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

**Quality Improvement—Professional Development
Participation Report**

**2015-16 Tracking and Reporting of
Training Participants and Training Activities**

January 2017

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 mandated that seven percent of CCDF funds are allocated to improve the quality of child care in 2015-16. 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 PD 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 is 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 was the state's first attempt at looking across all EESD funded trainings to learn more about how the participants utilize the trainings and to collect more detailed information about the characteristics of the workforce. The report demonstrates 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 37,789 participants working in direct service programs attending trainings, fifteen percent participated in two training categories, and seventeen percent participated in three or more training categories. 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 fifth 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. This data is 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 2015-16 report.

2015-16 Data Comparison

The three tables below provide a comparison of activities over the past five fiscal years. Tables A and B list activities related to training participants, providers, and activities by direct service and infrastructure programs. Table C presents the number of participants by training category.

There is a significant increase in the number of participants and number of reported training activities from 2011-12 to 2015-16 in direct service programs. The number of direct service participants attending trainings rose from 24,456 in 2011-12 to 37,789 in 2015-16. This demonstrates an increase of 13,333 additional training participants from this sector. The infrastructure sector shows a slight decrease in the number of attendees. In 2015-16, there were 1,831 training participants, which was a decrease of 106 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 38,358 to a new total of 76,105. The trainings attended by infrastructure professionals increased from 2,552 in 2011-12 to 2,651 at the end of 2015-16. 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.

Interestingly, with the “increased” data, 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	2015-16
Training Participants	24,456	29,882	29,793	35,759	37,789
Percent of Training Participants	93%	95%	92%	94%	95%
Training Activities	37,747	55,888	56,389	72,211	76,105
Percent of Training Activities	94%	95%	93%	96%	97%
Training Providers Submitting Data	11	11	13	13	12
Percent Attending One Training	71%	68%	69%	67%	66%
Percent Attending Two Trainings	15%	15%	14%	15%	15%
Percent Attending Three-plus Trainings	13%	15%	15%	16%	17%
Children Served by Training Participants	256,113	307,682	334,524	464,856	442,857

Table B: Infrastructure Participants, Providers, Activities	2011-12	2012-13	2013-14	2014-15	2015-16
Training Participants	1,937	1,668	2,479	2,165	1,831
Percent of Training Participants	7%	5%	8%	6%	6%
Training Activities	2,552	2,675	4,263	3,157	2,651
Percent of Training Activities	6%	5%	7%	4%	3%
Training Providers Submitting Data	8	9	9	9	8
Percent Attending One Training	80%	70%	72%	73%	75%
Percent Attending Two Trainings	10%	16%	14%	15%	15%
Percent Attending Three-plus Trainings	8%	13%	13%	10%	9%
Children Served by Training Participants	n/a	n/a	n/a	n/a	n/a

Table C presents the number of participants by training category in a five year comparison format. These numbers have changed over the past five 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: Participants by Training Category	2011-12	2012-13	2013-14	2014-15	2015-16
Coaching	225	346	1	727	67
Fee for Service	375	2,066	4,930	3,504	6,680
Financial Support for Training	337	1,829	2,333	6,581	4,545
Mentoring	1,092	765	755	949	1,006
Online Training	6	225	30	79	212
On-Site Training / Technical Assistance	2,638	3,176	3,287	3,273	2,211
Retention Activities	923	1,203	1,380	1,751	1,351
Stipends	15,899	16,534	15,206	15,709	17,337
Trainer of Trainers	1,458	1,374	1,510	1,729	2,336
Trainings	17,593	31,141	31,215	41,058	43,000
Total	40,546	58,659	60,647	75,360	78,745

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 Figures 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 25,837 participants responded to questions related to F-18, and 23,574 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 37,789 (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 displays by 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 for a comprehensive format to examine the training opportunities available to the field 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-two 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 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

Bay Area	Central	Coastal Area	Los Angeles County	Northern	Southern
Alameda	Amador	Monterey	Los Angeles	Alpine *	Imperial
Contra Costa	Calaveras	San Benito		Butte	Orange
Marin	Fresno	San Luis Obispo		Colusa	Riverside
Napa	Inyo	Santa Barbara		Del Norte	San Bernardino
San Francisco	Kern	Santa Cruz		El Dorado	San Diego
San Mateo	Kings	Ventura		Glenn	
Santa Clara	Madera			Humboldt	
Solano	Mariposa*			Lake	
Sonoma	Merced			Lassen	
	Mono			Mendocino	
	San Joaquin			Modoc	
	Stanislaus			Nevada	
	Tulare			Placer	
	Tuolumne			Plumas	
				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	37,789	1,831	39,620
Percent of training participants	95%	6%	100%
Total training activities	76,105	2,651	78,756
Percent of training activities	97%	3%	100%
Total children reported by training participants working in direct service program	442,857	n/a	442,857

Participant activities by professional development:

AB212 Local Planning Council	11,013	0	11,013
Beginning Together	509	136	645
CA Child Care Resource & Referral Agencies	12,023	78	12,101
CA Collaborative on Social & Emotional Foundations for Early Learning	4,043	573	4,616
CA Early Childhood Mentor Program	1,385	686	2,071
CA Inclusion & Behavior Consultation Network	16	0	16
CA Preschool Instructional Network	8,624	628	9,252
CA School-Age Consortium	0	0	0
Child Care Initiative Project	16,802	264	17,066
Child Development Training Consortium	9,684	0	9,684
Desired Results Training	7,595	0	7,595
Faculty Initiative Project	0	117	117
Family Child Care at its Best	2,925	0	2,925
Program for Infant Toddler Care	1,474	169	1,643

Percent of training participants by region of the state:

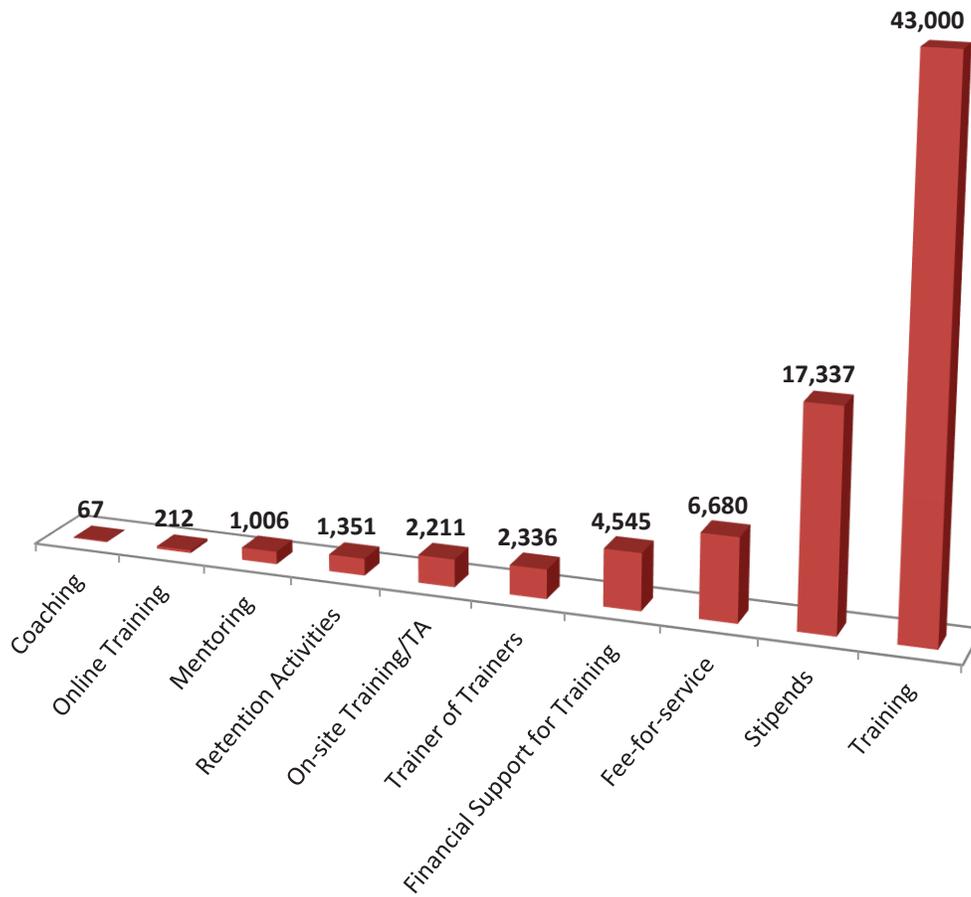
Northern	12.80%	15.09%	n/a
Bay Area	20.97%	25.98%	n/a
Central	16.23%	14.64%	n/a
Coastal Area	7.47%	6.96%	n/a
Southern	18.97%	15.71%	n/a
Los Angeles County	23.55%	21.61%	n/a
N	26,847	1,120	27,967

Percent of participants who attended:

One training category	66%	75%	n/a
Two training categories	15%	15%	n/a
Three-plus training categories	17%	9%	n/a
N	37,789	1,831	39,620

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

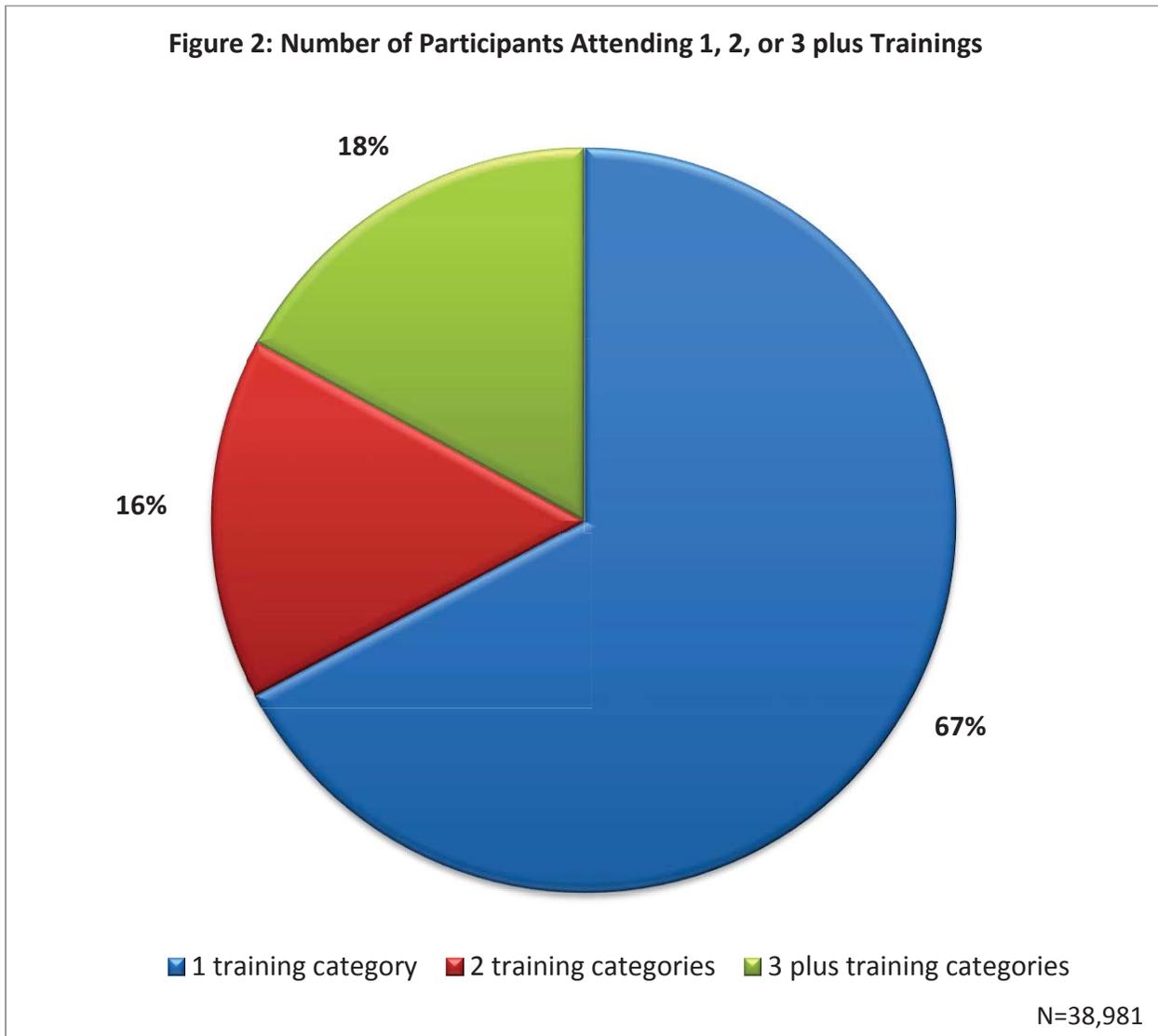
Figure 1: Number of Participants by Training Category*



N=78,745 (duplicated count)

***Refer to Glossary of Terms, 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.

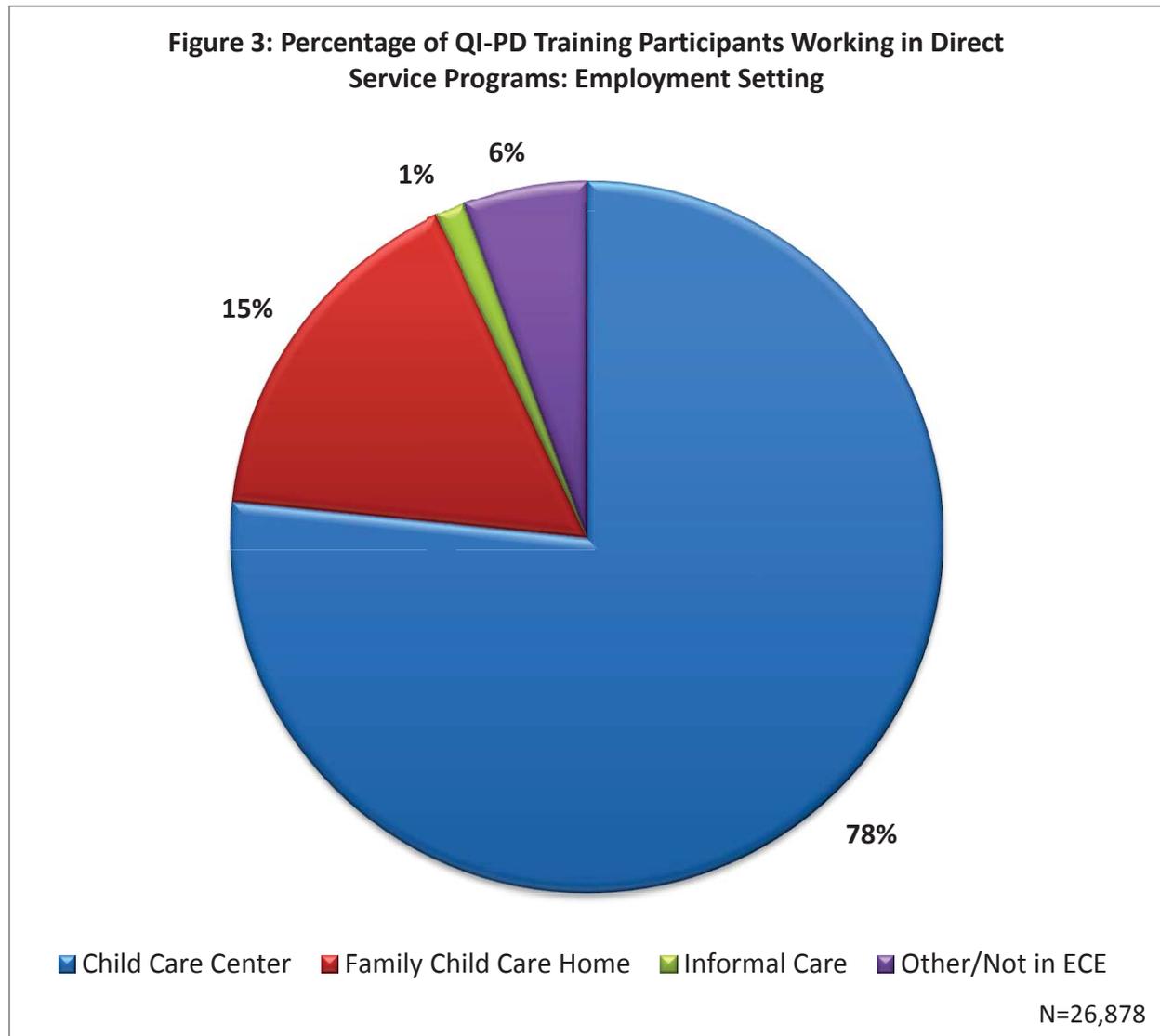


The total N size for California displayed in Figure 2 is less than the N size displayed in Figure 1. This is because Figure 1 reports a duplicated count of participants as they attend multiple activities.

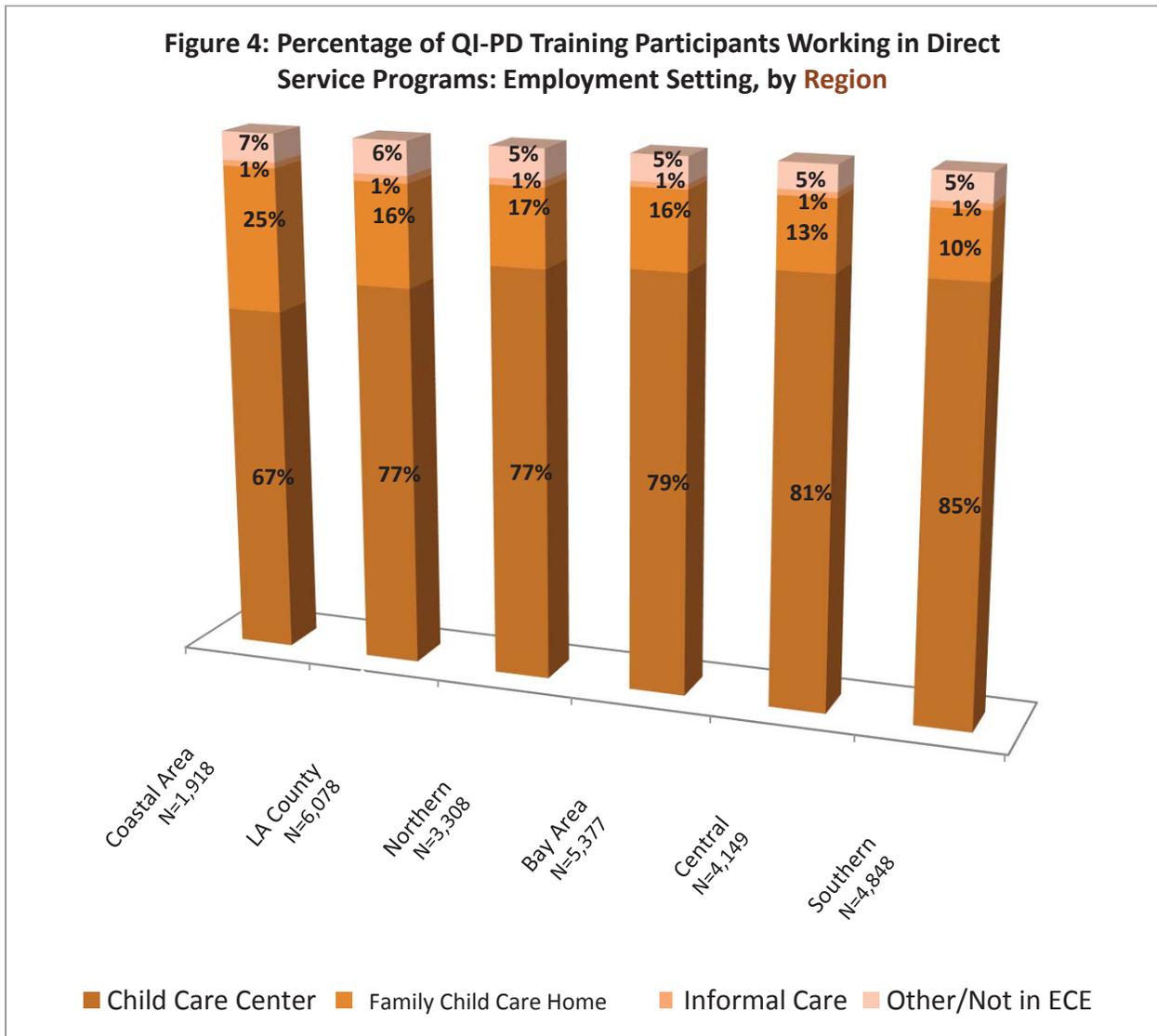
The majority of participants only attended one training activity within this time period. While it is encouraging that 34% of participants attended multiple trainings, integration of EESD funded programs in support of increasing quality child care is necessary.

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

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

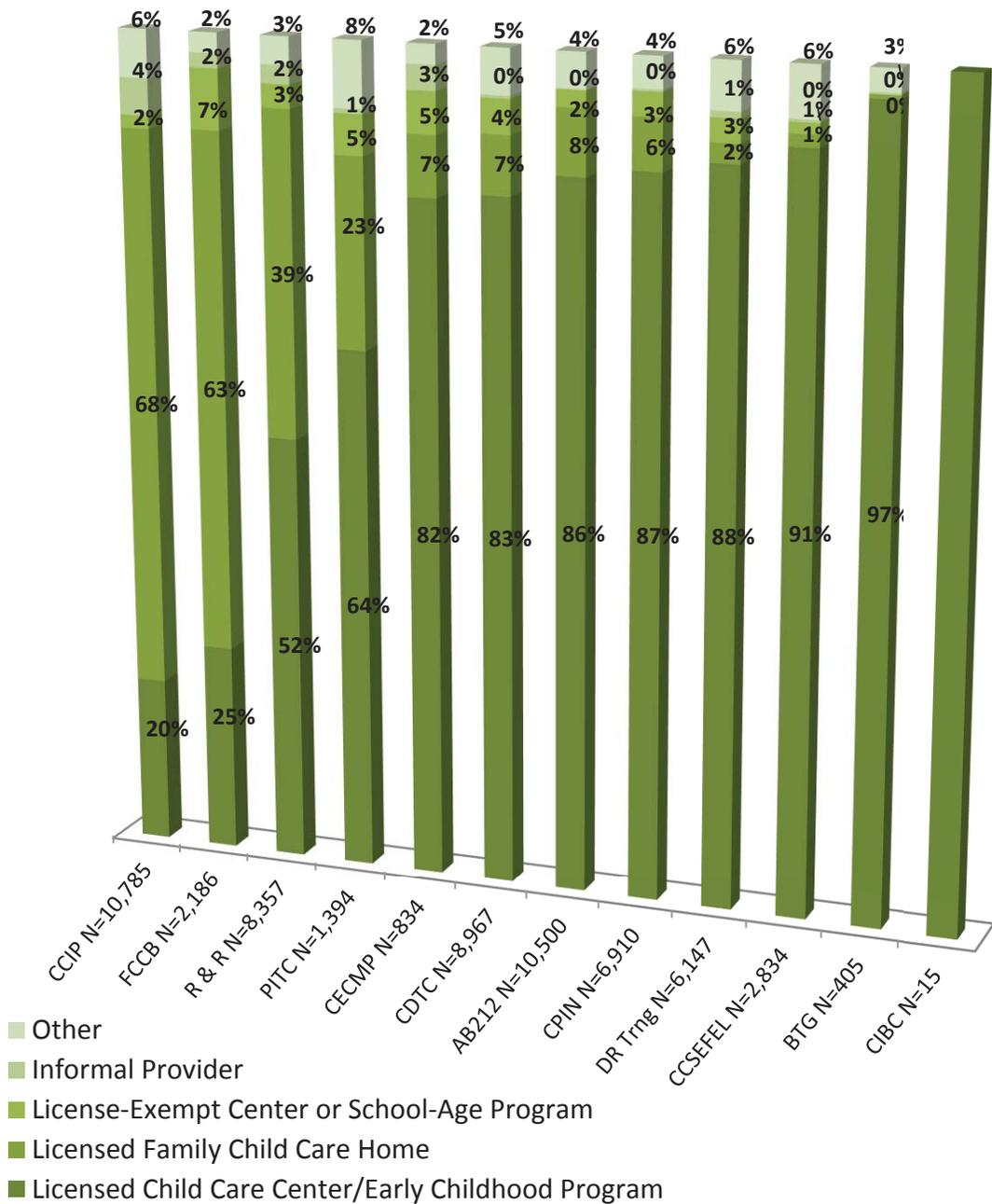


Based on available data, over three-quarters of training participants are working in center based programs. Figure 3 is helpful to determine which sectors of the workforce are currently being served in EESD training programs. This will promote development of strategies to encourage all sectors of the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



