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of Public Instruction

**California Department of Education
Child Development Division
Quality Improvement Office**

Quality Improvement—Professional Development

**2011-12 Pilot: Tracking and Reporting of
Training Participants and Training Activities**

November 19, 2012

Reported by:

**Child Development Training Consortium
Yosemite Community College District**

**A special thanks to Center for the Study of Child Care Employment,
University of California at Berkeley, for the development of the
standardized profile forms and the original report templates.**

Introduction

In California, as in all states, a portion of federal Child Care and Development Fund (CCDF) dollars are allocated to quality improvement activities, many of which focus on professional development for the early care and education workforce. In fiscal year 2012 – 2013, California allocated approximately \$71 million to quality improvement initiatives. These funds are administered through the California Department of Education (CDE) Child Development Division (CDD).

In 2009, CDD invited the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley to review the project reports submitted by 11 Quality Improvement Contractors (QI-PD contractors) supported by CCDF to provide professional development activities to practitioners across the state. CSCCE was asked to determine if the reports provided the information needed for the CDD to assess whether the Quality Improvement dollars were being used in an efficient and effective manner.

Overall, the CSCCE found that the data collected and reported by the QI-PD contractors indicated compliance with the tasks and activities specified in their scopes of work. For example, the reports provided information about whether the promised number of trainings had been conducted or the target number of child care providers trained in particular subjects had been reached. Most of the data elements, however, were not helpful to the CDD in developing strategies to improve the effectiveness or efficiency of the various professional development programs.

In addition, the CSCCE found that the type and depth of data collected across the programs varied widely. Even when QI-PD contractors collected similar categories of potentially useful information, their definitions of particular data elements were not consistent. The lack of consistent and standard data collection procedures prevented the reports from serving as the basis for an evidence-based assessment of the impact and effectiveness of the Quality Improvement professional development activities as a whole.

At the conclusion of the assessment, the CSCCE made a series of recommendations to CDD to improve their data collection practices. In 2010, CDD contracted again with the CSCCE to implement one of the major recommendations, *establishing new data collection and reporting requirements for contractors*. This recommendation had two components:

1. Assigning a unique ID number to every person participating in a Quality Improvement professional development activity.
2. Developing and implementing a standard participant profile form.

A standard profile form, to be completed by all training participants, would ensure that the QI-PD contractors would collect the necessary participant data in a consistent manner. The form would include standard data on participants' demographic profiles, education and training background, and employment. The form also allowed for specific information needed by the individual contractors.

The CSCCE then worked closely with the CDD and the QI-PD contractors to develop a process for assigning a unique ID number to participants and to develop, pilot, revise and finalize two standard profile forms. The first form was designed for participants working in direct service programs, such as child care centers and family child care homes and a second form was designed for participants working in infrastructure programs, such as resource and referral agencies, First 5 commissions and institutions of higher education. The CSCCE also facilitated a comprehensive training on the use of the forms, including protocols for distributing the forms to participants, entering the collected data into an excel spread sheet, and exporting the data for aggregation.

The QI-PD contractors began using the participant profile forms in July 2011. At the same time, the CDD contracted with the Child Development Training Consortium (CDTC) to provide technical assistance to the contractors and to collect and aggregate the data collected from the forms into a training participant database.

In 2012, the CDTC contracted with CSCCE to analyze the first two quarters of the data (July – September 2011 and October – December 2011) and to develop a series of report templates. These templates were designed to serve as models for how the data could be displayed on the CDD website and provide information to inform professional development planning and policies.

CDTC began the task to fully develop the report templates to be integrated into their existing database. At the end of the 2011-2012 program year, CDTC completed functionality tests of the data and database reports. Through a systematic process, revisions were made to the report templates. These revised report templates are included in this summary using data collected July 2011 through June 2012. It is critical to note that the templates represent an example of how data collected through the CDD Direct Service and Infrastructure forms could be displayed.

During the 2011-12 pilot year of implementing the forms, not all contractors were using the forms; nor were all data fields complete. Since the main objective of the pilot year was to develop the processes and procedures for disseminating the forms to training participants through the existing QI-PD programs, and to develop aggregate reports, participants were not mandated to provide all information on the forms. This created missing information. Given that the information was self-identified by participants, the data do not accurately portray a comprehensive picture of the workforce who participated in CDD professional development activities. They do however provide a foundation to see how the field utilizes the CDD funded trainings, learn more about how the programs provide services to a specific population, and the experience, education, and demographics of the participants.

The next section discusses some information about the data in the report.

Important Information About the Data

While these data represent a more comprehensive picture of the activities of the QI-PD, they are still not complete or accurate. Therefore, this does not create a baseline of data for the QI-PDs. They represent the outcomes of a pilot year of collecting the forms through a self-reported process where many of the questions were not answered by the field.

There were twelve contractors of the fourteen CDD contractors who submitted data. The remaining two will begin to submit data in the 2012-2013 program year. The twelve contractors submitted forms for 26,393 participants who reported attending 40,299 trainings. These were comprised of individuals working directly with children and trainers/faculty from infrastructure organizations. Figures 1 and 2 provide detail about the number of trainings these individuals participated in from an aggregated perspective.

You will note that throughout the report the N size on tables varies depending on the number of responses to the question that produced the data. This N size also changed due to outliers of data sets that were omitted to provide more accurate percentages in tables that reflect this viewpoint. An example of N size change is found in Figures 18 and 19.

These tables show number of hours worked per week (F-18), and number of months worked per year (F-19). The N size is different on the two figures as many people did not respond to each question. A total of 18,211 participants responded to questions related to F-18, and 15,611 in F-19. In addition, the total number of participants that should have responded to these questions in order to provide a comprehensive data set was 24,456 (Direct Service). This is a representation of the incomplete data of this report.

Again, while the data sets are not as complete as they will be in coming years, the report templates to support the work of aggregating the data are complete and thorough. This should prove to be extremely beneficial to the professional development providers and CDD as they plan for an integrated early learning system for California.

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Professional Development Provider (PDP), Training Category, & Abbreviation

Professional Development Provider	PDP Abbreviation	Training Category (Page 65 Glossary of Terms)
AB212 - Local Planning Council	AB212	Retention Activities Training Coaching Financial Support for Training Stipends/Financial Assistance
Beginning Together	BTG	Training of Trainers On-site Training
CA Child Care Resource & Referral Agencies	R & R	Training
CA Collaborative on Social & Emotional Foundations for Early Learning	CCSEFEL	Training Trainer of Trainers
CA Early Childhood Mentor Program	CECMP	Training of Trainers Online Training Mentoring
CA Inclusion & Behavior Consultation Network	CIBC	Coaching On-site Training
CA Preschool Instructional Network	CPIN	Training Trainer of Trainers Online training Coaching Fee-for-Service
CA School-Age Consortium	CalSAC	Training of Trainers On-site Training Fee-for-Service
Child Care Initiative Project	CCIP	Training Trainer of Trainers/Faculty Coaching
Child Development Training Consortium	CDTC	Training Stipends/Financial Assistance
Desired Results Training	DR Trng	Training Trainer of Trainers/Faculty Coaching Fee-for-Service
Faculty Initiative Project	FIP	Training TOT Training of Trainers Faculty Seminars
Family Child Care at its Best	FCCAIB	Training
Program for Infant Toddler Care	PITC	Training Trainer of Trainers/Faculty On-site Training

Regions, by County

Northern	Bay Area	Central	Coastal Area	Southern	Los Angeles County
Alpine *	Alameda	Amador	Monterey	Imperial	Los Angeles
Butte	Contra Costa	Calaveras	San Benito	Orange	
Colusa	Marin	Fresno	San Luis Obispo	Riverside	
Del Norte	Napa	Inyo	Santa Barbara	San Bernardino	
El Dorado	San Francisco	Kern	Santa Cruz	San Diego	
Glenn	San Mateo	Kings	Ventura		
Humboldt	Santa Clara	Madera			
Lake	Solano	Mariposa			
Lassen	Sonoma	Merced			
Mendocino		Mono *			
Modoc		San Joaquin			
Nevada		Stanislaus			
Placer		Tulare			
Plumas		Tuolumne			
Sacramento					
Shasta					
Sierra *					
Siskiyou					
Sutter					
Tehama					
Trinity					
Yolo					
Yuba					

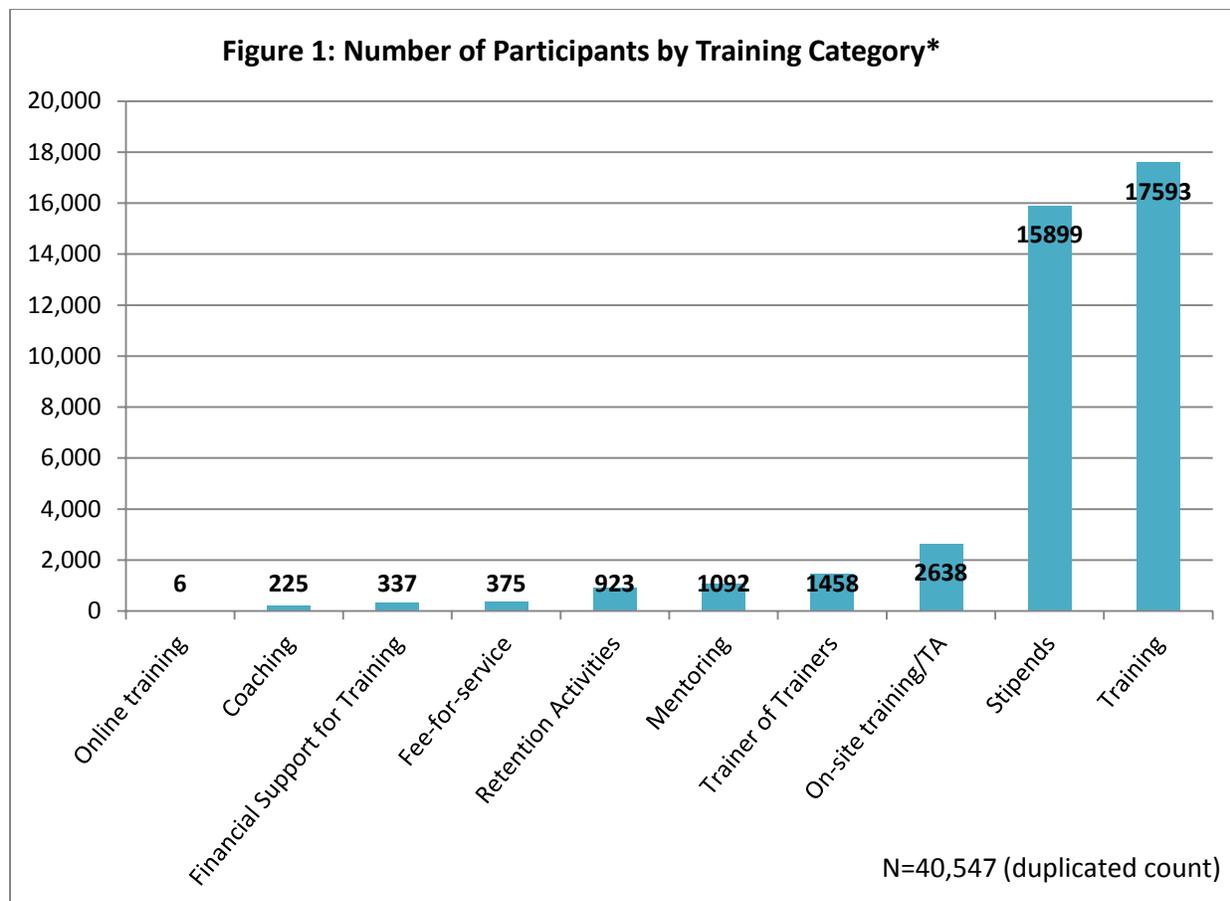
*No participants reported working in these counties

Table 1: Quality Improvement (QI) Professional Development (PD) Training Participants

	Work in Direct Service Programs	Work in Infrastructure Programs	Total
Total number of training participants	24,456	1,937	26,393
Percentage of training participants	93%	7%	100%
Total number of training activities	37,747	2,552	40,299
Percentage of training activities	94%	6%	100%
Total number of children served by training participants working in direct service programs	256,113	N/A	256,113
Number of participant activities by Professional Development :			
AB212 Local Planning Council	8,139	541	8,680
Beginning Together	22	16	38
CA Child Care Resource & Referral Agencies*	0	0	0
CA Collaborative on Social & Emotional Foundations for Early Learning	195	29	224
CA Early Childhood Mentor Program	877	374	1,251
CA Inclusion & Behavior Consultation Network	0	0	0
CA Preschool Instructional Network	8,523	786	9,309
CA School-Age Consortium	0	0	0
Child Care Initiative Project	4,849	516	5,365
Child Development Training Consortium	9,097	0	9,097
Desired Results Training	314	0	314
Faculty Initiative Project	19	115	134
Family Child Care at its Best	3,527	0	3,527
Program for Infant Toddler Care	1,479	175	1,654
Percentage of training participants by region of the state:			
Northern	11%	14%	
Bay Area	19%	30%	
Central	16%	16%	
Coastal Area	8%	5%	
Southern	16%	19%	
Los Angeles County	27%	12%	
N	18,881	1,438	20,319
Percentage of participants who attended:			
1 training category	71%	80%	
2 training categories	15%	10%	
3 plus training categories	13%	8%	
N	24,456	1,937	26,393

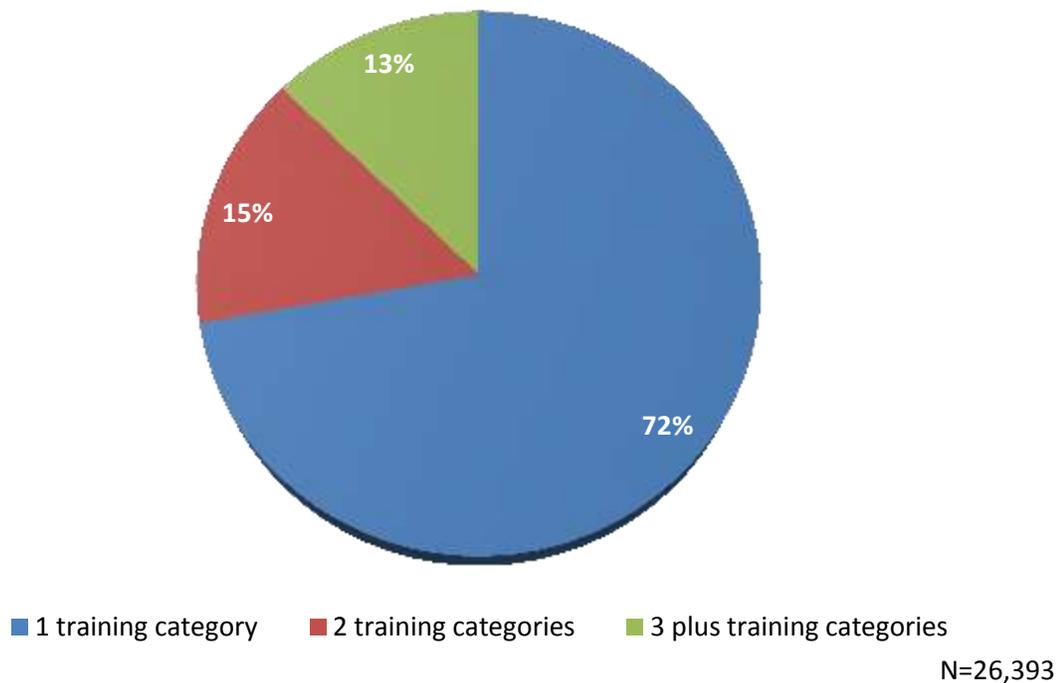
*In 2011-2012, CA Child Care Resource & Referral Agencies participated in the data collection pilot with the Child Care Initiative Project (CCIP). Resource & Referral Agencies will begin to utilize the data profile forms to capture information on those that are being served outside of CCIP in the coming year. Based on Resource & Referral Agency data, over 28,000 members of the workforce participated in additional training provided by Resource and Referral Agencies in 2011-2012.

**I. Quality Improvement - Professional Development Training Participants:
Training Attendance Aggregate of Direct Service & Infrastructure**



*Refer to Glossary of Terms on Page 65

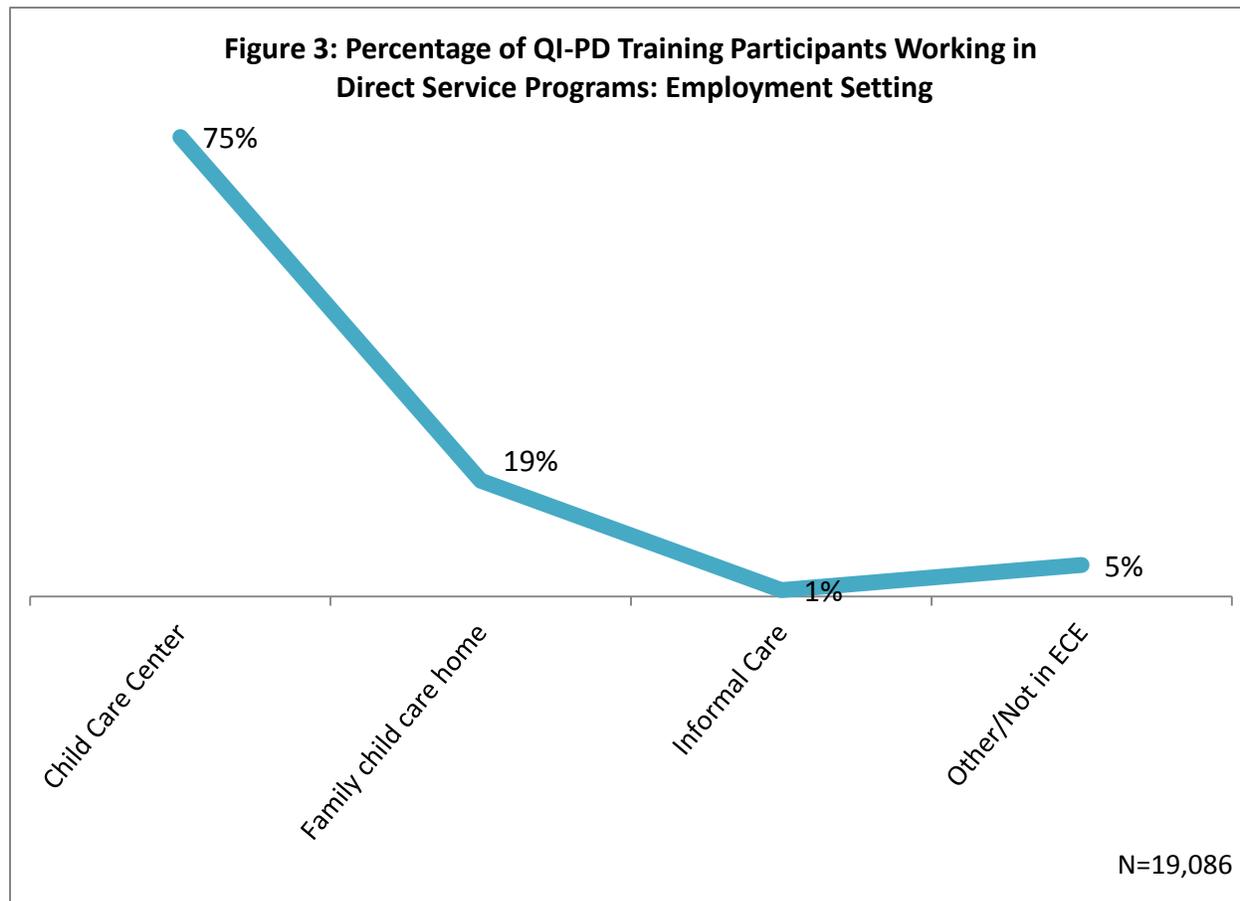
This figure will allow CDD to better understand the types of professional development activities utilized by practitioners. In this example, most practitioners are participating in direct training as opposed to most other type of activities, including retention activities. Many practitioners are accessing stipends to increase their wages and advance their education.

Figure 2: Participants Attending 1, 2, or 3 plus Trainings

The vast majority of participants only attended one training within this time period. Most participants are not participating across training providers at this time. This may indicate that more integration of CDD funded programs in support of quality child care is necessary.

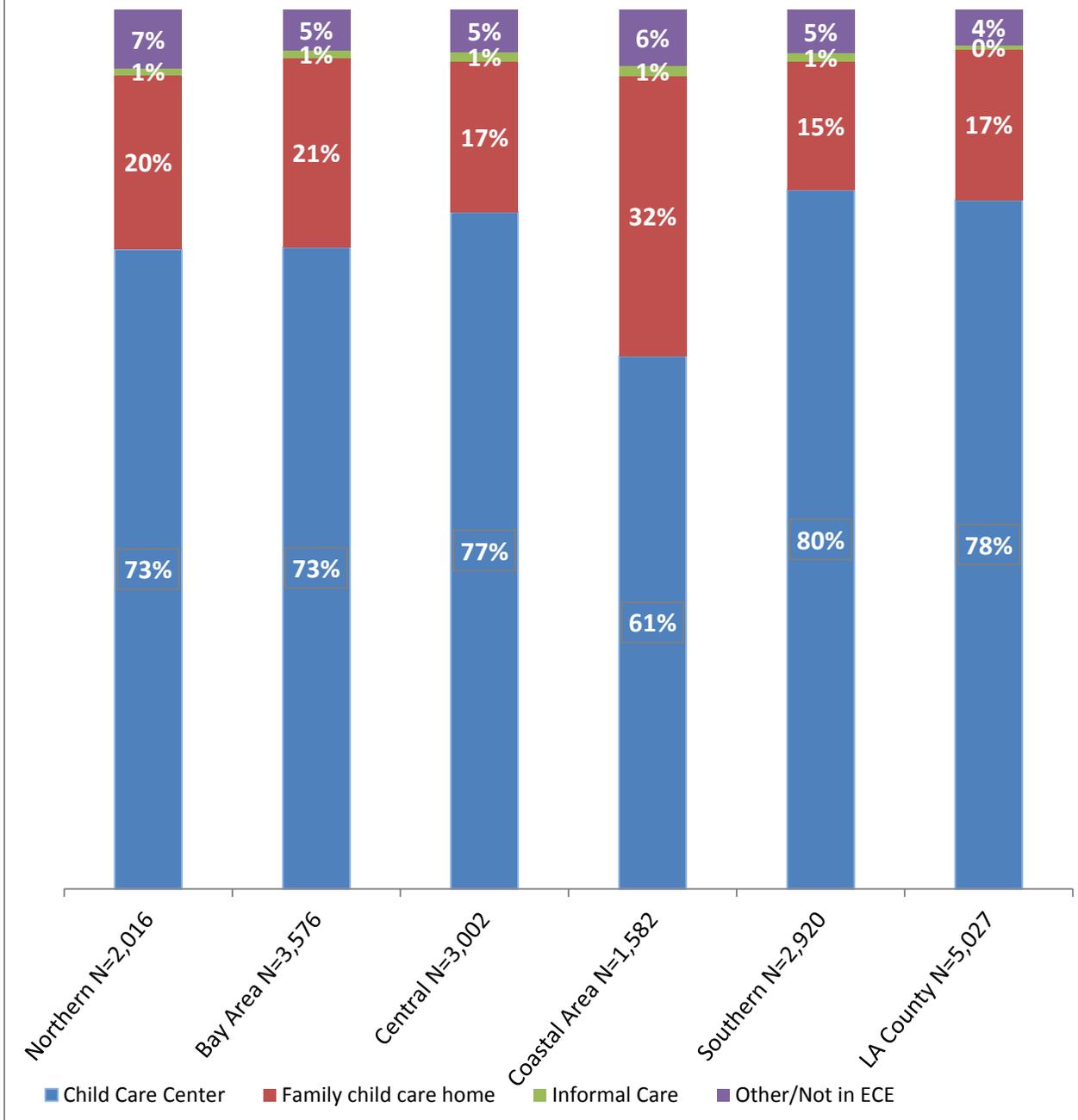
II. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Direct Service Programs

Section 1: Employment Characteristics of QI-PD Training Participants Working in Direct Service Programs



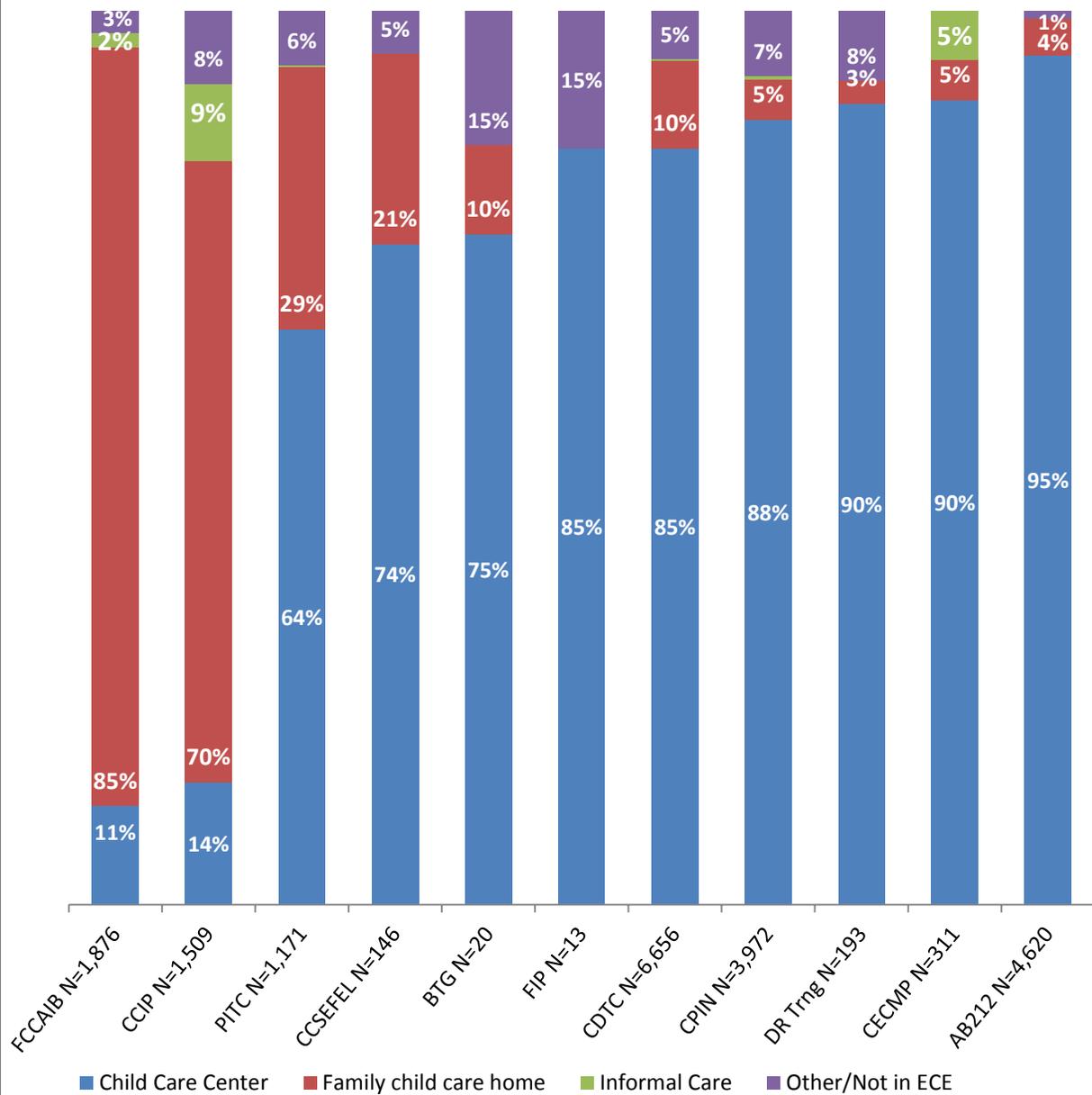
Based on available data, almost three-quarters of participants are working in center based care. Figure 3 is helpful to determine which sectors of the workforce are currently being served in CDD training programs. This will promote development of strategies to encourage all sectors of the workforce to attend the trainings.

