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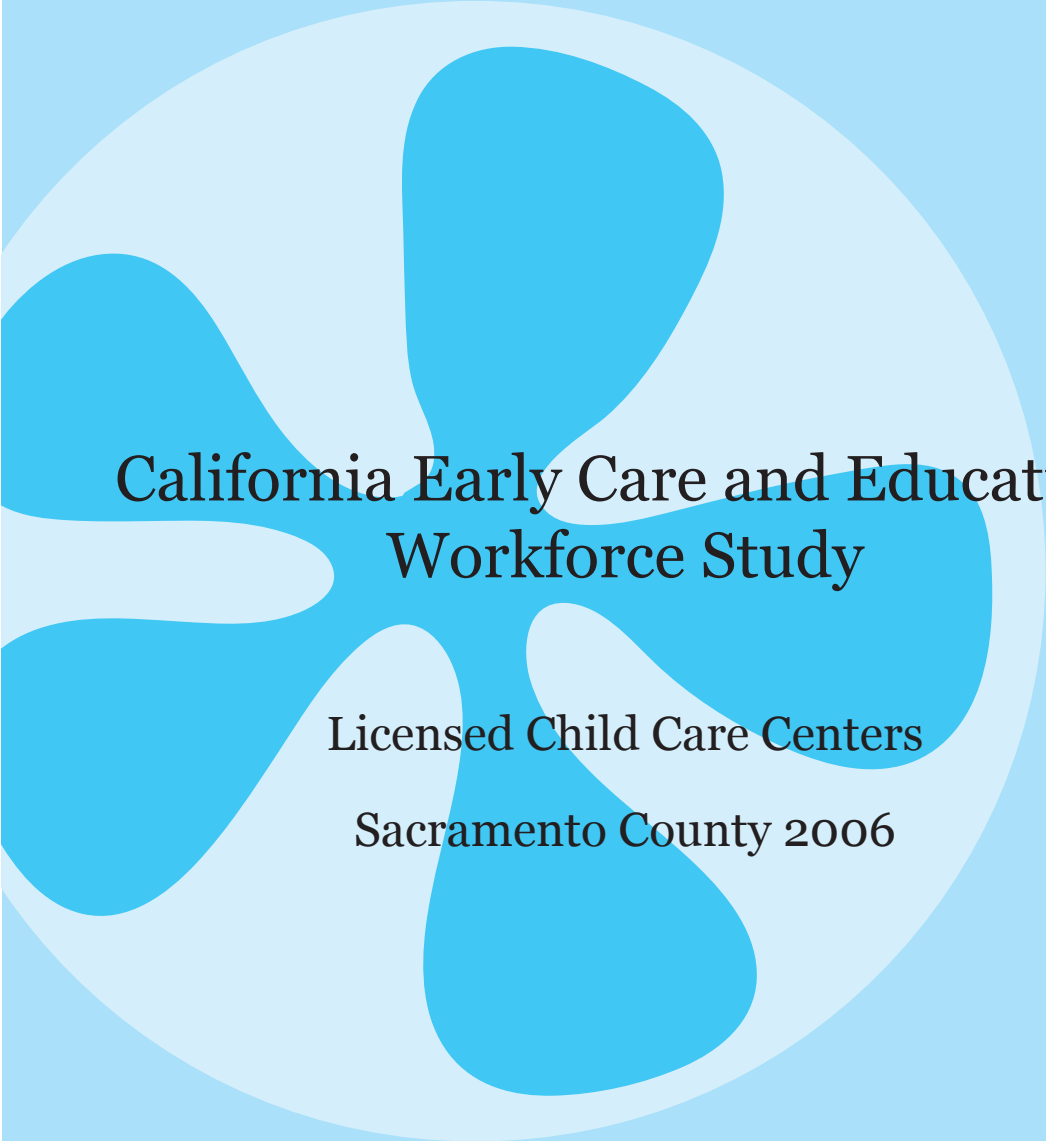
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Publication Date

2006-08-14

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California Early Care and Education Workforce Study

Licensed Child Care Centers
Sacramento County 2006

By Marcy Whitebook, Laura Sakai, Fran Kipnis, Yuna Lee, Dan Bellm,
Mirella Almaraz, 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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Acknowledgments

This study was made possible through the generous support of First 5 California, and Child Action, Inc., First 5 Sacramento, the Sacramento County Office of Education and the Sacramento County Department of Human Assistance. The authors also gratefully acknowledge the David and Lucile Packard Foundation for their support of an initial pilot study on which this study was based. Finally, we would like to thank the many child care center directors of Sacramento County who gave so generously of their time to take part in this study.

Suggested citation

Whitebook, M., Sakai, L., Kipnis, F., Lee, Y., Bellm, D., Almaraz, M., & Tran, P. (2006). *California Early Care and Education Workforce Study: Licensed child care centers. Sacramento County 2006*. Berkeley, CA: Center for the Study of Child Care Employment, and San Francisco, CA: California Child Care Resource and Referral Network.

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Introduction

Reflecting the growth in the number of working families with young children and the importance of early learning, the U.S. has witnessed an explosion of early care and education services in centers and homes over the last 30 years. What was once a relatively small, unnoticed sector of the economy is now viewed as a growing industry with substantial economic impact in terms of widespread use, consumer and public spending, and job creation (National Economic Development and Law Center, 2001). At the same time, researchers in cognitive science, psychology and education, among others, have expanded our understanding of the developmental significance of the early years, underscoring the importance of high-quality early learning settings to ensure that children realize their potential (Shonkoff & Phillips, 2000).

Evidence that the quality of early care and education settings can and does influence children's development during and beyond the preschool years (Gormley, Gayer, Phillips & Dawson, 2004; Henry, Gordon, Henderson & Ponder, 2003; Reynolds, Temple, Robertson & Mann, 2001; Schulman, 2005; Schulman & Barnett, 2005; Schweinhart et al., 2005) has increasingly shifted attention to the early care and education workforce, and the extent to which those who care for young children are adequately prepared to facilitate their learning and well-being.

Creating a skilled and stable early care and education workforce, however, has emerged as a daunting challenge. Reflecting a shortage of resources throughout the industry, employment in the field is characterized by exceptionally low pay, leading to high turnover that, in turn, undermines program quality and children's development (Helburn, 1995;

Whitebook, Howes & Phillips, 1998; Whitebook, Sakai, Gerber & Howes, 2001).

High turnover, coupled with the expansion of services, has led to a high demand for personnel in the field, and has also contributed to maintaining relatively low requirements for working with young children. As a result, employment qualifications in the field do not tend to match the level of skills and understanding truly needed to meet the demands of this work. This gap between professional challenges and regulatory requirements is further exacerbated by changes in the child population – notably the increasing numbers of children from immigrant families who are dual language learners, and the growing numbers of children identified as having special developmental needs. Many students of early childhood education still do not receive training related to serving such children (Whitebook, Bellm, Lee & Sakai, 2005).

The recognition that the workforce is the backbone upon which early care and education services depend has underscored many of the activities undertaken by First 5 commissions at the state and local level. Since the program's inception in 2000, for example, California has spent over \$240 million on the state- and county-level effort known as CARES, which has awarded stipends to over 40,000 ECE practitioners for pursuing further training and education. Increasing attention is also turning to institutions of higher education to assess the resources they will need, in order to adapt their programs and to support students in meeting more rigorous standards for working with young children (Whitebook, Bellm, Lee & Sakai,

2005).

This report is intended to identify the characteristics of Sacramento County's current center-based early care and education workforce, both in light of proposed new requirements, and to help assess the size of the task of training the next generation of workers to care for young children.

Licensed Child Care Centers in California

In California, child care provided outside of a home environment is called a child care center. A child care center is usually located in a commercial building, school or church. In a child care center, non-medical care and supervision can be provided for infants (birth to 23 months), preschoolers (two to five years) and school-age children (kindergarten students and older) in a group setting for periods of less than 24 hours.

Almost all child care centers are required to be licensed by the Community Care Licensing Division (CCLD) of the California Department of Social Services. Centers that are exempt from licensing include certain school-age and preschool programs run by Park and Recreation Departments and school districts; informal arrangements in which no money changes hands for care, such as co-ops and play groups; on-site military child care programs; and programs administered by the Department of Corrections.

To receive a license, child care centers must meet the requirements established in the Code of California Regulations Title 22 related to personnel, the facility, and the number and ages of children served.¹

Personnel requirements include the following:

- Child care centers must have qualified directors and qualified teaching staff. Directors and teachers must have 12 units in early childhood education. To be a qualified infant teacher, at least three of the units must be related to

the care of infants. Directors must have three units in administration or staff relations.

- Employees must have a fingerprint clearance from the California Department of Justice and the Federal Bureau of Investigation, and have a Child Abuse Index Clearance.
- All staff must have a TB clearance and a health report.
- At least one person on-site must have 15 hours of health and safety training approved by the Emergency Medical Services Authority. This includes a current CPR and First Aid Certificate.

Requirements for a child care facility include the following:

- 35 square feet of indoor play space per child, 75 square feet of outdoor space per child, and one toilet and one sink for every 15 children.
- Compliance with CCLD health and safety requirements pertaining to storage space, equipment and materials, drinking water, food preparation, storage of dangerous materials, adult/staff restrooms, isolation areas for sick children, and facility temperature.
- Compliance with all other state, federal, and/or local codes and regulations such as zoning, building restrictions, fire, sanitation, and labor requirements.

Number and ages of children served:

- The total number of children who can be served in a facility is called the licensed capacity of the center. The licensed capacity is based on the

¹ For more information about child care center licensing see: <http://cclld.ca.gov>.

physical space of a site (as described above) and the number of staff available to provide care.

- CCLD issues separate licenses for the different ages of children that can be served: infants, preschoolers, and school-age children. Each age group requires a specific ratio of children to adults:

Infants:	1 adult to 4 children
Preschoolers:	1 adult to 12 children
School-age children:	1 adult to 14 children

Additional regulations for child care centers

In addition to the Title 22 regulations described above, centers contracted with the California Department of Education (CDE) must meet the regulations set by Title 5 of the California Code of Regulations. Head Start centers are also required to meet additional regulations established by the federal Head Start

Bureau. Table 1.1 below compares the educational levels for child care center staff required by Titles 5 and 22. Head Start educational requirements are not included in the chart, as the Head Start staffing structure is unique to that program. Fifty percent of all Head Start teachers nationwide in center-based programs, however, are required to have an AA, BA or advanced degree in early childhood education, or an AA, BA or advanced degree in a field related to early childhood education, in addition to experience teaching preschool children.

According to the *2005 California Child Care Portfolio*, there were 10,143 child care centers with 639,443 child care spaces (commonly referred to as “slots”) in the state in 2004. Six percent of these slots were licensed for infants, 70 percent for preschoolers and 24 percent for school-age children. Child care centers made up 64 percent of all licensed child care spaces, with family child care homes comprising 36 percent of the capacity (California Child Care Resource and Referral Network, 2005).

Table 1.1. Comparison of Title 22 and Title 5 Regulations for Child Care Center Staff

Position	Title 22	Title 5 (CDE-contracted centers)
Assistant teacher	None	6 units of college-level Child Development (CD)/ Early Care and Education (ECE)
Associate teacher	Not specified	12 units of college-level CD/ECE
Teacher	12 units of college-level CD/ECE 6 months experience	24 units of college-level CD/ECE 16 units of General Education (GE)
Site supervisor	Not specified	AA or 60 units including: 24 units of CD/ECE 16 units GE 8 units administration
Program director	12 units of college-level CD/ECE 3 units administration	BA or higher including: 24 units of CD/ECE 8 units of administration

Sacramento County

Home of the State Capitol, Sacramento County includes the cities of Sacramento as well as Citrus Heights, Elk Grove, Folsom, Galt, Isleton, and Rancho Cordova. Almost half the population resides in unincorporated areas. The area's economy is dominated by governmental services, followed by information, professional, and technical services and financial, insurance, and real estate transactions.

In 2004, Sacramento County's population of 1,335,400 represented a 9.1-percent increase over the 2000 Census (US Census Bureau, 2000a). The county is projected to increase in population by 26.4 percent between 2000 and 2010, with a 34.9-percent increase in the number of children ages 0-4 (California Department of Finance, 2004).

Population estimates for 2005 describe the county as 48.8 percent White, Non-Hispanic; 20.3 percent Hispanic; 14.0 percent Asian; 11.1 percent Black; 3.3 percent Multiethnic; and 2.5 percent American Indian or Pacific Islander (California Department of Finance, 2005). At the time of the 2000 Census, 75.5 percent of county households were estimated as speaking English, 10.7 percent Spanish, and 7.1 percent 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 Sacramento County:

- Median family income in 1999 was \$50,717 (California Department of Finance, 2003).
- In 1999, 14.3 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 \$11,652 (US Department of Housing and Urban Development, 2003).
- At the time of the 2000 Census, 21.4 percent of children 0-5 years of age lived in poverty² (California Child Care Resource and Referral Network, 2003).
- In 2000, 264,685 children under the age of 14 resided in the county, 56.2 percent of whom had both parents or a single head of household in the labor force³ (California Child Care Resource and Referral Network, 2003).
- Among those children were 108,055 children under age six, 51.9 percent of whom had working parents⁴ (California Child Care Resource and Referral Network, 2003).

² 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.

³ 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).

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).

- 26.5 percent of children ages 0-5 resided in a single-parent household⁵ (California Child Care Resource and Referral Network, 2003).

In 2004, 54,761 licensed child care slots were available in Sacramento County, 41.5 percent of which were in family child care homes, and 58.5 percent in child care centers (California Child Care Resource and Referral Network, 2005).

⁵ Data derived from 2000 U.S. Census (universe: own children).

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 and regional 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 centers from every county in the state, but there were not sufficient numbers of centers 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 Child Action, Inc., First 5 Sacramento, the Sacramento County Office of Education and the Sacramento County Department of Human Assistance 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.

The following description applies to the sample and response rate for the Sacramento County-commissioned component of the study. For information about the statewide completion and response rate, see the statewide *California Early Care and Education Workforce Study* report at <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 Sacramento County policy makers 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 Sacramento County's children and families.

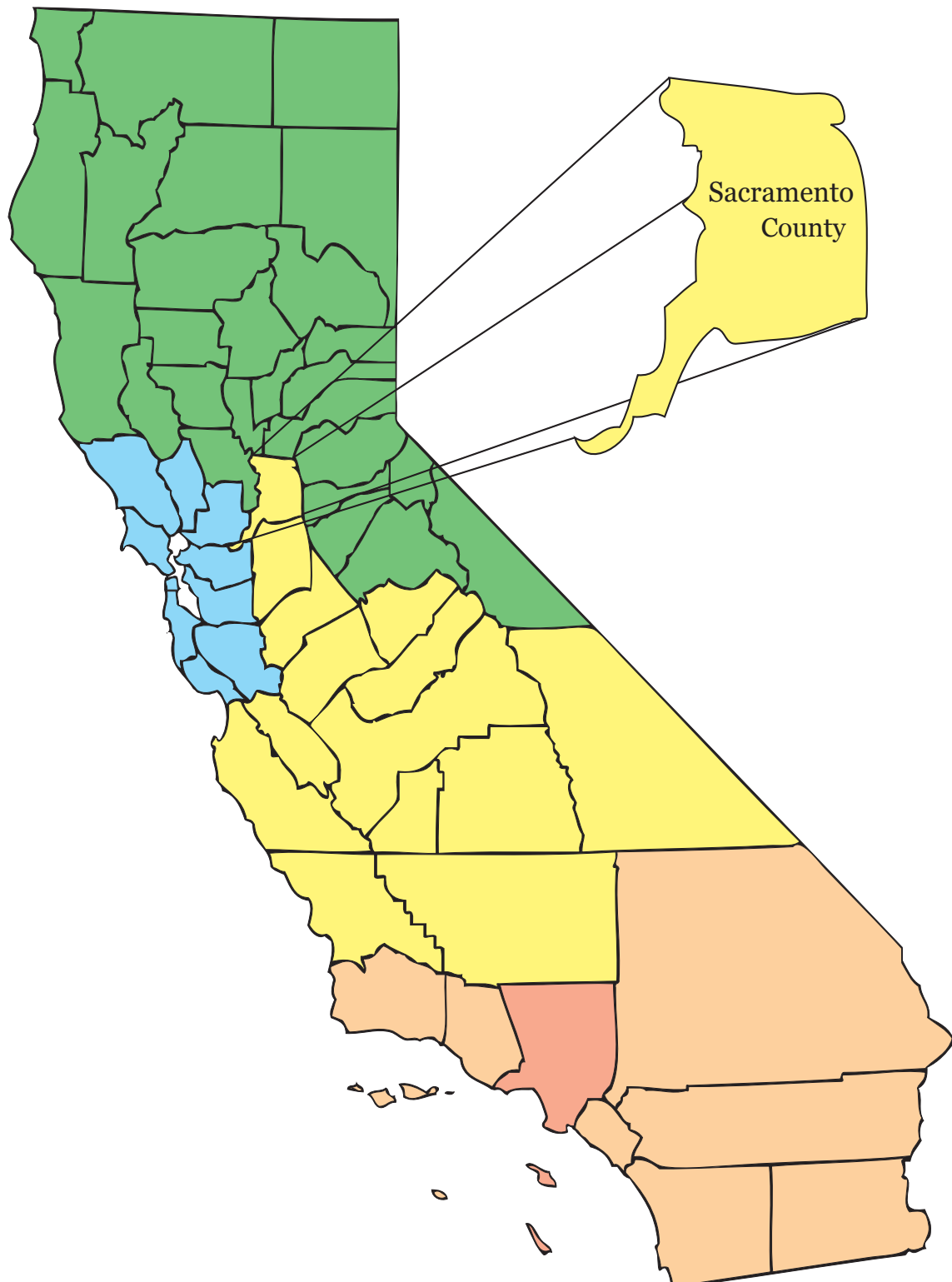
The present report contains the study's findings for licensed child care centers that have infant and/or preschool licenses. Some of these centers have school-age licenses as well. This study, however, does not include data for centers that have a license to serve school-age children only.

A separate report containing information about licensed family child care homes in Sacramento County can be found at the First 5 California website, <http://www.ccfc.ca.gov>.

In studying the county's population of licensed child care centers, our primary objectives were to:

- Compile baseline data on the demographics, wages, tenure, and educational characteristics of child care center directors, teachers and assistant teachers;
- Identify the extent to which their educational backgrounds vary with respect to ethnicity, language and age;
- Profile the business and program characteristics of centers, including organizational status and participation in various subsidy programs;

- Profile the children that staff with varying characteristics serve, in terms of numbers, ages, subsidy status, and special needs;
- Document the professional preparation of licensed child care center staff to work with children who are dual language learners and/or have special needs;
- Develop a sound estimate of the number of assistant teachers, teachers and directors in licensed child care centers; and
- Identify differences among licensed child care center staff, along the dimensions noted above, between centers with and without public subsidies, and between centers serving and not serving infants.



Study Design

Survey Population and Study Sample

Child Action, Inc., First 5 Sacramento, the Sacramento County Office of Education and the Sacramento County Department of Human Assistance sought countywide information about directors, teachers and assistant teachers employed at licensed child care centers in Sacramento County. The survey population included all 430 licensed child care centers serving infants and/or preschoolers that were listed as of January 2004 with the county's state-funded child care resource and referral (R&R) agency, Child Action, Inc. These data were aggregated, cleaned and verified by the California Child Care Resource and Referral Network (Network) and updated in August 2005. Centers licensed to serve only school-age children were not included in the survey population.

Because of the relatively small number of child care centers, we attempted to interview directors at all the centers. The final number of 183 completed interviews included 103 interviews conducted in Sacramento County as part of the statewide study and 80 interviews conducted during the county study. (See Table 2.1.)

Survey Instrument

The Child Care Center Survey used in this study was the same questionnaire used in the statewide study. It 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). 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).

Certain changes were made to the 2001 survey to capture specific information requested by First 5 California to assist in its workforce development planning related to the expansion of preschool programs in California. 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.

Telephone interviews were conducted in English with directors of child care centers. The directors answered questions about themselves and about their teaching staff. Less than one percent of eligible centers (0.9 percent) were unable to complete the interview because of a communication barrier.

