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California Department of Education
Early Education and Support Division
Quality Improvement Office

Quality Improvement—Professional Development Participation Report

2012-13 Tracking and Reporting of Training Participants and Training Activities

February 21, 2014

Reported by:

Child Development Training Consortium
Yosemite Community College District

Quality Improvement – Professional Development Training Participants
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Introduction and History

California continues to allocate a portion of federal Child Care and Development Fund (CCDF) dollars to quality improvement activities. Quality investments and support systems to promote continuous quality improvement of both the programs and the staff who work in them are a core element of CCDF. The federal mandate is that at least four percent of CCDF funds are allocated to improve the quality of child care. The California Department of Education (CDE), Early Education and Support Division (EESD) provides high quality trainings and incentives with set aside quality funds, many of which focus on professional development for the early care and education workforce.

This report indicates that in fiscal year 2012-2013 over 31,500 early education practitioners, of both center based and family child care, participated in over 58,500 quality improvement activities. These data displayed in this report were collected through the EESD Direct Service and Infrastructure Profiles, a standardized quality improvement participant registration profile. The profiles were developed through a review of the Quality Improvement Professional Development (QI-PD) contractors' reports in 2009 by the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley. CSCCE learned that while the QI-PD contractors collected information necessary to demonstrate the outcomes of their project activities, as well as meet program compliance, there was not a consistent method for data collection.

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.

In 2010, EESD contracted with the CSCCE to implement one of the major recommendations of their review, e*stablishing 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.

The standard participant profile form, to be completed by all training participants, is the EESD Profile. There are two versions of the form. One is the Direct Service Profile that is designed to collect the pertinent data of staff working directly with children. The other, the Infrastructure Profile, is designed for use by infrastructure practitioners in the field such as trainers, faculty, and others that assist or train the direct service providers. The EESD Profiles include standard data on participants' demographics, education and training background, and employment. The form also allows for specific information needed by the individual contractors.

The QI-PD contractors began using the participant profile forms in July 2011. At the same time, the EESD contracted with the Child Development Training Consortium (CDTC) to provide technical assistance to the contractors and to collect and aggregate the data 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 EESD website and provide information to guide professional development planning and policy development. At the end of the 2011-2012, CDTC completed functionality tests of the data and database reports. Through a systematic process, revisions were made to the report templates. The revised report templates of 2011-12 were utilized in the first report of the EESD Profiles of Training Participants and Training Activities. The 2011-12 report was considered as a pilot report allowing time for the QI-PD contractors to familiarize themselves with the reporting system and collection of the data using the EESD Profile. The 2011-12 report was also considered pilot due to the majority of training participants not being in the system.

The 2012-13 Tracking and Reporting of QI-PD Training Participants and Activities report contains the majority of participants utilizing CCDF funds; therefore, it is considered baseline for future reports. While these data represent a more comprehensive picture of the activities of the QI-PD, the data in subsequent years will become more consistent as the field integrates the standardized EESD Profile into the Early Learning System.

2012-13 Data and Reports

In 2011-12 there were twelve QI-PD contractors funded though CCDF quality improvement funds that collected information on 26,393 participants who reported attending 40,299 activities. In comparison, the 2012-13 report indicates a significant increase in the number of trainings and activities: over 31,500 early educators participated in more than 58,500 quality improvement activities (Table 1, Page 6).

This demonstrates the level of engagement of the QI-PD contractors and their success to implement the EESD Profiles. The majority of contractors submitted data to CDTC during the 2012-13 program year. The information regarding number of services by individual QI-PDs is available on Page 7 of the report.

Figures 1 and 2 provide detail about the categories of training as defined by EESD (Glossary Page 63) and the number of participants attending multiple trainings. These tables illustrate the types of trainings that early educators select, driven by mandates within many programs of California's Early Learning System.

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 some participants did not respond to each question. A total of 19,175 participants responded to questions related to F-18, and 17,345 in F-19. In addition, the total number of participants that could have responded to these questions in order to provide a comprehensive data set was 29,882 (Direct Service). This is a representation of the variances of N size in this report. The CDTC will continue to assist the QI-PD contractors to ensure training participants complete all data fields of the EESD Profile.

The report shows a variety of information related to the training participants' demographics, education and training background, and employment. The report also displays information in categories of Region, Professional Development Providers, and Primary Job Position. For purposes of recognizing these categories throughout the report, they are color coded. You will note that all of the data presented from a regional perspective is in orange. Information presented by Professional Development Provider is shown in green, and blue represents Primary Job Position.

This report allows us to examine the training opportunities available to the field in a comprehensive format and to identify specific topics that may require additional trainings. An example of this is found in the data reported in Figure 14 on Page 20. The question on the Profile asks, "Do you currently care for children who have an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)?" Twenty-three percent of direct service providers indicated they do not know if the children they work with have an IFSP or IEP. It appears child care providers need training to help bring awareness to the special needs and service plans for the children in their care.

As the data sets evolve, the report templates to support the work of aggregating the data will continue to be complete, inclusive and thorough. The data contained in this report should prove to be extremely beneficial to the professional development providers and EESD as they continue to build an integrated Early Learning System for California. It will also aid programs such as the EESD contractors, the CARES Plus community, and Race to the Top Regional Leadership Consortia as they develop plans to increase the quality of children's programs and the early care and education workforce.

A special thanks to the 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.

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

Professional Development Provider	PDP Abbreviation	Training Category (Page 63 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

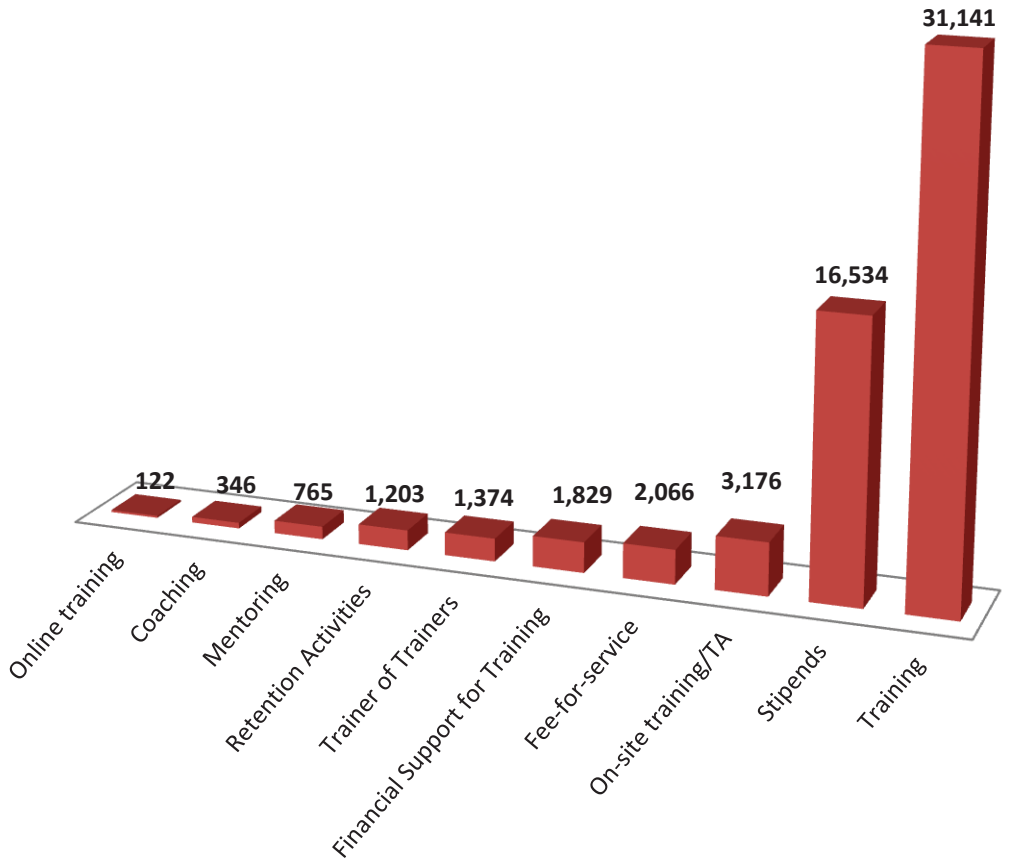
Table 1: Quality Improvement (QI) Professional Development (PD) Training Participants

	Work in Direct Service Programs	Work in Infrastructure Programs	Total
Total number of training participants	29,882	1,668	31,550
Percentage of training participants	95%	5%	100%
Total number of training activities	55,888	2,675	58,563
Percentage of training activities	95%	5%	100%
Total number of children served by training participants working in direct service programs	307,682	N/A	307,682
Number of participant activities by professional development :			
AB212 Local Planning Council	9,067	125,	9,192
Beginning Together	0	12	12
CA Child Care Resource & Referral Agencies*			
CA Collaborative on Social & Emotional Foundations for Early Learning	2,526	552	3,078
CA Early Childhood Mentor Program	798	128	926
CA Inclusion & Behavior Consultation Network	0	0	0
CA Preschool Instructional Network	11,132	1,018	12,150
CA School-Age Consortium	152	0	152
Child Care Initiative Project	15,745	427	16,172
Child Development Training Consortium	10,828	0	10,828
Desired Results Training	198	0	198
Faculty Initiative Project	33	123	156
Family Child Care at its Best	2,754	0	2,754
Program for Infant Toddler Care	2,645	290	2,935
Percentage of training participants by region of the state:			
Northern	12%	14%	
Bay Area	23%	35%	
Central	17%	22%	
Coastal Area	8%	6%	
Southern	18%	14%	
Los Angeles County	23%	10%	
N	19,249	963	20,212
Percentage of participants who attended:			
One (1) training category	68%	70%	
Two (2) training categories	15%	16%	
Three (3) plus training categories	15%	13%	
N	29,882	1,668	31,550

* CA Child Care Resource & Referral Agencies activities are reported under Child Care Initiative Project

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

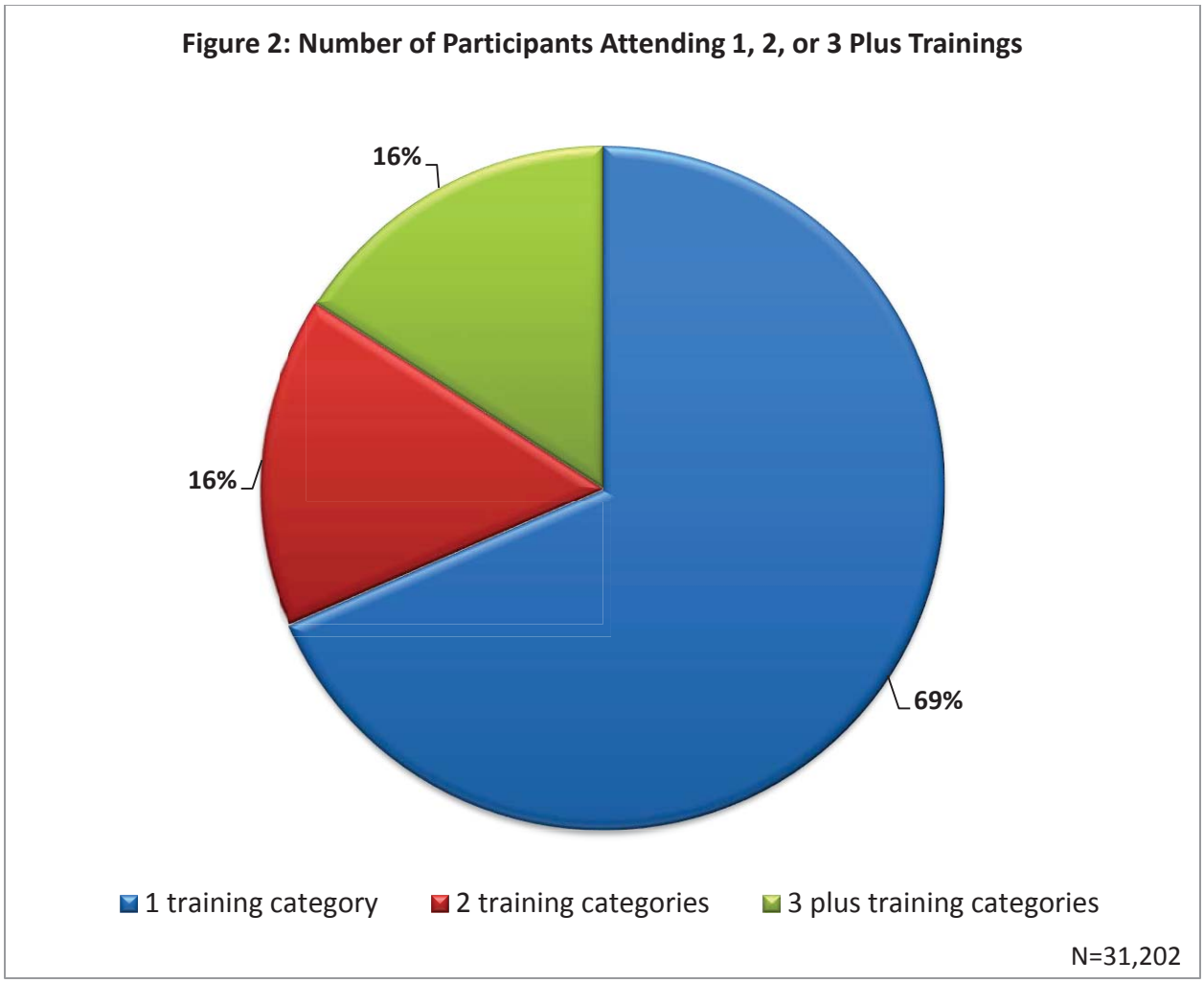
Figure 1: Number of Participants by Training Activity Category*



N=58,556 (duplicated count)

***Refer to Glossary of Terms on Page 63**

This figure will allow EESD 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.



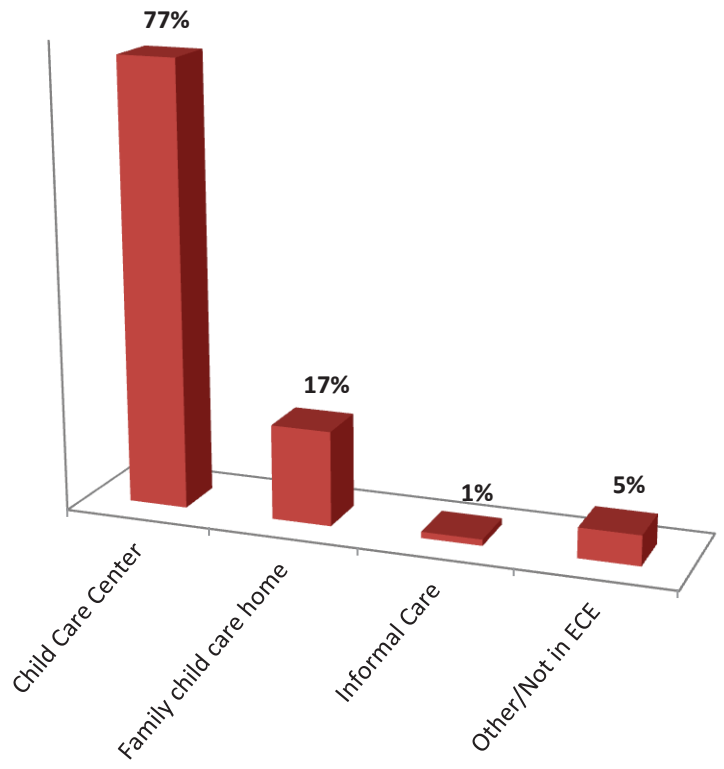
The total N size for California displayed in Figure 2 is less than the N size displayed in Figure 1. This is because some participants did not report their county of employment.

The vast majority of participants only attended one training activity within this time period. Most participants are not participating across training providers at this time. This may indicate that more integration of EESD 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

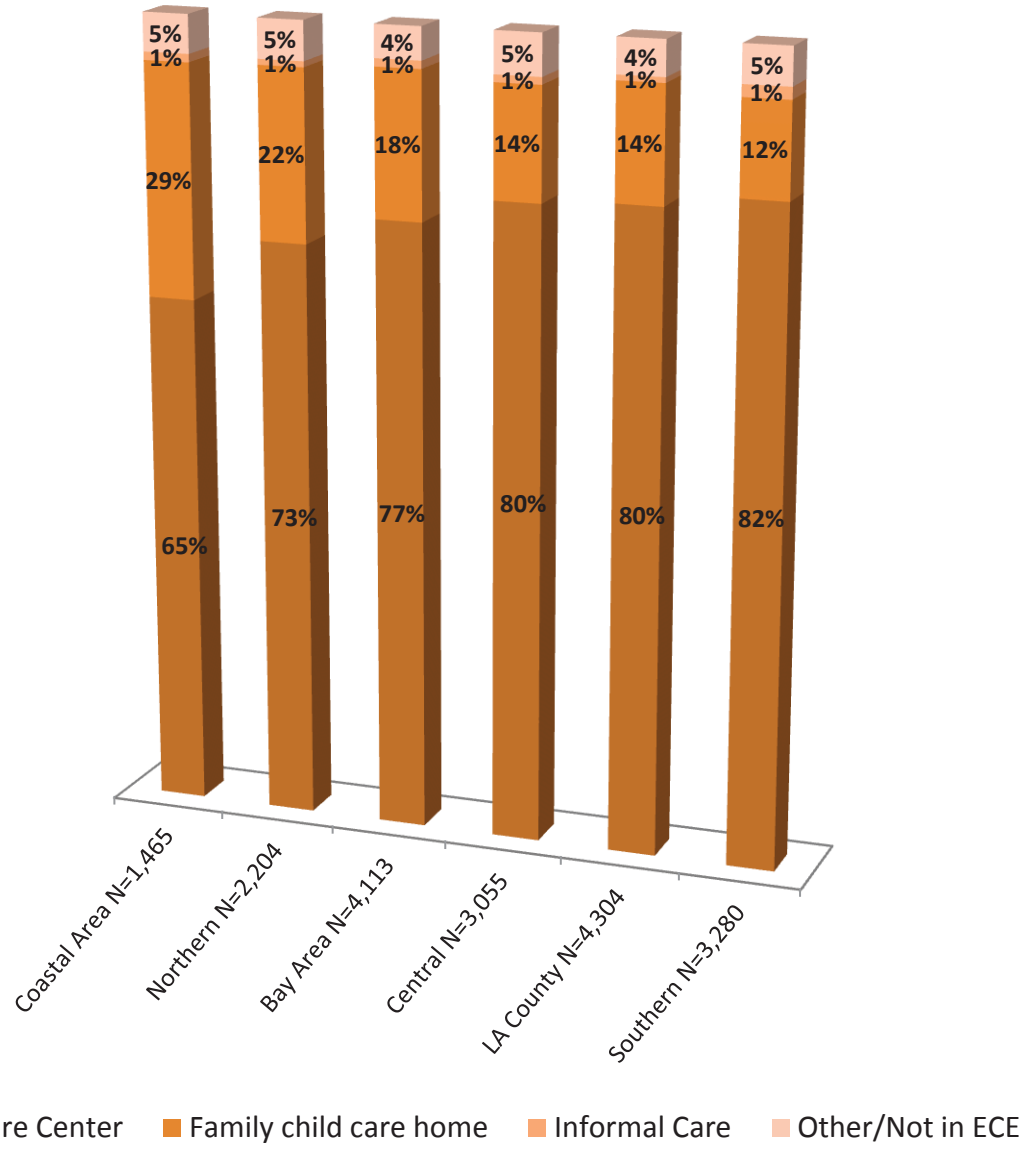
Figure 3: Percentage of QI-PD Training Participants Working in Direct Service Programs: Employment Setting



