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Early Education and Support Division
Quality Improvement Office**

**Quality Improvement—Professional Development
Participation Report**

**2014-15 Tracking and Reporting of
Training Participants and Training Activities**

July 2016

Reported by:



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

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Introduction and History

California continues to allocate a portion of its federal Child Care and Development Fund (CCDF) dollars to support professional development in the Early Learning System in the form of quality improvement activities. Quality investments and support systems that promote continuous quality improvement of both programs and the staff who work in them are a core element of CCDF. In 2013, 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 the four percent set aside of quality funds, many of which focus on professional development for the early care and education workforce.

In 2010, the CDE, EESD developed a standardized quality improvement participant registration form, the Professional Development (PD) Profile, to be completed by all early childhood educators participating in the EESD quality funded professional development activities. There are two versions of the PD Profile. 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. These 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 EESD contractors who provide the professional development activities or trainings.

The data collected through the Direct Service and Infrastructure PD Profiles is now aggregated annually into the EESD Quality Improvement—Professional Development (QI-PD) Participation Report that tracks and reports information on the professional development providers, the training participants, and training/professional development activities. The data for the report are tracked and collected by the EESD contractors that conduct the activities, and the annual report is developed by the Child Development Training Consortium (CDTC).

This report is the state's first attempt at looking across all EESD funded trainings to learn more about how the participants utilize the trainings and also to gather more information about the characteristics of the workforce. The report is beginning to demonstrate the effectiveness of the Quality Improvement Professional Development activities as a whole and indicates that many early care and education professionals utilize more than one activity. For example, in Table 1, page 7; of the 37,942 participants attending trainings, fifteen percent participated in two training categories, and sixteen percent in three or more. This confirms that the EESD funded trainings are accessible to the workforce, who are using this system to advance their careers and expertise in early education.

In the fourth year of tracking this information, similar data across the years has been reported, supporting the validity of the report. The 2012-13 *Tracking and Reporting of QI-PD Training Participants and Activities* is considered baseline for this and future reports. These data are a

comprehensive representation of the QI-PD Participant's activities. There are some notable comparisons to the 2011-12 data through the data presented in this 2014-15 report.

2014-15 Data Comparison

The three tables below provide a comparison of activities over the past four fiscal years. Tables A and B list activities related to direct service and infrastructure training participants, the training providers, and activities.

There is a significant increase in the number of participants and number of reported training activities from 2011-12 to 2014-15. The number of direct service participants attending trainings rose from 24,456 in 2011-12 to 35,771 in 2014-15. This demonstrates an increase of 11,315 additional training participants from this sector. The infrastructure sector also shows a slight increase in the number of attendees. In 2014-15, there were 2,171 training participants, which was an increase of 234 from the 2011-12 totals of 1,937.

Another remarkable increase in reported data is the growth in the number of training activities. In 2011-12, at the start of the data collection, there were 37,747 trainings attended by direct service providers and this number increased by 34,458 to a new total of 72,205. The trainings attended by infrastructure professionals increased from 2,552 in 2011-12 to 3,185 at the end of 2014-15. These increases signify that the EESD funded training contractors have made a conscientious effort to ensure that training participants completed the PD Profile and their data was submitted to the Child Development Training Consortium in a timely manner.

An interesting finding in the "increased" data is that the statistics and characteristics of the participants remain consistent. There is also a consistency in the information that is specific to the training providers, such as employment setting, Figure 3, page 10. In each year, the report indicates the majority of training participants work in a child care center with the second largest group working in family child care settings. This demonstrates that the data is valid, and if used as a sampling of the early care and education workforce, we start to see specific trends and characteristics.

| Table A: Direct Service Participants, Providers, Activities | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------------|----------------|----------------|----------------|
| Total Training Participants | 24,456 | 29,882 | 29,793 | 35,759 |
| Percent of Training Participants | 93% | 95% | 92% | 94% |
| Total Training Activities | 37,747 | 55,888 | 56,389 | 72,211 |
| Percent of Training Activities | 94% | 95% | 93% | 96% |
| Training Providers Submitting Data | 11 | 11 | 13 | 13 |
| Total Children Served by Training Participants | 256,113 | 307,682 | 334,524 | 464,856 |
| Percent of Participants Attending One Training | 71% | 68% | 69% | 67% |
| Percent of Participants Attending Two Trainings | 15% | 15% | 14% | 15% |
| Percent of Participants Attending Three-plus Trainings | 13% | 15% | 15% | 16% |

| Table B: Infrastructure Participants, Providers, Activities | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------------|----------------|----------------|----------------|
| Total Training Participants | 1,937 | 1,668 | 2,479 | 2,165 |
| Percent of Training Participants | 7% | 5% | 8% | 6% |
| Total Training Activities | 2,552 | 2,675 | 4,263 | 3,157 |
| Percent of Training Activities | 6% | 5% | 7% | 4% |
| Training Providers Submitting Data | 8 | 9 | 9 | 9 |
| Percent of Participants Attending One Training | 80% | 70% | 72% | 73% |
| Percent of Participants Attending Two Trainings | 10% | 16% | 14% | 15% |
| Percent of Participants Attending Three-plus Trainings | 8% | 13% | 13% | 10% |
| Total Children Served by Training Participants | N/A | N/A | N/A | N/A |

Table C presents the number of participants by training category in a four year comparison format. These numbers have changed over the past four years, due to an increase in the number of contractors submitting data, and an increase in trainings and participants. With 2012-13 being the baseline for the data contained within the report, there is opportunity in subsequent years to study how training participants use the various training categories.

| Table C: Number of Participants by Training Category | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|----------------|----------------|----------------|----------------|
| Coaching | 225 | 346 | 1 | 727 |
| Fee for Service | 375 | 2,066 | 4,930 | 3,504 |
| Financial Support for Training | 337 | 1,829 | 2,333 | 6,581 |
| Mentoring | 1,092 | 765 | 755 | 949 |
| Online Training | 6 | 225 | 30 | 79 |
| On-Site Training / Technical Assistance | 2,638 | 3,176 | 3,287 | 3,273 |
| Retention Activities | 923 | 1,203 | 1,380 | 1,751 |
| Stipends | 15,899 | 16,534 | 15,206 | 15,709 |
| Trainer of Trainers | 1,458 | 1,374 | 1,510 | 1,729 |
| Trainings | 17,593 | 31,141 | 31,215 | 41,058 |
| Total | 40,546 | 58,659 | 60,647 | 75,360 |

Report Details

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 Figure 18, page 25, and Figure 19, page 26.

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 24,024 participants responded to questions related to F-18, and 22,552 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 32,771 (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 21. 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 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.

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 EESD contractors and Race to the Top-Early Learning Challenge/California Quality Rating and Improvement Systems as they develop plans to increase the quality of children's programs and the early care and education workforce.

Thank you to the Early Education and Support Division, Quality Improvement Professional Development Providers for their diligence in collecting the data, and a special thanks to the early educators who continue to participate in the training activities and enhance the quality of care for children.

Professional Development Provider (PDP), Abbreviation, & Delivery Type

| Professional Development Provider (PDP) | Abbreviation | Delivery Type (Glossary of Terms, Page 64) |
|---|---------------------|---|
| AB212 - Local Planning Council | AB212 | <ul style="list-style-type: none"> ▪ Financial Support ▪ Retention Activities ▪ Stipend |
| Beginning Together | BTG | <ul style="list-style-type: none"> ▪ On-site Training/Technical Assistance ▪ Training |
| CA Child Care Resource & Referral Agencies | R & R | <ul style="list-style-type: none"> ▪ Fee-for-Service ▪ Financial Support ▪ On-site Training/Technical Assistance ▪ Training |
| CA Collaborative on Social & Emotional Foundations for Early Learning | CCSEFEL | <ul style="list-style-type: none"> ▪ Coaching ▪ Fee-for-Service ▪ Trainer of Trainers/Faculty ▪ Training |
| CA Early Childhood Mentor Program | CECMP | <ul style="list-style-type: none"> ▪ Mentoring ▪ Online Training ▪ Trainer of Trainers ▪ Training |
| CA Inclusion & Behavior Consultation Network | CIBC | <ul style="list-style-type: none"> ▪ On-site Training/Technical Assistance |
| CA Preschool Instructional Network | CPIN | <ul style="list-style-type: none"> ▪ Fee-for-Service ▪ On-site Training/Technical Assistance ▪ Trainer of Trainers/Faculty ▪ Training |
| CA School-Age Consortium | CaSAC | <ul style="list-style-type: none"> ▪ Fee-for-Service ▪ On-site Training/Technical Assistance ▪ Trainer of Trainers |
| Child Care Initiative Project | CCIP | <ul style="list-style-type: none"> ▪ Financial Support ▪ Training |
| Child Development Training Consortium | CDTC | <ul style="list-style-type: none"> ▪ Stipends |
| Desired Results Training | DR Trng | <ul style="list-style-type: none"> ▪ Fee-for-Service ▪ On-site Training/Technical Assistance ▪ Training |
| Faculty Initiative Project | FIP | <ul style="list-style-type: none"> ▪ Training |
| Family Child Care at its Best | FCCB | <ul style="list-style-type: none"> ▪ Training |
| Program for Infant Toddler Care | PITC | <ul style="list-style-type: none"> ▪ Coaching ▪ Fee-for Service ▪ On-site Training/Technical Assistance ▪ Trainer of Trainers/Faculty ▪ 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 training participants | 35,759 | 2,165 | 37,924 |
| Percent of training participants | 94% | 6% | 100% |
| Total training activities | 72,211 | 3,157 | 75,368 |
| Percent of training activities | 96% | 4% | 100% |
| Total children served by training participants working in direct service program | 464,856 | N/A | 464,856 |

Participant activities by professional development :

| | | | |
|---|--------|-------|--------|
| AB212 Local Planning Council | 10,009 | 20 | 10,029 |
| Beginning Together | 112 | 2 | 114 |
| CA Child Care Resource & Referral Agencies | 10,588 | 242 | 10,830 |
| CA Collaborative on Social & Emotional Foundations for Early Learning | 3,101 | 425 | 3,526 |
| CA Early Childhood Mentor Program | 1,145 | 761 | 1,906 |
| CA Inclusion & Behavior Consultation Network | 21 | 0 | 21 |
| CA Preschool Instructional Network | 9,959 | 1,032 | 10,991 |
| CA School-Age Consortium | 0 | 0 | 0 |
| Child Care Initiative Project | 16,614 | 437 | 17,050 |
| Child Development Training Consortium | 10,443 | 0 | 10,443 |
| Desired Results Training | 5,013 | 0 | 5,013 |
| Faculty Initiative Project | 45 | 35 | 80 |
| Family Child Care at its Best | 3,071 | 0 | 3,071 |
| Program for Infant Toddler Care | 2,082 | 203 | 2,285 |

Percent of training participants by region of the state:

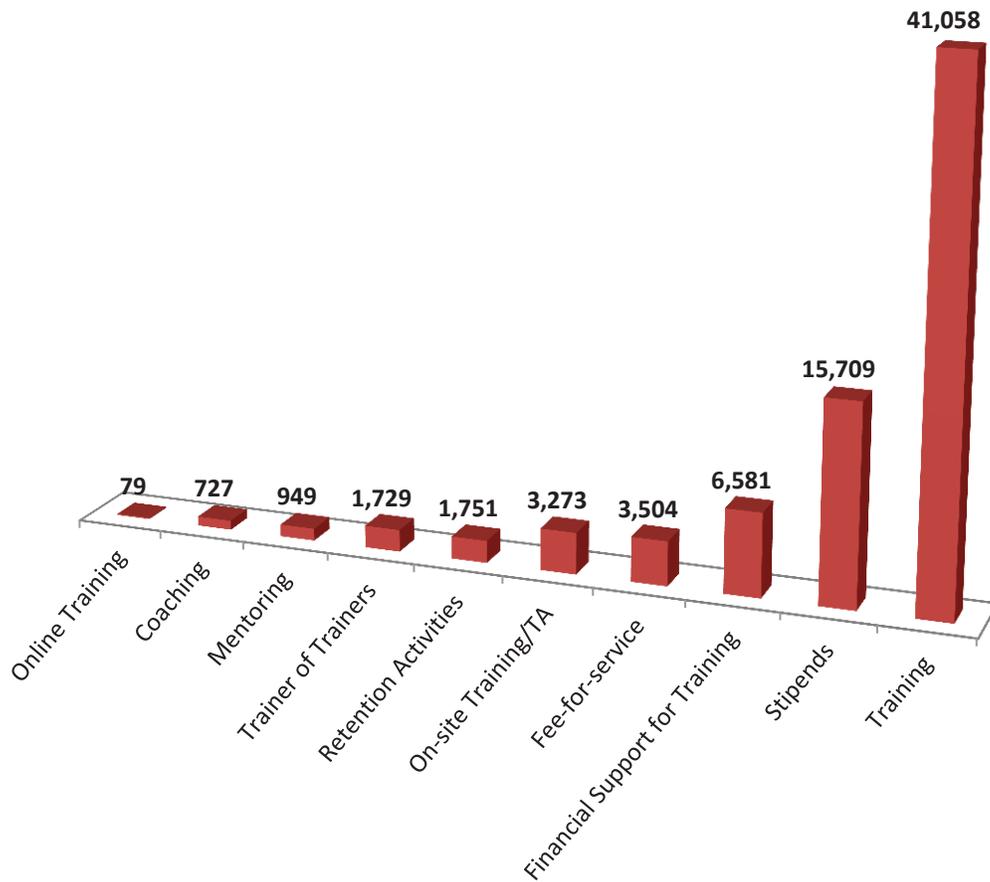
| | | | |
|--------------------|--------|--------|--------|
| Northern | 11.88% | 12.86% | |
| Bay Area | 23.29% | 26.81% | |
| Central | 17.66% | 17.74% | |
| Coastal Area | 8.88% | 4.20% | |
| Southern | 19.06% | 15.91% | |
| Los Angeles County | 19.23% | 22.48% | |
| N | 25,877 | 1,477 | 27,354 |

Percent of participants who attended:

| | | | |
|--------------------------------|--------|-------|--------|
| One training category | 67% | 73% | |
| Two training categories | 15% | 15% | |
| Three-plus training categories | 16% | 10% | |
| N | 35,759 | 2,165 | 37,924 |

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

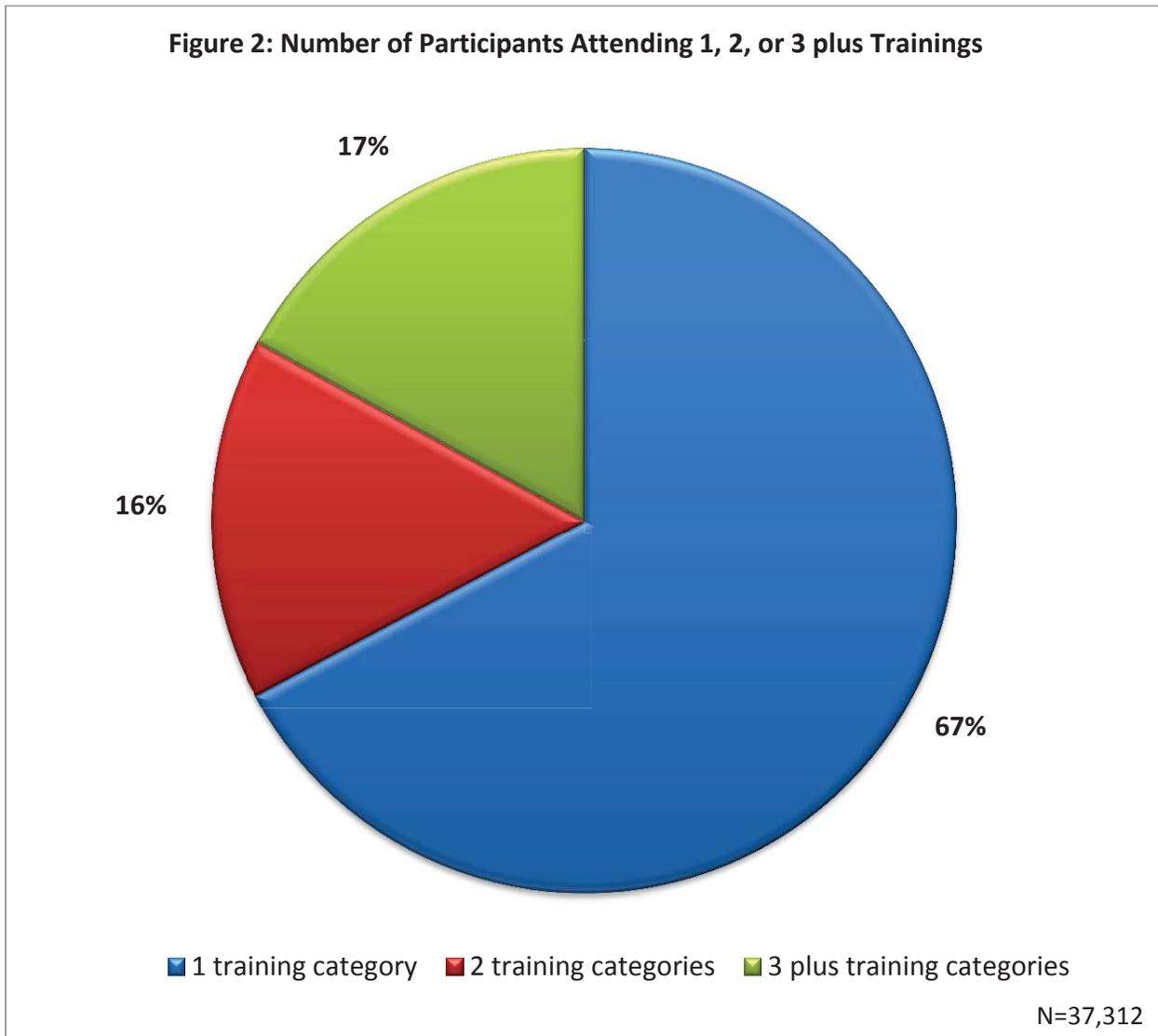
Figure 1: Number of Participants by Training Category*



N=75,360 (duplicated count)

***Refer to Glossary of Term, page 64**

This demonstrates 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. A significant number of practitioners are accessing stipends to increase their wages and advance their education.



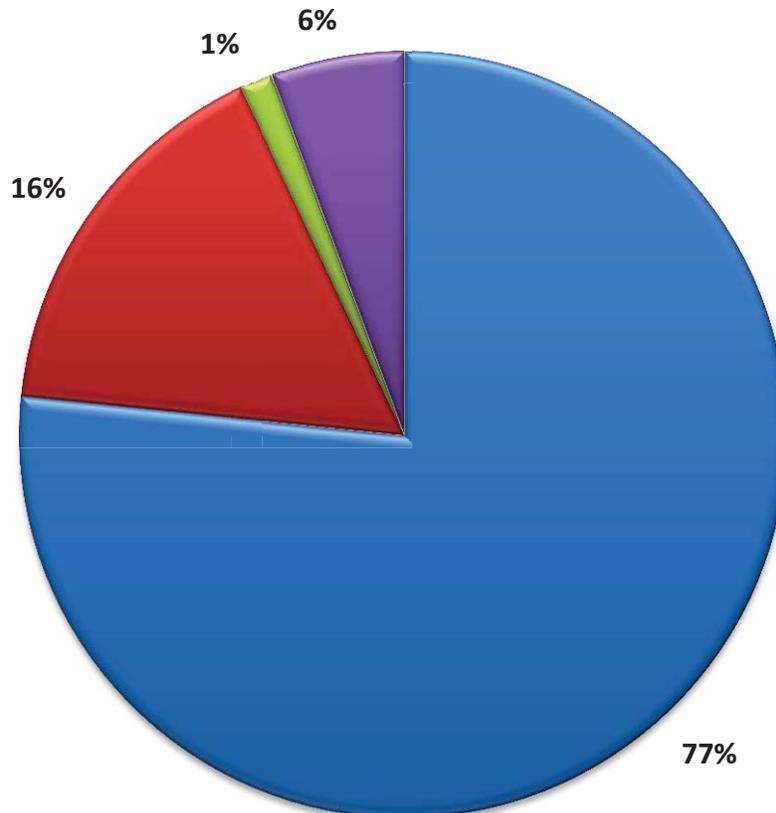
The total N size for California displayed in Figure 2 is less than the N size displayed in Figure 1. This is because Figure 1 reports a duplicated count of participants as they attend multiple activities.

The majority of participants only attended one training activity within this time period. While it is encouraging that 33% of participants attended multiple trainings, 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

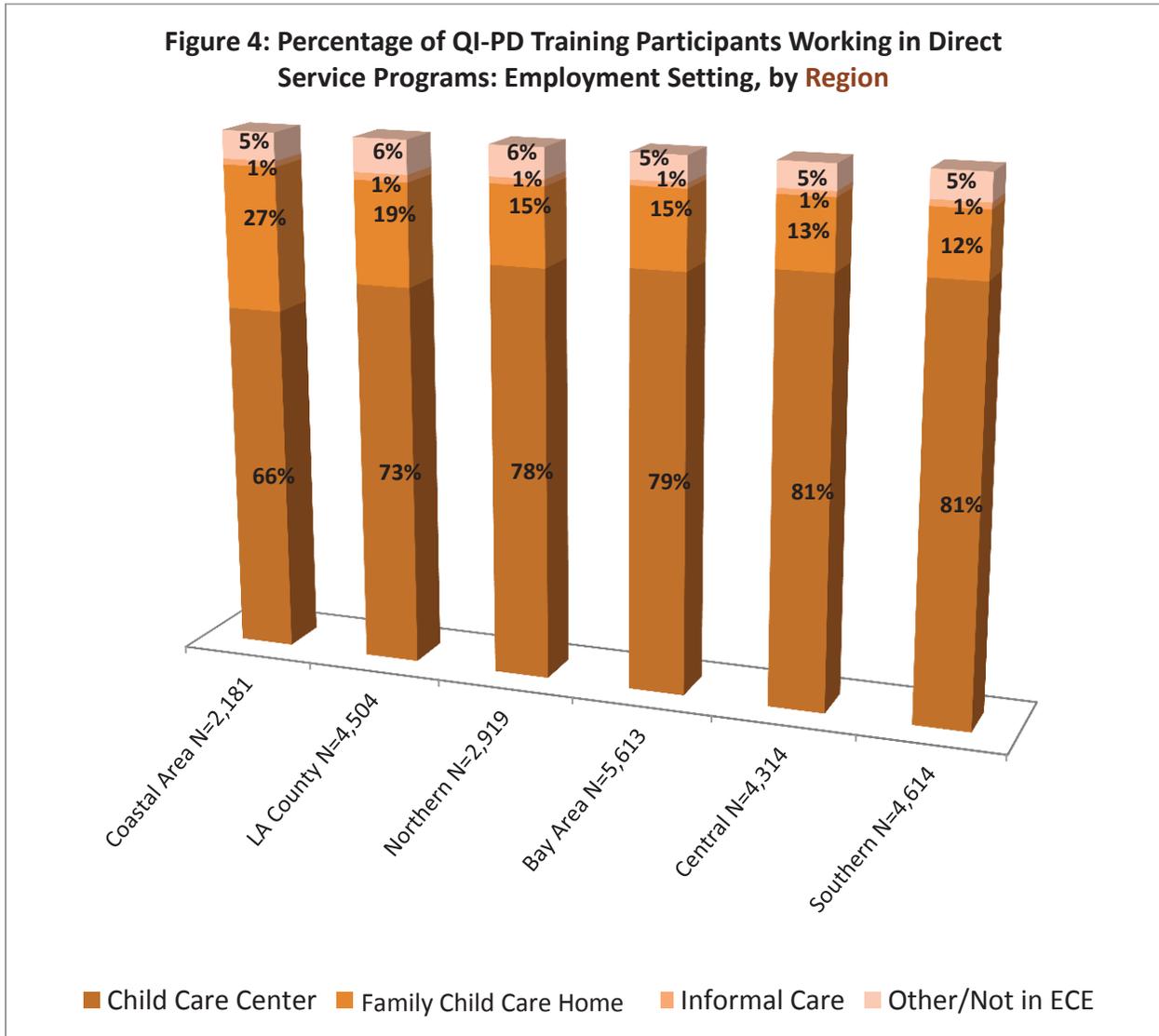
Figure 3: Percentage of QI-PD Training Participants Working in Direct Service Programs: Employment Setting



■ Child Care Center
 ■ Family Child Care Home
 ■ Informal Care
 ■ Other/Not in ECE

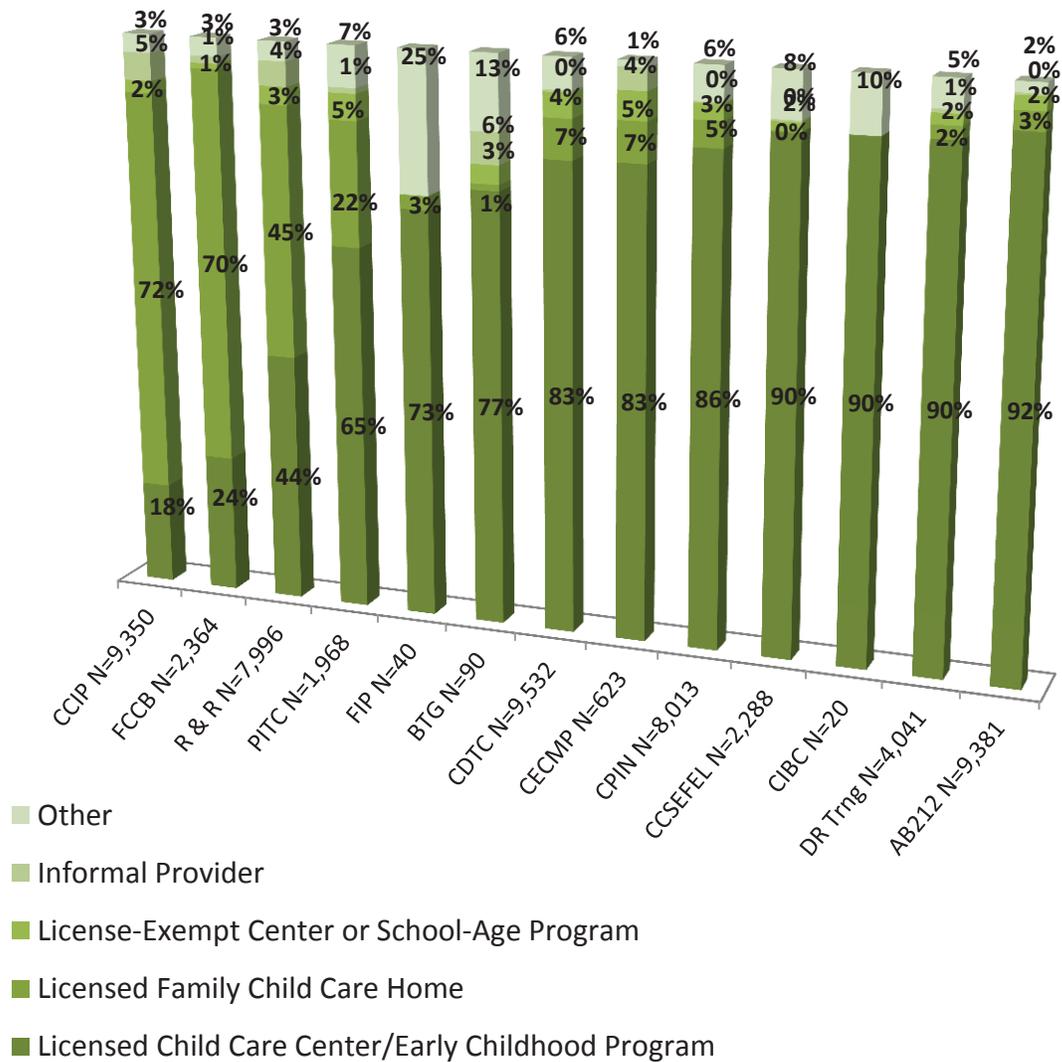
N=25,054

Based on available data, over three-quarters of training 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.