For the three groups of child care center staff – directors, teachers and assistant teachers – the questions in the survey addressed:

Table 2.1. *Sacramento County Sample Composition*

	Sacramento County licensed centers	Percentage of final sample
Completed interviews: statewide study	103	56.3%
Completed interviews: county study	80	43.7%
Final sample	183	100.0%

- *Demographics*: age, ethnicity, and languages spoken in addition to English;
- *Levels of education and training*: highest level of education; type of degree, if any; college credit related to Early Childhood Education; credit and non-credit training related to children with special needs and English language learners; permits and credentials; and participation in Sacramento CARES;
- *Employee characteristics*: staff wages, tenure, and turnover; and
- *Business and program characteristics*: number and ages of children served, including children with special needs; participation in government subsidy programs; public contracts with the California Department of Education or Head Start; and organizational status, including private for-profit, private nonprofit, or public.

Data Collection Procedures

The Network mailed a notification letter, describing the purpose of the survey and encouraging participation, to all the centers in the survey universe. The letter was signed by representatives of First 5 California, the Center for the Study of Child Care Employment (CSCCE) and the Network. In addition to the letter, directors received an Interview Worksheet, outlining the survey questions, to help them prepare for the telephone interview. Centers 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 80 interviews between September 12 and October 14, 2005.

Center directors were contacted during the work day, and whenever they requested it, were called back at an appointed time, including in the evening or during the weekend, to complete the interview. Interviews took an average of 20 minutes to complete. FRC made up to eight attempts to complete an interview with each center director.

Survey Completion and Response Rate

The Network provided FRC with contact information for 430 centers in the survey population. Because some of these centers either had completed an interview or had been coded ineligible for some reason during the statewide survey, FRC released 243 infant and/or preschool centers for the county survey. As anticipated, we were unable to interview all the centers in the released sample.

Of the 243 center contacts, 12.8 percent were determined to be ineligible, either because they were out of business or were presumed to be, due to the nature of the unresolved phone number. (See Table 2.2.) Among those eligible, 37.7 percent completed the survey. To increase the likelihood of interviewing as many directors as possible, the Network attempted to correct all incorrect phone numbers and contact all directors with

Table 2.2. Survey Response Rate of County Sample

	Sacramento County number of centers	Percentage of sample	Percentage of eligible
Sample released and dialed	243	100.0%	
Ineligible: out of business	5	2.1%	
Presumed ineligible*	26	10.7%	
Eligible	212	87.2%	100.0%
County surveys completed	80	32.9%	37.7%
No response, presumed eligible**	46	18.9%	21.7%
Refusals	38	15.6%	17.9%
Multi-site refusals***	25	10.3%	11.8%
Respondent not available	16	6.6%	7.6%
Communication barrier	2	0.8%	0.9%
Other reasons for non-completion	5	2.1%	2.4%

* Disconnected, wrong number, changed phone number, or no answer.

** Answering machine, voice mail, or busy signal.

*** Answered for some centers in multi-site agency but not all.

answering machines or voice mails to encourage them to participate in the study.

The reasons for not completing a survey among eligible centers included:

- 21.7 percent: Answering machine, voice mail or busy signal prevented successful contact;
- 17.9 percent: Refusal;
- 11.8 percent: Multi-center refusals, in which a director managing multiple sites refused to complete an interview for the particular center, but did complete interviews for other centers;
- 7.6 percent: Respondent not available to complete the survey during the study period;
- 0.9 percent: Communication barriers we were unable to surmount;
- 2.4 percent: Some other reason.

While we were unable to assess whether the centers that participated in the study differed from those that did

not participate with respect to all the variables of interest in the study, we compared the county center population to the centers that completed interviews along three important variables. We calculated the extent to which centers participating in our study represented the county overall in terms of 1) geographical distribution, 2) contract status with Head Start or the California Department of Education, and 3) licensed capacity to serve infants. As shown in Table 2.3, our survey closely approximates the geographical distribution of centers and the percentage of centers with a license to serve infants. Contracted centers are somewhat under-represented among the interviewed centers, with 33.3 percent of the interviewed centers having contracts, compared to 42.8 percent of the centers in the universe.⁶

⁶ The implications of the under-representation of contracted centers among the interviewed centers are discussed in the Findings section.

Table 2.3. Comparison of Survey Respondents and County Population of Centers, by Communities Served and by Regulation

	County Population (N=430)	Survey Completed (N=183)
REGULATION		
Licensed for infants	30.0%	37.7%
CDE/Head Start contract	42.8%	33.3%
COMMUNITY		
Antelope	1.2%	2.2%
Carmichael	6.3%	5.5%
Citrus Heights	6.7%	6.0%
Courtland	0.2%	0.0%
Elk Grove	6.1%	7.7%
Elverta	0.5%	1.1%
Fair Oaks	3.7%	3.8%
Folsom	4.7%	6.0%
Galt	1.2%	0.6%
Gold River	0.2%	0.0%
Mather	0.2%	0.6%
McClellan	0.2%	0.6%
N. Highlands	2.3%	2.2%
Orangevale	2.6%	2.7%
Rancho Cordova	4.4%	3.3%
Rancho Murieta	0.7%	0.6%
Rio Linda	0.7%	1.1%
Roseville	0.2%	0.6%
Sacramento	57.7%	55.2%
Walnut Grove	0.2%	0.6%
Total	100.0%	100.0%

Findings

Who are the teachers, assistant teachers and directors in Sacramento County's licensed child care centers?

In Sacramento County, a teacher in a child care center licensed to serve infants and/or preschoolers is more likely to be White, Non-Hispanic than she is to be a woman of color. Assistant teachers are more diverse than directors and teachers, and more closely reflect the ethnic distribution of children ages birth to five in the county. However, directors and teachers are more ethnically diverse than K-12 teachers. Compared to women in Sacramento County, teachers and assistant teachers are more likely to be under age 30 and less likely to be over 50 years of age. About one-fifth of teachers, one-third of assistant teachers, and only 14 percent of directors, are able to speak a language other than English fluently, most typically Spanish.

These demographic profiles vary, however, by such center characteristics as age group of children served. For example, centers serving infants are more likely to employ a teacher who speaks a language other than English than centers serving only older children.

The typical teacher and assistant teacher have worked in their present jobs for five years or less, while more than one-half of directors have been on the job for more than five years. The highest-paid teachers with a BA earn, on average, \$14.74 an hour. The highest-paid assistants can expect to earn \$8.79 an hour, on average, if they work in a center receiving public dollars through vouchers, and \$11.89 an hour in a center holding a contract with Head Start or CDE.

Age

Directors were asked to report the age range of their teachers and assistant teachers; we did not collect data on the age of directors for this study. Compared to women⁷ in Sacramento County (20.5 percent), teachers (42.1 percent) and assistant teachers (63.6 percent) were more likely to be younger than 30. (See Figure 3.1.)

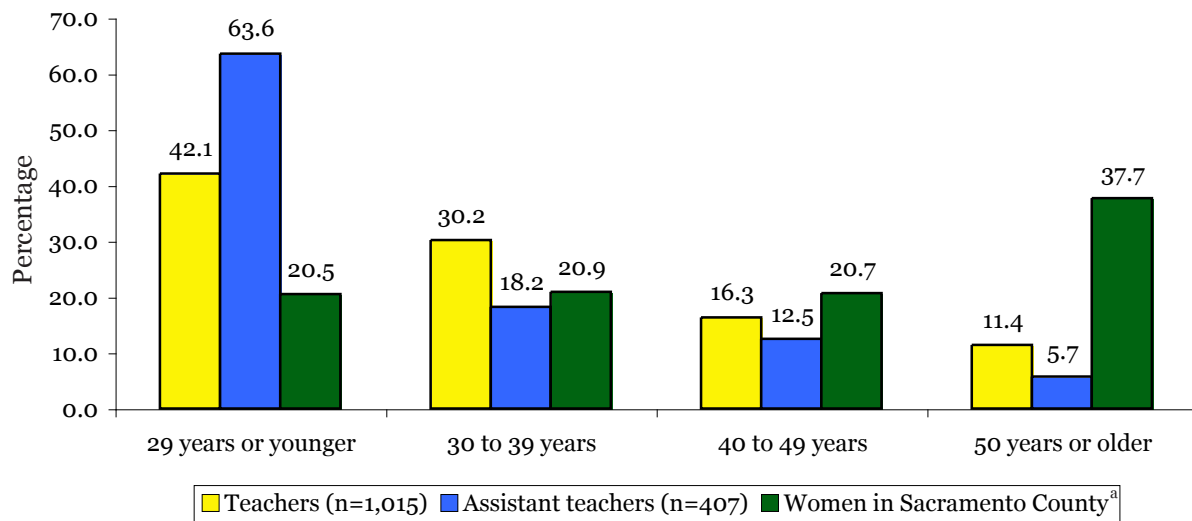
The age distribution of teachers and assistant teachers differed by whether or not centers enrolled infants as well as preschoolers. (See Figure 3.2.) Centers enrolling infants employed a greater

proportion of teachers and assistant teachers under 30 years old than centers that did not serve infants. Only 30.5 percent of teachers and 41.9 percent of assistant teachers in centers without infants were under 30, compared to 50.3 percent of teachers and 74.5 percent of assistants in centers serving infants as well as preschoolers.

The age distribution of teachers and assistant teachers also varied depending on centers' relationship to public subsidy, as shown in Figure 3.3. Centers receiving public dollars through vouchers reported a higher proportion of teachers and assistant teachers under 30 years old than did centers holding a contract with Head Start or CDE, or centers receiving no public dollars.

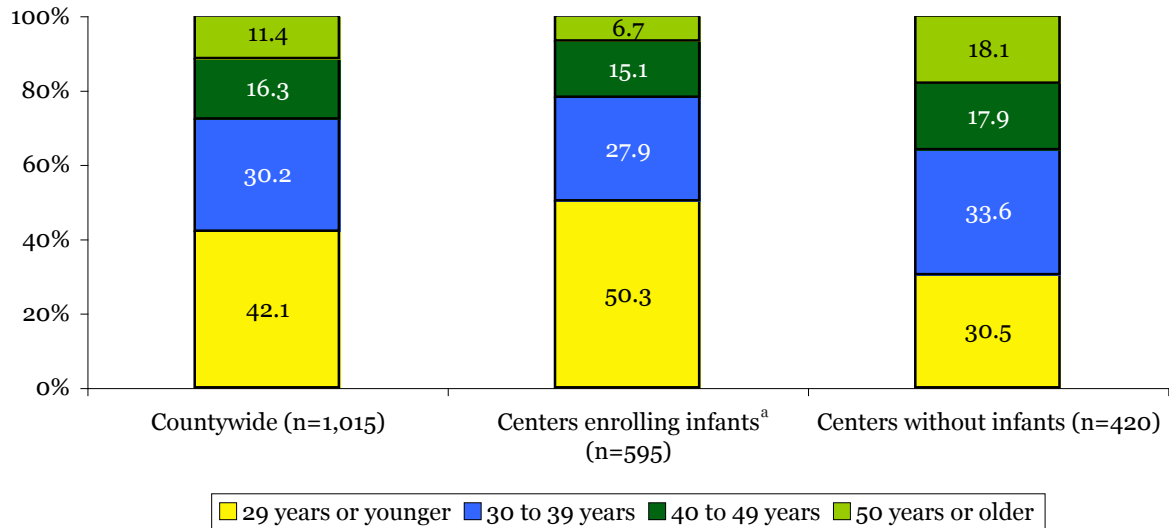
⁷ Previous research has established that the early care and education workforce is predominantly female. In the interest of survey length, therefore, directors were not asked about the gender of teaching staff.

Figure 3.1. *Estimated Age Distribution of Teachers and Assistant Teachers Compared to Women in Sacramento County: Countywide*



^a US Census Bureau (2004).

Figure 3.2. *Estimated Age Distribution of Teachers: Countywide, and By Ages of Children Served*



^a Most of these centers also enroll older children.

Figure 3.3. *Estimated Age Distribution of Teachers: Countywide, and By Centers' Relationship to Public Subsidy*

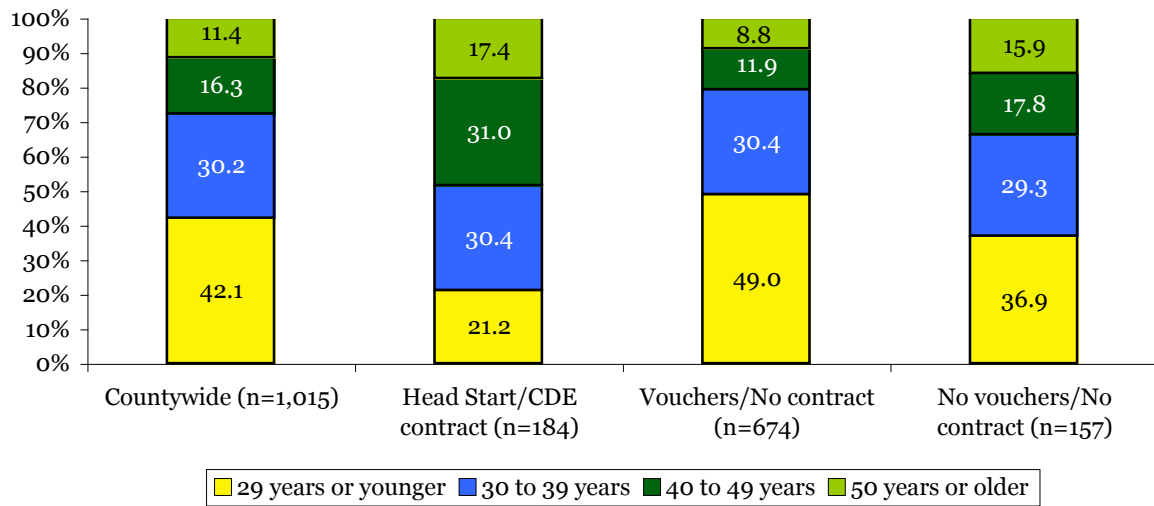


Table 3.1. *Estimated Ethnicity of Teachers, Assistant Teachers and Directors: Countywide*

	Estimated percentage		
	Teachers	Assistant teachers	Directors
White, Non-Hispanic	61.7	42.4	68.6
Latina	14.3	22.7	5.8
African American	11.8	18.0	16.7
Asian/Pacific Islander	7.1	11.0	2.6
American Indian or Alaskan Native	0.2	0.3	0.6
Multiethnic	3.0	0.0	4.5
Other	1.8	5.5	1.3
Total	100.0	100.0	100.0
Number of staff	1,030	344	156

Ethnic Background

We found that 61.7 percent of Sacramento County child care teachers were White, Non-Hispanic. Approximately 14 percent of teachers (14.3 percent) were Latina, 11.8 percent were African American, and 7.1 percent were Asian/Pacific Islander. White, Non-Hispanics constituted a plurality of assistant teachers (42.4 percent), followed by Latinas (22.7 percent), African Americans (18.0 percent), and Asian/Pacific Islanders (11.0 percent). More than two-thirds of directors (68.6 percent) were White, Non-Hispanic, 16.7 percent were African American, and 5.8 percent were Latina. As shown in Table 3.1, in almost all cases, across job titles, those identifying themselves as Multiethnic, American Indian/Alaskan Native, or of some other ethnicity were the smallest ethnic groups. Table 3.1 also shows that across job titles, directors were the least ethnically diverse group, and assistant teachers were the most diverse.

As shown in Figure 3.4, directors in Sacramento County child care centers enrolling infants and/or preschoolers were more likely to be White, Non-Hispanic or African American, and less likely to be Latina or Asian/Pacific Islander, than other adult females in the county. Teachers were also more likely to be White, Non-Hispanic, almost equally likely to be Latina or African American, and less likely to be Asian/Pacific Islander than their adult female counterparts. Assistant teachers were less likely to be White, Non-Hispanic, more likely to be Latina or African American, and somewhat less likely to be Asian/Pacific Islanders than the adult female population.

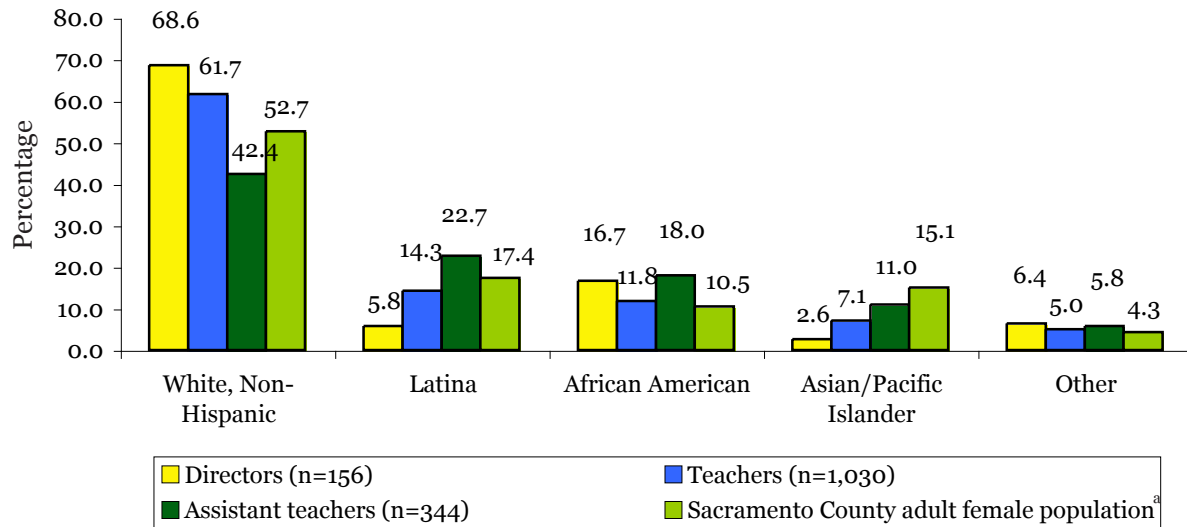
Teachers were somewhat more diverse

than directors, and assistant teachers were more diverse than teachers and directors, more closely reflecting the ethnic distribution of children ages birth to five in Sacramento County. Child care center directors, teachers and assistant teachers, in addition, were more diverse than teachers in Grades K-12 in the county's public schools. (See Figure 3.5.)

More than four-fifths of public school K-12 teachers (81.7 percent) were White, Non-Hispanic, compared to 61.7 percent of teachers in child care centers, and 37.9 percent of children ages birth to five (California Department of Education, 2004). Child care center teachers (14.3 percent) and assistant teachers (22.7 percent) were more likely to be Latina than were K-12 teachers (6.6 percent), but were less likely to be Latina than children ages birth to five (29.3 percent). Child care center teachers were also more likely to be African American (11.8 percent) than were K-12 teachers (3.6 percent), and equally likely to be African American as children ages birth to five (12.1 percent). Center teachers were also less likely to be Asian/Pacific Islander (7.1 percent) than children ages birth to five (12.6 percent). Assistant teachers were more likely to be African American (18.0 percent) and almost equally likely to be Asian/Pacific Islander (11.0 percent) as children ages birth to five.

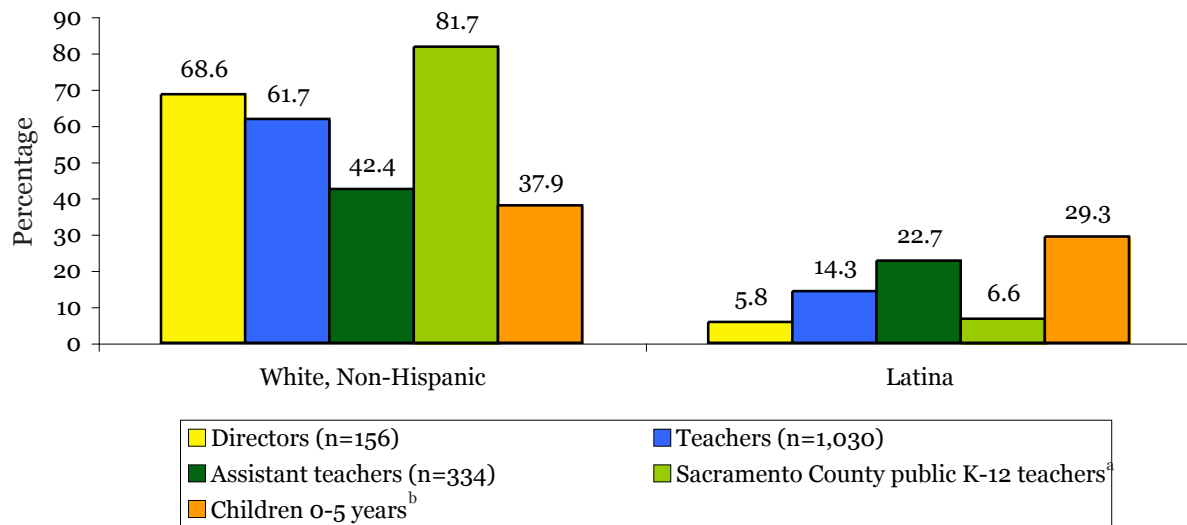
The ethnic composition of teaching staff also differed by the ages of children enrolled in centers. Centers serving infants reported a higher percentage of White, Non-Hispanic directors (73.3 percent), and a smaller percentage of African-American directors (12.8 percent), than centers serving only older children (62.9 White, Non-Hispanic; 21.4 percent African American). At the same

Figure 3.4. *Estimated Ethnic Distribution of Teachers, Assistant Teachers and Directors Compared to the Sacramento County Adult Female Population: Countywide*



^a California Department of Finance (2004a).