Figure 4: Percentage of QI-PD Training Participants Working in Direct Service Programs: Employment Setting, by Region



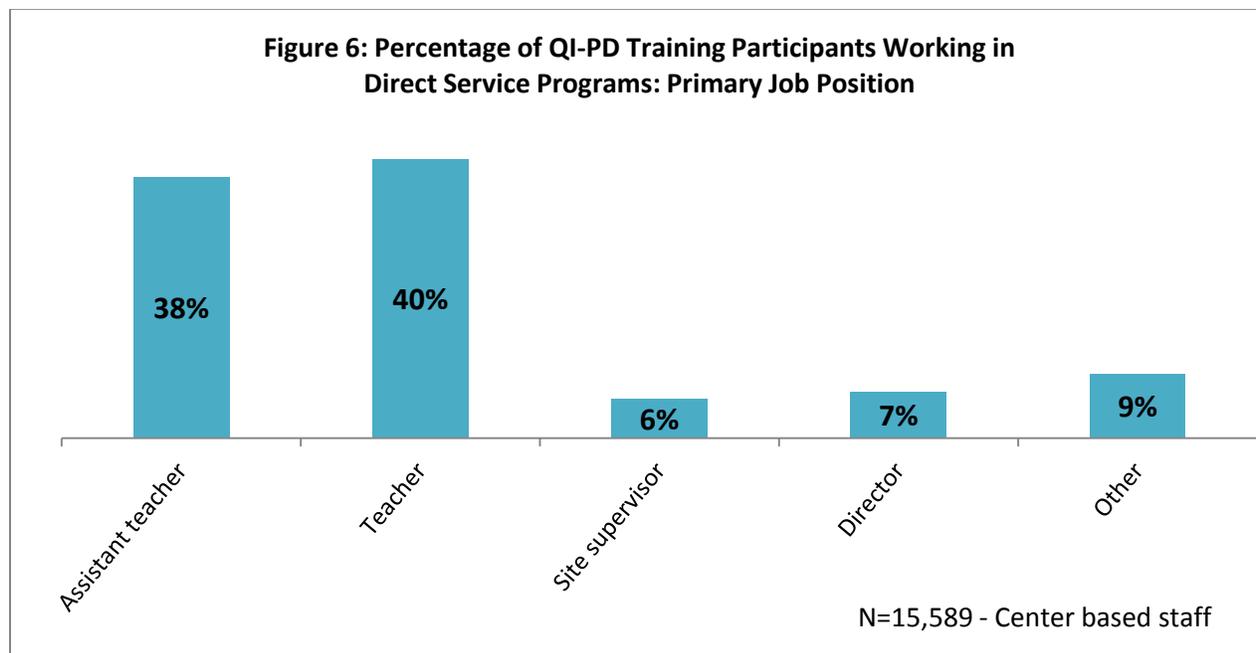
The percentage of training participants working in direct service programs does not vary by region, with the exception of the Coastal Region, where a slightly greater percentage of family child care home providers are being served.

Figure 5: Percentage of QI-PD Training Participants Working in Direct Service Programs: Employment Setting, by Professional Development Provider



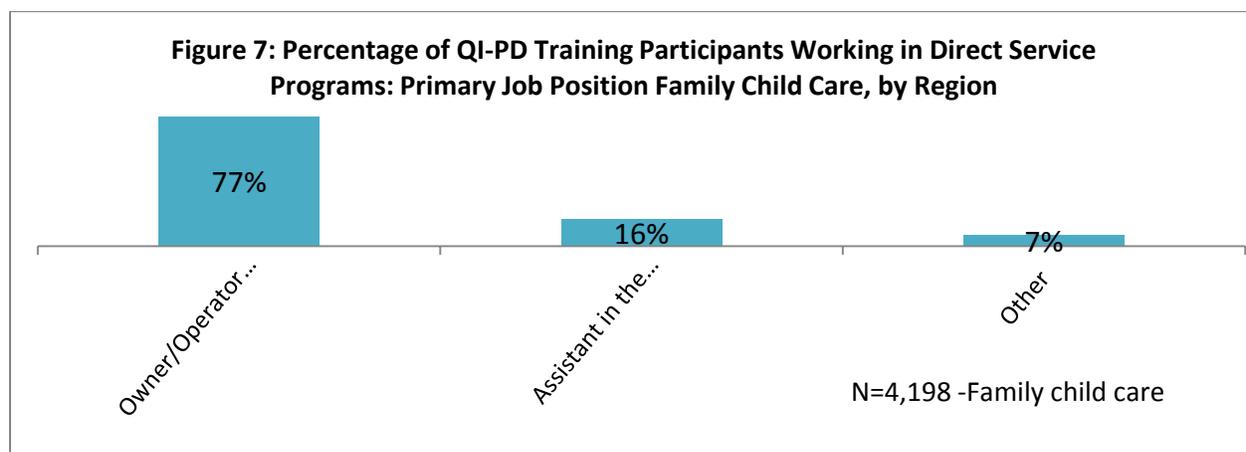
It is evident that two training providers serve a large percentage of family child care while most primarily serve participants employed in center based programs.

This figure shows that the vast majority of training participants work as a teacher or assistant teacher.



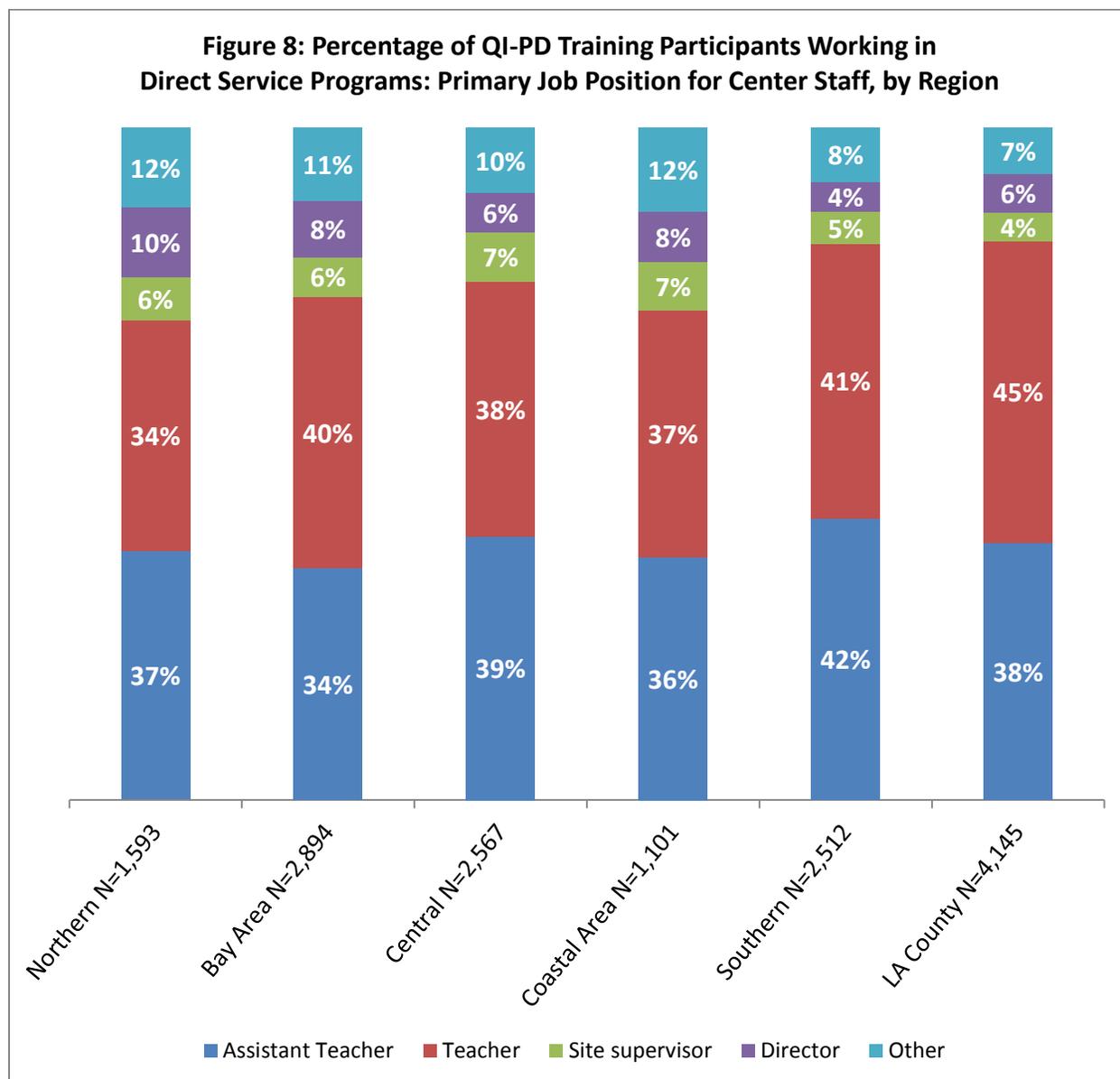
Director includes: Teacher director, assistant director, director single site, director multiple sites, executive director

Other includes: Specialized teaching staff, professional support staff, others



More than three-quarters of the participants working in family child care are the owner or operator of their family child care home.

There is little variation across regions in the percentage of training participants by job position. In all regions, assistant teachers and teachers make up the largest proportion of training participants.

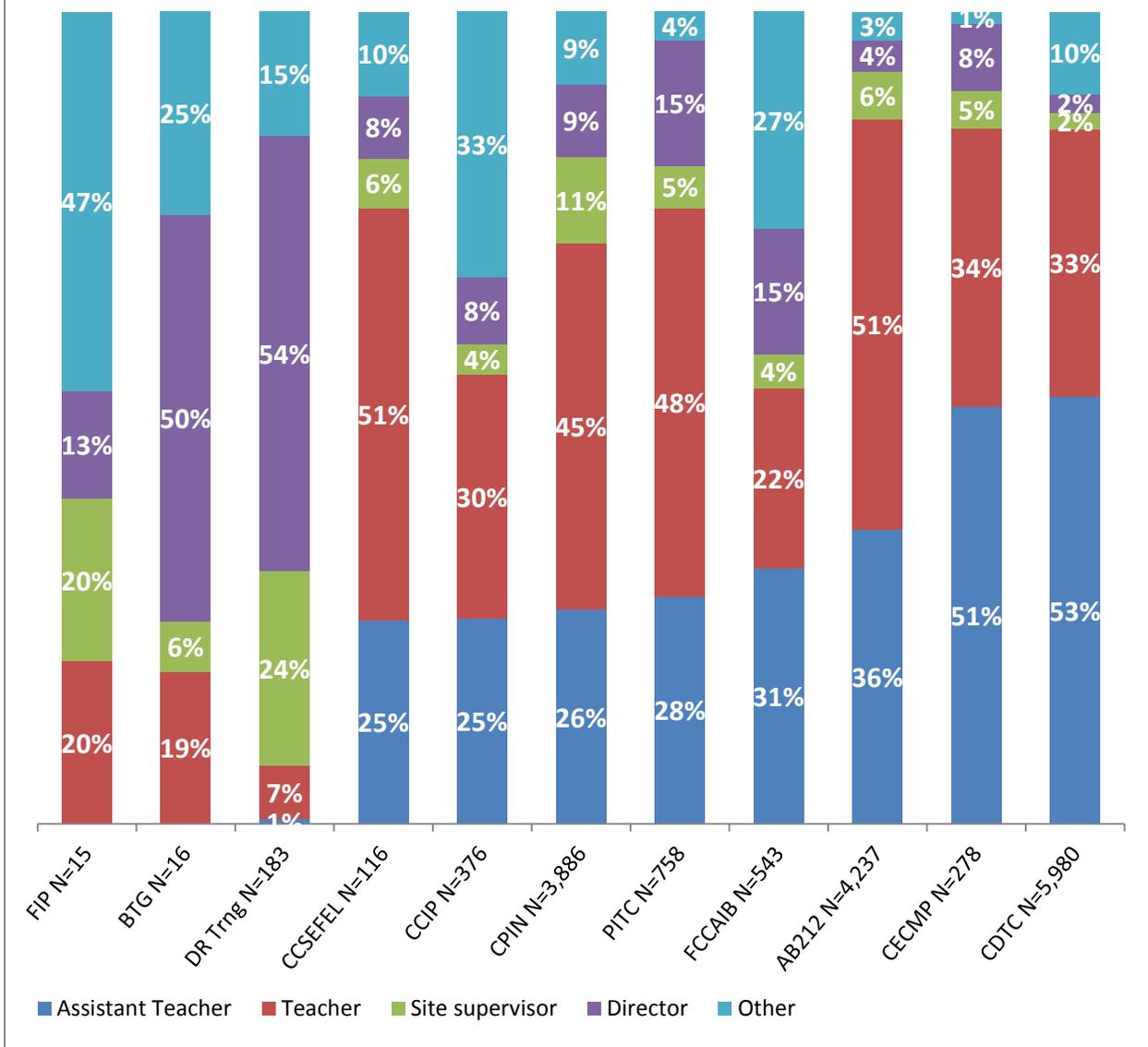


Director includes: Teacher director, assistant director, director single site, director multiple sites, executive director

Other includes: Specialized teaching staff, professional support staff, other

There is variation among professional development providers in the type of job positions held by their training participants.

Figure 9: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff, by Professional Development Provider

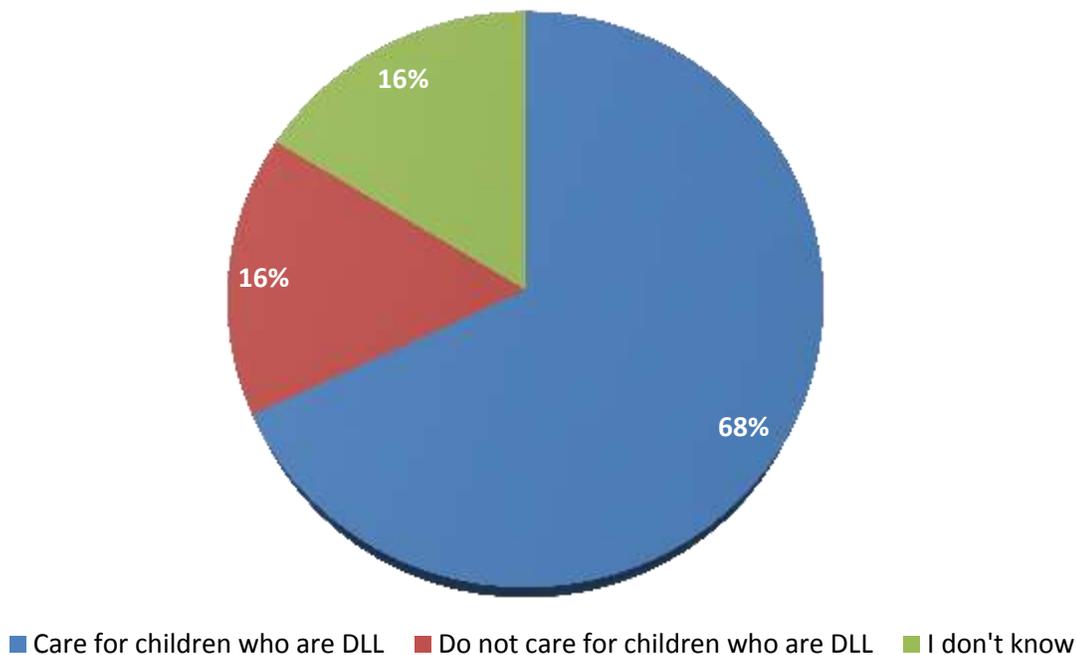


Director includes: Teacher director, assistant director, director single site, director multiple sites, executive director

Other includes: Specialized teaching staff, professional support staff, faculty, other

The next four slides present information about training participants caring for children who are Dual Language Learners.

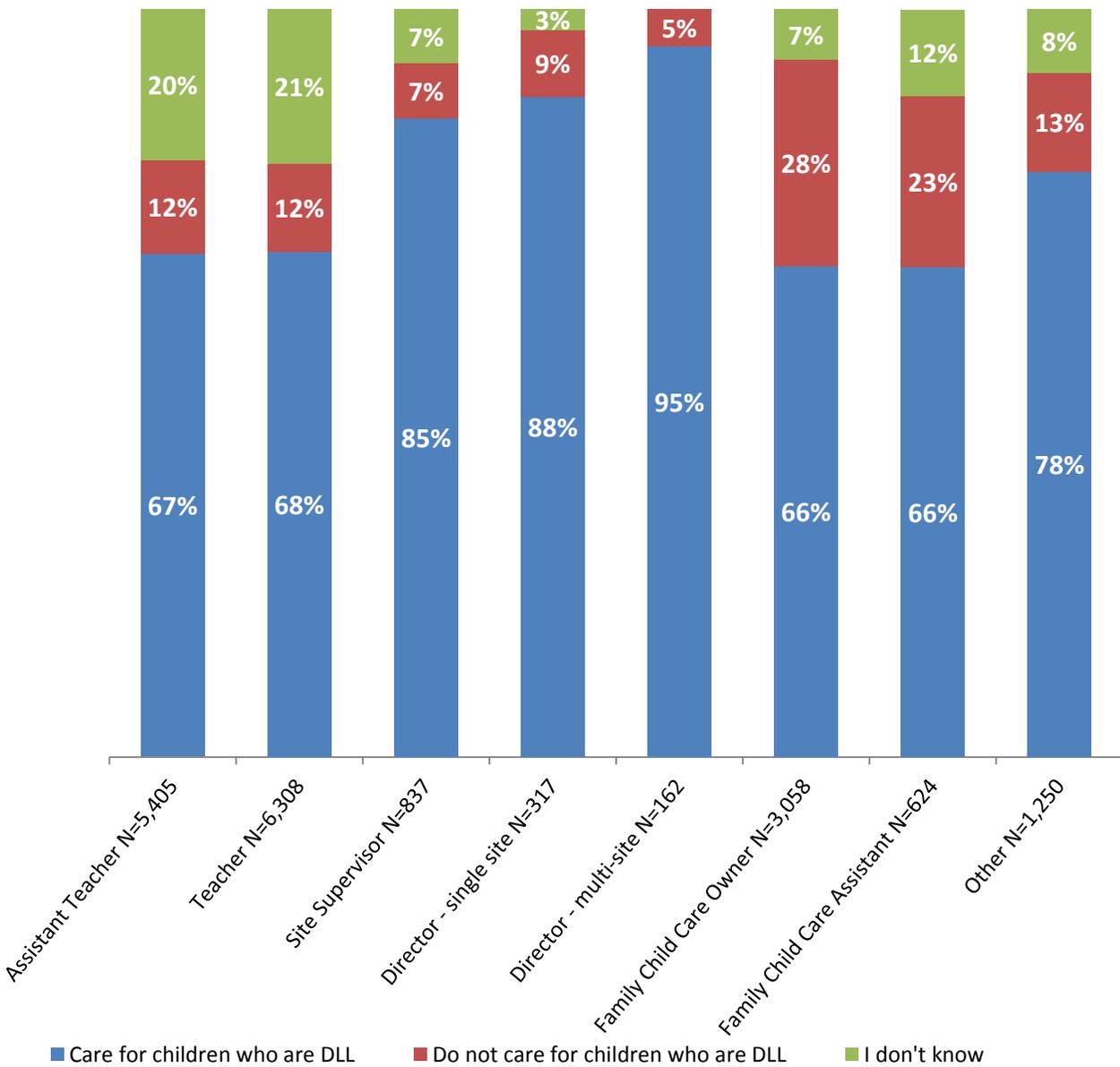
Figure 10: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children who are Dual Language Learners (DLL)



N=19,878

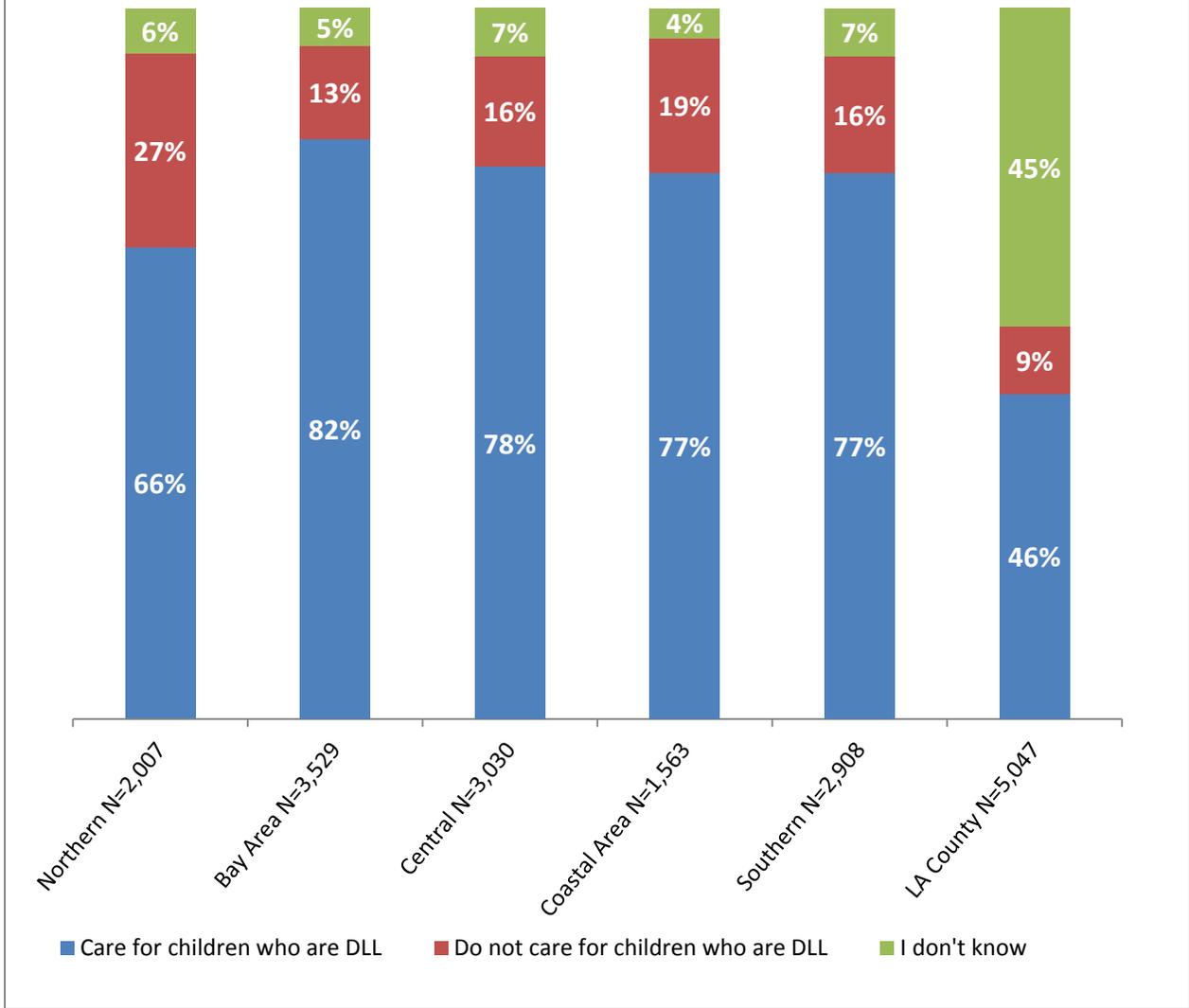
The vast majority of training participants report working with children who are dual language learners. It is important that training opportunities related to serving these children are available to the workforce.