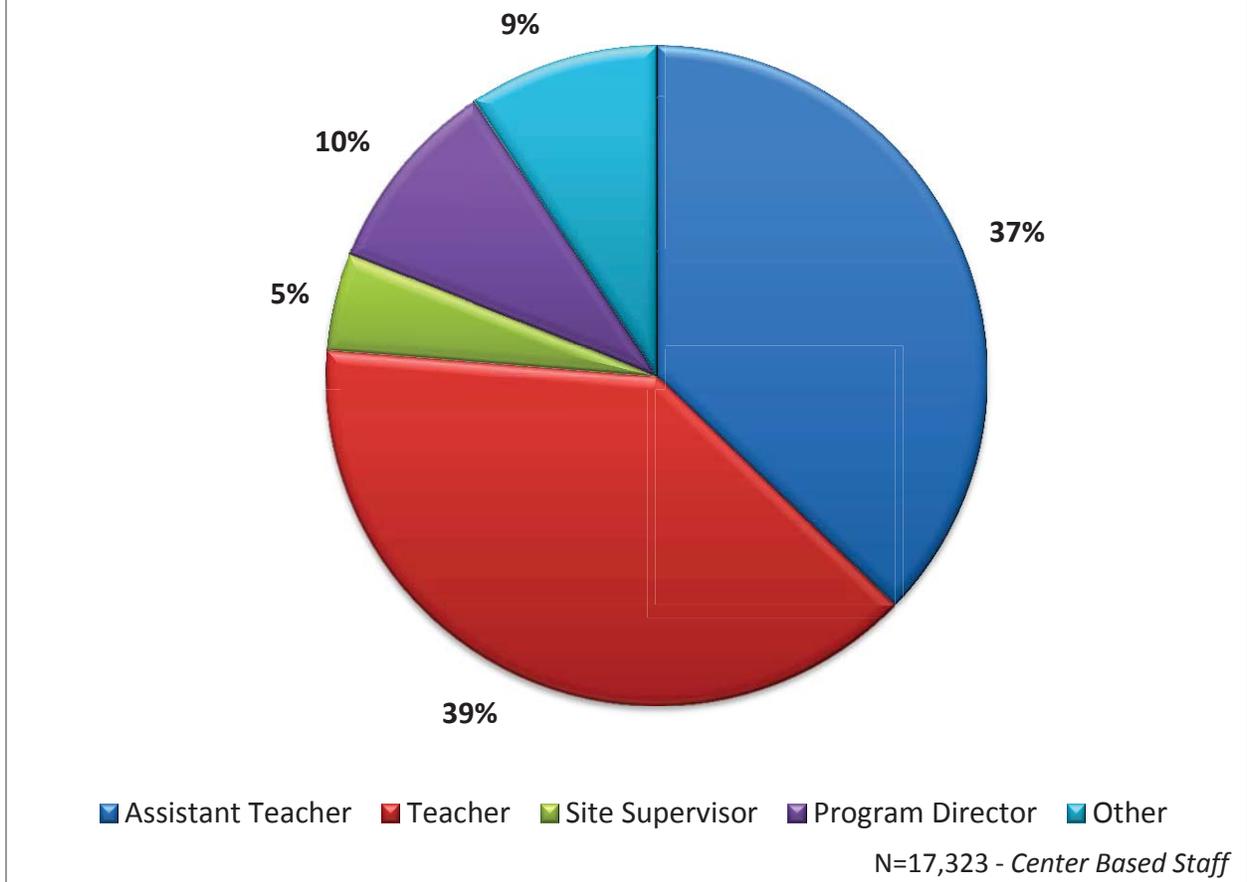
The percentage of training participants working in direct service programs does not vary by region, with the exception of the Coastal Area, where a slightly greater percentage of family child care home providers are being served.

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



It is evident that two training providers, Child Care Initiative Project (CCIP) and Family Child Care at its Best (FCCB), serve a large percentage of family child care while most primarily serve participants employed in center based programs.

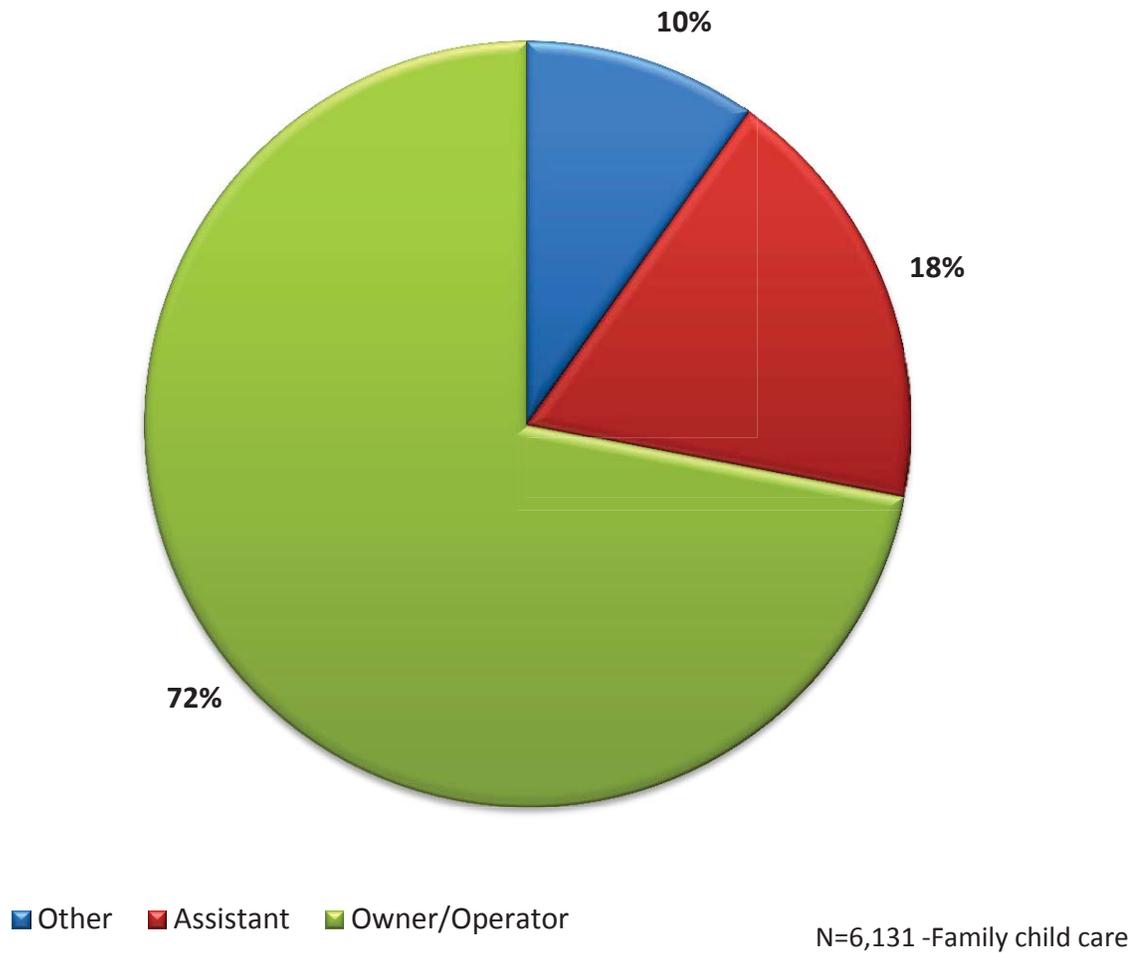
Figure 6: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff



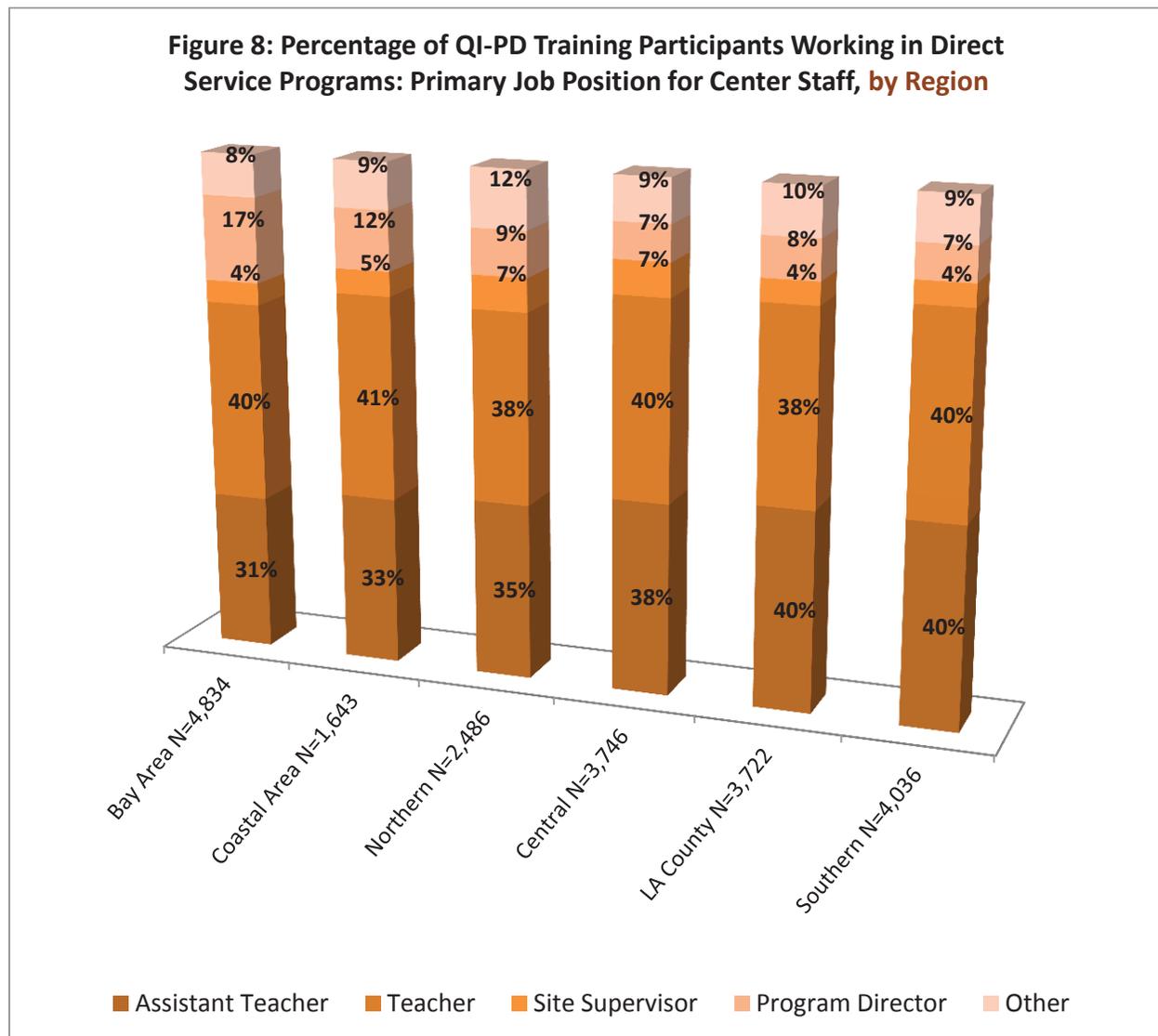
Director includes: Teacher director, assistant director, director single site, director multiple sites, executive director. Other includes: Specialized teaching staff, professional support staff, others.

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

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



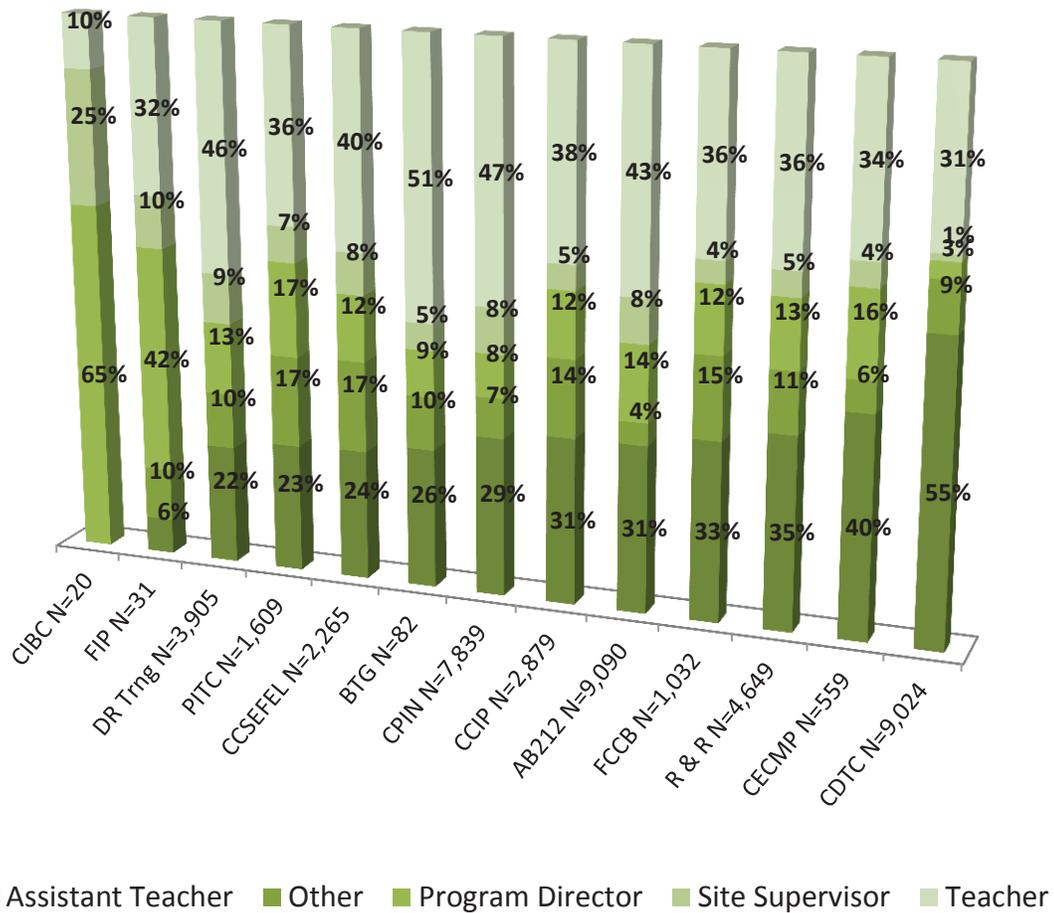
Almost three-quarters of the participants working in family child care are the owner or operator of their family child care home.



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 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.

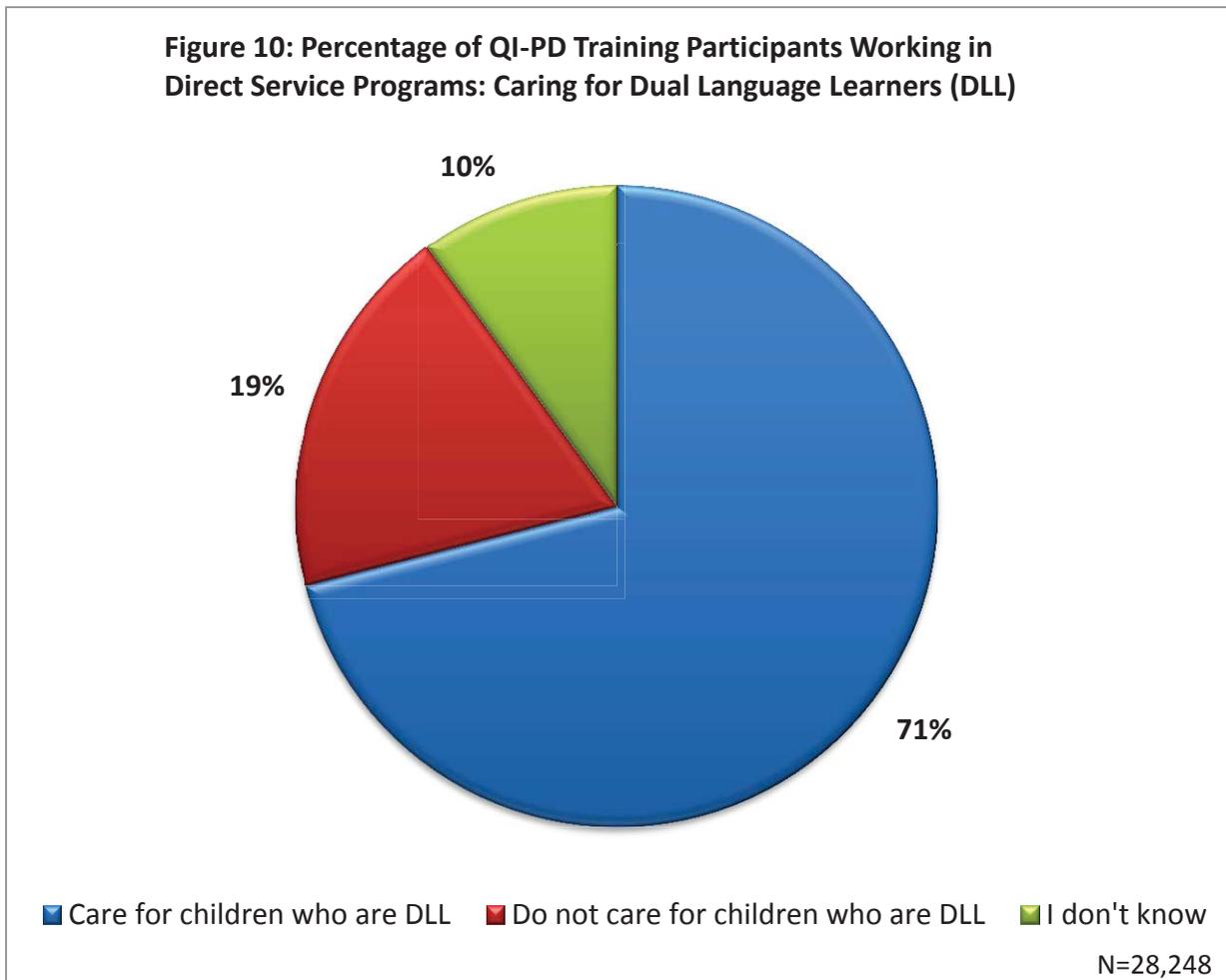
Figure 9: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff, by Professional Development Provider



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

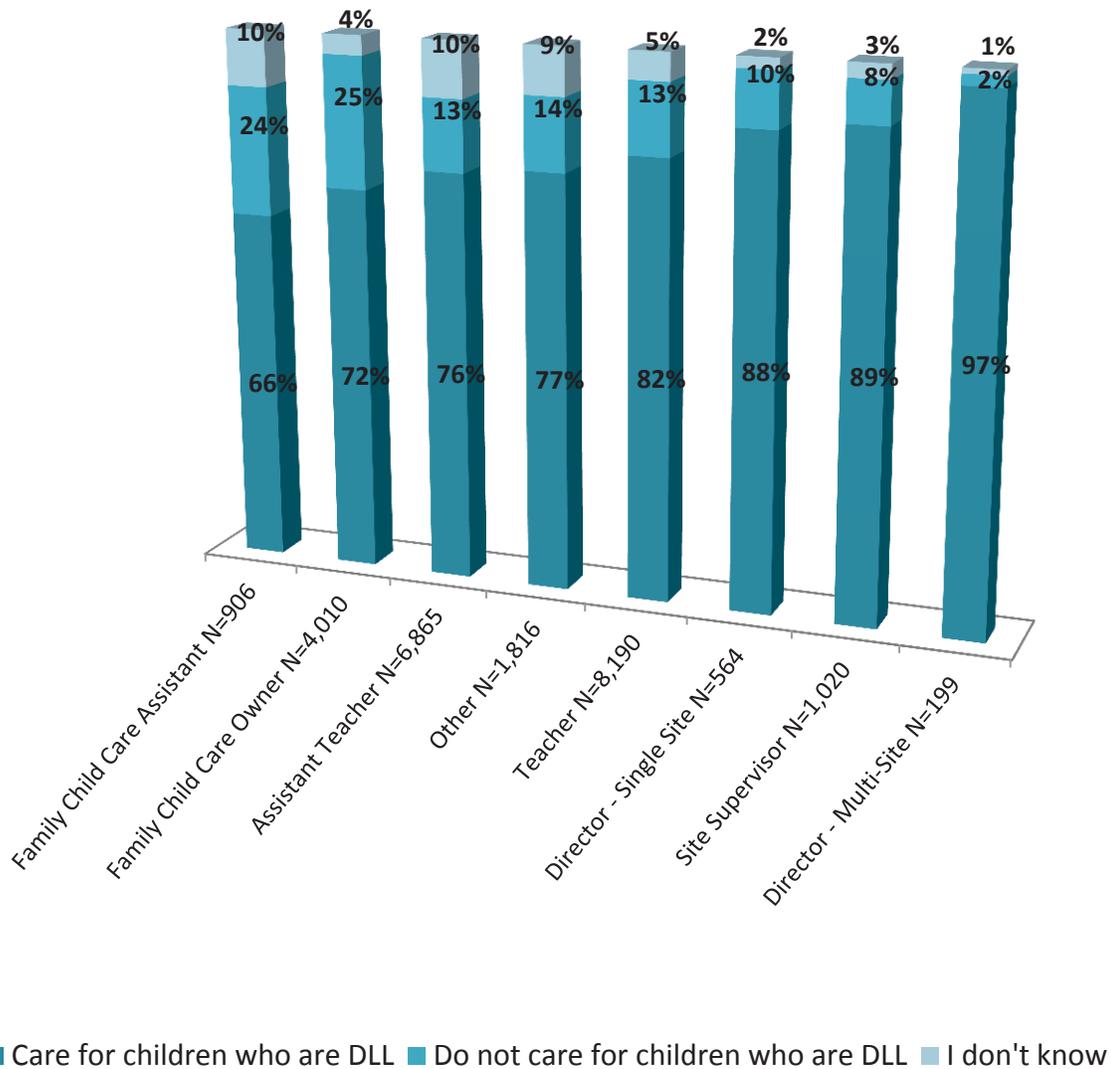
There is significant variation among professional development providers in the type of job positions held by their training participants.

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



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.