Figure 3.5. *Estimated Ethnic Distribution of Directors, Teachers and Assistant Teachers Compared to Sacramento County Public K-12 Teachers and Children 0-5 Years: Countywide*



^a California Department of Education (2004).

^b California Department of Finance (2004a).

Table 3.2. *Estimated Ethnicity of Teachers, Assistant Teachers and Directors, By Centers' Relationship to Public Subsidy*

		Estimated percentage		
		Head Start/ CDE contract	Vouchers/ No contract	No vouchers/ No contract
Teachers	White, Non-Hispanic	55.9	61.4	70.1
	Latina	15.6	14.1	13.4
	African American	14.5	12.1	7.6
	Asian/Pacific Islander	9.1	7.1	4.5
	American Indian or Alaskan Native	0.5	0.1	0.0
	Multiethnic	3.2	2.9	3.2
	Other	1.1	2.2	1.3
	<i>Total</i>	100.0	100.0	100.0
	<i>Number of teachers</i>	186	687	157
Assistant teachers	White, Non-Hispanic	29.4	54.5	50.0
	Latina	25.6	19.9	21.4
	African American	23.1	14.1	10.7
	Asian/Pacific Islander	15.6	7.7	3.6
	American Indian or Alaskan Native	0.6	0.0	0.0
	Multiethnic	0.0	0.0	0.0
	Other	5.6	3.8	14.3
	<i>Total</i>	100.0	100.0	100.0
	<i>Number of assistant teachers</i>	160	156	28
Directors	White, Non-Hispanic	51.6	72.4	74.1
	Latina	3.2	6.1	7.4
	African American	32.3	13.3	11.1
	Asian/Pacific Islander	6.5	1.0	3.7
	American Indian or Alaskan Native	0.0	1.0	0.0
	Multiethnic	3.2	5.1	3.7
	Other	3.2	1.0	0.0
	<i>Total</i>	100.0	100.0	100.0
	<i>Number of directors</i>	31	98	27

time, centers serving infants employed a smaller percentage of White, Non-Hispanic teachers (59.0 percent) and a greater percentage of African American teachers (14.4 percent) than centers not serving infants (65.9 percent White, Non-Hispanic, 8.0 percent African American).

The ethnic composition of staff also differed by whether centers held a Head Start or CDE contract, received vouchers to cover the cost of subsidized children, or received no public dollars. As shown in Table 3.2, contracted programs employed the most diverse pool of teachers, assistant teachers and directors. Programs receiving no public funds were least likely to employ teachers or directors of color.

In addition to looking at the percentage of teachers of various ethnicities among types of programs, it is helpful to consider the percentage of centers of a particular type that employ at least one teacher from a particular ethnic group. Depending on their relationship to public subsidy, centers may vary not only in the percentage of their teachers of a particular ethnicity, but also in regard to whether they employ, for example, at least one Latina teacher.

We found some variation among centers with different relationships to public subsidy. Centers receiving vouchers were more likely to employ at least one White, Non-Hispanic teacher (92.1 percent, SE=2.9) than contracted centers (77.4 percent, SE=5.8). Centers that did not receive any public funding were less likely to employ an Asian/Pacific Islander teacher (9.1 percent, SE=5.0) than contracted centers (28.3 percent, SE=6.2) or centers receiving vouchers (31.5 percent, SE=4.9).

There were also variations among

centers serving infants and those serving only older children. We found that centers serving infants were more likely to employ at least one Latina (56.5 percent, SE=6.0), African American (58.0 percent, SE=6.0) or Asian/Pacific Islander (39.1 percent, SE=5.9) teacher than centers not enrolling infants (33.0 percent [SE=4.6] employed at least one Latina; 21.7 percent [SE=4.0] employed at least one African American and 17.9 percent [SE=3.7] employed at least one Asian/Pacific Islander).

Linguistic Background

We also found that the population of children served by Sacramento County's licensed centers was characterized by great linguistic diversity. Our information on the language backgrounds of young

Table 3.3. Sacramento County Children in Public Kindergarten, 2004-2005: 15 Most Commonly Spoken Languages of English Language Learners

	Percentage
Spanish	51.5%
Hmong	11.0%
Russian	9.2%
Vietnamese	5.2%
Cantonese	3.8%
Ukrainian	3.8%
Punjabi	3.1%
Hindi	1.7%
Filipino (Pilipino or Tagalog)	1.3%
Lao	1.0%
Mien (Yao)	1.0%
Rumanian	1.0%
Farsi (Persian)	1.0%
Armenian	0.8%
Arabic	0.7%
N	4,969

Source: California Department of Education (2006).

children is based on 2004-05 data from the California Department of Education (CDE), which reports that 28.4 percent of kindergarteners attending Sacramento County public schools in that year spoke a language other than English and were classified as English Learners. Of the more than 52 different languages spoken by English Learners in the county's public kindergarten classrooms, Table 3.3 lists the 15 most commonly spoken. Directors were asked whether they or any of their teachers or assistant teachers could speak fluently with children and families in a language other than English. If they answered affirmatively, they were asked which language(s) they or their teaching staff would be able to speak fluently with children and families if necessary. Our description of center staff fluency in these other languages is based entirely on directors' assessments. Note that the directors' reports do not permit us to assess whether those who spoke a language other than English also spoke English fluently.

As described below, there was some language diversity among center staff. Directors emerged as the least, and assistant teachers as the most, linguistically diverse group. About 14 percent (13.9 percent) of directors, 22.9 percent of teachers, and 32.8 percent of assistants had the capacity to communicate fluently with children and families in a language other than English. Not all centers, however, employed a director, teacher or assistant teacher with this capacity. As shown in Table 3.4, most centers (84.3 percent) did not employ a director who could communicate fluently in a language other than English with children and families, but more than one-half employed at least one teacher (59.8 percent) or assistant teacher (54.0

percent) who could. When centers employed at least one teacher or assistant with this language capacity, 37.9 percent of their teachers and 61.3 percent of their assistants were able to communicate fluently in a language other than English. (See Table 3.5.)

Among those who spoke languages other than English fluently with children and families, the most commonly spoken language was Spanish:

- Among directors who spoke a language other than English fluently, 77.3 percent spoke Spanish.
- Among teachers who spoke a language other than English fluently, 51.2 percent spoke Spanish.
- Among assistant teachers who spoke a language other than English fluently, 63.5 percent spoke Spanish.

The linguistic background of teachers, assistant teachers and directors also varied among centers serving particular groups of children. As shown in Tables 3.6 and 3.7, although centers serving infants were more likely to employ a teacher who spoke a language other than English fluently, centers serving only older children employed, on average, a greater percentage of such teachers. Centers not serving infants also employed a greater percentage of assistant teachers who spoke a language other than English than centers serving infants, although they were no more likely to employ at least one such assistant teacher. The linguistic background of directors did not vary by the ages of children served.

As shown in Tables 3.6 and 3.7, the linguistic background of staff who spoke a language other than English varied somewhat by whether a center had a

Table 3.4. Estimated Percentage of Centers Employing at Least One Teacher, Assistant Teacher or Director with the Capacity to Communicate Fluently in a Language Other Than English: Countywide

	Estimated percentage (SE)
Teachers	59.8 (3.68)
<i>Number of centers</i>	<i>179</i>
Assistant teachers	54.0 (4.49)
<i>Number of centers</i>	<i>124</i>
Directors	15.7 (3.32)
<i>Number of centers</i>	<i>121</i>

Table 3.5. Estimated Mean Percentage of Employed Teachers and Assistant Teachers with the Capacity to Communicate Fluently in a Language Other than English, in Centers that Employed At Least One Such Person: Countywide

	Estimated percentage (SE)
Teachers	37.9 (2.11)
<i>Number of centers</i>	<i>107</i>
Assistant teachers	61.3 (3.45)
<i>Number of centers</i>	<i>67</i>

Table 3.6. Estimated Percentage of Centers Employing at Least One Teacher, Assistant Teacher or Director with the Capacity to Communicate Fluently in a Language Other Than English: Countywide, By Ages of Children Served, and By Centers' Relationship to Public Subsidy

	Estimated percentage (SE)					
	Countywide	Centers enrolling infants ^a	Centers without infants	Head Start/CDE contract	Vouchers/No contract	No vouchers/No contract
Teachers*	59.8 (3.68)	73.2 (5.27)	50.9 (4.82)	55.6 (6.78)	66.3 (4.49)	48.5 (8.72)
<i>Number of centers</i>	179	71	108	54	92	33
Assistant teachers**	54.0 (4.49)	56.4 (6.71)	52.2 (6.04)	68.9 (6.93)	45.0 (6.45)	47.4 (11.50)
<i>Number of centers</i>	124	55	69	45	60	19
Directors	15.7 (3.32)	14.3 (4.43)	17.2 (4.98)	14.8 (6.87)	12.3 (3.86)	28.6 (9.90)
<i>Number of centers</i>	121	63	58	27	73	21

^a Most of these centers also enroll older children.

* $p < .01$, Centers enrolling infants > centers without infants.

** $p < .05$, Head Start/CDE contract > Vouchers/No contract.

Table 3.7. Estimated Mean Percentage of Teachers, Assistant Teachers and Directors with the Capacity to Communicate Fluently in a Language Other Than English, in Centers that Employed At Least One Such Person: Countywide, By Ages of Children Served, and by Centers' Relationship to Public Subsidy

	Estimated percentage (SE)					
	Countywide	Centers enrolling infants ^a	Centers without infants	Head Start/CDE contract	Vouchers/No contract	No vouchers/No contract
Teachers*	37.9 (2.11)	31.2 (2.52)	44.1 (3.11)	53.9 (4.41)	30.6 (2.31)	35.7 (3.12)
<i>Number of centers</i>	107	52	55	30	61	16
Assistant teachers**	61.3 (3.45)	46.4 (3.81)	74.1 (4.54)	65.1 (4.61)	48.7 (4.76)	85.9 (8.83)
<i>Number of centers</i>	67	31	36	31	27	9
Directors	83.3 (5.71)	94.4 (5.26)	73.3 (8.60)	83.3 (14.49)	77.8 (8.32)	91.7 (7.64)
<i>Number of centers</i>	19	9	10	4	9	6

^a Most of these centers also enroll older children.

* $p < .05$, Centers enrolling infants < centers without infants. Head Start/CDE contract > Vouchers/No contract, No vouchers/No contract.

** $p < .05$, Centers enrolling infants < centers without infants. Vouchers/No contract < No vouchers/No contract.

contract with Head Start or CDE, received no public funds, or received vouchers. Contracted centers were more likely to employ at least one assistant who spoke a language other than English fluently than centers receiving vouchers. In addition, contracted centers, on average, employed the highest percentage of teachers who spoke a language other than English. Centers not receiving any public funds employed a higher percentage of such assistant teachers than centers receiving vouchers. The linguistic background of directors did not vary by centers' relationship to public subsidy.

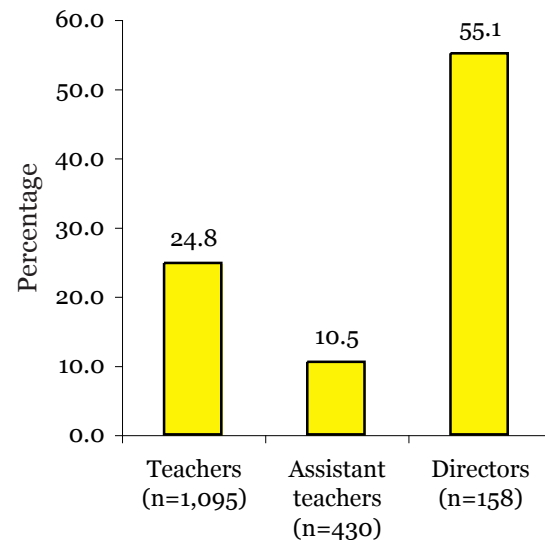
Turnover and Tenure

Center staff stability has been linked to overall program quality, the ability of a program to improve its quality, and children's social and verbal development (Whitebook, Howes & Phillips, 1998; Whitebook & Sakai, 2004). Turnover rates provide one important index of center workforce stability; namely, how much change in staffing a center has undergone in the previous year. Information on tenure offers a longer-term perspective on the level of staff stability over time within centers.

In order to determine rates of turnover, we asked directors to report the number of teachers, assistant teachers and directors who had left or stopped working at their centers for any reason, including leaves of absence, over the last 12 months.⁸ On average, 25.5 percent of teachers and 38.4 percent of assistant teachers were reported to have done so.

⁸ Turnover discussed in this report refers to job turnover, the number of staff who leave employment at their centers over a fixed period of time. This study did not collect information about position turnover (changes of role while maintaining employment at the same center) or occupational turnover (departure from the child care field).

Figure 3.6. Estimated Percentage of Teachers, Assistant Teachers and Directors who have Worked at Their Current Center for More Than Five Years: Countywide



(See Table 3.8.)

The range of turnover rates varied considerably among centers. Slightly more than one-third of centers (36.1 percent) reported no turnover in the previous 12 months among teachers, and one-half (50.8 percent) reported no such turnover among assistant teachers, whereas approximately one-quarter of centers reported turnover rates of 40 percent or more among teachers and 57 percent or more among assistant teachers. About 10 percent of centers reported that three-fifths or more of teachers, and all of their assistant teachers, had left or stopped working at their centers during the previous 12 months.

The rate of director turnover (23.6 percent) was similar to the rate of teacher turnover. However, more than three-fourths of centers (76.0 percent) reported

no director turnover in the previous 12 months.

To measure rates of tenure, we asked directors to report how many teachers, assistant teachers and directors at their centers had been employed for less than one year, from one to five years, or more than five years. Among various positions within centers, directors were the most stable group of employees, followed by teachers and assistant teachers. (See Figure 3.6.) More than one-half of directors (55.1 percent) had been employed for more than five years at their centers, compared to 24.8 percent of teachers and only 10.5 percent of assistant teachers. Only one-fifth of centers (21.3 percent SE=3.6) reported employing at least one assistant teacher for five years or more.

While turnover for teachers, assistant teachers and directors did not significantly vary by center characteristics, tenure did vary. (See Tables 3.8 and 3.9.) Staffing among teachers and assistant teachers was less stable, as measured by tenure, in centers serving infants and preschoolers than in centers not serving infants. (See Table 3.10.) Tenure differed among centers with varying relationships to public subsidy; teachers and assistant teachers working in centers with Head Start or CDE contracts were more stable than teachers working in centers receiving vouchers or those without any public funding. On the other hand, directors were most stable in centers without any public funding, followed by directors working in centers receiving vouchers and then by directors working in contracted centers. (See Table 3.11.)

Wages

We sought to document the current compensation of teachers and assistant teachers working in Sacramento County child care centers licensed to serve infants and/or preschoolers. Because of the length of the survey, we focused our investigation on two categories of teaching staff: teachers with BA or higher degrees, and assistant teachers. We did not collect information about benefits such as health coverage or retirement plans.

We asked directors to provide hourly wages for their highest- and lowest-paid teachers with a BA or higher degree. Our intention was to document the pay rates of those teachers with the highest level of education. By asking for the lowest rate of pay, we were able to capture what is likely to be paid at a center to a new teacher with a BA or higher degree. By asking for the highest rate of pay, we were able to gain a sense of the pay ladder available to more tenured teachers with degrees. We also asked directors to provide hourly wages for their highest-paid assistant teachers. We assumed that this amount would reflect the wages of those assistants who had been at the center for some period of time, rather than new recruits.

Table 3.12 provides average highest and lowest hourly wages paid to teachers with BA or higher degrees countywide. The lowest countywide wages (\$13.54) were, on average, \$1.20 an hour less than the highest countywide wages (\$14.74).

In addition to average wages, we examined the distribution of wages among highest- and lowest-paid teachers with BA or higher degrees, and among assistant teachers. One-quarter of centers paid their highest-paid degreed teachers less than \$12.00 per hour (about \$24,960 per

Table 3.8. Estimated Mean Percentage of Annual Job Turnover Among Teachers, Assistant Teachers and Directors: Countywide, and By Ages of Children Served

	Estimated mean percentage (SE)		
	Countywide	Centers enrolling infants ^a	Centers without infants
Teachers	25.5 (2.21)	30.7 (3.79)	22.2 (2.65)
<i>Number of centers</i>	180	71	109
Assistant teachers	38.4 (4.97)	29.0 (6.12)	45.1 (7.24)
<i>Number of centers</i>	122	51	71
Directors	23.6 (4.51)	29.4 (7.39)	17.2 (4.87)
<i>Number of centers</i>	121	63	58

^a Most of these centers also enroll older children.

Table 3.9. Estimated Mean Percentage of Annual Job Turnover Among Teachers, Assistant Teachers and Directors: Countywide, and By Centers' Relationship to Public Subsidy

	Estimated mean percentage (SE)			
	Countywide	Head Start/ CDE contract	Vouchers/ No contract	No vouchers/ No contract
Teachers	25.5 (2.21)	27.6 (4.45)	25.0 (2.55)	23.7 (6.31)
<i>Number of centers</i>	180	55	91	34
Assistant teachers	38.4 (4.97)	30.4 (6.11)	44.1 (8.23)	42.1 (14.66)
<i>Number of centers</i>	122	48	55	19
Directors	23.6 (4.51)	11.7 (5.75)	29.2 (6.67)	19.1 (8.78)
<i>Number of centers</i>	121	27	73	21

Table 3.10. *Estimated Percentages of Teachers, Assistant Teachers and Directors With Different Rates of Tenure: Countywide, and By Ages of Children Served*

		Estimated percentage		
		Countywide	Centers enrolling infants ^a	Centers without infants
Teachers	< 1 year	24.6	28.6	18.4
	1-5 years	50.6	51.7	48.8
	> 5 years	24.8	19.7	32.7
<i>Number of teachers</i>		1,095	661	434
Assistant teachers	< 1 year	42.8	47.7	33.3
	1-5 years	46.7	46.3	47.6
	> 5 years	10.5	6.0	19.0
<i>Number of assistant teachers</i>		430	283	147
Directors	< 1 year	12.0	11.6	12.5
	1-5 years	32.9	34.9	30.6
	> 5 years	55.1	53.5	56.9
<i>Number of directors</i>		158	86	72

^a Most of these centers also enroll older children.