N=19,869

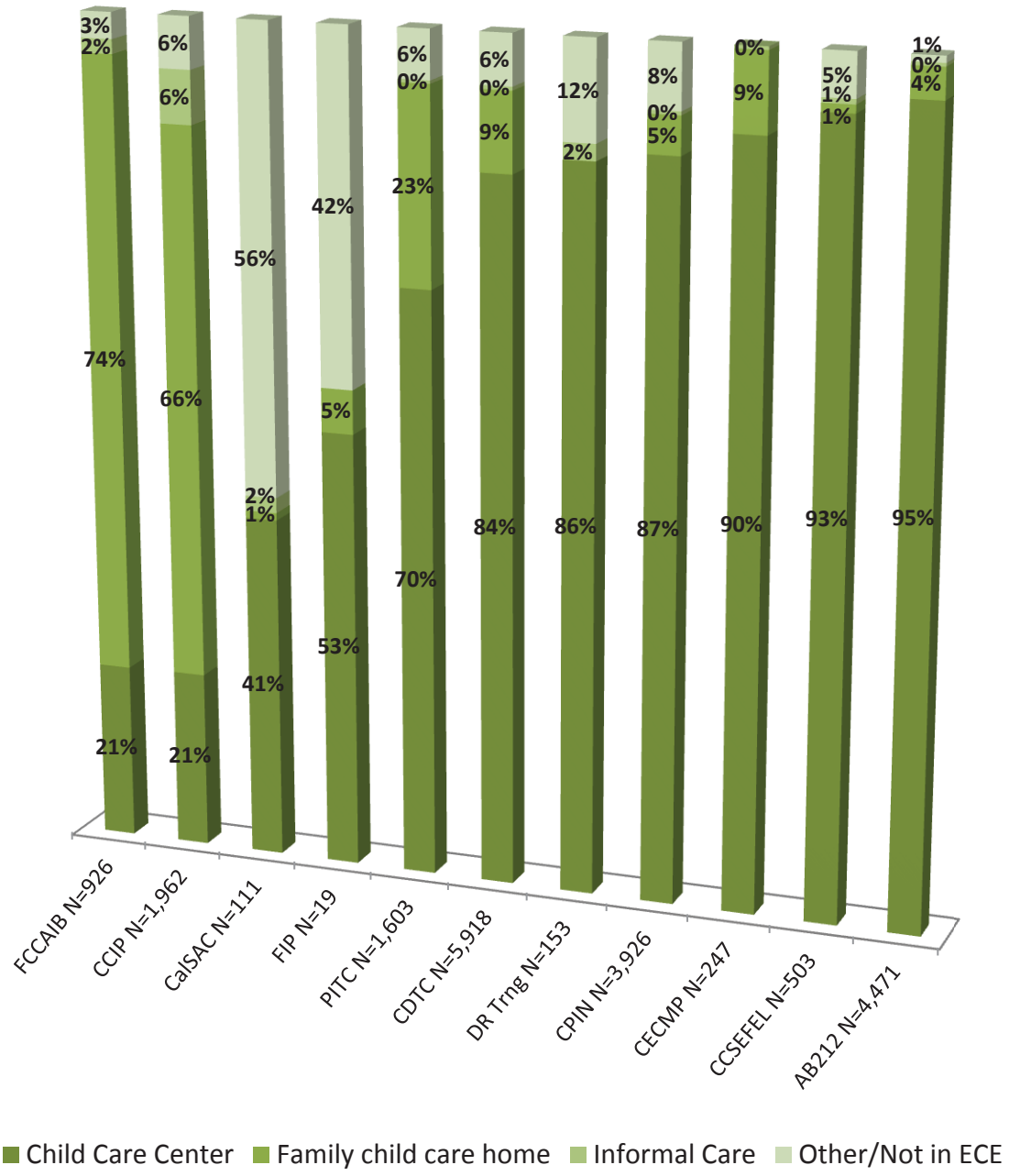
Based on available data, over three-quarters of participants are working in center based programs. Figure 3 is helpful to determine which sectors of the workforce are currently being served in EESD training programs. This will promote development of strategies to encourage all sectors of the workforce 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 Area, where a slightly greater percentage of family child care home providers are being served.

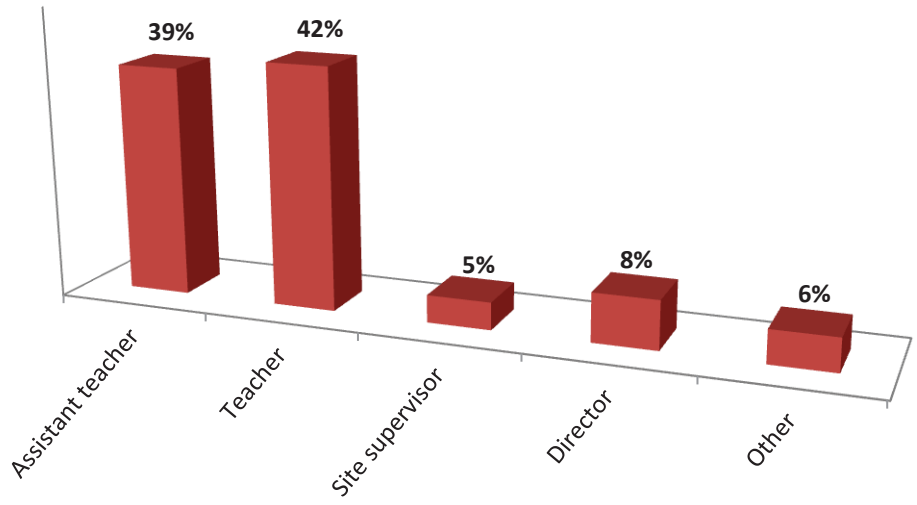
Figure 5: Percentage of QI-PD Training Participants Working in Direct Service Programs: Employment Setting, by Professional Development Provider



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 assistant teacher or teacher.

Figure 6: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff

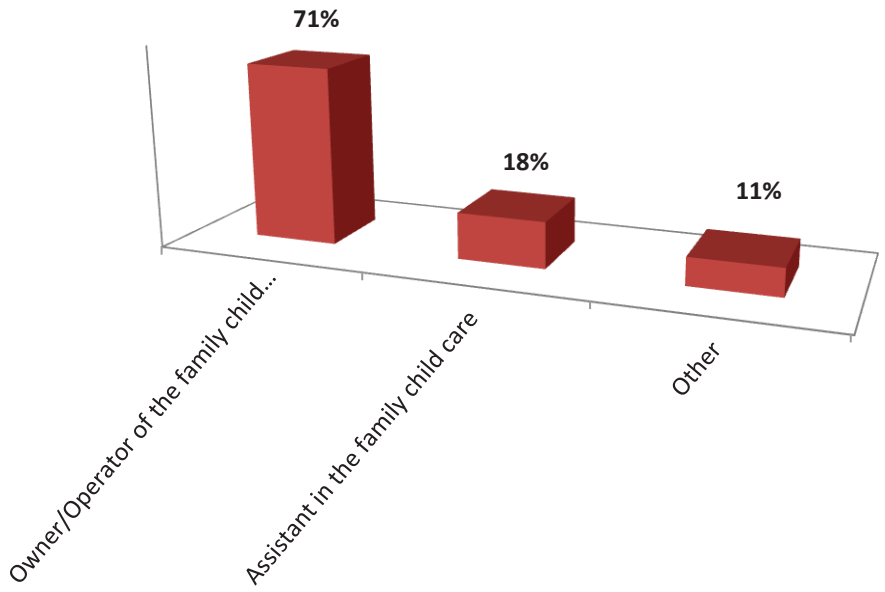


N=14,001 - Center based

Director includes: Teacher director, assistant director, director single site, director multiple sites, executive director. Other includes: Specialized teaching staff, professional support staff, others.

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

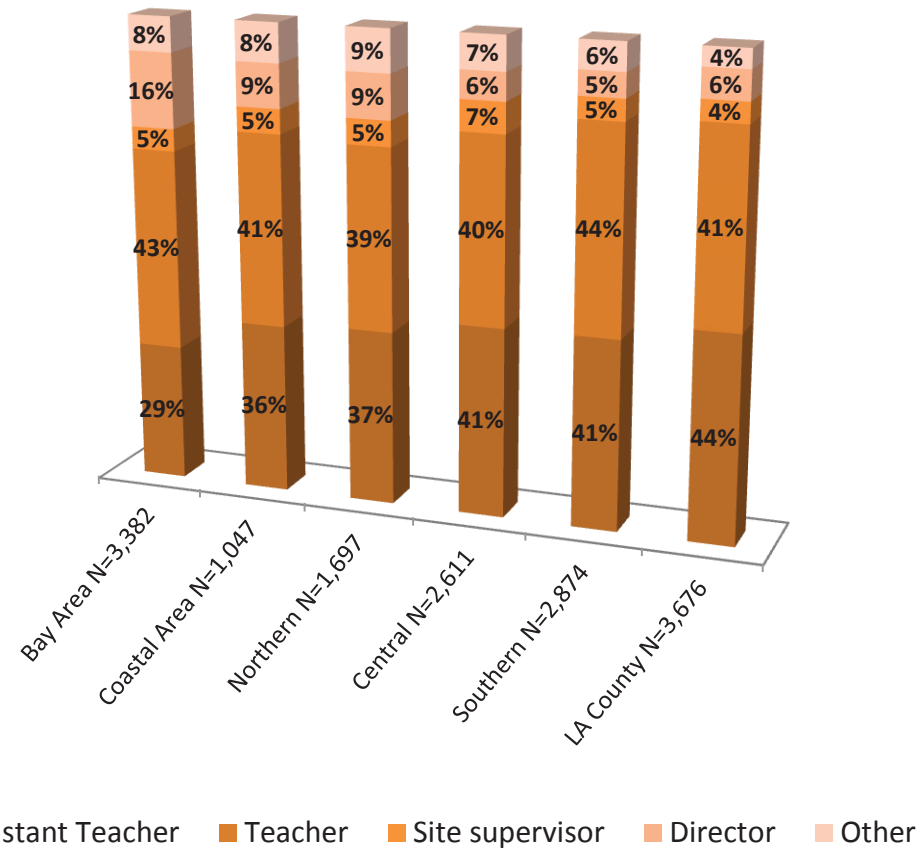
Figure 7: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Family Child Care



N=4,296 -Family child care

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.

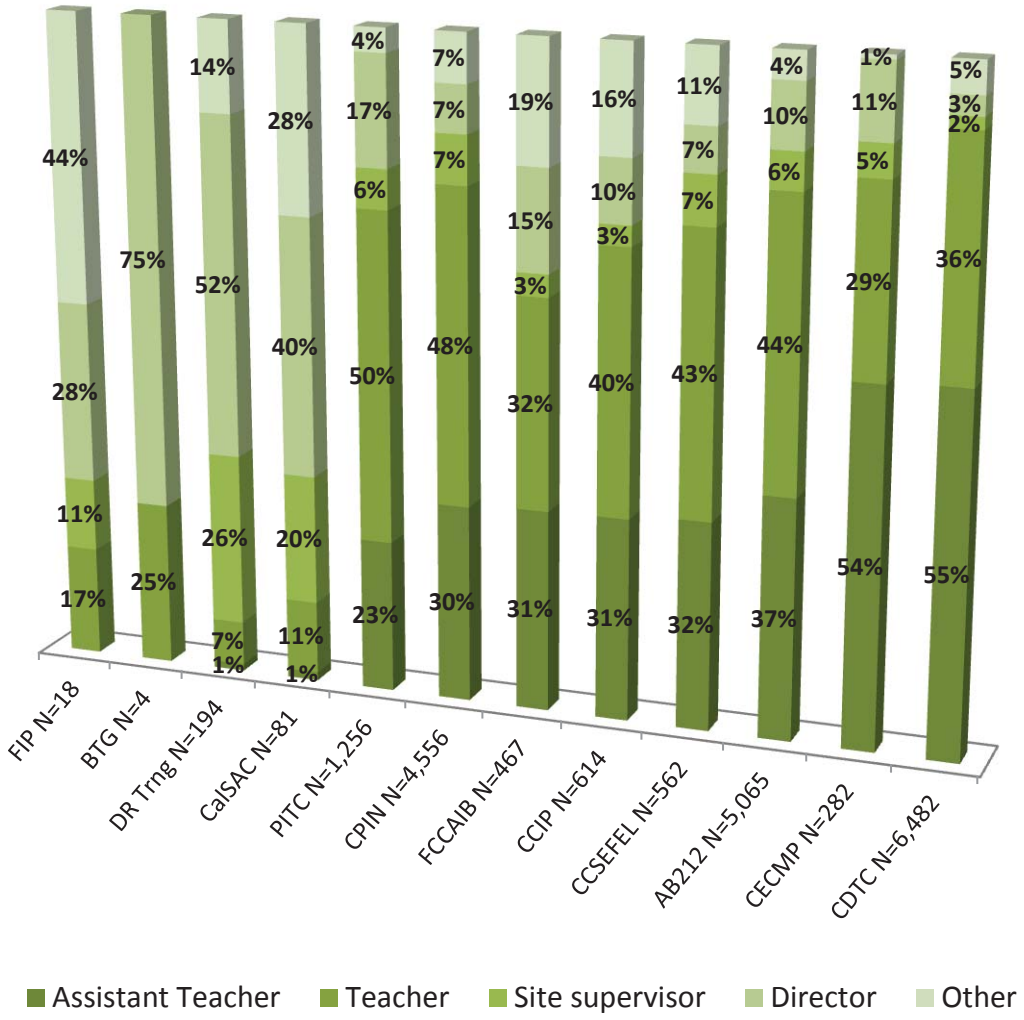
Figure 8: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff, by Region



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

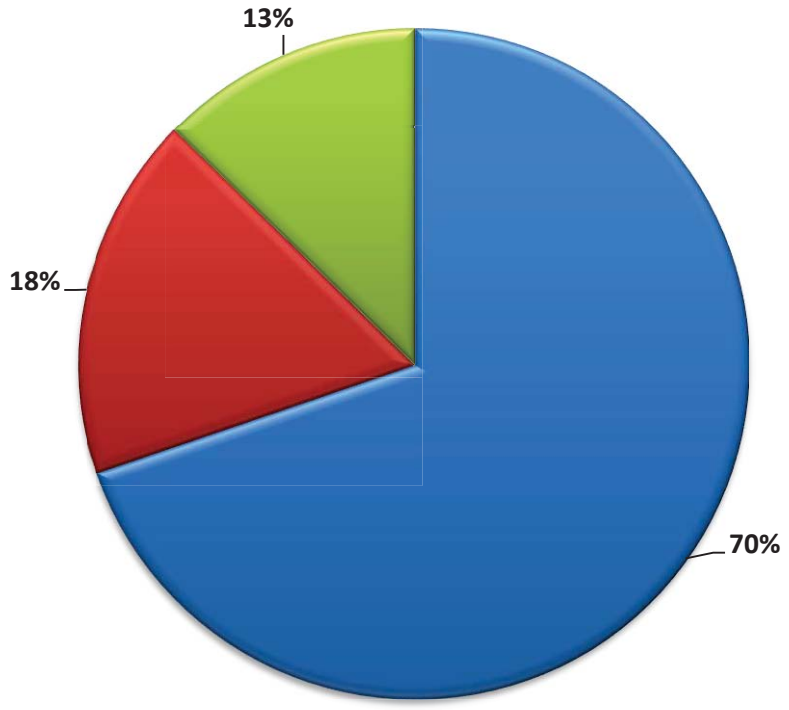
Figure 9: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff, by Professional Development Provider



Director includes: Teacher director, assistant director, director single site, director multiple sites, executive director. Other includes: Specialized teaching staff, professional support staff, faculty.

The next four figures present information about training participants caring for Dual Language Learners.

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

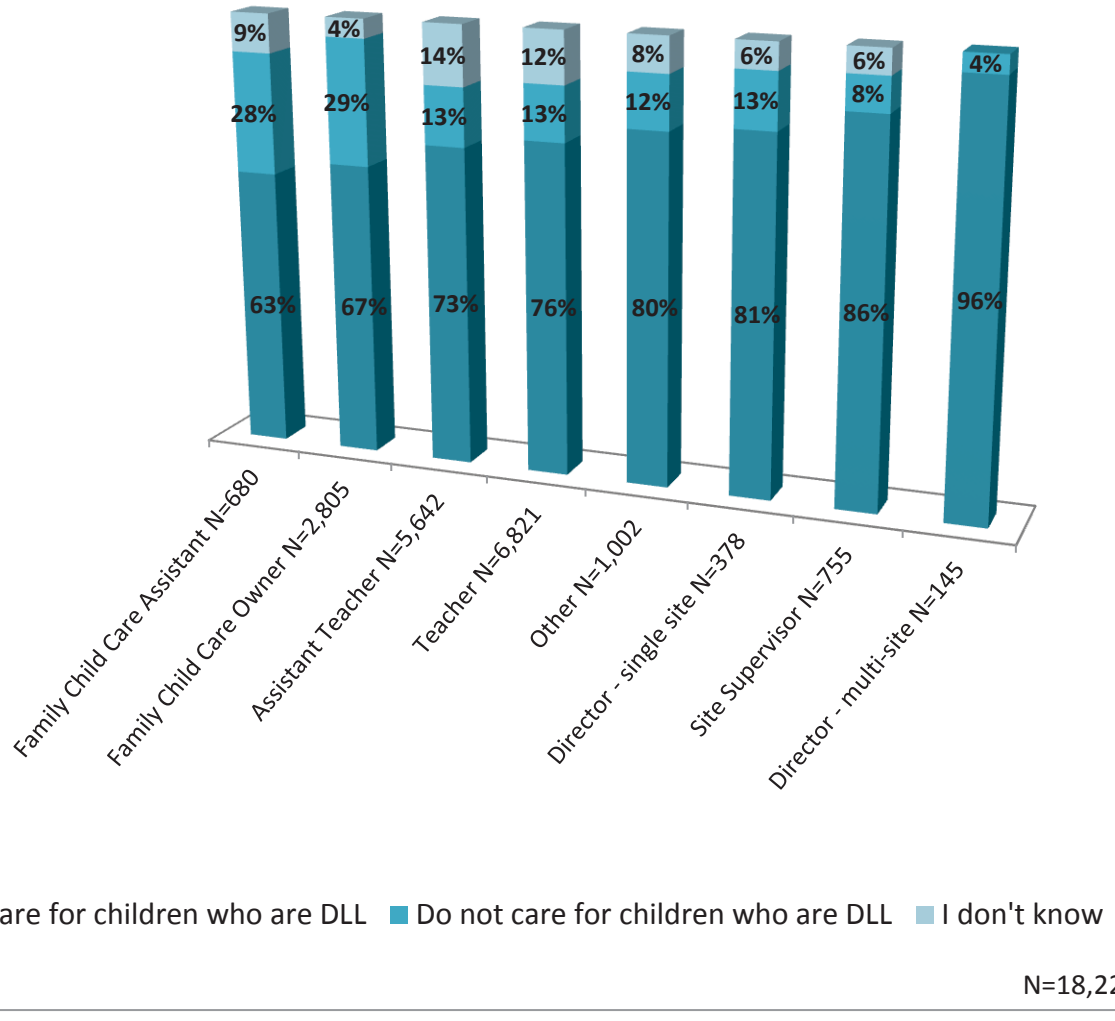


Care for children who are DLL | Do not care for children who are DLL | I don't know

N=21,320

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 Dual Language Learners (DLL), by Primary Job Position

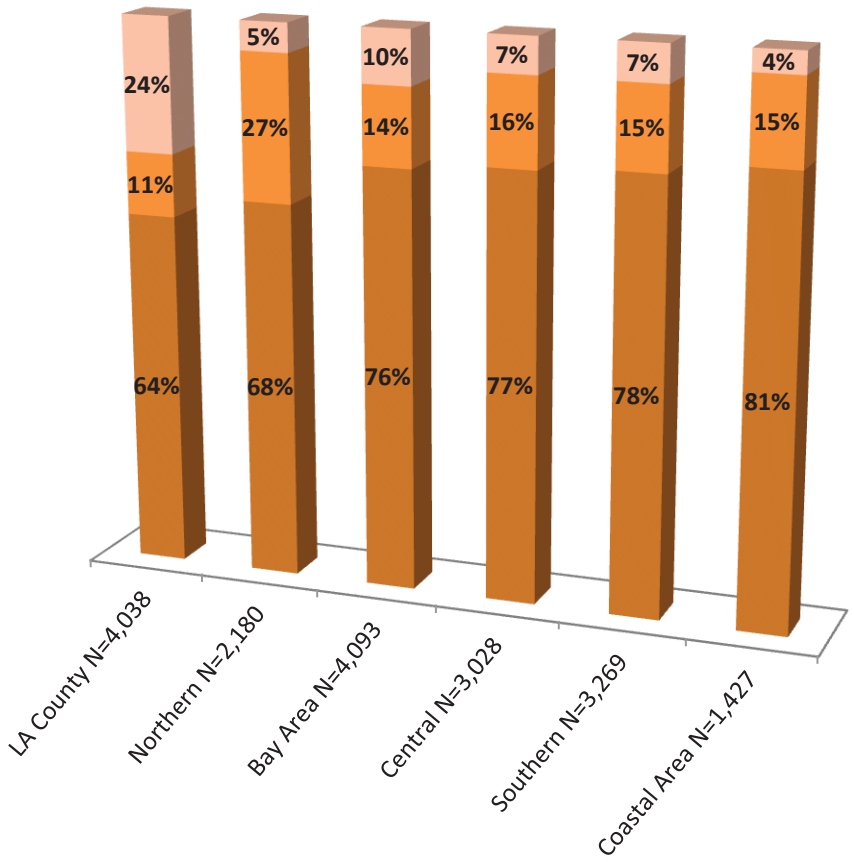


N=18,228

Other includes: Professional support staff, Assistant Director, Specialized teaching staff.

