

Evaluation of Professional Development for Child Care Providers in California

The Role of the California Resource and Referral Agencies and the California Child Care Initiative Project

Submitted to:

Cecelia Fisher-Dahms
Early Education and Support Division
California Department of Education

Submitted by:

John Rice
Fernando Rodriguez
Jonathan Nakamoto
Ashley Boal
Staci Wendt
Alberto Heredia

The Evaluation Research Program at WestEd

October 2014



Table of Contents

Executive Summary	i
Professional Development Funded by the California Child Care Initiative Project	i
Professional Development Funded with Child Care Resource and Referral Program Funds.....	v
Partners in Providing Professional Development to Child Care Providers	vii
Challenges to Providing Professional Development to Child Care Providers.....	viii
R&R Agency Revenue	ix
Case Studies of 14 Family Child Care Home Providers	x
Background	1
The California Resource and Referral Program	1
The California Child Care Initiative Project.....	2
Purpose and Scope of the Current Evaluation	3
Methods	5
Participants.....	5
Instruments and Data Collection.....	6
Qualitative Data Analysis.....	10
Definitions of R&R Service Area Child Care Capacities.....	11
R&R Agency Revenue	13
Chapter Summary.....	13
Total R&R Agency Revenue	14
Revenue from Public Sources	17
Revenue from Private Sources	20
Other Sources of Revenue.....	22
Professional Development for Child Care Providers Funded by CCIP	23
Chapter Summary.....	23
CCIP Recruits and Trainees	23
Training Funded through CCIP	25
Resources Used to Develop and Deliver CCIP Training	27
CCIP Trainers.....	29
Technical Assistance to CCIP Participants	31
Using CCIP Funds to Build Relationships	35
Professional Development for Child Care Providers Funded with CRRP	38
Chapter Summary.....	38
Use of CRRP Funds For Professional Development to Child Care Providers	38
Training Funded with CRRP	39
Recipients of Training Funded with CRRP.....	41
Providers of Training Funded with CRRP	42
R&R Partners in Providing Professional Development to Child Care Providers	44
Chapter Summary.....	44
Partners that Provided Professional Development to Child Care Providers in R&R Service Areas.....	45
Roles of Partners that provided Professional Development	47
Professional Development Needs that were Met by Partners.....	48
How R&Rs Collaborated with partners.....	49

Challenges to Providing Professional Development.....	51
Chapter Summary.....	51
Funding.....	53
Circumstances Surrounding Child Care Providers.....	53
Language and Culture.....	54
Staffing and Qualifications.....	55
Service Area Characteristics.....	55
Provider Participation.....	55
Contextual Factors.....	56
Lack of Partners.....	56
R&R Agency Characteristics.....	57
Case Studies of FCCH Providers.....	58
Section Summary.....	58
Characteristics of the Case Study Providers.....	58
Scores on Observational Assessments of Child Care Quality.....	60
References.....	62
Appendix A – R&Rs in Fiscal Year 2012-13.....	63
Appendix B – R&R Survey.....	68
Appendix C - Professional Development Service Delivery Languages.....	104
Appendix D – Average Number of Trainings Funded by CCIP, by Module and Topic.....	105
Appendix E – Average Number of Trainings Funded with CRRP, by Topic and Subtopic.....	107
Appendix F –Training Not Funded by CCIP or with CRRP, and Technical Assistance Not Funded by CCIP.....	109
Technical Assistance Provided to Non-CCIP Participants.....	114
Appendix G - R&R Agency Activities Other than Professional Development for Child Care Providers.....	119
Child Care Referral Services.....	119
Licensing of Child Care Providers.....	122
Resources for Parents.....	125
Health and Nutrition Services for Children.....	128
Administration of TrustLine.....	131
Helping Child Care Providers with their Business Practices.....	133
Consulting or Providing Assistance to Community and Public Agencies in Planning, Coordinating, and Improving Child Care Services.....	135

Executive Summary

This report describes the professional development delivered to child care providers by the California Resource and Referral Agencies (R&Rs). The R&Rs are funded by the California Department of Education (CDE), Early Education and Support Division (EESD).¹ At least one R&R is located in each county in California. R&Rs are charged with maintaining up-to-date databases that contain information about licensed child care providers in their regions, helping families find child care that best suits their needs, collecting data from parents and child care providers, and educating the community and local policymakers about child care needs and quality of care. In addition, R&Rs are to actively recruit child care providers and make available to them a number of professional development resources and services. These R&R services are free and available to all parents and child care providers.

Data were collected retrospectively through a survey on professional development for child care providers that was offered by the R&Rs. The survey gathered open-ended responses from all of the agencies that had been R&Rs during fiscal year 2012-13. R&Rs were asked about the professional development they delivered to child care providers and the sources of funding used in its delivery during the fiscal year. In addition, data were collected from the R&Rs about how funding was used to expand child care capacity and the quality of care, and to foster relationships between the R&Rs and other entities focused on improving child care. In addition, survey data were collected about the challenges that R&Rs confronted in their efforts to deliver professional development to child care providers. The survey data were analyzed across all R&Rs as well as by capacity of licensed child care in R&R service areas. Finally, case studies were conducted at 14 family child care homes (FCCHs) in California in order to assess the quality of child care in those homes using version of the Family Child Care Environment Rating Scale or the Classroom Assessment Scoring System. The major findings from the study are discussed below.

PROFESSIONAL DEVELOPMENT FUNDED BY THE CALIFORNIA CHILD CARE INITIATIVE PROJECT

Funds awarded to R&Rs through the California Child Care Initiative Project (CCIP) were contractually obligated for recruitment, training, and support of FCCH providers in order to increase their supply and the quality of child care in their homes, with an emphasis on making care more readily available to infants and toddlers. The contract specified that R&Rs use CCIP funds to provide professional development that ranged from helping providers and would-be providers become licensed and compliant with regulations, to education on child development and the needs of infants, toddlers, and older children. In addition, during fiscal year 2012-13 CDE provided CCIP match funds to a portion of R&Rs through a competitive process. The funds awarded from the state

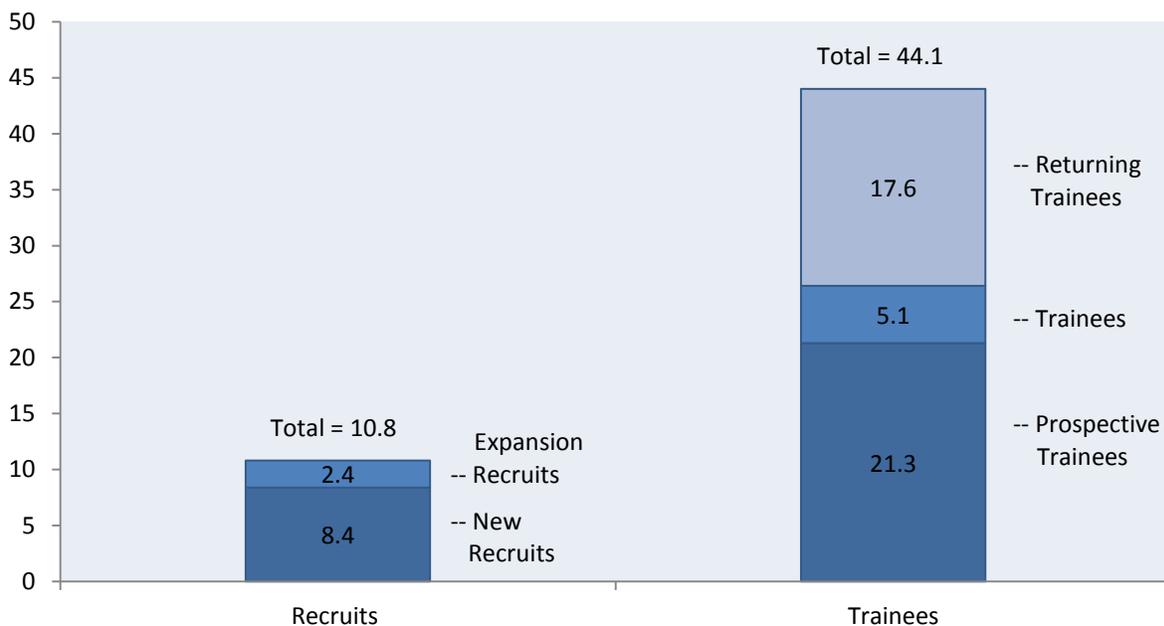
¹ The study focused on professional development for child care providers delivered by the R&Rs in fiscal year 2012-13. During that time, EESD was known as the Child Development Division.

match were to supplement the base CCIP contracts and, like the base CCIP funds, the match funds were to be used for recruitment, training, professional development, and provider retention. In order to apply for CCIP state match funds, the applicant had to match the funds through either federal, other state, or county dollars, or private funding.² In fiscal year 2012-13, base CCIP contracts to the 69 R&Rs totaled \$2,025,601 and \$225,000 in CCIP matching funds were awarded to 22 of the R&Rs.

CCIP RECRUITS AND TRAINEES

R&Rs reported serving a total of 728 CCIP recruits in fiscal year 2012–13. Each R&R served an average of 10.8 recruits (exhibit ES1). In addition, R&Rs reported serving a total of 2,952 CCIP trainees in fiscal year 2012–13. Specifically, each R&R served an average of 44.1 prospective trainees, trainees, or returning trainees. Individuals not enrolled in CCIP were also allowed to attend training funded through CCIP, although R&Rs did not always track the number of non-CCIP participants in attendance. The total number of non-CCIP participants served by R&Rs with CCIP funds in fiscal year 2012–13 was estimated to be 3,397, with each R&R serving an estimated average of 50.7.

Exhibit ES1. Average Number of CCIP Recruits and Trainees Served through CCIP Funding



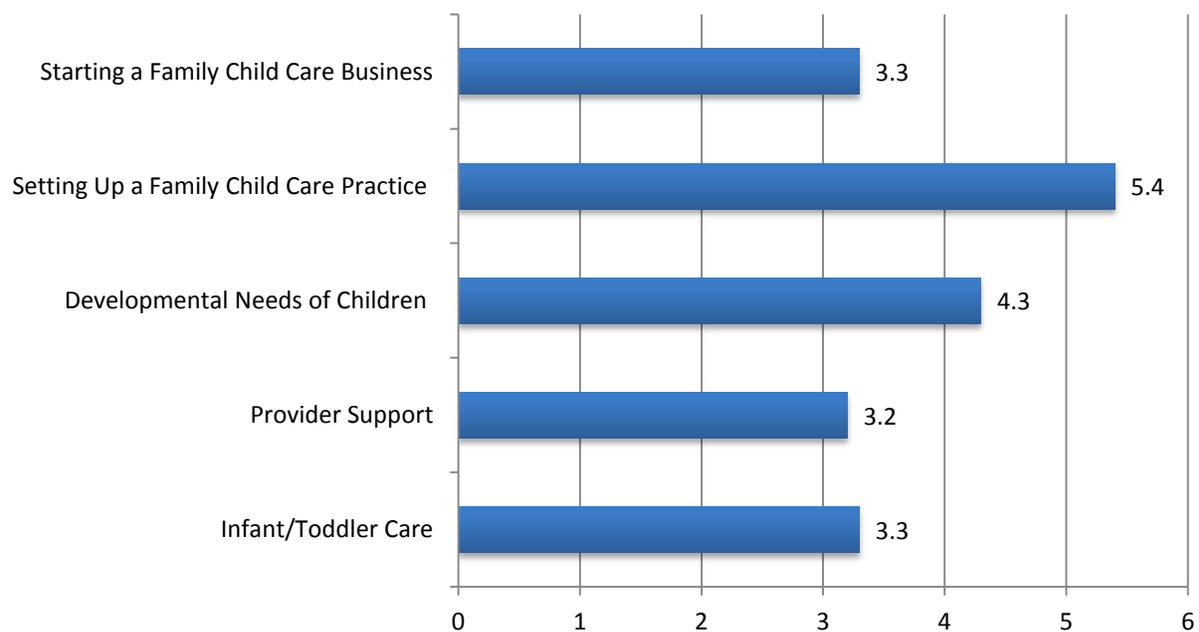
n = 67

² Since fiscal year 2012-13, CCIP match funds are no longer awarded through a competition. Rather, CCIP match funds are available to all R&Rs that can provide a one-to-one match. CDE/EESD distributes the match funds to these R&Rs based on the relative distribution of the base CCIP funds.

TRAINING FOR FCCH PROVIDERS FUNDED THROUGH CCIP

R&Rs reported offering 1,237 training topics funded through CCIP in fiscal year 2012-13.³ Each R&R offered an average of 18.5 training topics, with a range from 4 to 57 topics. The largest average number of training topics offered was in the “Setting Up a Family Child Care Business” module, and the fewest were in the “Provider Support” module (e.g., work-life balance, information on higher education opportunities) (Exhibit ES2). The majority of trainings funded by CCIP (72.2 percent) were delivered by staff members from the same R&R agencies that sponsored the trainings, while independent contractors/consultants and staff from governmental or other non-profit agencies delivered 11.5 percent and 9.4 percent of the CCIP-funded trainings, respectively.

Exhibit ES2. Average Number of Training Topics Funded through CCIP, by Module

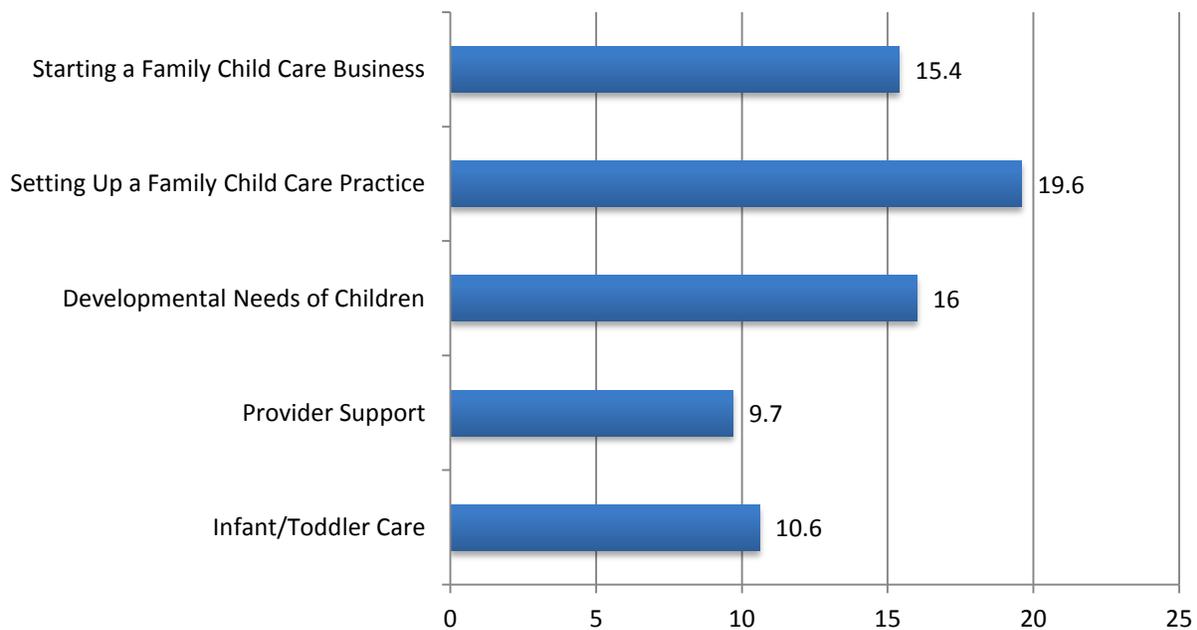


n = 67

In addition, each training topic varied in duration and the number of occasions it was offered. R&Rs provided a total of 4,554 cumulative hours of CCIP-funded training in fiscal year 2012-13. R&Rs averaged 68 cumulative hours of CCIP-funded training. The greatest number of cumulative hours of training was in the Topic “Setting Up a Family Child Care Program” and the fewest were related to “Provider Support” (Exhibit ES3).

³ This was the number of unique trainings offered in fiscal year 2012-13 and does not account for the number of occasions that each unique training was offered during that time.

Exhibit ES3. Average Number of Cumulative Hours of Training Funded through CCIP, by Topic



n = 67

RESOURCES FOR DEVELOPING AND DELIVERING TRAINING FUNDED THROUGH CCIP

About two-third of R&Rs reported using resources from the California Department of Social Service’s California’s Community Care Licensing Division to develop or deliver training funded by CCIP. Other commonly used resources for these trainings were the Redleaf Press/Tom Copeland Business Series (62.7 percent of R&Rs) and materials from the California Child Care Resource and Referral Network (53.7 percent of R&Rs). The most widely used resource from the California Department of Education was the Infant/Toddler Learning and Development Foundations (41.8 percent of R&Rs).

TECHNICAL ASSISTANCE FOR FCCH PROVIDERS FUNDED THROUGH CCIP

R&Rs reported a total of 31,774 instances of technical assistance provided to CCIP participants in fiscal year 2012-13. Each R&R offered an average of 512.5 instances of technical assistance to CCIP participants with a range from 4 to 3,029. On average, technical assistance was most commonly delivered through telephone (47 percent of the instances) and email (30 percent of the instances). On average, R&Rs most often provided technical assistance to CCIP participants that was related to higher education (including education requirements for child care providers), professional development, and topics that were not specified. The majority of technical assistance to CCIP recipients (93 percent) was delivered by R&R staff.

BUILDING RELATIONSHIPS WITH CCIP FUNDS

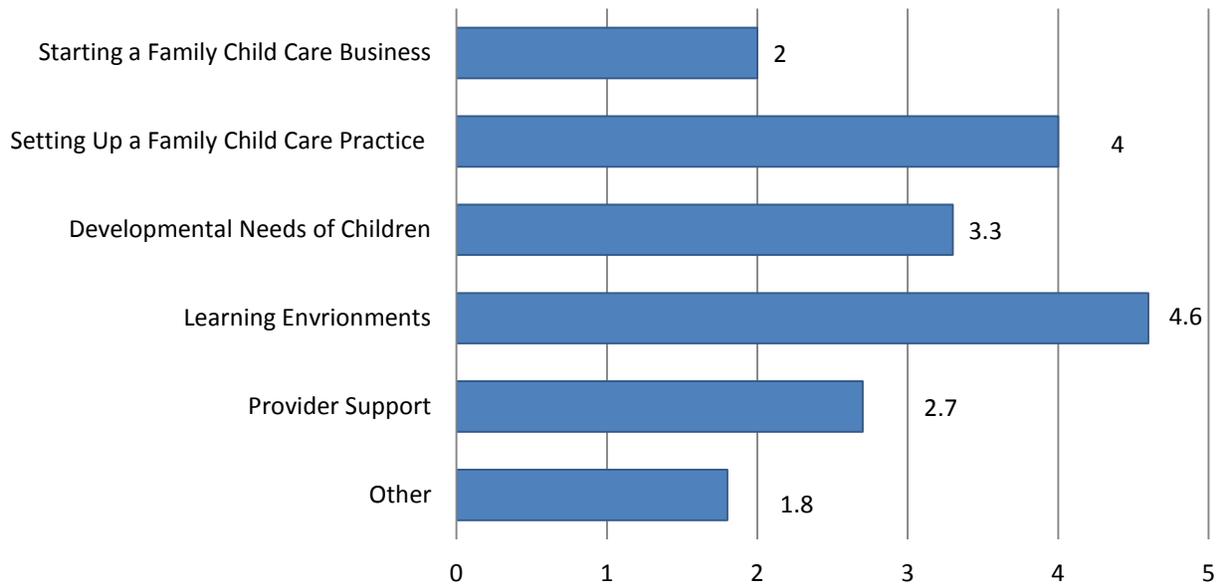
R&Rs were also asked whether CCIP funds were used for any relationship-building activities. Such activities were not a contractual requirement; however, it was possible that CCIP funding was leveraged in this way. Eighty-seven percent of R&R agencies described at least one relationship-building activity with current child care providers, potential providers, or both that was made possible by CCIP funding. R&Rs' responses indicated that 21.7 percent used CCIP funds to support services for both current and potential child care providers, whereas 3.3 percent indicated using CCIP funds for building relationships with current providers only and 6.7 percent discussed using them for relationship-building with potential providers only. The remaining agencies did not indicate whether these types of activities funded by CCIP were intended for current or potential providers, or both.

R&Rs most commonly indicated that CCIP funds fostered relationship building with current or potential providers through professional development activities (61.7 percent of R&Rs). Other relationship building activities frequently supported by CCIP funds included home visitations and organizing home tours in order to give providers feedback and examples of a high quality child care environments (31.7 percent of R&Rs), providing networking opportunities to help current and/or potential providers build strong relationships with one another (28.3 percent of R&Rs), and outreach activities (25.0 percent of R&Rs), especially those that focused on engaging potential providers.

PROFESSIONAL DEVELOPMENT FUNDED WITH CHILD CARE RESOURCE AND REFERRAL PROGRAM FUNDS

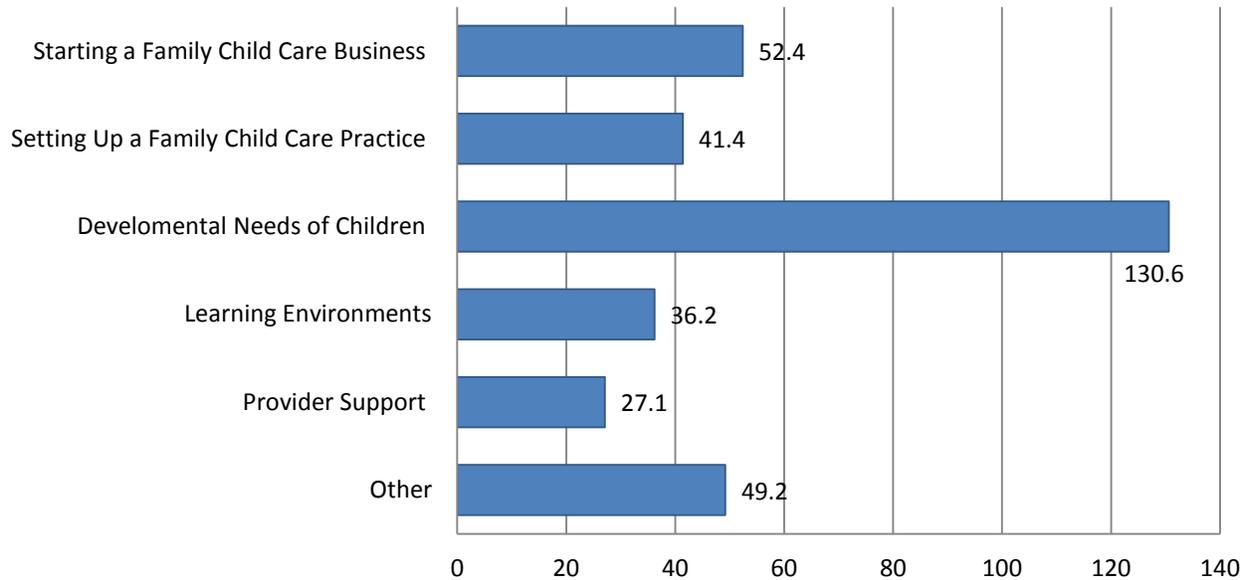
R&Rs were also asked about any professional development (i.e., training and technical assistance) they provided to child care providers in fiscal year 2012-13 using funds from their CRRP contracts. R&Rs were not required to collect these data during 2012-13 and so the data are retrospective in nature. During fiscal year 2012-13, R&Rs reported offering 538 trainings that were funded, in whole or in part, with funds from CRRP contracts. Each R&R offered an average of 11.4 trainings funded with CRRP. The average R&R funded the most trainings with CRRP funds under the topic of "Learning Environments" (exhibit ES4). On average, the majority of trainings funded with CRRP was delivered by the staff of the R&R that funded the training.

Exhibit ES4. Average Number of Trainings Funded with CRRP, by Topic



Across R&Rs, there was a total of 9,671 training hours that were funded, in whole or in part with the CRRP contract in fiscal year 2012-13, and R&Rs averaged 214.9 hours of training funded with CRRP. The greatest number of training hours that were CRRP funded dealt with “Learning Environments” (Exhibit ES5).

Exhibit ES5. Average Number of Cumulative Hours of Trainings Funded with CRRP, by Topic



PARTNERS IN PROVIDING PROFESSIONAL DEVELOPMENT TO CHILD CARE PROVIDERS

A majority of R&Rs (88.4 percent) had at least one partner that provided services to child care providers. The most common partners were First 5, public colleges and universities, Local Child Care and Development and Planning Councils (LPCs), the California Preschool Instructional Network (CPIN), and unspecified, non-profit organizations. R&Rs in service areas with small and medium combined child care capacities partnered with LPCs with greater frequency than R&Rs in areas with large and very large combined child care capacities. R&Rs in areas with large and very large combined child care capacities partnered most frequently with the CPIN, state-level partners, and mental health agencies.

The largest majority of R&R partners (86.9 percent) provided professional development to child care providers. Other prominent roles played by partners were provision of funding, resources, and support; information dissemination; facilitation or coordination; and providing higher education. In addition, the number of R&R partners engaged in the provision of support and information dissemination increased as the combined child care capacity of the R&R service area increased. However, only agencies in service areas with large or very large licensed child care capacities

reported that they had partners performing monitoring or licensing activities.⁴ The common needs addressed by R&R partners were early childhood education, information related to general child care, and providing college credits or degrees to child care providers.

CHALLENGES TO PROVIDING PROFESSIONAL DEVELOPMENT TO CHILD CARE PROVIDERS

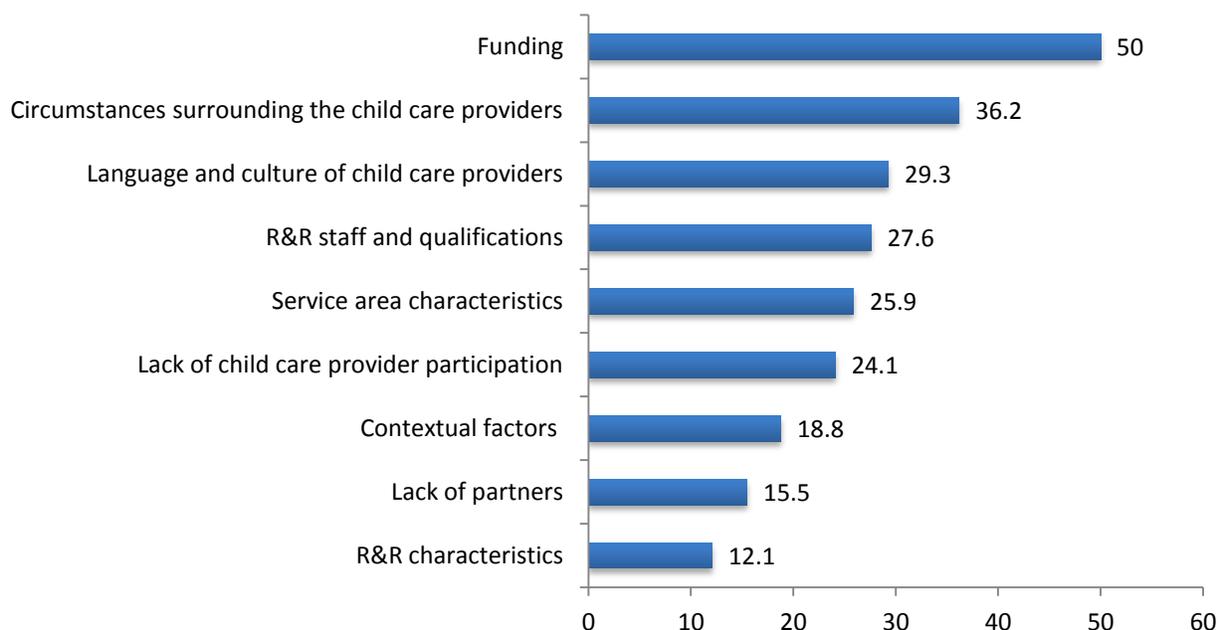
The survey asked R&Rs to report any challenges faced in the provision of professional development to child care providers. The most common challenge reported dealt with decreases in funding (Exhibit ES6) and subsequent reductions in staffing and the number of trainings offered to child care providers.⁵ R&Rs in service areas with medium and large combined child care capacities reported dealing with funding challenges more frequently than those in service areas with small or very large combined child care capacities. Circumstances surrounding child care providers were identified as the second most common challenge and included such challenges as long distances between providers and R&R sites, providers with a lack of technology or reliable internet access, conflicts between providers' hours of operation and R&R training schedules, and providers' inability to afford the costs of the professional development.

The third most common reported challenge was the dearth of professional development trainings or materials available in Spanish. In addition, R&Rs reported a general lack of resources available in Russian, Farsi, Korean, and Chinese. Other challenges reported by R&Rs, albeit less frequently, were identifying qualified staff to provide professional development, political and economic conditions of the region, coordination of professional development with non-partner entities, and matching professional development offerings with provider needs.

⁴ Although WestEd was informed by CDE that other R&Rs may have performed monitoring or licensing activities, only agencies in service areas with large or very large licensed child care capacities reported this.

⁵ From fiscal year 2010-11 to 2011-12, total funding for CRRP contracts was reduced by 3.3 percent, which is from \$23,035,541 to \$22,285,541. CRRP has been level-funded at \$22,285,541 since fiscal year 2001-11. Also, from fiscal year 2010-11 to 2011-12, total funding for CCIP was reduced by 6.6 percent, that is from \$2,408,994 to \$2,250,601. CCIP has been level-funded at \$2,250,601 since fiscal year 2011-12 (California Department of Education, Early Education and Support Division, personal communication, July 16, 2014).

Exhibit ES6. Percent of R&Rs Reporting Challenges to Providing Professional



n = 58

R&R AGENCY REVENUE

The average total R&R revenue from all sources in fiscal year 2012–13 was \$16,347,343 - and ranged from \$165,422 to \$100,934,175. Across all R&R agencies, funding from CDE/EESD in fiscal year 2013-13 included the following allocations from the Child Care Development Fund: \$2,025,601 for CCIP, \$3,597,541 for CRRP, and \$455,000 for Health and Safety Training; and the following allocations from general funds: \$18,688,000 for CRRP and \$225,000 for CCIP State Match.

R&R agencies with higher total revenues also tended to be in service areas with larger combined licensed child care capacities.⁶ The average total revenue for R&Rs in areas with small combined child care capacities was \$1,908,867 while the average for R&Rs in areas with very large combined child care capacities was \$37,477,820. On average, 97.5 percent of R&R revenue was generated from public sources, primarily from the State of California (e.g., First 5 California). An average of 2.2 percent of the revenue was generated from public sources was from two contracts: the California Child Care Initiative Project (both the base contact and state match funds) and the California Resource and Referral Program.

⁶ Combined child care capacity was calculated for each R&R's service area by aggregating the total number of available slots in the service area for licensed infant, pre-school, and school-age child care, as well as the number of licensed FCCCH providers in the service area.

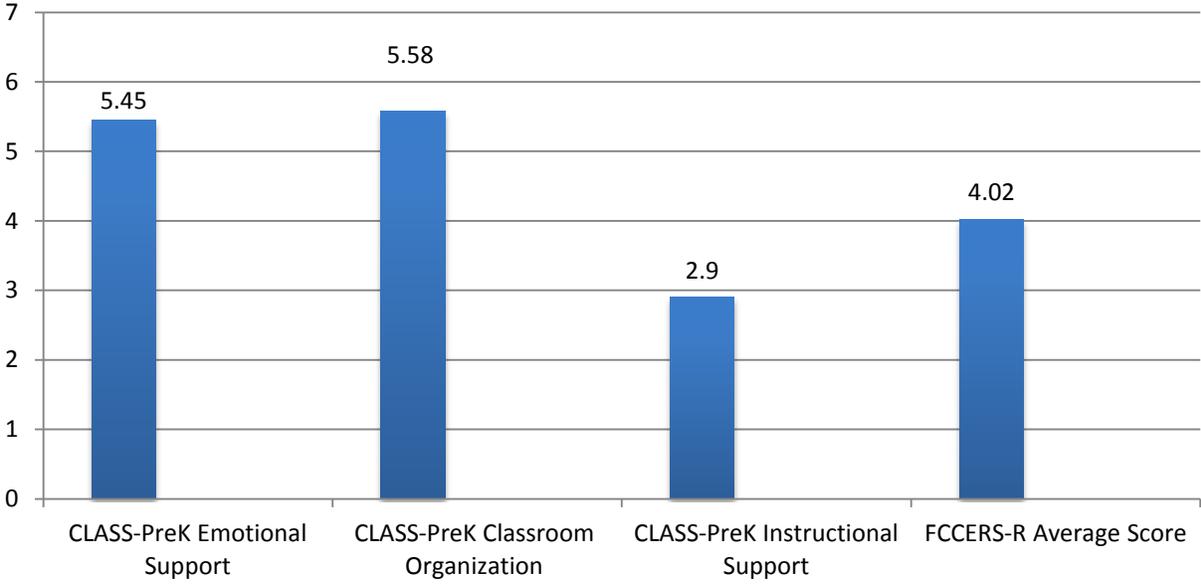
CASE STUDIES OF 14 FAMILY CHILD CARE HOME PROVIDERS

Case study observations were conducted at 14 FCCHs to assess the quality of child care delivered by FCCH providers who received professional development through the R&Rs. Two different observational measures were used depending on age of the children served at the FCCH: the Family Child Care Environment Rating Scale-Revised (FCCERS-R) or the Classroom Assessment Scoring System – Pre-Kindergarten (CLASS-PreK). The 14 FCCHs that ultimately participated in the case studies were not necessarily representative of FCCHs that received professional development from the R&Rs or of California’s FCCHs in general. The findings from these 14 case studies cannot be generalized to FCCHs that did not participate.