Figure 11: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children who are Dual Language Learners (DLL), by Primary Job Position



Across job positions, the vast majority of training participants are working with children who are dual language learners.

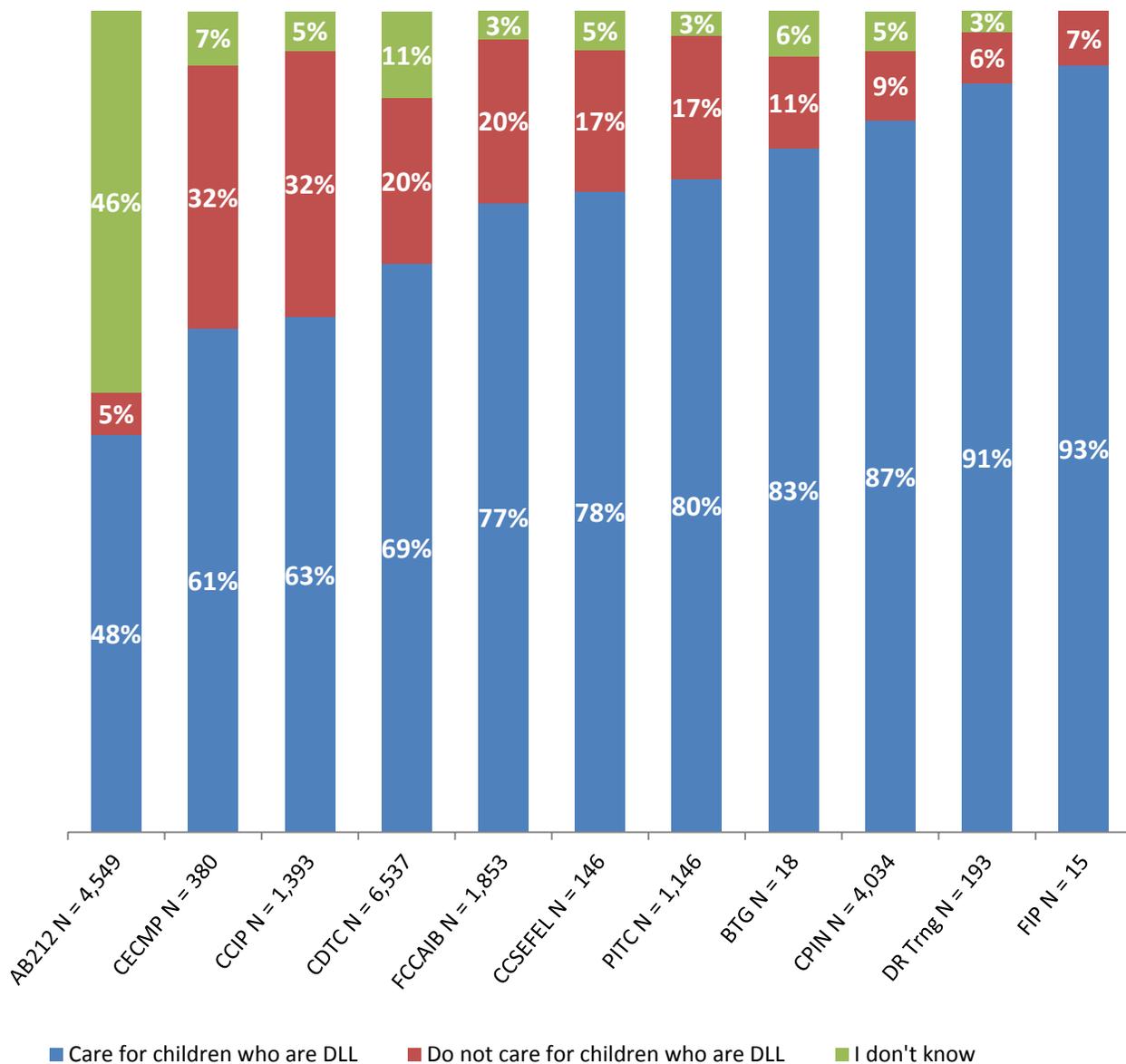
Figure 12: Percentage of QI-PD Participants Working in Direct Service Programs: Caring for Children who are Dual Language Learners (DLL), by Region



The percentage of training participants working with children who are dual language learners does not vary by regions of the state. This implies that training specific to working with children who are dual language learners would be useful in all parts of the state.

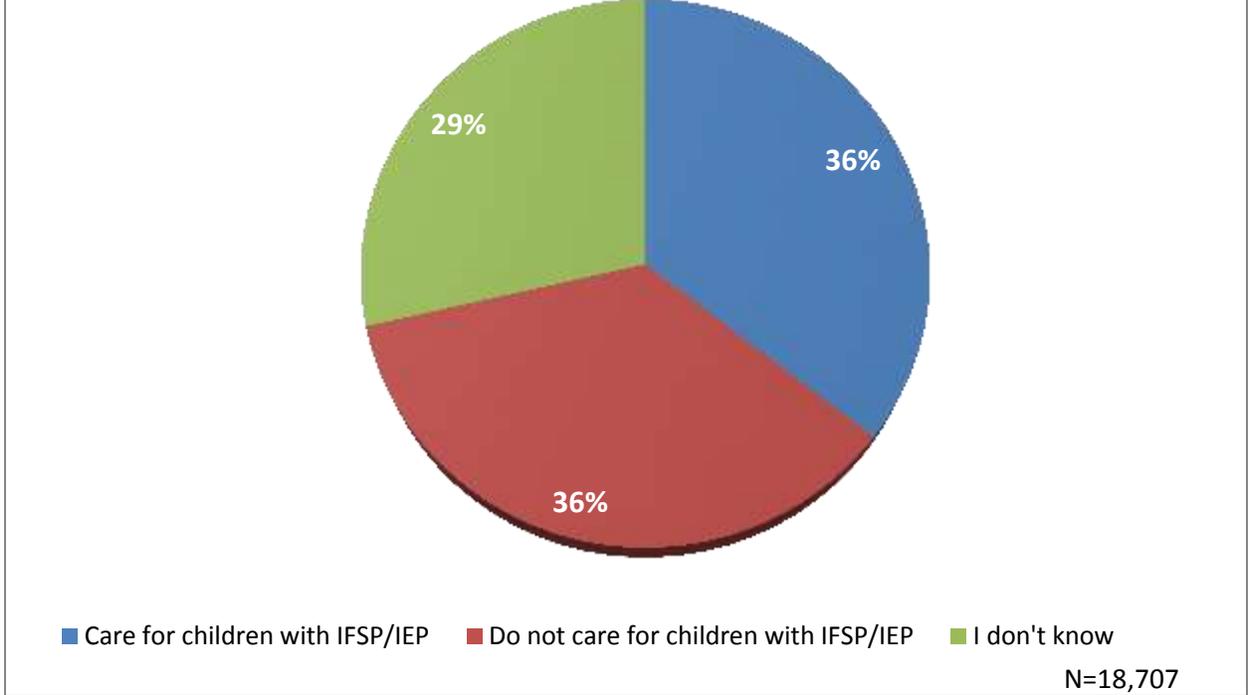
With the exception of a few, most PDPs trained participants who provide care for children who are dual language learners.

Figure 13: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children who are Dual Language Learners (DLL), by Professional Development Provider



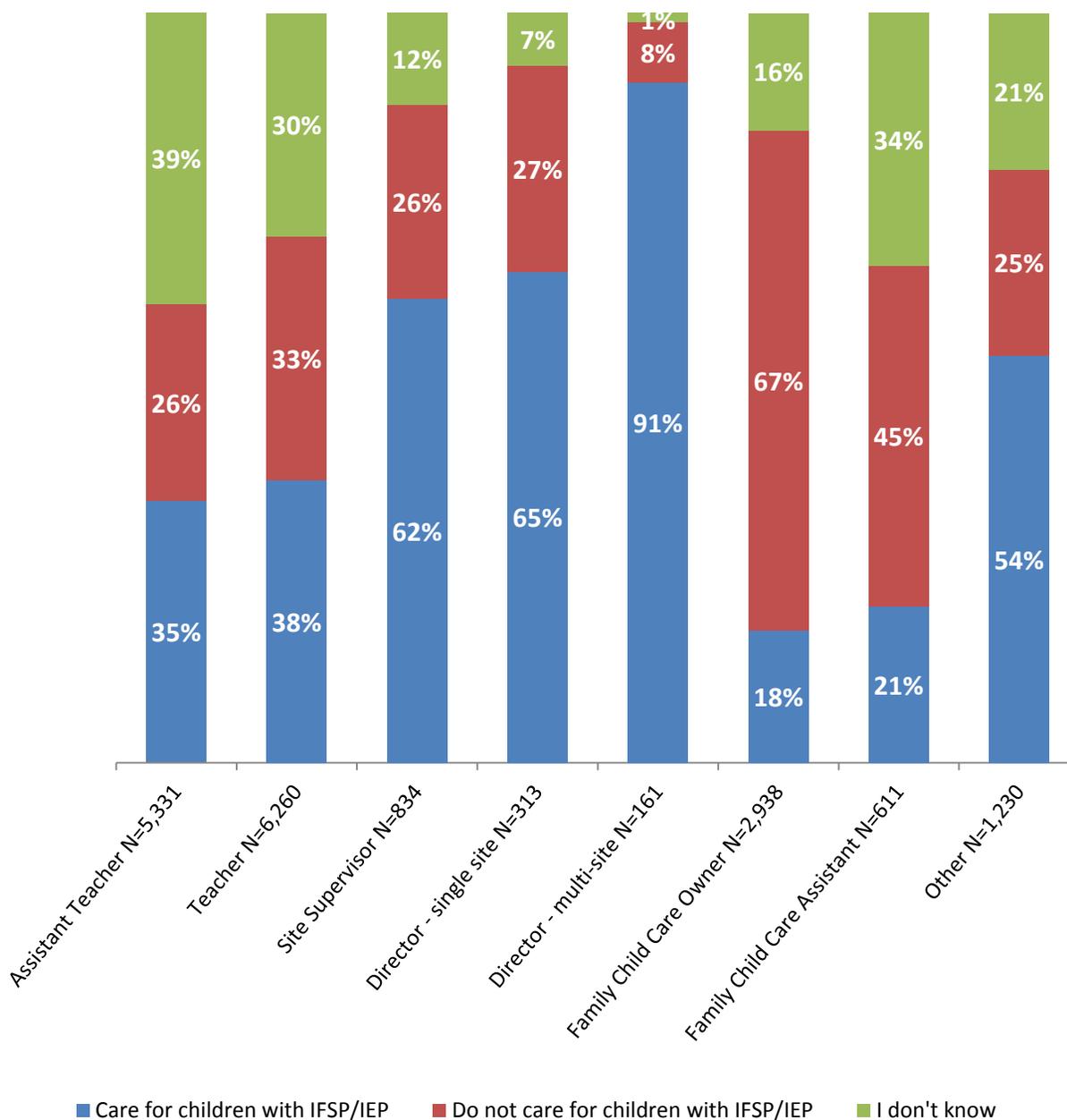
An important factor for California to consider when developing trainings is related to working with children with special needs. These next few figures detail this component.

Figure 14: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)



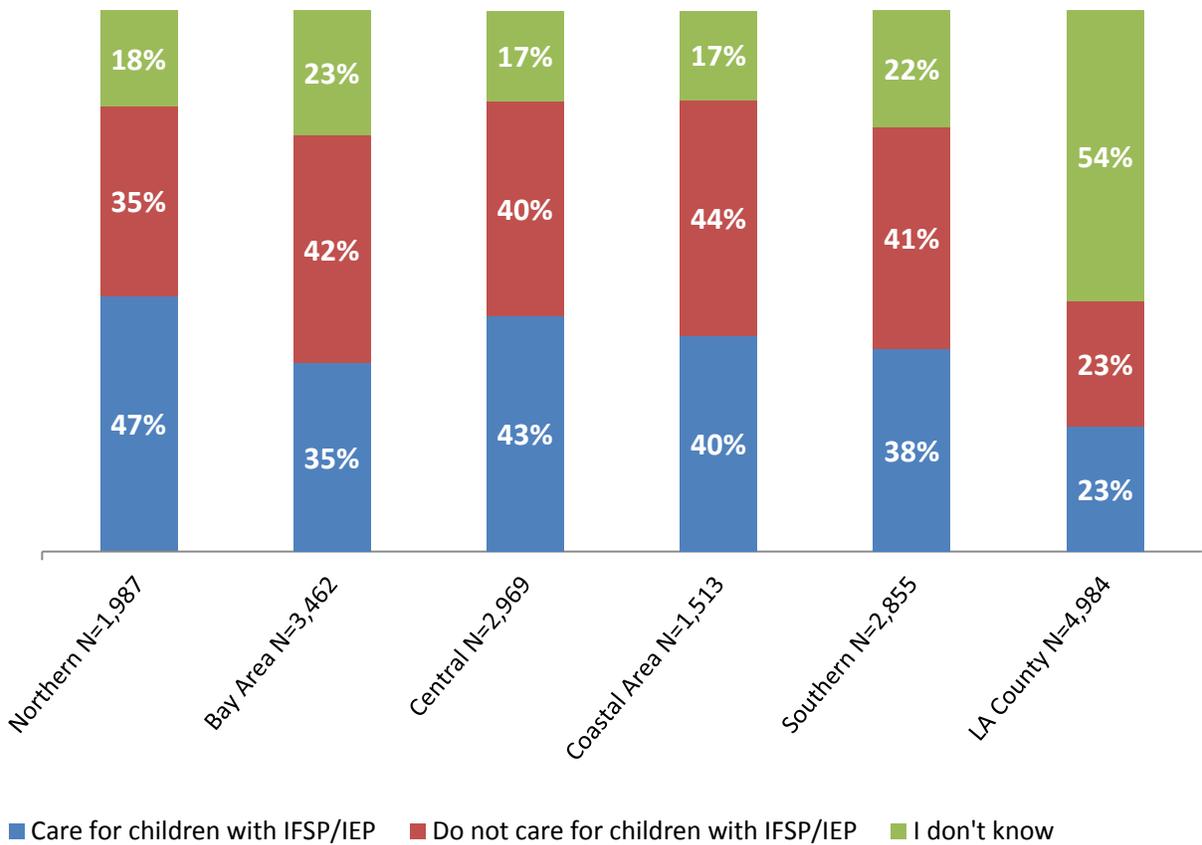
Given that 29 percent of participants responded that they do not know if the children they work with have an IFSP or IEP, more training is needed in this area.

Figure 15: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children with an IFSP or IEP, by Primary Job Position



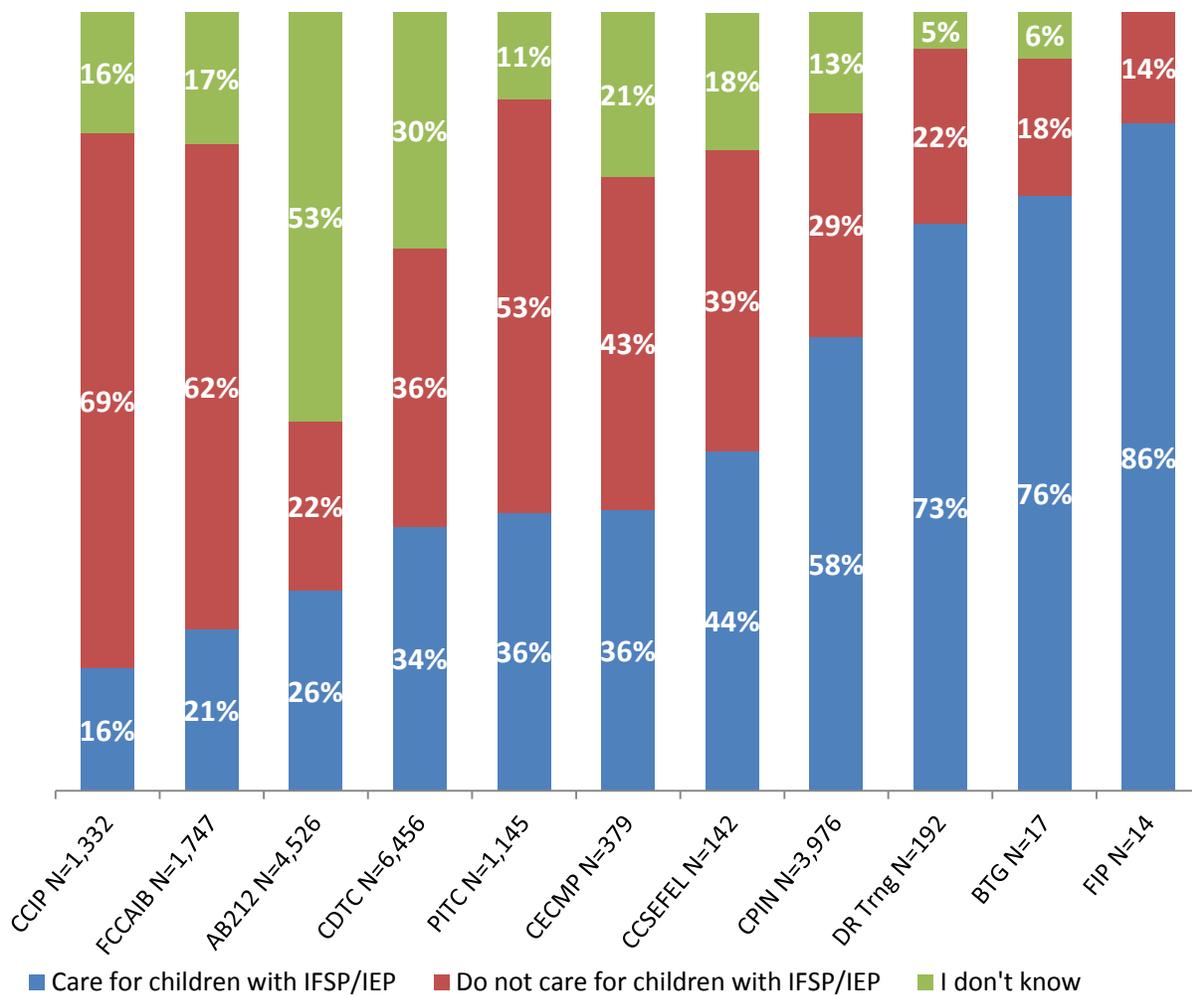
There is variation by job position. More than one-half of directors report working with children with an IFSP or IEP compared to less than 20 percent of family child care owners. It is important to target training to directors.

Figure 16: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children with an IFSP or IEP, by Region



There is some variation across regions of the state. Almost one-half of participants in the northern part of the state reported caring for children with an IFSP or IEP compared to one-quarter in Los Angeles County.

Figure 17: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children with an IFSP or IEP, by Professional Development Provider

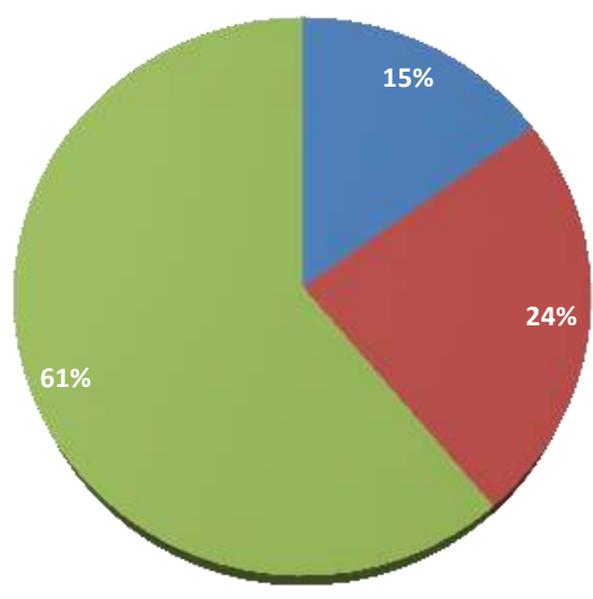


There is variation among PDPs in the percentage of participants working with children with an IFSP or IEP. Individual providers should pay attention to this as they design their training program.

Full-time/part-time status, tenure and wages

The following section provides information about the employment status of the training participant. The vast majority of the training participants work full-time: 35 or more hours per week and 12 months per year.

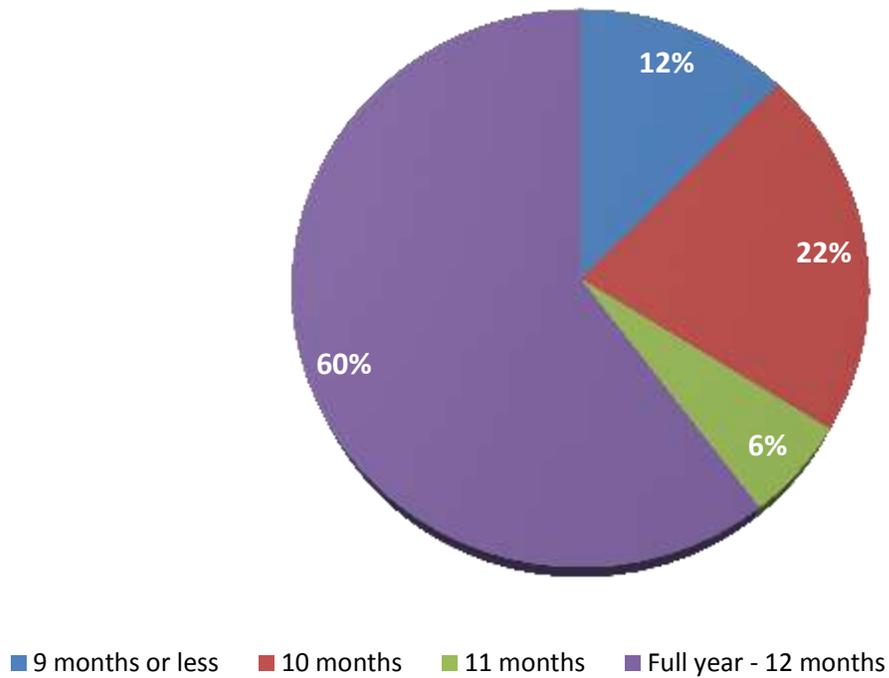
Figure 18: Percentage of QI-PD Training Participants Working in Direct Service Programs: Number of Paid Hours Worked per Week



■ Less than 20 hours per week ■ 20-34 hours per week ■ 35 or more hours per week

N=18,211

Figure 19: Percentage of QI-PD Training Participants Working in Direct Service Programs: Number of Months Worked per Year



N=15,611

Table 2: QI-PD Training Participants Working in Direct Service Programs: Tenure in the ECE Field; with Current Employer; and in Current Job Position, by Primary Job Position

Table 2 and Table 3 indicate that most participants have been in the field, with their current employer, and in their current position a substantial amount of time. Similar to other statistics, salaries of teacher and teacher assistants are very low.