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 Dual Language Learners (DLL), by Region



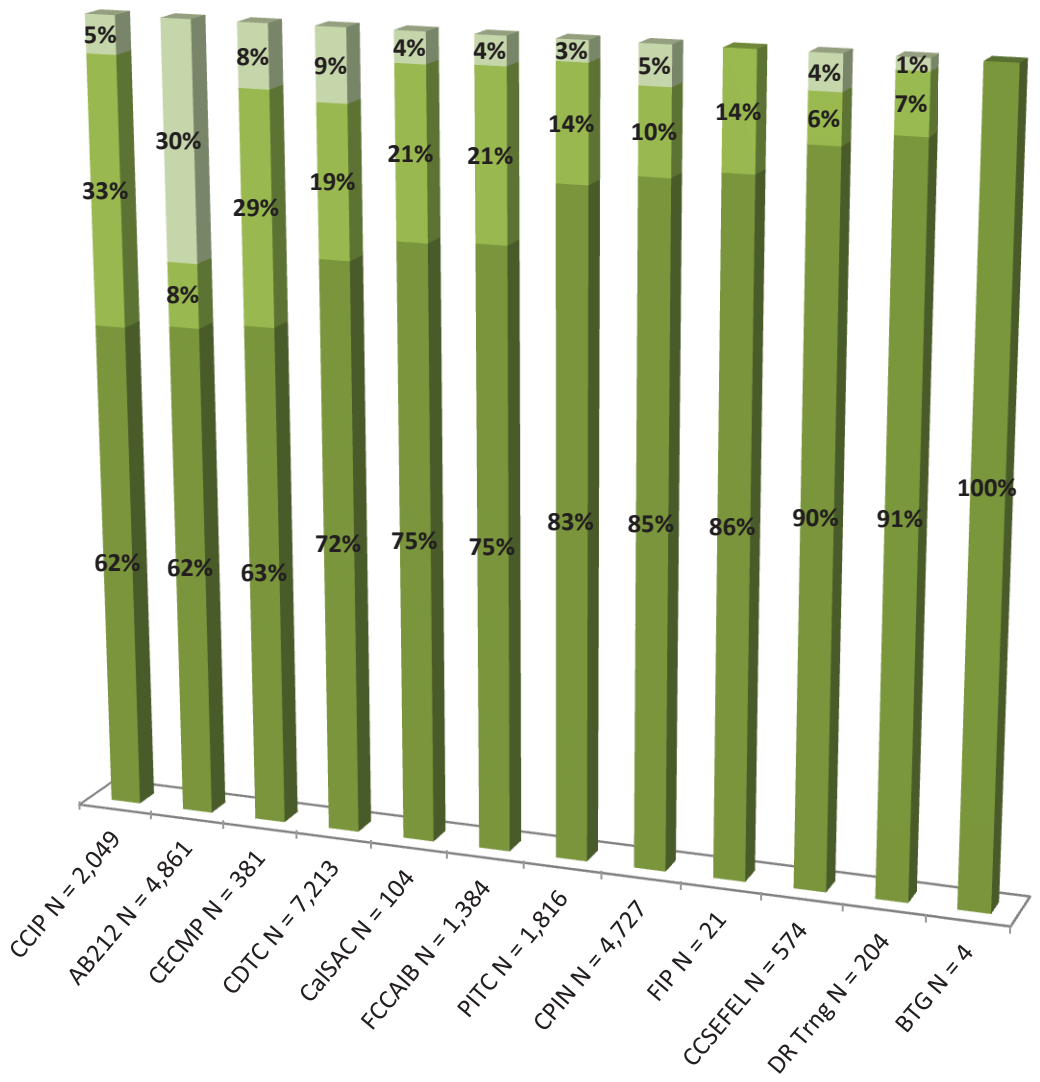
Care for children who are DLL ■ Do not care for children who are DLL ■ I don't know

N=19,869

The percentage of training participants working with children who are dual language learners does not vary significantly 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.

Most of the participants trained by PDPs provide care for Dual Language Learners.

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

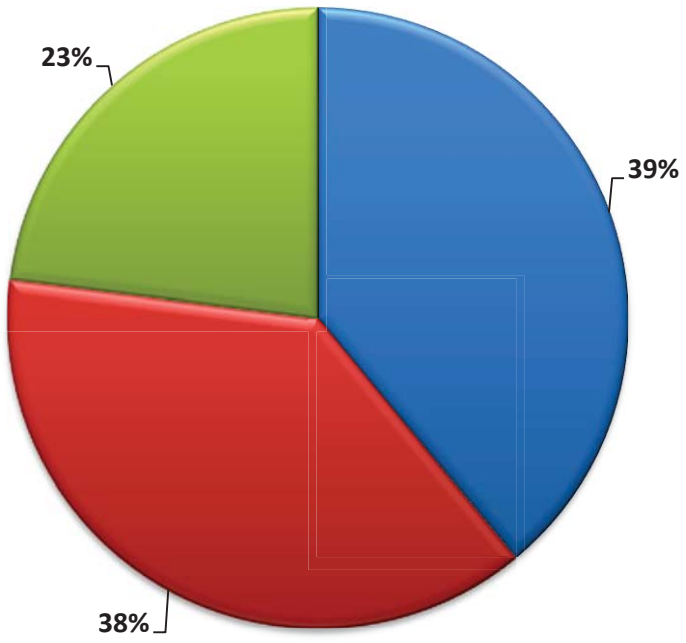


Care for children who are DLL ■ Do not care for children who are DLL ■ I don't know

N=23,338

Working with children with special needs is an important factor for California to consider when developing trainings. These next four 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)

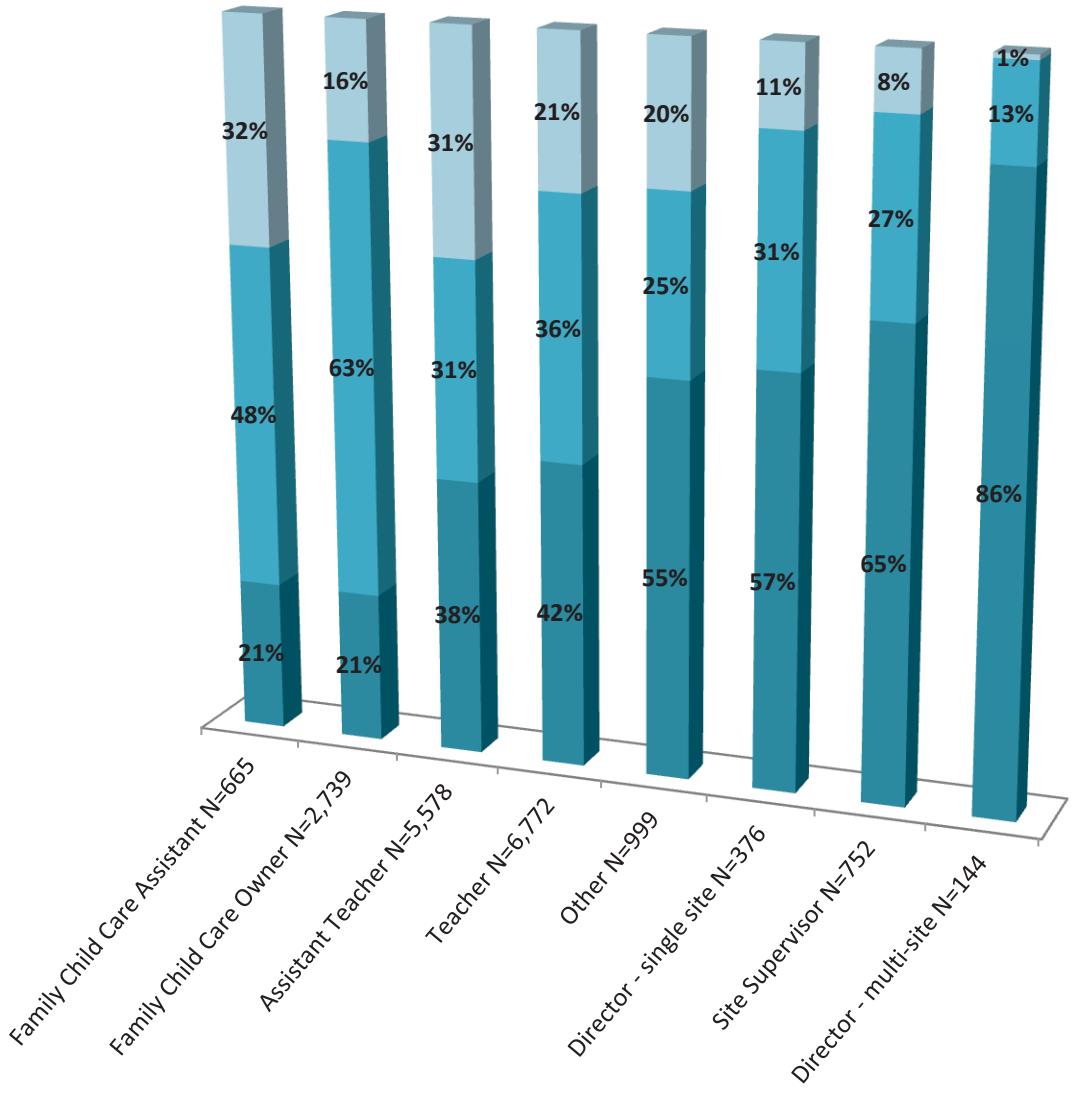


Care for children with IFSP/IEP Do not care for children with IFSP/IEP I don't know

N=19,158

Given that 23 percent of the participants responded that they do not know whether they work with children who have an IFSP or IEP, more training is needed in this area.

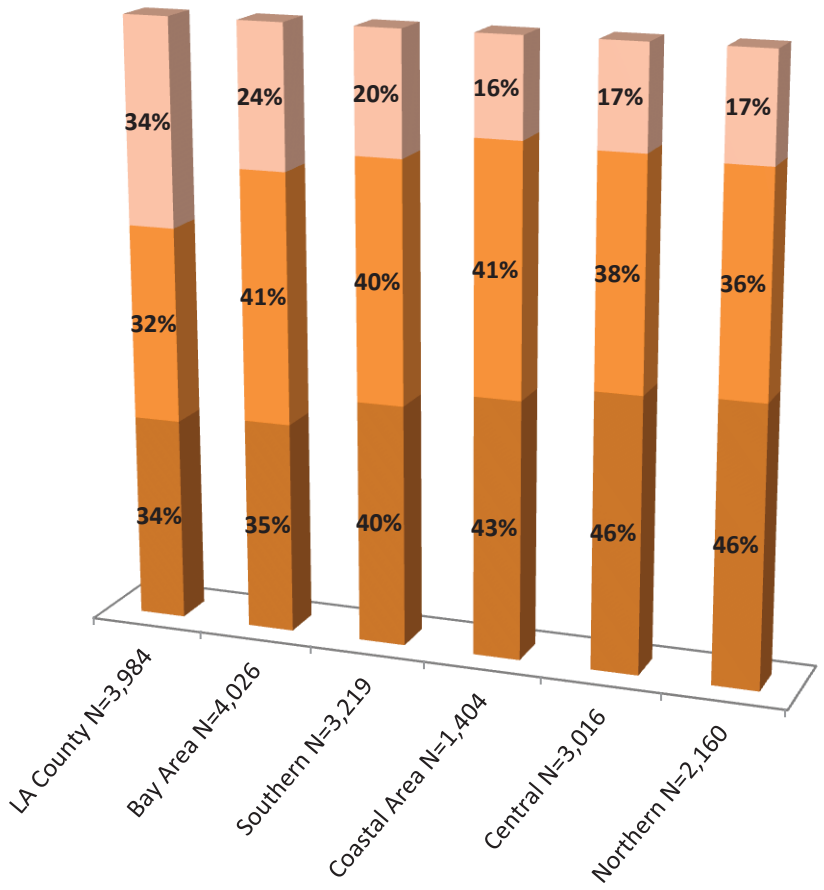
Figure 15: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children with an IFSP or IEP, by Primary Job Position



N=18,025

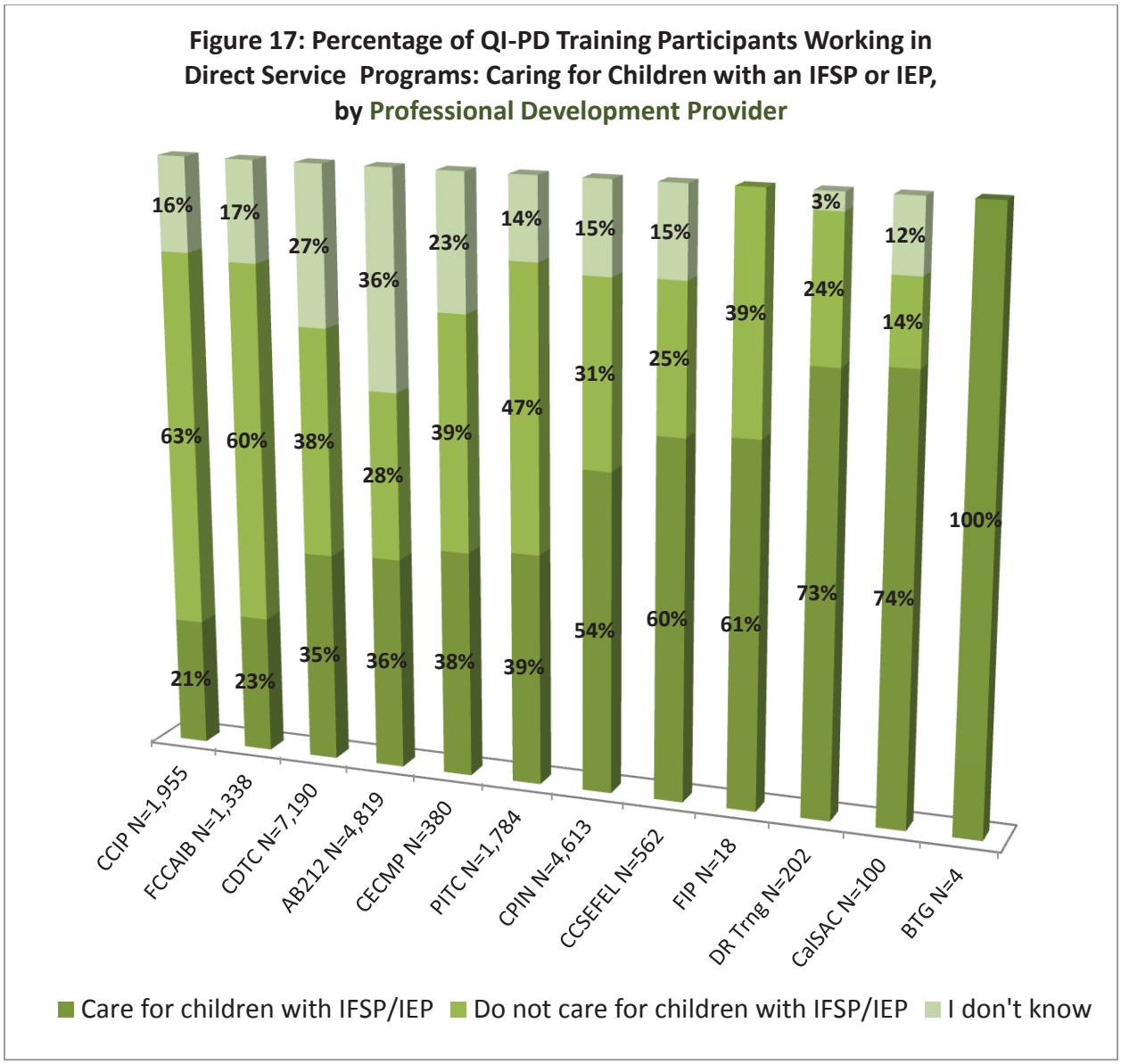
There is a significant variation of more than 60 percent between the Site Supervisor/Director and Family Child Care positions caring for children with an IFSP or IEP, therefore it is important to target training to directors.

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



■ Care for children with IFSP/IEP ■ Do not care for children with IFSP/IEP ■ I don't know

There is some variation of the number of participants working with children with special needs 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 less than one-quarter in Los Angeles County.

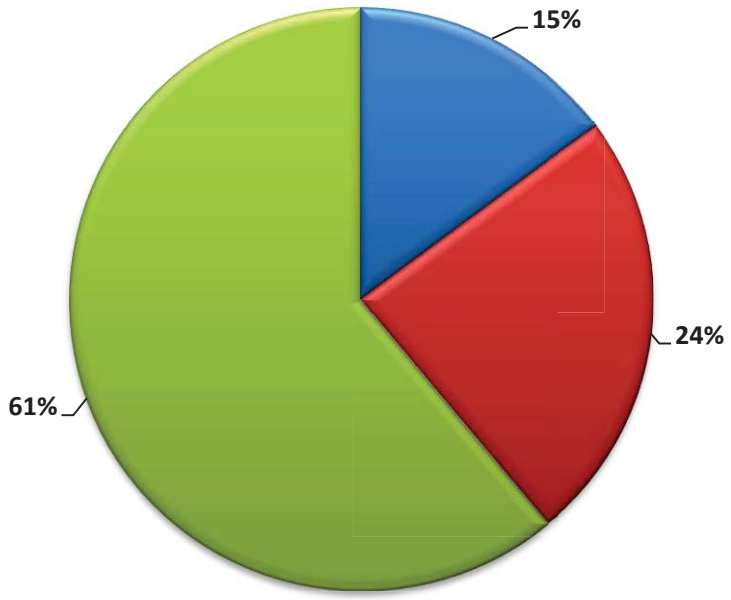


There is also variation among PDPs in the percentage of participants working with children with an IFSP or IEP. Individual providers should pay attention to this as they design their training programs.

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

The following section provides information about the employment status of the training participant.

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

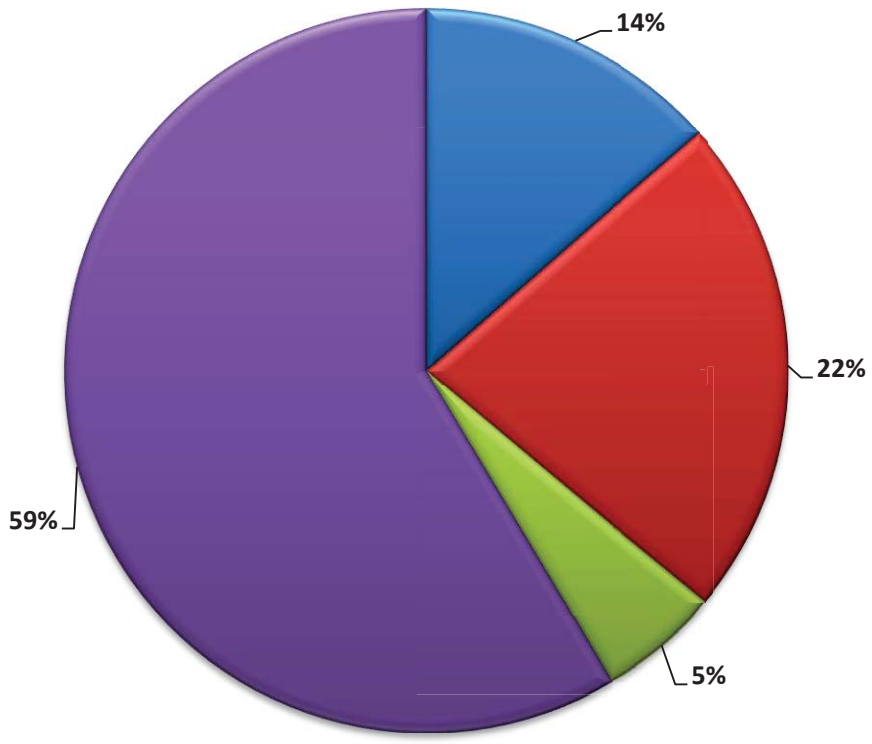


Less than 20 hours per week | 20-34 hours per week | 35 or more hours per week

N=19,175

The vast majority of the training participants work full-time: 35 or more hours per week and 12 months per year.