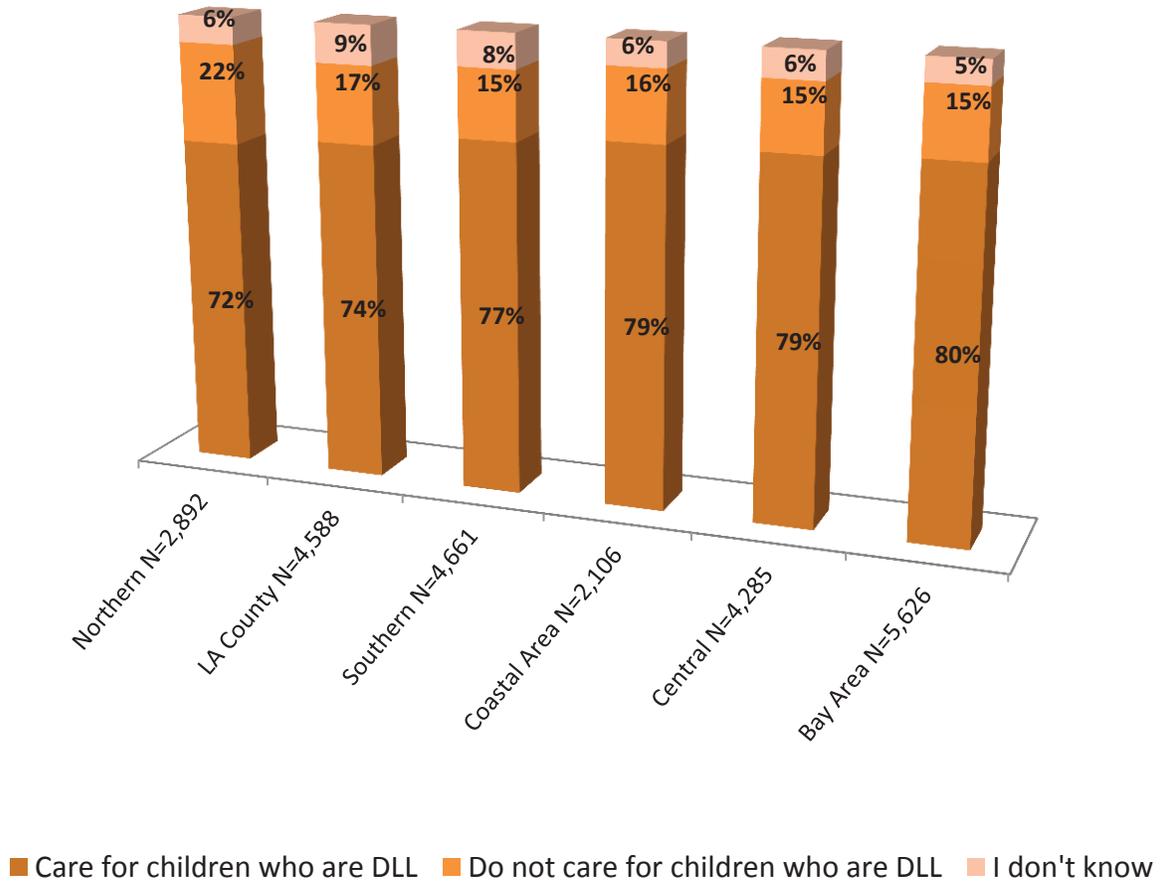
Figure 11: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children who are Dual Language Learners (DLL), by Primary Job Position



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

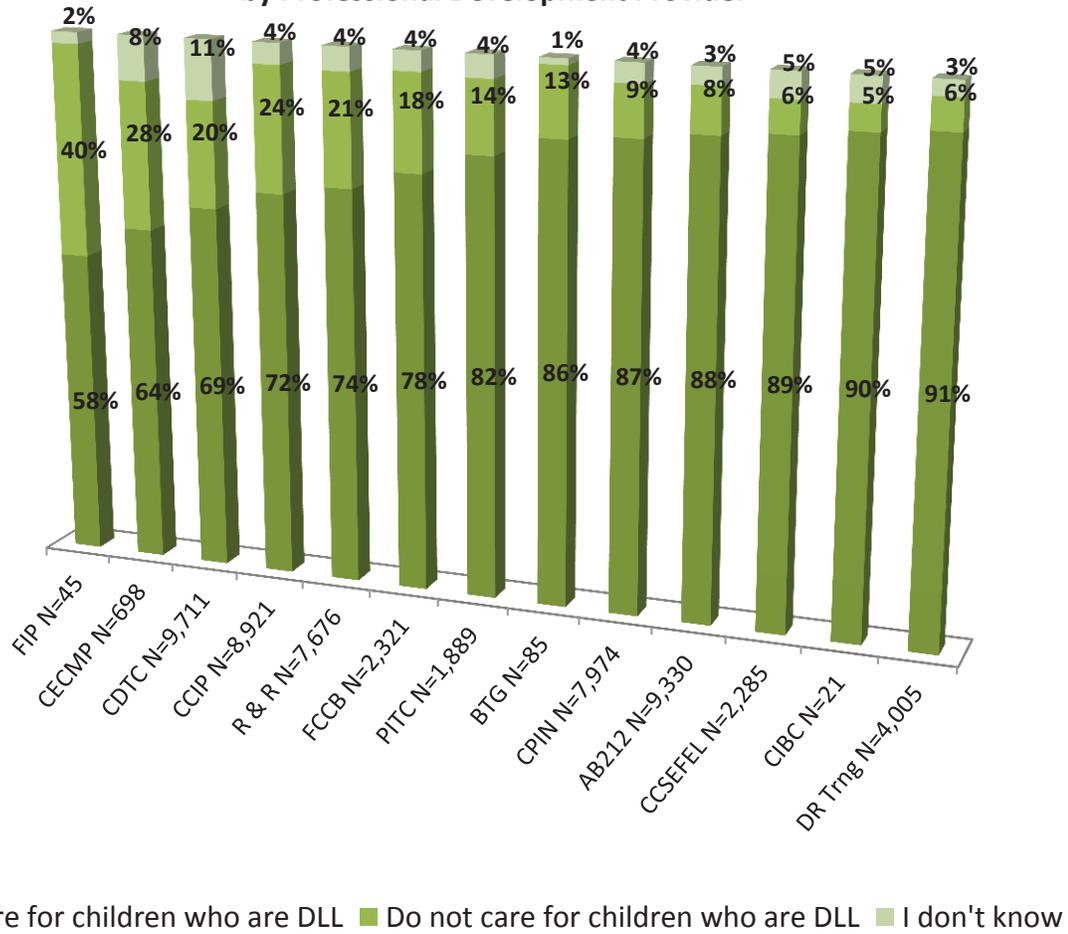
Across job positions, the vast majority of training participants are working with children who are dual language learners.

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



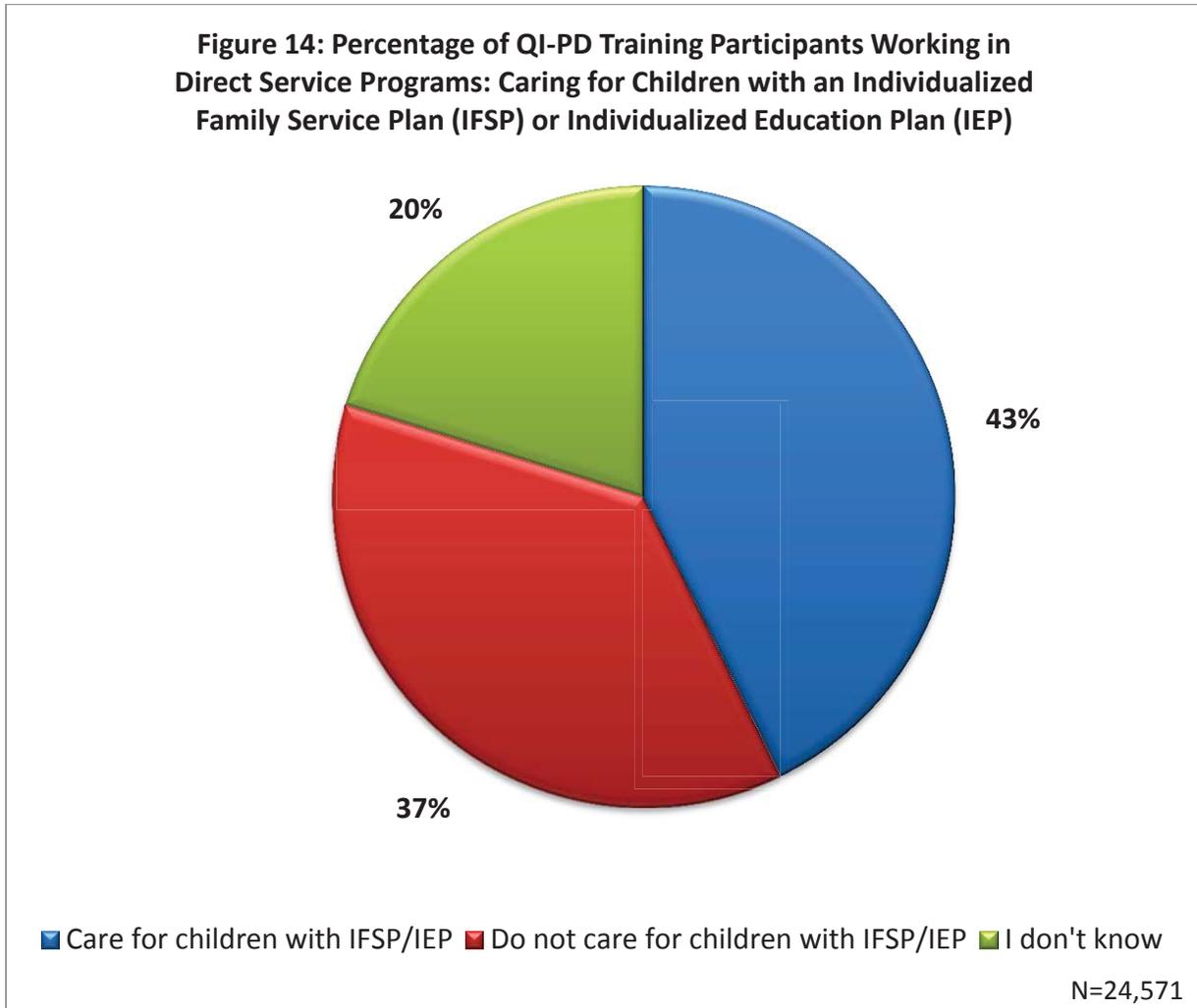
The percentage of training participants working with children who are dual language learners does not vary significantly by regions of the state. This implies that training specific to working with children who are dual language learners would be useful in all parts of the state.

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



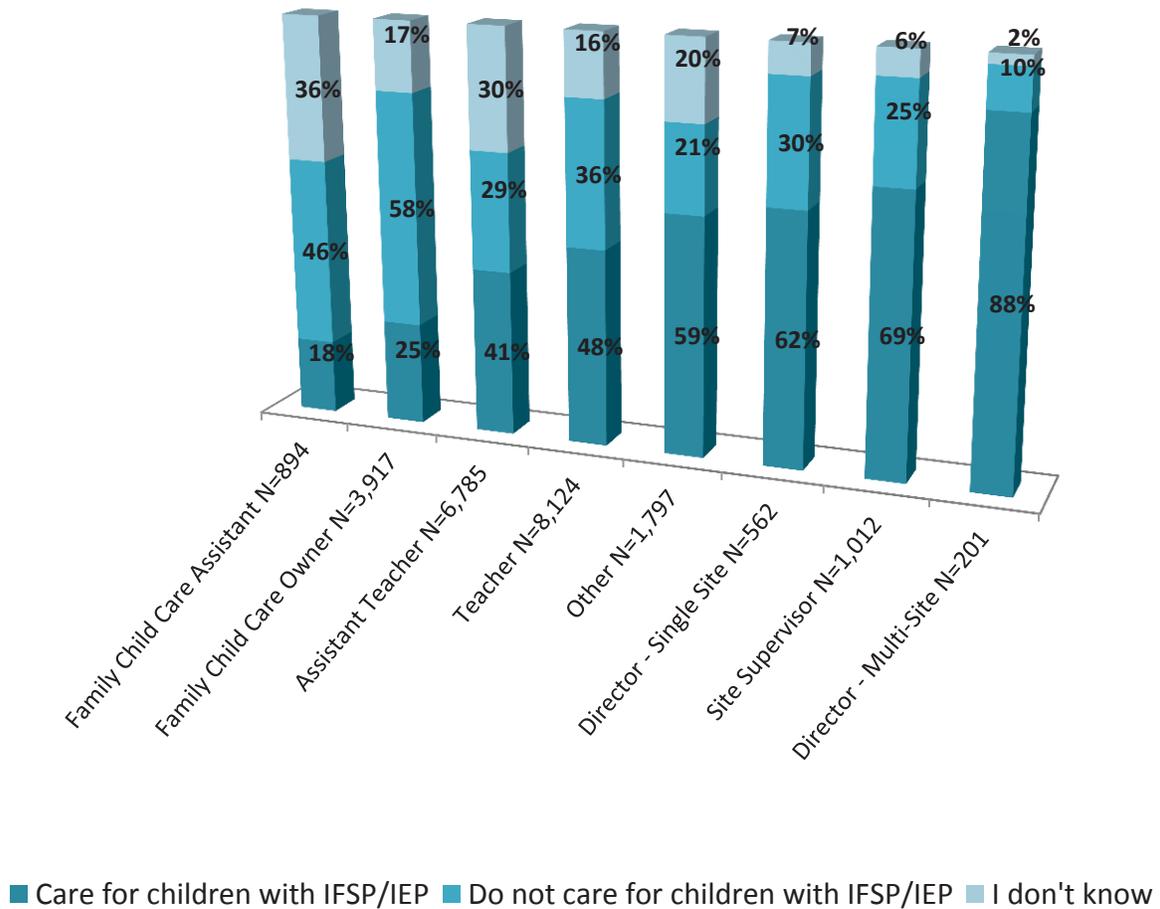
Most of the participants trained by PDPs provide care for Dual Language Learners.

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



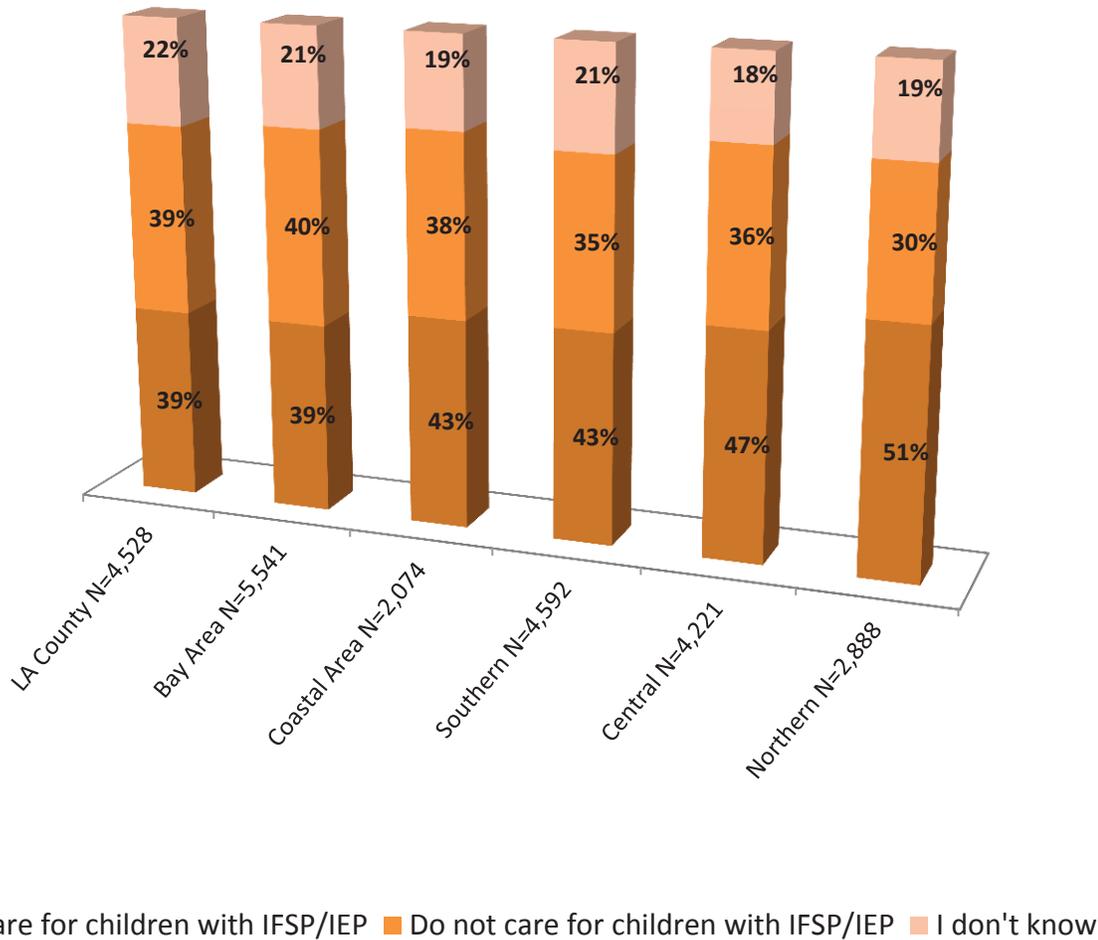
Given that 20 percent of the participants responded that they do not know whether they work with children who have an IFSP or IEP, more training is needed in this area.

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



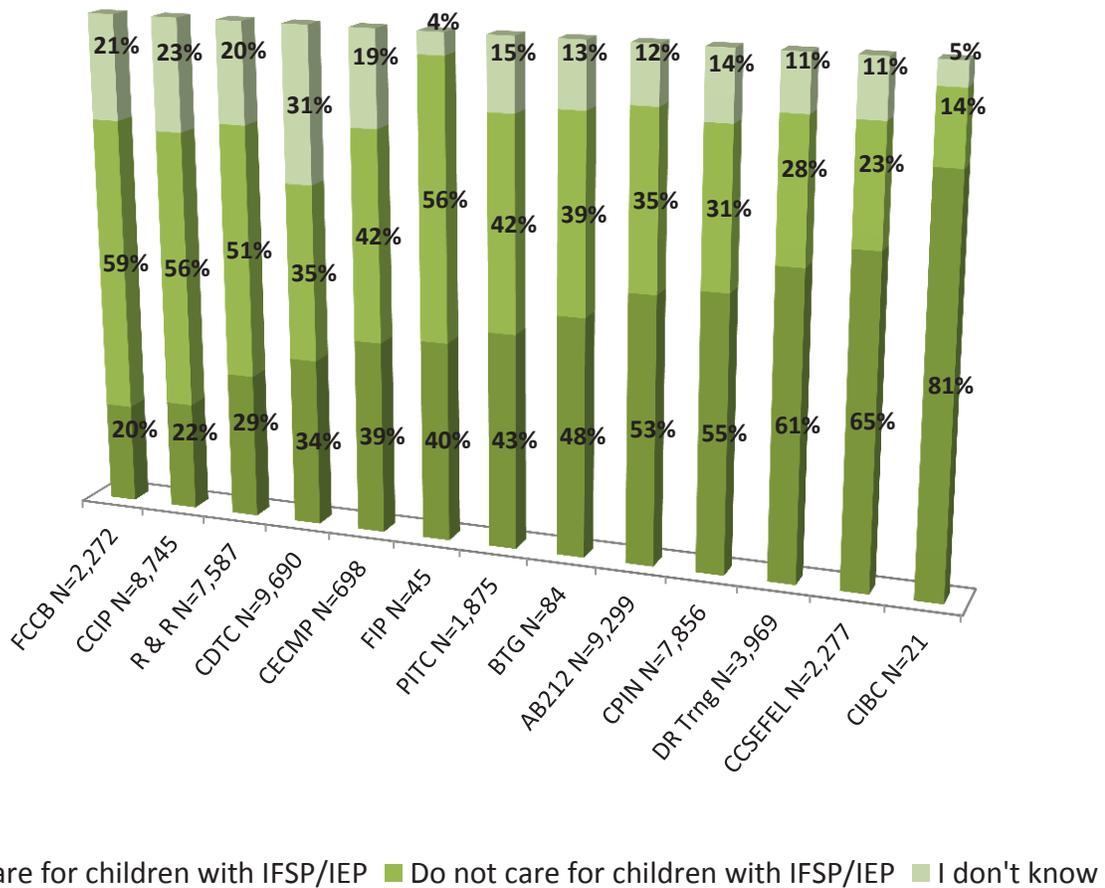
There is a significant variation between the Site Supervisor/Director and Family Child Care positions caring for children with an IFSP or IEP, therefore it is important to target training to directors.

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



There is some variation of the number of participants working with children with special needs across regions of the state. Over one-half of participants in the northern part of the state reported caring for children with an IFSP or IEP compared to 39 percent in Los Angeles County.

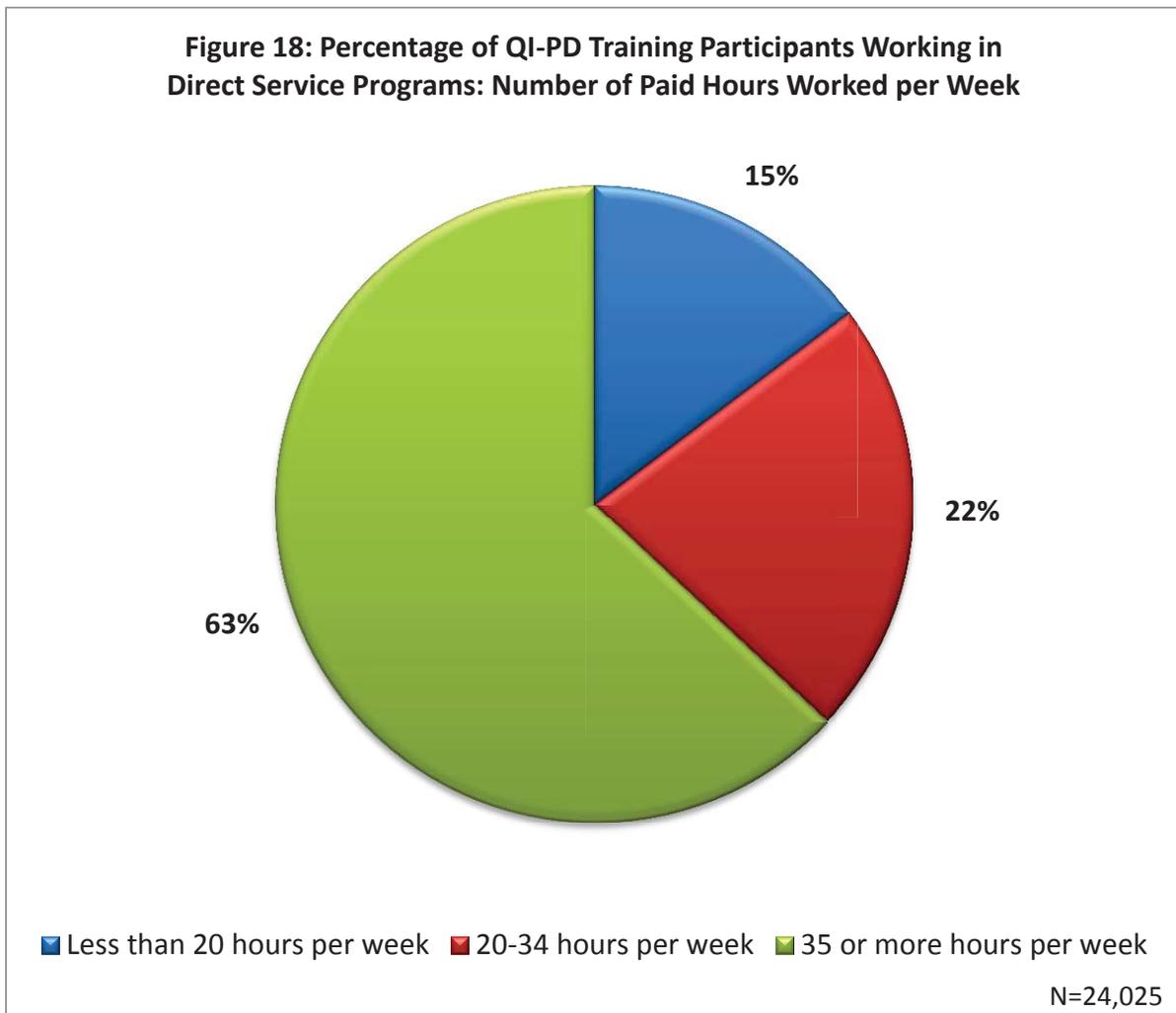
Figure 17: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children with an IFSP or IEP, by Professional Development Provider



There is 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.