Half of the FCCH providers had been in the child care field for more than ten years and a little over a third had been FCCH providers for over ten years. About 44 percent of case study providers had taken college courses but had no college degree, while approximately 29 percent and 21 percent had bachelors’ or associates’ degrees, respectively. Case study participants had an average of 108.5 cumulative hours of training through their R&Rs prior to the past year. The nine case providers observed with the FCCERS-R had participated in an average of 34.9 hours of CCIP training during the past year.

For the five case study participants who were observed using the CLASS-PreK, the average scores for Emotional Support and Classroom Organization were 5.45 and 5.58, respectively (Exhibit ES7). Both of these average scores were in the middle range of scores on the CLASS-PreK. The average score for Instructional Support was 2.90, which was in the low range. For the nine case study participants who were observed using the FCCERS-R, the average score was 4.02, which was between the “minimal” and “good” anchor scores.

Exhibit ES7. Average Scores on Observations of Child Care Quality for the FCCH Case Study Participants



Notes: Possible scores ranged from 0 to 7. For the CLASS-PreK, scores from 1 to 2 are in the low range, scores from 3 to 5 in the middle range, and scores from 6 to 7 are in the high range. For the FCCERS-R, anchor scores are: 1 = inadequate, 3 = minimal, 5 = good, and 7 = excellent.
n = 5 for CLASS-PreK
n = 9 for FCCERS-R

Background

This report describes the professional development delivered to child care providers by the California Resource and Referral Agencies (R&Rs). Data were collected from all 69 of California's R&Rs about the professional development they delivered to child care providers and the sources of funding used to deliver it. In addition, data were collected from the R&Rs about how funding was used to expand child care capacity and the quality of care, and foster relationships between the R&Rs and other entities focused on improving child care. In addition, data were collected about the challenges that R&Rs confronted in their efforts to deliver professional development to child care providers. Finally, case studies were conducted at 14 family child care homes (FCCHs) in California in order to assess the quality of child care in those homes.

This report begins with a brief introduction to the R&Rs and the funding sources that are the focus of the study, as well as the methods used to collect and analyze data. Separate chapters discuss the findings. One chapter discusses the sources of revenue for the R&R agencies. The next two chapters discuss the professional development for child care providers funded by the California Child Care Initiative Project, as well as by other sources. The next two chapters discuss the R&Rs' partners in providing professional development to child care providers and the challenges faced in delivering professional development. The final chapter discusses the case studies of 14 FCCHs.

THE CALIFORNIA RESOURCE AND REFERRAL PROGRAM

The California Resource and Referral Program (CRRP) is funded by the California Department of Education (CDE), Early Education and Support Division (EESD).⁷ The R&Rs funded by the program are located in every county in California, and are charged with maintaining up-to-date databases that contain information about licensed child care providers in their regions, helping families find child care that best suits their needs, collecting data from parents and child care providers, and educating the community and local policymakers about child care needs and quality of care. In addition, R&Rs are to actively recruit child care providers and make available to them a number of professional development resources and services. These R&R services are free and available to all parents and child care providers.

In fiscal year 2012-13, 59 separate entities were awarded CRRP contracts by CDE to serve as the designated R&R agencies in California's 58 counties. Most counties were each served by a single R&R while four counties were served by multiple R&Rs with non-overlapping service areas. Several of the R&R contractors won multiple awards and served multiple counties. The total amount of the

⁷ The study focused on professional development for child care providers delivered by the R&Rs in fiscal year 2012-13. During that time, EESD was known as the Child Development Division.

all CRRP contracts was \$22,090,266.⁸ Appendix A contains a list of the awarded CRRP contracts in fiscal year 2012-13, as well as the amount of each.

THE CALIFORNIA CHILD CARE RESOURCE AND REFERRAL NETWORK

The California Child Care Resource and Referral Network (CCCRRN) is a non-profit organization that supports its member R&Rs. Among its roles, CCCRRN collects, analyzes, and disseminates data on child care and uses the data to educate policymakers and community leaders about child care issues. In addition, it helps R&Rs implement a number of programs including CCIP. CCCRRN also manages Trustline through a subcontract with the California Department of Social Services. Trustline is the state's criminal and child abuse background check system for in-home and license-exempt child care providers.

THE CALIFORNIA CHILD CARE INITIATIVE PROJECT

The Child Care Initiative Project (CCIP) is a supplemental funding source of the CRRP contracts. It is funded through federal Child Care and Development Block Fund (CCDF) Quality Improvement funding and administered by CDE/EESD. CCIP funds are to be used to recruit, train, and support FCCH providers in order to increase the supply of child care in home settings, with an emphasis on making such care more readily available for infants and toddlers. The professional development that R&Rs are to provide with CCIP funds ranges from helping providers and would-be providers become licensed and compliant with regulations, to education on child development, and the needs of infants, toddlers, and older children. Each training funded by CCIP needed to be in one of five topics: (1) starting a family child care business; (2) setting up a family child care program; (3) developmental needs of children; (4) provider support; and (5) infant/toddler care. The training must be delivered to prospective trainees, trainees, or returning trainees, each of which is defined as follows:

Prospective trainees - individuals who completed more than zero but less than 25 hours of training in the required CCIP topics by the end of the contract year.

Trainees - individuals who completed at least 25 hours of training in the required CCIP topics by the end of the contract year.

Returning trainees - individuals who became trainees in a previous contract year and complete additional training in the required CCIP topics by the end of current contract year.

In addition, as part of the CCIP contract, each R&R must assess the need for licensed family child care in its service delivery area, identify recruits, and offer them CCIP-funded training. Recruits can be “new” or “expansion”, which are defined as follows:

⁸ The original total was \$22,285,541 but one CRRP contract worth \$195,275 was cancelled. The cancelled contract was for an R&R in a county with multiple R&Rs; therefore, the contractor was not replaced.

New recruits - individuals who received a new family child care home license area during the contract year.

Expansion recruits - individuals who obtained a family child care home license in a previous contract year and who, during the contract year, either: (a) increased licensed capacity from a small to a large family child care home; (b) changed capacity to include care for one or more infant and/or toddler; (c) changed operating schedule to provide non-traditional hours of care; or (d) resumed providing care after being inactive for at least one year.

In fiscal year 2012-13, base CCIP contracts totaling \$2,025,601 were awarded to the R&Rs. The CCIP allocations to each R&Rs can be found in Appendix A.

CCIP MATCHING FUNDS

CCIP matching funds are available to R&Rs to supplement their base CCIP contracts, and are funded through a public/private partnership that utilizes federal, state, or county dollars, and private foundation funding. In order to apply for CCIP state matching funds, the applicant must have an executed CCIP contract with the CDE and the applicant must raise two dollars for every one dollar available in state funds. The matching funds gathered by the R&Rs can come from federal and county grants or contracts, corporations, and foundations. State funds can also be used for the match as long as the grant or contract funds are not administered by CDE. Like base CCIP funds, the matching funds must be used for targeted recruitment, training, professional development and provider retention.⁹ In fiscal year 2012-13, \$225,000 in CCIP matching funds were awarded. The CCIP matching fund allocations to individual R&Rs can be found in Appendix A.

PURPOSE AND SCOPE OF THE CURRENT EVALUATION

In spring 2013, CDE contracted with the Evaluation Research Program at WestEd to conduct an independent study of the professional development that the R&Rs delivered to child care providers through both CCIP and other sources of funding during fiscal year 2012-13. The research questions addressed in this report are:

1. What professional development activities and services were provided directly by the R&Rs, using CCIP and non-CCIP funds?
2. What other public and private sources were used to help develop and deliver professional development through the R&Rs?
3. Who delivered and who received the professional development activities provided through the R&Rs?

⁹ Since fiscal year 2012-13, CCIP match funds are no longer awarded through a competition. Rather, CCIP match funds are available to all R&Rs that can provide a one-to-one match. CDE/EESD distributes the match funds to these R&Rs based on the relative distribution of the base CCIP funds.

4. What was the quality of child care delivered by a sample of case study FCCH providers who received professional development through the R&Rs?

In order to address the research questions, WestEd administered a survey to the R&Rs asking them to describe professional development activities and services that they delivered to child care providers during fiscal year 2012-13. Case study observations were conducted at 14 FCCHs to assess the quality of child care delivered by FCCH providers who received professional development through the R&Rs.

Methods

PARTICIPANTS

R&R SURVEY

Each agency that had been awarded a CRRP contract during fiscal year 2012-13 was asked to complete a survey and describe the professional development activities for child care providers. Agencies that served multiple areas during fiscal year 2012-13 were asked to complete a separate survey for each contract they held. In the survey, R&Rs were asked about their professional development activities retrospectively because CDE wanted to obtain the relevant information with regards to an entire contractual year (i.e., July 2012 to June 2013) rather than prospectively during the current contractual year.

CASE STUDY OBSERVATION

WestEd sought to recruit a convenience sample of up to 40 currently licensed FCCHs for the observational case study portion of the evaluation. Because R&Rs were reticent to provide the research team with contact information for their CCIP trainees and recruits, or for their child care referrals, WestEd was not able to initiate contact, and was not able to directly and actively recruit FCCHs for case studies. Thus, it was necessary for FCCHs that were interested in volunteering to initiate contact with WestEd.

The CCCRRN referred WestEd to 23 R&Rs that they felt would be willing to send out email invitations to individuals who operated FCCHs in their service areas. WestEd contacted these R&Rs and all but one was willing to distribute the materials. Of these 22 R&Rs, ten were in the Central Valley Region, seven were in the Southern Region, and five were in the Greater Bay Area Region. The 22 R&Rs were provided recruitment materials for email distribution to FCCH operators. The materials explained the purpose of the study, and that participating FCCH operators would:

- (1) Participate in a 30-minute pre-observation telephone interview about any professional development they had personally participated in, both from the R&R in their service area and from other entities; and
- (2) Allow their FCCH to be observed over two days with the observer not interrupting care and being as unobtrusive as possible.

The recruitment materials also informed FCCH operators that the study was voluntary. In addition, they were told that the data collected from the FCCH observation and the interview would remain confidential, and that they and their child care home would not be identified. Participants were offered \$75, either as a cash stipend or Amazon® gift card.

Operators of 16 currently licensed FCCHs contacted WestEd, but two ultimately did not wish to participate. The researchers were able to collect data from 14 FCCHs and their operators. It is important to note that the number of FCCHs that participated in the case studies represent a very small proportion of the FCCHs that received professional development from R&Rs. In addition, R&Rs that recruited FCCHs, and the FCCHs themselves, volunteered to participate. Therefore, the 14 FCCHs that participated in the case studies were not necessarily representative of FCCHs that received professional development from the 69 R&Rs or of California's FCCHs in general. The findings from these 14 case studies cannot be generalized to FCCHs that did not participate.

INSTRUMENTS AND DATA COLLECTION

R&R SURVEY

The purpose of the R&R survey was to collect information about the professional development that the R&Rs delivered to child care providers during fiscal year 2012-13. The survey was developed after consultation with CDE and CCCRRN.¹⁰ In addition, WestEd interviewed staff at several R&R agencies in order to determine what types of data would be available to complete the survey. For the purposes of the study, WestEd used a very broad definition of professional development, which was developed by the National Association for the Education of Young Children (NAEYC) and Child Care Aware of America (formerly know as the National Association of Child Care Resource and Referral Agencies or NACCRRRA). As such, the definition of professional development (in the context of child care) provided for survey respondents was:

“...a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses...**training**, and **technical assistance** [emphasis added].”

In addition, training was defined for respondents as:

“... 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. A planned sequence of training sessions comprises a training program.

Technical Assistance was defined as:

“...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.”

¹⁰ Appendix B contains the R&R survey.

Further, according to NAEYC and Child Care Aware of America, training encompasses several approaches, including: mentoring, coaching, consultation, and professional development advising. Each was defined for survey respondents as follows:

“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. Mentoring is intended to increase an individual’s personal or professional capacity, resulting in greater professional effectiveness.

“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 is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.

“Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern — a program-, organizational-, staff-, child-, or family-related issue — or addresses a specific topic.

“Professional development advising (sometimes referred to as career or PD counseling) is a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.

The survey asked R&Rs to report the following with regards to professional development funded through either CCIP or other sources:

- Description of the training delivered, including the format and duration
- Positions or roles of individuals who delivered the training
- Resources used to develop or deliver the training
- Description of technical assistance delivered, including the format
- The number of CCIP trainees and recruits served during the year (for CCIP-funded professional development)
- Main sources of funding (for non-CCIP-funded professional development)
- Supplemental sources of funding (for CCIP-funded professional development)

R&Rs were also asked about relationship building activities made possible with CCIP funds, how both CCIP and non-CCIP funds help expand their child care capacity and quality of care in their service areas. Several additional questions were asked in order to better understand the broader context within which R&Rs develop and deliver technical assistance. These questions were about other sources of R&R funding besides CRRP and CCCIP, other entities in the R&Rs’ service areas that provided

professional development to child care providers, and any challenges R&Rs faced in the provision of professional development to child care providers. Finally, in order to provide some context for the findings regarding their development and delivery of professional development for child care providers, the R&Rs were asked to briefly describe other types of major R&R activities that were funded in fiscal year 2012-13.

WestEd conducted a webinar prior to release of the survey in order to familiarize the R&Rs with the survey and address any questions about the survey. Contact information for each of the 69 R&Rs was provided by CCCRRN and the survey was emailed to R&Rs in December 2013. A second webinar was held several weeks after survey release in order to answer any new or outstanding questions. An email address of a researcher at WestEd was made available to the R&Rs. When WestEd received a question from an R&R about the survey, WestEd responded to the R&R with the inquiry and posted the question and answer on a shared website so that other R&Rs could access it. In addition, R&Rs were able to contact a researcher at WestEd during normal business hours to ask questions about the survey, or to receive technical assistance with completing or submitting the survey.

Of the 69 R&R contracts awarded in fiscal year 2012-13, a separate survey was completed for each contract. Pomona Unified School District held a combined R&R contract which covered portions of both Los Angeles and San Bernardino Counties. However, Pomona Unified School District's survey responses pertained to Los Angeles County only. The surveys were submitted between February and April, 2014.

CASE STUDIES

WestEd conducted case study observations in order to address the research question about the quality of child care delivered by a sample of case study FCCHs. Observation of FCCHs occurred in spring 2014 and the pre-observational interviews of providers were completed several days to several weeks before the observations.

Family child care home providers were interviewed about any CCIP training they had received from their local R&R, as well as professional development from any other entities. The interviewer asked providers how many hours of CCIP training they had completed within the past year at their local R&R. In addition, they were asked what year they began CCIP training and the approximate number of training they received each year. Providers also were asked whether they had ever participated in each of the following: California Preschool Instructional Network (CPIN), California Early Childhood Mentor Program, Family Child Care at Its Best, Program for Infants and Toddler Care Training Institutes, and PITC Partners for Quality. Providers were also asked if they ever attended local family child care association meetings. In addition, providers were asked about their education level, and the length of time they had been in the child care field and a provider of family child care. Two different observational measures were used depending on age of the children served at the FCCH: the Family Child Care Environment Rating Scale-Revised or the Classroom Assessment Scoring System – Pre-Kindergarten.

FAMILY CHILD CARE ENVIRONMENT RATING SCALE – REVISED

The Family Child Care Environment Rating Scale – Revised (FCCERS-R) (Harms, Cryer, & Clifford, 2007) is an assessment of the organizational space, interactions, activities, schedules, and provisions for parents and providers. It was designed to assess family child care homes that serve a wide range of ages. The research staff who observed case study FCCHs were trained and certified on the FCCERS-R protocol and scoring system. Raters observed the child care environment for up to one hour and then asked FCCH operators questions about indicators for which no data could be collected. The FCCERS-R has seven subscales:

- Space and furnishings
- Personal care routines
- Listening and talking
- Activities
- Interaction
- Program structure
- Parent and provider

Each dimension is scored from 1 to 7, with anchor scores of: 1 = *inadequate*, 3 = *minimal*, 5 = *good*, and 7 = *excellent*. Inter-rater reliability (weighted kappa) of the full scale is 0.71, with subscale ranges from 0.62 for “Interaction” to 0.77 for “Parents and Providers.” Internal consistency = 0.90 for the full scale and subscale ranges from 0.39 for “Parents and Providers” to 0.88 for “Activities.” Test-retest reliability is adequate at 0.83.

THE CLASSROOM ASSESSMENT SCORING SYSTEM – PRE-KINDERGARTEN

The Classroom Assessment Scoring System – Pre-Kindergarten (CLASS-PK) (Pianta, Paro, & Hamre, 2008) is an observational instrument developed at the University of Virginia that is regularly used to assess classroom quality for research and program evaluation. It describes multiple dimensions of teaching associated with student achievement and development. The research staff who observed case study FCCHs were trained and certified on the CLASS-PK observational protocol and scoring system, and observed teachers and students interact during four separate 20-minute cycles. They then rated the observations using the CLASS-PK manual. Observers conducted a follow-up debriefing with the FCCH providers. The CLASS-PK has three scoring dimensions, which are comprised of:

- Emotional Support
 - Positive climate
 - Negative climate

- Teacher sensitivity
- Regard for student perspectives
- Classroom Organization
 - Behavior management
 - Productivity
 - Instructional learning formats
- Instructional support
 - Concept development
 - Quality of feedback
 - Language modeling

Each domain is scored from 1 to 7, with scores from 1 to 2 in the low range, scores from 3 to 5 in the middle range, and scores from 6 to 7 in the high range. The CLASS-PK has adequate face and predictive validity, and has well-established criterion validity against the Early Childhood Environment Rating Scale – Revised and the Emerging Academics Snapshot. Internal consistency is moderate to high while inter-rater agreement across items was found to be 87.1 percent. Test –retest reliability between fall and spring of the same school year ranged from .64 to .25 among the three domains with lowest levels of stability in Instructional Support (Pianta, 2008).

QUALITATIVE DATA ANALYSIS

Qualitative coding occurred for the survey items that assessed the following:

- How R&Rs used the California Early Childhood Educator Competencies, California Preschool Learning Foundations, or materials from the Growing Learning Caring project as resources for professional development to child care providers.
- Relationship-building activities with child care providers or potential child care providers that were made possible with CCIP funding.
- How CCIP and non-CCIP funds expanded child care capacity and improved the quality of care.
- Information about other entities that provided professional development to child care providers in R&R service areas.
- Challenges R&Rs experienced with regards to making professional development available to child care providers.

For each of the aforementioned items, one member of the evaluation team reviewed each R&R's response in order to become familiar with the totality of responses (Ritchie, Spencer & O'Connor, 2007). Then, the same individual developed a coding scheme based on participant responses, which was reviewed by a second evaluation team member for clarification and refinement. Modifications to the coding scheme were made so that the final codes were as clear and explicit as possible in order to ensure an objective coding system was established for responses to each question (Smith, 2000).

All coding was completed using the computer program Atlas.ti Version 6.1. Coding of the qualitative responses was completed by the evaluation team member that initially developed the coding system in order to ensure a thorough understanding of the content of responses and nuances of the codes. Individual codes were applied to any word, phrase, sentence, or paragraph that was reflective of that code's meaning. During the process of coding some additional refinement of the coding scheme (e.g., separating one code into two codes) took place to ensure the coding scheme suited the data. After coding was complete, a list of quotes for each code was generated and shared with the second evaluation team member in order to ensure that the quoted material aligned with the assigned codes. While a second coder was not utilized, this process ensured that at least two individuals reviewed the codes. Then, for each code, the researchers calculated the number and percentage of agencies that had been assigned the code. Next, the content of material for each individual code was examined in order to identify noteworthy themes or patterns. Finally, R&R subgroups were compared with regards to the frequency and percentage that were assigned each code.

The qualitative coding and analysis were nearly identical for the qualitative data on R&R agency activities other than professional development to child care providers during fiscal year 2012-13. However, in this case, the coding system that was generated was not shared or refined using a second researcher.

DEFINITIONS OF R&R SERVICE AREA CHILD CARE CAPACITIES

In addition to the survey results that were analyzed across all R&Rs, WestEd also conducted subgroup analyses based on the child care capacity (or supply) of the R&Rs' service areas. The data on child care capacities in the R&R service areas were supplied by CCCRRN.

For analyses concerning R&R revenue, non-CCIP-funded professional development, R&R partnerships, and challenges R&Rs faced in providing professional development, the subgroups were based on aggregating the following capacities in each service area: infant, pre-school, school-age, and FCCH. The subgroups for this "combined child care capacity" were defined as follows: *small* = 0 - 999; *medium* = 1 - 9,999; *large* = 10,000 - 29,999; *very large* = 30,000+. This yielded 23 R&Rs in service areas with small combined child care capacities, 22 in service areas with medium combined child care capacities, 15 in service areas with large combined child care capacities, and 9 in service areas with very large combined child care capacities.

For subgroup analyses concerning CCIP-funded professional development, the subgroups were based only on FCCH capacity of the service area. In this case, the subgroups were based only on FCCH capacity because CCIP funding is intended to specifically focus on increasing the capacity and improving the quality of FCCH providers. The subgroups for “FCCH capacity” were defined as follows: *small* = 0 - 999; *medium* = 1,000 - 4,999; *large* = 5,000 – 9,999; *very large* = 10,000 +. This yielded 16 R&Rs in service areas with small FCCH child care capacities, 23 in service areas with medium FCCH child care capacities, 19 in service areas with large FCCH child care capacities, and 11 in service areas with very large FCCH child care capacities.

R&R Agency Revenue

CHAPTER SUMMARY

- Each R&R was asked to provide information about the revenue of the larger agency in which it was housed. The average total revenue from all sources in fiscal year 2012–13 was \$16,347,343 and ranged from \$165,422 to \$100,934,175.
- R&R agencies with higher total revenues also tended to be in service areas with larger child care capacities. The average total revenue for R&R agencies in areas with small combined child care capacities was \$1,908,867 while the average for R&R agencies in areas with very large combined child care capacities was \$37,477,820.
- On average, the largest proportion of revenue (97.5 percent) was from public sources, primarily the State of California (e.g., First 5 California).
- An average of 2.2 percent of the revenue from public sources was from CRRP and CCIP contracts, and state-match CCIP funding.
- On average, the second largest proportion of revenue (2.3 percent) was from private sources, with the majority of that from fees for various services and from in-kind supports.
- On average, the smallest proportion of revenue (0.2 percent) was from “other” sources, most of which could not be categorized due to a lack of sufficient information from the R&Rs.

In order to understand the broader financial context in which the R&Rs provided professional development to child care providers, each R&R was asked to provide information on the revenue of the larger agency in which it was housed.¹¹ R&Rs were asked to report revenue from all sources, and to report the revenue used for all its activities, not just to provide professional development to child care providers. When specifying a revenue source, R&Rs were asked to report the direct source of revenue. For example, if an R&R received funding from a state agency that originally received the funding through a federal block grant, the R&R was to report the state (not the federal agency) as the funding source. This section of the report begins with a discussion of the total revenue of the R&R agencies, followed by separate discussions of revenue from public, private, and other sources.

¹¹ The exceptions were R&Rs whose CRRP contracts had been awarded to a County Office of Education (CoE). These R&Rs were asked to report revenue only from the agency or division in the CoE that housed the R&R.

TOTAL R&R AGENCY REVENUE

Exhibit 1 shows that, on average, R&R agency revenue from all sources¹² was \$16,347,343 and ranged from \$165,422 to \$100,934,175. The average total revenue varied by the combined child care capacity in the R&Rs' service areas. For agencies in areas with small child care capacities, the average revenue was \$1,908,867 while the average was \$37,477,820 for agencies in areas with very large child care capacities.

Exhibit 1. Average Total R&R Agency Revenue by Combined Child Care Capacity¹³

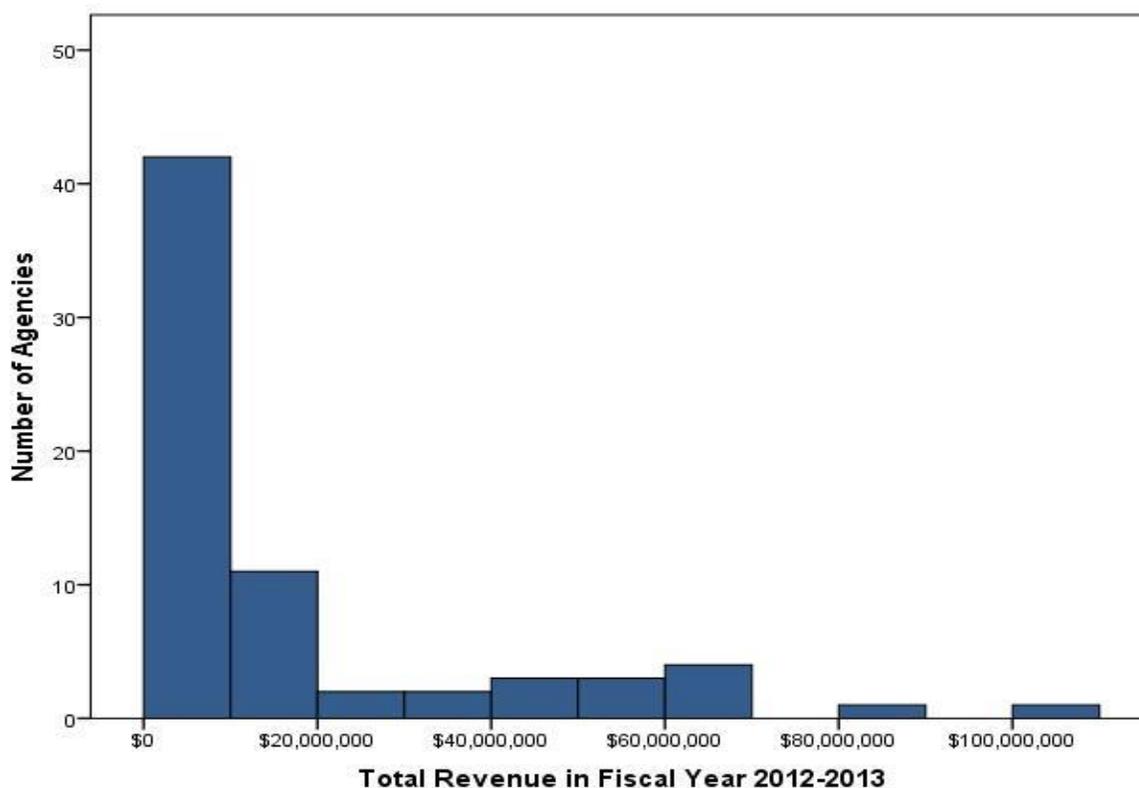
Combined Child Care Capacity	Number of Agencies	Mean	Standard Deviation	Minimum	Maximum
Small	16	\$1,908,867	\$2,746,826	\$165,422	\$8,240,871
Medium	23	\$11,045,887	\$17,189,244	\$182,521	\$60,850,087
Large	19	\$22,690,178	\$22,819,028	\$223,920	\$61,403,877
Very Large	11	\$37,477,820	\$34,227,674	\$629,382	\$100,934,175
Average	69	\$16,347,343	\$23,439,348	\$165,422	\$100,934,175

As shown in Exhibit 2, over three-quarters of the agencies (76.8 percent) had total revenues below \$20 million. Additionally, 32 agencies (46.4 percent) had total revenues below \$5 million. Only nine agencies (13.0 percent) had revenues above \$50 million. Six of the nine agencies with revenues above \$50 million were located in large urban counties.

¹² R&Rs included the funding they received for alternative payments (i.e., direct child care services reimbursements) under total revenue.

¹³ R&Rs included the funding they received for alternative payments (i.e., direct child care services reimbursements) under total revenue.

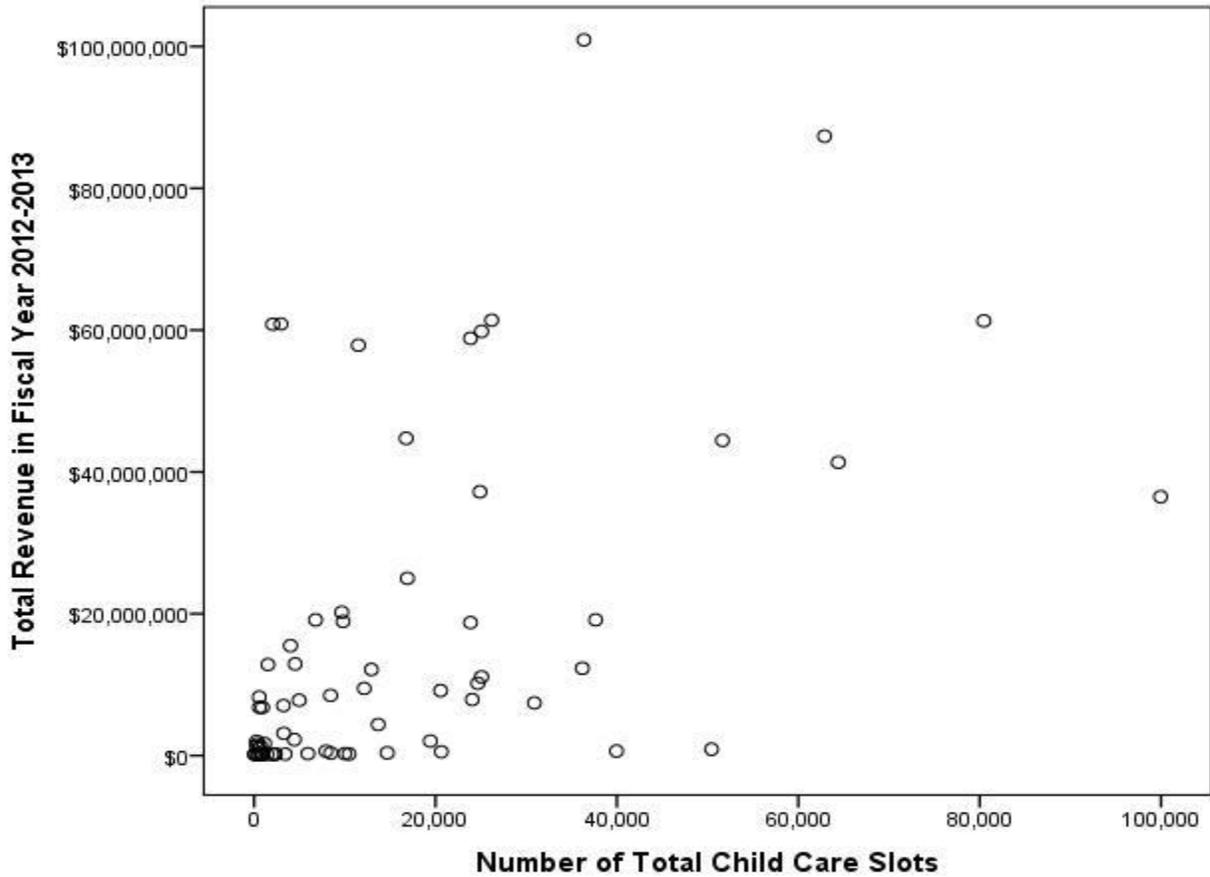
Exhibit 2. R&R Agency Total Revenue



n=69

Exhibit 3 shows that the agencies with the higher total revenues also tended to be in service areas with larger combined child care capacities, ($r = .52, p < .001$). For example, an agency in an urban service area with nearly 100,000 total child care slots had \$37 million in total revenue. Conversely, two agencies in rural service areas with fewer than 3,000 total child care slots each had total revenues of approximately \$60 million.

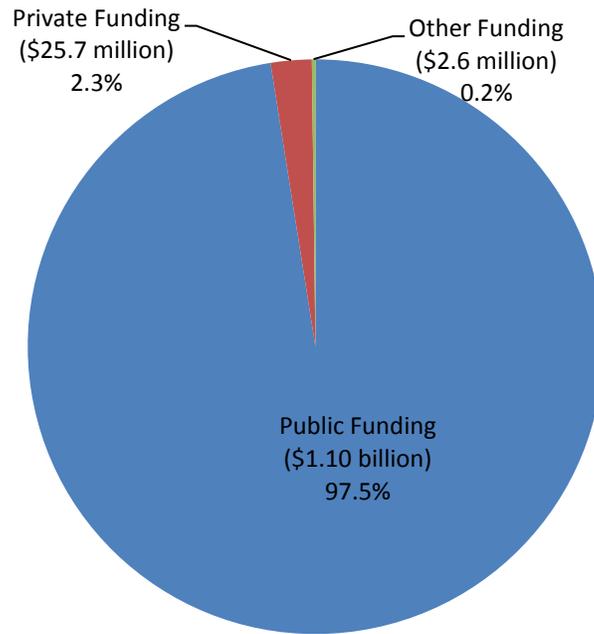
Exhibit 3. Relationship between Total R&R Agency Revenue and Combined Child Care Capacity Groups



n=69

The proportion of the agencies' total revenue from public, private, and other sources is shown in Exhibit 4. The largest proportion of total revenue was reported to have come from public sources. Specifically, \$1.10 billion or 97.5 percent of total revenue came from public sources. Private funding (\$25.7 million; 2.3 percent) and other funding sources (\$2.6 million; 0.2 percent) constituted relatively small portions of R&R agencies' total revenue.

