 (1.41)
Spanish[a]**	20.1 (1.42)	13.3 (2.08)	18.4 (1.17)
English and Spanish[a]*	31.0 (1.66)	34.1 (2.90)	31.8 (1.43)
English, plus an additional language other than Spanish	11.8 (1.16)	9.4 (1.88)	11.2 (0.99)
Total	100.0	100.0	100.0
Number of providers	3,787	1,281	5,068

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] Provider may speak an additional language other than English.
*$p < .05$, One or more > none.
**$p < .05$, One or more < none.

Table 3.8. *Estimated Tenure of Licensed Providers: Countywide and by SPA*

	Estimated mean years of tenure (SE)								
		SPA							
	LA County	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
All providers	8.9 (0.23)	7.3 (0.54)	9.5 (0.62)	9.7 (0.63)	8.2 (0.59)	11.9 (0.79)	9.6 (0.65)	6.7 (0.50)	9.3 (0.67)
Number of providers	5,090	435	937	823	444	188	509	793	961

Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Tenure

Providers were asked how long they had been taking care of children in their homes on a *paid* basis; the average reported tenure was 8.9 years. (See Table 3.8.) Tenure varied greatly, however; approximately one-quarter of providers reported offering child care in their homes for three years or less, and one-fifth reported offering care for 15 years or more. (See Table 3.9.) To some extent, providers' length of tenure reflected age: mean reported tenure of providers who were 29 or younger, for example, was 3.7 years, while mean reported tenure of providers 55 or older was 13.8 years. (See Table 3.10.)

Tenure varied by ethnicity. (See Table 3.10.) Latina providers, who were younger on average than providers of other ethnicities, reported fewer years caring for children in their homes (M=6.8), and White, Non-Hispanic providers reported significantly more years (M=13.5), than did providers of other ethnic backgrounds.

As shown in Table 3.8, the tenure of licensed providers varied little across SPAs. Ninety percent or more of providers in all SPAs had been caring for children in their homes for more than 12 months. As shown in Table 3.8, providers in SPA 5 reported the longest average tenure (M=11.9 years), and providers in SPA 7 reported the shortest average tenure (M=6.7 years).

Tenure among licensed providers also varied by licensed capacity. Countywide, providers licensed to serve eight children reported significantly fewer years offering child care (M=6.9 years, SE=0.3) than did providers licensed to care for 14 children (M=11.3 years, SE=0.3).

Nearly eight (7.7) percent of providers in our sample had been taking care of children in their homes for 12 months or less, and they differed along several dimensions from those who had been caring for children for over a year. Providers who were 29 years old or younger were more likely to have been caring for children for 12 months or less than were providers who were 55 years or older. However, as with the provider population as a whole, the majority of newcomers were over 29 years old. On average, these newer providers cared for significantly fewer children (M=5.3 children) than did their more experienced counterparts (M=8.0 children), in part, perhaps, because their businesses were new. (See Table 3.11.) Only 1.7 percent of providers licensed to care for 14 children reported tenure of 12 months or less, compared to 12.4 percent of providers licensed to care for eight children. Not surprisingly, given the size of their businesses, newer providers (25.3

Table 3.9. *Estimated Distribution of Licensed Providers, by Tenure*

	Estimated percentage (SE)
	LA County
3 years or less	28.5
4 - 14 years	50.5
15 years or more	21.0
Total	100.0
Number of providers	5,090

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table 3.10. *Estimated Tenure of Licensed Providers, by Age and Ethnicity*

		Estimated mean years of tenure (SE)
		LA County
By age*	29 years or younger	3.7 (0.49)
	30-54 years	7.2 (0.23)
	55 years or older	13.8 (0.54)
Number of providers		5,059
By ethnicity **	White, Non-Hispanic	13.5 (0.66)
	Latina	6.8 (0.27)
	African American	8.8 (0.48)
	Asian/Pacific Islander	9.4 (1.00)
	American Indian or Alaskan Native	12.5 (3.15)
	Multiethnic	11.0 (1.26)
Number of providers		4,938

Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

*$p < .05$, 29 years or younger < 31 to 54 years, 55 years or older; 29 years or younger, 31 to 54 years < 55 years or older (across all SPAs).

**$p < .05$, White, Non-Hispanic > Latina, African American, Asian/Pacific Islander; Latina < African American, Asian/Pacific Islander .

percent) were significantly less likely than more tenured providers (51.6 percent) to employ paid assistants in caring for children.

Home Ownership

Approximately four-fifths of providers (79.5 percent) reported that they owned their own homes, compared to 47.9 percent of adults in the county as a whole (U.S. Bureau of the Census, 2000).[10] There were no differences in home ownership by educational attainment or tenure. Providers who were 29 years old or younger (60.0 percent, SE=8.1) were more likely to rent their homes than were those 30 or older (18.7 percent, SE=1.4). The proportion of providers who owned or rented their homes varied by ethnic background. White, Non-Hispanic providers were more likely to own their homes than were African American providers, as shown in Table 3.12. Providers licensed to care for 14 children were more likely to own their homes (89.8 percent, SE=1.6) than were those licensed to care for eight children (72.4 percent, SE=2.0).

The proportion of providers owning their homes varied by SPA. Providers in SPA 4 and SPA 5, as shown in Table 3.13, were less likely to own their homes than those in the other SPAs. Providers in SPA 4 and 5, however, were still more likely to own than to rent their homes. In all SPAs, providers' rates of home ownership were higher than the mean rates of home ownership for those areas' overall adult population (Los Angeles County Children's Planning Council, 2000).

10 As described in the Study Design section of this report, only 946 of the 1,155 providers interviewed for this study were asked this question.

Table 3.11. *Licensed Provider Age and Number of Children Served by Tenure: Countywide*

	Estimated mean by tenure (SE)	
	12 months or less	Over 12 months
Number of children served*	5.3 (0.31)	8.0 (0.14)
Number of providers	392	4,652
Age of licensed provider*	40.3 (1.02)	48.2 (0.33)
Number of providers	394	4,664

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, 12 months or less < over 12 months.

Paid Assistants

Many providers involve other adults in their family child care businesses. Spouses, older children and other relatives may assist providers, often in an unpaid capacity. In addition, many providers employ paid assistants. Providers were asked how many assistant caregivers, if any, they *paid* to help them with the children in their care. As shown in Figure 3.8, 50.5 percent of providers reported working without any paid assistants; 27.5 percent reported paying one assistant; and 22 percent reported paying two or more assistants.

As would be expected because of required adult-child ratios, providers who were licensed to care for 14 children were significantly more likely to employ paid assistants than were those licensed to care for eight children. As shown in Figure 3.8, 28.3 percent of providers licensed to care for eight children reported employing one or more paid assistants, compared to 77.2 percent of providers licensed to care for 14 children. Providers with a larger licensed capacity were also significantly more likely

Table 3.12. *Estimated Percentage of Licensed Providers who Own or Rent Their Home, by Ethnicity: Countywide*

	Estimated percentage (SE)				
	LA providers	White, Non-Hispanic	Latina	African American	Asian/Pacific Islander
Own home*	79.5 (1.41)	85.6 (2.83)	79.9 (1.96)	72.9 (3.11)	87.3 (5.23)
Rent home	20.5 (1.41)	14.4 (2.83)	20.1 (1.96)	27.1 (3.11)	12.7 (5.23)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	3,378	712	1,939	953	174

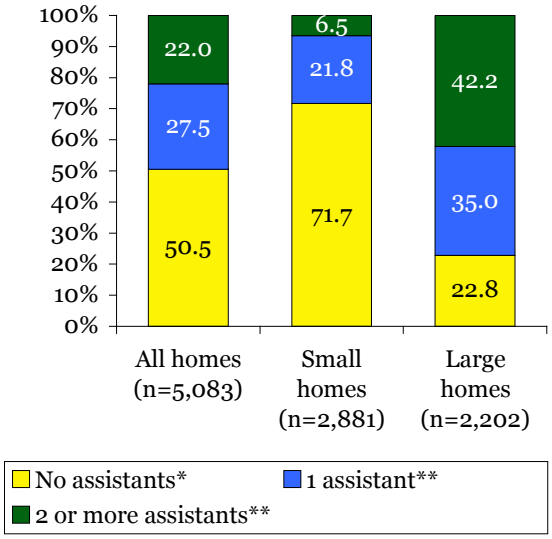
Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, and Asian/Pacific Islander provider groups.
*$p < .001$, White, Non-Hispanic >African American.

Table 3.13. *Estimated Percentage of Licensed Providers who Own Their Home Compared to the General Population:*[a] *Countywide and by SPA*

	Estimated percentage (SE)								
	LA County	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Licensed providers*	79.7 (1.36)	85.9 (3.00)	85.3 (3.52)	82.2 (3.54)	64.7 (4.16)	61.8 (5.18)	85.2 (3.15)	82.9 (3.41)	75.4 (3.98)
General population	47.9	68.7	53.7	60.4	22.7	40.9	39.9	53.9	47.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of providers	4,064	389	638	647	397	166	437	633	757

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] Los Angeles County Children's Planning Council (2000).
*$p < .001$, SPA 4, SPA 5 < SPA 1, SPA 2, SPA 3, SPA 6, SPA 7, SPA 8.

Figure 3.8. *Estimated Percentage of Licensed Providers with Paid Assistants: Countywide and by Licensed Capacity*



Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Large homes > small homes.
**$p < .001$, Large homes < small homes.

Table 3.14. *Estimated Percentage of Licensed Providers with Paid Assistants: Countywide and by SPA*

	Estimated percentage (SE)								
	LA County	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
No paid assistant*	50.5 (1.55)	54.3 (4.07)	55.3 (4.07)	59.3 (4.02)	45.0 (4.09)	38.6 (4.87)	45.3 (4.08)	56.9 (4.02)	38.9 (4.01)
1 or more paid assistants	49.5 (1.55)	45.7 (4.07)	44.7 (4.07)	40.7 (4.02)	55.0 (4.09)	61.4 (4.87)	54.7 (4.08)	43.1 (4.02)	61.1 (4.01)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of providers	5,085	435	938	823	445	189	512	788	955

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, SPA 5, SPA 6, SPA 8 < SPA 1, SPA 2, SPA 3, SPA 7.

than other providers to employ more than one paid assistant. Approximately two-thirds of providers in SPAs 5 and 8 employed paid assistants, compared to less than one-half of providers in SPAs 1, 2, 3 and 7. The proportion of large and small homes partially explains the differences related to paid assistants. (See Table 3.14.)

Size of the Licensed Family Child Care Workforce

Typically, the number of *active* licensed family child care providers, as verified by the California Child Care Resource and Referral Network, is used to determine the size of the licensed home-based provider workforce. A broader estimate of the size of the workforce would include paid assistants, since a sizeable number of providers employ them, yet prior to this study, no data permitted a calculation of the number of paid family child care assistants employed throughout Los Angeles County. Using these data, we estimate that between 4,958 and 6,021 paid assistants were employed in licensed family child care homes in 2005. (For a full discussion of how these estimates were calculated, see Appendix B. For estimates for each SPA, see Appendix Table A32.) Added to the 7,791 active licensed providers from which our sample was drawn, we estimate that the entire licensed family child care workforce in 2005, including licensees and paid assistants, totaled between 12,749 and 13,812. (See Table 3.15.)

Table 3.15. *Estimated Number of Licensed Providers and Paid Assistants*

	Total number	
	Low estimate	High estimate
Workforce		
Number of active providers	7,791	7,791
Number of paid assistants	4,958	6,021
Total family child care workforce (paid assistants plus active providers)	12,749	13,812

*See Appendix B for a full discussion of the methodology used here. Licensed providers who had been in business for more years typically employed a greater number of paid assistants than those new to the field. The low estimate takes into account tenure of individual providers, while the high estimate does not. If more than one name appeared on the license, only one provider was counted.

What are the characteristics of children served by Los Angeles County's licensed family child care providers?

In Los Angeles County, about 13,000 licensed family child care providers and paid assistants care for approximately 58,000 children, mostly in mixed-age groups. Approximately three-quarters of the children cared for by licensed providers are not yet in kindergarten, and nearly one-half of them are age two or under. Two-thirds of licensed providers report caring for at least one child who receives public child care assistance. One-quarter of licensed providers report caring for at least one child with special needs.

As shown in Table 3.16, Los Angeles County's licensed family child care workforce provided services in 2005 to an estimated 54,828 to 60,678 children and their families. (For a full discussion of how these estimates were calculated, see Appendix B. For estimates for each SPA, see Appendix Table A33.) Table 3.16 also presents a distribution by age group of the estimated numbers of children served. Slightly more than one-quarter of these children were preschoolers, ages three to five, and nearly one-half were two years old or younger.

Table 3.16. *Estimated Number of Children Served, by Age*

	Total number	
	Low estimate	High estimate
All children		
Under age 2	13,694	15,334
Age 2	11,372	12,651
Ages 3 to 5, not in kindergarten	15,522	17,536
Ages 5 or older, in kindergarten	14,239	15,156
All ages	54,828	60,678

See Appendix B for a full discussion of the methodology used here. Licensed providers who had been in business for more years typically cared for a greater number of children than those new to the field. The low estimate takes into account tenure of individual providers, while the high estimate does not.

Providers licensed to care for eight children comprised 56.5 percent of the estimated population of providers in the county; on average, they reported caring for 5.8 children across all age spans, of whom 4.2 children were age five or younger, not in kindergarten. Those licensed to care for 14 children reported caring for an average of 10.4 children across all age spans, including 8.0 children age 5 or younger who were not in kindergarten. (See Table 3.17.) On average, providers cared for fewer than the maximum number of children they were licensed to serve.

Because we did not ask providers why they typically cared for fewer than the permitted number of children, one can only speculate about the reasons for this gap between licensed capacity and enrollment. This finding, however, helps to explain why the estimated number of children *enrolled* in licensed family child care, as presented in this report, is lower than the estimated licensed *capacity* of homes in the county. Currently, the licensed capacity is 79,187 slots, based on the maximum numbers of children (eight or 14) for small and large licensed homes (California Child Care Resource & Referral Network, 2005).

Licensed providers were asked about the number of children they served in

Table 3.17. *Estimated Mean Number of Children Served by Licensed Providers, by Age Group and by Licensed Capacity (Includes All Providers)*

	Estimated mean number of children served (SE)	
	Small homes	Large homes
Under age 2*	1.5 (0.06)	2.5 (0.08)
Age 2*	1.1 (0.05)	2.3 (0.09)
Ages 3-5, not yet in kindergarten*	1.5 (0.06)	3.2 (0.11)
Ages 5 or younger, not in kindergarten*	4.2 (0.11)	8.0 (0.18)
Ages 5 and older*	1.6 (0.07)	2.4 (0.11)
All age spans*	5.8 (0.13)	10.4 (0.21)
Number of providers	2,867	2,195

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, Large homes > small homes.

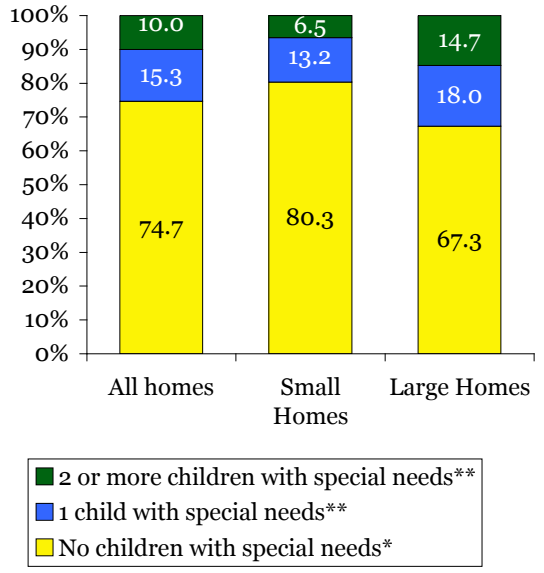
various age groups. Providers reported a variety of configurations of the ages of children they served:

- approximately one-third (33.6 percent, SE=1.5) reported caring for children across the entire age span from infancy to school age;
- only 2.2 percent of providers (SE=0.5) cared exclusively for children ages three to five but not yet in kindergarten;
- many providers serving children ages three to five also served younger children (89.0 percent, SE=1.1) and older children (71.6 percent, SE=1.6), but 33.2 percent (SE=1.5) reported serving no children of kindergarten age or older;
- only 11.0 percent of providers (SE=1.0) reported caring exclusively for children age two and younger; and
- only 2.4 percent (SE=0.5) reported caring exclusively for children age five and older.

The percentage of providers caring for children of different ages, and the mean numbers of children cared for by age group, varied by SPA, as shown in Appendix Tables A34-A36.

Each provider was asked how many children (if any) with disabilities, or with special emotional or physical needs, she served in her home. As a result, we estimate that 25.3 percent of Los Angeles County's licensed family child care providers care for such children.[11] Providers licensed to serve eight children

Figure 3.9. *Estimated Percentage of Licensed Providers Serving Children with Special Needs: Countywide and by Licensed Capacity*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Small homes > large homes.
**$p < .001$, Small homes < large homes.

were less likely to report caring for at least one child with special needs (19.7 percent) than were those providers licensed to care for 14 children (32.7 percent). (See Figure 3.9.) Further, a greater percentage of providers who were licensed to operate a large home (14.7 percent) reported caring for two or more children with special needs than of those licensed to care for fewer children (6.5 percent). The only statistically significant variation among SPAs was that providers in SPA 2 (19.3 percent, SE=3.2) were less likely than those in SPA 6 (34.0 percent, SE =3.9) to report caring for at least one child with special needs.