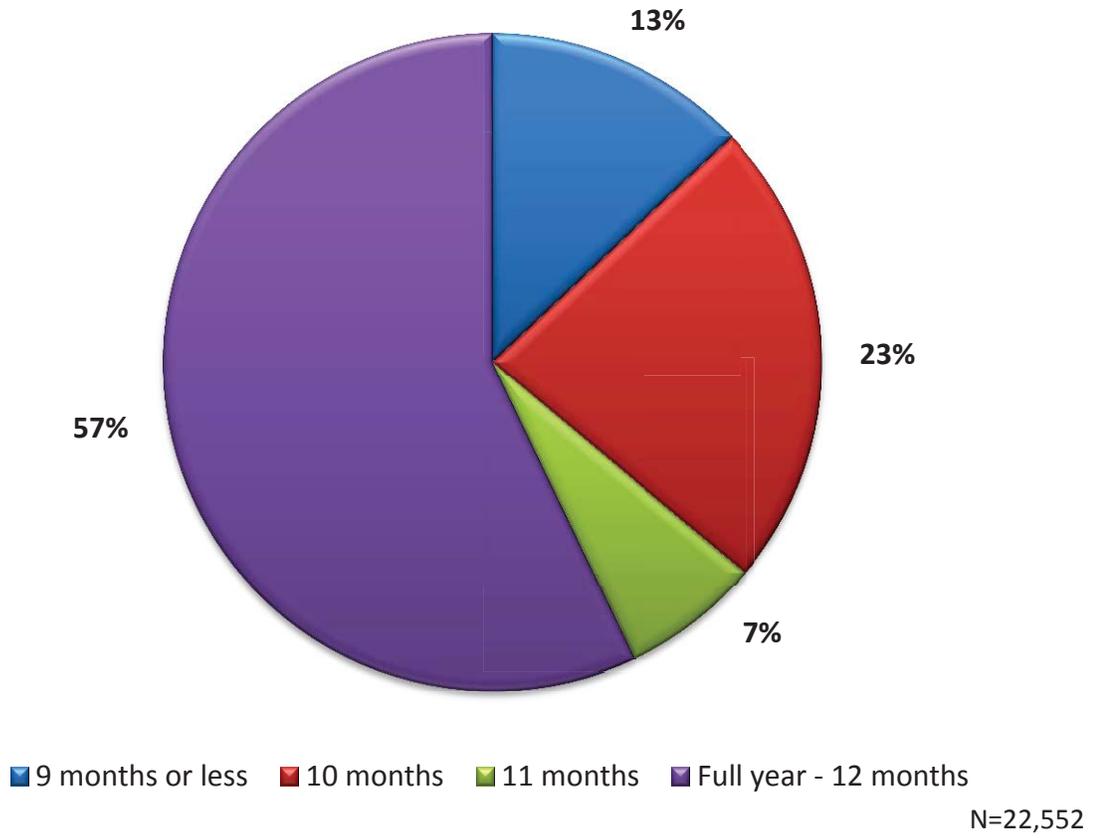
Full-time/part-time status, tenure and wages

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



The majority of the training participants work full-time: 35 or more hours per.

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



Just over half of the training participants work a full year: 12 months.

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 early childhood education field, with their current employer, and in their current position a substantial amount of time. Similar to statistics from other data sources, 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 | 6,412 |
| | Teacher | 6 | 7,701 |
| | Site Supervisor | 7 | 943 |
| | Director - Single Site | 7 | 546 |
| | Director - Multiple Sites | 7 | 197 |
| | Family Child Care Owner | 8 | 3,032 |
| | Family Child Care Assistant | 3 | 786 |
| | Other | 4 | 1,783 |
| | Tenure in the ECE Field | Assistant Teacher | 6 |
| Teacher | | 12 | 7,902 |
| Site Supervisor | | 17 | 994 |
| Director - Single Site | | 19 | 557 |
| Director - Multiple Sites | | 19 | 201 |
| Family Child Care Owner | | 12 | 3,430 |
| Family Child Care Assistant | | 4 | 726 |
| Other | | 11 | 1,735 |
| Tenure with Current Employer | | Assistant Teacher | 5 |
| | Teacher | 7 | 7,839 |
| | Site Supervisor | 11 | 970 |
| | Director - Single Site | 10 | 550 |
| | Director - Multiple Sites | 12 | 201 |
| | Family Child Care Owner | 9 | 3,358 |
| | Family Child Care Assistant | 3 | 813 |
| | Other | 7 | 1,801 |

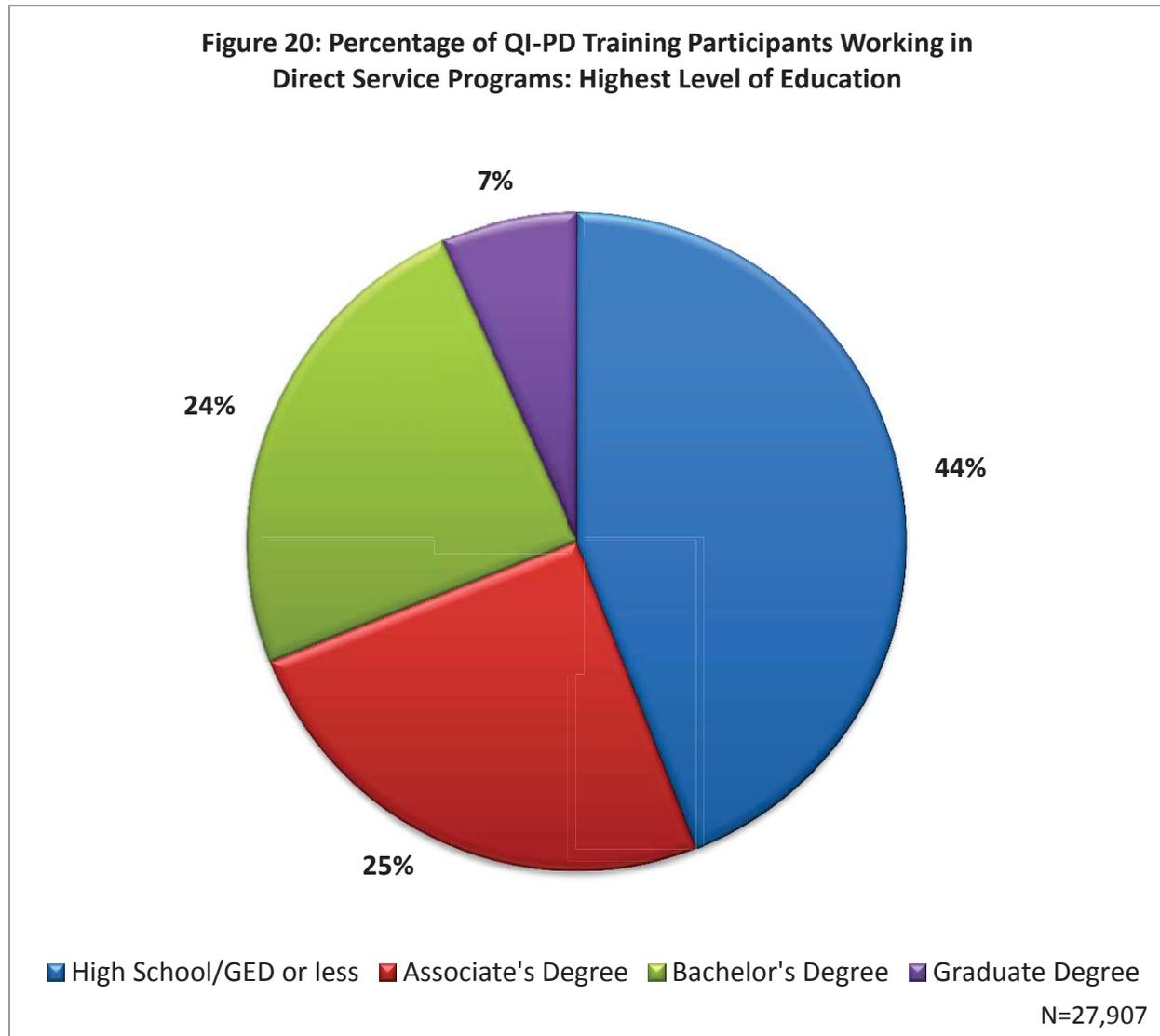
Table 3: QI-PD Training Participants Working in Direct Service Programs; Mean Hourly Wages and Full-Time Equivalent Salaries, by Primary Job Position

| Job Position | Mean Hourly Wage | Full-Time Equivalent Salary | N |
|-----------------------------|-------------------------|------------------------------------|----------|
| Assistant Teacher | \$12 | \$25,219.10 | 5,564 |
| Teacher | \$16 | \$32,596.79 | 5,867 |
| Site Supervisor | \$19 | \$39,928.35 | 588 |
| Director - Single Site | \$19 | \$39,713.03 | 208 |
| Director - Multiple Sites | \$27 | \$55,814.60 | 53 |
| Family Child Care Owner | \$14 | \$28,295.34 | 974 |
| Family Child Care Assistant | \$11 | \$22,870.30 | 543 |
| Other | \$16 | \$33,098.52 | 1,085 |

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.



Slightly more than one-half (56%) 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

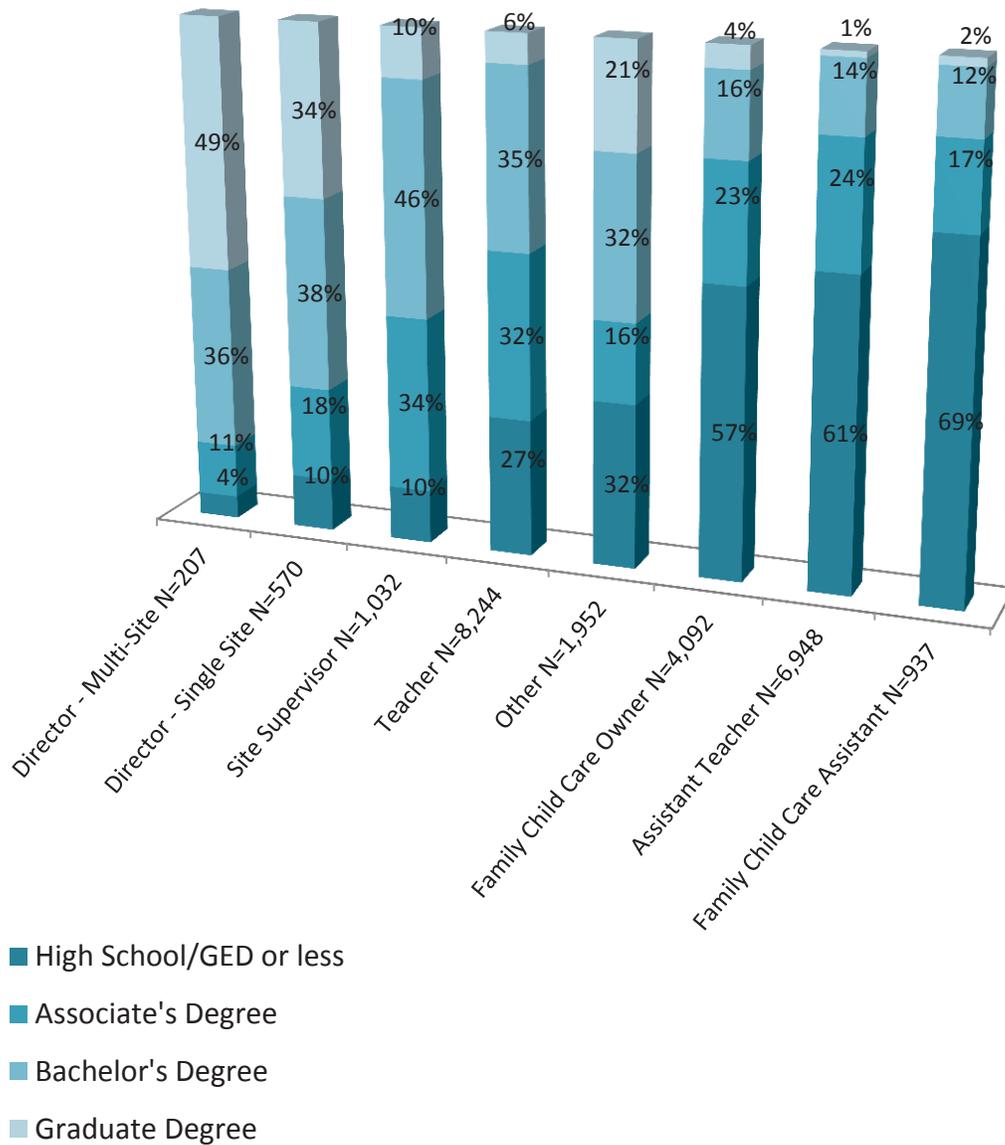
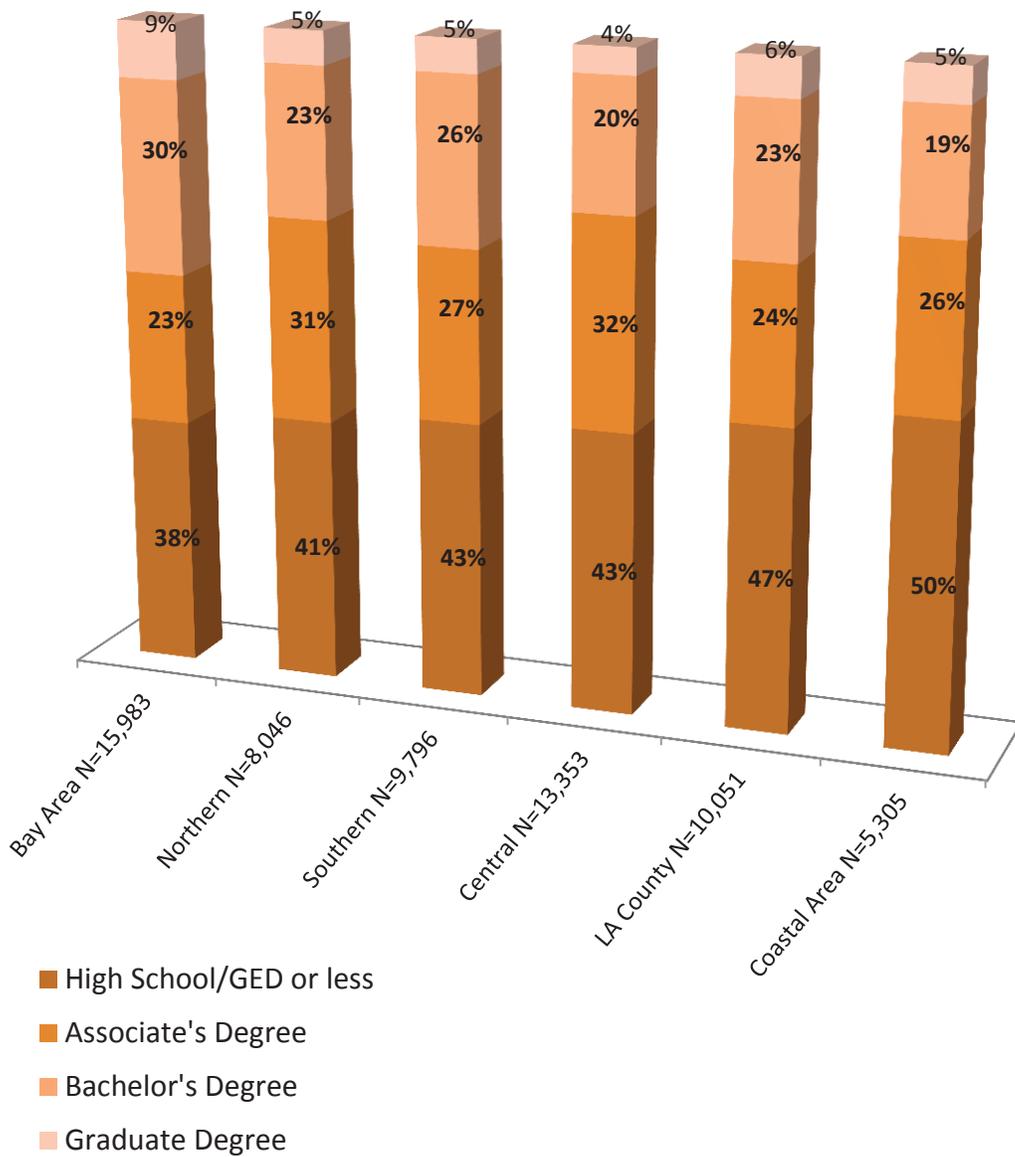
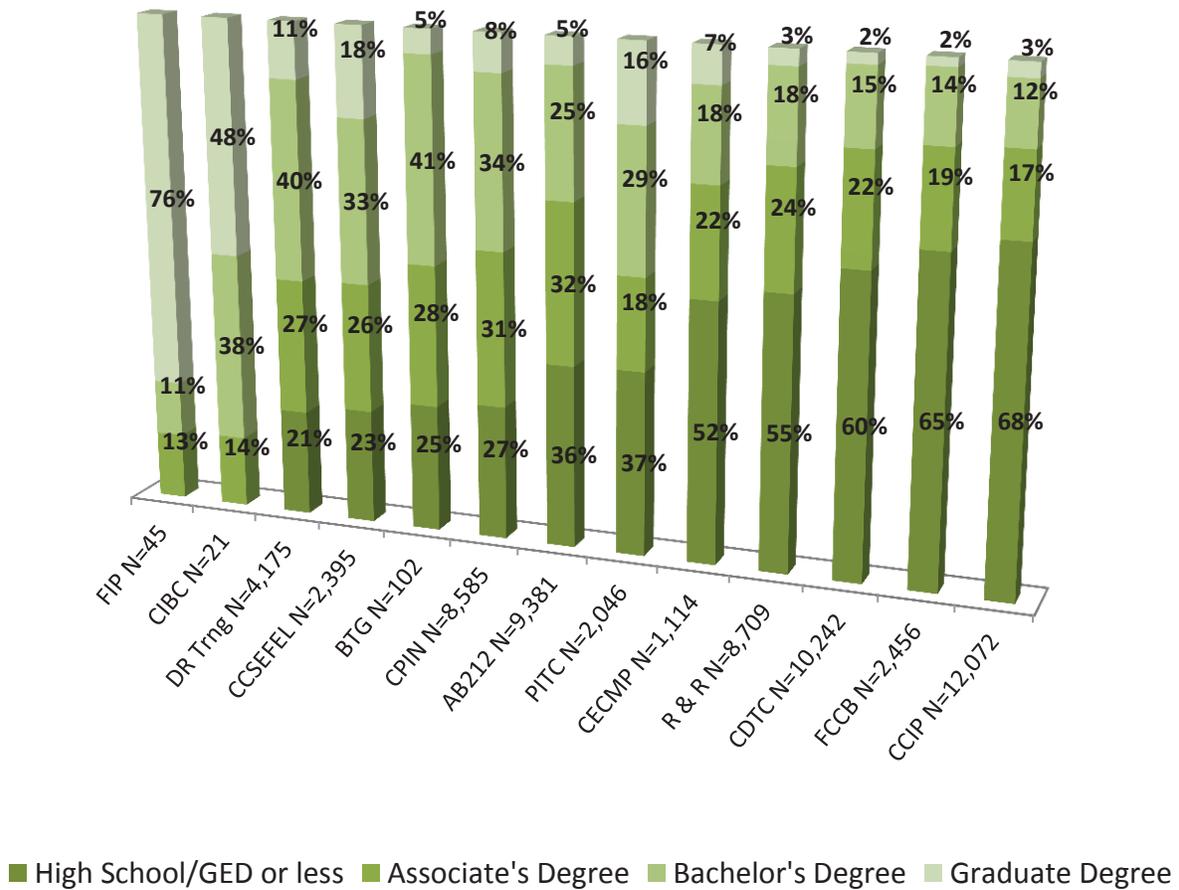


Figure 22: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education, by Region



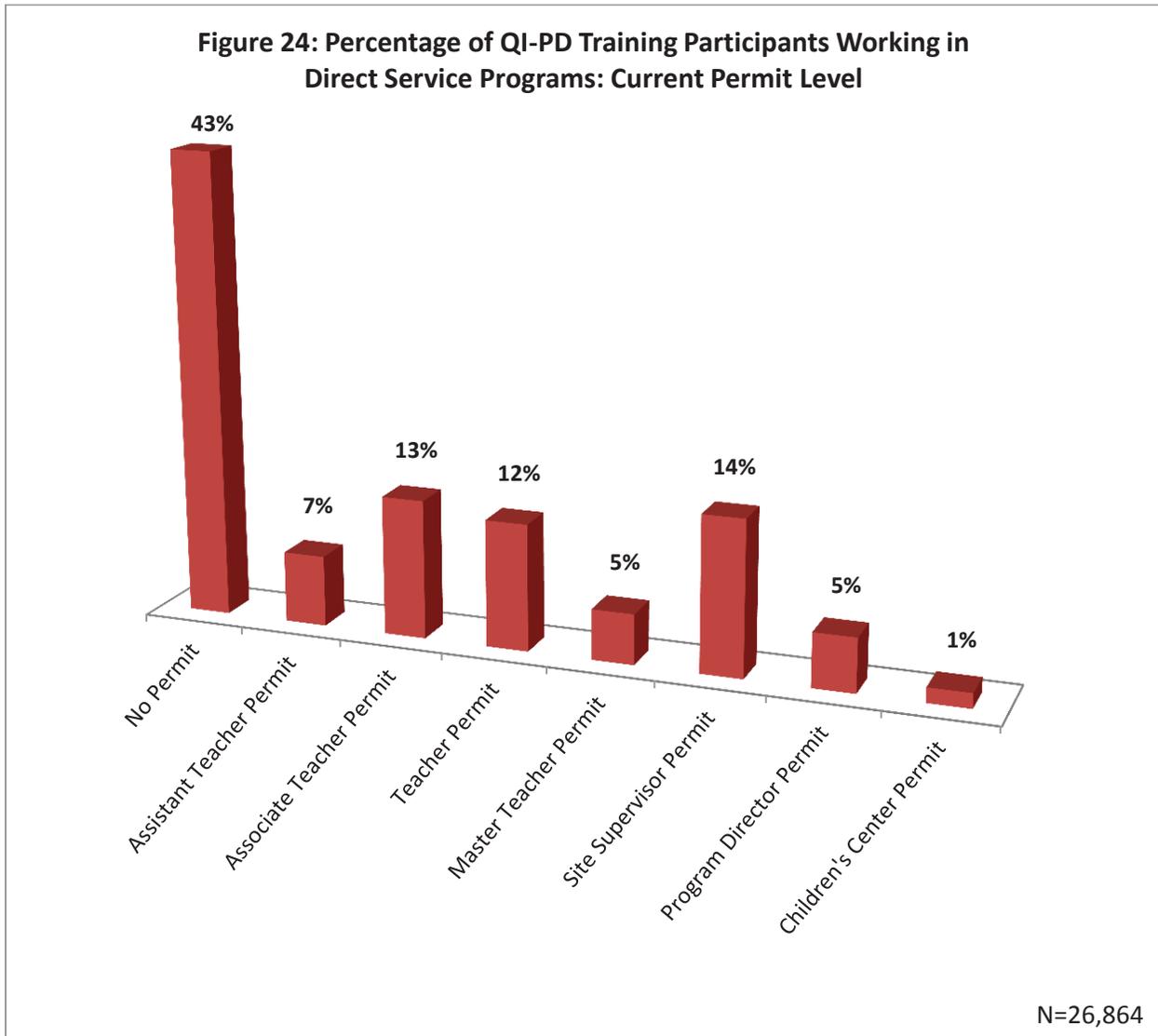
The percentage of training participants working in direct service programs does not vary by region, with the exception of the Bay Area Region, where a slightly greater percentage have a degree.

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



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.