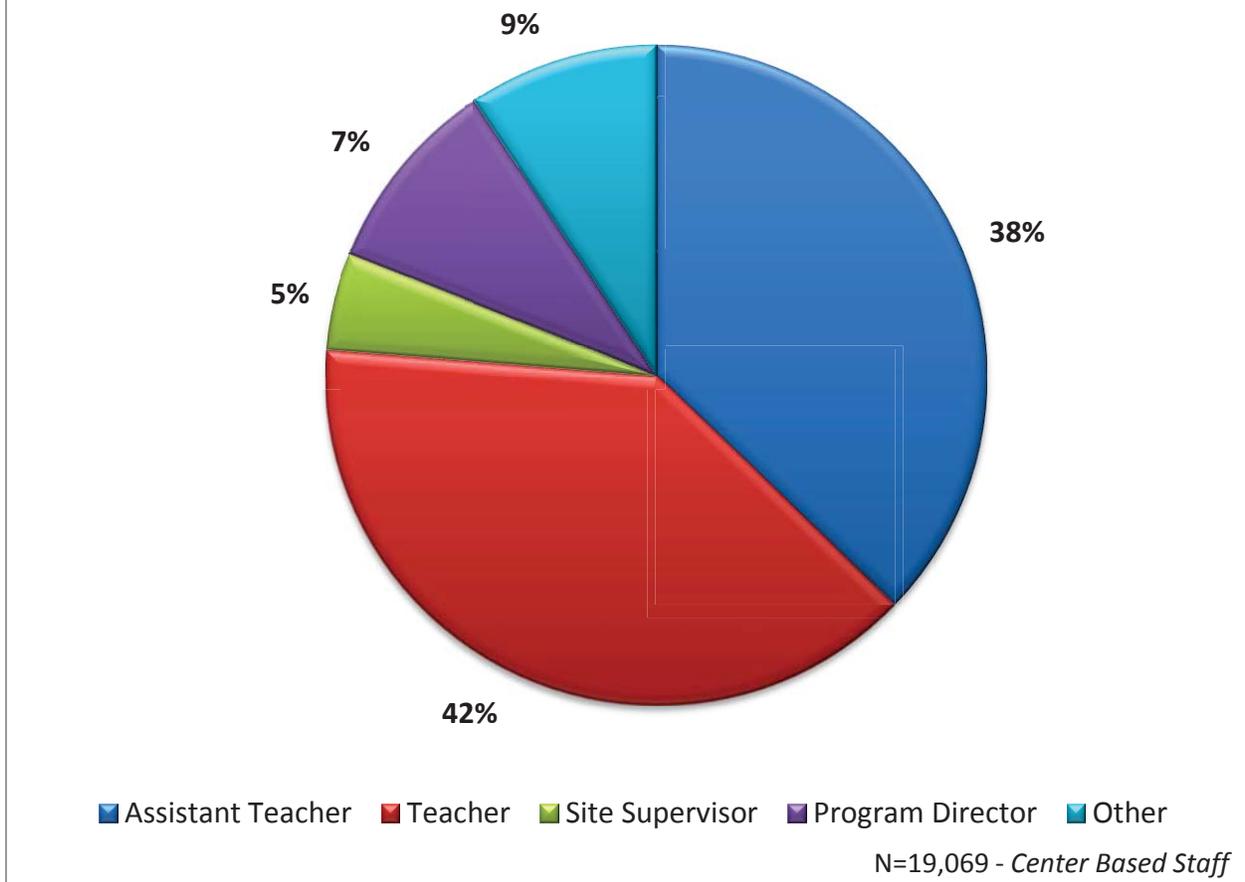
The percentage of training participants working in direct service programs does not vary much by region, with the exception of the Coastal Area, where a slightly greater percentage of family child care home providers are being served.

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, Child Care Initiative Project (CCIP) and Family Child Care at its serve a large percentage of family child care while most primarily serve participants employed in center based programs.

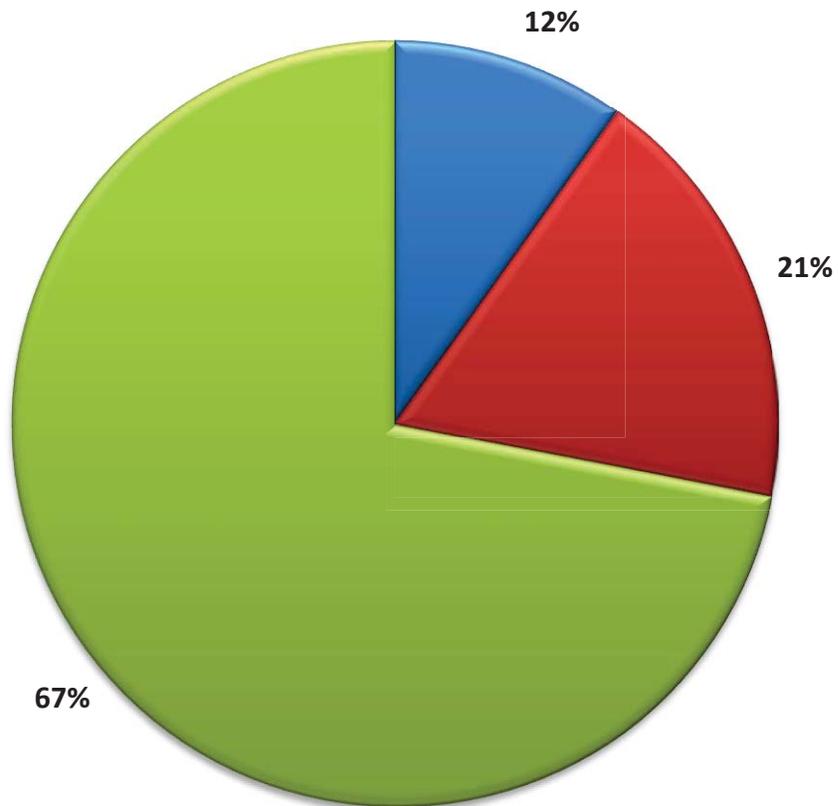
Figure 6: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff



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

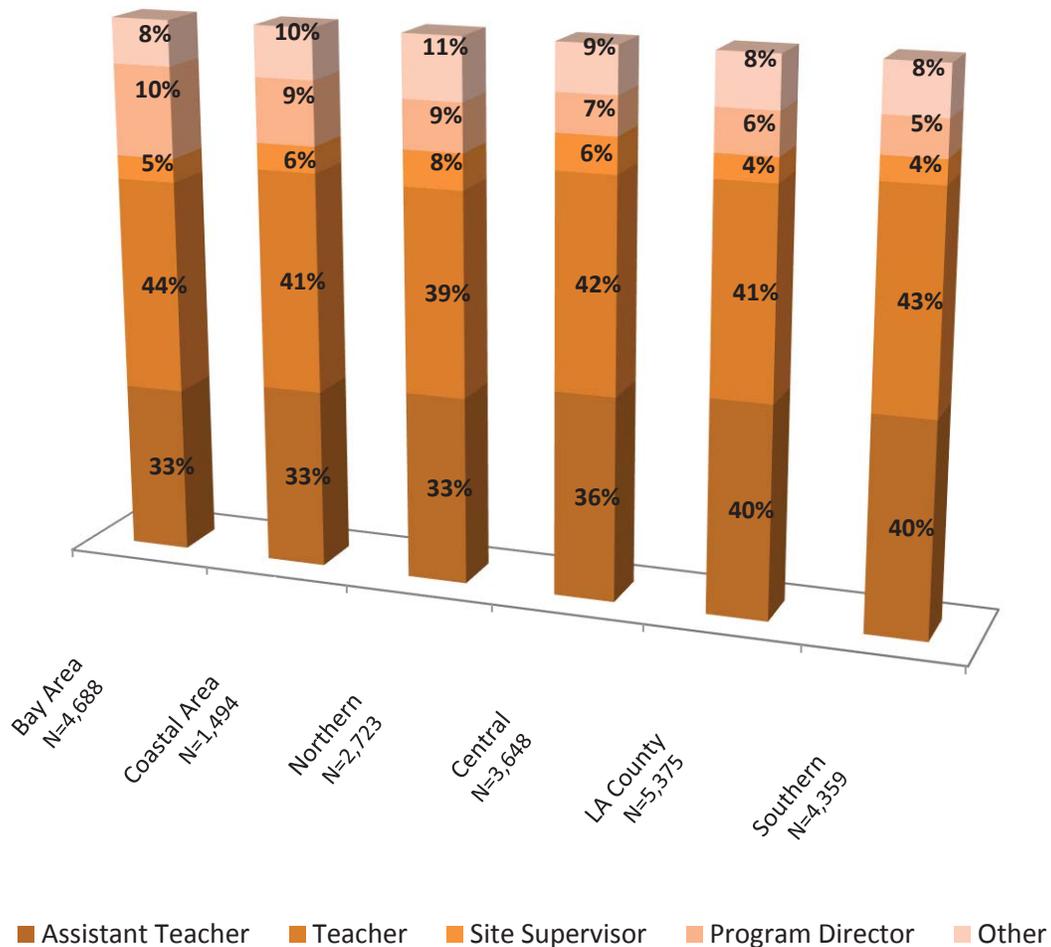


■ Other ■ Assistant ■ Owner/Operator

N=5,973 -Family child care

The majority of the participants working in family child care are the owner or operator of their family child care home.

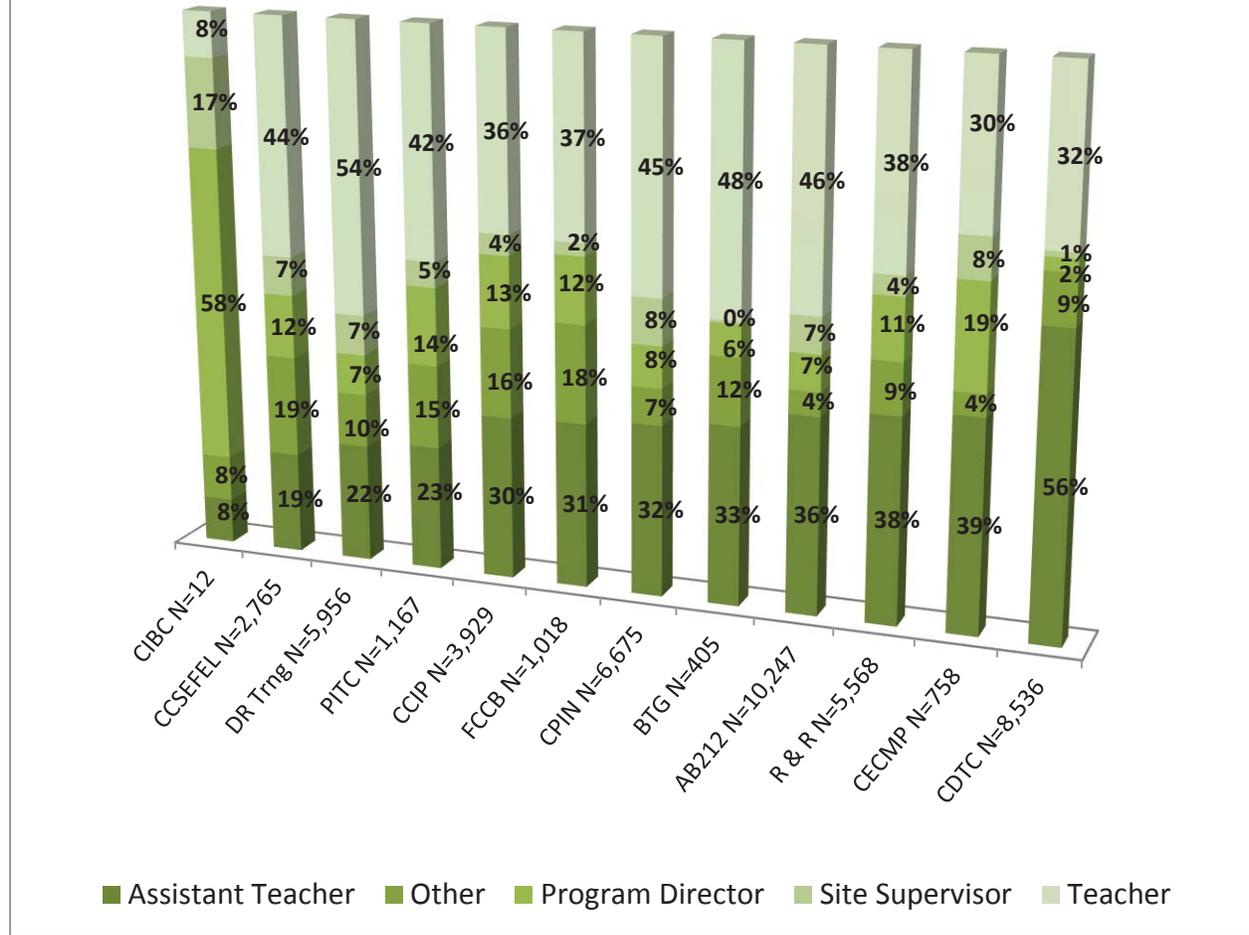
Figure 8: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff, by Region



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 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.

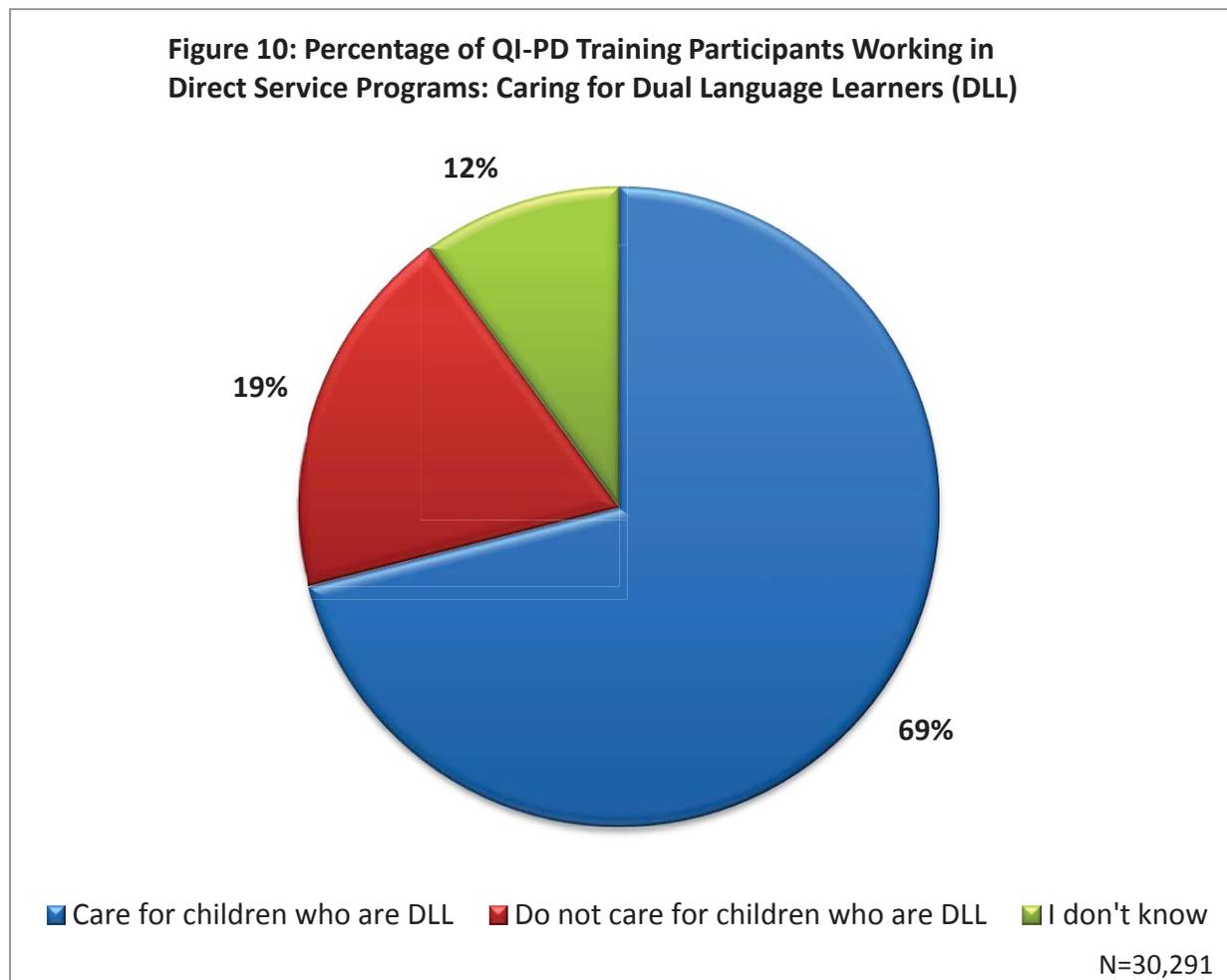
Figure 9: Percentage of QI-PD Training Participants Working in Direct Service Programs: Primary Job Position for Center Staff, by Professional Development Provider



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

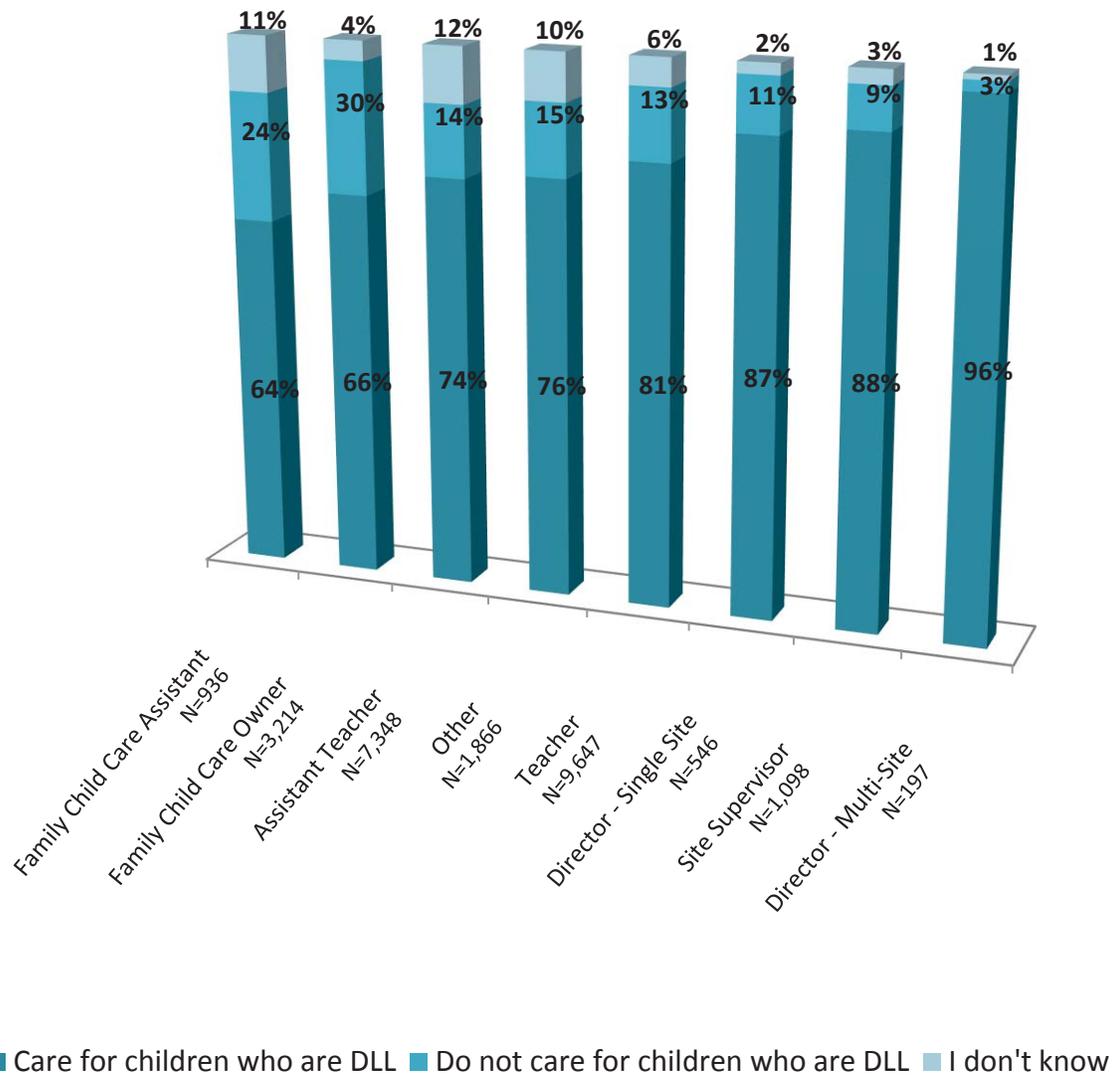
There is significant variation among professional development providers in the type of job positions held by their training participants.

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.