Providers who reported serving at least one child with special needs did not differ by age from those who served no such children. Providers who reported caring

11 Interviewees were told, "By disabilities or special needs, we mean any child who is protected by the American with Disabilities Act (ADA)." If the provider asked for clarification, interviewers added, "This would include children who are considered at-risk of a developmental disability, or who may not have a specific diagnosis but whose behavior, development, and/or health affect their family's ability to find and maintain services."

for at least one child with special needs, however, were more likely to have been in business for more than 12 months than were providers who did not report caring for any such children. (See Table 3.18.) In terms of ethnicity, African American providers were the most likely to care for at least one child with special needs. In terms of language, providers who spoke English only, or English and Spanish, were the most likely to care for at least one child with special needs. (See Table 3.19.)

Providers were also asked how many of the children they served, if any, received public child care assistance.[12] Two-thirds of providers (66.5 percent) reported caring for at least one child who received such assistance. We then calculated the percentage of subsidized children cared for by licensed providers in order to assess the extent to which government dollars contribute to providers' businesses. Among providers who served children receiving public child care assistance, 52.5 percent of the children enrolled in these homes (SE=1.0) received such assistance. Among *all* providers, including those who *did not* care for any children receiving public assistance, 34.8 percent of children enrolled in licensed homes received such assistance (SE=1.0); 16.2 of *all* providers reported that 75 percent or more of their enrolled children received assistance (SE=1.13).

We found ethnic differences between providers who cared for at least one subsidized child and those who did not care for any subsidized children. As shown in Table 3.20, White, Non-Hispanic providers were less likely to care for at least one child receiving public subsidy than were Latina or African American providers. The percentage of providers who enrolled children receiving subsidy also varied by provider ethnicity, as shown in Table 3.21. Further, providers licensed to care for 14 children (76.9 percent, SE=2.0) were more likely to care for at least one subsidized child than were providers licensed to care for eight children (58.6 percent, SE=2.0). We also found differences across SPAs with respect to caring for children who received public child care assistance. Only 48.3 percent of providers in SPA 2, and 57.6 percent of those in SPA 5, reported caring for at least one child receiving public subsidy, compared to about two-thirds to three-quarters of providers in the other SPAs. (See Figure 3.10.) Providers in SPA 5 who cared for at least one subsidized child reported a smaller proportion of such children in their homes than did providers in other SPAs caring for at least one subsidized child. (See Table 3.22.)

12 Government subsidies in California come through CalWORKs and Alternative Payment Program funding. Providers were also asked if they held a contract with the Head Start, Early Head Start, or Migrant Head Start programs, which provide subsidized services to children of low-income families. In contrast to the percentage of providers serving children receiving other forms of public child care assistance, only seven percent of providers reported providing services to children in their homes through any type of Head Start program. Because of the small number of providers offering Head Start services, we did not conduct any comparative analyses. In addition, some family child care providers serve children through a contract with the California Department of Education, although this was not tracked in the survey.

Table 3.18. *Comparison of Licensed Providers Serving Children with Special Needs, by Tenure*

	Estimated percentage of licensed providers, by number of children with special needs (SE)		
	None	1 or more	All providers
12 months or less*	9.0 (1.05)	4.2 (1.19)	7.8 (0.84)
Over 12 months	91.0 (1.05)	95.8 (1.19)	92.2 (0.84)
Total	100.0	100.0	100.0
Number of providers	3,789	1,283	5,072

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, One or more < none.

Table 3.19. *Comparison of Licensed Providers Serving Children with Special Needs, by Ethnicity and by Language Capacity: Countywide*

		Estimated percentage of licensed providers, by number of children with special needs (SE)			
		None	1 or more*	*Total*	*Number of providers*
By Ethnicity	White, Non-Hispanic	78.5 (3.00)	21.5 (3.00)	100.0	920
	Latina	75.7 (1.95)	24.3 (1.95)	100.0	2,411
	African American	68.9 (2.94)	31.1 (2.94)	100.0	1,156
	Asian/Pacific Islander	86.5 (5.30)	13.5 (5.30)	100.0	233
	All providers	75.1 (1.39)	24.9 (1.39)	100.0	4,720
By Language Capacity	English	71.7 (2.23)	28.3 (2.23)	100.0	1,959
	Spanish[a]	81.7 (2.80)	18.3 (2.80)	100.0	934
	English and Spanish[a*]	72.9 (2.45)	27.1 (2.45)	100.0	1,610
	English, plus an additional language other than Spanish	78.7 (3.95)	21.3 (3.95)	100.0	565
	All providers	74.7 (1.35)	25.3 (1.35)	100.0	5,067

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, and Asian/Pacific Islander provider groups.
[a] Provider may speak an additional language other than English.
*$p < .05$, African American > White, Non-Hispanic, Latina, Asian/Pacific Islander; White, Non-Hipsanic, Latina, African American > Asian/Pacific Islander; English > Spanish, English plus an additional language other than Spanish; English and Spanish > Spanish.

Table 3.20. *Comparison of Licensed Providers Serving Children Receiving Publicly Subsidized Child Care, by Ethnicity*

	Estimated Percentage of licensed providers, by number of publicly subsidized children (SE)			
	None	1 or more*	*Total*	*Number of providers*
White, Non-Hispanic	63.0 (3.53)	37.0 (3.53)	100.0	921
Latina	26.8 (2.03)	73.2 (2.03)	100.0	2,402
African American	19.8 (2.52)	80.2 (2.52)	100.0	1,144
Asian/Pacific Islander	52.2 (7.48)	47.8 (7.48)	100.0	234
All providers	33.5 (1.52)	66.5 (1.52)	100.0	4,701

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, and Asian/Pacific Islander provider groups.
*$p < .001$, White, Non-Hispanic, Asian/Pacific Islander < Latina, African American; Latina < African American.

Table 3.21. *Estimated Mean Percentage of Children Receiving Publicly Subsidized Child Care, by Ethnicity of Provider*

	Estimated mean percentage (SE)					
	White, Non-Hispanic	Latina	African American	Asian/Pacific Islander	American Indian or Alaskan Native	Multiethnic
Providers serving at least one subsidized child*	40.4 (3.40)	57.3 (1.44)	50.6 (1.79)	37.8 (4.62)	31.8 (6.28)	46.1 (5.71)
Number of providers	341	1,745	918	111	15	115

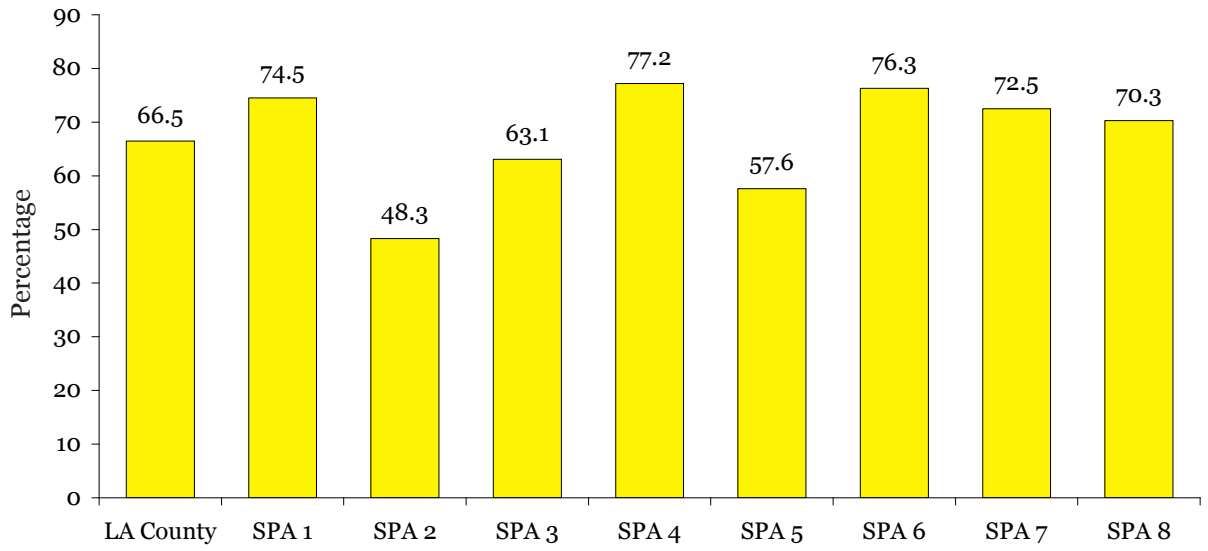
Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, Asian/Pacific Islander, and Multiethnic provider groups.
*$p < .05$, White, Non-Hispanic < Latina, African American; Latina > White, Non-Hispanic, African American, Asian/Pacific Islander; African American > Asian/Pacific Islander.

Table 3.22. *Estimated Mean Percentage of Children Receiving Publicly Subsidized Child Care per Licensed Provider, by SPA*

	Estimated mean percent of publicly subsidized children (SE)							
	SPA							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Providers serving at least one subsidized child	54.0 (2.61)	52.6 (3.37)	51.9 (3.15)	59.6 (2.53)	38.5 (3.62)	54.2 (2.65)	51.7 (2.49)	50.2 (2.35)
Number of providers	319	450	510	343	106	386	572	654

Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Figure 3.10. *Estimated Percentage of Licensed Providers Serving One or More Publicly Subsidized Children: Countywide and by SPA*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

What is the level of educational attainment and early childhood development-related training among licensed family child care providers?

Compared to Los Angeles County's overall female population, licensed family child care providers are more likely to have attended college and/or completed a two-year college degree. At either end of the educational spectrum, they are less likely to have completed high school only, or to have obtained a four-year or higher college degree.

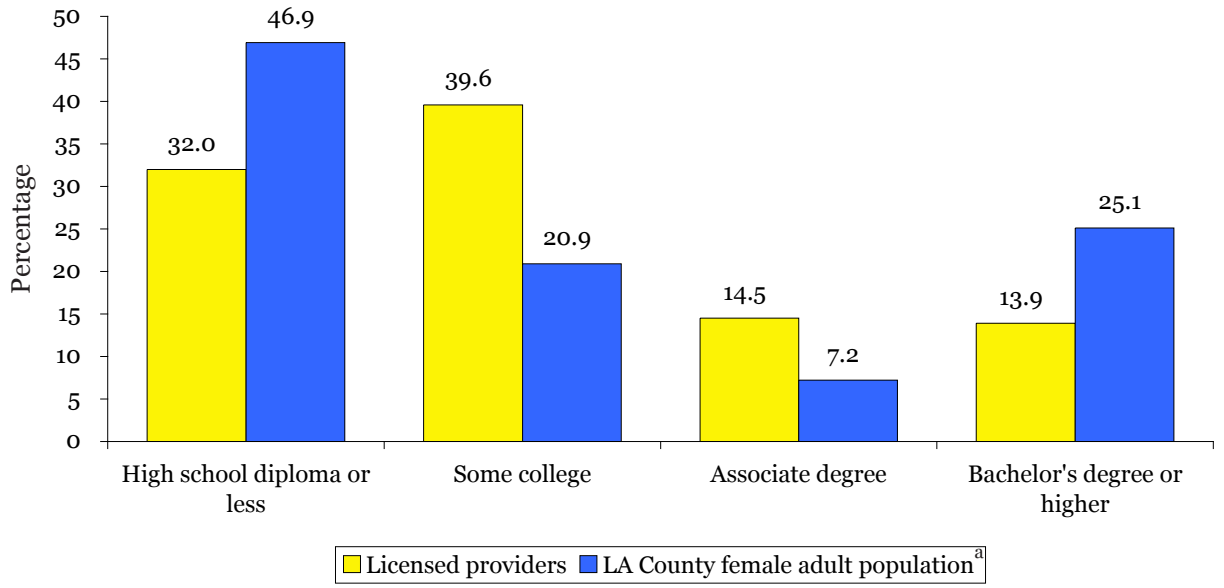
Slightly more than one-quarter of providers have obtained a two-year, four-year or graduate degree, typically not related to early childhood development. Approximately one-half of all providers report having completed at least one college credit related to early childhood development, and more than two-thirds report having participated in non-credit training related to that subject. Approximately one-half of providers report that their paid assistants have participated in some early childhood-related non-credit training or college courses.

Research has indicated that the presence of better-trained adults enhances the quality of child care services for children (Whitebook & Sakai, 2004; Shonkoff & Phillips, 2000). Because of the critical role that providers' skill and knowledge play in promoting children's optimal development, considerable effort and investment have been devoted to encouraging and supporting providers to pursue professional development through a variety of programs. With the movement toward universal preschool, there is also an increased need to assess the size of the task of recruiting and preparing a sufficient number of teachers who meet higher educational and training standards – i.e., a bachelor's (BA) degree and early childhood certification. While not all LAUP teachers will be drawn from the current early care and education workforce, many no doubt will come from its ranks. Although many states operate publicly funded preschools exclusively in center-based programs, Los Angeles County is attempting to include licensed family child care providers in the delivery of new publicly funded preschool services. The educational and training background of licensed family child care providers therefore becomes an important factor in planning the level of resources needed to ensure a well-prepared preschool workforce.

Overall Educational Attainment of Family Child Care Providers

As is true nationally (Herzenberg, Price & Bradley, 2005), family child care providers in Los Angeles County typically have completed some college credits, and are more likely than the average adult woman in the state to have done so. As shown in Figure 3.11, 68.0 percent of licensed providers reported completing some college-level work, compared to 53.2 percent of adult women in Los Angeles County. Providers reported a higher completion rate for an associate (AA) degree (14.5 percent) than is true for the average adult female in the county (7.2 percent). Providers' completion rate for BA or higher degrees, however (13.9 percent), was approximately one-half that of women in the county as a whole (25.1 percent). Only two percent of providers reported completing a graduate degree

Figure 3.11. *Estimated Educational Attainment of Licensed Providers Compared to the Los Angeles Female Adult Population:*[a] *Countywide*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] US Census Bureau (2000).

beyond the BA. Slightly more than two-fifths of licensed providers with a BA or higher degree[13] (44.4 percent, SE=4.07) reported having obtained it through a foreign institution.

Education, Training and Certification Related to Early Childhood Development

Research findings on the contribution of education and training to provider competence and sensitivity suggest that formal higher education with a specific focus in early care and education leads to more effective care and teaching with children (Barnett, 2003; Whitebook, 2003; Zaslow & Martinez-Beck, 2005). Thus, another important aspect of professional preparation is the extent to which providers have received training, completed coursework, or participated in activities specifically focused on issues related to early childhood development.[14] To acquire a picture of the professional preparation of providers, we asked providers whether they:

1. had completed a two-year or four-year degree related to early childhood development;
2. had taken college courses related to early childhood development;
3. had participated in non-credit training related to early childhood development, and the extent of such training; and/or
4. had participated in a professional development program or obtained a professional credential.

1) Degrees Related to Early Childhood Development

13 Only 1.2 percent of all providers with a foreign degree had earned a graduate degree.

14 "Early Childhood Development-related" was defined as courses or training in early childhood education, child development or psychology.

We examined the percentage of providers with AA and BA degrees who had obtained a degree related to early childhood development, and whether those with an AA or BA were more likely to have completed such a degree.

Overall, just 28.4 percent of all providers had completed an AA or BA degree or higher. Among those who had completed a degree, 39.3 percent (SE=2.9) reported that their highest degree was related to early childhood development. Slightly more than one-third of providers with a BA or higher degree (37.9 percent, SE=4.2) and 40.5 percent of providers with an AA degree (SE=4.0) had obtained a degree with an early childhood focus.

2) College Credits Related to Early Childhood Development

We examined the percentage of providers who reported having completed at least one college credit in early childhood education. Over three-quarters of providers with education beyond high school (81.6 percent, SE=1.5) reported having completed at least one college credit in early childhood education, child development or psychology.[15]

We next examined differences in the percentage of providers, at varying levels of college attainment (some college, or an AA or BA degree), who had completed some early childhood development-related college coursework. We also looked at differences in the amount of such coursework that providers at different levels of college attainment had completed.

Those who had completed either an AA or a BA degree were more likely to have completed at least one credit related to early childhood development than were those who had only completed some college but not a degree. Those who had completed either an AA or a BA degree reported completing, on average, at least twice as many college credits in early childhood development as those for whom "some college" was their highest level of educational attainment. As shown in Table 3.23, 78.6 percent of providers who had attended some college but had not completed a degree reported having

15 Providers who reported their highest level of education as high school or less were not included in these calculations. However, when they are included, the proportion of all providers who have completed at least one college credit related to early childhood development falls to 55.5 percent (SE=1.5).