Fifty-seven percent 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

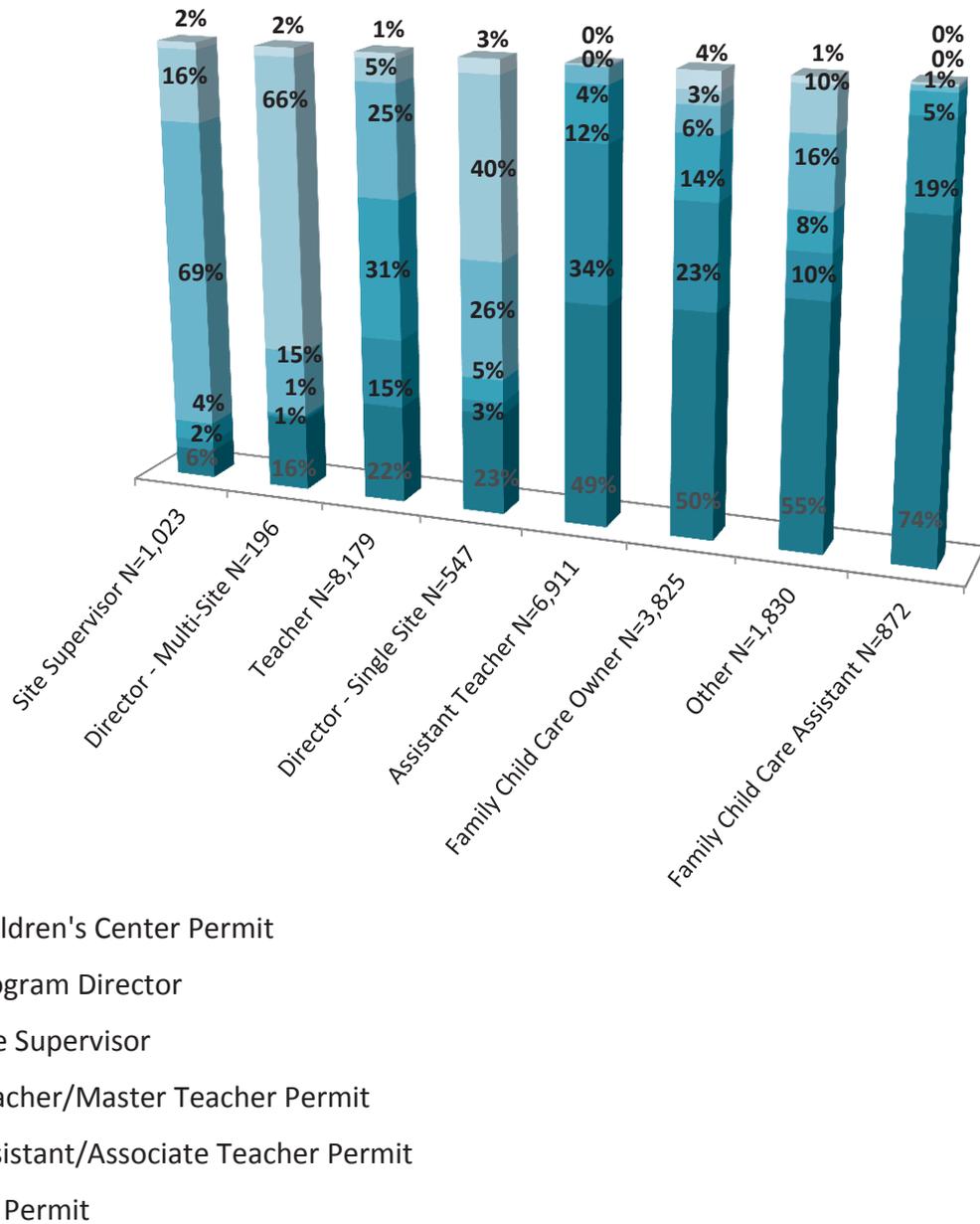
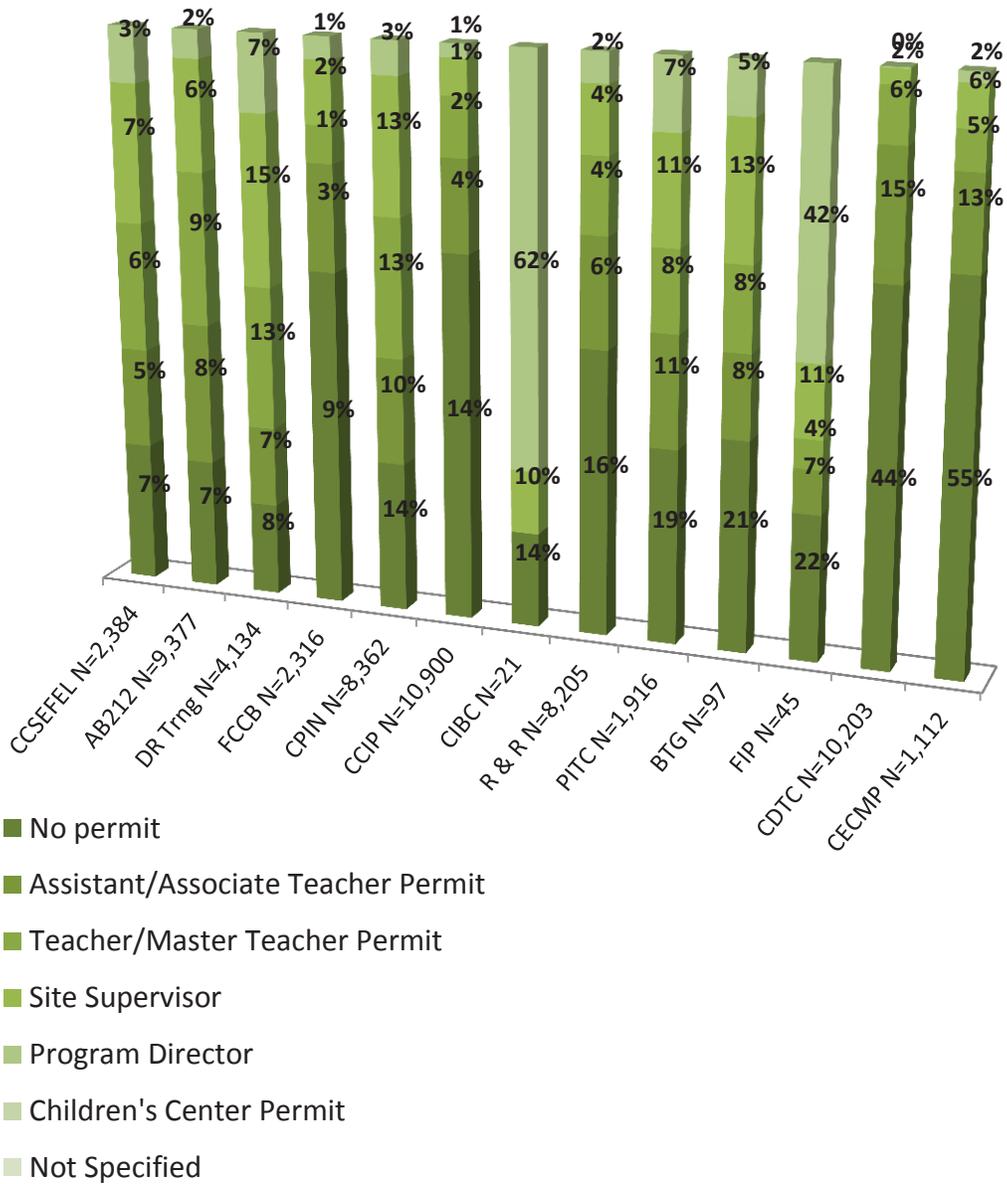


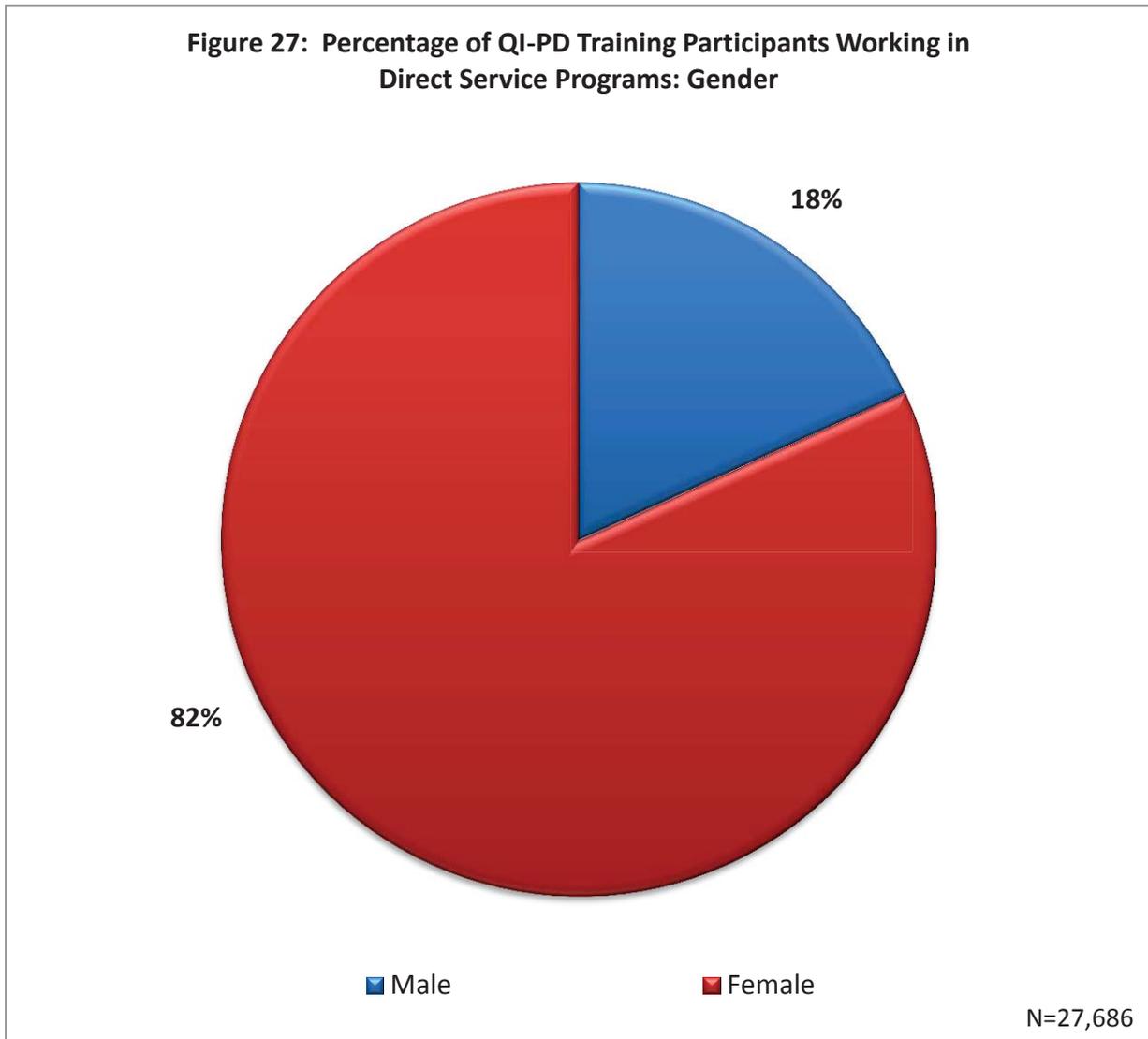
Figure 26: Percentage of QI-PD Training Participants Working in Direct Service Programs: Current Permit Level, by Professional Development Provider (PDP)



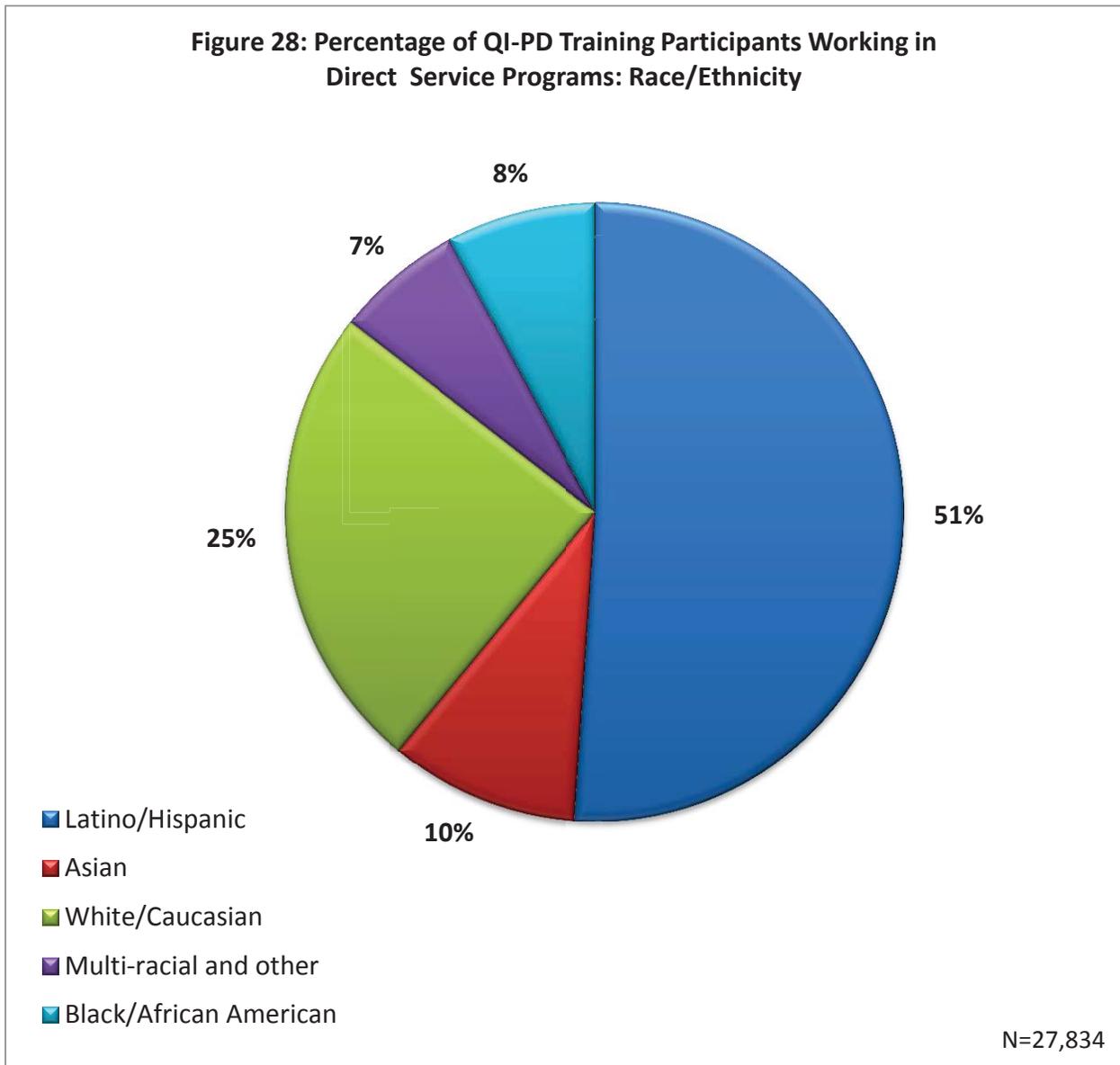
II. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Direct Service Programs

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

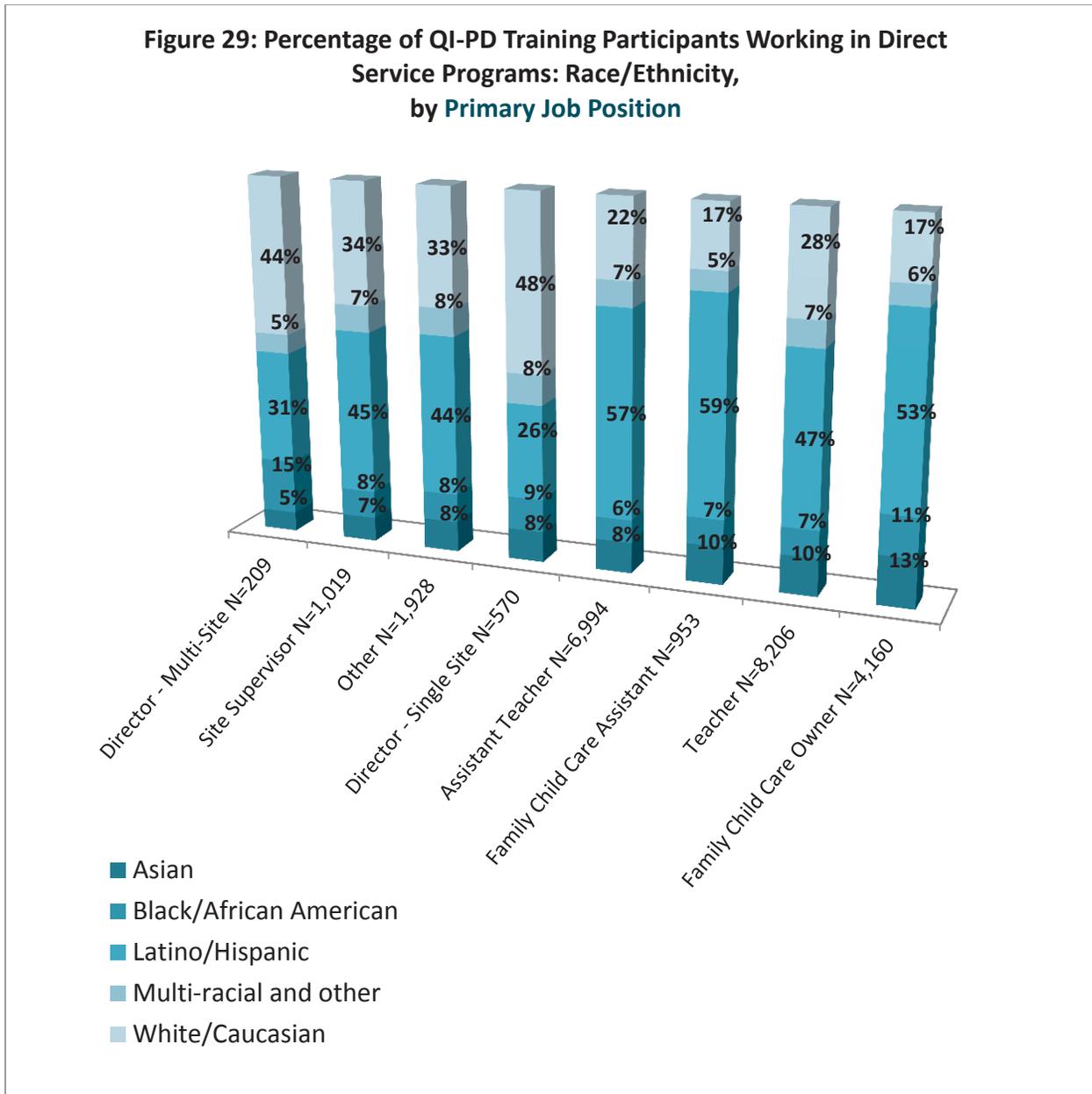
The next figures are related to gender, race/ethnicity, and age.



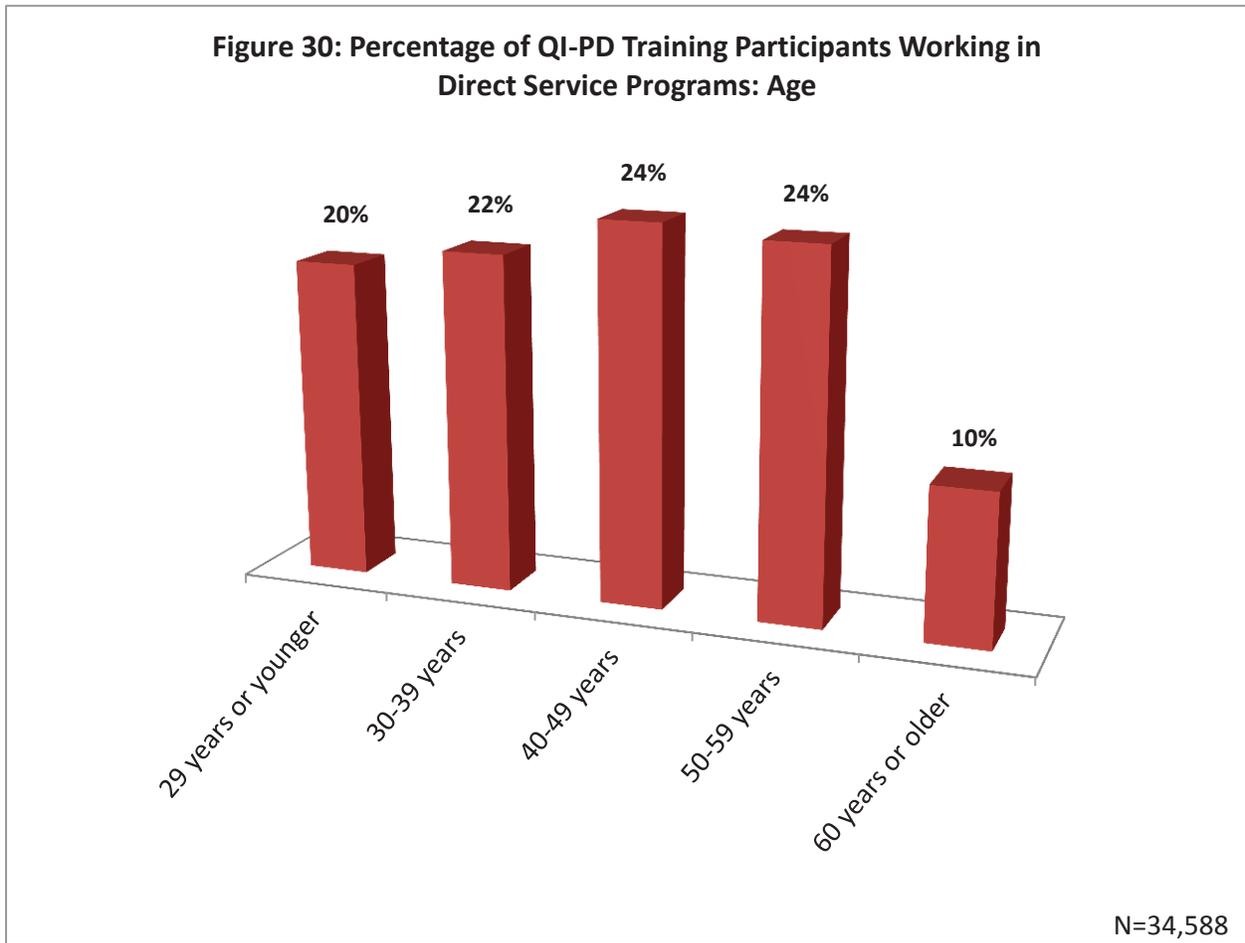
Reflecting the workforce as a whole, the majority of participants are women of color and 40 years or older. Race, ethnicity, and age vary by job position.



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

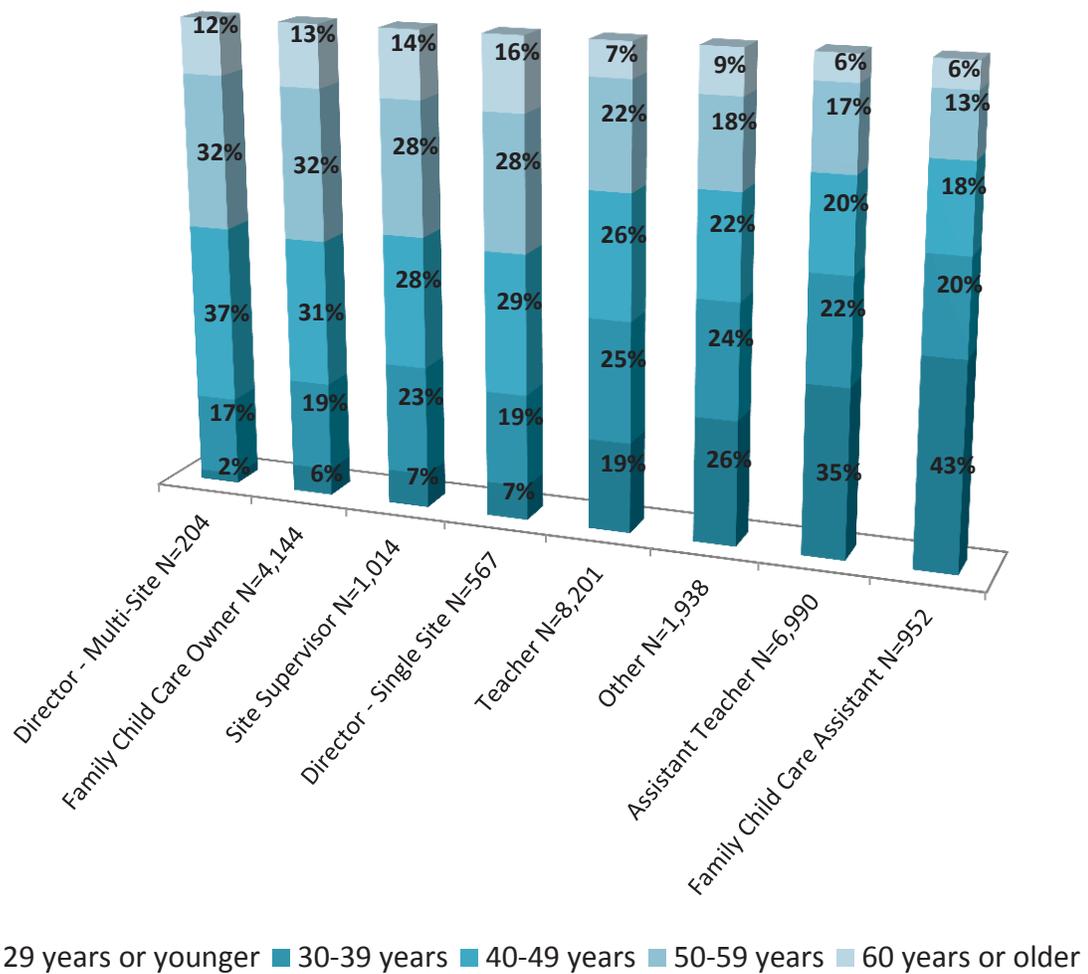


Excludes "outliers" - participants are less than 16 years old or older than 95 years old.



