

A large, stylized green leaf graphic with five rounded lobes, centered on the page. The leaf is rendered in two shades of green, with a lighter green outline and a darker green fill. It is set against a light green circular background that is itself centered on the page. The overall background of the cover is a solid light green color.

California Early Care and Education Workforce Study

Licensed Family Child Care Providers

Mono County 2006

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

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

**© 2006 Center for the Study of Child Care Employment,
and California Child Care Resource and Referral Network**

All rights reserved.

Design: Yuna Lee

Center for the Study of Child Care Employment
Institute of Industrial Relations
University of California at Berkeley
2521 Channing Way #5555
Berkeley, CA 94720
(510) 643-8293
<http://www.iir.berkeley.edu/csce/index.html>

California Child Care Resource and Referral Network
111 New Montgomery Street, 7th floor
San Francisco, CA 94105
(415) 882-0234
<http://www.rrnetwork.org>

Acknowledgments

This study was made possible through the generous support of First 5 California and First 5 Mono County. 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 family child care providers of Mono 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., Stubbs, L., & Tran, P. (2006). *California Early Care and Education Workforce Study: Licensed family child care providers. Mono County 2006*. Berkeley, CA: Center for the Study of Child Care Employment, and San Francisco, CA: California Child Care Resource and Referral Network.

Contents

Introduction	5
Purpose of the Study	6
Licensed Family Child Care in California	8
Mono County	8
Study Design	11
Survey Population and Study Sample	12
Interviews	12
Data Collection Procedures	12
Survey Completion and Response Rate	13
Data Analysis	14
Findings	16
Who constitutes the licensed family child care workforce in Mono County?	18
What are the characteristics of children served by Mono County’s licensed family child care providers?	21
What is the level of educational attainment and early childhood development-related training among licensed family child care providers?	23
Overall Educational Attainment of Family Child Care Providers	23
Education, Training and Certification Related to Early Childhood Development	23
How well prepared are licensed providers to care for and educate children who are dual language learners or have special needs?	26
Appendix A: Methodology for Estimating the Number of Children Served in Licensed Family Child Care and the Size of the Family Child Care Workforce in Mono County	28
Overview	29
Methodology	29
References	30

Tables

Table 2.1. <i>Survey Response Rate</i>	13
Table 2.2. <i>Comparison of Survey Respondents and County Population of Providers, by Communities Served and by Licensed Capacity</i>	15
Table 2.3. <i>Mono County Sample Composition</i>	15
Table 3.1. <i>Ethnic Distribution of Licensed Providers Compared to the Mono County Female Adult Population, Public K-12 Teachers, and Children 0-5 Years</i>	19
Table 3.2. <i>Reported Language Fluency of Licensed Providers Compared to the Mono County Adult Population</i>	19
Table 3.3. <i>Estimated Number of Licensed Providers and Paid Assistants</i>	20
Table 3.4. <i>Estimated Number of Children Served, by Age</i>	21
Table 3.5. <i>Educational Attainment of Licensed Providers Compared to the Mono County Female Adult Population</i>	23

Introduction

Purpose of the Study

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

The statewide study sample included providers from every county in the state, but there were not sufficient numbers of providers in the sample to generate county-specific reports. Counties were invited, however, to contract for additional local interviews in order to build a representative county sample, and First 5 Mono County was one of nine county organizations that agreed to commission a local study of its early care and education workforce, building on the statewide study.

An identical procedure was used for statewide and county data collection, although the statewide study interviews were conducted earlier in 2005, and the county interview included one question about home ownership not included in the statewide study. The statewide and county surveys were built upon numerous workforce studies conducted by the Center for the Child Care Workforce over the last three decades (Center for the

Child Care Workforce, 2001).¹ Prior to data collection, the survey instrument and data collection procedures were approved by the Committee for the Protection of Human Subjects at the University of California at Berkeley, and were then pre-tested in the field.

The following description applies to the sample and response rate for the Mono County-commissioned component of the study. For information about the statewide completion and response rate, see the statewide study at the First 5 California web site, <http://www.cfc.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 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 Mono County's children and families.