Exhibit 4. Distribution of Total R&R Agency Revenue from Public, Private, and Other Funding Sources



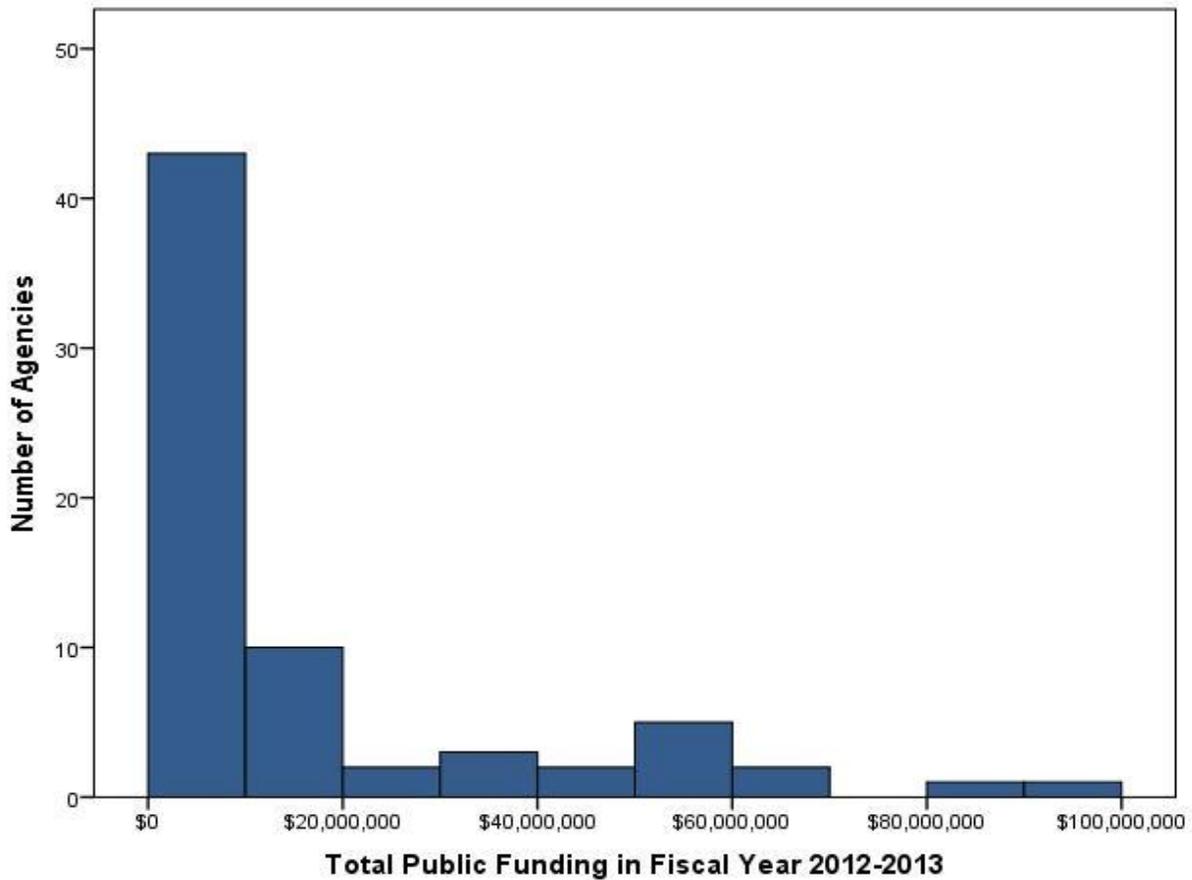
n=69. Across all R&R agencies, funding from CDE/EESD in fiscal year 2012-13 = 24,991,142.

REVENUE FROM PUBLIC SOURCES

R&R agencies received an average of \$15,936,875 in public funding in fiscal year 2012–13.¹⁴ The amount of total public funding for each agency varied considerably and ranged from \$165,422 to \$98,957,556. The distribution of the agencies’ public funding amounts (Exhibit 5) is consistent with the distribution of their total revenue. Forty-three agencies (62.3 percent) received less than \$10 million in public funding, and of these 23 agencies (33.3 percent) received less than \$1 million in public funding. Nine agencies (13.0 percent) received more than \$50 million in public funding.

¹⁴ Across all R&R agencies, funding from CDE/EESD in fiscal year 2013-13 included the following allocations from the Child Care Development Fund: \$2,025,601 for CCIP, \$3,597,541 for CRRP, and \$455,000 for Health and Safety Training; and the following allocations from general funds: \$18,688,000 for CRRP and \$225,000 for CCIP State Match.

Exhibit 5. R&R Agency Revenue from Public Sources



n=69

Exhibit 6 shows the R&R agencies' average funding amounts from six sources of public funding. Just over half of public funding was reported to come from state funds and 34.7 percent from federal funds. In addition, non-federal and non-state funding comprised 12.7 percent of total public funding. CRRP, CCIP funds, and state-match CCIP funds comprised a total of 2.2 percent of the agencies' public funding. With average funding amounts of approximately \$8 million and \$5.5 million, respectively, state funding (outside of CCRP and CCIP) and federal funding were the largest sources of public funding. The agencies also received an average of approximately \$2 million in non-federal and non-state funding, which usually included various types of funding from county-level agencies.

Exhibit 6. Average R&R Agency Revenue from Public Sources

Public Funding Source	Mean	Standard Deviation	Maximum	% of Total Public Revenue	Number of Agencies Reporting \$0
State of California					
CRRP	\$320,149	\$228,162	\$1,148,373	2.0	0
CCIP	\$29,357	\$11,036	\$64,000	0.2	0
CCIP State Match	\$3,261	\$6,500	\$29,181	0.0	47
Other state funds (e.g., First 5 California)	\$8,038,682	\$13,287,504	\$48,808,226	50.4	19
Non-State of California					
Federal funds	\$5,520,419	\$10,394,376	\$47,905,423	34.6	26
Non-federal and Non-state funds	\$2,025,008	\$6,370,500	\$49,482,049	12.7	21
Total Public Funding	\$15,936,875	\$22,936,108	\$98,957,556	100.0	0

n = 69. Note: Across all R&R agencies, funding from CDE/EESD in fiscal year 2013-13 included the following allocations from the Child Care Development Fund: \$2,025,601 for CCIP, \$3,597,541 for CRRP, and \$455,000 for Health and Safety Training; and the following allocations from general funds: \$18,688,000 for CRRP and \$225,000 for CCIP State Match. The calculations for the means and standard deviations include the agencies that reported \$0.

SOURCES OF CCIP STATE MATCH FUNDS

Twenty-two agencies (31.9 percent) received a total of \$225,000 CCIP State Match funds from CDE in fiscal year 2012–13. The average amount received by these 22 agencies was \$10,227 and ranged from \$1,762 to \$29,181. To receive CCIP State Match funds from CDE, the R&Rs had to provide a 2-to-1 partner match. Twenty-one of the 22 agencies with CCIP State Match funds reported one type of matching partner and the other agency reported two types of partners. The three most commonly reported types of funding partners were county First 5, county or city human services/behavioral health departments, and Community Development Block Grants (Exhibit 7).

Exhibit 7. Sources of CCIP State Match Funding

Sources of Funds	n	%
County First 5	10	14.5
County/City Human Services/Behavioral Health Department	4	5.8
Community Development Block Grant	2	2.9
Other	6	8.7

n = 69

Fourteen agencies (20.3 percent) reported receiving funds for CCIP activities from sources other than the CCIP contract, State Match funds from CDE, or State Match partners, which totaled \$697,203. On average, these agencies received \$49,800 (ranging from \$500 to \$563,000). As shown in Exhibit 8,

First 5 was the most common source of funding from sources other than the CCIP contract, State Match funds from CDE, or State Match partners.

Exhibit 8. Sources of Funds for CCIP Activities Other than the CCIP Contract, State Match Funds from CDE, or State Match Partners

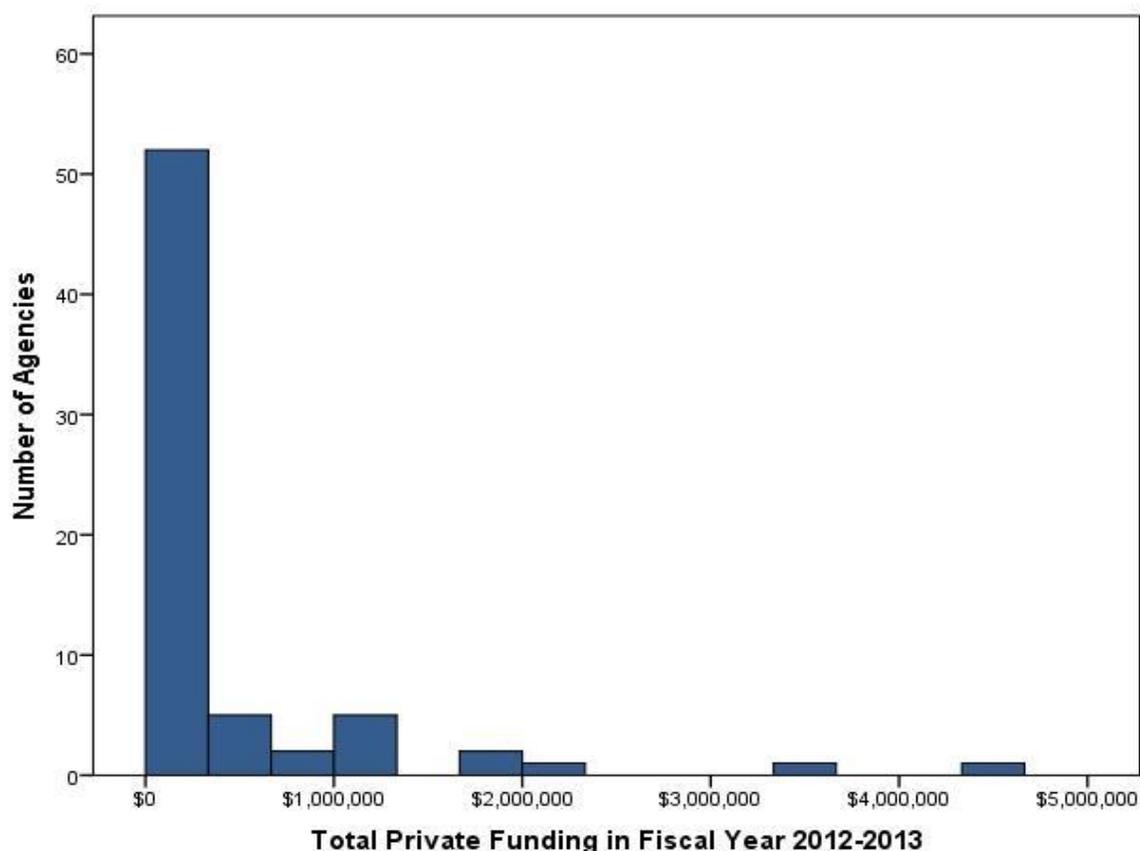
Sources of Funds	n	%
County First 5	4	5.8
Other County Funding	4	5.8
Non-Profit Organization	3	4.3
Foundation	2	2.9
Health and Safety Training Activities (CHST)	2	2.9
County/City Human Services/Behavioral Health Departments	1	1.4
Child Care and Development Fund	1	1.4
Other	3	4.3

n = 69. Note: Seven R&R agencies reported the use of CRRP funds to fund CCIP activities. These amounts were excluded from the analysis.

REVENUE FROM PRIVATE SOURCES

R&R agencies received an average of \$372,127 in private funding in fiscal year 2012–13. The total amount of private funding for each agency varied considerably and ranged from \$0 to \$4,338,748. Consistent with the distribution of their total revenue, only a small number of agencies reported over \$1 million in private funding (see Exhibit 9) and 43 agencies (62.3 percent) received less than \$100,000 in private funding. Only 10 agencies (14.5 percent) received more than \$1 million in private funding. The agencies’ average funding amounts from the seven largest sources of private funding are shown in Exhibit 10. The two largest sources were fees-for-service and in-kind supports, with average funding from these sources of \$149,484 and \$126,700, respectively. The average funding from monetary donations, investment income, and other sources of private funding ranged from \$23,581 to \$37,270. In addition, the average funding from fundraising and foundations were each less than \$7,000. Fewer than half of the R&R agencies gained revenue from each of the private funding sources.

Exhibit 9. R&R Agency Revenue from Private Sources



n=69

Exhibit 10. Average R&R Agency Revenue from Private Sources

Private Funding Source	Mean	Standard Deviation	Maximum	% of Total Private Revenue	Number of Agencies Reporting \$0
Fundraising	\$6,860	\$15,411	\$66,347	1.8	48
Donations	\$23,581	\$57,035	\$221,213	6.3	43
Fees-for-Service	\$149,484	\$367,245	\$1,762,122	40.2	38
Investment Income	\$24,615	\$190,883	\$1,586,043	6.6	48
In-kind Supports	\$126,700	\$617,905	\$3,749,426	34.0	52
Foundations	\$3,617	\$14,487	\$82,839	1.0	64
Other Private Funding	\$37,270	\$87,102	\$368,511	10.0	48
Total Private Funding	\$372,127	\$791,446	\$4,338,748	100.0	23

Forty percent of the private funding was reported as coming from fees-for-service and another 34.0 percent stemmed from in-kind supports. In addition, other private funding comprised 10.0 percent of total private funding. Investment income, donations, fundraising, and foundations each represented less than 7.0 percent of the R&R agencies' private funding.

OTHER SOURCES OF REVENUE

R&R agencies received an average of \$38,341 in funds from funding sources other than those that were public and private in fiscal year 2012–13. The average amount received by the 69 agencies from these other sources ranged from \$0 to \$1,077,842. Examples of the other funding sources listed by the agencies included rental income and non-profit organizations. A number of sources could not be categorized because the agencies did not provide sufficient information.

Exhibit 11. Average R&R Agency Revenue from Sources Other than Public and Private

Other Funding Source	Mean	Standard Deviation	Maximum	% of Total Other Revenue	Number of Agencies Reporting \$0
Rental Income	\$468	\$2,267	\$13,512	1.2	66
Los Angeles Universal Preschool	\$15,839	\$129,148	\$1,072,894	41.3	67
Other/Uncategorized	\$22,034	\$93,821	\$647,703	57.5	59
Total Other Funding	\$38,341	\$157,857	\$1,077,842	100.0	56

Professional Development for Child Care Providers Funded by CCIP

CHAPTER SUMMARY

- R&Rs reported serving a total of 728 recruits in 2012–13 through CCIP. On average, R&Rs served an average of 8.4 new recruits and 2.4 expansion recruits through CCIP.
- R&Rs reported serving a total of 2,952 trainees in 2012–13 through CCIP. On average, R&Rs served an average of 44.1 prospective trainees, trainees, or returning trainees.
- The total number of non-CCIP participants served by R&Rs through CCIP in fiscal year 2012–13 was estimated to be 3,397.
- R&Rs provided a total of 4,554 training hours funded through CCIP, with an average of 68 hours. R&Rs provided a total of 1,237 unique trainings funded through CCIP, with an average of 18.5 trainings. Most trainings were related to the “Setting Up a Family Child Care Program” and the fewest related to the Topic “Infant/Toddler Care”.
- R&Rs reported using resources from California Department of Social Service’s Community Care Licensing division (65.7 percent) more than resources from any other source. Other commonly used resources were from the Redleaf Press/Tom Copeland Business Series (62.7 percent), and the CCRRN (53.7 percent). The most widely used resource from the California Department of Education was the Infant/Toddler Learning and Development Foundations (41.8 percent).
- R&Rs reported a total of 31,774 instances of technical assistance provided to CCIP participants in fiscal year 2012-13. Each R&R offered an average of 512.5 instances of technical assistance to CCIP participants. Technical assistance was commonly delivered through telephone and email.
- On average, R&Rs most often provided technical assistance to CCIP participants related to higher education (including education requirements for child care providers), provider support, and topics that were not specified. The majority of technical assistance to CCIP recipients (93 percent) was delivered by R&R staff.
- R&Rs were asked whether they used any CCIP funds for building relationships, and, 21.7 percent indicated that funds were used to support services for both current and potential providers, whereas 3.3 percent highlighted activities for current providers only and 6.7 percent discussed activities for potential providers only.

CCIP RECRUITS AND TRAINEES

As part of the CCIP contract, R&Rs were to provide training to prospective CCIP trainees, CCIP trainees, or returning CCIP trainees. In addition, each R&R was required to assess the need for licensed family child care in its service delivery area, and identify potential new recruits and four types of expansion recruits.

RECRUITS

New recruits represented individuals who received a new family child care home license during the 2012-13 fiscal year. Expansion recruits represented individuals who obtained a family child care home license before 2012–13, but who expanded in some way during the year. This included increased licensing capacity, changing to non-traditional hours, or rescinding an inactive status. Across the 67 R&Rs that responded to this portion of the survey, the total number of recruits served through the CCIP grant in 2012–13 was 728.

Exhibit 12 reports the average number of new recruits and expansion recruits served through CCIP during the 2012–13 fiscal year, both overall and by the four family child care home capacity groups. On average, R&Rs served 8.4 new recruits and 2.4 expansion recruits during the 2012–13 fiscal year (Exhibit 12). R&Rs in service areas with large and very large family child care home capacities served the largest average number new recruits ($M_s = 10.5$ and 20.3 , respectively), compared to those in service areas with small and medium family child care home capacities ($M_s = 3.0$ and 8.9 , respectively).

Exhibit 12 – Recruits Served Through CCIP, FCCH Capacity

	All R&Rs		Family Child Care Home Capacity							
			Small		Medium		Large		Very Large	
	N = 67		n = 23		n = 22		n = 15		n = 7	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Total new recruits	8.4	0 - 39	3.0	0 - 9	8.9	1 - 18	10.5	3 - 23	20.3	10 - 39
Total expansion recruits	2.4	0 - 21	1.4	0 - 5	3.2	0 - 11	1.9	0 - 7	4.7	0 - 21
Type of expansion recruit										
Increased License Capacity	0.9	0 - 5	0.8	0 - 4	0.9	0 - 4	0.7	0 - 2	1.6	0 - 5
Changed Capacity to Include Infants and Toddlers	0.5	0 - 10	0.2	0 - 2	0.7	0 - 6	0.3	0 - 3	1.6	0 - 10
Changed to Non-Traditional Hours	0.9	0 - 9	0.3	0 - 2	1.4	0 - 9	0.7	0 - 5	1.4	0 - 6
Rescinded Inactive Status	0.2	0 - 1	0	0 - 1	0.2	0 - 1	0.2	0 - 1	0.1	0 - 1

Note: 67 of 69 R&Rs responded to this question.

TRAINEES

Prospective trainees were individuals who completed less than 25 hours of training during fiscal year 2012-13, and trainees were individuals who completed at least 25 hours of training during fiscal year 2012-13. Returning trainees were individuals who completed 25 hours of training in a previous fiscal year and who then completed additional training in fiscal year 2012-13. The 67 R&Rs that responded to the survey question reported serving a total of 2,952 CCIP trainees across all trainee categories.

In addition, although CCIP-funded training is geared toward CCIP trainees and recruits, non-CCIP trainees attended the trainings as well. Whereas R&Rs are required to track the number of CCIP trainees and recruits, they were not required to do so with non-CCIP participants. Therefore, not all the R&Rs were able to report the number of non-CCIP participants and the reported number is an estimate. The total number of non-CCIP participants served was estimated to be 3,397 by the R&Rs that were able to provide this information.

R&Rs reported serving an average of 44.1 CCIP trainees and 50.7 non-CCIP participants during fiscal year 2012–13. This included serving an average of 21.3 prospective trainees, 5.1 trainees, and 17.6 returning trainees. Overall, R&Rs served up to 122 CCIP trainees, and up to 1,700 non-CCIP participants. In general, the larger the child care home capacity group, the greater number of CCIP trainees and non-CCIP participants were served.

Exhibit 13 – Trainees and Non-CCIP Participants Served Through CCIP, by FCCH Capacity

	All R&Rs		Family Child Care Home Capacity							
			Small		Medium		Large		Very Large	
	N = 67		n = 23		n = 22		n = 15		n = 7	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Total CCIP trainees	44.1	0 – 122	18.4	0 - 35	43.4	0 - 121	66.1	0 - 122	83.3	13 - 94
Type of CCIP trainee										
Prospective Trainees	21.3	0 – 90	7.9	1 - 6	18.4	0 - 61	34.2	0 - 90	47.3	27 - 86
Trainees	5.1	0 – 26	2.2	0 - 14	6.0	0 - 15	5.1	0 - 26	11.7	6 - 18
Returning Trainees	17.6	1 – 73	8.3	1 - 24	19.0	1 - 52	26.8	1 - 73	24.3	8 - 48
Total non-CCIP participants ¹	50.7	0 - 1,700	15.5	0 - 274	24.7	0 - 140	120.5	0 - 1,700	98.4	0 - 451

Note: 67 of 69 R&Rs responded to this question.

¹Not all R&Rs collected participation data by non-CCIP participants. Therefore, the numbers of non-CCIP participants may represent estimates.

TRAINING FUNDED THROUGH CCIP

Exhibit 14 reported the average number of trainings¹⁵ offered in the five topics specified in the CCIP contract: Starting a Family Child Care Business, Setting Up a Family Child Care Program, Developmental Needs of Children, Provider Support, Infant/Toddler Care). R&Rs reported offering 1,237 trainings in fiscal year 2012-13. The average number of trainings by an R&R was 18.5

¹⁵This section discusses the number of unique trainings offered in fiscal year 2012-13 and does not account for the number of occasions that each unique training was offered during that time.

and ranged from 4 to 57 trainings. The majority of trainings were related to Setting up a Family Child Care Program. The fewest trainings were related to Infant/Toddler Care.¹⁶

Exhibit 14 –CCIP Trainings by Topic

	N	Total	Mean	Range
Across topics	67	1,237	18.5	4 - 57
By topic				
1 Starting a Family Child Care Business	63	207	3.3	1 - 9
2 Setting Up a Family Child Care Program	65	350	5.4	1 - 22
3 Developmental Needs of Children	65	281	4.3	1 - 18
4 Provider Support	65	207	3.2	1 - 10
5 Infant/Toddler Care	62	192	3.1	1 - 14

Note: 67 of 69 R&Rs responded to this question.

Exhibit 15 further describes the number of unique CCIP trainings by FCCH Capacity. On average, R&Rs in areas with very large FCCH capacity held the greatest number of trainings while R&Rs in areas with small FCCH capacities held the fewest trainings.

Exhibit 15 – CCIP Trainings by Topic and FCCH Capacity

	Small			Medium			Large			Very Large		
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
Across topics	23	13.4	4 - 23	22	18.1	7 - 29	15	21.5	7 - 46	7	29.7	10 - 57
By topic												
1 Starting a Family Child Care Business	20	2.1	1 - 4	22	3.4	1 - 9	14	4.3	2 - 8	7	4.3	2 - 7
2 Setting Up a Family Child Care Program	21	4.2	1 - 9	22	5.0	1 - 9	15	6.2	1 - 19	7	8.3	1 - 22
3 Developmental Needs of Children	22	3.1	1 - 6	22	4.1	1 - 10	14	4.8	1 - 13	7	7.9	1 - 18
4 Provider Support	22	2.5	1 - 6	22	3.1	1 - 7	14	3.8	1 - 8	7	4.1	1 - 10
5 Infant/Toddler Care	20	2.8	1 - 8	21	2.5	1 - 7	14	3.4	1 - 9	7	5.1	1 - 14

Note: 67 of 69 R&Rs responded to this question.

In addition, R&Rs offered at total of 4,554 hours of training with an average of 68 hours of training for each R&R (Exhibit 16). The greatest number of the training hours was related to Setting up a Family Child Care Program and the fewest were related to Provider Support. In addition, R&Rs in service areas with very large FCCH capacities provided an average of 134.9 CCIP-funded training hours per R&R, the largest number of training hours among the service areas with different FCCH capacities.

¹⁶ Appendix C includes the number of unique CCIP-funded trainings for specific topic areas within the six Topics.

Exhibit 16 – CCIP Training Hours by Topic

	N	Total	Mean	Range
Across topics	67	4,554.0	68.0	6.0 - 399.0
By Topic				
1 Starting a Family Child Care Business	63	968.0	15.4	2.0 - 66.0
2 Setting Up a Family Child Care Program	66	1,293.8	19.6	0.5 - 167.0
3 Developmental Needs of Children	65	1,042.8	16.0	1.0 - 217.5
4 Provider Support	64	622.5	9.7	2.0 - 32.0
5 Infant/Toddler Care	59	627.0	10.6	1.0 - 96.0

Note: 67 of 69 R&Rs responded to this question.

Exhibit 17 – CCIP Training Hours by Topic and FCCH Capacity

	Small			Medium			Large			Very Large		
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
Across topics	23	38.2	6 - 70.0	22	64.0	19.5 - 213.0	15	88.2	8.5 - 297.5	7	134.9	58.0 - 399.0
By Topic												
1 Starting a Family Child Care Business	20	10.5	2.0 - 28.5	22	13.2	2.0 - 42.0	14	17.2	5.5 - 41.0	7	32.7	8.0 - 66.0
2 Setting Up a Family Child Care Program	22	11.3	2.0 - 31.0	22	16.2	3.0 - 48.0	15	32.1	0.5 - 167.0	7	29.8	4.0 - 108.0
3 Developmental Needs of Children	22	8.0	1.0 - 16.0	22	12.9	3.0 - 57.0	14	18.5	2.0 - 55.5	7	46.4	6.0 - 217.5
4 Provider Support	21	6.2	2.0 - 16.0	22	10.6	2.5 - 21.5	14	12.5	2.0 - 32.0	7	11.8	5.0 - 22.5
5 Infant/Toddler Care	19	6.1	1.0 - 17.0	19	12.9	2.0 - 96.0	14	12.0	2.0 - 36.0	7	14.1	6.0 - 32.0

Note: 67 of 69 R&Rs responded to this question.

RESOURCES USED TO DEVELOP AND DELIVER CCIP TRAINING

R&Rs provided information about the sources they used to develop and deliver their CCIP-funded training topics. Exhibit 18 lists the percentage of R&Rs that reported using a particular resource as well as the average number of trainings that each resource was used to develop or deliver.

Overall, the resources used to develop and deliver CCIP-funded training that were mentioned by the most R&Rs were from the California Department of Social Services (Exhibit 18). The resource from CDE that was mentioned by the most R&Rs was the Infant/Toddler Learning and Development Foundations. Other often-mentioned resources from CDE were the California Preschool Learning Foundation and California Preschool Curriculum Framework. In addition, just over a quarter of the R&Rs reported using resources from the Department of Agriculture or Department of Health and

Human Services. A majority of R&Rs reported using the various Redleaf Press/Tom Copeland Business Series resources and those from the CCCRRN.

Exhibit 18 – Resources Used for CCIP Trainings

Resource	Percent of R&Rs that Used the Resource	Average Number of Trainings per R&R in Which the Resource was Used
CA Department of Education Resources		
Infant/Toddler Learning and Development Foundations	41.8	3.3
California Preschool Learning Foundations	32.8	3.0
California Preschool Curriculum Framework	25.4	2.6
Early Childhood Educator Competencies	23.9	3.7
Guidelines for Early Learning in Child Care Home Settings	23.9	1.8
CCIP Training Topics and Resources Provided by CCIP Staff	22.4	2.7
Infant/Toddler Curriculum Framework	14.9	2.9
Unspecified/General CDE Resources	14.9	1.6
California Child and Adult Care Food Program	11.9	1.1
Growing, Learning, Caring	6.0	2.8
Desired Results for Children and Families	4.5	1.3
CA State Government Resources (other than CDE)		
Department of Social Services, Community Care Licensing Division	65.7	2.2
First 5	22.4	1.3
California Department of Health	6.0	1.3
Federal Resources		
Department of Agriculture or Department of Health and Human Services	25.4	1.2
R&R Resources		
CCCRRN	53.7	3.8
Internally Developed Resources	22.4	2.2
Bananas (R&R in Alameda County)	9.0	2.3
Coco Kids (R&R in Contra Costa County)	6.0	1.8
Other Resources from Specified Sources		
Redleaf Press/Tom Copeland Business Series	62.7	2.9
WestEd	29.9	3.2
Early Childhood Environment Rating Scale, ITERS, FCCERS, SACERS, materials from the University of North Carolina	29.9	2.9
Center on Social Emotional Foundations for Early Learning (CSEFEL) (Vanderbilt University)	20.9	2.1
UC Davis Center for Excellence in Child Development	19.4	1.8

Resource	Percent of R&Rs that Used the Resource	Average Number of Trainings per R&R in Which the Resource was Used
National Center for Infants, Toddlers, and Families (Zero to Three)	17.9	2.4
American Red Cross	14.9	1.1
California Child Care Health Program (UC San Francisco)	11.9	1.9
National Association for Family Child Care (NAFCC)	10.4	2.6
Child Care Law Center	9.0	2.3
National Association for the Education of Young Children (NAEYC)	9.0	2.0
Other Resources from Unspecified Sources		
Local and Regional Materials	59.7	2.4
Learning Environments and Curricular Activities	58.2	3.3
Resources Provided by Speaker or Organization Leading Training	53.7	3.2
Health and Nutrition	49.3	2.2
Management, Business Practices, and Work-life Balance	38.8	2.3
General Child Care Resources	38.8	2.3
Children's Language, Learning, and Behavioral Development	34.3	2.4
Child Abuse, Neglect, and Mandated Reporting	29.9	1.6
Safety	26.9	1.6
Child Observation	22.4	2.3
Child Care Licensing	14.9	1.5
Contracts, Policies, and Regulations	6.0	1.0

Note: 67 of 69 R&Rs responded to this question.

CCIP TRAINERS

R&Rs also reported on the affiliation of the individuals who delivered CCIP-funded trainings. Most commonly, these were staff from the R&R that provided the training (72.2 mean percent) followed by independent consultants or contractors (11.5 mean percent) (Exhibit 19).

Exhibit 19 – Mean Percent of Trainer Affiliation for CCIP Trainings

	All R&Rs	Family Child Care Home Capacity			
		Small	Medium	Large	Very Large
	N = 67	n = 22	n = 22	n = 15	n = 8
Staff from provider R&R	72.2	81.2	67.6	68.1	67.4
Staff from other R&Rs	1.1	0.8	1.1	2.3	0.0
Staff from Governmental or Non-Profit Organization	9.4	9.1	11.9	3.8	14.2
Licensed Family Child Care Home Provider	2.0	1.4	2.3	2.9	1.1
Faculty or Staff from Institute of Higher Education	2.7	2.2	2.7	3.4	3.0
Independent Consultant or Contractor	11.5	4.9	12.7	18.1	14.2
Other	1.0	0.4	1.6	1.5	0.1

Note: 67 of 69 R&Rs responded to this question.

Exhibit 20 shows the mean percent of trainer affiliation by Topic. Trainings related to provider support had the greatest variability in trainer affiliations. For example, on average, 66 percent of those provided training related to provider support Topic were staff from the R&R that provided the training while, on average, 10.5 percent were staff from governmental or non-profit organizations and 12.9 percent were independent consultants or contractors.

Exhibit 20 – Mean Percent of Trainer Affiliation for CCIP Trainings by Topic

	N	Staff from the provider R&R	Staff from other R&Rs	Staff from Governmental or Non-Profit Organization	Licensed Family Child Care Home Provider	Faculty or Staff from Institute of Higher Education	Independent Consultant or Contractor	Other
1 Starting a Family Child Care Business	63	75.4	2.0	9.3	2.9	0.4	8.6	1.4
2 Setting Up a Family Child Care Program	65	75.4	2.5	8.4	0.8	3.3	9.4	0.2
3 Developmental Needs of Children	65	69.3	0.8	9.1	1.0	2.9	16.1	0.8
4 Provider Support	64	66.0	0.3	10.5	5.1	3.1	12.9	2.1
5 Infant/Toddler Care	60	74.7	0.2	9.6	0.2	3.7	10.8	0.8

Note: 67 of 69 R&Rs responded to this question.

TECHNICAL ASSISTANCE TO CCIP PARTICIPANTS

R&Rs were asked to provide information about the technical assistance delivered to CCIP participants. R&Rs were first asked to list each issue that served as a basis for technical assistance (e.g., assistance with reviewing licensing requirements). For each listed issue, R&Rs were additionally asked to identify the mode of delivery (e.g., email, home visits) and estimate the number of instances the R&R delivered technical assistance under each mode. R&Rs also reported the number of individuals who delivered the technical assistance to CCIP participants.

INSTANCES OF TECHNICAL ASSISTANCE PROVIDED TO CCIP PARTICIPANTS

Exhibit 21 describes the number of technical assistance instances and the modality of technical assistance for the 62 of 69 R&Rs who responded to this section of the survey. The first column provides the total number of technical assistance instances across all R&Rs (N = 31,774). The second column provides the total average technical assistance instances across all delivery types (i.e., email, home visits, office visits, telephone calls, and other). On average, each R&R provided technical assistance on 512.5 separate occasions during fiscal year 2012-13. The most frequent modality of technical assistance was telephone calls, which was followed by emails (Exhibit 21). In addition, R&Rs in service areas with very large-sized FCCH capacities reported the most instances of technical assistance; whereas R&Rs in areas with the small FCCH capacities addressed the fewest number of technical assistance instances.