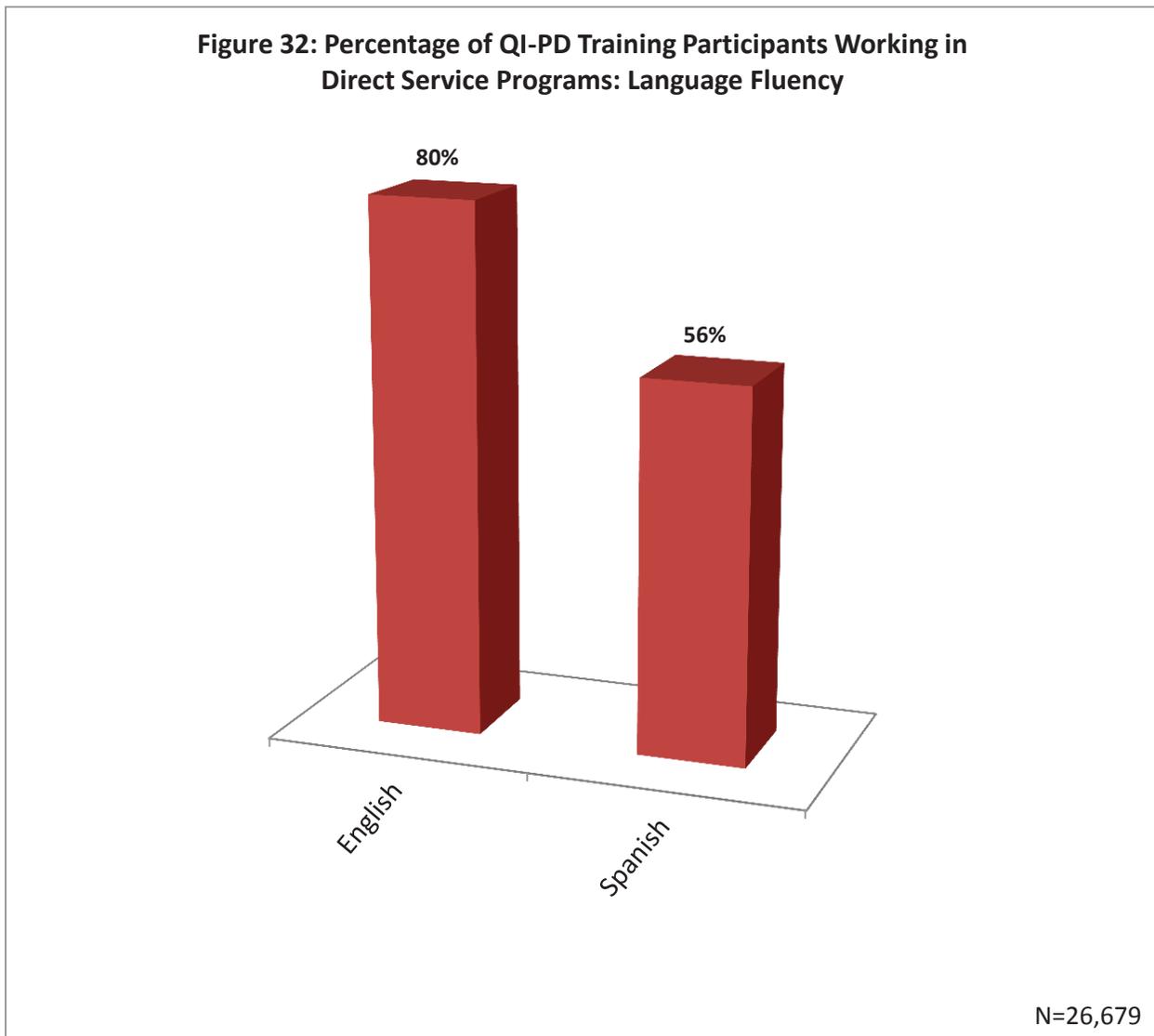
Excludes "outliers" - participants are less than 16 years old or older than 95 years old.

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



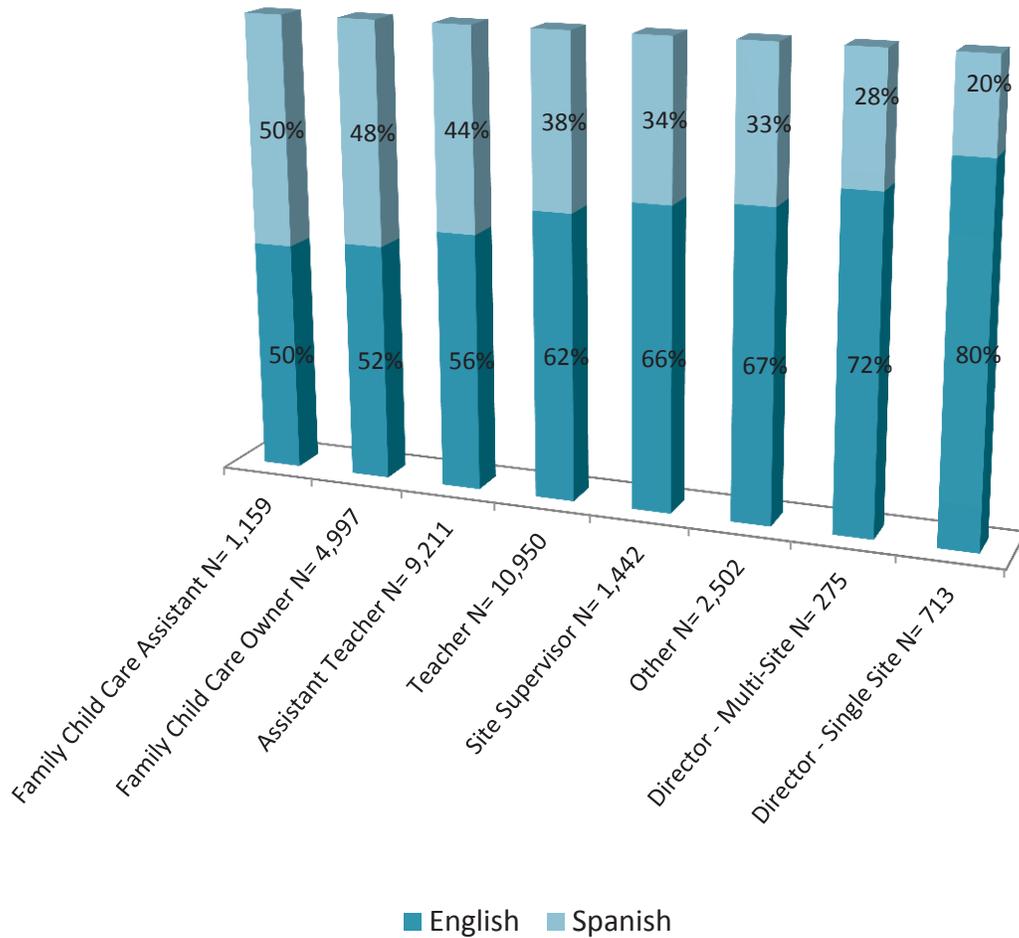
In the next few figures, the percentage total is more than 100% due to the multi-select option on the EESD Profile question that addresses language fluency.

N is based on all direct service activities for selected FY.



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

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



Family child care owners and assistants 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

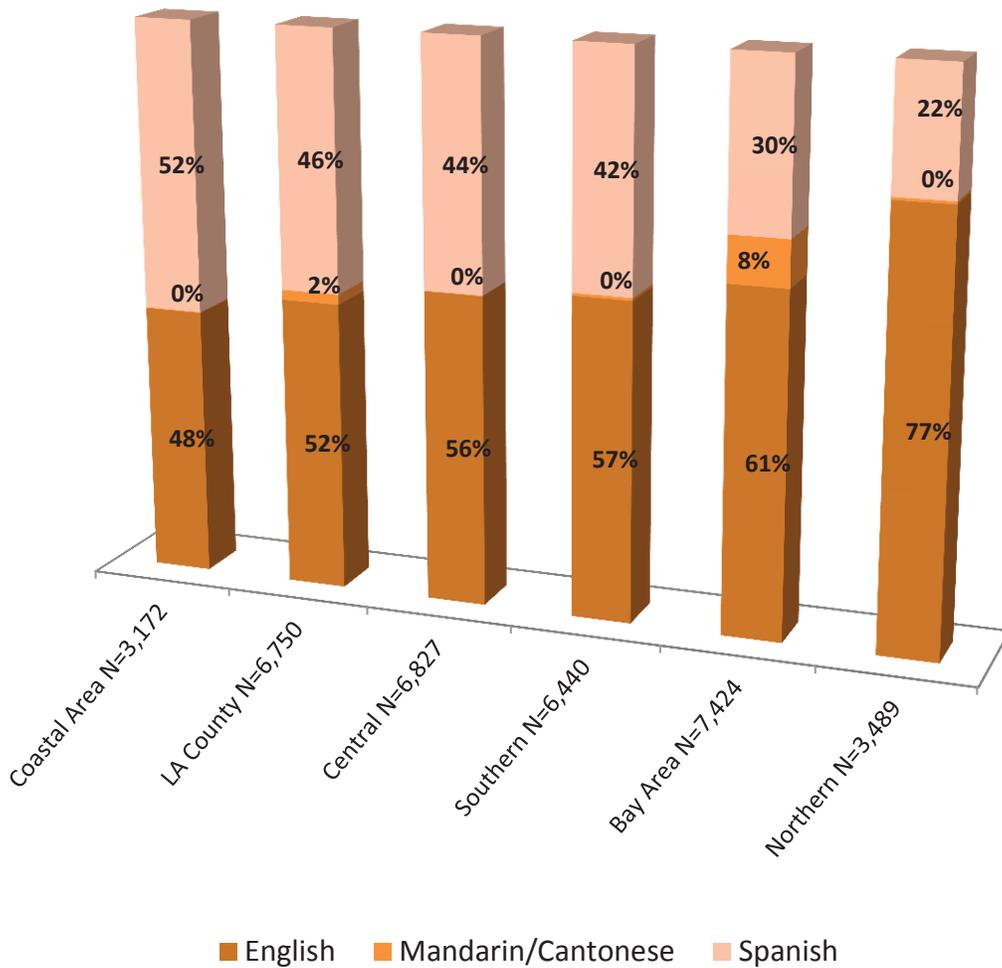
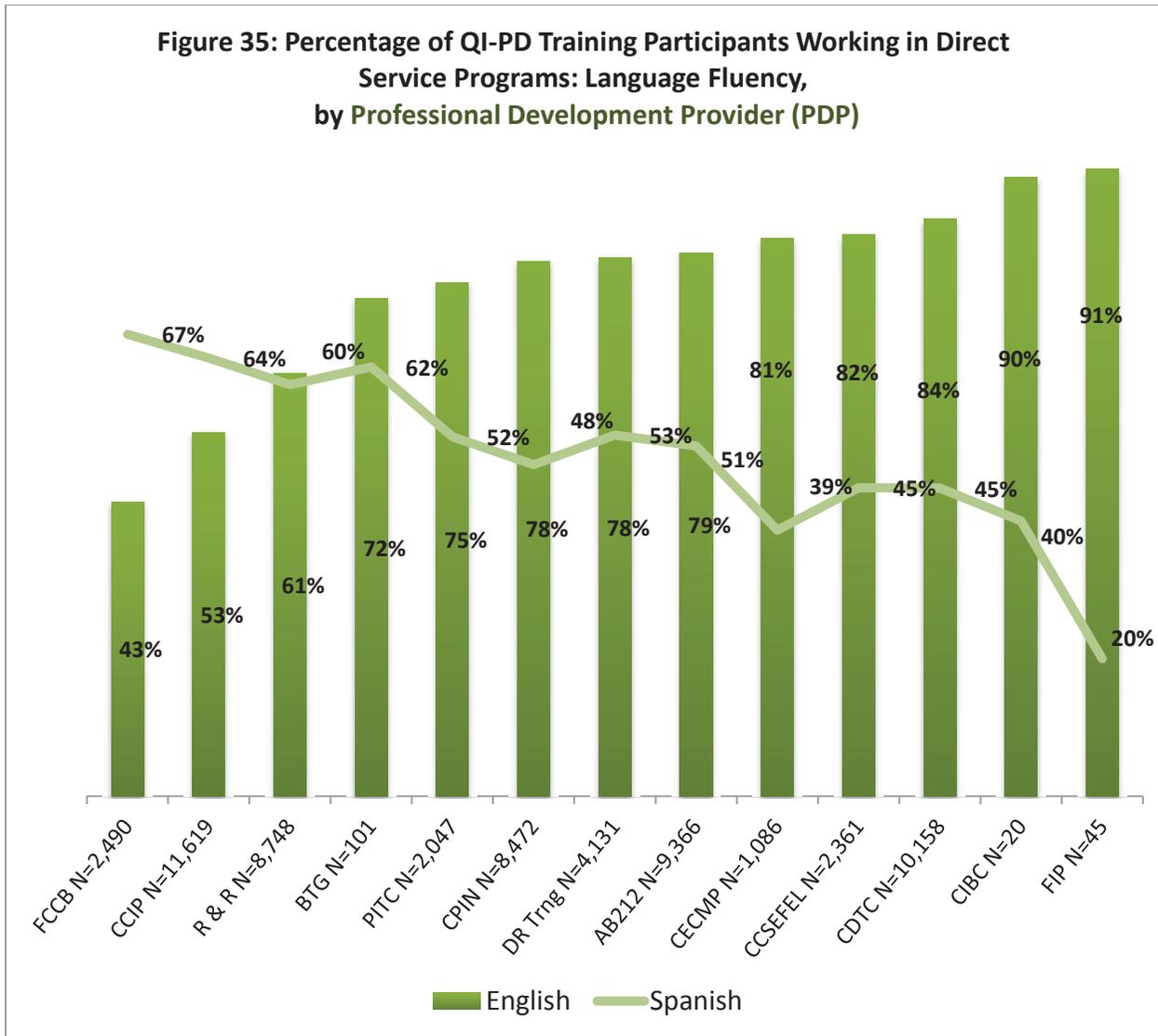
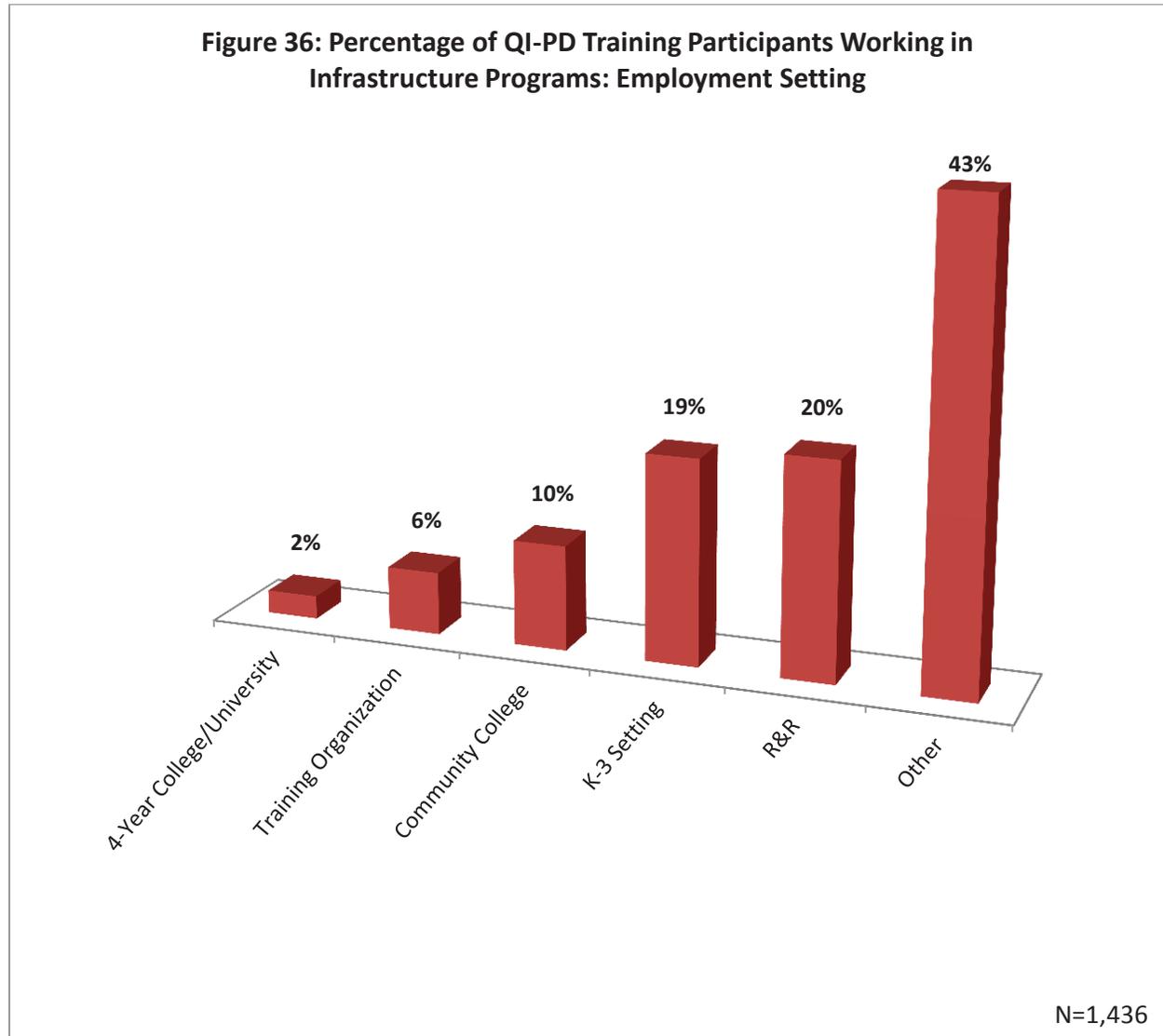


Figure 35: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency, by Professional Development Provider (PDP)



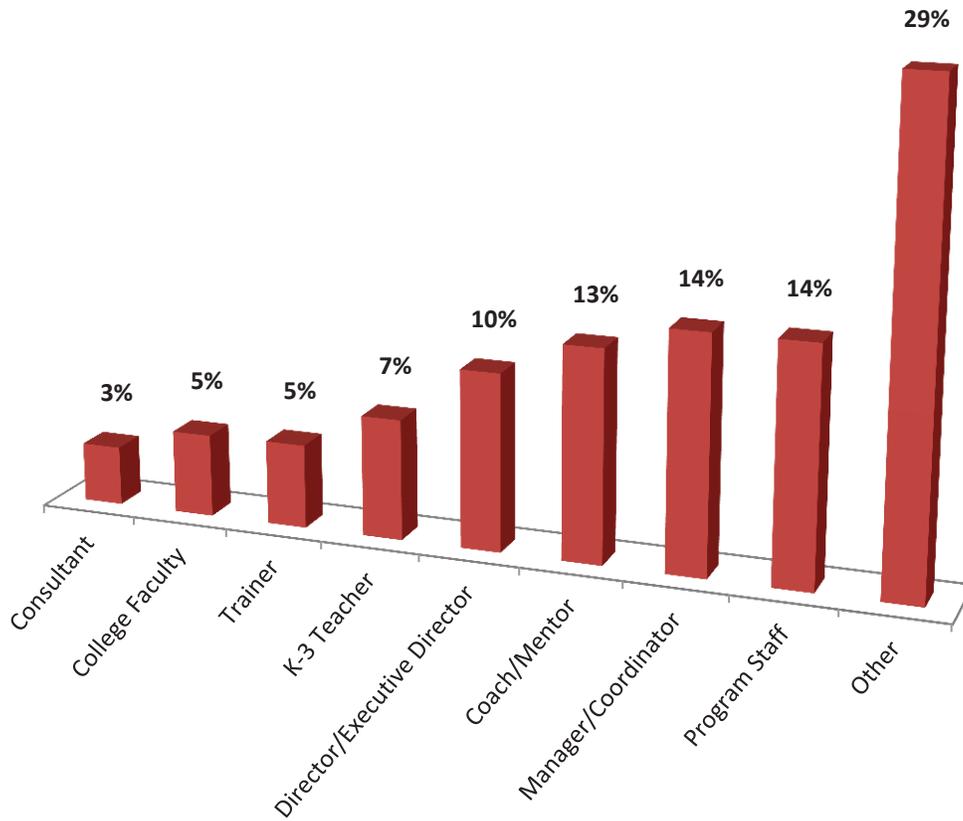
III. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Infrastructure Programs

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



Over 60 percent of training participants working in an infrastructure program are employed through Resource & Referral or other training organizations.

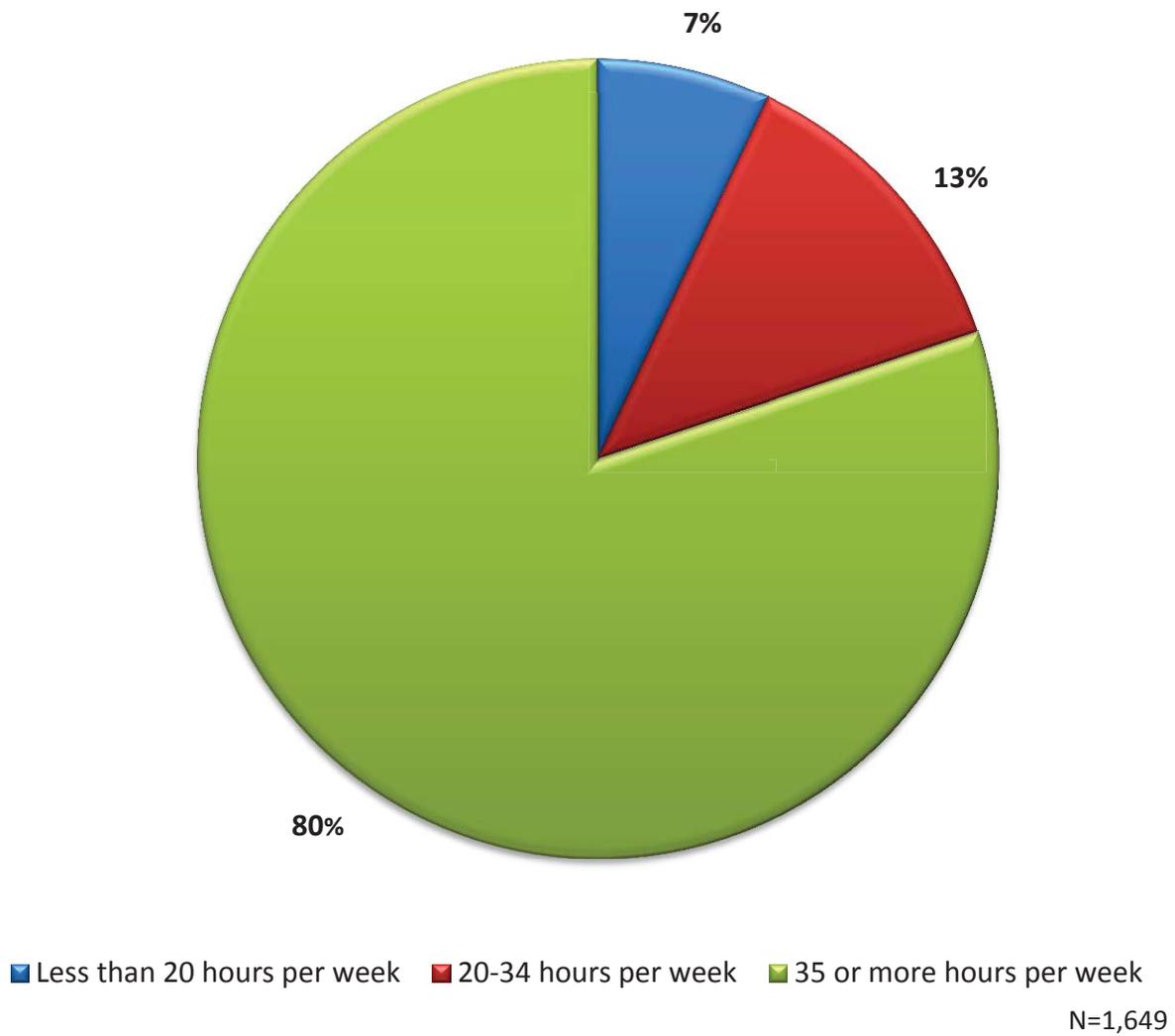
Figure 37: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Primary Job Position



N=1,432

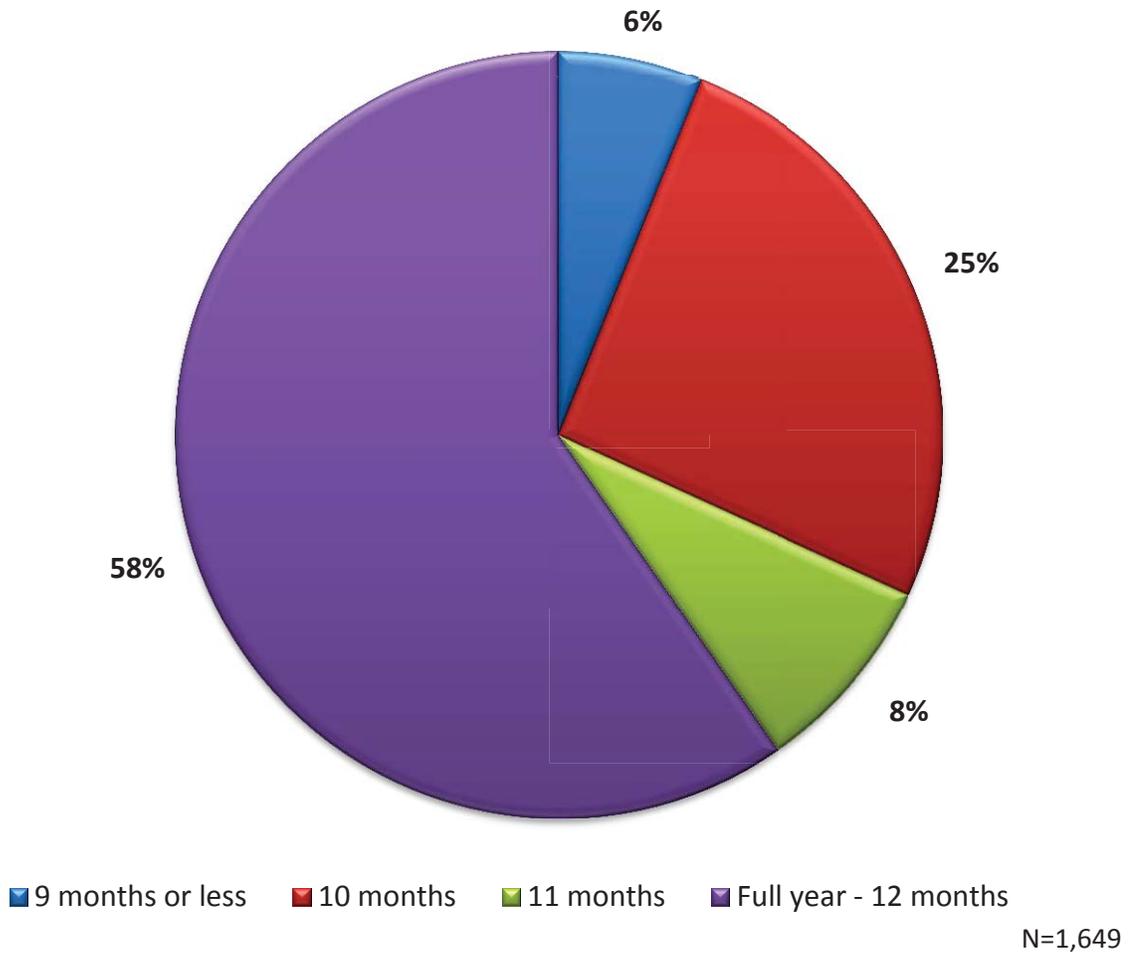
There is a wide variety of job positions held by training participants working in infrastructure organizations.