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

¹ Specifically, the survey instrument was adapted from the 2001 California Child Care Workforce Study, an eight-county effort funded by the David and Lucile Packard Foundation as a pilot for this statewide survey (Whitebook, Kipnis, Sakai, Voisin & Young, 2002). For its use in 2005, certain changes were made to the 2001 survey in order to shorten the interview time, and to capture specific information requested by First 5 California to assist in its workforce development planning related to preschool services.

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

Licensed Family Child Care in California

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

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

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

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

Mono County

Situated in the Eastern Sierras and along the Nevada border, Mono County has one incorporated area, the city of Mammoth Lakes. Mammoth Mountain Ski Area is one of the county's main employers. Financial, insurance, and real estates services as well as retail trade comprise the largest non-governmental economic sectors.

In 2004, Mono County's population of 13,500 represented a 5.0-percent increase over the 2000 Census (US Census Bureau, 2000a). The county is projected to increase in population by 13.6 percent

between 2000 and 2010, with a 4.4 percent increase in the number of children ages 0 – 4 (California Department of Finance, 2004).

Population estimates for 2005 describe the county as 74.7 percent White, Non-Hispanic; 19.5 percent Hispanic; 2.2 percent American Indian; 1.7 percent Multiethnic; 1.3 percent Asian; 0.5 percent Black; and 0.1 percent Pacific Islander (California Department of Finance, 2005). At the time of the 2000 Census, four out of five (82.3 percent) of county households were estimated to be

speaking English, 13.2 percent as speaking Spanish, and 1.1 percent as speaking an Asian or Pacific Island language (US Census Bureau, 2000b).

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

- Median family income in 1999 was \$50,487 (California Department of Finance, 2003).
- In 1999, 11.5 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 \$10,464 (US Department of Housing and Urban Development, 2003).
- At the time of the 2000 Census, 11.6 percent of children 0-5 years of age

lived in poverty² (California Child Care Resource and Referral Network, 2003).

- In 2000 2,270 children under the age of 14 resided in the county, three-quarters (72.2 percent) of whom had both parents in the labor force or a single head of household in the labor force³ (California Child Care Resource and Referral Network, 2003).
- Among those children were 876 children under age six, 72.5 percent of whom had working parents⁴ (California Child Care Resource and Referral Network, 2003).
- 22.5 percent of children ages 0-5 resided in a single-parent household⁵ (California Child Care Resource and Referral Network, 2003).