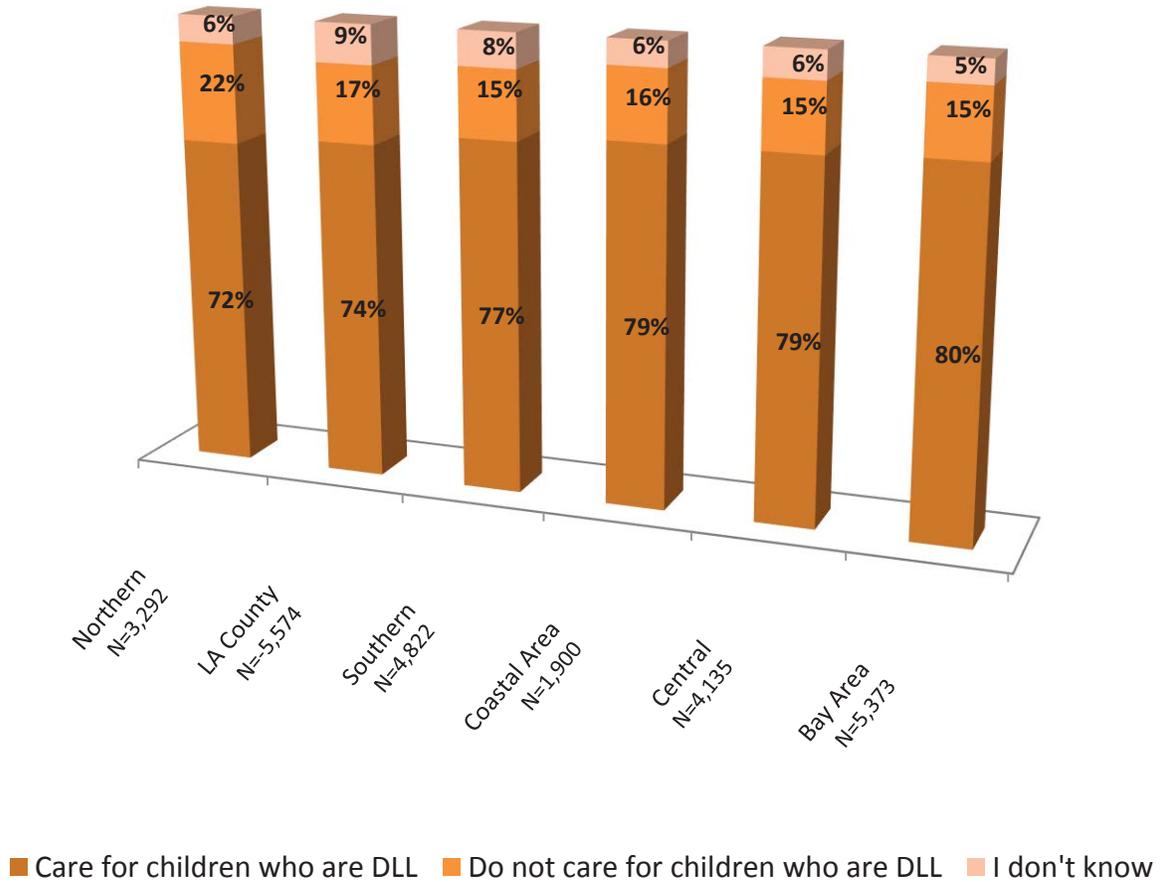
Figure 11: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children who are Dual Language Learners (DLL), by Primary Job Position



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

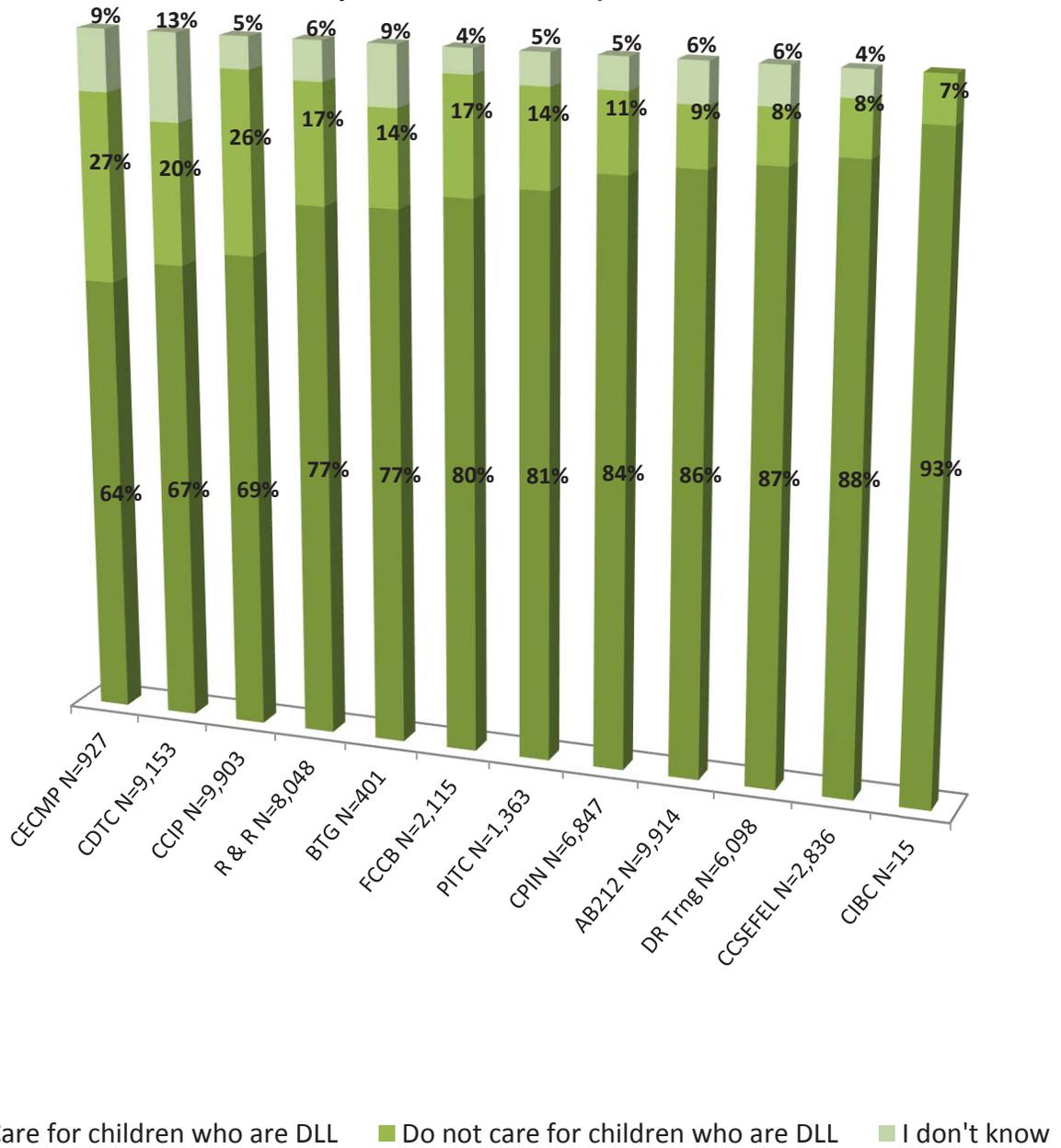
Across job positions, the vast majority of training participants are working with children who are dual language learners.

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



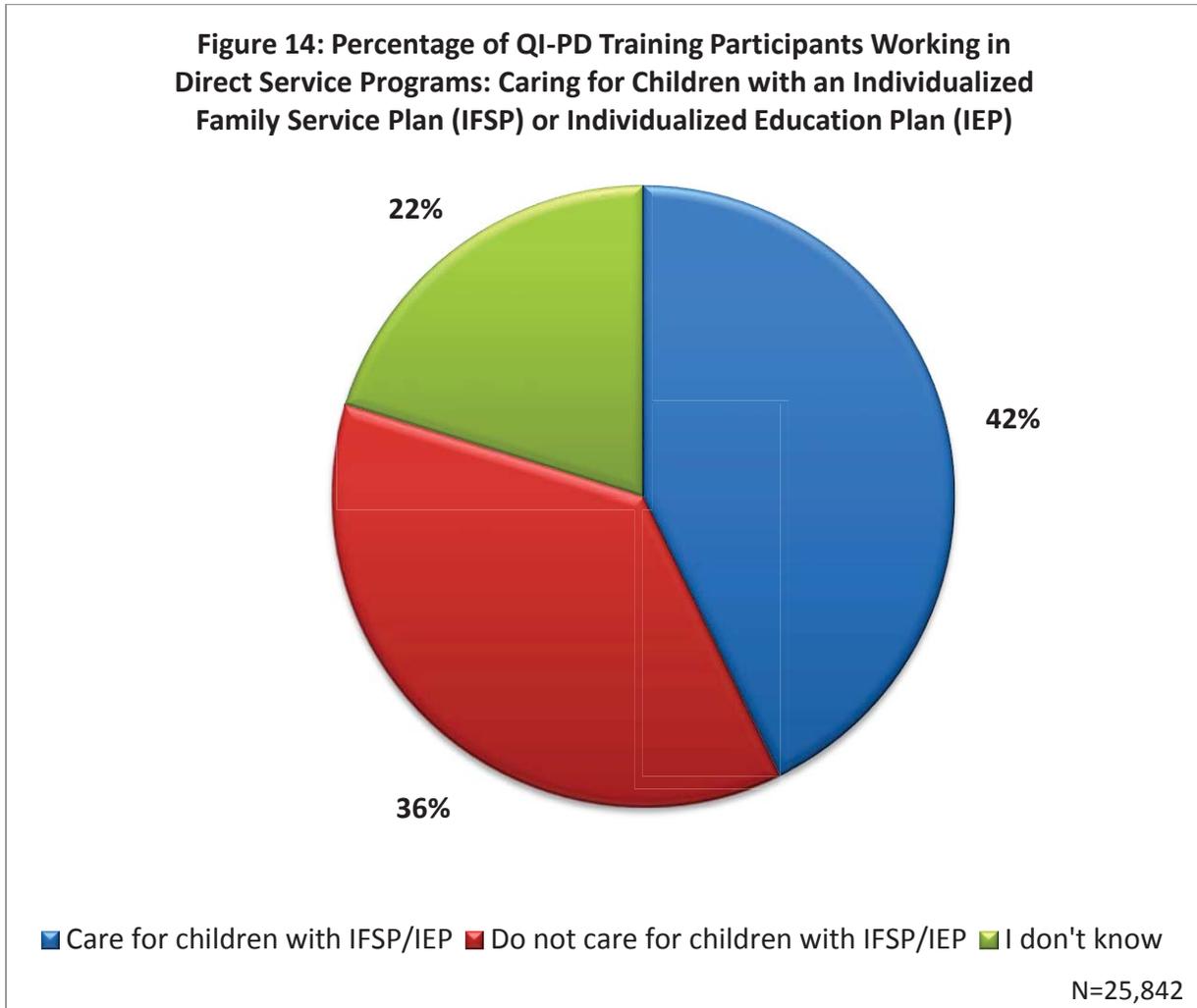
The percentage of training participants working with children who are dual language learners does not vary significantly by regions of the state. This implies that training specific to working with children who are dual language learners would be useful in all parts of the state.

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



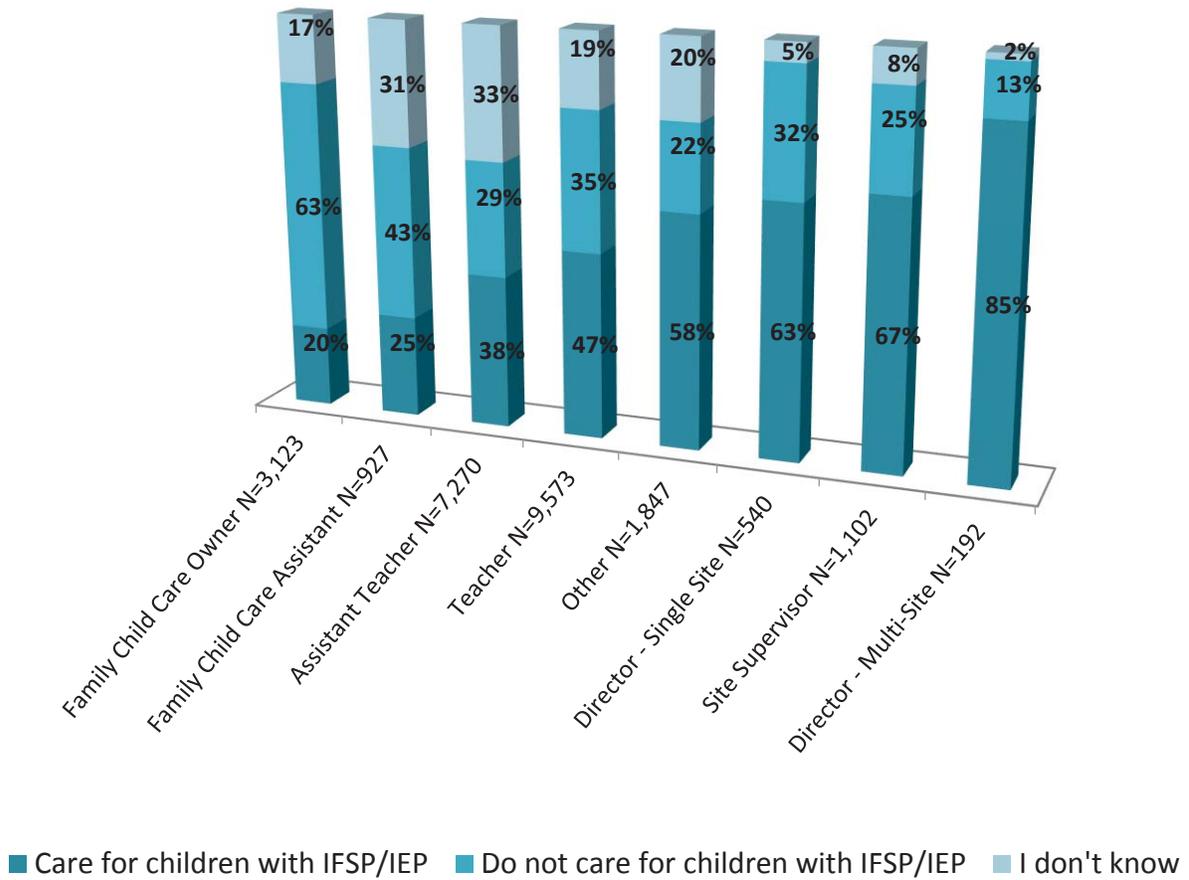
Most of the participants trained by PDPs provide care for dual language learners.

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



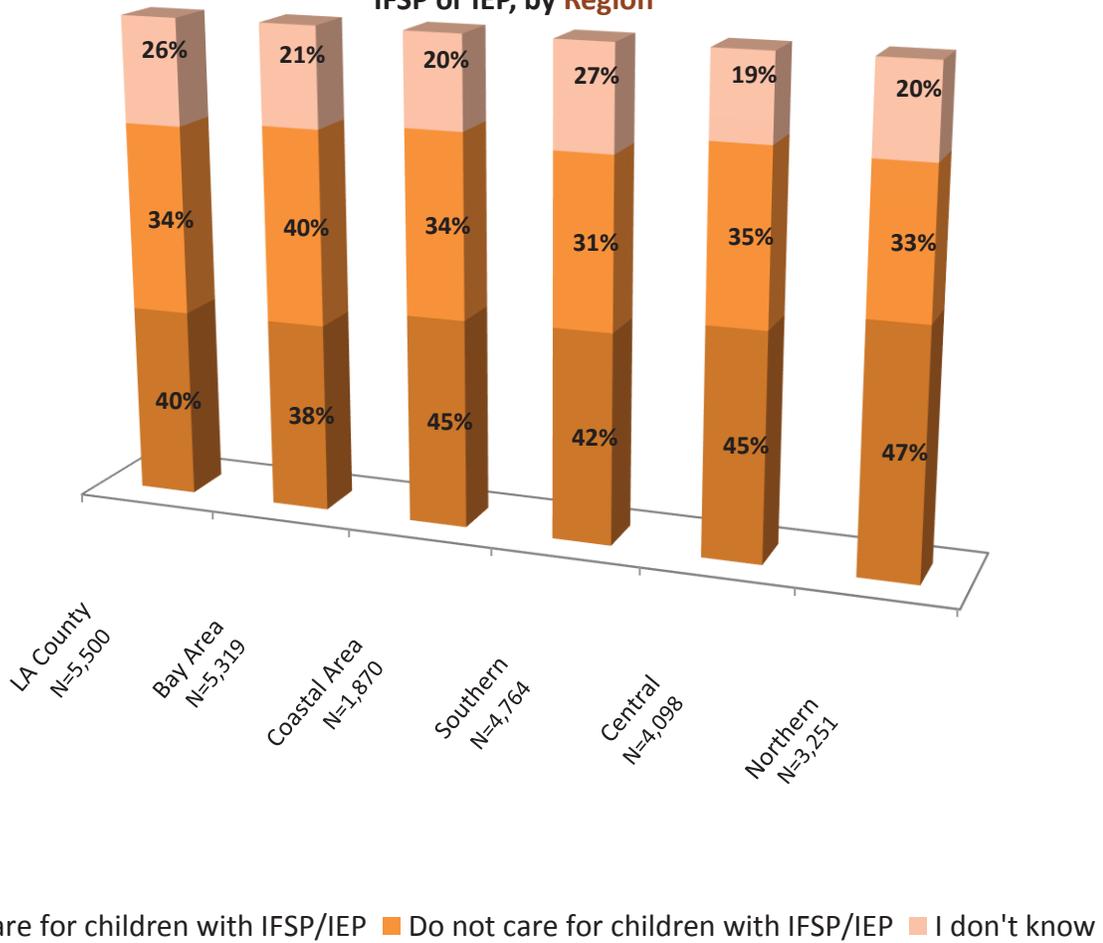
Given that 22 percent of the participants responded that they do not know whether they work with children who have an IFSP or IEP, more training is needed in this area.

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



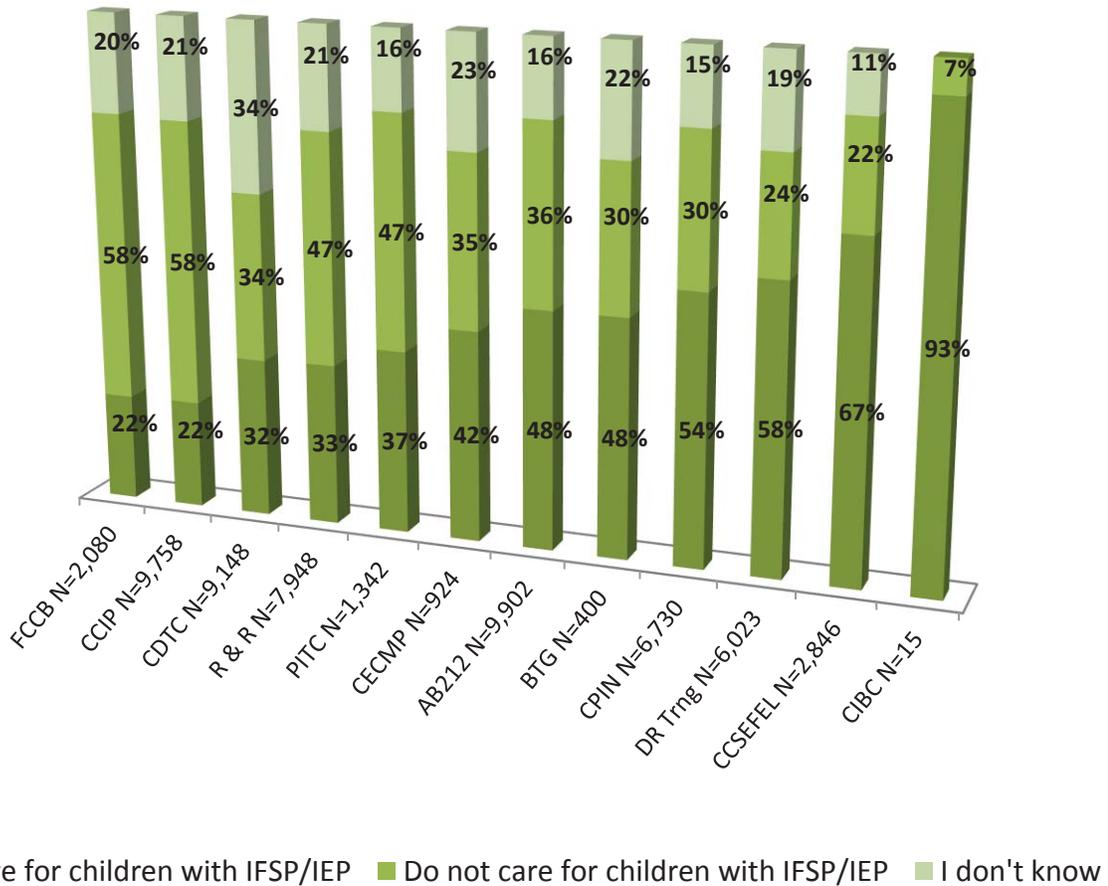
There is a significant variation between the Site Supervisor/Director and Family Child Care positions caring for children with an IFSP or IEP, therefore it is important to target training to directors.

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 little variation of the number of participants working with children with special needs across regions of the state.

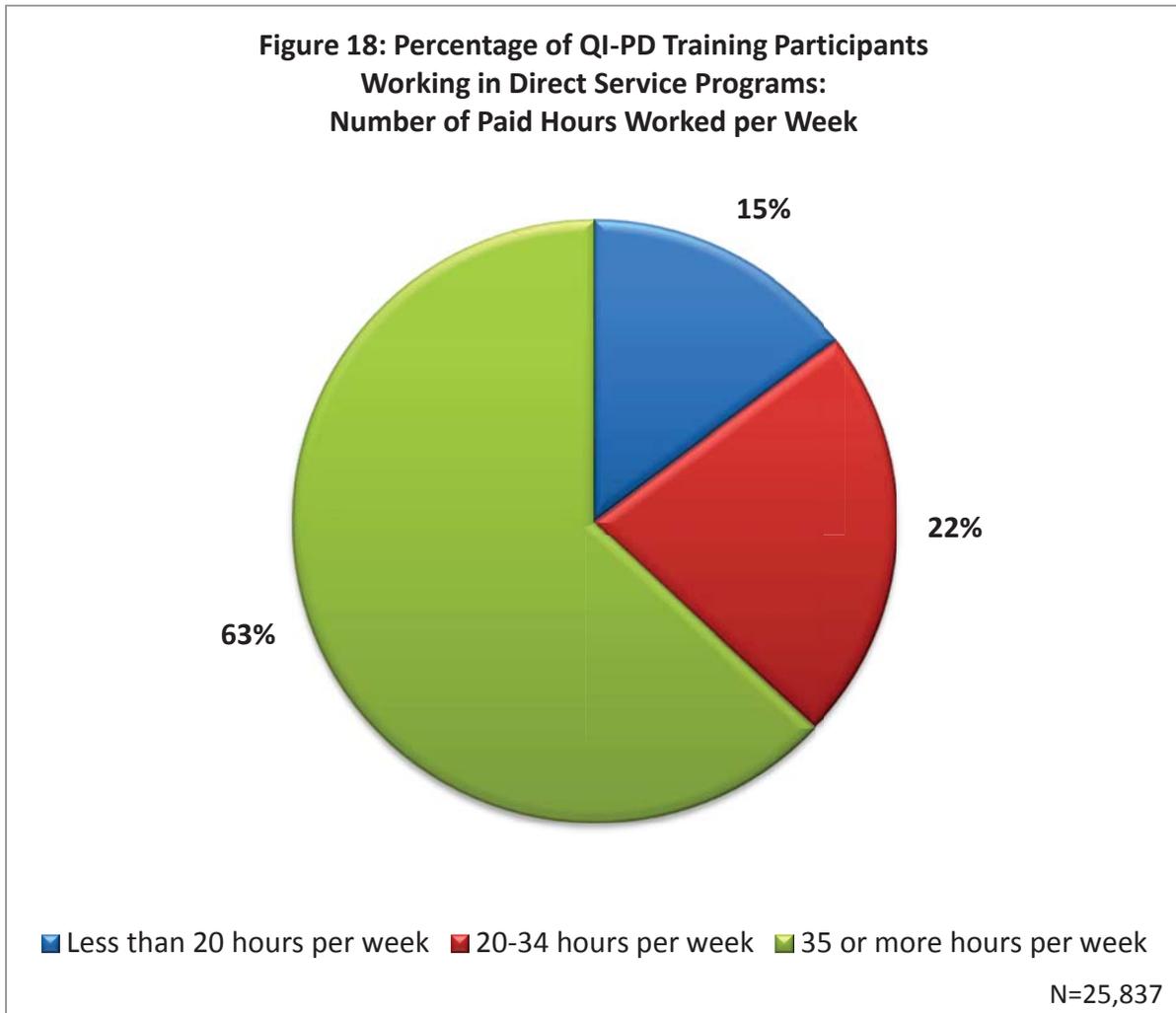
Figure 17: Percentage of QI-PD Training Participants Working in Direct Service Programs: Caring for Children with an IFSP or IEP, by Professional Development Provider



There is some 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.