Exhibit 21 – Modalities of Technical Assistance Provided to CCIP Participants

	Total Count of Technical Assistance Instances	Technical Assistance Instances by Mode of Delivery											
		All Delivery Types		Email		Home Visits		Office Visits		Telephone Calls		Other	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
All R&Rs (N = 62)	31,774	512.5	4 - 3,029	133.0	0 - 2,541	23.1	0 - 184	53.87	0 - 638	241.1	1 - 1,974	61.47	0 - 2,863
Family Child Care Capacity Groups													
Small (n = 21)	7,678	365.6	11 - 1,272	89.6	0 - 915	23.1	0 - 135	54.5	0 - 638	172.5	5 - 884	26.0	0 - 225
Medium (n = 21)	10,135	482.6	4 - 3,029	28.3	0 - 143	20.9	0 - 184	60.6	0 - 343	232.7	1 - 1,974	140.1	0 - 2,863
Large (n=12)	7,123	593.6	49 - 2,887	170.3	0 - 1,664	16.0	0 - 91	59.4	1 - 252	341.8	19 - 1,031	6.0	0 - 46
Very Large (n = 8)	6,838	854.8	43 - 2,655	465.1	6 - 131	39.3	6 - 131	27.0	0 - 70	291.8	35 - 1,572	31.6	0 - 152

Note: 62 of 69 R&Rs responded to this question.

Instances of technical assistance were categorized the technical assistance instances into groups of technical assistance topics, using a thematic analysis. By grouping technical assistance instances into

types of topics, 23 technical assistance topics were identified (Exhibit 22). The majority of R&Rs provided most technical assistance about the licensing process, working with parents, food and nutrition, professional development, provider support, and education requirements/higher education.

Exhibit 22 – Modalities of Technical Assistance Provided to CCIP Participants by Topic

	N	Total Count of Technical Assistance Instances	Technical Assistance Instances by Mode of Delivery											
			Total Delivery		Email		Home Visits		Office Visits		Telephone Calls		Other	
			Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Across All Technical Assistance Topic	62	31,774	512.5	4 - 3,029	133.0	0 - 2,541	23.1	0 - 184	53.87	0 - 638	241.1	1 - 1,974	61.47	0 - 2,863
Starting a Family Child Care Business and Licensing Requirements														
Licensing/Title 22/Assessments	49	8,381	171.0	2 - 2,887	47.7	0 - 1,664	4.5	0 - 91	21.9	0 - 207	95.2	0 - 1,031	1.9	0 - 43
Starting a Family Child Care Business	33	2,681	81.2	1 - 501	19.1	0 - 454	3.2	0 - 34	12.4	0 - 87	45.6	0 - 270	0.9	0 - 25
Site Visits/Observations	38	1,689	44.5	1 - 780	9.1	0 - 280	6.2	0 - 61	2.4	0 - 40	25.7	0 - 487	1.0	0 - 17
Setting Up and Running a Family Child Care Program														
Learning Environments and Curricular Activities	29	2,483	85.6	2 - 965	41.9	0 - 915	3.4	0 - 25	16.7	0 - 277	23.1	0 - 157	0.5	0 - 9
Setting Up a Family Child Care Environment	19	781	41.1	4 - 98	4.0	0 - 26	10.1	0 - 45	3.8	0 - 24	20.4	0 - 98	2.8	0 - 21
Health and Safety Training	22	677	30.7	1 - 159	3.9	0 - 34	2.6	0 - 40	6.3	0 - 52	17.3	0 - 104	0.7	0 - 9
Working with Parents	4	516	129.0	3 - 380	41.3	1 - 160	0.0	-	10.8	0 - 40	77.0	2 - 220	0.0	-
Marketing and Referrals	11	381	34.6	3 - 170	2.9	0 - 20	0.0	-	7.9	0 - 58	19.3	0 - 102	4.6	0 - 50
Contracts, Policies, and Regulations	7	366	52.3	2 - 227	15.9	0 - 85	0.0	-	5.9	0 - 12	30.6	0 - 130	0.0	-
Food and Nutrition	3	364	121.3	1 - 312	3.3	0 - 10	31.7	0 - 95	12.7	0 - 25	73.0	1 - 180	0.7	0 - 2
Finances	10	191	19.1	1 - 60	2.7	0 - 11	0.8	0 - 4	5.0	0 - 15	6.4	0 - 20	4.2	0 - 42
Expansion and Relocation	7	104	14.9	1 - 58	1.6	0 - 10	0.3	0 - 2	0.3	0 - 1	12.7	1 - 58	0.0	-
Insurance	5	98	19.6	3 - 50	3.2	0 - 15	0.0	-	2.0	0 - 7	14.0	2 - 33	0.0	-

	N	Total Count of Technical Assistance Instances	Technical Assistance Instances by Mode of Delivery											
			Total Delivery		Email		Home Visits		Office Visits		Telephone Calls		Other	
			Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Rates	3	42	14.0	1 - 37	2.0	0 - 6	0.0	-	3.7	0 - 10	8.3	0 - 21	0.0	-
Hiring and Personnel	3	12	4.0	2 - 6	0.0	-	0.0	-	0.3	0 - 1	3.7	2 - 5	0.0	-
Developmental Needs of Children														
Developmental Needs of Children	18	1,004	55.8	1 - 580	15.1	0 - 230	3.3	0 - 47	2.1	0 - 10	33.0	0 - 350	2.3	0 - 25
Special Needs	4	56	14.0	1 - 43	3.3	0 - 13	0.5	0 - 2	2.0	0 - 6	8.2	1 - 24	0.0	-
Caring for Infants and Toddlers	3	31	10.3	1 - 25	0.3	0 - 1	1.7	0 - 5	0.3	0 - 1	8.0	1 - 20	0.0	-
Professional Development and Provider Support														
Professional Development	20	2,808	140.4	5 - 1,211	38.6	0 - 525	1.2	0 - 7	8.2	0 - 122	80.8	0 - 1,200	11.7	0 - 225
Provider Support	6	1,085	180.8	2 - 907	154.7	0 - 902	6.5	0 - 39	1.8	0 - 8	4.5	0 - 10	13.3	0 - 80
Education Requirements and Higher Education	2	975	487.5	1 - 974	0.0	-	0.0	-	0.0	-	487.5	1 - 974	0.0	-
Quality Improvement	1	54	54.0	N/A	0.0	-	53.0	N/A	0.0	-	1.0	N/A	0.0	-
Other/Unspecified	26	6,995	269.0	1 - 2,863	45.6	0 - 988	9.1	0 - 135	22.2	0 - 204	72.2	0 - 427	119.9	0 - 2,863

Note: 62 of 69 R&Rs responded to this question. N/A indicates when the mean only represents the value of a single training.

PROVIDERS OF TECHNICAL ASSISTANCE FUNDED THROUGH CCIP

For each technical assistance topic that R&Rs reported addressing with CCIP funds, they were also asked to indicate the affiliation of the individual who delivered the technical assistance. On average, the greatest proportion of technical assistance was provided by staff from the R&R that provided the technical assistance while the smallest proportion was staff from an R&R other than the one that provided the technical assistance and faculty or staff from institutes of higher education (Exhibit 23).

Exhibit 23 – Mean Percent of Provider Affiliation for Technical Assistance Funded through CCIP

	All Agencies	Family Child Care Home Capacity			
		Small	Medium	Large	Very Large
	N = 62	n = 21	n = 21	n = 12	n = 8
Staff from the provider R&R	93.0	94.0	99.8	81.4	90.2
Staff from other R&Rs	0.4	0.3	0.0	1.4	0.2
Staff from Governmental or Non-Profit Organization	2.5	2.5	0.2	4.2	6.3
Licensed Family Care Home Provider	1.8	1.3	0.0	7.1	0.0
Faculty or Staff from Higher Education Institution	0.3	0.4	0.0	0.7	0.0
Independent Consultant or Contractor	1.6	0.7	0.0	5.1	3.3
Other	0.3	0.7	0.0	0.0	0.0

Note: 62 of 69 R&Rs responded to this question.

USING CCIP FUNDS TO BUILD RELATIONSHIPS

In addition, R&Rs were asked if CCIP funds were used for relationship-building activities with the ultimate goal of improving the quality of care and increasing the capacity of care in their service areas. Eighty-seven percent of R&R agencies described at least one relationship-building activity with current child care providers, potential providers, or both that was made possible by CCIP funding.

In discussing the various relationship-building activities for which CCIP funds were utilized, 21.7 percent of agencies indicated that funds were used to support services for both current and potential providers, while 3.3 percent highlighted activities for current providers only and 6.7 percent discussed activities for potential providers only. The remaining agencies did not indicate whether CCIP-funded activities were intended for current or potential providers, or both.

Exhibit 29 displays the frequency and percentage of R&R agencies that reported each category of relationship-building activity. R&Rs most commonly indicated that CCIP funds fostered relationships with current or potential providers through professional development activities (61.7

percent). Other relationship building activities frequently supported by CCIP funds included home visitations and organizing home tours in order to give providers feedback and examples of high quality child care environments (31.7 percent), providing networking opportunities to help current and/or potential providers so they could build strong relationships with one another (28.3 percent), and outreach activities (25.0 percent), especially those that focused on engaging potential providers.

Exhibit 24 –Relationship-Building Activities with CCIP Funds

Activity Categories	n	%
Professional Development	37	61.7
Visiting Homes and Facilities	19	31.7
Networking	17	28.3
Outreach	15	25.0
Information Dissemination	14	23.3
Support Provider	14	23.3
Non-professional Development Provider Events	13	21.7
One-on-One Services	13	21.7
Collaboration with diverse partners	12	20.0
Assistance with Licensing	11	18.3
Relationship Brokering	10	16.7
Provide Incentives/Resources	9	15.0
Maintain Regular Contact	8	13.3
Field Incoming Questions	6	10.0
Address Language/Cultural Issues	6	10.0
CCIP Orientation	5	7.2

Note: 60 of 69 R&Rs responded to this question. Frequencies equal more than 60 and percentages more than 100 because R&Rs responses may have been coded into multiple categories.

Five additional CCIP-funded relationship-building activities were reported by at least one-fifth of R&Rs, including non-professional development events for providers such as recognition and provider appreciation events (21.7 percent), one-on-one mentoring and technical assistance with providers (21.7 percent), and information dissemination (23.3 percent). Information dissemination most commonly consisted of distributing emails and information packets to current and/or potential providers. It also included provision of support, such as informal support and hosting of formal support groups for current and potential providers. Twenty percent of R&Rs reported that CCIP funds were used to also build collaborative relationships between R&Rs and community partners. These relationships were often formed in order to meet specific community needs. For example, CCIP funds allowed partners to hold conferences, conduct outreach events, and identify and address specific areas of need in the community.

The use of CCIP funds for relationship-building activities varied across service areas with different FCCH capacities. Information dissemination and one-on-one services were discussed by R&Rs that served areas with small, medium, and large capacities but were not identified by any R&Rs that

served areas with very large capacities. Conversely, language/culture and relationship/referral broker activities were reported by R&Rs serving areas with medium, large, and very large capacities but not by those serving areas with small capacities.

Professional Development for Child Care Providers Funded with CRRP

CHAPTER SUMMARY

- R&Rs reported a total of 538 trainings that were funded, in whole or in part, with CRRP. These trainings were most commonly related to Setting Up a Family Child Care Program.
- R&Rs reported a total of 9,671.0 hours of trainings funded with CRRP. On average, the most hours were devoted to “Setting Up a Family Child Care Program.”
- On average, R&Rs served 409.3 recipients through CRRP-funded trainings. Licensed Family Child Care Home Providers were the most common recipients of trainings funded with CRRP.
- On average, providers of CRRP-funded trainings were most typically staff from the R&R that offered the training.

USE OF CRRP FUNDS FOR PROFESSIONAL DEVELOPMENT TO CHILD CARE PROVIDERS

R&Rs were asked how much of their CRRP funding from fiscal year 2012-13 was used to provide professional development to child care providers.¹⁷ Forty-four R&Rs responded to this question. An average of \$19,951 in CRRP funds were used for this purpose, with a range from \$0 to \$462,616 (Exhibit 24).

Exhibit 24 – Amount of CRRP Funding Used for Professional Development Delivered to Child Care Providers

		Total CRRP funding	Average CRRP funding		
			Mean	Min.	Max.
All Agencies	44	\$877,840	\$19,951	\$0	\$462,616
Combined Child Care Capacity					
Small	11	\$86,288	\$7,844	\$591	\$48,000
Medium	17	\$162,050	\$9,532	\$675	\$80,288
Large	11	\$60,671	\$5,516	\$0	\$23,700
Very Large	5	\$568,831	\$113,766	\$8,800	\$462,616

Note: 44 of 69 agencies responded to this question. All numbers are rounded to the nearest whole dollar.

¹⁷R&Rs were also asked if any trainings provided to child care providers was delivered in fiscal year 2012-13 using funding that was not from CCIP or CRRP, and if they provided any technical assistance to child care providers with non-CCIP funds. These findings appear in Appendix F.

TRAINING FUNDED WITH CRRP

Forty-seven R&Rs reported that they provided professional development to child care providers that were not CCIP-funded but that used CRRP funds, either in whole or in part. Although such trainings were not required to cover specific topic areas, WestEd used the categories for CCIP-funded trainings as a basis for categorizing the CRRP-funded trainings, in addition to creating other categories as warranted by the data. Exhibit 25 reports the average number of CRRP-funded trainings¹⁸ offered under each topic. On average, R&Rs offered 11.4 CRRP-funded trainings with a range between 1 and 108.

Exhibit 25 – Training Funded with CRRP, by Topic

	N	Total	Mean	Range
All topics	47	538	11.4	1 - 108
By topic				
1 Starting A Family Child Care Business	20	40	2.0	1 - 6
2 Setting Up a Family Child Care Program	39	155	4.0	1 - 42
3 Developmental Needs of Children	36	120	3.3	1 - 26
4 Learning Environments	29	133	4.6	1 - 25
5 Provider Support	24	65	2.7	1 - 9
6 General / Other	14	25	1.8	1 - 5

Note: 47 of 69 agencies responded to this question. Trainings could be funded in whole or in part with CRRP funds.

Exhibit 26 includes the average number of unique CRRP-funded trainings by combined child care capacities of the R&Rs' service areas. On average, R&Rs in service areas with very large combined child care capacities offered the greatest average number of CRRP-funded trainings while those in service areas with small combined child care capacities offered the fewest average number of CRRP-funded trainings. Appendix E provides the average number of unique CRRP-funded trainings by subtopic areas within each topic.

¹⁸This section discusses the number of unique training offered in fiscal year 2012-13 that were funded, either in whole or in part, with CRRP, and does not account for the number of occasions that each unique training was offered during that time.

Exhibit 26 – Hours of Training Funded with CRRP, by Topic and Combined Child Care Capacity

	Combined Child Care Capacity												
	Small			Medium			Large			Very Large			
	n	Mean	Range	n	Mean	Range	N	Mean	Range	n	Mean	Range	
All topics	13	7.9	1 - 27	17	10.4	1 - 27	10	9.0	1 – 29	7	24.0	1 - 108	
Topics													
1	Starting A Family Child Care Business	3	2.0	1 - 3	8	1.9	1 - 6	6	1.8	1 – 3	3	2.7	2 - 3
2	Setting Up a Family Child Care Program	13	2.4	1 - 6	13	3.0	1 - 6	8	3.4	1 – 9	5	11.6	1 - 42
3	Developmental Needs of Children	8	3.0	1 - 7	16	2.4	1 - 5	6	2.5	1 – 6	6	7.0	1 - 26
4	Learning Environments	7	4.7	1 - 10	12	3.1	1 - 8	6	4.7	2 – 8	4	8.8	2 - 25
5	Provider Support	5	1.6	1 - 3	12	2.9	1 - 9	3	1.7	1 – 3	4	4.3	1 - 8
6	General / Other	1	1.0	N/A	8	1.5	1 - 3	3	1.3	1 – 2	2	4.0	3 - 5

Note: 47 of 69 agencies responded to this question. Trainings could be funded in whole or in part with CRRP funds. N/A indicates when the mean only represents the value of a single training.

R&Rs were asked to report the number of training hours offered that funded, in whole or in part, with CRRP. As shown in Exhibit 27, R&Rs offered 9,671 hours of training that were funded either in whole or in part with CRRP funds. On average, R&Rs offered 214.9 hours of such training. The majority of the training hours were related to the developmental needs of children while the fewest related to Provider Support. One R&R had an exceptionally large number of training hours (n = 3,872). When this R&R is excluded from the calculations, the total number of hours was reduced to 5,799 ($M = 131.8$, range = 10 – 881.0). Further, excluding this agency from the calculation of Developmental Needs of Children reduces the total number of those hours to 829.3 ($M = 23.69$, range = 2.0 – 116.0).

Exhibit 27 – Hours of Training Funded with CRRP

	N	Total	Mean	Range	
All topics	45	9,671.0	214.9	10.0 - 3,872.0	
By topic					
1	Starting A Family Child Care Business	20	1,048.5	52.4	2.0 - 676.0
2	Setting Up a Family Child Care Program	37	1,530.5	41.4	2.0 - 165.0
3	Developmental Needs of Children	36	4,701.3	130.6	2.0 - 3,872.0
4	Learning Environments	29	1,051.0	36.2	1.5 - 159.5
5	Provider Support	24	650.8	27.1	1.0 - 178.0
6	General / Other	14	689.0	49.2	1.5 - 316.0

Note: Of the 47 R&Rs who reported offering CRRP-funded training, 45 responded to this question. Trainings could be funded in whole or in part with CRRP funds.

Exhibit 28 includes the number of training hours by topic and by combined child care capacity Group. On average, R&Rs in service areas with very large combined child care capacities offered the greatest number of training hours ($M = 727.1$). One R&R reported offering 3,872.0 hours of training related to the developmental needs of Children and reported not that they offered trainings in no other topics areas. When this R&R was removed from the calculations, the mean number of hours of training related to Developmental Needs of Children for R&Rs in service areas with very large combined child care capacities was reduced to 35.4 (range = 3.0–97.0).

Exhibit 28 – Hours of Training Funded with CRRP, by Combined Child Care Capacity

	Small			Medium			Large			Very Large		
	n	Mean	Range	n	Mean	Range	N	Mean	Range	n	Mean	Range
All topics	12	92.9	10.0 - 293.0	16	128.3	10.0 - 881.0	10	141.3	10.0 - 188.0	7	727.1	27.0 - 3,872
By topic												
1 Starting A Family Child Care Business	3	14.0	6.0 - 20.0	8	23.9	2.0 - 153.0	6	129.3	2.0 - 676.0	3	13.3	5.0 - 20.0
2 Setting Up a Family Child Care Program	12	37.0	3.0 - 96.0	12	45.5	2.0 - 164.0	8	35.7	2.0 - 165.0	5	50.9	5.0 - 118.0
3 Developmental Needs of Children	8	36.8	3.0 - 116.0	16	16.1	2.0 - 78.0	6	16.8	6.0 - 24.0	6	674.8	3.0 - 3,872.0
4 Learning Environments	7	40.3	6.0 - 114.0	12	14.6	1.5 - 46.0	6	34.	7.0 - 88.0	4	97.4	8.0 - 159.0
5 Provider Support	5	9.0	2.0 - 24.0	12	28.0	1.2 - 173.0	3	6.0	1.0 - 13.0	4	62.9	1.5 - 178.0
6 General / Other	1	8	N/A	8	68.4	1.5 - 316.0	3	9.5	2.0 - 20.0	2	52.5	13.0 - 92.0

Note: Of the 47 R&Rs who reported offering CRRP-funded training, 45 responded to this question. Trainings could be funded in whole or in part with CRRP funds. N/A indicates when the mean only represents the value of a single training.

RECIPIENTS OF TRAINING FUNDED WITH CRRP

Trainings funded with CRRP served a total of 18,011 recipients. Exhibit 29 shows the average number of individuals who participated in these trainings by provider type and combined child care capacity. R&Rs trained between one and 3,501 recipients, with an average of 409.3 recipients trained per R&R. The most common type of recipient, on average, was a FCCH provider. On average, R&Rs in service areas with very large combined child care capacities had the greatest number of training recipients.

Exhibit 29 – Recipients of Trainings Funded with CRRP

	All R&Rs		Combined Child Care Capacity							
			Small		Medium		Large		Very Large	
	N = 44		n = 12		n = 17		n = 9		n = 6	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Total Recipients	409.3	16 - 3,501	146.3	16 - 443	511.8	22 - 3,501	365.7	18 - 1,338	710.8	126 - 1,727
Type of Recipient										
Family Child Care Home Providers	143.2	0 - 941	59.4	1 - 244	152.2	0 - 536	139.9	0 - 478	290.2	1 - 941
Licensed Center Care Providers	88.4	0 - 1,167	32.0	0 - 124	95.8	0 - 367	35.4	0 - 138	259.5	0 - 1,167
License-exempt Providers	46.8	0 - 732	22.2	0 - 80	81.5	0 - 732	10.3	0 - 41	52.2	0 - 200
Other	131.0	0 - 1,923	32.7	0 - 136	182.2	0 - 1,923	180.0	0 - 1,338	109.0	0 - 309

Note: Of the 47 R&Rs that reported CRRP-trainings, 41 reported the number of training recipients. Trainings could be funded in whole or in part with CRRP funds.

PROVIDERS OF TRAINING FUNDED WITH CRRP

R&Rs were also asked to indicate the affiliation of the trainers for each training funded with CRRP. As seen in Exhibit 30, the greatest proportion of trainers was staff from the R&R that provided the training, followed by independent consultants or contractors. R&Rs used relatively few staff from others R&R and few licensed Family Child Care Home Providers to deliver trainings.

Exhibit 30 – Mean Percent of Provider Affiliation for CRRP-funded Trainings

	All R&Rs		Combined Child Care Capacity			
			Small	Medium	Large	Very Large
	N = 46	n = 13	n = 16	n = 10	n = 7	
Staff from the provider R&R	53.8	57.4	51.3	44.7	65.7	
Staff from other R&Rs	1.0	2.1	0.0	1.7	0.0	
Staff from Governmental or Non-Profit Organization	11.5	7.5	17.4	12.6	4.1	
Licensed Family Care Home Provider	1.5	0.5	1.2	2.2	2.9	
Faculty or Staff from Higher Education Institution	12.5	2.0	13.7	18.0	21.3	
Independent Consultant or Contractor	14.8	22.7	10.8	20.1	1.8	
Other	4.9	7.7	5.6	0.8	4.2	

Note: Of the 47 R&Rs who reported offering CRRP-funded training, 46 responded to this question. Trainings could be funded in whole or in part with CRRP funds.

Exhibit 31 includes the proportion of trainer affiliation CRRP-funded trainings by topic. Proportions were calculated by selecting only R&Rs that provided trainings within each topic. The majority of trainers were staff from the R&R that offered the training.

Exhibit 31 – Mean Percent of Provider Affiliation for Training Funded with CRRP, by Topic

	N	Staff from R&R	Staff from Other R&R	Staff from Governmental or Non-Profit Organization	Licensed Family Child Care Home Provider	Faculty or Staff from Institute of Higher Education	Independent Consultant or Contractor	Other
1 Starting A Family Child Care Business	20	61.6	0.0	20.6	0.0	5.0	10.5	2.3
2 Setting Up a Family Child Care Program	38	49.6	0.7	3.1	0.3	7.1	26.2	13.0
3 Developmental Needs of Children	36	42.2	1.4	13.7	0.0	31.0	10.9	0.8
4 Learning Environments	29	49.4	2.6	4.6	1.8	23.5	16.1	2.0
5 Provider Support	24	63.2	1.0	5.4	6.7	2.6	12.4	8.7
6 General / Other	14	56.5	0.0	21.8	0.0	6.0	12.9	2.8

Note: Of the 47 R&Rs who reported offering CRRP-funded training, 46 responded to this question. Trainings could be funded in whole or in part with CRRP funds.

R&R Partners in Providing Professional Development to Child Care Providers

CHAPTER SUMMARY

ENTITIES PARTNERING WITH R&RS

- The majority of R&R agencies had at least one partner providing services to child care providers.
- R&Rs reported that the most common partners were county First 5, public colleges or universities (including U.C. Davis), and the California Preschool Instructional Network (CPIN).
- Among partner entities that were city, county, state, or federal agencies, R&Rs partnered most frequently with county agencies, of which Local Child Care and Development Planning Councils (LPCs), Offices of Education, Departments of Public Health, and Departments of Human Services were the most frequently mentioned.
- R&Rs in areas with small and medium combined child care capacities partnered with LPCs with greater frequency than R&Rs in areas with large and very large combined child care capacities. Conversely, R&Rs in areas with large and very large capacities more frequently partnered with CPIN; California Department of Social Services, Community Care Licensing; mental health agencies, and PITC.

R&R PARTNER ROLES

- Most commonly, R&R partners provided professional development to child care providers; other prominent roles played by partners were provision of funding, resources, and support; information dissemination; facilitation or coordination; and provision of higher education.
- The number of partners engaged in providing support and disseminating information increased as the combined child care capacity of the service area increased.
- Only large and very large agencies had partners performing monitoring or licensing activities.

NEEDS ADDRESSED BY R&R PARTNERS

- Eight distinct categories for needs addressed by partner entities were identified: early childhood, child care, safety, business and career, special populations, quality of child care environments and staff, policy and advocacy, and higher education.

R&R agencies were asked to list any partners that have provided professional development to child care providers in their area during FY 2012-13. Agencies also described the needs that these partners fulfilled, the roles these entities played in providing professional development and the nature of any collaboration between the R&R agency and the partner.

Responses to items assessing each of these areas were grouped into categories in order to identify similar partners, needs, roles, collaborative relationships, and challenges across all respondents. The following sections describe the response frequencies for topics identified under each of these categories. The categories used to capture the type of partner, needs, roles, collaborative relationships, and challenges were also examined by the combined child care capacities of the R&R service areas. Distinctions between capacities are discussed when meaningful differences arose.

PARTNERS THAT PROVIDED PROFESSIONAL DEVELOPMENT TO CHILD CARE PROVIDERS IN R&R SERVICE AREAS

The majority of agencies (88.4 percent) listed at least one partner that provided professional development services to child care providers in their area during FY 2012-13. Exhibit 35 displays the frequency and percentage of R&R agencies that reported each type of partner.

Of the agencies that reported at least one entity (n = 61), the most common professional development provider was First 5 (54.1 percent), a program in California that focuses on the needs of children ages 0 to 5 and their families. Both public (47.5 percent) and private (9.8 percent) universities or colleges were another common source of professional development, as was the California Preschool Instructional Network (CPIN), identified as a professional development provider by more than one-quarter (27.9 percent) of agencies. Additionally, various non-profit organizations were listed by 34.4 percent of agencies and included local non-profits and resource centers unique to each county.

Various city (3.3 percent), county (19.7 percent), state (13.1 percent), and federal (1.6 percent) partners were also listed as professional development providers. While some county entities were mentioned infrequently (e.g., Sheriff's Department, Office on Aging), several specific partners were mentioned repeatedly and therefore were grouped into their own categories. Specifically, LPCs (37.7 percent), County Offices of Education (34.4 percent), Departments of Public Health (11.5 percent), and Departments of Human Services (3.3 percent) were professional development service providers noted most extensively. In addition, a variety of organizations and agencies were listed by a relatively smaller proportion of agencies. These include the California Association for the Education of Young Children (CAEYC) and its affiliates (14.8 percent), health agencies (e.g., to obtain CPR training) (19.7 percent), Head Start (13.1 percent), and unspecified non-profit associations (18.0 percent).

Exhibit 35 –Partners that Provided Professional Development

Entity	n	%
County First 5	33	54.1
Public college or University ^a	29	47.5
Local Child Care and Development Planning Councils (LPCs)	23	37.7
Non-Profit Organization not Otherwise Specified (e.g., YMCA)	21	34.4
County Office of Education	21	34.4
California Preschool Instructional Network (CPIN)	17	27.9
County Government Agency not Otherwise Specified (e.g., County Sheriff Department)	12	19.7
Health Agency (e.g., Red Cross)	12	19.7
Non-Profit Association (e.g., California Association for Family Child Care)	11	18.0
California Association for the Education of Young Children (CAEYC)	9	14.8
Head Start	8	13.1
California Department of Social Services, Community Care Licensing	8	13.1
County Department of Public Health	7	11.5
Program for Infant and Toddler Care (PITC)	7	11.5
Private College or University	6	9.8
WestEd (no mention of PITC)	6	9.8
For-Profit Business (e.g., H&R Block)	6	9.8
Education Agency (e.g., school district)	5	8.2
Mental Health Agency	4	6.6
Art/Music Organization	3	4.9
Child Care Alliance of Los Angeles	3	4.9
Child Care Provider Network	3	4.9
County Department of Human Services	2	3.3
City Government Agency	2	3.3
Non-Profit Foundation	2	3.3
Religious Organization	2	3.3
Federal Government Agency	1	1.6
Military-Based Program	1	1.6
Tribal Program	1	1.6

^a Of the 29 R&Rs that discussed at least one public college or university, 13 mentioned U.C. Davis (i.e., 6 mentioned “U.C. Davis”, 5 mentioned U.C. Davis Extension, 1 mentioned U.C. Davis Center for Excellence in Child Development, and 1 mentioned U.C. Davis Family Child Care at It’s Best).

Note: 61 of 69 R&Rs responded to this question.

Exhibit 36 – Partners that Provided Professional Development by Combined Child Care Capacity

Entities	Small (n = 12)	Medium (n = 22)	Large (n = 18)	Very large (n = 9)
	%	%	%	%
Local Child Care and Development Planning Councils (LPCs)	66.7	45.5	22.2	11.1
CPIN	0.0	31.8	38.9	33.3
California Department of Social Services, Community Care Licensing	0.0	0.0	22.2	33.3
Mental Health Agency	0.0	0.0	11.1	22.2
PITC	0.0	4.5	22.2	22.2

Note: 61 of 69 R&Rs responded to this question.

In addition, LPCs were more frequently mentioned by R&Rs in service areas with smaller combined child care capacities while other partners were more frequently mentioned by agencies in service areas with larger combined child care capacities (Exhibit 36). These patterns may be due to greater need for services related to particular areas of expertise. Alternatively, it is possible that agencies in service areas with larger combined child care capacities have greater access to these professional development providers and therefore can draw on their services more easily.

ROLES OF PARTNERS THAT PROVIDED PROFESSIONAL DEVELOPMENT

R&Rs described the roles played by partners in fiscal year 2012-13. Exhibit 37 provides the frequency of each role.

Exhibit 37 –Partners’ Roles Reported by R&Rs

Entity fulfilled the role of...	n	% of R&Rs
Professional development provider	53	86.9
Funding or Resource Provider	29	47.5
Support Provider	19	31.1
Information Disseminator	18	29.5
Facilitator or Coordinator	15	24.6
Higher Education Provider	13	21.3
Service Provider in Languages other than English	11	18.0
Consultant	9	14.8
Technical Assistance Provider	9	14.8
Partner	7	11.5
Monitor or Licensing Provider	6	9.8
Networker	6	9.8
Advocate	5	8.2
Career Counselor	5	8.2
Unknown/Other	4	6.6

Note: 61 of 69 R&Rs responded to this question.

The largest proportion of R&Rs (86.9 percent) reported that partners provided professional development through workshops, trainings, or conferences. Nearly half of R&Rs (47.5 percent) reported that partners funded or provided resources, such as meeting space. Almost one-third (31.1 percent) of R&Rs characterized partners as providing support without going into detail about the types of support. Approximately one-fourth of R&Rs discussed said that partners disseminated information (29.5 percent), provided information on training calendars, or facilitated or coordinated child care provider meetings (24.6 percent). Partners that provided course credits or degrees related to child development and child care fulfilled related needs of 21.3 percent of R&Rs. Though less common, partners also provided services in languages other than English (18.0 percent), performed monitoring or licensing activities (9.8 percent), or served as career counselors to child care providers (8.2 percent).

Noteworthy patterns emerged for three categories of partner roles among the different combined child care capacities of the R&R service areas. Partners who provided support and who disseminated information became more prevalent as the combined child care capacity of the service area increased. In addition, having partners fulfill the roles of monitor or license provider was more often discussed by R&Rs in service areas with large and very large combined child care capacities.

PROFESSIONAL DEVELOPMENT NEEDS THAT WERE MET BY PARTNERS

Agencies described numerous and varied professional development needs that partners fulfilled (Exhibit 38). The most common needs fulfilled by partners tended to be general and related to either early childhood or child care broadly. Early childhood needs centered on professional development related to early childhood education (47.5 percent), CPIN (19.7 percent), CARES Plus (18.0 percent), school readiness (13.1 percent), and CSEFEL (6.6 percent). General child care needs were discussed by 39.3 percent of agencies and 23 percent voiced needs related to curriculum. Additionally, 29.5 percent of R&Rs reported that partners addressed needs for college credits or degrees.

Exhibit 38 – Percent of R&Rs Reporting Professional Development Needs

Categories	Topic of professional development needs	n	%
Early Childhood	Early Childhood Education	29	47.5
	California Preschool Instructional Network (CPIN)	12	19.7
	CARES Plus	11	18.0
	School Readiness	8	13.1
	Center on the Social and Emotional Foundations for Early Learning (CSEFEL)	4	6.6
Child Care	General Child Care	24	39.3
	Curriculum	14	23.0
	Mental Health and Abuse	14	23.0
	Parenting and Parents	11	18.0
Safety	Health and Safety	15	24.6
	Building or Facility	3	4.9
Business and Career	Career	14	23.0
	Business	8	13.1
	Licensing	7	11.5
	Staff Retention	4	6.6
Special Populations	Language	11	18.0
	Special Needs	11	18.0
	English Language Learners	4	6.6
	School Age Children	3	4.9
Quality of Child Care Environments and Staff	Quality	13	21.3
	Environment	10	16.4
	Classroom Assessment and Scoring System (CLASS)	7	11.5
Policy and Advocacy	Assembly Bill 212	9	14.8
	Advocacy	6	9.8
Higher Education	College Credits or Degrees	18	29.5
Other	Unknown/Other (e.g. "More trainings")	6	9.8

Note: 61 of 69 R&Rs responded to this question.