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



9 months or less | 10 months | 11 months | Full year - 12 months

N=17,345

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	5,214
	Teacher	5	6,103
	Site supervisor	7	699
	Director - single site	7	358
	Director - multiple sites	7	141
	Family Child Care Owner	8	1,933
	Family Child Care Assistant	3	584
	Other	5	952
Tenure in the ECE Field	Assistant Teacher	7	5,624
	Teacher	11	6,678
	Site supervisor	16	746
	Director - single site	18	372
	Director - multiple sites	19	142
	Family Child Care Owner	10	2,324
	Family Child Care Assistant	4	576
	Other	11	952
Tenure with Current Employer	Assistant Teacher	5	5,703
	Teacher	7	6,597
	Site supervisor	11	727
	Director - single site	10	368
	Director - multiple sites	12	142
	Family Child Care Owner	8	2,273
	Family Child Care Assistant	3	647
	Other	7	983

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

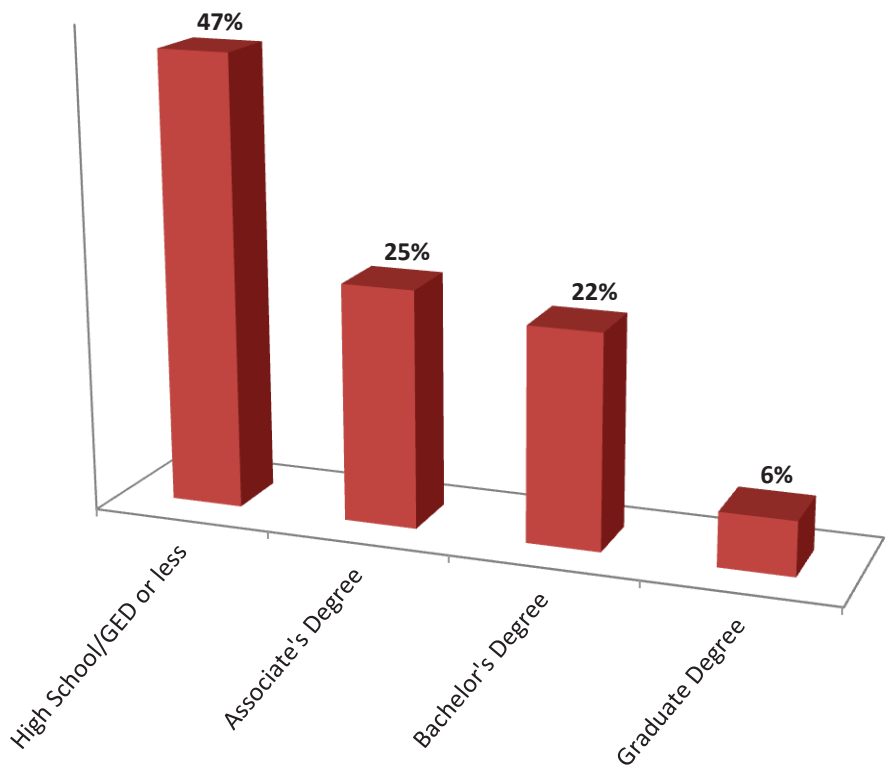
Job Position	Mean Hourly Wage	Full-Time Equivalent Salary	N
Assistant teacher	$12	$24,995.05	4,526
Teacher	$16	$32,245.75	4,913
Site supervisor	$19	$39,646.73	389
Director - single site	$20	$41,099.11	127
Director - multiple sites	$25	$52,534.68	37
Family Child Care Owner	$13	$27,845.57	419
Family Child Care Assistant	$11	$22,829.56	394
Other	$16	$34,151.65	579

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 figures display information about the participants' highest level of education.

Figure 20: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education



N=22,156

Slightly more than one-half (53%) 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

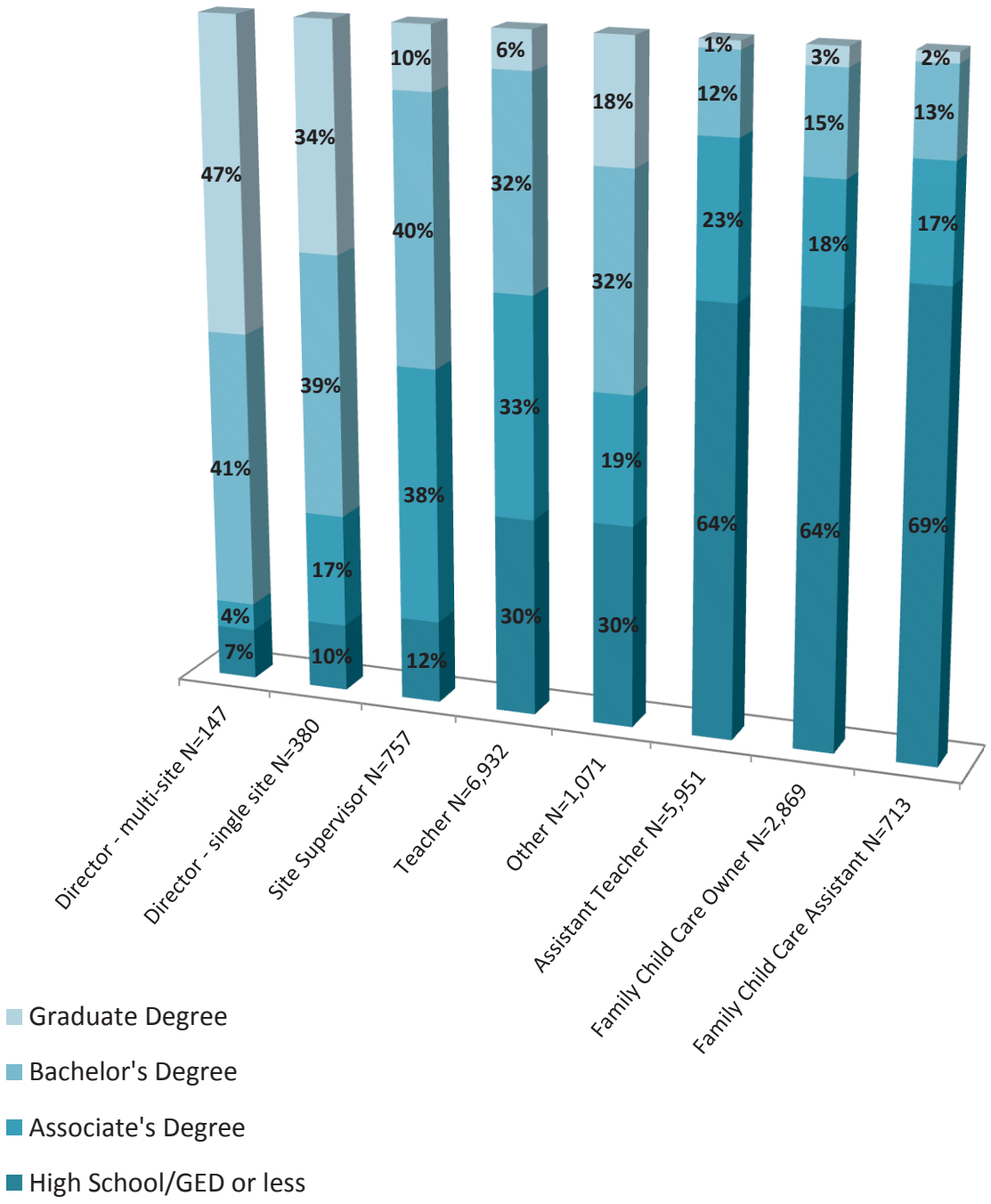


Figure 22: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education, by Region

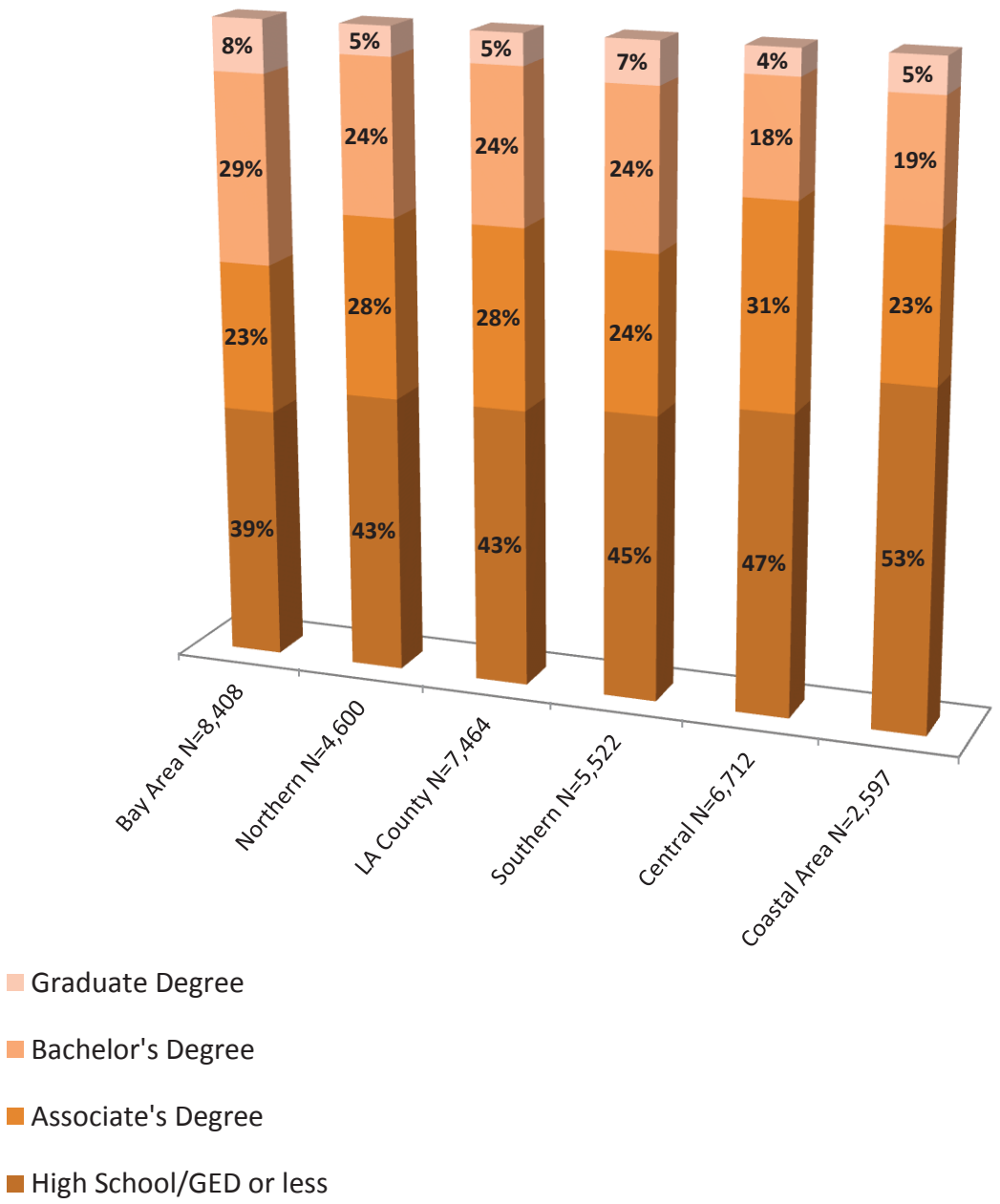
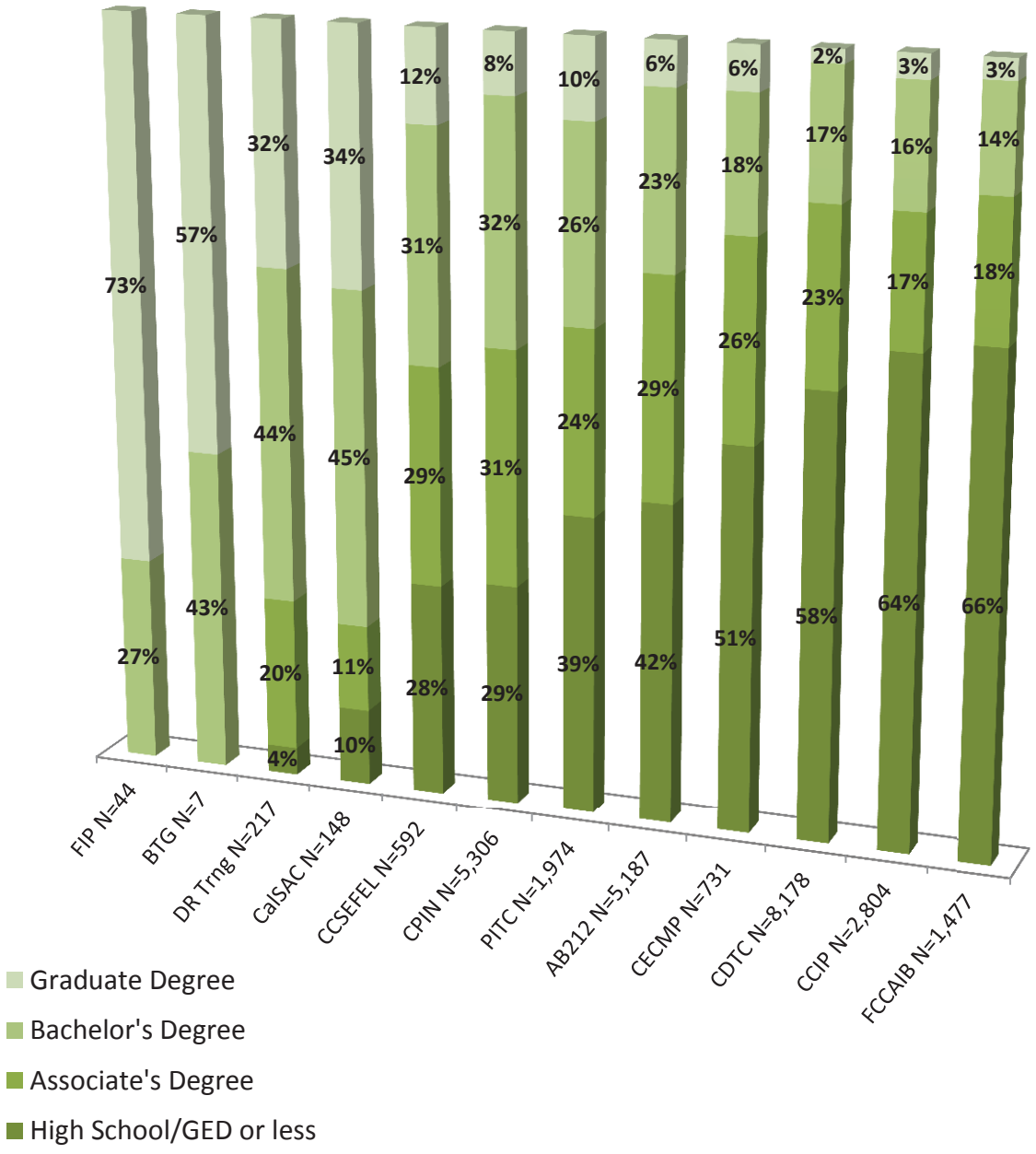
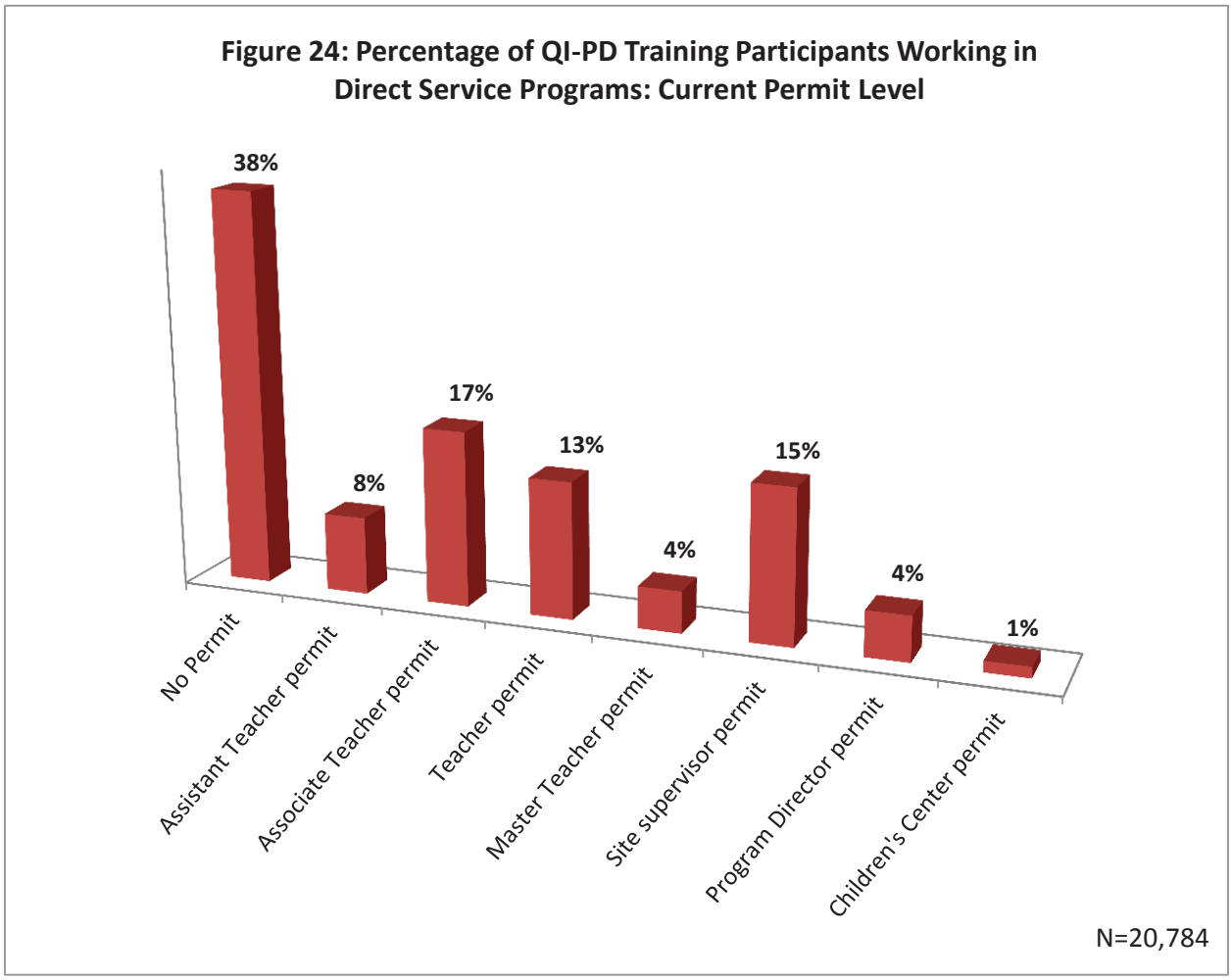


Figure 23: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education, by Professional Development Provider



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 figures 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