Table 3.11. *Estimated Percentage of Teachers, Assistant Teachers and Directors With Different Rates of Tenure: Countywide, and By Centers' Relationship to Public Subsidy*

		Estimated percentage			
		Countywide	Head Start/ CDE contract	Vouchers/No contract	No vouchers/ No contract
Teachers	< 1 year	24.6	15.5	26.8	25.6
	1-5 years	50.6	51.0	50.1	52.2
	> 5 years	24.8	33.5	23.2	22.2
<i>Number of teachers</i>		1,095	194	721	180
Assistant teachers	< 1 year	42.8	42.7	38.4	65.6
	1-5 years	46.7	43.9	53.5	34.3
	> 5 years	10.5	13.4	8.2	0.0
<i>Number of assistant teachers</i>		430	239	159	32
Directors	< 1 year	12.0	12.9	13.0	7.4
	1-5 years	32.9	41.9	34.0	18.5
	> 5 years	55.1	45.2	53.0	74.1
<i>Number of directors</i>		158	31	100	27

Table 3.12. *Estimated Mean Hourly Wages Paid to Teachers with a BA or Higher Degree, and to Assistant Teachers: Countywide, and By Ages of Children Served*

		Estimated mean hourly wage (SE)	Number of centers
Teachers with BA or higher degree, highest wage**	Centers enrolling infants ^a	13.69 (0.50)	36
	Centers without infants	15.46 (0.73)	52
	Countywide	14.74 (0.48)	88
Teachers with BA or higher degree, lowest wage*	Centers enrolling infants ^a	11.82 (0.44)	35
	Centers without infants	14.61 (0.76)	56
	Countywide	13.54 (0.51)	91
All assistant teachers, highest wage**	Centers enrolling infants ^a	9.49 (0.28)	48
	Centers without infants	10.35 (0.30)	60
	Countywide	9.97 (0.21)	108

^a Most of these centers also enroll older children.* $p < .01$, Centers without infants > centers enrolling infants.** $p < .05$, Centers without infants > centers enrolling infants.

Table 3.13. *Estimated Mean Hourly Wages Paid to Teachers with a BA or Higher Degree, and to Assistant Teachers: Countywide, and By Centers' Relationship to Public Subsidy*

		Estimated mean hourly wage (SE)	Number of centers
Teachers with BA or higher degree, highest wage*	Head Start/CDE contract	18.02 (1.15)	25
	Vouchers/No contract	12.60 (0.30)	47
	No vouchers/No contract	15.89 (1.08)	16
	Countywide	14.74 (0.48)	88
Teachers with BA or higher degree, lowest wage**	Head Start/CDE contract	17.75 (1.17)	27
	Vouchers/No contract	11.13 (0.25)	47
	No vouchers/No contract	13.52 (1.06)	17
	Countywide	13.54 (0.51)	91
All assistant teachers, highest wage***	Head Start/CDE contract	11.89 (0.34)	40
	Vouchers/No contract	8.79 (0.18)	55
	No vouchers/No contract	9.04 (0.36)	13
	Countywide	9.97 (0.21)	108

* $p < .001$, Head Start/CDE contract, No vouchers/No contract > Vouchers/No contract.

** $p < .001$, Head Start/CDE contract > No vouchers/No contract, Vouchers/No contract. No vouchers/No contract > Vouchers/No contract.

*** $p < .001$, Head Start/CDE contract > Vouchers/No contract, No vouchers/No contract.

Table 3.14. *Estimated Distribution of Assistant Teachers, Teachers and Directors Working with Infants and/or Preschoolers: Countywide*

		Assistant teachers	Teachers	Directors	Total
Countywide	Total number	989	2,519	363	3,871
	Percentage	25.5	65.1	9.4	100.0

year), and about one-quarter of centers paid their highest-paid assistant teachers less than \$8.50 per hour (or \$17,680 per year). Only about 10 percent of centers paid their highest-paid teachers \$20.00 or more per hour (or \$41,600 per year), and only 10 percent of centers paid their highest-paid assistant teachers more than \$13.50 per hour (or \$28,080 per year).

We also examined whether centers serving different groups of children varied in their pay rates. We found that in centers serving both infants and preschoolers, the lowest- and highest-paid degreed teachers, and the assistant teachers, earned less, on average, than their counterparts in centers that did not serve infants. (See Table 3.12.) We also found that the lowest- and highest-paid degreed teachers earned less, on average, in centers receiving vouchers than in contracted centers or in centers without any public funding. (See Table 3.13.) On average, assistant teachers earned the most in contracted centers.

Size of the Teacher, Assistant Teacher and Director Workforce in Sacramento County Centers Licensed to Serve Infants and/or Preschoolers

Directors were asked to report the overall number of teachers, assistant teachers and directors employed in their centers, and then to report how many teachers and assistant teachers worked in classrooms with infants and/or preschool

children, and how many worked in classrooms with school-age children (if any such children were enrolled in their centers).⁹ The following section provides information about:

- the overall number of teachers and assistant teachers working in classrooms with children in centers licensed to serve infants and/or preschoolers;
- the average number of teachers and assistant teachers working in such centers;
- the overall number of directors working in centers licensed to serve infants and/or preschoolers; and
- the average number of directors working in such centers.

Overall Number of Teachers, Assistant Teachers and Directors Employed in Centers Licensed to Serve Infants and/or Preschoolers

As shown in Table 3.14, the teacher, assistant teacher and director workforce in Sacramento County's centers licensed to care for infants and/or preschoolers comprised an estimated 3,871 members. (See Appendix B for a description of the

⁹ Assistant teachers and teachers working with school-age children constituted approximately seven percent of the teaching staff at these centers. We do not provide estimates of the countywide numbers of school-age teachers and assistant teachers employed in these programs, because we recognize that these staff constitute only a small portion of the teaching staff countywide working in programs to serve school-age children, most of which do not serve younger children and many of which are exempt from licensing.

Table 3.15. *Estimated Number and Percentage of Assistant Teachers, Teachers and Directors Working with Infants and/or Preschoolers: Countywide, and By Ages of Children Served*

		Assistant teachers	Teachers	Directors	Total
Centers enrolling infants^a	Total number	651	1,520	198	2,369
	Percentage	65.8	60.4	54.4	61.2
Centers without infants	Total number	338	998	166	1,502
	Percentage	34.2	39.6	45.6	38.8
Total		100.0	100.0	100.0	100.0

^a Most of these centers also enroll older children.

Table 3.16. *Estimated Number and Percentage of Assistant Teachers, Teachers and Directors Working with Infants and/or Preschoolers: Countywide, and By Centers' Relationship to Public Subsidy*

		Assistant teachers	Teachers	Directors	Total
Head Start/ CDE contract	Total number	550	446	71	1,067
	Percentage	55.6	17.7	19.6	27.6
Vouchers/No contract	Total number	366	1,658	230	2,254
	Percentage	37.0	65.9	63.4	58.2
No vouchers/No contract	Total number	74	414	62	550
	Percentage	7.5	16.4	17.1	14.2
Total		100.0	100.0	100.0	100.0

Table 3.17. *Estimated Distribution of Assistant Teachers, Teachers and Directors Working with Infants and/or Preschoolers: Countywide, and By Centers' Relationship to Public Subsidy*

		Assistant teachers	Teachers	Directors	Total
All centers countywide	Total number	989	2519	363	3,871
	Percentage	25.5	65.1	9.4	100
Head Start/CDE contract	Total number	550	446	71	1,067
	Percentage	51.5	41.8	6.7	100
Vouchers/No contract	Total number	366	1658	230	2,254
	Percentage	16.2	73.6	10.2	100
No vouchers/No contract	Total number	74	414	62	550
	Percentage	13.4	75.3	11.3	100

estimate methodology.) An estimate of the total workforce in these centers would also include teachers and assistants working with school-age children, and would increase the estimate by approximately 7.0 percent. Because many centers also employ cooks, custodians, social workers, family support workers, educational coordinators and office staff (Brandon et al., 2002), the total early care and education workforce for centers licensed to serve infants and/or preschoolers may approach or even exceed 5,230 members.

As shown in Table 3.15, centers enrolling infants as well as preschoolers employed about three-fifths of all assistant teachers and teachers, and one-half of all directors, with the remaining staff employed in centers that did not enroll infants. Centers serving infants as well as preschoolers did not differ from those not serving infants, however, with respect to the proportion of their staff who were teachers, assistant teachers or directors.

Table 3.16 shows the countywide distribution of teachers, assistant teachers and directors employed across centers based on the centers' subsidy status.¹⁰ More than one-half of all assistant teachers in the county (55.6 percent), but only 17.7 percent of teachers, were employed in centers holding a Head Start or CDE contract. In contrast, 65.9 percent of all teachers in the county and 37.0 percent of all assistant teachers were employed in centers receiving vouchers, and only 16.4 percent of teachers and 7.5 percent of assistant teachers were

employed in centers that did not receive any public funding. Based on their relationship to public subsidy, centers varied with respect to the proportion of their staff who were teachers, assistant teachers or directors, as shown in Table 3.17.

Average Number of Teachers, Assistant Teachers and Directors Employed in Centers Licensed to Serve Infants and/or Preschoolers

As shown in Table 3.18, we estimate that centers in Sacramento County licensed to serve infants and/or preschoolers employed, on average, seven teachers, three assistant teachers and one director.¹¹ On average, the vast majority of teachers (92.6 percent, SE=1.2) and assistant teachers (94.4 percent, SE=1.6) in these programs worked with infants and/or preschoolers. The other teachers and assistant teachers worked with school-age children.

As shown in Table 3.19, the average number of assistants was highest in centers contracted with Head Start or CDE, while centers receiving vouchers employed the highest average number of teachers.

¹⁰ As described in the introduction of this report, contracted centers operate under more stringent ratio and staff qualification regulations; indeed, assistant teacher qualifications in contracted programs match or exceed those of teachers required by licensing in non-contracted programs.

¹¹ Note that 18.5 percent of centers had more than one director, 47.5 percent of centers had one director, and 33.9 percent of centers had no person who served only as an administrative director. In many of the latter centers, the person with director responsibilities was also a teacher.

Table 3.18. *Estimated Mean Number of Assistant Teachers, Teachers and Directors Employed by Centers: Countywide*

	All staff	Infant/ preschool teaching staff
Assistant teachers	2.5 (0.42)	2.4 (0.42)
Teachers	6.5 (0.37)	6.0 (0.36)
Directors	0.9 (0.06)	

Table 3.19. *Estimated Mean Number of Teachers and Assistant Teachers Employed by Centers: Countywide, and By Centers' Relationship to Public Subsidy*

	Estimated mean number (SE)		
	Head Start/CDE contract	Vouchers/No contract	No vouchers/No contract
Assistant teachers*	4.5 (1.28)	1.8 (0.20)	0.9 (0.22)
<i>Number of centers</i>	56	93	34
Teachers**	3.8 (0.48)	8.6 (0.55)	5.5 (0.62)
<i>Number of centers</i>	56	93	34

* $p < .01$, Head Start/CDE contract > Vouchers/No contract, No vouchers/No contract.

** $p < .001$, Vouchers/No contract > Head Start/CDE contract, No vouchers/No contract.

What are the characteristics of children in Sacramento County child care centers licensed to serve infants and/or preschoolers?

In Sacramento County, teachers and assistants care for and educate approximately 28,000 children in centers licensed to serve infants and/or preschoolers. About 85 percent of the children in these centers are not yet in kindergarten, and about 60 percent are between the ages of three and five. Eleven percent are children under age two, about 13 percent are age two, and 14 percent are in kindergarten or a higher grade. On average, about four percent of children in these centers are reported by directors to have special needs.

About 80 percent of centers report caring for at least one child who receives public child care assistance. About one-half of centers receive public dollars in the form of vouchers, and one-third of centers receive public dollars through a contract with Head Start or the California Department of Education, to cover the cost of care for the subsidized children they serve. Centers vary considerably in size, with 20 percent enrolling fewer than 35 children, and 20 percent enrolling 95 children or more.

Number of children Served

As shown in Table 3.20, licensed child care centers in Sacramento County provided services in 2005 to an estimated 23,795 infants and/or preschoolers, not yet in kindergarten. In addition, these centers cared for 3,912 children in kindergarten or a higher grade.¹² (Appendix B describes the methodology used to calculate the estimated number of children served.) Table 3.20 also presents a distribution by age group of the estimated numbers of children enrolled.¹³ Sixty-one percent of these children were preschoolers, ages three to five, 24.5 percent were two years old or younger, and 14.1 percent were in kindergarten or older.

¹² This figure does not include centers licensed exclusively to serve school-age children.

¹³ The licensed capacity of a center (the number of children it is approved to serve) may be less than or greater than actual number of children enrolled. Some centers, for example, may choose to enroll fewer children than permitted in their space, or may not be able to find enough children to reach their full capacity. Alternately, some centers may enroll children in part-day sessions, and thus serve a higher overall number of children but never exceed their licensed capacity at any given time.

Table 3.20. *Estimated Number of Children Enrolled in Sacramento County Child Care Centers Licensed to Serve Infants and/or Preschoolers*

	Number enrolled
Under age 2	3,169
Age 2	3,604
Ages 3 to 5, not yet in kindergarten	17,022
Ages 5 or younger, not in kindergarten	23,795
Ages 5 or older, in kindergarten or higher grade	3,912
All ages	27,707

Center directors were asked about the number of children in various age groups that their centers enrolled, and they reported a variety of age configurations, as shown in Table 3.21:

- Virtually all centers (96.2 percent, SE=1.4) reported caring for children between the ages of three and five.
- 20.4 percent (SE=3.0) reported caring for children across the entire age

span from infancy through school age. Centers enrolling at least one subsidized child through a voucher (32.3 percent, SE=4.9) were the most likely to care for children across the age span.

- 48.1 percent (SE=3.7) reported caring for at least one child attending kindergarten or a higher grade.
- 38.8 percent of centers (SE=3.6) enrolled children under age two, and 1.1 percent of centers enrolled infants exclusively.¹⁴
- 66.9 percent of centers (SE=3.5) enrolled two-year-old children.

Table 3.22 shows the average number of children enrolled in centers for each age group. Centers varied considerably in terms of the *overall* number of children enrolled. Approximately 20 percent of centers enrolled fewer than 35 children, and about 20 percent enrolled 95 children or more. As shown in Table 3.23, centers, on average, enrolled 65.8 children across the entire age span, and 56.6 infants and/or preschoolers.

Centers and Public Dollars for Child Care Assistance

Centers subsidize the cost of services for children enrolled in their programs as a condition of a contract the center holds with Head Start or the California Department of Education (CDE), or by accepting vouchers available to families through CalWorks and Alternative Payment Program funding. Thus, to determine whether programs enrolled any children who received public child care assistance, we asked whether the program held a contract with Head Start or CDE,

Table 3.21. Estimated Percentage of Centers Serving at Least One Child in Various Age Groups: Countywide

	Estimated percentage
Under age 2	38.8
<i>Number of centers</i>	183
Age 2	66.9
<i>Number of centers</i>	181
Ages 3-5, not yet in kindergarten	96.2
<i>Number of centers</i>	183
Ages 5 or older, in kindergarten or higher grade	48.1
<i>Number of centers</i>	183

or enrolled at least one child who received a voucher. We estimate that 81.4 percent of centers in Sacramento County licensed to serve infants and/or preschoolers enrolled at least one subsidized child. About one-third of centers (30.6 percent) held a contract with Head Start or CDE. (See Table 3.24.) Of the centers that did not hold such a contract, 76.7 percent reported enrolling at least one child who received a voucher. These centers represented 50.8 percent of all centers in our sample.

In centers that held contracts with Head Start or CDE, most if not all children received public assistance for child care.¹⁵ Since vouchers “follow” specific children, however, centers without contracts that reported enrolling at least one child receiving public child care assistance may or may not have enrolled additional subsidized children. We therefore asked directors who reported enrolling at least one subsidized child through a voucher,

¹⁴ Some centers that do not have an infant license have a Toddler Option within their preschool license, allowing them to serve children under age two.

¹⁵ These centers may also accept vouchers, but we did not explore whether this was the case, as we knew that most enrolled children were subsidized.

Table 3.22. *Estimated Mean Number of Children Served, by Age Group: Countywide*

	Estimated mean number of children served (SE)
Under age 2	19.2 (1.53)
<i>Number of centers</i>	71
Age 2	13.0 (0.92)
<i>Number of centers</i>	121
Ages 3-5, not yet in kindergarten	42.1 (1.77)
<i>Number of centers</i>	176
Ages 5 or older, in kindergarten or higher grade	19.3 (1.73)
<i>Number of centers</i>	88

Table 3.24. *Estimated Percentage of Centers That Receive Public Dollars: Countywide*

	Estimated percentage (SE)	Number of centers
Head Start or CDE contract	30.6 (3.42)	56
Vouchers/ No contract	50.8 (3.71)	93
No vouchers/ No contract	18.6 (2.88)	34

Table 3.23. *Estimated Mean Number of Children Served: Countywide*

	Estimated mean number of children served (SE)
All ages	65.8 (2.75)
<i>Number of centers</i>	181
Ages 5 or younger, not in kindergarten	56.6 (2.50)
<i>Number of centers</i>	181

Table 3.25. *Estimated Mean Percentage of Subsidized Children Enrolled in Centers Receiving Vouchers: Countywide*

	Estimated mean percentage (SE)
Children receiving voucher subsidy	21.6 (2.33)
<i>Number of centers</i>	92

how many such children they enrolled. We were thus able to calculate the percentage of children receiving public child care assistance in programs that enrolled at least one child with a voucher.

On average, in centers that cared for at least one child receiving a child care voucher, 21.6 percent of children enrolled in that center received this type of assistance. (See Table 3.25.) There was considerable variation in the percentage of children enrolled in centers that received vouchers. Approximately 28 percent of centers enrolled five percent or fewer children on vouchers, while 86 percent of centers enrolled fewer than 40 percent, and 15 percent enrolled more than 40 percent. For centers enrolling at least one child receiving a voucher, there were no significant differences in the average percentage of such children between centers enrolling and not enrolling infants.

Average center size varied by the subsidy status of the centers. Centers that did not hold a contract but accepted public vouchers for children of low-income families reported serving, on average, 74.3 children (SE=4.0), compared to 55.3 children (SE=4.8) children in centers that held a contract with Head Start or CDE, and 58.9 (SE=5.3) children in centers that not receive any public dollars. As shown in Table 3.26, centers that served children with vouchers were more likely to serve children under age two, two years old, and/or in kindergarten or higher grades. The average number of children served within each age group, however, did not vary by the subsidy status of the center. (See Table 3.27.) Generally, centers receiving public dollars in the form of vouchers were the most likely to enroll children across the age span.

We estimate that 41.7 percent of licensed child care centers in Sacramento County (SE=3.7) were private nonprofit agencies. Public agencies (e.g., school districts) operated 19.4 percent (SE=3.0) of centers, and for-profit agencies constituted 38.9 percent (SE=3.6) of centers. As shown in Table 3.28, centers that held a Head Start or CDE contract were the most likely to be publicly operated and the least likely to be for-profit agencies.

Children with Special Needs

Center directors were asked how many children (if any) with disabilities, or with special emotional or physical needs, were enrolled in their centers.¹⁶ As a result, we estimate that 57.0 percent (SE=3.7) of Sacramento County's centers licensed to serve infants and/or preschoolers cared for children with special needs. On average, children with special needs constituted 7.1 percent (SE=0.6) of the child population in centers that enrolled at least one such child. Only about 15 percent of all centers reported that 10 percent or more of their children had special needs, and less than two percent of all centers reported that children with special needs constituted 25 percent or more of all children enrolled.

Centers serving infants as well as older children were no more likely to enroll children with special needs than were centers serving only children under age two.

16 Interviewees were told, "By disabilities or special needs, we mean any child who is protected by the American with Disabilities Act (ADA)." If the interviewee 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."