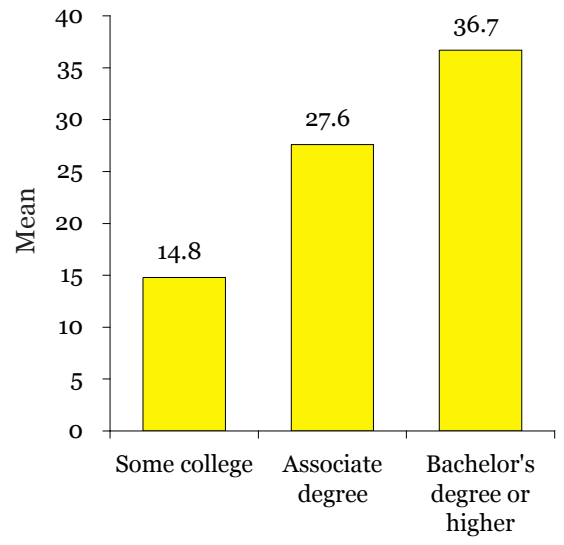
Table 3.23. *Estimated Percentage of Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Educational Level: Countywide*

	Estimated percentage (SE)			
	Some college	Associate degree	Bachelor's degree or higher	All providers
No college credits in ECE	21.4 (2.02)	13.6 (2.84)	14.8 (2.95)	18.4 (1.46)
1 or more college credits*	78.6 (2.02)	86.4 (2.84)	85.2 (2.95)	81.6 (1.46)
Total	100.0	100.0	100.0	100.0
Number of providers	2,016	739	710	3,465

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, Some college < Associate degree, Bachelor's degree or higher.

taken at least one college credit related to early childhood, compared to 86.4 percent of providers who had completed an AA and 85.2 percent of providers who had completed a BA or higher degree. The mean number of college credits related to early childhood development was 27.6 units for providers with an AA degree and 36.7 units for those who had obtained a BA degree, compared to 14.8 units among those who had attended some college classes but had not completed a degree. (See Figure 3.12.)

Figure 3.12. *Estimated Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Educational Level: Countywide*



Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. *$p < .05$, Some college < Associate degree, Bachelor's degree.

3) Non-Credit Training Related to Early Childhood Development

We examined the overall percentage of providers who reported having *ever* participated in non-credit training related to early childhood development, and 70.7 percent had done so. Next, we examined the percentage of providers at different levels of educational attainment who reported having *ever* participated in such non-credit training. Participation was most common among providers who had attended college. As shown in Figure 3.13, 58.0 percent of providers who reported high school or less as their highest level of education had participated in non-credit training, compared to approximately three-quarters of providers with varying college backgrounds.

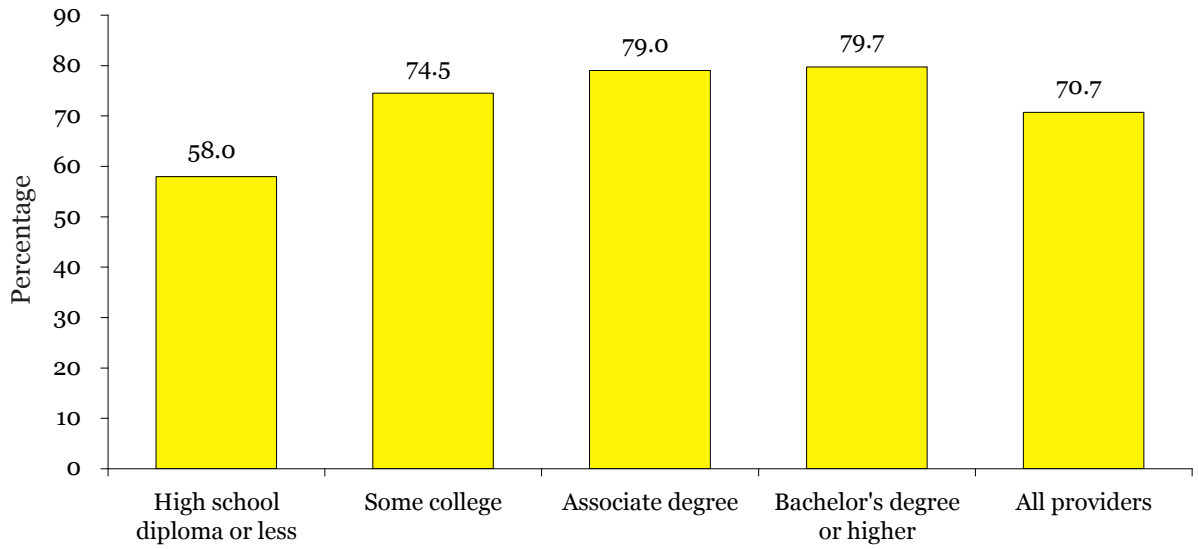
Next, we examined how many providers had participated in non-credit training *during the last 12 months*, the amount of such training, and whether this amount varied by level of educational attainment. Over one-half of all providers (56.2 percent, SE=1.6) had participated in non-credit training related to early childhood development during the last 12 months. Providers who reported high school or less as their highest level of education were less likely to have participated in such training during the last 12 months, and had completed fewer hours of training on average, than providers with higher levels of educational attainment. Providers who had participated in training during the last 12 months reported participating, on average, in 32.0 hours of training during this time (SE=1.3).

4) Provider Participation in Professional Development Activities or Certification

Another measure of providers' professional preparation is their involvement with professional development activities or certification processes. We asked providers whether they:

1. were accredited by the National Association for Family Child Care

Figure 3.13. *Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Educational Level: Countywide*



Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, High school diploma or less < Some college, Associate degree, Bachelor's degree.

(NAFCC);

2. held a Child Development Permit issued by the California Commission on Teacher Credentialing; and/or
3. held a Teacher Credential issued by the California Commission on Teacher Credentialing and/or by an equivalent agency in another state.

We lack confidence, however, about the reliability of some of these particular findings, because the responses to some questions were disproportionate to the actual number of known program participants. Our estimate of provider participation in NAFCC accreditation, based on providers' reports, exceeds the number of NAFCC-accredited providers in Los Angeles County indicated in NAFCC records. In addition, respondents reporting that they possessed a Child Development Permit included some who had not taken any college credit-bearing courses, even though these are required for obtaining an entry-level permit, again rendering the responses questionable. Other studies and program administrators have noted this phenomenon in the field, in which providers and other early childhood staff report participation in various programs or achievement of a particular status that does not reflect administrative records (Whitebook & Sakai, 2004). This may be due to confusion about the various names of professional development-related programs.

A teaching credential requires the holder to have completed a BA degree at a minimum, and typically the equivalent of a fifth year of college coursework. We asked those providers who had completed a BA or higher degree whether they held a teaching credential issued by the State of California or by another state. Among the 13.9 percent of providers (SE=1.1) who had completed a BA or higher degree,

13.4 percent (SE=0.4) reported holding a California teaching credential and 10.0 percent (SE=2.5) reported holding a credential from another state. Based on these findings, we estimate that only 1.8 percent (SE=0.4) of all providers in the county (including those with BA degrees, as well as those with lower levels of educational attainment) held a California public school teaching credential.

Professional Preparation of Family Child Care Paid assistants

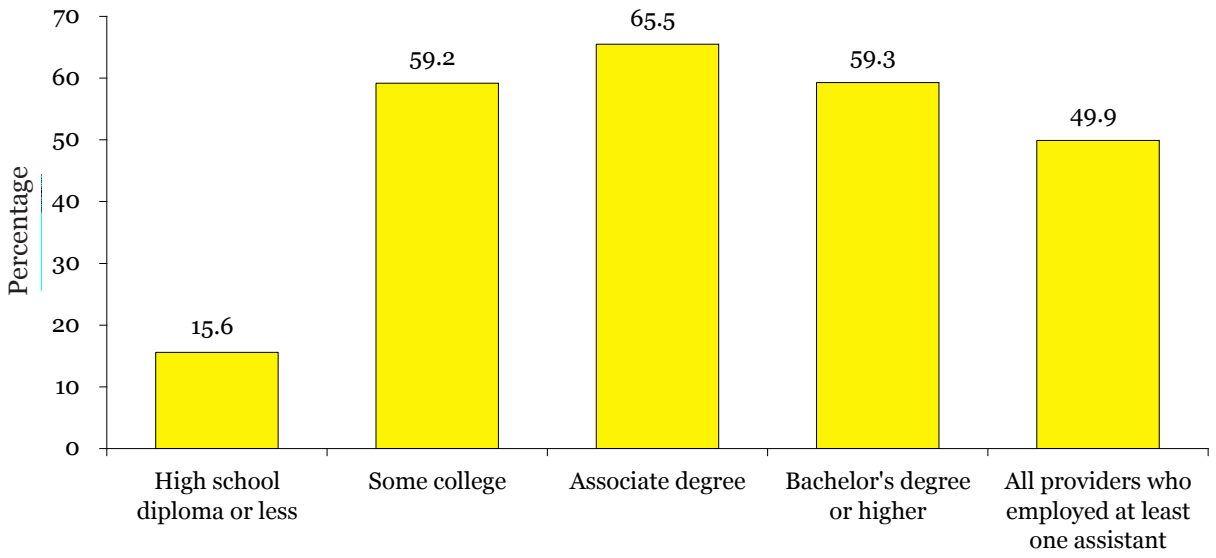
To further explore the educational background of adults in licensed family child care homes, we examined two issues:

1. the extent to which providers were working with paid assistants who had received some training or education related to early childhood development, and
2. whether providers who employed better-trained and/or educated paid assistants had themselves completed more education and training.

To explore the extent to which providers were working with paid assistants with some training or education related to early childhood development, we examined what percentage of providers reported that their paid assistants had earned college credits or participated in non-credit training. One-half of providers with paid assistants (50.0 percent, SE=2.2) reported that *none* of their paid assistants had earned such college credits, and 35.0 percent (SE=2.2) reported that *none* of their paid assistants had received non-credit training in this field. Approximately one-third of providers (30.7 percent, SE=2.1) reported that *all* of their paid assistants had received college credits related to early childhood development, and 46.7 percent (SE=2.2) reported that *all* of their paid assistants had participated in non-credit training.

To explore whether providers who employed better-trained and/or educated paid assistants had themselves completed more education and training, we calculated the percentage of providers who reported that *at least one* paid assistant in their employ had participated in education or training related to the care of young children, and compared these rates across educational levels. We found that providers who themselves were better educated and trained were also more likely to employ paid assistants with more training and education. As shown in Figure 3.14, providers whose highest level of education was high school or less were less likely to employ at least one paid assistant with college credits related to early childhood development than were providers who had completed some college or an AA or BA degree. Providers who themselves had completed more non-credit early childhood-related training were also more likely to employ at least one paid assistant who had completed college credits in this field.

Figure 3.14. *Estimated Percentage of Licensed Providers who Employed At Least One Paid Assistant with College Credits, by Provider Education: Countywide*



Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, High school diploma or less < Some college, Associate degree, Bachelor's degree or higher.

How do levels of overall educational attainment, and of training related to early childhood development, vary among licensed family child care providers?

Providers' professional preparation varies by the area of the county in which they live, as well as the number and characteristics of the children they serve. Providers in SPAs 2, 5, and 8 are more likely to have obtained four year degrees or more than their counterparts in the other SPAs. Providers in SPAs 3, 4, and 7 are more likely to report high school or less as their highest level of education. Providers licensed to care for 14 children report higher levels of educational attainment than those licensed to care for eight children. Providers caring for children ages three to five generally report similar levels of education and early childhood-related training to those who care exclusively for younger or older children. Providers caring for at least one subsidized child are more likely than other providers to have participated in non-credit training and credit-bearing courses related to early childhood development, but as a group, they have not attained higher levels of education (i.e., degrees).

Latina providers, on average, have completed less formal education than White, Non-Hispanic, African American or Asian/Pacific Islander providers. Providers who have obtained a BA or higher degree are more likely to speak English, as well as another language besides Spanish, than providers with less education, while providers with a high school degree or less are more likely to report speaking Spanish only, or Spanish and English.

Regardless of educational level, the average family child care provider is in her mid-to-late forties.

In the previous section, we described the educational attainment and specific early childhood-related training of licensed family child care providers in Los Angeles County as a whole. In this section, we explore differences among providers along these dimensions based on:

- the SPAs in which they reside,
- the licensed capacity of their homes,
- the ages of children with whom they work,
- whether they receive public dollars to care for children of low-income families, and
- such provider demographic characteristics as age, ethnicity and language background.

Overall Educational Attainment, by SPA

Previous research has identified variations at the county level in educational attainment among licensed family child care providers (Whitebook et al., 2004). This study has identified such variations at the level of SPAs in Los Angeles County. We posed two questions with respect to regional variation in educational attainment:

1. Are patterns of educational attainment among providers within the various SPAs similar to the countywide pattern?
2. Within SPAs, are patterns of

educational attainment among providers similar to the patterns found among that SPA's overall adult population?

We examined whether SPAS reflected the pattern identified for the county as a whole – namely, that providers were more likely than other adults in the county to have attended college and/or completed a two-year college degree, and were less likely to have completed only high school or to have obtained a four-year or higher college degree. Across SPAs, as shown in Table 3.24, the ratios of educational attainment between licensed providers and the overall adult population were generally consistent with the countywide pattern for those who had completed high school or less. The biggest variations were among providers with associate degrees. Those providers in SPAs 4, 5, and 6 were more likely to have obtained associate degrees compared to the adult population at large.

Levels of educational attainment varied by SPA and generally followed the patterns of variation in educational attainment by region among all adults in the county, as shown in Figure 3.15. Providers in SPA 2, SPA 5 and SPA 8, on average, were more likely to have obtained bachelor's degrees or more than their counterparts in the other SPAs. Providers in SPAs 3, 4 and 7 were more likely to report high school or less as their highest level of education.

Overall Educational Attainment, by Licensed Capacity

We explored whether providers licensed to care for larger or smaller groups of children varied from each other with respect to their level of education. We identified significant differences in this regard. As shown in Figure 3.16, providers licensed to care for eight children were more likely to report high school or less, and less likely to report a BA degree, as their highest level of educational attainment, than were providers licensed to care for 14 children.

Overall Educational Attainment, by Ages of Children Served

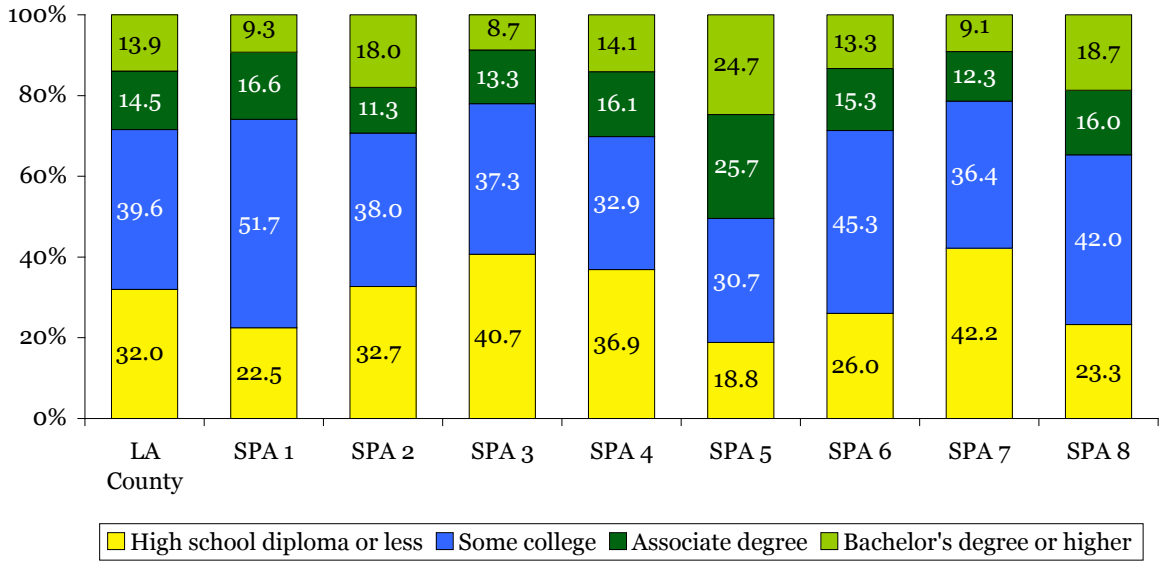
Because of increases in qualifications for teachers or providers working in publicly funded LAUP programs targeting four-year-old children, there is considerable interest in whether providers who currently work with that age group differ in educational attainment from those working with younger children. We examined whether providers who served

Table 3.24. *Ratio of Educational Attainment of Licensed Providers to the California Adult Population:*[a] *Countywide and by Region*

	Estimated ratio								
	LA County	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
High school diploma or less	0.7	0.5	0.8	0.9	0.7	0.8	0.4	0.7	0.5
Some college	1.9	1.8	1.7	1.9	2.1	1.6	2.8	1.9	1.9
Associate degree	2.0	2.2	1.7	1.8	3.4	4.5	3.6	2.2	2.3
Bachelor's degree or higher	0.6	0.6	0.6	0.3	0.6	0.5	1.7	0.7	0.7

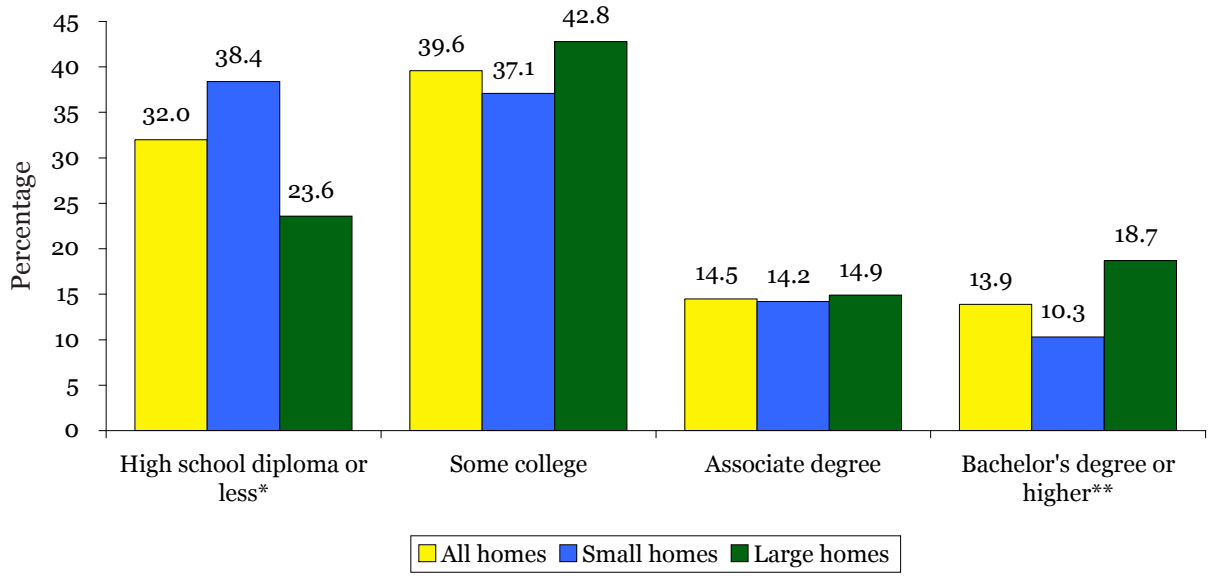
Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] US Census Bureau (2000).