HOW R&RS COLLABORATED WITH PARTNERS

R&Rs also discussed the nature of their collaboration with partners (Exhibit 39). It is important to note that while most agencies reported collaboration, 13.1 percent of R&Rs indicated that there was no collaboration with any partner that provided services to child care providers in their service areas during fiscal year 2012-13.

Exhibit 39 – Percent of R&Rs Reporting Types of Collaboration with Partners

Collaboration to...	n	%
Deliver professional development	44	72.1
Promote professional development opportunities	40	65.6
Coordinate or plan professional development	28	45.9
Assess need for professional development	22	36.1
Fund professional development	14	23.0
Design professional development	11	18.0
Other	9	14.8

Note: 61 of 69 R&Rs responded to this question.

Most frequently R&R agencies and partners collaborated to deliver professional development (72 percent). R&Rs and partners collaborated by delivering trainings or workshops, securing training locations, or providing meals for participants. Approximately two-thirds (65.6 percent) of R&Rs indicated that collaboration centered on promoting professional development professional development opportunities. Nearly half of R&Rs (45.9 percent) reported that they had collaborated with a partner to coordinate or plan professional development events and 36.1 percent had partnered to assess professional development needs, including sitting on councils or providing guidance as to the needs of providers. Less frequently, R&Rs and their partners collaborated to fund (23.0 percent) or design (18.0 percent) professional development.

Challenges to Providing Professional Development

CHAPTER SUMMARY

- The most common challenge to providing professional development to child care providers was the decrease in funding and the resulting reductions in agency capability (e.g., number of staff and trainings offered). Total funding for CRRP contracts has been reduced by 3.3 percent since fiscal year 2009-10, and total funding for CCIP has been reduced by 6.6 percent since 2010-11. Challenges related to funding were reported most frequently by R&Rs in service areas with medium or large child combined care capacities.
- Characteristics of child care providers identified as challenges were the distance of providers from R&R sites, providers' unreliable internet access or technology, overlap of child care provider business hours and when professional development was offered; and providers' inability to afford costs associated with attending trainings (e.g., travel and parking expenses).
- A lack of training and materials in languages other than English was discussed as a challenge to providing professional development to child care providers
- Identifying and retaining qualified staff was a challenge to providing professional development, which resulted in reduced learning offerings in general and limited agency capability.
- Specific service area characteristics representing challenges to the provision of professional development were areas that were expansive or had small, clustered populations or both, or that were rural and lacked public transportation. These challenges were reported to be more prevalent by R&Rs in service areas with small and medium combined child care capacities.
- One-fifth of R&Rs noted that contextual factors, including economic conditions, cross-agency coordination of training, and matching training to needs of child care providers were challenges.
- Difficulty in forming partnerships, especially with institutions of higher education, to deliver professional development increased as the combined child care capacity of the R&R's service area decreased. R&Rs in areas with very large combined child care capacities reported no challenges with identifying partners.

The following section describes the challenges R&R agencies reported experiencing in making professional development available to child care providers. Responses were grouped into thematic categories in order to identify similar challenges across respondents. The frequency of each thematic challenge category across agencies and, when appropriate, exemplar quotes that capture prototypical responses in the category, are presented below.

R&Rs experienced a variety of challenges to making professional development available to child care providers during fiscal year 2012-13. Common challenges included those related to: funding, provider characteristics, language and culture, staffing and qualifications, service area characteristics, provider participation, contextual factors, lack of partners, and agency characteristics. Exhibit 40 presents the proportion of agencies that described challenges consistent with each category out of the 58 R&Rs that reported at least one challenge.

Exhibit 40 – Percent of R&Rs Reporting Challenges to Providing Professional Development

Challenge Categories	n	%
Funding	29	50.0
Provider Characteristics	21	36.2
Language and Culture	17	29.3
Staffing and Qualifications	16	27.6
Service Area Characteristics	15	25.9
Provider Participation	14	24.1
Contextual Factors	13	18.8
Lack of Partners	9	15.5
Agency Characteristics	7	12.1

Note: 58 of 69 agencies responded to this question.

Issues related to funding were the challenge discussed by the most R&Rs (50 percent). Also, more than one-quarter of R&Rs indicated that provider characteristics, language and culture, staffing and qualifications, and characteristics of the service area created challenges to providing professional development. A smaller proportion of agencies reported that lack of provider participation, contextual factors, a lack of partners, and characteristics of their own R&R made provision of professional development difficult. Exhibit 41 presents the proportion of agencies in services areas with different combined child care capacities that reported at least one challenge consistent with each type of challenge.

Exhibit 41 – Percent of R&Rs Reporting Challenges to Providing Professional Development by Combined Child Care Capacity Group

Challenge Categories	Small (n = 13)	Medium (n = 22)	Large (n = 16)	Very Large (n = 7)
	%	%	%	%
Funding	23.1	54.5	75.0	28.6
Provider Characteristics	30.8	45.5	31.3	28.6
Language and Culture	15.4	27.3	50.0	14.3
Staff	23.1	31.8	31.3	14.3
Service Area Characteristics	61.5	13.6	18.8	14.3
Provider Participation	15.4	31.8	18.8	28.6
Contextual Factors	30.8	13.6	18.8	42.9
Lack of Partners	23.1	18.2	12.5	0.0
Agency Characteristics	15.4	13.6	6.3	14.3

Note: 58 of 69 agencies responded to this question.

FUNDING

The most commonly described challenges to making professional development available to child care providers were related to funding and were described by half (50.0 percent) of the R&Rs. R&Rs discussions of funding noted that funding for both CRRP and CCIP had decreased over time. Specifically, from fiscal year 2019-10 to 2010-11, total funding for CRRP contracts was reduced by 3.3 percent, that is from \$23,035,541 to \$22,285,541. CRRP has been level-funded at \$22,285,541 since fiscal year 2001-11. Also, from fiscal year 2010-11 to 2011-12, total funding for CCIP was reduced by 6.6 percent, that is from \$2,408,994 to \$2,250,601. CCIP has been level-funded at \$2250,601 since fiscal year 2011-12 (California Department of Education, Early Education and Support Division, personal communication, July 16, 2014).

According to half of the R&Rs, these reductions have reduced the capacity of agencies to carry out necessary activities, such as retaining staff and conducting trainings. One agency noted, “We have not recovered from the funding cuts, not only from the state but also from our local jurisdictions... This double loss of funding made it much harder to maintain the number of professional growth events we could offer.” Another agency reported, “Reductions in funding have equated to reductions in staff. This has limited our ability to do activities that were possible for us to provide to caregivers in the past.” Funding challenges were reported to be most prevalent in service areas with medium (54.5 percent) and large combined child care capacities (75.0 percent).

CIRCUMSTANCES SURROUNDING CHILD CARE PROVIDERS

More than one-third of R&Rs (36.2 percent) indicated that characteristics and circumstances of the providers in their service areas presented challenges with regards to making professional development available. Circumstances surrounding providers included provider distance from

learning opportunities, unreliable internet connections or inadequate technology, time constraints and overlap of schedules for professional development and providers' business hours, limited literacy, and inability to pay for the cost associated with traveling to some of the trainings. One agency stated:

An ongoing challenge is scheduling professional development opportunities so that Family Child Care Providers can attend. Many work from 6am to 6pm Monday–Friday or Monday–Sunday, and are only able to be away from their business 20 percent of the time per Community Care Licensing Regulations.

Another agency echoed that in-person trainings can be difficult for providers to attend as, “Transportation and traveling distance is difficult for many residents of the county, as well as child care providers.” While trainings are typically provided free of charge agencies noted that expenses associated with attending the trainings such as travel and parking costs are sometimes perceived as a challenge, “With these trainings there are always some cost associated to them so this hinders the providers from attending if they cannot afford it.” Thus agencies face difficulties in ensuring professional development is offered during the times and at the locations in which providers can actually attend. One way to address these difficulties may be the use of online training, though unreliable internet access or inadequate technology limit pursuit of this option, “While online options are available, slow internet connections make online options challenging or impossible depending on geographic locations...” It appears that agencies are faced with the challenge of having to identify and navigate the characteristics of the providers in their service area to ensure that professional development opportunities are utilized.

LANGUAGE AND CULTURE

More than one-quarter (29.3 percent) of agencies reported challenges related to language and culture. Most often these challenges stemmed from a lack of professional development trainings or materials available in Spanish, as well as a lack of resources in Russian, Farsi, Korean, and Chinese. One agency reported difficulties meeting the cultural needs of tribal populations. An agency offered a succinct description of common difficulties associated with language and culture:

Meeting the language and cultural needs of our very diverse community also presents numerous challenges. Communicating complex ideas on child development and business practices in multiple languages, both verbally and in written materials, takes a tremendous amount of staff time and effort. We also struggle to find presenters/trainers who have the language and cultural understanding appropriate to these diverse groups.

Less than one-fifth of R&Rs in service areas with either small or very large combined child care capacities described at least one challenge related to language and culture. However, more than one-fourth R&Rs did so when they were in service areas with either medium or large combined child care capacities. The latter two groups of agencies may thus have the greatest need for materials and trainings in languages other than English to meet the language and cultural needs of local providers.

STAFFING AND QUALIFICATIONS

More than one-quarter (27.6 percent) of agencies indicated they have experienced at least one challenge related to hiring and retaining sufficient and qualified staff. Lack of funding or other agency circumstances (e.g., a key staff member taking a leave of absence) in some cases resulted in an insufficient workforce. One agency reported, “Our personnel has dwindled and there are fewer people to share the work load. Its [sic] difficult to provide the workshops in the evening and weekends with limited staff.” Other challenges related to agency staff included difficulties hiring and retaining qualified staff. One agency described these challenges when hiring new staff, “Trying to find qualified applicants for R&R employment is extremely difficult unless we ‘dummy down’ the job description...” Agencies also noted that the lack of qualified, bilingual applicants has contributed to difficulties finding qualified staff, “We are frequently challenged to find skilled, educated and experienced bilingual staff members (especially for our part-time positions) and retain them.” Staff challenges were raised least frequently by R&Rs in service areas with very large combined child care capacities (14.3 percent), perhaps the result of the availability of a larger applicant pool in the highly populated areas with very large combined child care capacities.

SERVICE AREA CHARACTERISTICS

Approximately one-quarter (25.9 percent) of agencies indicated that specific characteristics of their service area created difficulties in making professional development available to child care providers. Agencies had difficulties in serving areas that had populations that were small, rural, or geographically dispersed. One agency noted, “Providing professional development opportunities in a rural county presents its own set of challenges, such as distance and a lack of public transportation.” Similarly, another agency explained, “Providing training to outlying communities [is a challenge] because we are very spread out miles-wise and have many small population communities.”

Service area challenges were most frequent among R&Rs in service areas with small combined child care capacities, with nearly two-thirds (61.5 percent) reporting these challenges. This is likely due to the fact that these agencies serve rural, geographically-dispersed, and sparsely-populated communities. Additionally, the nature of service area challenges varied across groups. R&Rs in service areas with small or medium combined child care capacities reported rurality as a challenge while other agencies focused their discussion of challenges on the geographic dispersion of their service areas.

PROVIDER PARTICIPATION

The challenge of ensuring provider participation in professional development opportunities was shared by nearly one-quarter (24.1 percent) of R&Rs. Specifically identified were low attendance at trainings, recruitment of providers to attend trainings, and engaging all providers in professional development. Agencies most often described the difficulty of having providers attend professional

development events, “It has been increasingly difficult to encourage child care providers to come to group training.” One agency reported observing shifts in provider participation over time,

When initially becoming licensed, child care providers tend to participate in a lot of workshops and services. In the past year we have noticed that once their enrollment begins and their child care program is operating, their participation decreases or even stops.

Further, even when agencies achieve high participation, challenges exist related to engaging all providers. As one agency noted, “Overall there is good participation of child care providers for trainings and workshops. However, the same participants return for trainings.”

CONTEXTUAL FACTORS

Slightly less than one-fifth (18.8 percent) of R&Rs noted challenges related to the service area context and the specific needs of providers within the area. The political and economic state of the area and the balance of professional development offerings of the agency with other available professional development in the area, as well as factors specific to area providers (e.g., having to serve providers with a wide range of expertise) all contributed to difficulties in providing professional development. The larger context in which agencies function, including the needs of the providers they serve, presented hardships. One agency explained, “The economic downturn has created a huge influx in child care providers—the obstacle is getting the quality care message out to people who are becoming child care providers out of desperation and not desire.” Conversely, a different agency noted that the county in which they provide services, “. . .has experienced a dramatic loss of child care supply predominately in the supply of licensed family child care homes.” In appears that some areas are experiencing an increase in the number of providers, while others are experiencing a decrease.

Another challenge related to contextual factors is the difficulty of scheduling professional development offerings that do not conflict with other similar opportunities in the service area. “Planning trainings that aren’t in conflict with other professional development opportunities, community events, or school calendars has been an on-going challenge,” noted one agency. When developing a professional development calendar agencies must not only consider the availability of their staff but also the schedules of other entities. Agencies also noted difficulty tailoring trainings to the expertise and skill-level of more experienced providers, “Meeting the needs of experienced child care providers [has been a challenge].” Thus, agencies may find it easier to provide services to some providers than others.

LACK OF PARTNERS

Identifying, maintaining, and coordinating with community partners were described as challenges to making professional development available by 15.5 percent of R&Rs. Specific challenges included the lack of access to higher education institutions and the lack of appropriate consultants to draw on for trainings. As characterized by one agency, “Our county does not have a full-service community

college. We partner with [a community college] in [another] county, but the college is located over an hour away on winding roads for many providers.” Another agency similarly noted, “Access to community colleges and the costs for units plus books [is a challenge]...” Not having a local institution of higher education and the associated costs of attending a non-local institution increased the difficulty of offering professional development. In addition, when agencies were not connected with relevant partners, they faced challenges in identifying and obtaining trainers that met the needs of the providers in their area.

The proportion of R&Rs that described a lack of partners as a challenge decreased as the combined child care capacity of the R&R service area increased. Specifically, this challenge was reported mostly by R&Rs in areas with small child care capacities, followed by those in areas with medium and large child care capacities. Challenges related to dearth of partnerships were not raised by R&Rs in areas with very large child care capacities, which may be due to the fact that a greater density of possible community partners exists in these service areas.

R&R AGENCY CHARACTERISTICS

The final category of challenges includes characteristics of the R&R themselves (12.1 percent of R&Rs). These challenges included agencies having to relocate, budgetary issues, and staff transition and leave. For a small number of agencies, staff transitions made it difficult to offer professional development opportunities. One agency explained, “Some major changes in personnel have created a challenge for our agency as new staff work to develop relationships within the community.” Similarly, another agency reported, “In 2013-2014 we have lost a significant number of staff to family leave, educational pursuits and the desire to be with their children. To retrain and cross-train staff takes time.” Another agency described how their relocation created a challenge, “...our agency moved locations which caused some disruption to our service delivery.”

Case Studies of FCCH Providers

SECTION SUMMARY

- Half of the FCCH providers had been in the child care field for more than ten years and slightly more than a third had been FCCH providers for over ten years.
- About 44 percent of case study providers had taken college courses but had no college degree, while approximately 29 percent and 21 percent had bachelors' or associates' degrees, respectively.
- The nine case study providers observed with the FCCERS-R had taken an average of 34.9 hours of CCIP training during the past year
- Case study participants had an average of 108.5 cumulative hours of training through their R&Rs prior to the past year.
- For the five case study participants who were observed using the CLASS-PreK, the average scores for Emotional Support and Classroom Organization were 5.45 and 5.58 respectively. Both of these average scores were in the middle range of scores on the CLASS-PreK. The average score for Instructional Support was 2.90, which was in the low range.
- For the nine case study participants who were observed using the FCCERS-R, the average score was 4.02, which was between the “minimal” and “good” anchor scores.

Case study observations were conducted at 14 FCCHs to assess the quality of child care delivered by FCCH providers who received professional development through the R&Rs. The 14 FCCHs that ultimately participated in the case studies were not necessarily representative of FCCHs that received professional development from the 69 R&Rs or of California's FCCHs in general. The findings from these 14 case studies cannot be generalized to FCCHs that did not participate.

CHARACTERISTICS OF THE CASE STUDY PROVIDERS

Exhibits 42 through 44 show the characteristics of FCCH providers who participated in the case studies. Half of the providers had been in the child care field for more than ten years and a slightly more than over a third had been FCCH providers for over ten years. About a fifth of the participants had been providers for 1 to 2 years, and about a fifth had been providers for 3 to 5 years. About 44 percent of case study providers had taken college courses but did not have a college degree, while approximately 29 percent and 21 percent had bachelors' or associates' degrees, respectively.

Exhibit 42. Percent of FCCH Providers with Different Number of Years in the Child Care Field and as FCCH Providers

How long the FCCH provider had been...	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	More than 10 years
... in the child care field	7.1	14.3	21.4	7.1	50.0
... a FCCH provider	14.3	21.4	21.4	7.1	35.7

n = 14

Exhibit 43. Percent of FCCH Case Study Participants with Different Education Backgrounds

No college courses	College courses but no college degree	Associates degree	Bachelors degree	Masters degree	Doctorate degree
7.1	43.9	21.4	28.6	0.0	0.0

Note: Percentages do not equal 100 due to rounding.

n = 14

The number of hours of training that case study participants received through their R&Rs any time prior to the past year was calculated by multiplying respondents' self-reported number of years they had received training from their R&R with the self-reported estimated number of training hours per year. The average number of hours of training that case study participants received through their R&Rs any time prior to the past year was 108.5, with a range from 0 to 840 hours. Data on the number of CCIP training hours in the past year were available only for the nine individuals who were observed with the FCCERS-R. These individuals averaged 34.9 hours of CCIP training in the past year.

A “past professional development score” was calculated for each participant based on their responses to being asked if they had been trained under the: California Preschool Instructional Network (CPIN), Family Child Care at Its Best, Program for Infants and Toddler Care Training (PITC) Institutes, or PITC Partners for Quality. They were also asked if they had ever been mentored through the California Early Childhood Mentor Program and if they had ever attended a family child care association meeting. The response to each question was coded dichotomously (i.e., yes/no) and the codes aggregated for each provider. Possible past professional development scores ranged from 0 to 6. A score of six on past professional development would indicate that, at some point, the provider had participated in all four types of training, had been mentored through the California Early Childhood Mentor Program, and had attended an association meeting. The average score for the 14 FCCH providers in the case studies was 1.4, with a range from 0 to 5.

Exhibit 44. Case Study Providers' Past Professional Development Scores, CCIP Training Hours in the Past Year, and R&R Training Hours Prior to the Past Year

	Mean	Standard deviation	Range
Past professional development score	1.40	1.90	0-5
Number of CCIP training hours in the past year ^a	34.90	8.66	20-90
Number of R&R training hours prior to the past year	108.5	234.6	0 - 840

Note: Possible past professional development score ranged from 0 to 6.

^aData on discrete number of CCIP hours available only for the nine participants observed with the FCCERS-R n = 14.

SCORES ON OBSERVATIONAL ASSESSMENTS OF CHILD CARE QUALITY

Exhibit 45 provides the domain scores for the five case study providers assessed with the CLASS-PreK scale. The average scores for Emotional Support and Classroom Organization were 5.45 and 5.58, respectively. Both of these average scores were in the middle range as were the scores on these domains for each of the five providers. The average score for Instructional Support was 2.90, which is in the low range. The individual scores on this domain for each of the five providers ranged from low to middle.

Exhibit 45. Domain Scores on the CLASS-PreK for Case Study FCCH Providers

CLASS Pre-K Domain	Mean	Standard deviation	Range
Emotional Support	5.45	0.42	4.69; 5.88
Classroom Organization	5.58	0.18	5.42; 5.92
Instructional Support	2.90	0.50	2.17; 3.75

Note: Possible scores ranged from 1 to 7.

n = 5.

Nine of the case study providers were observed using the FCCERS-R and their average scale score was 4.02, which is between the “minimal” and “good” anchor scores (Exhibit 46). The range of average scores was between 2.92 (between the “inadequate” and “minimal” anchors) to 4.43 (between the “minimal” and “good” anchors). On average, the case study providers scored highest on the “Interaction” and “Parents and Providers” scales. The greatest variation was found on the “Parents and Providers” and “Program Structure” scales.

Exhibit 46. Scale Scores on the FCCERS-R for Case Study FCCH Providers

FCCERS Scale	Mean	SD	Range
Space and Furnishings	4.30	0.52	2.83 – 5.00
Personal Care Routines	2.67	0.82	2.17 – 3.50
Listening and Talking	4.15	0.52	3.33 – 6.00
Activities	3.25	0.94	1.73 – 4.64
Interaction	5.83	0.85	2.50 – 7.00
Program Structure	4.21	1.44	1.33 – 6.00
Parents and Providers	5.75	1.61	4.00 - 6.00
Average Score	4.02	0.89	2.92 - 4.43

Note: Possible scores ranged from 1 to 7
n = 9

References

- Harms, T., Clifford, R. M., & Cryer, D (2007). *The Family Child Care Environment Rating Scale – Revised (FCCERS-R)*. New York: Teachers College Press.
- Pianta, R. C., La Paro, K. M. & Hamre, B. K. (2008). *Classroom Assessment Scoring System: Manual Pre-K*. Brookes: Baltimore, MD.
- Ritchie, J., Spencer, L., & O'Connor, W. (2003). Carrying out qualitative analysis. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers*, pp. 219-262. Los Angeles, CA: Sage.
- Smith, C. P. (2000) Content analysis and narrative analysis. In H. T. Reis & C. M. Judd (Eds.), *Handbook of Research Methods in Social and Personality Psychology*, pp. 313-338. Cambridge, UK: Cambridge University Press.

Appendix A – R&Rs in Fiscal Year 2012-13

Exhibit A1. R&Rs by County

County	Agency	CRRP funding in FY 2012-13	CCIP funding in FY 2012-13	CCIP state match funding in FY 2012-13
Alameda	Community Child Care Council of Alameda County	\$294,215	\$36,000	\$16,594
	BANANAS, Inc.	\$355,698	\$34,000	\$9,051
	Child Care Links	\$204,286	\$26,000	\$0
Alpine	Choices for Children	\$155,089	\$10,000	\$0
Amador	The Resource Connection	\$161,372	\$20,000	\$0
Butte	Valley Oak Children’s Services	\$276,303	\$26,000	\$0
Calaveras	The Resource Connection	\$161,372	\$20,000	\$0
Colusa	Colusa County Office of Education – Children’s Services	\$166,370	\$20,000	\$0
Contra Costa	Contra Costa Child Care Council	\$462,616	\$36,000	\$2,112
Del Norte	Del Norte Child Care Council	\$166,711	\$20,000	\$5,000
El Dorado	Choices for Children	\$178,766	\$22,000	\$8,611
Fresno	Central Valley Children’s Services Network	\$560,582	\$42,000	\$9,877
Glenn	Glenn County Office of Education – Child Care Resource Referral and Payment Program	\$154,894	\$20,000	\$0
Humboldt	Changing Tides Family Services	\$228,189	\$22,000	\$0
Imperial	Imperial County Office of Education – Early Care and Education Programs	\$235,902	\$30,000	\$0
Inyo	Inyo County Superintendent of Schools – Child Care Connection	\$198,871	\$18,000	\$0
Kern	Kern County Superintendent of Schools Community Connection of Child Care	\$469,044	\$36,000	\$0
Kings	Kings Community Action Organization	\$176,902	\$26,000	\$0
Lake	North Coast Opportunities, Inc. – Rural Communities Child Care	\$160,521	\$22,000	\$0
Lassen	Lassen Child and Family Resources	\$166,869	\$20,000	\$0

County	Agency	CRRP funding in FY 2012-13	CCIP funding in FY 2012-13	CCIP state match funding in FY 2012-13
Los Angeles	Child Care Resource Center	\$1,015,795	\$46,000	\$0
	Children's Home Society of California	\$665,524	\$44,532	\$0
	Connections for Children	\$288,239	\$36,464	\$29,181
	Crystal Stairs, Inc.	\$983,268	\$57,696	\$0
	Mexican American Opportunity Foundation	\$550,749	\$41,308	\$0
	Options – AA Child Care and Human Services Agency	\$615,512	\$64,000	\$0
	Pathways	\$393,672	\$34,000	\$7,295
	Pomona Unified School District	\$322,859	\$34,000	\$0
Madera	Community Action Partnership of Madera County	\$183,074	\$26,000	\$0
Marin	Marin Child Care Council	\$173,990	\$22,000	\$0
Mariposa	Infant/Child Enrichment Services	\$159,141	\$17,000	\$0
Mendocino	North Coast Opportunities, Inc. Rural Communities Child Care	\$165,011	\$22,000	\$0
Merced	Merced County Office of Education – A.C.C.E.S.S. Child Care Resource and Referral	\$239,222	\$30,000	\$14,342
Modoc	Training, Employment, and Community Health, Inc.	\$166,306	\$18,000	\$2,500
Mono	Inyo Mono Advocates for Community A Community Connections for Children	\$166,001	\$15,601	\$0
Monterey	Mexican American Opportunity Foundation	\$236,429	\$30,000	\$0
Napa	Community Resources for Children	\$175,575	\$22,000	\$7,543
Nevada	Sierra Nevada Children's Services	\$176,569	\$22,000	\$0
Orange	Children's Home Society of California	\$608,214	\$36,000	\$0
Placer	Placer County Office of Education – Early Childhood Education	\$191,537	\$26,000	\$10,760
Plumas	Plumas Rural Services	\$166,025	\$20,000	\$0

County	Agency	CRRP funding in FY 2012-13	CCIP funding in FY 2012-13	CCIP state match funding in FY 2012-13
Riverside	Riverside County Office of Education – Children’s Services Unit	\$844,573	\$46,000	\$0
Sacramento County	Child Action, Inc.	\$676,549	\$46,000	\$6,638
San Benito	Go Kids, Inc.	\$171,392	\$22,000	\$0
San Bernardino	San Bernardino County Superintendent of Schools ¹⁹	\$607,818	\$46,000	\$0
	Child Care Resource Center (formerly Kids’N’Care)			
San Diego	Pomona Unified School District	\$262,523	\$10,000	\$0
	YMCA Childcare Resource Service	\$1,148,373	\$55,000	\$0
San Francisco	Children’s Council of San Francisco	\$280,846	\$36,000	\$20,003
	Wu Yee Children’s Services	\$243,003	\$30,000	\$3,017
San Joaquin	Family Resource and Referral Center	\$350,934	\$36,000	\$0
San Luis Obispo	Community Action Partnership of San Luis Obispo County, Inc.	\$237,175	\$26,000	\$14,342
San Mateo	Child Care Coordinating Council of San Mateo County, Inc.	\$305,184	\$32,000	\$0
Santa Barbara	Children’s Resource and Referral Program	\$258,345	\$30,000	\$29,181
Santa Clara	County Child Care Council of Santa Clara County, Inc.	\$676,041	\$46,000	\$0
Santa Cruz	Santa Cruz County Office of Education – Child Development Resource Center	\$256,811	\$26,000	\$0
Shasta	Shasta County Office of Education	\$247,142	\$25,000	\$5,000
Sierra	Sierra Nevada’s Children’s Services	\$154,922	\$10,000	\$0
Siskiyou	Siskiyou Child Care Council	\$175,337	\$20,000	\$0

¹⁹ During fiscal year 2012-13, the CRRP contract for this service area was transferred from San Bernardino County Superintendent of Schools to Child Care Resource Center. However, only the latter completed a survey for this service area.

County	Agency	CRRP funding in FY 2012-13	CCIP funding in FY 2012-13	CCIP state match funding in FY 2012-13
Solano	Solano Family and Children's Services	\$231,471	\$33,000	\$3,709
Sonoma	Community Child Care Council of Sonoma County	\$221,471	\$30,000	\$1,762
	River to Coast Children's Services	\$165,710	\$18,000	\$0
Stanislaus	Stanislaus County Office of Education	\$316,182	\$32,000	\$0
Sutter	Children Home Society of California	\$156,798	\$22,000	\$0
Tehama	Child Care Referral and Education	\$158,581	\$22,000	\$5,000
Trinity	Human Response Network	\$166,487	\$20,000	\$0
Tulare	Tulare County Office of Education	\$345,930	\$34,000	\$0
Tuolumne	Infant/Child Enrichment Services	\$163,036	\$20,000	\$0
Ventura	Child Development Resources of Ventura County, Inc.	\$303,074	\$34,000	\$13,482
Yolo	City of Davis – Child Care Services	\$228,098	\$26,000	\$0
Yuba	Children's Home Society of California	\$159,204	\$22,000	\$0

Appendix B – R&R Survey



SURVEY OF PROFESSIONAL DEVELOPMENT SERVICES PROVIDED BY THE CALIFORNIA CHILD CARE RESOURCE AND REFERRAL (R&R) AGENCIES TO CHILD CARE PROVIDERS IN FISCAL YEAR 2012-13

INTRODUCTION

As part of its Quality Improvement Plan, the California Department of Education (CDE) Child Development Division (CDD) Quality Improvement Office routinely reviews quality improvement activities funded through the state's Child Care and Development Block Grant (CCDBG). Through this process, CDD considers how current activities relate to the Quality Improvement Plan and can determine how to support early care and education professional development in the future. Various quality improvement projects have been studied in the past and the resulting information has been valuable in articulating and supporting child care provider professional development activities funded through the Quality Improvement Office. CDD has contracted with the Evaluation Research Program at WestEd to survey the California Child Care Resource and Referral (R&R) agencies as part of an objective study of child care quality improvement activities in California.

The staff at the Evaluation Research Program at WestEd is asking you to complete this survey because you have knowledge about the professional development that is delivered to child care providers through your R&R agency. If you R&R agency serves more than one county, we ask that you complete a separate survey for each service delivery area served by your R&R agency.

Specifically, this survey gathers descriptive information about the professional development services that your R&R agency delivers to the following: licensed family child care home providers, licensed child care centers, and license-exempt child care providers. Except for a single question in Section A, this survey does not cover parent consultation, education, or support. The information collected through this survey will be used to better understand professional development activities provided by the R&R agencies using funds from the CDD as well as from other sources. Your participation in this survey helps to ensure that the CDD receives information that is representative of all the activities provided by R&R agencies throughout California.

Section A of the survey asks for information about the revenue your R&R agency received from various funding sources, the languages other than English in which your R&R agency provided materials, services and supports your R&R agency provides other than professional development to child care providers, and some of the resources your R&R agency might have used to provide services and supports. **Section B** of the survey contains questions about any professional development activities provided in FY 2012-13 through your R&R agency that were funded specifically through your R&R agency's FY 2012-13 Child Care Initiative Project (CCIP) contract. **Section C** of the survey contains questions about any professional development activities provided in FY 2012-13 through your R&R agency that were not funded through CCIP. **Section D** of the survey contains questions about professional development to child care providers delivered by other organizations or agencies in your service area in FY 2012-13, as well as about any challenges your R&R agency faced in FY2012-13 when provided professional development to child care providers.

Questions about the Survey? Please send any questions about the survey content or any technical questions about navigating the Excel file to Fernando Rodriguez at frodrig@wested.org. After we address your content or technical questions, we will post the questions and responses on the following link:

<https://app.smartsheet.com/b/publish?EQBCT=49772aa9512245eda01dd13e3833b8ac>

The next tab in this Excel file provides instructions for completing the survey. We ask that you complete the survey by **January 31, 2014**, and that you return it via email to Fernando Rodriguez at frodrig@wested.org using the instructions under the "Submit the Survey" tab.

Thank you for participating in this very important survey.

PLEASE PROCEED TO THE 'Survey Instructions' TAB BELOW

SURVEY INSTRUCTIONS

Navigating this survey

- The survey questions are organized into four sections, A through D. Each section contains several Excel tabs (or Excel sheets) that are color coded by section and that located near the bottom of your computer screen. For example, all the tabs under Section A appear as green tabs.
- Note that some tabs contain more questions than others. Therefore, when completing the information on each Excel sheet, make sure that you scroll down to the bottom until you see a prompt that instructs you to proceed to the next tab.

Saving your responses

- This survey does not automatically save your responses. You must actively save your responses.
- When saving the document, we ask that you include 'R&R survey' in the file name as well as the county that it serves. If your county is served by more than one R&R agency, please include 'R&R survey', the name of the county, AND one of the zip codes in your service delivery in the Excel file name.
- Save your responses often, especially after completing each survey section.

Submitting the completed survey

- Instructions for submitting the completed survey appear in the "Submit the Survey" tab below.

R&R agencies in counties with multiple service delivery areas

- If your county is served by more than one R&R agency, please ensure that your responses refer only to your R&R agency's specific service delivery area.

R&R agencies with more than one service delivery area

- If your R&R agency has more than one service delivery area, we ask that you complete a separate survey for each service delivery area.

Having multiple individuals complete this survey

- More than a single individual can complete the survey. However, each section (i.e., Sections A through D) contains auto-fill functions, whereby information that was entered in one Excel sheet will appear in another Excel sheet. Therefore, if you decide to allow multiple individuals to complete the survey, please do not delete or move individual Excel tabs from their sections.

If your R&R agency requires more space to include all of the relevant information

- Some survey questions contain a limited number of rows in which to enter responses. You will not be able to add rows to provide additional information because elements of some questions are auto-filled based on your responses to previous questions. However, if you require additional rows to provide the information we require, contact Fernando Rodriguez at frodrig@wested.org, and we will send you a modified version of the survey with additional space for your responses.

Printing the survey

- If you would like to print the excel version of the survey, select to print the entire workbook from the print menu.