Table 3.26. *Estimated Percentage of Centers Serving at Least One Child in Various Age Groups: Countywide, and by Centers' Relationship to Public Subsidy*

	Estimated percentage (SE)			
	Countywide	Head Start/ CDE contract	Vouchers/ No contract	No vouchers/ No contract
Under age 2	38.8	26.8	53.8	17.6
<i>Number of centers</i>	183	56	93	34
Age 2*	66.9	31.5	88.2	64.7
<i>Number of centers</i>	181	54	93	34
Ages 3-5, not yet in kindergarten**	96.2	92.9	97.8	97.1
<i>Number of centers</i>	183	56	93	34
Ages 5 or older, in kindergarten or higher grade***	48.1	30.4	65.6	29.4
<i>Number of centers</i>	183	56	93	34

* $p < .001$, Vouchers/No contract > Head Start/CDE contract, No vouchers/No contract.** $p < .001$, Vouchers/No contract > Head Start/CDE contract, No vouchers/No contract. No vouchers/No contract > Head Start/CDE contract.*** $p < .001$, Vouchers/No contract > Head Start/CDE contract, No vouchers/No contract.Table 3.27. *Estimated Mean Number of Children Served, by Age Group: Countywide, and by Centers' Relationship to Public Subsidy (Includes only those centers that care for at least one child in that age group)*

	Estimated mean number of children served (SE)			
	Countywide	Head Start/ CDE contract	Vouchers/ No contract	No vouchers/ No contract
Under age 2	19.4 (1.53)	13.1 (1.85)	21.6 (2.01)	17.3 (1.91)
<i>Number of centers</i>	71	15	50	6
Age 2	13.0 (0.92)	10.4 (2.60)	13.8 (1.12)	11.7 (2.10)
<i>Number of centers</i>	121	17	82	22
Ages 3-5, not yet in kindergarten	42.1 (1.77)	45.1 (3.01)	39.4 (2.43)	44.6 (4.66)
<i>Number of centers</i>	176	52	91	33
Ages 5 or older, in kindergarten or higher grade	19.3 (1.73)	24.4 (5.43)	18.3 (1.91)	16.8 (3.22)
<i>Number of centers</i>	88	17	61	10

Depending on whether, and through which vehicle, they served subsidized children, centers differed in whether they enrolled any children with special needs, as well as in the percentage of their enrolled children who had special needs. Centers that received public funding to serve children of low-income families through a Head Start or CDE contract were more likely to care for at least one child with special needs than were centers accepting public vouchers or centers that did not care for any subsidized children. (See Table 3.29.) Centers with a Head Start or CDE contract reported enrolling, on average, a higher percentage of children with special needs than other centers, in part reflecting these centers' mandate to do so, as shown in Table 3.30.

Table 3.28. Centers' Relationship to Public Subsidy, by Auspices: Countywide

	Estimated percentage (SE)				Number of centers
	Private nonprofit	Public*	For-profit**	Total	
Countywide	41.7 (3.68)	19.4 (2.69)	38.9 (3.64)	100	180
Head Start/CDE contract	42.9 (6.63)	55.4 (6.66)	1.8 (1.77)	100	56
Vouchers/No contract	36.7 (5.09)	3.3 (1.90)	60.0 (5.18)	100	90
No vouchers/No contract	52.9 (8.58)	2.9 (2.91)	44.1 (8.54)	100	34

* $p < .001$, Head Start/CDE contract > Vouchers/No contract, No vouchers/No contract.** $p < .001$, Head Start/CDE contract < Vouchers/No contract, No vouchers/No contract.**Table 3.29. Estimated Percentage of Centers that Care for At Least One Child with Special Needs: Countywide, and by Centers' Relationship to Public Subsidy**

	Estimated percentage (SE)			
	Countywide	Head Start/ CDE contract	Vouchers/ No contract	No vouchers/ No contract
No children with special needs	43.0 (3.71)	20.8 (5.59)	53.3 (5.22)	50.0 (8.60)
At least one child with special needs*	57.0 (3.71)	79.2 (5.59)	46.7 (5.22)	50.0 (8.60)
Total	100.0	100.0	100.0	100.0
Number of centers	179	53	92	34

* $p < .001$, Head Start/CDE contract < Vouchers/No contract, No vouchers/No contract.**Table 3.30. Estimated Mean Percentage of Children with Special Needs Served: Countywide, and by Centers' Relationship to Public Subsidy (Includes only those centers that care for at least one child with special needs)**

	Estimated mean percentage (SE)			
	Countywide	Head Start/ CDE contract	Vouchers/ No contract	No vouchers/ No contract
Children with special needs served*	7.1 (0.63)	11.3 (1.10)	3.7 (0.49)	5.7 (1.13)
Number of centers	102	42	43	17

* $p < .001$, Head Start/CDE contract > Vouchers/No contract, No vouchers/No contract.

What is the level of educational attainment and early childhood development-related training among teachers, assistants and directors in Sacramento County's child care centers?

Compared to Sacramento County's overall female population, teachers working in centers enrolling infants and/or preschoolers are more likely to have attended college and/or completed a two-year degree. They are equally likely to have completed a four-year or higher college degree, and less likely to have completed high school only.

Nearly one-quarter of teachers have completed a four-year or graduate degree, and slightly more than one-quarter have completed a two-year degree, typically with an early childhood focus. About one-third of centers, however, do not employ any teachers with a four-year or higher degree.

Assistant teachers in Sacramento County are also more likely than the average female in the county to have attended college, and about equally likely to have completed a two-year degree, but they are less likely to have obtained a four-year or higher degree. Assistant teachers have lower levels of degree attainment than teachers or directors. More than one-half of assistant teachers have completed from one to 23 college credits related to early childhood development. Only 10 percent have completed neither college credits nor a degree related to early childhood.

More than three-quarters of directors have completed a two-year, four-year or higher degree, typically with an early childhood focus. Directors are about twice as likely as teachers to have completed a four-year or higher degree, and have completed associate degrees at roughly the same rate as teachers.

The majority of degree holders have completed a degree related to early childhood development. Approximately 10 percent of teachers with BA or higher degrees obtained their degree through a foreign institution.

Across the county, about one-third of teachers and assistant teachers are current participants in CARES. Slightly more than one-half of centers report employing at least one teacher who is a CARES participant, and about 40 percent report employing at least one assistant teacher who is a CARES participant. Within such centers, typically about two-thirds of teachers and assistants are participating.

About one-half of all teachers and assistants with an AA or higher degree hold a Child Development Permit, and nearly one-half of all directors hold a Site Supervisor Permit. About one-quarter of teachers and one-third of directors with a BA or higher degree have a teaching credential (as opposed to a Child Development Permit) issued by the California Commission on Teacher Credentialing.

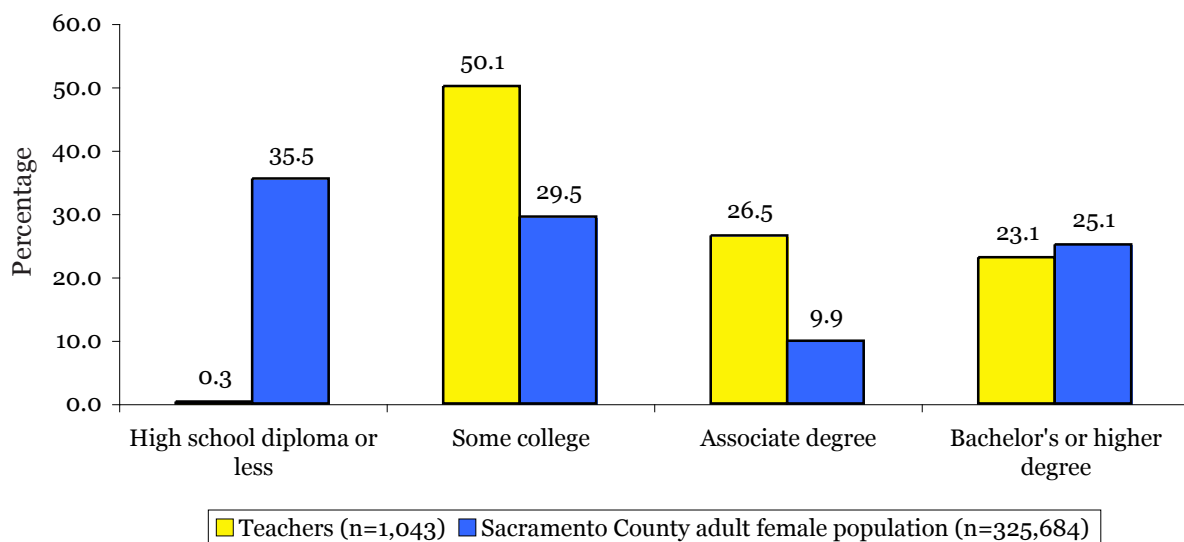
Research has indicated that the presence of better-trained adults enhances the quality of child care services for children (Whitebook & Sakai, 2004; Shonkoff & Phillips, 2000). Because of the critical role that teachers' skill and knowledge play in promoting children's optimal development, considerable effort and investment have been devoted to encouraging and supporting teachers, assistants and directors to pursue professional development through CARES and other programs. With the movement toward expansion of publicly funded preschool services, there is also an increased need to assess the size of the task of recruiting and preparing a sufficient number of teachers and assistants who meet higher educational and training standards – i.e., a bachelor's (BA) degree and early childhood certification for teachers, and 48 college credits for assistant teachers. While not all teachers and assistants in publicly funded preschools will be drawn from the current early care and education workforce, many

no doubt will come from its ranks. The educational and training background of the current workforce therefore becomes an important factor in planning the level of resources needed to ensure a well-prepared workforce for preschool classrooms.

Overall Educational Attainment of Teachers, Assistants and Directors

As is true nationally (Herzenberg, Price & Bradley, 2005), we found that center-based teachers in Sacramento County typically had completed some college credits, and were more likely than the average adult woman in the county to have done so. As shown in Figure 3.7, virtually all teachers (99.7 percent) had completed some college-level work, compared to 64.5 percent of women in Sacramento County. Teachers had a higher completion rate for an associate degree (26.5 percent) than is true for the average adult female in the county (9.9 percent). Teachers' completion rates for

Figure 3.7. *Estimated Educational Attainment of Center Infant and/or Preschool Teachers, Compared to the Sacramento County Adult Female Population*



BA or higher degrees¹⁷ (23.1 percent) nearly matched that of women in the county as a whole (25.1 percent).

Not all centers employed teachers with a four-year or higher degree; such teachers were concentrated in 65.5 percent of centers. In centers that employed at least one teacher with a four-year or higher degree, 43.3 percent of teachers, on average, held such degrees. (See Table 3.31.) More than one-half of all assistant teachers (58.8 percent) had completed one to 23 college credits related to early childhood development. In centers employing at least one assistant who had completed one to 23 credits, 81.5 percent of assistants, on average, had done so.

As shown in Figure 3.8, the vast majority of assistants (89.9 percent) had also completed some college-level work, and they were more likely than the average female in the county to have done so. Assistants had completed two-year degrees at about the same rate (8.9 percent) as the average adult female in the county, but at a lower rate than teachers. Assistants had completed four-year or higher degrees at a lower rate (3.9 percent) than teachers or adult females in the county.

Not all centers employed assistant teachers with AA or higher degrees; those with AA degrees were concentrated in 21.0 percent of centers and those with BA or higher degrees in 12.1 percent of centers. In centers that employed at least one assistant teacher with an AA or higher degree, an average of 39.5 percent of assistants held AA degrees, and 34.5

percent held BA or higher degrees. (See Table 3.31.)

More than three-quarters of directors had completed an AA or higher degree. One-half of directors (50.6 percent) had completed a BA or higher degree, as shown in Figure 3.8. Slightly more than one-quarter (29.1 percent) had completed an AA degree. Overall, 57.9 percent of centers had at least one director with a BA or higher degree.

Degree Attainment Through a Foreign Institution

Among the 23.1 percent of teachers who had earned a four-year or higher degree, 10.0 percent were reported to have obtained it through a foreign institution. These teachers were concentrated, however, in 17.4 percent of the centers across the county.

Among the approximately 12.8 percent of assistants who had earned an AA or higher degree, 13.2 percent had obtained it through a foreign institution, according to director reports. These assistant teachers were concentrated in only 20.0 percent of centers.

One-half (50.6 percent) of directors had obtained four-year or higher degrees. Of these, 5.0 percent had obtained their degrees through a foreign institution.

Education, Training and Certification Related to Early Childhood Development

Research findings on the contribution of education and training to teaching staff 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

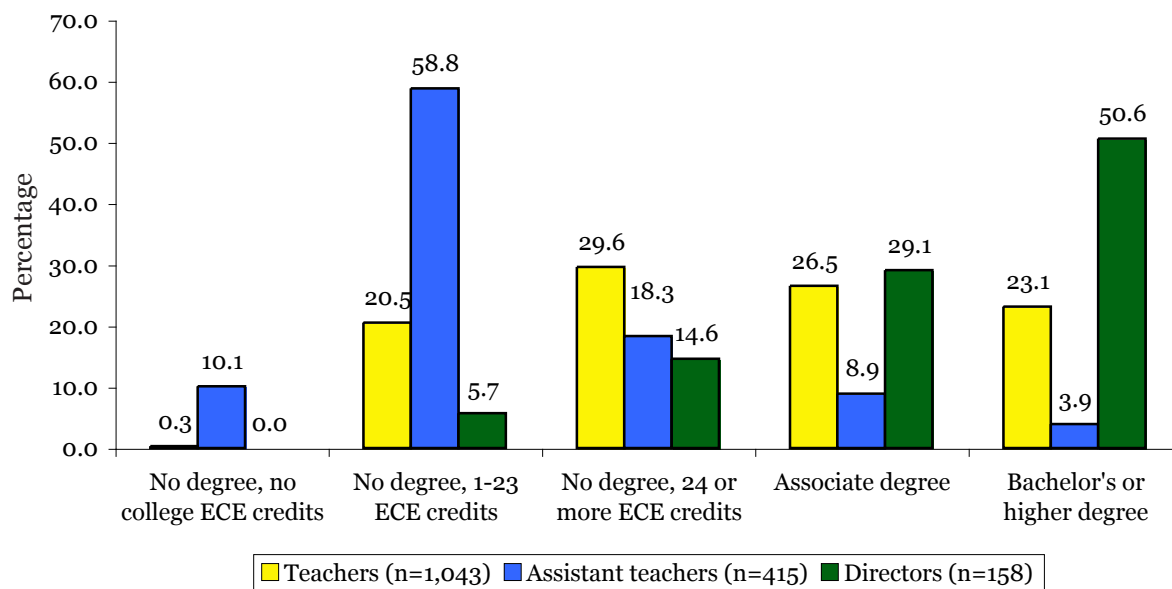
¹⁷ We asked directors whether teachers had obtained four-year or higher degrees, but we did not collect independent information on the percentage of teachers with graduate degrees.

Table 3.31. Estimated Mean Percentage of Teachers and Assistant Teachers Employed in Centers, By Educational Level:^a Countywide

	Estimated mean percentage (SE)				
	No degree, no college ECE credits	No degree, 1-23 ECE credits	No degree, 24 or more ECE credits	Associate degree	Bachelor's or higher degree
Teachers	12.1 (2.14)	42.9 (2.90)	41.3 (2.14)	43.1 (2.38)	43.3 (2.62)
<i>Number of centers</i>	2	66	111	119	116
Assistant teachers	69.9 (6.23)	81.5 (2.79)	57.9 (5.20)	39.5 (4.71)	34.5 (5.71)
<i>Number of centers</i>	24	88	33	26	15

^a Includes only centers with at least one staff member with that level of education.

Figure 3.8. Estimated Educational Attainment of Center Infant and/or Preschool Teachers, Assistant Teachers and Directors: Countywide



children (Barnett, 2003; Whitebook, 2003; Zaslow & Martinez-Beck, 2005). Thus, another important aspect of professional preparation is the extent to which teachers and assistants have received training, completed coursework, or participated in activities specifically focused on issues related to early childhood development. Research also suggests the important contribution played by director education and stability to overall center quality (Whitebook & Sakai, 2004; Helburn, 1995). To acquire a picture of the professional preparation of teachers, assistants and directors, we asked directors whether they or their teaching staff:

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 if they had not completed a two-year or four-year degree; and/or
3. had participated in a professional development program or obtained a professional credential.

1) Degrees Related to Early Childhood Development

We examined the percentage of teachers, assistant teachers and directors with AA and BA degrees whose degree was related to early childhood development, and whether those with an AA or BA degree were more likely to have completed such a degree.

Overall, 23.1 percent of teachers had completed a BA degree or higher, and 26.5 had completed an AA degree. Two-thirds of teachers with a BA or higher degree (67.5 percent) and 81.3 percent of teachers with an AA degree had obtained an early childhood-related degree.

Overall, 12.8 percent of assistant teachers had completed an AA, BA or higher degree. More than one-half of assistants with an AA or higher degree (59.6 percent) had obtained a degree with an early childhood focus.

Overall, 50.6 percent of directors had completed a BA degree or higher, and 29.1 percent had completed an AA degree. Similar to teachers, 73.4 percent of directors with a BA or higher degree, and 89.1 percent of directors with an AA degree, had obtained a degree related to early childhood.

Among infant and preschool teachers across all levels of educational attainment, 14.6 percent had earned a four-year degree or higher with an early childhood focus, and 19.8 percent had earned an AA degree with an early childhood focus. Among directors across all levels of educational attainment, 36.7 percent had earned a four-year degree or higher, and 25.9 percent had earned an AA degree, with an early childhood focus.

2) College Credits Related to Early Childhood Development

We were interested in knowing the extent to which teachers, assistant teachers and directors who had not completed degrees had participated in specialized early childhood-related education, and thus examined what percentage had completed from one to 23, or 24 or more, early childhood-related college credits.

One-half of all teachers across the county (50.1 percent) had completed such college credits but had not completed a degree. About thirty (29.6) percent of teachers had completed 24 or more credits, and 20.5 percent had completed

from one to 23 credits, of early childhood-related coursework. Less than one percent of all teachers had completed neither a college degree nor any college credits related to early childhood.

Most assistant teachers (87.2 percent) had not completed a two-year or higher degree, but most had completed at least some college credits related to early childhood. Directors reported that 58.8 percent of assistant teachers had completed from one to 23 credits, 18.3 percent had completed 24 or more credits, and only 10.1 percent had completed neither credits nor a degree.

Directors followed a similar pattern to teachers, with most of those who had not completed degrees having completed 24 or more early childhood-related credits. About one-fifth (20.3 percent) of directors across the county had not completed a degree. About fifteen (14.6) percent of directors had completed 24 or more credits, 5.7 percent had completed less than 24 credits, and none had completed neither a degree nor college credits related to early childhood.

3) Participation in Professional Development Activities or Certification

Another measure of professional preparation is involvement with professional development activities and/or certification processes. We asked directors:

- whether they had heard of the CARES program, and whether their teachers or assistants currently participated in it;
- whether they or their teachers held a Child Development Permit issued by the California Commission on Teacher Credentialing; and
- whether they or their teachers held

a Teacher Credential issued by the California Commission on Teacher Credentialing and/or by an equivalent agency in another state.

CARES

We asked directors whether they were familiar with CARES, and 74.9 percent of such directors were. We then asked whether their teachers or assistant teachers were currently CARES participants, and directors reported that 31.0 percent of teachers and 38.9 percent of assistant teachers were. More than one-half of centers (55.2 percent, SE=4.4) reported employing at least one teacher who was a CARES participant, and more than two-fifths of centers (42.7 percent, SE=2.2) reported employing at least one assistant teacher who was a CARES participant. In centers that employed at least one CARES participant, the majority of teachers (67.5 percent, SE=3.8) and assistants (68.9 percent, SE=4.5) appeared to be participants.

Child Development Permits

The California Commission on Teacher Credentialing issues Child Development Permits for teachers, assistant teachers and directors that reflect different levels of education and specialized training. These permits are required in programs holding contracts with the California Department of Education (CDE), and are increasingly required of participants in CARES programs. We asked directors what percentage of their teachers and assistant teachers with two- or four-year degrees also held a permit.

About one-half (52.0 percent) of all teachers with a BA or higher degree, and 50.0 percent of teachers with an AA degree, held a Child Development Permit,

according to directors' reports. Among all teachers with an AA or higher degree, 50.9 percent held a permit. More than one-half (58.5 percent) of assistant teachers with an AA or higher degree held a permit. We did not collect information about permits for non-degreed teachers.

percent held one from another state.

Directors were asked whether they held a Site Supervisor Permit intended for program or site directors; 49.4 percent of directors with a BA or higher degree, and 41.3 percent of directors with an AA degree, did so.

Teaching Credentials

A teaching credential, in contrast to a Child Development Permit, 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 whether directors or teachers who had completed a BA or higher degree held a teaching credential issued by the State of California or another state.¹⁸

Among all teachers who had earned a BA or higher degree, 23.7 percent held a California teaching credential, and 4.6 percent held a credential from another state. Among all teachers in the county (including those with BA or higher degrees, or with lower levels of educational attainment), 5.2 percent held a California teaching credential. Among all directors who had earned a BA or higher degree, 32.5 percent held a California teaching credential and 7.5

¹⁸ See Bellm, Whitebook, Cohen & Stevenson (2004) for a description of the credentialing options in California related to early care and education. For this question, we did not ask respondents to specify the type of credential that teachers or directors held; thus, their answers could include early childhood-related or K-12 credentials. While the Standard Early Childhood Credential is no longer issued, the credential is still honored, though not required as a condition of employment, in most, if not all, settings.