Tenure category	Job position	Mean number of years	N
Tenure in Current Position	Assistant Teacher	4	4,686
	Teacher	5	5,160
	Site supervisor	6	771
	Director - single site	6	265
	Director - multiple sites	6	155
	Family Child Care Owner	7	1,931
	Family Child Care Assistant	3	537
	Other	4	1,184
	Tenure in the ECE Field	Assistant Teacher	6
Teacher		27	6,149
Site supervisor		16	807
Director - single site		17	267
Director - multiple sites		20	164
Family Child Care Owner		9	2,447
Family Child Care Assistant		4	519
Other		9	1,148
Tenure with Current Employer		Assistant Teacher	4
	Teacher	7	5,284
	Site supervisor	10	784
	Director - single site	9	267
	Director - multiple sites	12	159
	Family Child Care Owner	8	2,396
	Family Child Care Assistant	3	552
	Other	6	1,220

Table 3: QI-PD Training Participants Working in Direct Service Programs: Mean Hourly Wages and Full-Time Equivalent Salaries, by Primary Job Position

Job Position	Mean hourly wage	Full-time equivalent salary	N
Assistant teacher	\$12	\$24,538.21	3,514
Teacher	\$15	\$30,548.32	3,507
Site supervisor	\$18	\$38,260.85	363
Director - single site	\$19	\$38,596.93	93
Director - multiple sites	\$22	\$45,938.46	29
Family Child Care Owner	\$12	\$24,896.53	355
Family Child Care Assistant	\$11	\$22,430.51	299
Other	\$14	\$28,802.47	719

II. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Direct Service Programs

Section 2: Educational and Permit Level of QI-PD Training Participants Working in Direct Service Programs

The next set of tables display information about the participants' highest level of education. Slightly more than one-half (51%) of the participants have a degree. However, this varies greatly by job position and by PDP.

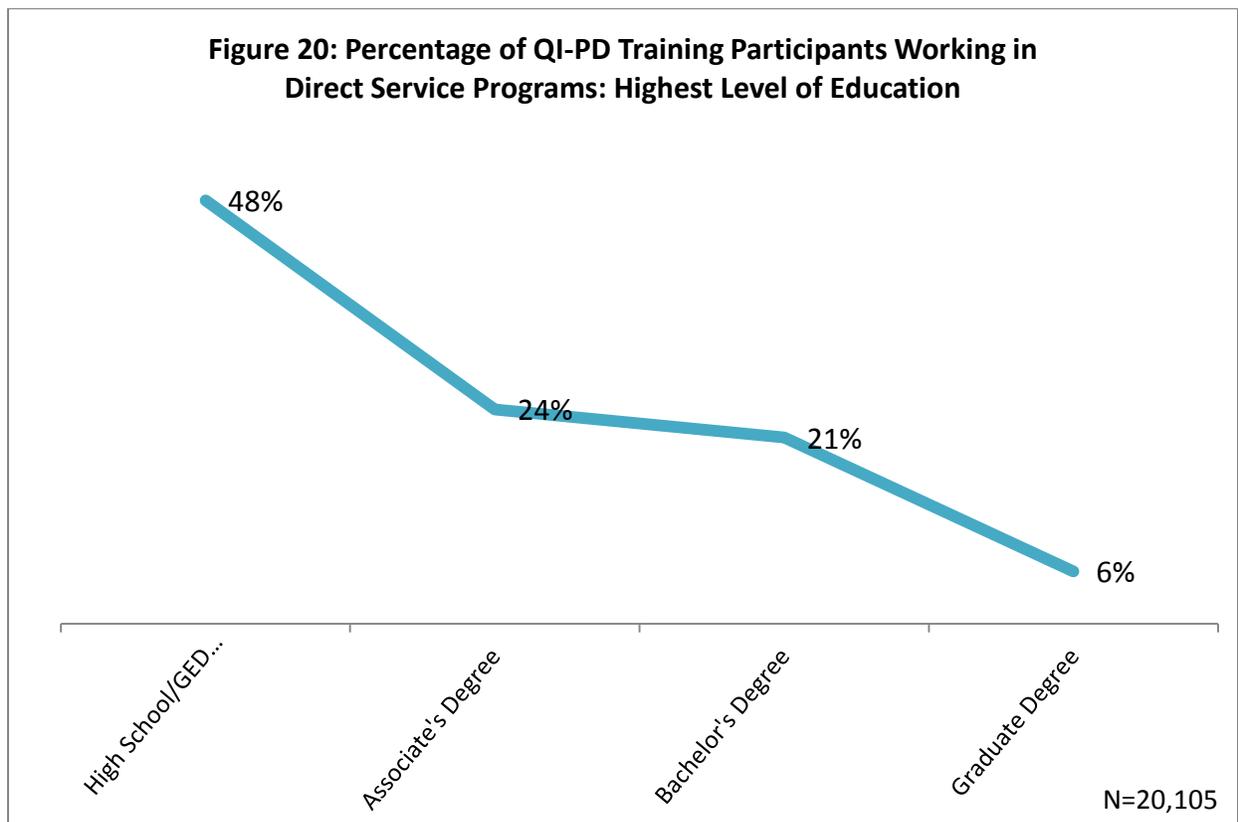


Figure 21: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education, by Primary Job Position

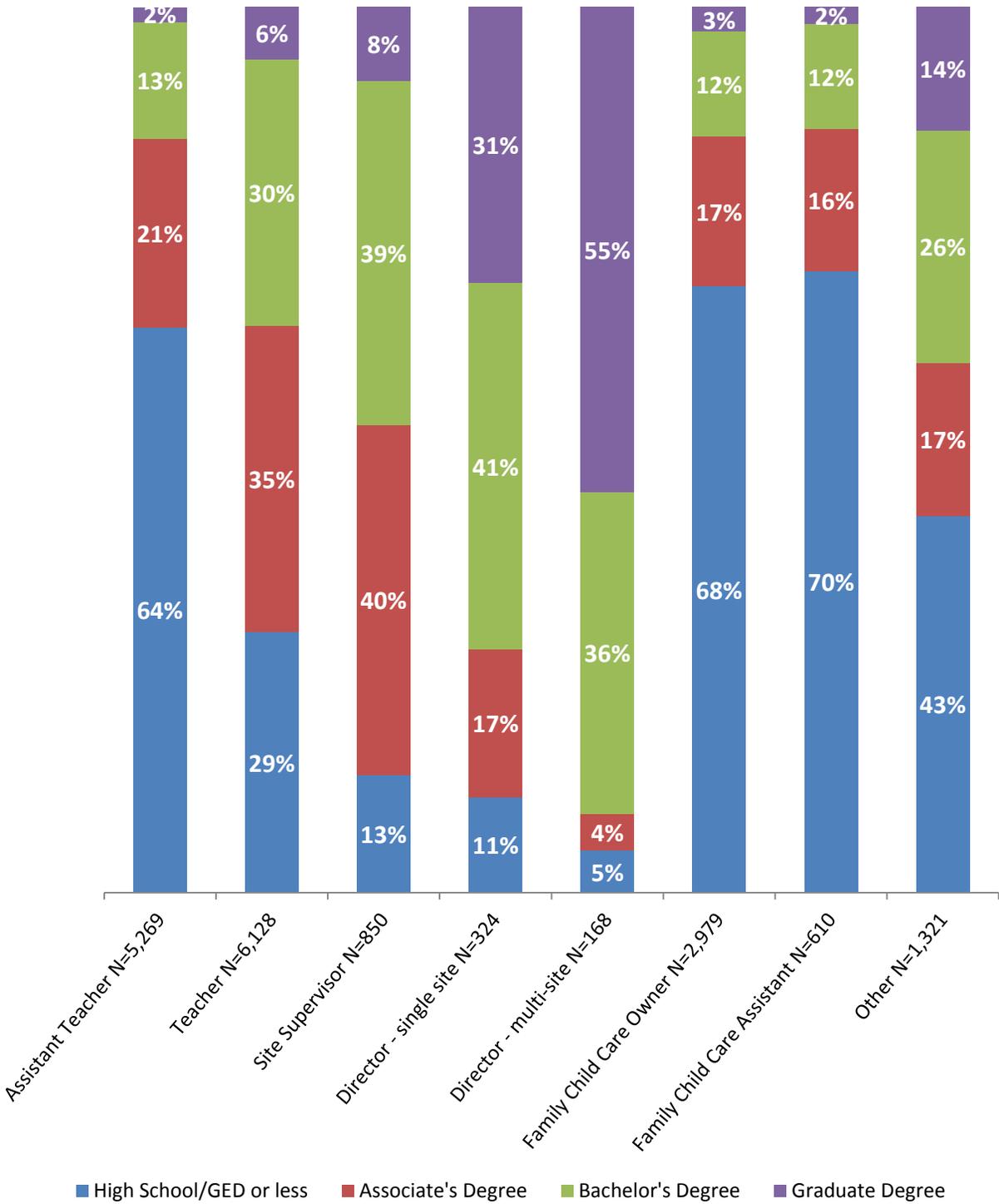


Figure 22: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education, by Region

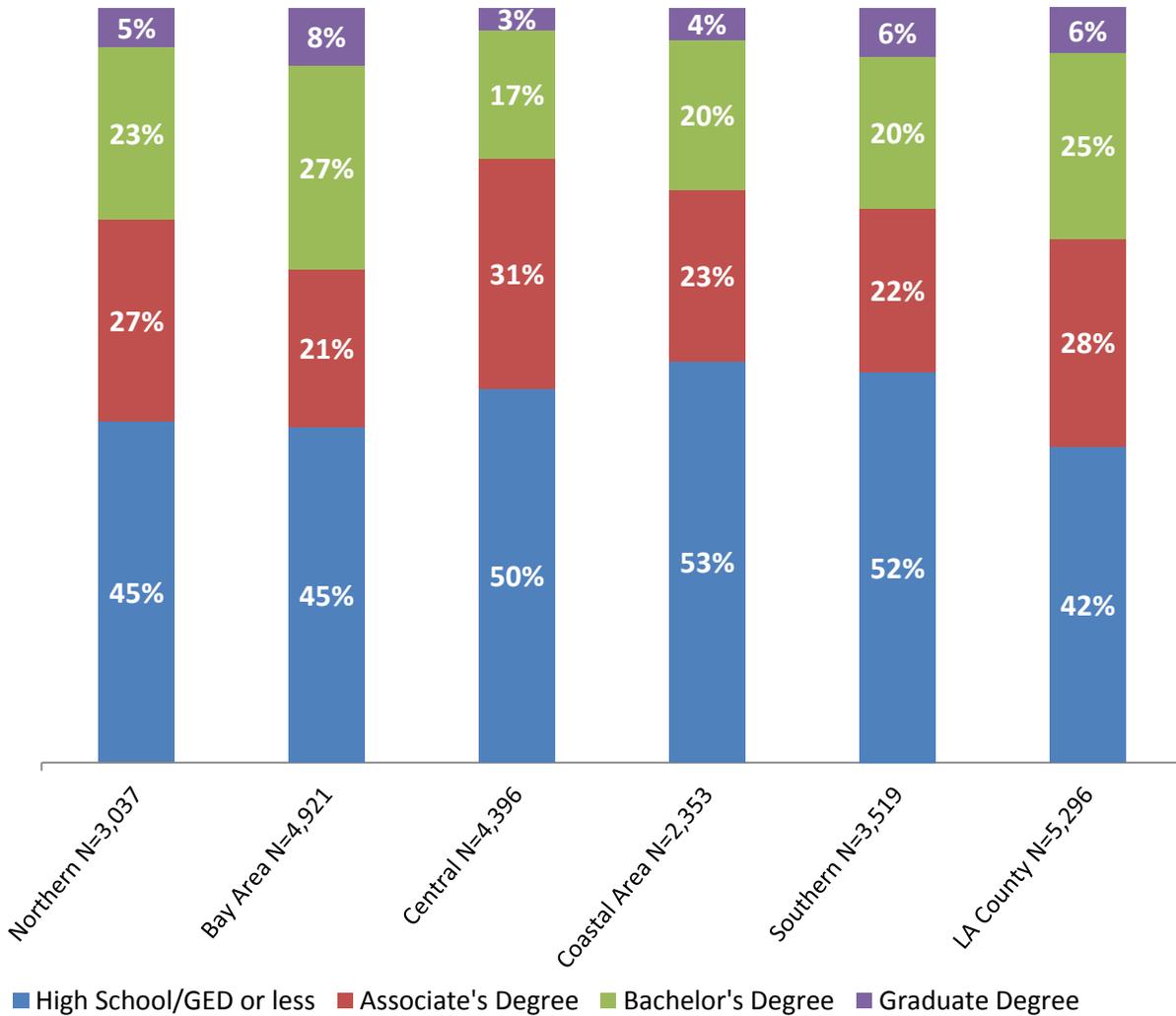
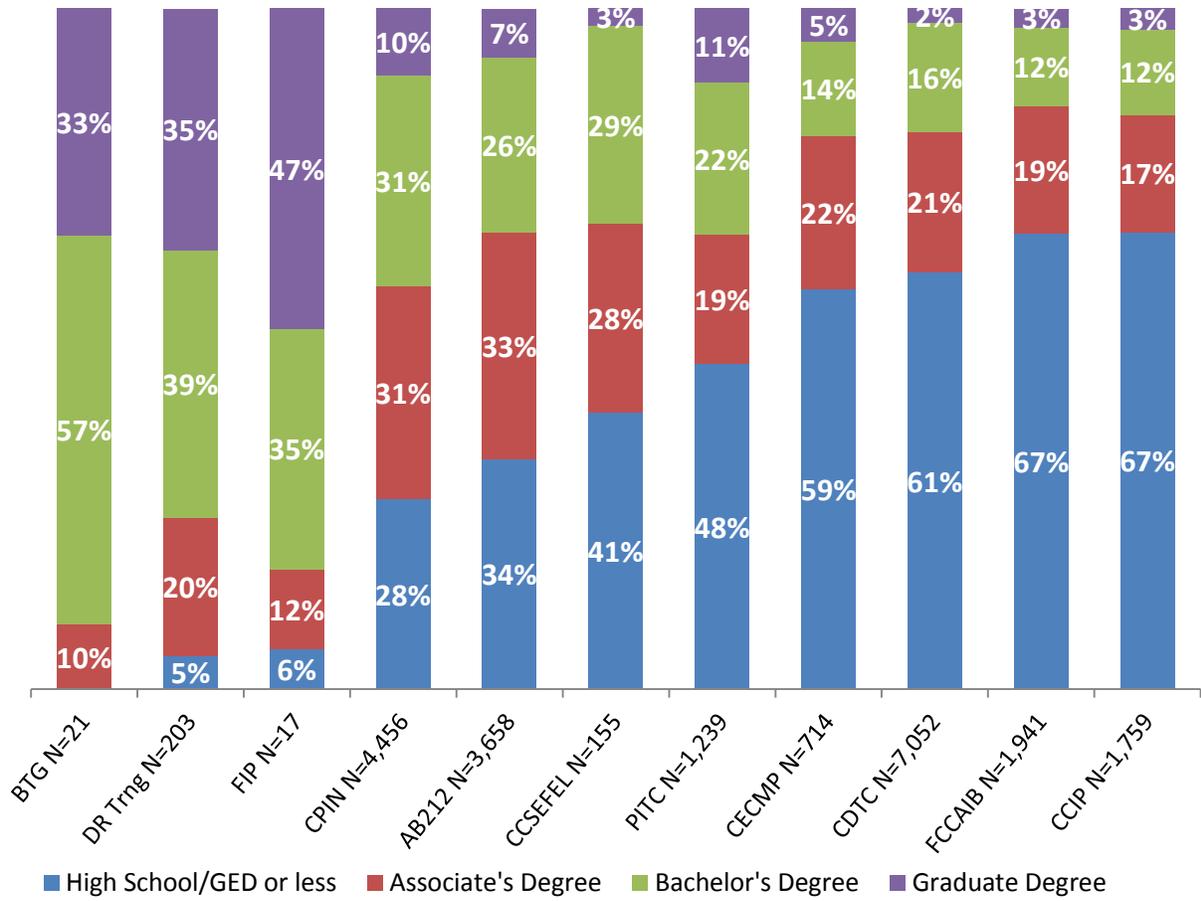


Figure 23: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education, by Professional Development Provider



It is important for PDPs to know the education level of their participants as they develop their training materials and training techniques. As indicated, the educational level varies widely across PDPs.

The next three tables display information regarding attainment of the Child Development Permit. The vast majority of training participants hold a permit. This varies widely by job position and PDP, with family child care the least likely to report having a permit.

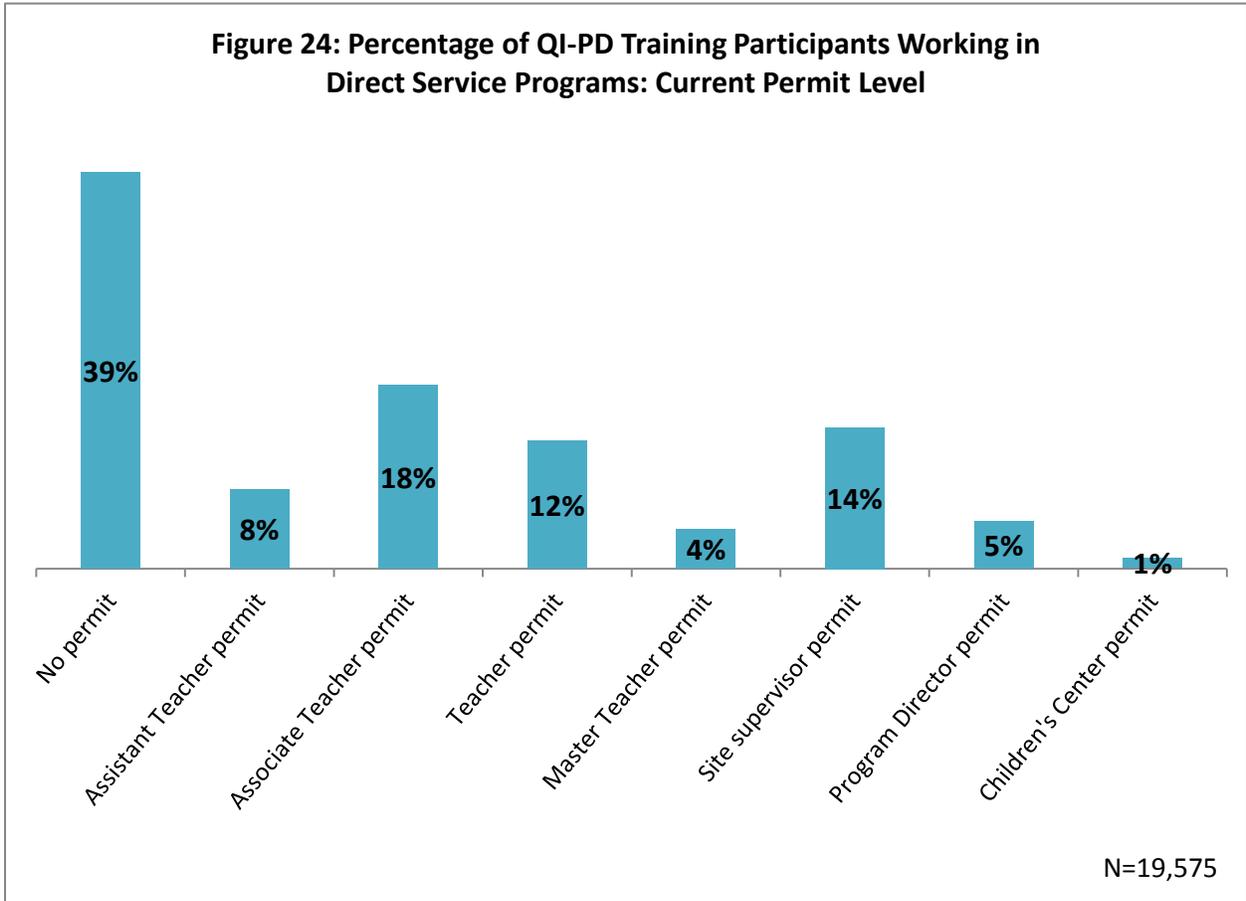


Figure 25: Percentage of QI-PD Training Participants Working in Direct Service Programs: Current Permit Level, by Primary Job Position

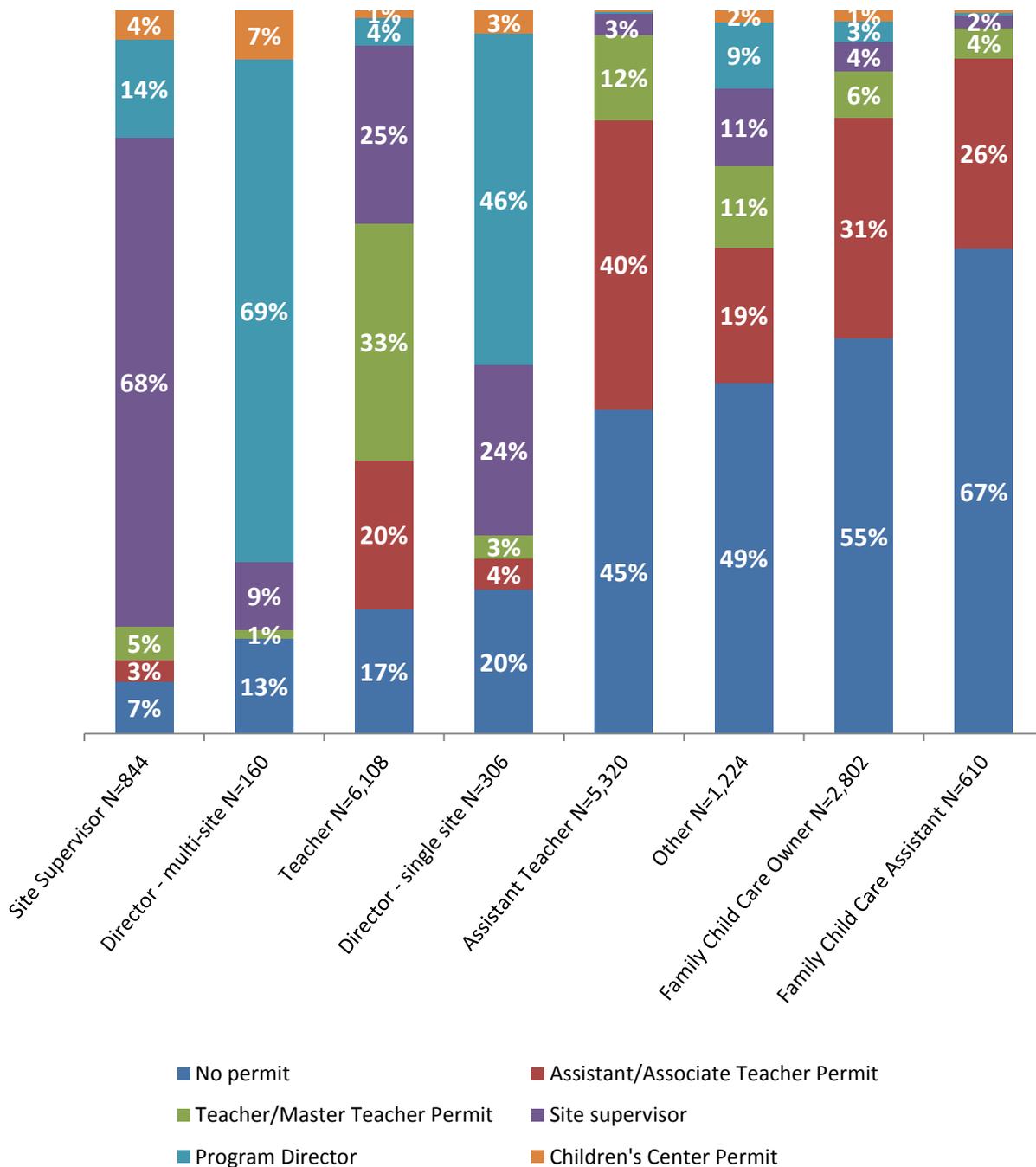
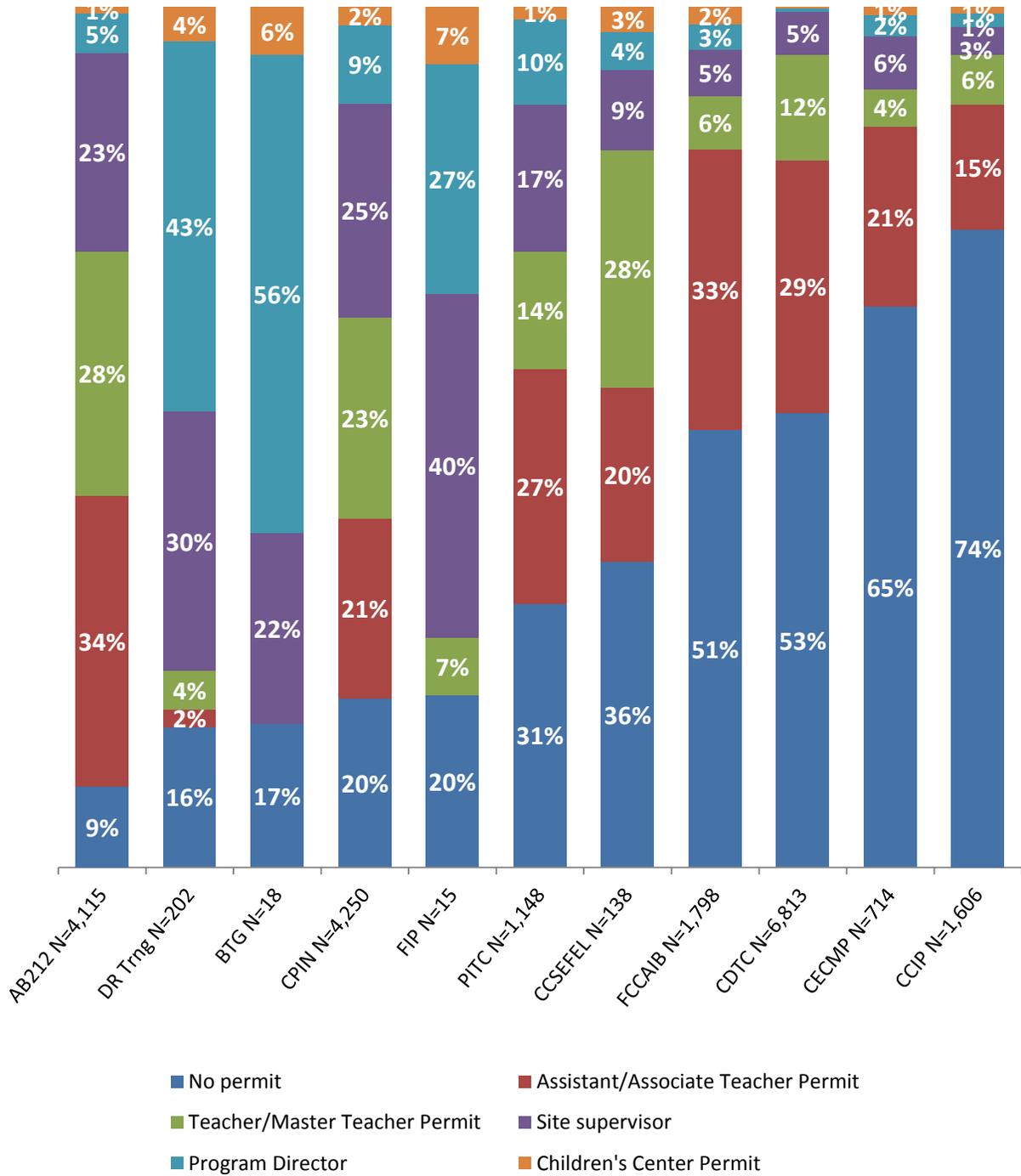