Questions

- If you have questions about the survey, you may read the Q&A posted at <https://app.smartsheet.com/b/publish?EQBCT=49772aa9512245eda01dd13e3833b8ac>
- The Q&A will be updated as WestEd responds to questions. If your questions are not answered there, please send your questions to Fernando Rodriguez at frodrig@wested.org. After we address your questions, we will post the questions and responses on the aforementioned Q&A link.

PLEASE PROCEED TO THE 'Definition of PD' TAB BELOW

DEFINITION OF "PROFESSIONAL DEVELOPMENT" FOR THIS SURVEY

The majority of questions on this survey ask about the professional development provided by your R&R agency to child care providers within your service area. This section discusses the definition of "professional development" that you should use as you complete the survey. The term "professional development" in this survey includes all of the following activities: education, training, technical assistance, mentoring, coaching, consultation, peer-to-peer technical assistance, and professional development advising.

A broad definition of professional development is the standard one used by the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA) (aka Child Care Aware of America). These agencies define professional development as:

"...a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses...**training**, and **technical assistance**."

This survey will ask about the training that your R&R agency provided to child care providers during FY 2012-13.

Training is defined as:

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. A planned sequence of training sessions comprises a training program.

Further, according to NAEYC and Child Care Aware of America, **training** encompasses several approaches, including: mentoring, coaching, consultation, peer-to-peer technical assistance, and professional development advising. Definitions of each of these appear below:

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. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

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 is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.

Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern — a program-, organizational-, staff-, child-, or family-related issue — or addresses a specific topic.

Professional development advising (sometimes referred to as career or PD counseling) is a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.

Peer-to-peer technical assistance fosters the development of relationship-based learning and support communities among colleagues, often in like roles. Peer-to-peer technical assistance is based on the premise that a significant expert knowledge base exists in the field and that peers who have solved challenges on the ground have developed tools and strategies that can be shared with their colleagues.

In addition, this survey will ask about the technical assistance your R&R agency provided to child care providers during FY 2012-13.

Technical Assistance (TA) is defined as:

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.

As you complete this survey, please use the definitions of training and technical assistance that have been provided above.

PLEASE PROCEED TO THE 'Section A' TAB BELOW

SECTION A - BACKGROUND INFORMATION FOR YOUR R&R AGENCY

Section A of the survey contains background questions about your entire R&R agency so that we can better understand your R&R agency.

Specifically, Section A asks for information about the revenue your R&R agency received from various funding sources, the languages other than English in which your R&R agency provided materials, services and supports your R&R agency provides other than professional development to child care providers, and some of the resources your R&R agency might have used to provide services and supports.

Again, questions in Section A pertain to your entire R&R agency.

PLEASE PROCEED TO THE 'A1 to A2' TAB BELOW

SECTION A - BACKGROUND INFORMATION FOR YOUR R&R AGENCY

Fill in the appropriate information in the YELLOW cells only

A1

Which county does your R&R agency serve?	<i>Enter county name here.</i>
--	--------------------------------

A2

For your *entire R&R agency*, please indicate the total amount of revenue from each of the following sources in fiscal year 2012-13. This includes revenue that was available or used for *any R&R agency activities*.

Funding source for entire R&R agency	
a. Public funding for entire R&R agency	Dollar amount for FY 2012-13
California Resource and Referral Programs (CRRP)	\$
California Child Care Initiative Project (CCIP) – non-state match CCIP funds only	\$
California Child Care Initiative Project (CCIP) – state match CCIP funds only	\$
Other public support – Federal funds (e.g., U.S. Department of Education)	\$
Other public support – State funds (e.g., First 5 California)	\$
Other public support – non-federal and non-state (e.g., local county First 5)	\$
Total public funding for R&R agency	\$ -

A1 to A2 - Background Information for Your Resource and Referral Agency

b. Private funding sources for entire R&R agency	Dollar amount for FY 2012-13
Fundraising	\$
Donations	\$
Fees-for-service (not paid for or reimbursed by a public agency)	\$
Investment income	\$
In-kind support	\$
Other private funding	\$
Total private funding for R&R agency	\$ -

c. Other funding sources for entire R&R agency	Dollar amount for FY 2012-13
<i>Please list each individual funding source in a separate cell</i>	
<i>Insert name of 'other funding source' here</i>	\$
Total other funding for R&R agency	\$ -
TOTAL R&R AGENCY REVENUE FROM ALL SOURCES FOR FISCAL YEAR 2012-2013	\$ -

END OF SECTION 'A1 to A2'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'A3' TAB BELOW

SECTION A - BACKGROUND INFORMATION FOR YOUR R&R AGENCY

A3 Please indicate the languages, other than English, in which your R&R agency provides written or verbal communication to child care providers in your county service delivery area. Check all that apply.

Language other than English	R&R agency provides written materials	R&R agency provides verbal communication
Spanish	<input type="checkbox"/>	<input type="checkbox"/>
Chinese (Cantonese or Mandarin)	<input type="checkbox"/>	<input type="checkbox"/>
Tagalog	<input type="checkbox"/>	<input type="checkbox"/>
Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Hmong	<input type="checkbox"/>	<input type="checkbox"/>
Other <i>type in language here</i>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

END OF SECTION 'A3'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'A4' TAB BELOW

SECTION A - BACKGROUND INFORMATION FOR YOUR R&R AGENCY

Fill in the appropriate information in the YELLOW cells only

A4

Under each category below, please describe all major R&R agency activities (other than professional development to child care providers) that were funded during FY 2012-13. In each description, please include the nature of the activities, goals, content, and intended recipients (e.g., parents, child care providers, children).

Type of Activity
Description of all your R&R agency's major activities related to child care referral services , including work with alternative-payment-subsidy clients. <i>Insert description for 'child care referral services' here.</i>
Description of all your R&R agency's major activities related to licensing of child care providers . <i>Insert description for 'licensing of child care providers' here.</i>
Description of all your R&R agency's major activities related to resources for parents , including parent education, consultation, or support. <i>Insert description for 'resources for parents' here.</i>
Description of all your R&R agency's major activities related to health and nutrition services for children . <i>Insert description for 'health and nutrition services for children' here.</i>

Description of all your R&R agency's major activities related to the administration of Trustline .
<i>Insert description for 'administration of Trustline' here.</i>

Description of all your R&R agency's major activities related to helping child care providers with their business practices .
<i>Insert description for 'helping childcare providers with their business practices' here.</i>

Description of all your R&R agency's activities related to consulting or providing assistance to community and public agencies in planning, coordinating, and improving child care services .
<i>Insert description for 'consulting or providing assistance to community and public agencies...' here.</i>

Description of your R&R agency's major activities other than those already listed and exclusive of professional development for child care providers .
<i>Insert description for 'other than those already listed...' here.</i>

END OF SECTION 'A4'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'A5' TAB BELOW

SECTION A - BACKGROUND INFORMATION FOR YOUR R&R AGENCY

Fill in the appropriate information in the YELLOW cells only

A5

Under each category below, please describe how your R&R agency used the **California Early Childhood Educator Competencies**, **California Preschool Learning Foundations**, and materials from the "**Growing Learning Caring Project**" as resources or supports for services in FY 2012-13.

If applicable, please describe how your R&R agency used the **California Early Childhood Educator Competencies** as resources for any of your supports or services in FY 2012-13. In addition, please describe any barriers your R&R agency may have experienced in attempting to use or in using these resources.

Insert description for using the 'California Early Education Competencies' resources here.

If applicable, please describe how your R&R agency used the **California Preschool Learning Foundations** as resources for any of your supports or services in FY 2012-13. In addition, please describe any barriers your R&R agency may have experienced in attempting to use or in using these resources.

Insert description for using the 'California Preschool Learning Foundations' resources here.

If applicable, please describe how your R&R agency used the materials from the "**Growing Learning Caring**" project as resources for any of your supports or services in FY 2012-13. In addition, please describe any barriers your R&R agency may have experienced in attempting to use or in using these resources.

Insert description for using the 'Growing Learning Caring' project materials or other resources here.

END OF SECTION 'A5'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'Section B' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS THROUGH THE CHILD CARE INITIATIVE PROJECT (CCIP)

Section B of the survey contains questions about any professional development activities provided in FY 2012-13 through your R&R agency that were funded specifically through your R&R agency's FY 2012-13 CCIP contract – both the base contract and, if applicable, the State Match. The first part of Section B asks about the sources of any State Match funds as well as about the recruitment and trainee status of CCIP participants.

Section B also asks for descriptions of the trainings for child care providers that were funded through CCIP, including details about the trainers who delivered it and the resources that were used to develop and deliver it.

Finally, Section B asks about technical assistance activities that were delivered to CCIP participants that were funded through CCIP.

Again, questions in Section B pertain only to professional development that was funded through CCIP.

PLEASE PROCEED TO THE 'B1' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS THROUGH CCIP

B1 CCIP State Match Funding Sources

If your R&R agency received CCIP State Match funds in FY 2012-13, please indicate each source of agency matching funds as well as the amount received from each.

Fill in the appropriate information in the YELLOW cells only

Funding Source	Amount
<i>Insert name of 1st funding source here.</i>	\$

END OF SECTION 'B1'

PLEASE SAVE YOUR WORK & PROCEED TO THE 'B2' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS THROUGH CCIP

B2 Other CCIP Funding Sources

In FY 2012-13, if your R&R agency received funds for CCIP activities from sources other than the CCIP contract or other than from State Match partners, please indicate each source of funds as well as the amount received from each.

Fill in the appropriate information in the YELLOW cells only

Funding Source	Amount
<i>Insert name of 1st funding source here.</i>	\$

END OF SECTION 'B2'

PLEASE SAVE YOUR WORK & PROCEED TO THE 'B3' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT TRAINING DELIVERED TO CHILD CARE PROVIDERS THROUGH CCIP

B3 Trainings Funded through CCIP- Recruits, Trainees, and Non-CCIP Participants

Provide information on the recipients of the trainings that were funded through CCIP. Provide the number of unduplicated counts of CCIP recruits AND unduplicated counts of CCIP trainees in FY 2012-13 using the following definitions:

- * **New recruits:** These are individuals who received a new family child care home license in your service area by the end of FY 2012-13.
- * **Expansion recruits who increased license capacity:** These are individuals who had obtained a family child care home license prior to FY 2012-13 and during FY 2012-13 increased licensed capacity from a small to a large family child care home; (b) capacity changed to include care for one or more infant and/or toddler (exclusively or with mixed-ages); (c) changed operating schedule to provide non-traditional hours of care; or (d) resumed providing care after being inactive for at least one year.
- * **Expansion recruits who changed capacity to include infants and toddlers:** These are individuals who had obtained a family child care home license prior to FY 2012-13 and during FY 2012-13 increased licensed capacity to include care for one or more infant and/or toddler (exclusively or with mixed-ages); (c) changed operating schedule to provide non-traditional hours of care; or (d) resumed providing care after being inactive for at least one year.
- * **Expansion recruits who changed schedule to non-traditional hours:** These are individuals who had obtained a family child care home license prior to FY 2012-13 and during FY 2012-13 changed their operating schedule to provide non-traditional hours of care.
- * **Expansion recruits who rescinded inactive status:** These are individuals who had obtained a family child care home license prior to FY 2012-13 and during FY 2012-13 resumed providing care after being inactive for at least one year.
- * **Prospective trainees:** These were individuals who had completed more than zero but less than 25 hours of training (or more than 25 hours but not in the required categories) by the end of FY 2012-13
- * **Trainees:** These were individuals who had completed at least their 25 hours of training in the required categories by the end of FY 2012-13.
- * **Returning trainees:** These were individuals who became trainees (i.e., completed at least 25 hours of training in the required categories in previous fiscal years (FY 2011-12 or earlier) and completed additional training by the end of FY 2012-13.
- * **Non-CCIP participants:** We understand that your R&R agency was not required to collect data on non-CCIP participants in CCIP-funded trainings. However, we would like to know the number of non-CCIPs who did attend if that information is available.

Fill in the appropriate information in the YELLOW cells only

CCIP recruits and trainees										Non-CCIP participants
Recruitment status of CCIP Participants by the end of FY 2012-13						Training status of attendees by the end of FY 2012-13				
New recruits	Expansion Recruits who Increased License Capacity	Expansion Recruits who Changed Capacity to Include Infants and Toddlers	Expansion Recruits who Changed Schedule to Non-traditional Hours	Expansion Recruits who Rescinded Inactive Status	Unduplicated total of CCIP recruits	Prospective trainees	Trainees	Returning trainees	Unduplicated total of CCIP trainees	If available, unduplicated total of non-CCIP participants

**END OF SECTION 'B3'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'B4' TAB BELOW**

B4

Trainings Funded through CCIP - Description

Describe each training that was made available to child care providers with CCIP funds during FY 2012-13. We ask that you discuss each training under one of the six topics listed below. These topics correspond to the modules listed in the CCIP program requirements.

1. Starting a Family Child Care Business
2. Setting Up a Family Child Care Program
3. Developmental Needs of Children
4. Provider Support
5. Infant/Toddler Care
6. Any other category not listed in the above topics

List each training only once; if a training falls under more than one topic area, please include it only under the most relevant topic area, and provide the following information for each training:

Training name : Provide a short, unique name for the training.

Brief description of purpose and content : Provide up to three sentences describing the purpose of the training and the content covered.

Format : Describe the format of the training or how it was delivered. Some examples include, but are not limited to group training/workshop using lecture, small group role plays.

Duration in hours : Indicate the average duration of the training. If contact hours for the training were distributed over time, please provide the total number of hours. *For example, if training on a single topic was broken-up into three, two-hour meetings over several weeks, the total duration for that training would be six hours.*

Number of occasions the training was delivered in FY 2012-13 : Indicate the number of occasions the training was delivered in FY 2012-13. If contact hours for the training were distributed over time, please consider it a single occasion. *For example, if training on single topic was broken up into three, two-hour meetings over several weeks, the total six-hour training would be considered one occasion . If this same six-hour training was provided seven times during 2012-13, that training would have occurred on seven different occasions.*

Fill in the appropriate information in the YELLOW cells only

	Training name	Brief description of purpose and content	Format	Duration in hours	Number of occasions delivered in FY 2012-13
Topic 1 of 6	Below, please list trainings that covered <i>“Starting a Family Child Care Business”</i>				
Starting a Family Child Care Business	EXAMPLE - Starting a child care business 101	Introductory course focused on the basics of starting a child care business.	Lecture, followed by question and answer session.	2	6

	Professional development activity/training name	Brief description of purpose and content	Format	Duration in hours	Number of occasions delivered in FY 2012-13
Topic 2 of 6	Below, please list trainings that covered <i>“Setting Up a Family Child Care Program”</i>				
Setting Up a Family Child Care Program	Insert name of activity 1				

	Professional development activity/training name	Brief description of purpose and content	Format	Duration in hours	Number of occasions delivered in FY 2012-13
Topic 3 of 6	Below, please list trainings that covered <i>“Developmental Needs of Children”</i>				
Developmental Needs of Children	Insert name of activity 1				

	Professional development activity/training name	Brief description of purpose and content	Format	Duration in hours	Number of occasions delivered in FY 2012-13
Topic 4 of 6	Below, please list trainings that covered <i>"Provider Support"</i>				
Provider Support	Insert name of activity 1				

	Professional development activity/training name	Brief description of purpose and content	Format	Duration in hours	Number of occasions delivered in FY 2012-13
Topic 5 of 6	Below, please list trainings that covered <i>"Infant/Toddler Care"</i>				
Infant/Toddler Care	Insert name of activity 1				

	Professional development activity/training name	Brief description of purpose and content	Format	Duration in hours	Number of occasions delivered in FY 2012-13
Topic 6 of 6	Below, please list other trainings that <i>did not cover any of the above topics</i>				
Other Activities Not Covered in Above Topics	Insert name of activity 1				

END OF SECTION 'B4'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'B5 ' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT TRAINING DELIVERED TO CHILD CARE PROVIDERS THROUGH CCIP

B5

Trainings Funded through CCIP - Trainers

Below, please provide information about the individuals who delivered each training in FY 2012-13. Please indicate the number of individuals in each role who delivered the training in FY 2012-13 under each of the roles listed below. If an individual who delivered the training fulfilled more than one of the roles listed, count that individual under his or her primary role.

- **staff from your R&R agency** - in the aggregate, not by budget or program line item
- **staff from other R&R agencies besides yours** (or from the California Child Care Resource and Referral Network)
- **staff from governmental or non-profit organizations, or foundations** - other than from an R&R agency
- **licensed family child care home provider** - individuals with an active family child care home license or individuals employed by a family child care home provider
- **faculty or staff from an institute of higher education** - e.g., from a university or college
- **independent consultants or contractors**
- **other** - these were individuals who delivered the activities but who do not fall into any of the aforementioned categories

Fill in the appropriate information in the YELLOW cells only

	Training name	Number of individuals who delivered training							Unduplicated total for number of individuals
		staff from your R&R agency	staff from other R&R agencies besides yours (or from the Network)	staff from governmental or non-profit organizations	licensed family care home provider	faculty or staff from an institute of higher education	independent consultant or contractor	other	
Topic 1 of 6	Starting a Family Child Care Business								
Starting a Family Child Care Business	EXAMPLE - Starting a child care business 101	1	2	1	1	0	0	0	5

	PD Activity Name	Individuals who delivered each activity during FY 2012-13 (check all that apply)							Total
		staff from your R&R agency	staff from other R&R agencies besides yours (or from the Network)	staff from governmental or non-profit organizations	licensed family care home provider	faculty or staff from an institute of higher education	independent consultant or contractor	other	
Topic 2 of 6	Setting Up a Family Child Care Program								
Setting Up a Family Child Care Program	Insert name of activity 1								0

PD Activity Name	Individuals who delivered each activity during FY 2012-13 (check all that apply)							
	staff from your R&R agency	staff from other R&R agencies besides yours (or from the Network)	staff from governmental or non-profit organizations	licensed family care home provider	faculty or staff from an institute of higher education	independent consultant or contractor	other	Total
Topic 3 of 6	Developmental Needs of Children							
Developmental Needs of Children	Insert name of activity 1							0

PD Activity Name	Individuals who delivered each activity during FY 2012-13 (check all that apply)							
	staff from your R&R agency	staff from other R&R agencies besides yours (or from the Network)	staff from governmental or non-profit organizations	licensed family care home provider	faculty or staff from an institute of higher education	independent consultant or contractor	other	Total
Topic 4 of 6	Provider Support							
Provider Support	Insert name of activity 1							0

PD Activity Name	Individuals who delivered each activity during FY 2012-13 (check all that apply)							
	staff from your R&R agency	staff from other R&R agencies besides yours (or from the Network)	staff from governmental or non-profit organizations	licensed family care home provider	faculty or staff from an institute of higher education	independent consultant or contractor	other	Total
Topic 5 of 6	Infant/Toddler Care							
Infant/Toddler Care	Insert name of activity 1							0

PD Activity Name	Individuals who delivered each activity during FY 2012-13 (check all that apply)							
	staff from your R&R agency	staff from other R&R agencies besides yours (or from the Network)	staff from governmental or non-profit organizations	licensed family care home provider	faculty or staff from an institute of higher education	independent consultant or contractor	other	Total
Topic 6 of 6	Other activities that did not cover any of the above topics							
Other Activities Not Covered Above	Insert name of activity 1							0

END OF SECTION 'B5'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'B6' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS THROUGH CCIP

B6 **Trainings Funded through CCIP - Resources**

Describe the primary resources your R&R agency used to develop and deliver each training funded by CCIP in FY 2012-13. This includes resources used for items such as handouts and PowerPoint presentations, and those used for translating materials into languages other than English. Please include all resources for each training in a single row.

Fill in the appropriate information in the YELLOW cells only

Training name		Provide a title or description of each primary resource as well as its source (e.g., author name, website, publisher)
Topic 1 of 6	Starting a Family Child Care Business	
Starting a Family Child Care Business	EXAMPLE - Starting a child care business 101	The book "Managing a Child Care Business" by Marjorie McKenna, and the Child Care Family Business materials from the childcaresuccess.org website.

Activity Name		Provide a title or description of each primary resource as well as its source (e.g., author name, website, publisher)
Topic 2 of 6	Setting Up a Family Child Care Program	
Setting Up a Family Child Care Program	Insert name of activity 1	

Activity Name		Provide a title or description of each primary resource as well as its source (e.g., author name, website, publisher)
Topic 3 of 6	Developmental Needs of Children	
Developmental Needs of Children	Insert name of activity 1	

	Activity Name	Provide a title or description of each primary resource as well as its source (e.g., author name, website, publisher)
Topic 4 of 6	Provider Support	
Provider Support	Insert name of activity 1	

	Activity Name	Provide a title or description of each primary resource as well as its source (e.g., author name, website, publisher)
Topic 5 of 6	Infant/Toddler Care	
Infant/Toddler Care	Insert name of activity 1	

	Activity Name	Provide a title or description of each primary resource as well as its source (e.g., author name, website, publisher)
Topic 6 of 6	Other activities that did not cover any of the above topics	
Other Activities Not Covered Above	Insert name of activity 1	

END OF SECTION 'B6'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'B7' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS THROUGH CCIP

B7 Technical Assistance Provided to CCIP Participants

If applicable, please provide information about the technical assistance you provided to CCIP participants in FY 2012-13. Please describe each major topic or issue that was the basis of the technical assistance, under the different technical assistance modes, estimate the number of times your agency delivered technical assistance on this issue or topic to CCIP participants. Also, please indicate the number of individuals in each role who delivered the technical assistance in each topic or issue in FY 2012-13 using the following definitions.

- **staff from your R&R agency** - in the aggregate, not by budget or program line item
- **staff from other R&R agencies besides yours**
- **staff from governmental or non-profit organizations, or foundations** - other than from an R&R agency
- **licensed family child care home provider** - these were individuals with an active family child care home license or individuals employed by a family child care home provider
- **faculty or staff from an institute of higher education** - e.g., from a university or college
- **independent consultants or contractors**
- **other** - these were individuals who delivered the activities but who do not fall into any of the aforementioned categories

If an individual who delivered the technical assistance fulfilled more than one of the roles provided, count that individual only once under his/her primary role.

Fill in the appropriate information in the YELLOW cells only

Brief Description of Topic or Issue that Required Technical Assistance	Number of incidents of technical assistance under each mode of delivery						Number of individuals who delivered technical assistance								
	Email	Home visits	Office visits	Telephone calls	other	Unduplicated total for mode of delivery	staff from your R&R agency	staff from other R&R agencies besides yours	staff from governmental or non-profit organizations	licensed family care home provider	faculty or staff from an institute of higher	independent consultant or contractor	other	Unduplicated total for number of individuals	
EXAMPLE - Completing a home-inspection safety checklist	6	3	1	36	1	47	4	0	0	0	0	0	0	4	

END OF SECTION 'B7'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'B8' TAB BELOW

SECTION B - PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS THROUGH CCIP

B8

In the space below, please describe any relationship-building activities with child care providers or potential child care providers (e.g., license-exempt providers; parents) that were made possible with CCIP funding.

Insert description here.

In the space below, please describe if and how CCIP funds have expanded child care capacity in your county service delivery area, and improved the quality of care.

Insert description here.

In the space below, please discuss any other information about CCIP or the professional development funded through CCIP that you would like us to know.

Insert description here.

END OF SECTION 'B8'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'Section C' TAB BELOW

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

Section C of the survey contains questions about any professional development activities provided in FY 2012-13 through your R&R agency that were not funded through CCIP. The first part of this section asks for descriptions of the trainings for child care providers that were not funded through CCIP, including details about who received the professional development, how it was funded, the trainers who delivered it, and the resources that were used to develop and deliver it.

We also ask whether any trainings were funded directly (in whole or part) by your R&R agency's California Resource and Referral Program (CRRP) contract. While we understand the CRRP largely provides funding for R&R agency infrastructure, we would like to know which (if any) of the professional development activities were funded directly by CRRP in FY 2012-13.

Finally, Section C asks about any technical assistance activities that were delivered to non-CCIP participants that were not funded through CCIP.

Again, questions in Section C pertain only to professional development that was NOT funded by CCIP.

PLEASE PROCEED TO THE 'C1' TAB BELOW

SECTION C – NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C1

Trainings Not Funded through CCIP - Description

Describe any training that was made available to child care providers with non-CCIP funds during FY 2012-13. List each training only once; if a training falls under more than one topic area, please include it only under the most relevant topic area, and provide the following information for each training:

Training name : Provide a short, unique name for the training.

Brief description of purpose and content : Provide up to three sentences describing the purpose of the training and the content covered.

Format : Describe the format of the training or how it was delivered. Some examples include, but are not limited to, group training/workshop using lecture, small group role plays.

Duration in hours : Indicate the average duration of the training. If contact hours for the training were distributed over time, please provide the total number of hours. *For example, if training on a single topic was broken up into three, two-hour meetings over several weeks, the total duration for that training would be six hours.*

Number of occasions the training was delivered in FY 2012-13 : Indicate the number of occasions the training was delivered in FY 2012-13. If contact hours for the training were distributed over time, please consider it a single occasion. *For example, if training on single topic was broken up into three, two-hour meetings over several weeks, the total six-hour training would be considered one occasion . If this same six-hour training was provided seven times during 2012-13, that training would have occurred on seven different occasions.*

Fill in the appropriate information in the YELLOW cells only

Training Name	Brief description of purpose and content	Format	Duration in hours	Number of occasions the training was delivered in FY 2012-13
EXAMPLE - Setting up your home for licensing	Potential home child care providers learned the basics about setting up their home for the various licensing criteria.	Formal presentations and site visits	3	4

END OF SECTION 'C1'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'C2' TAB

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C2 **Trainings Not Funded through CCIP - Funding Sources**

For each non-CCIP training in FY 2012-13, include the total amount of funding and indicate which, if any, of these training activities were funded directly from CRRP, in whole or in part. In addition, indicate the sources of other public and private funding. To help guide the distinction between public and private entities, please refer to the question A2 regarding sources of revenue for your R&R agency.

Fill in the appropriate information in the YELLOW cells only

Activity	TOTAL amount of funding for this training	Were funds from CRRP used to directly fund this training (either in whole or in part)	List all public sources of funding (besides CRRP) for this training	List all the private sources of funding for this training	If applicable, list any other R&R agencies who collaborated or partnered with your R&R agency on this training
EXAMPLE - Setting up your home for licensing	\$ 1,200.00	Yes	none	John Doe Foundation	

END OF SECTION 'C2'
END OF SECTION C2. PLEASE SAVE YOUR WORK & PROCEED TO THE 'C3' TAB

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C3 **Trainings Not Funded through CCIP - Funding Sources**

If you indicated in question C2 that any non-CCIP trainings for child care providers were directly funded (either in whole or in part) by CRRP in FY 2012-13, please provide the total amount of CRRP funds that were used across all non-CCIP trainings for child care providers.

\$

END OF SECTION 'C3'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'C4' TAB

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C4 **Trainings Not Funded through CCIP - Recipients**

Provide information on the recipients of the trainings that were not funded through CCIP in FY 2012-13. Provide the number of unduplicated recipients for each training. Numbers with regards to columns may be duplicated.

Fill in the appropriate information in the YELLOW cells only

Training Name	Number of individuals who received the training who were				Unduplicated total of recipients
	licensed family child care home providers	licensed center care providers	license-exempt providers	other	
EXAMPLE - Setting up your home for licensing	3	0	0	1	4

END OF SECTION 'C4'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'C5' TAB

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C5 **Trainings Not Funded through CCIP - Trainers**

Below, please provide information about the individuals who delivered each non-CCIP training in FY 2012-13. Please indicate the number of individuals in each role who delivered each training in FY 2012-13 under each of the roles listed below. If an individual who delivered the training fulfilled more than one of the roles listed, count that individual under his or her primary role.

- **staff from your R&R agency** - in the aggregate, not by budget or program line item
- **staff from other R&R agencies besides yours** (or from the California Child Care Resource and Referral Network)
- **staff from governmental or non-profit organizations, or foundations** - other than from an R&R agency
- **licensed family child care home provider** - individuals with an active family child care home license or individuals employed by a family child care home provider
- **faculty or staff from an institute of higher education** - e.g., from a university or college
- **independent consultants or contractors**
- **other** - these were individuals who delivered the activities but who do not fall into any of the aforementioned categories

Fill in the appropriate information in the YELLOW cells only

PD Activity Name	Number of individuals who delivered training who were							Unduplicated total for number of individuals
	staff from your R&R agency	staff from other R&R agencies besides yours (or from the Network)	staff from governmental or non-profit organizations besides an R&R agency	licensed family care home provider	faculty or staff from an institute of higher education	independent consultant or contractor	other	
EXAMPLE - Setting up your home for licensing	0	1	0	0	1	1	1	4

END OF SECTION 'C5'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'C6' TAB

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C6 **Trainings Not Funded through CCIP - Resources**

Describe the primary resources your R&R agency used to develop and deliver each training not funded by CCIP in FY 2012-13. This includes resources used for items such as handouts and PowerPoint presentations, and those used for translating materials into languages other than English. Please include all resources for each training in a single row

Fill in the appropriate information in the YELLOW cells only

Training name	Provide a title or description of each primary resource as well as its source (e.g., author name, website, publisher)
EXAMPLE - Setting up your home for licensing	"Licensing Basics" by Sarah Barns

END OF SECTION 'C6'
END OF SECTION. PLEASE SAVE YOUR WORK & PROCEED TO THE 'C7' TAB

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C7 Technical Assistance Provided to Non-CCIP Participants with Non-CCIP Funds

If applicable, please provide information about the technical assistance you provided to non-CCIP participants using non-CCIP funds in FY 2012-13. Please describe each major topic or issue that was the basis of the technical assistance, under the different technical assistance modes, estimate the number of times your agency delivered technical assistance on this issue or topic to non-CCIP participants. Also, please indicate the number of individuals in each role who delivered the technical assistance in each topic or issue in FY 2012-13 using the following definitions:

- **staff from your R&R agency** - in the aggregate, not by budget or program line item
- **staff from other R&R agencies besides yours**
- **staff from governmental or non-profit organizations, or foundations** - other than from an R&R agency
- **licensed family child care home provider** - these were individuals with an active family child care home license or individuals employed by a family child care home provider
- **faculty or staff from an institute of higher education** - e.g., from a university or college
- **independent consultants or contractors**
- **other** - these were individuals who delivered the activities but who do not fall into any of the aforementioned categories

If an individual who delivered the technical assistance fulfilled more than one of the roles provided, count that individual under his or her primary role.

Fill in the appropriate information in the YELLOW cells only

Brief Description of Topic or Issue that Required Technical Assistance	Number of incidents of technical assistance under each mode of delivery						Number of individuals who delivered technical assistance							
	Email	Home visits	Office visits	Telephone calls	Other	Unduplicated total for mode of delivery	Staff from your R&R agency	Staff from other R&R agencies besides yours	Staff from governmental or non-profit organizations	Licensed family care home provider	Faculty or staff from an institute of higher	Independent consultant or contractor	Other	Unduplicated total for number of individuals
EXAMPLE - Assessing childcare resources through NCCRRRA.org	10	0	0	13	0	23	2	0	0	2	0	0	0	4

END OF SECTION 'C7'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'C8' TAB

SECTION C - NON-CCIP PROFESSIONAL DEVELOPMENT DELIVERED TO CHILD CARE PROVIDERS

C8

In the space provided, please describe if and how non-CCIP funds in FY 2012-13 have helped expand child care capacity in your county service delivery area, and improved the quality of child care.

Insert description here.

In the space provided, please discuss any other information you would like us to know about any non-CCIP professional development for child care providers that was provided through your R&R agency in FY 2012-13 .

Insert description here.

END OF SECTION 'C8'

PLEASE SAVE YOUR WORK & PROCEED TO THE 'Section D' TAB BELOW

SECTION D - OTHER PROFESSIONAL DEVELOPMENT TO CHILD CARE PROVIDERS IN YOUR SERVICE AREA, AND CHALLENGES

Section D of the survey contains questions about professional development to child care providers delivered by other organizations or agencies in your service area in FY 2012-13, as well as about any challenges your R&R agency faced in FY2012-13 when provided professional development to child care providers.

PLEASE PROCEED TO THE 'D1' TAB BELOW

SECTION D - OTHER PROFESSIONAL DEVELOPMENT TO CHILD CARE PROVIDERS IN YOUR SERVICE AREA, AND CHALLENGES

Fill in the appropriate information in the YELLOW cells only

D1

Based on your knowledge, please list the names of any other entities (public or private) that provided professional development to child care providers in your service area during FY 2012-13. Please also describe the specific needs this entity fulfilled with regards to providing professional development to child care providers and the specific types of professional development they offered. Also, we would like to know if this entity collaborated or partnered with your R&R in any way with regards to planning, developing, or delivering professional development to child care providers. Finally, please let us know whether you considered this entity to be a major collaborator or partner with your R&R in providing professional development to child care providers in FY 2012-13.

Name of entity	Describe the specific needs this entity fulfilled with regards to providing professional development to child care providers and the specific role(s) they played	If applicable, describe how this entity collaborated or partnered with your R&R agency in providing professional development to child care providers, including its planning, development, or delivery	Was this agency or entity a major collaborator or partner with your R&R agency in providing professional development to child care providers in FY 2012-13? <i>Please select Yes or No from the drop-down list</i>
<i>Insert name of agency or entity here.</i>	<i>Describe the role this agency or entity fulfilled.</i>	<i>Describe how this entity collaborated or partnered with your R&R agency.</i>	

**END OF SECTION 'D1'
PLEASE SAVE YOUR WORK & PROCEED TO THE 'D2' TAB BELOW**

SECTION D - OTHER PROFESSIONAL DEVELOPMENT TO CHILD CARE PROVIDERS IN YOUR SERVICE AREA, AND CHALLENGES

Fill in the appropriate information in the YELLOW cells only

D2 Please describe any challenges your R&R agency faced in FY 2012-13 with regard to making professional development available to child care providers in your county service delivery area, including any unique populations that were served (e.g., tribes, military families).