How do levels of overall educational attainment, and professional preparation related to early childhood development, vary among teachers, assistant teachers and directors employed in centers licensed to serve infants and/or preschoolers?

Levels of education among teachers, assistant teachers and directors vary by ages of children served. Centers that enroll both infants and preschoolers report a somewhat lower percentage of teachers with AA or BA or higher degrees than those enrolling preschoolers but no infants. Centers that enroll infants also report lower levels of educational attainment among assistants than those enrolling preschoolers by no infants.

Educational attainment also varies by centers' relationship to public subsidy. Centers receiving public dollars through vouchers report a lower percentage of teachers and directors who have obtained a BA or higher degree than all other centers. Centers holding a Head Start or CDE contract report higher levels of AA and BA or higher degree attainment among their teachers. Teachers in contracted centers are also the most likely to hold a Child Development Permit.

Educational attainment varies among teachers and assistants with different demographic characteristics. Teachers with bachelor's or higher degrees are older, on average, than those with less education. Assistant teachers with AA or higher degrees are older than those with no degrees. Teachers' educational attainment also varies by ethnicity and language: among those with bachelor's or higher degrees, compared to the ethnic distribution among the teacher population as a whole, White, Non-Hispanic, Latina and Asian/Pacific Islander teachers are represented proportionately, while and African American teachers are under-represented. About 30 percent of Asian/Pacific Islander, and 25 percent of White, Non-Hispanic and Latina teachers, have completed a BA or higher degree. Latina teachers have attained BA or higher degrees at higher rates than their counterparts in the overall county population. With respect to linguistic capacity, teachers with BA or higher degrees, on average, are slightly more likely than either teachers with AA degrees, or teachers with no degrees, to have the capacity to communicate with children in a language other than English. Among assistant teachers, those with an AA or higher degree are more likely to speak a language other than English fluently than those with no degrees.

In the previous section, we described the educational attainment and early childhood-related professional development of center-based teachers, assistants and directors employed in centers licensed to serve infants and/or preschoolers across Sacramento County as a whole. Here, we explore differences within the workforce along these dimensions based on:

- the ages of children enrolled in centers,
- whether centers receive public dollars to care for children of low-income families,
- teaching staff compensation and turnover in centers, and
- such teacher, assistant teacher and director demographic characteristics as age, ethnicity and language background.

Overall Educational Attainment and Professional Certification, by Ages of Children Served

Because of proposed increases in qualifications for teachers or assistant teachers working in publicly funded preschool programs targeting four-year-old children, there is considerable interest in whether teachers who currently work with preschoolers differ in educational attainment from those working with younger children. We examined whether centers that enrolled only preschoolers varied in the overall educational level of their teachers and assistants from those that enrolled both infants and

preschoolers.¹⁹

As shown in Table 3.32, centers that enrolled infants reported a lower percentage of teachers with AA or BA or higher degrees. Centers serving infants also reported lower educational attainment among their assistants than centers serving preschoolers but no infants. Director educational attainment varied little by whether centers enrolled infants or not.

We also examined the extent to which focused education related to early childhood development and certification varied between the teaching staff in centers serving infants and preschoolers and those not serving infants. There were no differences, on average, between these centers with respect to the percentage of centers employing at least one teacher with a California teaching credential or a Child Development Permit, or the percentage of such teachers employed in these centers.

Overall Educational Attainment, and Early Childhood-Related Training, by Centers' Relationship to Public Funding

Research suggests that children of low-income families derive greater benefit from higher-quality early care and education programs than do children of middle- and upper-income families (Helburn, 1995). Studies have found programs rated higher in quality to be staffed by teachers and assistant teachers with higher levels of education, and with

¹⁹ Because there were so few programs licensed to serve infants exclusively, we could not compare those programs to those that serve preschoolers exclusively. Also, because of the complexity of staffing patterns as well as limitations on the length of the survey, we were not able to ask directors to report separately on the characteristics of teachers working exclusively with younger children and those working with older children.

Table 3.32. Estimated Educational Attainment of Teachers, Assistant Teachers and Directors, By Ages of Enrolled Children: Countywide

		Estimated percentage					Total	Number of staff
		Bachelor's degree or higher	Associate degree	24 or more ECE credits	1-23 ECE credits	No degree, no ECE credits		
Teachers	Centers enrolling infants ^a	18.3	24.3	33.3	23.6	0.5		622
	Centers without infants	30.2	29.7	24.2	15.9	0.0		421
	All centers	23.1	26.5	29.6	20.5	0.3		1043
Assistant teachers	Centers enrolling infants ^a	2.5	5.7	13.9	64.7	13.2		280
	Centers without infants	6.7	15.6	27.4	46.6	3.7		135
	All centers	3.9	8.9	18.3	58.8	10.1		415
Directors	Centers enrolling infants ^a	51.2	24.4	17.4	7.0	0.0		86
	Centers without infants	50.0	34.7	11.1	4.2	0.0		72
	All centers	50.6	29.1	14.6	5.7	0.0		158

^a Most of these centers also enroll older children.

training specifically focused on early childhood (Helburn, 1995; Galinsky, Howes, Kontos & Shinn, 1994; Whitebook, Howes & Phillips, 1990; Whitebook & Sakai, 1995).

In California, staff in centers receiving public dollars to serve children of low-income families are required to meet different standards, depending on whether their center holds a contract with Head Start or the California Department of Education (CDE), or receives vouchers for children of low-income families. In centers holding contracts, instructional and administrative staff are required to meet higher educational standards than those in centers receiving public dollars through vouchers. Staff working in centers receiving vouchers are not required to meet any additional qualifications beyond what is required for centers receiving no public dollars. Although some centers may set qualifications at a higher level, centers receiving vouchers and centers receiving no public dollars are only required by law to meet the standards mandated by Community Care Licensing.

We found that teachers' educational attainment varied by centers' relationship to public subsidy. As shown in Figures 3.9 and 3.10, centers receiving public dollars through vouchers reported a lower percentage of teachers who had obtained a BA or higher degree. Contracted centers reported a higher percentage of teachers with AA and BA or higher degrees than did other center types. Directors in contracted centers had achieved BA or higher degrees at higher rates than their counterparts in centers receiving no public dollars or those receiving public dollars through vouchers.

We also examined the extent to which a degree related to early childhood

development and certification varied among teaching staff in centers with varying relationships to public subsidy, and found no differences. There were also no differences among centers with varying relationships to public subsidy with respect to the percentage of centers employing at least one teacher with a BA or higher degree and a California teaching credential. Centers holding a contract with CDE or Head Start employed the highest percentage of teachers and assistants with Child Development Permits, as shown in Table 3.33.

Overall Educational Attainment, by Teacher and Assistant Demographic Characteristics

Among teachers and assistant teachers with different levels of education, we examined such characteristics as age, ethnicity and language background.

1) Overall Educational Attainment, by Age

Two intertwined concerns arise with regard to the age distribution of teachers and assistants with different levels of educational attainment:

- Is the field attracting younger people to its ranks?
- Are new recruits more or less educated and trained than older, more tenured members of the workforce?

Recent research has documented an alarming national trend of educational decline among the early care and education workforce, with particular concern that the most educated segment of the workforce is approaching retirement at a time when proposed qualifications for teachers are increasing (Herzenberg, Price & Bradley, 2005). As

Figure 3.9. *Estimated Educational Attainment of Teachers, By Centers' Relationship to Public Subsidy: Countywide*

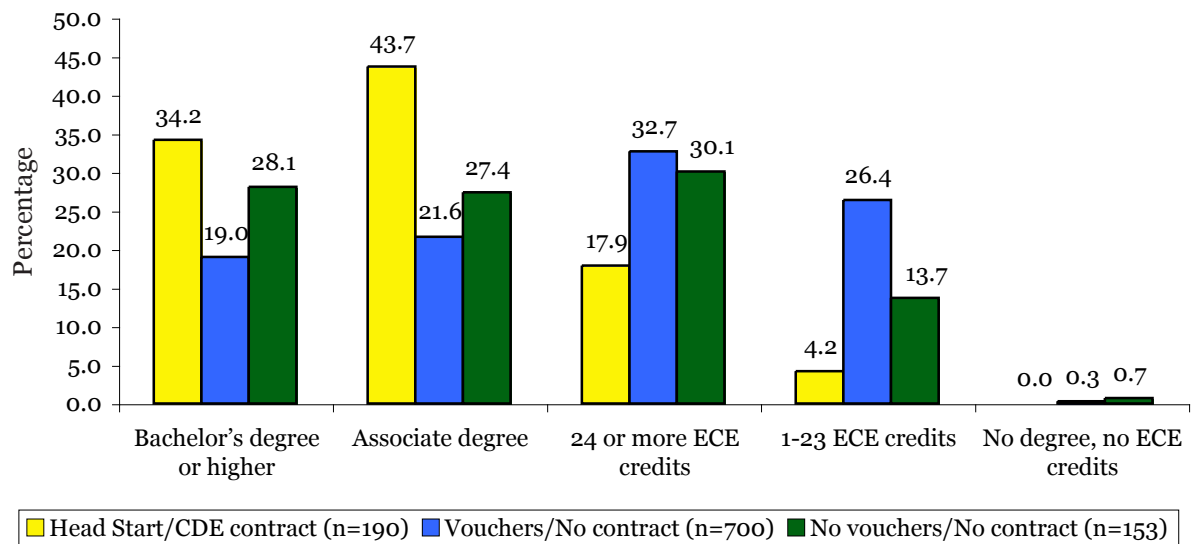


Figure 3.10. *Estimated Educational Attainment of Directors, By Centers' Relationship to Public Subsidy: Countywide*

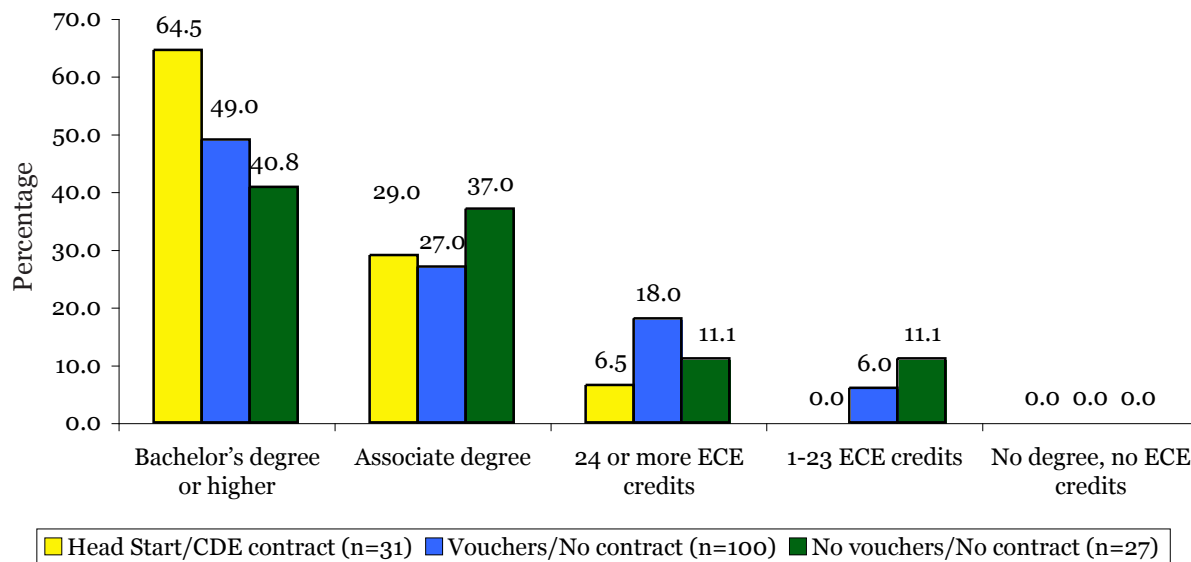


Figure 3.11. *Estimated Educational Attainment of Assistant Teachers, By Centers' Relationship to Public Subsidy: Countywide*

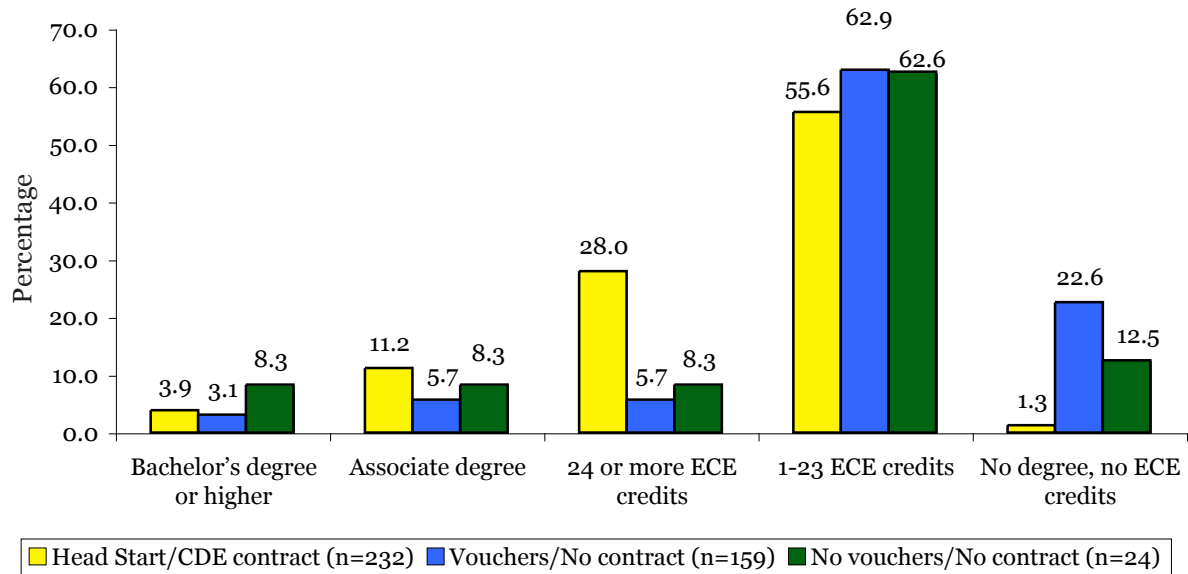


Table 3.33. *Estimated Mean Percentage of Teachers with Child Development Permits In Centers Employing at Least One Such Teacher: Countywide, and By Centers' Relationship to Public Subsidy*

	Estimated average percentage (SE)	
	Teachers with a bachelor's or higher degree*	Teachers with an associate degree*
Head Start/CDE contract	98.8 (1.22)	98.4 (1.10)
<i>Number of centers</i>	27	37
Vouchers/No contract	77.9 (5.05)	68.7 (6.59)
<i>Number of centers</i>	30	22
No vouchers/No contract	60.0 (9.00)	73.8 (8.86)
<i>Number of centers</i>	5	7
Countywide	85.5 (3.05)	85.9 (3.03)
<i>Number of centers</i>	62	66

* $p < .05$, Head Start/CDE contract > Vouchers/No contract, No vouchers/No contract.

shown in Table 3.34, teachers with BA or higher degrees were older, on average, than teachers with less education. In particular, 17.8 percent of such teachers were under 30 years old, compared to 13.3 percent of teachers with AA degrees, and 7.3 percent of teachers with no degrees. Similar patterns were identified among centers serving children of different ages and centers with varying relationships to public subsidy, with the exception of contracted centers. Teachers with AA degrees in centers with Head Start or CDE contracts were more likely to be over fifty years old (22.8 percent) than those with either a BA or higher degree (15.9 percent) or no degree (9.5 percent). Among assistant teachers, those with no degrees (66.8 percent) were more likely to be younger than 30 years old than those with an AA or higher degree (43.6). This pattern held for assistants in centers receiving public dollars. In centers with no infants and in those receiving no public dollars, there was less variation in age based on educational attainment.

2) Overall Educational Attainment, by Ethnicity

We examined teacher and assistant teacher ethnicity and educational background along three dimensions:

1. the ethnic distribution of teachers and assistants across different levels of formal education,
2. the distribution of educational attainment within various ethnic groups, and
3. the ethnic distribution of teachers and assistant teachers at different levels of education, compared to that of Sacramento County's adult population.

Combined, these analyses provide a picture of how well teachers and assistant

teachers 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 teachers and assistant teachers varied across levels of educational attainment, as shown in Table 3.35. White, Non-Hispanic teachers comprised 61.8 percent of all teachers, and they comprised 63.7 percent of teachers with a BA or higher degree. Latinas comprised 14.3 percent of all teachers, and 14.6 percent of teachers with a BA or higher degrees. African American teachers comprised 11.8 percent of all teachers, but only 5.4 percent teachers with a BA or higher degree. Asian/Pacific Islanders constituted 7.1 percent of all teachers, and 9.2 percent of those who reported a BA or higher degree as their highest level of educational attainment. Among assistant teachers, Latinas and White, Non-Hispanics were somewhat under-represented among those with two-year or higher degrees, while African Americans were proportionately represented and Asian/Pacific Islanders were over-represented.

In determining the distribution of educational attainment (as represented by completion of degrees) within various ethnic groups, we found that 24.0 percent of White, Non-Hispanic, 10.7 percent of African American, 23.8 percent of Latina, and 30.1 percent of Asian/Pacific Islander teachers had completed a four-year degree or higher. (See Table 3.36). Among assistant teachers, 12.3 percent of White, Non-Hispanics, 8.9 percent of Latinas, 16.1 percent of African Americans and 39.5 percent of Asian/Pacific Islanders

Table 3.34. Estimated Percentage of Teachers, By Age and Educational Attainment: Countywide

	Estimated percentage			
	All teachers	Teachers with bachelor's or higher degree	Teachers with associate degree	Teachers with no degree
Under 30 years old	42.1	28.9	39.2	50.1
30 to 39 years old	30.3	37.2	27.0	28.7
40 to 49 years old	16.2	16.1	20.5	13.9
50 years and older	11.4	17.8	13.3	7.3
<i>Total</i>	100.0	100.0	100.0	100.0
<i>Number of staff</i>	1015	242	278	495

Table 3.35. Estimated Percentage of Teachers and Assistant Teachers, By Ethnicity and Educational Attainment: Countywide

	Estimated percentage						
	All teachers	Teachers with bachelor's or higher degree	Teachers with associate degree	Teachers with no degree	All assistant teachers	Assistant teachers with associate or higher degree	Assistant teachers with no degree
White, Non-Hispanic	61.8	63.7	63.1	60.1	42.5	32.7	44.3
Latina	14.3	14.6	11.8	15.4	22.7	12.7	24.5
African American	11.8	5.4	11.5	15.1	18.0	1.2	18.0
Asian/Pacific Islander	7.1	9.2	7.5	5.9	11.0	27.3	8.0
American Indian or Alaskan Native	0.2	0.4	0.4	0.0	0.3	1.8	0.0
Multiethnic	3.0	4.2	3.6	2.1	0.0	0.0	0.0
Other	1.8	2.5	2.1	1.4	5.5	7.3	5.2
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of teachers</i>	1030	240	279	511	344	55	289

had completed a two-year or higher degree.

Next, we sought to determine the ethnic distribution of teachers at different levels of education, as compared to Sacramento County's overall adult population. For example, were Latina teachers more or less likely than other Latino adults in Sacramento County to have achieved a BA degree? To make this comparison, we examined data from the 2000 U.S. Census on Sacramento County adults' attainment of BA or higher degrees. Latina teachers had attained BA or higher degrees at twice the rate of their counterparts in the overall county population (all Latino adults, 12.0 percent). White, Non-Hispanic teachers and African American teachers had attained a BA or higher degree at slightly lower rates than all White, Non-Hispanic Sacramento County adults (28.2 percent) and all African American adults, 15.4 percent in the county. Rates of BA or higher degree attainment were essentially equal (29.7 percent) for Asian/Pacific Islander teachers and all Asian/Pacific Islander adults in Sacramento County.

3) Overall Educational Attainment, by Language

Since many of Sacramento 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 teachers and assistant teachers 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 language ability was reported by directors, rather than independently verified; we also were unable to determine whether teachers and assistants who spoke a language besides English fluently were also fluent in English. Finally, this study does not permit us to assess whether or not there was a linguistic match between teaching staff and the children they served.