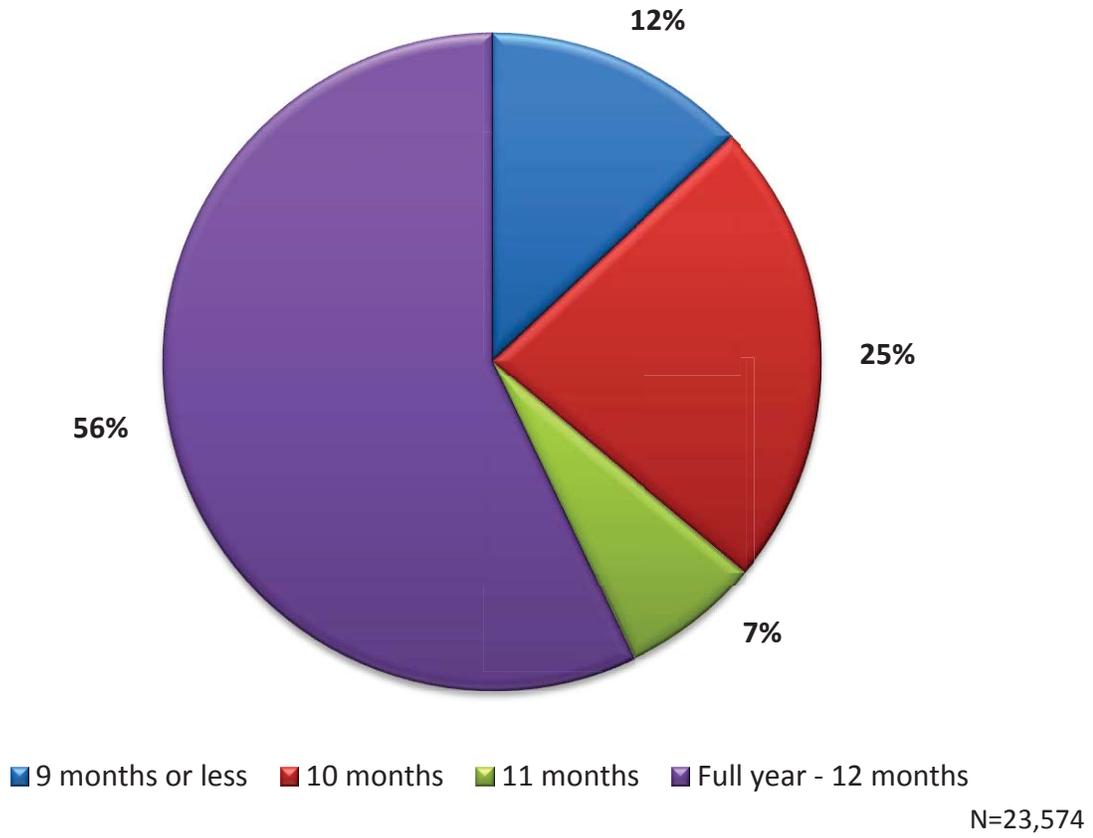
Full-time/part-time status, tenure and wages

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	6,814
	Teacher	6	8,991
	Site Supervisor	7	1,042
	Director - Single Site	7	517
	Director - Multiple Sites	6	197
	Family Child Care Owner	9	2,332
	Family Child Care Assistant	4	812
	Other	4	1,812
Tenure in the ECE Field	Assistant Teacher	6	7,153
	Teacher	12	9,534
	Site Supervisor	17	1,068
	Director - Single Site	19	530
	Director - Multiple Sites	19	200
	Family Child Care Owner	11	2,729
	Family Child Care Assistant	6	802
	Other	11	1,781
Tenure with Current Employer	Assistant Teacher	5	7,143
	Teacher	8	9,464
	Site Supervisor	10	1,064
	Director - Single Site	10	523
	Director - Multiple Sites	12	199
	Family Child Care Owner	9	2,638
	Family Child Care Assistant	4	887
	Other	7	1,829

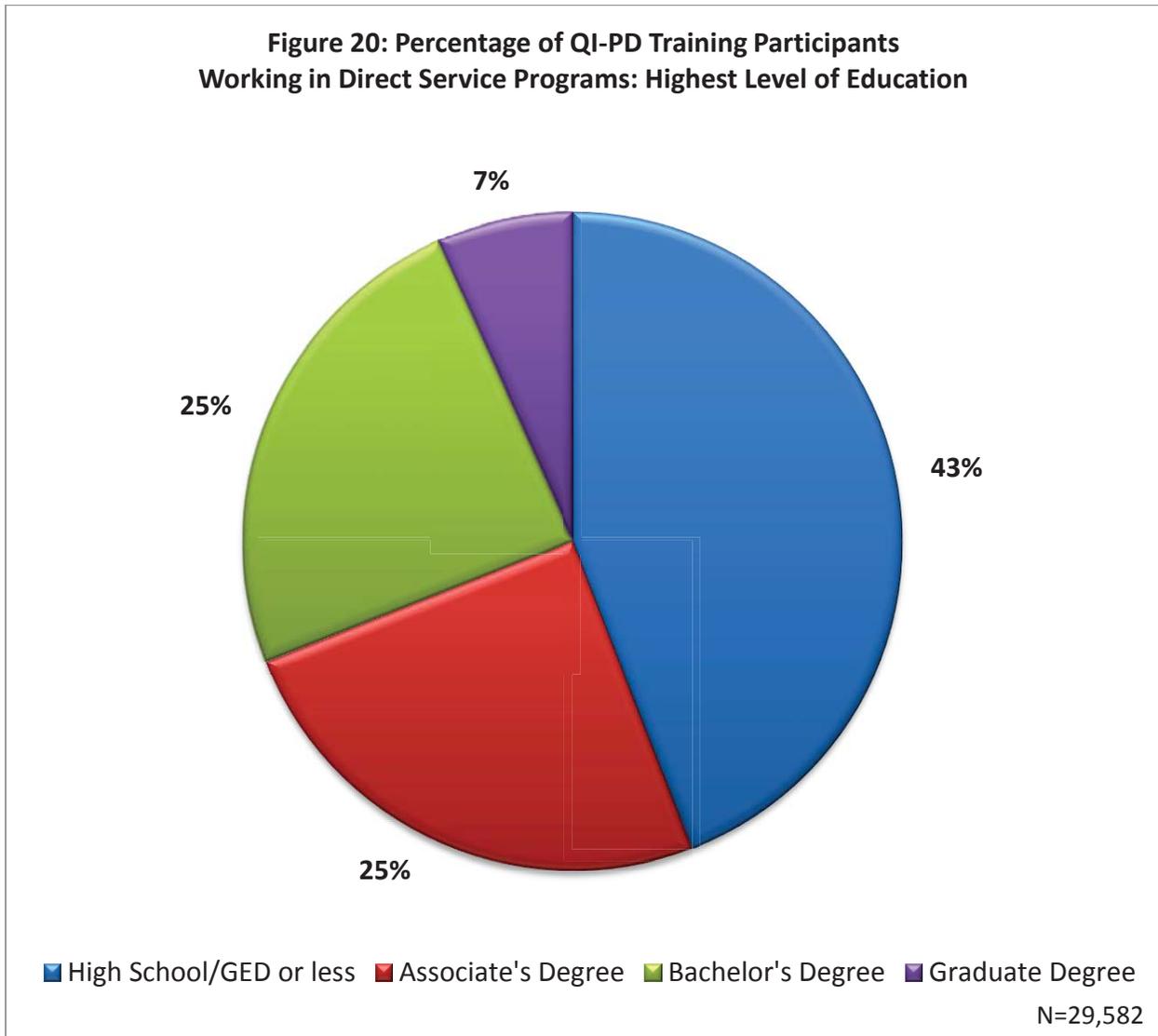
Table 3: QI-PD Training Participants Working in Direct Service Programs; Mean Hourly Wages and Full-Time Equivalent Salaries, by Primary Job Position

Job Position	Mean Hourly Wage	Full-Time Equivalent Salary	N
Assistant Teacher	\$13	\$26,332.70	6,353
Teacher	\$16	\$33,949.21	7,109
Site Supervisor	\$20	\$41,819.28	613
Director - Single Site	\$21	\$43,061.95	197
Director - Multiple Sites	\$23	\$48,458.52	54
Family Child Care Owner	\$14	\$24,765.38	556
Family Child Care Assistant	\$11	\$23,465.97	596
Other	\$17	\$35,235.53	1,140

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 (57%) 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

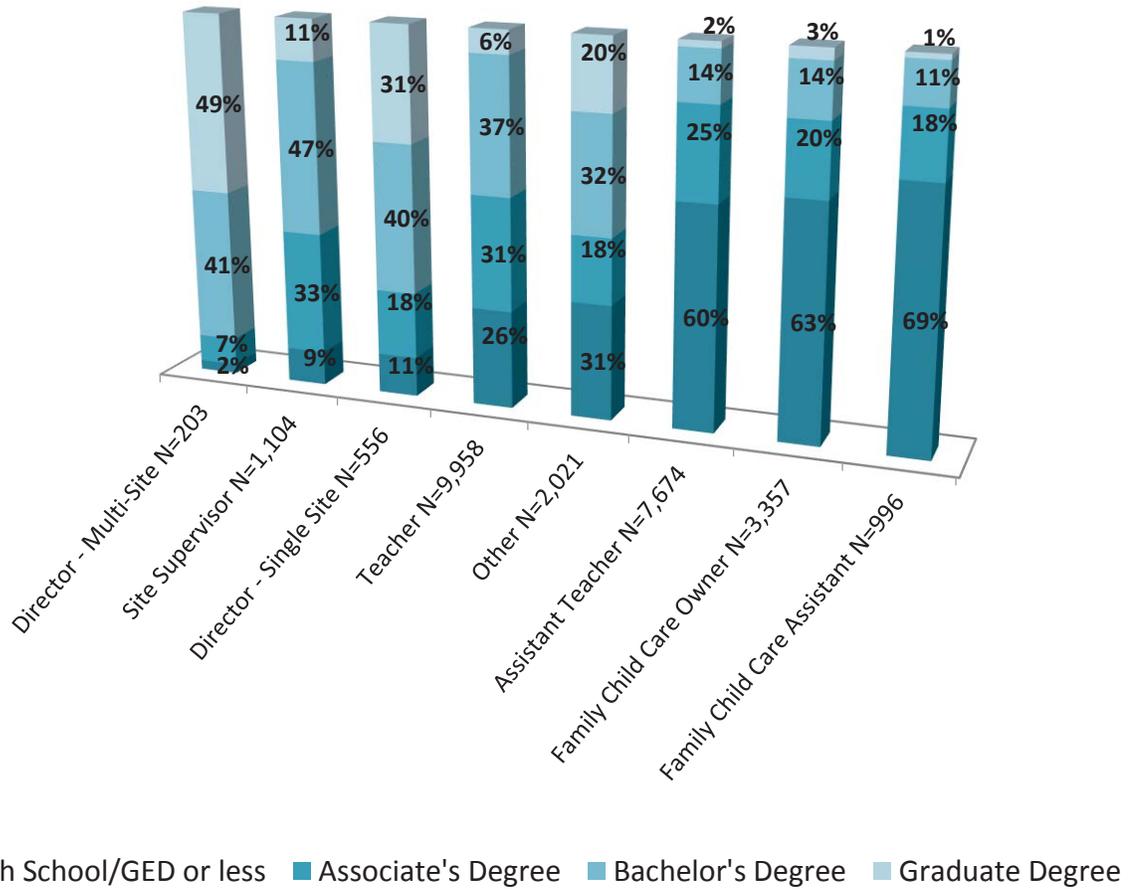
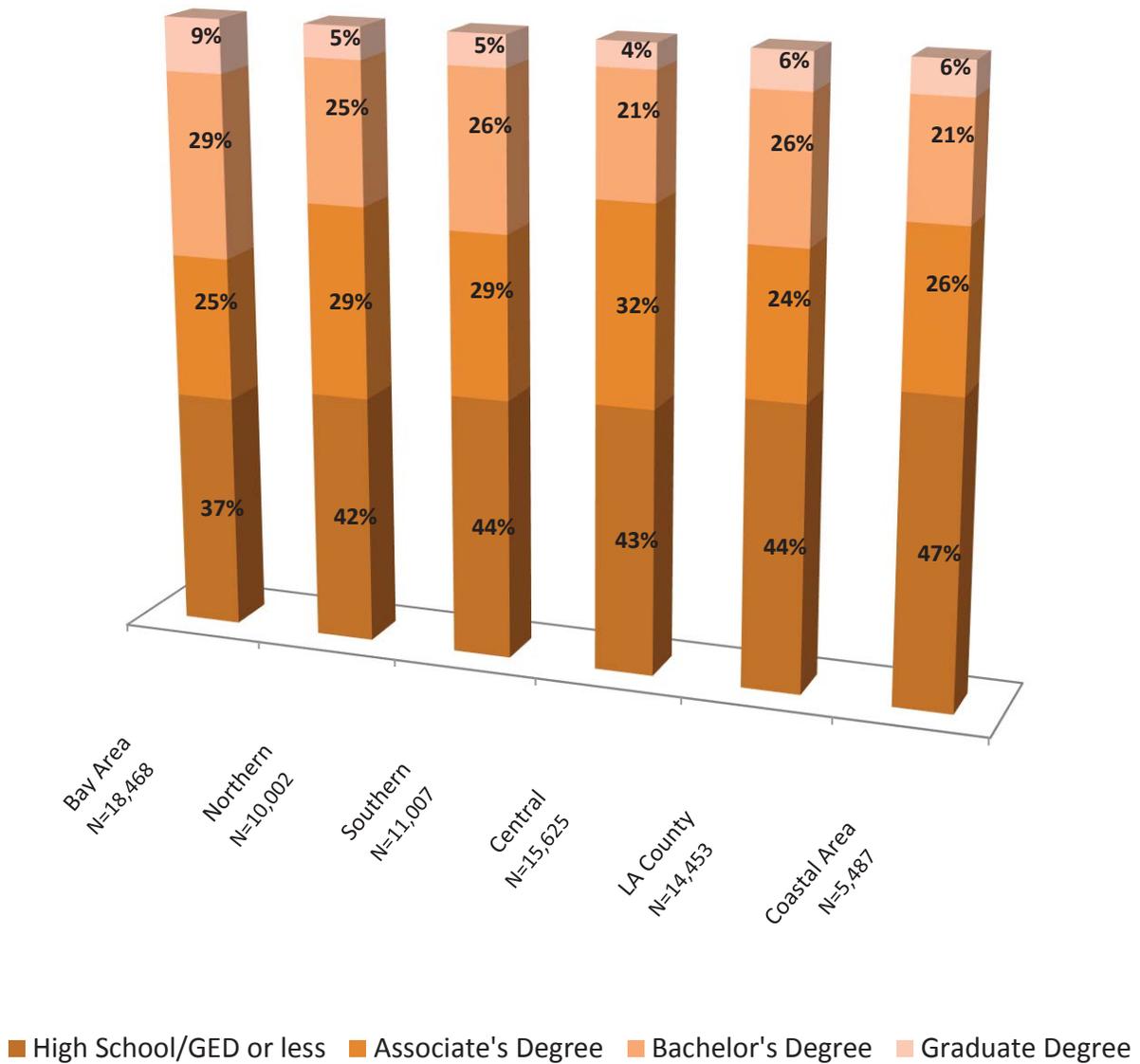
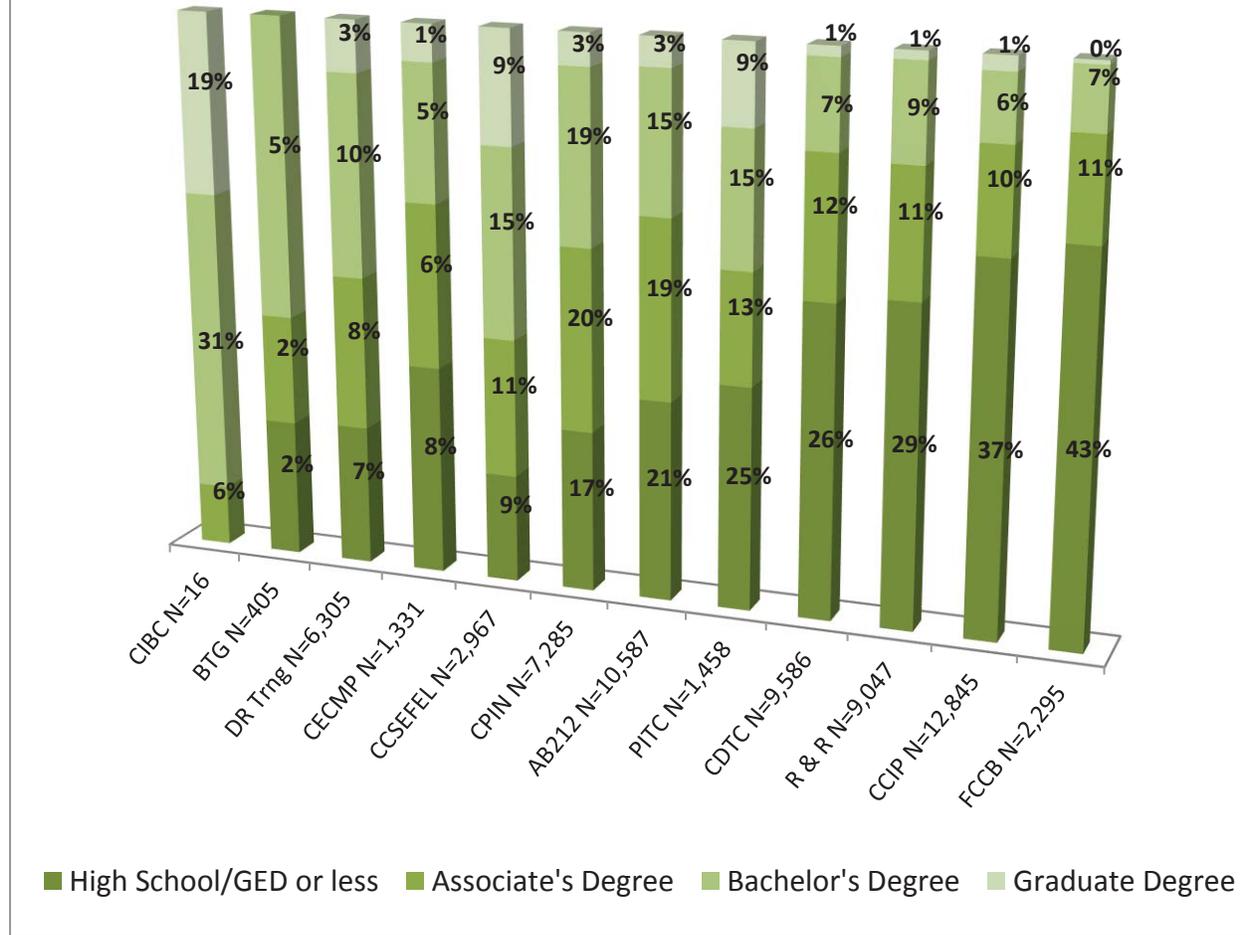


Figure 22: Percentage of QI-PD Training Participants Working in Direct Service Programs: Highest Level of Education, by Region



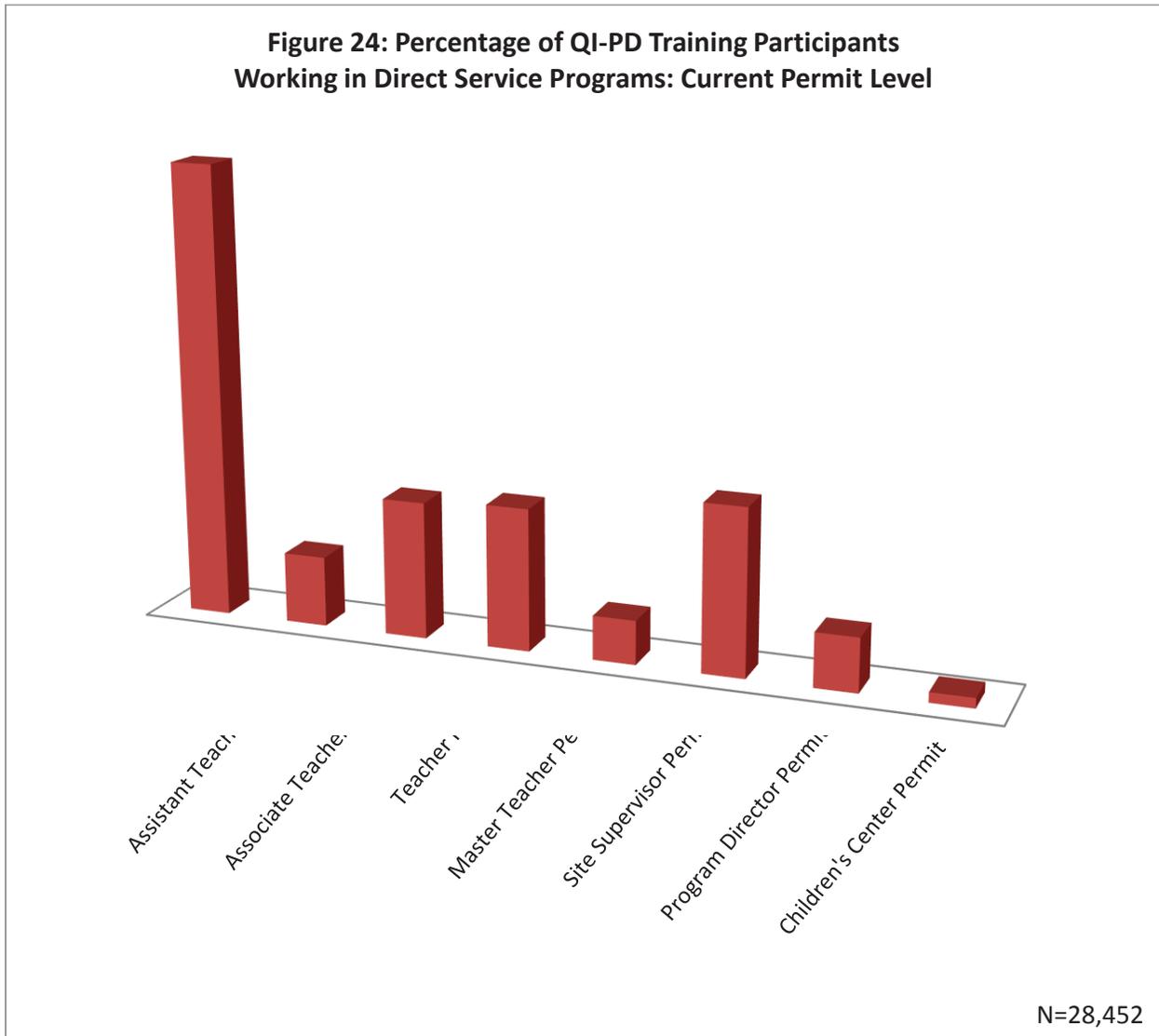
The percentage of training participants working in direct service programs does not vary much by region, with the exception of the Bay Area Region, where a slightly percentage have a degree.

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



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-eight 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

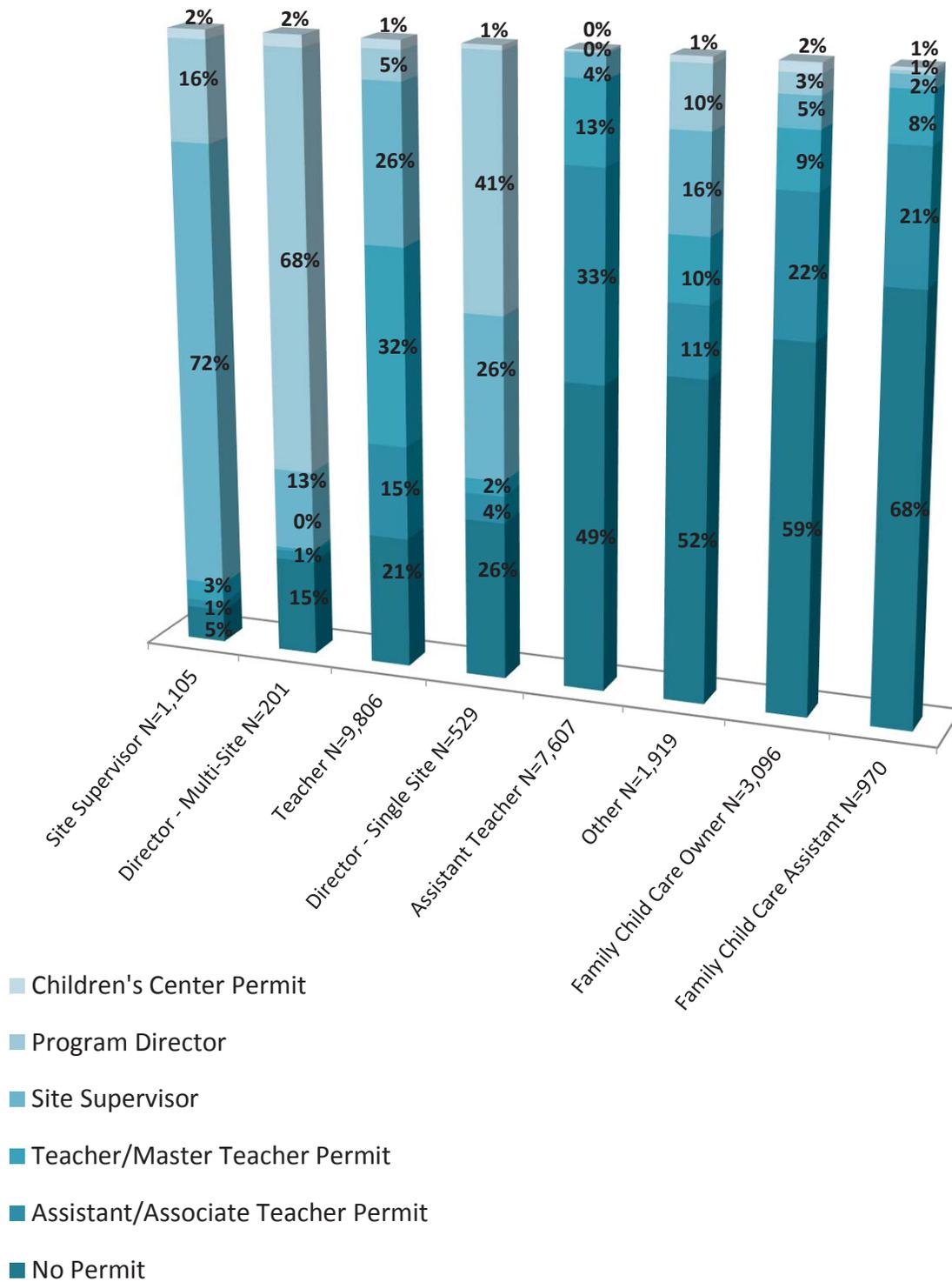
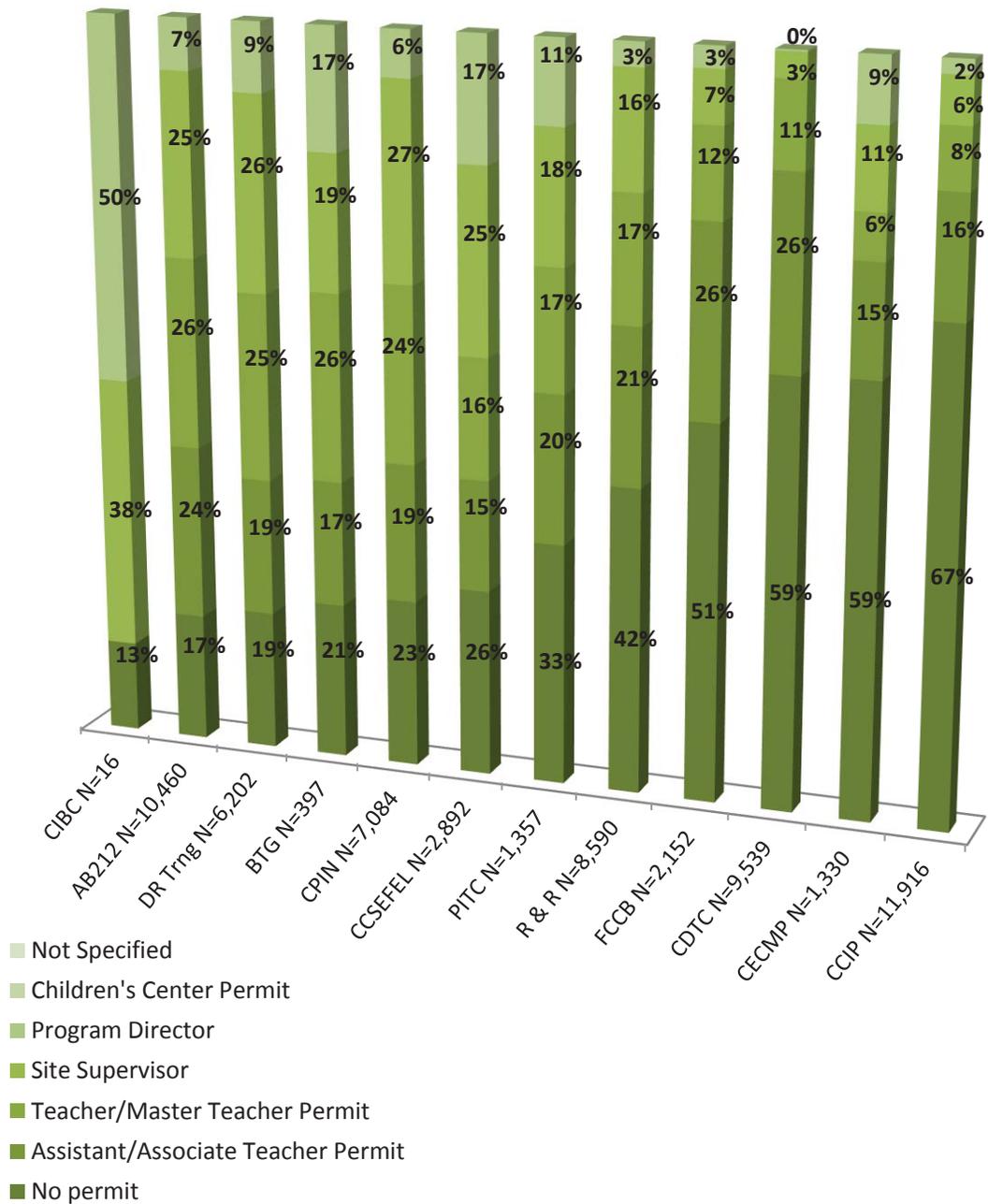