Insert description for D2 here.

END OF SECTION 'D2'

PLEASE SAVE YOUR WORK & PROCEED TO THE 'Submit the Survey' TAB BELOW

SUBMIT THE SURVEY

After all sections of the survey are completed, please do the following:

- (1) save the survey, save a copy for yourself, and send the completed survey through email to: Fernando Rodriguez at frodrig@wested.org
- (2) include 'R&Rsurvey' in the title of your saved Excel document as well as the name of the county your R&R agency serves. If your county is served by more than one R&R agency, please also include one of the service delivery area zip codes in the name of the Excel file.
- (3) send your named document to: Fernando Rodriguez at frodrig@wested.org If your email settings permit it, you will be emailed a message when he has received your email.

If you have any questions or have problems saving, naming, or submitting your document, please contact Fernando Rodriguez at frodrig@wested.org or (562) 799-5103.

- THANK YOU FOR YOUR PARTICIPATION -

Appendix C - Professional Development Service Delivery Languages

Exhibit C1 - Languages Other than English in which R&R Agencies Provided Written Materials and Verbal Communication to Child Care Providers

Language	Written Materials		Verbal Communication	
	Number of R&Rs	% of R&Rs	Number of R&Rs	% of R&Rs
Spanish	66	95.7	64	92.8
Chinese (Cantonese or Mandarin)	12	17.4	14	20.3
Tagalog	4	5.8	9	13.0
Vietnamese	14	20.3	15	21.7
Russian	7	10.1	11	15.9
Hmong	4	5.8	7	10.1
Khmer/Cambodian	5	7.2	3	4.3
Korean	3	4.3	4	5.8
Armenian	3	4.3	3	4.3
French	0	0.0	4	5.8
Arabic	0	0.0	3	4.3
Ukrainian	0	0.0	4	5.8
Punjabi	1	1.4	3	4.3
Laotian	0	0.0	3	4.3
Amharic/Ethiopian	1	1.4	3	4.3
Other Languages	2	2.9	11	15.9

n = 69

Exhibit C2 - Number of Languages Other than English in which R&R Agencies Provided Written Materials and Verbal Communication to Child Care Providers, by Combined Child Care Capacity

Number of Total Child Care Slots	Number of Agencies	Written Materials		Verbal Communication	
		Mean	Range	Mean	Range
0-999	16	0.8	0 - 1	1.1	0 - 4
1,000-9,999	23	1.3	1 - 3	1.5	0 - 6
10,000-29,999	19	2.2	1 - 6	3.4	1 - 11
30,000+	11	3.5	1 - 8	5.1	0 - 12
Total	69	1.8	0 - 8	2.5	0 - 12

Appendix D – Average Number of Trainings Funded by CCIP, by Module and Topic

Exhibit D1 – Average Number Trainings Funded by CCIP, by Module and Topic

	Number of Trainings Offered in the Module or Topic	
	Mean	Range
Across All Trainings for Module 1 - Starting a Family Child Care Business (n = 63)	3.3	1 - 9
By Module 1 Topic		
Introduction	0.6	0 - 2
Feasibility	0.2	0 - 1
Steps to Becoming Licensed	0.4	0 - 2
Business Plan Development	1.8	0 - 6
Other	0.2	0 - 3
Across All Trainings for Module 2 - Setting Up a Family Child Care Program (n = 65)	5.4	1 - 22
By Module 2 Topic		
Administration	0.7	0 - 4
Supervision	0.6	0 - 4
Health and Safety	1.8	0 - 6
Learning Environments	1.3	0 - 6
Culturally Inclusive Learning Environments	0.1	0 - 2
Environments for Infants and Toddlers	0.1	0 - 2
Environments for Multi-age Groups	0.1	0 - 1
Family Engagement and Support	0.5	0 - 5
Overview Trainings	0.1	0 - 2
Other	0.1	0 - 1

	Number of Trainings Offered in the Module or Topic	
	Mean	Range
Across All Trainings for Module 3 - Developmental Needs of Children (n = 65)	4.3	1 - 18
By Module 3 Topic		
Development in the Context of Relationships	0.3	0 - 5
Social-Emotional Development	1.2	0 - 9
Language and Literacy Development	0.7	0 - 4
Cognitive Development	1.0	0 - 12
Perceptual and Motor Development	0.3	0 - 3
Active Play	0.4	0 - 2
Overview Trainings	0.2	0 - 2
Other	0.2	0 - 4
Across All Trainings for Module 4 - Provider Support (n = 65)	3.2	1 - 10
By Module 4 Topic		
Work-life Balance	0.7	0 - 3
Work Environment	0.8	0 - 4
Professional Development Opportunities	0.6	0 - 5
Information on Higher Education	0.1	0 - 1
Role Models and Mentors	0.1	0 - 1
Collaborations	0.1	0 - 2
Community Resources	0.5	0 - 3
Overview Trainings	0.2	0 - 3
Other	0.2	0 - 3
Across All Trainings for Module 5 - Infant/Toddler Care (n = 62)	3.1	1 - 14
By Module 5 Topic		
Health and Safety	0.5	0 - 3
Social-Emotional Development	0.4	0 - 4
Language and Literacy Development	0.3	0 - 2
Cognitive Development	0.3	0 - 3
Perceptual and Motor Development	0.1	0 - 1
Special Needs	0.1	0 - 1
Overview Trainings	1.3	0 - 7
Other	0.2	0 - 2

Note: Although 67 of 69 R&Rs responded to this question, the number of R&Rs varies according to whether or not they provided trainings in the module.

Appendix E – Average Number of Trainings Funded with CRRP, by Topic and Subtopic

Exhibit E1 – Average Number of CRRP-funded Trainings by Topic and Subtopic

	Number of Trainings Offered in the Topic or Subtopic	
	Mean	Range
Across All Trainings for Topic 1 – Starting a Family Child Care Business (n = 20)	2.0	1 - 6
By Topic 1 Subtopic		
Starting a Family Child Care Business Orientation	0.1	0 - 1
Licensing	1.6	0 - 3
Child Observation / Site Visits	0.3	0 - 3
Across All Trainings for Topic 2 - Setting Up a Family Child Care Program (n = 39)	4.0	1 - 42
By Topic 2 Subtopic		
Setting up and Running a Family Child Care Program - General	0.2	0 - 3
Health and Safety	1.4	0 - 11
Nutrition and Wellness	0.4	0 - 3
Marketing and Referrals	0.1	0 - 2
Contracts, Policies, and Regulations	0.0	-
Finances	0.3	0 - 3
Expansion and Relocation	0.0	-
Insurance	0.0	-
Planning and Scheduling	0.1	0 - 1
Hiring and Personnel	0.0	-
Working with Children and their Families	0.3	0 - 5
Working with Children with Special Needs	0.4	0 - 7
Child Abuse and Mandated Reporting	0.5	0 - 5
Identifying at-risk Children for Early Intervention	0.3	0 - 2
Understanding Cultural Perspectives	0.1	0 - 2

	Number of Trainings Offered in the Topic or Subtopic	
	Mean	Range
Across All Trainings for Topic 3 - Developmental Needs of Children (n = 36)	3.3	1 - 26
By Topic 3 Subtopic		
Social-emotional Development	2.0	0 - 11
Child Development / Developmental Stages	0.3	0 - 11
Language Development	0.3	0 - 3
English Language Development	0.1	0 - 1
Literacy	0.6	0 - 3
Across All Trainings for Topic 4 - Learning Environments (n = 29)	4.6	0 - 25
By Topic 4 Subtopic		
General	1.6	0 - 11
Visual and Performing Arts	0.6	0 - 3
History/Social Science	0.0	-
Physical Development	0.2	0 - 1
Health and Nutrition	0.3	0 - 2
Science /Earth Sciences	0.6	0 - 6
Numeracy and Mathematics	0.4	0 - 2
Active Play	0.2	0 - 1
Environments for Infant and Toddlers	0.6	0 - 4
Environments for Multiage Child Care Settings	0.1	0 - 1
Across All Trainings for Topic 5 - Provider Support (n = 24)	2.7	1 - 9
By Topic 5 Subtopic		
Professional Development	1.4	0 - 6
Provider Support	0.8	0 - 3
Education Requirements	0.1	0 - 1
Quality Improvement / Reflective Improvement	0.5	0 - 5
Across All Topics for Topic 6 - General/Other (n = 14)	1.8	1 - 5
By Topic 6 Subtopic Areas		
Overview Trainings	0.5	0 - 3
Other	1.2	0 - 4

Note: Although 47 agencies reported offering CRRP-funded trainings, the number of R&Rs varies according to whether or not they provided trainings in the topic.

Appendix F – Training Not Funded by CCIP or with CRRP, and Technical Assistance Not Funded by CCIP

Exhibit F1 – Training Not Funded by CCIP or with CCRP

		N	Total	Mean	Range
All topics		40	512	12.8	1 - 82
By topic					
1	Starting A Family Child Care Business	20	41	2.1	1 - 6
2	Setting Up a Family Child Care Program	35	211	6.0	1 - 31
3	Developmental Needs of Children	18	72	4.0	1 - 14
4	Learning Environments	22	122	5.5	1 - 33
5	Provider Support	17	47	2.8	1 - 9
6	General / Other	12	19	1.6	1 - 3

Exhibit F2 – Training Not Funded by CCIP or with CCRP, by Combined Child Care Capacity

	Combined Capacity Group												
	Small			Medium			Large			Very Large			
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range	
All topics	5	5.8	2 - 13	12	7.2	1 - 24	15	19.1	1 - 82	8	13.8	2 - 48	
Topics													
1	Starting A Family Child Care Business	0	-	-	5	2.0	1 - 4	10	1.5	1 - 3	5	3.2	1 - 6
2	Setting Up a Family Child Care Program	5	3.2	1 - 6	10	3.1	1 - 10	13	9.2	1 - 31	7	6.3	1 - 19
3	Developmental Needs of Children	2	2.5	2 - 3	4	2.0	1 - 3	9	5.6	1 - 14	3	3.0	2 - 4
4	Learning Environments	4	1.5	1 - 2	6	3.2	1 - 6	8	10.1	1 - 33	4	4.0	1 - 9
5	Provider Support	1	1.0	N/A	5	3.2	2 - 6	6	1.8	1 - 4	5	3.8	1 - 9
6	General / Other	1	1.0	N/A	1	2.0	2 - 2	6	1.7	1 - 3	4	1.5	1 - 3

Note: N/A indicates when the mean only represents the value of a single training.

Exhibit F3 – Average Number of Trainings Not Funded by CCIP or with CCRP, by Topic and Subtopic Area

	Number of Trainings Offered in the Topic or Subtopic	
	Mean	Range
Across All Trainings for Topic 1 - Starting a Family Child Care Business (n = 20)	2.1	1 - 6
By Topic 1 Subtopic		
Starting a Family Child Care Business Orientation	0.1	0 - 1
Licensing	1.7	0 - 5
Child Observation / Site Visits	0.3	0 - 3
Across All Trainings for Topic 2 - Setting Up a Family Child Care Program (n = 35)	6.0	1 - 31
By Topic 2 Subtopic		
Setting up and Running a Family Child Care Program - General	0.5	0 - 6
Health and Safety	1.2	0 - 6
Nutrition and Wellness	0.8	0 - 4
Marketing and Referrals	0.2	0 - 2
Contracts, Policies, and Regulations	0.1	0 - 1
Finances	0.3	0 - 2
Expansion and Relocation	0.0	-
Insurance	0.1	0 - 1
Planning and Scheduling	0.2	0 - 3
Hiring and Personnel	0.1	0 - 2
Working with Children and their Families	0.5	0 - 4
Working with Children with Special Needs	1.1	0 - 7
Child Abuse and Mandated Reporting	0.2	0 - 3
Identifying at-risk Children for Early Intervention	0.6	0 - 3
Understanding Cultural Perspectives	0.1	0 - 2
Across All Trainings for Topic 3 - Developmental Needs of Children (n = 18)	4.0	1 - 14
By Topic 3 Subtopic		
Social-emotional Development	2.3	0 - 11
Child Development / Developmental Stages	0.5	0 - 2
Language Development	0.6	0 - 2
English Language Development	0.1	0 - 1
Literacy	0.4	0 - 2

	Number of Trainings Offered in the Topic or Subtopic	
	Mean	Range
Across All Trainings for Topic 4 - Learning Environments (n = 22)	5.5	1 - 33
By Topic 4 Subtopic		
General	1.6	0 - 12
Visual and Performing Arts	0.7	0 - 7
History/Social Science	0.1	0 - 1
Physical Development	0.5	0 - 2
Health and Nutrition	0.4	0 - 2
Science /Earth Sciences	0.4	0 - 2
Numeracy and Mathematics	0.1	0 - 2
Active Play	0.1	0 - 1
Environments for Infant and Toddlers	1.5	0 - 24
Environments for Multiage Child Care Settings	0.2	0 - 2
Across All Trainings for Topic 5 - Provider Support (n = 17)	2.8	1 - 9
By Topic 5 Subtopic		
Professional Development	1.4	0 - 8
Provider Support	0.7	0 - 4
Education Requirements	0.1	0 - 1
Quality Improvement / Reflective Improvement	0.6	0 - 4
Across All Trainings for Topic 6 - General / Other (n = 12)	1.6	1 - 3
By Topic 6 Subtopic		
Overview Trainings	0.1	0 - 1
Other	1.5	0 - 3

Note: Although 40 agencies reported that they offered training not funded by CCIP or with CRRP, the number of R&Rs varies according to whether or not they provided training in each topic.

Exhibit F4 – Average Hours of Training Not Funded by CCIP or with CCRP

	N	Total	Mean	Range
All topics	39	5,939.3	152.3	2.0 - 780.0
By topic				
1 Starting A Family Child Care Business	19	526.5	27.7	2.0 - 276.0
2 Setting Up a Family Child Care Program	35	2,347.2	67.1	2.0 - 480.0
3 Developmental Needs of Children	18	682.0	37.9	2.0 - 232.5
4 Learning Environments	22	1,114.5	50.6	2.0 - 315.0
5 Provider Support	17	793.0	46.7	2.5 - 328.0
6 General / Other	12	476.0	39.7	2.0 - 260.0

Note: Of the 40 R&Rs who reported that they offered training funded by CIPP or with CRRP, 39 responded to this question.

Exhibit F5 – Average Hours of Training Not Funded by CCIP or with CCRP, by Combined Child Care Capacity

	Small			Medium			Large			Very Large		
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
All topics	5	73.8	12.0 - 123.0	11	80.8	6.0 - 366.0	15	185.8	2.0 - 780.0	8	236.9	4.0 - 692.0
By topic												
1 Starting A Family Child Care Business	0	-	-	4	23.6	2.0 - 75.0	10	10.8	2.5 - 42.0	5	64.8	2.0 - 276.0
2 Setting Up a Family Child Care Program	5	20.6	3.0 - 64.0	10	27.3	5.0 - 73.0	13	105.2	2.0 - 480.0	7	86.4	4.0 - 325.0
3 Developmental Needs of Children	2	8.0	6.0 - 10.0	4	4.5	2.0 - 8.0	9	54.8	2.0 - 232.5	3	51.7	15.0 - 100.0
4 Learning Environments	4	34.0	2.0 - 120.0	6	59.1	4.0 - 224.5	8	69.1	2.0 - 315.0	4	17.9	6.0 - 30.0
5 Provider Support	1	112.0	N/A	5	21.9	5.5 - 66.5	6	18.7	2.5 - 48.0	5	91.9	3.0 - 328.0
6 General / Other	1	2.0	N/A	1	39.0	N/A	6	25.7	2.0 - 122.0	4	70.3	2.0 - 260.0

Note: Of the 40 R&Rs who reported that they offered training funded by CIPP or with CRRP, 39 responded to this question. N/A indicates when the mean only represents the value of a single training.

Exhibit F6 – Recipients of Training Not Funded by CCIP or with CCRP

	All R&Rs		Combined Child Care Capacity							
			Small		Medium		Large		Very Large	
	N = 37		n = 4		n = 11		n = 15		n = 7	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Total Recipients	643.4	15 - 5,160	1,358.8	72 - 5,160	202.9	29 - 722	774.9	15 - 2,559	644.9	91 - 1,209
Licensed Family Child Care Home Providers	194.4	0 - 988	49.8	0 - 126	78.6	0 - 227	323.6	0 - 988	182.1	12 - 460
Licensed Center Care Providers	183.7	0 - 1,748	11.8	0 - 23	90.5	0 - 363	274.6	0 - 1,748	233.6	22 - 1,045
License-exempt Providers	44.4	0 - 599	19.3	0 - 40	11.7	0 - 98	50.1	0 - 422	97.9	0 - 599
Other	220.8	0 - 5,112	1,278.8	0 - 5,112	22.0	0 - 111	126.5	0 - 672	131.3	0 - 569

Note: Of the 40 R&Rs who reported that they offered training funded by CIPP or with CRRP, 37 reported the number of training recipients.

Exhibit F7 – Mean Percent of Provider Affiliation for Training Not Funded by CCIP or with CCRP

	All R&Rs		Combined Child Care Capacity			
			Small	Medium	Large	Very Large
	N = 39	n = 5	n = 11	n = 15	n = 8	
Staff from the provider R&R	66.5	69.4	80.1	51.4	74.6	
Staff from other R&Rs	0.6	0.0	0.4	1.2	0.0	
Staff from Governmental or Non-Profit Organization	17.8	30.6	11.4	20.4	13.9	
Licensed Family Care Home Provider	1.2	0.0	0.8	2.4	0.0	
Faculty or Staff from Higher Education Institution	4.9	0.0	2.0	8.5	5.0	
Independent Consultant or Contractor	8.1	0.0	5.0	14.8	4.7	
Other	0.9	0.0	0.3	1.3	1.8	

Note: Of the 40 R&Rs who reported that they offered training funded by CIPP or with CRRP, 39 responded to this question.

Exhibit F8 – Mean Percent of Provider Affiliation for Training Not Funded by CCIP or with CCRP, by Topic

	N	Staff from R&R	Staff from Other R&R	Staff from Governmental or Non-Profit Organization	Licensed Family Child Care Home Provider	Faculty or Staff from Institute of Higher Education	Independent Consultant or Contractor	Other
1 Starting A Family Child Care Business	18	70.8	0.0	18.2	4.5	3.7	2.7	0.0
2 Setting Up a Family Child Care Program	35	69.4	0.7	15.8	0.6	3.7	8.7	1.0
3 Developmental Needs of Children	18	53.4	0.8	24.1	0	9.3	8.3	4.1
4 Learning Environments	22	66.8	0.0	18.3	0.4	1.1	13.3	0.0
5 Provider Support	17	65.4	2.0	16.7	0.3	4.9	10.7	0.1
6 General / Other	12	73.5	0.0	13.3	2.1	6.9	4.2	0.0

Note: Of the 40 R&Rs who reported that they offered training funded by CIPP or with CRRP, 39 responded to this question.

TECHNICAL ASSISTANCE PROVIDED TO NON-CCIP PARTICIPANTS

R&Rs were asked to provide information about the technical assistance delivered to non-CCIP participants. R&Rs were first asked to list each issue that served as a basis for technical assistance (e.g., assistance reviewing licensing requirements). For each listed issue, R&Rs were additionally asked to report the mode of delivery (e.g., email, home visits) and estimate the number of instances their R&R delivered technical assistance under each mode. R&Rs also reported the number of individuals who delivered technical assistance to non-CCIP participants.

Exhibit F9 – Modalities of Technical Assistance Provided to Non-CCIP Participants

	Total Count of Technical Assistance Instances	Technical Assistance Instances by Mode of Delivery											
		Total Delivery		Email		Home Visits		Office Visits		Telephone Calls		Other	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
All R&Rs (N = 58)	339,068	5,846.0	15 - 57,788	812.2	0 - 16,633	474.7	0 - 7,075	875.9	0 - 19,441	2,448.4	0 - 26,805	1,234.7	0 - 37,543
Combined Child Care Capacity													
Small (n = 12)	10,581	881.8	54 - 6,463	40.1	0 - 252	33.3	0 - 172	250.4	0 - 2,286	526.1	31 - 4,091	31.9	0 - 167
Medium (n = 18)	45,321	2,517.8	52 - 13,961	218.6	0 - 1,060	80.8	0 - 767	429.2	0 - 2,482	1,465.6	0 - 10,326	323.8	0 - 2,805
Large (n = 17)	171,840	10,108.2	15 - 57,788	1,465.6	0 - 16,633	816.4	0 - 4,665	1,883.7	0 - 19,441	4,465	0 - 26,805	1,476.6	0 - 22,325
Very Large (n = 11)	111,326	10,120.5	95 - 51,879	1,616.2	0 - 10,157	1,072.8	0 - 7,075	731.9	5 - 3,716	3,036.1	0 - 37,543	3,663.5	0 - 37,543

Note: 58 of 69 R&Rs responded to this question.

Exhibit F10 – Modalities of Technical Assistance Provided to Non-CCIP Participants, by Topics

	N	Total Count of Technical Assistance Instances	Technical Assistance Instances by Mode of Delivery											
			Total Delivery		Email		Home Visits		Office Visits		Telephone Calls		Other	
			Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Across All Technical Assistance Instances	58	339,068	5,846.0	15 - 57,788	812.2	0 - 16,633	474.7	0 - 7,075	875.9	0 - 19,441	2,448.4	0 - 26,805	1,234.7	0 - 37,543
Starting a Family Child Care Business														
Starting a Family Child Care Business	24	25,114	1,046.4	1 - 9,352	172.9	0 - 1,918	145.1	0 - 1,865	329.6	0 - 3,744	365.4	0 - 3,530	33.4	0 - 564
Licensing/Title 22/Assessments	44	21,258	483.1	1 - 6,983	35.3	0 - 752	42.8	0 - 1,272	196.4	0 - 4,351	184.1	0 - 1,747	24.5	0 - 440
Site Visits/Observations	11	2,855	259.5	1,760	34.5	0 - 380	144.7	0 - 1,140	0.4	0 - 240	34.6	0 - 240	45.3	0 - 475
Setting Up and Running a Family Child Care Program														
Learning Environments and Curricular Activities	51	78,603	1,541.2	8 - 23,474	219.2	0 - 2,922	43.4	0 - 820	332.5	0 - 4,896	478.8	0 - 4,358	467.4	0 - 16,800
Finances	27	47,300	1,751.9	4 - 9,415	282.1	0 - 3,892	8.0	0 - 81	266.6	0 - 2,132	1,175.2	0 - 7,564	20.0	0 - 310
Contracts, Policies, and Regulations	9	18,697	2,077.4	9 - 18,246	4.7	0 - 18	1.9	0 - 16	5.8	0 - 28.0	1,540.3	2 - 13,548	524.8	0 - 4,698
Health and Safety Training	27	14,444	534.9	1 - 4,980	140.7	0 - 2,796	58.3	0 - 791	87.7	0 - 1,194	247.9	0 - 2,725	0.4	0 - 4
Food and Nutrition	14	8,701	621.5	1 - 3,318	15.8	0 - 200	252.6	0 - 1,027	5.1	0 - 60	343.8	0 - 3,318	4.2	0 - 52
Setting Up a Family Child Care Environment	17	7,092	417.2	2.0 - 4,319	82.0	0 - 745	23.5	0 - 156	26.9	0 - 212	279.8	0 - 4,048	5.1	0 - 49
Marketing and Referrals	15	5,982	398.8	1 - 2,314	162.7	0 - 2,082	16.2	0 - 156	7.4	0 - 80	205.4	0 - 2,064	7.1	0 - 46
Child Care Referrals	5	3,226	645.2	87 - 2,179	57.6	0 - 281	4.8	0 - 24	14.2	0 - 38	514.8	0 - 2,179	53.8	0 - 269

	N	Total Count of Technical Assistance Instances	Technical Assistance Instances by Mode of Delivery											
			Total Delivery		Email		Home Visits		Office Visits		Telephone Calls		Other	
			Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Working with Parents	11	2,071	188.3	1 - 1,227	1.3	0 - 12	122.7	0 - 1,227	2.8	0 - 12	61.3	0 - 400	0.2	0 - 2
Rates	5	1,923	384.6	12 - 1,016	20.0	0 - 56	31.4	0 - 156	136.2	3 - 560	197.0	8 - 720	0.0	-
Permits	8	551	68.9	1 - 280	13.1	0 - 59	6.6	0 - 44	14.8	0 - 72	24.9	0 - 110	9.5	0 - 30
Expansion and Relocation	5	458	91.6	3 - 240	6.0	0 - 19	0.0	-	13.4	0 - 33	72.2	2 - 200	0.0	-
Insurance	5	133	26.6	1 - 73	3.8	0 - 11	5.4	0 - 25	3.8	0 - 16	13.6	1 - 46	0.0	-
Expanding Capacity	4	127	31.8	8 - 50	1.0	0 - 3	3.3	0 - 13	7.5	0 - 20	14.3	5 - 30	5.8	0 - 22
Hiring and Personnel	2	51	25.5	19 - 32	0.0	-	0.0	-	3.0	0 - 6	22.5	13 - 32	0.0	-
Developmental Needs of Children														
Developmental Needs of Children	25	17,126	685.0	1 - 9,484	132.0	0 - 2,832	163.4	0 - 2,454	60.4	0 - 1,052	273.4	0 - 4,660	55.8	0 - 640
Special Needs	16	11,269	704.3	4 - 4,900	70.7	0 - 472	1,416.6	0 - 1,078	53.9	0 - 693	434.6	4 - 3,500	3.6	0 - 32
Caring for Infants and Toddlers	2	1,568	784.0	12 - 1,556	0	-	0	-	0	-	6.0	0 - 12	778.0	0 - 1,556
Professional Development and Provider Support														
Professional Development	23	7,534	327.6	3 - 1,321	35.7	0 - 218	36.3	0 - 257	50.5	0 - 313	146.4	0 - 977	58.7	0 - 740
Quality Preschool Initiative	1	6,725	6,725.0	N/A	4,017	N/A	115.0	N/A	0	-	2,063	N/A	530.0	N/A
Quality Improvement	2	3,345	1,672.5	24 - 3,321	626.5	0 - 1,253	719.0	6 - 1,432	37.0	0 - 74	255.5	18 - 493	34.5	0 - 69
Data Use	8	604	75.5	3 - 230	15.5	0 - 44	0.0	-	3.6	0 - 22	27.6	0 - 111	28.7	0 - 230
First 5	2	98	49.0	38 - 60	8.0	4 - 12	0.5	0 - 1	10.0	8 - 12	29.0	23 - 35	1.5	0 - 3
Other / Unspecified	36	52,213	1450.4	2 - 34,782	86.5	0 - 2,222	55.9	0 - 1,227	65.3	0 - 1,333	289.5	0 - 2,800	953.1	0 - 34,079

Note: 58 of 69 R&Rs responded to this question.

Exhibit F11 – Mean Percent of Provider Affiliation for Non-CCIP Funded Technical Assistance

	All Agencies	Combined Child Care Capacity			
		Small	Medium	Large	Very Large
	N = 57	n = 12	n = 18	n = 16	n = 11
Staff from the provider R&R	95.1	99.8	95.1	90.2	97.2
Staff from other R&Rs	0.5	0.0	0.0	1.6	0.3
Staff from Governmental or Non-Profit Organization	3.3	0.2	4.7	5.1	1.8
Licensed Family Care Home Provider	0.1	0.0	0.0	0.5	0.0
Faculty or Staff from Higher Education Institution	0.3	0.0	0.1	0.5	0.7
Independent Consultant or Contractor	0.6	0.0	0.1	2.1	0.0
Other	0.0	0.0	0.0	0.0	0.0

Note: 57 of 69 agencies responded to this question.

Appendix G - R&R Agency Activities Other than Professional Development for Child Care Providers

As part of their CRRP contracts, agencies engaged in a wide range of activities in addition to providing professional development to child care providers. Based on language in the CRRP funding provisions, agencies were asked to report major activities carried out in the following seven areas: (1) child care referral services, (2) licensing of child care providers, (3) resources for parents, (4) health and nutrition services for children, (5) administration of TrustLine, (6) helping child care providers with their business practices, and (7) consulting or providing assistance to community and public agencies in planning, coordinating, and improving child care services. Agencies were asked to describe the major activities conducted in each of these areas. In order to provide a broader context in which professional development for child care providers was delivered, this appendix summarizes the descriptions of agency activities. In addition, each section discusses specific activities reported by multiple agencies, or other noteworthy activities.

CHILD CARE REFERRAL SERVICES

As part of their activities, agencies provided families with child care referrals. The majority of agencies reported going beyond providing families with lists of child care providers, and described a variety of related activities. Many of the activities, such as counseling families, occurred as part of the referral process. Other activities, including promoting the agencies' array of services, targeted families before they sought referrals. In addition, disseminating information about child care options occurred during and apart from the referral process. Several agencies noted following-up with families after providing referrals.

Agencies provided families with referrals in person, over-the-phone, and via email, fax, and the postal service for licensed child care providers and centers as well as child care centers exempt from licensing. Several agencies noted that the families received referrals online by submitting requests on agency websites. Referrals were provided in English as well as other languages, such as Spanish and Chinese. Agencies used information provided by families with child care needs to produce a list of potential providers for families. The information included the families' home and work addresses, time and duration of child care needs, children's ages, educational preferences, and transportation needs. In addition, agencies frequently provided what they termed "enhanced" referrals for families of children with special needs and also provided referrals for other community resources, such as food banks and housing assistance. In some cases, the agencies called the providers on behalf of the families to determine if there were openings and verify the cost of the services.

The activities related to child care referral services most frequently reported by agencies are summarized below and in Exhibit G1. Most notably, 83.6 percent of agencies disseminated

information to families. Subsidy assistance and screening, maintaining a database of child care providers, and interacting with Alternative Payment Programs (APPs) were the next most frequently reported activities and were described by 25 to 40 percent of agencies. Less than 25 percent of agencies reported that they led workshops and presentations, promoted their agencies' services, provided counseling on selecting providers or had referral counselors, interacted with other organizations, followed-up with families after providing referrals, and interacted with California Work Opportunity and Responsibility for Kids (CalWORKs).

Exhibit G1 – Activities Reported by the R&R Agencies Related to Child Care Referrals

Activity	n	%
Information Dissemination to Families	56	83.6
Subsidy Assistance and Screening	27	40.3
Maintaining a Database of Child Care Providers	25	37.3
Interacting with Alternative Payment Programs (APPs)	17	25.4
Workshops and Presentations	15	22.4
Promoting Agency's Services	13	19.4
Counseling on Provider Selection	12	17.9
Interacting with Other Organizations	10	14.9
Follow-up with Families after Referrals	6	9.0
Interacting with California Work Opportunity and Responsibility for Kids (CalWORKs)	5	7.5

Note: The percentages are based on the 67 out of 69 agencies that reported on their activities related to child care referral services.

MAINTAINING A DATABASE OF CHILD CARE PROVIDERS

To ensure provision of accurate information in referrals, 37.3 percent of agencies indicated they actively maintained a database of child care providers in their regions. The agencies contacted newly licensed providers and offered to add providers' information to agency databases. Additionally, on a quarterly basis agencies typically called, emailed, or sent letters to providers to verify their information. When contacting providers, agencies collected information on hours of operation, location, rates, number of openings, ages served, and instructional programs or curricula used.

INFORMATION SERVICES TO FAMILIES

During the referral process, 83.6 percent of agencies disseminated information individually to families with the overarching goal of helping them make informed decisions regarding child care. The agencies provided information in multiple languages using brochures, booklets, and "tip" sheets. They also had information available in binders in their offices and posted on their websites. Much of the information disseminated during the referral process related directly to selecting child care providers. For example, agencies provided families with questions to ask child care providers, as well as with checklists to help them evaluate potential providers and compare providers. They also

provided information about finding subsidized child care programs, child care curriculum models, the safety benefits of going through R&R agencies for referrals instead of other sources, and their right to check the records of providers (i.e., Oliver’s Law). They additionally provided information on specific programs, such as Head Start and State Preschool. The referral process provided agencies the opportunity to disseminate information on other topics as well, such as child development, brain development, and school readiness.

In addition to disseminating information to individuals, 22.4 percent of agencies informed groups of families through workshops and presentations. Workshop and presentation topics described by agencies were consistent with those noted above and included identifying quality child care, kindergarten readiness, and ways children learn through play. The workshops and presentations took place at their agencies, other community-based organizations, and Kindergarten Information Nights.

COUNSELING ON PROVIDER SCREENING

A number of R&Rs reported providing counseling and advice about accessing child care, not merely lists of providers and information about child care to families seeking referrals. For example, 17.9 percent of the agencies stated that they provided counseling to these families about their eligibility for child care services and their child care options. Furthermore, they provided advice to families about a range of topics, including the costs of different child care providers, subsidies, general issues to consider when selecting a provider, and Oliver’s Law. The agencies provided the counseling in multiple languages and focused some of their counseling on families with special needs children.

FOLLOW-UP WITH FAMILIES AFTER REFERRALS

Nine percent of agencies reported that they followed-up with families after providing referrals. They conducted follow-ups to offer families additional support and to determine if their needs were met. One agency specifically contacted all families who had used only the online referral system because that system had limitations. Another agency noted that their follow-ups were required for documentation and reporting purposes.