Figure 26: Percentage of QI-PD Training Participants Working in Direct Service Programs: Current Permit Level, by Professional Development Provider

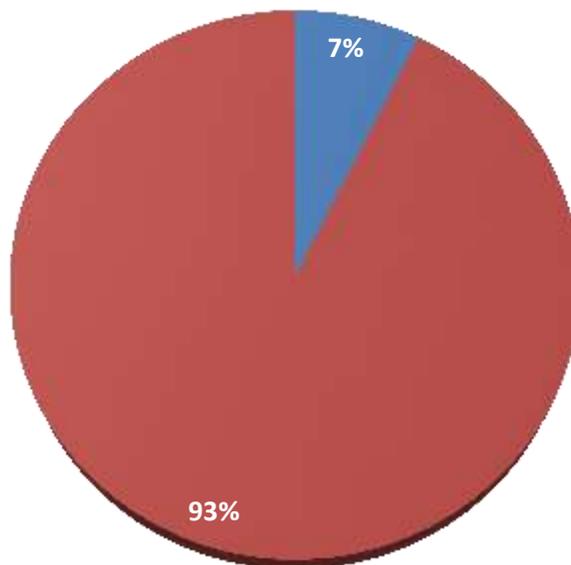


II. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Direct Service Programs

Section 3: Demographic Characteristics of QI-PD Training Participants Working in Direct Service Programs

The next tables are related to gender, race/ethnicity, and age. Reflecting the workforce as a whole, the majority of participants are women of color and 40 years or older. Race, ethnicity, and age vary by job position.

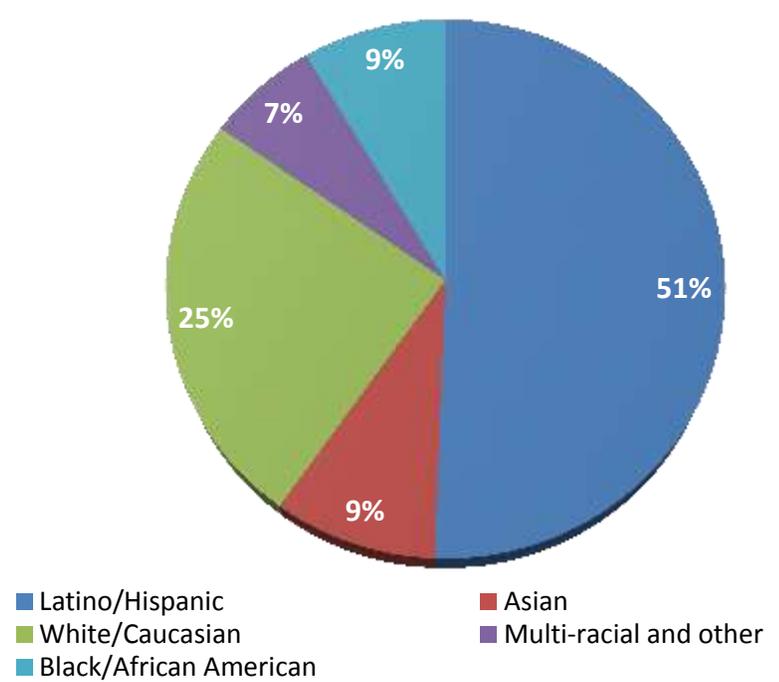
Figure 27: Percentage of QI-PD Training Participants Working in Direct Service Programs: Gender



■ Male ■ Female

N=20,133

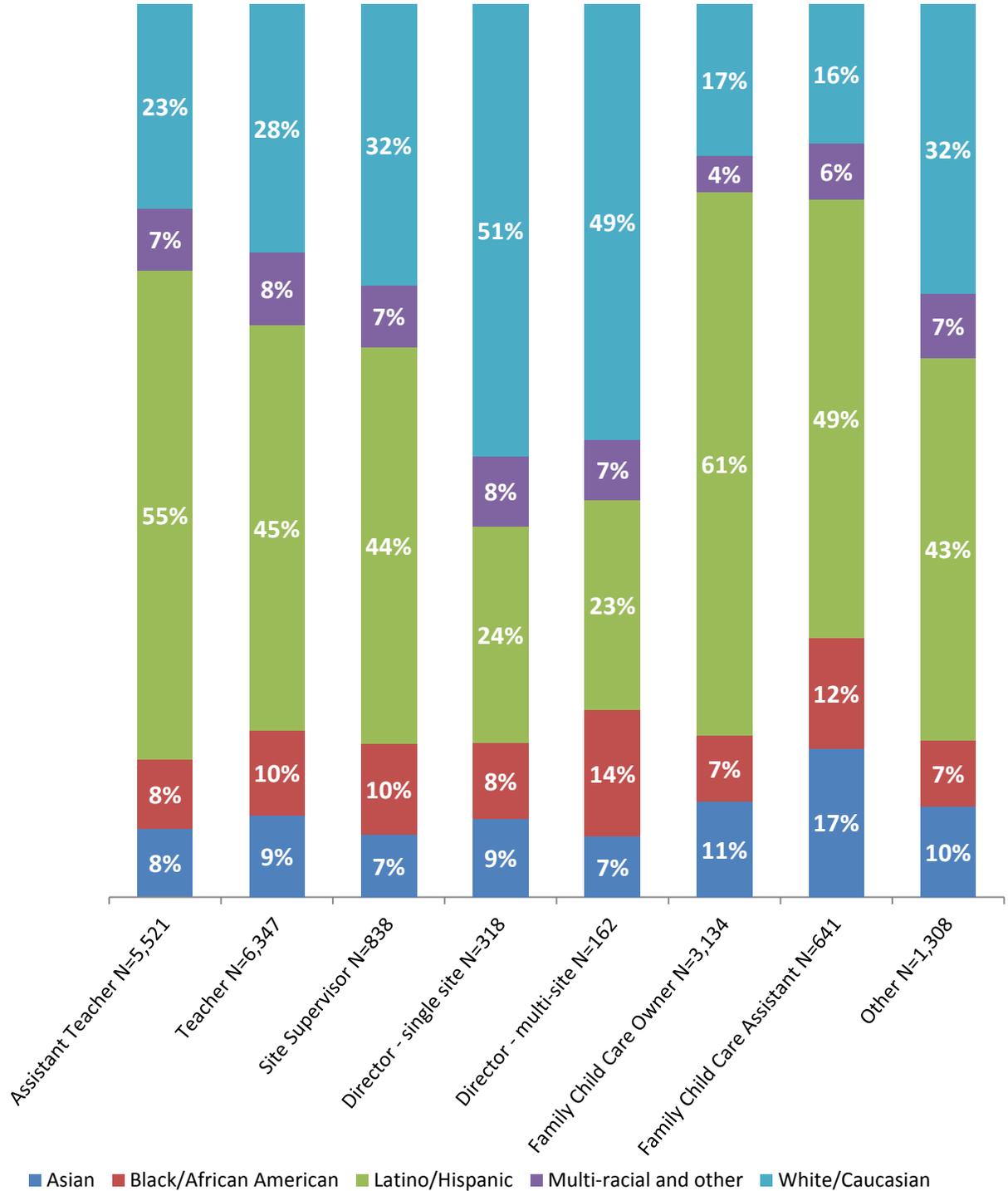
Figure 28: Percentage of QI-PD Training Participants Working in Direct Service Programs: Race/Ethnicity



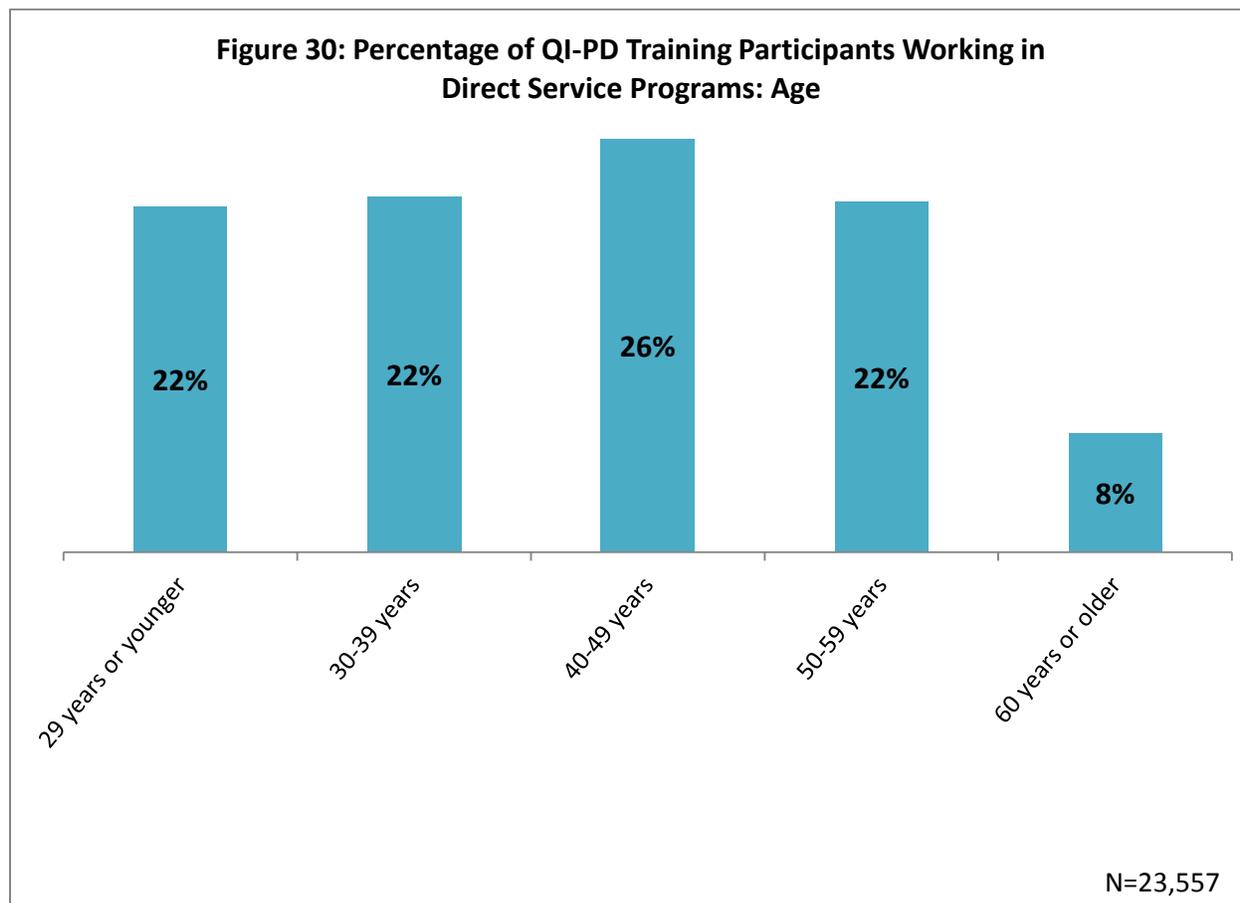
N=20,759

Other includes: Native American/Alaskan; Pacific Islander and other

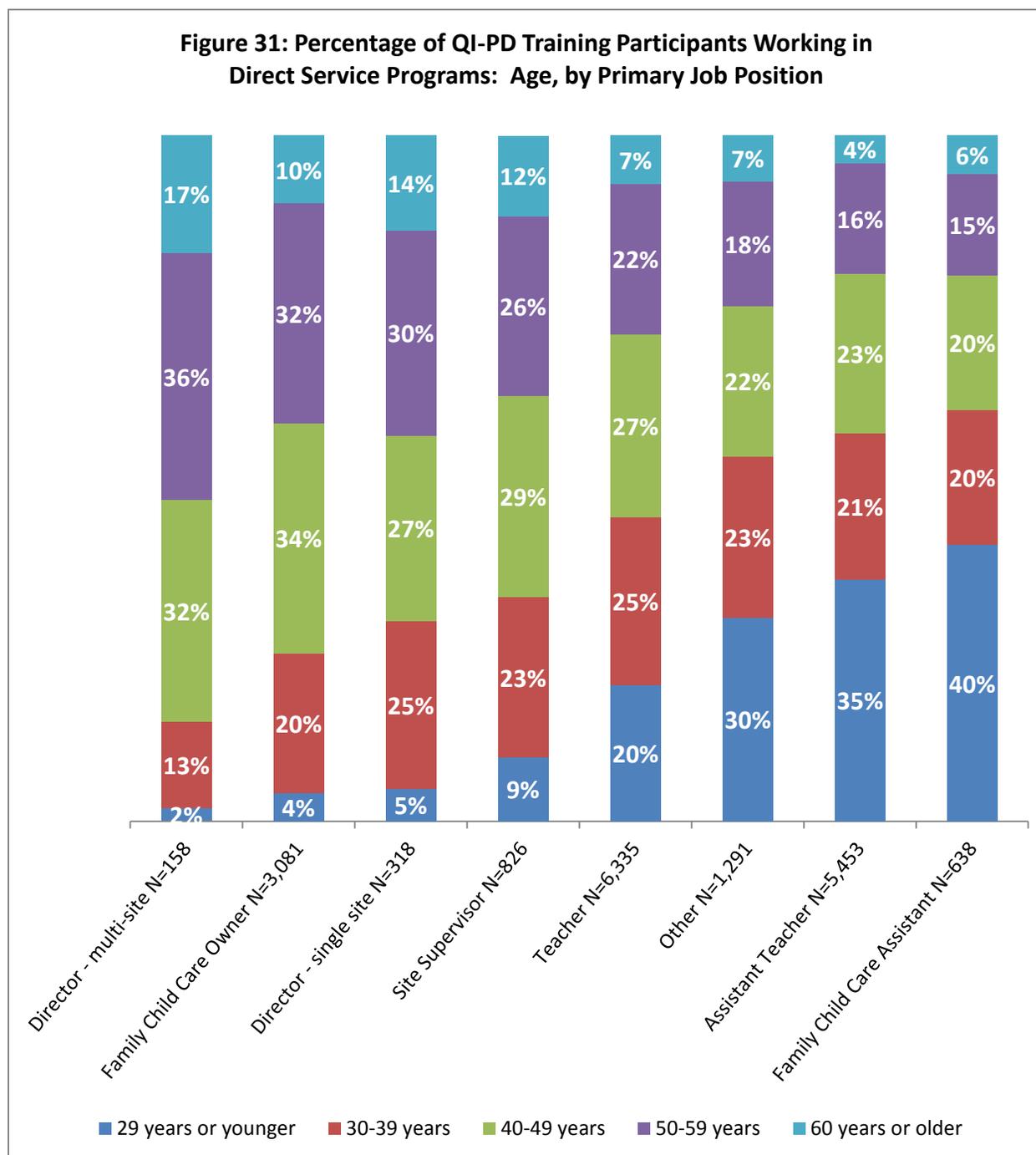
Figure 29: Percentage of QI-PD Training Participants Working in Direct Service Programs: Race/Ethnicity, by Primary Job Position



Excludes "outliers" - participants are less than 16 years old or older than 95 years old

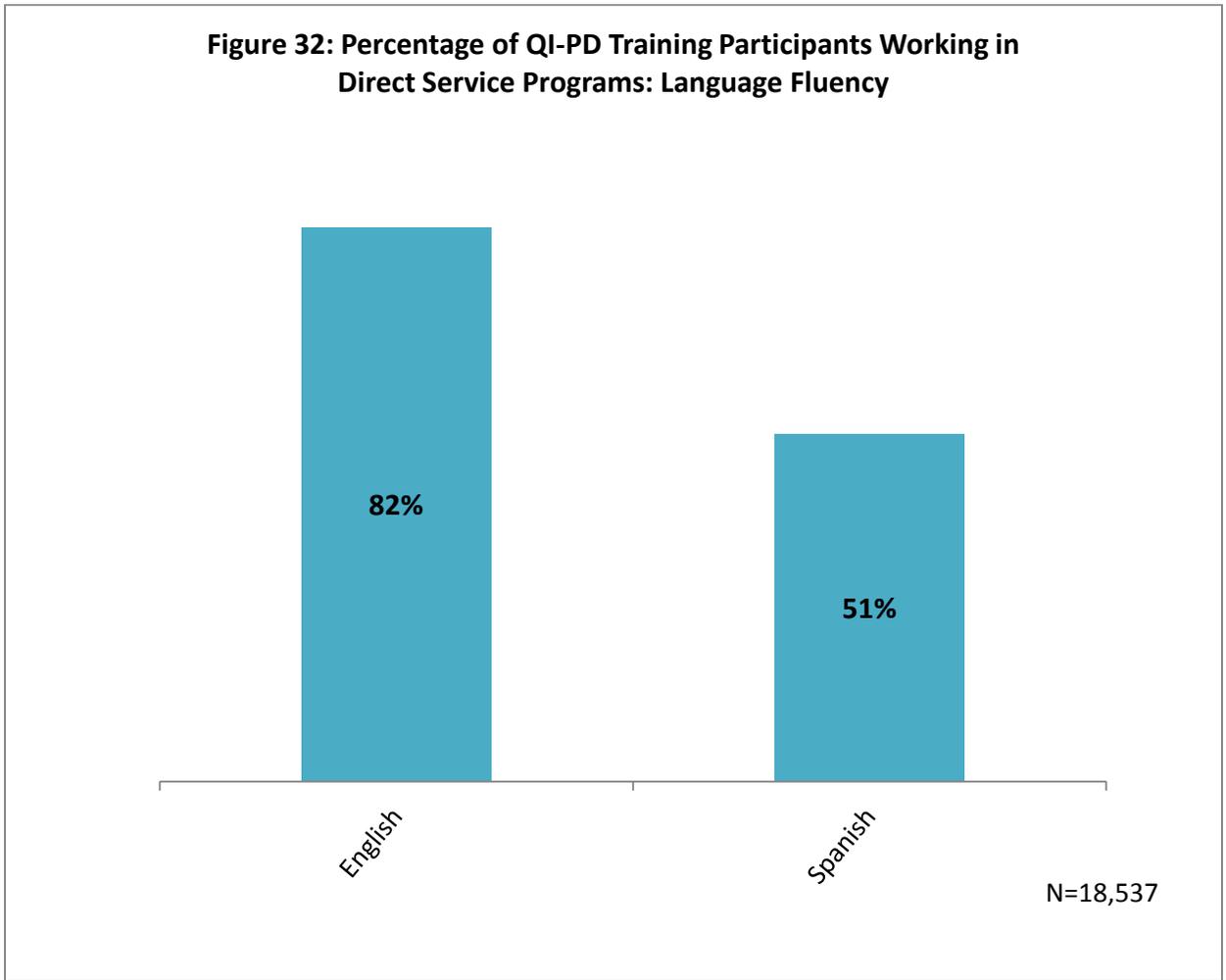


Excludes "outliers" - participants are less than 16 years old or older than 95 years old



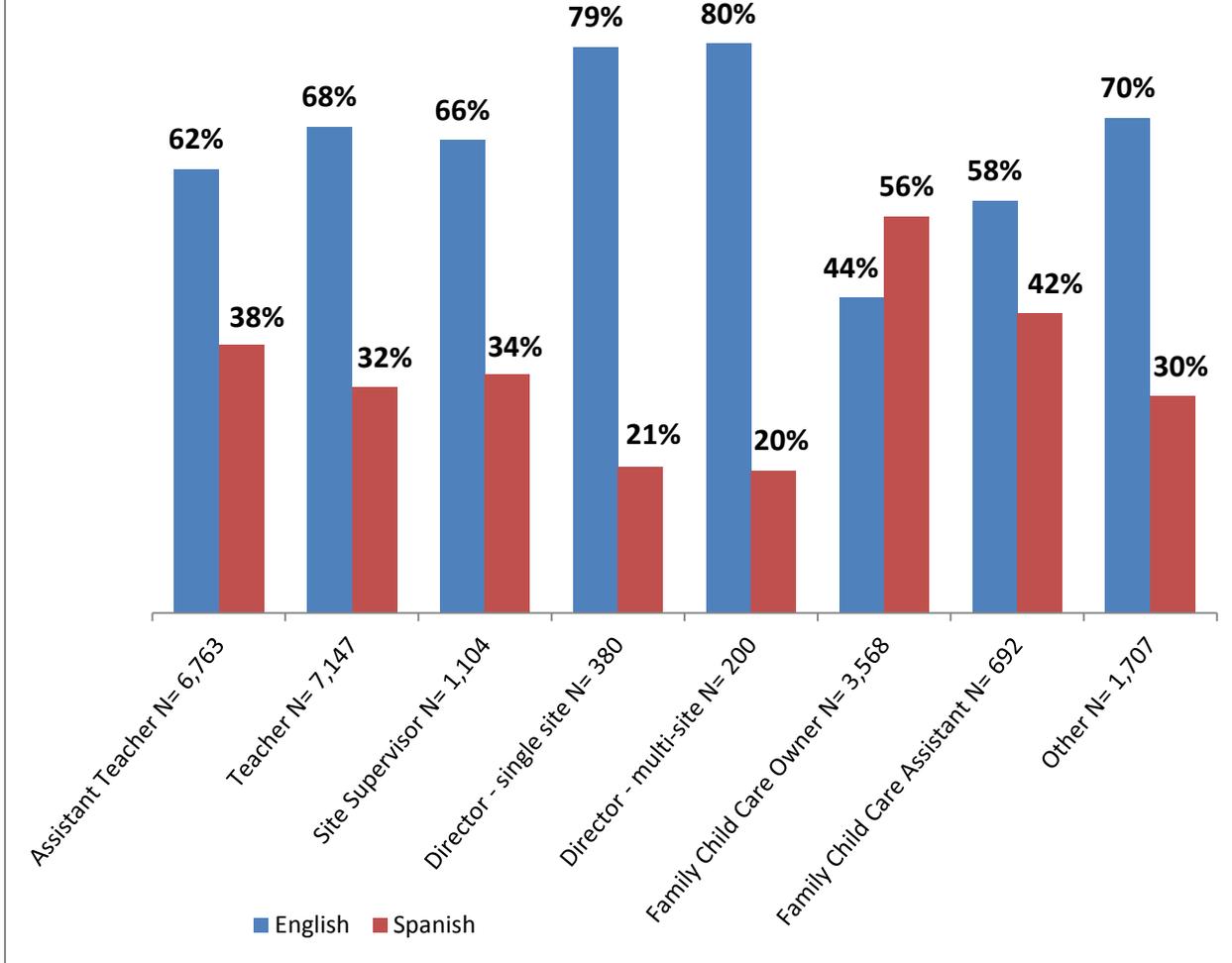
More than one half of training participants speak Spanish fluently reflecting the demographics of California. This varies by job position, region, and PDP.