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



Most training participants work full time: 35 or more hours per week.

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



Most training participants work a full year - 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 | 5 | 94 |
| | Consultant | 3 | 47 |
| | Director/Executive Director | 9 | 144 |
| | Trainer | 6 | 65 |
| | Program Staff | 8 | 193 |
| | Manager/Coordinator | 5 | 189 |
| | College Faculty | 11 | 68 |
| | Coach/Mentor | 5 | 175 |
| | Other | 9 | 394 |
| Tenure in the ECE field | K-3 Teacher | 12 | 72 |
| | Consultant | 12 | 48 |
| | Director/Executive Director | 21 | 147 |
| | Trainer | 19 | 65 |
| | Program Staff | 16 | 186 |
| | Manager/Coordinator | 17 | 177 |
| | College Faculty | 24 | 66 |
| | Coach/Mentor | 17 | 171 |
| | Other | 17 | 384 |
| Tenure with current employer | K-3 Teacher | 10 | 99 |
| | Consultant | 4 | 49 |
| | Director/Executive Director | 13 | 145 |
| | Trainer | 8 | 66 |
| | Program Staff | 9 | 194 |
| | Manager/Coordinator | 10 | 194 |
| | College Faculty | 12 | 69 |
| | Coach/Mentor | 6 | 174 |
| | Other | 12 | 398 |

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 | \$27 | \$56,887.06 | 71 |
| Consultant | \$25 | \$52,840.41 | 39 |
| Director/Executive Director | \$29 | \$61,270.61 | 132 |
| Trainer | \$28 | \$59,060.02 | 58 |
| Program Staff | \$20 | \$41,177.68 | 180 |
| Manager/Coordinator | \$29 | \$60,394.15 | 151 |
| College Faculty | \$43 | \$89,155.88 | 55 |
| Coach/Mentor | \$25 | \$51,865.02 | 146 |
| Other | \$23 | \$46,973.71 | 364 |

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:

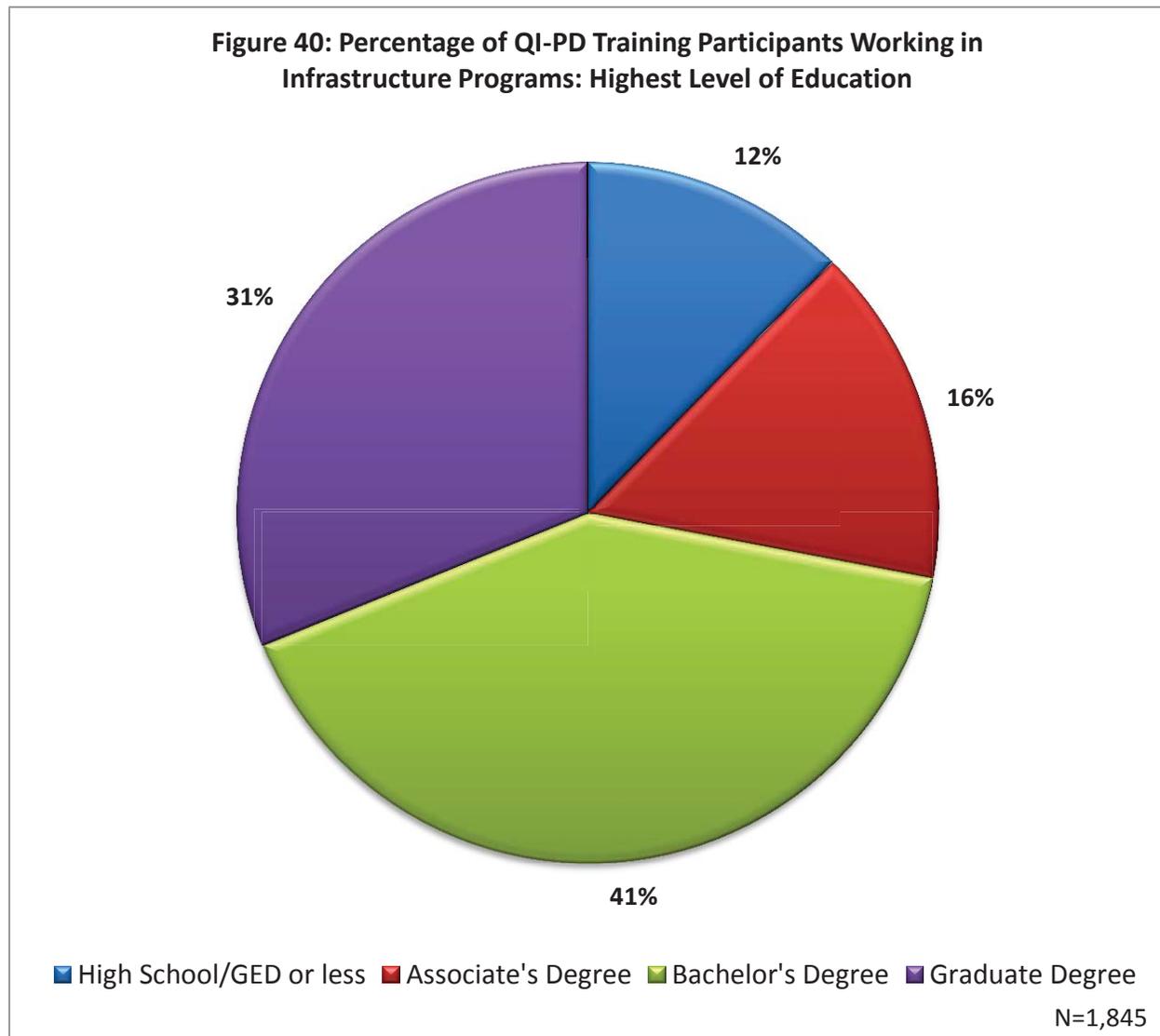
Mean hourly wage X 40 hours per week X 4.33 weeks per month X 12 months per year

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 has graduate degrees compared to seven 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

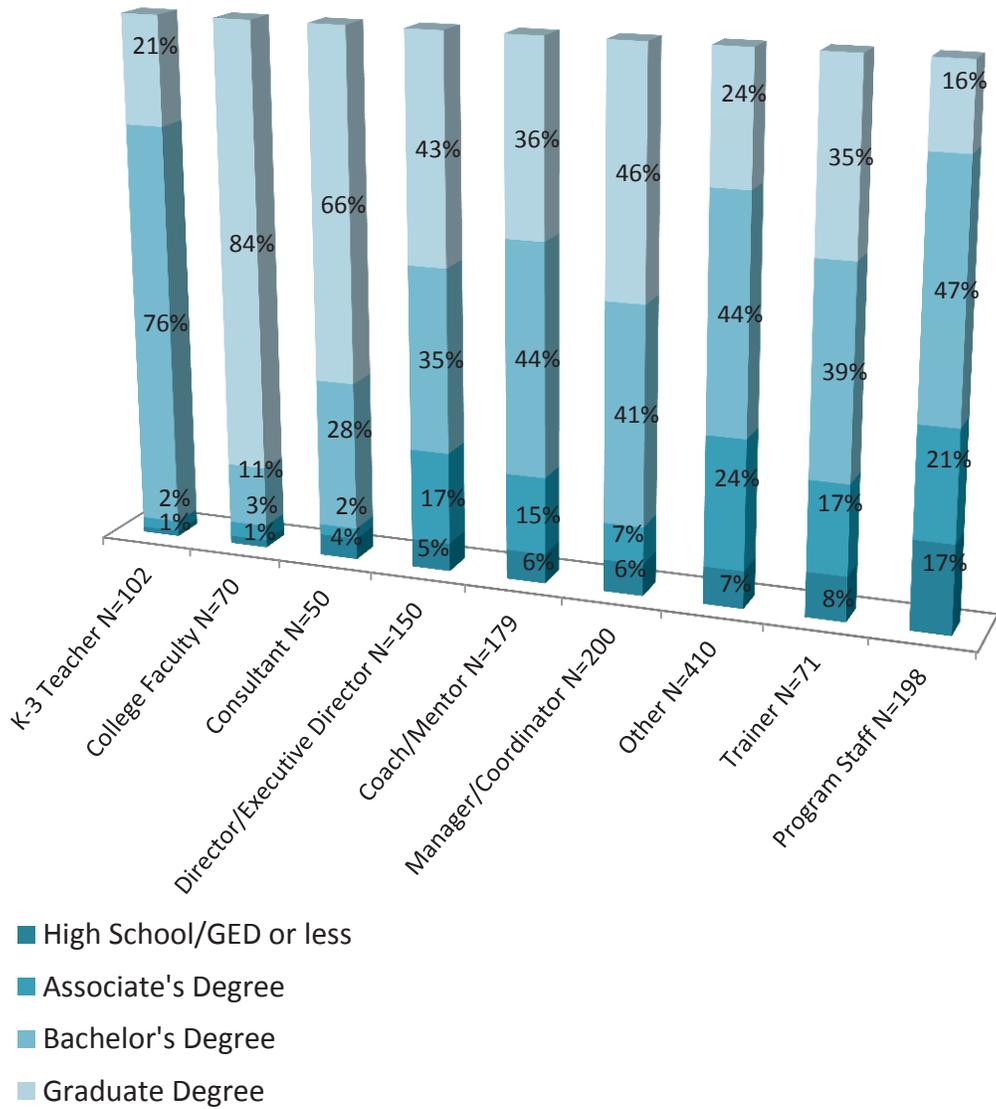


Figure 42: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Highest Level of Education, by Professional Development Provider (PDP)

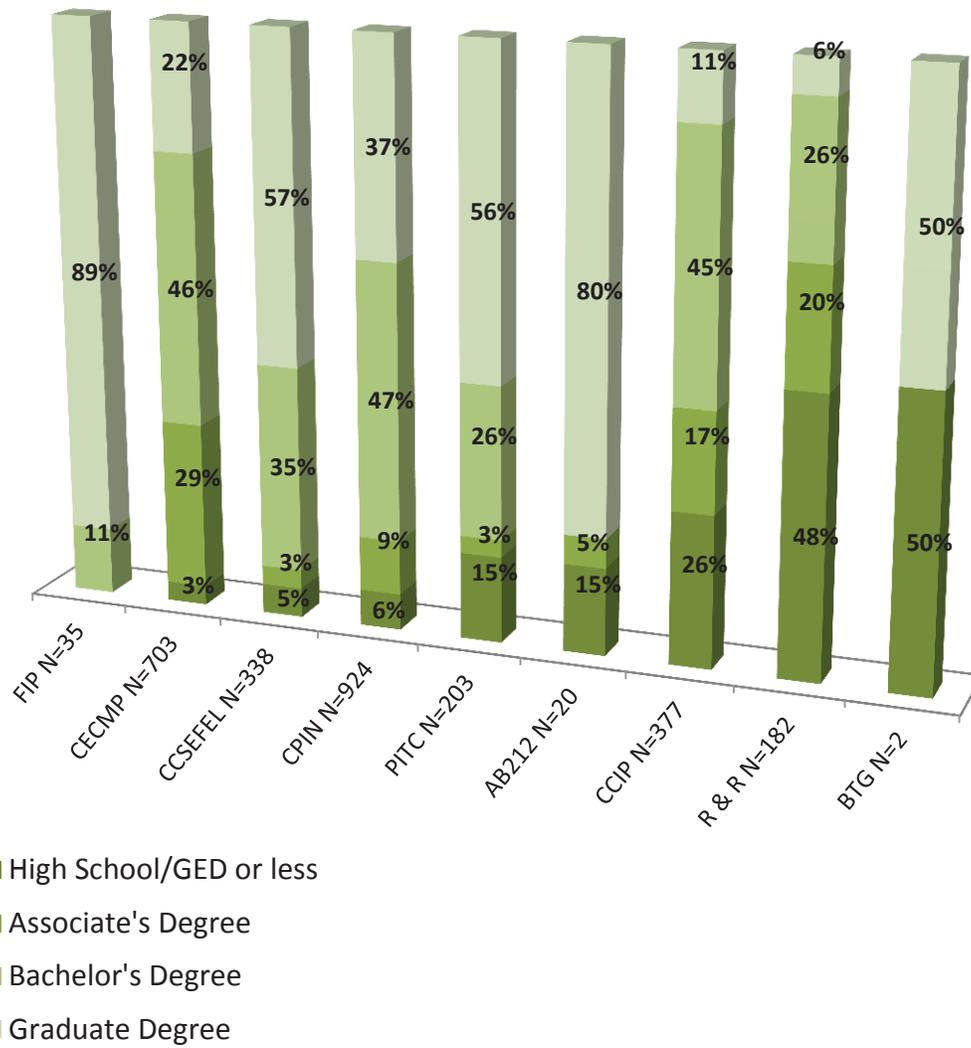
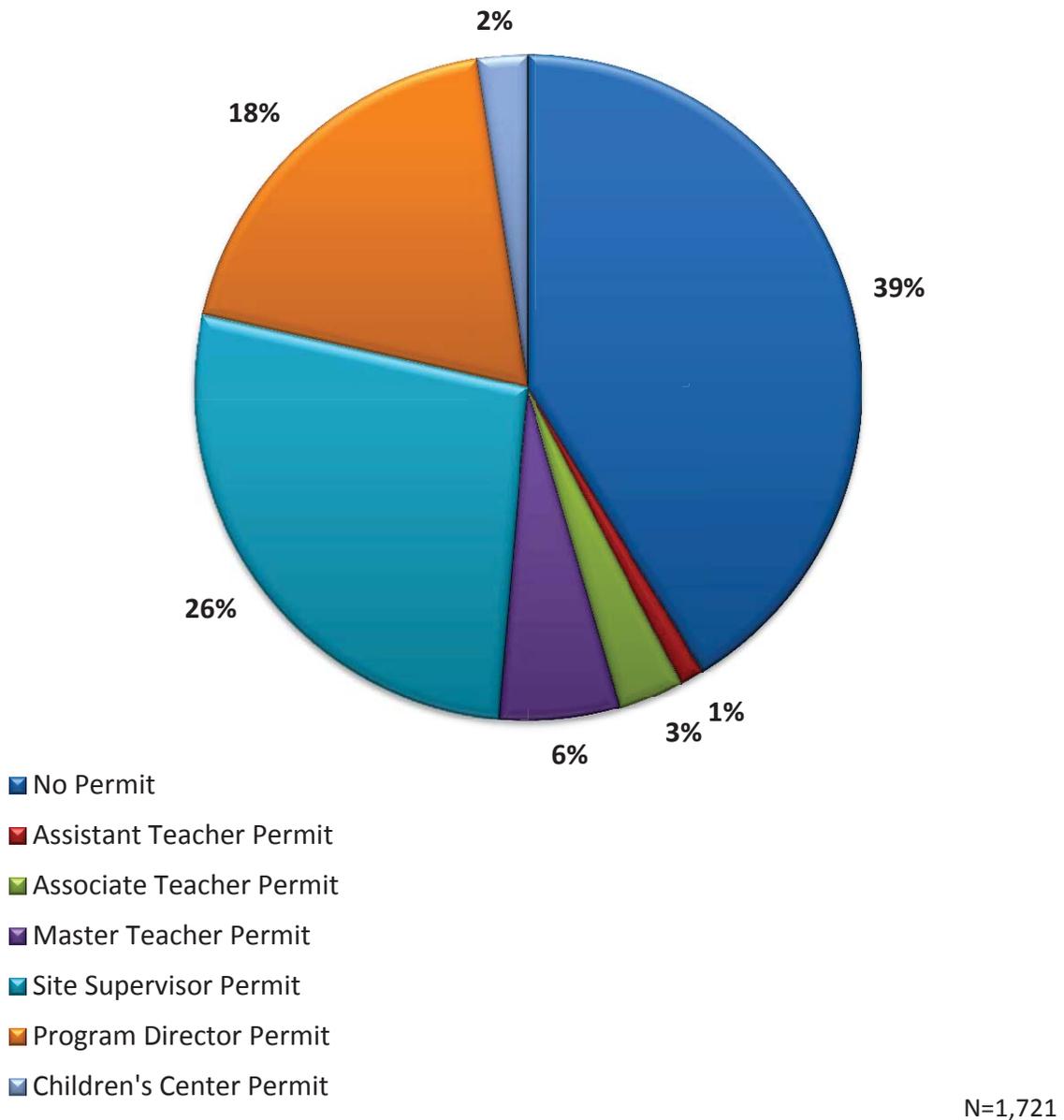


Figure 43: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Current Permit Level



Sixty-one 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

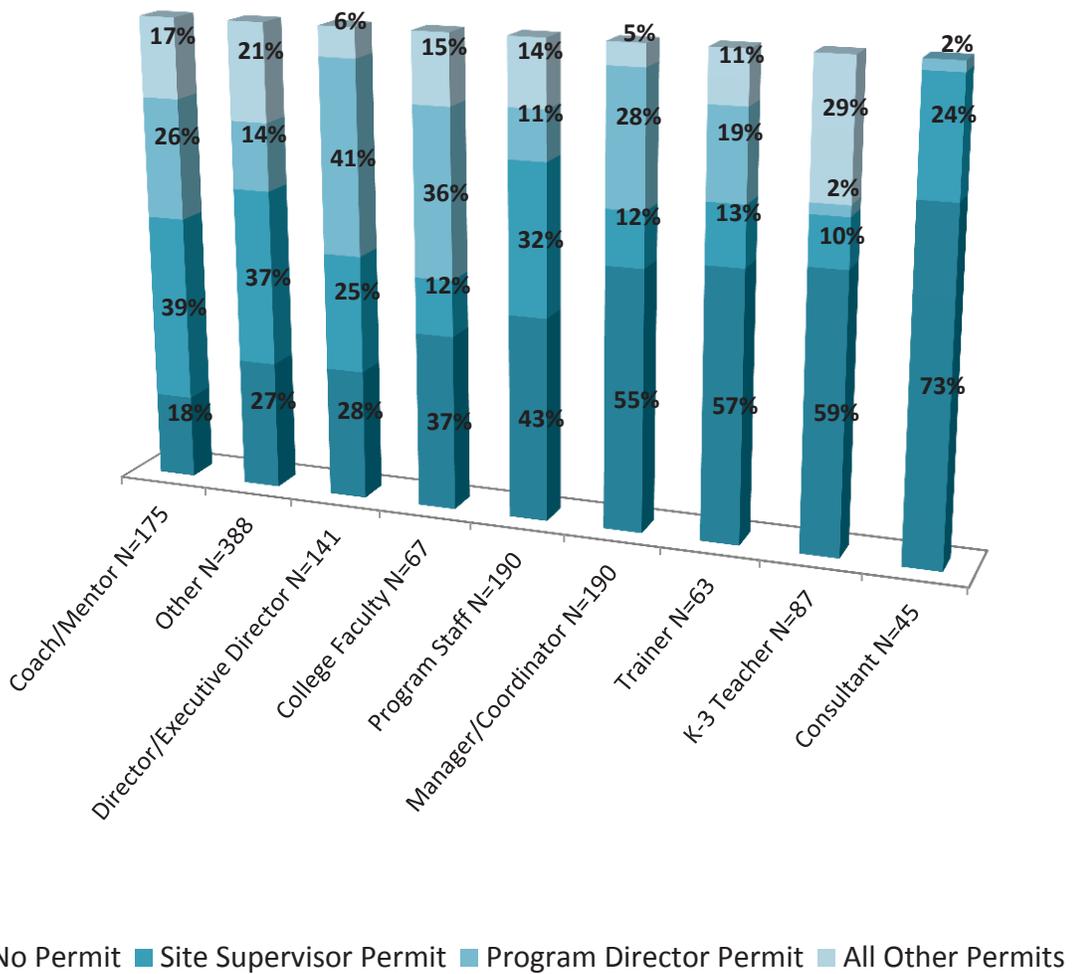
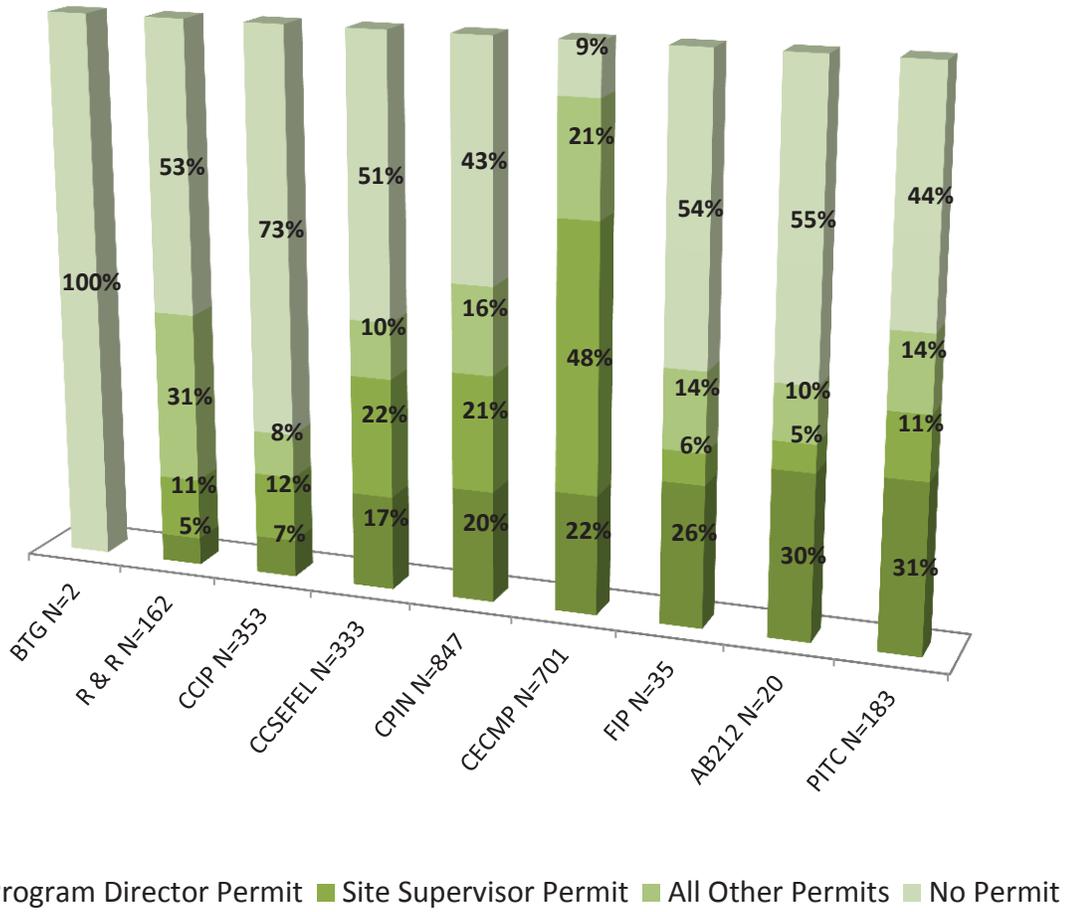