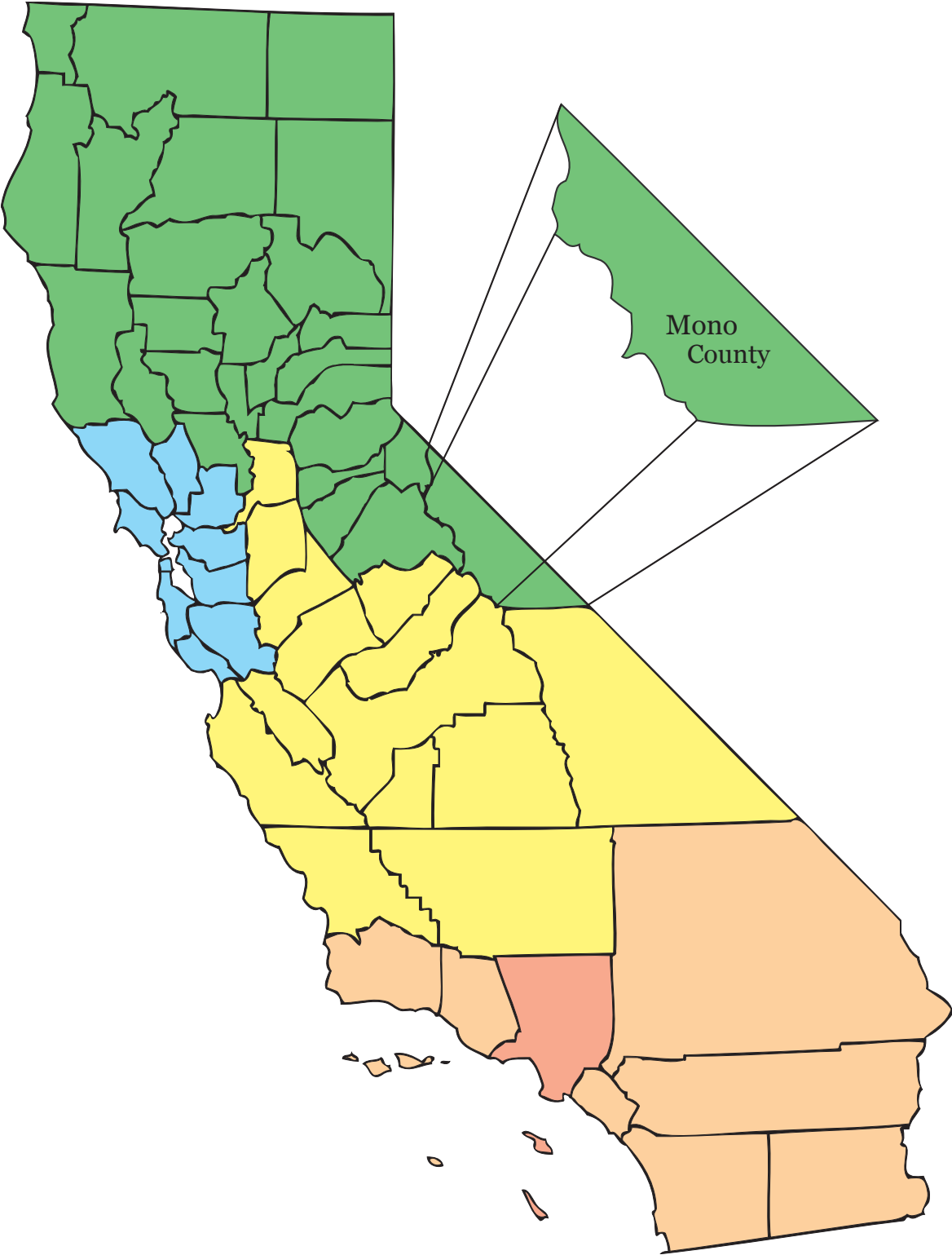
In 2004, 382 licensed child care slots were available in Mono County, forty percent of which (39.8 percent) were in family child care homes, and 60 percent in child care centers (California Child Care Resource and Referral Network, 2005).

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).

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



Study Design

Survey Population and Study Sample

First 5 Mono County sought information about licensed family child care providers in the county as a whole. The survey population included all 18 active, licensed family child care homes that were listed as of January 2004 with the county's state-funded child care resource and referral (R&R) program, IMACA - Community Connection for Children. These listings were aggregated, cleaned and verified by the California Child Care Resource and Referral Network (Network), and updated in winter 2005.

Because of the relatively small size of the licensed family child care population in Mono County, we attempted to conduct a census of all providers in the county. To reach our target number of providers, four interviews conducted in Mono County as part of the statewide study were added to six interviews conducted for the county study, to build a sample of 10 licensed providers.

Interviews

In each case, telephone interviews were conducted in English or Spanish with the owner of the family child care home. The results reported below, therefore, provide a countywide portrait of providers who speak either English or Spanish, and do not extend to those who do not speak either language.

The survey questions addressed:

- Provider demographics: age, ethnicity, and languages spoken in addition to the interview language;
- Levels of education and training: highest level of education; type

of degree, if any; credit and non-credit training, including training to work with children with special needs or English language learners; accreditation status; and participation in the Mono County CARES program;⁶

- Career longevity;
- Business and program characteristics: numbers and ages of children served, including children with special needs; participation in government subsidy programs; and home ownership status; and
- Paid assistants' characteristics: numbers of paid assistants, and their level of education and training.

Data Collection Procedures

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

Field Research Corporation, Inc. (FRC), a professional public opinion research firm, conducted the interviews using computer-assisted telephone interviewing (CATI). During the CATI process, the interviewer reads the survey question from a computer screen and enters the survey data directly into the computer. This promotes uniformity of

⁶ Mono County is one of over 40 counties in California that have implemented professional development stipend programs for child care center teachers, administrators, and family child care providers based on the California CARES program model. These initiatives are intended to help build a skilled and stable early education workforce by providing monetary rewards, based on participants' education levels and continued commitment to their professional development.