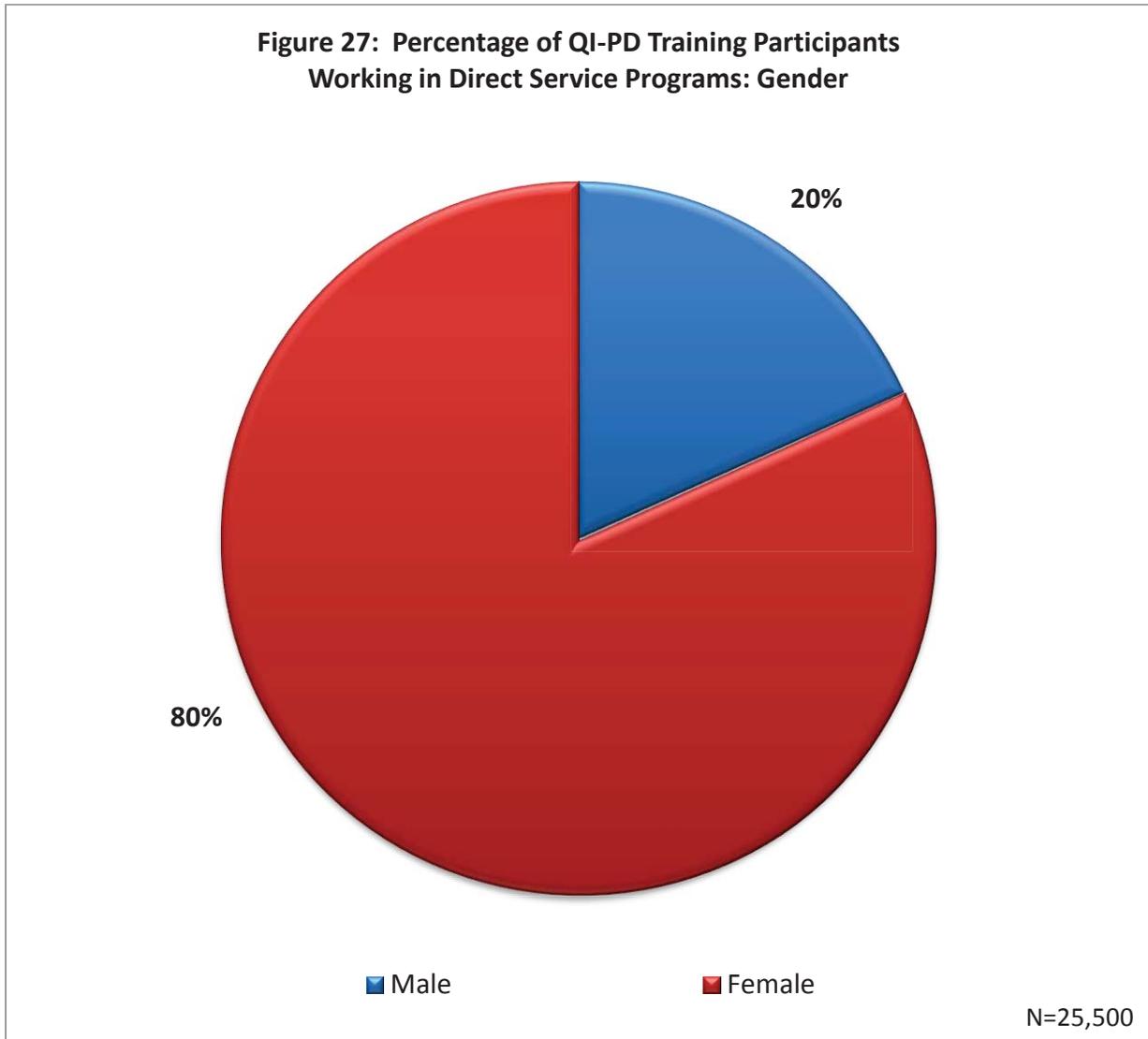
Figure 26: Percentage of QI-PD Training Participants Working in Direct Service Programs: Current Permit Level, by Professional Development Provider



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

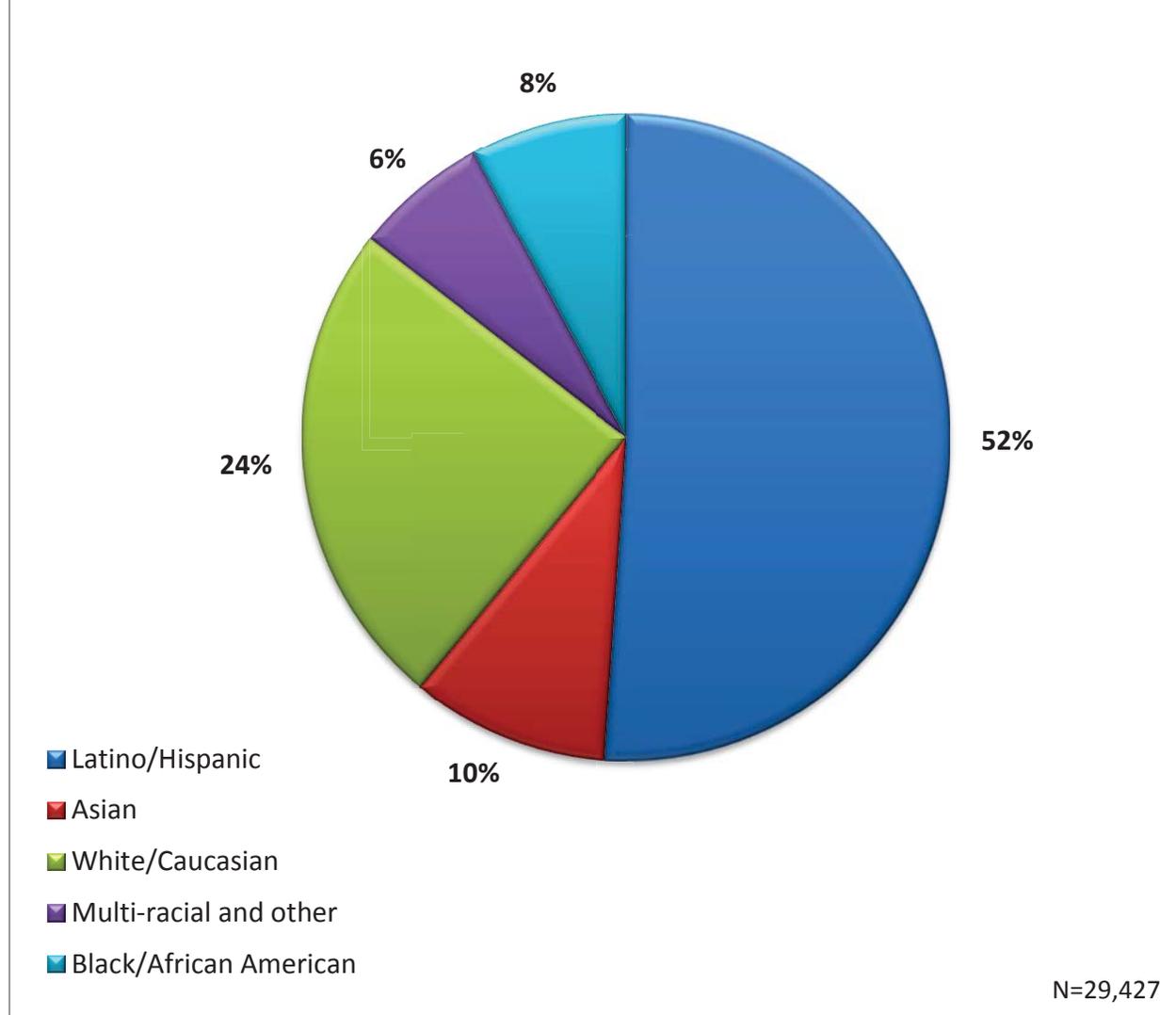
Section 3: Demographic Characteristics of QI-PD Training Participants Working in Direct Service Programs

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

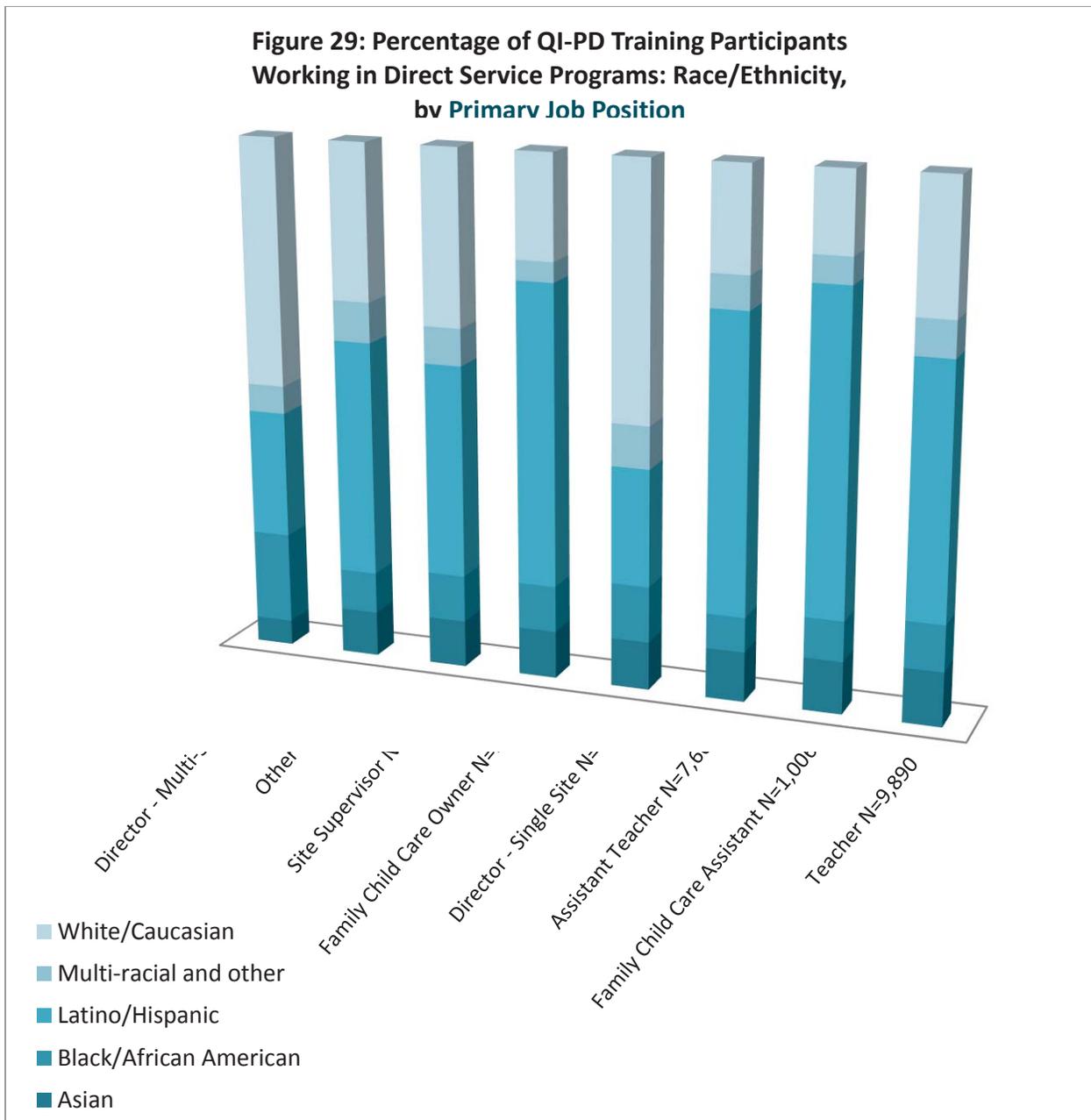


Reflecting the workforce as a whole, the majority of participants are women of color and 40 years or older. Race, ethnicity, and age vary by job position.

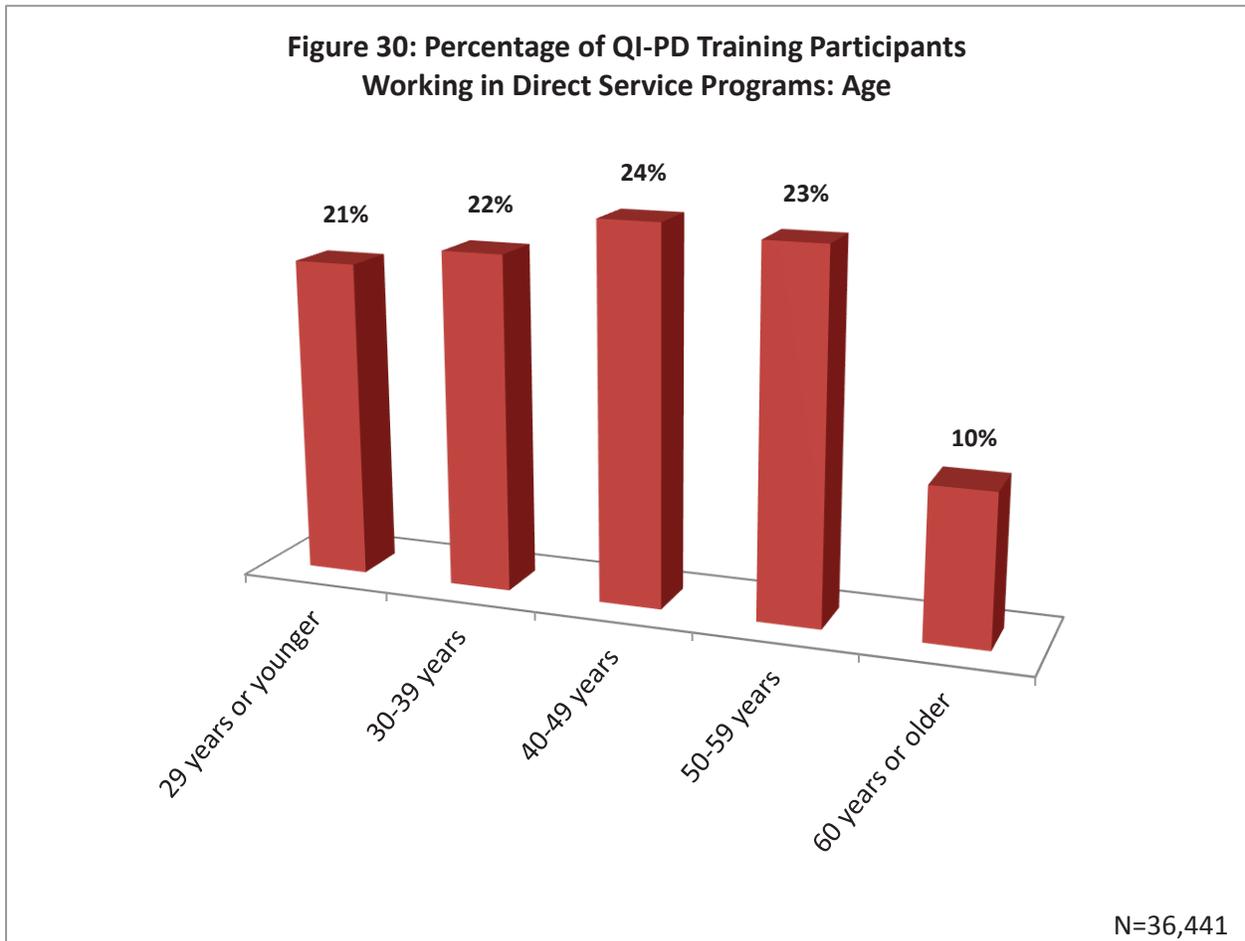
Figure 28: Percentage of QI-PD Training Participants Working in Direct Service Programs: Race/Ethnicity



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

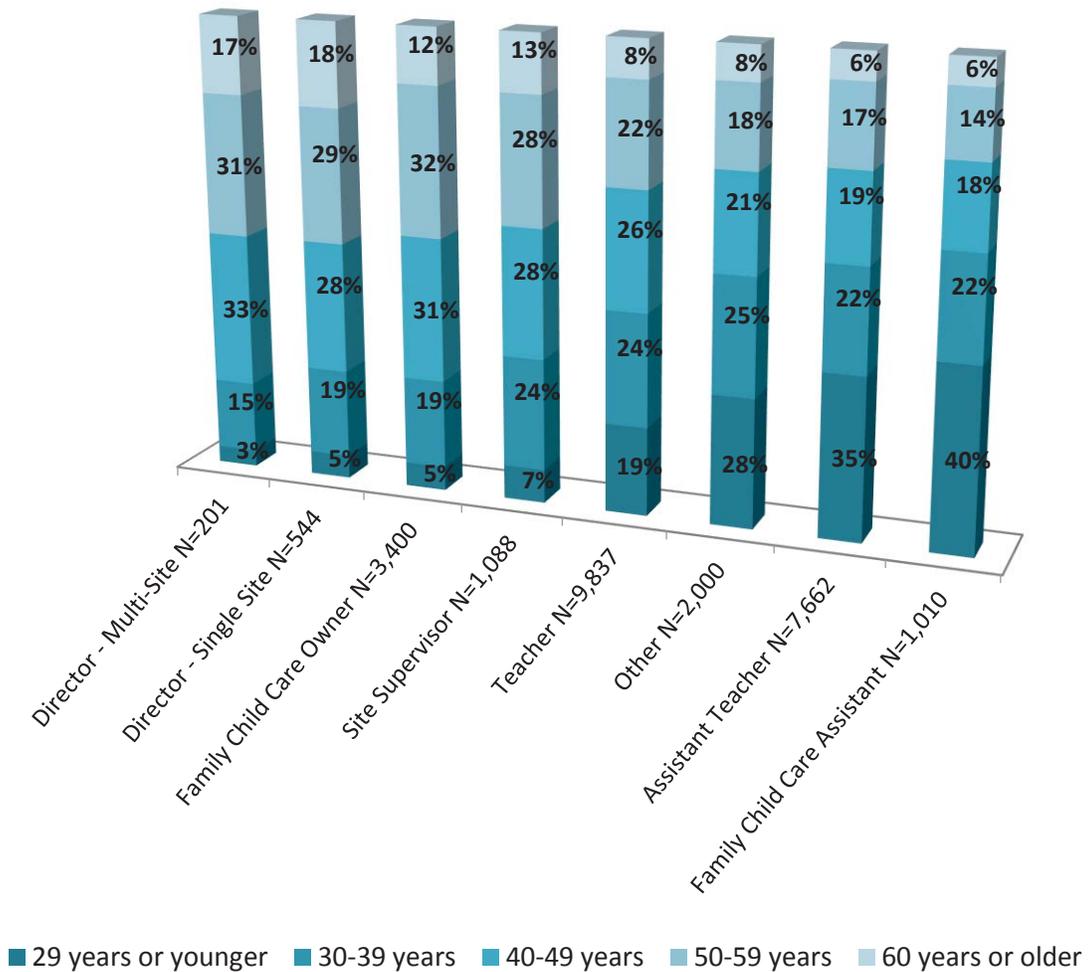


Excludes "outliers" - participants are less than 16 years old or older than 95 years old.



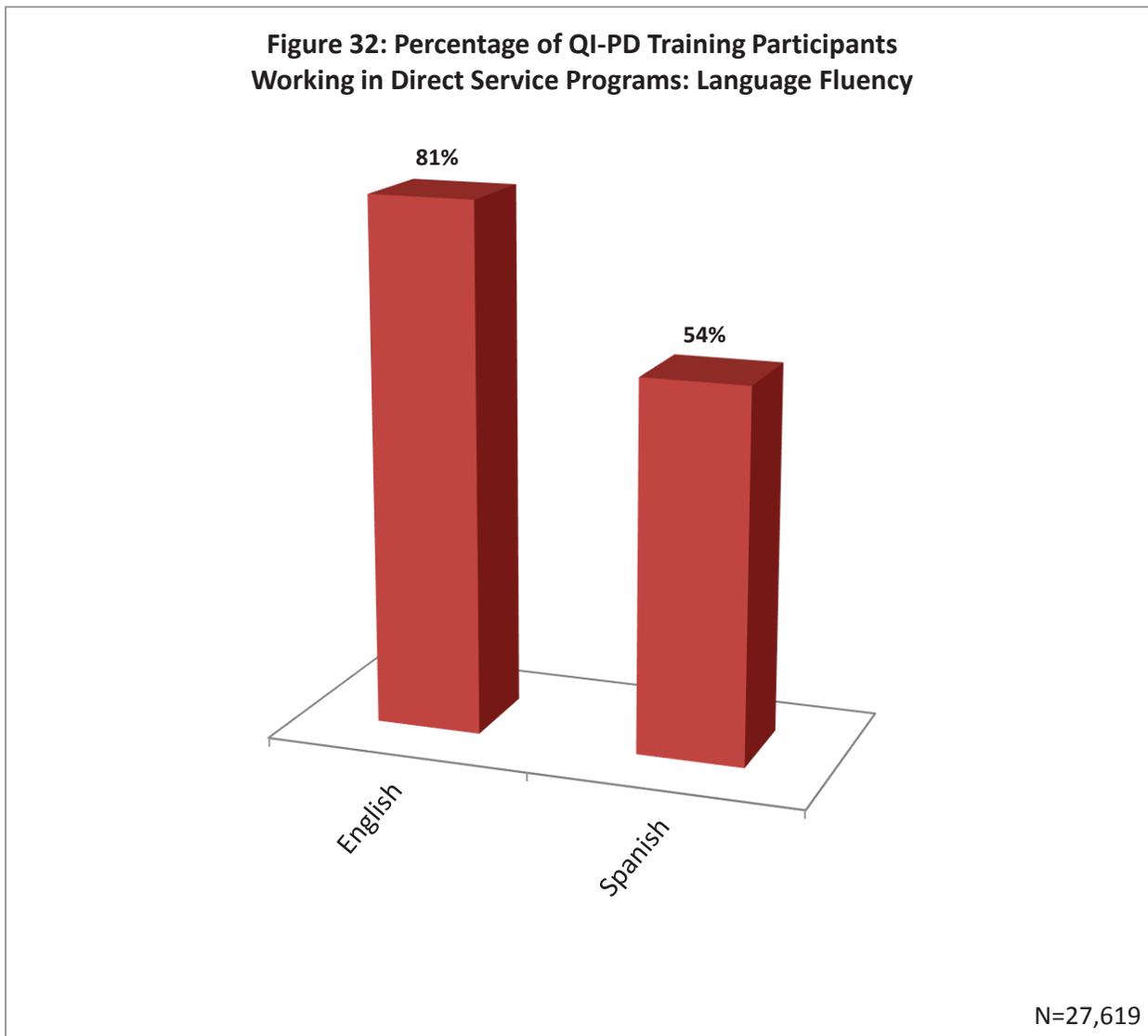
Excludes "outliers" - participants are less than 16 years old or older than 95 years old.