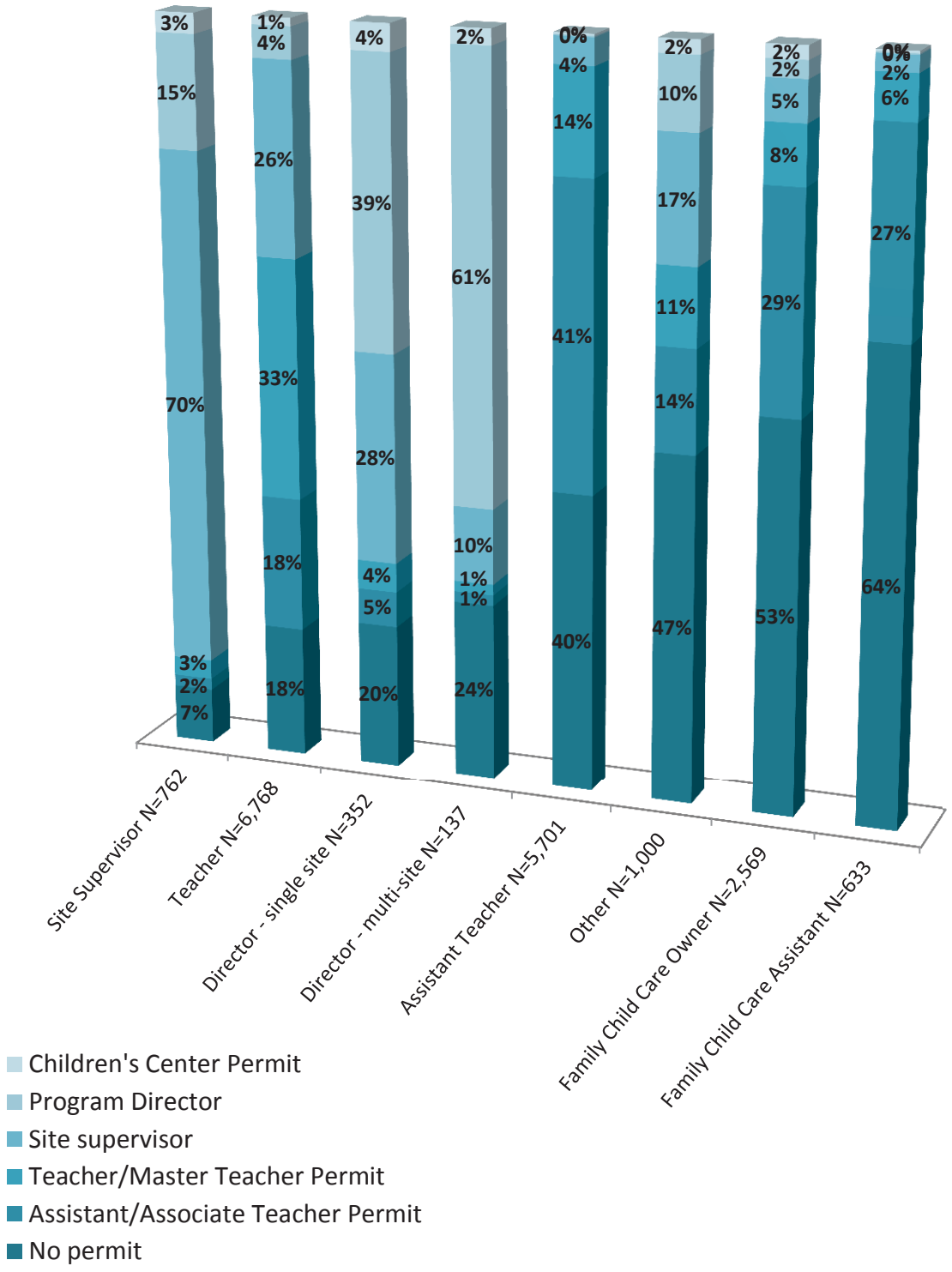
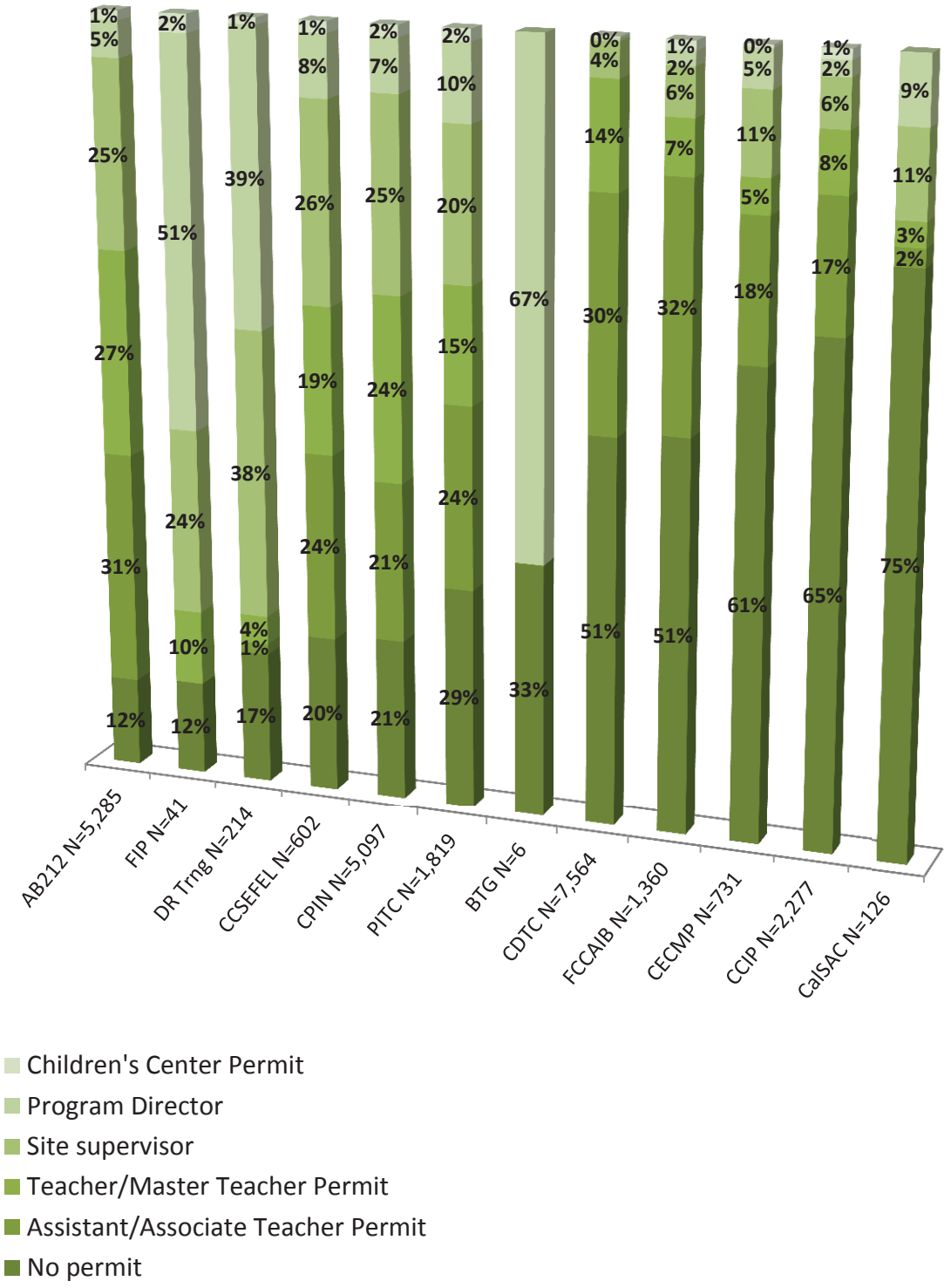


Figure 26: Percentage of QI-PD Training Participants Working in Direct Service Programs: Current Permit Level, by Professional Development Provider

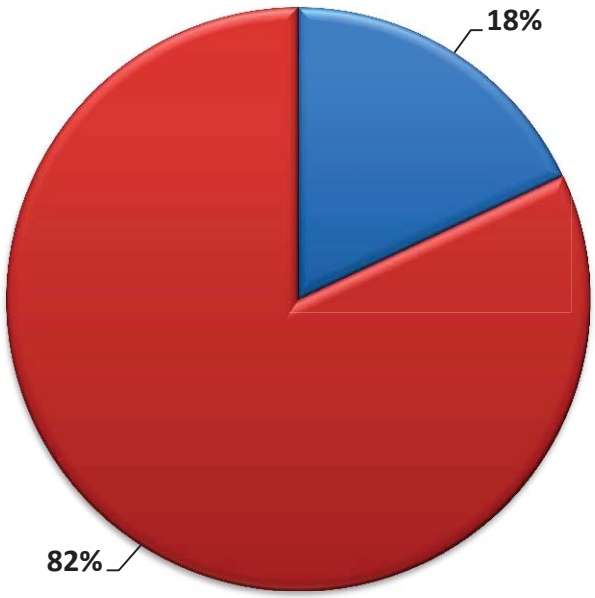


II. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Direct Service Programs

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

The next figures are related to gender, race/ethnicity, and age.

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

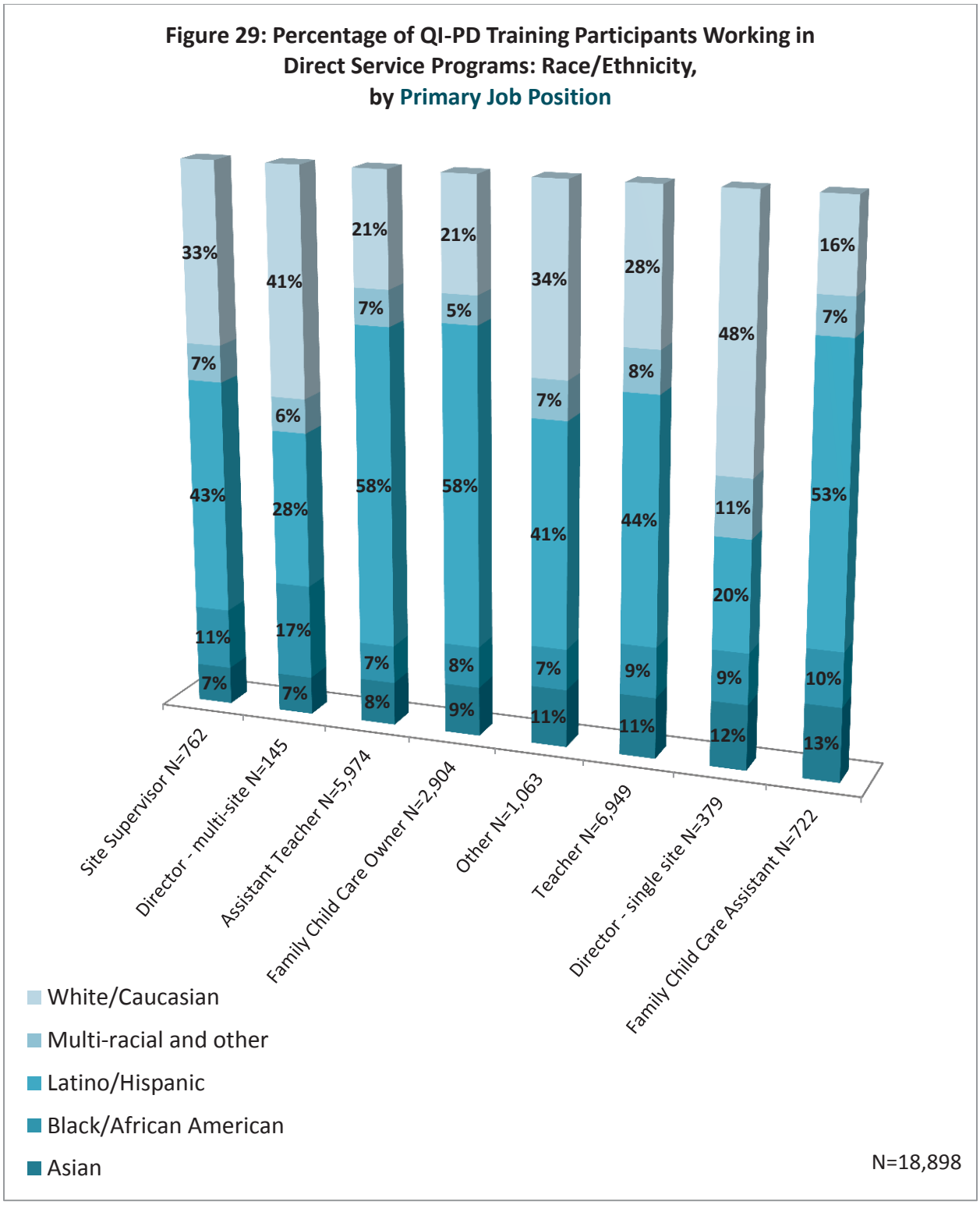


Male Female

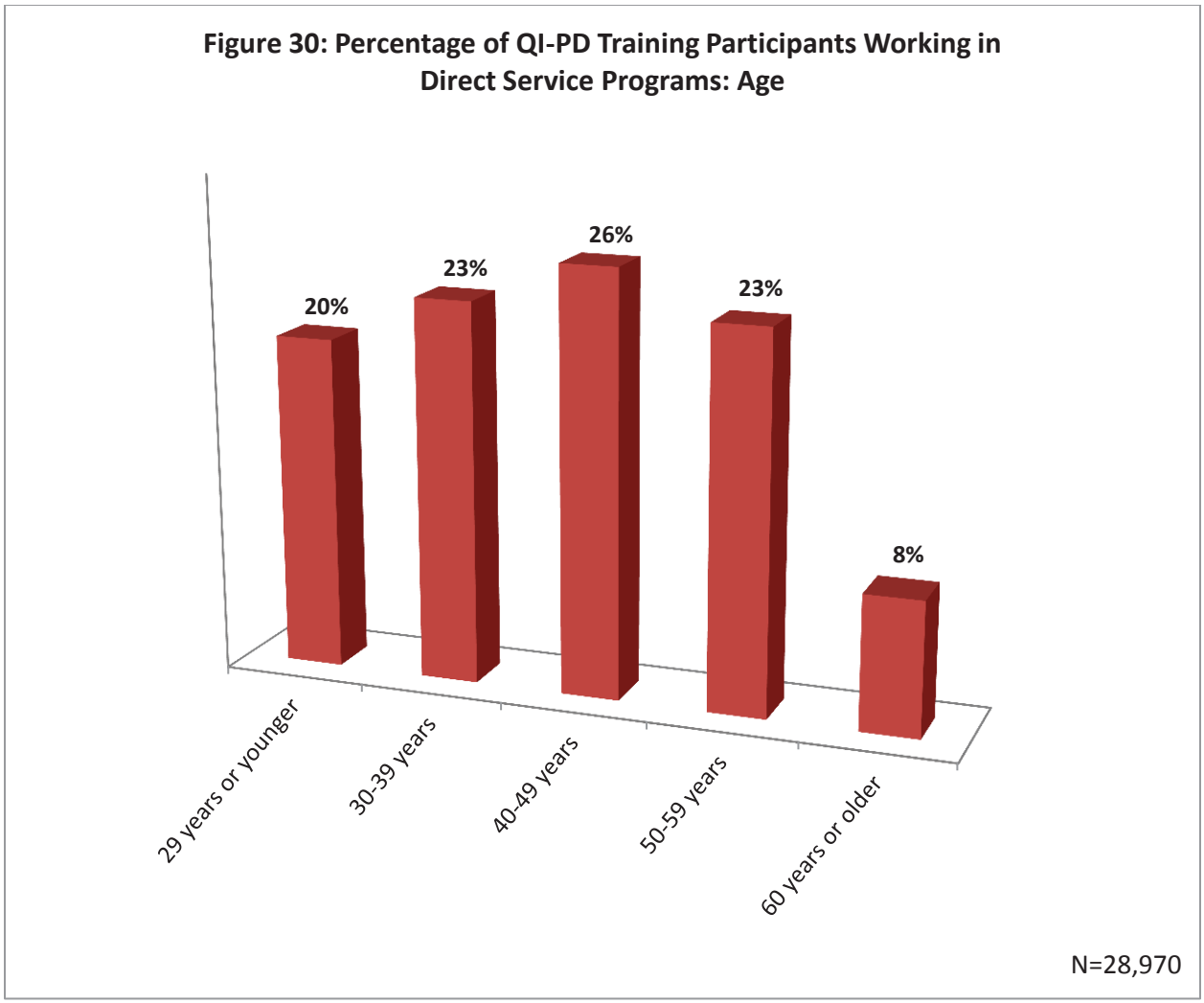
N=22,635

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.

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

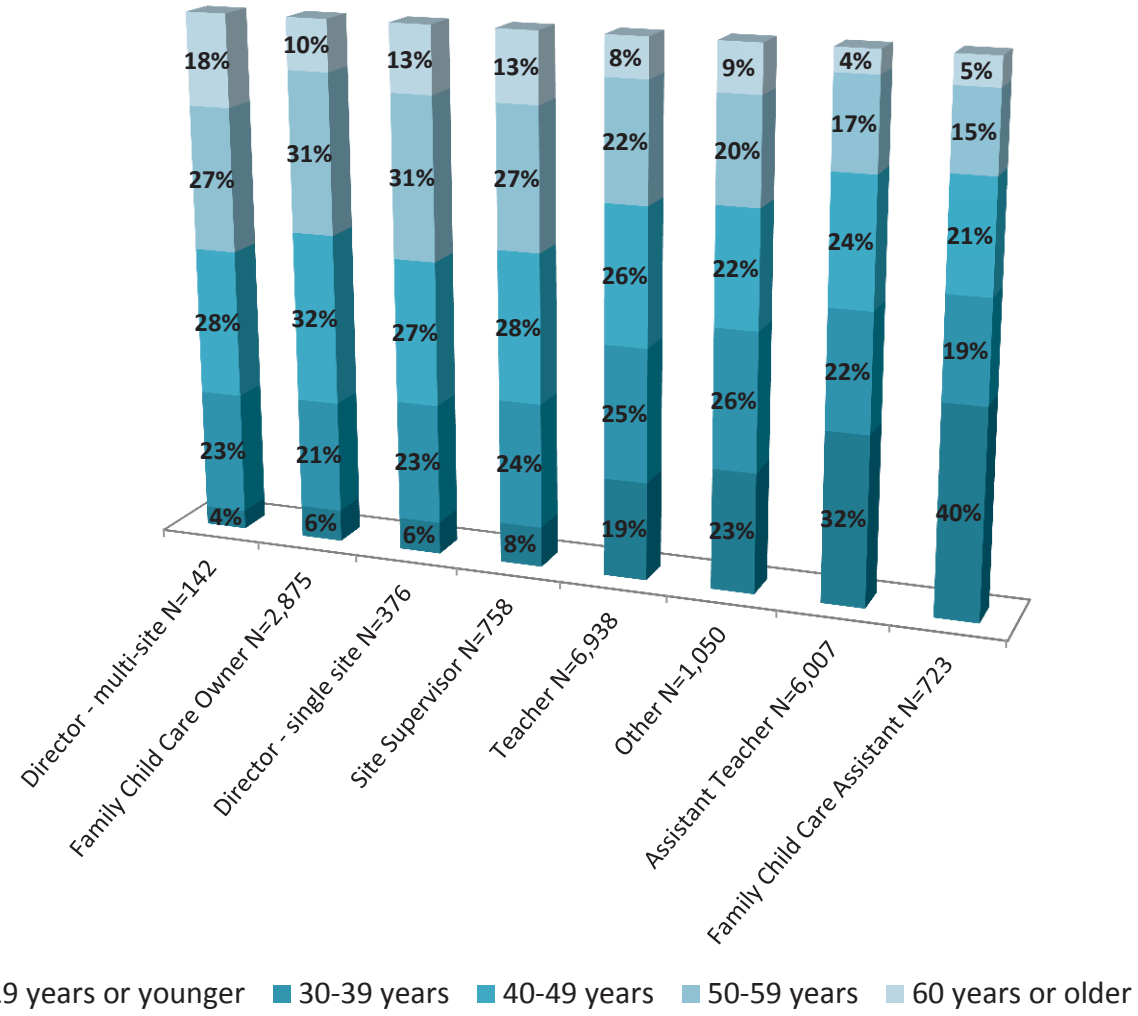


Excludes "outliers" - participants are less than 16 years old or older than 95 years old.



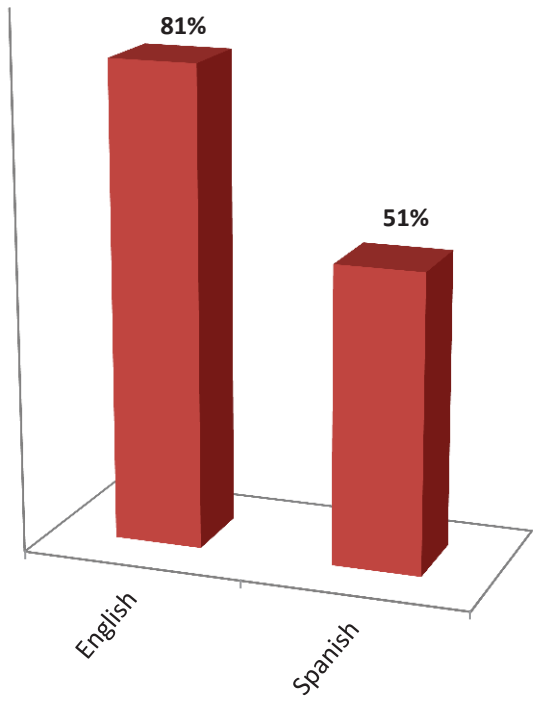
Excludes "outliers" - participants are less than 16 years old or older than 95 years old.