SUBSIDY ASSISTANCE AND SCREENING

Forty percent of the agencies noted that they assisted families in navigating the child care subsidy system, including the APP and child care for families receiving CalWORKs. This was because many families reportedly did not have a clear understanding of how the subsidies worked before interacting with the agencies. The agencies initially screened families to determine if they were eligible for financial assistance and could be included on the Childcare Eligibility List. The agencies provided the families information about child care subsidies and reviewed the families’ options for child care. When agencies deemed families eligible for a subsidy program, they assisted these families with the completion of necessary paperwork and forwarded it to the appropriate departments. One small agency in a rural county noted that it held the contracts for the R&R services, Head Start, the

CCIP, and the APP. As a result, families seeking subsidized child care who contacted this agency were able to use a single application to apply for multiple types of subsidized child care.

INTERACTING WITH ALTERNATIVE PAYMENT PROGRAMS, CALWORKS, AND OTHER ORGANIZATIONS

The agencies reported that they interacted with APPs, CalWORKs, and other organizations as part of providing child care referrals. With the APPs, the R&Rs coordinated and assisted with referrals and shared materials. R&R staff provided the APPs and CalWORKs with information about child care providers' suspensions, license revocations, and rates charged to subsidized and non-subsidized families. A medium-sized agency in an urban county noted that it held the contracts for the R&R services and APPs, which allowed the latter's staff to be trained to discuss child care options with the families. Another agency noted that R&R staff attended enrollment orientations organized by the APPs. Furthermore, one agency indicated that it had an R&R staff co-located at the CalWORKs office to facilitate referrals for CalWORKs participants. Finally, the agencies reported that they collaborated and networked with community-based organizations, government agencies, and schools with the overarching goal of ensuring that families knew about the child care resources that were available to them.

PROMOTING R&R AGENCY SERVICES

Nineteen percent of the agencies reported that they promoted their own services with the goal of increasing the number of families that obtained free child care referrals. Agency staff attended community events, health fairs, and enrollment orientations for subsidized child care programs to reach out to families. Other agencies described and offered their services to families through flyers and newsletters. In addition, agencies advertised their services through newspaper ads and, in individual cases, at local movie theaters and on Facebook.

LICENSING OF CHILD CARE PROVIDERS

The Child Care Licensing Program, administered by the Community Care Licensing (CCL) Division in the California Department of Social Services, is a licensing program for family child care homes and child care centers designed to promote healthy, safe, and high quality child care. The agencies reported engaging in eight main activities as they supported providers through the licensing process (Exhibit G2). The two most commonly reported activities related to the licensing of child care providers were information dissemination and technical assistance, which were reported by 77.6 percent and 67.2 percent of agencies, respectively. Approximately half of the agencies indicated they were involved in the licensing orientations, conducted home/site visits, and conducted workshops, presentations, trainings, or classes. Finally, 22 to 37 of the agencies indicated that they interacted with CCL, recruited and advertised for providers, and engaged in counseling and mentoring of providers.

Exhibit G2 – Activities Reported by the R&R Agencies Related to the Licensing of Child Care Providers

Activity	n	%
Information Dissemination to Providers	52	77.6
Technical Assistance	45	67.2
Involvement in the Licensing Orientation	35	52.2
Conducting Home/Site Visits	35	52.2
Workshops, Presentations, Trainings, or Classes	33	49.3
Interacting with Department of Social Services, Community Care Licensing	25	37.3
Recruiting and Advertising for Providers	16	23.9
Counseling and Mentoring of Providers	15	22.4

Note: The percentages are based on the 67 out of 69 agencies that reported on their activities related to the licensing of child care providers.

RECRUITING AND ADVERTISING FOR PROVIDERS

Twenty-four percent of agencies reported involvement in recruiting and advertising for providers. In general, agencies aimed to increase the number of licensed child care providers in their region by encouraging providers to utilize agency services designed to help providers become licensed. Agencies actively recruited providers at community events, child development classes at local colleges, and subsidy program orientations. In addition, agencies advertised the need for licensed child care providers and the availability of their services on the radio, in newspapers, and on television as well as through targeted mailings and phone calls to providers. Agencies also advertised at local job fairs and using online classified ads.

INFORMATION DISSEMINATION TO PROVIDERS

The agencies aimed to disseminate information related to the licensing process to child care providers or individuals interested in becoming child care providers to increase the number of licensed child care providers in their communities. The agencies provided information in multiple languages using flyers, newsletters, packets, booklets, and handbooks. They also had information posted on their websites and in the lobbies of their offices. Agencies disseminated general information about their services and the support they provided related to the licensing process. They also provided information about the basic requirements for licensing and the licensing process. Contact information for health and safety trainers and information about the funding available for the health and safety trainings were distributed by agencies. Additionally, agencies provided specific information about the locations and dates of licensing orientations, Title 22 regulations, licensing fees, and licensing violations and citations.

WORKSHOPS, PRESENTATIONS, TRAININGS, OR CLASSES

Forty-nine percent of agencies engaged in a variety of activities related to the licensing process that they identified as workshops, presentations, trainings, or classes. Health and safety, which included cardiopulmonary resuscitation (CPR), first aid, and preventative health practices, was the most common topic of these educational activities. Several agencies noted that the health and safety trainings were required for the providers to become licensed. Other topics of these educational activities included the licensing-related services provided by the agencies, the licensing process, and licensing regulations. Finally, one very large agency in a mixed suburban and rural county reported holding compliance classes for providers who were put on a noncompliance plan by CCL.

INVOLVEMENT IN THE LICENSING ORIENTATION

Fifty-two percent of the agencies reported involvement in CCL's orientations. Most commonly, the agencies hosted the licensing orientations, which were conducted on a regular basis (e.g., monthly or quarterly), in their offices. Several agencies hosted licensing orientations in Spanish as well. Other agencies reported that their staff attended the licensing orientations at county licensing offices, which provided agency staff opportunities to speak to the providers about the services their agencies offered. In addition, the agencies registered providers for the licensing orientations and made computers available in their offices for providers to participate in the online orientations.

INTERACTING WITH CALIFORNIA DEPARTMENT OF SOCIAL SERVICES - COMMUNITY CARE LICENSING (CCL)

In addition to their involvement in the licensing orientations, 37.3 percent of agencies interacted with the CCL staff in other ways. Several agencies reported that they sought to build and maintain solid working relationships with the CCL staff, which they felt helped providers navigate the licensing process. The agencies attended quarterly meetings with CCL to obtain updates on licensing regulations and procedures. CCL staff, in turn, provided the agencies with updates regarding the licensing status of the providers in their regions and lists of the providers who attended the licensing orientations, which the agencies used to better target their information dissemination activities. Finally, one medium sized agency in a rural county reported that it acted as liaison between the providers and CCL.

HOME AND SITE VISITS

Fifty-two percent of the agencies conducted home or site visits as part of their involvement in the licensing process. In general, the agencies conducted the visits prior to the home inspections by CCL. According to the agencies, the aim of these pre-licensing visits was to prepare the providers for the inspections and identify any correctable issues. One agency specifically noted using the Pre-Licensing Readiness Guide, available on the California Department of Social Service's website, to

assist them with the home visits. Another agency examined the child-to-adult ratios, procedures for signing children in and out, and documentation posted during visits.

TECHNICAL ASSISTANCE

Two-thirds of the agencies indicated they provided technical assistance to child care providers related to the licensing process. The technical assistance, which was typically one-on-one, was provided over the phone, via email, and in person at agency offices and provider homes. One group of agencies operated by the same organization had a hotline that providers could call to request technical assistance. The agencies provided the technical assistance in English as well as Spanish, Chinese, and Russian. In general, the technical assistance covered the licensing process and licensing regulations. Forty-six percent of the agencies specifically noted assisting providers with completing and reviewing their licensing applications.

COUNSELING AND MENTORING OF PROVIDERS

Twenty-two percent of agencies reported providing counseling or mentoring to providers related to the licensing process. The counseling and mentoring, which went beyond simply disseminating information to providers, was likely similar to the activities some agencies conceptualized as technical assistance. During the counseling sessions, R&R staff answered questions about the licensing process and discussed ways to improve the environment of their sites. One large agency in a mostly suburban county reported their staff acted as career counselors after the licensing orientations to assist individuals in making an informed decision about becoming a child care provider. Additionally, one large agency in a suburban/rural county connected prospective licensees with experienced child providers who were to mentor and assist prospective licensees with the licensing process.

RESOURCES FOR PARENTS

The agencies engaged in a variety of activities as part of their work providing resources for parents to educate, guide, and support them. As shown in Exhibit G3, the vast majority (87.9 percent) of the agencies disseminated information to parents; 54.5 percent of the agencies made workshops, presentations, trainings, or classes available to parents. In addition, between 39 and 49 percent of agencies provided referrals for services other than child care, consulted with parents, maintained a resource/lending library, and participated in community outreach events. Nearly one-third of agencies specifically reported using their websites or Facebook pages as tools to disseminate information. Finally, 21.2 percent of R&Rs reported provided donations to families.

Exhibit G3 – Activities Reported by the R&R Agencies Related to Providing Resources for Parents

Activity	n	%
Information Dissemination to Parents	58	87.9
Workshops, Presentations, Trainings, or Classes	36	54.5
Referrals for Services Other than Child Care	32	48.5
Consultation	29	43.9
Resource/Lending Library	29	43.9
Community Outreach Events	26	39.4
Information Dissemination Using Agency Website or Facebook Page	20	30.3
Donations to Families	14	21.2

Note: Percentages are based on the 66 of 69 agencies reporting on activities related to the provision of resources for parents.

INFORMATION DISSEMINATION TO PARENTS

Eighty-eight percent of agencies reported disseminating other information to parents in addition to the information noted in the section on the child care referral process and the selection of child care providers. The agencies provided parents with information using newsletters, “tip” sheets, flyers, and brochures in multiple languages. The information was provided in person when parents visited agency offices, over the phone, and via email and mail. Disseminating information through the agencies’ websites and Facebook pages was the most commonly reported method and was reported by 30.3 percent of agencies. The agencies provided information about resources available to parents in their communities, such as food banks, health care facilities, parenting classes, and the R&R agencies themselves, and how to access the resources. For instance, one small agency in a rural county developed and distributed a guide that contained an extensive listing of the resources available to families in the county. The agencies also disseminated information on a range of parenting topics: discipline methods, school readiness, educational family activities, and health maintenance (e.g., preventing lead poisoning and sun overexposure). As an example, one organization that operated multiple agencies reported distributing 19 different brochures on a range of topics, such as choosing a child care provider, biting, toilet training, and nutrition. The agencies also disseminated information about other topics, such as emergency preparedness and domestic violence, not directly related to parenting.

WORKSHOPS, PRESENTATIONS, TRAININGS, OR CLASSES

Fifty-five percent of agencies made workshops, presentations, trainings, or classes available to parents. The agencies covered a broad range of topics during these educational activities; the topics were similar to those discussed in the previous section, “Information Dissemination to Parents.” Commonly reported topics of the educational activities included community resources available to parents, child development, parenting techniques (e.g., positive parenting), health and nutrition, and parent advocacy strategies. For example, one large agency in an urban and suburban county offered

a 30-week parenting class for Spanish-speakers that focused on child development, health and nutrition, and positive communication and discipline. Several agencies highlighted activities that focused on children’s learning and education. The agencies held workshops on transitioning to kindergarten and the Individualized Education Program (IEP) process. Additionally, the agencies emphasized the importance of high quality early child care experiences, provided training on ways to engage children with reading, and modeled how to read to children.

COMMUNITY OUTREACH EVENTS

Nearly 40 percent of agencies hosted or participated in community outreach events. The primary purpose of the events was to educate parents about a range of topics, such as the child care programs and other services available in their communities. The events frequently included activities for children and provided the agencies opportunities to recognize parents and other community members for their dedication to improving children’s lives. The agencies provided a number of examples of the events that they hosted or sponsored—family reading nights that included time for reading stories, singing, and games; preschool fairs in which numerous child care providers gave out information about their programs; and events at local parks that allowed families to spend time with their children while learning about local resources available to them. Agency staff also attended farmers markets, health fairs, and other community events to reach parents in their communities.

RESOURCE/LENDING LIBRARY

Forty-four percent of agencies maintained a resource/lending library for parents. The libraries contained children’s books, parenting books, educational materials, DVDs, toys, and games that parents borrowed free of charge. Parenting books covered topics such as child discipline, child development, nutrition and health, and parenting children with special needs.

REFERRALS FOR SERVICES OTHER THAN CHILD CARE

In addition to providing parents with referrals to child care providers, 48.5 percent of agencies referred parents to a broad range of other organizations and agencies in their communities based on the families’ needs. One of the most common referrals made by agencies was to clinics funded by the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). The WIC clinics provide supplemental foods and nutritional education. Agencies referred other families facing food shortages to food banks and the CalFresh program (California’s Supplemental Nutrition Assistance Program), which distributes monthly benefits to families to buy food. Several agencies also referred families to local parenting classes or workshops. Families with health care and mental health needs were referred to Covered California (i.e., California’s health insurance exchange), physical therapists, occupational therapists, and counseling services. Families with children with special needs were referred to local school districts and regional centers that serve individuals with developmental disabilities. Agencies also referred families to utility assistance, vocational training, and immunization programs.

CONSULTATION

Beyond providing consultation to parents regarding the selection of child care provider, 44 percent of agencies consulted with parents on a broad range of topics. Many agencies provided guidance on general child rearing issues, child development topics, issues related to special needs children, and navigating the child care system. The guidance also focused on more specific topics related to children's behaviors, such as bedtime routines and childhood aggression. One very large agency noted that its staff consulted with parents to develop plans to help their children succeed in child care. Staff from this very large agency also assisted parents with obtaining health insurance and provided career counseling. Consultation occurred during the families' referral and subsidy appointments, parenting classes, and parent support groups. The agencies also provided consultation to parents during their calls to agency information lines (termed "Warmlines" by several agencies), as well as to walk-in clients.

PROVIDING DONATIONS TO FAMILIES

Twenty-one percent of agencies provided various types of donations to families. For example agencies organized or sponsored holiday gift drives for families in their regions; donated clothing, shoes, and food, as well as diapers, baby wipes and formula, over-the-counter medications, and personal hygiene products; and provided children with backpacks and other school supplies, as well as books.

HEALTH AND NUTRITION SERVICES FOR CHILDREN

The agencies reported on a range of activities outlined in Exhibit G4 related to health and nutrition services for children. Three-fourths of agencies disseminated information related to health and nutrition to families and providers, 58.5 percent of agencies made workshops, presentations, trainings, or classes available to families and providers, and 40.0 percent were involved in the Child and Adult Care Food Program (CACFP). Less than one-third of agencies provided referrals for health and nutrition services, interacted with other organizations, were involved in community outreach events, and provided reimbursements for the Health and Safety Training for Child Care Providers.²⁰ Each of these activities is summarized below with the exception of referrals for health and nutrition services, which was described in prior sections.

²⁰ Although CDE/EESD reports that each R&R has a contract to provide such reimbursements (and that all R&Rs submit records that they are reimbursing providers), less than a third chose to report this in the survey.

Exhibit G4 – Activities Reported by the R&R Agencies Related to Health and Nutrition Services for Children

Activity	n	%
Information Dissemination to Families and Providers	49	75.4
Workshops, Presentations, Trainings, or Classes	38	58.5
Involvement in the Child and Adult Care Food Program (CACFP)	26	40.0
Referrals for Health and Nutrition Services	20	30.8
Interacting with Other Organizations	14	21.5
Community Outreach Events	14	21.5
Reimbursements for the Health and Safety Training	11	16.9

Note: The percentages are based on the 65 out of 69 agencies that reported on their activities related to health and nutrition services for children.

INFORMATION DISSEMINATION TO FAMILIES AND PROVIDERS

Seventy-five percent of agencies disseminated information related to health and nutrition directly to families and providers. Agencies also distributed information to providers and other local agencies that they could distribute to families. Consistent with the dissemination activities noted in the other areas, agencies disseminated information on health and nutrition in multiple languages. The agencies disseminated information using their websites, Facebook pages, and newsletters that were mailed and posted online. The agencies used their own brochures, “tip” sheets, and posters as well as pamphlets developed by the U.S. Department of Agriculture (USDA). Additionally, one small agency in a rural county employed an R&R coordinator who was a registered dietician and could provide information directly to parents and providers. The agencies distributed information on a range of topics related to health: immunizations, flu vaccines, lice, controlling infectious diseases, proper techniques for hand washing, the dangers of second hand smoke, car seat safety, obesity, and exercise. With regards to nutrition, the agencies disseminated healthy recipes, cookbooks, and provided information on healthy eating, avoiding high fat foods, and gardening. Another area of emphasis was the importance of drinking water and avoiding beverages with large amounts of sugar. The agencies referenced First 5 California’s Potter the Otter campaign and the Center for Disease Control and Prevention’s ReThink Your Drink campaign, which both encourage children to drink more water.

WORKSHOPS, PRESENTATIONS, TRAININGS, OR CLASSES

Fifty-nine percent of agencies made workshops, presentations, trainings, or classes on topics related to health and nutrition available to families and providers. The educational activities related to nutrition focused on cooking healthy meals for children, preparing healthy snacks, strategies for dealing with children who are picky eaters, and the importance of fresh fruits, vegetables, and whole grains. Many of these nutrition activities were led by registered dietitians or dietitians from WIC or local hospitals. One goal of these activities was to help providers educate children so that they can make healthy food choices and exercise regularly. In addition, 16.9 percent of agencies gave

reimbursements or tuition assistance to providers for the Health and Safety Training for Child Care Providers, which was required for at least one staff member at each child care center. The 15 hour Health and Safety Training covered pediatric CPR, pediatric first aid, and preventative health practices, such as the prevention of injuries and proper handling of food. Other topics of the educational activities related to health included exercising with children, emergency preparedness for providers, proper installation of car seats, smoking cessation, child abuse, and the prevention of communicable illness.

COMMUNITY OUTREACH EVENTS

Twenty-two percent of agencies participated in community outreach events that related to health and nutrition. The agencies attended a wide variety of health fairs and festivals in their communities. Agency staff set-up tables or booths at the events and provided information to families about healthy eating and the benefits of exercise. The events gave several agencies a chance to model healthy behaviors by providing healthy snacks to attendees. In addition, the agencies offered families opportunities at the events to engage in a physical activity, such as a Zumba dance class.

INVOLVEMENT IN THE CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

Forty percent of agencies reported involvement in the CACFP, which reimburses child care providers for serving nutritious meals and snacks to enrolled children. Twelve agencies specifically noted sponsoring or administering the CACFP in their counties. Agencies introduced the CACFP to the providers, explained the benefits of the program, and promoted it. Agencies reviewed the CACFP policies and handbook with the providers. As part of the program, the providers were taught about food safety, sanitation, and appropriate foods for children at different stages of development. Agencies also provided information on nutrition, planning meals, dealing with picky eaters, and introducing new foods to children. Several agencies conducted site visits to providers participating in the program to observe the meals and demonstrate best practices for serving meals. Finally, one agency administered the payments for the CACFP and reviewed the claims submitted by the providers.

INTERACTING WITH OTHER ORGANIZATIONS

As part of their work related to health and nutrition, 21.5 percent of agencies partnered or collaborated with other organizations in a number of different ways. For example, one agency collaborated with the California Highway Patrol to hold informational events about car seat safety. Another agency partnered with a local farmer's market association to promote a nutrition program at State Preschools. Other agencies had staff serve on community advisory boards or steering committees related to health. In addition, one agency had staff attend county-wide immunization meetings so that the agency to stay up-to-date on immunization issues.

ADMINISTRATION OF TRUSTLINE

TrustLine is a registry of in-home child care providers, such as nannies, baby-sitters and tutors, who have passed criminal background checks in California. To complete the background check, child care providers fill out the TrustLine application, submit their fingerprints, and pay the application fee. As shown in Exhibit G5, the agencies reported engaging in nine types of activities related to the administration of TrustLine. The most frequently reported activity was involvement in the application process, (70.6 percent of the agencies), while 42.6 percent of the agencies disseminated information to families and another 30.9 percent of the agencies maintained a TrustLine database. In addition, 26 to 28 percent of the agencies reported interacting with APPs or other agencies, being involved in Live Scan fingerprinting, and disseminating information to child care providers. Finally, slightly less than 15 percent of the agencies interacted with CalWORKs and the R&R Network. Each of these activities is summarized below with the exception of interacting with the R&R Network, which was not discussed in detail by the agencies.

Exhibit G5 – Activities Reported by the R&R Agencies Related to TrustLine

Activity	n	%
Involvement in the Application Process	48	70.6
Information Dissemination to Families	29	42.6
Maintaining a TrustLine Database	21	30.9
Interacting with Alternative Payment Programs (APPs)	19	27.9
Interacting with Other Agencies	19	27.9
Involvement in Live Scan Fingerprinting	19	27.9
Information Dissemination to Child Care Providers	18	26.5
Interacting with California Work Opportunity and Responsibility for Kids (CalWORKs)	10	14.7
Interacting with the R&R Network	10	14.7

Note: The percentages are based on the 68 out of 69 agencies that reported on their activities related to TrustLine.

MAINTAINING A TRUSTLINE DATABASE

Thirty-one percent of agencies indicated that they maintained a TrustLine database or registry such that when the agencies received notices about an applicant’s TrustLine status, they entered the information into their databases. Some agencies reported that they maintained TrustLine records for applicants who passed the background check or providers that received subsidies. Other agencies further noted that they kept records on applicants who did not pass the background check or had their clearance revoked.

INVOLVEMENT IN THE APPLICATION PROCESS

Seventy-one percent of agencies reported that they engaged in activities related to the application process for TrustLine. Most commonly, the agencies processed the TrustLine applications but also

noted specific activities to support providers' application completion and submission. For example, the agencies gave the families and providers the forms, paperwork, and instructions needed to complete their applications. In addition, the agencies assisted some families and providers in completing and reviewing their applications. Many agencies also submitted the applications on behalf of the families and providers via mail, fax, or email, and tracked the status of the applications.

INVOLVEMENT IN LIVE SCAN FINGERPRINTING

Twenty-eight percent of the agencies reported involvement in the Live Scan fingerprinting that was part of the TrustLine background check. There was considerable variability in the agencies' level of involvement in the Live Scan fingerprinting. The most heavily engaged agencies housed the Live Scan facilities at their locations. One medium sized agency in a small city had three R&R staff trained to do the fingerprinting. The less involved agencies provided the applicants with the necessary forms, maintained lists of local Live Scan facilities, and assisted the applicants with scheduling their appointments.

INFORMATION DISSEMINATION TO FAMILIES AND CHILD CARE PROVIDERS

Forty-three percent of the agencies reported disseminating information about TrustLine to families and 26.5 percent provided information to child care providers. The information was distributed to families and providers in-person and through brochures distributed at the agencies' offices and community events (e.g., farmers' markets, fairs, and local conferences), as well as via mail, email, newsletters, social media, and their websites. Informational packets on TrustLine were given to parents who requested referrals and sent to parents before their appointments for the APPs and CalWORKs. Providers received information on TrustLine at orientations for subsidy programs. The agencies disseminated information to families and providers about the existence and purpose of TrustLine as well as the safety benefits of using TrustLine. In addition, the agencies provided the families with the phone number for TrustLine, the URL for the TrustLine website, and instructions on how to navigate the TrustLine website. Providers were educated about why they needed to apply for TrustLine clearance and the application process.

INTERACTING WITH ALTERNATIVE PAYMENT PROGRAMS, CALWORKS, AND OTHER ORGANIZATIONS

The agencies interacted with APPs, CalWORKs, and other organizations through their work with TrustLine. In general, the agencies either coordinated the TrustLine application process for the APPs and CalWORKs or supported the APPs and CalWORKs through the process. The most commonly reported activity was notifying the APPs, CalWORKs, and other organizations (e.g., county departments of children and family services) about the results of the background screening. A smaller number of agencies also notified the other organizations when they submitted TrustLine applications and when there were changes to an individual's status because they no longer had clearance.

HELPING CHILD CARE PROVIDERS WITH THEIR BUSINESS PRACTICES

The agencies engaged in a variety of activities outlined in Exhibit G6 in order to help child care providers improve their business practices. Nearly 80 percent of the agencies made workshops, presentations, trainings, or classes available to providers and 60.6 percent provided technical assistance related to business practices. Between 37 and 46 percent of agencies disseminated information to providers, had a resource/lending library, and engaged in counseling, coaching, or consulting. In addition, 27.3 percent of agencies conducted home or site visits. Each of these activities is summarized below.

Exhibit G6 – Activities Reported by the R&R Agencies Related to Helping Child Care Providers with their Business Practices

Activity	n	%
Workshops, Presentations, Trainings, or Classes	52	78.8
Technical Assistance	40	60.6
Information Dissemination	30	45.5
Resource/Lending Library	28	42.4
Counseling, Coaching, or Consulting	25	37.9
Conducting Home/Site Visits	18	27.3

Note: The percentages are based on the 66 out of 69 agencies that reported on their activities related to helping child care providers with their business practices.

INFORMATION DISSEMINATION

Forty-six percent of agencies disseminated information to providers related to their business practices. The agencies used similar methods to disseminate this information as they did to disseminate the information noted in the previous sections. For example, they disseminated information using brochures, packets, websites, Facebook pages, and newsletters that were mailed and emailed to providers. The agencies disseminated information on broad topics, such as creating a business plan and developing their program or curriculum. The agencies also distributed information on a variety of specific topics related to the providers' business practices: budgeting, developing contracts, marketing, insurance, the child care subsidy system, zoning, how to obtain permits, and taxes. Information on human resources issues, such as outlining the responsibilities of child care staff, developing professional development plans, and developing and using time sheets, was provided by several agencies. Finally, the agencies gave providers information on how to price their services, the average child care rates in their area, and the demand for child care services in their area.

RESOURCE/LENDING LIBRARY

Forty-two percent of agencies reported that they maintained a resource/lending library that contained materials that assisted providers with their business practices. The resource/lending

libraries had a variety of materials including books and DVDs. The materials contained information on a range of business topics, such as creating contracts, how to promote a business, taxes, record-keeping, money management, and risk reduction strategies. Additionally, the resource/lending libraries had computers available for providers so they could download sample budget spreadsheets, contracts, and policies and procedures handbooks. Several agencies had lamination machines in the libraries that were available for the providers to create materials for their marketing efforts.

WORKSHOPS, PRESENTATIONS, TRAININGS, OR CLASSES

Workshops, presentations, trainings, or classes were made available to providers on topics related to their business practices by 78.8 percent of agencies. Several agencies noted that the activities reported here overlapped with the activities reported in the sections of the report on CCIP and non-CCIP professional development trainings. Many of the educational activities targeted general topics such as starting a child care center or how to operate a successful child care business. The educational activities also focused specific financial topics: taxes, bookkeeping, fiscal accountability, loans for small businesses, and budgeting. Other topics of the educational activities included marketing, contracts, business ethics, management techniques, developing business plans, worker compensation, information to include in parent handbooks, creating parent contracts, computer literacy training (e.g., writing emails and basic keyboarding), setting up learning environments, and creating schedules and routines for children. In addition, the agencies trained providers to use the Business Administration Scale (BAS), Program Administration Scale (PAS), and Family Child Care Environment Rating Scale (FCCERS). These rating scales helped the providers assess the quality of their businesses and professional practices, their leadership and management practices, and the quality of their programming and teacher-child interactions.

TECHNICAL ASSISTANCE

Sixty-one percent of agencies provided technical assistance to child care providers related to their business practices. The technical assistance was generally provided in-person but was also conducted over the phone. Consistent with the topics outlined in the information dissemination section, the technical assistance broadly covered the business aspects of starting and maintaining a child care center. The agencies provided technical assistance related to budgeting, business plans, accounting practices, obtaining business licenses, determining the appropriate fees for parents, and insurance. In addition, agencies helped providers write contracts, policies, and parent handbooks. The agencies provided examples of these documents and proofread the documents for the providers. The agencies assisted the providers with the marketing of their child care centers by helping them create or revise their business cards, flyers, and websites.

COUNSELING, COACHING, OR CONSULTING

Thirty-eight percent of agencies engaged in activities designed to help providers with their business practices that they identified as counseling, coaching, or consulting. Similarly, other agencies noted

providing advice and guidance about the providers' business practices. These activities required a higher level of involvement on the part of the agencies than simply disseminating information to providers and likely overlapped considerably with the activities some agencies considered technical assistance. The counseling, coaching, and consulting took place in-person at the agencies' office and at the child care centers, over the phone, and via email. One small agency in a rural county indicated they had a formal consultation process where agency staff met with each provider before they opened their child care center and then on an on-going basis after they opened their center. The counseling, coaching, and coaching covered a range of business related topics, including taxes, marketing, and contracts. Additionally, the agencies provided advice to providers about how increasing the number of hours they were open and expanding the age range they served could increase the number of referrals they received. Furthermore, the agencies supported providers when they were involved in disputes with parents.

HOME/SITE VISITS

Twenty-seven percent of agencies helped providers with their business practices during home or site visits. The site visits gave the agencies opportunities to disseminate information, train and support providers, and provide technical assistance. During the visits, the agencies covered the important business considerations involved in operating a child care center as well as specific topics, such as how the providers should claim CACFP reimbursements on their taxes and how to handle personnel issues.

CONSULTING OR PROVIDING ASSISTANCE TO COMMUNITY AND PUBLIC AGENCIES IN PLANNING, COORDINATING, AND IMPROVING CHILD CARE SERVICES

The agencies engaged in the five main activities shown in Exhibit G7 as part of their work consulting or providing assistance to community and public agencies in planning, coordinating, and improving child care services. The most common activity, participation on committees, councils, and boards by agency staff, was reported by 56.7 percent of agencies. In addition, 32 to 37 percent of agencies disseminated data and information and made workshops, presentations, trainings, or classes available to staff at other community and public agencies, as well as families and providers. Twenty-five percent of agencies collaborated with other community and public agencies to carry out community outreach events. Descriptions of each of these five activities are outlined below.

Exhibit G7 – Activities Reported by the R&R Agencies Related to Consulting or Providing Assistance to Community and Public Agencies

Activity	n	%
Participation on Committees, Councils, and Boards	38	56.7
Data Dissemination	25	37.3
Information Dissemination	25	37.3
Workshops, Presentations, Trainings, or Classes	22	32.8
Community Outreach Events	17	25.4

Note: The percentages are based on the 67 out of 69 agencies that reported on their activities related to consulting or providing assistance to community and public agencies.

PARTICIPATION ON COMMITTEES, COUNCILS, AND BOARDS

Staff from 56.7 percent of agencies served on a range of committees, councils, and boards as members or chairs with the overarching goal of planning, coordinating, and improving child care services in their regions. Examples of these committees, councils, and boards included: LPCs, First 5 subcommittees (e.g., a subcommittee for early education), a council on child abuse prevention, Workforce Investment Boards, the board for the Northern California Association of Non-Profits, a committee that determines how to use Race to the Top funding, the board for Central California’s Association for the Education of Young Children (CCAIEYC), advisory groups at community colleges, and workgroups for Santa Clara County’s Early Learning Master Plan. The agencies sought to increase the supply and quality of child care providers in their regions through their staff’s participation on many of the committees, councils, and boards. In addition, agency staff helped with community outreach, helped connect families to the child care services, and represented the perspectives and needs of child care providers and families.

DATA AND INFORMATION DISSEMINATION

To assist community and public agencies in planning, coordinating, and improving child care services, 37.3 percent of agencies disseminated data on child care, including supply and demand data and statistics on the average costs of child care. The agencies supplied child care data to a variety of agencies and stakeholders, such as LPCs, school districts, cities, county First 5 offices, elected officials, non-profit organizations, and the R&R Network. The data were used to develop strategic child care plans, to plan for kindergarten enrollments, for non-profit organization’s grant applications, and generally to plan and coordinate services within the regions.

In addition to disseminating data on child care, 37.3 percent of agencies disseminated other types of information to help community and public agencies plan, coordinate, and improve child care services. Most commonly, the agencies disseminated information on R&R services and resources they provided and other services for families available in their regions to schools, churches, and non-profit organizations. The other community and public agencies were able to pass the information about the available services to their clients and used the information to plan and coordinate their

own services. The agencies distributed information on the gaps in services for children, which also helped other community and public agencies plan their activities.

WORKSHOPS, PRESENTATIONS, TRAININGS, OR CLASSES

Thirty-three percent of agencies collaborated with other community and public agencies to provide workshops, presentations, trainings, or classes designed to improve child care services. The educational activities fell into two categories. First, agencies presented to or trained staff at other community and public agencies. For instance, agencies made presentations on the services they provided so staff at the other community and public agencies could better serve their clients. Second, agencies collaborated with other community and public agencies to make the educational activities available to providers and families. In some cases, the agencies were contracted by the other community and public agencies to provide trainings or workshops. The agencies worked with LPCs, county offices of education, First 5, colleges, and government agencies to provide educational activities on a range of topics, such as child development, curriculum development, and social-emotional teaching strategies.

COMMUNITY OUTREACH EVENTS

Twenty-five percent of agencies assisted other community and public agencies with community outreach events in various ways. Some agencies collaborated with other community and public agencies to plan and carry out events, such as a children's fair that had activities for children and provided parents information about child care services. In addition, one agency mentored members of a church so the church could better plan a youth fair and another agency hosted meetings for an advocacy group for parents. Finally, agencies assisted other community and public agencies by attending their community events, such as back to school events, and distributing information to the attendees about their services and other resources in the community.