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



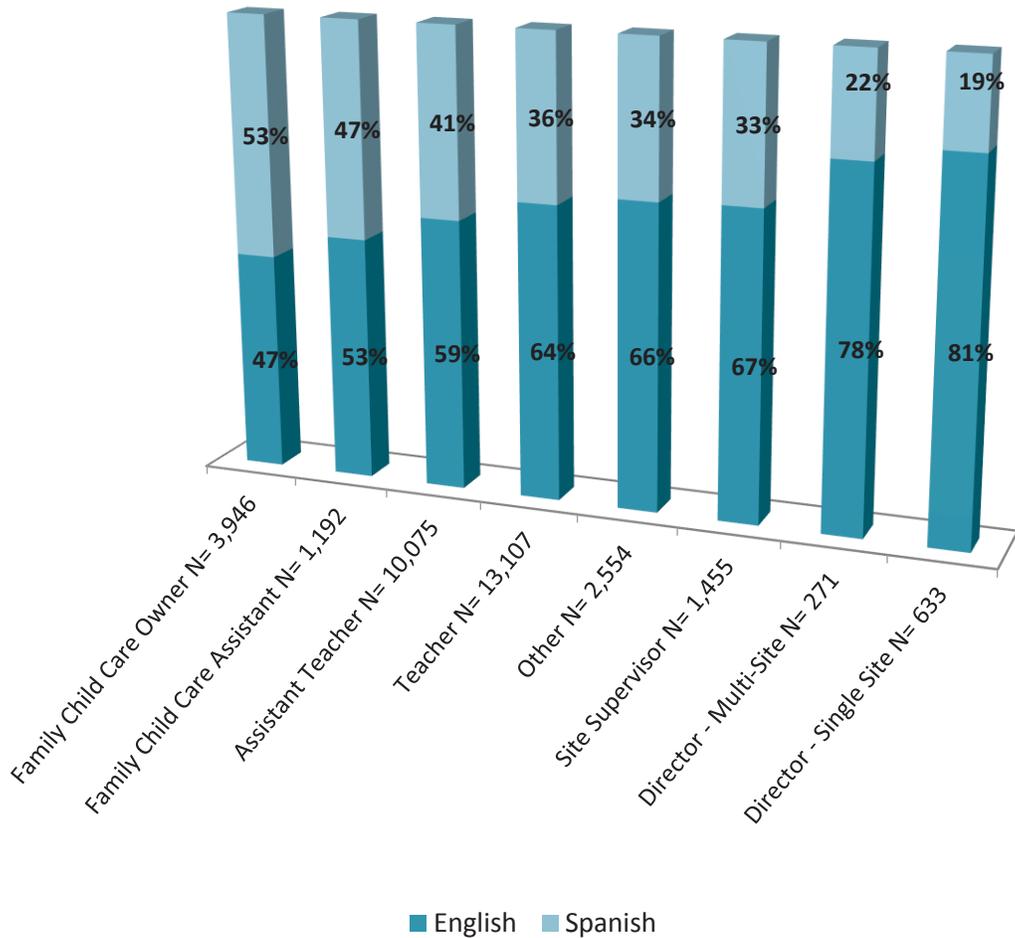
In the next few figures, the percentage total is more than 100% due to the multi-select option on the EESD Profile question that addresses language fluency.

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



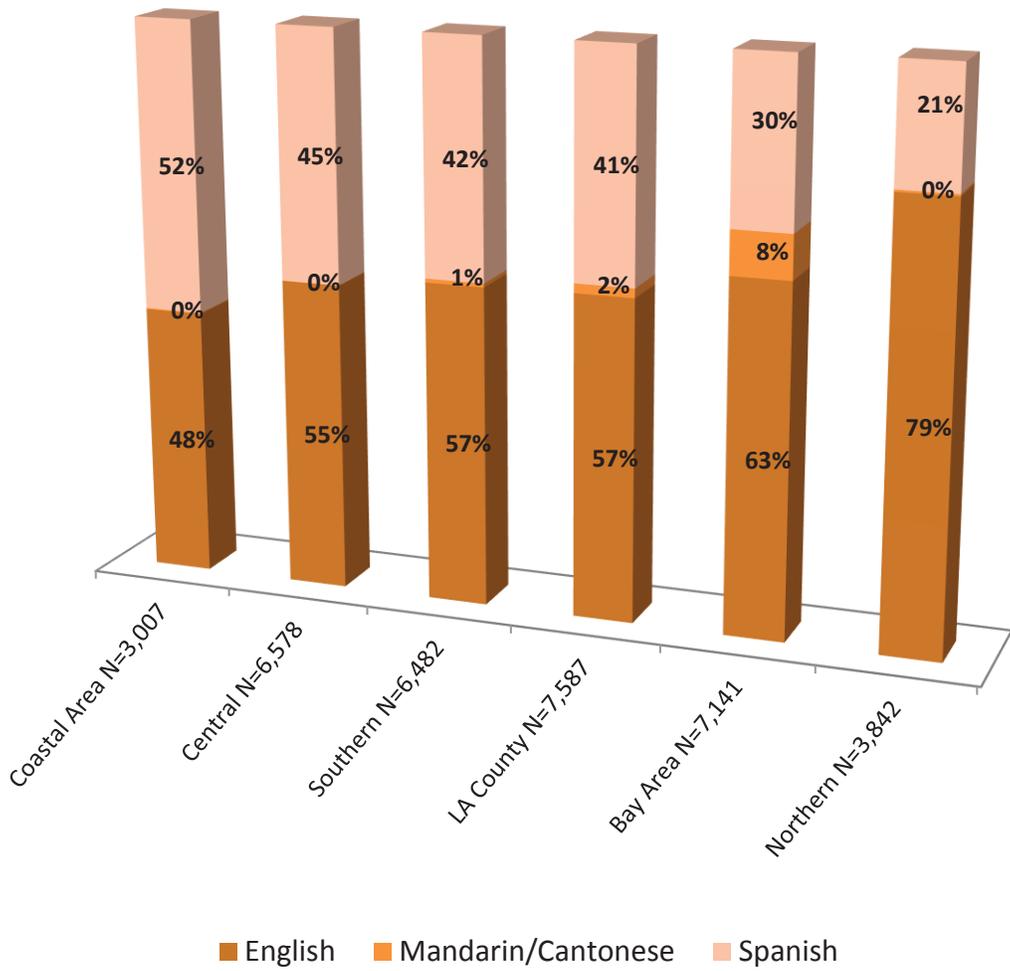
Participants report fluency in English and Spanish. However, more than half of training participants speak Spanish fluently, reflecting the demographics of California. This varies by job position, region, and PDP.

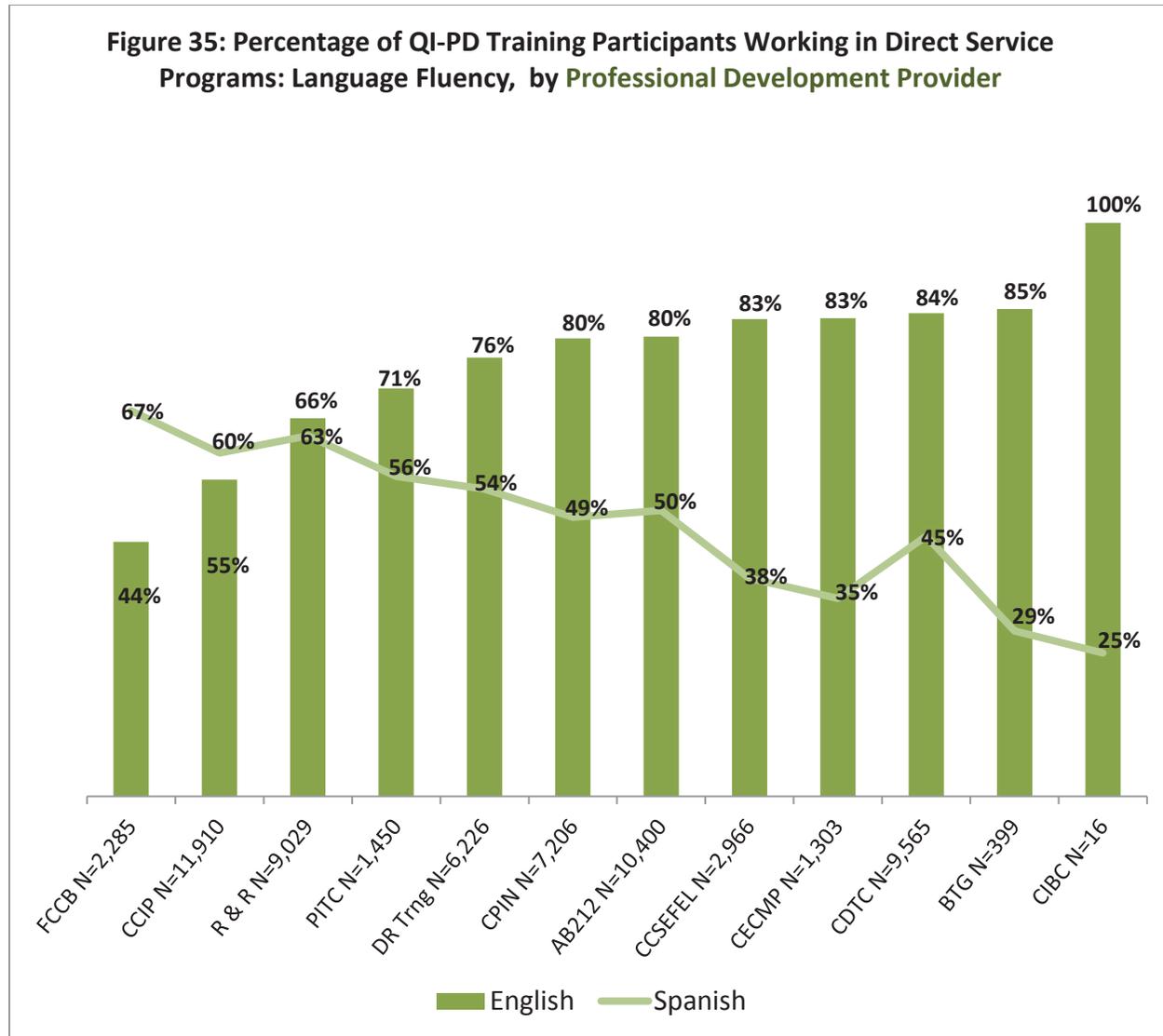
Figure 33: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency, by Primary Job Position



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

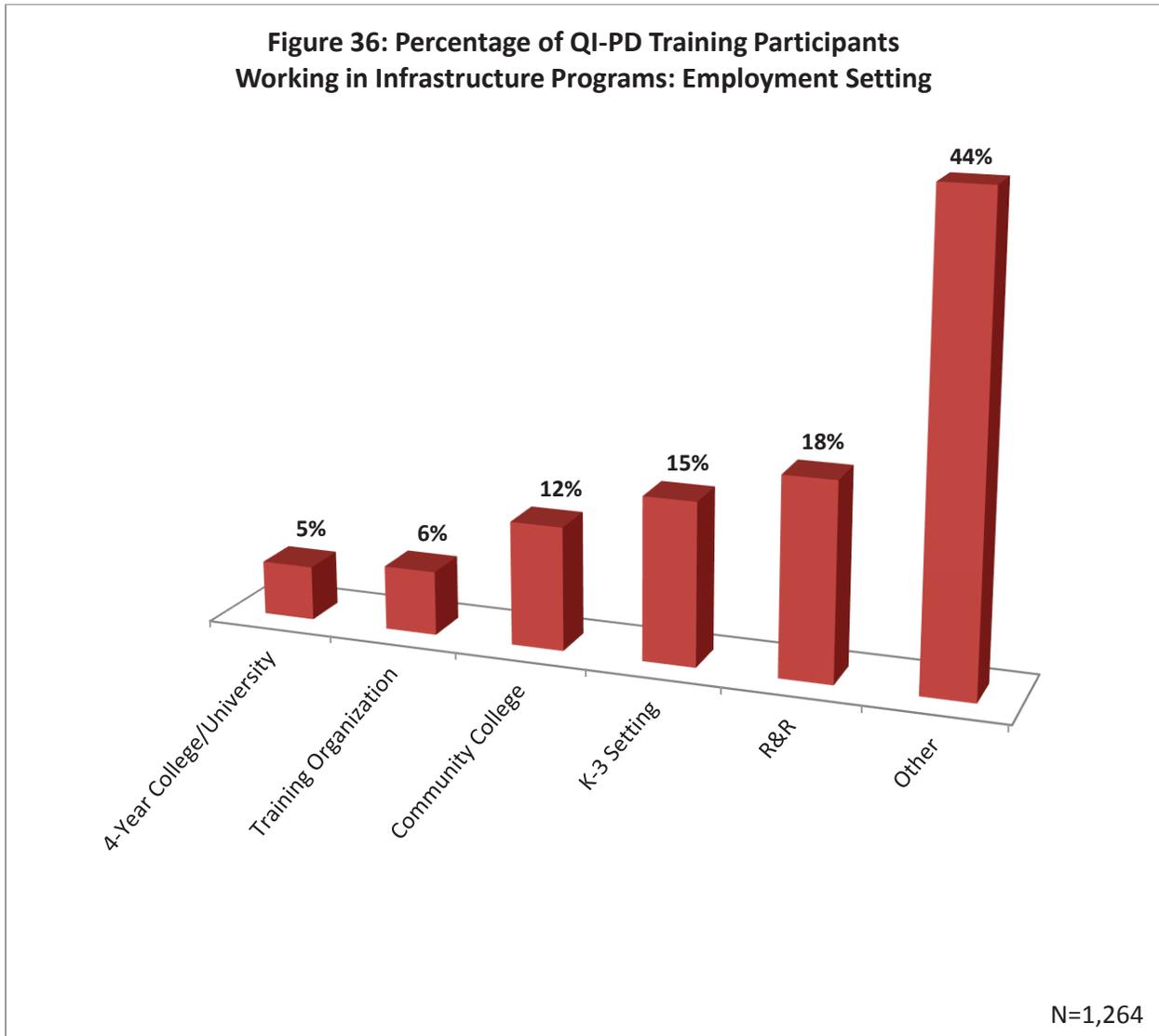
Figure 34: Percentage of QI-PD Training Participants Working in Direct Service Programs: Language Fluency, by Region





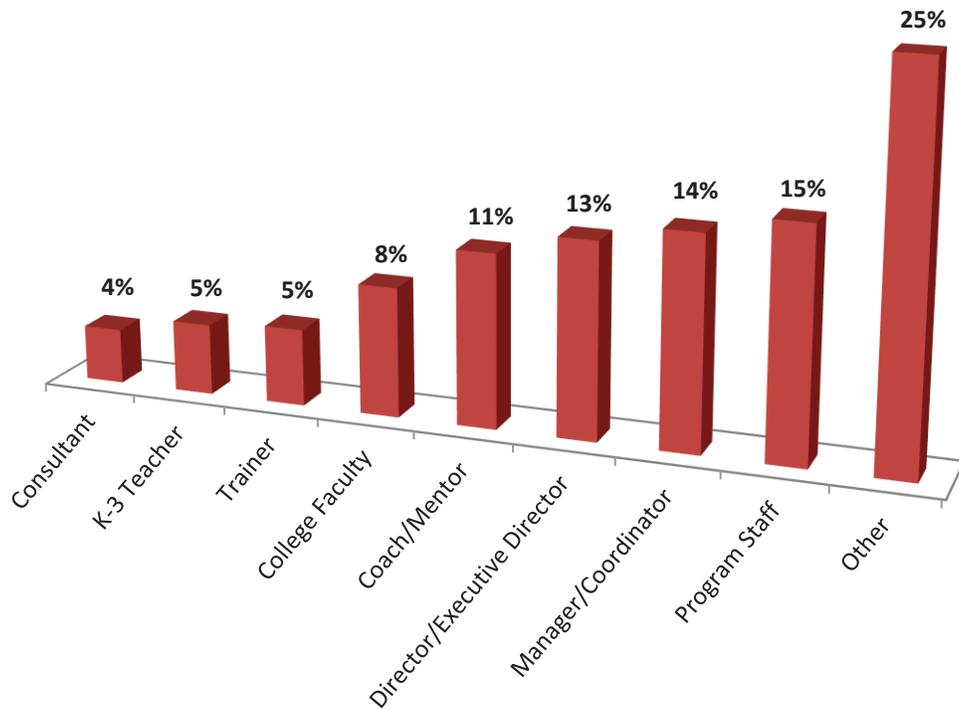
III. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Infrastructure Programs

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.

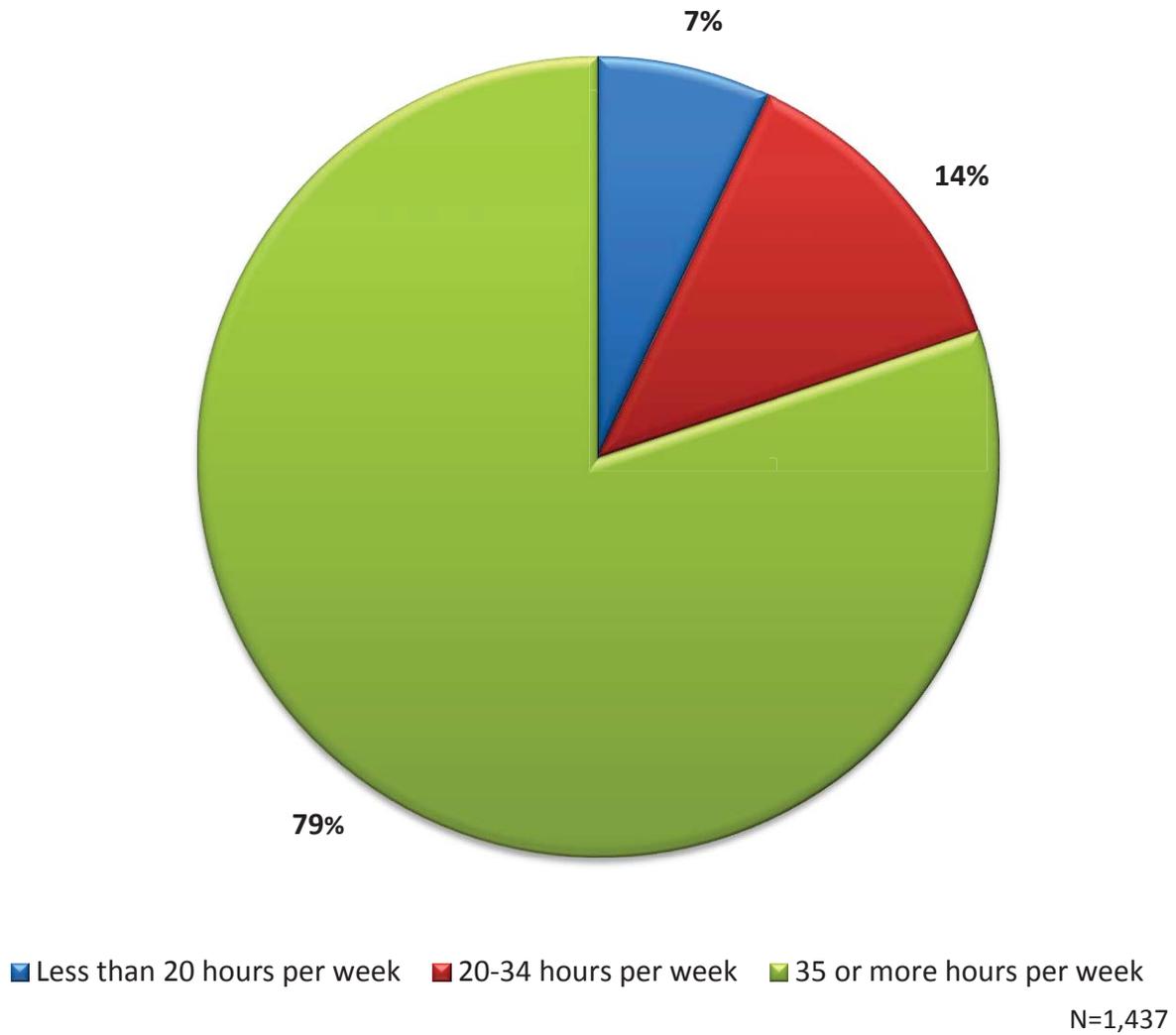
Figure 37: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Primary Job Position



N=1,254

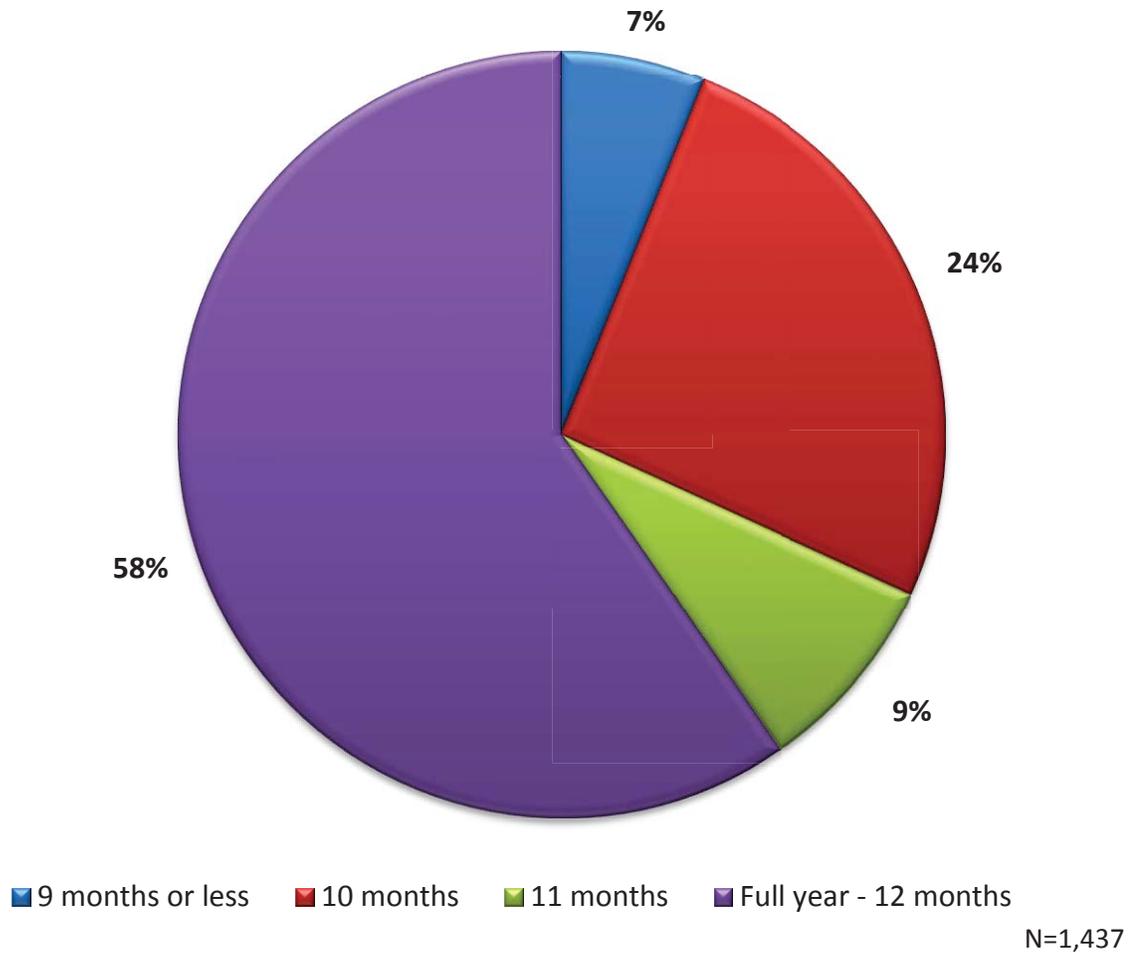
There is a wide variety of job positions held by training participants working in infrastructure organizations.