Figure 31: Percentage of QI-PD Training Participants Working in Direct Service Programs: Age, by Primary Job Position



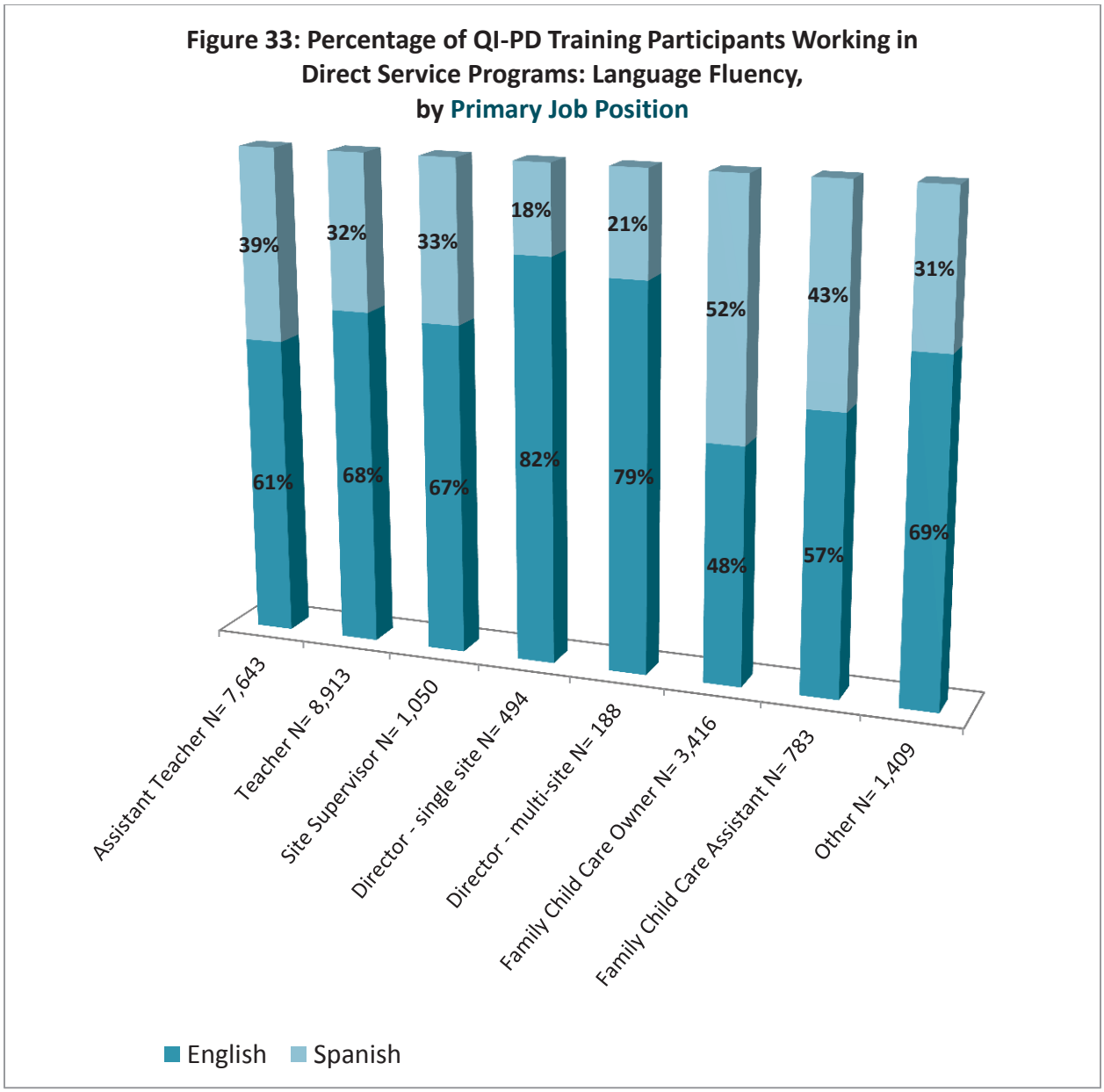
In the next few figures, the percentage total is more than 100% due to the multi-select option on the EESD Profile question that addresses language fluency. N is based on all direct service activities for selected FY.

Figure 32: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency



N=21,128

Participants report fluency in English and Spanish. However, more than two-thirds of training participants speak Spanish fluently, reflecting the demographics of California. This varies by job position, region, and PDP.



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

Figure 34: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency, by Region

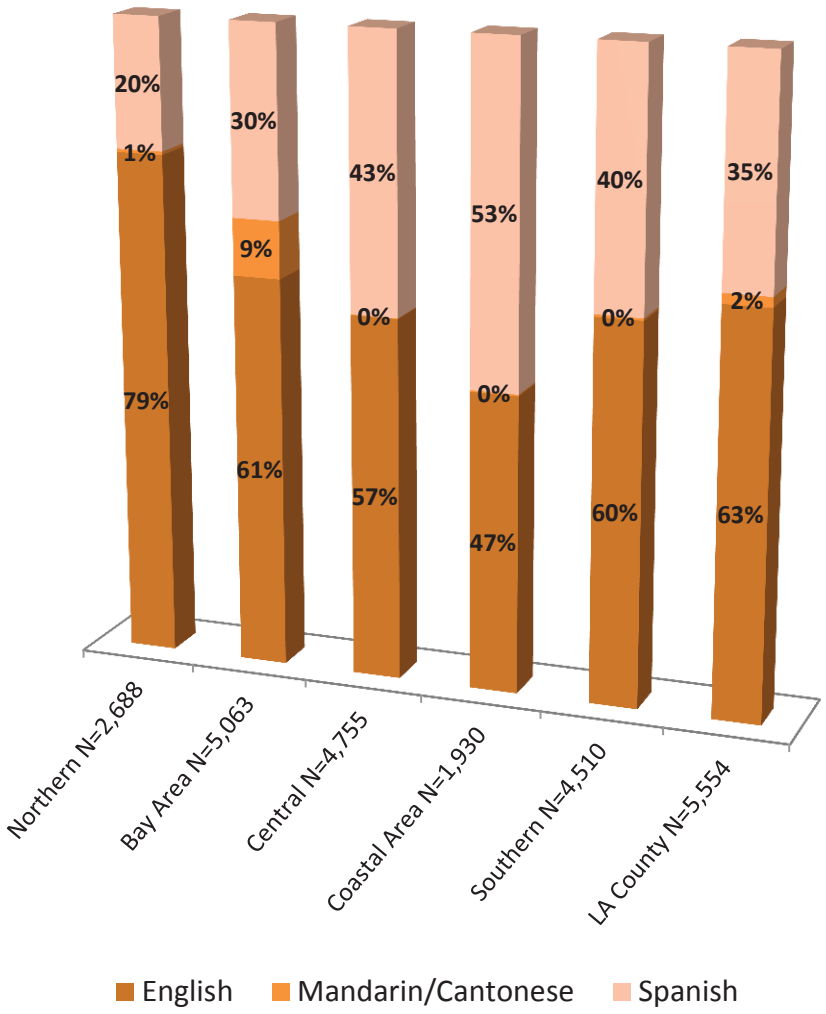
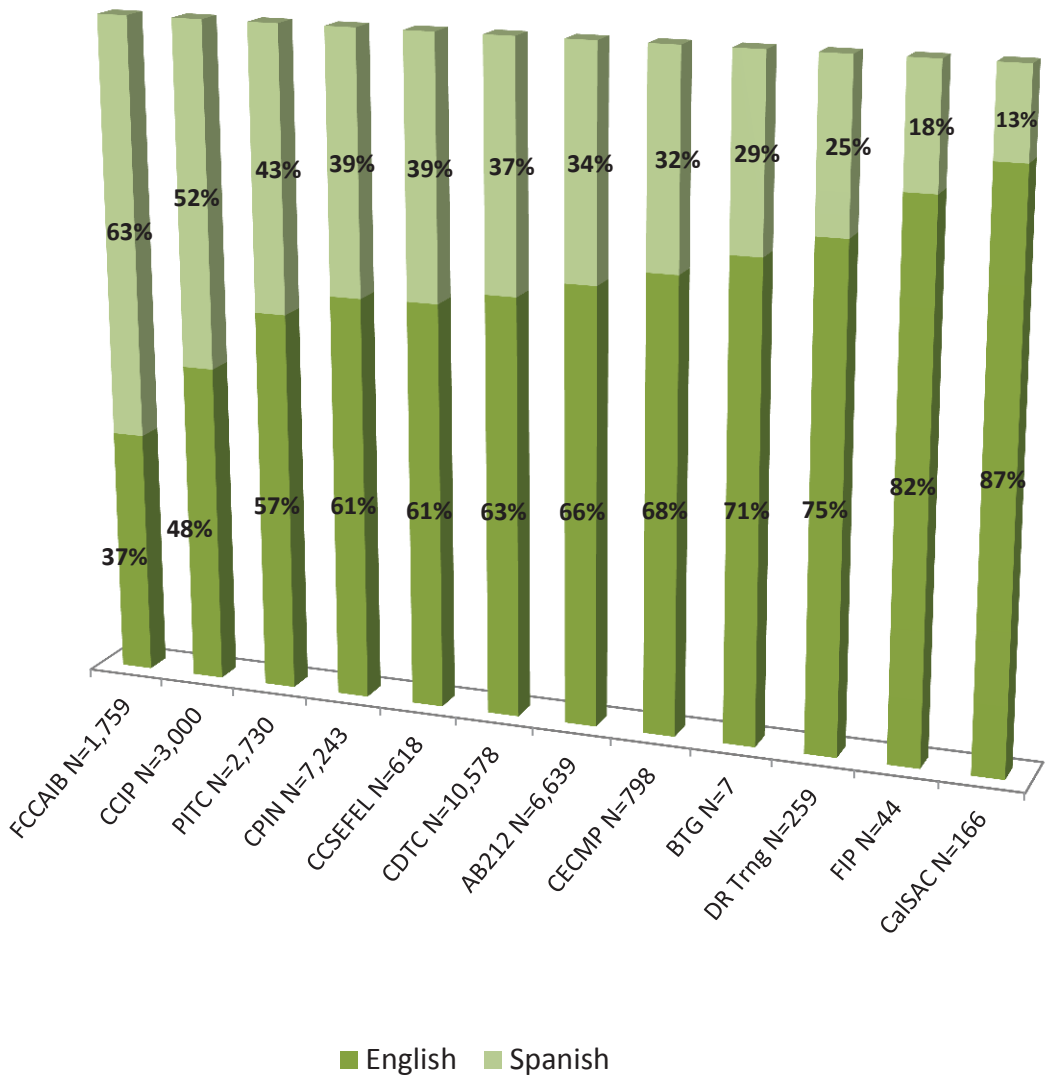


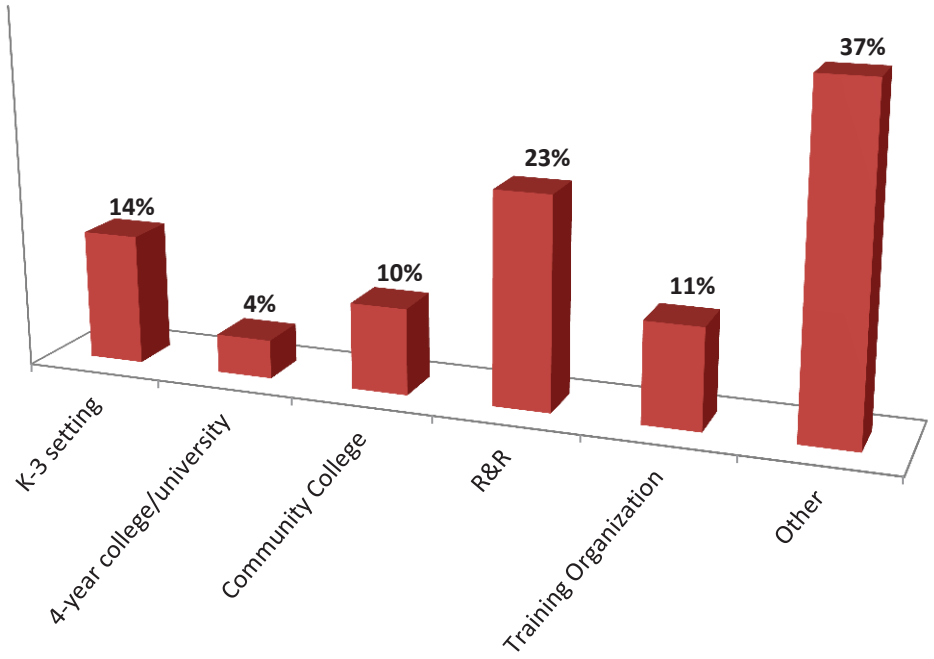
Figure 35: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency, by Professional Development Provider



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

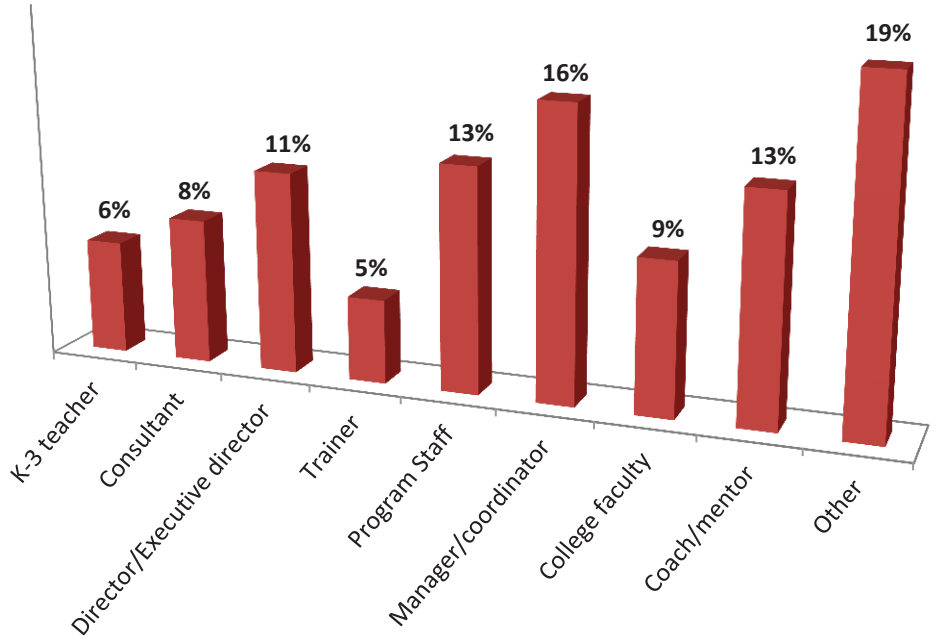
Figure 36: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Employment Setting



N=1,025

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

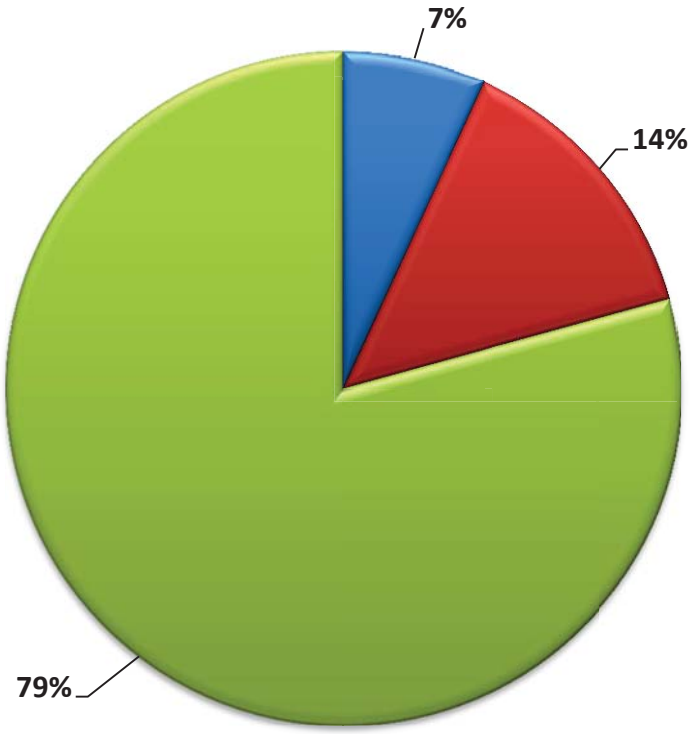
Figure 37: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Primary Job Position



N=1,014

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

Figure 38: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Number of Paid Hours Worked per Week

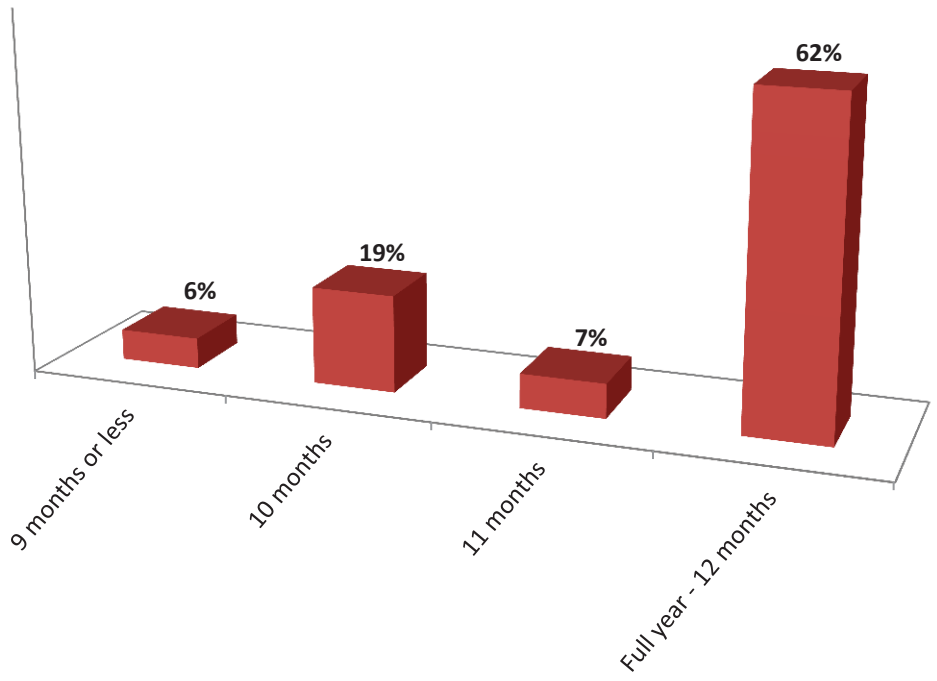


Less than 20 hours per week 20-34 hours per week 35 or more hours per week

N=1,145

Most training participants work full time.

Figure 39: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Number of Months Worked per Year



N=1,145

Most training participants work a full 12 months.