Table 2.1. Survey Response Rate

	Mono County number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	13	100.0%	
Ineligible: out of business	1	7.7%	
Presumed ineligible*	6	46.1%	
Eligible	6	46.1%	100.0%
County surveys completed	6	46.1%	100.0%
No response, presumed eligible**	-	0.0%	0.0%
Refusals	-	0.0%	0.0%
Respondent not available	-	0.0%	0.0%
Communication barrier	-	0.0%	0.0%
Other reasons for non-completion	-	0.0%	0.0%

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

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

interview technique as well as accuracy and consistency during data input. FRC completed six interviews over a six-week period beginning in early June 2005.

Licensed family child care providers were contacted during the work day, and whenever they requested it, were called back in the evening or during the weekend to complete the interview. Interviews took an average of 11.6 minutes to complete. FRC made up to eight attempts to complete an interview with each provider.

Survey Completion and Response Rate

The Network provided FRC with contact information for the 18 providers in the survey population. Because some of these providers either had completed an interview or had been coded ineligible for some other reason during the statewide survey, FRC released 13 providers’ names for the county survey. As anticipated, we were unable to reach all the providers in the county. Of the 13 provider contacts,

approximately half (53.9 percent) were determined to be ineligible, either because they were out of business or were presumed to be. (See Table 2.1.) We successfully completed interviews with all of the eligible providers. Because of unanticipated delays, several months passed before the survey began. For that reason, we assume that many of the providers with “unresolved phone numbers” were actually out of business. To increase the likelihood of including as many providers as possible, the Network attempted to correct any incorrect phone numbers. Among those eligible, all completed the survey.

While we were unable to assess whether the providers who participated in the study differed from those who did not participate with respect to the variables of interest in the study, we compared the county provider population to the providers that completed interviews. We calculated the extent to which providers participating in our study represented the county overall in terms of geographical distribution and licensed capacity. Table

2.2 compares the countywide distribution and licensed capacity of licensed family child care homes to the sample.

As shown in Table 2.3, the final sample included 10 providers, with 60 percent of the sample participating in the county data collection and the remainder drawn from the statewide study.

Data Analysis

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

Table 2.2. Comparison of Survey Respondents and County Population of Providers, by Communities Served and by Licensed Capacity

	County population (N=18)	Survey completed (N=10)
LICENSED CAPACITY		
Small homes	94.4%	80.0%
Large homes	5.6%	20.0%
CITY		
Coleville	5.6%	10.0%
Crowley Lake	5.6%	0.0%
June Lake	5.6%	0.0%
Mammoth Lake	83.3%	90.0%
TOTAL	100.0%	100.0%

Table 2.3. Mono County Sample Composition

	Mono County licensed providers	Percentage of final sample
Quota target	18	
Completed interviews: statewide study	4	40.0%
Completed interviews: county study	6	60.0%
Final sample	10	100.0%

Findings

The findings described in this report are based on interviews with 10 licensed family child care providers in Mono County who spoke English or Spanish sufficiently well to participate in a phone interview. Tables included in this chapter summarize data referred to in the text.

Who constitutes the licensed family child care workforce in Mono County?

Gender and Age. Mono County's licensed family child care workforce is female. To ascertain gender, since the interview did not specifically include this question, we analyzed the names of providers in our sample, and determined that all of the providers were female. On average, licensed providers were 36.7 years of age, with the youngest provider 27 years old and the oldest 50. All but two providers were over 30 years old.

Ethnicity. Slightly more than one-half of licensed family child care providers in our Mono County sample were women of color. Latina providers (5/10) constituted a plurality; White, Non-Hispanic providers were the second largest group (4/10); and one provider identified as being of another ethnicity. Licensed providers were more diverse than the overall adult population of Mono County, where 80 percent of women are White, Non-Hispanic and 15 percent are Latina. Licensed providers more closely reflected the ethnic distribution of children ages birth to five in the county; 56 percent of Mono County children ages birth to five are White, Non-Hispanic, and 38 percent are Latino. Licensed providers were also much more diverse than teachers of Grades K-12 in Mono County public schools, 94 percent of whom are White, Non-Hispanic. (See Table 3.1.)

Linguistic Background. Six interviews were conducted in English, with the remainder conducted in Spanish. Providers were asked whether they spoke any other languages fluently besides the interview language. If they answered affirmatively, they were asked which language(s) they would be able to speak

fluently with children and families if necessary. Our description of providers' fluency in these other languages is based entirely on providers' self-assessments. None of the providers completing the interview in English spoke another language. Two of the providers completing the interview in Spanish spoke English and Spanish, and two spoke Spanish only.