In the next few figures, the percentage total is more than 100% due to the multi-select option on the CDD Profile question that addresses language fluency.



Participants report fluency in English and Spanish.

Figure 33: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency, by Primary Job Position



Family child care owners are the most likely to report fluency in Spanish.

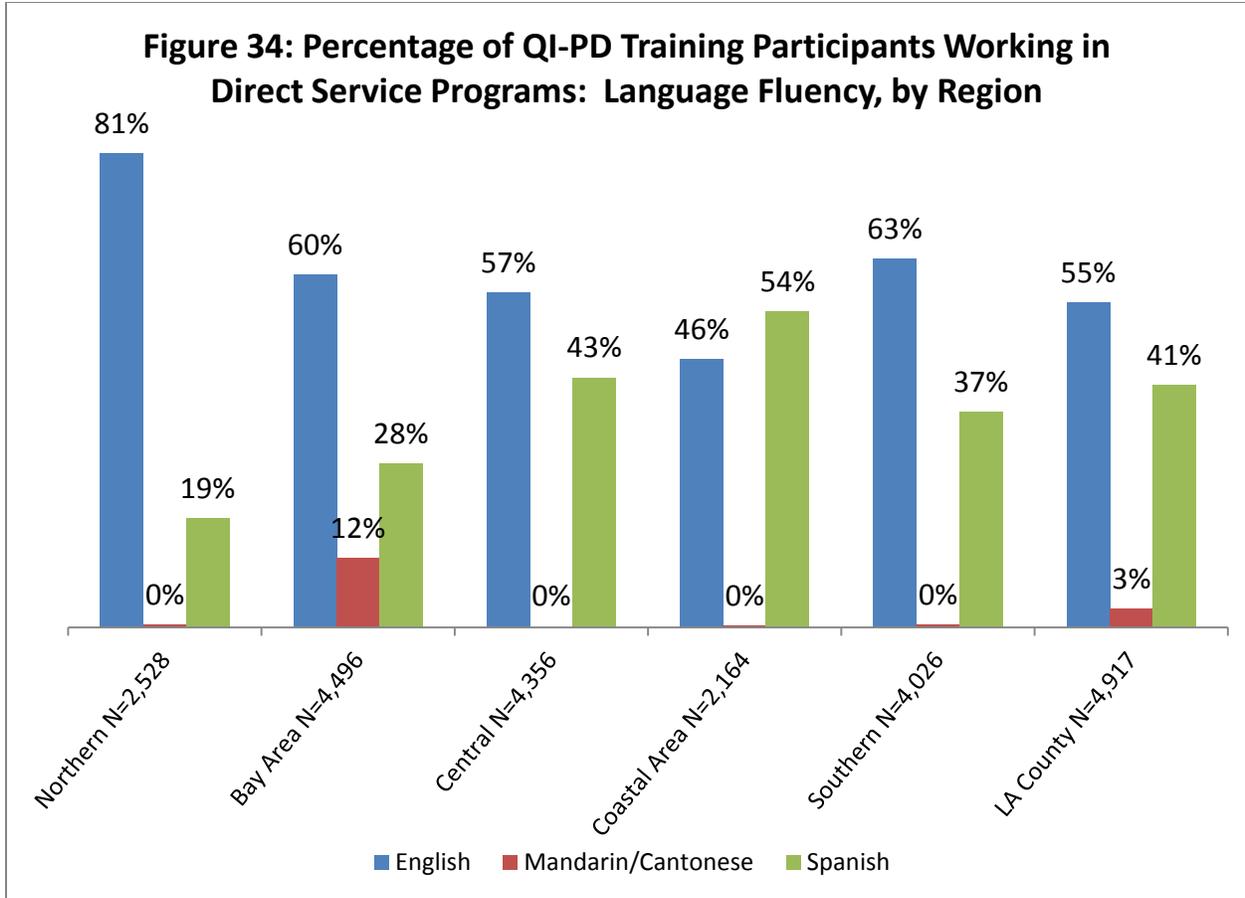
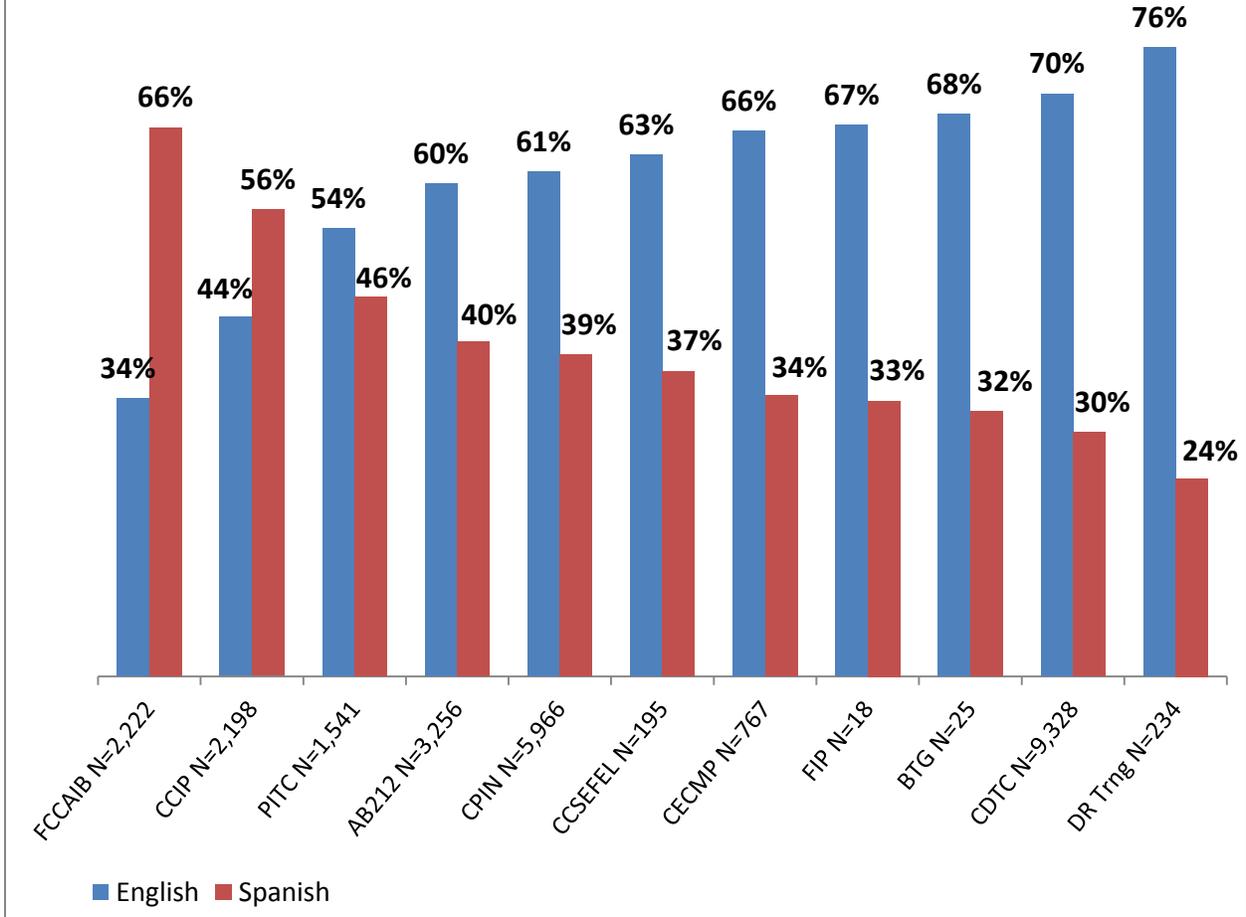
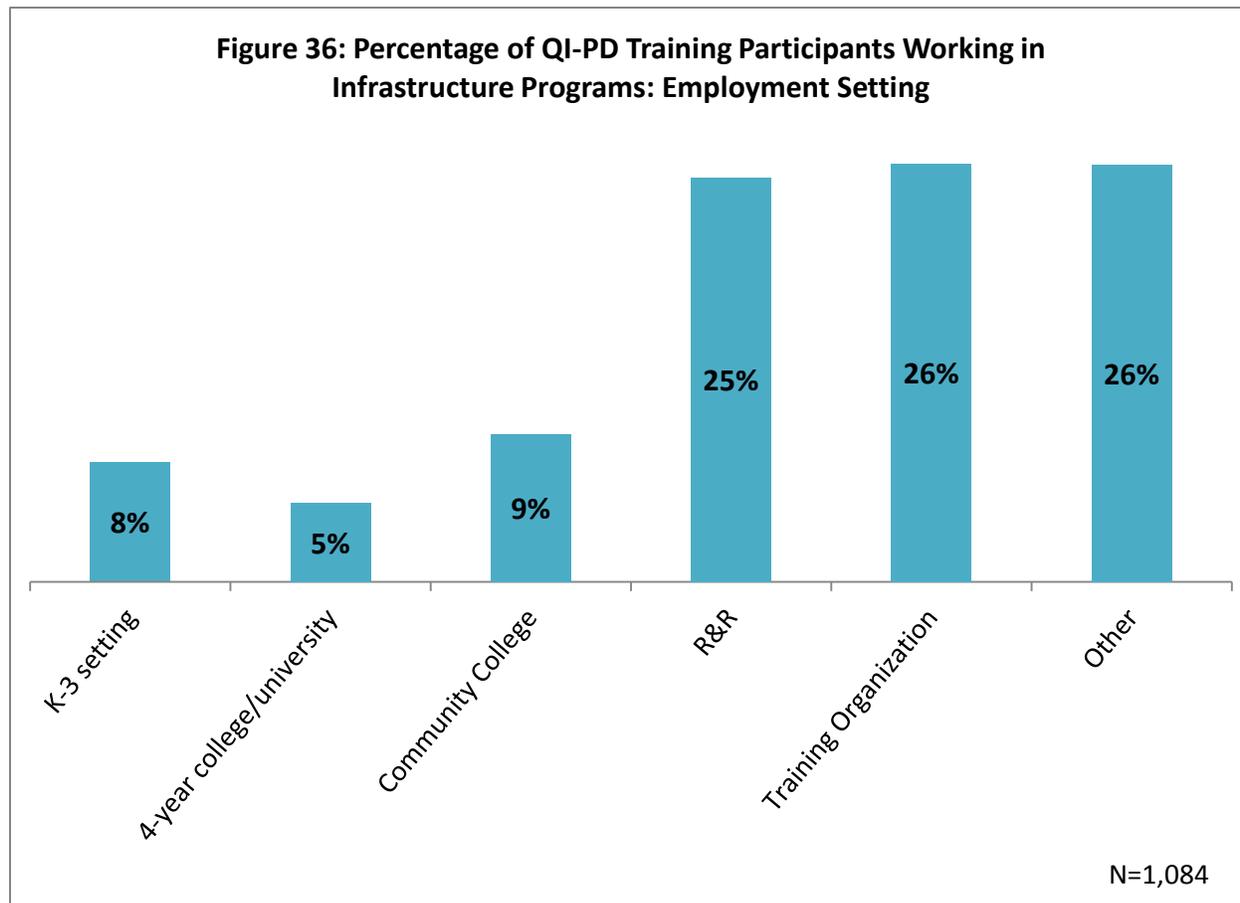


Figure 35: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency, by Professional Development Provider



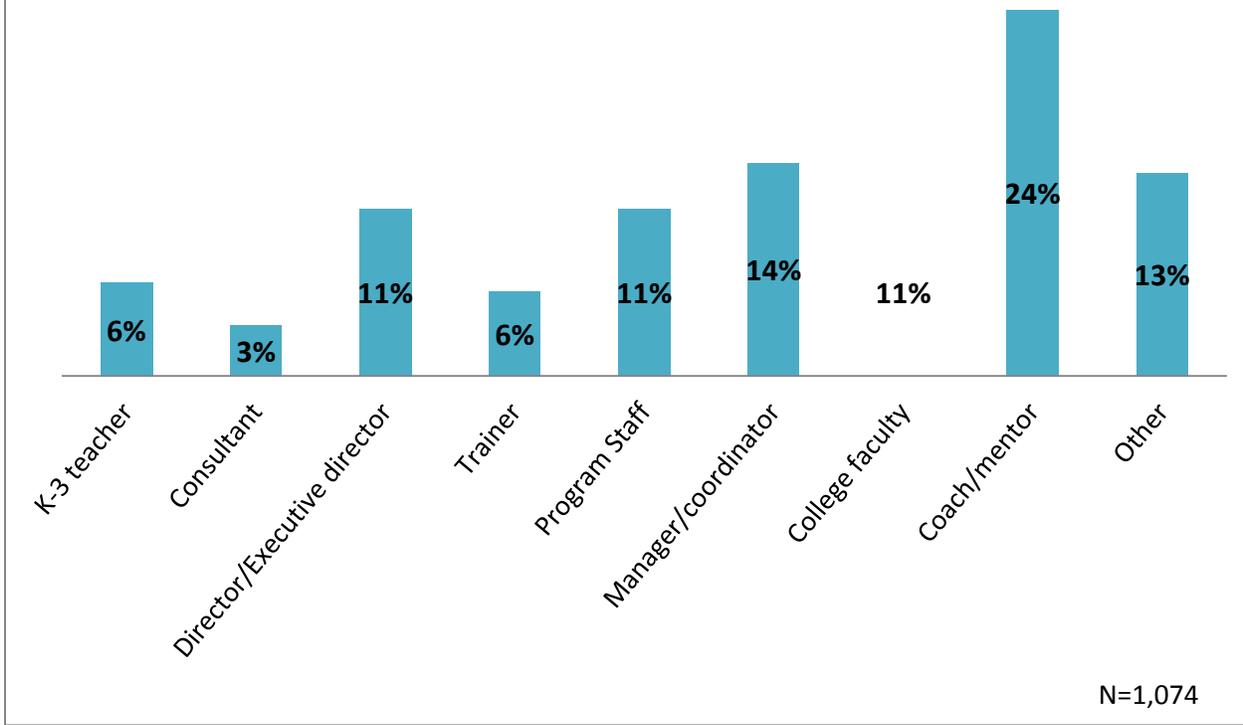
III. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Infrastructure Programs

Section 1: Employment Characteristics of QI-PD Training Participants Working in Infrastructure Programs



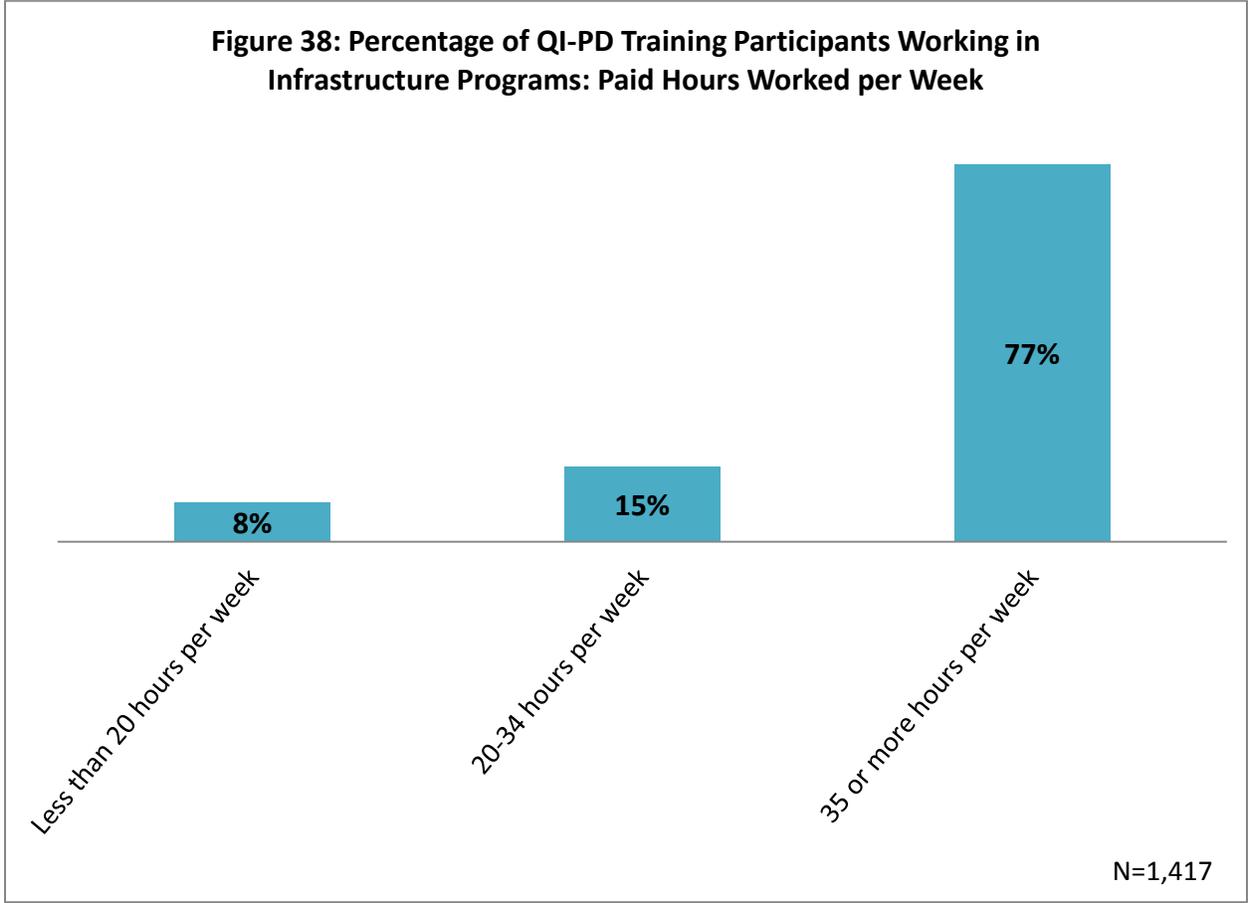
Over 75 percent of training participants working in an infrastructure program are employed through Resource & Referral or other training organizations.

Figure 37: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Primary Job Position



There is a wide variety of job positions held by training participants working in infrastructure organizations.

Most training participants work full time.



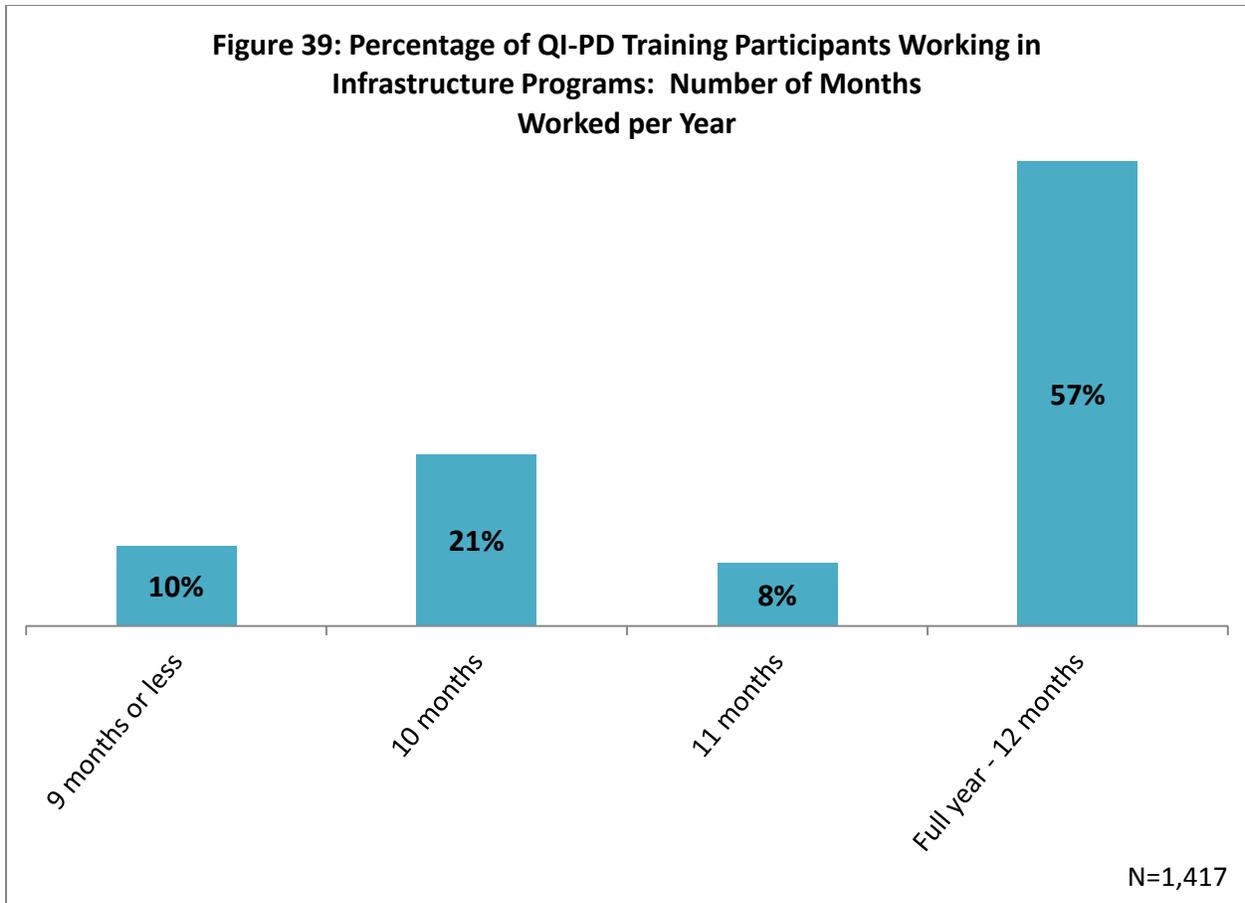


Table 4: QI-PD Training Participants Working in Infrastructure Programs: Tenure in the ECE Field; with Current Employer; and in Current Job Position, by Primary Job Position

Tenure category	Job position	Mean number of years	N
Tenure in current position	K-3 Teacher	9	61
	Consultant	5	32
	Director/Executive Director	6	116
	Trainer	6	52
	Program Staff	5	114
	Manager/Coordinator	5	149
	College Faculty	8	102
	Coach/Mentor	9	231
	Other	6	124
Tenure in the ECE field	K-3 Teacher	13	44
	Consultant	17	34
	Director/Executive Director	19	113
	Trainer	16	53
	Program Staff	12	108
	Manager/Coordinator	17	141
	College Faculty	22	113
	Coach/Mentor	19	234
	Other	14	120
Tenure with current employer	K-3 Teacher	12	66
	Consultant	8	32
	Director/Executive Director	10	118
	Trainer	8	53
	Program Staff	8	117
	Manager/Coordinator	9	149
	College Faculty	10	107
	Coach/Mentor	11	235
	Other	9	131

Participants working in infrastructure organizations report substantial tenure in their current position, in the ECE field, and with their current employer.