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	7	52
	Consultant	4	42
	Director/Executive Director	11	152
	Trainer	6	63
	Program Staff	7	183
	Manager/Coordinator	4	163
	College Faculty	10	105
	Coach/Mentor	5	137
	Other	11	306
Tenure in the ECE field	K-3 Teacher	13	50
	Consultant	16	40
	Director/Executive Director	22	154
	Trainer	21	60
	Program Staff	14	187
	Manager/Coordinator	19	166
	College Faculty	23	105
	Coach/Mentor	17	138
	Other	21	307
Tenure with current employer	K-3 Teacher	11	56
	Consultant	5	43
	Director/Executive Director	15	153
	Trainer	9	64
	Program Staff	9	188
	Manager/Coordinator	10	169
	College Faculty	12	104
	Coach/Mentor	7	1738
	Other	14	304

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:

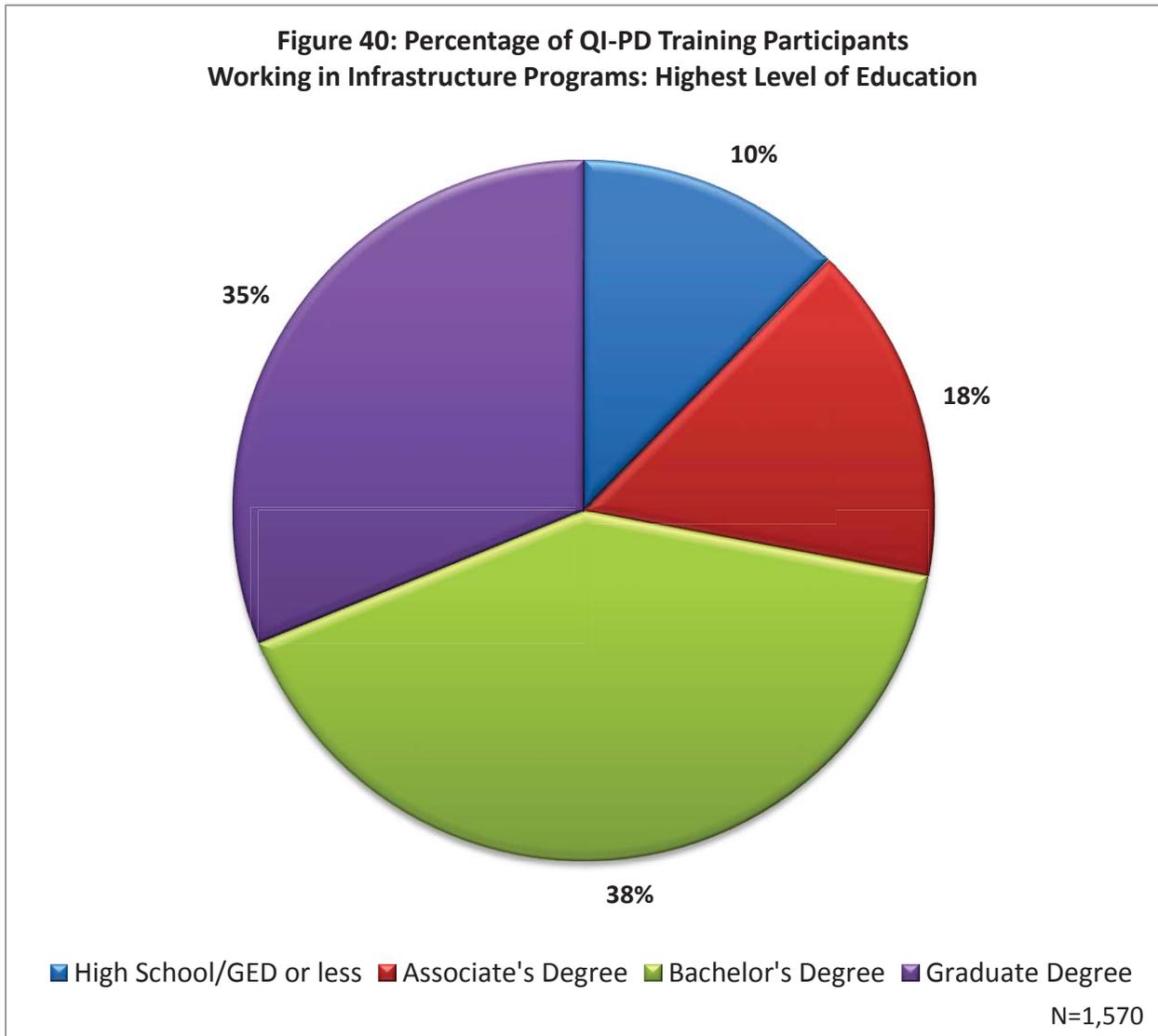
Mean hourly wage X 40 hours per week X 4.33 weeks per month X 12 months per year

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 have 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

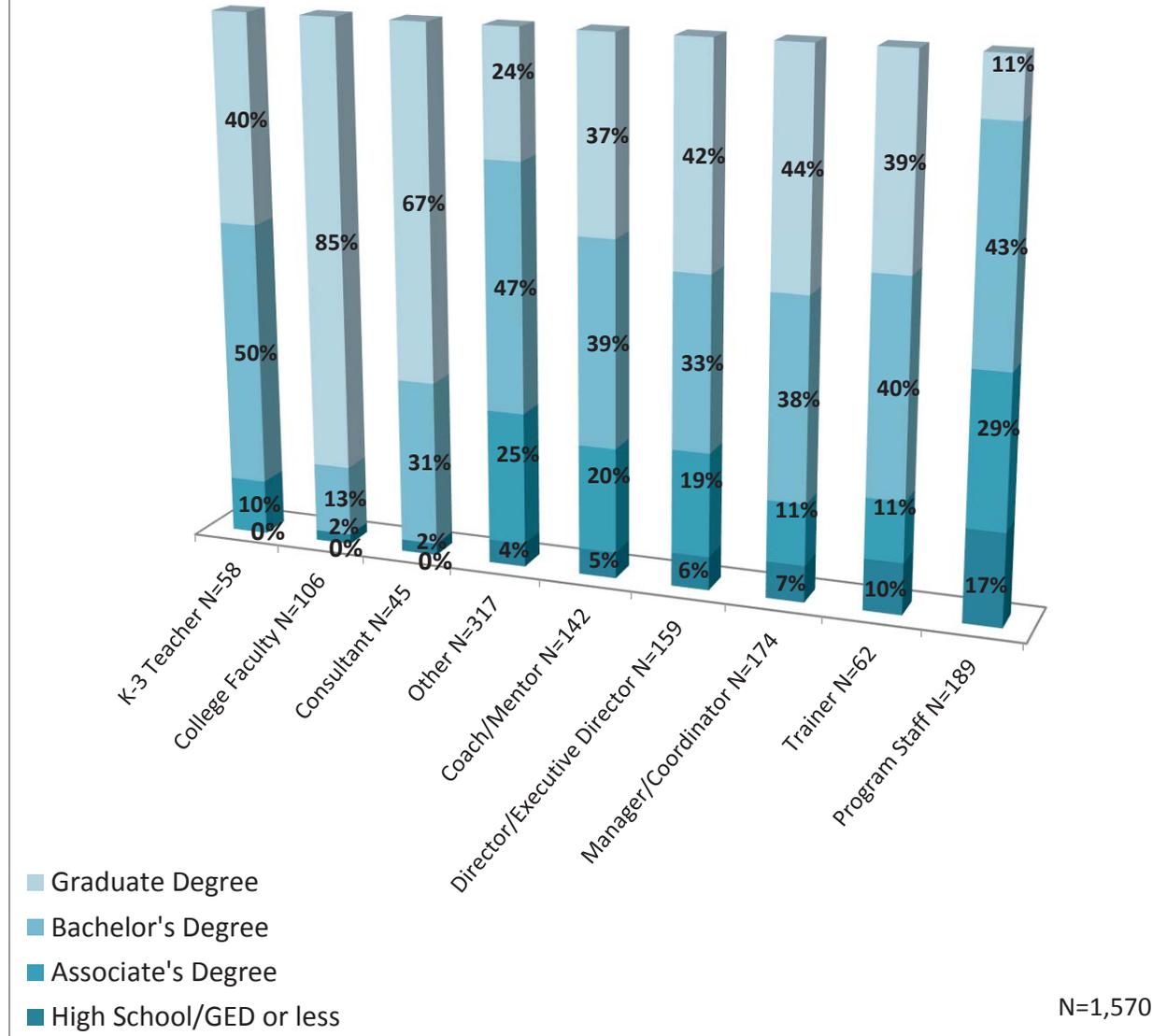


Figure 42: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Highest Level of Education, by Professional Development Provider

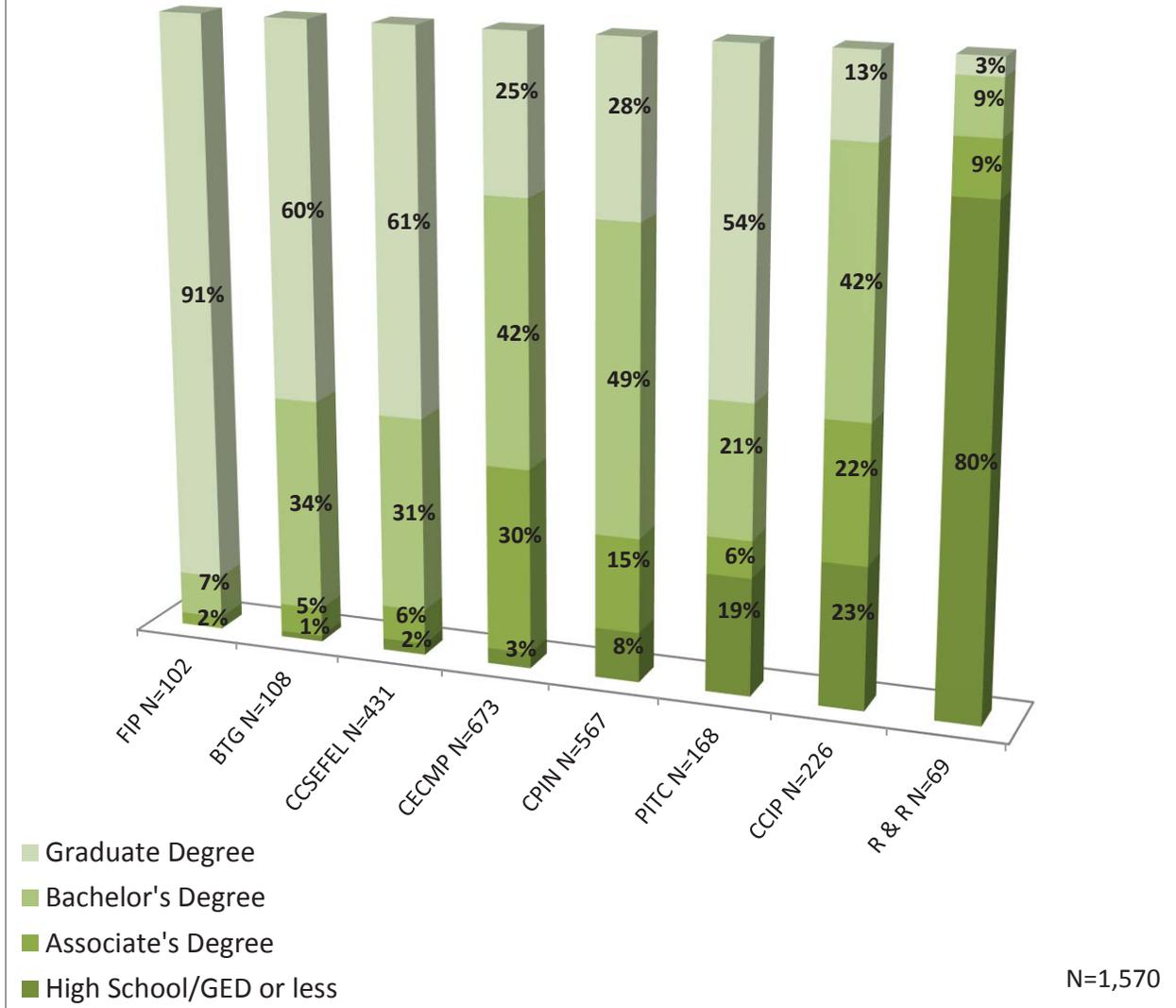
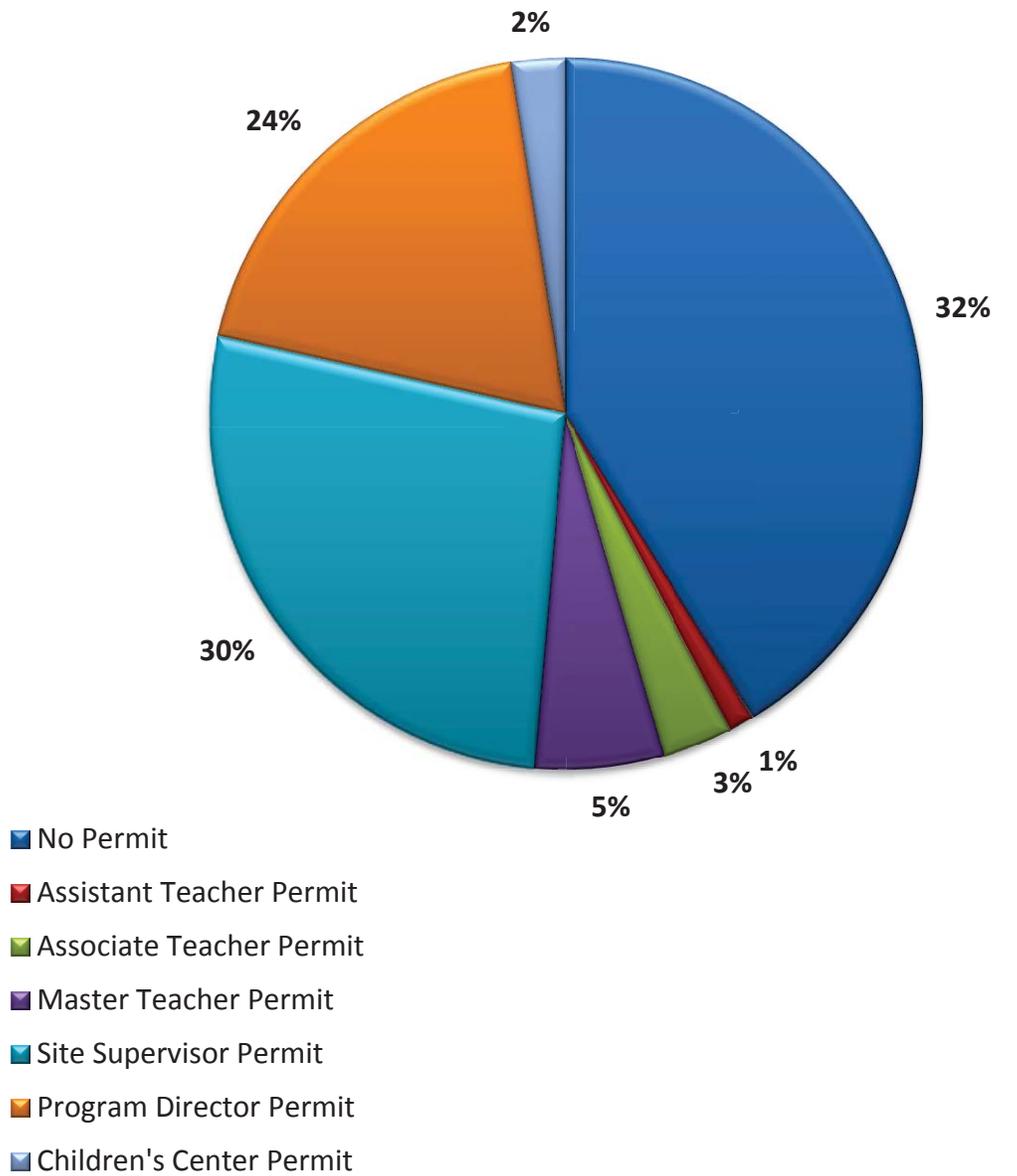


Figure 43: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Current Permit Level



N=1,476

Sixty-five 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

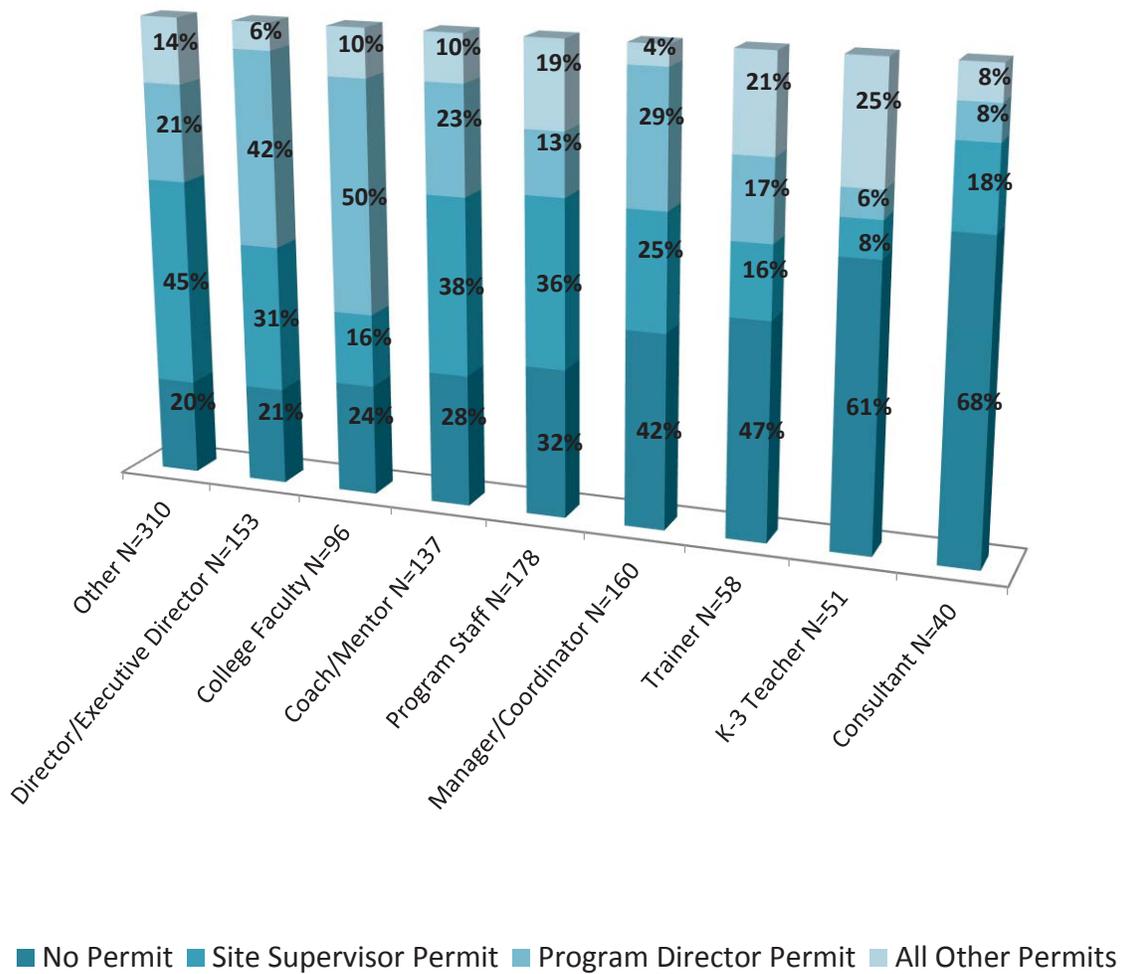
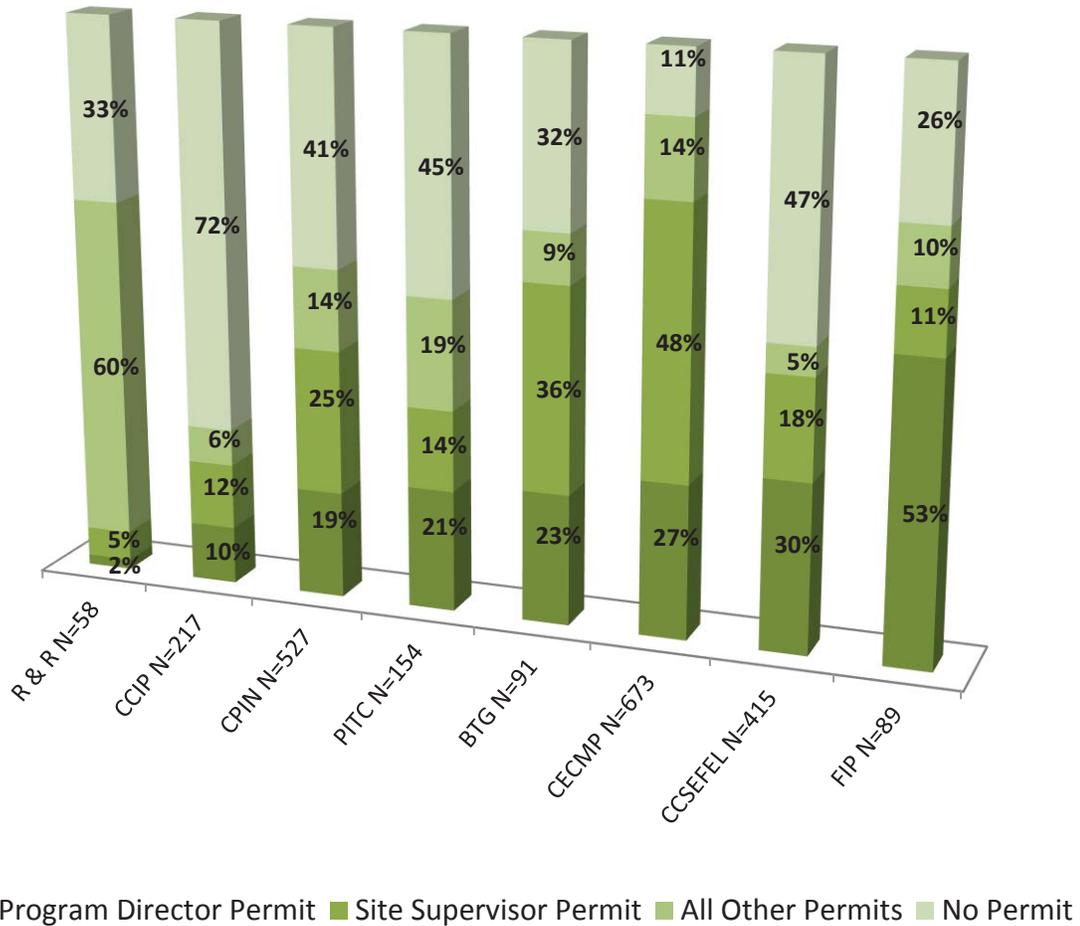