We also found licensed family child care providers to be more linguistically diverse than Mono County's adult population as a whole.⁷ (See Table 3.2). Licensed providers were less likely than other adults in Mono County to speak only English, and were more likely than the average Mono County adult to speak English and Spanish. Eighty-four percent of adults in Mono County speak English only, nine percent speak English and Spanish, and five percent speak Spanish only. We also found that the population of children served by Mono County's licensed providers was more linguistically diverse than the county's overall adult population. The best estimate available on the language backgrounds of young children in Mono County is that 38 percent of kindergarteners attending county public schools in 2004-2005 spoke Spanish as their first language and were classified as English learners (California Department of Education, 2006).

Tenure. Providers were asked how long they had been taking care of children in their homes on a *paid* basis; the

⁷ The most recent data available at the county level on the language background of California adults are based on the 2000 U.S. Census. Further, these data are only available for all adults 18 to 64 years of age, whereas the licensed family child care population was composed predominantly of women ages 25 to 64.

Table 3.1. *Ethnic Distribution of Licensed Providers Compared to the Mono County Female Adult Population,^a Public K-12 Teachers,^b and Children 0-5 Years^a*

	Percentage (SE)			
	Licensed providers	Mono County female adult population	Public K-12 teachers	Children 0-5 years
White, Non-Hispanic	40.0 (16.33)	80.0	94.0	56.3
Latina	50.0 (16.67)	14.8	3.6	37.6
Other ^c	10.0 (10.00)	5.2	2.4	6.2
<i>Total</i>	100.0	100.0	100.0	100.0
<i>Number of providers</i>	10	3,727	166	910

^a California Department of Finance (2004).

^b California Department of Education (2004).

^c Other includes African American, Asian/Pacific Islander, American Indian or Alaskan Native, and Multiethnic provider groups.

Table 3.2. *Reported Language Fluency of Licensed Providers Compared to the Mono County Adult Population^a*

	Percentage (SE)	
	Licensed providers	Mono County adult population
English	60.0 (16.33)	83.9
Spanish ^b	20.0 (13.33)	4.9
English and Spanish ^b	20.0 (13.33)	9.3
English, plus an additional language other than Spanish	0.0 -	1.9
<i>Total</i>	100.0	100.0
<i>Number of providers</i>	10	8,968

Note: Based on the self-assessment of a sample of 10 providers.

^a US Census Bureau (2000).

^b Provider may speak an additional language other than English.

average reported was 5.7 years. One-half of providers reported offering child care in their homes for three years or less, and one-half reported offering care for four to 14 years. Three providers in our sample had been taking care of children in their homes for 18 months or less.

Home Ownership. One-half of the providers reported that they owned their own homes, compared to a 60 percent rate of home ownership in Mono County’s overall adult population.⁸

Paid assistants. Some providers involve other adults in their family child care businesses. Spouses, older children and other relatives may assist providers, often in an unpaid capacity. In addition, some providers employ paid assistants. Providers were asked how many assistant caregivers, if any, they *paid* to help them with the children in their care. The majority of the providers (8/10) did not employ paid assistants, but as would be expected because of required adult-child ratios, the two providers in the sample who were licensed to care for 14 children (rather than eight) employed paid assistants. Both of them had two paid employees.

Typically, the number of *active* licensed family child care providers, as verified by the California Child Care Resource and Referral Network, is used to determine the size of the licensed home-based provider workforce. A broader estimate of the size of the workforce would include paid assistants— yet prior to this study, no statewide data permitted a calculation of the number of paid family child care assistants employed throughout

Table 3.3. *Estimated Number of Licensed Providers and Paid Assistants*

	Total number
Workforce	
Number of active providers	18
Number of paid assistants	7
Total family child care workforce (paid assistants plus active providers)	25

*See Appendix for a full discussion of the methodology used here.

the county. Using these data, we estimate that seven paid assistants were employed in Mono County licensed family child care homes in 2005. (For a full discussion of how this estimate was calculated, see Appendix A). Added to the 18 active licensed providers from which our sample was drawn, we estimate that the entire licensed family child care workforce in 2005, including licensees and any paid assistants, totaled 25. (See Table 3.3.)