Figure 3.15. *Estimated Educational Attainment of Licensed Providers: Countywide and by SPA*



Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Figure 3.16. *Estimated Educational Attainment of Licensed Providers: Countywide and by Licensed Capacity*



Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Small homes > large homes.
**$p < .001$, Small homes < large homes.

children between three and five years of age, either exclusively or with other children, differed as a group with respect to educational attainment from those who worked exclusively with younger or older children.

As noted earlier in this report, however, there were few family child care providers in the sample who served children of one age group exclusively. Overall, most providers served a mixed age group, and most homes included children between the ages of three and five. Only 2.2 percent of providers (SE=0.5) cared exclusively for children between the ages of three and five; overall, 77.9 percent (SE=1.1) cared for children ages three to five, usually with children from another age range as well. We found only one difference in educational level among providers serving children of different ages.

Overall Educational Attainment, and Early Childhood-Related Training, by Number of Children Receiving Government Subsidy

Research suggests that children of low-income families derive great benefits from high-quality early care and education programs (Helburn, 1995). Studies have found programs rated higher in quality to be staffed by teachers and providers with higher levels of education, and with training specifically focused on early childhood development (Helburn, 1995; Galinsky, Howes, Kontos & Shinn, 1994; Whitebook, Howes & Phillips, 1990; Whitebook & Sakai, 1995).

In California, however, licensed providers receiving subsidies through vouchers to care for children of low-income families are not required to meet higher educational or training standards than providers not receiving subsidies. Reflecting these current standards, we found that overall educational attainment, or the likelihood of completion of a college degree related to early childhood development, did not vary between providers who reported caring for at least one child receiving public child care assistance and those who did not care for any such children. (See Table 3.25.)

We also examined whether providers' completion of college credits and/or participation in non-credit training related to early childhood development varied between providers caring for at least one subsidized child and those not caring for any such children. We found that providers caring for one or more subsidized children (58.8 percent, SE=1.86) were more likely to have completed college credits related to early childhood development than were those caring for no subsidized children (49.4 percent, SE=2.8). Providers caring for one or more subsidized children were also more likely to have participated in non-credit training related to early childhood development than were providers who did not care for such children. Approximately two-thirds of all providers (70.5 percent) reported having *ever* participated in non-credit early childhood training; providers who reported caring for at least one child receiving public child care subsidy (75.1 percent) were more likely to have taken such training than those not caring for such children (61.3 percent).

Those caring for at least one child receiving subsidy were also more likely to have completed some non-credit hours related to early childhood development *in the last 12 months* (63.3 percent) than were those who did not report caring for such children (41.6 percent). (See Table

3.26.) In addition, among providers who had participated in non-credit early childhood training in the last 12 months, those who cared for at least one subsidized child had completed, on average, more hours of training (28.7 hours, SE=1.5) than those who did not care for such children (18.2 hours, SE=1.7).

Overall Educational Attainment, and Early Childhood-Related Training, by Provider Demographic Characteristics

Among providers with different levels of education and specific early childhood-related training, we examined such characteristics as:

- age and tenure,
- ethnicity, and
- language background.

1) Overall Educational Attainment, by Age and Tenure

With respect to average age, we found only minimal differences countywide among groups of providers who reported different educational backgrounds. On average, providers were in their mid-to-late forties, whether they had completed a college degree, taken some college courses, or reported their highest level of education as high school or less.[16] Across educational levels, approximately one-quarter of providers were 55 years of age or older. Likewise, providers' average tenure in caring for children in their homes for pay did not vary by educational level. However, providers who reported 12 months or less experience working with children in their homes were less likely than others to have completed a degree related to early childhood development. There were no differences with respect to age between providers with or without a degree related to early childhood development.

2) Overall Educational Attainment, by Ethnicity

We examined provider ethnicity and educational background along three dimensions:

- the ethnic distribution of providers *across* different levels of formal education;
- the distribution of educational attainment *within* various ethnic groups, and
- the ethnic distribution of providers at different levels of education, compared to that of Los Angeles County's adult population.

Combined, these analyses provide a picture of how well providers of various ethnic groups are represented at different educational levels, how this distribution reflects general trends in the population, and where supports and incentives might be directed toward particular ethnic groups in order to boost their educational attainment.

The ethnic distribution of providers varied across levels of educational attainment, as shown in Figure 3.17. Latinas comprised 51.1 percent of all providers, but 74.2 percent of those whose highest level of education was high school, and only 24.5 percent of providers who had completed a BA degree or higher. African American providers comprised 24.5 percent of all providers, but only 10.4 percent of those who had completed high school or less, as shown in Figure 3.17.

16 On average, those who had completed a graduate degree were 48 years old, with an average tenure in the field of 10.8 years. Only 1.6 percent had been in the field for 12 months or less.

Table 3.25. *Estimated Educational Attainment of Licensed Providers, by Number of Children Receiving Publicly Subsidized Child Care: Countywide*

	Estimated percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more	All providers
High school diploma or less	35.5 (2.66)	30.2 (1.73)	32.0 (1.45)
Some college	34.6 (2.63)	42.3 (1.88)	39.7 (1.53)
Associate degree	14.6 (1.94)	14.2 (1.31)	14.3 (1.08)
Bachelor's degree or higher	15.3 (2.01)	13.3 (1.29)	13.9 (1.09)
Total	100.0	100.0	100.0
Number of Providers	1,689	3,358	5,047

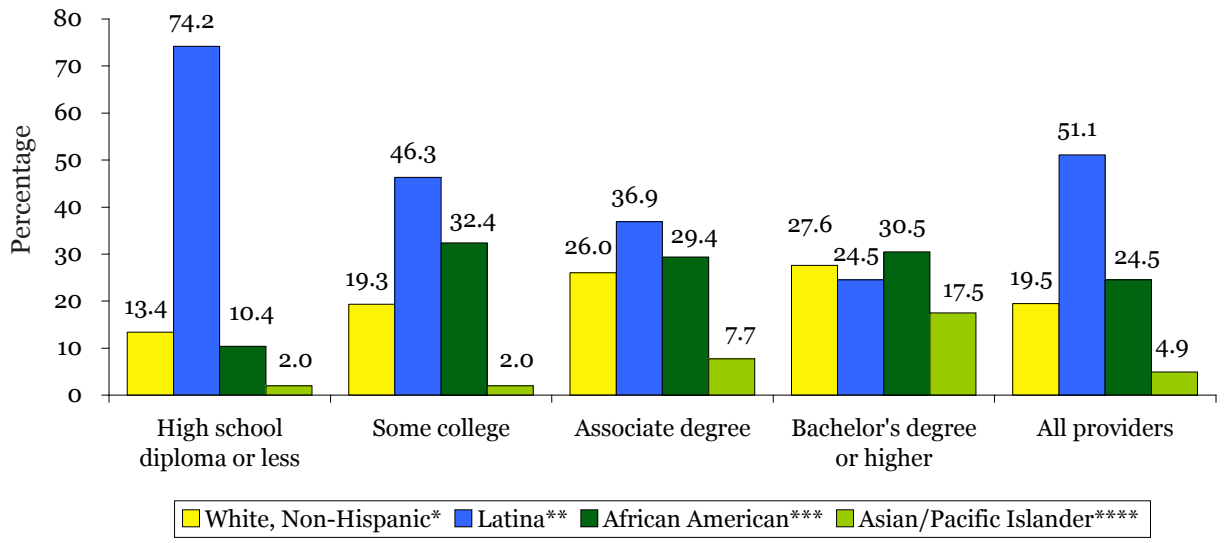
Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table 3.26. *Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Number of Publicly Subsidized Children Served: Countywide*

		Estimated percentage of licensed providers, by number of publicly subsidized children (SE)		
		None	1 or more	All providers
Ever participated in non-credit training	No non-credit training	38.7 (2.72)	24.9 (1.66)	29.5 (1.44)
	1 or more hours*	61.3 (2.72)	75.1 (1.66)	70.5 (1.44)
Total		100.0	100.0	100.0
Number of providers		1,665	3,320	4,985
Participated in non-credit training in last 12 months	No non-credit training	58.4 (2.77)	36.7 (1.85)	44.0 (1.56)
	1 or more hours*	41.6 (2.77)	63.3 (1.85)	56.0 (1.56)
Total		100.0	100.0	100.0
Number of providers		1,642	3,264	4,906

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, 1 or more > none.

Figure 3.17. *Estimated Ethnic Distribution of Licensed Providers, by Educational Level: Countywide*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, and Asian/Pacific Islander provider groups.
*$p < .05$, High school diploma or less < Associate degree, Bachelor's degree or higher.
** $p < .05$, High school diploma or less > some college, Associate degree, Bachelor's degree or higher.
***$p < .05$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher.
****$p < .05$, High school diploma or less, some college < Bachelor's degree or higher.

White, Non-Hispanic providers comprised 19.5 percent of all providers, but only 13.4 percent of providers who had completed high school or less. Although Asian/Pacific Islanders constituted only 4.9 percent of all providers, they comprised 17.5 percent of those who reported a BA or higher degree as their highest level of educational attainment. It is important to note, however, that Asian/Pacific Islanders who speak neither English nor Spanish may be underrepresented in this study, and thus these findings should be viewed with caution.

Approximately 50.3 percent (SE=10.0) of those who had completed a graduate degree were White, Non-Hispanic, 24.2 percent (SE=8.3) were Latina, 18.4 percent (SE=7.3) were African American, and 6.9 percent (SE=5.4) were Multiethnic. None were Asian/Pacific Islander or American Indian/Alaskan Native.

In determining the distribution of educational attainment (as represented by college attendance and completion of degrees) *within* various ethnic groups, we found that most White, Non-Hispanic (77.6 percent), Asian/Pacific Islander (86.8 percent) and African American providers (86.2 percent) reported completing some college-level work. Approximately one-third of African American and White, Non-Hispanic providers, and two-thirds of Asian/Pacific Islander providers, had completed a two- or four-year degree or higher. Among Latina providers, approximately one-half reported completing some college-level work, while 16.9 percent reported completing a two- or four-year degree or higher. (See Figure 3.18.) Looking

at degrees related to early childhood development, we found no statistically significant differences by ethnicity. (See Table 3.27.)

Next, we sought to determine the ethnic distribution of licensed providers at different levels of education, as compared to the overall adult population of Los Angeles County. For example, were Latina providers more or less likely than other Latino adults to have achieved a BA degree? To make this comparison, we examined data from the 2000 U.S. Census on Los Angeles adults' attainment of BA or higher degrees. African American (16.8 percent), Asian/Pacific Islander (48.0 percent) and Latina (6.5 percent) providers had attained BA or higher degrees at approximately the same rate as their counterparts in the overall county population (all African American adults, 17.8 percent; all Asian adults, 42.4 percent; and all Latino adults, 6.8 percent). However, White, Non-Hispanic providers were somewhat less likely to have earned a BA (19.1 percent) than White, Non-Hispanic Los Angeles County adults (24.9 percent).

3) Overall Educational Attainment, by Language

Since many of Los Angeles County's young children speak a first language other than English, and many have parents with limited English proficiency, there is understandable concern about the ability of the early care and education workforce to communicate well with children and their adult family members, and to create learning environments for children that build upon their first language as a foundation for successful mastery of English (Garcia, 2005; Sakai & Whitebook, 2003; Wong-Fillmore & Snow, 1999). Because of the commonly shared goal among policy makers and advocates to build not only a more educated but an ethnically and linguistically diverse early care and education workforce (Calderon, 2005), it is important to understand how language capacity varies among providers with different levels of educational attainment, in order to design and target professional development resources.

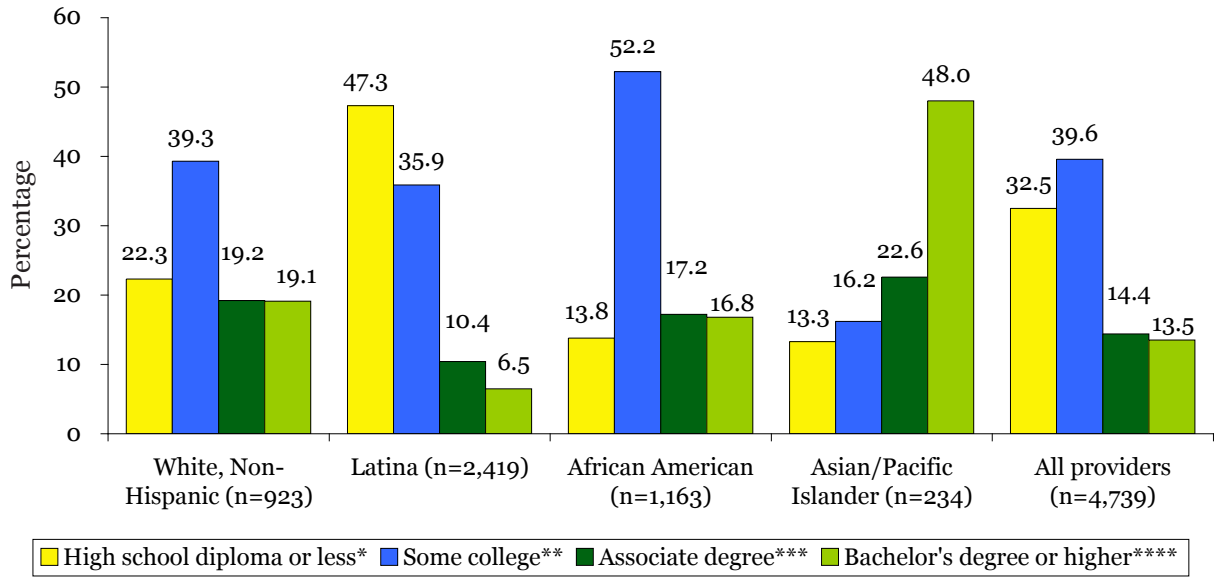
The following is an analysis of educational attainment by language, but it is important to note that since interviews were conducted only in Spanish or English, providers who are fluent in other languages but do not speak English or Spanish are not represented in this study. In addition, we note again that language ability was self-reported by providers, rather than independently verified; we also were unable to determine whether or not there was a linguistic match between providers and the children they served.

Our analyses focused on three issues:

1. the percentage of providers at different educational levels with the self-reported capacity to communicate with children in English and in an additional language;
2. the levels of educational attainment and early childhood training among providers with the self-reported capacity to communicate with children in Spanish and/or in Spanish and English; and
3. the self-reported language capacity of providers who had obtained a college degree from a foreign institution.

Approximately two-fifths of all providers (42. 8 percent, SE=1.5) had the self-reported capacity to communicate with children and families in English and in an additional language. Providers

Figure 3.18. *Estimated Educational Attainment of Licensed Providers by Ethnic Group: Countywide*



Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, and African American provider groups.
*$p < .05$, Latina > White, non Hispanic, African American, Asian/Pacific Islander.
**$p < .05$, Asian/Pacific Islander < White, Non-Hispanic, Latina, African American; African American > Latina.
***$p < .05$, Latina < White, non Hispanic, Asian/Pacific Islander.
****$p < .05$, Latina < White, non Hispanic, African American, Asian/Pacific Islander; Asian/Pacific Islander > White, Non-Hispanic, African American.

Table 3.27. *Estimated Percentage of Licensed Providers Reporting Degree Attainment Related to Early Care and Education, by Ethnicity: Countywide*

	Estimated percentage (SE)			
	Degree in unrelated field	Degree in early care and education	*Total*	*Number of Providers*
White, Non-Hispanic	54.4 (6.09)	45.6 (6.09)	100.0	354
Latina	58.1 (5.38)	41.9 (5.38)	100.0	408
African American	67.6 (5.15)	32.4 (5.15)	100.0	396
Asian/Pacific Islander	78.0 (7.27)	22.0 (7.27)	100.0	164
All providers	62.4 (2.97)	37.6 (2.97)	100.0	1,322

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American and Asian/Pacific Islander provider groups.

who reported speaking both English and Spanish were evenly divided across the educational spectrum. Providers who spoke English and a language other than Spanish, however, were more likely than other providers to have a BA or higher degree. Among all providers, only 11.1 percent spoke English and another language besides Spanish fluently, but 31.7 percent of providers with a BA degree or higher did so. Providers who reported high school or less as their highest level of education were less likely to speak English only and more likely to speak Spanish only, compared to providers with some college or college degrees, as shown in Table 3.28.

Nearly one-half of all providers with a BA or higher degree (44.4 percent) had earned their degrees from a foreign institution. Providers who spoke English only were less likely to have earned a degree from a foreign institution than were all other providers. Providers who spoke English and Spanish were less likely to have earned a foreign degree than those who spoke English and another language besides Spanish. (See Table 3.29.) There were no differences by language between providers who had earned a degree related to early childhood development and those with an unrelated degree.