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	6	52
	Consultant	4	77
	Director/Executive Director	7	106
	Trainer	6	46
	Program Staff	5	125
	Manager/Coordinator	6	158
	College Faculty	9	87
	Coach/Mentor	6	118
	Other	5	171
Tenure in the ECE field	K-3 Teacher	14	39
	Consultant	10	76
	Director/Executive Director	20	105
	Trainer	18	46
	Program Staff	11	117
	Manager/Coordinator	18	158
	College Faculty	24	83
	Coach/Mentor	17	119
	Other	12	156
Tenure with current employer	K-3 Teacher	12	59
	Consultant	5	78
	Director/Executive Director	11	106
	Trainer	8	46
	Program Staff	7	127
	Manager/Coordinator	10	162
	College Faculty	11	87
	Coach/Mentor	8	119
	Other	8	180

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	$58,236.35	48
Consultant	$28	$58,251.73	72
Director/Executive Director	$29	$59,601.24	90
Trainer	$26	$54,721.36	39
Program Staff	$18	$36,823.01	105
Manager/Coordinator	$29	$60,779.07	141
College Faculty	$41	$86,238.64	72
Coach/Mentor	$23	$47,239.75	105
Other	$23	$47,082.83	154

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

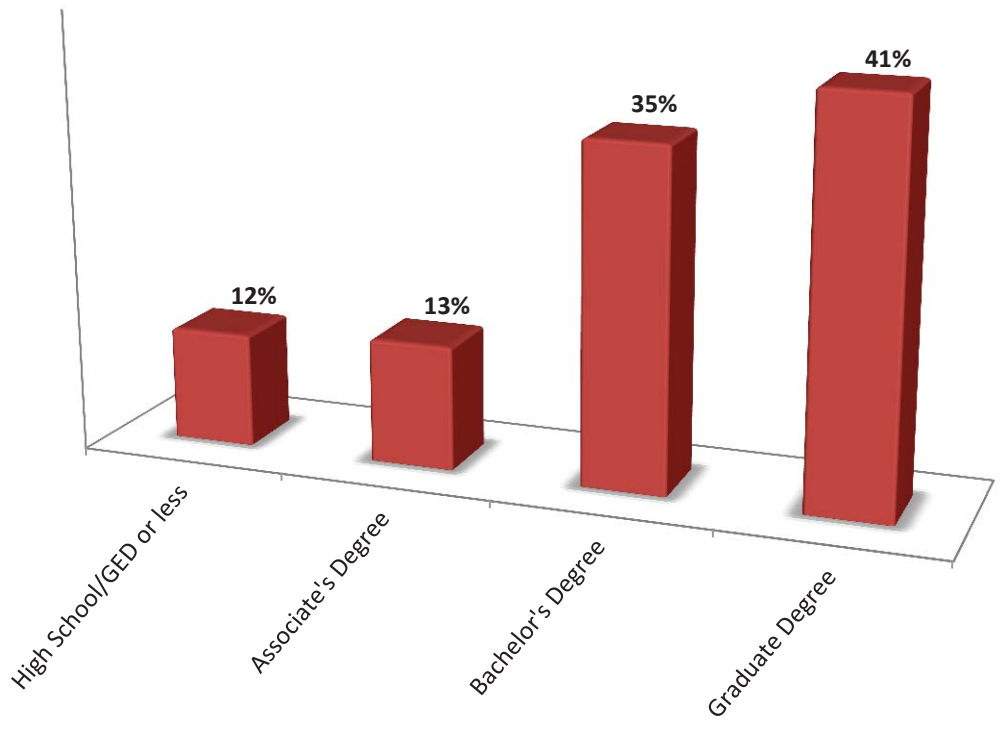
Note that wages less than $8/hour and over $100/hour were excluded from report.

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

III. 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

Figure 40: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Highest Level of Education



N=1,320

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 has 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

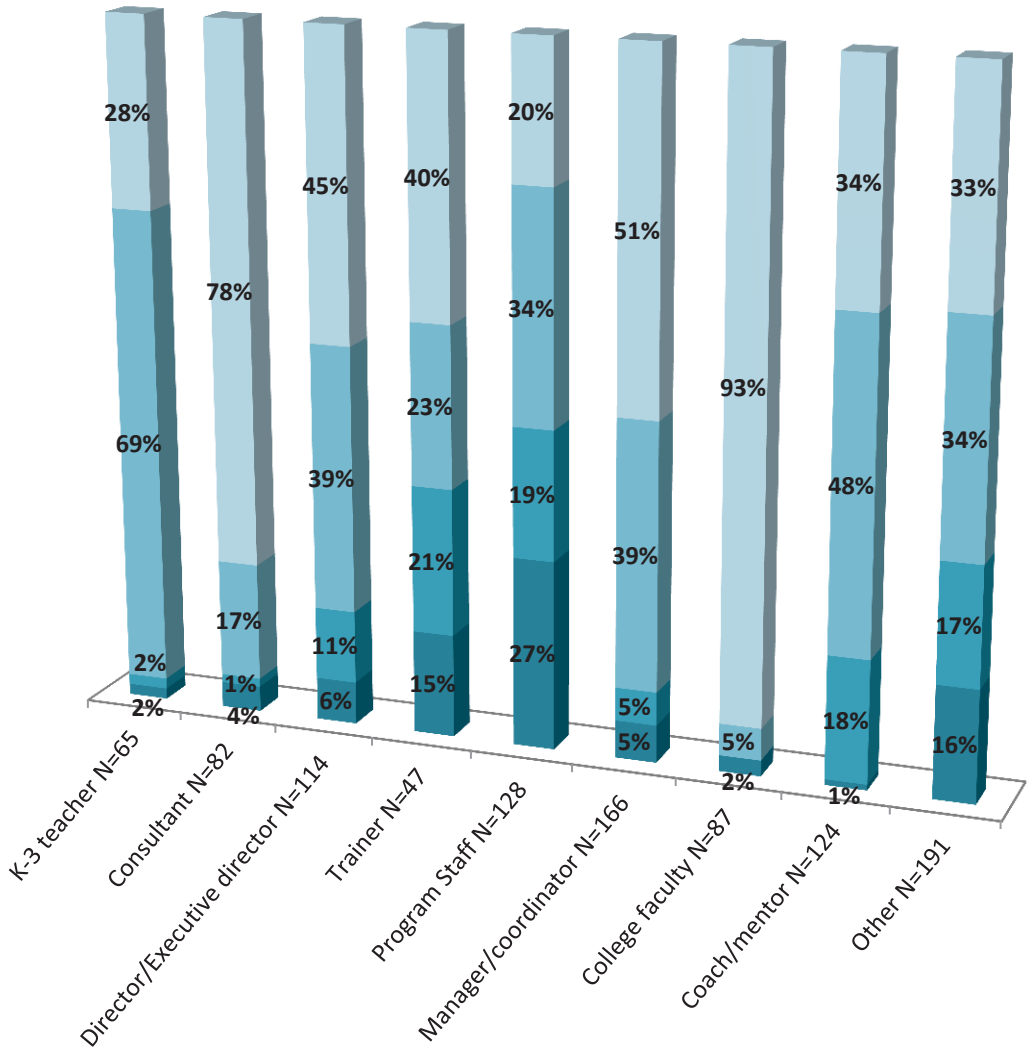
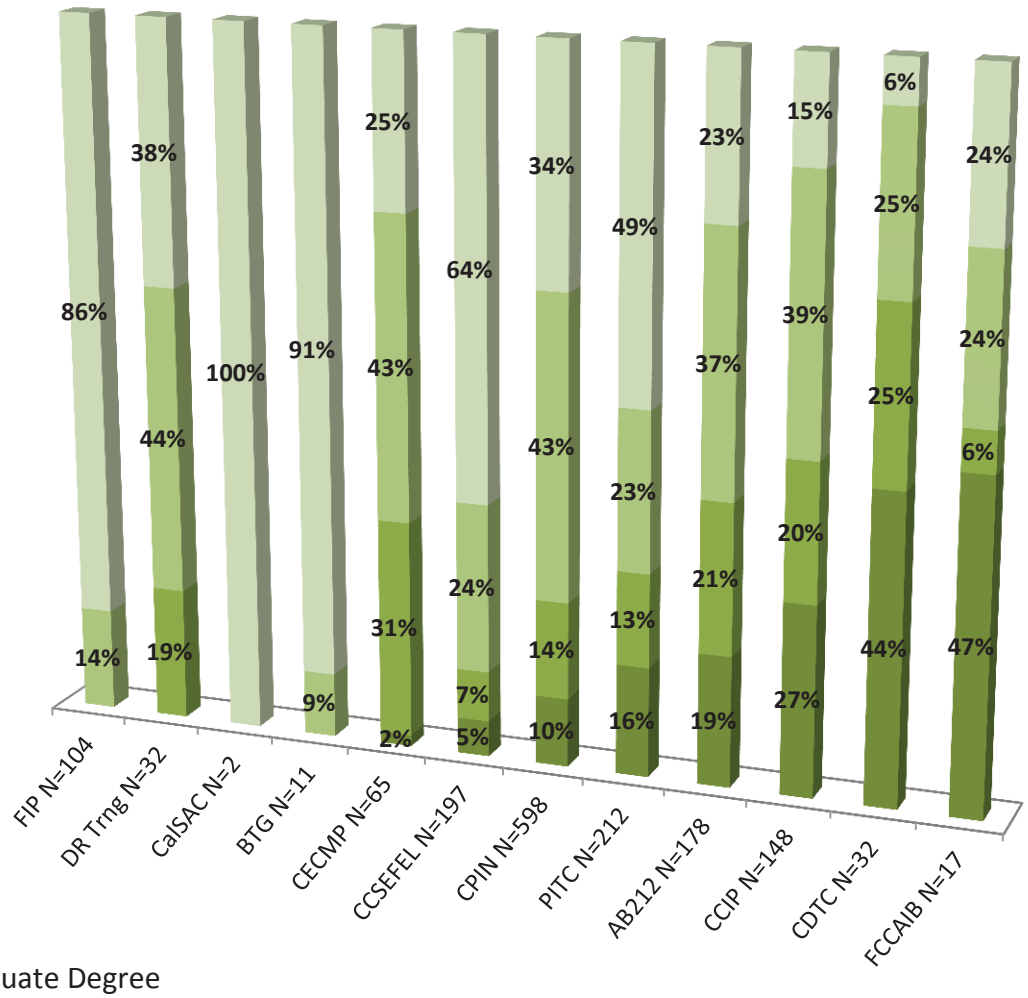
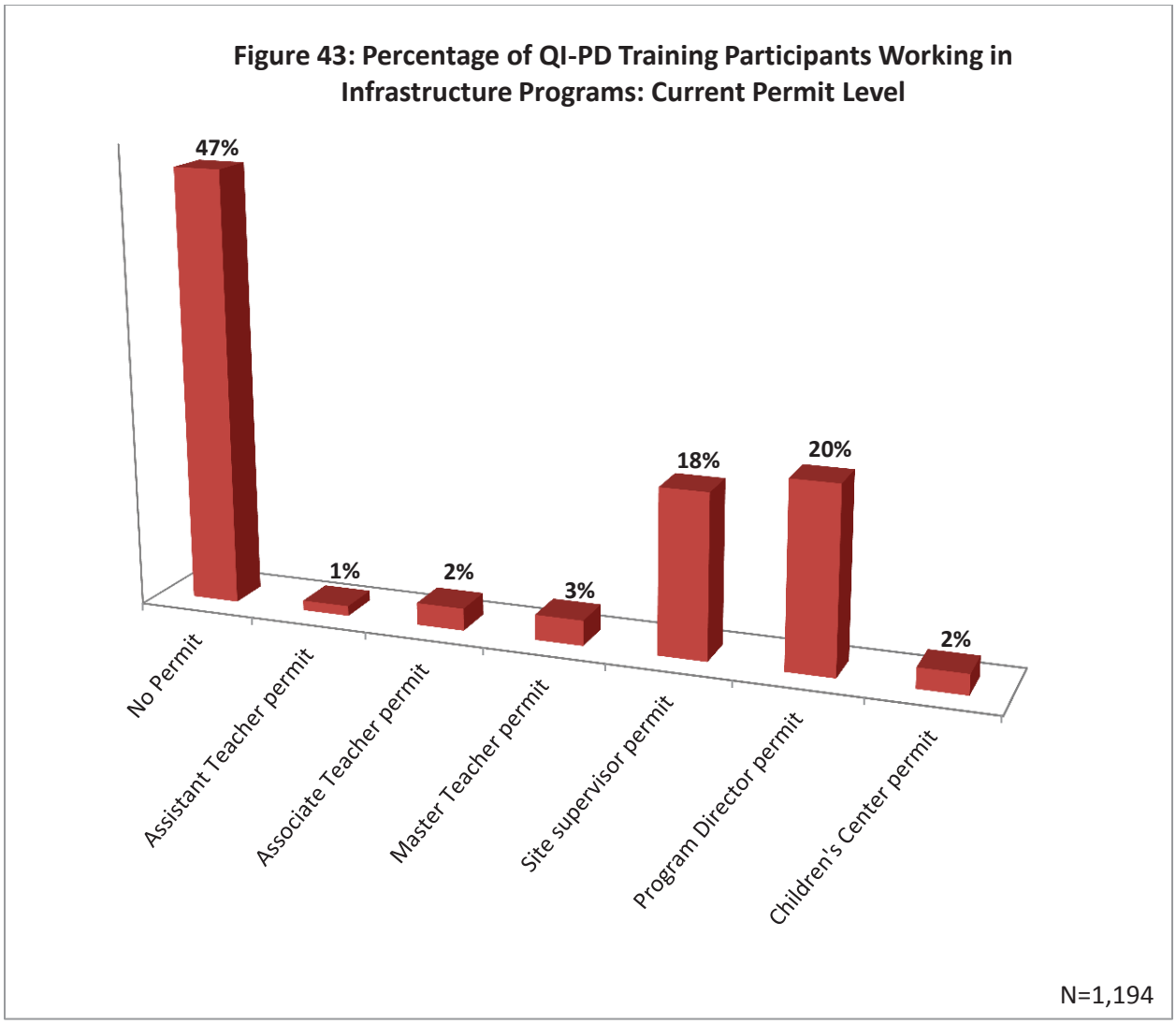


Figure 42: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Highest Level of Education, by Professional Development Provider

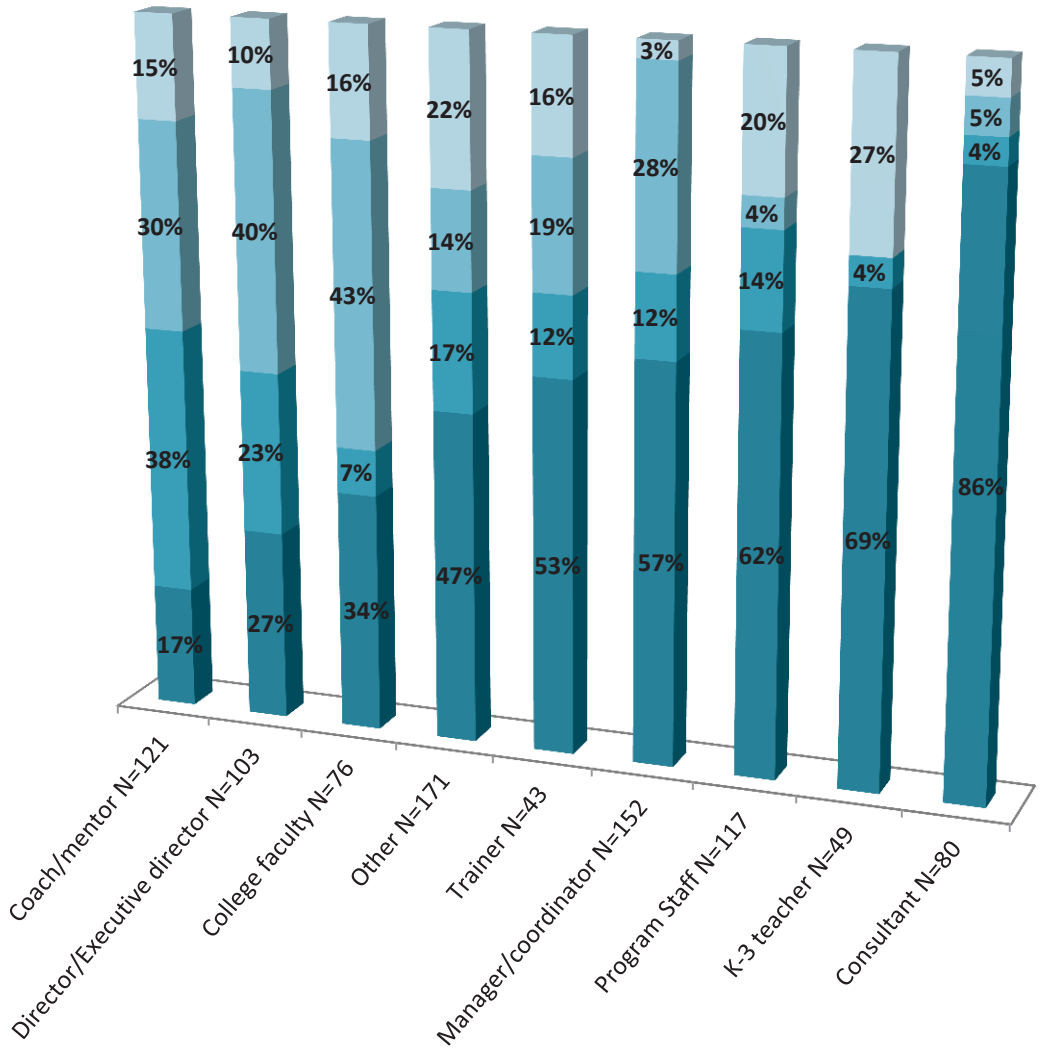


Graduate Degree
Bachelor's Degree
Associate's Degree
High School/GED or less



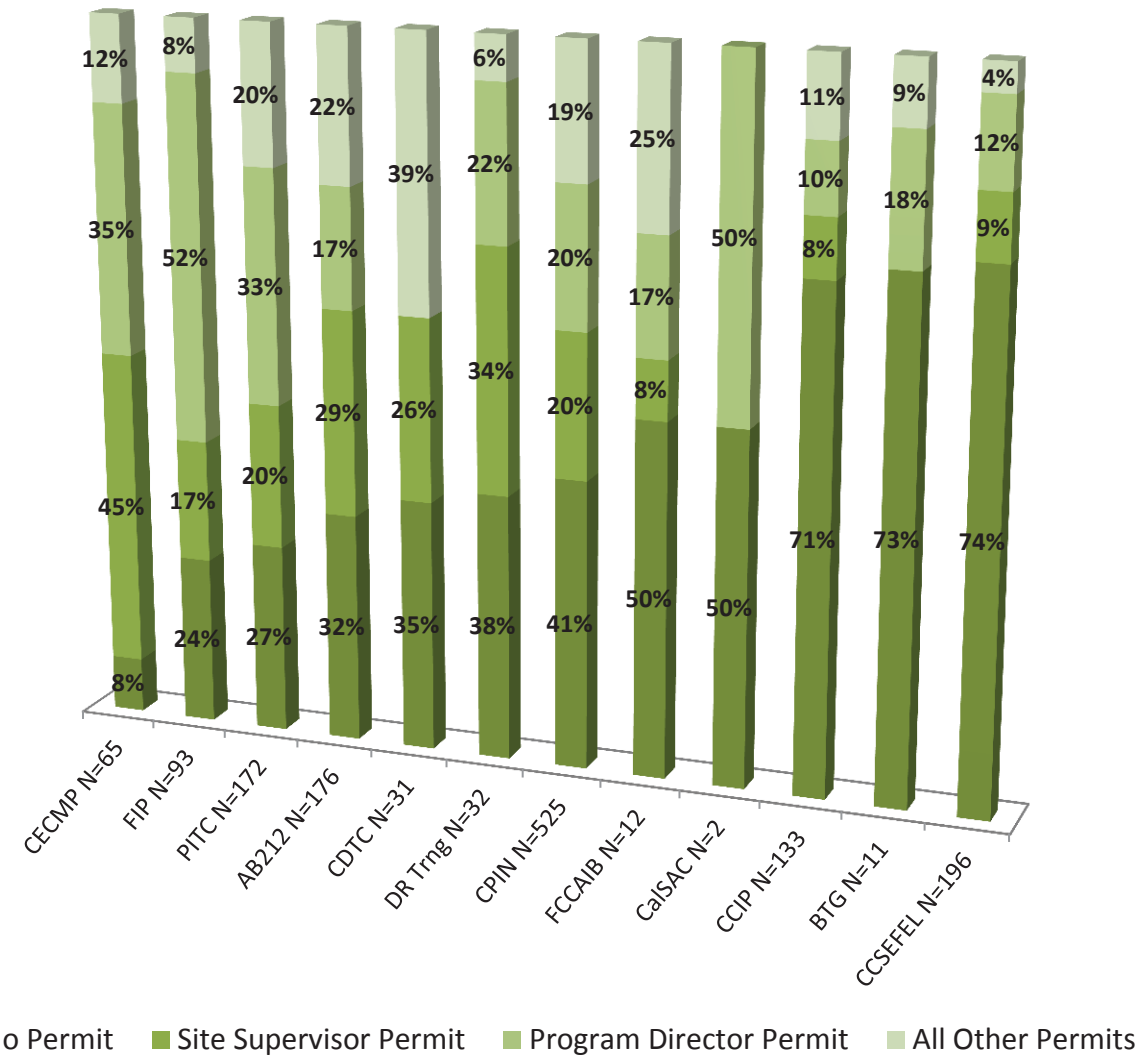
Fifty-three percent of the training participants have a current permit, with the greatest percentage reporting a site supervisor or program director permit. This varies by job position and PDP.