⁸ As described in the Study Design section of this report, only 6 of the 10 providers interviewed for this study were asked this question.

What are the characteristics of children served by Mono County’s licensed family child care providers?

As shown in Table 3.4, Mono County’s licensed family child care workforce provided services in 2005 to an estimated 152 children and their families. (For a full discussion of how these estimates were calculated, see Appendix A.) Table 3.4 also presents a distribution by age group of the estimated numbers of children served. Approximately one-third of these children were preschoolers, ages three to five, and approximately 40 percent were two years old or younger. Providers licensed to care for eight children comprised the majority of the estimated population of providers in the county. On average, providers cared for somewhat fewer than the maximum number of children they were licensed to serve. The mean number of children cared for across the age span was 7.9; the mean number of children from birth to five was 6.0.

Licensed providers were asked about the number of children they served in various age groups. Providers reported a variety of configurations of ages of children served. Most providers (7/10) serving children ages three to five also served younger and older children, but three (or one-third) reported serving no children of kindergarten age or older, or and 4/10 reported serving no children age two and under.

Each provider was asked how many children with disabilities or special needs

Table 3.4. *Estimated Number of Children Served, by Age*

	Total number
All children	
Under age 2	19
Age 2	29
Ages 3 to 5, not in kindergarten	60
Ages 5 or older, in kindergarten	44
All ages	152

she served in her home, if any.⁹ As a result, we estimate that four out of ten of Mono County’s licensed family child care providers cared for such children. Typically, providers cared for only one child with special needs, and such children comprised less than one-quarter of the children in any particular home.

Providers were also asked how many of the children they served received public child care assistance, if any.¹⁰

⁹ Interviewees were told, “By disabilities or special needs, we mean any child who is protected by the American with Disabilities Act (ADA).” If the provider asked for clarification, interviewers added, “This would include children who are considered at-risk of a developmental disability, or who may not have a specific diagnosis but whose behavior, development, and/or health affect their family’s ability to find and maintain services.”

¹⁰ Government subsidies in California come through CalWORKs and Alternative Payment Program funding. Providers were also asked if they held a contract with the Head Start, Early Head Start, or Migrant Head Start programs, which provide subsidized services to children of low-income families. In contrast to the percentage of providers serving children receiving other forms of public child care assistance, only seven percent of providers reported providing services to children in their homes through any type of Head Start program. Because of the small number of providers offering Head Start services, we did not conduct any comparative analyses. In addition, some family child care providers serve children through a contract with the California Department of Education, although this was not tracked in the survey.

We then calculated the percentage of subsidized children cared for by licensed providers in order to assess the extent to which government dollars contribute to providers' businesses. The majority of providers (seven out of ten) reported caring for children receiving public child care assistance. Providers who served such children reported that slightly less than one-half of the children in their homes received assistance.

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

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

Overall Educational Attainment of Family Child Care Providers

As is true nationally (Herzenberg, Price & Bradley, 2005), family child care providers in Mono County typically have

Table 3.5. *Educational Attainment of Licensed Providers Compared to the Mono County Female Adult Population^a*

	Percentage (SE)	
	Licensed providers	Mono County female adult population
High school diploma or less	10.0 (10.00)	28.2
Some college	60.0 (16.33)	34.2
Associate degree	10.0 (10.00)	9.4
Bachelor's degree or higher	20.0 (13.33)	28.2
<i>Total</i>	100.0	100.0
<i>Number of providers</i>	10	3,432

^a US Census Bureau (2000)

completed some college credits, and are more likely than the average adult woman in the county to have done so. Nine out of ten licensed providers reported completing some college-level work, compared to 72 percent of adult women in Mono County. (Table 3.5). Providers' completion rate for BA or higher degrees, however, was somewhat lower than that of women in the county as a whole. No licensed providers in the sample had completed a graduate degree.