Our analyses focused on the percentage of teachers and assistants at different educational levels who had the director-reported capacity to communicate with children in a language other than English. Across all educational levels, 22.9 percent of teachers and 33.2 percent of assistant teachers had such a capacity. Teachers with BA or higher degrees were somewhat more likely than either teachers with AA degrees or teachers with no degrees to have this capacity, as shown in Table 3.37. We do not know, however, which teachers at any educational level were bilingual, and which spoke a language other than English fluently but were limited in their English skills.

Among assistant teachers, those with an AA or higher degree (47.2 percent) were less likely than those with no degree

(30.7 percent) to speak a language other than English fluently.

Table 3.37 also shows the percentage of teachers at various educational levels, by center type, with this director-reported linguistic capacity. Centers serving infants and preschoolers employed a higher percentage of such teachers at all educational levels than centers not serving infants. Centers holding a contract with Head Start or CDE employed a higher percentage of teachers who could communicate fluently with children and families in a language other than English than centers receiving vouchers or those receiving no public funding. In contracted programs, the most notable difference from other types of centers was among teachers without degrees, followed by teachers with AA degrees.

Table 3.36. *Estimated Percentage of Teachers with a Bachelor's Degree or Higher, Associate Degree, or No Degree, By Ethnicity: Countywide*

	Estimated percentage				Number of teachers
	Bachelor's or higher degree	Associate degree	No degree	Total	
White, Non-Hispanic	24.0	27.7	48.3	100.0	636
Latina	23.8	22.5	53.7	100.0	147
African American	10.7	26.2	63.1	100.0	122
Asian/Pacific Islander	30.1	28.8	41.1	100.0	73.0

Table 3.37. *Estimated Percentage of Teachers at Different Levels of Educational Attainment Who Speak A Language Other Than English Fluently: Countywide, By Ages of Enrolled Children, and By Centers' Relationship to Public Subsidy*

	Estimated percentage (SE)		
	Teachers with bachelor's degree or higher	Teachers with an associate degree	Teachers with no degree
Countywide	28.8	23.2	21.4
<i>Number of teachers</i>	240	276	524
Centers Enrolling Infants ^a	30.7	24.5	22.7
<i>Number of teachers</i>	114	151	357
Centers without Infants	27.0	21.6	18.6
<i>Number of teachers</i>	126	125	167
Head Start/CDE contract	30.8	31.3	37.5
<i>Number of teachers</i>	65	83	40
Vouchers/No contract	29.5	19.9	19.5
<i>Number of teachers</i>	132	151	416
No vouchers/No contract	23.3	19.0	23.5
<i>Number of teachers</i>	43	42	68

^a Most of these centers also enroll older children.

How well prepared are center-based teaching staff to care for and educate children who are dual language learners or have special needs?

Only about two-fifths of centers employ teachers who have participated in non-credit training focused on dual language learning in young children, and one-third of centers employ teachers who have completed college coursework in that subject, despite the growing numbers of young children in Sacramento County who speak a language other than English in their homes. Centers that report that at least one of their teachers has participated in non-credit or credit-bearing training related to dual language learning report somewhat higher overall levels of education among their teachers.

Many more teachers have participated in professional development related to working with children with special needs. Three-fifths of centers report that at least one of their teachers has participated in non-credit training, and a similar number report that at least one teacher has completed college credits, related to children with special needs. Centers that report caring for at least one child with special needs also report a higher average percentage of teachers with non-credit professional development related to working with children with special needs. Centers that hold a contract with Head Start or CDE also employ a higher percentage of teachers with relevant professional development.

As Sacramento 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 center-based teaching staff, our interview did allow some initial exploration of

teachers' professional preparation related to dual language learners and/or children with special needs.²⁰

Preparation to Work with Young Children Acquiring a Second Language

In 2005, slightly more than one-quarter of children entering public kindergarten in Sacramento County were estimated to be dual language learners (California Department of Education, 2005). 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

²⁰ Directors were asked the number of teachers in their centers who had participated in credit-bearing coursework or non-credit training focused on working with children who were dual language learners and/or those with special needs. Because of concern about the length of the survey, these questions were not asked with respect to directors or assistants.

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 teachers spoke, not the languages spoken by children in their care. We know, however, from anecdotal reports that a sizeable portion of center teachers in Sacramento County 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 teachers had received any training focused on this topic, by asking directors whether their teachers had participated in relevant credit-bearing courses and/or non-credit training. Directors reported that, on average, 29.2 percent of teachers had received non-credit training, and only 16.0 percent had completed college coursework, focused on dual language learning in young children. (See Table 3.38.) We estimate that 58.3 percent of centers had no teachers with non-credit training, and 68.0 percent had no teachers who had taken college courses, related to dual language learning in children. (See Table 3.39.)

There were no differences between centers serving infants and those serving

only older children with respect to teacher professional preparation related to working with dual language learners.

The average percentage of teachers who had participated in professional development related to dual language learning varied by the centers' relationship to public subsidies. As shown in Figure 3.12, centers operating under a contract with Head Start or the California Department of Education reported that 67.8 percent of teachers, on average, had participated in non-credit training, and 34.3 percent of teachers, on average, had completed college credits, related to dual language learning in young children. Centers receiving no public dollars or those receiving vouchers for at least one child were less likely than contracted centers to report that teachers had participated in such professional development.

We next examined whether centers employing at least one teacher with either non-credit training or college credits related to dual language learning in children varied with respect to the percentage of teachers with AA or higher degrees. As shown in Table 3.40, centers that reported at least one teacher with training and education related to dual language learners also reported somewhat higher educational levels among their teachers. Centers that had at least one teacher with non-credit training in this subject reported a higher percentage of teachers with an AA degree (40.2 percent) than did centers with no teachers with such training (21.0 percent). Centers with at least one teacher with relevant credit-bearing courses reported that 41.6 percent of their teachers had a BA degree or higher, compared to 23.8 percent of teachers in centers with no teachers with

Table 3.38. Estimated Mean Percentage of Teachers with At Least One Hour of Non-Credit Training and/or One College Credit Related to Dual Language Learning Children: Countywide

	Estimated percentage (SE)
Non-credit training	29.2 (3.19)
<i>Number of centers</i>	163
College credits	16.0 (2.45)
<i>Number of centers</i>	150

Table 3.39. Estimated Percentage of Centers Employing at Least One Teacher With Non-Credit Training and/or College Credits Related to Dual Language Learning Children: Countywide

	Estimated percentage (SE)
At least one teacher with non-credit training	41.7 (3.87)
<i>Number of centers</i>	163
At least one teacher with college credits	32.0 (3.82)
<i>Number of centers</i>	150

Figure 3.12. Estimated Mean Percentage of Teachers with Non-Credit Training and/or College Credits Related to Dual Language Learning Children: Countywide, and by Centers' Relationship to Public Subsidy

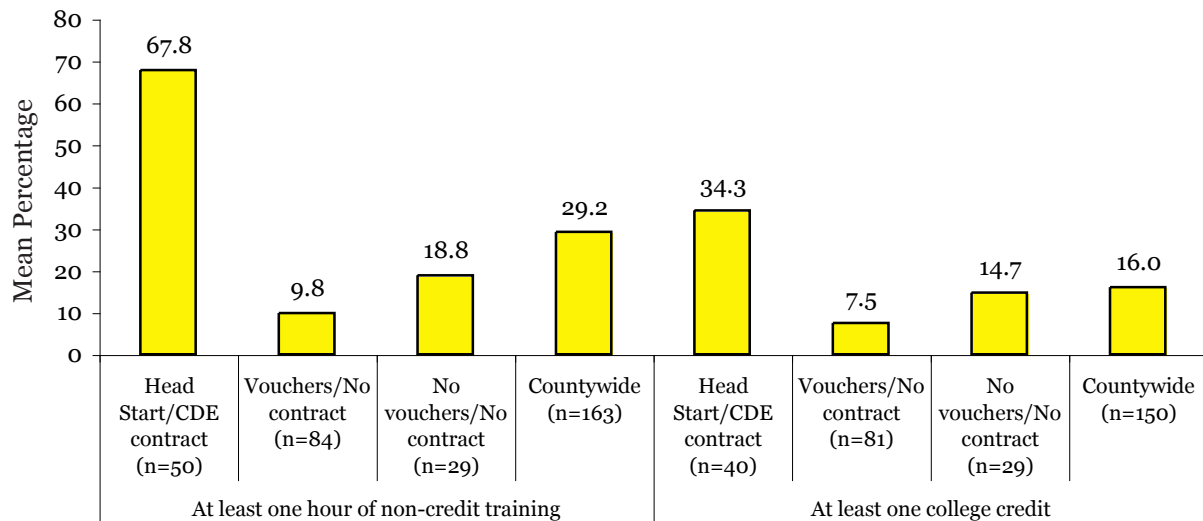


Table 3.40. Estimated Mean Percentage of Teachers with Associate or Higher Degrees in Centers with and without Teachers with Non-Credit Training and/or College Credits Related to Dual Language Learning Children: Countywide

	Mean percentage (SE)	
	Teachers with an associate degree*	Teachers with a bachelor's degree or higher**
No teachers with non-credit training	21.0 (2.32)	26.2 (2.75)
<i>Number of centers</i>	93	93
At least one teacher with non-credit training	40.2 (4.38)	33.3 (4.42)
<i>Number of centers</i>	67	67
No teachers with college credits	25.8 (2.68)	23.8 (2.77)
<i>Number of centers</i>	100	100
At least one teacher with college credits	27.9 (4.48)	41.6 (5.12)
<i>Number of centers</i>	47	47

* $p < .001$, Centers with at least one teacher with non-credit training > centers with no teachers with non-credit training.

** $p < .01$, Centers with at least one teacher with college credits > centers with no teachers with college credits.

such coursework.

Centers with at least one teacher who had participated in training or coursework related to dual language learning, and centers with no such teachers, did not differ with respect to the average percentage of teachers who spoke a language other than English.

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,²¹ 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.

²¹ 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 centers 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 3.41. *Estimated Percentage of Centers Employing at Least One Teacher with Non-Credit Training and/or College Credits Related to Children with Special Needs: Countywide*

	Estimated percentage (SE)
At least one teacher with non-credit training	65.9 (3.71)
<i>Number of centers</i>	164
At least one teacher with college credit	66.2 (3.86)
<i>Number of centers</i>	151

For this study, we were interested in determining whether center teachers had received professional preparation related to children with special needs. Specifically, we determined:

1. whether or not centers employed any teachers who had participated in special needs-related training or college courses,
2. the average percentage of teachers in centers who had participated in special needs-related training or college courses, and
3. whether centers that reported caring for at least one child with special needs employed a higher percentage of teachers who had participated in relevant education and training.

Overall Levels of Special Needs-Related Training and Courses

About two-thirds of centers (65.9 percent) reported that at least one of their teachers had participated in non-credit training related to children with special needs. Approximately the same number of centers (66.2 percent) reported that at least one teacher had participated in

college credit-bearing courses on children with special needs. (See Table 3.41.) As shown in Table 3.42, centers reported, on average, that 49.3 percent of their teachers had participated in non-credit training, and 35.3 percent in college courses, related to children with special needs.

The average percentage of teachers who had participated in such non-credit training or college courses varied by centers' relationship to public subsidy, and by the average educational background of teaching staff, as shown in Table 3.42 and 3.43.

Centers that held a contract with Head Start or CDE reported a higher average percentage of teachers who had participated in non-credit training in this area than did centers receiving vouchers or receiving no public dollars. Centers with Head Start or CDE contracts also reported a higher average percentage of teachers who had participated in special needs-related credit-bearing courses than did centers receiving vouchers.

As shown in Table 3.43, centers with at least one teacher with non-credit special needs training reported that 33.7 percent of their teachers had an AA degree, compared to 20.7 percent of teachers in centers with no teachers with such training.

The average percentage of teachers who had participated in training or college credits related to children with special needs also varied by whether centers served infants or only older children. Centers serving infants reported a smaller average percentage of teachers with non-credit special needs training (39.6 percent, SE=5.1) than centers serving only older children (55.8 percent, SE=4.5).

Similarly, centers serving infants reported that, on average, 26.4 percent (SE=4.1) of their teachers had participated in credit-bearing courses, compared to 40.5 percent (SE=4.1) in centers serving only older children.

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

Overall, 57.0 percent of centers (SE=3.7) reported caring for at least one child with special needs. As shown in Table 3.44, centers caring for at least one child with special needs employed, on average, a higher percentage of teachers who had participated in non-credit special needs training than did centers caring for no such children. Among centers that had at least one child with special needs in their care, 59.5 percent of teachers had participated in relevant non-credit training, whereas only 33.4 percent of teachers had received such non-credit training in centers with no children with special needs. There were no variations between centers that served and did not serve children with special needs in the percentages of teachers with relevant credit-bearing courses, as shown in Table 3.45.

Table 3.42. *Estimated Mean Percentage of Teachers with Non-Credit Training and/or College Credits Related to Children with Special Needs: Countywide, and by Centers' Relationship to Public Subsidy*

	Estimated mean percentage (SE)			
	Countywide	Head start/CDE	Vouchers/ No contract	No vouchers/ No contract
Non-credit training*	49.3 (3.45)	83.0 (4.90)	28.3 (3.78)	51.2 (8.81)
<i>Number of centers</i>	164	51	84	29
College credits**	35.3 (3.02)	53.9 (6.08)	23.9 (3.40)	38.1 (7.30)
<i>Number of centers</i>	151	44	79	28

* $p < .001$, Head Start/CDE contract > Vouchers/No contract, No vouchers/No contract. No vouchers/No contract > Vouchers/No contract.

** $p < .001$, Head Start/CDE contract > Vouchers/No contract.

Table 3.43. *Estimated Mean Percentage of Teachers with AA or Higher Degrees, in Centers with and without Teachers with Special Needs-Related Non-Credit Training and/or College Credits: Countywide*

	Mean percentage (SE)		
	Teachers with AA Degree*	Teachers with a BA or higher degree	Number of centers
No teachers with non-credit training	20.7 (3.37)	27.6 (3.77)	55
At least one teacher with non-credit training	33.7 (3.08)	31.3 (3.12)	106
No teachers with college credits	24.8 (4.33)	26.2 (4.47)	50
At least one teachers with college credits	29.2 (2.97)	31.9 (3.21)	98

* $p < .01$, Center with no teachers with non-credit training < centers with at least one teacher with non-credit training.

Table 3.44. Estimated Mean Percentage of Teachers with Non-Credit Training Related to Children with Special Needs, by Number of Enrolled Children with Special Needs: Countywide

	Estimated mean percentage (SE)
No children with special needs	33.4 (5.16)
At least one child with special needs*	59.5 (4.36)
<i>Number of centers</i>	162

* $p < .001$, Centers that care for at least one child with special needs > Centers with no children with special needs.

Table 3.45. Estimated Mean Percentage of Teachers with College Credits Related to Children with Special Needs, by Number of Enrolled Children with Special Needs: Countywide

	Estimated mean percentage (SE)
No children with special needs	31.1 (4.63)
At least one child with special needs	37.7 (3.96)
<i>Number of centers</i>	150

Discussion

This report provides the latest comprehensive profile of Sacramento County's center-based early care and education workforce. 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 are the teachers, assistant teachers and directors in Sacramento County's licensed child care centers?
2. What are the characteristics of children in Sacramento County child care centers licensed to serve infants and/or preschoolers?
3. What is the level of educational attainment and early childhood development-related training among teachers, assistants, and directors in Sacramento County's child care centers?
4. How do levels of overall educational attainment, and professional preparation related to early childhood development, vary among teachers, assistant teachers and directors employed in centers licensed to serve infants and/or preschoolers?
5. How well prepared are teachers to care for and educate children who are dual language learners or have special needs?

1) Who are the teachers, assistant teachers and directors in Sacramento County's licensed child care centers?

In Sacramento County, a teacher in a child care center licensed to serve infants and/or preschoolers is more likely to be White, Non-Hispanic than she is to be a woman of color. Assistant teachers are more diverse than directors and teachers, and more closely reflect the ethnic distribution of children ages birth to five in the county. However, directors and teachers are more ethnically diverse than K-12 teachers. Compared to women in Sacramento County, teachers and assistant teachers are more likely to be under age 30 and less likely to be over 50 years of age. About one-fifth of teachers, one-third of assistant teachers, and only 14 percent of directors, are able to speak a language other than English fluently, most typically Spanish.

These demographic profiles vary, however, by such center characteristics as age group of children served. For example, centers serving infants are more likely to employ a teacher who speaks a language other than English than centers serving only older children.

The typical teacher and assistant teacher have worked in their present jobs for five years or less, while more than one-half of directors have been on the job for more than five years. The highest-paid teachers with a BA earn, on average, \$14.74 an hour. The highest-paid assistants can expect to earn \$8.79 an hour, on average, if they work in a center receiving public dollars through vouchers, and \$11.89 an hour in a center holding a contract with Head Start or CDE.

Sacramento County's early care and education (ECE) workforce is much more ethnically and linguistically diverse than its teachers of Grades K-12. Approximately four-fifths of the state's K-12 teachers, but only about three-fifths of its child care center teachers, are White, Non-Hispanic. Child care center teachers also more closely match the diversity of children in the state, and assistant teachers are even more diverse. This richness of linguistic and cultural diversity provides a promising foundation on which to revamp and expand services for Sacramento County's young children.

But this comparison with the K-12 workforce can also obscure the stratification by ethnicity that does exist in the ECE workforce. Our data reveal substantial divisions by ethnicity and

language that require attention. Stated simply, most child care center directors are White, Non-Hispanic, whereas most assistant teachers are women of color. For example, 5.8 percent of directors, 14.3 percent of teachers and 22.7 percent of assistant teachers are Latinas. Similarly, about one-third of assistant teachers can communicate with children in a language other than English, whereas only one-fifth of teachers and 14 percent of directors report such linguistic skills.

In light of the continuing efforts to upgrade the knowledge and skills of Sacramento County's early care and education workforce – in particular, the proposed increase in educational standards for teachers in publicly funded preschool – 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. The goal must extend beyond building a diverse workforce to ensuring that such diversity is well distributed across all positions and all types of child care centers.

Another comparison with the K-12 teacher workforce reveals serious instability of staffing in Sacramento County's child care centers. Twice as many teachers in child care centers (22 percent in California; 26 percent in Sacramento County) as California public school K-12 teachers (11 percent) leave their jobs each year (Alliance for Excellent Education, 2005). Although many centers reported no turnover among teaching staff during the last year, a sizeable portion reported that about 40 percent of their teachers and 50 percent of their assistant teachers had left their jobs. Only about one-quarter of teachers, and one-tenth of assistant teachers, had been working in their centers for more than five years.

Given the documented relationship between turnover and program quality, the persistence of high turnover in the ECE field, often linked with poor compensation, is of serious concern. The highest-paid teachers countywide with BA or higher degrees earned, on average \$14.74 per hour, or \$30,659 per year, compared to a mean annual salary for Sacramento County elementary

school teachers of \$54,764, typically distributed over a shorter work year (California Department of Education, 2005). Should publicly funded preschool positions become available, at pay levels comparable to those of K-12 teachers, it is likely that many in the ECE workforce will seek these new opportunities. While this will likely create some disruption, comparable wages carry the possibility of a more stable teacher workforce, at least among teachers of four-year-olds. It is less clear what impact this shift could have on other staff positions – notably assistant teachers, teachers of younger children, and even directors – absent some equivalent overall increase in ECE workforce compensation.

2) What are the characteristics of children in Sacramento County child care centers licensed to serve infants and/or preschoolers?

In Sacramento County, teachers and assistants care for and educate approximately 28,000 children in centers licensed to serve infants and/or preschoolers. About 85 percent of the children in these centers are not yet in kindergarten, and about 60 percent are between the ages of three and five. Eleven percent are children under age two, about 13 percent are age two, and 14 percent are in kindergarten or a higher grade. On average, about four percent of children in these centers are reported by directors to have special needs.

About 80 percent of centers report caring for at least one child who receives public child care assistance. About one-half of centers receive public dollars in the form of vouchers, and one-third of centers receive public dollars through a contract with Head Start or the California Department of Education, to cover the cost of care for the subsidized children they serve. Centers vary considerably in size, with 20 percent enrolling fewer than 35 children, and 20 percent enrolling 95 children or more.

Our study provides a picture of the size and organization of centers licensed to serve children birth to five, as well as the children attending these centers in terms of age, special needs, and whether their families receive public subsidies to cover the cost of their care.