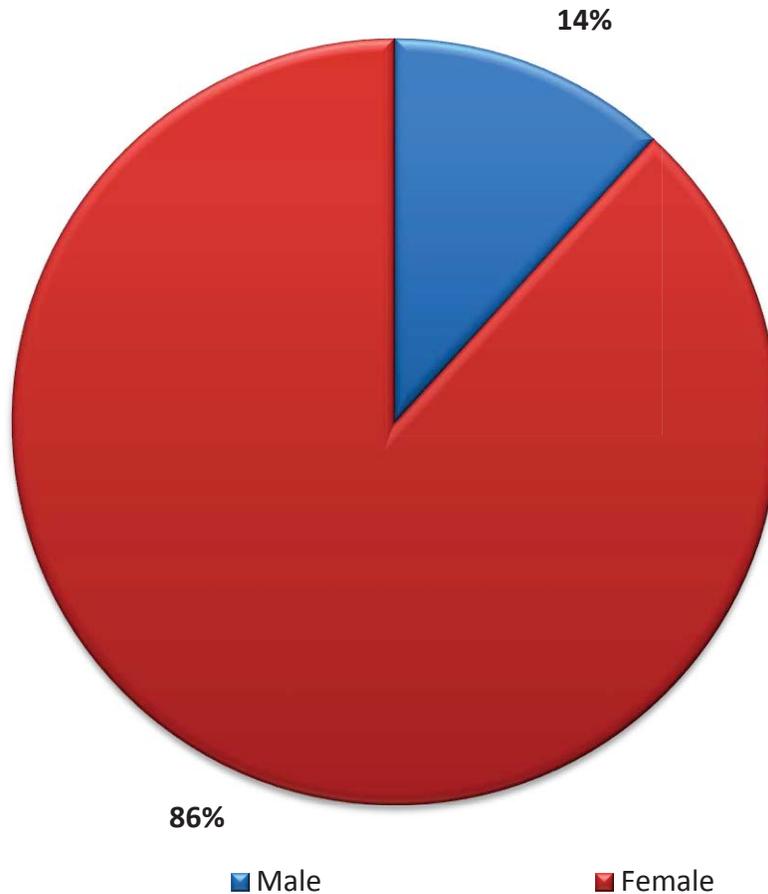
Figure 45: Percentage QI-PD Training Participants Working in Infrastructure Programs: Current Permit Level, by Professional Development Provider



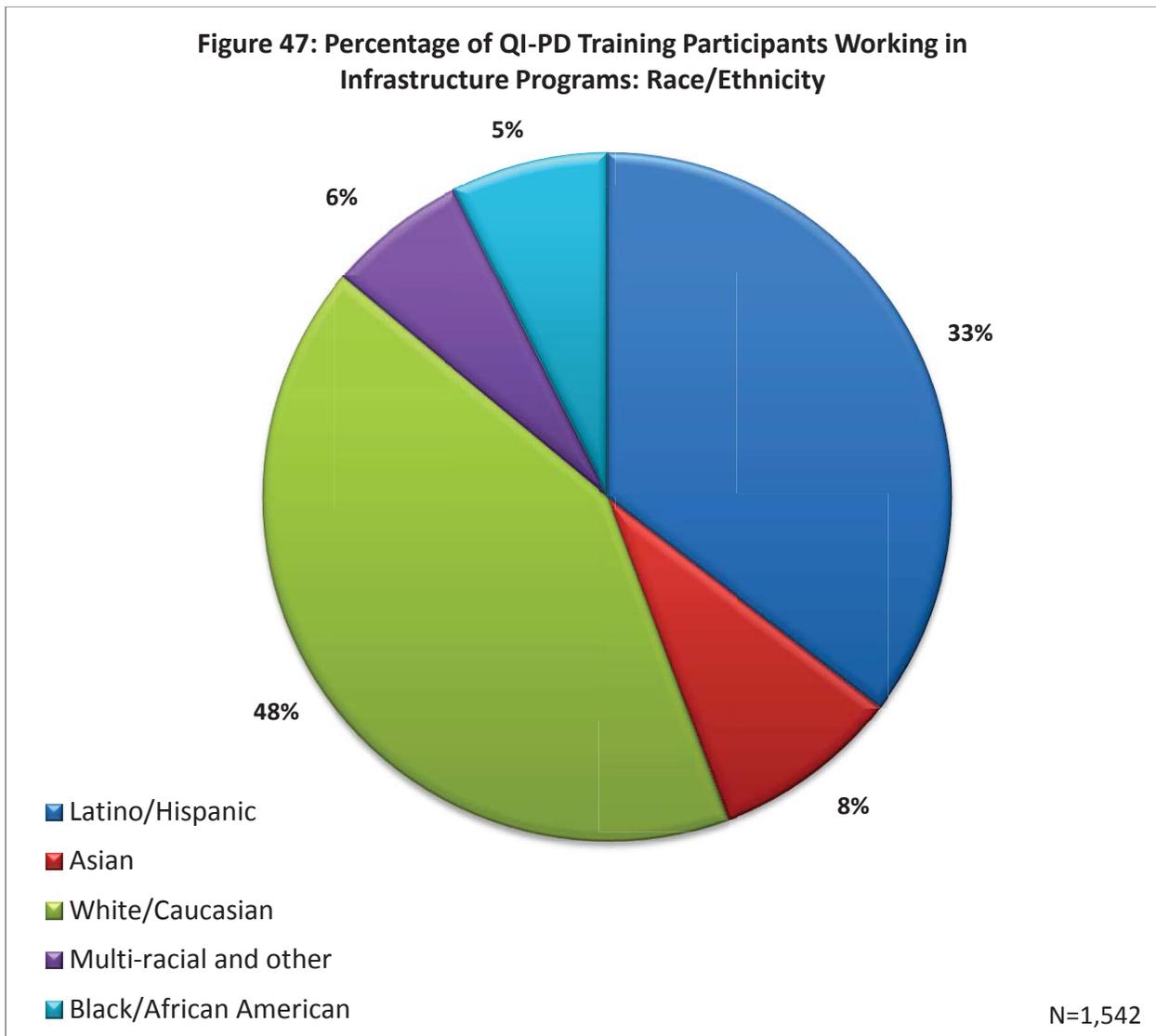
III. Quality Improvement (QI) Professional Development (PD) Training Participants Working in Infrastructure Programs

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



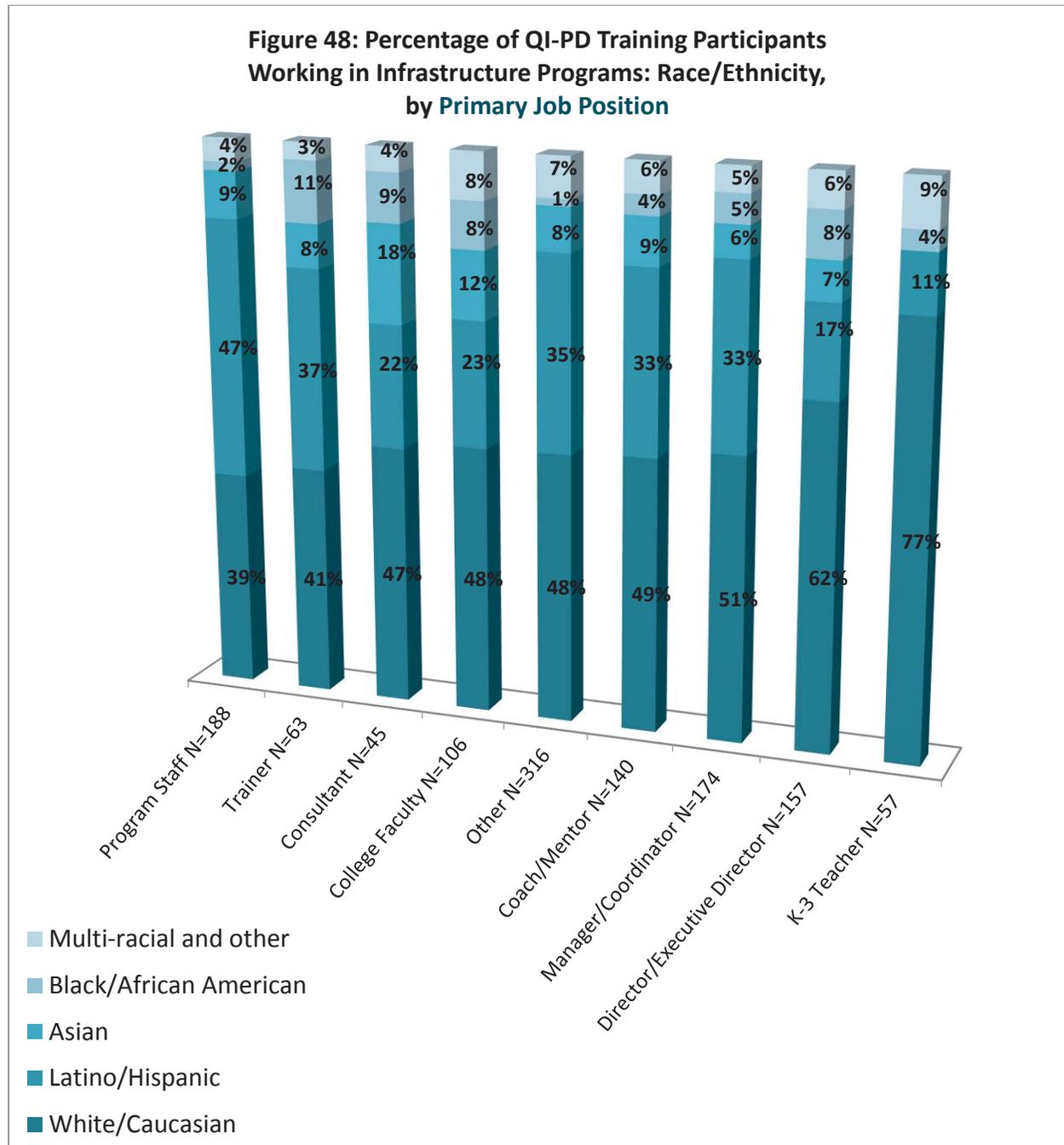
N=1,130

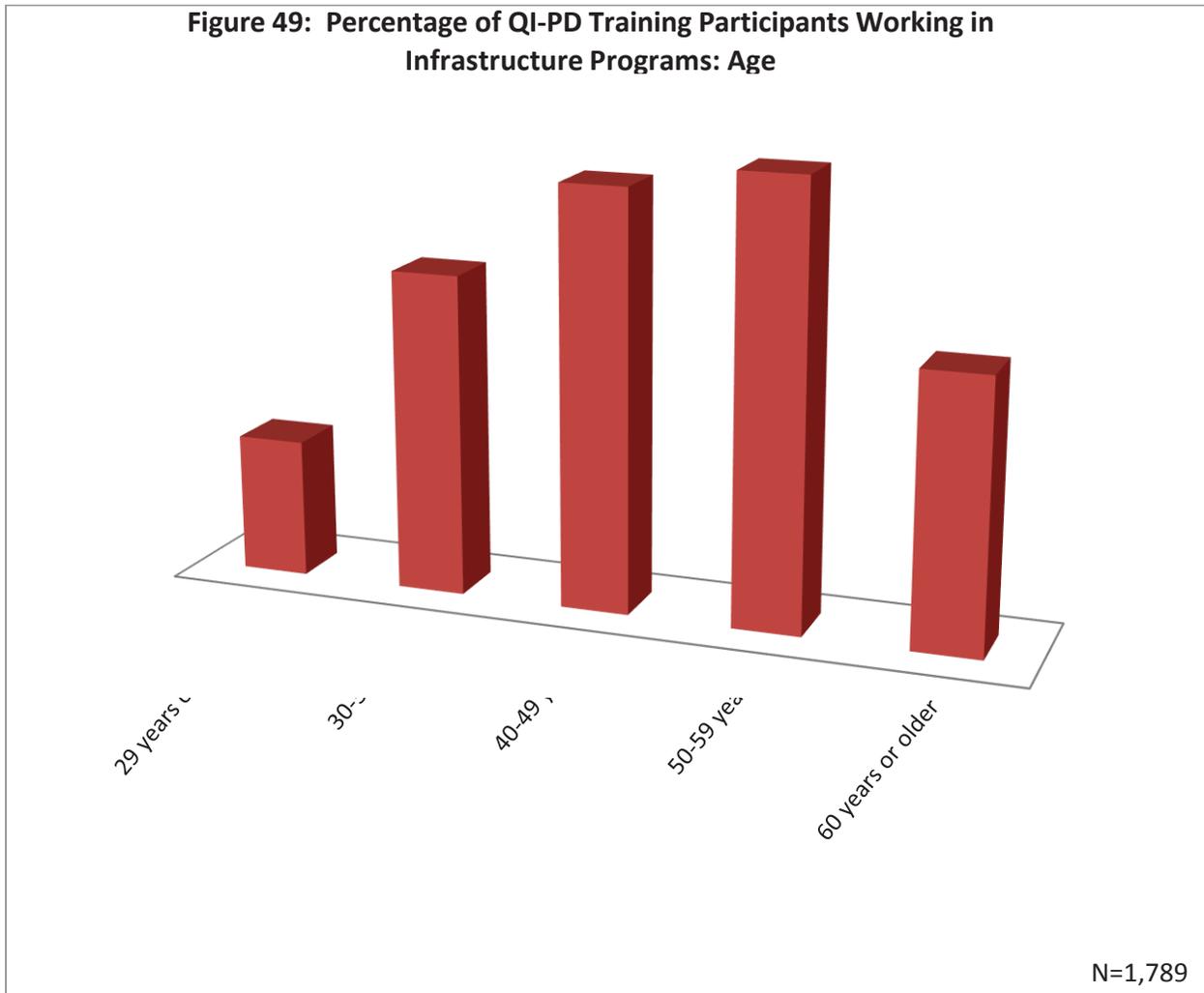


Other includes: Native American/Alaskan; Pacific Islander and other.

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 48 percent of participants working in infrastructure organizations.

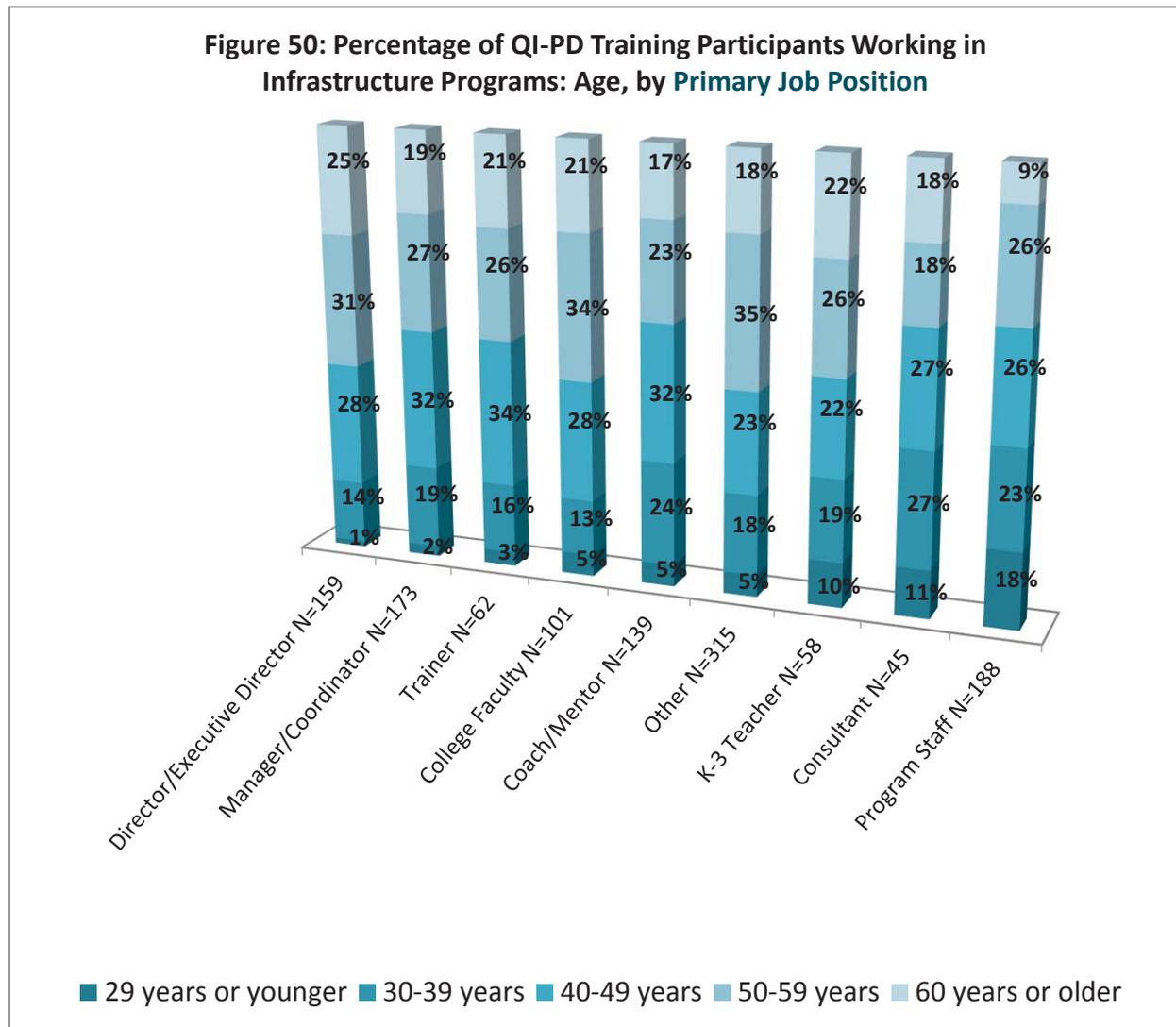
Figure 48: Percentage of QI-PD Training Participants Working in Infrastructure Programs: Race/Ethnicity, by Primary Job Position



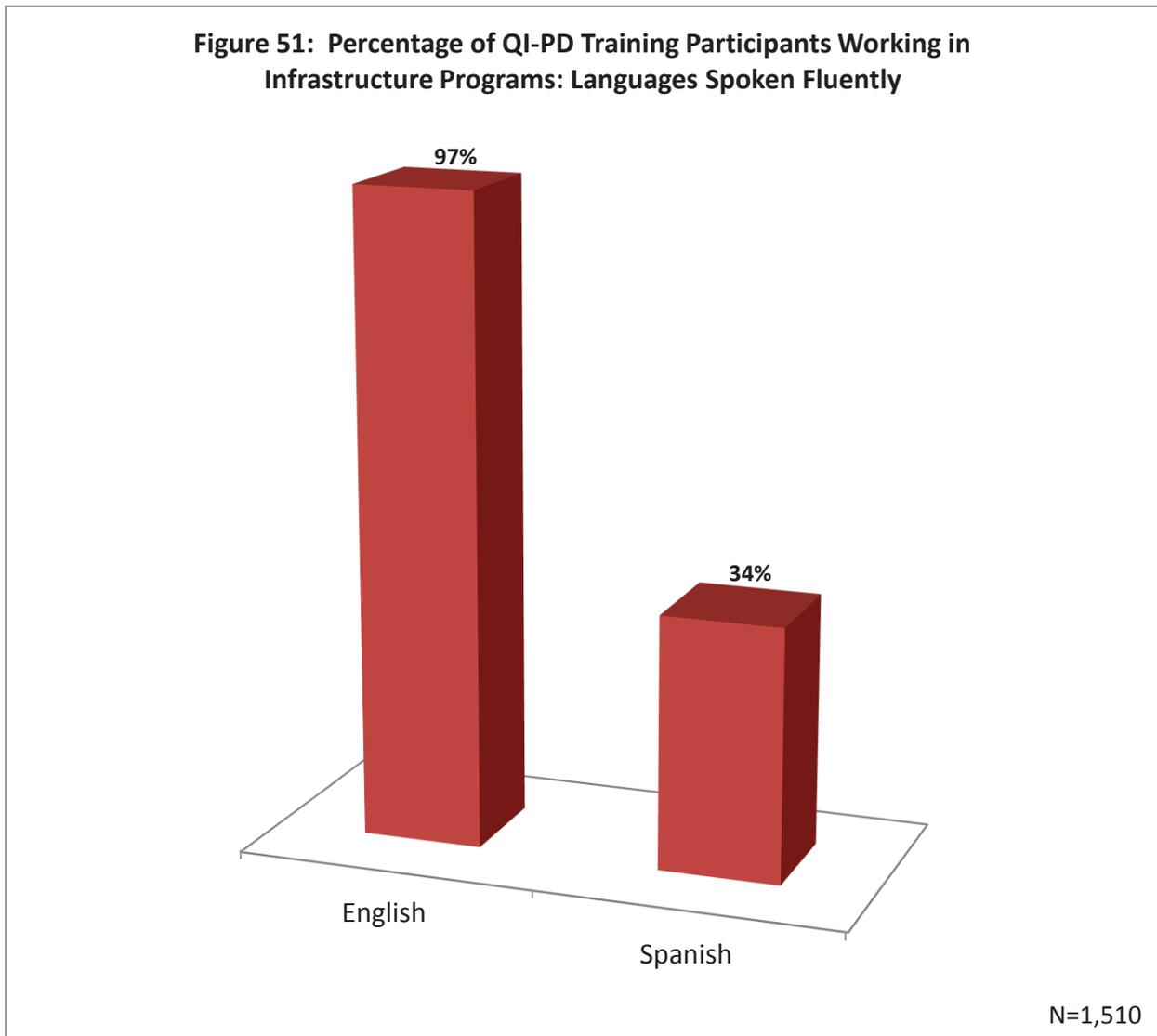


Excludes "outliers" - participants are less than 16 years old or older than 95 years old.

Close to half (47%) of the training participants are 50 plus years old. This indicates that the field needs to be prepared to recruit new faculty and trainers as this group begins to retire.



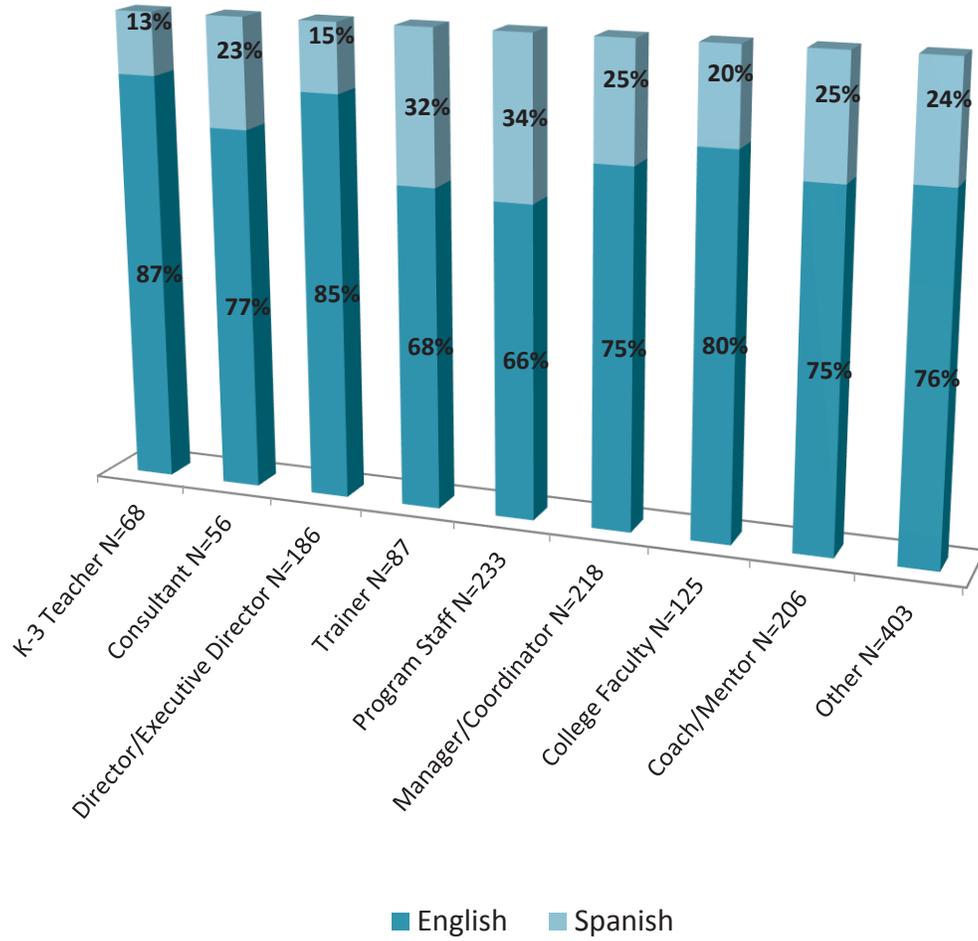
This figure again demonstrates the need to focus on leadership training. The majority of faculty and directors are approaching retirement age.



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/ragencylist.asp
CA Collaborative on Social & Emotional Foundations for Early Learning (CCSEFEL)	
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