Education, Training and Certification Related to Early Childhood Development

Research findings on the contribution of education and training to provider

competence and sensitivity suggest that formal higher education with a specific focus in early care and education leads to more effective care and teaching with children (Barnett, 2003; Whitebook, 2003; Zaslow & Martinez-Beck, 2005). Thus, another important aspect of professional preparation is the extent to which providers have received training, completed coursework, or participated in activities specifically focused on issues related to early childhood development.¹¹ To acquire a picture of the professional preparation of providers, we asked whether they:

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

Degrees related to early childhood development. We examined whether providers with AA and BA degrees had obtained a degree related to early childhood development. Three out of ten providers in the sample had completed an AA or BA degree or higher; among those who had completed a degree, only one reported that her highest degree was related to early childhood development.

¹¹ “Early Childhood Development-related” was defined as courses or training in early childhood education, child development or psychology.

College credits related to early childhood development. We examined the proportion of providers who reported having completed at least one college credit in early childhood education. All of the providers with education beyond high school reported having completed at least one college credit in early childhood education, child development or psychology.¹² On average, providers reported completing 9.5 college credits related to early childhood development.

Non-credit training related to early childhood development. We examined the proportion of providers who reported having ever participated in non-college training related to early childhood development. Seven out of ten in the sample had done so. On average, providers reported having completed 18 hours of non-credit training in the last year.

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

- they had heard of or participated in the Mono County CARES program;
- they were accredited by the National Association for Family Child Care (NAFCC);
- they held a Child Development Permit issued by the California Commission on Teacher Credentialing; and/or
- they held a Teacher Credential, whether issued by the California Commission on Teacher Credentialing or by an equivalent agency in another

¹² Only one provider in the sample had not completed some college-level work.

state.

Most providers (seven out of ten) participated in the Mono County CARES Program. Only one provider in the sample reported having obtained a Child Development Permit. None of the providers in the sample reported holding a teaching credential from California or from another state. Lastly, there were no NAFCC-accredited providers in Mono County.

Professional preparation of family child care paid assistants. To further explore the educational background of adults in licensed family child care homes, we examined the extent to which paid family child care assistants had received some training or education related to early childhood development. We asked the two providers in the sample with paid assistants whether these paid assistants had earned college credits or participated in non-credit training; only one had done so.

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

As California considers how best to prepare its workforce to meet the needs of young children across the state, particular concern centers on two groups of children:

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

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

Preparation to work with young children learning English as a second language. In 2005, more than one-third of children entering public kindergarten in Mono 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 that soon the majority of young children receiving early care and education services will be dual language learners and/or living in families in which some or all of the adults do not speak English.

In this survey, we were able only to investigate which languages providers spoke, not the languages spoken by children in their care. We know, however, from anecdotal reports that a sizeable portion of providers in many areas of the state either care for children for whom English is a second language or will likely be called upon to do so over the course of their careers. We also know from a recent survey of early childhood teacher preparation programs in California institutions of higher education (Whitebook, Bellm, Lee & Sakai, 2005) that only one-quarter of these programs require a course focused on second-language acquisition in young children, suggesting that exposure to professional development around these issues through college courses is limited.

Our goal was to ascertain the extent to which providers had received any training focused on this topic, by asking whether they had participated in relevant credit-bearing courses and/or non-credit training. Most had not: only one provider in the Mono County sample reported that she had participated in relevant training and coursework.

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,¹³ 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.

For this study, we were interested in determining how much professional preparation licensed family child care providers had received related to children with special needs. Specifically, we determined the percentage of providers in Mono County who had participated in special needs-related training or college courses. Thirty percent of providers in the sample reported that they had neither received non-credit training nor completed college coursework focused on children with special needs.

¹³ Two federal laws in particular have contributed to the inclusion of children with special needs in early childhood programs. The American with Disabilities Act (ADA), a federal civil rights law passed in 1990, prohibits discrimination by child care centers and family child care providers against individuals with disabilities. The ADA requires providers to assess, on a case-by-case basis, what a child with a disability requires in order to be fully integrated into a program, and whether reasonable accommodation can be made to allow this to happen. In addition, the Individuals with Disabilities Education Act, passed in 1975 and reauthorized in 2004, requires public schools to meet the educational needs of children as young as three with disabilities, guarantees early intervention services to infants and toddlers up to age three in their “natural environments,” and addresses the transition of infants and toddlers from early intervention services to preschool programs. California’s equivalent law, the Early Intervention Services Act, is also known as Early Start (Child Care Law Center, 2005).