Table 5: QI-PD Training Participants Working in Infrastructure Programs: Mean Hourly Wages and Full-Time Equivalent Salaries, by Primary Job Position

Job Position	Mean hourly wage	Full-time equivalent salary	N
K-3 Teacher	\$28	\$57,647.67	45
Consultant	\$30	\$61,558.26	27
Director/Executive Director	\$28	\$59,144.41	98
Trainer	\$24	\$49,235.01	48
Program Staff	\$17	\$36,284.29	96
Manager/Coordinator	\$29	\$59,531.61	124
College Faculty	\$36	\$74,052.98	100
Coach/Mentor	\$23	\$47,167.21	231
Other	\$23	\$48,649.11	97

To calculate mean hourly wage, hourly responses were combined with annual salary responses converted to hourly wage based on hours worked per week and months worked per year. To calculate full-time equivalent salaries:

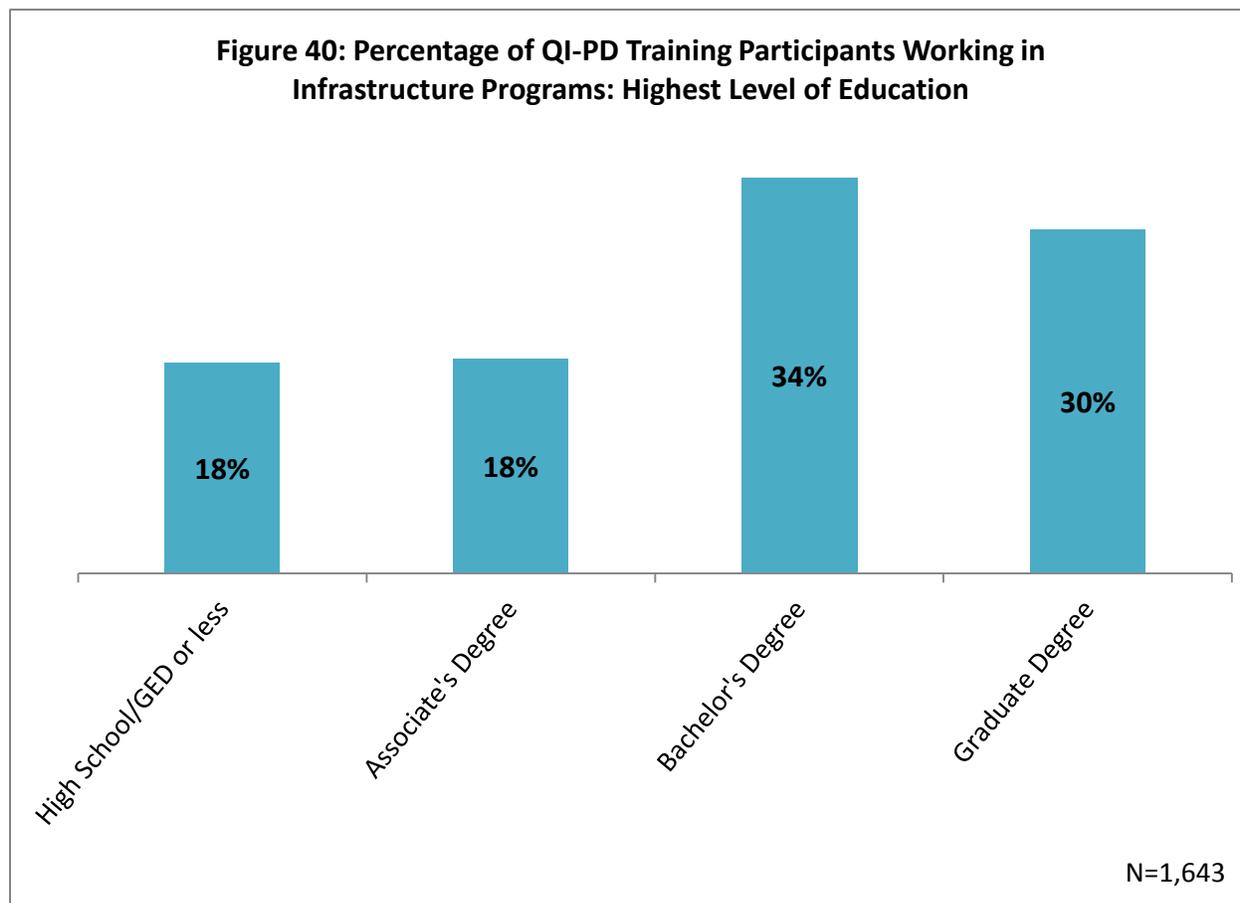
Mean hourly wage X 40 hours per week X 4.33 weeks per month X 12 months per year

Note that wages less than \$8/hour and over \$100/hour were excluded from report.

Participants working in infrastructure organizations report substantially higher salaries than participants working in direct service settings.

II. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Infrastructure Programs

Section 2: Educational and Permit Level of QI-PD Training Participants Working in Infrastructure Programs



People working in infrastructure organizations tend to have a higher level of education than the workforce that works directly with children. More than one-third have graduate degrees compared to six percent of direct service participants. This varies by job position and PDP.

Figure 41: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Highest Level of Education, by Primary Job Position

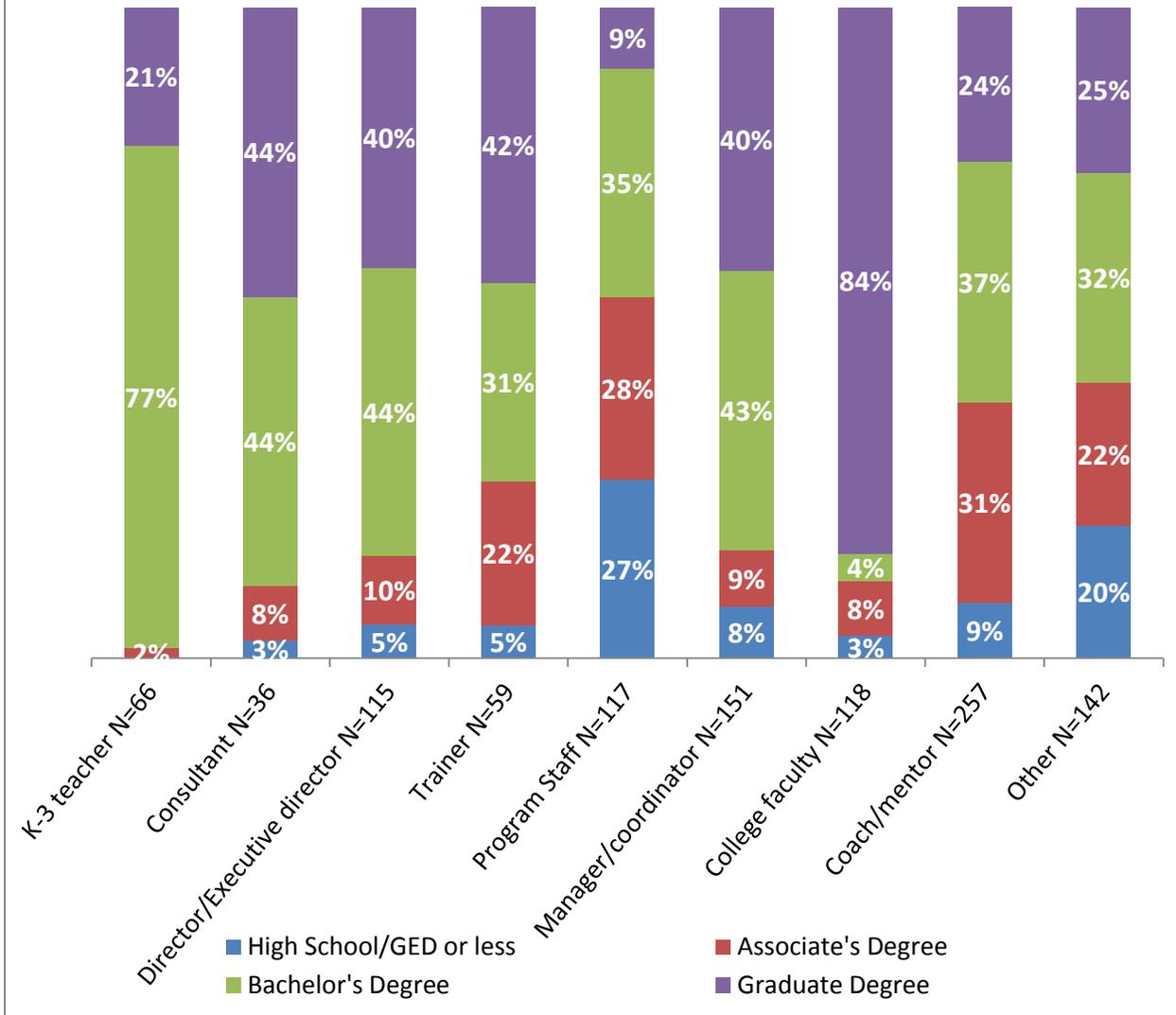
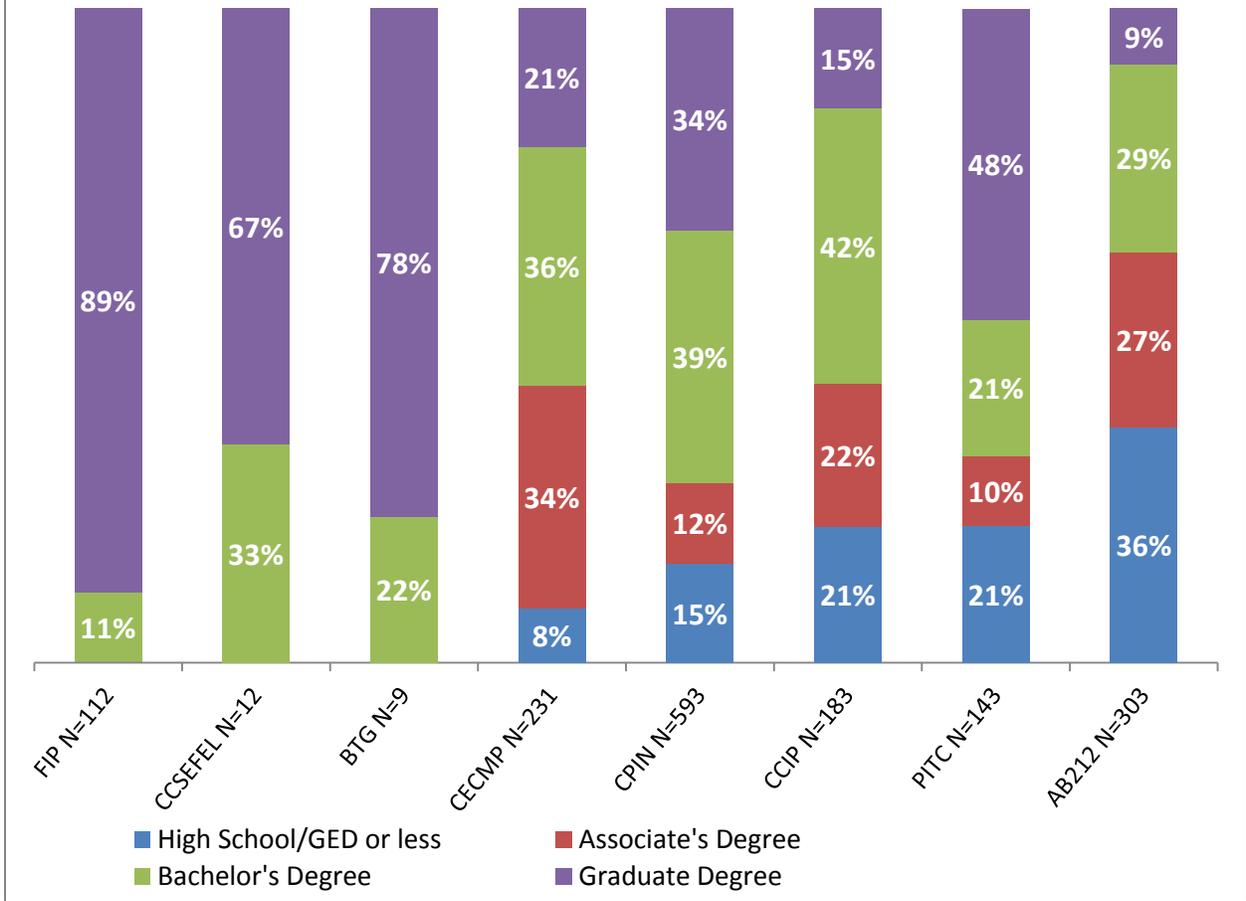
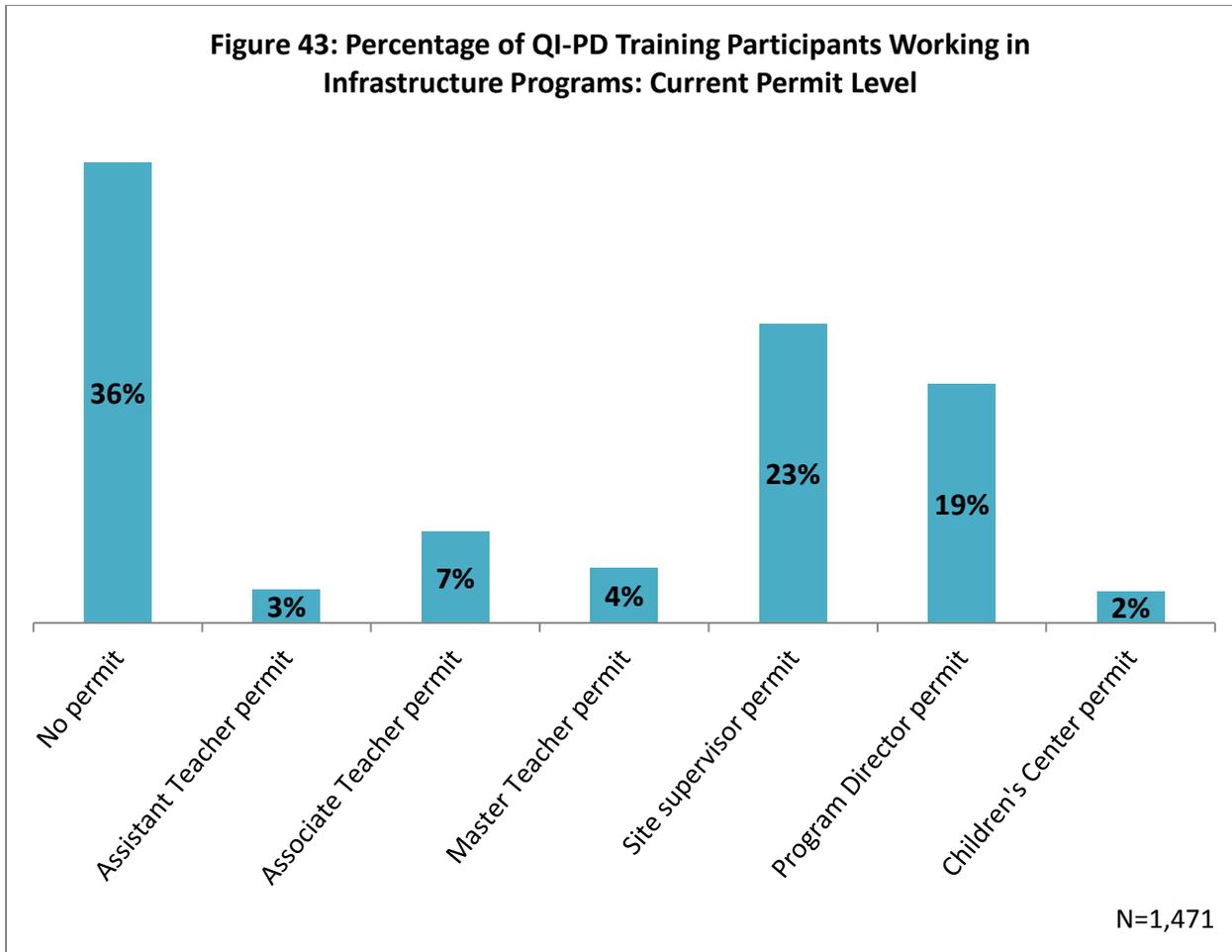


Figure 42: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Highest Level of Education, by Professional Development Provider





Almost two-thirds of training participants have a current permit, with the greatest percentage reporting a site supervisor or program director permit. This varies by job position and PDP.

Figure 44: Percentage QI-PD Training Participants Working in Infrastructure Programs: Current Permit Level, by Primary Job Position

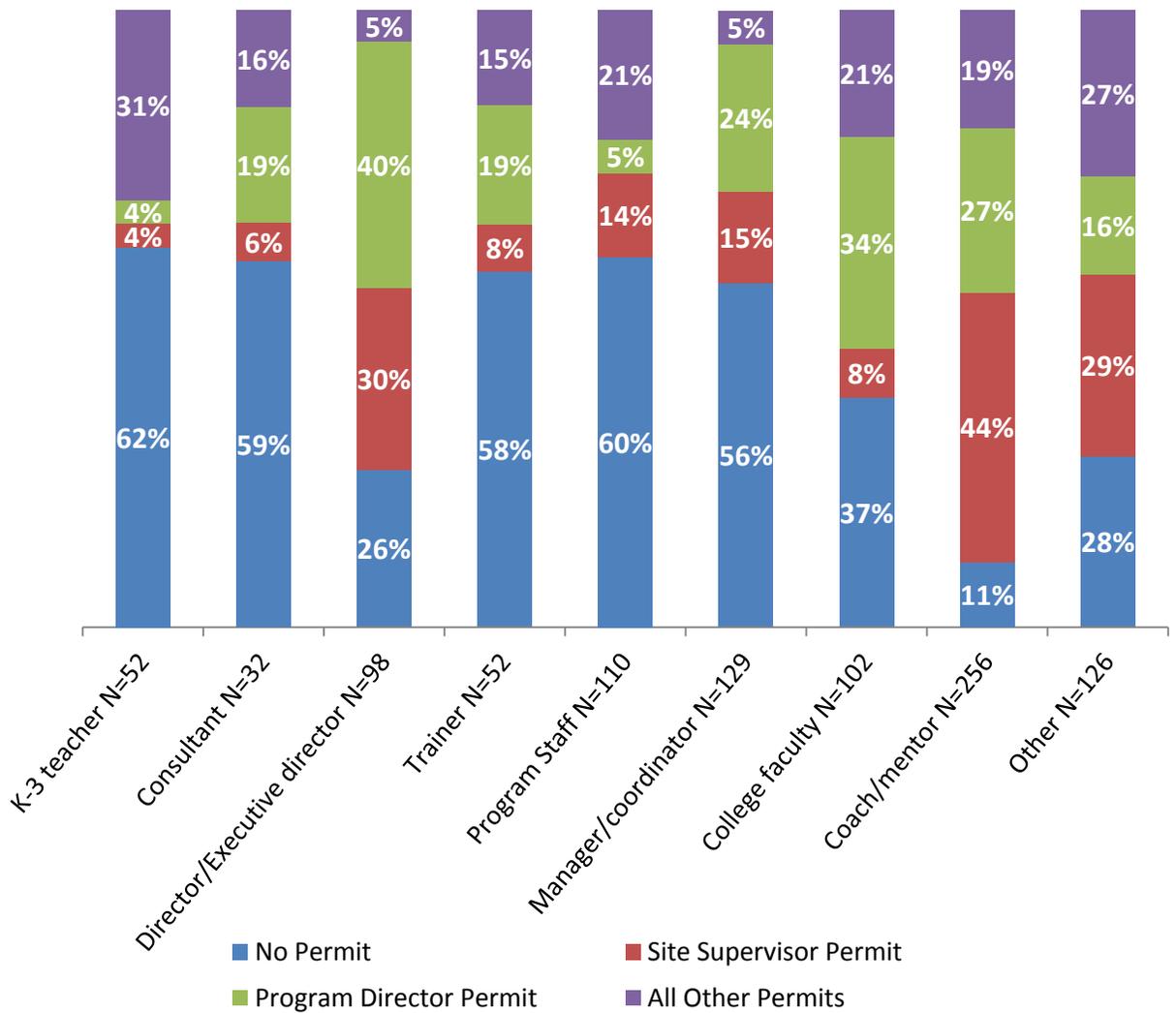
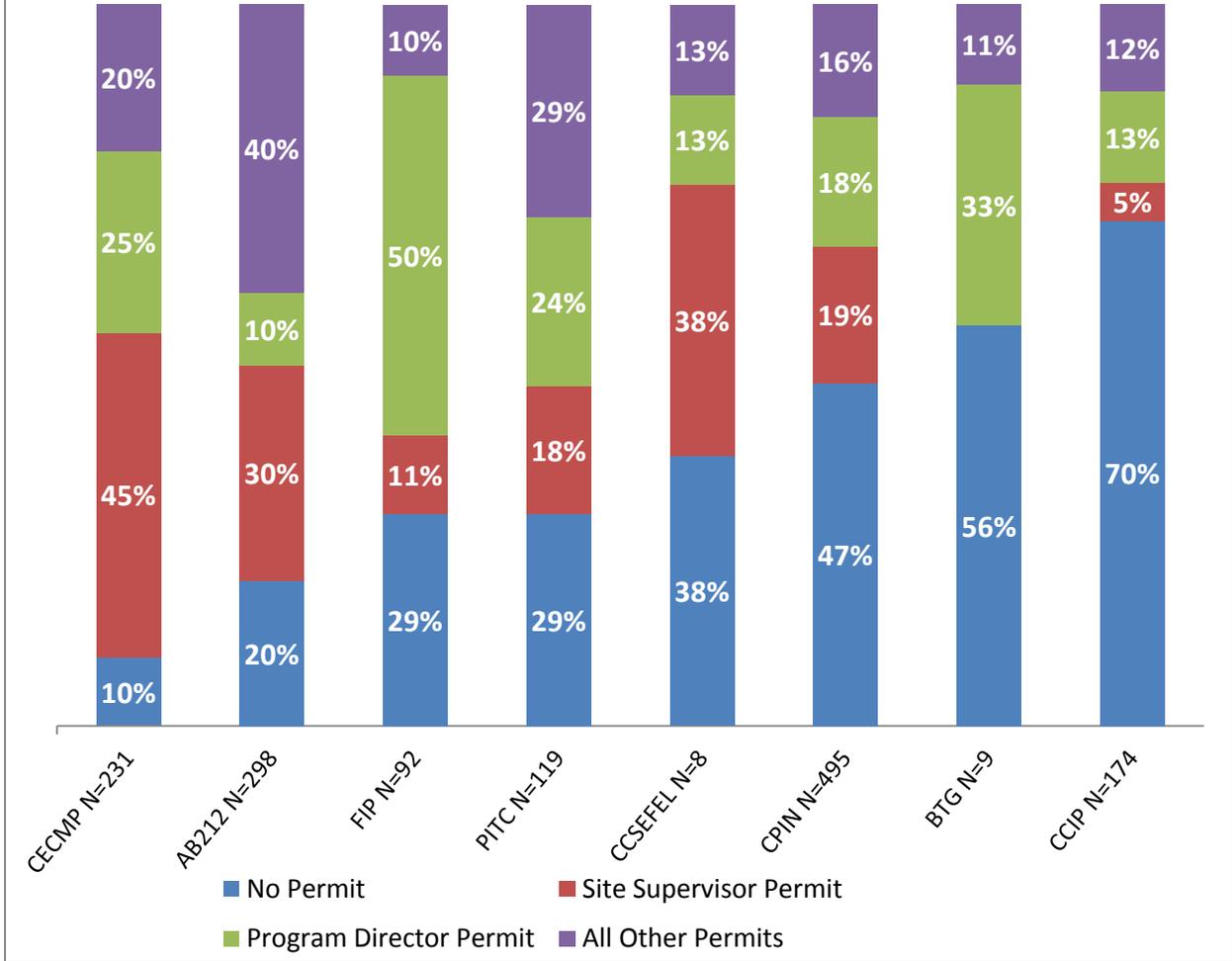


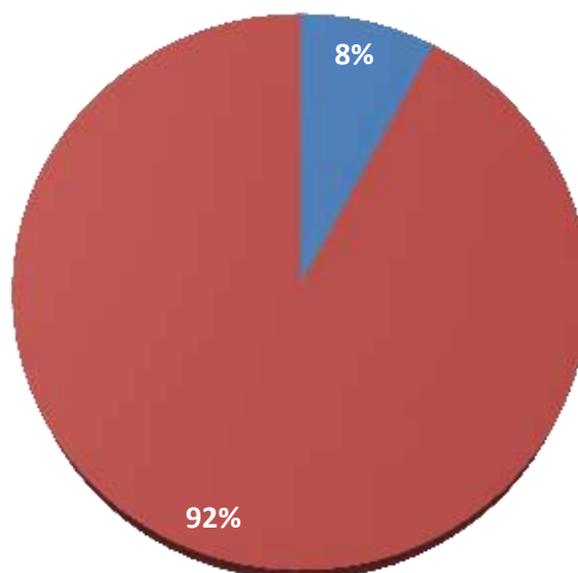
Figure 45: Percentage QI-PD Training Participants Working in Infrastructure Programs: Current Permit Level, by Professional Development Provider



III. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Infrastructure Programs

Section 3: Demographic Characteristics of QI-PD Training Participants Working in Infrastructure Programs

Figure 46: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Gender



■ Male ■ Female

N=1,629

Similar to the direct service participants, most of the participants working in infrastructure organizations are women and over 40 years of age. Twenty-five percent of training participants working in direct service report being White/Caucasian, compared to 43 percent of participants working in infrastructure organizations.