Table 3.28. *Reported Language Fluency of Licensed Providers, by Ethnicity: Countywide*

	Estimated percentage (SE)				
	High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
English*	24.2 (2.34)	48.6 (2.39)	44.9 (3.98)	38.1 (4.06)	38.8 (1.40)
Spanish[a]**	34.5 (2.62)	13.3 (1.69)	6.8 (1.94)	7.6 (2.12)	18.4 (1.17)
English and Spanish[a]****	36.1 (2.68)	31.4 (2.26)	31.7 (3.75)	22.6 (3.42)	31.7 (1.43)
English, plus an additional language other than Spanish****	5.1 (1.26)	6.7 (1.27)	16.6 (3.05)	31.7 (3.96)	11.1 (0.98)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	1,625	2,014	737	709	5,085

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American and Asian/Pacific Islander provider groups.
[a] Provider may speak an additional language other than English.
*$p < .001$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher.
**$p < .001$, High school diploma or less > some college, Associate degree, Bachelor's degree or higher.
***$p < .001$, High school diploma or less > Bachelor's degree or higher.
****$p < .001$, High school diploma or less, some college, Associate degree < Bachelor's degree or higher.

Table 3.29. *Estimated Percentage of Licensed Providers Obtaining Bachelor's Degree or Higher from Foreign Institutions: Countywide*

	Estimated percentage (SE)				
	English	Spanish[a]	English and Spanish[a]	English, plus an additional language other than Spanish	All providers with a Bachelor's degree or higher
Foreign institution*	5.7 (2.88)	74.8 (13.16)	44.1 (8.61)	84.3 (5.97)	44.4 (4.07)
U.S. institution	94.3 (2.88)	25.2 (13.16)	55.9 (8.61)	15.7 (5.97)	55.6 (4.07)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	267	54	154	218	693

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] Provider may speak an additional language other than English.
*$p < .001$, English < Spanish, English and Spanish, English plus an additional language other than Spanish; English and Spanish < English plus an additional language other than Spanish.

How well prepared are licensed providers to care for and educate children who are dual language learners or have special needs?

Only a handful of providers have participated in non-credit training or have completed college coursework focused on dual language learning in young children, despite the growing numbers of young children in Los Angeles County who speak a language other than English in their homes. Although providers who have participated in training or courses related to dual language learning report higher levels of education, only one-tenth of those who report having earned college credits or degrees have taken such training. Providers who speak a language other than English are more likely to have participated in such training.

By comparison, many more providers are trained to work with children with special needs. More than one-half of all providers have participated in non-credit training in this subject, and almost 30 percent have completed college credits. Those caring for at least one such child, and those with college degrees, are the most likely to have received training in this subject.

As Los Angeles County considers how best to prepare its workforce to meet the needs of its young children, particular concern centers on two groups of children:

- the growing number who are dual language learners, many of them from immigrant families; and
- the growing number who have been identified as having special developmental needs.

A pressing question is whether the current early care and education workforce has sufficient skill and knowledge to meet the needs of these children. While it was beyond the scope of this study to assess the overall knowledge and competencies of licensed family child care providers, our interview did allow some initial exploration of providers' professional preparation related to dual language learners and/or children with special needs.

Preparation to Work with Young Children Acquiring a Second Language

In 2004-2005, nearly half of children entering public kindergarten in Los Angeles County were estimated to be dual language learners (California Department of Education, 2006). According to recent projections of the growth of this segment of California's population over the next several decades (Hill, Johnson & Tafoya, 2004), it is likely that soon the majority of young children receiving early care and education services in the state will be dual language learners and/or living in families in which some or all of the adults do not speak English.

In this survey, we were able only to investigate which languages providers spoke, not the languages spoken by children in their care. We know, however, from anecdotal reports that a sizeable portion of providers in many areas of the state either care for children for whom English is a second language or

will likely be called upon to do so over the course of their careers. We also know from a recent survey of early childhood teacher preparation programs in California institutions of higher education (Whitebook, Bellm, Lee & Sakai, 2005) that only one-quarter of these programs require a course focused on second-language acquisition in young children, suggesting that exposure to professional development around these issues through college courses is limited.

Our goal was to ascertain the extent to which providers had received any training focused on this topic, by asking whether they had participated in relevant credit-bearing courses and/or non-credit training. Most had not: only 17.9 percent of providers reported that they had received non-credit training, and only 15.1 percent of providers with some college experience reported that they had completed college coursework, focused on dual language learning in young children. (See Tables 3.30 and 3.32.)

Providers who *had* participated in non-credit training on this topic reported, on average, participating in 15.6 hours of training. (See Table 3.31.) Among those who had completed college credits related to dual language learning, the average number of credits was 9.5. (See Table 3.33.)

As shown in Table 3.34, providers who spoke English only were less likely than providers who were bilingual – whether they spoke English and Spanish, or English and at least one other language – to have participated in any training or coursework related to dual language learning. Providers who spoke Spanish were more likely than those who did not to have participated in training or courses related to dual language learning.

As shown in Table 3.34, providers who had participated in training or courses relevant to the needs of dual language children were more likely to report having an AA or BA degree, and were less likely to report high school or less as their highest educational level, than providers who had received no professional development related to dual language learners.

Preparation to Work with Young Children With Special Needs

Over the last 30 years, the deepening understanding of and ability to identify developmental challenges, coupled with changes in federal law,[17] have led to the increased involvement of early childhood settings in providing services to children with special physical and developmental needs and/or disabilities (Shonkoff & Phillips, 2000). Recognizing that the early care and education workforce was being increasingly called upon to provide such services, the California Legislature passed SB 1703 in 2000, supporting local child care resource and referral programs and child care planning councils in providing training related to children with special needs. This funding was renewed in 2005.

17 Two federal laws in particular have contributed to the inclusion of children with special needs in early childhood programs. The American with Disabilities Act (ADA), a federal civil rights law passed in 1990, prohibits discrimination by child care centers and family child care providers against individuals with disabilities. The ADA requires providers to assess, on a case-by-case basis, what a child with a disability requires in order to be fully integrated into a program, and whether reasonable accommodation can be made to allow this to happen. In addition, the Individuals with Disabilities Education Act, passed in 1975 and reauthorized in 2004, requires public schools to meet the educational needs of children as young as three with disabilities, guarantees early intervention services to infants and toddlers up to age three in their "natural environments," and addresses the transition of infants and toddlers from early intervention services to preschool programs. California's equivalent law, the Early Intervention Services Act, is also known as Early Start (Child Care Law Center, 2005).

Table 3.30. *Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Dual Language Learning Children: Countywide*

	Estimated percentage (SE)
None	82.1 (1.22)
1 or more hours	17.9 (1.22)
Total	100.0
Number of providers	4,830

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table 3.31. *Estimated Mean Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Dual Language Learning Children: Countywide*

	Estimated mean (SE)
Mean hours of training	15.6 (1.05)
Number of providers	839

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table 3.32. *Estimated Percentage of Licensed Providers Reporting Completion of College Credits Related to Dual Language Learning Children: Countywide*

	Estimated percentage (SE)
	Providers with some college or higher
None	84.9 (1.36)
1 or more credits	15.1 (1.36)
Total	100.0
Number of providers	3,353

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table 3.33. *Estimated Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Dual Language Learning Children: Countywide*

	Estimated mean (SE)
Mean number of credits	9.5 (0.91)
Number of providers	505

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table 3.34. *Estimated Percentage of Licensed Providers Reporting Completion of Credit or Non-Credit Training Related to Dual Language Learning Children, by Language Fluency and Educational Attainment: Countywide*

		Estimated percentage of licensed providers, by number of credits or hours in dual language learning (SE)			
		None	1 or more*	*Total*	*Number of providers*
By language fluency	English	86.4 (1.69)	13.6 (1.69)	100.0	1,942
	Spanish[a]	82.1 (2.81)	17.9 (2.81)	100.0	922
	English and Spanish[a]	68.4 (2.57)	31.6 (2.57)	100.0	1,563
	English, plus an additional language other than Spanish	67.9 (4.83)	32.1 (4.83)	100.0	499
	All providers	78.0 (1.30)	22.0 (1.30)	100.0	4,926
By educational attainment	High school diploma or less	86.5 (1.88)	13.5 (1.88)	100.0	1,630
	Some college	76.1 (2.13)	23.9 (2.13)	100.0	1,947
	Associate degree	72.7 (3.65)	27.3 (3.65)	100.0	703
	Bachelor's degree or higher	68.0 (4.09)	32.0 (4.09)	100.0	653
	All providers	78.0 (1.30)	22.0 (1.30)	100.0	4,933

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

[a] Provider may speak an additional language other than English.

*$p < .001$, English < English and Spanish, English plus an additional language other than Spanish; Spanish < English and Spanish (1 or more); High school diploma or less < some college, Associate degree, Bachelor's degree or higher.

For this study, we were interested in determining how much professional preparation licensed family child care providers had received related to children with special needs. Specifically, we determined:

1. the percentage of providers who had participated in special needs-related training or college courses,
2. whether providers who reported caring for at least one child with special needs were more likely to have participated in relevant education and training, and
3. differences in overall educational attainment between providers who cared for children with special needs and those who did not, as well as those who had or had not participated in special needs-related training or education.

Overall Levels of Special Needs-Related Training and Courses

More than one-half of *all* providers (56.4 percent) reported that they had participated in non-credit training related to children with special needs. (See Table 3.35.) Among those who had participated in such training, the average number of training hours was 20.9. (See Table 3.36.) Far fewer providers (28.9 percent) had participated in college credit-bearing courses on children with special needs. Of those who had completed such college courses, the average number of credits received was 8.1 (SE=.57).

Special Needs-Related Credits and Training, by Number of Children with Special Needs Served

Overall, about one-quarter of providers (25.3 percent) reported caring for at least one child with special needs. As shown in Table 3.37, more providers caring for at least one child with special needs (78.4 percent) had participated in non-credit and credit-bearing special needs training than providers caring for no such children (51.6 percent). Among those who had at least one child with special needs in their care, 76.7 percent had participated in relevant non-credit training, and 62.7 percent had completed at least eight hours of such training, whereas only 49.7 percent of providers serving no children with special needs had received such non-credit training, and 36.1 percent had completed at least eight training hours. (See Tables 3.35 and 3.38.) As shown in Table 3.39, those who served at least one child with special needs were also more likely to have completed three or more college credits (31.1 percent) than were providers who did not serve any children with special needs (12.6 percent).

Professional Preparation in Special Needs, by Overall Educational Attainment

When examining only those providers who had completed education beyond high school, we found that 28.9 percent had completed college credits related to working with children with special needs. Among these providers who had completed some college work, those serving one or more children with special needs were more likely to have completed three or more college credits than were those not serving any children with special needs. (See Table 3.39.)

Finally, we found that more than one-fifth of providers who reported caring for at least one child with special needs child had *not* participated in any special needs-related professional development, whether credit-bearing or non-credit bearing.

Table 3.35. *Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Countywide*

	Estimated percentage of licensed providers participating in training, by number of children with special needs cared for (SE)		
	None	1 or more	All providers
None	50.3 (1.84)	23.3 (2.68)	43.6 (1.58)
1 or more hours*	49.7 (1.84)	76.7 (2.68)	56.4 (1.58)
Total	100.0	100.0	100.0
Number of providers	3,650	1,206	4,856

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, 1 or more children > none.

Table 3.36. *Estimated Mean Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Countywide*

	Estimated mean hours, by number of children with special needs (SE)			
	None	1	2 or more	All children
Providers with 1 or more hours	19.2 (1.85)	19.5 (3.93)	30.6 (5.88)	20.9 (1.67)
Number of providers	1,813	536	388	2,743
All providers*	9.5 (0.99)	14.3 (2.96)	25.0 (4.94)	11.7 (0.99)
Number of providers	3,650	731	474	4,867

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, 2 or more > none.

Table 3.37. *Estimated Percentage of Licensed Providers Reporting Completion of Credit or Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Countywide*

	Estimated percentage of licensed providers, by number of children with special needs (SE)		
	None	1 or more	All providers
None	48.4 (1.84)	21.6 (2.58)	41.7 (1.56)
1 or more credits or hours*	51.6 (1.84)	78.4 (2.58)	58.3 (1.56)
Total	100.0	100.0	100.0
Number of providers	3,714	1,243	4,957

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, 1 or more > none.

Table 3.38. *Estimated Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Countywide*

	Estimated percentage of licensed providers, by number of children with special needs (SE)		
	None	1 or more*	All providers
None	50.3 (1.84)	23.3 (2.68)	43.6 (1.58)
1 - 7 hours	13.6 (1.27)	14.1 (2.20)	13.7 (1.10)
8 or more hours	36.1 (1.76)	62.7 (3.07)	42.7 (1.56)
Total	100.0	100.0	100.0
Number of providers	3,649	1,205	4,854

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, 8 or more hours > None.

Table 3.39. *Estimated Percentage of Licensed Providers Reporting Completion of College Credits Related to Children with Special Needs, by Number of Such Children Served: Countywide*

		Estimated percentage of licensed providers, by number of children with special needs (SE)		
		None	1 or more	All providers
Providers with some college or higher	0-2 credits	79.6 (1.86)	55.8 (3.62)	73.0 (1.73)
	3 or more credits*	20.4 (1.86)	44.2 (3.62)	27.0 (1.73)
Total		100.0	100.0	100.0
Number of providers		2,346	912	3,258
All providers	0-2 credits	87.4 (1.20)	68.9 (2.83)	82.7 (1.17)
	3 or more credits*	12.6 (1.20)	31.1 (2.83)	17.3 (1.17)
Total		100.0	100.0	100.0
Number of providers		3,793	1,283	5,076

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, 1 or more children > none.

Overall, providers serving children with special needs reported higher levels of educational attainment than did providers not serving such children. Providers serving one or more children with special needs were less likely to have reported high school or less as their highest level of educational attainment (24.0 percent, SE=2.6) than were providers serving no such children (34.7 percent). (See Table 3.40.) Providers serving *two* or more children with special needs were more likely to have a BA or higher degree (22.1 percent) than were providers serving no such children (13.4 percent).

Table 3.40. *Estimated Educational Attainment of Licensed Providers Serving Children with Special Needs, by Number of Such Children Served: Countywide*

	Estimated percentage of licensed providers, by number of children with special needs (SE)			
	None	1	2 or more	All providers
High school diploma or less*	34.7 (1.72)	27.0 (3.55)	19.3 (3.83)	32.0 (1.45)
Some college	38.5 (1.77)	46.7 (3.93)	37.0 (4.69)	39.6 (1.53)
Associate degree	13.4 (1.21)	15.5 (2.86)	21.6 (4.03)	14.5 (1.09)
Bachelor's degree or higher	13.4 (1.25)	10.8 (2.35)	22.1 (4.12)	13.9 (1.08)
Total	100.0	100.0	100.0	100.0
Number of Providers	3,792	774	509	5,075

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, 2 or more < none.

Discussion

This report provides a comprehensive profile of licensed family child care in Los Angeles County. Here, we briefly comment on the findings we consider most relevant to current efforts to design and improve policies that impact the quality and availability of services for young children prior to kindergarten.

Our study has sought to answer five overarching questions:

1. Who constitutes the current licensed family child care workforce in Los Angeles County?
2. What are the characteristics of children served by Los Angeles County's licensed family child care providers?
3. What is the level of educational attainment and early childhood development-related training among licensed family child care providers?
4. How do level of overall educational attainment, and of specific training related to early childhood development, vary among licensed family child care providers?
5. How well prepared are licensed providers to care for and educate children who are dual language learners or have special needs?

1) Who constitutes the licensed family child care workforce in Los Angeles County?

In Los Angeles, the typical licensed family child care provider is a woman of color in her late forties who has been taking care of children in her home for nearly nine years. She is more likely to be Latina than of any other ethnicity. She is equally likely to work with or without a paid assistant. She is less likely than the average Los Angeles County adult to speak English only, and more likely to speak English and Spanish.

This profile varies, however, depending on the licensed capacity of her home and the area of the county in which she lives. For example, those operating small homes are more likely than operators of large homes to be Latina, to be younger than 55, and to have worked fewer years in the child care field. Compared to other SPAs, a provider in SPAs 2 or 5 is more likely to be White, Non-Hispanic, in SPA 6 to be African American, and in SPAs 4 or 7 to be Latina, reflecting in part the ethnic distribution of all adults in each SPA. In SPAs 4 and 7, a licensed provider typically speaks Spanish, whereas in SPAs 1, 6 and 8, providers are more likely to speak English only.

Demographically, the licensed family child care workforce in Los Angeles County is characterized by both diversity and uniformity.

On one hand, licensed providers are an ethnically and linguistically diverse group, more closely approximating the backgrounds of children and families than teachers in the K-12 public school system. This rich diversity in language and culture mirrors the cultural and linguistic makeup of various regions of the county, and provides a promising foundation on which to revamp and expand services for young children. But in light of the continuing efforts to upgrade the knowledge and skills of Los Angeles County's early care and education workforce – in particular, the proposed increase in educational standards for teachers in LAUP – the challenge will be to intentionally maintain and expand this workforce diversity. This can only be done by investing in a range of appropriate supports that will truly allow people from a wide spectrum of cultural, educational and financial backgrounds to access professional development opportunities. A proactive strategy will be essential, including scholarships, tutoring, conveniently scheduled and located classes, and resources for students learning English as a second language.