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



No Permit | Site Supervisor Permit | Program Director Permit | All Other Permits

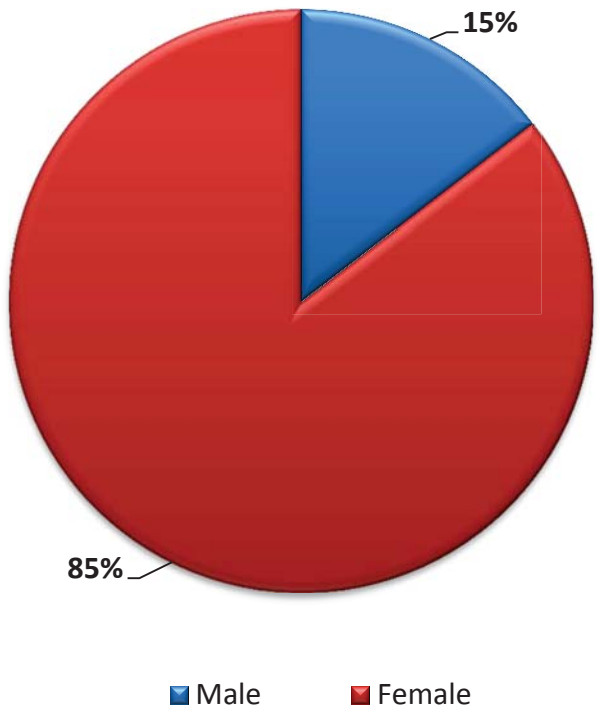
Figure 45: Percentage QI-PD Training Participants Working in Infrastructure Programs: Current Permit Level, by Professional Development Provider



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

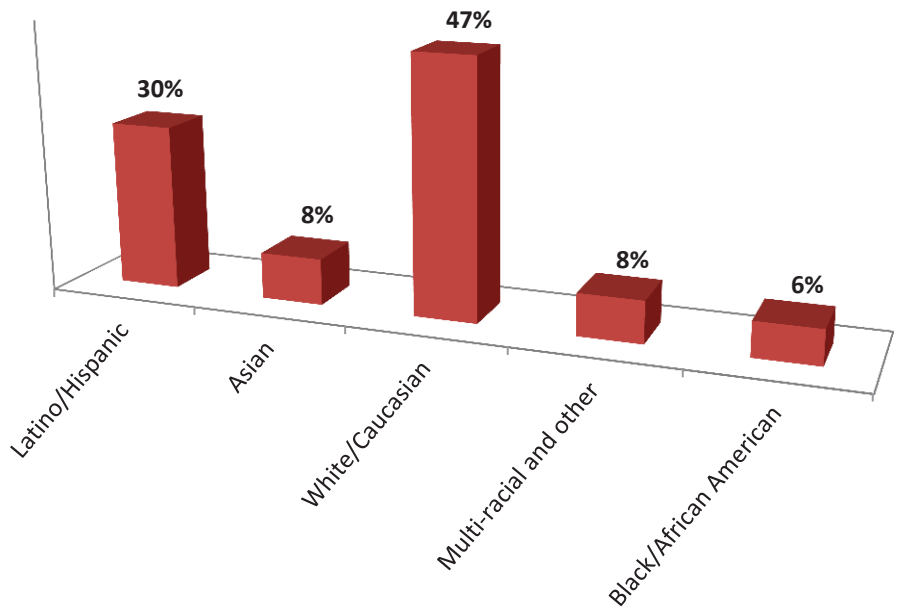
Section 3: Demographic Characteristics of QI-PD Training Participants Working in Infrastructure Programs

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



N=1,153

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

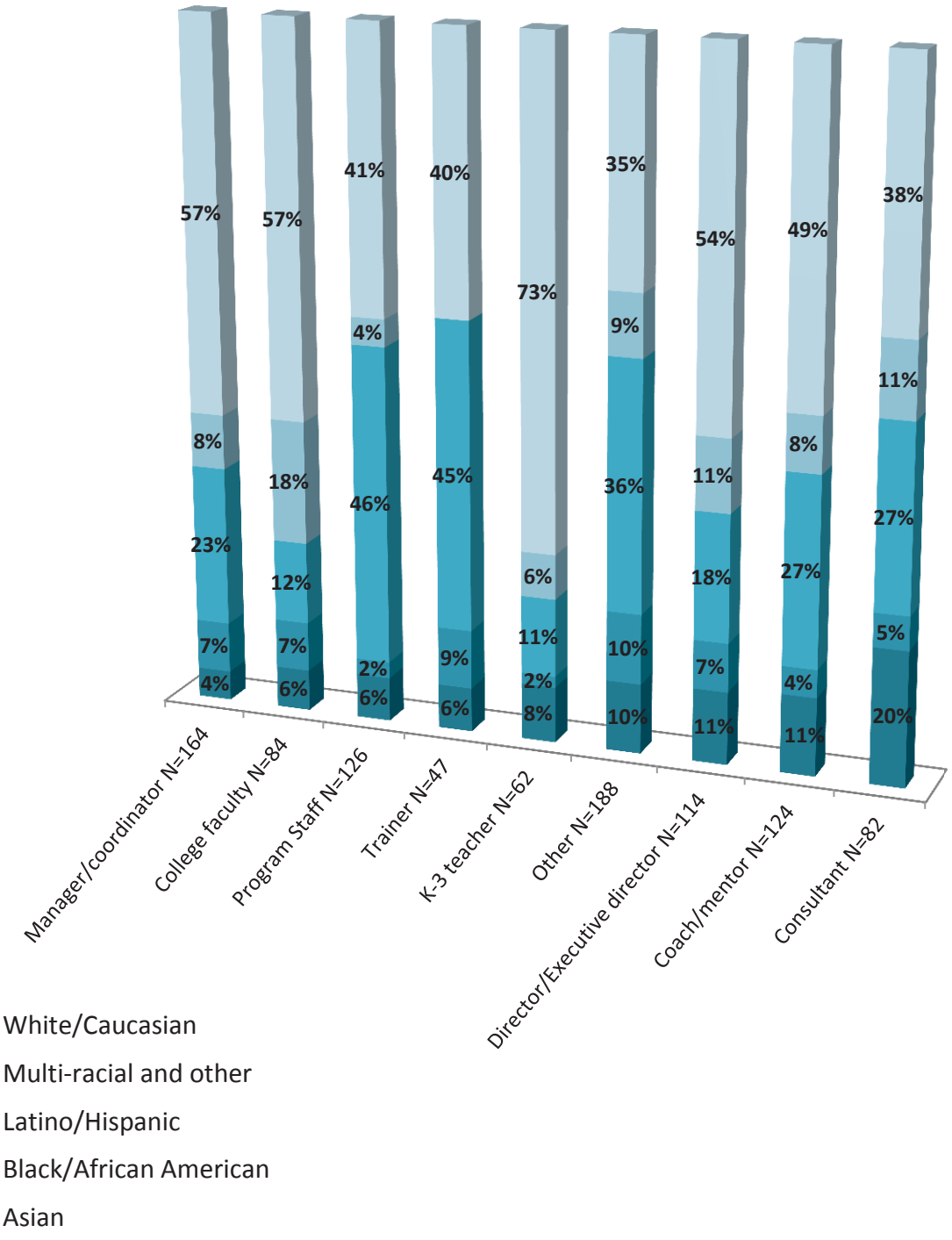


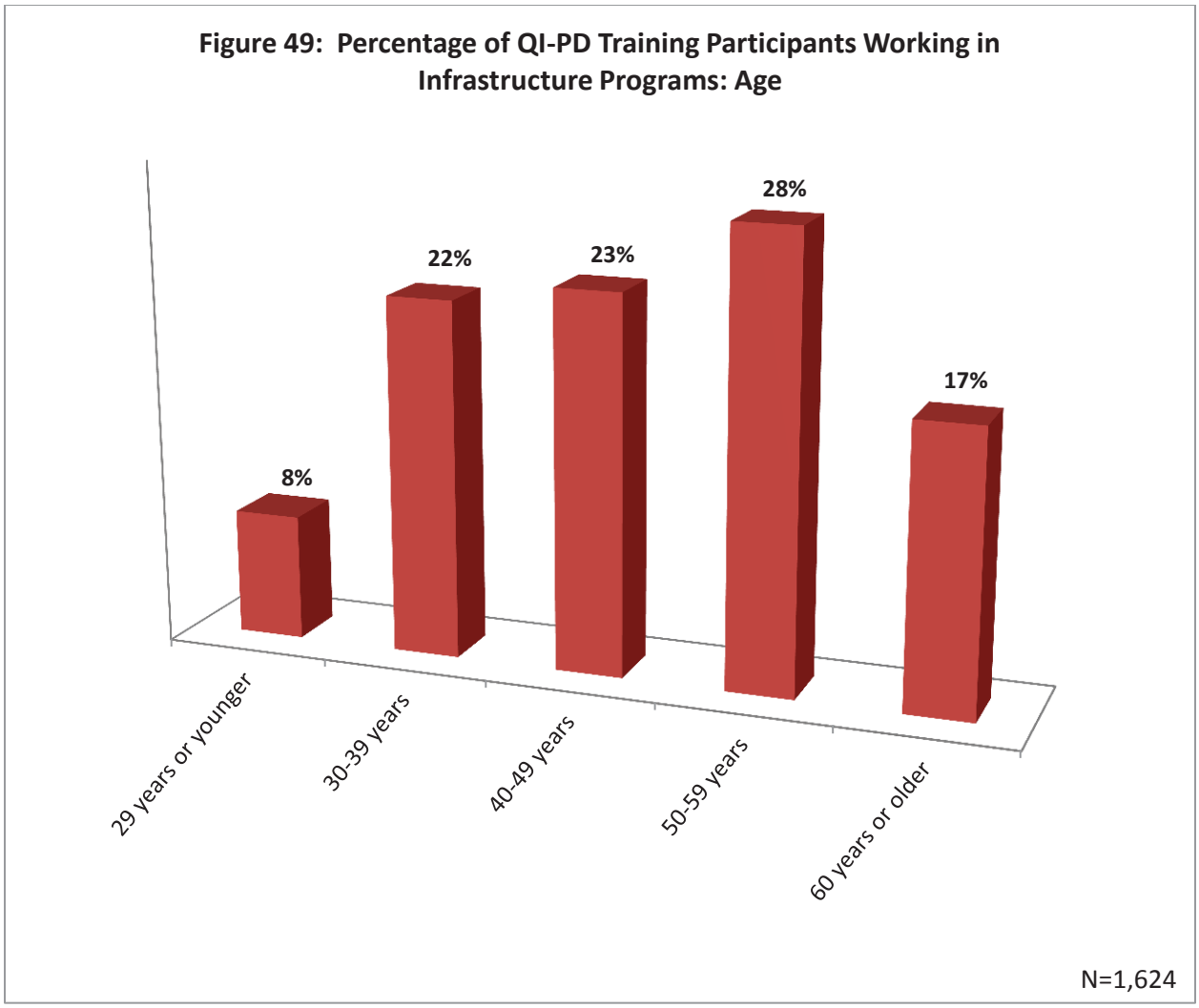
N=1,295

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

Similar to the direct service participants, most of the participants working in infrastructure organizations are women and over 40 years of age. Twenty-four percent of training participants working in direct service report being White/Caucasian, compared to 47 percent of participants working in infrastructure organizations.

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

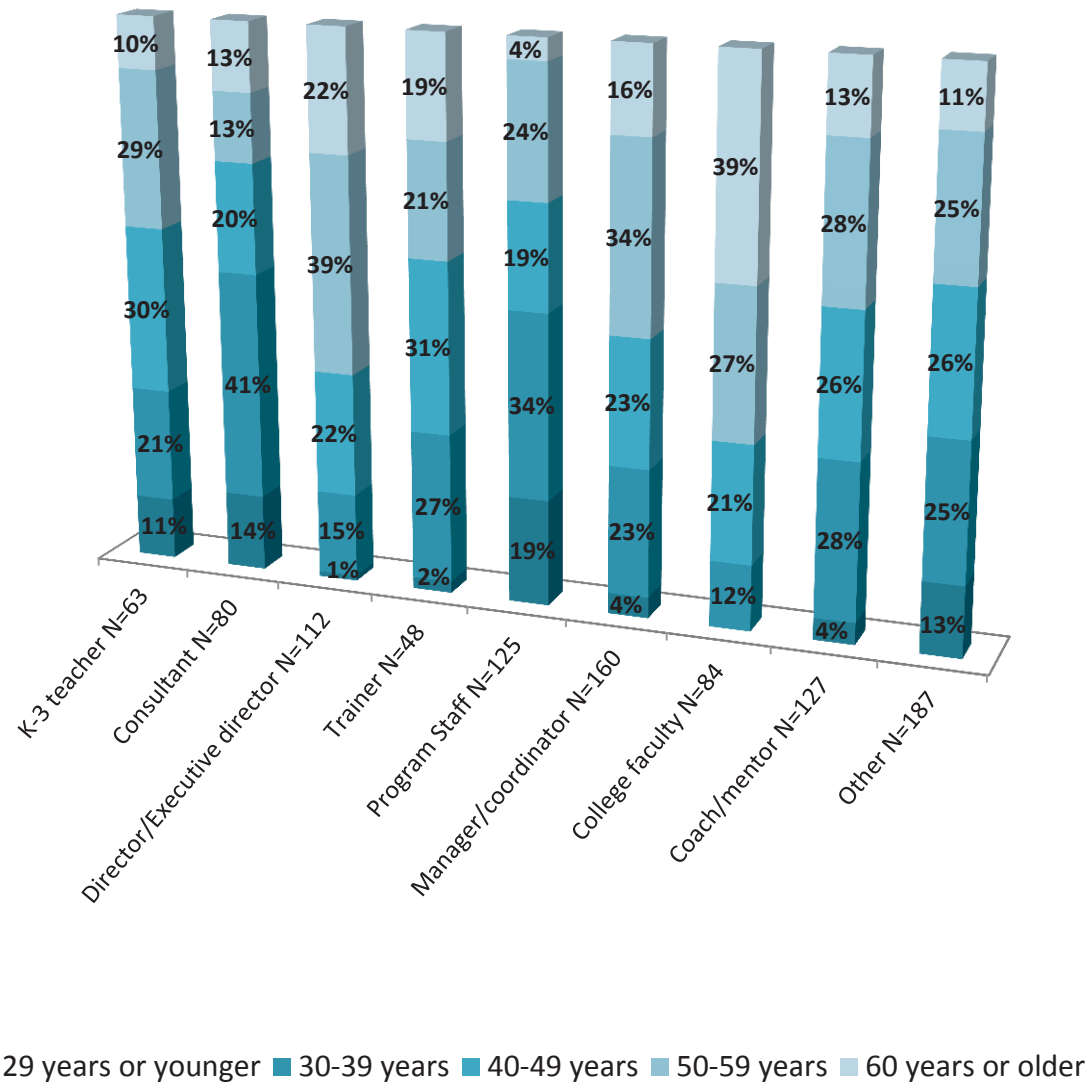




Excludes "outliers" - participants are less than 16 years old or older than 95 years old.

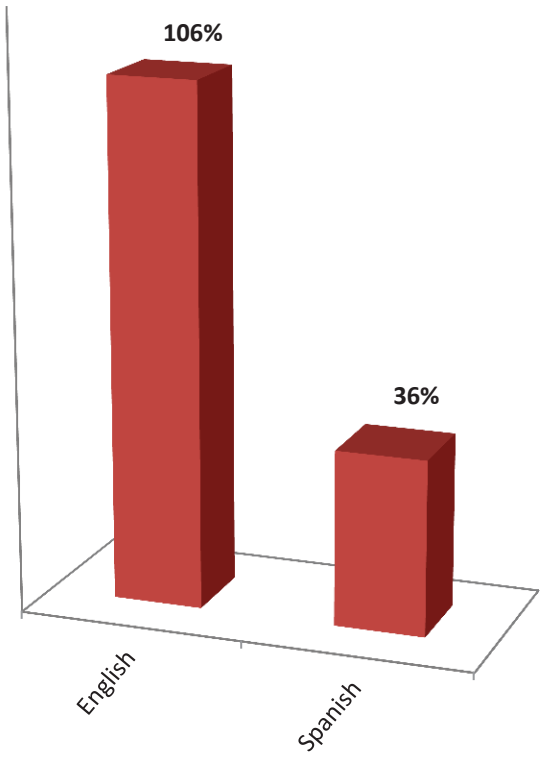
Close to 50 percent of the training participants are 40 plus years old. This indicates that the field needs to be prepared to recruit new faculty and trainers as this group begins to retire.

Figure 50: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Age, by Primary Job Position



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

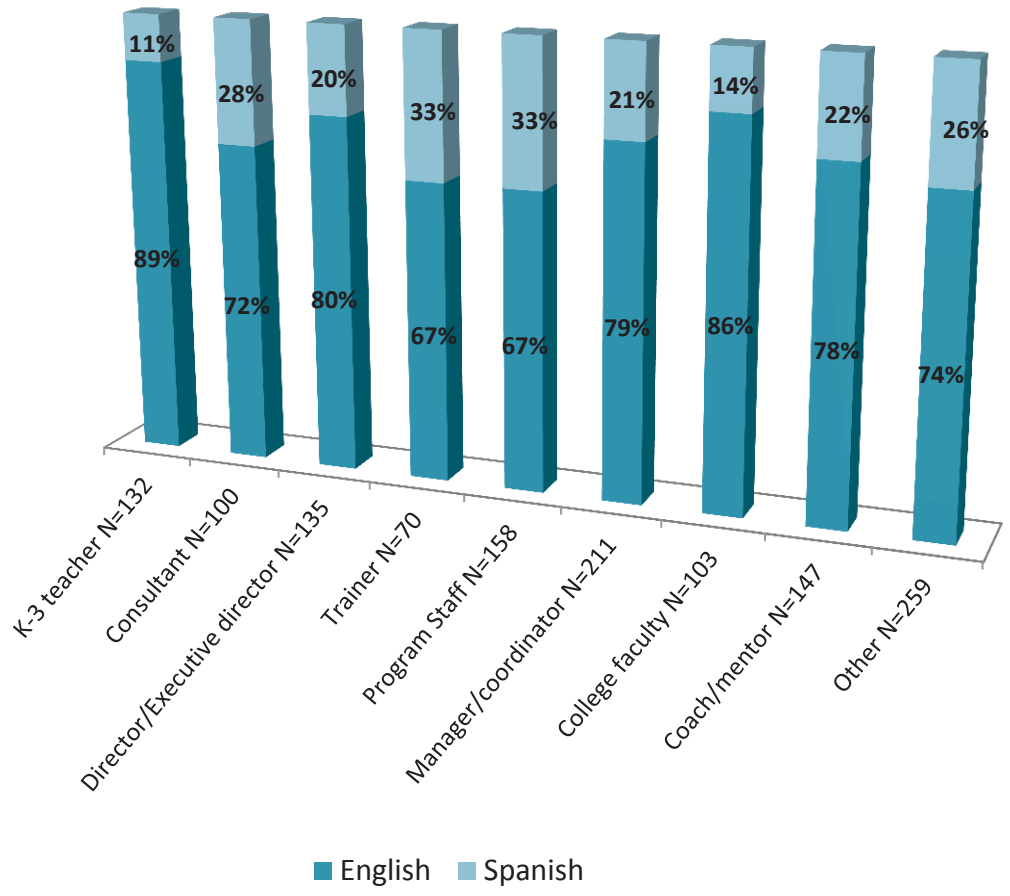


N=1,248

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

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

Figure 52: Percentage of QI PD Training Participants Working in Infrastructure Programs: Languages Spoken Fluently, by Primary Job Position



Appendix-1
Glossary of Terms: Professional Development Delivery Types

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).* Coaching includes work 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/rragencylist.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/about-the-rr-network/current-programs/ccip.html
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