Figure 47: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Race/Ethnicity

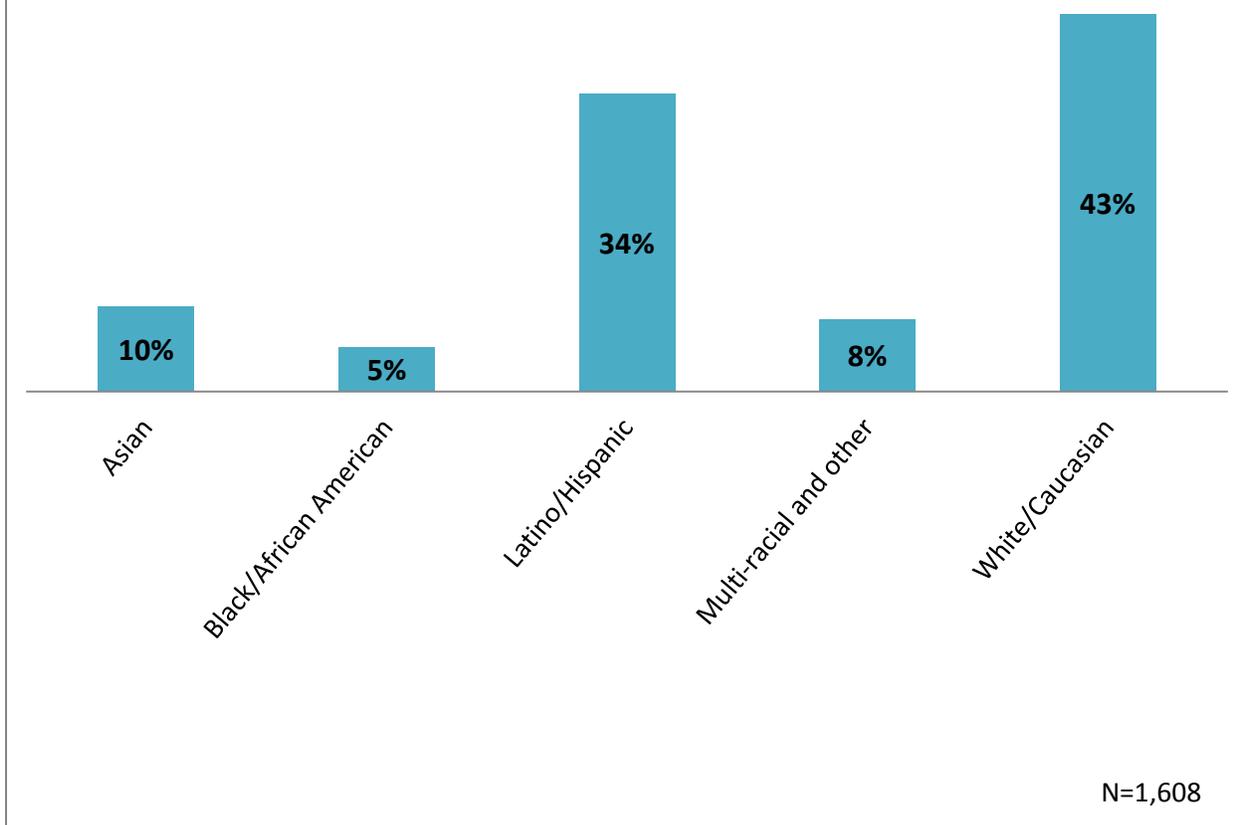
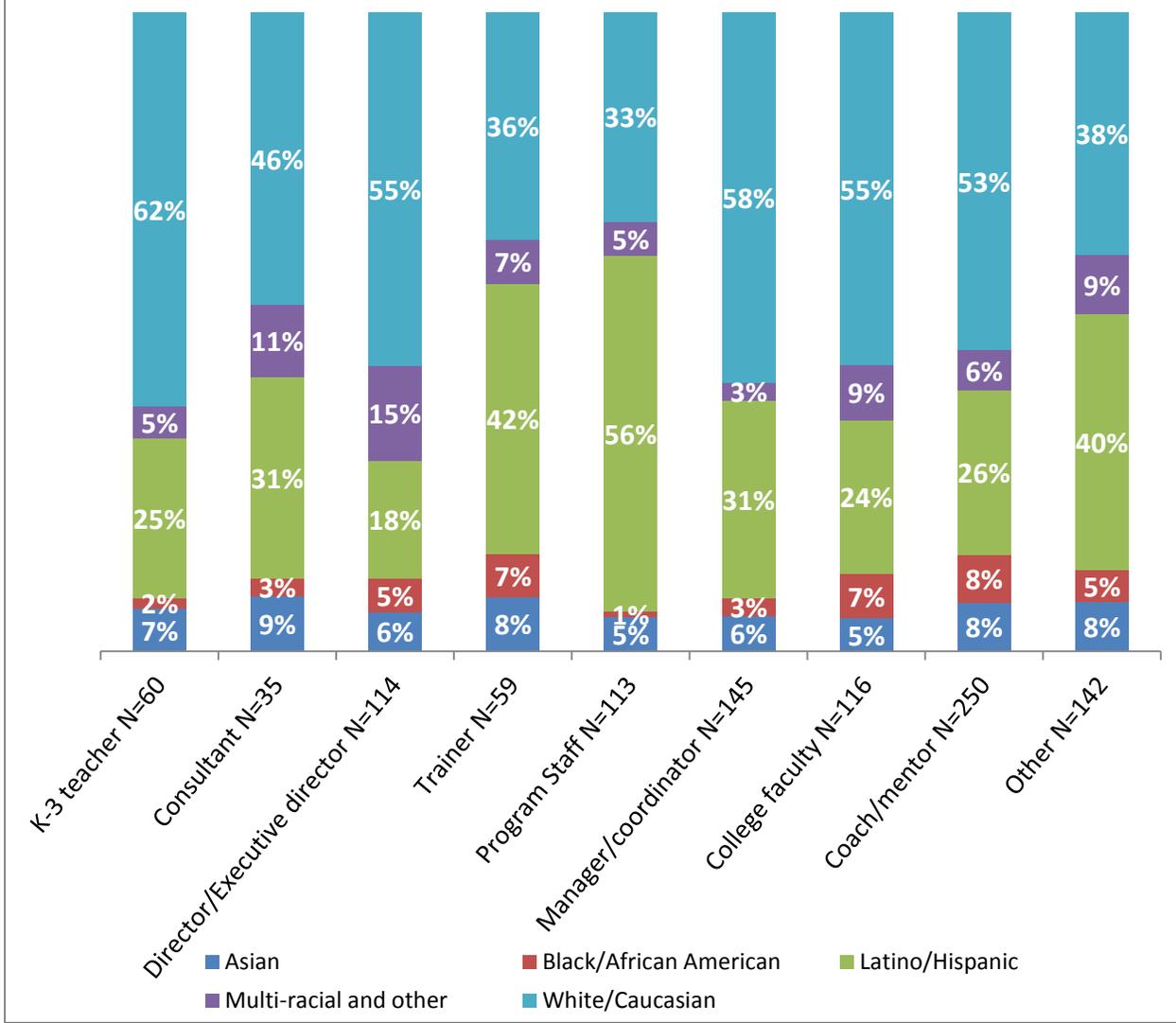
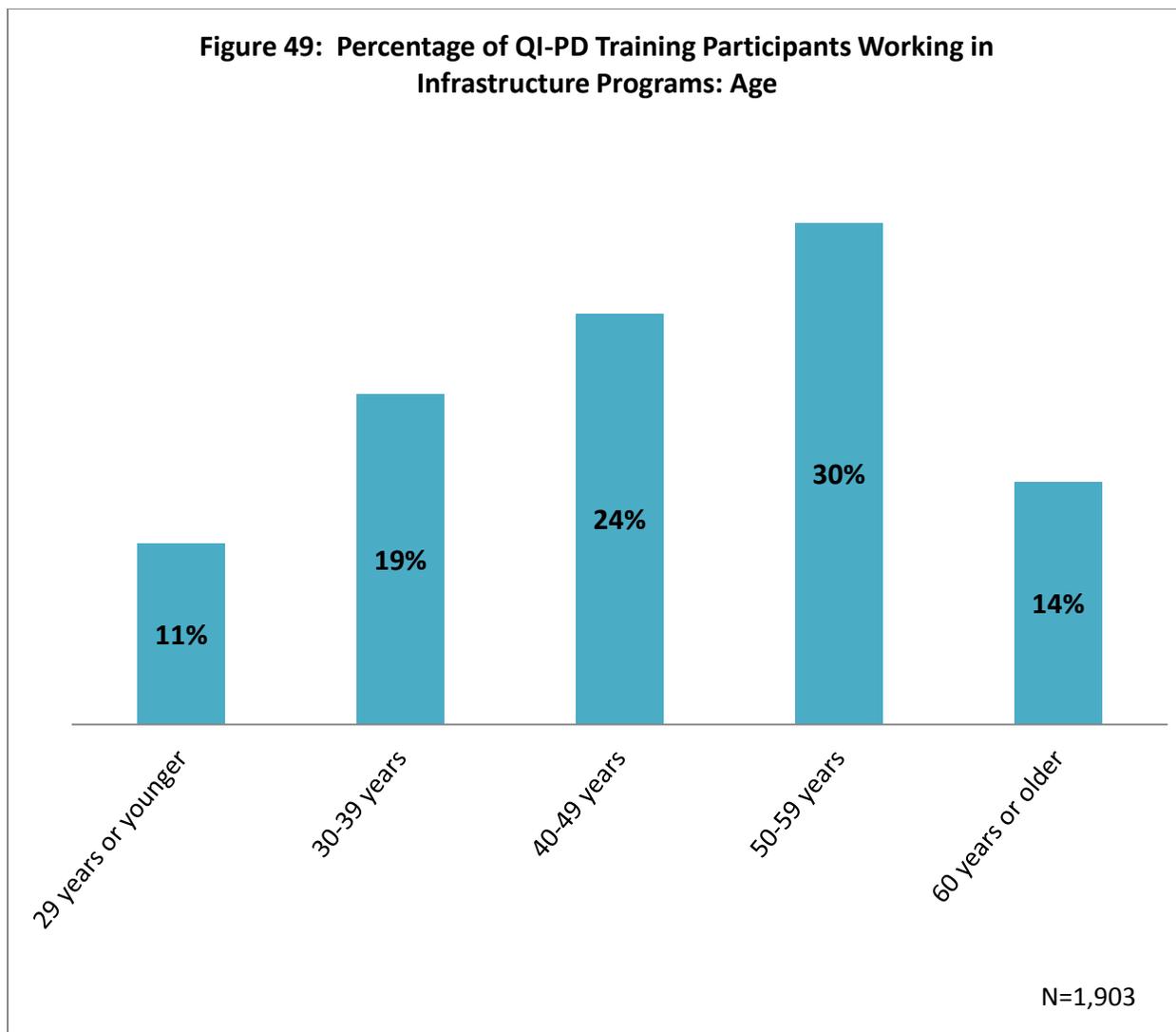
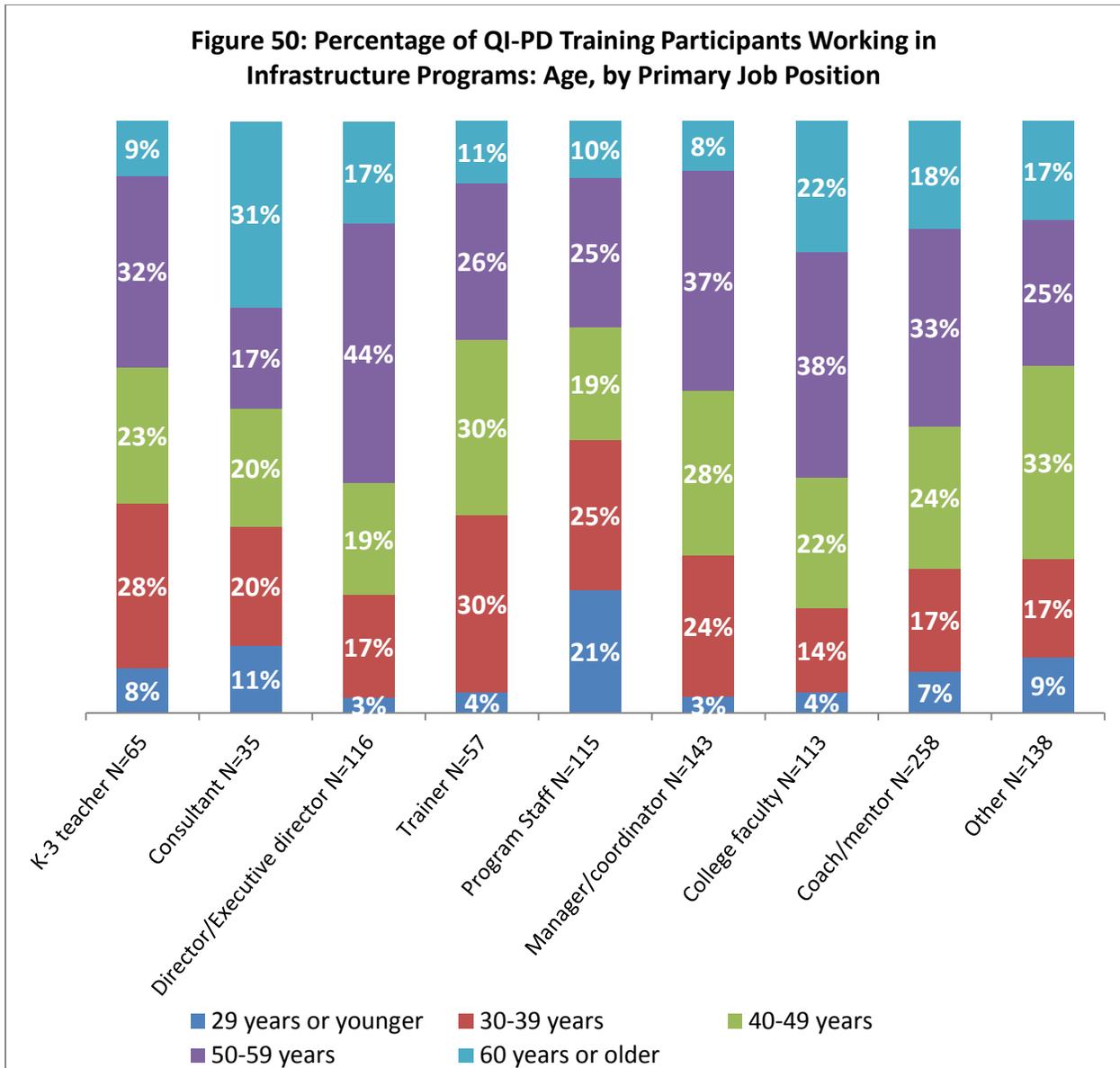


Figure 48: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Race/Ethnicity, by Primary Job Position



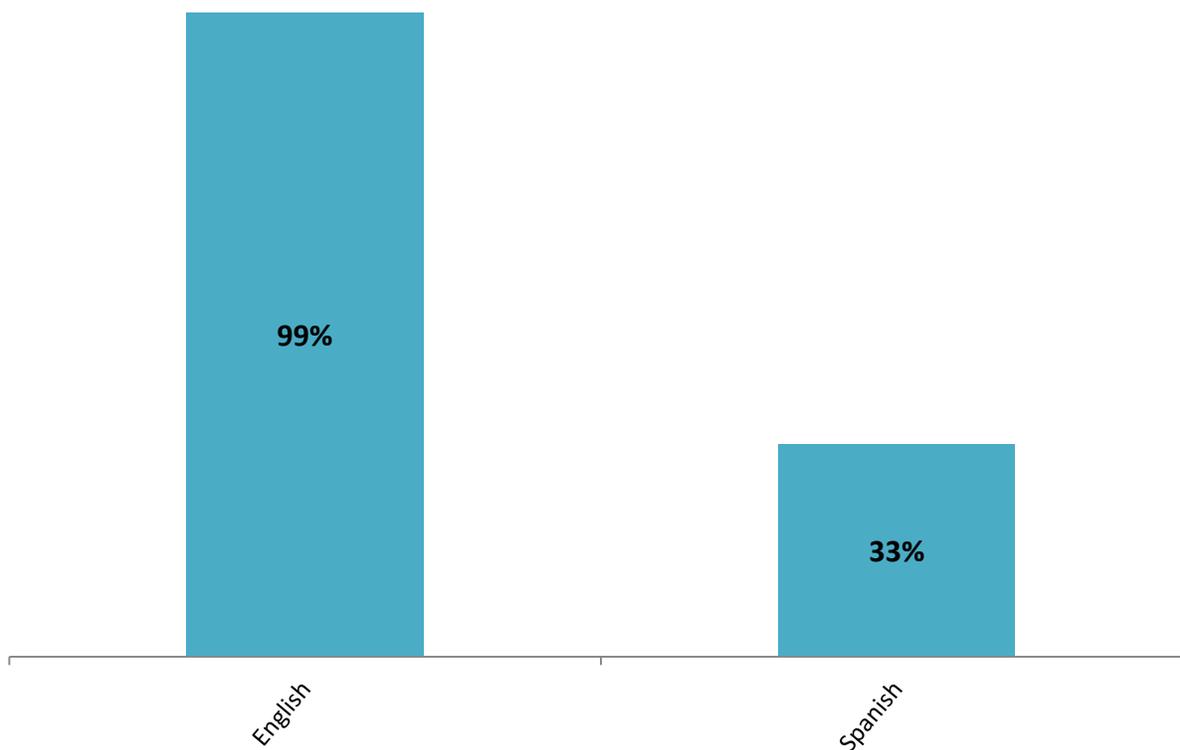


Close to 50 percent of the training participants are 40 plus years old. This indicates that the field needs to be prepared to recruit new faculty and trainers as this group begins to retire.



This figure again demonstrates the need to focus on leadership training. The majority of faculty and directors are approaching retirement age.

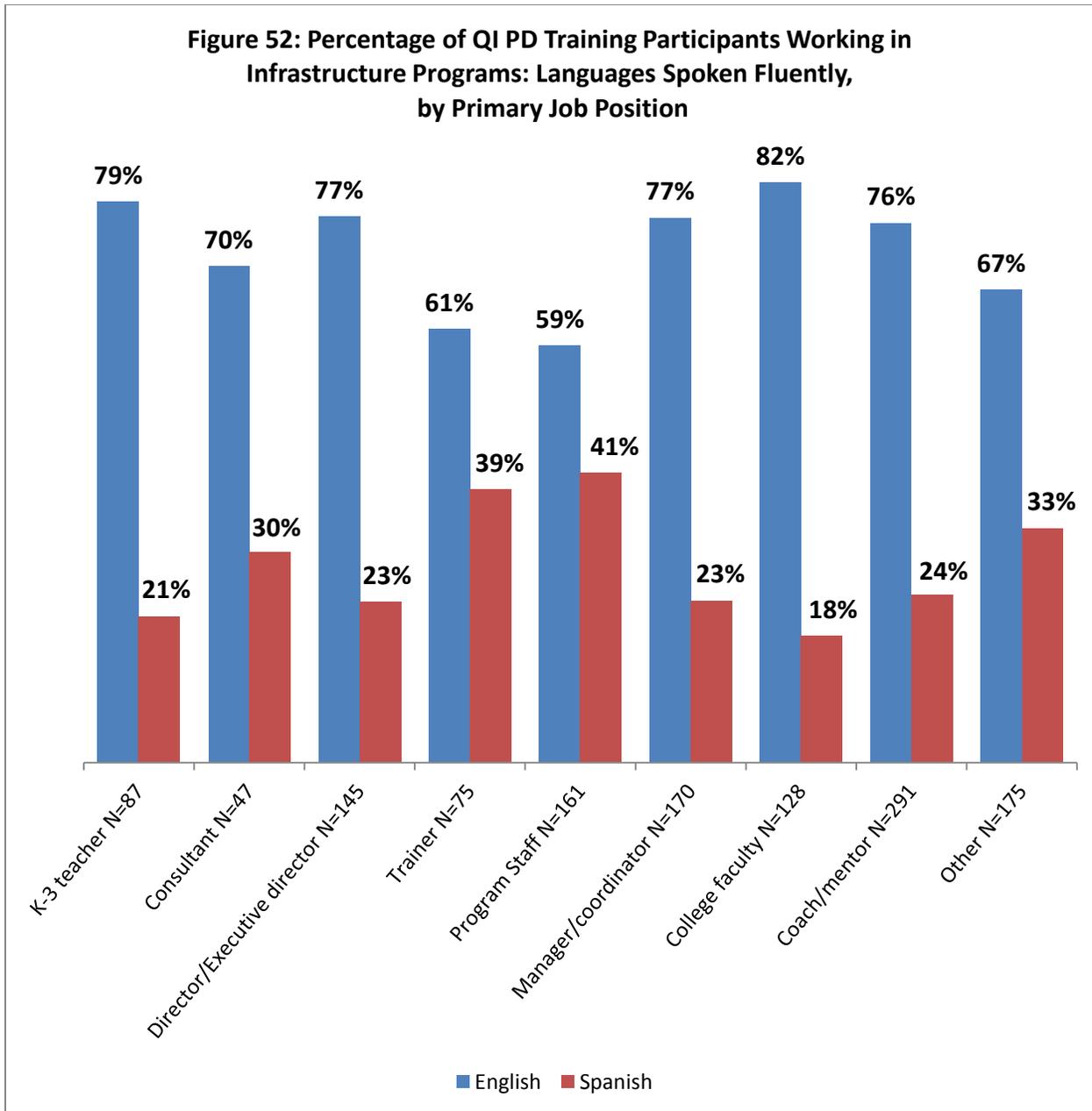
Figure 51: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Languages Spoken Fluently



N=1,446

The percentage total is more than 100% due to the multi-select option on the CDD Profile.

Approximately one-third of participants working in infrastructure organizations report speaking Spanish fluently compared to one-half of direct service training participants.



Appendix-1

Glossary of Terms: Training Categories

Retention Activities refers to participant-specific career or professional development support, such as professional growth advising.

Training is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.*

Trainer of Trainers/Faculty refers to training provided to individuals who will in turn train others on the specific subject matter involved.

On-site training/technical assistance (TA) is training or technical assistance provided in the program's setting that impacts that site **and** site personnel for the benefit of that program. Technical Assistance is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. *

Online training is any learning experience provided through Webinar or coursework conducted through Web access.

Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s).* This includes coaching done via telephone or e-mail.

Mentoring is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. *

Financial Support for training refers to the use of professional development financial support funding, such as AB212, that is used to sponsor a training, host a training, pay for substitutes, or similar support.

Fee-for-Service refers to training or services provided at cost that are above and beyond the level of service funded by CDE. This category is intended to capture data on unfunded need for California residents.

Stipend is a payment, scholarship or grant to a student or eligible participant.

* Quoted from *Early Childhood Education Professional Development: Training and Technical Assistance Glossary*, a joint project of National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource & Referral Agencies (NACCRRA) 2011.

Appendix-2 Professional Development Provider Contact Information

Professional Development Provider	Contact
AB212 - Local Planning Council (AB212)	www.cde.ca.gov/sp/cd/re/lpccontacts.asp
Beginning Together (BTG)	http://www.cainclusion.org/bt
CA Child Care Resource & Referral Agencies (R &R)	http://www.cde.ca.gov/sp/cd/re/ragencylist.asp
CA Collaborative on Social & Emotional Foundations for Early Learning (CCSEFEL)	http://cainclusion.org/camap/cacsefel.html
CA Early Childhood Mentor Program (CECMP)	http://www.ecementor.org/
CA Inclusion & Behavior Consultation Network (CIBC)	http://www.cibc-ca.org/
CA Preschool Instructional Network (CPIN)	http://www.cpin.us
CA School-Age Consortium (CalSAC)	http://www.calsac.org/
Child Care Initiative Project (CCIP)	http://www.rrnetwork.org/ccip
Child Development Training Consortium (CDTC)	https://www.childdevelopment.org
Desired Results Training (DR Training)	http://www.wested.org/desiredresults
Faculty Initiative Project (FIP)	http://www.wested.org/facultyinitiative
Family Child Care at its Best (FCCAIB)	http://humanservices.ucdavis.edu/ChildDev/index.aspx?unit=CHLDEV
Program for Infant Toddler Care (PITC)	http://www.pitc.org