With respect to center size and organization, licensed child care centers serving children prior to kindergarten are notably diverse. While a plurality of centers are operated on a nonprofit basis, a sizeable portion are organized as for-profit businesses. About one-fifth are publicly operated. Although centers, on average, serve 57 children birth to five years and employ about seven teachers and three assistant teachers, one-quarter of centers are very small businesses, and about 15 percent are organizations approaching the size of many elementary schools. On the one hand, this variety speaks to the richness of options available to families, as well as varied opportunities for those seeking to work in or operate child care centers. Yet this diversity also helps to explain the challenge in

reaching consensus about workforce standards, or employee benefits such as health insurance, retirement assistance or professional development, all of which may have different implications depending on a center's size and organization.

With respect to age, the standard practice among centers statewide is to care for children between the ages of two and five. Centers care for more children in the two-to-five age range than under age two, largely because of differing staffing requirements (and associated costs) for serving infants and toddlers. The child composition and financial stability of centers may shift if more spaces become available for four-year-olds through publicly funded preschool.

For many years in California, only centers contracting with the CDE or Head Start received public dollars to cover the cost of serving subsidized children. But over the last two decades, public dollars have become available to both for-profit and nonprofit centers, as well as licensed

and license-exempt home-based case. Remarkably, more centers now receive public dollars in the form of vouchers than through contracts. The question arises whether public dollars are being used to provide high-quality services to young children, since centers (and homes) accepting voucher recipients are not required to meet any standards beyond basic licensing requirements, widely acknowledged as minimal at best. Of additional concern is the fact that many contracted centers are reimbursed at a lower rate per child than centers receiving public dollars through vouchers, despite the fact (discussed more fully below) that contracted centers on average employ staff with higher levels of education and more early childhood professional preparation.

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 centers 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 teachers, assistants, and directors in Sacramento County's child care centers?

Compared to Sacramento County's overall female population, teachers working in centers enrolling infants and/or preschoolers are more likely to have attended college and/or completed a two-year degree. They are equally likely to have completed a four-year or higher college degree, and less likely to have completed high school only.

Nearly one-quarter of teachers have completed a four-year or graduate degree, and slightly more than one-quarter have completed a two-year degree, typically with an early childhood focus. About one-third of centers, however, do not employ any teachers with a four-year or higher degree.

Assistant teachers in Sacramento County are also more likely than the average female in the county to have attended college, and about equally likely to have completed a two-year degree, but they are less likely to have obtained a four-year or higher degree. Assistant teachers have lower levels of degree attainment than teachers or directors. More than one-half of assistant teachers have completed from one to 23 college credits related to early childhood development. Only 10 percent have completed neither college credits nor a degree related to early childhood.

More than three-quarters of directors have completed a two-year, four-year or higher degree, typically with an early childhood focus. Directors are about twice as likely as teachers to have completed a four-year or higher degree, and have completed associate degrees at roughly the same rate as teachers.

The majority of degree holders have completed a degree related to early childhood development. Approximately 10 percent of teachers with BA or higher degrees obtained their degree through a foreign institution.

Across the county, about one-third of teachers and assistant teachers are current participants in CARES. Slightly more than one-half of centers report employing at least one teacher who is a CARES participant, and about 40 percent report employing at least one assistant teacher who is a CARES participant. Within such centers, typically about two-thirds of teachers and assistants are participating.

About one-half of all teachers and assistants with an AA or higher degree hold a Child Development Permit, and nearly one-half of all directors hold a Site Supervisor Permit. About one-quarter of teachers and one-third of directors with a BA or higher degree have a teaching credential (as opposed to a Child Development Permit) issued by the California Commission on Teacher Credentialing.

People hold conflicting images of the educational and professional preparation of the licensed center-based workforce. Some see center teachers and assistants as a group with limited college-level experience or training, and others point to the increasing numbers of teachers with relatively high levels of educational attainment and involvement in early childhood-related training. As a group, teachers and directors in Sacramento County child care centers have obtained levels of education that match or exceed the average Sacramento County adult female, challenging the stereotype that those who work with young children are minimally educated. Assistant teachers have attended college at higher rates, but have completed four-year degrees at lower rates, than the county's adult female population.

Our data suggest that these conflicting public images of the ECE workforce do, however, partly reflect the complex reality that two different sets of standards govern staff qualifications in California child care centers, with more stringent requirements set for staff working in state-contracted programs. Approximately one-quarter of teachers in Sacramento County child care centers held a bachelor's or higher degree, yet these teachers were not evenly distributed across programs. One-third of centers employed no teachers with a BA or higher degree. Similarly, contracted centers reported almost twice the rate of teachers with BA or higher degrees and more than twice the rate of teachers with AA degrees than centers receiving public dollars through vouchers. With respect to proposed increases in educational requirements for teachers in publicly funded preschool programs, some ECE teachers may find such new requirements within reach or may have already met

them, while others may find it unrealistic to pursue this new opportunity.

As for participation in professional development activities, our findings reveal further variation among centers. It is encouraging that about one-half of centers reported that at least one teacher was participating in a local CARES or similar program, and that within these centers, a sizeable portion of staff were CARES participants, suggesting that many centers were engaged in upgrading the education and training of their staff. Efforts to extend such programs to more child care center and assistant teachers are worthy of attention.

With respect to certification, the low number of Child Development Permit holders in the center-based ECE workforce reflects California's current regulatory environment, which only requires permits for staff in contracted programs. The reported rates of permit holders would be even lower were it not for CARES programs, which in recent years have begun requiring participants to acquire Child Development Permits. This rate of certification is in stark contrast to K-12 teachers, who are required to become credentialed in order to work in the public schools. As discussions move forward concerning higher educational qualifications for teachers in publicly funded preschool programs, including a credential or other certification, it is now an opportune time to address the larger issue of California's overall lack of uniform requirements for the ECE teaching workforce.

4) How do levels of overall educational attainment, and professional preparation related to early childhood development, vary among teachers, assistant teachers and directors employed in centers licensed to serve infants and/or preschoolers?

Levels of education among teachers, assistant teachers and directors vary by ages of children served. Centers that enroll both infants and preschoolers report a somewhat lower percentage of teachers with AA or BA or higher degrees than those enrolling preschoolers but no infants. Centers that enroll infants also report lower levels of educational attainment among assistants than those enrolling preschoolers by no infants.

Educational attainment also varies by centers' relationship to public subsidy. Centers receiving public dollars through vouchers report a lower percentage of teachers and directors who have obtained a BA or higher degree than all other centers. Centers holding a Head Start or CDE contract report higher levels of AA and BA or higher degree attainment among their teachers. Teachers in contracted centers are also the most likely to hold a Child Development Permit.

Educational attainment varies among teachers and assistants with different demographic characteristics. Teachers with bachelor's or higher degrees are older, on average, than those with less education. Assistant teachers with AA or higher degrees are older than those with no degrees. Teachers' educational attainment also varies by ethnicity and language: among those with bachelor's or higher degrees, compared to the ethnic distribution among the teacher population as a whole, White, Non-Hispanic, Latina and Asian/Pacific Islander teachers are represented proportionately, while and African American teachers are under-represented. About 30 percent of Asian/Pacific Islander, and 25 percent of White, Non-Hispanic and Latina teachers, have completed a BA or higher degree. Latina teachers have attained BA or higher degrees at higher rates than their counterparts in the overall county population. With respect to linguistic capacity, teachers with BA or higher degrees, on average, are slightly more likely than either teachers with AA degrees, or teachers with no degrees, to have the capacity to communicate with children in a language other than English. Among assistant teachers, those with an AA or higher degree are more likely to speak a language other than English fluently than those with no degrees.

A well-trained, culturally diverse and competent workforce serving young children, wherever they live in the state 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.

Generally, our findings confirm that most centers serve children under age four, and thus they underscore how important it is for early childhood-related training to focus on infants, toddlers and young preschoolers as well as four-year-olds. At the same time – since many centers, whether they choose to become publicly funded preschool sites or not, are likely to continue caring for four years olds as well as younger children for much of the day – it is important that training opportunities be made available to all who work with children prior to kindergarten, not just those serving as teachers and instructional aides in publicly funded classrooms.

Another area of inequity with regard to teacher background documented in this study concerns variation among centers with varying relationships to public subsidy. The fact that teacher educational levels in centers receiving vouchers were significantly lower than those in contracted centers reflects current regulations, but nonetheless raises concern about the overall quality of education and care that children, particularly children of low-income

families, receive in such centers. It also points to the greater challenge these programs would face in meeting higher educational standards in order to become part of a publicly funded preschool system.

While a sizeable portion of teachers and assistants working in centers were found to be relatively young when compared to the average adult female in the state, this study confirmed the troubling finding from previous studies that the most educated segment of the center teacher workforce is older than the teacher population as a whole (Herzenberg, Price & Bradley, 2005). Teachers with BA and higher degrees were more likely to be over age 50 and approaching retirement at a time when the demand is rising for teachers with such qualifications. This suggests that in addition to assisting current members of the workforce in achieving college degrees, Sacramento County also needs a plan to recruit college graduates to early childhood teaching positions, which should include a strategy to improve compensation, in order to make such employment more attractive to well-educated young candidates.

With regard to educational attainment by ethnicity, Asian/Pacific Islander, White, Non-Hispanic and Latina teachers were proportionately represented among teachers with college degrees compared to their proportion of teachers as a whole. African Americans were proportionately under-represented among those with BA or higher degrees. Many communities are engaged in efforts to make college more accessible to under-represented populations, in part by providing cohort groups and other forms of support to help teachers wishing to advance their

education build the skills necessary to complete college degrees.

On a more promising note, it is important to recognize that early care and education appears to be a field of opportunity to some extent for teachers of color. Latina teachers had attained BA or higher degrees at higher rates than their counterparts in the overall county population. What is not possible to determine from these data is whether this is a reflection of limited opportunities in other fields or a choice on the part of these teachers

Our finding that some degree holders had obtained their degrees from a foreign institution also shows the importance of providing resources for transcript translation and review. This may enable teachers 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 teachers to care for and educate children who are dual language learners or have special needs?

Only about two-fifths of centers employ teachers who have participated in non-credit training focused on dual language learning in young children, and one-third of centers employ teachers who have completed college coursework in that subject, despite the growing numbers of young children in Sacramento County who speak a language other than English in their homes. Centers that report that at least one of their teachers has participated in non-credit or credit-bearing training related to dual language learning report somewhat higher overall levels of education among their teachers.

Many more teachers have participated in professional development related to working with children with special needs. Three-fifths of centers report that at least one of their teachers has participated in non-credit training, and a similar number report that at least one teacher has completed college credits, related to children with special needs. Centers that report caring for at least one child with special needs also report a higher average percentage of teachers with non-credit professional development related to working with children with special needs. Centers that hold a contract with Head Start or CDE also employ a higher percentage of teachers with relevant professional development.

Our data show that the vast majority of child care center teachers in Sacramento 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 generally 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 teachers 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 conducted by local R&Rs and other agencies, has the potential to reach

even more of the center-based ECE workforce 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 Sacramento County's young children.

* * * * *

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

Now, as Sacramento County and various counties embark on creating publicly funded preschool programs, there is an opportunity to develop comprehensive state and local plans for professional development that are inclusive of teachers and assistant teachers 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.

Policy issues to be considered include: the challenges of operating a program with multiple funding streams and different qualifications and pay scales for teachers working with children of different ages; the impact on the supply of care for infants, toddlers and three-year-olds if centers choose to serve four-year-olds exclusively; the extent of career opportunities for teachers and assistants who meet publicly funded preschool standards; and the availability of educational and quality improvement pathways for teaching staff who work in programs that do not become either public preschool 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.

This study has provided a snapshot of the center-based early care and education 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 Sacramento County's young children.

Appendix A: Additional Tables

Table A1. *Estimated Age Range of Assistant Teachers: Countywide, and By Ages of Children Served*

	Estimated percentage		
	Countywide	Center enrolling infants ^a	Centers without infants
29 years or younger	63.6	74.5	41.9
30 to 39 years	18.2	12.9	28.7
40 to 49 years	12.5	9.6	18.4
50 years or older	5.7	3.0	11.0
<i>Total</i>	100.0	100.0	100.0
<i>Number of assistant teachers</i>	407	271	136

^a Most of these centers also enroll older children.Table A2. *Estimated Age Range of Assistant Teachers: Countywide, and By Centers' Relationship to Public Subsidy*

	Estimated percentage			
	Countywide	Head Start/ CDE contract	Vouchers/ No contract	No vouchers/ No contract
29 years or younger	63.6	57.0	72.6	66.7
30 to 39 years	18.2	19.7	17.2	11.1
40 to 49 years	12.5	15.7	7.0	18.5
50 years or older	5.7	7.6	3.2	3.7
<i>Total</i>	100.0	100.0	100.0	100.0
<i>Number of assistant teachers</i>	407	223	157	27

Table A3: *Estimated Ethnicity of Teachers, Assistant Teachers and Directors, Countywide and By Ages of Children Served*

		Estimated percentage		
		All centers	Center enrolling infants ^a	Centers without infants
Teachers	White, Non-Hispanic	61.7	59.0	65.9
	Latina	14.3	14.8	13.4
	African American	11.8	14.4	8.0
	Asian/Pacific Islander	7.1	7.6	6.3
	American Indian or Alaskan Native	0.2	0.0	0.5
	Multiethnic	3.0	2.1	4.4
	Other	1.8	2.1	1.5
	<i>Total</i>	100.0	100.0	100.0
	<i>Number of teachers</i>	1,030	620	410
Assistant teachers	White, Non-Hispanic	42.4	44.7	39.0
	Latina	22.7	22.6	22.8
	African American	18.0	17.8	18.4
	Asian/Pacific Islander	11.00	10.6	11.8
	American Indian or Alaskan Native	0.3	0.0	0.7
	Multiethnic	0.0	0.0	0.0
	Other	5.5	4.3	7.4
	<i>Total</i>	100.0	100.0	100.0
	<i>Number of assistant teachers</i>	344	208	136
Directors	White, Non-Hispanic	68.6	73.3	62.9
	Latina	5.8	7.0	4.3
	African American	16.7	12.8	21.4
	Asian/Pacific Islander	2.6	1.2	4.3
	American Indian or Alaskan Native	0.6	1.2	0.0
	Multiethnic	4.5	3.5	5.7
	Other	1.3	1.0	1.4
	<i>Total</i>	100.0	100.0	100.0
	<i>Number of directors</i>	156	86	70

^aMost of these centers also enroll older children.

Table A4. *Estimated Percentage of Centers Caring for At Least One Child with Special Needs, By Ages of Children Served*

	Estimated percentage (SE)		
	Countywide	Centers enrolling infants ^a	Centers without infants
No children with special needs	43.0 (3.71)	35.7 (5.74)	47.7 (4.80)
At least one child with special needs	57.0 (3.71)	64.3 (5.74)	52.3 (4.80)
<i>Total</i>	100.0	100.0	100.0
<i>Number of centers</i>	179	70	109

^a Most of these centers also enroll older children.Table A5. *Estimated Percentage of Assistant Teachers, By Age and Educational Attainment: Countywide*

	Estimated percentage		
	All assistant teachers	Assistant teachers with associate or higher degree	Assistant teachers with no degree
Under 30 years old	63.6	43.6	66.8
30 to 39 years old	18.2	30.9	16.2
40-49 years old	12.5	18.2	11.6
50 years and older	5.7	7.3	5.4
<i>Total</i>	100.0	100.0	100.0
<i>Number of staff</i>	407	55	352

Table A6. Estimated Percentage of Teachers and Assistant Teachers, by Age and Educational Attainment, Ages of Children Enrolled and Centers' Relationship to Public Subsidy

		Estimated percentage						
		All teachers	Teachers with bachelor's or higher degree	Teachers with associate degree	Teachers with no degree	All assistant teachers	Assistant teachers with associate or higher degree	Assistant teachers with no degree
Centers enrolling infants^a	Under 30 years old	50.3	38.3	46.1	56.4	74.5	39.2	77.8
	30 to 39 years old	27.9	40.0	25.3	24.9	12.9	34.8	10.9
	40 to 49 years old	15.1	11.3	21.4	13.5	9.6	13.0	9.3
	50 years and older	6.7	10.4	7.2	5.2	3.0	13.0	2.0
	<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	<i>Number of staff</i>	595	115	154	326	271	23	248
Centers without infants	Under 30 years old	30.6	20.5	30.7	37.9	41.9	46.9	40.4
	30 to 39 years old	33.6	34.6	29.0	36.1	28.7	28.1	28.8
	40 to 49 years old	17.9	20.5	19.3	14.8	18.4	21.9	17.3
	50 years and older	17.9	24.4	21.0	11.2	11.0	3.1	13.5
	<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	<i>Number of staff</i>	419	127	124	169	136	32	104
Head Start/CDE contract	Under 30 years old	21.2	19.0	20.3	26.2	57.0	31.4	61.7
	30 to 39 years old	30.4	38.1	24.0	31.0	19.7	34.3	17.0
	40 to 49 years old	31.0	27.0	32.9	33.3	15.7	25.7	13.8
	50 years and older	17.4	15.9	22.8	9.5	7.6	8.6	7.5
	<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	<i>Number of staff</i>	184	63	79	42	223	35	188

^a Most of these centers also enroll older children.

Table A6. *Estimated Percentage of Teachers and Assistant Teachers, by Age and Educational Attainment, Ages of Children Enrolled and Centers' Relationship to Public Subsidy*

		Estimated percentage						
		All teachers	Teachers with bachelor's or higher degree	Teachers with associate degree	Teachers with no degree	All assistant teachers	Assistant teachers with associate or higher degree	Assistant teachers with no degree
Vouchers/ No contract	Under 30 years old	49.0	35.3	50.3	53.2	72.6	64.3	73.4
	30 to 39 years old	30.4	39.7	27.5	28.3	17.2	28.6	16.1
	40 to 49 years old	11.9	8.1	15.0	12.0	7.0	0.0	7.7
	50 years and older	8.7	16.9	7.2	6.5	3.2	7.1	2.8
	<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	<i>Number of staff</i>	674	136	153	385	157	14	143
No vouchers/ No contract	Under 30 years old	37.0	23.3	34.8	47.1	66.7	66.6	66.7
	30 to 39 years old	29.3	27.9	30.4	29.4	11.1	16.7	9.5
	40 to 49 years old	17.8	25.5	17.4	13.2	18.5	16.7	19.0
	50 years and older	15.9	23.3	17.4	10.3	3.7	0.0	4.8
	<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	<i>Number of staff</i>	157	43	46	68	27	6	21

^a Most of these centers also enroll older children.

Table A7. *Estimated Mean Percentage of Teachers with Non-Credit Training and/or College Credits Related to Dual Language Learning Children, Countywide and by Ages of Children Served*

	Estimated mean percentage per center (SE)		
	Countywide	Centers enrolling infants ^a	Centers without infants
At least one hour of non-credit training	29.2 (3.19)	22.2 (4.61)	33.5 (4.27)
<i>Number of centers</i>	163	62	101
At least one college credit	16.0 (2.45)	12.3 (3.03)	18.4 (3.48)
<i>Number of centers</i>	150	57	93

^a Most of these centers also enroll older children.

Appendix B:

Methodology for Estimating the Number of Children Served and the Size of the Licensed Child Care Center Workforce

In Sacramento County, we attempted to interview all the licensed child care centers serving infants and/or preschoolers. As anticipated, we were unable to do so, since some centers were out of business and others could not or chose not to complete an interview. Our sample of interviewed centers gives us sound information about the percentages of the center population with specific characteristics. To obtain actual numbers, however, such as the number of children served in licensed centers and the size of the center workforce, it was necessary to compute estimates from the sample of interviewed centers.

The total universe of licensed child care centers serving infants and/or preschoolers in Sacramento County was 430. We completed interviews with 183 of these centers. To calculate the number of children served and the size of the workforce, we used the following methodology:

1. Calculate a ratio to create a multiplier for the sample to the universe:
 $430/183=2.3$.
2. Multiply the sums of children in each age group in the sample, by the multiplier (2.3) to calculate the estimated total number of children served in each age group.
3. Multiple the sums of directors, teachers, and assistant teachers in the sample by the multiplier (2.3) to calculate the estimated total number of center staff in each job category.

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