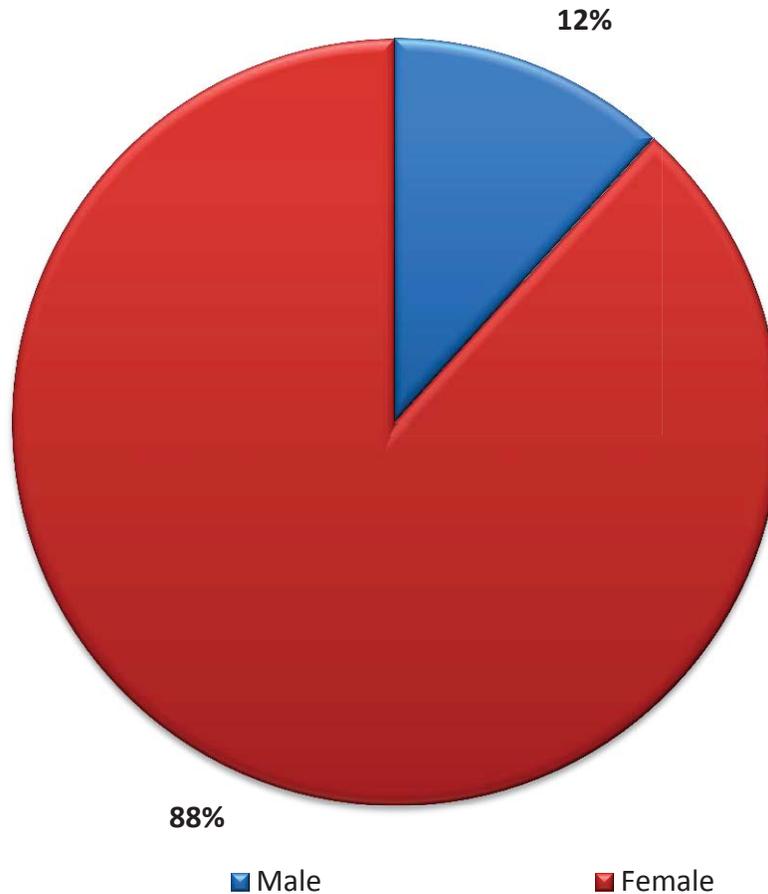
Figure 45: Percentage QI-PD Training Participants Working in Infrastructure Programs: Current Permit Level, by Professional Development Provider (PDP)



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

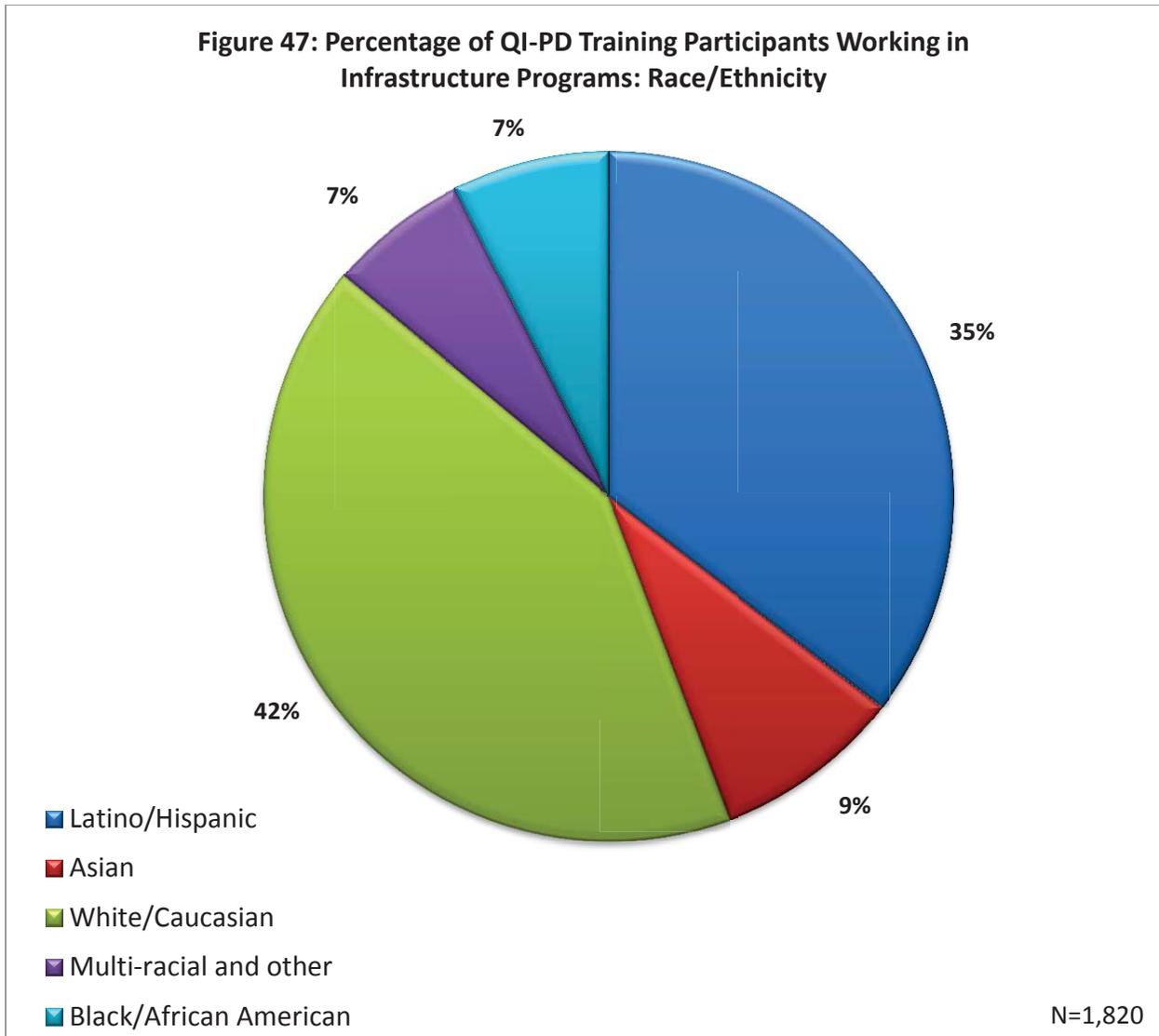
Section 3: Demographic Characteristics of QI-PD Training Participants Working in Infrastructure Programs

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



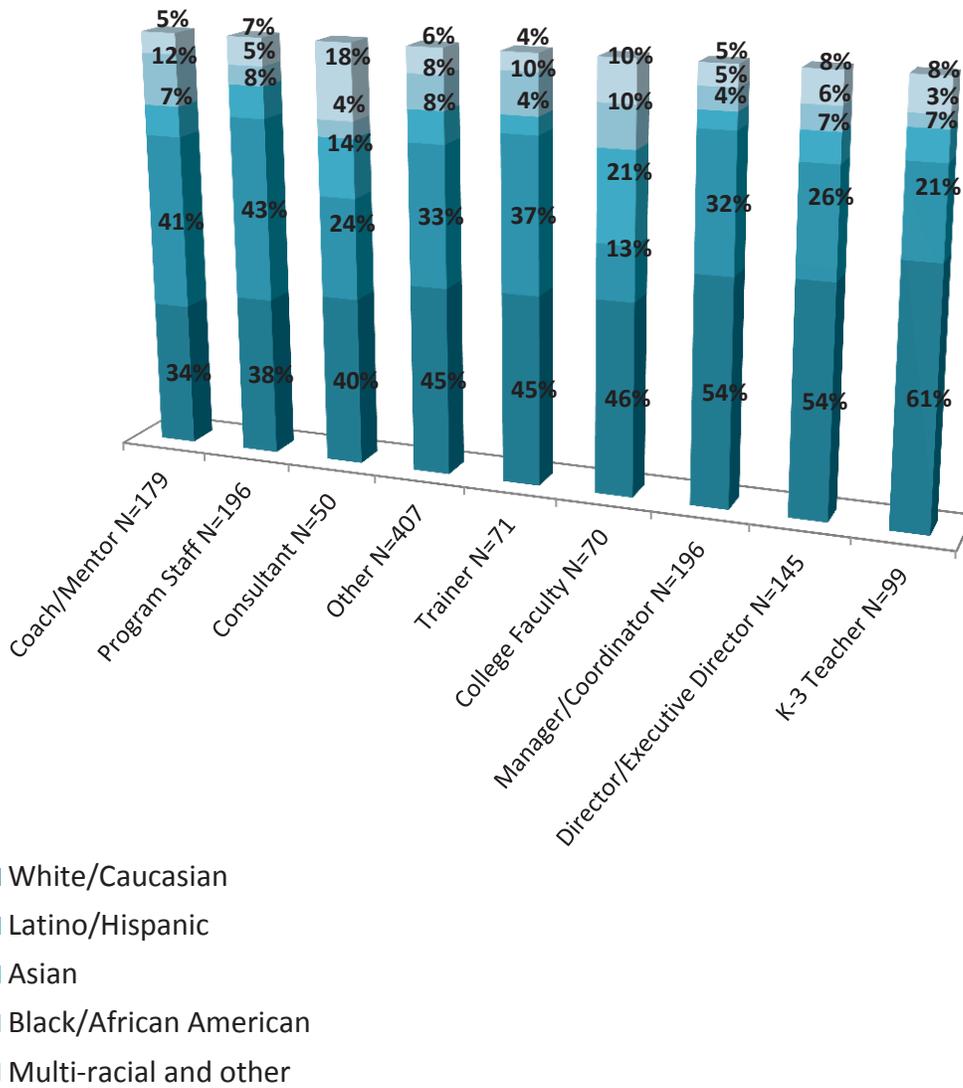
N=1,587

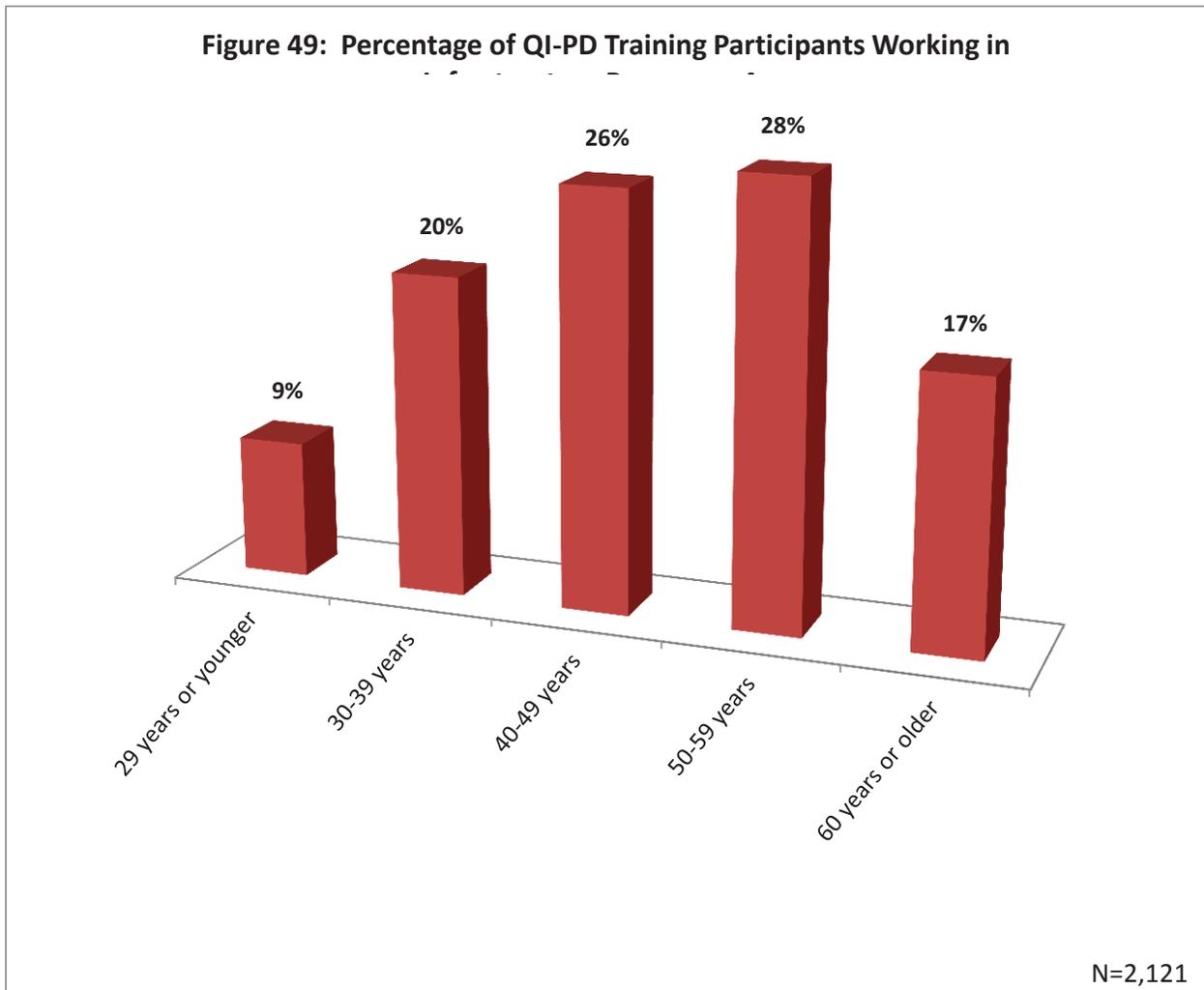
Similar to the direct service participants, most of the participants working in infrastructure organizations are women and over 40 years of age. Twenty-five percent of training participants working in direct service report being White/Caucasian, compared to 42 percent of participants working in infrastructure organizations.



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

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

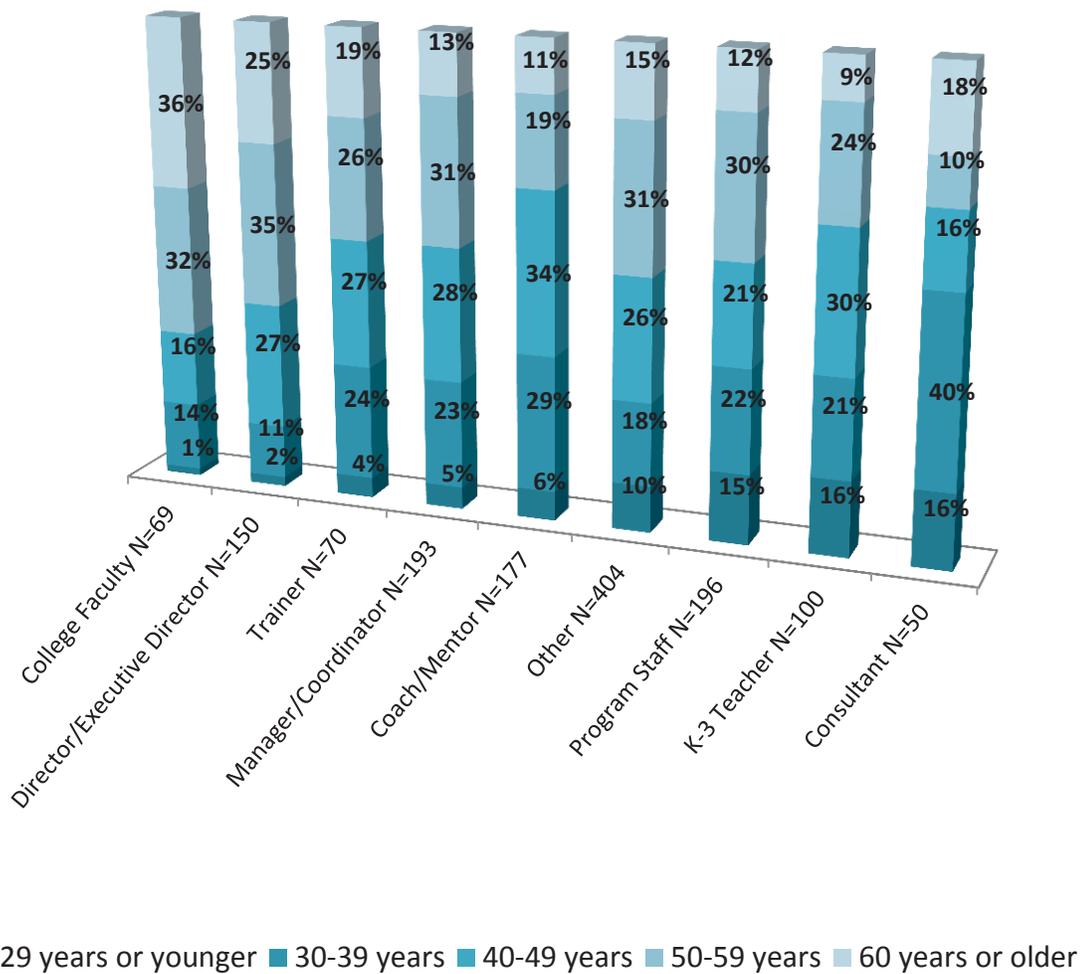




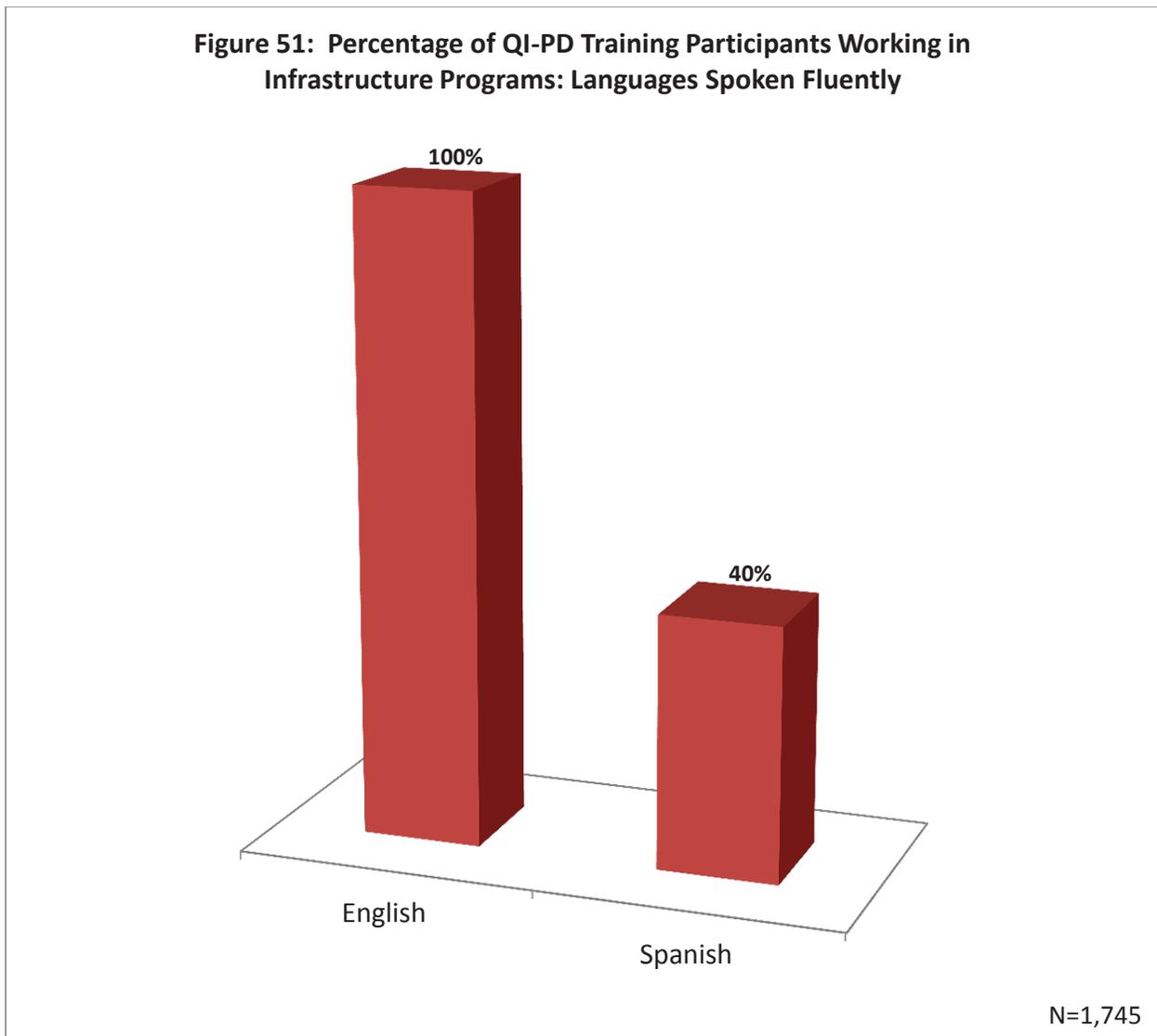
Excludes "outliers" - participants are less than 16 years old or older than 95 years old.

Close to 71 percent of the training participants are 40 plus years old. This is a 21% increase from 2013-14 and 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



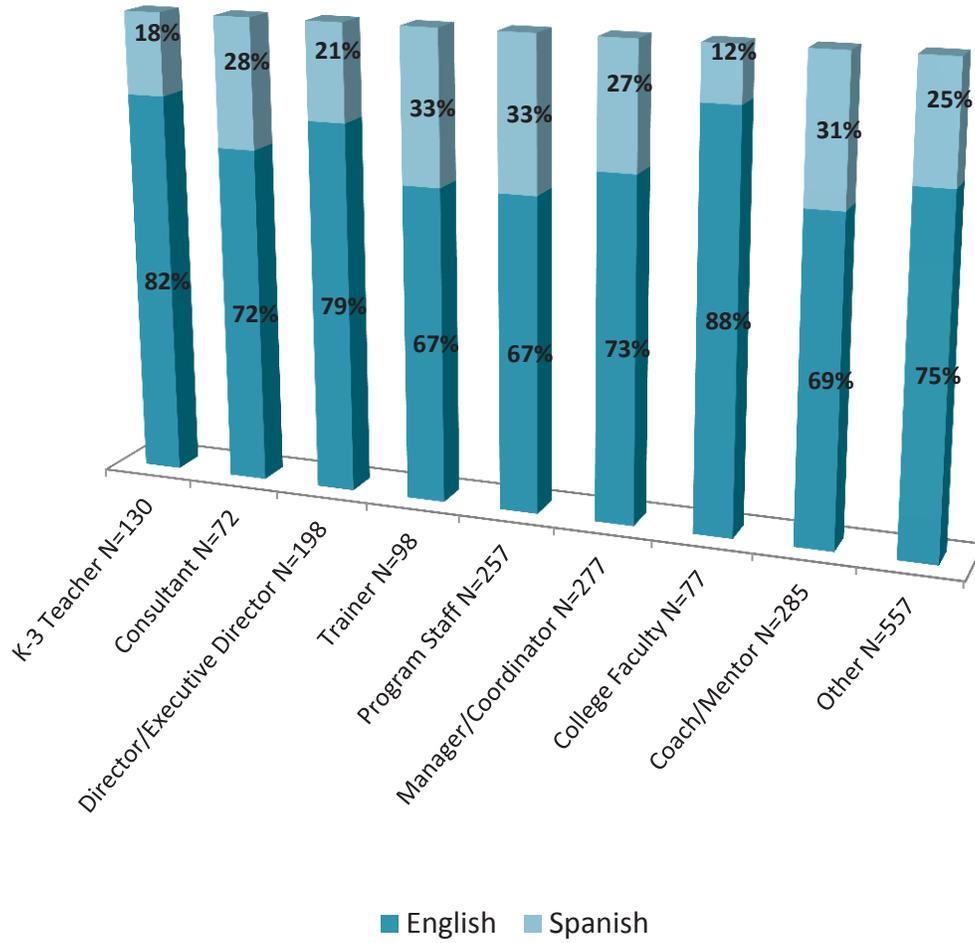
This figure again demonstrates the need to focus on leadership training. The majority of faculty and directors are approaching retirement age.



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

Over one-third of participants working in infrastructure organizations report speaking Spanish fluently compared to over 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

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.

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.

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.

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.*

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

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.*

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

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

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

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.*

* 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 | Website |
|---|---|
| AB212 - Local Planning Council (AB212) | www.cde.ca.gov/sp/cd/re/lpccontacts.asp |
| Beginning Together (BTG) | www.cainclusion.org/bt |
| CA Child Care Resource & Referral Agencies (R&R) | www.cde.ca.gov/sp/cd/re/rragencylist.asp |
| CA Collaborative on Social & Emotional Foundations for Early Learning (CCSEFEL) | http://cainclusion.org/camap/map-project-resources/california-collaborative-on-the-social-emotional-foundations-for-early-learning/ |
| CA Early Childhood Mentor Program (CECMP) | www.ecementor.org |
| CA Inclusion & Behavior Consultation Network (CIBC) | www.cibc-ca.org |
| CA Preschool Instructional Network (CPIN) | www.cpin.us |
| CA School-Age Consortium (CaSAC) | www.calsac.org |
| Child Care Initiative Project (CCIP) | http://www.rrnetwork.org/ccip_quality |
| Child Development Training Consortium (CDTC) | www.childdevelopment.org |
| Desired Results Training (DR Training) | www.wested.org/desiredresults |
| Faculty Initiative Project (FIP) | www.wested.org/facultyinitiative |
| Family Child Care at its Best (FCCB) | https://humanservices.ucdavis.edu/programs/center-excellence-child-development/family-child-care-its-best |
| Program for Infant Toddler Care (PITC) | http://www.pitc.org/pub/pitc_docs/home.csp |