On the other hand, family child care providers are virtually all women, and are in roughly the same age group. Both of these issues speak to potential problems facing the early care and education field.

The age of this workforce raises questions about the supply of child care services in the future. Currently the pool of providers appears to be self-replenishing, with a relatively constant number of providers entering and leaving the field from year to year, as determined by the stability of licensed capacity. But nearly one-quarter of the family child care workforce is approaching retirement age, and less than five percent of family child care providers are under 30, underscoring the need for more targeted recruitment strategies, particularly geared to younger people.

On a more promising note, some of the highest-growth communities in the county appear to have a somewhat younger workforce, reflecting in part such ongoing efforts as the statewide Child Care Initiative Project, a public-private partnership seeking to expand the supply of licensed child care, and recent county-based efforts focused on increasing the supply of providers who speak Spanish, Vietnamese, Chinese, Russian, Hmong, Farsi and other languages.

With respect to gender, it has been noted repeatedly that the absence of male role models can be detrimental for young children, particularly for those without a constant adult male presence in their lives. While the gender balance of the family child care workforce is not likely to shift dramatically, given the complexity of gender-based discrimination and opportunity, the inclusion of more men in this field is worthy of attention as part of ongoing recruitment strategies. It is also possible that there is a greater male presence in family child care homes than we could ascertain from our data, but due to the interview length, we did not collect data about the gender of paid assistants or of family members who regularly interact with the children; further research could easily answer this question.

In addition, rising housing costs further underscore the importance of expanded recruitment and retention strategies. Previous research has identified a high level of home ownership among licensed providers (Whitebook et al., 2002), in part necessitated by the challenges renters often face in seeking to operate a family child care business – for example, securing a landlord's cooperation in making the necessary renovations or repairs in order to meet licensing standards. Particularly in the county's more expensive housing markets, the supply of licensed family child care could be in danger as home ownership grows beyond the reach of new or potential providers.

This study breaks new ground by focusing attention on paid family child care assistants, a group not often included in discussions of the early care and education workforce. The finding that most providers do not work with a paid assistant may give the impression that family child care employees (in contrast to licensed providers themselves) play a small role in the delivery of early care and education. Yet our estimate of 4,958 to 6,021 paid assistants in Los Angeles County signals that this segment of the workforce deserves greater attention with respect to professional preparation and working conditions. Previous research (Whitebook & Sakai, 2004) has shown that the presence of a greater proportion of highly trained staff within a child care setting contributes to the overall quality of a program and promotes staff retention. Our finding that providers who themselves have engaged in more education and training are more likely to employ paid assistants with some education or training is a positive sign, and efforts to target and encourage paid assistants, as well as providers, to learn more about early childhood development should be encouraged.

2) What are the characteristics of children served by Los Angeles County's licensed family child care providers?

In Los Angeles County, about 13,000 licensed family child care providers and paid assistants care for approximately 58,000 children, mostly in mixed-age groups. Approximately three-quarters of the children cared for by licensed providers are not yet in kindergarten, and nearly one-half of them are age two or under. Two-thirds of licensed providers report caring for at least one child who receives public child care assistance. One-quarter of licensed providers report caring for at least one child with special needs.

Policy makers and planners typically rely on data about *licensed capacity*, rather than *enrollment*, as a proxy for supply. Previous research has suggested that capacity typically overestimates enrollment (Whitebook et al., 2002), and our data replicated this pattern. Although our data do not permit us to assess why enrollment levels fall below licensed capacity, they nonetheless allow for better-informed calculations by those planning new initiatives or expanding current services. Further research could help clarify the reasons for lower enrollment rates, and could assess whether reaching licensed capacity is actually likely or even desirable. Many providers may wish to care for more children than they do, but others may feel, despite what licensing permits, that their business operates best with smaller numbers of children.

Our study provides a detailed picture of the children in licensed family child care in terms of age, special needs, and whether their families receive public subsidies to cover the cost of their care.

With respect to age, the standard practice among licensed providers statewide is to care for a mixed-age group of children, which almost always includes children between the ages of two and five. Typically, providers care for more children in the two-to-five age range than under age two, largely because of differing staffing requirements for serving infants and toddlers. This mixed-age pattern has evolved as a good business practice, and is encouraged by LAUP. However, the age composition and financial stability of family child care homes might be impacted if more center-based options become available for four-year-olds. Issues to be considered include: the impact of more four-year-olds currently enrolled in family child care attending centers for part of the day; the impact on the supply of infant/toddler care if providers choose to serve four-year-olds exclusively; the extent of career opportunities for family child care providers who meet LAUP standards and receive higher reimbursements; and the availability of educational and quality improvement pathways for providers who choose to upgrade their programs to become either LAUP sites or affiliated extended-day services. The data reported here do not address these scenarios directly, but provide a baseline description of the current landscape that can help frame additional research.

More than one-half of all licensed providers in Los Angeles County currently care for at least one child who receives a voucher to cover the cost of child care services. This is remarkable, considering

that little more than two decades ago, public dollars were not permitted to be spent in licensed family child care homes. This sea change has gone hand-in-hand with the increase of public vouchers flowing to other previously excluded types of care, including license-exempt home-based care and for-profit center care. In all such cases, the question arises whether public dollars are being used to provide high-quality services to young children, since voucher recipients are not required to meet any standards beyond basic licensing requirements, which are widely acknowledged as minimal at best. While an assessment of quality was beyond the scope of this study, our findings do point to the potential leverage for improving quality that could be linked to the voucher system, since it currently touches such a high proportion of licensed homes in the state. Given the documented benefits to young children from low-income families who attend a high-quality early childhood program (Helburn, 1995), it is fitting to explore how public dollars could be used to upgrade these settings as a way to narrow the achievement gap between children of low-income families and those from better-off families.

Further discussion of children with special needs can be found below, under question 5.

3) What is the level of educational attainment and early childhood development-related training among licensed family child care providers?

Compared to Los Angeles County's overall female population, licensed family child care providers are more likely to have attended college and/or completed a two-year college degree. At either end of the educational spectrum, they are less likely to have completed high school only, or to have obtained a four-year or higher college degree.

Slightly more than one-quarter of providers have obtained a two-year, four-year or graduate degree, typically not related to early childhood development. Approximately one-half of all providers report having completed at least one college credit related to early childhood development, and more than two-thirds report having participated in non-credit training related to that subject. Approximately one-half of providers reported that their paid assistants have participated in some early childhood-related non-credit training or college courses.

People hold conflicting images of the educational and professional preparation of the licensed family child care workforce. Some see family child care providers as a group without college-level experience or training, and others point to the increasing numbers of providers with relatively high levels of educational attainment and involvement in early childhood-related training.

Our data suggest that both these images reflect the reality of the current workforce. About one-half of providers have some college-level training in early childhood education, and a segment have earned college degrees, and in those cases, they tend to hire at least one paid assistant with some training. On the other hand, many providers have no or limited college-level experience, particularly related to early childhood. With respect to the continuum of educational requirements for participating as a teacher in LAUP, which are based on a Quality Star Rating System, it is difficult to speak of providers as a uniform group. For some, the proposed new requirements may be within reach or may have been already met, while others may not find it realistic to pursue this new opportunity.

It is important to note that many more licensed providers have participated in non-credit training related to early childhood development than college courses, suggesting that this form of training may be more accessible and relevant to them. When providers accumulate non-credit training, however, their efforts often do not lead to professional opportunities that require college-based benchmarks, such as LAUP. Currently, many community colleges are working to make their course offerings more useful and available to family child care providers, and this is a positive development. Additionally, efforts to provide some standards for non-credit training may help to improve articulation between the non-credit and credit worlds, and therefore expand the professional opportunities available to providers.

4) How do levels of overall educational attainment, and of training related to early childhood development, vary among licensed family child care providers?

Providers' professional preparation varies by the area of the county in which they live, as well as the number and characteristics of the children they serve. Providers in SPAs 2, 5, and 8 are more likely to have obtained four year degrees or more than their counterparts in the other SPAs. Providers in SPAs 3, 4, and 7 are more likely to report high school or less as their highest level of education. Providers licensed to care for 14 children report higher levels of educational attainment than those licensed to care for eight children. Providers caring for children ages three to five generally report similar levels of education and early childhood-related training to those who care exclusively for younger or older children. Providers caring for at least one subsidized child are more likely than other providers to have participated in non-credit training and credit-bearing courses related to early childhood development, but as a group, they have not attained higher levels of education (i.e., degrees).

Latina providers, on average, have completed less formal education than White, Non-Hispanic, African American or Asian/Pacific Islander providers. Providers who have obtained a BA or higher degree are more likely to speak English, as well as another language besides Spanish, than providers with less education, while providers with a high school degree or less are more likely to report speaking Spanish only, or Spanish and English.

Regardless of educational level, the average family child care provider is in her mid-to-late forties.

A well-trained, culturally diverse and competent workforce serving young children, wherever they live and whatever their family income, is the stated goal of many who are involved in efforts to improve and expand early care and education services. By examining how the educational and professional preparation of the current workforce varies along several dimensions, these data point to the need for a differential strategy for targeting professional development resources for the current and emerging workforce if this goal is to be met.

Although regional variations in the overall educational attainment of the family child care workforce reflect patterns found among *all* adults in Los Angeles County, they nevertheless require attention in order to address current disparities among providers serving young children. In some SPAs where there are fewer center-based options and family child care constitutes a greater proportion of the child care supply, this may mean recruiting a greater proportion of family child care providers for LAUP than in other regions. Current efforts to expand higher education offerings to underserved areas of the county, to utilize distance learning, and to engage community agencies in offering credit-bearing training, should be strengthened and expanded.

Our findings confirm that almost all family child care providers serve

children across the 0-5 age span, and thus they underscore how important it is for early childhood-related training to focus on infants and toddlers as well as preschoolers. At the same time – since many licensed providers, whether they choose to become LAUP sites or not, are likely to continue caring for preschool children for much of the day – it is important that training opportunities be made available to all who work with children prior to kindergarten. LAUP is an active participant in the county's overall early care and education professional development system.

With regard to educational attainment by ethnicity, our data suggest that it is hard to generalize across minority groups, since Asian/Pacific Islander, African American and Latina providers demonstrate very different patterns. To a great extent Asians/Pacific Islanders, and to a lesser extent African Americans, comprise a higher proportion of providers with college degrees than of providers as a whole. Latinas, however, are under-represented among degree holders and over-represented among those for whom high school is the highest level of education. Many communities recognize this phenomenon and are engaged in efforts to make college more accessible to Latina providers, in part by providing entry-level early childhood courses in Spanish, and intentionally using early childhood-related content as a vehicle for helping Spanish speakers build the English skills necessary to complete college degrees.

Our finding that a significant number of degree holders obtained their degrees from a foreign institution also points to the importance of providing resources for transcript translation and review. This may enable providers who seek certification to reduce the likelihood of having to repeat classes, which is now common for foreign degree holders.

5) How well prepared are licensed providers to care for and educate children who are dual language learners or have special needs?

Only a handful of providers have participated in non-credit training or have completed college coursework focused on dual language learning in young children, despite the growing numbers of young children in Los Angeles County who speak a language other than English in their homes. Although providers who have participated in training or courses related to dual language learning report higher levels of education, only one-tenth of those who report having earned college credits or degrees have taken such training. Providers who speak a language other than English are more likely to have participated in such training.

By comparison, many more providers are trained to work with children with special needs. More than one-half of all providers have participated in non-credit training in this subject, and almost 30 percent have completed college credits. Those caring for at least one such child, and those with college degrees, are the most likely to have received training in this subject.

Our data show that the vast majority of family child care providers in Los Angeles County have not engaged in either non-credit or credit-bearing training related to dual language learning. This is largely because such training and coursework are not widely available, reflecting the need to update the courses of study at our training institutions, both college- and community-based, and to expand the pool of instructors who are knowledgeable about this subject (Whitebook, Bellm, Lee & Sakai, 2005).

By contrast, many more providers in the state have received training or college coursework related to serving children with special needs. This is a reflection of an intentional strategy, supported by resources through SB 1703, to make such training available. The passage in 2005 of SB 640, extending this training program, has the potential to reach even more of the provider population with important information related to children with special needs. A similar effort around dual language learning is much needed. Additionally, more advanced coursework and training in these subjects must be offered if we hope to build an early care and education workforce that is well prepared to meet the diverse needs of Los Angeles County's young children.

* * * * *

In the last five years, with the availability of more resources for children ages 0 to 5 flowing through First 5 and LAUP other sources, there has been a concerted effort to expand professional development opportunities for licensed family child care providers, and to make these offerings more relevant and accessible. In the process of expanding resources, however, many of the limitations of the county's current professional development infrastructure have become more visible.

Now, as Los Angeles and other California counties embark on publicly funded preschool efforts, there is an opportunity to develop comprehensive state and local plans for professional development that are inclusive of teachers and providers in a variety of settings, whether they work primarily with four-year-olds or with younger and older children. As their foundation, such plans should reflect the latest information about what practitioners need to know and do in order to help children realize their potential.

This study has provided a snapshot of the licensed family child care provider workforce in 2005, capturing current strengths and areas in need of improvement. It is to be hoped that future assessments will document great strides toward creating an even more diverse, culturally competent workforce, well prepared to meet the needs of Los Angeles County's young children.

Appendix A: Additional Tables

Table A1. *Los Angeles County Sample Composition - SPA 1*

	SPA 1 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	15	9.9%
Completed interviews: county study	136	90.1%
Final sample	151	100.0%

Table A2. *Los Angeles County Sample Composition - SPA 2*

	SPA 2 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	46	30.7%
Completed interviews: county study	104	69.3%
Final sample	150	100.0%

Table A3. *Los Angeles County Sample Composition - SPA 3*

	SPA 3 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	31	20.7%
Completed interviews: county study	119	79.3%
Final sample	150	100.0%

Table A4. *Los Angeles County Sample Composition - SPA 4*

	SPA 4 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	16	10.7%
Completed interviews: county study	133	89.3%
Final sample	149	100.0%

Table A5. *Los Angeles County Sample Composition - SPA 5*

	SPA 5 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	12	11.9%
Completed interviews: county study	89	88.1%
Final sample	101	100.0%

Table A6. *Los Angeles County Sample Composition - SPA 6*

	SPA 7 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	18	12.0%
Completed interviews: county study	132	88.0%
Final sample	150	100.0%

Table A7. *Los Angeles County Sample Composition - SPA 7*

	SPA 7 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	30	19.5%
Completed interviews: county study	124	80.5%
Final sample	154	100.0%

Table A8. *Los Angeles County Sample Composition - SPA 8*

	SPA 8 Licensed providers	Percentage of final sample
Quota target	150	
Completed interviews: statewide study	32	21.3%
Completed interviews: county study	118	78.7%
Final sample	150	100.0%

Table A9. *Survey Response Rate - SPA 1*

	SPA 1 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	388	100.0%	
Ineligible: out of business	61	15.7%	
Presumed ineligible*	97	25.0%	
Eligible	230	59.3%	100.0%
County survey completed	136	35.1%	59.1%
No response, presumed eligible**	49	12.6%	21.3%
Refusals	22	5.7%	9.6%
Respondent not available/ target reached***	17	4.4%	7.4%
Communication barrier	1	0.3%	0.4%
Other reasons for non-completion	5	1.3%	2.2%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles county, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

Table A10. *Survey Response Rate - SPA 2*

	SPA 2 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	425	100.0%	
Ineligible: out of business	61	14.3%	
Presumed ineligible*	104	24.5%	
Eligible	260	61.2%	100.0%
County survey completed	104	24.5%	40.0%
No response, presumed eligible**	45	10.6%	17.3%
Refusals	47	11.1%	18.1%
Respondent not available/ target reached***	38	8.9%	14.6%
Communication barrier	23	5.4%	8.9%
Other reasons for non-completion	3	0.7%	1.1%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles county, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

Table A11. *Survey Response Rate - SPA 3*

	SPA 3 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	353	100.0%	
Ineligible: out of business	40	11.3%	
Presumed ineligible*	74	21.0%	
Eligible	239	67.7%	100.0%
County survey completed	119	33.7%	49.8%
No response, presumed eligible**	30	8.5%	12.5%
Refusals	25	7.1%	10.5%
Respondent not available/ target reached***	31	8.8%	13.0%
Communication barrier	28	7.9%	11.7%
Other reasons for non-completion	6	1.7%	2.5%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles county, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

Table A12. *Survey Response Rate - SPA 4*

	SPA 4 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	374	100.0%	
Ineligible: out of business	37	9.9%	
Presumed ineligible*	64	17.1%	
Eligible	273	73.0%	100.0%
County survey completed	133	35.6%	48.7%
No response, presumed eligible**	45	12.0%	16.5%
Refusals	34	9.1%	12.5%
Respondent not available/ target reached***	39	10.4%	14.3%
Communication barrier	20	5.3%	7.3%
Other reasons for non-completion	2	0.5%	0.7%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles county, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

Table A13. *Survey Response Rate - SPA 5*

	SPA 5 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	258	100.0%	
Ineligible: out of business	38	14.7%	
Presumed ineligible*	44	17.1%	
Eligible	176	68.2%	100.0%
County survey completed	89	34.5%	50.6%
No response, presumed eligible**	34	13.2%	19.3%
Refusals	28	10.9%	15.9%
Respondent not available	12	4.7%	6.8%
Communication barrier	11	4.3%	6.3%
Other reasons for non-completion	2	0.8%	1.1%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.