Appendix A:

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

Overview

In Mono County, because of the relatively small size of the licensed family child provider population, we attempted to interview all providers. Our sample of interviewed providers gives us sound information about the percentages of the provider population with specific characteristics. To obtain actual numbers, however, such as the number of children served in licensed family child care and the size of the county's family child care workforce, it was necessary to compute estimates from the sample of interviewed providers.

The total universe of providers in Mono County was 18, and we interviewed 10 providers.

Methodology

1. Calculate a ratio to create a multiplier for the sample to the universe: $18/10 = 1.8$.
2. Multiply the sum of children in the sample by the multiplier (1.8) to calculate the estimated total number of children served.
3. Multiply the sum of paid assistants in the sample by the multiplier (1.8) to calculate the estimated total number of paid assistants.
4. Add the estimated number of paid assistants to the total number of family child care providers in the survey universe (18) to calculate the size of the county's licensed family child care workforce.

References

- Barnett, W.S. (2003). *Better teachers, better preschools: Student achievement linked to teacher qualifications*. *Preschool Policy Matters* (2), March 2003. New Brunswick, NJ: National Institute for Early Education Research.
- California Child Care Resource & Referral Network (2003). *The 2003 California Child Care Portfolio*. Data retrieved March 17, 2005, from http://www.rrnetwork.org/rnet/our_research/2003portfolio.php
- California Child Care Resource & Referral Network (2005). *The 2005 California Child Care Portfolio*.
- California Department of Education (2004). *Number of staff by ethnicity, 2003-04*. Data retrieved June 16, 2005, from <http://data1.cde.ca.gov/dataquest/>.
- California Department of Education (2006). *Number of English learners by language, 2004-05*. Data retrieved May 4, 2006, from <http://data1.cde.ca.gov/dataquest/>.
- California Department of Finance (2003). *California Statistical Abstract*. Data retrieved January 1, 2005, from http://www.dof.ca.gov/HTML/FS_DATA/STAT-ABS
- California Department of Finance (2004). *Population Projections by Race/Ethnicity, Gender and Age for California and Its Counties 2000-2050*. Data retrieved January 19, 2005, from http://www.dof.ca.gov/html/Demograph/DRU_datafiles/Race/RaceData/20000-2050/
- California Department of Finance (2005). *Race/ethnic Population with Age and Sex Detail, 2000 – 2050*. 2005 estimates, both genders, all ages. Data retrieved January 19, 2005, from http://www.dof.ca.gov/html/Demograph/DRU_datafiles/Race/RaceData/20000-2050/
- California Employment Development Department (2005). *Data retrieved January 14, 2005, from http://www.labormarketinfo.edd.ca.gov*.
- Center for the Child Care Workforce (2001). *Family child care provider income and working conditions survey*. Washington, DC: Center for the Child Care Workforce.
- Herzenberg, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004*. Washington, DC: Economic Policy Institute.

- Hill, L.E., Johnson, H.P., & Tafoya, S.M. (2004). *California's multiracial population*. San Francisco: Public Policy Institute of California.
- U.S. Census Bureau (2000a). *Census 2000 Summary File 1*. Data retrieved January 21, 2005, from <http://factfinder.census.gov/servlet>.
- U.S. Census Bureau (2000b). *Census 2000 Summary File 3*. Data retrieved March 3, 2005, from <http://factfinder.census.gov/servlet>
- U.S. Department of Housing and Urban Development (2005). *Data retrieved July 1, 2005, from http://www.huduser.org/datasets/FMR/FMR2005R/Revised_FY2005_CntLevel.xls*
- Whitebook, M., & Sakai, L. (2004). *Improving and sustaining center quality: The role of NAEYC accreditation and staff stability*. *Early Education and Development* 15(3).
- Whitebook, M., Bellm, D., Lee, Y., & Sakai, L. (2005). *Time to revamp and expand: Early childhood teacher preparation programs in California's institutions of higher education*. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.
- Whitebook, M., Kipnis, F., Sakai, L., Voisin, I. & Young, M. (2002). *California child care workforce study: Family child care providers and assistants in Alameda, Kern, Monterey, San Benito, San Francisco, San Mateo, Santa Clara and Santa Cruz counties*. Washington, DC: Center for the Child Care Workforce.