Table A14. *Survey Response Rate - SPA 6*

	SPA 6 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	455	100.0%	
Ineligible: out of business	53	11.7%	
Presumed ineligible*	133	29.2%	
Eligible	269	59.1%	100.0%
County survey completed	132	29.0%	49.1%
No response, presumed eligible**	61	13.4%	22.7%
Refusals	43	9.5%	16.0%
Respondent not available/ target reached***	27	5.9%	10.0%
Communication barrier	1	0.2%	0.4%
Other reasons for non-completion	5	1.1%	1.9%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles county, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

Table A15. *Survey Response Rate - SPA 7*

	SPA 7 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	352	100.0%	
Ineligible: out of business	39	11.1%	
Presumed ineligible*	78	22.2%	
Eligible	235	66.8%	100.0%
County survey completed	124	35.2%	52.8%
No response, presumed eligible**	39	11.1%	16.6%
Refusals	41	11.7%	17.5%
Respondent not available/ target reached***	27	7.7%	11.5%
Communication barrier	2	0.6%	0.9%
Other reasons for non-completion	2	0.6%	0.9%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles county, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

Table A16. *Survey Response Rate - SPA 8*

	SPA 8 Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	377	100.0%	
Ineligible: out of business	35	9.3%	
Presumed ineligible*	86	22.8%	
Eligible	256	67.9%	100.0%
County survey completed	118	31.3%	46.1%
No response, presumed eligible**	57	15.1%	22.3%
Refusals	52	13.8%	20.3%
Respondent not available/ target reached***	22	5.8%	8.6%
Communication barrier	3	0.8%	1.2%
Other reasons for non-completion	4	1.1%	1.6%

* Disconnected, wrong number, other bad phone, changed phone number, or no answer.
** Answering machine, voice mail, or busy phone.
*** In Los Angeles county, some providers coded as "respondent unavailable" did not receive the maximum number of eight interview attempts because the target number of interviews had been reached and the provider interview was no longer needed.

Table A17. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 1*

	County population (N=729)	Survey completed (N=151)
LICENSED CAPACITY		
Small Homes	78.1%	72.9%
Large Homes	22.0%	27.1%
CITY		
Acton	0.5%	0.7%
Agua Dulce	0.1%	0.0%
Elizabeth Lake	0.3%	0.0%
Lake Los Angeles	0.8%	0.0%
Lancaster	41.7%	41.7%
Littlerock	2.7%	1.3%
Palmdale	51.2%	55.0%
Quartz Hill	2.5%	1.3%
Rosamond	0.1%	0.0%
Total	100.0%	100.0%

Table A18. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 2*

	County population (N=1,526)	Survey completed (N=150)
LICENSED CAPACITY		
Small Homes	60.4%	57.3%
Large Homes	39.6%	42.7%
CITY		
Agoura	0.8%	0.7%
Agoura Hills	0.5%	0.7%
Arleta	3.3%	2.7%
Burbank	3.9%	4.0%
Calabasas	0.2%	0.7%
Canoga Park	3.5%	3.3%
Canyon Country	3.7%	6.7%
Castaic	0.7%	0.7%
Chatsworth	1.4%	0.7%
Encino	1.8%	2.0%
Glendale	5.0%	0.7%
Granada Hills	4.5%	6.7%
La Canada	0.3%	0.0%
La Canada Montrose	0.1%	0.7%
La Crescenta	0.9%	1.3%
Lake View Terrace	1.3%	0.7%
Mission Hills	1.1%	0.0%
Montrose	0.1%	0.0%
Newhall	0.8%	0.7%
North Hills	3.5%	4.7%
North Hollywood	8.7%	8.0%
Northridge	4.0%	6.7%
Oak Park	0.1%	0.0%
Pacoima	3.9%	8.0%
Panorama City	3.3%	0.7%
Porter Ranch	0.1%	0.0%
Reseda	5.2%	4.7%
San Fernando	2.0%	2.0%
Santa Clarita	0.1%	0.0%
Saugus	3.1%	3.3%
Sherman Oaks	1.1%	0.0%
Stevenson Ranch	0.5%	1.3%
Studio City	0.4%	0.0%

Table A18. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 2*

	County population (N=1,526)	Survey completed (N=150)
Sun Valley	3.1%	2.0%
Sunland	0.9%	0.7%
Sylmar	5.6%	8.0%
Tarzana	1.2%	0.0%
Tujunga	1.1%	2.0%
Val Verde	0.1%	0.0%
Valencia	1.8%	0.7%
Valley Village	0.1%	0.0%
Van Nuys	7.9%	7.3%
West Hills	3.4%	3.3%
Winnetka	1.6%	0.7%
Woodland Hill	3.5%	3.3%
Total	100.0%	100.0%

Table A19. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 3*

	County population (N=1,209)	Survey completed (N=150)
LICENSED CAPACITY		
Small Homes	71.5%	60.0%
Large Homes	28.5%	40.0%
CITY		
Alhambra	4.2%	4.7%
Altadena	6.6%	3.3%
Arcadia	1.4%	1.3%
Azusa	3.4%	4.0%
Baldwin Park	4.1%	4.7%
Claremont	1.7%	2.0%
Covina	5.5%	4.0%
Diamond Bar	1.7%	2.7%
Duarte	2.5%	2.7%
El Monte	4.5%	6.0%
Glendora	2.5%	1.3%
Hacienda Heights	2.1%	4.0%
La Puente	8.1%	6.0%
La Verne	2.0%	1.3%
Monrovia	3.0%	2.0%
Monterey Park	3.8%	2.0%
Pasadena	12.2%	14.0%
Pomona	9.8%	9.3%
Rosemead	3.3%	2.7%
Rowland Heights	1.7%	3.3%
S. El Monte	1.0%	1.3%
San Dimas	1.3%	2.7%
San Gabriel	2.4%	2.7%
Sierra Madre	0.1%	0.7%
S. Pasadena	0.3%	0.7%
Temple City	2.5%	1.3%
Valinda	0.2%	0.0%
Walnut	0.8%	1.3%
West Covina	7.1%	8.0%
Whittier	0.3%	0.0%
TOTAL	100.0%	100.0%

Table A20. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 4*

	County population (N=609)	Survey completed (N=149)
LICENSED CAPACITY		
Small Homes	61.4%	57.1%
Large Homes	38.6%	43.0%
CITY		
Boyle Heights	0.3%	0.0%
City Terrace	0.2%	0.0%
El Sereno	0.2%	0.0%
Los Angeles	99.3%	100.0%
TOTAL	100.0%	100.0%

Table A21. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 5*

	County population (N=276)	Survey completed (N=101)
LICENSED CAPACITY		
Small Homes	55.4%	42.6%
Large Homes	44.6%	57.4%
CITY		
Beverly Hills	1.5%	1.0%
Culver City	18.5%	18.8%
Los Angeles	60.1%	63.4%
Malibu	0.7%	1.0%
Pacific Palisades	1.5%	0.0%
Santa Monica	12.3%	10.9%
Topanga	0.4%	0.0%
Venice	5.1%	5.0%
TOTAL	100.0%	100.0%

Table A22. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 6*

	County population (N=861)	Survey completed (N=150)
LICENSED CAPACITY		
Small Homes	56.2%	46.7%
Large Homes	43.8%	53.3%
CITY		
Carson	0.5%	0.0%
Compton	40.3%	34.7%
Gardena	0.1%	0.0%
Huntington Park	0.1%	0.0%
Los Angeles	40.1%	48.0%
Lynwood	13.2%	10.7%
Paramount	5.6%	6.7%
South Gate	0.1%	0.0%
TOTAL	100.0%	100.0%

Table A23. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 7*

	County Population (N=1,192)	Survey completed (N=154)
LICENSED CAPACITY		
Small Homes	67.7%	63.6%
Large Homes	32.3%	36.3%
CITY		
Artesia	0.8%	0.0%
Bell	2.2%	0.7%
Bell Gardens	2.6%	3.3%
Bellflower	7.1%	6.5%
Cerritos	2.9%	1.9%
Commerce	0.7%	1.3%
Cudahy	1.8%	4.5%
Downey	10.6%	9.1%
Hawaiian Garden	0.8%	0.7%
Huntington Park	5.5%	4.5%
La Habra	0.2%	0.0%
La Mirada	1.3%	2.6%
Lakewood	12.3%	11.7%
Long Beach	0.1%	0.0%
Los Angeles	8.1%	12.3%
Maywood	1.7%	3.9%
Montebello	4.1%	5.8%
Monterey Park	0.3%	0.7%
Norwalk	9.6%	9.1%
Pico Rivera	6.3%	4.5%
San Gabriel	0.1%	0.0%
Santa Fe Springs	2.0%	2.6%
Signal Hill	0.8%	1.9%
South Gate	6.0%	3.3%
Walnut Park	0.2%	0.0%
Whittier	12.2%	9.1%
Total	100.0%	100.0%

Table A24. *Comparison of Survey Respondents and SPA Population of Providers, by Communities Served and by Licensed Capacity - SPA 8*

	County Population (N=1,432)	Survey completed (N=150)
LICENSED CAPACITY		
% Small Homes	62.3%	48.0%
% Large Homes	37.7%	52.0%
CITY		
Carson	19.1%	18.7%
Compton	0.2%	0.0%
Del Aire	0.1%	0.0%
Dominguez Hills	0.1%	0.0%
El Segundo	0.5%	0.0%
Gardena	3.9%	8.7%
Harbor City	2.1%	2.7%
Hawthorne	3.4%	4.0%
Hermosa Beach	0.2%	0.0%
Inglewood	5.2%	4.0%
Lakewood	0.1%	0.7%
Lawndale	0.8%	1.3%
Lennox	0.2%	0.0%
Lomita	1.9%	0.7%
Long Beach	38.1%	39.3%
Los Angeles	3.5%	1.3%
Manhattan Beach	0.4%	1.3%
Rancho Palos	1.0%	0.0%
Redondo Beach	3.4%	3.3%
Rolling Hills	0.1%	0.0%
San Pedro	3.2%	4.7%
Torrance	9.9%	6.0%
Wilmington	2.6%	3.3%
Total	100.0%	100.0%

Table A25. *Estimated Age Distribution of Licensed Providers Compared to Women in the Los Angeles County Labor Force*[a]

	Estimated Percentage (SE)	
	Licensed providers	Women in the Los Angeles County labor force
29 years or younger	3.9 (0.59)	21.5
30 to 54 years	69.2 (1.44)	65.4
55 years or older	26.9 (1.38)	13.2
Total	100.0	100.0
Number of providers	5,062	1,772,763

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] US Census Bureau (2000a).

Table A26. *Estimated Age Distribution of Licensed Providers: Countywide and by Licensed Capacity*

	Estimated Percentage (SE)		
	All homes	Small homes	Large homes
29 years or younger	3.9 (0.59)	4.9 (0.86)	2.5 (0.76)
30 to 54 years*	69.2 (1.44)	73.3 (1.82)	63.8 (2.30)
55 years or older**	26.9 (1.38)	21.8 (1.71)	33.7 (2.26)
Total	100.0	100.0	100.0
Number of providers	5,062	2,880	2,182

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Small homes > large homes.
**$p < .001$, Small homes < large homes.

Table A27. *Estimated Age Distribution of Licensed Providers, by SPA*

	Estimated Percentage (SE)							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
29 years or younger	7.3 (2.12)	2.7 (1.32)	2.0 (1.15)	4.7 (1.75)	4.0 (1.97)	2.7 (1.33)	4.6 (1.69)	4.7 (1.75)
30 to 54 years	75.5 (3.51)	72.0 (3.68)	65.1 (3.92)	68.9 (3.82)	63.0 (4.85)	61.7 (3.99)	79.1 (3.30)	64.2 (3.95)
55 years or older	17.2 (3.08)	25.3 (3.56)	32.9 (3.86)	26.3 (3.63)	33.0 (4.73)	35.6 (3.94)	16.3 (3.00)	31.1 (3.82)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of providers	435	937	817	441	186	509	788	949

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table A28. *Estimated Ethnic Distribution of Licensed Providers Compared to the Los Angeles County Female Adult Population,[a] Public K-12 Teachers,[b] and Children 0-5 Years[a]*

	Estimated Percentage (SE)			
	Licensed providers	Los Angeles County female adult population	Public K-12 teachers	Children 0-5 years
White, Non-Hispanic	18.7 (1.20)	33.7	56.9	19.7
Latina	48.9 (1.46)	42.1	22.5	61.4
African American	23.5 (1.17)	10.2	9.8	8.1
Asian/Pacific Islander	4.7 (0.69)	12.5	9.3	7.9
American Indian or Alaskan Native	0.5 (0.24)	0.3	0.6	0.2
Multiethnic	3.6 (0.60)	1.2	0.9	2.7
Total	100.0	100.0	100.0	100.0
Number of providers	4,941	2,659,632	81,674	905,730

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] California Department of Finance (2004)
[b] California Department of Education (2005b).

Table A29. *Reported Language Fluency of Licensed Providers Compared to the Los Angeles County Adult Population*[a]

	Estimated Percentage (SE)	
	Licensed providers	Los Angeles County adult population
English	38.8 (1.40)	49.1
Spanish[b]	18.3 (1.17)	16.2
English and Spanish[b]	31.7 (1.43)	25.1
English, plus an additional language other than Spanish	11.1 (0.98)	9.5
Total	100.0	100.0
Number of providers	5,086	5,434,614

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] US Census Bureau (2000b).
[b] Provider may speak an additional language other than English.

Table A30. *Reported Language Fluency of English- and Spanish-speaking Licensed Providers, by SPA*

	Estimated Percentage (SE)							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
English	60.9 (3.98)	27.3 (3.65)	32.0 (3.82)	12.8 (2.76)	34.7 (4.76)	69.3 (3.78)	16.3 (3.00)	60.7 (4.00)
Spanish[b]	6.0 (1.93)	17.3 (3.10)	20.0 (3.28)	37.8 (4.00)	5.9 (2.36)	8.0 (2.22)	35.3 (3.88)	8.7 (2.30)
English and Spanish[b]	27.1 (3.63)	30.7 (3.78)	37.3 (3.96)	42.6 (4.08)	29.7 (4.57)	21.3 (3.36)	45.1 (4.04)	20.0 (3.28)
English, plus an additional language other than Spanish	6.0 (1.93)	24.7 (3.53)	10.7 (2.53)	6.8 (2.07)	29.7 (4.57)	1.3 (0.94)	3.3 (1.44)	10.7 (2.53)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of providers	435	936	823	442	188	512	788	961

Note. Based on the self-assessment of a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[b] Provider may speak an additional language other than English.

Table A31. *Estimated Percentage of Licensed Providers with Paid Assistants: Countywide and by Licensed Capacity*

	Estimated percentage (SE)		
	All homes	Small homes	Large homes
No paid assistants*	50.5 (1.55)	71.7 (1.83)	22.8 (1.97)
1 paid assistant**	27.5 (1.40)	21.8 (1.70)	35.0 (2.28)
2 or more paid assistants**	22.0 (1.27)	6.5 (0.94)	42.2 (2.34)
Total	100.0	100.0	100.0
Number of providers	5,082	2,881	2,202

Note: Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Large homes < small homes.
**$p > .001$, Large homes > small homes.

Table A32. *Estimated Number of Licensed Providers and Paid Assistants, by SPA*

		Total number							
		SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Number of active providers		729	1,525	1,206	609	276	861	1,175	1,410
Number of paid assistants	Low estimate	475	998	484	475	224	564	614	1,124
	High estimate	570	1,027	691	519	287	746	714	1,467
Total family child care workforce	Low estimate	1,204	2,523	1,690	1,084	500	1,425	1,789	2,534
	High estimate	1,299	2,552	1,897	1,128	563	1,607	1,889	2,877

Table A33. *Estimated Number of Children Served by Age, by SPA*

		Total number							
		SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Under age 2	Low estimate	1,124	2,620	1,827	1,239	636	1,603	1,814	2,832
	High estimate	1,128	3,101	2,092	1,324	754	1,751	2,045	3,140
Age 2	Low estimate	877	2,524	1,447	975	572	1,208	1,399	2,370
	High estimate	928	2,784	1,756	1,018	721	1,269	1,450	2,726
Ages 3 to 5, not in kindergarten	Low estimate	1,543	2,752	2,339	1,251	876	1,557	2,021	3,182
	High estimate	1,662	3,183	2,617	1,365	812	1,894	2,327	3,675
Ages 5 or older, in kindergarten	Low estimate	1,736	1,995	2,135	1,164	227	1,789	2,535	2,658
	High estimate	1,779	1,996	2,428	1,189	235	2,124	2,632	2,773
All ages	Low estimate	5,279	9,891	7,748	4,630	2,311	6,157	7,769	11,042
	High estimate	5,497	11,064	8,893	4,897	2,522	7,037	8,454	12,314

Table A34. *Estimated Percentage of Licensed Providers Serving At Least One Child, by Age Group: by SPA*

	Estimated percentage (SE)							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Under age 2*	76.0 (3.50)	81.9 (3.17)	76.2 (3.52)	86.6 (2.80)	90.1 (2.99)	80.0 (3.28)	73.4 (3.57)	85.3 (2.90)
Number of providers								
Age 2**	58.4 (4.05)	70.5 (3.75)	65.7 (3.94)	68.5 (3.82)	83.2 (3.74)	66.7 (3.86)	63.0 (3.90)	77.3 (3.43)
Number of providers								
Ages 3-5, not yet in kindergarten***	86.7 (2.78)	71.1 (3.72)	81.6 (3.20)	81.9 (3.17)	76.2 (4.26)	82.0 (3.15)	75.3 (3.49)	77.9 (3.41)
Number of providers								
Ages 5 and older****	77.3 (3.43)	53.0 (4.10)	65.3 (3.94)	71.1 (3.72)	35.6 (4.79)	77.3 (3.43)	71.4 (3.65)	71.1 (3.72)
Number of providers								

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, SPA 5 > SPA 1, SPA 3; SPA 7 < SPA 4.
**$p < .01$, SPA 5 > SPA 1, SPA 3, SPA 6; SPA 8 > SPA 1.
***$p <$,05, SPA 1 > SPA 2.
****$p < .001$, SPA 5 < SPA 1, SPA 3, SPA 4, SPA 6, SPA 7, SPA 8; SPA 2 < SPA 1, SPA 4, SPA 6, SPA 7, SPA 8.

Table A35. *Estimated Mean Number of Children Served by Licensed Providers, by Age Group: by SPA (Includes All Providers)*

	Estimated mean (SE)							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Under age 2*	1.5 (0.11)	2.0 (0.11)	1.7 (0.12)	2.2 (0.15)	2.7 (0.17)	2.0 (0.15)	1.7 (0.13)	2.2 (0.14)
Age 2**	1.3 (0.13)	1.8 (0.17)	1.5 (0.13)	1.7 (0.13)	2.6 (0.21)	1.5 (0.13)	1.2 (0.10)	1.9 (0.13)
Ages 3-5, not yet in kindergarten	2.3 (0.15)	2.1 (0.17)	2.2 (0.16)	2.2 (0.17)	2.9 (0.35)	2.2 (0.15)	2.0 (0.15)	2.6 (0.18)
Ages 5 and older***	2.4 (0.19)	1.3 (0.14)	2.0 (0.18)	1.9 (0.16)	0.9 (0.15)	2.5 (0.20)	2.2 (0.18)	2.0 (0.18)
Ages 5 or younger, not in kindergarten****	5.1 (0.29)	5.9 (0.32)	5.3 (0.28)	6.1 (0.31)	8.3 (0.45)	5.7 (0.31)	4.9 (0.27)	6.7 (0.31)
All age spans*****	7.5 (0.38)	7.3 (0.36)	7.3 (0.35)	8.0 (0.37)	9.1 (0.48)	8.2 (0.40)	7.2 (0.34)	8.7 (0.35)
Number of providers	432	931	806	445	188	512	793	961

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, SPA 5 > SPA 1, SPA 2, SPA 3, SPA 6, SPA 7; SPA 1 < SPA 2, SPA 4, SPA 5, SPA 8.
**$p < .05$, SPA 5 > SPA 1, SPA 2, SPA 3, SPA 4, SPA 6, SPA 7; SPA 8 > SPA 1, SPA 7.
***$p < .05$, SPA 5 < SPA 1, SPA 3, SPA 4, SPA 6, SPA 7, SPA 8; SPA 2 < SPA 1, SPA 3, SPA 4, SPA 6, SPA 7, SPA 8.
****$p < .05$, SPA 5 > SPA 1, SPA 2, SPA 3, SPA 4, SPA 6, SPA 7, SPA 8; SPA 8 > SPA 1, SPA 3, SPA 7.
*****$p < .05$, SPA 7 < SPA 3, SPA 5, SPA 8; SPA 2 < SPA 5, SPA 8.

Table A36. *Estimated Mean Number of Children Served by Licensed Providers Serving At Least One Child, by Age Group: by SPA*

	Estimated mean (SE)							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Under age 2*	2.0 (0.12)	2.5 (0.10)	2.3 (0.11)	2.5 (0.15)	3.0 (0.16)	2.5 (0.15)	2.4 (0.13)	2.6 (0.14)
Number of providers	328	762	614	385	170	409	582	820
Age 2**	2.2 (0.15)	2.6 (0.19)	2.2 (0.14)	2.4 (0.13)	3.1 (0.22)	2.2 (0.15)	1.9 (0.11)	2.5 (0.13)
Number of providers	250	656	526	304	157	341	499	743
Ages 3-5, not yet in kindergarten***	2.6 (0.15)	2.9 (0.19)	2.7 (0.17)	2.7 (0.17)	3.9 (0.41)	2.7 (0.15)	2.6 (0.15)	3.4 (0.18)
Number of providers	374	662	658	364	143	420	597	743
Ages 5 and older	3.1 (0.21)	2.5 (0.18)	3.1 (0.20)	2.7 (0.17)	2.4 (0.27)	3.2 (0.22)	3.1 (0.20)	2.8 (0.21)
Number of providers	334	494	526	316	67	396	567	679

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, SPA 5 > SPA 1, SPA 2, SPA 3, SPA 7; SPA 1 < SPA 2, SPA 8.
**$p < .05$, SPA 5 > SPA 1, SPA 3, SPA 4, SPA 6, SPA 7; SPA 7 > SPA 2, SPA 4, SPA 8.
***$p < .05$, SPA 5, SPA 8 > SPA 1, SPA 3, SPA 6, SPA 7.

Table A37. *Estimated Percentage of Licensed Providers Serving Children with Special Needs: Countywide, and by Licensed Capacity*

	Estimated percentage (SE)		
	All homes	Small homes	Large homes
No children with special needs*	74.7 (1.34)	80.3 (1.62)	67.3 (2.22)
1 child with special needs**	15.3 (1.11)	13.2 (1.39)	18.0 (1.80)
2 or more children with special needs**	10.0 (0.93)	6.5 (0.99)	14.7 (1.69)
Total	100.0	100.0	100.0
Number of providers	5,076	2,878	2,198

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Small homes > large homes.
**$p < .001$, Small homes < large homes.

Table A38. *Estimated Percentage of Licensed Providers Serving Publicly Subsidized Children: by SPA*

	Estimated percentage (SE)							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
No government subsidized children	25.5 (3.58)	51.7 (4.11)	36.9 (3.97)	22.8 (3.45)	42.4 (4.99)	23.7 (3.50)	27.5 (3.62)	29.7 (3.77)
1 or more government subsidized children	74.5 (3.58)	48.3 (4.11)	63.1 (3.97)	77.2 (3.45)	57.6 (4.99)	76.3 (3.50)	72.5 (3.62)	70.3 (3.77)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of providers	428	931	818	444	184	505	788	949

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table A39. *Estimated Educational Attainment of Licensed Providers Compared to the Los Angeles County Female Adult Population*[a]

	Estimated percentage (SE)	
	Licensed providers	Los Angeles County female adult population
High school diploma or less	32.0 (1.45)	46.9
Some college	39.6 (1.53)	20.9
Associate degree	14.5 (1.08)	7.2
Bachelor's degree or higher	13.9 (1.08)	25.1
Total	100.0	100.0
Number of providers	5,094	2,506,734

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
[a] US Census Bureau (2000a).

Table A40. *Estimated Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Educational Level*

	Estimated mean (SE)	
	Los Angeles County	*Number of providers*
Some college	14.8 (0.82)	1,245
Associate degree	27.6 (2.25)	506
Bachelor's degree or higher	36.7 (4.12)	415

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .05$, Some college < Associate degree, Bachelor's degree or higher.

Table A41. *Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Educational Level*

	Estimated percentage (SE)	
	Los Angeles County	*Number of providers*
High school diploma or less	58.0 (2.78)	1,594
Some college	74.5 (2.17)	1,995
Associate degree	79.0 (3.26)	731
Bachelor's degree or higher	79.7 (3.42)	709
All providers	70.7 (1.43)	5,029

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher.

Table A42. *Estimated Percentage of Licensed Providers who Employed At Least One Paid Assistant with College Credits, by Provider Education*

	Estimated percentage (SE)	
	Los Angeles County	*Number of providers*
High school diploma or less	15.6 (3.24)	582
Some college	59.2 (3.39)	1,013
Associate degree	65.5 (4.96)	408
Bachelor's degree or higher	59.3 (5.22)	452
All providers who employed at least one paid assistant	49.9 (2.21)	2,455

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher.

Table A43. *Estimated Educational Attainment of Licensed Providers, by SPA*

	Estimated percentage (SE)							
	SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
High school diploma or less	22.5 (3.41)	32.7 (3.84)	40.7 (4.02)	36.9 (3.97)	18.8 (3.91)	26.0 (3.59)	42.2 (3.99)	23.3 (3.46)
Some college	51.7 (4.08)	38.0 (3.98)	37.3 (3.96)	32.9 (3.86)	30.7 (4.61)	45.3 (4.08)	36.4 (3.89)	42.0 (4.04)
Associate degree	16.6 (3.03)	11.3 (2.60)	13.3 (2.78)	16.1 (3.02)	25.7 (4.37)	15.3 (2.95)	12.3 (2.66)	16.0 (3.00)
Bachelor's degree or higher	9.3 (2.37)	18.0 (3.15)	8.7 (2.30)	14.1 (2.86)	24.7 (4.32)	13.3 (2.78)	9.1 (2.32)	18.7 (3.19)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of providers	434	937	823	445	188	512	793	961

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.

Table A44. *Educational Attainment of Licensed Providers: Countywide and by Licensed Capacity*

	Estimated percentage (SE)		
	All homes	Small homes	Large homes
High school diploma or less*	32.0 (1.45)	38.4 (2.01)	23.6 (2.02)
Some college	39.6 (1.53)	37.1 (1.99)	42.8 (2.36)
Associate degree	14.5 (1.08)	14.2 (1.45)	14.9 (1.64)
Bachelor's degree or higher**	13.9 (1.08)	10.3 (1.26)	18.7 (1.87)
Total	100.0	100.0	100.0
Number of providers	5,094	2,886	2,208

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .001$, Small homes > large homes.
**$p < .001$, Small homes < large homes.

Table A45. *Estimated Percentage of Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Number of Publicly Subsidized Children Served*

	Estimated percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more	All providers
No college credits	50.6 (2.77)	41.2 (1.86)	44.4 (1.54)
1 or more credits*	49.4 (2.77)	58.8 (1.86)	55.6 (1.54)
Total	100.0	100.0	100.0
Number of providers	1,689	3,358	5,047

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers.
*$p < .01$, 1 or more > none.

Table A46. *Estimated Ethnic Distribution of Licensed Providers, by Educational Level*

	Estimated percentage (SE)				
	All providers	High school diploma or less	Some college	Associate degree	Bachelor's degree or higher
White, Non-Hispanic*	19.5 (1.24)	13.4 (1.99)	19.3 (2.02)	26.0 (3.68)	27.6 (4.00)
Latina**	51.1 (1.49)	74.2 (2.45)	46.3 (2.47)	36.9 (4.02)	24.5 (3.69)
African American***	24.5 (1.20)	10.4 (1.61)	32.4 (2.26)	29.4 (3.68)	30.5 (3.98)
Asian American/ Pacific Islander****	4.9 (0.72)	2.0 (0.82)	2.0 (0.78)	7.7 (2.30)	17.5 (3.40)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	4,739	1,541	1,876	681	641

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, African American, and Asian/Pacific Islander provider groups.
*$p < .05$, High school diploma or less < Associate degree, Bachelor's degree or higher.
** $p < .05$, High school diploma or less > some college, Associate degree, Bachelor's degree or higher.
***$p < .05$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher.
****$p < .05$, High school diploma or less, some college < Bachelor's degree or higher.

Table A47. *Estimated Educational Attainment of Licensed Providers, by Ethnicity*

	Estimated percentage (SE)				
	All Providers	White, Non-Hispanic	Latina	African American	Asian/Pacific Islander
High school diploma or less*	32.5 (1.50)	22.3 (3.17)	47.3 (2.26)	13.8 (2.13)	13.3 (5.09)
Some college**	39.6 (1.58)	39.3 (3.65)	35.9 (2.17)	52.2 (3.19)	16.2 (5.78)
Associate degree***	14.4 (1.12)	19.2 (2.92)	10.4 (1.37)	17.2 (2.36)	22.6 (6.21)
Bachelor's degree or higher****	13.5 (1.11)	19.1 (3.01)	6.5 (1.08)	16.8 (2.42)	48.0 (7.52)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	4,739	923	2,419	1,163	234

Note. Based on a sample of 1,155 providers, weighted to represent the population of licensed family child care providers. Tests of significance were only performed for White, Non-Hispanic, Latina, and African American provider groups.
*$p < .05$, Latina > White, Non-Hispanic, African American, Asian/Pacific Islander.
**$p < .05$, Asian/Pacific Islander < White, Non-Hispanic, Latina, African American; African American > Latina.
***$p < .05$, Latina < White, Non-Hispanic, Asian/Pacific Islander.
****$p < .05$, Latina < White, Non-Hispanic, African American, Asian/Pacific Islander; Asian/Pacific Islander > White, Non-Hispanic, African American.

Appendix B:

Methodology for Estimating the Number of Children Served in Licensed Family Child Care and the Size of the Family Child Care Workforce in Los Angeles County

Overview

In Los Angeles County, we developed a sampling plan to ensure that there were enough completed interviews in each of the eight Service Planning Areas (SPAs) to provide a reliable profile of each SPA and to compare the SPA data to the county as a whole. We interviewed licensed providers representing a random sample of family child care homes in seven of the eight SPAs. In SPA 5, because of the relatively small size of the licensed provider population, we attempted to interview all providers.

The samples for the eight SPAs provide sound information about the percentages of the provider population with specific characteristics. To obtain actual numbers, however, such as the number of children served in licensed family child care homes and the size of the family child care workforce in the county, it was necessary to compute estimates from the samples of interviewed providers, taking into account various factors related to the entire provider population.

Ideally, our sample of family child care providers interviewed during the survey would reflect all the characteristics of the universe (or total population) of providers. In the normal course of events, providers go out of business and new providers replace them, and a description of the universe, if continually updated, will adjust for these changes. But because there was a gap of several months between the last point at which we updated the survey universe and the time at which we began interviews, our universe included providers who were out of business, but did not include the newest providers who had started their businesses in the interim.

We calculated the estimate of the total number of children served and the size of the workforce in two ways, through high and low calculations. The high estimate treated all providers alike. The low estimate assumed that the new providers who had replaced the out-of-business providers in the universe would have characteristics similar to those in our sample who have been business for one year or less. These newer providers typically operated homes with a smaller licensed capacity and with fewer paid assistants.

The following describes the methodology used to estimate the number of children served in licensed family child care, and the size of the family child care workforce, in SPA 1. The same methodology was used to calculate such estimates for the other SPAs. These estimates were then added together to compute estimates for Los Angeles County as a whole.

The total universe of providers in SPA 1 was 729, and we completed interviews with a random sample of 151 providers. We were unable to complete interviews with approximately 41 percent of the providers contacted because they were out of business, and had not been replaced in our sample with new providers. There were 15 providers in the SPA 1 sample who had been in business for one year or less. Our estimates for the total number of children served and the size of the family child care workforce take these factors (sample size, and percentage out of business) into account.

Methodology: High Estimate

1. Calculate a ratio to create a multiplier for the sample to the universe: 729/151 = 4.8.[17]
2. Multiply the sum of children in the sample by the multiplier (4.8) to calculate the estimated total number of children served.
3. Multiply the sum of paid assistants in the sample by the multiplier (4.8) to calculate the estimated total number of paid assistants.
4. Add the estimated number of paid assistants to the total number of family child care providers in the survey universe (729) to calculate the size of the family child care workforce.

Methodology: Low Estimate

1. Estimate the number of new providers in the universe. As stated above, 41 percent of providers in the universe were assumed to be out of business, and, in the normal course of events, would have been replaced with new providers. Multiply the universe (729) by the percentage who are out of business (41%). This would be the number of new providers in the universe: 729 x .4072 = 297.
2. Estimate the number of more tenured providers in the universe. Fifty-nine percent of the providers in our sample were in business. Multiply the universe (729) by the percentage in business (59%). This would be the number of more-tenured providers in the universe: 729 x .5928 = 432.
3. Calculate a ratio of the new providers in the universe to the new providers in the sample (providers in business one year or less, N=15) to create a multiplier for the sample to the universe for new providers: 297/15 = 19.8.
4. Calculate a ratio of the more tenured providers in the universe to the more tenured providers in the sample (providers in business more than one year, N=136) to create a multiplier for the sample to the universe for more tenured providers: 432/136 = 3.2.[18]
5. Multiply the sum of children served by new providers in the sample (in business one year or less) by the "new provider" multiplier (19.8) to calculate an estimated total of children served by providers who have been in business one year or less.
6. Multiply the sum of children served by providers in the sample in business more than one year by the "more tenured provider" multiplier (3.2) to calculate an estimated total of children served by providers in business more than one year.
7. Add the two estimates together to estimate the total number of children served.
8. Multiply the sum of paid assistants employed by providers in the sample who have been in business one year or less by the "new provider " multiplier (19.8) to calculate an estimated total of paid assistants employed by providers in business for one year or less.
9. Multiply the sum of paid assistants employed by providers in the sample in business for more than one year by the "more tenured provider" multiplier

17 The sample size was 151 for paid assistants but 150 for children served, as one provider did not answer questions about the number of children served. The ratio thus varies very slightly for the number of children served and the number of paid assistants.

18 The sample size of more tenured providers was 136 for paid assistants, but 135 for children served, as one provider did not answer questions about number of children served. The ratio thus varies very slightly for number of children served and number of paid assistants.

(3.2) to calculate an estimated total of paid assistants employed by providers in business for more than one year.

10. Add the two estimates together for an estimated total number of paid assistants.
11. Add the estimated total number of paid assistants (Step 10) to the total number of family child care home providers in the survey universe (729) to estimate the size of the family child care workforce.

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